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An Annotated bibliography of high interest - low vocabulary multimedia materials for junior high students

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Abstract

Two major areas of concern to the adolescent are behavior and emotions. They are interested in learning about genuine emotions and how people feel when they behave in certain ways. They also are concerned about the real world and seek to understand their own emotions, behaviors and life. Materials that provide for these particular interests will be appealing to the adolescent reader. Again, media specialists should be aware of any existing materials that deal with these concerns for possible purchase.

Annotated Bibliography
of High Interest - Low Vocabulary
Multimedia Materials
For Junior High Students

A Research Paper
Presented to the
Faculty of the Library Science Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

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May 1975

Read and approved by

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Several years ago educators were told that Johnny could not read. Initially, many reading programs were developed to remedy this situation. After these experiments were conducted and results analyzed, in some cases Johnny still could not read. Fortunately, someone asked Johnny why he did not like to read. Because he answered that reading was not interesting, an attempt was made to locate materials of high interest with lower vocabulary levels. *At the moment* And so, an idea, whether it was old or new, was thrust upon the field of education; *and since* and since, its momentum and importance has been growing. The need for materials of high interest with a low reading level was finally recognized.

The problems of illiteracy and limited reading abilities are not confined to school aged children. Unfortunately, too many adults experience difficulties in reading. In an article prepared for the Harvard Educational Review, David Harman asserted that approximately 50% of people over the age of twenty-five (in the United States) "probably lack the literacy required to read such basic items as newspapers, job applications and driving manuals."¹ In efforts to improve this situation adult classes in reading are being conducted by many schools and social service organizations. However, many of these people probably did attend public

¹David Harman, "Illiteracy: An Overwidw," Harvard Educational Review, 40: 226-43, May, 1970.

schools through junior high, and a large number may have graduated from high school. Somewhere in their school educational experiences they were not taught or encouraged to read. Too many students enrolled in the public schools today may also enter the adult world illiterate or with reading deficiencies. Therefore, the ability to read must become a primary objective to be mastered by a student before he leaves the public school system.

Typically, students with reading problems are labeled the "poor reader" or the "below average reader" or the "reluctant reader". Defining the ability to read is a problem, too. For purposes of this paper, reading is defined as "taking meaning from the printed page, making connections between it and other reading and other experiences, acting on it, and making this information an integral part of life."² Although the definition concerns printed material and reading, it must be expanded to include nonprint materials and learning. A student can learn by "taking meaning from the printed page", sounds and visual images. By "making connections between the meaning and other reading", audio and visual experiences, the meaning can become "an integral part of life."

The reluctant reader is not necessarily a student of low intelligence or ability. Robert Skapura defined the

²Geraldine E. LaRocque, Must Johnny Read, U.S. Educational Resources Information Center, ERIC Document ED 074 435, December 4, 1971.

"uninvolved" reader as a "positive person of any intelligence who has not yet reached the state of pleasurable literacy."³ Skapura viewed literacy as a skill, but pleasurable literacy is an attitude where enjoyment of the meaning is vitally important. Again, this concept can be altered to perceive pleasurable learning as an attitude of enjoying the meaning of print or nonprint materials.

Reasons for learning and reading vary as much as individual interests vary. Some people enjoy materials that comfort, amuse or touch them while others like materials that make them dream, laugh, shudder, weep or think.⁴ The key to enjoyment is relevance. In her article, "Books and Records For the Child", Rose Agree maintained that relevance was the sought after quality which gives a book or record child appeal.⁵ Books and records were used as examples, but the same statement applies to other forms of print and nonprint materials. As will be discussed later, one important factor in selecting materials for the "uninvolved" reader is

³Robert J. Skapura, "Lawsuits, Duels, and Burma Shave: Nonfiction Works...If You Let It," English Journal, 61: 831-5, September, 1971.

⁴Patricia Cianciolo, "To Each His Own," Top of the News, 27: 406-15, June, 1971.

⁵Rose Agree, "Books and Records For the Child," Instructor, 79: 44, December, 1969.

the degree of interest or the relevancy of the subject. If the student finds the material interesting he will probably comprehend more information.

A study to determine the relationship between reading interests and comprehension was conducted in 1973 by Estes and Vaughan. Forty-six fourth grade students who could read at the 4.0 level were used as subjects. The researchers prepared six stories with a grade level difficulty of 5.5 based on the Dale-Chall readability grade placement system. The six selections included the subject areas of folk tales, animals, sports, space, mystery and foreign lands. Each student indicated which one of the six topics was of his highest interest and which one was of his lowest interest. The students were to read one story from each of the areas of his highest and lowest interests. After reading the two selections, the students answered ten questions about each story. The questions were designed to test for comprehension, and each question was assigned a value of ten points. A perfect score on each test would be one hundred points. The results between the tests of the material of highest interest and lowest interest were compared. A pretest was used to assess the significance of difference between the mean of the high interest score and the mean of the low interest score. The obtained value of the pretest was the difference of 5.90 as being significant. The results of this test showed that the average differences between high interest material (86 points) and the low interest material

(67 points) was twenty points. The researchers concluded that interest does appear to be a factor in determining reading comprehension.⁶

An important criticism of this study was that no information about geographical location or socio-economic status of the subjects was given. Also, the only restriction applied to the subjects was that they could read at the 4.0 grade level. Assumptions can not be made that the group was homogenous or randomly selected. Therefore, the conclusion drawn must be that interest may affect comprehension. Logical reasoning would tend to support this hypothesis. If a reader finds an article or story interesting, he may be able to comprehend and enjoy the material even if the material is written at a more difficult reading level. Further support for this assumption was provided in an article by Lyman Hunt. Hunt believed that there was a relationship between interest, motivation, self-direction and the reading level of the material. Hunt maintained that "strong interest can frequently cause the reader to transcend not only his independent but also his so-called instructional level."⁷ If the reader finds the material to be interesting, he will probably be less frustrated in his attempts to comprehend.

⁶Thomas H. Estes and Joseph L. Vaughan, Jr., "Reading Interests and Comprehension: Implications," The Reading Teacher, 27: 149-53, November, 1973.

⁷Lyman C. Hunt, Jr., "The Effect of Self-Selection, Interest and Motivation Upon Independent, Instructional and Frustrational Levels," Reading Teacher, 24: 146-51, November, 1970.

Educators began searching for books to fill the need for motivating materials. There are several bibliographies of high interest - low vocabulary books available, yet the majority of these lists include only fictional works. While fiction is one means of motivating a student, non-fiction often provides for more individual interests. Robert Skapura identified two types of non-fiction that students enjoy. The first type is the strange and exotic such as materials about world records and strange phenomena. The second popular type of non-fiction concerns materials about strong, impassioned causes such as civil rights, environmental problems and social crises.⁸ Skapura suggested that the inclusion of non-fiction may be one "easy" way to get the uninvolved student involved. Non-fiction is very popular as Skapura indicated in these figures. Since 1929 the production of non-fiction has increased 380% while fiction has increased only forty percent. An average fiction book in the top ten best selling list sells about 100,000 copies while the non-fiction book in the same category averages sales of 200,000 copies. Skapura further pointed out that of the thirty titles cited by the American Library Association's Notable Books list of 1970, nine were fiction and twenty-one were non-fiction.⁹ Non-fiction materials should be included in a list of highly motivating materials.

⁸Skapura, op. cit., p.832.

⁹Skapura, op. cit., p.842.

In some cases, a book may not be enough to motivate a child to read. Because a student may desire a different format, multimedia materials must be available. Jeannette Jarecke asserted that the role of the teacher is to help the child discover his own individual needs and then to find and use materials suitable for meeting these needs.¹⁰ R. Baird Shuman justified the use of nonprint as sources of highly motivating materials. Shuman stated that too often many teachers view print as the medium for teaching remedial reading rather than a medium.

Shuman stated in his article that reading is important and that teachers must always work to improve the student's reading ability. However, teachers must also allow and provide for the student's intellectual growth. Shuman believed that this last goal often requires the use of multimedia materials that deal with highly interesting subjects.¹¹ By exposing the poor reader to multimedia, the student has a chance to experience good literature and to acquire information about a variety of topics. The overall aim of any reading program or any school course should be to build rather than destroy a child's self-confidence.¹²

¹⁰Jeanette Jarecke, "Multimedia Approach to Reading," Instructor, 80: 60-1, November, 1970.

¹¹Multimedia is defined as being materials that include combinations of different print and nonprint formats. A multimedia kit might contain a cassette tape and a book, or a sound filmstrip and a paperback, or simply a captioned filmstrip and a study guide.

¹²R. Baird Shuman, "The Teen-Aged Nonreader," The Education Digest, 40: 47-9, September, 1974.

Combinations of print and nonprint materials can help a student learn to read, yet some educators may question the use of nonprint for this purpose. True reading is a total involvement of a mind that is working, thinking, responding and analyzing. Multimedia materials should require the same type of involvement by the student.¹³

The basic criteria for the inclusion of nonprint materials was outlined by Robert McCracken in an article in School Library Journal. The following list of questions provide guidelines for the inclusion of nonprint. "Is the material more effective than a student's reading a book silently? Does the material lead the children to books? Does the material misteach what reading is? How much space does the material or machine take? How much does the material initially cost and what are the replacement costs? Does the material involve children in learning to read?"¹⁴

Most students are exposed to nonprint daily in the format of television. Because of television, movies and radios, students are familiar with these audio and visual mediums. Just as a person views or listens to what interests him so will he want to read or view educational materials that are interesting. By using the familiar nonprint format

¹³Ibid., p.48.

¹⁴Robert A. McCracken, "Audiovisuals In Reading," School Library Journal, 16: 37-8, May, 1970.

with print in multimedia kits, a student may be more motivated to learn to read, to comprehend and to think critically. This important use of multimedia kits is being recognized by reading teachers and media specialists.

Today the market for multimedia kits of high interest-low vocabulary materials is expanding rapidly. The producers of these kits realize the materials are in great demand, and media specialists are seeing a "flood" of new materials available for purchase. Media specialists and teachers must be aware of the quality of these kits and be very selective in their purchasing. A criteria of selection for high interest, low vocabulary materials must be established according to the needs of the students and the curriculum.

Three basic criteria for the selection of high interest, low vocabulary materials were outlined by Hap Gilliland in his book, Materials For Remedial Reading and Their Use. The first factor to consider is the level of reading difficulty. The materials must be evaluated in terms of the skills they will develop and reinforce and on what reading levels these materials will be useful. A student must be able to read or experience the material without difficulty or frustration in understanding the content.

The second factor discussed by Gilliland is interest. The media specialist and teacher must be aware of students dislikes as well as likes when selecting "interest" materials. The subject of the material must be of real interest to the student, and the material must be written for the students' age level.

The third factor concerns the types of materials. All kits should be organized and readily available to the students. Gilliland further stated that "varying the type of materials used within each day's instruction will greatly increase the attention span of most remedial readers."¹⁵

While these three criteria deal with the three major factors of selection of materials, a discussion of the more specific area of subject or content needs to be considered. The primary interest areas of junior high students were outlined by Ruth Strang, and others, in the book Gateways to Readable Books.¹⁶

First, teenagers like to read stories about other teenagers with whom they can identify. They also like to read about characters from different socio-economic backgrounds and from other ethnic and cultural groups. If the media specialist is looking for suitable materials of high interest then stories about teenagers and people from other racial and cultural groups will generally appeal to the disadvantaged reader.

¹⁵Hap Gilliland, Materials For Remedial Reading and Their Use, Billings, Montana: Montana Reading Publications, 1970.

¹⁶Ruth Strang, and others, Gateway to Readable Books, New York: H. W. Wilson, 1966.

Adolescents also enjoy stories about realistic experiences with suspense and action. The more exciting and courageous the story, the greater will be its appeal.

Two major areas of concern to the adolescent are behavior and emotions. They are interested in learning about genuine emotions and how people feel when they behave in certain ways. They also are concerned about the real world and seek to understand their own emotions, behaviors and life. Materials that provide for these particular interests will be appealing to the adolescent reader. Again, media specialists should be aware of any existing materials that deal with these concerns for possible purchase.

A final area of general interest is in the realm of career education. Teenagers enjoy reading about activities they can do or some career they can pursue. Multimedia kits that deal with this subject matter should be considered for possible selection.

In summary, the above are basic criteria that can be used for the selection of the high interest, low vocabulary materials. However, the media specialist must always insist upon high quality. Now that the market for these materials is expanding and costs are increasing, it is especially important to be extremely selective. *Conj.*

The following bibliography is an annotated list of multimedia materials that are designed to motivate and stimulate an uninvolved or reluctant junior high reader. *Ref.*

Because of the high interest factor and below average reading level, a junior high student would not find these materials boring or frustrating. Although many of these kits might be used in a language arts or English course, the ^{use} of ~~these materials~~ should not be limited to these two disciplines. Ideally, these materials should be used in any classroom where some students experience difficulties in reading. If a student feels frustrated in his attempts to read a text, he should be directed to multimedia materials. Since most multimedia materials are self-pacing, a student can repeat portions whenever necessary until he has the meaning. Media presentations are usually smooth and constant, and if of high quality, the information should be factual. If while using the material problems or question arise, the student could obtain assistance from his teacher or from the media specialist if the activity takes place in the media center. By using multimedia, a reluctant reader has a better chance of becoming an active participant especially if he is given a worksheet or study guide to complete when viewing the media material¹⁷ As mentioned earlier, the overall aim of every school program should be to build a child's self-confidence.¹⁸ By creating positive experiences for reluctant readers, this goal can be realized.

¹⁷Milo P. Johnson, Multimedia System of Individualized Instruction, Hot Springs, California: Mount San Jacinto College, 1972.

¹⁸Shuman, op. cit., p.49.

Many of the specific titles on the following list could be used in subjects other than language arts. For example, "Astrology-A Scientific Art?" could be used as supplementary material in a unit studying the planets and stars. "Birds, Flyers, Walkers, Swimmers" could be used in a science class in units about nature, wildlife, bird study or environmental conditions. "Slenderella" and "Cosmetology" could be included in a home economics, guidance, health or physical education course. Several of the sports materials deal with the skills involved in particular areas such as basketball, football and baseball. Many of these kits discuss different skills, plays and rules of the game. This audiovisual presentation could be used in physical education courses. By reserving the material in the media center, a student could view the kit during his free time and possibly review the types of plays, skills and rules throughout the length of the unit of study.

The purpose of this discussion is to show that media materials can be integrated into most subject areas. By providing a variety of materials, the reluctant reader has more opportunities to learn and to enjoy his experiences. Undoubtedly, some teachers and students will not like to use multimedia. Michael Hurst, a geography professor, discussed the use of media in the classroom. Hurst recognized that every educational medium has disadvantages, but all types of medium can easily be, and usually are, consistently misused.

Educators should use media in education "just as they use pens to write with...they are a means to an end."¹⁹

The materials included in this bibliography cover a wide range of subjects, but the compiler was selective. When possible, the materials were examined. In other cases only materials with good or excellent reviews from leading reviewing journals such as Previews, Booklist and Media & Methods were included. However, it is also important to note that the compiler did not direct the selection of materials toward one student, a group of students nor a specific school system. Therefore, the bibliography is general and does try to include a variety of multimedia kits that could be used to help motivate a reluctant reader in a junior high school.

The bibliography is arranged in alphabetical order by title. An exception is made with materials that are part of a series. In these cases all titles of the series will be listed under the series' title. Annotations are provided for all entries, but prices have been omitted due to rapidly increasing costs and rapidly changing prices.

Although this entire project was concerned with multimedia materials designed for use by reluctant readers, it is important to realize that these are not the only materials designed for this purpose. Books, magazines, pamphlets,

¹⁹Michael E. Eliot Hurst, "Education Environments: The Use of Media in the Classroom", Journal of Geography, 72: 41-8, November, 1973.

bulletins, newspapers and manuals can also help to improve reading skills as well as provide information. Another source of information that reluctant readers can benefit from is people. The benefits of learning from each other are great, and many adults are often willing to discuss their work, jobs or professions with students. Resource people can help motivate students to read and to learn.

This bibliography is intended to be helpful to the student who needs to learn to read. Obviously, the "go betweens" are the teacher and the media specialist. Perhaps this bibliography will help the media specialist and teacher help Johnny to learn to read and will eventually instill in Johnny a desire to read.

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**Annotated Bibliography
of High Interest - Low Vocabulary
Multimedia Materials
For Junior High Students**

Annotated Bibliography
of High Interest - Low Vocabulary
Multi-Media Materials
For Junior High Students

"Action Libraries I, II and III," Scholastic Book Services.
A variety of stories including mysteries, adventures, romance, auto racing, and adolescence will appeal to the junior high student. The interest level is 7 - 12 while the reading level of the stories is 2.0-2.9.

"Action Stories For (Boy's) Reading Improvement," Creative Filmstrips. The format of this kit will appeal to the junior high student. A pamphlet or booklet and cassette contains an interesting and informative story. Some of the selections are biographies and others tell of some aspect of history. The stories are written for the low level reader, and because they are adventurous and exciting, the student should enjoy reading the various pamphlets. The series includes these stories:
'They Stole A Train?'- a Civil War spy story
'He Won Four Gold Medals?'- Jesse Owens
'He Walked a Tightrope Across Niagara Falls?'-Blondin and his feat
'They Tunnelled Under a River?'- about the construction of a tunnel for traffic under the East River to connect Brooklyn and Manhattan
'He Could Kick a Football 70 Yards?'- Jim Thorpe
'They Climbed Five Miles Up?'-about the first team to climb Mt. Everest

Each booklet contains a bibliography for further and more detailed reading about the particular adventure. Although the title of this kit suggests an appeal to boys, many girls would enjoy the adventures. The kit should be made available to both sexes.

"Adventures In the Glen," EMC. Produced by EMC, the kit, like many of their others, contains four stories with four cassettes written on a low vocabulary level. Although this kit is geared more for the elementary reader, some students in junior high may enjoy the stories and hopefully will gain confidence in their reading ability. All four stories contain the same characters and their efforts to ecologically save a glen located in a city. Concepts such as ecology, the balance of nature, and ecosystems are discussed. The kit is designed to motivate, increase comprehension and develop a larger vocabulary.

"Astrology- A Scientific Art?" SVE. The subject of astrology is currently popular with many adolescents. This particular set is geared for the below average reader. The six titles are: 'A History of Astrology'; 'The Signs of the Zodiac'; 'The Houses In Astrology'; 'The Planets In Astrology'; 'Is Astrology a Science?'; and 'The Age of Aquarius'. Each title consists of a captioned filmstrip with a recorded narration. A list of words and phrases are included at the end of each filmstrip.

"Baseball..." Troll. These kits are part of Troll's "Sport-Action Skills" series. The four individual kits about baseball include the following titles: 'Baseball: From Sandlot to Big League'; 'Strike Out! How To Be A Star Pitcher'; 'Baseball: How to Hit...And Run!'; and 'How to Play the Field: Win With Defensive Baseball'. The material in each kit is instructive and informative. Different plays and techniques are discussed and basic skills of the game are presented often step by step. Each kit includes ten paperbacks, one read-along cassette, ten student activity cards, one sound filmstrip that is a basic introduction to the sport, and a teachers manual. The vocabulary of the material is below average for the junior high reader yet the content is highly interesting for students in junior and senior high. The basic reading objectives deal with the improvement of comprehension, expansion of vocabulary and the improvement of thought and expression skills.

"Basketball..." Troll. The four kits in this series are: 'From Rookie to All-Pro'; 'Shooting to Win'; 'Be a Great Playmaker'; and 'Defense...Cover Your Man!'. Each kit includes ten copies of an illustrated paperback book, one read-along cassette (word for word coverage), ten student activity cards, one sound filmstrip, and a teachers manual. The material is informative, instructive and individualized. For example, one kit discusses different types of shots and how to properly shoot them. Also, various types of plays are explained and illustrated. The student activity cards provide for short answers, opinions and further activities. The material will appeal to the sportsperson, and the vocabulary will provide the below average reader with interesting and motivating reading material. Basic reading objectives include increasing vocabulary, expanding specific subject terminology, improving comprehension, and improving writing skills. Other kits in Troll's "Sports Action Skills" series include football and baseball topics.

"Be a Winner," Troll. These four sound filmstrips are dedicated to personal achievements and success and emphasize that everyone should always try to do his best. The stories are about tennis, swimming and diving, gymnastics, and ice skating. Forty books and forty activity cards are included.

"Birds; Flyers, Walkers, Swimmers," Random House. This particular kit of high interest, low vocabulary could be used in a science class for students whose reading levels vary from third grade through sixth grade. A sound filmstrip provides general information about these three types of birds and basic concepts such as migration, nesting, feathers and breeding cycles. The books contain further information. The five books are: Wright, Look At a Gull; Lemmon, All About Birds; Turner, The Magnificent Bald Eagle; Austin, Birds That Stopped Flying and The Random House Book of Birds. This "microlearning unit" also includes suggested activities for discussions and projects.

"Breakthrough," Allyn and Bacon. The stories in this kit will appeal to many students since a variety of short selections about world famous personalities is included. The main purpose is to increase the reading level of below average readers.

"The Checkered Flag Classroom Reading Kit," Field Educational Publications, Inc. Although this series has been on the market for several years it still remains popular with race car enthusiasts. This highly motivating series tells about the Indianapolis 500 and the Grand Prix as well as the different types of race cars. Four different stories are included. An accompanying kit is "The Checkered Flag Audio-Visual Kit, 1968. This kit includes four filmstrips and four records or tapes.. The sound filmstrips provide a visual and audio introduction to the various aspects of race cars and driving. Some of the areas covered are the skills and training of drivers; the adventures, comedy and rewards of competing; maintenance of the cars; and the appeal of racing as a spectator and participant sport. Music, authentic background sounds and actual conversations of racers are included on the audio portion of the audio-visual kit. The filmstrip also provides an introduction to the opening lines of the books. A total of eight stories are available for the reader. The titles are '500'; 'Flea'; 'Scramble'; 'Grand Prix'; 'Wheels'; 'Riddler'; 'Bearcat'; and 'Smashup'. They all try to motivate a student to read, increase his vocabulary, provide for a variety of reading experiences within a given subject, and improve comprehension skills.

"Cosmetology," The Hartford Right to Read Program. Junior and senior high girls will enjoy this kit about grooming, hair care, make-up and career possibilities in the field of cosmetology. This highly motivating set is one in the series of the Hartford Right to Read Program. The main skills emphasized are word discrimination, scanning techniques, tracing word variations and building the vocabulary. Related activities for students are also suggested.

- "Defend Yourself, The Martial Arts," Troll. The four kits in this series can be bought and used separately or they could be used as a series. Each kit has four sound filmstrips, forty books, and forty student activity cards. The prime objective of this series is to provide popular and interesting material to the below average reader. Motivation and comprehension are key concerns. The titles in this series are: 'From Beginner to Black Belt'; 'Judo For Sport and Self-Defense'; 'Karate For Sport and Self-Defense'; and 'Aikido and Kung Fu'.
- "Directions, Levels I and II," Houghton, Mifflin. Novelettes and anthologies are used to provide illustrations of multi-ethnic group experiences. Most of the situations and relationships encountered by the characters will be easily understood by students in an urban area. However, students from a rural background may not find the stories natural.
- "Double Action," Scholastic Book Services. The stories, records and posters will intrigue reluctant readers. Main objectives of the program are to develop listening comprehension, build reading skills, introduce new words and motivate students to read.
- "Drag Boat Racing," Jay Alden Prod. This multi-media kit which tells about boat races would appeal to boys and girls. However, only one female character is found in the stories. A sound filmstrip is provided and can be used as an introduction to the stories. The main emphasis is on developing vocabulary skills.
- "Environment: Earth In Crisis" (from "Contact"), Scholastic Book Services. Anthologies are used to portray environmental problems such as the endangered species, over-population, shortages and pollution. Other forms of literature included are poems, essays, plays and short stories. A teacher's guide lists related activities. The purpose of this set is to provide below average reading students with a variety of materials they can use to learn about environmental problems.
- "Episodes From Famous Stories," EBE. Highlights from six famous stories have been captured on sound filmstrips. Excerpts from these stories are told:
 Defoe, Robinson Crusoe
 Twain, Adventures of Tom Sawyer
 Stevenson, Treasure Island
 Irving, Legend of Sleepy Hollow
 Spyri, Heidi
 Carroll, Alice's Adventure In Wonderland
 The narrations are faithful and include sound effects. The high points of the plots are told with intentions of "wetting the reading appetite" of the student.

"Exploring the Unexplained," Knowledge Aid. One objective of this set is to challenge the student to research the topics explored. The topics, themselves, are of high interest and include these titles:

'The Treacherous Triangle'; 'The Thousand-Year Old Airplane'; 'The Tropical Mystery Creature'; 'The Riddle of Capistrano'; and 'Bigfoot'.

"Face-Off Series," EMC. Hockey is the topic of this series. These four fictional stories are about a school hockey team from Maple City Northern High School. All the stories contain an element of human interest and will appeal to junior high students. As typical of the EMC remedial reading kits, basic objectives are to increase the vocabulary, improve comprehension and encourage creative thinking.

"Football...", Troll. One series of Troll's "Sports-Action Skills" kits includes the subject of football. The four individual kits of the football series are: 'Football: From Rookie to All-Pro'; 'Passing for Touchdowns: Quarterback and Receiver'; 'The Running Game: Halfback and Fullback'; and 'The Kicking Game: Punts, Place-kicks and Points After. Each kit contains ten copies of an illustrated paperback book, one read-along cassette (word for word), ten student activity cards, one sound filmstrip, and a teacher's manual. A wide range of reading, writing and listening activities are provided. All football fans will find this series interesting and hopefully motivating.

"Four Seasons At Lakeview," EMC. This kit contains four fictional sports stories with word-by-word cassette recordings of the stories. All four stories take place at Lakeview High School and show the development of the main character as he meets a difficult situation and finds a solution for his problem. The stories are about football, baseball, basketball and track and involve adolescents. These high interest stories portray a hero image and will appeal to the average reader as well as the below average reader. The teacher's guide includes activities and worksheets that vary in complexity so the teacher can choose a worksheet for a particular student's ability.

"Friendship Stories," Knowledge Aid. Each story deals with the theme of friendship and the importance of making and keeping friendships. At the end of each filmstrip is a series of discussion questions with suggestions for follow-up activities. The final frame lists related book titles. A teacher's guide has a bibliography with interest levels and reading levels listed for additional books. The titles of the sound filmstrips are: 'The Secret Garden'; 'Laugh-A-Minute Girl'; 'Little Boy Blue'; and 'The Carnival Kid'.

"The Future: Can We Shape It?" (From "Contact"), Scholastic Book Services. By using stories, plays, and articles, this set presents many of the changes in science and technology which are likely to effect our world in the areas of poverty, race conflict, over-population, pollution resource depletion and war. Students will find these stories stimulating and thought provoking.

"Girl Stuff," EMC. The four stories of this series will appeal especially to the junior high girls. The stories center around a fictitious junior high school and related sports activities. Besides dealing with good sportsmanship the stories also involve social and emotional problems faced by the junior high adolescent. The kit includes read-along cassettes for each book plus a teacher's guide containing duplicating masters, activity sheets, answer sheets and related activities.

"The Hi-Lo Series," Pyramid Publications. This program of twenty-two novelettes was designed to appeal to students of both urban and rural backgrounds. The titles include a variety of subjects written in contemporary vernacular. The books are graded in difficulty which allows the student to advance.

"Hockey Action Series," Pflaum/Standard. This series covers the sport of hockey. The paperback books have action stories about hockey and include much of the terminology associated with the game. The hockey buffs will enjoy using this set while increasing their vocabulary and improving comprehension.

"I Can Read About Horses," Troll. The history of the horse is presented in a highly interesting manner, and yet, the vocabulary is of a low level for the junior high student. Those students who still enjoy horse stories will also like this non-fiction story with familiar terminology and action words. The primary learning objectives deal with auditory discrimination, consonant blends and word endings. Creative activities are suggested at the end of the book.

"Middle School Mysteries," Knowledge Aid. These five sound filmstrips will greatly appeal to those students who enjoy mysteries. The below average reader will enjoy the stories and doing many of the suggested activities while developing his vocabulary, improving his comprehension and learning to think critically. The titles included in this kit are: 'The Case of the Stolen Stamps'; 'The Case of the Indian Mounds'; 'The Case of the Missing Mother'; 'The Accident Case'; and 'The Courtroom Case'.

"Minibike Challenge-to Read Program," Childrens Press.
This popular subject will appeal to many boys and girls in junior high. The sound filmstrip and books include excellent photographs of minibikes, races and types of tracks. Although intended for students with a below average reading level, older students will enjoy this set, too, because the script does not talk down to the readers. The main objective is to motivate the student to read and to enjoy reading.

"Motorcycle Challenge-to-Read Program," Childrens Press.
This filmstrip story is about a boy who's grades are falling, and his parents are getting divorced. Nick is assigned an ecology paper and decides to write about the relationship among man, nature and motorcycles. The story has a believable ending and leads into the books about motorcycles.

"Pacemaker Classics," Fearon Publishers. Eight classic stories have been adapted and abridged to meet the reading level of below average readers. The basic appeal of the adventure and development of the characters has not been omitted. The teacher's guide includes a biographical sketch of the author, synopsis of the story, and suggested activities.

"Pacemaker True Adventures," Fearon Publishers. Suspenseful stories about spies, shipwrecks, rescue missions, pirates, inventions and animals will appeal to many students. Three stories are included in each of the eleven paperbacks. The teacher's guide includes a synopsis of the stories, suggested activities, and word lists.

"Pal Paperback Kit," Xerox Education Publications. This color-coded series contains stories about sports, science fiction, adventures, teen stories and car and cycle adventures. The red covered books have a reading level of 2.5 to 3.5; blue covered books range from 3.5 to 4.5; and green books range from 4.5 to 5.5.

"Pathways-Multiple Ending Stories," Knowledge Aid. The exciting adventures tell a story up to the suspenseful points and end with a "what will happen next". An atmosphere for discussion is created, and the student is encouraged to write possible endings. The filmstrip then gives two or three possible endings. Creative writing and role playing are encouraged. The stories portray real children in an urban-metro setting with authentic sound effects.

"Pathways-Multiple Ending Stories," cont.

The titles of the stories in this set are:

- 'Three In a Haunted House'
- 'The Absent Minded Mr. Willoughby'
- 'Surprise Adventure'
- 'Moving Day Mix-Up'
- 'The Old Map Mystery'

"4 Reading Booster," Webster/McGraw-Hill. Included in this kit are twenty basic texts, twelve cassettes, twenty spelling texts, word cards, word wheels, reading cards and answer forms. As stated in a review of Scholastic Teacher (November, 1973, p.35) "This system is designed to bring slow readers up to grade level through a systematic program of intensive reading instruction." The main emphasis is on sound-symbol relationships, word analysis and comprehension skills.

"The Proud Heritage Series," Charles E. Merrill. The biographical stories of five Black Americans are presented in this series. The people included are Harriet Tubman, Frederick Douglass, Robert Smalls, Matthew Henson, and Charles Drew.

"Putnam Sports Shelf Biographies," G.P. Putnam's Sons. These short stories are about well known sports personalities. Brightly colored book covers will appeal to the students. The purpose of this set is to improve reading skills and to motivate the student to read more.

"Quarter Midget Challenge-to-Read Program," Childrens Press. A sound filmstrip story introduces the subject, and the reverse side of the cassette contains a word by word narration of the first two chapters of the book. The stories are about quarter midget races, the tracks and the machines.

"Reach-The Reading Extravaganza of America Cycling and Hydroplane Show," Individualized Instruction, Inc. The program includes twenty one cassettes and student response books. The objectives of the program are to improve word perception skills, to develop comprehension skills and to introduce phonics generalizations.

"Reading Adventures," Walt Disney. Because the subjects of the individual books are quite varied, a student should be able to find some topic of interest. A sound filmstrip with captioned narration, too, is used to introduce the different books and arouse the curiosity. The cassettes are complete with sound effects and music. A teacher's guide outlines a five day mini-unit, assignments, suggestions for activities and a bibliography. The individual titles included in this series are:

- 'The History of the Iron Horse'
- 'The Art of Animation'
- 'Volcanoes - Nature's Fireworks'
- 'Magic and Superstition'
- 'Sancho, the Homing Steer'
- 'The Love Bug'
- 'The Great Locomotive Chase'
- 'El Blanco- The White Stallion'

"Reading Incentive Program," Bowmar, written by Ed and Ruth Radlauer. Sixteen individual sets are included in this series. Although there is a variety of subjects covered, each set is concerned with motivating students to read. The following are the basic reading objectives of this series: to motivate; to improve comprehension; to improve spelling, vocabulary, reading speed and smoothness; to develop research skills; to improve word discrimination; to recognize root words; to develop creativity; to expand reading in varied media; to understand verb tenses; to prepare and organize written materials and to read photographs. Each set emphasizes one ~~of~~ two of these objectives rather than all of them, but all strive to improve reading comprehension. Each of the sets consist of one teacher's guide, one sound filmstrip and ten copies of the story in book format. The individual titles will be presented with a brief description of the contents.

"Custom Cars" - discusses the history of the custom car, defines the different types, and shows various ways a car can be customized.

"Drag Racing" - deals with professional drag racing and presents both historical and present day information about the sport. The story also discusses the speed of the cars, elapsed times, safety rules and sanctioned races.

"Drag Racing Funny Cars" - explains the similarities to drag racing but also discusses how these cars are modified.

"Dune Buggies"- discusses the clubs and various events participated in by competitors.

"Dune Buggy Racing" - discusses the types and races according to the terrain, for example, trails, hill climbs and narrow passages.

"Horses" - as well as telling about the fun of riding horses, this story also relates the importance of grooming and feeding the horses. Safety rules are emphasized.

"Karting" - defines what karting is, the kinds of karts used, how they are modified, the karting organizations and the types of races.

"Mighty Midgets" - these race cars are similar to the racers of the Indianapolis 500, but they are built on a smaller scale. The size of the cars, the tracks and the types of races are explained.

"Minibikes" - the story discusses the types of minibikes, minicycles, and trail bikes. Safety is emphasized.

"Motorcycles" - tells about cycles, races, safety features and requirements. The story centers on racing and not the motorcycle as a means of transportation.

"Motorcycle Racings" - describes three popular forms of competition - 1)drag racing, 2)Gran Prix courses, and 3)cross-country racing.

"Slot Car Racing" - this story is about the racing of small, model cars on electrically powered tracks.

"Snowmobiles" - discusses basic features and parts of snowmobiles as well as the types of races and safety rules.

"Surfing" - tells about the types of boards, how they are made, what skills are required to use a board, what safety rules are important and what clubs and associations are active.

"Teen Fair" - this set is about fairs and sales that teenagers can organize. The story defines teen fairs, suggests possible activities and encourages teenagers to launch their own project.

"VW-Bugs" - the story traces the development of the VW starting in Nazi Germany.

All the stories use the jargon or terminology that is related to the subject. All the major terms are defined verbally and many include a picture to further convey the meaning. The sets may be bought and used separately.

"Real Stories," Globe Book Co. The adventures of real situations that have occurred are found in this set. The paperback book stories will appeal to the reluctant reader. New words are introduced in each story and the accompanying exercises provide for skill development.

"Red Line/Blue Line," EMC. This series contains four hockey stories full of action and excitement. Read-along cassettes accompany the books. A teacher's guide contains masters for worksheets that check vocabulary and attitude development and reading and listening comprehension skills.

"Richard Petty NASCAR Champion," The Hartford Right to Read Program. The racing career of Richard Petty will appeal to the large audience of stock car and drag racing enthusiasts. Besides centering on one man, the script also discusses various types of racing tracks, where major races are held and types of racing associations such as NASCAR, the National Association for Stock Car Automobile Racing. Important reading objectives are word discrimination, scanning techniques, comprehension, building listening skills and increasing vocabulary. The book is set in three different sizes of print to help the reader with

"Richard Petty NASCAR Chamption," cont.
difficulties of making a smooth transition from traditional school book type to other types of print. Suggestions are made for related student activities.

"SCORE/Reading Improvement Series," Scott Education Division.
There are many individual titles in this series, and all kits are an attempt to motivate students to read while providing a variety of interesting materials. Included in the series are fifteen sound filmstrips and twenty copies of each story and Games Book per kit. Read along cassettes follow the script of the story. Some of the subjects discussed in this series are hockey, kite flying, trampoline and jumping, water skiing, archery, horses and horsebackriding.

"Seawolf Mysteries," EMC. This set is similar in format and purpose to the other reading improvement kits produced by EMC. There are four cassettes and paperback books that correspond to these stories. The titles of the stories are:

- 'Mystery of the Totem Pole Indians'
- 'Treasure of Raven Hill'
- 'The Ghost Town Monster'
- 'The Mystery of Tanglefoot Island'

"Slenderella," The Hartford Right to Read Program. This high interest kit will appeal to girls in the upper elementary grades through high school. It deals with the importance of the self-image by emphasizing good grooming and figure control. A second subject of interest, the career of modeling, will also appeal to the teenage female. This highly motivating kit is also concerned with building listening skills, increasing comprehension and developing scanning techniques. Suggestions are made for related student activities.

"Space," SVE. This series could be used in a science class for those students who read below the average junior high reading level. Titles of the sound filmstrips are:

- 'Skylab'
- 'Space Shuttle'
- 'Interplanetary Space Travel'
- 'Satellites At Work'
- 'Exploring the Planets'
- 'Man and the Moon'

"Space," SVE. cont.

Each of the six topics comes with a color filmstrip with captions and a recorded narration. Vocabulary words and phrases are listed at the end of each filmstrip.

"Speaking of Language," Guidance Associates. Part I deals with language as a means to communicate by producing speech sounds. Part II includes a brief history of the English language, and ways of combining sounds into words. This set could be used in an English class for students who read below the average grade level.

"Sport Karate," The Hartford Right to Read Program.

The book presents an overview of the art of karate without teaching specific techniques of the sport. Definitions and discussion of kung fu, kata, judo and jiu jitsu are also included. The primary reading objectives of this kit deal with word discrimination, phonics, comprehension, making comparisons and scanning. Related activities are suggested.

"Sports," SVE Six exciting sports overviews are presented on sound filmstrip (also captioned). Each is complete with authentic background sounds and exciting narration. The teacher's guide suggests related activities. The six sports included are drag racing, surfing, gliding and soaring, parachuting, aerobatics, and skin diving.

"Sports Close-Ups I," EMC. Stories about five professional sports figures are the basis for this kit. The five men included are Willie Mays, Jim Brown, Hank Aaron, Johnny Unites and Mickey Mantle. Although some students may think these sports figures are outdated, the stories should still be interesting and informative. The objectives of this kit are to reinforce the reading vocabulary, improve comprehension and listening skills. The teacher's guide contains spirit masters for worksheets and activities.

"Sports Close-Ups 2," EMC. The main difference between this set and #1 of the same title is the group of people presented. Number 2 of this series contains:

"Sports Close-Ups 2," EMC. cont.

- 'Roberto Clemente and the World Series'
- 'Bobby Orr: Star On Ice'
- 'Fran Tarkenton: Scrambling Quarterback'
- 'Kareem Abdul Jabbar: Cage Superstar'
- 'Ernie Banks: Home Run Slugger'
- 'Gale Sayers: Star Running Back'

The basic reading objectives of this series are the same as the first set.

"Sports Mystery Series," Benefic Press. Each story centers around a sport and includes only one female central character. Sports enthusiasts would enjoy reading these mysteries while improving their reading abilities.

"Springboards: Fiction Revised," Noble and Noble. These twenty stories are concerned with developing solid reading skills in the below level reader. The short stories deal with inter-city life and problems faced by adolescents. Fictionalized stories are often accompanied by real incidents with real outcomes such as murder, beating, robbery, drugs, and dates. Suggested use consists of oral discussion before the child reads the story followed by discussion of content. Some of the objectives are to identify sequences of events in a story and to gain insight into a character, the tone, mood and to identify humor.

"Springboards: The Language Arts Learning Program," Noble and Noble. Biographies of several writers - Hemingway, Thoreau, London and Langston Hughes; pieces of fiction; plays and letters are covered in this set. The stories are written on a 4-6th grade reading level.

"Springboards: Life Science Program," Noble and Noble. This kit deals with different life forms such as bacteria, virus, yeast, sponge, insects, humans, and animals. The high interest stories for low level readers can be used in science class. The following is an example of one of the stories.

'Cool It' is about a girl who has a bad cold but does not want to stay home from school because she has a date afterwards. Although she is very sick she meets her date, kisses him which results in his catching her cold. The theme of this

"Springboards: Life Science Program," Noble and Noble, cont.

particular story is concerned with the symptoms of disease, what the danger signs are and why these signs should be recognized. The 'Life Form' involved are viruses and the 'Life Principle' concerns viral infection, contagion, hygiene and medication.

"Strange Phenomena," SVE. The known, unknown and suspected are presented in this series which the junior and senior high students will find very interesting. Each of the six titles consists of a sound filmstrip. Three books with further information are also included. The reading objectives concern word recognition, comprehension and increasing the vocabulary of the student. The title of the sound filmstrips are:

- 'The Loch Ness Monster'
- 'Unusual Science Facts'
- 'ESP'
- 'Mind Over Matter'
- 'ESP In Animals and Men'
- 'Precognition'

The books include data on mental telepathy, UFO's, levitation and different beasts of fact or fiction such as the 'Yeti' of Tibet.

"Summer Fun/Winter Fun," EMC. Another set in EMC's reading improvement series is 'Summer Fun/Winter Fun. Again, the format and purpose is similar to other EMC kits. The titles of the stories are:

- 'Rescue On Skis'
- 'The Magic Bowling Ball'
- 'The Track Trophy'
- 'Baseball Just For Fun'

"Target Today Series," Benefic Press. The readers and activity books were developed for use in a remedial reading program. Both general objectives and performance objectives are outlined. The set contains short stories about real life urban episodes. Some of the stories give a choice of endings or provide students with the opportunity to write their own conclusions.

"10-Speed Racer," The Hartford Right to Read Program.

This kit presents an interesting discussion of different types of racing bicycles such as the 10-speed, 5-speed and tandem. The basic objectives of the kit are to provide motivation, increase vocabulary, build listening skills, and provide for word discrimination. Related activities are suggested.

"Tromp It," EMC. Snowmobiling stories should have a special appeal for action minded teens. These four stories and two sound filmstrips provide background information on snowmobiling as a sport and as a recreational activity. The cassettes (word-by-word narration) and books could be used with a group or by an individual. The teacher's manual contains masters for worksheets and activities. Suggested activities include making scrapbooks, diaramas, cartoon strips and writing original stories about snowmobilies. The worksheets tend to stimulate thinking and creativity. Goals of this kit are to build vocabulary, improve comprehension and listening skills, and to define words and terminology related to snowmobiling.

"Widening Occupational Roles," SRA. Providing information on career education is the purpose of this kit. The short stories give brief job descriptions for about 340 types of jobs. A story format is used to describe the job, and the last page indicates what type of education and courses are necessary or beneficial. Suggestions are also given for more ways of finding out about the jobs. The stories were developed with the intention of meeting the reading needs of below average readers in junior and senior high while providing these students with information on careers and jobs.