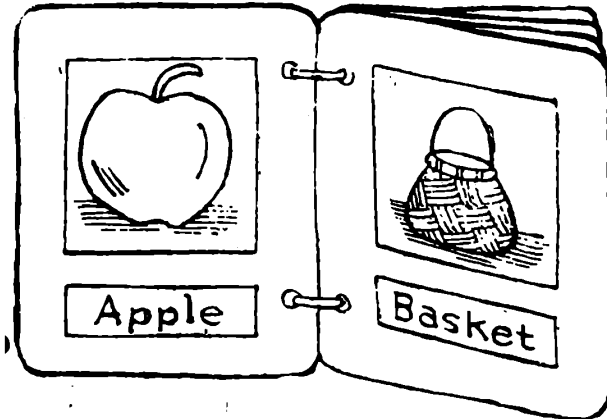


LANGUAGE AND READING

By A. NEBRIAGA *

Making Word-Picture Books

Grades I to III



DIRECTIONS:

PUPILS make booklets by folding together sheets of drawing paper and tying them together.

The teacher prints on the board a list of nouns which have occurred in past lessons, such as dolls, boy, basket, shoes, apple, etc. The pupils then look for word cards which correspond to the words in the teacher's list and paste the cards in their booklets, leaving a space enough for pictures they will cut from magazines with which to match the words. If there are no word cards, the pupils may print the words.

To make the activity more purposeful and instructive the pictures may be arranged alphabetically.

The pupils should be encouraged to cut the spaces uniformly and paste and print neatly. Any one would be proud to keep a neat booklet, especially if it is the product of one's effort.

The one making the best book should be graded and the teacher should tell the child to take his book and show it to his mother and father.

Picture-Riddle Match

Grades II to IV

THE guessing instinct which the children delight in can be utilized for silent reading by matching riddles and pictures. Each child cuts out five or more pictures which interest him and place them in an envelope. The teacher collects the envelopes and write a simple riddle about one of the five pictures. She then puts the riddle and pictures together.

For example, in one envelope she finds pictures of a boy, basket, flowers, bird, apple. She may choose *bird* and prepare a riddle thus:

I have two wings.

I can fly.

I build a nest on trees.

I can sing.

Children often stone me.

The envelopes should be numbered so that the children will know which one they have already finished.

Variations:

(a) Two teachers may work together. Children in Grade III or IV may prepare riddles for pictures cut out and collected by children in Grade II. Preparing the riddles is a productive language activity.

(b) All pictures may be provided with riddles, giving the child an opportunity to match five or more riddles in one picture instead of only one.

(c) Riddles may be placed on the board and children draw the answer, or vice versa.

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