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the
Author* Dr. Linda A. Packman challenged Thomas
(*You-can't-go-home-again*) Wolfe by returning to
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Using Worksheets to Understand Concepts in Foundations of Reading



Linda Packman

For spring semester 1990 I prepared a sixty-seven-page booklet to accompany Foundations of Reading, an undergraduate required course for future teachers. The supplement contains worksheets to guide my students in understanding some key concepts discussed in the course. For each concept, students have *before*, *during* and *after* activities.

Before

Students have to brainstorm. They write down what comes to mind when they think of this area of reading. They are asked to draw on their experience and write these ideas for class sharing.

During

In class, students are exposed to hands-on activities to develop the concepts. They read about the topics and complete required projects. Then students have to write what ideas were confirmed and what questions they still have about these concepts.

After

Students have to think like teachers and write down how they can apply these concepts in their future classrooms.

Writing can help reinforce learning about reading, and this supplement, with its writing activities, is an attempt to make the connection.

Here are some worksheets from the booklet:

1. Reading in Our Society/ Definition of Reading/ Cultural Literacy

Jot down briefly how you feel about the following issues before we discuss them in class. What comes to mind from your experience and understanding when you think about these issues? How has your understanding of these terms been confirmed or changed by our readings and class involvement? After we have developed our thinking about these issues, how can you apply the results in your classroom?

Topic	Before	During	After
1. How do you use reading in your life?			
2. What is functional literacy?			
3. Why do we fail in teaching some children to read?			
4. What are your expectations of your students' reading?			
5. What are your goals for teaching reading in your classroom?			
6. Define reading.			

2. Developing and Evaluating Reading Readiness/ Emerging Literacy

Now you're experts at using my worksheets. Brainstorm and fill in the chart below. Write down what comes to mind Before, During, and After our reading and class activities.

Topic	Before	During	After
1. Reading Readiness			
2. Emerging literacy			
3. Holistic approach			
4. Evaluation			
5. Goals for your future classroom in Kindergarten/First Grade			

3. Word Recognition/ Meaning/ Vocabulary

Word Recognition skills are like the skills involved in driving a car. You know how to drive a car, but how would you explain what you do to a novice? Let's see how well you can do by taking the multiple choice test in your text. Don't panic. Remember, you're taking it before our discussion. You'll do much better after.

Now fill in the chart below.

Topic	Before	During	After
1. Skills involved in word recognition			
2. How would you teach: phonics context structural analysis sight words			
3. Phoneme			
4. Morpheme			
5. Goals in teaching word recognition skills			