

BEGINS EARLY

Drawing First Step In Learning to Read



FIRST STEP . . . Scott Clark is taking his first steps toward learning to read by training his eyes to follow a picture story. Giving Scott a helping hand is Mrs. LaDonn Ross, a kindergarten teacher.

Just as early man communicated with his fellow-man by drawing pictures on the wall of his cave, so does today's youngster take his first steps towards learning to read and write through drawing.

The process by which he progresses from the picture story level to reading books is a gradual one that takes place during his first year or two in school.

Activities geared towards this end begin in kindergarten.

"When the child is ready,

we allow him to learn," says Philip Korman, principal of Anza School. "But if a child isn't ready, we don't pressure him. Although some children are ripe for reading preparation in kindergarten others aren't ready until first or second grade," he points out.

To identify those students who can take their first steps toward reading at Anza, the school psychologist tests kindergarten students. Results are screened by Korman, the two kindergarten

teachers, Mrs. LaDonn Ross and Mrs. Dosa Malott, and the psychologist. Not only does this help the kindergarten teacher separate students into groups with similar learning needs, but the information also is passed on to the first grade teacher so that she may have a head start in her class the following year with individual reading problems.

While their fellow-students are participating in learning activities of a different nature, the reading group goes through the stages of pre-

paration which lead up to reading from the printed page.

Many things go into preparing to read books. One of the first things the students must be able to do, according to Korman, is the recognize differences in shapes. Not until they can tell triangles from circles will they be able to tell an "A" from an "O."

BEFORE THEY can read, the boys and girls must train their eyes to travel from left to right. This is where picture stories come in handy.

When they have learned to read a picture story, they are ready to begin experiences with words. Cards and charts help them along these lines.

Frequently a class will make up a simple story and the teacher will write it on a chart. As they "read" it back together they begin to learn simple words. Sometimes they match words and phrases on cards with the words and phrases on a chart.

At this stage they are likely to surprise mother and dad by recognizing labels in supermarkets and signs on store windows, Korman points out.

THEIR FIRST "book," which some kindergartners are currently reading, tells

stories in pictures. Before the school year is up some of them will be in a book which combines titles with pictures. It's just a step or two from there to the simple first-grade reader.

"One basic precept of all schooling in Torrance," says Korman, "is to take children where we find them and bring them along as far as we can each year. What we have done with reading is simply putting this philosophy into practice before they get to first grade."

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BEARING GIFTS . . . Terry Dunmyer and Penny Hoy, both fifth grade students at Adams Elementary School, are pictured as they delivered gifts to patients at a Lomita convalescent home. The fifth grade students used money they would have spent on valentines to give the elderly patients a party.

Elderly Patients Get Gifts from Classroom

Hearts and flowers, made way for apples, oranges, and bookmarks on Valentine's Day when a fifth-grade class at a Torrance school decided to forego their own sweets and traditional party in favor of a visit to patients at a convalescent hospital.

Bearing fruit for diabetic patients and candy for elderly residents at a Lomita rest home were students in Mrs. Paula Burton's class at Adams School.

When a similar venture by a fifth grade class Mrs. Burton taught last year proved popular, students repeated the experience on Easter and Mother's Day and scheduled an educational tour of Torrance Memorial Hospital to fill themselves in on the workings of a hospital.

Judging by the results of this year's Valentine's jaunt, according to Mrs. Burton, it looks as though the odds are stacked in favor of similar repetition.

Law in Action

As a rule, California law years and judges work with California law. But now and then a court applies the law of another state since the United States Constitution calls upon each state to give "full faith and credit" to the "public acts" of other states.

Suppose you and Jones make a contact in Illinois. If both of you come to California, the California court may apply Illinois law in a suit over that contract.

ize common law marriage between two California residents.

OUR COURTS prefer to apply California law wherever they can. Unless a party to a law suit can prove otherwise, the court may assume that the law of another state is the same as the law in California.

Since the law of another state may favor one party, that party has the legal duty of trying to persuade a California court to apply that law.

As a matter of friendliness, or comity, to a sister state, a California court may apply that state's laws. For example, Atlas Company sold a car on credit to Green in Texas. To secure the payments, it took a chattel mortgage lien which was legal in Texas.

In California, Green used the car to sell narcotics and the state tried to take Green's car away. Under California law Atlas Company would also lose its interest. But the court, as a matter of comity, recognized the Texas law and hence the Atlas lien, though it could have seized the car and kept it if the lien had been made under California law.

JIMMY MUNDY Army Pvt. Jimmy Mundy, son of Mrs. Lorene A. James, Harbor City, Calif., was assigned to the 24th Infantry Division in Germany, Feb. 13, Mundy entered the Army in September 1964. The 22-year-old soldier was employed by Express Publishing Company, San Antonio, Tex., before entering the Army.

Board Seeks Added Funds For Spanish

Approval of a matching-funds application under the National Defense Education Act (NDEA) for elementary school language instruction has been granted by the Torrance Board of Education.

Funds, if approved by the federal government, will be used to provide additional tapes for audio-visual instruction in Spanish. Also included in the program are recordings which may be used for homework. The records would be checked out to students for overnight use with assigned homework. The Torrance district must provide \$2,346 of nearly \$6,700 being requested.

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