

Reading: Experience Through Video

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This activity is designed to integrate the use of video with the development of basic reading skills. The use of "experience charts" in the teaching of reading to early childhood age pupils is based on the theory that a child's own experiences, once related to print symbology will have greater impact and meaning.

The Activity

A class event, such as a visit to a neighborhood store or park, is videotaped. Careful attention is paid to the teacher's role in the event and to individual children's reactions. Upon return to class, students are then asked to give one sentence "experiences" which are voiced over sections of the tape which lack content. This procedure is done on the second viewing of the tape. The tape is then played again, for a third time, and the experiences are listed on the chart in the typical manner i.e., "John says we had a good time," "Mary says the man at the store was nice." The tape can then be used to stimulate further comments on the part of the children and these are subsequently transcribed on to the chart. The chart is then used by the class as its "reader," one that is relevant and personal.



Teaching Suggestions

This activity should be spontaneous. There is no need for a tremendous amount of planning or preparation. In most cases, young children will have a great interest simply because they are involved in this group activity. Most students will be eager to participate, especially after seeing themselves on the screen. Therefore, make sure every student is recorded in some way. During the voice-over procedure, try to elicit spontaneous comments as opposed to insisting that every child say something. Once the group hears back the first few comments and they are placed on the chart, the reluctant students will be more likely to participate.

Variations and Follow-Up

The experience charts can be used to develop both class and individual student "word banks." As students become familiar with the words and language they use, they can be used to develop "scripted" or non-spontaneous materials. Students can tape each other talking about personal feelings or concerns. Young children can also improvise skits and short plays which can be taped and used as a way to develop a book of class stories.

Resources That Will Help

Here is a brief list of print materials that we found helpful:

Chuck Anderson, The Electric Journalist, Praeger Publishers, New York 1973.

George Gordon and Irving Falk, The War of Ideas, Hastings House, New York, 1973.

Nicholas Johnson, How To Talk Back to Your Television Set, Little, Brown & Co., New York.

William Kuhns, Exploring Television, Loyola University Press, Chicago, 1971.

Kit Laybourne, editor, Doing the Media, Center for Understanding Media, 75 Horatio St., N.Y.C. 10014, 1972. \$5.00.

Phillip Lopate, editor, Whole Word Catalogue, Teachers and Writers Collaborative, P.S. 3, 490 Hudson St., N.Y.C.

Grayson Mattingly & Welby Smith, Introducing the Single Camera VTR System, Scribners, N.Y.C.

J.B. Moriarty, The Third Eye, Utilization Section, The Ontario Educational Communications Authority, 2180 Yonge St., Toronto 295, Ontario, \$1.00.

Evelyn Sarson, Action for Children's Television, Avon Books, New York, 1971.

Michael Shamburg, Guerilla Television, Holt, Rinehart & Winston, New York, 1971.

Viola Spolin, Improvisations for the Theater, Northwestern University Press, Evanston, Ill.

Robert Stengel, editor, Cable Television and Education, The National Cable Television Assoc., 918 16th St., N.W., Washington, D.C. 20006, 1973.

Videofreex, The Spaghetti City Video Manual, Praeger Publishers, New York, 1973.