



THE READING TEACHER'S LAMENT

*I tried teaching my students sequencing skills,
but I couldn't keep them in order.*

*I tried teaching word configuration,
but my lesson never took shape.*

*I tried teaching my students a lesson using the
kinesthetic approach, but they wouldn't touch it.*

*I tried a strong phonics approach,
but I found that wasn't too sound.*

*I wanted to teach my students vocabulary,
but I never found the words to do it.*

*I tried using a semantic approach to comprehension,
but my students never caught my meaning.*

*I did well in teaching palindromes because
I knew them backwards and forwards.*

You wouldn't believe my unit on fantasy!

*I tried teaching about vowels,
but my students never got the long or short of it.*

*I tried to teach about syllables,
but they broke up the lesson.*

*I tried working on predicting outcomes,
but they only guessed at the answers.*

I tried auditory discrimination, but they wouldn't hear of it.

So...

*I became a mathematics teacher
and my problems have really multiplied.*

George E. Coen
Rochester, Michigan

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