

The Impact of Reading and Numerous Initiative on Developing the Basic Skills Among Third Grade Basic Students in Southern Al-Mazar District

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Abstract

This study aimed at investigating the impact of reading and numerous initiative on developing the basic skills among third basic grade students in Southern Al-Mazar district, the sample of the study consisted of (49) third basic grade students who were intentionally selected. The instruments of the study were the language and numerous skills acquisition tests. To answer the questions of the study *t* test was used. The study revealed that there were statistical significance differences in the students achievement on the numerous skills test in favor of reading and numerous initiative. The results of the study also revealed that there were no statistical significance differences in the post total score in the students achievement on the numerous and reading basic skills among third grade students due to the gender. In light of the results of the study, the study recommended adopting reading and numerous initiative in teaching reading and numerous, it also recommended adopting this initiative for the fourth basic grade students.

Key words: Reading; Numerous initiative; Developing; Basic skills; Basic students; Jordan

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INTRODUCTION

Teaching in the primary school and specifically in the first stages is one of the most serious tasks that requires

the operators to concentrate on the basics of language and mathematic, because the ultimate goal of education at this stage is not only quantity or quality but also the amount of the what teacher achieve by gathering between these two objectives. To achieve the maximum quantum education in the class, as well as qualitative education in terms of skills acquired by the learners, and to achieve maximum training to master it (Ober, 2013).

And what is make teaching more important in primary grades at the primary level is the nature of cognitive accelerated development which is been certifies by reality in the fields of different knowledge, the need of learners to equip them with the educational skills, this is one of the strongest driving factors to develop curricula and syllabuses (Akyeampong et al., 2013).

Languages are the primary way to get knowledge, and to make experiences then develop it, and for the baby is that tool that supports them in contact with the environment and gain direct expertise, and follow-up what they gain from education, so was his control in his early years in it is very important from pedagogical side; that's because reading and writing together are the main mental experience faced by the child since the first grade in school, if he controlled it the way to gain culture will be opened in front of him, gain information and study the different materials.

Language is one of the most important elements of the civilization of the nations, they are the record of their feats and the highlights of it features that distinguish them from the rest of the peoples and other nation language is the window of the future and the road of civilization and prosperity. language have four main basic skills: Listening, reading, writing, speaking, and as much as these are skills safety clarity, beauty and precision in the hard work different themes will be the impact of functional adult life for individual (Barakat, 2009).

The process of reading and writing is considered as one of the main language axes that adopted in the lives

of children through the of first years in children lives. experimental studies and descriptive emphasizes that in many states the child need to know about phonic and phonics to learn the letters of the alphabet to reading and writing, the child learns the beginnings of reading and writing from a young age by watching his games, images and shapes in nature and scribbling, this is what researchers and educators confirms on likes of Rosso, Bestaloutzi, Phroble and Vigotsky, many countries conducts of to produce applications that help children get ready to acquire skills to read and write as the kindergarten in the developed countries (Raqaad, 2006, p.46).

Reading have been had great interest by researchers because of its importance, it is difficult to find activity does not require reading whether this activity at school or home or work, and the effects of it are wide, deep and variety on the child, it forces his intellectual, his taste, expand his circle of experience and to fell his curiosity with beneficial to know himself and others. Reading allow to high value the experience of normal children, children wherever they are risking all that surrounds them, reading increase their understanding and recognition of such experiments, it give them the best of humanity images, and open the doors of public culture wherever it was, by it your baby is able to gain his achievement, which helps him to walk successfully in his life. It can solve a lot of problems everyday that are facing him. Reading help the child to reconcile personally and socially, it helps the child to acquire the values and good trends and the patterns of desirable behavior, also independence from parents, and how to get to the level of an adult. It is as self-learning at the time of the knowledge blowing of mankind doubled its size and became impossible for the educational institution to provide the learner with all the necessary knowledge in the period of his study, it have to provide him with the skills of self-learning (Adarawsheh, 2007; Barakat & Hafeth, 2004).

All this attention reflects a clear desire to improve education skills of linguistic communication, whether this contact orally, or written, according to this basis the Arabic language skills are listening, speaking reading, and writing, which are the pillars of linguistic communication, which are connected with each other perfectly and have effective reciprocal relationship (Madkour, 2004, p.7).

It has been increased in the interest of early childhood in Jordan, earmarked for this sector, resources, scientific plans and suited institutions for this stage, through the process of education reform for the knowledge economy (2003-2008).

The result of teaching writing in Jordan from the first grade primary to third graders has been trained as the following: (The general frame works and the public and private outcomes for Arabic language, 2005).

The first grade: Draw and copy letters, syllables, words and sentences, and what he has been told.

The second grade: Write sentences with some punctuation. Express his need and what he sees written.

The third grade: Write paragraphs taking into consideration the punctuation. Express his need and what he sees written. The result of the teaching of reading has been trained as follows.

(a) Draw the alphabet and knows the sound of it voice, make syllable and word from it read sentences loudly reading distinguishing the limits of the words and the sounds of the tide, long, short, stillness, intensity, coronation, the bound distraction and(O) and the definitions.

(b) Read the text loudly reading specific ideas and understand its vocabulary structures by distinctive patterns.

(c) Reads and interprets a text component of (150) word loudly and silently reading, taking into consideration signs of intonation and full stops, aware of the relations and the links between the words and the sentence, explaining terms and expressing opinion.

As for mathematics, it is according to the viewpoint of the National Council for teachers of mathematics in the United States of America, one of the greatest achievements humans, so individuals must develop that achievement, appreciate and understand it, and what it have for attributes and entertainment. (NCTM Mathematics of Teachers of Council and National) also mathematics is counted as the language of the mind, and motivation to think and mediate. It is an abstract science of the innovation of the human mind. It is also the lady of science without contributing it associated with technological development, and various areas of Science that help building human civilization (Al-Majdeel & Abdullah, 2004, p.53).

Learning effective mathematics requires understanding to what students know and what they need to learn, then provide challenge and the necessary support for good learning, as well as it requires knowing and understanding mathematics, as well as understand the students as learners. Also the knowing knowledge, understanding teaching strategies and serious commitment to developing the mathematical thinking of students. Because students learn mathematics by connecting the new idea to old ones, that should be happening on their previous learning to their students. The good teacher knows How to ask the questions, and how planning for the lesson in purpose of detecting knowledge of his former students. Then can design experiences and lessons that fit previous learning to build on it. Thus students learn math and understand the new knowledge from previous knowledge (NCTM, 2000).

Because mathematics has its effective impact therefore it had the attention of teaching of math in all

stages of education, especially in the early stages of it, means primary school, the image of mathematics is seen through the material of math, confirms this (Basheer, 2001) he believed that math is the first foundation that build math on it also has an important role in our daily life, if the goal of education is to prepare young people for life; so it was the duty of the school to provide children with a solid base in understanding math and using it.

Many skills have been started from which make calculations on the numbers referred to the National Council of Teachers of Mathematics of America's Teachers (NCTM, 1989) by using pen and paper, use the full math consciousness and appreciation, the use of a calculator.

Given a previous views in the execution of calculations, National Council of Teachers of Mathematics (NCTM, 2000) called math teachers and who interested in the development of mathematics to the contact on the non-economic way of doing the four calculations process, and the diversity of methods and uses, so invitation started on consciousness math in the early eighties, at the same time that it developed the concept of a sense of numerical order for developmental performance.

As the national literacy survey occurred in Jordan in 2012 with the support of the U.S. agency for international development showed that most of the children that registered in the early public schools cannot read the absorption or resolution of questions of math with understanding, as shown in students do not receive the teaching of all the basic skills of reading and arithmetic, and also the survey showed there are significant disparities in the mastery of reading comprehension the reading comprehension between students, male students, female, with a little bit of hope in the face of this criticism by the teachers or the curricula that has been tough in the year of 2012, decided by the Ministry of Education with funding from the UNITED states agency for the international development and with technical support from the organization "(RTI)", develop an intervention program help teachers provide a daily practical things thoughtful, orderly and develop the basic skills of Reading and arithmetic in order to improve the performance of students in the early years. (National Early: EdData Grade 2 Literacy and Numeracy Survey in Jordan, 2012).

It has been implemented the intervention program during the school year 2013/ 2014 by more than 400 teachers in 374 classroom in 43 schools, reaching nearly 12 thousand students, to majeure the impact for the intervention program it has been conducting a final national survey on may 2014 where the results of the survey showed the result that intervention was successful in achieving the aimed goals in time that where wasn't any type of real acquisition relatively schools from 2012-

2014, there were significant gains across therapeutic schools in terms of reducing the of students with utility the increased ratio and raising the students with a better performance (Reading and Math Initiative for Early Stages, Ministry of Education, 2017).

1. PREVIOUS STUDIES

Soman (2014) aimed to measure the impact of attending kindergarten or not To implement the skill of reading out and writing for students girls in the basic stages Jordan, the sample of the study consist of (90) students from the basic three primary classes (Om Habibah), by (30) students from each class the three ones, (15) girl students who attend in kindergarten and (15) and who did not attend kindergarten, the researcher prepared test performance of the cray and the test of scripture, where the results showed no differences function statistically when the level of significance (0.050) between the average scores of students who attended in kindergarten. Whom did not attend kindergarten in skills of reading out and writing. In the light of the results of the study brought the need for rehabilitation of preschool qualified special education teachers and adopted training programs and training courses, aware teachers of kindergarten to educate the requirements of grade First even to prepare child for school life.

In a study conducting by (Reading and Maths Initiative, 2015) investigation into the differences in learning experiences among female and male students among the early stages in the Jordan; with the consideration of 0 improving learning opportunities, experiences and learning, which includes study consultations claimed male students (boys) study includes questions in focus groups for third and fourth grades students, where the amount of data were 1 set by using statistics and maps class models classification recognized.

The study showed evidence of a difference in the classroom environment by both teachers male and female, the study also noted the possibility of having some differences in preparing lessons quality between male and female teachers, it turns out that both male and female teachers are treated their students by punishment showing that male teachers are treated much more violent compared with the female teachers.

Mohamed and Obaidat (2010) explored the impact of the use of educational computerized games in the collection of some mathematical concepts for pupils in the third class compared to the traditional way. The sample consisted of (68) student male and female, they were divided into four groups, experimental and officer studied the units of multiplication and division and fractions. The experimental units were studied (multiplication, division and fractions) to the third grade

using educational computerized games, while the control group study by used the unit itself in the conventional manner. Then a majoring test was developed for the listed Mathematical units to measure the achievement of direct and deferred, and if it enough validity and reliability, then apply it to the sample, the study, conducted the statistical analyses appropriate. The results indicated the presence of statistically significant differences in direct billing deferred, due to the teaching method, and in favor of the experimental group. The lack of statistical difference in the achievement of direct and delayed, due to all the interaction between method and sex. The study recommended hiring educational computerized games in teaching of mathematics in education for primary education males and females.

Cross (2009) discussed the reasons behind the low achievement level in mathematics among the students of the basic stage, the study concluded the existence of a variety of causes the most important was the lack of the necessary preparations to learn math with students, teachers don't use exciting and attractive methods in teaching mathematics, the bad experiences and negative trends that are been hold by students about math an math teachers, difficult concepts related to mathematics and not displayed it in propitiate way.

Bouchard (2002) explored the ability of third-grade pupils on reading writing, and common spelling errors they have. Study sample of two divisions of third grade, one male, number (28) student, and the other is female and number (32) students, it has reached the results indicate that there is a positive relationship and statistically between the ability of pupils on reading and spelling and their ability to write spelling, and a relationship between general achievement ability to writing, while this study found no relationship between the ability to write variable sex.

Yates (2002) identified the clerical errors students have in third and second grad in the light of the sex variable and the ability to read. Study sample of (187) student spread to four divisions of the second and third primary grade, results of the study was the existence of a positive relationship between ability and literacy and written, and while the results showed a difference in literacy ability and written according to the variable of grade, for third grade the study didn't expect to a ability difference between the sexes.

Blachman (2000) scanned research specialized studies which was in the first three decades the last of the twentieth century in order to determine the impact of the development of phonological awareness In early childhood to begin to learn to read, Blachman get out of the following facts established by studies over the past years urged to a strong link between starting learn to read and phonological awareness, as well as The existence of a reciprocal relationship between the

ability to acquisition of early reading skill and the skill of phonological awareness and this relationship is back to the important role played by the use of characterized vocabulary, by which contributes to facilitate the process of learning reading and writing, studies have proven early intervention phonological activities awareness has a positive effect in learning to read in pre-school and first primary class, where the activities contributed to facilitating the process of learning reading and spelling at an early stage. Furthermore, said Blachman to a strong relationship between the reading pressure and the extent of the child's ability to understand the analysis of words into their sounds.

1.1 Problem of the Study and It Questions

We have noticed through our experiences as a teacher in government schools for basic stage and specialty in curriculum and as an educational supervisor of the basic stage grades weaknesses in basic skills reading arithmetic among the students of the third grade in previous years, this may be the reason In that the teacher did not use the strategies and the effective factors for teaching reading and arithmetic, and they didn't achieve what they aspire in educational institutions in learning and teaching process.

Here it was necessary to pay attention to the strategy and methods of teaching reading and arithmetic to achieve the desired goals in light of what were found by the Ministry of Education in partnership with the American Development Agency and with technical support from the "R. T. (RTI) international, Inc." organization in their studies to have attention In a sense of teaching, reading and numeracy through the development of intervention supports program providing teachers to practice daily organized and appropriate notification in the basic skills of reading and counting, so we must have in the Hashemite Kingdom of Jordan face of this development and attention through the study of the effects of this initiative—reading and writing initiative for early stages—to improve the basic skills of reading and arithmetic and directed the student toward it.

1.2 Study Questions

(a) Is there an impact of the reading and counting initiative to improve, basic reading skills (awareness of letters skills, vocabulary voices, voices, reading, writing) for third students?

(b) Is there an impact of the reading and counting initiative to improve, basic mathematical skills (counting skills, manipulation of numbers, resolving issues) among students in the third grade?

(c) Is there a different effects in the reading and counting initiative improving basic reading and arithmetic for the third grade students from different gender?

(d) Is there a different effects in the reading and counting initiative improving basic reading and

arithmetic skills for the third grade students from different gender?

2. THE IMPORTANCE OF STUDYING

2.1 Theoretical Importance

Within the basic stage, students at this stage grow up with the necessary skills to participate in the various activities to become the most productive that are capable of achievement, as they are considered the most important stage that are the basis on which the other stages will be built on, and the importance of the study is highlighted through which led to a qualitative shift in the teaching of the first three grades addressing the two main skills of development and growth, namely literacy and numeracy, in addition to the importance of the initiative of reading and arithmetic.

2.2 Practical Importance

The importance of the study is to show the educational benefit of using and applying the reading and numeracy initiative for early grades teaching process, and improved learning outcomes. Where they can benefit in determining Local, Arab and International Levels towards establishing specialized educational programs and initiatives to meet the educational needs.

2.3 Conceptual and Procedural Definitions

Reading: Thompson defines reading as the process of words multi-faceted knowledge, including cognition extract and build meaning through interaction and integration - synchronously - with written language, either and reading comprehension, fluency, as the recognition of words to reach the automatic pronunciation and refers to (absorption) fluency means the ability to read accurately and quickly and appropriately perform crossing (Read and Calculate Initiative, File Teacher, 2017).

A procedure is the total number of student's achievements scores the reading test prepared for the purposes of this study.

Account: A set of skills that is given in a sequential manner and includes three basic skills sensory and numerical counting, manipulation of numbers, problem solving (Reading and Arithmetic Initiative, Teacher File, 2017, p.3). As a matter of fact, it is the sum of students achievements for the test of the account prepared for the purposes of this study.

Third grade: Students in the lower elementary stage and ages (pp.8-9) according to the classification of the Jordanian Ministry of Education

2.4 Study Variables

Affiliate variables: reading skills, calculation skills;
Independent variables: Gender.

2.5 Study Limits and Limitations

Where and when spatial limits: This study was applied during the second semester: For the year (2016/2017) of the schools in the southern district of Mazar, one school which is that Ras mixed primary school.

Human Boundaries: A target sample of third primary grad students. The row study: The study was limited to the Arabic language book and the account of the second semester from third grade students:

(a) The study was limited to the tools to examine the impact on the dependent variables, namely: reading test calculating test.

(b) The study population consisted of all third grade students in the southern Mazar district planning department, the number of male and female (1,464) male and female divided according to their sex male (707) females (757) Statistics Department of the Ministry of Education of Jordan for the year 2016, 2017.

(c) The study sample (that Ras mixed primary school) has been chosen intentionally. The sample of the study consisted of (49) students from all third grade students.

3. RESULTS OF THE STUDY

(a) Is there an impact for the reading and numeracy initiative on the improvement for the basic skills of reading (phonological awareness skills, letter sounds vocabulary reading comprehension writing) for the third grad students?

T test was used for dependant sample, see Table 1.

It can be seen from Table 1, the existence of statistically significant differences at the significance level ($\alpha \geq 0.05$) for teachers pre and post the degree of acquisition of basic skills reading in a college degree where the value of (T) = (-7.305) for the post test, as the differences in subcommittee skills (skills phonological awareness skills, the sounds of the letters, vocabulary, reading comprehension, writing) as the value of (T) respectively, (-13.961, -2.082, -2.320, -2.125, -2.656) for the benefit of the post test.

Table 1
T-Test Results of the Basic Reading Skills Among Third Grade Students

The skill	Measurement	Number	Average	Standard deviation	Degree of freedom	T value	Significance
Phonological awareness	Pre	47	.68	.47	46	-2.656	.011
	Post	47	.89	.031			
Voices of Letters	Pre	47	5.04	1.53		-2.125	.039
	Post	47	5.49	1.35			
Vocabulary	Pre	47	5.53	1.64		-2.320	.025
	Post	47	6.21	1.57			
Reading comprehension	Pre	47	3.64	1.99		-2.082	.045
	Post	47	4.13	1.34			
Writing	Pre	47	.45	.74		-13.916	.000
	Post	47	3.28	1.47			
Total	Pre	47	15.30	4.06		-7.305	.000
	Post	47	20.00	4.64			

(b) Is there an impact for the reading and numeracy initiative on the improvement for the basic skills for mathematics (counting, playing with numbers, solving

matters) for the third grad students?

T test was used for dependant sample, Table 2 shows that:

Table 2
T-Test Results of the Basic Numerous Skills Among Third Grade Students

The skill	Measurement	Number	Average	Standard deviation	Degree of freedom	T value	Significance
Counting	Pre	45	2.38	1.43	44	-5.942	.000
	Post	45	3.60	1.23			
Playing with numbers	Pre	45	2.44	2.15		-7.155	.000
	Post	45	5.24	3.11			
Solving matters	Pre	45	1.64	1.62		-5.890	.000
	Post	45	1.66	1.49			
Total	Pre	45	6.64	4.20		-9.320	.000
	Post	45	11.62	5.21			

It can be seen from Table 2, the existence of statistically significant differences at the significance level ($\alpha \geq 0.05$) for teachers pre and post degree of acquisition of basic mathematic skills in a college degree where the value of (T) =(-9.320) for the benefit of the post test, as the differences in subcommittee skills (counting, playing with numbers, solving matters) as the value of (T) respectively, (-5.942, -7.155, -5.890, -2.125, -2.656) for

the benefit of the post test.

(c) Is there a different impact for the reading and numeracy initiative on the improvement for the basic skills of reading (phonological awareness skills, letter sounds vocabulary reading comprehension writing) for the third grad students of the difference in gender?

T test was used for dependant sample, Table 3 shows that:

Table 3
T-Test Results of the Basic Reading Skills Among Third Grade Students According to Their Gender

The skill	Gender	Number	Average	Standard deviation	Degree of freedom	T value	Significance
Phonological awareness	Male	28	.86	.36	45	-.973	.336
	Female	19	.95	.23			
Voices of letters	Male	28	5.11	1.42		-2.487	.017
	Female	19	6.05	1.02			
Vocabulary	Male	28	6.07	1.78		-.744	.461
	Female	19	6.42	1.22			
Reading comprehension	Male	28	3.89	1.47		-1.471	.148
	Female	19	4.47	1.07			
Writing	Male	28	3.07	1.51		-1.166	.250
	Female	19	3.58	1.39			
Total	Male	28	19.00	5.31		-1.838	.073
	Female	19	21.47	2.99			

It can be seen from Table 3, the existence of statistically significant differences at the significance level ($\alpha \geq 0.05$) for students pre and post degree of acquisition of basic skills reading related to gender in a college degree where the value of (T) = (-7.305) for the post test, as the differences in subcommittee skills (skills phonological awareness skills, the sounds of the letters, vocabulary, reading comprehension, writing) as the value of (T) respectively, (-0.973, -0.744, -1.471, -1.166), while it seems there is

differences in voice of letter skill when the value of total $T = -2.487$ for the benefit of the females.

(d) Is there a different impact for the reading and numeracy initiative on the improvement for the basic skills for mathematic (counting, playing with numbers, solving matters) for the third grad students with the difference in gender?

T test was used for dependant sample, Table 4 shows that:

Table 4
T-Test Results of the Basic Numerous Skills Among Third Grade Students According to Their Gender

The skill	Measurement	Number	Average	Standard deviation	Degree of freedom	T value	Significance
Counting	Male	27	3.64	1.22	45	.321	.750
	Female	18	3.53	1.22			
Playing with numbers	Male	27	5.07	3.34		-.431	.665
	Female	18	5.47	2.69			
Solving matters	Male	27	2.39	1.81		-1.815	.076
	Female	18	3.37	1.80			
Total	Male	27	11.11	5.55		-.811	.422
	Female	18	12.37	4.73			

It can be seen from Table 4 that there were no statistically significant differences at the significance level ($\alpha \geq 0.05$) for post test the degree of acquisition of basic skills of mathematics related to gender type where the

value of (T) = (-.811) for the post test, as the differences in subcommittee skills (accounting, playing with numbers, solving problems) as the value of (T) respectively, (0.321, -0.436, -1.815).

DISCUSSION

Demonstrated through the analysis of the results of the first question that there is a positive impact of the reading and calculation initiative in connection with the acquisition of basic skills in reading, as the average account that student refers to. That as to the value of “*T*” has confirmed that the function statistically team addressed in the answers request third grade in benefit of the post test, and this is confirmed by previous studies because of initiative training, which teachers got from professionals and experts in reading and methods of growing used in which suit all levels of students and depend mainly on the learning activity and play strategy, as due to the to the logical arrange of skills ranging from phonemic awareness, which is creating the skill of reading voices letters transition skills, vocabulary and comprehension cray and writing.

And also due to the teacher application for the model (routine) directed from reading and calculating initiative to teach reading skills in a safe environment and includes the following steps (initialization modeling, guided practice, feedback corrective actions, independent practice, evaluation procedural) that organized shape and diversity helped to facilitate the reading process, and the results of these study goes on with the study of (Blachman, 2000) and (reading and numeracy initiative, 2014) this enhance the effectiveness and impact of the initiative and it positive impact of learning basic reading skills.

The results of the second question that there is a positive impact of the of reading and arithmetic initiative with regard to the acquisition of basic skills in calculation, the average achievement of students refers to that, as to the value of “*T*” confirmed that the group of function statistically in the answers of third grade students for the benefit of the post test, and this is confirmed by previous studies because of the training product to the initiative, which teachers got from professionals and experts in mathematics, and Interesting and attractive variety methods used which suit all levels of students depend mainly on the learning activity and play strategy, as due to the arrangement to the skills ranging from sensory transmission counting to manipulate numbers and solve the issue, and also due to the effective follow-up and ongoing of the Ministry of Education and the team initiative it is increased all the info (six times during semester) provides necessary support, and the results of this study goes in and match the study of (Mohamed & Obaidat, 2010) and study (Cross, 2009) (*t* reading and numeracy initiative, 2014) enhance the effectiveness and impact of the initiative this positive in learning the skills of basic mathematics.

As demonstrated by the results of questions II and IV of the lack of significant differences statistical in the dimensional measurement for the total degree to acquire the basic skills of reading for third grad students

attributed to gender, as the arithmetic average of the answers of the students and the value of the “*T*” refers to it, and this is confirmed by previous studies that due to the application of the scan tool relating to the initiative on all students (male and females) then the application of the special tool individually to students, this is also due to the development and Effective teachers management are able students both male and female from the follow-up to share conveniently, the teacher must to create a supportive culture and provide support and supervision strengths all students in the class, and support of the students, each according to his level of education, then modify the methods of teaching to fit all students taking into account learning styles and multiple intelligence they have, and also the return plan for positive discipline applied within the classroom teachers and that give a general sense of equity and justice in dealing with students both male and females, then the presence of a learning environment structured, supportive, the male students are responding to the same degree of female students.

The results of this study match and goes on with the study of the (Bouchard, 2002) and a (direct read Obaisat, 2015) study and (Yates, 2002) study enhance the effectiveness and impact of the initiative positivity. With learning the skills of reading and arithmetic for male students and female students.

RECOMMENDATIONS

(a) Adopting the reading and numeracy initiative in the teaching of reading the students have a positive impact on the acquisition of reading skills, and the acquisition of arithmetic skills among the students of the basic stage, in particular the third grade.

(b) Conducting studies dealing with the effectiveness of direct reading and arithmetic on the variables belonging to the other of such as: the development of scientific thinking, creative thinking, abstract thinking and intuition, and modify the alternative concepts, and others.

(c) Adopting the reading and numeracy initiative in the teaching of reading the students have a positive impact on the acquisition of reading skills, and the acquisition of arithmetic skills among the students of the basic stage, in particular the fourth grade.

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