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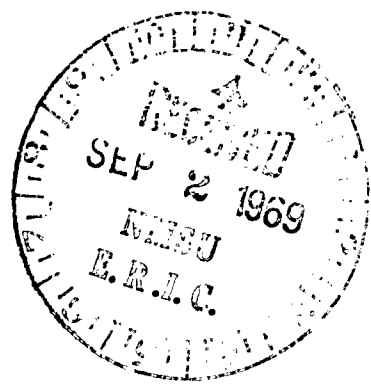
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A program was established at the Margaret Sheehy School in South Merced, California, to provide social experiences and learning situations aimed at improving the communication skills of the largely Mexican American and Negro student body (grades 1-4). The Special Language Class developed in the program is outlined in this teaching guide. The guide describes the goals and objectives of the program, student selection standards and procedures, plus teaching methodology used in the program. Related activities for children from disadvantaged, non-English speaking and culturally different backgrounds are given. Included are samples of forms used. (DB)

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Let's Speak
English!

Merced City
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SPECIAL LANGUAGE PROGRAM

(Program Guide and Description of Activities)

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Merced City School District

Summer 1967

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INTRODUCTION

The Elementary-Secondary Education Act (E. S. E. A.) of 1965 had as one of its major objectives, the formation of special educational programs that would provide more equal educational opportunities for children from disadvantaged, non-English speaking, and culturally different backgrounds.

The Special Language Program at Margaret Sheehy School resulted from the recognition of the many problems and educational needs of the children from these backgrounds. These problems and needs are manifested in those children that come to school lacking in the normal experiences and language background so necessary for success in school. Instead, a background of inadequate housing, clothing, nutrition, attention, and educational stimulation is the lot of these children.

This program was established at the Margaret Sheehy School because this is where the problem is. The school is located in South Merced. This area of town is generally recognized as the more economically depressed part of the City. The high concentration of Mexican-American and Negro families living here also makes it a more culturally diverse area.

Sponsored with local and E. S. E. A. funds, this program attempts to provide a variety of social experiences and learning situations aimed at improving the communication skills. The small-group instruction helps to develop self-confidence in the students and facilitates the concentrated instruction in using the English language as well as improving reading, writing, speaking and vocabulary skills.

GOALS

The main purpose of the Special Language Class at Margaret Sheehy School is to provide a program that will benefit educationally the Mexican-American and Negro children with a weak background in the communication skills; also, to provide a program of enrichment for those culturally different or disadvantaged children who are performing below their ability level.

OBJECTIVES

1. Teach English to children whose complete or partial lack of facility with that language constitutes a definite educational handicap.
2. Provide remedial instruction in reading, writing, and speaking for those children whose limited cultural and economic background depresses their performance in these skills.
3. Broaden and enrich the cultural and experiential background of those children limited in these areas.
4. Eliminate shyness and develop confidence in these children so that they will participate and contribute to:
 - a. Conversations
 - b. Discussions
 - c. Problem solving situations.
5. Change the low aspiration level of these children into a feeling of optimism in attaining realistic goals.
6. Develop rapport and understanding with these children and reduce potential discipline problems.

7. Reduce potential dropout cases by providing these children with the help they need in achieving success in school.

COMPOSITION OF CLASS

The Special Language Class is designed to serve approximately forty-five (45) students. However, it could be increased to as many as sixty (60) students total. Students for this program are selected from grades one to four, the grade range of the Sheehy School.

Candidates for this class are referred by the teachers on a Special Language Class Referral Form (Appendix Item #1) during the second and third weeks of school. By this time the individual teachers have had time to make their own observations as to each child's strengths and weaknesses. Candidates are then screened by the Special Language Class teacher on the basis of the following criteria:

1. Students who are unable to understand or speak English.
2. Students who are unable to express themselves properly in English because of:
 - a. Poor vocabulary
 - b. Incorrect syntax
 - c. Incorrect pronunciation
 - d. Incorrect intonation and inflections
3. Students whose reading and comprehension levels are two or more grade levels below their class group.
4. Students who are extremely shy and lacking in self-confidence.
5. Students with a poor background of social and language building experiences, such as:

- a. Trips to zoos and other places of interest.
- b. Conversations with adults.
- c. Books to read or to hear someone read.

The Special Language Class teacher administers reading tests to all the individuals referred. The two tests are the INFORMAL READING INVENTORY BASED ON SCOTT FORESMAN BOOKS (See Appendix Item #2) and the SLOSSEN ORAL READING TEST (SORT). These tests are interpreted to help determine the child's placement in groups and then saved for comparison and evaluation with the same test given at the end of the year.

Each level or group consists of about six (6) to eight (8) students of like age, ability, and grade level insofar as possible. The purpose of this grouping is to facilitate instruction. The groups meet daily for about 35 to 45 minutes of instruction. During these periods they are given many opportunities for developing English language communication skills.

Children are allowed to move from one group to another if their performance improves. In some cases, students have improved so much they are no longer required to attend the daily sessions.

About once every three weeks the entire class takes a study trip to some point of interest such as the police or fire station, the dairy, the airport, etc. These trips serve as first-hand learning experiences and develop high interest subject matter for all the other activities. These trips also provide much of the experience background to which these children have never been exposed.

The Special Language Class teacher tries to coordinate his program with the classroom teachers' as much as possible. There is much formal

and informal exchange of information between him and the class teachers.
A high degree of cooperation between everyone of the teaching staff is
essential to the success of the program.

METHODOLOGY

PART I: TEACHING ENGLISH TO NON-ENGLISH SPEAKERS:

This part attempts to explain the various methods and techniques used in teaching the non-English speakers. Actual techniques and examples are given.

A. Introductory Tour of School:

The Special Language Class teacher takes all the non-English speakers on an actual physical tour of the school plant proper and grounds. In their own language the teacher points out the location of various key buildings such as the office, cafeteria, bathrooms, library, gymnasium, music room, etc. While doing this the teacher takes time to explain procedures and rules to follow when:

1. Using playground equipment
2. Conducting fire drills
3. Eating in cafeteria
4. Riding on bus
5. Moving through corridors
6. Using lost and found

Time is taken to answer any questions pertaining to any of these areas or procedures. The primary purpose of this introductory trip is to develop in the children a sense of security and confidence in their new school situation. By using the children's own language a greater degree of security is gained. The goal is that the initial adjustment to their new situation will be smoother, faster, and more pleasant.

This indoctrination tour should take as long as is required to accomplish the purpose. If the group is too large it may be split up. Groups of

eight or nine are ideal. Plan tour so that it overlaps with at least one recess period.

B. Teaching a Basic Communication Vocabulary:

To the Student:

The Special Language Class teacher accomplishes this end by first explaining in Spanish the desired word or phrase. The student learns the meaning. Then the teacher says the word or phrase in English while the student hears it several times. Then the student tries to imitate and say what he has heard. This is called pattern practice and is repeated as many times as necessary until the correct response is learned. Pronunciation and intonation are also stressed but not until later when the student has learned meaning and what to say.

The following is a list of basic communication words. Phrases are given in pattern drill form. After once learning the pattern the child can easily add new words to the same pattern.

Greetings:

1. Good morning!
2. Good afternoon!
3. How are you?
4. What's your name?
5. Where do you live?
6. How old are you? (When practicing this answer the child can repeat with as many numbers as he knows.)

Greeting Responses:

1. My name is _____.
2. I live on _____ Street.
3. Fine, thank you.
4. I am very (cold, sick, etc.).
5. I am _____ years old.

Basic Question Words:

Who, why, when, where, what, which are also basic question words. They can all be taught in simple context. As the child learns he can expand and develop a more complex type question either in a formal situation or in an incidental way.

Names of Common School Items:

This is a _____ pencil, ruler, erasure, pen, table, desk, book, (reading book, arithmetic book, etc.) chair, water fountain, board, chalk, paper, notebook, window, door, wastebasket, football, baseball, basketball, etc.

These items listed above can be taught with the pattern shown above as the teacher holds up an object and says, "This is a _____." This pattern can be reversed if the teacher will point to an object and ask: "What is this? Where is the pen? Which is the _____?"

Any variation that will teach a new pattern and reinforce learning the noun can be used.

By following these suggested techniques the teacher can teach a working knowledge of the English language to the non-English speakers in just a few short weeks. It is then developed further by using more advanced techniques and sophisticated pattern drills.

Aids for the Classroom Teacher:

The classroom teacher must have some way of communicating with these students when they are in the classroom. To help solve this problem they have access to a basic word list pronunciation sheet (See Appendix

Item #3). On this list are given words that are felt to be most commonly used or needed by the teacher in communicating with a Spanish-speaking student. These words are first listed in English then their Spanish phonetic pronunciation is given. It is not too difficult to learn the twenty or thirty words and their phonetic pronunciation. If this doesn't work, a teacher can readily call on a bi-lingual child to interpret for him.

If additional words are need they can be given to the Special Language Class teacher and the phonetic pronunciation can be quickly given or written.

C. Teaching More Advanced English Skills:

As the student progresses he proceeds to more complex sentence patterns and phrases using a larger vocabulary. Methods used in teaching correct pronunciation, intonation, syntax, and vocabulary are:

Pattern Drills:

Teacher gives a model sentence then student repeats:

Example: Teacher - The wind is blowing.
Student - The wind is blowing.

The statement is repeated until student can pronounce it correctly.

This can be done with any type sentence pattern. It is the accepted method of teaching a foreign language using the audio-lingual concept. When using this technique the teacher should be careful that model sentences are precise and correct, that proper intonation is observed, and speech is as natural as possible. With the advanced students stress more exact reproductions.

Pronunciation Drills:

Spanish speakers have difficulty reproducing the following sounds because these sounds are not found in the Spanish language:

1. "H" to aspirate (scrapes sound against palate)
2. "I" sounded as "ee"
3. "S" sounded as "z"
4. "SH" sounded as "ch" and vice-versa
5. "W" to aspirate one pronounced won or qwan

To correct these pronunciation errors the Special Language Class teacher takes a list of words with a trouble sound and orally drills students to hear and reproduce the sound correctly (model response technique). It may be necessary to apply linguistic theory and analyze lip, tongue, and teeth placement. Proper placement of these mouth parts is necessary before some corrections can be made.

Question-Answer Drills:

Teacher asks a question, then student gives the answer. Teacher then corrects errors in pronunciation or syntax. Degree of difficulty or complexity of question is determined by pupil's ability.

Example: Teacher - What color is the house?
Student - The house ret.

Teacher corrects error and drills until corrections are learned.
Review frequently.

Reporting on Everyday Events and Experiences:

Children in the Special Language Class are given every opportunity to talk or report on everyday happenings. A daily period of five minutes can be set aside for this type of activity. Correction by the teacher is more subtle here. The emphasis is on encouraging the child to use and speak English.

Oral Reading:

This technique is especially good with the most advanced students. It

gives them much needed practice in reproducing correct sounds from the printed word and not an oral model. Student learns correct intonation and fluency. It is good only if the material being read is not too difficult to read and understand.

Example: Student reads a few sentences. The teacher then condenses the major errors and has student read again for comparison. Do not read over more than twice.

This technique is equally effective when done with a tape recorder.

Study Trips

This is a major technique used in developing vocabulary and experiential background that facilitates language learning. It is described in detail in a later section.

These techniques and those that will be listed in the next section on teaching the disadvantaged children are all useful in developing a competence in the use of English. It is the responsibility of the Special Language Class teacher to decide at what pace to proceed and when to introduce new concepts. Some of the important things to keep in mind in working with the non-English speaking children are:

1. Be enthusiastic
2. Be sincere
3. Give much praise
4. Demand good responses, be consistent and firm
5. Be creative--make drill fun, not work
6. Have a sense of humor, laugh with, not at, children
7. Depend on Spanish at first only. As year progresses make the students learn and use English.
8. Meet with the parents. Generally you will find them cooperative and very interested in learning.

Children who are native speakers of Spanish or Portuguese, for whom

English is a second language, must have many opportunities to speak and understand English before they are expected to read it. Reading will come much later when they understand the language. Care should be taken that they do not fall into careless pronunciation habits.

PART II: TEACHING THE DISADVANTAGED CHILD:

Children from this type of background constitute a large percentage of the Sheehy School population. These children come from low income Mexican-American, Negro or white backgrounds. Because of their background of deprivation in many areas, their language development is greatly retarded.

The following characteristics apply:

1. Good models of vocabulary and sentence structure are not available to these children.
2. Sentences are more categorical and short. More incomplete sentences.
3. Lack of manipulatable objects in the home environment.
4. Use of a smaller number of less varied words to express themselves.
5. Auditory span and attention span less than that of middle-class children.
6. Limited variability in the problems they face and no opportunity to be challenged by complexities faced by middle-class children.

These characteristics are all directly related to their lack of skill and difficulty in learning to read. If they are to improve their reading skills which are so very important in all areas of learning, the Special Language Class must strive to correct these deficiencies. This can be accomplished by providing the necessary activities or drills that will provide the missing elements of language development that have been mentioned.

PROVIDING OPPORTUNITIES FOR MEANINGFUL ORAL COMMUNICATION

Speech normally precedes writing and reading. The child should be able to talk with fluency and effectiveness before he can learn to read symbols for speech or make these symbols himself. The Special Language Class attempts to provide as many opportunities for oral communication as possible so that these disadvantaged children can proceed to the more abstract areas of reading and writing.

In attempting to improve communication skills, the teacher should raise the children's standards rather than impose his or her own. Each individual child needs to develop the desire and ability to say what he has to say. Children learn to use language by using it--not by learning about it.

The following is a list of techniques used by the Special Language Class teacher in attempting to improve the disadvantaged child's communication skills:

1. Conversations: Are a valuable, informal experience since children often find it easier to talk in small groups. They should be given many opportunities to work on committees and to speak about their own experiences.

2. Discussions: Are informal, but usually are related to the student's schoolwork. Following field trips, programs, films, etc., discussions help develop concepts and vocabulary that are related to experiences not in their usual environment.

3. Evaluation: Should include discussion about "How can we improve?" "What did we learn?" It should help encourage critical thinking and tactful comments.

4. Dramatic Play: Helps a child develop originality in oral language.

It also gives children opportunity to experiment with the language and to use standard language that may be new to them. Dramatize simple imaginary action. Example: What would you do if:

- a. You were a bear looking for honey?
- b. You found a spaceship from Mars?

Dramatize folk tales with simple plots from their reading or listening.

5. Interviews: Help older children acquire first-hand information and give them an opportunity to test their ability to express themselves.

6. Introductions: Self-image may improve when one knows proper procedure in introductions. Teacher or students might always introduce people who come into the room. Allow children to introduce visitors, parents and friends.

7. Planning: Encourages discussions, critical thinking, and sharing ideas. Teacher's guidance is important here because kids may sometimes take this planning as a big joke.

8. Telephoning: Helps develop skills in communication and telephone courtesy. The student should be able to identify himself, ask for a person, convey messages and close the call skillfully and courteously. This can be done by using a play telephone, a make believe telephone or a real model that can be obtained from the audio-visual or curriculum centers.

9. Announcements: Allowing children to make important announcements is a very good technique. The announcement should carry the message who, what, when, where.

10. Choral Speaking: Provides the opportunity for the child to hear and speak standard English, pleasing sound patterns and rhythm. This helps develop self-confidence.

11. Dictating: Helps to introduce concepts of the sentence and proper punctuation. Children can later dictate to one another providing oral and written practice at the same time.

12. Directions: Helps child to organize and give accurate, brief directions. What, when, where, facts.

13. Oral Reading: (For an audience) Is prepared in advance so that children are not embarrassed by not knowing words and can interpret the selection skillfully. It gives practice in reading and listening thoughtfully. It helps relate written language to oral language.

14. Reciting Poetry: Helps the child to feel the power of poetic language as well as to make new vocabulary and standard English patterns "his own."

15. Reporting: Helps the child grow in organizing ability, vocabulary usage and sentence structure. Children can report on books read, projects in progress or finished excursions and other experiences.

16. Storytelling: Helps the child in organizing, proper sequence, vocabulary, oral expression and dramatizing. It also develops self-image because the child is talking and he is being listened to.

17. Puppets and Flannel Board Figures: This helps the child express himself through the puppet. Puppets are good media for dramatizing real

life situations and favorite stories. Multi-ethnic puppets help to build self-esteem and cultural understanding.

18. Role Playing: Helps child to express himself through playing a role. It develops understanding and insight as well as helping the child to express himself orally.

STUDY TRIPS

About once every three weeks all members of the Special Language Class take a study trip to some point of interest. (See Appendix Item #4)

A study guide (See sample, Appendix Item #5) is made up before each trip. It is used to outline the vocabulary and concepts that are to be introduced. Questions are raised and discussions are held on information pertaining to the trip. Rules of behavior and conduct are also reviewed.

All the arrangements and scheduling of trips are taken care of in advance by the Special Language Class teacher. Following is a list of things that must be done and arrangements made prior to taking the trip.

1. Arrange with facility or business you are going to visit. Set correct time, date, place, etc. Be sure to get a phone number of whom to contact in case plans change.
2. Submit request for bus transportation to Central Office. Do this at least ten days in advance.
3. Notify all teachers of the proposed trip. Give date and time. (One week's notice.)
4. Notify parents by way of an individual permission slip. Specify if special clothes, lunch or money is needed. (Three days notice.)

During the actual trip the teacher answers questions, guides the student's attention to things of interest, and generally supervises the total group. The children are encouraged to ask questions of the guide or host. In doing this they learn and practice the amenities of common courtesy with adults:

1. Listening carefully and politely.
2. Not interrupting.
3. Asking questions correctly, using loud, clear voice.
4. Developing self-confidence in an adult-student situation.

At the conclusion of the trip students return to their classrooms. For the following six or seven days they will spend their daily periods doing the following activities:

1. Individual Reports: (3rd and 4th grade groups) Students write individual reports on the study trip. They may require two or three days to complete the report. After each report has been corrected it is re-written and turned in. All written reports are posted on the bulletin board.

Objectives:

- a. Students learn to write their observations.
- b. Children practice reading what they write.
- c. New vocabulary is expressed and learned.
- d. Helps to improve writing skills.
- e. Gain children's confidence in themselves from success of seeing their work posted.

2. Oral Reports: (All grades report) Students give formal oral reports on the study trip to the other members of the class or to their own regular classroom.

Objectives:

- a. Encourage children to speak English.
- b. Develop sequence in oral reporting.
- c. Develop the use of descriptive language.
- d. Develop self-confidence in their own speech.

3. New Vocabulary Word Lists: (All grade groups) Special Language

Class teacher makes up a list of the new words that were learned on the study trip. Students then study and learn words by using them in sentences or by games such as flash cards, Wordo (similar to Bingo only with words), or cat and rat with words. In doing this they learn the meaning and spelling of all the new words. Since they have a tendency to forget it is good to save these word lists and review them periodically. Children can even list them in a notebook and call it a word dictionary, etc.

Objectives:

- a. Learn new vocabulary words.
- b. Practice in composing complete sentences.
- c. Provide a fun activity in vocabulary learning.

4. Drawing a Picture: (All grade groups) As a change of activity

students are allowed to draw a picture about something on the study trip. They are then told to describe either orally or in writing, the picture.

Objectives:

- a. Provide a relaxing fun activity.
- b. Opportunity to write or talk about trip in their own way.
- c. Chance to use descriptive words.
- d. Teacher uses individual pictures to inquire about or provoke discussion on a particular concept or fact.

USING PATTERNS OF STANDARD ENGLISH

It is very important that economically disadvantaged students understand that there are many practical specific values in learning to use standard English.

1. Success in school is contingent on knowledge of good English. All the instruction is in English.

2. Vocational and social benefits are made available to the individual more readily if English is mastered.

3. Finer distinctions and more accurate descriptions and communications can be made through the use of standard English.

4. Valuable information is stated in standard English.

Following are some of the ideas that are used in the Special Language Class to help children learn standard sentence patterns.

1. Unscrambling Sentences:

Distribute tagboard cards to four children on which are written words which will make a sentence.

I soda like pop

Next have the children stand so that the cards they hold in front of them form a sentence. Then give four other children cards with the following words and have them stand in the appropriate place so that one long sentence is formed.

strawberry to drink on hot days in summer

Teacher can form any variety of combinations on any topic. It is a high interest game in which everyone has a chance to do his part simply by standing in the right place.

2. Play Sentence Building Games:

Have the children complete open-ended sentences such as:

- a. "I hunted and hunted for my shoes and I finally found them
_____."

Children may give any variety of responses such as:

- a. "Under the bed."
b. "On top of the dresser."
c. "In my brother's closet."
d. "On the porch."

Have children expand short sentences:

- a. A pencil broke _____.
b. A leaf fluttered _____.
c. A bell rang _____.
d. The door opened _____.
e. A fire burned _____.

When the children expand the short sentences have the sentence do these things:

Tell Where: A fire burned on the beach.

Tell When: A fire burned on the beach one May evening.

Put the where or when at the beginning: One May evening a fire burned on the beach.

Use a color word: One May evening a fire on the beach burned red.
One May evening a red fire burned on the beach.

If children omit function words, use oral drill such as the following:

- a. Listen to this sentence:
"I ate an egg for breakfast."
b. Now listen again:
"I ate egg for breakfast." What did I leave out?
c. Now listen once more:
"I ate an egg breakfast." What did I leave out?

CORRECTING PROBLEMS WITH USAGE AND GRAMMAR

Children from disadvantaged backgrounds have many problems with correct usage and grammar. Many of these problems are eliminated as they are exposed to standard English patterns through listening to taped stories, or to someone else read, or to radio or television commentators. The Special Language Class teacher cannot correct all the mistakes in grammar and usage but should attempt to correct those that are most severe. Two criteria should be applied to any item of usage which is selected for emphasis in the Special Language Class.

1. How much social penalty does the item bear?
2. How frequent is its use?

The Syracuse, New York, schools have suggested the following list of verbs as those which should receive the greatest amount of attention in the elementary schools. We find this list appropriate for the Special Language Class students also.

am, is, are, was, were, been

bring, brought

came, come

do, did, done

eat, ate, eaten

have no, haven't any

see, saw

The following is a technique that can be used with intermediate grade children to help them practice correct usage.

1. Prepare tagboard cards on which are written plural and singular nouns: (perhaps related to the study of the community)

two mailmen
a rancher

three firemen
the baker

five pilots

On another set of cards of a different color write singular and plural forms of the verbs:

help - helps
saw - seen

walk - walks
is - are

came - come
was - were

Distribute the cards to individual children. Have the children with the name cards choose an appropriate verb card. Have one of the children read the sentence. The rest of the children decide whether it is correct.

2. Write "Actor" and "Action" in two columns on the chalkboard. Have the children suggest singular and plural forms of both "Actors" and "Actions." Under "Actions" write words which express action happening as of now (present) by or to the actor.

"Actor"

car
cars

bird
birds

man
men

boy
boys

"Action"

go
goes

flies
fly

walks
walk

runs
run

Ask the students to draw a circle around every final "s" in both columns. Lead them to discover that "s" added to a word in the "Actor" column forms a plural but when it is added to a word in the "Action" column it is singular.

PART III: USING LEARNING CENTERS

Classroom procedures for using materials and equipment must be established so that work may proceed effectively and orderly. The arrangement of various areas within the room where individuals and small groups of children can participate in activities on an independent basis forms a learning center. The Special Language Class utilizes a number of these learning centers. They are not elaborate in some cases nothing more than a table with certain equipment on it may be designated as the audio-visual center.

There are four centers designated in the Special Language Class room:

1. A listening and speaking center
2. A drawing and writing center
3. A viewing center
4. A library center

These centers are used to help:

1. Provide for self-selected and self-directed activities.
2. Extend concepts and understanding in the content areas.
3. Promote receptive language functions by listening, viewing and reading.
4. Promote expressive language functions by encouraging self-expression in speaking and writing and drawing.

1. Using Listening and Speaking Center:

Primary Children:

- a. Bring various types of materials suited to the unit of study (building, wild animals, circus, community helpers, etc.).
- b. Materials are shared and discussed in the small group by the

pupils (a teacher aide can monitor the discussion). The teacher labels each item for future reference.

c. As an item is displayed pupils are asked to tell different ways in which it may be used. (Teacher or aide records response in writing or on tape for future use.)

d. Bulletin board display--similar procedures using pictures cut from magazines.

Middle and Upper Grade Children:

a. Same procedures as primary children except that pupils do their own writing and recording to be presented to the class.

b. Listening: Pupil's pictures and works are bound into book form. The children listen to the taped stories as they view the pictures.

2. Using Painting and Writing Centers:

Graphic expression often serves a specific need that children have. They need opportunities to participate in experiences that are in keeping with their stage of readiness. As each child gains skills in the use of oral language, in reading, and in motor coordination, his ability to express himself will increase. Children practice different kinds of skill as they select activities for independent writing and painting or drawing.

a. Motor control--is encouraged by cutting and pasting experiences.

b. Forming and associating letters--encouraged when child writes a description about his own painting.

c. Writing legibly--encouraged by chalkboard practice of attempting to reproduce the likeness of available writing models.

d. Spelling and using words meaningfully--encouraged by expanding above skill to include practice sentences and word lists related to the unit of study.

e. Composing sentences--encouraged when children write about their own pictures or drawings.

Activities

a. Picture Collections:

Provide a room area for magazines and newspaper pictures from home that are related to topic being studied. Or else teacher may furnish old magazines himself. Pictures are selected by individuals or small groups for pasting on sheets of paper for booklet or an accordian fold file. The pictures are classified and arranged according to selected categories:

- (1) Things to wear
- (2) Animals at the zoo
- (3) Different kinds of homes
- (4) Things to eat

Then teacher provides an opportunity for children to write about these pictures and their own paintings.

b. Dictionaries:

Pictures or drawings may be used to illustrate words. Large class books, individual booklets, or a file box of words may be organized for others to use.

Develop dictionaries according to different classifications, such as:

- (1) Words classified according to first letter
- (2) Selecting, classifying and writing words from a reading series
- (3) Words that begin alike or that have similar phonetic or structural elements
- (4) Words that denote action:
 - (a) batted
 - (b) swept
 - (c) dribbled
- (5) Words that name things:
 - (a) pets
 - (b) workers that help us
 - (c) plants we eat
- (6) Words that describe perception:
 - (a) colors
 - (b) size--big, small, huge, tiny, etc.
 - (c) words that tell about taste

c. Class Project Books:

Have the children develop a large class book using drawings. They write about their own pictures or drawings. Pictures and stories are then pasted into the class book.

d. Class News:

Bulletin board space is provided for new items about school. Items can be cut from a newspaper or magazine or condensed and written from radio and T. V. broadcasts.

e. Composing Stories:

For primary children, use sentence strips from the reader. Children arrange sentences to form a meaningful story in correct sequence on a pocket chart. Then children can write the story on paper and illustrate it to show understanding of meaning.

3. Using Viewing (A. V.) Centers:

Viewing centers may be set up where the child can individually use a filmstrip or study print that has captured his interest. The purposes in using a viewing center may be stated as follows:

- a. To provide a foundation for the language arts experiences by interpreting picture information, organizing it, and reinforcing learning.
- b. To improve picture reading skills through an awareness concerning the sequence of events in pictures and study prints by careful observation of detail.
- c. Develop independent study habits through critical reading of pictures.
- d. Developing a better appreciation of literature and art through visual stimulation.

Filmstrips:

Children view these individually or in small groups for a specific purpose developed in class:

- (1) To gain general information
- (2) To discover a main idea
- (3) To observe detail
- (4) To draw conclusions
- (5) To note sequence
- (6) To make inferences

Children can follow up the viewing experience by:

- (1) Drawing pictures to answer questions
- (2) Organizing the pictures into correct sequence
- (3) Writing information gained from viewing the filmstrip

Filmstrips and Tape Recorders:

The Special Language Class teacher may choose to let the children make up their own dialogue or explanatory statements for the different frames on the filmstrip. Later the filmstrip can be re-run with the tape recorder and result will be a narrated filmstrip with the children's own voices.

Tape Recorders:

The tape recorder is used quite extensively in the Special Language Class. It can be used in a number of ways and for different purposes. Below are listed some of the more common ways in which it is utilized:

(1) Evaluation: When used for evaluation it is easy. First record the child's voice either in reading or repeating a pattern and save for comparison with a later repetition of the same pattern. The child can also hear the difference.

(2) Review: Record the information wanted for review and have children go individually or in small groups to hear and review the information. Supplement this with worksheets and/or word lists.

(3) Drill: Teacher records the pattern for drill. Then students can go individually and practice.

(4) Storytelling: Teacher records a story, then has children listen to it when other work is finished. When it is a whole group activity, teacher may wish to ask questions about the story. (Use headsets when an individual or small group of students is working separately.)

(5) Oral Reading: For new material, teacher can record the new

story and have children read along silently from the book as they listen to the pre-recorded story.

(6) Dramatizations: Children enjoy hearing their own voices. Perhaps they could record the dialogue of a puppet play, then play it back as they manipulate the puppets.

The teacher can use any number of techniques that come to mind. The only limit is the teacher's own imagination.

Language Master:

The Language Master is a very simple machine to operate and incorporates the best principals of a tape recorder into a unit that has immediate playback possibilities with no rewind cycle. A small card, about 3" x 5", is placed into the machine. This card has a picture of an object or a situation. On a tape at the bottom of the card is a magnetic tape that has a recorded phrase or word on it. As the card passes through the machine, the word or phrase is heard. By flipping a small switch the student can immediately record his own voice and play it back to check it against the original model.

This machine is great for teaching basic words to non-English speakers. Blank cards are available so that the instructor can select his own pictures and make up his own model cards.

Movie Projector:

The advantages of a movie projector and screen are quite obvious so we will omit much detail on this. Suffice to say that the subject matter and quality of the film determine its effectiveness. Good follow-up

activities and explanatory pre-film instructions are always necessary.

Overhead Projector:

This machine is particularly helpful in any type of activity involving writing on the chalkboard. Normally, when a teacher writes on the chalkboard his back is to the student. This machine allows the instructor to superimpose the image on a screen or wall and still be talking and facing the entire class. In addition, the teacher may choose to prepare a small master sheet of words, questions or other information in advance and then simply superimpose it on the board by placing the plastic master sheet in the machine.

Record Player:

A record player in the Special Language Class is also very valuable. It enables the Special Language Class teacher to vary the activity or add music or a commercially recorded story or song to the daily program. Recorded stories complete with sound effects and musical recordings are particularly good when used with lower grade children.

4. Using the Library Center:

This center provides an essential resource area for encouraging children to read and to enjoy books of good literary value. At Sheehy School our school library does this job very adequately. However, the Special Language Class teacher may choose to have a small library center in the room with books on the subject currently being studied. Headsets for private listening should be provided in the room library center. In this way children can listen to a recorded story privately and not interrupt the other members of the class.

APPENDIX

REFERRALS FOR SPECIAL LANGUAGE CLASS

Please list below those children from your classroom that you feel fall into one of the following categories. Purpose of this is to screen possible candidates for the Special Language Class. Select only those individuals that you feel show a real capacity to learn and are under-achieving because of poor language or environmental background.

I. Children that speak and understand little or no English. (All children that have recently migrated from Mexico.)

- 1.
- 2.
- 3.
- 4.

II. Children that speak and understand English to a fair degree, but their pronunciation, usage and vocabulary is poor. (Most of these children will be from Mexican-American background.)

- 1.
- 2.
- 3.
- 4.
- 5.

III. Children that cannot express themselves well because of poor vocabulary, sentence structure and usage. (Disadvantaged Negroes and whites as well as Mexican-Americans.)

- 1.
- 2.
- 3.
- 4.
- 5.

IV. Children that are two or more years (grade levels) behind in their reading ability. (Limited to third and fourth grades.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

MERCED CITY SCHOOL DISTRICT

CODE FOR RECORDING ERRORS	
1. ○	Circle word, part of word, punctuation mark that is omitted.
2. ~	Underline word, phrase that is repeated.
3. ^	Indicate added sounds by inserting caret and write in added material.
4. P	Write P above any word teacher pronounces for child.
5. -	Underline word or part of word that is mispronounced and write above it phonetically what child says.
6. /	Use vertical line to left of any word that causes noticeable pause.
7. □	If child corrects error, draw box around notation and do not count as error.

Prepared by:

Maude Edmonson
Reading Consultant

INFORMAL INVENTORY BASED ON SCOTT FORESMAN BOOKS

Name _____	Grade _____	School _____
Tested by _____	Date _____	Instructional Level _____
Tested by _____	Date _____	Instructional Level _____

Levels determined by:	Indep. Level	Instructional Level	Frustration Level
Pronunciation	99% words	95% words	Less 90%
Comprehension	90% questions	75% questions	50% questions

BOOK I¹ FUN WITH DICK AND JANE

(pp. 67-89 Read and find out how Dick helped Little Rabbit.)

Little Rabbit wanted to run. He wanted to run away. And away he went. Hop, hop! Hop, hop, hop! Dick and Jane did not see the rabbit get out. They did not see it hop away. Little Rabbit saw something. He saw something good. He wanted to eat it. Hop, hop, hop! In went the happy little rabbit. He ate and ate and ate. He ate all he wanted. Dick came for Little Rabbit. He laughed and laughed. "Oh, here you are," he said. "Well, well, Little Rabbit. You ate and ate and ate. Now you are too big to get out. I must help you get out." And he did. (111 words)

- Questions: 1. Why did Little Rabbit get out? _____
 2. How much did Little Rabbit eat? _____
 3. Why couldn't he get out? _____

I ¹		No. Errors	No. Correct	Indep.	Instr.	Frust.
Total Words	111	_____	_____	110	105	100
Questions	3	_____	_____	3	2	1
Rate: Slow - Average - Fast						

BOOK I² OUR NEW FRIENDS

(pp. 147-148 Read and see why Tom said he couldn't ride on Dick's merry-go-round.) "Look!" called Dick. "See the old black umbrella. It is a funny merry-go-round. Who will ride on it? Who will go round on it?" "Don't ask me," said Tom. "Don't ask me or Billy or Peter or Ellen or Jane or Sally. We are all too big to ride on that merry-go-round." "May Jill ride?" asked Jane. "May Jill and the other dolls ride?" (68 words)

- Questions: 1. What was Dick's merry-go-round? _____
 2. Who wanted her dolls to ride on a merry-go-round? _____
 3. Why didn't the children ride? _____

I ²		No. Errors	No. Correct	Indep.	Instr.	Frust.
Total Words	68	_____	_____	67	64	61
Questions	3	_____	_____	3	2	1
Rate: Slow - Average - Fast						

BOOK II¹ FRIENDS AND NEIGHBORS

(p. 98 Read to see what Little Rooster tried to do.)

Once there was a little rooster who didn't like the dark. One morning before the sun was up, Little Rooster went into the barnyard. He flew up on the fence and looked all around him. It was dark and Little Rooster wished the sun would come up. He tried and tried to say so. He tried to tell the sun to come up. But when he tried to talk, he made a funny noise. (74 words)

- Questions: 1. Where did Little Rooster go before the sun came up? _____
 2. Why could Little Rooster look all around? _____
 3. Why did Little Rooster want the sun to come up? _____

II ¹		No. Errors	No. Correct	Indep.	Instr.	Frust.
Total Words	74	_____	_____	73	70	67
Questions	3	_____	_____	3	2	1
Rate: Slow - Average - Fast						

BOOK II² MORE FRIENDS AND NEIGHBORS

(p. 128 This is a story about a train. Read and find out what the farmer tried to find.)

The Little Engine

Once a farmer had some fine wheat. He took it to a long train of cars and put wheat in every car. "Will you please carry my fine wheat away to the city?" he asked the cars. And they answered, "We will be glad to carry your wheat for you. But cars can't move alone. We need an engine to pull us. And we will need a very good engine to pull such a long train to the city. Please see if you can find one." So the farmer went to get an engine. "Oh," thought the farmer, "there are a few engines standing at the station. I'm sure I can get one of them to pull these bags of wheat." (121 words)

- Questions: 1. What use did the farmer make of the cars? _____
 2. What did the cars need? _____
 3. Where did the farmer think he could find an engine? _____

II ²		No. Errors	No. Correct	Indep.	Instr.	Frust.
	Total Words	121	_____	120	115	109
	Questions	3	_____	3	2	1
	Rate: Slow - Average - Fast					

BOOK III¹ STREETS AND ROADS

(pp. 220-221 This is a story about a hungry mother bear and two hungry cubs that went searching for food in the forest. Read and find out what they found.)

With a push of her big, strong paw, Mother Bear turned a log over and uncovered hundreds of bugs. There were hundreds and hundreds of bugs. Mother Bear and her two little cubs gobbled the bugs very fast. A wren and a woodpecker flew down. They wanted to eat some bugs, too, but they didn't have a chance to get any. In a minute the bears had eaten the bugs. Mother Bear gave a low grunt and waddled off. The cubs followed her. Soon Mother Bear noticed some bushes that were full of berries. She began to gobble the juicy berries as fast as she could. The cubs watched her for a moment, and then they began to eat the juicy berries, too. When the berries were gone, Mother Bear stood up on her hind legs and began to sniff. (140 words)

- Questions: 1. Why didn't the birds get any bugs? _____
 2. Where did the bears find the bugs? _____
 3. Why do you think the Mother Bear sniffed? _____

III ¹		No. Errors	No. Correct	Indep.	Instr.	Frust.
	Total Words	140	_____	139	133	126
	Questions	3	_____	3	2	1
	Rate: Slow - Average - Fast					

BOOK III² MORE STREETS AND ROADS

(p. 209 This is a story of a fox called Skinny. We think of a fox as being a sly, clever animal. Let's read and find out what Skinny found in the forest.)

Skinny was a young gray fox, and he was in serious trouble. For three days he had been looking for food, but he had not found any. He was so hungry that he was weak. There had been a great fire in the forest where he lived, and it had killed many of the animals. Skinny and his parents had managed to escape from the fire. But after it was out, Skinny couldn't find any food, and neither could his parents. On the third night after the fire the young fox wandered off by himself, hunting for food. For a long time he wandered about in the darkness. When he came near the edge of the forest, he noticed a faint smell of food. The starving fox moved silently toward the wonderful smell. (133 words)

- Questions: 1. Why was Skinny weak? _____
 2. Why couldn't Skinny find food? _____
 3. How long had it been since the fox had had food? _____
 4. What did Skinny smell? _____

APPENDIX ITEM #2
(Continued)

		No. Errors	No. Correct	Indep.	Instr.	Frust.
III ²	Total Words	133	_____	132	126	120
	Questions	4	_____	4	3	2
Rate: Slow - Average - Fast						

BOOK IV TIMES AND PLACES

(p. 188 This is a story of a princess who could not cry. Read and find out what her parents did about this.)

There was once a princess who could not cry. That would not have mattered so much, but the trouble was that she laughed about everything, and often at the most awkward times. This was truly a vexing way to behave, especially for a princess. Her parents were greatly troubled about it, and at last they called in a wise woman to advise them. She studied the problem thoughtfully and finally told them that if the Princess could only once be made to cry, the spell would be broken and she would then be as natural as other people. The King and Queen immediately set about the task of making the Princess weep. This was a rather difficult matter, because they didn't want to make her really miserable. And since they could not bear to slap or spank her, they hardly knew how to begin. (144 words)

- Questions:
1. What was the problem? _____
 2. Who was called in on the problem? _____
 3. How did she say the spell could be broken? _____
 4. Why didn't they want to spank the princess? _____

		No. Errors	No. Correct	Indep.	Instr.	Frust.
IV	Total Words	144	_____	143	137	130
	Questions	4	_____	4	3	2
Rate: Slow - Average - Fast						

BOOK V DAYS AND DEEDS

(p. 127 This is a story of two children alone in the country in a storm. Let's read and find what Jerry and Emily Martin did in the storm.)

Jerry Martin's rubber boots made a squashy sound in the mud when he jumped out of the school bus. Emily, getting off behind him, gasped as the driving rain struck her face. After the bus had moved on, they stood looking about them. No old family car was waiting, with their mother's face peering out of it. In front of them a six-mile stretch of road climbed toward their home in a California canyon. "Maybe Mother's just late," said Emily. "I think the road's been washed out somewhere," replied Jerry. "It's been raining much harder here than in the valley. Come on! Let's start walking." As Jerry and Emily climbed the rough, muddy, mountain road, the rain increased in force. Gradually they became conscious of a rushing sound from below, where the stream was usually only a thin trickle along the stony bottom. (144 words)

- Questions:
1. Why were the children disappointed when they got off the bus? _____
 2. How far were Jerry and Emily from home? _____
 3. Why did Jerry suggest walking? _____
 4. Describe the weather. _____

APPENDIX ITEM #2
(Continued)

V		No. Errors	No. Correct	Indep.	Instr.	Frust.
	Total Words	144	_____	143	137	130
	Questions	4	_____	4	3	2
	Rate: Slow - Average - Fast					

BOOK VI PEOPLE AND PROGRESS

(pp. 326-327 This is a story of a wild goat that strayed from the herd, near Drumranny in Northern Ireland. Let's read and see what happens to her.) Her nimble hoofs made music on the crags all winter as she roamed along the cliff tops above the sea. During the previous autumn she had wandered away, one of a small herd that trotted gaily after a handsome fellow with gray-black hide and long winding horns. Then with the end of autumn, farm boys had come looking for their goats, and the herd was broken up. The gallant buck was captured and slain by two hungry dogs from the village of Drumranny. The white goat alone remained uncaptured. She had wandered too far away from her master's village. He couldn't find her. She was given up as lost. So then she became a wild one of the Irish cliffs, where the sea gulls and the cormorants were lords, and the great eagle soared high over the thundering sea. (140 words)

- Questions:
1. What time of the year did the kid wander away? _____
 2. How was the buck killed? _____
 3. Why didn't the master find the white goat? _____
 4. When did the farm boys gather their herds together? _____

VI		No. Errors	No. Correct	Indep.	Instr.	Frust.
	Total Words	140	_____	139	133	126
	Questions	4	_____	4	3	2
	Rate: Slow - Average - Fast					

BOOK VII PATHS AND PATHFINDERS

(pp. 295-296 This is a story of a family in a new home in the mountains. Read and find out how they become acquainted with the animals.) It was a clear night, eleven years ago, that we first saw our wild animal friends. We turned out all the lights in our new home and sat in our darkened living room, facing a wide plateglass window which extends from ceiling to floor. Eaton Canyon was like a gulf below us. Tall peaks of famous Mount Wilson were outlined against the light of a full moon. As we sat quietly enjoying the lights and shadows cast by the full moon, we saw a black and white object scoot across the yard. It darted so quickly into a hole in the loosely laid rock wall that we scarcely knew where it had gone. We had built that low wall on the edge of the canyon to keep our children from tumbling down the steep bank. (137 words)

- Questions:
1. Why had the family built a low wall in the yard? _____
 2. Where was this new home? _____
 3. What animal hurried across the yard? _____
 4. Why do you think they had turned out the lights? _____

VII		No. Errors	No. Correct	Indep.	Instr.	Frust.
	Total Words	137	_____	136	130	123
	Questions	4	_____	4	3	2
	Rate: Slow - Average - Fast					

BOOK VIII WONDERS AND WORKERS

(p. 286 This is a story of outdoor sleuthing. Let's read and find out about this interesting sport.)

If you will study the ways of the animals of the woods and fields where you hike and wander, you will come upon a procession of thrills which is just about unending. One discovery will lead to another. Keen observation will make the observer a sort of detective in unraveling the lives of various queer creatures. It is fascinating sport. When I use the term animals, I mean everything from deer, muskrats, weasels, and blacksnakes, through toads, and frogs to crickets and katydids. And at that I am only hitting a few of the high spots. How about the flying squirrel? Did you ever see one, and can it really fly? These are common questions about this interesting little animal. Here is the way to solve the mystery: Watch for the trunk of a dead tree, a foot or more in diameter, that still stands upright. (146 words)

- Questions: 1. Why would you need to be a good detective? _____
 2. Name four animals mentioned in the story. _____
 3. Why would studying the ways of animals be an interesting sport? _____

VIII	No. Errors	No. Correct	Indep.	Instr.	Frustr.
Total Words 146	_____	_____	145	139	131
Questions 3	_____	_____	3	2	1
Rate: Slow - Average - Fast					

ADDITIONAL CHECK ON READING SKILLS

1. _____ Names of Letters

i d c p t k a g w x f r h n l z j c v m o q u s y
 O K I V D L X A S W C R F Z T G N P U M J Y E B H

2. _____ Word Endings

(Grades 2 and 3) boy call look help boys called looks helping
 (Grades 4-8) swim want see cry
 swimming wanted sees crying
 swims wants seeing cried

3. _____ Compound Words

(Grades 2-3) anywhere into someone
 (Grades 4-8) playground sometimes everywhere

4. _____ Recognizes initial consonant sounds

w s m p b l f r z d c n g t v

5. _____ Recognizes consonant blends
sh ch st bl sp cr en cl dr sl pl

6. _____ Knowledge of long and short vowels
can pin hat bit
cane pine hate bite
bake pole fun hot mile

CHECK LIST OF ORAL READING DIFFICULTIES

General Reading Habits

- _____ Head movements
- _____ Loses place
- _____ Uses finger or pointer
- _____ Effort and attention low
- _____ Posture

Oral Reading

- _____ Word by word
- _____ Inadequate phrasing
- _____ Habitual repetition
- _____ Ignores punctuation
- _____ Repetition of words or phrases
- _____ Voice: high pitched, monotonous
- _____ Volume: loud, soft, normal

Word Recognition

- _____ Sight words
- _____ Guesses
- _____ Substitute words of similar meaning
- _____ Substitute words of similar appearance
- _____ Omissions
- _____ Insertions

Word Attack

- _____ Word analysis ability:
poor, no method
- _____ By spelling
- _____ Sounds by: letter, syllables
- _____ Blends
- _____ Guess words from first letter
- _____ Refuse to attempt unknown word

Specific Errors

- _____ Confuse letters similar in shape
- _____ Confuse words
- _____ Reverse letters, syllables of words
- _____ Errors long short vowels
- _____ Know sounds of vowels
- _____ Know sounds of consonants
- _____ Know two letter blends

_____ INSTRUCTIONAL LEVEL OF READING

_____ INDEPENDENT LEVEL OF READING

(Determined by Informal Reading Inventory)

Names	GRADE LEVEL								
	P.P.	1	2	3	4	5	6	7	8

Words Most Frequently Needed With Non-English Speaking Children

<u>English</u>	<u>Spanish</u>	<u>Pronunciation</u>
1. pencil	lapiz	lah-pees
2. paper	papel	pah-pel
3. girl	muchacha	moo-cha-cha
4. boy	muchacho	moo-cha-cho
5. children	muchachos	moo-cha-chos
6. game	juego	huay-go
7. afternoon	tarde	tar-day
8. morning	la mañana	la mañ-ana (ñ as in onion)
9. floor	piso	pee-so
10. clock	reloj	ray-loh (h as in huh)
11. door	puerta	puer-tah
12. book	libro	lee-bro
13. box	cajon	cah-hon
14. room	cuarto	quare-tō
15. blackboard	pizzaron	pee-sar-ron
16. teacher	profesor	profesr (male) profesora (female)
17. come	venga	ven-gah
18. repeat	repita	ray-pee-tah
19. addition	sumar	soo-mar
20. subtraction	restar	res-tahr

21. read	leer	lay-air
22. bathroom	escusado	es-ku-sah-do
23. eat	comer	co-mair
24. Father	Padre & Papa	Pa-dray & Pa- ^á Pa
25. Mother	Madre & Mama	Ma-dray & Ma- ^á Ma
26. lunch	comida	co-mee-da

Common Expressions

1. English: Open your book.
Spanish: Abre tu libro.
Translation: Ah-bray tu lee-bro.
2. English: Let's go play.
Spanish: Vamos a jugar.
Translation: Vah-mos ah who-gar.
3. English: Sit down, please.
Spanish: Sientese por favor.
Translation: See-en-tay-say por fah-vor.
4. English: Erase the board please. (point)
Spanish: Borra el pizaron, por favor.
Translation: Bo-rah el pee-sar-ron por fah-vor.
5. English: Thank you.
Spanish: Gracias.
Translation: Grah-see-ahs.
6. English: Close the door please.
Spanish: Sierra la puerta por favor.
Translation: Sierra lah poo-air-tah por fah-vor.
7. English: Open the door please.
Spanish: Abre la puerta por favor.
Translation: Ah-bray lah poo-air-tah por favor.

Note: Pronounce all words continuously with no pause between syllables.

STUDY TRIPS FOR SPECIAL LANGUAGE CLASS PROGRAM

<u>Place</u>	<u>Most Desirable Time</u>
1. Sunshine Farms Dairy	Early Fall or Spring
2. Sunshine Farms Plant	Early Fall or Spring
3. Farm (In Franklin District)	Early Spring
4. Stribling's Nursery	Early Fall or Spring
5. Stribling's Growing Grounds	Late Spring
6. Miles and Sons Trucking	Early Fall or Spring
7. Railroad Station	Winter
8. Fire Station	Winter
9. Police Station	Winter
10. Office of Highway Patrol (CHP)	Winter
11. Court House	Winter
12. Super Market	Winter
13. Hospital	Winter
14. Lumber Yard	Late Fall or Spring
15. Applegate Park and Zoo	Late Fall or Spring
16. Castle Air Force Base	Late Fall or Spring
17. Yosemite National Park	Late Spring
18. Exchequer Dam	Late Spring

SAMPLE STUDY GUIDE

Field Trip No. 1

Sunshine Farms Dairy

Vocabulary

Kdg. and 1st Grades

2nd and 3rd Grades

4th Grades

1. cows

1. herd

1. dairy

2. dairy

2. dairy

2. pasture

3. barn

3. barn

3. stanchion

4. herd

4. pasture

4. pasteurize

5. feed

5. machine

5. cream

6. hose

6. Jersey

6. cud

7. milk

7. Guernsey

7. butterfat

8. wash

8. Holstein

9. Grade A

General Concepts to be Developed:

1. Knowledge and meaning of all words above in appropriate lists. Must be able to use word correctly in a sentence or explanation.
2. A dairy is a farm where cows are raised primarily to provide milk for the public. Cows are milked on a dairy.
3. Pasture is the fields of green grass where the cows graze.
4. Cows are milked twice daily, in the morning and in the evening.
5. A dairy barn must be spotlessly clean to prevent spread of disease.
6. Cows eat a special balanced diet in order to give the best milk.
7. Milk is pasteurized in order to kill any disease germs left in it.
8. A Grade A dairy is the best type of dairy with the best facilities.