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ABSTRACT

A summer educational program for the children of migratory Spanish Americans in the Greeley area of Colorado is presented. Philosophically, the approach is one of continuous progress; organizationally, it is nongraded, with emphasis on individualized instruction. Three levels are discussed: Early Primary (ages 5-8), Primary (ages 7-10), and Intermediate (ages 10-14). Each level develops the areas of Communicative Skills, Social Living and Science, Mathematics, Fine Arts, and Music. The Intermediate Level illuminates the Science Program while adding Home Economics and Crafts. With each program discussed, an introduction is followed by an outline of activities and materials. As reported, the course of study described, although designed for migrant child, is equally applicable to all children of Spanish American background. In addition, the course of study may be used "with predictable success with all children identified as needing other than a regular instructional environment." Photographically illustrated, this document also includes an 8-item bibliography oriented to problems encountered in teaching Spanish American students. (MB)

ED050848

Migrant Education Guide

U.S. DEPARTMENT OF HEALTH, EDUCATION
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Acknowledgements

In an effort to provide a meaningful program for the children of migratory farm workers in the Greeley area, the program outlined in this publication was developed and implemented at the East Memorial Elementary School in Greeley, Colorado. Philosophically the approach is one of continuous progress. The organizational plan is nongraded, with specific emphasis on individualized instruction.

It is felt that the program was successful and worth sharing with other educators.

This publication was made possible through the efforts of Dr. Nick Rossi, formerly with the Colorado Department of Education and the following educators:

James E. Eager	Gail E. Bennett
Thomas W. Trumbull	Betty J. Lindauer

Foreword

The purpose of this guide is to enable teachers of children with Hispanic backgrounds to plan a meaningful program of instruction and to create an atmosphere in which successful learning is promoted.

One of the outstanding educational programs for children of migratory agricultural workers has been operating with great success during the past several years at East Memorial Elementary School in Greeley, Colorado. It has received national attention and has been utilized as a demonstration center many times for both Colorado and nationally recognized educational leaders. That program is discussed in this publication.

The program of studies was developed with the migrant child in mind, but it is equally applicable to all educational situations designed for children of Spanish-

American background. The course of study described may also be used with predictable success with all children identified as needing other than a regular instructional environment or with children who require varying degrees of compensatory education, excluding special education.

The staff of East Memorial Elementary School is to be commended for developing and using this course of study. The Migrant Education Program of the Colorado Department of Education gave encouragement and assistance in the development of this guide.

This program of studies is recommended without reservation as an effective and productive method of teaching children with language and related learning difficulties.

Byron W. Hansford
Commissioner of Education

Program Prerequisites

Enrollment

In organizing a summer program for migrant students, the attendance area must first be defined. Family contact personnel should be employed to survey the area for potential migrant pupils.

A proven way to define the area is to keep a current map of locations of migrant housing. The map is mounted on a bulletin board in an area where pins can be easily inserted and notations can be conveniently written. A source of recommended maps is the United States Geological Survey, Denver, Colorado. These maps are on a 2½" scale, which is the smallest feasible size.

As migrant families move into the housing area, family contact personnel initiate the following procedure:

1. Conduct a family interview in the home, explaining the purpose and philosophy of the school.
2. Complete the required enrollment forms, getting all necessary academic and health information, special interests, and noteworthy abilities of each student.
3. Have parents sign the permission forms.
4. Instruct the family on school hours, regulations, and busing procedure.
5. Record the family on the attendance map, using colored map pins, coding those individuals needing special attention.

Attendance

Family contact personnel and bus drivers are indispensable in obtaining good attendance for the program. Bus drivers should be informed regarding the importance of good attendance and alerted to the need for soliciting regular attendance of the pupils. They often find it necessary to step to the door of the home to offer encouragement. This requires patience on the part of the driver, and sometimes causes delays in his schedule.

Bus drivers also need to be observant regarding housing, families moving in or out, and other significant occurrences. Information provided by bus drivers is recorded on the map, and the family contacts act as follow-ups.

Positive identification of youngsters is necessary from the first day of school. It is difficult for younger children to remember their proper bus and the teacher's name. The bus drivers can use a felt marker to print the child's number on his hand. This usually will not wash off for a few days, and it gives the smaller students a mark of status. The drivers must also be alert to the number of children riding their buses and quickly become acquainted with their faces. Generally the drivers accept this challenge very well if assigned this responsibility before school begins.

Facilities and Equipment

It has been a policy in Colorado to try to provide a school day of eight and one-half hours during the Summer Migrant Education Program. Ideally, although not always possible, one fully equipped classroom should be provided for each fifteen or twenty students. Recreational facilities, a cafeteria, and a health center are also needed. Facilities for satellite services such as library training, swimming, speech therapy, music, home economics, industrial arts, and arts and crafts are desirable.

It is important that all children from the entire school are given regular library visitation periods and a daily physical education program. The latter program should include daily showers. Kwell Shampoo for hair should be used weekly for hygienic purposes.

A regular nurse, although not necessarily full time, should be responsible for the immunization program. Records of shots are quite important in preventing the children from receiving the same shots repeatedly. The nurse does the screening for eye, ear,

and other health problems. Every child who has any cut or abrasion should be sent to the nurse for treatment as the risk of blood poisoning is great and, since many minor cuts go untreated at home. It is also helpful for the nurse to make home visitations to explain the importance of cleanliness and proper nutrition.

Community Support

Community support and assistance are mandatory to an effective summer migrant program. By informing church and service organizations of the objectives of the local program, the staff may gain this assistance. Transportation to medical services and time donated by professional people are some of the ways local people are willing to contribute to the program. Food and clothing for certain hardship cases are generally available through churches and civic organizations.

Food Services

Most food services are provided free for the children; however, each child is encouraged to bring 10 cents per day if possible. It is surprising how many students bring the money. Breakfast generally consists of milk, juice, toast, and cereal. The noon meal is a usual school lunch which furnishes one-third of the child's required nutrients per day. Before they board the bus to return home, milk and cookies are served to each child.

Organization of the School

Conducting a summer migrant program requires considerable time and planning by an administrator and a team composed of teachers, paraprofessionals, community volunteers, and parents, all of whom are committed to providing the appropriate instructional program for migrant children. Because of the educational background of these students, it is imperative that the program be directly related to their needs.

The teacher is the crucial person in the success or failure of any instructional program. Therefore, the teachers employed must be dedicated to the task, have empathy for

migrant children, and have a sincere desire to teach the migrant child. Keeping a balance between experienced teachers and beginning teachers is important. It is of equal importance that new teachers, through pre-service training, gain a knowledge of the culture of the Spanish American as well as a knowledge of the methodology for successful classroom teaching.

The teacher should also become involved in all non-classroom activities of the program — breakfast, lunch, playground, and extra-curricular activities.

The challenge to staff members teaching in the Migrant Program is great. Because of the short summer term, children need to be appropriately and quickly placed in the instructional program. The traditional approach to instruction has resulted in many failures, especially for migrant children. Appropriate curricula and methods must be employed to insure full participation in the learning process and to guarantee that the program is meaningful to each participant.

Curriculum content alone cannot provide the stimulus for successful learning. Many sensory avenues need to be used in the teaching process. One major concern is that instruction in all areas should be carried on at each child's instructional level, rather than at his frustration level. In order for this plan to become a reality, grouping must be highly flexible. A continuous progress approach to the learning process proves far superior to the traditional graded school plan.

For the preceding reasons, students should be placed in one of the following groups: early primary, primary, or intermediate. The supervising teacher in each section must develop objectives for a flexible plan which provides meaningful instruction.

The staffing of each section, in addition to the supervising teacher, should include one certified teacher and one instructional aide for each twenty children. An experienced aide can be used effectively as a head aide in each section, assisting the supervising teacher in coordinating the efforts of the instructional aides. Developing various

interest centers and extended learning areas is one critical responsibility of the aides.

Research points out the profound effects of the affective domain upon the process of learning. This is evident with the migrant child. Built-in success, encouragement, and positive reinforcement offer many opportunities for the student to develop the intrinsic motivation often lacking in the migrant child.

Records and Reports

Record-keeping has always been a difficult problem. For this reason, a few sample pages

of the student booklet are enclosed for your consideration. *See p. 82 ff.*

The desired objective is one of self-identity: the student's likes, dislikes, and family. It may be filled out by the child himself, with an aide's assistance.

The booklet may also contain space for pictures, medical information, illustrations, souvenirs of field trips, samples of class material, or perhaps a map of the region the child has traveled.

The booklet can be enclosed in an instant plastic binder and is an ideal place to keep the student's copy of his Uniform Migrant Student Transfer Form.

Early Primary Level

I. General purpose

Children at this level are usually from five through eight years of age. Before they can make any academic progress, each child must develop a positive self-image and a sense of personal security. One way to encourage a more positive concept of self is to provide activities in which the child can function as successfully and independently as possible.

Another essential step is to diagnose immediately, through various means, where each child is on the academic ladder of development, with the gaining of competence in oral communication being considered of prime importance. All activities should be organized first to develop and then to enlarge a fluent oral vocabulary.

To develop listening skills, the children should be in small groups when new concepts are presented. Such grouping is desirable as it affords more individual opportunities for oral expression. As oral language is developed, emphasis should be upon sensitizing the child's ear to English sounds so that he will discriminate among them, particularly those which are new or different from those in the Spanish language.

In order for the student to make progress in all areas, the atmosphere of the classroom, as well as the activities and materials, must arouse the child's curiosity and stimulate intrinsic motivation so that he will respond favorably to the learning of concepts necessary for successful living in American Society.

Therefore, many different levels and varieties of interest centers should be provided, without imposing a rigid set of guidelines and goals, thus allowing each child to develop his full expression of creativity. He should be able to engage in a number of self-learning activities at his own level of maturity and should proceed in his own way and at his own speed. Each center

should contribute to his learning of the fundamental skills as well as to other areas of interest.

II. Orientation and placement

A. Classroom setting

1. General atmosphere pleasant, friendly, informal, attractive, and tension-free
2. Interest centers and other learning areas

a. Arrangement

- 1) Several supervised small-group learning areas set apart by small partitions
- 2) Teacher assigned to each area with children in academic groups
- 3) Three groups at a time rotate through area for development of oral language, number concepts, and visual discrimination

b. Equipment

- 1) Materials of high interest level
- 2) Objects familiar to children
- 3) Articles that can be manipulated independently or with a minimum of instruction and supervision
- 4) Materials with which each child can experience independent success
- 5) Materials that are challenging and that can, with the help of the teacher, motivate interest and curiosity and help each child develop a self-learning approach
- 6) Materials dealing with science, social living, and art media to aid the development of gross and fine motor skills along with oral language skills, especially effective with immature groups

3. Staff

- a. Qualities of being understanding, friendly, empathetic, with a keen desire to know and teach migrant children and make them feel

wanted by both classmates and teachers

- b. Ability to understand or use some Spanish
- c. Responsibility for helping each child develop proper attitudes
 - 1) Development of a positive self-image and intrinsic motivation for learning
 - 2) Development of empathy and a positive attitude towards others so that he is willing to share with them and socialize freely and happily
 - 3) Accepting responsibility and taking pride in the care of public and private property
 - 4) Accepting change and understanding the reason for it
 - 5) Learning to give and receive love
- d. Responsibility for providing successful learning experiences for each child in a secure and tension-free environment

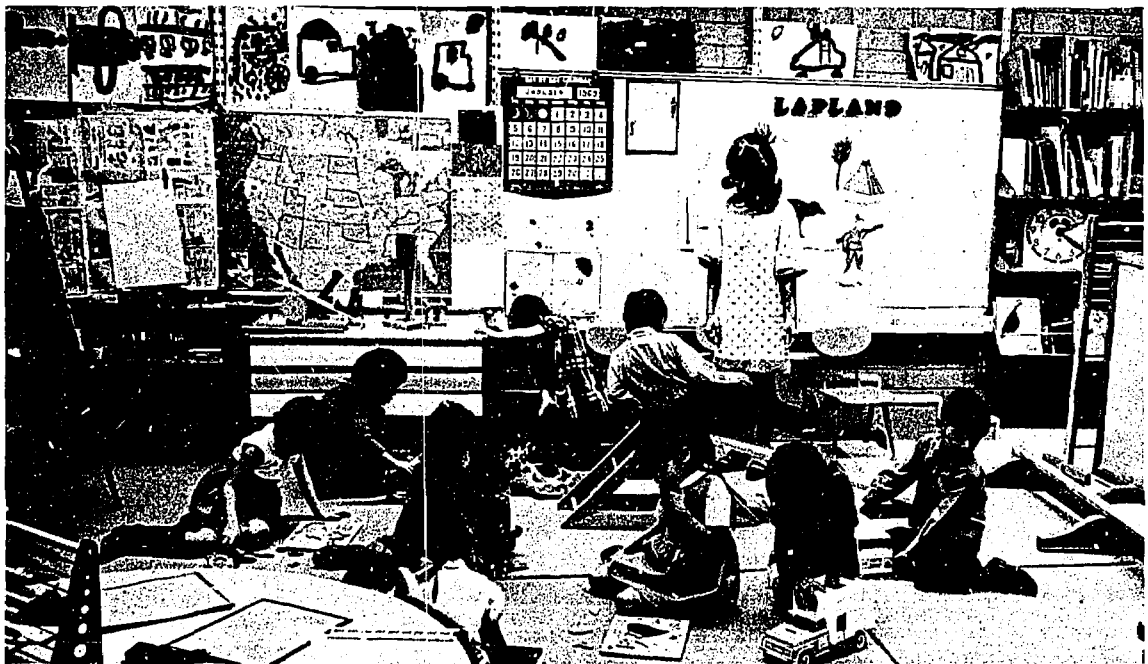
B. First-day activities

The first impression that children in the early primary level gain of school is a very important one, as it may determine whether they will be eager to return.

Therefore, the surroundings and activities need to be carefully planned, with the migrant children and their probable experiences in mind. At the same time, these plans should provide the teachers with some pertinent information concerning the children.

1. Staff duties

- a. Be familiar with "Helpful Spanish Vocabulary"
- b. See that each child, when he arrives, is greeted by Spanish-speaking members of the staff
- c. Find out child's name and provide name tag, color-coded, so close friends can be in same group
- d. Place child's name on temporary enrollment sheet
- e. Take children into play areas and interest centers
- f. Converse with child by naming articles he is using and encouraging him to repeat these names and to tell what he is doing
- g. Teach proper care of equipment
- h. Help child become interested in various activities in which he can succeed independently, thus overcoming his anxiety



Independent Play

- i. Show how to use drinking fountain
- j. Escort to restroom and show how to use toilets, wash hands, and keep restroom clean
- k. Be positive in comments on cleanliness and show how to use toothbrush, comb, mirror—articles which have been placed in child's totebox

- 2) Child has English listening vocabulary adequate to follow directions but does not speak English
- 3) Child understands and speaks limited English
- 4) Child is able to express himself in English



Before Bath



After Bath

- 2. Grouping procedure
 - a. Informal interview with each child by bilingual teacher
 - b. Division of children into sub-groups of approximately eight each, corresponding to their English language development
 - c. Regrouping after initial placement

These groupings are developmental steps through which Spanish-speaking children will need to progress before they are ready for the first level of the normal kindergarten curriculum. The following criteria are used:

- 1) Child speaks limited Spanish, but does not speak or understand English

- 5) Child has adequate English vocabulary and sufficient understanding of numbers, letters, and beginning sounds to begin reading readiness activities
- d. First diagnostic step

Converse with and observe each child to determine whether he comprehends English. In this type of interview, the teacher must be very sensitive to the child's frustration level of testing and stop immediately when this point is reached, since the objective is to determine at what level he should begin instruction. The following sample inventory, is taken from "Preschool Instructional Program for Non-Eng-

lish-Speaking Children." **Bulletin** 642, March, 1964, Texas Education Agency, Austin, Texas 78711.

The criteria used in determining the independent, instructional, and frustration levels are set up according to Betts' standards.

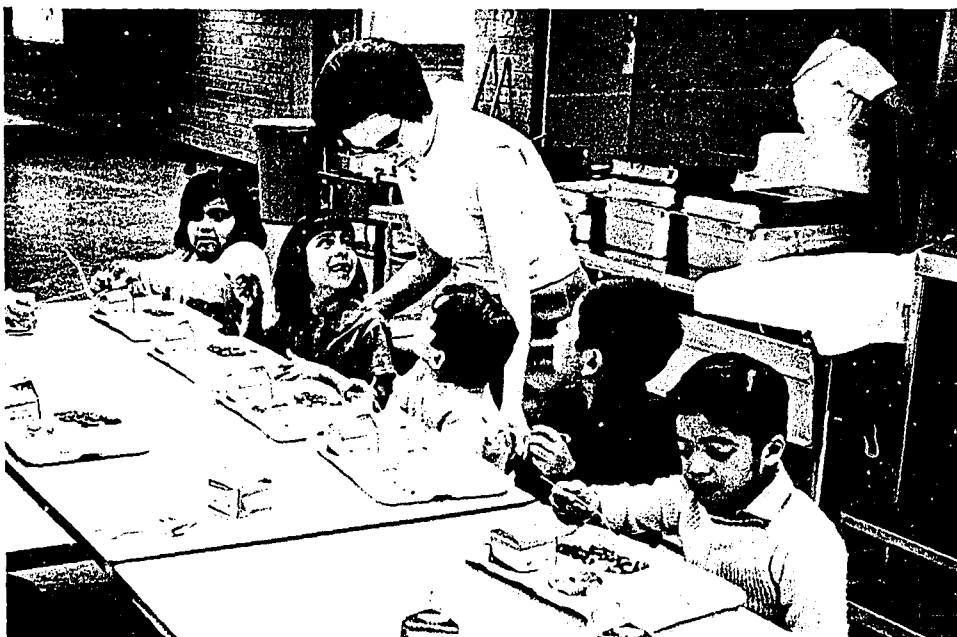
- 1) Hello. What is your name? Are you a boy or girl?
- 2) Where do you live?
- 3) Tell me your father's name. Tell me your mother's name.
- 4) Do you have brothers? What are their names?
- 5) Do you have sisters? What are their names?
- 6) How old are you?
- 7) What do you wear on your feet? What is this? (dress or shirt). What color is it?
- 8) What is this? (Have pictures of common objects and give him credit for each success as he names each picture.)
- 9) What would you like to do in school?
- 10) What kind of work does your father do?
- 11) Does your mother work?

- 12) What do you like to play?
- 13) What am I doing? (Ask him to tell what you are doing when you demonstrate standing or sitting, closing a door, handing him a pencil, picking up a book.)



Evaluation Time

- e. Second diagnostic step
 - 1) Recognition of eight common colors
 - 2) Individually recognizing numbers by counting, pointing, printing, and naming values
 - 3) Recognizing and printing letters
 - 4) Recognizing beginning consonant sounds



Lunch Time

3. Lunch time

This time provides a natural setting for teaching the children table manners and for exposing them to a variety of foods. Based on previous experiences with these children, members of the staff have found that they need to be taught the value of good nutritious food. Because of the limited knowledge the families have of food essentials and because of inadequate refrigeration, much of the child's home diet consists of lard, tortillas, beans, chili, pop, candy, and gravy. This is also a good time to teach them the proper way to eat many of the common foods.

- a. Serve some Mexican foods familiar to the children
- b. Have children eat at tables with a teacher or aide as host, if possible
- c. Encourage children to try all new foods, showing them how to eat with table service, if they need assistance
- d. Encourage them to display good manners
- e. Have students repeat in English,

after the teacher, names of the food they are eating and names of articles in the table service they are using

4. Nap time

At this age, the child has little concept of time, so nap time, to which he may not be accustomed, can be a traumatic experience, particularly the first day. So staff members should make this period a quiet time, with one or more teachers and aides playing soft music and moving among the children to reassure them. Rubbing their foreheads and backs helps some children who need to relax. Occasionally, rocking a child helps to give him a feeling of security. Under no circumstances, should a child be allowed to cry himself to sleep.

Materials needed for nap time are plastic-covered physical education mats, which should be wiped daily with disinfectant; towels for bedding, laundered daily; a record-player with lullaby-type records; and a rocking chair.



Nap Time

Development of Communicative Skills

I. Introduction

In order for a child to develop an adequate background and to function successfully in our public schools, he must master a sequential pattern of skills in his early years of development.

Communicative skills begin with the development of: (1) gross motor skills; (2) eye coordination with fine motor skills; (3) visual, auditory, and the spoken language perception of the child.

The increased mastery of the motor and sensory (visual and auditory) skills lends increased confidence for language development. Therefore, each teacher must be familiar with and aware of the importance of the development of the pupils through these early sequential developmental stages.

The following pages describe the sequential stages of the skills and the materials used to develop each skill. First, each particular skill is listed in order of difficulty; then activities and materials are listed which can be used to help the child master each one. Many of the activities can be used in different areas.

The activities are categorized into "loud" and "quiet" activities. Both of these, in turn, are then subdivided into independent and supervised groupings so that they can be utilized more effectively in the particular parts of various schedules.

II. Gross motor skill development

- A. Objective: to develop upper torso, lower torso, and strength and flexibility of trunk
- B. Activities in progression of difficulty
- Crawling
 - Stretching
 - Walking (straight line)
 - Swinging arms
 - Bending
 - Running

- Simple jumping
- Tiptoeing
- Clapping
- Rocking
- Swaying
- Mastery of balance boards
- Throwing ball
- Catching ball
- Whirling
- Skating
- Marching
- Galloping
- Twisting
- Hopping
- Seesawing (squat position)
- Trotting
- Skipping
- Bouncing ball
- Walking and swinging arms
- Marching and clapping
- Walking backward
- Jumping rope
- Somersaulting

C. Materials needed to develop gross motor skills

1. Objects for supervised loud activities
- | | |
|------------------|-------------------|
| Balls | Record games |
| Jump rope | Exercise games |
| Twist board | Outside play area |
| Records | |
| Estamae's Albums | |

Estamae's Toy Shop

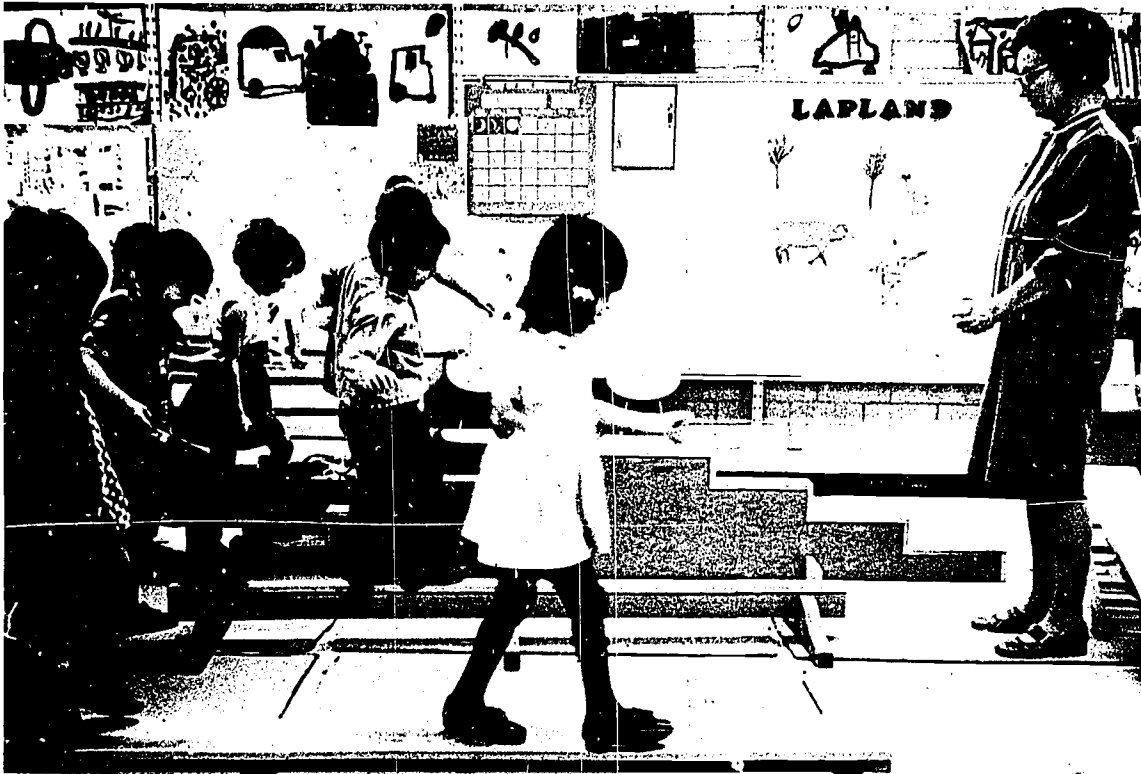
Let's Have Fun Dancing—
Easy couple dance

Let's Have Fun Dancing
Social and variety dancing

Circus Fun and Ball Bouncing

Estamae
c/o Dorothy MacFarlane
Hubersberger
P.O. Box 1507
2401 Grand Avenue
Pueblo, Colorado 81003
CRG—A division of the American
Recording Society

My Playful Scarf—78 RPM
Young People's Record—
45 RPM—Capitol



Developing Gross Motor Skills



Developing Gross Motor Skills
Dances from the Ballet—Side 2

Let's All Join In—
 Mercury Childcraft
 Children's Record Guide
 27 Thompson Street
 New York, New York 14623

2. Objects for independent loud activities
 - Balance board
 - Blocks
 - Wobble board
 - Steps

- Twister board
- Seesaw
- Trucks
- Indoor exerciser
- Doorway gym bar
- Beanbag games
- Wagon
- Wheelbarrow
- Balls
- Rocking horse
- Tricycle
- Tunnel of fun
- Variplay triangle set



Variplay Triangle Set

3. Objects for supervised quiet activities
Bean bags for various games
4. Objects for independent quiet activities
Footstep designs
Blocks
Puzzles
Pump and innertube
Pegboards
String beads
Rising towers
Wood construction set

3. Supervised loud activities with materials
Art activities
Coloring
Cutting and pasting
Finger painting
Painting with brushes, sponges, etc.
Mathematics Learning Laboratory No. 110 (different sized geometric shapes)
Carpentry

III. Fine motor skill development

A. Objective: to develop eye-hand coordination for fine motor skills

B. Activities and materials

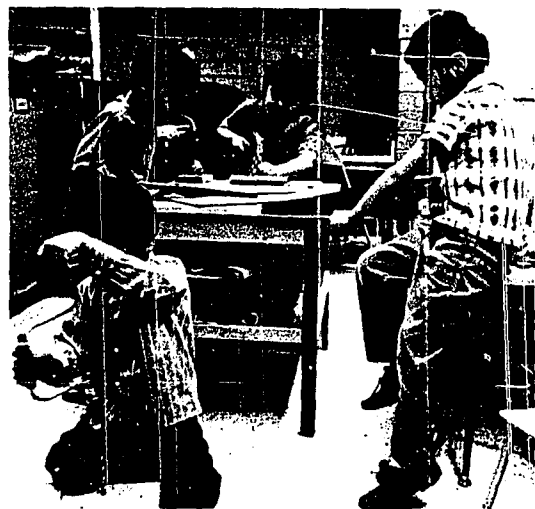
1. With and without instruments

- Carrying objects
- Pounding with hammer
- Tearing paper, etc.
- Snapping (clothes)
- Buttoning
- Using simple tools
- Zippering
- Lacing
- Tying
- Folding paper
- Tracing with hand or finger
- Working simple manipulative devices (puzzles, etc.)

2. With writing instruments

Special consideration should be given to the left-handed child so that the placement of his paper will be slanted opposite from that of the right-handed child.

- Proper grasp of writing instrument
- Free movement of elbow and shoulder
- Proper placement of paper (parallel with arm)
- Proper arm movement: vertical, horizontal, circular
- Left-to-right movement
- Tracing with writing instrument
- Learning to work within certain lined areas (coloring)
- Cutting and pasting
- Outlining shapes
- Following dots



Carpentry Time

4. Independent loud activities

- Clay modeling
- Painting
- Cutting and pasting
- Using wonder art board
- Twist-eez
- Using rising towers
- Coloring
- Using vari-chimes tower
- Using pianola
- Using Xylophone
- Using magnets
- Using D-Stix

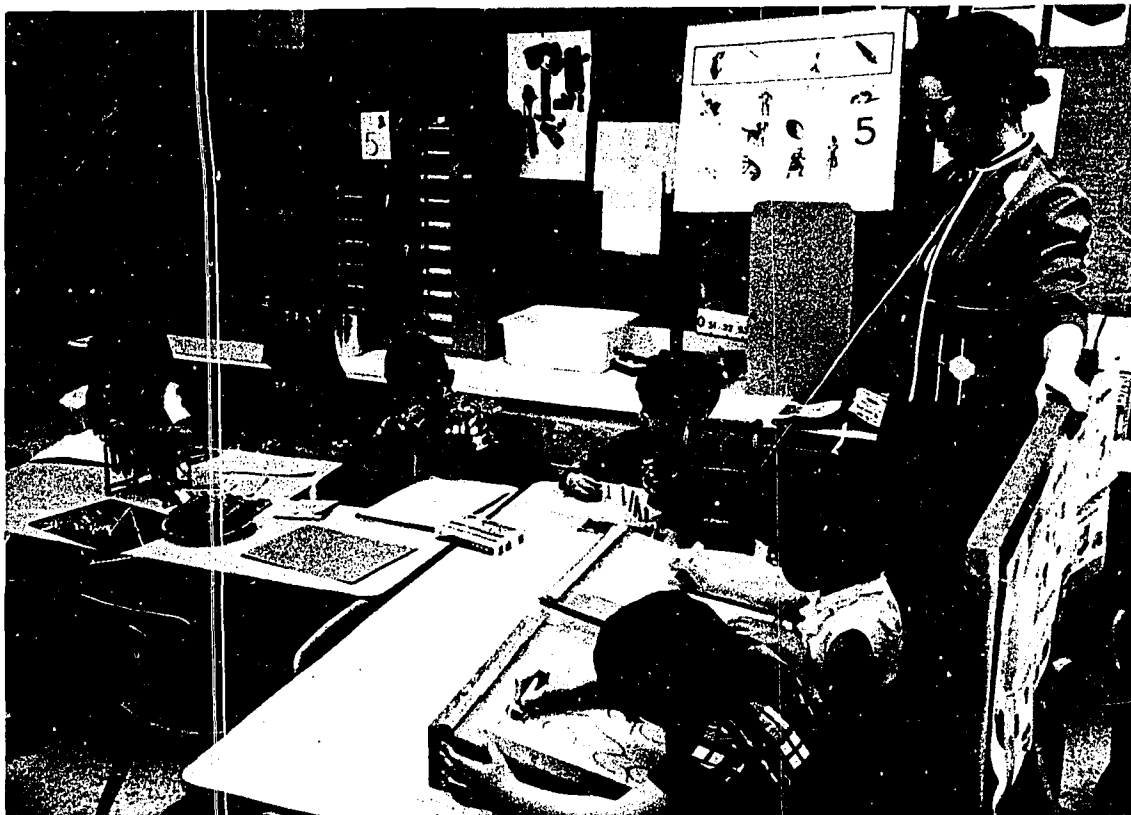
5. Supervised quiet activities when introducing new skills

- Cutting
- Pasting
- Coloring
- Painting
- Distinguishing between likenesses and differences (visual perception)

6. Independent quiet activities

Coloring
Painting
Paste-and-cut
Working puzzles
Using trace board

Stringing beads
Using Bolt-It-Toy
Using peg boards
Using No-Mess finger paint
Distinguishing between likenesses and differences in pictures and objects



7 Developing Fine Motor Skills Cut, Color, Paste, and Trace

IV. Development of visual, auditory, and spoken-language perception (listening skills)

At first, visual, auditory, and language perception skills are best developed with recognition and identification of actual environmental 3-D objects before progressing to colored pictures and, finally, to pictures in the black and white media. At this time, to master visual and auditory discrimination, the child needs only to point to the correct object or to perform the directional task to indicate that he understands the concept being presented.

A. Developing visual perception

1. Recognition of objects

a. Environmental objects that he encounters

Example: actual car, dog, desk

b. Manipulation of 3-D objects

Example: play car, dog, desk

c. Pictures in color

Example: pictures of car, dog, desk

d. Pictures in black and white

Example: pictures of car, dog, desk, using pictures related to knowledge learned in preceding unit on environmental and 3-D objects

2. Identification of certain objects to develop fine discriminatory observation

a. Shapes: round, square, etc.

- b. Sizes by comparison: large, small, etc.
 - c. Colors: red, yellow, blue, light, dark
 - d. Textures: rough, smooth
 - e. Similarities in shape, size, color, texture
 - f. Differences in shape, size, color, texture
 - g. Left-to-right sequence; repeated pattern; story sequence
- B. Developing auditory perception individually
- 1. Recognizing own first name
 - 2. Recognizing numbers 1-10
 - 3. Following simple directions

- C. Additional beneficial materials to use in both visual and auditory perception
- Frostig Visual Perception** by Frostig and Horne

Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

Miami Visual Perception Skills, Match and Check Sets

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

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First Step and Second Step of the R.E.A.D. Series

American Book Company
55 Fifth Avenue
New York, New York 10003

The Junior Listen-Hear Program

Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

The Physiology of Readiness—An Action Program for the Development of Perception for Children by Gettman and Kane

Programs to Accelerate School Success
P.O. Box 1004
Minneapolis, Minnesota 55440

- D. Developing spoken language perception
- 1. For the non-English-speaking child, using teaching aids and methods designed to establish and develop the foundation of communication
 - a. Materials

- 1) Vocabulary lists of words, phrases, and sentences in both English and Spanish compiled from high-frequency words necessary in giving directions to the child

- 2) Language-Master
Example: Make up three cards with same picture on each one, using them in sequence

First card: Esta es una pera
Second card: Esta es una pera
Third card: This is a pear



Independent Use of Language-Master

**Vocabulary List
in Both English and Spanish**

What's your name?—¿Cómo te llamas?
Thank you—Muchas gracias
You're welcome—De nada
Please—Por favor
How are you?—¿Cómo estás?
Well done—Bien hecho
Tomorrow—Mañana
Yes—Sí
No—No
Round—Redondo
Little—Chiquito
Big—Grande

Help me—Ayúdame, ayúdenme
 Put away—Alza, Alzen
 Pick up—Recoge, recojan
 Give it to me—Dámelo
 Get into line—Pónganse en una línea
 Guess what?—¿Adivina?¿adivinen?
 What is this?—¿Qué es esto?
 This is a—Este es—Este es un...
 Do you understand?—¿Comprendes?
 Pretty—Bonita
 Nice, kind—Simpático
 Good—Bueno
 Water—Agua
 Food—Comida
 Eat this—Come esto
 Eat it all—Cómetelo todo
 Right here—Aquí
 Come here—Ven acá, vengan acá
 Let's go—Vamos
 Hurry—Pronto
 Not too fast—No muy recio
 Stop—Párate, párense
 Bus—Autobus
 House—Casa
 Bathroom—Escusado
 Soap—Jabón
 Listen—Escúchame, escúchenme
 Nap—Siesta
 Sing—Canta, canten
 Repeat—Repite, repitan
 Sit down—Siéntate, siéntense
 Walk—Anda, anden
 Don't run—No corran
 You will like it—Te gustará
 I do not understand—No comprendo

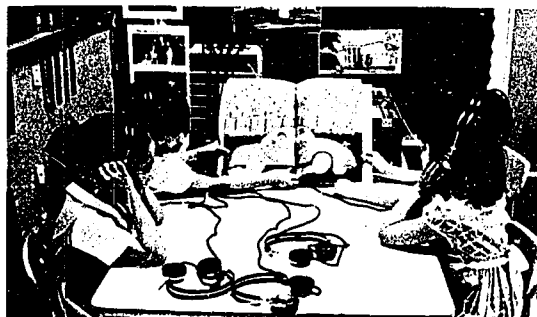
3) **Introducing English, An Oral Pre-Reading Program for Spanish-Speaking Primary Pupils** by Louise Lancaster

Houghton Mifflin Company
 1900 South Batavia Avenue
 Geneva, Illinois 60134

- 4) Tape recorder
- 5) **Peabody Language Development Kit Nos. P and I**, basic lessons
 Deals with parts of body, clothes, animals, colors, foods, geometric designs
- 6) Films and filmstrips
- 7) Telephones
- 8) Video-tapes

b. Methods

- 1) Keep children interested and active by making lessons interesting, showing enthusiasm in conversation, encouraging quiet ones without being demanding, listening without interrupting so child will begin gradually to express himself, sing with group, and talk or sing with no audience
- 2) Encourage self-expression in Spanish or English
- 3) Sing songs in English and Spanish with guitar accompaniment
- 4) Teach songs to build concepts
 - a) In health—**This Is the Way We Wash Our Hands**
 - b) In counting—**Ten Little Indians**
 - c) In Spanish and English cultures—**Mary Had a Little Lamb**
- 5) Record child's voice
- 6) Video-tape child
- 7) Put story on tape and use with pictures for listening; then have child retell story in own words

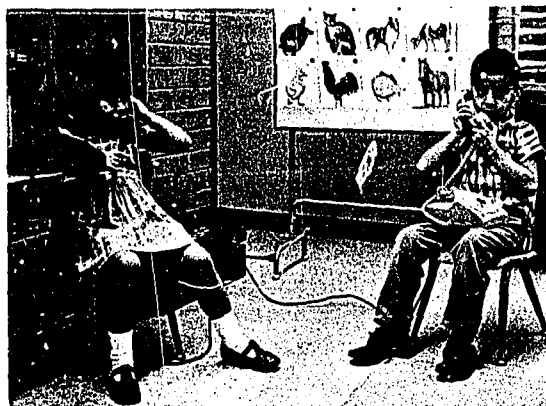


Listening Time

- c. Spoken language development which is evolved from oral responses in English, using context words (nouns, verbs, adjectives, adverbs) in connection with the objects already presented
- 1) Environmental objects
 - 2) 3-D objects
 - 3) Pictures in color
 - 4) Pictures in black and white
 - 5) Objects to develop fine discriminatory vocabulary

- (a) Shapes, sizes, colors, textures
 - (b) Similarities and differences
 - (c) Left-to-right sequence
 - (d) Name—first and last
 - (e) Numbers — according to individual ability
 - (f) Addresses
 - (g) Phone numbers, if applicable
- 6) Conversation in Spanish to put children at ease
- 7) Directions given in Spanish to insure understanding
2. Developing vocabulary for child who has limited English-speaking ability
- a. Methods
- 1) Encourage child to express himself in any way he wishes
Example: When children arrive, one child begins telling about going to the grocery store with the family; another child begins to interject ideas about his grocery store experiences; then others join in the conversation.
 - 2) Encourage self-expression in all areas of development by using real objects
Example: Hold up a pear and have pupils repeat after the teacher the word "pear." Explain briefly in Spanish, "Esta es una pera." Then have each child come to the teacher and repeat, "This is a pear."
 - 3) Develop recall of story sequence with pictures
 - (a) By answering simple questions about story
 - (b) By constructing complete recall of story sequence
 - (c) By reasoning, by pretending or imagining the story, or by using the real story
- b. General materials
- 1) Concrete and abstract vocabulary for use in comparison, description, action, and learning opposites
 - 2) **Peabody Language Development Kit Levels P and I**, basic lessons
 - 3) **Continental Press Visual Discrimination Levels 1 and 2**
 - 4) **Language Lotto** games
 - (a) For developing and stressing complete thoughts and sentences
 - (b) For concept-building of actions and relationships
 - (c) For using compound sentences
 - (d) For gaining meaning through discussion of pictures and use of real objects to explain unfamiliar articles
 - 5) Stories, illustrated and non-illustrated, in books, and on tapes and records
 - 6) Films and filmstrips
 - c. Specific materials and activities for developing oral language skills
 - 1) Supervised loud activities
 - (a) **Peabody Kit Levels P and I**
American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota
 - (b) Show and Tell
 - (c) Weekly surprise
 - (d) **Childcraft Encyclopedia**
 - (e) Storybooks with familiar concepts. Child will fill in last word
 - (f) Films
 - (g) Filmstrips
 - (h) **Ginn Readiness Kit**
Ginn and Company
Dallas, Texas 75229 or
Palo Alto, California 94304
 - 2) Independent loud activities
 - (a) Language-Master (no ear-phones)
 - (b) TV set (empty)
 - (c) Store
 - (d) House and furniture
 - (e) Set of communicating tele-phones

- (f) Free play
- (g) Puppets
- 3) Supervised quiet activities
 - (a) Puppets
 - (b) Show and Tell
 - (c) Peabody Kit
 - (d) Language Lotto (to introduce new game)
- 4) Independent quiet activities
 - (a) Record player (with earphones)
 - (b) Chalkboard
 - (c) Tapes with earphones
 - (d) Language-Master with cards (earphones)
 - (e) Books
 - (f) Manipulative bulletin boards
 - (g) Twelve Judy story sequence puzzles (see Quees-Sequence Story Board, Series 12)
 - Goats Gruff
 - Three Pigs
 - Goldilocks
 - Gingerbread Boy
 - Going to School
 - A Trip to the Zoo
 - The Story of Milk
 - Grocery Shopping
 - Building a House
 - Jack and the Beanstalk
 - Choosing a Pet
 - Birthday Party
 - (h) Set of telephones
- d. Additional general materials for oral language skills
 - 1) Book
 - Preschool Instructional Program for Non-English-Speaking Children** by Louise Lancaster
 - Bulletin 642, March, 1964
 - Texas Education Agency
 - Austin, Texas 78711
 - 2) Records
 - Where Do Songs Begin?** 78 RPM
 - B. Landeck—Capitol
 - Record Readers** 45 RPM
 - Capitol
 - I'm A Little Teapot** John Britton
 - The Three Billy Goats Gruff**
 - Frank Luther—Decca
 - Nothing to Do**—CRG



Independent Conversation

- 3) Filmstrips
 - Lady and Tramp**
 - Dumbo**
 - Lambert the Sheepish**
 - The Ugly Duckling**
 - Kathy's Kitten**
 - Paul's Puppy**
- 4) Concrete vocabulary words

The following lists of words have been selected because of their cruciality and their frequent use. They are placed into teachable units which are adaptable to various programs for development of basic oral communication.



Oral Language Development

UNIT I

Myself, My Family, and My Friends

Nouns

baby	father	man
boy	friend	mother
brother	girl	people
children	grandmother	sister
daddy	grandfather	visitor
family	home	woman

Verbs

babysit	like	take care of
come	live	watch
go	love	work
have, has	see	yell
help		

Opposites to Use

fat	—	thin
laugh	—	cry
play	—	work
larger	—	smaller
big	—	little
smile	—	frown
right	—	wrong
right	—	left
sad	—	happy
sit	—	stand
tall	—	short

Clothing Nouns

Baby

bib	overalls	shoes
cap	pajamas	snowsuit
diaper	ribbon	socks
mittens	shirt	sweater

Boy

belt	jeans	socks
boots, rubbers	pajamas	suit
cap	raincoat	sweatshirt
cowboy boots	shirt	swimsuit
gloves	shorts	tennis shoes
jacket	sneakers	

Girl

coat	pajamas	skirt
collar	play dress	slip, petticoat
dress (party)	raincoat	sunsuit
dress (school)	shoes	swimsuit
gloves	shorts	
hat	and blouse	

Man

coat	raincoat	slacks
gloves	shirt-sport	suit
hat	-dress	swim trunks
pajamas	shoes-dress	tie, necktie
pants	-work	vest

Woman

apron	gloves	purse
beads, jewelry	hat	shoes
blouse	necklace	slip
coat	nightgown	stockings,
dress	nylons	swimsuit

Parts of Clothing

buckle	lace	shoestring
collar	pantlegs	sleeves
cuffs	pocket	straps
hem	seam	veil

Other Apparel

barrette	diamonds	rubberbands
bathrobe,	glasses	silver
bedroom	gold	umbrella
slippers	housecoat	watch
bobbypins	jewelry	wristwatch
clips	rings	

Clothing Verbs

buckle	clean	shine
button	fasten	straighten
carry	iron, press	tie
change	mend	wash
(clothes,	sew	zip
diapers)		

Clothing Opposites

long	—	short
loose	—	tight
dark	—	light (color)

Description Opposites

heavy	—	light
new	—	old
pretty	—	ugly
beautiful	—	plain
same	—	different
soft	—	hard
smooth	—	rough

General Opposites

day	—	night
dirty	—	clean
early	—	late
in back of	—	in front of
inside	—	outside
morning	—	afternoon
off	—	on
without	—	with

Bedroom

bed	clock	mirror
bedroom	closet	pillow
bedspread	clothes	pillowcase
blanket	crib	quilt
bureau	clothes hanger	rocking chair
chest of drawers	mattress	sheet

change clothes
get dressed
dress
get up
go to bed
go to sleep
hang up the clothes
lie in bed
make a bed
sleep
telephone
wake up

UNIT II

Home

Inside Nouns and Verbs

Living Room

chair	piano	table lamp
couch	picture	television
curtain	radio	vase
fireplace	rug	venetian
floor	sofa	blinds
floor lamp	end table	visitor, guest
living room	coffee table	window shade

listen to the radio
play the piano
sit
visit with friends
watch TV
read

Dining room

bowl	fork	plate
cup	glass	platter
chairs	knife	saucer
dining table	place mat	silverware
dishes	napkin	spoon
food	pitcher	teapot
tablecloth	mug	

clear the table
eat
fill
hand me, pass to me
pour
set the table
spill
upset the table
upset a glass
put

Bathroom

aspirin	lavatory	toilet
Band-Aid	lotion	toilet paper
bathmat	medicine	toothbrush
bathub	medicine cabinet	toothpaste
comb	mirror	towel
commode	poison	washcloth
cough syrup	shower stall	water
hand mirror	soap	

brush (hair, teeth)
comb
dry
flush
lather up
put on
rinse
rub
scrub
shave
shine shoes
take a bath
turn off

Kitchen

bowl	dishes	kettle
burners	dishpan	kitchen
cabinet	dishtowel	kitchen stool
can opener	drainboard	kitchen table
cleaning powder	egg beater	oven
coffee pot	fire	pan
	icebox	pot

refrigerator	shelf (shelves)	stove
saucepan	sink	gas
shaker	skillet	electric
salt	soap	wood
pepper	spatula	teakettle

toaster
 bake
 carry
 clean
 cook
 drain dishes
 dry the dishes
 fix breakfast
 heat
 make a cake
 put away
 warm
 wash the dishes

Household

basket	flashlight	spool of thread
bottle	iron	straight pins
box	ironing board	thermos
broom	jar	thimble
brush	jug	thread
bucket	key	vacuum cleaner
can	mop	washing machine
candle	needle	washtub
clothespin	pail	wastebasket
dustcloth	safety pins	yarn
dustpan	sewing machine	

clean
 dust
 iron
 knit
 mend
 mop
 polish furniture
 scrub
 sew
 sewing
 sweep
 wash clothes

Food Nouns

	breakfast	lunch	dinner
	snack	supper	
apple	grapes	peach	
banana	lemon	pear	
cherries	lime	pineapple	
grapefruit	oranges	strawberries	

watermelon	corn	pumpkin
beans (dry)	jack-o-lantern	radish
beans (green)	lettuce	rice
beets	onion	spinach
cabbage	peas	squash
carrots	potato (white)	tomato
celery	potato (sweet)	turnips

Breakfast

bacon	milk (white)	toast
cereal	orange juice	waffles
eggs	pancakes	

Lunch and Dinner Courses

beans (green)	Jello	pork chops
beans (baked)	macaroni and	potatoes
beef (roast)	cheese	baked
biscuits	meat	potatoes
bread	pickle	french fries
butter	pie	salad
cake	apple	soup
corn	cherry	vegetable
crackers	pumpkin	
ham (slice)		

Snacks

beefburger	doughnuts	peanut butter
carrot sticks	hot dog	popcorn
cookies	nuts	sandwich
cupcakes		

Sundries

candy	milk (chocolate)	soft drink
carton	peanuts	sugar
gum	pepper	water
ice cream	salt	

Food Verbs

buy	eat	pick
chew	gather	sell
cook	like to eat	slice
drink		

Outside Nouns

attic	flowerbed	ladder
axe	flowers	lawnmower
basement	garage	lock
building	garbage can	mail
carport	hammer	mailbox
chimney	hoe	nails
clothesline	hose (water)	padlock
door	house	pick
driveway	house number	rake

roof
saw
shovel
side
stairs

steps
tacks
trashcan
tree
wall
window
wrench
yard

Outside Verbs

build	have fun	rake
chase	hoe	saw
chop	keep clean	sleep
climb	knock (on the door)	sweep
cut the grass	lock	take care of
eat	lock	trim the yard
gather	mow	unwind
hammer	paint	wash the car
hang the clothes	pound	water the lawn
	push	wind

UNIT III

Toys

Nouns

airplane	engine	playfarm
airport	fairly	playhouse
badge	filling station	raffle
ball	football	rifle
balloon	game	road
bat	garage	rope
beanbag	ghost	sailboat
bicycle	gloves(boxing)	sandbox
blocks	golf	ship
boat	gun	skates
bucket	helicopter	slad
bus	holster	stair
caboose	horn	string
car	jack-in-box	teddy bear
carport	jacks	telephone
checkers	jump rope	tent
dart	jungle gym	top
dishes	kite	toys
doll	log cabin	trailer
doll bed	marble	train
doll buggy	mask	train station
doll dress	pail	tricycle
doll house	paperdoll	truck
dominoes	parachute	wagon
driver	piano	wheels
drum	pilot	Yo-Yo

Verbs

beat	float	ride
blow	fly	ring
bounce	hit	roll
break	hold	sail
build	juggling	shoot
carry	load	skate
catch	pop	spin
climb	pull	throw
dress (doll)	punch (play)	tie
drive	push	toss
fill	put	wind

UNIT IV

School

Nouns

bell	letter	school
book	library	scissors
bookshelf	light	secretary
chalk	line	shade
chalkboard	magazine	slide
Christmas card	name	sidewalk
circle	newspaper	song
clay	noise	story
clown	nurse	stripe
cook	office	swing
cowboy	paper	table
crayon	paint	teacher
desk	partner	telephone
door	paste	toilet
eraser	pencil	toilet paper
fan	pencil sharpener	towel
flag	picture	tray
flagpole	playground	typewriter
fountain	principal	valentine
(drink)	recess	vase
friend	queen	violin
game	record	wagon
Indian	recordplayer	wall
janitor	rest room	wastepaper basket
king	room	window
lavatory	rope	witch

Verbs

ask	call	chase
be (forms of)	can	clap
bounce	carry	close
bring	catch	crawl

cry	knock	show
dance	laugh	skip
do	let	slide
draw	light	smile
drink	look	stamp
drive	make	stand
dry	march	start
do	may	swim
erase	open	swing
exercise	point	take
find	print	talk
fold	pull	tell
follow	push	throw
gallop	put	toss
go	ride	turn
hand	ring	want
hang	roll	wave
have	run	wear
hear	salute	wet
hide	say	wish
hop	see	visit
jump	share	write
kick	sharpen	yell

UNIT V

Health

Body Parts

ankle	feet	lips
arm	finger	mouth
back	fingernails	neck
body	foot	nose
chin	hair	shoulder
ears	hand	stomach
elbow	heel	teeth
eye	hips	thumb
eyebrows	knee	toe
eyelashes	lap	toenail
face	leg	tongue

Verbs

bend (your back)	rub (your foot)
blow (your nose)	shake (your hands)
close (your eyes)	show (your teeth)
flip (your wrist)	stretch (your toes)
kiss (with your lips)	swing (your arms)
move (your leg)	touch (your elbow)
nod (your head)	twist (your shoulders)
open (your eyes)	wiggle (your toes)
raise (your arms)	

Hygiene Nouns and Verbs

air	first-aid box	"shots"
Band-Aid	handkerchief	soap
bath	Kleenex	toothbrush
bathroom	lavatory	toothpaste
bathtub	medicine	towel
brush	mirror	wash
cold	nail file	washcloth
comb	nurse	
bathe	do	rest
bend	don't	rub
bleed	drink	scrub
breathe	dry	sleep
brush	flush	sneeze
clean	grow	straighten
comb	hiccup	stretch
cough	relax	yawn

Safety Nouns and Verbs

corner	knife	street
crossing	matches	track
fire	stoplight	
fire drill	stop sign	
ask	fight	push
be careful	go	run
bump	help	see
burn	hit	stay
cross	hurt	step
do	listen	wait
don't be careless	look	walk
fall	lost	watch

UNIT VI

Arithmetic

Numbers

one	fifteen	twenty-nine
two	sixteen	thirty
three	seventeen	thirty-one
four	eighteen	thirty-two
five	nineteen	thirty-three
six	twenty	thirty-four
seven	twenty-one	thirty-five
eight	twenty-two	thirty-six
nine	twenty-three	thirty-seven
ten	twenty-four	thirty-eight
eleven	twenty-five	thirty-nine
twelve	twenty-six	forty
thirteen	twenty-seven	
fourteen	twenty-eight	

first	Ordinal Numbers		lifeguard	playground	soldier
second	fifth	ninth	mailman	attendant	street cleaner
third	sixth	tenth	milkman	policeman	waiter
fourth	seventh		painter	salesman	whistle
	eighth				

	Shapes				
circle	oval	star			
cross	rectangle	triangle			
diamond	square				

	Money				
penny	dime	half-dollar			
nickel	quarter	dollar			

	Time				
after	evening	morning			
afternoon	hands	night			
clock	hours	noon			
day	minutes	o'clock			

	Measurement				
foot	count	ruler			
inch	measure	yardstick			

	Colors				
black	green	red			
blue	orange	violet			
brown	pink	white			
gray	purple	yellow			

	Boats				
	aircraft	freighter		ship	
	carrier	rowboat		submarine	
	canoe	sailboat			

	Cars				
jeep	police car	racing car	taxi		
		station wagon			

	Planes				
helicopter	seaplane	spaceship			
jet plane					

	Trucks				
concrete	gasoline truck	milk truck			
mixer	lumber truck	moving van			
fire truck	mail truck	tow truck			
garbage truck					

	Miscellaneous				
ambulance	road	taxi			
bicycle	school bus	tire			
bridge	scooter	train			
house trailer	siren	tricycle			
motorcycle	steam shovel	wheel			

drive	paddle	row
fly	pedal	sail

UNIT VII

Community

	Nouns and Verbs				
barbershop	gas pump	park			
cafe	gas station	police station			
church	groceries	post office			
dairy	grocery store	stoplight			
drugstore	hospital	store			
dump	lighthouse	swimming pool			
fire station	office	village			
buy	mail	sell			
carry	pay				

	Community Helpers				
barber	dentist	garbage man			
carpenter	doctor	gardener			
chef	druggist	gas station			
clerk	foreman	attendant			

UNIT VIII

Animals

Pets

canary	kittens	paw
cat	parakeet	puppy
dog	parrot	whiskers
doghouse		

Farm

bale	chain	crops
barn	chick	donkey
barnyard	chicken	duck
bee	colt	farmers
cage	country	feather
calf	cow	fence

field	mice	saddle	spring	thorn	west
fishing rod	pasture	sheep	stars	tree	whistle
fleece	peacock	silo	sun	valley	wind
garden	pig	soil	temperature	vine	wings
gate	plow	tail	thermometer	weather	winter
goat	pond	thistle	thermostat	week	woods
goose	pony	tractor			
haystack	pump	turkey			
hen	rake	waterfall			
hook	river	wheel			
horse	rooster	wheelbarrow			
lamb	root	whip			
lariat	rope	wood			
lasso	row	wool			

Verbs

bloom	fall	plant
blow	grow	sow

Since the following list of words consists of 75 percent of the primary reading vocabulary, it is extremely important to introduce these words with meaningful comprehension into the oral vocabulary of each student during the time he is developing an adequate English vocabulary.

a	did	green
about	do	grow
after	does	
again	done	had
all	don't	has
always	down	have
am	drink	he
an	draw	help
and		her
any	eat	here
are	eight	him
around	every	his
as		hold
ask	fall	hot
at	fast	how
ate	far	hurt
away	find	
	first	I
be	five	if
because	fly	into
been	for	is
before	found	it
best	four	its
better	from	
big	full	jump
	funny	just
call		
came	gave	keep
can	get	kind
carry	give	know
clean	go	
cold	goes	laugh
come	going	let
could	good	light
cut	got	like

Wild

bat	fish	rabbit
beaver	fox	skunk
bird	frog	snake
bear (black)	moose	spider
butterfly	mouse	squirrel
chipmunk	owl	turtle
crow	pigeon	wolf
deer		

Zoo

alligator	gorilla	penguin
bear (polar)	hippopotamus	seal
cage	kangaroo	tiger
camel	lion	whale
elephant	monkey	zebra
giraffe	parrot	yak

Imitate the sounds the animals make.

UNIT IX

Science

Nouns

air	forest	north
birdhouse	garden	plant
bush	grass	rain
cloud	ground	rainbow
day	hail	rocks
direction	hill	season
dirt	lake	seed
earth	leaf	shade
east	leaves	shadow
fall (season)	limb	shell
flower	moon	sky
flowerbed	nest	soil
fog	net	south

little	read	to
live	red	today
long	ride	together
look	right	too
	round	try
made	run	two
make		
many	said	under
may	say	up
me	saw	upon
much	see	us
must	seven	use
my	shall	
myself	she	very
	show	
never	sing	walk
new	sit	want
no	six	warm
not	sleep	was
now	small	wash
	so	we
of	some	well
off	soon	went
old	start	were
on	stop	what
once		where
one	take	when
only	tell	which
open	ten	white
or	thank	who
our	that	why
out	the	will
over	their	wish
own	them	with
	then	work
pick	there	would
play	these	write
please	they	
pretty	think	yellow
pull	this	yes
put	those	you
	three	your
ran		

V. Development of correct speech habits with the aid of the speech correctionist

Children with speech defects or speech difficulties can often be helped by the speech correctionist or therapist. The areas of perception, sequence, and memory span make up a large part of the program for the summer.

Frostig materials and similar ideas can be used with children in need of this type of training. The school psychologist can also help these children and the speech teacher by suggesting various methods of approach and various types of therapy that can best alleviate the problems which these children have. Exercises which encompass laterality, body image, position in space, and position correlation are helpful.

A great deal of time is needed, however, in order for the children to develop and improve the necessary skills, so this area of education should be integrated into the regular classroom schedule. Stimulating therapy and examples of good speech should be provided often.

The preprimary child attains greater success in small group responses than in individual ones, as he is less reticent, and he gets more practice as well as more drill in listening to the sounds as others produce them. Usually these children become aware of and acquire the correct production of sounds in a relatively short time.

A. Commercial materials

Go-Mo Products, Inc. (\$1.00 per exercise)

Waterloo, Iowa

Ed-U Cards

Long Island City

New York, New York

Peobody Language Development

Kit No. 2

Whitehaven Sound Spinners

Whitehaven Publishing Company

Box 2

New Richmond, Wisconsin 54017

B. Self-made materials

Booklets emphasizing positions and production of different sounds

Children cut and paste pictures in the booklets. With the use of magnets, they pick up pictures and give clues as to the identification of the pictures. Then they produce a sentence using the name of the picture and emphasize the sound in the name. With younger children, indirect methods of approach can be used.

VI. Development of reading skills

When the child masters the previously listed skills in the oral language program, he should be able to begin successfully the reading readiness program. The teacher must be sure that he understands directional concepts, and he must also be familiar with the words. Otherwise, he may misunderstand the purpose that the teacher has in mind.

For example, this situation might develop when the beginning m sound is introduced:

The words used might be **mice**, **mother**, **motor**. The teacher might ask the question, "How are these words alike?" The child might first think of the different sounds each makes as **mice squeak**, **mother yells**, **motor roars**. So he must also be familiar with the word **alike** before he can begin matching the beginning sound.

When the child understands the necessary directional words such as **alike**, **same**, **different** and the names **mice**, **mother**, and **motor**, he will then comprehend the meaning of the lesson. Then the following methods can be used effectively:

A. Materials

1. Object boxes
2. Language-Master
3. Filmstrips
4. **Peabody Kit Levels P and I** (to explain meaning of **alike**)
5. Continental Booklets
6. Flannelboard mouth

B. Methods and activities

1. Stress position of mouth
 - a. Have children hum
 - b. Have them use mirror to see position of mouth
 - c. Have them watch teacher as she describes the position of lips, tongue, and teeth and refers to the flannelboard mouth which shows these positions
Example:
Lips closed with teeth slightly apart
 - d. Use simple chart for mouth positions of letter-sounds production

Chart for Mouth Positions

Lips Open	Lips Open
Tongue	Tongue Down
Teeth Open	Teeth Apart
N	G
L	C - K
D	more air
T	expelled
	Lips Open
	(lower lip in)
Mouth Closed	Tongue Down
Tongue Down	Teeth Apart
Teeth Apart	V
M	F
B	more air
P	expelled
	Lips Round and
	Open
Lips Apart	Tongue Curled
Tongue Flat	Teeth Apart
Teeth Together	W
Z	R
S	Qu
more air	expelled
expelled	
	Lips Apart
Lips Apart	(relaxed)
(relaxed)	Tongue Down
Tongue Flat	Teeth Apart
Teeth Apart	Y
H	Tongue Up
	J
	e. Ask: "What does a cow say?" MOO
	f. Pass out M & M's: "Mmm, they are delicious!"
	g. Repeat: Mice— moo , mother— moo , motor— moo
	h. Ask: "How are they alike? Do they begin with the same sound?"
	i. Print on board: Mice , Mother , Motor ; introduce sound of M as the sound in moo
	j. Use filmstrips and compare sounds
	k. Repeat use of object box, comparing objects with moo
	l. Use battery boards
	m. Use worksheets which are learning sheets to be completed with teacher and pupils working together

n. Begin use of reading readiness book if child is successful

1) Reading readiness materials needed to develop reading readiness skills

- (a) Supervised loud activities
 - Booklets
 - Filmstrips (letter sounds)
 - Houghton-Mifflin Manual
 - Ginn Consonants Program

Scott, Foresman Talking Alphabet

Big books
Object boxes

- (b) Independent loud activities
 - Battery boards
 - Language-Master (no ear-phones)
 - Object boxes
 - Books
 - Print set



Games for Reading Readiness Skills

- (c) Supervised quiet activities
 - Reading readiness booklets
 - Object box when introducing new letters
 - Library time
 - Typewriter
 - Filmstrips of beginning letter sounds by Houghton-Mifflin
- (d) Independent quiet activities
 - Language-Master (with ear-phones)
 - Battery boards
 - Printed signs on bulletin boards
 - Magnetic letters and board
 - Manipulative bulletin boards
 - Weekly Reader games
 - Object boxes
 - Books
 - Print set
 - Typewriter

Social Living And Science Program

I. Introduction

In the social living area, the program should incorporate the concepts needed for positive acculturation so that each child is able to function successfully in today's society. The children need to understand as much as possible the economics of our society so that they are able to take care of their money transactions satisfactorily. They should be able to use the common social amenities such as those required in telephone conversations, introductions and negotiation of business transactions. They should also learn at this early age the importance of punctuality.

In the science program, the children need to learn the concepts dealing with their health, safety, and general well-being. Here also, they should have the opportunity to satisfy their curiosity concerning the physical world around them.

Several of the activities and materials given here are suggestions only, as various ideas for teaching the same concepts may be substituted for them or presented in addition to them if they seem more practical in some of the regions where this handbook is used.



Social Living

II. Social living concepts

A. The role of the child in the various phases of everyday living

1. Family
2. Community
3. School
4. Economic component as related to the farm and money values
5. Spanish cultural component as related to its contributions to our society, thus giving the child a broader understanding of Spanish history and background
6. Social amenities
 - a. Introductions
 - b. Telephone manners
 - c. Tact in dealing with conflicting situations

d. Importance of punctuality and reliability

e. Dangers of slander and gossip

7. Geography and history components

Use of maps and globes to learn about different regions in the United States

B. Methods

1. Use of video taping, still and movie camera shots, recommended to strengthen the concept of self
2. Use of material which will begin with the child's present situation so he can experience success
Example: Use ideas about farm, not city
3. Use of direct experiences rather than material in books where possible

- a. Learning about self and family customs
- b. Field trips to museum, airport, supermarket, etc., being sure to have previously-set direct objectives and plans for following-up such trips, using resource people where needed
- 4. Use of vicarious experiences
 - a. Movies
 - b. Filmstrips
 - c. Slides
 - d. View-Master
- 5. Emphasis on understanding and on building a meaningful background
- C. Activities and materials used to develop social living concepts
 - 1. Supervised loud activities
 - a. Going on field trips
 - b. Making of tortillas by Mexican mother
 - c. Tasting party with fruits and vegetables
 - d. Making home-made ice cream
 - e. Popping corn, using popper which enables children to see corn pop
 - f. Having Mexican party
 - g. Using tricycle to teach safety signs
 - h. Discussing problems child encounters
 - 2. Independent loud activities
 - a. Using View-Master
 - b. Using globes and maps
 - c. Explaining safety signs with help of teacher
 - d. Using boy dolls and ethnic dolls with dollhouse and furniture
 - e. Arranging for grocery store
 - f. Using telephones provided by Mountain States Telephone Company
 - g. Working puzzle sequences and stories
 - h. Using set of community workers and community builders
 - 3. Supervised quiet activities
 - a. Developing calendar skills
 - b. Introducing View-Master pictures
 - 4. Independent quiet activities
 - a. Using View-Master

- b. Using set of families
- c. Using set of community workers
- d. Using maps and globes
- e. Using mirrors
- f. Using **Childcraft**
- g. Making adobe house of clay
- h. Working puzzle of U.S.A.

Our Working World by Senesk
 Science Research Associates
 259 East Erie Street
 Chicago, Illinois 60611

Families and Their Needs by Anderson, et al.
 Silver, Burdett Company
 Park Avenue and Columbia Road
 Morrison, New Jersey 07160

- 5. General materials
 - a. Movies
 - Three Little Kittens**
 - Puss in Boots**
 - The Mailman**
 - Spring on the Farm**
 - The Talking Car**
 - Play in the Snow**
 - Airplane Trip by Jet**
 - Passenger Train**
 - "Wellbe" Bus Safety**
 - Little Bruins**
 - A Visit with the Cowboys**
 - Boats and Ships**
 - The Policeman**
 - Summer on the Farm**
 - Circus Day in Our Town**
 - Little Black Lamb**
 - b. Filmstrips
 - The Firehouse**
 - Helping Mother**
 - Brothers and Sisters**
 - Our Job in School**
 - Ann Visits the Zoo**
 - c. Records 78 RPM
 - Grandfather's Farm** by B. Landeck
 - The Chugging Freight Train** by Evelyn Hunt
 - A Visit of My Little Friend** by Mary Robinson
 - The Little Engine That Could**
 - Winnie the Pooh Stories** RCA
Camden
 - Young People's Record**

Side 1: **Shhh-h-h Bang** by Margaret Wise Brown
Penny Whistle by Berry Brant
Waltzing Elephant by North and Graham

Side 2: **Dances from the Ballet**
Muffin in the Country by Margaret W. Brown
Muffin in the City by Margaret W. Brown

- a. Home hazards
 - 1) Electrical dangers
 - 2) Insect and animal bites
 - 3) Poisons—medicine
- b. First-aid techniques in certain situations
 - 1) Burns
 - 2) Drowning
 - 3) Injuries
 - 4) Poisoning
- c. Traffic safety rules
- d. Benefits of medical attention when needed

III. Science Concepts

A. Health

- 1. Personal cleanliness
 - a. Self
 - b. Home
 - 1) Toilets
 - 2) Body insects
 - c. Water supply
- 2. Nutritious food
- 3. Safety techniques at the child's level of understanding

B. Development of curiosity to understand the physical world around them

- 1. Plants
- 2. Animals
- 3. Physical science concepts
- 4. Seasons



We Are Curious

C. Activities and materials to develop science concepts

1. Supervised loud activities
 - a. Taking trips and making collections
 - b. Allowing pets to visit school
 - c. Planting and watering seeds
 - d. Cooking pumpkin or a similar vegetable
 - e. Heating ice to make water, then steam
2. Independent loud activities
 - a. Using View-Masters and magnifying glasses
 - b. Playing with and examining school pets such as duck, chicken, hamster, fish
 - c. Using Tonator
 - d. Using xylophone and accordion
3. Supervised quiet activities
 - a. Planting and watering seeds
 - b. Cleaning pumpkin or similar vegetable
 - c. Using six basic machines
 - d. Watching examples of gravitation
 - e. Paddling boat magniks

Silver Burdett Picture Kit

Silver Burdett Company
Park Avenue and Columbia Road
Morrison, New Jersey 07960



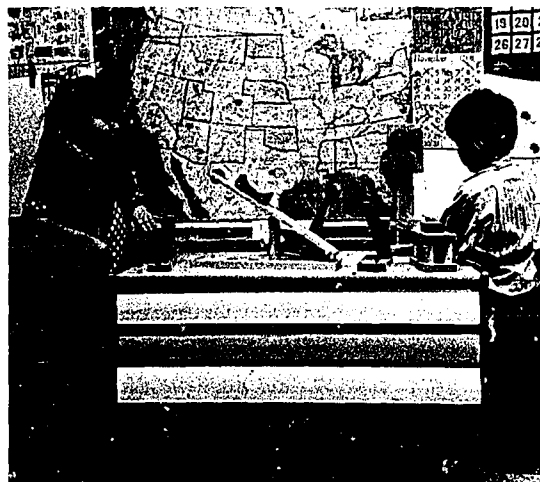
Wonders of Science

4. Independent quiet activities, using materials listed below
 - View-Masters
 - Giant stand magnifier
 - Science jars for items
 - Aquarium

Small magnifying glasses
Animals
Science puzzle
Science bulletin boards
"Feel" boards
"Smell" bottles
Pump and leaky innertube
Doctors' and nurses' kits and uniforms
Mystery box
Prism
Magnets
Six basic machines
Inclined plane
Lever
Gears
Wheel and axle
Screw
Pulley

Many of these articles may be secured at the address below:

American School Supply Company
2301 Blake Street
Denver, Colorado 80205



Six Basic Machines

5. Movies
 - Soapy the Germ Fighter
 - Gray Squirrel
 - In Case of Fire
 - Raccoon's Picnic
 - Animals Growing Up
 - Eat for Health
 - Living Things Are Everywhere
 - Adventures of a Chipmunk
 - The Beaver

- Milk
- Mother Deer and Twins
- Zoo Baby Animals
- Tad the Frog
- Robin Redbreast
- Teeth Are to Keep
- Children in Spring
- Your Friend the Water
- Films on Health
- Films on Food
- Films on Flies
- Dirty Charlie
- Animal Beginings
- Your Friend, "Wellbe"
- Defense Against Invasion (Infection)
- 6. Records
 - Creepy, The Crawly Caterpillar 78
RPM by Robinson-Goehr
 - The Carrot Seed 45 RPM by Ruth
Krauss
 - Walt Disney's The Grasshopper and
the Ants
 - Smokey, The Bear Decca
 - The Glob by Frank Luther Decca

IV. Field trips

Throughout the year, field trips can be very beneficial in both the social living and science areas. They give the children a chance to conduct themselves properly in public as well as an opportunity to enjoy firsthand experiences with the materials which they have studied in the classroom.

Taking still and moving pictures on all of the trips is an exciting way to reinforce important newly-learned concepts when the pupils are back in the classroom and are enjoying talking about their experiences.

It is an ideal time during the out-of-town trips to allot each child a nickel and a stamp so that he can select a picture post card and mail it back to his own address. For children of this age, the names and addresses must be prepared on gummed labels before the trip so that they can easily be glued to the post cards.

- A. Park and zoo
 1. Children observe animals and perhaps feed them
 2. Use playground equipment
 3. Eat a picnic lunch

- B. Fire station
 1. Children examine trucks, hoses, and accommodations for firemen
 2. In follow-up lessons, explain necessity for fire stations
- C. Police or sheriff's office

Visit to classroom by official, if possible, before trip to help establish friendly atmosphere, as many of these children have a fear of anyone connected with the law
- D. Turkey farm

Children observe how turkeys are housed, fed, and cared for until ready for market
- E. Mountains
 1. May be a first time to see the mountains for many children, so they will need time to view surroundings
 2. May observe rocks, trees, fish, a mountain stream, a mountain road
- F. Airport
 1. Children may board plane so they can experience feeling of being passengers
 2. May go up on observation deck and watch planes take off and land

Mathematics Program

I. Introduction

Numerical concepts should be developed in relation to measuring quantities, time, money, and geometric shapes. It is essential to begin with concrete objects, then progress to the semi-concrete objects before using abstract symbols. If retention and application are to be mastered, new concepts should be built in the following order:

II. Activities and materials

- A. Recognition of geometric shapes in this order: circle, square, triangle, rectangle
- B. Pointing and counting in rhythm

- C. Recognition and meaning of sets
- D. Recognition and meaning of numerals
- E. Printing numerals
- F. Recognition of equivalent and non-equivalent sets
- G. Materials needed to develop numbers concepts
 - 1. For supervised loud activities
 - Booklets
 - Number lines

Calendar

Cuisenaire Rods by Gettagno
 Cuisenaire Company of America,
 Inc.,
 9 Elm Avenue
 Mt. Vernon, New York

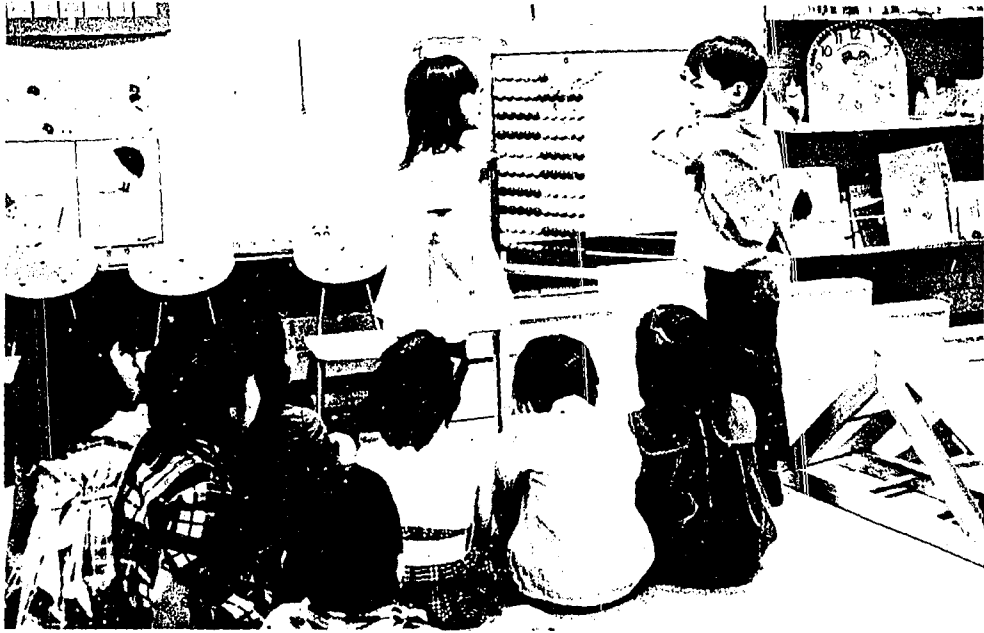
SRA Workbooks and Inquisitive Games
 by Herbert Sprigle

Science Research Associates
 259 East Erie Street
 Chicago, Illinois 60611



Calendar Skills

- | | |
|--|---|
| <ul style="list-style-type: none"> Experimenting with Numbers Kit by
 Catherine Stern
 Houghton-Mifflin Company
 1900 South Batavia Avenue
 Geneva, Illinois 60134 2. For independent loud activities <ul style="list-style-type: none"> Print set Chalk board Stern's kit Dominoes Pegboards Counting discs Magnetic boards and numbers Tape Clocks Rods | <ul style="list-style-type: none"> Magnetic geometric shapes Number lines Counting frames Educational thermometer Number fit-ons Shake-number sets Number concept frames
 Addco Counting cubes Flannel board and numbers Play money and store
 Enterprise West, Inc.
 2639 Hernes Circle
 Salt Lake City, Utah 84117
 (For Number Concept Frames) |
|--|---|



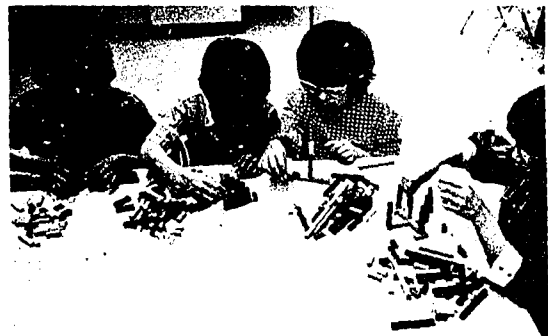
Numbers



Numbers

- Educational thermometer
- Play money
- Print set
- Pegboards
- Counting frames
- Number lines
- Dominoes
- Shake-number sets
- Tape
- Magnetic boards with numbers
- Flannel boards
- Stern's kit
- Number fit-ons
- Manipulative bulletin boards
- Clock
- Counting cubes
- SRA Inquisitive Games

3. For supervised quiet activities
 - Number booklets
 - Number games (listed under independent activities)
4. For independent quiet activities
 - Language-Master with earphones (practice numbers)
 - "See-thru" clock
 - Chalk board
 - Mathematics Learning Lab No. 100 (plastic and rubber shapes)
 - Rods



Manipulative Devices Are Emphasized Continually in the Migrant Curriculum

The Fine Arts Program

I. Introduction

The fine arts program for the child should be incorporated into many learning experiences as well as in the free self-expression experiences of each one. Through this media it is possible for him to express himself more adequately and freely in a way that enables him to feel positively identified with all peer groups. This feeling of identification, in turn, helps to create a better feeling of self-adequacy and self-worth for each child.

The program should enhance appreciation for the "Great Works" when they are introduced as pleasurable visual auditory experiences.

There is no absolute grade level of achievement to be attained before a progression of more difficult skills can be introduced into the program. However, the following art experiences are listed in a sequential order of difficulty for the child's mastery.



Paint Time

II. Activities and materials

- A. Use of hands only for manipulation of finger paint and clay designs as well as for tearing and pasting paper
- B. Use of manipulative materials with instruction from teacher if such aid is

necessary for the child to experience success

- Crayons
- Paint—brushes, sponges, wet chalk
- Scissors
- Papier-mache
- Carpentry tools
- Felt-tipped pens
- Stitchery with needles, yarn, and paper plates

C. Art projects

1. Finger painting by autotelic experience
 - a. First experience
 - 1) Have each child use one primary color
 - 2) Teacher converses with each child and encourages him to repeat name of color several times in conversation
 - 3) Encourage use of whole hand and the covering of whole sheet of paper
 - 4) Encourage each pupil to find as many objects as possible to match color used
 - b. Second and third experiences
 - 1) Repeat first experience with the second and then third primary colors
 - 2) Repeat step 2), then 3), then 4)
 - c. Fourth, fifth, and sixth experiences
 - 1) Child mixes two primary colors which allows him to discover a secondary color
 - 2) Repeat mixing of all primary colors until all secondary colors are discovered and identified
2. Clay modeling
 - a. Encourage child to keep clay in one chunk, rolling and pounding it
 - b. Have him make his own creations, using no molds
 - c. Relate projects to unit on Mexican pottery
3. Tearing and pasting
 - a. Encourage child to use free and multicolor designs
 - b. Instruct him to apply paste to small pieces of paper to be pasted onto

- larger pieces, as results will be more pleasing than if pasting is done in opposite manner
4. Using crayons
 - Encourage child to use free-sweeping movements
 - b. Trace parts or whole body
 - 1) Can be group project
 - 2) May draw whole self or only elbow, hand, foot, etc.
 - 3) Should fill inside the lines
 - c. May draw figures in family
 - d. May make simple color build-ups
 5. Painting with brushes, sponges, wet chalk
 - a. Again encourage child to use free-sweeping movements
 - b. Encourage him to create own expressions and interpretations from stories, songs, experiences on field trips
 6. Using oral expression to describe finished product

The teacher may help him by saying, "Tell me about your picture," not "What is that?"
 7. Using scissors with assistance from teacher in how to hold and cut with them
 - a. Secure "Lefty" scissors for left-handed children
 - b. Encourage child to use free cutting and ignore lines at first
 - c. Have him cut geometric designs
 - d. Have him then combine cutting with pasting
 8. Using papier-mache
 - a. Teacher demonstrates how to make papier-mache animals, etc., over bottles or balloons
 - b. Encourage him to work out own designs, requiring no conformity to a particular pattern
 9. Using carpentry tools
 - a. Teacher gives child complete freedom of design and media
 - b. Teacher emphasizes safety at all times
 - c. Child may combine this activity

- with pasting, painting, and coloring if he desires
10. Using felt-tipped pens with big figures and designs, as they are good to illustrate this medium
 11. Using stitchery
 - a. Encourage child to develop own design
 - b. Have him use dull-pointed needles and yarn
- D. Materials for teacher of pre-primary children
- Craft Guides**—For each grade, K-6 \$1.35 each
- Art Guides** —For each grade, K-6, by Carvel and Lorita Lee, \$1.35 each
T. S. Denison and Company, Inc.
Minneapolis, Minnesota
55415

Music Program

I. Introduction

The music program can serve many purposes in the pre-primary area, since it can easily be coordinated with most of the other parts of the general program. The chief purpose, however, is enjoyment of music as one of the arts. One of the other goals may be to provide entirely new experiences, while another may be to aid in reinforcing learning concepts in other areas. Suggested specific objectives are listed below:

- Learning of songs most American children know
- Learning to respond to music, such as running when the music seems to "run"
- Gaining some concept of meter by playing instruments in time to music
- Learning some familiar folk games and dances
- Developing the ability to listen for pronunciation of words and the rhyming of words, and hearing their likenesses and differences
- Gaining additional vocabulary

Learning to express thought and feeling
Expressing the rhythm of words and
melody

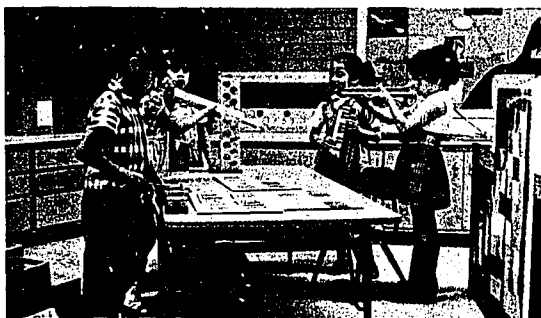
II. Activities

A. Listening experiences which are basic to all music experiences

1. Listen to someone singing, accompanying, or playing records before trying to sing song
2. Listen to explanation of word content for meaning
3. Listen to records while looking at pictures pertaining to the sounds
4. Interpret music with body movement, painting, coloring, etc.

B. Singing experiences

1. Discovering various qualities of voice by comparing whispering voice, inside and outside talking voice, shouting voice, and humming and singing voice
2. Developing feeling of freedom in quality so one can sing with clearness and self-expression



Music Time

C. Methods in further development of activities

1. Choosing songs with appropriate word content for specific development of child and containing repetition of words and melody
2. Dividing listening time into short periods of not more than twenty minutes in order to accommodate short listening span of children
3. Having children count and clap to rhythms
4. Using rhythm band activities, encour-

aging child to respond to different meters

5. Having children clap and march simultaneously
6. Selecting activities where all can participate and changing those activities frequently
7. Using children's favorite selections such as **Hokey-Pokey**; **The Little Red Caboose**; **Spanish Counting Song**, **Mi Perrito**

D. Materials

1. Appropriate primary songs: nursery rhymes, name songs, singing games, number songs, question and answer songs, folk songs

2. Specific selections

Little Red Caboose

Ten Little Indians

Trot My Pony

A record called "**Headstart with Music**"

Exercise Song

Music for Young Americans — Book 1, page 8

Spanish Counting Song, Mi Perrito

Hola Vamos a Cantar a book

Eency Weency Spider, Clap Your Hands, Did You Ever See a Lassie?

From memory

Gretel Pastatel (Senorita Garcia) page 26 Follett Publishing Company

The Drum Song

In **Music for Young Americans**, Book 1, page 98

3. Folk dances and games

London Bridge

Hokey-Pokey

Looby Loo

Hickory Dickory Dock

Let Your Feet Go Tap, Tap, Tap

The Farmer in the Dell

4. Movie

Toot, Whistle, Plunk, Boom

5. Filmstrips — Same as those listed earlier, including **Lady and the Tramp** and others

6. Records

Eusty in Orchestraville—Capitol

Written and produced by Alan Liv-

ington; talking and singing sound
by Sonovox
Reading Readiness and Number Readiness
Rhythm Record Company
9203 Nichols Road
Oklahoma City, Oklahoma 73120
Music for Young Americans — Album
BM-K
Recorded Songs for Kindergarten —
Audio Education, Inc.
American Book Company
55 Fifth Avenue
New York, New York 10003

Sparky's Magic Baton
Record Readers
Capitol Records 45 RPM
The Little Tune That Ran Away by
Peter Lind Hayes
Creative Movement for the Developing
Child by Clare Cherry
A nursery school handbook for non-
musicians
Fearon Publishers
2165 Park Boulevard
Palo Alto, California 94306

Primary Level

I. Introduction

The child who is able to express himself adequately in the English language, who shows signs of readiness for reading, or who is reading, can be placed in the primary level. These children are approximately from seven to ten years of age. Here, as in the early primary level, the child needs to feel that the members of the staff realize that he is important as a person, that they are friendly, and that they are eager to know and work with him.

The staff members for approximately forty-five children should probably consist of three teachers, three aides, and a number of volunteers. They should possess the same qualities and characteristics of any good teacher, but should have a greater understanding of the migrant child and his particular difficulties. The ability to speak and understand some Spanish is of inestimable value in this situation.

The physical make-up of the classroom can be quite similar to that of the pre-primary area, except there is less need for as many manipulative devices for motor skill development. Otherwise, the provision for interest centers is equally important.

The same general procedures usually may be followed as those which are employed in the preceding level. The staff members take an inventory of the child's abilities and stage of development before placing him in a particular group where they feel that he can make the most progress. The methods and materials used are those which interest the child, which add to his feelings of confidence and security, and which will motivate him to achieve success.

II. Orientation and placement

For the first two or three days the teachers and aides, in addition to helping the child to become pleasantly oriented, should use tests and procedures which will indicate where he is academically in his development

and show his strengths and weaknesses, especially in the English and mathematics skills. Learning as much as possible about his family and home life will also prove valuable to staff members in helping them to understand him and to place him in the proper group.

Usually, the inventory procedures take place in the morning, and regular classroom activities follow in the afternoons. While teachers administer the inventory, the aides guide and assist the other students at the prepared interest centers.

Since migrant students enter and leave school rather frequently, a new student who enters after the term has begun can be assigned temporarily to a teacher for the diagnostic tests, which should be continued over a period of several days. This procedure affords the teachers an opportunity to meet together and decide in what group the child should be placed.

A. Methods and materials for taking the inventory

1. To determine word-attack instructional level, administer the **Silvaroli Reading Test** on a one-to-one basis, which requires approximately fifteen minutes per child
2. To determine comprehension level, allow child to choose books he would like to read from a series of books covering a range of comprehension and interest levels, thus giving an insight into his comprehension and interest levels
3. To test basic mathematics skills, use teacher-made devices which are fun for the child and which are unique and more desirable than pages of problems
4. To discover facts about child's background, his strengths and weaknesses, and his interests, the informal individual interview is of most value
 - a. Discussing his family and home life
 - b. Observing his strengths and weak-

nesses in communication, in English comprehension, in academic skills

c. Discovering his likes and dislikes in academic work and in social activities

B. At conclusion of interviews, teachers meet to discuss language abilities of students and group them accordingly into one of the following levels:

1. Reading Readiness
2. Preprimer
3. First Reader 1¹
4. Second Reader 1²
5. Second Grade First Semester Reader 2¹
6. Second Grade Second Semester Reader 2²

Communicative Skills Program

I. Introduction

Since children at this level are able to express their ideas in English so that they can be understood, this program in developing communicative skills is concerned mainly with their improvement in these skills. They will continue to need a program which provides sequential patterns for this development.

After the pupils are placed in the proper group, appropriate activities and materials should be employed to sustain each child's interest, to aid him in mastering the skills needed at his level of ability, and to stimulate his motivation for achievement.

The main areas which are covered in this program are: the development of visual perception, or the fine motor skills; the development of oral language skills, including the building of an effective vocabulary; the offering of speech correction where needed; the development of reading skills and writing skills.

II. Development of visual perception (fine motor skills)

A. Methods to involve the senses

1. Visual, including visualizing with eyes closed
2. Kinesthetic, tracing in the air
3. Tactile, tracing with the finger and matching perceived image with one on a worksheet, then constructing the image on paper

B. Suggested materials

Developing Cognitive Skills in Young Learners Set of seven filmstrips
Classroom Materials Company
93 Myrtle Drive
Great Neck, New York 11021

Visual Perception Set of seven filmstrips
—\$49.00
Classroom Materials Company

Frostig Perception Materials, Worksheets
Divide room into two groups, one having a lesson using filmstrip; second group doing follow-up worksheet lesson



Hitting a Swinging Ball



Matching Hand Prints

Developing Learning Readiness—Manual
RMSEC (P.A.S.S.)

Kelp—Kindergarten Evaluation of Learning
Materials RMSEC

McGraw-Hill Book Company
Manchester Road
Manchester, Missouri 63011

Readiness through Level 2—Material for
the Controlled Reader

III. Development of oral language

Development of this phase of the communicative skills necessitates a pleasant, tension-free atmosphere in the classroom. From the first day, the staff members should establish good rapport between the pupils and themselves before beginning any developmental oral language activity.

The topics for the activities should be in a context very familiar to the children concerned, as there will be no spontaneous response if the setting is strange. The teachers and aides should accept all that is said without reservation, making no criticism.

Encouraging the children to communicate with each other, with the teacher acting as a member of the group, will tend to develop ease and spontaneity of expression. Once this atmosphere is created, the children will be more easily motivated to respond in various group activities.

A. Activities and materials

1. Vocabulary lists

- a. List which children should learn to use with meaning, with the present, present progressive, and past forms

of some verbs being taught as needed

afternoon	chair	face
airplane	chalk	family
another	chicken	farmer
apple	children	father
arm	choose	feed
	church	feet
	circle	field
baby	clap	finger
bad	clay	fingerprints
ball	clock	fix
Band-Aid	clothes	flag
basket	clouds	floor
beans	coat	flower
bed	color	flush
begin	comb	food
bell	cook	foot
big	cotton	fork
bird	cough	fountain
birthday	count	friend
bite	cover	fruit
blackboard	cow	fun
blanket	crayon	
bleeding	cross	game
block	cry	garage
blow	cup	garden
book	cut	girl
boots		good-bye
bounce	daddy	good morning
box	dark	grandfather
boy	day	grandmother
bread	different	grass
breakfast	dime	ground
bring	dirty	
broom	dishes	hair
brother	dog	hall
brush	doll	hammer
buggy	dollar	hand
build	don't	handkerchief
building	door	hang
bus	dress	happy
butter	drum	hat
button	dry	have
		head
cabin		hear
cafeteria	ear	hello
cake	egg	hers
camp	end	hide
car	erase	high
careful	eraser	hit
cat	everyone	hole
catch	excuse me	home
cents	eye	

hop	nose	same	town	wait	work
horse	no	say	toy	wake	write
house	not	school	tractor	water	
	now	scissors	train	way	years
ice cream	number	sell	tree	wet	yellow
irrigate	nurse	set	truck	wind	yes
		share	turn	window	yesterday
Kleenex	o'clock	shelf		with	you
knees	office	shirt	until	wipe	your
knife	orange	shoe		wood	
	outside	short			
lake		show			
last	page	shower			
learn	paint	shut			
leaves	pair	sick			
left	pan	sister			
let's	pants	skip			
letter	paper	sky			
lie	party	soap			
line	paste	something			
listen	piano	song			
look	picture	soup			
loud	piece	spoon			
love	pig	stick			
low	place	stomach			
lunch	plant	store			
	plate	story			
mail	playground	stove			
man	please	straight			
mark	plow	straw			
mat	pocket	sun			
meat	post office	sweater			
men	purple	sweep			
milk	puzzle	swing			
minutes					
miss	quarter	table			
money	quiet	talk			
moon		teacher			
more	rabbit	teeth			
morning	rain	thank you			
mother	ranch	this			
mouth	read	those			
move	ready	three			
	recess	throw			
nail	rest	tie			
name	ring	time			
napkin	road	to			
neck	rock	today			
need	roll	toilet			
next	room	tomorrow			
nickel	rope	toothbrush			
night		top			
nine	salute	towel			

b. Second list, called "Signs of Everyday Life," and selected because of their cruciality to social living, should be mastered orally with meaning

1) May be purchased as printed signs

The Rocky Mountain Special Education Instructional Materials Center (RMSEIMC)
University of Northern Colorado
Department of Special Education
Greeley, Colorado 80631

2) May be a project for class to make them by using a print set, with pictures cut from magazines and pasted on pages to serve as illustrations

no swimming	dynamite
do not touch	danger
out of order	no
use other door	post office
handle with care	push
no spitting	library
barbershop	for sale
ladies' toilet	office
men's toilet	hospital
watch your step	doctor
public telephone	sheriff
help wanted	down
beware of dog	off
ice not safe	close
fire extinguisher	open
closed for repairs	school
waiting room	elevator
railroad	escalator
caution	fire escape
explosives	police
bank	restroom

keep out	air raid	up
keep off	shelter	gentlemen
drop-off	high voltage	first-aid
(noun)	no admittance	tickets
no fishing	for rent	waste
fragile	information	cafe
quiet	men	out
in	exit	poison
stairway	wet paint	emergency
fire alarm	warning	employees
deep water	women	lavatory
gasoline	bus stop	balcony
no smoking	entrance	flammable
no hunting	lunchroom	pay—enter
live wires	wanted	pay—leave
fresh paint	dentist	hands off
courthouse	private	pull
women's toilet	stop	city hall
crossing		

2. Language stations to promote the interest of the children

3. Peabody Kits Nos. 1, 2, 3

- a. Promotes enthusiastic oral responses from children
- b. Develops many science and social living concepts as well as oral language skills
- c. May be used effectively by aides as well as teachers

4. Teletalk, a helpful device to develop conversational English

5. Tape recorder

Child may record a selection each week and then compare each recording with his first one to see his improvement

6. Microphone, an instrument to encourage correct production of sounds

7. Role-playing activities to help attain desirable peer relationships

- a. Introducing friends
- b. Meeting strangers

8. Puppets

Example of use with a story:

Use the story of Cinderella, having the children, with the help of an aide, devise the dialogue, choose the characters, and make paper bag puppets

Example of using them to illustrate choral readings:

Children can make giant stuffed pictures of animals and people

9. Telephone

- a. Learn to dial
- b. Carry on conversation
- c. Take messages
- d. Dial emergency numbers and relay proper information

10. Learning specific skills of finishing a story

- a. By listing events in sequence
- b. By drawing a conclusion after listening to portion of story

11. Describing people

12. Giving directions

13. Telling story of picture

14. Sharing experiences

15. Listening experiences which can be practiced in all of the activities listed above and in the library

16. Oral language filmstrips

Tortoise and Hare

Little Hiawatha Series

Walt Disney 496-509

Ugly Duckling

Big and Small, Short and Tall

Lazy Jack

Gingerbread Boy

Peter Rabbit

Brave Engineer

R' Coon Dog

A Ducky Decision

Ferdinand

Snow White

Pluto's Fledgling

Chicken in the Rough

IV. Speech and language correction

In this area it is important that the difficulties be noticed and diagnosed early in the term so that speech correction methods may be applied immediately. Many of the same materials used at the pre-primary level will prove beneficial at this level, but a more direct approach in applying them is more effective. The teacher should emphasize more the mouth structure, tongue placement, and adequate breath supply.

Because these children are older, their in-

correct production of sounds is more stabilized. Therefore, it is sometimes difficult to notice improvement, as their patterns of speech have become a habit that takes much longer to overcome. After they hear a sound in the initial, medial, and final positions, they have a better understanding of the difference between the sound they are producing and the one they hear. Then when they can see the correct placement of the lips, tongue, and teeth, and learn whether the sounds are made in the forward part of the mouth, in the middle, or in the back, they are more able to understand what they are attempting to do.

The correction of errors that have become a part of a child's speech, like an error in any other field, is much more time-consuming than the teaching of the correct form in the first place. The teacher must have a great deal of patience and work with the child in short periods of time in order to retain his interest and motivate him to continue the work. As in the early primary level, group responses may prove more helpful at times than working with the individual.



Speech Correction

V. Development of reading skills

Migrant children do not relate to the content and setting of conventional pre-primers, so, as a result of their lack of interest, they memorize by rote the vocabulary in these books. Some of them have had previous exposure to these readers and have probably experienced failure. Therefore, they now need different materials and different approaches. A number of such materials and activities are included in this part of the program.

A. For beginning reading skills

1. Master as a sight-reading vocabulary **Basic Sight Vocabulary of 220 Words** compiled by E. W. Dolch

This list was presented to be learned as an oral vocabulary in the early primary level.

2. Master as much as possible of the crucial word list as a sight vocabulary
3. Use Readiness, pre-primer level for ages 7, 8, 9
4. Use **Development of Organic Vocabulary**

Uses Sylvia Ashton-Warner approach, one that the author used successfully with Maori children in New Zealand

- a. Word list composed of words child has selected because he uses them in his own speech and wants to learn them
- b. New words added each day, keeping the list a very personal sight vocabulary that is meaningful to him
- c. Method of learning words
 - 1) Teacher writes word on a card
 - 2) Child traces it in the air or on card
5. Use language experience charts as a sequence to **Organic Vocabulary Development**

Excellent for developing successful and positive motivation with children of different cultural background; results in eagerness of children to relate experiences

- a. Teacher records story on chart as child relates his experiences
- b. Children share their experiences, illustrate them, and take work home to read
- c. Stories developed on such subjects as: Poncho, My Dog; My Family; Work in the Beets; A Visit to Denver; All About Me

Example: My dog is Poncho.

Poncho is black and white.

He is little.

Poncho likes to run and bark.

I like my dog.



Reading His Own Story

B. Beginning phonics work

After adequate sight vocabulary is developed, phonetic work is begun, and the child begins to read trade books. The following sounds are introduced in sequential order, with the underlined groups particularly emphasized for mastery. The vowel sounds are difficult, so much time must be spent stressing especially the long and short sounds in reading.

1. Single consonants (sound and form)
j, d, f, g, b, s, t, v, w, n, p, c, k, j, l, r, y
2. Speech consonants
ch, sh, th, wh. Use of context and initial letters
3. Substitution
d, r, g, s, p, w, l, t, h, c, b, f, k, m, j, n, ch, wh, th, sh
4. Consonant blends
tr, fl, str, fr
5. Substitution
y, v, tr, str
6. Word endings
s
7. Initial consonants and consonant blends
bl, cr, z, st, thr, gr, pr, cl, br, pl, and soft c
8. Substitution (consonant blends)
fr, bl, st, fl, gr, cl, br, pl
9. Word endings
ed (t and d sounds), ing
10. Consonant blends
sm, gl, sn, dr, tw, sc

11. Substitution (consonant blends)
dr, gl, thr, pr, sm, sn
12. Word endings
er, es, est, y, ly
13. Initial consonants and consonant blends
qu, spr, soft g
14. Vowels and vowel combinations, long and short
a, e, i, o, u, ai, ay. Short ea, long ea, ee, oa (with long o), oo, ou, ow (a: in cow), ow (as in show), ou sounds, vowels with silent e, vowel combinations ie, ue, etc.
15. Word endings
le, e, en, ful
16. Substitution
spr, e, i, ea, a, ai, oo, ou, ow, oa, ee, o
17. Prefixes
un

C. General materials and methods for teaching reading

1. Books

Miami Linguistic Readers

Trade books

Buttons Series

Cowboy Sam Series

Follett Beginning-To-Read Series

Dan Frontier Series

Stanwix House Readers

Miscellaneous books

Open Highway Series

Varied topics with interest appeal to all children. Relates story activities which open doors for numerous language development exercises when the activity is shared upon completion of reading. Contains new material

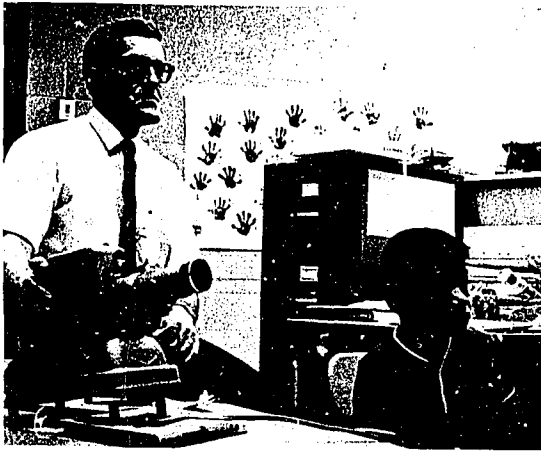
McKee's Readers

Houghton-Mifflin Company
1900 South Batavia Avenue
Geneva, Illinois 60134

2. Filmstrips

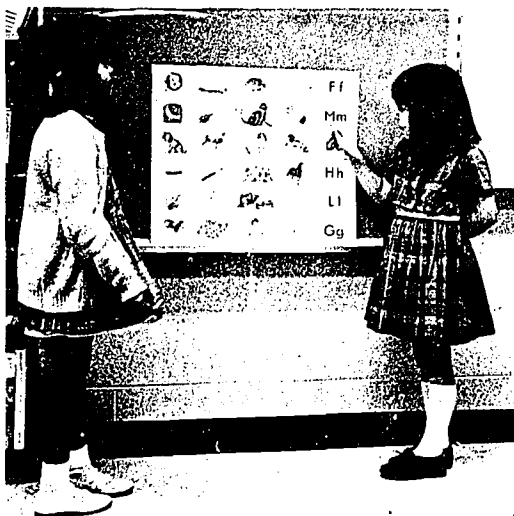
Learning Letter Sounds (N)

Learning Letter Sounds (1+)



Reading Filmstrips

3. Audio-visual materials
 - Controlled Reader (filmstrips)
 - Crucial Words (Set of 60, listed on a previous page)
 - Frostig materials and exercises
 - Headsets for listening to tapes, records
 - Filmstrip projector for picture reading and reading of stories
 - Tape recorder for taping child's reading
 - Homemade devices such as a battery board for initial sounds;
 - Language-Master for whole-word recognition.
 - Master for whole-word recognition
 - Rhyming picture cards
 - Letter cards to match beginning sounds with picture cards



Matching Beginning Sound with Letter

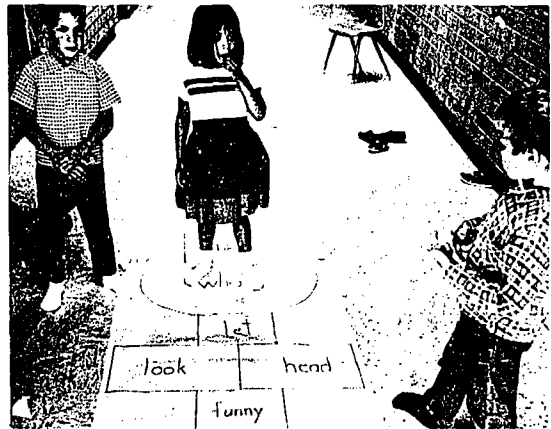
Letter cards to match ending sound picture cards

Vowel tapes on which child can mark the word in which he hears the individual vowel sound

Story tapes to which children can listen while following the words in the book

Couple reading—two children read to each other

Playing hopscotch with children working in pairs; one jumps and other says the words from list taken from reader or other materials at the level at which they are reading



Playing Hopscotch

VI. Development of written language skills

Handwriting and spelling are important skills for the young child to begin early, as they will also facilitate his understanding of the language.

A. Methods and materials for developing handwriting skills

1. Review all manuscript letters
2. Introduce and proceed with cursive letters
 - a. Use of overhead projector for penmanship lessons; a good motivating procedure

Dittos for these lessons may be made or purchased

Jenn (A Division of Allied Manufacturing Company)
815-825 East Market Street
Louisville, Kentucky 40206

- b. Use of stories about field trips, experiences, and events as subject material
- c. Use of his own booklet in which he keeps information about himself and his work
- d. Thank-you notes when applicable



Writing Time

B. Methods for teaching spelling

1. Use of tapes
2. **Botel: Spelling and Handwriting Programs A & B**
Discovery-approach method, with much self-teaching
3. General procedure for identification of figures, words, numerals, etc.
 - a. Name word, saying aloud the name of the letters
 - b. Visualize it with eyes closed or looking away and then check with copy
 - c. Trace it in the air and check with copy (kinesthetic)
 - d. Circle it on a worksheet and check with copy (matching)
 - e. Trace over it on worksheet, making sure the finger comes in contact with paper (tactile)
 - f. Make one like it while not looking at copy and then check with copy (visual memory)
 - g. Repeat as necessary any of the preceding steps

Social Living And Science Program

I. Introduction

The social living program can be related very closely to the language program, as many of the actual experiences which the students have in this field furnish topics for them to discuss. Since the program deals with their home life and their life in the school and community, these are also the subjects in which they have the greatest interest. Children enjoy talking about their experiences which occur outside the classroom.

This program is mainly concerned with broadening the child's experiences in his own community and helping him develop his own concepts for living as a part of his immediate surroundings. At this age, he can begin to gain some feeling of responsibility for doing his share of work at home, in group work at school, and in play activities.

Some phases of this program may also suggest to him an appreciation of the important elements of his culture of which he can be proud, thus strengthening his self-image.

In the science area, he discovers the physical world around him, chiefly through interesting activities and projects in which he takes part as an individual or in a group. Efforts to help the children establish good health habits is one of the most important aspects of this program.

II. Activities and materials for social living program

A. Role-playing

1. Introducing friends
2. Introducing strangers
3. Resolving conflicts with peers
4. Meeting disappointments and success in daily experiences

B. Field trips

All field trips should be carefully planned and include follow-up learning

activities. The places visited should be selected so that they will enable the child to identify himself as an interested and participating member of the group.

Some follow-up activities that can be employed are: the writing of thank-you letters, making picture booklets, role-playing, making clay models, singing about various community helpers, seeing related films and filmstrips, and finding library books dealing with the subjects.

These are merely suggestions, as individual teachers may have other ideas which they feel will be of interest and of help in acquainting the children with their surroundings.

1. Grocery store

If the tour guide is able to speak in Spanish, the children will gain more from the experience. The tour should include the entire store such as the regular canned goods department, the fresh vegetables area, the bakery, and the meat-packing department.

2. City complex

This visit should include the fire station, police station, public library, and the museum. It is helpful if the guide is a friendly, kind person who understands small children and can use very simple terminology. The children will then be more inclined to ask questions.

3. City tour

Before beginning this tour, make a list of the places that the children want to see. If a portable loud-speaker is available, take it along so that everyone can hear about the points of interest. This trip seems to be one of the most interesting ones to the group.

4. Potato chip factory, pretzel factory, a dairy, and the post office

Visits to all of these places are very worthwhile.

5. Bank

Members of the banking personnel are usually very friendly and helpful, thus providing beneficial results for the children.

6. A Sioux Indian performance

Children can play the roles of Indians by making and wearing headbands, and perhaps many of them can join in a dance.

7. Theatre showing of an appropriate film

Have change ready so that each child can buy his own ticket, thus helping to establish an important self-image.

8. Park and zoo

The children can take picnic lunches on this visit and can play on the playground equipment. A nature walk will be of interest, as the children can collect many treasures that can be studied later at school. If there is a zoo in the park, the children will always enjoy watching the animals. For a visit to a large park, there should be a number of adults serving as sponsors so that each person has only a few children for whom to be responsible.

9. Airport

This trip usually proves to be the most fascinating one. It can be taken jointly with the early primary level. If taken this way, several adults should help as sponsors. As with the early-primary group, the children can board a plane for a few minutes and can go up on the observation deck to watch planes land and take off.

C. Social living films

Mexican Children

An Airplane Trip to Mexico

The Policeman

The Mailman

Our Community

Neighborhoods Are Different

Cattleman Rancher's Story

The Food Store

You and Your Food

Bread

Milk

Ways to Good Health Habits

Mealtime Manners

American Flag

The Oregon Trail

Boats and Ships

Wool
Animals Useful to Me
Let's Share with Others
Middle States
Appreciating Our Parents

- D. Social living filmstrips
Policeman at Work
Fireman at Work
Post Office Workers
Beef from Store to Table
Your Daily Bread
Independence Day

III. Activities and materials for the science program

A. Science and health projects

1. Make rainbow with glass prism; draw and label all the colors
2. Place water cycle in shoe box or hat box; observe evaporation, etc.
3. Study characteristics of air, as in wind, water; as a space-filling agent; its invisible quality; its necessity for life
4. Study division of day and night, using globe, flashlight, dark room for demonstration
5. Study of weather, stressing importance of wearing appropriate clothing for various kinds of weather in order to promote good health; children may dress dolls accordingly and explain their dress to group
6. Learn importance of keeping good teeth through proper brushing; child may bring record to play while brushing teeth; helps give him feeling of importance and encourages more verbalization through use of music

B. Science films

Zoo Baby Animals
Farm Animals
Mother Deer and Her Twins
Elephant Baby
Life in the Desert
Animals at Work in Nature
Animals: Tracks and Signs
Animals Growing Up
Adventure of the Chipmunk Family
Gray Squirrel
Living Things Are Everywhere

The Honeybee
Eat for Health
Soapy, The Germ Fighter
Life Story of a Snake
How Nature Protects Animals
Our Shrinking World
The Beaver

C. Science filmstrips

Breads You Make with Yeast
Keeping Neat and Clean
Health Helpers
Roger's Rabbit
Care of Animals



Independent Story Time

Mathematics Program

I. Introduction

The children in the primary level are usually closer to their grade level in mathematics than in the other areas. This program should be primarily of practical help to the children, aiding them in learning concepts which they are already meeting in daily living. Most of their experiences deal with the learning and developing of skills necessary in various monetary transactions or in following directions.

They can begin learning addition and subtraction, simple measurements, telling time, and learning the value of some of the smaller denominations of money as they use them in buying some articles which they may have in their classroom store.

II. Developing skills

- A. In addition and subtraction
 1. Use addition-subtraction light-up board
 2. Listen to records and tapes relating to number concepts
- B. In measurements, using actual measuring unit
 1. Telling time
 - a. Hour and half-hour
 - b. Time to get up, go to bed, swim, eat, go to music, lunch, recess, supper, breakfast, midnight, noon
 - c. Experience of a second's time by doing something for a second; for one minute, as whistling; one-half hour, as reading; or an hour of working independently or in a group in an interest center
 - d. Making a paper watch, with moveable hands to wear; making a clock with moveable hands, with paper plate for dial
 - e. Counting time by 5's
 - f. Learning numbers on calendar and their meaning, using the current month each time
 2. Using money
 - a. Learning value of a penny, a nickel, a dime
 - b. Playing store with play money
 - c. Using real money to make transaction more meaningful
 - d. Role-playing, using coins to solve on-the-spot problems
 - e. Counting by 1's, 5's, 10's or by combination of all
 3. Learning linear measurements

Measuring height of doorknob; desk, table; the students themselves, finding height of tallest one in class; the ceiling
 4. Learning liquid measurements

Gallon, quart, pint, glass
 5. Learning weight measurements

Pencil, toy car, the students themselves
 6. Learning the measurements of temperature, using a graph to record daily temperatures

7. Developing skill in using fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$)
 - a. Use of flannel board
 - b. Use of cardboard objects and pieces

C. Additional materials

Sadlier Workbooks

Allows more advanced groups to work independently, with aides and teachers checking their completed work

SRA Worksheets

Allows the less advanced groups to progress at their own speed, better than Sadlier, with the aides and teachers checking the completed lessons

Fine Arts Program

I. Introduction

Art work is coordinated with nearly all of the other subjects. It helps to make those subjects more interesting and more meaningful, and, at the same time, develops visual and motor skills in the individual child. He also becomes more aware of examples of art in nature and then begins to develop a greater awareness of and appreciation for various forms of art in his surroundings.

II. Some additional suggestions of activities and materials

- A. Use of pop-art

Decorate pop bottles in patriotic red, white, and blue colors so they can be used to decorate rooms at home
- B. Make footprint pictures to stimulate creativeness
- C. Collect pictures in various colors of different objects or scenes for the bulletin board
- D. Draw pictures of leaves or other objects, color them and then paste on paper or fasten to bulletin board
- E. May use many ideas suggested in the early primary program

Music Program

I. Introduction

The music program at this level, as at the early primary level, is presented chiefly for enjoyment, although it also is coordinated with most of the other areas.

The main goals of this program, in addition to all of those listed in the pre-primary level, include learning to play the autoharp, bells, guitar, and ukelele; learning to listen carefully to music and to enjoy hearing it; learning to feel different meters by bouncing a ball or skipping a rope to the rhythm; learning to identify a number of different instruments by seeing them, hearing them, and listening to them on records.

During the first few days, an inventory should be taken to determine each child's span of attention, his singing ability, and to find out what he likes to do in music class. To gain this information, the children may be given a rhythm instrument and encouraged to sing and play a familiar song such as **Ten Little Indians**.

A weekly schedule can then be planned for both the early primary and primary sections, such as the following:

- Monday — Rhythm Band Day
- Tuesday — Children's Choice
- Wednesday — Music Appreciation
- Thursday — Musical Games and Dances
- Friday — Review

II. Activities and materials

A. Listening to musical performances or practices

1. Attending the rehearsal of a musical comedy or an orchestra or band when explanations are being given
2. Observing a college or high school vocal or instrumental group during a practice time

B. Participating in activities

1. Singing **Are You Sleeping?** as a round
2. Doing exercise songs
3. Listening to or singing **Ten Little Indians** while walking, skipping, etc., in time to the music

4. Listening to music and clapping the beat in time and learning the change from double to triple meter

- a. While listening to a certain beat such as three beats to the measure, watch teacher draw example on the chalk board

- b. Students then search for similar measure in one of the music books

5. Bouncing a ball in time to music

6. Singing **The Safety Song** from **Headstart with Music**

7. Listening to descriptive music and then trying to illustrate it

Example: Teacher explains descriptive music, then plays **The Swan** without telling the name of it; have pupils draw what they think they see, or what they think the composer is trying to describe

8. Learning what staff, treble, and bass clefs are and a few types of notes

Use of a filmstrip and the overhead projector will help the students to learn these objects

9. Playing musical games which are usually used successfully

Musical Chairs

La Raspa — in a Mexican Folk Dance Album

Nageela — in sixth grade Music for Young Americans

The Muffin Man

Schottische

Pasa La Pelota in **Hola, Vamos a Cantar** — a book

Hokey-Pokey

10. Rhythmic activities, using records

The Four Bears

The Rhythm Band in **Headstart with Music**

The Indian Drum

Rhythm Orchestra in **Creative**

Rhythms for Children R-47, AED 20B

Favorite Action Songs R-45

Chopsticks in **More Learning As We Play**

Farm Rhythms R-41

Combined Free Rhythms AED 2

Basic Rhythms R-20

Music for Young Americans, Book One, pp. 97-101

- Skip and Whirl, etc. R-43**
Side One of More Learning As We Play
Hey! Betty Martin
11. Singing songs which are usually used successfully
Jack and Jill
Color Game
Exercise Song, Music for Young Americans, Book I
Safety Song
When Johnny Comes Marching Home
Little Red Caboose
Summer Day
Ten Little Indians
Sho Dolly from Headstart with Music
Michael, Row the Boat Ashore from record, You, Too Can Sing R-135
Who Did?
Fat Man, from the record, The Circus Comes to Town
Do Re Mi from Sound of Music
- Hush, Little Baby from You, Too, Can Sing**
Pobre Pedro from the book, Hola, Vamos a Cantar
12. Developing music appreciation
 One day each week filmstrips can be used to give musical experiences; these records can be used in pre-primary, primary, and intermediate
America the Beautiful
Star-Spangled Banner
John Henry
Peter and the Wolf
Wind and Strings (all levels)
Sleeping Beauty
The Firebird Suite
William Tell Overture
The Nutcracker Suite (pre-primary and primary)
Introduction to Music Reading
Stephen Foster

Intermediate Level

I. Introduction

The intermediate area should be designed to meet the needs of students ten through fourteen years of age. One large room can be used as a resource center so that students can become acquainted with various kinds of visual aids and interest centers during the first two days of school.

Fifteen interest centers may be planned so that students can move to a different one every twenty minutes. Movies and art projects may also be presented at various intervals during this time. This plan makes it possible for two teachers to have a personal ten-minute interview with each student.

The interest centers may be further developed later by utilizing various materials.

Films (headphones)

Filmstrips (cardboard box turned on side with white construction paper in the bottom for the screen, small projector — \$33.00)

Filmstrip record set obtained from Society for Visual Aids

Tape and book (teacher-made)

Records (stories and music)

View-Masters

Tapes and slides (teacher-prepared programs)

Paper, scissors, glue

Play-dough

Wet clay

Puzzles

Crayons, paper

Printing set

Games (checkers, scrabble, dominoes — picture and number, Spellmaster, Recall)

Math aids (Quizmo, flash cards, clock, cuisinaire rods, Arithmequiz)

If the large room can be available during the entire term, this resource center can be continued for that time. The arts and crafts area can be developed where students may work on individual projects at various times

during the day. A moveable wall can be used as a partition between the more quiet interest centers and the others. The room also affords a place for parents to come on Friday afternoons or evenings and actually see their children's projects.

These projects might include a variety of activities:

Leatherwork

Ceramics

Weaving

Painting

Sewing (handwork)

Sculpturing

Metalwork

Woodworking (re-doing old furniture)

Shop (motors)

Cardboard carpentry

II. Orientation and placement

At this level, as in the earlier ones, the children need a friendly, interesting atmosphere—one that will motivate them to take part in the various learning procedures.

A. Steps in diagnosis for the purpose of placing the students in the groups where they can make the most progress

1. Informal ten-minute interviews, using a questionnaire such as the one given below:

Name

Age

Where did you last go to school?

What grade were you in?

Family:

Mother's name

Father's name

How many brothers and sisters?.....

What do you like about school?

What don't you like about school?

Is there anything you would especially like to learn about?

Oral reading level (informal reading inventory)

Mathematics (informal inventory)
Is there anything else you would like
to tell me about you or your family?
.....

2. Perhaps other diagnostic tests which will show the reading comprehension of the student as well as his ability to use the language orally, keeping them as simple and informal as possible in order to relieve any anxiety the student might have concerning tests

B. Placement

As a result of the informal interviews and tests, one or more teachers decide where the child should be placed, basing the decision on his chronological age, physical maturity, social maturity, and academic achievement. Older boys should be placed with a male teacher and older girls with a female teacher. At this time the teachers note any special needs of the students such as those concerning speech, vision, or other health problems. They also observe whether any of the children need clothing.

The groups should be as flexible as possible so that each child may move to another group if his teacher feels that he will profit more from the experiences he may have in the other group.

Language Arts Program

I. Introduction

The language arts program should be developed around three main objectives: (1) to increase oral expression; (2) to increase enjoyment; (3) to improve reading comprehension. These objectives can be achieved through the development of skills by providing rich and meaningful experiences in which a child may actually participate.

The sequence for developing skills in communication is **listening, speaking, reading, and writing**, although often these areas are interwoven. Once the child begins to develop skill in speaking, as well as listening,

he will gain a feeling of self-confidence and a more positive self-image. The first week should be spent almost entirely in listening, talking, and getting acquainted with books. A library and a librarian are great assets to the language arts program.

The following suggestions will provide experiences for the child that are rewarding, varied, and challenging, yet nonthreatening. The entire program is based on success—success felt by each child, regardless of his reading level.



A Favorite Place for Many of the Students —
The Carpeted Library

II. Suggested materials and activities for developing skills in communication

A. Listening

1. Stories to be read aloud by the teacher
 - a. **Poppy Seeds** by Clyde Bulla
Crowell, Collier, and Macmillan,
Inc.
866 Third Avenue
New York, New York 10022
 - b. **Hero by Mistake** by Anita Brenner
W. R. Scott, Inc.
333 Avenue of the Americas
New York, New York 10014
 - c. **The Story of Pablo, A Mexican Boy**
by Carol Amescua
Encyclopedia Britannica, Inc.
Educational Division
425 North Michigan Avenue
Chicago, Illinois 60611

- d. **Chitty Chitty Bang Bang**
by Ian Fleming
Random House, Inc.
457 Madison Avenue
New York, New York 10022
- e. **Stories from Mexico**
by Edward W. Dolch
Garrard Publishing Company
1607 North Market Street
Champaign, Illinois 61821
- f. **Sam, Bangs, and Moonshine**
by Evaline Ness
Holt, Rinehart, and Winston, Inc.
4640 Harry Hines Boulevard
Dallas, Texas 75235
- g. **Theodore Turtle**
by Ellen MacGregor
Hill Book Company, Inc.
330 West 42nd Street
New York, New York 10026
- h. **Nine Days to Christmas**
by Marie Hall Ets
Viking Press, Inc.
625 Madison Avenue
New York, New York 10022
- i. **Dorrie and the Weatherbox**
by Patricia Coombs
Lothrop, Lee, and Shepard
Company, Inc.
419 Park Avenue S
New York, New York 10016
- j. **Two Pesos for Catalina** by Ann Kirn
Rand McNally and Company
Box 7600
Chicago, Illinois 60680
- k. **Nobody Listens to Andrew**
by Elizabeth Guilfoilo
Follett Educational Corporation
1010 West Washington Boulevard
Chicago, Illinois 60607
- A book for the teacher:
Storytelling with the Flannel Board
by Paul S. Anderson
T. S. Denison and Company, Inc.
315 Fifth Avenue S
Minneapolis, Minnesota 55415
2. Record and book combinations
- a. **Where the Wild Things Are**
by Maurice Sendak
Harper and Row Publishers, Inc.
2500 Crawford Avenue
Evanston, Illinois 60201
- b. **Picture Book Parade**
Weston Wood
Weston, Connecticut 06883
3. Tape and book combination
- Ride on the Wind** by Alice Dagliesch
Charles Scribner's Sons
597 Fifth Avenue
New York, New York 10017
4. Story records
- a. **20,000 Leagues under the Sea**
Walt Disney Productions
- b. **Rumpelstiltskin**
Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614
- c. **The Jungle Book**
Walt Disney Productions
5. Story tapes (school-made)
- a. **Pinocchio**
- b. **101 Dalmatians**
- c. **Winnie the Pooh**
- d. **Cinderella**
- e. **Dumbo**
6. Recorded music
- a. **Great Music for Relaxation**
Educational Record Sales
157 Chambers Street
New York, New York 10007
- b. **A Child's World of Poetry**
Picture Story Study Prints
TSP-11R (Pictures and two
records)
Society for Visual Education,
Inc.
1345 Diversey Parkway
Chicago, Illinois 60614
- B. Talking
1. Experience charts; the expression of
anything that happens during the
school day or after school
2. Creative dramatics
- a. Acting out stories, poems, and songs,
using puppets, felt figures, and felt
board



Puppets Are Fun and Can Be Helpful, Too

- b. Pantomimes
 - c. Diorama.
 - d. Movies with or without scripts, using cardboard TV set
 - e. Murals
 - f. Pictures, using opaque projector
 - g. Taping a play to be replayed for class or over the intercom for the entire school, using an amplifier with students' oral presentation, if needed
 - h. Visiting an adult "Children's Theater," if arrangements can be made
3. Dramatic play
- a. Role-playing such as in setting up situations to solve problems, meet new situations, learn social amenities
 - b. Taking part in interviews and telephone conversations
4. Pictures
- a. Categories: pictures of things that move, things that fly, things made of cloth
 - b. Description: "Tell me what you see in the picture."
 - c. Interpretation: "Tell what you think will happen next. How you think the people in the picture feel?"
 - d. Comparison of articles that are smooth and rough, heavy and light, thin and thick
5. Films: Playing films without sound, followed by discussion, or using films that have no dialogue
6. Filmstrips: A rich source of language stimulation, as they can be used by children for conversation as an independent activity
7. Choral readings, using the book, *Let's Say Poetry Together*, by Carrie Rasmussen
8. Learning to use standard sentence patterns
- a. Using sentence-building game
Distribute tagboard cards on which are written words to make a sentence; have children stand so that the cards held in front of them make the sentence
 - b. Completing open-ended sentences
Have children complete sentences such as "I hunted and hunted for my shoes, and I finally found them . . ." (Children tell where they found them.)
 - c. Expanding short sentences
Have children expand such sentences as "A fire burned . . ."; "A door opened . . ."
 - d. Discovering patterns
Read the books listed, each of which has a repeated pattern. After leading the children inductively to discover the pattern, help them to write a class book, using it.
 - 1) "The House That Jack Built"
"This is the birthday cake that Jimmy ate. This is the girl who baked the birthday cake that Jimmy ate," etc.
 - 2) "The Old Woman and Her Pig"
Each narrator repeats the preceding action and adds another step
 - e. Reading orally
Read orally from the book, *Tell a Tall Tale*, by Kent Salisbury
Western Publishers, Ltd.
810 West 11th Street
Los Angeles, California 90015
 - f. Listening to taped sentences and finding words which say the same ideas on their worksheets

C. Reading

1. Reading inventories

a. Have available selections from the basal series being used. Primary selections should be 150 words in length. The student should not miss more than five words and should be able to answer three comprehensive questions on the selection.

b. "Classroom Reading Inventory,"
by Nicholas J. Silvaroli, 1965

This inventory is composed of two main parts; graded word lists and graded oral paragraphs. A graded spelling survey is also listed in Part III. This inventory provides the teacher with information concerning the child's independent, instructional, frustrational, and hearing capacity reading level.

William C. Brown and Company
155 South Locust Street
Dubuque, Iowa 52003

c. "The Botel Reading Inventory Tests"

These tests can be used to determine three reading levels of a child:

- 1) The instructional level at which a child can read effectively only with the teacher's help
- 2) The frustrational level at which he cannot read profitably, even with the teacher's help
- 3) The independent reading level at which the child can read easily without the teacher's help

d. The McKee "Inventory of Phonetic Skills" (Test Three)

This is a group test that is an aid in diagnosing pupil mastery of the phonetic elements that are taught in the primary program of the **McKee Reading for Meaning Series**
Houghton Mifflin Company
1900 South Batavia
Geneva, Illinois 60134

2. Reading skills

These specific reading skills are felt to be the most crucial for the Spanish-American child. They can be de-

veloped to different levels of mastery according to individual needs. Workbooks available from various grade levels will provide appropriate pages that can be used to meet individual needs.



**Older Student Tutoring Primary Student —
A Rewarding Experience for Both**



Instruction Time Can Be Game Time

a. Phonic analysis

Words taught in the oral language program in the primary section may also be used or reviewed in the reading program at this level

- 1) Single consonants — m, d, f, g, b, s, t, v, w, n, p, c, k, j, h, l, r, y
- 2) Speech consonants — ch, sh, th, wh
- 3) Initial consonants and consonant blends — bl, cr, z, st, thr, gr, pr, cl, br, soft c
- 4) Word endings — s, ed (t and d sounds), ing

- 5) Vowels and vowel combinations
— long and short sounds a, e, i,
o, u, ai, ay, ea, ee, oa (long o),
oo, ou, ow as in **Cow** and in **snow**,
vowels with silent e, combina-
tions ie, ue, etc.
- 6) Syllables
- b. Using alphabetical order
- c. Using the dictionary
- d. Getting the main idea
3. Materials
- a. **The Open Highways Reader**, Books
3, 4, 5, 6, and workbooks
Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025
- b. **Reader's Digest Reading Skill
Builder**, Book 1, Part A, through
Book 6, Part 3
Reader's Digest Services, Inc.
Pleasantville, New York 10570
- c. **Barnell Loft's Specific Skill Series**
Getting the Main Idea, Level 1
Using the Context, Levels 1-6
Working with Sounds, Levels 1-4
Following Directions, Levels 1-6
Locating the Answer, Levels 1-6
Getting the Facts, Levels 1-6
Drawing Conclusions, Level 1
Barnell Loft, Ltd.
111 South Center Avenue
Rockville Centre, New York 11570
- d. **The Macmillan Reading Spectrum**
Word Analysis, Vocabulary De-
velopment, Reading Comprehen-
sion
The Macmillan Company
539 Turtle Creek South Drive
Indianapolis, Indiana 46227
- e. **Word Games Reading Laboratory I**
- f. **Reading Laboratory Ic and IIa**
- g. **Pilot Library IIa**
- h. **Junior Reading for Understanding**
An introductory course in critical
thinking
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611
- i. **Spelling and Word Games**
Lyons and Carnahan
2085 Foothill Boulevard
Pasadena, California 91105
- j. Children's books about Mexican
Americans
Bannon, Laura. **Hat for a Hero**.
New York: Junior Literary
Guild and Whitman, 1954.
Bannon, Laura. **Manuela's Birthday**.
Chicago: Whitman, 1948.
Behn, Harry. **The Two Uncles of
Pablo**. New York: Harcourt,
Brace and World, 1959.
Benelle, H. Robinson. **Citizen Pablo**.
New York: John Day, 1959.
Buff, Mary and Conrad. **Magic
Maize**. Boston: Houghton
Mifflin, 1953.
Bulla, Clyde. **Benito**. New York:
Crowell, 1961.
Clark, Ann Nolan. **Paco's Miracle**.
New York: Farrar, Straus, and
Cudahy, 1956.
Ets, Marie Hall, and Lavastida,
Aurora. **Nine Days to Christmas**.
New York: Viking Press, 1959.
Flora, James. **The Fabulous
Firework Family**. New York:
Harcourt, Brace and World, 1955.
Forsee, Aylesa. **Too Much Dog**.
Philadelphia: Lippincott, 1957.
Gates, Doris. **Blue Willow**. New
York: Viking Press, 1948.
Garrett, Helen. **Angelo, The
Naughty One**. New York: Viking
Press, 1944.
Garthwaite, Marion and Mario.
A Mexican Boy's Adventure.
New York: Doubleday Company,
Inc., 1960.
Griffiths, Faljean. **Hidalgo and the
Gringo Train**. New York: E. P.
Dutton and Company, Inc., 1948.
Hader, Berta and Elmer. **The Story
of Pancho and the Bull with the
Crooked Tail**. New York: The
Macmillan Company, 1942.
Johnson, A. and E. **The Rescued
Heart**. New York: Harper and
Row, Publishers, Inc., 1961.
Kirn, Ann. **Two Pesos for Catalina**.
Chicago: Rand McNally and
Company, 1962.
Krumgold, Joseph. **And Now Miguel**.
New York: Crowell, Collier and
Macmillan, Inc., 1953.

- Morrow, Elizabeth.
The Painted Pig.
 New York: Knopf, 1930.
- Parish, Helen Rand.
Our Lady of Guadalupe.
 New York: Viking Press, 1955.
- Politi, Leo and Pedro.
The Angel of Olvera Street.
 New York: Scribner's, 1946.
- Politi, Leo.
Juanita.
 New York: Scribner's, 1948.
- Politi, Leo.
Song of the Swallows.
 New York: Scribner's, 1949.
- Rhoads, Dorothy M.
The Corn Grows Ripe.
 New York: Viking Press, 1956.
- Ritchie, Barbara.
Ramon Makes a Trade.
 Berkeley: Parnassus Press, 1959.
- Rydberg, Ernie.
Bright Summer.
 New York: Longmans, 1931.
- Sawyer, Ruth.
The Least One.
 New York: Viking Press, 1941.
- Sinon, Charlie Mae.
Popo's Miracle.
 New York: E. P. Dutton and
 Company, Inc., 1938.
- Sommerfelt, A.
My Name Is Pablo.
 New York: Criterion, 1966.
- Tarshis, Elizabeth.
The Village That Learned to Read.
 Boston: Houghton Mifflin, 1921.
- Yomans, Ben.
Roberto, The Mexican Boy.
 Chicago: Whitman, 1947.
- Young, Bob and Jan.
Across the Tracks.
 New York: Messner, 1958.
- Blatt, Gloria T. "The Mexican American in Children's Literature,"
Elementary English,
 (April, 1968), pp. 446-451.



Reading Can Be Fun

D. Writing

1. Story endings
 Have students write ending of stories after teacher has read aloud to an appropriate point in stories
2. Pictures
 Select special pictures students can relate to and write about
3. Field trips
 Students write about experiences and illustrate
4. Books
 Have students write their own ABC books or illustrate books
5. Letters
 Students write letters to friends or relatives in Texas or other states
6. Thank-you notes
 Write notes to resource people who visited class
7. Poetry
 Have students paint flowers in water colors and write haiku in black over flowers
 Use: **A Cloud of Summer**
 by Doris Johnson
 Follett Publishing Company
 1010 West Washington Boulevard
 Chicago, Illinois 60607
8. Spelling
 Have students and teacher locate misspelled words in students' writing. Write these on file cards with not more than five words on a card for each student. Keep these in a file box. After the student has had time to study the words, the teacher or aide can test

him. When he is able to spell all five correctly, discard them and go to the next file card. A spelling bee at the end of summer school is fun. Use words students have worked on during the summer. The prize could be a notebook, paper and pencil, or an appropriate game.

Botel Spelling and Writing Patterns
(A Multilevel Program)

Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

III. General language arts materials

A. Films

The Loon's Necklace

Erings to life a charming Indian legend of how the loon, a water bird, received his distinguished neckband; characters established by authentic ceremonial masks carved by Indians of British Columbia and used to portray Indians' sensitivity to moods of the native — 11 minutes — Color

The Oregon Trail

Recreates the tremendous saga of the westward movement by dramatizing the experiences of a pioneer family migrating to Oregon in a wagon train — 25 minutes — Black and white

Claudius, Boy of Ancient Rome

Offers colorful highlights of life and customs in ancient Rome by dramatizing the story of a Roman boy's friendship with a young slave in his father's household — 17 minutes — Color

Puss in Boots

A well-known fairy tale retold with animated puppets — 11 minutes — Black and white

Hunter and the Forest

A story, without words, of an unusual encounter between a hunter and a family of deer in the forest, told with photography, natural sound effects, and an original music score — 11 minutes — Black and white

Autumn Color

A story without words — 7 minutes — Color

Mexican Boy —The Story of Pablo

A story of a little Mexican boy, telling in his own words how he worked to make a wish come true — 22 minutes — Color

Ways to Find Out

Experiences of a young child on a rainy afternoon with the wet world around him — 11 minutes — Color

One Road

A colorful 15,000-mile trip — 30 minutes — Color

Japanese Boy — The Story of Taro

Tells the touching story of a Japanese child who loses a friend, gains a treasured possession, and learns that growing up often means sacrificing one end to gain another — 20 minutes — Color

Rainshower

Letter to Grandmother

Gold Rush Boy

You'll Find It in the Library

An explanation of how one can find any book he wants in the library when he knows only the title, author, or subject — 15 minutes — Color

B. Filmstrips

Peter Pan

Lady and the Tramp

The Adventures of Johnny Appleseed

The Adventures of Pecos Bill

The Adventures of Mr. Toad

The Legend of Sleepy Hollow

Peter and the Wolf

The Brave Little Tailor

Ben and Me

The Wonderful World of the Brothers Grimm

Glad Book — Sad Book
(record included)

Look It Up

Story of the Star-Spangled Banner
(record included)

Social Living Program

I. Introduction

This program is concerned chiefly with three main ideas: (1) the child's learning about himself and his personal and social development; (2) vocational and avocational aspects of his development; (3) the child's heritage.

The program can be developed through the use of interest centers. One approach is placing students with teachers and aides in one large open area. The students are then divided into groups with approximately eight in each group.

A teacher and an aide are responsible for an area which they supervise all week. The groups of students move to a new interest center each day, thus keeping their interest high and providing for more individualized instruction.

Suggested activities and materials for the interest centers are: using filmstrips, film-



**An Interest Center
Using Records and Filmstrips on Mexico**

strips and records, films, records, tapes, slides and tapes, the microscope, caring for science equipment, manipulating a plastic model of the human torso, planting a garden, using science charts, human body booklets, a heart puzzle, working with maps, studying globes, using map skill booklets, working on art projects, songs and dances.



Learning about Themselves through the Use of Plastic Models

A culminating activity could be a program including the following: A creative dramatics presentation of **Pablo, A Mexican Boy**, for which students have painted the scenery; a demonstration of bargaining at the market place; a discussion of maps they have made; songs, dances, and the breaking of the piñata.

The art and music programs may be closely and effectively coordinated with the social living program in these activities.

II. Physical development

A. Systems of the body and how they function

1. Digestive system

- a. Path the food travels
- b. What happens to the food in the stomach and small intestine
 - 1) Bacteria—harmful and beneficial
 - 2) Digestive juices
 - 3) Parasites and how to get rid of them

c. Food

- 1) Foods easy to digest
- 2) Foods difficult to digest
- 3) Important supplements to the diet to correct vitamin or other deficiencies
- 4) Care of food
 - a) Refrigeration
 - b) Contamination by flies, etc.
 - c) Dangers in spoiled foods

d. Filmstrips

Your Digestion
The Mouth — Digestion and Respiration

2. Circulatory and respiratory system

- a. Path of the blood through the heart, lungs, arteries, veins, capillaries
- b. Materials on the circulatory and respiratory system

1) Heart Puzzle

Colorado Heart Association
1375 Delaware
Denver, Colorado 80204

2) Books

What Makes Me Tick
by Hyman Ruchlis

Z. E. Harvey, Inc.
Harvey House Publishers
Irvington-on-Hudson,
New York 10533

Your Heart and How It Works
by Herbert Zim

William Morrow and Company
425 Park Avenue S
New York, New York 10016

3) Films

The Heart and How It Works
Colorado Heart Association
1375 Delaware

Denver, Colorado 80204

Hemo the Magnificent

Bell Telephone Company
Greeley, Colorado 80631

4) Filmstrips

Your Blood System

How You Breathe

The Mouth — Digestion and Respiration

3. Reproductive system, a characteristic of all living things, as life comes from life

- a. Similarities and differences in the reproduction of plants and animals

1) Plants

- a) Examples of asexual reproduction

(1) Vegetative propagation—geranium cuttings, potatoes, strawberries

(2) Budding of yeast as viewed through microscope

- b) Sexual reproduction — pollination of flowers

2) Animals

- a) Asexual reproduction

(1) Division of cells — paramoecia and amoeba

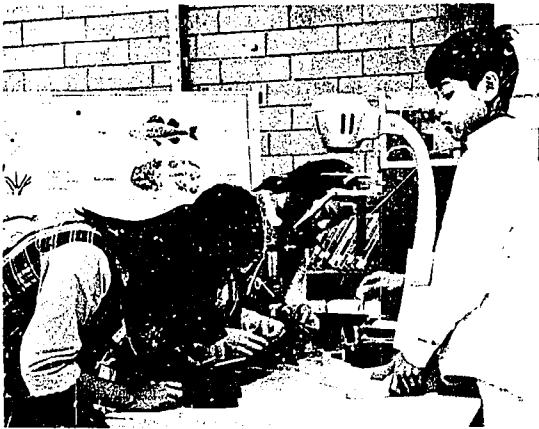
(2) Budding of hydra

Sample may be secured from nearby lake and observed under microscope

(3) Regeneration — planaria
Specimens may be obtained from a stream,

cut in half, put back in pond water in classroom, and observed for one week

- b) Sexual reproduction
- (1) Fertilization of egg outside of body, as with frogs
 - (2) Fertilization of egg inside of body, but egg developing outside, as with chickens
 - (3) Fertilization of egg inside the body and development of embryo inside of the body, as with man



Young Scientists at Work

- b. Materials on the reproductive system
- 1) Books and pamphlets
 - The First Book of Microbes**
by Lucia Lewis
 - The First Book of Plants**
by Alice Dickinson
Franklin Watts, Inc.
575 Lexington Avenue
New York, New York 10022
 - Very Tiny Living Things**
by Harold Tannenbaum
Webster Publishing Company
2225 Briarcliff Road NE
Atlanta, Georgia 30306
 - Young People's Science Encyclopedia**
Children's Press, Inc.
1224 West Van Buren Street
Chicago, Illinois 60607
 - The Human Story, Facts on**

Reproduction, Birth, Growth
by Sadie Hofstein
Scott, Foresman and Company
Glenview, Illinois 60025

A Story about You
by Marion Lerrigo
American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Into Manhood
by Roy E. Dickerson
Association Press
291 Broadway
New York, New York 10007

A Boy Today—A Man Tomorrow
by M. V. Hayes
Optimist International
4494 Lindell Boulevard
St. Louis, Missouri 63108

Growing Up
by Charles Wilson
Bobbs-Merrill Company, Inc.
Indianapolis, Indiana 46206

All about Heredity
by Judith Randall
Random House, Inc.
457 Madison Avenue
New York, New York 10022

Who Do You Think You Are?
by Marguerite Lerner
Deals with heredity
Prentice-Hall, Inc.
Englewood Cliffs,
New Jersey 07632

- 2) Films
 - Learning about Flowers**
11 minutes — Color
 - Learning about Seeds**
11 minutes — Color

Microscopic Life
The world of microscopic plants and animals in a jar of ordinary pond water explored by world of the invisible

Tad the Frog
Shows Tad as he hatches from a tiny egg into a tadpole, and then develops into a full-grown frog

Boy to Man
Concerned with the physical

changes in the hope that improved understanding may lessen tension and fears

Girl to Woman

Presented to develop an understanding of the physical changes which occur during adolescence — 18 minutes — Color

It's Wonderful Being a Girl

20 minutes — Color
All of above films obtainable from:

Visual Products Division
Box 3344, 3M Center
St. Paul, Minnesota 55101

3) Filmstrips

Reproduction in Flowers

Human Reproduction

(Correlated charts available)

Eye-Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Especially for Boys

(record included)

4) Transparencies

Body Changes at Puberty

No. 4767

How Life Begins

No. 4765

Heredity

No. 4766

(All transparencies available from School Health Education Catalogues)

B. Care of the body

1. Prevention of diseases by inoculation; discussion of shots
2. TB — the tine test
3. Care of bodily injuries, such as cut fingers, burns, etc.
4. Influence and effects of smoking, use of drugs and alcohol on the body
5. Materials about the body and its care

a. Charts

Science Charts by Ira C. Davis and Leroy C. Smith

A. J. Nystrom Company
3333 Elston Avenue
Chicago, Illinois 60618

Human Body Kit No. 650

Consists of ten charts, thirty pupil booklets, and a **Teacher's Manual**

The Human Body

A transparency and duplicating book

Milliken Publishing Company
611 Olive Street
St. Louis, Missouri 63101

Food Model

A packet of the four basic food groups

Dairy Council of Colorado
Mrs. Marie Rennels,
Program Consultant
1700 Rangeview Road
Fort Collins, Colorado 80521

Good Health Charts Nos. 551 and 552

American School Supply Company
9301 Blake Street
Denver, Colorado 80205

b. **Plastic Model of Human Torso**

Nystrom Biological Model Co.
3333 Elston Avenue
Chicago, Illinois 60618

c. **Microscope and slides**

Have children scrape cells from inside of mouth with toothpick and prepare slides from them

d. **Books**

What's Inside of Me?

by Herbert Zim

William Morrow and Company
425 Park Avenue S
New York, New York 10016

Your Wonderful Body

by Robert Follett

Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

e. **Films**

Food That Builds Good Health

Shows the relationship of good health to the foods children eat and what those foods are; in contrast, shows irritability, lack of energy, and physical weakness as a result of a poor, unbalanced diet; also shows how eating right foods in right amounts regularly contributes to building of strong,

healthy bodies — 11 minutes —
Color

Eat for Health

Shows a boy learning to eat a balanced diet of bread and butter or margarine, milk and cheese, meat and eggs, vegetables and fruits — 11 minutes — Color

How to Catch a Cold

Explains also how to avoid catching a cold

A Walt Disney Film

You and Your Eyes

8 minutes — Color

How Our Bodies Fight Disease

Illustrates the body's three lines of defense against bacterial disease—8 minutes—Black and white

Health in Our Community

Dramatizes the work of the Department of Health

Your Health in the Community

Stresses the important services of a public health department

f. Filmstrips

How Vitamins Help Man

How Your Body Grows

Exploring Growth

Churchill Films

6671 Sunset Boulevard

Hollywood, California 90028

III. Personal and social development

A. Personal hygiene regarding cleanliness, grooming, care of clothing

1. Have a full-length mirror available
2. Provide kit or box for each child, labeled with his name and picture, and containing soap, toothbrush, small comb, mirror, washcloth, crayons, coloring or activity book, paint box, and scissors
These materials are to be kept by the child and taken with him when he leaves.
3. Have a beautician and a barber come to classroom and show students how to wash their hair; beautician can show girls how to set hair and discuss hairstyles with them



It's Very Important to Look Pretty

4. Use qualified resource person to show how to iron shirts, pants, dresses, and how to mend clothes
5. Discuss bathing and use of deodorant
6. Decide as a group how many hours of sleep are needed for healthy, sparkling, alert appearance and feeling of well-being
7. Show how to brush teeth properly
8. Additional materials on personal hygiene
 - a. Posters on Dental Health
Professional Services Division
Proctor and Gamble Company
301 East Sixth Street
Cincinnati, Ohio 45202
 - b. Books and pamphlets
World of a Girl
Scott Paper Company
Home Service Center
International Airport
Philadelphia, Pennsylvania 19153

Through the Looking Glass for Girls
Home Economics Department
Proctor and Gamble Company
301 East Sixth Street
Cincinnati, Ohio 45202

My Fair Lady
Dairy Council of Detroit
704 New Center Building
Detroit, Michigan 48202

How Am I Doing?
For both boys and girls
National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

Keeping Clean by Newath
Sterling Publishing Company, Inc.
419 Fourth Avenue S
New York, New York 10016

Let's Go to a Dentist
by Naomi Buchheimer
G. P. Putnam's Sons
210 Madison Avenue
New York, New York 10016

c. Films

Teeth Are to Keep
Explains essentials of dental hygiene in an animated cartoon story — 11 minutes — Color

Sleep for Health
Presents the importance of regular sleeping habits from the viewpoint of a child

Ways to Good Habits
Demonstrates how to substitute good habits for bad ones

B. Social amenities

1. General courtesies

- a. Discuss basic principles of good manners as consideration for others and not just a meaningless set of rules
- b. Use courteous words such as "I'm sorry," "Thank you," "Please" in practice situations

2. Serving and eating food

- a. Have students set a table and serve finger foods such as lunch meat and bread and butter
- b. Show how to use napkin, how to cut meat with knife and fork

- c. Show how to read a menu
 - d. Have group members take turns serving afternoon snacks
3. Making introductions, including how to introduce themselves, using role-playing



Being Introduced to the Principal Is Something Very Special, Especially When You Know How It Is Done

4. Materials on social amenities
- a. Charts

Good Manners Charts
Nos. 553 and 554
American School Supply Company
2301 Blake Street
Denver, Colorado 80205

- b. Films

Getting Along with Others
Shows children putting on a class play successfully after they have learned to take turns, play, and help one another

Mealtime Manners and Health
Shows that Phil learns there is more to good mealtime manners than the simple courtesies at the table

C. Safety

1. Discussion of dangers of irrigation ditches
2. Discussion of dangers of faulty electric wiring
3. Explanation of signs at pedestrian and train crossings, followed by discussion of proper precautions to be taken regarding them
4. Discussion of dangers of driving when under the influence of alcohol
5. Materials on safety
 - a. Charts

Safety Charts Nos. 555 and 556
American School Supply Company
2301 Blake Street
Denver, Colorado 80205

b. Books

Safety Can Be Fun by Munro Leaf
J. B. Lippincott Company
East Washington Square
Philadelphia, Pennsylvania 19105

c. Films

Safety with Electricity
Demonstrates that electricity can be dangerous

Safety in Our School Bus
For all students who ride buses

Safety with Everyday Tools
Helps youngsters avoid accidents with everyday tools

D. General materials on personal and social development

Films

Developing Responsibility

The appealing story of a boy and of the dog to which he wants very much to teach lessons on responsibility

Good Sportsmanship

Examples illustrating the basic skills in being a good sport

Respect for Property

Presents three concepts basic to building respect for property

The Dangerous Stranger

Warns children about strangers who might approach them while they are going to and from school

Our Community

Depicts police and fire protection, health safeguards, and park and recreational facilities

School Rules: How They Help Us

Demonstrates school rules in action

Beginning Responsibility:

Being on Time

Shows how Jimmy misses out on things because he is not on time

Helpers at Our School

Shows youngsters meeting the custodian, lunchroom cook, and other seldom-seen members of the staff

Community Helpers

Shows work of Sanitation Department and gives reasons why one should not be a litterbug

IV. Vocational and avocational experiences

A. Vocational experiences

1. Reading want-ad section in the newspaper



What Jobs Are Available?

2. Discussing qualifications necessary for various jobs, and importance of being punctual
3. Practicing filling out job application forms from employment office
4. Taking part in an interview for a job, using the role-playing situation
5. Reading through and discussing the driver's license booklet
6. Discussing what to do if one gets a ticket from a policeman, including the legal rights and laws
7. Suggested field trips
 - Factory
 - Dairy
 - City Complex
 - Service Station — Garage
 - Five- and Ten-Cent Store
 - Post Office
 - Bank
 - Department Store
 - Newspaper Office
 - Grocery Store and Bakery
 - Courthouse

Jail
Turkey Farm
Hospital and Health Department
Beauty School

B. Avocational experiences

1. Visits to various places

College Art Show
Historical Monuments
City Park
Museum
Fish Hatchery
Pottery Factory
Theater
National Park
Miniature Golf Range
Meal at a Restaurant
Bowling Lanes
Tour of City

2. Evening programs for parents enabling them to see their children's activities as well as their academic work

- a. Physical education activities such as games, dances, swimming, etc.
- b. Music program in which students may play instruments or sing songs they have learned
- c. Home economics programs such as the presentation of a style show and serving of refreshments students have prepared
- d. Video-taped performances illustrating some of the children's daily activities as well as some phases of their academic work
- e. Art work on display
- f. A combination of the work of several or all of the departments presented in some of the programs

3. An overnight trip to the mountains

a. Preparation

- 1) Arrangements for camp site including renting of cabin with sufficient number of beds, tables, benches, and getting copy of inventory of equipment
- 2) Planning supplies
 - a) Sleeping bags — some made of paper available through the government at about \$2.00 each

- b) Personal items including kit for each student with soap, towel (borrowed from PE Department), comb, toothbrush, toothpaste, mirror, all of which may be put in large baggies if no other container is available

c) General items

First aid kit
Ten sets of clothing for emergencies — five for boys and five for girls
Mosquito repellent
Wood for fire
Drinking water and paper cups
Food and necessary equipment for preparing it
Extra blankets
Toilet paper
Sanitary napkins
Plastic sheets (If any child is known to have a problem, check with nurse or teacher.)

3) Planning for sharing responsibilities

- a) Each adult responsible for five students
- b) Planning with students regarding help with cooking, clean-up, and recreation



Eating Outside Makes for Hearty Appetites

- c) Discussing what a child should do if he gets lost

- d) Leaving cabins in order with kitchen cleaned, doors locked, gas and electricity turned off
- e) Leaving camp in orderly condition, picking up all trash, and putting water and sand on fires
- 4) Planning evening recreation
 - a) Songs from **Campfire Booklet**
 - b) Skits
 - (1) Some provided by teachers or leaders such as those given in detail on the following pages
 - (2) Others planned creatively by students, with or without help of group leaders, perhaps using popular fairy tales as themes, or the idea of cowboys and Indians, or a feud such as that between the Martins and the McCoys, or an original idea from the students

C. Resource people for vocation and avocational experiences:

- Sheriff
- Mayor
- Nurse
- Fire Chief
- Square Dancing Instructors
- Other local people who are able to give programs on Spain and Mexico

SUGGESTED PREPARED SKITS

Fishing

Two teachers or aides dress up like Grandma and Grandpa. They have a long string running from one to the other to use as a telephone line. They try to talk to each other but pretend they can't hear because the line is down. Grandpa does say something about "gone fishing." Grandma says they need someone to hold up the line so they can hear. Someone asks several students to hold up the line so the couple can hear each other. Then Grandpa says that he's "gone fishin'" and has caught a whole string of suckers."

Growing Machine

Have a blanket spread over some chairs with a big sign above saying "Growing Machine." An aide or teacher can play the role of a wizard. He explains that he has invented the growing machine and can make anything grow. He tosses in a small rock, and someone hiding in the machine tosses out a large one. He then throws in a small stick, and a large one comes out. He throws in a cup and out comes a bucket. (Several cans with pebbles in them can be shaken by a person inside for sound effects of the machine.) After the demonstration of his machine, a mother (played by a student) approaches the wizard and pleads with him to make her baby grow. Her baby is twelve years old and has never grown. She hands the wizard a doll. The wizard consents to try, although he is not too sure he will succeed. The machine shakes and makes many noises. Finally, out jumps a large person wearing a diaper over his clothing. (It would be suitable to use a tall boy.)

There's A Bear Over There

One teacher or aide asks for volunteers. At least ten students should be used. The children are instructed to stand with their shoulders touching and to tell the next person in line just what has been told. The teacher begins by saying, "There's a bear over there." As she says this, she kneels on her right knee and points with her right hand. Each child in turn does this, so that after it has passed on down the line, everyone is kneeling and pointing. The teacher then says, "And there he is!" and she pushes the line of people to the right, throwing them off balance and knocking them over.

Mary Had A Little Lamb

Characters: Little girl, mother, father, brother, and sister, played by five students

Little Girl: The first day I went to school, my teacher said, "Angela (use the person's name playing the part), stand up and recite 'Mary Had a Little Lamb.'" I was so scared, I stood up and my knees shook. I said, "Teacher, I don't know how to say it." My teacher told me to go home

and not to come back until I learned how to say "Mary Had a Little Lamb." So I went home and said, "Mommy, Mommy, you've just got to tell me how to say, 'Mary Had a Little Lamb.'"

Mother: (Very busy scrubbing floor on her hands and knees and continues to scrub as she recites the poem.)

Angela: (Not quite sure that all that scrubbing is the proper way to say "Mary Had a Little Lamb," asks her father, then her brother, and, finally, her sophisticated sister.)

Father: (Recites the poem while reading his paper and keeps spitting throughout the recitation.)

Brother: (Practices his boxing while he recites.)

Sister: (Very sophisticated, speaks in a whisper as she puts on her make-up.)

Angela: (Thoroughly confused by the four different ways she has been told, she returns to school and tries to recite it, combining the four different ways.)

(Scrubbing):

"Mary had a little lamb"

(Reading and spitting):

"His fleece was white as snow"

(Boxing):

"And everywhere that Mary went"

(Very sophisticated):

"The lamb was sure to go."

I Gotta Cold

Procedure: Two teachers or aides recruit volunteers from the children until they have quite a line of them. One teacher stands at each end. As something is whispered (loud enough so the audience can hear), each child repeats it to the one standing next to him.

First Teacher:

I saw a ghost. (Down the line)

Second Teacher:

Where? (Back up the line)

First Teacher: Over there.

Second Teacher: How big was he?

First Teacher:

Oh, this big. (Holds hands up, measuring size)

Second Teacher: How long ago?

First Teacher:

Yesterday.

Second Teacher:

Why are we whispering?

First Teacher:

I gotta cold.

Horace

One person tells the story. The other stands behind him with his head down and is covered by a blanket so that he can't be seen. A robe is put in front of the first person to hide his arms. The person behind him extends his arms around and through the arms of the robe. He does all of the arm movements. The first person looks funny because the arms do not appear to be in the correct place on his body. Then the hand movements can go along with the story in some places, while in others, they agitate the first person, since he has no control over what the hands are doing. The storyteller can ad lib. The idea is as follows: "I had a pet lion named Horace. One day when I went to school, I said, 'Now Horace, I want you to take good care of my mother, and my father, and my brother, and my sister.' Horace looked soo-o-o sad, but he knew what I meant. Well, I went to school, and when I came home, there were my mother, my father, my brother . . . but . . . WHERE WAS MY SISTER? I said, 'Where is Horace?' And when I saw him, he looked so pleased and so fat, I knew he had eaten my little baby sister! And it made me so mad! (Hands beat on chest)

Repeat this for a story sequence of three days. Each day Horace has eaten another member of the family. After these four trying days, the little girl goes to school very sad. But when she comes home, she says, "There was my father, and there was my mother, and there was my brother, and there was my sister! And I was so glad to see them! I threw my arms around them and hugged them so tight! Then I looked

around and saw Horace sitting there so unhappy . . . so very, very sad . . . Horace had burped!"

V. The migrant child's heritage

A. Similarities and differences between home base and temporary residence

1. Geographical location
2. Topography
3. Crops
4. Schools
5. Family life

B. Similarities and differences between the United States and Mexico

1. Geographical location
2. Industries
 - a. Stores
 - b. Market places

c. Handcrafts

d. Machine-made products, including comparison of prices and bargaining

3. Art
4. Songs and dances
5. Public buildings and parks
6. Recreation
7. Christmas festivities



Use of Maps Can Provide Meaningful Experiences



An Interest Area with Varied Learning Materials

C. Materials on the migrant child's heritage

1. Books

Picture Book of Colorado, Texas, Oklahoma, California, Arizona, Michigan, New Mexico by Bernadine Bailey
Albert Whitman and Company
560 West Lake Street
Chicago, Illinois 60606

All About Our 50 States by Margaret Ronal

E. M. Hale and Company
1291 South Hastings Way
Eau Claire, Wisconsin 54702

Our 50 United States by Eugene Rachils

Golden Press
850 Third Avenue
New York, New York 10022

First Book of Mexico by Samuel Epstein

Franklin Watts, Inc.
575 Lexington Avenue
New York, New York 10022

Getting to Know Mexico by Barbara Gomez and Howard McCann

Mexico by Ralph Hancock
The Macmillan Publishing Company
866 Third Avenue
New York City, New York 10022

A Trip to Mexico by Terry Shannon
Children's Press
1224 West Van Buren Street
Chicago, Illinois 60607

About Mexico's Children by Richard M. Marx
Melmont Publishers, Inc.
310 South Racine Avenue
Chicago, Illinois 60607

Mexico by Patricia Ross
Fideler Company
31 Ottawa Avenue NW
Grand Rapids, Michigan 49502

2. Films

Cattleman

A rancher's story highlighting activities during the four separate seasons of life on a large cattle ranch
22 minutes Color

The Wheat Farmer

Captures the flavor of life and work on a wheat farm 14 minutes Black and white

A Visit with Cowboys

Shows a city boy visiting a western ranch

Southwestern States

Explains geographical features and occupational activities 11 minutes Color

An Airplane Trip to Mexico

Tells a story of two American youngsters who visit friends in Baja, California, and Mexico (Spanish version: *Un Viaje a Mexico*)

Mexican Children

Illustrates the contrasts of Mexico Mexican children at home, at school, and at play 11 minutes Black and white

Mexico—The Land and the People

Illustrates the contrasts of Mexico, between aristocrat and farmer, city and village, and the old and new methods in industry and agriculture

Arts and Crafts of Mexico: Part I—Pottery and Weaving

14 minutes Color

Arts and Crafts of Mexico: Part II—Basketry, Stone, Wood, and Metals

Reveals a variety of places and skills and traditions, which are all part of the story of the Mexican craftsman at work

3. Filmstrips

Our Colorado Series by Frandsen

Southwestern States Series: The People and Their History, Life and Culture

Culture of American Southwest Series

Prehistoric Culture of the Southwest

Pueblos of New Mexico

Mission Churches of New Mexico

Mexico

Mexican Children

Changing Mexico

4. View-Master Reel

Colorado

5. Maps and globes

Western Hemisphere

Outline maps (liquid duplicator)
Continental Press, Inc.

Elizabethtown, Pennsylvania 17022

Aero Relief Map of North America

Recipe for material:

Four parts salt to one part flour; add water. Before map dries, insert nails or toothpicks in places that will be labeled; may paint with Tempera after it dries; students able to make individual maps or one large one; mount on cardboard or plywood

Globes

Road Maps obtained from service station

Map and Globe Skills Kit MGII

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Map Skills for Today Grades 4 and 5

My Weekly Reader
Education Center
Columbus, Ohio 43216

6. Other materials

Slides and a Tape Program on Mexico Living in Mexico Today

Four filmstrips, two records, and guides

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Mathematics Program

I. Introduction

In the mathematics program, the student's feeling of success is of the utmost importance. He should also feel that the knowledge that he is gaining will have practical value for him. Therefore, in addition to whole number and fractional computations, other aspects of the program should be included, such as measurements, telling time, using money, and solving relevant thought problems which the student may encounter in everyday living.

The interest centers may be used advantageously, with the students being divided into small groups and moving from one center to another. The area should be supervised by classroom teachers and aides.

The teachers should develop the mathematics concepts through instructional meth-

ods, moving from the concrete to the semi-concrete to the more abstract. The aides can then further develop and strengthen the understanding of the concepts through games, visual aids, and actual experiences.

To help develop a more positive feeling toward mathematics by relieving any anxiety concerning results of tests, no pretests should be given during the first week of school. The compass and the circle may be introduced along with other geometric figures. Making colorful designs, using various geometric shapes, is a good activity for students at the beginning.

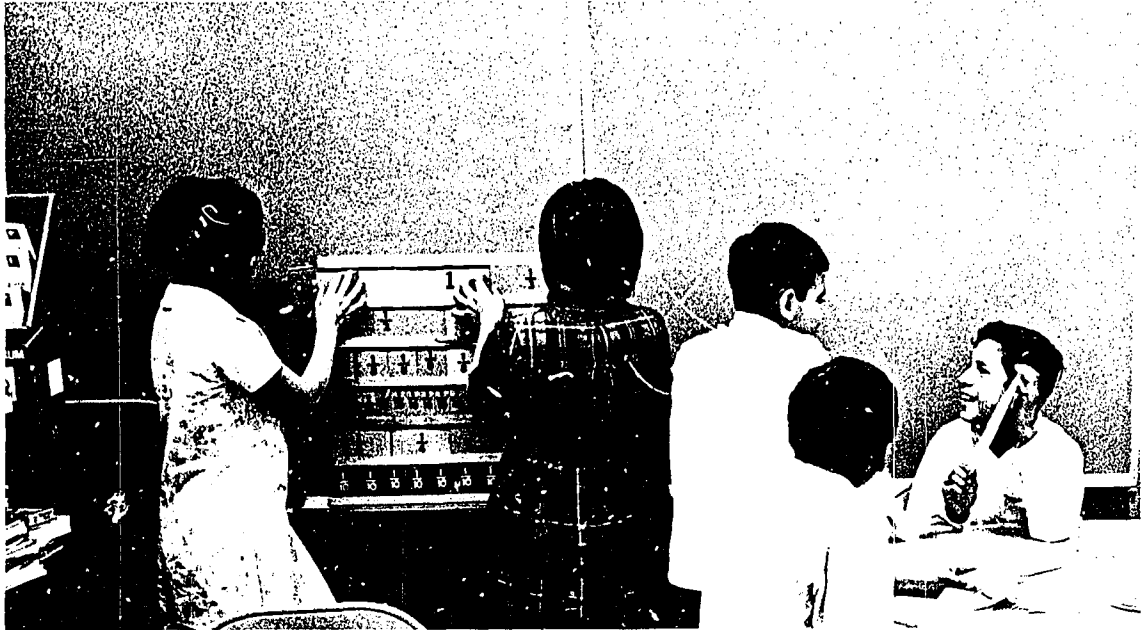
During the second week a short pretest should be given to aid in placing the student in an individualized program that is specifically developed for the Migrant Education Program and that includes the concepts mentioned.

In working with computations, especially with fractions, a completely visual-aid approach will contribute effectively to the discussion. All computations should be expressed orally, with each student having his own fraction disc set.

Likewise, in working in the areas of telling time, learning measurements, and using money, the use of actual articles that the students can see and handle will prove invaluable in the learning procedure. Then the students will be more nearly ready for the solving of thought problems.



Getting Acquainted with Measurement through the Use of Visual Aids



Getting Acquainted with Fractions through Various Visual Aids

II. Materials and activities for the program in mathematics

A. Charts and demonstration devices

Pupil's Place Value Chart

Pupil's Number Line No. 780

Ideal School Supply Company

11000 La Vergne

Oak Lawn, Illinois 60453

No. 220 Instructo

A felt circle for teaching fractions

No. 251 Instructo

A felt fractional number line

American School Supply

2301 Blake Street

Denver, Colorado 80205

Cardboard Fractional Discs

Milton Bradley Company

443 Shaker Road

East Longmeadow, Massachusetts

01028

Dry Measure Set No. 774

Demonstrates quarts, pecks, bushels; may be used by popping popcorn then putting it in quart and peck measures (Popcorn may then be enjoyed by students)

Ideal School Supply Company

11000 La Vergne

Oak Lawn, Illinois 60453

B. Demonstration ideas

Using yardsticks and rulers

Measuring various items in the room, such as books, desks, and the room itself

Using scales in learning to weigh articles

Learning units of weight, such as ounces and pounds, by weighing books, shoes, the students themselves

Money

Setting up a store in the room for play so students may learn the value of money and how to use it

C. Games

Quizmo and Addo

Milton Bradley Company

443 Shaker Road

East Longmeadow, Massachusetts

01028

Winning Touch No. 702

Ideal School Supply Company

11000 La Vergne

Oak Lawn, Illinois 60453

Clock Game

Have students make clocks and wrist-watches from construction paper.

Make two identical sets of clocks 2' square, each telling a different time.

Divide the class into two teams. Distribute a set of clocks to each team.

Have two Judy clocks (clocks made of wood with movable hands) in the front of the room. The teacher designates a certain time. Whichever team holds up a card with that time first gets to move the hand five minutes on one of the clocks. The team which covers the most time is the winner. Have a scorekeeper from each team move the hands on the clocks.

Baseball for Drill

Divide the class into two teams. Arrange four chairs for bases. Choose a scorekeeper and a timekeeper. The teacher or child pitches a question. The batter must give the correct answer in a given time. Using a stopwatch and bell for the timekeeper will make the game more fun. A correct answer sends the batter to first base, and the next batter is up. As a second batter comes to first base, the first batter moves on. If a batter gives the wrong answer, he is out. After three outs, the other team comes to bat.

Travel

One student stands behind another one. The teacher holds up a flash card. Both the child standing and the one sitting compete to give the correct answer. If the standing one answers first, he moves to the next sitting student. If the one sitting answers first, he may stand up, and the student who was standing must sit down. The one traveling the farthest is the winner.

Buzz

Decide on a number to use, such as 7. The children stand in a circle and start counting with 1; the next child says 2, etc. When they get to 7 or any multiple of 7, the person whose turn it is must say **Buzz**. If he does not, he is counted out and must sit down. Another variation might be for the student to say **Buzz** for any number with a 7 in it.

Magic Squares

Children must arrange numbers 1 through 9 so that when they add the numbers in any direction, they will get 15.

Answer: 8 1 6
3 5 7
4 9 2

Suggested thought problem

In traveling to Greeley, Colorado, from Texas, Manuel Cerva and his family averaged 40 miles an hour. It took them 24 hours to make the trip. How many miles did they travel?

D. Books

Sadlier Contemporary Mathematics

William H. Sadlier

11 Park Place

New York, New York 10007

A handbook for teachers of elementary arithmetic

Educational Service, Inc.

Benton Harbor, Michigan 49022

E. Record

Jiminy Cricket and Kica Moore by Walt Disney 1963

Addition and subtraction

Walt Disney Productions

F. Tapes

100 Basic Facts

A learning tape made by teacher

100 Basic Facts

A testing tape made by teacher

G. Films

What Are Fractions? 17 minutes Black and white

The Calendar—Our Record of Time 11 minutes Color

Story of Our Number System

H. Filmstrips

Addition and Subtraction

Multiplication and Division

Meaning of Fractions

Working with Fractions

Measurement

Telling Time

Percentage and Using Money

I. Duplicating materials

Number Concepts

Measurement

Time

U.S. Money

Continental Press, Inc.

Dallas, Texas 75207

Home Economics Program

I. Introduction

As is shown in the outline on social living, the home economics program can be coordinated especially well in the area of personal and social development. The curriculum should be concerned with five main areas: grooming, social amenities, sewing, foods, and 4-H work. Probably not all of the suggestions given here can be covered in one term, but those can be selected which are particularly appropriate for the group of students taking the course.

This program may be staffed by one teacher, two aides, and well-qualified volunteers from local 4-H clubs.

II. Activities and materials

A. Grooming

1. Cleanliness
 - a. Bathing and use of deodorant
 - b. Use of toothbrush and mouthwash
 - c. Care of skin and nails
2. Hairstyling
3. Relationship of good food habits to good looks
4. Overall appearance, including weight, posture, grace
5. Care of clothing
6. Proper dress for various occasions

B. Social amenities

1. Introductions
2. Telephone conversations
3. Importance of an audible and pleasing voice
4. Importance of good manners, especially in showing respect for adults and other students

C. Sewing

1. Learning to operate sewing machine
2. Mending, hemming, sewing on buttons
3. Making a "three-armhole" dress
 - a. Discussing suitable color and design

- b. Selecting fabric, trim, thread, and pattern at a department store
 - c. Tracing pattern on butcher paper so student can take pattern home
 - d. Learning how to use skirt from old dress to make a "three-armhole" dress
4. Learning to wash, dry, and iron clothing
 - a. Sorting
 - b. Use of laundromats
 - c. Use of soaps, detergents, bleaches

D. Foods

1. Learning to read recipes



Following the Recipe Is Important When Learning How to Cook

2. Learning proper measuring and abbreviations for measuring equipment
3. Using left-overs
4. Learning importance of personal cleanliness, of clean equipment and surroundings during food preparation
5. Planning meal, purchasing necessary foods, figuring cost of items, total cost of meal, and average cost per person
6. Learning to prepare such foods as cookies, pancakes, syrup, cocoa, fried mush, cooked cereals, macaroni products, tortillas, tacos, enchiladas, gelatine salads, fresh fruits, vegetables, beans (bean soup, ham hocks and beans, baked beans, bean salad), use of dry milk



Hmm — What's Cookin'?

7. Learning how to clean the stove, sink, cupboards, dishes, floor, after cooking

E. 4-H Club

1. Form club and elect officers
2. Meet once a week
3. Select projects
 - a. Repairing screen doors
 - b. Making wastebaskets
 - c. Making doorstops from rocks and painting them with Tempera

F. Suggested filmstrips

Road to Responsibility

On household cleaning

Washday Wonders

On laundry materials such as soap

Hidden Enemies in Your House

Proper Clothes and Their Care

Vitamins, Nutrition, and Health

Spending Your Food Dollars

Tricks and Treats with Macaroni Foods

Go, Grow, and Glow with Carnation

Toward a Clear Complexion

Through the Looking Glass

Arts And Crafts Program

I. Introduction

Arts and crafts should play an important part in the program for migrant children, as they provide opportunities for success which are not dependent on language skills.

The main objectives of this program are to provide enjoyment, develop creative ideas, and help the students learn to see and appreciate art in nature and in the ordinary things around them.

II. Activities and materials for this area

A. Suggested projects

1. Felt mosaics
Provide each child with a piece of white poster board and a pile of brightly colored pieces of felt. The child glues the felt on the poster board, making sure the pieces do not touch.
2. Chalk on burlap
Provide each child with a piece of colored burlap and colored chalk. After he has finished coloring the burlap, spray with a fixative
3. Yarn and burlap
Provide each child with a piece of colored burlap, a large needle, and yarn. Use simple stitch to make picture.
4. Tile mosaics
Provide each child with a piece of wood and many small pieces of tile. Glue the tile on with Elmer's Glue.
5. Chalk and wet paper
Cover desks with newspapers. Dip 12" by 18" piece of paper into water. While paper is wet, fill it with color, using chalk. After it has dried, use black India ink and brush to draw an outline picture over the color.
6. Wire sculpturing
Provide each student with a piece of wire he can bend easily, 24" in length. After project is finished, insert one end of wire into paper cup filled with un-hardened plaster of paris.
7. Weaving
Cut plastic straws in half. Give each student five pieces of the straws and five pieces of yarn, 2' in length. Put yarn through straw and tie knots on one end so yarn cannot go through the straw. Then give each child a small ball of yarn. Tie the yarn to one straw, then weave it in and out around the five straws.



Beans Can Be Beautiful

8. Collages
Mount seeds, colored gravel, macaroni, popcorn, or beans on cardboard or plywood
9. Pottery
Use wet clay, and, if possible, a potter's wheel. Let objects dry a week. Then fire them, paint on a glaze, and fire again.
10. Stitchery on paper plates
Provide each child with a paper plate in either plain white or a vivid color, a large needle, and several colors of yarn. He may then stitch any design he likes.
11. Plastic braiding
Supply children with three pieces of braid 36" in length and a swivel snap

B. Materials on films

What Is Art?

As an introduction to the **Art in Action Series**, a film listing the elements of art—color, line, form, light and dark, texture—and analyzing the nature and function of each

Autumn Color

A story without words, showing the colors of the autumn scene

Backyard Artist

Shows two boys drawing some birds from life; may be followed with efforts of students to draw a picture of a real bird the teacher has supplied

Music Program

I. Introduction

Music knows no class, creed, or racial distinction. It is a universal language and, therefore, brings children together for positive social experiences and opportunities for self-expression. This is another area which can be easily coordinated with the program in social living.

The main ideas to be stressed in this program are the enjoyment, understanding, and appreciation of music through participation in many different activities.

II. Activities and materials

A. Singing

1. Folk songs of the United States and Mexico sung in both English and Spanish
2. Patriotic songs
3. Selections from **Sound of Music** and **Mary Poppins**
4. Booklet of Campfire songs which should be available from the school so that each student can have his own copy to take on field trips to use for singing on the bus and on overnight trips

5. **Music for Young Americans Series**
American Book Company
55 Fifth Avenue
New York, New York 10003
6. **Records to encourage singing**
Songs in Spanish for Children
Elena Paz Travesi
Columbia Records No. CL 1897
Canciones para la Clase de Español
Bowman record, with a booklet included containing songs
Mi Testamento — Alex Chavez
Concerns folklore of the San Luis Valley
Folklore Society of New Mexico
A Golden Treasury of Hootenanny, U.S.A.
Golden Records
Dept. H.G., 630 Fifth Avenue
New York, New York 10019
Folk Songs of the New World
Roger Wagner Chorale from Capitol Records
Sound of Music
An original sound track recording by RCA Victor
- B. **Rhythm activities**
1. Making up rhythmic patterns, with other children echoing them and teacher writing them on the board
 2. Responding to drum beat, songs, recordings
 - Clapping
 - Tapping hand or foot
 - Nodding of head
 - Finger-snapping
 - Stamping
 - Slapping the thigh
 - Bouncing a ball
 - Jumping rope
 - Hopping
 - Sliding
 - Running
 - Galloping
 - Bending
 - Swaying
 - Twisting
 3. A rhythm record
Rhythm Is Fun
Bowmar Records
622 Rodier Drive
Glendale, California 91201
- C. **Listening**
1. Dramatizing and pantomiming musical selection
 2. Writing new words to familiar songs
 3. Composing songs
 4. Illustrating musical selections
 5. Drawing, painting, and writing to music
 6. Listening records
Animals and Circus
American Scenes
Bowmar Records
622 Rodier Drive
Glendale, California 91202
- D. **Folk dancing**
Records to use for folk dancing
Mexican Folk Dances
Bowmar Records
622 Rodier Drive
Glendale, California 91202
Happy Folk Dances LPM-1620 RCA Victor
Let's Square Dance
A "How-to-do-it" series Albums 1, 2, 3 RCA Victor
Las Chiapanecas Bronco Records
#F-2646
Falcon Record Company
Box 164
McAllen, Texas 78501
- E. **Instrumental activities**
1. Give children opportunity to play various instruments
 - Piano
 - Drums
 - Claves
 - Bells
 - Triangles
 - Guitar
 - Ukelele
 - Maracas
 - Castanets
 - Autoharp
 2. Have children make simple instruments
Maracas
Materials required:
two old light bulbs, papier mache, paint
Cover light bulbs with papier mache and let dry; break light bulb to form rattles

Tambourines

Materials required:

two tin or aluminum pie plates;
tin pop bottle caps or tin roof nail
shields; a hammer; soft copper wire

Punch holes in bottle cap with nail;
wire two bottle caps with copper
wire between pie tins; space evenly

Rattles

Materials required:

tin cans, baby food jars, plastic
bottles, and beans, grain, gravel,
and pebbles to fill them

Finger Cymbals

Materials required:

two pop bottle caps, two rubber
bands, nail, hammer

Punch two holes with nail in bottle
caps; string rubber bands through
holes

To use cymbals, place one cymbal on
thumb and one on middle finger

Sand Blocks

Materials required:

two blocks for each set of blocks,
sandpaper, glue, or thumbtacks

Provide blocks of wood long enough
for child to handle easily; glue or
tack sandpaper to each block

F. Additional materials for the various activities

1. Film

Toot, Whistle, Plunk, and Boom

A Walt Disney film showing history
of musical instruments in cartoon
form 11 minutes Color

2. Filmstrips

America the Beautiful — With record

A Patriotic Sing-Along — With record

Story of the Star-Spangled Banner —

With record

John Henry — With record

Musical Notes

3. Tapes

Sound Patterns

Folk Songs of Mexico

Folk Music

4. Posters

Meet the Instruments

25 full-color posters, 14"x22"

Instruments pictured singly, in fam-
ily groups, and in playing position

Bowmar Records

622 Rodier Drive

Glendale, California 91202



**Students Playing Autoharps
At an Evening Program for Parents**



Talent Being Given a Chance to Develop

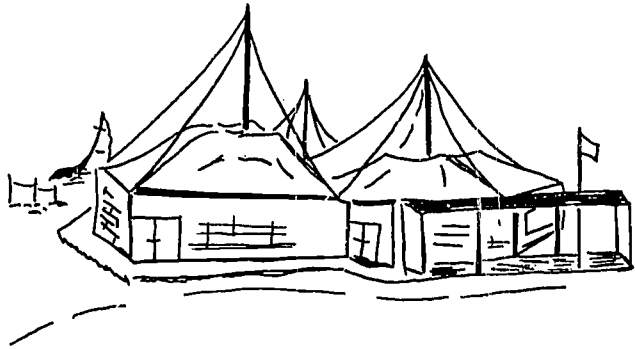
Bibliography

Staff Orientation

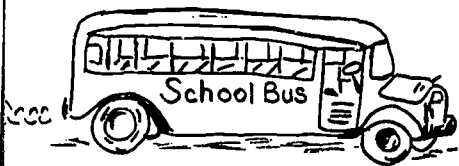
The staff must have an understanding of those factors in our educational system that assist students to be self-sufficient members of society. The following bibliography can be helpful in orienting staff members to the problems encountered in teaching Spanish-American students:

- Brown, Ina Corrine. **Understanding Other Cultures.** Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1936. (Paperback)
- Dunfee, Maxine, and Sagl, Helen. **Social Studies through Problem-Solving.** New York: Holt, Rinehart, and Winston, Inc., 1966.
- Fantini, Mario D., and Weinstein, Gerald. **The Disadvantaged—Challenge to Education.** New York: Harper and Row, 1968.
- Jarolimick, John. **Social Studies in Elementary Education.** New York: Macmillan Company, 1967. (See Chapter V, "Individualizing Instruction in Social Studies.")
- Linton, Thomas E., and Nelson, Jack L. **Patterns of Power: Social Foundations of Education.** New York: Pitman Publishing Corporation, 1968. (See Part II: "Poverty, Deprivation, and Social Class: Their Impact on Education," pp. 61-154.)
- Madsen, William. **The Mexican American of South Texas.** New York: Holt, Rinehart, and Winston, 1964.
- Passow, A. Harry. **Education in Depressed Areas.** New York: Teachers College Press, Columbia University, 1963. (Paperback)
- Raubinger, Frederick M., and Rowe, Harold G. **The Individual and Education.** New York: Macmillan Company, 1968. (Paperback)

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M e



About Me

My name is _____

I am _____ years old.

My birthday is _____

I live in _____

My address is _____

My teacher's name is _____

My school's name is _____

Date _____

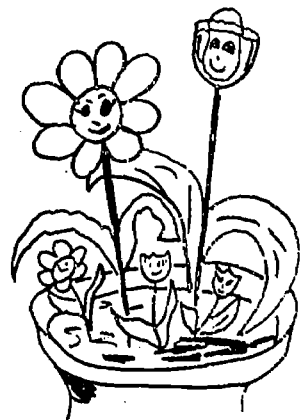
About My Family

My father's name is _____

My mother's name is _____

My brother's name is _____

My sister's name is _____



ENROLLMENT CARD

(Front)

House No. _____

Family _____ Father _____ Mother _____

Local Address _____

Location _____ Phone _____

Home Base Address _____

Home Base School _____ Dist. No. _____

Date

Children Age Birthdate Grade-Room Enrolled -- Withdrew

(Back)

I give my consent for whatever examinations, treatment, immunization, and emergency care necessary for protecting the health of my child/children.

Doy mi permiso para cualquier examinación, tratamiento, y atención en una emergencia necesaria para proteger la salud de mi (mis) hijo (hijos).

I request that my child/children be permitted to take part in all school and extraschool activities related to this school. This includes field trips.

Yo encargo que a mi (mis) hijo (hijos) se les permita participar en todas las actividades de la escuela. Esto incluye viajes especiales.

Parent's signature

PARENT PERMISSION

COLORADO MIGRANT EDUCATION PROGRAM

My son/daughter, _____, is participating in the Migrant Education Program conducted by School District _____, in _____ County. I therefore request that my child be permitted to take part in all school and extraschool activities related to this program. Such activities may include, but not be limited to, swimming, field trips, and visits to nearby towns.

When transportation to and from the activity is required, such transportation may be provided by a person authorized by the school district. It is my understanding that all school-sponsored activities have been selected to meet the needs of my child.

Parent or Guardian

Town of Residence

Mi hija/hijo, _____, está participando en el programa de educación para los migratorios que está conductando el distrito de escuela numero _____ en el condado _____. Por lo tanto deseo que permitan a mi niño que tome parte en todas las actividades que tengan en la escuela y afuera de la escuela. Estas actividades pueden ser tal cosas como (pero no exclusivamente) nadando, excursions al campo y visitas al pueblo. Cuando transportacion sea requerida, cualquier persona authorizada por el distrito de escuela tiene mi permiso para transportar a mi niño (niños) a todas actividades. Es mi entendimiento que todas las actividades propuestas por la escuela han sido selectadas para ayudarle a mi niño con sus clases en la escuela.

Pariente o Guardian

Pueblo de Residencia



Ernest Maestas 6-70