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ABSTRACT

GRADES OR AGES: Kindergarten and grade 1. SUBJECT
MATTER: Language arts. ORGANIZATION AND PHYSICAL APPEARANCE: The
guide has three main sections: 1) kindergarten level--listening
skills, speaking skills; 2) readiness level--listening skills,
speaking skills; and 3) level one--listening skills, speaking skills,
writing skills. The material in each section is set out in three
columns: skills, teaching procedures, and materials. The guide is
lithographed and spiral-bound with a soft cover. OBJECTIVES AND
ACTIVITIES: Some general objectives are given in the introductory
material. Detailed activities are suggested in the teaching
procedures column. INSTRUCTIONAL MATERIALS: Resource materials are
listed in each section and include books, pictures, records, films
and filmstrips, and a variety of other objects. STUDENT ASSESSMENT:
No provision is made for evaluation. (MBM)

Volume A

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

William R. Manning, Superintendent

Benjamin J. Henley, Vice Superintendent

Kindergarten Level

Readiness Level

Level One

ED054123

HANDBOOK
FOR
THE LANGUAGE ARTS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

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— An Experience Report —

Louis Kornhauser, Director
Great Cities Project and the Language Arts

LuVerne C. Walker, Director of Curriculum
Washington, D.C.

1968

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This Handbook for the Language Arts is the outgrowth of three years of direct classroom experience with culturally disadvantaged children in grades kindergarten through third in fourteen inner-city-type schools. In two volumes (K - Level 1; Level 2 - Level 3), the Handbook for the Language Arts sets forth detailed procedures and materials to foster the teaching and learning of the critical communication skills associated with listening, speaking, and writing.

The design of the original Language Arts Project gave no responsibility to the corps of special teachers for teaching developmental reading skills. It is for this reason that reading skills are not covered in this Handbook. In spite of this, however, it will become readily apparent that the Handbook, provides unlimited opportunities for reading skills instruction and development.

The skills for which lessons have been written are those listed in the following curriculum charts: Direction Finders for Speaking and Listening (Charts I and II), Reading Skills and Mechanics of Writing (Charts I, II, and III.)

The Handbook for the Language Arts suggests the use of a variety of provocative instructional aids, materials, and references. These include a multiplicity of both print and non-print items. It is one of the long-range goals of the Curriculum Department to produce a Language Arts Instructional Kit which will contain all of the materials that are recommended and required in order to effectively teach the lessons that are presented in the Handbook.

This is a period of transition and very rapid change in education. To only produce teaching - learning materials which are useful for teachers and consistent with the particular thinking and

FOREWORD

philosophy which is "in" or fashionable at the time, seems an unwise and inefficient practice. We believe the Handbook for the Language Arts represents sound instructional techniques and can be used in a continuous, or non-graded organization.

Language Arts is viewed as the common thread in the school curriculum providing the foundation upon which continuous pupil growth in the manipulation and appropriate application of the communication skills can take place. The building of language competence does not occur in vacuum. The skills are presented through work in the vital subject fields of mathematics, science, history, geography, art, music, and physical education as well as through literature and other facets of the language arts.

To assume that pupils from low-income neighborhoods have no communication skills is a fallacy. It will only mitigate against teacher acceptance of children and will prevent a meaningful meeting of their needs. To encourage student growth in the use of the standard dialect which is recognized by the school, the world of work and society in general, teachers are urged to accept responsibility for the following:

1. Providing a stimulating climate for learning which will foster the development of desirable and appropriate language skills.
2. Accepting, understanding, and respecting all children and the language which they bring to school.
3. Refining, enhancing, and enriching the language skills which pupils bring from home using them as a base for building efficiency and skill in reading and writing and in the use of the standard dialect.

INTRODUCTION

One of the very critical needs in education today, both at the national and the local level, is that of disseminating to classroom teachers, information, materials, lessons and techniques which have been tried in innovative projects and programs and found to be productive though not necessarily panaceas. In this connection, it is the major purpose of this curriculum Handbook to share with primary teachers citywide, insights and expertise which have been acquired by the corps of special teachers in the Language Arts Program for Culturally Disadvantaged Children. Funded in January 1961, under a grant from the Ford Foundation, it was one of nine exciting experimental projects in the United States entitled Great Cities Programs for School Improvement.

The program's main thrust is to intensify language learnings and experiences in grades kindergarten through third, for boys and girls handicapped by limited ability to communicate in the standard dialect. Its primary purpose is to develop oral and written language facility and the comprehension skills, areas in which children from low-income neighborhoods reveal a severe deficit, one which tends to impede academic progress and a satisfactory school adjustment, both immediate and long-range.

Motivation for learning is judged to be essential for children from all socio-economic levels of society. To this end, lessons have been fashioned involving the use of new and stimulating in-

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INTRODUCTION

structional materials, new machines such as Language Masters, listening stations, teletrainers and overhead projectors, the use of varied and interesting tactile and kinesthetic approaches and the employment of other dramatic techniques which foster optimum pupil involvement and participation. Though the experiences of the corps of language arts teachers from which this Handbook has been developed has been with children identified as the culturally disadvantaged, there is common agreement that most of the lessons which have been developed can be used with all children at the primary level.

This publication, unique because it is the product of an innovative program, is structured by teachers in the classroom, for teachers in the classroom. It is based upon continuous staff dialogue and interaction growing out of classroom experiences, critical evaluation and at least two preliminary drafts, in addition to staff leadership in system-wide workshops and consultation with selected school faculties.

The single most important goal of education must be that of developing positive and acceptable pupil behavior. The effectiveness of this Handbook, then, will be determined and evaluated on the basis of your ability as a teacher, to use the material presented in this guide to bring about desired behavioral changes.

NOTE TO THE TEACHER

It has been one of the major aims of the Language Arts Program, to publish a Handbook of stimulating sample language lessons for the primary level, which teachers could utilize as an integral part of their instructional program. This new publication is not designed as a curriculum in language arts, a fact which will become obvious to the reader who will see no references to the skills of reading, handwriting or spelling.

The lessons are in the areas of listening, speaking and writing; they are developed around the specific skills which are listed in the Direction Finders. There should be no thought in the minds of those who use the Handbook that the lessons which are included suggest the only ways to teach the skills. The lessons, rather, are suggestive of ways skills might be taught. Being a creative teacher, you will certainly teach them as they are written, but you will also find ways to expand, extend, adjust, adapt and modify them to more adequately meet the needs of your particular pupils.

The Language Arts Office would be delighted to receive your modifications and adaptations of the lessons in a written form which parallels that found in the Handbook. It would examine your contributions carefully and attempt to publish an annual supplement for citywide distribution giving full recognition and acknowledgment to each person whose lessons are used.

The content material in the Handbook is organized and

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NOTE TO THE TEACHER

arranged under three major headings for simplicity and ease of use:

- Column one - Skills
- Column two - Procedures
- Column three- Materials

The table of contents differs somewhat from the general concept of a table of contents. Listed under the three broad areas of listening, speaking and writing are the specific lessons which may be taught to develop particular skills. Teachers are encouraged to use the Handbook in conjunction with the Direction Finders Charts which have been provided. You will note that some lessons are listed in several places in the contents. This suggests that lessons may be used more than once depending on the teachers' (and pupils') purpose.

A critical need today is to find ways to individualize instruction. Many of the lessons in the Handbook can be used or modified to accomplish this purpose. The particular lessons in each section which may be used in this manner are starred with an asterisk. Most of the lessons presented require that the teacher be actively involved in the teaching - learning process. Some of these lessons may be taped by the teacher or recorded on Language Master cards for use by individual children or by a small group as independent activities. Similarly, many of the teacher-made materials may be produced in a reduced size (i.e. pocket charts and cards) for use in the individualizing process.

As teachers, you must recognize the problem we faced of suggesting that certain lessons in the Handbook belonged under only one of the three major categories of listening, speaking and writing. In reality, there is much overlapping. Many listening lessons, for example, could be listed also under speaking and vice-versa. By the same token, certain lessons under writing, such as ones which deal with ads and commercials, might have been presented under speaking. Here again, a skillful teacher will seek ways of making optimum effective use of the lessons in light of their purposes.

It is our belief that children have much to talk about and much to write about. It is the teacher's responsibility to find ways of motivating and supporting children's efforts at communicating their thoughts. In this connection, we believe children will learn how to write and how to express themselves if they are provided daily opportunities to do so. We are committed to the principal of separating the actual creative writing period from the lesson which focuses on teaching the mechanics of writing. What children write, they should have an opportunity to read, either to another child, a small group, the whole class, or another class in the building.

The motivation for learning the mechanics of punctuation, capitalization and correct spelling should grow out of a need for, and an

interest in sharing
a classroom or
classroom book.

Classrooms
given inspiration
press their thoughts.
An educator would
details and facts
an even more detailed
wrong answer sheet
teacher to phrase
fact questions, and
what they think.

It was not possible
writing rebus charts
ence charts. Gu
in a kit which was

The key person
teacher. The student
his skill, his attitude
the hope of all of
that you will find

REMINDER: ASTERISKS DENOTE SPECIFIC OPPORTUNITIES FOR INDIVIDUALIZATION

interest in sharing what has been written. This may be done through a classroom or building newspaper, an exhibit or display or in a classroom book of the creative expressions of the pupils.

Classrooms at any level should be places where pupils are given inspiration and encouragement to think, opportunities to express their thoughts and recognition and support for their efforts. An educator would be unwise to suggest that the ability to give back details and facts is unimportant. We suggest, however, that it is an even more dangerous practice to fall into the trap of the right-wrong answer syndrome. This implies a need on the part of the teacher to phrase provocative and open-ended questions along with fact questions, in order to elicit answers in which children can tell what they think.

It was not possible to include in the Handbook, guidelines for writing rebus charts, language experience charts and reading experience charts. Guidelines for these have been reproduced and are in a kit which will be provided.

The key person in the instructional process is the classroom teacher. The success or failure of any program is dependent upon his skill, his attitude, his interest and support. To this end, it is the hope of all of these persons who have worked on this Handbook that you will find it a useful and worthwhile publication.

NOTE SPECIFIC OPPORTUNITIES FOR INDIVIDUALIZING INSTRUCTION.

CHARTS

EXPERIENCE CHARTS

It is desirable that initial reading activities be successful and enjoyable. Experience Charts have been found valuable for this purpose. The earliest real reading experiences children have are generally from Reading and Language Charts. They provide a link between the child's concrete experiences and the abstract symbols of the printed page.

EXPERIENCE LANGUAGE CHART

Snappy

Snappy is our pet.
He has a hard shell.
The shell is his house.
We take care of Snappy.



I. Readiness

- A. Stimulate children to talk freely about trips, pictures, the house they are building, the garden they are making, pets in their room, etcetera.
- B. Have a discussion time to develop ideas and clarify concepts in relation to experiences.
- C. Establish a purpose for recording the experiences.

II. Recording

- A. Children to talk freely about trips, pictures, the house they are building, the garden they are making, pets in their room, etcetera.
- B. Have a discussion time to develop ideas and clarify concepts in relation to experiences.
- C. Establish a purpose for recording the experiences.
- D. Children to talk freely about trips, pictures, the house they are building, the garden they are making, pets in their room, etcetera.
- E. Have a discussion time to develop ideas and clarify concepts in relation to experiences.
- F. Establish a purpose for recording the experiences.
- G. Children to talk freely about trips, pictures, the house they are building, the garden they are making, pets in their room, etcetera.

III. Reading

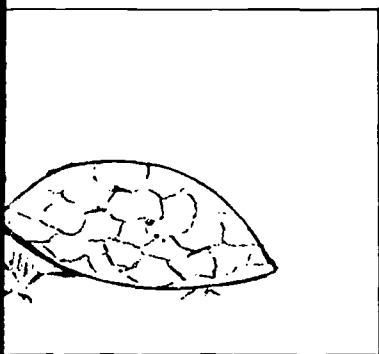
- A. Children to talk freely about trips, pictures, the house they are building, the garden they are making, pets in their room, etcetera.
- B. Have a discussion time to develop ideas and clarify concepts in relation to experiences.

CHARTS

EXPERIENCE CHARTS

activities be successful and found valuable for this experiences children have are charts. They provide a places and the abstract

CHART



about trips, pictures, garden they are making,

sp ideas and clarify con-

g the experiences.

II. Recording the Language Chart

- A. Guide the responses of the children by skillful questioning.
- B. Use children's language on the chart guiding it so that it conforms to acceptable usage.
- C. Record children's sentences on the blackboard or on chart paper.
- D. Call to the attention of children the fact that a sentence begins with a capital letter and ends with a period. (Colored chalk may be used to indicate this.)
- E. Keep the sentences short, preferably one line in length. (Where longer sentences are used, they should be broken into thought units.)
- F. Evaluate first drafts with children for composition and readability: Do the sentences belong in this story? Can the chart be improved by the use of descriptive words, action words, or surprise endings?
- G. Use any word that is within the oral vocabulary of the children as part of the recorded chart.

III. Reading the Language Chart

- A. Read the chart to the children, indicating the left to right progression.
- B. Make no attempt to establish a sight vocabulary.

- C. Ask questions. The sentences answer the questions.
(The children read as teacher indicates the left to right progression.)
 - D. Do not expect children to read these charts independently.
(A child who remembers may help.)
 - E. Do not use these charts for drill purposes.
- IV. Recording Chart on Tagboard or Chart Paper for a More Permanent Record
- A. Transfer from blackboard to chart paper or tagboard arranging sentences in sequential order.
 - B. Use children's illustrations, photographs, colorful pic-

answer the questions.
indicates the left to

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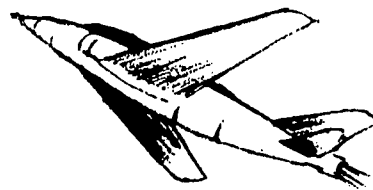
tures, or teachers' illustrations to help clarify concepts.

V. Using Experience Language Charts

- A. Reread each chart developed each day.
- B. Focus attention on certain sentences - (example:
Who can show us the sentence that says, "He has a
hard shell.?") or on certain words - (example: Who
can show us the word "turtle"?)
- C. Use language charts for recall or review.
- D. Use language charts for any reasons for which the chart
was made.
- E. Use language charts as a basis for seatwork.

The Airplane

See the red airplane.
The airplane can go up.
The airplane can go down.
See the airplane go fast.



I. Specific Objectives For Developing Reading Charts:

- A. To introduce reading vocabulary
- B. To fasten vocabulary
- C. To promote fluency
- D. To teach punctuation

II. Suggested Procedure:

A. Readiness

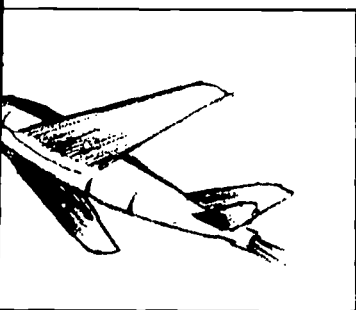
- 1. Have children talk freely about an experience, object or picture.
- 2. Develop a reason for writing about it.

B. Dictating and Writing the "Story"

- 1. Discuss with children what they want to say first.

C.

READING CHART



Reading Charts:

2. Permit several children to give sentences.
3. Control vocabulary by:
 - a. Careful questioning
 - b. Helping children choose the best sentence
4. Be guided, to a large extent, by a knowledge of the vocabulary that the children will need which is found in reading books.
5. Provide for repetition of words, in order to help establish a sight vocabulary.
6. Have several children repeat chosen sentences, and teacher write exactly as dictated by children.
7. Edit and rewrite the story where necessary.
8. Make two charts of the same story.

C. Reading the Story

out an experience, object

about it.

they want to say first.

1. Have the entire story read by children with the teacher.
2. Ask questions and have children read:
 - a. Sentences that answer the questions.
 - b. Phrases that answer the questions.
 - c. Words that answer the questions.

D. Follow-Up

1. Ask questions to develop word attack skills.
Ex: Find a word that begins like 'red.'
Find a word that rhymes with 'a toy.'
2. Use story printed on tagboard for children to cut into sentences and phrases.
 - a. Have children match cut sentences with sentences on chart.
 - b. Have children place the cut sentences on a wall rack one at a time.

III

- c. Rebuild the story in the rack, first by sentences, then by phrases.
- d. Develop phrase-recognition by framing, matching, or by just reading from the cards.

III. Duplication of Basic Reading Material

- A. Duplicate the story and give each child a copy.
- B. Have children put story into a book form.
- C. Permit children to illustrate the story.
- D. Add each new story so the booklet becomes, "The Reading Book" for the group.

OTHER CONSIDERATIONS FOR

- I. Suggestions for chart types which are suitable for inclusion in such a series for all grades from Kindergarten through sixth, might be:
 - A. What we want to know
 - B. What we want to see (on a trip)
 - C. What we want to find out
 - D. What we need to work with
 - E. Where we want to go
 - F. How to study
 - G. Work plans
 - H. Directions for following work plans
 - I. Progress reports
 - J. Picture words (dictionary)
 - K. Words I need - Word Meaning
 - L. Important happenings
 - M. The Weather Birds I Know, or Seasonal Changes
 - N. Colors and Numbers
 - O. Foods
 - P. Safety Rules
 - Q. News - Diary
 - R. Standards for Behavior

III.

OTHER CONSIDERATIONS FOR CHARTS

suitable for inclusion
Kindergarten through

II. Chart construction should:

- A. Be neat .
- B. Be balanced - one line sentences in the beginning and paragraph form, as pupils progress.
- C. Be illustrated. (Children's pictures from magazines or made by children) Place illustrations at the bottom or top of the story. Dictionary chart-pictures should be placed at the right.
- D. Be based on the children's needs and interests .
- E. Be child-like .
- F. Be complete in sentence structure .
- G. Be accurate and clear in ideas.
- H. Be repetitious in vocabulary .
- I. Have a title.
- J. Have one and one-half inch margin on the left-hand side of chart. (The right-hand margin should be even.)
- K. Show only complete words .

ns

Seasonal Changes

III. Ways of using the charts

- A. Place or hang on a chart rack.
- B. Staple or bind together and use as a book.
- C. Hang along the side of the room for continuous use and reference.

D. Staple on brown kraft paper.

E. Index charts.

IV. Value of experience charts

- A. They are an outgrowth of school activities; they are composed by the children and contain their meaningful oral vocabulary.
- B. They make the reading process easier because they connect what the child knows with the printed symbol.
- C. They contribute to a growth in interest in reading.
- D. They make reading functional from the beginning.
- E. They help the child to gain a meaningful vocabulary.

ivities; they are
in their meaning-

ier because they
the printed symbol.

rest in reading.

the beginning.

ngful vocabulary.

- F. Children learn left to right progression by the teacher sliding her hand smoothly under the sentence as she reads.
- G. They help the child have a sight vocabulary that is large and rich enough to insure success when he starts to read in books.
- H. They help a child recall a meaningful experience.
- I. They are a preview to the pre-primers. Charts give something not found in reading books.
- J. They are a joy to make and the children take pride in saying, "We did it."
- K. They help children understand that reading is "just talk written down."

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LISTENING

Build Habits And Awareness Of List

SKILLS

TEACHING PROCEDURES

Building Standards

Show a picture of Mother speaking to a child.
 Let pupils tell who is in the picture and what is happening.
 Encourage children to tell what they think Mother is saying.
 Ask children to show what helps them hear.
 Point out to children that the child is using his ears, and he
 Help children understand that looking at Mother helps the child
 what Mother is saying.
 Suggest that we can make other parts of the body help us keep
 one is saying.
 Ask pupils to listen to the poem to see if they can find out w
 be good listeners.
 Display flannel cut-outs of ears, lips, eyes, hands, and feet as
 Ask pupils to tell how their ears help them listen.
 Ask pupils how their lips can help; eyes.
 Show pupils how to sit comfortably with hands and feet still.
 we use these parts to help us listen.
 Ask pupils to help say the poem as the teacher points to i
 Make a permanent chart with reminders of listening standards
 needed.



ACHING PROCEDURES

MATERIALS

ing to a child.
 ture and what is happening.
 they think Mother is saying.
 s them hear.
 child is using his ears, and he is also looking at Mother.
 looking at Mother helps the child to think carefully about
 parts of the body help us keep our minds on what some-
 em to see if they can find out what other parts help us to
 s, lips, eyes, hands, and feet as each is mentioned.
 s help them listen.
 elp; eyes.
 tably with hands and feet still, and tell pupils this is how
 s listen.
 oem as the teacher points to items on the flannel board.
 eminders of listening standards for quick reference when

Picture:
 child looking at Mother
 Collection of pictures which can be
 used to illustrate good listening

Flannel cut-outs of
 ears
 lips
 eyes
 hands
 feet

Flannel board

Poem:
 Your ears were made for
 listening,
 But other parts help you.
 Your lips closed tight
 Your eyes open bright
 Keep hands and feet still, too.

Charlean Haywood
 Language Arts Teacher
 D. C. Public Schools

Listening Helpers



SKILLS	TEACHING PROCEDURES
Developing Good Listening Habits	Use films, rhymes, poems, and stories to stimulate pupils



TEACHING PROCEDURES

MATERIALS

poems, and stories to stimulate pupils to want to listen.



Nursery Rhymes:

Refer to:

Arbuthnot, May Hill, editor.
Time for Poetry. Fair Lawn,
New Jersey: Scott, Foresman
and Co., 1961. pp. 125, 126.

Stories:

Refer to:

Arbuthnot, May Hill, editor.
Time for Fairy Tales. New York:
Scott, Foresman and Co. 1952.
pp. 8-11, 70.

Public Schools of the District of
Columbia. Catalogue of Audio-
Visual Materials. Washington,
D. C.: Board of Education, 1964.

Films:

635 Mother Goose Stories
802 Millions of Cats
798 Make Way for Ducklings

Filmstrips:

525 Little Red Hen
827 Three Billy Goats Gruff
1422 Mike Mulligan and His
Steam Shovel

SKILLS	TEACHING PROCEDURES
<p>Enjoying a Film</p>	<p>Use a film: <u>Mother Goose Stories</u>.</p> <p>Show a large cut-out of Mother Goose with her goose. Tell pupils that Mother Goose comes to bring tales for the children. Tell pupils that they will hear four Mother Goose stories. Show cut-outs of a dog, an egg, and a spider. Have pupils identify cut-outs. Show a cut-out of a tart and explain what it is. Suggest that pupils listen carefully to the four stories and identify the object or animal which was found in each object. Show the film, <u>Mother Goose Stories</u>, and read its account. Allow pupils to tell which story they enjoyed most and the one they liked best. Name one of the stories. Have a child select the object or animal which was found in the story. Encourage the child to tell some aspect of the story in which the object or animal played a part. Continue in the same manner with the other stories.</p>
<p>Concentrating to Recall Details of a Nursery Rhyme.</p>	<p>Use "Little Miss Muffet."</p> <p>Set the stage for listening. Say: "Today we are going to listen to a rhyme." Allow several children to share rhymes which they know. Place a picture of a little girl on the flannel board. Encourage pupils to listen to find out what happened to the little girl.</p>

TEACHING PROCEDURES	MATERIALS
<p>es.</p> <p>er Goose with her goose.</p> <p>e comes to bring tales for them to enjoy.</p> <p>r four Mother Goose stories.</p> <p>egg, and a spider.</p> <p>explain what it is.</p> <p>arefully to the four stories in order to learn more about</p> <p>e Stories, and read its accompanying text.</p> <p>ory they enjoyed most and the part in the story they liked</p> <p>et or animal which was found in the story.</p> <p>some aspect of the story in which the object or animal</p> <p>r with the other stories.</p> <p>ng to listen to a rhyme."</p> <p>o share rhymes which they know.</p> <p>e girl on the flannel board.</p> <p>en to find out what happened to the little girl.</p>	<p><u>Film:</u> 635 <u>Mother Goose Stories</u></p> <p>Cut-out of Mother Goose with her goose</p> <p><u>Cut-outs of</u> dog egg spider tart</p> <p>Instructo flannel board cut-outs or storybook pictures of "Little Miss Muffet"</p> <p>Flannel board</p>

SKILLS	TEACHING PROCEDURES
<p>Reinforcing Concepts Presented in a Nursery Rhyme</p>	<p>Present the rhyme, "Little Miss Muffet," using flannel board illustrations. Evaluate with such questions as:</p> <ul style="list-style-type: none"> What is the name of the little girl in the rhyme? Was there anyone else in the rhyme? What did Little Miss Muffet do first? What did she do next? Tell what else happened. How would you feel if a spider sat beside you? <p>Refer to listening chart. Ask: "How did you show that you were good listeners?"</p> <p>Use a "surprise box" containing objects from a rhyme.</p> <ul style="list-style-type: none"> Exhibit items or pictures of items described in the nursery rhyme "Little Miss Muffet," in a surprise box. Ask pupils to tell the nursery rhyme which the items suggest. Let various children look in the box to identify any object with which they are familiar. Let pupils recall how Miss Muffet used the objects. Help pupils with items for which the concepts are not clear. Allow pupils to observe and smell the curds (coagulated part) and whey of sour milk. Let pupils <u>pretend</u> to have a bowl of curds and whey. Have pupils eat <u>first curds, then the whey</u>. Have pupils tell what they are doing by having them repeat, "First curds, then the whey." <div data-bbox="640 1999 777 2094" data-label="Image"> </div> <p>This will offset the tendency to say "... eating her curds away."</p>

TEACHING PROCEDURES

MATERIALS

le Miss Muffet," using flannel board illustrations.

ons as:

of the little girl in the rhyme?

else in the rhyme?

ss Muffet do first?

ext?

pened.

l if a spider sat beside you?

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Miss Muffet used the objects.

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ve and smell the curds (coagulated part) and whey (watery part)

have a bowl of curds and whey.

curds, then the whey.

at they are doing by having them repeat, "First the curds, and

he tendency to say "... eating her curds away."

Surprise box with

picture of Miss Muffet

tuffet

bowl and spoon

curds and whey

plastic spider on string

book with "Little Miss Muffet"

marked

SKILLS	TEACHING PROCEDURES
<p data-bbox="354 1042 736 1110">Reproducing Good Tonal Quality</p> <p data-bbox="354 1247 673 1278">Interpreting a Rhyme</p>	<p data-bbox="838 1042 1736 1567"> Say the rhyme, "Little Miss Muffet" for the children. Encourage the children to listen to the way the teacher's voice sounds. Use a light voice, so that each child will make his voice light. Vary speed, as suggested at the end of the rhyme, so that it is interesting. Repeat the rhyme encouraging children to join. Review enunciation of any words or phrases with which pupils have difficulty. Have pupils pretend to eat curds and whey again if words are difficult. Allow the class to repeat the rhyme with the teacher. Help pupils to speak together and keep voices light. Allow children to pantomime eating using an imaginary spoon. Encourage pupils to show Miss Muffet's surprise when she sits down. Select one child to pantomime the rhyme while the class repeats. Guide pupils in evaluating by saying: "I know you were good." You said your words well. You kept your voices light and spoke together." Ask: "What did you see our little Miss Muffet do that showed she was surprised?" </p>
<p data-bbox="354 2049 600 2080">Enjoying a Story</p>	<p data-bbox="838 2049 1736 2246"> Use a story: "The Three Bears." Place a flannel cut-out of a bear on the flannel board. Encourage pupils to identify the animal. Ask pupils where they could see a real bear. Tell pupils that the story they are going to hear is about a bear. </p>

SKILLS	TEACHING PROCEDURES
<div data-bbox="201 992 338 1088" data-label="Image"> </div> <p data-bbox="338 1030 614 1425">Numerous suggestions have been made to show various skills which may be developed through use of "The Three Bears." It is not expected that all lessons necessarily will be used or needed.</p> <p data-bbox="338 1625 614 1690">Reviewing Concepts from a Story</p>	<p data-bbox="708 1030 1708 1521"> Show a picture of the three bears. Ask pupils to tell which member of the family each animal represents. Provide an opportunity for those who know the story to tell about it. Read the story. Allow pupils to express their ideas about the story. Ask: "Who visited the bears' house? What did she do first; second; third? Do you remember the words the bears said when they found the chairs; beds? How did each bear sound? How did the story end?" Discuss whether the story could really happen or whether the story is one? Ask: "Can bears talk? Do they wear clothes or live in a house?" </p> <p data-bbox="708 1625 1708 1914"> Use the story to re-evaluate listening. Ask: "Who was in the bear family?" Have the pupils place cut-outs on the flannel board in the proper sequence. Help pupils count the bears. Let several pupils name and count the bears independently. Proceed in like manner with the bowls of porridge, chairs, and beds. Have pupils tell what each bear said about his bowl, chair, and bed. Encourage children to make their voices sound like the bears'. </p>

TEACHING PROCEDURES

MATERIALS

of the family each animal represents.
 who know the story to tell about it.
 eas about the story.
 ouse?
 ond; third?
 ds the bears said when they found their porridge bowls;
 ld really happen or whether the story is a make-believe
 ive in a house?"
 ening.
 ly?"
 on the flannel board in the proper sequence, as listed.
 unt the bears independently.
 e bowls of porridge, chairs, and beds.
 said about his bowl, chair, and bed.
 air voices sound like the bears'.

Flannel cut-outs of
 the three bears
 three bowls
 three chairs
 three beds
 Flannel board

SKILLS	TEACHING PROCEDURES
<p>Building Vocabulary to Verbalize Concepts</p>	<p>Place cut-outs of the three bears on the blackboard ledge. Place the three bowls, chairs, and beds in the bottom pocket of the po Have children place the cut-out of the father bear in the top pocket of Have children move like and repeat speeches of the father bear. Help children use descriptive words characterizing the father bear's ment. Use words, such as: <u>heavy</u>, <u>gruff</u>, <u>big</u>, <u>roaring</u>; <u>heavy</u>, <u>loud</u>, <u>stomp</u> Follow a similar line using the mother and baby bears. Use words to characterize Mother Bear's voice and footsteps: <u>kin</u> <u>light</u>, <u>soft</u>. Use words to characterize Baby Bear's voice and footsteps: <u>soft</u>. <u>squeaky</u>; <u>running</u>. Check the ability to organize facts learned through listening. Have pupils select Father Bear's bowl, chair, and bed. Encourage children to use descriptive words and comparative phras these: <u>biggest</u>, <u>largest</u>, <u>bigger than</u>, <u>larger than</u>, <u>biggest of a</u> Proceed in like manner with cut-out objects of Mother Bear and Ba</p>
<p>Following Directions to Clarify and Review Concepts</p>	<p>Place three bowls of different sizes on a table. Place a big, a medium, and a small chair in another part of the class Use chairs to make beds in the bedroom of the three bears. Give directions, such as: "Walk to the bears' kitchen. Find the biggest bowl. Tell whose bowl it is. Use Father Bear's voice and tell what he said."</p>

TEACHING PROCEDURES	MATERIALS
<p>bears on the blackboard ledge. s, and beds in the bottom pocket of the pocket chart. out of the father bear in the top pocket of the chart. repeat speeches of the father bear. ve words characterizing the father bear's speech and move-</p> <p><u>gruff</u>, <u>big</u>, <u>roaring</u>; <u>heavy</u>, <u>loud</u>, <u>stomping</u>. the mother and baby bears. e Mother Bear's voice and footsteps: <u>kind</u>, <u>sweet</u>, <u>gentle</u>; e Baby Bear's voice and footsteps: <u>soft</u>, <u>high</u>, <u>little</u>, <u>tiny</u>, e facts learned through listening. er Bear's bowl, chair, and bed. e descriptive words and comparative phrases characterizing est, <u>bigger than</u>, <u>larger than</u>, <u>biggest of all</u>, <u>largest of all</u>. with cut-out objects of Mother Bear and Baby Bear.</p> <p>ent sizes on a table. n a small chair in another part of the classroom. the bedroom of the three bears.</p> <p>hen.</p> <p>and tell what he said."</p>	<p><u>Cut-outs of</u> three bears three bowls three chairs three beds</p> <p>Pocket chart</p> <p><u>Three bowls</u> big medium small</p> <p>Table</p> <p><u>Nine chairs</u> three big three medium three small</p>

SKILLS

TEACHING PROCEDURES

Building Vocabulary

Go into the living room.
Find the smallest chair.
Use Baby Bear's voice, and tell what he said.

Lie in Baby Bear's bed.

Look in Baby Bear's bed, and say what Baby Bear said.

Use transparencies and an overhead projector.

Show a picture or pictures of baby bears.

Guide a discussion about the activities of the bears as indicated by asking:

How many bears do you see?

Tell what one bear is doing; the other.

What do you think is in the basket?

Use pictures and ask questions to help pupils understand the following words: plump, clumsy, playful, furry.

Ask questions which will provide an opportunity for pupils to supply words they already know them.

Why do you think the bear is trying to open the picnic basket?

How do you think he feels?

How do you know the bears really get enough to eat?

Why do you think the bear is having such a hard time opening the basket?

What makes you think the bears are playful?

How would the bears feel if you touched them?

Let pupils feel a piece of fur to further establish the idea of "furry."

Encourage pupils to tell the kind of bear which they feel like.

Have a child pantomime being that kind of bear.

Be sure the pantomime reflects one of the new words.

ING PROCEDURES

MATERIALS

what he said.

ay what Baby Bear said.

a projector.

by bears.
activities of the bears as indicated by the pictures by

ee?
ng; the other.
e basket?
to help pupils understand the following words: hungry,
ry.

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r is trying to open the picnic basket?

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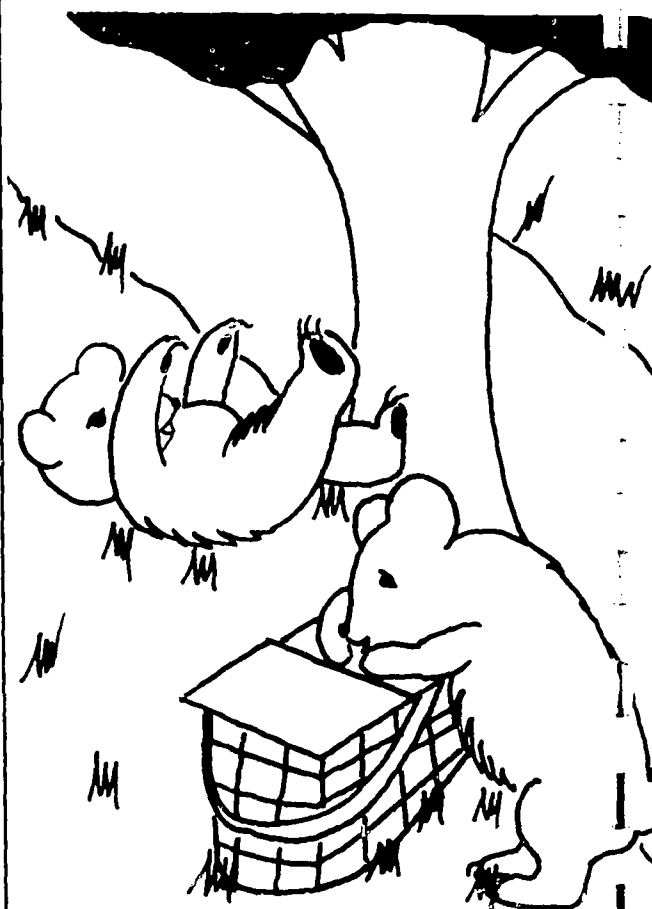
if you touched them?

further establish the idea of "furry."

d of bear which they feel like.


hat kind of bear.

s one of the new words.



Overhead projector
Teacher — made transparencies
Piece of fur


SKILLS	TEACHING PROCEDURES
	<p>Show a picture of a thick forest. Associate the following words with the picture: <u>dark</u>, <u>thick</u>, <u>cool</u>. Let a group of taller children raise arms to pretend to be trees. Have a small child stoop down in the middle of "the forest." Use the experience to help make the terms listed above more concrete.</p> <p>Show a picture of a cottage. Use discussion to help pupils build an understanding of the words <u>small</u>, <u>quiet</u>.</p> <p>Give simple sentences which could begin the story of "The Three Bears."</p> <p>Once upon a time there were three <u>furry</u> bears. They lived in a cottage in the middle of a <u>thick</u> forest.</p> <p>Repeat the first sentence. Ask children how the bears looked. Elicit the word <u>furry</u>.</p> <p>Continue in the same way helping children to identify the words <u>cottage</u> and the forest. Guide pupils in realizing that interesting words help to make a story more interesting. Encourage pupils to listen for and use words that help make stories more interesting and colorful.</p>

TEACHING PROCEDURES	MATERIALS
<p>st.</p> <p>is with the picture: <u>dark</u>, <u>thick</u>, <u>lonely</u>, <u>quiet</u>, <u>shady</u>.</p> <p>raise arms to pretend to be trees in the forest.</p> <p>n in the middle of "the forest."</p> <p>ake the terms listed above more concrete.</p> <p>ils build an understanding of the words: <u>pretty</u>, <u>neat</u>,</p> <p>could begin the story of "The Three Bears."</p> <p>ere were three <u>furry</u> bears. They lived in a <u>pretty</u> little <u>dark</u> forest.</p> <p>ooked.</p> <p>helping children to identify the words that describe the</p> <p>interesting words help to make a story good.</p> <p>for and use words that help make stories more exciting</p>	

TEACHING PROCEDURES	MATERIALS
<p> on the story of "The Three Bears." Having children tell just the part each picture tells. whole story independently. e part shown in the picture? l the whole story accurately?" </p> <p> ren portray characters in various situations, as: rough the woods y Bear the porridge s to identify the characters through their words and actions. dren to act out the whole story. </p> <p> ts and keep story line moving to the words of others </p> <p> the classroom, to the office, to the health room, where they n. bjects and indicate use. er's desk. This is where she writes. See her pen, pencils, room (closet). We hang our coats on these hooks. We place eatly on the floor under our coats." </p>	<p> <u>Pictures:</u> bears in woods Goldilocks eating porridge Goldilocks near broken chair Goldilocks asleep in Baby Bear's bed bears looking at Baby Bear's bowl, chair, bed Goldilocks running from cottage </p>

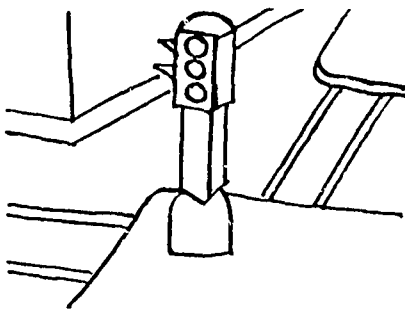
SKILLS	TEACHING PROCEDURES
<p>Associating a Color with Its Color Word</p>	<p>Show centers in the room for work and play. Name items for pupil use found in the centers. Explain that pupils will learn more about centers as they begin.</p> <p>Give correct titles and meaningful explanations of work. Say, for example: "This is the principal Mrs. Brown. M of the whole building—all of the teachers. She helps us do our jobs."</p> <p>"This is Mrs. _____. She helps the in the office. She uses this typewriter."</p> <p>Take pupils to the health room. Make comments, as: "Here is our school nurse Mrs. _____ the doctor. She uses this scale to find out how tall we are. So She can also tell how tall we are. So chart to find out how well children can grow."</p> <p>Ask the nurse to explain how and why shots are given. Allow pupils, when they return to the classroom, to discuss the equipment seen.</p> <p>Use objects.</p> <p>Display a number of <u>red</u> objects. Help pupils to identify each object. Encourage pupils to speak in complete sentences. Help pupils to notice that all the objects are about the same color. Tell pupils the color of one object. Present a red box, bag, or wagon.</p>

TEACHING PROCEDURES	MATERIALS
<p> e room for work and play. pil use found in the centers. will learn more about centers as they begin to use them. and meaningful explanations of work. "This is the principal Mrs. Brown. Mrs. Brown is in charge of the whole building—all of the teachers, all of the children. She helps us do our jobs." "This is Mrs._____. She helps the principal do her work in the office. She uses this typewriter." health room. s: "Here is our school nurse Mrs._____. Mrs._____ helps the doctor. She uses this scale to find out how much we weigh. She can also tell how tall we are. Sometimes she uses this chart to find out how well children can see." explain how and why shots are given. they return to the classroom, to discuss persons, services, and of <u>red</u> objects. tify each object. o speak in complete sentences. ce that all the objects are about the same color. or of one object. bag, or wagon. </p>	<p> <u>Red objects, such as:</u> ball paper crayons pencils blocks rhythm sticks toy car </p>

SKILLS	TEACHING PROCEDURES
<p>Perceiving Appropriate Relationships</p>	<p>Have pupils tell its color. Ask pupils to pretend that they are going to Grandmother's house. pretty. Guide the activity by saying: "I am going to Grandmother's house. I will take my red boat." Place the red boat in the red wagon, box, or bag. Play a short portion of walking music and pretend to go to Grandmother's house. red boat. Permit pupils to speak and follow the same action placing objects in the red wagon, box, or bag. Let pupils look around the room and at their clothes to find other things that are red. Place a cut-out of something red on a color chart to help pupils learn to identify the new color with other objects of the same color.</p> <p>Give children a piece of red crayon. Let them draw something pretty. Label the children's pictures being sure to use the color word. Allow several children to tell about their drawings. Be sure children use the new color word and speak in sentences.</p> <p> Use lessons similar to the two above to develop recognition of the new color.</p> <p>Use a story: <u>Red Light Green Light</u>.</p> <p>Show two cards—one with a red circle, and one with a green circle. Help children identify the colors on each card. Ask all children wearing something red to stand. Ask all children wearing something green to stoop.</p>

TEACHING PROCEDURES	MATERIALS
<p>at they are going to Grandmother's to show her something</p> <p>ng:</p> <p>ndmother's house.</p> <p>l boat."</p> <p>red wagon, box, or bag.</p> <p>walking music and pretend to go to Grandmother's with the</p> <p>and follow the same action placing other red objects in the</p> <p>ag.</p> <p>the room and at their clothes to find other red things.</p> <p>ning red on a color chart to help pupils continue to associate</p> <p>er objects of the same color.</p> <p>red crayon.</p> <p>g pretty.</p> <p>ures being sure to use the color word.</p> <p>o tell about their drawings.</p> <p>new color word and speak in sentences.</p> <p>o the two above to develop recognition of yellow and of green.</p> <p>en Light.</p> <p>h a red circle, and one with a green circle.</p> <p>e colors on each card.</p> <p>g something red to stand.</p> <p>g something green to stoop.</p>	<p>toy boat</p> <p>doll's clothing</p> <p>plastic flower</p> <p>plastic apple, cherry, strawberry</p> <p>plastic tomato</p> <p>Red wagon, box, or bag</p> <p>Record player and record</p> <p>Red cut-out for color chart</p> <p>Drawing paper</p> <p>Red crayon</p> <p>Cards with colored circles</p> <div data-bbox="1040 1998 1569 2239"> </div>

SKILLS	TEACHING PROCEDURES
<p>Building Concepts and Vocabulary</p>	<p>Read <u>Red Light Green Light</u>. Have pupils listen to find out what everything did on the red light. Have children form a circle. Instruct them to march first, then skip, when green card is held up. Instruct pupils to stop when the red card is held up. Provide music to help make activity more enjoyable.</p> <p>Use objects and pictures.</p> <p>Show pictures of cars, traffic signal, patrol boy, and crossing guard. Allow pupils to tell where they may have seen persons or objects represented.</p> <p>Give children appropriate names for items. Guide discussions about how each helps us to be safe. Display a policeman's badge and cap; patrol's belt; red, yellow, and green of the traffic light; and a teacher-made crosswalk. Place the crosswalk on the floor. Pin colors of the traffic signal on a child. Permit the children to wear symbols representing the policeman. Ask pupils to tell and show where each would be found.</p> <p>Take a Trip.</p> <p>Accompany children to the corner. Have children notice when the cars stop; go. Have a patrol boy demonstrate where and how he stands. Have the patrol show when he allows pupils to cross the street. Escort pupils across the crosswalk. Let pupils tell where the traffic guard stands. Ask pupils where the policeman would be.</p>

TEACHING PROCEDURES	MATERIALS
<p>light.</p> <p>out what everything did on the red light; on the green light.</p> <p>role.</p> <p>first, then skip, when green card is held up.</p> <p>when the red card is held up.</p> <p>make activity more enjoyable.</p> <p>traffic signal, patrol boy, and crossing guard.</p> <p>where they may have seen persons or objects as each is pre-</p> <p>te names for items.</p> <p>show each helps us to be safe.</p> <p>badge and cap; patrol's belt; red, yellow, and green circles</p> <p>and a teacher-made crosswalk.</p> <p>the floor.</p> <p>signal on a child.</p> <p>wear symbols representing the policeman and the patrol boy.</p> <p>show where each would be found.</p> <p>the corner.</p> <p>when the cars stop; go.</p> <p>demonstrate where and how he stands.</p> <p>when he allows pupils to cross the street.</p> <p>the crosswalk.</p> <p>the traffic guard stands.</p> <p>policeman would be.</p>	<p>MacDonald, Golden. <u>Red Light Green Light</u>. New York: Doubleday, 1944.</p> <p>Record and record player or piano</p> <p><u>Objects:</u></p> <ul style="list-style-type: none"> policeman's badge and paper cap with removable lining patrol's belt red, yellow, and green circles for the traffic signal teacher-made crosswalk  <p><u>Pictures:</u></p> <ul style="list-style-type: none"> cars traffic signal patrol boy crossing guard.

SKILLS	TEACHING PROCEDURES
Participating in Dramatic Play	Encourage each child upon return to the classroom to tell one story. Allow pupils to role-play being patrol boys, traffic lights, and cars on a street.
Building Concepts for <u>Top</u> , <u>Middle</u> , and <u>Bottom</u> .	<p>Give directions, such as:</p> <p>At the <u>top</u> is my head. In the <u>middle</u> is my trunk. At the <u>bottom</u> are my feet.</p> <p>Demonstrate moving hands from head to waist to toes, and permit pupils to do the same. Substitute the three words <u>top</u>, <u>middle</u>, <u>bottom</u> while continuing to move. Place a cut-out of a doll on the flannel board. Have pupils tell and find what is at the top, middle, and bottom. Place the house on the flannel board. Ask: "What is at the <u>top</u>? What is in the <u>middle</u>? What is at the <u>bottom</u>?" Follow the same procedure using the flower, ice cream, and birthday cake. Place the frame on which to build a traffic signal on the flannel board. Ask pupils to place the colors on the traffic signals near the top, middle, and bottom of the traffic frame.</p>
Using Concepts for <u>Top</u> , <u>Middle</u> , and <u>Bottom</u> .	<ul style="list-style-type: none"> Place a red, a yellow, and a green circle on the flannel board one at a time. Direct pupils to find the red; yellow; green circle. Have pupils locate the circle on top; in the middle; at the bottom.

PROCEDURES

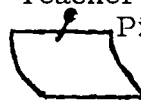
MATERIALS

the classroom to tell one thing which he saw.
boys, traffic lights, and children crossing the

Cardboard traffic signals, or red
and green circles to pin on
children. (see note)

Patrol belts

Teacher-made crosswalk

 Pin one circle on back of child
and one on front. The child
turns to change signals.

waist to toes, and permit pupils to imitate.
bottom while continuing the same movements.
board.
p, middle, and bottom.



wer, ice cream, and birthday cake.
ic signal on the flannel board.
traffic signals near the top, in the middle, near



on the flannel board one under the other.
een circle.
he middle; at the bottom.

Flannel cut-outs:

doll, house, flower, ice cream,
birthday cake

Flannel traffic signal frame

Flannel circles of red, yellow, and
green

Flannel board

SKILLS	TEACHING PROCEDURES
<p>Enriching Listening Vocabulary</p> <p>Reviewing Skills in the Association of Colors and Color Words</p> <p>Matching Colors</p> <p>Following Directions</p>	<p>Have pupils paste three circles on their paper. Guide pupils in pasting the red circle at the top, the yellow circle at the bottom, and the green circle at the bottom. Encourage pupils to explain what the lights mean.</p> <p>Use teacher-made devices.</p> <p>Give each child a red, green, or yellow airplane. Use an airplane to demonstrate action which pupils are to imitate. Say: "I am a <u>pilot</u>. I fly an airplane. I fly it high in the sky."</p> <p>Fly plane over head. Say: "Now I'll bring it in for a <u>landing</u>." Lower airplane for landing. Suggest that all pupils pretend to be pilots. Give directions, such as: "All pilots with red planes, fly them high in the sky. Now bring them in for a landing." Repeat directions for pilots of green and yellow planes. Place the three hangars on the chalkboard ledge. Say: "Here's a garage for the airplane. It is called a <u>hangar</u>." Have pupils tell what color each hangar is.</p> <p>* Direct all girls with red airplanes to place them in the red hangar. Direct boys with red airplanes to do the same. Allow pupils with green, then yellow planes to follow the same directions.</p> <p>Use other airplanes to introduce new colors as well as to review.</p>

TEACHING PROCEDURES

the circles on their paper.
the red circle at the top, the yellow circle in the middle, and
the bottom.
plain what the lights mean.

green, or yellow airplane.
monstrate action which pupils are to imitate.

sky."

in for a landing."
ding.

pretend to be pilots.

is:
planes, fly them high in the sky.
for a landing."

pilots of green and yellow planes.
s on the chalkboard ledge.
for the airplane.

ngar."
olor each hangar is.

ed airplanes to place them in the red hangar.
airplanes to do the same.

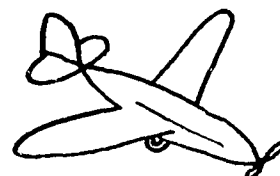
an, then yellow planes to follow the same procedure.

introduce new colors as well as to review known ones.

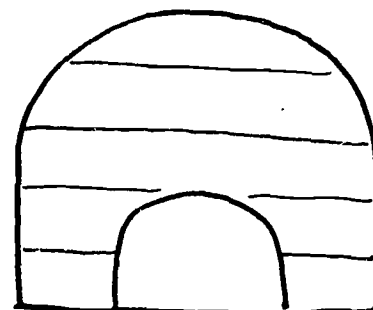
MATERIALS

Paper airplanes:

red
yellow
green



Pocket charts made in the shape of
hangars to match airplanes

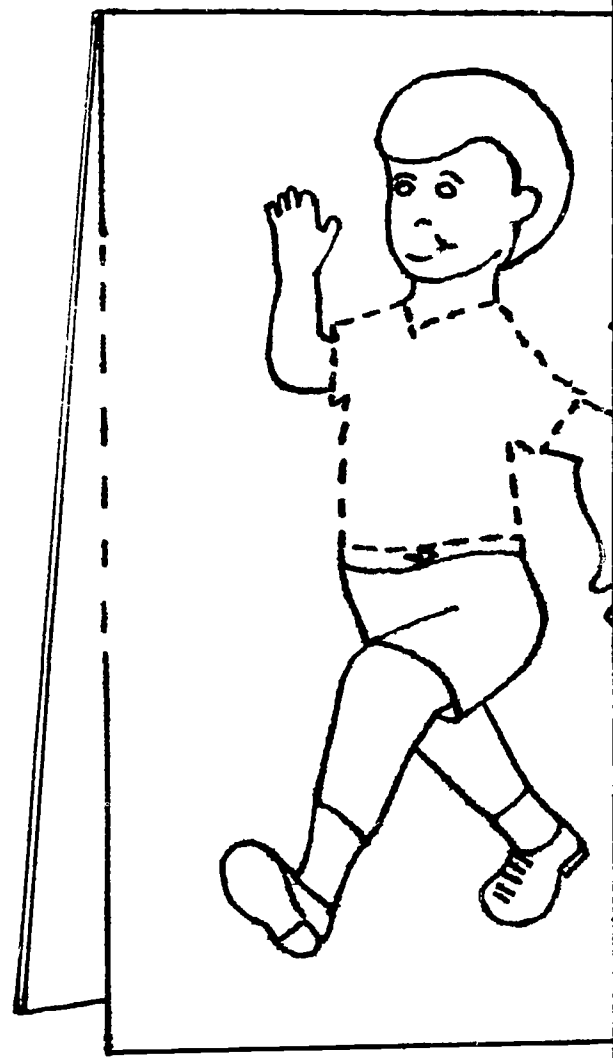
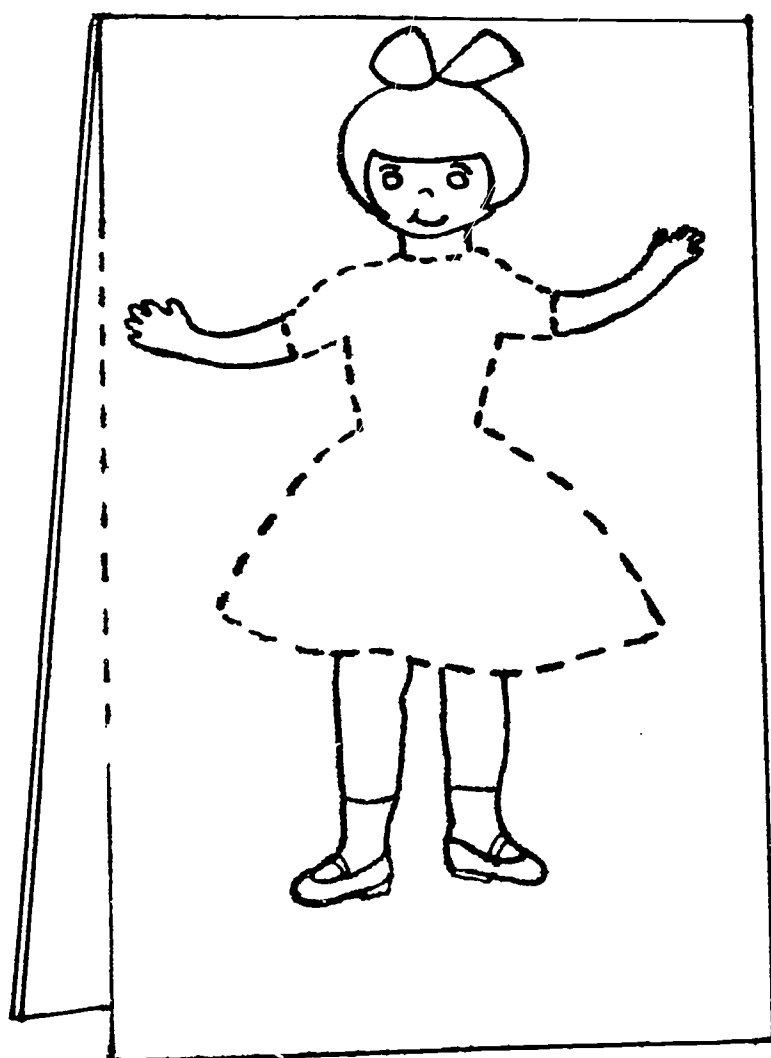


SKILLS	TEACHING PROCEDURES
<p>Discovering ourselves</p>	<ul style="list-style-type: none"> * Give pupils swatches of paper of different colors. Show and name one color at a time. Ask pupils to show that they recognize the color by holding up naming it, also. Display "Dress-Me-Dolls." Allow pupils to insert sheets of construction paper in order to ent outfits. Ask each child, as he dresses a doll, to tell what color dress wearing. <p>Use a rhyme: "One and Two."</p> <p>Say the fingerplay "One and Two." Repeat the fingerplay permitting pupils to participate in the acti Ask pupils to recall things of which there is only one: head, nos Ask pupils to recall things of which there are two: eyes, ear shoulders. Tell pupils that we can call two things which are alike <u>a pair</u>. Set the pattern by referring to a pair of eyes. Let pupils refer to other pairs indicated in the fingerplay. Ask pupils to look at neighbors to discover other pairs. Help pupils discover arms, legs, hands, wrists, elbows, ankles, eyebrows, eyelashes.</p> <p>Use objects.</p> <ul style="list-style-type: none"> * Place pairs on a table. Allow pupils to identify objects. Ask pupils to find something for hands; feet; ears. Ask children how they would buy these things at the store. Guide pupils to use the words <u>a pair of</u>.

TEACHING PROCEDURES	MATERIALS
<p>per of different colors. at a time. ey recognize the color by holding up the proper color and</p> <p>ets of construction paper in order to dress dolls in differ- resses a doll, to tell what color dress or shirt the doll is</p> <p>ed Two."</p> <p>mitting pupils to participate in the action indicated. s of which there is only one: head, nose, chin, neck, chest. gs of which there are two: eyes, ears, feet, arms, legs,</p> <p>l two things which are alike <u>a pair</u>. g to a pair of eyes. pairs indicated in the fingerplay. bors to discover other pairs. , legs, hands, wrists, elbows, ankles, knees, lips, nostrils,</p> <p>jects. ing for hands; feet; ears. uld buy these things at the store. ords <u>a pair of</u>.</p>	<p>Envelopes with swatches of the colors being reviewed</p> <p>A boy "Dress-Me-Doll" A girl "Dress-Me-Doll" (See instructions for making on p. 17) Sheets of construction paper repre- senting the eight basic colors</p> <p>Scott, Louise Binder and Thompson, J. J. Rhymes for Fingers and <u>Flannelboards</u>. St. Louis: Web- ster Publishing Co., 1960. p. 50.</p> <p><u>Several pairs of real or doll items:</u> shoes stockings socks boots galoshes rubbers</p>

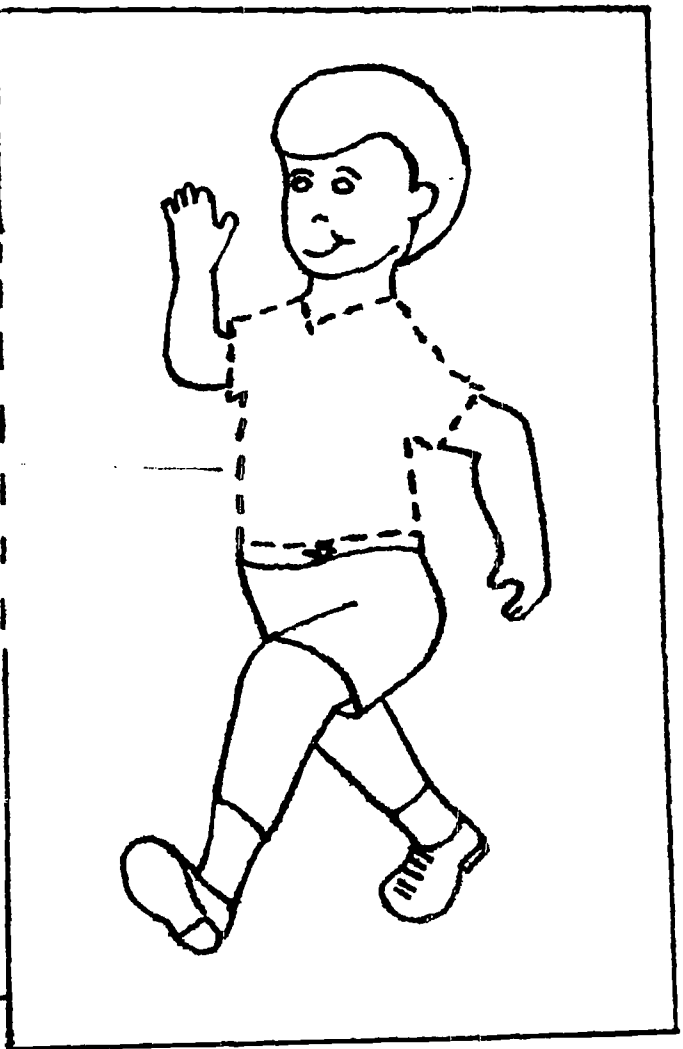
(continued on page 18)

SKILLS	TEACHING PROCEDURES
	



HING PROCEDURES

MATERIALS



Materials for Dolls

- 2 sheets of heavy construction paper
- 2 sheets of cardboard
- sheets of colored construction paper for insert
- Masking tape

Directions for Making Dolls

- Draw dolls to desired measurements on pieces of heavy construction paper.
- Cut out the dress or shirt part of the doll.
- Paste the construction paper on heavy cardboard leaving a slit large enough to insert colored sheets of paper behind the doll's dress or doll's shirt.
- To enable dolls to stand, tape an extra sheet of cardboard to the top.

SKILLS	TEACHING PROCEDURES
<p>Developing Concepts about the Family</p>	<p>Ask: "How many shoes are in a pair of shoes; stockings; boots?" Have children tell why we need two. Help children notice that pairs are the same size and color. Scramble objects. Have pupils find pairs that belong together.</p> <p>Use a story: <u>This Is My Family</u>.</p> <p>Read <u>This Is My Family</u>. Ask pupils to tell what two families were in the story. Help pupils understand that only dogs are in the dog family; people Let pupils identify and point out the mother, father, sister, and brother. Help pupils notice that they look as though they enjoy being together. Place flannel cut-outs of the family on the flannelboard. Ask children to tell about and find the men in the family. * Ask children to group the women; children; parents. Let several pupils tell about the members of their families. Guide pupils to tell first about parents and then about children. Show pictures of big families and of little families. Let children find those that are big; those that are little. Let several children tell whether their families are big or small, and to name the members. Have pupils draw pictures of their families. Label the pictures for the children with the words, <u>My Family</u>.</p>

TEACHING PROCEDURES	MATERIALS
<p>are in a pair of shoes; stockings; boots?" e need two. pairs are the same size and color. at belong together.</p> <p>family.</p> <p>vo families were in the story. hat only dogs are in the dog family; people are in our family. oint out the mother, father, sister, and brother in the family. hey look as though they enjoy being together. f the family on the flannelboard. at and find the men in the family. e women; children; parents. bout the members of their families. t about parents and then about children. amilies and of little families. hat are big; those that are little. whether their families are big or small, and ask the children s. es of their families. he children with the words, <u>My Family</u>.</p>	<p>gloves mittens ear muffs earrings</p> <p>Fehr, Howard F. <u>This Is My Family</u>. New York: Holt, Rinehart and Winston, 1963.</p> <p>Flannel cut-outs members of a or family Flannel board</p> <p><u>Pictures:</u> big family little family</p> <p>Drawing paper Crayons</p> <p>Family puppets Family figures available through class 41</p>

SKILLS	TEACHING PROCEDURES
<p>Developing the Concept of Sharing Responsibilities</p>	<p>Use a role-playing situation.</p> <p>Let two pupils dress up like Mother and Father. Have each child tell who he is. Suggest that pupils pretend that the children in the family are Mother and Father. Let Mother and Father go for a walk around the room. Have children remove dress-up clothes before continuing lesson. Suggest that often Mother and Father enjoy going out together but Mother is busy at home. Display items which Mother or Father would be likely to use around the house. Help pupils identify the items. Encourage the use of complete sentences. Pretend to be Mother.</p> <p>* Select an item which Mother would probably use, identify it and say how Mother would use the item. Allow pupils to be either Father or Mother and to follow the lead.</p> <p>Use a teacher-made picture chart.</p> <p>Display a chart showing numerous pictures in which children are doing household chores. Have children study the pictures to see if they see anyone doing the chores they can do, also. Have pupils tell and show ways in which they help at home, e.g. I can put knives and forks on the table. I help to carry packages from the store. I can put my toys away. I can help dust. I like to help put the groceries away.</p>

TEACHING PROCEDURES	MATERIALS
<p>ation.</p> <p>up like Mother and Father.</p> <p>who he is.</p> <p>pretend that the children in the family are visiting friends.</p> <p>er go for a walk around the room.</p> <p>re dress-up clothes before continuing lesson.</p> <p>other and Father enjoy going out together, but many times each</p> <p>a Mother or Father would be likely to use when working around</p> <p>the items.</p> <p>complete sentences.</p> <p>2.</p> <p>ch Mother would probably use, identify it, tell and show how</p> <p>e the item.</p> <p>ther Father or Mother and to follow the same pattern.</p> <p>ture chart.</p> <p>ving numerous pictures in which children are helping with house-</p> <p>y the pictures to see if they see anyone doing something which</p> <p>show ways in which they help at home, as:</p> <p>es and forks on the table.</p> <p>y packages from the store.</p> <p>toys away.</p> <p>st.</p> <p>put the groceries away.</p>	<p><u>Dress-up clothing brought by chil-</u> <u>ren, such as:</u></p> <p>hats for Mother and Father</p> <p>high-heeled shoes</p> <p>bag and gloves for Mother</p> <p>Broom Iron</p> <p>Sweeper Paint Brush</p> <p>Hammer (Plastic) Ladder</p> <p>Saw (Plastic)</p> <p>Dish towel</p> <p>Dishes</p> <p>Screw Driver</p> <p>Teacher-made chart with commer- cial pictures of children at work</p> <p><u>Objects, such as:</u></p> <p>blocks or several light boxes</p>

SKILLS

TEACHING PROCEDURES

Enjoying a Story

Help children understand that it is important for everyone to do his one will have too much to do.
Make the idea concrete by asking one child to carry a number of objects to the room.
Allow several children to do the same job.
Help pupils understand the words heavy and light as referred to weight.
Ask the children which job was easier, and why.

Use a story: "The Three Pigs."

Provide opportunity for the pupils to examine a small bundle of straw, a piece of wood, and a brick.
Encourage pupils to tell where they have seen such objects.
Help pupils name the materials.
Help pupils discover the similarity between the sticks and piece of wood.
Ask children to listen to the story of "The Three Pigs" to find out which was the safest house.
Present the story.
Ask pupils to tell the part of the story they liked best.
Ask:
"What animal tried to eat the pigs?
Of what was each pig's house built?
Which house was strongest?
Why did the wolf invite the pig to leave his home?
How did the story end?
Could the story really have happened?"



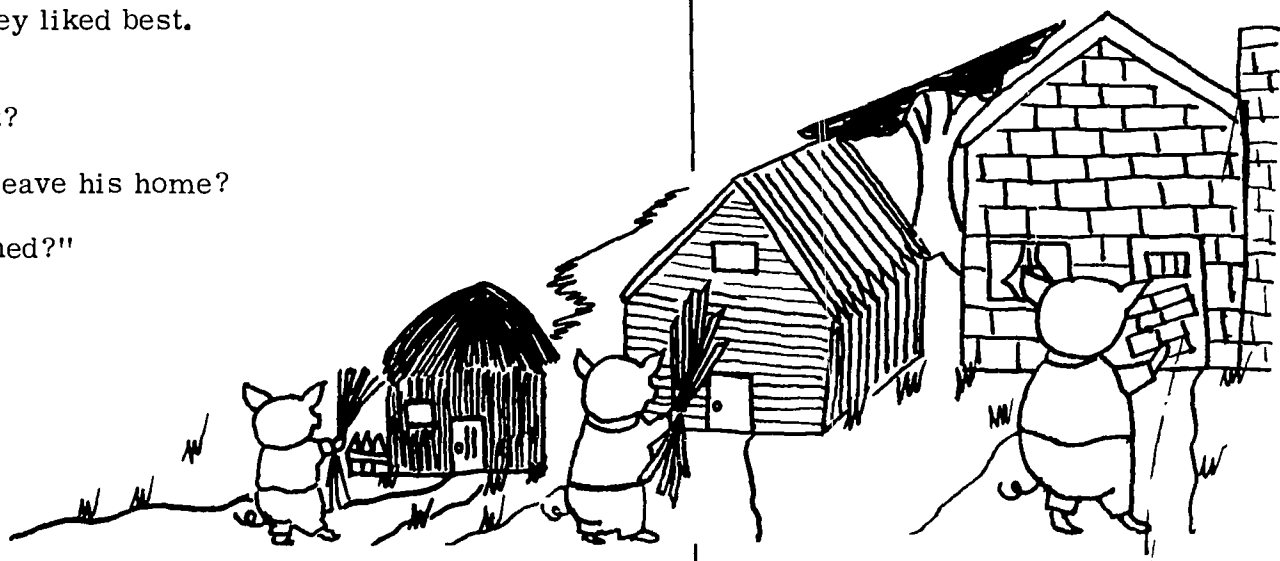
TEACHING PROCEDURES

and that it is important for everyone to do his part so that no
 h to do.
 e by asking one child to carry a number of objects across the
 to do the same job.
 the words heavy and light as referred to weight.
 job was easier, and why.

Pigs."
 r the pupils to examine a small bundle of straw, some sticks,
 d a brick.
 l where they have seen such objects.
 materials.
 e similarity between the sticks and piece of wood.
 o the story of "The Three Pigs" to find out which pig built the

part of the story they liked best.

ed to eat the pigs?
 h pig's house built?
 s strongest?
 f invite the pig to leave his home?
 y end?
 really have happened?"



MATERIALS

Story of "The Three Pigs" or
 filmstrip 829

A small bundle of straw
 Some sticks
 A piece of wood
 A brick

SKILLS	TEACHING PROCEDURES
<p>Building Concepts and Vocabulary Pertaining to Homes.</p>	<p>Use pictures.</p> <p>Show pictures of different kinds of houses.</p> <p>Ask children to see if they can find a house which looks some- Allow pupils to tell why the pictured house reminds them of the Encourage children to notice similarities in size, color, or b Ask children to notice how some houses make a line because each other and are fastened together.</p> <p>Tell pupils these are <u>row houses</u>.</p> <p>Allow pupils living in row houses to stand.</p> <p>Ask them to "be" a row of houses.</p> <p>Ask the rest of the class: "Which 'houses' really look like ho Show pupils an apartment house.</p> <p>Ask the children why apartment houses are often very large.</p> <p>Help a child who lives in such a building explain how he gets to ment house.</p> <p>Help the children understand that each family has its own pa <u>apartment building</u>.</p> <p>Encourage anyone who has been in a <u>duplex apartment</u> to tell wh * Have pupils compare the sizes of the two apartment buildings. Have pupils tell which apartment building would probably have Have children compare the size of the smaller apartment hous house.</p> <p>Help pupils learn a new meaning for the word <u>story</u>.</p> <p>Help pupils use windows to count the number of <u>stories</u> in diff there are pictures.</p> <p>Count the stories in the large apartment building for children.</p>

TEACHING PROCEDURES

kinds of houses.
 can find a house which looks something like their house.
 pictured house reminds them of their house.
 similarities in size, color, or building material.
 some houses make a line because they stand right next to
 ned together.
 ouses.
 ouses to stand.
 ouses.
 Which 'houses' really look like houses?"
 ouse.
 ment houses are often very large.
 ch a building explain how he gets to his part of the apart-
 nd that each family has its own part or apartment in the
 een in a duplex apartment to tell where each family lives.
 zes of the two apartment buildings.
 ment building would probably have more families.
 size of the smaller apartment house with a two-story row
 aining for the word story.
 count the number of stories in different houses for which
 ge apartment building for children.

MATERIALS

Commercial pictures or teacher-
 made drawings of houses repre-
 sented in the neighborhood.

apartment house
 duplex
 row houses



SKILLS

TEACHING PROCEDURES

Ask pupils to look at their homes to find the number of stories.
Help pupils to use expressions, as:

My house has three stories.

I live in an apartment house.
It has many stories.



Adapt the lesson to fit the kinds of homes in the neighborhood of

Take a trip.

Take pupils for a walk around the block.

Ask pupils to look at the buildings to see if they can tell the material of the buildings.

Ask pupils to look for row houses and apartment buildings.

Ask children to notice the colors of different houses.

Have pupils notice different buildings and the number of stories in each. Return to school.

Ask each child to tell something about the material, color, or size of the buildings seen.

Ask pupils to take a good look at their own homes when they go home and draw a picture.

Use a doll house.

Let pupils examine a doll house or a representation to determine what is in a house.

Help pupils locate the biggest room and the smallest room.

* Guide pupils in finding the living room, dining room, bedroom, kitchen, and bathroom and in calling each by its proper name.

Display several pieces of furniture for each room.

Provide opportunity for pupils to identify furnishings which they know.

CHING PROCEDURES

MATERIALS

mes to find the number of stories.
 as, as:
 es.
 se.
 e kinds of homes in the neighborhood of the school.
 d the block.
 uildings to see if they can tell the material used for the
 ouses and apartment buildings.
 olors of different houses.
 uildings and the number of stories in each.
 ething about the material, color, or size of one building
 ok at their own homes when they go home so that they can
 ouse or a representation to determine what rooms are in
 est room and the smallest room.
 e living room, dining room, bedroom, kitchen, and bath-
 n by its proper name.
 urniture for each room.
 pils to identify furnishings which they know.

A doll house or teacher-made repre-
 sentation of rooms in a house

Dollhouse furniture or drawings of
 furniture and furnishings:
 sofa or couch
 arm chair
 coffee table
 floor lamp
 table lamp

SKILLS	TEACHING PROCEDURES
<p>Enjoying Literature</p>	<p>Give the names of pieces of furniture which the children cannot identify. Help pupils decide in which rooms the pieces of furniture belong. Allow children to explain how different members of the family might use them.</p> <p>Use stories and rhymes.</p> <p>Tell pupils that some of our friends in storyland live in very interesting homes. some live in very funny kinds of homes. Ask pupils to tell about the family in each house after the homes have been described. Display a cottage in the forest similar to that occupied by the Three Little Pigs. Ask: "Who might have lived in this cottage?" Encourage the children to use the word cottage and descriptive words to describe the houses. Show straw, stick, and brick houses. * Ask pupils to associate these houses with appropriate storybook characters. Let pupils tell whether they'd like to live in one of these houses.</p> <p>Display a picture of a big high-top-shoe house. Read the rhyme "The Old Woman Who Lived in a Shoe." Have children tell about this home and family.</p> <p>Present a pumpkin house. Ask children to tell how they know this is not a real house. Give children an opportunity to tell who lived in a pumpkin house. Read the rhyme, "Peter, Peter, Pumpkin-Eater."</p>

TEACHING PROCEDURES	MATERIALS
<p>furniture which the children cannot identify. rooms the pieces of furniture belong. different members of the family might use the furniture.</p> <p>friends in storyland live in very interesting homes, and kinds of homes. family in each house after the homes have been discussed. most similar to that occupied by the Three Bears. lived in this cottage?" use the word cottage and descriptive words when they</p> <p>houses. houses with appropriate storybook characters. 'd like to live in one of these houses.</p> <p>gh-top-shoe house. oman Who Lived in a Shoe." s home and family.</p> <p>y know this is not a real house. y to tell who lived in a pumpkin house. eter, Pumpkin-Eater."</p>	<p>table dining room table and chairs wash basin and toilet bathtub kitchen sink and stove refrigerator kitchen table and chairs bed, dresser, and bureau</p> <p>Commercial or teacher-made pictures</p> <p>See the following page.</p> <p>Teacher-made transparencies Overhead projector</p> <p>Fairy tales <u>and rhymes</u> Refer to: Arbuthnot, May Hill, editor. <u>The Arbuthnot Anthology of Children's Literature</u>. Fair Lawn, New Jersey: Scott, Foresman and Co., 1961.</p> <p><u>Rhymes</u> Refer to: Field Enterprises Educational Corporation. <u>Childcraft, The How and Why Library</u>. Vol I, Chicago: 1964. pp. 38, 41.</p>

SKILLS

TEACHING PROCEDURES



TEACHING PROCEDURES

MATERIALS



SKILLS	TEACHING PROCEDURES
Following Directions	<p>Show a <u>crooked</u> house. Encourage pupils to discuss why the house is so funny. Read the rhyme about the crooked house.</p> <p>Tell stories with other interesting homes and families, such as:</p> <p><u>Little Red Hen</u> <u>Mr. Vinegar</u> <u>Story of Ping</u> <u>Hansel and Gretel</u></p> <p>Let children discuss which houses could have been real.</p> <p>Use language games.</p> <p>Give simple, one-step directions, such as:</p> <p>Bring a book from the desk. Bring me the apple. Run to the window. Get the doll. Put the toy car on the table.</p> <p>Vary by distributing a familiar object to each child.</p> <p>★ Use a teacher-made tape to tell children what should be done with</p> <p>Instruct pupils to watch the teacher's lips to follow whispered directions.</p> <p>Say aloud: "Tom, close the _____." Whisper the word which belongs in the blank space.</p> <p>Play games, such as:</p> <p>"Simon Says" "Farmer and His Wheat" "Punchinello" "Go Round and Round the Playground"</p>

TEACHING PROCEDURES	MATERIALS
<p>Discuss why the house is so funny. the crooked house.</p> <p>interesting homes and families, such as:</p> <p>Gretel</p> <p>which houses could have been real.</p> <p>directions, such as:</p> <p>from the desk.</p> <p>apple.</p> <p>now.</p> <p>on the table.</p> <p>a familiar object to each child.</p> <p>tape to tell children what should be done with each object.</p> <p>ch the teacher's lips to follow whispered directions.</p> <p>om, close the _____."</p> <p>ord which belongs in the blank space.</p> <p>his Wheat"</p> <p>Round the Playground"</p>	<p>Public Schools of the District of Columbia, <u>Catalogue of Audio-Visual Materials</u>. Washington, D. C.: Board of Education, 1964.</p> <p><u>Filmstrips:</u></p> <p>525 <u>Little Red Hen</u></p> <p>566 <u>Mr. Vinegar</u></p> <p>1446 <u>Story of Ping</u></p> <p>342 <u>Hansel and Gretel</u></p> <p><u>Film:</u></p> <p>825 <u>Story about Ping</u></p> <p>Plastic fruits</p> <p>Plastic forks and spoons</p> <p>Toys—cars, boat, plane, truck, ball</p> <p>Artificial flowers in various sizes and colors</p> <p>Small dolls</p> <p>Household items—toy furniture</p> <p>Teacher-made tape with simple, one-step directions.</p> <p>Tape recorder</p> <p>Public Schools of the District of Columbia. <u>Elementary Physical Education Curriculum</u>. Washington, D. C.: Board of Education, 1958.</p>

SKILLS	TEACHING PROCEDURES
<p>Answering Specific Questions</p>	<p>Instruct pupils to listen carefully in order to answer the question.</p> <p>Ask different children to answer a question, such as:</p> <ul style="list-style-type: none">What is your name?How old are you?What do you like to do at home?What do you like to do at school?To what school do you go?Who is your teacher? <p>Provide role-playing situations.</p> <p>Create a situation, such as the following:</p> <p>A little girl or boy cannot find his way home from school. He does not know, so he asks the policeman for help. The policeman asks two questions.</p> <ul style="list-style-type: none"><u>What is your name?</u><u>Where do you live?</u> <p>The lost child answers the two questions, and the policeman tells his Mother and Father he has been found. Now they can go home with the policeman and their child. They thank the officer.</p> <p>Review the two questions which the policeman must ask. Tell the children that either question may be asked first so they can listen carefully.</p> <p>Allow children to act out parts.</p> <p>* Note pupils who will need individual help in answering questions.</p> <div data-bbox="708 2023 841 2104"><p>If the child cannot answer the two questions, the policeman tells him to go to school where he must wait for his parents to come for him.</p></div>

TEACHING PROCEDURES	MATERIALS
<p>carefully in order to answer the question.</p> <p>to answer a question, such as:</p> <p>name?</p> <p>you?</p> <p>like to do at home?</p> <p>like to do at school?</p> <p>ool do you go?</p> <p>teacher?</p> <p>tions.</p> <p>ch as the following:</p> <p>boy cannot find his way home from school. He sees no one he asks the policeman for help. s two questions. me? ive? vers the two questions, and the policeman takes him home. er had begun to worry. Now they are very happy to see the their child. They thank the officer.</p> <p>which the policeman must ask. her question may be asked first so that the lost child will have</p> <p>parts. individual help in answering questions.</p> <p>swer the two questions, the policeman can take him back wait for his parents to come for him.</p>	<p>Policeman's badge and cap made by teacher or pupils Apron for Mother Newspaper for Father</p>

SKILLS

TEACHING PROCEDURES

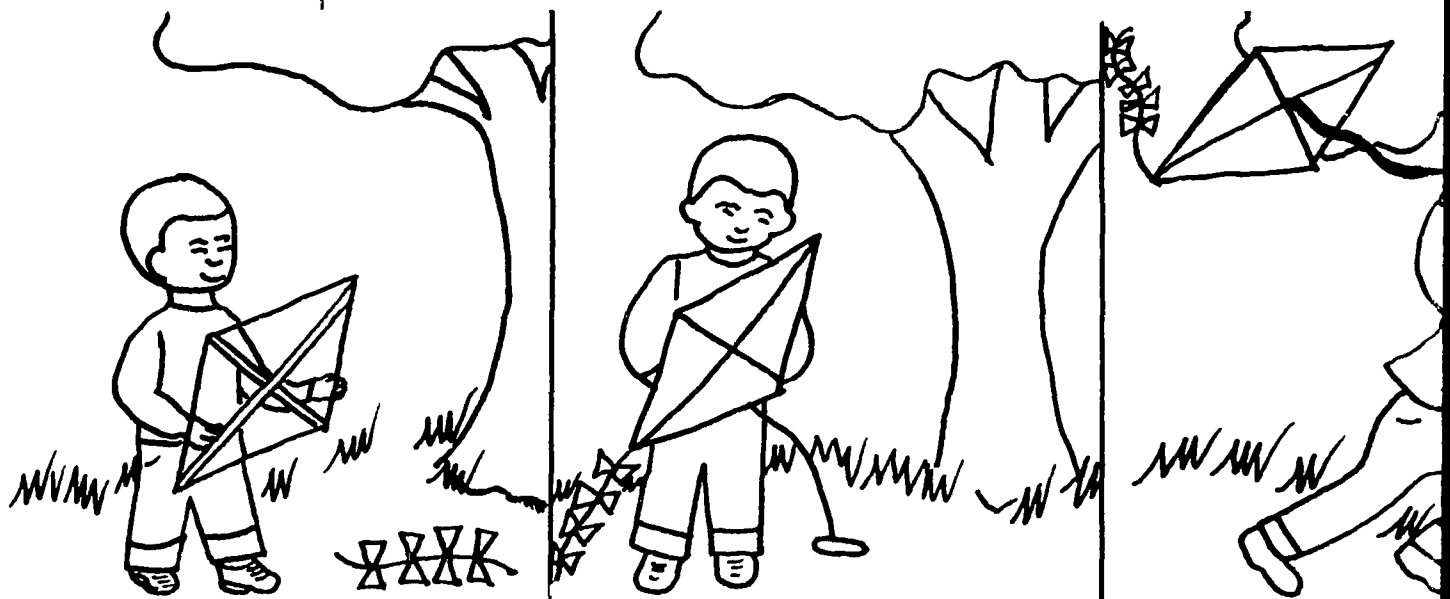
Use sequence pictures:

Place three or four pictures about a familiar story, poem, or situation on the chart or on the chalkboard ledge.

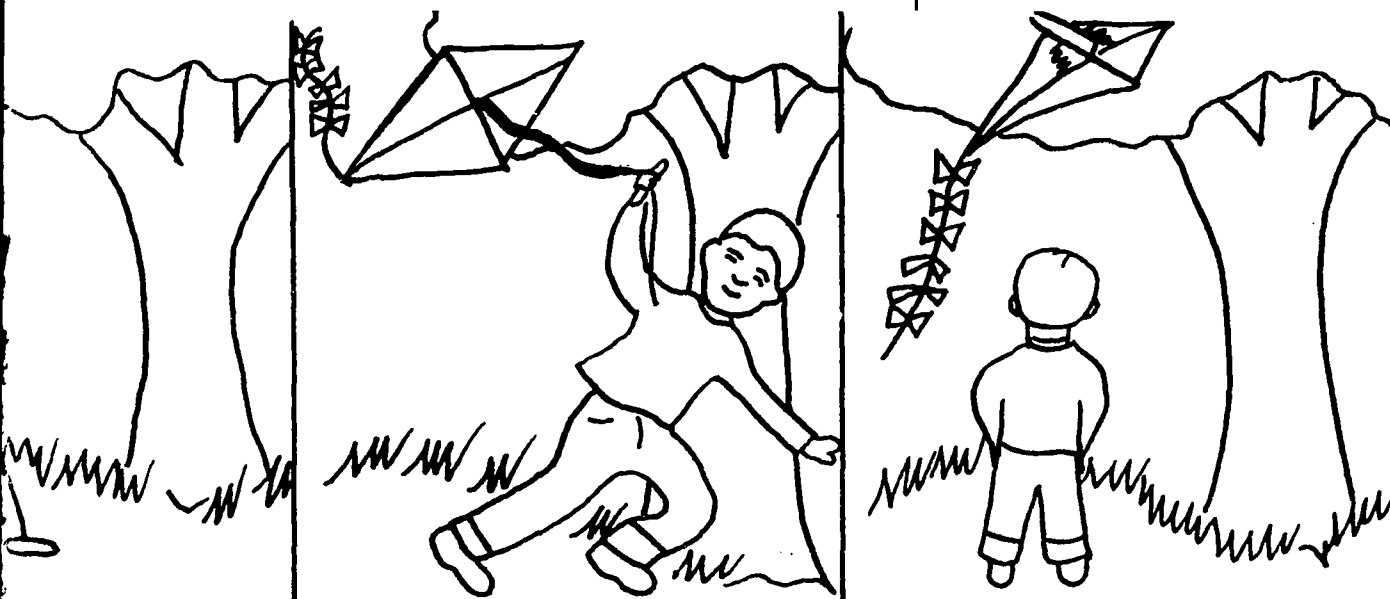
Ask a specific question as: "What happened to the boy's kite caught in the tree?"

Have children listen to the question and study the pictures.

Have children select the picture that illustrates the answer to the question. "The kite was torn, broken ..."



TEACHING PROCEDURES	MATERIALS
<p>es about a familiar story, poem, or situation in the pocket ard ledge.</p> <p>estion as: "What happened to the boy's kite when it was e?"</p> <p>to the question and study the pictures.</p> <p>t the picture that illustrates the answer to the question and out it. "The kite was torn, broken ..."</p>	<p>Pictures in sequence</p>



SKILLS	TEACHING PROCEDURES
<p>Developing Vocabulary about Clothes We Wear</p>	<p>Use doll clothing.</p> <p>Place a flannel cut-out of the sun on the flannel board.</p> <p>Ask: "When do we see the sun? Why don't we see the sun everyday? How do you feel when the sun is shining? What do you like to do?"</p> <p>Help children understand that sunny days may be warm or cool or cold.</p> <p>Display flannel-backed paper doll clothing.</p> <ul style="list-style-type: none"> * Show a picture of a beach scene. Ask: "Do you think this day is hot or cold? Why? Can you find something that you might wear on a sunny day?" * Help pupils select shorts, bathing suit, trunks, cool dress. Give pupils words, such as: <u>thin</u>, <u>short</u>, <u>cool</u>. * Show pictures of children returning to school on a sunny day. Ask: "How do you know it is a little chilly?" Be sure pupils notice jackets or sweaters worn by children. Say: "Tell us when Mother asks you to wear a sweater." Help pupils understand that a winter coat would make a jacket or sweater is <u>light-weight</u> and just right for a sunny day. * Show a picture depicting a sunny, but snowy day. Say: "Let's pretend we're out in the snow. It's cold and windy." Lead pupils to understand that clothing for winter is used.

TEACHING PROCEDURES

MATERIALS

at of the sun on the flannel board.
 ee the sun?
 ee the sun everyday?
 l when the sun is shining?
 ke to do?"
 and that sunny days may be warm or hot, but they may also be
 ed paper doll clothing.
 each scene.
 his day is hot or cold? Why?
 omething that you might wear on a day like this?"
 orts, bathing suit, trunks, cool dress or shirt.
 ch as: thin, short, cool.
 dren returning to school on a sunny, cool, fall day.
 now it is a little chilly?"
 jackets or sweaters worn by children in the picture.
 Mother asks you to wear a sweater."
 and that a winter coat would make them too warm, but that a
 is light-weight and just right for a chilly day.
 ing a sunny, but snowy day.
 we're out in the snow. It's cold and wet. What are you wearing?"
 stand that clothing for winter is usually heavy, warm, woolen.

Flannel board
 Flannel cut-out of the sun
 Flannel-backed paperdoll clothing:
 bathing suit
 trunks
 sleeveless dress
 short-sleeved shirt or T-shirt
 snowsuit
 winter coat
 woolen scarf
 mittens
 boots
 woolen cap
 heavy pants
 Picture of a sunny fall day with chil-
 dren in jackets and sweaters
 Picture of a beach scene
 Picture depicting a bright winter
 day with snow on the ground

SKILLS	TEACHING PROCEDURES
<p>Discovering Sounds We Make</p>	<p>Place a cut-out of the moon on the flannel board. Ask: "When do we see the moon? What does it tell us to do? * What clothes do we wear when we get ready for bed?"</p> <p>Provide opportunity for pupils to tell about and place nightwear on the board.</p> <p>* Ask children to pretend to pack a trunk. Say: "I will put in a bathing suit to wear when it is hot." Ask children to add other things following the same pattern.</p> <p>Play the record <u>Nothing to Do</u>. (Side 2) Encourage the pupils to participate in the action designated by the record. Ask pupils to recall what they did with their hands. Help pupils with words, such as: clapped, tapped. Allow individual pupils to make other sounds with their hands or fingers. Encourage motions, such as: tripping fingers; swishing hands; pounding on lap; snapping fingers; clapping with cupped hands. Describe sounds, when possible, to build listening vocabulary. Have the class repeat the new sounds with pupil. Follow the same procedure allowing pupils to make new sounds with their hands. Encourage sounds made by stomping, shuffling, galloping, tripping. Give directions and lead pupils to: Let fingers trip lightly over desks like running fairies. Let fist pound on the desk to sound like footsteps of a giant. Let hands swish past each other like someone racing away. Let hands pound on laps to make a galloping horse sound. Let fingers snap like the tick tock of a clock.</p>

TEACHING PROCEDURES	MATERIALS
<p> on the flannel board. he moon? s to do? e wear when we get ready for bed?" </p> <p> pupils to tell about and place nightwear on the flannel board. </p> <p> o pack a trunk. ing suit to wear when it is hot." r things following the same pattern. </p> <p> <u>Do Do. (Side 2)</u> participate in the action designated by the record. they did with their hands. such as: clapped, tapped. o make other sounds with their hands or fingers. as: tripping fingers; swishing hands; pounding on body, desk, clapping with cupped hands. ossible, to build listening vocabulary. e new sounds with pupil. re allowing pupils to make new sounds with their feet. y stomping, shuffling, galloping, tripping. pupils to: ightly over desks like running fairies. he desk to sound like footsteps of a giant. ast each other like someone racing away. n laps to make a galloping horse sound. ke the tick tock of a clock. </p>	<p> Flannel board Flannel cut-out of the moon </p> <p> <u>Flannel-backed paperdoll clothing:</u> pajamas gown robe slippers </p> <p> Pocket chart shaped like a trunk Doll clothing </p> <p> <u>Nothing to Do. 78 rpm Children's</u> <u>Record Guild, New York.</u> </p>

SKILLS	TEACHING PROCEDURES
<p>Interpreting Familiar Sounds</p>	<p>Have children form a circle. Suggest that pupils: trip lightly like fairies stomp like giants shuffle like bears gallop like horses.</p> <p>Suggest that while at home pupils try to discover other interesting sounds they can make with their bodies.</p> <p>Encourage children to try to think of things with sounds similar to those they can make.</p> <p>Tell pupils that we hear sounds that tell us to do something or stop.</p> <p>* Play a tape on which sounds have been recorded, and use items to make the sounds.</p> <p>Sound the doorbell. Ask: "What does that sound ask Mother to do?" Allow several pupils to show the polite way of ringing a bell and the appropriate response.</p> <p>Sound the telephone, and permit pupils to tell what this sound tells the receiver up gently and answer.</p> <p>Have pupils close eyes and distinguish between the sound of the telephone and the doorbell.</p> <p>Have pupils place heads on desks. Ask pupils to show what the next sound tells them to do. Let the alarm clock ring. Have a pupil who interpreted the sound correctly identify the sound and tell what its message was.</p> <p>Sound a policeman's whistle. Ask the children if they know of someone who uses a whistle to stop traffic. Blow a toy whistle. Ask pupils to tell which whistle tells them to <u>stop right away</u>. Help pupils understand that the policeman uses his whistle to stop traffic so that the street is safe.</p>

TEACHING PROCEDURES

MATERIALS

e.

e pupils try to discover other interesting sounds that they can
to think of things with sounds similar to the sounds they can

sounds that tell us to do something or that give us a message.
ds have been recorded, and use items to simulate the desired

and ask Mother to do?"
show the polite way of ringing a bell and waiting patiently for a

permit pupils to tell what this sound tells them to do—pick the
answer.

and distinguish between the sound of the doorbell and the tele-

on desks.

the next sound tells them to do.

interpreted the sound correctly identify the object which made the
message was.

tle.

now of someone who uses a whistle to make such a sound.

whistle tells them to stop right away.

that the policeman uses his whistle to help people cross the

Tape with sounds

doorbell

telephone

alarm clock

siren

bell (school)

Teletrainer or practice phones

Alarm clock

Whistles (for teacher's use)

or


Appropriate portions of

Pathways to Phonic Skills, Vol. 1


—LL3. 33-1/3 rpm. Audio Educa-
tion, American Book Co.

SKILLS	TEACHING PROCEDURES
Identifying Familiar Sounds	<p>Let pupils hear the sound of a siren. Help pupils understand that sounds like this warn us to get out of Say that they will hear a special bell sound which tells them it is to go home. Ask pupils to get on line when they hear that sound.</p> <p>Show and sound a series of familiar objects. Hide objects behind a barrier and sound each again. Have pupils identify the object by its sound. Ask where else the sound might be heard.</p> <p>Play the record, "Muffin in the City." Help children recall sounds Muffin heard. Allow children to imitate the sounds. Have pupils find things in the room which could make the same sound. Have children draw pictures of the things that made sounds.</p>
Building Descriptive Words	<p>★ Use a "touch box."</p> <p>Present a special box with things to touch. Tell pupils that the box includes objects which they have seen. Let various pupils select objects which they can identify for Suggest that today pupils can let their fingers help them learn objects. Ask a group of children to close their eyes.</p>

TEACHING PROCEDURES	MATERIALS
<p> d of a siren. hat sounds like this warn us to get out of the way. special bell sound which tells them it is time for school or time e when they hear that sound. s of familiar objects. rrier and sound each again. object by its sound. nd might be heard. n in the City." nds Muffin heard. ce the sounds. in the room which could make the same sound. ures of the things that made sounds. ox with things to touch. ox includes objects which they have seen. select objects which they can identify for the rest of the class. upils can let their fingers help them learn more about <u>two</u> of the ren to close their eyes. </p>	<p> <u>Objects:</u> hand bell hammer horn egg beater rattle blocks pencil paper spoon and bowl squeaking toy </p> <p> <u>Records:</u> "Muffin in the City." 78 rpm. "Muffin in the Country." 78 rpm. Text on official list of approved books for D. C. Public Schools. <u>Sounds Around Us</u> 78 rpm Text on official list of approved books for D. C. Public Schools Record player </p> <p> <u>"Touch box":</u> stones (smooth, rough, hard) cotton swabs emery boards feathers sponges (wet, dry) paper weight paper with smooth finish sandpaper </p>

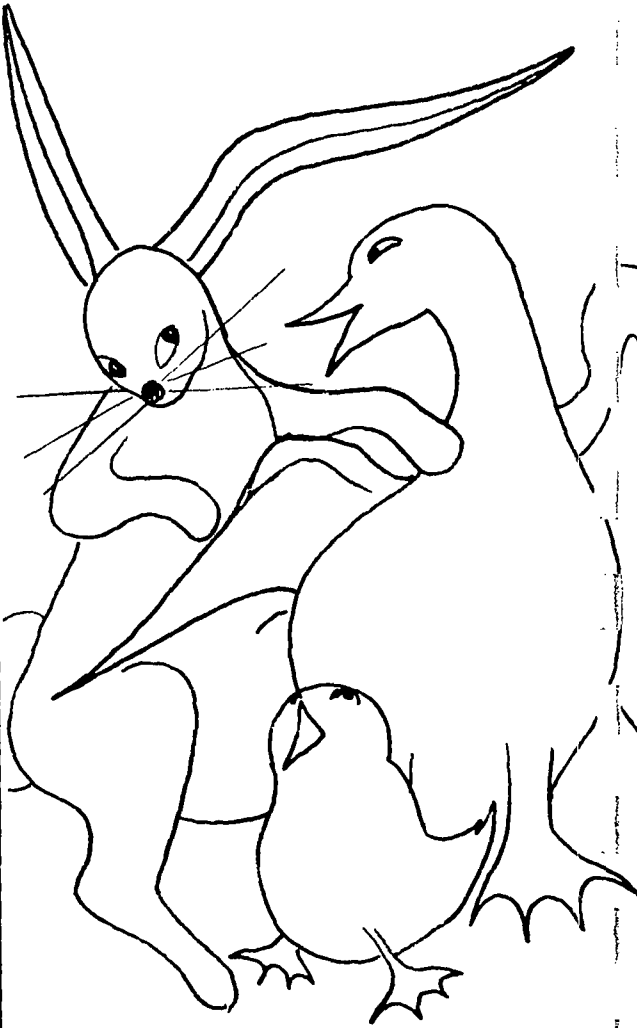
SKILLS	TEACHING PROCEDURES
	<p>Allow these pupils to feel the stone. Let them tell how the object feels to them. Emphasize the word <u>hard</u> and provide an opportunity for a ate the hardness of the stone with the word <u>hard</u>. Let pupils find objects around the room which are hard: the blackboard, floor. Follow a similar procedure to develop the concept of soft. Help pupils understand that things that are hard are very are soft. Tell pupils that things that are very different from each <u>sites</u>.</p> <p> It is valuable to allow several pupils to carry similar in order to make the activity less time consuming.</p> <p>Follow the same procedure until <u>hard</u>, <u>soft</u>, <u>smooth</u>, <u>rough</u> <u>dry</u> are developed.</p> <p>Select an object from the box after all of the above words Say: "The stone is <u>hard</u>." Ask children to give sentences about the remaining objects which has been set. Ask children to give as many words as they can think of with Elicit the words hard, heavy, dry, and smooth for the top. Ask children to think of words to describe a piece of paper ice. Encourage children to look around their homes to discover share. Ask pupils to find things which can be described by one scriptive words.</p>

TEACHING PROCEDURES	MATERIALS
<p> 1. Ask pupils to feel the stone. 2. Show the object feels to them. 3. Use word <u>hard</u> and provide an opportunity for all of the children to associate hardness of the stone with the word <u>hard</u>. 4. List objects around the room which are hard: table, desk, blocks, walls, floor. 5. Use procedure to develop the concept of softness. 6. Understand that things that are hard are very different from things that are soft. 7. Understand that things that are very different from each other may be called <u>opposites</u>. 8. Allow several pupils to carry similar objects for others to feel. 9. Make the activity less time consuming. 10. Use procedure until <u>hard</u>, <u>soft</u>, <u>smooth</u>, <u>rough</u>, <u>heavy</u>, <u>light</u>, <u>wet</u>, and <u>dry</u> are developed. 11. Remove objects from the box after all of the above words have been presented. 12. Say "This is <u>hard</u>." 13. Give given sentences about the remaining objects following the pattern "This is <u>hard</u>." 14. Give as many words as they can think of which describe their tables. 15. Use words hard, heavy, dry, and smooth for the top. 16. Ask to think of words to describe a piece of paper, a soft toy, a piece of wood. 17. Ask children to look around their homes to discover items which they can describe. 18. Find things which can be described by one or more of their new descriptors. </p>	<p> Touch box Soft toy Ice cube Piece of paper </p>

SKILLS	TEACHING PROCEDURES
<p data-bbox="309 1256 688 1316">Building Vocabulary Pertaining to Pets</p> <div data-bbox="283 1351 420 1447">  </div> <p data-bbox="420 1387 688 1554">The number of pets presented during one class period will vary according to the class.</p>	<p data-bbox="842 1025 1708 1156">Encourage pupils to provide new, interesting words, also. Provide an exhibit table on which some of the shared items. Allow members of the class to examine and classify objects according to descriptives studied.</p> <p data-bbox="790 1256 1098 1292">Use flannel cut-outs.</p> <p data-bbox="842 1316 1708 1982"> Display flannel cut-outs of the dog, goldfish, kitten, parakeet. Have the children identify the animals. Let pupils who have one of the four pets tell what they enjoy about their pets. Have pupils understand that their pets must eat, sleep, exercise. Encourage pupils to tell where their pets are kept. Display the bird cage and the aquarium. Ask pupils to tell which flannel pet would live in each. Be sure pupils learn the names of these two homes. * Ask pupils to place the parakeet in its home and the fish in its home. Show a round aquarium so that pupils recognize this shape. Let pupils pantomime how the fish looks as he swims around. Let pupils show how a bird looks when it flies. Read a poem about cats such as: "A Kitten" or "Cat." Have children pantomime a playful kitten, a kitten rubbing against a leg, a kitten hissing and clawing. Ask pupils to tell and show different ways their dog acts when strangers come, when he's tired and sleepy, when he is happy. Read a poem, such as: "My Dog" or "Tom's Little Dog" to the class. Ask pupils to review the names and needs of animals. </p>

TEACHING PROCEDURES	MATERIALS
<p>to provide new, interesting words, also, if they wish. table on which some of the shared items may be placed. of the class to examine and classify objects, during free periods, descriptives studied.</p> <p>outs of the dog, goldfish, kitten, parakeet. Identify the animals. one of the four pets tell what they enjoy seeing their pets do. stand that their pets must eat, sleep, exercise, and have fresh air. to tell where their pets are kept. age and the aquarium. which flannel pet would live in each. urn the names of these two homes. e the parakeet in its home and the fish in its. arium so that pupils recognize this shape also. me how the fish looks as he swims around in his aquarium. ow a bird looks when it flies. t cats such as: "A Kitten" or "Cat." tomime a playful kitten, a kitten rubbing against a chair, an angry nd clawing. and show different ways their dog acts when he is playful, when e, when he's tired and sleepy, when he begs. h as: "My Dog" or "Tom's Little Dog" to remind pupils of the be- dog. w the names and needs of animals.</p>	<p>Arbuthnot, May Hill, compiler. <u>Arbuthnot Anthology of Chil-</u> <u>dren's Literature.</u> Fair Lawn, New Jersey: Scott, Foresman and Co., 1961. pp. 46, 48, 49.</p> <p>"Pets." Instructo Products Co., Di- vision of Jacronda Mfg. Co., Philadelphia, Pennsylvania.</p> <p>Round aquarium or picture of one</p>

SKILLS	TEACHING PROCEDURES
	<p>Place the rabbit on the flannel board. Have children identify him. Have children tell about things which would help them know Ask pupils to notice the rabbit's ears and to tell how they Ask pupils to notice the rabbit's short tail. Have children tell how the rabbit's front and hind legs are Explain to children that the rabbit's strong hind legs help Let several pupils hop like rabbits. Display the home for the rabbit. Have pupils recall the needs of all animals. Ask pupils why this home is a good one for the rabbit.</p> <p>Place the duck, chick, hamster, and white mouse on the flannel board. Tell pupils that the same house would make a good home for Provide an opportunity for pupils to identify any of the new Help pupils with the names of animals with which they are Use features which make the animals different and make up riddles to help pupils associate names and animals.</p>

TEACHING PROCEDURES	MATERIALS
<p>flannel board.</p> <p>m.</p> <p>things which would help them know a rabbit.</p> <p>rabbit's ears and to tell how they look.</p> <p>rabbit's short tail.</p> <p>the rabbit's front and hind legs are different.</p> <p>the rabbit's strong hind legs help him to hop.</p> <p>like rabbits.</p> <p>the rabbit.</p> <p>needs of all animals.</p> <p>is a good one for the rabbit.</p> <p>hamster, and white mouse on the flannel board.</p> <p>the house would make a good home for any of these pets.</p> <p>for pupils to identify any of the new animals which they can.</p> <p>names of animals with which they are unfamiliar.</p> <p>the animals different and make up simple "Guess Who I Am"</p> <p>to associate names and animals.</p>	

SKILLS	TEACHING PROCEDURES		
	<p>Examples:</p> <table border="0"> <tr> <td>Guess who I am. My tail is short. I am small and furry.</td><td>Guess who I am. I have a long tail. I am white and fluffy.</td></tr> </table> <p>I say "peep, peep." I am soft and yellow now, but when I grow up I will get new, smooth feathers. Who am I?</p> <p>I look something like a baby chick, but my bill is flatter. I have skin between each claw. Who am I?</p> <p>Ask pupils to tell where the animals might live if they were free. Give information about the food and interesting habits of the chicken and mouse.</p> <p>Help pupils tell the difference between the chicken and duck. Lead pupils in pretending to call and feed the chicken. Have pupils stoop, hold ankles, and walk like a duck. Help pupils understand that the duck walks from side to side. Help pupils understand that the duck's <u>webbed</u> feet make him waddle. Give pupils some soft, fluffy feathers to feel. Suggest that baby ducks feel something like this. Tell pupils we could speak of a <u>downy</u> duck because he is so fluffy. Ask: "What do you think a mouse would do if you came upon him? Help children understand that mice are easily frightened. Ask: "What do you think a mouse would do if you came upon them <u>timid</u>, <u>shy</u>, or <u>meek</u>."</p>	Guess who I am. My tail is short. I am small and furry.	Guess who I am. I have a long tail. I am white and fluffy.
Guess who I am. My tail is short. I am small and furry.	Guess who I am. I have a long tail. I am white and fluffy.		

TEACHING PROCEDURES

MATERIALS

am. Guess who I am.
 ort. I have a long tail.
 and furry. I am white and hairy.

peep."
 yellow now,
 grow up I will
 smooth feathers.

ing like a baby chick,
 is flatter.
 between each claw.

re the animals might live if they were in their natural homes.
 t the food and interesting habits of the duck, chick, hamster,

ference between the chicken and duck.
 ing to call and feed the chicken.
 d ankles, and walk like a duck.
 that the duck walks from side to side or waddles.
 that the duck's webbed feet make him a good swimmer.
 fluffy feathers to feel.
 s feel something like this.
 eak of a downy duck because he is so soft.
 ink a mouse would do if you came upon it?"
 and that mice are easily frightened, and we sometimes call
 r meek.

SKILLS	TEACHING PROCEDURES
<p>Enjoying a Poem</p>	<p>Display cut-outs of a duck, a mouse, a dog, a red bird. Ask: "Who will tell us about one of these animals?" Provide opportunity for numerous pupils to share di- learned. Call attention to the bird. Ask pupils to tell its color. Tell pupils that this red is sometimes called <u>scarlet</u>. Mention that all four of the animals on the flannel board Morning." Say the poem. Ask pupils to tell what sound people use when they try to a dog; a bird. Repeat the poem allowing the children to speak the animal</p>
<p>Building and Reviewing Vocabulary and Con- cepts about Pets</p>	<p>Display the canary, turtle, frog, and angel fish. Allow pupils to share any ideas or knowledge which about these pets. Help pupils with the names of the pets. Call the name of one of the pets. Have a child find it and give a sentence to identify the p Place the three animals' homes on the flannel board. Allow a child to tell which pet would live in a bird cage. Have a child show which pet would live in an aquarium. Encourage use of sentences as associations are made. Show pupils how the aquarium can be adapted to the ne</p>

TEACHING PROCEDURES

MATERIALS

a mouse, a dog, a red bird.
 "Put one of these animals?"
 Numerous pupils to share different ideas which they have
 sometimes called scarlet.
 The animals on the flannel board are in a poem called "Good
 and people use when they try to sound like a duck; a mouse;
 The children to speak the animal parts, as indicated.
 frog, and angel fish.
 ideas or knowledge which they have already formulated
 of the pets.
 pets.
 e a sentence to identify the pet.
 omes on the flannel board.
 pet would live in a bird cage.
 et would live in an aquarium.
 s as associations are made.
 rium can be adapted to the needs of the turtle and the frog.

Cut-outs of
 baby duck
 mouse
 curly dog
 red bird

Refer to:
 Arbuthnot, May Hill, compiler.
 Arbuthnot Anthology of Chil-
 dren's Literature. Fair Lawn,
 New Jersey: Scott, Foresman
 and Co., 1961. p. 66.

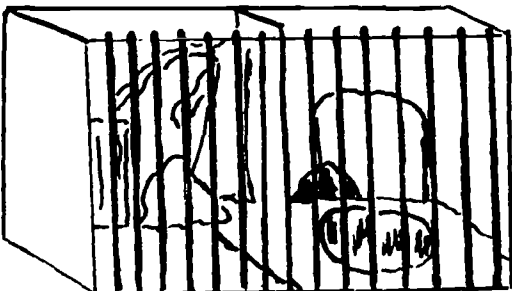
Flannel board
 Drawing paper
 Crayons

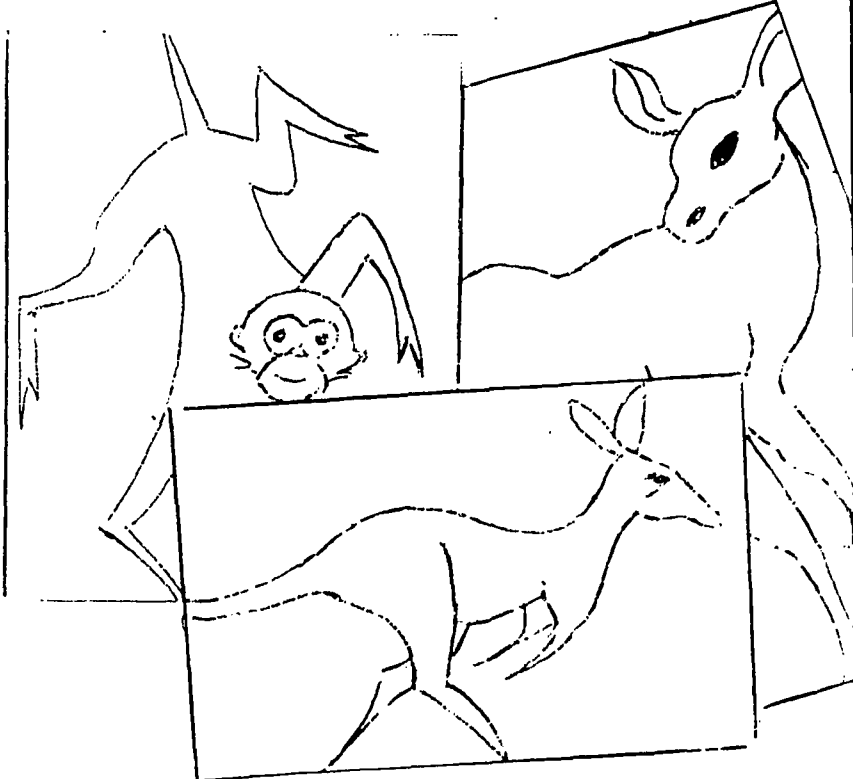
"Pets." Instructo Products Co., Di-
 vision of Jacronda Mfg. Co.,
 Philadelphia, Pennsylvania.

SKILLS	TEACHING PROCEDURES
<p>Developing Concepts about the Farm</p>	<p>Display all pets included in the set.</p> <ul style="list-style-type: none"> ★ Have children identify pets and place them in the homes in the set. Be sure children speak in sentences and use correct names. <p>Have pupils draw pictures of a pet which they like. Label pictures <u>My Pet</u>. Ask several children to tell about their pictures and to explain how they will be cared for.</p> <p>Use a Film.</p> <p>Ask: "How many have ever been on a farm? Can you tell us about it?"</p> <p>Ask additional questions if pupils need help in organizing the film.</p> <p>What animals did you see? What foods were grown? Tell us how you had fun? Tell us about anything which you did to help.</p> <p>Show the film, <u>Patty Garman. Little Helper.</u> Guide a discussion of the film by asking: How did Patty help on the farm? What animals did Patty visit? What made Patty cry?</p> <p>Display the farm panorama put out by the National Dairy Council. Encourage children to tell about the picture. Provide opportunity for pupils to pretend to be various animals and do what they do or by making the sound of the animals. Discuss buildings and activities on the farm.</p>

TEACHING PROCEDURES	MATERIALS
<p>cluded in the set. ify pets and place them in the homes in which they belong. eak in sentences and use correct names. ictures of a pet which they like. Pet. on to tell about their pictures and to explain how their pet should</p> <p>ave ever been on a farm? us about it?" tions if pupils need help in organizing their thoughts: s did you see? ere grown? ou had fun? anything which you did to help.</p> <p>y Garman. Little Helper. of the film by asking: y help on the farm? s did Patty visit? Patty cry?</p> <p>norama put out by the National Dairy Council. to tell about the picture. y for pupils to pretend to be various animals either by moving as king the sound of the animals. nd activities on the farm.</p>	<p>Film: 426 <u>Patty Garman, Little Helper</u></p> <p>National Dairy Council. Dairy Farm Panorama Kit. Chicago: 1964.</p>

SKILLS	TEACHING PROCEDURES
Building Vocabulary	<p>Display models of an elephant, giraffe, zebra, and lion. Ask: "Who can tell something about one of the animals? How can you tell him from the other animals?" Ask additional specific questions, as needed, to aid children w What do we call this animal? Where could you go to see him? Why is he kept in a cage? Find the animal that is <u>biggest</u>; <u>tallest</u>; <u>spotted</u>; <u>striped</u>; Where is the elephant's <u>mouth</u>? How does he get food to his mouth? How else does he use his trunk? What makes the giraffe so tall? Who can show us the father lion's <u>mane</u>? Be sure the meanings of underlined words are made clear and th by the children when they respond.</p>
Using <u>Saw</u> Correctly	<p>Have children close eyes. Put one animal in a box or behind a barrier. Ask: "Who would like to look in the cage, turn, and tell the c <u>saw</u>?" Be sure the child gives the correct name of the animal and uses t than <u>I seen</u>. Change the procedure after all animals have been identified. Place the giraffe in the box.</p>
Using Descriptive Words	<p>Look in the box. Turn and say: "I saw a very tall animal. Who knows what I saw?" Be sure the pupil responds in a sentence.</p>

TEACHING PROCEDURES	MATERIALS
<p>giraffe, zebra, and lion. about one of the animals? n the other animals?" ns, as needed, to aid children with less language skill: nal? e him? , <u>biggest</u>; <u>tallest</u>; <u>spotted</u>; <u>striped</u>; <u>strongest</u>. mouth? his mouth? s trunk? so tall? her lion's <u>mane</u>? rlined words are made clear and that the words are used espond.</p> <p>nd a barrier. k in the cage, turn, and tell the class which animal you rrect name of the animal and uses the words <u>I saw</u> rather animals have been identified.</p> <p>all animal. Who knows what I saw?" a sentence.</p>	<p>Animal models showing relative <u>sizes</u>: elephant giraffe zebra lion</p> <p>Box to represent cage Animals listed above <u>Additional animals</u>: bear camel kangaroo seal deer monkey</p> 

SKILLS	TEACHING PROCEDURES
<p>Interpreting Music</p>	<p>Place the other animals in the "cage" one at a time. Ask pupils to give one sentence to describe animals. Encourage use of the descriptive words mentioned earlier.</p> <p>Use the other zoo animals to develop or reinforce the <u>soft</u>, <u>tough</u>, <u>smooth</u>, <u>clumsy</u>, <u>graceful</u>, <u>pouch</u>, <u>hump</u></p> <p>Display pictures of a kangaroo, elephant, deer, and monkey. Play music which could be suggestive of the movement of the animal. Say: "Listen to the record." Decide which animal would be more likely to move to the music. Pretend to be the animal, and move as he would."</p> 

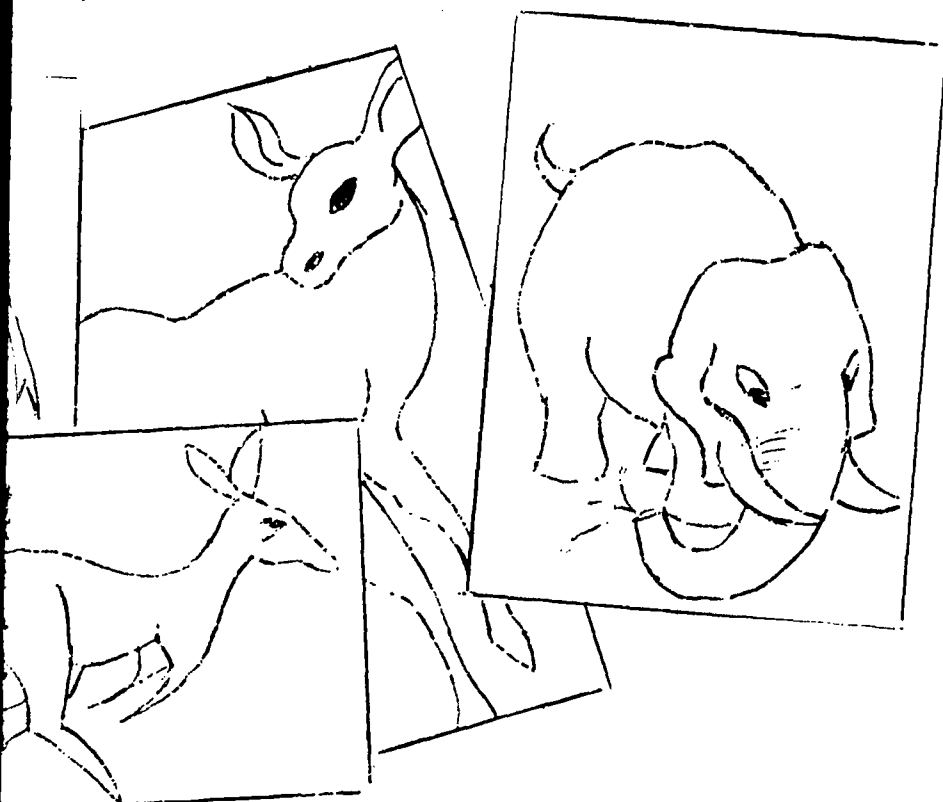
TEACHING PROCEDURES

the "cage" one at a time.
tence to describe animals.
riptive words mentioned earlier.

Is to develop or reinforce the following words: furry, hairy,
clumsy, graceful, pouch, hump.

roo, elephant, deer, and monkey.
e suggestive of the movement of each.

would be more likely to move well to the music.
imal, and move as he would."



MATERIALS

Pictures of zoo animals:

kangaroo
elephant
deer
monkey

Recordings:

Under the Big Top. "The Clowns."
"The Acrobats." Bomar Orches-
tral Library. Stanley Bomar Co.,
1962.

Saint-Saëns, Camille. Carnival
of the Animals. "The Elephant."
"Fleetfooted Animals." "Kanga-
roos." Bowmar Orchestral Li-
brary. Stanley Bowmar Co.,
1962.

SKILLS	TEACHING PROCEDURES
<p>Using Appropriate Words to Name Familiar Objects</p>	<p>Use objects.</p> <p>Place familiar objects on a table in the front of the room. Help pupils with words or phrases which help to identify them. Review by having children find something which comes in pairs. a spool. Ask pupils to tell in what salt and pepper are placed. Allow the pupils to select objects and give sentences to describe them. Encourage use of proper words in naming objects. Remind pupils to make sentences by using words. such as</p> <p>Use pictures of objects.</p> <p>Place pictures of familiar objects in the pocket chart. Have pupils earn a picture by identifying it. Tell pupils that each of them has a partner. Tell children that by telling what they have and by what goes with it, they may find their partners. Example: "I have a tube of toothpaste. Who has a toothbrush?" Encourage the person who has the toothbrush to respond with "I use a toothbrush with toothpaste." Allow the partners to sit together.</p>

TEACHING PROCEDURES

MATERIALS

a table in the front of the room.
 phrases which help to identify the objects.
 en find something which comes in slices, pairs, a tube, on
 t salt and pepper are placed when they are put on the table.
 objects and give sentences to identify them.
 words in naming objects.
 sentences by using words. such as: I have, this is, here is.

Objects:

spool of thread
 tube of toothpaste
 slice of bread
 salt shaker
 pepper shaker
 pair of shoes (may be doll
 shoes)
 pair of socks (may be doll
 socks)

r objects in the pocket chart.
 e by identifying it.
 nem has a partner.
 elling what they have and by asking who has something that
 find their partners.
 e a tube of toothpaste. Who has something that is used with
 o has the toothbrush to respond, "I have the toothbrush. We
 toothpaste."
 together.

Pictures of familiar objects, such as:

pair of shoes	ball
pair of socks	bat
needle	knife
spool of thread	fork
toothbrush	hat
tube of toothpaste	coat
salt shaker	skirt
pepper shaker	blouse
ice cream	cup
cake	saucer
slice of bread	butter
table	chair
umbrella	galoshes
shirt	pants
soap	straw
washcloth	carton of milk

Pocket chart

SKILLS	TEACHING PROCEDURES
Following Directions	<p>Use objects.</p> <p>Allow pupils to select objects for which appropriate identifying built.</p> <p>Have each pupil identify what he has.</p> <p>Play a tape which gives pupils directions to follow.</p> <p>Include statements, such as:</p> <p style="padding-left: 40px;">Place the salt and pepper shakers on the table in the play</p> <p style="padding-left: 40px;">Hold the needle high in the air.</p> <p style="padding-left: 40px;">Give the spool of thread to the person with the needle.</p> <p>Have the pupils tell what they did with the object.</p>
Building Concepts about Winter	<p>Use a story.</p> <p>Read the story and show pictures from <u>The Snowy Day</u>.</p> <p>Let pupils tell how they have fun in the snow.</p> <p>Encourage pupils to tell how they dress for snowy weather.</p> <p>Ask pupils how they feel when they first go out; when they have time.</p> <p>Ask pupils what they like to do when they go back into the house.</p> <p>Suggest that pupils don their boots, heavy coats, and mittens.</p> <p>Allow children to pantomime scooping up snow and rolling it into a snowman.</p> <p>Encourage children to use their arms to show what a BIG ball they</p> <p>Let pupils roll a small ball for the head.</p> <p>Have children make a small circle with their hands to show the snowman's head.</p> <p>Have two groups of children show how they could have a snowball fight.</p>

TEACHING PROCEDURES

MATERIALS

Objects:

those suggested for preceding
lesson
plastic fruits
plastic forks and spoons
toys—car, boat, plane, truck
toy furniture

Tape and tape recorder

Keats, Ezra Jack. The Snowy Day.
New York: The Viking Press,
1962.

SKILLS	TEACHING PROCEDURES
<p>Enriching and Expanding Vocabulary</p>	<p>Encourage the class to notice those who "really" pick up snow, throw or duck. Allow another group of children to show what Mother does when after playing in the snow. Say: "I enjoyed watching my friends in the snow today. I saw fun. What did you see?" Encourage the class to review things children did in the pretend.</p> <p>Provide direct experiences.</p> <p>Pick a pleasant day when the blue sky is dotted with clouds. Take the children outdoors to look at the sky. Say: "The sky is full of clouds. How do they look to you? Do their shapes make you think of anything you know? How do you think they would feel if you could touch them to be a cloud?" Quote one or two lines about clouds as described in poems, as as a cloud." Discuss possible meaning. Encourage pupils to pantomime "wandering" as a "lonely" cloud.</p> <p>Take the children outdoors on a day before a storm. Have pupils indicate which clouds might be thought of as "dark." Encourage pupils to tell how the clouds make them feel. Ask pupils to tell what these clouds mean. Have pupils paint pictures that recall vocabulary heard and used.</p>

TEACHING PROCEDURES	MATERIALS
<p>to notice those who "really" pick up snow; make a soft ball;</p> <p>children to show what Mother does when children return home snow.</p> <p>ing my friends in the snow today. I saw some children having e?"</p> <p>review things children did in the pretend situations.</p> <p>.</p> <p>en the blue sky is dotted with clouds.</p> <p>ors to look at the sky.</p> <p>clouds. How do they look to you?</p> <p>ake you think of anything you know?</p> <p>they would feel if you could touch them? How would you like</p> <p>s about clouds as described in poems, as: "I wandered lonely</p> <p>ng.</p> <p>antomime "wandering" as a "lonely" cloud.</p> <p>ors on a day before a storm.</p> <p>hich clouds might be thought of as "dark, angry clouds."</p> <p>l how the clouds make them feel.</p> <p>these clouds mean.</p> <p>es that recall vocabulary heard and used.</p>	<p>Refer to:</p> <p>Ferris, Helen. <u>Favorite Poems Old and New</u>. Garden City, New York: Doubleday, 1957. "A Windy Day," p. 191-2; "Daffodils," p. 218; "Dancing," p. 481.</p> <p>Farrar, John. <u>Songs for Parents</u>. New Haven, Connecticut: Yale University Press, 1921. "Song for a Child Watching Clouds," p. 225.</p> <p>Johnson, Eleanor M., and others, editors. <u>Treat Shop</u>. Columbus, Ohio: Charles E. Merrill Books, 1966. "Clouds." p. 188.</p> <p>Drawing paper; paints and brushes.</p>

SKILLS	TEACHING PROCEDURES
	<p>Read short descriptive passages to pupils from poems as Let children talk about and dramatizewhat the fairies do Have children paint or draw their impressions of fairie</p> <p>Read stories such as: <u>The Rooster Struts.</u> Have pupils study pictures in the book. Ask pupils to listen for the word that tells how the ani swims, leaps, hops, soars. Allow pupils to "be" the animals and move in a similar</p>

TEACHING PROCEDURES	MATERIALS
<p>passages to pupils from poems as "The Child and the Fairies." out and dramatize what the fairies do: dance, leap, prance, peep. or draw their impressions of fairies.</p> <p><u>The Rooster Struts.</u> Pictures in the book. for the word that tells how the animal moves: struts, waddles, hops, soars. the animals and move in a similar manner.</p>	<p>Johnson, Eleanor M.; Jacobs, Leland B.; and Turner, Jo Jasper, editors. <u>Treat Shop</u>. Columbus, Ohio: Charles E. Merrill Books, 1966. "The Child and Fairies." p. 86.</p> <p>Drawing paper, paints, brushes</p> <p>Author Unknown. <u>The Rooster Struts</u>. New York: Golden Press, 1963</p>

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Developing I
of Standard E

Show and
"I broug
Summer p
Social cou
"may I?
Tentative

Reporting In

Presentat
concern
Physical

Answering S

Sequences
The struc

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Structuring Sentences

Sentence sense
Spontaneous sentences

Conversing

"Went and saw"
A small group
Presentation of
Social courtesy

Organizing Ideas

Classification of
Personal experiences
Trip plans
Questions to organize
middle, and end

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SPEAKING

Create An Atmosphere To Encourage Speaking

SKILLS

TEACHING PROCEDURES

Building Standards

Set up standards for speaking.

Speak so that all can hear.

Look at the children.

Tell something interesting.

Provide opportunity for the children to apply speaking standards.

Developing Sentence
Sense

Encourage children to bring toys to share.

Ask pupils to tell about their toys using such words as:

I have _____ I can _____

This is _____ Here is _____

Provide the children with a model by saying: "I have a camera. I
and take a picture."

Use the same idea and have pupils identify objects in the classr

Using Went and Saw

Have pupils tell about trips which they have taken.

Encourage pupils to use the words I went and I saw.

Using I Am

Place a number of items on a table in front of the room.

Let class members decide who in the family would probably use

Ask children to pretend to be that person.

Set a pattern by saying, "I am Mother. I will sweep the floor."

Have children follow the pattern which you set.

Listen for and note any child who is having difficulty in saying,

Create An Atmosphere To Encourage Speaking

SPEAKING

TEACHING PROCEDURES

MATERIALS

aking.
hear.
esting.

the children to apply speaking standards.

o bring toys to share.
ut their toys using such words as:
I can _____
Here is _____

with a model by saying: "I have a camera. I can push this button
." "
d have pupils identify objects in the classroom.

t trips which they have taken.
se the words I went and I saw.

ems on a table in front of the room.
ecide who in the family would probably use the items.
end to be that person.
ng, "I am Mother. I will sweep the floor."

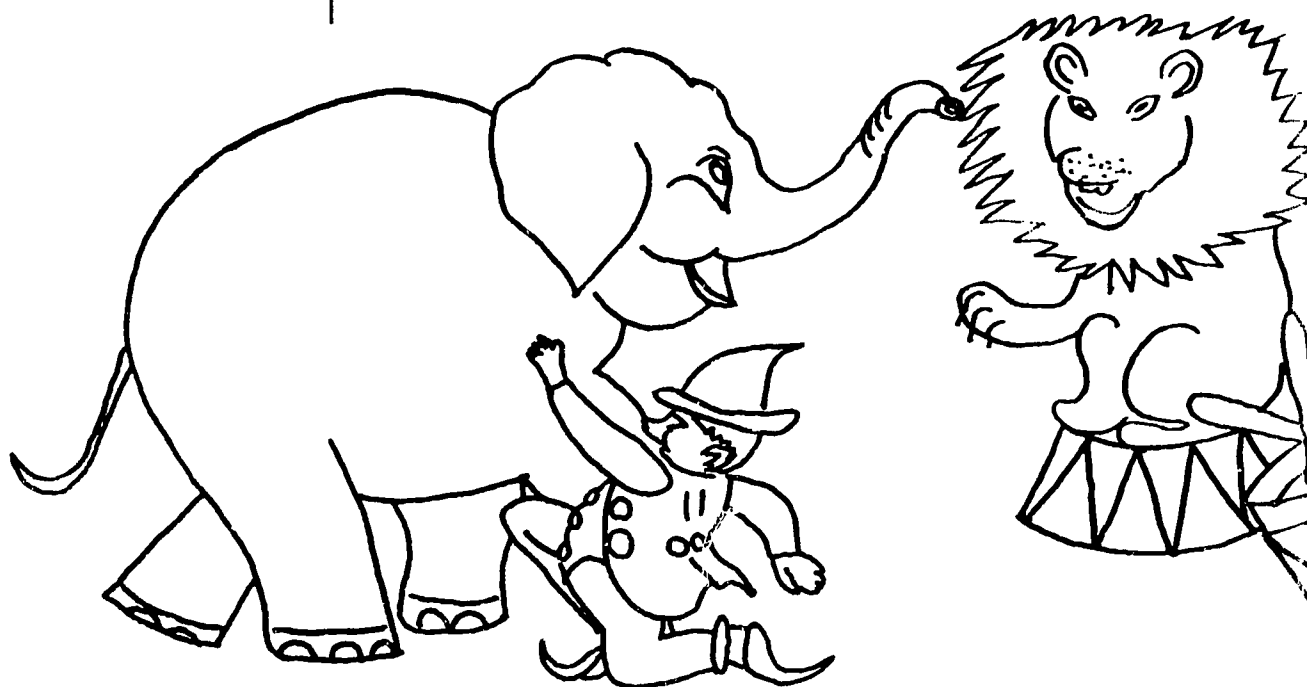
the pattern which you set.
ny child who is having difficulty in saying, I am.

Camera

Objects:

toys—balls, ropes, cars, trucks
plastic tools—hammer, saw, pli-
ers, screw driver, paint brush
broom
iron
dishcloth
plastic dishes

SKILLS	TEACHING PROCEDURES
<p>Saying <u>I Am</u> Correctly</p> <p>Participating in Dramatic Play</p>	<p>Let pupils pretend to be toys, animals, characters from books, etc.</p> <p>Have children use the words <u>I am</u> in sentences to identify the thing, animal or character they represent.</p> <p>The contracted form, <u>I'm</u>, appropriately used, is acceptable.</p>



TEACHING PROCEDURES

MATERIALS

...s, animals, characters from storyland, circus people.
I am in sentences to identify themselves.
...ound like the thing, animal character, or person they

...ropriately used, is acceptable and should be encouraged.

List of things to "be"

Toys:

top ball walking doll Ma-ma
doll drum horn an airplane
train

Animals:

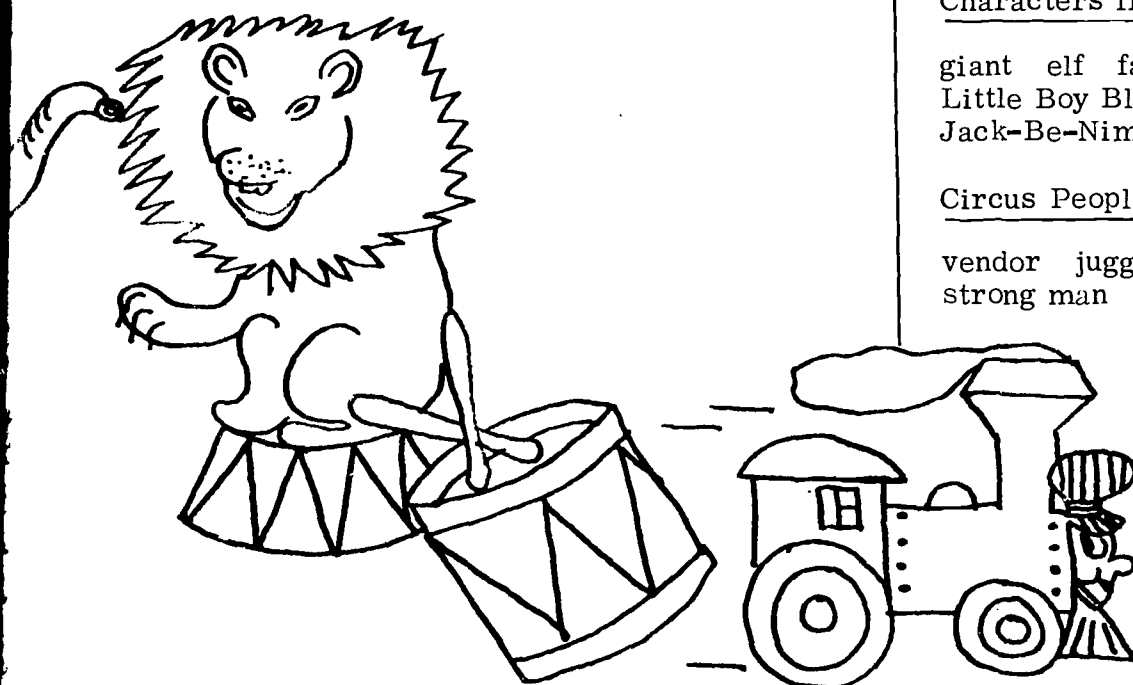
lions elephant duck owl
rabbit rooster cow frog fish
bird cat dog

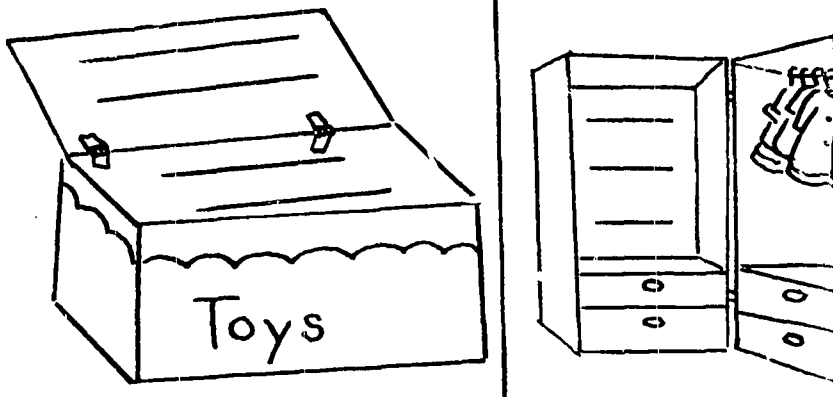
Characters from Storyland:

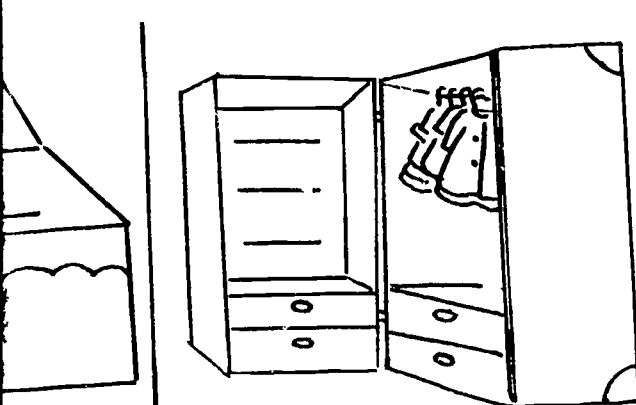
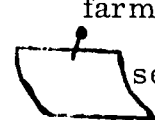
giant elf fairy cat with fiddle
Little Boy Blue Little Miss Muffet
Jack-Be-Nimble

Circus People:

vendor juggler lion tamer
strong man clown

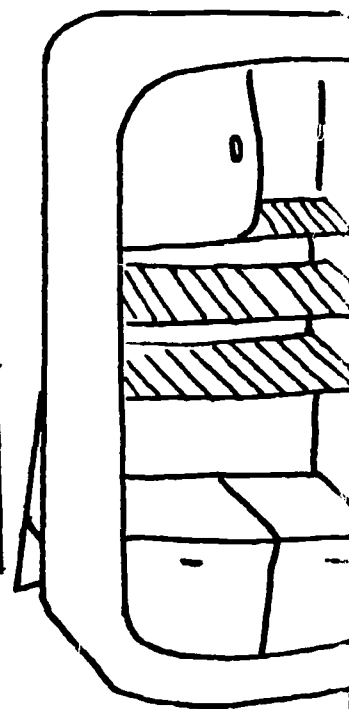
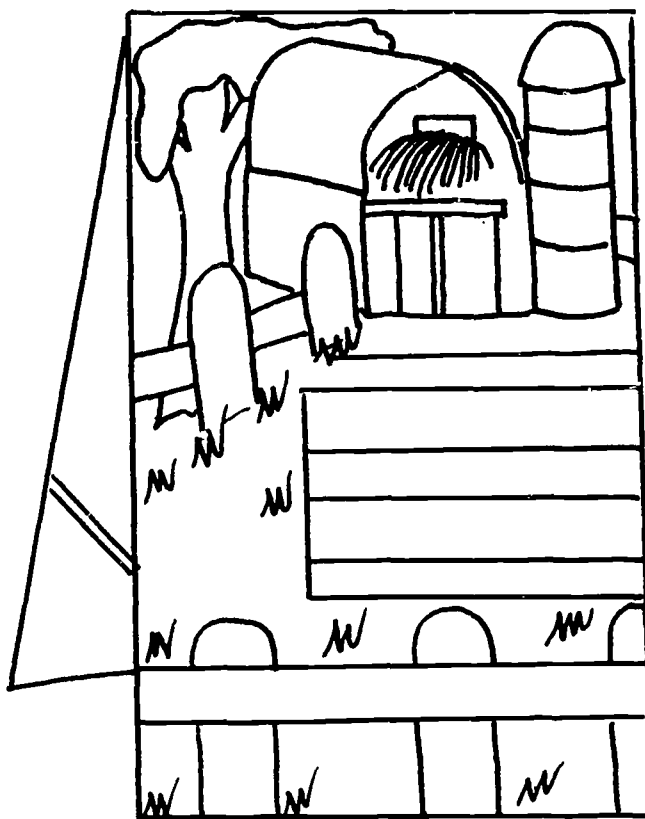
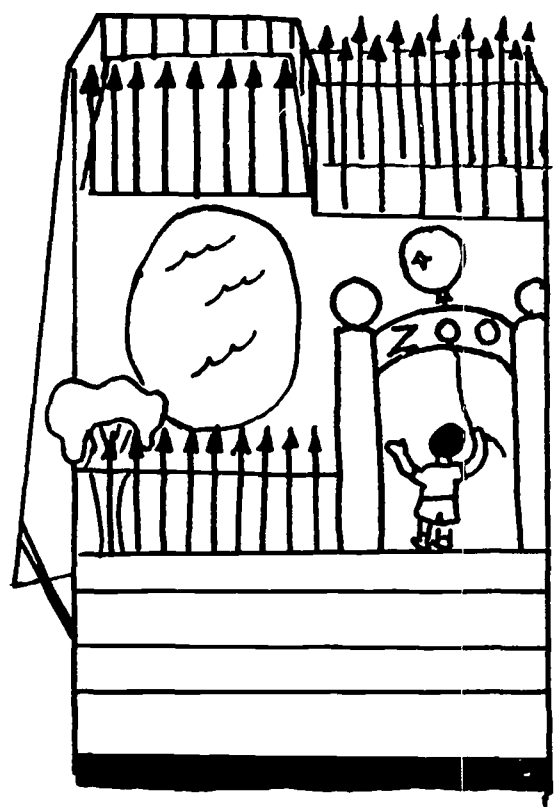


SKILLS	TEACHING PROCEDURES
<p>Developing Skill in Classifying</p>	<p>Use teacher-made pocket charts.</p> <p>Discuss pocket charts being used. Allow pupils to name the places or things represented by the Encourage several pupils to name things which they might see by the pocket charts. Give each child a picture which belongs in a pocket of one of • Have each child identify his picture and tell where he will put</p> <p>Place cut-outs of toys and clothing in a pocket chart. Let each pupil select and name an item. Place a toy on one side of the pocket chart. Say: "I have a top. It is a toy." Place a piece of clothing on the other side of the pocket chart. Say: "Here is a coat. It is something to wear." Let each child come up, tell what he has, classify it as a toy and place it on the appropriate side of the pocket chart.</p> <div data-bbox="899 1692 1730 2090">  </div>

TEACHING PROCEDURES	MATERIALS
<p>used.</p> <p>es or things represented by the pocket charts.</p> <p>ame things which they might see in the places indicated</p> <p>h belongs in a pocket of one of the charts.</p> <p>icture and tell where he will put it.</p> <p>thing in a pocket chart.</p> <p>o an item.</p> <p>pocket chart.</p> <p>"</p> <p>he other side of the pocket chart.</p> <p>omething to wear."</p> <p>what he has, classify it as a toy or something to wear,</p> <p>riate side of the pocket chart.</p> 	<p><u>Examples of teacher-made pocket charts:</u></p> <p>airplane hangars (for matching colors)</p> <p>refrigerator trunk zoo</p> <p>farm land sea air</p>  <p>see accompanying picture (p. 48)</p> <p>Pictures suggested by pocket charts.</p> <p>Pocket chart</p> <p>Pictures for each child of</p> <p>toys</p> <p>clothing</p>

SKILLS

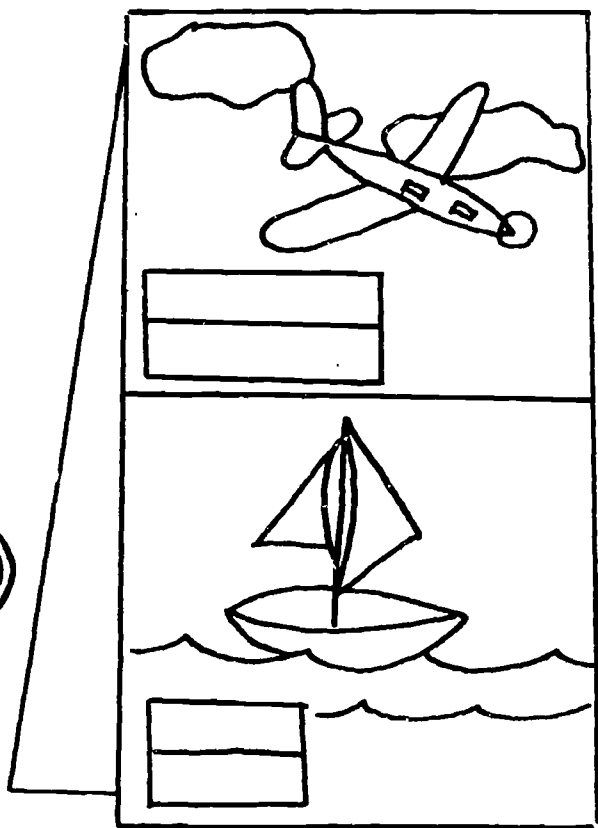
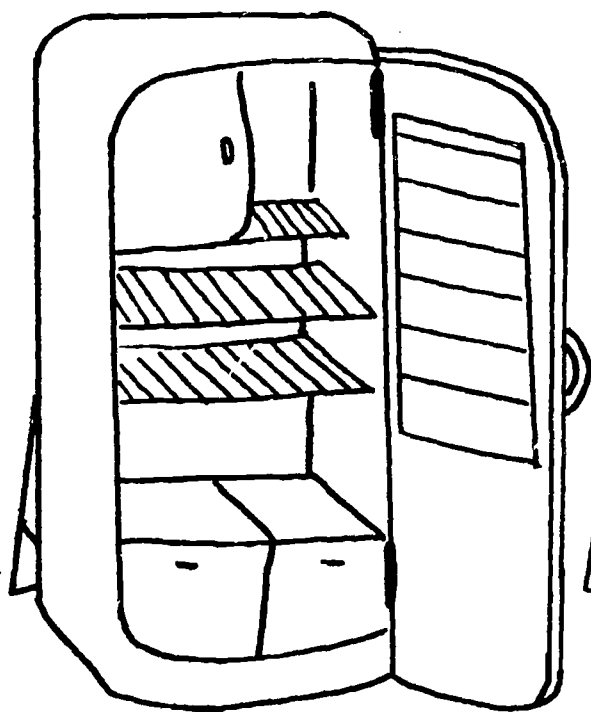
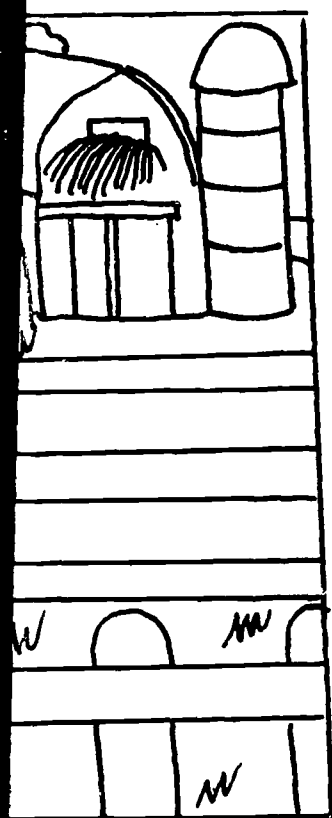
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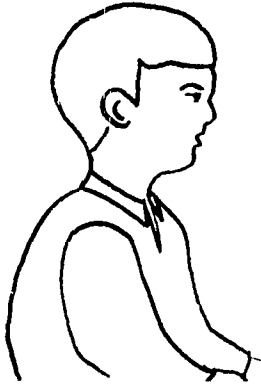


* Pocket Charts

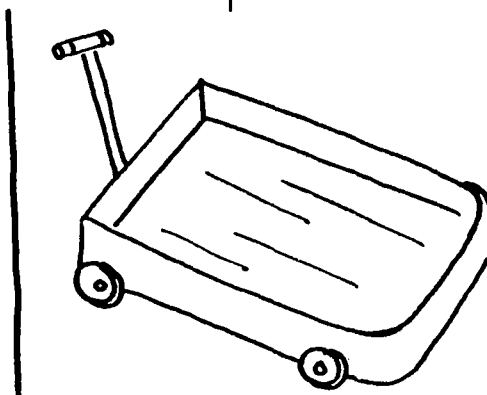
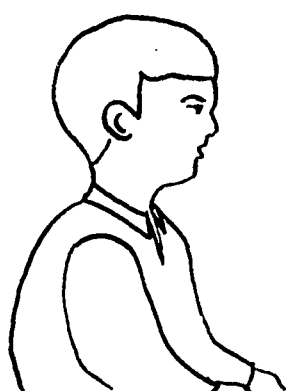
TEACHING PROCEDURES

MATERIALS



SKILLS	TEACHING PROCEDURES
<p>Giving Simple Sentences Spontaneously</p>	<p>Have boys carry an imaginary package into the classroom. Tell the children the box is filled with make-believe packages. Give each child a package. Have the children untie and open their surprises. Ask each child to tell about the surprise in his package. Note help needed for changes in speech patterns.</p> <p>Use language games.</p> <p>Show a large picture of someone who appears to be looking at Ask pupils what they think the person is looking at. Have pupils suggest ideas appropriate to a specific category, s animals, safety helpers. Ask: "At what toy do you think the boy is looking?" Note pupil's ability to give fitting responses in sentences acc indicated.</p> <p>* Examples: I think he is looking at a ball. Maybe the boy is looking at a red wagon.</p> <p>Turn picture over exposing an appropriate picture which the observing.</p> 

TEACHING PROCEDURES	MATERIALS
<p> nary package into the classroom. is filled with make-believe packages. . nd open their surprises. ut the surprise in his package. ges in speech patterns. </p> <p> of someone who appears to be looking at something. hink the person is looking at. eas appropriate to a specific category, such as: toys, clothing, pper. y you think the boy is looking?" o give fitting responses in sentences according to the category </p> <p> ink he is looking at a ball. ybe the boy is looking at a red wagon. </p> <p> posing an appropriate picture which the person could have been </p>	<p> Mounted magazine pictures or Pictures from a child's coloring book or old workbook </p>



SKILLS	TEACHING PROCEDURES
<p>Reporting</p> <p>Presenting Appropriate Ideas Concerning Personal Experiences</p>	<p>Place Mary Brown, a doll with felt backing, on the flannel board. Allow Mary Brown to introduce herself, thus providing children with a model for speaking well.</p> <p>Place a toy on the flannel board that helps to show how Mary Brown has fun at home.</p> <p>Have Mary tell how she has fun at home.</p> <p>Encourage children to tell two things about themselves using the puppets as a guide.</p> <p>Add more items to the flannel board after children learn to tell about their experiences.</p> <p>Have pupils give additional information about the number of things they have; where they live; with whom they live.</p> <p>Use "show and tell" experiences.</p> <p>Have children bring toys to share.</p> <p>Provide children with a model for speaking by first sharing a toy.</p> <p>Say: "I brought a puppet for you to see."</p> <p>His name is Mr. Glick.</p> <p>I can make him talk like this, 'Hello, children.'"</p> <p>Explain that the puppet also wants to share something.</p> <p>Let puppet tell children that he has a book.</p> <p>Garble the word so that it is not clear.</p> <p>Suggest that the children speak very clearly when they tell about the things they brought to share in order to help Mr. Glick.</p> <p>Remind pupils of their standards for speaking. See page 45 of the book.</p>

TEACHING PROCEDURES

MATERIALS

doll with felt backing, on the flannel board.
 introduce herself, thus providing children with a model for
 flannel board that helps to show how Mary has fun.
 e has fun at home.
 o tell two things about themselves using the flannel board pic-
 flannel board after children learn to tell two things well.
 itional information about the number of sisters and brothers
 hey live; with whom they live.

periences.

boys to share.
 n a model for speaking by first sharing something with them.
 pet for you to see.
 Glick.
 talk like this, 'Hello, children.'"
 et also wants to share something.
 en that he has a book.
 at it is not clear.
 dren speak very clearly when they tell about the things which
 are in order to help Mr. Glick.
 r standards for speaking. See page 45 of this guide.

Pictures with felt backings:

doll
 toy
 small boy and girl dolls
 house
 larger figures representing
 Mother and Father

Puppet
 Storybook

SKILLS

TEACHING PROCEDURES

Let pupils tell what they have and how they use them.

Have Mr. Glick try again. "I have a book.

I will read one of my favorite stories to you.

Have pupils tell Mr. Glick which standard he used well.

Have pupils tell other standards they remembered to use.

Use trips.

Take children for a walk to observe their school more carefully.

Ask children to notice the material of which the building is made.

Have children look at the top to notice the flag.

Ask children to think of ways in which the school is different from their home.

Encourage pupils to notice that the building may be bigger than their house, than their house; may have more windows, or more doors.

Have pupils return to the room to draw their school.

Label the pictures.

Allow several pupils to use their pictures to tell about their school.

Encourage pupils to tell two things about their school, such as:

This is my school.

It is big. (has three stories)

Here is my school.

It has a flag on top.

I drew a picture of my school.

It has many windows. (three doors)

Here is _____ School.

It is made of brick.

HING PROCEDURES	MATERIALS
<p> nd how they use them. ave a book. ill read one of my favorite stories to you later." n standard he used well. s they remembered to use. </p> <p> erve their school more carefully. rial of which the building is made. notice the flag. which the school is different from their homes. at the building may be <u>bigger than</u> their house, <u>taller</u> <u>more windows</u>, or <u>more doors</u>. to draw their school. </p> <p> ar pictures to tell about their school. ings about their school, such as: </p> <p style="padding-left: 40px;"> Here is my school. It has a flag on top. </p> <p> ol. e doors) chool. </p>	<p> Drawing paper Crayons </p>

SKILLS	TEACHING PROCEDURES
Discussing	Help pupils understand their responsibility in listening and suggestions.
Planning a Trip	<p>Say: "Many times we will come together for a <u>class talk</u>. Your big brothers and sisters call this a <u>discussion</u>. In a class talk we must have good thinkers who will share what we should do. We must listen carefully to ideas that others have.</p> <p>Today we would like to make plans for our trip to the farm. I must be sure your mothers know about the trip and will go with us.</p> <p>Ask: "How can I find out whether you will be able to take the trip? What do you think Mother will want to know? What do you think you will see at the farm?"</p> <p>Evaluate by recalling suggestions that were especially thoughtful.</p>
Speaking and Listening to Others in Small Group Discussion.	<p>Bring eight or ten children together.</p> <p>Place a number of toys which represent familiar objects on a table.</p> <p>Encourage pupils to tell what the object is and how they have seen it.</p> <p>Stimulate additional comments by asking: "Can anyone tell how this is different from the others?"</p> <p>Ask: "Why was this a good talk or discussion?"</p>

TEACHING PROCEDURES	MATERIALS								
<p>and their responsibility in listening and speaking during discus-</p> <p>we will come together for a <u>class talk</u>.</p> <p>thers and sisters call this a <u>discussion</u>.</p> <p>lk we must have good thinkers who will share ideas about things</p> <p>We must listen carefully to ideas that others give.</p> <p>uld like to make plans for our trip to the farm.</p> <p>re your mothers know about the trip and will let you go."</p> <p>nd out whether you will be able to take the trip?</p> <p>hink Mother will want to know?</p> <p>hink you will see at the farm?"</p> <p>ng suggestions that were especially thoughtful.</p> <p>children together.</p> <p>toys which represent familiar objects on a table.</p> <p>to tell what the object is and how they have seen it used.</p> <p>u comments by asking: "Can anyone tell how someone else uses</p> <p>s a good talk or discussion?"</p>	<p>Plastic toys, such as:</p> <table> <tr> <td>hammer</td><td>stethoscope</td></tr> <tr> <td>saw</td><td>thermometer</td></tr> <tr> <td>pliers</td><td>hypodermic needle</td></tr> <tr> <td>screwdriver</td><td>battery</td></tr> </table>	hammer	stethoscope	saw	thermometer	pliers	hypodermic needle	screwdriver	battery
hammer	stethoscope								
saw	thermometer								
pliers	hypodermic needle								
screwdriver	battery								

SKILLS	TEACHING PROCEDURES
Sharing Summer Plans	<p>Use seasonal experiences.</p> <p>Allow pupils to select pictures showing places where they could do during the summer.</p> <p>Have pupils study pictures.</p> <p>Ask: "What would you like to do this summer?"</p> <p>Where would you go?"</p> <p>Provide pupils with a pattern by showing an appropriate picture.</p> <p>enjoy camping near the woods this summer."</p> <p>Help pupils describe places and activities clearly and accurately.</p> <p>Permit several pupils to pantomime the activities they describe.</p>
<p>Conversing</p> <p>Developing the Social</p> <p>Courtesies</p>	<p>Create situations to use social courtesies in a natural way.</p> <p>Place a variety of playthings on a table in front of the room.</p> <ul style="list-style-type: none"> * Ask children to identify the toys. <p>Tell children they may play with the toys, but that they must use</p> <p>when asking for permission and <u>Thank you</u> when given permission.</p> <p>Suggest that the rest of the class listen for these expressions.</p> <p>Allow the child to show the class how he plays with the toy if</p> <p>polite.</p> <p>Provide the children with a situation for role playing.</p> <p>Say: "Several children are playing in front of their houses.</p> <p>She requests permission to join her friends."</p>
Participating in Dramatic Play	

TEACHING PROCEDURES	MATERIALS
<p> pictures showing places where they could go and things they summer. res. like to do this summer? go?" pattern by showing an appropriate picture and saying, "I will the woods this summer." places and activities clearly and accurately. to pantomime the activities they describe. </p> <p> social courtesies in a natural way. </p> <p> things on a table in front of the room. the toys. play with the toys, but that they must use the words <u>May I</u> mission and <u>Thank you</u> when given permission. the class listen for these expressions. ow the class how he plays with the toy if he remembers to be </p> <p> with a situation for role playing. are playing in front of their houser One child is indoors. mission to join her friends." </p>	<p> <u>Pictures showing activities:</u> in the neighborhood at the beach at the park, playground, zoo, swimming pool at the farm in the city in the country in the forest </p> <p> <u>Toys. such as:</u> rope, ball, doll, toy car, airplane, telephone, plastic hammer, plastic saw, iron, broom. </p>

SKILLS	TEACHING PROCEDURES
	<p>Discuss how the children could have fun; how the little girl for permission to go out; what probably happened when s</p> <p>Stress the use of the words, <u>May I</u>.</p> <p>Select someone to be Mother.</p> <p>Encourage children to suggest things which Mother cou</p> <p>(sewing; reading; ironing)</p> <p>Select the child and allow the mother and daughter to ac</p> <p>situation. (Child could ask, "Mother, <u>may I</u> go out to</p> <p>dren?")</p> <p>Remind the class to listen for the words, <u>May I</u>.</p> <p>Permit several children to pantomime playing ball; jumpin</p> <p>a ride.</p> <p>Have the child greet playmates and ask permission to play v</p> <p>Evaluate the reactions of others when someone uses polite wo</p> <p>Let a new group of children role-play the same situation v</p> <p>the class or teacher.</p> <p>Suggest that pupils remember to use the words, <u>May I</u>, at h</p> <p>Ask pupils to report occasions on which they used the expres</p> <p>Provide the idea for a pretend telephone conversation.</p> <p>Say: "Mother says you may invite Michelle over for</p> <p>Michelle's mother, Mrs. Jones, if Michelle <u>may</u></p> <p>Pretend to be Mother.</p> <p>Dial the number for the child.</p> <p>Identify yourself and pretend to exchange a friendly gree</p>

TEACHING PROCEDURES

MATERIALS

the children could have fun; how the little girl could have asked Mother
 ssion to go out; what probably happened when she went out.
 e of the words, May I.
 ne to be Mother.
 hildren to suggest things which Mother could be doing in the house.
 eading; ironing)
 hild and allow the mother and daughter to act out the beginning of the
 (Child could ask, "Mother, may I go out to play with the other chil-
 lass to listen for the words, May I.
 al children to pantomime playing ball; jumping rope; taking a doll for
 d greet playmates and ask permission to play with one of the toys.
 eactions of others when someone uses polite words and a pleasant voice.
 roup of children role-play the same situation without suggestions from
 or teacher.
 pupils remember to use the words, May I, at home.
 e report occasions on which they used the expression.

idea for a pretend telephone conversation.
 other says you may invite Michelle over for lunch, but you must ask
 chelle's mother, Mrs. Jones, if Michelle may come."
 o be Mother.
 umber for the child.
 ourself and pretend to exchange a friendly greeting with Mrs. Jones.

A telephone

SKILLS	TEACHING PROCEDURES
<p>Storytelling Telling Experiential Stories Using Simple Sequence</p>	<p>Explain that your daughter would like to speak. Remind children to listen as the child greets Mrs. Jones and calling. Remind children to listen for use of the words, <u>May I</u>. Ask class to recall ways in which the child was friendly. Ask if the child said, "<u>May</u> Michelle come to lunch"</p> <p>Show pictures of various modes of transportation. Have children identify each. Display a set of three related travel pictures. Ask pupils to pretend they are in the pictures. ★ Say: "Tell how you went for a ride. What happened during the trip? Tell how you felt afterward." Let pupils use the pictures displayed in order to gain suggestions question. Provide numerous experiences of this type using the travel idea.</p> <p>Ask pupils to draw a picture of something in which they have ridden. Ask pupils to be ready to tell a story using the three ideas above and promote sentence sense in storytelling. Set a pattern for the children by telling an experience, such as: I went to Ohio on a train. The train stopped many times to pick up newspapers and mail. I felt very glad when we finally reached Ohio.</p> <p>Display three pictures of a situation within the children's experience. Have children independently create a story around the three pictures. Help pupils understand that stories should have a beginning, a middle, and an end.</p>

TEACHING PROCEDURES	MATERIALS
<p>daughter would like to speak. listen as the child greets Mrs. Jones and explains her reason for listen for use of the words, <u>May I</u>. ways in which the child was friendly. d, "<u>May</u> Michelle come to lunch"</p> <p>us modes of transportation. each. related travel pictures. they are in the pictures. ent for a ride. uring the trip? afterward."</p> <p>ures displayed in order to gain suggestions for answering each</p> <p>periences of this type using the travel idea.</p> <p>icture of something in which they have ridden. ty to tell a story using the three ideas above to guide organization nce sense in storytelling. hildren by telling an experience, such as: train. many times to pick up newspapers and mail. en we finally reached Ohio.</p> <p>of a situation within the children's experience. dently create a story around the three pictures. d that stories should have a beginning, a middle part, and an end.</p>	<p><u>Pictures</u> of a car, a bus, a train, an airplane, a boat</p> <p><u>A set of three pictures</u> to guide pupils in giving reports Example: a car a car being serviced at the gasoline station smiling children looking out of the car window</p> <p>A set of three pictures that tell a story such as the three sug- gested above.</p>

SKILLS	TEACHING PROCEDURES
	<p>Help pupils add dialogue by asking: What do you think Father said when he ran out of gas? How did the children feel then? What could they have said? What do you think Father said to the attendant? What did children say as they continued their trip? Let pupils use puppets to act out the story.</p> <p>Display three pictures with no concern for order. Have a pupil show which should come first, second, last. Have the pupil create a story around the three pictures.</p> <p>Remind pupils that good stories have a beginning, a middle part, and an end.</p> <p>Have children pretend that the circus is coming to town. Let children guess which animals will come past in the circus parade. Encourage children to use the words <u>maybe</u> and <u>I think</u> when they guess. Let children place animals for which there are flannel cut-outs in the flannel board.</p> <p>Ask pupils to suggest other performers who might be in the show. Have pupils place these performers on the flannel board. Have pupils tell and show, if possible, what the performers will do. Ask the class to determine which acts were best. Have one child act as ringmaster. Suggest that he announce each act that the class chose. Encourage the ringmaster to make each act sound exciting so that the class will feel as if it were at the circus.</p>
Giving Simple Sentences Spontaneously	
Making Announcements	

TEACHING PROCEDURES

MATERIALS

by asking:
 Father said when he ran out of gas?
 How did he feel then?
 What did he say?
 What did the attendant say?
 What did the attendant say to the attendant?
 How did they feel as they continued their trip?
 How did they act out the story.

with no concern for order.
 Which should come first, second, last.
 Tell the story around the three pictures.

and stories have a beginning, a middle part, and an end.

that the circus is coming to town.
 Which animals will come past in the circus parade.
 Use the words maybe and I think when they guess which animals
 are.
 Animals for which there are flannel cut-outs in the "parade" on the

other performers who might be in the show.
 Place the performers on the flannel board.
 Now, if possible, what the performers will do.
 Determine which acts were best.
 Ringmaster.
 See each act that the class chose.
 Master to make each act sound exciting so that the class will really
 like the circus.

Puppets
 Father
 two children
 gasoline station attendant
 Car

Sequence pictures

Flannel Board
 "The Circus." Instructo Products Co., Division of Jacronda Mfg. Co., Philadelphia, Pennsylvania.

SKILLS	TEACHING PROCEDURES
<p>Developing an Understanding and Appreciation of the "Pledge of Allegiance"</p>	<p>Help pupils say the words in the "Pledge of Allegiance":</p> <p>Ask pupils if they have ever made a promise. Encourage children to share promises which they have made. Ask pupils if Mother has ever promised them something. Allow pupils to tell about such occasions. Help pupils understand that making and keeping a promise is Call attention to the flag. Help children identify colors in the flag. Ask pupils where they have seen the flag. Have pupils tell what they think the flag means. Help pupils understand that the flag stands for many, many places that serve families like ours. Tell pupils that the flag stands for our country, the United States. Tell pupils that every day at school we make a promise to love Let pupils share ways in which they show their love at home. Guide pupils in recognizing how they have shown love at school. Tell pupils that we use some very big words to make this promise. Say the "Pledge of Allegiance" and show pupils how to stand. Ask pupils what they will be promising when they say the "Pledge." Help pupils with the words: <u>pledge</u>, <u>allegiance</u>, <u>Republic</u>, <u>liberty</u>, <u>justice</u>. Have pupils assume the proper position. Say phrases for the children to repeat.</p>

TEACHING PROCEDURES

MATERIALS

words in the "Pledge of Allegiance":

anyone has ever made a promise.

Children to share promises which they have made.

Whether has ever promised them something.

Tell about such occasions.

Understand that making and keeping a promise is a way of showing love.

for the flag.

Identify colors in the flag.

Where they have seen the flag.

What they think the flag means.

Understand that the flag stands for many, many homes, schools, and

serve families like ours.

What the flag stands for our country, the United States.

Every day at school we make a promise to love our homes and school.

The ways in which they show their love at home.

Recognizing how they have shown love at school.

We use some very big words to make this promise.

"Pledge of Allegiance" and show pupils how to stand.

When they will be promising when they say the "Pledge."

With the words: pledge, allegiance, Republic, one nation, indivisible,

and God.

Assume the proper position.

Ask the children to repeat.

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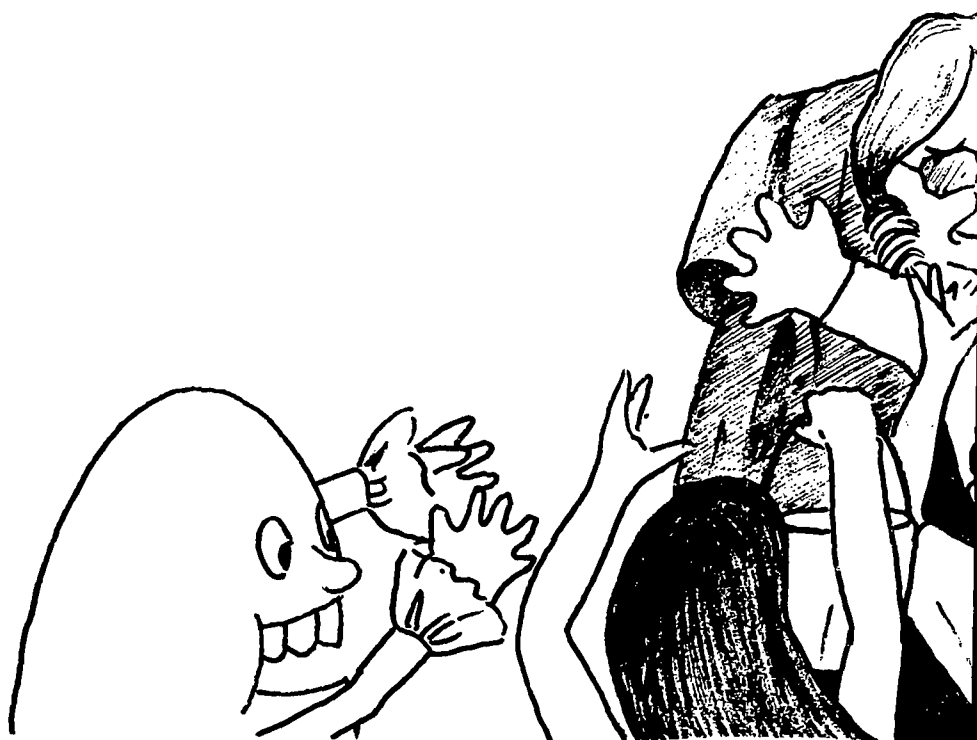
LISTENING

Continue To Build Habits And Awareness Of Listening

SKILLS

TEACHING PROCEDURES

Provide enjoyable listening experiences which will stimulate pupils



Build Habits And Awareness Of Listening

LISTENING


TEACHING PROCEDURES

MATERIALS

experiences which will stimulate pupils to want to listen.

Stories, poems, rhymes, finger plays, puppets, games, music



SKILLS	TEACHING PROCEDURES
Determining Sequence	<p>* Use stories:</p> <p>Tell the story of "The Old Woman and Her Pig." Have children listen to recall each of the things that the old woman had. Allow children to place flannel cut-outs of each thing on the flannel board. Help pupils use reasoning to rearrange items in the order in which they occurred in the story. Let eleven different children tell parts of the story representing the flannel cut-outs.</p> <p> Two or three lessons may be necessary if the class is inexperienced with flannel cut-outs. This story is easily adapted to dramatization.</p>
Finding the Main Idea	<p>* Use poems:</p> <p>Ask pupils whom they would choose for an out of school companion who would have a good time. Allow pupils to discuss preferences, giving reasons for choices. Give children crayons and drawing paper. Tell them to listen carefully to a poem to find out what companion the poet chose. Read "Puppy and I" (omitting the title). Have pupils draw the one that the little boy joined. Check drawings to see that pupils drew a puppy. Encourage pupils to tell what they think the title of the poem could be. Let pupils compare their titles with the poet's. Encourage discussion of how the puppy and little boy had fun. Let children illustrate this.</p>

Interpreting a Poem

TEACHING PROCEDURES	MATERIALS												
<p>oman and Her Pig."</p> <p>l each of the things that the old woman met.</p> <p>el cut-outs of each thing on the flannel board.</p> <p>rearrange items in the order in which they occurred in</p> <p>en tell parts of the story represented by the flannel cut-</p> <p>may be necessary if the class is immature.</p> <p>adapted to dramatization.</p> <p>choose for an out of school companion if they wanted to</p> <p>ferences, giving reasons for choices.</p> <p>rawing paper.</p> <p>y to a poem to find out what company the little boy in the</p> <p>g the title).</p> <p>at the little boy joined.</p> <p>pupils drew a puppy.</p> <p>ut they think the title of the poem could be.</p> <p>les with the poet's.</p> <p>w the puppy and little boy had fun.</p>	<p>Refer to:</p> <p>Arbuthnot, May Hill. <u>Time for Fairy Tales</u>. New York: Scott, Foresman and Co., 1952. p. 7.</p> <p>Flannel board</p> <p><u>Pictures or flannel cut-outs of:</u></p> <p>The Old Woman</p> <table border="0"> <tr> <td>Dog</td> <td>Ox</td> <td>Cat</td> </tr> <tr> <td>Stick</td> <td>Butcher</td> <td>Cow</td> </tr> <tr> <td>Fire</td> <td>Rope</td> <td></td> </tr> <tr> <td>Water</td> <td>Rat</td> <td></td> </tr> </table> <p>See also:</p> <p>The Old Woman and Her Pig. New York: Holt, Rinehart and Winston, 1963. 24 pp.</p> <p>Refer to:</p> <p>Arbuthnot, May Hill. <u>Time for for Poetry</u>. Fair Lawn, New Jersey: Scott, Foresman and Co., 1961, 1952. p. 45.</p> <p>Drawing paper, crayons</p>	Dog	Ox	Cat	Stick	Butcher	Cow	Fire	Rope		Water	Rat	
Dog	Ox	Cat											
Stick	Butcher	Cow											
Fire	Rope												
Water	Rat												

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60

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SKILLS

TEACHING PROCEDURES

Extending Attention Span

Use puppets.

Select a short poem or story.

Use stories with few characters and simple story line.

Use puppet characters or a puppet storyteller.

Directions for Making Puppets

Use oak tag 8-1/2" x 11" for quickly made puppets.

Fold one sheet in half lengthwise.

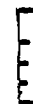


Cut on fold.

Fold each half in thirds lengthwise.



Staple to form support for puppet figure.



Draw puppet figures on needed sheets of oak tag.







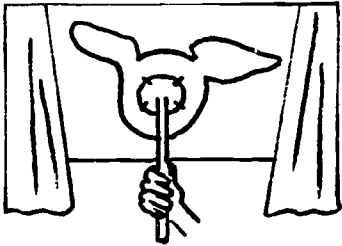
Color brightly with crayons, paper sculpture, or tempera colors.

Cut out and staple puppet to support leaving enough room to hold puppet.

Use oak tag scraps to make backing for puppet and support.

Use a table top, low screen, or box frame on table as a T-V screen or stage opening.



TEACHING PROCEDURES	MATERIALS
<p>or story. characters and simple story line. s or a puppet storyteller.</p> <p>Directions for Making Puppets</p> <p>11" for quickly made puppets.</p> <p>f lengthwise.</p>  <p>rds lengthwise.</p>  <p>rt for puppet figure.</p>  <p>on needed sheets of oak tag.</p>  <p>rayons, paper sculpture, or tempera colors.</p> <p>puppet to support leaving enough room to</p> <p>to make backing for puppet and support.</p> <p>screen, or box frame on table as a T-V</p> <p>ing.</p> 	<p>Puppet storyteller</p> <p><u>Puppet characters for stories, such as:</u></p> <p>"The Gingerbread Boy"</p> <p>"Old Woman and Her Pig"</p> <p>"Chicken Little"</p> <p>"The Three Billy Goats Gruff"</p> <p><u>Poems, as:</u></p> <p>Milne, A. A. "Puppy and I"</p> <p>Milne, A. A. "Hoppity"</p> <p>Dixon, Ruth, "Teddy Bear Dance"</p> <p>Sipe, Muriel, "Good Morning"</p> <p>Sources for stories and poems listed:</p> <p>Arbuthnot, May Hill. <u>The Arbuthnot Anthology of Children's Literature</u>. Fair Lawn, New Jersey: Scott, Foresman and Co., 1961.</p> <p>Barrows, Marjorie, Compiler. <u>READ-ALOUD POEMS Every Young Child Should Know</u>. New York: Rand McNally and Co., 1957.</p>

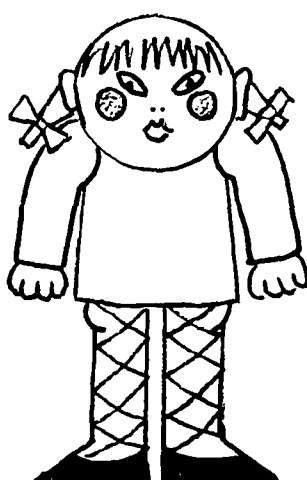
SKILLS	TEACHING PROCEDURES
Following Directions	<p>* Use language games.</p> <p>Give directions which indicate color, number, size, or shape.</p> <p>Examples:</p> <p>Bring me the red book. Get two blocks from the number table. Lift the big book. Get the round box from the supply table.</p> <p>Have a puppet give directions.</p> <p>* Use a teacher-made tape.</p> <p>Allow each child to select an object or objects for which direction tape.</p> <p>Be sure children are familiar with the names of objects.</p> <p>Include sentences with one or two <u>place phrases</u>.</p> <p>Put the book <u>on a desk in the back of the room</u>.</p> <p>Use words that refer to color, size, shape, number.</p> <p>Put the two yellow pencils in the pencil box. Place the long red pencil in your desk.</p> <p>Use running, rhythmic, and singing games.</p> <p>"Stop-Start" "Ring Master" "Farmer and His Wheat" "Looby Loo"</p>

TEACHING PROCEDURES	MATERIALS
<p>indicate color, number, size, or shape.</p> <p>book.</p> <p>from the number table.</p> <p>from the supply table.</p> <p>rections.</p> <p>select an object or objects for which directions are given on the</p> <p>familiar with the names of objects.</p> <p>h one or two <u>place phrases</u>.</p> <p><u>desk in the back of the room</u>.</p> <p>to color, size, shape, number.</p> <p>w pencils in the pencil box.</p> <p>d pencil in your desk.</p> <p>ic, and singing games.</p> <p>Wheat"</p>	<p>Cards with pre-planned directions to be used by the teacher in conjunction with specific items readily available in the classroom.</p> <p>Puppet</p> <p>Teacher-made screen (See page 61.)</p> <p>Teacher-made tape of directions for the children to follow</p> <p>Tape recorder</p> <p>Object for each child</p> <p>For other ideas, see:</p> <p>Russell, David H. and Russell, Elizabeth F. <u>Listening Aids through the Grades</u>. New York: Bureau of Publications, Teachers College Columbia University, 1959.</p> <p>Public Schools of the District of Columbia. <u>Elementary Physical Education Curriculum</u>. Washington, D.C.: Board of Education, 1958. pp. 40, 44, 45, 47.</p>

SKILLS	TEACHING PROCEDURES
<p>Building Standards</p>	<p>Use a listening chart.</p> <div data-bbox="1311 1073 1619 1549" data-label="Image"> </div> <p>Display a listening chart, such as that pictured. Ask children to look at the chart to see what it is reminding them to Say: "Here is a chart which tells you some things to do to help listeners. We know that we use our ears when we listen, but p about Mary will help you know something else that is impo listen." Create a simple story, such as the following:</p> <p style="padding-left: 40px;">Mother said, "Mary bring me two potatoes, please." Mary got a potato and carried it to Mother.</p> <p>Ask: "How do you know Mary did not listen carefully?" Repeat the situation with more emphasis on the number of potatoes number received, if necessary.</p> <p>Continue the story: Mother said, "Mary, how many potatoes did answered, "Oh, Mother, I'm sorry I wasn't thinking." Then potato and took it to Mother.</p>

TEACHING PROCEDURES

MATERIALS



chart, such as that pictured.
 at the chart to see what it is reminding them to do.
 chart which tells you some things to do to help you to be better
 know that we use our ears when we listen, but perhaps this story
 will help you know something else that is important to do as you
 try, such as the following:

"Mary bring me two potatoes, please."
 and carried it to Mother.

know Mary did not listen carefully?"
 with more emphasis on the number of potatoes asked for and the
 if necessary.

Mother said, "Mary, how many potatoes did I ask for?" Mary
 Mother, I'm sorry I wasn't thinking." Then Mary got another
 to Mother.

SKILLS	TEACHING PROCEDURES
<p>Recalling Details</p> <p>Observing Carefully to Describe Ourselves</p>	<p>Ask: "Why didn't Mary get the right number of potatoes the first time?"</p> <p>Emphasize the importance of <u>thinking</u> and <u>listening</u>.</p> <p>Guide pupils in making further interpretation of the chart until the correct interpretation is established:</p> <p style="padding-left: 40px;">Think when you listen. Look at the person who is speaking. Keep hands and feet still. Keep lips still except to ask questions.</p> <p>Use direct experiences.</p> <p>Invite three children to stand in the front of the room. Ask members of the class to listen carefully as the teacher describes one of the children. Describe one child telling the following: color of hair and eyes color and design in clothing any special features which would not be embarrassing to the child. Permit a member of the class to identify the one who was described. Ask the children to recall the description given by the teacher. Have the class check information given with the appearance of the child and his classmate. Repeat the above procedure several times until pupils are able to describe a child described with ease. Read the poem, "Everybody Says." Ask whom the child in the poem wished to look like. Suggest that several pupils look in a long mirror in order to be sure of their eyes and hair and to recall what they are wearing.</p>

TEACHING PROCEDURES	MATERIALS
<p>get the right number of potatoes the first time?"</p> <p>ce of <u>thinking</u> and <u>listening</u>.</p> <p>urther interpretation of the chart until the following ideas are</p> <p>sten.</p> <p>n who is speaking.</p> <p>et still.</p> <p>cept to ask questions.</p> <p>stand in the front of the room.</p> <p>ss to listen carefully as the teacher <u>describes</u> or <u>tells</u> about</p> <p>ng the following:</p> <p>es</p> <p>clothing</p> <p>which would not be embarrassing to the child, if pointed out</p> <p>e class to identify the one who was described.</p> <p>all the description given by the teacher.</p> <p>nformation given with the appearance of the child selected by</p> <p>ure several times until pupils are able to remember features</p> <p>body Says."</p> <p>he poem wished to look like.</p> <p>pupils look in a long mirror in order to be sure of the color of</p> <p>nd to recall what they are wearing.</p>	<div data-bbox="979 987 1111 1083"></div> <p>As each idea is established, ask children to place the part which will help them to be good listeners on the doll with the missing parts. (See chart, page 63.)</p> <p>Aldis, Dorothy. <u>All Together</u>. New York: G. P. Putnam's Sons, 1952. "Everybody Says."</p> <p>Drawing paper Crayons</p> <p>Full-length mirror</p>

SKILLS	TEACHING PROCEDURES
<p>Developing Art Awareness</p> <p>Extending Vocabulary</p>	<p>Ask these children to give their full names and a brief description following the pattern set by the teacher.</p> <p>Provide all children with drawing paper and crayons.</p> <p>Encourage them, a few at a time, to take a look at themselves in <u>self-portrait</u>.</p> <p>Have children share portraits during the week and tell about their portraits as guides for speaking.</p> <p>Use art reproductions.</p> <p>Say: "Have you enjoyed dressing up and pretending to be someone about what you wore, and what you did."</p> <p>Allow several pupils to discuss such occasions freely.</p> <p>Encourage children to tell about pretending to be grown-up. Hallowe'en.</p> <p>Display a picture of "Henry VIII" by Hans Holbein.</p> <p>Provide ample time for children to enjoy the picture.</p> <p>Say: "Once there were no cameras. When persons wanted pictures, artists paint their pictures. These pictures are called <u>self-portraits</u>. When we draw pictures of ourselves, we make <u>self-portraits</u>."</p> <p>Ask questions, such as:</p> <p>How do you think this man liked his <u>portrait</u>? Why?</p> <p>What kind of person do you think he was?</p> <p>Tell us about his clothes.</p> <p>Why do you think he is dressed this way?</p> <p>Establish the fact that people usually try to look as pleasant as they can when they are having their pictures taken or painted.</p> <p>Say: "Here is another <u>portrait</u> or picture of someone."</p> <p>Present the reproduction of Master Crewe.</p> <p>Ask: "What do you notice about the little boy's clothes? (He's dressed like King Henry.)</p> <p>Why do you think he is dressed this way?"</p> <p>Help pupils realize that the little boy is playing a game of pretend.</p>

TEACHING PROCEDURES	MATERIALS
<p>give their full names and a brief description of themselves set by the teacher.</p> <p>h drawing paper and crayons.</p> <p>y at a time, to take a look at themselves in order to draw a</p> <p>portraits during the week and tell about themselves using the for speaking.</p> <p>ed dressing up and pretending to be someone else? Tell us re, and what you did."</p> <p>discuss such occasions freely.</p> <p>tell about pretending to be grown-up and dressing up for</p> <p>Henry VIII" by Hans Holbein.</p> <p>children to enjoy the picture.</p> <p>e no cameras. When persons wanted pictures, they often had ir pictures. These pictures are called <u>portraits</u>. When we ourselves, we make <u>self-portraits</u>."</p> <p>his man liked his <u>portrait</u>? Why?</p> <p>on do you think he was?</p> <p>clothes.</p> <p>he is dressed this way?</p> <p>people usually try to look as pleasant as they can when they tures taken or painted.</p> <p><u>portrait</u> or picture of someone."</p> <p>on of Master Crewe.</p> <p>ce about the little boy's clothes?</p> <p>e King Henry.)</p> <p>he is dressed this way?"</p> <p>t the little boy is playing a game of pretend just as they often do.</p>	<p>Holbein, Hans, "Henry VIII."</p> <p>Reynolds, Sir Joshua, "Master Crewe as Henry VIII."</p> <p>Bellows, George, "Lady Jean."</p> <p>Refer to:</p> <p>Chase, Alice Elizabeth. <u>Famous Paintings</u>. New York: Platt and Munk, 1962, pp. 8, 9.</p> <p>(Special Scott, Foresman and Company Edition for the <u>Invitations to Personal Reading Program</u>)</p>

SKILLS	TEACHING PROCEDURES
<p>Developing Vocabulary Related to Size</p>	<p>Encourage pupils to notice the colors in the boy's clothes and his jacket. Encourage pupils to notice the boy's bangs and haircut.</p> <p>Display a reproduction of "Lady Jean." Ask: "What do we call a picture like this? (portrait) Why do you think the little girl is dressed this way? (She is poorly dressed.) Why does her dress look so strange?" (The style is not up-to-date.)</p> <p>Suggest that pupils invite their parents to take them to the art gallery to see famous portraits.</p> <p>* Use a singing game, "I'm Very, Very Tall."</p> <p>Follow the suggestions for the singing game. Have children look at each other to determine and tell who is the <u>shortest</u> one in the class. Have pupils find and tell about classmates who are <u>taller than</u> or <u>shorter than</u> them. Let different pupils stand against Kraft paper placed on a bare wall. Have members of the class draw lines over pupils' heads to show how tall they are. Let pupils make large drawings of themselves later during the day. Have pupils use the lines on the Kraft paper to achieve appropriate proportions in their drawings.</p>

HING PROCEDURES

MATERIALS

colors in the boy's clothes and his jewels.
 boy's bangs and haircut.

y Jean."
 e like this? (portrait)
 e girl is dressed this way? (She is pretending.)
 so strange?" (The style is not up-to-date.)

r parents to take them to the art gallery to see other

Very Tall."

singing game.
 ther to determine and tell who is the tallest and who is
 s.
 at classmates who are taller than or shorter than they.
 nst Kraft paper placed on a bare wall.
 aw lines over pupils' heads to show how tall the pupils
 gs of themselves later during the day.
 he Kraft paper to achieve appropriate heights for their

Hamlin, Alice P. and Guessford,
 Margaret G. "Singing Games for
 Children." Cincinnati, Ohio:
 Willis Music Co., 1941. p. 6.

Kraft paper
 Chalk
 Crayons

SKILLS	TEACHING PROCEDURES
<p>Answering Specific Questions</p>	<p>★ Tell pupils to listen carefully in order to respond to questions, such as:</p> <ul style="list-style-type: none"> What is your name? How old are you? What is your address? With whom do you live? How many sisters have you? How many brothers have you? <p>Stimulate interest by tossing a ball to the child who is to answer the question.</p> <p>Vary by playing "roving reporter" and letting pupils record answers.</p> <p>Pupils may listen to find out how well each question was answered.</p> <p>Let pupils pretend to talk over a microphone if a tape recorder is in use.</p> <p>Provide opportunity for pupils to practice answering any questions for which an answer posed a difficulty in terms of clarity or effectiveness.</p> <p>Let individual pupils practice answering all of the first three questions.</p> <p>Allow individuals to practice answering the last three.</p> <div data-bbox="673 1608 812 1704" data-label="Image"></div> <p>See lesson under Speaking on pages 102, 103.</p> <p>Interview children on TV.</p> <p>Ask questions, such as:</p> <ul style="list-style-type: none"> "How do you have fun at home? What do you like to do with your friends? To what places do you and your family go — when you are enjoying yourselves? when you need things?"

TEACHING PROCEDURES

MATERIALS

fully in order to respond to questions, such as:

s?
ve?
ve you?
have you?

Passing a ball to the child who is to answer the question.
"reporter" and letting pupils record answers on tape. (Later
find out how well each question was answered.)
Take over a microphone if a tape recorder is inconvenient to use.
Ask pupils to practice answering any questions for which structur-
a difficulty in terms of clarity or effectiveness.
Practice answering all of the first three questions.
Practice answering the last three.

Speaking on pages 102, 103.

V.


at home?
to with your friends?
ou and your family go —
oying yourselves?
ings?"


Large ball

Hand microphone, tape recorder,
tape

Cards with questions for the teacher
to ask which will encourage dis-
cussion by those appearing on
TV

SKILLS	TEACHING PROCEDURES								
<p>Building a Vocabulary of Action Words</p> <p>Interpreting What Is Heard</p>	<p>Use the record, <u>Nothing to Do</u>.</p> <p>Say: "Today, I brought a special record which tells all about parts of our bodies do. Let's enjoy the record. Then we can do some of the things it suggests."</p> <p>Play the record, <u>Nothing to Do</u>.</p> <p>Have pupils recall things which the little boy was doing with his</p> <table data-bbox="871 1249 1340 1392"> <tr> <td>marching</td><td>skating</td></tr> <tr> <td>jumping</td><td>clapping</td></tr> <tr> <td>tiptoeing</td><td>tapping</td></tr> <tr> <td>spinning</td><td>reaching</td></tr> </table> <p>Re-play sections 6, 7, and 8: "Clapping," "Tapping," "Rocking"</p> <p>Lead pupils in following the action indicated by the record.</p>	marching	skating	jumping	clapping	tiptoeing	tapping	spinning	reaching
marching	skating								
jumping	clapping								
tiptoeing	tapping								
spinning	reaching								
<p>Following Directions</p>	<p>Show children how to spin a top if they lack experience with tops</p> <p>Ask a child to pretend he is a top and to demonstrate how it spins</p> <p>Suggest that the child <u>stop</u> spinning when the teacher claps her hands</p> <p>Ask the class to tell whether "the top" really stopped as a top would</p> <p>Guide the children in recalling that a top slows down until it finally stops</p> <p>Provide an opportunity for several other pupils to "be" tops.</p> <p>Ask pupils to <u>spin</u> or <u>whirl</u> in the other direction when the teacher claps</p> <p>the first time, and to slow down and stop when the teacher claps the second time.</p> <p>Allow several groups to follow the same directions.</p> <p>Select a group of children to spin like tops as part of the record</p>								

TEACHING PROCEDURES	MATERIALS
<p>special record which tells all about things we can make do.</p> <p>Then we can do some of the things which the record Do.</p> <p>which the little boy was doing with his feet and hands:</p> <ul style="list-style-type: none"> skating clapping tapping reaching <p>8: "Clapping," "Tapping," "Rocking."</p> <p>action indicated by the record.</p> <p>top if they lack experience with tops.</p> <p>a top and to demonstrate how it spins.</p> <p>spinning when the teacher claps her hands.</p> <p>er "the top" really stopped as a top would.</p> <p>ing that a top slows down until it finally topples over.</p> <p>several other pupils to "be" tops.</p> <p>rl in the other direction when the teacher claps her hands</p> <p>slow down and stop when the teacher claps her hands the</p> <p>low the same directions.</p> <p>to spin like tops as part of the record is played.</p>	<p>Recording:</p> <p>Nothing to Do. 78 r.p.m. Children's Record Guild, New York, N. Y. Top</p> 

SKILLS	TEACHING PROCEDURES
<p>Interpreting What Is Heard</p> <p>Extending Vocabulary</p>	<p>Clap so that pupils will change direction on the words. "I'm whirling."</p> <p> Changing direction will help offset the possibility of pupils</p> <p>Ask pupils to pretend that they are at home.</p> <p>Say: "Listen to the first part of the record, <u>Nothing to Do</u>. Think about the words and decide how you could pretend to be in the hall and <u>in</u> and <u>out</u> of rooms in the house."</p> <p>Play the marching part of the record.</p> <p>Provide an opportunity for several pupils to interpret the action suggested by the record.</p> <p>Ask: "How could you tell that the marchers were marching through the house?"</p> <p>Select a group of children to listen to the next portion of the record and decide how they could move.</p> <p>Say: "Often when we move from one place to another we move very quietly. Let's pretend Baby is sleeping. Let's stand so that we can move around so softly that we don't wake the baby."</p> <p>Play "Tip-Toe."</p> <p>Have all children demonstrate this.</p> <p>Discuss how pupils were moving and the part of the foot on which they were moving.</p> <p>Show a picture of a frozen pond.</p> <p>Say: "Let's pretend we are crossing the pond. How does the ice look? Who will show us how we could <u>slide</u> across the ice?"</p> <p>Help pupils evaluate the smoothness of movement by saying: "I saw you <u>and sliding gracefully</u> on the <u>smooth</u> ice."</p>

TEACHING PROCEDURES

MATERIALS

change direction on the words. "I'm whirling..."
 tion will help offset the possibility of pupils becoming dizzy.

that they are at home.
 st part of the record, Nothing to Do.
 words and decide how you could pretend to be going through
 and out of rooms in the house."
 rt of the record.
 y for several pupils to interpret the action suggested.
 tell that the marchers were marching through the house?"
 ldren to listen to the next portion of the record and to jump as
 es.
 move from one place to another we move very quietly.
 aby is sleeping.
 that we can move around so softly that we won't awaken the

onstrate this.
 ere moving and the part of the foot on which they stepped.
 ozen pond.
 ve are crossing the pond.
 e look?
 s how we could slide across the ice?"
 the smoothness of movement by saying: "I saw children gliding
 ully on the smooth ice."

Nothing to Do, Side 2

Pictures, such as:
 children marching at a party
 children marching in a parade
 circus animals and performers
 marching in a circus parade
 soldiers marching

SKILLS	TEACHING PROCEDURES
	<p>Provide opportunity for five or six children to <u>glide gracefully</u> as the record is played.</p> <p>Help pupils review different ways in which they were moving: <u>marching</u>, <u>spinning</u>, <u>tiptoeing</u>, <u>sliding</u>, <u>gliding</u>.</p> <p>Allow pupils to tell the part of their body that they used most to make movements.</p> <p>* Show pictures which provide an opportunity for pupils to utilize their imagination to tell about the picture.</p> <p>Present several pictures.</p> <p>Tell what is happening in each picture.</p> <p>Allow the class to repeat the sentences.</p> <p>Speak naturally, but be sure pupils include <u>is</u> or <u>are</u> and that they use the "ing" sound clearly.</p> <p>Allow individual pupils to select other pictures and to do the same.</p> <p>Ask pupils to think of and try out other kinds of things which they could do with their feet and legs.</p> <p>Provide opportunity for pupils to show what they can do with their feet.</p> <p>Ask children to show new ways to move across the room.</p> <p>Lead pupils to include actions which bring out the following words: <u>walking</u>, <u>skipping</u>, <u>hopping</u>, <u>galloping</u>, <u>springing</u>, or <u>leaping</u>.</p> <p>Help pupils with the words listed.</p> <p>Encourage each pupil to <u>tell</u> what he was doing and when he might realize it.</p> <p>Ask children to show new ways to move feet and legs while sitting or standing.</p> <p>Encourage movements, such as: <u>kicking</u>, <u>wiggling</u>, <u>tapping</u>, <u>pointing</u>, <u>shaking</u>, <u>swinging</u>.</p> <p>Allow one child to tell what he can do while sitting or standing.</p> <p>Permit the child to lead the rest of the class in the activity.</p> <p>Use a similar technique helping pupils to associate the action of various parts of the body with appropriate vocabulary.</p>

CHING PROCEDURES

MATERIALS

ix children to glide gracefully as the next section of
 ys in which they were moving: marching, jumping,
gliding.
 their body that they used most to make these move-
 opportunity for pupils to utilize their words as they
 icture.
 ntences.
 pupils include is or are and that they enunciate the
 other pictures and to do the same.
 t other kinds of things which they could do with their
 o show what they can do with their feet and legs.
 to move across the room.
 hich bring out the following words: walking, running,
springing, or leaping.
 ed.
 at he was doing and when he might really do it.
 to move feet and legs while sitting or standing.
 as: kicking, wiggling, tapping, pointing, bending,
 can do while sitting or standing.
 st of the class in the activity.
 g pupils to associate the action of various parts of the
 bulary.

girls jumping rope
 Jack jumping over the candle-
 stick
 children tiptoeing into the kitchen
 children tiptoeing in order not to
 awaken someone
 a child sliding down the sliding
 board
 birds gliding through the air
 a paper airplane to glide through
 the air

SKILLS	TEACHING PROCEDURES																											
Identifying and Repeating Sounds Accurately	<p>Introduce action words, such as:</p> <table> <tr> <td rowspan="2"><u>Arms</u></td> <td>stretching</td> <td rowspan="2"><u>Body</u></td> <td>stretching</td> </tr> <tr> <td>bending</td> <td>bending</td> </tr> <tr> <td rowspan="8">or</td> <td>throwing</td> <td>swaying</td> </tr> <tr> <td>catching</td> <td>twisting</td> </tr> <tr> <td>swinging</td> <td>spinning</td> </tr> <tr> <td>waving</td> <td></td> </tr> <tr> <td>patting</td> <td></td> </tr> <tr> <td>pointing</td> <td></td> </tr> <tr> <td>pounding</td> <td></td> </tr> <tr> <td>shaking</td> <td></td> </tr> <tr> <td><u>Hands and fingers</u></td> <td>snapping</td> <td></td> <td></td> </tr> </table> <p>Let children create their own song patterned after "Clapping" on the <u>to Do</u>.</p> <p>Use other rhythmic activities.</p> <p>Play records with varying rhythmic patterns. Have pupils listen and show what the music makes them feel like do Ask children to give sentences describing what the music made the</p> <p>* Ask children to close their eyes. Clap hands two times. Tap foot two times. Beat drum two times. Ask pupils to tell <u>how</u> the sound was made after each sound is produced Have pupils tell <u>how many times</u> the sound was heard.</p>	<u>Arms</u>	stretching	<u>Body</u>	stretching	bending	bending	or	throwing	swaying	catching	twisting	swinging	spinning	waving		patting		pointing		pounding		shaking		<u>Hands and fingers</u>	snapping		
	<u>Arms</u>		stretching		<u>Body</u>	stretching																						
		bending	bending																									
	or	throwing	swaying																									
		catching	twisting																									
		swinging	spinning																									
		waving																										
		patting																										
		pointing																										
		pounding																										
shaking																												
<u>Hands and fingers</u>	snapping																											


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TEACHING PROCEDURES	MATERIALS																																	
<p>such as:</p> <table><tr><td>stretching</td><td></td><td>stretching</td></tr><tr><td>bending</td><td></td><td>bending</td></tr><tr><td>throwing</td><td><u>Body</u></td><td>swaying</td></tr><tr><td>catching</td><td></td><td>twisting</td></tr><tr><td>swinging</td><td></td><td>spinning</td></tr><tr><td>waving</td><td></td><td></td></tr><tr><td>patting</td><td></td><td></td></tr><tr><td>pointing</td><td></td><td></td></tr><tr><td>pounding</td><td></td><td></td></tr><tr><td>shaking</td><td></td><td></td></tr><tr><td>snapping</td><td></td><td></td></tr></table>	stretching		stretching	bending		bending	throwing	<u>Body</u>	swaying	catching		twisting	swinging		spinning	waving			patting			pointing			pounding			shaking			snapping			
stretching		stretching																																
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<p>their own song patterned after "Clapping" on the record, <u>Nothing</u></p> <p>ties.</p> <p>ving rhythmic patterns.</p> <p>show what the music makes them feel like doing.</p> <p>ences describing what the music made them feel like doing.</p> <p>their eyes.</p> <p>the sound was made after each sound is produced.</p> <p><u>any times</u> the sound was heard.</p>	<p>Recording:</p> <p><u>Nothing to Do.</u> 78 r.p.m. Children's Record Guild, New York, N. Y.</p> <p>Refer to:</p> <p>Public Schools of the District of Columbia. <u>Music Curriculum</u> K-2. Washington, D.C.: Board of Education, 1965. p. 59.</p> <p>Drum or any object in classroom that can be used to make an easily distinguishable sound</p>																																	



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TEACHING PROCEDURES

MATERIALS

same sound the same number of times.
 ing three times.
 hat they have heard.
 ng two beats and sometimes three.
 at they have heard.
 se a pattern which he can repeat steadily.
 ren to show how they can move heads, arms, legs, or bodies
 tern given by their classmate.
 what they were doing by helping them frame answers, such as:
 ny foot in rhythm.
 t rhythm.
 y head in rhythm.

Identify familiar sounds.
 s made by:
 rain
 car motor, horn
 fire engine siren
 plane

sounds.
 se all of the above sounds to create an original story.

rsery rhyme.
 s the picture.
 i permit further discussion about what happened in the rhyme.
 wing children to supply rhyming words.
 yming words only.

Tape recorder
 Teacher-made tape of familiar
 sounds
 Records that tell stories through
 sound

Refer to:

Sounds Around Us. 78 r.p.m.
 Fair Lawn, New Jersey: Scott,
 Foresman and Company.

Audio Education.
Pathways to Phonic Skills. Vol. 1.
 New York: American Book Company.

Large pictures of nursery rhymes
 or
 Flannel cut-outs of nursery char-
 acters

SKILLS

TEACHING PROCEDURES

Developing Color Concepts

Help pupils understand that rhyming words sound alike at the end.
Recite a new rhyme.
Repeat the first rhyming word.
See if pupils can give the word that rhymes with it.
Continue using different nursery rhymes in lessons until the pupils rhyming words easily.

Building up the children's curiosity by displaying on the front table a containing a red ball.

Say: "I have a surprise to share with you today.
Put on your thinking caps.

Close your eyes and see if you can guess what it is."

Give as many clues as pupils need to determine the contents of the bag.

Examples: "It is something small and round.

It is made of rubber.

If it falls from your hands, it will hit the floor and b down.

You can make it roll across the floor.

Children love to play with it."

Provide an opportunity for pupils to guess after each clue is given.

Have the child who guessed correctly reach into the surprise bag and g ball.

Ask: "Who can tell me the color of a ball?"

Encourage the child to talk in a sentence.

Have the children stand in a circle.

Bounce the ball to a child who is not wearing red.

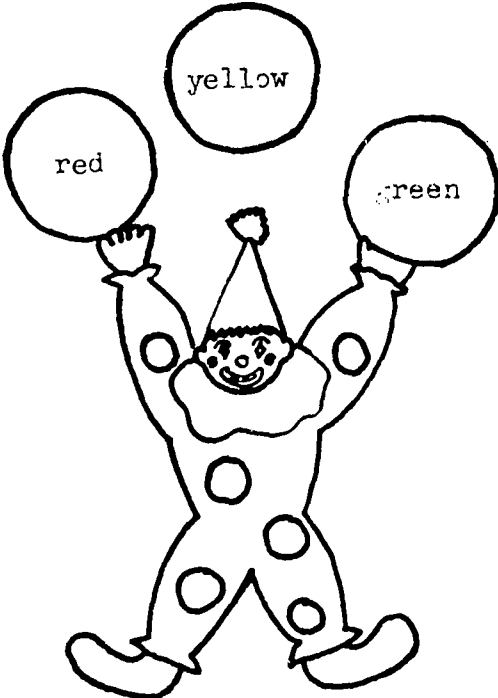
Say: "Here is a red ball."


Let the child bounce the ball back to you and say the same thing.

Continue with other pupils who are not wearing red.

Bounce the ball to a child who has on something red.

Ask the child to tell about the red in his clothing. "I have red in my blo

TEACHING PROCEDURES	MATERIALS
<p>...ing words sound alike at the end.</p> <p>...hat rhymes with it.</p> <p>...y rhymes in lessons until the pupils can identify</p> <p>...osity by displaying on the front table a surprise bag</p> <p>... with you today.</p> <p>...you can guess what it is."</p> <p>...ed to determine the contents of the bag.</p> <p>...ing small and round.</p> <p>...t rubber.</p> <p>...om your hands, it will hit the floor and bounce up and</p> <p>...ke it roll across the floor.</p> <p>...ve to play with it."</p> <p>...s to guess after each clue is given.</p> <p>...ectly reach into the surprise bag and get the rubber</p> <p>... of a ball?"</p> <p>...sentence.</p> <p>...cle.</p> <p>...s <u>not</u> wearing red.</p> <p>...k to you and say the same thing.</p> <p>...re <u>not</u> wearing red.</p> <p>...as <u>on something red</u>.</p> <p>...ed in his clothing. "I have red in my blouse."</p>	<p>Surprise bag containing a red rubber ball</p> <p>Color chart</p> 

SKILLS	TEACHING PROCEDURES
<p>Hearing Rhyming Words</p>	<p>Let the child come to the center of the circle to be the teacher. Have her bounce the ball to each pupil who is wearing red. Have each pupil tell what he has on that is red and bounce the ball to him. * Display the color chart. Discuss briefly what the juggler is doing with the balls. Have a child find the juggler's <u>red</u> ball.</p> <p> Follow the same procedure for yellow and green.</p> <p>Display a picture of a red bird. Say: "This morning on my way to school I saw a bird sitting on the ground. He was a very pretty bird that was red all over. Do you know what bird I saw?" Provide an opportunity for the children to guess. Say: "On your way to school this morning did you see something that was red? Provide an opportunity for children to tell what they saw. Encourage each child to talk in a sentence. Display the eight pictures of red objects in the order in which they are shown. Ask: "Who can tell me about one of my pictures?" Continue with all eight pictures. Encourage each child to say "I see a <u>red</u> _____." Ask: "Who can tell me how all of my pictures are alike?" Provide an opportunity for a child to notice that all of the items are red. Say: "I know a poem about these pictures. The name of the poem is 'Red'. As I say the poem see if you can find out how each picture helps to tell the question." Recite the poem. Ask: "What was red in this poem?" Why is the title or name a good one?"</p>

TEACHING PROCEDURES

MATERIALS

center of the circle to be the teacher.
to each pupil who is wearing red.
he has on that is red and bounce the ball back.

juggler is doing with the balls.
juggler's red ball.

procedure for yellow and green.

red bird.
my way to school I saw a bird sitting on the branch of a tree.
pretty bird that was red all over. Do you know the name of the

for the children to guess.
school this morning did you see something that was red?"
for children to tell what they saw.
talk in a sentence.
es of red objects in the order in which they come in the poem.
about one of my pictures?"
pictures.
say "I see a red _____."
how all of my pictures are alike?"
for a child to notice that all of the items pictured are red.
about these pictures. The name of the poem is 'What is Red?'
see if you can find out how each picture helps to answer that

this poem?
name a good one?"

Picture of red bird

Word cards with several color words

Objects:

mentioned in the poem.
(Each object should be red.)
fire engine
apple
kite
ribbon
house
pencil
flower
shirt

SKILLS

TEACHING PROCEDURES

Building a Vocabulary of Descriptive Words

Say: "I'm going to recite each part of the poem again.

Listen carefully so that you will be able to find the picture that matches each part."

Permit pupils to indicate the appropriate picture.

Guide brief discussions of the meanings of phrases, such as: heavy, overhead, and garden bed.

Recite the poem again.

Ask pupils to listen carefully to hear two words in each couplet that rhyme at the end, or rhyme.

Repeat each couplet emphasizing the two rhyming words.

Allow the children to identify the words that rhyme.

Allow pupils to help say the entire poem using the pictures as prompts.



Make up similar rhymes around other color words.

* Use objects.

Have a box with items which the children can touch.

Include items that are soft, hard; wet, dry; smooth, rough; heavy, light.

Let several children close eyes and touch soft objects and then hard objects.

Ask children to tell how the objects felt.

Elicit the words hard and soft.

TEACHING PROCEDURES

to recite each part of the poem again.
 carefully so that you will be able to find the picture that goes with each
 indicate the appropriate picture.
 discussions of the meanings of phrases, such as: heavy treads. soars
garden bed.
 again.
 listen carefully to hear two words in each couplet that sound alike at
 rhyme.
 let emphasizing the two rhyming words.
 n to identify the words that rhyme.
 help say the entire poem using the pictures as prompts.
 similar rhymes around other color words.

tems which the children can touch.
 t are soft, hard; wet, dry; smooth, rough; heavy, light.
 ren close eyes and touch soft objects and then hard ones.
 ell how the objects felt.
 hard and soft.

MATERIALS

Poem: "What Is Red?"

The fire engine is red.
 Its wheels have heavy treads.

"An apple is red
 And juicy," said Ned.

This big house is red
 And belongs to Fred.

Some pencils are red
 And have long, thin leads.

A kite may be red.
 It soars overhead.

This ribbon is red
 On top of my head.

A flower is red
 In the garden bed.

This boy's shirt is red,
 And his name is Ted.

Gail B. Gee, Teacher
 John F. Cook School

Touch box with such things, as:

cotton	stone
wet sponge	dry sponge
smooth wood	bark
feather	paper weight

SKILLS	TEACHING PROCEDURES
<p>Developing Concepts about Pairs</p>	<p>Let children carry the objects to the rest of the class to touch. Place other items which can be classified as <u>hard</u> or <u>soft</u> on a table for the group appropriately. Have children find things around the room which should be considered <u>hard</u> or <u>soft</u>. Display pictured items which pupils can identify as <u>hard</u> or <u>soft</u>. Continue developing other words suggested in the same manner as above.</p> <p>Place objects from the "touch box" on a table. Form teams of two. Direct one person on the team to select an object and let the other person touch it.</p> <p>Use objects.</p> <p>Show a pair of <u>eyeglasses</u>. Have pupils identify the glasses and tell why people need them. Help pupils realize the importance of taking care of their eyes. Discuss the proper care of glasses and the dangers of using glasses on someone else.</p> <p>Show a pair of <u>sunglasses</u>. Let pupils tell when people use dark glasses. Display and identify a pair of <u>binoculars</u>. Explain that these are special glasses. Allow a child to experiment with the binoculars and to tell the rest of the class what he discovered about them. Remind pupils of the necessity of taking precautions when placing anything near eyes. Show children how to clean lenses with a swab of cotton moistened with water. Provide an opportunity for several children to discover the special uses of binoculars.</p>

TEACHING PROCEDURES	MATERIALS								
<p>jects to the rest of the class to touch.</p> <p>h can be classified as <u>hard</u> or <u>soft</u> on a table for pupils to</p> <p>s around the room which should be considered <u>hard</u> or <u>soft</u>.</p> <p>hich pupils can identify as <u>hard</u> or <u>soft</u>.</p> <p>r words suggested in the same manner as pupils are ready.</p> <p>ouch box" on a table.</p> <p>e team to select an object and let the other tell how it feels.</p> <p>S.</p> <p>glasses and tell why people need them.</p> <p>mportance of taking care of their eyes.</p> <p>of glasses and the dangers of using glasses which belong to</p> <p>S.</p> <p>le use dark glasses.</p> <p>ir of binoculars.</p> <p>pecial glasses.</p> <p>ment with the binoculars and to tell the rest of the class what</p> <p>hem.</p> <p>ecessity of taking precautions when placing things over their</p> <p>an lenses with a swab of cotton moistened with alcohol.</p> <p>for several children to discover the special attributes of</p>	<p><u>Pictures with things which appear to be:</u></p> <table> <tr> <td>soft</td><td>smooth</td></tr> <tr> <td>hard</td><td>rough</td></tr> <tr> <td>wet</td><td>heavy</td></tr> <tr> <td>dry</td><td>light</td></tr> </table> <p>Eyeglasses for reading</p> <p>Sunglasses</p> <p>Binoculars</p> <p>Swab of cotton</p> <p>Alcohol in a wide-mouthed container</p>	soft	smooth	hard	rough	wet	heavy	dry	light
soft	smooth								
hard	rough								
wet	heavy								
dry	light								

SKILLS	TEACHING PROCEDURES
	<p>Be sure each child cleans the lenses before using the glasses. Allow class members to use the binoculars during free time, how to clean lenses.</p> <p>Use pictures and objects.</p> <p>Show pictures of pairs in which there are two separate objects socks, gloves, earrings, and boots. Say: "I have some pictures of things that come in twos, or picture tell us what pair you see." Be sure children use the words <u>a pair of</u> naturally and without Ask: "How many shoes are in a pair? How many socks? gloves? boots?" Show pairs in which there are two <u>parts</u>, such as: pants, pajama ers, tweezers, binoculars, scissors. Ask: "How many eyes have you?" Hold up the eyeglasses. Show pupils how a part fits over each eye. Guide pupils in understanding that some pairs have two parts. Provide an opportunity for pupils to identify the items displayed. Be sure pupils use the words <u>a pair of</u>. Give each child a picture of an item for which the words <u>a pair</u> Use some pictures in which there are two items and some pictures has two parts. Ask children to speak in sentences and to vary the way they begin. Ask pupils to bring in their own pictures of pairs to share with</p> <p>* Give pupils pictures which may or may not necessitate the use of Provide opportunity for children to discriminate as to when a when the words are not suitable.</p>

TEACHING PROCEDURES

cleans the lenses before using the glasses.
ers to use the binoculars during free time, as soon as they know
ses.

ts.

pairs in which there are two separate objects, such as: shoes,
earrings, and boots.

the pictures of things that come in twos, or in pairs. As I show a
what pair you see."

se the words a pair of naturally and without overemphasis.

shoes are in a pair?

cks? gloves? boots?"

h there are two parts, such as: pants, pajamas, eyeglasses, pli-
binoculars, scissors.

yes have you?"

ses.

part fits over each eye.

understanding that some pairs have two parts.

nity for pupils to identify the items displayed.

the words a pair of.

picture of an item for which the words a pair of are used.

s in which there are two items and some pictures in which an item

peak in sentences and to vary the way they begin them.

in their own pictures of pairs to share with the class.

ts which may or may not necessitate the use of the words a pair of.

y for children to discriminate as to when a pair of is needed and
are not suitable.



MATERIALS

Pictures of pairs in which there are two items:

shoes	gloves
socks	mittens
stockings	earrings
boots	ear muffs
rubbers	galoshes

Items and pictures of things with two parts:

doll clothing
slacks
overalls
pajamas
shorts
eyeglasses
sunglasses
binoculars
tweezers
scissors

SKILLS	TEACHING PROCEDURES
<p>Developing a Vocabulary of Words Which Indicate Position</p>	<p>*Use pictures.</p> <p>Show pictures which illustrate words, such as: up, down; in, out; before, after; first, last</p> <p>Ask questions, such as: Which child is <u>first</u>? <u>Last</u>? Which top is <u>in</u> the box? Where is the squirrel? What happened to his nut? Which number is <u>before</u> 3? Which number is <u>after</u> 3?</p> <p>Use pictures.</p> <p>Place three pictures on the chalkboard.</p> <p>Example: Show three pictures of children playing. Let each picture depict a different play activity</p> <p>Tell a short story about one of the pictures. Say: "The children are playing. The boys are swinging. A little girl is looking at them."</p>
	

TEACHING PROCEDURES

illustrate words, such as:
before, after; first, last

is?
Last?
box?
rel?
is nut?
before 3?
after 3?

on the chalkboard.

three pictures of children playing.
each picture depict a different play activity.
about one of the pictures.
n are playing.
e swinging.
s looking at them."

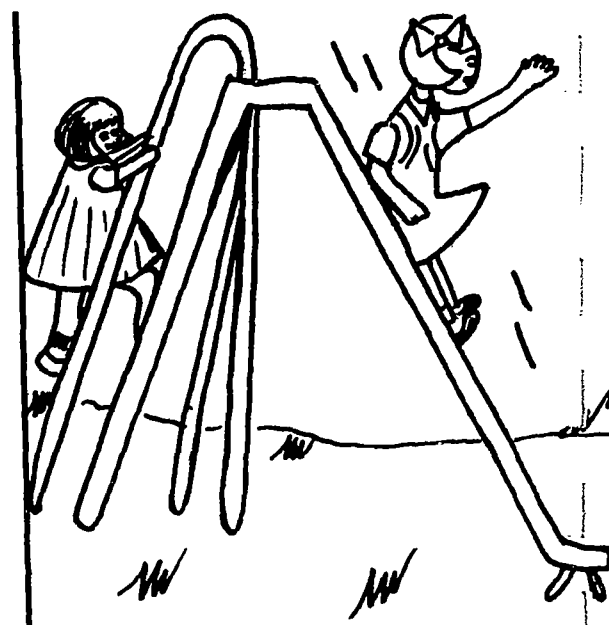


MATERIALS

Large pictures illustrating position and direction; or smaller pictures and an opaque projector; or teacher-made transparencies and overhead projector

Commercial transparencies illustrating up, down, in, out, first, last, before, after

Sets of pictures might revolve around activities pertaining to
grooming household duties
recreation safety
community services
farm life



SKILLS

TEACHING PROCEDURES

Drawing Conclusions

Ask the pupils to find the picture talked about.
Have pupils recall why this picture was selected by them.

Add lessons which increase in difficulty in terms of detail and vocabulary

* Use sets of pictures of familiar situations.

Place 3 pictures in the pocket chart.

Give a sentence about each picture.

Say: "Billy had a balloon.

He blew it up.

The balloon got very, very big.

What do you think happened then?"

Allow pupils to express their ideas explaining in detail reasons for the

Present a fourth picture showing the answer.

Have a pupil tell what really happened.

Let pupils who guessed the correct answer stand.

Continue in similar manner with another set of pictures.

Vary by asking children questions about each picture.

Let pupils retell the whole story.

TEACHING PROCEDURES

MATERIALS

the picture talked about.
 this picture was selected by them.
 ease in difficulty in terms of detail and vocabulary.
 milar situations.
 pocket chart.
 each picture.
 on.
 very, very big.
 k happened then?"
 ss their ideas explaining in detail reasons for their answers.
 re showing the answer.
 really happened.
 d the correct answer stand.
 nner with another set of pictures.
 en questions about each picture.
 hole story.

Two or three sentence stories for
 each set of pictures

Sets of pictures that tell a story.
 Pictures may be teacher-made,
 as:



SKILLS	TEACHING PROCEDURES
Building Vocabulary about Our School	<p>Use direct experiences.</p> <p>Take pupils on trips: to the principal's office to the lunchroom to the auditorium to the health room to the boiler room to a building site</p> <p>Provide vocabulary and meaningful concepts about each place. Have pupils discuss what they have found out about these places.</p> <p>Examples:</p>
Building, Enriching, and Expanding Vocabulary	<p>Take pupils on a trip to the <u>auditorium</u>. Say: "This is the <u>auditorium</u>. We come here to see and hear things who have something special for us to hear and enjoy."</p> <p>Allow pupils to walk across the <u>stage</u>. Help them understand that this <u>raised platform</u> makes it easy to see what is taking place.</p> <p>Allow children to walk down the <u>aisle</u> and into a row of seats. Establish the idea that it is important to move across the room so won't have to pass in front of others.</p> <p>Help pupils understand that the <u>folding chairs</u> make it easy to of seats.</p> <p>Display a <u>microphone</u> and let pupils discover how it makes sound. Help them find out how the <u>loud speaker</u> sends out sound from the room.</p> <p>Ask questions which require use of new words in response. Allow pupils to name different things or parts of the auditorium or how they would be used.</p>

TEACHING PROCEDURES

MATERIALS

meaningful concepts about each place.
they have found out about these places.

the auditorium.
um. We come here to see and hear grown-ups or children
special for us to hear and enjoy."
ss the stage.
at this raised platform makes it easier for the audience to
ce.
wn the aisle and into a row of seats.
s important to move across the row so that those following
front of others.
hat the folding chairs make it easier to walk through a row
let pupils discover how it makes the voice bigger.
he loud speaker sends out sounds to different parts of the
ire use of new words in response.
erent things or parts of the auditorium and tell when, why,
sed.




Auditorium with
folding chairs
microphone
speaker



SKILLS	TEACHING PROCEDURES
<p>Learning about Our School Family</p> <p>Selecting and Recalling Pertinent Information</p>	<p>Take children for a walk to the <u>Health Room</u>. Show them the <u>scales</u>. Allow pupils to <u>share</u> concepts which they already have about the use of <u>scales</u>. Demonstrate how <u>heights</u> are found and how children are weighed. Explain the importance of stepping on paper towels rather than directly on the scales. Ask pupils to come prepared to have <u>heights</u> and <u>weights</u> taken on the scales. Remind pupils of the importance of keeping feet and <u>socks</u> clean. Identify first aid equipment giving appropriate names and brief descriptions. Encourage pupils to tell about occasions on which they have received first aid. Use of some of these items.</p> <p>Use direct experiences.</p> <p>Invite members of the school family to come and to introduce themselves. Tape sketches presented by each visitor. Replay the tape after each visit to review responsibilities. Ask questions which will help fasten the duties of each person in the school family. Allow pupils to draw or paint pictures showing the "relationship" between the child and their school family.</p> <p>Examples: a child being weighed by the school nurse a child in the classroom being helped by his teacher the custodian bringing milk for children in a classroom</p> <p>Provide an opportunity for pupils to role-play "being" the members of the school family.</p>

TEACHING PROCEDURES	MATERIALS
<p>alk to the <u>Health Room</u>.</p> <p>concepts which they already have about the use of scales.</p> <p>nts are found and how children are weighed.</p> <p>c of stepping on paper towels rather than directly on the scale.</p> <p>prepared to have <u>heights</u> and <u>weights</u> taken on a specified day.</p> <p>importance of keeping feet and <u>socks</u> clean.</p> <p>oment giving appropriate names and brief descriptions of usage.</p> <p>all about occasions on which they have received aid through the</p> <p>se items.</p> <p>school family to come and to introduce themselves to the class.</p> <p>ted by each visitor.</p> <p>each visit to review responsibilities.</p> <p>will help fasten the duties of each person in the children's minds.</p> <p>or paint pictures showing the "relationship" between themselves</p> <p>mily.</p> <p>child being weighed by the school nurse</p> <p>child in the classroom being helped by his teacher</p> <p>he custodian bringing milk for children in a class</p> <p>ty for pupils to role-play "being" the members of the school</p>	<p>Scale</p> <p>Paper towels</p> <p><u>First aid kit with</u></p> <ul style="list-style-type: none"> absorbent cotton alcohol band-aids adhesive tape gauze bandages medicine eye dropper tongue depressors <p>Vision chart</p> <p>Tape, tape recorder</p> <p>Suggested information to be given by guests:</p> <ul style="list-style-type: none"> name position place of work <p>ways they help boys and girls</p> <p>materials or equipment with which they work</p> <p>knowledge and skill needed (ex- pressed on children's level)</p> <p>Drawing paper</p> <p>Crayons or paints and paint brushes</p>

SKILLS	TEACHING PROCEDURES
<p>Recalling Pertinent Information in Order to Role-Play</p>	<p>Place a sign in front of a pupil and allow him to be the person indicated. Give members of the class messages to deliver to various "school" people. State messages, at first, in the words which the pupils will use.</p> <p>Example: "John, please take a message to the principal. Say: Excuse me, Mrs. Brown. I am in Miss Jones' room. I would like you to visit our room this week to see our collection.</p> <p>State messages naturally later on, and encourage pupils to rephrase the messages of the person to whom they will be speaking.</p>
<p>Recalling and Rephrasing Messages</p>	<p>Teacher's message: "John, please tell Mrs. Green that I am in the hospital. My health record."</p> <p>Possible restatement of message by a child: "Excuse me, Mrs. Green, Miss Jones <u>does not</u> have <u>my</u> health record."</p> <p>Help children to substitute proper pronouns, verb forms, and indirect objects for direct ones. Have children practice converting sentences. Let pupils practice using the proper inflections which reflect the tone of the teacher. Remind pupils to add their own expressions of politeness, such as: "Thank you." Have the class listen to determine whether the message was accurate and whether pupils were polite.</p> <p> Take pictures of guests and of children in the role-playing situation.</p>

TEACHING PROCEDURES

MATERIALS

a pupil and allow him to be the person indicated on the sign.
 ass messages to deliver to various "school personnel."
 t, in the words which the pupils will use.

please take a message to the principal.
 Excuse me, Mrs. Brown. I am in Miss Jones' class. We would
 like you to visit our room this week to see our paintings."

ly later on, and encourage pupils to rephrase them in terms
 m they will be speaking.

age: "John, please tell Mrs. Green that I do not have your
 health record."

te- "Excuse me, Mrs. Green, Miss Jones said that she
 by does not have my health record."

ute proper pronouns, verb forms, and indirect quotations for
 converting sentences.

ing the proper inflections which reflect the politeness of the

their own expressions of politeness, such as: excuse me, thank

to determine whether the message was accurately delivered;
 e polite.

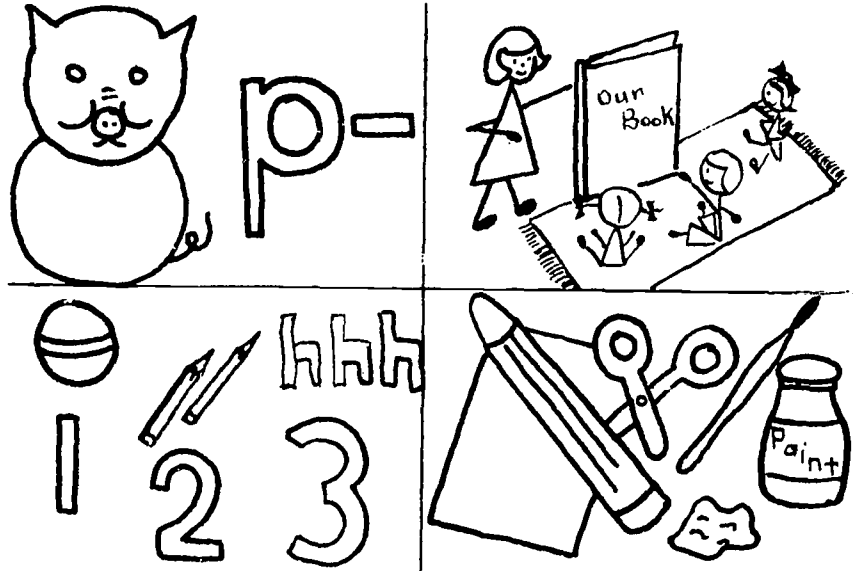
guests and of children in the role-playing situations.

Cards with names of schoolworkers

Camera



SKILLS	TEACHING PROCEDURES
<p>Developing Time Concepts</p> <p>Building Vocabulary</p>	<p>Use poetry.</p> <p>Read or say the poem, "Tick Tock."</p> <p>Ask: "What did you hear the clock saying?"</p> <p>In the poem what is it <u>time for</u>?"</p> <p>Encourage pupils to use the phrase <u>it's time for</u> in their answer.</p> <p>Allow children to tap pencils on desks in the rhythm of the poem repeated.</p> <p>Ask children to listen to the poem, "Goodness Me" to find out some things that might include in a time schedule for ourselves when we are at school.</p> <p>Ask children to pantomime activities suggested by the poem and after that to ask, "What time is it?"</p> <p>Permit members of the class to give sentences telling what it is time to do.</p> <p>Encourage answers, such as:</p> <p><u>It's time for</u> breakfast.</p> <p><u>It is time to</u> eat breakfast.</p> <p><u>It is time to</u> clean our teeth.</p> <p><u>It's time to</u> clean up.</p> <p><u>It's time for</u> play.</p> <p><u>It's time to</u> play.</p> <p>Help pupils plan a schedule of things to do at school during the day.</p> <p>Encourage sentences, such as:</p> <p>We will learn new sounds.</p> <p>We will read <u>Our Big Book</u>.</p> <p>We will have number.</p> <p>We will have a work period.</p> <p>Make a picture chart showing <u>Our Plans</u>.</p>

TEACHING PROCEDURES	MATERIALS
<p>Tick Tock."</p> <p>clock saying?</p> <p>time for?"</p> <p>phrase <u>it's time for</u> in their answer.</p> <p>cils on desks in the rhythm of the poem as the poem is</p> <p>poem, "Goodness Me" to find out some of the things we</p> <p>schedule for ourselves when we are at home.</p> <p>activities suggested by the poem and after each pantomime</p> <p>ss to give sentences telling what it is time to do.</p> <p>as:</p>	<p>Poetry references:</p> <p>Scott, Louise Binder and Thompson, J. J. <u>Talking Time</u>. New York: Webster Division McGraw-Hill Book Company, 1951. p. 158. "Tick, Tock."</p> <p>Aldis, Dorothy, <u>All Together</u>. New York: G. P. Putnam's Sons, 1925 and 1952. p. 26. "Goodness Me."</p>
<p>st.</p> <p>teeth.</p> <p>of things to do at school during the day.</p> <p>as:</p> <p>is.</p> <p>ook.</p> <p>riod.</p> <p>ing <u>Our Plans</u>.</p>	

SKILLS	TEACHING PROCEDURES
	<p>* Use pictures.</p> <p>Show a picture of a family eating breakfast. Provide an opportunity for children to talk freely about what is in the picture. Discuss the importance of eating a good breakfast. Ask pupils what time of day it must be. Have children suggest other activities which take place in the morning. Show a picture of children at lunch. Encourage pupils to tell what time of day it is. Help pupils realize that lunchtime at school is at <u>12 o'clock</u> or at <u>noon</u>. Guide pupils in recognizing the ingredients of a good lunch. Present a picture of a family at dinner. Discuss the occasion and the idea that dinner is usually in the evening or <u>after noon</u>.</p> <p>Use direct experiences.</p> <p>Show the children a large instructional clock with movable hands. Allow pupils to share ideas about clocks and their uses. Help pupils identify the <u>face</u> and <u>hands</u> of the clock. Help children read the numbers on the face of the clock. Guide children to notice the difference in the hands of the clock. Show pupils the direction in which hands on a clock move. Establish the meaning of <u>clockwise</u>. Place the long hand on 12. Explain that the long hand of the clock is always on 12 when it is <u>o'clock</u>. Help pupils understand that the term <u>o'clock</u> is used when we speak of the time. Show pupils how the short hand is used to show the hour. Let pupils move the short hand around the clock <u>clockwise</u> and name the time.</p>

TEACHING PROCEDURES

MATERIALS

family eating breakfast.
 opportunity for children to talk freely about what is happening in the
 process of eating a good breakfast.
 of day it must be.
 other activities which take place in the morning.
 children at lunch.
 tell what time of day it is.
 at lunchtime at school is at 12 o'clock or at noon.
 identifying the ingredients of a good lunch.
 a family at dinner.
 and the idea that dinner is usually in the evening or some time

Pictures:

family eating breakfast
 children eating lunch
 family at dinner

large instructional clock with movable hands.
 ideas about clocks and their uses.
 the face and hands of the clock.
 the numbers on the face of the clock.
 the difference in the hands of the clock.
 the direction in which hands on a clock move.
 the word clockwise.
 on 12.
 the long hand of the clock is always on 12 when it is exactly the hour.
 and that the term o'clock is used when we speak of an exact hour.
 the short hand is used to show the hour.
 the short hand around the clock clockwise and name each hour.

Instructional clock with movable hands.

SKILLS	TEACHING PROCEDURES
	<p>Be sure pupils speak in sentence and use the term o'clock. Mark a circle on the floor. Fill in the hours and have pupils <u>walk the hours</u>. Have various pupils move to the <u>right or clockwise</u> and tell the ho Let children move to the <u>left or counter-clockwise</u>, later.</p> <p>Use nursery rhymes.</p> <p>Show a picture of a child rushing to school. Ask: "Where do you think the boy is going? Why do you think he is rushing? At what time should we get to school?" Explain that someone who works very hard at school and learns a reading may be called a scholar. Read the rhyme, "A Diller, A Dollar." Ask: "At what time did this little boy usually arrive at school? At what time was the boy beginning to arrive?" Place the long hand of the clock on the 12 for the children. Ask a child to move the short hand clockwise around the face of the time that the boy usually arrived at school; the hour at which arriving. Permit a child to show and tell when he must be at school. Help pupils understand that hours before 12 o'clock are <u>morning h</u> Ask pupils if they know a word which means 12 o'clock in the mid Help pupils associate the word <u>noon</u> with <u>12 o'clock</u>.</p> <p>Show a picture of a grandfather clock. Say: "Does anyone know what we call a clock like this? How is this clock different from most clocks which we see?"</p>

TEACHING PROCEDURES	MATERIALS
<p> ask in sentence and use the term o'clock. the floor. and have pupils walk the hours. s move to the <u>right</u> or <u>clockwise</u> and tell the hour. to the <u>left</u> or <u>counter-clockwise</u>, later. </p> <p> a child rushing to school. ou think the boy is going? hink he is rushing? should we get to school?" one who works very hard at school and learns a great deal through e called a scholar. "A Diller, A Dollar." e did this little boy usually arrive at school? was the boy beginning to arrive?" d of the clock on the 12 for the children. ve the short hand clockwise around the face of the clock to show the boy usually arrived at school; the hour at which he was currently </p> <p> show and tell when he must be at school. stand that hours before 12 o'clock are <u>morning hours</u>. know a word which means 12 o'clock in the middle of the day. ate the word <u>noon</u> with <u>12 o'clock</u>. </p> <p> a grandfather clock. e know what we call a clock like this? clock different from most clocks which we see?" </p>	<p> <u>Picture:</u> child rushing to school </p> <p> Arbuthnot, May H., compiler. <u>Time for Poetry</u>, Revised. Fair Lawn, New Jersey: Scott, Foresman and Co., 1952, 1961. p. 126. </p> <p> Instructional clock with movable hands. </p> <p> Picture of grandfather clock. </p>

SKILLS	TEACHING PROCEDURES
<p>Interpreting a Rhyme</p>	<p>Guide pupils in realizing that grandfather clocks are seldom used. Tell pupils that the clock in the rhyme which they will hear is a grandfather clock. Say the rhyme, "Hickory Dickory Dock." Ask pupils to tell what time the clock struck. Provide an opportunity for a child to show this time on the clock. Ask: "Is 1 o'clock <u>before noon</u> or <u>after noon</u>?" Help pupils find and name other hours in the <u>afternoon</u>.</p> <p>Say the rhyme, "Hickory Dickory Dock." Have the children clap hands one time on the word <u>one</u>. Encourage pupils to say the rhyme with the teacher and to clap a time. Use a metronome, if one is available, to set the rhythm of a clock. Have the class say "tick tock" in rhythm with the metronome. Divide pupils into two groups after they know the rhyme quite well. Have one group say the poem while the other group keeps the rhythm "tick tock." Choose a tall child to be the grandfather clock and a small child to be the mouse. Encourage pupils to give suggestions about how the mouse could climb up and down the clock. Guide pupils in <u>considering the idea</u> of going around the clock in one time the mouse goes up, and in the other direction as the mouse goes down. Review the words <u>clock-wise</u> and <u>counter-clockwise</u>. Provide opportunity for pupils to pantomime this activity as the class says the rhyme. Divide the class into the two groups, one to recite the rhyme; one to pantomime. Add the pantomime. Let the group saying "tick tock" use rhythm sticks to accompany the rhyme.</p>

TEACHING PROCEDURES

grandfather clocks are seldom used by families now.
 e rhyme which they will hear is a grandfather clock.
 ry Dock."
 clock struck.
 ld to show this time on the clock.
 or after noon?"
 hours in the afternoon.
 ry Dock."
 e time on the word one.
 rhyme with the teacher and to clap at the appropriate
 ilable, to set the rhythm of a clock ticking.
 n rhythm with the metronome.
 ter they know the rhyme quite well.
 hile the other group keeps the rhythm with the words,
 grandfather clock and a small child to be the mouse.
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 idea of going around the clock in one direction at the
 in the other direction as the mouse comes down.
 nd counter-clockwise.
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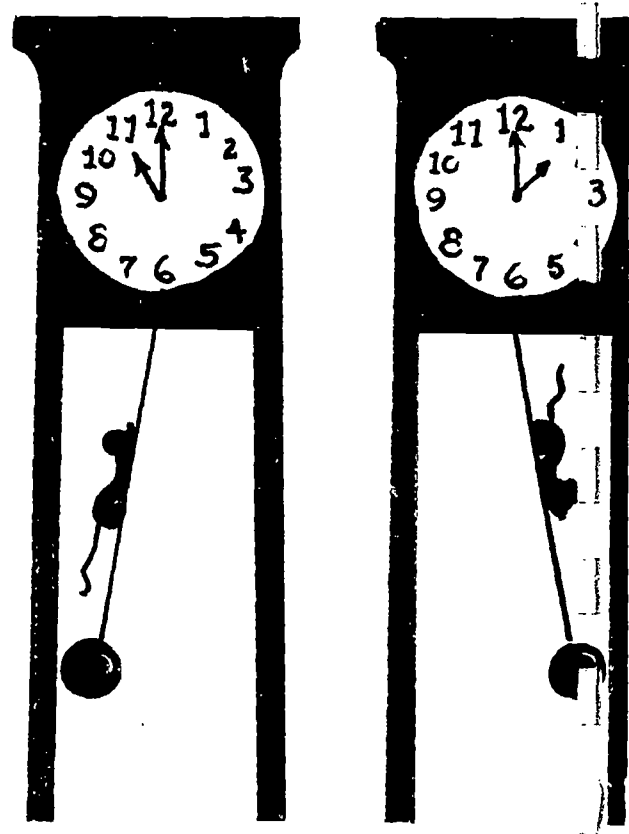
MATERIALS

Arbuthnot, May H. Compiler, Time
 for Poetry. Fair Lawn, New Jer-
 sey: Scott, Foresman and Co.,
 1952, 1961. p. 116



Instructional clock with movable
 hands.


For dramatization, refer to:
 Music Curriculum, p. 58

Metronome



SKILLS	TEACHING PROCEDURES
<p>Enjoying and Interpreting Pictures</p> <p>Formulating and Organizing Ideas</p> <p>Developing Concepts of Ordinal Numbers</p> <p>Developing Spontaneous Ideas</p> <p>Planning and Organizing Details</p>	<p>Have a child strike a <u>triangle</u> or <u>xylophone</u> on the word <u>one</u> in "struck <u>one</u>."</p> <p>* Use a picture story.</p> <p>Share the book, <u>Let's Take a Walk</u> with the pupils. Invite a discussion of the place and setting of the picture story. Lead the pupils to observe the illustrations, discuss, and discuss. The children live in the city. City children live in houses, apartments, or rooms. There are five children who go for a walk from First Street. Encourage pupils to frame their thoughts as they read the picture story in their own words. Record their story in sequence. Discuss the number concepts found through the use of ordinal numbers, signs, and the sequential order of the city streets. Have pupils note the progression of numbers on homes and stores. Allow sharing of personal pupil experiences with walks. Elicit their observations of urban life in their neighborhood. Permit comparisons to be made between the story setting and the actual settings. Ask pupils to decide these points concerning the story: the season of the year the time of day the possible location of the children's parents the ages and grades of the children. Ask pupils if they would enjoy a class-walk in the neighborhood fall.</p> <p>Take a November neighborhood walk.</p> <p>Plan with the class these points: Why are we going? Where shall we walk? When shall we go?</p>

TEACHING PROCEDURES	MATERIALS
<p>angle or xylophone on the word <u>one</u> in the line, "The clock</p> <p>ke a Walk with the pupils.</p> <p>place and setting of the picture story.</p> <p>the illustrations, discuss, and discover that:</p> <p>the city.</p> <p>houses, apartments, or rooms.</p> <p>men who go for a walk from First Street to Twelfth Street.</p> <p>their thoughts as they read the pictures and tell the story</p> <p>quence.</p> <p>cepts found through the use of ordinal numbers on street</p> <p>ial order of the city streets.</p> <p>ression of numbers on homes and stores.</p> <p>pupil experiences with walks.</p> <p>of urban life in their neighborhood.</p> <p>made between the story setting and their own neighborhood</p> <p>points concerning the story:</p> <p>ear</p> <p>on of the children's parents</p> <p>s of the children.</p> <p>enjoy a class-walk in the neighborhood to notice the signs of</p> <p>orhood walk.</p> <p>ese points:</p> <p>alk?</p>	 <p>Heller, Aaron. <u>Let's Take a Walk</u>. N. Y.: Holt Rinehart and Winston, 1963.</p>  <p>Lenski, Lois. <u>I Went for a Walk</u>. N. Y.: Henry Z. Walck, 1958.</p>

SKILLS	TEACHING PROCEDURES
	<p> What shall we notice? Whom may we see? What may we hear and smell? Map the route on chart paper. List sights for which to watch carefully. Use pictures depicting fall sights and activities to stimulate planning. Lead pupils to anticipate the changes since summer that they notice in the activities of the birds (no nest building) children, (few on the street) and adults. in the weather (temperature) in people's wearing apparel </p> <p> Review trip manners before the walk. Ask: "How can we be helpful during our walk to be sure it is pleasant?" Help pupils to formulate standards of conduct for themselves, such as: Helping is... acting pleasant on our trip <u>lightly</u> holding a partner's hand keeping to the right on the sidewalk saying excuse me, should we walk on someone's foot falling in and out of line quickly letting shorter people stand in front of us remembering to listen and learn as we walk. </p> <p>  This idea and format are from the delightful little book list </p>

CHING PROCEDURES

MATERIALS

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carefully.

ghts and activities to stimulate planning.

e changes since summer that they may expect to find:

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walk.

uring our walk to be sure it is pleasant for everyone?"

ds of conduct for themselves, such as:

o

s hand

e sidewalk

we walk on someone's foot

quickly

nd in front of us

d learn as we walk.

Pictures:

brightly colored falling leaves

squirrels gathering nuts

sweeping and piling leaves

fall house cleaning (window washing)

pumpkins in grocery store

insect cocoons

people and their clothing

raking leaves

fall's flowers

berries and seeds

Chart paper

Felt pen

are from the delightful little book listed here.

Cilleo, Alma, Helping Is... Elgin, Ill.: David C. Cook Publishing Co., 1964.

TEACHING PROCEDURES	MATERIALS
<p>ms, reports, and audio-visual aids to reinforce the findings</p> <p>ss themselves in relating and interpreting what they have</p> <p>he trip.</p> <p>the "how" so that pupils may develop depth in their thinking relationships.</p> <p>m scene.</p> <p>l about the picture.</p> <p>er been on a farm?</p> <p>ut it?"</p> <p>if pupils need help in organizing their thoughts.</p> <p>see?</p> <p>here?</p> <p>m?</p> <p>un.</p> <p>g which you did to help.</p> <p>pupils to pretend to be various animals either by moving as the sounds of the animals.</p> <p>to find the animal in the picture which the child is imitating.</p> <p>activities on the farm that are indicated by the displayed</p>	<p>Public Schools of the District of Columbia. <u>Catalogue of Audio-visual Materials</u>. Washington, D. C.: Board of Education, 1964.</p> <p><u>Filmstrip:</u> 1077 <u>In Autumn</u></p> <p>National Dairy Council. <u>Dairy Farm Panorama Kit</u>. Chicago: 1964 or Large pictures of farm scenes</p>

SKILLS	TEACHING PROCEDURES
<p>Perceiving Relationships</p> <p>Building Vocabulary</p>	<p>Use films:</p> <p>Guide a discussion of kinds of animals which could be seen on a farm. Allow pupils to indicate which of the farm animals they would choose to live on a farm. Show the film, "Farm Babies and Their Mothers." Ask pupils to watch for additional farm animals.</p> <p>*Use pictures:</p> <p>Place pictures of animal mothers in the pocket chart. Have pupils name the animals and tell things which they know about them, such as their sounds, homes, use. Show a picture of a baby animal. Give its name. Have someone find the animal that could be the mother. Have the baby animal placed next to its mother. Continue in a similar manner until the names of all the babies have been put next to mothers. Remove two of the mothers but leave all of the babies. Ask pupils to tell which mothers are missing. Help children realize that looking at the babies helped them know which mothers were missing. Repeat the same procedure removing a different set of two. Take babies away, two at a time, but leave mothers. Have children tell which babies are missing. Remind children when necessary of the correct names of the baby animals. Let children draw pictures of mother and baby farm animals.</p>

CHING PROCEDURES

MATERIALS

animals which could be seen on a farm.
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and Their Mothers."
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Public Schools of the District of
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Visual Materials. Washington,
D. C.: Board of Education, 1964.


Film:
755 Farm Babies and Their
Mothers

Pictures:

cow	calf
horse	colt
sheep	lamb
pig	piglet
hen	chick
cat	kitten


Pocket chart
or
Pictures of farm animals published
by:
Society for Visual Education, 1345
Diversey Parkway, Chicago.

SKILLS	TEACHING PROCEDURES									
Using Discovery to Enrich Vocabulary	<p>Use a "Mystery Bag."</p> <p>Place the gaily decorated "Mystery Bag" of concealed apples in a corner in the room, before the pupils arrive for the day.</p> <p>Invite the pupils to try to discover the contents of the bag.</p> <p>Advise them that they may touch the bag and that their guesses are to be answered later during their language period.</p> <p>Initiate the lesson with a question, such as:</p> <p>"Do you think you have discovered the contents of this bag?"</p> <p>Guide the pupils to respond in complete sentences, as:</p> <p>"I think it's a ball."</p> <p>"Those are peaches."</p> <p>Arrange the apples on a low table after the pupils have guessed correctly.</p> <p>Lead the pupils to discover the:</p> <table><tr><td>colors _____</td><td>red, yellow, green _____</td><td>through observation</td></tr><tr><td>shape _____</td><td>nearly round _____</td><td>by holding in hands</td></tr><tr><td>feel _____</td><td>firm, smooth, round _____</td><td>by manipulation</td></tr></table> <p>Caution children to listen attentively to "structured language."</p> <p>Say: "How did the apple feel?"</p> <p>The apple felt firm.</p> <p>It felt round.</p> <p>It felt smooth."</p> <p>Emphasize with the pupils the use of descriptive words by structuring the language as indicated, for them to repeat after you.</p> <p>Allow <u>concert recitation</u> of the patterned language.</p> <p>Move to individual pupils for <u>individual responses</u> of the same pattern.</p>	colors _____	red, yellow, green _____	through observation	shape _____	nearly round _____	by holding in hands	feel _____	firm, smooth, round _____	by manipulation
colors _____	red, yellow, green _____	through observation								
shape _____	nearly round _____	by holding in hands								
feel _____	firm, smooth, round _____	by manipulation								
Repeating Sentence Patterns										

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TEACHING PROCEDURES	MATERIALS									
<p>"Mystery Bag" of concealed apples in a conspicuous spot pupils arrive for the day.</p> <p>discover the contents of the bag.</p> <p>touch the bag and that their guesses and queries will be their language period.</p> <p>question, such as:</p> <p>discovered the contents of this bag?"</p> <p>in complete sentences, as:</p> <p>table after the pupils have guessed correctly.</p> <p>the:</p> <table><tr><td>low, green</td><td>_____</td><td>through observation</td></tr><tr><td>round</td><td>_____</td><td>by holding in hands</td></tr><tr><td>smooth, round</td><td>_____</td><td>by manipulation</td></tr></table> <p>attentively to "structured language."</p> <p>"feel?"</p> <p>n.</p> <p>the use of descriptive words by structuring sentences, as repeat after you.</p> <p>the patterned language.</p> <p>for <u>individual responses</u> of the same patterned responses.</p>	low, green	_____	through observation	round	_____	by holding in hands	smooth, round	_____	by manipulation	<p>Gaily decorated bag with means to fasten it securely</p> <p>Apples—red, yellow, green for manipulative purposes, for cutting and eating</p> <p>Tray</p> <p>Napkins</p> <p>Knife</p> 
low, green	_____	through observation								
round	_____	by holding in hands								
smooth, round	_____	by manipulation								

SKILLS	TEACHING PROCEDURES
<p>Using Discovery to Enrich Vocabulary</p>	<p>Cut the apples to be eaten into wedges. Arrange them attractively on a tray with napkins. Invite the pupils to serve themselves a wedge of the fruit. Demonstrate the cafeteria-type of service.</p> <p>Stress these social amenities: orderly line formation politeness to one another taking proper turns touching <u>only</u> that piece of fruit which will be chosen moving through the line quickly</p> <p>Direct the attentions of the pupils to the smell of their fruit. Build vocabulary around the smell, the taste, and the structure of such words as: peel- thin, chewy, stiff, tough, smooth, the color pulp- moist, juicy, wet, sweet, tart, runchy, green the part we eat, white core- in the center, holds seed pods, papery seeds- small, dark, hard, discarded, many</p> <p>Allow the pupils to eat the fruit.</p> <p>★ Review and clarify the new vocabulary with a "game," as "Name the part of the apple that is..."</p> <p>Ask pupils to identify and describe the parts of an apple as they eat.</p>
<p>Using Clues to Associate Words with Their Meanings</p>	<p>Guide pupils in thinking of riddles about apples, as: It is crunchy and white. What is it? It is in the center of the apple. What is it?</p>

CHING PROCEDURES

MATERIALS

wedges.
 tray with napkins.
 selves a wedge of the fruit.
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 nell, the taste, and the structure of the fruit to include

stiff, tough, smooth, the color
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 eabulary with a "game," as "Name and Tell."
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 hat is it?
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SKILLS	TEACHING PROCEDURES																					
Expanding Vocabulary	<p>Build additional and related lessons about fruits and develop vocabulary</p> <table> <tr> <td>bananas-</td> <td>yellow, green</td> <td>peel, thick-skinned soft, firm, mushy, mellow, crisp</td> </tr> <tr> <td>pears-</td> <td>golden, green, yellow</td> <td>circular, citrus, pithy</td> </tr> <tr> <td>oranges-</td> <td>orange, green, yellow</td> <td>sour, tart, biting, or</td> </tr> <tr> <td>lemons-</td> <td>yellow</td> <td>seedless, many seeds</td> </tr> <tr> <td>grapefruit-</td> <td>yellow, green, pink</td> <td>tangy, sour, bitter</td> </tr> <tr> <td>lime-</td> <td>green</td> <td>small</td> </tr> <tr> <td>blueberries-</td> <td>dark blue</td> <td></td> </tr> </table>	bananas-	yellow, green	peel, thick-skinned soft, firm, mushy, mellow, crisp	pears-	golden, green, yellow	circular, citrus, pithy	oranges-	orange, green, yellow	sour, tart, biting, or	lemons-	yellow	seedless, many seeds	grapefruit-	yellow, green, pink	tangy, sour, bitter	lime-	green	small	blueberries-	dark blue	
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Perceiving Relationships of Class and Origin	<p>Set the stage for this lesson by showing pictures of Peter Rabbit and Gregor's garden and the Little Pig, from "The Three Pigs,"</p> <p>Review fruit names using felt cut-outs of fruits.</p> <p>Guide the pupils in a brief discussion of each fruit.</p> <p>Remind them to use the developed vocabulary.</p> <p>* Encourage pupils to designate on which kind of living thing each fruit grows.</p> <p>Clarify thinking with pictures of fruit on trees and bushes and on a</p>																					
Making Comparisons	<p>Place on the flannel board a felt tree, a bush, and a banana plant.</p> <p>Discuss the differences between the three, such as height, shape, etc.</p> <p>Include in the vocabulary such words as:</p> <table> <tr> <td>roots</td> <td>trunk</td> <td>stem</td> <td>leaves</td> </tr> <tr> <td>taller than,</td> <td>shorter than,</td> <td>higher than,</td> <td>lower than</td> </tr> <tr> <td>larger than,</td> <td>smaller than</td> <td></td> <td></td> </tr> </table>	roots	trunk	stem	leaves	taller than,	shorter than,	higher than,	lower than	larger than,	smaller than											
roots	trunk	stem	leaves																			
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TEACHING PROCEDURES	MATERIALS
<p> d lessons about fruits and develop vocabulary as: . green peel, thick-skinned soft, firm, mushy, ripe , green, yellow mellow, crisp e, green, yellow circular, citrus, pithy, delicious, juicy sour, tart, biting, oily peel , green, pink seedless, many seeds, sections, rind tangy, sour, bitter blue small </p> <p> on by showing pictures of Peter Rabbit digging in Mr. Mc- the Little Pig, from "The Three Pigs," gathering apples. felt cut-outs of fruits. discussion of each fruit. eveloped vocabulary. nate on which kind of living thing each fruit grows. res of fruit on trees and bushes and on a banana plant. </p> <p> d a felt tree, a bush, and a banana plant for identification. between the three, such as height, shape, and structure. such words as: stem leaves an, higher than, lower than than </p>	<p> Bananas, oranges, pears, blueber- ries, cherries, lemons, limes, grapefruits </p> <p> <u>Pictures:</u> a fruit tree a berry bush a banana plant </p> <p> Mr. McGregor's garden Little Pig gathering apples </p> <p> A large flannel board <u>Felt cut-outs:</u> tree, bush, banana plant, apples, bananas, pears, oranges, limes, lemons, grapefruits, blueberries </p>

SKILLS	TEACHING PROCEDURES
	<p>Invite each pupil to select one of the felt fruits and think of what it is.</p> <p>Have each pupil identify his fruit for the class.</p> <p>Remind pupils to speak in sentences as:</p> <p style="padding-left: 40px;">This is a pear. My fruit is a pear.</p> <p style="padding-left: 40px;">I have a pear. Here is a pear.</p> <p>Allow pupils to place their fruits upon one of the three larger fruits and say where it grew.</p> <p>Show the story "Blueberries for Sal."</p> <p>Correlate the story with this lesson.</p> <p>Motivate in the pupils the desire to hear the story later in the year.</p> <p>Use stories:</p> <p>Show children an apple.</p> <p>Allow children to identify the fruit, tell different colors of apples and where they grow.</p> <p>Tell pupils that in the story which they will hear an apple came to life and become quite excited.</p> <p>Ask pupils to listen to find out:</p> <p style="padding-left: 40px;">What funny thing happened when an apple fell off of a tree?</p> <p style="padding-left: 40px;">Who finally helped the little chicken?</p> <p>Read or tell the story of "Chicken Little" to children.</p> <p>Allow pupils to answer the questions above.</p> <p>If pupils need help, ask:</p> <p style="padding-left: 40px;">"What did Chicken Little think was happening when the apple fell?"</p> <p style="padding-left: 40px;">What did he decide to do?</p> <p style="padding-left: 40px;">Which animal helped Chicken Little?</p> <p style="padding-left: 40px;">How did he help?</p> <p style="padding-left: 40px;">What other animals stopped Chicken Little?</p> <p>Let pupils draw the part of the story they wish.</p> <p>Have several children tell about their pictures.</p>

CHING PROCEDURES

MATERIALS

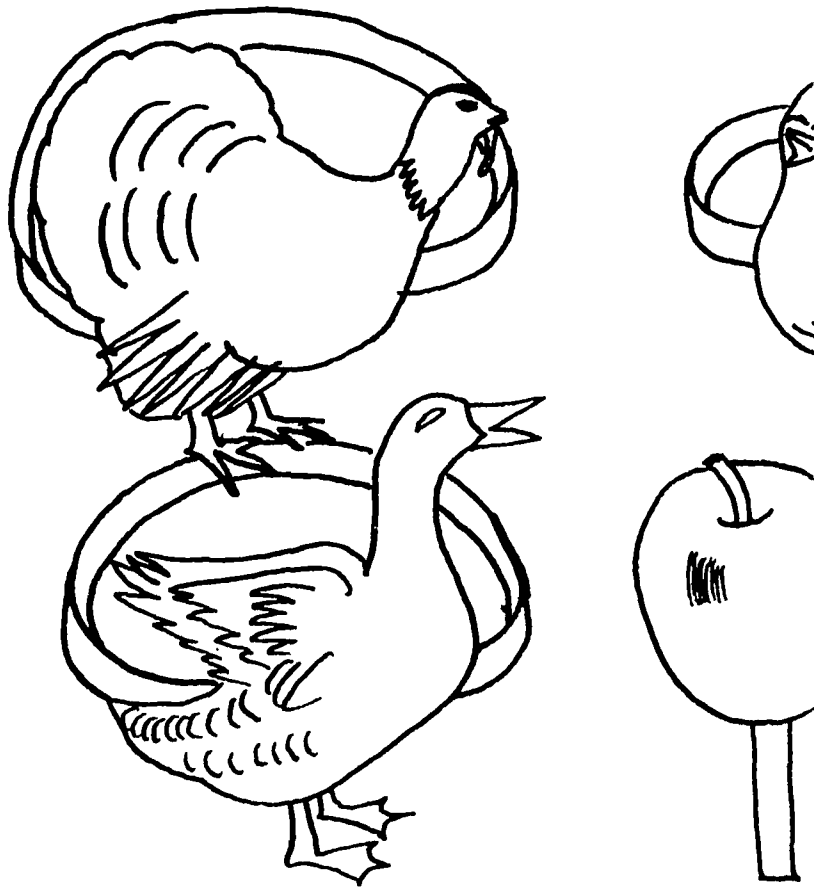
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McCloskey, Robert, Blueberries for Sal. New York: Viking Press, 1948.

Refer to: Chicken Little, Tell-A-Tale Books. Racine, Wisconsin: Whitman Publishing Co., 1958.

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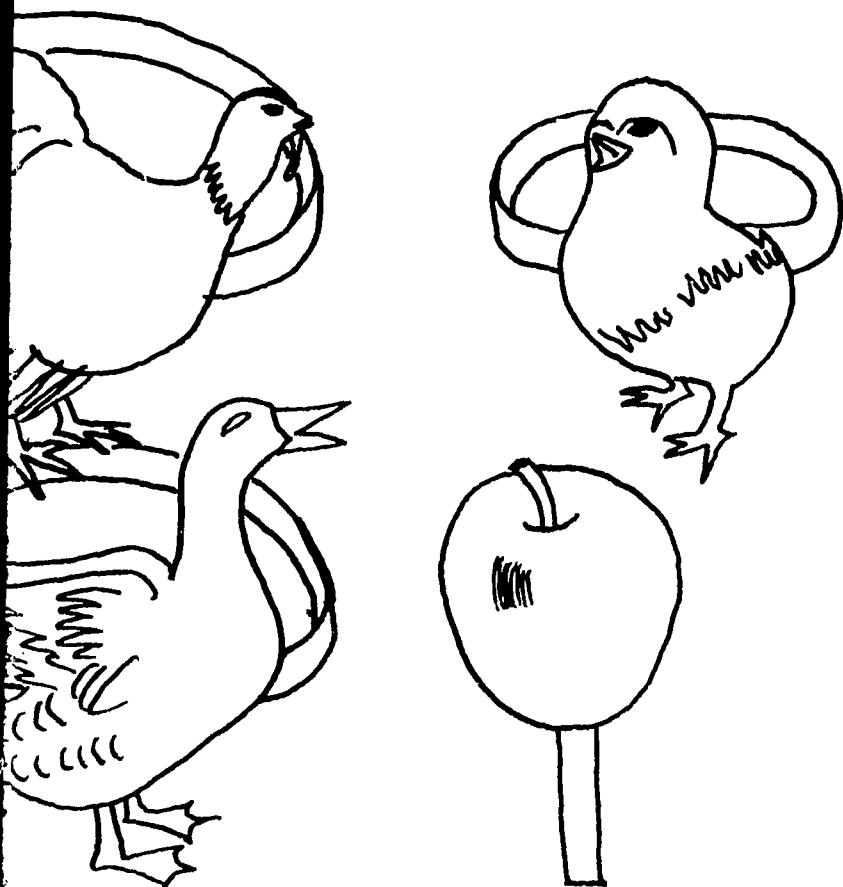


SKILLS	TEACHING PROCEDURES
	<p>* Review the story emphasizing correct sequence. Have children arrange characters in the order in which the story. Guide pupils in making pictures of the animals to use as puppets for costuming. Provide opportunity for pupils to give their interpretation of the story through dramatization or puppetry.</p> 

TEACHING PROCEDURES

MATERIALS

emphasizing correct sequence.
 large characters in the order in which they are introduced in the
 drawing pictures of the animals to use as puppets, headbands, or other
 for pupils to give their interpretations of the story through
 puppetry.



SKILLS	TEACHING PROCEDURES
<p>Eliciting Specific Information</p>	<div data-bbox="708 989 847 1078" data-label="Image"></div> <p>Whenever pupils are studying the family, make it clear that a mother and a grandparent taking care of the children; or and an aunt; in other homes only mother cares for the children working away from home during the day or night. Sometimes older brothers and sisters care for the family. Accept all of the variations and encourage in each child feelings of comfort and relationships.</p> <p>Use a song: "How Many People Live in Your House?"</p> <p>Invite pupils to sing a song which has been learned and enjoyed previously. "How Many People Live in Your House?"</p> <p>Permit each child to sing alone the verses which name and enumerate his family.</p> <p>Ask: "Which members of your family earn money for your family?"</p> <p>Allow freedom and time for the individual pupil contributions on this topic.</p> <p>Give responses of approval.</p> <p>Express appreciation for each pupil's response.</p> <p>Allow those pupils who are in doubt about this information to report on another day. Help these pupils to form sensitively which they could ask at home in order to maintain the feeling between their school and their family.</p> <p>Guide pupils to understand that some of their parents earn money they produce or help to produce, while others are paid for what they <u>do</u> for others.</p>

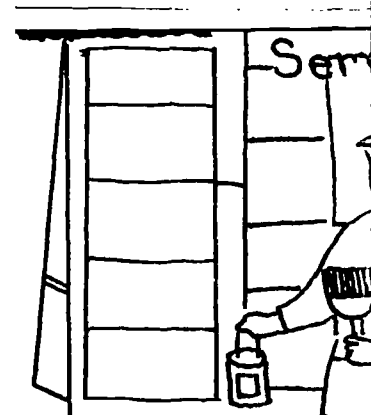
TEACHING PROCEDURES	MATERIALS
<p> e studying the family, make it clear that some homes have ndparent taking care of the children; others have a father homes only mother cares for the children and often she is me during the day or night. Sometimes, in this instance, ers care for the family. Accept all of these family organi- in each child feelings of comfort and appreciation for all </p> <p> e Live in Your House?" </p> <p> g which has been learned and enjoyed prior to this lesson, e in Your House?" </p> <p> g alone the verses which name and enumerate members of </p> <p> your family earn money for your family's needs?" </p> <p> or the individual pupil contributions on this topic. </p> <p> al. </p> <p> each pupil's response. </p> <p> who are in doubt about this information the privilege of re- day. Help these pupils to form sensitively phrased questions k at home in order to maintain the feeling of cooperation and their family. </p> <p> and that some of their parents earn money from <u>goods</u> that to produce, while others are paid for things or tasks that </p>	<p> Woods, Lucille F. and Scott, Louise B. <u>Singing Fun</u>. Pasadena, Cali- fornia: Webster Publishing Co., 1954. p. 49, "How Many People Live in Your House?" </p> <p> <u>Filmstrip:</u> <u>What Do Fathers Do?</u> 35 frames, color. New York: McGraw-Hill Book Co., Textbook Film De- partment. </p>

SKILLS

TEACHING PROCEDURES

Lead pupils to realize that these tasks are called services.
 Establish the concept that people work to produce goods or services.
 Say: "John's father is an auto mechanic.
 What are some of the things his father does at work?
 Does he make something; or does he do something for someone?
 Did he do a service, or did he produce goods or a product?"
 Ask pupils to give reasons for their answers.

- Have a pupil decide and tell which type of job his family's worker does.
- * Show the pocket chart with its two pockets labeled Goods—Services.
 Provide an illustration near these words to aid in their identity.
 Display and have pupils identify pictures of workers.
 Encourage pupils to speak clearly in sentences, such as:
 This man is a policeman.
 This is a picture of a nurse.
 Here is a baker.
 I have a picture of a store clerk.



TEACHING PROCEDURES

realize that these tasks are called services.
 Concept that people work to produce goods or services.
 Whether is an auto mechanic.
 Some of the things his father does at work?
 Make something; or does he do something for someone?"
 A service, or did he produce goods or a product?"
 Give reasons for their answers.

Provide and tell which type of job his family's worker does.
 A chart with its two pockets labeled Goods—Services.
 Illustration near these words to aid in their identity.
 Have pupils identify pictures of workers.
 Encourage them to speak clearly in sentences, such as:
 "He is a policeman."
 "He is a nurse."
 "He is a worker."
 "He is a store clerk."



MATERIALS

A pocket chart with a strip to divide it into two large sections

Two Labels — Goods Services

Pictures of producers of:

Goods

factory workers
 farmer
 baker

Services

auto mechanic
 postman
 sanitation workers
 milk man
 shoe repairman
 painter
 teacher
 policeman
 store clerk

SKILLS	TEACHING PROCEDURES
	<p>Place each picture, as it is identified, in view to make a "picture gallery". Have pupils reexamine the "gallery of workers" to concentrate on the <u>good service</u> produced by each worker.</p> <p>Let each pupil select a picture of a worker, classify his job, and place it in the proper pocket of the pocket chart.</p> <p>Provide pupils with art materials with which to illustrate the worker of their choice or one of the workers discussed during the lesson.</p> <p>Plan a sharing period for the children's work at which time each pupil describes whether his illustration depicts someone who provides a service or good.</p> <p>Compile the pictures and the individual remarks about the pictures into a book.</p> <p>Have pupils create a title for the book and number the pages.</p> <p>Teach suggested songs and poems.</p> <p>Correlate them with the lesson.</p> <p>Interpret these with the pupils through the use of pantomime, puppetry, role play, and creative drama.</p> <p>Provide a doctor's kit and other suggested props.</p> <p>Display them on a table.</p> <p>Ask the pupils to name the items that they would like to use to help the "worker."</p> <p>Allow the selection of props and the opportunity to pantomime for the class at work.</p> <p>Advise the class to observe each pupil thoughtfully in order to discover the nature of the worker and the work he is doing.</p>

TEACHING PROCEDURES	MATERIALS
<p>identified, in view to make a "picture gallery."</p> <p>"gallery of workers" to concentrate on the <u>goods</u> or the h worker.</p> <p>picture of a worker, classify his job, and place the picture he pocket chart.</p> <p>materials with which to illustrate the worker of their family discussed during the lesson.</p> <p>the children's work at which time each pupil will state depicts someone who provides a service or goods.</p> <p>the individual remarks about the pictures into a book.</p> <p>for the book and number the pages.</p> <p>poems.</p> <p>son.</p> <p>ails through the use of pantomime, puppetry, role-playing,</p> <p>other suggested props.</p> <p>the items that they would like to use to help them to be a</p> <p>s and the opportunity to pantomime for the class a worker</p> <p>ve each pupil thoughtfully in order to discover the identity ork he is doing.</p>	<p>Assorted art materials suitable for making illustrations</p> <p>Public Schools of District of Colum- bia. <u>Music Curriculum, Kinder- garten—2.</u> Washington, D. C.: Board of Education, 1965. p. 57, Responding to Rhythm—Work Songs "A Work Chant" "Busy Worker" "Paper Boy"</p> <p>Toy doctor's kit Nurse's kit Ironing board, iron, doll clothes, saw, toy mail bag, push broom</p>

SKILLS	TEACHING PROCEDURES
<p>Gathering Pertinent Information</p>	<p>Steer pupils to evaluate each performance by asking questions, s What did the doctor do to make us know that he <u>was</u> a doctor? What kind of person was the doctor?</p> <p>Ask the pupils if they would like to share their storybook, poem songs with another class.</p> <p>Guide them to build experience charts that would include: the facts that they have learned the experiences used to help them learn the new vocabulary the fun they had while learning the planning of their program to share with another class</p> <p>Have the children select the content and participants for <u>their</u> pr Build their skill in announcing, explaining, and reciting before o</p> <p>Plan to invite pupils' parents to come to school as resource perso work.</p> <p>Help pupils to formulate questions, comments, and statements these parents.</p>

TEACHING PROCEDURES

ate each performance by asking questions, such as:
 or do to make us know that he was a doctor?
 on was the doctor?

y would like to share their storybook, poems, pantomimes, and
 r class.

experience charts that would include:
 t have learned
 sed to help them learn
 ry
 hile learning
 eir program to share with another class
 ect the content and participants for their program.
 nouncing, explaining, and reciting before others.

parents to come to school as resource persons to describe their

ulate questions, comments, and statements of appreciation for

MATERIALS

Paper caps and badges for:

policeman
 fireman
 milkman
 farmer
 painter
 factory workers

Other tools and equipment as sug-
 gested by the children

Lined chart paper

Felt pen

Art materials for puppets and il-
 lustrations for the experience
 chart

SKILLS	TEACHING PROCEDURES
<p>Identifying Familiar Stories or Story Friends</p>	<p>* Use pictures.</p> <p>Show pictures of situations from several familiar stories. Read a short sketch about one of the pictures. Have pupils use the picture and the oral sketch to identify the story. Have pupils find and discuss the matching picture after each story. Let children act out the part of the story illustrated in each picture.</p> <p>Use verbal story sketches.</p> <p>Give the main idea of a familiar story. Omit names of characters. Example: Once a little girl found a pretty little house in the woods. She went home even though its owners were not in. The members of the family in the house were very surprised when they returned home to find a girl sleeping in one of the beds.</p> <p>Ask children to identify the story and the characters referred to.</p> <p>* Use descriptive sketches of story friends.</p> <p>Give descriptions of the appearance of storybook persons. Ask the class to listen carefully to identify the person. Emphasize words that give the colors and descriptions of clothing, characters, and special facial features. Allow pupils to identify the character and to give descriptive words to remember the person. Let children draw pictures of the storybook figure.</p>

ING PROCEDURES

MATERIALS

several familiar stories.
the pictures.
the oral sketch to identify the story.
matching picture after each story is identified.
the story illustrated in each picture.

Four or five pictures with scenes depicting familiar stores. (See Direction Finders for Literature, Chart II for story suggestions.)

Cards with written sketches of the four or five familiar stories for teacher-use.

story. Omit names of characters.

Cards with written sketches of four or five familiar stories

pretty little house in the woods. She made herself at
s were not in. The members of the family who lived
prised when they returned home and found the little
ds.

y and the characters referred to in the sketch.

riends.

Cards with brief descriptions of familiar characters from literature

ance of storybook persons.

y to identify the person.

colors and descriptions of clothing and hair, sizes of
al features.

racter and to give descriptive words that helped them

he storybook figure.

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Dramatiza
Gruff" ..

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Story telling

"Three Billy Goats"

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SPEAKING

Continue To Stimulate The Desire To Spe

SKILLS

TEACHING PROCEDURES

Building Standards

Turn the radio or record player on at a comfortable listening volume. Lower the volume so that the sound is barely audible. Ask pupils which volume they need in order to enjoy listening. Help pupils understand that when they speak, they must be heard. Display a chart showing a child speaking to a group. Guide children in noting that the speaker stands well and looks at the audience. Help pupils notice that the audience looks at and listens to the speaker.

Applying Standards

Show several pictures of pets doing funny things, or show pictures of children which children have indicated interest and experience. Allow pupils to enjoy the pictures. Share a personal experience related to one of the pictures with a model for speaking. Suggest that a pupil, who has had an experience with a pet, share his experience with the class. Guide the class in understanding how their classmate reminds them of the picture. Ask the speaker (child who shared) if the audience did its part. Guide the evaluation of sharing efforts. Display the speaking chart, which can be used as a reminder in a prominent place in the room.



Continue To Stimulate The Desire To Speak

SPEAKING

TEACHING PROCEDURES

MATERIALS

and player on at a comfortable listening level.
at the sound is barely audible.
e they need in order to enjoy listening.
that when they speak, they must be sure the class can hear.
a child speaking to a group.
that the speaker stands well and looks at the audience.
he audience looks at and listens to the speaker.

of pets doing funny things, or show pictures of something in
indicated interest and experience.
e pictures.
ence related to one of the pictures in order to provide pupils
aking.
who has had an experience with a pet, pretend that he is the
erience with the class.
erstanding how their classmate reminded them of the speaker
who shared) if the audience did its part.
sharing efforts.
hart, which can be used as a reminder of speaking standards,
e in the room.


Radio or record player and record
Chart showing a child speaking to a
group
Pictures of pets playing
Pictures depicting familiar experi-
ences


Suggestion for Chart:



SKILLS	TEACHING PROCEDURES
<p>Understanding and Learning the "Pledge of Allegiance"</p>	<p>Help pupils say the words in the "Pledge of Allegiance."</p> <p>Let the pupils tell where else they have seen a flag like the one.</p> <p>Ask children to tell what colors they see in the flag.</p> <p>Encourage pupils to discuss the design of the flag.</p> <p>Ask what the flag means to them.</p> <p>Help pupils understand that the flag stands for our country.</p> <p>Remind pupils that when we say the "Pledge of Allegiance," we are good citizens of the United States.</p> <p>Allow pupils to tell how they can be good citizens at home and at school.</p> <p>Remind pupils of correct behavior when saluting the flag.</p> <p>Say the "Pledge of Allegiance."</p> <p>Say phrases for the children to repeat.</p> <p>Help pupils with difficult words.</p> <p>Have pupils take proper positions and say the "Pledge of Allegiance."</p> <p>Practice saying the "Pledge" with emphasis on correct pronunciation.</p>
<p>Developing Sentence Sense</p> <p>Reporting Information about Ourselves</p>	<p>* Use flannel figures.</p> <p>Place a flannel-backed picture of a girl on the flannel board.</p> <p>Say: "This is my friend.</p> <p>She will tell you about herself."</p> <p>Place flannel cut-outs on the board as each sentence is given.</p> <p>Say: "My name is <u>Mary Brown</u>.</p> <p>I am <u>6</u> years old.</p> <p>My address is <u>1509 First Street, Northwest</u>.</p> <p>I live with <u>my mother</u>, <u>three sisters</u>, and <u>two brothers</u>.</p> <p>Help pupils use pictures to recall the kinds of information given: family.</p> <p>Point to flannel cut-outs and repeat the information presented.</p>

SKILLS	TEACHING PROCEDURES
Pronouncing Troublesome Words Correctly	<p>Have the class repeat each sentence using the teacher's tonal quality and her enunciation.</p> <p>Provide practice in saying troublesome words, such as: <u>I am</u>, <u>with my mother</u>, <u>with my brother</u>.</p> <p>Point to the pictures suggestive of these words as practice is carried on. Be sure to say practice words naturally.</p> <p>Provide opportunity for several pupils to present similar information about themselves.</p> <ul style="list-style-type: none"> * Tape cards to be used with the Language Master which will give practice in pronouncing troublesome words correctly. <p>Use key pictures, such as: a house with its address appearing on the door, mother, and a boy to help pupils with the words <u>address</u>, <u>mother</u>.</p> <p>Permit individuals needing practice to use the Language Master.</p>
Using Words Correctly Avoiding Double Negatives	<ul style="list-style-type: none"> * Use pictures. <p>Structure sentences for children by showing a picture of two or more rabbits without ears and saying:</p> <p>"The rabbits have no ears."</p> <p>Have the class repeat the sentence.</p> <p>Continue in the same manner with other pictures and sentences using words <u>have no</u> until pupils' ears are attuned to the words.</p> <p>Give similar pictures to numerous children.</p> <p>Ask them to observe carefully and to tell what is wrong using the correct language.</p>

TEACHING PROCEDURES	MATERIALS
<p>ch sentence using the teacher's tonal quality and matching troublesome words, such as: <u>I am</u>, <u>address</u>, <u>Northwest</u>, <u>my brother</u>. stive of these words as practice is carried on briefly. rds naturally. several pupils to present similar information about them-</p> <p>th the Language Master which will give pupils independent troublesome words correctly. as: a house with its address appearing over the door, a elp pupils with the words <u>address</u>, <u>mother</u>, <u>brother</u>. g practice to use the Language Master during free time.</p> <p>ildren by showing a picture of two or more rabbits with no o ears." sentence. her with other pictures and sentences repeatedly using the ils' ears are attuned to the words. umerous children. efully and to tell what is wrong using the same structured</p>	<p>Language Master Cards to use with the Language Master</p>  <p>brother</p> <p><u>Pictures:</u> rabbits with no ears balloons with no strings pencils with no points umbrellas with no handles kites with no tails cups with no handles airplanes with no wings houses with no windows elephants with no trunks toy cars with no wheels chairs with no legs flowers with no stems birds with no wings</p>

SKILLS	TEACHING PROCEDURES
<p>Enunciating Endings Clearly (ing)</p>	<p>Select several pupils some of whom have no brothers. Ask each child to tell how many brothers he has. Check to see whether children with no brothers use the structure properly. Follow the same procedure selecting some pupils with no sisters.</p> <p> The same pictures may be used to show pupils another way of expressing the same idea using the words <u>don't have any</u>.</p> <p>Use the same idea, substituting pictures of <u>one</u> thing with something else to develop <u>has not</u> or <u>doesn't have any</u>.</p> <p>Show pictures of children playing out-of-doors, of a child playing the part of a child ren acting in a play. Let children discuss pictures. Tell them the pictures will give them a clue to the word for the day. Elicit the word <u>play</u>. Discuss the different ideas represented for the word <u>play</u>. Say the words <u>play</u>, <u>playing</u>. Ask pupils to clap the words with the teacher. Ask pupils to tell whether the words are the same or different. Refer to <u>swing</u> on the Phonovisual Chart. Ask pupils to listen for the <u>ng</u> sound as the teacher says <u>playing</u>. Have pupils clap each word (<u>play</u>, <u>playing</u>) and say them being sure they hear the sounds when they say the second word.</p> <ul style="list-style-type: none"> ★ Have children clap and say other sets of words in order to enunciate clearly and naturally. <p>Give individual pictures of action words to each child.</p>

TEACHING PROCEDURES

MATERIALS

whom have no brothers.
 any brothers he has.
 with no brothers use the structure practiced.
 selecting some pupils with no sisters.

may be used to show pupils another way of expressing the
 words don't have any.

substituting pictures of one thing with something missing,
 doesn't have any.

playing out-of-doors, of a child playing the piano, of child-

give them a clue to the word for the day.

represented for the word play.

with the teacher.

the words are the same or different.

Visual Chart.

ing sound as the teacher says playing.

play, playing) and say them being sure to give two clear
 second word.

other sets of words in order to enunciate the (ing) ending

action words to each child.

Pictures:

children playing out-of-doors
 child playing the piano
 children acting in a play

Phonovisual Chart

Individual pictures illustrating:

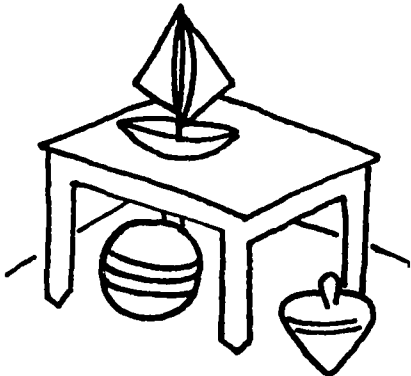
running	riding
jumping	talking
walking	drawing
eating	reading
sleeping	cutting
playing	
looking (for something)	
working	

SKILLS	TEACHING PROCEDURES
<p>Building Sentences Using Descriptive Words</p>	<p>Say: "Do not show your card to anyone. When you are called on, do the same thing that the child in t Say just the word that tells what you are doing. Be sure we of your word."</p> <ul style="list-style-type: none"> Place words on tapes to be used with the Language Master in orde practice where needed. Use key pictures illustrating the word on the Language Master. Use language games. <p>Show a large picture of someone who appears to be looking at som Ask pupils at what they think the person is looking. Have pupils suggest ideas appropriate to a specific category, such animals, safety helpers. Ask: "At what do you think the girl is looking?" Guide pupils in making reasonable guesses. Have pupils use descriptive words in their sentences, as: I think the girl is looking at a <u>red</u> balloon. I think the girl is looking at a <u>pretty</u> doll. Maybe she is looking at a <u>stuffed</u> toy. Note pupil ability to give fitting responses in sentences accor indicated. Turn picture over exposing an appropriate picture which the per observing.</p> <p>Play "Look, Look! What Do You See?" Place an object in a box. have the class say: "Look, look! What do you see?"</p>

TEACHING PROCEDURES	MATERIALS
<p>your card to anyone. called on, do the same thing that the child in the picture is doing. word that tells what you are doing. Be sure we hear the two parts rd."</p> <p>es to be used with the Language Master in order to give individual needed. illustrating the word on the Language Master.</p> <p>re of someone who appears to be looking at something. they think the person is looking. t ideas appropriate to a specific category, such as: toys, clothing, helpers. ou think the girl is looking?" king reasonable guesses. scriptive words in their sentences, as: is looking at a <u>red</u> balloon. is looking at a <u>pretty</u> doll. oking at a <u>stuffed</u> toy. to give fitting responses in sentences according to the category exposing an appropriate picture which the person could have been</p> <p>What Do You See?" a box. "Look, look! What do you see?"</p>	<p>Language Master Cards to be used with Language Master</p> <p>See lesson suggested for kindergar- ten on page 49.</p> <p>Mounted magazine pictures or Pictures from a child's coloring book or old workbook</p> <p>Box <u>Familiar objects, as:</u> <u>chalk</u></p>

TEACHING PROCEDURES	MATERIALS
<p>look in the box. at least two things about the object without naming it, as: g that is white and smooth. "</p> <p>e class to guess what is in the box. o guesses correctly to describe the next object placed in the box. ate the clarity with which objects were described.</p> <p>ets for pupils to touch on a table. pe the way the objects feel. out other things which feel like the objects in the box. ing in pictured objects which they <u>think</u> would feel like objects in</p> <p>anity for pupils to use the descriptive words to tell about the pic-</p> <p>wet snow dry sand board dry towel rough bark</p> <p>ood sentences using descriptive words.</p> <p>ball. a table. at the table and the red ball. l where the ball is. onse: "The red ball is over the table." nder the table.</p>	<p>stone pencil block plastic fruits orange banana apple piece of paper</p> <p>"Touch box"</p> <p>See page 75, for suggested list of materials.</p> <p>Table Red ball Blue boat Green top Various other toys Pictures of toys</p>

SKILLS	TEACHING PROCEDURES
<p>Building Sentences</p>	<p>Ask pupils to tell where the blue boat is. Place a green top near the table. Encourage pupils to use words, such as: <u>near</u>, <u>beside</u>, <u>close to</u>, <u>by</u>. Allow children to hold or place other toys in one of the three positions. Ask members of the class to give sentences locating the toys. Give each child a picture of a toy. Have the child place his picture over something, under something, or thing in the room. Have the child give two sentences about his toy. Here is a top. It is near the book. Ask each pupil to draw his favorite toy. Suggest that pupils place a box over, under, or near their toys. Let children give sentences about their pictures.</p> <p>* Show a large picture of a familiar scene. Select items in the picture, and determine their location in relation to the picture. <u>over</u>, <u>under</u>, or <u>near</u> them. Examples: The tree is <u>near</u> the house. The dog is <u>under</u> the porch. A bird is flying <u>over</u> the house. Allow several children to describe the location of other items in the picture. Give each child his own picture of a familiar scene. Have him select one thing to tell about in the manner described.</p> <p>Use pictures.</p> <p>Provide practice in using a subordinate clause at the beginning of a sentence.</p>

TEACHING PROCEDURES	MATERIALS
<p>the blue boat is. the table. words, such as: <u>near</u>, <u>beside</u>, <u>close to</u>, <u>by</u>, <u>on one side of</u>. or place other toys in one of the three positions. ass to give sentences locating the toys. re of a toy. his picture over something, under something, or near some- sentences about his toy.</p> <p>his favorite toy. ce a box over, under, or near their toys. nces about their pictures.</p> <p>t a familiar scene. ture, and determine their location in relation to things that are ar them.</p> <p>the house. the porch. over the house. to describe the location of other items in the same picture. n picture of a familiar scene. ing to tell about in the manner described.</p> <p>ing a subordinate clause at the beginning of a sentence.</p>	 <p>Drawing paper Crayons</p> <p>Large picture of a familiar setting.</p> <p>Pictures with familiar settings for each child</p>

TEACHING PROCEDURES	MATERIALS
<p>s of the family having fun at home. each person in the family has a good time. tell us in the same way how you have fun." sentence structure, but speak as naturally as possible. at home, I like to play in my play pen. at home, I have fun building wooden boats. at home, I have fun playing with my dolls. at home, I enjoy talking to my friends. at home, I enjoy reading. the words with which each person began his sentence? ar sentence the same way, and tell us how you have fun at ?" hance to structure sentences about fun at home in this way. oy using pictures showing the zoo, park, beach, swimming se sentence structures. ach, I <u>had</u> fun learning to swim. structure sentences in the new way as they tell about fun in and the five senses. o, I saw_____. I heard_____.</p> <p>aint pictures of</p> <p>ly</p> <p>ol family</p>	<p>Pictures of members of the family enjoying themselves at home</p> <p><u>Pictures of other familiar places:</u> zoo park beach school swimming pool circus</p> <p>Large sheets of manila art paper Crayons or paints and brushes</p>

SKILLS

TEACHING PROCEDURES

Developing Sentence Sense

activities at home
activities at school
or
vacation activities

Let each pupil show his picture and give his report.

Guide pupils to make reports which tell what is in the picture and at least one interesting thing about what they drew.

Provide pupils with a model for making their reports by placing a picture on a flannel board suggestive of one of the subjects above.

Lead pupils to speak without joining sentences with and.

Example:

Place a cat on the flannel board.

Say: "This is my pet.

His name is Mr. Cat.

He spends most of the day sleeping or eating."

Ask children to tell how many ideas were shared.

Help pupils think of each idea as a sentence.



As pupils begin to think in terms of three ideas, they should avoid joining sentences with and.

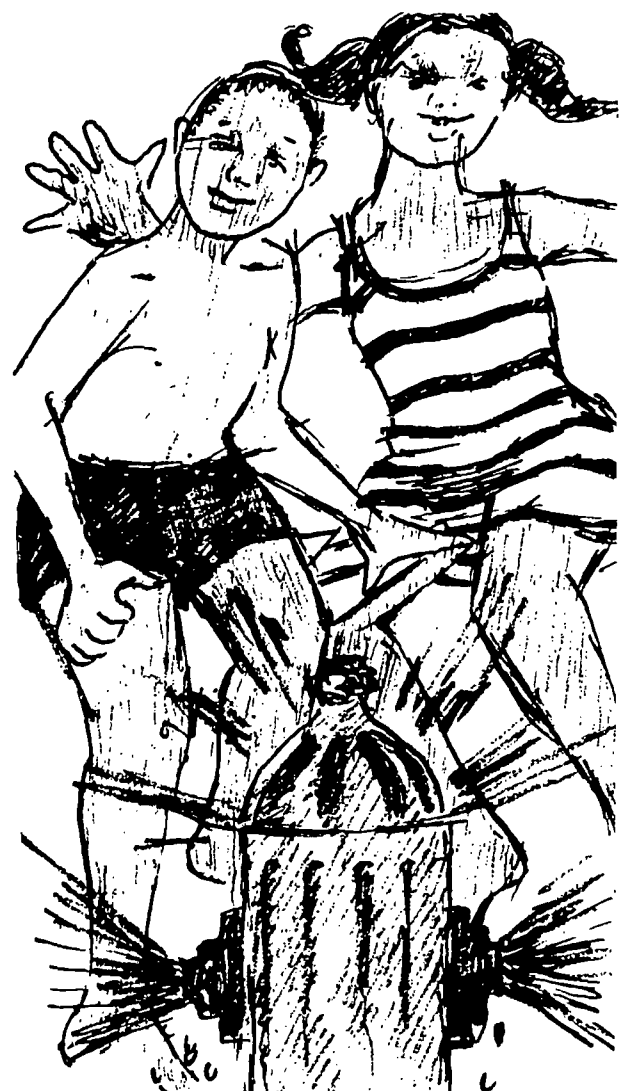
Ask pupils to listen for each idea which their classmates give.
Label the children's pictures.
Save the pictures to make a booklet, All About Me.

TEACHING PROCEDURES

MATERIALS

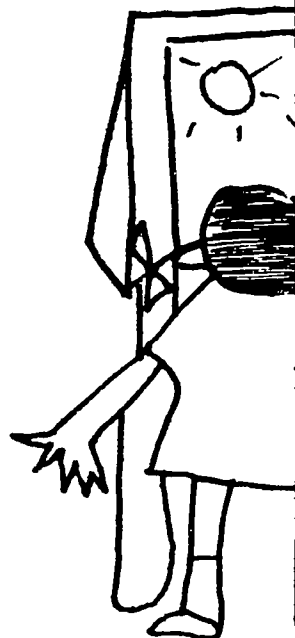
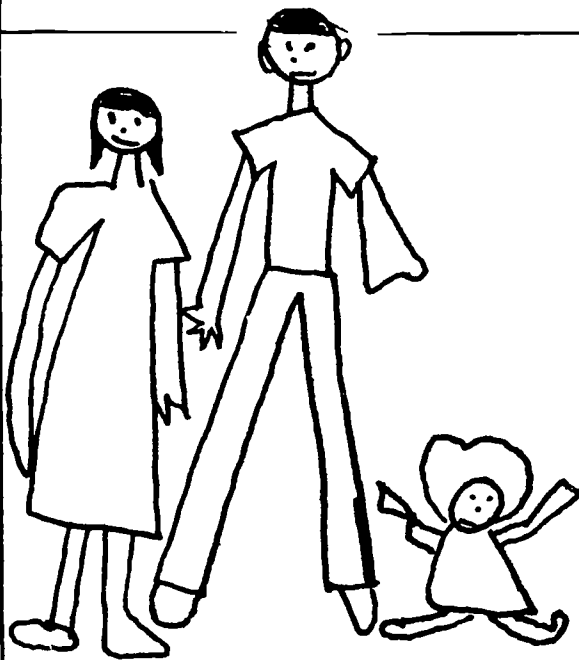
and give his report.
 which tell what is in the picture and at least one inter-
 drew.
 for making their reports by placing a picture on the
 one of the subjects above.
 joining sentences with and.
 el board.
 at.
 f the day sleeping or eating."
 w many ideas were shared.
 ch idea as a sentence.
 gin to think in terms of three ideas, they will tend to
 sentences with and.
 each idea which their classmates give.
 ooklet, All About Me.

Flannel board
 Felt cut-out or flannel backed pic-
 ture of a cat or cat sleeping



SKILLS

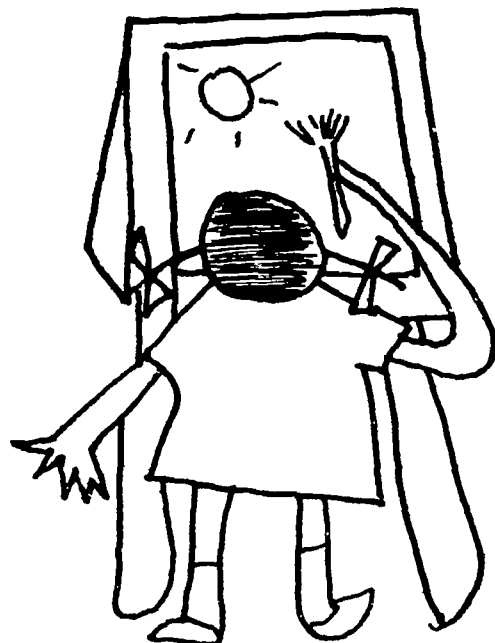
TEACHING PROCEDURES



Pictures to show ideas of booklets which children will make.

TEACHING PROCEDURES

MATERIALS



SKILLS	TEACHING PROCEDURES
<p>Developing Skills Useful in Reporting</p> <p>Organizing Ideas</p> <p>Finding Appropriate Information</p>	<p>* Use teacher-made devices.</p> <p>Display a trunk and a refrigerator each of which opens and inc pictures.</p> <p>Tell pupils that there are a number of items which must be put</p> <p>Explain that all clothes are to be packed in the trunk and all food tor.</p> <p>Give each child one small picture either of food that require clothing.</p> <p>Ask pupils to identify food or clothing and put it in the pocke frigerator depending upon where it would be kept.</p> <p>Encourage use of sentences similar to those listed.</p> <p>I have a blouse. I will put it in the trunk.</p> <p>I have some lettuce. I will put it in the refrigerator.</p> <p>Help pupils to generalize that all items in the trunk are <u>clothes</u>.</p> <p>Help children understand that all things in the refrigerator are</p> <p>Tell pupils that sometimes it is very helpful to put things that a</p> <p style="text-align: center;">* * * * *</p> <p>Present a number of pictures that tell about some aspect of spr</p> <p>Ask children to study the pictures carefully to find out why we</p> <p>time of year.</p> <p>Allow each pupil who has discovered an answer to the question to a picture as a reference.</p> <p>Note pupils who have trouble saying the word <u>because</u>.</p> <p>Provide practice in correct pronunciation, if needed.</p> <div data-bbox="729 2010 868 2119"> </div> <p>* It would be valuable to make a picture collection illus concepts:</p> <div data-bbox="920 2131 1319 2239"> <p>Spring weather changes.</p> <p>Spring is a beautiful time.</p> <p>We see new life in spring.</p> </div> <div data-bbox="1458 2131 1736 2203"> <p>Many interesting occur in spring</p> </div>

TEACHING PROCEDURES	MATERIALS
<p>refrigerator each of which opens and includes pockets to hold a number of items which must be put away. Items to be packed in the trunk and all food put in the refrigerator. A small picture either of food that requires refrigeration or of food or clothing and put it in the pocket of the trunk or repository where it would be kept. Pictures similar to those listed. Children put it in the trunk. Children will put it in the refrigerator. Children that all items in the trunk are <u>clothes</u>. Children that all things in the refrigerator are <u>foods</u>. Children that it is very helpful to put things that are alike together.</p> <p style="text-align: center;">* * * * *</p> <p>Children make pictures that tell about some aspect of spring. Children examine the pictures carefully to find out why we say spring is a busy season. Children discovered an answer to the question to make a report using the word <u>because</u>. Children practice saying the word <u>because</u>. Children correct pronunciation, if needed.</p> <p>Children are able to make a picture collection illustrating the following changes. Many interesting out-door activities occur in spring.</p> <p>Beautiful time. occur in spring.</p>	<p><u>Teacher-made pocket charts:</u> refrigerator trunk</p> <p>See kindergarten section, p. 48 for pictures of pocket charts and for additional ideas in classification.</p> <p><u>Pictures depicting activities, as:</u></p> <p>Father painting the house Mother working in the garden children watering flowers children picking flowers Farmer preparing the soil for planting birds making nests</p>

SKILLS	TEACHING PROCEDURES
Developing Skills Useful in Conversing	<p>* Use objects.</p> <p>Display objects. Invite about eight to ten children "to visit." Ask pupils to find something which they think is pretty. Ask a child to explain why he thinks the object is pretty. Allow other children to select items which they consider pret for their choice. Ask pupils to describe something pretty that they have or that th at school; in the neighborhood; during a trip. Follow a similar pattern by having pupils explain reasons fo good. Evaluate by asking: "How many took part in our conversation Who can tell us something interesting th Did you hear any new or interesting wor Ask pupils to share candy with the class later in the day.</p>
Developing the Social Courtesies	<p>Use poetry.</p> <p>Show a picture of a cowslip. Let children talk about the flower and compare it with flowers n Show a picture of a little girl and boy talking over a fence. Allow pupils to discuss the picture. Encourage pupils to tell what they think the children are saying Explain that Kate Greenaway wrote a poem about two such chil Ask pupils to listen to find out the little girl's name, what the li the little girl answered. Read the poem. Permit discussion of what happened. Have pupils think of places where they might enjoy walking.</p>

TEACHING PROCEDURES	MATERIALS
<p>children "to visit."</p> <p>ing which they think is pretty.</p> <p>he thinks the object is pretty.</p> <p>elect items which they consider pretty and to give reasons</p> <p>omething pretty that they have or that they have seen at home;</p> <p>orhood; during a trip.</p> <p>y by having pupils explain reasons for finding things funny;</p> <p>w many took part in our conversation?</p> <p>o can tell us something interesting that you heard?</p> <p>you hear any new or interesting words?"</p> <p>with the class later in the day.</p> <p>p.</p> <p>e flower and compare it with flowers more familiar to them.</p> <p>girl and boy talking over a fence.</p> <p>e picture.</p> <p>hat they think the children are saying.</p> <p>ay wrote a poem about two such children.</p> <p>out the little girl's name, what the little boy said, and how</p> <p>l.</p> <p>t happened.</p> <p>s where they might enjoy walking.</p>	<p>Objects:</p> <p><u>pretty</u></p> <p>piece of colorful material</p> <p>shiny paper</p> <p>plastic flower</p> <p>gold fish in a bowl</p> <p><u>funny</u></p> <p>clown doll</p> <p>Mexican jumping bean</p> <p><u>good</u></p> <p>apple</p> <p>correct paper</p> <p>book (familiar story)</p> <p>candy</p> <p>Picture of a cowslip</p> <p>Picture of a boy and girl talking across a fence</p> <p>Poem: "Oh, Susan Blue" by Kate Greenaway</p> <p>Refer to: Arbuthnot, May Hill, compiler. <u>Time for Poetry</u>. Fairlawn, New Jersey: Scott, Foresman and Co., 1961. p. 11.</p>

SKILLS	TEACHING PROCEDURES
<p>Conversing</p>	<p>Ask: "What was the little girl's name? How did the little boy greet her? What polite words did he use when he asked Susan to allow him to go with her?"</p> <p>Help pupils recall the terms <u>How do you do?</u> and <u>Please may I?</u></p> <p>Have pupils use terms and act out their own ideas for a walk.</p> <p>Help pupils understand that <u>How do you do?</u> is another way of saying <u>How are you?</u></p> <p>Tell pupils that the response to <u>How do you do?</u> when nothing else is said is the same as that to <u>How are you?</u></p> <p>Suggest that this is a good way for children to greet adults.</p>
<p>Role-playing Applying Social Courtesies</p>	<p>Use role-playing situations.</p> <p>Have children locate centers of interest.</p> <p>Have pupils discuss how the centers are used.</p> <p>Allow pupils to suggest ways of greeting an adult.</p> <p>Encourage the use of <u>How do you do?</u></p>
<p>Reporting</p>	<p>Suggest that parents who come to the classroom might enjoy seeing the children's interest in the classroom.</p> <p>Allow children to role-play taking a parent on a tour of the room.</p> <p>Encourage the pupils to use the terms: <u>How do you do?</u> <u>May I show you my work?</u> <u>Yes, thank you.</u></p> <p>Select a child to act as escort for the parent.</p> <p>Select several children to tell about the centers of interest.</p> <p>Ask the remainder of the class to listen for polite words and to note which child used a friendly manner.</p>

TEACHING PROCEDURES

little girl's name? How did the little boy greet his friend? What
he use when he asked Susan to allow him to go for a walk with

terms How do you do? and Please may I?

s and act out their own ideas for a walk.

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response to How do you do? when nothing else is said, is the

w are you?

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ns.

centers of interest.

ow the centers are used.

st ways of greeting an adult.

How do you do?

who come to the classroom might enjoy seeing the centers of
ssroom.

-play taking a parent on a tour of the room.

to use the terms: How do you do? May I show you some of our
you.

s escort for the parent.

en to tell about the centers of interest.

the class to listen for polite words and to note whether the guide
anner.

MATERIALS

of morning and



SKILLS	TEACHING PROCEDURES														
Discussing Paintings	<p>Use art reproductions.</p> <p>Display the picture, "Child with Watering Can." Encourage pupils to enjoy the painting. Say: "Tell me about this painting." Encourage pupils to discuss: where the child is what she is doing her clothes what kind of day it is Say: "I don't see the sun in this picture. How do you think the artist helped us know the sun was shining yellow to help us feel the sun and its light.) "How do you think the little girl feels? How does the picture make you feel?" Tell pupils the name of the painting and the artist's name.</p> <p>Show a reproduction of "Le Gourmet." Say: "Here's another little girl. How do you feel as you look at this picture? Why? Tell how this little girl and the child in the previous reproduction Guide pupils in noting the following differences:</p> <table> <tr> <th></th> <th>"Child with Watering Can"</th> <th>"Le Gourmet"</th> </tr> <tr> <td><u>Setting</u></td> <td>outside seems rich</td> <td>inside looks poorer</td> </tr> <tr> <td><u>Activity</u></td> <td>watering flowers</td> <td>eating</td> </tr> <tr> <td><u>Tone</u></td> <td>happy, bright</td> <td>somewhat sad</td> </tr> </table>				"Child with Watering Can"	"Le Gourmet"	<u>Setting</u>	outside seems rich	inside looks poorer	<u>Activity</u>	watering flowers	eating	<u>Tone</u>	happy, bright	somewhat sad
	"Child with Watering Can"	"Le Gourmet"													
<u>Setting</u>	outside seems rich	inside looks poorer													
<u>Activity</u>	watering flowers	eating													
<u>Tone</u>	happy, bright	somewhat sad													
	271	114													

TEACHING PROCEDURES	MATERIALS										
<p>Child with Watering Can."</p> <p>by the painting.</p> <p>is painting."</p> <p>Discuss:</p> <p>in this picture.</p> <p>the artist helped us know the sun was shining?" (He used much us feel the sun and its light.)</p> <p>the little girl feels?</p> <p>ure make you feel?"</p> <p>the painting and the artist's name.</p> <p>"Le Gourmet."</p> <p>little girl.</p> <p>as you look at this picture? Why?</p> <p>the girl and the child in the previous reproduction are different."</p> <p>the following differences:</p> <table> <tr> <td>Watering Can"</td><td>"Le Gourmet"</td></tr> <tr> <td></td><td>inside</td></tr> <tr> <td></td><td>looks poorer</td></tr> <tr> <td>flowers</td><td>eating</td></tr> <tr> <td>ight</td><td>somewhat sad</td></tr> </table>	Watering Can"	"Le Gourmet"		inside		looks poorer	flowers	eating	ight	somewhat sad	<p><u>Art reproductions:</u></p> <p>Renoir, Pierre-Auguste. "Child with Watering Can"</p> <p>Picasso. "Le Gourmet"</p> <p>Prints available at the National Gal- lery of Art, Washington, D. C.</p>
Watering Can"	"Le Gourmet"										
	inside										
	looks poorer										
flowers	eating										
ight	somewhat sad										

SKILLS	TEACHING PROCEDURES
<p>Building Skills Necessary for Dramatization</p>	<p>Ask: "What color did the artist use most of all in the picture eating?" Which picture do you like better? Why?" Tell pupils the name of the artist, and explain that he means that the little girl enjoys eating. Give pupils the name "Le Gourmet" and encourage them to s</p> <p>* Use a story, "The Three Billy Goats Gruff."</p> <p>Have children retell a story that is familiar to them. Place four pictures which highlight the story on the chalkboard. Review the characters of the story by asking: Who can find the picture which shows the tiniest Billy Goat Gruff; the biggest Billy Goat Gruff? Who can find the picture and tell who lived under the bridge? Review main ideas by asking: Why did the goats decide to go over the bridge? What did the Troll say he was going to do? What words did the writer use to make us hear the sound went over the bridge? Encourage correct pronunciation of words, such as: goats lived, eat you. Ask a child to find the picture that tells the first part of the story. Have him tell that part. Continue in a similar manner until the story has been told.</p> <p>Vary by letting the class clap and repeat the sound of the bridge. Allow groups of children to speak for each character as one c</p>

TEACHING PROCEDURES	MATERIALS
<p>the artist use most of all in the picture of the little girl who is</p> <p>you like better? Why?"</p> <p>of the artist, and explain that he used a French word which</p> <p>girl enjoys eating.</p> <p>le Gourmet" and encourage them to say it.</p> <p>Billy Goats Gruff."</p> <p>story that is familiar to them.</p> <p>ch highlight the story on the chalkboard.</p> <p>f the story by asking:</p> <p>picture which shows the tiniest Billy Goat Gruff; the second</p> <p>the biggest Billy Goat Gruff?</p> <p>ure and tell who lived under the bridge?</p> <p>asking:</p> <p>decide to go over the bridge?</p> <p>ay he was going to do?</p> <p>ewriter use to make us hear the sound the goats made as they</p> <p>idge?</p> <p>nunciation of words, such as: goats, decided, green grass,</p> <p>icture that tells the first part of the story.</p> <p>anner until the story has been told.</p> <p>ass clap and repeat the sound of the goats tripping over the</p> <p>n to speak for each character as one child acts as storyteller.</p>	<p>Refer to:</p> <p>Field Enterprises Educational Corporation. <u>Childcraft</u>, <u>The How and Why Library</u>. Vol. II, Chicago: 1964. p. 72.</p> <p><u>Pictures:</u></p> <p>Goats looking for food —</p> <p>tiniest on the bridge; troll under bridge</p> <p>second on the bridge; troll under bridge</p> <p>big goat on the bridge; troll on bridge</p> <p>biggest goat butting the troll</p>

SKILLS	TEACHING PROCEDURES
<p>Developing Ability to Interpret Mood through Tonal Quality</p>	<p>Let children dramatize the story or retell using puppets.</p> <p>Give further practice in speaking clearly and enunciating properly to retell the story for the class on a pretend TV Storyhour Show.</p> <p>* Use pictures:</p> <p>Show pictures of children in various moods. Encourage the pupils to discuss how the children probably feel and way.</p> <p>Ask: "Have you ever felt this way? Tell us about it." Have the children suggest what each person might have said. Have the pupils try to portray the tonal quality expressed in the voice pictured.</p> <p>Suggest words, such as: surprised, delighted, sad, angry, tired.</p> <p>Use a poem:</p> <p>Read or say the poem, "Alas, Alack" to provide a model for character and pace.</p> <p>Allow discussion of who was speaking in the poem, how the character began, and how he sounded when he imitated the fish.</p> <p>Say the poem again allowing children to join in freely when they wish.</p> <p>Say the first four lines voicing the excitement of the boy. Encourage the pupils to say the lines imitating the teacher's tone.</p> <p>Repeat the next four lines as though relating a story. Encourage the pupils to say the lines slowly, distinctly, and sorrowfully.</p>

TEACHING PROCEDURES

MATERIALS

the story or retell using puppets.
 in speaking clearly and enunciating properly by allowing a child
 or the class on a pretend TV Storyhour Show.

Puppet stage
 Stick puppets
 TV screen (see page 61 of this guide)

en in various moods.
 o discuss how the children probably feel and why they feel this
 felt this way? 'Tell us about it.'
 est what each person might have said.
 portray the tonal quality expressed in the voices of the children
 s: surprised, delighted, sad, angry, tired.

Pictures:
 child during his birthday party
 child whose dog has been hurt
 child finding something unexpected
 in a package
 child returning home after romp in
 the snow
 child whose baby brother broke a
 new toy.

"Alas, Alack" to provide a model for change of tonal quality
 who was speaking in the poem, how the child sounded in the
 he sounded when he imitated the fish.
 owing children to join in freely when they wish.
 s voicing the excitement of the boy.
 to say the lines imitating the teacher's tonal quality and pace.
 nes as though relating a story.
 to say the lines slowly, distinctly, and sorrowfully.

Refer to:
 Arbuthnot, May Hill. Time for
Poetry. Fair Lawn, New Jersey:
 Scott, Foresman and Co., 1961.
 p. 118.

SKILLS

TEACHING PROCEDURES

Help pupils to pick up the pace and end rather matter-of-factly.
 Assist with any words or phrases which are not clearly enunciated.
 Repeat the whole poem with pupils.
 Guide evaluation of:
 the extent to which the children brought out the meaning of the poem
 how well they spoke together

TEACHING PROCEDURES

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he pace and end rather matter-of-factly.
or phrases which are not clearly enunciated.
with pupils.

he children brought out the meaning of the poem
together



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Level I: Listening Skills

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Reinforcing
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Special t
Camera
Descript
Words w
Words to
Awarene
Rhymes
Sound an
Awarene
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Color pa
Family m
Punctuat

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Places in
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Level I: Listening Skills

Developing Concepts and Vocabulary,
Reinforcing Vocabulary, Enriching and
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Recalling Information

Special time
using pictures
Color pictures
Sentences
Sentences
A poem -
flannel board

Listening for

A trip to
Sounds as
or place
An activity
Whispered
A role-play
Homes and
"Surprise"
Farm and

Reporting

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Perceiving Relationships

"Mother Goose"
Family relations
A trip to a drugstore
Animals and their uses
"Lost and Found"
Farm animals, farm products
A poem — "Four Seasons"
characterizing seasons
Months and seasons

Developing Powers of Reasoning

An awareness of cause and effect
using different reasoning

Forming Generalizations

Camera information
Art in children's books
versions of Mother Goose
Sentences that tell a story
Classification and comparison
foods in grocery stores
Food containers

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Level I: Listening Skills

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Reviewing

Special times of the day
using pictures...
Camera information
Questions and statements

Interpreting What I Hear

Sounds associated with
or places
Sounds and the rhythm

Forming Visual Images

Sounds associated with
and places
Special times, fall
Words which describe
and movement .
Role-playing stories

Level I: Listening Skills

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Level I: Listening Skills

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Enjoying a Poem

"Trees" — Harry Behn

Organizing Ideas

A trip to the drugstore
"Build Me A House" —
Goods and services ..

Enjoying Films, Films

"Inside the School" —
"Mike Mulligan and His
"Build Me A House,"
"A Tree Is Nice," a fi

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LISTENING

Develop More Thoughtful Listening Habits

SKILLS

TEACHING PROCEDURES

Building Standards

Ask pupils to close their eyes and to listen to the sounds which sit in the classroom.

Permit several pupils to recall some of the different things which when they awake in the morning.

Explain that frequently many sounds surround us.

Suggest that sometimes it is necessary to shut out some things. Give careful attention to one that is important.

Say: "I'm going to read a paragraph. At the same time, I will let you hear. Let's see how well you can concentrate on, or listen carefully to."

Play a lively record which provides background distraction.

Read the paragraph to the class.

- * Ask the children to draw a picture expressing the idea of the paragraph. Review with pupils the purpose of the exercise and evaluate the practice.

Permit pupils to cite instances at home and at school when they have practiced listening.

Use role-playing situations.

Show pictures of persons engaged in conversation.

Ask pupils to determine which person is speaking and which is listening.

Be sure children notice that the person listening looks at the one speaking.

Say: "Let's pretend that Mother is asking her daughter to do something. You think Mother might be saying?"

Ask one person to dress-up like Mother.

Be sure to take proper health precautions.

Select another pupil to be the child.

Ask the child to listen carefully to find out what Mother wants.

Remind pupils that class conversations necessitate using voice. Have the whole class to share in the activity.

Develop More Thoughtful Listening Habits

LISTENING

TEACHING PROCEDURES

MATERIALS

se their eyes and to listen to the sounds which they hear as they
room.
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other might be saying?"
dress-up like Mother.
proper health precautions.
oil to be the child.
sten carefully to find out what Mother wants.
at class conversations necessitate using voices which permit the
share in the activity.

An unfamiliar paragraph which may
be teacher created

Record with some lively music
Record player

Manila art paper
Crayons

Pictures:

girl listening to Mother
boy listening to Father
Mother listening to Father
child listening to brother or
sister
pupil listening to teacher

Dress-up clothes for Mother and
Father

(See Speaking -
Building Standards, p. 157)

SKILLS

TEACHING PROCEDURES

Recognizing and Identifying
Certain Sounds
(Rhyming Words)

Have the child listen, pretend to carry out Mother's request, and what was done.
Evaluate the accuracy with which the child paid attention, followed the request, and recalled her action.
Continue in the same way permitting children to assume the various roles being assumed.
Guide pupils, as long as necessary, in making requests which are appropriate to the roles being assumed.
Select pairs of children who have not participated to work together making requests which can be carried out within the limits of the class.
Encourage each pupil making a request to speak politely and with clear enunciation.
Help pupils establish the habit of looking at the speaker and listening thoughtfully.

Use pictures.

Present a picture depicting a nursery rhyme.
Allow pupils to discuss the picture.
Say the rhyme for children.
Repeat the rhyme allowing children to supply the rhyming words.
Permit the children to say the whole rhyme and to act it out.
Review the rhyming words.
Have children add other words that rhyme.

- * Show the class three pictures, two of which rhyme.
Let children identify the two rhyming words.
Encourage them to add other words that rhyme.

TEACHING PROCEDURES

ten, pretend to carry out Mother's request, and report to Mother
 acy with which the child paid attention, followed the direction given,
 r action.
 me way permitting children to assume the various roles pictured.
 ng as necessary, in making requests which are appropriate to the
 ured.
 dren who have not participated to work together making or follow-
 ich can be carried out within the limits of the classroom.
 pil making a request to speak politely and with clarity.
 ish the habit of looking at the speaker and listening carefully and

depicting a nursery rhyme.
 cuss the picture.
 children.
 llowing children to supply the rhyming words.
 n to say the whole rhyme and to act it out.
 g words.
 other words that rhyme.

ee pictures, two of which rhyme.
 fy the two rhyming words.
 add other words that rhyme.

MATERIALS

Nursery rhyme pictures

Refer to:


Russell, David H., Clymer,
 Theodore W., and Christenson,
 Bernice M. Building Pre-Read-
 ing Skills, Kit A Language. Ginn
 and Co., New York: 1965. M 5-12.


Thompson, Elizabeth. Reading
 Readiness Picture Cards Hear
 Set 2. Beckley-Cardy Co., Chi-
 cago.

Sets of pictures of objects with
 names that rhyme

See Ginn Kit. (S 21-30)

Recognizing and Identifying
Certain Sounds

- Allow children to discuss two pictures which could be used to
idea.
- Give a phrase suggested by the first picture -
One bright, sunny day -
- Use the second picture and finish the sentence except for the
went out to_____.
- Have children supply the missing word.
- Give a phrase for one picture later, but allow pupils to use
complete the thought.
- Present two pictures with rhyming possibilities when children
independently.
- Encourage children to create their own two-line rhymes.
- Use first-hand experiences.
- Have a child stand behind a barrier.
- Ask him to use materials provided to make a sound for the class.
- Provide materials which will enable children to make sounds
crumpling paper, tearing paper, pouring water, jangling keys
shaking a rattle, tapping a pencil, or ringing a bell.
- Have the class identify the sound and indicate at what other time
be heard.
- Teacher could tape the above sounds as children make them.
teacher might tape the child's explanation of what he did to make
in the year the tape with its built-in answers could be used for
in the identification of sounds.
- Use categories of sounds, as those from the kitchen, sounds made by
sounds, playground sounds, farm sounds.

TEACHING PROCEDURES	MATERIALS
<p>discuss two pictures which could be used together to present one suggested by the first picture - <u>funny day</u> - picture and finish the sentence except for the last word - Bob and I _____.</p> <p>Supply the missing word.</p> <p>For one picture later, but allow pupils to use the other picture to thought.</p> <p>Pictures with rhyming possibilities when children are ready to work en to create their own two-line rhymes.</p> <p>periences.</p> <p>d behind a barrier.</p> <p>Materials provided to make a sound for the class to identify. is which will enable children to make sounds by cutting paper, per, tearing paper, pouring water, jangling keys, squeezing a toy, le, tapping a pencil, or ringing a bell.</p> <p>Identify the sound and indicate at what other time such a sound could</p> <p>d tape the above sounds as children make them. After a pause, the be the child's explanation of what he did to make the sound. Later pe with its built-in answers could be used for independent practice on of sounds.</p> <p>ounds, as those from the kitchen, sounds made by workers, office nd sounds, farm sounds.</p>	<p>Sets of two pictures with good rhyming possibilities</p>  <p>Children's coloring books are often a good source for pictures.</p> <p>Articles, such as:</p> <ul style="list-style-type: none"> paper - scissors glass - pitcher with water keys on a ring toy that squeaks rattle pencil bell <p>Articles listed above</p> <p>Tape</p> <p>Tape recorder</p> <p>Microphone</p> <p>Refer to:</p> <p><u>Sounds Around Us.</u> 78 rpm. Fair Lawn, New Jersey: Scott, Foresman and Co., 1951.</p>

SKILLS	TEACHING PROCEDURES
<p>Determining Direction through Sound</p>	<p>Ask one child who is seated at his desk to make a sound with a toy. Be sure the toy is out of sight. Have another pupil listen to determine from which part of the room the sound came. Allow the pupil three chances to try to place the <u>exact</u> location from which the voice came.</p> <p>Have the children in the class close eyes. Touch one child. Have that child say, "Good morning, Class" in his natural voice. Ask a child on the other side of the room to identify the direction from which the voice came.</p>
<p>Building Concepts and Vocabulary about Places in Our School</p>	<p>Use filmstrips.</p> <p>Let pupils tell about different rooms in the school which they have visited. Allow individuals to describe what happened in the different places. Ask pupils to watch the filmstrip, <u>Inside the School</u>, in order to learn about the services which are found in some schools. Help pupils build appropriate concepts and vocabulary for places in the school. Use the filmstrip pictures to clarify the following words: hall or corridor - bulletin boards office - clerk, secretary, file cabinet, telephone, typewriter nurse's room - nurse, cap, uniform, scale, height, weight library - librarian auditorium - audience, play, exit</p>

TEACHING PROCEDURES	MATERIALS
<p>ated at his desk to make a sound with a squeaking toy. f sight. en to determine from which part of the room the sound came. ances to try to place the <u>exact</u> location from which the sound</p> <p>e class close eyes.</p> <p>ood morning, Class" in his natural voice. her side of the room to identify the direction from which the</p> <p>fferent rooms in the school which they have used or visited. scribe what happened in the different places visited. ne filmstrip, <u>Inside the School</u>, in order to see the rooms and found in some schools. ppropriate concepts and vocabulary for places in the school. res to clarify the following words: ulletin boards etary, file cabinet, telephone, typewriter se, cap, uniform, scale, height, weight</p> <p>nce, play, exit</p>	<p>Toy that squeaks or object which can be used to make an easily distinguishable sound</p> <p><u>Filmstrip:</u></p> <p>Public Schools of the District of of Columbia. <u>Catalogue of Audio-Visual Materials.</u> Washington, D. C.: Board of Education, 1964.</p> <p>2241 - <u>Inside the School</u></p>

SKILLS	TEACHING PROCEDURES
<p>Building Vocabulary Related to the School and School Personnel</p>	<p>cafeteria or lunchroom furnace room - engineer, furnace or boiler classroom - pupils Reshow the filmstrip. Point out objects for which concepts were built. Allow pupils to discuss briefly. Encourage them to use proper terminology.</p> <p>Use direct experiences.</p> <p>Take pupils for a walk through the <u>corridor</u>. Return to the class. Ask pupils to recall things they have seen. Help with appropriate names and uses or purposes of things seen. Be sure pupils are familiar with the words <u>corridor</u>, <u>fire extinguisher</u>, <u>bulletin board</u>, <u>exit</u>, <u>out</u>, <u>entrance</u>, <u>in</u>. Identify doors by the directions - north, south, east, or west - found. Take another walk. Appoint six children to act as tour guides. Ask them to name and explain the purpose or proper use of items a</p> <p>Walk with the class to the <u>office</u>. Provide meaningful explanations of the work and about the personnel</p> <p>Example:</p> <p>Introduce pupils to the <u>principal</u>, <u>secretary</u>, and other office workers</p>

TEACHING PROCEDURES	MATERIALS
<p> room engineer, furnace or boiler as which concepts were built. ss briefly. se proper terminology. </p> <p> k through the <u>corridor</u>. </p> <p> things they have seen. e names and uses or purposes of things seen. familiar with the words <u>corridor</u>, <u>fire extinguisher</u>, <u>fountain</u>, <u>it</u>, <u>out</u>, <u>entrance</u>, <u>in</u>. he directions - north, south, east, or west - in which they are </p> <p> to act as tour guides. d explain the purpose or proper use of items above. </p> <p> o the <u>office</u>. explanations of the work and about the personnel in the office. </p> <p> e <u>principal</u>, <u>secretary</u>, and other office workers. </p>	

SKILLS

TEACHING PROCEDURES

Explain that information for and about all of the children and teachers and workers in the building is kept in the office.

Show and identify file cabinets and help pupils understand that the secretary to keep all papers neat and in order so that they can be found.

Provide explanations about the typewriters, and telephones.

Help pupils understand that much writing has to be done in the office, and that most of this writing is done on the typewriter because it is neater, and faster than writing by hand.

Ask children to listen to the sounds made by the typewriter.

Help them understand the message which the bell gives the secretary, and that it is valuable.

Guide pupils in understanding that the telephones in the building are used for business calls to other schools, to homes of children or workers in a building, and to other offices.

Ask the secretary to demonstrate the way in which she identifies the source of a call comes in.

Call attention to the friendly, but business-like voice used by the secretary.

Show pupils where they should stand to await recognition when they come to the office on an errand.

Give the class a pattern for courteous behavior when coming to the office.

Greet those present.

Excuse yourself.

State reason for coming.

Listen closely to those who speak.

Express appreciation for help.

Provide opportunity for role-playing situations which involve carrying out errands in the office after pupils have had opportunity to review standards discussed in the discussion.

- * Show pictures of other offices - dentist's, doctor's, business.
- Point out similarities and differences in staff and equipment.

TEACHING PROCEDURES

on for and about all of the children and teachers and other
ing is kept in the office.
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standing that the telephones in the building are used to make
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demonstrate the way in which she identifies the school when a
endly, but business-like voice used by the secretary.
ey should stand to await recognition when they come to the
n for courteous behavior when coming to the office:
t.
ming.
hose who speak.
on for help.
or role-playing situations which involve carrying messages to
pils have had opportunity to review standards during a class
s offices - dentist's, doctor's, business.
and differences in staff and equipment.

MATERIALS

Pictures of business and profes-
sional offices

SKILLS

TEACHING PROCEDURES

Recognizing Sounds Associated with Specific Things or Places

Take pupils to the library.

Introduce the librarian and ask her to tell pupils about the library work.

Be sure pupils understand words, such as: books, shelves, stacks, borrow, card.

Help pupils understand that they may borrow books from the library, should have clean hands when using the books.

Permit children to browse through the books until they find the one which or feel that they would like to select to read.

Guide children in making suitable selections and in sitting quietly at a table with their books.

Ask the librarian to tell pupils a story after they have had a brief opportunity of investigation on their own.

Take a listening walk:

through the halls at school

in the office

on the playground

on the sidewalk of a busy or of a quiet street

List sounds pupils name to aid in recall during the discussion on the classroom.

* Allow pupils to draw pictures of things they saw and heard during the walk. Provide pupils with pictures similar to their walk.

Encourage children to use the pictures to recall and describe things they saw and heard.

TEACHING PROCEDURES	MATERIALS
<p>ry. n and ask her to tell pupils about the library and about her and words, such as: <u>books</u>, <u>shelves</u>, <u>stacks</u>, <u>browse</u>, <u>library</u> that they may <u>borrow</u> books from the library, but that they nds when using the books. wse through the <u>books</u> until they find the one which they need ld like to <u>select</u> to read. ng suitable selections and in sitting quietly at a table to enjoy ell pupils a story after they have had a brief opportunity for r own.</p> <p>school</p> <p>busy or of a quiet street me to aid in recall during the discussion on return to the pictures of things they saw and heard during the walk, or pro- ures similar to their walk. se the pictures to recall and describe things they heard.</p>	<p><u>Pictures showing activities:</u> at school on the playground on a busy street on a quiet street</p> <p>Notebook/pencil (for teacher use)</p> <p>See <u>Urban Panorama</u>. Chicago: National Dairy Council, 1965.</p> <p><u>Recording:</u> <u>Sounds Around Us</u>. "Around the Town." 78 rpm. Fair Lawn, New Jersey: Scott, Foresman and Co., 1951.</p>

SKILLS	TEACHING PROCEDURES
<p>Developing Concepts around Special Times of the Year</p>	<p>Use pictures.</p> <p>Tell pupils the name of the new month. Have children pronounce the name. Place pictures representing characterizing features of before the children. Use the pictures to give pupils a brief sketch about the various activities which are associated with it.</p> <p>Example: (Fire Prevention Week)</p> <p> Show pictures and give explanations which provide the Fire is important. Careful use of fire is essential. Many media are used to disseminate information on Specific measures should be taken to prevent fire vacation.</p> <p>Review facts by having the children select pictures to use to recall pertinent information.</p> <p>Guide the discussion by <u>giving the name of the month and</u> by asking children to contribute ideas or concepts with mind.</p> <p>Summarize by <u>having the children tell the special time</u> activities which they have described take place.</p>

TEACHING PROCEDURES

of the new month.
 nce the name.
 resenting characterizing features of an important day or week
 en.
 give pupils a brief sketch about the special occasion and the
 which are associated with it.
 vention Week)
 give explanations which provide the following concepts.
 ant.
 fire is essential.
 e used to disseminate information on fire prevention.
 sures should be taken to prevent fires at home, at school, on
 2
 ng the children select pictures to use as a guide in helping them
 t information.
 by giving the name of the month and of the special occasion and
 en to contribute ideas or concepts which the occasion brings to
 ng the children tell the special time and the month in which the
 hey have described take place.

MATERIALS

For suggestions of material to include in sketches, see: Banks, Marjorie Ann. How We Celebrate Our Fall Holidays. Chicago: Benefic Press, 1961.

Banks, Marjorie Ann. How We Celebrate Our Spring Holidays. Chicago: Benefic Press, 1961.

Pictures useful in bringing out desirable concepts about fire prevention:

Importance of fire
 Mother cooking
 children around picnic fire
 Father burning leaves
 family around fireplace
 coal or oil furnace, electric heater
 Media through which information on fire prevention may be obtained
 television
 radio
 books
 fireman and fire station
 Safety measures
 matches out of reach
 clean, uncluttered basement and other rooms
 campfire being put out
 children practicing fire drill at school

SKILLS

TEACHING PROCEDURES

Building Concepts and Descriptive Vocabulary
Related to Special
Times of the Year

Use objects and pictures.

Apply the same technique described in the previous lesson, but use pictures to give sensory impressions of the special occasion, not objects.

Example: (Building sensory impressions around fall)

Display objects, such as:

fall leaves
seasonal fruit
seeds
fall flowers

Help build descriptive words to describe sensory impressions.

Include words, such as:


falling	brightly-colored	crumbly	juicy
floating	beautiful	rustling	sweet
fluttering	shiny	crackling	delicious
changing	plump	spicy	
golden			

Provide pictures which show fall scenes.

- * Encourage children to use at least one descriptive word as they describe the things in the picture.
- * Show swatches of color suggestive of fall.

Ask children to associate the colors with things which they see.

TEACHING PROCEDURES	MATERIALS												
<p>es.</p> <p>chnique described in the previous lesson, but use objects and sensory impressions of the special occasion, month, or season.</p> <p>(sensory impressions around fall)</p> <p>such as:</p> <p>t</p> <p>iptive words to describe sensory impressions.</p> <p>uch as:</p> <table><tr><td>brightly-colored</td><td>crumbly</td><td>juicy</td></tr><tr><td>beautiful</td><td>rustling</td><td>sweet</td></tr><tr><td>shiny</td><td>crackling</td><td>delicious</td></tr><tr><td>plump</td><td>spicy</td><td></td></tr></table> <p>hich show fall scenes.</p> <p>ren to use at least one descriptive word as they tell about one of the picture.</p> <p>f color suggestive of fall.</p> <p>associate the colors with things which they see in fall.</p>	brightly-colored	crumbly	juicy	beautiful	rustling	sweet	shiny	crackling	delicious	plump	spicy		<p><u>Objects, such as:</u></p> <p>fall flowers seasonal fruits seeds leaves</p> <p>Color swatches suggestive of colors associated with fall</p> <p>Pictures of fall scenes</p>
brightly-colored	crumbly	juicy											
beautiful	rustling	sweet											
shiny	crackling	delicious											
plump	spicy												



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SKILLS	TEACHING PROCEDURES
<p>Gathering Information for Enrichment</p>	<p>Use a camera.</p> <p>Display a camera.</p> <p>Allow pupils to hold and to examine it closely.</p> <p>Encourage a discussion of the shape, feel, and exterior construction.</p> <p>Hold the camera while pupils designate the <u>top</u>, <u>bottom</u>, <u>sides</u>, <u>front</u>, and <u>back</u>.</p> <p>Allow pupils to count the surfaces.</p> <p>Help pupils identify the <u>lens</u>, <u>shutter</u>, <u>shutter button</u>, and the <u>film</u>.</p> <p>Provide accurate vocabulary as needed.</p> <p>Permit those with previous experiences with cameras to share their knowledge.</p> <p>Encourage and guide pupils in the use of proper terminology during the discussion.</p> <p>Open the camera so that its interior may be explored.</p> <p>Show and name the <u>black lining</u>, <u>film rods with slots for insertion</u>, and <u>film</u>.</p> <p>Invite pupils to ask questions in order that they may gain further clarification.</p> <p>Suggest that pupils imagine themselves to be very tiny and to try to get out of the camera.</p> <p>to them if they were fastened inside of a camera.</p> <p>Elicit responses, such as:</p> <p style="padding-left: 40px;">I think it would be very dark.</p> <p style="padding-left: 40px;">It might be darker than night.</p> <p style="padding-left: 40px;">You wouldn't be able to see anything.</p> <p style="padding-left: 40px;">It would be pitch dark.</p> <p>Put the camera together.</p> <p>Give an explanation, such as:</p> <p style="padding-left: 40px;">A camera has a tiny, very dark room with a small window called a lens which can open quickly to let in light and then close. A piece of paper called a film may be placed in the camera in front of the lens in order to make a picture. The film is special because it has been treated so that when light hits it, it makes a picture of whatever is in front of it.</p>

TEACHING PROCEDURES

MATERIALS

Camera - Brownie type

and to examine it closely.
 session of the shape, feel, and exterior construction.
 While pupils designate the top, bottom, sides, front, and back.
 unt the surfaces.
 y the lens, shutter, shutter button, and the film winding knob.
 vocabulary as needed.
 previous experiences with cameras to share them.
 de pupils in the use of proper terminology during their sharing.
 so that its interior may be explored.
 e black lining film rods with slots for insertion of the roll of film.
 ask questions in order that they may gain further information or
 s imagine themselves to be very tiny and to tell how it would look
 were fastened inside of a camera.
 such as:
 be very dark.
 ker than night.
 e able to see anything.
 ch dark.
 gether.
 on, such as:
 has a tiny, very dark room with a small window (point to lens)
 which can open quickly to let in light and then close. Special paper
 d in the camera in front of the lens in order to make pictures. The
 ial because it has been treated so that when light shines on it, it
 e of whatever is in front of it.

SKILLS	TEACHING PROCEDURES
<p>Perceiving Relationships and Extending Word Meanings</p>	<p>Demonstrate the speed with which the lens opens and closes by pressing the button several times as the children observe the lens. Ask the pupils whether they have a part of their bodies which takes "pictures" taken by their eyes. Point out the resemblance between the <u>lens</u> of the camera and the <u>lids</u> on the camera and the <u>lids</u> on their eyes. Review and record the vocabulary and the information gathered from the discussion.</p>
<p>Perceiving Relationships of Cause and Effect</p>	<p>Use two rolls of camera film.</p> <p>Show the pupils a roll of unexposed film in its protective wrapping. Challenge the children to tell what it is and to explain the purpose of the wrapping.</p> <p>Use the old, unwrapped film for class observation, examination, and discussion. Guide pupils in their descriptions of the length, feel, appearance, and weight of the roll.</p> <p>Tell pupils to try to recall their earlier discussion concerning the parts used in cameras.</p> <p>Ask: "Do you think we could use this roll of film to take pictures?"</p> <p>If pupils desire proof, load the camera with the exposed film, take pictures, and send it to be developed so that they may study the results.</p>

TEACHING PROCEDURES

MATERIALS

with which the lens opens and closes by pushing the shutter
 as the children observe the lens.
 they have a part of their bodies which takes pictures.
 nk or blink their eyes as quickly as possible and to note the
 their eyes.
 ance between the lens of the camera and the eye; the shutter
 the lids on their eyes.
 vocabulary and the information gathered from the lesson.

lm.
 of unexposed film in its protective wrapping.
 n to tell what it is and to explain the purpose of the heavy
 d film for class observation, examination, and discussion.
 descriptions of the length, feel, appearance, and composition
 recall their earlier discussion concerning the special paper
 k we could use this roll of film to take pictures now? Why?"
 re proof, load the camera with the exposed film, take a few
 it to be developed so that they may study the results.

Roll of film, wrapped
 Roll of film, old and unwrapped
 Camera

SKILLS

TEACHING PROCEDURES

Concentrating to Follow
Directions

Provide opportunity for close observation of loading the camera film.

Reload the camera with the unexposed film while standing in a dark

Ask: "Why did I go into the closet this time to load the camera?"

Demonstrate winding the film in the camera until the numeral one ap

Question pupils as to the meaning of the appearance of the numeral

Encourage estimations of the number of exposures on the roll.

Check estimations with the last numeral at the time of the last exp

Invite the class outdoors, if the day and light conditions permit
pictures taken.

Take individual pictures of members of the class on another pr
day for the purpose of composing a class gallery and to stimula

Use photographs of each pupil.

Have pupils turn their chairs so that their faces are visible to
class.

Place face down in a box one photograph of each pupil.

Designate one person to pass the box among members of the group

Direct each pupil to

select one photograph and study it

look around the room to locate the person in the photograph

take the photograph to the owner

state the fact that he has the picture and is presenting it.

TEACHING PROCEDURES

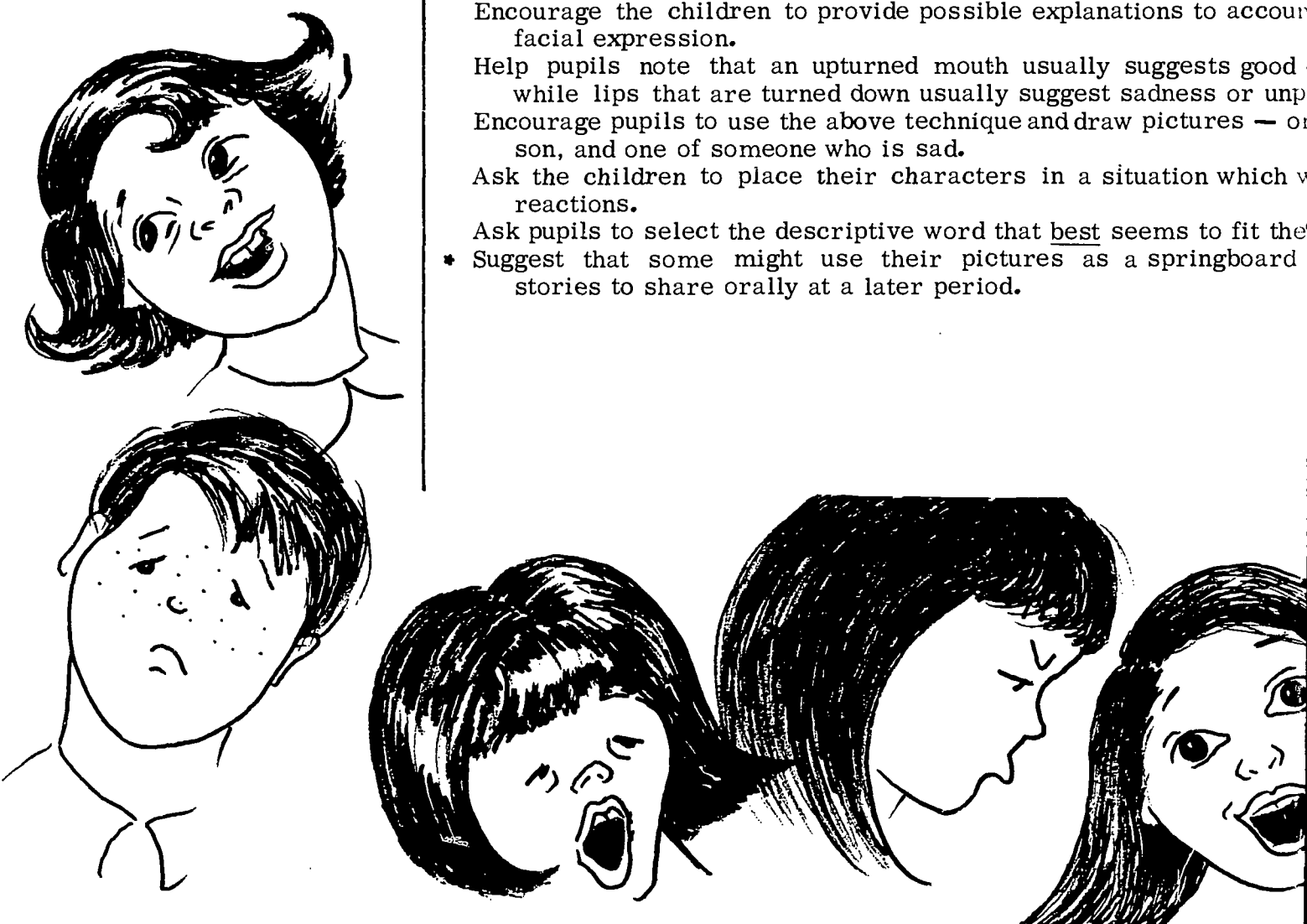
MATERIALS

close observation of loading the camera with the exposed
the unexposed film while standing in a dark closet.
the closet this time to load the camera?"
film in the camera until the numeral one appears in the lens.
meaning of the appearance of the numeral one.
the number of exposures on the roll.
the last numeral at the time of the last exposure.
ers, if the day and light conditions permit it, to have group
s of members of the class on another previously specified
of composing a class gallery and to stimulate other lessons.
oil.
chairs so that their faces are visible to everybody in the
one photograph of each pupil.
pass the box among members of the group.
n and study it
n to locate the person in the photograph
to the owner
has the picture and is presenting it.

Photographs - one of each pupil
Box

SKILLS	TEACHING PROCEDURES
<p>Developing Sentence Sense and Social Courtesy</p>	<p>Allow pupils to <u>formulate and speak their own sentences</u>. Redirect pupils' ideas into statements that are complete thoughts.</p> <p>Examples: "I have your picture, Jane. Here you are." or "Here is your photograph, Bill."</p> <p>Encourage the use of pleasant facial expression and voice in oral expressions of courtesy by each receiver.</p> <p>Direct pupils to keep their photographs in school for further use.</p> <p>Provide many occasions upon which pupils may develop sentence sense.</p>
<p>Developing Vocabulary to Describe Emotions</p>	<p>Use a poem.</p> <p>Show pictures of faces which express various emotions. Ask: "Have you ever felt this way?" Encourage pupils to describe such instances freely. Say the poem, "How Do You Feel?" Match faces with words as they are said. Repeat the poem, but permit children to make their faces express the emotions called for. Help pupils give words that describe emotions, as: <u>happy</u>, <u>grumpy</u>, <u>shy</u>, <u>excited</u>. Guide pupils in grouping descriptives in terms of those which suggest a pleasant feeling and those which suggest an unpleasant feeling. Help pupils add to their list descriptives suggestive of emotions, as: <u>bright</u>, <u>pleased</u>, <u>proud</u>, <u>cheerful</u>.</p>

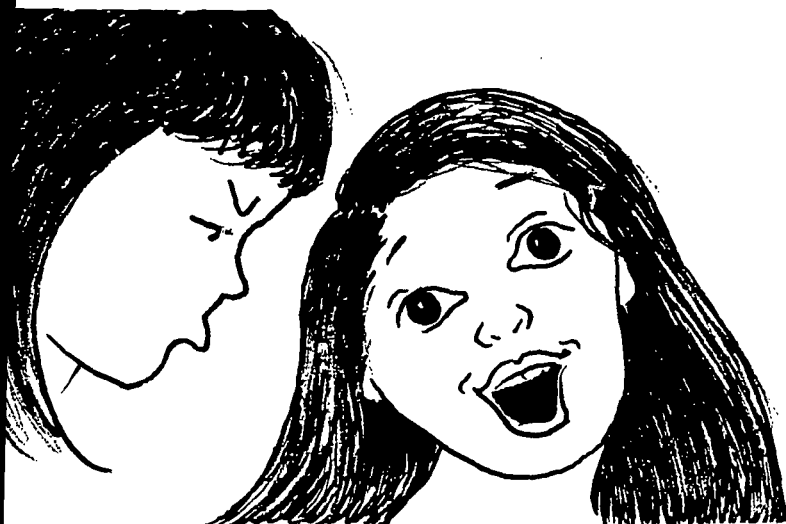
TEACHING PROCEDURES	MATERIALS
<p>te and speak their own sentences. into statements that are complete thoughts, if necessary. your picture, Jane. Here you are." or your photograph, Bill." pleasant facial expression and voice intonation. of courtesy by each receiver. their photographs in school for further use.</p> <p>s upon which pupils may develop sentence sense.</p> <p>which express various emotions. lt this way?" cribe such instances freely. You Feel?" as they are said. permit children to make their faces and bodies express the</p> <p>s that describe emotions, as: <u>happy</u>, <u>sad</u>, <u>hurt</u>, <u>frightened</u>, d. g descriptives in terms of those which suggest a good feeling ch suggest an unpleasant feeling. eir list descriptives suggestive of good feelings - <u>friendly</u>, ad, <u>cheerful</u>.</p>	<p>Transparencies with drawings of faces reflecting varying emo- tional reactions</p> <p>Overhead projector</p> <p>Magazine pictures in which different emotional responses are indi- cated</p> <p>Drawing paper Crayons</p> <p>(See poem on next page.)</p>

SKILLS	TEACHING PROCEDURES
	<p>Display pictures of children and adults, some of whom may be in the picture.</p> <p>Ask children to study the faces of those pictured and tell how they feel.</p> <p>Encourage the children to provide possible explanations to account for the facial expression.</p> <p>Help pupils note that an upturned mouth usually suggests good feelings, while lips that are turned down usually suggest sadness or unhappiness.</p> <p>Encourage pupils to use the above technique and draw pictures — one of someone who is happy, one of someone who is angry, and one of someone who is sad.</p> <p>Ask the children to place their characters in a situation which would cause the reactions.</p> <p>Ask pupils to select the descriptive word that <u>best</u> seems to fit the picture.</p> <p>* Suggest that some might use their pictures as a springboard for writing stories to share orally at a later period.</p>

CHING PROCEDURES

MATERIALS

adults, some of whom may be in the public eye.
 s of those pictured and tell how the persons probably
 vide possible explanations to account for the person's
 rned mouth usually suggests good or happy feelings,
 own usually suggest sadness or unpleasant reactions.
 ove technique and draw pictures — one of a happy per-
 o is sad.
 r characters in a situation which would prompt such
 otive word that best seems to fit their person's mood.
 e their pictures as a springboard for creating short
 later period.



Poem: "How Do You Feel?"

How do you feel this morning?
 How will it be today?
 Some of you look happy --
 Some, look gay,
 But over in the corner
 I see someone looking sad -
 Someone looking grumpy
 And one or two seem mad.

How would you feel in the woods?
 Away from your friends and home?
 So frightened and tired and lonely
 Uncertain of which way to roam?

How do you feel on a birthday?
Excited and all aglow?
 With visions of cake and candles
 And all kinds of gifts to show --

How would you feel if you moved?
 A bit timid and hurt and shy?
 Or sure that you'd make some new
 friends
 With smiles and a warm friendly
 "Hi?"

Alyce K. Barnett
 Language Arts Teacher
 Aiton School

SKILLS	TEACHING PROCEDURES
<p>Building Vocabulary to Describe Voices and Feelings</p>	<p>Use pictures.</p> <p>Have the children study pictures which reflect mood through facial expression. Develop or review words, such as: happy - friendly, smiling, angry, frowning; sad - worried, frightened.</p> <p>Ask pupils to indicate which pictures suggest that the person is happy or sad inside.</p> <p>Guide pupils in considering what kind of voice each person produced. Ask the person to say what the person might have said.</p> <p>Develop the words - <u>lively</u>, <u>whispering</u>, <u>crying</u>, <u>shouting</u>, <u>sighing</u>.</p> <p>Encourage different pupils to take turns in making their voices like the voices of the persons pictured.</p>
<p>Building Vocabulary to Describe Movement</p>	<p>Allow the class to study pictures of persons who appear to be walking, running, jumping, etc.</p> <p>Help pupils classify movements as <u>light</u> or <u>heavy</u>.</p> <p>Ask several pupils to imitate the action and sound indicated in the pictures.</p> <p>Ask class members to close their eyes as they listen to the footsteps and to suggest how the person was moving and to suggest how the person might move this way.</p> <p>Build in vocabulary to describe the movement.</p> <p>Encourage members of the class to provide sentences utilizing the vocabulary which will help them tell about the pictures.</p> <p>Display the pictures in which facial expression is highlighted.</p> <p>Ask pupils to suggest the movement which they would expect to see indicated by the person pictured.</p> <p>Provide opportunity for pupils to show feelings through voice and movement.</p>

TEACHING PROCEDURES	MATERIALS
<p> pictures which reflect mood through facial expression. words, such as: happy - friendly, smiling, excited; grumpy - - worried, frightened. which pictures suggest that the persons pictured feel good ring what kind of voice each person probably used, and what e said. ely, <u>whispering</u>, <u>crying</u>, <u>shouting</u>, <u>sighing</u>. oils to take turns in making their voices sound like those of </p> <p> pictures of persons who appear to be walking or "going." movements as <u>light</u> or <u>heavy</u>. imitate the action and sound indicated in the picture. close their eyes as they listen to the footsteps. how the person was moving and to suggest why or when a his way. describe the movement. the class to provide sentences utilizing newly learned words tell about the pictures. which facial expression is highlighted. the movement which they would expect to accompany the mood on pictured. pupils to show feelings through voice and movement. </p>	<p> <u>Pictures to suggest -</u> affection anger fear surprise pain </p> <p> <u>Pictures showing -</u> quick rhythmic steps dancing marching tripping tipping slow, tired footsteps limping dragging heavy, angry steps stomping </p> <p> Pictures suggesting mood and voice quality through facial expression (See lesson above.) </p>

SKILLS

TEACHING PROCEDURES

Enjoying Literature

Developing Awareness of
the Rhythm in the
Verses of Mother Goose

Associating the Sound and
Rhythm of Words with
Ideas Presented

Review vocabulary by asking the rest of the class to find the pictures and bring them to life and to explain how the children spoke or moved in the desired mood.

Guide pupils in evaluating effective characterizations.

Use verses from Mother Goose.

Show a few of the pictures in color from a book of nursery rhymes. (references.)

Discuss briefly the delightful or amusing aspects of the art.

Ask pupils to listen to decide what movement the rhyme suggests and reads some of the rhymes.

Select verses which clearly lend themselves to specific movements.

Read so that pupils can maintain rhythmic movement easily.

Examples:

Walk down the path - walking

As Tommy Snooks and Bessie Brooks - walking

A dillar, a dollar - slow, dragging walk

O, the grand old Duke of York - marching

Hark, hark the dogs do bark - tramping

Three children sliding on the ice - sliding

Here Am I Little Jumping Joan - jumping

Jack be nimble - jumping

The High Skip - skipping or jumping

Wee Willie Winkie - running on tiptoe

Tom, Tom, the piper's son - hard running

The farmer went trotting - trotting

This is the way the gentlemen ride - trotting

Ride a cock-horse - rocking

Pat-a-cake - clapping

Here we go round the mulberry bush - clapping

Help pupils realize that they could move easily as rhymes were being read of the rhythm in the rhymes.

TEACHING PROCEDURES	MATERIALS
<p>the rest of the class to find the pictures as the children explain how the children spoke or moved to achieve the effective characterizations.</p> <p>in color from a book of nursery rhymes. (See suggested for amusing aspects of the art.</p> <p>side what movement the rhyme suggests as the teacher</p> <p>end themselves to specific movements.</p> <p>tain rhythmic movement easily.</p> <p>king</p> <p>essie Brooks - walking</p> <p>dragging walk</p> <p>York - marching</p> <p>ark - tramping</p> <p>n the ice - sliding</p> <p>g Joan - jumping</p> <p>or jumping</p> <p>ning on tiptoe</p> <p>on - hard running</p> <p>g - trotting</p> <p>emen ride - trotting</p> <p>king</p> <p>ulberry bush - clapping</p> <p>ey could move easily as rhymes were being read because</p> <p>mes.</p>	<p>Lines, Kathleen, compiler. Jones, Harold, illustrator. <u>Lavender's Blue.</u> Franklin Watts, New York: 1964. pp. 10, 11, 16, 18, 34, 35, 38, 39, 43, 44, 51, 74, 129, 144.</p> <p>deAngeli, Marguerite. <u>Book of Nursery and Mother Goose Rhymes.</u> Doubleday and Co., Garden City, New York: 1954. pp. 11, 15, 47, 50, 56, 81, 86, 101, 115, 129, 138, 162, 181.</p> <p>Lang, Andrew, editor. Brooke, L. Leslie, illustrator. <u>The Nurs- ery Rhyme Book.</u> Frederick Warne and Co., London and New York: reprinted 1958. pp. 47, 49, 63, 119, 134, 140, 171, 182, 187, 203, 246. (no drawings in color)</p> <p>Field Enterprises Educational Cor- poration. <u>Childcraft, The How and Why Library.</u> Vol. I, Chi- cago: 1964. pp. 12, 13, 15, 50, 163.</p>

SKILLS

TEACHING PROCEDURES

Developing An Awareness of the Art Found in Children's Books

Use several versions of Mother Goose.

Circulate copies of various Mother Goose books.

Explain that the books contain many of the same verses, but that often quite different.

Encourage pupils to express their preferences picturewise and read. Accept all responses.

Project selected pictures using the opaque projector.

Examples:

"This Little Pig Went to Market" - Leslie Brooke, illustrator

Read the poem.

Repeat the portion illustrated by the pig eating roast beef.

Guide pupils in noting facial expressions of the pig that had not the one feasting.

Guide pupils in interpreting the reasons for the difference in expressions.

"Little Miss Muffet" - Rojankovsky, illustrator

"Little Miss Muffet" - deAngeli, illustrator

Display both little girls.

Ask: "Which Miss Muffet is more like the picture which comes to mind when you think of Miss Muffet?"

Why does your Miss Muffet look like that?"

"Old Mother Hubbard" - Leslie Brooke, illustrator

Read the poem.

Show the illustration.


Ask: "Which part of the rhyme does the picture depict, or tell about?"

Permit children to express their reactions to the picture.

Compare this illustration with the one of the pigs by the same artist.

Ask: "With what materials do you think this artist worked?"

TEACHING PROCEDURES	MATERIALS
<p>her Goose.</p> <p>us Mother Goose books.</p> <p>contain many of the same verses, but that the pictures are</p> <p>press their preferences picturewise and reasons for choice.</p> <p>using the opaque projector.</p> <p>Market" - Leslie Brooke, illustrator</p> <p>ustrated by the pig eating roast beef.</p> <p>ng facial expressions of the pig that had none, the cook, and</p> <p>preting the reasons for the difference in expression.</p> <p>ojankovsky, illustrator</p> <p>eAngeli, illustrator</p> <p>rls.</p> <p>Muffet is more like the picture which comes to your mind</p> <p>nk of Miss Muffet?</p> <p>r Miss Muffet look like that?"</p> <p>Leslie Brooke, illustrator</p> <p>the rhyme does the picture depict, or tell about?"</p> <p>express their reactions to the picture.</p> <p>ation with the one of the pigs by the same artist.</p> <p>aterials do you think this artist worked?</p>	<p>Brooke, L. Leslie, illustrator, <u>Ring O' Roses, A Nursery Rhyme Picture Book</u>. Frederick Warne and Co., London and New York</p> <p>Rojankovsky, Feodor, illustrator, <u>The Tall Book of Mother Goose</u>. Harper and Row, New York: 1942. p. 11</p> <p>deAngeli, Marguerite, <u>Book of Nursery and Mother Goose Rhymes</u>. Doubleday & Co., Garden City, New York: 1954. p. 13</p> <p>Lang, Andrew, editor. Brooke, L. Leslie, illustrator. <u>The Nursery Rhyme Book</u>. Frederick Warne and Co., London and New York: reprinted 1958. p. 165</p>

SKILLS	TEACHING PROCEDURES
<p>Developing Acquaintance with More Authentic Poets</p>	<p>In this illustration of "Old Mother Hubbard" what do you Review pictures and names of artists.</p> <ul style="list-style-type: none"> * Encourage pupils to enjoy and examine the pictures in the library books and to be alert for other works of the artists in <p>Use poetry.</p> <p>Use poems of Christina Rossetti to introduce pupils to more authentic Compare the rhythm in "Mix a pancake. . ." with that of "Pat-a- Give pupils the name of the poet. Christina Rossetti. Show her small book of poems, <u>Sing-Song</u>, if possible. Explain that Christina Rossetti wrote many little poems for children Introduce two other of her poems, "Who has seen the wind. . do you never rest?" Read the first poem and ask pupils to tell things they see which the wind is passing by. Read the second poem and ask pupils to tell - what kind of wind was blowing how they would feel</p> <ul style="list-style-type: none"> * Provide opportunity for pupils to illustrate either poem. <p> For quiet periods, the teacher might read Christina Rossetti's the foot. . ." or "What do the stars do. . ."</p> <p>Introduce A. A. Milne to the children. Explain that A. A. Milne had a little boy of his own, and therefore things that children enjoy doing and wrote of many of these things</p>

TEACHING PROCEDURES	MATERIALS
<p>of "Old Mother Hubbard" what do you notice first? Why?" of artists. y and examine the pictures in their own books and in bert for other works of the artists mentioned.</p> <p>setti to introduce pupils to more authentic poets. a pancake. . ." with that of "Pat-a-cake. . ." poet. Christina Rossetti. ns, <u>Sing-Song</u>, if possible. etti wrote many little poems for children. r poems, "Who has seen the wind. . ." and "O, wind why ask pupils to tell things they see which makes them know ask pupils to tell - owing</p> <p>ils to illustrate either poem.</p> <p>the teacher might read Christina Rossetti's "Angels at o the stars do. . ."</p> <p>children. had a little boy of his own, and therefore, he knew about y doing and wrote of many of these things.</p>	<p>Rossetti, Christina. <u>Sing-Song</u>. Macmillan Co., New York: 1924.</p> <p>Arbuthnot, May Hill. <u>Time for Poetry</u>. Scott, Foresman and Co., Fair Lawn, New Jersey: 1961. p. 94.</p>

SKILLS

TEACHING PROCEDURES

Using Vocabulary to Describe Color Patterns

Ask pupils to listen to the poem, "Hoppity," and tell what it makes him
doing.
Select several children to hop during the reading when they feel such a
proper time.
Select others who feel the rhythm differently, and let them hop.
Explain that A. A. Milne has written stories and other poems about
Robin which the children may enjoy reading.

Provide direct experiences.

Place a chart on which there is a circle, a square, and a line before
Have children identify these.
Give each pupil an envelope containing swatches of material.
Ask children to hold up the material with circles.
Present the term polka-dot and help pupils associate the new word
with which they are already familiar.
Encourage pupils to identify polka-dot designs in their clothing or
the room.
Continue in the same manner associating the square with checked
line with striped material.
Help pupils hear and pronounce the "t" sound at the end of the word
and striped.
Have pupils find the sound that they hear at the end of these words
visual Chart.
Place a square on the chalkboard.
Place vertical and horizontal lines on the square so as to create
sizes.
Associate the new combination with the word plaid.
Have children locate their plaid swatch of material.
Provide an opportunity for pupils wearing plaid to come up and tell
have that is plaid.
Let various pupils identify all four swatches of material.
Guide pupils in playing a "Guess Who" game in which they identify
their dresses, shirts, or sweaters.

TEACHING PROCEDURES	MATERIALS
<p> en to the poem. "Hoppity," and tell what it makes them feel like idren to hop during the reading when they feel such movement ap- feel the rhythm differently. and let them hop. A. Milne has written stories and other poems about Christopher e children may enjoy reading. ences. hich there is a circle, a square, and a line before the children. ify these. envelope containing swatches of material. d up the material with circles. polka-dot and help pupils associate the new word with the circle y are already familiar. to identify polka-dot designs in their clothing or in items around ame manner associating the square with checked material, and the ed material. and pronounce the "t" sound at the end of the words: <u>dot</u>, <u>checked</u>, the sound that they hear at the end of these words on the Phono- the chalkboard. d horizontal lines on the square so as to create spaces of varying combination with the word <u>plaid</u>. te their plaid swatch of material. nity for pupils wearing plaid to come up and tell about what they uid. e identify all four swatches of material. playing a "Guess Who" game in which they identify classmates by shirts, or sweaters. </p>	<p> Chart with a circle, a square, and a line <u>Envelopes with swatches of</u> polka-dot material checked material striped material plaid material </p>

SKILLS	TEACHING PROCEDURES
<p>Building Vocabulary and Concepts around Roles that Children Play</p>	<p>Say: "I'm thinking of someone with a plaid shirt. Guess who it is. Have the rest of the class guess which child is being described. Let the child who guesses correctly give the next description. Encourage clear enunciation of new words.</p> <p>Use the Dress-Me-Doll lesson described on page 16 for additional. Substitute color patterns for plain colors.</p> <p>Use pictures.</p> <p>Show a picture of a little girl. Say: "Here is a little girl. She likes to do many things which you like to do. She does things with many different persons. Each person that I will show you thinks about her in a different way.</p> <p>Show a picture of a little girl with her mother. (Pretend it is the same girl as in the previous picture.) Let children discuss who is with the little girl and what they are doing. Help children understand that the little girl is very special and that the picture will do many things for the little girl because the girl is very special. Continue in the same manner using other pictures and eliciting responses to show that a girl may be <u>a niece</u>, <u>a grandchild</u>, <u>a sister</u>, <u>a mother</u>, <u>a pupil</u>, <u>a patient</u>.</p>

TEACHING PROCEDURES	MATERIALS
<p>one with a plaid shirt. Guess who it is."</p> <p>guess which child is being described.</p> <p>correctly give the next description.</p> <p>on of new words.</p> <p>son described on page 16 for additional practice.</p> <p>or plain colors.</p> <p>girl.</p> <p>y things which you like to do.</p> <p>n many different persons.</p> <p>will show you thinks about her in a different way."</p> <p>tle girl with her mother. (Pretend it's the girl from the</p> <p>is with the little girl and what they are doing together.</p> <p>that the little girl is very special and that the woman in</p> <p>y things for the little girl because the girl is her <u>daughter</u>.</p> <p>anner using other pictures and eliciting other explanations</p> <p>y be a <u>niece</u>, a <u>grandchild</u>, a <u>sister</u>, a <u>friend</u>, a <u>classmate</u>.</p>	<p>Dress-Me-Dolls (See page 17.)</p> <p>Materials with different color pat- terns</p> <p>or</p> <p>Teacher-made transparencies of dolls with overlays showing dif- ferent color patterns</p> <p>Overhead projector</p> <p><u>Pictures, such as:</u></p> <ul style="list-style-type: none"> a little girl a little girl and her mother en- gaged in some activity a little boy with his father a girl and boy at home two girls (boys) on the play- ground a girl or boy participating in class activities with the teacher on the scene a girl or boy in the doctor's office or in the dentist's of- fice

SKILLS	TEACHING PROCEDURES
<p>Recognizing Sentences that <u>Ask</u></p> <p>Recognizing Sentences that <u>Tell</u></p>	<p>Present similar pictures about little boys. Let the boys tell some of the different roles which they play. Provide opportunities for the children to bring the pictures to the class and let the children to assume the roles suggested. Discuss beforehand the action taking place, possible conflicts and relationships represented.</p> <p>Use poetry.</p> <p>Present the title, "The New Neighbor." Allow pupils to tell about new children who have moved into the neighborhood and the ways in which they made friends with the children. Read the poem. Establish the idea that one way of finding out more about new children is to ask <u>questions</u>. Let pupils recall questions asked in the poem. Guide pupils in understanding that the children in the poem were new to the city. Encourage pupils to think of questions which they would ask new children. Record questions and help pupils create their own poem "The New Neighbor."</p> <p>Review the children's poem. Ask pupils to suggest answers for each question posed. Be sure pupils answer in complete sentences. Help pupils understand that they <u>told</u> something when they answered questions and that the <u>answers are statements</u>. Establish the idea that <u>sentences that tell something are statements</u>.</p>

TEACHING PROCEDURES	MATERIALS
<p>s about little boys. of the different roles which they play. for the children to bring the pictures to life by permitting the roles suggested. action taking place, possible conversation, tonal quality, presented.</p> <p>New Neighbor." out new children who have moved into their neighborhood and made friends with the children.</p> <p>one way of finding out more about someone or something is ons asked in the poem. standing that the children in the poem probably did not live in k of questions which they would ask a new neighbor. help pupils create their own poem patterned after "The New poem. answers for each question posed. in complete sentences. that they <u>told</u> something when they <u>answered</u> each question are statements. <u>sentences that tell something are statements.</u></p>	<p>Arbuthnot, May Hill, compiler. <u>Time for Poetry</u>, revised. Fair Lawn, New Jersey: Scott, Foresman and Co., 1961. p. 10.</p> <p>Chart paper Felt pen or Tape recorder Tape</p> <p>Poem created by children</p>

SKILLS	TEACHING PROCEDURES
Distinguishing between Questions and Statements	<p>Use symbols.</p> <p>Show pupils the symbol (?) by which they can identify sentences that are questions. Show a period (.) and help pupils associate it with a statement.</p> <p>Give each child a ? or a ..</p> <p>Ask children with question marks to think of one question which they can ask with a period.</p> <p>Suggest that children can gain a partner if they are successful in asking a question and receiving an appropriate answer.</p> <p>Explain that when we give information, even though no question is asked, we are making a <u>statement</u> or give a <u>sentence that tells</u>.</p> <p>Ask each child to think of one idea which he would like to share with the class. Encourage each pupil to feel free to use any classroom materials or his own personal experiences as he considers his statement.</p> <p>Guide pupils in discovering that <u>statements</u> become more interesting when more words are used.</p> <p>Ask those listening to judge whether sentences given <u>tell something</u>.</p> <p>★ Provide opportunity for independent practice.</p> <p>Keep on file cards with words which the children can read independently. Include cards on which there are question marks and cards with periods. Select words from the file which can be used to make a simple statement or a question and words with which pupils can form a short question - Can you ...?</p> <p>Place such sets in envelopes for individual pupil use.</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin-top: 10px; position: relative;"> <div style="position: absolute; top: -10px; left: 10px; width: 0; height: 0; border-left: 5px solid transparent; border-right: 5px solid transparent; border-bottom: 10px solid black;"></div> </div> <p>Any meaningful combination of words in the set would be acceptable.</p>

TEACHING PROCEDURES

by which they can identify sentences that ask questions.
pupils associate it with a statement.



marks to think of one question which they can ask a friend

gain a partner if they are successful in asking a question
appropriate answer.

information, even though no question is asked, we make a
sentence that tells.

the idea which he would like to share with the class.

feel free to use any classroom materials or to call upon

he considers his statement.

g that statements become more interesting when colorful

whether sentences given tell something.

dependent practice.

ds which the children can read independently.

re are question marks and cards with periods.

which can be used to make a simple statement, as - I can

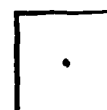
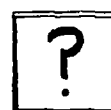
pupils can form a short question - Can you help?

es for individual pupil use.

combination of words in the set would be acceptable.



MATERIALS

Punctuation cards - (enough for each
child)



3x5 cards with words which pupils
can read


(Some words should be written with
capital letters.)

Punctuation cards  

Sample of words in teacher's set:

A	go	see
a	have	something
and	help	The
baby	here	the


TEACHING PROCEDURES	MATERIALS																								
<p>use the envelopes with cards during free time to build one question) and one sentence that tells (statement). his sentences orally at some time during the day. icates which sentence was a question and which was a state- e a certain word for his beginning, and what mark he used</p> <p>en articles or pictures of articles which might be purchased s in the drugstore. tems and tell in what place all of the things could be <u>bought</u></p> <p>that they must go to different counters for different kinds of</p> <p>ing articles presented with appropriate counters. <u>prescription counter</u>, <u>druggest</u>, <u>cosmetic counter</u>, <u>fountain</u>, <u>rack</u>, <u>candy counter</u>. r appropriate language in terms of</p> <p>carefully</p> <p>tion for service role-playing.</p>	<p><u>Sample of words in teacher's set,</u> continued</p> <table><tr><td>boy</td><td>I</td><td>to</td></tr><tr><td>Can</td><td>is</td><td>you</td></tr><tr><td>can</td><td>it</td><td>walk</td></tr><tr><td>car</td><td>jump</td><td>was</td></tr><tr><td>come</td><td>like</td><td>We</td></tr><tr><td>for</td><td>make</td><td>What</td></tr><tr><td>funny</td><td>my</td><td>Will</td></tr><tr><td>girl</td><td>run</td><td>will</td></tr></table> <p><u>Items which may be bought at the</u> <u>drugstore at different counters,</u> <u>such as:</u></p> <p>birthday card cough syrup sandwich lipstick magazine</p>	boy	I	to	Can	is	you	can	it	walk	car	jump	was	come	like	We	for	make	What	funny	my	Will	girl	run	will
boy	I	to																							
Can	is	you																							
can	it	walk																							
car	jump	was																							
come	like	We																							
for	make	What																							
funny	my	Will																							
girl	run	will																							



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SKILLS	TEACHING PROCEDURES
	<p>Use trips.</p> <p>Take a trip to the drugstore. Help pupils locate and name counters previously discussed. Encourage children to observe carefully to discover the different counter.</p> <p>Allow each pupil to make a purchase, if possible.</p> <p> Plans may be made whereby each child comes prepared with a card for a secret pal. At the beginning of each month, names of secret pals may be posted. The secret pals obtain their cards and present them to those with birthdays.</p> <p>Use pictures.</p> <p>Show a picture of a grocery store. Allow pupils to discuss who is in the store kinds of foods they recognize what they see the people doing Give pupils correct names for the people they see - <u>customer</u>, <u>manager</u>. Help pupils identify different kinds of foods - <u>meat</u>; <u>produce</u>; <u>vegetables</u>; <u>dairy products</u>; <u>frozen foods</u>; <u>canned goods</u>; <u>dried fruits</u>.</p> <p>Place pictures of grocery items in the pocket chart. Discuss descriptive words used to identify items - <u>loaf</u>, <u>box</u>, <u>can</u>, <u>carton</u>, <u>roll</u>.</p>

TEACHING PROCEDURES	MATERIALS
<p>ore. me counters previously discussed. observe carefully to discover the different items sold at each a purchase, if possible.</p> <p>made whereby each child comes prepared to buy a birthday 1. At the beginning of each month, names of birthday child- The secret pals obtain their cards from the teacher and with birthdays.</p> <p>ery store.</p> <p>recognize ple doing mes for the people they see - <u>customers</u>, <u>clerk</u>, <u>checker</u>, different kinds of foods - <u>meat</u>; <u>produce</u>, <u>fresh fruits and</u> <u>ducts</u>; <u>frozen foods</u>; <u>canned goods</u>; <u>dried foods</u>.</p> <p>y items in the pocket chart. rds used to identify items - <u>loaf</u>, <u>head</u>, <u>bunch</u>, <u>bag</u>, <u>bar</u>,</p>	<p>Teacher-made transparency of gro- cery store to be used with over- head projector</p> <p>or</p> <p>Large picture of grocery store</p> <p>or</p> <p>Picture in class reference materials to be used with opaque projector</p> <p><u>Pictures:</u> loaf of bread head of lettuce head of cabbage</p>

SKILLS

TEACHING PROCEDURES

Allow pupils to choose the things which they would like to buy.
 Have each child tell how he would ask for the product.
 Permit a different group of children to select pictured items.
 Choose a child to be the neighborhood grocer.
 Let the children role-play shopping for their pictured items.
 Encourage children to use proper identifying words, to speak clearly, and to be polite.

Use objects and pictures.

Show different containers in which foods come.
 Ask pupils to identify containers.
 * Let pupils suggest different kinds of foods which could come in the containers.
 Help pupils understand that many foods must be weighed after they are put in bags, therefore, we buy those foods by the pound.
 Allow pupils to tell how they would ask for potatoes, vinegar, salt, sodas, frozen foods.
 Help pupils understand that sometimes we use package when asking for items which are sold in boxes.
 Use frozen foods as an example.
 Distribute pictures of items similar to the ones discussed.
 Ask each child to role-play going to the neighborhood store to purchase an item.
 Encourage pupils to be pleasant and polite.

Use direct experiences.

Guide pupils in finding out how many potatoes they would get for a dollar.
 Display a scale.

TEACHING PROCEDURES

MATERIALS

the things which they would like to buy.
 how he would ask for the product.
 group of children to select pictured items.
 the neighborhood grocer.
 play shopping for their pictured items.
 to use proper identifying words, to speak clearly and in sen-
 polite.

ers in which foods come.
 containers.
 different kinds of foods which could come in the food containers.
 and that many foods must be weighed after they are placed in
 e buy those foods by the pound.
 how they would ask for potatoes, vinegar, soup, mayonnaise,
 n foods.
 and that sometimes we use package when asking for foods that
 n example.
 items similar to the ones discussed.
 e-play going to the neighborhood store to purchase his pictured
 be pleasant and polite.

g out how many potatoes they would get for a pound.

Pictures, continued

bunch of carrots
 bag of potato chips
 bar of candy
 bar of soap
 carton of sodas
 roll of paper towels

Pocket chart

Food containers:

bag
 boxes of different sizes and
 shapes
 bottle
 jar
 can
 carton

Large mounted pictures of potatoes,
 vinegar, sodas, soup, mayon-
 naise, salt, frozen peas

Smaller mounted pictures of prod-
 ucts packaged in containers
 listed

Scale

Big, medium, and little potatoes
 Apples (about four)
 Oranges (about four)

SKILLS	TEACHING PROCEDURES
<p>Following Directions</p>	<p>Let children weigh potatoes to try to make a pound. Help children discover that the size of the potato can change the weight which would be in one pound. Invite pupils to try to find a pound of apples; oranges. Divide the fruit among the children and give everyone a treat. Encourage each child to decide whether a pound of food would be enough for his family.</p> <p>Use trips. Take a trip to the grocery store. Have pupils find and identify areas in which different kinds of food are sold. Permit a child, previously selected by the class, to buy something for Halloween activities or canned goods to be placed in the Christmas basket.</p> <p>Use a teacher-made tape or give oral directions.</p> <p>Allow each child to select an object or objects for which directions are given orally by the teacher. Be sure children are familiar with the names of objects. Include sentences with one or two place phrases. Example: Put the eraser <u>on a desk in the back of the room</u>. Place the ball <u>on the floor under your desk</u>.</p> <p>Use words that refer to color, size, shape, number. Example: Put the <u>two yellow</u> pencils in the pencil box. Put the <u>long red</u> pencil in your desk.</p> <p>Use more descriptive words. Example: Place the <u>shiny</u> piece of paper on the big table. Take the <u>crumpled</u> piece of paper and put it in the trash can.</p>

TEACHING PROCEDURES

MATERIALS

potatoes to try to make a pound.
 er that the size of the potato can change the number of potatoes
 one pound.
 find a pound of apples; oranges.
 g the children and give everyone a treat.
 d to decide whether a pound of food would be much food for his

cery store.
 identify areas in which different kinds of foods are located.
 ously selected by the class, to buy something such as a pumpkin
 activities or canned goods to be placed in a Thanksgiving or

e or give oral directions.

elect an object or objects for which directions are given on tape
 y the teacher.

e familiar with the names of objects.

th one or two place phrases.

e eraser on a desk in the back of the room.

he ball on the floor under your desk.

r to color, size, shape, number.

e two yellow pencils in the pencil box.

e long red pencil in your desk.

e words.

he shiny piece of paper on the big table.

he crumpled piece of paper and put it in the trash basket.

Familiar, non-breakable, safe ob-
 jects such as plastic toys and
 classroom materials

Teacher-made tape of directions
 for the children to follow
 Tape recorder

or

Cards with specific directions for
 the teacher to read

SKILLS	TEACHING PROCEDURES
<p>Enjoying Literature</p>	<p>Encourage children to give simple one-step directions for the class or for an individual.</p> <p>Examples: Clap your hands like this. John, run to the door. Touch your toes. Get a book from the library, Michael.</p> <p>Instruct children to listen carefully to find out whether directions are for the class or for an individual.</p> <p>Encourage a shy child to whisper directions for the class to follow. Guide the class in recognizing the value of looking at and listening to directions before speaking.</p> <p>Use role-playing situations.</p> <p>Examples: Suggest three items for a child to buy at the grocery store. Direct a child to borrow a specific title at the library. Give a child a message over the telephone for Mother. Give a pupil a message to relay to the principal.</p> <p>Use a film, <u>Mike Mulligan and His Steam Shovel</u>.</p> <p>Suggest that pupils watch the film and enjoy its story and pictures. Encourage discussion by asking questions, such as: What part of the story did you find most exciting? Why was it so difficult for Mike Mulligan to find work to do? Why was Mike digging a hole? How was the steam shovel finally used? Which scene do you remember most clearly?</p>

TEACHING PROCEDURES

Give simple one-step directions for the others to follow.

this.

library, Michael.

Be careful to find out whether directions are for the whole class or for an individual.

Give whisper directions for the class to follow.

Recognizing the value of looking at and listening to the person giving directions.

Ask a child to buy at the grocery store.

Ask for a specific title at the library.

Ask to leave the telephone for Mother.

Ask to relay to the principal.

Mike Mulligan and His Steam Shovel.

Watch the film and enjoy its story and pictures.

Ask questions, such as:

Why did you find most exciting?

What did Mike Mulligan find work to do?

How did he dig a hole?

When was the shovel finally used?

What do you remember most clearly?

MATERIALS



Cards for the teacher to be used in providing children with directions for role-playing situations

Film:

Public Schools of the District of Columbia. Catalogue of Audio-visual Materials. Washington, D. C.: Board of Education, 1964.

863: Mike Mulligan and His Steam Shovel

SKILLS	TEACHING PROCEDURES
<p>Building Concepts and Vocabulary about Construction and Construction Workers</p>	<p>Use pictures.</p> <p>Show pictures of machines used for construction purposes. Discuss the machines and the work done by each. Be sure children learn names, such as: <u>steam shovel</u>, <u>power cement mixer</u>, and <u>crane</u>.</p> <p>Ask questions, such as:</p> <ul style="list-style-type: none"> Which machine digs up the earth? What carries the dirt away? Which machine mixes and pours the concrete? Which machine lifts or lowers heavy weights? <p>Help pupils realize that shovels and wheelbarrows are simple manner similar to that in which power shovels and dump trucks work.</p> <p>Guide pupils in understanding the advantages of the power shovel in terms of saving time and labor.</p> <p>Take pupils to a construction project, if possible.</p> <p>Ask children to notice machines being used and the work being done.</p> <p>Use a record, <u>Build Me A House</u>.</p> <p>Show a picture of a house and a plot of land.</p> <p>Label the picture of the empty lot with the word <u>before</u>.</p> <p>Label the picture with the house - <u>after</u>.</p> <p>Ask pupils to suggest things which had to take place in between.</p> <p>Show a picture of a building under construction, if necessary, to guide their thinking.</p> <p>Encourage pupils to give as much information as possible concerning machines, tools, and materials used; workers needed.</p> <p>Ask pupils to listen to the record, <u>Build Me A House</u> for enjoyment and view of steps involved in building a house.</p>

TEACHING PROCEDURES	MATERIALS
<p>s used for construction purposes. l the work done by each. names, such as: <u>steam shovel</u>, <u>power shovel</u>, <u>dump truck</u>, <u>line</u>.</p> <p>p the earth? away? and pours the concrete? r lowers heavy weights? shovels and wheelbarrows are simple machines used in a at in which power shovels and dump trucks are used. standing the advantages of the power shovel and dump truck in and labor. ction project, if possible. achines being used and the work being done by each.</p> <p>ouse.</p> <p>e and a plot of land. empty lot with the word <u>before</u>. e house - <u>after</u>. ings which had to take place in between the two periods. building under construction, if necessary, to guide pupils in ve as much information as possible concerning steps taken; materials used; workers needed. he record, <u>Build Me A House</u> for enjoyment and for an over- ed in building a house.</p>	<p><u>Pictures:</u> steam shovel (power shovel) crane dump truck cement mixer wheelbarrow shovel</p> <p><u>Refer to:</u> Russell, David H., Clymer, The- odore W., and Christenson, Ber- nice M. <u>Building Pre-Reading</u> <u>Skills Kit A Language</u>. Ginn and Co., New York: 1965. Pictures: S-(31-38)</p> <p><u>Recording:</u> <u>Build Me A House</u>. 78 rpm Children's Record Guild, New York.</p> <p><u>Pictures:</u> house plot of land building under construction</p> <p>See Ginn Language Kit Pictures: L-6 S-(31-38)</p>

SKILLS

TEACHING PROCEDURES

Guide pupils in discussing fanciful elements found in the story.
Replay the record so that pupils may listen in order to supply original concepts.

Show flannel cut-outs as pupils recall workers mentioned on the record.
Guide pupils in using appropriate vocabulary, as: steam shovel, cement mixer, construction workers, crane, steel helmets, soot, carpenter, woodwork, plumber, electrician, painter, wiring.
took place between the empty lot and the finished house.

Use flannel board materials.

Place flannel-backed cut-outs of community workers on one side of the board.

Allow pupils to earn a cut-out by identifying a worker and describing his part in the construction of a building.

Ask pupils to replace workers, in the order in which their services were required, across the top of the flannel board.



- Use the pictures to help pupils make a chart revealing steps in building.

Show pictures of machines, tools, or products requiring repair or maintenance by workers.

Stimulate pupils to pretend they are the workers.

Ask each "worker" to select a picture and explain either how he used the tool, or material, or why his job made use of a product possibly made by another worker.

TEACHING PROCEDURES	MATERIALS
<p>fanciful elements found in the story. that pupils may listen in order to supplement or correct pupils recall workers mentioned on the record. appropriate vocabulary, as: <u>steam shovel</u>, <u>power shovel</u>, <u>construction workers</u>, <u>crane</u>, <u>steel helmets</u>, <u>scaffold</u>, <u>bricklayer</u>, <u>plumber</u>, <u>electrician</u>, <u>painter</u>, <u>wiring</u> - as they tell what empty lot and the finished house.</p> <p>cut-outs of community workers on one side of the flannel cut-out by identifying a worker and describing briefly his n of a building. workers, in the order in which their services might be re- of the flannel board. pupils make a chart revealing steps in building a house. s, tools, or products requiring repair or installation by the d they are the workers. select a picture and explain either how he uses the machine, why his job made use of a product possible.</p>	<p>Instructo Products Co. Philadel- phia. "Community Workers" - #151 Flannel board Instructo Products Co. Philadel- phia "Community Workers" - #151 Flannel board <u>Pictures:</u> steam shovel door mound of dirt pipes cement mixer furnace crane bathroom bricks kitchen hammer radio nails toaster plane television saw washing scaffold machine paint brush refrigerator wrench lighting fixture ladder radiator paint</p>

SKILLS	TEACHING PROCEDURES
 <p data-bbox="230 1435 577 1530">Classifying Information and Forming Generalizations</p>	<p data-bbox="782 1042 1708 1101">Let pupils draw pictures of the workers to use as stick puppets for class to interview.</p> <p data-bbox="782 1106 1708 1137">Guide pupils in formulating questions for interviews, such as:</p> <ul data-bbox="828 1142 1571 1304" style="list-style-type: none"> Tell us about your work, Mr. Community Worker. What machines (tools, materials) do you use? How do you use them? Why is your work important? Why do you like your work? <p data-bbox="782 1339 1708 1399">Encourage pupils to invite members of their families who will visit and tell about their work.</p> <p data-bbox="731 1435 1417 1466">Use a "picture gallery" of goods and services.</p>
	<p data-bbox="782 1501 1374 1532">Direct pupils' attention to the "gallery."</p> <p data-bbox="782 1537 1708 1596">Ask them to study pictures carefully to find those which show <u>services</u> for which their families spend money.</p> <p data-bbox="782 1601 1503 1632">Give pupils time to classify the entire collection.</p> <p data-bbox="782 1637 1682 1668">Say: "I wonder how families spend their <u>earnings</u> or money?"</p> <p data-bbox="876 1673 1708 1704">Did you discover any ideas about this from our picture gallery?"</p> <p data-bbox="782 1708 1708 1739">Allow some of the pupils to explain one way in which their families spend money.</p> <p data-bbox="782 1744 1682 1775">Emphasize clarity of speech and ideas throughout the lesson.</p> <p data-bbox="782 1780 1545 1811">Correlate similarities of the needs among families.</p> <p data-bbox="782 1815 1708 1875">Draw pupils' attention to the "picture gallery" to add information about the problem of how families spend their money.</p> <p data-bbox="782 1880 1682 1911">Help pupils realize that certain family needs can be grouped.</p> <p data-bbox="782 1915 1212 1946">Point to the pictures and say:</p> <ul data-bbox="828 1951 1639 2011" style="list-style-type: none"> "We eat these products; apples, milk, meat, and bread. What would you call things we eat?"

TEACHING PROCEDURES

MATERIALS

pictures of the workers to use as stick puppets for members of the
view.
formulating questions for interviews, such as:
your work, Mr. Community Worker.
s (tools, materials) do you use?
e them?
work important?
ke your work?

to invite members of their families who work in construction to
about their work.

y" of goods and services.

ention to the "gallery."

y pictures carefully to find those which show goods and those which
s for which their families spend money.

to classify the entire collection.

ow families spend their earnings or money?

discover any ideas about this from our picture gallery?"

e pupils to explain one way in which their families spend money.

y of speech and ideas throughout the lesson.

rities of the needs among families.

ention to the "picture gallery" to add information and answers to the

ow families spend their money.

ize that certain family needs can be grouped.

ures and say:

s products; apples, milk, meat, and bread.

you call things we eat?"

Drawing paper
Crayons
Support to affix to puppet
Scissors

"Picture Gallery"

Goods

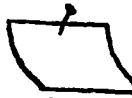
foods
furniture
toys
clothing

Services


(Pictures showing
work of -)
doctor
dentist
nurse
sanitation worker
custodian
teacher
painter
mechanic
postman
dry cleaners
school helpers


Producers of Goods

baker
farmer

SKILLS	TEACHING PROCEDURES
<p>Hearing Patterns of Language</p>	<p>Have pupils identify and collect all pictures of foods. Ask: "Can you now tell one thing for which all families spend money? Follow the same procedure to group pictures of furniture, clothing, etc.</p> <p>Use role-playing and structured language.</p> <p>Provide opportunities for role-playing and structured language. Collect and mount on small cards (3x5) illustrations of services and occupations. Use these in a variety of imaginative situations, such as: "Play store," "Choose and Tell," "Are You a Producer of Goods or Services?" to reinforce and provide maximum use of the new vocabulary. Use a structured pattern of language throughout these games and role-plays. All participants must participate.</p> <p>Example: In "Choose and Tell," all pupils reach into a bag for a picture card. Instruct each child to take a turn to stand, show his card to the class, and say: "This is a baker. He produces goods."</p> <p> Provide a structured pattern such as that above, but accept any form of expression as long as answers are appropriate. Example: "I am a baker. This person produces goods."</p>

TEACHING PROCEDURES	MATERIALS
<p> Select all pictures of foods. "What thing for which all families spend money?" Sort into group pictures of furniture, clothing, and toys. Use language. Role-playing and structured language. Cards (3x5) illustrations of <u>services</u> and <u>goods</u>. Imaginative situations, such as: "Find and Tell," "Are You a Producer of Goods or Services?" Maximum use of the new vocabulary. Use of language throughout these games and have every child </p> <p> Pupils reach into a bag for a picture card. Pupils turn to stand, show his card to the class; and say: </p> <p> Pattern such as that above, but accept pupils' variations if answers are appropriate. Example: "I have a picture of a goods." </p>	<p> Cards for each child with illustrations of goods and services Container, decorated, for the picture collection </p>

SKILLS	TEACHING PROCEDURES															
Building and Enriching Vocabulary	<p>Permit pupils to build a toy store to make "purchases."</p> <p>Guide pupils in the use of the following words during their play store</p> <table><tr><td>bought</td><td>clerk</td><td>ite</td></tr><tr><td>purchased</td><td>cost</td><td>pr</td></tr><tr><td>fruits</td><td>producer</td><td>veg</td></tr><tr><td>manager</td><td>beverage</td><td>car</td></tr><tr><td>dairy products</td><td>packaged goods</td><td></td></tr></table>	bought	clerk	ite	purchased	cost	pr	fruits	producer	veg	manager	beverage	car	dairy products	packaged goods	
bought	clerk	ite														
purchased	cost	pr														
fruits	producer	veg														
manager	beverage	car														
dairy products	packaged goods															
	<p>Simply constructed hats stimulate pupils' imaginations and boost realism during role-playing and dramatics. All that is required of paper with various designs, symbols, or pictures attached at the new tissues on the headband after <u>each</u> pupil's use of it.</p> <p>Example:</p> <div></div> <p>policeman's</p>															
	<p>These lessons readily lead to further studies to enlarge understanding and increase vocabularies concerning:</p> <p><u>Thrift</u> (Savings - U. S. Saving Stamp)</p> <p><u>Conservation</u> (Careful use of material curtails the waste of materials for the replacement of materials wasted.)</p> <p><u>Budget</u> Use play money for coin recognition. Place items in "store." Place a coin beside each item with its cost. Have pupils discover that they can purchase only those items for which they have money. They must keep a <u>balance</u> of the money they have and the things they want to buy.</p>															



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ING PROCEDURES	MATERIALS										
<p>make "purchases."</p> <p>ing words during their play store experience:</p> <table border="0"> <tr> <td>clerk</td><td>items</td></tr> <tr> <td>ost</td><td>prices</td></tr> <tr> <td>roducer</td><td>vegetables</td></tr> <tr> <td>verage</td><td>canned goods</td></tr> <tr> <td>ackaged goods</td><td></td></tr> </table> <p>ate pupils' imaginations and boost the aspect of d dramatics. All that is required is a headband symbols, or pictures attached at the front. Put er <u>each</u> pupil's use of it.</p> <p>policeman's hat</p> <p>urther studies to enlarge understandings and in- g Stamp)</p> <p>of material curtails the waste of earned money ement of materials wasted.)</p> <p>coin recognition.</p> <p>re." Place a coin beside each item to represent s discover that they can purchase only things for oney. They must keep a <u>balance</u> between the the things they want to buy.</p>	clerk	items	ost	prices	roducer	vegetables	verage	canned goods	ackaged goods		<p>Hats</p> <p>tagboard strips</p> <p>colored construction paper</p> <p>stapler and staples</p> <p>Refer to:</p> <p>Public School of the District of Columbia. <u>The Economy We Live</u> By. Board of Education Wash- ington, D. C.: 1962. 10 pp.</p> <p>Film:</p> <p><u>It Pays to Save.</u> McGraw-Hill Co., Textbook Film Department 330 W. 42nd St., New York, N. Y.</p>
clerk	items										
ost	prices										
roducer	vegetables										
verage	canned goods										
ackaged goods											

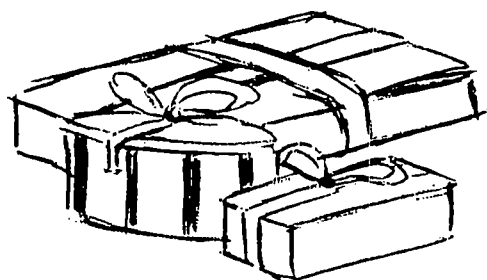
SKILLS	TEACHING PROCEDURES
<p>Answering Specific Questions</p>	<p>Use a roving reporter technique:</p> <p>Place a class-made TV screen on a desk in the front of the room. Invite children to appear on the TV Question Box Show. Permit each child selected to participate to draw a slip from the box. Ask each pupil to answer the questions read to him clearly and briefly. Introduce an interviewee. Create a purpose for the interview. Include sets of questions, such as:</p> <ul style="list-style-type: none"> Why does your Father (Mother) need to work? Why must the children in your family help with the work at home? How can you care for things at home? <p>Tape answers. Have the class evaluate how well questions were answered. Vary by moving around the room to interview pupils.</p>
<p>Perceiving Relationships</p>	<p>Use a storytelling technique:</p> <p>Create a story about an animal who invited all of his friends to a dinner. Identify each friend and tell the home which he left to go to the dinner. Place each home on the blackboard ledge and each animal on the ledge each is mentioned in the story. Provide opportunity for some of the children to name the homes on the board. Ask the other pupils to rename the homes. Continue the story by pretending that it grew dark and friends were unable to find their way home. Have the dinner host call upon <u>Lost and Found</u> in the Police Department.</p>

TEACHING PROCEDURES	MATERIALS																										
<p>ique:</p> <p>screen on a desk in the front of the room. on the TV Question Box Show. ed to participate to draw a slip from the Question Box. the questions read to him clearly and thoughtfully.</p> <p>interview. . such as: r (Mother) need to work? n in your family help with the work at home? r things at home?</p> <p>how well questions were answered. the room to interview pupils.</p> <p>:</p> <p>animal who invited all of his friends to dinner. tell the home which he left to go to the party. e blackboard ledge and each animal on the flannel board as the story. r some of the children to name the friends on the flannel rename the homes. pretending that it grew dark and friends at the party were un- y home. all upon <u>Lost and Found</u> in the Police Department for assist-</p>	<p>TV screen (See directions for making on p. 9 of this guide.)</p> <p>Question Box Slips with sets of questions</p> <p>Tape Tape recorder Microphone</p> <p>Flannel board Felt cut-outs of dinner guests Homes drawn on cards:</p> <table> <tr> <td>king</td><td>palace</td></tr> <tr> <td>cow</td><td>barn</td></tr> <tr> <td>bird</td><td>nest</td></tr> <tr> <td>frog</td><td>pond</td></tr> <tr> <td>grasshopper</td><td>grass</td></tr> <tr> <td>Indian</td><td>wigwam</td></tr> <tr> <td>dog</td><td>doghouse</td></tr> <tr> <td>fish</td><td>bowl</td></tr> <tr> <td>mouse</td><td>hole in the wall</td></tr> <tr> <td>worm</td><td>hole in the ground</td></tr> <tr> <td>hen</td><td>henhouse (coop)</td></tr> <tr> <td>squirrel</td><td>hole in the tree</td></tr> <tr> <td>bee</td><td>beehive</td></tr> </table>	king	palace	cow	barn	bird	nest	frog	pond	grasshopper	grass	Indian	wigwam	dog	doghouse	fish	bowl	mouse	hole in the wall	worm	hole in the ground	hen	henhouse (coop)	squirrel	hole in the tree	bee	beehive
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SKILLS

TEACHING PROCEDURES

Listening for Details



Involve members of the class as assistant detectives.
 Ask pupils to put on imaginary policemen's caps and badges.
 Have the pupils retrieve their imaginary magnifying glasses from desk drawers.
 Permit detectives to identify homes on the ledge by saying:
 "Here is the _____ (name a home) _____."
 Where is the _____ (friend who belongs in the home) _____?"
 Permit other detectives to answer:
 I have the _____ (name friend) _____."
 Ask the detective to place the friend safely in its home by affixing to the piece of felt on the card with the home.

Use "surprise packages."

Give children little packages or pictures made to look like presents.
 Allow each child to look at his picture or item in his package.
 Say: "Here are some surprise packages.
 You may look at yours, but do not show it to anyone else.
 I will tell three things.
 If you think I am talking about your package, you may open your package. It is a _____."
 Give clues that will fit only one surprise.
 Example: I am looking for something to wear.
 You wear them on your feet.
 You put them on before you put on your shoes.
 Help children understand that all sentences are helpful, but that the first sentence makes them know that the surprise is a pair of socks - not shoes.
 Encourage children to tell how they knew their surprise package was _____



Later let pupils create three-sentence riddles about the present.

CHING PROCEDURES

MATERIALS

as assistant detectives.
 policemen's caps and badges.
 imaginary magnifying glasses from their imaginary
 homes on the ledge by saying:
 (ome)
 o belongs in the home) ?"
 iver:

friend safely in its home by affixing the flannel figure
 card with the home.

or pictures made to look like presents.
 picture or item in his package.
 e packages.
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talking about your package, you may say, 'I have that
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he surprise.
 something to wear.
 on your feet.

n before you put on your shoes.
 at all sentences are helpful, but that the last sentence
 the surprise is a pair of socks - not the boots or the
 w they knew their surprise package was being described.
 three-sentence riddles about the presents they received.

Sample of card with home



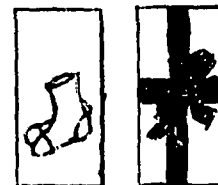
Small packages with items such as:

Doll clothes, furniture
 Plastic foods, eating utensils
 Plastic tools
 Toy car, plane, truck, bus
 Small ball

or

Picture of

Clothing
 Furniture
 pieces
 Kitchen
 utensils
 Tools
 Foods
 Toys
 Animals



front back

SKILLS	TEACHING PROCEDURES
<p>Hearing Details Selecting Pertinent Information Following Directions Classifying</p>	<p>• Place cut-out figures representing a farmer, a zoo keeper, and a boy of a pocket chart. Use strips to divide the pocket chart into three separate areas. Identify the figures at the top of the chart and explain that each has a lost animal and needs help in finding them. Distribute pictures of farm animals, zoo animals, and pets among children. Ask each child to listen carefully, look at his animal, and think of a clue. When a descriptive clue is read. Read descriptions including physical characteristics and/or habits and no names. Ask children to listen carefully only as long as they feel that their animal is the lost one.</p> <p>Example: Clue one - This animal runs very fast.</p> <p>Be sure all children with animals that run fast continue listening. Permit children who have animals that usually move slowly to turn over. (These pupils need no longer give close attention to further clues.) Continue giving the other clues. Tell children if the description fits their animal, they may pretend to find it and may return it to the proper owner. Be sure children give sentences identifying the owner and naming the animal they return missing animals. Check the animal against facts presented as quickly as possible. Ask the child to place the pictured animal in the pocket chart under the name of the owner looking for it.</p> <p>Allow pupils, during subsequent lessons, to tell how they knew the missing animal.</p>

TEACHING PROCEDURES

presenting a farmer, a zoo keeper, and a boy across the top of the pocket chart into three separate areas. On the top of the chart and explain that each has lost his animals and is looking for them. Sort out farm animals, zoo animals, and pets among children. Then carefully, look at his animal, and think about it as each child reads. Reading physical characteristics and/or habits of animals, but not carefully only as long as they feel that their animal could be identified. This animal runs very fast. When animals that run fast continue listening. Give animals that usually move slowly to turn their pictures over. (They need no longer give close attention to further clues.) When clues are given. If a description fits their animal, they may pretend that they have found it to the proper owner. Read sentences identifying the owner and naming the animal before the animal is found. Read facts presented as quickly as possible. Put the pictured animal in the pocket chart under the one who was missing. In subsequent lessons, to tell how they knew the missing animal.

MATERIALS

Cut-outs:

farmer
zoo keeper
boy

Pocket chart divided into three columns

Pictures for each child including:

farm animals
zoo animals
pets (for city children)

Cards with pre-written facts for teacher to read as clues

Sample:

I've lost one of my animals.
He runs very fast.
He likes to eat leaves and twigs.
His long neck and legs make him very tall.
He is covered with big red-dish spots.



Tapes with descriptions would provide the teacher with more time to observe pupil response more carefully.

SKILLS	TEACHING PROCEDURES
<p>Building, Enriching, and Expanding Vocabulary</p>	<p>Prepare for a trip.</p> <p>Example: Preparation for a walk along Sammy Squirrel's Trail</p> <p>Have children stand and pretend to be trees. Suggest that the children think of their bodies as <u>trunks</u> that Ask children to raise their arms to form the <u>limbs</u> on trees. Let them flutter fingers like <u>leaves</u>. Encourage pupils to <u>sway</u> as the wind blows through. Permit pupils to sit. Ask what the sun does. Invite a number of children to move together in the form of a <u>forest</u>. Have one child stand or stoop within the forest and one stand Let another child stand on a chair and pretend to be the sun. Have pupils tell which child would get more heat from the forest, or the one outside. Have children explain why less heat would get into the forest. Have pupils decide which child would get more light. Encourage pupils to use the words <u>cool</u> and <u>dark</u> to describe Ask pupils to tell some of the things they will expect to see w path in the woodland at the Nature Center. Emphasize seasonal aspects as characterized by plant life an Help pupils understand that plant and animal life in the wood season. Show seasonal pictures. Have pupils select the picture most representative of conditi pect to find during their trip.</p>

TEACHING PROCEDURES	MATERIALS
<p>a walk along Sammy Squirrel's Trail at the Nature Center.</p> <p>pretend to be trees.</p> <p>think of their bodies as <u>trunks</u> that are straight and tall.</p> <p>arms to form the <u>limbs</u> on trees.</p> <p>like <u>leaves</u>.</p> <p>as the wind blows through.</p> <p>children to move together in the front of the room to form a</p> <p>loop within the forest and one stand outside.</p> <p>a chair and pretend to be the sun.</p> <p>child would get more heat from the sun — the one in the</p> <p>side.</p> <p>less heat would get into the forest.</p> <p>child would get more light.</p> <p>the words <u>cool</u> and <u>dark</u> to describe the forest.</p> <p>the things they will expect to see when they walk along the</p> <p>the Nature Center.</p> <p>ets as characterized by plant life and animal activity.</p> <p>that plant and animal life in the woodland vary according to</p> <p>ecture most representative of conditions which they will ex-</p> <p>er trip.</p>	<p>Chair</p> <p>Seasonal pictures showing woodland plants and animal activity</p> <p>See also:</p> <p>Public Schools of the District of Columbia.</p> <p><u>Catalogue of Audio-Visual Materials</u>. Washington, D. C.: Board of Education, 1964.</p> <p><u>Filmstrips:</u></p> <p>477 - <u>Animal Homes</u></p> <p>138 - <u>Common Animals of the Woods</u></p> <p><u>Films:</u></p> <p>1418 - <u>Fall Brings Changes</u></p> <p>1370 - <u>Spring Brings Changes</u></p> <p>115 - <u>Common Animals of the Woods</u></p>

SKILLS	TEACHING PROCEDURES
<p>Enjoying a Poem Associating Seasons with Their Characterizing Features</p>	<p>Use a poem, "Four Seasons," by Rowena Bastin Bennett.</p> <p>Place four color swatches on the flannel board — a light green, a brown one, a brown swatch, and a white one.</p> <p>Allow pupils to select the one which they like best and to describe the feelings which the color suggests.</p> <p>Ask children to listen to the poem to find out what ideas the color suggests to the poet.</p> <p>Read the poem, "Four Seasons."</p> <p>Guide pupils in associating the colors with the appropriate seasons.</p> <p>Help pupils interpret <u>why</u> the color is representative of the seasons.</p> <p>Help fasten associations in the children's minds by distributing names among the children.</p> <p>Ask nine children — three with light green, three with multicolored, and three with brown ribbons — to represent spring, summer, and fall, respectively.</p> <p>Give three boys white arm bands.</p> <p>Ask the boys to represent winter.</p> <p>Ask children to group themselves in the front of the room according to the season which they represent.</p>
<p>Making Proper Associations of Months and Seasons</p>	<p>Have individual members of the class identify each group of seasons.</p> <p>Tell pupils that there are three children in each group because each group represents three months.</p> <p>Help pupils to rename children in each season with names of months.</p> <p>Have a number of the class name a season.</p> <p>Ask "months" in the season to identify themselves, in order, and to describe the season in which they are doing so.</p> <p>Ask "months" to return to their seats after all in the season have identified themselves.</p> <p>Have individual pupils in the class name the month in which they are representing the season in which the month occurs.</p>

TEACHING PROCEDURES

by Rowena Bastin Bennett.

es on the flannel board — a light green swatch, a multi-
watch, and a white one.

one which they like best and to describe pictures or feel-
ggests.

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present spring, summer, and fall, respectively.

n bands.

winter.

emselves in the front of the room according to the seasons

of the class identify each group of seasons.

re three children in each group because each season has

ldren in each season with names of months for the season.

s name a season.

on to identify themselves, in order, and to stoop down after

their seats after all in the season have named themselves.

the class name the month in which they were born and tell
e month occurs.

MATERIALS

Field Enterprises

Educational Corporation.

Childcraft, The How and Why
Library. Vol. 1, Chicago: 1964.

p. 54.

Swatches of flannel-backed con-
struction paper

light green

multicolored

brown

white

Flannel board

Colored ribbon

3 light green

3 multicolored

3 brown

3 white armbands

SKILLS	TEACHING PROCEDURES
<p>Enjoying a Poem Associating Character- izing Features with Appropriate Seasons</p>	<p>Read the poem, "Trees" by Harry Behn. Place flannel-backed pictures on the flannel board to highlight ideas. Encourage children to use the pictures to help them recall some of the things the poet describes trees as the kindest things he knows. Guide pupils in understanding that the term <u>bough</u> of a tree is used by poets when they speak of a <u>branch</u> or <u>limb of a tree</u>. Ask children to find pictured objects which suggest a special season. Ask the children to tell why the picture suggests spring, summer, autumn, or winter. Invite pupils to think of reasons which the author could have given for why trees are kind during the winter. Repeat the poem frequently using flannel-backed visual material. Children wishing to memorize the poem will be able to do so easily.</p> <p>Use the sound filmstrip, <u>A Tree Is Nice</u>, or read the book of the same title.</p>

TEACHING PROCEDURES	MATERIALS
<p>try Behn.</p> <p>on the flannel board to highlight ideas in the poem.</p> <p>pictures to help them recall some of the reasons why the kindest things he knows.</p> <p>that the term <u>bough of a tree</u> is an expression often used to speak of a <u>branch</u> or <u>limb of a tree</u>.</p> <p>jects which suggest a special season of the year.</p> <p>picture suggests spring, summer, or fall.</p> <p>s which the author could have given to show that trees</p> <p>using flannel-backed visual materials so that pupils will be able to do so easily.</p> <p><u>A Tree Is Nice</u>, or read the book of the same title.</p>	<p>Field Enterprises Educational Corporation. <u>Childcraft, The How and Why Library</u>. Vol. 1, Chicago: 1964. p. 122.</p> <p>Flannel board</p> <p><u>Flannel-backed pictures:</u></p> <ul style="list-style-type: none"> cow at rest under the shade of a tree baby birds in a nest in a tree fruit (which grows on a tree) house fall leaves budding twigs sun rising over the horizon with tree in foreground of picture tree at twilight (tree appearing through window of a sleeping child) <p>Public Schools of the District of Columbia. Catalogue of Audio-Visual Materials. Board of Education, Washington, D. C.: 1964.</p> <p><u>Filmstrip:</u></p> <p>1804 - <u>A Tree Is Nice</u></p> <p>or</p> <p>Udry, Janice May. <u>A Tree Is Nice</u>. Harper and Row, New York: 1956.</p>

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Level I: Speaking Skills

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SPEAKING	Develop Ability To Select Subjects For Discussion Conversation Of Mutual Interest And Value
SKILLS	TEACHING PROCEDURES
Building Standards	<p>Remind pupils that when they sing, they use sweet singing voice secret, they use a little whispering voice.</p> <p>Ask pupils what kind of voice they should use when they are speaking.</p> <p>Guide pupils in understanding that they should speak so that they can be heard easily.</p> <p>Let pupils adjust the volume of a radio until it can be enjoyed by everyone.</p> <p>Ask a pupil to pretend that he is on radio.</p> <p>Place a big button with the numbers 1 2 3 in front of the child.</p> <p>Ask the child to say "Hello" very softly when the knob or arrow is turned to 1.</p> <p>Ask him to speak with a voice big enough for a small group to hear when the knob is turned to 2.</p> <p>Suggest that the child push his voice across the room so that all can hear when the knob is on 3.</p> <p>Show a picture of children eagerly looking at something.</p> <p>Ask why everyone seems so attentive.</p> <p>Use questions, such as:</p> <p>What do you think the children are watching?</p> <p>How do you know they are enjoying themselves?</p> <p>Suggest that the children must be very interested.</p> <p>Encourage children to name things which they enjoy using or doing.</p> <p>Encourage children to mention places where they have been.</p> <p>Suggest that they are good ideas to use when trying to find something that will be of interest to our classmates.</p> <p>Guide pupils in setting up two standards:</p> <p>Tell something interesting.</p> <p>Speak so that all can hear.</p> <p>Refer briefly to skills of <u>standing tall</u> and <u>looking at the group</u>.</p>

Ability To Select Subjects For Discussion And
Conversation Of Mutual Interest And Value

SPEAKING

TEACHING PROCEDURES

MATERIALS

They sing, they use sweet singing voices; when they have a
whispering voice.
Be they should use when they are speaking to the class.
Singing that they should speak so that everyone can hear

Use of a radio until it can be enjoyed by all.
The is on radio.

Numbers 1 2 3 in front of the child.

Very softly when the knob or arrow is turned to 1.

Voice big enough for a small group to hear when the knob is

On his voice across the room so that all can hear when the

Eagerly looking at something.
Too attentive.

Children are watching?

Are enjoying themselves?

Must be very interested.

Some things which they enjoy using or doing at home or to
They have been.

Ideas to use when trying to find something to share which
For classmates.

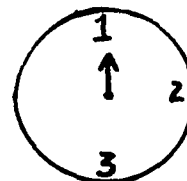
Two standards:

ing.

ar.

standing tall and looking at the group.

Radio (or recording and player)
Button



Picture: children looking eagerly at
something

SKILLS	TEACHING PROCEDURES
<p>Organizing Ideas</p> <p>Making Statements</p>	<p>Use a puppet.</p> <p>Introduce a happy puppet to the class.</p> <p>Invite pupils to greet the puppet by name.</p> <p>Let him announce that he has brought his favorite toy with him because that this class was going to learn about toys.</p> <p>Allow the puppet to display his lasso rope. He may say:</p> <p>"I like to play cowboys.</p> <p>See I brought my lasso, see?</p> <p>My friend, Billy, pretends he's the cow and I lasso him.</p> <p>I'm always very careful when I lasso Billy.</p> <p>Can you think of any reasons why I try to be careful?</p> <p>You're right. I never want to hit Billy in his eyes or choke him with my lasso.</p> <p>We don't want to hit or trip up anyone with our ropes either. safely.</p> <p>Do you have a favorite toy?</p> <p>If I sit right here, would you tell me about your toy and how you (Set puppet in view, nearby.)</p> <p>Will you talk so that I can hear you over here?"</p> <p>Guide the pupils in thinking of two ideas to tell - the name of their toy and use it.</p> <p>Remind them to speak clearly so that their puppet friend will hear even if he is far away.</p> <p>Make a list of each child's name and his toy as he speaks <u>without</u> a <u>child</u>.</p> <p>Bring the puppet before the class after the last pupil has finished. He may say:</p> <p>"You have many interesting toys.</p> <p>I enjoyed hearing about them.</p> <p>Thank you for allowing me to visit you.</p> <p>I must hurry home now because Billy is waiting.</p> <p>Goodbye."</p>

TEACHING PROCEDURES

MATERIALS

pet to the class.
the puppet by name.
he has brought his favorite toy with him because he discovered
going to learn about toys.
display his lasso rope. He may say:
boys.
Lasso, see?
pretends he's the cow and I lasso him.
careful when I lasso Billy.
any reasons why I try to be careful?
ever want to hit Billy in his eyes or choke him around his neck
to hit or trip up anyone with our ropes either. We try to play
favorite toy?
would you tell me about your toy and how you use it?
(w, nearby.)
that I can hear you over here?"
inking of two ideas to tell - the name of their toy, and how they
clearly so that their puppet friend will hear every word.
child's name and his toy as he speaks without interrupting the
re the class after the last pupil has finished. He may say:
interesting toys.
about them.
owing me to visit you.
he now because Billy is waiting.

Puppet - boy
Lasso
Blackboard or Chart paper
Felt pen

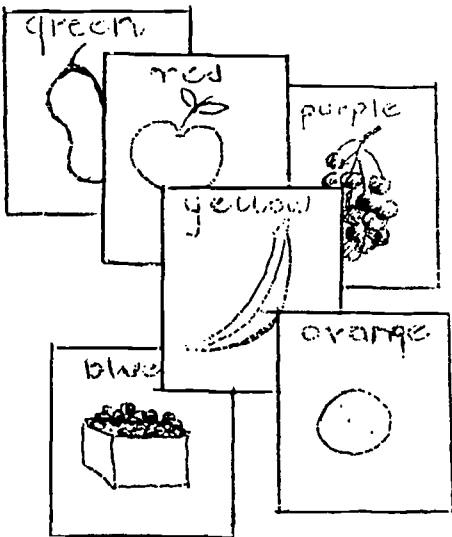
SKILLS	TEACHING PROCEDURES
<p data-bbox="164 1529 564 1625">Organizing and Transferring Thoughts to Oral Language</p> <p data-bbox="164 1830 564 1902">Expressing Ideas in Written Sentences</p>	<p data-bbox="746 1047 1732 1408"> Evaluate with the pupils. Ask questions, such as: Did we think our ideas through before we tried to speak them? How can we keep our thoughts from getting mixed up? Did we hear everyone's ideas clearly? How well did we listen today? Did we follow directions and tell only two ideas - the name of the toy we use it? Show pupils the list of their names and their toys. Advise them that they may find it useful later when they write. Save the chart and place it on display at that time. </p> <p data-bbox="685 1529 1732 1986"> Use a list of pupils' names and toys. Have pupils read the chart. Allow each pupil to state what he will draw. Help each one to formulate a short sentence which may be written as a description of his toy. Examples: These are my skates. I play with a wagon. This is an airplane. Place on the board any words for which the children ask help in spelling. Provide the materials for illustration and for writing the sentences. Be available to give help with the written sentences, if needed. Arrange pictures on a bulletin board but collect and correct them so that they may be rewritten by the pupils before display. </p>

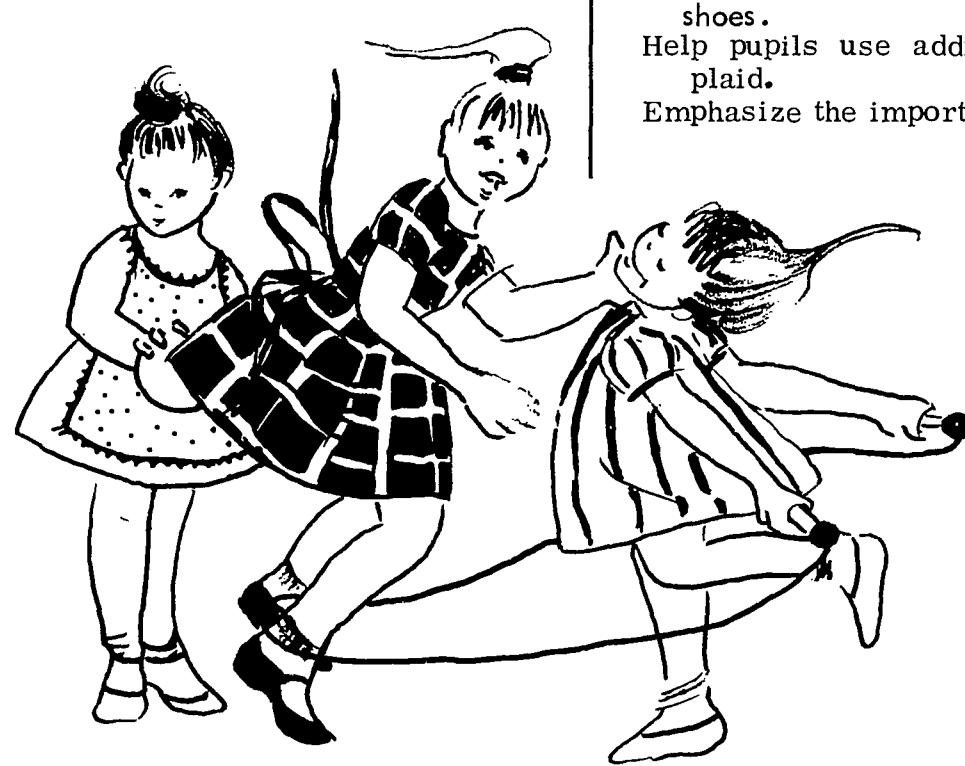
TEACHING PROCEDURES	MATERIALS
<p>pupils. such as: our ideas through before we tried to speak them? ep our thoughts from getting mixed up? everyone's ideas clearly? ve listen today? directions and tell only two ideas - the name of our toy and how e list of their names and their toys. hat they may find it useful later when they write stories. and place it on display at that time.</p> <p>ames and toys.</p> <p>ne chart. o state what he will draw. ormulate a short sentence which may be written about his illustra-</p> <p>These are my skates. I play with a wagon. This is an airplane. any words for which the children ask help in spelling. als for illustration and for writing the sentence. e help with the written sentences, if needed. on a bulletin board but collect and correct the sentences so that y written by the pupils before display.</p>	<p>See lesson on page <u>157</u> .</p> <p><u>Art materials. as:</u> large manila art paper newsprint paints crayons brushes</p> <p>Writing paper Pencils</p> <p>Charts with list of pupils' names and toys</p>

SKILLS	TEACHING PROCEDURES
Developing Sentence Sense	<p>Use a period of "Talk-Time."</p> <p>Display a large picture of children on their way to school. Have the children study the illustration and decide the meaning of the picture. Note those pupils who have difficulty expressing their thoughts in complete sentences. Guide the children in telling how they came to school. Encourage them to name the friends with whom they came. Accept pupils' ideas and redirect their ideas into complete thoughts. Tell them that one day very soon they are going to find out the names of all of their first grade friends. Help pupils prepare to give short personal histories by demonstrating to each pupil how to stand and tell his name and address in a complete sentence. Example: "My name is Jane Jackson. My address is 123 Spring Drive, N. W." Advise the practice of this at home in front of a mirror.</p>
Introducing Self to the Class	<p>Use the tape recorder.</p> <p>Place the tape recorder and microphone in an inconspicuous position in the room in order to avoid pupil tension. Direct pupils to arrange chairs in a circle or rectangle. Tell them that today is the day to discover everyone's full name and address. Explain that each child will have an opportunity to stand and tell his name and address, then walk to the person he selects as next and say, "My name is _____ and my address is _____." The selected child responds "Thank you."</p>

TEACHING PROCEDURES	MATERIALS
<p>e."</p> <p>of children on their way to school.</p> <p>the illustration and decide the meaning of the picture.</p> <p>have difficulty expressing their thoughts in complete sentences.</p> <p>telling how they came to school.</p> <p>the friends with whom they came.</p> <p>and redirect their ideas into complete thoughts.</p> <p>very soon they are going to find out the names and addresses</p> <p>grade friends.</p> <p>to give short personal histories by demonstrating with one</p> <p>and tell his name and address in a complete sentence.</p> <p>name is Jane Jackson.</p> <p>address is 123 Spring Drive, N. W."</p> <p>this at home in front of a mirror.</p> <p>er and microphone in an inconspicuous position in the class-</p> <p>void pupil tension.</p> <p>ge chairs in a circle or rectangle.</p> <p>the day to discover everyone's full name and address.</p> <p>d will have an opportunity to stand and tell his name and ad-</p> <p>to the person he selects as next and say, "It is your turn."</p> <p>responds "Thank you."</p>	<p>Picture of children on the way to school</p> <p>Full-view mirror</p> <p>Tape recorder</p> <p>Tape</p>

SKILLS	TEACHING PROCEDURES
<p>Using Words to Describe Accurately</p>	<p>Remind pupils to speak clearly and to project or speak so that everyone.</p> <p>Turn on the recorder. Allow all pupils to tell names and addresses. Turn off the recorder. Evaluate by asking questions, such as: "How clearly did we speak today? Did everyone speak in complete sentences? Did we follow the directions correctly?"</p> <p>Guide pupils in understanding that their speaking has been recorded enjoyment of hearing oneself on tape self-evaluation comparative studies of individual and group growth analysis of strengths and weaknesses teacher planning of lessons to meet class needs</p> <p>Use direct experiences.</p> <p>Invite three girls to stand in front of the class. Select at least two girls with green in their dresses. Pretend to be looking for one of the girls. Say: "Have you seen my friend? She has brown <u>hair</u>. Today she is wearing a green plaid <u>dress</u>. Her <u>socks</u> are white. Her <u>shoes</u> are brown.</p> <p>Have one child identify the right girl. Ask pupils to recall the things about the girl which were described. Use cards to remind pupils of these things.</p> <p>* Display color cards and help pupils to enunciate color names clearly if needed.</p>

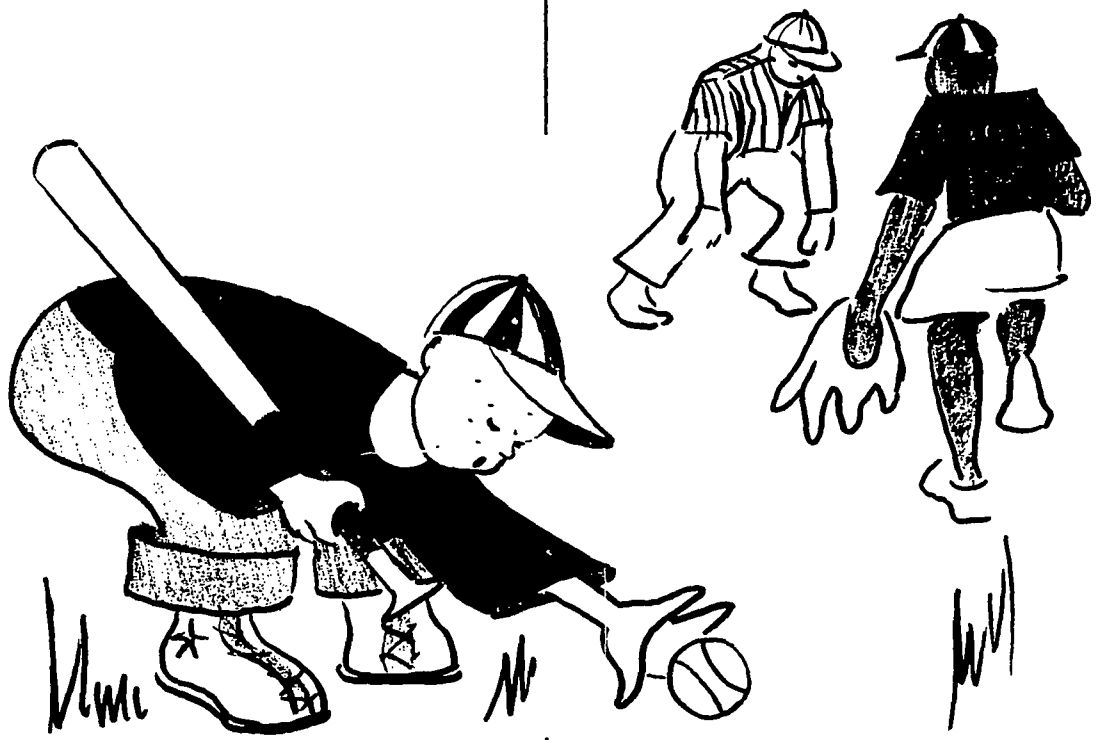
TEACHING PROCEDURES	MATERIALS
<p> speak clearly and to project or speak so that they can be heard by der. tell names and addresses. der. questions, such as: did we speak today? speak in complete sentences? the directions correctly?" derstanding that their speaking has been recorded on tape for - earing oneself on tape udies of individual and group growth engths and weaknesses g of lessons to meet class needs es. o stand in front of the class. girls with green in their dresses. ing for one of the girls. een my friend? own <u>hair</u>. s wearing a green plaid <u>dress</u>. are white. are brown. ntify the right girl. ll the things about the girl which were described. nd pupils of these things. ds and help pupils to enunciate color names clearly and correctly, </p>	

SKILLS	TEACHING PROCEDURES
	<p>Invite three more girls to stand in front of the room.</p> <p>Ask children to look carefully at one person in order to describe.</p> <p>Suggest that pupils refer to their cards to recall things to describe.</p> <p>Play a game in which one pupil gives four sentences to describe.</p> <p>Have the rest of the class listen in order to "rescue the friend."</p> <p>Ask the class to evaluate the accuracy with which the description was given.</p> <p>Use picture cards to encourage description of boys' hair, shirts, pants, shoes.</p> <p>Help pupils use additional color words as needed: tan, gray, plaid.</p> <p>Emphasize the importance of accuracy in reporting.</p>

TEACHING PROCEDURES

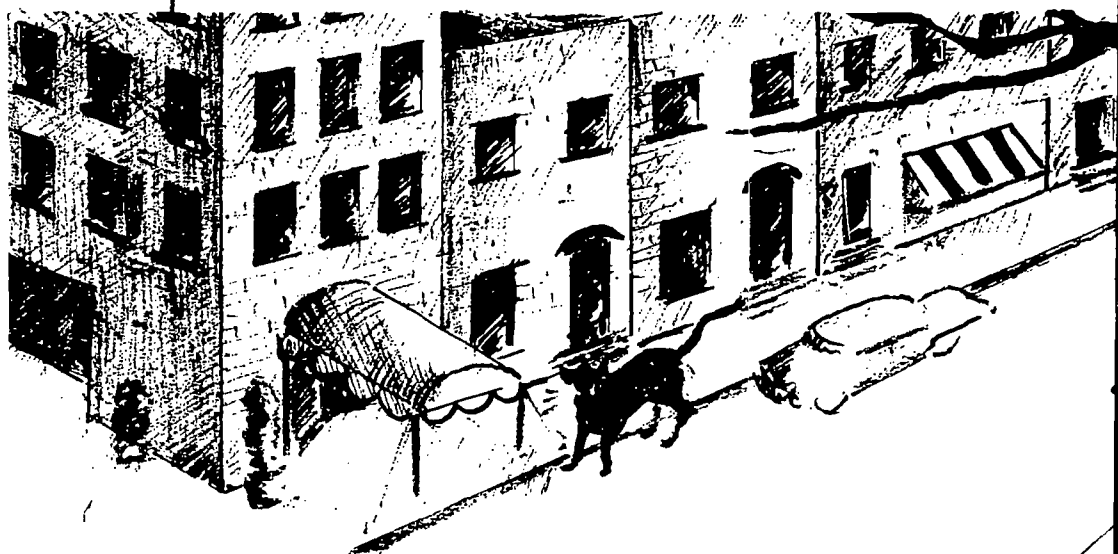
MATERIALS

d in front of the room.
at one person in order to describe the way she looks.
ir cards to recall things to describe.
gives four sentences to describe one of the children.
n in order to "rescue the friend."
ccuracy with which the description was given.
description of boys' hair, shirts, pants, and
olor words as needed: tan, gray, checked, striped.
accuracy in reporting.



SKILLS

TEACHING PROCEDURES



Building Sentences Through Use of Prepositional Phrases

Use flannel cut-outs.

Arrange flannel cut-outs on the flannel board so as to make a scene.
Place two boys within the scene.

Give a flannel ball to one boy pictured.

Ask children to listen to sentences which tell where the boy threw it.

Include sentences with phrases, such as:

- into the tree
- near the house
- through the door
- across the street
- over the boy's head
- into the air
- to the boy

Ask members of the class to place the ball in the place and to give just the phrase that tells where the ball was thrown.

TEACHING PROCEDURES

MATERIALS



Place the flannel board so as to make a scene.
 the scene.
 the boy pictured.
 to sentences which tell where the ball went when the boy
 phrases, such as:

Flannel cut-outs:

store
 house
 apartment with an open door
 tree
 two boys
 ball

Flannel board

Class to place the ball in the place indicated by the sentence
 phrase that tells where the ball went.

SKILLS	TEACHING PROCEDURES
Building Sequence	<p>Show a kitten and a dog.</p> <p>Ask pupils to tell how they think the two probably feel about each other.</p> <p>Provide opportunity for children to tell what a cat or dog might do.</p> <p>Display the flannel board scene and ask pupils to suggest places the kitten might run.</p> <p>Let different members of the class move the cat to the spots mentioned.</p> <p>Ask pupils to tell whether the dog could follow the cat and to explain why.</p> <p>Guide pupils in deciding which place would afford the best protection for the kitten.</p> <p>Review <u>place phrases</u> used by pupils.</p> <p>Place the kitten and the dog in the flannel board scene.</p> <p>Guide pupils in determining a reasonable path which the kitten might take to escape from the dog.</p> <p>Help pupils use phrases which reveal the kitten's movements.</p> <p>Example:</p> <ul style="list-style-type: none"> to the house through the door of the apartment out of the side door of the apartment near the store under the car up in the tree
Creating A Simple Group Story	<p>Ask six children to provide <u>sentences</u> using the phrases.</p> <p>Suggest that pupils use these ideas to help create a story.</p> <p>Give each of the pupils a number representing the order in which the sentences should come in the story.</p> <p>Ask members of the class to recall where the dog probably was when the kitten was up into the tree.</p> <p>Suggest that the class contribute to the story by adding the references to the dog. <u>was right behind him</u> - wherever appropriate. (Whatever ideas the pupils may be used.)</p>

TEACHING PROCEDURES	MATERIALS
<p> ink the two probably feel about each other. ren to tell what a cat or dog might do upon meeting. scene and ask pupils to suggest places where the cat class move the cat to the spots mentioned by pupils. e dog could follow the cat and to explain why or why not. h place would afford the best protection for the cat. y pupils. n the flannel board scene. a reasonable path which the kitten might follow in try- g. h reveal the kitten's movements. </p> <p> partment e apartment </p> <p> sentences using the phrases. e ideas to help create a story. a number representing the order in which his sentence s to recall where the dog probably was until the cat ran tribute to the story by adding the refrain - <u>But the dog</u> wherever appropriate . (Whatever idea the pupils give </p>	<p> <u>Flannel cut-outs:</u> store house apartment with doors on the front and side tree car kitten dog </p> <p> Flannel board </p>

SKILLS

TEACHING PROCEDURES

Expanding Vocabulary

Begin the story by pretending that the kitten got locked out of his house and was very frightened when he saw a dog.

Allow the pupils to continue the story by contributing their sentences in a sequence.

Be sure the remainder of the class remembers to insert the refrain after each child's sentence.

End the story with a sentence such as: At last the kitten was safe.

Evaluate the story in terms of whether more interesting words could tell what the kitten did.

Help pupils during another class period, build a list of substitutes for as the following: dashed, scampered, sped, scurried.

Ask pupils to provide sentences which tell where the kitten ran, but substituting their new words for ran.

Elicit from pupils the suggestion that he might be substituted sometime kitten.

Guide pupils in using words, such as: first, then, next, and finally to add sentence beginnings.

Suggest that everyone might enjoy saying the last sentence in the story.

Record on tape later experiments in improving the story.

Permit pupils to select the best version to share with another class.

Record the pupils' story in a booklet of class stories.

Ask pupils to illustrate their story.

Using Is and Are Correctly

Use pictures.

Avoiding Omission of the Verb To Be

Show a picture of a little girl going to the store.

Say in a natural voice with no special stress on the word is - "Mary is going to the store."

Have pupils tell how many persons the teacher told about.

Tell pupils that when we talk about one we use the word is.

TEACHING PROCEDURES	MATERIALS
<p>that the kitten got locked out of his house and became a dog. the story by contributing their sentences in the proper e class remembers to insert the refrain decided upon such as: <u>At last the kitten was safe.</u> of whether more interesting words could be used to class period, build a list of substitutes for ran, such <u>scampered</u>, <u>sped</u>, <u>scurried</u>. nces which tell where the kitten ran, but to practice is for <u>ran</u>. estion that <u>he</u> might be substituted sometimes for <u>the</u> such as: <u>first</u>, <u>then</u>, <u>next</u>, and <u>finally</u> to add variety to enjoy saying the last sentence in the story. ents in improving the story. st version to share with another class. ooklet of class stories. story.</p> <p>girl going to the store. th no special stress on the word <u>is</u> - "Mary is going to the persons the teacher told about. alk about <u>one</u> we use the word <u>is</u>.</p>	<p>Tape recorder Flannel cut-outs Flannel board Crayons Manila paper Chart paper</p> <p>Pictures with one person or animal engaged in an activity</p> <p>Pictures of two or more engaged in an activity</p>

SKILLS	TEACHING PROCEDURES
<p>Enunciating <u>ing</u> Endings Clearly</p>	<ul style="list-style-type: none"> Place the picture in the pocket of a chart marked <u>is</u>. Follow the same procedure to help pupils know when to use <u>are</u>. Select another picture. Ask pupils to indicate whether it should go in the pocket marked <u>is</u> or <u>are</u>. Place the picture in the appropriate pocket and ask a pupil to give a sentence sure to use the word decided upon. Display a picture which should be placed in the other pocket. Proceed in a similar manner with this picture. Give each child a picture to use in the same way. Encourage children to listen for <u>is</u> or <u>are</u> and to determine whether the word is correctly used. <p>Use the same technique to help pupils use <u>was</u>, <u>were</u>, <u>has</u>, <u>have</u>.</p> <p>Use pictures.</p> <p>Show a picture of a little boy running.</p> <p>Ask: "What is the little boy doing?"</p> <p>Where do you think the boy is running?</p> <p>Why do you think he is running?"</p> <p>Ask pupils to listen to the sound at the end of "swing."</p> <p>Suggest that pupils raise their hands if they hear the sound in another word.</p> <p>Say the words <u>run</u>, <u>running</u>.</p> <p>Let pupils clap and say the two syllables in <u>running</u>.</p> <p>Have the children repeat the words: <u>look</u>, <u>looking</u> <u>play</u>, <u>playing</u> <u>eat</u>, <u>eating</u> <u>ride</u>, <u>riding</u></p> <p>Display the five pictures illustrating words practiced.</p> <p>Have pupils tell what is happening in the pictures.</p>

TEACHING PROCEDURES	MATERIALS
<p>et of a chart marked <u>is</u>.</p> <p>o help pupils know when to use <u>are</u>.</p> <p>her it should go in the pocket marked <u>is</u> or in the pocket</p> <p>ropriate pocket and ask a pupil to give a sentence being</p> <p>ded upon.</p> <p>ld be placed in the other pocket.</p> <p>r with this picture.</p> <p>use in the same way.</p> <p>n for <u>is</u> or <u>are</u> and to determine whether the words were</p> <p>elp pupils use <u>was</u>, <u>were</u>-<u>has</u>, <u>have</u> correctly.</p> <p>y running.</p> <p>doing?</p> <p>ne boy is running?</p> <p>s running?"</p> <p>ound at the end of "swing."</p> <p>air hands if they hear the sound in another word.</p> <p>two syllables in <u>running</u>.</p> <p>e words:<u>look</u>, <u>looking</u></p> <p><u>play</u>, <u>playing</u></p> <p><u>eat</u>, <u>eating</u></p> <p><u>ride</u>, <u>riding</u></p> <p>ustrating words practiced.</p> <p>pening in the pictures.</p>	<p>Pocket chart</p> <p>Word cards - is/are</p> <p><u>Pictures:</u></p> <p>boy running</p> <p>someone looking at something</p> <p>a child playing</p> <p>someone eating</p> <p>a girl riding a pony</p>

SKILLS	TEACHING PROCEDURES
<p>Giving Directions Accu- rately Following Directions</p> <p>Using <u>Is</u> and <u>Are</u> Correctly</p>	<p>Encourage pupils to add their own interpretation by presenting and imitate.</p> <p>Say: "This little girl is riding a pony. She is riding him around the farm. The pony is the little girl's pet."</p> <p>Let pupils act out their stories about the pictures after they have finished.</p> <p>Have the class evaluate how well pupils enunciated the <u>ing</u> sound.</p> <p>Use the Language Master.</p> <ul style="list-style-type: none"> * Draw stick figures illustrative of action words. <p>Say the present progressive form of the action word for each picture and write the sentence using the word.</p> <p>Tape this on cards to be used with the Language Master.</p> <p>Provide opportunity for individual pupil practice with the Language Master.</p> <p>Use games.</p> <p>Send one child out of the room.</p> <p>Let another child place an object somewhere in the room.</p> <p>Send for the missing child.</p> <p>Have the first pupil tell <u>where</u> the object is.</p> <p>Help the class evaluate how clearly directions for finding the object were given and how quickly the child followed directions for locating the object.</p> <p>Follow the procedure suggested above, but place one or several objects in the room.</p> <p>Tell pupils they must respond "Here it is" if they locate <u>one</u> thing and "They are" if they find more than one thing.</p>

TEACHING PROCEDURES	MATERIALS
<p> their own interpretation by presenting a model for pupils to finding a pony. around the farm. the girl's pet." tries about the pictures after they have told them. how well pupils enunciated the <u>ing</u> sound. </p> <p> tive of action words. the form of the action word for each picture and give a short . sed with the Language Master. ividual pupil practice with the Language Master. </p> <p> oom. object somewhere in the room. ere the object is. ow clearly directions for finding the object were given and allowed directions for locating the object. </p> <p> gested above, but place one or several like objects some- pond "Here it is" if they locate <u>one</u> thing and "Here they than one thing. </p>	<p> Language Master Illustrated tapes for the machine </p> <div data-bbox="1072 1423 1269 1589" data-label="Image"> </div> <p> Safe, non-breakable objects avail- able in the classroom </p> <p> Same materials indicated above, but with duplications of some items. </p>

SKILLS	TEACHING PROCEDURES
<p>Reporting</p>	<p>Tell pupils if they neglect to listen carefully or if they use must be "It" again.</p> <p>Allow the class to practice applying the correct response before.</p> <p>Let pupils place items around the room. name them, and let this has been done a number of times for them by the teacher.</p> <p>Use a picture.</p> <p>Show a large picture of a familiar scene.</p> <p>Have children study and give a one-sentence report about the picture.</p> <p>Encourage pupils to use accurate words to identify persons they tell.</p> <p>Ask questions to help the pupil elaborate on his idea, and class in critical listening to question further.</p> <p>Guide pupils in understanding that using correct names of things said more interesting and meaningful.</p> <p>Use imaginary situations.</p> <p>Review concepts about farm animals, zoo animals, or pets.</p> <p>Display pictures of one of the classifications mentioned.</p> <p>Encourage pupils to study pictures in order to remember <u>one</u> animal.</p> <p>Remove the pictures, but keep within reach.</p> <p>Ask pupils to pretend to be on the farm, at the zoo, or at home.</p> <p>Suggest that pupils give reports to the class which include: identification of an animal</p>

TEACHING PROCEDURES	MATERIALS
<p> glect to listen carefully or if they use the wrong words they ice applying the correct response before beginning the game. around the room. name them, and tell where they are after number of times for them by the teacher. </p> <p> a familiar scene. give a one-sentence report about the things happening in the e accurate words to identify persons and things about which the pupil elaborate on his idea, and to set a pattern for the ening to question further. anding that using correct names of things helps make what is ng and meaningful. </p> <p> arm animals, zoo animals, or pets. of the classifications mentioned. tudy pictures in order to remember something special about ut keep within reach. o be on the farm, at the zoo, or at home. e reports to the class which include: animal </p>	<p> <u>Large picture related to</u> safety construction recreation services in the neighborhood </p> <p> See Ginn Kit L - (4, 5, 6, 16) </p> <p> Pictures of farm animals, zoo ani- mals, or pets (See pictures published by So- ciety for Visual Education 1345 Diversey Parkway, Chicago) </p>

SKILLS

TEACHING PROCEDURES

Conversing

features which distinguish the animal from others as to
 color
 size
 or special physical features - hump, pouch, trunk, mane, webbed feet.
 Ask a child to find the animal described.

Suggest that pupils take an imaginary bus trip to the zoo.
 Ask pupils to close their eyes and "really" picture the animals.
 Ask pupils to tell the name of the animal which they "see" and one interest
 that would help others to recognize the animal.
 Set the pattern by saying:
 I see the giraffe.
 His neck makes him very tall.
 Help pupils judge whether their sentences told something different which
 others to distinguish their animal from others at the zoo.
 Allow pupils to draw pictures which fit their descriptions of the animals.

Guide pupils, on other occasions, to take imaginary trips to the farm, p
 picnic spot, circus, or on a seasonal walk.
 Help pupils tell what they see and hear and how they feel.

Guide pupils to open imaginary packages.
 Ask them to tell what is in the package, as well as, additional inform
color, and when, where, or how they might use the object.

TEACHING PROCEDURES	MATERIALS
<p>sh the animal from others as to</p> <p>ures - hump, pouch, trunk, mane, webbed feet, long ears ai described.</p> <p>imaginary bus trip to the zoo. es and "really" picture the animals. e of the animal which they "see" and one interesting thing o recognize the animal.</p> <p>y tall. their sentences told something different which would help ir animal from others at the zoo. es which fit their descriptions of the animals.</p> <p>asions, to take imaginary trips to the farm, playground, on a seasonal walk. ee and hear and how they feel.</p> <p>ary packages. s in the package, as well as, additional information about or <u>how</u> they might use the object.</p>	

SKILLS	TEACHING PROCEDURES
<p>Conversing Enunciating Clearly Thinking Imaginatively</p> <p>Recognizing Contrasting Elements</p>	<p>Use pictures.</p> <p>Display characters, such as <u>goblin</u>, <u>witch</u>, <u>elf</u>, <u>brownie</u>, <u>fairy</u>, <u>queen</u>, <u>king</u>.</p> <p>Ask: "If you could be any one of these characters, which would you be? Why?"</p> <p>Help children enunciate the word <u>because</u> if the need is indicated.</p> <p>Use a story, "Karen's Opposites."</p> <p>Introduce the two little girls in the story to the class. Say: "Here are two children who do many of the things which you do." Show pictures and read the story, "Karen's Opposites." Let children discuss activities and situations pictured in the story. Help pupils understand the contrast in situations. Read the lines emphasizing words which provide the contrast. Allow pupils to recall favorite situations from the story.</p> <p>Place flannel-backed cut-outs representing ideas in the story on the board. Give opposites and have children find the two pictures suggested by each. Ask pupils to give sentences about the pictures using the opposite words. Help pupils structure a single sentence which incorporates the opposites in their two sentences by giving pupils a pattern to follow.</p>

TEACHING PROCEDURES

MATERIALS

as goblin, witch, elf, brownie, fairy, princess, prince,

one of these characters, which would you choose to be?

word because if the need is indicated.

es."

s in the story to the class.

en who do many of the things which you do."

story, "Karen's Opposites."

ties and situations pictured in the story.

contrast in situations.

words which provide the contrast.

rite situations from the story.

outs representing ideas in the story on the flannel board.

ildren find the two pictures suggested by the words.

es about the pictures using the opposite words.

ingle sentence which incorporates the ideas represented

by giving pupils a pattern to follow.

Pictures of storyland characters:

goblin
witch
elf
brownie
fairy
princess
prince
queen
king

Provensen, A. and M. Karen's Opposites. Golden Press, New York: 1963. (Special Scott, Foresman and Co. Edition for the "Invitations to Personal Reading Program")

Flannel board

Felt-backed cut-outs to show

in/out	awake/asleep
up/down	short/tall
hot/cold	black/white
big/little	left/right
old/young	real/pretend
happy/sad	shallow/deep

SKILLS	TEACHING PROCEDURES
<p>Structuring More Difficult Sentences</p>	<p>Example:</p> <p>This toy is in the box. That toy is out of the box. This toy is in the box, <u>but</u> that toy is out of the box.</p> <p>Guide children in listening carefully to ideas which follow it presents a change of thought for which they should Help children consider other instances in which the opposite Remind pupils that things which are opposite are very different Guide pupils in showing the meaning of opposite ideas or Act out one of the words of a pair of opposites. Give the word. Allow a member of the class to give and demonstrate the</p> <p>Place pictures on the blackboard ledge or in a pocket chart Ask children to study the pictures carefully in order to ideas. Allow children to think of other opposites for which there to aid them.</p>
<p>Developing the Social Courtesies Discussing</p>	<p>Create situations in which to use social courtesies in a natural</p> <p>Show pictures of children in situations which require courtesies Lead children in a discussion of what is happening in the pictures Ask pupils to suggest polite words to use in handling the</p>

TEACHING PROCEDURES	MATERIALS						
<p>that toy is out of the box.</p> <p>g carefully to ideas which follow the word, <u>but</u>, inasmuch as f thought for which they should be alert.</p> <p>ther instances in which the opposite words are applicable. s which are opposite are very different.</p> <p>he meaning of opposite ideas creatively.</p> <p>of a pair of opposites.</p> <p>lass to give and demonstrate the opposite idea.</p> <p>ckboard ledge or in a pocket chart.</p> <p>he pictures carefully in order to find and tell about opposing</p> <p>other opposites for which there are no suggestive pictures</p> <p>o use social courtesies in a natural way.</p> <p>n in situations which require courteous responses.</p> <p>ssion of what is happening in the picture.</p> <p>ite words to use in handling the situations.</p>	<p>Suggestions of opposites to act out:</p> <table data-bbox="1038 1406 1440 1512"> <tr> <td>in/out</td><td>happy/sad</td></tr> <tr> <td>whisper/shout</td><td>up/down</td></tr> <tr> <td>left/right</td><td>lost/found</td></tr> </table> <p>Pocket chart</p> <p>Pictures suggesting contrasting ideas</p> <p><u>Pictures of situations which provide opportunity for courteous expression, such as:</u></p> <ul data-bbox="1090 1839 1531 2041" style="list-style-type: none"> child being introduced to Mother's friend boy leaving table before rest of family is finished boy at the table asking for butter 	in/out	happy/sad	whisper/shout	up/down	left/right	lost/found
in/out	happy/sad						
whisper/shout	up/down						
left/right	lost/found						

SKILLS	TEACHING PROCEDURES								
	<p>Encourage the use of such expressions, as:</p> <table border="0"> <tr> <td>Good morning.</td><td>Please pass me the_____.</td></tr> <tr> <td>How do you do?</td><td>May I_____.</td></tr> <tr> <td>May I be excused?</td><td>Thank you.</td></tr> <tr> <td>Excuse me, please.</td><td></td></tr> </table> <p>Permit children to role-play the situations.</p> <p>Present the situation suggested.</p> <p>Ask children what the boy in the situation should do.</p> <p>Suggest that it would be polite for the boy to wait for an opportunity then to ask for permission to leave the table.</p> <p>Suggest that the boy ask, "May I be excused?"</p> <p>Permit children to role-play the situation.</p> <p>Encourage pupils to tell other times when they might wish to leave.</p> <p>Guide pupils in realizing that they might use the expression when asking permission to leave the room.</p> <p>Show a picture of two children and a broken toy.</p> <p>Allow pupils to discuss how the children were playing and what might have happened.</p> <p>Suggest that the toy could have been broken by the playmate.</p> <p>Encourage the children to tell of similar experiences.</p> <p>Ask pupils how they felt when a toy was broken, and what could be done to prevent it.</p> <p>Ask how pupils feel when they break a toy.</p> <p>Let pupils suggest what a playmate could do and say if he accidentally broke one else's toy.</p> <p>Encourage the playmate to use the words, I'm sorry.</p>	Good morning.	Please pass me the_____.	How do you do?	May I_____.	May I be excused?	Thank you.	Excuse me, please.	
Good morning.	Please pass me the_____.								
How do you do?	May I_____.								
May I be excused?	Thank you.								
Excuse me, please.									

TEACHING PROCEDURES	MATERIALS
<p>expressions, as:</p> <p>Please pass me the_____.</p> <p>May I_____.</p> <p>Thank you.</p> <p>the situations.</p> <p>ted.</p> <p>the situation should do.</p> <p>olite for the boy to wait for an opportunity to speak and</p> <p>on to leave the table.</p> <p>ay I be excused?"</p> <p>y the situation.</p> <p>er times when they might wish to leave a group.</p> <p>hat they might use the expression when asking for per-</p> <p>m.</p> <p>en and a broken toy.</p> <p>the children were playing and what might have happened.</p> <p>ave been broken by the playmate.</p> <p>ell of similar experiences.</p> <p>en a toy was broken, and what could be done about it.</p> <p>ey break a toy.</p> <p>playmate could do and say if he accidentally broke some-</p> <p>use the words, I'm sorry.</p>	<p><u>Pictures, continued</u></p> <p>girl asking to hold another's pet</p> <p>boy picking up something which</p> <p>another has dropped</p> <p>Picture of a family at dinner</p> <p>Suggested Situation</p> <p>Mother and Father have given</p> <p>their son permission to watch a</p> <p>special television program. It is</p> <p>time for the program, but the family</p> <p>is still chatting at the table. The</p> <p>boy has finished eating and is anx-</p> <p>ious to see the show.</p> <p>Picture of two children and a broken</p> <p>toy</p>

SKILLS	TEACHING PROCEDURES
<p>Answering the Telephone Courteously</p> <p>Conversing</p>	<p>Guide the owner of the toy to respond with words. such as: That's all right. I know you didn't mean to do it. It's too bad, but maybe it can be fixed. Have pupils role-play the situation. Guide pupils in understanding that a friend is more important than a toy.</p> <p>Use practice telephones.</p> <p>Let pupils discuss occasions on which they have been allowed to use the telephone. Guide pupils in understanding the importance of making their telephone calls polite. Help pupils understand the value of giving their names when answering the telephone or making the call. Pretend to call a child's home. Encourage the pupil to identify himself by saying, "Hello, this is _____." Give numerous pupils an opportunity to practice answering the telephone. Provide situations, as pupils are ready, in which they answer the telephone. it is for someone else in the house. it is for someone who is busy and cannot come to the telephone. it is for someone who is not at home the caller has the wrong number Guide pupils in the use of expressions, such as: Just a minute, please. Yes, you may. I'll get him. I'm sorry, _____ can't come to the telephone now. Will you call back later? May I take a message? I'm sorry, _____ is not at home. Guide pupils in understanding the value of going for a person receiving a message or calling for the person from the telephone.</p>

TEACHING PROCEDURES	MATERIALS
<p>er of the toy to respond with words, such as: right. didn't mean to do it. , but maybe it can be fixed. le-play the situation. a understanding that a friend is more important than a toy.</p> <p>phones.</p> <p>Discuss occasions on which they have been allowed to answer the tele- in understanding the importance of making their voices friendly and derstand the value of giving their names when answering the telephone the call. a child's home. pupil to identify himself by saying, "Hello, this is John Brown." s pupils an opportunity to practice answering the telephone in this way. ions, as pupils are ready, in which they answer the telephone when: someone else in the house. someone who is busy and cannot come to the telephone someone who is not at home has the wrong number n the use of expressions, such as: ute, please. ay. I'll get him. _____ can't come to the telephone now. ll back later? a message? _____ is not at home. n understanding the value of going for a person requested rather than the person from the telephone.</p>	<p>Two practice telephones</p>

SKILLS	TEACHING PROCEDURES
<p>Responding Appropriately to Telephone Sounds</p>	<p>Introduce pupils to the teletrainer. Help them understand that the equipment will produce the same sounds as phones in their homes make. Allow pupils to see the control panel and to hear the <u>dialtone</u>, <u>ringing</u>, and <u>busy signal</u>. Guide pupils in distinguishing sounds and in explaining the messages to them.</p> <p>Provide role-playing situations in which the children must listen for a <u>ringing sound</u>. Remind children to be sure to hang up and wait if they hear a busy signal.</p>
<p>Building Vocabulary Related to the Telephone</p>	<p>Place two telephones before the class. Permit children to talk briefly on the phones just for fun. Suggest that it is always valuable to learn the names of things we use on the phone. Help pupils identify the <u>receiver</u>, <u>mouthpiece</u>, <u>cradle</u>, <u>dial wheel</u>, and <u>finger stop</u>. Guide pupils in understanding the proper use of each part. Be sure to help pupils understand the importance of holding the receiver from the mouth. Permit various pupils to name and explain the function of the parts and to demonstrate usage of the parts. Show pupils how to dial the operator. Allow children to demonstrate dialing the operator. Be sure they remember to keep the index finger in the proper space when it reaches the <u>finger stop</u>.</p>
<p>Reporting by Telephone</p>	<p>Help pupils understand that sometimes we use the telephone in an emergency. Show sketches depicting emergency situations. Have pupils decide on information which would be needed in order to report an emergency.</p>

TEACHING PROCEDURES	MATERIALS
<p>Trainer.</p> <p>The equipment will produce the same sounds that tele- phone make.</p> <p>Control panel and to hear the <u>dialtone</u>, <u>ringing sound</u>, and other sounds and in explaining the messages the sounds give</p> <p>Situations in which the children must listen for a <u>busy signal</u> or to hang up and wait if they hear a busy signal.</p> <p>the class.</p> <p>Play on the phones just for fun.</p> <p>able to learn the names of things we use.</p> <p><u>Receiver</u>, <u>mouthpiece</u>, <u>cradle</u>, <u>dial wheel</u>, and <u>finger stop</u>.</p> <p>ing the proper use of each part.</p> <p>Understand the importance of holding the <u>mouthpiece</u> away</p> <p>name and explain the function of the parts of the telephone of the parts.</p> <p>operator.</p> <p>ate dialing the operator.</p> <p>keep the index finger in the proper space until the finger</p> <p>sometimes we use the telephone in an <u>emergency</u>. emergency situations.</p> <p>ation which would be needed in order to report each.</p>	<p>Teletrainer</p> <p>Cards for the teacher with suggested telephone situations</p> <p>Two practice telephones</p> <p>Sketches to depict: fire someone who is lost</p>

SKILLS	TEACHING PROCEDURES
	<p>Provide opportunity for pupils to practice reporting a fire or</p> <p>Guide pupils in securing the assistance of the "Operator" in p</p> <p>Participate by answering calls to the police or fire depa</p> <p>handle this part, also.</p> <p>Be sure pupils give address clearly and distinctly.</p> <p>Provide a pattern to guide pupils in reporting</p> <p><u>who or what</u> was lost</p> <p><u>where</u> it was last seen</p> <p><u>something about its appearance</u></p> <p>Encourage pupils to create role-playing situations which incor</p> <p>calls practiced.</p> <div data-bbox="756 1513 1238 2142" data-label="Image"> </div> <div data-bbox="1281 1449 1708 2142" data-label="Image"> </div>

TEACHING PROCEDURES

pupils to practice reporting a fire or loss.
 the assistance of the "Operator" in placing their calls.
 ng calls to the police or fire department until pupils can
 .
 press clearly and distinctly.
 de pupils in reporting

n
 ppearance
 ate role-playing situations which incorporate the emergency



MATERIALS

Teletrainer or two practice phones

Paper hats for policeman and fire-
 man

SKILLS	TEACHING PROCEDURES
<p>Developing Skills Useful in Conversation</p> <p>Arousing Sensory Responses Which Stimulate Ideas in Terms of Conversational Directions</p>	<p>Present a picture with snow on the ground.</p> <p>Ask pupils to look out of their magic windows at the snow.</p> <p>Ask: "How do you think the air outdoors feels?"</p> <p>Show how the thermometer would look.</p> <p>Ask the children to hurry and put on their boots, coats, scarves, mittens.</p> <p>Permit children to pantomime putting on each item.</p> <p>Invite the class to take a "magic winter outing."</p> <p>Let pupils trudge around the room, follow-the-leader style.</p> <p>Encourage them to lift feet high as though walking through deep snow.</p> <p>Encourage the children to make a soft crunching sound as they walk on the broken snow.</p> <p>Suggest that pupils discontinue the crunching sound and step in the pattern the person ahead made in the snow.</p> <p>Have pupils pick up snow.</p> <p>Encourage expressions about how the snow feels.</p> <p>Place pictures of winter activities on the blackboard ledge.</p> <p>Let pupils sit on the "bus" (their chairs) and describe the winter scene.</p> <p>Initiate comments by saying, "Look at the boys sliding down the hill."</p> <p>What are you looking at Mary?"</p> <p>Encourage Mary to create a sight which one might see, or to describe the activities pictured.</p> <p>Ask Mary to keep the conversation going as she finishes her comment by referring to someone nearby.</p> <p>Ask each child to use this as his cue to contribute to the conversation.</p> <p>Suggest that it is time to return home.</p> <p>Let pupils alight from the bus (rise and walk around chairs).</p> <p>Have them stomp gently to remove snow from boots before entering the house.</p> <p>Have pupils remove their "wet boots and heavy clothes."</p> <p>Ask them to indicate how the thermometer in the house would compare with the thermometer outside.</p>

TEACHING PROCEDURES	MATERIALS
<p>snow on the ground. of their magic windows at the snow. k the air outdoors feels?" eter would look. rry and put on their boots, coats, scarves, woolen caps, and omime putting on each item. a "magic winter outing." d the room, follow-the-leader style. feet high as though walking through deep snow. en to make a soft crunching sound as they step into the un- scontinue the crunching sound and step into the tracks which ade in the snow. ow. about how the snow feels. r activities on the blackboard ledge. us"(their chairs) and describe the winter sights. saying, "Look at the boys sliding down the hill on their sleds. g at Mary?" reate a sight which one might see, or to describe one of the conversation going as she finishes her comment, by looking his as his cue to contribute to the conversation. o return home. the bus (rise and walk around chairs). ly to remove snow from boots before entering the house. eir "wet boots and heavy clothes." how the thermometer in the house would differ from a ther-</p>	<p><u>Picture:</u> snow on the ground</p> <p>Cardboard instruction thermometer</p>

SKILLS

TEACHING PROCEDURES


* Draw three sets of foot prints — big, medium, small — on the chalkboard.
Have pupils tell whose tracks they might be.
Suggest that the biggest prints probably belong to the teacher.
Suggest that the smallest prints probably belong to the person with the smallest feet.
Let pupils locate this person.
Guide children in understanding that the other prints could belong to a person whose feet are in-between the two sizes.
Ask pupils what other kinds of tracks they might find in the snow.
Guide pupils in telling of animal tracks, car tracks, sled tracks.
Suggest that pupils watch for tracks.

Place various pictures of people engaged in activities characteristic of winter on the chalkboard ledge.
Ask the class to pretend that the pictures have come to life.
Ask the children to describe what they "see" and "hear" as they look out the windows.
Let pupils pantomime activities seen "through the picture window."
Encourage pupils to look and listen on the way to and from school for signs that remind them of the winter season.

Use pictures.

Show pictures of situations familiar to the children.
Encourage pupils to reveal the sensory impressions which the pictures suggest.
Guide pupils in the use of interesting phrases and combinations of words to describe the pictures.
Encourage the children to include colorful expressions in sentences they formulate to tell about their experiences during such occasions as

TEACHING PROCEDURES	MATERIALS
<p> ot prints — big, medium, small — on the chalkboard. e tracks they might be. st prints probably belong to the teacher. est prints probably belong to the person with the smallest feet. person. nderstanding that the other prints could belong to anyone whose n the two sizes. kinds of tracks they might find in the snow. of animal tracks, car tracks, sled tracks. tch for tracks. </p> <p> es of people engaged in activities characteristic of a snowy day edge. end that the pictures have come to life. describe what they "see" and "hear" as they look through their activities seen "through the picture window." ook and listen on the way to and from school for things that will e winter season. </p> <p> tions familiar to the children. eveal the sensory impressions which the pictures bring to mind. e of interesting phrases and combinations of words. en to include colorful expressions in sentences which they bout their experiences during such occasions as those pictured. </p>	<p> <u>Pictures of people engaged in snowy day activities:</u> child pulling someone on sled snow battle someone shovelling snow children skating on an icy spot </p> <p> <u>Pictures for everyday experiences:</u> running for shelter on a stormy, summer day receiving mail shopping with Mother watching a parade enjoying a water hydrant shower having a picnic </p>

SKILLS	TEACHING PROCEDURES
<p>Becoming Attuned to Correct Usage of the Third Person Singular</p>	<p>Evaluate in terms of good sentences and interesting word experiences and emotional reactions.</p> <p> Note need for help with correct usage.</p> <p>Use objects.</p> <p>Present a surprise bag.</p> <p>Ask pupils to help unload the bag by naming items as they are.</p> <p>Place objects from the bag on a table where pupils can view them.</p> <p>Ask pupils to volunteer if they wish to demonstrate how to use them.</p> <p>Use the situation to provide pupils with an opportunity to respond when requesting permission to use something.</p> <p>Tell the class what the child does or pretends to do as he jumps.</p> <p>Joyce <u>jumps</u> rope.</p> <p>Ask the class to tell the sound heard at the end of the word <u>jumps</u>.</p> <p>sound on the Phonovisual Chart.</p> <p>Have the class repeat the sentence being sure to incorporate the end of the word <u>jumps</u>.</p> <p>Tell pupils that they are to listen for this sound in one word and that they are to be sure to repeat each sentence justifying it.</p> <p>Continue permitting pupils to demonstrate, and present sentences which indicates a readiness to provide sentences independently.</p> <p>Ask: "How many persons did we talk about each time?"</p> <p>Did we speak to the person or about him?"</p> <p>Lead children to understand that the special sound which they hear when talking <u>about one person</u> other than ourselves, and when we <u>does</u>.</p>

TEACHING PROCEDURES

MATERIALS

ms of good sentences and interesting words used to express ex-
d emotional reactions.

r help with correct usage.

ise bag.

ip unload the bag by naming items as they are revealed.

om the bag on a table where pupils can view them easily.

unteer if they wish to demonstrate how to use an item.

on to provide pupils with an opportunity to remember their manners
ing permission to use something.

what the child does or pretends to do as he supplies the action -
rope.

to tell the sound heard at the end of the word jumps and to find that
Phonovisual Chart.

repeat the sentence being sure to incorporate the special sound at the
ord jumps.

at they are to listen for this sound in one word in each sentence given
at they are to be sure to repeat each sentence just as the teacher says

itting pupils to demonstrate, and present sentences until the class
readiness to provide sentences independently.

ny persons did we talk about each time?

peak to the person or about him?"

to understand that the special sound which they added is used when
at one person other than ourselves, and when we tell what the person

Surprise bag with

rope

ball

toy iron

toy saw

book

pencil

paint brush

ruler

plastic fruit

scrub brush

toy plane

SKILLS	TEACHING PROCEDURES
<p>Practicing Correst Usage of the Third Person Singular</p>	<p>Use pictures.</p> <p>Give each child a picture. Say: "Here are some pictures which show things which ha every day." Set a pattern by showing a picture and saying, "Mary eats every Have pupils form similar sentences. Be sure they use the third person singular.</p> <p>List several action words without variant endings, on the chalkb Give a sentence for each word, but use sentences in which the the special ending studied. Ask pupils to add the needed sound (ending) and to pronounce the</p>
<p>Using <u>Brought</u> Correctly</p>	<p>Use role-playing.</p> <p>Ask pupils to report on different kinds of mail which the pos houses. Allow a pupil to role-play being the postman. Have pupils greet the mailman and ask if he brought mail for the Allow the mailman to choose a letter, postcard, magazine, bill, c ment for pupils. Encourage the postman to greet each neighbor and to give a sente what he <u>brought</u>. Encourage each child in a row (on a street) to tell his neigh mail which he received. Suggest that pupils let their voices indicate whether they are plea Have the rest of the class listen to determine whether the neig show how they feel about the particular piece of mail receive Set a pattern by saying: "Look, the mailman <u>brought</u> me a Mary."</p>

TEACHING PROCEDURES

Picture.
 Some pictures which show things which happen or could happen
 showing a picture and saying, "Mary eats everyday."
 similar sentences.
 the third person singular.

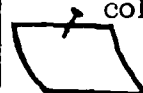
words without variant endings, on the chalkboard.
 for each word, but use sentences in which the action word requires
 being studied.
 the needed sound (ending) and to pronounce the new word.

sort on different kinds of mail which the postman brings to their
 role-play being the postman.
 the mailman and ask if he brought mail for them.
 to choose a letter, postcard, magazine, bill, check, or advertise-
 man to greet each neighbor and to give a sentence which indicates
 child in a row (on a street) to tell his neighbor about the kind of
 received.
 let their voices indicate whether they are pleased to get the mail.
 the class listen to determine whether the neighbors say enough to
 feel about the particular piece of mail received.
 saying: "Look, the mailman brought me a postcard from Aunt

MATERIALS

Pictures illustrating -

eats	sings
walks	reads
runs	writes
jumps	paints
talks	sweeps
sleeps	plays
colors	rides



Children's coloring books
 may be useful.

Hat for the postman Assortment of envelopes to repre- sent mail including:

letters
 checks
 bills
 advertisements
 special occasion cards

Post cards

Magazines (only one or two because
 of the weight)

SKILLS	TEACHING PROCEDURES												
<p>Developing and Using New Spoken Concepts Which Have Been Gained Through First Hand Experience</p>	<p>Use a live rabbit.</p> <p>Encourage pupils to observe carefully the physical features and behaviour of the rabbit. Schedule pupils to care for the rabbit's needs and to hold him for short periods.</p> <p>Group pupils around the rabbit and the blackboard to compose and write down phrases which characterize the animal's appearance, movements and sounds.</p> <p>Help pupils to organize their thinking by asking questions, such as:</p> <p>How does the rabbit look? (ears, eyes, legs, feet, tail)</p> <p>How is his body covered?</p> <p>How does he feel?</p> <p>How does he move? Which parts of the rabbit move?</p> <p>How does the rabbit act or behave?</p> <p>Record questions on chart paper or on the board.</p> <p>Help pupils express accurately their observation of the rabbit. List their responses under each question.</p> <p>Example:</p> <p>The rabbit looks -</p> <p>friendly, quivery, fluffy</p> <p>shy, wide awake, sleepy</p> <p>The rabbit has -</p> <p>long ears, floppy ears, silky ears, thin-skinned ears</p> <p>Use the rabbit to clarify concepts as long-eared and padded feet. Build a list of descriptive words from the discussion.</p> <p><u>Suggested Word List</u></p> <table> <tr> <th><u>Touch</u></th> <th><u>Sound</u></th> <th><u>Sight</u></th> </tr> <tr> <td>fluffy</td> <td>silent</td> <td>shy</td> </tr> <tr> <td>soft</td> <td>quiet</td> <td>friendly</td> </tr> <tr> <td>furry</td> <td>noiseless</td> <td>calm</td> </tr> </table>	<u>Touch</u>	<u>Sound</u>	<u>Sight</u>	fluffy	silent	shy	soft	quiet	friendly	furry	noiseless	calm
<u>Touch</u>	<u>Sound</u>	<u>Sight</u>											
fluffy	silent	shy											
soft	quiet	friendly											
furry	noiseless	calm											

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TEACHING PROCEDURES	MATERIALS								
<p> Observe carefully the physical features and behavior of their pet. Determine the rabbit's needs and to hold him for <u>short</u> periods. </p> <p> Use the rabbit and the blackboard to compose and record words and characterize the animal's appearance, movements, feel, and </p> <p> Stimulate their thinking by asking questions, such as: What does it look like? (ears, eyes, legs, feet, tail) How does it move? Which parts of the rabbit move? How does it act or behave? Record on chart paper or on the board. Summarize their observation of the rabbit. Answer each question. </p> <p> Words: quivery, fluffy State: awake, sleepy </p> <p> Features: ears, floppy ears, silky ears, rounded ears Concepts: as long-eared and padded feet. Use words from the discussion. </p> <table border="0"> <tr> <td><u>Sound</u></td><td><u>Sight</u></td></tr> <tr> <td>silent</td><td>shy</td></tr> <tr> <td>quiet</td><td>friendly</td></tr> <tr> <td>noiseless</td><td>calm</td></tr> </table>	<u>Sound</u>	<u>Sight</u>	silent	shy	quiet	friendly	noiseless	calm	<p> Pet rabbit Rabbit hutch </p> <p> Chart paper Felt pen </p>
<u>Sound</u>	<u>Sight</u>								
silent	shy								
quiet	friendly								
noiseless	calm								

SKILLS

TEACHING PROCEDURES

Touch

smooth
padded
silky (angora)
humped back

Sight

watery-eyed
quivery
sniffy
whiskered
long-eared
pointed-eared
thin-skinned ears
floppy-eared
short-tailed
big-eyed
wide-eyed

hopping
loping

Have the list read and used to build oral descriptive sentences about the
Example: The rabbit is long-eared.

Build this skill of forming hyphenated descriptives by selecting two pu
scription.

Choose a child with long legs and one with short legs.

Ask: "Who is long-legged?

Who is short-legged?"

Lead pupils to reply: "John is long-legged.

Mary is short-legged."

Continue this with other descriptions concerning the children until they
with it.

Apply this form to the description of the rabbit with the children.

Example: The rabbit is fluffv-tailed.

The rabbit is floppy-eared.

The silky-haired rabbit is shy.

Provide an opportunity for many to present ideas.

TEACHING PROCEDURES	MATERIALS
<p><u>Sight</u></p> <p>watery-eyed hopping quivery loping sniffy whiskered long-eared pointed-eared thin-skinned ears floppy-eared short-tailed big-eyed wide-eyed</p> <p>and used to build oral descriptive sentences about the rabbit: rabbit is <u>long-eared</u>. forming hyphenated descriptives by selecting two pupils for de- a long legs and one with short legs. -legged? rt-legged?" ly: "John is long-legged. Mary is short-legged." other descriptions concerning the children until they feel at ease the description of the rabbit with the children. rabbit is fluffy-tailed. rabbit is floppy-eared. silky-haired rabbit is shy.</p> <p>unity for many to present ideas.</p>	

TEACHING PROCEDURES

MATERIALS

rabbit.

wing of a rabbit and the list of descriptive words.

g to make labels which describe the rabbit. You will print

s you can and then pin it on the bulletin board near the part

u are describing. Then you will pin your paper line from

of the rabbit that it tells about."

class.

describe the rabbit's ears."

rip of chart paper.

xcess length of the paper.

ed for neatness and accuracy as you pin the label near the

e paper line from the label to the part of the rabbit that it

- Picture of a rabbit, large line drawing
- Strips of chart paper
- Large pencils
- Scissors
- Pins
- Strips of colored construction paper or twine



SKILLS	TEACHING PROCEDURES
<p>Enjoying Poetry</p> <p>Critical Listening for Vivid Descriptive Words and Sensory Impressions</p>	<p>Permit each child to select the words he wishes to convert into labels. Have him say his choice and point to the portion of the rabbit that it describes. Have the materials needed by the children arranged to permit selection. Guide pupils to think of the materials that they need, serve themselves. materials.</p> <p>Give aid to this work period as needed.</p> <p>Use the display for lessons, such as:</p> <p><u>writing poetry</u> - colorful description, sensory expression</p> <p><u>making comparisons</u> -</p> <p>The blanket is as fluffy as a rabbit's fur.</p> <p>My sweater is as soft as a rabbit.</p> <p>This piece of silk is as smooth as a rabbit's ear.</p> <p>The lining of my jacket is as furry as a rabbit.</p> <p>This powder puff is as fluffy as a rabbit's tail.</p> <p><u>written practice</u> -</p> <p>The rabbit's ears are _____.</p> <p>The rabbit is _____-tailed.</p> <p>A rabbit is _____-eyed.</p> <p><u>pantomimes</u> - Use action words, as: loping; hopping</p> <p>Use a poem.</p> <p>Read the poem "Rabbits" by Dorothy Baruch for the class to appreciate.</p> <p>Have pupils compare their descriptive labels with the descriptive words found in the poem.</p> <p>Clarify the meaning of phrases such as:</p> <p>a <u>loose</u> bush something <u>shivering</u> the leaves</p>

TEACHING PROCEDURES	MATERIALS
<p>to select the words he wishes to convert into labels. choice and point to the portion of the rabbit that he is describing. needed by the children arranged to permit self service. nk of the materials that they need, serve themselves, and conserve</p> <p>rk period as needed. lessons, such as: - colorful description, sensory expression</p> <p><u>isons</u> - is as fluffy as a rabbit's fur. is as soft as a rabbit. of silk is as smooth as a rabbit's ear. f my jacket is as furry as a rabbit. r puff is as fluffy as a rabbit's tail.</p> <p>e - s ears are _____ . s _____ -tailed. _____ -eyed.</p> <p>se action words, as: loping; hopping</p> <p>bbits" by Dorothy Baruch for the class to appreciate and discuss. re their descriptive labels with the descriptive words and phrases em.</p> <p>g of phrases such as: something <u>shivering</u> the leaves</p>	<p>Arbuthnot, May Hill. <u>The Arbuthnot Anthology of Children's Literature</u>. Fair Lawn, New Jersey: Scott, Foresman and Co., 1964. "Rabbits", p. 57.</p>

SKILLS	TEACHING PROCEDURES
Using Descriptive Words	<p>Use language games.</p> <p>Show a large picture of someone who seems to be observing something. Ask pupils what they think the person is viewing. Provide pupils with a category within which to make reasonable guesses. Ask pupils to give two descriptive words when telling about what they are watching.</p> <p>Examples:</p> <p>I think the girl is looking at a white long-eared rabbit. Maybe the girl is watching a funny, waddling duck. Perhaps the girl sees a large, graceful swan gliding across the water.</p> <p>Display a picture in the category indicated. Use it to answer the question of what the person is viewing. Ask the pupil or pupils who guessed correctly to stand or raise hands.</p> <p>Use pictures.</p>
Developing Skills Useful in Storytelling	<p>Place a picture of an experience familiar to the children on the chalkboard.</p> <p>Ask pupils to help bring the scene to life.</p> <p>Let pupils look at the picture to tell what they see happening.</p> <p>Encourage pupils to use appropriate names for persons, places, objects.</p> <p>Let pupils suggest what sounds they hear.</p> <p>Encourage children to pretend that they are in the picture.</p> <p>Let pupils discuss how they feel in the pretend situation.</p> <p>Guide pupils in creating a group story.</p>

TEACHING PROCEDURES	MATERIALS
<p>someone who seems to be observing something. Think the person is viewing. Category within which to make reasonable guesses. Two descriptive words when telling about what the person is</p> <p>Looking at a white long-eared rabbit. Watching a funny, waddling duck. Describes a large, graceful swan gliding across the water.</p> <p>The category indicated. Question of what the person is viewing. Who guessed correctly to stand or raise hands.</p> <p>Experience familiar to the children on the chalkboard ledge. Bring the scene to life. Use the picture to tell what they see happening. Give appropriate names for persons, places, or objects. Listen to sounds they hear. Pretend that they are in the picture. Describe how they feel in the pretend situation. Tell a group story.</p>	<p><u>Pictures:</u> Sets with - someone looking at something - object of interest to the one observing</p> <p><u>Picture collections of</u> pets toys clothing farm animals zoo animals circus activities seasonal pictures</p> <p>Picture of a familiar experience</p> <p>Tape recorder</p> <p>Chart paper Felt pen</p> <p>Drawing paper Crayons</p>

SKILLS	TEACHING PROCEDURES
<p>Using a Trip to the Circus to Stimulate Dramatic Play</p>	<p>Move the story line forward by injecting new points of emphasis. Say: "When I was at _____, I saw I heard I felt _____.</p> <p>Allow a number of pupils to continue the story in places indicated. Let one child tell how he felt. Tape pupils' ideas. Listen to the tape with pupils and help them evaluate their story in ideas belong, whether each child added something new, and naming words were used. Re-play the tape to determine whether any ideas could be placed in a logical manner. Provide numerous experiences of this kind. Record the best stories on chart paper. Let pupils add pictures to the chart which will facilitate their recall.</p> <p>Discuss exciting acts viewed at the circus. Show children circus pictures to further review a trip to the circus. Present cut-outs of performers and let pupils tell about their acts. Help children with the correct names of performers and their equipment. Encourage pupils to pantomime being performers. Play a record with circus music. Help pupils compare the recording with music actually heard at the circus. Replay parts of the circus record. Permit children to tell about the acts which the music suggests. Have groups of children pretend to be the performers. Select the best acts.</p>

TEACHING PROCEDURES	MATERIALS
<p>ed by injecting new points of emphasis. _____, I saw</p> <p>o continue the story in places indicated by dots. elt.</p> <p>ils and help them evaluate their story in terms of whether each child added something new, and whether correct ed.</p> <p>mine whether any ideas could be placed together in a more nces of this kind. chart paper. o the chart which will facilitate their reading of the story.</p> <p>ed at the circus. ures to further review a trip to the circus. mers and let pupils tell about their acts in the show. rect names of performers and their equipment. mime being performers. music. ecording with music actually heard at the circus. record. out the acts which the music suggests. etend to be the performers.</p>	<p><u>Suggested places around which to build an experience story:</u></p> <p>grocery store library farm dentist's office laundromat gasoline station a building site</p> <p>Cut-outs for flannel board (See "Circus". Instructo Products Co., Division of Jacronda Mfg. Co., Philadelphia) Flannel board</p> <p>Circus pictures capturing the cir- cus mood before and during the performance</p> <p><u>Recording:</u> "The Circus Comes to Town." 78 rpm. Young People's Records,</p>

SKILLS	TEACHING PROCEDURES
<p>Developing the Social Cour- tesies</p>	<p>Let a child represent the ringmaster and announce the number of vendors. Allow pupils to put on their own circus.</p> <p>Have children discuss what the vendors sold. Encourage children to describe products, sounds, and tastes brought to mind. Ask: "What products did the vendors sell?" What sounds did you hear as the vendors moved about? What words could the vendors use to describe their products? "Be" a hot dog vendor. Walk up and down aisles in the manner of a vendor selling. Encourage children to call out orders, ask prices, pass money to the vendor, request desired spread.</p> <ul style="list-style-type: none"> * Select vendors to sell hot dogs, ice cream, candy cotton, peanuts. <p>Use only one vendor at a time. Encourage each vendor to advertise his product and to serve customers. Maintain a controlled situation by allowing specific groups to visit on the location of the vendor. Allow vendors and performers to visit another class and present their act. Be sure the class visited is given instructions about requesting vendors, if the situation evidences a need for control.</p> <p>Use poetry and dramatic play.</p> <p>Present a bag containing two pairs of shoes, a pocketbook, a pair of gloves. Allow two girls to reveal contents of the bag.</p>

TEACHING PROCEDURES	MATERIALS
<p>master and announce the numbers. own circus.</p> <p>the vendors sold. the products, sounds, and tastes which circus vendors vendors sell? near as the vendors moved about? vendors use to describe their products?"</p> <p>the manner of a vendor selling. out orders, ask prices, pass make-believe money over ired spread. s, ice cream, candy cotton, peanuts, balloons. e. advertise his product and to serve his customers. on by allowing specific groups to participate depending or. s to visit another class and present a circus show. is given instructions about requesting orders from the vidences a need for control.</p> <p>o pairs of shoes, a pocketbook, a lady's hat, and a pair tents of the bag.</p>	<p><u>Recording:</u> Under the Big Top. "Elephants." "The Juggler." "The Tight Rope Walker." Bowmar Or- chestral Library. #51 Stan- ley Bowmar Co., 1962.</p> <p><u>Bag containing -</u> 2 pairs of ladies' shoes a pocketbook a lady's hat a pair of gloves</p>

SKILLS

TEACHING PROCEDURES

Encourage the class to give suggestions as to how the two girls could use the bag in order to role-play being ladies.
 Ask one girl to select and dress up in things which she might have if she were a lady.
 Permit the other girl to put on the extra pair of shoes.
 Let pupils tell about times when they pretended to be ladies.
 Help the class create brief situations, suggested by the dress of the two girls, in which the girls can role-play.
 Have children assume comfortable listening positions.
 Read the poem, "Someone Is Knocking."
 Use the accompanying fingerplay suggestions.
 Ask: "Who were the children in the poem pretending to be?
 Who was the lady who came to visit?"
 Repeat the poem allowing the pupils to join in the fingerplay activity.

Say the poem "Someone Is Knocking" on numerous occasions until pupils can recite it easily.
 Provide pupils with a good voice pattern reflecting the graciousness of the poem.
 Place a chair in front of the room.
 Have two girls dress up like ladies.
 Let them pantomime the activity suggested by the poem while the class listens.
 Change the lining in the hat and shoes and allow other girls to pantomime the activity.
 Evaluate the extent to which the class imitated the friendly tone and graciousness suggested by the poem.
 Evaluate the extent to which those who pantomimed listened carefully to the situation convincingly.

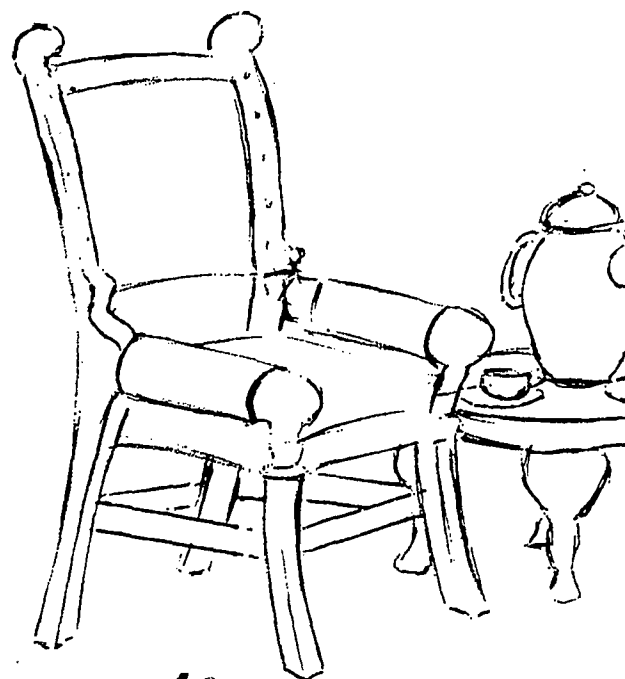
TEACHING PROCEDURES

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the room.
like ladies.
activity suggested by the poem while the class recites.
e hat and shoes and allow other girls to pantomime similarly.
which the class imitated the friendly tone and manner sug-
which those who pantomimed listened carefully and portrayed
ingly.

MATERIALS

Materials suggested for lesson
above
(Omit book.)
Chair
Tea set



SKILLS

TEACHING PROCEDURES

Ask pupils to tell how they would respond if someone said:

Good morning.

Won't you sit down?

Discuss with pupils polite things to say when leaving.

Guide pupils in understanding that the person who comes to visit us is our guest.

Help pupils understand that a lady is called a hostess when she helps to make a guest or visitor feel at home.

Tell pupils that a gentleman is called a host.

Have all pupils who could be hostesses stand.

Ask all who could be hosts to stand.

Have all who could be guests stand.

Suggest that today pupils might enjoy making believe that they are guests.

Pretend to be the hostess.

Shake hands with one child and say:

"Good morning, Mrs. or Mr. _____." (Use last name of the pupil.)

Have that child and the rest of the class respond, "Good morning, Mrs. _____."

Say: "Won't you have a seat?" or "Won't you sit down?" or "Please have a seat."

Allow the pupil to sit in the chair as she and the class respond, "Yes, thank you."

Offer the guest a cup of tea.

Encourage the guest to give an individual gracious response.

Ask the pupils to pretend that it is time to go.

Encourage the "guest" to tell how much she has enjoyed herself.

Respond: "Please come back again soon, Mrs. _____."

Repeat the role-playing situation with other children.

Vary the wording so that pupils will do the same when they are ready to role-play being host or hostess, and guest.

ING PROCEDURES

MATERIALS

Respond if someone said:

Say when leaving.

The person who comes to visit us is our guest.

is called a hostess when she helps to make her

ed a host.

ses stand.

by making believe that they are guests.

_____." (Use last name of the pupil.)

class respond, "Good morning, Mrs. _____."

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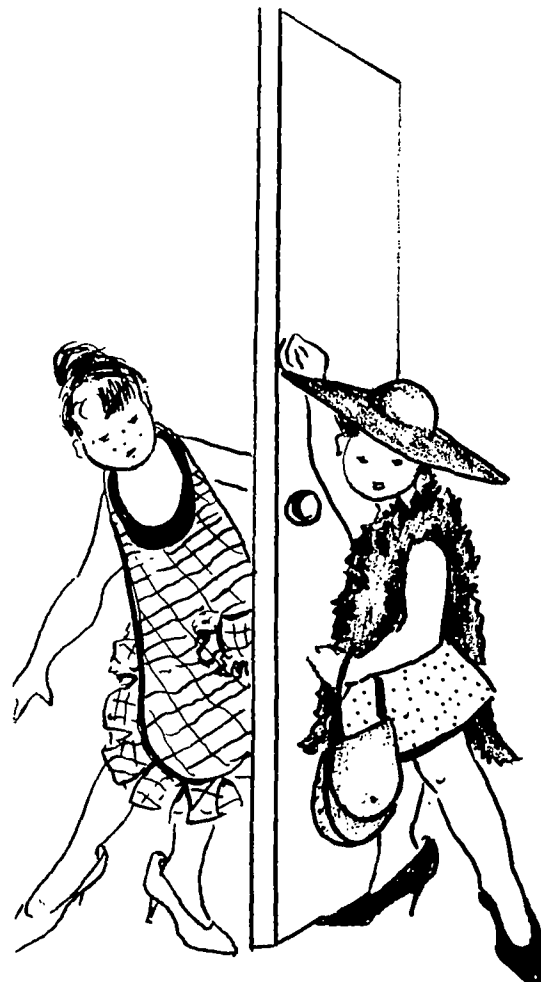
n soon, Mrs. _____."

with other children.

will do the same when they are ready to role-play

st.

Chair
Tea set



SKILLS

TEACHING PROCEDURES

Ask pupils to pretend that -

They have been given permission to open the door.

Their teacher has come to visit Mother.

Ask pupils to tell how they could be good hosts or hostesses.

Guide pupils in -

remembering to greet a visitor in a friendly manner

offering a seat

excusing themselves while going to get Mother.

Permit several children to role-play themselves in the situation.

Encourage pupils to keep the conversation going but to allow the guest to leave also.

Guide the class in listening for friendly voice quality and polite words from the hostess.

Show the class a party hat.

Permit informal discussion of parties which the children have attended.

Help children understand that both the host or hostess and the guests should make the party a good one.

The host greets and takes them to join the others.

The guests participate in the party activities.

The guests remember to thank the host and tell him how much they enjoyed themselves.

Allow a committee to plan and give a party for the rest of the class during the noon milk lunch period.

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Level I: Writing Skills

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		Addressing envelopes
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Level I: Writing Skills

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WRITING	Stimulate Interest In Expressing Ideas In Writing
SKILLS	TEACHING PROCEDURES
Formulating Ideas for Writing	<p>Use photographs or self-portraits of the pupils.</p> <p>Bring the class together to share pictures or photographs of themselves. Tell them to think of <u>one</u> idea to say about themselves. Explain the job of a recording secretary to the class and the fact that he will be their secretary for today. Allow a few minutes for members of the class to organize their thoughts and recorded.</p> <p>Encourage pupils to begin sentences in a variety of ways, such as:</p> <p style="padding-left: 40px;">I am wearing a new dress. The toy in my picture is my favorite one. Here I am. My name is John R. Green. I like to hear stories.</p> <p>Allow the pupils to watch you record these sentences. Comment upon the punctuation and capitalization as you write. Permit pupils to participate in the entire recording process by repeating the words which are being recorded. Help them to develop the "thoughts to writing" skill.</p> <p>Ask: "What's the next word?"</p> <p style="padding-left: 40px;">Do I need a capital letter here? Did I capitalize the proper words? Do you see anything that I forgot?" (perhaps a period)</p> <p>Give each child his own story to take to his seat, after he reads it. Have him write his own name below the sentence and fasten the story to a large sheet of paper for inclusion in a class booklet. Advise him to use his desk name card as a guide as he writes his story. Encourage those pupils who are able to copy the entire sentence or</p>
Dictating Ideas to be Recorded	
Copying Written Ideas	

Stimulate Interest In Expressing Ideas In Writing

WRITING

TEACHING PROCEDURES

MATERIALS

portraits of the pupils.

to share pictures or photographs of themselves.

the idea to say about themselves.

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the proper words?

thing that I forgot?" (perhaps a period)

n story to take to his seat, after he reads it.

own name below the sentence and fasten the picture and the

et of paper for inclusion in a class booklet.

desk name card as a guide as he writes his name.

s who are able to copy the entire sentence on pencil paper #1.

Self-portraits or photographs of
each child

Lined chart paper

Felt pen

Pencils

Pencil paper #1

SKILLS	TEACHING PROCEDURES
Recording a Dictated Experience Chart	<p>Use the experiences from a walk.</p> <p>Have the pupils close their eyes and visualize interesting things during the walk.</p> <p>Initiate a discussion of impressions gathered by the pupils from the walk.</p> <p>Keep the discussion brisk and lively.</p> <p>Guide pupils in making a chart record of their walk.</p> <p><u>Permit them to decide</u> whether the chart should be a story or a list of things that they saw.</p>
Organizing Ideas for Writing	<p>Have them state the main purpose of the chart.</p> <p>Example: To tell the signs of fall</p> <p>To record activities of the neighborhood</p> <p>To tell the kinds of homes near their school</p> <p>Ask the pupils to suggest a title and an interesting opening sentence.</p> <p>Ask: "About what is our chart to be?" (Their response could be: "How should we begin our chart so that everyone who reads it will know what the chart is all about?"</p>
Selecting a Title and a Topic Sentence	<p>Example: We went for a walk.</p> <p>We walked around our school block.</p> <p>Record the pupils' contributions which express the feeling of interest of the group.</p> <p>Include the ideas of the shy child as often as possible and try to make them distinctive.</p> <p>Record the rough draft of the chart on the blackboard.</p> <p>Edit the preliminary draft with the children.</p> <p>Record the final draft on a large piece of newsprint or tag-board.</p> <p>Provide each child with a piece of pencil paper #1, large enough to write on.</p> <p>Include, later, the day, month, date, and year in his assignment.</p> <p>Provide pencils.</p>

TEACHING PROCEDURES

MATERIALS

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ssion brisk and lively.

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We walked around our school block.

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as of the shy child as often as possible and those that are unique or

gh draft of the chart on the blackboard.

inary draft with the children.

al draft on a large piece of newsprint or tag-board with a felt pen.

child with a piece of pencil paper #1, large enough for his name and

the day, month, date, and year in his assignment.

s.

Name card for each child
 Chart paper
 Felt pen
 Pencils
 Drawing paper
 Crayons
 Pencil paper #1

SKILLS

Selecting the Main Idea in
Preparation for Inde-
pendent Writing

TEACHING PROCEDURES

Have each child follow the pattern of his desk name card and write
he can put it on the back of the picture he is going to draw to il
story.

Use the pictures to illustrate the story when it is displayed.

Use story sequence pictures.

Select three pictures with very few details that relate a story, such
a black cat walking
a black cat drinking milk from a bowl
a sleeping, black cat beside an empty bowl

Display the first picture and place a piece of chart paper under it.

Motivate pupils to want to be story-tellers, writers - authors.

Remind them of the enjoyment they receive from hearing and "r
their readers.

Help pupils discover how wonderful it is to think of a story and th
other people may enjoy reading it.

Focus attention upon the first picture and ask the pupils to tell
happening in the picture.

Avoid asking pupils to tell what they see as this limits the use of th

Guide them to suggest the size, color, and even a name for the cat

Ask key questions, such as:

Where do you think the cat is going? Why?

How do you think he feels?

When do you think he went walking?

Help the children build one complete sentence about the picture wh
answers to two of the guiding questions.

Example - Picture One:

A black cat went for a walk.

One morning a hungry cat went for a walk.

Timothy Cat was very hungry as he walked along one day

Record these sentences on the blackboard.

TEACHING PROCEDURES

MATERIALS

and follow the pattern of his desk name card and write his name so that it is on the back of the picture he is going to draw to illustrate the chart.

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pictures with very few details that relate a story, such as:

walking

drinking milk from a bowl

black cat beside an empty bowl

at picture and place a piece of chart paper under it.

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of the enjoyment they receive from hearing and "reading" stories in class.

discover how wonderful it is to think of a story and then write it so that they may enjoy reading it.

on upon the first picture and ask the pupils to tell what they think is in the picture.

pupils to tell what they see as this limits the use of their imaginations.

suggest the size, color, and even a name for the cat as they talk.

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ou think the cat is going? Why?

think he feels?

u think he went walking?

ren build one complete sentence about the picture which would include

two of the guiding questions.

e - Picture One:

ack cat went for a walk.

orning a hungry cat went for a walk.

othy Cat was very hungry as he walked along one day.

sentences on the blackboard.

Pictures - three large pictures which tell a simple story

Chart paper

Felt pen

Pencil paper #1

Pencils

SKILLS	TEACHING PROCEDURES															
Building A Writing Dictionary	<p>Draw attention to capitalization and punctuation of the sentences a on the board.</p> <p>Invite pupils to <u>proofread</u> the sentences and explain that they a read their stories after they write them as writers do.</p> <p>Have pupils tell the words that they would like to have listed on c them write their stories.</p> <p>Example:</p> <table><tr><td>went</td><td>day</td><td>walking</td></tr><tr><td>along</td><td>hungry</td><td>walked</td></tr><tr><td>morning</td><td></td><td>Timothy</td></tr><tr><td>Tom</td><td></td><td></td></tr><tr><td>cat</td><td></td><td></td></tr></table> <p>Allow pupils to read and become familiar with the dictionary.</p> <p>Advise them to use it when they need help with spelling.</p>	went	day	walking	along	hungry	walked	morning		Timothy	Tom			cat		
went	day	walking														
along	hungry	walked														
morning		Timothy														
Tom																
cat																
Developing Sequence in Independent Writing	<p>For initial and early story writing experiences the lesson may pupils writing one sentence about the first picture. Other lesson with the discussion of the two remaining pictures after may write three sentences.</p> <p>Continue this procedure for the remaining pictures guiding the p "story" which has a beginning- sentence 1, a middle- senter sentence 3.</p> <p>Remove from the blackboard all sentences that were dictated by th Leave the picture dictionaries and the pictures in view of the clas Number the pictures 1, 2, and 3.</p> <p>* Instruct the pupils to write one sentence about each picture sta number one, then picture two, and last picture three.</p> <p>Provide pencil paper and pencils.</p>															

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TEACHING PROCEDURES

MATERIALS

capitalization and punctuation of the sentences as they are written
 proofread the sentences and explain that they are going to proof-
 es after they write them as writers do.
 ne words that they would like to have listed on chart paper to help
 r stories.

day walking
 hungry walked
 Timothy

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 e it when they need help with spelling.

early story writing experiences the lesson may end here with the
 g one sentence about the first picture. Otherwise, continue the
 e discussion of the two remaining pictures after which the pupils
 ee sentences.

cedure for the remaining pictures guiding the pupils in building a
 has a beginning- sentence 1, a middle- sentence 2, and an end-

blackboard all sentences that were dictated by the group.
 dictionaries and the pictures in view of the class.
 es 1, 2, and 3.

is to write one sentence about each picture starting with picture
 en picture two, and last picture three.
 per and pencils.

SKILLS

TEACHING PROCEDURES

Organizing and Creating a Class Picture Dictionary

Circulate very quietly among the pupils after they have settled down.
Give help to those who request it and to those who seem to be having
trouble. Avoid confusing those pupils involved in concentrated thought with
those having real difficulties.

Group papers at the end of the writing session according to similar
problems.

Use the opaque projector to point out types of mistakes.

- * Follow-up individual writing with periods in which small groups
correct their own stories with the teacher.

Provide numerous occasions during which the class may share and
complete stories.

Use a large picture dictionary.

Introduce pupils to a large, colorful picture dictionary.

Draw attention to the contents and stimulate interest through thought.

Allow exploration and discussion of the format of the contents of the

Direct attention to the manner in which the words and pictures are
grouped as foods, people, animals, and clothes.

Guide discussion to help pupils formulate a definition of a picture dictionary.

Encourage expressions concerning the function and value of such
words and pictures.

Elicit pupils' opinions as to their need for making such an aid
for self-help as they write.

Plan with the children the words to be included, such as:

Action Words (Doing Words)

working	coming	hopping
standing	swinging	playing
cutting	pasting	running

TEACHING PROCEDURES	MATERIALS						
<p>quietly among the pupils after they have settled down to write. to those who request it and to those who seem to be having difficulty. those pupils involved in <u>concentrated thought</u> with those who are difficulties.</p> <p>the end of the writing session according to similarities of writing</p> <p>projector to point out types of mistakes.</p> <p>dual writing with periods in which small groups read, edit, and own stories with the teacher.</p> <p>s occasions during which the class may share and enjoy the com-</p> <p>dictionary.</p> <p>to a large, colorful picture dictionary.</p> <p>to the contents and stimulate interest through thoughtful questioning. and discussion of the format of the contents of the dictionary.</p> <p>to the manner in which the words and pictures are classified and ods, people, animals, and clothes.</p> <p>to help pupils formulate a definition of a picture dictionary.</p> <p>essions concerning the function and value of such a collection of tures.</p> <p>pinions as to their need for making such an aid to use, especially as they write.</p> <p>children the words to be included, such as:</p> <p>(Doing Words)</p> <table> <tr> <td>coming</td><td>hopping</td></tr> <tr> <td>swinging</td><td>playing</td></tr> <tr> <td>pasting</td><td>running</td></tr> </table>	coming	hopping	swinging	playing	pasting	running	<p>Opaque projector</p> <p>Picture dictionary, large and color- ful or Opaque projector and small picture dictionary</p> <p>Newsprint with 2" margin on the left and 1" margin on the right</p> <p>Manila art paper Crayons Pencil paper #1 Pencils Paste Scissors Loose-leaf rings</p>
coming	hopping						
swinging	playing						
pasting	running						


SKILLS	TEACHING PROCEDURES
<p>Proofreading and Editing of Written Materials</p> <p>Following Directions</p>	<div data-bbox="753 1028 1398 1261"> <div>helping</div> <div>catching</div> <div>writing</div> <div>drawing</div> <div>walking</div> <div>going</div> <div>jumping</div> <div>throwing</div> <div>riding</div> <div>dancing</div> <div>kicking</div> <div>eating</div> <div>sitting</div> <div>reading</div> <div>swimming</div> <div>galloping</div> <div>marching</div> <div>skating</div> <div>sleeping</div> <div>looking</div> <div>clapping</div> </div> <p>Compose word lists cooperatively with the pupils including words which related to their experiences and areas of study.</p> <p>Write the words on the board as pupils suggest them.</p> <p>Invite the children to select a word which they would like to illustrate their contribution to the dictionary.</p> <p>Select upon recommendation of the class two committees, a <u>proofreading</u> arrangement staff.</p> <p>Have the proofreading committee proofread all labels and edit all pages they are submitted to the arrangement committee.</p> <p>Instruct the arrangement committee to arrange and paste the pictures on the large, unfastened sheets of newsprint paper.</p> <p>Provide the class with uniformly sized pieces of manila art paper and pencil paper #1.</p> <p>Ask pupils to make simple and clear pictures for their words.</p> <p>Encourage each child to evaluate his own work for accuracy and neatness submitting it to the committees.</p> <p>Give the two committees their detailed instructions concerning the purpose of their activities as soon as the class begins to work.</p> <p>Provide the arrangement committee with large, loose sheets of paper with marginal lines drawn 2" from the left edge of the page and 1" from the top of the page.</p> <p>Caution the committee to keep all labels and pictures <u>out</u> of the margins.</p> <p>Compile and have pupils number the completed pages which may be added in a manner which will allow the addition of more pages later.</p>

TEACHING PROCEDURES	MATERIALS
<p> ving swimming g galloping ing marching ng skating g sleeping ng looking ing clapping </p> <p> atively with the pupils including words which are closely ces and areas of study. d as pupils suggest them. et a word which they would like to illustrate and label as dictionery. on of the class two committees, a <u>proof-reading</u> and mittee proofread all labels and edit all pictures before e arrangement committee. ommittee to arrange and paste the pictures and labels on eets of newsprint paper. niformly sized pieces of manila art paper, crayons, and and clear pictures for their words. evaluate his own work for accuracy and neatness <u>before</u> mittees. their detailed instructions concerning the procedures for as the class begins to work. committee with large, loose sheets of newsprint with from the left edge of the page and 1" from the right edge eep all labels and pictures <u>out</u> of the margins. umber the completed pages which may be fastened in a y the addition of more pages later. </p>	

SKILLS	TEACHING PROCEDURES												
Discovering the Need for Letter Writing	<p>Add a phrase page to the dictionary. List phrases such as:</p> <table> <tr> <td>I am</td> <td>Here are</td> <td>I can</td> <td>This is</td> </tr> <tr> <td>We enjoy</td> <td>These are</td> <td>Can you</td> <td>We are</td> </tr> <tr> <td></td> <td></td> <td>I want</td> <td></td> </tr> </table> <p>Allow pupils to read, use, and enjoy their product as long as they</p> <p>Do not save the picture dictionary for the next year's class needs, and activities are constantly changing.</p> <p>Use a poem.</p> <p>Display three large, felt-backed cut-outs of a letter and two other Example: cup, letter, tree Place the three cut-outs on the felt board and direct the pupils' at Say: "My poem for you is about one of these cut-outs. I wonder which one it will be?"</p> <p>If time permits, allow pupils to use phrases which express their feelings and guess which object it could be. Example: The poem may be about the tree. Maybe it's about the cup. I think it may be about the letter. The teacher's response to these could be: Perhaps it is. Perhaps you're right. Recite the poem while the class listens. Have pupils identify and select the correct picture. Remove the other cut-outs from view.</p>	I am	Here are	I can	This is	We enjoy	These are	Can you	We are			I want	
I am	Here are	I can	This is										
We enjoy	These are	Can you	We are										
		I want											

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TEACHING PROCEDURES

MATERIALS

to the dictionary.

as:

Here are	I can	This is
These are	Can you	We are
	I want	

and, use, and enjoy their product as long as they have need for it.

the picture dictionary for the next year's class because interests, activities are constantly changing.

the, felt-backed cut-outs of a letter and two other objects.

letter, tree

cut-outs on the felt board and direct the pupils' attention to them.

for you is about one of these cut-outs. I wonder which one it will

its, allow pupils to use phrases which express tentativeness to object it could be.

may be about the tree.

about the cup.

may be about the letter.

response to these could be:

is.

you're right.

while the class listens.

ify and select the correct picture.

cut-outs from view.

Poem:

Field Enterprises Educational Corporation, Childcraft, The How and Why Library. Vol. I, Chicago: 1964. "Mail" p. 217

Cut-outs, felt-backed:

letter and two other subjects

Chart paper

Felt pen

SKILLS	TEACHING PROCEDURES
<p>Recognizing the Kinds of Letters</p>	<p>Ask: "Why did the child in the poem like to write a letter?" Pinpoint the necessity for writing letters by asking pupils how they "and friends who are not always nearby." Say: "Sometimes we write letters to thank someone for something done for us." Can you think of other reasons for writing letters?" Remind pupils to answer with complete ideas and to begin their words, such as: People write letters to. . . . Direct questions, if necessary, which will elicit responses, such as: People write letters to invite you to a party - invitations share good news - friendly letters, announcements cheer people up - get well greetings make new friends - pen-pal letters (explain) get answers to questions - business letters</p> <p>Ask pupils to think of someone who has done something very nice for Suggestions: a parent who came to school to help the class a helpful student from another class a visitor who shared time and ideas with the class someone who was responsible for a pleasant experience the class enjoyed</p> <p>Allow pupils to suggest who the person to receive a <u>thank-you</u> Tell the pupils that you will help them to do it.</p>

TEACHING PROCEDURES

MATERIALS

in the poem like to write a letter?"

writing letters by asking pupils how they "talk" to relatives
not always nearby.

ite letters to thank someone for something the person has

ther reasons for writing letters?"

er with complete ideas and to begin their sentences with
ple write letters to. . . .

ssary, which will elicit responses, such as:

o

ty - invitations

friendly letters, announcements

get well greetings

- pen-pal letters (explain)

estions - business letters

meone who has done something very nice for them.

e to school to help the class

from another class

red time and ideas with the class

s responsible for a pleasant experience or help which the

est who the person to receive a thank-you letter will be.

will help them to do it.

SKILLS	TEACHING PROCEDURES
<p>Learning the Form of a Friendly Letter</p> <p>Proofreading a Letter</p>	<p>Guide pupils in the proper formation of the letter with question: "How shall we begin our letter to Mrs. Smith so that she will know we wrote it?"</p> <p>Have pupils formulate the date.</p> <p>Record it in the proper place on chart paper.</p> <p>Say: "We place the date here when we write a letter."</p> <p>What could we say to let Mrs. Smith know that we are writing to her?</p> <p>Accept pupils' suggestions, but if necessary, steer them to the proper form.</p> <p>Say: "We write that <u>greeting</u> here."</p> <p>Write: Dear Mrs. Smith,</p> <p>Ask: "Why are we writing to Mrs. Smith?"</p> <p>How shall we say it?"</p> <p>Show the pupils where the <u>body</u> or <u>message</u> begins.</p> <p><u>Record</u> their many <u>ideas</u> on the <u>blackboard</u> so that they may refer to them before being written in the letter.</p> <p>Record the amended message on the chart paper.</p> <p>Continue to explain capitalization and punctuation as they arise.</p> <p>Continue the proofreading by the pupils.</p> <p>Explain here that all letters end or close with a word or two.</p> <p>Sincerely Your friend Love</p> <p>Permit pupils to select an appropriate <u>closing</u>.</p> <p>Record it.</p>

TEACHING PROCEDURES

MATERIALS

the proper formation of the letter with questions, such as:
 we begin our letter to Mrs. Smith so that she will know when we
 formulate the date.
 proper place on chart paper.
 the date here when we write a letter.
 and we say to let Mrs. Smith know that we are talking to her?"
 suggestions, but if necessary, steer them to the proper greeting.
 that greeting here."
 Mrs. Smith,
 we writing to Mrs. Smith?
 l we say it?"
 where the body or message begins.
 any ideas on the blackboard so that they may be studied and amended
 written in the letter.
 ended message on the chart paper.
 ain capitalization and punctuation as they are placed.
 of reading by the pupils.
 at all letters end or close with a word or two of friendship, such as:
 select an appropriate closing.

Chart paper
 Felt pen

SKILLS

TEACHING PROCEDURES

I thank you. | Policemen help
 November
 Mrs. Dear _____,

 Love,
 Mr. Come back soon. | Miss | B

Allow space for each pupil to place his signature.

Ask the class to proofread the letter again to make any changes that are needed.

Help pupils recall the parts of their letter as you point to them.

Parts of a Letter

Heading or date

Greeting

Body or message

Closing

Signature

Keep a model of a simple friendly letter available as a pupil reference if there is need for it.

Copy the letter on smaller paper and have each pupil place his signature fully as possible before it is mailed.

Have the children decide the next step that they need to take in order to write a letter to Mrs. Smith.

Advise them that they will learn to address an envelope at the next language lesson.

TEACHING PROCEDURES

MATERIALS

you. | Policemen help us. ---
November , 19_
_____,

Love,

ck soon. | Miss | Betty

Small copy of class letter for individual pupils to sign

place his signature.
e letter again to make any changes that are necessary.
their letter as you point to them.

- Body or message
- Closing
- Signature

riendly letter available as a pupil reference as long as
paper and have each pupil place his signature as care-
ts mailed.
e next step that they need to take in order to get the
urn to address an envelope at the next language period.



I

SKILLS	TEACHING PROCEDURES
	<p>Continue letter writing as situations demand and with the aid of phrase, and word lists, guide pupils toward greater skill and independence.</p> <p>Encourage the writing and exchanging of letters between pupils and setting up a room post office.</p> <p>Give pupils additional help in learning to write letters by making letters for completion through cut and paste activities.</p> <p style="text-align: right;">November 3,</p> <p>Dear Mrs. Smith,</p> <p style="padding-left: 40px;">We thank you for help.</p> <p>You were kind to help us at school.</p> <p>YOU made us very happy.</p> <p style="text-align: right;">Your friend</p> <p style="text-align: right;">★ _____</p> <p style="text-align: right;">_____</p> <p>Extend the development of letter writing skills to include requests for permission to go on trips.</p> <p>Follow the procedures and format for letter writing as detailed in the text.</p>

TEACHING PROCEDURES

MATERIALS

as situations demand and with the aid of picture dictionaries, lists, guide pupils toward greater skill, individuality, and in-

and exchanging of letters between members of the class by post office.

help in learning to write letters by making copies of elliptical on through cut and paste activities.

November 3, 19__

Smith,
Thank you for helping us.
Kind to help us at school.
us very happy.

Your friends,

☆ _____

ent of letter writing skills to include invitations, thank-you or permission to go on trips.
and format for letter writing as detailed on page 199.

Letter forms, elliptical,

Scissors
Paste
Pencils

SKILLS	TEACHING PROCEDURES												
<p>Developing the Mechanics of Addressing an Envelope</p>	<p>Encourage pupils to write invitations to a variety of persons and follow :</p> <table border="0"> <tr> <td><u>Occasions</u></td><td><u>Persons</u></td></tr> <tr> <td>class projects</td><td>parents</td></tr> <tr> <td>exhibits</td><td>principal and others</td></tr> <tr> <td>trips</td><td>individuals and groups</td></tr> <tr> <td>programs</td><td>persons in the community</td></tr> <tr> <td>parties</td><td></td></tr> </table> <p>Reinforce, during each letter writing experience, the pupils' structure of a letter: heading (date), greeting, body, closing.</p> <p>Guide pupils in understanding that invitations and letters of permission contain certain specifics, such as:</p> <ul style="list-style-type: none"> the date of the activity the place and time of the activity the purpose of the activity <p>Use a huge envelope made of newsprint.</p> <p>Fasten the large envelope to the blackboard with tape.</p> <p>Explain that this is a model of a smaller envelope, but it is large enough for one to see.</p> <p>Allow pupils to explain their need for learning to address an envelope.</p> <p>Ask questions, such as:</p> <ul style="list-style-type: none"> Who is to receive the letter? What should we write to tell the postman where she lives? In what city does Mrs. Smith live? <p>Record the responses to these questions in the proper places on the envelope.</p> <p>Call pupils' attention to the placement of the information as well as to the punctuation and punctuation needed.</p>	<u>Occasions</u>	<u>Persons</u>	class projects	parents	exhibits	principal and others	trips	individuals and groups	programs	persons in the community	parties	
<u>Occasions</u>	<u>Persons</u>												
class projects	parents												
exhibits	principal and others												
trips	individuals and groups												
programs	persons in the community												
parties													

TEACHING PROCEDURES	MATERIALS
<p>ite invitations to a variety of persons and for occasions, as</p> <p>jects <u>Persons</u></p> <p> parents</p> <p> principal and others on the staff</p> <p> individuals and groups</p> <p> persons in the community</p> <p>a letter writing experience, the pupils' knowledge of the heading (date), greeting, body, closing, and signature. nding that invitations and letters of permission must contain ch as:</p> <p>tivity</p> <p>e of the activity</p> <p>e activity</p> <p>of newsprint.</p> <p>pe to the blackboard with tape.</p> <p>odel of a smaller envelope, but it is large enough for every-</p> <p>their need for learning to <u>address an envelope</u>.</p> <p>e letter?</p> <p>e to tell the postman where she lives?</p> <p>s. Smith live?</p> <p>o these questions in the proper places on the large envelope. the placement of the information as well as to the capitaliza- needed.</p>	<p>Envelope, large newsprint model</p> <p>Tape</p> <p>Felt pen</p> <p>Postage stamp</p> <p>Envelope, regulation size</p> <p>Follow-up sheets of envelopes for children to complete the address and return address</p> <p>Scissors</p> <p>Paste</p> <p>Stamps, simulated for children's practice of placement</p>

SKILLS

TEACHING PROCEDURES

Call the post office, if necessary, to get the correct zip code.
Explain its purpose.

Ask: "If our letter can't be delivered for some reason, what could the envelope do so that the postman would bring it back to us?"

Who are we?

Where are we?"

Demonstrate the placement and order of the return address on the envelope.
Show and explain the postage stamp which will be needed to pay for the mail.

Allow the pupils to tell and show where the stamp should be placed.

Have pupils proofread and name the address and the return address.

Make copies of an elliptical address on envelopes for each child to use.

Fairfield School, Room —
1st and Q streets, N.W.
Washington, D.C. 2002

_____ Elm Street, N.E.
Washington, D.C. 20018

2

1234

Mrs. Jane L. Smith

TEACHING PROCEDURES

MATERIALS

necessary, to get the correct zip code.

be delivered for some reason, what could we write on the
the postman would bring it back to us?

nt and order of the return address on the envelope.
age stamp which will be needed to pay for delivery through

d show where the stamp should be placed.

d name the address and the return address.

al address on envelopes for each child to complete, as:

pl, Room ____
eets, N.W.
D.C. 2002

Elm Street, N.E.
ington, D.C. 20018

234 Mrs. Jane L. Smith

SKILLS	TEACHING PROCEDURES						
Composing a Class Newspaper	<p>Use large chart paper.</p> <p>Bring the group together to share their weekend experiences. Ask them to tell of something that <u>they</u> saw, did, or heard. Guide them to tell those experiences that would be of interest to the class being careful to avoid <u>personal family business</u>. Allow pupils to suggest which news items are to be recorded. Help them select timely and interesting news items. Record their selections and explain that those pupils who were not recorded this time may possibly have their news recorded on future papers.</p> <p>Example:</p> <table> <tr> <th>Date</th> <th><u>OUR NEWSPAPER</u></th> <th>Grade Room</th> </tr> <tr> <td></td> <td> <p>Mary Jane is at home with a cold. We'll make her a get-well card. Steven walked to the library. Johnny found a turtle in the woods. Helen had fun at her grandmother's house. Billy had a birthday on Saturday. Happy birthday, Billy!</p> </td> <td></td> </tr> </table> <p>* Encourage children to make illustrations for their newspaper. Allow pupils to print the newspaper when they have progressed. Display the paper for reading enjoyment but <u>keep only current</u> papers. Fasten old news sheets into a cover so that pupils may enjoy them.</p>	Date	<u>OUR NEWSPAPER</u>	Grade Room		<p>Mary Jane is at home with a cold. We'll make her a get-well card. Steven walked to the library. Johnny found a turtle in the woods. Helen had fun at her grandmother's house. Billy had a birthday on Saturday. Happy birthday, Billy!</p>	
Date	<u>OUR NEWSPAPER</u>	Grade Room					
	<p>Mary Jane is at home with a cold. We'll make her a get-well card. Steven walked to the library. Johnny found a turtle in the woods. Helen had fun at her grandmother's house. Billy had a birthday on Saturday. Happy birthday, Billy!</p>						

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TEACHING PROCEDURES	MATERIALS
<p> together to share their weekend experiences. something that <u>they</u> saw, did, or heard during the weekend. all those experiences that would be of interest to members of the eful to <u>avoid personal family business</u>. ggest which news items are to be recorded in their newspaper. imely and interesting news items. ections and explain that those pupils who did not have their news ime may possibly have their news recorded in subsequent news- </p> <p> <u>OUR NEWSPAPER</u> </p> <p> Grade Room </p> <p> at home with a cold. er a get-well card. to the library. a turtle in the woods. at her grandmother's house. irthday on Saturday. y, Billy! </p> <p> en to make illustrations for their newspaper. int the newspaper when they have progressed to that point. for reading enjoyment but <u>keep only current news on display</u>. heets into a cover so that pupils may enjoy reading their collection. </p>	<p> Large sheets of chart paper Felt pen Materials for pupil illustrations </p>

SKILLS	TEACHING PROCEDURES
Creating a Seasonal Poem	<p>Begin a poem with words, such as: In the fall, I <u>see</u> _____.</p> <p>Incorporate ideas which the children have created which describe impressions - golden leaves; ripe, orange pumpkins; shrubby colored flowers.</p> <p>Give new direction to the poem by saying, In the fall I <u>hear</u> _____.</p> <p>Include pupils' thoughts which describe sounds heard, as: rustling fires.</p> <p>Invite pupils to provide ideas about tastes and smells by saying, _____ <u>like</u>. (Answers might include <u>juicy, red apples</u>; <u>spicy, pumpkin turkey</u>.)</p> <p>Review and reword ideas to provide greater sentence variety and Record final efforts in some permanent manner for class enjoyment.</p> <p>Encourage the class to say its poem in unison on numerous occasions.</p>



TEACHING PROCEDURES

MATERIALS

words, such as: In the fall, I see _____.

which the children have created which describe visual sensory
golden leaves; ripe, orange pumpkins; shiny berries; brightly-

to the poem by saying, In the fall I hear _____.

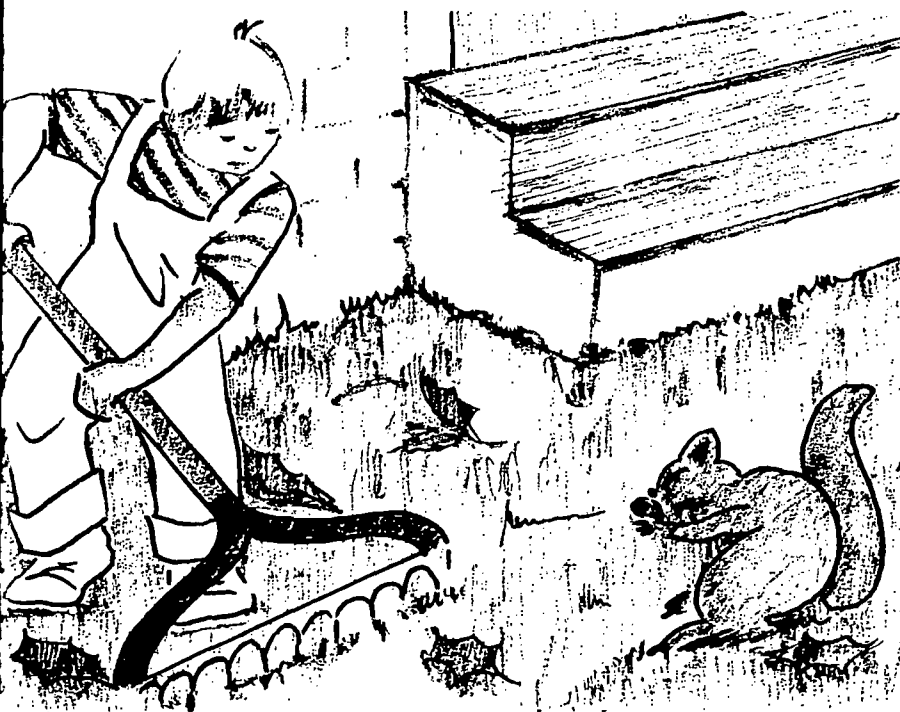
ights which describe sounds heard, as: rustling leaves, crackling

provide ideas about tastes and smells by introducing the words I
might include juicy, red apples; spicy, pumpkin pie; hot roast

ideas to provide greater sentence variety and rhythm.


in some permanent manner for class enjoyment.

to say its poem in unison on numerous occasions.



SKILLS	TEACHING PROCEDURES
Beginning Biographical Sketches	<p>Use pupils' photographs or portraits.</p> <p>Guide pupils to recall the oral biographical sketches which t class. (Refer to page 160)</p> <p>Help them recall the methods of keeping or recording inform class, such as storing it in the mind (memory) and on the tap</p> <p>Say: "We are going to keep a record of information about ourse We'll need pencils, paper, and our photographs. How record information about ourselves today?</p> <p>"Yes, we'll use photographs and <u>write</u> information about write a book about our class which can be kept and enjoy</p> <p>Provide duplicated work sheets for the pupils which include the tion:</p> <p>My name is _____.</p> <p>I am _____ years old.</p> <p>I attend _____ School.</p> <p>Give pupils their photographs and a work sheet.</p> <p>Have them read the elliptical sentences and supply the necessary</p> <p>Discuss the need for capitalization of first and last names school.</p> <p>Demonstrate the way to secure invisibly the photographs by placin of pictures and fitting pictures into the designated space on th</p> <p>Encourage the pupils to be neat and accurate.</p> <p>Have children proofread all papers for accuracy and correct cap</p> <p>Guide pupils in pasting these autobiographies on manila art pages</p> <p>Have children count-off and write <u>their</u> number at the bottom designated space.</p> <p>Have the pupils collate their book and suggest an appropriate titl</p>

TEACHING PROCEDURES	MATERIALS
<p>portraits.</p> <p>the oral biographical sketches which they presented to the 160)</p> <p>methods of keeping or recording information gathered by the it in the mind (memory) and on the tape recorder.</p> <p>Keep a record of information about ourselves in another way. s, paper, and our photographs. How do you think we will about ourselves today?</p> <p>photographs and <u>write</u> information about ourselves. We can at our class which can be kept and enjoyed for a long time."</p> <p>sheets for the pupils which include the following informa-</p> <p>_____.</p> <p>s old.</p> <p>_____ School.</p> <p>raphs and a work sheet.</p> <p>tical sentences and supply the necessary words.</p> <p>capitalization of first and last names and the name of the</p> <p>secure invisibly the photographs by placing tape on the backs g pictures into the designated space on their papers.</p> <p>be neat and accurate.</p> <p>all papers for accuracy and correct capitalization.</p> <p>these autobiographies on manila art pages.</p> <p>and write <u>their</u> number at the bottom of their page in the</p> <p>their book and suggest an appropriate title.</p>	<p>Photographs of each pupil</p> <p>Duplicated work sheets</p> <p>Pencils</p> <p>Manila art paper or newsprint</p> <p>Tape</p>

SKILLS	TEACHING PROCEDURES
<p>Developing Independence in Organizing and Writing Sentences</p>	<p>Use felt objects on the flannel board.</p> <p>Display a red ball on the flannel board. Say: "Can you tell what you see?" Allow many pupils to respond individually to the question sentence sense and word sequence. Have children recite in unison, "I see a red ball." Say: "You know how to write red, see, a, I, and perhaps ball. You're ready to <u>write</u> what you say. Close your eyes and say the sentence again slowly. Imagine that you are writing it as you say it. Which word would you write first? Show us on the blackboard. Allow pupils to print the first word on the blackboard. Accept a capital letter (I) and have pupils explain the reason for it. Continue the discussion of each word in its proper sequence, making, if necessary. Let pupils state the sentence again. Instruct them to write the sentence on their papers just as they hear it. Advise pupils to reread their statement after they have finished writing that it has all of the words that it needs to make sense. Invite pupils to participate in writing the sentence on the board. Encourage comments upon capitalization, word sequence, lettering, and punctuation. Guide pupils in finding and correcting <u>their own</u> mistakes by pointing in the sentence and asking: "Does your word look just like this?" Do you have your period here?"</p>  <p>To move slowly and deliberately with the first dictation lesson to build confidence and possibility for success in the initial attempt and to maintain the interest in writing.</p>

TEACHING PROCEDURES

MATERIALS

the flannel board.

all on the flannel board.

ell what you see?"

pupils to respond individually to the question in order to develop
use and word sequence.

ocite in unison, "I see a red ball."

how to write red, see, a, I, and perhaps ball.

eady to write what you say.

ur eyes and say the sentence again slowly.

that you are writing it as you say it.

ord would you write first? Show us on the blackboard."

print the first word on the blackboard.

letter (I) and have pupils explain the reason for its use.

discussion of each word in its proper sequence, reinforcing the spell-
sary.

the sentence again.

o write the sentence on their papers just as they said it.

o reread their statement after they have finished writing it to be sure

all of the words that it needs to make sense.

participate in writing the sentence on the board.

ments upon capitalization, word sequence, letter formation, spacing,
tion.

a finding and correcting their own mistakes by pointing to each word
nce and asking:

our word look just like this?

have your period here?"

lowly and deliberately with the first dictation lesson enforces pupils'
and possibility for success in the initial attempt, thereby escalating
in writing.

Felt objects:

red ball
red apple
yellow duck
white rabbit
blue star
purple bird
black cat
orange hat
green boat
green tree
brown leaf

Flannel board
Pencils and paper
Labels for pictures

SKILLS	TEACHING PROCEDURES
Developing Variety in Sentence Structure	<p>Continue this procedure and increase the variety of objects and of</p> <p>Example: The duck is yellow. You have a yellow duck. I have a yellow duck. That is a yellow duck. I see a red ball and a yellow duck.</p>
Beginning to Write Compositions	<p>Allow pupils to select and write their own sentences about an object or skill in writing. Provide time for the class to enjoy the writings. Have stories read and compiled for the library.</p>
Incorporating Prepositional Phrases	<p>* Allow children to develop skill in constructing sentences which use prepositional phrases.</p> <p>Use the felts suggested in the previous lessons. Place a bird over a tree. Place a brown leaf under a tree. Ask children to write sentences which tell about the bird and leaf. Accept sentences such as: The bird is over the tree. I see a bird over the green tree. There is a red bird over the green tree. A brown leaf is under the tree. The leaf fell under the tree. Encourage individuality and creativity of ideas.</p>

TEACHING PROCEDURES	MATERIALS
<p>and increase the variety of objects and of sentence structure. yellow. yellow duck. low duck. low duck. low duck. ball and a yellow duck.</p> <p>write their own sentences about an object as they develop</p> <p>to enjoy the writings. piled for the library.</p> <p>skill in constructing sentences which have prepositional</p> <p>the previous lessons.</p> <p>tree. ences which tell about the bird and leaf.</p> <p>ee. reen tree. er the green tree. he tree. tree. d creativity of ideas.</p>	<p>Word cards: over under beside behind in out on</p> <p>Felt objects suggested in previous lesson</p> <p>Flannel board</p>

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