

DOCUMENT RESUME

ED 054 124

SP 007 322

TITLE Handbook for the Language Arts. Volume B: Level Two and Level Three.

INSTITUTION District of Columbia Public Schools, Washington, D.C.

PUB DATE 69

NOTE 582p.

EDRS PRICE EDRS Price MF-\$0.65 HC-\$19.74

DESCRIPTORS \*Curriculum Guides, Grade 2, Grade 3, \*Language Arts, \*Listening, \*Primary Grades, \*Speaking, \*Writing

ABSTRACT

GRADES OR AGES: Grades 2 and 3. SUBJECT MATTER: Language arts. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has two main sections, level two and level three, each subdivided into listening skills, speaking skills, and 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)

ED054124

Volume B

Level Two

Level Three

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Benjamin J. Henley, Acting Superintendent

**HANDBOOK**  
**FOR**  
**THE LANGUAGE ARTS**

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EDUCATION & WELFARE  
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— An Experience Report —

Louis Kornhauser, Director  
Great Cities Project and the Language Arts

Norman W. Nickens, Deputy Superintendent  
LuVerne C. Walker, Director of Curriculum  
Washington, D.C.

1969

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## CONTENT

	Page
Foreword .....	i
Introduction .....	ii
Note to the Teacher .....	iii
Charts .....	v

---

### LEVEL TWO

Listening Skills .....	209
Speaking Skills .....	245
Writing Skills .....	279

### LEVEL THREE

Listening Skills .....	317
Speaking Skills .....	351
Writing Skills .....	423

..... *Acknowledgments* .....

## FOREWORD

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

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## 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-

structional materials, new listening stations, teletraining, varied and interesting techniques, employment of other dramatic pupil involvement and participation. The corps of language arts teachers which have been developed has been well-disadvantaged, there is considerable work to be done. Lessons which have been developed at the primary level.

This publication, unique and innovative program, is structured to help teachers in the classroom. It includes dialogue and interaction groups, critical evaluation and at least one staff leadership in system. Selected school faculties.

The single most important factor in developing positive and accurate learning of this Handbook, then, will be the basis of your ability as a teacher in this guide to bring about

## 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

arranged under three  
use:

Column one -  
Column two -  
Column three-

The table of contents  
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listening, speaking and  
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Charts which have been  
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Most of the lessons  
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## NOTE TO THE TEACHER

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k is organized and

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 his 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 building  
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REMINDER: ASTERISKS DENOTE SPECIFIC OPPORTUNITIES FOR INDIVIDUALS

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

<p>Snappy</p> <p>Snappy is our pet. He has a hard shell. The shell is his house. We take care of Snappy</p>	
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#### 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 the Language

- A. Guide the recording process.
- B. Use children's own words.
- C. Record children's language on chart paper.
- D. Call to the attention of children the beginning of the sentence. (Colored chart paper)
- E. Keep the sentences on the chart. (Where long sentences are written into thought bubbles.)
- F. Evaluate first reading: the chart becomes a record of action words.
- G. Use any words children as picture.

#### III. Reading the Language

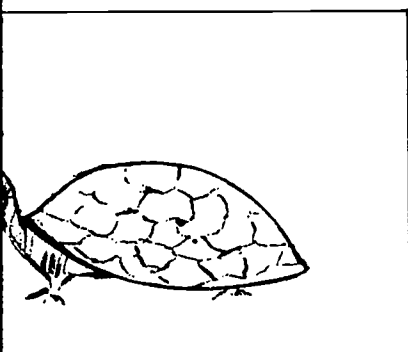
- A. Read the chart to children.
- B. Make no attempt to read the chart to children.

# CHARTS

## EXPERIENCE CHARTS

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ing 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-

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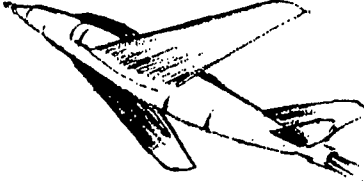
otographs, colorful pic-

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.

READING CHART

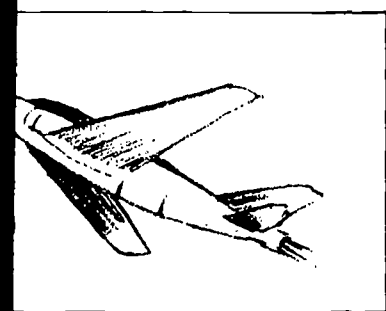
<p>The Airplane</p> <p>See the red airplane. The airplane can go up. The airplane can go down. See the airplane go fast.</p>	
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- I. Specific Objectives For Developing Reading Charts:
  - A. To introduce reading vocabulary
  - B. To fasten vocabulary
  - 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.

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## READING CHART



Reading Charts:

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g about it.

they want to say first.

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

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.

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attack skills.

the 'red.'

with 'a toy.'

for children to cut

sentences with sentences

sentences on a wall

- 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 CHARTS

### 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

### II. Chart construction

- A. Be neat.
- B. Be balanced paragraph for paragraph
- C. Be illustrated or made by hand or top of the page be placed at the top
- D. Be based on facts
- E. Be child-like
- F. Be complete
- G. Be accurate
- H. Be repetitive
- I. Have a title
- J. Have one area of chart. (Use only one area)
- K. Show only one side

### III. Ways of using charts

- A. Place or hang
- B. Staple or bind
- C. Hang along with reference.

## OTHER CONSIDERATIONS FOR CHARTS

table for inclusion  
ergarten 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 .

onal 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.

- 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."

CONTENT

page 209 — page 244

Level II: Listening Skills

Level II:

Building Standards

A mock TV telecast ..... 209

Developing Concepts and Vocabulary,  
Reinforcing Vocabulary, Enriching and  
Expanding Vocabulary

Picture study, Fire Prevention Week ..... 210-211  
 Roles of adult workers ..... 216-217  
 Direct experience ..... 220  
 Films ..... 221  
 Imagery boxes ..... 221-222  
 Concepts related to:  
     goods and services ..... 214-216  
     places ..... 224  
     travel ..... 225  
     lodgings ..... 227  
 Weather conditions through picture study ..... 231  
 Sensory words ..... 233  
 A poem — "Down the Rain Falls" ..... 234  
 Story characters ..... 242  
 Character sketches ..... 242-243

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CONTENT  
page 209 — page 244

Level II: Listening Skills

Page		Page
	<u>Following Directions</u>	
..... 209	An oral language game, "Can You Do What I Say?" .....	209-210
	Direct experiences:	
	A classroom tour .....	210
	A neighborhood walk .....	213
	Map games .....	213
	Taped lessons using concrete objects .....	213
..... 210-211		
..... 216-217		
..... 220		
..... 221		
..... 221-222		
	<u>Recalling Information</u>	
..... 214-216	Concept building, goods and services, a flannel board activity .....	214
..... 224	Association of special occasions with descriptive time and weather phrases .....	237
..... 225	Sequence of events, dramatizing a story .....	242
..... 227		
Study..... 231		
..... 233		
..... 234		
..... 242		
..... 242-243		
	<u>Listening for Specific Information</u>	
	Trip to a firehouse .....	211
	Powers of observation .....	228

Level II: Listening Skills

Level II: Lister

	Page	
<u>Listening for Changes of Thought</u>		<u>Forming Gen</u>
Ideas following the word "but" .....	232	Use of bo
<u>Reporting</u>		<u>Finding and C</u>
Trip to a firehouse .....	211	Illustratin
Concepts about services.....	215	
Concepts related to travel.....	227	<u>Conversing</u>
<u>Listening to Answer Specific Questions</u>		Direct exp
Role-playing situations.....	212	
Poetry .....	212	<u>Forming Con</u>
<u>Perceiving Relationships</u>		Using clue
Concept building, goods and services .....	215	
Picture study related to places.....	224	<u>Drawing Infer</u>
<u>Developing Powers of Reasoning</u>		About wha
Discussion about weather.....	231	About a po

Level II: Listening Skills

Page		Page
..... 232	<u>Forming Generalizations</u>	
	Use of book jackets .....	219
..... 211	<u>Finding and Contrasting Main Ideas</u>	
..... 215	Illustrating what is heard.....	233
..... 227		
	<u>Conversing</u>	
..... 212	Direct experience using sensory boxes.....	222
..... 212		
	<u>Forming Conclusions</u>	
..... 215	Using clues .....	234
..... 224		
	<u>Drawing Inferences</u>	
..... 231	About what is heard.....	234
	About a poem — "Umbrellas".....	235

Level II: Listening Skills

Level

Page

Reviewing

Reporting on goods and services .....	215
Picture study of places, distance, and travel.....	227
Reviewing sensory impressions about seasons.....	240

Interpreting What Is Heard

Use of stories and poems.....	244
-------------------------------	-----

Developing Habitual Use of Patterns of Standard English

Correct use of "me" .....	228
Past tense .....	229

Structuring More Interesting Sentences

Time phrases .....	238
--------------------	-----

Level II: Listening Skills

Page		Page
	<u>Enjoying a Story</u>	
..... 215	"Jack and the Beanstalk" .....	218
Travel..... 227	"The Twelve Months" .....	240
Seasons..... 240		
	<u>Enjoying a Poem</u>	
..... 244	Poems about rain.....	232-234
	<u>Storytelling</u>	
..... 228	About travel and transportation .....	226
..... 229		
..... 238		

**LISTENING**

Develop Skill in Listening Select

**SKILLS**

**TEACHING PROCEDURES**

Building Standards

Combine several individual or group assignments in s  
them into a class TV presentation consisting of new  
a story.

Ask which parts were designed to inform and which pro  
Ask questions about the facts presented in the new  
determine how carefully pupils listened and how well

Guide pupils in realizing that more careful attention is nee  
be remembered are being presented.

Ask pupils to consider and tell about times at home o  
careful attention is required.

Ask pupils to recall again the different types of programs  
Build understanding that balanced listening calls for bot  
and informative programs.

Guide pupils in considering the amount of time which they  
ing to television.

Encourage the children to share programs which they thin  
and worthwhile listening.

Select programs from pupils' favorite listening sugges  
suggested TV listening for the class.

Help pupils realize the need for cooperating with others  
grams to view.

Guide the class in recalling other media, including hu  
whom they receive auditory messages.

Following Directions

Use oral language games.

Play "Can You Do What I Say?"

Develop Skill in Listening Selectively

LEVEL TWO

TEACHING PROCEDURES

MATERIALS

... individual or group assignments in such a way as to incorporate  
... class TV presentation consisting of news, an announcement, music,  
... were designed to inform and which provided enjoyment.  
... about the facts presented in the news and in the announcement to  
... how carefully pupils listened and how well they recall.  
... realizing that more careful attention is needed when facts which should  
... are being presented.  
... consider and tell about times at home or during the school day when  
... attention is required.  
... call again the different types of programs presented on the "telecast."  
... finding that balanced listening calls for both programs of entertainment  
... and news programs.  
... considering the amount of time which they can profitably spend listen-  
... ing.  
... children to share programs which they think provide the most enjoyable  
... listening.  
... suggestions from pupils' favorite listening suggestions to include on a list of  
... listening for the class.  
... emphasize the need for cooperating with others at home in determining pro-  
... gram.  
... in recalling other media, including humans, through which or from  
... receive auditory messages.  
... games.  
... "Do What I Say?"

Class-made television screen  
Chart paper and felt pen

SKILLS	TEACHING PROCEDURES
Following Directions	<p>* Start with one-step directions, such as:  Put the book on the table, Mary.  Turn to the back of the room, John.  Place the box beside the book, Linda.  Proceed systematically through one-step, two-step, and three more complicated instructions, as:  Go to the desk.  Open the long top drawer.  Take the red pencil from the tray, and put it on the blackboard.</p> <p>Use direct experiences.</p> <p>Orient pupils for duty assignments by taking them on a "tour" to find out where things belong.  Ask pupils to listen to recall locations of materials.  Distribute picture cards of supplies to all children after the tour.  Instruct pupils to follow these directions:  Hold up your picture.  Use a sentence to tell what the picture shows.  Tell where the material belongs.  Put the picture in that place.  Give directions when collecting pictures.  Ask one child to tell where the paint belongs.  Direct all pupils who had pictures of paint to go to that place and place their pictures.  Follow the same procedure with each category.</p>
Enriching and Expanding Vocabulary	<p>Use pictures.</p> <p>Review the importance of Fire Prevention Week.</p>



TEACHING PROCEDURES

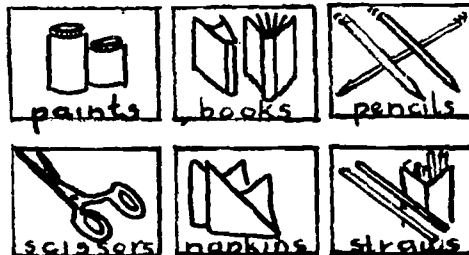
MATERIALS

... such as:  
 ... le, Mary.  
 ... room, John.  
 ... e book, Linda.  
 ... hough one-step, two-step, and three-step directions into  
 ... ions, as:  
 ... er.  
 ... om the tray, and put it on the blackboard ledge.

Simple objects, such as:  
 ruler            blackboard eraser  
 pencil           red pencil  
 book             box  
 small toys

Picture cards for each child

... nments by taking them on a "tour" of the classroom to  
 ... ng.  
 ... locations of materials.  
 ... applies to all children after the tour.  
 ... e directions:  
 ... what the picture shows.  
 ... al belongs.  
 ... place.  
 ... ing pictures.  
 ... he paint belongs.  
 ... pictures of paint to go to that place and bring back their  
 ... with each category.



SKILLS	TEACHING PROCEDURES
<p>Listening for Specific Information</p>	<p>Exhibit pictures and guide pupils in a discussion of facilities and equipment used to act <u>immediately</u>.  Suggest words such as: <u>pole</u>, <u>slide</u>, <u>bell</u>, <u>gong</u>, <u>siren</u>, and <u>less</u> desirable words to express themselves.  Have pupils discuss ways in which firemen <u>assist</u>.  Guide pupils in the use of the words <u>ambulance</u>, <u>gas mask</u>, <u>sa</u>.  Emphasize the importance of <u>immediate action</u> when a fire occurs.  Have pupils review ways in which facilities and equipment enable firemen to act quickly.  Encourage pupils to use suggested words wherever possible.</p>
<p>Reporting</p>	<p>Provide guidelines to foster attentive listening during trips.</p> <p>Example:</p> <p>Plan a trip to the firehouse.  Guide pupils in formulating questions for which they can find the answer during the trip.  Include questions, such as:  How does the fireman dress?  What equipment does the fireman use?  What work does the fireman do in the firehouse?  What does the fireman do when he gets to the fire?  What training must a fireman have?</p> <p>Divide the class into teams.  Let each team listen to find the answer to one question.  Suggest that pupils ask questions if they do not clearly understand the answer the fireman tells them.  Allow pupils to illustrate their findings after the trip.  Have members from each team use their illustrations to help the class understand which they have found.  Help children evaluate how well each question was answered.</p>

TEACHING PROCEDURES

MATERIALS

and guide pupils in a discussion of facilities which enable firemen to  
 rely.  
 such as: pole, slide, bell, gong, siren, and radio if pupils are using  
 the words to express themselves.  
 discuss ways in which firemen assist.  
 the use of the words ambulance, gas mask, safety net, ax, stretcher.  
 importance of immediate action when a fire occurs.  
 new ways in which facilities and equipment enable the firemen to move  
 as to use suggested words wherever possible.

to foster attentive listening during trips.

trip to the firehouse.  
 pupils in formulating questions for which they can obtain answers during  
 trip.  
 questions, such as:  
 how does the fireman dress?  
 what equipment does the fireman use?  
 what work does the fireman do in the firehouse?  
 what does the fireman do when he gets to the fire?  
 what training must a fireman have?  
 s into teams.  
 listen to find the answer to one question.  
 pupils ask questions if they do not clearly understand something which  
 tells them.  
 illustrate their findings after the trip.  
 from each team use their illustrations to help them report answers  
 have found.  
 evaluate how well each question was answered.

Pictures:  
 fire department,  
 protective clothing  
 fire fighting equipment  
 communications system

See:  
 Picture Kit -  
 Our Community Helpers  
 Fire Department

SKILLS	TEACHING PROCEDURES
<p>Listening to Answer Specific Questions</p>	<p>Use role-playing situations.</p> <p>Have children think of questions to ask their classmates during interview program.</p> <p>Guide pupils in formulating questions, such as:</p> <p style="padding-left: 40px;">What is your name?</p> <p style="padding-left: 40px;">What do you enjoy doing most with your friends?</p> <p style="padding-left: 40px;">What do you enjoy doing by yourself?</p> <p style="padding-left: 40px;">How did you spend your summer (Easter, Christmas) vacation?</p> <p>Use duplicate numbers.</p> <p>Give each child a number.</p> <p>Place the corresponding number in a box.</p> <p>Allow a pupil to draw numbers to determine which children watch television.</p> <p>Have each child selected sit behind a class-made television screen.</p> <p>Use a puppet figure to interview each guest.</p> <p>Use questions, but not necessarily in order, which children help answer.</p> <p>Let the class evaluate the extent to which answers clearly indicate they listened.</p> <p>Use poetry. "My Dog" by Marchette Chute.</p> <p>Ask pupils with dogs to tell ways in which they have fun with their dogs.</p> <p>Have pupils listen to the poem, "My Dog" to find out why the child loves his dog.</p> <p>Read the poem.</p> <p>Ask each child to pretend he is the person in the poem.</p> <p>Have each pupil draw a picture of himself and the dog.</p> <p>Instruct pupils to make their pictures convey one of the ideas in the poem.</p> <p>Use drawings to evaluate accuracy in listening.</p>

TEACHING PROCEDURES	MATERIALS
<p>ns.</p> <p>of questions to ask their classmates during a pretend television</p> <p>ing questions, such as:</p> <p>ame?</p> <p>joy doing most with your friends?</p> <p>joy doing by yourself?</p> <p>end your summer (Easter, Christmas) vacation?</p> <p>s.</p> <p>number.</p> <p>ing number in a box.</p> <p>w numbers to determine which children will be interviewed on</p> <p>ted sit behind a class-made television screen.</p> <p>o interview each guest.</p> <p>ot necessarily in order, which children helped formulate.</p> <p>ate the extent to which answers clearly indicated that children</p> <p>y Marchette Chute.</p> <p>to tell ways in which they have fun with their pets.</p> <p>the poem, "My Dog" to find out why the child in the poem loves</p> <p>tend he is the person in the poem.</p> <p>y a picture of himself and the dog.</p> <p>ke their pictures convey one of the ideas in the poem.</p> <p>uate accuracy in listening.</p>	<p>Class-made television screen</p> <p>Duplicate numbers</p> <p>Box</p> <p>Puppet figure</p> <p>Arbuthnot, May Hill, compiler.  <u>Time for Poetry</u>. Scott, Fores-  man and Co., Fair Lawn, New  Jersey: 1961. p. 46.</p>

SKILLS

TEACHING PROCEDURES

Following Directions

Take a walk in the neighborhood.

Give pupils directions which will help them build a neighborhood.

Say: "Let's walk two blocks north and one block east.

Where are we now?"

Proceed in like manner giving other directions.

Guide pupils in pointing out important places in the neighborhood.

Say: "Name the stores on Second Street.

Look for buildings that should be included on our map.

Tell where the fire hydrant is on our block.

Notice where the police box is.

Copy the number of the box."

Help pupils use information gathered during the trip to make

Play map games.

- \* Let pupils "drive" a toy automobile along the streets on a map of hood.

Give oral directions.

Say: "Start at the intersection of Fourth and P Streets, N. W.

Drive two blocks north.

Drive three blocks west.

Tell where you are."

Use tapes.

- \* Tape a series of directions for pupils to follow.

Use directions which involve --

Classification - Bring something which you could buy at t  
Mary.

Comparison - Touch the biggest desk in the room, Sue.

Description - Get something long and hard, Michael.

TEACHING PROCEDURES

MATERIALS

neighborhood.  
 s which will help them build a neighborhood map.  
 o blocks north and one block east.  
 how?"  
 her giving other directions.  
 ing out important places in the neighborhood.  
 es on Second Street.  
 ngs that should be included on our map.  
 fire hydrant is on our block.  
 he police box is.  
 er of the box."  
 rmation gathered during the trip to make a neighborhood map.

Notepaper and pencils for pupils

toy automobile along the streets on a map of the school neighbor-

Neighborhood map  
 Toy car

tersection of Fourth and P Streets, N. W.  
 ks north.  
 ocks west.  
 are."

Tape recorder with taped directions  
 involving individuals in the class

ctions for pupils to follow.  
 involve --  
 - Bring something which you could buy at the corner drugstore,

Touch the biggest desk in the room, Sue.  
 Get something long and hard, Michael.

SKILLS	TEACHING PROCEDURES
<p>Recalling Information to Answer Specific Questions</p>	<p>Direction - Place your chair <u>in front of</u> the bulletin board of room, James.</p> <p>Play the tape.</p> <p>Let pupils respond to directions.</p> <p>Ask children to evaluate how quickly they responded.</p> <p>Use map activities.</p> <ul style="list-style-type: none"> <li>* Review map directions.</li> </ul> <p>Review names of streets and avenues and buildings included on map.</p> <p>Have pupils tell how many blocks their homes are from school; from a particular store.</p> <p>Ask pupils to tell in which direction they would travel from their homes; from the post office to their homes; from the playground to their homes.</p> <p>Use felt-backed cut-outs.</p> <p>Review concepts on goods and services previously established (p.148)</p> <p>Direct attention to the cut-outs as an aid to finding answers to questions.</p> <p>Ask: "What did we discover that every family must earn in order to buy clothing, food, and other needs?"</p> <p>(m)</p> <p>How do families earn money? (by working)</p> <p>What does their work produce? (services and goods)</p> <p>Encourage pupils to elaborate with two ideas, such as:</p> <p>"My father paints houses.</p> <p>He produces a service."</p> <p>Build concepts to help children understand that toys, furniture, and other goods are not service, but that the care and upkeep of goods constitute service."</p>



TEACHING PROCEDURES

MATERIALS

your chair in front of the bulletin board on the south side of the

directions.  
note how quickly they responded.

6.  
streets and avenues and buildings included on the map.  
How many blocks their homes are from school; from the fire station;  
the store.  
In which direction they would travel from the drugstore to their  
post office to their homes; from the playground to their homes.

goods and services previously established. (Refer to Level 1,  
cut-outs as an aid to finding answers to these questions.  
Discover that every family must earn in order to have housing,  
and other needs?

(money)

How do they earn money? (by working)  
What do they work produce? (services and goods)  
Elaborate with two ideas, such as:  
their houses.  
"service."


Help children understand that toys, furniture, and clothing are goods,  
and upkeep of goods constitute service."

For review:

- flannel board
- felt-backed cut-outs
- money
- workers
  - baker
  - saleslady
  - dressmaker
  - maid
  - farmer
  - taxi driver
  - upholstery man
- a loaf of bread
- a broom
- an ear of corn

For developmental work:

- repair shop with a repairman
- toys
- furniture
- shoes

SKILLS	TEACHING PROCEDURES
	<p>Say: "What sometimes happens to your toys that makes won't work well anymore? Think of your bicycle wheels and train motors. How could you try to get your train to run again? What does a repair shop man produce for you? Why might the repairman be able to fix things that D Clarify pupils' understandings through repetition of the sugges items needing care or repair.</p>  <p>These kinds of learnings promote attitudes concern</p>
<p>Perceiving Relationships</p>	<p>Let pupils summarize by making a large illustration of o spend their earnings. Classify and display these on a board with one or two appro</p> <p>Our family spends its money for <u>servi</u> Our family spends its money for <u>goods</u></p> <p>Allow pupils to decide where their pictures should be placed for their choice.</p>
<p>Reviewing and Continuing Concepts about Services</p> <p>Reporting</p>	<p>Use pictures.</p> <p>Display pictures and suggest a need for a service. Ask pupils to decide whose service is needed, and/or whe the service.</p>

TEACHING PROCEDURES

MATERIALS

sometimes happens to your toys that makes you very sad because they  
n't work well anymore?  
of your bicycle wheels and train motors.  
ould you try to get your train to run again?  
does a repair shop man produce for you?  
might the repairman be able to fix things that Daddy couldn't fix?  
ils' understandings through repetition of the suggested procedure with other  
eeding care or repair.

se kinds of learnings promote attitudes concerning thrift and conservation.

summarize by making a large illustration of one thing for which families  
their earnings.  
d display these on a board with one or two appropriate sentences, such as:

Our family spends its money for services.

Our family spends its money for goods.

s to decide where their pictures should be placed and to explain the reasons  
r choice.

ictures and suggest a need for a service.  
to decide whose service is needed, and/or where they should go to obtain  
vice.

Pictures:

shoes  
television  
piece of furniture  
coat  
car  
wash bowl

SKILLS	TEACHING PROCEDURES
<p>Developing Vocabulary Related to Roles of Adult Workers</p>	<p>Ask pupils to place pictures of places where the service persons giving the service in the pocket chart as they place. Allow time for children to share personal experiences where they place. Guide individuals in reporting what they did or saw first, next. Help pupils with proper identifying vocabulary. Select places and services frequently used by families in order to discuss concepts and vocabulary.</p> <p style="text-align: center;">Example - (Coat that doesn't fit) Related vocabulary</p> <p style="text-align: center;">coat department store racks aisles saleslady sales ticket manager alterations seamstress exchanging</p> <p>Use objects.</p> <p>Place objects suggestive of occupations on a table. Provide time for pupils to investigate. Say: "As you look at the things on the table, pretend they are objects who work with such objects." Help with names of objects wherever there is hesitancy or inability to name. Encourage discussion of each object and the occupation suggested.</p>

TEACHING PROCEDURES

MATERIALS

pictures of places where the service could be secured or of the service in the pocket chart as they provide the information. Children to share personal experiences which they have had in each

reporting what they did or saw first, next, and so on.

over identifying vocabulary.

services frequently used by families in order to build detailed context.

that doesn't fit) related vocabulary

- coat
- department store
- racks
- aisles
- saleslady
- sales ticket
- manager
- alterations
- seamstress
- exchanging

representative of occupations on a table.

objects to investigate.

At the things on the table, pretend they are real. Think of persons associated with such objects."

Use objects wherever there is hesitancy or inaccuracy.

Label each object and the occupation suggested by it.

frame house  
clothing or linens

shoe shop  
TV repair shop  
upholstery shop, maid, carpenter, saleslady or tailor, seamstress  
gasoline station, car wash  
plumber  
painter  
laundromat, cleaners

Objects suggestive of occupations could include:

- microscope
- telescope
- brick
- piece of wood
- stethoscope
- toy plane

SKILLS

TEACHING PROCEDURES

\* Be sure pupils associate objects with specific occupational names. astronomer; bricklayer; carpenter; doctor, physician; pilot; musician; dressmaker, seamstress, tailor; photographer; engineer; secretary.  
 Show a book with good stories and a book of poems.  
 Help pupils make proper associations for the words: author, writer, artist.

Use pictures.

Concentrate on one occupation at a time.

Use pictures to build in general information and related vocabulary.

Examples: musician, band, orchestra, instruments, concert, performance, composer

physician, doctor, patient, office, examination, medicine, stethoscope

Motivate pupils to assume roles and to describe briefly, but effectively, of one occupation.

Encourage pantomime or demonstration where possible.



TEACHING PROCEDURES	MATERIALS
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objects with specific occupational names, such as: scientist, carpenter; doctor, physician; pilot; musician; saleslady, dress, tailor; photographer; engineer; secretary.  
 stories and a book of poems.  
 associations for the words: author, writer, poet, illustrator,

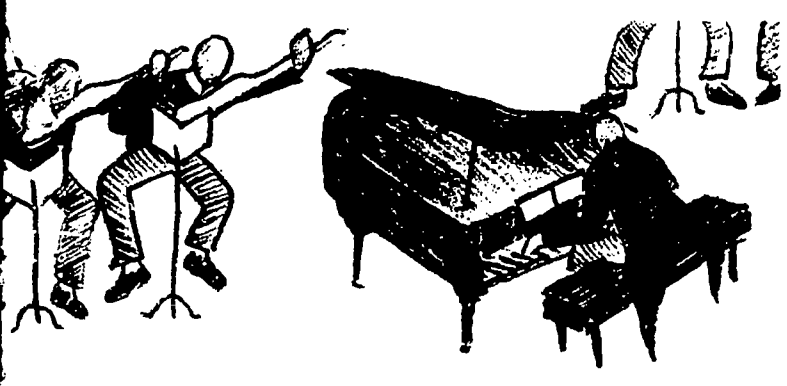
toy musical instrument  
 doll's dress  
 doll's coat  
 camera  
 train  
 toy typewriter  
 book of modern stories  
 book of poems

participation at a time.  
 general information and related vocabulary.  
musician, band, orchestra, instruments, conductor, baton, recital, concert, performance, composer

Pictures, as:  
 orchestra in performance  
 violinist giving concert  
 doctor examining a patient in an office

musician, doctor, patient, office, examination, examine, hospital, clinic, stethoscope

name roles and to describe briefly, but effectively, some aspect  
 demonstration where possible.



SKILLS

TEACHING PROCEDURES

Enjoying a Story

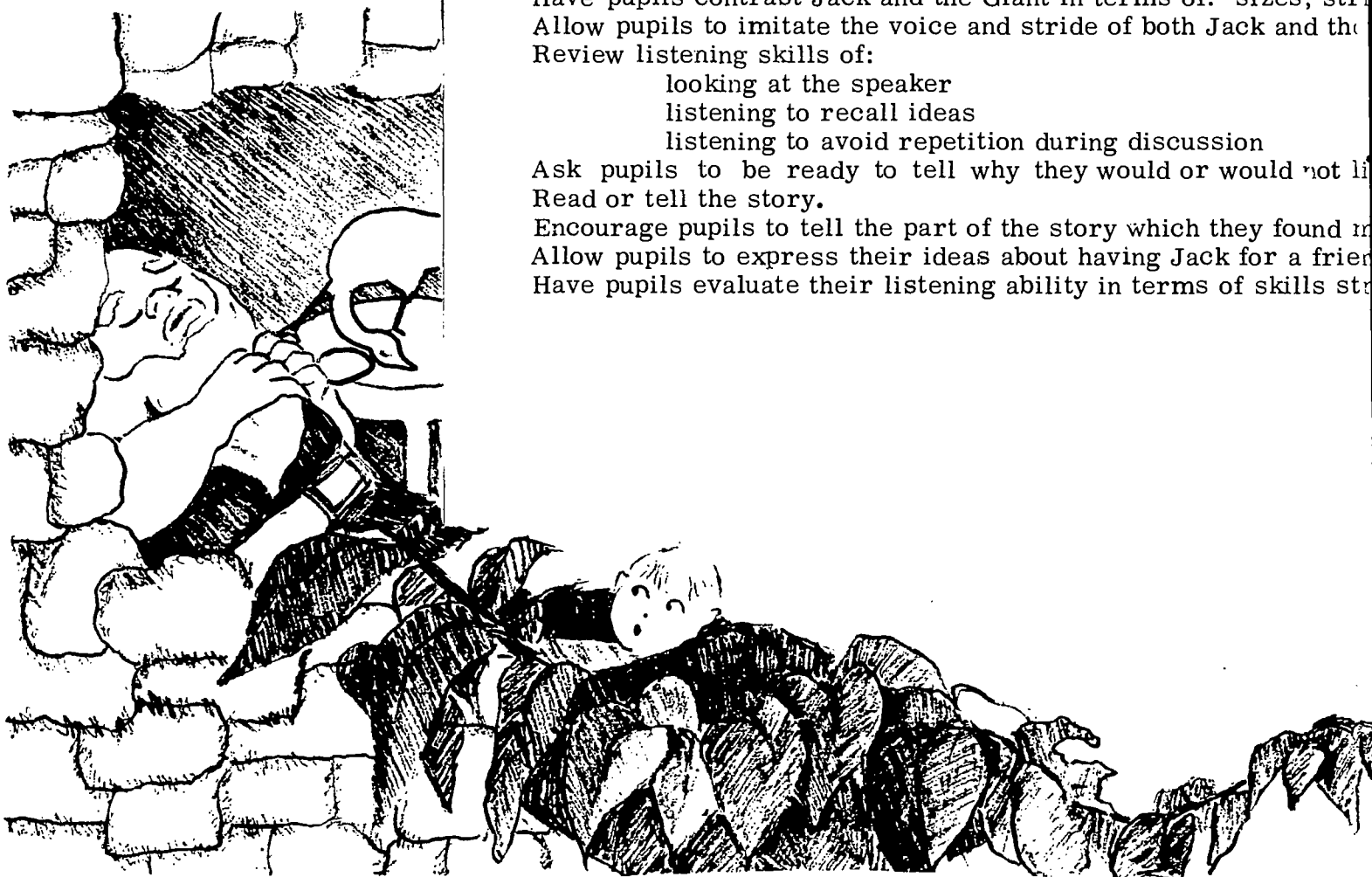
Use stories familiar to the children.

Place cut-outs of Jack and the Giant on the flannelboard.  
 Have pupils identify the story "Jack and the Beanstalk".  
 Have pupils contrast Jack and the Giant in terms of: sizes, strength, etc.  
 Allow pupils to imitate the voice and stride of both Jack and the Giant.  
 Review listening skills of:

- looking at the speaker
- listening to recall ideas
- listening to avoid repetition during discussion

Ask pupils to be ready to tell why they would or would not like to be Jack.

Read or tell the story.  
 Encourage pupils to tell the part of the story which they found most interesting.  
 Allow pupils to express their ideas about having Jack for a friend.  
 Have pupils evaluate their listening ability in terms of skills stated above.





TEACHING PROCEDURES

MATERIALS

Children.

Place the Giant on the flannelboard.

Read the story "Jack and the Beanstalk".

Describe the Giant in terms of: sizes, strides, voices.

Compare the voice and stride of both Jack and the Giant.

Ask the children:

Would you like to be a friend of Jack?

Have the children tell why they would or would not like Jack for a friend.

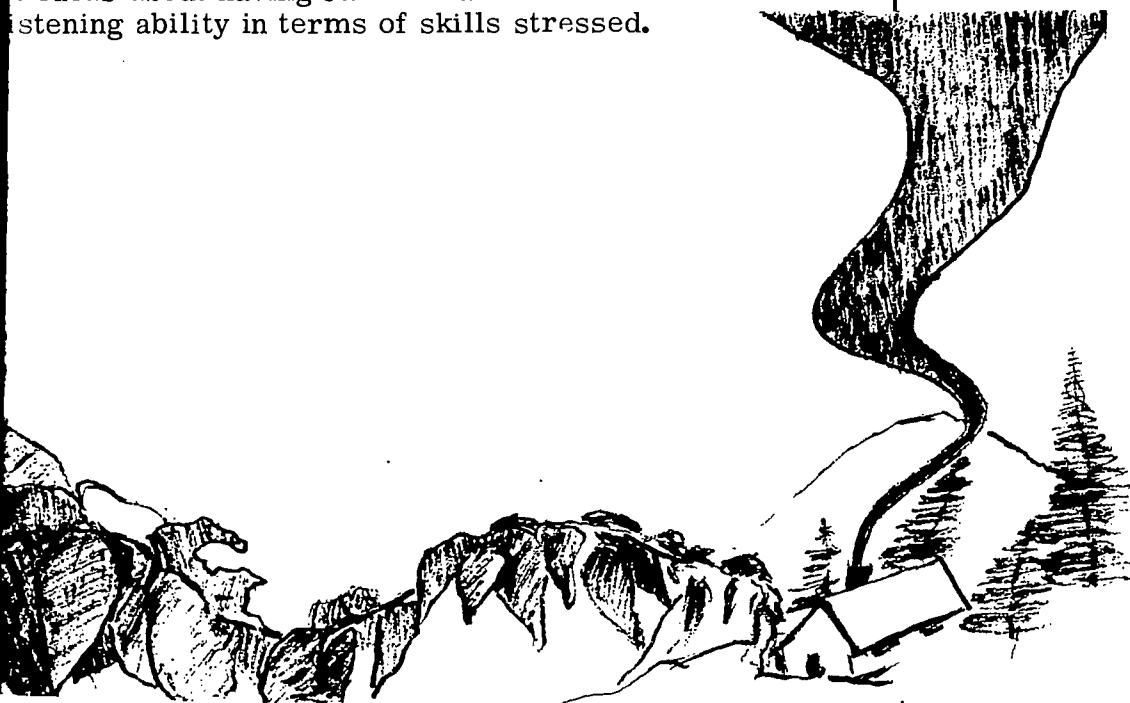
Ask the children to tell which part of the story which they found most exciting.

Have the children give ideas about having Jack for a friend.

Assess the children's listening ability in terms of skills stressed.

Haviland, Virginia. Favorite Fairy Tales Told in England. Little, Brown and Co., Boston: 1959. p. 3.

Flannel board  
Cut-outs backed with felt:  
 Jack  
 the giant



SKILLS

TEACHING PROCEDURES

Forming Generalizations

Use book jackets.

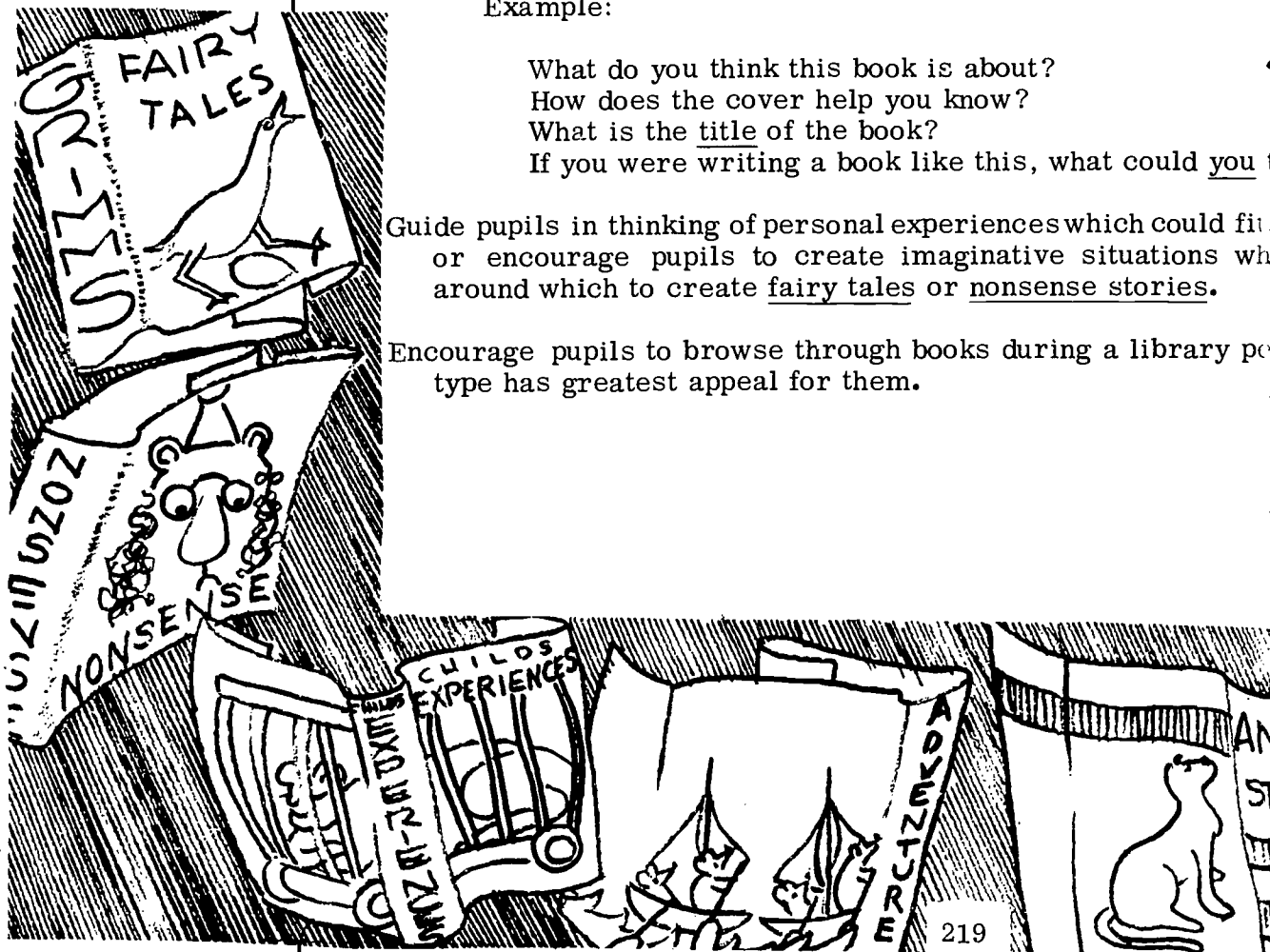
Display book jackets which reveal animal stories, adventures, experiences, fairy tales, biography and nonsense stories.  
 Call attention to one cover at a time,  
 Ask questions as each cover is presented to help pupils classify which they can select.

Example:

What do you think this book is about?  
 How does the cover help you know?  
 What is the title of the book?  
 If you were writing a book like this, what could you write?

Guide pupils in thinking of personal experiences which could fit or encourage pupils to create imaginative situations which could fit around which to create fairy tales or nonsense stories.

Encourage pupils to browse through books during a library period which type has greatest appeal for them.



TEACHING PROCEDURES	MATERIALS
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reveal animal stories, adventure stories, everyday ex-  
periences and nonsense stories.

at time,  
is presented to help pupils classify kinds of books from

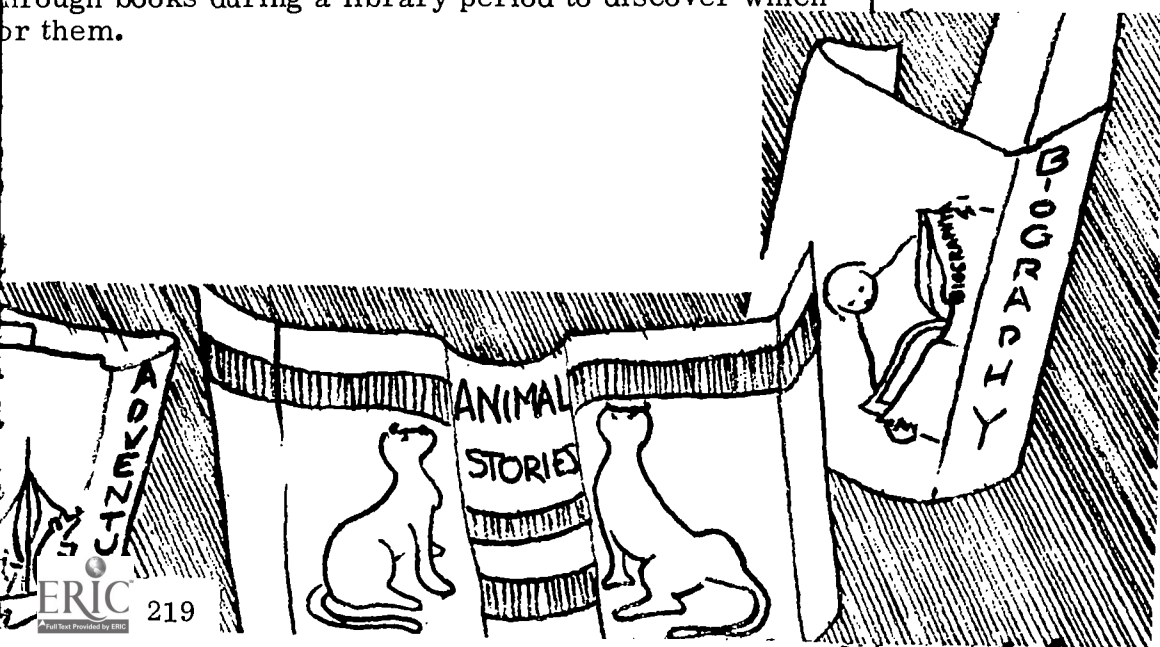
What is this book about?  
How does it help you know?  
What is the book about?  
If you had a book like this, what could you tell about?

Personal experiences which could fit into categories listed,  
create imaginative situations which they could suggest  
adventure stories or nonsense stories.

through books during a library period to discover which  
they like best.

Book jackets with pictures to  
identify types of stories:

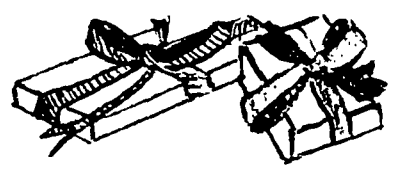
- animal
- adventure
- everyday experiences
- fairy tales
- biography
- nonsense



SKILLS	TEACHING PROCEDURES
<p>Vocabulary Building (Series of four lessons to prepare pupils for making imagery boxes)</p>	<p>Use direct experiences.</p> <p>Display packages wrapped like birthday presents.  Allow pupils to discuss when they might see such packages.  Encourage several children to tell about packages they have received.  Ask: "If these were your surprises, what could you do if you wanted to see what was inside?"</p> <p>Guide pupils to suggest <u>shaking</u>, <u>feeling</u>, <u>sniffing</u>.  Help pupils understand that in addition to seeing they can use touch, or smell to make discoveries.  Permit pupils to utilize one of the last three senses in aiding them to discover the contents of the packages.  Encourage pupils to give responses, such as:  <u>I think</u> this box has a game inside <u>because</u> I hear pieces rattling.  <u>Maybe</u> this is a game because many games come in boxes.  <u>I think</u> this surprise is a book because it feels hard on the cover.  <u>Perhaps</u> this is a book because I can feel the cover.  <u>I think</u> this is a book because the back feels hard, but the front has many pages in a book.</p> <p>Tell pupils what is in each package.  Suggest that later in the day pupils can share.  Pass several apples among the children.  Allow them to examine the apples with eyes closed.  Ask pupils to tell how they would know they were apples even if they could not see them.  Help pupils present ideas such as:  It <u>smells</u> spicy like an apple.  When I <u>touch</u> it the smooth skin feels like an apple.</p>

TEACHING PROCEDURES

MATERIALS



A game and a book wrapped like presents

like birthday presents.  
When they might see such packages.  
to tell about packages they have received.  
surprises, what could you do if you wanted to guess what was

hearing, feeling, sniffing.  
in addition to seeing they can use their sense of hearing,  
discoveries.  
one of the last three senses in aiding them to anticipate the  
responses, such as:  
a game inside because I hear pieces rattling.  
because many games come in boxes like this.  
is a book because it feels hard on the outside.  
book because I can feel the cover.  
book because the back feels hard, but the sides feel like the

package.  
pupils can share.  
the children.  
apples with eyes closed.  
they would know they were apples even if they could not see

such as:  
an apple.  
smooth skin feels like an apple.

About four apples to handle  
About four apples to be eaten

SKILLS

TEACHING PROCEDURES

Cut several apples and give each child a portion to eat.  
Ask: "How can you tell you are eating an apple?"

Encourage responses such as:

It tastes juicy like an apple.

It feels hard and makes a crunching sound when I bite it.

Have pupils tell all the parts of their body in addition to eyes which help them see an apple.

Have pupils tell what each of these parts helps us do.

Use films.

Example: Discovering through the five senses

Ask pupils to tell how they learn new things.

Suggest that pupils watch the film Ways to Find Out to discover more about things around him.

Show the film Ways to Find Out.

Have pupils recall how Beano used his five senses to help him know things.

Ask pupils to tell how Beano knew a kitten, the rug; a lemon, an apple.

Ask pupils how Beano could tell that Mother was cooking.

Guide pupils in reviewing the ways to find out as suggested by the film.

Use imagery boxes.

Example: Building vocabulary through the five senses.

Place a box with a picture of an ear on the cover before the child reads.

TEACHING PROCEDURES

MATERIALS

Apples and give each child a portion to eat.  
 "Can you tell you are eating an apple?"  
 Responses such as:  
 "It's juicy like an apple."  
 "It's hard and makes a crunching sound when I bite it."  
 "I can tell all the parts of their body in addition to eyes which helped them know  
 what each of these parts helps us do."

Knife

Discovering through the five senses

Film:

979 Ways to Find Out

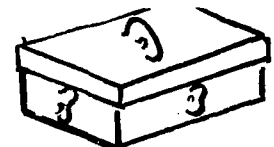
Ask them to tell how they learn new things.  
 Have pupils watch the film Ways to Find Out to discover how Beano learned  
 about things around him.  
 Discuss Ways to Find Out.  
 Recall how Beano used his five senses to help him know the rain.  
 Ask them to tell how Beano knew a kitten, the rug; a lemon, an orange.  
 Ask how Beano could tell that Mother was cooking.  
 Review in reviewing the ways to find out as suggested by the film.

Box with pictures of ears  
 Desk bell inside of box

boxes.

Building vocabulary through the five senses.

Start with a picture of an ear on the cover before the children.



SKILLS

TEACHING PROCEDURES

Conversing

Allow pupils to guess the purpose of the box.  
 Ring the bell that is inside.  
 Allow pupils to tell what is in the box.  
 Let children tell what part of their body helped them find out.  
 Sound the bell again.  
 Ask children to tell words that describe the sound the bell makes.  
 Help children with descriptive words such as: ringing, clinking,  
 Encourage pupils to tell whether the sound is high or low.  
 Show the bell to the children.  
 Let several children ring it and use one of the new words to describe it.  
 Ask pupils to suggest other bells which they have heard.  
 Help pupils find additional words which describe other bells such as:  
chiming, clanging, pealing.  
 \* Ask volunteer group to search for other things in their homes with which  
 which might be added to the listening box.  
 Ask each child to be able to give words to describe his sound.  
 Plan to keep a word list of sounds with the child's name by the side of the box  
 which he shared.

Introduce other imagery boxes.  
 Encourage other groups to be responsible for bringing materials to the table  
 for suggesting descriptive words.

Use sensory boxes.

Invite a group of children to "come to visit."  
 Place a box with things to touch, hear, smell, or taste on a table.  
 Allow pupils to tell how the objects feel, sound, smell or taste.



TEACHING PROCEDURES

MATERIALS

the purpose of the box.  
side.  
at is in the box.  
part of their body helped them find out.

ords that describe the sound the bell makes.  
descriptive words such as: ringing, clinking, tinkling, musical.  
ell whether the sound is high or low.  
children.

ring it and use one of the new words to describe its sound.  
other bells which they have heard.  
ditional words which describe other bells such as: jingling,  
pealing.

o search for other things in their homes with interesting sounds  
ded to the listening box.  
ble to give words to describe his sound.  
list of sounds with the child's name by the descriptive words

ery boxes.  
ps to be responsible for bringing materials to fill each box and  
criptive words.

aren to "come to visit."  
gs to touch, hear, smell, or taste on a table.  
ow the objects feel, sound, smell or taste.

Boxes with pictures of -  
hands  
eyes  
noses  
mouths  
One item appropriate for each  
box

Touch Box Objects:  
fur  
glass paper weight  
cotton balls

SKILLS

TEACHING PROCEDURES

Ask each child to recall a similar sensory impression and tell about it. The child describes how the object in the box feels. Encourage the use of interesting descriptives such as those listed below. Senses.

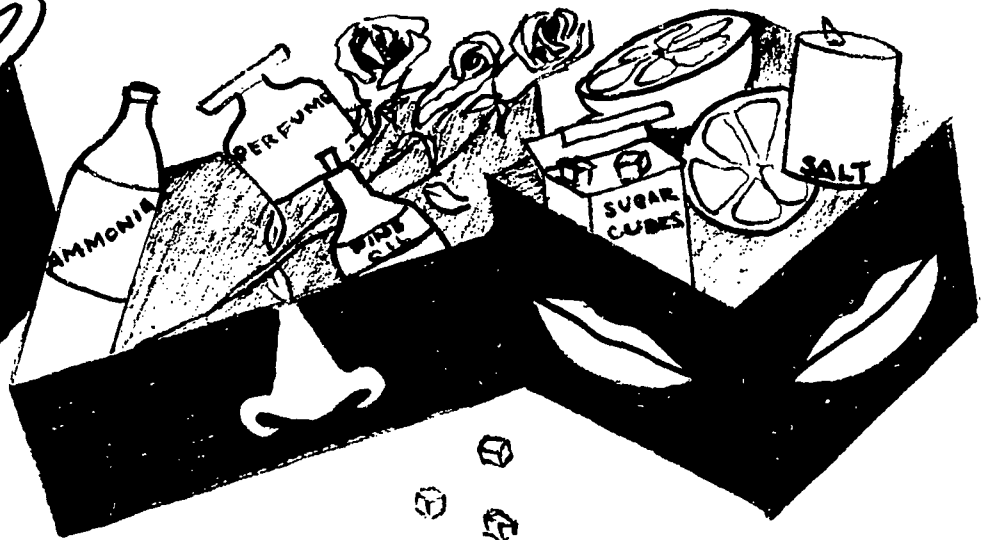
Touch - furry, rough, smooth, soft, hard, sticky

Sound - loud, soft, high, low, rattling, ringing, squeaking, ticking

Smell - sweet, fragrant, strong

Taste - sweet, bitter, salty, sugary

Ask pupils questions about the experiences which they describe. Encourage children in making comments, in order to stimulate a flow of comments.

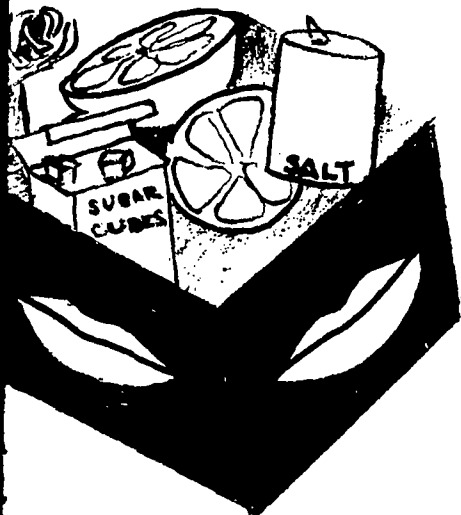


TEACHING PROCEDURES

MATERIALS

... similar sensory impression and tell about it after he de-  
... in the box feels.  
... interesting descriptives such as those listed for the various

... gh, smooth, soft, hard, sticky  
... high, low, rattling, ringing, squeaking, tooting  
... rant, strong  
... er, salty, sugary  
... out the experiences which they describe, and guide other  
... ments, in order to stimulate a flow of conversation.



sand paper, emery board  
cellophane tape  
paste

Sound Box Objects:

hammer and wooden block  
jar of water  
jar of pebbles  
bells, small and large  
baby rattle  
policeman's whistle  
alarm clock  
baby toy that squeaks  
toy tooting horn

Smell:

rose or perfume  
spices  
pine oil  
aromatic spirits of ammonia

Taste: (pictures may be used)

candy  
grapefruit  
green olives, salt  
cubed sugar

SKILLS	TEACHING PROCEDURES
<p data-bbox="217 1059 604 1161">Building Concepts and Vocabulary Related to Places</p> <p data-bbox="217 1549 593 1585">Perceiving Relationships</p>	<p data-bbox="749 1059 951 1094">Use pictures.</p> <p data-bbox="800 1128 1732 1228">Show pictures of interesting places that children might enjoy. Help pupils identify the kinds of places pictured, such as: <u>a city, ranch, or a farm.</u></p> <p data-bbox="800 1228 1524 1263">Place the pictures of places in the pocket chart.</p> <p data-bbox="800 1263 1732 1328">Encourage pupils to discuss freely experiences which they had at a specific kind of place.</p> <p data-bbox="800 1328 1732 1461">Stimulate further discussion, if necessary, by injecting questions:  When do you think it would be most fun to go?  What kind of clothes would (<u>did</u>) you need?  How could (<u>did</u>) you enjoy yourself?</p> <p data-bbox="800 1461 1732 1525">(Note incorrect usage of words, such as <u>sang, swam, waded, ran</u>, and the need for a specific lesson to help at a later date.)</p> <p data-bbox="767 1525 1732 1625">* Place pictures, suggestive of <u>activities</u> in the different places. Ask children to place these pictures in the pocket chart under the category they would be properly associated.</p> <p data-bbox="800 1625 1732 1661">Have pupils explain <u>why</u> they would place the pictures under that category.</p> <p data-bbox="800 1685 1732 1749">Use the same scenes, but add a picture of children in a foreign country during holiday festivities.</p> <p data-bbox="800 1749 1732 1813">Guide pupils in concluding that the children pictured are in a different country - (or in a country other than theirs)</p> <p data-bbox="800 1813 1732 1880">Help children determine places which could be nearby, places which could be some distance away.</p>

TEACHING PROCEDURES

MATERIALS

interesting places that children might enjoy visiting.  
 the kinds of places pictured, such as: a camp site, a beach, big city, farm, ranch.  
 places in the pocket chart.  
 discuss freely experiences which they have enjoyed in the special places.  
 discussion, if necessary, by injecting questions, such as:  
 "What do you think it would be most fun to be in a place like this?"  
 "What kind of clothes would (did) you need?"  
 "How would (did) you enjoy yourself?"  
 Use of words, such as sang, swam, waded, rode, sat on. Determine the specific lesson to help at a later date.)  
 descriptive of activities in the different places on the flannel board.  
 Place these pictures in the pocket chart under the scene with which they are most closely associated.  
 Ask why they would place the pictures under the particular place.  
 but add a picture of children in a foreign country dressed for that country.  
 (indicating that the children pictured are in a place that is across the country other than theirs)  
 the places which could be nearby, places which are not too close, and places which could be some distance away.

Pictures:

- camp site
- beach
- big city
- farm
- ranch

Pocket chart

Flannel board

Felt-backed pictures:

- shovel
- bucket
- bathing suit
- trunks
- seashells
- beach

- campfire
- tent

- hot dogs
- marshmallows
- barbecue set

- tall building - gloves
- suit, - tie, - purse, - hat

cattle

Globe

Picture of children in foreign dress

SKILLS

TEACHING PROCEDURES

Developing Vocabulary  
and Concepts Related  
to Travel

Display models or show pictures of various modes of transportation. Ask children to explain the kind of transportation they would probably use for camping, to the beach, or to a nearby farm. Be sure pupils explain why such transportation would be feasible. Show pupils, if possible, areas in which they would find ranches. Ask children which vehicle would help them reach a southwest ranch in the least amount of time. Ask children which vehicle would take the most travel time.

Suggest that Mother or Father often must plan many things before taking a trip. Ask children to pretend they are going to a ranch. Show the pictures suggested. Tell pupils that before taking their trip by plane, Father made several calls. Permit pupils to guess whom Father called--friends on the ranch, the airport. Guide pupils in realizing the necessity for the calls. Help pupils learn the words flight, reservation, schedule, information. Permit children to role-play Father calling the lodge and the airport. Encourage use of new vocabulary.

Discuss the picture in which someone is packing. Bring out the words baggage, luggage, and suitcase. Help pupils understand that care must be taken in determining what to pack. Guide pupils to consider - weather, length of trip, activities. Use scenes or any one scene. Permit children to discuss the above considerations in relation to setting up the airport. Use the airport picture or pictures to develop concepts about people at the airport. Help pupils with the words passenger, stewardess, hostess, pilot, co-pilot, control tower, waiting room, runway, landing, take-off.

TEACHING PROCEDURES

MATERIALS

w pictures of various modes of transportation.  
 n the kind of transportation they would probably use if they went  
 ch, or to a nearby farm.  
 why such transportation would be feasible.  
 e, areas in which they would find ranches.  
 vehicle would help them reach a southwest ranch in the least  
 nicle would take the most travel time.  
 r Father often must plan many things before taking a long trip.  
 d they are going to a ranch.  
 gested.  
 taking their trip by plane, Father made several telephone calls.  
 ss whom Father called--friends on the ranch, lodge owner,  
 ng the necessity for the calls.  
 words flight, reservation, schedule, information.  
 le-play Father calling the lodge and the airport.  
 vocabulary.  
 which someone is packing.  
 aggage, luggage, and suitcase.  
 d that care must be taken in determining what to carry on a trip.  
 er - weather, length of trip, activities.  
 e scene.  
 scuss the above considerations in relation to settings indicated.  
 e or pictures to develop concepts about people and activities at  
 words passenger, stewardess, hostess, pilot, co-pilot, mechanic,  
waiting room, runway, landing, take-off.

Models or pictures

plane	trailer
car	steamship
bus	(oceanliner)
train	

Map of the U. S.

Picture: Father making a telephone call.

Practice telephones


Picture of someone packing

Pictures of one or all places listed:

ranch	beach
farm	camp site
big city	

Pictures of airport activities

Individual pictures for each child suggestive of vocabulary introduced

SKILLS	TEACHING PROCEDURES
<p>Storytelling</p>	<p>Help pupils develop appropriate concepts for the above words.  Give each child a picture suggestive of one of the words introduced.  Ask children to tell about the picture being sure to use new vocabulary words.</p> <p> Children may use the pictures of Father calling, someone else's activities to create their own story.</p> <p>Show the picture of the train or bus.  Recall the kind of information Father had to request to make a flight.  Help pupils understand that similar information is required for other modes of transportation.  Establish the names of places which pupils would call or go to for <u>bus - station, depot, terminal.</u>  Show the picture of the big city.  Ask children to tell      how they could travel to a big city      where they would go to buy tickets for public modes of transportation.  Help pupils realize the difference between <u>public</u> and <u>private</u> transportation.</p> <p>Invite pupils to share experiences in travelling in the family car or trailer.  Ask pupils to explain why cars are able to travel faster once they are on wheels.  Encourage pupils to explain how engineers have made it possible to travel over water or through mountains.  Introduce concepts around the following words: <u>highway, freeway, turnpike, toll collectors.</u></p>



TEACHING PROCEDURES

MATERIALS

appropriate concepts for the above words.  
 suggestive of one of the words introduced.  
 the picture being sure to use new vocabulary.

the pictures of Father calling, someone packing, and airport  
 their own story.

on or bus.  
 station Father had to request to make arrangements for a  
 that similar information is required when making ar-  
 modes of transportation.  
 places which pupils would call or go to if travelling by train  
terminal.  
 city.

el to a big city  
 to buy tickets for public modes of travelling  
 difference between public and private transportation.

periences in travelling in the family car, station wagon, or  
 cars are able to travel faster once they have left the city.  
 in how engineers have made it possible for cars to travel  
 mountains.  
 the following words: highway, freeway, bridge, tunnel,

Models or pictures  
 train bus  
 Picture of a big city

Pictures or composite picture  
 showing:  
 highway  
 bridge  
 tunnel entrance

SKILLS

TEACHING PROCEDURES

Developing Vocabulary  
Related to Lodgings

Display the kinds of places studied in a previous lesson.  
Exhibit pictures of different kinds of living quarters - hotel, motel, cottage, lodge, private home.  
Help pupils identify the dwellings displayed and to indicate whether they are private or public.  
Guide pupils in matching dwellings with appropriate locations.  
Help pupils distinguish between hotels and motels and to associate them with hotels and motel.

Reviewing Concepts  
of Places, Distance  
and Travel

Use language games.  
  
Give individual pictures showing beach, farm, city, camp, ranch scene.  
Let each child use his picture as a cue in helping him determine a mode of travel on his vacation.  
Encourage members of the class to use the transportation clue as a means of determining the kind of place in which the child will spend his vacation.  
Guide pupils in evaluating the fittingness of clues and reasonable answers.

Reporting

Ask children to give reports telling  
how they travelled  
the kind of place they visited  
the kind of building in which they stayed  
one interesting thing which they did while on vacation  
how they felt about the trip or some part of it.  
Help children use expressions, such as: by train, by bus, by car.

TEACHING PROCEDURES

MATERIALS

of places studied in a previous lesson.  
 of different kinds of living quarters - hotel, motel, tent, farmhouse,  
private home.  
 of the dwellings displayed and to indicate whether the places are  
pic.  
 of dwellings with appropriate locations.  
 quish between hotels and motels and to associate the words motorist

Pictures

hotel	cottage
motel	lodge
tent	private home
farmhouse	

Pictures of locales  
 previously mentioned

Pictures of kinds of places to which  
 one might go on a visit:

beach  
 farm  
 city  
 camp  
 ranch

Flannel-backed pictures to  
 use as reporting guide  
 mode of transportation  
 specific location  
 lodging  
 Flannel board

ictures showing beach, farm, city, camp, ranch scenes to the pupils.  
 his picture as a cue in helping him determine and tell how he will  
 acation.  
 rs of the class to use the transportation clue as a basis for deter-  
 of place in which the child will spend his vacation.  
 valuating the fittingness of clues and reasonableness of response.

ve reports telling  
 avelled  
 place they visited  
 building in which they stayed  
 ting thing which they did while on vacation  
 t about the trip or some part of it.  
 e expressions, such as: by train, by bus, by plane; while at/in.



TEACHING PROCEDURES

MATERIALS

at least four good sentences.

to New York City.  
friend's apartment.  
rk, we went to the Children's Zoo in Central Park.  
because we could pet the animals.

are which clearly suggests a specific place or specific kind of

following:  
ity on my vacation.  
ags towered above me.  
e filled with people and traffic was heavy.  
nk I saw there?"  
r answering so that they will be sure to use the pronoun me and

city, too.


274 for other lessons involving the use of pronouns in the

the picture that proves he was there.  
ng the importance of listening for details.

Magazine pictures for each child,  
as:

- city
- farm
- beach
- camp
- ranch
  
- stable
- pig pen
- chicken coop
  
- motel
- hotel
- dentist's office
- barber shop
- classroom
- gasoline station
- beauty shop
- tent

Cards for the teacher with clues  
(Care should be taken to give  
clues which clearly suggest one  
place.)

SKILLS	TEACHING PROCEDURES									
<p>Developing Habitual Use of Certain Patterns of Standard English</p>	<p>Remind pupils of the need for selective listening since the whether continued close attention to clues is necessary. Offset monotony by involving ten or twelve children. Ask each child who did not participate in the listening game to Where were you? Have each child answer in a sentence, then pick out just the ph question. Example: I was <u>at the beauty shop.</u> <u>at the beauty shop.</u></p> <p>Review the procedure several times until all the rest of th opportunity to participate in the game and have picked out</p> <p>Use pictures.</p> <p>Distribute pictures and use them to afford opportunity for using ing correct usage of the past tense of certain verbs--</p> <p>Examples:</p> <table border="0"> <tr> <td>took me</td> <td>went with me</td> <td>helped me</td> </tr> <tr> <td>called me</td> <td>walked with me</td> <td>let me</td> </tr> <tr> <td></td> <td>ran with me</td> <td></td> </tr> </table> <p>Include several persons in pictures, later, so that pupils have o naming themselves last, as:</p> <p>took John and me went with my sister and me helped Betty, my brother, and me gave Mother and me</p> <p> See samples on the following page.</p>	took me	went with me	helped me	called me	walked with me	let me		ran with me	
took me	went with me	helped me								
called me	walked with me	let me								
	ran with me									

TEACHING PROCEDURES

MATERIALS

the need for selective listening since the first clue will indicate  
 ed close attention to clues is necessary.  
 involving ten or twelve children.  
 did not participate in the listening game to answer the question -  
 ?  
 swer in a sentence, then pick out just the phrase that answers the  
the beauty shop.  
the beauty shop.  
 dure several times until all the rest of the children have had an  
 participate in the game and have picked out place phrases.

and use them to afford opportunity for using me, and for establish-  
 ge of the past tense of certain verbs--

went with me	helped me	gave me
walked with me	let me	showed me
ran with me		bought me

ersons in pictures, later, so that pupils have opportunity to practice  
 ves last, as:

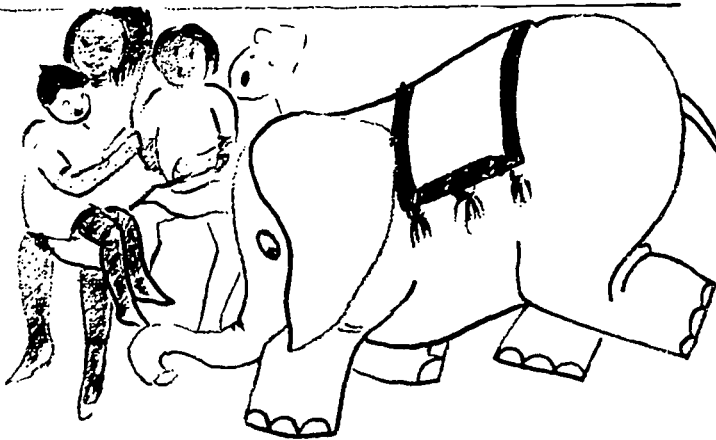
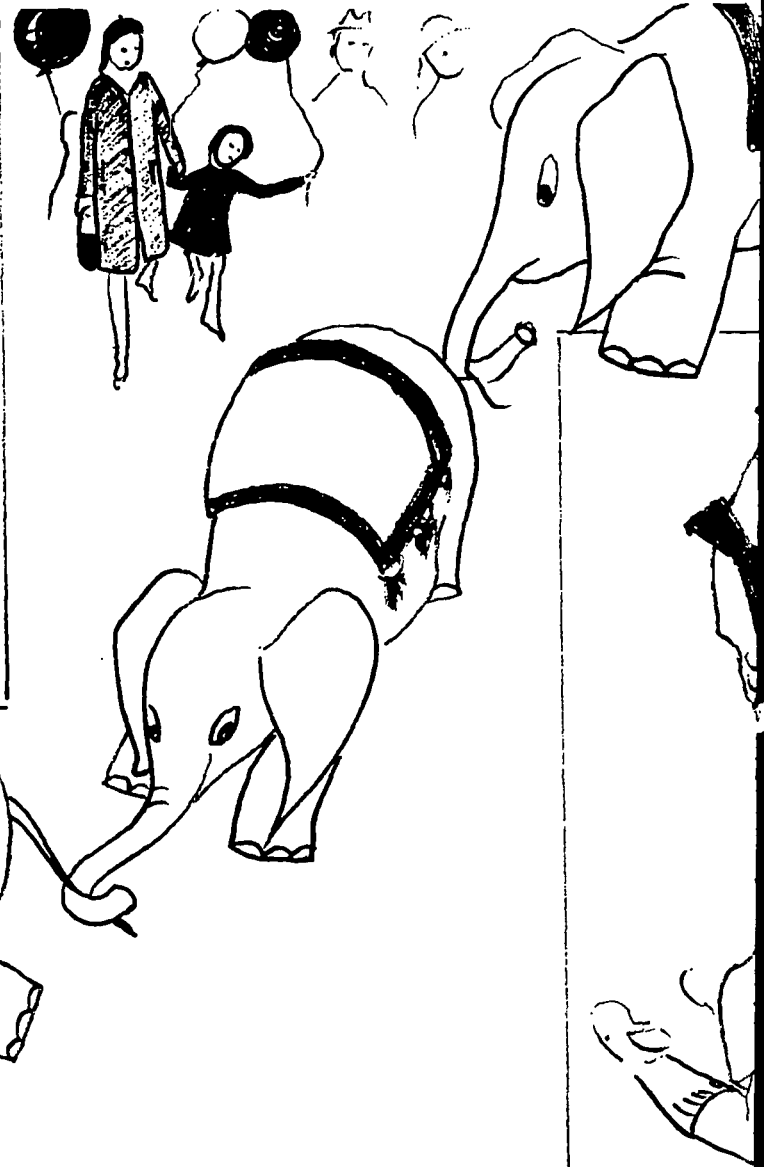
took John and me  
 went with my sister and me  
 helped Betty, my brother, and me  
 gave Mother and me

on the following page.

Pictures of places  
 Pictures of things  
 Pictures of activities

SKILLS

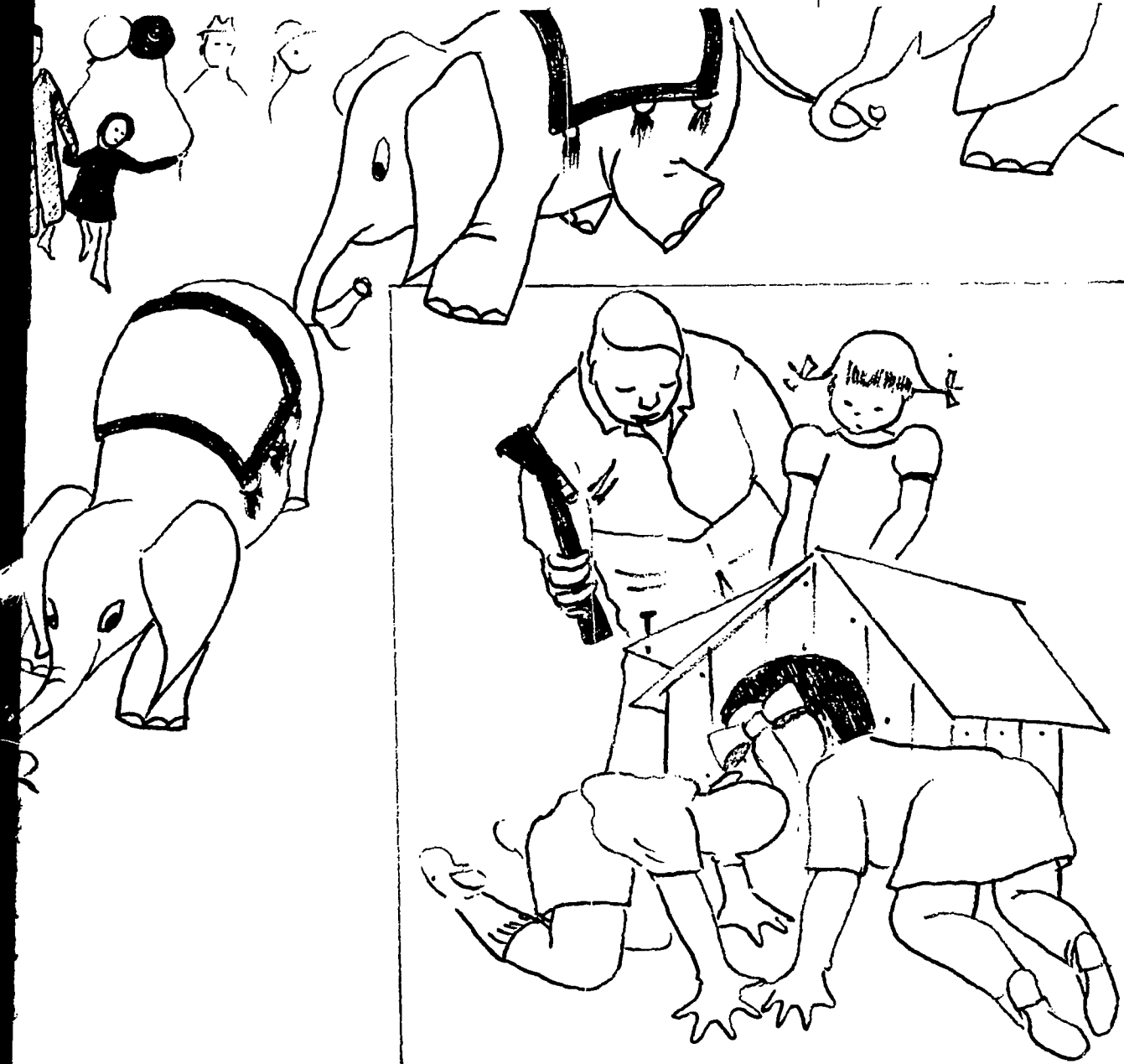
TEACHING PROCEDURES





TEACHING PROCEDURES

MATERIALS



SKILLS	TEACHING PROCEDURES
<p>Building Vocabulary about Weather Conditions</p> <p>Developing Powers of Reasoning</p>	<p>Use pictures.</p> <p>Show several pictures illustrative of children out in different weather conditions. Let pupils discuss the kind of weather indicated by the pictures. Guide children's powers of reasoning for themselves by asking questions such as:  What are the children doing?  How are they dressed?  What kind of a day do you think it is?</p> <p>Record pupils' words which are descriptive of weather after each picture. Let pupils tell what they do on similar kinds of days? Read one-sentence reports which could describe weather conditions for each picture.</p> <p>Ask children to listen carefully to the weather words in one-sentence reports and match with the matching picture.</p> <p>Have pupils recall the words which described the weather. Review words already provided during the earlier discussion. Add new words recalled from the one-sentence reports to the list.</p> <p>Present two new pictures of children outdoors.</p> <ul style="list-style-type: none"> <li>* Ask pupils to use their list of weather words to help them write one-sentence weather reports for each picture. Encourage inclusion of two descriptive words, as:  It's a cold, wintry day.      The day is cool and windy.  or  Today is cold and snowy. This is a cool, sunny day.</li> <li>* Give pupils simple written sentences describing weather conditions for each picture. Ask the children to draw pictures of children's activities outdoors. Ask pupils to be sure to give some indication of weather conditions in their reports. Permit several to share their pictures, read the accompanying reports, and explain what the children in the pictures are doing or weather conditions. Add new words recalled from the one-sentence reports to the list of the weather in the reports.</li> </ul>

TEACHING PROCEDURES

MATERIALS

is illustrative of children out in different kinds of weather.  
 the kind of weather indicated by the picture.  
 ways of reasoning for themselves by asking questions, such as:  
 what are the children doing?  
 how are they dressed?  
 how long of a day do you think it is?  
 which words are descriptive of weather after each picture is discussed.  
 what do they do on similar kinds of days?  
 write reports which could describe weather conditions suggested by the  
 pictures.  
 read them carefully to the weather words in order to be able to find the  
 weather words which described the weather.  
 words provided during the earlier discussion.  
 added from the one-sentence reports to the list.

pictures of children outdoors.  
 their list of weather words to help them think of one-sentence  
 reports for each picture.  
 use a pair of two descriptive words, as:  
 a wintry day. The day is cool and windy.  
 or  
 cold and snowy. This is a cool, sunny day.  
 write the sentences describing weather conditions.  
 draw pictures of children's activities on such days.  
 use the pictures to give some indication of weather conditions pictured.  
 show their pictures, read the accompanying weather reports, and  
 ask the children in the pictures are doing or wearing which is suggestive  
 of the reports.

Pictures of children out in  
 different kinds of weather:

sunny	stormy	hot
windy	wintry	warm
rainy	chilly	damp
cloudy	cool	dreary
snowy	cold	

Previously prepared sentences with  
 descriptive weather words to  
 match pictures.

Example - John and Betty trudged  
 through the snow one cold,  
 wintry day.

Pictures showing two different kinds  
 of days.

Pencil paper  
 Pencils  
 Seatwork - copies of simple  
 sentences describing weather  
 conditions  
 Manila art paper  
 Crayons

SKILLS

TEACHING PROCEDURES

Reviewing Vocabulary

Use pictures.

Show pictures of varying weather conditions.

Guide discussion of the kind of day pictured.

List on the chalkboard descriptive words such as - hot, sunny, bright, cloudy, rainy, snowy, stormy, dreary, windy, calm - as children

Ask a pupil to find a picture which depicts the kind of day he enjoys most and why he likes that kind of day.

Ask the pupil to find a picture which shows the kind of day he does not like and have him explain why.

Structure a sentence expressing the child's feelings, for example: "I like a sunny day, but not a dreary day."

Write the sentence on the chalkboard and permit the class to read. Guide pupils in realizing that a change of thought begins with the word but. Emphasize the importance of listening carefully to or reading carefully to the word but.

Ask numerous pupils to give sentences patterned after the model.

Ask members of the class to find two pictures which reveal the likes and dislikes indicated.



See page 171.

Listening Carefully  
for Changes of Thought

Enjoying A Poem

Use poetry.

Take advantage of the children's interest in a rainy day.

Invite pupils to look out of the window, to listen to the rain, and to recall what they are doing when out in the rain.

Stimulate pupils to express themselves freely.

Encourage and note any unusual or picturesque language used by pupils.

Read the poem "Rain Sizes" for enjoyment.

TEACHING PROCEDURES

MATERIALS

Weather conditions.  
Kind of day pictured.  
Descriptive words such as - hot, sunny, bright, cold, chilly,  
stormy, dreary, windy, calm - as children use the words.  
Picture which depicts the kind of day he enjoys most and to tell  
about that day.  
Picture which shows the kind of day he does not enjoy.  
Expressing the child's feelings, for example: I like a bright,  
sunny day.  
Chalkboard and permit the class to read.  
Start a change of thought begins with the word but.  
Encourage listening carefully to or reading carefully ideas following  
the sentences patterned after the model.  
Ask students to find two pictures which reveal the likes and dislikes  
of children's interest in a rainy day.  
Look out the window, to listen to the rain, and to recall how they feel  
about it.  
Let them express themselves freely.  
Encourage unusual or picturesque language used by pupils.  
Use "Rain Sizes" for enjoyment.

Pictures of varying weather conditions

Austin, Mary C. and Mills, Queenie B., The Sound of Poetry. Rock-  
lidge, New Jersey: Allyn and  
Bacon, 1964. p. 112.

"Rain Sizes!" John Ciardi.

SKILLS	TEACHING PROCEDURES
<p>Building A Vocabulary of Sensory Words</p>	<p>Encourage pupils to tell what size rain they like best and to choose words with that size.            Ask children to recall words in the first part of the poem that describe mist-like rain. (tickles, tingles)            Reread the next part.            Ask pupils to listen for words that the author used to describe rain during a sprinkle. (sparkle, twinkle)            Ask pupils to listen for the words that describe <u>sounds heard</u> during heavy rain as the rest of the poem is read. (crash, hiss, etc.)            Provide pictures which are suggestive of each stanza.            Ask pupils to find the picture which best fits each part as it is read.            Encourage pupils to use the descriptive words in the poem to describe the pictures.            Review any ideas which pupils gave previously, when they looked at the ordinary windows, which lend themselves to restatement, so as to introduce new words.</p> <p>Use poetry.</p> <p>Say: "As I read, try to hear and see the raindrops."            Read the poem "Raindrops" for enjoyment.            Ask: "What words tell us how the raindrops sounded? (pitter-patter, etc.)            What could you see the raindrops doing? (bouncing, dancing, etc.)            (fairies with crystal slippers)            Reread the poem.            Ask pupils to make mental pictures of the two scenes and times.            Distribute drawing paper.</p> <p>* Allow pupils to draw two pictures which illustrate the times as described by the poet.            Evaluate pupils' ability to grasp the two ideas presented.            Show a rainy night scene with a child in bed and a rainy day scene with a child at a window.            Let pupils compare their interpretations of the poem with the</p>
<p>Illustrating What Is Heard            Contrasting Main Ideas</p>	<p></p>

TEACHING PROCEDURES

MATERIALS

what size rain they like best and to relate personal experi-  
 words in the first part of the poem that helped them feel the  
 (es, tingles)  
 words that the author used to describe the way drops look  
 (sparkle, twinkle)  
 the words that describe sounds heard during a downpour or  
 t of the poem is read. (crash, hiss, rattle, roar)  
 are suggestive of each stanza.  
 ture which best fits each part as it is read.  
 se the descriptive words in the poem as they tell about the  
 pupils gave previously, when they looked out of their imagi-  
 lend themselves to restatement, so as to include one of the

hear and see the raindrops."  
 ps" for enjoyment.  
 as how the raindrops sounded? (pitter-patter, tap-tapping)  
 ee the raindrops doing? (bouncing, dancing and skipping like  
 ystal slippers)  
 tal pictures of the two scenes and times.  
 r.  
 o pictures which illustrate the times and scenes described by  
 to grasp the two ideas presented.  
 e with a child in bed and a rainy day scene with a child at the  
 r interpretations of the poem with the pictures.

Pictures to suggest--

- a light mist-like rain
- a shower
- a downpour

Brown, Helen A. and Heltman, Harry  
 J. Read-Together Poems New  
 York: Harper and Row, 1964.  
 p. 109.  
 "Raindrops!" Isla Richardson

Drawing paper and crayons

Pictures:  
 child in bed on a rainy night  
 child at the window on a rainy  
 day

SKILLS	TEACHING PROCEDURES
<p>Using Clues To Reach Reasonable Conclusions</p>	<p>Ask pupils to determine what "size rain" the poet was probably describing in the previous poem.)            Ask children to use <u>but</u> in a sentence to contrast the two scenes.</p> <p>Ask pupils to describe the time of year in which they most enjoy rain.            Encourage pupils to elaborate on what they enjoy doing.            Ask children to listen to a poem about rain to find out the particular time of year the poet was describing.            Help pupils understand that the poem may only give <u>clues</u> as to the time of year.            Read "Rain in the Night", but omit the title.            Encourage pupils to tell about the part of the poem which they enjoyed.            Guide pupils in detecting clues which establish the fact that the poet was describing a <u>summer</u> rain.            Give pupils the title of the poem, or ask them to guess the name of the poem.            Compare pupils' suggestions with the real title.</p>
<p>Drawing Inferences from What Is Heard</p> <p>Building Descriptive Vocabulary</p>	<p>Use poetry.</p> <p>Read "Down the Rain Falls."            Help pupils determine the time of year and the clues provided by the poem.            Ask pupils to indicate whether they think the poet was inside or outside.            Guide pupils in interpreting how the poet felt.            Build in words, such as: <u>warm</u>, <u>quiet</u>, <u>comfortable</u>, <u>relaxed</u>, <u>long</u>, <u>pleasant</u>.            Ask children to choose words of their own to describe how the poet probably felt, how it looked.            Suggest that pupils might enjoy illustrating the first part of the poem.</p>





TEACHING PROCEDURES	MATERIALS
<p>hat "size rain" the poet was probably describing. (See  sentence to contrast the two scenes described.</p> <p>me of year in which they most enjoy the rain.  e on what they enjoy doing.  them about rain to find out the particular time of year the</p> <p>he poem may only give <u>clues</u> as to the time.  t omit the title.</p> <p>t the part of the poem which they enjoyed most.  es which establish the fact that the poet was writing about</p> <p>them, or ask them to guess the name of the poem.  with the real title.</p> <p>me of year and the clues provided by the poem.  r they think the poet was inside or outside.  how the poet felt.  rm, <u>quiet</u>, <u>comfortable</u>, <u>relaxed</u>, <u>lonely</u>.  ds of their own to describe how the rain sounded, how it  ed.  enjoy illustrating the first part of the poem during a free</p>	<p>Brown, Helen A. and Heltman, Harry  J. <u>Read-Together Poems</u> New  York: Harper and Row, 1964.  p. 112.  "Rain in the Night." Amelia J.  Burr</p> <p>Field Enterprises Educational  Corporation. <u>Childcraft</u>,  <u>The How and Why Library</u>.  Vol. 1, Chicago: 1964. pp. 89.</p> <p>"Down the Rain Falls."  Elizabeth Coatsworth.</p> <p>Drawing paper and crayons  available</p>

SKILLS

TEACHING PROCEDURES

Making Inferences

Forming Visual Images

Display a flannel girl and boy.  
 Ask children to pretend each must go to school.  
 Ask pupils to help the girl and boy dress appropriately by suggesting what each needs for rainy weather.  
 Have flannel cut-outs available which children can use to dress dolls as mentioned.  
 Remind pupils to be sure they dress properly when coming to school.  
 Discuss briefly hazards of umbrellas on a rainy day.  
 Ask pupils to listen to the poem, "Umbrellas" and to try to see what the poet was telling about something that really happened.  
 Ask: "Do you think the poet was telling about something that really happened?"  
 Explain.  
 Why do you think the poet mentioned "umbrellas coming home" rather than children?  
 What else could the poet see clearly?  
 What were the children wearing to protect their feet?  
 What things could you see the children doing?  
 Guide pupils in realizing that some children were in groups and some were scattered.  
 Ask pupils to show how those scattered might have looked as they walked.  
 Let children show how the children huddled together.  
 Ask: "What time of year was it?"  
 Re-read the poem so that pupils can listen for clues about the weather.  
 Ask: "What words helped you hear sounds the children made?"  
 (flippy flop, swishes, swashes, running, scampers, scoots)



Viewing the film, Rainshower, #1693 in the Audio-Visual Catalog is the most enjoyable either before or after this series of poems.

## TEACHING PROCEDURES

and boy.  
 Each must go to school.  
 girl and boy dress appropriately by suggesting things which  
 weather.  
 available which children can use to dress dolls as things are  
 do they dress properly when coming to school on a rainy day.  
 of umbrellas on a rainy day.  
 the poem, "Umbrellas" and to try to see what the poet saw.  
 poet was telling about something that really could happen?"

the poet mentioned "umbrellas coming home from school"  
 children?  
 the poet see clearly?  
 children wearing to protect their feet?  
 you see the children doing?  
 that some children were in groups and some were scattered.  
 how those scattered might have looked as they ran or leaped.  
 the children huddled together.  
 what was it?"

What pupils can listen for clues about the weather.  
 Did you hear sounds the children made?"  
 (claps, swashes, running, scampers, scoots)

Rainshower, #1693 in the Audio-Visual Catalogue, would be  
 used either before or after this series of poems.

## MATERIALS

Flannel board  
 Flannel cut-outs  
 girl  
 boy  
 raincoats  
 plastic head scarf  
 rain hat  
 boots  
 rubbers  
 galoshes  
 umbrellas

Brown, Helen A. and Heltman, Harry  
 J. Read-Together Poems. Gr. 3.  
 New York: Harper and Row, 1964  
 p. 18.

"Umbrellas." Rowena Bennett

See the following sources for ad-  
 ditional poems about rain:

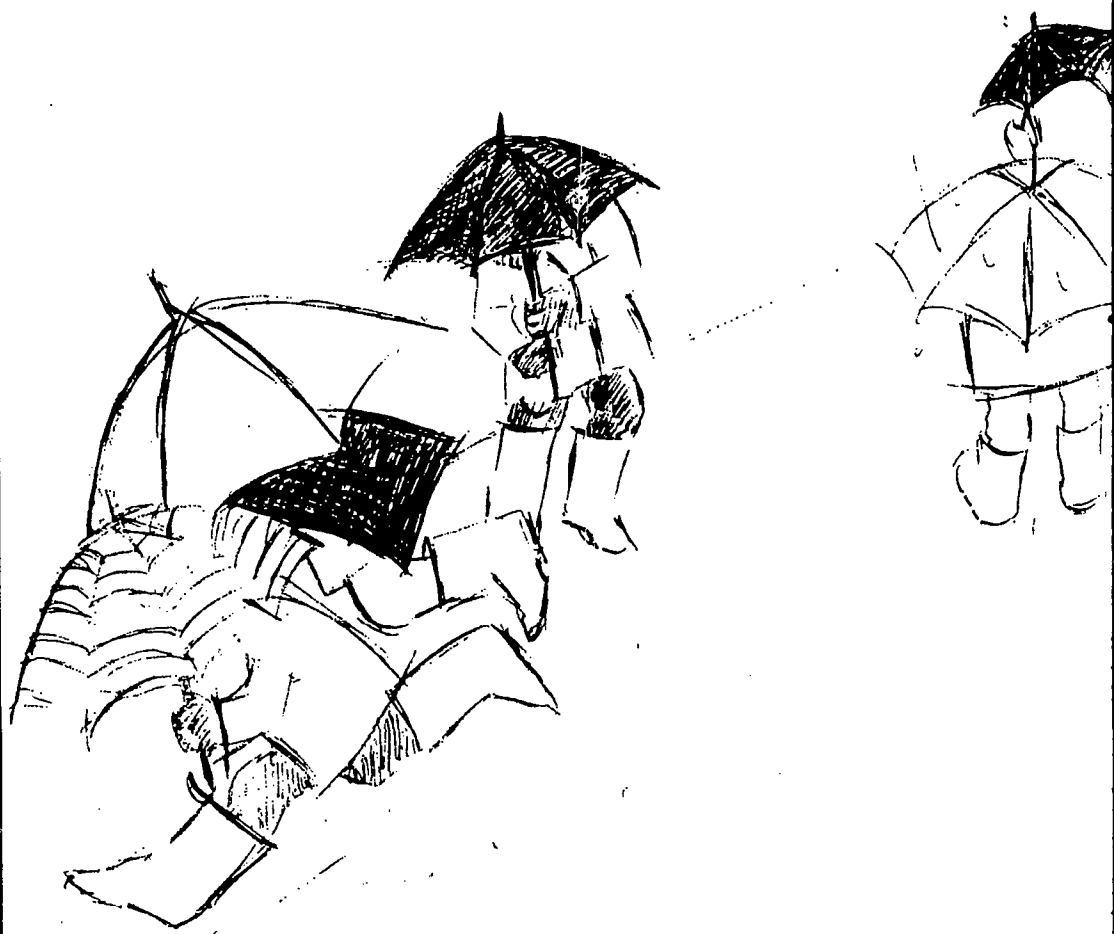
Brown, Helen A. and Heltman, Harry  
 J. Read-Together Poems. New  
 York: Harper and Row, 1964.  
 pp. 42, 103, 105.

Field Enterprises Educational  
 Corporation. Childcraft, The  
 How and Why Library. Vol. 1,  
 Chicago: 1964. pp. 89, 91, 92, 94,  
 95.

Austin, Mary C. and Mills, Queenie  
 B. The Sound of Poetry. Rock-  
 leigh, New Jersey: Allyn and  
 Bacon, 1964. pp. 310, 321.

SKILLS

TEACHING PROCEDURES



HING PROCEDURES

MATERIALS



Poems:

Hughes, Langston. "In Time of Silver Rain." (SP)

Roberts, Elizabeth Madox. "Little Rain." (SP)

Wing, Helen. "Rain." (RTP)

Wilkins, Alice. "My Funny Umbrella." (RTP)

Bacmeister, Rhoda W. "Rain-ing." (RTP)

Coatsworth, Elizabeth. "Down the Rain Falls." (C)

Richards, Laura E. "The Umbrella Brigade." (C)

Rossetti, Christina. "The Rainbow." (C)

See also:

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

Film

1693 - Rainshower

SKILLS

TEACHING PROCEDURES

Recalling Ideas Given Orally

Associating Special Occasions with Descriptive Time and Weather Phrases

Use a game.

Review briefly concepts about weather during the different seasons. Use a listening game similar to the one designed to help pupils become conscious of details about places, but substitute ideas about time.

We had a wonderful time on New Year's Day.

It was a cold, wintry day.

But we had fun going from house to house visiting friends and celebrating a happy New Year.

Ask: "When did we go visiting?"

Elicit at least two expressions of time.

Example: You went visiting on New Year's Day.

You went visiting on a cold, wintry day.

Consider other answers as desirable if they include phrases, such as on the first day of January

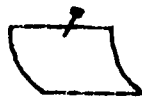
in January

in the winter

Encourage pupils to discuss briefly the month and season in which the occasion comes.

Continue in the same manner associating holidays with the seasons in which they come until pupils develop skill in making such associations.

Use pictures to review time phrases specified.



If the class has inadequate background for handling the lesson, use pictures which fit the clues. Ask pupils to find the picture matching the clues. Use details in each picture to provide desired associations.

TEACHING PROCEDURES

MATERIALS

at weather during the different seasons.  
 lar to the one designed to help pupils become more  
 places, but substitute ideas about time. (See page 227.)  
 l time on New Year's Day.

ry day.  
 ng from house to house visiting friends and wishing them  
 ear.  
 ng?"  
 ns of time.

on New Year's Day.  
 on a cold, wintry day.

desirable if they include phrases, such as:  
 f January

s briefly the month and season in which New Year's Day  
 r associating holidays with the season and month in which  
 velop skill in making such associations easily.  
 phrases specified.

adequate background for handling the lesson easily, provide  
 s. Ask pupils to find the picture matching a set of clues.  
 o provide desired associations.

Pictures representing holidays and  
 suggestive of time and weather  
 phrases:

Examples:

New Years Day  
 cold, wintry day

Christmas  
 the week before Christmas  
 Christmas Eve

Valentine's Day  
 a snowy February day

St. Patrick's Day  
 a windy March day

Mother's Day  
 a beautiful, spring day

Flag Day  
 on June 14  
 a hot June day

Labor Day  
 at the hot end of summer  
 on a chilly autumn - like day

Halloween  
 a black, frightening night

Thanksgiving  
 at dinnertime  
 on Thursday

Cards with situations for the teacher  
 to read.

SKILLS	TEACHING PROCEDURES																								
<p>Structuring More Interesting Sentences</p>	<p>* Display a picture suggestive of a new special occasion. Guide interpretation of the picture. Ask children to give independently as many time phrases as possible. Ask members of the class to formulate interesting sentences using time phrases when they talk.</p> <p>Examples: I went shopping with my mother <u>a few days before Christmas</u>. Just before Christmas we finished our Christmas shopping. <u>Late in December</u> we began our Christmas shopping. We did some last minute shopping <u>on Christmas Eve</u>. We went downtown <u>on a cold, wintry day</u> to buy Christmas gifts.</p> <p>Emphasize other <u>times</u> in a similar way. Concentrate on months, times of day, seasons, and more indefinite times.</p> <p>Examples:</p> <table border="0"> <tr> <td>on Monday</td> <td>late last night</td> <td>at once</td> </tr> <tr> <td>from 9 to 3</td> <td>early in the day</td> <td>before a</td> </tr> <tr> <td>in the morning</td> <td>in November</td> <td>on pay d</td> </tr> <tr> <td>during the night</td> <td>last December</td> <td>during t</td> </tr> <tr> <td>after tomorrow</td> <td>this month</td> <td>long ago</td> </tr> <tr> <td>in a minute</td> <td>in the autumn</td> <td>years a</td> </tr> <tr> <td>at dawn</td> <td>one hot day</td> <td>during a</td> </tr> <tr> <td>before the holiday</td> <td>next season</td> <td>again an</td> </tr> </table> <p>Encourage pupils to place <u>time</u> phrases either at the beginning of a sentence or at the end.</p>	on Monday	late last night	at once	from 9 to 3	early in the day	before a	in the morning	in November	on pay d	during the night	last December	during t	after tomorrow	this month	long ago	in a minute	in the autumn	years a	at dawn	one hot day	during a	before the holiday	next season	again an
on Monday	late last night	at once																							
from 9 to 3	early in the day	before a																							
in the morning	in November	on pay d																							
during the night	last December	during t																							
after tomorrow	this month	long ago																							
in a minute	in the autumn	years a																							
at dawn	one hot day	during a																							
before the holiday	next season	again an																							



TEACHING PROCEDURES

MATERIALS

of a new special occasion.  
 picture.  
 as many time phrases as possible for the picture.  
 formulate interesting sentences using the time phrases

with my mother a few days before Christmas.  
 Christmas we finished our Christmas shopping.  
 we began our Christmas shopping.  
 minute shopping on Christmas Eve.  
 on a cold, wintry day to buy Christmas presents.

similar way.  
 of day, seasons, and more indefinite times.

- |                  |                    |
|------------------|--------------------|
| late last night  | at once            |
| early in the day | before a party     |
| in November      | on pay day         |
| last December    | during the holiday |
| this month       | long ago           |
| in the autumn    | years ago          |
| one hot day      | during a storm     |
| next season      | again and again    |

the phrases either at the beginning of a sentence or at the



SKILLS	TEACHING PROCEDURES
<p>Stimulating Inferential Thinking</p>	<p>Use a story.</p> <p>Present the title "The Lad Who Went to the North Wind."            Ask pupils to listen to the story to find out:                why the lad visited the North Wind                how the North Wind helped him                why the lad returned on two more occasions to the home</p> <p>Read the story.            Review the main ideas of the story by having pupils answer the</p> <p>Have pupils discuss mental pictures stimulated by the first question.            Ask: What kind of day was it?                How must the boy have looked as he carried the meal?                How must the boy have walked when he went to the home of the North Wind?                How did the boy's face show his feelings?                What could the lad have said to the North Wind?                How did he speak?                What did the North Wind tell the lad?                How might he have spoken?</p>
<p>Creating Mental Images of Things Heard</p>	<p>Let pupils act out the idea being sure to bring mental pictures to mind.            Have pupils discuss the extent to which they thoughtfully translated the story.</p>
<p>Forming Mental Images</p>	<p>Use poetry.</p> <p>Ask pupils if they have ever found "cloud pictures" in the sky.            Discuss briefly.            Read "Summer Sky."            Guide a comparison of the poet's pictures with those of the pupils.            Suggest that sometimes the <u>snow</u> causes familiar objects to take on new meanings.</p>

TEACHING PROCEDURES

MATERIALS

"Who Went to the North Wind."  
Try to find out:  
1. Who was the North Wind?  
2. How did he help him?  
3. How often did he go on two more occasions to the home of the North Wind.  
4. How did you tell the story by having pupils answer the above questions.  
5. How did the pictures stimulated by the first question.  
6. How did he look as he carried the meal?  
7. How did he walk when he went to the home of the North Wind?  
8. How did he show his feelings?  
9. What did he say to the North Wind?  
10. How did he tell the lad?  
11. How did he speak?  
12. How did he be sure to bring mental pictures to life.  
13. How did he get them to which they thoughtfully translated ideas into action.  
14. How did he find "cloud pictures" in the story.  
15. How did he compare the poet's pictures with those of the pupils.  
16. How did he show that snow causes familiar objects to take on new forms, too.

Fitzgerald, Burdette S.  
World Tales for Creative Dramatics and Storytelling.  
Prentice - Hall, Englewood Cliffs, New Jersey: 1962.  
p. 187.

Arbuthnot, May Hill, compiler.  
Time for Poetry. Scott, Foresman and Co., Fair Lawn, New Jersey: rev. 1959.  
"Summer Sky" by Ruth M. Gordon

SKILLS

TEACHING PROCEDURES

Enjoying A Story

Suggest that the poet who wrote the poem, "Snow" may have been looking out of a window when she wrote the poem.  
 Encourage pupils to pretend to look out of the poet's window while reading the poem.  
 Read the poem.  
 Ask children what they saw as they looked through the poet's window.  
 Ask specific questions if children need help in building mental pictures:  
 What things were described in the poem?  
 What was each wearing?  
 What did each do?

Use a story, "The Twelve Months."

Read the story.  
 Encourage pupils to express their reactions to the story.  
 Ask: "Which character in the story did you like best? Why?  
 In what ways did Marusa show that she had a kind heart?  
 What cruel things did the Mother and sister do?  
 Why was Marusa able to bring back all of the things which she had lost?  
 Who do you think the twelve men were?  
 What do you think the four men who spoke were supposed to do?  
 Why was Holena less fortunate than Marusa?  
 What finally happened to Holena and her mother?  
 Was the story real or make-believe?"

Reviewing Sensory Impressions About Seasons

Use seasonal pictures.  
 Show pictures representing the four seasons which include features of each season.  
 story.

TEACHING PROCEDURES	MATERIALS
<p>wrote the poem, "Snow" may have been looking out of her window when she wrote the poem.</p> <p>asked to look out of the poet's window with her as they listen to the poem.</p> <p>asked how they felt as they looked through the poet's window.</p> <p>asked if children need help in building mental pictures.</p> <p>asked what was described in the poem?</p> <p>asked what was going on?</p> <p>asked for their reactions to the story.</p> <p>asked what the story did you like best? Why?</p> <p>asked if Marusa show that she had a kind heart?</p> <p>asked what did the Mother and sister do?</p> <p>asked if she was able to bring back all of the things which she was asked to bring back.</p> <p>asked what the twelve men were?</p> <p>asked what the four men who spoke were supposed to represent?</p> <p>asked if she was less fortunate than Marusa?</p> <p>asked if she had to help Holena and her mother?</p> <p>asked if she was "for make-believe?"</p> <p>asked to draw the four seasons which include features represented in the poem.</p>	<p>Arbuthnot, May Hill, compiler. <u>Time for Poetry</u>. Scott, Foresman and Co., Fair Lawn, New Jersey: 1961. p. 180.</p> <p>"Snow" by Dorothy Aldis</p> <p>Fitzgerald, Burdette S. <u>World Tales for Creative Dramatics and Storytelling</u>. Englewood Cliffs, New Jersey: Prentice - Hall, 1962. p. 108.</p> <p><u>Seasonal pictures</u></p> <p>Spring</p> <ul style="list-style-type: none"> <li>trees budding</li> <li>young grass growing</li> <li>daisies and violets blooming</li> <li>children in sweaters, light jackets</li> </ul>

SKILLS

TEACHING PROCEDURES

Ask pupils to find the picture which shows the way things looked when Ma  
the club over the fire. June. September. January.  
Guide pupils in realizing that December is the first winter month - not Ja  
might be assumed from the story.  
Have pupils identify the time of year represented by each picture.  
Encourage pupils to recall descriptions which characterize each season.  
Encourage as many other sensory responses about each season as possible.  
Select twelve boys to represent the twelve men or twelve months.  
Have a roll call of the months by asking the class to name the months begin  
January.  
Have each of the twelve boys answer when his month is called and tell in wh  
it comes.

Example: Class - "January"  
Pupil - "I am January. I am a winter month."

Ask pupils to name the four seasons.

Example: Class - "Winter"  
December, January, February - "We are the winter months."

Ask boys who represent December, March, June, and September to de  
seasons which they depict.

Example: December - "We bring dark skies and falling snow.  
The snow piles up in heavy drifts.  
Icicles hang from just about everywhere.  
Icy winds make people wrap up in heavy coats, woolen  
caps, and mittens."

TEACHING PROCEDURES	MATERIALS
<p>picture which shows the way things looked when March waved  June. September. January.  that December is the first winter month - not January, as  in the story.  one of year represented by each picture.  descriptions which characterize each season.  sensory responses about each season as possible.  present the twelve men or twelve months.  months by asking the class to name the months beginning with  ys answer when his month is called and tell in which season  ry"  January. I am a winter month."  r seasons.  c"  January, February - "We are the winter months."  December, March, June, and September to describe the  pict.  e bring dark skies and falling snow.  e snow piles up in heavy drifts.  oles hang from just about everywhere.  y winds make people wrap up in heavy coats, woolen scarves,  caps, and mittens."</p>	<p>Summer  carpet of green grass  trees covered with leaves  birds  many beautiful flowers  children in shorts</p> <p>Fall  trees with falling leaves  apple trees with apples  yellowing grass  children in darker clothing  similar to those worn in  spring</p> <p>Winter  dark sky  falling snow  snow drifts  hanging icicles  icy wind blowing and children  in heavy clothing</p>

SKILLS	TEACHING PROCEDURES
<p>Building Descriptive Vocabulary about Story Characters</p>	<p>Remind pupils of the characters in the story, "The Twelve Months". Help children associate the following words with proper characters: <u>hard-working</u>, <u>gentle-hearted</u>, <u>polite</u>, <u>lazy</u>, <u>jealous</u>, <u>ugly</u>, <u>greedy</u>, <u>handsomest</u>, <u>bearded</u>.</p> <p>Let groups of pupils pantomime the words <u>hard-working</u> and <u>lazy</u> and their meanings.</p> <p>Make comments about how various ones conveyed the idea of the story. Help pupils recall instances in which Marusa evidenced <u>patience</u> and <u>politeness</u> while her sister and mother displayed <u>cruelty</u>. Guide children in thinking of possible conversations and fitting interjections that reflect the qualities characterized.</p>
<p>Recalling Sequence of Events</p> <p>Dramatizing A Story</p>	<p>Provide an opportunity for children to retell the story until they are comfortable with the sequence of events.</p> <p>Encourage children to make their story as interesting as possible using descriptive words.</p> <p>Help children select places in the room to represent the two scenes. Permit the children to select a cast and to dramatize the story. Evaluate in terms of the pupils' ability to keep the story moving and their characterization, provide good seasonal descriptions.</p>
<p>Building and Reinforcing Descriptive Vocabulary</p>	<p>Use character sketches.</p> <p>Provide pupils with character sketches of familiar figures from the story. Ask pupils to identify both the story friend and the story foe. Help pupils analyze the behavior of the character in terms of his actions in the story, voice quality, movements, facial expression.</p>



TEACHING PROCEDURES

MATERIALS

characters in the story, "The Twelve Months!"  
 Use the following words with proper characters - pretty, patient,  
kind-hearted, polite, lazy, jealous, ugly, unfair, cruel, rude,  
bearded.  
 Antomime the words hard-working and lazy in order to bring out  
 how various ones conveyed the idea of the words.  
 Instances in which Marusa evidenced patience, gentleheartedness,  
 how her sister and mother displayed cruelty and rudeness.  
 Making of possible conversations and fitting intonations which would  
 be characterized.

Ask for children to retell the story until they are quite familiar  
 with the events.  
 Ask them to make their story as interesting as possible by using good de-  
 scriptions.  
 Place chairs in the room to represent the two scenes in the story.  
 Ask the children to select a cast and to dramatize the story.  
 Check the pupils' ability to keep the story moving, present convincing  
 descriptions and provide good seasonal descriptions.

Suggestions for character  
 analyses

Green Goose - The Poppy  
Seed Cake

Little Red Hen  
 Duck, Dog, Cat - Little Red  
Hen

SKILLS

TEACHING PROCEDURES

Help children with words which will enable them to describe the character mentioned.

Example:

relation to others -	friendly	kind	polite	clever
	cruel	greedy	cross	impolite
	mean	jealous	selfish	wicked
voice quality -	gruff	hoarse	angry	frightened
	sweet	happy	excited	scolding
	whining	roaring	loud	deep
	squeaky			
movements -	light	quick	slow	tired
	dragging	sly		
facial expression -	smiling	sad	angry	frowning

Very few of the words suggested would be discussed or needed during class period.

Suggest a situation in which a character might have found himself. Provide an opportunity for pupils to portray the character. Evaluate with the class the child's performance in terms of the extent to which the character behaved convincingly, and in terms of how well the child's understanding of the meaning of words used in the descriptive situation was shown.

Suggest a word. Permit pupils to express the meaning of the word creatively.

Expressing Word Meanings Creatively

TEACHING PROCEDURES

MATERIALS

ds which will enable them to describe the characteristics

adly	kind	polite	clever	
i	greedy	cross	impolite	
n	jealous	selfish	wicked	patient
t	hoarse	angry	frightened	
et	happy	excited	scolding	
ng	roaring	loud	deep	high
aky				
t	quick	slow	tired	
gging	sly			
iling	sad	angry	frowning	

words suggested would be discussed or needed during any one

which a character might have found himself.  
 for pupils to portray the character.  
 s the child's performance in terms of the extent to which the  
 convincingly, and in terms of how well the child showed an  
 meaning of words used in the descriptive situation.

ss the meaning of the word creatively.

Troll - The Three Billy Goats  
Gruff

Goldilocks - The Three Bears

Wolf - Little Red Riding Hood

Holena

Marusa - The Twelve Months

Sources:

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

Field Enterprises Educational  
 Corporation. Childcraft,  
The How and Why Library.  
 Vol. I, Chicago: 1964. pp. 6,  
 34, 72.

Fitzgerald, Burdette S. World  
 Tales for Creative Dramatics  
 and Storytelling. Edglewood  
 Cliffs, New Jersey: Pren-  
 tice - Hall, 1962, pp. 108, 116,  
 193.

Clark, Margery. Poppy Seed Cakes  
 New York: Doubleday and Co.,  
 1924.

SKILLS	TEACHING PROCEDURES
<p>Interpreting What Is Heard</p>	<p>Example: Pupils might--  create a situation which would delineate the quality of the word  find colors which they would associate with the word  draw or paint pictures to depict the meaning of the word  pantomime the kind of behavior suggested by the word  select music suggestive of the particular mood which the word conveys.</p> <p>Use stories or poems.</p> <p>Read short descriptive parts from a familiar story or poem.  Let pupils draw pictures which fit the description.  Discuss the pictures in terms of how nearly they match the description.  Bring out any meanings which seem less than clear.</p>

G PROCEDURES

MATERIALS

which would delineate the quality suggested by the  
they would associate with the word  
res to depict the meaning of the word  
of behavior suggested by the word  
stive of the particular mood which the word con-

a familiar story or poem.  
he description.  
w nearly they match the descriptions read.  
less than clear.

Association for Childhood  
Education.  
Sung Under the Silver Umbrella.  
Macmillan Co., New York: 1948.  
p. 79. "The Blackbird." (Example)

CONTENT

page 245 — page 278

Level II: Speaking Skills

Level II: Sp

	Page	
<u>Building and Evaluating Standards</u>		<u>Developing Standards</u>
Children tell about themselves on tape .....	245	
More effective sentences .....	250	Naming
Conversation .....	267	parts
Telephone manners through role-playing .....	271	Use of
Party manners through role-playing .....	276	Past t
 <u>Developing Concepts and Vocabulary, Reinforcing Vocabulary, Enriching and Expanding Vocabulary</u>		<u>Reporting</u>
Use of descriptives taught through picture study ...	251-252	"What
Color words .....	253	Keepi
Descriptive words in categories, a word game .....	253	Person
Action words through picture study .....	254	"What
Concepts and sensory impression of familiar places, a picture study exercise .....	269	with
Use of pictures about "danger" to extend meanings ..	270-271	Annou
Use of role-playing to develop "host," "hostess," and "guest" .....	276-278	
 <u>Developing Habitual Use of Patterns of Standard English</u>		<u>Answering</u>
"Is" and "are" .....	246	Analy
Picture study for interchanging subjects and predicate nominatives .....	246	<u>Perceiving</u>
		Assoc

CONTENT

page 245 — page 278

Level II: Speaking Skills

Page		Page
	<u>Developing Habitual Use of Patterns of Standard English — Continued</u>	
..... 245		
..... 250	Naming ourselves last, an activity using	
..... 267	pantomime .....	248
..... 271	Use of "me" in an oral language game .....	274
..... 276	Past tense of verbs and correct use of "me".....	275
	<u>Reporting Information</u>	
	"What," "where," and "how" .....	258-260
..... 253	Keeping to the point.....	260
..... 253	Personal experiences .....	262
..... 254	"What," "when," "where," "why," an activity	
..... 269	with pictures .....	263
..... 270-271	Announcements .....	265
..... 276-278		
	<u>Answering Specific Questions</u>	
..... 246	Analysis of toys for safety.....	260
..... 246		
	<u>Perceiving Relationships</u>	
..... 246	Association of ideas through a word game.....	255-256

	Page
<u>Structuring Sentences and Paragraphs</u>	
Sentence variation, interchanging subjects and predicate nominatives.....	246
More effective sentences taught with transparencies.....	250
More interesting sentences.....	252
Descriptive paragraphs, picture study activity.....	257
Telling <u>how</u> something is used.....	258
Clear, concise sentences around "what," "where," and "why".....	262
Clear, concise sentences around "what," "when," "where," and "why," an activity with pictures.....	263
 <u>Conversing</u>	
Introductions through role-playing.....	266
Children talking about personal experiences.....	267
Cause and effect and reactions.....	269
Telephone conversations to express questions and statements, an activity with the telephone.....	272
 <u>Organizing Ideas</u>	
Children tell about themselves on tape.....	245

Organizing Ideas

Reporting, "What," "where," activity with

Improving Enrichment

"where," "why," taught



Level II: Speaking Skills

Page		Page
	<u>Organizing Ideas — Continued</u>	
..... 246	Reporting, how something is used .....	258-259
..... 250	"What," "when," "where," and "why," an	
..... 252	activity with pictures .....	263
..... 257		
..... 258	<u>Improving Enunciation</u>	
..... 262	"ng," taught with a puppet .....	247
en,"		
es ..... 263		
..... 266		
..... 267		
..... 269		
ns and		
..... 272		
..... 245		

**SPEAKING**

**Emphasize the Need for Speaking Clearly and Effectively**

**SKILLS**

**TEACHING PROCEDURES**

Building Standards  
Organizing Ideas  
Keeping to the Subject

Projecting the Voice to  
Ensure Comfortable  
Listening

Use a tape.

Make a tape to establish a pattern for pupils to follow in telling about  
Explain: "On the tape three different children will each tell about  
he likes to do."

Ask pupils to listen carefully to determine the person or persons w  
child enjoys being:

- what the friends do
- where they enjoy themselves.

List briefly after each story, words that pupils give to answer the  
cited.

Point out differences in companions, activities, and places.

Ask each pupil to pretend that he is doing what he prefers with the  
whom he'd most like to be.

Provide drawing paper and crayons so that each may have an oppor  
the three ideas - with whom, what, where.

Replay one of the taped stories when pictures have been completed.  
Begin the tape at a very low level.

Ask pupils to raise hands when they can hear comfortably.

Remind members of the class that they, too, must adjust their voice  
the group can hear with ease.

Select several pupils to use their pictures to help them think so tha  
three ideas fluently and orderly about something they enjoy.

Jot down sentences in order to use later in a class booklet.

Evaluate pupils' skill in adjusting voice level, in speaking in senten  
keeping to the point.

Select a few pupils at a time until each has shared.

Encourage pupils by rewarding them space in the class booklet.

Provide opportunity for children to edit sentences which they wish  
included in the booklet before recording permanently.

TEACHING PROCEDURES

MATERIALS

a pattern for pupils to follow in telling about themselves.  
 ee different children will each tell about one thing which  
 "ully to determine the person or persons with whom each  
 selves.  
 ory, words that pupils give to answer the questions  
companions, activities, and places.  
 that he is doing what he prefers with the person with  
 be.  
 nd crayons so that each may have an opportunity to show  
hom, what, where.  
 ories when pictures have been completed.  
 ow level.  
 when they can hear comfortably.  
 lass that they, too, must adjust their voices so that  
 ease.  
 se their pictures to help them think so that they can give  
 orderly about something they enjoy.  
 er to use later in a class booklet.  
 adjusting voice level, in speaking in sentences, and in  
 ime until each has shared.  
 arding them space in the class booklet.  
 hildren to edit sentences which they wish to have  
 before recording permanently.

Manila drawing paper  
 and crayons  
 Felt pen and paper for  
 teacher  
 Tape and tape recorder

Ideas for taped stories:

I enjoy playing with my  
 sisters.  
 We like to jump rope.  
 We play in front of our  
 house.

My kitten is named Mickey.  
 I like to hold him and  
 feel his soft fur.  
 Sometimes he runs and jumps  
 after a string or chases  
 after a ball when I roll it.  
 I play with Mickey in the  
 house or in the yard.

I have a grown-up friend  
 who visits sometimes.  
 My friend talks to me.  
 Once we went to the circus.

SKILLS	TEACHING PROCEDURES
<p>Using <u>Is</u> and <u>Are</u> Correctly</p>	<ul style="list-style-type: none"> <li>• Structure sentences to review correct use of the verb <u>to be</u>.            Say: "I am _____ (name) _____."            Touch the nearest child and say, "My friend is _____ (name) _____."            Touch two persons close at hand and comment, "My friends are _____ and _____."            Review words used with <u>I</u>, <u>my friend</u>, and <u>my friends</u>.            Write on the chalkboard: I am _____              My friend is _____              My friends are _____</li> </ul> <p>Ask about ten children to structure the same kind of sentences using their own names.            Set aside a few minutes each day to allow others practice in using the same kind of sentences.            Continue until children's ears become attuned to this desirable structure.</p>
<p>Varying Sentences by Interchanging Subjects and Predicate Nominatives</p>	<p>Select pictures around which to create sentences, such as:            My friend is the policeman.            My friends are Jack and Mary.            Write the sentences on the chalkboard.            Guide pupils in understanding that the words <u>policeman</u> and <u>Jack and Mary</u> are changeable.            Let pupils provide the revised sentence - The <u>policeman</u> is <u>my friend</u>.            Follow a similar procedure with the second sentence.            Ask pupils to use other pictures to tell about a friend or friends.            Encourage pupils to vary beginnings, as suggested.</p> <ul style="list-style-type: none"> <li>• Place pictures of children or of adults on the chalkboard ledge.            Include some pictures with one person and some with more.</li> </ul>

TEACHING PROCEDURES

MATERIALS

view correct use of the verb to be.  
 c) \_\_\_\_\_."  
 and say, "My friend is \_\_\_\_\_ (name) \_\_\_\_\_."  
 se at hand and comment, "My friends are \_\_\_\_\_ (names) \_\_\_\_\_ and  
 h I, my friend, and my friends.  
 d: I am  
 My friend is  
 My friends are  
 to structure the same kind of sentences using their neighbors'  
 es each day to allow others practice in such quick drill.  
 n's ears become attuned to this desirable class usage.

which to create sentences, such as:  
 policeman.  
 k and Mary.  
 the chalkboard.  
 understanding that the words policeman and my friend, are inter-  
 revised sentence - The policeman is my friend.  
 edure with the second sentence.  
 r pictures to tell about a friend or friends.  
 ary beginnings, as suggested.

hren or of adults on the chalkboard ledge.  
 with one person and some with more.

Pictures of  
 a boy  
 a girl  
 a baby  
 animals, alone or grouped  
 several boys  
 several girls  
 boys and girls  
 adults, who represent familiar  
 roles, alone or grouped

Pictures of one or more persons  
 engaged in an activity

SKILLS	TEACHING PROCEDURES
<p>Enunciating - <u>ng</u> Clearly</p>	<p>Include some which reveal different occupational roles. Select several and pretend to be in each of them. Structure sentences, as:</p> <p style="padding-left: 40px;">I am a farmer working in the field.</p> <p style="padding-left: 40px;">I'm a boy riding a bicycle.</p> <p style="padding-left: 40px;">I am a teacher. Some other teachers are planning with me.</p> <p style="padding-left: 40px;">I'm a librarian. A little girl is asking for help.</p> <p>Permit use of either <u>I am</u> or <u>I'm</u>. Encourage each pupil to select a picture to use in a similar manner. Allow pupils to pantomime in instances where this is feasible.</p> <p>Use a puppet. Tell the pupils of a shy, lonesome friend who is unhappy because of no attention to him, even though they see him. Produce the puppet and introduce him to the class. Say: "Boys and girls, this is Mr. Ng. (Give the sound of ng.) He lives at the end of words." Have the children greet Mr. Ng. Have the puppet speak: "How do you do, children. It makes me very happy that you are able to make the sound of ng." Allow the puppet to write his name on the board and to explain the sound found at the <u>end of words</u>.</p>

ING PROCEDURES

MATERIALS

rent occupational roles.  
in each of them.

the field.

planning with me.

help.

a picture to use in a similar manner.  
stances where this is feasible.

ome friend who is unhappy because children often pay  
ugh they see him.  
e him to the class.  
Mr. Ng. (Give the sound of ng.)  
ords."

by that you are able to make the sound of my name."  
s name on the board and to explain that he is usually



Puppet, shy and labeled Mr. Ng

Pictures, (labeled) such as:

- |          |          |
|----------|----------|
| wing     | writing  |
| string   | walking  |
| shopping | running  |
| riding   | fishing  |
| eating   | working  |
| skating  | reading  |
| swing    | sleeping |
| hopping  | dancing  |
| cooking  | sweeping |
| spring   | sitting  |
| king     | standing |
| playing  | painting |

SKILLS

TEACHING PROCEDURES

Naming Ourselves  
Last

Permit each child to meet Mr. Ng personally by allowing each child to say his name clearly and sound his name clearly in greeting.

Let the puppet say:

"I want to help you to remember me.

I brought you many pictures today and my name is in each picture.

Will you watch for me, and say my name clearly whenever you see me.

Let's try to find my name in the picture."

Display the picture of a bird's wing with a label under it.

Ask the children to name the thing pictured, show the portion of the picture that contains the sound of ng, and use the word in a sentence.

Guide the pupils toward clear and accurate sentence structure.

Discourage over enunciation of the ng sound.

Permit the puppet to express his delight over the pupils' recognition of the sound.

Have pupils select pictures and build appropriate sentences.

Ask pupils to refer to pictures in order to underline ng with a line and repeat the pronunciation of the label.

Have the class read the label.

Continue this procedure with the class, permitting each child to participate by allowing Mr. Ng to thank the class and bid them good-by.

Encourage the pupils to construct booklets or a functional booklet that contains lists for further use of these ng words.

Use pantomime.

Invite a child to join you in the front of the room to participate in a game of "catch."



TEACHING PROCEDURES

MATERIALS

Meet Mr. Ng personally by allowing each to shake his hand  
early in greeting.

to remember me.

by pictures today and my name is in each picture.

for me, and say my name clearly whenever you see me?

my name in the picture."

bird's wing with a label under it.

the thing pictured, show the portion of the label that makes

the word in a sentence.

clear and accurate sentence structure.

pronunciation of the ng sound.

express his delight over the pupils' recognition of him.

write and build appropriate sentences.

use the pictures in order to underline ng with their fingers and to

point to the label.

label.

work with the class, permitting each child to participate before

leaving the class and bid them good-by.

to construct booklets or a functional bulletin board which

show the use of these ng words.

stand in the front of the room to participate in a real or imaginary

Suggestions for fun activities:  
snowball battles

SKILLS

TEACHING PROCEDURES

Enjoy the activity for a few seconds, then say: "John and ball."

Invite two or three other children to join in the activity.

Name each participant or refer to them by using words such

My friends and I; Some of the children and I; Some girls

Ask the class to tell the word which the teacher used when

Ask pupils to recall when I was used.

Invite four or five girls to jump imaginary rope.

Ask members of the class to react to the "quality" of jump



Many children use very interesting and rhythmic

Many bring much thought into appropriate speed.

in turning an imaginary rope.

Select several of those participating in the jumping

Be sure pupils use I and mention themselves last.

Encourage members of the class to tell other ways of having

older friends, and let each child suggest the number of

the activity really enjoyable for all.

Permit the child describing a fun activity to select volunteers of

interest.

Ask the leader to choose one or two children to name the

described.

- Use pictures.

Distribute pictures in which two or more persons are engaged

Be sure that boys have pictures which include a boy and the

girls.

TEACHING PROCEDURES

MATERIALS

For a few seconds, then say: "John and I had fun playing with the other children to join in the activity. I want or refer to them by using words such as: Some of the children and I; Some girls and boys and I. I used the word which the teacher used when referring to herself. when I was used. I want girls to jump imaginary rope. I want the class to react to the "quality" of jumping and turning. I want them to use very interesting and rhythmic footwork as they jump. I want much thought into appropriate speed, rhythm, and coordination in jumping imaginary rope. I want those participating in the jumping to tell how they enjoyed it. I want I and mention themselves last. I want members of the class to tell other ways of having fun with playmates or I want and let each child suggest the number of persons needed to make I want the activity enjoyable for all. I want describing a fun activity to select volunteers who indicate similar I want to choose one or two children to name the participants as previously I want

I want pictures in which two or more persons are engaged in an activity. I want to have pictures which include a boy and that girls have pictures with

baseball game  
dodge ball  
simplified version of tag  
seesawing  
skating

Pictures with two or more persons  
(enough for each child) with attention to picture appeal for girls or boys

SKILLS	TEACHING PROCEDURES
<p>Formulating a Guide Useful in Constructing More Effective Sentences</p>	<p>Ask each child to pretend he is in the picture and to use it to friend or friends are doing. Suggest that pupils name their friends or refer to them. Evaluate skill in using <u>I</u> and in mentioning themselves last.</p> <p>Use transparencies. Display a transparency with familiar words. Ask pupils to visualize the picture which the words create in their mind. Provide time for pupils to draw and share these pictures. Guide pupils in pointing out differences in interpretation, then compare the overlay. Help pupils discover and demonstrate that pictures drawn may vary because of differences in - <u>color</u>, <u>size</u>, <u>shape</u>, <u>number</u>, <u>placement</u>, <u>style</u>. Use the overlay drawing to help pupils create word pictures more adequately. Establish the importance of using words which give others a clear picture of what is meant. Review the kinds of words - color, size, . . . , which helped describe the action revealed by the overlay. Ask children to cite instances in which they can use such descriptive words in visual interpretation.</p>

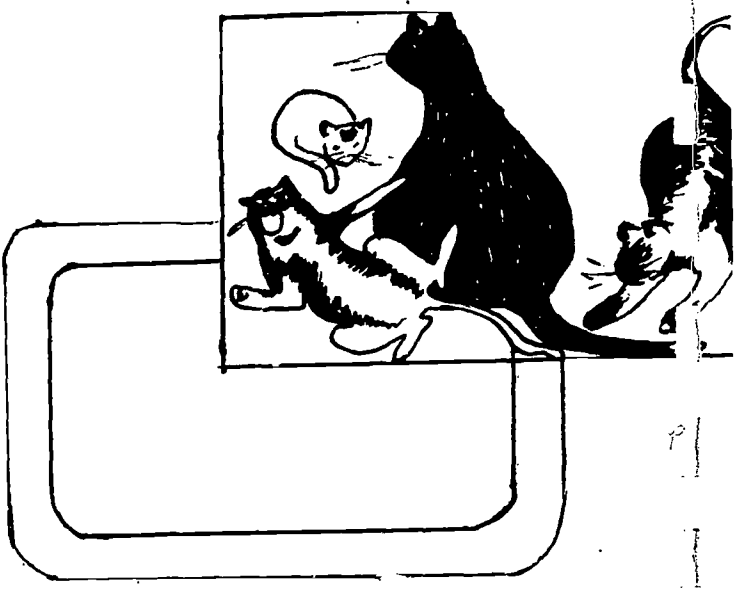
TEACHING PROCEDURES

MATERIALS

he is in the picture and to use it to tell what he and his  
g.  
ir friends or refer to them.  
in mentioning themselves last.

familiar words.  
icture which the words create in their minds.  
raw and share these pictures.  
ifferences in interpretation, then show the picture on  
onstrate that pictures drawn may vary from the overlay  
n - color, size, shape, number, placement, movement,  
to help pupils create word pictures which describe it  
f using words which give others a clear picture of what  
- color, size, . . . , which helped describe objects or  
erlay.  
es in which they can use such description to help provide

- Manila art paper
- Crayons
- Overhead projector
- Transparency with familiar words and an overlay clarifying one way of interpreting the words



SKILLS

TEACHING PROCEDURES

Applying Knowledge in the  
Use of Descriptives



• Use the last technique with appropriate devices, if you understand that words can also be selected to give others hear, feel, taste, or smell.

• Use pictures.

Display several large pictures of tables of different sizes and shapes. Ask pupils to name the furniture and to tell in which room each would most likely be found.

Ask the children to consider one of the tables and to think of words to use to help someone else identify the table about which they are talking. Tell pupils they must not use descriptive words which name the table might be found.

Guide the class in using words, such as: round, square, oval, small, large, high, or a combination of these words.

TEACHING PROCEDURES

MATERIALS

technique with appropriate devices, if necessary, to help pupils  
that words can also be selected to give descriptions which help  
, or smell.

See pages 220-223, also.

large pictures of tables of different sizes and shapes.  
name the furniture and to tell in which room of a house each table  
likely be found.  
to consider one of the tables and to think of words which they could  
someone else identify the table about which they are thinking.  
must not use descriptive words which name the room in which the  
found.  
using words, such as: round, square, old, rectangular, new, low,  
tall, or a combination of these words.

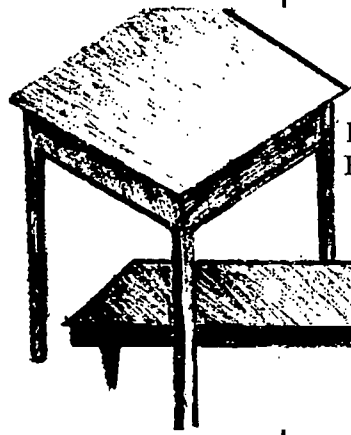
Pictures of tables of several sizes  
and shapes

SKILLS	TEACHING PROCEDURES
--------	---------------------

Example:

- a large, rectangular table
- a new, round coffee table
- a high, square table
- a long, low table

- a new night table
- a small, end table
- an old table



Have members of the class find appropriate pictures for each table. Record descriptions for later reference.



Structuring More Interesting Sentences

- Ask children to pretend that the tables belong to them. Ask them to give sentences telling about their tables and to name the room in which the tables would probably be found. Guide pupils, if necessary, by making a statement as: "This is a table in my living room." Have children collect pictures of other objects for which descriptive words are suitable. Encourage children to precede the name of the object with a descriptive word and to complete the sentence with additional information.

Applying Knowledge in the Use of Descriptive Words

- Distribute pictures which give opportunity for the creation of descriptive words. Afford numerous occasions during which pupils have practice in using clear word pictures. Increase opportunities for fineness of description as pupils



TEACHING PROCEDURES

MATERIALS

ar table  
e table  
le

a new night table  
a small, end table  
an old table

class find appropriate pictures for the descriptive words.  
later reference.



that the tables belong to them.  
ances telling about their tables and to indicate at this time the  
bles would probably be found.  
sary, by making a statement as: I have a long, low coffee  
om.  
pictures of other objects for which one or more of the des-  
uitable.  
precede the name of the object with words which describe it,  
sentence with additional information.

ch give opportunity for the creation of sentences with good  
ons during which pupils have practice in creating simple, but  
for fineness of description as pupils show readiness for this.

Picture for each child  
which lends itself to simple des-  
cription:  
objects  
animals  
persons

SKILLS	TEACHING PROCEDURES										
<p>Building Descriptive Vocabulary Related to Colors</p>	<p>* Use pictures.</p> <p>Show different shades of blue.  Ask children to try to think of things which they have seen with the colors displayed.  Provide pictures, as: sky, water, dresses, cars, suit, top.  Help pupils use words to describe the blues, as <u>light</u>, <u>clear</u>, <u>cool</u>, <u>shining</u>, <u>sky</u>, <u>bright</u>.  Ask pupils to use their words and pictures to help them think of color phrases.</p> <table border="0" data-bbox="854 1380 1690 1547"> <tr> <td>clear blue sky</td> <td>light blue sky</td> </tr> <tr> <td>cool blue water</td> <td>solid blue dress</td> </tr> <tr> <td>dark blue suit</td> <td>shining blue top</td> </tr> <tr> <td>deep blue suit</td> <td>bright blue sky</td> </tr> <tr> <td>sky blue car</td> <td></td> </tr> </table> <p>Provide other pictures which permit pupils to form sentences using color phrases.  Follow a similar technique later to help build other more precise color phrases: flaming, glaring, (red); shimmering (gold); muddy, sickly, etc.  Encourage pupils to use interesting color descriptions to describe things about which they tell.</p>	clear blue sky	light blue sky	cool blue water	solid blue dress	dark blue suit	shining blue top	deep blue suit	bright blue sky	sky blue car	
clear blue sky	light blue sky										
cool blue water	solid blue dress										
dark blue suit	shining blue top										
deep blue suit	bright blue sky										
sky blue car											
<p>Applying Knowledge of Descriptives</p>	<p>* Use word games.</p> <p>Schedule short periods during which pupils practice building sentences around illustrations of things in a specific category.  Ask each child to give a sentence using one or two descriptive words about an object in his picture.  Use "making purchases" as a vehicle for practicing the skill.</p>										

TEACHING PROCEDURES

MATERIALS

of blue.  
 think of things which they have seen which are near the color  
 sky, water, dresses, cars, suit, top.  
 to describe the blues, as light, clear, cool, dark, deep, solid,  
 words and pictures to help them think of phrases, such as:

- light blue sky
- solid blue dress
- shining blue top
- bright blue sky

es which permit pupils to form sentences using interesting  
 que later to help build other more precise color descriptions -  
 red); shimmering (gold); muddy, sickly (green); rich (brown).  
 use interesting color descriptions to help others visualize  
 hey tell.

is during which pupils practice building good word pictures  
 s of things in a specific category.  
 ve a sentence using one or two descriptive words about the  
 e.  
 s" as a vehicle for practicing the skill.

Flannel board  
 Swatches of different shades of blue  
 construction paper

Pictures of items colored blue:

- sky
- water
- dress (solid blue)
- car (light blue)
- suit (dark blue)
- top
- Pictures incorporating items of blue

Pictures:

- clothing
- toys
- foods
- animals
- tools

SKILLS	TEACHING PROCEDURES
<p>Enriching and Expanding a Vocabulary of Action Words</p>	<p>* Use a story created around a picture. Show a picture.</p> <p>Permit children to talk freely about the picture. _____</p> <p>Encourage them to imagine the incidents which led up to the situation shown.</p> <p>Ask children to tell how the boy in the picture must have felt when he could not rescue his kitten.</p> <p>Play a tape with the story about the kitten. Ask children to listen to words used to make others feel the excitement. Display a chart with sentences taken from the tape. Leave blanks and ask children to recall interesting words that feel the excitement in the story.</p> <p>Example: (Vocabulary Possibilities Indicated)</p> <p>Bob's kitten _____ up the tree. (climbed, <u>scampered</u>, ran)</p> <p>Then Bob _____ to the firehouse. (<u>rushed</u>, sped, ran, hurried)</p>

ING PROCEDURES

MATERIALS



e kitten.  
d to make others feel the excitement in the story.  
en from the tape.  
o recall interesting words that helped make them  
s Indicated)  
(climbed, scampered, ran)  
use. (rushed, sped, ran, hurried, darted)

Picture - See illustration.  
Chart with sentences taken from the  
tape  
Tape recorder and taped story built  
around the picture

SKILLS	TEACHING PROCEDURES
<p>Making Associations</p>	<p>He _____ ("Please help me get my kitten out of begged, yelled)</p> <p>A fireman and the boy _____ back to the tree. (hu went)</p> <p>Up the tree the fireman climbed to _____ the k</p> <p>Use other tapes which enable pupils to identify action v story.</p> <p>Provide a picture with story possibilities. Guide children in outlining story direction. Invite individuals to use the outline as the basis for develo interesting vocabulary to help others see, hear, and fee</p> <p>* Use word games.</p> <p>Gather a small group of about eight or ten children who for this game. Play "Categories." Clap hands <u>  2  </u> times. Tap thighs <u>  1  </u> time. Name a category. (food) Repeat the first two rhythmic steps and invite pupils to jo Name things in the category mentioned.</p>

## TEACHING PROCEDURES

## MATERIALS

help me get my kitten out of the tree!" (sobbed, cried,  
 y\_\_\_\_\_ back to the tree. (hurried, ran, raced, rushed,  
 man climbed to\_\_\_\_\_ the kitten. (get, save, rescue)  
 n enable pupils to identify action words that make a colorful  
 story possibilities.  
 ning story direction.  
 e the outline as the basis for developing an exciting story with  
 ary to help others see, hear, and feel the action.

of about eight or ten children who are well-matched in skill  
 \_ times.  
 \_ time.  
 (food)  
 ythmic steps and invite pupils to join.  
 ecategory mentioned.

SKILLS	TEACHING PROCEDURES								
	<p>Help pupils understand the pattern and rhythm of naming            permit pupils to supply names of items which fit a cate            Ask each child to name something in the category after the</p> <p>Examples: (X's represent the clapping and tapping.)</p> <table data-bbox="951 1237 1725 1374"> <tr> <td>Leader - XXX <u>food</u></td> <td>Leader - X</td> </tr> <tr> <td>Child 1 - XXX carrots</td> <td>Child 1 - X</td> </tr> <tr> <td>Child 2 - XXX corn</td> <td>Child 2 - X</td> </tr> <tr> <td>Child 3 - XXX steak</td> <td>Child 3 - X</td> </tr> </table> <p>* Play a variation of the "Password" game.            Divide the class into two teams.            Have each team select a player.            Display a word or pictured word, related to work in a  <u>teams see, but neither player does.</u>            Have a member from each team alternate in giving his p            word or picture is.            Allow pupils to give synonyms, words representing rela            clues.            Give the player who gets the "password" first a point for h            Have teams choose new players.            Present a new word or picture.            Determine in advance the number of points a team shou            game.</p>	Leader - XXX <u>food</u>	Leader - X	Child 1 - XXX carrots	Child 1 - X	Child 2 - XXX corn	Child 2 - X	Child 3 - XXX steak	Child 3 - X
Leader - XXX <u>food</u>	Leader - X								
Child 1 - XXX carrots	Child 1 - X								
Child 2 - XXX corn	Child 2 - X								
Child 3 - XXX steak	Child 3 - X								



TEACHING PROCEDURES

MATERIALS

pattern and rhythm of naming categories and items, then names of items which fit a category given by the teacher. Naming in the category after the third count.

(clapping and tapping.)

- Leader - XXX tools
- Child 1 - XXX hammer
- Child 2 - XXX saw
- Child 3 - XXX pliers

"word" game.

ns.  
 ver.  
 d word, related to work in a content area, so that both player does.  
 team alternate in giving his player a clue as to what the  
 ms, words representing related ideas, or antonyms as  
 "password" first a point for his team.  
 ers.  
 re.  
 number of points a team should earn in order to win the

Pictures related to content area



Pupils must agree on the name of the item pictured in order to give proper clues.

SKILLS

TEACHING PROCEDURES

Building A Descriptive Paragraph

★ Use pictures.

Present a large, composite picture.

Say: "Study this scene.

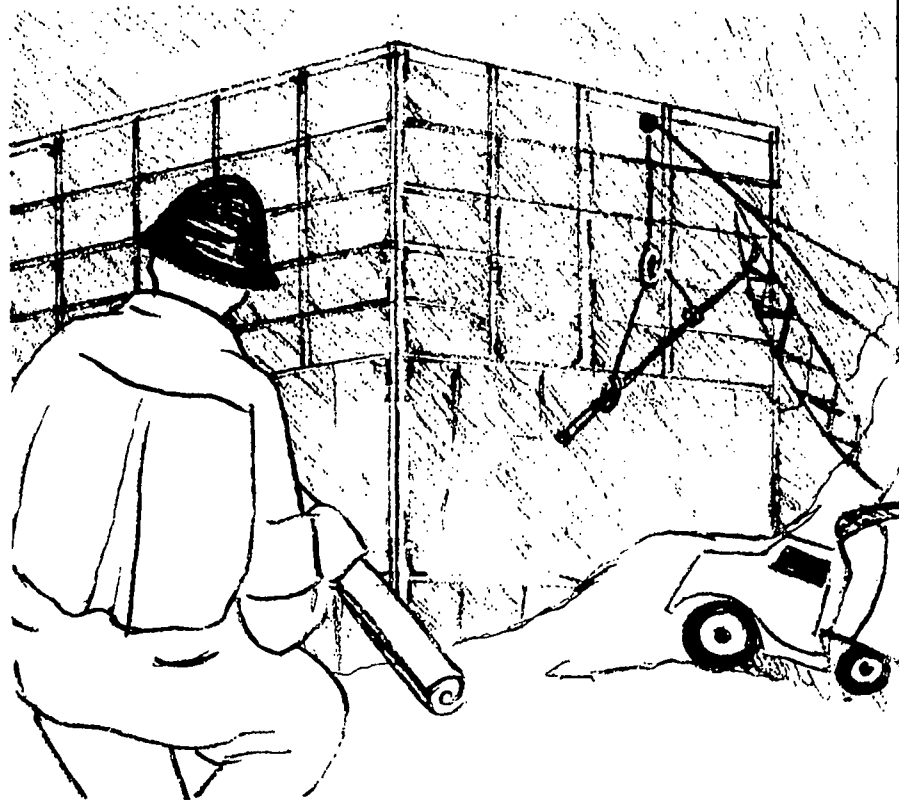
Select any activity or object.

Describe it as clearly as you can."

Encourage individual descriptions of different aspects picture.

Tape sentences given.

Select the most interesting from the group tape to use in



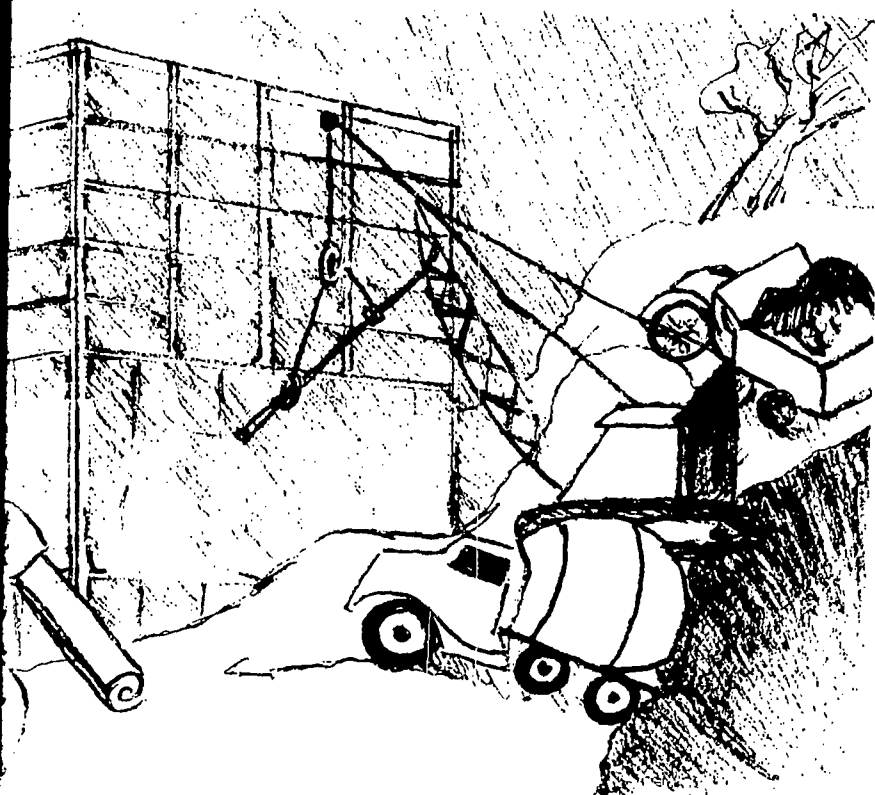
TEACHING PROCEDURES

MATERIALS

posite picture.  
P.  
ty or object.  
early as you can."  
Descriptions of different aspects pictured.  
esting from the group tape to use in a story about the picture.

Magazine pictures or pictures such as those in the Ginn Language Kit

Tape and tape recorder



SKILLS	TEACHING PROCEDURES
<p>Organizing Ideas for Reporting</p>	<p>• Use objects.</p> <p>Show children a vase of flowers.            Say: "These colorful flowers are asters.            We see many asters in the fall.            These were in my backyard.            I thought they would make our classroom look bright and pr            Ask pupils to tell <u>what</u> was shared, and to recall the word that            flower.            Remind pupils that such words add interest when we are telli            Let pupils recall <u>where</u> the aster was found.            Have pupils tell <u>how</u> the aster will be used.            Encourage children to bring in something which they use at home            Suggest that they tell <u>what the object is</u>, and <u>where</u>, and <u>how</u> it is            Allow three or four children to volunteer to share on the followin            Encourage pupils to use any words which will help to make their tal            Help pupils understand the necessity for having only a few share            Ask the class to evaluate contributions in terms of whether pup            formation requested, and in terms of interesting words used.            Provide assistance and practice as the need is indicated in expres            is used.</p>
<p>Incorporating Ideas Telling <u>How</u> into Sentences</p>	<p>Use objects.</p> <p>Explain that when we tell <u>how something is used</u> often we tell its  <u>way in which we use it.</u></p>

TEACHING PROCEDURES

MATERIALS

owers.  
 ers are asters.  
 in the fall.  
 ckyard.  
 make our classroom look bright and pretty."  
 as shared, and to recall the word that helped describe the  
  
 words add interest when we are telling about something.  
 e aster was found.  
 ster will be used.  
 ng in something which they use at home.  
 t the object is, and where, and how it is used.  
 en to volunteer to share on the following day.  
 y words which will help to make their talk more interesting.  
 e necessity for having only a few share at a time.  
 e contributions in terms of whether pupils reported the in-  
 nd in terms of interesting words used.  
 ractice as the need is indicated in expressing how something

Asters, chrysanthemums or some-  
 thing which the teacher can share  
 with the class

See:  
 Hathaway, Polly, Backyard  
 Flowers.  
 New York: Ruthledge Books,  
 1965.

Lemon  
 Piece of string

how something is used often we tell its purpose or special

## SKILLS

## TEACHING PROCEDURES

Show pupils an item such as a lemon.

Ask: "How would you use this lemon?"

Elicit responses, such as:

I'd make a pie.

I'd ask Mother to make a pie.

I could make some lemonade with it.

I'd use it to flavor Mother's tea.

Comment: "Each person told a way in which he would use the lemon."

Provide opportunity for pupils to tell ways in which they could use a

Encourage pupils to be as realistic or as imaginative as they wish.

Ask the class to judge whether each person told a different way of using or how he would use it.

- Explain that sometimes when we tell how something is used we tell manner in which we make it work.

Display toys that make sounds or move when they are squeezed, struck, or wound.

Let pupils experiment to discover what makes the toy work.

Help pupils structure the following phrases and to incorporate them:

by squeezing it

by striking/hitting/beating it

by shaking it

by winding it

Show objects or pictures of objects in which the object is usually used with another object.

Elicit explanations which include phrases, such as:

by sliding a bow across its strings.

TEACHING PROCEDURES

MATERIALS

lemon.  
lemon?"

ie.  
de with it.  
s tea.  
a way in which he would use the lemon."  
s to tell ways in which they could use a piece of string.  
listic or as imaginative as they wish.  
er each person told a different way of using the string

n we tell how something is used we try to explain the  
it work.  
s or move when they are squeezed, struck, shaken, or

over what makes the toy work.  
llowing phrases and to incorporate them in sentences:  
ing it

jects in which the object is usually used in conjunction  
ude phrases, such as:  
s strings.

Toy that squeaks when squeezed  
Rattle  
Wind-up toy  
Drum

Toys or pictures of objects as:  
violin  
xylophone  
screw driver  
pliers

SKILLS

TEACHING PROCEDURES

Developing Skills Useful  
in Discussion

Keeping to the Point

by placing it in the head of a screw and turning it  
by gripping it around wire and twisting  
by striking it with a mallet

by striking it with a mallet

Ask pupils to bring in one item and to be prepared to tell w  
sentence, to explain how they make it work.

Remind pupils that the word by will help them.

Use toys.

\* Display toys on a low table.

Encourage pupils to identify and discuss the toys.

Remind the children that during a discussion speakers take turns  
listen to what is being said so that they may make worthwhile  
are to the point.

Allow pupils to demonstrate the use of each toy.

Point out the unsafe or improper use of the toys as the children

Elicit their ideas on the safe and proper use of the toys.

Help pupils to understand that toys when safely used and properly  
source of joy.

Guide children in analyzing and recognizing the features of each  
potentially dangerous.

Example: "Which part of this saw could be dangerous?"

Why is it dangerous?

How could we use it and be safe from the danger?

Have pupils discuss and pinpoint the safety measures they could  
saw.

Correlate these measures with the use of other toys which have s

Continue this analysis of all of the toys on display.

Correlate it with the safety of members of the family with emph  
protection of the elderly and very young members of their fam



TEACHING PROCEDURES

MATERIALS

in the head of a screw and turning it  
 around wire and twisting  
 with a mallet  
 it with a mallet  
 ing in one item and to be prepared to tell what it is and, in one  
 plain how they make it work.  
 the word by will help them.

ow table.  
 o identify and discuss the toys.  
 en that during a discussion speakers take turns, speak clearly, and  
 is being said so that they may make worthwhile contributions that  
 onstrate the use of each toy.  
 e or improper use of the toys as the children manipulate them.  
 on the safe and proper use of the toys.  
 erstand that toys when safely used and properly cared for can be a  
 analyzing and recognizing the features of each toy which may be  
 erous.  
 Which part of this saw could be dangerous?  
 Why is it dangerous?  
 How could we use it and be safe from the danger?"  
 ss and pinpoint the safety measures they could follow when using a  
 easures with the use of other toys which have sharp cutting edges.  
 ysis of all of the toys on display.  
 the safety of members of the family with emphasis on the need for  
 he elderly and very young members of their families.

Toys:  
 saw  
 hammer  
 screw driver

Skates  
 Blocks  
 Top  
 Marbles

SKILLS

TEACHING PROCEDURES

Encourage pupils to relate personal experiences with toys, but keep pupils on task of the lesson.  
 Summarize and record the dictated safety measures discovered by the pupils.  
 Ask pupils to state the measure which would be very helpful if carried out at home, discussed with their families.  
 Have children explain the reason for their choice.

★ Toys for Safety Analysis

Wheels to Ride

skates	scooter	automobile
bicycle	skate board	tractors
tricycle	wagon	

Small Wheels to Roll

trains	bus	construction toys
airplane	car	baby toys
trucks		

Hand and Airborne Toys

balls	marbles	bats
bows and arrows	darts	kites
guns	blocks	dolls
doctor kits	cooking sets	kitchen toys
sewing kits		

Possible Hazards

Wheels

falls - easily unseen on stairways and floors  
 collisions - with people and other objects in the home, in the driveway and driveways.

Hand and Airborne Toys

cuts - sharp or pointed toys  
 striking - objects, people, eyes and limbs in danger  
 property damage, (broken windows and flowers)  
 falls - tripping on marbles and strings

TEACHING PROCEDURES

MATERIALS

personal experiences with toys, but keep pupils to the point dictated safety measures discovered by the class. measure which would be very helpful if carried home and families. reason for their choice.

scooter  
skate board  
wagon

automobile  
tractor

bus  
car


construction toys  
baby carriage

marbles  
darts  
blocks  
cooking sets

bats  
kites  
dolls  
kitchen sets

on stairways and floors  
people and other objects in the home, in the street, alleys,

ed toys  
people, eyes and limbs in danger  
damage, (broken windows and flowers)  
marbles and strings

SKILLS	TEACHING PROCEDURES
<p>Reporting Personal Experiences</p> <p>Constructing Clear, Concise Sentences</p>	<p>burns - guns (caps)  sharp metal - cuts  wooden toys - splinters  pointed objects - carry with the points down</p> <p> A small selection of two or three toys from each category accomplish the purpose of the lesson.</p> <p>Ask pupils to report purchases which they made by themselves.  Ask children to tell: <u>what</u> they selected  the place <u>where</u> they bought it  <u>why</u> they chose it.</p> <p>Set a pattern for the children so that pupils express ideas in unnecessary use of <u>and</u>.</p> <p>Guide pupils in expressing the three ideas in two sentences.  Examples:</p> <p>I bought a card at the Peoples Drug Store.  The card was for my mother's birthday.</p> <p>I bought a hot dog from the sandwich shop.  Of all the sandwiches the hot dog looked best.</p> <p>I went to the grocery store to buy a dozen eggs.  I bought a half dozen because I didn't have enough money.</p> <p>I bought a spool of thread at the five and ten.  Mother needed it for her sewing.</p>

TEACHING PROCEDURES

MATERIALS

(ps)  
ts  
linters  
carry with the points down

on of two or three toys from each category should suffice to  
the purpose of the lesson.

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what they selected  
the place where they bought it  
why they chose it.  
children so that pupils express ideas in sentences and avoid  
and.  
sing the three ideas in two sentences.

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grocery store to buy a dozen eggs.  
alf dozen because I didn't have enough money.

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ed it for her sewing.

SKILLS

TEACHING PROCEDURES

Developing Powers of Observation

Creating Clear, Concise Sentences

Organizing Ideas for Reporting

Ask the class after each report to name what was bought, and to phrase used.  
Ascertain whether pupils had a good reason for making their selection.

\* Use pictures.

Place a picture on the chalkboard ledge or on an opaque projector. Write the words what, when, where, why on the chalkboard as guide. Have children study the picture. Remove it.

Ask: "What was happening? or What happened?  
When did it happen?  
Where did it happen?  
Why was it important?"

Encourage both factual and inferential responses. Permit several pupils to answer each question if more than one answer. Direct children to refer to the picture to prove any questionable answers. Accept complete sentences or phrases in order to obtain as many answers as possible without prolonging this part of the lesson. Repeat the same procedure several times using different pictures. Demonstrate how this information can be used in giving a picture beginning a story.

Examples: One spring day, a crowd was at the ball park.  
Many fans were cheering their favorite baseball team.

One summer night the campers gathered around a bonfire to roast marshmallows.

TEACHING PROCEDURES

MATERIALS

after each report to name what was bought, and to recall the where  
 whether pupils had a good reason for making their selections.

on the chalkboard ledge or on an opaque projector.  
 as what, when, where, why on the chalkboard as guides.  
 study the picture.

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 during this part of the lesson.  
 the procedure several times using different pictures.  
 how this information can be used in giving a picture report or in  
 a story.

one spring day, a crowd was at the ball park.  
 many fans were cheering their favorite baseball team.

one summer night the campers gathered around a bright campfire to  
 roast marshmallows.

Opaque projector  
Picture suggestions:  
 Daily life

child crossing street to go to school  
 children engaged in using library facilities  
 helping at home  
 swimming in a pool  
 playing with pets

children enjoying outdoor games  
 skating  
 riding bicycles  
 swinging  
 see-sawing  
 sledding  
 ice skating  
 family on a picnic  
 children at camp  
 Father fixing a flat tire  
 crowds watching a baseball game

Science/Social Studies

family boarding a plane  
 children working in a garden  
 farm animals  
 caring for young

SKILLS

TEACHING PROCEDURES

\* Let pupils check sentences to determine how many of the questions were answered.

one spring day	<u>when</u>
at the ball park	<u>where</u>
fans were cheering	<u>what</u> was happening
Their favorite team	
must have been playing well.	<u>why</u>

one summer night	<u>when</u>
Campers gathered.	<u>what</u> happened
around a campfire	<u>where</u>
to roast marshmallows	<u>why</u>

Allow four or five children to select pictures for which they can answer a few of the questions.

Suggest that pupils give their picture reports at a later time, so that they can check their sentence or sentences are clear and include answers to three questions.

Evaluate reports on that basis.

Have volunteers add information which will answer unanswered questions.



The teacher may move into a new direction later by asking children to write a sentence which suggests a surprise happening. The class can then discuss a fitting outcome or solution. After many group experiences, children can tape their own stories. These should be kept brief with only the essential in moving the story line directly to its final outcome.



TEACHING PROCEDURES

MATERIALS

determine how many of the questions were answered:

- when
- where
- what was happening

playing well.

why

- when
- what happened
- where
- why

Select pictures for which they can answer at least three

picture reports at a later time, so that they can be sure

are clear and include answers to three questions.

on which will answer unanswered questions.  
Move into a new direction later by asking children to add one  
suggests a surprise happening. The class can then create a  
solution. After many group experiences, individuals may  
ies. These should be kept brief with only those sentences  
the story line directly to its final outcome.

Picture suggestions, continued:

- farm animals feeding
- in the pasture
- in the barn
- in the barnyard

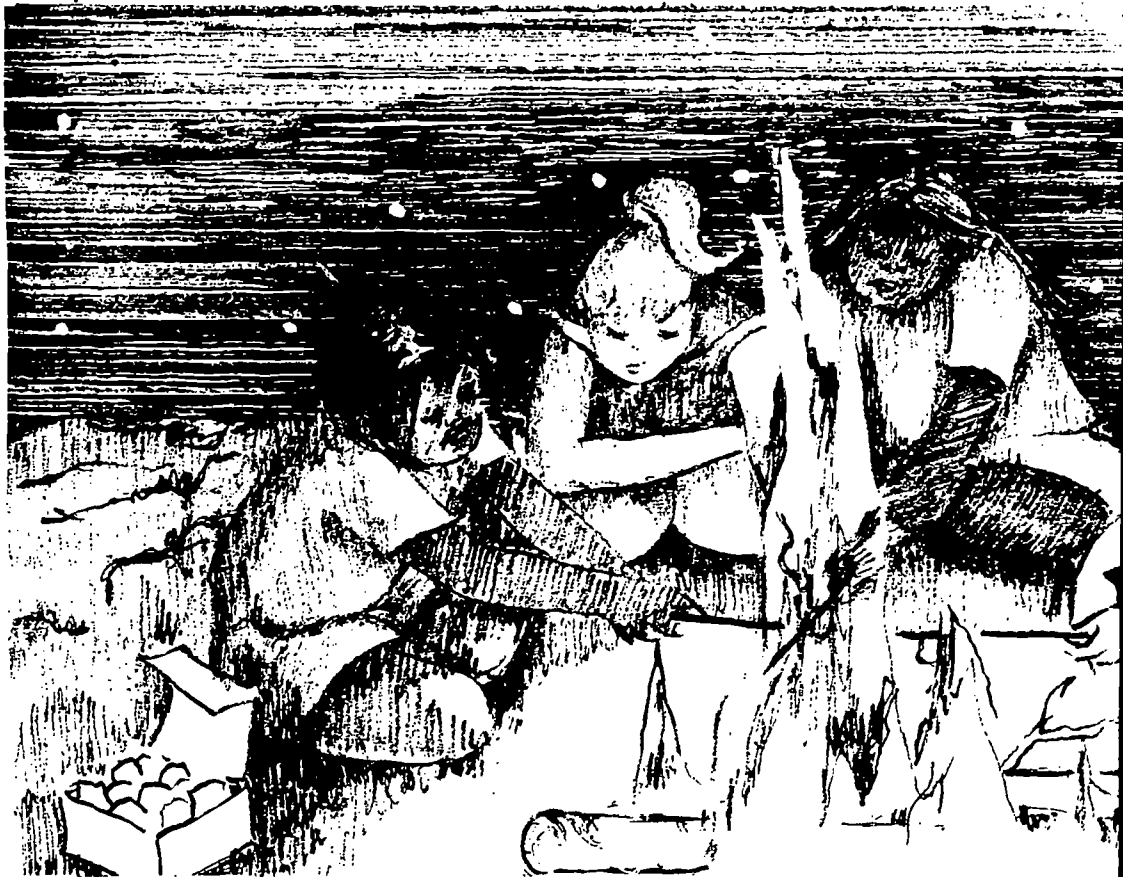
Stories

- characters from stories, as;
- Hansel and Gretel walk-
- ing through the woods
- Fairy Godmother turning
- a pumpkin into a car-
- riage

See illustration on following page.

SKILLS

TEACHING PROCEDURES



Making An Announcement

Help pupils transfer their skills for answering what, when, where to the process of learning to make announcements.  
Direct attention to the Teacher-Pupil Daily Chalkboard Plan.  
Guide children in selecting one listed activity from the plan and they would announce it to another class.

TEACHING PROCEDURES

MATERIALS



their skills for answering what, when, where, and why questions  
learning to make announcements.

Teacher-Pupil Daily Chalkboard Plan.

Selecting one listed activity from the plan and in thinking of how  
to use it to another class.

Teacher-pupil daily plan  
Felt-backed word cards:

what?  
when?  
where?  
why?

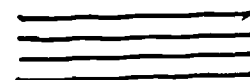
Flannel board

SKILLS

TEACHING PROCEDURES

Encourage sequential thinking by reminding the children to answer the questions they answered during their picture reading activity - what? when?

OUR DAY  
1:00-1:30



2:30-3:00  
We shall have  
a surprise.  
What could it be?

Example of pupil's announcement.

We shall have a surprise today at 2:30.

The surprise will happen in our library during story hour.

Making Introductions

\* Use role-playing situations.

Ask pupils what they would want to do if they brought Mother or a friend to school.  
Develop an understanding of the importance of helping their parents and their teacher or schoolmates.

Lead pupils to understand that giving the persons' names and telling a story is helpful.

Explain that when we do this we are introducing our friends or making

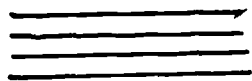
TEACHING PROCEDURES

MATERIALS

inking by reminding the children to answer the same questions  
g their picture reading activity - what? when? where? why?

OUR DAY

1:00-1:30



2:30-3:00

We shall have  
a surprise.  
What could it be?

ouncement.  
surprise today at 2:30.  
ll happen in our library during story hour.

s.  
would want to do if they brought Mother or a friend to school.  
ing of the importance of helping their parents or friends know  
choolmates.  
nd that giving the persons' names and telling a little about them  
o this we are introducing our friends or making an introduction.

Picture of an adult and two child-  
ren conversing

Tape with introduction:

Mother, this is my friend, Mary  
Brown.

She just moved in the house  
down the street.

SKILLS

TEACHING PROCEDURES

Building Skills of  
Conversation

- \* Show a picture of two children and an adult facing each other. Play a tape of a possible conversation. Divide the class into three groups. Have them listen to find out: what the introducer said  
what the parent said  
what words the friend used.
- Help pupils realize that the introducer mentioned Mother first, then name and told something about her.
- Have pupils understand that Mother tried to make the new child feel nice inside).
- Ask: "What polite words did the friend use?  
How did the friend know what to call Mother?"
- Select a child from each group to role-play making a similar introduction. Permit several groups of children to practice making this kind of introduction. Evaluate pupils' ability to call the proper name first and to make polite responses.
- Build a list of friendly comments which could be used during introduction. Include expressions, such as: "How do you do, \_\_\_\_\_"  
"I'm very glad (happy, pleased) to meet you." "Hello, \_\_\_\_\_"  
"How are you?" "I hope I'll see you again."
- Provide many opportunities for practicing situations patterned after those presented before moving on.

Use thought stimulators.

- Bring a group of eight or ten children together in a circle or semicircle. Present an object, or picture, or make a remark of interest to stimulate discussion from the children.
- Encourage pupils to share personal experiences which come to mind when they see the picture or object or listen to comments of others.

TEACHING PROCEDURES	MATERIALS
<p>children and an adult facing each other.  the conversation.  three groups.  out: <u>what the introducer said</u>  <u>what the parent said</u>  <u>what words the friend used.</u>  the introducer mentioned <u>Mother</u> first, then gave the friend's  thing about her.  that Mother tried to make the new child feel comfortable (or  is did the friend use?  did know what to call Mother?"  in group to role-play making a similar introduction.  of children to practice making this kind of introduction.  to call the proper name first and to make polite and friendly  comments which could be used during introductions.  uch as: "How do you do, _____"  leased) to meet you." "Hello, _____"  e I'll see you again."  ities for practicing situations patterned after the introduction  oving on.</p> <p>or ten children together in a circle or semicircle.  picture, or make a remark of interest to stimulate comments  are personal experiences which come to mind as they look at  t or listen to comments of others.</p>	<p><u>Taped introduction, continued</u></p> <p>Hello, Mary.  I'm very happy to know you're  one of our neighbors.</p> <p>How do you do, Mrs. Jones.</p> <p>Tape recorder  <u>Suggested situations for further  practice:</u></p> <p>A child introduces her friend to  her teacher, Mrs. Smith.  Mary Brown wants to take music  lessons. The child introduces  her to Miss Day, a music  teacher.</p> <p>A boy introduces a friend to his  big brother.</p> <p><u>Suggested objects:</u>  gyroscope  magnet  binoculars  camera  thermometer  tropical fish  driftwood</p>

SKILLS

TEACHING PROCEDURES

Remind pupils to adjust their voices to the size of the group.  
 Direct questions to any pupils who hesitate about joining in the conversation.  
 Discontinue conversation after a short time.  
 Explain that when two or more persons share friendly ideas, they are having a conversation.

Evaluate by asking questions, such as:

- What did we do to be sure that everyone participated?
- Did everyone contribute?
- What were some of the questions that were asked?
- Were the questions good ones in that they asked for (more) information?
- Do they cause the repetition of information?
- What ideas grew from the first thought?
- How did we show we were listening when others were speaking?
- How can we improve our next conversation?

Help children formulate simple rules of conversation:

- All should help.
- Questions and thoughts shared should come after listening to others.

Guide children in developing an awareness of the value of the exchange, acceptance of other's ideas, making a personal contribution, being interested in others and taking turns.

Provide numerous guided opportunities which enable pupils to handle conversation comfortably.

Use terms, such as: "Excuse me"  
 "Your idea reminds me of . . . ."  
 "I beg your pardon, but . . . ."

Encourage pupils to imitate as they converse.



TEACHING PROCEDURES

MATERIALS

sizes to the size of the group.  
 who hesitate about joining in the conversation.  
 a short time.  
 persons share friendly ideas, they are having a con-  
 such as:  
 e that everyone participated?  
 ?  
 uestions that were asked?  
 d ones in that they asked for (more) information or did  
 tion of information?  
 e first thought?  
 e listening when others were speaking?  
 next conversation?  
 e rules of conversation:  
 ghts shared should come after listening thoughtfully  
 an awareness of the value of the exchange of ideas,  
 s, making a personal contribution, being interested in  
 ortunities which enable pupils to handle conversation  
 me"  
 ea reminds me of . . . ."  
 ur pardon, but . . . . ."  
 they converse.

Suggested pictures:  
 children at a birthday party  
 family at a circus or fair  
 camping or picnicking  
 visiting the zoo  
 children playing  
 humorous incidents  
 family activities on special days  
 or holidays  
 pets  
  
Suggested topics:  
 The Best Time I Ever Had  
 The Funniest Thing That Ever  
 Happened to Me  
 Something New That I Learned  
 My Pet  
 My Favorite Toy  
 The Most Interesting Place I've  
 Visited  
  
 Chart paper  
 Felt pen



SKILLS	TEACHING PROCEDURES
<p>Sharing Concepts and Sensory Impressions of Familiar Places and Experiences</p>	<p>★ Use pictures.</p> <p>Display pictures of places with which the children are familiar. Have children identify the places. Concentrate on one picture at a time allowing pupils to elaborate on what occurs in the setting pictured. Invite pupils to describe activities, sounds, and smells which occur in the place. Structure sentences with subordinate clauses for pupils to imitate.</p> <p style="padding-left: 40px;">Example - When I was at the beach, I learned how to swim.</p> <p>Permit enough practice for the class to use the structure easily.</p>
<p>Developing Conversational Skills</p>	<p>Incorporate this pattern later into more complex expressions such as <u>effect and reactions</u>.</p> <p style="padding-left: 40px;">Example - When I went to the beach, I learned to float on my back, but after awhile I learned just to lie on my stomach to float now.</p> <p>Develop other lessons emphasizing <u>activities</u> which are associated with these places and people.</p> <p style="padding-left: 40px;">Example - When I had a cavity filled, the dentist didn't like the buzzing sound of the drill, so I told him I was afraid of it. It didn't hurt, but I <u>was</u> glad when he was done.</p> <p>Select a few pupils at a time. Provide opportunity for them to prepare ideas to share. Point up interesting ideas, sequentially presented, and work to have the class enjoy the contribution.</p>

TEACHING PROCEDURES

MATERIALS

places with which the children are familiar.  
 Identify the places.  
 Show a picture at a time allowing pupils to elaborate on activities which  
 are pictured.  
 Describe activities, sounds, and smells which might be expected in  
 each place.  
 Write with subordinate clauses for pupils to imitate:  
 When I was at the beach, I learned how to float.  
 Give practice for the class to use the structure easily.  
 Pattern later into more complex expression involving cause and  
effects.  
 When I went to the beach, I learned to float. At first I kept going  
 down, but after awhile I learned just to lie on the water. I love  
 to float now.  
 Exercises emphasizing activities which are associated with specific  
 places.  
 When I had a cavity filled, the dentist gave me a needle. I  
 didn't like the buzzing sound of the drill, so the dentist talked to  
 me. It didn't hurt, but I was glad when the drilling was over.  
 Write at a time.  
 Ask for them to prepare ideas to share.  
 Write ideas, sequentially presented, and words which made others  
 laugh.

Pictures of familiar places:

- dentist's office
- grocery store
- restaurant
- cafeteria
- business office
- carnival site
- playground
- beach
- pool
- farm
- zoo
- circus
- airport

Manila drawing paper  
 Crayons

SKILLS

TEACHING PROCEDURES

Building Vocabulary  
and Extending  
Meanings

Explain that such contributions help us to be good conversationalists.  
Encourage good listening habits by asking classmates to illustrate.  
Evaluate the speaker's skill and the listeners' attentiveness.

★ Use pictures.

Display one picture which illustrates a situation filled with danger.

Example: A little child running out into the street to get her

Guide interpretation of the picture by asking questions, as:

Is this child in a safe place? Why?

Where is he going? Why?

What harmful thing could happen to him? Is he in danger?

What does the word danger mean to you?

Help pupils discover the meaning of danger through logic, context,  
discussion of group and individual ideas on the topic.

Guide pupils in thinking of other words that they could use to explain  
danger, such as: risk, harm, trouble.

Explain that when we put ourselves in the way or path of harm  
we are in danger."

Place another illustration depicting a dangerous situation on display.

Ask: "What danger does this picture show? or

In what danger is the child in this picture?"

Lead pupils to reply:

"The child is in danger of being run over by a car.

The baby is in danger of falling down the stairs.

The boys are in danger of being burned by matches."

TEACHING PROCEDURES

MATERIALS

Contributions help us to be good conversationalists.  
 Listening habits by asking classmates to illustrate.  
 Speaker's skill and the listeners' attentiveness.

which illustrates a situation filled with danger.  
 A little child running out into the street to get her ball.  
 Describe the picture by asking questions, as:  
 Is this a safe place? Why?  
 What is going on? Why?  
 What could happen to him? Is he in danger?  
 What does the word danger mean to you?  
 Explain the meaning of danger through logic, context of the picture, and  
 group and individual ideas on the topic.  
 Brainstorming of other words that they could use to explain the meaning of  
risk, harm, trouble.  
 "If we put ourselves in the way or path of harm, we can say, "We  
 have a picture depicting a dangerous situation on display.  
 "What does this picture show? or  
 "Who is the child in this picture?"  
 Answer:  
 "The child is in danger of being run over by a car.  
 "The child is in danger of falling down the stairs.  
 "The child is in danger of being burned by matches."

Illustrations showing:  
 children playing in the street  
 running between cars  
 crossing on the red light  
 playing near or with fire  
 toys on the stairs

SKILLS

TEACHING PROCEDURES

Developing Telephone Manners

Provide ample opportunity for pupils to use danger in daily language so that it becomes a part of their speaking vocabulary. Continue building the listening and speaking vocabularies in the same way. Include in the study some of the words suggested here.

Speaking Vocabulary

Listening Vocabulary

danger  
saw-toothed  
axle  
risk  
safety  
safely  
accident  
harm

hazard  
collision  
caution  
risky  
thoughtful  
unsafe  
accidentally  
harmful

\* Use role-playing.

Discuss acceptable ways of  
answering the telephone  
asking for the desired party  
handling calls for others in the house  
handling calls when the person desired is busy  
handling calls when the caller has the wrong number

Build the following expressions of telephone courtesy, as required.

Hello, this is \_\_\_\_\_

Just a minute, please

Hello, \_\_\_\_\_

Thank you.

May I speak to \_\_\_\_\_?

Yes, I'll get \_\_\_\_\_

TEACHING PROCEDURES	MATERIALS
---------------------	-----------

for pupils to use danger in daily language experiences until  
 their speaking vocabulary.  
 Learning and speaking vocabularies in the manner described.  
 Use of the words suggested here.

Vocabulary

Listening Vocabulary  
 hazard  
 collision  
 caution  
 risky  
 thoughtful  
 unsafe  
 accidentally  
 harmful

Two practice telephones or tele-  
 trainer

Use of the telephone  
 to call the desired party  
 who calls for others in the house  
 who calls when the person desired is busy or out  
 who calls when the caller has the wrong number.  
 Examples of telephone courtesy, as required:  
 \_\_\_\_\_ Just a minute, please  
 \_\_\_\_\_ Thank you.  
 \_\_\_\_\_ Yes, I'll get \_\_\_\_\_.

\_\_\_\_\_?

SKILLS

TEACHING PROCEDURES

Conversing  
Using the Telephone to  
Express Questions and  
Statements

I'm sorry.  
May I take a message?  
Would you like to leave  
a message?  
Yes, please.

Provide opportunity for pupils to role-play each situation using accents and responses.  
Build an understanding of the importance of family responsibility and maintaining a quiet home when their telephone is in use.  
Invite pupils to explain why it is better to go to a person to relay a message than to bellow the message from a distance.

\* Use practice telephones.

Distribute drawing paper and crayons.  
Ask pupils to fold their papers in half.  
Direct them to use one half of the paper to draw one of the toys they saw in a box around the dangerous part of the toy.  
Tell them to use the other half of the paper to draw the same toy picture in a safe place.

Review quickly telephone procedures and manners.  
Explain to the pupils that today they may telephone a friend and hold a conversation.  
Instruct each pupil to call and extend the proper greeting.  
Structure these questions as conversation guides.  
"Mary, what's your favorite toy?  
Are you careful when you use it? Why?"  
or "How do you use it?"  
Point out that each person having this conversation is to ask and get a response to questions from his telephone partner.



TEACHING PROCEDURES

MATERIALS

I'm sorry.  
 May I take a message?  
 Would you like to leave  
 a message?  
 Yes, please.

pupils to role-play each situation using acceptable questions  
 of the importance of family responsibility and cooperation in  
 home when their telephone is in use.  
 why it is better to go to a person to relay a message than to  
 from a distance.

er and crayons.  
 papers in half.  
 half of the paper to draw one of the toys they studied and to put  
 ngerous part of the toy.  
 ther half of the paper to draw the same toy put away in a safe

procedures and manners.  
 today they may telephone a friend and hold a conversation.  
 and extend the proper greeting.  
 as conversation guides.  
 favorite toy?  
 en you use it? Why?"  
 having this conversation is to ask and get a reply for these  
 ephone partner.

Drawing paper  
 Crayons

Two practice telephones  
 Telephone prompter cards  
 See pages 258-262  
 for related lessons.

SKILLS

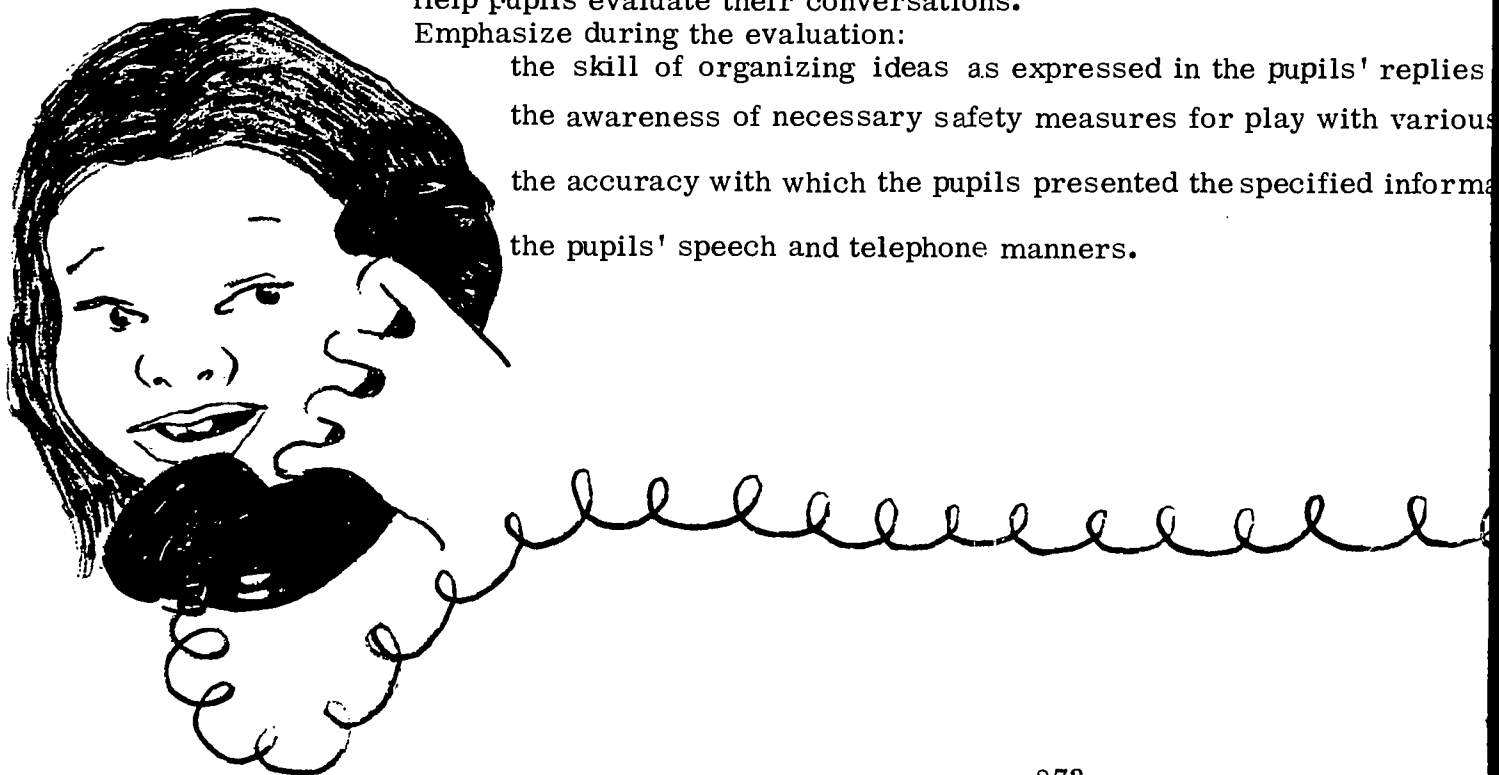
TEACHING PROCEDURES

Allow pupils to practice asking the questions in unison.  
 Ask pupils to use their drawings to help them think of the answers they  
 Permit children a short period in which to formulate their responses.  
 Listen, as a group, to a sample of answers from some of the pupils before  
 phone session begins.  
 Place the written questions in view of members of the class and begin the  
 session.  
 Afford every pupil the opportunity to communicate by telephone with another  
 of the class.



It may be wise to break the telephone session into several periods

Help pupils evaluate their conversations.  
 Emphasize during the evaluation:  
 the skill of organizing ideas as expressed in the pupils' replies  
 the awareness of necessary safety measures for play with various  
 the accuracy with which the pupils presented the specified information  
 the pupils' speech and telephone manners.



TEACHING PROCEDURES

MATERIALS

ask the questions in unison.  
drawings to help them think of the answers they plan to give.  
period in which to formulate their responses.  
sample of answers from some of the pupils before the tele-  
s.  
tions in view of members of the class and begin the telephone  
opportunity to communicate by telephone with another member

to break the telephone session into several periods.

their conversations.  
evaluation:  
organizing ideas as expressed in the pupils' replies to questions  
of necessary safety measures for play with various toys  
with which the pupils presented the specified information  
and telephone manners.



SKILLS	TEACHING PROCEDURES
<p>Using <u>Me</u> Correctly</p>	<p>Use oral language games.</p> <p>Ask each of ten children to select something to share during the day.  Ask one child to present his item to the teacher.  Thank him for his thoughtfulness.  Say: "John gave me a _____ (name the item) _____."  Ask: "What little word did I use in place of my name?"  Have the other nine children present their objects to nine more children.  Guide each child receiving, in accepting graciously and in stating what the person gave him.</p> <p>* Give each of ten children two like objects.  Ask a child with two pencils to give one to you.  Thank the child.  Say: "Mary gave a pencil to <u>me</u>."  "Mary gave <u>me</u> a pencil."  Guide pupils in realizing that either may be used.  Return the pencil.  Select as a friend a child who is less likely to be chosen readily.  Ask the child with two pencils to present one to your friend and to give the other to the friend.  Express appreciation and permit the friend to do the same.  Say: "Mary gave pencils to <u>Betty and me</u>."  Ask pupils to tell whom the teacher named <u>last</u>, and the word used for the  name.  Permit the nine children with two items apiece to present their objects to the  children.  Ask one child, in each of the pairs receiving objects, to follow the teacher's lead  teacher for accepting items and for stating what the person gave him.</p>

TEACHING PROCEDURES

MATERIALS

to select something to share during the lesson.  
 his item to the teacher.  
 tfulness.  
 (name the item) \_\_\_\_\_."  
 did I use in place of my name?"  
 dren present their objects to nine more children.  
 ing, in accepting graciously and in stating what the person

n two like objects.  
 cils to give one to you.  
 il to me."  
 pencil."  
 g that either may be used.  
 d who is less likely to be chosen readily by classmates.  
 encils to present one to your friend and one to you.  
 d permit the friend to do the same.  
 s to Betty and me."  
 m the teacher named last, and the word used in place of the  
 en with two items apiece to present them to various pairs of  
 f the pairs receiving objects, to follow the pattern set by the  
 g items and for stating what the person gave his partner and

- Ten pairs of similar objects:  
 pencils  
 erasers  
 papers  
 crayons  
 rulers  
 books  
 small balls  
 other safe toys  
 napkins  
 plastic fruits

SKILLS	TEACHING PROCEDURES																						
<p>Following A Pattern Designed to Attune Ears to the Past Tense of Verbs and Correct Use of <u>Me</u></p>	<p>* Use pictures.</p> <p>Display pictures in which one person is interacting with one. Pretend to be in the picture. Create sentences using words, such as:</p> <table border="0"> <tr> <td>took me</td> <td>took John and m</td> </tr> <tr> <td>gave me</td> <td>gave Linda and</td> </tr> <tr> <td>looked at me</td> <td>looked at Spot a</td> </tr> <tr> <td>came to me</td> <td>came to my sist</td> </tr> <tr> <td>bought me</td> <td>bought my broth</td> </tr> <tr> <td>brought me</td> <td>brought Michael</td> </tr> <tr> <td>sent me</td> <td>sent Mother and</td> </tr> <tr> <td>called me</td> <td>called Sharon a</td> </tr> <tr> <td>saw me</td> <td>saw my friend a</td> </tr> <tr> <td>told me</td> <td>told my father a</td> </tr> <tr> <td>taught me</td> <td>taught Jim and r</td> </tr> </table> <p>Ask pupils to repeat each sentence so that use of the correct <u>me</u> become habitual. Distribute new pictures. Ask each pupil to pretend to be in a picture and to tell what ha</p> <p>Use the same pictures at a later time to help children use the</p> <p>Employ a similar technique to give practice in correct use of <u>them</u>.</p>	took me	took John and m	gave me	gave Linda and	looked at me	looked at Spot a	came to me	came to my sist	bought me	bought my broth	brought me	brought Michael	sent me	sent Mother and	called me	called Sharon a	saw me	saw my friend a	told me	told my father a	taught me	taught Jim and r
took me	took John and m																						
gave me	gave Linda and																						
looked at me	looked at Spot a																						
came to me	came to my sist																						
bought me	bought my broth																						
brought me	brought Michael																						
sent me	sent Mother and																						
called me	called Sharon a																						
saw me	saw my friend a																						
told me	told my father a																						
taught me	taught Jim and r																						

TEACHING PROCEDURES	MATERIALS
<p>ch one person is interacting with one or more persons.  ure.  words, such as:</p> <p style="padding-left: 40px;">took John and me  gave Linda and me  looked at Spot and me  came to my sister and me  bought my brother and me  brought Michael and me  sent Mother and me  called Sharon and me  saw my friend and me  told my father and me  taught Jim and me</p> <p>ch sentence so that use of the correct verb form, and the use  al.</p> <p>nd to be in a picture and to tell what happened to him.</p> <p>t a later time to help children use the pronouns, <u>him</u> and <u>her</u>.</p> <p>nique to give practice in correct use of the pronouns, <u>us</u> and</p>	<p>Pictures of everyday situations in-  volving two or more persons</p> <p>See pages 229 and 230.</p>

SKILLS

TEACHING PROCEDURES



Developing Party Manners

- Use role-playing situations.

Display boxes wrapped like presents.

Ask pupils to guess on what special occasion they might see.  
Say: "Pretend you have been invited to a birthday party.

The person who invited you to the party is called a hostess.  
The people who come to the party are guests.

Let pupils suggest ways in which the hostess can welcome the guests to be happy.

Play a tape which includes courteous expressions, such as:

Hello, \_\_\_\_\_

Please come in.

I'm glad to see you, \_\_\_\_\_.

I'm happy that you came to my party, \_\_\_\_\_.

May I take your coat? (if the weather requires one)

and appropriate responses, as:

Hello, \_\_\_\_\_

Happy birthday!

I'm so glad to see you!

Here is some

I brought you

I hope you like



TEACHING PROCEDURES

MATERIALS



Boxes wrapped like birthday gifts  
Tape and tape recorder

ke presents.  
at special occasion they might see these things.  
een invited to a birthday party.  
ted you to the party is called a host or hostess; those coming  
sts.  
n which the hostess can welcome guests and make them feel  
s courteous expressions, such as:

\_\_\_\_\_.  
\_\_\_\_\_.  
came to my party, \_\_\_\_\_.  
at? (if the weather requires one)

Responses, as:

Here is something for you.  
I brought you a present.  
I hope you like it.

you!

## SKILLS

## TEACHING PROCEDURES

Ask children to select a hostess or host.

Let a number of pupils role-play coming to a birthday party with gifts.

Provide napkins and a tray with paper cups and plates.

Suggest that pupils pretend that they have enjoyed themselves at a party, and  
time for refreshments.

Let pupils tell what would probably be on the plates and in the cups.

Ask children to tell what they should do with their napkins.

Explain that on occasions when food is served it is gracious to eat politely  
pleasantly to neighbors.

Ask what a hostess can say to make sure her guests have enough:

Will you have some more \_\_\_\_\_?

May I get you more \_\_\_\_\_?

Would you like some more \_\_\_\_\_?

Help pupils realize that greedy guests are not polite, but that if something  
pecially good and they wish more, they may ask for a second serving.

Help with polite words to use when asked to have a second helping:

Thank you.

No, thank you.

Yes, please.

Let pupils place napkins, plates, and cups on their desks.

Ask children to pretend that they have imaginary food and imaginary spoons.

Allow children to show what to do with napkins before and after eating.

Let one pupil pantomime eating a small portion at a time and sipping punch.

Invite several children to show when to talk while enjoying refreshments.

TEACHING PROCEDURES

MATERIALS

a hostess or host.  
 role-play coming to a birthday party with gifts.

tray with paper cups and plates.  
 pretend that they have enjoyed themselves at a party, and it is now  
 ends.  
 should probably be on the plates and in the cups.  
 that they should do with their napkins.

sions when food is served it is gracious to eat politely and talk  
 doors.  
 in say to make sure her guests have enough:  
 some more \_\_\_\_\_?  
 more \_\_\_\_\_?  
 some more \_\_\_\_\_?

that greedy guests are not polite, but that if something was es-  
 they wish more, they may ask for a second serving.  
 to use when asked to have a second helping:

ns, plates, and cups on their desks.  
 and that they have imaginary food and imaginary spoons.  
 w what to do with napkins before and after eating.  
 me eating a small portion at a time and sipping punch.  
 n to show when to talk while enjoying refreshments.

Napkins  
 Tray  
 Paper cups  
 Paper plates

SKILLS

TEACHING PROCEDURES

Encourage children to make pleasant comments on what they are eating.  
Have all children pantomime eating at a party.

- \* Play a tape designed to present expressions which might be used at the end of a party.  
Develop use of expressions, such as:

I enjoyed your party.  
I'm so glad you came.  
Thank you for coming.  
Thank you for inviting me to your party.  
I had a good (wonderful) time!  
Thank you for the \_\_\_\_\_.  
I'm glad you like it.  
Goodbye!

Provide opportunity for pupils to role-play leaving a party.

Use real experiences.

Have children plan a class party.  
Have them select a committee to act as hosts and hostesses.  
Guide the committee in taking charge of refreshments, in planning several activities, and in planning to remain after the rest of the children leave in order to clean up.  
Encourage pupils to practice their good manners at the party.

CHING PROCEDURES

MATERIALS

pleasant comments on what they are eating.  
ating at a party.

expressions which might be used at the end of a party.  
uch as:

me to your party.  
y time!

s to role-play leaving a party.

arty.  
e to act as hosts and hostesses.  
g charge of refreshments, in planning several fun activi-  
ain after the rest of the children leave in order to clean

their good manners at the party.

Taped demonstration  
of courteous behavior  
at the end of a party

CONTENT

page 279 — page 316

Level II: Writing Skills

Level II: Writing Skills

	Page	
<u>Organizing Ideas</u>		<u>Developing Habits of Standard English</u>
Outlining .....	279	
Outlining and pre-trip planning.....	313	Pronouns ...
Classification, places and types of transportation .....	281	Prepositional
Paragraph form, a group story around "who," "when," "what," "where," and "why" .....	284-285	
Classification of descriptive words about pink roses.....	294	
A descriptive paragraph about pink roses .....	293	<u>Using Punctuation Correctly</u>
<u>Developing a Story</u>		Capital letters
A group story around "who," "when," "what," "where," and "why" .....	284	Proper nouns
The story climax.....	285	Story titles
Story-starters .....	284	The greeting and the closing
<u>Developing Concepts and Vocabulary, Reinforcing Vocabulary, Enriching and Extending Vocabulary</u>		<u>Proofreading</u>
Descriptive words to express sensory impressions.....	286	Capital letters with the opening
Action words.....	286	Book reports
Descriptive words about "pink roses" in a surprise box.....	293-294	The business
Word charts for writing independence.....	295	

CONTENT

page 279 — page 316

Level II: Writing Skills

Page		Page
	<u>Developing Habitual Use of Patterns of Standard English</u>	
279		
313	Pronouns .....	280
	Prepositional phrases .....	281
281		
285		
294		
293	<u>Using Punctuation and Capitalization Correctly</u>	
	Capital letters and periods .....	280
	Proper nouns .....	284
	Story titles .....	288;289
284	The greeting of a business letter	
285	and the colon .....	305
284		
	<u>Proofreading</u>	
286		
286	Capital letters and periods, an activity	
	with the overhead projector .....	280
294	Book reports .....	291
295	The business letter .....	306

Level II: Writing Skills

Level II: Writing Skills

Structuring Sentences

	Page
Sentences with prepositional phrases, a picture study activity .....	281-282
Complex sentences .....	283
Variety in sentence structure .....	288
Sentences in book reports .....	291
Comparative phrases developed around pictures and objects .....	309
Main ideas .....	312

Structuring Paragraphs

A group story around "who," "when," "what," "where," and "why" .....	284
Identifying the first word .....	285
Descriptive paragraph using phrases denoting tentativeness, a "surprise box" activity .....	293
Descriptive paragraphs expressing ideas in sequential order .....	295

Writing Book Reports

A sample book report — <u>Andy and the Lion</u> .....	291
The title and the author .....	289
Word-phrase chart, an aid to writing reports .....	291

Writing Original Po

Sensory impressi

Organizing a Class

Getting ready ...

Taking Notes

Beginning steps,  
Pictorial and writ  
Touring the schoo  
Evaluation .....

Writing Letters

The business lett  
Contents of the bo  
Form of the busin  
Closing of the bus

Making A Personal T

Alphabetical listi



Level II: Writing Skills

Page		Page
	<u>Writing Original Poems</u>	
.... 281-282	Sensory impressions based upon direct experiences ....	296
..... 283		
..... 288	<u>Organizing a Class Newspaper</u>	
..... 291		
..... 309	Getting ready .....	308
..... 312		
	<u>Taking Notes</u>	
	Beginning steps, an activity using concrete objects .....	299
	Pictorial and written notes .....	299
	Touring the school office in committees.....	300-301
..... 284	Evaluation .....	302
..... 285		
..... 293	<u>Writing Letters</u>	
..... 295	The business letter, a flannel board presentation.....	303
	Contents of the body of a business letter .....	304
	Form of the business letter.....	305
	Closing of the business letter .....	306
..... 291	<u>Making A Personal Telephone Directory</u>	
..... 289		
..... 291	Alphabetical listing of names .....	307

WRITING

Create Opportunities for Effective Written Communication

SKILLS

TEACHING PROCEDURES

Motivating Written Reports

Use an illustration depicting a child amicably engaged in an activity

Invite pupils to study the picture to discover its meaning.  
Have the pupils use the pictured ideas as a springboard to recall personal experiences with a friend.

Encourage the class to share information concerning one friend and explain that they are preparing to write the same information that

Using an Outline to Organize Ideas

Guide the class in organizing thoughts by following a simple outline

1. Tell your name.
2. Tell your friend's name.
3. Tell the fun that you had with your friend.

Example:

My name is \_\_\_\_\_.  
Joan Johnson is one of my friends.  
When Joan comes to my house, we \_\_\_\_\_.

Ask pupils to increase the interest level of their reports by using their sentence structure, especially in sentence beginnings.

Elicit class suggestions for sentences which demonstrate variety in response to topic one of the outline

Extend the scope of the information as pupil skill develops to include

4. Describe your friend.
5. Tell why you like your friend.

Provide an opportunity for the class to present short talks which cover the first three topics of the outline.

Guide pupils in using the outline to organize their thoughts in the sequence before speaking to the class.

TEACHING PROCEDURES

MATERIALS

depicting a child amicably engaged in an activity with a friend.

Study the picture to discover its meaning.

Use the pictured ideas as a springboard to recall enjoyable experiences with a friend.

Class to share information concerning one friend and themselves.

Students are preparing to write the same information that they are sharing.

Organizing thoughts by following a simple outline, such as:

Name.

Friend's name.

What that you had with your friend.

\_\_\_\_\_.

John is one of my friends.

When he comes to my house, we \_\_\_\_\_.

Increase the interest level of their reports by using variety in structure, especially in sentence beginnings.

Questions for sentences which demonstrate variety of structure

Topic one of the outline

\_\_\_\_\_ of the information as pupil skill develops to include:

\_\_\_\_\_ your friend.

\_\_\_\_\_ you like your friend.

Opportunity for the class to present short talks which follow the steps of the outline.

Using the outline to organize their thoughts in the suggested order of speaking to the class.

Illustrations depicting one child amicably engaged in a fun activity with another child

Chart paper

Felt pen

Pencils, soft and dark

Writing paper



SKILLS	TEACHING PROCEDURES
Using Pronouns Correctly	<p>Remind pupils to <u>speak and write about themselves last</u>, when the topic of the outline.</p> <p>Lead pupils to avoid repetition of proper names by using the pronouns <u>he</u> and <u>I</u>.</p> <p>Plan additional practice of this skill to precede oral and written reports.</p> <p>Example:  <u>Harry</u> is my friend.  <u>He and I</u> enjoy playing ball together.  <u>We</u> enjoy playing ball together.</p> <p>Help pupils to determine that a pronoun is a word that is used in place of a word called a noun.</p> <p>Ask the pupils to think of friends' names and activities they desire to report on paper as an aid when they write their reports.</p> <p>Suggest that they think of other aids, such as class-made dictionaries, phonetic clues, and readers, to ease their writing problems.</p> <p>Place the word chart in a focal reference point in the room; have the pupils write their reports on the word chart and begin their reports.</p>
Proofreading Written Reports	<p>Use an overhead projector.</p> <p>Review the proper use of capital letters and periods.</p> <p>Place on the stage of the overhead projector a sample report which has mistakes.</p> <p>Explain that the purpose of the lesson is to help everyone check his own work and identify his own mistakes.</p> <p>Invite the class to proofread with you and suggest corrections as regards capital letters and periods.</p>

TEACHING PROCEDURES

MATERIALS

ask and write about themselves last, when they reach the third  
 repetition of proper names by using the pronouns he, she, we,  
 use of this skill to precede oral and written reports.

my friend.  
 enjoy playing ball together.  
 playing ball together.  
 mine that a pronoun is a word that is used in place of a naming  
 of friends' names and activities they desire recorded on chart  
 when they write their reports.  
 of other aids, such as class-made dictionaries, word lists,  
 readers, to ease their writing problems.  
 in a focal reference point in the room; have the pupils get their  
 and begin their reports.

or.  
 e of capital letters and periods.  
 of the overhead projector a sample report which contains mis-  
 pose of the lesson is to help everyone check his own paper and  
 mistakes.  
 ofread with you and suggest corrections as required for capital  
 s.

Overhead projector  
 Screen  
 China marking pencil  
 Sample written report  
 Art materials for illustrations

SKILLS

TEACHING PROCEDURES

Using Prepositional  
Phrases

Make necessary corrections of the sample report on the stage projector with a china marking pencil.  
Have the report reread to check the use of pronouns, sentence proper sequence of ideas as suggested by the outline.  
Permit a pupil to volunteer his own paper to be proofread by the class.  
Summarize with the class the kinds of mistakes for which they proofread their own papers.  
Give each pupil his report to proofread, then have papers exchanged and checked.  
Collect all papers to review before pupils rewrite them.  
Provide materials for illustrations after the reports are rewritten.  
Compile stories and make a class book.



\* Pupils may write reports about experiences that they have had and read. Guide pupils to try to choose topics in which they are interested and knowledgeable, and which would interest others.

Use groups of pictures.

Classify and display two groups of pictures; places and types of places.  
Have pupils explain the basis of the classification.  
Point to the group of place pictures.  
Ask: "Why are these pictures grouped together?  
In what way are they alike?"  
Guide pupils to determine the basis for grouping for each set.

TEACHING PROCEDURES

MATERIALS

corrections of the sample report on the stage of the overhead projector with a marking pencil.  
 reread to check the use of pronouns, sentence structure, and the flow of ideas as suggested by the outline.  
 volunteer his own paper to be proofread by the class.  
 discuss with the class the kinds of mistakes for which they must be alert as they read their own papers.  
 have each pupil proofread his report to proofread, then have papers exchanged for a final pupil to review before pupils rewrite them.  
 have pupils draw illustrations after the reports are rewritten by the children.  
 and make a class book.

write reports about experiences that they have seen, had, heard, or read about.  
 1. Guide pupils to try to choose topics in which they are interested and knowledgeable, and which would interest others.

2. Show two groups of pictures; places and types of transportation. Discuss them on the basis of the classification.  
 3. Show a group of place pictures. Discuss them on the basis of the classification.  
 4. "Are these pictures grouped together? Are they alike?"  
 5. Determine the basis for grouping for each set of pictures.

Pictures:

Places  
 beach  
 ranch  
 big city  
 farm  
 camp site  
 foreign  
 country

Dwellings  
 motel  
 hotel  
 lodge  
 cottage  
 farmhouse  
 tent

SKILLS	TEACHING PROCEDURES
<p>Avoiding Unnecessary Repetition of Words</p> <p>Building Sentences With Prepositional Phrases</p>	<p>Select one picture from each set and place them in this sequence:</p> <p>1. <u>place</u>                      2. <u>type of transportation</u></p> <p>Example:</p> <p>big city                      bus</p> <p>Point to picture one.</p> <p>Ask: "Where did you go?"</p> <p>Expected answer: "I went to a big city."</p> <p>Record this response (and the one to the next question) on the chalkboard.</p> <p>Point to picture two.</p> <p>Ask: "How did you go?"</p> <p>Expected answer: "I went by bus." (Accept "on the bus.")</p> <p>Direct pupils to read the two answers several times to detect words used. (I went)</p> <p>Ask the class to think of a way to put the two ideas into one sentence.</p> <p><u>I went.</u></p> <p>Cross out <u>I went</u> in the second sentence, if pupils require a more complete sentence.</p> <p>Guide pupils to develop this sentence structure:</p> <p>I went to a big city <u>by bus</u>.</p> <p>Use the same place picture, but have pupils select a different form of transportation picture.</p> <p>Example:</p> <p>big city                      train</p> <p>Ask pupils to build <u>one sentence</u> which tells <u>two ideas</u> and which answers the following questions:</p> <p>"Where did you go?"</p> <p>"How did you go?"</p> <p>Example:</p> <p>I went to a big city by train.</p> <p>Invite a pupil to record this sentence on the chalkboard.</p>



TEACHING PROCEDURES

MATERIALS

each set and place them in this sequence:  
type of transportation  
bus  
p?"  
"I went to a big city."  
and the one to the next question) on the chalkboard.  
"  
"I went by bus." (Accept "on the bus.")  
two answers several times to detect words which are repeat-  
a way to put the two ideas into one sentence without repeating  
second sentence, if pupils require a more concrete situation.  
this sentence structure:  
y by bus.  
ture, but have pupils select a different form of transportation  
train  
one sentence which tells two ideas and which answers these  
go?  
ty by train.  
this sentence on the chalkboard.

Types of Transportation

bus  
plane  
train  
car  
trailer  
station wagon  
steamship

Labels for each picture

SKILLS	TEACHING PROCEDURES
<p>Composing More Complex Sentences</p>	<p>Have the sentence proofread by the class to insure correct ca  sequence, and punctuation.  Remind pupils to use the labels under the pictures as writing a  Ask the children to use the two sets of pictures to construct o  contain prepositional phrases, to tell the kind of transporta  Provide writing materials after reminding pupils to think their  the end before attempting to write them.</p> <p>Continue lessons to develop use of prepositional phrases.  Include the use of the third set of pictures depicting dwellings.  Example: Point to the picture of a hotel.  Ask: "Where did you stay?"  Expected answer: "I stayed in a hotel."  Guide pupils in discovering that <u>stayed in a hotel</u> may be a  sentences by using the word <u>and</u>.  Examples:  I went to a big city by bus and stayed in a hotel.  I went to the beach by car and stayed in a cottage.  I went to a ranch by train and stayed in a lodge.  My family went to the farm in a station wagon and stayed  Encourage pupils to use a variety of nouns and verbs as:  <u>went to</u>, visited, traveled to, journeyed to  <u>stayed</u>, lived, lodged  Involve the class in the process of compiling edited writings.  Suggest the fun and value of making booklets with interesting c  Encourage and compliment the wise use of free time when pup  any facet of writing activities.</p> <p>Involve pupils in the enjoyment of hearing and reciting poems  sitional phrases, such as, "Rides."</p>

TEACHING PROCEDURES

MATERIALS

Lead by the class to insure correct capitalization, word sequence.  
Labels under the pictures as writing aids.  
Use the two sets of pictures to construct other sentences, which include prepositional phrases, to tell the kind of transportation used.  
After reminding pupils to think their sentences through to insure accuracy before writing to write them.

Develop use of prepositional phrases.  
Use a set of pictures depicting dwellings.  
Use the picture of a hotel.

"I stayed in a hotel."  
Suggest that stayed in a hotel may be added to their simpler sentences using the word and.

Use phrases like:  
Traveled by bus and stayed in a hotel.  
Traveled by car and stayed in a cottage.  
Traveled by train and stayed in a lodge.  
Traveled to the farm in a station wagon and stayed in a farmhouse.  
Use a variety of nouns and verbs as:  
Traveled to, journeyed to

Process of compiling edited writings.  
Process of making booklets with interesting covers and titles.  
Encourage the wise use of free time when pupils use it to engage in creative activities.

Assignment of hearing and reciting poems which contain prepositional phrases, "Rides."

Refer to:  
Jacobs, Leland B., and Turner, Jo Jasper. Happiness Hill. Columbus, Ohio: Charles F. Merrill Books, 1960. p. 8.

SKILLS	TEACHING PROCEDURES												
<p>Developing a Group Story (Paragraph Form)</p> <p>Organizing Around Who, When, What, Where, Why</p>	<p>Use a stuffed animal toy. Place a well-used, large stuffed animal toy with a bandage on its leg. Comment expressively about it as though it were a real being. Example: "Oh my, I wonder who this could be? What do you think happened to him?" Encourage pupils' flights of fancy and imaginative responses. Ask: "Do you think we could write a short story about him?" What do you think he would tell us about himself?" Remind pupils that most stories tell: <u>who</u>, <u>when</u>, <u>what</u>, <u>where</u>. Invite them to begin with <u>when</u> and <u>who</u>. List pupils' ideas on the board. Example:</p> <table border="0"> <thead> <tr> <th style="text-align: center;"><u>When</u></th> <th style="text-align: center;"><u>Who</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Last night</td> <td style="text-align: center;">a little brown bear</td> </tr> <tr> <td style="text-align: center;">One day</td> <td style="text-align: center;">a big stuffed bear</td> </tr> <tr> <td style="text-align: center;">When he was outdoors</td> <td style="text-align: center;">Teddy Boy</td> </tr> <tr> <td style="text-align: center;">While he was outside</td> <td style="text-align: center;">Fuzzy Brown Bear</td> </tr> <tr> <td style="text-align: center;">One bright, sunny day</td> <td style="text-align: center;">a bear</td> </tr> </tbody> </table>	<u>When</u>	<u>Who</u>	Last night	a little brown bear	One day	a big stuffed bear	When he was outdoors	Teddy Boy	While he was outside	Fuzzy Brown Bear	One bright, sunny day	a bear
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Last night	a little brown bear												
One day	a big stuffed bear												
When he was outdoors	Teddy Boy												
While he was outside	Fuzzy Brown Bear												
One bright, sunny day	a bear												
<p>Capitalizing Special Names (Proper Nouns)</p>	<p>Clarify the need for capitalizing proper nouns, such as Teddy Bear. Experiment with combinations of these phrases with the choice of one of each. Record their decisions on the board. Example: One bright, sunny day Fuzzy Bear. . . Ask pupils their ideas about <u>what</u> happened to Fuzzy Bear and <u>where</u> it happened. Place their ideas on the chalkboard.</p> <table border="0"> <thead> <tr> <th style="text-align: center;"><u>What</u></th> <th style="text-align: center;"><u>Where</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">fell</td> <td style="text-align: center;">from the window on the second floor</td> </tr> <tr> <td style="text-align: center;">fell</td> <td style="text-align: center;">into the trash can under the window</td> </tr> </tbody> </table>	<u>What</u>	<u>Where</u>	fell	from the window on the second floor	fell	into the trash can under the window						
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## TEACHING PROCEDURES

## MATERIALS

by.  
 A large stuffed animal toy with a bandaged leg before the class.  
 Talk about it as though it were a real being,

"I wonder who this could be?  
 What do you think happened to him?"  
 Encourage flights of fancy and imaginative responses.  
 Ask, "What do we could write a short story about him?  
 What do you think he would tell us about himself?"  
 Most stories tell: who, when, what, where, and why.  
 Begin with when and who.  
 Write on the board.

<u>When</u>	<u>Who</u>
at night	a little brown bear
on a day	a big stuffed bear
when he was outdoors	Teddy Boy
when he was outside	Fuzzy Brown Bear
on a bright, sunny day	a bear


Encourage capitalizing proper nouns, such as Teddy Boy.  
 Encourage combinations of these phrases with the children until they make a  
 sentence each.  
 Write sentences on the board.

Example: "On a bright, sunny day Fuzzy Bear . . .  
 fell from the window about what happened to Fuzzy Bear and where it happened.  
 Write on the chalkboard.

Where  
 fell from the window on the second floor  
 into the trash can under the window

Stuffed animal toy  
 Writing material for pupils  
 Chart paper  
 Felt Pen

Bandage for animal's leg.

SKILLS	TEACHING PROCEDURES
<p>Building Up to a Story Climax</p>	<p style="text-align: center;"><u>What</u>                      <u>Where</u></p> <p>fell                              out of the auto on a busy street  was stepped on                as he lay on the stairway.  was riding                      down the street in Bobby's wagon  was tossed                      into the air</p> <p>Record the pupils' selections next to the beginning of their sentences by the class.  Example: One bright, sunny day Fuzzy Bear was riding Bobby's wagon.</p> <p>Ask: "What happened next?"  Encourage pupils to build their story up to a point of excitement and a satisfying ending.  Follow the suggested procedure until the story is completed and recorded.  Center the pupils' attention around the shape of the story by outlining with chalk.</p> <p>Example:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>One bright, sunny day Fuzzy Bear was riding Bobby's wagon. The wagon rolled down the hill and fell over. Fuzzy's leg was squeezed under the wagon. Bobby stopped with Fuzzy Bear and put a bandage on his leg. Bobby said, "I hope you get well."</p> </div>
<p>Indenting the First word of a Paragraph</p>	<p>Draw a smaller copy of this shape on the board to permit the class to become familiar with the shape of a paragraph. </p> <p>Ask why the upper left-hand corner is different from the other three corners.  Guide the pupils in realizing that all of their sentences tell about Fuzzy Bear, and that a group of sentences about one topic forms a paragraph.  Teach pupils that <u>the first sentence of a paragraph</u> is set in five spaces in the margin or <u>indented</u>.</p>
<p>Understanding the Word <u>Indent</u></p>	

TEACHING PROCEDURES

MATERIALS

Where

out of the auto on a busy street  
as he lay on the stairway.  
down the street in Bobby's wagon  
into the air

selections next to the beginning of their sentence and have it read

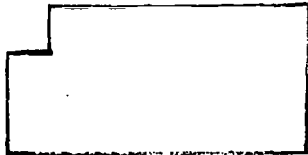
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's wagon.

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One bright, sunny day Fuzzy Bear was riding down the street  
Bobby's wagon. The wagon rolled down the hill so fast that it turned  
r. Fuzzy's leg was squeezed under the wagon. Bobby rushed home  
a Fuzzy Bear and put a bandage on his leg. Fuzzy Bear began to  
well.

py of this shape on the  
the class to become  
e shape of a paragraph.



left-hand corner is  
he other three corners.

n realizing that all of their sentences tell about one thing - Fuzzy  
a group of sentences about one topic forms a paragraph.

ne first sentence of a paragraph is set in five spaces from the left  
ated.

SKILLS	TEACHING PROCEDURES																																					
<p>Using Vivid Descriptive Words to Express Sensory Impressions</p>	<p>Provide writing materials for the pupils to copy the story accurately. Collect papers to correct and use as references for subsequent lessons.</p> <p>Use the story and papers from the previous lesson.</p> <p>Write the original story on chart paper and have it read. Explain to the class that today they are going to try to make their story interesting by adding colorful, descriptive words and phrases. Ask the pupils to reread sentence one of the story. Ask: "How do you think Fuzzy Bear looked or felt as he rode in the wagon?" Record their descriptive words on the board.</p> <p>Fuzzy Bear looked:</p> <table data-bbox="717 1535 1708 1618"> <tr> <td>excited</td> <td>worried</td> <td>happy</td> <td>fat</td> </tr> <tr> <td>sad</td> <td>gay</td> <td>tired</td> <td>light-headed</td> </tr> </table>	excited	worried	happy	fat	sad	gay	tired	light-headed																													
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<p>Revising a Story to Heighten Interest Through Descriptive and Action Words</p>	<p>Write each sentence on the board and substitute or insert descriptive words of the children's choice. Follow this procedure with each sentence to help the children learn to use color to their story.</p> <p>Suggested adjectives for nouns:</p> <table data-bbox="717 1773 1708 1951"> <tr> <td><u>day</u></td> <td><u>wagon</u></td> <td><u>wheels</u></td> <td><u>hill</u></td> <td><u>leaves</u></td> </tr> <tr> <td>summer</td> <td>old, metal</td> <td>bumpy</td> <td>steep</td> <td>brilliant</td> </tr> <tr> <td>clear, crisp</td> <td>red</td> <td>thumping</td> <td>gentle</td> <td>infinite</td> </tr> <tr> <td>windy, cold</td> <td>rickety</td> <td>rolling</td> <td>bumpy</td> <td>dark</td> </tr> <tr> <td></td> <td></td> <td>wobbling</td> <td>gradual</td> <td></td> </tr> </table> <p>Suggested substitutions for verbs:</p> <table data-bbox="717 1999 1708 2118"> <tr> <td><u>riding</u></td> <td><u>rolled</u></td> <td><u>squeezed</u></td> <td><u>rushed</u></td> </tr> <tr> <td>bumping</td> <td>sped</td> <td>crushed</td> <td>hurried</td> </tr> <tr> <td>speeding</td> <td>flew</td> <td>mashed</td> <td>ran</td> </tr> </table>	<u>day</u>	<u>wagon</u>	<u>wheels</u>	<u>hill</u>	<u>leaves</u>	summer	old, metal	bumpy	steep	brilliant	clear, crisp	red	thumping	gentle	infinite	windy, cold	rickety	rolling	bumpy	dark			wobbling	gradual		<u>riding</u>	<u>rolled</u>	<u>squeezed</u>	<u>rushed</u>	bumping	sped	crushed	hurried	speeding	flew	mashed	ran
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TEACHING PROCEDURES

MATERIALS

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and use as references for subsequent lessons.

m the previous lesson.

n chart paper and have it read.

today they are going to try to make their story even more  
colorful, descriptive words and phrases.

sentence one of the story.

"Fuzzy Bear looked or felt as he rode in the wagon?"

words on the board.

corried	happy	fat
ay	tired	light-hearted

the board and substitute or insert descriptive words of the

th each sentence to help the children learn to give mood and

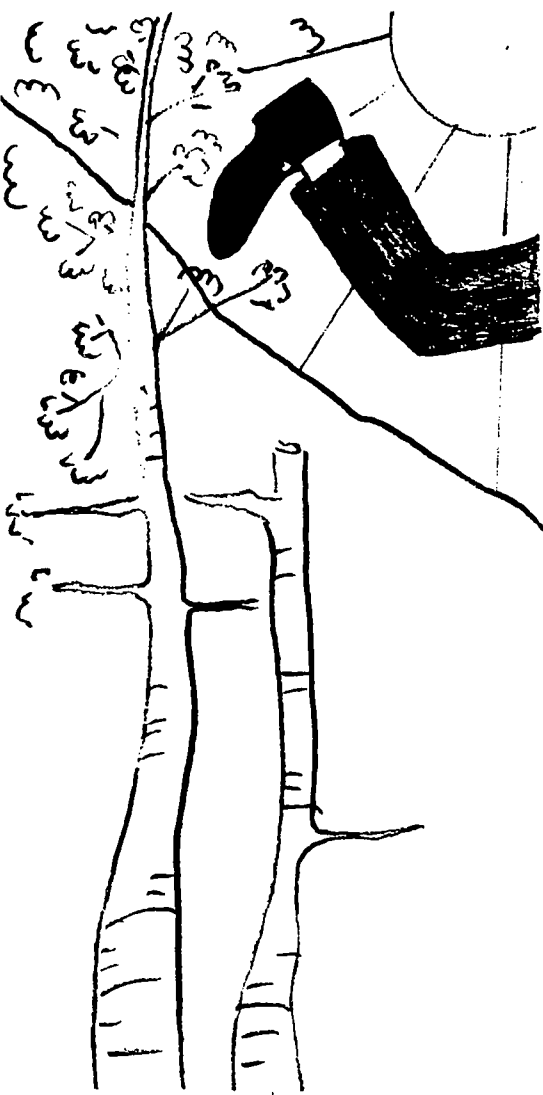
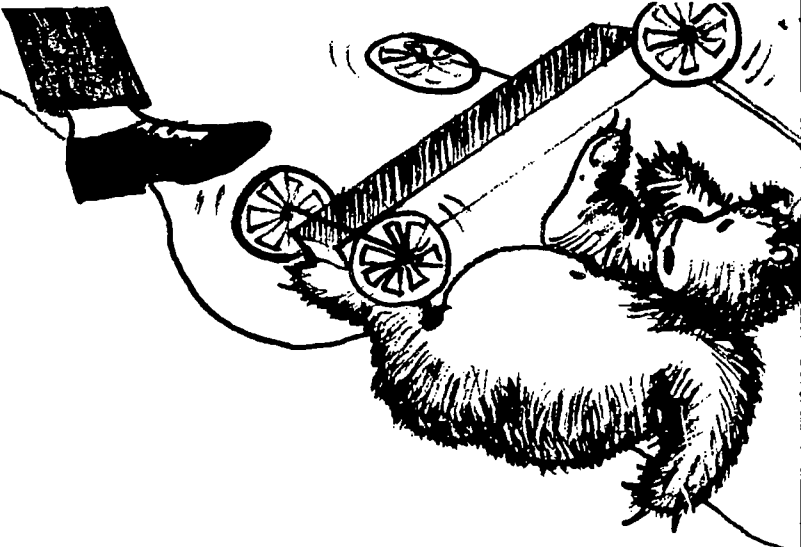
nouns:

al	<u>wheels</u>	<u>hill</u>	<u>leg</u>
	bumpy	steep	bruised
	thumping	gentle	injured
	rolling	bumpy	damaged
	wobbling	gradual	

verbs:

<u>colled</u>	<u>squeezed</u>	<u>rushed</u>
<u>ped</u>	<u>crushed</u>	<u>hurried</u>
<u>lew</u>	mashed	ran

Chart, story from the preceding  
lesson

SKILLS	TEACHING PROCEDURES
	<p data-bbox="922 1082 1067 1178">breezing whizzing racing</p> <p data-bbox="1187 1082 1315 1154">whizzed raced</p> <p data-bbox="1443 1082 1571 1118">pressed</p> <p data-bbox="828 1178 1708 1320">Let pupils compare their first story with their second story. Emphasize the importance of the use of well-chosen descriptions to increase the interest of the story, and remind pupils to use their own words by themselves.</p> <p data-bbox="930 1344 1306 1380">Example of a final story:</p> <p data-bbox="922 1380 1708 1582">One bright summer day, happy Fuzzy Bear went to play in Bobby's rickety wooden wagon. Thump, bump went the wagon as it crashed into a hole. The wagon turned over. Fuzzy Bear was stuck under the edge of the wagon. Bobby, his owner, rushed to help. Bobby put a bandage on his injured leg. Bobby put Fuzzy Bear to feel much better.</p> 

TEACHING PROCEDURES

MATERIALS

whizzed  
raced

pressed

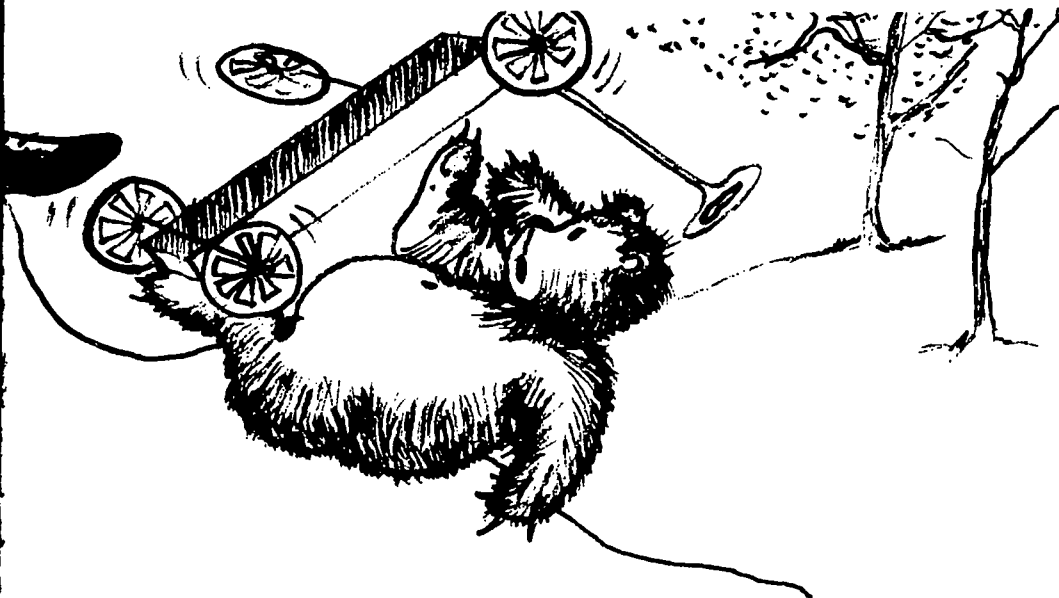
hastened  
charged  
raced


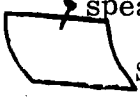
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of a final story:

right summer day, happy Fuzzy Bear went breezing down a steep hill  
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into a hole. The wagon turned over. Fuzzy Bear's leg was squeezed  
edge of the wagon. Bobby, his owner, rushed Fuzzy Bear home to  
dage on his injured leg. Bobby put Fuzzy Bear to bed, and he began  
uch better.




SKILLS	TEACHING PROCEDURES
<p>Capitalizing the Story Title</p>	<p>Lead pupils to create an appropriate story title and learn the correct use of it.</p> <p>Have pupils quickly summarize their findings concerning a paragraph and capitalizations.</p> <p>Help pupils begin to classify their stories by understanding that they are real or imaginary (fiction) and about an animal (an animal tale).</p> <p>Expand these understandings in subsequent lessons so that pupils can write in animal tales, animals talk and act like people.</p> <p> Allow pupils to improve their own writing of stories by discussing stories written by others. They may compare several of their own stories. Classroom library books offer a valuable source of material.</p>
<p>Exploring for Variety in Sentence Structure</p>	<p>Use the pin board and descriptive word cards which may be combined and rearranged by pupils to explore the possibilities for sentence variations.</p> <p>Examples: The boys whizzed down the street on their shiny new bicycles.  Down the street the boys whizzed on their new bicycles.  The boys, on their shiny, new bicycles, whizzed down the street.</p> <p>* Encourage pupils to write stories in which there are an increased number of interesting characteristics.</p> <p>Suggest that stories be built around good fairies, bad fairies, talking animals, and speaking inanimate objects.</p> <p> Stories should be kept short with limited dialogue.</p>

TEACHING PROCEDURES	MATERIALS
<p>appropriate story title and learn the correct capitalization</p> <p>their findings concerning a paragraph, indentation,</p> <p>their stories by understanding that this story is untrue about an animal (an animal tale).</p> <p>in subsequent lessons so that pupils will realize that talk and act like people.</p> <p>improve their own writing of stories by studying and discussing by others. They may compare story beginnings of from library books offer a valuable source for analysis.</p> <p>word cards which may be combined with other words possibilities for sentence variations.</p> <p>whizzed down the street on their shiny, new bicycles. street the boys whizzed on their new, shiny bicycles. on their shiny, new bicycles, whizzed down the street. ries in which there are an increased number of fanciful</p> <p>around good fairies, bad fairies, talking animals, and</p> <p>short with limited dialogue.</p>	<p>Word cards for sentence building Many descriptive words</p> <p>Word cards to substitute when capital letters are needed</p> <p>Cards with punctuation marks</p>

SKILLS	TEACHING PROCEDURES
<p>Preparing to Write Book Reports</p> <p>Correlating the Oral Report with the Written Report</p>	<p>Use a story that has been enjoyed by the class, such as "Andy and the ..."</p> <p>Invite pupils to express their reactions to the story. Guide them in following the sequence of an oral book report discussion.</p> <p>Have recalled the information told in an oral book report.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>Tell the title of the story</li> <li>Give the name of the author.</li> <li>Tell something about important characters in the story.</li> <li>Tell an interesting part of the story.</li> <li>Explain why you liked the story.</li> </ul>
<p>Recognizing the Title and the Author</p> <p>Capitalizing the Title and the Author</p>	<p> If book reports are being used to stimulate interest in independent reading, it is wise to caution pupils not to defeat the purpose of the story by providing an exciting solution to a problem or situation in the story. Describe the dilemma, but leave the solution to be discovered through their independent reading.</p> <p>Show pupils the two locations of the title of the book—the front cover and the back cover. Have the title and the name of the author read by the class. Direct attention to the words in the title that are capitalized. Allow pupils to state the reason for the capitalized title. Draw attention to the article <u>the</u> and the conjunction <u>and</u> which are not capitalized. Help pupils understand that we <u>capitalize the first word, the last word, and the important word in a title.</u></p> <p>Have pupils identify the first word and the last word of the title. Ask which words are not considered important and have them identify these words.</p>

TEACHING PROCEDURES	MATERIALS
<p>enjoyed by the class, such as "Andy and the Lion."</p> <p>Discuss their reactions to the story.</p> <p>Reviewing the sequence of an oral book report during the discussion.</p> <p>Information told in an oral book report.</p> <p>Plot of the story</p> <p>Name of the author.</p> <p>Something about important characters in the story.</p> <p>Most interesting part of the story.</p> <p>Why you liked the story.</p> <p>When being used to stimulate interest in independent reading, it is important to warn pupils not to defeat the purpose of the program by telling the solution to a problem or situation in the story. The pupil may give the solution, but leave the solution to be discovered by the children during independent reading.</p> <p>Parts of the title of the book—the front cover and the <u>title page</u>.</p> <p>Parts of the author read by the class.</p> <p>Words in the title that are capitalized.</p> <p>Reason for the capitalized title.</p> <p>Words like <u>the</u> and the conjunction <u>and</u> which are not capitalized.</p> <p>Words we <u>capitalize the first word, the last word, and each im-</u></p> <p>portant word and the last word of the title, <u>Andy and the Lion</u>.</p> <p>Words considered important and have them identified.</p>	<p>Daugherty, James. <u>Andy and the Lion</u>. New York: Viking Press, 1938.</p> <p>Chart paper</p> <p>Felt pen</p> <p>Writing material for pupils</p>

SKILLS	TEACHING PROCEDURES
	<p>Review quickly the capitalization of the author's name and allow the title and author on the board.</p> <p>Select proofreaders to compare the children's copy with the book. Give additional practice to secure this point with the class.</p> <p>Ask: "Which words in these titles should we capitalize?"</p> <p style="text-align: center;"> hansel and gretel  the town mouse and the country mouse  snow white  the egg tree  caps for sale  millions of cats </p> <p>Have the pupils discuss each title and place capital letters where appropriate. Clarify the reason for the use of small letters for <u>and</u>, <u>of</u>, <u>the</u>, <u>for</u> <u>they</u> are not the first word of the title.</p> <p>Advise pupils to copy the story title and author's name exactly on the cover or title page of the book when they write book reports.</p> <p>Provide study sheets with story titles in small letters which the pupils copy by placing capital letters as required.</p> <p>Give added practice by permitting each child to select one or two titles which he is to copy accurately the title and the author's name.</p> <p>Add the words <u>title</u>, <u>author</u>, and <u>book report</u> to the class dictionary.</p> <p> Help children understand that persons who write stories are authors; therefore the children are authors because they have written stories.</p>



TEACHING PROCEDURES

MATERIALS

capitalization of the author's name and allow the pupils to copy on the board.  
 Compare the children's copy with the book.  
 Discuss to secure this point with the class.  
 "Which of these titles should we capitalize?"

Hansel and Gretel  
 The town mouse and the country mouse  
 Snow White  
 The egg tree  
 Caps for sale  
 Millions of cats

Under each title and place capital letters where they are needed.  
 Show the use of small letters for and, of, the, for, in, and by, when word of the title.  
 Write the story title and author's name exactly as it appears on the cover of the book when they write book reports.  
 Write the story titles in small letters which the pupils are to correct the capital letters as required.  
 Permitting each child to select one or two library books from the library and accurately the title and the author's name.  
 Add the author, and book report to the class dictionary.

Understand that persons who write stories are called authors, and that children are authors because they have written stories.

Library books  
 Study sheets  
 Writing materials

SKILLS

TEACHING PROCEDURES

Composing a Word-Phrase Chart for Correlation with Book Reports

Organizing and Writing Sentences from an Outline

Proofreading and Indenting the First Word of the Paragraph

Use a book report outline chart. (Refer to preceding lesson.)

Build a word-phrase chart with the pupils to facilitate their writing from the outline.

Guide pupils in selecting words which they will need as they write paragraph form.

Help the class formulate sentences which supply information required by the outline.

Ask the pupils to decide which words in their sentences need to be underlined. Begin by asking:

"What sentence would you write for topic number one of the outline?"

Encourage a variety of sentence beginnings in pupil responses.

Example:

I enjoyed the book titled Andy and the Lion.

I read Andy and the Lion.

The title of the book I read was Andy and the Lion.

Andy and the Lion is the name of the exciting story which I read.

Permit a pupil to write his sentence on the board as an aid to discussion for the chart.

Continue this procedure for sentence building for each topic of the outline. Involve the class with proofreading as they progress.

Reinforce the practice of indentation of the first word of the book report. Draw a large shape of a paragraph on the board and place a checkmark under the first word.

Include words such as these on the word-phrase chart.

read	enjoyed	title
laugh	because	titled
funny	exciting	people
book report	surprise	author

TEACHING PROCEDURES

MATERIALS

rt. (Refer to preceding lesson.)

rt with the pupils to facilitate their writing of book reports  
 words which they will need as they write book reports in  
 sentences which supply information required by the report  
 which words in their sentences need to be listed on the chart.

would you write for topic number one on the outline?"  
 sentence beginnings in pupil responses.

book titled Andy and the Lion.  
the Lion.

book I read was Andy and the Lion.  
on is the name of the exciting story which I read.  
 sentence on the board as an aid to discovering some words

or sentence building for each topic of the outline.  
 of reading as they progress.  
 indentation of the first word of the book report paragraph.  
 paragraph on the board and place a check to indicate place-

se on the word-phrase chart.

enjoyed	title	unhappy
because	titled	unusual
exciting	people	characters
surprise	author	happy

Chart paper  
 Felt pen  
 Chart, book report outline  
 Chart, a sample book report  
 Writing material for pupils

SKILLS

TEACHING PROCEDURES

interesting part    ending    fable  
 animal tale    underline    best  
 pictures    happened    adventure

Have pupils reread the chart and number the words.

Initiate the writing of short, individual book reports, using the first three points of the outline.

Check these and reteach, as needed, before pupils progress to a five-point outline graph.

Expand the contents of the book report as soon as pupils show mastery of the points required to complete the three point report.

Instruct the class in the use of a simple book report form.

<u>A Book Report</u>	
x _____ .	
_____ .	
_____ .	
_____ .	
_____ .	
March 18, 19 --	James Gre
Age _____	Grade _____

TEACHING PROCEDURES

MATERIALS


ending                    fable                    frightened  
underline                best                      fairy  
happened                adventure

art and number the words.  
t, individual bookreports, using the first three topics of the  
as needed, before pupils progress to a five sentence para-  
e book report as soon as pupils show mastery of skills re-  
three point report.  
se of a simple book report form.

A Book Report

x \_\_\_\_\_ .  
\_\_\_\_\_ .  
\_\_\_\_\_ .  
\_\_\_\_\_ .  
\_\_\_\_\_ .  
\_\_\_\_\_ .

James Gear  
Grade \_\_\_\_\_

SKILLS	TEACHING PROCEDURES
<p>Underlining the Title of a Story</p>	 <p>The difficulties of a book report should be geared to the child's ability. Simplify and decrease the content for less able children.</p> <p>Teach pupils to underline the title of the story wherever it appears. Encourage them to have a copy of the book ready to display with an illustration, simple puppet, or an object connected with the story to create late interest.</p>
<p>Building a Descriptive Paragraph</p>	<p>Use a "surprise box" containing fresh pink roses.</p> <p>Place the "surprise box" on a low table. Have one child peep into the box and give clues to the class.</p> <p>Example:  It smells sweet.  It grows.</p> <p>Encourage pupils to use tentative expressions concerning the color of the roses as:</p> <p style="text-align: right;">Perhaps it is _____.</p> <p style="text-align: right;">It could be _____.</p> <p style="text-align: right;">Maybe it is _____.</p> <p style="text-align: right;">I think it is _____.</p>
<p>Eliciting Descriptive Words</p>	<p>Ask what kind of flower it could be, after the children guess the color.</p> <p>Pass the roses to the children to examine thoroughly - looking for clues.</p> <p>Ask pupils to think of words that tell:</p> <ul style="list-style-type: none"> <li>how they look</li> <li>how they smell</li> <li>how they feel</li> </ul>

TEACHING PROCEDURES

MATERIALS

of a book report should be geared to the abilities of the class.  
and decrease the content for less able children.

line the title of the story wherever it appears in the book report.  
Have a copy of the book ready to display when they report, or to  
use, simple puppet, or an object connected with the story to stimu-

maintaining fresh pink roses.

Use box" on a low table.  
Put into the box and give clues to the class.

Sweet.

Use tentative expressions concerning the contents of the box, such

Perhaps it is \_\_\_\_\_.

It could be \_\_\_\_\_.

Maybe it is \_\_\_\_\_.

I think it is \_\_\_\_\_.

After it could be, after the children guess that it is a flower.

Have the children to examine thoroughly - looking, smelling, touching.

Use words that tell:

Look

Smell

Touch

"Surprise Box"  
Fresh pink roses  
Colored chalk  
Writing materials

SKILLS	TEACHING PROCEDURES				
<p>Classifying and Listing Descriptive Words</p>	<p>Write these three headings on the board. List the various descriptive words supplied by the children under each heading. Suggest some new descriptive words to enlarge the pupils' vocabulary. Have them use the new vocabulary in sentences to describe the roses. Ensure their knowledge of the meanings of new words by asking them to explain the meanings.</p> <p>Encourage pupils to use the words to describe something other than roses.</p> <table border="0" data-bbox="954 1309 1727 1999"> <tr> <td data-bbox="954 1309 1258 1689"> <p><u>How do roses look?</u> (blossom) beautiful fresh delicate gorgeous deep pink pale pink rosy curved petals curled petals</p> </td> <td data-bbox="1510 1309 1727 1463"> <p><u>How do roses smell?</u> sweet perfumed fragrant</p> </td> </tr> <tr> <td data-bbox="954 1701 1406 1999"> <p><u>How do roses make you feel?</u> pleasant delighted happy rich gay good pleased wishful</p> </td> <td data-bbox="1510 1475 1727 1975"> <p><u>How do roses feel?</u> (blossom) velvety thin soft limp silky (stem) rough jagged thorny stiff sharp uneven prickly</p> </td> </tr> </table>	<p><u>How do roses look?</u> (blossom) beautiful fresh delicate gorgeous deep pink pale pink rosy curved petals curled petals</p>	<p><u>How do roses smell?</u> sweet perfumed fragrant</p>	<p><u>How do roses make you feel?</u> pleasant delighted happy rich gay good pleased wishful</p>	<p><u>How do roses feel?</u> (blossom) velvety thin soft limp silky (stem) rough jagged thorny stiff sharp uneven prickly</p>
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TEACHING PROCEDURES

MATERIALS

gs on the board.  
 ive words supplied by the children under the proper headings.  
 ptive words to enlarge the pupils' vocabularies.  
 ocabulary in sentences to describe the rose.  
 of the meanings of new words by asking them to explain the  
 the words to describe something other than roses.

look?

How do roses smell?

sweet           scented  
 perfumed  
 fragrant

How do roses feel?

(blossom)

velvety   smooth

thin

soft

limp

silky

make you feel?

(stem)

rough

jagged

thorny

stiff

sharp

uneven

prickly

SKILLS

TEACHING PROCEDURES

Expressing Ideas in a Sequential Manner in a Paragraph

What other words mean smell?

odor  
scent  
bouquet  
fragrance

Help pupils to select an appropriate topic sentence and title for their paragraph. Outline the shape of the paragraph on the board with colored chalk. Use colored chalk to highlight indentation, capitalization, and punctuation. Guide the pupils to complete the paragraph, describing the roses and expressing an opinion concerning them.

Expanding the Content and Use of Word Charts for Writing Independence

Encourage pupils to write independently by building and compiling word charts and action words to express sensory impressions. Keep these charts in a functional form as booklets, charts, or reproducible copies for each individual to keep at his desk. Guide pupils in becoming aware of the value of their lists by making them useful in writing. Encourage their use. Increase the writing habit by centering many activities around the use of word charts, such as: completing descriptive sentences, composing verses, and making comparisons. Select contents related to animals, toys, foods, personal experiences, occupations, hobbies, science (space program), transportation, furniture, and special days of the year.

TEACHING PROCEDURES	MATERIALS
<p><u>mean smell?</u></p> <p>appropriate topic sentence and title for their paragraph.            paragraph on the board with colored chalk.            right indentation, capitalization, and punctuation marks.            te the paragraph, describing the roses and concluding with            hem.</p> <p>e independently by building and compiling vivid descriptive            press sensory impressions.            ctional form as booklets, charts, or reproduced sheets for            at his desk.            ware of the value of their lists by making assignments re-</p> <p>it by centering many activities around these descriptive            eting descriptive sentences, composing verse and riddles,            animals, toys, foods, personal experiences, clothing, occu-            nce (space program), transportation, furniture, music, and            r.</p>	<p>Chart paper            Felt pens</p>

SKILLS

TEACHING PROCEDURES

Creating Original Poems

Use direct experiences.

Take pupils out on the playground or on the sidewalk on a temperate day to hear, smell, feel, and enjoy the rain.



If this is impossible, stay inside of the classroom, but close the doors (to cut out building noises) and open the windows. Ask pupils to be quiet and to listen to the sounds of the rain. Put out classroom lights to increase concentration upon the sounds of the rain.

Dictating Sensory Impressions

Ask: "What does the rain say?"

Record the replies.

Example: The rain says--  
shshsh! shshsh!  
plip, plip, plip,  
splish, splish, splish,  
splash, splash, splash,  
drip, drip, drip.

Ask: "How does the rain look?"

Record replies.

Example: The rain looks--  
like lines and dots  
dancing drops  
tiny jumping beads  
many tiny dents and dimples  
shining drops falling  
prickles on the sidewalk

Ask: "How does the rain feel?"

Record replies.

Examples: The rain feels--  
warm like many fingers tapping my neck  
wet on my lips tickles my face when I look  
up at the sky

TEACHING PROCEDURES

MATERIALS

Playground or on the sidewalk on a temperate rainy day to see,  
enjoy the rain.

le, stay inside of the classroom, but close the doors (to shut  
s) and open the windows. Ask pupils to be very, very still  
e sounds of the rain. Put out classroom lights to aid pupils'  
the sounds of the rain.

n say?"

The rain says--

shshsh! shshsh!

plip, plip, plip,

splish, splish, splish,

splash, splash, splash,

drip, drip, drip.

look?"

The rain looks--

like lines and dots

dancing drops

tiny jumping beads

many tiny dents and dimples

shining drops falling

sprinkles on the sidewalk

feel?"

The rain feels--

warm

like many fingers tapping me

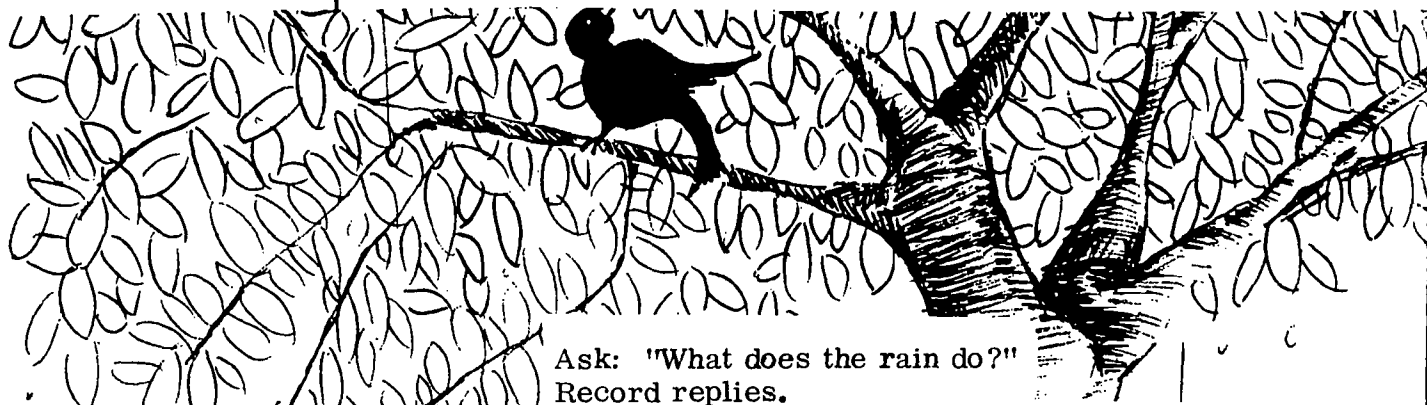
wet on my lips tickles my face when I look

up at the sky

Pad and pencil  
Raincoats for pupils  
Boots for pupils

SKILLS

TEACHING PROCEDURES

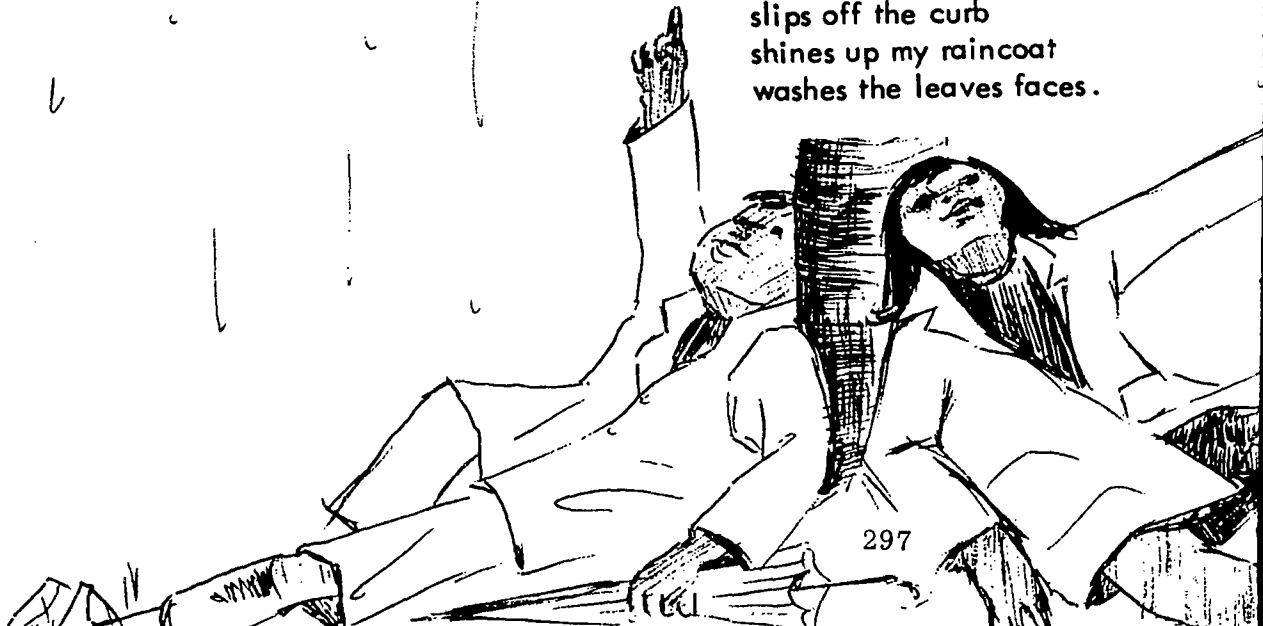


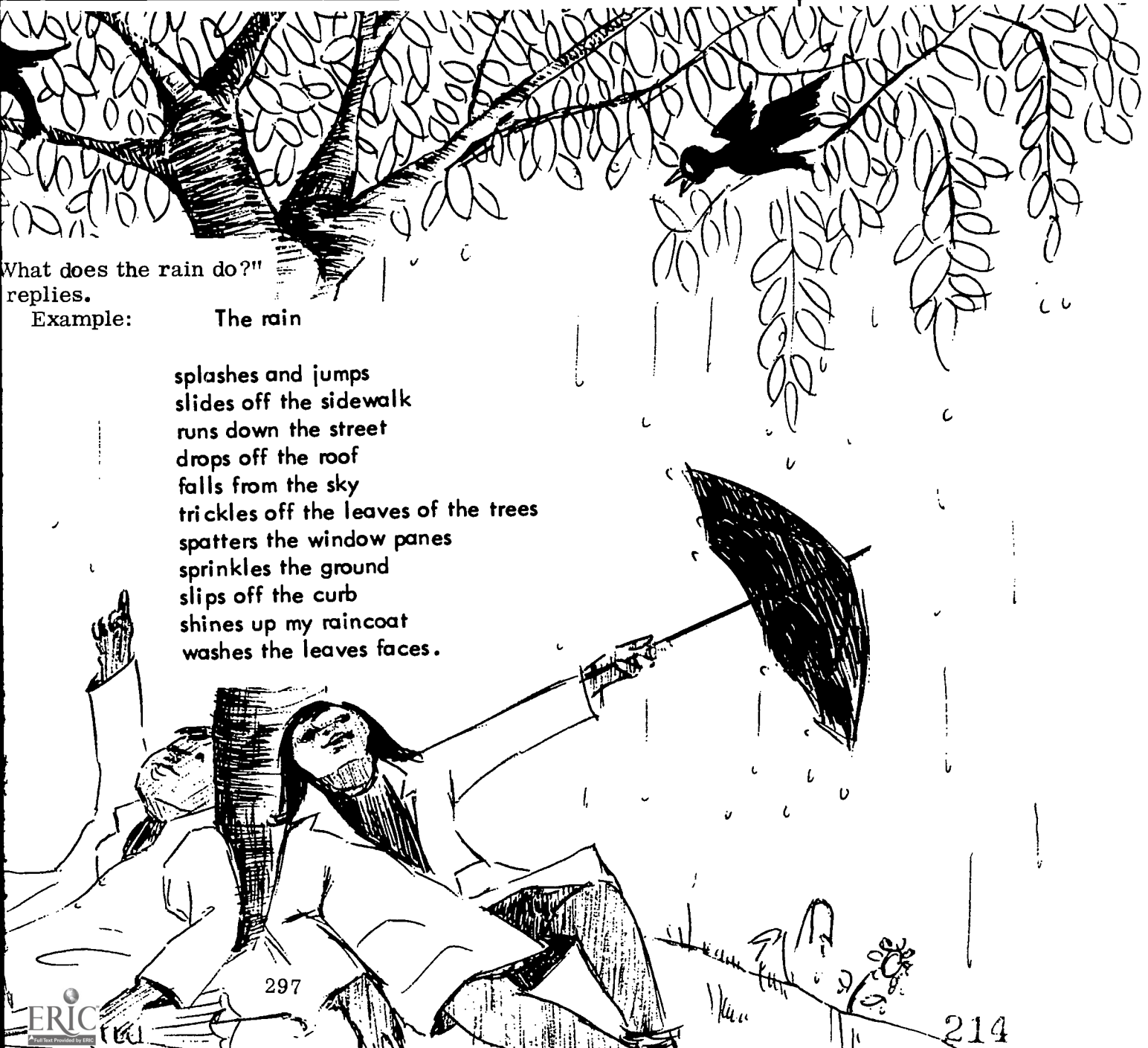
Ask: "What does the rain do?"  
Record replies.

Example:

The rain

splashes and jumps  
slides off the sidewalk  
runs down the street  
drops off the roof  
falls from the sky  
trickles off the leaves of the trees  
spatters the window panes  
sprinkles the ground  
slips off the curb  
shines up my raincoat  
washes the leaves faces.






What does the rain do?"  
replies.

Example:           The rain

splashes and jumps  
slides off the sidewalk  
runs down the street  
drops off the roof  
falls from the sky  
trickles off the leaves of the trees  
spatters the window panes  
sprinkles the ground  
slips off the curb  
shines up my raincoat  
washes the leaves faces.

SKILLS	TEACHING PROCEDURES
<p>Creating and Dictating Original Poems</p>	<p>Return to the classroom. Transfer the questions and replies to chart paper or to the chalkboard. Have pupils read and enjoy the expressions of their discoveries.</p> <p>Suggest an opening line for a verse and invite the pupils to add another line. Have pupils repeat your line to get the rhythm of it. Example: Warm, wet rain says--</p> <p>Children may add: Shshsh, shshsh, shshsh, And tickles my face When I look at the sky.</p>  <p>Verse may be just one or two lines which reveal children's impressions. Children need not be bound by the difficulties of the early stages of creating poems.</p> <p>Record the verse that emerges from this experience and encourage pupils to use this skill through numerous lessons of this kind. Allow pupils freedom of expression and accept their contributions.</p> <p>Follow this procedure for a snowy day, a sunny day, a windy day, perhaps a foggy day or morning.</p> <p>Strive to achieve sensory reactions by pupils to their environment. Provide time for pupils to share verses in order to encourage appreciation by peers. Read and recite poetry to children, often. Record original poems on tape as the poet or class members recite.</p>



TEACHING PROCEDURES

MATERIALS

and replies to chart paper or to the chalkboard.  
by the expressions of their discoveries.

Chart paper  
Felt pen  
Materials for illustrating poems

for a verse and invite the pupils to add an appropriate idea.  
to get the rhythm of it.  
arm, wet rain says--

shsh, shshsh, shshsh,  
d tickles my face  
en I look at the sky.

one or two lines which reveal children's sensory im-  
need not be bound by the difficulties of rhyming words at  
reating poems.

Brown, Helen A., and Heltman,  
Harry J., Compilers. Read-  
Together Poems. New York:  
Harper and Row, Publishers,  
1964.

erges from this experience and encourage development of  
ous lessons of this kind.  
pression and accept their contributions.

a snowy day, a sunny day, a windy day, a cloudy day, and  
morning.

Refer to:  
Elementary Curriculum  
Direction Finders For  
Literature, Charts I and II

reactions by pupils to their environment.  
share verses in order to encourage appreciation of these

children, often.  
tape as the poet or class members recite it.

SKILLS	TEACHING PROCEDURES
<p>Beginning Steps in Note Taking</p>	<p>Use a box containing several objects.</p> <p>Ask pupils to tell what Mother does to help her remember at a grocery store.</p> <p>Discuss other occasions when it is useful to write ideas.</p> <p>Explain that the process of making written reminders is useful.</p> <p>Show the class the box which contains objects.</p> <p>Select one object, such as a vase, and hold it up before the class.</p> <p>Give the pupils a sheet of paper and ask them to suggest a word for the object that they will see from the box.</p> <p>Lead the class to discover that pictures may be used as well as words.</p> <p>Ask the pupils to make the numeral one and place beside the object to remember that first they saw a vase from the box.</p> <p>Allow pupils to decide whether to write the word <u>vase</u> or not.</p> <p>Advise them to use the method of note taking which is easiest for them.</p>
<p>Making Pictorial and Written Notes</p>	<p>Have the children put a title on their note paper, such as, "My Trip to the Grocery Store", with the date, written in a short form as, 26 Oct. '66.</p> <p>Show each object in the box; say a few sentences about it and record the object on their paper.</p> <p>Have the children check the accuracy and usefulness of their notes.</p> <p>Enumerate the contents of the box after all of the objects have been recorded.</p> <p>Show the class how to make booklets to carry on a trip.</p> <p>Build the understanding that the purpose of the booklet is to record information discovered and recorded during a trip.</p>

## TEACHING PROCEDURES

veral objects.

that Mother does to help her remember what is needed from the

ons when it is useful to write ideas on paper as a reminder.

ess of making written reminders is called taking notes.

x which contains objects.

ch as a vase, and hold it up before the class.

heet of paper and ask them to suggest a way to remember every

ill see from the box.

discover that pictures may be used to record an idea as well as

ake the numeral one and place beside it something that will help

r that first they saw a vase from the box.

de whether to write the word vase quickly or to draw a picture

ne method of note taking which is easier, faster, and most useful

a title on their note paper, such as, Objects from the Box along

ten in a short form as, 26 Oct. '6\_\_ or 10/26/6\_\_

he box; say a few sentences about it as the children look, listen,

ject on their paper.

heck the accuracy and usefulness of their notes by using them to

ntents of the box after all of the objects are out of sight.

o make booklets to carry on a trip.

ng that the purpose of the booklet is to hold pertinent and specific

vered and recorded during a trip.

## MATERIALS

Object box containing:

ball  
apple  
pencil  
scissors  
book  
flower  
paint  
brush  
jar

Writing materials

Materials for making booklets

Felt pen

SKILLS		TEACHING PROCEDURES
<p>Organizing Committees for Taking Notes</p>	<p>Ask the class to plan a trip within their building, after answering questions to go? When to go? What they want to learn?  Example:  Plan a trip to the principal's office.  Allow pupils to make the arrangements for the time and cost of the trip with the principal by writing a simple business letter.</p> <p>Make a list of the kinds of information the class should seek on the trip.  List the <u>known</u> information under each heading.</p> <p><u>Office Staff (people)</u></p> <p>principal (complete name)  secretary (complete name)  others</p> <p><u>Office Work</u>  <u>Secretary</u>  runs machines  typewrites  answers phones  sends messages</p> <p><u>Office machines</u>  telephones  typewriters</p> <p>Clarify the meaning of each category through class discussion.  Leave space for the addition of new information in each list.  Ask pupils to choose the category for which they will be responsible of the office.</p>	<p><u>Office Furniture</u></p> <p>desks  chairs  desk lamps  name plates</p> <p><u>Principal</u>  directs secretary  talks on the phone  talks to teachers  talks to pupils</p>

TEACHING PROCEDURES

MATERIALS

within their building, after answering questions as: Where  
do they want to learn?

at the principal's office.  
to make the arrangements for the time and purpose of the  
tour of the principal by writing a simple business letter to her.

information the class should seek on the tour.  
under each heading.

Office Furniture

- desks
- chairs
- desk lamps
- name plates

- Principal
- directs secretary
  - talks on the phone
  - talks to teachers
  - talks to pupils

Refer to Writing a Business Letter,  
pages 303-306.

each category through class discussion.  
Inclusion of new information in each list.  
Each category for which they will be responsible during the tour

SKILLS

TEACHING PROCEDURES

Taking Notes During a Tour

Reporting and Recording  
Information from Notes

Set up pupil committees for the categories with the understanding that the purpose of the assignment is to gather further information about their category for the tour. Stress the importance of careful listening, observing, and note taking. Assign each committee member for the good of the entire class.

Have the members of each committee place the name of his category on the cover of his booklet along with his name and room number.

Ask: "What do we need to take with us on our office tour?"  
(booklets, pencils, a book to write on)  
"How should we take notes in the office?"  
(quietly, when needed, quickly)

Be sure that each committee is as well balanced as possible with members who are questioners, writers, and drawers.

Collect booklets and store them until the day of the tour.

Prepare to take the tour by distributing the booklets for notes and reports on the purpose of the trip.

Take the tour and return immediately to the classroom to record the findings of which the class discovered.

Ask pupils to use their notes to help the class complete the listings for each category. Have committee members sit together and report their findings to the class in an orderly manner.

Record the information on the chart under the appropriate headings.

Permit children, regardless of their committees, to submit any additional information that they may have after each group has completed its report.

Make clarifications of the trip findings, as needed, and build a vocabulary. Encourage children to illustrate the listings of their categories.

TEACHING PROCEDURES

MATERIALS

...r the categories with the understanding that their assign-  
...r information about their category for the class.  
...careful listening, observing, and note taking on the part of  
...for the good of the entire class.  
...committee place the name of his category on the first page  
...a his name and room number.  
...ake with us on our office tour?"  
...book to write on)  
...notes in the office?"  
...d, quickly)  
...ittee is as well balanced as possible with able listeners,  
...nd drawers.  
...them until the day of the tour.  
...y distributing the booklets for notes and reviewing the pur-  
...mmediately to the classroom to record the new information  
...red.  
...es to help the class complete the listings for each category.  
...sit together and report their findings to the group in an  
...the chart under the appropriate headings.  
...ss of their committees, to submit any additional information  
...r each group has completed its report.  
...e trip findings, as needed, and build a vocabulary chart by  
...o illustrate the listings of their categories.

SKILLS	TEACHING PROCEDURES			
<p>Evaluating Note Taking Skills</p>	<p>Apply the pictures to the chart in the proper places. Use the chart for other lessons such as spelling, dictation, quizzes, and dramatization.</p> <p><u>Possible Additional Information Gathered on the Office Tour</u></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Office Furniture</u> clothing racks file cabinets letter boxes bookcases conference tables machine or utility tables metal lockers umbrella stand</p> <p><u>Office Work</u> <u>Secretary</u> files papers checks mail- in and out keeps records meets and greets people</p> <p><u>Office People</u> office aides</p> </td> <td style="vertical-align: top;"> <p><u>Principal</u> organizes and plans for the school attends many meetings meets with parents, visitors, nurse, custodian, and other reads and writes many letters and reports directs the whole school</p> </td> <td style="vertical-align: top;"> <p><u>Office</u> mimeograph Ditto calculator stamp photocopier paper letter</p> </td> </tr> </table> <p>Help pupils evaluate the value and the quality of their notes. Discuss any problems which pupils may have encountered in taking notes. Encourage the class to suggest solutions for their problems. Make a record of pupils' helpful hints on taking notes.</p>	<p><u>Office Furniture</u> clothing racks file cabinets letter boxes bookcases conference tables machine or utility tables metal lockers umbrella stand</p> <p><u>Office Work</u> <u>Secretary</u> files papers checks mail- in and out keeps records meets and greets people</p> <p><u>Office People</u> office aides</p>	<p><u>Principal</u> organizes and plans for the school attends many meetings meets with parents, visitors, nurse, custodian, and other reads and writes many letters and reports directs the whole school</p>	<p><u>Office</u> mimeograph Ditto calculator stamp photocopier paper letter</p>
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223	302			



TEACHING PROCEDURES

MATERIALS

es to the chart in the proper places.  
for other lessons such as spelling, discussions, stories, reports,  
dramatization.

Personal Information Gathered on the Office Tour

Office Furniture

clothing racks  
file cabinets  
letter boxes  
bookcases  
conference tables  
machine or utility tables  
metal lockers  
umbrella stand

Office machines

mimeograph  
Ditto  
calculator  
stampers  
photographic reproducers  
paper cutter  
letter scales

Principal

organizes and plans for the entire school  
attends many meetings  
meets with parents, visitors, doctor,  
nurse, custodian, and other personnel  
reads and writes many letters, notices,  
and reports  
directs the whole school

uate the value and the quality of their notes.  
problems which pupils may have encountered in the process of note

class to suggest solutions for their problems.  
of pupils' helpful hints on taking notes.

SKILLS

TEACHING PROCEDURES

Introducing the Business Letter

Use the flannel board and felt-backed cut-outs.

Arrange the cut-outs to show the postman delivering a letter to the school office.  
Have the children tell what is happening in the scene.

Ask where the postman will take the letter when he gets inside the school.  
Help pupils recognize the school office as a business place with the character of all school business.

Guide the discussion so that pupils conjecture the purpose of the letter the postman delivered to the office.

Examples:

The letter may be from another school which needs a letter from a child in this school.

It could be a reply from another office with information requested by our office.

Maybe the letter came from a book company or a publisher.

Explain that letters that are mailed to the school office are called school business.

The principal and teachers receive friendly letters from friends. Letters delivered to their homes.



Pupils may offer the knowledge that family business letters are sent to the home address of the family. Cite examples of this as letters from stores, gas and electric bills, and mail from insurance companies.

## TEACHING PROCEDURES

## MATERIALS

board and felt-backed cut-outs.

cut-outs to show the postman delivering a letter to the school.

Children tell what is happening in the scene.

The postman will take the letter when he gets inside of the building.

Children recognize the school office as a business place with the principal in charge of business.

Discussion so that pupils conjecture the purpose of the letter which the postman delivered to the office.

Examples:

The letter may be from another school which needs information about a child in this school.

It could be a reply from another office with information that was requested by our office.

Maybe the letter came from a book company or a parent.

Letters that are mailed to the school office are business letters about business.

Parents and teachers receive friendly letters from friends, but they are delivered to their homes.

Teachers may offer the knowledge that family business letters are delivered to the address of the family. Cite examples of this as bills from department stores and electric bills, and mail from insurance companies.

Flannel board

Felt backed cut-outs:

school

postman

letter

trees

Chart paper

Felt pen

SKILLS	TEACHING PROCEDURES															
<p>Establishing the Need for Writing a Business Letter</p> <p>Planning the Contents of the Body of a Business Letter</p>	<p>Lead pupils to discover that they could get the information they need for an office tour by writing a <u>business letter</u> to their principal. Establish with the pupils, before they attempt to write the letter, the information they need from the principal and the information that they must provide in their plans.</p> <p><u>Information we must give:</u>  What we want to do - tour the office  Why? - to learn more about office machines, furniture, people, etc.</p> <p><u>Information we must find out:</u>  May we have permission for the tour?  When may we take the tour? Day_____ Time_____  Could we have a guided tour?</p> <p>Record this information on chart paper for use at letter writing.  Plan with the pupils when to write their business letter.</p>															
<p>Composing a Business Letter</p>	<p>Use a chart of a friendly letter.</p> <p>Review with pupils the parts of a friendly letter.  Relate the parts of the letter to a pupil's body or to a drawing of a person.</p> <p>Example:</p> <table data-bbox="1003 1876 1355 2045"> <tr> <td>heading</td> <td>-</td> <td>head</td> </tr> <tr> <td>greeting</td> <td>-</td> <td>neck</td> </tr> <tr> <td>message</td> <td>-</td> <td>body</td> </tr> <tr> <td>closing</td> <td>-</td> <td>ankle</td> </tr> <tr> <td>signature</td> <td>-</td> <td>feet</td> </tr> </table>	heading	-	head	greeting	-	neck	message	-	body	closing	-	ankle	signature	-	feet
heading	-	head														
greeting	-	neck														
message	-	body														
closing	-	ankle														
signature	-	feet														

TEACHING PROCEDURES

MATERIALS

they could get the information they need concerning their business letter to their principal. Before they attempt to write the letter, a list of information about the office and the information that they must give her about their

about the office about office machines, furniture, people, and the work done.

What:  
How long for the tour?  
How long for the tour? Day \_\_\_\_\_ Time \_\_\_\_\_  
How long for the tour?

Use chart paper for use at letter writing time.  
Use to write their business letter.

Parts of a friendly letter.  
Refer to a pupil's body or to a drawing of a child.

- head
- neck
- body
- ankle
- feet

Friendly letter on a chart or transparency  
Chart rack or overhead projector  
Line drawing of a child's body

SKILLS	TEACHING PROCEDURES
<p data-bbox="251 1070 668 1138">Discovering the Form of a Business Letter</p> <p data-bbox="260 1372 668 1468">Capitalizing and Punctuating the Greeting of a Business Letter</p> <p data-bbox="260 1865 668 1961">Using a Colon in the Greeting of a Business Letter</p>	<p data-bbox="798 1070 1727 1138">Draw marginal lines on the chalkboard or on acetate on the s represent a sheet of paper.</p> <p data-bbox="798 1138 1727 1193">Place a large rectangle in the upper right-hand corner to d placement of the heading.</p> <p data-bbox="798 1193 1727 1248">Guide pupils in recalling and supplying the information for</p> <p data-bbox="1215 1234 1597 1372" style="margin-left: 150px;">         school                                 grade          street address          city   zone          date       </p> <p data-bbox="798 1372 1727 1440">Have the heading read and proofread by the class to confir punctuation and capitalization.</p> <p data-bbox="798 1440 1727 1495">Ask pupils to suggest the next portion of the letter to be writt</p> <p data-bbox="798 1495 1727 1550">Illustrate the proper placement of the greeting by drawing below the heading at the left-hand margin.</p> <p data-bbox="798 1550 1727 1605">Ask pupils to give examples of greetings that they have writ</p> <p data-bbox="798 1605 1727 1660">Explain that the greeting of a business letter has some of greeting of a friendly letter and is very similar to a friend</p> <p data-bbox="798 1660 1727 1715">Emphasize that the greatest difference between the two is in used.</p> <p data-bbox="954 1715 1102 1742">Example:</p> <p data-bbox="998 1742 1319 1769" style="margin-left: 40px;">My dear Mrs. Smith:</p> <p data-bbox="998 1769 1145 1797" style="margin-left: 40px;">Dear Sir:</p> <p data-bbox="998 1797 1267 1824" style="margin-left: 40px;">Dear Mrs. Smith:</p> <p data-bbox="798 1865 1727 1934">Record the greeting suggested by the class, and allow a pupil t proper place.</p> <p data-bbox="798 1934 1727 1989">Ask the children to describe a <u>colon</u>.</p> <p data-bbox="798 1989 1727 2030">Guide them to formulate a rule regarding the use of a col</p>
229	305

TEACHING PROCEDURES

MATERIALS

on the chalkboard or on acetate on the stage of the projector to  
of paper.  
gle in the upper right-hand corner to demonstrate the correct  
reading.  
ling and supplying the information for their headings, such as:  
school                      grade  
street address  
city                          zone  
date

and proofread by the class to confirm the correct usage of  
capitalization.  
the next portion of the letter to be written.  
placement of the greeting by drawing a rectangle two spaces  
at the left-hand margin.  
amples of greetings that they have written in friendly letters.  
eting of a business letter has some of the same words as the  
dly letter and is very similar to a friendly greeting.  
reatest difference between the two is in the punctuation that is

Mrs. Smith:  
:  
rs. Smith:

suggested by the class, and allow a pupil to place the colon in the  
escribe a colon.  
ulate a rule regarding the use of a colon in a business letter.

SKILLS	TEACHING PROCEDURES
<p>Composing the Closing of a Business Letter</p>	<p>Refer children to their chart of information to be written in the letter.            Guide the pupils in the organization of the body of their letter so that the information is included.            Encourage sound sentence structure to promote clarity and directness.            Have the class proofread the body of the letter and make changes as needed.            Continue the lesson through the closing and signature.            Draw the pupils' attention to the similarities between the business letter and the closing of the closing and the signature.            Emphasize that the placement and forms of punctuation remain the same.            Encourage the more formal expressions in the closing, such as                Yours truly,                Very truly yours,            Pupils may use a more intimate closing for their principal, such as                Sincerely yours,                Very sincerely,            Direct the class in the proofreading of the entire letter before writing.            make a copy to be mailed by the class to the principal.            Make a copy of the form of a business letter on chart paper for reference.</p>
<p>Proofreading the Business Letter</p>	<p>Use telephone directories.</p> <p>Use personal telephone directories which are provided schoolwide.            telephone company.            Reveal details of the directory after pupils discover its purpose.            viewing with the opaque projector.            Distribute one directory to each pupil for closer inspection.</p>
<p>Making Personal Telephone Directories</p>	<p>Use telephone directories.</p> <p>Use personal telephone directories which are provided schoolwide.            telephone company.            Reveal details of the directory after pupils discover its purpose.            viewing with the opaque projector.            Distribute one directory to each pupil for closer inspection.</p>



TEACHING PROCEDURES

MATERIALS

Chart of information to be written in the body of the letter.  
Organization of the body of their letter so that all pertinent information is included.  
Sentence structure to promote clarity and directness.  
Read the body of the letter and make changes as needed.  
Work through the closing and signature.  
Attention to the similarities between the business and friendly forms of the signature.  
Placement and forms of punctuation remain the same in each.  
Formal expressions in the closing, such as:  
Yours truly,  
Very truly yours,  
The intimate closing for their principal, such as:  
Sincerely yours,  
Very sincerely,  
The proofreading of the entire letter before someone is elected to be mailed by the class to the principal.  
Form of a business letter on chart paper for the class to use as a model.  
Personal telephone directories which are provided schools without cost by the telephone company.  
The telephone directory after pupils discover its purpose and format during a lesson with an opaque projector.  
A copy to each pupil for closer inspection.

Chart of information to be written in the body of the letter

Chart paper  
Felt pen

Opaque projector  
Personal telephone directories from the telephone company  
or

Materials to construct telephone directory booklets

SKILLS

TEACHING PROCEDURES

Making an Alphabetical Listing with Last Names First

Stimulate further interest by inviting each pupil to write his name. Instruct pupils to write their names at the top of provided lined paper. Ask several pupils to state their names and record them on the board. last names first to demonstrate the proper name placement and between the last and first names in this type of listing.

Have several pupils dictate their names, speaking the last name first.

Explain that names will be written in this manner in their directory in alphabetical order.

Guide pupils in numbering the names listed on the board according to sequence for alphabetical listing.

Example:

Jones, Robert - 3

Adams, Charles - 1

Brown, Kathy - 2

Little, Roscoe - 4

Have the pupils copy on their papers the names from the board in alphabetical order.

Check papers to determine the children's competence in this skill.

Provide additional instruction and practice, if necessary.

Allow time for pupils to gather the names and telephone numbers from their friends in the class.

Ask pupils to arrange their friends' names in alphabetical order of last names first.

Remind the class to place the comma between the last name and the first name of each friend.

Encourage children to proofread their papers for correct sequence of listings, use of the comma, and accuracy of telephone numbers.

Check all papers for accuracy before distributing the directories.

TEACHING PROCEDURES

MATERIALS•

rest by inviting each pupil to write his name on his copy.  
 e their names at the top of provided lined paper.  
 state their names and record them on the chalkboard with the  
 demonstrate the proper name placement and use of the comma  
and first names in this type of listing.  
 ctate their names, speaking the last name first, as you record  
 ll be written in this manner in their directories and placed in  
 bering the names listed on the board according to the proper  
 betical listing.

Robert - 3  
 Charles - 1  
 Kathy - 2  
 Moscoe - 4

on their papers the names from the board in alphabetical order.  
 mine the children's competence in this skill.  
 truction and practice, if necessary.  
 s to gather the names and telephone numbers of four friends in  
 their friends' names in alphabetical order on paper listing the  
 ace the comma between the last name and the first name of each  
 o proofread their papers for correct sequence of alphabetical  
 comma, and accuracy of telephone numbers.  
 accuracy before distributing the directories.

Lined paper  
 Pencils  
 Opaque projector and screen

SKILLS	TEACHING PROCEDURES
<p>Organizing a Class Newspaper</p>	<p>Guide pupils in recording their information on the proper pages with the first name last.</p> <p>Clarify the fact that the <u>first letter of the last name</u> tells the letter of the page on which the name is to be written.</p> <p>Provide, if necessary, the materials for making booklets.</p> <p>Instruct pupils to label each page of the booklet with one of each letter of the alphabet.</p> <p>Have the class then proceed with their listings.</p> <p>Direct pupils to write the emergency number to call at a time of need.</p> <p>Help children understand that such a number should be located in a place that can be found quickly, perhaps on the inside cover of their directory.</p> <p>Use a children's newspaper or a local newspaper.</p> <p>Involve the class in planning a valuable, continuous writing activity for their newspaper.</p> <p>Acquaint children with the variety of newspaper forms, such as news bulletin boards, weeklies, and monthlies.</p> <p>Guide pupils in recognizing the numerous opportunities which would provide them for expression of original stories, riddles, reports, class and neighborhood news, and descriptive paragraphs.</p> <p>Investigate newspapers with the class to discover ideas concerning their class newspaper.</p> <p>Record pupils' suggestions as they plan and make decisions about their newspaper.</p> <p>* Guide pupils in the formation of volunteer committees to gather materials, proofread, and rewrite materials for the paper.</p>

TEACHING PROCEDURES

MATERIALS

for information on the proper pages of their directories  
The letter of the last name tells the letter which designates  
the page is to be written.  
Materials for making booklets.  
Label each page of the booklet with one of each of the letters of the  
alphabet with their listings.  
Include an emergency number to call at a time of distress.  
Place such a number should be located in a place that can be  
seen on the inside cover of their directories in large, clear

from a local newspaper.

Engage in a valuable, continuous writing activity, such as a class  
newspaper. A variety of newspaper forms, such as: booklets, sheets,  
brochures, and monthlies.  
Provide the numerous opportunities which a newspaper vehicle  
allows for the expression of original stories, riddles, poems, book re-  
views, good news, and descriptive paragraphs.  
Encourage the class to discover ideas concerning form and content.  
Have the class plan and make decisions about the content and form  
of the newspaper.  
Assign members of volunteer committees to gather, write, illustrate,  
and edit materials for the paper.

Chart paper  
Felt pen  
Newspapers, copies of children's or  
local daily editions

SKILLS	TEACHING PROCEDURES
<p>Preparing to Write Comparative Phrases</p>	<p>Suggest that pupils initiate their activity with a news more immediate results and precludes the need for Establish with pupils the required high standards for the Example: Materials selected for the newspaper should Of interest to many persons Well organized Correct in spelling, grammar, and punctuation Legible.</p> <p>Exhibit your excitement and enthusiasm for the project contribute interesting reports, humorous ideas, personal tales, that their contributions could make valuable to newspaper.</p> <p>Help pupils progress from room bulletin board news to produced sheets or booklet newspapers.</p> <p>Use pictures and objects.</p> <p>Plan a special period for pupils to observe objects and p ditions of extreme heat and cold. Engage pupils in descriptions of their personal experi heat. Allow pupils to role-play their behavior when they are ve Permit the class to imitate some of the patterns of beh Ask pupils to tell the mental image which comes at the very cold."</p>

TEACHING PROCEDURES

MATERIALS

pupils initiate their activity with a news bulletin board which permits immediate results and precludes the need for typing or mimeographing. Pupils the required high standards for their display work.

Materials selected for the newspaper should be as follows:

- Of interest to many persons
- Well organized
- Correct in spelling, grammar, and punctuation
- Legible.

Excitement and enthusiasm for the project by suggesting to pupils, who interesting reports, humorous ideas, personal anecdotes, and original their contributions could make valuable written additions to the class

Progress from room bulletin board news to hall news display, and to reports or booklet newspapers.

Objects.

Period for pupils to observe objects and pictures which illustrate con- extreme heat and cold.

in descriptions of their personal experiences with extreme cold and

role-play their behavior when they are very cold and very hot.

ess to imitate some of the patterns of behavior with their classmates.

tell the mental image which comes at the mention of the words "very,

Pictures denoting hot and cold

Labels - names for each picture

Cold

ice - (cubes, blocks, on the street)

a frozen fish

Eskimo scenes

ice water and frozen seas

icebergs

the inside of a freezer

snow

SKILLS	TEACHING PROCEDURES
<p>Understanding the Purpose of a Comparative Phrase</p> <p>Composing and Speaking Comparative Phrases</p>	<p>Say: "I'm something that is extremely cold. What could I be?"            Become a teacher-secretary and record pupils' responses.            Explain that we can give others a clearer understanding of our idea of an object or living thing which is similar in degree and quality to the object to express.            Cite examples which establish a pattern of language used to make comparisons.            Examples:                "I have a ball which you have never seen, but you can compare the size of my ball if I were to say that my ball is as big as an apple."            Ask the pupils to use their hands to show you the approximate size of the ball.            Ask: "Is it a very large ball or a relatively small one that you can hold in your hand?"            Cite another example using language for making comparisons, such as:                "I rode to the beach during the winter. When I felt the water was as cold as ice."                "When I went outside one January day to empty my trash, the air was as cold as the inside of a freezer."            Have pupils identify the phrase in each sentence that helped them understand the degree of coldness of the water and of the air.            Write two of these sentences on the board and have the pupils underline the comparative phrases and read them.            Direct pupils to think of their mental images for cold and hot which they can use in a game of "as cold as" with the class.            Say to each pupil: "As cold as _____."            Permit pupils to restate their "mind pictures" as comparative phrases.            Be sure pupils give the entire phrase <u>as cold as</u> to insure their full expression of comparison.</p>



TEACHING PROCEDURES

MATERIALS

...emely cold. What could I be?"  
 ...record pupils' responses.  
 ...a clearer understanding of our ideas by naming an  
 ...similar in degree and quality to the idea that we wish  
 ...pattern of language used to make comparisons.  
 ...which you have never seen, but you could determine  
 ...ball if I were to say that my ball is about the size of  
 ...to show you the approximate size of the ball.  
 ...or a relatively small one that you could hold in one  
 ...age for making comparisons, such as:  
 ...g the winter. When I felt the water it was as cold as  
 ...anuary day to empty my trash, the air was as cold as  
 ..."  
 ...n each sentence that helped them understand the de-  
 ...and of the air.  
 ...n the board and have the pupils underline the com-  
 ...em.  
 ...mental images for cold and hot which were recorded.  
 ...the class.  
 ...."  
 ...mind pictures" as comparative phrases.  
 ...arase as cold as to insure their familiarity with this

- Hot
- fiery furnace
- oven
- raging forest fire
- steaming radiator
- blazing sun
- steam bath
- Objects
- Cold
- ice cubes
- iced alcohol
- others, as suggested by pupils
- Hot
- hot mustard
- hot candy
- mirror to reflect and conduct the  
sun's heat onto the hand
- Thermometer
- Writing materials

SKILLS

TEACHING PROCEDURES

Writing Comparative Phrases

Display pictures and objects depicting coldness.  
 Allow each pupil to touch the objects or taste them as he speaks a comparison concerning it.

Example: "as cold as an ice cube"  
 "as cold as a frozen fish"  
 "as cold as a block of ice"

Write the phrase as cold as on the board.

Direct the class to refer to the labeled pictures and write five comparisons on their papers.

Have the pupils read their phrases.

Continue to extend pupils' knowledge of making oral and written comparisons concerning other areas, as: size, shape, height, emotions, taste, etc.

• Pupils may complete sentences which state a comparison, as:

The lemon was as sour as \_\_\_\_\_.

We have been working as hard as \_\_\_\_\_.

The train seemed as long as \_\_\_\_\_.

Inspire pupils to use comparative phrases in their speaking and writing. Such phrases enhance the meaning of the ideas that they wish to express.

Extend the pupils' study and use of comparatives.

Suggested similes for discussion and study:

as light as a feather

as fierce as a lion

as hungry as a wolf

as happy as a lark

as thin as a rail

as heavy as lead

as busy as a bee

Example:

Explore the weightlessness of a feather.

Allow the children to discover and discuss the meaning of the comparative phrase.

TEACHING PROCEDURES

MATERIALS

ects depicting coldness.  
the objects or taste them as he speaks a comparative phrase

cold as an ice cube"  
cold as a frozen fish"  
cold as a block of ice"  
as on the board.

to the labeled pictures and write five comparative phrases on

ar phrases.

s' knowledge of making oral and written comparisons con-  
s: size, shape, height, emotions, taste, smell, and sound.  
ntences which state a comparison, as:

s as sour as \_\_\_\_\_.  
working as hard as \_\_\_\_\_.  
ned as long as \_\_\_\_\_.

comparative phrases in their speaking and writing whenever  
e the meaning of the ideas that they wish to express.

and use of comparatives.

for discussion and study:

t as a feather  
ce as a lion  
gry as a wolf  
py as a lark  
as a rail  
y as lead  
y as a bee

e weightlessness of a feather.  
children to discover and discuss the meaning of the com-  
e phrase.

Chart paper  
Felt pen  
Pictures, songs, poems, to stimulate  
Writing materials for pupils

SKILLS	TEACHING PROCEDURES																
<p>Constructing Sentences Which Present Main Ideas</p>	<p>Invite the class to think of other things that are as light as a feather. Record their responses on a chart.</p> <p><u>What can be as light as a feather?</u>  a soft breeze  a floating bubble  a fairy's touch  an ant  a rose petal  a fluffy cloud  a wisp of smoke</p> <p>* Let pupils have fun suggesting endings for:</p> <table border="0"> <tr> <td>as big as _____.</td> <td>as smooth as _____.</td> </tr> <tr> <td>as tiny as _____.</td> <td>as wet as _____.</td> </tr> <tr> <td>as loud as _____.</td> <td>as dry as _____.</td> </tr> <tr> <td>as gentle as _____.</td> <td>as funny as _____.</td> </tr> <tr> <td>as pretty as _____.</td> <td>as white as _____.</td> </tr> <tr> <td>as tall as _____.</td> <td>as busy as _____.</td> </tr> <tr> <td>as rough as _____.</td> <td>as sweet as _____.</td> </tr> <tr> <td>as soft as _____.</td> <td>as warm as _____.</td> </tr> </table> <p>Use many pictures which clearly present <u>one</u> main idea.</p> <p>Place the pictures on a ledge in the classroom to allow unobstructed view to the class.</p> <p>Place a numeral over each picture for the purpose of later identification.</p> <p>Provide each pupil with one-half sheet of lined paper and a pencil.</p> <p>Direct pupils to head their papers with regard for their class assignment and to begin their work.</p>	as big as _____.	as smooth as _____.	as tiny as _____.	as wet as _____.	as loud as _____.	as dry as _____.	as gentle as _____.	as funny as _____.	as pretty as _____.	as white as _____.	as tall as _____.	as busy as _____.	as rough as _____.	as sweet as _____.	as soft as _____.	as warm as _____.
as big as _____.	as smooth as _____.																
as tiny as _____.	as wet as _____.																
as loud as _____.	as dry as _____.																
as gentle as _____.	as funny as _____.																
as pretty as _____.	as white as _____.																
as tall as _____.	as busy as _____.																
as rough as _____.	as sweet as _____.																
as soft as _____.	as warm as _____.																

TEACHING PROCEDURES

MATERIALS

Think of other things that are as light as a feather.  
List these on a chart.

Light as a feather?

Soft breeze  
Lightning bubble  
Baby's touch

Delicate petal  
Softly cloud  
Thin of smoke

Interesting endings for:

- as smooth as \_\_\_\_\_.
- as wet as \_\_\_\_\_.
- as dry as \_\_\_\_\_.
- as funny as \_\_\_\_\_.
- as white as \_\_\_\_\_.
- as busy as \_\_\_\_\_.
- as sweet as \_\_\_\_\_.
- as warm as \_\_\_\_\_.

Clearly present one main idea.

Place a ledge in the classroom to allow unobstructed viewing by the

Place each picture for the purpose of later identification.

Provide a one-half sheet of lined paper and a pencil.

Ask their papers with regard for their class standards for written

Pictures - about 12, each of which clearly presents one main idea

Writing materials

SKILLS	TEACHING PROCEDURES
<p>Writing Concise Well-Worded Sentences</p>	<p>Allow the class to study all of the pictures before deciding upon <u>one</u> sentence which will state the main idea of that picture. Caution pupils to refrain from using <u>I see</u> or <u>That is a</u> in their try to describe the action, if possible.</p> <p>Permit the sentences to be read by pupils as the class list relationship between the illustrations and the sentence that Invite pupils to give the number of the picture about which Encourage the class to discuss and offer assistance with effective in relaying the main idea.</p> <p>Collect papers and correct grammar, capitalization, sentence punctuation before pupils rewrite them.</p>
<p>Learning and Using Outline Form for Pre-trip Planning</p>	<p>Plan with the class a trip to a public library or another place them.</p> <p>Engage pupils in a discussion of plans they have made for such as birthday parties, family guests, and trips.</p> <p>Lead the class to conclude that a class library visit also re <u>before</u> the trip.</p> <p>Suggest that the class outline plans for the visit as an aid in clear and orderly manner.</p> <p>Elicit from pupils problems that they think must be solved by Demonstrate outline form as you record their suggested prob Use the correct terminology required to explain outlining familiarize pupils with the vocabulary which will gradually</p>

TEACHING PROCEDURES

MATERIALS

all of the pictures before deciding upon one for which to write  
will state the main idea of that picture.  
in from using I see or That is a in their sentences but rather to  
action, if possible.  
to be read by pupils as the class listens to interpret the re-  
the illustrations and the sentence that is being presented.  
the number of the picture about which each child has written.  
to discuss and offer assistance with sentences which are in-  
g the main idea.  
rect grammar, capitalization, sentence structure, spelling, and  
pupils rewrite them.  
p to a public library or another place of interest and value to  
discussion of plans they have made for other special activities,  
parties, family guests, and trips.  
clude that a class library visit also requires detailed planning  
outline plans for the visit as an aid in helping them think in a  
manner.  
blems that they think must be solved before they take the trip.  
orm as you record their suggested problems on the chalkboard.  
minology required to explain outlining procedures in order to  
with the vocabulary which will gradually become theirs.

Chart paper  
Felt pen  
Writing materials for pupils

SKILLS	TEACHING PROCEDURES
<p>Introducing the Title and Main Topic</p>	<p>Say: "There are certain arrangements we must make before visit a library. What would be an appropriate title for the visit?"</p> <p>Write: Plans for Our Library Visit</p> <p>Inform pupils that the title of an outline requires the capitalization of the main topic and sub-topics just as stories, books, and poems require it.</p> <p>Say: "Let's list the problems we must solve before we may take a library trip." <u>main topic.</u>"</p> <p>A. Before the trip to the library</p> <p>Elicit from the class some of the questions that must be answered before we can visit a library; number, indent, and record them in the proper position under the main topic, as follows:</p> <ol style="list-style-type: none"> <li>1. What permission do we need?</li> <li>2. How shall we make the contacts?</li> <li>3. Why do we want to visit the library?</li> <li>4. How shall we go?</li> <li>5. When may we go?</li> <li>6. How may we learn some things about libraries before we go?</li> </ol> <p>B. Inside of the library</p> <ol style="list-style-type: none"> <li>1. What shall we do with our wraps while there?</li> <li>2. What special kind of behavior is required in a library?</li> <li>3. Who are the persons who will help us there?</li> <li>4. When may we apply for our library cards?</li> </ol> <p>Ask the pupils to read the title, main topics, and sub-topics of their plans and to include the enumerations in the reading.</p> <p>Allow pupils to identify and read upon your request parts of their plans in sequence.</p> <p>Example: "Who will read sub-topic number three under A for us?"</p>



TEACHING PROCEDURES

MATERIALS

arrangements we must make before our entire class may  
What would be an appropriate title for these arrangements?"  
Library Visit  
title of an outline requires the capitalization of all important  
s, books, and poems require it.  
problems we must solve before we may take our trip under this  
trip to the library  
ome of the questions that must be answered before going to the  
dent, and record them in the proper position under the first  
s:  
mission do we need?  
we make the contacts?  
e want to visit the library?  
we go?  
y we go?  
we learn some things about libraries before we go?  
library  
l we do with our wraps while there?  
cial kind of behavior is required in a library? Why?  
he persons who will help us there?  
y we apply for our library cards?  
he title, main topics, and sub-topics of their outline being sure  
erations in the reading.  
fy and read upon your request parts of the outline out of se-  
Who will read sub-topic number three under the first main topic  
for us?"

SKILLS

TEACHING PROCEDURES

Review the structure of the outline with the children calling their attention to special enumeration and position of main topics and sub-topics.  
 Have pupil secretaries copy the outline on chart paper, post it and check it as they are solved.  
 Invite other pupils who express interest and desire to copy the outline for reference and keep it in their folders for personal reference.

Follow through with activities which provide solutions to the problems of the pupils.  
 Guide pupils in the formulation of letters, notes, announcements, articles, as needed.  
 Reinforce skills in filling in forms with necessary personal information by having pupils to make written applications for library cards.  
 Provide adequate practice to ensure confidence and accuracy on the part of the pupils in the actual situation.  
 Place a note on the bulletin board inviting anyone who needs help to write under the proper sentence.

Example:

We need help with writing our parents' names.

\_\_\_\_\_

\_\_\_\_\_

We want help with our addresses.

\_\_\_\_\_

\_\_\_\_\_

We want to learn how to write out parents' occupations.

\_\_\_\_\_

\_\_\_\_\_

Please help us with our telephone numbers.

TEACHING PROCEDURES

MATERIALS

ne outline with the children calling their attention to the  
position of main topics and sub-topics.

y the outline on chart paper, post it and check off problems

ress interest and desire to copy the outline for themselves  
ers for personal reference.

es which provide solutions to the problems on the outline.  
ulation of letters, notes, announcements, and newspaper

in forms with necessary personal information to prepare  
pplications for library cards.

o ensure confidence and accuracy on the part of the pupils

in board inviting anyone who needs help to sign up for it  
ce.

with writing our parents' names.

\_\_\_\_\_  
\_\_\_\_\_

with our addresses.

\_\_\_\_\_  
\_\_\_\_\_

arn how to write out parents' occupations.

\_\_\_\_\_  
\_\_\_\_\_

with our telephone numbers.

SKILLS	TEACHING PROCEDURES
	<p>Group and help pupils according to their requests to ensure the information or skill.</p> <p>Present simulated forms for additional practice in filling in.</p> <p>Guide class thinking following the trip with an outline.</p> <p>C. Activities after our library trip</p> <ol style="list-style-type: none"> <li>1. Discuss the highlights of the trip.</li> <li>2. Record new vocabulary we heard for the class.</li> <li>3. Write a thank-you letter to the librarians.</li> <li>4. Write a summary of the things we learned.</li> </ol> <p>Encourage pupils to suggest words and phrases which describe the sensual aspects of the trip.</p> <p>Ask questions, such as:</p> <ul style="list-style-type: none"> <li>What impressed you in the children's room?</li> <li>How did you feel in the library?</li> <li>What did you see people doing in the library?</li> <li>What gave you the greatest pleasure on the trip?</li> <li>What gave you the greatest surprise in the library?</li> </ul> <p>Help pupils incorporate their ideas into letters of appreciation, graphs, poems, riddles, summaries, and comparisons with other libraries they have visited.</p>

TEACHING PROCEDURES

MATERIALS

ng to their requests to ensure their knowledge of lacking  
additional practice in filling in forms.  
g the trip with an outline.  
library trip  
hlights of the trip.  
abulary we heard for the class dictionary.  
ou letter to the librarians.  
ry of the things we learned.  
st words and phrases which describe the physical and  
D.  
n the children's room?  
e library?  
le doing in the library?  
atest pleasure on the trip?  
atest surprise in the library?  
ir ideas into letters of appreciation, descriptive para-  
summaries, and comparisons with other places that they

CONTENT

Page 317 — Page 341

Level III: Listening Skills

Level

Building and Evaluating Standards

	Page
A standards chart .....	317
Evaluation of standards .....	317
Comparisons of performances .....	318
Guidelines for selective listening.....	321
Evaluation of listening, on a guided tour.....	321
Telephone courtesies .....	324
Preparation for listening, taped directions .....	328-329

Developing Concepts and Vocabulary, Reinforcing  
Vocabulary, Enriching and Expanding Vocabulary

Descriptive words — "The Grasshopper and the Ant".....	318
About Washington, D.C. ....	320
Water forms in poetry — "Water Is a Lovely Thing" .....	326
Sounds have meanings.....	331
Oral paragraphs, about sound.....	332
Time sounds: winter; summer; morning.....	333
Paragraph construction .....	334
Verbalized reactions, to selected art masterpieces .....	335
"St. George and the Dragon," an art masterpiece.....	336
Descriptive vocabulary — "St. George and the Dragon".....	337

Dev  
Voc

Fol

Rec

CONTENT

Page 317 -- Page 349

Level III: Listening Skills

Page		Page
	<u>Developing Concepts and Vocabulary, Reinforcing Vocabulary, Enriching and Expanding Vocabulary -- Continued</u>	
..... 317		
..... 317	Contractions in poetry -- "Pippa Passes" .....	338
..... 318	"The Sleeping Beauty" .....	342
..... 321	Words with wings, definition .....	338; 343-344
..... 321	Colors, to stimulate creative responses .....	345
..... 324	Fairies and wishes, dramatizations .....	346-347
..... 328-329	Contractions, meanings and uses .....	338
	<u>Following Directions</u>	
..... 318	Game -- "Button, Button" .....	327
..... 320	Taped directions .....	328
..... 326		
..... 331		
..... 332		
..... 333		
..... 334		
..... 335		
..... 336		
..... 337		
	<u>Recalling Information</u>	
	Purpose and standard for listening .....	318
	Six facts to identify a classmate .....	323
	Telephone messages .....	324
	New vocabulary from clues, Washington, D.C. ....	325
	Memorizing a poem -- "Water Is a Lovely Thing" .....	326
	Game -- "Button, Button", descriptions .....	327
	A poem -- "What Is Pink?" .....	345

	Page	
<u>Finding and Contrasting Main Ideas</u>		<u>Inter</u>
Differences in story plot development.....	327	A
Main idea of a paragraph, placement.....	333	S
A weather poem and a weather report.....	339	P
		F
<u>Conversing</u>		
Greetings.....	322; 339	
Patterns of conversation, taped.....	322	<u>Form</u>
Contractions, I'm — we're — he's — she's — they're — it's.....	338	"V
Skill in smooth phrasing.....	344	O
Expressions of politeness.....	324	S
		"V
		C
<u>Forming Conclusions</u>		
Guidelines for selective listening.....	321	
Selecting the favorite version of a story.....	341	
<u>Reviewing</u>		<u>Deve</u>
The language of introductions.....	322	<u>Patte</u>
Content areas through taped directions.....	328	Th
		Te
		Co



Level III: Listening Skills

Page		Page
	<u>Interpreting What is Seen and Heard</u>	
..... 327	A variety of poetry .....	326
..... 333	Sounds on tape, place — warning — time .....	330
..... 339	Poetic language — "Pippa Passes" .....	338
	Figurative language.....	347
..... 322; 339		
..... 322	<u>Forming Visual Images</u>	
..... 338	"Water Is a Lovely Thing".....	326
..... 344	Oral words and phrases in poetry .....	326
..... 324	Sensory Images — "Pegasus, The Winged Horse" .....	343
	"What Is Pink?".....	345
	Color questions to stimulate visual images.....	345
..... 321		
..... 341		
	<u>Developing Habitual Use of Patterns of Standard English</u>	
..... 322	The language of introductions.....	322
..... 328	Telephone messages, appropriate format.....	323-324
	Contractions, identification, meanings, uses.....	338

Level III: Listening Skills

Level III: List

Listening for Specific Information

Page

The story line and characterizations.....	318
Important facts from a talk, a guided tour.....	320
Personal histories.....	322
Messages, the teletrainer or telephone.....	323-324
A game like "Password".....	325
Game — "Button, Button".....	327
Taped directions.....	328
Viewing acquaintance with selected masterpieces.....	335
"St. George and the Dragon," an art masterpiece....	335-337
Elements of a weather report, in a poem.....	339

Determining

Story —  
Planning  
Lines of  
Facts fro

Perceiving P

A game o  
Masterpie  
Pictures

Reporting

Personal histories, six facts about a classmate.....	322
--	-----

Developing E

Interpret  
situation

Listening to Answer Specific Questions

"Baucis and Philemon".....	317
Color questions, to stimulate responses.....	345

Forming Ger

Two stor

## Level III: Listening Skills

Page		Page
	<u>Determining Sequence</u>	
..... 318	Story — "The Cricket and the Ant" .....	318
..... 320	Planning a trip .....	320
..... 322	Lines of a poem, from pictures .....	326
.... 323-324	Facts from a story, through pictures .....	336
..... 325		
..... 327		
..... 328		
es ..... 335		
e... 335-337	<u>Perceiving Relationships</u>	
..... 339	A game of clues, about Washington, D.C. ....	325
	Masterpieces, art — music — literature — crafts .....	335
	Pictures for figurative language .....	347
	<u>Developing Powers of Reasoning</u>	
	Interpretive language, for a variety of situations .....	347-349
	<u>Forming Generalizations</u>	
..... 317	Two stories and a poem compared .....	346
..... 345		

	Page	
<u>Structuring More Interesting Sentences</u>		<u>Storytelling</u>
Descriptive sentences about sounds.....	333	Plot development
 <u>Enjoying a Story</u>		 <u>Organizing Information</u>
"Arachne," "Baucis and Philemon" .....	317	Learning strategies
"The Cricket and the Ant" .....	318	Oral paragraph
"The Little Dragon" .....	327	From a poem
"St. George and the Dragon," on tape .....	336	
"The Sleeping Beauty" .....	341	
"The Fisherman and His Wife" .....	346	
"The Three Wishes" .....	346	
 <u>Enjoying Poems</u>		
"The Grasshopper and the Ant" .....	318	
A variety of poems .....	319	
"Pippa Passes" .....	339-340	
"Words With Wings" .....	343	
"What Is Pink?" .....	345	
"I Keep Three Wishes Ready" .....	346	

Level III: Listening Skills

Page		Page
	<u>Storytelling</u>	
... 333	Plot development .....	327
	<u>Organizing Ideas</u>	
... 317	Learnings from a trip.....	321
... 318	Oral paragraphs about sounds.....	332
... 327	From a poem to a weather report .....	340
... 336		
... 341		
... 346		
... 346		
... 318		
... 319		
339-340		
... 343		
... 345		
... 346		

## LISTENING

### SKILLS

### TEACHING PROCEDURES

#### Building Standards

Use stories: "Arachne" and "Baucis and Philemon."

Have children listen to the reading of the Greek myth, "

Encourage discussion with questions like these:

Why does a spider spin all day long?

Why was Arachne changed into a spider?

Characterize Arachne.

Impersonate Arachne in an exciting episode.

Tell all about the contest.

What lesson could you learn from this myth?

Evaluate the discussion. Use questions like these:

How did everyone take part enthusiastically?

How can we tell that this was a good discussion?

How accurately were questions answered?

How accurate were the discussed ideas?

Which good listening standards were used by the class?

Give specific examples.

Guide the children in building a chart. Include, at least

Getting ready to listen.

Sitting relaxed and quiet.

Respecting the rights of others to listen.

Being attentive.

Having a purpose for listening.

Thinking about what you hear.

Being ready to share your thoughts.

(The lesson may be divided into two parts here.)

Give children an opportunity to evaluate their standards

Read together the standards from the chart.

Get ready to listen to "Baucis and Philemon."

## LEVEL THREE

## TEACHING PROCEDURES

## MATERIALS

" and "Baucis and Philemon."

to the reading of the Greek myth, "Arachne."  
 on with questions like these:  
 er spin all day long?  
 e changed into a spider?  
 achne.  
 chne in an exciting episode.  
 e contest.  
 d you learn from this myth?  
 sion. Use questions like these:  
 e take part enthusiastically?  
 hat this was a good discussion?  
 ere questions answered?  
 ere the discussed ideas?  
 ning standards were used by the class?  
 amples.  
 in building a chart. Include, at least the following:  
 listen.  
 nd quiet.  
 ights of others to listen.  
 e for listening.  
 hat you hear.  
 hare your thoughts.

y be divided into two parts here.)

portunity to evaluate their standards.  
 he standards from the chart.  
 ten to "Baucis and Philemon."

Arbuthnot, May Hill, editor.

Time for Fairy Tales.

New York: Scott Foresman and  
 Co. 1952. pp. 216-217, 226-227.

Lined chart paper

Felt pen

SKILLS	TEACHING PROCEDURES
<p>Listening Thoughtfully</p>	<p>Develop interest in the story by discussing the following:  Why would someone be granted a wish?  What would you wish?  What wishes do you think others would make?</p> <p>Give two guide questions:  Do you think Baucis and Philemon made a good wish?  What lesson could you learn from this myth?</p> <p>Read the story.</p> <p>Encourage discussion by using questions like these:  What kind of people were Baucis and Philemon?  Tell about their adventures; keep the ideas in order.  Answer the two guide questions.</p> <p>Compare the discussion with the one in which no standards were used.</p> <p>Use a story and a poem: "The Cricket and the Ant" and "The Grasshopper and the Ant"</p> <p>Guide children in the discussion of autumn as a "gathering time".  Introduce the story and the poem.  Give a purpose for listening.  Listen and tell what lesson you think the cricket and the grasshopper learned.  Recall with children the standards for listening.  Read "The Cricket and the Ant" and "The Grasshopper and the Ant".  Discuss the story line and the characterizations.  Build a vocabulary characterizing each of the following:  <u>the ant</u>: industrious, thrifty, tireless, far-sighted.  <u>the grasshopper</u>: cheerful, happy, lazy, singing, happy-go-lucky, repentant, begging, starving.  Use the story situation and characters to guide pupils in part of the discussion.  Recall the purpose for listening. Discuss.  Encourage a discussion of the story in sequential order.  Point out the most exciting parts.</p>



## TEACHING PROCEDURES

## MATERIALS

story by discussing the following:  
 be granted a wish?

?  
 think others would make?

s:  
 and Philemon made a good wish?  
 you learn from this myth?

y using questions like these:  
 were Baucis and Philemon?  
 ventures; keep the ideas in order.  
 e questions.  
 n with the one in which no standards were used.

"The Cricket and the Ant" and "The Grasshopper and the Ant."

discussion of autumn as a "gathering time."  
 the poem.  
 ening.

lesson you think the cricket and the grasshopper learned.  
 e standards for listening.

the Ant" and "The Grasshopper and the Ant."  
 and the characterizations.

characterizing each of the following:

bus, thrifty, tireless, far-sighted.

cheerful, happy, lazy, singing, happy-go-lucky, hungry,  
 ing, starving.

and characters to guide pupils in pantomiming new vocabulary.

listening. Discuss.

n of the story in sequential order.

iting parts.

Arbuthnot, Time for Fairy Tales. pp.  
 210-211.

Chart of Standards for Listening

SKILLS

TEACHING PROCEDURES

Listening for Enjoyment

Encourage children to use the newly selected vocabulary.  
Have children suggest another ending for the story.

Read a variety of poems.

Discuss with children the things they like to do:

listen to stories	talk with friends
listen and sing to music	play
dance	tell jokes
day dream	tell riddles
draw	

Indicate that poetry can satisfy all of these likes.

Encourage children to listen for poems that satisfy these likes.

Read poems:

song: "Hey, diddle, diddle!"

dancing rhythm: "Kindness to Animals"

picture with words: "Falling Snow"

day dream: "The Animal Store" and "After All and After All"

sharing thoughts with friends: "Andre" and "Yesterday In O"

play: "Skating"

jokes: limericks

riddles: "Rhyming Riddles" and "A Son Is Born"

stories: "The Elf and the Dormouse " and "The Duel"

Encourage children to tell about the poems they like.

Have children recall a few words with wings.

Let children know that there will be much poetry shared with the

Introduce books that are available in the classroom that have p

## TEACHING PROCEDURES

the newly selected vocabulary.  
 an ending for the story.

things they like to do:

- talk with friends
- play
- tell jokes
- tell riddles

all of these likes.

poems that satisfy these likes.

"Kindness to Animals"

"Falling Snow"

"The Animal Store" and "After All and After All"

poems: "Andre" and "Yesterday In Oxford Street"

"A Son Is Born"

"The Dormouse" and "The Duel"

all the poems they like.

poems with wings.

There will be much poetry shared with them.

Books available in the classroom that have poetry in them.

## MATERIALS

Arbuthnot. Op. Cit. Time for Poetry.  
 pp. 5, 48, 66, 93, 101, 111-113, 116,  
 127, 137, 143, 180.

"Hey, diddle, diddle!"	p. 112
"Kindness to Animals"	p. 116
"Falling Snow"	p. 180
"The Animal Store"	p. 48
"After All and After All"	p. 111
"Andre"	p. 5
"Yesterday in Oxford Street"	p. 137
"Skating"	p. 101
"Limericks"	p. 127
"Rhyming Riddles"	p. 123
"A Son Is Born"	p. 66
"The Elf and the Dor- mouse"	p. 143
"The Duel"	p. 113

Books that have poetry in them:

from

- the classroom library
- the school library
- the paperback shelf
- the Public Library

## SKILLS

## TEACHING PROCEDURES

Listening Attentively, Courteously, and Selectively to Develop Background for a Trip

Selecting Important Facts From a Talk

Take a trip: A Guided Tour of Washington, D. C.



The teacher makes the proper preparation for the trip - taking the trip, first, himself selecting possible points of interest for this class securing permission from officials and parents attending to health needs of children.

Acquaint the children with facts about Washington using pictures

L'Enfant's plan

Modern Washington

Layout of streets

Sections of the city: NW NE SE SW

Selected areas

Mall

Georgetown

downtown shopping area

Rock Creek Park

public buildings

embassies

the new Southwest

Physical aspects

Land forms

coastal plain stretching upwards to Florida Ave.

piedmont rolling beyond

Water forms

Potomac and Anacostia Rivers

confluence of the rivers near Haines Point

Chesapeake and Ohio Canal starting in Georgetown

Rock Creek

Pierce Mill Falls in Rock Creek Park

Kingman Lake

TEACHING PROCEDURES	MATERIALS
<p>of Washington, D. C.</p> <p>akes the proper preparation for the trip - - o, first, himself</p> <p>ible points of interest for this class</p> <p>ission from officials and parents</p> <p>health needs of children.</p> <p>h facts about Washington using pictures and a map:</p> <p>NW NE SE SW</p> <p>ng area</p> <p>k</p> <p>st</p> <p>etching upwards to Florida Ave. y beyond</p> <p>acostia Rivers</p> <p>e rivers near Haines Point</p> <p>Ohio Canal starting in Georgetown</p> <p>ls in Rock Creek Park</p>	<p>Large map of Washington</p> <p><u>Pictures or slides:</u></p> <ul style="list-style-type: none"> <li>Washington in L'Enfant's day</li> <li>Modern Washington</li> <li>Mall</li> <li>museums</li> <li>government buildings</li> <li>Georgetown</li> <li>the new Southwest</li> <li>Rock Creek Park</li> <li>downtown shopping area</li> <li>embassies</li> <li>Potomac River bridges</li> <li>Chesapeake and Ohio Canal</li> <li>Pierce Mill and the falls</li> <li>Kingman Lake</li> <li>Kenilworth Gardens</li> </ul> <p>filmstrip projector that shows slides, if necessary</p> <p>See:</p> <ul style="list-style-type: none"> <li>Carpenter, Allan. <u>District of Columbia</u>. Children's Press, Chicago. 1966.</li> <li>Kornhauser, Louis I., <u>Washington Is . . .</u> John Day Co. New York. 1965.</li> <li>Public Schools of the District of Columbia. <u>Our City, Washington, D.C.</u> 1967.</li> </ul>

SKILLS

TEACHING PROCEDURES

Building Guidelines for  
Selective Listening During  
a Guided Tour

Organizing Learnings From  
a trip

Kenilworth Aquatic Gardens with its pond  
Washington Channel

\*Encourage children to formulate guide questions.

How does the new Washington in SW compare with the old  
Georgetown?

On which land form is our school located?

Which of the water forms that you saw interested you the most?

Discuss with the children the need for attentive, courteous listening  
during the tour.

Guide the children in drawing conclusions like the following:

Attention is necessary because of:

distraction of traffic noises

unfamiliar speech habits of the guide

position of the guide in the front of the bus

having to look and listen while the bus is in motion.

Courtesy is necessary because of:

possibility of distracting others

questions having to be asked and answered at a particular time

Selectivity is necessary because:

the guide's lecture is planned for a particular tourist group

facts to answer our guide's questions must be selected from the

lecture and from teacher's comments.



After the tour it is desirable to practice recall

Encourage discussion of guide questions on returning from the trip.

Evaluate the listening situation.

Guide children in discussing such questions as:

How well could you hear the guide's talks? Why?

What did we do when the guide began speaking to us on the boat?

TEACHING PROCEDURES

MATERIALS

lworth Aquatic Gardens with its pond  
hington Channel

children to formulate guide questions.

new Washington in SW compare with the old Washington in  
?

form is our school located?

water forms that you saw interested you the most? Tell why.

children the need for attentive, courteous, and selective listening

en in drawing conclusions like the following:

necessary because of:

- n of traffic noises
- t speech habits of the guide
- the guide in the front of the bus

look and listen while the bus is in motion.

necessary because of:

- t of distracting others
- having to be asked and answered at a particular scene.

s necessary because:

- s lecture is planned for any tourist group

answer our guide's questions must be selected from the general  
and from teacher's comments.

the tour it is desirable to practice recall while facts are vivid.

ussion of guide questions on returning from the tour.

stening situation.

in discussing such questions as:

- ould you hear the guide's talks? Why?
- do when the guide began speaking to us on the bus?

SKILLS

TEACHING PROCEDURES

Listening for Specific  
Details

Guide children in discussing changes in procedure on tours that  
more effective listening.

Ask: "How could we hear more clearly on our next guided tour?"

Perhaps —

(Ask for a newer, quieter bus.)

(Ask for an air conditioned bus.)

(Do absolutely no talking when the guide is talking.)

(Stop talking immediately when he begins.)

Encourage pupils to role-play social situations as taking new friends  
their families, making new friends at a party, or on the playground.

Example:

Discuss with children how knowledge and understanding of people  
being with them much more.

Ask questions, such as:

How did you act with a new neighbor at first?

How did things change when you knew him better?

Decide with the children what facts you would like to know about  
meet.

Make a list of the following:

name                      who makes up his family

things he likes to do                      things he does well

where he has been                      an interesting incident in his life

Review some of the language of introductions:

Mary, I would like you to meet. \_\_\_\_\_.

Mother, this is my friend. \_\_\_\_\_.

John, I know you will enjoy meeting \_\_\_\_\_.

Tom, let me introduce you to Jack.

Mary, here is my new friend. Her name is Ruth.



TEACHING PROCEDURES

MATERIALS

Discussing changes in procedure on tours that might facilitate learning.

"We hear more clearly on our next guided tour?"

(lower, quieter bus.)

(air conditioned bus.)

(no talking when the guide is talking.)

(stop immediately when he begins.)

Role-play social situations as taking new friends home to meet new friends at a party, or on the playground.

Learn how knowledge and understanding of people makes us enjoy each other.

Such as:

Get along with a new neighbor at first?

How did you change when you knew him better?

Learn what facts you would like to know about a person you are to meet.

Following:

Who makes up his family

What he does well

Has been an interesting incident in his life

Language of introductions:

Would like you to meet \_\_\_\_\_.

Is my friend \_\_\_\_\_.

Who you will enjoy meeting \_\_\_\_\_.

Introduce you to Jack.

My new friend. Her name is Ruth.

Cards: 3x5 with matching pictures

knife	fork
umbrella	galoshes
shoes	socks
toothbrush	toothpaste
paper	pencil
eyes	eyeglasses
telephone	directory
flowers	vase
car	garage
desk	chair
hen	rooster
right hand	left hand
pants	shirt
dollar bill	wallet
needle	thread
bat	ball
ice cream	cake

Box to hold the cards

SKILLS

TEACHING PROCEDURES

Guide children in finding partners.

Let each child draw a card from the box.

Ask these questions:

What do you have? knife

Who has something that goes with it? fork

Indicate that the children with related pictures are partners.

Be sure that each child can identify his partner.

Allow children to have a 5 minute buzz session.

Have children change seats so that partners sit together.

Have children share facts about themselves with their partners.

Remind children to listen for facts related to the six points they

Regroup the children after two minutes.

Call children to the front in pairs:

knife and fork      needle and thread

Have children introduce each other to the group and present the six  
them.

Have the listening group evaluate the presentation.

Ask questions, such as:

How do you know that he listened for the facts of identification?

Give two reasons why \_\_\_\_\_'s discussion was so interesting.

Give examples of other situations in which it would be important  
type of a presentation.

Use the telephone or the telotrainer with specific messages.



The teacher makes the telephone calls in this lesson.

Guide children in a discussion of listening to select each important

TEACHING PROCEDURES	MATERIALS
<p>partners.  rd from the box.</p> <p><u>knife</u>  at goes with it? <u>fork</u>  with related pictures are partners.  an identify his partner.  5 minute buzz session.  ats so that partners sit together.  s about themselves with their partners.  n for facts related to the six points they selected.  er two minutes.  pairs:  edle and thread  ch other to the group and present the six facts concerning  valuate the presentation.</p> <p>listened for the facts of identification?  's discussion was so interesting.  situations in which it would be important to use this</p> <p>ainer with specific messages.</p> <p>akes the telephone calls in this lesson.</p> <p>sion of listening to select each important detail.</p>	<p>Teletrainer or a pair of telephones</p> <p>Messages:  #1. <u>From</u> Mr. Smith of the Midcity  Bicycle Shop  <u>To</u> John  <u>Content:</u></p>

SKILLS

TEACHING PROCEDURES

Focus attention on the necessity for remembering a telephone message.  
 Set up the telephones or the teletrainer.  
 Select a child who will answer the telephone when it rings.  
 Dial a number.  
 Ask these questions:  
     May I speak to \_\_\_\_\_? (a person who is absent)  
     May I leave a message for him?  
 Give the message in a voice that all children in the room can hear.  
 Terminate the telephone call politely:  
     "Thank you very much. Goodbye."  
     "Thank you for taking the message. Goodbye."  
 Have someone impersonate the child for whom the call was taken.  
 Have the person who answered the telephone give the message to the class.  
 Let the class evaluate the listening situation:  
     Comment on the selection of facts to be remembered.  
     Comment upon the accuracy of recall.  
 Guide children in realizing the value of repeating the message to the class.  
 accuracy.  
 Proceed with messages #2 and #3 in the same manner.



When working with telephones, have children face away from each other. This will make it imperative that the voices be clearly audible.

HING PROCEDURES

y for remembering a telephone message accurately.  
 etrainer.  
 the telephone when it rings.

(a person who is absent)  
 im?  
 at all children in the room can hear.  
 olitely:  
 dbye."  
 essage. Goodbye."  
 e child for whom the call was taken.  
 the telephone give the message to the child.  
 ening situation:  
 i facts to be remembered.  
 y of recall.  
 value of repeating the message to the caller for  
 #3 in the same manner.

h telephones, have children face away from each  
 l make it imperative that the voices be communica-

MATERIALS

John's bicycle will be ready at four  
 o'clock on Tuesday. He will have  
 to call for it. The shop closes at  
 six. The cost is \$3.75.

#2. From Miss Vera of the Modern  
 School of the Ballet

To Linda

Content:

Linda's ballet class will not be held  
 this Saturday. All time is being  
 spent on the preparation of the Tiny  
 Tot's Recital. A lesson to make up  
 for this one will be given next  
 Friday at five o'clock at the studio.  
 Please bring an extra leotard.

#3. From Dr. Carter of the Carter  
 Veterinary Hospital

To Mr. Banks

Content:

Mr. Banks' dog, Timmie, has im-  
 proved greatly. He still limps a  
 little on his left front leg. In a  
 week he will be able to go home.  
 Provide a place for him on the  
 first floor. Bring a harness  
 leash to lead him home.

SKILLS

TEACHING PROCEDURES

Listening for Clues

Play a game. (modeled after Password)

Review words associated with a reading lesson or a unit of work.  
D. C.

Divide the class into two teams — A, B.

Invite two children, one from each team, to come to the front of the room.  
Show the rest of the class the secret word.

Do not show the word to the two children in front of the room.

Let a child from team A supply a one-word clue which will help his teammate guess the secret word.

Guide pupils in using synonyms, antonyms, or related words as clues.  
Give the team ten points if the child gets the word immediately, and another child to represent team A.

Allow a child from the other team to provide his teammate with a clue for the secret word if the first team has been unsuccessful on its first chance.

Give team B ten points if it gives a clue which elicits the secret word. Then choose a new word and new team representatives for each team.

Continue in this manner deducting a point as each team has to furnish a clue.

Evaluate the usefulness of clues and the extent to which those representing each team listened to and remembered not only clues given by their own team but also those suggested by the opposing team.

TEACHING PROCEDURES

MATERIALS

or Password)

with a reading lesson or a unit of work, as Washington,

teams — A, B.

from each team, to come to the front of the room.

the secret word.

the two children in front of the room.

supply a one-word clue which will help his teammate

onyms, antonyms, or related words as clues.

if the child gets the word immediately, and select a new

to represent team A.

her team to provide his teammate with a clue for the secret

has been unsuccessful on its first chance.

if it gives a clue which elicits the secret word and select

m representatives for each team.

deducting a point as each team has to furnish an additional

of clues and the extent to which those representing their

remembered not only clues given by their own team, but

by the opposing team.

Sample word list:

government

monument

Capitol

capital

tourist

laws

L'Enfant

Potomac

avenue

Mall

dome

Congress

gallery

museum

embassy

creek

canal

blossoms

map

Cards for words used in

game

SKILLS	TEACHING PROCEDURES
<p>Listening to Reproduce What Is Heard</p> <p>Memorizing a Poem</p>	<p>Use poetry.</p> <p>Example:</p> <p>Discuss briefly with children various forms in which water is found.</p> <p>Recite the poem through once.</p> <p>Recite it again.</p> <p>    Show the picture appropriate to the line you recite.</p> <p>    Place each picture on the board ledge as the line is completed.</p> <p>Review concepts by referring to the pictures.</p> <p>Encourage pupil participation.</p> <p>Discuss each form of water.</p> <p>Describe the water forms.</p> <p>Recite the poem again pointing to each picture in order.</p> <p>Encourage children to say the lines with you.</p> <p>Recite the poem again.</p> <p>    Hold up the sentence strip appropriate to the line.</p> <p>    Place the strip in front of the appropriate picture as each line is recited.</p> <p>Have children read the poem with you.</p> <p>Point to the pictures and strips as you read.</p> <p>Remove sentence strips.</p> <p>Pass them to the children.</p> <p>Recite the poem with the children.</p> <p>Have children place the strips in the proper place on the ledge as they recite the line.</p> <p>Remove all strips from the ledge.</p> <p>Encourage individuals to lead in reciting the poem with the group.</p> <p>Allow individuals to recite it alone.</p> <p>Have children select their favorite line to illustrate.</p> <p>Plan to have children recite the poem from their own illustrations at a class meeting.</p>



TEACHING PROCEDURES

MATERIALS

Children various forms in which water is found on the earth.  
once.

Appropriate to the line you recite.  
the board ledge as the line is completed.  
According to the pictures.  
Attention.  
After.  
S.  
Pointing to each picture in order.  
Say the lines with you.

Strip appropriate to the line.  
Cut out of the appropriate picture as each line is completed.  
Recite poem with you.  
Use strips as you read.

When.  
Give children.  
Use strips in the proper place on the ledge at the proper time  
of the ledge.  
You lead in reciting the poem with the group.  
Recite it alone.  
Let their favorite line to illustrate.  
Recite the poem from their own illustrations at the next

Poem: "Water Is a Lovely Thing" by  
Nancy Byrd Turner from  
Witty, Paul and Freeland,  
Alma. Treasure Gold:  
Reading Caravan. Boston:  
D.C. Health and Company.  
1964. p. 70.

Colorful magazine pictures of water  
in the following forms:

spring	pool	puddle
river	raindrop	fountain
dewdrop	pitcher	bubble
summer	rainbow	
sea		

water scenes in winter, spring  
summer fall

SKILLS

TEACHING PROCEDURES

Enjoying A Story  
Pointing Out Differences  
in Plot Development

Use stories.

Examples:

Show these things to the children.

an earring, probably from a gypsy

a plume, probably from a prince's helmet

a flask, probably full of a magic potion

a picture of a dragon, probably the most fierce one in the world

Tell the children that these are the ingredients of a story.

Encourage the children to tell how these figure in a story plot.

Set the stage for listening.

Emphasize the value of relaxed good posture.

Remind the children to look at the reader.

Review the necessity for being polite.

Mention applause as a means of showing enjoyment.

Read the story, "The Little Dragon."

Encourage the children to make remarks about the story.

Talk about the similarity or difference in story plots.

Compare the humorous story read with more serious ones that  
made up.

Evaluate this as a situation of listening for enjoyment.

Recalling Details and  
Following Directions

Use a game.

Example: "Button, button. Who's got the button?"

Pass the button box.

Allow one half of the children in the room to select buttons.

Give each child a chance to study his button carefully.

Suggest that he look for these details:

color size shape number of holes placement of holes  
any other characteristics that make the button unusual

TEACHING PROCEDURES

MATERIALS

children.  
 from a gypsy  
 a prince's helmet  
 a magic potion  
 probably the most fierce one in the world.  
 are the ingredients of a story.  
 tell how these figure in a story plot.  
 relaxed good posture.  
 look at the reader.  
 or being polite.  
 means of showing enjoyment.  
 the Dragon."  
 make remarks about the story.  
 similarity or difference in story plots.  
 story read with more serious ones they might have  
 on of listening for enjoyment.  
 "Who's got the button?"  
 children in the room to select buttons.  
 to study his button carefully.  
 these details:  
 number of holes      placement of holes  
 details that make the button unusual

Three articles:


- a plume or feather
- a dangling hoop earring
- a flask or bottle of liquid

A picture of a dragon

Savery, Constance. "The Little Dragon", from Delancy, F. W. and Iverson, W. J., Along the Sunshine Trail, Second Edition. New York: L. W. Singer Company, 1965. pp. 168-177.

A box containing many different kinds of plastic buttons

A list of descriptions of the buttons with directions as to whom to give each button

SKILLS	TEACHING PROCEDURES
<p>Listening and Following Directions to Check Knowledge of Facts Learned in a Subject Matter Field</p>	<p>Caution all children to listen for these reasons:  Children with buttons must listen because  each button will be described  the holder will be told what to do with it.  Children without buttons must listen because  their names will be called to receive buttons  they must be sure they are receiving the right one.  If the holder of the button does not respond to the description  the button is intended will repeat the facts of the description.  Read descriptions and directions that are like these:  "Give this button to Marie Jones :  a small, bright red button,  with white dots around the edge,  and four small holes in the middle."  Give the holder time to complete his task.  Give the receiver time to acknowledge the receipt of the correct button.  Have the intended receiver, if there is an error in button identification,  the details so that he will receive the correct button.  Evaluate the listening situation.  Encourage children to discuss the reasons for success or failure of the  game.  Stress listening for each detail.</p> <p>Use a list of directions that have been recorded on a tape.</p> <p> These directions may concern facts that have been learned in  music, social studies, art, social living, or any other subject.  The teacher may assemble and use facts in the manner described.</p>

TEACHING PROCEDURES	MATERIALS
<p>           en for these reasons:            ust listen because            escribed            d what to do with it.            s must listen because            called to receive buttons            ey are receiving the right one.            on does not respond to the description, the person for whom            will repeat the facts of the description and the directions.            ections that are like these:            rie Jones :            utton,            nd the edge,            in the middle."            mplete his task.            acknowledge the receipt of the correct button.            r, if there is an error in button identification, repeat            e receive the correct button.            ation.            discuss the reasons for success or failure in playing the            h detail.            ave been recorded on a tape.            s may concern facts that have been learned in science,            studies, art, social living, or any field of study. The            ssemble and use facts in the manner explained below:         </p>	<p>           Tape recorder.            Taped list of directions.            Materials for use in following the            directions given on tape.         </p>

SKILLS

TEACHING PROCEDURES

Have children prepare for the listening experience:

Look at speaker.

Be attentive.

Have a purpose for listening.

Think about what you hear.

Be ready to share your thoughts.

Guide children in understanding that one may share thoughts:

in words

in doing something.

Have them find out that following directions is doing something.

Introduce three more items to remember when listening to follow directions:

Concentrate intently.

Recall details carefully.

Follow directions accurately.

Have children count off consecutively so that each child has a number.

Read directions or play a tape on which directions are recorded.

Be sure to leave time for action between directions.

Art

Number 1. Find a landscape on the pinboard.

Put your finger on the largest object in the foreground.

Science

Number 2. Select the proper number of children from the class.

Place them in the same position as the stars in the Big Dipper.

Children who are stars, keep places for the next direction.

Number 3. Select one child.

Place him near the Big Dipper in the position of the North Star.

TEACHING PROCEDURES

MATERIALS

listening experience:

ng.

oughts.

standing that one may share thoughts:

following directions is doing something.

o remember when listening to follow directions:

ely.

ecutively so that each child has a number.

e on which directions are recorded.

ion between directions.

on the pinboard.


on the largest object in the foreground.

r number of children from the class.

e same position as the stars in the Big Dipper.

e stars, keep places for the next direction.

the Big Dipper in the position of the North Star.

SKILLS	TEACHING PROCEDURES
<p>Discovering What Can Be Learned by Listening to Sounds</p>	<p><u>Music</u></p> <p>Number 4. Select the same number of children as there are lines. Have children raise arms to shoulder height and place the children in the position of lines on a sheet of paper. Call them by the line names.</p> <p>Give all directions.</p> <p>Discuss and evaluate:</p> <p>Ask: Did all children follow the directions carefully? Did they understand what they were to do?</p> <p> It may be necessary to divide this lesson into the number of lines that naturally falls as indicated by the (*).</p> <p>Use a tape recording of certain selected sounds.</p> <p>Have children put their heads on the desks and close their eyes.</p> <p>Walk to the door.</p> <p>Turn off the lights.</p> <p>Turn on the lights.</p> <p>Write on the chalkboard.</p> <p>Open the desk drawer.</p> <p>Crumple a piece of paper.</p> <p>Close the drawer.</p> <p>Have children open their eyes.</p> <p>Ask: "What did I do? How do you know?"</p> <p>Encourage children to tell in detail what was done.</p> <p>Guide children in concluding:</p> <p>They were listening.</p> <p>They could hear sounds.</p>



TEACHING PROCEDURES

MATERIALS

number of children as there are lines in a music staff.  
Use arms to shoulder height and extend them sideways.  
Place hands in the position of lines on a staff.  
Write line names.

Show the directions carefully?  
What were they to do?

How to divide this lesson into the three parts into which it  
is indicated by the (\*).

Selected sounds.

Place hands on the desks and close their eyes.

Detail what was done.

A tape recorder

A tape made from the record:

Pathways in Phonics, Vol. 1.

Sound on the tape grouped in this  
manner:

Place sounds

city farm zoo

Warning sounds

siren automobile horn

fire alarm bell police whistle

Message sounds

telephone bell door chimes

school bell church bells

Time sounds

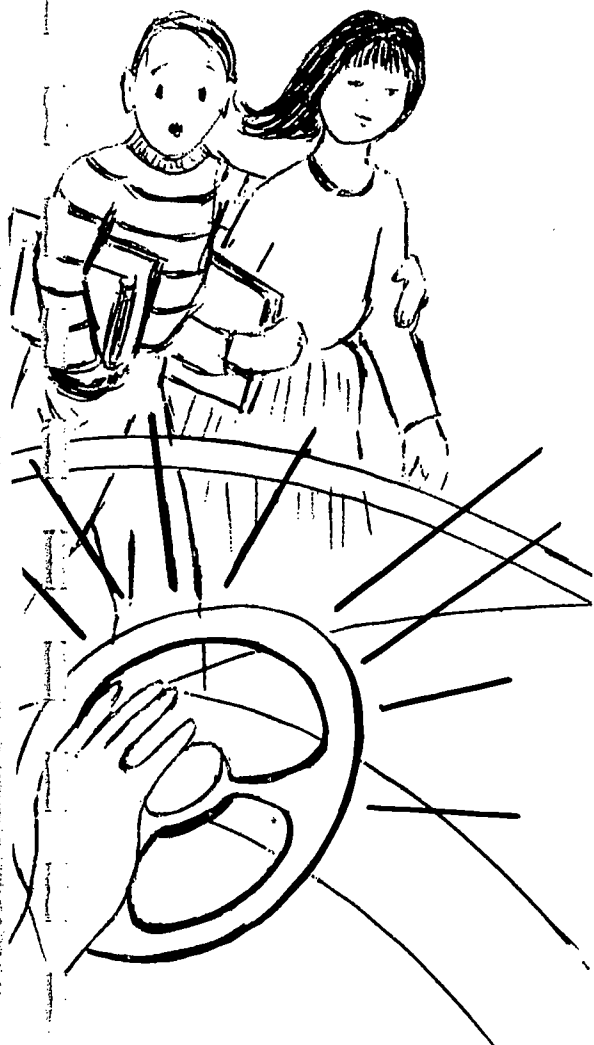
crowling of a rooster

ticking and ringing of an alarm  
clock



SKILLS

TEACHING PROCEDURE



Ask: "What did you learn from listening?"  
Guide children in telling:  
where you were  
what you were doing.

Write on chalkboard:

What Sounds Can Tell

Where things happen

Place sounds

What something is doing

Action sounds

Play a tape of these sounds:

busy city street

farmyard

zoo

Have children listen and identify the sound and the place.

\*

Have children listen to a tape of the following sounds:

siren

automobile horn

fire alarm bell

pl

Ask: "Imagine that each one had a voice and could speak.  
What would he be saying to you?"

Encourage children to give such answers as:

Get out of the street!

Look out! Here comes a fire truck.

Get out! There's a fire.

Don't cross the street now!

Ask: "When someone shouts those words to you, what would you do?"  
Encourage children to give their ideas.

Introduce the word warning.

Fill in the second item on the chalkboard under What  
you about danger Warning sounds

Have children listen to the tape of:

a telephone bell, door chimes, a school bell, church bell

Ask: "Suppose each bell could speak in words.  
What would it be saying to you?"

TEACHING PROCEDURES

MATERIALS

from listening?"

Place sounds

Action sounds

ing  
s:

army yard zoo  
Identify the sound and the place.

ape of the following sounds:

horn fire alarm bell police whistle

ne had a voice and could speak.

ying to you?"

e such answers as:

!  
nes a fire truck.

fire.

et now!

uts those words to you, what is he doing?"

e their ideas.

g.

the chalkboard under What Sounds Can Tell: Tell

Warning sounds

e tape of:

chimes, a school bell, church bells

ould speak in words.

g to you?"

Completed list on the chalkboard:

What Sounds Can Tell

Where things happen

Place sounds

What something is doing

Action sounds

About danger

Warning sounds

What to do

Message sounds

What time it is

Time sounds

SKILLS	TEACHING PROCEDURES									
<p>Interpreting Sounds and Organizing the Ideas into an Oral Paragraph</p>	<p>Encourage such answers, as:  Please, come and answer me.  Will you come and answer the door?  It is time to come into your classroom.  You are welcome to come in; it's church time.  Ask: "When someone says those things to you, what is he doing?"  Guide children in understanding that these sounds give messages.  Fill in the third item on the chalkboard:  * Tell you what to do                    <u>Message sounds</u></p> <p>Have children listen to this series of sounds:  crowing of a rooster                    ticking and ringing of an alarm  Ask: "At what time of day do you generally hear this <u>place action sound</u>?"  Encourage children to recall that these things are heard in the classroom.  Write on the chalkboard:  Tell you what time it is                    <u>Time sounds</u></p> <p>*Review the kinds of sounds and the things that sounds can do:  <u>place sounds</u>    <u>action sounds</u>    <u>warning sounds</u>    <u>time sounds</u>  Have children recall the first sound they heard "this morning."  Have children report the sound following these three directions:  Make the sound:                    ring-ring-ring  Tell what makes such a sound: telephone  Tell what it does when it makes the sound: rings  Make three columns on the chalkboard:</p> <table border="0"> <tr> <td><u>Sound</u></td> <td><u>Who or What</u></td> <td><u>Do</u></td> </tr> <tr> <td>ring-ring-ring</td> <td>telephone</td> <td>ring</td> </tr> <tr> <td>tick-tick-tick</td> <td>clock</td> <td>tick</td> </tr> </table>	<u>Sound</u>	<u>Who or What</u>	<u>Do</u>	ring-ring-ring	telephone	ring	tick-tick-tick	clock	tick
<u>Sound</u>	<u>Who or What</u>	<u>Do</u>								
ring-ring-ring	telephone	ring								
tick-tick-tick	clock	tick								

HING PROCEDURES

MATERIALS

e door?  
 classroom.  
 ; it's church time.  
 e things to you, what is he doing?"  
 ; that these sounds give messages.  
 lkbboard:  
Message sounds  
 ies of sounds:  
 icking and ringing of an alarm clock  
 ou generally hear this place sound and this  
 hat these things are heard in the morning.

Time sounds  
 e things that sounds can do:  
 s warning sounds time sounds  
 sound they heard "this morning."  
 following these three directions:  
 ring-ring-ring  
 nd: telephone  
 kes the sound: rings  
 lkbboard:  
Who or What                      Does What  
 telephone                      rings  
 clock                              ticks

Manila art paper  
 Crayons for each child

SKILLS

TEACHING PROCEDURES

Sound

ruff-ruff-ruff

zzz-zzz-zzz

aaa-aaa-aaa

screech

plop-plop

"Breakfast is ready."

Who or What

dog

Father

Baby

bed springs

coffee

Mother

Does What

barks

snores

cries

creak

perks

calls



The words noun and verb may be used for the second and third column if the children know them.

Ask: "What kinds of sounds were you asked to report today?"

Encourage the children to recall that they were to report action sounds in the morning.

Have children read from the list of sounds.

Ask: "What time is it at your house?"

Write at the end of the lists:

Main idea: It is morning at my house.

Have children:

Give three items that tell about morning at their house, and connect them with the main idea:

The telephone rings. The dog barks.

Mother calls. It is morning at my house.

Give children assignment:

Illustrate morning at your house.

Include five ideas from the list or from your own listening experience.

Discuss these time sounds

winter sounds: shovelling snow, spinning tires

summer sounds: thunder, motor boats, children's squeals and splashing water, ice cream vendor's bell.

ING PROCEDURES

MATERIALS

<u>Do or What</u>	<u>Does What</u>
g	barks
ther	snores
by	cries
l springs	creak
fee	perks
other	calls

verb may be used for the second and third  
 ren know them.

re you asked to report today?"  
 that they were to report action sounds heard

t of sounds.  
 ouse?"

my house.

out morning at their house, and conclude

dog barks.  
 ng at my house.

use.  
 ast or from your own listening experience.

ow, spinning tires  
 otor boats, children's squeals and  
 e water, ice cream vendor's bell.

SKILLS

TEACHING PROCEDURES

Writing a Paragraph from a  
Listening Experience

Guide children in understanding that time may mean many things  
time of year      time of day      time for dinner  
time for a certain TV program      time for holding a buddy's

Read over the facts on the chalkboard with the children. Clarify.  
Give this assignment:

Listen for a sound that means the time of day to you.  
Listen for the very first sound you hear when you wake up to  
We will call it your morning sound.  
Be ready to tell about it tomorrow.

Show the chart with the three lists about sound from the previous  
Sound      Who or What      Does What

Have children share their pictures using five sentences.  
Remind children to end the description with:

(Main idea) It is morning at my house.

Have each child trace the frame of his drawing with his finger.  
Draw on the board the shape of the frame of a picture made with  
Show pages from a story book.

Have children trace the frame of a picture made of words.

Draw this on the chalkboard:

Shapes to Remember

frame of a picture  
made with crayons

frame of a picture made  
with words

Ask: "What does everything in your drawing tell about?"  
(Morning at my house)

Guide children in understanding that everything within the frame  
must tell only about morning at my house.

Ask: "What would you suggest as other suitable titles for our work?"  
Write on the board:

Morning Sounds      This Morning      My House      My Morning

Allow children to study their pictures.



TEACHING PROCEDURES

MATERIALS

ing that time may mean many things:  
day time for dinner  
gram time for holding a buddy's hand  
alkboard with the children. Clarify.

ans the time of day to you.  
ound you hear when you wake up tomorrow morning.  
ng sound.  
omorrow.

lists about sound from the previous lessons:

Does What  
ictures using five sentences.

escription with:  
g at my house.  
me of his drawing with his finger.  
of the frame of a picture made with colors.  
k.  
e of a picture made of words.

frame of a picture made  
with words

in your drawing tell about?"

ing that everything within the frame of a word picture  
ning at my house.  
st as other suitable titles for our word picture?"

orning My House My Morning Early  
pictures.

Chart:

The three lists about sound from  
the previous lesson  
Sound Who or What Does What

Pictures drawn by children:

Morning at My House  
lined paper  
pencils

SKILLS

TEACHING PROCEDURES

Developing a "Viewing Acquaintance" With Various Selected Masterpieces of Art

Viewing Acquaintance means:

- They have viewed the print.
- They have listened to someone talk about it.
- They have been guided in building vocabulary in order to verbalize their reactions to it.
- They are now familiar enough with it to recognize it when they see it again.
- They have certain understandings about it.
- They have varying degrees of pleasant emotional reaction upon viewing it.

Encourage children to write a five sentence paragraph. Remind them to begin or end the paragraph with the main idea sentence. Point out these facts about writing a paragraph:  
 Indent the first line.  
 Let the beginning of each sentence follow the punctuation mark of the  
 Help children who are using new words to record new ideas in this manner  
 Write the three columns about sound on the chalkboard.  
 Record the listening experiences of those who put ideas in their pictures

Use a print of the masterpiece, "St. George and the Dragon," by Raphael Sa

Show the print on the opaque projector or a reproduction on the pinboard or easel.

Give the title of the painting and the name of the artist.

Discuss the fact that this is a print of a masterpiece.

Develop the concept of an art masterpiece:

Ask: "Who has produced this piece of work?" a master  
 "Who is a master?" one who has exceptional skill

Guide children in understanding that an art masterpiece is a piece of work done by someone who has exceptional skill in art.  
an original work cannot be produced again

Extend the concept of masterpiece to music, literature, and crafts.

Develop the concept of a reproduction of a masterpiece.

Ask: "What do I mean when I ask, 'Will you rewrite a paper?'"

Say: "Write the paper over again.

Retrace your steps to the door.

Walk over your steps back again to the door.

What does the prefix 're' mean? (to do over again)

What would reproduction mean? (a production done over)

How could you produce a masterpiece over again? (copy it)

Which do you think is more valuable, the original or the copy?

TEACHING PROCEDURES	MATERIALS
<p>te a five sentence paragraph.  nd the paragraph with the main idea sentence.  writing a paragraph:</p> <p>ch sentence follow the punctuation mark of the last sentence.  ng new words to record new ideas in this manner:  s about sound on the chalkboard.  periences of those who put ideas in their pictures.  e, "St. George and the Dragon," by Raphael Santi.</p> <p>ue projector or a reproduction on the pinboard or</p> <p>ng and the name of the artist.  is a <u>print of a masterpiece</u>.  art masterpiece:  ed this piece of work?" a <u>master</u>  r?" <u>one who has exceptional skill</u>  rstanding that an <u>art masterpiece</u> is a <u>piece of art</u>  e who has exceptional skill in art.  cannot be produced again  terpiece to music, literature, and crafts.  <u>reproduction of a masterpiece</u>.  when I ask, 'Will you rewrite a paper?' "  over again.  ps to the door.  steps back again to the door.  efix 're' mean? (to do over again)  <u>roduction</u> mean? (a production done over)  roduce a masterpiece over again? (<u>copy it</u>)  ak is more valuable, the original or the copy? Why?"</p>	<p>An opaque projector  A print or a reproduction of the painting: "St. George and the Dragon" by Raphael Santi  A tape recorded story that develops these facts:</p> <p>George, a Christian, was a Roman soldier who lived in Turkey long ago. He was campaigning in Africa. He saw a weeping princess, the only daughter of a king whose country was terrified by a dragon who demanded, first animal, then human sacrifice.  The knight, calling upon his religion for help, subdued the beast, paraded him before the people using the sash from the princess' dress as a halter; then slew him. He attributed</p>

SKILLS

TEACHING PROCEDURES

-continued-

They may even select it as their own favorite.

- They may wish to share all of these experiences with others.

Develop the concept of an art gallery as a museum.

Ask: "Where do you think you could see an art masterpiece?"  
(in an art gallery)

Extend the idea that an art gallery like the National Gallery of place where there are preserved and exhibited works of art to be of interest over a long period of time, a collection of the masters.

Turn on the projector again. Discuss the artist's portrayal of the painting.  
Discuss the painting.

Build a background of information about the history of the painting.

Select facts to introduce about the artist.

Artist painted picture about 12 years after Columbus discovered America.

He was 21 years old.

He had wonderful training as the son of a famous painter.

He decorated many buildings in Rome.

Santi directed the building of St. Peter's.

Because of his fame, he was given a state funeral, when he died.

Select facts to introduce about the painting.

The painting was commissioned by a duke as a gift for King George.

The King had made him a Knight of the Garter.

St. George is patron saint of both England and the Knights of the Garter.

Part of the motto of the organization is written on the blue background.

Knight in the picture: "HONI SOIT QUI MAL Y PENSE"

Refer to the subject of the painting.

Ask: "Is there anything in the picture that you recognize?"

List on the chalkboard such responses as:

dragon knight spear beautiful lady cave horse

Ask one or two children if they can make up a story about the picture.

Play the taped story of "St. George and the Dragon."

Have children listen while they view the painting.

CHING PROCEDURES

MATERIALS

gallery as a museum.  
you could see an art masterpiece?"

gallery like the National Gallery of Art is a  
reserved and exhibited works of art that should  
g period of time, a collection of the best of the

Discuss the artist's portrayal of the story.

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m a Knight of the Garter.  
aint of both England and the Knights of the Garter.  
e organization is written on the blue garter of the  
: "HONI"

e painting.  
ng in the picture that you recognize?"  
t such responses as:  
ear beautiful lady cave horse  
en if they can make up a story about them.  
George and the Dragon."  
e they view the painting.

his victory to his religious  
beliefs; thus, becoming the  
personification of good over  
evil. Many were converted to  
his beliefs.

SKILLS

TEACHING PROCEDURES

Discuss the results of listening.

Encourage children to make any comments they desire.

Point to the six words on the board.

Have children recall other words they heard that mean the same.

Extend the list on the chalkboard.

<u>dragon</u>	<u>knight</u>	<u>spear</u>	<u>beautiful lady</u>	<u>cave</u>
beast	soldier	lance	Cleodinda	lair
creature	St. George	weapon	princess	dungeon
monster	hero		maiden	
evil one	warrior		victim	

Have children close their eyes and visualize the items on the list.

Say: dragon

Encourage children to give picture words about the thing mentioned.

fierce dragon monstrous dragon ferocious monster fiery beast  
hungry creature ridiculous animal

Do the same with other words on the list.

Encourage children to "act out" some of the high points in the story.

Stimulate the use of new words in the dialogue.

Guide them in letting the words suggest the action.

Discuss viewing at the National Gallery of Art.

The original painting of "St. George and the Dragon "

The miniature masterpiece of "St. George and the Dragon "

The alabaster sculpture of "St. George and the Dragon."

\*Encourage the children to read the story of "St. George and the Dragon" in library books.

TEACHING PROCEDURES	MATERIALS
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ning.  
 take any comments they desire.  
 on the board.  
 other words they heard that mean the same.  
 board.

<u>spear</u>	<u>beautiful lady</u>	<u>cave</u>	<u>horse</u>
<u>lance</u>	Cleodelinda	<u>lair</u>	<u>charger</u>
<u>weapon</u>	princess	<u>dungeon</u>	handsome beast
	maiden		
	victim		

yes and visualize the items on the list.

picture words about the thing mentioned.  
ferocious dragon ferocious monster fiery beast  
ferocious animal  
 words on the list.  
 out" some of the high points in the story.  
 y words in the dialogue.  
 e words suggest the action.  
 ional Gallery of Art.  
 "St. George and the Dragon "  
 ece of "St. George and the Dragon "  
 of "St. George and the Dragon. "  
 read the story of "St. George and the Dragon" from

## SKILLS

## TEACHING PROCEDURES

## Interpreting Poetic Language

Use poetry.

Example: "Pippa Passes" by Robert Browning

Discuss with children poetic language or "words with wings."

Refer to the descriptive character of the words.

Refer to their musical sound.

Refer to the rhythm and rhyme in lines of poetry.

Recite "Little Boy Blue."

Call attention to the contractions:

where's    he's

Have children give ideas as to their meanings:

where's — where is    he's — he is

Encourage children to talk about other contractions:

"'Twas the night before Christmas," — it was    'tis — it

over    'ere — before    'til — until

Recite lines of poetry to show how contractions maintain the rh

contribute to the pleasing sound of a line.

Show children the poem.

Read the poem.

Clarify the concepts of:

dew    pearled    lark    snail    thorn

Direct children to listen for what they think the poem tells.

Reread the poem.

Point out the contractions.

Encourage the children to change the contractions to two words

Rewrite the poem on the chalkboard spelling out the contraction

year's-year is, day's-day is, morning's-morning is, snail's-

God's-God is, All's-All is.

Reread the poem. Have children listen carefully.

Be sure they notice the lack of rhythm.

Lesson 1. Interpreting  
Poetic Language



TEACHING PROCEDURES

MATERIALS

by Robert Browning

language or "words with wings."

character of the words.

and.

rhyme in lines of poetry.

contractions:

as as to their meanings:

is he's — he is

talk about other contractions:

before Christmas," — it was 'tis — it is o'er —

before 'til — until

to show how contractions maintain the rhythm and

asing sound of a line.

m.

f:

ark snail thorn

ten for what they think the poem tells.

ions.

en to change the contractions to two words.

the chalkboard spelling out the contractions:

y's-day is, morning's-morning is, snail's-snail is,

s-All is.

ve children listen carefully.

he lack of rhythm.

Poem copied on chart or chalkboard:  
 "Pippa Passes" by Robert Browning  
 from  
 Eleanor M. Johnson and Leland  
 Jacobs, Adventure Lands. Treasury  
 of Literature Readtext Series.  
 Columbus, Ohio: Charles E. Merrill  
 Books. 1960 . p. 231.

Manila drawing paper  
 Crayons for children

SKILLS

TEACHING PROCEDURES

Lesson 2. Interpreting a  
Poem in Terms  
of a Weather  
Report

Discuss what would be included in a picture using all of the ideas from the poem.  
Encourage the children to illustrate the poem including all of the ideas from the poem.  
Example: Comparing the weather report with a poem about weather.  
Read aloud a weather report from the newspaper.  
Use the teletrainer or two telephones.  
Have one child dial WE 6-1212.  
Answer the telephone with the weather report.  
Guide the children in recalling the information given by telephone report.  
Record it on the chalkboard:  
greeting  
date and time of day  
present weather conditions  
temperature reading  
humidity reading  
precipitation, if any  
outlook for the day  
    condition of the sky: cloudy, overcast, clear  
    description of the day: cool, warm, cold, or hot  
review of yesterday's weather  
prediction of tomorrow's weather  
pressure reading,  
Discuss how a report is made:  
facts only  
as short as possible  
no ideas of the reporter, himself, given.  
Discuss how a poem is written:  
language that makes pictures  
lines that have rhythm and may rhyme  
words that make a pleasant sound when used together  
contractions that help to keep the rhythm.

TEACHING PROCEDURES

MATERIALS

...d in a picture using all of the ideas from the poem.  
...strate the poem including all of the ideas expressed.  
...ther report with a poem about weather.  
...from the newspaper.  
...ephones.  
...212.  
...the weather report.  
...g the information given by telephone reporters.

A weather report from a daily paper

A copy of the weather report given over the telephone from the Weather Bureau on a chart or on the Weather Poem copied on a chart:

"Pippa Passes" by Robert Browning from Eleanor M. Johnson and Leland B. Jacobs, Adventure Lands. Treasury of Literature-Readtext Series. Columbus, Ohio: Charles E. Merrill Books, Inc. 1960 . p. 231.

Pictures drawn by children showing ideas expressed in "Pippa Passes" displayed on the pinboard.  
Teletrainer or a pair of telephones

...oudy, overcast, clear  
...cool, warm, cold, or hot  
...er  
...ather  
...e:  
...himself, given.  
...n:  
...res  
...may rhyme  
...at sound when used together  
...keep the rhythm.

SKILLS	TEACHING PROCEDURES
<p>Lesson 3. Organizing Ideas From a Poem for a Weather Report</p>	<p>Direct attention to the children's pictures on the board. Direct children to listen for elements of a weather report in "Pippa Passes." Read the poem. Reread the poem line by line. Guide children in analyzing. Read the first line. Ask: "Which part of the weather report does this line give?" (part of the date) Read the second line. Ask: "Which part does this line give?" (time of day or edition of the paper) Continue with each line, reading and identifying the part of the report to which it refers. Ask: "What is the condition of the air?" (warm and moist) "What is the condition of the ground?" (dewy) "Is anything unusual going on?" (only the usual) "What kind of a day is it in general?" (a pleasant surprise) Have children think about how "Pippa Passes" would be worded in a morning newspaper, or as a report over the telephone from the Weather Bureau. Review with the children the kind of language used in poetry. Guide children in recalling the ideas from the chart. Recite "Pippa Passes" with the children. Review the kind of language used in a weather report. Have a child dial WE 6-1212. Read the weather report to him over the teletrainer. Review items on chart. Direct the children's attention to the pictures they have made a "Pippa Passes." Have them study the pictures and recall the poem for the elements of a weather report that are on the chart.</p>

THING PROCEDURES

MATERIALS

's pictures on the board.  
elements of a weather report in "Pippa Passes."  
e.  
weather report does this line give?"  
this line give?"  
n of the paper)  
reading and identifying the part of the weather report  
tion of the air?" (warm and moist)  
tion of the ground?" (dewy)  
al going on?" (only the usual)  
y is it in general?" (a pleasant spring day)  
"Pippa Passes" would be worded as a weather report  
as a report over the telephone from the Weather  
kind of language used in poetry.  
the ideas from the chart.  
n the children.  
sed in a weather report.  
12.  
him over the teletrainer.  
n to the pictures they have made about ideas from  
and recall the poem for the elements of an oral  
the chart.

Charts of facts about poetry and prose  
developed in the previous lesson:  
In poetry there are  
words that make pictures  
words that have a pleasant sound  
when used together  
contractions that help to keep rhythm  
thoughts that make us imagine.

SKILLS	TEACHING PROCEDURES
<p>Selecting the Favorite Version of a Story</p>	<p>Allow the children five minutes in which to organize their ideas for "Pippa Passes," according to the oral weather report.  Call on pairs of children to be caller and reporter from the Weather Report.  Evaluate as to whether:      chart ideas were followed      the reporter gave a true report according to the poem.</p> <p>Use parts of two versions of a story: "The Sleeping Beauty."  Place both farm pictures on the pinboard.  Have children select the picture they like best.  Encourage children to build a small vocabulary list of opposites:      interesting-dull    pretty-plain    colorful-dull  Discuss with the children the reasons for their selection of the picture.</p>

TEACHING PROCEDURES

MATERIALS

dates in which to organize their ideas from the poem,  
 g to the oral weather report.  
 be caller and reporter from the Weather Bureau.

d  
 report according to the poem.

story: "The Sleeping Beauty."

n the pinboard.

icture they like best.

l a small vocabulary list of opposites:

ty-plain colorful-dull

he reasons for their selection of the picture.

In a report there are

facts

simple words

no opinions and short sentences.

Chart about a weather report developed  
 in the previous lesson:

An oral weather report gives

a greeting

the time of day

present weather conditions

temperature reading

humidity reading

pressure reading

precipitation, if any

winds, if any

outlook for the day

review of yesterday's weather

predictions of tomorrow's

weather

a polite closing.

A copy of the weather report from  
 Weather Bureau.

Pictures the children have drawn about  
 facts from "Pippa Passes" on the  
 pinboard

A teletrainer or a pair of telephones

From the National Dairy Council Kit

farm panorama in color

a black and white farm scene — or —

any very colorful scene suitable to  
 class

a black and white or sepia picture  
 of a similar place

SKILLS

TEACHING PROCEDURES

Encourage the use of the newly selected words.  
 Indicate that there is selection in other fields, also.  
 Have children select objects they prefer from a display on a table.  
 \*Encourage them to extend the vocabulary of opposites:  
     long-short    exciting-dull    interesting-uninteresting  
     entertaining-boring    gay-lifeless    bright-drab  
 Discuss with children reasons for their choices.  
 Read the paragraph "The Sleeping Beauty" listed under Materials.  
 Read "The Sleeping Beauty" from The Treat Shop.  
 Have children select the story they like best.  
 Encourage them to give reasons using the new vocabulary lists.  
 Point out to children that they will find necessity for selectivity in many  
 of literature.  
 Allow children to mention any other fields they might suggest.



G PROCEDURES

MATERIALS

ected words.  
 other fields, also.  
 prefer from a display on a table.  
 bulary of opposites:  
 interesting-uninteresting  
 less bright-drab  
 their choices.  
 Beauty" listed under Materials.  
 The Treat Shop.  
 y like best.  
 using the new vocabulary lists.  
 find necessity for selectivity in many other types  
 er fields they might suggest.

Objects which would appeal to children

Paragraph: "The Sleeping Beauty"

Once there lived a king and queen.  
 They wanted a child. One day a child  
 was born to them. The king and queen  
 had a party for their daughter. They  
 invited the good fairies. They did not  
 invite the bad fairy. The good fairies  
 gave the baby some presents. Then,  
 the bad fairy came in. She said that  
 the girl would prick her finger on a  
 spindle and die when she was sixteen  
 years old. One good fairy said that  
 she would not die. She would sleep  
 for a hundred years. Then, a prince  
 would awaken her. It all happened  
 just as the good fairy said. All  
 lived happily ever after.

Johnson, Eleanor M. and Leland Jacobs,  
Treat Shop. Columbus, Ohio: Charles  
 E. Merrill Books. 1960. pp. 107-109.

or

Kissen, Fan, The Straw Ox and Other  
 Plays. Boston, Mass.: Houghton  
 Mifflin Company. 1964. pp. 116-127.

SKILLS

TEACHING PROCEDURES

Sharing Sensory Images

Use a story: The legend "Pegasus, The Winged Horse" translated by Hawthorne or some other desirable version.

Review the guidelines for effective listening.

Tell the story showing vivid pictures along with the text.

Emphasize the unusual and beautiful ideas, such as:

Pegasus' wings could help him soar high above the earth.

Pegasus caused a spring to bubble up by tapping the ground with

A child and the youth were the only believers in his existence.

Encourage children to relive the experiences and emotions of both rider.

Ask questions of this type:

How did Bellerophon feel when he mounted Pegasus?

What do you think he said? How did he say it?

How did the sky look to him? How did the earth look?

What do you think he said? How did he say it?

Impersonate him.

How would you have felt?

sighting the horse    mounting    soaring    landing

remembering the experience



If this is a lesson for a literature period it may be intended for a regular class period the lesson is in two parts here.

Interpreting a Poem

Use a poem: "Words With Wings" by Dorothy Hall.

Review with the children the story of "Pegasus and the Chimera."

Use sequence pictures to guide in recalling facts in order.

Allow children to tell about the most exciting part.

Recite the poem "Words With Wings."

Encourage children to discuss the expression words with wings.

TEACHING PROCEDURES

MATERIALS

"Pegasus, The Winged Horse" translated by Nathaniel Hawthorne or any other desirable version.

Objective listening.

Illustrations along with the text.

Beautiful ideas, such as:

- Let him soar high above the earth.
- Let him bubble up by tapping the ground with his hoof.
- Let him be the only believers in his existence.
- Let him share the experiences and emotions of both the horse and the rider.

What did he feel when he mounted Pegasus?

What did he say? How did he say it?

What did the earth look like? How did the earth look?

What did he say? How did he say it?

What did he see?

mounting      soaring      landing

Experience

If this lesson for a literature period it may continue. If it is used for a regular class period the lesson is divided into two parts.

"Words With Wings" by Dorothy Hall.

Story of "Pegasus and the Chimera."

Order in recalling facts in order.

The most exciting part.

"Words With Wings."

Express the expression words with wings.

Pegasus, The Winged Horse: A Greek Myth retold by Nathaniel Hawthorne. New York: The Macmillan Company. 1963.

or

O. N. Darby and Henrietta Darby (ed.), Favorite Stories. Austin, Texas: The Steck Company. 1956 . pp. 63-87.

or

Mary Hill Arbuthnot, (ed.) Time for Fairy Tales. Fairlawn, New Jersey: Scott, Foresman and Company. 1952. pp. 227.

(Note) This version of the story needs expanding in order to make the adventure colorful and exciting to the children; therefore, it is recommended that the story be read by the teacher to get the story line, then, told to the children in colorful language.

—Poem: "Words With Wings" by Dorothy Hall — —

from

Eleanor M. Johnson and Leland B. Jacobs, Magic Carpet: A Treasury of Literature-Readtext Series. Columbus, Ohio: Charles E. Merrill Books, Inc. 1960 . p. 151.

SKILLS

TEACHING PROCEDURES

Emphasize:

Where they are found:            in poetry            in good prose  
    in beautiful speech.

What they are:

descriptive words: winged; handsome; crystal; soaring  
 carefully selected words: grubby; earthbound  
 words arranged in a special way: lines of poetry  
 sounds of phrases: "steeds with silver wings"  
 rhythm of lines: "some words will never fly"  
 rhymes.

How they are different from other words:

make pictures for you  
 sound beautiful  
 make you imagine things.

Compare the flight on Pegasus with the flight on "words with wings"

Emphasize:

An experience one would like to repeat  
 A thrilling journey away from ordinary things  
 A flight full of imagination.

Build a vocabulary list of "words with wings" from the story.

Select words about:

Pegasus    Bellerophon    the flight    feelings    sights

Guide children in building a picture dictionary of these words.

Have each child select the words he will work with.

Encourage children to identify words in other lessons.

TEACHING PROCEDURES

MATERIALS

are found: in poetry in good prose  
in beautiful speech.

re:

ve words: winged; handsome; crystal; soaring

selected words: grubby; earthbound

anged in a special way: lines of poetry

phrases: "steeds with silver wings"

f lines: "some words will never fly"

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at on Pegasus with the flight on "words with wings."

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y list of "words with wings" from the story.

about:

Bellerophon the flight feelings sights


building a picture dictionary of these words.

elect the words he will work with.

en to identify words in other lessons.

SKILLS	TEACHING PROCEDURES
<p>Listening for Enjoyment</p> <p>Listening to Form Visual Images</p> <p>Listening to Memorize</p>	<p>Use poetry.</p> <p>Show pupils a cardboard artist's palette with globs of color in the poem "What Is Pink?"</p> <p>Have pupils identify the colors and use their imaginations in their drawings of objects of the same color.</p> <p>Introduce and read the poem "What Is Pink?"</p> <p>Ask children to recall pictures visualized as the poem was being read.</p> <p>Reread.</p> <p>Place flannel cut-outs representing each item described on the flannel board.</p> <p>Ask the questions asked in the poem and let pupils refer to the flannel board to help them answer each question.</p> <p>Replace the flannel pictures with matching swatches of color.</p> <p>Ask pupils to recall the pictures represented by each color, and place the proper cut-out under the appropriate color.</p> <p>Have pupils join in saying the poem by allowing them to ask the questions and the teacher reads the responses.</p> <p>Remove pictures and swatches from the flannel board.</p> <p>Ask pupils to recall the items in the poem in proper sequence.</p> <p>Repeat the poem allowing pupils to join in whenever possible.</p>
<p>Using Poetry to Stimulate Creative Responses</p>	<p>Use color questions similar to those in the poem.</p> <p>Have pupils draw or paint pictures of things which the colors described in the poem.</p> <p>Encourage pupils to add background to their pictures.</p> <p>Have pupils think of descriptive words and phrases to describe their pictures and setting.</p> <p>Allow a number of pupils to share their favorite picture and give a description of it.</p> <p>Let pupils select the most interesting pictures and descriptions and write a poem patterned after "What Is Pink?"</p> <p>Record the poem for the class.</p>

TEACHING PROCEDURES	MATERIALS										
<p>Artist's palette with globs of color mentioned in the poem</p> <p>colors and use their imaginations in transforming them into color.</p> <p>Poem "What Is Pink?"</p> <p>Pictures visualized as the poem was being read.</p> <p>representing each item described on the flannel board.</p> <p>in the poem and let pupils refer to the flannel cut-outs as pictures.</p> <p>ures with matching swatches of color.</p> <p>ictures represented by each color, and to replace the appropriate color.</p> <p>ng the poem by allowing them to ask the questions while the responses.</p> <p>atches from the flannel board.</p> <p>items in the poem in proper sequence.</p> <p>ng pupils to join in whenever possible.</p> <p>imilar to those in the poem.</p> <p>int pictures of things which the colors call to their minds.</p> <p>A background to their pictures.</p> <p>criptive words and phrases to describe the picture and its</p> <p>ls to share their favorite picture and give an oral description</p> <p>ost interesting pictures and descriptions to use in creating</p> <p>r "What Is Pink?"</p> <p>he class.</p>	<p>Poem</p> <p>Artist's palette made of cardboard with globs of color</p> <p>Construction paper to simulate paints</p> <p><u>Flannel cut-outs:</u></p> <table data-bbox="1058 1444 1622 1637"> <tr> <td>rose</td> <td>pear</td> </tr> <tr> <td>poppy</td> <td>grass</td> </tr> <tr> <td>sky</td> <td>violet tinted clouds</td> </tr> <tr> <td>swan</td> <td>and sky</td> </tr> <tr> <td></td> <td>an orange</td> </tr> </table> <p>8 swatches of felt-backed red construction paper or flannel</p> <p>Crayons or paints</p>	rose	pear	poppy	grass	sky	violet tinted clouds	swan	and sky		an orange
rose	pear										
poppy	grass										
sky	violet tinted clouds										
swan	and sky										
	an orange										

SKILLS	TEACHING PROCEDURES
Forming Generalizations	<p>Use stories and a poem. Stories: "The Fisherman and His Wife" and "Wishes" Poem: "I Keep Three Wishes Ready"</p> <p>Review with children the standards for effective listening. Prepare the children, room, and atmosphere for listening. Tell the two stories or read them with expression. Compare the two stories according to the following suggestions:</p> <ul style="list-style-type: none"> <li>Which one was humorous?</li> <li>Give examples.</li> <li>Which one made you think a great deal?</li> <li>What was the lesson to be learned?</li> </ul> <p> The lesson may be divided into two parts at this point.</p> <p>Review the facts about the use of the three wishes in "The Fisherman and His Wife". Ask questions similar to the following:</p> <ul style="list-style-type: none"> <li>Why was he given three wishes?</li> <li>How did his wife use the wishes?</li> <li>Would you have made these choices? Tell why.</li> </ul> <p>Proceed in the same manner with "The Three Wishes."</p> <p>Develop with the children some guidelines for desirable wishes to include the following ideas as:</p> <ul style="list-style-type: none"> <li>They satisfy the wisher.</li> <li>They harm no one.</li> <li>They help as many as possible.</li> </ul> <p>Recite or read the poem "I Keep Three Wishes Ready" by Annette Wynne. Discuss the ideas in the poem. Encourage children to tell their wishes. Role-play the idea of the poem:</p> <ul style="list-style-type: none"> <li>Select one child to be the fairy, and supply the wand.</li> <li>Characterize a fairy.</li> <li>Have child act out fairy movements and speech.</li> </ul>



TEACHING PROCEDURES

MATERIALS

ies: "The Fisherman and His Wife" and "The Three  
 Three Wishes Ready"

standards for effective listening.  
 n, and atmosphere for listening.  
 d them with expression.

According to the following suggestions:  
 s?

nk a great deal?  
 be learned?

ay be divided into two parts at this point.

use of the three wishes in "The Fisherman and His Wife."  
 he following:  
 wishes?  
 e wishes?  
 ese choices? Tell why.  
 cr with "The Three Wishes."  
 some guidelines for desirable wishes to include such

ossible.  
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 eem.  
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 oem:  
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SKILLS	TEACHING PROCEDURES
<p>Interpreting Figurative Language</p>	<p>Have the fairy flit to a child, touch her with the wand, and allow each child approached to present one wish to the fairy. Have the fairy grant the wish as she says, "I grant thee thy wish." Invite the child to act out the use of the wish.</p> <p>Dialogue and action may proceed as follows:          "I wish I had a bicycle.          I would ride away."          "I grant thee thy wish."          - The child pretends to ride off. -          "Thank you, kind fairy."</p> <p>Recite the poem about three or four times.          Encourage children to join in when and where they wish.          Plan to have pupils memorize the poem.</p> <p>Use sentences incorporating figurative language and appropriate idioms.          Ask pupils if they have ever heard anyone use an expression like "keep up with things". (Use any expression that is popular with young people.)          Invite pupils to describe what the person does which merits the expression.          Accept answers like these:          keeps up with things          gets along with others          thinks for himself          finds ways to solve problems.          Ask the children what meanings <u>ball</u> usually carries.</p>

TEACHING PROCEDURES

MATERIALS

to a child, touch her with the wand, and offer to grant a wish.  
 approached to present one wish to the fairy.  
 ant the wish as she says, "I grant thee thy wish."  
 act out the use of the wish.

on may proceed as follows:

bicycle.  
 away."  
 ny wish."  
 etends to ride off. —  
 nd fairy."

ut three or four times.  
 o join in when and where they wish.  
 memorize the poem.

rating figurative language and appropriate pictures.

ave ever heard anyone use an expression, such as: He's on the  
 pression that is popular with young people).  
 rcribe what the person does which merits such description.  
 e these:  
 ings  
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 ve problems.  
 at meanings ball usually carries.

Picture suggestions:

- someone listening anxiously
- father and son having fun
- father looking proudly at son
- youngster helping his father
- a delighted person
- child anticipating contents of a  
surprise package
- someone looking very frightened
- a person performing a generous act
- a little girl looking clean and neat in  
a brightly colored dress

## SKILLS

## TEACHING PROCEDURES

\*Present pictures and sentences in which figurative language emphasis.

Example:

PicturesSentences

Someone listening anxiously

He was all ears.

Father and son having fun together

Don is a chip off the old block.

Father looking at son proudly

John was the apple of his eye.

Youngster helping his father

Bob gave Father a hand.

Someone who appears to be quite delighted

Her heart sang.  
She felt like walking on air.

Child anticipating the contents of a surprise package

Her eyes sparkled.

A boy or children who look very frightened

They were frozen with fear.  
Michael's knees turned to water.

Someone extending a generous act

She was all heart.

ING PROCEDURES

MATERIALS

s in which figurative language has been used for

a judge in court  
an appetizing dish  
leaves and limbs bending in a storm

Sentences

He was all ears.

Don is a chip off the old block.

John was the apple of his father's eye.

Bob gave Father a hand.

Her heart sang.

She felt like walking on air.

nts Her eyes sparkled.

They were frozen with fear.

Michael's knees turned to water.

She was all heart.

SKILLS

TEACHING PROCEDURES

A little girl looking clean  
and neat in a brightly  
colored dress

Lori was as fresh as daisies

A judge in court

He was appointed to the bench

Food appetizingly arranged

What is your favorite food?

Leaves and limbs bending  
in the wind

The wind screamed through the trees

Ask pupils:

- to interpret sentences
- to find the words used for emphasis
- to think of situations, real or from reading materials, which the words would apply.
- to suggest new ways to express the same idea
- to collect pictures which fit the descriptive sentences
- to listen or look for interesting phrases in stories.

\*Place pictures with sentences which can be used as patterns accessible to pupils.

Encourage those interested in writing to express themselves using the patterns as a guide.

TEACHING PROCEDURES	MATERIALS
<p>an            Lori was <u>as fresh as a daisy</u>.</p> <p>              He was appointed to the <u>bench</u>.</p> <p>aged        What is your favorite <u>dish</u>?</p> <p>ng            The wind <u>screamed</u> through the trees.</p> <p>for emphasis real or from reading materials, where the sentences express the same idea ch fit the descriptive sentences interesting phrases in stories.</p> <p>ences which can be used as patterns in a place ed in writing to express themselves using the</p>	<p>Selected pictures with sentence strips</p> <p>Writing materials for children</p>

CONTENT

Page 351 — Page 422

Level III: Speaking Skills

Level III:

	Page
<u>Building and Evaluating Standards</u>	
Discussion and questions, for recall .....	351
Standards of speech .....	351-352
Record standards, chart paper .....	352
Dramatization of standards .....	352
Conversation standards .....	354
 <u>Developing Concepts and Vocabulary, Reinforcing Vocabulary, Enriching and Expanding Vocabulary</u>	
Responsibility and respect for property, felt cut-outs .....	357
Banker and mortgage .....	358
Goods and services, interview and reporting .....	360
Wants and needs, a sharing of real problems .....	360
Securing a pet, using the classified directory .....	360
Pet ownership and related services, using pictures .....	362
Business conversations, role-playing .....	363
Fact and fancy, story characters — "Help Wanted" game .....	364
Producers and consumers, storybook characters .....	366
Skillful questioning, "who," "when," "where," and "why" .....	368
Tentative phrases .....	369
Sensory reactions to specific conditions, pantomime .....	370

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CONTENT

Page 351 — Page 422

Level III: Speaking Skills

Page		Page
	<u>Developing Concepts and Vocabulary,</u> <u>Reinforcing Vocabulary, Enriching and</u> <u>Expanding Vocabulary — Continued</u>	
..... 351		
351-352		
..... 352	Words which indicate groups, picture game.....	372
..... 352	Homonyms, a picture word game.....	373
..... 354	Singular possessives, oral patterns.....	374
	Word meanings, pantomime.....	375
	Synonyms, a game with two teams.....	376
	Descriptive words, role-playing.....	377
	Sense of touch, booklet of softness.....	382
	Word substitutes for "said," using pictures.....	383
	Quotations, role-playing.....	383
	Interpretation of pictures, exciting moments.....	384
..... 357	Descriptive words for feelings.....	384
..... 358	Word substitutes for "walked," pictures and transparency.....	385
..... 360	Verbs which denote motion, pantomiming animal movements.....	386
..... 360	Adjectives to indicate movement, using pictures.....	386
..... 362	The use of "but", a filmstrip.....	388
..... 363	The use of "and", personal experiences.....	389
..... 364	The use of "and" to describe action, transparencies.....	392
..... 366	The use of similes, using pictures.....	393
..... 368	Writing an original story.....	395
..... 369	Group story, pictures as story-starters.....	399



	Page
<u>Developing the Use of Patterns of Standard English</u>	
Picture study, familiar situations . . . . .	355
Correct usage of verbs — "go," "see," and "is" . . . . .	369
Singular possessives, oral patterns . . . . .	374
Word substitutes for "said" . . . . .	383
Word substitutes for "walked" . . . . .	385
Tentative beginning phrases using pictures . . . . .	385
The use of "but," a filmstrip . . . . .	388
The use of "and," direct experiences . . . . .	389
The use of similes, through pictures . . . . .	393
Pattern practice, using a tape . . . . .	403
Use of "it is" and "it's," through puppetry . . . . .	404
Use of "they are" and "they're" . . . . .	405
Use of "isn't", taped . . . . .	405
Use of "was" and "were," with pictures . . . . .	407
Use of "does" and "doesn't," with objects . . . . .	408
Expressions of politeness, taped . . . . .	411
Verb endings . . . . .	416
Use of third person singular or plural, using pictures . . . . .	418
Pronouns for nouns . . . . .	418
Regular verbs — past tense, using objects . . . . .	419
Irregular verbs — past tense, chart with pictures . . . . .	421
Irregular verbs with different pronouns . . . . .	422
Irregular verbs — past tense and past participle, chart with pictures and cards . . . . .	422

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Level III: Speaking Skills

Page

Page

Reporting Information

An announcer, for standards ..... 353  
 Goods and services, through role-playing ..... 360

Answering Specific Questions

Pet ownership, telephone directory ..... 360-361  
 Conversation breaks ..... 367  
 Skillful questions, using "who," "when,"  
 "where," and "why" ..... 368

Determining Sequence

The use of "and," in direct experiences ..... 389  
 Creation of events, with pictures and a  
 film ..... 395  
 Creation of story endings ..... 397

Perceiving Relationships

Standards for conversation ..... 354

..... 355  
 ..... 369  
 ..... 374  
 ..... 383  
 ..... 385  
 ..... 385  
 ..... 388  
 ..... 389  
 ..... 393  
 ..... 403  
 ..... 404  
 ..... 405  
 ..... 405  
 ..... 407  
 ..... 408  
 ..... 411  
 ..... 416  
 ..... 418  
 ..... 418  
 ..... 419  
 ..... 421  
 ..... 422  
 ..... 422

Perceiving Relationships — Continued

	Page
Responsibility and respect for property, felt-cuts .....	357
Products and services, a game.....	359
Goods and services, through role-playing .....	360
Pet ownership, telephone directory.....	360-361
Telephone conversation, role-playing.....	363
Fact and fancy, story characters and occupations .....	364
Producers and consumers, suggested storybook characters .....	366
Conversation breaks, problematic situations.....	367
Tentative phrases .....	369
Sensory reactions, using pantomime.....	370
Words which indicate groups, a picture game.....	372
Homonyms, a picture word game.....	373
Word meanings through pantomime.....	375
Synonyms, a game using two teams.....	376-377
Descriptive words, a sensory game.....	378
Sense of touch, "booklet of softness".....	382
Adjectives to indicate movement, using picture .....	384
Tentative beginning phrases, using pictures .....	385
The use of "but", a filmstrip.....	388
The use of "and" .....	390
The use of similes.....	393
Creation of a story, using related pictures .....	395
Creation of story endings, using films, filmstrips.....	397
Creation of stories around a specific mood, using music .....	397
Expressions of politeness, taped .....	411

Structu

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Exp  
Thi

Level III: Speaking Skills

Page		Page
	<u>Structuring Sentences</u>	
..... 357	Interesting beginnings.....	353
..... 359	Connecting phrases.....	355
..... 360	Products and services, a picture game.....	360
..... 360-361	Skillful questions, pictures and cards.....	368
..... 363	Tentative phrases.....	369
ations..... 364	Correct usage of the past tense of verbs —	
ook..... 366	"go," "see," and "is".....	369
s..... 367	Singular possessives, oral patterns.....	374
..... 369	Word substitutes for "said".....	383
..... 370	Word substitutes for "walked".....	385
e..... 372	Verbs which denote motion, using pantomime.....	386
..... 373	Tentative beginning phrase, using pictures	
..... 375	and puppets.....	387
..... 376-377	The use of "but," a filmstrip.....	388
..... 378	The use of "and," a direct experience.....	389
..... 382	The use of similes.....	393
ure..... 384	Creation of story endings — films,	
..... 385	filmstrips.....	397
..... 388	Practice of patterns, using tape.....	403
..... 390	Use of "it is" and "it's", puppetry.....	404
..... 393	Use of "they are" and "they're," with	
..... 395	pictures.....	405
..... 397	Use of "isn't," taped.....	405
..... 397	Use of "was" and "were".....	407
..... 411	Use of "does" and "doesn't".....	408
	Use of "a," "an," and "the" — surprise bag	
	and taped.....	409
	Expressions of politeness, taped.....	411
	Third person singular using pantomime.....	415

Structuring Sentences — Continued

	Page
Verb endings.....	416
Pronouns for nouns.....	418
Regular verbs, past tense, using objects and the Language Master .....	419-420
Irregular verbs with different pronouns.....	421
Irregular verbs, past tense, chart with pictures.....	421
Irregular verbs, past participle, chart with pictures and cards .....	421

Conversing

Standards, a ball game.....	354
Picture study, children's experiences.....	355
A story from a reader, personal predicaments.....	355
Telephone conversation, requesting a service.....	363
Services rendered, role-playing.....	363
Conversation breaks, interesting places and problematic situations .....	367
Group spontaneous communication, through pantomime .....	371
Creation of original individual stories with dialogue.....	400
Pattern practice, using tape .....	403
Contracted forms of verb "to be" with pronouns.....	403

Organ

Cov  
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an

Level III: Speaking Skills

Page

Page

Organizing of Ideas

..... 416	Conversation standards .....	354
..... 418	Picture study of familiar situation.....	355
419-420	A story from a reader .....	355
..... 421	Responsibility and respect for property.....	357
..... 421	Products and services, a game.....	359
..... 421	Pet ownership, using the telephone directory and classified columns in newspapers .....	360-361
..... 421	Pet ownership and related services.....	361
	Services rendered, role-playing.....	363
	Conversation breaks and problematic situations .....	367
	Tentative phrases .....	369
	Sensory reactions through pantomime.....	370
	Homonyms.....	373
..... 354	Descriptive words, senses used.....	378
..... 355	Sense of touch, using materials .....	382
..... 355	Verbs which denote motion, through pantomime .....	386
..... 363	The use of "but".....	388
..... 363	Writing of an original story, related pictures .....	395
..... 367	Creation of story endings — films, filmstrips .....	397
..... 371	Group story, pictures as story-starters and role-playing.....	399
..... 400	Creation of individual stories with pictures and dialogue.....	400
..... 403		
..... 403		

	Page
<u>Interpreting Information</u>	
Standards of speech.....	351
Goods and services, an interview.....	360
Wants and needs, real situations .....	360
A place or weather conditions, pictures .....	369
Descriptive words, follow-up activities .....	378
Word substitutes for "said".....	383
Interpretation of exciting pictures .....	384
Creative expression to interpret news events .....	384
 <u>Interpreting Mood</u>	
Sensory reactions, through pantomime .....	370
Quotations, using transparencies .....	383
Interpretation of exciting pictures .....	384
Creative expression to interpret news events .....	384
Descriptive words for feelings .....	384
Creation of a story around a definite mood, using music .....	397
 <u>Finding and Contrasting Main Ideas</u>	
Picture study, personal experiences .....	355
A story from a reader .....	355
Use of "but", a filmstrip on "Differences".....	388

Improv

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tape

Drill

Review

Sense

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Film

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Level III: Speaking Skills

Page

Page

Improving Enunciation

Drill on phrases — "give me" and "let me," taped .....	412
Drill on "th" sound, using pictures .....	413

Reviewing

Sensory reactions .....	370
Descriptive words, follow-up activities .....	378
Film — "Animals Move in Many Ways" .....	386
Filmstrip — "Differences" .....	388
Sample lessons for drill, verb "to be", regular and irregular verbs .....	419-422

.....	351
.....	360
.....	360
.....	369
.....	378
.....	383
.....	384
.....	384
.....	370
.....	383
.....	384
.....	384
.....	384
.....	397
.....	355
.....	355
.....	388

## SPEAKING

### SKILLS

### TEACHING PROCEDURES



Reinforcing Speaking Standards

Initiate a discussion to stimulate the recall of standards studied in which promote effective speaking.

Guide the thinking with questions, as:

When we speak, what do we do to be heard by everyone?

Possible Answers:

Use a clear voice.

Adjust size of voice to the size of the room and the group.

Speak clearly.

LEVEL THREE

TEACHING PROCEDURES

MATERIALS



ulate the recall of standards studied in previous grades speaking.

uestions, as:

o we do to be heard by everyone?

ce.

oice to the size of the room and the group.

Felt pen  
Large lined chart paper  
Sentence strips  
Two sets of small cards (2"x2") each set numbered 1-15

SKILLS	TEACHING PROCEDURES
	<p>How do we keep the audience interested?</p> <p><u>Possible Answers:</u>            Keep eye contact with the group when talking.            Say something of value.            Stay on the topic of interest.            Give others a turn to talk.</p> <p>How can we be ready to speak our ideas?</p> <p><u>Possible Answers:</u>            Listen carefully to the contributions of others.            Think thoughts through <u>before we speak</u>.            Think correct sentence formations.</p> <p>Continue questions and discussion to stimulate pupils' re            Talk freely.            Share personal experiences.            Wait for your turn to speak.            Try not to interrupt the speaker.</p> <p>Guide the children toward clearly and correctly stated st            Record these on chart paper.            Let the standards be read from the chart.            Divide the class into two equal groups.            Separate them.            Have one pupil from each group distribute a set of numbe            members of his group.            Direct pupils with corresponding numbers in each group            become study partners.            Direct study partners to select and copy on a sentence st            they would like to dramatize and illustrate at the next s            Explain that their choice is to be kept a secret until that</p>

TEACHING PROCEDURES

MATERIALS

Keep the audience interested?

Answers:

Make contact with the group when talking.  
 Say something of value.  
 Stay on the topic of interest.  
 Give others a turn to talk.

Be ready to speak our ideas?

Answers:

Listen carefully to the contributions of others.  
 Express thoughts through before we speak.  
 Use correct sentence formations.

Use questions and discussion to stimulate pupils' recall of ideas as:

freely.

Share personal experiences.

Wait for your turn to speak.

Do not interrupt the speaker.

Refer to clearly and correctly stated standards.

Use chart paper.

Standards be read from the chart.

Divide into two equal groups.

From each group distribute a set of numbered cards among the members of this group.

Match cards with corresponding numbers in each group to find each other and become partners.

Partners to select and copy on a sentence strip the standard that they wish to dramatize and illustrate at the next session.

Their choice is to be kept a secret until that time.

SKILLS

TEACHING PROCEDURES

Explain that positive features of the standard should be demonstrated by each member of the team and the pitfalls to be avoided in achieving the standard should be explained by another member.

Encourage pupils toward originality in the creation of a situation and in the content of their presentation.

Use the extra pupil, the one who distributed the numbered cards, as an announcer for the session.

Provide pupils with time and a place to create jointly and to rehearse their presentations.



This lesson may be divided into two parts at this point.

Let the announcer open the session with his prepared explanation of the standard and the presentations.

Prepare the audience to listen carefully to determine which standard each presentation portrays and to evaluate each presentation.

Have the announcer direct the period following each team when the audience evaluates the standard.

Guide the pupils to formulate interesting beginnings for their questions.

Could it be . . . . .

Perhaps it is . . . . .

I have a feeling it is . . . . .

(Upon the correct answer, the team displays the sentence strip with the standard clearly written on it so that it may be read as previously stated by the team.)

Follow each team's presentation with a brief evaluation of it by the class.

Evaluate in terms of:

originality and suitability of the situation

clearness of speech and ideas as presented.

Continue until all teams have been presented.

TEACHING PROCEDURES

MATERIALS

atures of the standard should be demonstrated by one member  
falls to be avoided in achieving the standard shown by the  
rd originality in the creation of a situation and in the wording  
e one who distributed the numbered cards, as an announcer  
ne and a place to create jointly and to rehearse their ideas.  
may be divided into two parts at this point.  
the session with his prepared explanation of the purpose of  
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ate each presentation.  
rect the period following each team when the audience guesses  
mulate interesting beginnings for their questions, as:  
.....  
.....  
ver, the team displays the sentence strip with the standard  
so that it may be read as previously stated by the class.)  
resentation with a brief evaluation of it by the class.  
ability of the situation  
h and ideas as presented.  
ns have been presented.

SKILLS	TEACHING PROCEDURES
<p>Building Standards for Conversing</p>	<p>Carry the conclusion of this over to another period, if necessary. Evaluate the performance of the announcer.</p> <p>Show pupils a ball. Ask all to be alert to catch the ball should it be thrown to them. Throw the ball to pupils at random, and ask each receiver to repeat the ball game. Suggest that sometimes when we discuss things in class the teacher asks a question, the child answers, the teacher makes another comment, and another child answers. Repeat the same ball game to emphasize this idea. Be sure pupils associate passing the ball with the idea of <u>passing</u> back and forth in dialogue fashion.</p> <p>Suggest that the ball-throwing activity be handled in a new way. Instruct each pupil who receives the ball to throw it to <u>whomever</u> the teacher, or any pupil. Guide pupils in understanding that many had a chance to participate by asking: "How was this game different?" Point up the fact that when pupils comment on or respond to the teacher's pupils they should do it with the same courtesy which they would show the teacher. Compare the activity with the idea of multilateral conversation.</p> <p>Comment: "During our ball game sometimes a pupil missed the ball." Ask: "How could a person miss 'the ball of conversation'?" Emphasize the importance of listening carefully to comments and questions to add to or question. Stress the importance of keeping the ball and the "ball of conversation" moving smoothly and easily.</p>



TEACHING PROCEDURES

MATERIALS

of this over to another period, if necessary.  
 stance of the announcer.

catch the ball should it be thrown to them.  
 bils at random, and ask each receiver to return it.  
 nes when we discuss things in class the teacher speaks, a  
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 iate passing the ball with the idea of passing a conversation  
 alogue fashion.

-throwing activity be handled in a new way.  
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 pupil.  
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 ld a person miss 'the ball of conversation'?"  
 rtance of listening carefully to comments being made in order  
 on.  
 ce of keeping the ball and the "ball of conversation" moving  
 y.

Large ball

SKILLS

TEACHING PROCEDURES

Building Conversation Skills

Use pictures.

Display a magazine picture of a situation in which most children themselves at some time.

Invite pupils to study the picture; reflect on it; and relate brief interesting personal experiences suggested by the picture.

Present a similar scene with a different activity taking place.

Encourage other pupils to use the new picture to stimulate descriptions of experiences in order to give new direction to the conversation.

Ask: "Why did the second picture help us think of other ideas?"

Explain: "Sometimes as we listen to others speak, what they say reminds us of something else. A conversation is fun because it gives us a chance to relate experiences brought to mind because of another person's story."

Point out that it is good to tie in our thoughts with those which have been mentioned using words, as: "That reminds me of . . . . ."

"\_\_\_\_\_, your story makes me think of . . . . ."

"\_\_\_\_\_, I know you'll know how I felt when . . . . ."

"May I tell you about what happened to me in a situation like this?"

Point out that calling the name of the person helps to stimulate interest.

Select a story of everyday experiences from a reader.

Invite the group which has read the story to discuss the main characters, problems faced, solutions found and the kind of person portrayed.

Stimulate pupils to consider personal predicaments and to describe them briefly, the situation and its outcome.

Remind pupils to tie in comments, if possible, with previous remarks.

Evaluate the conversation in terms of recognition of problematic situations; effectiveness of remarks; extent to which relationship to previous conversation was established; extent of participation.

TEACHING PROCEDURES

MATERIALS

Magazine pictures of familiar situations  
(Include similar settings.)

ture of a situation in which most children may have found  
time.  
the picture; reflect on it; and relate briefly, as they are ready,  
experiences suggested by the picture.  
ne with a different activity taking place.  
s to use the new picture to stimulate descriptions of additional  
to give new direction to the conversation.  
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I know you'll know how I felt when . . . . ."  
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has read the story to discuss the main character in light of  
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and its outcome.  
n comments, if possible, with previous remarks.  
ation in terms of recognition of problematic situations;  
marks; extent to which relationship to previous comments  
ent of participation.

Reading books

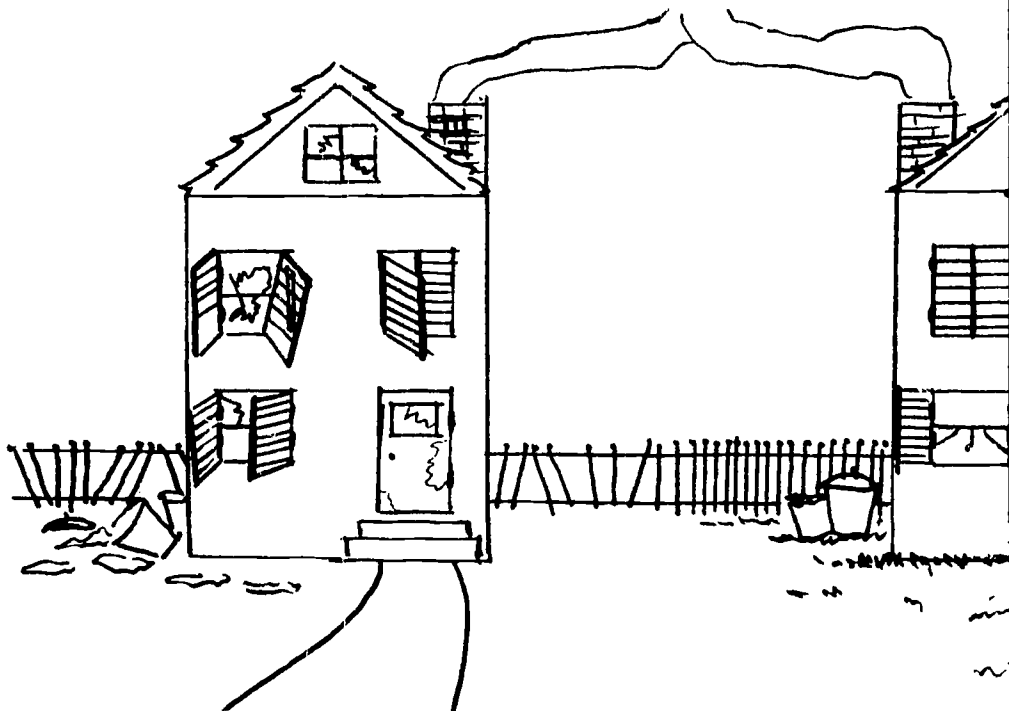
SKILLS

Building Concepts about  
Responsibility and Respect  
for Property.

TEACHING PROCEDURES

Use flannel cut-outs.

Display a flannel cut-out of a house that is in a run-down cond

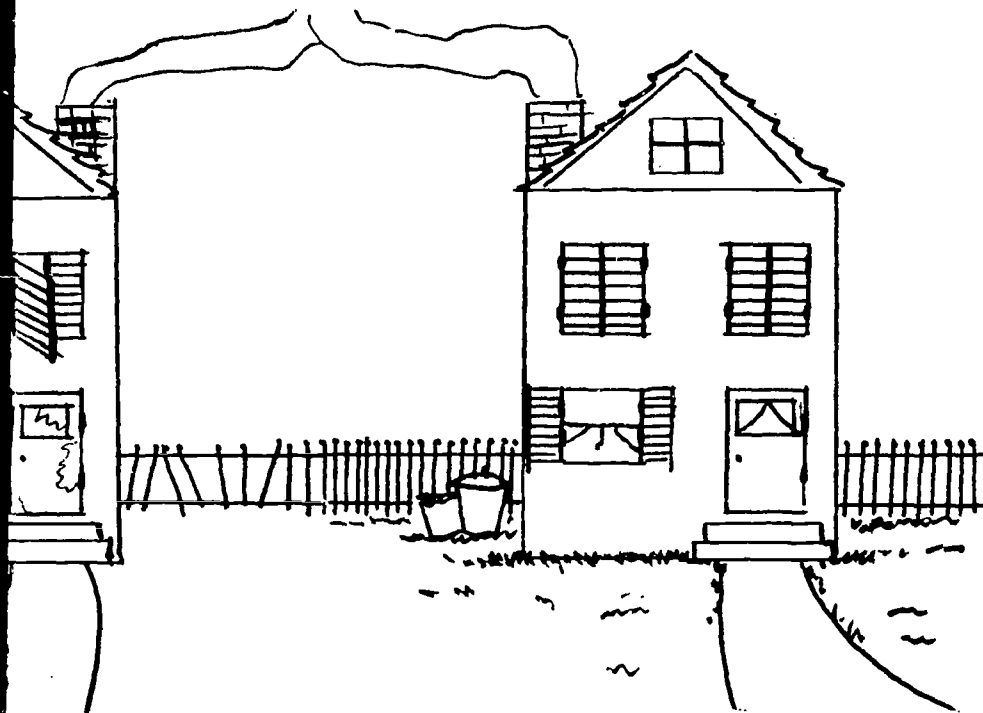


Ask children to discuss possible services needed.  
Let them "make improvements" as they indicate a necessity for  
old flannel parts with parts in good condition.

TEACHING PROCEDURES

MATERIALS

cut-out of a house that is in a run-down condition.



Discuss possible services needed.  
"Improvements" as they indicate a necessity for such by replacing  
with parts in good condition.

Flannel board

Flannel cut-outs:

houses with

roof in need of repair  
good roof

broken windows  
window with panes fixed

shutter that sags  
(hinge loose or slats broken)  
good shutter

door in need of painting  
painted door

bare yard  
grassy yard

old worn fence  
fence in good condition

unsightly trash  
trash cans

SKILLS	TEACHING PROCEDURES
	<p>Ask pupils to be <u>building inspectors</u> and to evaluate the <u>con-</u>  <u>improvements</u> have been made.</p> <p>Place a family by the house.  Guide pupils in recognizing the increased value of the <u>prop-</u>  <u>erty</u> questions such as the following:  Why will the family be happier in this house?  Encourage answers, such as:  They will be proud to invite their friends to visit.  There will be less work to keep the home pretty.  A clean home is a healthier place in which to live because  <u>of</u> <u>less</u> <u>work</u> <u>and</u> <u>germs</u>.</p> <p>Ask: "What responsibility will the family have now?  How can you help?"</p> <p>Place a banker (man at desk in bank) and play money on the  table. Help pupils identify the man.  Guide them in understanding:  - that homes are expensive and that families usually borrow  money from the bank to pay for a house, and often to make improvements  - that the banker claims the property until the money is paid  - that this claim is called a <u>mortgage</u>.</p> <p>Explain that if the family could not keep up payments on the  house were run down, the banker could not sell the house and  return the money back; therefore, he, too, is happy the house is in good  condition and be glad to help the family with financial problems.</p>

TEACHING PROCEDURES

MATERIALS

Building inspectors and to evaluate the condition of the house after  
 e been made.

family  
 (See Instructo Products #132  
 and #149.)

e house.  
 gnizing the increased value of the property by presenting  
 the following:  
 ily be happier in this house?  
 such as:  
 ad to invite their friends to visit.  
 s work to keep the home pretty.  
 a healthier place in which to live because of freedom from rats  
 ibility will the family have now?  
 help?"

Flannel board and cut-outs:  
 banker  
 (Instructo Products #150)  
 play money  
 house (in good condition)

n at desk in bank) and play money on the flannel board.  
 the man.  
 rstanding:  
 expensive and that families usually borrow money from the  
 or a house, and often to make improvements  
 y claims the property until the money is repaid to the bank  
 is called a mortgage.  
 family could not keep up payments on the mortgage and the  
 wn, the banker could not sell the house and get all of the bank's  
 fore, he, too, is happy the house is in good condition and will  
 family with financial problems.

SKILLS

TEACHING PROCEDURES

Applying Information  
Previously Learned to the  
Solution of Practical  
Problems.

Formulating Statements and  
Questions.

Place a school (college) on the flannel board.  
Place a picture of someone who appears to be ill on the board.  
Add play money.  
Permit pupils to discuss the situations as ones requiring extra money.  
Guide pupils in discovering how a house in good condition, and the need for extra money could be related.

Use a game.

\*Give half of the class pictures of products or of situations which pupils think of possible services which could be required.  
Give the rest of the children pictures of persons who provide services.  
Ask pupils with a pictured product or situation to create a problem in the instance in which service is required, and to ask information about the service is needed.

Example:

My sink is stopped up.  
Whose service do I need?

My house is on fire.  
Whose service do I need?

Ask pupils with pictures of persons providing a service to role-play.

Example:

I am a plumber or I'm a plumber.  
You need my service.



TEACHING PROCEDURES

MATERIALS

lege) on the flannel board.  
 someone who appears to be ill on the board.  
 Discuss the situations as ones requiring extra money.  
 covering how a house in good condition, a friendly banker, and  
 a money could be related.

School or college student  
 Flannel-backed picture of one  
 who is sick  
 Play money  
 House (in good condition)

Pass pictures of products or of situations which will help the  
 possible services which could be required.  
 Use children pictures of persons who provide services.  
 Pictured product or situation to create a problem or describe  
 which service is required, and to ask information about whose

Pictures as:  
 sink  
 furnace  
 window  
 television  
 telephone  
 automobile  
 lost purse (on ground)  
 bookmobile

pped up.  
 do I need?  
 fire.  
 do I need?

plumber  
 glazer  
 TV repairman  
 telephone  
 lineman

ictures of persons providing a service to respond if they can help.

policeman  
 gas station attendant  
 mechanic  
 librarian  
 fireman  
 doctor

r or I'm a plumber.  
 ervice.

SKILLS	TEACHING PROCEDURES
<p>Interviewing and Reporting</p>	<p>Use pictures.</p> <p>Place cards with pictures of persons providing goods or services.            Ask pupils to consider:                some of the skills each must possess                different tasks performed by each person                tools used                who might need the service or product.</p> <p>Instruct pupils to select an occupation which they think they would like to be, and ask them to describe someone who can provide a simple explanation, and use questions in interviewing and reporting.</p> <p>Ask those reporting to tell something which they enjoy doing which is related to them in this kind of work.</p>
<p>Learning to Select Related Ideas of Value in Using a Classified Directory</p>	<p>Use real situations.</p> <p>Provide an opportunity for pupils to share actual problems, needs, and pictures suggestive of these.            Discuss pupils' interests and related services.</p> <p>Example: (Pupil indicates desire for a pet.)</p> <p>Elicit whether <u>any kind</u> of a pet is wanted or whether there is a <u>particular kind</u> of pet.            Determine whether <u>finances</u> must be considered.            Ask pupils to suggest a procedure which might "save steps" and time in finding out what is available.            Accept any reasonable answer.            Suggest, if necessary, the value of consulting the "Yellow Pages" directory or the classified section of the newspaper.</p>

TEACHING PROCEDURES

MATERIALS

res of persons providing goods or services in the pocket chart.

each must possess  
formed by each person

service or product.

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provide a simple explanation, and use questions cited for  
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o tell something which they enjoy doing which might be useful  
of work.

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of these.

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kind of a pet is wanted or whether there is a preference for a  
pet.

finances must be considered.

est a procedure which might "save steps" and aid them  
at is available.

able answer.

ary, the value of consulting the "Yellow Pages" of the telephone  
classified section of the newspaper.

Pictures of persons who provide  
goods or services:

painter  
bricklayer  
glazer  
fireman  
auto mechanic

(Refer to Peabody Language  
Development Kit. American  
Guidance Service, 1966)

Pocket chart

Transparency  
Grease pencil  
Overhead projector  
or

Pictures of pupil needs or wants  
Opaque projector

SKILLS

TEACHING PROCEDURES

Identifying Services  
Appropriate to Needs

Suggest that knowledge of words related to the item can be used to classified materials, or materials grouped under general headings.

Use questions to elicit classifications under which listings could be found.

For instance:

What kind of pet would you like?

Where can pets be purchased?

What are sources through which pets may be obtained without purchase?

List significant words, as: dog, pet shop, kennel, private family, Animal Rescue League, pound.

Ask pupils to select words which they would associate with specific pet — or potential pet ownership, if cost has been identified. List: dog, pet shop, kennel, Animal Rescue League, pound.

Select pages from the telephone directory where several of the words listed are used as headings.

Call attention to the fact that these words are in bold print and underlined.

Read, or select children to read, one or two listings under each heading.

Invite pupils to comment on the suitability of the service, as listed, to their needs.

Show classified columns from the newspaper and guide evaluation of these listings.

Acquaint pupils with any place in the newspaper where give-away items are listed.

TEACHING PROCEDURES

MATERIALS

of words related to the item can be useful when referring  
to, or materials grouped under general headings.

classifications under which listings could be found.

you like?

based?

through which pets may be obtained without cost?

dog, pet shop, kennel, private families, Animal Rescue

which they would associate specifically with the word  
ownership, if cost has been identified as a consideration —  
Animal Rescue League, pound.

phone directory where several of the words just identified

that these words are in bold print and are underlined.

to read, one or two listings under each heading presented.

on the suitability of the service, as listed, in light of

from the newspaper and guide evaluation of several of

place in the newspaper where give-aways might be

Classified telephone directory  
Classified section of newspaper —  
Dogs

Opaque Projector

SKILLS	TEACHING PROCEDURES																		
<p>Building Vocabulary Related to Services</p>	<p>*Suggest that pupils look over the <u>Yellow Pages</u> at home to find pictures and to discover how classes are arranged to aid them quickly.</p> <p>Provide opportunity for the children to share their findings.</p> <p>Continue to explore with children classified sections pertaining to areas of concern until pupils are able to establish relationships.</p> <p>Use pupil interests as a springboard for identifying other needs and associations.</p> <p>Examples:</p> <table border="0"> <tr> <td>Problems</td> <td>Vocabulary</td> </tr> <tr> <td>- a sick pet</td> <td>veterinarians</td> </tr> <tr> <td>- leaving a pet during a vacation</td> <td>kennel</td> </tr> <tr> <td>- pet grooming</td> <td></td> </tr> <tr> <td>- lost pet</td> <td>pound Animal Rescue</td> </tr> </table> <p>Present pictures related to children's concerns which have been previously introduced or pictures suggesting adult problems. Outline orally the specific need or desire. Provide headings found in a directory, as:</p> <table border="0"> <tr> <td>baby sitters</td> <td>insurance</td> </tr> <tr> <td>bicycles -- repairing</td> <td>music instruction</td> </tr> <tr> <td>day nurseries</td> <td>real estate</td> </tr> <tr> <td>exterminating</td> <td>social service or</td> </tr> </table>	Problems	Vocabulary	- a sick pet	veterinarians	- leaving a pet during a vacation	kennel	- pet grooming		- lost pet	pound Animal Rescue	baby sitters	insurance	bicycles -- repairing	music instruction	day nurseries	real estate	exterminating	social service or
Problems	Vocabulary																		
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exterminating	social service or																		



TEACHING PROCEDURES

MATERIALS

Students look over the Yellow Pages at home to note headings and discover how classes are arranged to aid readers in locating information. Opportunity for the children to share their findings. Work with children on classified sections pertinent to their areas of interest so pupils are able to establish relationships quickly. Use as a springboard for identifying other needs and for making new

Vocabulary  
veterinarians

during

kennel

pound

Animal Rescue League

related to children's concerns which have not already been discussed. Pictures suggesting adult problems. Identify a specific need or desire. Find information found in a directory, as:

insurance  
music instruction  
real estate  
social service organizations

pairing

Picture possibilities:

bicycle with sagging chain  
child at piano  
house for sale  
Father and Mother going out  
household pests  
house on fire  
family in need of assistance

SKILLS

TEACHING PROCEDURES

Developing Skill in Business  
Conversations - Requesting  
a Service

Using Conversation  
Appropriate to the  
Occasion

Ask pupils to select the heading which might include listings offered to meet each need pictured and described.

Start with easier more apparent situations.

Introduce harder concepts and vocabulary slowly using only one or two problems at this point.

Take time for discussion and encourage pupil contributions which clarify understandings about social service organizations and resources.

Use telephone conversations.

Use children's pictures which reveal a need for a service.

Discuss information which would be needed either in requesting service or asking for additional information.

Set up role-playing situations in which a child pretends to call for service.

Help pupils evaluate by assisting them in determining whether needed information was furnished; whether service would encourage continued patronage; whether service was requested courteously.

Use role-playing situations.

Provide hats for pupils or let them make their own.

Ask them to select a hat and put it on outside of the classroom.

Permit each to knock on the door.

Select volunteers to answer the door, greet the person, and carry on conversation appropriate to the nature of the caller's purpose as indicated by the caller's hat.



TEACHING PROCEDURES

MATERIALS

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 and described.

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ver the door, greet the person, and carry on a brief

te to the nature of the caller's purpose as indicated

Practice telephones

or

Teletrainer

Pictures drawn by children

Hats or other symbols to

represent services or visitor:

Gas man

Nurse

Electric man

Repairmen

Western Union

T.V.

messenger

Plumber

Policeman

Gardener

Visitor

Fireman

Doctor

Salesman

SKILLS

TEACHING PROCEDURES

Enriching Vocabulary  
Distinguishing between  
Fact and Fancy

Use a collection of nursery rhymes and picture books.

Review rhymes or stories so that pupils can recall what the story did to help or entertain others.

\*Help pupils decide on the section of the HELP WANTED column in which they might look in seeking a job.

Include characters and occupations such as the following:

- |                                    |                     |
|------------------------------------|---------------------|
| Pied Piper                         | exterminator        |
| Cinderella                         | domestics           |
| Snow White and the<br>Seven Dwarfs | miner               |
| Mike Mulligan                      | laborer             |
|                                    | construction worker |
| The Bremen Town Musicians          | musician            |
|                                    | detective           |
|                                    | watchman            |
|                                    | guard               |
|                                    | policeman           |
| William Tell                       | entertainer         |
|                                    | performer           |
| Hare and Tortoise                  | athlete             |
| Red Riding Hood                    | delivery girl       |

Help pupils determine whether applicants would be properly qualified for the occupations listed.  
Invite children to pantomime the actions of the story characters which correspond to the occupations listed.

Ask class members to use the occupational vocabulary as they discuss the story.

For instance:

The Pied Piper was a strange exterminator.

He used music to rid the town of rats.

In the story of the "Hare and the Tortoise", the athletes were matched.

TEACHING PROCEDURES

MATERIALS

rhymes and picture books.

so that pupils can recall what the story characters  
others.

section of the HELP WANTED column in which each  
job.

occupations such as the following:

exterminator  
domestics

miner  
laborer  
construction worker

sicians

musician  
detective  
watchman  
guard  
policeman  
entertainer  
performer  
athlete  
delivery girl

whether applicants would be properly qualified for their jobs.

time the actions of the story characters which suggest the

use the occupational vocabulary as they discuss the action.

as a strange exterminator.

rid the town of rats.

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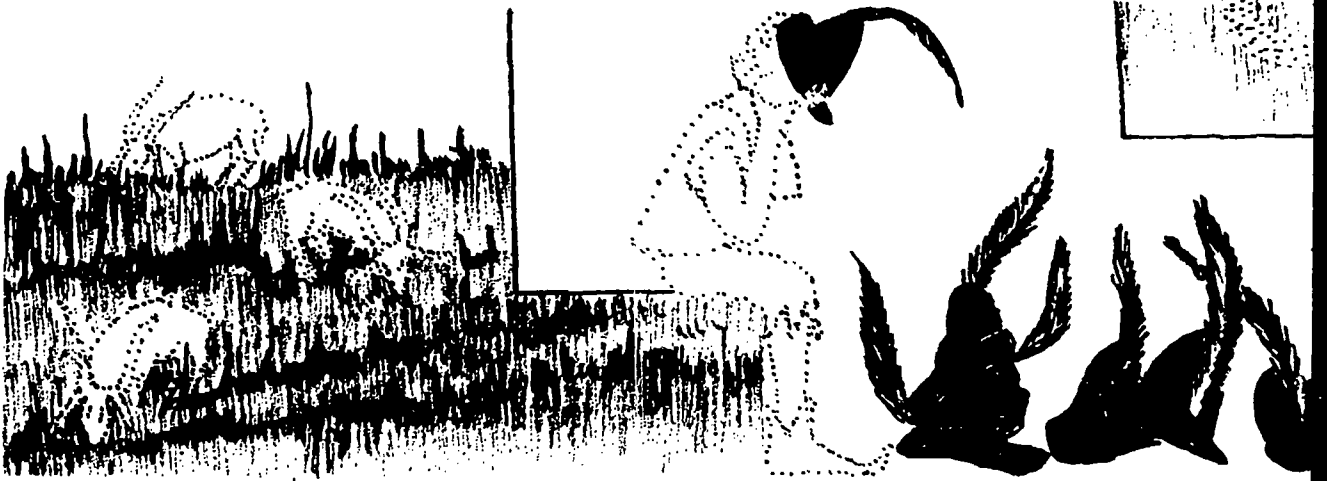
Collection of stories and fables, as:

Field Enterprises Educational  
Corporation. Childcraft, The  
How and Why Library. Vol. II,  
Chicago: 1964.

Arbuthnot, May Hill. Time for  
Fairy Tales. Scott, Foresman  
and Co., New York: 1952.

Arbuthnot, May Hill. Time for  
Poetry. Scott, Foresman and  
Co., Fair Lawn, New Jersey:  
1961. p. 24.

SKILLS	TEACHING PROCEDURES								
	<p>*Ask pupils to find names of companies, agencies, or persons i provide services indicated. Encourage use of personal knowledge, newspapers, or yellow telephone directory.</p> <p>Review the idea of a consumer as one who uses something wh made by producers. Have pupils recall the product which the following storybook make use of --</p> <table data-bbox="838 1439 1576 1625"> <tr> <td>Billy Goats Gruff</td> <td>grass</td> </tr> <tr> <td>Goldilocks</td> <td>food/furniture</td> </tr> <tr> <td>Bartholomew</td> <td>hats</td> </tr> <tr> <td>Emperor (Emperor's New Clothes)</td> <td>clothing</td> </tr> </table> <p>Ask pupils to suggest storybook characters who could be cons of -- bread, gold, shoes. Ask pupils to determine whether such talents could really exi</p>	Billy Goats Gruff	grass	Goldilocks	food/furniture	Bartholomew	hats	Emperor (Emperor's New Clothes)	clothing
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ING PROCEDURES

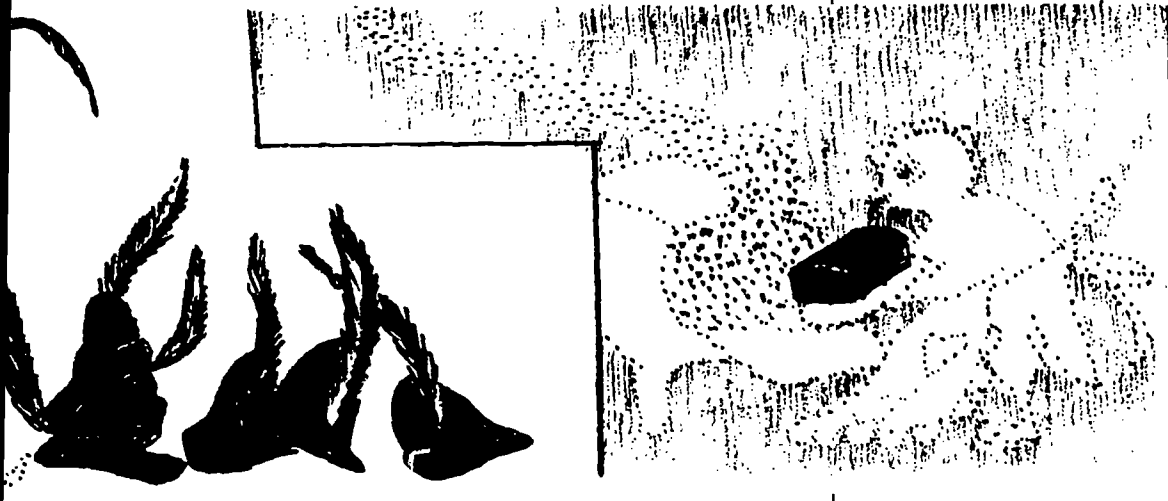
MATERIALS

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 edge, newspapers, or yellow pages of the  
 s one who uses something which is grown or  
 hich the following storybook characters would

grass  
 food/furniture  
 hats

clothing  
 characters who could be considered producers

such talents could really exist.



Building Conversation  
or Discussion Skill

Invite groups for "conversation breaks."  
Provide situations within which pupils can create conversation  
Examples: Interesting place visited during  
vacation  
a week-end  
last winter, spring, fall.

Problematic situations, as:  
What would you do if  
you found a wallet  
you saw some children having an argument  
you lost your lunch money  
you saw a broken bottle on the street  
you had a chance to meet your favorite star  
you were introduced to your favorite movie  
you received \$100?

Encourage children to draw on personal experiences to help them  
answers.

Stimulate the more thoughtful to consider the circumstances and  
solutions needed depending on the circumstances presented.

Provide a common background of experiences through the use of  
filmstrips, and stories from children's books.

Stimulate pupils to express their opinions about solutions found  
other possibilities.

Provide opportunities for pupils to participate in free discussion  
for which there are numerous points of departure.

Examples:  
Of what value are records?  
Why is the work of the police department so necessary?  
In what ways is our community dependent upon services  
education, or welfare?

SKILLS

TEACHING PROCEDURES

TEACHING PROCEDURES

MATERIALS

sation breaks."  
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 e records?  
 the police department so necessary?  
 community dependent upon services in health,  
 are?

For fanciful ideas, see  
 King, Marian. What Would You  
 Do....? New York: Van Rees  
 Press, 1962.

SKILLS	TEACHING PROCEDURES
Building Skills Useful in Questioning	<p>Evaluate pupils' ability to recognize cause and effect relations critically.</p> <p>Note those pupils who respond readily and those who must be helped.</p> <p>Write on the chalkboard a sentence, such as: On Tuesday, Mary was sick because she had a cold.</p> <p>Ask pupils to find the part of the sentence that tells <u>who</u>, and underline the word.</p> <p>Continue in the same manner asking pupils to identify parts that tell <u>where</u>, <u>why</u>.</p> <p>Repeat this with other sentences, if necessary.</p> <p>Use pictures.</p> <p>Determine pupil understanding of words or phrases that tell <u>where</u> by presenting pictures for pupils to study.</p> <p>Present an idea about the picture.</p> <p>Ask children to use the picture in order to supply additional information that will answer the question presented by the card displayed.</p> <p>Examples:</p> <p style="padding-left: 40px;">She saw three kittens----<u>where</u></p> <p style="padding-left: 40px;">The children had fun at the beach----<u>when</u></p> <p>Be sure pupils supply time or place <u>phrases</u>, not clauses.</p> <p>Ask children to explain any information which they had to draw from the picture.</p>
Developing Skill in Questioning	<p>Display new pictures with human interest appeal.</p> <p>Allow pupils to enjoy each picture and to feel free to ask questions which picture arouses.</p> <p>Remind pupils to consider <u>who</u>, <u>what happened</u>, <u>when</u>, <u>where</u>, <u>why</u>.</p> <p>Accept all questions, but help children recognize those which lead to discovery of significant information.</p> <p>Provide ample experience of this kind until questions reflect understanding and are presented readily.</p>
Using Given Ideas to Stimulate Further Thought	<p>Present interesting titles of unfamiliar but short stories or newspaper articles.</p>



TEACHING PROCEDURES

MATERIALS

recognize cause and effect relationships and to think  
 readily and those who must be drawn out.  
 sentence, such as: On Tuesday, Mary stayed at home  
 the sentence that tells who, and ask a pupil to  
 asking pupils to identify parts that explain when,  
 es, if necessary.  
 g of words or phrases that tell who, when, and  
 s for pupils to study.  
 ure.  
 e in order to supply additional information that  
 sented by the card displayed.  
 --where  
 the beach---when  
 place phrases, not clauses.  
 information which they had to draw from inference.  
 man interest appeal.  
 cture and to feel free to ask questions which the  
 o, what happened, when, where, why and how.  
 o children recognize those which lead to the  
 ormation.  
 this kind until questions reflect greater thoughtfulness  
 unfamiliar but short stories or captions from news

Pictures selected by the teacher  
which give an indication of:  
who  
when  
where

Cards:  
 who  
 when  
 where

Pictures with human interest  
 appeal  
 See Writing Section, pages  
 423-425.

Short stories  
 Selected news items

SKILLS

TEACHING PROCEDURES

Supplying Pertinent Information

Practicing Correct Usage of the Past Tense of the Verbs, Go, See, Is

Encourage pupils to formulate mental questions and answers anticipating what the story or article might be about.  
Suggest that pupils preface contributions with tentative phrases Maybe, Perhaps, Probably, Possibly, I imagine.  
Review highlights of the material and permit pupils to indicate captured ideas embodied in the story or article.



Interesting ideas not included in the actual material could be used in a class story patterned after the material reviewed.

Play tapes, read, or give orally specially prepared material if a significant idea has been purposely omitted.  
Note pupils who are able to perceive the need for additional information and can pinpoint the lack clearly enough to formulate a question about the desired facts.

Use pictures.

\*Distribute pictures which suggest a place or weather condition.  
Ask each pupil to study his picture and to consider either the place and the sight suggested by the picture.

Provide a pattern, such as the following:

Yesterday I went (to the farm)  
I saw (cows grazing in the pasture )

Yesterday it was (windy )  
I saw (a man looking startled as the wind blew away )

Evaluate pupils' comments in terms of:  
ideas and proper associations  
correct usage  
use of interesting words,

TEACHING PROCEDURES

MATERIALS

ulate mental questions and answers which will aid them in  
 story or article might be about.  
 ce contributions with tentative phrases, such as: I think,  
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 (to the farm)  
 (cows grazing in the pasture )  
 (windy )  
 (a man looking startled as the wind snatched his hat  
 away )

ents in terms of:  
 eociations

birds,

Taped information with signifi-  
 cant fact omitted and tape  
 recorder, or similar written  
 material for teacher's use.

Pictures of places and weather  
conditions and associated  
activities:

- |                   |        |
|-------------------|--------|
| farm              | rainy  |
| beach             | snowy  |
| city              | foggy  |
| ranch             | sunny  |
| camp site         | windy  |
| mountains         | stormy |
| garden            | hot    |
| rooms in a house  | cold   |
| special offices   | mild   |
| doctor's          | chilly |
| dentist's         |        |
| principal's       |        |
| special buildings |        |
| library           |        |
| museum            |        |
| monuments         |        |
| Capitol           |        |

SKILLS

TEACHING PROCEDURES

Recalling and Pantomiming  
Sensory Reactions to  
Specific Conditions

Use the same pictures or similar ones, and ask pupils to tell what they smelled.



Pupils' expressions about things seen (heard, smelled) in a place or on a particular kind of day may be combined to form a picture or word picture.

Use pictures.

Display, one at a time, pictures of places such as the beach, mountain, woodland, farm, city.

Ask pupils to participate in a game of pretend.

Assist pupils, who have visited each place, in sharing their experiences with others by providing guidelines which will elicit their response to the environment.

Example:

Say: "You're walking on the beach.  
It's a lovely day.  
The sun is shining.  
Feel it on your back; in your arms; on your face; in your hair.  
Smell the air.  
Feel the sand under your feet.  
It's beginning to rain.  
Feel it on your head.  
Feel it on your hand.  
It's raining harder.  
Find shelter.  
The rain has stopped.  
The air is chilly and it's becoming windy.  
Hurry into your cottage."

Select several pupils who really seem to relive being at the beach.  
Repeat the kinds of suggestions given previously.

TEACHING PROCEDURES

MATERIALS

es or similar ones, and ask pupils to tell what they heard;

sions about things seen (heard, smelled) in a particular  
particular kind of day may be combined to create a poem  
ure.

ne, pictures of places such as the beach, mountains,  
ty.

ipate in a game of pretend.

ave visited each place, in sharing their experiences with.  
g guidelines which will elicit their responses to the

walking on the beach.

ely day.

is shining.

n your back; in your arms; on your face; in your legs.

e air.

sand under your feet.

ning to rain.

n your head.

n your hand.

ng harder.

iter.

has stopped.

s chilly and it's becoming windy.

to your cottage."

is who really seem to relive being at the beach.

suggestions given previously.

Pictures:

beach

mountain

woodland

farm

city

SKILLS

TEACHING PROCEDURES

Using Spontaneous  
Communication to  
Create Roles and  
Relationships

Ask the rest of the class to note and to recall things they saw when they know the person was at the beach.  
 Present pictures of other locations.  
 Select groups to respond to fitting conditions for each place.  
 Select one child who clearly indicates response to such a situation.  
 Ask him to pretend he has just returned home and is anxious to talk about his experience.  
 Pretend to be Mother.  
 Keep the account moving by questioning.  
 Select children to act as the family.  
 Encourage them to participate actively in questioning or commenting.  
 Use situations repeatedly utilizing comments which stimulate pupils to recall:  
     where they are  
     weather conditions  
     how they feel  
     what they see, hear, smell, or taste  
     what they do, and why they do it.  
 Repeat until pupils sense kinds of experiences recalled and are able to describe them to others by calling the circumstances.  
 Provide opportunity for pupils to pantomime activities carried out in the rooms of the house.  
 Invite the class to guess the activity, and the room, and to indicate the action which helped them recognize the activity.  
 List words on the chalkboard, and later on a chart for pupil reference in their needed in written work.  
 Combine pantomimed activities by inviting several to act at once. Have each act out his chosen pantomime in the specific room.  
 Invite pupils to communicate with one another so that relationships are developed.  
 Evaluate extent to which each developed his role.

TEACHING PROCEDURES

MATERIALS

class to note and to recall things they saw which made them  
 was at the beach.  
 other locations.  
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 er.  
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 ed activities by inviting several to act at once, each carrying  
 ntomime in the specific room.  
 mmunicate with one another so that relationships are established.  
 which each developed his role.

Chart paper and felt pen

SKILLS	TEACHING PROCEDURES																
<p>Building Vocabulary to Indicate Groups</p>	<p>Use pictures.</p> <p>*Show pictures of sets or groups. Provide opportunity for pupils to give a special name for each group. Suggest the names of any groups with which pupils may be unfamiliar.</p> <table border="0"> <tr> <td>flock</td> <td>swarm</td> <td>tribe</td> <td>stack (pile)</td> </tr> <tr> <td>herd</td> <td>litter</td> <td>bunch</td> <td>string</td> </tr> <tr> <td>school</td> <td>pack</td> <td>cluster</td> <td>bundle</td> </tr> <tr> <td>covey</td> <td>army</td> <td>grove</td> <td>fleet</td> </tr> </table> <p>Ask pupils to formulate sentences about the pictures using the new words.</p> <p>Write each word on the chalkboard as it is used.</p> <p>Review words by having pupils read each word and find the appropriate picture for it.</p> <p>Ask pupils to find pictures of their own either from magazines or magazines provided for classroom use.</p> <p>Distribute word cards by permitting individuals to earn a card by finding a picture.</p> <p>Let each child with a word ask -- "Who has a <u>          </u> (group name on word card)?"</p> <p>Ask children with appropriate pictures to join the child. Ask children with pictures to formulate sentences using the new words.</p>	flock	swarm	tribe	stack (pile)	herd	litter	bunch	string	school	pack	cluster	bundle	covey	army	grove	fleet
flock	swarm	tribe	stack (pile)														
herd	litter	bunch	string														
school	pack	cluster	bundle														
covey	army	grove	fleet														



TEACHING PROCEDURES

MATERIALS

ps.  
 s to give a special name for each group.  
 ps with which pupils may be unfamiliar  
 e stack (pile)  
 th string  
 ster bundle  
 ve fleet  
 nces about the pictures using the new  
 board as it is used.  
 s read each word and find the appropriate picture  
  
 their own either from magazines at home or  
 ssroom use.  
 mitting individuals to earn a card by reading it.  
 ek --  
 ne on word card)?"  
  
 e pictures to join the child.  
 o formulate sentences using the new

Pictures with groups:

- sheep
- cattle
- fish
- ducks
- bees
- puppies
- wolves
- soldiers
- natives
- flowers
- berries
- trees
- books
- pearls
- sticks
- ships

Magazines for pupil use  
 Flash cards with words listed  
 above

SKILLS

TEACHING PROCEDURES

Naming Homonyms

Write elliptical sentences and ask children to complete.

Example: A group of puppies may be called a \_\_\_\_\_

Help pupils arrange new words in alphabetical order.

Ask the children to place each word on a separate page and to write each word in order to make a dictionary.

Suggest that sometimes words play tricks.

Show the picture of the dog and the dog food.

Say: "The dog ate eight cans of meat."

Ask pupils to tell what words sounded just alike.

Write the sentence on the chalkboard and have pupils read it.

Ask them to find the words which sound alike, to underline them, and to say whether the words look alike.

Tell pupils that such words are called homonyms.

Encourage pupils to tell any other words which they know that sound alike but do not look alike.

\*Show pictures which further help pupils discover homonyms.

List words and have children make illustrations of their own to show the meanings of the words.

Ask each child to label his picture with the appropriate homonym.

Provide time for oral sentences about the pictures.

Be sure children use the homonyms in their sentences.

\*Provide written exercises in which pupils must select the homonym and explain the meaning of the sentence.

TEACHING PROCEDURES

MATERIALS

sentences and ask children to complete.

group of puppies may be called a \_\_\_\_\_.

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n use the homonyms in their sentences.

n exercises in which pupils must select the homonym which fits  
f the sentence.

Manila art paper for  
dictionaries

Lined paper for words

Scissors

Paste

Picture of dog and eight cans  
of dog food

Pictures to suggest listed

homonyms:

ate	eight
bare	bear
blew	blue
cent	scent
fir	fur
flour	flower
for	four
hear	here
mail	male
meat	meet
one	won
pair	pear
red	read
right	write
road	rode
sea	see
son	sun
their	there
to	two
weak	week

## SKILLS

## TEACHING PROCEDURES

## Using Singular Possessives

Distribute word cards on which one homonym has been written among children who have been invited to come to the front of the room.  
 Distribute matching homonyms to children seated.  
 Ask the pupils seated to find their partners.  
 Have each partner give a sentence using his word.  
 Ask the class to write sentences for homonyms independently.

Tell pupils you have some friends, and each has something colorful.

Say: "Listen carefully.

Mary's ball is red."

Ask: "What did Mary have?" (a ball)

Repeat the sentence.

Ask a pupil to give the sound heard at the end of the word Mary's.

Ask the class to say the word being sure to incorporate the sound heard.

Have the class say the whole sentence -- Mary's ball is red.

Provide opportunity for several children to repeat the sentence.

Present new pictures.

Substitute My friend's, The boy's or The girl's for the name.

Repeat the procedure in order to begin to establish the habit of using singular possessives orally.

Distribute pictures in which the thing owned is cut out so that only the picture remains.

Ask children to select a color card from the pocket in back of the picture and to insert it so that the thing owned becomes a bright color.

Ask children to give sentences orally following the pattern.

Write the regular singular possessives used on the chalkboard.

Call attention to the apostrophe and its placement.

Ask questions which necessitate incorporation of singular possessives in answers.

ING PROCEDURES

MATERIALS

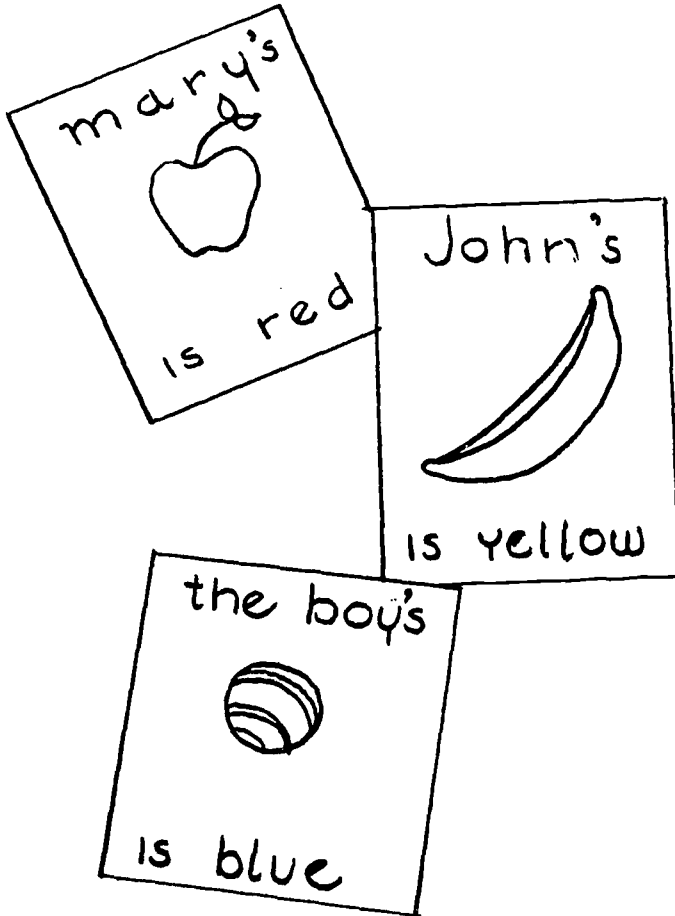
ne homonym has been written among children  
o the front of the room.  
o children seated.  
r partners.  
e using his word.  
or homonyms independently.  
s, and each has something colorful.

Word cards with homonyms

See also:  
White, Mary Sue. Word Twins.  
E. M. Hale and Co., Eau Claire,  
Wisconsin: 1961.


Use pictures in which the thing  
owned is highlighted,  
Color swatches

ball)  
rd at the end of the word Mary's.  
ng sure to incorporate the sound naturally.  
tence -- Mary's ball is red.  
children to repeat the sentence.



s or The girl's for the name.  
begin to establish the habit of using singular  
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rd from the pocket in back of the picture and  
ned becomes a bright color.  
rally following the pattern.  
essives used on the chalkboard.  
and its placement.

incorporation of singular possessives in

SKILLS	TEACHING PROCEDURES						
<p>Discriminating between Word Meanings</p>	<p>Examples:            What is your brother's name?            Who is your sister's teacher?            Whose pencil is this?            Be sure pupils use possessive nouns, rather than pronouns.</p> <p> Later help children learn and substitute appropriate pronouns.</p> <p>Provide sentences, as:            The <u>hat of the girl</u> is on the floor.            The <u>black dog of the boy</u> is running after him.            The <u>lunch which belongs to Bob</u> is not here.            Ask pupils to rewrite sentences using the singular pronouns.</p> <p>Use a game.</p> <p>Present words which have several meanings.            Place a list of these words on the chalkboard.            Invite pupils to pantomime meanings.            Ask the class to guess which word the child is suggesting and the meaning which the child is trying to show.</p> <table border="0"> <tr> <td>Example:</td> <td>Word</td> <td>Possible meanings:</td> </tr> <tr> <td></td> <td>scale</td> <td>climbing playing weighing scaling</td> </tr> </table>	Example:	Word	Possible meanings:		scale	climbing playing weighing scaling
Example:	Word	Possible meanings:					
	scale	climbing playing weighing scaling					

TEACHING PROCEDURES

MATERIALS

brother's name?  
 sister's teacher?  
 What is this?  
 Use possessive nouns, rather than pronouns at this time.

Children learn and substitute appropriate possessive

, as:

The girl is on the floor.

The dog of the boy is running after him.

The book belongs to Bob is not here.

Write sentences using the singular possessive.

Which have several meanings.

Write these words on the chalkboard.

Act out mime meanings.

Guess which word the child is suggesting and to give the

child is trying to show.

Word	Possible Action
scale	climbing playing a scale on the piano weighing, measuring scaling a fish

SKILLS	TEACHING PROCEDURES
<p>Naming Word Partners</p>	<p>base touching the bottom running to imaginary pretending to be a s on a base</p> <p>ruler using a device for c (measuring) giving orders which for a nation</p> <p>slip falling accidentally putting on a piece of writing on a piece of</p> <p>note writing on a piece of using musical symb piano or some oth instrument</p>
	<p>Give sentences including the words. Ask pupils to indicate meanings according to context.</p> <p>Use two sets of flash cards with words which pupils know. Include words in the second set which are synonyms of words but not arranged in matching order. Divide the class into two teams. Present words from set 1 to team 1, and words from set 2 to Explain: "A team member may win a card if he recognizes a If he wins two cards he must give the card to a team no card and be sure he knows the word. Alternate giving members of team 1 a chance and then membe chance to earn cards. (each from its own set)</p>



TEACHING PROCEDURES

MATERIALS

touching the bottom of something  
 running to imaginary baseball plates  
 pretending to be a soldier who lives  
 on a base

using a device for checking distance  
 (measuring)  
 giving orders which may have importance  
 for a nation

falling accidentally  
 putting on a piece of clothing  
 writing on a piece of paper

writing on a piece of paper  
 using musical symbols to play the  
 piano or some other musical  
 instrument

Flash cards  
Sample Word Partners:

happy	gay
branch	limb
artist	illustrator
rabbit	hare
sad	unhappy
old	elderly
meadow	pasture
smart	intelligent

ing the words.  
 meanings according to context.

ards with words which pupils know.  
 econd set which are synonyms of words in the first set,  
 natching order.

vo teams.  
 t 1 to team 1, and words from set 2 to team 2.  
 mber may win a card if he recognizes a word.  
 o cards he must give the card to a team member with  
 be sure he knows the word.  
 ers of team 1 a chance and then members of team 2 a  
 . (each from its own set)

SKILLS

TEACHING PROCEDURES

Explain, after each team member on both teams has a card, that the one on the first team has a word partner on team 2.  
 Let members on team 1 reread cards and ask, "Who is my word partner?"  
 Instruct the one on team 2 with the word which means about the same thing.  
 "I am."  
 \_\_\_\_\_ and \_\_\_\_\_ mean about the same thing.  
 Present the word synonym.  
 Review briefly by asking children to recall several synonyms.  
 Be sure pupils use the new word as they respond.

Provide sentences and ask pupils to replace underlined words with synonyms.



At first, it may be necessary to make the exercise multi-step.  
 Later, pupils may make their own substitutions.

Enriching Vocabulary

Place pictures showing the exterior and interior of an automobile.  
 can be seen easily by the class.  
 Display the samples of materials and give pupils a chance to inspect.  
 Ask the children to pretend that they are factory workers and, to name any material which might be useful in making any part of the automobile pictured.  
 List the names of the materials on the chalkboard as pupils indicate possible uses.

TEACHING PROCEDURES	MATERIALS																																																		
<p>member on both teams has a card, that each person word partner on team 2. reread cards and ask, "Who is my word partner?" 2 with the word which means about the same to respond, _____ mean about the same thing." m. children to recall several synonyms. ew word as they respond.</p> <p>ask pupils to replace underlined words with.</p> <p>necessary to make the exercise multiple choice. y make their own substitutions.</p> <p>the exterior and interior of an automobile so that they the class. materials and give pupils a chance to</p> <p>end that they are factory workers and, as such, which might be useful in making any part of the</p> <p>aterials on the chalkboard as pupils identify and</p>	<table border="0"> <tr><td>funny</td><td>humorous</td></tr> <tr><td>funny</td><td>amusing</td></tr> <tr><td>right</td><td>correct</td></tr> <tr><td>gentle</td><td>tender</td></tr> <tr><td>comfortable</td><td>content</td></tr> <tr><td>tired</td><td>weary</td></tr> <tr><td>delicious</td><td>lucious</td></tr> <tr><td>huge</td><td>gigantic</td></tr> <tr><td>huge</td><td>large</td></tr> <tr><td>huge</td><td>immense</td></tr> <tr><td>funny</td><td>comical</td></tr> <tr><td>shining</td><td>gleaming</td></tr> <tr><td>company</td><td>visitors</td></tr> <tr><td>air</td><td>atmosphere</td></tr> <tr><td>entertain</td><td>amuse</td></tr> <tr><td>present</td><td>gift</td></tr> <tr><td>less</td><td>fewer</td></tr> <tr><td>doctor</td><td>physician</td></tr> <tr><td>rich</td><td>wealthy</td></tr> <tr><td>argue</td><td>disagree</td></tr> <tr><td>pleased</td><td>delighted</td></tr> <tr><td>bush</td><td>thicket</td></tr> <tr><td>talent</td><td>ability</td></tr> <tr><td>fast</td><td>swift</td></tr> <tr><td>pretty</td><td>attractive</td></tr> </table> <p><u>Pictures of cars:</u> interior and exterior</p> <p><u>Samples of materials:</u> leather steel rubber plastic glass sponge</p>	funny	humorous	funny	amusing	right	correct	gentle	tender	comfortable	content	tired	weary	delicious	lucious	huge	gigantic	huge	large	huge	immense	funny	comical	shining	gleaming	company	visitors	air	atmosphere	entertain	amuse	present	gift	less	fewer	doctor	physician	rich	wealthy	argue	disagree	pleased	delighted	bush	thicket	talent	ability	fast	swift	pretty	attractive
funny	humorous																																																		
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shining	gleaming																																																		
company	visitors																																																		
air	atmosphere																																																		
entertain	amuse																																																		
present	gift																																																		
less	fewer																																																		
doctor	physician																																																		
rich	wealthy																																																		
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SKILLS

TEACHING PROCEDURES

Ask pupils to think of a way in which Father might use the s  
 Present the materials, one at a time, for closer inspection.  
 Encourage pupils to touch, pull, stretch, twist, or smell each  
 Ask pupils to give their own descriptives about the material  
 Associate the words elastic, pliant, and transparent with the  
and glass.  
 Let pupils determine whether any of the other materials poss  
 same qualities.  
 Invite a child to touch the oil.  
 Invite another to pour a bit of it on the piece of paper.  
 Guide pupils in using the word greasy to describe the smoo  
 of the oil and the stain made by it.  
 Guide pupils in noticing how the oil seems to be soaked into  
 Introduce the word porous as attention is called to the "hole  
 Invite a child to dip the sponge in water.  
 Ask: "What seems to happen to the water?"  
 Why do you think the paper seemed to soak up the oil?  
 Explain that the more easily materials take in liquids the m  
 Suggest that pupils experiment on their own to discover how  
 materials are.  
 Guide pupils in noting the different kinds of strengths of ma  
 toughness of leather, the hardness of steel, the hardness,   
 quality of glass.  
 Ask each pupil to read the name of each material listed.  
 Ask pupils to suggest a new word just learned which descri  
 Record the descriptive or descriptives by the name of the m  
 Have pupils read each descriptive word and suggest another  
 descriptive could apply.  
 Review words briefly through use of flash cards.

TEACHING PROCEDURES

MATERIALS

way in which Father might use the sponge.  
 one at a time, for closer inspection.  
 ch, pull, stretch, twist, or smell each item.  
 own descriptives about the materials.  
 stic, pliant, and transparent with the rubber, plastic,  
 whether any of the other materials possess any of the  
 ne oil.  
 bit of it on the piece of paper.  
 e word greasy to describe the smooth, slippery feel  
 made by it.  
 how the oil seems to be soaked into the paper.  
 us as attention is called to the "holes" in the sponge.  
 sponge in water.  
 happen to the water?"  
 the paper seemed to soak up the oil?"  
 easily materials take in liquids the more absorbent they are.  
 eriment on their own to discover how absorbent different  
 he different kinds of strengths of materials -- the  
 he hardness of steel, the hardness, but breakable,  
 he name of each material listed.  
 new word just learned which describes the material.  
 or descriptives by the name of the material.  
 descriptive word and suggest another material to which the  
 ly.  
 through use of flash cards.

oil  
 Basin of water  
 Piece of paper  
 Flashcards with the following  
words:  
 leather  
 steel  
 rubber  
 plastic  
 glass  
 sponge  
 oil  
 porous  
 absorbent  
 pliable (pliant)  
 elastic  
 transparent  
 tough  
 greasy



SKILLS

TEACHING PROCEDURES

Place materials on a table - leather, steel, plastic, rubber, oil.  
Blindfold a child and let him describe the object after handling it.  
Encourage him to use words learned in the previous lesson.

\*Ask pupils to bring in materials which they would describe as absorbent, elastic, transparent, greasy.

Ask pupils to explain for what the material might be used and why it makes it suitable.

Encourage pupils to bring in pictures showing uses to which the materials might be put.

\*Encourage children to find sources of leather, steel, rubber, sponge, and oil.

Guide pupils in making charts showing samples of materials and uses.

Review and invite further study by providing activities like the following:

Matching

transparent  
absorbent  
porous  
elastic  
tough  
lustrous

shining  
full of openings  
clear  
can take in water  
can stretch easily  
strong

TEACHING PROCEDURES

MATERIALS

table - leather, steel, plastic, rubber, oil.  
 let him describe the object after handling it.  
 e words learned in the previous lesson.

n materials which they would describe as pliant,  
transparent, greasy.  
 for what the material might be used and why its quality

bring in pictures showing uses to which the various  
 put.

o find sources of leather, steel, rubber, plastic, glass,  
 ng charts showing samples of materials, their sources,

ther study by providing activities like these.

Blindfolds for each child  
 participating  
 Samples of materials  
 previously indicated

Materials for making  
 charts

Matching

- shining
- full of openings
- clear
- can take in water
- can stretch easily
- strong

SKILLS

TEACHING PROCEDURES

Completions

1. \_\_\_\_\_ and \_\_\_\_\_ are both absorbent.
2. \_\_\_\_\_ is useful because it is elastic.
3. \_\_\_\_\_ and \_\_\_\_\_ are both porous.
4. \_\_\_\_\_ is a tough material made from the skin of \_\_\_\_\_.
5. \_\_\_\_\_ is a fine, lustrous material.
6. \_\_\_\_\_ is a transparent material.

These products come from

the earth	animals	



TEACHING PROCEDURES

MATERIALS

\_\_\_\_\_ are both absorbent.  
 \_\_\_\_\_ are both porous.  
 \_\_\_\_\_ are both elastic.  
 \_\_\_\_\_ are both porous.  
 \_\_\_\_\_ rough material made from the skin of an animal.  
 \_\_\_\_\_ fine, lustrous material.  
 \_\_\_\_\_ transparent material.  
 \_\_\_\_\_ from

	animals	plants

Word list of products:

- |          |        |
|----------|--------|
| aluminum | rubber |
| copper   | silk   |
| cork     | silver |
| cotton   | sponge |
| furs     | tin    |
| feathers | wood   |
| gold     | wool   |
| leather  |        |

SKILLS

TEACHING PROCEDURES

Products And Their Uses

1. List ten things which may be made of glass.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. List ten animals which are useful because of their fur.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. List ten things which may be made of leather.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

TEACHING PROCEDURES

MATERIALS

ses

which may be made of glass.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

s which are useful because of their fur.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

which may be made of leather.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SKILLS	TEACHING PROCEDURES
<p>Using the Sense of Touch to Build Vocabulary</p>	<p>Use scraps of material.</p> <p>Bring in or invite pupils to share spare materials of different textures. Cut into small portions so that each child has an opportunity to touch them. Organize materials in containers to facilitate their grouping. Select volunteers to finger material from one of the containers and describe it. at it.</p> <p>Ask each volunteer to suggest a word to describe the "feel" of the material. Accept pupil descriptions that are appropriate, but add a more accurate word if pupils are unable to find accurate descriptives.</p> <p>Distribute bits of material so that each child can associate a word with a texture. word describing it, and can possibly suggest new words.</p> <p>Write the best word or words on the chalkboard for the class to see. Continue with each container of samples.</p> <p>Provide materials for making a <u>Booklet of Softness</u>.</p> <p>Ask pupils to attach the piece of lined paper to one side of a piece of construction paper and to affix their scraps of material to the other half of the construction paper.</p> <p>Have the children number the scraps of material.</p> <p>Ask them to use lined paper to write descriptives for each material. (Numbers for materials and descriptives should correspond.)</p> <p>Encourage arrangement to make a colorful, attractive booklet.</p> <p>Help pupils understand that careful use of words can help others understand more accurately ideas or experiences which are being shared.</p>

## TEACHING PROCEDURES

## MATERIALS

...ils to share spare materials of different kinds of softness.  
 ...s so that each child has an opportunity to handle each thing.  
 ... containers to facilitate their grouping and distribution.  
 ...nger material from one of the containers without looking

... suggest a word to describe the "feel."  
 ...ions that are appropriate, but add a more exact word if  
 ... find accurate descriptives.  
 ...erial so that each child can associate the "feel" and the  
 ... and can possibly suggest new words.  
 ...er words on the chalkboard for the class to read.  
 ...ntainer of samples.  
 ...r making a Booklet of Softness.

...he piece of lined paper to one side of a folded piece  
 ...er and to affix their scraps of materials to the other  
 ...tion paper.

...mber the scraps of material.  
 ...d paper to write descriptives for each material.  
 ...erials and descriptives should correspond.)  
 ...ent to make a colorful, attractive booklet.  
 ...nd that careful use of words can help others picture  
 ...as or experiences which are being shared.

Balls of cotton - fuzzy  
 Velvet ribbon - velvety  
 Satin ribbon - smooth and soft  
 Feathers - feathery or downy  
 (dust mop, useful)  
 Absorbent cotton - fluffy  
 Commercial sponge - spongy

Separate containers for each  
 item listed above

Construction paper (approx.  
 9 x 11 1/2 )

Paste or rubber cement  
 and applicators  
 or stapler and staples  
 or yarn and needles

Lined paper, cut in half  
 (approximately 5 1/4 x 8 )  
 Pencils

SKILLS

TEACHING PROCEDURES

Building Substitutes  
for Said

Use pictures.

Display pictures of one or more persons speaking.

Ask: "What do you think the person pictured is saying?"

Allow numerous children to make suggestions as to what is being said.

Ask pupils to use the exact words which the person would use.

Let the class choose the word which seems most appropriate for the person pictured.

Ask the children giving the best suggestion to pretend that he is the person to speak just as the person would.

Let the class tell how the child spoke - whispered, shouted, teased, sighed.

Assist the class, whenever necessary, in finding fitting verbs.

List verbs on the chalkboard as they are presented.

Have pupils reread the whole list at the end of the lesson.

Help pupils realize that their new verbs can be used in place of said. The new verbs tell more accurately how the person spoke when he spoke.

Rewrite newly learned verbs on the chalkboard.

Ask various pupils to select a word to act out.

Ask the rest of the class to decide which verb most nearly reflects the way the person spoke.

Reading Quotations  
Expressively

Place direct quotations on a transparency and project for pupils to read. Call attention to the quotation marks surrounding the person's exact words. Help pupils understand that these marks will help them identify direct quotations quickly.

Ask pupils to look outside of the quotation marks to find the verb which helps them know how the person spoke.

Ask volunteers to keep this in mind and to read the quotation smoothly and expressively.

## TEACHING PROCEDURES

## MATERIALS

or more persons speaking.  
 the person pictured is saying?"  
 to make suggestions as to what is being said.  
 act words which the person would use.  
 word which seems most appropriate for the situation  
 the best suggestion to pretend that he is the person and  
 person would.  
 the child spoke - whispered, shouted, teased, complained,  
 ver necessary, in finding fitting verbs.  
 board as they are presented.  
 whole list at the end of the lesson.  
 their new verbs can be used in place of said; that  
 he accurately how the person spoke when he said something.  
 verbs on the chalkboard.  
 elect a word to act out.  
 s to decide which verb most nearly reflects the way  
 on a transparency and project for pupils to read.  
 notation marks surrounding the person's exact words.  
 that these marks will help them identify direct  
 de of the quotation marks to find the verb which  
 the person spoke.  
 this in mind and to read the quotation smoothly and

Pictures to suggest substitutesfor said:

whispered  
 shouted (yelled, screamed)  
 teased  
 complained (grumbled)  
 sighed (moaned)  
 begged (pleaded)  
 comforted (consoled)  
 instructed (explained to)  
 replied (answered) (remarked)  
 commented (remarked)  
 announced

Overhead projector

Transparency and grease pencil

SKILLS	TEACHING PROCEDURES
<p>Interpreting Pictures through Characterization</p>	<p>Provide opportunity for pupils to find direct quotations in stories. Stress the importance of reading quotations as expressively as possible.</p> <p>Make available pictures which suggest exciting moments. Guide pupils in a discussion of:  <ul style="list-style-type: none"> <li>what is happening, why</li> <li>reactions of those involved</li> <li>possible expressions of the people</li> <li>tone and quality of voice</li> <li>bodily movement.</li> </ul> Encourage volunteers to act out the situation as realistically as possible.</p>
<p>Using Creative Expression to Interpret News Events</p>	<p>Ask groups of children to be responsible for acting out news events and to characterize themselves to such characterization. Guide the class in evaluating whether presentations showed understanding of the problems. Evaluate by asking: "What words did the person use which indicated how he felt? How did the person's voice help to indicate his feelings?"</p>
<p>Building Vocabulary of Descriptive Words</p>	<p>Use pictures.</p> <p>Show pictures of persons who appear to be saying something. Ask children to tell how the person probably <u>felt</u> when he spoke. Accept any word which characterizes the person's mood, but if somewhat far-fetched, or less than obvious, ask pupils to explain why they chose the word. Suggest words when pupils' answers seem less than desirable.</p>



## TEACHING PROCEDURES

## MATERIALS

pils to find direct quotations in stories from their readers.  
Reading quotations as expressively as possible.

Basic readers

which suggest exciting moments.  
on of:

Exciting pictures within the  
realm of the children's  
real or vicarious experience

ived  
the people  
e

act out the situation as realistically as possible.

be responsible for acting out news events which lend  
acterization.

News item previously  
studied by pupils

ing whether presentations showed an understanding

at words did the person use which revealed best how  
erson's voice help to indicate his feelings?"

Word list useful in describing  
how one feels.

Pictures illustrating words:

who appear to be saying something.

he person probably felt when he spoke.

characterizes the person's mood, but if the word is  
or less than obvious, ask pupils to explain why they

happy	glad
delighted	silly
gay	jolly
merry	friendly

s' answers seem less than desirable.

SKILLS

TEACHING PROCEDURES

Building Concepts and  
Vocabulary  
(Substitutes for Walked)

Ask pupils to select a descriptive word, to consider a fit  
and to pantomime or characterize the mood suggested

Ask members of the class to determine which words could  
the pantomime or characterization.

Use pictures.

Place a picture (transparency) before pupils.

Guide discussion with questions, such as:

What is happening?

Why do you think the person is moving the way he is?

Who can move in the same manner?

Permit several pupils to pantomime the movement picture.

Write on the blackboard - w a l k e d.

Ask: "Can anyone think of a better verb which would tell  
what (name a class member) did?"

Help pupils with an appropriate word, if necessary.

Substitute the new word. Example: tiptoed

Guide pupils in giving a suitable meaning for the word su

Continue in the same manner with each picture.

Distribute new pictures with written sentence beginnings

When my sister played the piano, I \_\_\_\_\_

Ask each child to finish his sentence using one of the new  
part of his ending.



Providing sentence beginnings permits the use of p  
suggest action not actually shown, thereby offsett  
the child having to make an inference independent  
to select a fitting verb. It also provides a patter  
sentence structure.

## TEACHING PROCEDURES

## MATERIALS

descriptive word, to consider a fitting remark or reaction,  
characterize the mood suggested by the descriptive word.

ss to determine which words could be used to describe  
acterization.

rency) before pupils.  
uestions, such as:

person is moving the way he is?  
same manner?

o pantomime the movement pictured.

- w a l k e d.

of a better verb which would tell more accurately  
ass member) did?

ropriate word, if necessary.

. Example: tiptoed

suitable meaning for the word substituted.

manner with each picture.

with written sentence beginnings as:

ed the piano, I \_\_\_\_\_.

his sentence using one of the newly learned verbs as

ce beginnings permits the use of pictures which may  
not actually shown, thereby offsetting the necessity of  
g to make an inference independently as well as having  
ng verb. It also provides a pattern for interesting  
ture.

comfortable	satisfied
sad	depressed
unhappy	ill
sick	tired
sleepy	drowsy
lazy	angry
grumpy	sour
annoyed	

Pictures to suggest:

tiptoeing  
marching  
limping  
strutting  
trudging

(Transparencies and overhead  
projector may be used.)

Pictures for class distribution  
which require use of new  
words

SKILLS	TEACHING PROCEDURES
<p>Naming Verbs Which Denote Motion</p>	<p>Use a film, <u>Animals Move in Many Ways</u>.</p> <p>Ask pupils to listen to recall verbs which describe how the animals move. Encourage observation of the size of animals being described. Guide pupils in noting that smaller flying things <u>flutter, flap</u>; larger ones <u>soar and glide</u>; animals close to the ground <u>run, crawl, glide, inch along, leap</u>; animals with long, slender legs <u>gallop</u>.</p> <p>Record, after viewing, words recalled by pupils.</p> <p>Ask: "Which words usually indicate <u>fast</u> motion? (Slow? <u>slowly</u> motion?)</p> <p>Which words do we usually associate with <u>large</u> animals? (Small?)</p> <p>Invite pupils to pretend to be animals and to bring out through their actions which describes the movement.</p> <p>Ask pupils to recall the animal that fits the action word.</p>
<p>Selecting Adjectives to Indicate Movement</p>	<p>Use pictures.</p> <p>Explain that often we use action words (verbs) to make adjectives. Provide examples: <u>the slithering snake</u>; <u>darting hummingbird</u>.</p> <p>Guide pupils in looking at the verbs from their chart, in relation to the animal seen during the film or on television, and in coming up with a way suggested. (gallop - horse = galloping horse)</p> <p>Show pictures of animals in motion.</p> <p>Ask pupils to move as they think the animals move.</p> <p>Invite pupils to give <u>new</u> adjectives to describe the animal.</p> <p>Suggest words to increase vocabulary when possible.</p> <p>Provide phrase cards, and call on individuals to read.</p> <p>Display phrases, and invite pupils to build oral sentences and identify them and add new <u>verbs</u> to the list of words denoting movement.</p>

TEACHING PROCEDURES

MATERIALS

Move in Many Ways.

to recall verbs which describe how the animals move.  
 on of the size of animals being described.  
 g that smaller flying things flutter, flitter, and dart;  
 and glide; animals close to the ground ripple, slither,  
leap; animals with long, slender legs gallop, bound, leap.  
 g, words recalled by pupils.  
 usually indicate fast motion? (Slow? Smooth and easy  
 to we usually associate with large animals?"

end to be animals and to bring out through pantomime a word  
 e movement.  
 the animal that fits the action word.

use action words (verbs) to make adjectives.  
 the slithering snake; darting humming birds.  
 ng at the verbs from their chart, in recalling an  
 of the film or on television, and in combining words in the  
 gallop - horse = galloping horse)  
 mals in motion.  
 s they think the animals move.  
 (new adjectives to describe the animal movement.  
 rease vocabulary when possible.  
 s, and call on individuals to read.  
 d invite pupils to build oral sentences around them.  
 d new verbs to the list of words denoting motion.

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

Film:  
 897 Animals Move in Many  
Ways

Chart paper and felt pen for  
 recording new words for  
 later reference

Chart with verbs of motion

Picture suggestions:  
 flitting birds  
 scurrying mice  
 waddling ducks  
 lumbering elephants  
 strutting rooster  
 soaring eagles  
 leaping frogs  
 rippling caterpillar  
 charging lion

Cards with the descriptive  
 phrases above

SKILLS

TEACHING PROCEDURES

Using a Pattern to Structure  
More Interesting Sentences

Use pictures.

Show pictures where movement is in evidence.

Ask: "What is the plane doing?"

Accept single words and record them on the board.

Example:

planes - flying, zooming, roaring, speeding, soaring, gliding

car - going, speeding, creeping, inching along, sliding

animal - playing, running, jumping, eating, bounding, galloping

trotting, hopping, crawling, slithering, inching

gliding, leaping, swimming, darting, flying, soaring

climbing, scurrying, lumbering

flowers - bobbing, waving, standing, blowing

wind - blowing, raging, humming, roaring

water - dripping, splashing, spurting, flowing, falling

leaves - falling, blowing, trembling, waving

Present a picture of someone who appears to be looking at

Use words, such as: I think, Maybe, Perhaps, Probably,

I imagine, It's possible that, Possibly



If pupils are not accustomed to using such words when  
inferential or interpretive thought, provide a specific  
presenting the words above.

Say:

"Perhaps this girl is looking at a field

daffodils bobbing in the breeze."

Let a puppet say:

"Maybe the boy is looking at birds

forth with bits of string and straw"

TEACHING PROCEDURES

MATERIALS

movement is in evidence.  
 "What are they doing?"  
 and record them on the board.

blowing, roaring, speeding, soaring, gliding  
 creeping, inching along, sliding, moving  
 running, jumping, eating, bounding, galloping, racing,  
 hopping, crawling, slithering, inching along, creeping,  
 leaping, swimming, darting, flying, soaring, walking,  
 scurrying, lumbering  
 waving, standing, blowing  
 raging, humming, roaring  
 splashing, spurting, flowing, falling  
 howling, trembling, waving

someone who appears to be looking at something.  
 I think, Maybe, Perhaps, Probably,  
 I imagine, It's possible that, Possibly

not accustomed to using such words when presenting  
 interpretive thought, provide a specific time for  
 words above.

"Perhaps this girl is looking at a field of yellow  
 daffodils bobbing in the breeze."

"Maybe the boy is looking at birds darting back and  
 forth with bits of string and straw for a nest."

Suggested pictures to show

motion:

- plane
- automobile
- leaves
- other evidences of wind
- water
- animals



Pictures showing  
 animals in motion could  
 constitute one or several  
 lessons.

Pictures of persons looking at  
 something not shown  
 See page 35 Grade -  
 Kindergarten

Puppet

SKILLS	TEACHING PROCEDURES
<p>Developing More Skill in Structuring Sentences</p> <p>Understanding the Use of <u>But</u> to Give New Direction or <u>Turn of Thought</u></p> <p>Developing Powers of Visual Discrimination</p>	<p>Show a second picture revealing something which they have been viewing.</p> <p>Call attention to the way in which the new word was used.</p> <p>Provide other picture question and answer sets, and have pupils structure their sentences in the manner presented.</p> <p>Guide pupils to understand that the sentence pattern using <u>but</u> is longer, but more interesting.</p> <p>Help pupils realize that, when they are speaking or writing, using <u>but</u> length helps to make what is said more interesting.</p> <p>Use a filmstrip.</p> <p>Show the first frame of the filmstrip, <u>Differences</u>.</p> <p>Ask pupils to observe in order to find the ball which is different.</p> <p>Write: Three balls have curved designs, but one has a straight design.</p> <p>Invite a child to read the sentence for the class.</p> <p>Ask a member of the class to find and read just the part of the sentence which tells about the ball which is different.</p> <p>Call attention to the word <u>but</u> and its importance in changing the change of thought in the sentence.</p> <p>Ask a child to repeat the sentence and to use the picture to illustrate its meaning.</p> <p>Present the next frame.</p> <p>Ask pupils to observe carefully to find a difference between the two pictures.</p> <p>*Guide pupils in constructing one sentence utilizing <u>but</u> to describe the difference.</p> <p>Example: Three houses have shutters that are open, but one has a window with closed shutters.</p>



TEACHING PROCEDURES

MATERIALS

...ealing something which the girl was supposed to

...n which the new word was used to describe.

...stion and answer sets, and invite children to

...s in the manner presented.

...d that the sentence pattern which they have been

...e interesting.

...when they are speaking or writing, varying sentence

...at is said more interesting.

...e filmstrip, Differences.

...order to find the ball which is different.

...curved designs, but one has a straight line design.

...sentence for the class.

...ss to find and read just the part of the sentence that

...ch is different.

...d but and its importance in indicating the difference or

...sentence.

...sentence and to use the picture on the filmstrip to

...refully to find a difference.

...ing one sentence utilizing the word but when expressing

...s have shutters that are open, but one house has a

...n closed shutters.

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

Filmstrip:

2035 Differences



SKILLS	TEACHING PROCEDURES
<p data-bbox="309 1073 725 1220">Expressing Differences as to Color, Size, Design, Direction, Position, and Missing Parts</p> <p data-bbox="309 1823 630 1858">Listening for Details</p> <p data-bbox="309 1934 656 2006">Using <u>And</u> to Join Two Short Ideas</p>	<p data-bbox="869 1073 1732 1144">Follow this pattern for each frame being sure pupils use introduce the difference.</p> <p data-bbox="869 1149 1668 1185">Encourage observation from different points of view.</p> <p data-bbox="869 1204 1164 1239">Example: frame 3</p> <p data-bbox="1043 1263 1642 1299">Two doors have windows, but two don't.</p> <p data-bbox="1043 1304 1732 1375">Three doors are divided into two sections, but three sections.</p> <p data-bbox="1043 1380 1711 1416">One door has a curved top, but others don't.</p> <p data-bbox="869 1435 1732 1542">Permit pupils to use the filmstrip to point out the difference and formulate their sentences until the children are able to describe the differences without pointing.</p> <p data-bbox="869 1547 1732 1618">Encourage pupils to explain why it is important to pay close attention to information which they <u>hear</u> or <u>read</u> which follows the visual information.</p> <p data-bbox="869 1623 1732 1694">Suggest that pupils note and report instances outside of the filmstrip which they have become alert to change in thought because they have seen the difference.</p> <p data-bbox="869 1699 1732 1770">Suggest that pupils draw pictures illustrating these differences during spare time.</p> <p data-bbox="869 1775 1732 1799">Have the children use the pictures to help them report their observations.</p> <p data-bbox="869 1827 1732 1851">Present orally similar descriptive sentences from time to time.</p> <p data-bbox="869 1856 1732 1892">Ask pupils to listen carefully in order to illustrate differences.</p> <p data-bbox="826 1934 1190 1970">Use direct experiences.</p> <p data-bbox="869 1989 1732 2013">Whisper two directions to someone and ask him to carry them out.</p> <p data-bbox="869 2030 1307 2065">Example: Open the drawer.</p> <p data-bbox="1043 2070 1367 2106">Put the pencil inside.</p>

TEACHING PROCEDURES

MATERIALS

For each frame being sure pupils use the word but to  
reference.

on from different points of view.

ers have windows, but two don't.

doors are divided into two sections, but one door has  
sections.

r has a curved top, but others don't.

Use the filmstrip to point out the differences and to help them  
sentences until the children are able to visualize and construct  
pointing.

explain why it is important to pay close attention to the  
they hear or read which follows the word but.

note and report instances outside of the classroom in which  
alert to change in thought because they heard the word but.

draw pictures illustrating these differences in thought,

use the pictures to help them report such instances.

lar descriptive sentences from time to time.

carefully in order to illustrate differences in detail.

ions to someone and ask him to carry them out.

e drawer.

pencil inside.

SKILLS	TEACHING PROCEDURES
<p>Using <u>And</u> to Join Two Ideas when Two Persons Are Performing Different Tasks</p>	<p>Find a good book. Take it to someone in the room.</p> <p>Ask pupils to tell what they saw the person doing after each set of directions is given.</p> <p>Write: John opened the drawer. He put a pencil inside.</p> <p>Erase the word <u>He</u>, and replace it with the word <u>and</u>. Guide pupils in realizing that one person did two things; therefore we can join the two things <u>he did</u> by using the word <u>and</u>. Guide pupils in the oral construction of this kind of sentence.</p> <p>Provide activities for pantomime to give further practice.</p> <p>Examples: Peel a banana. Eat it. Pick up a piece of trash. Put it in the waste basket.</p> <p>Ask specific children to name the actions --peeled a banana ate it.</p> <p>Instruct the children to use <u>and</u> and form one sentence which includes both actions.</p> <p>Select <u>two</u> children. Ask them to pretend they are in the kitchen and ask each to perform different activities usually carried on in that room.</p>

TEACHING PROCEDURES

MATERIALS

d book.  
someone in the room.  
y saw the person doing after each set of  
rawer.  
side.  
eplace it with the word and.  
hat one person did two things;  
e two things he did by using the word and.  
onstruction of this kind of sentence.  
omime to give further practice.  
a. Eat it.  
ce of trash. Put it in the waste basket.  
ame the actions --peeled a banana  
ate it.  
se and and form one sentence which includes both actions.  
are in the kitchen and ask each to pantomime two  
lly carried on in that room.

## SKILLS

## TEACHING PROCEDURES

Ask members of the class to tell what each child did.

Example: Mary cooked.  
Helen washed the dishes.

Write these sentences on the board.

Guide pupils in realizing the value of using the word and to incorporate thought in a single sentence. Mary cooked, and Helen washed the dishes.  
Call attention to the need for a comma in this sentence which tells about the actions of two different persons.

Ask: "Which are better—longer sentences or shorter ones?"

Guide pupils in realizing that variety in length of sentence helps make speech or writing more interesting.




Sometimes but is needed. Determination of whether but or and is used in such sentences depends on the purpose -- that is, whether similarities or differences are being pointed up.

Use direct experiences.

Provide some stimuli which will cause a child or children to respond.

Examples:

Ask a question.  
Throw a ball to someone.  
Beckon to someone.  
Give someone a piece of candy.  
Smile at a child.  
Whisper a direction to a child.

TEACHING PROCEDURES	MATERIALS
<p>1 what <u>each child did</u>.</p> <p>Shes.</p> <p>ard.</p> <p>ue of using the word <u>and</u> to incorporate the same Mary cooked, and Helen washed the dishes. comma in this sentence which tells about actions</p> <p>r sentences or shorter ones?"</p> <p>ariety in length of sentence helps make what is ng.</p> <p>Determination of whether <u>but</u> or <u>and</u> should be depends on the purpose -- that is, whether s are being pointed up.</p> <p>ll cause a child or children to respond.</p> <p>omeone.</p> <p>ne.</p> <p>iece of candy.</p> <p>on to a child.</p>	 <p>Use various materials and techniques, such as: pantomimes by two children in other rooms; transparencies or pictures which show two persons engaged in activities similar in kind; transparencies or other pictures of two objects or two animals around which the kind of sentence being studied can be constructed.</p>

SKILLS	TEACHING PROCEDURES
<p>Using <u>And</u> to Describe Action Which Follows Other Action</p>	<p>Ask the class to describe first what the teacher did, then how the teacher did it.</p> <p>Example: Mrs. Brown called John. He went to her desk.</p> <p>Write the sentences, then use <u>and</u> and make a compound sentence.</p> <p>Help pupils understand that the meaning of the single compound sentence is <u>the same as</u> that of the two sentences.</p> <p>Use big pictures of experiences within the child's understanding.</p> <p>Encourage pupils to study pictures and to decide what came <u>before</u> and what <u>made</u> the activity in the picture possible.</p> <p>Example: a boy buying an ice cream cone</p> <p>Set a pattern for children, if necessary, by suggesting a logical order.</p> <p>Example: Father gave John a dime, and he bought an ice cream cone.</p> <p>Encourage others to create their own explanations.</p> <p>Be sure children follow the pattern of using the word <u>and</u> when joining two actions, one of which preceded another's action which preceded the action pictured.</p>
<p>Joining Two Short Sentences</p>	<p>Use the overhead projector.</p> <p>Provide pairs of sentences, such as:</p> <p>John found a kitten. He took it home.</p> <p>Mary answered the telephone. Helen answered the doorbell.</p>



TEACHING PROCEDURES

MATERIALS

Describe first what the teacher did, then how the child reacted.  
 A boy named John.  
 He went to her desk.  
 Then use and and make a compound sentence.  
 Understand that the meaning of the single compound sentence is  
 the same as the two sentences.  
 Use experiences within the child's understanding.  
 Study pictures and to decide what came before which  
 in the picture possible.  
 Drawing an ice cream cone  
 Children, if necessary, by suggesting a logical explanation.  
 Give John a dime, and he bought an ice cream cone.  
 To create their own explanations.  
 Follow the pattern of using the word and when including  
 which preceded the action pictured.  
 Projector.  
 Sentences, such as:  
 Ring the telephone.  
 Ring the doorbell.

Pictures of familiar  
 experiences

Overhead projector  
 Transparencies with pairs  
 of sentences which can be  
 combined with and or but

SKILLS

TEACHING PROCEDURES

Using Similes to Make Comparisons

Betty raised her hand.  
Mr. Brown called on her.

Ask pupils to combine the two sentences to make one sentence, in which there is no loss or change of meaning.

\*Give practice in recognizing different ideas in which but can be used to form sentences showing differences.

Present several pairs of sentences which provide pupils with an opportunity to indicate whether ideas can be joined through the use of and or but.

Use pictures and previous experiences.

Invite pupils to touch items included in a "touch box" during free time.

Show items in the box during a class session, and ask pupils to record how the things felt.

Present pictures which provide opportunities for making comparisons of touch.

Give a sentence with a simile in which as is used in making the comparison.

Ask children to form other such sentences.

Little Duck was as soft as fur.

The bubbles the children blew were as light as feathers.

The shovel of snow seemed as heavy as a ton of stones.

Her face was as smooth as satin.

Present several other pictures and sentences using comparisons of touch.

Provide ample time for discussion.

Ask pupils to tell the words repeated in each comparison.

\*Present a picture and ask pupils to write one sentence about the picture designated being sure to use a comparison, or simile, with as..... to point up what is said.

TEACHING PROCEDURES

MATERIALS

... hand.  
 ... ed on her.

... combine the two sentences to make one sentence,  
 ... no loss or change of meaning.

... recognizing different ideas in which but can be used  
 ... showing differences.

... pairs of sentences which provide pupils with an opportunity to  
 ... ideas can be joined through the use of and or but.

... previous experiences.

... each items included in a "touch box" during free  
 ... box during a class session, and ask pupils to recall  
 ... felt.

... which provide opportunities for making comparisons of  
 ... with a simile in which as is used in making the  
 ... form other such sentences.

... s as soft as fur.  
 ... e children blew were as light as feathers.  
 ... snow seemed as heavy as a ton of stones.  
 ... s smooth as satin.

... other pictures and sentences using comparisons other than  
 ... me for discussion.  
 ... the words repeated in each comparison.  
 ... and ask pupils to write one sentence about the part  
 ... g sure to use a comparison, or simile, with as..... as  
 ... is said.

Touch Box

Possible items:

feather  
 cotton  
 wooden block  
 fur  
 velvet  
 emory board  
 satin ribbon  
 heavy stone

Pictures: some suggestive

of touch box items;  
 others useful in making  
 comparisons other than  
 those based on touch

Suggestions for comparisons  
 for individual practice

.....as big as.....  
 .....as swift as.....  
 .....as quiet as.....  
 .....as tasty as.....

SKILLS	TEACHING PROCEDURES
	<p>Note any special talent along this line. Provide opportunity for self expression by suggesting comparisons for additional practice.</p> <p>Use pictures.</p> <p>Show one picture at a time. Read or give orally sentences about the picture.</p> <p>Example: The children romped <u>like playful kittens</u>.</p> <p>Ask questions, such as: Have you ever seen kittens playing? How did they look? What did they do? How do you know they were not trying to hurt each other?</p> <p>Explain: "The children in the picture are playing in much the same way as kittens. Comparing the children with kittens is a good way to describe how the children played. Most people have seen kittens play and they could easily imagine how the children looked when they played." Continue with other pictures and sentences containing similar comparisons using the word <u>like</u>.</p> <p>Help pupils understand comparisons and the effectiveness of comparisons. Ask pupils to provide orally comparisons for familiar actions. The children ran like _____ played like _____ sounded like _____</p> <p>*Invite the class to choose pupil comparisons which they feel best illustrated.</p>

TEACHING PROCEDURES

MATERIALS

t along this line.  
or self expression by suggesting comparisons  
ce.

.....as blue as.....  
.....as scratchy as.....  
.....as tired as.....  
.....as pleased as.....  
.....as easy as.....  
.....as difficult as.....

time.  
entences about the picture.  
en romped like playful kittens.  
s:  
n kittens playing?

Pictures:  
children romping  
any pictures of children's  
experiences around which  
meaningful similes can be  
built

hey were not trying to hurt each other?  
ren in the picture are playing in much the same way.  
g the children with kittens is a good way to emphasize  
children played. Most people have seen kittens at play so  
easily imagine how the children looked and acted."

ictures and sentences containing similes formed with the

ed comparisons and the effectiveness of their use.

orally comparisons for familiar actions, as:

like \_\_\_\_\_.  
ed like \_\_\_\_\_.  
led like \_\_\_\_\_.

ose pupil comparisons which they feel could be well

Materials for making  
illustrations

SKILLS

TEACHING PROCEDURES

Arranging Ideas, Visually Presented, to Create a Story

Write sentences identified on the chalkboard.  
Ask members of the class to illustrate any one of the sentences.  
Evaluate in terms of the extent to which pupils capture the meaning by the figurative language.



Later help pupils find interesting verbs which further point comparison.

Use pictures.

Place before the children, in no particular order, a series of related pictures which could tell a story.

Provide opportunity for pupils to study pictures carefully.  
Ask the children to suggest what must have occurred first, second, etc.  
Ask several children to create a story around the pictures.



Ideas may be as simple as the ideas expressed directly in the pictures or as interesting as the child's imagination can make them.

Invite one child to retell the whole story.  
Select pupils to pantomime actions of the main characters while the story is being retold.  
Select a new group of pupils to act out the parts of the story adding details.

Use pictures.

Display one picture. Allow a brief period for class discussion of the picture.

Creating Situations Occurring Prior to or Following a Given Pictured Idea

TEACHING PROCEDURES

MATERIALS

identified on the chalkboard.  
The class to illustrate any one of the sentences.  
of the extent to which pupils capture the meaning suggested  
language.  
pupils find interesting verbs which further point up the  
children, in no particular order, a series of related pictures  
story.  
y for pupils to study pictures carefully.  
to suggest what must have occurred first, second, and so on.  
en to create a story around the pictures.  
e as simple as the ideas expressed directly in the pictures  
sting as the child's imagination can make them.  
retell the whole story.  
antomime actions of the main characters while the story is  
o of pupils to act out the parts of the story adding the dialogue.  
e. Allow a brief period for class discussion of it.

About 5 pictures which can be  
woven into a story  
(Objects can also suggest  
story direction.)

See sample picture on next  
page.

SKILLS	TEACHING PROCEDURES
	<p>Give two sentences, one of which tells what happened <u>before</u></p> <p>Example:</p> <p style="padding-left: 40px;">Billy picked up an old stick and hurled it down the street. In less time than it takes to tell Buck retrieved it and ran.</p> <p>Ask pupils to explain in their own words what took place <u>before</u>. Repeat the first two sentences, and add a sentence which describes what occurred <u>after</u> the one pictured.</p> <p style="padding-left: 40px;">Billy picked up an old stick and hurled it down the street. In less time than it takes to tell Buck retrieved it and ran. <u>"Good boy!" said Billy taking the stick and playfully shaking it.</u></p> <p>Ask pupils to tell what they envisioned <u>after</u> Buck returned. Repeat such experience, if pupils need it. Gear listening vocabulary to pupils' level. Stimulate pupils to use their imaginations in creating first sentences <u>an after</u> for a new picture. (Pantomime of action preceding and following is a valuable device to simplify explanations.)</p> <p>Use pictures.</p> <p>Display several pictures. Ask pupils to study them and to be ready to describe what occurred and what occurred <u>after</u>.</p>



CHING PROCEDURES

MATERIALS

which tells what happened before the pictured activity.

ek and hurled it down the street.  
to tell Buck retrieved it and raced back to Billy.

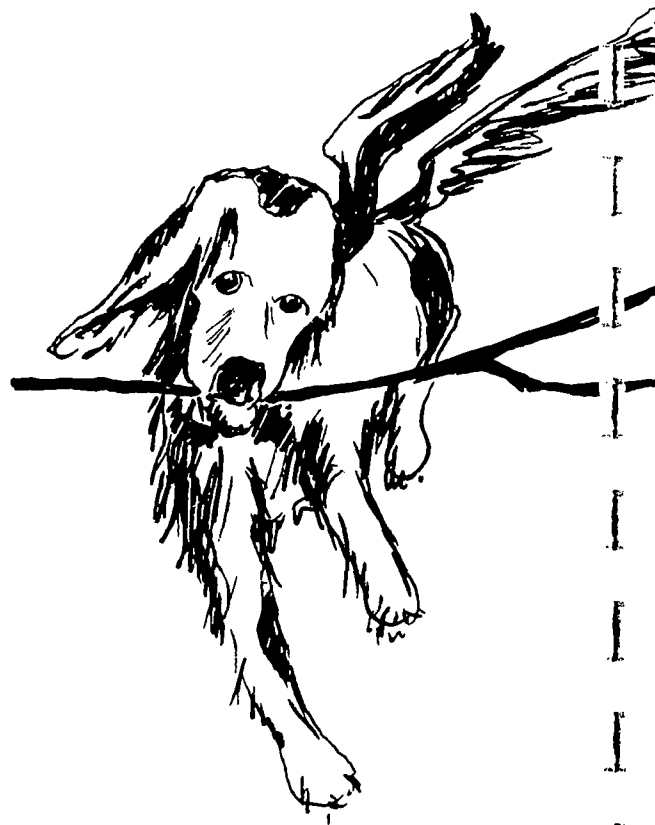
own words what took place before the pictured event.  
es, and add a sentence which describes an action  
ne pictured.

ek and hurled it down the street.  
to tell Buck retrieved it and raced back to Billy.  
aking the stick and playfully shaking Buck's head.

envisioned after Buck returned to Billy's side.  
upils need it.  
pupils' level.  
imaginations in creating first a before, and later,

ding and following is a valuable step which may

l to be ready to describe what occurred before



Pictures to be used singly  
for creation of three-  
sentence stories

SKILLS

TEACHING PROCEDURES

Creating Story Endings

Example:

Before  
speeding cars

Picture  
accident

After  
arrival of  
police and  
burnt food

sniffing air

someone rushing  
to stove

feeling full  
trying on

looking expectantly  
reading an  
advertisement  
inspecting new  
baseball mitts

a tasty dish  
someone going  
into a store  
a sunny day

playing ball  
friends

Use films, filmstrips, recording, or storybook.

Show or play the beginning.

Discuss the situation.

Discuss the characters.

Ask pupils to complete the story in terms of how characters would

Permit pupils first to draw and then tell their story endings.

Show or play the rest so that pupils can evaluate their own acuity  
solving and character delineation.

Creating Stories  
around a Specific Mood

Use music.

Play a record which suggests a definite mood.

Guide a conversation about how the music makes one feel.

Discuss situations which the mood could suggest.

Build a vocabulary related to mood and to one of the situations.

Encourage pupils to create a story which fits the music.

Encourage referral to and use of vocabulary list.

TEACHING PROCEDURES

MATERIALS

Picture  
accident

someone rushing  
to stove  
a tasty dish  
someone going  
into a store  
a sunny day

After  
arrival of reporters/  
police arriving on scene  
burnt food  
  
feeling full  
trying on a new dress  
  
playing ball with  
friends

Recording, or storybook.

Planning.

ers.

te the story in terms of how characters would probably behave.

o draw and then tell their story endings.

t so that pupils can evaluate their own acuity in problem-  
er delineation.

suggests a definite mood.

about how the music makes one feel.

hich the mood could suggest.

related to mood and to one of the situations.


create a story which fits the music.

o and use of vocabulary list.

Any story of everyday  
experiences with which  
the children are familiar

See:

Public Schools of the District  
of Columbia. Music Curriculum  
Guide 3-6. Washington, D.C.:  
Board of Education.

SKILLS	TEACHING PROCEDURES																																
<p>Creating a Story for a Film</p>	<p>Show a film without words.  Invite pupils to create word pictures to fit each frame.  Record the story, if pupils have aptitude in this kind of exp</p> <p> Familiar and unfamiliar stories on filmstrips are us  practice needed before attempts at more complicated</p>																																
<p>Using Pictures to Build Vocabulary for a Story</p>	<p>Use a picture.</p> <p>Select one picture which emphasizes either a place or wea  Ask pupils to tell as quickly as possible any sensory impre  picture elicits.</p> <p>Example:</p> <table border="0"> <tr> <td>wintry</td> <td>trees with snow-capp</td> </tr> <tr> <td>snowy</td> <td>ground covered with s</td> </tr> <tr> <td>traffic jam</td> <td>hazy</td> </tr> <tr> <td>skidding</td> <td>cold</td> </tr> <tr> <td>parking lights</td> <td>dim</td> </tr> <tr> <td>low beam lights</td> <td>stillness</td> </tr> <tr> <td>lines of cars</td> <td>a Jack Frost evening</td> </tr> <tr> <td>cautious drivers</td> <td>frosty evening</td> </tr> <tr> <td>a honking horn</td> <td>biting air</td> </tr> <tr> <td>snow-swept roads</td> <td>whisks of snow and ic</td> </tr> <tr> <td></td> <td>the road</td> </tr> <tr> <td>creeping traffic</td> <td>dusk</td> </tr> <tr> <td>well-spaced cars</td> <td>motorists on their wa</td> </tr> <tr> <td>street lights on</td> <td>homeward bound moto</td> </tr> <tr> <td>no pedestrians</td> <td>people driving home f</td> </tr> <tr> <td>glowing street lights</td> <td></td> </tr> </table>	wintry	trees with snow-capp	snowy	ground covered with s	traffic jam	hazy	skidding	cold	parking lights	dim	low beam lights	stillness	lines of cars	a Jack Frost evening	cautious drivers	frosty evening	a honking horn	biting air	snow-swept roads	whisks of snow and ic		the road	creeping traffic	dusk	well-spaced cars	motorists on their wa	street lights on	homeward bound moto	no pedestrians	people driving home f	glowing street lights	
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TEACHING PROCEDURES

MATERIALS

...s.  
 ...ord pictures to fit each frame.  
 ...ils have aptitude in this kind of experience.  
 ...miliar stories on filmstrips are useful for giving  
 ...efore attempts at more complicated storytelling.  
 ... emphasizes either a place or weather condition.  
 ...ckly as possible any sensory impression which the

- trees with snow-capped limbs
- ground covered with snow
- hazy
- cold
- dim
- stillness
- a Jack Frost evening
- frosty evening
- biting air
- whisks of snow and ice covering  
   the road
- dusk
- motorists on their way home
- homeward bound motorists
- people driving home from work

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

Film:  
 1029 Hunter and the Forest

Chart paper and felt pen  
 Tape and recorder

Pictures which clearly indicate  
 a place or weather conditions

SKILLS

TEACHING PROCEDURES

Composing a Group Story  
Organizing Ideas

Organizing Ideas  
Setting the Stage for  
Characterization

Record both simple and more intricate word pictures.  
Invite pupils to refer again to the picture and to suggest in one sentence what happened before the picture.  
Write the sentence representative of pupils' best efforts.  
Ask: "What probably occurred after the pictured scene.  
Leave space, and record this sentence below the other.  
Ask pupils to use any words or phrases from their list to help them write independently, three interesting sentences describing the picture, and telling what occurred between the beginning and end given.

Use pictures as story starters.

Display a picture.  
Question pupils to direct their thinking about characters, time, and action.  
Write best suggestions.  
Get suggestions in terms of what happens to main characters.  
Help pupils build a conflict or problematic situation.  
Guide pupils in finding a solution for the problem.  
Help pupils to end the story by summarizing and disposing of problems.  
Allow pupils to retell the whole story.  
Review steps taken in developing the story.  
Write these on a chart for pupils for reference during independent work.

Provide pretend situations.  
Ask pertinent questions which will help in story organization and development.


Pretend you are a king.  
Where would you live?  
Who else would be there?  
How would you treat them?  
How would they treat you?

TEACHING PROCEDURES

MATERIALS

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 refer again to the picture and to suggest in one sentence  
before the picture.  
 ce representative of pupils' best efforts.  
 bably occurred after the pictured scene.  
 d record this sentence below the other.  
 e any words or phrases from their list  
 rite independently, three interesting sentences  
 picture, and telling what occurred between the beginning  
  
 ory starters.  
 e.  
 to direct their thinking about characters, time, and place.  
 estions.  
 in terms of what happens to main characters.  
 d a conflict or problematic situation.  
 inding a solution for the problem.  
 nd the story by summarizing and disposing of problems.  
 retell the whole story.  
 ken in developing the story.  
 a chart for pupils for reference during independent writing periods.  
  
 situations.  
 uestions which will help in story organization and development, as:  
 are a king.  
 you live?  
 ould be there?  
 ou treat them?  
 hey treat you?

Lively, exciting, humorous pictures

SKILLS	TEACHING PROCEDURES
<p data-bbox="313 1328 559 1398">Creating Stories Independently</p> <p data-bbox="313 1776 677 1846">Using Dialogue to Make a Story More Effective</p>	<p data-bbox="910 1084 1394 1231">What would you do all day? How would you speak? What problems would you have? How would you solve them?</p> <p data-bbox="869 1236 1722 1305">Let the class create a story based on answers furnished. Provide time for dramatization.</p> <p data-bbox="869 1328 1784 1734">Display pictures which present an unusual situation. Help children recognize the different, unique, or bizarre qualities. Guide pupils in a brainstorming activity in which any answer is acceptable. Classify answers in terms of probable, possible, or impossible. Guide children in using skills previously developed in order to create a story--either about real activities or fanciful ones. Encourage each child to write the story as he wishes to develop it. Select a story with situations which lend themselves to dialogue. Let pupils act out. Encourage them to elaborate and bring greater depth to the story through their dialogue and characterization.</p> <p data-bbox="869 1776 1784 1996">Reread a child's story. Discuss points at which dialogue would add to the effectiveness of the account. Encourage each to find and add <u>bits</u> of dialogue to his story. Guide pupils in recording only <u>limited</u> dialogue which helps advance the story and helps to offset monotony.</p> <p data-bbox="809 2021 1784 2108"> Read numerous stories by well-known authors to illustrate dialogue, conversation, and to provide patterns for pupils to consult.</p>



TEACHING PROCEDURES

MATERIALS

all day?  
 ak?  
 uld you have?  
 ve them?  
 a story based on answers furnished.  
 matization.

ch present an unusual situation.  
 ize the different, unique, or bizarre quality of the situation.  
 instorming activity in which any answer is acceptable.  
 erms of probable, possible, or impossible.  
 ng skills previously developed in order to develop a whole  
 real activities or fanciful ones.  
 to write the story as he wishes to develop it.  
 tuations which lend themselves to dialogue.

laborate and bring greater depth to the story through  
 characterization.

ry.  
 ch dialogue would add to the effectiveness of the written

nd and add bits of dialogue to his story.  
 eding only limited dialogue which helps add color to the  
 offset monotony.

s stories by well-known authors to illustrate their use of  
 and to provide patterns for pupils to consider as they write.

Pictures presenting a  
 problematic situation  
 or surprising circumstance

Children's stories

SKILLS

TEACHING PROCEDURES

Encourage some pupils to substitute their favorite animals for the  
in the story.

Read the story so that pupils can recognize the humor developed  
are depicted doing the things people do.

Help pupils recognize that humor is related to the fact that animals  
equipped and have little need for doing such things.

Point to authors who utilize this technique, and stimulate children  
alert in finding examples of it for themselves.



Provide opportunities for pupils to suggest animal participat  
things which they do around the school or home. Invite pupil  
in this kind of writing to engage in it during free time.

TEACHING PROCEDURES

MATERIALS

ls to substitute their favorite animals for the characters  
t pupils can recognize the humor developed when animals  
he things people do.  
e that humor is related to the fact that animals are ill-  
ttle need for doing such things.  
utilize this technique, and stimulate children to be  
mples of it for themselves.

unities for pupils to suggest animal participation in  
ey do around the school or home. Invite pupils interested  
writing to engage in it during free time.

Ideas for situations around which  
to build animal activities:

- Play the piano.
- Write on the chalkboard.
- Sharpen a pencil.
- Give a report.
- Put on gloves.

The following pages include samples of lessons which can be used when pupils need drill with:

frequent patterns of conversation  
expressions of politeness  
intonation  
the verb to be  
the third person singular  
the past tense  
irregular verbs  
phrasing  
enunciation of troublesome words  
or troublesome sounds.

Older children, from Third Grade on, may build rules to accompany drills. Younger pupils can imitate the teacher without concern about rules of grammar.

SKILLS

TEACHING PROCEDURES



In structured lessons focus attention on the aspect under consideration. Do not try to correct all problems.

Practicing Patterns of Conversation

Using contracted forms in conversation  
Using the Present Tense of the Verb To Be with pronouns

I'm  
Are you

We're  
He's, She's  
They're

Use a tape.

Play a tape with frequently used greetings.  
Repeat the first conversation.  
Play the same portion again asking children to repeat answers all tape.  
Instruct pupils to imitate inflections used on the tape.  
Help pupils understand that we seldom speak in chorus—that speaking on tape was a procedure useful in providing everyone with an opportunity.  
Select two children to carry on the conversation without the tape.  
Evaluate the naturalness of the conversation.  
Follow the same procedure with the other conversations.  
Guide pupils in understanding that the last greeting is more appropriate with peers.

Use pictures.

Distribute pictures of places to about ten children.  
Ask each child to pretend that he is going to the place pictured.  
Structure this pattern for pupils to follow:  
I'm going to the Capitol.  
Where are you going?

Instruct each child with a picture to tell where he is going, when ask the next child the same question.

Use the same technique, but structure situations appropriate for conversational use of:  
Where are you going?  
We're going \_\_\_\_\_  
Where is he? (she)  
He's (She's) \_\_\_\_\_

TEACHING PROCEDURES

MATERIALS

ntly used greetings.  
 sation.  
 gain asking children to repeat answers along with the  
 te inflections used on the tape.  
 that we seldom speak in chorus-that speaking with the  
 usefult in providing everyone with an opportunity to practice.  
 carry on the conversation without the tape.  
 s of the conversation.  
 dure with the other conversations.  
 anding that the last greeting is more appropriately used

places to about ten children.  
 end that he is going to the place pictured.  
 for pupils to follow:  
 bitol.  
 g?  
 n a picture to tell where he is going, when asked, and to  
 same question.  
 e, but structure situations appropriate for developing

Tape-Suggested Conversations:

Hello!	Hi!
Hello!	Hi!
How are you?	How are you?
Fine, thank you.	Fine thanks.
Good-by.	Were you at _____
Good-by.	yesterday?
Good afternoon.	Yes, I was.
How are you?	I thought I saw
Fine thanks.	you
Good-by.	
Hi!	
How are you?	
Fine thanks.	
See you later!	

Pictures of familiar places

SKILLS	TEACHING PROCEDURES
<p>Using <u>It Is</u> and <u>It's</u></p>	<p>Where are they?  <u>They're</u>_____.</p> <p>Write contracted forms-I'm, you're, she's, he's, we're, the  Ask pupils, as each contracted form is written, to tell the t  contraction stands.</p> <p>Write the two words so that pupils may discover likenesses  Establish the fact that contracted forms are often easier an  use in friendly conversations.</p> <p>Help pupils realize that sometimes <u>you're</u> concerns one pe  it concerns more than one.</p> <p>Use a puppet.</p> <p>Introduce Mr. Glick to pupils.  Explain that you're frequently misplacing things, but that yo  very helpful.</p> <p>Use the following dialogue with Mr. Glick:  "Where's the ball?"  "There <u>it is</u>.  <u>It's</u> under the chair."</p> <p>Ask one-half of the class to repeat the teacher's question.  Ask the rest of the class to give Mr. Glick's answers.  Ask one-half of the class, one at a time, to place objects so  in the room. (Each of these children will later handle Mr.  Ask each child remaining to pretend that he misplaced the d  Mr. Glick for his help.</p> <p>Write <u>it is</u> and <u>it's</u> on the chalkboard.  Ask pupils to find the contraction, tell its meaning, how it's  value in speaking.</p>

TEACHING PROCEDURES

MATERIALS

forms-I'm, you're, she's, he's, we're, they're-on the chalkboard.  
 contracted form is written, to tell the two words for which the

so that pupils may discover likenesses and differences.  
 at contracted forms are often easier and more natural to  
 conversations.  
 that sometimes you're concerns one person, and sometimes  
 than one.

to pupils.  
 frequently misplacing things, but that you've found Mr. Glick

dialogue with Mr. Glick:  
 "I?"

air."  
 class to repeat the teacher's question.  
 class to give Mr. Glick's answers.  
 class, one at a time, to place objects somewhere within sight  
 (Each of these children will later handle Mr. Glick and talk for him.)  
 (Having to pretend that he misplaced the object and to ask  
 help.

on the chalkboard.  
 the contraction, tell its meaning, how it's formed, and its

Puppet

Small objects in the  
 classroom



SKILLS	TEACHING PROCEDURES
<p>Using <u>They Are</u> and <u>They're</u></p>	<p>Use pictures or objects.</p> <p>Ask pupils who did not handle the puppet in the previous various places in the room.</p> <p>Let those who have not had a chance to manipulate the puppet.</p> <p>Structure the conversation as follows:</p> <p style="padding-left: 40px;">"Where are my shoes?"</p> <p style="padding-left: 40px;">"There they are.</p> <p style="padding-left: 40px;">They're beside the desk."</p> <p>Continue in the manner suggested for using it's and it is.</p>
<p>Making Negative Responses</p> <p>(It Isn't)</p>	<p>Use a tape.</p> <p>Tape a conversation, such as:</p> <ul style="list-style-type: none"> <li>-Look in the top drawer and bring me my pen, please.</li> <li>-It isn't here.</li> <li>-Isn't it under the papers?</li> <li>-Oh, yes. Here it is.</li> <li>-Thank you.</li> <li>-You're welcome.</li> </ul> <p>Ask pupils to recall the response used when the person was asked for the pen.</p> <p style="padding-left: 40px;">- <u>It isn't here.</u></p> <p>Write this on the chalkboard.</p> <p>Ask pupils to tell what was said when the person found the pen.</p> <p>Write: "Here it is," on the chalkboard.</p> <p>Provide opportunity for the class to repeat "It isn't here" when requesting items <u>not available</u>, as: <u>Where's my kitten?</u></p> <p>Ask a pupil to recall the response which they will use as a response.</p> <p style="padding-left: 40px;">"There it is."</p> <p>Distribute pictures to one-half of the class.</p> <p>Place objects on a table corresponding to <u>some</u> of those on the pictures.</p>

## TEACHING PROCEDURES

objects.

did not handle the puppet in the previous lesson to place pairs in  
s in the room.

have not had a chance to manipulate the puppet to do so this time.

conversation as follows:

"my shoes?"

"are.

"side the desk."

the manner suggested for using it's and it is.

sation, such as:

"top drawer and bring me my pen, please.

"re.

"over the papers?"

"Here it is.

"come.

recall the response used when the person was unable to find the item.

"re.

the chalkboard.

tell what was said when the person found the pen.

"it is," on the chalkboard.

portunity for the class to repeat "It isn't here" several times by  
ems not available, as: Where's my kitten? Where's John's bicycle?

recall the response which they will use as they find something -

"

tures to one-half of the class.

on a table corresponding to some of those pictured in front of the room.

## MATERIALS

Pictures of pairs or  
small objects that come in  
pairs, such as:

- doll clothing
- boots
- shoes
- socks
- gloves
- earrings
- mittens

Taped conversation  
Tape recorder

Pictures of objects  
(enough for at least  
one-half of the class)

Actual objects (to represent  
about 8 of the items pictured)

SKILLS

TEACHING PROCEDURES

Using It's Not

Instruct each child with a picture to ask one of the other children for an object suggested by this picture.

Instruct the pupil responding to look on the table, bring the item to the table and respond, "Here it is."

Encourage pupils to exchange courtesies, such as: Thank you and welcome.

Remind pupils to reply, "It isn't here," if they find that the item is not on the table.

Use the same conversation, but substitute, It's not here.

Have pupils decide whether the same idea was conveyed in the original conversation.

Have pupils identify the sentence which varies.

Redistribute pictures so that those previously making requests can follow directions.

Ask children to use the words - Here it is or It's not here.

Review the name given to two words joined to make a shorter word, contraction, if pupils have not studied this.

Write: It isn't here.

It's not here.

Ask two children to rewrite the sentences without using the contraction. It is not here. - It is not here.

Be sure the class notes that the sentences not only mean the same thing, they also say the same thing.

Ask two children to underline the two words originally joined. It is not here. - It is not here.

Help pupils discover that different words were joined to make the contraction. Help pupils realize that the contractions, therefore, do not mean the same thing.

TEACHING PROCEDURES

MATERIALS

ld with a picture to ask one of the other children to bring the  
 d by this picture.  
 l responding to look on the table, bring the item requested,  
 Here it is."  
 s to exchange courtesies, such as: Thank you and You're  
 reply, "It isn't here," if they find that the item requested is  
 conversation, but substitute, It's not here.  
 de whether the same idea was conveyed in the second  
 nify the sentence which varies.  
 tures so that those previously making requests have a chance to  
 ns.  
 ese the words - Here it is or It's not here.  
 e given to two words joined to make a shorter word or present  
 raction, if pupils have not studied this.  
 here.  
 here.  
 n to rewrite the sentences without using the contracted forms -  
 . - It is not here.  
 ss notes that the sentences not only mean the same thing, but  
 the same thing.  
 n to underline the two words originally joined.  
 e. - It is not here.  
 cover that different words were joined to make the contractions.  
 lize that the contractions, therefore, do not mean the same thing.

Same conversation included on  
 previous tape, but with  
 the sentence It isn't here  
 changed to It's not here.

Pictures of objects

SKILLS

TEACHING PROCEDURES

Substituting Needed  
Contractions

Present these contractions:

he's                      they're                      isn't  
she's                      it's                              aren't

Ask pupils to tell the two words for which each contracted

Help pupils use he's not, she's not, he isn't, and she isn't.

Ask: "Where is the book?"

Hold the book up.

Say: "Here it is."

Remove it.

Ask: "Where is it now?"

Call on individuals until both replies - It's not here and

Ask: "Where's Mary?"

Have her stand.

Say: "Here she is."

Send her out.

Ask the children to follow the same pattern, but to tell

Call on individuals until they use both she's not and she

Send a boy out.

Ask: "Where is Bill?"

See if pupils can handle the pattern.

Provide similar practice in order to attune pupils' ears to  
not; we aren't or we're not.

Use objects, pictures, and children to give practice.

Use pictures.

Distribute pictures of places to about ten children.

Ask each child to use the place pictured in his question.

Example: Were you at school yesterday?

Using Was and Were with  
the Pronouns I and You

Were you \_\_\_\_\_?

I was \_\_\_\_\_.

TEACHING PROCEDURES

MATERIALS

contractions:

they're            isn't  
it's                aren't

Call the two words for which each contracted form stands.

Use he's not, she's not, he isn't, and she isn't.

"Where is the book?"

"Look up.  
It is."

"Where is it now?"

Use individuals until both replies - It's not here and It isn't here - are given.

"Where's Mary?"

Stand.  
"She is."

Use children to follow the same pattern, but to tell about the girl.  
Use individuals until they use both she's not and she isn't.

out.

"Where is Bill?"

Use students who can handle the pattern.

Use pairs for practice in order to attune pupils' ears to they aren't or they're not or we're not.

Use pictures, and children to give practice.

Use pictures of places to about ten children.

Ask them to use the place pictured in his question.

"Were you at school yesterday?"

Classroom objects  
Pictures of children,  
animals, or things

Suggestions for pictures:

school            restaurant  
playground    laundromat  
home             barber shop  
theater          grocery store

SKILLS	TEACHING PROCEDURES
<p>Using</p> <p><u>I Was</u></p> <p><u>I Wasn't</u></p>	<p>Write the words <u>were you</u> on the chalkboard, and establish the fact that they are to use these words in each question.</p> <p>Ask children who received pictures to formulate their questions merely by patterning them after the one given as an example.</p> <p>Ask each child to give his picture to a friend so that that person can use the picture to structure a response, such as:</p> <p>Yes, <u>I was</u> at school.</p> <p>Be sure pupils incorporate the words, <u>I was</u> in the answer.</p> <p>Play a game.</p> <p>Distribute the same pictures to a group of children who have not handled them previously.</p> <p>Ask pupils not to expose their pictures.</p> <p>Select volunteers to ask</p> <p>"Were you at _____ yesterday?"</p> <p>Ask children with pictures to use them to determine whether their answer should be negative or affirmative.</p> <p>Establish the following pattern of response - Yes, <u>I was</u>. No, <u>I wasn't</u>.</p> <p>Ask the child to tell where he was if the child questioning him did not answer correctly.</p> <p>Be sure pupils understand the contraction <u>wasn't</u>.</p> <p>Use a similar framework for establishing - <u>he was</u>, <u>she was</u>, <u>we were</u> and the corresponding negatives.</p>
<p>Using</p> <p><u>Does</u></p> <p><u>Doesn't</u></p>	<p>Ask three or four children, boys and girls, to find something which they like to use in a guessing game.</p> <p>Have those children each place the object selected on a table in back of the room.</p> <p>Ask the rest of the class to close eyes and face front until this has been done.</p>

ING PROCEDURES

MATERIALS

chalkboard, and establish the fact that pupils  
 question.  
 es to formulate their questions mentally,  
 ven as an example.  
 to a friend so that that person can use the  
 such as:  
 ords, I was in the answer.  
 group of children who have not handled  
 tures.  
 ay?"  
 them to determine whether their answer  
 e.  
 response - Yes, I was.  
           No, I wasn't.  
 s if the child questioning him did not guess  
 ntraction wasn't.  
 blishing - he was, she was, we were, they were,  
 s.  
 and girls, to find something which they would  
 he object selected on a table in back of the  
 e eyes and face front until this has been done.

Pictures of places of interest  
 in the city, as:  
 Capitol           art gallery  
 Monument       Zoo  
 museum           Constitution Hall  
 White House     Library of Congress

Pictures used in the previous  
 lesson

Table  
 Classroom objects



SKILLS

TEACHING PROCEDURES

Using Possessive Pronouns

Using A or An; Stressed  
or Unstressed The

Select a volunteer to guess which object belongs to which child and  
"Does this belong to you, Billy?"  
Instruct Bill to answer Yes, it does or No, it doesn't.  
Establish it does and it doesn't.

Write doesn't on the chalkboard.  
Ask members of the class to substitute words for which the contra  
Show pictures which are absurd.  
Ask: "Could this be?"  
Structure answers:  
    No, that could not be because  
        a bird doesn't swim  
        a bus doesn't walk.

Use the first part above, but structure the language to give practi  
possessive pronouns.  
Example: "Excuse me.  
    Is this yours, Bill?"  
    "Yes, that's mine. (No, it isn't mine.)  
    Thank you."

Use objects and pictures.

Display a surprise bag with items beginning with vowel sounds.  
Expose one item at a time stating naturally what the object is.  
Example:   an apple                      an onion  
            an egg                         an orange  
            an iron                        an umbrella  
Ask pupils to repeat in the same natural manner with no undue str  
Give a sentence telling how you use or would use an item or telling  
about an item.  
Example: I put on an apron when I help with the cooking.

TEACHING PROCEDURES

MATERIALS

guess which object belongs to which child and to ask:  
 "you, Billy?"  
Yes, it does or No, it doesn't.  
It doesn't.

chalkboard.  
 class to substitute words for which the contraction stands.  
 re absurd.

because  
 swim  
 talk.

ve, but structure the language to give practice in using  
 e.  
 s, Bill?"  
 s mine. (No, it isn't mine.)

g with items beginning with vowel sounds.  
 time stating naturally what the object is.  
 e            an onion  
             an orange  
             an umbrella

in the same natural manner with no undue stress on an.  
 g how you use or would use an item or telling something

an apron when I help with the cooking.

Absurd pictures, as:  
 a bird swimming  
 a squirrel sitting at  
     a table  
 a chicken resting  
     in a tree  
 a duck with an umbrella  
 a bear with a giraffe neck  
 a snake walking  
 a bus walking  
 an apple on a grape vine

Surprise bag with objects,  
such as:

apron	plastic foods
envelope	apple
eraser	egg
iron	onion
	orange
small umbrella	
earring	

toys (beginning)  
 with vowels)

## SKILLS

## TEACHING PROCEDURES

Allow pupils to select other items around which to build sentences.  
Write on the chalkboard the names of five things each of which begins with a different vowel.

Guide pupils in discovering that each word begins with a vowel.  
Have the vowel underlined.

Ask: "Can anyone give a rule for using the word an?"

What word do we use with words beginning with consonants?

Place pictures around the chalkboard ledge.

Ask pupils to name what is in the first picture and to listen to determine if they hear a vowel sound at the beginning of the name of the object.

Ask whether a or an is needed.

Place a on one side of the chalkboard, an on the other.

Have pupils classify all pictures in terms of whether they are used with a or an.

Ask pupils to say the name of the pictured item using a or an.

Be sure pupils use the unstressed, schwa pronunciation of the word an.

Help pupils realize that many more words begin with consonants than with vowels, therefore, a is used much more frequently than an, but it is important to use an when it is required.

Use an orange object.

Display an item that is orange in color.

Ask the children to tell what the object is.

Write on the board, "I have a (name of object)"; and ask the class to read the sentence.

Ask pupils to explain why a was used in the sentences.

Ask children to tell the color of the item; and write: "I have an orange (name of object)."

Have a child tell why an was used.

ING PROCEDURES

MATERIALS

ns around which to build sentences incorporating an.  
nes of five things each of which begins with a

Pictures; some of which  
begin with vowels.

each word begins with a vowel.

or using the word an?

words beginning with consonants?"

board ledge.

he first picture and to listen to determine whether

the beginning of the name of the object.

board, an on the other.

s in terms of whether they are used with a or an.

he pictured item using a or an.

sed, schwa pronunciation of the word a.

more words begin with consonants than with

much more frequently than an, but it is

required.

An orange item

in color.

he object is.

(name of object) ; and ask the class to read.

s used in the sentences.

of the item; and write: I have an orange

Ideas for matching exercise:

orange	egg
Easter	carrot
ice	cube
idle	boy

SKILLS

TEACHING PROCEDURES

Developing Skill in  
Smooth Phrasing

Using Expressions of  
Politeness

Write a list of adjectives beginning with vowels on one side of chalkboard.

Place a list of nouns which could be used with the adjectives on the other side.

Ask children to combine adjectives and nouns that could go together, and label being sure to use an.

Ask pupils to share pictures and read labels.

Emphasize the importance of smooth phrasing and proper stress.

Follow this with a similar exercise using adjectives, but involving the need for a or an.

Guide pupils similarly in using the (unstressed) and the (stressed).

Emphasize with pupils the need for using a and an, or stressed the, and phrasing smoothly.

Tape pupils' sentences as they read them.

Replay tape and ask the class to evaluate how smoothly pupils use proper stress.

Remind pupils to develop speech ears attuned to this during periods when there is speaking or oral reading.

Use a tape.

\*Play pre-taped conversations, such as:

Excuse me!

Yes, of course.

Is this the supply room?

Yes.

My teacher would like an eraser.

An eraser?

That's right.

Here you are.

Thank you.

You're welcome.

TEACHING PROCEDURES

MATERIALS

jectives beginning with vowels on one side of the  
 ns which could be used with the adjectives on the other  
 mbine adjectives and nouns that could go together, illustrate  
 eing sure to use an.  
 e pictures and read labels.  
 portance of smooth phrasing and proper stress.  
 similar exercise using adjectives, but involving discrimination  
 for a or an.  
 arly in using the (unstressed) and the (stressed).  
 pupils the need for using a and an, or stressed or unstressed  
 g smoothly.  
 nces as they read them.  
 sk the class to evaluate how smoothly pupils phrased and used  
 develop speech ears attuned to this during periods in which  
 g or oral reading.  
 nversations, such as:  
 ly room?  
 uld like an eraser.

excellent	paper
alarm	clock
elastic	headband
electric	heater
emerald	ring
empty	room
Eskimo	dog
oil	well
open	door

Tape and tape recorder

Pre-taped conversations  
 Tape recorder  
 Safe, non-breakable objects  
 which pupils can handle  
 Pictures suggestive of role-  
 playing activities in which  
 courteous expressions are  
 needed.

SKILLS	TEACHING PROCEDURES
<p data-bbox="328 1739 638 1811">Enunciating <u>Give Me</u> Clearly</p>	<p data-bbox="883 1073 1732 1251">Ask pupils to recall polite terms and responses used in Ask pupils to suggest other responses to <u>Excuse me</u> and (Certainly. Yes . May I help? Don't mention it. That' Call attention to the way in which the tone or voice carries politeness.</p> <p data-bbox="883 1256 1498 1292">Place numerous items on a supply table.</p> <p data-bbox="883 1294 1477 1330">Ask one child to "work" near the table.</p> <p data-bbox="883 1332 1256 1368">Send a pupil for an item.</p> <p data-bbox="883 1370 1732 1442">Suggest that the child disturb the one working in order to which he was sent.</p> <p data-bbox="883 1444 1732 1551">Permit freedom of conversational interchange, but ask for incorporation of courteous expressions, polite tones, and request for an item properly.</p> <p data-bbox="883 1554 1732 1625">Show pictures of situations requiring use of <u>Excuse me</u> children to role-play these.</p> <p data-bbox="869 1644 1732 1715">*Tape conversations which include words which are frequently <u>give me; let me; want to; going to.</u></p> <p data-bbox="883 1739 1546 1775">Example of taped conversation for <u>give me</u>:</p> <p data-bbox="927 1777 1295 1923">I don't have any paper. Please <u>give me</u> a piece. Thank you. You're welcome.</p> <p data-bbox="927 1946 1295 2018"><u>Give me</u> Please <u>give me</u> a piece.</p> <p data-bbox="883 2042 1732 2113">Ask children to practice saying the words and sentences. Encourage imitation of the intonation used on the tape.</p> <p data-bbox="883 2137 1732 2208">Continue the next portion of the tape allowing pupils to sentences:</p>

TEACHING PROCEDURES

MATERIALS

te terms and responses used in the conversation.  
 er responses to Excuse me and Thank you.  
 I help? Don't mention it. That's all right.)  
 in which the tone or voice carried a feeling of  
 n a supply table.  
 near the table.  
 sturb the one working in order to request the item for  
 ersational interchange, but ask the class to listen for  
 eous expressions, polite tones, and ability to restate the  
 ropriately.  
 ons requiring use of Excuse me and Thank you, and permit  
 these.  
 ch include words which are frequently poorly enunciated -  
 o; going to.  
 rsation for give me:  
 r.  
 ce.  
 ce.  
 e saying the words and sentences above.  
 the intonation used on the tape.  
 on of the tape allowing pupils to repeat the following



The Language Master can be used to provide individual practice needed to develop tonal quality.

Pre-taped conversations and drills  
 Tape recorder

Pictures of items which children could request



SKILLS

TEACHING PROCEDURES

Enunciating Words with  
the Th Sound Clearly

(Smaller children may not  
be ready for drill on  
the th sound.)

Please give me some cake.  
Give me a piece of chocolate cake, please.  
Give me the book, please.  
Please give me a hand. (figurative)  
Distribute pictures of items.  
Ask each child to use the words give me to request the pictured item.  
Display pictures.  
Pair children off.  
Review the dialogue previously suggested.  
Encourage pupils to use it as a pattern for requesting one of the pictures displayed.  
Distinguish between pupils who say the words correctly habitually and use them correctly during instructional periods.  
Use the language master to provide individual practice for those who need for more drill.

Provide numerous experiences which give drill on the th sound.

Examples:

Ask pupils to repeat the name of the pictured item and to raise hands begins like three.  
Use pictures, some of which begin like three.  
Give orally a number of words - thimble, third, face, thirty, ten, thin.  
Have pupils identify the words that are different.

Ask pupils to identify and explain the use of anything within the classroom.  
Guide pupils in using the words this or these when telling about objects which they can touch, and in using the words that or these when telling about objects out of reach.

TEACHING PROCEDURES	MATERIALS
<p>re.          plate cake, please.          e.          (figurative)          s.          words <u>give me</u> to request the pictured item.</p> <p>usly suggested.          as a pattern for requesting one of the pictured items</p> <p>who say the words correctly habitually and those who          g instructional periods.          o provide individual practice for those who evidence</p> <p>s which give drill on the <u>th</u> sound.</p> <p>me of the pictured item and to raise hands if it</p> <p>ch begin like <u>three</u>.</p> <p>ords - thimble, third, face, thirty, ten, thin.          erds that are different.</p> <p>explain the use of anything within the</p> <p>ords <u>this</u> or <u>these</u> when telling about objects          d in using the words <u>that</u> or <u>these</u> when telling          h.</p>	<p>Pictures, some beginning          like <u>three</u></p> <p>Words with <u>th</u> sounds          frequently mispronounced:</p> <p>this          that          these          those</p> <p>mother          father</p>

SKILLS

TEACHING PROCEDURES

Create role-playing situations in which pupils pretend to introduce friends or workers in the community.

Ask pupils to begin introductions with the words-This is

\*Say pairs of words that are somewhat similar.

Example:                    tank                    thank  
                                      boat                    both

Ask a child to identify the word with the th sound.

Ask him to stand if he hears the th sound at the beginning of the word, to clap if he hears the sound at the end of the word.

Invite pupils to give sentences in which both words are used.

Both children sat in the boat.

Ask pupils to tell about something they enjoy doing with their friends.

Create situations in which pupils give their addresses to:

a cab driver

the policeman

the librarian

a friend being asked to come to a party.

Be sure children use the th sound when naming the section of the map.

Create guessing games in which the one who gives the clue uses words which include the th sound.

Example: I'm thinking of something in this room that we use.

Invite each child who guesses correctly to give the next clue.

TEACHING PROCEDURES

MATERIALS

ns in which pupils pretend to introduce personal  
community.  
ctions with the words-This is  
somewhat similar.  
thank  
both  
word with the th sound.  
s the th sound at the beginning of the word, but to  
at the end of the word.  
es in which both words are used:  
boat.  
ething they enjoy doing with their mothers or fathers.  
pupils give their addresses to:  
  
ome to a party.  
sound when naming the section of the city.  
  
which the one who gives the clue uses a number of  
h sound.  
something in this room that we use when we write.  
ses correctly to give the next clue.

brother  
birthday  
something  
nothing  
other  
northwest  
northeast  
southeast  
southwest  
arithmetic  
  
with  
month  
mouth  
tooth  
both  
bath  
earth



SKILLS

TEACHING PROCEDURES

Using the Third Person  
Singular Correctly

Ask questions, such as:

What time do you think it is?

What month is this?

When is your birthday?

Instruct pupils to use the th words in the question in their answers

Example - I think it is 11 o'clock.

This month is January.

My birthday is in May.

\*Place th words, and sentences using them, on a tape to be used with  
Language Master to give additional individual practice.

Use pantomime.

Say: "Mother is a very busy person. I will tell about some of the  
things she does; then I will pantomime each idea. Please r  
both the sentence and pantomime after me."

Use appropriate pantomime for such sentences, as:

Mother cooks breakfast.

She sets the table.

Mother washes the dishes.

She makes the bed.

She sweeps the floor and dusts the furniture.

She washes clothes and irons them.

Mother mends our clothes.

Mother works hard.

TEACHING PROCEDURES

MATERIALS

s?

words in the question in their answers.  
o'clock.  
January.  
in May.

s using them, on a tape to be used with the  
ditional individual practice.

person. I will tell about some of the  
I will pantomime each idea. Please repeat  
pantomime after me."

or such sentences, as:

nes.

nd dusts the furniture.  
irons them.  
nes.

## SKILLS

## TEACHING PROCEDURES



Have pupils, if they tend to omit verb endings, say the verb out loud and then incorporate it again in the sentence.

Ask pupils to recall verbs used to tell things Mother does, and to list the sounds at the end of the verb.

List the words on the chalkboard.

Ask individuals to read the list and to underline the words as they say them.

Ask the class to listen and look to determine whether pronunciation and notation match.

Establish the fact that special endings are used with verbs when one speaks about one person or thing.

\*Ask children to make and keep lists of verbs requiring an s ending and a z sound as in makes; and es sound as in washes.

Help pupils realize, as the need occurs, that some words such as do do not fit the pattern.

Use other members of the family to help fasten correct usage of the third person singular.

Ask pupils to pantomime something Mother does in a particular room.

Let the class tell what Mother does.

Provide opportunity for children to pantomime activities of various workers.

Have pupils give oral sentences about the pantomime.

List each third person singular, and ask children to add new words to the list of verbs under the appropriate ending sounds.

Display tools.

Ask pupils to tell what a person does with the tool.

TEACHING PROCEDURES

MATERIALS

and to omit verb endings, say the verb out of context  
 it again in the sentence.

used to tell things Mother does, and to listen for  
 verb.

board.

list and to underline the words as they say them.

look to determine whether pronunciation and

ial endings are used with verbs when one is speaking

Keep lists of verbs requiring an s ending as in cooks; a  
es sound as in washes.

need occurs, that some words such as does, goes

family to help fasten correct usage of the third

something Mother does in a particular room in the house.  
 her does.

children to pantomime activities of various community

ences about the pantomime.

gular, and ask children to add new words to their list  
 appropriate ending sounds.

person does with the tool.

Tools, as:  
 mop broom  
 vacuum cleaner



SKILLS

TEACHING PROCEDURES

Using the Third Person  
Plural Correctly

Remind pupils, if necessary, to add special endings to verbs.

Establish a pattern for pupils, such as:

Mother sews with needle and thread.

Father pounds nails with the hammer.

A lumberjack chops wood with an ax.

Encourage use of verbs other than those suggested by the noun name and the tool.

Create a story.

Say: "Sometimes Mother has help. Mother and my big sister cook the food. My little sister and my mother set the table. Daddy and Mother wash the dishes. Mother and I make the bed. Sometimes my brother sweeps the floor. My big sister and my mother mend clothes. They take the things to the laundromat. We take care of the baby. We all help to help at our house.

Ask pupils to repeat each sentence after the teacher.

Select volunteers - Mother, big sister, little sister, Dad, two brothers - to carry out the action suggested by each sentence.

Ask pupils to use their imagination to determine placement of the sink, bed, broom, door.

Repeat sentences and ask the volunteers selected to incorporate parts at appropriate times as the class says each sentence.

Ask pupils to recall verbs used.

List these on the chalkboard.

Call attention to the fact that no special ending is added to the verbs.

Help children understand that we put a special ending on the verb only when we are talking about one thing or person other than ourselves.

TEACHING PROCEDURES	MATERIALS
<p>ry, to add special endings to verbs.</p> <p>pils, such as:</p> <p>le and thread.</p> <p>th the hammer.</p> <p>od with an ax.</p> <p>her than those suggested by the noun naming the</p> <p>has help. Mother and my big sister cook breakfast.</p> <p>d my mother set the table. Daddy and Mother wash</p> <p>r and I make the bed. Sometimes my brothers sweep</p> <p>sister and my mother mend clothes. They carry</p> <p>romat. We take care of the baby. We all do something</p> <p>se.</p> <p>sentence after the teacher.</p> <p>er, big sister, little sister, Dad, two brothers, baby-</p> <p>suggested by each sentence.</p> <p>magination to determine placement of the stove, table,</p> <p>the volunteers selected to incorporate pantomime at</p> <p>e class says each sentence.</p> <p>s used.</p> <p>ard.</p> <p>that no special ending is added to the verb.</p> <p>that we put a special ending on the verb only when we</p> <p>ing or person other than ourselves.</p>	<p>screw driver      saw</p> <p>pliers              hammer</p> <p>shovel             ax</p> <p>paint brush        iron</p> <p>needle and thread   scissors</p> <p>sewing machine</p> <p>can opener</p> <p>bottle opener</p> <p>shears</p>

SKILLS	TEACHING PROCEDURES
<p>Using the Third Person Plural</p>	<p>Select two or more persons to carry out a pantomime, such as telephoning, or looking in file cabinets, sweeping, sewing.</p> <p>Ask questions to elicit a response which includes use of the third person plural.</p> <p>Example: Ask: "What do workers in the office do?"</p> <p>Encourage answers, such as:</p> <p style="padding-left: 40px;">Mrs. Bradley and Mrs. Laney type in the office. The secretaries type in the office. The secretaries talk on the telephone. Office workers often file papers.</p>
<p>Using the Third Person Singular or Plural</p>	<p>*Place two pocket charts before pupils.</p> <p>Put a picture of one person or animal engaged in an activity in the first pocket.</p> <p>Insert a picture of several engaged in the activity in the second pocket.</p> <p>Put the appropriate verb, with and without variant endings, in the third pocket.</p> <p>Distribute pictures in which pupils must use either the third person singular or plural in forming sentences to tell about the picture.</p> <p>Ask each child to place his picture in the pocket which seems most appropriate before giving his sentence.</p> <p>Encourage pupils to formulate sentences about pictures which they seem ready.</p>
<p>Substituting Pronouns for Nouns</p>	<p>Provide sentences orally.</p> <p>Ask pupils to replace nouns with pronouns.</p> <p>Example: Mother has help. (She) Bob sweeps the floor. (He)</p>

TEACHING PROCEDURES

MATERIALS

more persons to carry out a pantomime, such as: typing,  
 or looking in file cabinets, sweeping, sewing, hammering.  
 to elicit a response which includes use of the third person plural.

o workers in the office do?"

swers, such as:

ey and Mrs. Laney type in the office.

aries type in the office.

aries talk on the telephone.

kers often file papers.

cket charts before pupils.

of one person or animal engaged in an activity in one pocket.

re of several engaged in the activity in the other pocket.

ropriate verb, with and without variant ending, by each chart.

tures in which pupils must use either the third person singular or

forming sentences to tell about the picture.

d to place his picture in the pocket which serves as a guide

g his sentence.

pils to formulate sentences about pictures without a guide as soon as

eady.

ences orally.

y replace nouns with pronouns.

s help. (She)

s the floor. (He)

Two individual pocket charts  
 Pictures showing one person  
 or animal doing something  
 Pictures showing two or more  
 engaged in an activity

SKILLS

TEACHING PROCEDURES

Recognizing the  
Change Required in  
Regular Verbs When  
Expressing Past Time

Mother and my sister fix dinner. (They)  
The table looks beautiful. (It)  
Sharon and Michael wash the dishes. (They)  
The glasses sparkle. (They)  
Bobby and I like to dust. (We)

Emphasize the importance of using either names or pronouns, but  
Use the technique in giving practice in the use of pronouns in the  
as need is evidenced.  
Be sure pupils understand where the substitution is to be made.

Example:

John gave Karen a book.  
John gave \_\_\_\_\_ a book. (her)  
  
The teacher questioned Eric and me.  
The teacher questioned \_\_\_\_\_. (us)

Let pupils complete the sentences when they are repeated.

Use objects.

Invite several pupils to show what they could do with objects displayed.  
Ask: "What is Sharon doing? Mary? Bruce?"  
Ask the three children to return to their seats.  
Say: "The children are no longer using the objects.  
Each activity is over or past.  
Can anyone remember what each one did?"  
Elicit sentences with the past tense.  
Sharon ironed.

TEACHING PROCEDURES

MATERIALS

my sister fix dinner. (They)  
 ks beautiful. (It)  
 Michael wash the dishes. (They)  
 sparkle. (They)  
 like to dust. (We)

importance of using either names or pronouns, but not both.  
 e in giving practice in the use of pronouns in the objective case  
 denced.  
 nderstand where the substitution is to be made.

ren a book.  
 \_\_\_\_\_ a book. (her)  
 questioned Eric and me.  
 questioned\_\_\_\_\_. (us)

plete the sentences when they are repeated.

upils to show what they could do with objects displayed.  
 Sharon doing? Mary? Bruce?"  
 ildren to return to their seats.  
 dren are no longer using the objects.  
 vity is over or past.  
 e remember what each one did?"  
 s with the past tense.  
 oned.

Objects, as:  
 toy iron  
 rope  
 paint brush

SKILLS	TEACHING PROCEDURES
<p>Using Drill to Habituate Use of Past Time</p>	<p>Mary <u>jumped</u>. Bruce <u>painted</u>. Be sure to repeat sentences enunciating verb endings (d, t, ed) naturally, if pupils failed to do so. Provide drill. Present pictures, one at a time. *Give sentences using past time, and ask pupils to repeat each. Review expression of both present and past time by isolating v sentences used in drill. Example: climb climbs climbed Select pictures which pupils can pantomime. Invite one child to carry out the pantomime without stopping until to stop. Invite two or more to do the same. Ask a child to perform the same action, but to discontinue after Ask two or more children to do this also. Have the class provide sentences needed to review present and Example: Sheila walks. Debra and Melvin walk. David walked. Elaine and Sylvia walked. Write the word <u>walked</u>, and have children identify the special e Repeat with several other words. Allow pupils to change verbs to show the past time when only e required to show the change.</p> <p>Use pictures frequently to provide drill in using past time.</p> <p>Use the Language Master with pre-taped words and sentences for pictures to provide opportunity for individual practice in hearing</p>

TEACHING PROCEDURES

MATERIALS

es enunciating verb endings (d, t, ed) clearly but  
 to do so.

time.  
 time, and ask pupils to repeat each sentence.  
 present and past time by isolating verbs from

climbs climbed  
 ls can pantomime.  
 out the pantomime without stopping until he is asked

he same.  
 e same action, but to discontinue after a few seconds.  
 to do this also.  
 sentences needed to review present and past time.

evin walk.

via walked.  
 nd have children identify the special ending added.  
 words.  
 rbs to show the past time when only ed or d is  
 ange.

rovide drill in using past time.

th pre-taped words and sentences for given  
 unity for individual practice in hearing and speaking.

Pictures illustrative of  
 regular verbs, as:

play	work	sort
climb	walk	heat
repair	push	toot
clean	fix	paint
deliver	jump	plead
open	type	pant
smile	ship	bat
move	erase	parade

Language Master  
 Language Master tapes with  
 pictures and pre-taped  
 words and sentences



SKILLS

TEACHING PROCEDURES

Substituting Pronouns  
and Changing Verb  
Endings Accordingly

Make a chart with pictures suggestive of specific action words,  
individual pictures to project on an opaque projector.  
Provide a key sentence for each picture, and ask pupils to repeat.

Example:

I come to school everyday.

I do my work everyday.

I take a bath everyday.

I see something pretty everyday.

I make my bed everyday.

I bring my pencil to school everyday.

I run outdoors everyday.

I give a service to someone everyday.

Use the same pictures and sentences, but substitute he or she.

\*Allow pupils as a group and individually to repeat sentences until  
they become attuned to the change which takes place in the third person.

Have pupils provide two sentences which reveal the change necessary  
changing from I to he or she.

Using the Past Tense of  
Irregular Verbs

Substitute the past tense of the irregular verbs suggested by the  
pictures. Pupils need help.

Example: I came to school yesterday.

Have pupils point to pictures and recall both the present and past  
verbs used in the key sentences.

Using the Past Participle  
of Irregular Verbs

Introduce sentences, as:

I have come to this school for two years.

I have done my work carefully.

TEACHING PROCEDURES

MATERIALS

pictures suggestive of specific action words, or mount  
 es to project on an opaque projector.  
 tence for each picture, and ask pupils to repeat.

ol everyday.  
 veryday.  
 veryday.  
 g pretty everyday.  
 everyday.  
 cil to school everyday.  
 everyday.  
 e to someone everyday.

tures and sentences, but substitute he or she.  
 group and individually to repeat sentences until their ears  
 to the change which takes place in the third person singular.  
 de two sentences which reveal the change necessitated when  
 to he or she.

st tense of the irregular verbs suggested by the chart as

e to school yesterday.

to pictures and recall both the present and past tenses of  
 he key sentences.

es, as:  
 o this school for two years.  
 v work carefully.

Chart with pictures to illustrate  
the following irregular verbs:

come	make
do	bring
take	run
see	give

Chart indicated above

Chart above

SKILLS

TEACHING PROCEDURES

I have taken many baths.  
I have seen many pretty things.

Provide quick drill regularly with both the past tense and the present perfect tense.

Substitute he has, she has, and it has, and provide additional practice with the present perfect tense.

\*Distribute cards; some blank, some with have, some with has.  
Instruct pupils to use cards to assist them in formulating sentences using the given verb either in its past or present perfect tense.

Example: Verb - do

a blank card - I did my work.

have - We have done our work carefully.

has - He has done his work carefully.

## TEACHING PROCEDURES

ths.  
 etty things.  
 ularly with both the past tense and the present perfect  
 as, and it has, and provide additional practice with the

blank, some with have, some with has.  
 ards to assist them in formulating sentences using a  
 s past or present perfect tense.

my work.  
ave done our work carefully.  
as done his work carefully.

## MATERIALS

Cards:

some blank  
 some with the word have,  
 some with the word has

CONTENT

Page 423 — Page 473

Level III: Writing Skills

Level III: Writing Skills

	Page
<u>Building Standards</u>	
Topics and thoughts about written work .....	423
Appropriate form for written work .....	425
A review of standards about the mechanics of writing .....	426-427
Questions for evaluating written reports, paragraphs and stories .....	435-436
<u>Using Capitalization and Punctuation Correctly</u>	
A review .....	426
Use of the comma to point to a change of thought.....	436
The inside address of a business letter .....	442
Direct quotations through puppetry .....	462
<u>Organizing Ideas</u>	
Ideas for stories using pictures as story-starters.....	435
Classification of types of news .....	446
Reporting using the tape recorder .....	461
<u>Developing A Story</u>	
Variety in sentence order to make writing interesting .....	438

Developing A

Sentences  
story end  
Data for s

Developing C  
Vocabulary, I

Descriptiv  
urban co  
Special da  
sensory  
Descriptiv  
five sens  
Vocabular  
Colorful p  
Vocabular  
newspap  
Headlines  
Concepts a  
experien  
Words tha  
interpre  
Misleading  
advertis  
Word subs  
Associati

CONTENT

Page 423 — Page 473

Level III: Writing Skills

Page		Page
	<u>Developing A Story — Continued</u>	
..... 423	Sentences about surprise happenings and for	
..... 425	story endings .....	438
... 426-427	Data for story, using filmstrips .....	438
... 435-436		
	<u>Developing Concepts and Vocabulary, Reinforcing Vocabulary, Enriching and Expanding Vocabulary</u>	
..... 426	Descriptive vocabulary about family living in the	
..... 436	urban community .....	427
..... 442	Special days using pictures, a filmstrip and a	
..... 462	sensory box .....	428; 431
	Descriptive vocabulary for creative writing, the	
	five senses .....	431-432
	Vocabulary for creating a mood .....	432-433
	Colorful picture words about animal movements ...	433-434
	Vocabulary related to news coverage, using	
s..... 435	newspapers .....	445
..... 446	Headlines, editorials, and cartoons .....	446
..... 461	Concepts about advertising, based on pupil	
	experiences .....	448
	Words that sell, a pictorial advertisement for	
	interpretation .....	448
	Misleading information and omissions, in	
	advertisements .....	449
	Word substitutes related to taking pictures .....	449
438	Association of products and descriptives, using a game .	450

	Page
<u>Developing Concepts and Vocabulary, Reinforcing Vocabulary, Enriching and Expanding Vocabulary — Continued</u>	
Sensory impressions associated with given products, a direct experience.....	450
Contrast of written ads and pictures in TV commercials.....	452
Records and registration, using school forms.....	457
 <u>Proofreading</u>	
A review about mechanics of writing.....	426
Proofreading the writing plan.....	441
Proofreading written conversations.....	464
 <u>Structuring Sentences</u>	
The use of "but" to introduce a change of thought.....	436
"Who," "what," "where," and "when" words for improving sentences, through picture study.....	437
Variety in sentence order, to make writing interesting.....	437-438
Sentences about surprise happenings and story endings.....	438

Structuring

Singular Sentences

Structuring

Main idea Paragraph Paragraph backe

Writing B

Refined Evaluation (Refer

Writing P

Cinquain Haiku

Level III: Writing Skills

Page

Page

Structuring Sentences — Continued

Singular possessive nouns in direct quotations . . . . . 464  
 Sentences in classroom booklets through pantomime . . . . . 466

. . . . . 450  
 . . . . . 452  
 . . . . . 457

Structuring Paragraphs

Main ideas as topic sentences . . . . . 441  
 Paragraph form and subordinate ideas . . . . . 442  
 Paragraph form and writing, through flannel-  
 backed pictures and transparencies . . . . . 443

. . . . . 426  
 . . . . . 441  
 . . . . . 464

Writing Book Reports

Refinements . . . . . 472  
 Evaluation guide . . . . . 473  
 (Refer to Level II, Writing Skills, pp. 289-293.)

. . . . . 436  
 . . . . . 437  
 . . . . . 437-438

Writing Poems

Cinquains . . . . . 469-470  
 Haiku . . . . . 470-472

. . . . . 438



Level III: Writing Skills

Level III: Writing Skills

	Page
<u>Organizing A Classroom Newspaper</u>	
Steps in planning . . . . .	446
(Refer to Level II, Writing Skills, pp. 308-309.)	
<u>Taking Notes</u>	
Use of main topics and key words . . . . .	439-440
(Refer to Level II, Writing Skills, pp. 299-302.)	
<u>Writing Letters</u>	
The inside address of the business letter . . . . .	465
The inside address and its components . . . . .	465
(Refer to Level II, Writing Skills, pp. 303-306.)	
<u>Making Picture Dictionaries</u>	
A classified picture dictionary . . . . .	467
<u>Keeping Records</u>	
Concepts of records and registration . . . . .	457

Keeping Records

The interview  
A record of  
Record keeping

Outlining

Use of key words  
A plan for

Developing Skills

Vocabulary  
Headlines.  
Advertising  
Words that  
interpret  
Misleading  
advertisement  
Association  
a game.  
Sensory in  
products.  
Contrast of  
commerce  
Newspaper  
Drawing for

Level III: Writing Skills

Page		Page
	<u>Keeping Records — Continued</u>	
..... 446	The interview technique.....	459
	A record of a classroom activity.....	460
	Record keeping and the computer using pictures .....	460
	<u>Outlining</u>	
.. 439-440	Use of key words and main topics .....	439-440
	A plan for written reports using outlining .....	440
	<u>Developing Skills Relating To Newspapers</u>	
..... 465	Vocabulary related to news coverage .....	445
..... 465	Headlines, editorials, and cartoons.....	446
	Advertising concepts using pupil experiences .....	448
	Words that sell, a pictorial advertisement for interpretation.....	448
	Misleading information and omissions in advertisements .....	449
..... 467	Association of products and descriptives using a game.....	450
	Sensory impressions associated with given products, a direct experience.....	450
	Contrast of written ads and pictures in TV commercials .....	452
	Newspaper advertising .....	453
..... 457	Drawing for radio commercials .....	453

## WRITING

### SKILLS

Building Standards

### TEACHING PROCEDURES

Use pictures and discussion.

Display several pictures which focus upon one current situation relevant in the lives of the children.

Allow opportunity for picture study and interpretation.

Encourage free exchange of pupils' reactions to the pictures.

Accept open expressions of ideas even though they may differ from the teacher's.

Ask open-ended questions, such as:

Why \_\_\_\_\_?

How \_\_\_\_\_?

What do you think \_\_\_\_\_?

How do you feel about \_\_\_\_\_?

Guide pupils to:

identify the main idea of the pictures.

state the depicted problems and their relevance to the lives of the children.

organize the reactions of the class to recognize differences of opinion.

Help pupils to verbalize clearly their reactions and opinions.

Suggest that pupils write their strongest views as felt and heard in the discussion.

Give guidance to help writers organize their thoughts with questions such as:

What do you think and feel about the question? Why?

What would you do in a like situation?

LEVEL THREE

TEACHING PROCEDURES

MATERIALS

ession.

ures which focus upon one current social situation or problem  
s of the children.

or picture study and interpretation.

hange of pupils' reactions to the pictures.

sions of ideas even though they may conflict with yours, the

estions, such as:

ak \_\_\_\_\_?

about \_\_\_\_\_?

n idea of the pictures.

ed problems and their relevance to the daily experiences of the

actions of the class to recognize differences of opinion.

alize clearly their reactions and opinions about the topic.

write their strongest views as felt and stated during the

lp writers organize their thoughts with questions, such as:

ak and feel about the question? Why?

do in a like situation?

Suggested pictured topics:

- Rights and Responsibilities
- Living in the City
- Our School and Community
- More Services Wanted
- What Do You Hope to Become?
- Skilled Jobs, Non-skilled Jobs
- Problems of Family Living in  
an Urban Community (wants,  
needs, changes)
- Recreational and Cultural  
Opportunities
- Human Values

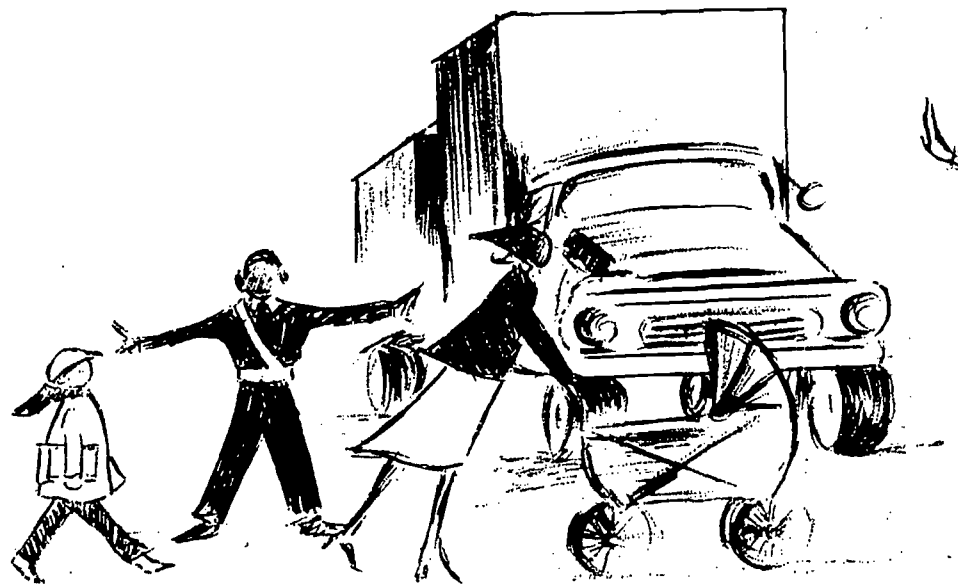
Urban Education Series:

New York: John Day Co., 1965

SKILLS

TEACHING PROCEDURES

Stress the importance of recording their ideas instead of being  
about spelling.  
Reassure pupils that they will have a later opportunity to solve  
of spelling and the mechanics of writing.  
Provide writing materials.  
Allow ten minutes for writing.  
Permit papers to be read to the class by the writers.  
Encourage pupils to react to the ideas of others.  
Collect and save papers for the next lesson.

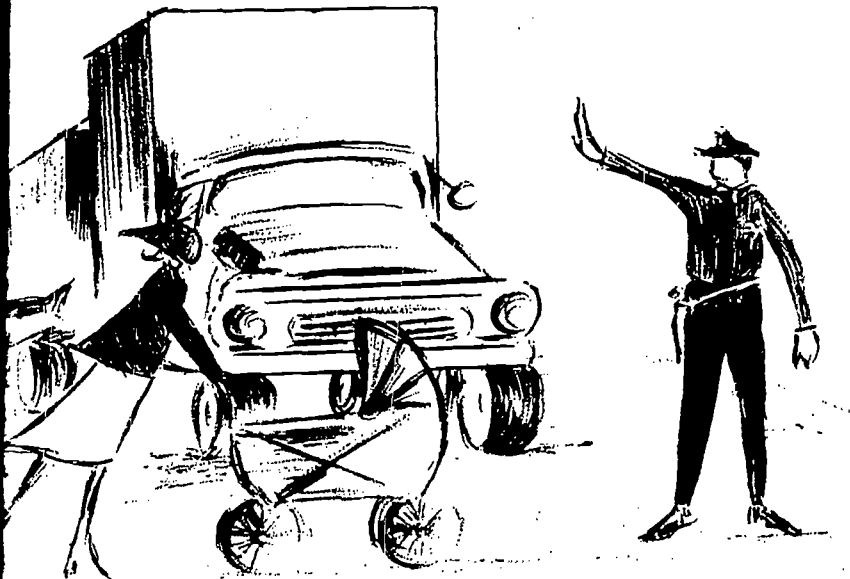


TEACHING PROCEDURES

MATERIALS

ce of recording their ideas instead of being overly concerned  
they will have a later opportunity to solve their problems  
mechanics of writing.  
erials.  
r writing.  
read to the class by the writers.  
react to the ideas of others.  
pers for the next lesson.

Lined #3 paper  
Pencils



SKILLS	TEACHING PROCEDURES
--------	---------------------

**Setting Standards**

Written Work

- Lined #1 Paper

Name
Date (when used)
1.
2.
3.

**Using Standard Forms  
for Heading Papers**

- Lined #2 and  
#3 Paper  
and  
Examination Paper

Name (First and Last)
Subject or Topic
1.
2.

On lined #2 paper, leave equal margins on all sides.  
On lined #3 paper and examination paper, leave a wider margin on the left-hand side.

8

TEACHING PROCEDURES

MATERIALS

Name
Date (when used)
1.
2.
3.

Name (First and Last)	Date
Subject or Title	
1.	
2.	

On lined #2 paper, leave equal margins.  
On lined #3 paper and examination paper, leave a wider margin on the left-hand side.



SKILLS

TEACHING PROCEDURES

Improving the Mechanics  
of Written Expression

Reviewing Capitalization,  
Punctuation, and Sentence  
Structure

Suggestions:

Children in the primary grades fold, rather than rule, unlined paper. Intermediate pupils may use either method. Paper may be folded instead of ruled. Folded, or lined, newsprint and #1 paper may be used for manuscript writing in grade one. Lined #2 paper may be used for all manuscript writing in grade two. Lined #3 paper may be used for cursive writing in grade three.

Use the pupils' papers from the previous lesson.

Give each child his own paper.

State the purpose of the lesson.

Say: "First, we wrote our ideas as quickly as possible. We underlined our main ideas and read our own papers to the class. Now, we are ready to correct our writings so that we may make a class booklet with another class."

Ask pupils to recall their learnings concerning capitalization, punctuation, and sentence structure.

Guide pupils to clarify and state their knowledge in the form of responses. Record and refine their statements on the chalkboard or on a transparency and use on the overhead projector.

Example:

Reminders for Writers.

1. Begin each sentence with a capital letter.
2. Capitalize names of people, streets, and cities.
3. Place a period, question mark, or exclamation mark at the end of a sentence.
4. Make sentences express a complete thought.

TEACHING PROCEDURES

MATERIALS

grades fold, rather than rule, unlined paper.  
use either method.  
lead of ruled.  
int and #1 paper may be used for manuscript  
sec for all manuscript writing in grades 2 and 3.  
sed for cursive writing in grade three.  
e previous lesson.  
er.  
son.  
ideas as quickly as possible. We understood  
pers to the class. Now, we are ready to  
so that we may make a class booklet to share  
earnings concerning capitalization, punctuations, and  
state their knowledge in the form of reminders.  
tements on the chalkboard or on a transparency for  
ector.  
rs.  
tence with a capital letter.  
es of people, streets, and cities.  
, question mark, or exclamation mark as required.  
s express a complete thought.

Papers from the previous  
lesson  
Folders for each child  
Lined #3 paper  
Pencils  
Chart paper  
Felt pen  
Transparencies  
Overhead Projector

SKILLS

TEACHING PROCEDURES

Developing Descriptive  
Vocabulary

Have pupils reread reminders and cite concrete examples of each rule.  
Record the examples beneath each rule.

Example:


1. Begin each sentence with a capital letter.

Washington, D.C. is the capital of our nation.

Allow pupils to keep their writings in a folder.

Invite them to use the next language period or their spare time to proofread and correct their writings, using the reminder chart as a guide.

Establish and maintain standards for proofreading and editing papers used for displays, exhibits, news articles, classroom booklets, and reports.

 Follow the initial lessons which reviewed standards for writing sessions in order to refine sentence structure and improve style. Use of the opaque projector to share the process of refinement and to show interest in these activities.

Use pictures to develop with children creative descriptive phrases related to the suggested topics.

Example:

Family Living in the Urban Community

gleaming new refrigerator  
alleys littered with trash  
fresh, new homes  
fire escapes casting shadows on the sidewalk  
streets teeming with people  
heat waves quivering up from steaming sidewalks  
dark shadowy hallways  
tired old houses with crowded rooms  
bright airy rooms.

TEACHING PROCEDURES

MATERIALS

reminders and cite concrete examples of each one.  
es beneath each rule.

sentence with a capital letter.

, D.C. is the capital of our nation.

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the next language period or their spare time to proofread  
writings, using the reminder chart as a guide.

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, exhibits, news articles, classroom booklets, and newspaper.  
nitial lessons which reviewed standards for writing with more  
order to refine sentence structure and improve vocabulary.  
opaque projector to share the process of refinement stimulates  
these activities.

to develop with children creative descriptive phrases related  
ested topics.

Living in the Urban Community

ing new refrigerator

littered with trash

new homes

scapes casting shadows on the sidewalk

s teeming with people

aves quivering up from steaming sidewalks

shadowy hallways

old houses with crowded rooms

airy rooms.

SKILLS	TEACHING PROCEDURES
<p>Building Vivid Vocabulary</p>	<p>Provide opportunities for children to share their writings:</p> <ul style="list-style-type: none"> <li>with another child</li> <li>in class booklets</li> <li>in a school newspaper</li> <li>in a class newspaper</li> <li>on transparencies</li> <li>with other classes</li> <li>in contests</li> <li>in bulletin board displays</li> </ul> <p>Use pictures and filmstrip.</p> <p>Display one picture of each of the special days.</p> <ul style="list-style-type: none"> <li>Columbus Day</li> <li>Valentine Day</li> <li>Independence Day</li> <li>Halloween</li> </ul> <p>*Have pupils associate the pictures with the names and date of the year.</p> <p>Use questions and discussion to guide pupils in forming the idea that each year is a cycle which is punctuated or highlighted by special historical memories which are outgrowths of American history and are a part of our American heritage.</p> <p>Ask pupils to try to recall the sounds, sights, moods, and traditions associated with one of the special days, such as Halloween.</p> <p>Record their responses on the chalkboard.</p>

TEACHING PROCEDURES

MATERIALS

unities for children to share their writings:

child  
 klets  
 newspaper  
 newspaper  
 encies  
 lasses

board displays

filmstrip.

ecture of each of the special days.

ay  
 ay  
 ce Day

ociate the pictures with the names and dates of special days of

and discussion to guide pupils in forming the generalization that  
 a cycle which is punctuated or highlighted by religious and  
 emories which are outgrowths of American events and customs  
 rt of our American heritage.

ry to recall the sounds, sights, moods, and tastes which they  
 th one of the special days, such as Halloween or Independence Day.  
 responses on the chalkboard.

Pictures:

Columbus Day  
 Valentine Day  
 Independence Day  
 Halloween  
 others

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

Filmstrip:

2039 Stories for Special  
 Days  
 Projector  
 Screen  
 Writing materials

SKILLS

TEACHING PROCEDURES

Halloween Sights

gay costumes  
 hilarious tots  
 groups of happy children  
 games  
 bags of treats  
 parties  
 U.N.I.C.E.F. collectors  
 lighted houses  
 children ambling on the  
 streets  
 after dark walks  
 candy, apples, favors

Moods

gay  
 merry  
 hilarious  
 excited  
 mysterious  
 eerie  
 delightful  
 surprising  
 strange  
 unsure

Sounds

laughter  
 many voices  
 fast chatter  
 party horns blowing  
 noisily  
 footsteps approaching  
 doorbells ringing  
 exchanges of conversation  
 squeals and giggles  
 disguised voices

Tastes

sweet  
 spicy  
 fruity  
 tart  
 sour  
 salty  
 delicious  
 sticky  
 cold  
 chewy

TEACHING PROCEDURES

MATERIALS

Sounds

laughter  
many voices  
fast chatter  
party horns blowing  
noisily  
footsteps approaching  
doorbells ringing  
exchanges of conversation  
squeals and giggles  
disguised voices

Tastes

sweet  
spicy  
fruity  
tart  
sour  
salty  
delicious  
sticky  
cold  
chewy



SKILLS

TEACHING PROCEDURES

July 4th

Sights

beautiful splashes of color  
in a black sky.  
exploding lights  
dark skies suddenly lighted  
with feathery showers of  
lights.  
showers of brilliance  
bursts of lighted design  
sprays of light  
flaring lights  
picnicking families at parks  
and beaches.  
patriotic parades  
gay play clothes  
American flags  
stars and strips  
outdoor games  
delicious foods  
upturned faces  
wide-eyed wonder  
brilliant, splashy colors  
crowds of people  
rollicking children

Moods

excitement  
emotional

Sounds

loud and muffled hisses  
sudden booms  
cannon sounds  
squeals of surprise  
exclamations of delight  
  
cries of fear  
peals of laughter  
splashing water  
sizzling outdoor grills  
cheering crowds  
  
marching feet  
military music  
The National Anthem

Tastes

juicy  
spicy

TEACHING PROCEDURES

MATERIALS

Sounds

es of color	loud and muffled hisses
	sudden booms
	cannon sounds
enly lighted	squeals of surprise
showers of	exclamations of delight
brilliance	cries of fear
nted design	peals of laughter
ht	splashing water
s	sizzling outdoor grills
ilies at parks	cheering crowds
des	marching feet
es	military music
s	The National Anthem
ps	
s	
s	
s	
nder	
shy colors	
ple	
ldren	

Tastes

juicy  
spicy

SKILLS

TEACHING PROCEDURES

stirring  
 patriotic  
 happiness  
 anxious waiting  
 sadness  
 regretful  
 weariness  
 lazy

delicious  
 sweet  
 salty  
 gritty  
 sour  
 cold  
 refreshing  
 bitter  
 bubbly

\*Encourage pupils to build and record lists of this nature which are on other special occasions, to use as references when they are writing. Extend the lists to include many words which vary shades of meaning but have identical meanings in a variety of ways.

Use a sensory box containing pictures and objects which stimulate senses and impressions and responses.

Present pictures and objects for children to feel, taste, hear, smell, touch, and see.

Send two or three pupils to the chalkboard to write captions for each picture. Have the captions capitalized and underlined.

Divide the job of recording of words for the categories among the pupils. Assign secretaries.

Example: Sight Sound Taste Feel Smell

Present to each child a picture or an object for which he is to supply descriptive words for at least two categories.

Building Descriptive  
 Vocabulary for Creative  
 Writing

TEACHING PROCEDURES

MATERIALS

delicious  
sweet  
salty  
gritty  
sour  
cold  
refreshing  
bitter  
bubbly

Build and record lists of this nature which are related to  
senses, to use as references when they are writing.  
Include many words which vary shades of meaning or express  
them in a variety of ways.

Obtain pictures and objects which stimulate sensory  
responses.

Place objects for children to feel, taste, hear, smell, and

Point to the chalkboard to write captions for each category.  
Captions to be capitalized and underlined.

Ordering of words for the categories among the pupil

Sound Taste Feel Smell

Show a picture or an object for which he is to supply  
captions for at least two categories.

Sensory Box containing  
any unarmful materials  
which stimulate impressions  
or responses of the five  
senses.

Writing materials

SKILLS	TEACHING PROCEDURES																																																																																
<p>Selecting Vocabulary to Create a Mood</p>	<p>Have the class make individual lists of descriptive words. Instruct pupils to keep their lists for reference.</p> <p>Suggested beginning list:</p> <table border="0"> <thead> <tr> <th><u>Sight</u></th> <th><u>Sound</u></th> <th><u>Taste</u></th> <th><u>Feel</u></th> </tr> </thead> <tbody> <tr><td>bright</td><td>swish</td><td>sour</td><td>scratchy</td></tr> <tr><td>dull</td><td>knock</td><td>sweet</td><td>rough</td></tr> <tr><td>shiny</td><td>bump</td><td>bitter</td><td>smooth</td></tr> <tr><td>clear</td><td>cry</td><td>spicy</td><td>slippery</td></tr> <tr><td>muddy</td><td>growl</td><td>hot</td><td>fuzzy</td></tr> <tr><td>vivid</td><td>scream</td><td>juicy</td><td>thin</td></tr> <tr><td>colorful</td><td>tingle</td><td>cold</td><td>thick</td></tr> <tr><td>enormous</td><td>tap</td><td>bubbly</td><td>downy</td></tr> <tr><td>gigantic</td><td>deafening</td><td>slippery</td><td>hot</td></tr> <tr><td>miniature</td><td>whoop</td><td>rough</td><td>cold</td></tr> <tr><td>distant</td><td>sigh</td><td>insipid</td><td>fluffy</td></tr> <tr><td>horrible</td><td>murmur</td><td>tart</td><td>grained</td></tr> <tr><td>pleasing</td><td>whine</td><td>unpleasant</td><td>ridged</td></tr> <tr><td>beautiful</td><td>scream</td><td>metallic</td><td>comfortable</td></tr> <tr><td>dazzling</td><td>steady</td><td>rancid</td><td>uncomfortable</td></tr> <tr><td>serene</td><td>piercing</td><td>tangy</td><td>guilty</td></tr> <tr><td>exciting</td><td>rumble</td><td>bland</td><td>windy</td></tr> <tr><td>disturbing</td><td>screech</td><td></td><td></td></tr> <tr><td>threatening</td><td>roar</td><td></td><td></td></tr> </tbody> </table> <p>Select pictures which establish a mood.  Ask: "How does this picture make you feel? Why?  How does the person or character feel?  How can you tell?"  List significant words.</p>	<u>Sight</u>	<u>Sound</u>	<u>Taste</u>	<u>Feel</u>	bright	swish	sour	scratchy	dull	knock	sweet	rough	shiny	bump	bitter	smooth	clear	cry	spicy	slippery	muddy	growl	hot	fuzzy	vivid	scream	juicy	thin	colorful	tingle	cold	thick	enormous	tap	bubbly	downy	gigantic	deafening	slippery	hot	miniature	whoop	rough	cold	distant	sigh	insipid	fluffy	horrible	murmur	tart	grained	pleasing	whine	unpleasant	ridged	beautiful	scream	metallic	comfortable	dazzling	steady	rancid	uncomfortable	serene	piercing	tangy	guilty	exciting	rumble	bland	windy	disturbing	screech			threatening	roar		
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TEACHING PROCEDURES

MATERIALS

Individual lists of descriptive words for each category.  
 Keep their lists for reference.

List:

	<u>Taste</u>	<u>Feel</u>	<u>Smell</u>
and	sour	scratchy	sweet
sh	sweet	rough	sour
ck	bitter	smooth	fragrant
p	spicy	slippery	spicy
vl	hot	fuzzy	clean
eam	juicy	thin	moldy
ie	cold	thick	musty
	bubbly	downy	fresh
ening	slippery	hot	pleasant
op	rough	cold	burnt
	insipid	fluffy	unpleasant
rmur	tart	grained	pungent
ne	unpleasant	ridged	aromatic
eam	metallic	comfortable	
dy	rancid	uncomfortable	
cing	tangy	guilty	putrid
able	bland	windy	acrid
eech			delicious
r			inviting

Establish a mood.  
 Which picture make you feel? Why?  
 Which person or character feel?  
 Which picture?  
 Which words?

Picture or pictures which  
 clearly elicit a specific  
 emotional response

SKILLS

TEACHING PROCEDURES

Creating Colorful  
Word Pictures

Example:

like laughing  
amused  
gay

prankish  
funny  
amusing  
merry  
happy

twinkling eyes  
laughing eyes, face  
silly clothing, expression  
situation  
comical  
big, floppy hat and shoes  
oversized pants  
undersized coat  
silly flower bobbing from hat

Guide pupils in incorporating words from the list into interesting sentences.  
Combine the best sentences into a short paragraph, as:

Once there was a funny clown. He had twinkling eyes and a laughing face. He wore a big, floppy hat and floppy shoes, oversized pants, and an undersized coat. A silly flower bobbed from his hat.

\*Provide opportunity for independent writing to establish a mood. Vocabulary lists have been built and much group practice has been had.

Review verbs describing animal movements.

Place before the class pictures which will stimulate imaginative use of verbs.

Suggest that pupils use their list of verbs for animal movements to describe movement indicated in the picture.

Stimulate discussion of choice of words.

TEACHING PROCEDURES

MATERIALS

prankish  
funny  
amusing  
merry  
happy

face

expression

and shoes

bobbing from hat

incorporating words from the list into interesting sentences.  
incorporating sentences into a short paragraph, as:

There was a funny clown. He had twinkling eyes and a merry,  
He wore a big, floppy hat and floppy shoes, oversized  
undersized coat. A silly flower bobbed from his hat.

Opportunity for independent writing to establish a mood after adequate  
preparation have been built and much group practice has been given.

Describing animal movement

Class pictures which will stimulate imaginative and creative

Use their list of verbs for animal movements to help  
content indicated in the picture.  
Freedom of choice of words.

Verb chart with words that  
tell how animals move

Pictures:

cars in heavy traffic  
on snowy evening

large van moving slowly



SKILLS

TEACHING PROCEDURES

Organizing Ideas for Writing

Display the same pictures.

Say: "Let's create sentences with colorful word pictures by using animal movements in our sentences about these pictures."

Record class contributions until pupils seem ready to write independently.

Samples of Sentences Which Could Result

That evening cars inched along the snowy streets.

Moving vans lumbered down the dark road.

The theater line inched along.

The soap slithered out of her hand.

Snowflakes flitted to the ground.

The little girls bounced up and down.

Airplanes soared across the sky.

Suddenly a jet charged out of nowhere.

Use three provocative pictures of interesting situations or activities.

Display the pictures singly to permit the class to determine an appropriate title for each picture.

**Example:**

A picture of a dog splashing his bath water all over his outraged owner may evoke from the class titles as:

The Wet Surprise

The Bath

Turn About is Fair Play

Record the suggested titles on the chalkboard or permit pupils to write their own titles.

Invite the children to read their titles and offer short interpretative explanations of their meaning.

TEACHING PROCEDURES

MATERIALS

es.  
ences with colorful word pictures by using our verbs for  
s in our sentences about these pictures."  
ons until pupils seem ready to write independently.

- long theater line
- soap slipping from hand
- excited little girls
- plane in flight
- jet disappearing

Which Could Result

ched along the snowy streets.  
ed down the dark road.  
ed along.  
ut of her hand.  
the ground.  
ed up and down.  
ross the sky.  
ed out of nowhere.

Pictures:  
which clearly depict interesting  
situations and activities  
or unusual and imaginative  
settings.

ures of interesting situations or activities.  
ngly to permit the class to determine an appropriate

Cards:  
felt-backed  
who  
when  
how  
why  
where  
what

plashing his bath water all over his outraged bather  
e class titles as:  
prise

is Fair Play  
titles on the chalkboard or permit pupils to write their  
ead their titles and offer short interpretations or  
meaning.

SKILLS

TEACHING PROCEDURES

Organizing Ideas for a Story

Lead pupils to understand that a story title should give an idea of the story and should draw others to read the story.

Use the same pictures as story starters.

Place question cards (who, what, where) on a small flannel board displayed pictures.

Allow pupils to study the picture collection for the purpose of choosing around which to create an original story.

\*Direct pupils to select a picture and to create a short original story of maximum length of eight sentences.

Challenge the pupils to provide an exciting beginning (opening) to the story in order (sequence), to build up to a best part (climax), and provide an ending (closing).

Instruct pupils to be sure that their stories provide answers to the questions of the six on the flannel board.

Allow pupils to share their stories.

Commend efforts, and give supportive guidance especially during the writing with the composition of creative stories.

Reorganize plans for instruction, as needed, to reinforce or develop skills required for story writing.

Emphasize the development of skills pertinent to the parts of a story:

- Composing titles (This may be the last step.)
- Creating an interesting opening
- Developing sequential events
- Building up to a climax
- Providing a satisfactory and quick surprise ending.

Remind pupils to refer to their word lists for suggestions of vivid expressions and impressions as they write.

Use questions to help pupils identify themselves with given situations and characterizations.

Begin questions with phrases, such as:

TEACHING PROCEDURES

MATERIALS

Understand that a story title should give an idea of the contents and should draw others to read the story.

Use pictures as story starters.

Write questions (who, what, where) on a small flannel board near the pictures.

Study the picture collection for the purpose of choosing one picture to create an original story.

Select a picture and to create a short original story with a beginning of eight sentences.

Encourage pupils to provide an exciting beginning (opening) to build events (events), to build up to a best part (climax), and provide a quick ending.

Be sure that their stories provide answers to at least four questions on the flannel board.

Share their stories.

Encourage and give supportive guidance especially during early struggles in the development of creative stories.

Provide instruction, as needed, to reinforce or develop skills in story writing.

Development of skills pertinent to the parts of a story, as follows:

Write titles (This may be the last step.)

Write an interesting opening

Write sequential events

Write up to a climax

Write a satisfactory and quick surprise ending.

Refer to their word lists for suggestions of vivid, sparkling words and impressions as they write.

Help pupils identify themselves with given situations and characters.

Use the following phrases, such as:

Writing materials for pupils

Flannel board

Pictures and felt-backed cards

SKILLS	TEACHING PROCEDURES
<p>Using <u>But</u> to Introduce a Change of Thought</p> <p>Using a Comma to Point to a Change of Thought</p>	<p>What would you do if _____ ?  How would you feel if _____ ?  Where would you go if _____ ?  Whom would you see if _____ ?  What would you hear if _____ ?</p> <p>Encourage children to begin to write short paragraph reports.  Supply the chart guide for paragraph reports, and story writing may use for self-direction.</p> <p>Use direct experiences.</p> <p>Select pairs and later small groups of children with obvious size, height, or color of clothing.  Ask the class to tell how the children are different.  Set a sentence pattern using the word <u>but</u> to point up the difference.</p> <p>Example: Mary is tall, but Jane is short.</p> <p>Use objects in a similar manner.  Distribute pictures of people, places, things, or everyday activities and provide opportunities for making contrasts and for utilizing the word <u>but</u> to establish differences.  Ask each child to formulate one good sentence about his picture.</p> <p>Introduce use of the comma to further point up change of thought.  Provide opportunity for pupils to write a sentence pattern orally.</p> <p>Provide an additional sheet of paper on which teacher can write words which might present spelling difficulties.</p>

TEACHING PROCEDURES

MATERIALS

if \_\_\_\_\_ ?  
 if \_\_\_\_\_ ?  
 go if \_\_\_\_\_ ?  
 see if \_\_\_\_\_ ?  
 hear if \_\_\_\_\_ ?

begin to write short paragraph reports, and original stories.  
 or paragraph reports, and story writing which pupils  
 ction.

small groups of children with obvious differences in  
 of clothing.  
 w the children are different.  
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ll, but Jane is short.

r manner.  
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 ish differences.  
 ulate one good sentence about his picture.  
 mma to further point up change of thought.  
 r pupils to write a sentence patterned after those given

sheet of paper on which teacher can write any words  
 spelling difficulties.

Suggested pictures:

- children of different sizes
- ages
- countries
- children with different clothing
- children involved in various activities, seasonal, recreational work.
- objects of different textures, sizes, color
- homes representing different styles and periods.
- tools used for different purposes by different people
- money of different denominations.

Writing materials for pupils

SKILLS

TEACHING PROCEDURES

Improving Sentence Structure

Show a picture.

Review the who, what, where, and when.

Ask pupils to suggest words which tell who is in the picture.

Guide pupils in selecting the word which best describes the who pictured.

Write the word on the chalkboard.

Follow a similar technique to determine:

what the person or persons did

where they were

when they did what they did.

\*Ask pupils to combine these elements into one interesting sentence.

Crowds watched the parade on Pennsylvania Ave. on

who

did what

where

Provide numerous experiences of this kind helping pupils find words which will aid them in forming reasonable place and time phrases.

Show an interesting picture.

Ask pupils to think of four different elements - who, what, where, and when to help them tell about the picture.

Provide pencil, paper, and an extra sheet for the teacher's use.

Ask pupils to write one sentence which includes the four parts.

Instruct pupils to raise hands should they need help with spelling.

Use the extra piece of paper to provide needed assistance.

Permit children to read their sentences in order to discover which

or persons created the most interesting and accurate sentences.

Present a picture.

Ask a child to give the who for the picture.

Give that child a card with the word who.

TEACHING PROCEDURES

MATERIALS

what, where, and when.  
 suggest words which tell who is in the picture.  
 selecting the word which best describes the role of the person  
 on the chalkboard.  
 technique to determine:  
 on or persons did  
 re  
 what they did.  
 combine these elements into one interesting sentence, such as -  
 ched the parade on Pennsylvania Ave. on Inauguration  
Day.  
 did what                      where                      when  
 s experiences of this kind helping pupils find visual clues  
 them in forming reasonable place and time phrases.  
 ing picture.  
 k of four different elements - who, what they did, where, when-  
 l about the picture.  
 aper, and an extra sheet for the teacher's use.  
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 raise hands should they need help with spelling.  
 ce of paper to provide needed assistance.  
 to read their sentences in order to discover which person  
 ated the most interesting and accurate sentence.  
 ve the who for the picture.  
 card with the word who.

Pictures which can be used to establish who, what happened, where, or when



SKILLS	TEACHING PROCEDURES
<p>Building Story Writing Skill</p> <p>Preparing to Gather Data for Written Reports (Small group guidance)</p>	<p>Continue in the same manner presenting cards for <u>what</u>, <u>who</u>, <u>where</u>, <u>when</u>, <u>why</u>, and <u>how</u>.</p> <p>Ask pupils with cards to come to the front of the room, exhibit their cards, and form a sentence in which each provides his portion only.</p> <p>Provide an opportunity for pupils to experiment with the changing parts of the sentence by asking pupils to switch positions, and form a sentence accordingly.</p> <p>Let pupils determine which re-wording is acceptable and which does not make sense.</p> <p>Ask pupils to write a sentence about the picture showing two people. The first sentence might begin the sentence.</p> <p>Example: The guide took many tourists through the Capitol last spring. Last spring the guide took many tourists through the Capitol. Suggest that pupils change the order of sentences sometimes to make stories or paragraphs in order to make their writing more interesting.</p> <p>Provide daily writing experiences of this type, then ask pupils to write sentences that tell something exciting or surprising that has happened. Write two sentences which could end a story.</p> <p>Use filmstrips.</p> <p>Invite a pupil to read the title of one filmstrip.</p> <p>Ask pupils to suggest the possible contents in the light of the title. Plan purposes for viewing.</p> <p>Suggested purposes: To gather information for written reports. To take specific notes as references for written reports. To organize contents in outline form.</p>

TEACHING PROCEDURES

MATERIALS

the manner presenting cards for what, where, when.  
 cards to come to the front of the room, exhibit their cards,  
 place in which each provides his portion only.  
 opportunity for pupils to experiment with the change in order of  
 sequence by asking pupils to switch positions, and revise the  
 accordingly.  
 determine which re-wording is acceptable and which does not make  
 sense.  
 write a sentence about the picture showing two ways in which they  
 can be used.  
 Ask the guide to take many tourists through the Capitol last spring.  
 Ask the guide to take many tourists through the Capitol.  
 Ask pupils to change the order of sentences sometimes when writing  
 paragraphs in order to make their writing more interesting.  
 After having had many experiences of this type, then ask pupils to add one or two  
 sentences to tell something exciting or surprising that happened and one or  
 two sentences which could end a story.  
 Read the title of one filmstrip.  
 Suggest the possible contents in the light of the title.  
 Discuss the filmstrip after viewing.  
 Assign questions:  
 Assign questions for information for written reports.  
 Assign specific notes as references for written reports.  
 Assign the contents in outline form.

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

See filmstrips listed on  
 next page.

SKILLS

TEACHING PROCEDURES

Record pupil's ideas of content in outline form.  
 Allow pupils to suggest the construction of outline form.  
 Examples:

Possible Contents of Filmstrips

- I. Abraham Lincoln: Lincoln's Birthday or Young Mr. Lincoln
  - A. Birthplace and birthdate
  - B. Childhood
  - C. Education
  - D. Physical description
  - E. Outstanding traits and achievements
  - F. Death (circumstances of, date)
  
- II. Valentine's Day: The Story of Valentine's Day
  - A. Beginning (origin)
  - B. Purpose and meaning
  - C. Customs
  
- III. George Washington: Our First President or Washington
  - A. Birthplace and birthdate
  - B. Childhood
  - C. Education
  - D. Home life
  - E. Outstanding personality traits and achievements
  - F. Physical description
  - G. Death, date

Divide the class into three (3) groups based upon interest in the main topics of the outline.  
 Allow groups to copy the main topic and sub-topics of their group to be used as guides for taking notes during the filmstrip.

TEACHING PROCEDURES

MATERIALS

ideas of content in outline form.  
 to suggest the construction of outline form.

Contents of Filmstrips

Abraham Lincoln: Lincoln's Birthday or Young Mr. Lincoln  
 Birthplace and birthdate  
 Childhood  
 Education  
 Physical description  
 Outstanding traits and achievements  
 Death (circumstances of, date)

Valentine's Day: The Story of Valentine's Day  
 Beginning (origin)  
 Purpose and meaning  
 Customs

George Washington: Our First President or Washington's Birthday  
 Birthplace and birthdate  
 Childhood  
 Education  
 Home life  
 Outstanding personality traits and achievements  
 Physical description  
 Death, date

Class into three (3) groups based upon interest in the three (3)  
 of the outline.  
 to copy the main topic and sub-topics of their group interest to  
 guides for taking notes during the filmstrip.

Projector  
 Screen  
 Writing materials

Filmstrips  
 521-J- Lincoln's Birthday  
 1093-C- Young Mr. Lincoln  
 2257-A- The Story of Valentine's Day  
 1268-A- Our Holidays and What They Mean  
 "Washington's Birthday"  
 1267- Our First President

Chart paper

SKILLS	TEACHING PROCEDURES
<p>Using Key Words in Taking Notes</p>	<p>Recheck pupils' comprehension of their assignments. Instruct the class to <u>record pertinent key words</u> and phrases and make notes.</p> <p>Show one filmstrip for one group. Gather and record the groups' findings on it immediately following the viewing. Clarify and record gathered information on chart paper. Make a record also of topics or questions which require further investigation. Refer to this record immediately prior to the second viewing.</p> <p>*Encourage pupils to use their initiative and gather additional information on their topics by doing research in public libraries, classrooms, and other available sources.</p> <p>Proceed similarly with each group.</p> <p>Use the outline from the prior lesson.</p>
<p>Preparing a Writing Plan for Written Reports</p>	<p>Share with pupils the value of a procedure for making a writing plan. Limit the topic of reports to small areas within one sub-topic. Guide pupils in drawing their main ideas and smaller ideas from their filmstrip and reading notes.</p> <p>Example:</p> <p>Sub-topic B under I</p> <p>B. Childhood</p> <ol style="list-style-type: none"> <li>1. Abraham Lincoln learned many things during his childhood.       <ol style="list-style-type: none"> <li>a. Many things interested him.</li> <li>b. He watched carefully and asked many questions.</li> <li>c. Conversations and discussions with people.</li> </ol> </li> <li>2. Abraham Lincoln loved the wilderness.       <ol style="list-style-type: none"> <li>a. The wild animals became his friends.</li> <li>b. His playground was the exciting forest.</li> </ol> </li> </ol>

TEACHING PROCEDURES

MATERIALS

comprehension of their assignments.  
 to record pertinent key words and phrases as they listen and  
 p for one group.  
 the groups' findings on it immediately following viewing.  
 gathered information on chart paper.  
 so of topics or questions which require further clarification.  
 rd immediately prior to the second viewing of the filmstrip.  
 to use their initiative and gather additional information on  
 doing research in public libraries, classroom references, and  
 sources.  
 y with each group.

the prior lesson.

the value of a procedure for making a writing plan for reports.  
 reports to small areas within one sub-topic.  
 drawing their main ideas and smaller ideas from their  
 reading notes.

B under I  
 hood  
 abraham Lincoln learned many things during his childhood.  
 Many things interested him.  
 He watched carefully and asked many questions.  
 Conversations and discussions with people delighted him.  
 abraham Lincoln loved the wilderness.  
 The wild animals became his friends.  
 His playground was the exciting forest.

Felt pen

Outline from the prior  
 lesson

Chart paper  
 Felt pen

Writing materials

SKILLS	TEACHING PROCEDURES
<p>Proofreading the Writing Plan</p>	<p>Record this <u>writing plan</u> on chart paper as a guide.            Discuss the form and content of the plan reminding pupils to use the first word of each idea and to indent smaller ideas under the main idea.            Correlate the writing plan with earlier studies of the outline form and invite pupils to make comparisons between the two forms.            Have pupils proofread the plan and identify the two main ideas.            Provide writing materials with which pupils may prepare individual writing plans for use at their next session.            Ask pupils to create a title for their plan which could become the title of their written reports.</p>
<p>Writing Reports in Paragraph Form (Using the Writing Plan as a Guide)</p>	<p>Use writing plans prepared by pupils in the previous lesson.</p> <p>Work with small groups and have pupils read their plans for suggestions by members of their group.            Give encouragement and concrete suggestions, as required.            Begin class instruction of the procedure of writing a report by using the writing plan.            Explain clearly that <u>each main idea will become the topic sentence</u> of a paragraph.            Ask pupils to recall the placements of the first word of the topic sentence in a paragraph.            Display the chart of the writing plan from the previous lesson.            Request identification of the first main idea on the chart.            Invite a child to transfer that idea to the chalkboard with the correct placement and indentation as required for the topic sentence of a paragraph.            Remind pupils to proofread the results.            Explain that the <u>smaller ideas</u> under the main idea on the plan should <u>follow immediately after the period at the end of the topic sentence</u>.</p>


TEACHING PROCEDURES

MATERIALS

plan on chart paper as a guide.  
and content of the plan reminding pupils to capitalize the  
idea and to indent smaller ideas under the two main ideas.  
ing plan with earlier studies of the outline by permitting  
comparisons between the two forms.  
read the plan and identify the two main ideas and smaller ideas.  
materials with which pupils may prepare individual writing  
their next session.  
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pared by pupils in the previous lesson.  
  
roups and have pupils read their plans for evaluation and  
members of their group.  
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f the writing plan from the previous lesson.  
ion of the first main idea on the chart.  
nsfer that idea to the chalkboard with the correct placement  
s required for the topic sentence of a paragraph.  
roofread the results.  
haller ideas under the main idea on the planning chart will  
ly after the period at the end of the topic sentence.

Chart of the writing plan from  
the previous lesson.



SKILLS	TEACHING PROCEDURES
<p>Identifying and Punctuating the Inside Address of the Business Letter</p>	<p>Use the overhead projector and transparency.</p> <p>Review the business letter form used in Level II, in this H  Introduce the <u>inside address</u> to the class.  Explain that the <u>inside address</u> is the address of the one to  is sent and is a part of a <u>business letter</u>.</p>  <p>Emphasize and reteach this paragraph form to overco  writing habit of beginning each sentence on a new li  Refer pupils to their texts to demonstrate paragraph</p>
<p>Building Paragraph Form and Content</p>	<p>Let pupils accurately place smaller ideas on the board as a  first paragraph of the written report.  Continue this procedure for the second main idea and small  Praise class efforts as the entire report is proofread, and</p> <p><u>Example:</u>        Abraham Lincoln learned many things. Ma  interested him. He watched carefully and asked  questions. Conversations and discussions with p  delighted him.  Abraham Lincoln loved the wilderness. Th  animals became his friends. His playground wa  exciting forest.</p> <p>Reinforce written standards which require adequate left and  correctly written titles, and a line skipped between title and  Provide maximum display and sharing of completed reports</p>

TEACHING PROCEDURES

MATERIALS

ector and transparency.

s letter form used in Level II, in this Handbook.  
e address to the class.  
side address is the address of the one to whom the letter  
part of a business letter.

nd reteach this paragraph form to overcome pupils' early  
it of beginning each sentence on a new line.  
to their texts to demonstrate paragraph form.

ely place smaller ideas on the board as a continuation of the  
of the written report.  
edure for the second main idea and smaller ideas under it.  
as the entire report is proofread, and revised.

braham Lincoln learned many things. Many things  
ted him. He watched carefully and asked many  
ns. Conversations and discussions with people  
ed him.

braham Lincoln loved the wilderness. The wild  
s became his friends. His playground was the  
g forest.

standards which require adequate left and right margins,  
n titles, and a line skipped between title and report.  
n display and sharing of completed reports.

Overhead projector  
Transparency of a business  
letter with the inside  
address omitted  
China marker

SKILLS

TEACHING PROCEDURES

Writing Paragraphs

Use flannel-backed pictures and a transparency.

Place pictures suggestive of ideas to be included in the paragraph on a flannel board.

Provide pupils with a pattern to follow by creating sentences around the picture.

Example:

My name is John Brown.

I am eight years old.

I attend John F. Cook School.

My teacher is Mrs. Jones.

I enjoy writing stories.

Permit a number of pupils to formulate orally similar sentences using the pictures as a guide to organization.



It may be advisable to break the lesson at this point, then to review the above briefly just before continuing.

Review the shape of the paragraph form, and of capitalization and punctuation necessary to show a sentence.

Place a lined transparency on the overhead projector.

Review John Brown's first sentence.

Write it on the transparency indenting properly and calling particular attention to the placement of the first word.

Permit pupils to indicate the need for capital letters in the person's name.

Continue writing the paragraph calling attention to the proper placement of punctuation, capitalization, and punctuation.

Allow pupils to assist in pointing these up.

TEACHING PROCEDURES	MATERIALS
<p>s and a transparency.</p> <p>ve of ideas to be included in the paragraph on the</p> <p>attern to follow by creating sentences around each</p> <p>own.</p> <p>k School.</p> <p>ones.</p> <p>es.</p> <p>ils to formulate orally similar sentences about themselves</p> <p>a guide to organization.</p> <p>le to break the lesson at this point, then to review</p> <p>y just before continuing.</p> <p>e paragraph form, and of capitalization and marks</p> <p>sentence.</p> <p>ency on the overhead projector.</p> <p>rst sentence.</p> <p>ency indenting properly and calling particular attention</p> <p>te first word.</p> <p>te the need for capital letters in the person's name.</p> <p>paragraph calling attention to the proper placement of</p> <p>tion, and punctuation.</p> <p>m pointing these up.</p>	<p>Flannel board</p> <p><u>Flannel-backed pictures of related ideas, as:</u></p> <ul style="list-style-type: none"> <li>child</li> <li>numeral to indicate age</li> <li>school building</li> <li>teacher</li> <li>book, pencil, number fact, or child's painting</li> </ul> <p>Overhead projector</p> <p>Lined transparency with margins</p> <p>Grease pencil</p> <p>Pencils and pencil paper ( 8 x 8 1/4 )</p> <p>Manila art paper (12 x 18)</p> <p>Crayons</p> <p>Paste</p>

SKILLS	TEACHING PROCEDURES
Letter Writing	<p>Draw marginal lines on the chalkboard to represent a sheet of paper.</p> <p>Place a large rectangle in the upper right-hand corner to demonstrate the correct placement of the address of the writer.</p> <p>Place another rectangle two spaces below the first rectangle to represent the left-hand margin.</p> <p>Direct pupils' attention to the upper box and tell them it is the place where, as the writers of the letter, will write their own school address.</p> <p>Point to the lower box and designate it as the correct place for the address which is the address of the person to whom the letter is being written.</p> <p>Place a transparency of a business letter with the <u>inside address</u> on the stage of the overhead projector.</p> <p>Demonstrate on the projected transparency the procedure and the placement of the inside address, using an address of a person or agency of interest to pupils' immediate needs and areas of study.</p> <p>Explain that the <u>inside address</u> will be the same information that is placed on the envelope for the mailing address.</p> <p>Have pupils identify and read the following:</p> <ul style="list-style-type: none"> <li>the name of the person to whom the letter is written (the addressee)</li> <li>the address title, if any</li> <li>the name of the agency with which the addressee is associated</li> <li>the number and street</li> <li>the city and state-zone number</li> </ul>
Identifying the Components of the Inside Address	<p>Record this information on chart paper.</p> <p>Teach pupils the correct capitalizations required.</p> <p>Discuss correct usage of punctuation as it is placed on the transparency.</p>
Reviewing Capitalizations and Punctuation of the Inside Address	<p>Invite pupils to write information required for the <u>inside address</u> provided on the chalkboard.</p> <p>Fasten pupils' learnings concerning punctuation and capitalization lessons through the use of a chart form of a business letter which is fastened to it in places which require capital letters and various punctuation.</p>

TEACHING PROCEDURES

MATERIALS

Draw lines on the chalkboard to represent a sheet of paper. Draw a rectangle in the upper right-hand corner to demonstrate the placement of the address of the writer. Draw a second rectangle two spaces below the first rectangle and drawn at the margin. Draw a third rectangle to the left of the first rectangle and tell them it is the place where they, as the writer of the letter, will write their own school address. Draw a fourth box and designate it as the correct place for the inside address, the address of the person to whom the letter is being written. Compare the appearance of a business letter with the inside address omitted on the overhead projector. Show on the projected transparency the procedure and form for writing an address, using an address of a person or agency closely related to immediate needs and areas of study. Explain that the inside address will be the same information they will place in the envelope for the mailing address. Identify and read the following: Name of the person to whom the letter is written (the addressee) Title, if any Name of the agency with which the addressee is associated City and street State and zone number Write the information on chart paper. Show the correct capitalizations required. Demonstrate the correct usage of punctuation as it is placed on the transparency. Have students write information required for the inside address in the place shown on the chalkboard. Review the learnings concerning punctuation and capitalizations in subsequent lessons through the use of a chart form of a business letter with pieces of felt placed in places which require capital letters and various punctuation marks.

Business letter form

Chart paper  
Felt pen

Chart of an elliptical business letter, pieces of felt glued to points requiring capitalizations and punctuation.

SKILLS

TEACHING PROCEDURES

Building Vocabulary  
Related to News Coverage

Plan group and individual use of the chart for purposes of clarification and reinforcement of this study.

Use newspaper portions.

Show and record listings which might be found in the index of a local newspaper.

National and International

City Life

Classified

Comics

Editorials

Events

Sports

T.V. - Radio.

Say: "Everyone in my family likes to read the paper.

Since we can't all see it at once, we take different sections.

Can anyone tell the kind of news that would be found in any one of these sections?

Allow pupils to discuss freely information which they already have.

Ask questions, if necessary, to help pupils become more aware of what is news.

Provide additional guidance to help pupils understand the difference between news that is national or international, and that which reflects city life by using

short sketches that would have interest value on different scales.

Discuss briefly the most important aspects of the news.

Say: "Think about the first report.

Who would be most interested in it -- people in our city, people in

the United States, or people anywhere in the world? Why?"

Ask these questions about each.

Make proper associations for local, national, and international news.

present these words to pupils.

Point to the factual quality of the presentation.

Bring in the word local as news about city life is discussed.

Guide pupils in finding who, what, when, and where kinds of information.

TEACHING PROCEDURES

MATERIALS

ual use of the chart for purposes of clarification and study.

Felt letters and punctuation marks

ns.

Cards with classifications used in the index of a local paper

stings which might be found in the index of a local paper: international

News articles geared to  
local interest  
national interest  
international concern

my family likes to read the paper.  
t all see it at once, we take different sections.  
ell the kind of news that would be found in any one section?"  
cuss freely information which they already have.  
ecessary, to help pupils become more aware of what they know.  
guidance to help pupils understand the difference in news  
r international, and that which reflects city life by presenting  
at would have interest value on different scales.  
e most important aspects of the news.  
t the first report.  
e most interested in it -- people in our city, people in  
States, or people anywhere in the world? Why?"  
s about each.  
ciations for local, national, and international news, and  
rds to pupils.  
l quality of the presentation.  
local as news about city life is discussed.  
ding who, what, when, and where kinds of information.



SKILLS	TEACHING PROCEDURES				
<p>Classifying News According to Levels of Interest</p> <p>Identifying the Significance of the Headline</p>	<p>Place cards on the flannel board with the words <u>local</u>, <u>national</u>, <u>international</u>.  Read headlines which clearly indicate the level of interest and associate the news with its proper levels of concern.  Ask: "Why do you think the <u>headline</u> is so important?"  (makes you want to read more and suggests the importance)  If we had a class newspaper, do you think you could be a <u>reporter</u>?</p>				
<p>Identifying Distinguishing Features of Editorials and Cartoons</p>	<p>Present an editorialized version of a news item.  Ask: "What makes this presentation different from a regular news item?"  Present the word <u>editor</u>, and help pupils realize how this person expresses his or her own ideas, or opinions about the news.  Guide pupils in finding instances of this.  Show a related <u>cartoon</u> which pupils can understand.  Point out the special skill which the <u>cartoonist</u> must exhibit.</p>				
<p>Planning a Class Newspaper</p>	<p>Guide the children in creating a plan for a class newspaper.  Help pupils determine the kinds of information which they would like to see in the newspaper, and which sections they would need.</p> <p>Possibilities:</p> <table data-bbox="798 1854 1649 2119"> <tr> <td><u>city life</u></td> <td>school news neighborhood, community, or city news</td> </tr> <tr> <td><u>editorials</u></td> <td>(same as above, but written from a special point of view) experience stories</td> </tr> </table>	<u>city life</u>	school news neighborhood, community, or city news	<u>editorials</u>	(same as above, but written from a special point of view) experience stories
<u>city life</u>	school news neighborhood, community, or city news				
<u>editorials</u>	(same as above, but written from a special point of view) experience stories				

TEACHING PROCEDURES

MATERIALS

board with the words local, national, international.  
 y indicate the level of interest and ask pupils to  
 s proper levels of concern.  
 e headline is so important?"  
 read more and suggests the importance of the article)  
 spaper, do you think you could be a headline writer?"

ersion of a news item.  
 resentation different from a regular news story?"  
 nd help pupils realize how this person presents his  
 out the news.  
 ances of this.  
 ch pupils can understand.  
 hich the cartoonist must exhibit.

ing a plan for a class newspaper.  
 kinds of information which they would include in their  
 s they would need.

Flannel board  
 Flannel-backed cards with the  
 words local, national, and  
international

Cards with headlines from  
 articles of local, national,  
 and international interest

Chart paper  
 Felt pen

school news  
 neighborhood, community, or  
 city news

(same as above, but written  
 from a special point of view)  
 experience stories

SKILLS

TEACHING PROCEDURES

editorials

letters to the editor  
 cartoons  
 book reviews  
 original stories

events

coverage for special occasion  
 original stories

classified

services which pupils need  
 or can give  
 lost and found

Discuss responsibilities and select pupils to fill the following positions

reporters

interview  
 gather information about  
 personalities, school events  
 write factual reports

editors

gather facts, provide some  
 interpretation, or present  
 opinions about happenings

cartoonists  
 and  
artists

work with writers in order  
 to illustrate or show a point  
 of view.

headline writers

work with others in order to  
 create "heads" that will make  
 others want to read

TEACHING PROCEDURES

MATERIALS

letters to the editor  
cartoons  
book reviews  
original stories

coverage for special occasion  
original stories

services which pupils need  
or can give  
lost and found

abilities and select pupils to fill the following positions.

interview  
gather information about  
personalities, school events  
write factual reports

gather facts, provide some  
interpretation, or present  
opinions about happenings

work with writers in order  
to illustrate or show a point  
of view.

work with others in order to  
create "heads" that will make  
others want to read

SKILLS	TEACHING PROCEDURES				
<p>Building Concepts about Advertising</p>	<p>Provide guidance so that pupils will select jobs which they can handle under supervision. Permit pupils to shift jobs as interests change.</p> <p>Use pupils' experiences.</p> <p>Ask the children to recall a favorite television commercial. Discuss: the characters what happened what was said.</p> <p>Ask: "Why do you think the commercial would make people interested? After seeing it, who probably would be most interested? (Consider sex, age, finance, and personality factors.)"</p> <p>Explain that people who write commercials work very hard to create that appeal, and to use <u>words</u> that make people want to buy.</p> <p>Associate the word <u>advertising</u> with the ideas above.</p>				
<p>Identifying Words that <u>Sell</u> Interpreting A Picture Used to Advertise</p>	<p>Project an advertisement from a magazine or newspaper, or a photograph. (See next page)</p> <p>Guide study and interpretation of the picture and caption.</p> <p>Ask: "What product is advertised? Would you want to buy it? Does the picture sell the product? How does the picture identify it? (i.e., through actual presentation or through inference?) Does the caption make others want to read on? Why? Why not?"</p> <p>Write the kind of product on the chalkboard—<u>camera</u>.</p> <p>Read the fine print.</p> <p>Ask: "What ideas sell the product and make it different?"</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><u>Ideas</u></td> <td style="text-align: center;"><u>Words Used In Advertisements</u></td> </tr> <tr> <td style="text-align: center;">It's faster. - - - - -</td> <td style="text-align: center;">color prints right away peel off 60 seconds later just one minute later</td> </tr> </table>	<u>Ideas</u>	<u>Words Used In Advertisements</u>	It's faster. - - - - -	color prints right away peel off 60 seconds later just one minute later
<u>Ideas</u>	<u>Words Used In Advertisements</u>				
It's faster. - - - - -	color prints right away peel off 60 seconds later just one minute later				

TEACHING PROCEDURES

MATERIALS

so that pupils will select jobs which they can handle with  
 different jobs as interests change.  
 ...  
 ... recall a favorite television commercial.  
 ... characters  
 ... happened  
 ... said.  
 ... think the commercial would make people want to buy?  
 ... it, who probably would be most interested in having the product?  
 ... (sex, age, finance, and personality factors.)  
 ... who write commercials work very hard to present situations  
 ... to use words that make people want to buy.  
 ... advertising with the ideas above.  
 ... advertisement from a magazine or newspaper, or use an original one.  
 ... interpretation of the picture and caption.  
 ... what is advertised?  
 ... want to buy it?  
 ... where would you sell the product?  
 ... how would the picture identify it? (i.e., through actual  
 ... observation or through inference?)  
 ... how would you make others want to read on? Why? or  
 ... how would you show the product on the chalkboard-camera.

Advertisement depicting pupil  
 interests  
 (See picture on next page.)  
 Opaque projector  
 or  
 Transparency and overhead  
 projector

... sell the product and make it different?"  
 ... Words Used In Ad  
 ... color prints right away  
 ... peel off 60 seconds later  
 ... just one minute later

SKILLS	TEACHING PROCEDURES
<p>Analyzing Critically to Identify Misleading Information or Omissions</p>	<p>It's easier. - - - - - slip in film and shoot no fumbling automatic</p> <p>Some may not think it's expensive. - - - - - less than \$50 more camera per dollar</p> <p>List also words cited by pupils that have sensory appeal -- <u>beautiful</u> <u>finished color prints</u>.</p> <p>Guide pupils in noticing how the <u>picture</u>, as well as words in the ad, by identification.</p> <p>Bring out ideas, as: <u>friends</u>, <u>fun</u>, <u>closeness</u>, <u>warmth</u>.</p> <p>Point up factors of cost, operation, needed accessories, or other sh which have <u>not</u> been clearly spelled out, or which have been carefu</p> <p>Use questions like these: In order to operate the camera, what will you need other than camera itself? Have these been mentioned? How does the advertisement avoid calling attention to the tota producing what is shown in the picture?</p> <p>Help children recognize the merit of further investigation before ha acceptance.</p>
<p>Identifying and Finding Word Substitutes</p>	<p>Use the advertisement from the last lesson. Ask pupils to find words used in place of pictures -- <u>prints</u>; <u>snapsh</u> Ask: "Why do you think the writer used all three words?" (makes material more readable)</p> <p>Invite pupils to think of other possible substitutes for pictures - <u>pho</u> <u>images</u>; <u>likenesses</u>.</p>

ING PROCEDURES

MATERIALS

- - slip in film and shoot  
 no fumbling  
 automatic

expensive. - - - - -  
 less than \$50  
 more camera per dollar

s that have sensory appeal -- beautiful pictures;

the picture, as well as words in the ad, helps sell

fun, closeness, warmth.

ation, needed accessories, or other shortcomings  
 spelled out, or which have been carefully omitted.

camera, what will you need other than the

ned?

ment avoid calling attention to the total cost of  
 wn in the picture?

merit of further investigation before hasty

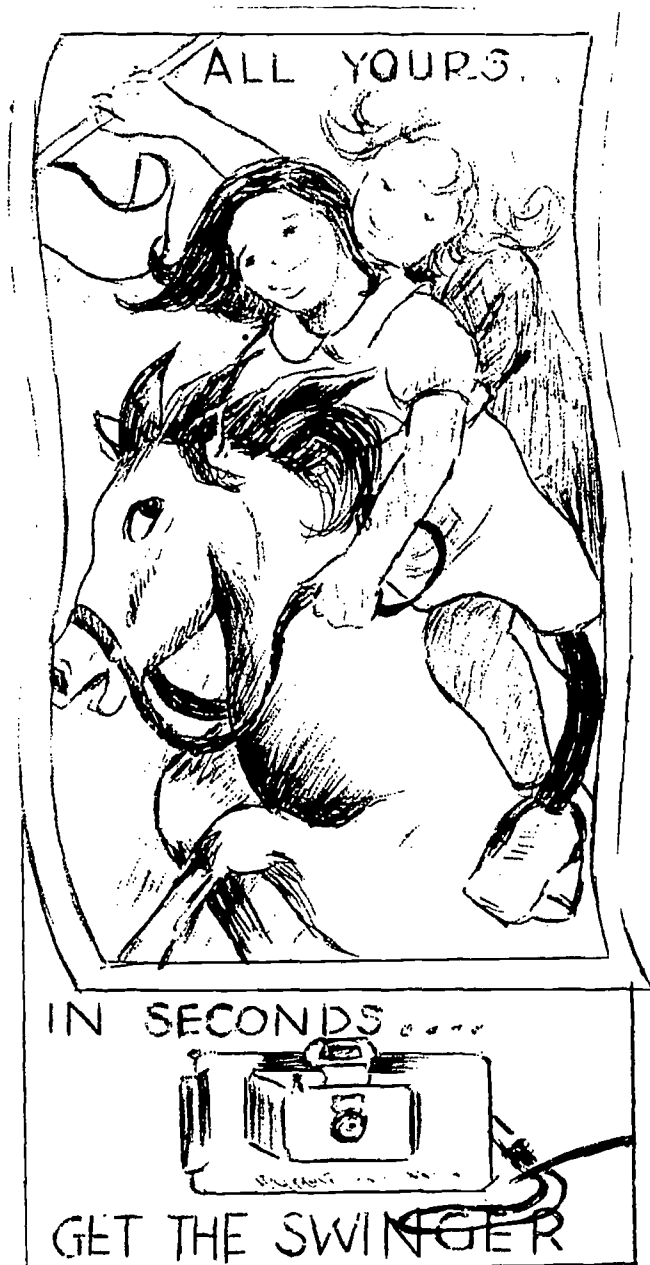
he last lesson.

y in place of pictures -- prints; snapshots.

riter used all three words?"

e readable)

ossible substitutes for pictures - photographs;





SKILLS	TEACHING PROCEDURE				
<p>Associating Products With Descriptives</p>	<p>Use a game.</p> <p>*Ask pupils to guess products from descriptions provided. Use words appealing to the senses and figurative language. Cite reasons which make the product "a must."</p> <p>Examples:</p> <table border="0"> <tr> <td data-bbox="930 1335 1345 1596"> <p>It's crispy crunchy tasty shaped like tiny doughnuts starts the day off right! (cereal)</p> </td> <td data-bbox="1345 1335 1708 1596"> <p>It has real meat in bit-sized chunks beefy goodness and aroma packed in every can! (dog food)</p> </td> </tr> <tr> <td data-bbox="930 1596 1345 1858"> <p>It's cooling refreshment with new improved flavor, and comes in family-size bottles. (soda)</p> </td> <td data-bbox="1345 1596 1708 1858"> <p>You'll love their rich, chocolaty their crunchy, fresh outside and smooth, creamy inside (cream-filled cookies)</p> </td> </tr> </table> <p>Suggest that pupils listen to television for good descriptions of commercial writers.</p>	<p>It's crispy crunchy tasty shaped like tiny doughnuts starts the day off right! (cereal)</p>	<p>It has real meat in bit-sized chunks beefy goodness and aroma packed in every can! (dog food)</p>	<p>It's cooling refreshment with new improved flavor, and comes in family-size bottles. (soda)</p>	<p>You'll love their rich, chocolaty their crunchy, fresh outside and smooth, creamy inside (cream-filled cookies)</p>
<p>It's crispy crunchy tasty shaped like tiny doughnuts starts the day off right! (cereal)</p>	<p>It has real meat in bit-sized chunks beefy goodness and aroma packed in every can! (dog food)</p>				
<p>It's cooling refreshment with new improved flavor, and comes in family-size bottles. (soda)</p>	<p>You'll love their rich, chocolaty their crunchy, fresh outside and smooth, creamy inside (cream-filled cookies)</p>				
<p>Drawing Sensory Impressions From a Given Product</p>	<p>Use direct experiences.</p> <p>Place a tape recorder in an inconspicuous spot. Display a product, as hand lotion in a plastic container. Invite a number of children to look at, squeeze, smell, and taste, spontaneously to their discoveries.</p>				

## TEACHING PROCEDURES

## MATERIALS

products from descriptions provided by teacher.  
 g to the senses and figurative language wherever possible.  
 make the product "a must."

It has  
 real meat in bit-sized chunks--  
 beefy goodness and aroma  
 packed in every can!

y doughnuts  
 off right!

(dog food)

You'll love  
 their rich, chocolately flavor;  
 their crunchy, fresh outside;  
 and smooth, creamy inside.

bottles.

(cream-filled cookies)

listen to television for good descriptive words used by  
 ers.

s.

der in an inconspicuous spot.  
 as hand lotion in a plastic container.  
 children to look at, squeeze, smell, pour, use, and to react  
 their discoveries.

Descriptions for the teacher  
 to read

Product for pupil inspection  
 and investigation  
 Tape and tape recorder

SKILLS

TEACHING PROCEDURES



If necessary, ask each child to make one discovery  
(That one must not have been made previously.)

Ask the others in the class to add any sensory impressions (color, feel, general appearance) which could be used in connection with the product. Play back taped responses, and select comments useful in creating a commercial for hand lotion.

Example of possible comments after editing-

- The bottle is extra large.
- It's plastic.
- The blue-green color looks cool.
- It's fun to squeeze.
- The lotion oozes out.
- Only a little comes out.
- It smells good.
- I like to feel it on my hands.
- It makes my hands feel softer.
- They (hands) feel as soft as silk and satin.
- My hands feel smooth.
- The lotion is cool.
- I like the way my hands feel after I use it.
- You only need a little bit.

Suggest that such testimony with a final identification of the product, perhaps an urge for others to discover for themselves, could be used in a television commercial.

Remake the tape using comments selected and include a final statement. Provide opportunity for those interested to make illustrations to accompany the commercial. Place these on a class-made TV screen, use the tape, and present the commercial.

TEACHING PROCEDURES

MATERIALS

ask each child to make one discovery  
 (at least not have been made previously.)

Ask the class to add any sensory impressions (color, smell, size, texture, appearance) which could be used in connection with the product. Select responses, and select comments useful in creating an advertisement.

Write down the comments after editing—  
 extra large.

When color looks cool.  
 Feels like ice.  
 Comes out.  
 Comes out.  
 Feels like ice.  
 Feels like ice on my hands.  
 My hands feel softer.  
 Feels as soft as silk and satin.  
 Feels smooth.  
 Feels cool.  
 My hands feel after I use it.  
 Feels a little bit.

Use the testimony with a final identification of the product, and ask others to discover for themselves, could be used as a commercial.

Use the comments selected and include a final statement.  
 Ask for those interested to make illustrations to fit each idea.  
 Use the class-made TV screen, use the tape, and present a TV

Art materials for making illustrations for a commercial

Class-made TV screen

SKILLS	TEACHING PROCEDURES
<p>Contrasting Pictures for Television Commercials and Those Used in Written Ads</p>	<p>Give further practice in verbalizing sensory impressions of products on the chalkboard.</p> <p>*Ask children to suggest words or phrases describing each. Encourage use of figures of speech.</p> <p>Jot down ideas presented, but record later on chart paper for reference.</p> <p>Replay pupils' hand lotion commercial, or show the commercial on transparency, or remind pupils of a real commercial for hand lotion. Show a written advertisement.</p> <p>Ask: "What advantage does television have in terms of pictures?"</p> <p>Point out that illustrators of ads in newspapers and magazines tell much about:</p> <ul style="list-style-type: none"> <li>who would use the product</li> <li>how they would use it</li> <li>why they might need it</li> <li>where and when the product would be useful.</li> </ul> <p>Ask pupils to select a product and create <u>one picture</u> which illustrates such as those listed about it.</p> <p>Evaluate with pupils their success in obtaining these ends.</p>
<p>Analyzing to Make Associations</p>	<p>Use a game.</p> <p>Create captions.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Beauty is a clean look. (soap)</li> <li>Join the rolling boys. (bicycle)</li> <li>The refreshing taste. (soda)</li> <li>It's good! (candy, cookies)</li> <li>Dash through laundry problems. (detergent)</li> <li>Do you wash dishes? (hand lotion)</li> </ul> <p>Ask class members to suggest the product or products that</p>

TEACHING PROCEDURES

MATERIALS

verbalizing sensory impressions by listing a number  
 keyboard.  
 words or phrases describing each item.  
 s of speech.  
 , but record later on chart paper for further  
  
 on commercial, or show the commercial on a  
 nd pupils of a real commercial for TV.  
 ement.  
 does television have in terms of pictures?"  
 rs of ads in newspapers and magazines usually must make  
 about:  
 product  
 e it  
 ed it  
 e product would be useful.  
 roduct and create one picture which supplies ideas  
 out it.  
 eir success in obtaining these ends.  
  
 k. (soap)  
 s. (bicycle)  
 e. (soda)  
 cookies)  
 y problems. (detergent)  
 ? (hand lotion)  
 suggest the product or products that would fit.

Product suggestions:  
 soap            candy bar  
 toothpaste    cream-filled  
 cereal            cookies  
 soda            bicycle  
 camera  
 hand lotion  
 Chart paper and felt pen for  
 teacher's use  
  
 Class-made TV screen  
 Pupil-made TV commercial  
 including drawings and tape  
 Written advertisements  
 Opaque projector  
 Manila art paper  
 Crayons

SKILLS

TEACHING PROCEDURES

Creating a Newspaper Advertisement

Stimulate pupils to think of ways of calling attention to and of a product using as few words as possible.  
 Review descriptions about hand lotion.  
 Guide pupils in creating a written advertisement by helping them to think of:  
 for whom it should be geared  
 what picture idea should be presented  
 what lead could attract readers  
 what words and phrases would sell the product.  
 Divide the class into two groups-illustrators; writers.  
 Let the class select the best efforts.  
 Combine and share results.

Illustrating Radio Commercials

\*Stimulate those who are interested to draw pictures illustrating the product.  
 Allow time for sharing, and discuss the suitability of the drawings.  
 Discuss the personalities or ages of those likely to use the product.

Writing Class Ads

\*Create interest in writing and illustrating advertisements to which all pupils in the class would like to provide, without cost.

Investigating Source Materials

Place these on the bulletin board so that the services actually used are known.  
 Ask pupils to suggest ways in which they can get information.  
 List suggestions, such as:  
 first-hand investigation  
 interviews or questioning  
 pictures  
 books, magazines, newspapers, posters  
 film, strips  
 radio  
 television.

Explain that there are many kinds of books some of which are used cover to cover, but they are used when facts on a certain subject are needed.

TEACHING PROCEDURES

MATERIALS

think of ways of calling attention to and creating interest in  
 as few words as possible.  
 about hand lotion.  
 ating a written advertisement by helping them decide:  
 d be geared  
 a should be presented  
 attract readers  
 phrases would sell the product.  
 to two groups-illustrators; writers.  
 t the best efforts.  
 results.

Writing materials

Manila drawing paper and  
 crayons

o are interested to draw pictures illustrating radio commercials.  
 ring, and discuss the suitability of the drawing for reflecting  
 ages of those likely to use the product.

Drawing materials

writing and illustrating advertisements to sell services which  
 s would like to provide, without cost.  
 bulletin board so that the services actually will be requested.  
 est ways in which they can get information.

Sets of books for  
pupil exploration:  
 dictionaries  
 encyclopedias  
 atlases  
 annotated bibliographies  
 almanacs

uch as:  
 etigation  
 uestioning  
 s, newspapers, posters

City maps  
 Tape and tape recorder

are many kinds of books some of which are seldom read from  
 ut they are used when facts on a certain subject are needed.



SKILLS

TEACHING PROCEDURES

Divide the children into four groups to investigate some of these  
 Place a tape recorder in an unobtrusive position in order to tape  
 Invite groups, to join the teacher for guided exploration of source  
 Ask those not working with the teacher to investigate on their own  
 teacher can work with them.

Guide discovery of the dictionary (or a glossary) by permitting  
 following it with questions like these:

Who will tell us what a book such as this is called?

When would a person use a dictionary?

Does anyone see a word that you know?

How are words placed in a dictionary?

What kinds of words do you think you could find in the dictionary?

If you wanted to find the meaning of a word, what are some  
 things you would have to be able to do?

Allow other groups to investigate other sources, as: encyclopedias,  
 city maps, annotated bibliographies, almanacs.

Follow the same procedure of questioning and taping pupil responses.

Use questions like these:

Atlas and City map

How is information included in this book different from that in  
 the dictionary?

What kinds of information could you discover through its use?

How do you think you could find a place like Washington, D.C.?

What would you have to know to locate your school on the city map?

Encyclopedia

Would you like to tell us about anything interesting that you  
 find in this book?

Do you think all words are included in the encyclopedia?

(only nouns)

Why would you look in an encyclopedia for information rather than  
 a dictionary?

## TEACHING PROCEDURES

## MATERIALS

our groups to investigate some of these books.  
 in unobtrusive position in order to tape discussion(s).  
 teacher for guided exploration of sources.  
 with the teacher to investigate on their own until the  
 them.  
 dictionary (or a glossary) by permitting free perusal and  
 questions like these:  
 What is a book such as this called?  
 When can you use a dictionary?  
 How do you find a word that you know?  
 How is a word used in a dictionary?  
 What words do you think you could find in the dictionary?  
 How do you find the meaning of a word, what are some of the  
 things you have to be able to do?  
 How do you investigate other sources, as: encyclopedias, atlases and  
 bibliographies, almanacs.  
 Care of questioning and taping pupil responses.

What is included in this book different from that in other books?  
 What information could you discover through its use?  
 How could you find a place like Washington, D.C. or the U.S.?  
 How do you have to know to locate your school on the city map?

Tell us about anything interesting that you have discovered

What words are included in the encyclopedia?

How do you look in an encyclopedia for information rather than in a

## SKILLS

## TEACHING PROCEDURES

Does an encyclopedia give more information or less than a dictionary?  
How is information arranged?

Almanac

Have you discovered anything which you would like to share?  
What are some of the different subjects for which facts are given?  
How is much of the the information arranged? (in Tables)  
Why do you think placing information in Tables is valuable?  
Help children understand that when lists indicating how many or how much are provided, such data is often called statistical information.  
(Don't worry about pupils using the words.)

Annotated Bibliography

What information is given about each book?  
Will you read one description of a book which you think you would enjoy reading?  
Why would you still want to read the book itself?  
Why is it helpful to have some idea about a book before reading it?

Exhibit one book used in each group.

Play the tapes from all discussions so that the whole class may share findings.

Permit pupils in each group to examine a different source.

Distribute copies of questions used, and select pupil chairmen to guide investigations.

Repeat the procedure until each group has had an opportunity to handle become acquainted with the different source materials being reviewed.

TEACHING PROCEDURES

MATERIALS

encyclopedia give more information or less than a dictionary?  
 Information arranged?

discovered anything which you would like to share?  
 some of the different subjects for which facts are given?  
 how is the information arranged? (in Tables)  
 do you think placing information in Tables is valuable?  
 do you understand that when lists indicating how many or how  
provided, such data is often called statistical information.  
 (Try about pupils using the words.)

Biography  
 Information is given about each book?  
 Read one description of a book which you think you would  
 read?  
 Do you still want to read the book itself?  
 Is it helpful to have some idea about a book before reading  
 it?  
 How is it used in each group.  
 Summarize from all discussions so that the whole class may share  
 the results.  
 Assign each group to examine a different source.  
 Prepare a list of questions used, and select pupil chairmen to guide similar  
 discussions.  
 Continue the procedure until each group has had an opportunity to handle or  
 discuss material related with the different source materials being reviewed.

SKILLS

TEACHING PROCEDURES

Recognizing the Need  
for Specific Sources  
of Information



Each chairman may be selected on the basis of his understanding during the teacher-guided period. The group for which he acts should be exploring the source to which the chairman has had exposure.

Use source materials, as a class, when the need arises in order to overcome frustrations resulting from independent research with inadequate resources.

Ask questions to check pupils' skill in determining sources which are most useful.

Example:

What would I do? - - - if I

didn't know the meaning of some words

wanted to know more about reptiles

wanted to find out the name of the thirty-third President

wished to know the location of Viet Nam

needed a brief description of places of interest in Washington

required typewriter repair work

were seeking information about good sales on clothing

sought the exact location of the Smithsonian Institution

wanted to know the best way to reach the neighborhood branch

were trying to find a special office in a big building.

Lead pupils to the source which will be easiest, most practical, and most dependable.

Help the class realize that often several sources may be available.

Help children understand that some sources are more reliable than others.

Urge pupils to bring in real problems for class analysis of procedure followed, or for pupil explanation of procedure followed.

TEACHING PROCEDURES

MATERIALS

Chairman may be selected on the basis of his understanding during teacher-guided period. The group for which he acts as chairman may be exploring the source to which the chairman has already had experience.

Materials, as a class, when the need arises in order to avoid the results resulting from independent research with inadequate skills.

to check pupils' skill in determining sources which would prove

What I do? - - - if I

to know the meaning of some words

to know more about reptiles

to find out the name of the thirty-third President

to know the location of Viet Nam

to get a brief description of places of interest in Washington, D.C.

to do typewriter repair work

to seek information about good sales on clothing

to know the exact location of the Smithsonian Institution

to know the best way to reach the neighborhood branch of the library

to try to find a special office in a big building.

to choose the source which will be easiest, most practical, and

to make sure they realize that often several sources may be available.

to understand that some sources are more reliable than others.

to bring in real problems for class analysis of referrals

to have a pupil explanation of procedure followed.

SKILLS

TEACHING PROCEDURES

Building Concepts about  
Records and Registration



If a copy of the book-listed is available, reading it with the child prior to this lesson would serve as valuable motivation.

Use school forms. (records)

Display familiar forms - health record, cumulative report, report certificate.

Help pupils name each.

Lead a discussion by asking questions, such as:

What kind of information is found on each form?

What do we call information that is written and kept? (record)

Why is it important for the school to keep records?

Help pupils understand the meaning of a good health record; citizen scholarship record.

Guide each pupil in realizing the importance of doing his best in or best record.

Ask: "Who else might have records about you?"

Use pictures, if needed, to help elicit answers including information

city official - birth certificate

doctor - medical report

dentist - record showing condition of teeth and gums  
(dental report)

church clerk - membership records

camp director - health record and identifying information

Ask: "How do people get records about us?"

Elicit answers, such as:

parents give information

children provide information

adults add findings from tests or observations.

TEACHING PROCEDURES

MATERIALS

the book-listed is available, reading it with the children as lesson would serve as valuable motivation.

records)

forms - health record, cumulative report, report card, birth

each.

by asking questions, such as:

information is found on each form?

information that is written and kept? (record)

important for the school to keep records?

understand the meaning of a good health record; citizenship record;

card.

in realizing the importance of doing his best in order to have his

"might have records about you?"

needed, to help elicit answers including information, such as:

birth certificate

medical report

record showing condition of teeth and gums (dental report)

membership records

- health record and identifying information

"people get records about us?"

such as:

information

information

ings from tests or observations.

Forms, such as:

health record  
cumulative report  
report card  
birth certificate

Opaque projector, if available

Pictures:

baby  
doctor examining a patient  
dentist at work in his office  
members at church  
children in camping situation

North Shore Committee on the Older Adult. Lisker, Sonia O., illustrator. Growing Up, Growing Older. Holt, Rinehart and Winston, New York: 1964.



SKILLS	TEACHING PROCEDURES
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Developing Concepts about Registration

Guide pupils in thinking of giving information when joining Vacation Church School; going to a clinic, a doctor, or doctor's club; beginning special classes in music, dancing, art, swimming, etc.

Explain: "Different people ask for information which will help them and know more about those who will be participating in the service or coming for service. When we give this information we are registering. The activity is known as registration."

Present the idea of registration as a first step in making a service plan.

Create an opportunity for pupils to fill out a form by asking them to show interest in providing special classroom services, such as library service, food service, recreation, music, decorating, etc.

Describe briefly or permit pupils to identify primary responsibilities to each service before distributing blanks.

Sample form:

Name	Age	Date of Birth
Teacher's Name		
Special Interests (Check (✓) one)		
housekeeping _____	recreation _____	
library _____	music _____	
food _____	decorating _____	
supplies _____	other _____	
Date _____	Signature _____	

TEACHING PROCEDURES

MATERIALS

thinking of giving information when joining church, Sunday School, Sunday School; going to a clinic, a doctor, or dentist; joining a boy's club; special classes in music, dancing, art, swimming; going to camp. When parent people ask for information which will help them identify children, know more about those who will be participating in activities coming for service. When we give this information, we are registering. The activity is known as registration. The activity of registration as a first step in making a record.

Opportunity for pupils to fill out a form by asking them to register in providing special classroom services, as: housekeeping, food service, recreation, music, decorating. or permit pupils to identify primary responsibilities attached before distributing blanks.

See:

Picture-Story Study Print  
 "Neighborhood Librarians"  
 Set - Neighborhood Friends  
 And Helpers - SP 127  
 Society for Visual Education  
 1345 Diversey Parkway,  
 Chicago.

Special interest blanks for pupils  
 Overhead projector  
 Transparency of special interest blank  
 Grease pencil

	Age	Date of Birth	Place of Birth
Name _____			
Interests (Check (✓) one)			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Signature _____			

SKILLS

TEACHING PROCEDURES

Interviewing to Enlarge  
Understanding of  
Registration

Guide pupils by allowing them to record on their blanks while  
child under teacher guidance, uses the overhead projector to  
Help pupils understand that registration generally involves gathering  
statistics, such as: name, age, date, and place of birth.  
Elicit the idea of registration as being a first step in making a

Tell pupils that adults demonstrate good citizenship when they  
Guide discussion of the meaning of the words underlined and the  
of the statement.

Use an experience such as electing a class secretary to help  
the need for:  
studying the qualifications of candidates  
making a responsible choice.

Associate these attributes of a good citizen with voting rights.  
Show the form on which pupils' indicate special class interests.  
Ask: "Which items would probably be found in blanks requiring  
Establish the significance of citizenship and age in determining  
Help pupils understand that registration shows good intention,  
careful study and consideration makes a good citizen.

Select a child to interview a car owner about car registration  
findings to the class.

Suggest that the child discover:  
what such registration proves  
most important facts recorded  
why car registration is important.

Ask members of the class, after the report, to think of some  
they may own which could be registered, and to indicate the  
registration.

TEACHING PROCEDURES

MATERIALS

by allowing them to record on their blanks while the teacher, or a teacher guidance, uses the overhead projector to complete the form. Understand that registration generally involves giving personal information such as: name, age, date, and place of birth. Consider the importance of registration as being a first step in making a record. Have adults demonstrate good citizenship when they register to vote. Discuss the meaning of the words underlined and the reasonableness of the decision. Give examples such as electing a class secretary to help the class understand the qualifications of candidates and make a responsible choice. List the attributes of a good citizen with voting rights. Have pupils indicate special class interests. Discuss items which would probably be found in blanks required prior to voting? Discuss the significance of citizenship and age in determining voting rights. Understand that registration shows good intention, but that voting after thought and consideration makes a good citizen. Have pupils go to interview a car owner about car registration and to report to the class. Have the child discover: How registration proves important facts recorded. How registration is important. Have the class, after the report, to think of some thing or pet which could be registered, and to indicate the advantage of such

Overhead projector  
 Transparency of blank used  
 in previous lesson  
 or  
 Pupil copies of special  
 interest forms

SKILLS

TEACHING PROCEDURES

Identifying Instances  
Necessitating Recording of  
Group Activities

Ask pupils to think of records of class activities.  
Lead children to name different kinds of group records, kept either by children or by adults, of activities outside of school. (usually minutes of meetings)  
Ask: "What is the person who writes such records called? (secretary)  
What skills should such a person have?"  
(correct spelling, legible handwriting, ability to record carefully and correctly; good listening skills; possibly, skill in shorthand)  
Allow members of the class to select or elect a class secretary to record experiments or class reports on trips or room activities.

Developing an Awareness  
of the Value of the Computer  
in Using Recorder Information  
Efficiently

Use pictures.  
Show pictures of a student, military man, worker.  
Ask children to move ahead in time and to pretend that they are the persons pictured.  
Help pupils understand that schools, the armed service, and an employer also keep records.  
Allow a brief discussion of how, in each instance, each pictured person keeps a good record for himself.  
Guide pupils in realizing the permanency of these records.

Show a picture of a computer.  
Suggest that the army was looking for a man whom it could train to construct bridges.  
Suggest that it was decided that a man with a good personal and school record and with special skills in areas related to construction would make a good bridge builder.

Ask: "With thousands of men from whom to choose, how do you think you would find the best one to train?  
Would it be easy or hard for persons to go over the records of a service man?"

TEACHING PROCEDURES

MATERIALS

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 best one to train?  
 y or hard for persons to go over the records of each

Pictures:  
 student  
 service man  
 worker  
 computer

SKILLS

TEACHING PROCEDURES

Reporting

Give a simple explanation, as the following:

"It would take humans a long time, but if cards with records were put (fed) into a computer, the computer would give information in a very short time, cards identifying men with proper names. A computer would simplify finding the best man, and save time."

Explain further:

"Computers are being used in many ways to help people get information more effectively:

Computers are used in our space program.

New types of work are being created because of computers.

Most large schools use computers.

Someday you may use a computer in the classroom to help with studying."

Invite interested pupils to investigate and elaborate on any of the above.

Use a tape.

Ask children to prepare brief written sketches about themselves for taping.

Provide a guide such as the following, if pupils need assistance.

I am \_\_\_\_\_ years old. I was born in \_\_\_\_\_.

I have \_\_\_\_\_ eyes and \_\_\_\_\_ hair.  
or

My eyes and hair are \_\_\_\_\_.

I enjoy \_\_\_\_\_ at school.

When I am at home, I like to \_\_\_\_\_.

My friends say I \_\_\_\_\_.

Who am I?

Tape, during several settings, the voices of pupils presenting their tapes.

Replay the tape and ask the class to guess who the person is.

Ask the person to stand and identify himself or to verify the tape.

TEACHING PROCEDURES

MATERIALS

Explanation, as the following:  
The humans a long time, but if cards with records of servicemen (entered) into a computer, the computer would give back (throw out) short time, cards identifying men with proper qualifications. A computer would simplify finding the best man, and save time and energy."

Computers are being used in many ways to help people use recorded information more effectively:

Computers are used in our space program.

Jobs of work are being created because of computers.

Large schools use computers.

You may use a computer in the classroom to guide you in your studies."

Ask pupils to investigate and elaborate on any ideas touched on.

Ask pupils to prepare brief written sketches about themselves in preparation for the activity.

Examples such as the following, if pupils need assistance in organizing ideas:

I am \_\_\_\_\_ years old. I was born in \_\_\_\_\_.

I have \_\_\_\_\_ eyes and \_\_\_\_\_ hair.

or

My hair are \_\_\_\_\_.

I am \_\_\_\_\_ at school.

At home, I like to \_\_\_\_\_.

I say I \_\_\_\_\_.

In several settings, the voices of pupils presenting their self-sketches.

Ask the class to guess who the person is.

Ask the person to stand and identify himself or to verify the correct answer.

Tape and tape recorder  
Guide for speaking



SKILLS

TEACHING PROCEDURES

Identifying Conversations

Replay the tape if any questions arise as to accuracy in reporting.  
 Note individual need for help in enunciation or pronunciation in order  
 assistance at a later time.  
 Retape at some subsequent time and permit pupils to listen for impro

Use pupils' puppets and a simple stage.



Guides for the construction of puppets, stages, and puppetry  
 innovations are available from the D. C. Public Schools,  
 Department of Art, and public libraries.

Invite pupils to recall short personal incidents which required a conver  
 exchange between themselves and a member of their families or a cl  
 Give the class insight into the overall purpose of the lesson which is t  
 conversation and learn to write exactly what someone has said durin  
 versation in the form of direct quotations.  
 Permit pupils to give a few examples of short conversations that they  
 another person during that day in order to clarify class thinking.  
 Explain that the children are going to repeat one of their conversation  
 using their puppets as the other person in the conversation.  
 Allow pupils a short period in which to practice the conversation with  
 puppets.  
 Begin to teach the correct capitalization and punctuation required by  
 quotation after the first pupil's presentation.

Example:

Have pupils identify the first speaker of the conversation. - Harry  
 Ask: "What did Harry Say?" (John?)  
 Record pupils' replies.  
 Harry said, "Hello John, you dropped your hat."  
 John said, "Thank You."

TEACHING PROCEDURES

MATERIALS

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 first pupil's presentation.

by the first speaker of the conversation. - Harry  
 Harry Say?" (John?)

plies.

John, you dropped your hat."

You."

Puppets, pupil-made  
 Puppet stage

Chart paper  
 Felt pen  
 Writing materials for pupils

Tape recorder  
 Tapes

Play tapes to help pupils:  
 develop greater acuity in  
 being away of pauses and  
 dropping of voice.

SKILLS

TEACHING PROCEDURES

Punctuating and Capitalizing a Direct Quotation

Demonstrate the correct capitalization and punctuation as you speak in the following manner:

Harry said hello John you dropped your hat.

Have pupils read the phrase which tells who is speaking.

Ask the class to notice the natural pause and intonation used in the phrase.

Allow pupils to suggest the punctuation mark which signifies the end of the sentence. Have them make a short pause when they are reading.

Using a Comma After Words

Insert the comma after said, and explain that a comma is placed after the words that tells who is speaking.

Identifying the Speaker

Instruct pupils in the procedure of capitalizing the first word of the name of the person who is speaking.

Capitalizing the First Word of a Direct Quotation

Have pupils identify and capitalize that word (hello).

Have the quotation reread to allow pupils to locate another place where there is a natural pause.

Defining a Direct Quotation

Let a pupil place a comma after John and supply the required punctuation. Have the comma denote the end of the sentence.

Tell pupils that the repetition of someone's exact words is called a direct quotation.

Have pupils read to discover the exact words said by Harry.

Invite many pupils to bracket Harry's exact words or quotation with their two hands.

Using Direct Quotation Marks

Show pupils, if no one already knows, the way to make and place quotation marks around the direct quotation.

Recording, Capitalizing, and Punctuating Direct Quotations

Invite each pupil to present his conversation and permit another to record, capitalize, and punctuate the conversation.



Play a tape and permit the whole class to write, if possible. If structuring is needed to prevent frustration.

TEACHING PROCEDURES

MATERIALS

correct capitalization and punctuation as you record in this

to John you dropped your hat.

the phrase which tells who is speaking.

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ize, and punctuate the conversation.

ape and permit the whole class to write, if careful  
uring is needed to prevent frustration.

SKILLS	TEACHING PROCEDURES
Proofreading Written Work	<p>Summarize the lesson with the class by allowing pupils to define and explain direct quotations and the capitalization and punctuation.</p> <p>Ask all pupils to record their conversations on lined paper and additional short conversations had by their parents and themselves. (Elicit through questions the reminders necessary for proofreading conversations.)</p> <p>Advise pupils to compare their capitalizations and punctuations with an example found on a chart provided by the teacher.</p>
Extending Learnings Involving Written Quotations	<p>Arrange pupils in groups of three and four to create, write, and act out conversations involving all of their puppets.</p> <p>Use this technique as an avenue to the objective study by the class of social problems created by the diverse personalities found with puppets.</p>
Using Singular Possessive Nouns Correctly	<p>Incorporate the study of correct written forms of possessive nouns into the use of puppets.</p> <p>Pupils may listen in order to write accurately the conversations of their puppets.</p> <p>Example:  <u>John's</u> puppet said, "My mother went shopping."  <u>Mary's</u> puppet asked, "What did you do while she was shopping?"</p> <p>Guide pupils who are able into the transition from writing conversations to writing <u>short</u> original skits.</p> <p>Use the overhead projector and transparency.</p> <p>Review the business letter form used in Level II.  Introduce the <u>inside address</u> to the class.</p>

TEACHING PROCEDURES

MATERIALS

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...tions and the capitalization and punctuation they require.  
...ord their conversations on lined paper and add four addi-  
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... chart provided by the teacher.

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...inal skits.

...ctor and transparency.

...s letter form used in Level II.

...e address to the class.

Overhead projector  
Transparency of a business  
letter with the inside address  
omitted

SKILLS	TEACHING PROCEDURES
<p data-bbox="338 1151 668 1223">Introducing the Inside Address</p>	<p data-bbox="894 1071 1727 1143">Explain that the <u>inside address</u> is the address of the one to whom the letter is sent and is a part of a <u>business letter</u>.</p> <p data-bbox="894 1151 1727 1264">Draw marginal lines on the chalkboard to represent a business letter. Place a large rectangle in the upper right-hand corner to show the correct placement of the address of the writer.</p> <p data-bbox="894 1271 1727 1343">Place another rectangle two spaces below the first rectangle to show the correct left-hand margin.</p> <p data-bbox="894 1350 1727 1423">Direct pupils' attention to the upper box and tell them that the writers of the letter will write their own school address in this box.</p> <p data-bbox="894 1430 1727 1502">Point to the lower box and designate it as the correct place for the <u>inside address</u>, which is the address of the person to whom the letter is written.</p> <p data-bbox="894 1509 1727 1582">Place a transparency of a business letter with the <u>inside address</u> on the stage of the overhead projector.</p> <p data-bbox="894 1589 1727 1661">Demonstrate on the projected transparency the procedure for writing the inside address, using an address of a person or agency that meets pupils' immediate needs and areas of study.</p> <p data-bbox="894 1668 1727 1740">Explain that the <u>inside address</u> will be the exact same as the mailing address place on the envelope for the mailing address.</p>
<p data-bbox="338 1757 746 1830">Identifying the Components of the Inside Address</p>	<p data-bbox="894 1745 1727 1793">Have pupils identify and read the following:</p> <ul data-bbox="937 1801 1727 1986" style="list-style-type: none"> <li>the name of the person to whom the letter is written</li> <li>the address title, if any</li> <li>the name of the agency with which the addressee is connected</li> <li>the number and street</li> <li>the city and state-zone number.</li> </ul> <p data-bbox="894 1993 1727 2041">Record this information on chart paper.</p> <p data-bbox="894 2049 1727 2097">Teach pupils the correct capitalizations required.</p> <p data-bbox="894 2104 1727 2152">Discuss correct usage of punctuation as it is placed on the envelope.</p> <p data-bbox="894 2159 1727 2184">Invite pupils to write information required for the <u>inside address</u> provided on the chalkboard.</p>

TEACHING PROCEDURES

MATERIALS

the inside address is the address of the one to whom the letter is a part of a business letter.  
 ul lines on the chalkboard to represent a sheet of paper.  
 rectangle in the upper right-hand corner to demonstrate the placement of the address of the writer.  
 r rectangle two spaces below the first rectangle and drawn at the margin.  
 attention to the upper box and tell them it is the place where they as the letter will write their own school address.  
 ower box and designate it as the correct place for the inside which is the address of the person to whom the letter is being written.  
 parency of a business letter with the inside address omitted on the overhead projector.  
 on the projected transparency the procedure and form for writing address, using an address of a person or agency closely related to mediate needs and areas of study.  
 the inside address will be the exact same information they will envelope for the mailing address.  
 identify and read the following:  
 of the person to whom the letter is written (the addressee)  
 ss title, if any  
 of the agency with which the addressee is associated  
 r and street  
 d state-zone number.  
 nformation on chart paper.  
 the correct capitalizations required.  
 ect usage of punctuation as it is placed on the transparency.  
 to write information required for the inside address in the place of the chalkboard.

China marker  
 See Level II, pp. 308-309,  
 Business Letter Form.

Chart paper  
 Felt Pen



SKILLS	TEACHING PROCEDURES
<p>Reviewing Capitalizations and Punctuation of the Inside Address</p>	<p>Fasten pupils' learnings concerning punctuation and capitalization lessons through the use of a chart form of a business letter fastened to it in places which require capital letters and various marks.</p> <p>Plan group and individual use of the chart for purposes of class reinforcement of this study.</p> <p>Invite pupils to move a finger under the first and second lines so that they will become more conscious of the placement of punctuation.</p> <p>Provide pencils and paper, and suggest that pupils write their own one on the transparency as a guide.</p> <p>Circulate to be sure pupils remember to indent, use proper punctuation.</p> <p>Encourage pupils to raise their hands for help if they still are unable to begin sentences.</p> <p>Provide a checklist against which pupils may check their accuracy of directions.</p> <p>Distribute art materials and paste.</p> <p>Direct children to fold the manila paper, and to paste their stories on one side of the page and to draw a picture of themselves on the other side.</p> <p>Keep work so that pupils may add other pages with stories and pictures to a booklet called <u>All About Me</u>.</p> <p>Add other paragraphs about family, home, and friends.</p> <p>Guide writing activities until pupils are able to write a short story about themselves without a pattern.</p>
<p>Making Booklets with Sentences Related to Everyday Experiences</p>	<p>Initiate with pantomime.</p> <p>Invite the class to join in pantomiming general health activities.</p> <p>You're washing your face. Be sure to wash your ears and neck, too.</p>



SKILLS

TEACHING PROCEDURES

Making Classified Picture  
Dictionaries

Wash your hands.  
Wipe them.

Wash out the cloth.  
Wring it out and hang it up.

Comb your hair.  
Brush it, too.  
Put the comb and brush in place.

Shine your shoes.  
Put the brush or cloth away.

Eat your breakfast.  
Drink some milk.

Wash your teeth.

Put on your coat.  
Button it up.  
Put on boots.  
Zip them up.

Distribute hectographed sentences.  
Invite pupils to draw a picture to accompany each group of sentences.  
Have children make booklets to which they can refer if they wish to use any of the words.

Invite pupils to pantomime eating various foods, as:  
an ice cream cone  
corn on the cob  
soup  
meat

TEACHING PROCEDURES

MATERIALS

hang it up.

brush in place.

cloth away.

st.

shed sentences.

a picture to accompany each group of sentences.

booklets to which they can refer if they wish to spell

omime eating various foods, as:

te

Crayons

Manila art paper

Crayons

Labeled pictures of foods

which fit under these categories:

vegetables

fruits

dairy products

poultry

## SKILLS

## TEACHING PROCEDURES

Invite them to show how they look when:  
 buttering bread  
 drinking through a glass, through a straw  
 chewing.

Show pictures of vegetables, fruits, dairy products, poultry, meat, and sweets.

Help pupils classify the foods.

Let pupils make classified picture dictionaries.

Present three or four pages from the dictionary.

Ask pupils to choose from each section one item which they may use for breakfast.

Provide a pattern for speaking.

Example: I would like to have orange juice, eggs, and bacon for breakfast.

Ask: "How many ands did I use?"

Have pupils repeat the sentence with the teacher.

Invite individuals to select items which they would especially like to use for their breakfast.

Remind children to use just one and.

Write the sentence used as an example on the chalkboard.

Call attention to commas by inserting them with colored chalk.

Read the sentence and explain that the pause in the voice is indicated by a comma in the sentence.

Distribute sentences in which there are series of words.

Have cards with the statements recorded for use with the Language Master.

Ask pupils to listen for voice pauses and to place commas at the appropriate places in their written sentences.

Provide sufficient guidance as long as necessary.

\*Allow individuals to use the Language Master tapes to listen for voice pauses and to practice reading the sentences effectively.

TEACHING PROCEDURES

MATERIALS

ow how they look when:  
 d  
 gh a glass, through a straw

vegetables, fruits, dairy products, poultry, meat, fish, grains,

ify the foods.  
 classified picture dictionaries.

r four pages from the dictionary.  
 ose from each section one item which they might like for

m for speaking.

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 eat the sentence with the teacher.  
 s to select items which they would especially like included in

n to use just one and.

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 sentence.

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n the statements recorded for use with the Language Master.

sten for voice pauses and to place commas at these points in  
 sentences.

ent guidance as long as necessary.

is to use the Language Master tapes to listen for pauses and to  
 ing the sentences effectively.

meat  
 fish  
 grains  
 sweets

SKILLS

TEACHING PROCEDURES

Writing Cinquains



Opportunities for practice can be provided by having pupils write sentences identifying members of the family, activities or places visited.

Use a picture.

Have children view a picture of an object, happening or scene. Encourage thinking about word-pictures which are brought to mind by words and phrases on the board.

Introduce pupils to the writing of Cinquains which may be described as free verse, poetry which need not rhyme.

Place a chart noting the following standards for writing Cinquains on the board and go over it with them:

<u>Line</u>	<u>Number of words</u>	<u>What?</u>
1	one	The title
2	two	Develops
3	three	Expresses the title
4	four	Expresses the title
5	five	Refers to

TEACHING PROCEDURES

MATERIALS

es for practice can be provided by having pupils write identifying members of the family, activities enjoyed, or ed.

a picture of an object, happening or scene.  
 about word-pictures which are brought to mind listing the on the board.  
 the writing of Cinquains which may be described as a form ry which need not rhyme.  
 the following standards for writing Cinquains before the er it with them:

Colorful magazine pictures that show:

water, boating, flying, driving or other activities, objects or events

From the American Guidance Services, Inc., Peabody Kits 1 and 2.

picture cards  
 puppets

Urban Education Series. New York: John Day Company, 1965.

Number of words

What?

one	The title
two	Develops the title
three	Expresses action about the title
four	Expresses a feeling about the title
five	Refers to the title



SKILLS	TEACHING PROCEDURES				
<p>Writing Haiku</p>	<p>Have pupils look at Cinquains written by third grade on transparencies or copied on the board for whole class. Ask children to listen and look as you read the Cinquains.</p> <table border="0"> <tr> <td data-bbox="965 1293 1281 1478"> <p>1. Trees. Round, green. Looking very tall. Make me happy. Joy.</p> </td> <td data-bbox="1477 1293 1708 1478"> <p>3. Bread White, hairy. Being shaved. The beard left. Old.</p> </td> </tr> <tr> <td data-bbox="965 1515 1298 1700"> <p>2. Ducks. Wet, cold. They are funny. Happy in the water. Life.</p> </td> <td data-bbox="1477 1515 1708 1700"> <p>4. Glasses. Hang down. Helping me see. He feels real. Old.</p> </td> </tr> </table> <p>Discuss and evaluate the ways in which these Cinquains are noted on the Cinquain Charts.</p> <p>Use pictures. Develop a number of Cinquains with the children using the word and phrase list and the Cinquain Chart as guides. Encourage individual pupils to explore the writing of Cinquains. You continue to work with those members who are unable to write of the group.</p> <p>Take a short neighborhood walk. Encourage pupils to listen and look for sounds and feelings of pleasure—love, happiness, security. Chart some of the words or phrases which children</p>	<p>1. Trees. Round, green. Looking very tall. Make me happy. Joy.</p>	<p>3. Bread White, hairy. Being shaved. The beard left. Old.</p>	<p>2. Ducks. Wet, cold. They are funny. Happy in the water. Life.</p>	<p>4. Glasses. Hang down. Helping me see. He feels real. Old.</p>
<p>1. Trees. Round, green. Looking very tall. Make me happy. Joy.</p>	<p>3. Bread White, hairy. Being shaved. The beard left. Old.</p>				
<p>2. Ducks. Wet, cold. They are funny. Happy in the water. Life.</p>	<p>4. Glasses. Hang down. Helping me see. He feels real. Old.</p>				

## TEACHING PROCEDURES

## MATERIALS

at Cinquains written by third graders which you have recorded  
 es or copied on the board for whole class viewing.  
 listen and look as you read the Cinquains orally.

## 3. Bread

een.  
 ery tall.  
 nappy.  
 White, hairy.  
 Being shaved off.  
 The beard feels soft.  
 Old.

## 4. Glasses.

unny.  
 he water.  
 Hang down.  
 Helping me see.  
 He feels real cozy.  
 Old.

valuate the ways in which these Cinquains follow the standards  
 e Cinquain Charts.

er of Cinquains with the children using the class-produced word  
 t and the Cinquain Chart as guides.  
 ividual pupils to explore the writing of Cinquains independently as  
 o work with those members who are unready to leave the security

neighborhood walk.

ls to listen and look for sounds and activities which produce  
 easure—love, happiness, security.  
 he words or phrases which children express on the board.

SKILLS

TEACHING PROCEDURES

Introduce pupils to Haiku, a literary form which originated in Japan.  
 Indicate that Haiku is a form of free verse which is used to express  
 emotions--love, joy, happiness, security.  
 Present a chart noting the following standard for writing Haiku and  
 review it with them:

Line	Number of Syllables
1	Five
2	Seven
3	Five

Inform pupils that the lines need not be complete sentences but each line  
 contain seventeen (17) syllables.  
 Have pupils look at the examples of Haiku written by children and  
 as you share the transparencies on which they are recorded.  
 Read them with children.  
 Have pupils count the syllables or clap the syllables to verify that each line  
 contain seventeen syllables.

- |   |  |
|---|--|
| 1. When I go to bed<br>I think of all the things I<br>Said that I would do. | 2. My Mother thinks I<br>Am still a little baby<br>But I am really big |
| 2. When I go walking<br>I like to look at people<br>And give them a name.   |  |

Discuss the way in which this free verse follows the standard Haiku Chart.

TEACHING PROCEDURES

MATERIALS

to Haiku, a literary form which originated in Japan.  
 Haiku is a form of free verse which is used to express pleasurable  
 feelings, joy, happiness, security.  
 Presenting the following standard for writing Haiku to the children and  
 their parents:

Number of Syllables

- Five
- Seven
- Five

That the lines need not be complete sentences, but together, must  
 contain (17) syllables.  
 Present the examples of Haiku written by children in primary grades  
 on transparencies on which they are recorded.  
 Children.  
 Have them count the syllables or clap the syllables to verify the fact they  
 contain 17 syllables.

to bed  
 all the things I  
 would do.

2. My Mother thinks I  
 Am still a little baby.  
 But I am really big.

Walking  
 Look at people  
 Give them a name.

in which this free verse follows the standard as outlined on the

SKILLS	TEACHING PROCEDURES
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Writing Book Reports

Develop several group Haiku poems with children using the words which they suggested following the neighborhood walk which you

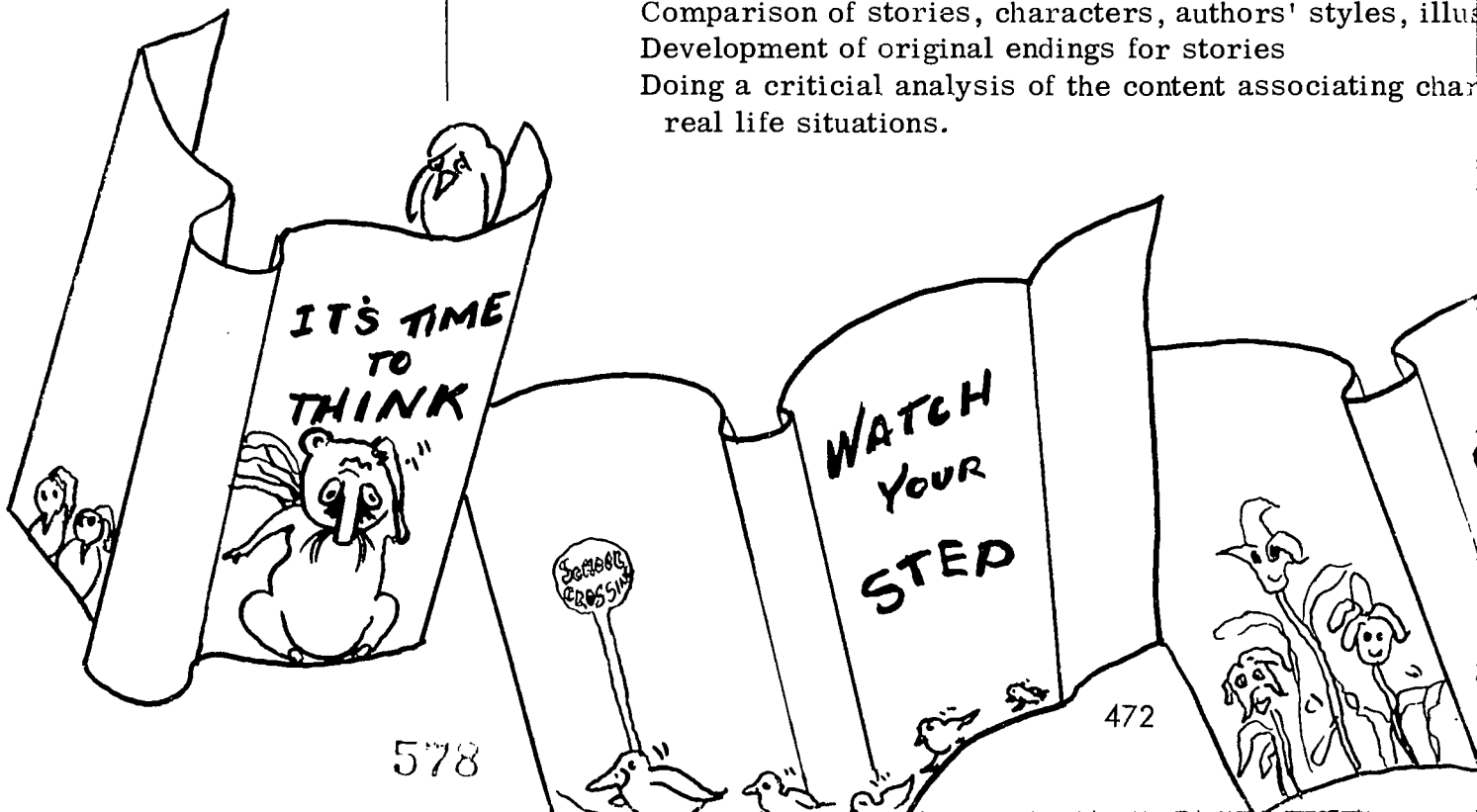
Use pictures and ideas to stimulate Haiku writing.  
Move towards pupil-independence by following the procedure under Cinquains.

Use Haiku writing to motivate a review of syllabication.

Use books and book jackets.

Use the guideline for writing book reports found on pp. 289-290 under Writing Skills.

Refine the skill for pupils in Level III by producing written reports. Comparison of stories, characters, authors' styles, illustrations. Development of original endings for stories. Doing a critical analysis of the content associating characters with real life situations.



TEACHING PROCEDURES

MATERIALS

up Haiku poems with children using the words and phrases  
ed following the neighborhood walk which you recorded.

as to stimulate Haiku writing.

Independence by following the procedure which is outlined

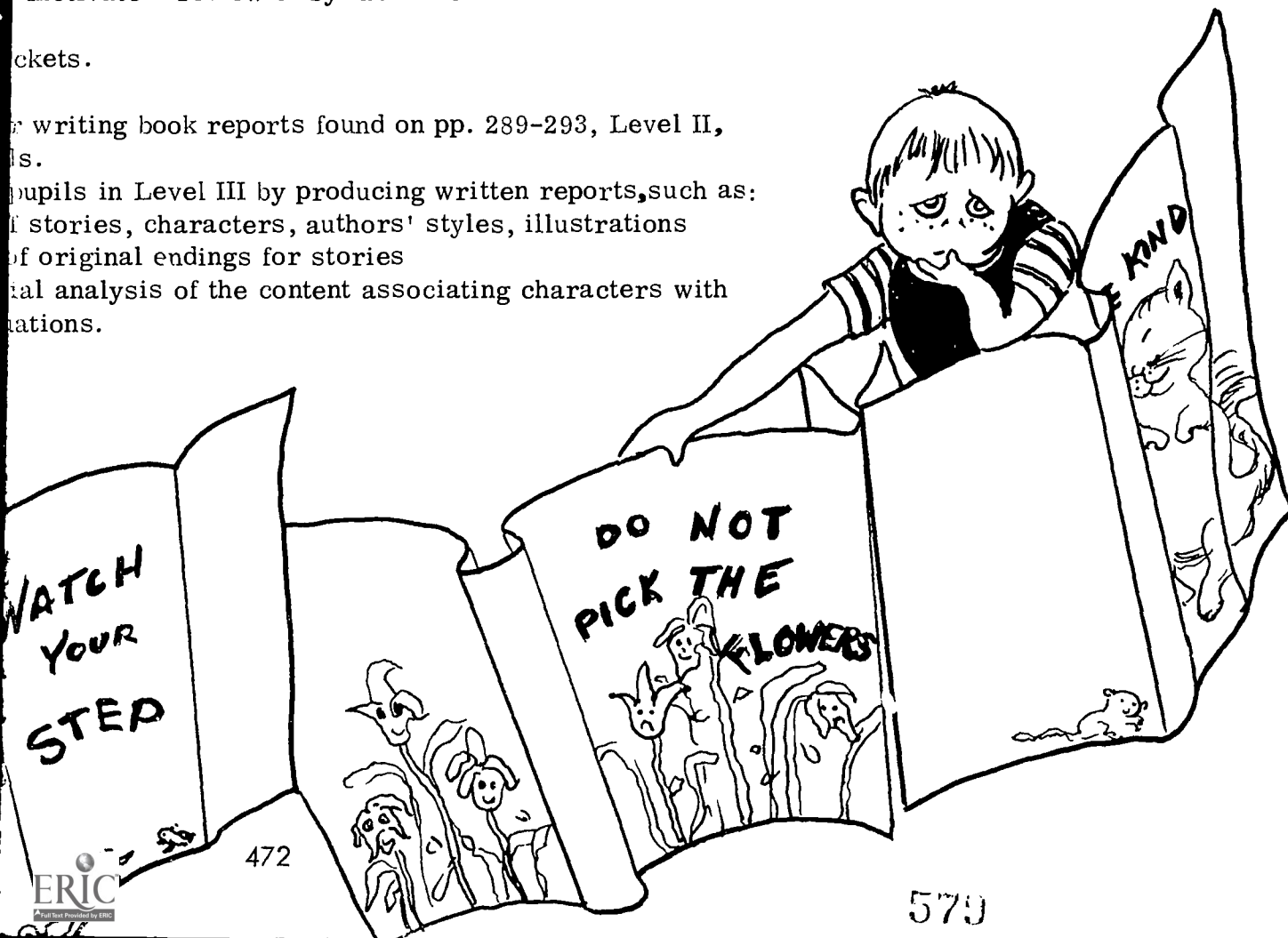
motivate a review of syllabication.

ickets.

or writing book reports found on pp. 289-293, Level II,  
is.

pupils in Level III by producing written reports, such as:  
of stories, characters, authors' styles, illustrations  
of original endings for stories

al analysis of the content associating characters with  
ations.



SKILLS

TEACHING PROCEDURES

Guiding Questions for Pupils' Self-Evaluation of  
Written Reports, Paragraphs, and Stories

1. Is my topic interesting to others as well as to myself?
2. Does my title make others want to read the contents?
3. Did I use my imagination in the title and contents?
4. Did I stay on my topic?
5. Are my descriptions vivid?
6. Do my sentences begin in interesting, different ways?
7. Did I over-use any words?
8. Did I write unnecessary words?
9. Have I spelled, punctuated, and capitalized correctly?
10. Did I know enough about my topic before writing about it?
11. Is this the very best I can do?
12. Is the ending funny, surprising, or exciting? (in the case of a story)

Place questions such as these on chart paper and post for reference. Number questions for ease of referral.

Allow pupils to formulate their own evaluations in terms of their class with guidance from the teacher.

TEACHING PROCEDURES

MATERIALS

Questions for Pupils' Self-Evaluation of Reports, Paragraphs, and Stories

Interesting to others as well as to myself?

Make others want to read the contents?

Imagination in the title and contents?

My topic?

Descriptions vivid?

Paragraphs begin in interesting, different ways?

Many words?

Necessary words?

Punctuated, and capitalized correctly?

Thought about my topic before writing about it?

Did my best I can do?

Interesting, funny, surprising, or exciting? (in the case of a story)

Print out such as these on chart paper and post for reference purposes.

Use for ease of referral.

Pupils should be encouraged to  
formulate their own evaluations in terms of their class goals

and to discuss them with the teacher.



570

## ACKNOWLEDGMENTS

General Chairman: Mr. Louis Kornhauser, Director  
Great Cities Project and Language Arts

Consultant: Mrs. Charlotte B. Hancock, Supervisor  
Department of Elementary Supervision and Instruction

Production Committee: Staff of the Language Arts Department

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Illustrators: Mrs. Grace W. Chichester  
Mrs. Gail B. Gee

The D. C. Educational Resources Center whose Title III funds made it possible to conduct summer workshops for continuing work on writing and illustrating the Handbook.

LuVerne C. Walker  
Director of Curriculum

Frances E. Noll  
Supervising Director,  
Curriculum Department