

DOCUMENT RESUME

ED 054 595

FL 002 702

DATE Handbook for First Year Experimental Language Development Program: Book One.

INSTITUTION Queensland Dept. of Education, Brisbane (Australia).

SPONS AGENCY Bernard Van Leeu Foundation, The Hague (Netherlands).

REP DATE Jul 71

NOTE 255p.

EDRS PRICE MF-\$0.65 HC-\$9.87

DESCRIPTORS Activities; Cognitive Development; *Compensatory Education Programs; Cultural Differences; Experimental Programs; Grade 1; Language Development; *Language Instruction; Language Skills; Linguistic Competence; *Nonstandard Dialects; Oral English; Perceptual Development; *Program Design; Program Development; *Reading Ability; Self Concept; Sociolinguistics; *Standard Spoken Usage; Teaching Methods

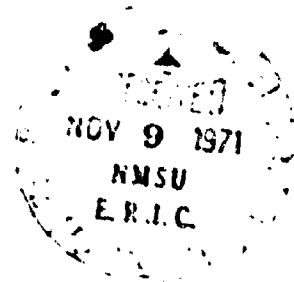
IDENTIFIERS *Australia

ABSTRACT

This handbook is a guide to a compensatory language program designed for young, Australian, aboriginal children during their first year at school. It is the result of recent research which shows that reading retardation characteristic of aboriginal children may well be associated with the fact that their linguistic system differs from that in the reading texts. The major aim of the program is to help children develop facility in the use of the language structures of standard English. The handbook discusses the role of language in development, aims of the program, guidelines, and main aspects. The program is designed to occupy the entire school day for the whole school year. It is concerned with four basic problems: oral language patterns of standard English; reading and writing skills; perceptual skills (listening, looking, touching); problem solving and critical thinking. These considerations are interwoven through seven learning units or blocks of activities and suggested plans. Details on the first three units are provided in the handbook along with suggested daily programs, materials, and methods. (VM)

ED056595

DEPARTMENT OF EDUCATION
QUEENSLAND
BERNARD VAN LEER FOUNDATION PROJECT



HANDBOOK
FOR
FIRST YEAR EXPERIMENTAL
LANGUAGE DEVELOPMENT PROGRAM
BOOK ONE

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED
EXACTLY AS RECEIVED FROM THE PERSON OR
ORGANIZATION ORIGINATING IT. POINTS OF
VIEW OR OPINIONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

Department of Education,
P.O. Box 33,
NORTH QUAY, Brisbane, 4000.
Queensland, Australia.

JULY, 1971

702 002 702

FOREWORD

This publication presents the first section of an experimental language development program devised for use with young Aboriginal children during their first year at school.

It results from the research and development activities undertaken at the Cherbourg and Palm Island schools in Queensland during the past two years by the Department of Education with the assistance of a grant from the Bernard Van Leer Foundation, 10 Koninginnegracht, The Hague.

The program was first implemented during the second half of 1970. In the light of this experience it has been revised and extended for further trial in 1971.

The members of the committee supervising the project, Dr Hart, Miss Outridge and Dr Watts, together with the field staff at present attached to the project, Mrs Bennett, Miss Blacklock and Miss Koppe, have unselfishly devoted long hours to the planning and development of the program. The tireless and innovative efforts of Miss Koppe have been particularly valuable and her contribution is especially acknowledged.

Working with the children, teachers and parents of Cherbourg and Palm Island, the committee and field staff, which in 1970 included Dr Betty Drinkwater, have used research findings to devise teaching strategies and materials for classroom use.

The contributions of our office staff, Miss Hendriksen and Mrs Murray, have been invaluable. So too has been the assistance of Miss Leckey, Miss Wright and other officers of the Research and Curriculum Branch; special thanks are due to Mr Cameron and Miss Jackson for their unfailing help.

The ready co-operation of the Department of Aboriginal and Island Affairs and the assistance of all who have contributed in any way is gratefully acknowledged.

I trust that our efforts will benefit a great many Aboriginal and other youngsters.

N. D. Alford.

N. D. ALFORD

Director,
Bernard Van Leer Foundation Project,
Department of Education,
Queensland.

BERNARD VAN LEER FOUNDATION PROJECT
HANDBOOK FOR FIRST YEAR EXPERIMENTAL LANGUAGE
DEVELOPMENT PROGRAM - BOOK ONE

CONTENTS

	Page
INTRODUCTION	(i)
THE ROLE OF LANGUAGE IN DEVELOPMENT	(ii)
AIMS OF THE PROGRAM	(iii)
SOME GUIDELINES	(v)
MAIN ASPECTS OF THE PROGRAM	(xi)
<u>SUGGESTED ACTIVITIES: BLOCK A - WEEKS 1-5</u>	1
SUMMARIES	
(A) ORAL USE OF LANGUAGE AND READING	2
(B) PERCEPTUAL SKILLS	3
1. ORAL USE OF LANGUAGE UNITS	21
2. READING	47
3. PERCEPTUAL SKILLS	59
4. DISCOVERY	70
<u>SUGGESTED ACTIVITIES: BLOCK B - WEEKS 6-10</u>	81
SUMMARIES	
(A) ORAL USE OF LANGUAGE AND READING	82
(B) PERCEPTUAL SKILLS	83
1. ORAL USE OF LANGUAGE UNITS	101
2. READING	114
3. PERCEPTUAL SKILLS	125
4. DISCOVERY	136

	Page
<u>SUGGESTED ACTIVITIES: BLOCK C - WEEKS 11-15</u>	142
<u>SUMMARIES</u>	
(A) ORAL USE OF LANGUAGE AND READING	143
(B) PERCEPTUAL SKILLS	144
1. ORAL USE OF LANGUAGE UNITS	162
2. READING	181
3. PERCEPTUAL SKILLS	191
4. DISCOVERY	199
<u>APPENDIX A</u>	
SPECIAL EQUIPMENT SPECIFICATIONS	208
<u>APPENDIX B</u>	
OTHER EQUIPMENT	224
<u>APPENDIX C</u>	
INDEX OF FIRST LINES OF RHYMES	225
<u>APPENDIX D</u>	
INDEX OF LANGUAGE GAMES	228
ACKNOWLEDGMENTS	229

(i)

1. INTRODUCTION

During the past five years several pilot studies have been undertaken by the Department of Education in Queensland to obtain information concerning the likely causes of the poor scholastic attainment of large numbers of Aboriginal children. These studies reveal that such children are comparatively retarded in reading and that this appears to militate against achievement in many other areas of the curriculum.

It has been frequently noted that the spoken language of Aboriginal children in general differs markedly from that of other Queensland children. This linguistic system is no doubt a reflection of the different socio-cultural background to which Aboriginal children are exposed in their pre-school years.

Recent research in a number of places shows that retardation in reading often occurs when a child's oral linguistic system differs greatly from that employed in reading texts.

It would appear therefore that the reading retardation characteristic of Aboriginal children may well be associated with the fact that the linguistic system employed in reading texts differs greatly from that to which Aboriginal children are accustomed.

To enable further research to be undertaken and to enable subsequently the preparation of compensatory educational programs, the Department of Education approached the Bernard Van Leer Foundation in 1968 with a view to obtaining a grant to assist in undertaking the necessary activities.

The Bernard Van Leer Foundation provided support initially for a three year research and development project which began in 1969. One of the first tasks undertaken was the determination of the extent of the underlying pattern of differences between Standard Australian English (S.E.) and Aboriginal English (Ab.E.).

Extensive recordings were made of the speech (in a variety of situations) of a representative sample of 2, 3 and 4 year old children who spoke S.E. Computer analysis provided an index of the range and frequency of certain language units used by these children at the start of their school careers. A further analysis of the speech of 4 to 5 year old Aboriginal children (few, if any, of whom spoke the vernacular Aboriginal languages or dialects) indicated that there were notable discrepancies in the linguistic structures used.

Information concerning other aspects of the language competence of young Aboriginal children was obtained from the application of a series of tests. The Illinois Test of Psycho-linguistic Abilities in particular revealed areas of strength and weakness in children's language usage which amplified the results of the analysis of tape-recorded speech.

The language analyses and test results were subsequently used in the compilation of a compensatory language program for school starters. This handbook is a guide to that program.

2. THE ROLE OF LANGUAGE IN DEVELOPMENT

By the age of five years most children have acquired considerable competence with the vocabulary and syntactical complexities of the language spoken around them. Such competence is of importance to children's social and cognitive development, since language can be considered to serve the two major functions of communication between people, and facilitation of thought and action.

Language and Communication

Language acquisition occurs in a social setting and consequently the particular language children speak is learned from the people with whom they interact. By the time they enter school, Aboriginal children are fluent in the vocabulary, syntax and idioms of the form of English to which they have been exposed throughout their first five years or so of life. They can express ideas sufficiently clearly for other speakers of the language to comprehend, and conversely they are able to comprehend, and act on, the speech of others.

Their spoken English can be considered a restricted form of S.E. and differs from S.E. in several important aspects. This may reduce communication between the children and speakers of S.E.

In the English of Aboriginal children the rate of speech tends to be more rapid, and the timing and intonation patterns of syllables, different. Phrases are frequently repeated, perhaps to ensure understanding by the listener. Some vowel sounds are not distinguished from each other (notably the vowel sounds in "man" and "men"). Consonants are often pronounced differently, replaced by other consonants (for example, th, v and f by d, t, b or p) or the final sound omitted (for example "roun" for "round", "wen" for "went").

Meaning, moreover, is often derived from contextual cues. The grammatical markers of S.E. are used less frequently. For example, even though an event happened in the past, a past tense form is not often used. Similarly, the use of "he" to cover both male and female gender, nominative and possessive case, and singular and plural number limits the precision of expression. The verb "to be" and auxiliary verbs are frequently omitted.

(iii)

For adequate communication to occur it is essential that language provide the words and structures capable of cataloguing or describing experiences to which the children might be exposed. As they acquire the more elaborated structures of S.E. their expressive skills will be expanded thus facilitating more precise communication.

Language, Thought and Action

Language can be said to affect cognition insofar as the concepts peculiar to a particular culture or subculture are internalised by means of language. The structure of a language may in fact determine the forms of thinking.

It has been shown that different social systems are characterized by a diversity of relationships. This gives rise to different linguistic codes. For example, where a social system emphasizes need to maintain rapport and solidarity within the group, this gives rise to a restricted linguistic code. On the other hand, a structure which emphasizes individual differences and long-term goals leads to a more elaborated code.

Children whose language is of the latter type are better able "to explain, to describe, to instruct, to enquire, to hypothesise, to analyse, to compare, to deduce and to test."*

Concept Formation

While it is true that some concepts are attained without language, they are usually coded linguistically. One function of linguistic forms is to aid the formation of new concepts and the extension of existing ones.

Concepts are usually formed by the children as the result of experiences with objects and ideas within their environment. In order to develop a concept children need wide experiences. This development will be facilitated if attention is directed to differences and similarities in these experiences through the use of language.

Problem-Solving

The ability to reason depends largely on the ability to formulate verbally the steps in solving problems. It has frequently been shown that if children verbalize while engaged in problem solving, they perform much better than when they are silent. Some of the most important concepts for the solution of problems, for example the concepts of identity and similarity, spatial position and temporal sequence, comparison of magnitudes and causation, are embedded in the meaning and structures of language.

* Bereiter, C. & Engelmann, S. (1966) *Teaching Disadvantaged Children in the Pre-School*. Englewood-Cliffs. N.J. Prentice-Hall.

Language and Reading

It is usually assumed that, on school entry, children have attained some control of the spoken form of language and are therefore ready to learn to read the written form. However, beginning reading texts are written in the structures of S.E. over which Aboriginal children usually do not have the degree of control necessary to make satisfactory progress. It is essential, therefore, that skill and flexibility in the oral use of structures of S.E. be developed, before children are asked to read.

3. AIMS OF THE PROGRAM

The major aim of the program is to help the children to develop facility in the use of the language structures of S.E. It is hoped that they will eventually make automatic use of such English in school and in comparable settings. This accomplishment should facilitate their cognitive development and their learning of reading and writing skills and should so ensure a more successful and satisfying school career.

The children will continue to live their lives in their home settings. It is not the intention of the program to alienate them from their own people or to diminish the potency of their Ab.E. If this were to happen, the children would lose the ability to communicate readily with their parents and other members of their own community; this would result in loss of feelings of security and would lead also to emotional impoverishment. Teachers must ensure that they avoid any impression of derogating Ab.E.

It is hoped that through the program the children will in time become proficient and secure in the two forms of English, each being used by them in its appropriate place.

The second aim is to help each child to develop a favourable self concept. In establishing feelings of self-esteem and pride in self, children need frequent experiences of success. It is important that the teacher be continuously aware of each child's level of achievement so that the introduction of new activities provides both a challenge and an opportunity for successful attainment.

The third aim is the stimulation of cognitive development. To this end, the children need to be helped to perceive and understand their familiar world more accurately. In addition, there is need, through carefully selected experiences, to widen the children's world and to help them to develop concepts which become gradually more precise and enriched.

Problem-solving skills and critical thinking skills need to be fostered. The children should gradually become able to use language to deal more effectively with problems presented by their everyday environment and those posed within the school program.

(v)

The fourth aim is the fostering of creativity by encouraging children to adopt novel approaches to problems and their solutions. In addition, their imagination should be stimulated with a view to the personal enrichment of their lives.

4. SOME GUIDELINES

Relationship with the Home

Teachers of Aboriginal children will be aware that a gap seems to exist between the home and the school. Often, behaviours which are sought and rewarded in the school are not reinforced in the home. Similarly, those activities which bring praise to the child in the home are not necessarily rewarded at school.

During their pre-school years and during their out-of-school hours, the children develop certain skills, concepts, abilities and attitudes. These should serve as a foundation for school learning. Failure to capitalize on the child's prior learnings makes school activities less meaningful and less productive than they might otherwise be. There is need, therefore, for the teacher to be aware of the nature and extent of previous learnings.

Teachers can gain some of this knowledge through observation of the children's activities and through noting their interests. Although opportunities for such observations are limited to some degree, they can be supplemented through contact with the children's homes. Greater understanding of the Aboriginal child's world will follow closer relationships between the teacher and the children's families, especially the mothers and grandmothers.

The Aboriginal parents have rarely in the past become closely acquainted with their children's teachers. Yet with their active concern for people, they would probably welcome approaches by the teachers. These approaches would need to be informal, the aim initially being to create situations in which the mothers would come to know the teachers as people rather than as professionals. The benefit would be reciprocal; teachers would come to know the parents as individuals, and not only would they learn something, at first hand, of the home lives of their pupils, but also they would, through this interaction, come to appreciate the qualities of the people.

After the two groups - teachers and mothers - have begun to know each other, invitations by the teachers to the mothers to visit classes in which they could observe their children working would be likely to be accepted by a significant number. This practice could be supplemented by teacher visits to homes, by arranged appointments, to discuss the progress being made, and the difficulties being encountered, by individual children.

Children should be encouraged to take home tangible evidence of their school activities. For example, a child may dictate a caption which the teacher writes under his painting or drawing. His "reading" of the story should be checked before he leaves for home and the child encouraged to read his story to everyone at home. Through activities such as this, considerable repetition of the task in question is ensured, while involvement of the child's immediate family in his school activities is increased.

Through procedures such as these, parents can become much more knowledgeable about the aims and methods of the school; they may then begin to appreciate more fully the academic role of the school.

Parents are interested in the well-being of their children. This increase in detailed knowledge about the school could well lead them to extend their concern for their children to include their educational progress. Children, seeing their parents as frequent visitors in the classroom, might begin to see the school as less divorced from the home and community. Closer links between home and school are likely to lead to more efficient learning and to a greater transfer of school learnings to out-of-school life.

Many Aboriginal parents feel unable to help their children with their school work. These feelings are due, in the main, to a lack of confidence arising from their own limited educational background. Teachers should help the parents to understand that they can provide a very direct help to their children, through activities such as:

- . discussing with the children their everyday experiences, including television viewing;
- . maintaining an active interest in the children's school work;
- . encouraging the children to talk about the academic events of the day;
- . rewarding school progress with approval.

Motivation

Learning is more likely to take place if there is a warm and encouraging atmosphere in the classroom. It is vital that every effort, at every step forward, be recognized and rewarded. Detailed knowledge of pupils will enable the teacher to arrange activities in such a way that every child can experience success.

Punishment for non-achievement will develop adverse attitudes towards school and towards learning. If a task appears too difficult, the teacher should present a simpler activity so as to ensure success. Success should be frequent and immediately rewarded.

(vii)

Rewards may take many forms. Praise, a smile, a nod of approval will indicate to the child appreciation of his progress and so stimulate him to further effort. Similar results can be achieved through material rewards, particularly in the early stages.

Rewards will vary in their attractiveness to different children. Teachers should aim to discover the rewards to which each child is sensitive and make use of this knowledge in their interactions with the children.

The children will differ in their rates of mastery of the language program. If motivation is to be maintained, teachers must cater for these different rates of development. The program should be implemented in such a way that each child is challenged at his own level and tempted forward to new accomplishments.

The ultimate aim is for the children to learn because the learning is enjoyable, intrinsically rewarding and satisfying. Activities which are novel and interesting are likely to capture the interest and attention of young children and lead to feelings of accomplishment which are independent of external reward. Under these circumstances, the children learn because learning is fun and because it increases their feelings of competence.

Opportunities for Language Development and Use

The teacher should aim to create a classroom characterized by child talk rather than by teacher talk. Children should be encouraged to talk about experiences which are highly meaningful - enjoyable, frightening, comic. Experiences that occur spontaneously may be utilized to extend language and concept development. Children's contributions will provide the starting point for many activities. The teacher should attempt to learn as much as possible about children's own views of their environment. Too often classroom discussion is based on the teacher's experience; this is less meaningful to children than events in their own lives. Nevertheless, the model provided by the teacher is important, particularly in the early stages of the program.

It is important that the children have opportunities to hear the new structures before they are expected to produce them spontaneously. To assist in increasing familiarity with the new structures, the teacher can quietly and unobtrusively offer them during informal discussions. For example, if one child says of another, "he big", the teacher can say, "yes, he's big." Under no circumstances should the teacher convey to the child a suggestion that his spontaneous language forms are not acceptable. The continuing aim is the encouragement, not the inhibition, of the child's desire to talk.

Opportunities for the use of new language patterns will be provided in teacher-directed activities, along the lines set out in the detailed language program. In carrying out this program, teachers will note the emphasis on repetition.

Repetition and overlearning are essential for the acquisition of skills of all types. Since language learning, particularly the learning of structures, is basically skill learning, much meaningful practice is required.

The amount of practice is important. So, too, is the way in which the practice is organized. Massed practice is not nearly as effective as distributed practice, where the language learning tasks are interspersed with other learning activities. Spaced repetition is a vital part of the learning program. Language drills can be presented in the guise of songs, rhymes and games so that repetition can be achieved without loss of motivation. Boredom soon robs repetition of value as a teaching device.

It is envisaged that children will ultimately use the new structures, not only in formal situations but also in their spontaneous questioning, comment and discussion.

Grouping Procedures

In all classrooms, organization should be varied. At times the class will work as a whole; at other times, in small groups, or in pairs; sometimes the children will pursue activities individually.

The advantages of small group work for Aboriginal children are very marked. The Aboriginal culture places emphasis on personal relationships; the children are concerned with establishing and maintaining pleasant relations with others. Small group work capitalizes on this attitude. On many occasions, the children will naturally form their own groupings and if they can work cooperatively their motivation is likely to be high. This should lead to more effective and lasting learning.

The development of language skills requires an audience. Even with a reduced pupil-teacher ratio the teacher cannot always be available to each child. Even if this were possible, it would not be desirable. Children need to communicate with other children. The creation of small groups increases for children the number of available listeners.

Grouping has the further advantage of helping the teacher to cater for individual differences. The composition of the groups should vary. At times, similarity in achievement might be the criterion for group placement. Children who are more advanced in their acquisition of new language skills can be encouraged to move further forward. Those who are slower can be given additional practice in the use of earlier structures.

On other occasions, the teacher will deliberately seek to create groups of children with a wide range of achievement. In this way, children who cling to Ab.E. can gain by working with other children who are using S.E. more often. They are perhaps more likely to imitate these models than the teacher's.

(ix)

When the classroom is organized on a small group basis, the teacher is able to devote attention to individual children. Sometimes she will be helping the weaker; sometimes she will be extending the more advanced.

It is important that Aboriginal children be helped to develop independence and initiative. These characteristics can be fostered when children work individually or as members of small groups. It will be some time before all the children can work effectively as group members. Teachers should recognize and accept this, and devise activities which will foster the steady development of this ability.

The aim should be to lead the children, from their first day at school, towards acquiring the skills of initiating and directing their own learning. Small group work gives children the opportunity of planning together, free from teacher direction. They may then work cooperatively to carry out their plans, or may pursue them individually.

Environmental Richness

The development of adequate cognitive skills requires a rich and stimulating environment. The greater the variety of sensory experiences, the more opportunities the children will have to make the fine discriminations necessary for competent interpretation of the world around them.

Through the provision of a wide range of material, children can be assisted to observe relationships between objects and experiences, and encouraged to anticipate the probable effects of changes in such relationships. Open-ended questions about their observations can help them to develop critical thinking and problem solving abilities.

Creativity develops more readily when children work in an environment rich in the possibilities for manipulation and imaginative exploration.

Children need language in order to capitalize on their experiences. For optimal development, they need to be active and talkative explorers of a rich and varied environment.

Outside the Four Walls

It is neither necessary nor desirable that all formal education take place within the four walls of the classroom. If education is to be successful, it must be seen by the children as relevant to their own lives. Two ways of achieving this end are:

- (a) bringing the personal and physical resources of the district into the classroom; and
- (b) taking the children out into the surrounding district.

(x)

The local environment can be the source of examples for all areas of the curriculum. In particular, it provides subjects for discussion and vocabulary development. Local resource people too have a valuable place in the classroom.

Materials available in the environment can be used in the classroom. These are valuable because they are meaningful to the children. Moreover, collecting and sharing provide opportunities for greater involvement.

Excursions give teachers the opportunity to observe children in an environment more familiar to them than the classroom. By listening and watching, teachers may build up a knowledge of the meaning that children attach to the words they use. Experiences shared by the group on excursions can be discussed and developed as they occur, as well as later in the classroom.

Opportunities for Discovery

Children, especially young children, learn through doing. The concepts that they hold are rooted in specific, concrete actions. They need to be confronted with meaningful problems where the solutions are dependent on their own exploration and thinking.

Children should try things out to see what happens, manipulate new as well as familiar objects, pose questions and seek answers in efforts to reconcile what they find at one time with what they find at another time. In this process the teacher acts as a guide, helping children to be aware of the demands of the problems and assisting with relevant facts and ideas both inside and outside their own experiences.

Developing Creativity and Imagination

An essential condition for the promotion of children's imagination is the presence of a permissive and supportive atmosphere in the classroom. This is particularly important when children attempt to be creative, exercising their imaginative powers fully. They need to be sure that they will not be ridiculed or judged too hastily, especially during the stage of production of ideas. Once the ideas have been developed, the teacher can then help the children evaluate them.

Children need time for the flowering of imagination. Quiet periods and some degree of privacy are often necessary to encourage the flow of ideas. Many children lack this quiet and privacy in their homes; this makes it all the more necessary to provide such experiences at school.

5. MAIN ASPECTS OF THE PROGRAM

The program aims to foster the cognitive development of the children, recognizing that if satisfactory development does not take place at an early age, adequate intellectual progress is likely to be hindered.

It is essential to build upon the assets which each child has accumulated during his pre-school years, and in no way to undermine the child's concept of himself and his origin. The validity of the children's own form of communication must not be questioned. Their experiences are regarded as something of infinite worth to be used as the starting point of the program.

Four Strands

The program is designed to occupy the entire school day for the complete year. It consists of four strands which are integrated around the language units to be introduced and involves the development of

- (a) oral language patterns of S.E;
- (b) reading and writing skills;
- (c) perceptual skills (listening, looking, touching);
- (d) problem solving and critical thinking.

All aspects of the school program have been incorporated into the elaboration of these strands.

Central Themes

Each strand is developed through seven blocks, each organized around a unifying theme. Themes to be introduced are:

Block A	Self concept
Block B	Personal competence
Block C	Home and family
Block D	Animal families
Block E	Work people do
Block F	Transport and travel
Block G	The world around us.

The basic principle which integrates all strands of the program is the expansion of the child's concept of himself. The self concept is the first theme to be introduced since the language unit "I'm/I am" is the most frequently used pattern among 5 year old children. This linguistic unit both expresses the concept of self, and allows the generation of many extensions and refinements of that concept.

Awareness of personal competence and skills is extended with the introduction of the language unit "I can" in the second theme.

With the introduction of the third theme the child is seen in relation to his social environment, and the self concept theme extended to include his relationships with other people, particularly his immediate family and near neighbours. A later theme includes familiar people in terms of their occupations, and the bearing they have on the child's life.

Finally, the context is extended to a wider social environment, recognizing particularly the mobility of many Aboriginal families and the important place which relatives, who often live in far-distant centres, hold in the children's lives.

Although it is suggested that each block occupy 5 weeks, this is to be regarded only as a guide. Time schedules may need to be adjusted to suit the needs of different groups of children or to maintain the integrated development of all strands of the program.

The program is presented in two handbooks. This handbook outlines the aims of each strand and presents the content of Blocks A, B and C. The content of Blocks D, E, F and G is contained in the second handbook.

(a) Oral Language

Language units introduced in the program move progressively from words and sequences common to both Ab.E. and S.E., to those constructions not found in Ab.E. New vocabulary is introduced into phrase and sentence structures which have been firmly established.

Extensive listening practice in meaningful contexts is necessary to ensure the integration of the new patterns into the children's oral linguistic system. This is followed by intensive oral practice to ensure mastery of the new structures. Children will eventually be able to combine these structures in new ways to create their own sentences. Practice in recognizing the rhythms of oral S.E. is also required.

New Units

Emphasis is placed on developing standard usage of the verb "to be" which tends to be omitted in Ab.E. The initial unit, "I'm/I am", although the sequence most frequently used by white 5 year old children, is used comparatively infrequently by young Aboriginal children.

The final "s" which indicates plurals, possessive case and the third person singular form of many verbs is introduced early in the program. The correct usage of articles and pronouns is emphasized, since Aboriginal children tend to use masculine pronouns to refer to both sexes.

The sentences presented first in the program are in the active declarative form, e.g. "I'm a boy." A structural change in the sentence is required to produce the question form in S.E., e.g. "Are you a boy?" As the equivalent Ab.E. form "You a boy, eh?", is obtained by adding the functional marker "eh" to the declarative form, the inverted question form is introduced only after children are thoroughly familiar with the basic form.

Some of the language units introduced, together with their common Ab.E. forms include:

<u>I'm</u> getting.	I getting.
<u>He's</u> a boy.	He a boy.
<u>She's</u> a girl.	She a girl., or He a girl.
<u>That's</u> a car.	That a car.
<u>They are</u> dogs.	They dog.
<u>Can you</u> swim?	You can swim?, or You can swim, eh?
<u>Are you</u> going?	You going?
Look at <u>John's</u> boat.	Look at John boat.
That's <u>his</u> book.	That he book.
He's <u>in the</u> water.	He in a water.
She <u>went</u> home.	She bin go home.

Each new language unit is introduced in three phases.

(i) Listening

It is essential that children have numerous opportunities to hear a new unit in meaningful contexts before they are asked to express it themselves. Individual listening units can be used to provide such opportunities. These consist of a tape deck and headphones to be used in association with illustrated books. Children listen to the tapes which are programmed around the language unit, while they look at the pictures and accompanying captions in the book.

Listening to stories, songs and poems in which the unit occurs in refrains or key phrases is an enjoyable activity which highlights the appropriate structures. Listening materials of this type in the program can be selected on the basis of observations of the children's physical and social environment.

Teachers will be able to invent and adapt material to make it more meaningful to the children. In addition, the children can be encouraged to create stories and rhymes themselves.

Language games which present a problem can be interesting and useful. Both questions and answers in these guessing games should contain the units to be practised.

Throughout all the activities of a day, the teacher's deliberate use of the units provides a model for the children. This is important at all stages of the program.

(ii) Supported use

The next step is to give the children extensive practice in using the new unit. The greater the variety of situations which allow the unit to be used, the more occasions there are for its reinforcement.

Children can be encouraged to join in refrains and key phrases of stories and songs, and to repeat speech rhymes incorporating the unit. Individual retelling of stories by the children and dramatization of the stories enable further practice. Games which call for responses using the unit can be played.

At this stage, emphasis is placed on the rhythmic patterns of the units. Rhythmic movement and percussion accompaniment to the repetition of sentences containing the language unit are important. Instruments such as click sticks, bongo drums and shakers are useful.

As an aid to the association of the oral and written form of the unit, printed language cards are used. Magnetic tape is affixed to the back of the cards so they will adhere to a metal board. The children build up the unit using the cards, and practice is given in "reading" it rhythmically. Frequent opportunities for the association of the oral and written forms of language units develop an appreciation of writing and reading as forms of communication.

(iii) Unsupported use

By this stage the children are expected to use the new unit spontaneously in their comment and discussion. Unaided manipulation of the printed cards in activities with the magnetic board is also expected.

Rate of Progress

At the beginning of the program, the children will use their own language structures predominantly. It is expected that these will gradually decrease as alternative constructions are suggested.

Opportunities for checking the progress of individual children will arise as part of regular daily activities. For example, in checking attendance, children may respond to their own names by answering "I'm here." The new units can be used to explain the absence of others, for example "He's at home", "She's sick". If the children use nonstandard patterns, this provides another opportunity for the teacher unobtrusively to provide the appropriate standard form.

It is expected that the children will continue to use their own form of communication at home and in the community. Naturally, they will occasionally use Ab.E. structures in their speech in the classroom, particularly when they are excited or highly involved in an activity. Intolerance towards this should not be displayed. Nevertheless, it is important to avoid Ab.E. structures in the written form. Emphasis can be placed on the fact that S.E. forms are those used in books and in writing.

Like all cultural groups, Aboriginal children should be able to express themselves adequately in idioms appropriate to the various situations in which they find themselves.

(b) Reading and Writing

An important aim of the program is to establish competence in the secondary language skills of reading and writing, which are basic to achievement in all areas of the curriculum. It is essential that, in acquiring these skills, the children participate in enjoyable activities which are intrinsically interesting and rewarding.

It is equally important that the children develop an understanding of the way in which books communicate ideas. Accordingly, it is desirable that much of the early reading material be selected from the oral language which the children use in discussion activities. The teacher can listen for use of S.E. patterns, which can then be written down and read immediately.

Such selection from the children's oral language serves several valuable purposes. It reinforces the role of language in communication by actively involving the children in the process of producing written words. By allowing the children to control the content of the reading material meaningfulness is ensured. Their successful "reading" of the units increases confidence and their understanding of the function of written words.

Printed Language Units

The language units introduced in the program form the basis of the children's sight vocabulary.

When the children are familiar with the oral use of the language units, printed forms are introduced. They are encouraged to combine these into language sequences, and read them aloud. Oral and visual forms of sentence structures are thus experienced simultaneously. Using the units in this way enables the children to construct their own sentences without having to wait until they have mastered the motor skills involved in writing.

During the early stages of the program, it is not expected that the children will be able to recognize many individual words or units. The early use of printed forms is intended to reinforce oral use of the units, rather than to emphasize word recognition. More attention to securing recognition of written words and units is given later in the program.

Experience Reading

It is basic that the early reading material be interesting and relevant to the children. One way of ensuring this is to record events from their experience. Each day, items of news contributed by the children can be written down by the teacher and "read" by the group. The children may illustrate the news chart to reinforce the meaning of the printed words.

The children may dictate labels for objects and pictures in the classroom. Wherever possible, sequences of words are preferable to single words. For example, "It's a dog" rather than "dog" helps to reinforce the language units of the program. The children's drawings and paintings labelled in this way may be displayed, or collected over a period of time to form a book.

Every opportunity for involving the families in the children's progress should be taken. Children are encouraged to take home captioned drawings and printed cards which they can "read" to others. The children's interest in letter-writing can also be utilized. For example, they may dictate invitations to families to attend functions.

Practice Reading

A variety of additional material is desirable. Language booklets depicting Aboriginal people in environments familiar to the children have been devised, and the children should be encouraged to "read" these. The captioned books used with the listening unit also give practice in reading the units of the program.

Some of the material should be read rhythmically to assist in developing awareness of appropriate stress and intonation patterns.

Writing

Pre-writing activities to develop the motor skills and fine co-ordination necessary for writing are included in many sections of the program. However, even in the early weeks, writing activities extend beyond manipulation of pencil and crayon.

A more important aspect of writing is the conveying of meaning. Tracing or copying of sentences is therefore introduced early. Furthermore, handling printed units develops a sense of ordering from left to right, and facilitates the placing of words in their correct position in the language sequence.

(c) Perceptual Skills

Perceptual skills depend upon discrimination between sensory impressions received from the outside world. Such discrimination is necessary if children are to interpret sensations adequately.

The program aims to enrich the children's perceptual experience by providing an increasingly varied assortment of sounds, sights and textures. The children should be encouraged to name and classify these.

When fine discriminations are not practised, it is easy to fall into lazy habits of listening, looking and touching. The program introduces discriminations, beginning with gross differences and progressing to fine differences.

Classroom facilities are supplemented by records, tapes, books, pictures and filmstrips. Special technical aids will be used to help focus the children's attention, and to increase motivation.

Auditory Skills

The perception of meaningful speech depends on the ability to discriminate between and integrate sounds which are heard. Since Ab.E. does not discriminate between some vowel sounds of S.E., and omits and substitutes some consonantal sounds and blends, it is essential that the children be given extensive training in recognizing similarities and differences between sounds, both non-vocal and vocal.

The use of alliteratively named puppets, e.g. Susie Seasnake, is a valuable aid in increasing awareness of the language sounds which are used either rarely or inappropriately. The puppet characters are interesting to the children, who readily become involved in phonic activities built around them.

Rhyming activities provide another enjoyable means of developing awareness of the similarities of and differences between language sounds.

Visual Skills

Reading depends partly upon the ability to discriminate between letter and word forms, and partly upon the ability to integrate these into meaningful word and phrase sequences. The considerable visual skills displayed by Aboriginal children provide a basis for the expansion of many of the abilities which underlie success in learning to read.

Many materials which can be manipulated by the children aid in the development of these abilities. Activities such as animal dominoes require the children to combine parts into wholes and match pairs of pictures. Matching activities, which use such items as picture pairing sets, jigsaw puzzles and mosaic shapes, form an important element in the development of awareness of similarities. Similarly, activities which involve examining sets of cards and objects to find the odd one sharpen awareness of differences. To develop these skills, pictures are used initially, progressing later to shapes and words. Differences are gross in the beginning, but diminish gradually, requiring increasingly finer discriminations from the children.

Projected images have novelty value for all children, and use is made of this to increase motivation and maintain the children's interest. Photographs and filmstrips of the children and their environment promote discussion which assists in elaborating the self concept through direct identification. By these means verbal expression skills can be expanded and opportunities for practice of language units provided.

Other visual material is projected using exposure times reduced by a tachistoscopic shutter. The basic aim is the recognition of shapes at speeds considerably more rapid than those usually required for the assimilation of visual images. The novelty and intrinsic appeal of the activity encourage children to attend. The rapid decisions required to achieve successful recognition assist in perceptual development.

Recognition and recall are tested by asking the children to match the projected image with the appropriate shape from their individual sets of cards. Discrimination is developed by increasing the similarity of the choices available. The task becomes more difficult as the items to be recognized progress from familiar animal shapes to letter-like figures.

These letter shapes provide training in distinguishing differences which are important for letter discrimination. These include differences between straight lines and curves (important in distinguishing between such letters as u and v), reversals (b and d), height (i, l), the slopes of lines (M, W), and the slopes of lines relative to the horizontal (A, H).

Once the children have become familiar with matching individual shapes, sequences are introduced to develop visual memory. Correct ordering of the images perceived and remembered is an important prerequisite to success in reading and writing.

When the children are familiar with printed language units, word slides are introduced. Initially, untimed exposures are used, and the children either match the projection with language cards or respond vocally. Progression to reduced speeds is achieved following greater familiarity with the units.

Sequences of slides are then used, and the children match the projected units with language cards to build up sentences. The complete sentence may then be read by the children.

Other Perceptual Skills

Whilst fine discriminations between the sounds that a child hears and the visual materials which he sees are of major importance in developing oral and written language skills, input from other senses provides a variety of experience to assist in building associative networks which enrich the child's verbal expression.

The use of "Feel Bags" which require the children to describe unseen objects will increase tactile skills. Teachers should integrate these with developing verbal expression. Similar experience with tasting and smelling unseen objects and describing the sensations will elaborate further the associative connexions between perception and language.

(d) Problem Solving and Critical Thinking

In building upon concepts which the children have already established, the program aims to develop strategies and conceptual skills for problem-solving and critical thinking.

A close link is maintained between the perceptual training and discovery strands of the program. Discrimination of similarities and differences between objects draws the children's attention to their salient characteristics, and leads to the establishment of classificatory concepts. Matching and sorting activities, picture discrepancies, and oddity problems encourage classification into categories. Finding things which belong together or are used in particular situations assists in expanding associative networks between concepts.

Observation of changes, for example a child grows, ice melts, a cake is cut into pieces, can assist in the development of conservation concepts.

(xx)

A general feature of cognitive development is the progression from global and undifferentiated thinking, to a more differentiated and coordinated system. This is reflected in children's use of terms to describe physical objects. Initially, children use absolute terms such as "big/small" rather than relational terms such as "bigger/smaller". Only later do they use differentiated terms such as "long/short" and "fat/thin", when they are able to take account of more than one dimension simultaneously. Verbal training in the use of such differentiated terms assists the children to direct their attention to the pertinent characteristics of objects and ideas. This is a necessary step in the development of both classification and conservation concepts.

In introducing the linguistic terms which convey conceptual information, recognition is also made of the fact that children's comprehension of language frequently outstrips their own verbal expression of this understanding. Children need to be given experience in listening to new terms before being asked to use them.

Conversely, children's correct use of a term is not necessarily an indication of their comprehension of that term, nor an accurate reflection of their ability to understand the logical basis of the underlying concept. For example, although such terms as "more" and "less" are used by young children in their daily activities, with apparent understanding, these concepts are not correctly identified in every context. Knowing "more" in terms of "number", for example, does not necessarily mean that the children understand "more" in terms of weight or volume.

Whilst the acquisition of verbal labels enables children to incorporate new objects and relationships into their conceptual framework, the children's verbalisms may not be indicative of their levels of thought. Teachers should use enquiry to assess the level and quality of the children's understanding.

The vital association and integration of different concepts necessary for later problem-solving can be achieved through use of activities which illustrate more than one concept. For example, an activity listed as seriation, in which the children in the group are ordered by height, also aids in the development of the self-concept (the child sees who is taller and who is shorter than himself) and classification concepts (tall children, short children). The concurrent provision by the teacher of appropriate oral language units expands both the children's conceptual structures and the terms available for verbal expression.

Specific Concepts

The specific concepts to be introduced aim to extend the children's existing concepts concerning the physical world, and to develop new ones. This is closely tied to the provision of language units with which the children can express and manipulate the concepts.

In the early weeks of the program, provision is made for activities with colour, to ensure that children are completely familiar with the relevant verbal labels.

In developing number concepts, the notion of one-to-one correspondence is fundamental for success in counting activities and conservation of number. Experience with estimation assists in the elaboration of the cardinal aspect of number.

Practical experience with measurement is important in developing size concepts. Comparison of the results of their measurements leads the children to seriation activities. The introduction of measurement terms progresses from undifferentiated (big/small) to differentiated (tall/short, fat/thin), comparative (taller/shorter, fatter/thinner) and superlative terms (tallest/shortest, fattest/thinnest).

In the elaboration of spatial concepts, experience is given with common geometric shapes and their verbal labels. Prepositional and space-relation concepts are developed through "finding" activities and experience in following directions.

SUGGESTED ACTIVITIES

BLOCK A - WEEKS 1 - 5

THEME: THE SELF CONCEPT

Development of favourable self-concepts is a major concern of this program. Selection of the "Self Concept: I am" as the theme for the first block of activities provides opportunities to foster this development and to establish usage of the new language patterns "I'm" and "I am".

SUMMARIES

(A) ORAL USE OF LANGUAGE AND READING

Theme: Self Concept - "I am"					
Week	1	2	3	4	5
<u>ORAL USE</u> Listening to new units	I'm I am plural "s"	prepositional phrases	definite article, e.g. <u>the</u> cats in <u>the</u> water	feminine gender particularly "she"	
Using new units	I'm I am	plural "s"	prepositional phrases	definite article, e.g. <u>the</u> cats in <u>the</u> water	REVISION
Using familiar units			I like I want		
<u>READING</u>	I'm (+ name)	I'm/I am (+ name)	I'm/I am a boy/a girl	I'm/I am big/little	

(B) . PERCEPTUAL SKILLS

(i) Auditory Skills

Non-Vocal Sounds

Investigating the sounds made by common objects - keys, clock, crumpling paper, chalk, rhythm instruments, pouring water, etc.

Investigating different sounds made by objects of different size - sticks, bottles, flowerpots, bells, etc. Such activities may be related to the concept of big and little and to measurement experiences.

Identifying sounds in context but without visual cues, especially those sounds previously investigated.

Recording sounds produced in the classroom.

Identifying sounds from tape recordings.

Vocal Sounds

Listening to stories and rhymes which stress particular sounds.

Saying rhymes and performing finger plays.

Providing vocal sound effects for stories and dramatization, e.g. blowing out candles, "huffing" ("The Three Little Pigs"); "t-t-t-t" (watch ticking), "rrrr-rrrr-rrrr" (starting the car).

The introduction of Henry ("h").

Using the initial "h" sound is to be encouraged, e.g. "Hello Henry."

The introduction of Susie Seasnake.

Playing the game "Susie Seasnake likes..."

Taking Susie on a walk and starting her collection (sand, stone, stick, etc.).

Starting Susie Seasnake's book.

Introducing picture activities in which attention is drawn to the plural "s".

Playing memory games with objects having the same initial or medial sound.

Rhyme

Listening to rhymes.

Saying familiar rhymes.

Rhythmic reading of some familiar rhymes.

Completing rhyming couplets from known rhymes. Heavier emphasis may be given to the rhyming words to help children hear similarities.

Dramatizing rhymes.

Singing and listening to songs which help develop awareness of rhyme.

Listening to stories which stress rhyme, e.g. "Henny Penny".

(ii) Visual Skills

Tachistoscopic Program

The children are introduced to the familiar animal cards (Set A) and are asked to match one of their cards with the projected image. In later lessons the children may be encouraged to name the shapes. Exposure time will be decreased gradually following increased familiarity with the activity.

Other Training Activities

Examining a series of pictures to find which one is different.

Examining a picture to find what is missing, or what is "silly" (visual discrepancy).

Examining a collection of objects and, after removal of an item, recalling "which one went away" (visual memory).

Playing with puzzles individually.

Using the contents of the Treasure Box for association activities, e.g. the children are asked to find things they use at home.

SUGGESTED DAILY PROGRAM - WEEK 1

LANGUAGE	
MORNING TALK	READING
<p><u>DAY 1</u></p> <p>Introduce Henry - "Hello, Henry."</p> <p>Introductions - "I'm Rodney" (p. 26)</p> <p>Talk - Birthdays and ages (pp. 21-22)</p> <p>News and chart (pp. 51-52)</p>	<p><u>ORAL</u></p> <ol style="list-style-type: none"> Children say names and receive name cards Talking drum - saying names using "I'm" (p. 43) "Who am I?" (pp. 27-28)
<p><u>DAY 2</u></p> <p>Where is Henry Hiding? (p. 32)</p> <p>Colour of the day</p> <p>Talk - How we find out things (p. 23)</p> <p>News and chart</p> <p>Caption picture</p> <p>Attendance - "I'm here"</p>	<p><u>READING</u></p> <ol style="list-style-type: none"> Talking about pictures e.g. animals Captioning pictures using "I'm a" Reading captions
	<p><u>WRITING</u></p> <ol style="list-style-type: none"> Writing patterns



<p><u>DAY 3</u></p> <p>Where is Henry Hiding? "What's different?" (p. 69)</p> <p>Colour of the day</p> <p>Talk - Finding out with our hands (p. 23)</p> <p>Attendance - "I'm here"</p>	<p>"I'm" + name</p> <ol style="list-style-type: none"> 1. Introductions: shaking hands - "I'm Darwin" etc. (pp. 26-27) 	<p>"I'm" + name</p> <ol style="list-style-type: none"> 1. Teacher says name and combines "I'm" with her name card (p. 47) 2. Children read story (p. 47) 3. Children tell names orally and in writing (p. 47) 	
<p><u>DAY 4</u></p> <p>Henry needs friends - "Hello, Henry. I'm Kurt." "What's different?"</p> <p>Colour of the day</p> <p>Talk - Finding out with our noses (p. 23)</p> <p>Attendance - "I'm here"</p>	<ol style="list-style-type: none"> 1. Children talk about themselves Use mirror 2. Introductions - Mrs Bunda (p. 26) 3. Rhythmic activities - moving and saying (pp. 43-44) 	<ol style="list-style-type: none"> 1. Children find name cards 2. Children tell names, using "I'm" then make story in writing 3. "Reading" captioned pictures - "I'm ..." 	<ol style="list-style-type: none"> 1. Child draws himself 2. Child tells his name using "I'm" 3. Teacher writes his story 4. Child "reads" story and traces writing
<p><u>DAY 5</u></p> <p>Henry</p> <p>Colour of the day</p> <p>"What's different?"</p> <p>Talk - Finding out with our ears (p. 23)</p> <p>Rhyme - "Can anyone tell?" (p. 37)</p> <p>Attendance - "I'm here."</p>	<p><u>Outdoor Activity</u></p> <ol style="list-style-type: none"> 1. Rhythmic moving and saying 2. Drama - e.g. "I'm a speed boat" (p. 35) 	<ol style="list-style-type: none"> 1. Children find name cards 2. Say names - "I'm...." then tell names in writing 	<p><u>Writing Activity</u></p> <p>Drawing balloons etc. (pp. 57-58)</p> <p>or finger painting (p. 57)</p>

PERCEPTUAL SKILLS	DISCOVERY	OTHER
<p><u>DAY 1</u> <u>Auditory</u></p> <ol style="list-style-type: none"> Listening to rhymes - actions when appropriate (See pp. 64-65; 36-38) Saying familiar rhymes Introduce Susie Seasnake Game - "Susie Seasnake Likes" (p. 60) 	<ol style="list-style-type: none"> Counting activities e.g. 2 hands, 1 nose (p. 77) (stress plural "s") Number rhyme with actions e.g. "Six Little Ducks" (p. 65) Story stressing plural "s" e.g. "Go Dog Go" 	<p><u>Art</u></p> <ol style="list-style-type: none"> Children use crayons to outline feet on paper Teacher labels each child's work e.g. "Clive's foot"
<p><u>DAY 2</u> <u>Visual</u></p> <p><u>Free Activity</u> (p. 69)</p> <p>e.g. puzzles - inset, jigsaw picture pairing animal dominoes graduated tumblers sorting - treasure box concept cards shapes</p>	<p><u>Size</u></p> <ol style="list-style-type: none"> Finding things that are big (p. 72) Finding things that are little. Measurement - Tearing coloured strips "as big as" various objects, e.g. feet (p. 76) Story using size terms e.g. "A Fish Out of Water" (p. 73) 	<p><u>Music</u></p> <ol style="list-style-type: none"> Talk about colour of children's clothes New song - "Mary Wore a Red Dress" Play taped story "Little Indian Drum" (Tape C1)

<p><u>DAY 3</u> <u>Auditory</u></p> <ol style="list-style-type: none"> 1. Investigating sounds (p. 59) 2. Plurals activity (pp. 33-34) 3. "Susie Seasnake likes" Go for a walk and start Susie's collection (pp. 60-61) 	<ol style="list-style-type: none"> 1. "Feel" bag - exploring by touch Children talk as they feel (p. 80) 2. Display object and talk 3. "Tell me" time (p. 80) 	<p><u>Art</u></p> <ol style="list-style-type: none"> 1. Child draws or paints himself 2. Child dictates caption to teacher 3. Child "reads" caption with teacher
<p><u>DAY 4</u> <u>Visual</u> <u>Tachistoscopic</u></p> <ol style="list-style-type: none"> 1. Distribute animal cards (Set A) 2. Match single slides (p. 66) 	<p><u>Free Activity</u></p> <p>Sorting in terms of size, colour or shape (pp. 71-72; 74)</p> <p>Measuring using paper strips Bead threading etc.</p>	<p><u>Music</u></p> <ol style="list-style-type: none"> 1. Sing familiar song 2. New song 3. Listen to song "Mary Wore a Red Dress" (Tape Cl)
<p><u>DAY 5</u> <u>Auditory</u></p> <ol style="list-style-type: none"> 1. Rhymes 2. Plural "s" - strip book (p. 62) 3. Phonic memory game (p. 63) 4. Start Susie's book (pp. 61-62) 	<p><u>Colour</u> (pp. 70-72; 54)</p> <ol style="list-style-type: none"> 1. Naming colours 2. Simple sorting in terms of colour. Count number of each colour 3. Colour walk (p. 71) 	<p>Story - "The Ear Book"</p> <p>Health talk - care of ears</p>

MEMORIC TABLE	LAVINIA	LAVINIA	LAVINIA
<p><u>LAVINIA</u></p> <p>Where is Henry? (p. 32)</p> <p>Talk - Finding out by looking (p. 23)</p> <p>Colors of the day (p. 70)</p> <p>Find things of that color</p> <p>News and chat</p> <p>News and chat e.g. (pp. 51-52)</p> <p>Attendance - "Jim Letic."</p>	<p><u>CPAD</u> Jim/ am</p> <p>1. Physic says and next day - "Jim Letic." / / "Jim Letic." (pp. 41-42)</p> <p>2. Name - "What an day!" (pp. 3-11)</p>	<p><u>PLATE</u></p> <p>1. Read captions 2. Talk about auto picture 3. Caption picture using "Jim, I am special captions 4. Telling name orally and in writing</p>	<p>1. Writing picture 2. Tell name</p>
<p><u>LAVINIA</u></p> <p>Where is Henry? (p. 32)</p> <p>Talk - Finding out by looking (p. 23)</p> <p>Colors of the day (p. 70)</p> <p>Find things of that color</p> <p>News and chat e.g. (pp. 51-52)</p> <p>Attendance - "Jim Letic."</p>	<p>1. Introduction (pp. 20-27)</p> <p>2. Two ways to say name "Jim Letic" "Jim Letic" Physic says clapping etc. (p. 47)</p>	<p>Jim/ am - name</p> <p>1. Children tell name 2. As child says name, teacher says his name of "Jim" according to his class 3. Group join in reading stories constructed</p>	<p>1. Writing picture 2. Tell name</p>

<p>JAY 2 Berry Colour of the day Talk about picture caption and "read" News and chart Attendance - "I'm here."</p>	<p>1. "What is he saying?" (pp. 24-25) 2. Teacher writes and children "read" stories (p. 26) 3. Rhythmic activities (pp. 43-45)</p>	<p>1. Children find name cards 2. Tell name orally and in writing 3. "Read" captioned pictures</p>	<p>Start Personal books (p. 53)</p>
<p>JAY 4 "What's different?" Berry Colour of the day News and chart Read captions Attendance - "I'm here"</p>	<p>1. Story - "Who Are You?" 2. Children talk about themselves Use mirror 3. Listen to rhyme - "I'm looking in the mirror" (p. 37)</p>	<p>1. Children tell name orally and combine unit cards 2. Experience reading "What is he saying?" - contrasting pictures (pp. 24-25)</p>	<p>Writing activities (pp. 57-58)</p>
<p>JAY 5 Berry Colour of the day Talk News and chart Attendance - "I'm here."</p>	<p>1. Children talk about themselves Use mirror 2. Drama - Being animals Children move and speak e.g. "I'm a wallaby."</p>	<p>1. Start class picture book Children compose captions 2. Teacher writes captions 3. Children and teacher "read" captions (p. 54)</p>	

SUGGESTED DAILY PROGRAM - WEEK 2

PERCEPTUAL SKILLS	DISCOVERY	OTHER
<p><u>DAY 1</u> <u>Auditory</u></p> <ol style="list-style-type: none"> 1. Saying familiar rhymes 2. Listening to new rhymes (pp. 64-65; 36-38) 3. Dramatization of nursery rhymes (p. 35) 4. "Bubble Seasnake Likes" 	<p>DISCOVERY</p> <ol style="list-style-type: none"> 1. Counting shells, leaves, boxes, etc. (small numbers) 2. Seriation of above groups 3. Talk about arrangements listening to superlatives and comparatives (pp. 73-75) 	<p>OTHER</p> <p>Story - e.g. "Little Black Sambo"</p> <p><u>Craft</u></p> <ol style="list-style-type: none"> 1. Handprint in clay 2. Children help mix and pour plaster 3. Talk about result and about hands
<p><u>DAY 2</u> <u>Visual</u></p> <p><u>Tachistoscopic</u></p> <ol style="list-style-type: none"> 1. Distribute animal cards (Set A) 2. Match single slides (p. 60) 	<ol style="list-style-type: none"> 1. Tasting small samples of food and discussing 2. Sort pictures - things that are food; things that are not food 	<p><u>Music</u></p> <ol style="list-style-type: none"> 1. Sound - relate to "big", "little" - xylophone, piano, etc. (pp. 59-60) 2. Singing (pp. 39-40) 3. Movement to music

<p><u>DAY 3 Auditory</u></p> <ol style="list-style-type: none"> Investigating sounds Tape-record sounds and play back to identify Idioms 	<p>"round"</p> <ol style="list-style-type: none"> Feel bag - something round "Tell Me" Time - ("round") Collecting, locating round things Experience chart(p. 55) 	<ol style="list-style-type: none"> Retelling story - "Little Black Sambo". Children join in saying refrains, providing sound effects(pp. 35; 63) Dramatization of story
<p><u>DAY 4 Visual</u></p> <ol style="list-style-type: none"> Visual discrimination: "Which one is Different?" (p. 67) Matching, using strip book (p. 67) Visual discrepancy (p. 68) 	<ol style="list-style-type: none"> Counting activities (stress plural "s") Talk about age Illustrate-candles, give claps, etc. Read rhyme "Four and Five"(p. 36) 	<p><u>Health</u></p> <ol style="list-style-type: none"> Picture talk(p. 24) Mime - "I'm washing my hands," etc.
<p><u>DAY 5 Auditory</u></p> <ol style="list-style-type: none"> Saying, acting, listening to rhymes.(pp. 64-5; 36-38) Dramatizing nursery rhymes(p. 35) Phonic memory game Continue Susie's book (pp. 61-62) 	<ol style="list-style-type: none"> Describe displayed objects - involve size terms Comparison of size (pp. 73-75) Measurement activity - strips as big as hand, box, etc.(p. 76) Label strips 	<p><u>Story</u></p> <p>Experience reading record of "Little Black Sambo"(p. 53)</p>

SUGGESTED DAILY PROGRAM - WEEK 3

MORNING TALK:		LANGUAGE	
<p><u>DAY 1</u></p> <p>Henry</p> <p>Colour of the day</p> <p>"What's different?"</p> <p>Talk - Things I like</p> <p>News and chart</p> <p>Class picture book - add picture and a caption</p>	<p><u>ORAL</u></p> <ol style="list-style-type: none"> 1. Phythmic activities using "I'm", "I am" 2. "Who am I?" (pp. 27-29) 3. Moving picture talk (p. 26) 	<p><u>READING</u></p> <ol style="list-style-type: none"> 1. Manipulation of language units 2. "Reading" class picture book (p. 54) 3. Children "read" single book with teacher e.g. "Me" or "Busy" (p. 41) 	<p><u>WRITING</u></p> <p>Continue personal books (p. 53)</p>
<p><u>DAY 2</u></p> <p>Henry</p> <p>Colour of the day</p> <p>"What's different?"</p> <p>Talk - What I like to eat</p> <p>News and chart</p> <p>Caption - "What is he saying?" (pp. 24-26)</p> <p>Attendance - "I'm here."</p>	<p>(p. 48)</p> <ol style="list-style-type: none"> 1. Children tell about themselves 2. Oral use of "I'm a boy/a girl." 3. Making a set of boys and a set of girls 	<p>"I'm"/"I am" "a boy"/"a girl" (p. 48)</p> <ol style="list-style-type: none"> 1. Elicit "I'm a boy." 2. Child invited to tell his story in writing 3. Children "read" story. Other boys make the story 4. Similarly "I'm a girl." 	<p><u>Worksheets</u> (p. 58)</p> <ol style="list-style-type: none"> 1. Child says "I'm a boy", or "I'm a girl" and receives correct sheet 2. Child traces sentence and draws himself 3. Teacher writes his name while child watches

<p><u>DAY 3</u> Henry Colour of the day Talk - What I like to play News and chart Class picture book - add picture caption and "read"</p>	<p>1. Talking drum e.g. "I'm a boy" "I am a boy" 2. Rhythmic moving and saying (pp. 43-44)</p>	<p>1. Label girls' and boys' corners - "I'm a boy" "I'm a girl" (p. 48) 2. "What is he saying?" (pp. 24-26) picture of several boys and girls</p>	<p><u>Worksheets</u> 1. Writing posture 2. Teacher demonstrates writing - children imitate movements 3. Children trace sentence</p>
<p><u>DAY 4</u> Henry Colour of the day Talk - What I like on T.V. Caption - "What is he saying?" (pp. 24-26) News and chart Attendance - "I'm here"</p>	<p>1. Mime 2. Sing e.g. "I am eating....." (p. 40) 3. Telephone conversations (p. 36)</p>	<p>1. Manipulation of units 2. Recognition game e.g. "I'm a boy" displayed - boys stand up (p. 51) 3. Match sentence strips with captions on pictures e.g. "I'm a boy" (p. 50)</p>	<p>Continue personal books (p. 53)</p>
<p><u>DAY 5</u> Henry Colour of the day News and chart Talk - What I like to do after school "Read" captions</p>	<p><u>Outdoor Activity</u> 1. Rhythmic activities 2. "Pigs Fly" 3. Race - "I'm first" etc.</p>	<p>1. Experience reading chart of race (p. 55) 2. Practice reading - worksheet e.g. "I'm a boy" "I'm a girl" (p. 56)</p>	<p>1. Correct writing posture 2. Tracing work - sheet sentence</p>

SUGGESTED DAILY PROGRAM - WEEK 3

PERCEPTUAL SKILLS	DISCOVERY	OTHER
<p><u>DAY 1</u> <u>Auditory</u></p> <ol style="list-style-type: none"> 1. Saying rhymes 2. Listening to rhyme (p. 65) 3. Completing couplets from familiar rhymes (pp. 65-66) 4. Children find things for Susie in Treasure Box 	<ol style="list-style-type: none"> 1. Number - stories about "1", e.g. "I have one nose." "One piano is in here." 2. Writing digit numeral "1". Draw 1 dog, etc. 3. Toothpaste caps - add to collection, count(p. 78) 	<p><u>Health</u></p> <ol style="list-style-type: none"> 1. Talk about care of teeth 2. Show toothpaste and cap <p>Suggest collecting caps (p. 78)</p>
<p><u>DAY 2</u> <u>Visual</u></p> <p><u>Tachistoscopic</u></p> <ol style="list-style-type: none"> 1. Distribute animal cards (Set A) 2. Check correct orientation 3. Matching single slides (p. 66) 	<ol style="list-style-type: none"> 1. Counting activities. 2. Sets (p. 79) 3. One to one correspondence (pp. 78-79) 	<p><u>Dramatic Play</u>(p. 35)</p> <ol style="list-style-type: none"> 1. Children talk about items in dressing-up box 2. Children play roles suggested by materials 3. Telephone conversation

<p><u>DAY 3 Auditory</u></p> <ol style="list-style-type: none"> 1. Saying rymes 2. Rhythmic reading of familiar rhyme 3. Investigating sounds(p. 59) 4. Identifying sounds(p. 60) 5. Making percussion instruments(pp. 60; 43) 	<ol style="list-style-type: none"> 1. Counting activities 2. Estimation of number (p. 75) 3. Drawing as directed, e.g. 2 balls, 1 tree 	<p><u>Craft</u> (pp. 45-46)</p> <p><u>Story</u> "The Little Gingerbread Man"</p> <p>Children provide vocal sound effects (p. 63)</p>
<p><u>DAY 4 Visual Tachistoscopic</u></p> <ol style="list-style-type: none"> 1. Distribute animal cards (Set A) 2. Match single slides 3. Place card on left side(p. 66) 	<ol style="list-style-type: none"> 1. Counting small numbers of concrete objects(pp. 76-78) 2. Conservation of number - rearranging group Discuss(pp. 79-80) 	<p><u>Music</u></p> <ol style="list-style-type: none"> 1. Listening to music 2. Movement to music 3. Singing (pp. 39-40)
<p><u>DAY 5 Auditory</u></p> <ol style="list-style-type: none"> 1. Saying, acting, and listening to rhymes 2. Susie Seasnake 3. Plural "s" - strip book 4. Phonic memory game(p. 63) 	<ol style="list-style-type: none"> 1. Name big things 2. Name small (little) things (p. 72) 3. Comparison of size 4. Seriation(pp. 74-75) 5. "I Spy" (size clues) 	<p><u>Outdoor Activity</u></p> <ol style="list-style-type: none"> 1. Spatial term - "Jump over the rope" "Go under the rope" etc. 2. Rhythmic moving and saying 3. Drama (pp. 34-35)

SUGGESTED DAILY PROGRAM - WEEK 4

		LANGUAGE		
MORNING TALK	ORAL	<u>READING</u>	<u>WRITING</u>	
<p><u>DAY 1</u></p> <p>"Where is Henry Hiding?" (in the)</p> <p>Colour of the day</p> <p>"What's different?"</p> <p>Talk</p> <p>News and chart</p> <p>Caption - "What is he saying?"(pp. 24-26)</p> <p>Attendance - "I'm here"</p>	<p>1. Rhythmic activities - saying, moving Use mirror (pp. 43-45)</p> <p>2. "Introductions" (pp. 26-27)</p> <p>3. "I'm thinking"(p. 32)</p>	<p>1. Manipulation of language units</p> <p>2. <u>Free Activity</u></p> <p>Tracing writing on blackboard</p> <p>Manipulating units</p> <p>"Reading" captions, class book etc.</p> <p>Using book corner or puzzles</p>	<p>1. Write or trace "I'm big."</p> <p>2. Draw picture</p>	
<p><u>DAY 2</u></p> <p>"Where is Henry Hiding?" (under the)</p> <p>Colour of the day</p> <p>Talk</p> <p>News and chart</p> <p>Caption picture</p> <p>"Tell me" time</p> <p>Attendance - "I'm here."</p>	<p>1. Oral use of "I'm big" and "I'm little" e.g. game (pp. 48-49) "Make yourself ---- big" etc.</p> <p>2. Rhythmic activities. Children make themselves big, say "I'm big" with accompaniment.</p>	<p>"I'm"/"I am" "big"</p> <p>1. Teacher holds unit cards "I'm" + "big" - says sentence and constructs on board (pp. 48-49)</p> <p>2. Asks who can read story</p> <p>3. Children manipulate unit cards and "read" stories</p>		

<p><u>DAY 3</u> Henry (beside the ...) Colour of the day "What's different?" Talk News and chart Read captions</p>	<ol style="list-style-type: none"> 1. "Who am I?" with cards (pp. 28-29) 2. Listen to rhymes stressing "I'm", "I am" e.g. "I'm a frog" (p. 37) 3. Act out some "I'm"/"I am" rhymes. 	<p>"I'm"/"I am" "big"/"little" (pp. 48-49)</p> <ol style="list-style-type: none"> 1. Construct sentence "I'm big" on board. 2. Children make themselves little. Construct "I'm little." 	<ol style="list-style-type: none"> 1. "What is he saying?" 2. Write captions using "I'm big", "I'm little" e.g. "The Three Bears" (p.52)
<p><u>DAY 4</u> Henry (use of "the") Colour of the day Talk Caption picture, "read" captions News (pp. 51-52) Attendance - "I'm here."</p>	<ol style="list-style-type: none"> 1. Picture talk. 2. Sing action song ("I'm"/"I am") (pp. 39-40) 3. Listen to songs ("I'm"/"I am") - tape C3 	<ol style="list-style-type: none"> 1. Manipulation of units 2. Recognition game e.g. children make themselves big when "I'm big" is held up (p. 51) 3. Reading sentence, locating content words (p. 51) 	<p>Continue personal books (p. 53)</p>
<p><u>DAY 5</u> Henry Colour of the day "What's different?" Talk News and chart Read captions</p>	<ol style="list-style-type: none"> 1. Children talk about themselves. 2. "Who am I?" - picture elimination (pp. 29-30) 	<ol style="list-style-type: none"> 1. Practice reading booklet "Who am I?" 2. Matching sentence strips with captions (p. 50) 	<p>"Take-home" worksheets involving practice reading and writing (pp. 56-57)</p>

SUGGESTED DAILY PROGRAM - WEEK 4

PERCEPTUAL SKILLS	DISCOVERY	OTHER
<p>DAY 1 <u>Auditory</u></p> <ol style="list-style-type: none"> 1. Saying and acting rhymes 2. Listening - new rhyme 3. Susie Seasnake 4. Plurals activity (pp. 33-34) 5. "Which One Went Away?" (p. 34) 	<p style="text-align: center;">DISCOVERY</p> <ol style="list-style-type: none"> 1. Seriation of objects - terms "biggest", "smaller" etc. 2. Measuring children's height- "How big am I?" 3. After marking heights, each child finds mark- and tells, e.g. "I'm this big." 	<p style="text-align: center;">OTHER</p> <p><u>Music</u></p> <ol style="list-style-type: none"> 1. Listening to music suitable for movement 2. Movement to music ("I'm a tree" etc.) 3. Singing (pp. 39-40) <p><u>Story</u></p> <p>"The Three Bears" (Listening - "she" size terms)</p>
<p>DAY 2 <u>Visual</u></p> <ol style="list-style-type: none"> 1. Matching - e.g. with strip book (p. 67) 2. Same or different? (p. 68) 3. Visual discrepancy (p. 68) 	<ol style="list-style-type: none"> 1. Children talk about size of objects and themselves 2. Comparison of size Listening experience - "bigger", "smaller" 3. Seriation - 3 or 4 children (p. 75) 4. Group seriation activity (p. 75) 	<p><u>Outdoor Activity</u></p> <ol style="list-style-type: none"> 1. Rhythmic activities 2. Drama (pp. 34-35) 3. "Pigs Fly" (pp. 31-32)



<p><u>DAY 3 Auditory</u></p> <ol style="list-style-type: none"> 1. Saying and acting out rhymes 2. Listening to poems 3. Completing rhyming couplets (pp. 65-66) 4. Susie Seasnake 	<ol style="list-style-type: none"> 1. Counting concrete objects 2. Number rhyme 3. Estimation (p. 75) After guessing, children carry out activity 	<p><u>Art</u></p> <p>Mural of hand-prints (p. 45)</p> <p><u>Story</u> e.g. "Hand, Hand, Fingers, Thumb"</p>
<p><u>DAY 4 Visual Tachistoscopic</u></p> <ol style="list-style-type: none"> 1. Distribute animal cards (Set A) 2. Match single slides 	<ol style="list-style-type: none"> 1. "Feel" bag (p. 80) 2. "Tell me" time (p. 80) 3. Experience reading record (p. 80) 	<p><u>Music</u></p> <ol style="list-style-type: none"> 1. Action songs - sing and move e.g. "I am a Kangaroo"
<p><u>DAY 5 Auditory</u></p> <ol style="list-style-type: none"> 1. Saying, acting, and listening to rhymes 2. Investigating and recording sounds 3. Identifying sounds (p. 60) 	<ol style="list-style-type: none"> 1. Sorting activities - colour, then shape 2. Introduce term "circle" 3. "Tell me" time 4. Drawing - involving circles 	<p><u>Art</u></p> <ol style="list-style-type: none"> 1. Drawing or painting 2. Child dictates caption 3. Teacher and child "read" story (p. 53)

UNIT 1: I AM

(a) Listening Experience

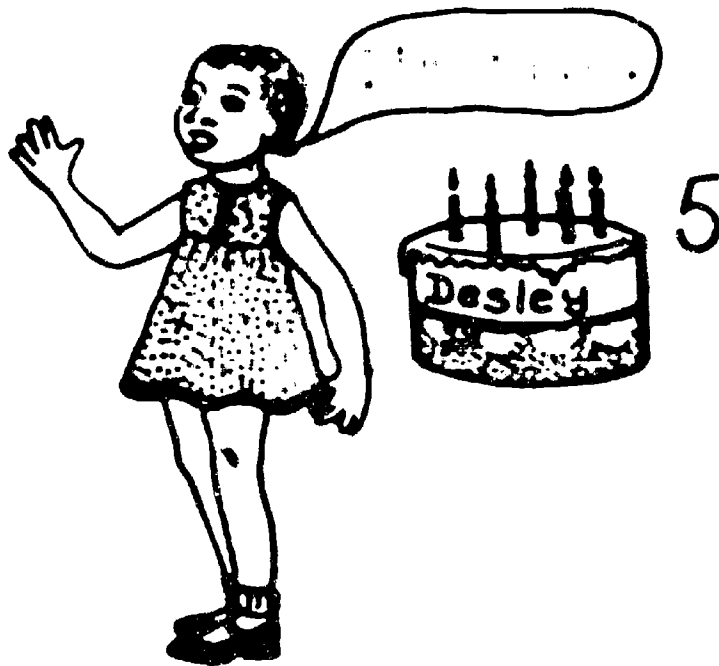
Among the language units specified for listening experience in the first five weeks are some which will require a great deal of practice over a considerable period of time. It is not expected that children's spontaneous usage of these standard English forms will be achieved during the early weeks of the program. Rather, teachers will need to continue providing listening experience and oral practice throughout the year, gradually increasing the children's oral usage of the units. This applies particularly in the case of plural "s".

Many suggestions for providing listening experience in the use of specific units are given throughout the section of the program relating to the oral use of units (pp. 21 - 46). For example, language games, songs, rhymes, stories, picture talks, tape recordings and informal discussion may serve this purpose. In addition, the teacher might consciously provide repetition of specified units in her own language throughout all activities.

(b) Informal Discussion

In developing this theme, children will often be encouraged to talk about themselves. Such discussion may sometimes take place when children are gathered in front of the mirror. Discussion of photographs of members of the class may also be used to help children express ideas about themselves and to elicit the "I'm" and "I am" language units. At first, children may simply tell their names, e.g. *I'm Maudie*. Later, stimulated by a variety of experiences, some children may express much more, e.g. *I'm Denny; I'm a boy; I'm big; I am bigger than Warren; I'm five years old.*

When birthdays are celebrated, the birthday child may tell how old he is, using "I'm" or "I am". Other children may then tell their ages also. Birthdays may be recorded on an experience reading chart and re-read to provide further practice in use of "I'm", e.g.



When attendance is being checked, children may be encouraged to respond with "I'm here." Sometimes children may "race" to complete a task, e.g. putting away cards. Statements by the children may include "I'm first", "I'm second", "I'm ready", etc. "I'm next" may be used as children claim "turns" in an activity.

Following strenuous games, children may be stimulated to tell how they feel, e.g. *I'm tired; I'm puffed; I'm hot.*

Every day some children may contribute news items. Often, teachers may give listening experience with standard forms when a non standard construction has been used. This should in no way destroy spontaneity of the children's contributions, e.g.

Child: All a boy ran away.

Teacher: All the boys ran away?

What happened next?

Morning talks may both relate to the "self concept" theme and provide practice in the use of particular language units. Sometimes morning talks will arise from children's news or from occurrences of interest in the community or beyond. In addition, topics such as the following are suitable:

Observations about colours

- I'm wearing a red dress.*
- I'm like a red dress.*
- I'm like a red dress.*
- I'm like a red dress.*
- I'm like a red dress.*
- I'm like a red dress.*

Observations about colours may be extended to children's clothing, providing further opportunities for the use of "I'm" or "I am", e.g. *I'm wearing a red dress.*

Sometimes, the song, "Mary wore a red dress" (M1)* may follow such statements. Names and clothing descriptions of several members of the class might be substituted.

As the self concept theme is developed, children can be expected to discover and report themselves. The perceptual training program provides many opportunities in hearing, looking, touching, tasting and smelling. Children will be encouraged to talk about how they find out things, relating discussion to various parts of the body.

Eyes, ears, hands and nose will also be the focus of "Health" discussions. Many opportunities for informal practice of "I'm", "I am", and plural "s" will be provided as this interest is extended, e.g.

- eyes - I'm looking.*
- ears - I'm listening.*
- hands - I'm touching, I'm feeling, I'm holding.*
- nose - I'm smelling.*

During art and craft activities, during free play with structured mathematical materials and when constructing with other materials, children may be encouraged to talk about what they are making or doing, e.g. *I'm making a train; I'm having red paper; I'm mixing the paint.*

Children can be encouraged to make their own selections of materials, puzzles, etc. "I like" and "I want" will often arise as they state their preferences.

* Van Leer Selection: see BLOCK A p. 39

Informal practice (continued)

Teachers may fit many opportunities to practise the plural and definite article into their daily routine. Some of the activities should provide particularly valuable practice in the use of these language units.

- Teacher: How many children are there in your class?
- Child: Six.
- Teacher: How many boys are there in your class?
- Child: Three.
- Teacher: How many girls are there in your class?
- Child: Three.

Informal practice in the use of prepositional phrases and the definite article can be given as children locate or put away materials, e.g.

- Teacher: Where did you put the book?
- Child: On the cupboard.
- Teacher: Are they in the cupboard?

(c) Picture Talks

In selecting suitable pictures, teachers may consider both the current theme and the language units specified for particular attention. Colour slides and film strips of the children themselves may be used. These are intrinsically motivating, provide for developing self-concept, and may be used to elicit the language units "I'm" and "I am". Listening experience in the use of plurals, prepositional phrases and the definite article may also be provided.

Health pictures, especially those relating to experiences of listening, looking, smelling and touching, may be selected for discussion (p. 23). Pictures in the series "Health and Nutrition"* are suitable and the series of health pictures provided for Aboriginal schools** are suitable. After talking about pictures, children may mime some of the activities discussed, e.g. *I'm washing my hands.*

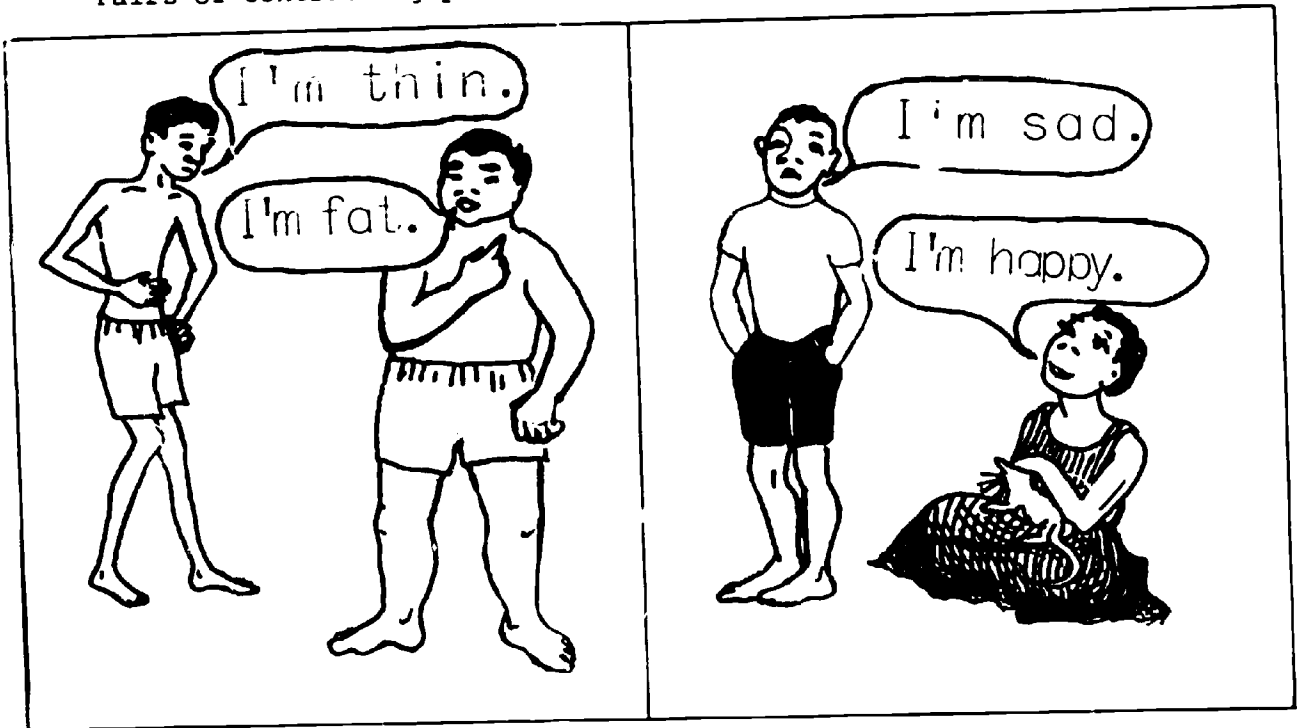
In the language game "What is he saying?", children may discuss selected pictures and decide what each character depicted is saying. Following the cartoon convention for indicating direct speech, the teacher records as dictated by the group, e.g.

* "Teaching Pictures" (J. Bacon)

** "Health Teaching Pictures for Aboriginal Schools - Grade 1" (Queensland Health Education Council)



Pairs of contrasting pictures may also be used in this way, e.g.



Picture Talks (cont.)

After labelling, sentences may be "read" by the children and teacher. Re-reading of labels may become a regular daily activity, providing oral practice in the use of language units emphasized, as well as stimulating interest in reading.

Another useful activity involves use of movable figures in association with a background picture placed on the magnetic board. After discussing the picture a child is invited to choose one of the movable figures and to place it on the picture, telling what is happening. A number of children may become involved in moving figures and telling stories.

As the children become experienced in story-telling with this equipment, they may tend to identify more with the characters in their stories, speaking for them. This gives opportunities for practising the "I'm" language unit.

(d) Language GamesIntroductions

(Language unit: I'm)

Henry, a small doll who is rather shy and inclined to hide, is introduced to the children. After coping with Henry's disappearances for several days, the children and teacher might discuss why Henry keeps hiding. Perhaps Henry is frightened because he doesn't know anyone; he needs some friends. The teacher and children introduce themselves, e.g.

Teacher: Hello, Henry. I'm Mrs Dougherty.

Child 1: Hello, Henry. I'm Lewis.

Child 2: Hello, Henry. I'm Mary.

(Henry will continue to require such reassurance for several weeks.)

Later, variations of the "introductions" game may be used. For example, the teacher may go out of the room and come back being somebody else. She introduces herself to the children and asks their names, e.g. *Hello, children. I'm Mrs Bunda. Who are you?*

The children are expected to answer using the "I'm" language unit.

Children's attention might be drawn to the practice of shaking hands when meeting. Some of the children might act out introductions, shaking hands and telling their names. Experience reading records may sometimes develop from this game, e.g.

BLOCK A

Language Games (cont.)



"Who am I?", "What am I?" Guessing Game
(Language units: I'm, I am, plural "s")

At first, the teacher could act as leader in this guessing game, by giving clues to the children who try to identify the animal or object referred to, e.g. *I'm black, I have four legs, I'm savage sometimes, I bark at you, I'm bigger than a hen, Who am I?*

Children might be encouraged to answer in a sentence, either in statement or inverted question form, e.g. *You are a ... or Are you a ...?*

The teacher may expand into a sentence any single-word response given by a child, e.g.

Child: Cat?

Teacher: I'm a cat?

No, I'm not a cat.

During this game, teachers provide children with listening experience in the use of "I'm", "I am", plural "s" and other units specified. They may also draw upon developing concepts, e.g. those relating to number, size, colour, in their giving of clues.

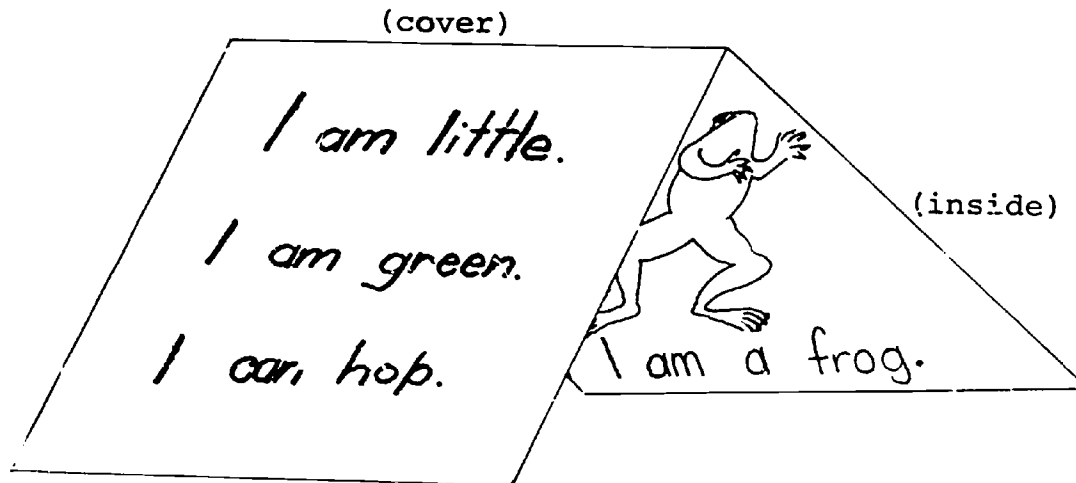
Language Games (cont.)

When the children have guessed the answer, they may portray the animal or object nominated. As they are acting, some of the children may be asked who they are, e.g.

Teacher: Who are you?

Child: I'm a savage dog.

The above game may sometimes be played using written clues. "What am I?" cards are displayed and read aloud to the children. When the children think that they have guessed the answer, the captioned picture inside the card is revealed. The answer, beginning with the language unit "I'm" or "I am", is then "read" by the children individually or as a group.



The following are some suggested sets of clues. Many more may be devised by teachers.

*I'm shiny.
I'm hard.
I'm made of metal.
You stir your tea with me.
What am I?*

*I'm small.
I'm green.
I grow on a tree.
What am I?*

*I'm soft and furry.
I have whiskers.
I'm good at climbing trees.
I have claws.
I can purr.
Who am I?*

*I'm a woman.
I look after sick people.
I work at the hospital.
I wear a white dress.
Who am I?*

*I'm used to kill animals.
I'm made of wood.
I'm long and I'm thin.
I'm sharp.
What am I?*

*I'm small.
I'm round.
I'm hard and shiny.
I'm silver.
You buy things with me.
What am I?*

BLOCK A

Language Games (cont.)

*I'm very big.
I'm made of wood.
I have a roof on top of me.
I have doors and windows in me.
What am I?*

*I'm a toy.
I'm made of wood.
I'm hard.
You hit balls with me.
What am I?*

*I'm an animal.
I have horns.
I'm big.
You get milk from me.
Who am I?*

*I'm an animal.
I'm long and thin.
I wriggle on the ground.
I live in a hole.
Who am I?*

*I'm pretty.
I smell nice.
I grow on a plant.
You can put me in a vase.
What am I?*

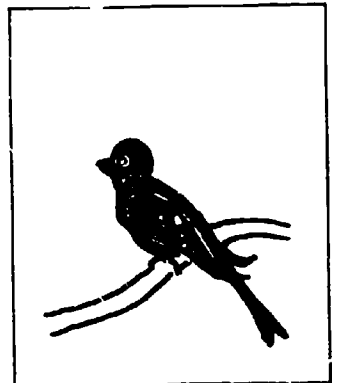
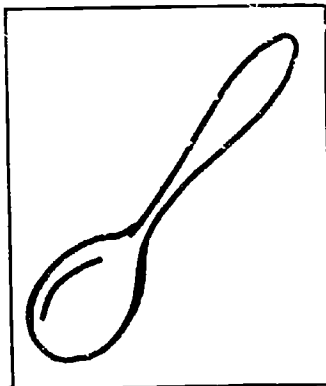
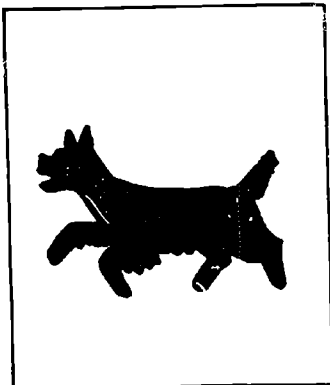
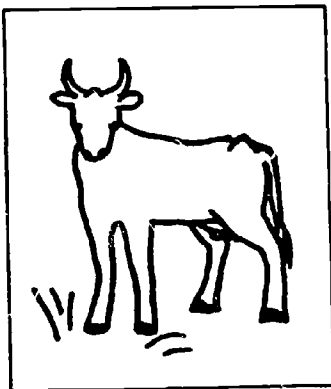
*I'm in the kitchen.
I am hot sometimes.
I'm big.
You put the kettle on me.
What am I?*

"Who am I?". "What am I?" - Picture elimination game
(Language units: I'm, I am, plural "s")

This game is a variation of the guessing game, "What am I?" described previously. This time, instead of starting with a completely open choice, the object described is limited to one of those illustrated.

Three of four pictures are placed on the blackboard ledge or magnetic board. The children name the objects and talk about each very briefly.

The teacher tells the children to listen and guess which object she is thinking of, e.g.



Language Games (cont.)

Teacher: *I'm an animal.*
Which one can we take away?

Child: *The spoon.*

Teacher: *How did you know?*

Child: *The spoon not an animal.*

Teacher: *That's right. The spoon is not an animal.*
Now listen to the next story.
I have four legs.
Which one can we take away?

By a process of elimination, the correct answer is obtained. The children are encouraged to evaluate possible responses, e.g.

Teacher: *I have soft feathers.*
Could it be the cat?

Child: *No.*

Teacher: *Why not?*

"What am I doing?" Mime Game
 (Language units: I'm, I am)

The teacher and children take turns in miming some common activity, such as cleaning teeth, combing hair, making a cake, digging or swimming. Others try to guess what the actor is doing. Guesses in the form "You are..." or "Are you..." to the actor should be encouraged. (It may be necessary for the actor to whisper in the teacher's ear what he is doing, as some children firmly deny all guesses.)

Whether the group is successful or not in guessing his actions, at the end of his turn, the actor announces to the group what he is doing, e.g. *I'm catching a fish.* If a child correctly guesses the action, he may have the next turn or nominate someone else. If no one guesses, the actor may choose a new leader. Sometimes a written record may be kept, e.g.

BLOCK A

Language Games (cont.)

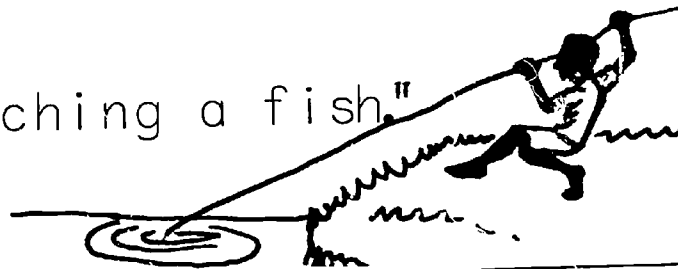
Brenda said, "I'm skipping."



Violet said, "I'm making a cup of tea."



Cliff said, "I'm catching a fish."



When each child has announced what he was doing, his story is written down and "read" by the group. At the end of the game, all the stories are re-read by the children and teacher.

"Pigs Fly"

(Language unit: plural "s")

In the game, "Pigs Fly", children are required to comprehend, evaluate a series of statements, and give appropriate motor responses. As they play, they are given listening experience in the use of plural "s".

The children stand with arms at their sides in a space of their own, preferably outdoors. The teacher makes a number of statements, some correct and some outrageously wrong, e.g. *Kangaroos hop; Pigs fly; Elkets bite; Cats swim.*

If the teacher's "story" is "true", the children immediately move about acting as the story suggests, e.g. hopping like a kangaroo. If the story is "silly", the children remain motionless, with arms kept at their sides.

This game may be played at intervals throughout the year. Appropriate increases in the level of difficulty of items may be planned by the teacher. Some of the statements may relate to the current theme, e.g.

Language Games (cont.)

Transport and Travel - Speedboats go fast.

Bulldozers dig.

Cars float on the water.

"I'm Thinking"

(Language unit: I'm)

Instead of trying to guess the identity of a particular object, as in "What am I?", children may be asked to think of an object which belongs in a given class, e.g.

Teacher: Close your eyes tight.

Now think about an animal. (Pause)

Teacher: Grant, what animal are you thinking about?

Grant: I'm thinking about a pig.

Later, children may give descriptions also of the objects that they have chosen. Examples which may be used, now or later in the year, include:

toys

food: fruit, food that is sweet, things to drink

animals: wild animals, pet animals, baby animals, little/big animals, animals that fly/swim/hop etc., animals that live in trees, animals that live under the ground, animals that live in the water

things we ride in/on

things we use for cleaning/cutting etc.

things we write with

things that are round/square

things that can burn/float/go fast.

"Where is Henry Hiding?"

(Language units: prepositional phrases, plural "s")

Henry is a very timid fellow. He's never in his house where he's supposed to be. He's always hiding. "Where is Henry hiding?" is a game that develops awareness of the elusive initial "h" sound. It also helps establish the use of the auxiliary "is" and prepositional phrases.