

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

DOCUMENT RESUME

ED 060 976

32

RC 006 005

TITLE Migrant Education Tutorial Aide Training Manual.
INSTITUTION Butte County Superintendent of Schools, Oroville,
Calif.; California State Dept. of Education,
Sacramento. Bureau of Community Services and Migrant
Education.

SPONS AGENCY Office of Education (DHEW), Washington, D.C. Office
of Programs for the Disadvantaged.

PUB DATE [71]
NOTE 263p.

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

DESCRIPTORS Activity Units; Arithmetic Curriculum; English
(Second Language); *Learning Activities; *Manuals;
*Migrant Child Education; Programed Tutoring; Reading
Development; *Teacher Aides; *Teaching Guides;
Training; Word Lists

ABSTRACT

Designed by California's Region II Office of Migrant Education to aid in training teacher aides working with migrant children, this manual outlines activities used in teaching by the aides. Each activity is described in terms of the concept to be taught, the tutorial skill required, standard instructional media, rationale for the media, expected learner response, and the criterion test (what the aide will actually do). Activities are provided for 33 arithmetic concepts, 68 reading concepts, and 20 English as a second language concepts for grades K-3. Also included is a list of 50 English survival words considered essential to non-English-speaking children in order that their immediate needs are met. (NQ)

Region II Office of Migrant Education
A Component of the California Plan for
the Education of Migrant Children.

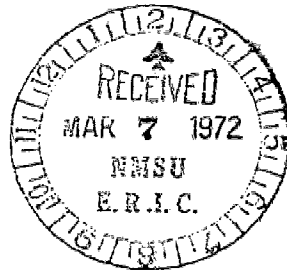
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Migrant Education Training Manual

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Butte County Education Tutorial Aide Training Manual

Office of the Butte County Superintendent of Schools
Thomas E. Evans, Superintendent

[1971]

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- Sponsored By -

California State Department of Education
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Bureau of Community Services and Migrant Education
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A Component of the California Plan for
the Education of Migrant Children
ESEA Title I, P.L. 89 - 750
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Chico, California
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And distributed by the -

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Thomas E. Evans, Superintendent

- ARITHMETIC -

- TUTORIAL-AIDE SKILLS -

PRIMARY GRADES
K - 3

CONCEPT NO. 1.1
Idea of number and numeral
distinction without written
work.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR M
Ball and Blackboard	Demonstrational	Teacher aide and can use common relate to given

RATIONALE FOR MEDIA

Teacher aide and student
can use common objects and
relate to given numerals.

LEARNER RESPONSE

Child will count number
of bounces of ball and find
correct numeral to represent
number of bounces

CRITERION QUESTION

The aide will demonstrate
bouncing ball to show diff-
erent numbers of bounces and
showing how to select correct
numeral to represent number
of bounces.

CONCEPT NO. 1.2

"Zero" as the identity element for addition and for subtraction when "zero" is the subtrahend.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Flannel board cutouts &
numerals.

Demonstrational

Objects can be made
to illustrate commutative
numerals matched
operation.

RATIONALE FOR MEDIA

LEARNER RESPONSE

Objects can be manipulated to illustrate concept and numerals matched to show operation.

Child will demonstrate, using the objects, the concept of "zero" in addition and subtraction.

CRITERION QUESTION

The aide will demonstrate use of "zero" in addition and subtraction.

CONCEPT NO. 1.3

Place value concept for understanding whole numbers, zero through one hundred, and for reading and writing the corresponding numerals.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Units, ten, hundreds,
joined bead frames

Demonstrational

Bead frame allows
counting and illustrating
concept.

RATIONALE FOR MEDIA

LEARNER RESPONSE

Bead frame allows for counting and illustrating concept.

The child will demonstrate knowledge of place values of numbers 0 - 100 by writing and reading given numbers.

CRITERION QUESTION

The aide will demonstrate use of the place value frames and writing and reading correctly the number from 0 - 100.

CONCEPT NO. 1.4
Subtraction as inverse
of addition.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Flannel board cutout objects, numerals, and signs.	Demonstrational	Manipulation of object and numerals are impor to visualizing concept

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
----	---------------------	------------------

Manipulation of objects and numerals are important to visualizing concept.

The child will demonstrate orally and through manipulation the concept of subtraction as the inverse of addition.

CRITERION QUESTION

The aide will demonstrate visually and with numerals that subtraction is the inverse of addition.



CONCEPT NO. 1.5

Subtracting a number from
itself: $3 - 3 = 0$

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Flannel board cut out,
numerals, and signs.

Demonstrational

Manipulation of object
and numerals are impor
tant to visualizing co

ED

RATIONALE FOR MEDIA

LEARNER RESPONSE

Manipulation of objects and numerals are important to visualizing concept.

The child will visually demonstrate that when a numeral is subtracted from itself the result is always zero.

CRITERION TEST

The aide will demonstrate visually and with numerals that a numeral subtracted from itself always has a result of zero.

CONCEPT NO. 1.6

Addition and subtraction algorithms:

$$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Individual number line

Demonstrational

Number line is meaningful in development, reinforcement and drill of addition and subtraction facts.

RATIONALE FOR MEDIA

Number line is meaningful in development, reinforcement and drill of addition and subtraction facts.

LEARNER RESPONSE

When child with an addition or subtraction combination up through the sums of ten, the learner will orally respond with the correct response or use the number line to find the correct response.

CRITERION TEST

The aide will demonstrate correct use of the number line to respond to given addition and subtraction combinations, up through the sum of ten.

CONCEPT NO. 1.7

Column Addition

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Film Strip "Column Addition" Eye Gate House	Operational and Demonstrational	Filmstrip visually demonstrates concept and allows for student response.

RATIONALE FOR MEDIA

LEARNER RESPONSE

Filmstrip visually demonstrates concept and allows for student response.

The child will demonstrate how to add a single digit of numerals in different groupings.

CRITERION TEST

The aide will demonstrate use of a filmstrip, using a filmstrip projector in standard operating procedure, to teach column addition and will use until each student demonstrates that he can add a single digit of numerals in different groupings.

CONCEPT NO. 1.8

Addition and subtraction with
two-place numerals without
regrouping.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Filmstrip
"Adding and Subtracting
Two-Place Numbers"
Eye Gate House

Operational and
Demonstrational

Filmstrip visually
demonstrates conc
and allows for st
response.

RED

RATIONALE FOR MEDIA

LEARNER RESPONSE

Filmstrip visually demonstrates concept and allows for student response.

The child will demonstrate how to add and subtract two-place numerals without regrouping.

CRITERION TEST

The aide will demonstrate use of a filmstrip, using a filmstrip projector in standard operating procedure, to teach addition and subtraction of two-digit numerals without regrouping and will check each student in ability to compute such.

CONCEPT NO. 1.9

Addition and subtraction
combinations, sums through
eighteen

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Flashcards	Demonstrational	Flashcards permit v concept of one more subtraction as inve addition plus basic

RATIONALE FOR MEDIA

Flashcards permit visually concept of one more or subtraction as inverse of addition plus basic drill.

LEARNER RESPONSE

The child will respond correctly to each flashcard in the combinations in addition and subtraction through eighteen.

CRITERION TEST

The aide will demonstrate teaching the addition and subtraction combinations through eighteen with flashcards by introducing the facts for each numeral until student mastery is achieved.

CONCEPT NO. 1.10

Penny, cent, cent symbol (¢),
nickel, dime

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Toy money (Milton-Bradley)	Demonstrational	Toy money permits learner to visualize coins and combine th in different amounts a manipulative manne

ED

RATIONALE FOR MEDIA

LEARNER RESPONSE

Toy money permits learner to visualize coins and combine them in different amounts in a manipulative manner.

The child will demonstrate recognition of a penny, nickel, and dime, their cent values, and values they make when grouped.

CRITERION QUESTION

The aide will demonstrate ability to use toy money to manipulate to teach coin recognition, value, total value when grouped with other coins.

CONCEPT NO. 1.11

Length: Foot, inch

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Beginners' Ruler (Childcraft)	Demonstrational	Beginners' ruler permits visualization of concepts of inch and foot.

RATIONALE FOR MEDIA

LEARNER RESPONSE

Beginners' ruler permits easy visualization of concept of inch and foot.

The child will demonstrate recognition of the units of measure of a foot and the inch units making it plus how to use it.

CRITERION TEST

The aide will demonstrate measurement using a foot and the inch units making up the foot and demonstrate how to use ruler.

CONCEPT NO. 1.12

Ordinal numbers through
thirty-first

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Counting objects

Demonstrational

Counting objects allow
for visualization and
counting in concept.

RED

RATIONALE FOR MEDIA

LEARNER RESPONSE

Counting objects allow
for visualization and
counting in concept.

The child will orally count
position of objects through
the thirty-first position.

CRITERION TEST

The aide will demonstrate using
objects to count from the first
position through the thirty-
first position.

CONCEPT NO. 1.13

Addition and subtraction with three-
place numerals involving regrouping

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Transparency
"Introducing Addition
With Regouping"
(Childcraft)
Transparency
"Introducing Subtraction
And Regrouping"
(Childcraft)

Operational and
Demonstrational

Tranparencies permit
help in visualizing
concept of regrouping

RED

RATIONALE FOR MEDIA

LEARNER RESPONSE

Tranparencies permit help in visualizing concept of regrouping.

The child will regroup when necessary, in addition and subtraction processes of two and three digit numerals.

CRITERION TEST

The aide will demonstrate use of transparency, using a overhead projector in standard operating procedure, to teach the concept of regrouping in two and three digit addition and subtraction processes.

CONCEPT NO. 1.14

Time: Telling time to the nearer
five minutes and to the quarter
hour.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Time Learner (Individual clocks)	Demonstrational	Individual clocks each child to learn to read time by following the teacher's demonstrations with a timepiece in his own hands.

UIRED

RATIONALE FOR MEDIA

LEARNER RESPONSE

Individual clocks enable each child to learn how to read time by following the teacher's explanations with a timepiece in his own hands.

The child will tell the time, orally and written, to the quarter hour and to the nearest five minutes.

CRITERION TEST

The aide will teach how to tell time to the quarter hour and to the nearest five minutes.

CONCEPT NO. 1.15

Length: Yard

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR ME

Film:
"Let's Measure: Inches,
Feet, and Yards"
(Coronet)

Operational and
Demonstrational

Film visually pr
linear measure a
use.

RATIONALE FOR MEDIA

LEARNER RESPONSE

Film visually presents linear measure and its use.

The child will recognize measurement tools of an inch, foot, and yard and how to use them.

CRITERION TEST

The aide will use the film, using a film projector in standard operating procedure, to teach recognition and use of inch, foot, and yard.

CONCEPT NO. 1.16

Multiplication and division combinations, products through eighty-one.

STANDARD INSTRUCTIONAL MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Flashcards

Demonstrational

Flashcards permit introduction and reinforcement of basic multiplication facts through 81 in a self-paced approach.

RATIONALE FOR MEDIA

LEARNER RESPONSE

Flashcards permit introduction and reinforcement of basic multiplication facts through 81 in a self pacing approach.

The child will respond orally to the eighty-one basic multiplication facts.

CRITERION TEST

The aide will use the flashcards to teach and reinforce the basic 81 multiplication facts.

CONCEPT NO. 1.17

Division using vertical notation
and subtractive method.

$$\begin{array}{r} 4 \overline{) 852} \\ \underline{-800} \quad 200 \\ 52 \\ \underline{-40} \quad 10 \\ 12 \\ \underline{-12} \quad 3 \\ \hline 213 \end{array}$$

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

"New Ideas In Multiplication
and Division"
(Eye Gate House)

Operational and
Demonstrational

The filmstrip visual
represents the divis
algorithm and it can
duplicated after use
the filmstrip.

RATIONALE FOR MEDIA

LEARNER RESPONSE

The filmstrip visually represents the division algorithm and it can be duplicated after use of the filmstrip.

The child will divide using the vertical notation and subtraction.

CRITERION TEST

The aide will demonstrate, using the filmstrip, the division process using the vertical notation and subtraction.

CONCEPT NO. 1.18

Fractional numbers as terms in mathematical sentences, sums not to exceed one.

$$\frac{1}{4} \frac{1}{3} ; \frac{3}{4} + \frac{1}{4} = \frac{4}{4}$$

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Flannel board cutouts of fractional parts, operational signs, and fractional numbers.

Demonstrational

The media permits visualizing through fractional parts the numerals represent. Fractional parts can be compared on each other for concepts of equivalents.

RATIONALE FOR MEDIA

LEARNER RESPONSE

The media permits visualization through fractional parts and the numerals representing them. Fractional parts can be placed on each other for comparison of equivalents.

The child will combine fractional parts in a mathematical sentence not to exceed one.

CRITERION TEST

The aide will demonstrate, using fractional parts and their like number representations, how to add fractions not exceeding one.

CONCEPT NO. 1.19

Summarizing written problems
in mathematical sentence form.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Flannel board cutouts,
numerals, and operational
signs.

Demonstrational

Cutouts can be used to
demonstrate summarizing
points of word problems.

RED

RATIONALE FOR MEDIA

LEARNER RESPONSE

Cutouts can be used to demonstrate summarizing points of word problems.

The child will orally summarize points needed to solve a given word problem.

CRITERION TEST

The aide will demonstrate, using objects and numerals, how to summarize points of a given word problem.

CONCEPT NO. 1.20

Emphasizing step-by-step
problem solving approach

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Flannel board cutouts,
numerals, and operational
signs

Demonstrational

Cutouts can be use
demonstrate emphas
step-by-step point
word problems.

ED

RATIONALE FOR MEDIA

LEARNER RESPONSE

Cutouts can be used to demonstrate emphasis of step-by-step points of word problems.

The child will emphasize step-by-step points of a given word problem.

CRITERION TEST

The aide will demonstrate, using objects and numerals, how to emphasize step-by-step points of word problems.

UPPER ELEMENTARY GRADES

4 - 8

CONCEPT NO. 1.21

Fractional numbers: fifths, tenths, twelfths, sixteenths.

Fractional numbers named by improper, equivalent, and mixed fractional numerals,

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Fraction Wheel (Ideal Co.)	Demonstrational	The aide will be able to visually demonstrate fractional concepts of values.

RED

RATIONALE FOR MEDIA

LEARNER RESPONSE

The aide will be able to visually demonstrate fractional concepts of various values.

The child will be able to successfully distinguish between the fraction concepts of $1/5$, $1/10$, $1/12$, $1/16$

CRITERION QUESTION

Using the fraction wheel, the aide will demonstrate specific skills for teaching the fractional concepts of fifths, tenths, twelfths, and sixteenths.

CONCEPT NO. 1.22

Roman numerals: L, C
LVIII = 58 XCVI = 96

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR M
3M Transparency 10 - HE	Operational and Demonstrational	Aide can show p visuals relatin Roman numerals

RATIONALE FOR MEDIA

LEARNER RESPONSE

Aide can show prepared visuals relating to Roman numerals L and C.

By successfully understanding the concept value for L and C in Roman numerals, the child will be able to read and write successfully any combination of these symbols.

CRITERION TEST

The aide, utilizing properly the overhead projector and transparencies, will demonstrate specific skills for teaching the Roman numerals concepts of L and C.

CONCEPT NO. 1.23

Addition and subtraction concepts and techniques redeveloped and extended. Addition with four-place and five-place addends.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Blackboard	Demonstrational Techniques	The aide will be able to visually demonstrate addition and subtraction concepts via the blackboard.

RED

RATIONALE FOR MEDIA

LEARNER RESPONSE

Techniques

The aide will be able to visually demonstrate addition and subtraction concepts via the blackboard.

The child will successfully be able to add any combination of four and five-place addends.

CRITERION TEST

Utilizing the blackboard, the aide will demonstrate required drill skills for teaching any addition combinations of four and five-place addends with 80% proficiency.

CONCEPT NO. 1.24

Subtraction with three-place
subtrahends and four-place
minuends.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Blackboard

Demonstrational

The aide will be able to
visually demonstrate to the
learner, the subtraction
skills relating to three-
place subtrahends and four-
place minuends.

RATIONALE FOR MEDIA

LEARNER RESPONSE

The aide will be able to visually demonstrate to the learner, the subtraction skills relating to three-place subtrahends and four-place minuends.

The child will successfully be able to perform the subtraction operation with three-place subtrahends and four-place minuends.

CRITERION TEST

Utilizing the blackboard, the aide will demonstrate required drill skills for teaching any subtraction combinations of three-place subtrahends and four-place minuends at 80% proficiency.

CONCEPT NO. 1.25

Multiplication and division concepts and techniques redeveloped and extended. Reinforcements of multiplication and division combinations, products through eighty-one.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Matrix chart

Demonstrational

Aide can assist child by presenting a practical and vivid way of teaching multiplication and division through manipulative

RATIONALE FOR MEDIA

LEARNER RESPONSE

Aide can assist child by presenting a practical and vivid way of teaching multiplication and division through manipulation.

The child will successfully be able to perform any multiplication or division operation through 81 as a result of drill experiences through appropriate media.

CRITERION TEST

Utilizing the combination chart, matrix chart, and flashcards, the aide will require child to respond with correct answers to specific drills.

CONCEPT NO. 1.26

Multiplication with two-place multipliers, two- and three-place multiplicands and four-place products with omission of zeros in second partial product.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Napier's Rod

Demonstrational

Aide will be able to the child in compound plication problems by strating manipulative on the rod.

RATIONALE FOR MEDIA

LEARNER RESPONSE

Aide will be able to assist the child in compound multiplication problems by demonstrating manipulative skills on the rod.

The child, with a specified degree of accuracy, will be able to successfully perform the multiplication operation dealing with two-place multipliers and three-place multiplicands.

CRITERION TEST

The aide will demonstrate drill techniques with the Napier's rod for teaching the concepts of multiplication with two-place multipliers and three-place multiplicands.

CONCEPT NO. 1.27

Division with two-place divisors
ending in 1, 2, 3, and 4.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
---------------------------------	----------------------	---------------------

Overhead projector	Operational and Demonstrational	The aide through the use of the overhead projector will be able to visually describe the computational skills necessary to perform division with two-place divisors.
--------------------	------------------------------------	--

REQUIRED

RATIONALE FOR MEDIA

LEARNER RESPONSE

d
1

The aide through the use of the overhead projector will be able to visually describe the computational skills necessary to solve division with two-place divisors.

The child will be able to successfully perform division operation with two-place divisors ending in 1, 2, 3, and 4.

CRITERION TEST

Using the overhead projector, the aide will demonstrate appropriate techniques for the teaching of division.

CONCEPT NO. 1.28

Money: Use of four operations (addition, subtraction, multiplication, and division)

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Toy money (Ideal)

Demonstrational

The aide may assist learner in the comp skills of addition, multiplication, and involving money.

REQUIRED

RATIONALE FOR MEDIA

LEARNER RESPONSE

The aide may assist the learner in the computational skills of addition, subtraction, multiplication, and division involving money.

The child will be able to demonstrate successfully all operations (addition, subtraction, multiplication, division) involving money.

CRITERION TEST

The aide will demonstrate addition, subtraction, multiplication, and division drill skills using toy money kit as measured by specifically prepared questions to 90% proficiency.

CONCEPT NO. 1.29

Reading and writing decimals
through .999

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Decimal place value

Demonstrational

Teacher aide can ea
acquire degree of s
teaching decimal pl
aide can work with
one child.

IRED

RATIONALE FOR MEDIA

LEARNER RESPONSE

Teacher aide can easily acquire degree of skill for teaching decimal places .999, aide can work with more than one child.

Child will orally read and write correct responses for decimal place values.

CRITERION TEST

The aide will correctly demonstrate skill to use the decimal place value chart by responding to directions for demonstration methods of learning to read and write decimals to .999.

CONCEPT NO. 1.30

Addition and subtraction of whole numbers
and of decimals through thousandths.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Blackboard	Demonstrational	Aide can visually demonstrate computational concerning the addition and subtraction of whole

RATIONALE FOR MEDIA

LEARNER RESPONSE

Aide can visually demonstrate computational skills concerning the addition and subtraction of whole numbers.

The child will respond orally/ written at the direction of aide to problems in addition of whole numbers and decimals.

CRITERION TEST

The aide will demonstrate tutorial drill skill at the blackboard by appropriately going through sequenced steps for learner in teaching whole and decimal numbers through thousandths.

CONCEPT NO. 1.31

Addition and subtraction of fractions without limiting sums and minuends in both horizontal and vertical forms.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Fractions kit (Ideal)

Demonstrational

Kit will provide aide a variety of approaches kinds of fractions to presented.

RED

RATIONALE FOR MEDIA

LEARNER RESPONSE

Kit will provide aide with a variety of approaches and kinds of fractions to be presented.

Child will orally respond to presentation of material with correct answers.

CRITERION TEST

The aide with the use of the fraction kit will demonstrate drills for teaching the addition and subtraction of fractions with unlimited ~~sums~~ and ~~minuends~~ in both ~~horizontal~~ and vertical form.

CONCEPT NO. 1.32

Addition, subtraction, and multiplication with
ounces, pounds, and tons.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Blackboard

Demonstrational

Blackboard presentation
will permit the child
respond and to later
lesson.

RATIONALE FOR MEDIA

LEARNER RESPONSE

Blackboard presentation will permit the child to respond and to later review lesson.

At the direction of the aide, child will make correct response to demonstrate his acquired skill.

CRITERION TEST

The aide will demonstrate skills to teach the concepts of multiplying, adding, and subtracting ounces, pounds, and tons using the blackboard.

CONCEPT NO. 1.33

Multiplication with three-place multipliers
and four-place multiplicands.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Multiplication and
Division Kit (Ideal)

Demonstrational

Kit offers a variety
approaches to help th
teacher aide instruct
child in skills relat
multiplication and di

RED

RATIONALE FOR MEDIA

LEARNER RESPONSE

Kit offers a variety of approaches to help the teacher aide instruct the child in skills relating to multiplication and division.

The child will demonstrate the proper skills necessary to give the correct response to questions of three-place multipliers and four-place multiplicands.

CRITERION TEST

Aide will demonstrate teaching skill drill concepts using the multiplication and division kit to answer specifically prepared questions.

I certify this tutorial-aide has acquired the below numbered tutorial skills. Those skills which are checked (✓) have not been acquired to criterion level.

1.1	()	1.12	()	1.23	()
1.2	()	1.13	()	1.24	()
1.3	()	1.14	()	1.25	()
1.4	()	1.15	()	1.26	()
1.5	()	1.16	()	1.27	()
1.6	()	1.17	()	1.28	()
1.7	()	1.18	()	1.29	()
1.8	()	1.19	()	1.30	()
1.9	()	1.20	()	1.31	()
1.10	()	1.21	()	1.32	()
1.11	()	1.22	()	1.33	()

Barbara Elliott

Chief Instructor - Arithmetic

- READING -

- TUTORIAL-AIDE SKILLS -

PRIMARY GRADES
K - 3

CONCEPT NO. 2.1

Main idea, interpreting story facts,
predicting conclusions, sequence,
infer mood.

STANDARD INSTRUCTIONAL
MEDI

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Try Tasks 1

Noble and Noble Pub. Inc.
1674 - 25th Ave.

San Francisco 94132

Building Pre-Reading Skills,
Pictures, Cards Kit A

Ginn and Company

2550 Hanover St.

Palo Alto 94304

Tweedy Visual-Lingual
Transparencies

Photo and Sound Co.

1621 Fulton Ave.

Sacramento 95825

Tape recorder used with above
media

Flannel boards

Felt pieces

Teacher's Guide to

Storytelling,

Wagner

Questioning techniques to
stimulate discussion from
pictures

Teacher's Guide to Story-
telling, Wagner

Storytelling techniques

Use of flannel board for
sequential stories.

Language development.

Use of overhead projector

Use of tape recorder

Familiarity with TRY

materials

Ginn Kit A, Tweedy Visual-

Lingual Transparencies

Tape recorder - To
interest and extend
experience with env
and provide additio
forcement for liste
skills.

Language developmen

PRIMARY GRADES
K - 3

RATIONALE FOR MEDIA	LEARNER RESPONSE
Tape recorder - To stimulate interest and extend child's experience with environment and provide additional reinforcement for listening skills. Language development.	"Read" pictures, give it title. Illustrate or tell conclusion Cut, paste pictures for sequence. Sequential oral retelling. Dramatic Play. Listen to own voice. Check sequence of story.

CRITERION TEST

Item Nos.

37 56

57 10

6 7

Item Nos.

48, 58, 47 - Same as 44

CONCEPT NO. 2.2

Concepts: Over-under, larger-smaller,
faster-slower, behind, around, through, etc.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Play area - toys - playhouse,
etc.

Understanding of concepts to
be taught.
Informal play to illustrate
concept.

Comprehension of abstr
needed for following
ions.

D	RATIONALE FOR MEDIA	LEARNER RESPONSE
Concepts to illustrate	Comprehension of abstractions needed for following directions.	Physical activity to illustrate concept - "John is <u>taller</u> than Mary."

CRITERION TEST

Item Nos.
60 91

CONCEPT NO. 2.3

Perception of part-whole relationships.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Puzzles
Letters of own name cut apart.
Noble & Noble Handwriting
Books - 1st grade & 4th grade
books.

Manuscript writing

Part-whole visual
inuation.
Visual memory

RED	RATIONALE FOR MEDIA	LEARNER RESPONSE
g	Part-whole visual discrimination. Visual memory	Assemble puzzle Correct sequence of letters

CRITERION TEST

Item No.
18

CONCEPT NO. 2.4

Comprehension of opposites

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Instruct. Activity Kit - <u>Discovering Opposites</u>	Familiarity with kit	Recognition classifi- cation of opposites

RATIONALE FOR MEDIA

LEARNER RESPONSE

Recognition classification
of opposites

Place opposite pieces in correct
place on cards.

CRITERION TEST

Item No.

44

CONCEPT NO. 2.5

Language development

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Films, filmstrips, for familiar
Mother Goose Rhymes, fairy tales,
folk tales. The Real Mother
Goose. Anthology of Children's
Literature, Arbuthnot.
Tweedy, "Visual-Lingual Materials"
Sing songs, finger plays,
creative dramatics, socio-dramas,
field trips
Teacher's Guide to Storytelling,
Wagner

Operate motion picture
projector, film strip
projector, read to child-
ren, knowledge of finger
plays, knowlege of elements
involved in creative dramatic
play and socio-dramas.
Preparation of child for
field trip experience -
vocabulary, new concept
development.

Development of repertoire
nursery rhymes, language
development.
Gross motor coordination
Confidence in growing
facility with language
New vocabulary to be
encountered.

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
ture rip child- finger- elements ve dramatic mas. ld for nce - ncept	Development of repertory of nursery rhymes, language de- velopment. Gross motor coordination Confidence in growing facility with language New vocabulary to be encountered.	Recite nursery rhymes, retell stories, sing, reproduce finger plays, part- icipate in dramatic play and socio- dramas. Class discussion

CRITERION TEST

Item Nos.

91	8
9	11
54	62

CONCEPT NO. 2.6

Classification

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Pictures - Magazines Herr, P. 10-13: Reference Wm. C. Brown, Publishers 135 S. Locust St. Dubuque, Iowa	Locate sources of needed materials.	Develops ability to generalizations, see tionships

IRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
f needed	Develops ability to form generalizations, see relationships	Look for and cut pictures according to general classifications, as: food, animals, clothing, etc.

CRITERION TEST

Item No.
63

CONCEPT NO. 2.7

Auditory discrimination - rhythmic patterns, varying pitch, intensity, rhyming words

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Phonograph records, rhythm instruments.
Talking Time, Scott, L.B.
Sounds of Home, Martin, Wm.
Holt, Reinhart, Winston
Crocker Park
Box 34400
San Francisco 94134

Operate phonograph,
read to children

Skill necessary for analysis of words, sounds.

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
----------	---------------------	------------------

ograph,
dren

Skill necessary for phonetic
analysis of words, letter
sounds.

Clap, listen for rhyming words,
repeat poems, describe sound,
i.e., loud/soft, high/low.
Repeat rhyming endings.

CRITERION TEST

Item Nos.

17 1
35

CONCEPT NO. 2.8

Auditory Discrimination
Initial Consonants

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
<p>Lyons & Carnahan, <u>Phonics We Use</u> 407 East 25th Street Chicago, Ill. 60616</p> <p><u>Learning Games Kit</u> - Game 1 - "Old Itch"</p> <p>Books, magazines, familiar objects. <u>Talking Time</u></p>	<p>Knowledge of game (Consonant Rummy)</p> <p>Locate sources for material Read to children</p>	<p>Skill necessary for phonetic analysis of words, letter sounds.</p>

RATIONALE FOR MEDIA

LEARNER RESPONSE

rial Skill necessary for phonetic analysis of words, letter sounds.

Match pairs of cards beginning alike.
Identify objects that begin like given sound - tell which words begin alike.

CRITERION TEST

Item Nos.

63 17

34

Item No. 49 - Same as 44

CONCEPT NO. 2.9

Auditory and visual discrimination

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
TRY, Task 3 Noble & Noble Trade alphabet books Alphabet song and/or record and alphabet chart Ginn Kit B.	Familiarity with TRY manual Reading books with children	TRY - Visual-tactile forcement of sounds
Trade alphabet books. Materials for construction of individual alphabet books, colored paper, colored felt pens, heavy drawing paper, magazines, crayons, etc. Ginn Kit B.	Knowledge of principles of construction of alphabet book.	Learn what alphabet for. Develop concept of relationships Develop concept that have names.

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
with TRY manual with children	TRY - Visual-tactile rein- forcement of sounds.	TRY - manipulate 3-D letters to form words. Sing - listen for rhyming words Sing alphabet song and frame letter as it is pronounced.
principles of alphabet	Learn what alphabet book is for. Develop concept of sound/symbol relationships Develop concept that letters have names.	"Read" trade alphabet books with tutor to develop concept of nature of alphabet books. Construction of own book.

CRITERION TEST

Item Nos.
48 17
32

CONCEPT NO. 2.10

Visual discrimination
Left-right orientation
Geometric shapes (form constancy)

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

TRY, Tasks 1, 2.

Familiarity with TRY kits.

Pictures of familiar objects
Left-right orientation
reading.

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
h TRY kits.	Pictures of familiar objects Left-right orientation for reading.	Select pictures with similar begin- ning sounds. Manipulation of material to construct given design.

CRITERION TEST

Item No.
48

CONCEPT NO. 2.11

Auditory-Visual discrimination
Initial consonant sounds/symbols

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Lyons & Carnahan Phonics Games- Game #2 - "Spin-a-Sound" Ginn Kit B Pocket charts - tutor-made cards Dolch - <u>Initial Sounds</u> (flash (group) cards) Chalk board	Familiarity with game #2 Familiarity with Ginn Kit B Construction of wall chart and consonant cards Familiarity with cards Direct children's writing of sound from stimulus flash picture card.	Sound/symbol concept necessary for basic decoding skills

EQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
with game #2 with Ginn Kit B of wall chart and ds with cards en's writing of stimulus flash	Sound/symbol concept necessary for basic decoding skills	Play game - give another word with same beginning consonant. Write consonant. Match picture card to letter Use cards to reinforce sound/ symbol relations - give sound of letters Write the sound of the first letter in the picture name.

CRITERION TEST

Item Nos.

44 -29

30 75

76

Item Nos. 50 & 59 - Same as 44

CONCEPT NO. 2.12

Words can be written and read

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Child's name - Chalk board, newsprint, etc.	Manuscript writing	Child's name is imprecise. He will conceive of it as a symbol.
Group Language - Experience Stories. Charts, paper, chalk, chalk board Herr, <u>Activities for Reading</u> Van Allen, pp. 41-42, <u>Language Experience I</u> . Titles on familiar objects around room.	Manuscript writing Stimulation of discussion of personal experience Techniques for construction of group experience charts (Herr, p. 41-42)	Teaches concept. "Words written and read." discrimination; source-relationship
Color charts Herr, <u>Activities for Reading</u> , P. 15, 102, 138. Wm. C. Brown Co. Publishers 135 S. Locust St. Dubuque Iowa	Wall chart for cards Herr, p. 42	Easily understood, familiar referents for words

RATIONALE FOR MEDIA

LEARNER RESPONSE

Child's name is important to him. He will conceive of the writing as a symbol.

Teaches concept. "Words can be written and read." Visual discrimination; sound/symbol relationship

Easily understood, frequently used referents for words.

Recognize and write own name.

Group discussion, dictate group story, illustrate story individually, read chart with tutor.

Match color and word.

CRITERION TEST

Item Nos.

18	31	27
28	30	29

ision of
uction
narts

CONCEPT NO. 2.13

Personal vocabulary development

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Individual Language-Experience
Stories
Primary writing paper
Paints, easels, felt pens
Word banks, personal dic-
tionary, picture diction-
aries, films, filmstrips
Tweedy Visual-Lingual
Transparencies. Photo
and Sound.
Van Allen, Language
Experience I

Manuscript writing
Methods of construction of
individual experience stories,
take child's dictation or
supervise child's writing of
own story.
Compilation and use of personal
word banks, and/or dictionaries

Child's personal exp
vocabulary and sente
terns are more meani
him than someone els
vocabulary, and so a
easily learned and r

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
ing struction of erience stories, ctation or 's writing of d use of personal d/or dictionaries	Child's personal experiences, vocabulary and sentence pat- terns are more meaningful to him than someone else's ideas, vocabulary, and so are more easily learned and remembered.	Paints or illustrates things which are meaningful to him. Then writes story about illustration, spelling phonetically and using personal word banks, dictionaries, etc., and aid of tutor.

CRITERION TEST

Item Nos.
16 18
31 33

CONCEPT NO. 2.14

Extended sight vocabulary development

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
A. Photo and Sound - Bell & Howell <u>Language Master</u> . <u>Language Master</u> cards Dolch list of basic 220 sight Vocabulary words - graded word list. Garrard Pub. Co.	Operation of Language Master Preparation of L. M. cards Informal inventory of 220 Basic Sight vocabulary Informal inventory using cards to help child find words he does not know. Card games - "Take" and "Slap Jack"	Auditory and visual reinforcement of sight vocabulary. Sentence for context clues. Additional reinforcement Visual aid
B. Dolch Basic Sight Vocabulary Cards Dolch Basic Picture cards Garrard Pub. Co.	Knowledge of child's present sight vocabulary and word attack skills.	Additional reinforcement Short, easy stories elop confidence and joyment in independent reading.
C. Tutor-made books and stories using child's sight vocabulary in story. Use of word list in child's reader to determine vocabulary. Primary typewriter or manuscript.	Same as above Make games according to specific words needed by child. Knowledge of rules of self-made games.	Same as above. Same as above.
D. Tutor-made dittoes with simple 2 or 3 step directions for simple drawings using child's sight vocabulary. Drawing paper, crayons.		
E. Tutor-made games Herr, pp. 120-147		

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
age Master M. cards of 220 lary using cards words he rd games - ack" 's present nd word ng to ded by of rules . .	Auditory and visual rein- forcement of sight vocab- ulary. Sentence for context clues. Additional reinforcement Visual aid Addition reinforcement. Short, easy stories dev- elop confidence and en- joyment in independent reading. Same as above. Same as above.	Traces word after tutor writes it large at top of card. Dictates sentence using the word. Tutor writes sentence underneath word. Tutor records, child listens, reads. Child records. Reads sentence to tutor. Works with 5-6 cards at a time until they are learned. Reads story Reads directions, makes directed pictures, etc. Play game with another child or tutor

CRITERION TEST

Item Nos.		
14	22	3
23	78	

CONCEPT NO. 2.15

Final consonant sounds/symbols

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Lyons & Carnahan Phonics Game #3 - "Bingobang" Tutor-made games - Herr, 120-147	Knowledge of game	Reinforcement of fi- sounds/symbols, vis- auditory, kinesthet

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
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Reinforcement of final sounds/symbols, visual, auditory, kinesthetic

Play game
Write sounds or forfeit turn

CRITERION TEST

Item No.

45

Item 45 same as 44.

CONCEPT NO. 2.16

Initial consonant blends

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
L. C. Phonics Games #4 - "Blends Race" Tutor-made games - Herr 120-147	Knowledge of initial blends Knowledge of rules of game	Reinforce initial blends Visual, auditory, kinesthetic.

RATIONALE FOR MEDIA

LEARNER RESPONSE

lends
game

Reinforce initial blends.
Visual, auditory, kinesthe-
tic.

Play game - write sound

CRITERION TEST

Item No.

44

CONCEPT NO. 2.17

Initial consonant digraphs

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

L. C. Game #5 -"Digraph Whirl"
(bingo)

Knowledge of digraphs game

Reinforce digraphs, v
auditory, kinesthetic

RATIONALE FOR MEDIA

LEARNER RESPONSE

s game

Reinforce digraphs, visual
auditory, kinesthetic

Play game - write sound

CRITERION TEST

Item No.

46

Item 46 same as 44.

CONCEPT NO. 2.18

Initial and final digraphs

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

L. C. Game #6 - "Digraph Hopscotch"

Knowledge of Digraphs game

Reinforcement, visual
auditory, kinesthetic

TITLED	RATIONALE FOR MEDIA	LEARNER RESPONSE
ographs game	Reinforcement, visual auditory, kinesthetic	Play game - write sound

CRITERION TEST

Item No.
43

CONCEPT NO. 2.19

Short vowels

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
L. C. Phonics Game #7 - "Vowel Dominoes"	Knowledge of short vowels	Short vowel reinforcement
Stand Up - Sound Off cards (picture) "Take" game, etc. Dolch	Separate commercial flash cards according to phonetic principles (short vowels, blends, etc.)	Reinforcement

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
Short vowels	Short vowel reinforcement	
Special flash cards (phonetic principles blends, etc.)	Reinforcement	Use picture clue to read card.

CRITERION TEST

Item Nos.
42 79 80

CONCEPT NO. 2.20

Vocabulary/comprehension development

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Tape recorder, child's books, reference materials, poetry, literature, social studies, science. SQ3R	Use of tape recorder Reading material into tape recorder so that child can read it with tape later alone. May tape questions, directions if desired. (SQ3R)	Child can use material direct assistance from

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
er nto tape ild can later alone. , directions)	Child can use material without direct assistance from tutor	Reads book with tape recorded story. May respond to directions, ques- tions in appropriate manner. (SQ3R)

CRITERION TEST

Item Nos.
7 69

CONCEPT NO. 2.21

Oral reading

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Appropriate reading material
reader, literature book, own
stories

Distinguish purposes for oral
reading (choral, entertainment,
sharing ideas, etc.)
Techniques in assisting a child
in oral reading

Become aware that re
reading orally will a
and manner of reading
aware of oral reading
ques.

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
es for oral entertainment,) sting a child	Become aware that reason for reading orally will affect kind and manner of reading. Become aware of oral reading techni- ques.	Reads orally alone and/or with others

CRITERION TEST

Item No.
53

CONCEPT NO. 2.22

Eye-hand coordination

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
TRY 1, 2, 3 Puzzles, scissors, duplicated material, balls, beads and string, paper, pencils, crayons	Familiarity with TRY material Secure needed materials	Basic skills for writing

	<u>RATIONALE FOR MEDIA</u>	<u>LEARNER RESPONSE</u>
Y material ials	Basic skills for writing	Tracing, matching shapes as with TRY materials, cutting, pasting, throwing, catching, tying, string- ing beads, copying letters, shapes, writing.

CRITERION TEST

Item Nos.
48 63

CONCEPT NO. 2.23

Alphabetical order

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Alphabet song (record if desired) Alphabet chart Alphabet books - trade & child's	Sing song, operate phonograph Use alphabet chart	Skill needed for loca in trade, own dictiona

	RATIONALE FOR MEDIA	LEARNER RESPONSE
phonograph	Skill needed for locating words in trade, own dictionaries	Recite alphabet - name letters out of order, if asked

CRITERION TEST

Items Nos.
81 36

CONCEPT NO. 2.24

Dictionary skills

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
<u>My Little Pictionary</u> Harper & Rowe Basal Reader, Primer, 1st Reader P. O. Box 370 Pleasanton, Calif. 94566	Knowledge of use of pictionary Familiarity with children's readers for use of appropriate material.	Read words - locate

RATIONALE FOR MEDIA

LEARNER RESPONSE

tionary
en's
opriate

Read words - locate spellings

Identify words and/or get meanings

CRITERION TEST

Item Nos.

13 82

CONCEPT NO. 2.25

Reading charts, graphs, maps

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Tutor-made charts, graphs, maps, relative to work children are doing in subject areas (social science, health, science, etc.) (as child's height, temperature, map of school, home, etc.)

Knowledge of construction of charts, graphs, maps

Chart graph reading requires special instruction

RATIONALE FOR MEDIA

LEARNER RESPONSE

tion
ps

Chart graph reading requires
special instruction

Help construct charts with tutor's
supervision

CRITERION TEST

Item No.
68

CONCEPT NO. 2.26

Reading table of contents
Title page of book

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Child's books

Ability to use table of
contents, title page

Specific skill required

SKILL REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
Use table of contents - title page	Specific skill required	Locate specific information found in table of contents - title page.

CRITERION TEST

Item No.
2

CONCEPT NO. 2.27

Use of recreational reading material

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Library materials, magazines,
funny papers, etc.

Ability to use reference mat-
erials to help child find books,
materials in his interest areas.
Ability to help child find
material that is not too diff-
icult for him.

Develop concept: Read
Is Fun.

RATIONALE FOR MEDIA

LEARNER RESPONSE

nce mat- Develop concept: Reading
find books, Is Fun.
erest areas.
d find
too diff-

CRITERION TEST

Item Nos.
5 24
25 26

CONCEPT NO. 2.28

Use of independent reading material

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Library materials, out of
print texts, newspapers, etc.

Ability to help child find
a book in his interest area
which he can read with no more
than 1 error in 50 words
(98% accuracy)

Foster independent reading
for individual and/or
reports, projects, etc.

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
child find interest area read with no more than 50 words	Foster independent reading for individual and/or group reports, projects, etc.	Reading for reports, discussion, information in specific areas.

CRITERION TEST

Item Nos.
24 25 26

CONCEPT NO. 2.29

Use of instructional reading material

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Health, science, social
science, books, Weekly Readers,
Scholastic Book Co.

Present new vocabulary, concepts
for materials that are to be
read at his instructional read-
ing level for specific purposes
(A child can miss one word in
20 - 95% accuracy.)

To extend child's read-
ability by presenting
vocabulary, concepts in
controlled manner for
specific reading purpo

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
lary, concepts are to be ctional read- ific purposes one word in)	To extend child's reading ability by presenting new vocabulary, concepts in a controlled manner for specific reading purposes.	Reading for specific purposes in material which is challenging, interesting, informative

CRITERION TEST

Item Nos.	
24	25
26	83

CONCEPT NO. 2.30

Correcting own work - proofreading

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Tape recorder, picture
dictionary, lists of words
in back of child's reader

Use of tape recorder
Techniques in helping child
proofread his own work

The child should be able
find and correct many of
careless errors himself
guidance

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
er ing child work	The child should be able to find and correct many of his careless errors himself with guidance	Tape, listen to own story Read to locate grammatical errors, obvious but not phonetic spelling errors

CRITERION TEST

Item Nos.

7 55

CONCEPT NO. 2.31

Interpretation of figures of speech

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Graphic illustration of figures of speech (the rolling green hills.)
Guessing game - leave off figure of speech and have group guess what it is from illustration.

Knowledge of methods of illustrating figures of speech.

When interpreted literally figures of speech are confusing to the child and interfere with comprehension.

	RATIONALE FOR MEDIA	LEARNER RESPONSE
s of s of	When interpreted literally, figures of speech are confusing to the child and interfere with comprehension.	Illustrate figures of speech as they would be interpreted literally ("Higher than a kite.") Illustrate - guess at literal meaning.

CRITERION TEST

Item No.
20

CONCEPT NO. 2.32

Critical readings: fact - opinion

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Children's reading material

Ability to differentiate fact
and opinion

Children need to be aware
that much of what they
see as fact is actually
opinion and open to question

LL REQUIRED

RATIONALE FOR MEDIA

LEARNER RESPONSE

o differentiate fact
on

Children need to be aware
that much of what they read
as fact is actually only
opinion and open to question.

Read - Participate in discussion
of elements of fact, opinion.
Read specifically for items of
fact, opinion.
List fact/opinion items.

CRITERION TEST

Item No.
84

CONCEPT NO. 2.33

Vocabulary - comprehension development

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Tape recorder Pupils' books, literature, poetry, etc., social science, health,etc.	Read stories and study material into tape recorder so child can read it back with tutor. Ability to direct child's thinking, questioning, survey techniques (SQ3R) before he begins to read; help formulate questions to be answered by reading.	Develop concept that th reader should think abo what he is going to rea before reading, to impr his comprehension.

METHOD	RATIONALE FOR MEDIA	LEARNER RESPONSE
study e recorder it back child's ning, (SQ3R) o read; estions to ading.	Develop concept that the reader should think about what he is going to read before reading, to improve his comprehension.	Follow SQ3R method before reading and be able to respond appropriately to tutor's/child's taped questions.

CRITERION TEST

Item Nos.

7 69

CONCEPT NO. 2.34

Language-experience stories/charts

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
See K-1, Concept 12; Van Allen's <u>Language Experience</u> , Level II, III. Class and individual projects. Films, filmstrips, field trips. Tweedy <u>Visual Lingual</u> transparencies. Typewriter (primary) and/or manuscript or cursive writing as appropriate for taking child's dictation if desired.	Familiarity with Van Allen techniques of writing experience stories. Operation of necessary machines. Typing (if skill already possessed by tutor)	See K-1

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
----------	---------------------	------------------

Van Allen
writing exper-

See K-1

See K-1

ecessary machines
l. already possessed

CRITERION TEST

Item Nos.

85 28

4 18

See K-1, concept 2.11

CONCEPT NO. 2.35

Knowledge of alphabet

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Alphabet cards - charts in
random and alphabetical
order
See K-1, concept 2.9

Informal test to determine
proficiency

See K-1
Skills may need to be r
forced again in 2nd, 3rd
grade.

RATIONALE FOR MEDIA

LEARNER RESPONSE

rmine

See K-1
Skills may need to be re-
forced again in 2nd, 3rd
grade.

See K-1
Informal test - child reads random
letters - sounds and names, then
writes the sound heard at begin-
ning of dictated word

CRITERION TEST

Item No.

3

See K-1, Concept 2.9

CONCEPT NO. 2.36

Short vowel sounds

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Vowel charts - for other
materials
See K-1, concept 19.

Informal test to determine
proficiency.

See K-1
Reinforcement may be nee

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
to determine	See K-1 Reinforcement may be needed	See informal test on concept 2.35 Writes vowel sound heard in middle of word. See K-1

CRITERION TEST

Item No.
3
See K-1, Concept 2.19

CONCEPT NO. 2.37

Consonants, final position

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

See K-1

Informal test

See K-1
Reinforcement may be ne

RATIONALE FOR MEDIA

LEARNER RESPONSE

See K-1
Reinforcement may be needed

See concept 2.36
(informal inventory)
Writes sound heard at end of
word.
See K-1

CRITERION TEST

Item No.
3
See K-1, Concept 2.15

CONCEPT NO. 2.38

Initial consonant blends, digraphs

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

See K-1

Informal test

See K-1
Reinforcement may be need

RATIONALE FOR MEDIA

LEARNER RESPONSE

See K-1
Reinforcement may be needed

See concept 2.37 (writes, blend,
digraphs)
See K-1

CRITERION TEST

Item No.

3

See K-1, Concepts 2.15, 16, 17, 18

CONCEPT # 1.39

Vowel diphthong

STANDARD MEDIA	INSTRUCTIONAL	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Dolch Vowel Game Lyons & Giffhagan Phonics Games - Kit #9 "Full House" Stand up - Sound off cards, pictures Informal techniques- building word families, flash cards, etc. The Magic World of Dr. Spello, McGraw-Hill (Webster Div.)		Knowledge of diphthongs Knowledge of game Select specific cards having diphthong elements Techniques for building word families Use of book.	Basic to word attack sk

REQUIREMENTS	RATIONALE FOR MEDIA	LEARNER RESPONSE
Diphthongs game Cards having elements building word	Basic to word attack skills	Play game - write Use pictures to read cards Play games Make cards Exercises as needed

CRITERION TEST

Item Nos.		
41	38	80
78	86	

CONCEPT NO. 2.40

Hard, soft "G" sounds

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

L. C. Phonics games
'Spin hard, spin soft'

Knowledge of game

Word attack skill

ALL REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
of game	Word attack skill	Play game - write sound

CRITERION TEST

Item No.
86

CONCEPT NO. 2.41

Dictionary skills, alphabetical order

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Any set of word cards - Harper & Row 2nd, 3rd reader Dictionaries in readers Ditto masters available	Skill required to alphabetize to 2nd letter Familiarity with basic readers.	Necessary for using dict

RATIONALE FOR MEDIA

LEARNER RESPONSE

Alphabetize to Necessary for using dictionary
basic readers.

Place cards in alphabetical order
to 2nd letter

CRITERION TEST

Item Nos.

21 82

CONCEPT NO. 2.42

1. Library skills
2. Syllabication, accent

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Card catalog
Index cards
Library, bookmobile
Informal syllabication
techniques - Clap word parts
Harper & Row Basic Readers
for 2nd and 3rd grade
L. C. Game #10 - "Syllable Count"

Familiarity with library
procedures, catalog, index

Knowledge of game

Proficiency in locating
information sources, p-
reading

RATIONALE FOR MEDIA

LEARNER RESPONSE

rary
index

Proficiency in locating
information sources, pleasure
reading

Visit library - practice skills -
find specific books

Listen to words, clap parts,
use of game

CRITERION TEST

Item Nos.

5 86
82 38

CONCEPT NO. 2.43

Glossary usage

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Children's texts: social science, science, health	Familiarity with glossary	Assistance in comprehension

RED	RATIONALE FOR MEDIA	LEARNER RESPONSE
glossary	Assistance in comprehension	Locate specific information in glossary

CRITERION TEST

Item No.
89

CONCEPT NO. 2.44

Reading in the content areas

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Harper & Row Strand II
Readers - Grades 1, 2, 3

Familiarity with material
Assist teacher with follow-up
activities in the content areas
(literature, social science,
science)

Specific skills needed
reading in content area

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
with material r with follow-up the content areas social science,	Specific skills needed for reading in content areas.	Projects involving specific skills studied in Strand II books.

CRITERION TEST

Item No.

82

CONCEPT NO. 2.45

Charts, graphs, pictorial charts

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

See K-1
Charts relevant to child's
study areas - as parts of
flower

Ability to construct and
interpret bar, line, pie,
pictorial chart.

Skills needed for reading
in the content area

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
construct and ar, line, pie, chart.	Skills needed for reading in the content area	Construct charts See K-1

CRITERION TEST

Item No.
68

CONCEPT NO. 2.46

Manuscript and/or cursive writing

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Noble & Noble Handwriting Guide	Manuscript writing Cursive writing	Skill needed to commun ideas

RATIONALE FOR MEDIA

LEARNER RESPONSE

Skill needed to communicate ideas

Write stories, reports, personal letters, etc.

CRITERION TEST

Item Nos.

18

4

CONCEPT NO. 2.47

Listening skills

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Films, records Stories read to children Informal techniques: games, oral directions for sequence of activities. Herr, <u>Activities for Reading</u> , Lasnik tapes, materials Tape recorder Alameda Co. Schools Rock LeFleche	Use of machines Reading techniques Selection of appropriate games Familiarity with materials Tape recorder	Skills necessary for following directions

REQUIREMENTS	RATIONALE FOR MEDIA	LEARNER RESPONSE
--------------	---------------------	------------------

es
iques
appropriate
with materials

Skills necessary for
following directions

Listen for specific information
sequence of events
Oral, written or signal response
as indicated

CRITERION TEST

Item Nos. .
9 1
78 90

CONCEPT NO. 2.48

Correcting own work

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

See K-1

See K-1
More specific help needed with
spelling correction at this
level
Locate reference books

See K-1

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
help needed with ction at this ce books	See K-1	See K-1 Child should have fewer phonetic spellings at this level Use readers, resource material, dictionaries for spelling

CRITERION TEST

Item No. .
63
See K-1, Concept 2.30

CONCEPT NO. 2.49

Oral read

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
See K-1	See K-1	See K-1

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
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See K-1

See K-1

CRITERION TEST

See K-1, Concept 2.21

UPPER ELEMENTARY GRADES
4 - 8

CONCEPT NO. 2.50

Understanding organization of simple paragraphs
by doing exercises in workbook

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Be A Better Reader Series,
Nila Banton Smith

Knowledge of Smith workbooks

To understand main idea
of a paragraph
To be able to identify
supporting details of
main idea

RED	RATIONALE FOR MEDIA	LEARNER RESPONSE
h workbooks	To understand main idea of a paragraph To be able to identify supporting details of main idea	Understand context through under- standing of paragraph structure.

CRITERION TEST

Item No.

77

CONCEPT NO. 2.51

Understanding organization of simple paragraphs
by writing titles for paragraphs read aloud by tutor.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Read three paragraphs from
Smith series

Ability to read clearly

To learn importance of
titles
To clarify paragraph s

RATIONALE FOR MEDIA

LEARNER RESPONSE

y
To learn importance of good titles
To clarify paragraph structure

CRITERION TEST

Item No.
53

CONCEPT NO. 2.52

Understanding... by writing short paragraphs with
main idea supported by details

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Write group paragraph with: title,
main idea, details, conclusion.
Write individual paragraphs. Read
and act as critics of one another's
paragraphs.

Ability to direct group
writing.
Ability to motivate
individual paragraph
writing

To learn good organiza
reading and writing p

RATIONALE FOR MEDIA

LEARNER RESPONSE

up
To learn good organization in
reading and writing paragraphs

Applying knowledge of paragraph
structure to individual writing
Writing well organized paragraphs

CRITERION TEST

Item No.
92

CONCEPT NO. 2.53

Understanding... comprehension of content areas through listening to taped lessons.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Taped lesson
Use SQ3R (Survey Question, Read, Recite, Review) method, directing student on tape. Lesson is read and recorded on tape. Student follows taped directions and reading

Operate tape recorder
Be familiar with SQ3R
Read at slow enough pace for student to follow

To understand organization of a school lesson and to follow directions by following in silent taped recordings

RATIONALE FOR MEDIA

LEARNER RESPONSE

To understand organization of a school lesson and to "read" by following in silent reading taped recordings

Understanding context of content areas.

CRITERION TEST

Item Nos.

7 69 17

CONCEPT NO. 2.54

Understanding... comprehension through listening: auditory discrimination, instant recall remembering sequence, listening for main ideas and details, listening for cause and effect listening for mood, inferring information, distinguishing fact from opinion.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

SRA Listening Skills Program
IIa, IIb, IIc - 21-40234
SRA - Dr. Vernon Larsen
3981 Fruitvale
Oakland 94602

Operate record player

To develop and strengthen listening abilities

auditory discrimination, instant recall, following directions, details, listening for cause and effect, visualizing and distinguishing fact from opinion.

ID	RATIONALE FOR MEDIA	LEARNER RESPONSE
er	To develop and strengthen listening abilities	Advances in all listening skills

CRITERION TEST

Item Nos.
1 7 67
See item 65

CONCEPT NO. 2.55

Understanding...comprehension through analyzing ideas and making logical conclusions

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
SRA - Reading for Understanding (Jr. edition)	Use reading for understanding lab.	To develop comprehension being able to draw conclusions from reading

s and

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
Understanding	To develop comprehension by being able to draw conclusions from reading	Progress in comprehension skills

CRITERION TEST

Item No.

66

See item 5

CONCEPT NO. 2.56

Understanding...comprehension through reading
directions and following them

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Treasure Hunt with 5 clues leading to finding of "treasure"	Construct sequential steps (directions) to conclusion (treasure)	To read directions follow them

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
essential steps to conclusion	To read directions and follow them	Learns to follow directions in sequential order

CRITERION TEST

Item No.
72

CONCEPT NO. 2.57

Understanding...comprehension through recognizing differences and similarities in English and Spanish languages

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Photo and Sound - Bell & Howell Use Language Master to record Spanish and English words	Use of Language Master	To differentiate vo of Spanish and Engl

differences

L	RATIONAL FOR MEDIA	LEARNER RESPONSE
Master	To differentiate vocabulary of Spanish and English	Break down barriers between English and Spanish languages

CRITERION TEST

Item No.
14

CONCEPT NO. 2.58

Understanding...comprehension through familiarity
with certain common cognates

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Word game	Use of word game	To understand certain which need special pro

ty

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
game	To understand certain cognates which need special pronunciation	Break down barriers between English and Spanish languages

CRITERION TEST

CONCEPT NO. 2.59

Understanding...phonetic analysis auditory-
visual

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
SRA Spelling Word Power Laboratory series - IIa, IIb, IIc Tracks 1 and 2	Acquaintance with SRA spelling and word power lab	To reinforce phonet structural analysis

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
SRA power lab	To reinforce phonetic and structural analysis skills	Analyze words through phonetic and structural analyses skills

CRITERION TEST

Item No.
65

CONCEPT NO. 2.60

Understanding...structural analysis

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
SRA Spelling Word Power Lyons & Carnahan Games Kit Cyclo-Teacher (Field Enterprises)	Ability to use Cyclo-Teacher	See concept 2.10

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
e Cyclo-Teacher	See concept 2.10	See concept 2.10

CRITERION TEST

Item Nos.
65 64



CONCEPT NO. 2.61

Language-experience stories - Field trips in community:
pre-planning the trip, the trip, the followup

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Short field trips for specific information gathering Specific reading: road signs, safety signs, directions Use <u>Motor Vehicle Code Book</u> for road signs	Ability to record dictated stories and specific information from children	To recognize "survival" vocabulary. To add to vocabulary (telephone directory)

community:

REQUIREMENT	RATIONALE FOR MEDIA	LEARNER RESPONSE
Record dictated specific information for children	To recognize "survival" vocabulary. To add to vocabulary (telephone directory)	Move about in community, safely and independently

CRITERION TEST

Item Nos.
16 74 73

CONCEPT NO. 2.62

Field trip to library for specific information
Use of card catalog, acquaintance with Dewey Decimal
System

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR

Locate certain books in card
catalog.
Locate area where:
encyclopedias are found
periodicals are found

Knowledge of library

To use card ca
reference
To know where
reference mater
recreational r

RATIONALE FOR MEDIA

LEARNER RESPONSE

To use card catalog for
reference
To know where to look for
reference materials,
recreational reading books.

Use of facilities of a small school
or county library

CRITERION TEST

Item No.
5

CONCEPT NO. 2.63

Study of format of a book: title page,
table of contents, appendix, index, glossary

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Use any 4-6 textbook:
Identify unit title of each
section
Find page reference to specific
subject in table of contents
If there is a glossary, list dif-
inition for certain given words

Knowledge of format of a
textbook

To become well acquaint
with format of a textb

RED	RATIONALE FOR MEDIA	LEARNER RESPONSE
at of a	To become well acquainted with format of a textbook	Use textbooks independently, knowing where to locate materials and information

CRITERION TEST

Item No.
93

CONCEPT NO. 2.64

Use of dictionary

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Learn diacritical markings Learn how to find words through alphabetizing and use of key words	Knowledge of format of a dictionary	To be able to use the dictionary and thesaurus tools to better compare and more expressive

UIRED

RATIONALE FOR MEDIA

LEARNER RESPONSE

Format of a

To be able to use the dictionary and thesaurus for tools to better comprehension and more expressive writing

Use of thesaurus to find wide shades of meaning in reading and original writing

CRITERION TEST

Item No.

12

201

CONCEPT NO. 2.65

Use of Thesaurus

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR
Given certain words, find how many other ways these words can be used Ex: Big Other words: large, huge, enormous Given a paragraph with certain words underlined, use thesaurus to find other words for those underlined	Knowledge of use of thesaurus	See concept 2

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
Use of	See concept 2.15	See concept 2.15

CRITERION TEST

Item Nos.

71 77

CONCEPT NO. 2.66

Use of figurative, poetic language
Use of prosaic language

STANDARD INSTRUCTIONAL

MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR ME

Read selected poems from Reflections
On A Gift of Watermelon Pickles

Recognize figurative speech and
sensory appeal:

Mean as a bear

the little brook laughs

a bullet whizzed

some Sad Sams

Write 4 lines of original poetry
using figurative speech.

Contrast paragraph of prose
(from a textbook) with poetic
prose or poetry

Ability to read poetry and
prose with good inflection,
intonation, enunciation, and
emotion (feeling)

To be able to di
between poetic
prose language
vocabulary
emotional attitu
figurative speed

REQUIRED

RATIONALE FOR MEDIA

LEARNER RESPONSE

ad poetry and
od inflection,
nunciation, and
ing)

To be able to differentiate
between poetic language and
prose language in:
vocabulary
emotional attitude
figurative speech

Appreciate special qualities and
purposes of poetry, prose

CRITERION TEST

Item No.

53

205

CONCEPT NO. 2.67

Critical listening to
improve comprehension

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR ME

Lesson 8Ba: Programs in Oral Commun-
ication (Len Lasnik)
"Applying Standards to Judge
Persuasion":
pre-test
recording
post-test
Alameda County Schools

Knowledge of Lasnik program in
oral communication
Ability to use record player

To be able to t
between fact an
in everyday med

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
Lasnik program in ation e record player	To be able to tell difference between fact and persuasion in everyday media	Think independently

CRITERION TEST

Item Nos.
84 90

CONCEPT NO. 2.68

Exploratory reading

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Use of library corner or library

Ability to point out variety
of reading materials

To be able to explore
all kinds of reading m
and to discover materi
special individual int

RATIONALE FOR MEDIA

LEARNER RESPONSE

ariety

To be able to explore widely
all kinds of reading materials
and to discover materials of
special individual interest

Develop intellectual curiosity
about variety of reading materials
Develop reading tastes

CRITERION TEST

Item No. .
63

INDEX OF CRITERION TEST ITEMS

Item No. 1. Phonograph The aide will be able to operate, without error, 3 standard-type phonographs and play records on them at speeds of 33-1/3, 45, 78 RPM.

Item No. 2. Use of Table of Contents The aide will demonstrate knowledge of the Table of Contents by turning to the correct page when given a list of subjects or titles by the instructor. This will be done using at least 4 different books.

Item No. 3. Informal Inventory The aide should be able to administer a standard informal inventory sheet to students with 100% accuracy. This will include administering the test and correcting it but will not include interpretation.

Item No. 4. Cursive The aide will be able to demonstrate skill in cursive writing by writing a dictated paragraph using correct form and punctuation, and both capital and small letters without error. The aide will further demonstrate by writing, in cursive, the alphabet in both capital and small letters.

Item No. 5. Library Skills The aide will demonstrate competency with library skills by selecting correct books when given a list of author or subject or title. The list will be prepared by the instructor and will conform to the Dewey Decimal System. This will include correct usage of the index file.

Item No. 6. Tape Recorders (2) The aide will be able to recognize and locate malfunction in the tape recorder which will include: Improper speeds (RPM), incorrect volume control and broken tape, and to correct them with complete accuracy.

Item No. 7. Tape Recorders (1) The aide will be able to operate 3 standard-type tape recorders, including loading of the reels and unloading without error. This will include both recording and playing.

Item No. 8. 16mm Projector (1) The aide will be able, at the conclusion of instruction, to operate, without error, 3 common types of 16mm MPP and to show a film from beginning to end. This task will include threading of the film, operation of the projector and rewinding process.

Item No. 9. 16mm Projector (2) The aide will be able to recognize and locate malfunction of a 16mm MPP that will include improper framing, broken film, burned out globe, and improper looping and be able to correct and/or repair the malfunction with 100% accuracy.

Item No. 10. Overhead Projector The aide will be able to correctly operate 3 types of standard overhead projectors without error. This will include changing bulbs.

INDEX OF CRITERION TEST ITEMS

- 103 -

No. 6. Tape Recorders (2)

The aide will be able to recognize and describe a malfunction in the tape recorder. This will include: Improper speeds, incorrect volume control and broken tape, and to correct them with 90% accuracy.

No. 7. Tape Recorders (1)

The aide will be able to operate 3 standard-type tape recorders, including loading of the reels and unloading without error. This will include recording and playing.

No. 8. 16mm Projector (1)

The aide will be able, at the conclusion of instruction, to operate, without error, 3 common types of 16mm MPP to show a film from beginning to end. This task will include threading the film, operation of the projector and the rewinding process.

No. 9. 16mm Projector (2)

The aide will be able to recognize and describe a malfunction of a 16mm MPP that will include improper framing, broken film, burned out globe, and improper operation and be able to correct and/or describe the malfunction with 100% accuracy.

No. 10. Overhead Projector

The aide will be able to correctly operate 3 types of standard overhead projectors without error. This will include changing bulbs.

Item No. 11. Filmstrip Projector

The aide will be able to operate 3 standard types filmstrip projectors without error. This will include: loading and threading, proper framing and rewinding upon completion; also included will be bulb changing.

Item No. 12. Dictionary

From a given list of words and using a standard dictionary the aide will be able to look up 15 words and write the dictionary definition, without error, in a 30 minute period of time.

Item No. 13. Pictionary

The aide shall demonstrate knowledge of using the Pictionary by explaining its three parts and telling the use of the Pictionary to the instructor with 100% accuracy.

Item No. 14. Language Master

The aide will learn to operate a Language Master with 100% accuracy and demonstrate this by teaching the skill to another person. Included in this will be the skill of recognizing the source of any student error and correcting it.

Item No. 16. Writing Dictated Stories

The aide will demonstrate the ability to write stories dictated by the learners by correctly writing 3 stories on the Blackboard as they are dictated by the instructor. The aide will do this with 90% accuracy in both manuscript & cursive writing.

Item No. 18. Standard (Manuscript)

The aide will be able to demonstrate skill in using standard manuscript writing by writing a dictated paragraph either on the board or on paper, using correct form and punctuation and without error and using both upper and lower case correctly. The aide will further demonstrate by printing the alphabet in both upper and lower case letters, using standard script, without error.

Item No. 20. Figure of Speech

The aide will demonstrate, at the termination of instruction, 3 examples of figures of speech by drawing illustrations representing 3 original figures of speech.

Item No. 21. Alphabetize to Second Letter The aide will be able to place words in correct alphabetical order to the second letter by correctly ordering a given list of words with 100% accuracy.

Item No. 22. Preparing Language Master Cards The aide will demonstrate skill in preparing L.M. cards by preparing 5 cards from a list of given words prepared by the instructor, without error.

Item No. 23. Individual Sight Vocabulary The aide will be able to determine an individual student's sight vocabulary by identifying his current reading book or level (the book he's reading in currently) and using he knows vocabulary from previous books.

Item No. 24, 25, 26. Determining Degree of Reading Accuracy (Independent Level)

The aide will be able to determine student accuracy by following the prescribed accuracy formula for number of words missed in relation to number of words pronounced correctly as determined by instructor. The aide will also be able to differentiate between independent, instructional and recreational reading books by selecting 5 of each variety from the library without error.

Item No. 27. Experience Charts The aide will be able to construct an experience chart using a group of their peers in the demonstration with 80% accuracy, after instruction.

Item No. 28. Language Experience Writing In Chart Form After instruction the aide will be able to take a group of peers on a short excursion, return and construct a language experience chart, eliciting responses from the group, to the satisfaction of the instructor.

Item No. 29. Wall Chart (Construction) The aide will be able to construct a wall chart from cardboard and wrapping paper, with pockets 1" deep with 3" backs, without error. Size to be determined by the instructor.

Item No. 30. Wall Chart (Utilization) The aide will be able to verbalize a minimum of 5 common uses of a wall chart and demonstrate at least one use without error.

24, 25, 26. Determining Degree of Accuracy (Independent Level)

will be able to determine study by following the prescribed formula for number of words in relation to number of words read correctly as determined by instructor. The aide will also be able to differentiate between independent, formal and recreational reading by selecting 5 of each variety from library without error.

27. Experience Charts The aide will be able to construct an experience chart using a group of their own. The demonstration with 80% accuracy after instruction.

28. Language Experience Chart Form After instruction the aide will be able to take a group on a short excursion, return and construct a language experience chart eliciting responses from the group to the satisfaction of the instructor.

29. Wall Chart (Construction) The aide will be able to construct a wall chart from cardboard and wrapping paper with pockets 1" deep with 3" wide without error. Size to be determined by the instructor.

30. Wall Chart (Utilization) The aide will be able to verbalize a list of 5 common uses of a wall chart and demonstrate at least one use without error.

Item No. 31. Individual Language Experience Stories The aide will be able to demonstrate the specific techniques for helping a child write his own story by taking part in a simulation exercise with another student - to the satisfaction of the instructor.

Item No. 32. Alphabet Book The aide will demonstrate knowledge of an alphabet book by constructing a book using the letter of the alphabet to the satisfaction of the instructor.

Item No. 33. Word Bank for Personal Vocabulary The aides will construct a word bank vocabulary for themselves using at least 20 words (from the instructional program) that are new to them. They will verbalize at least 5 uses for WBPV to the satisfaction of the instructor.

Item No. 34. Consonant Rummy The aide will demonstrate the knowledge of the game by successfully participating in a game with a peer group, with each taking a turn as leader.

Item No. 35. Rhythmic Patterns The aide will demonstrate skill with rhythmic patterns by selecting 2 records of their choice: play the record, listen to the pattern, turn the record off, and repeat the pattern with clapping, as judged by the instructor.

Item No. 37. Questioning Techniques to Stimulate Learner Responses The aide will be able to demonstrate knowledge of questioning techniques by taking part in an exercise with 3 different pictures and questioning a peer group, with 80% accuracy as judged by the instructor.

Item No. 39. Syllabication Be able to respond correctly to the areas of syllabication on the Durkin-Meshover test.

Item No. 40. Diphthongs
Same as 39. Durkin-Meshover test.

Item No. 41. Dolch Vowel Game
The aide will be able to correctly utilize the Dolch Vowel Game in a simulated exercise without error.

Item No. 42. Phonics Game Vowel Dominoes. The aide will be able to correctly utilize the Phonics Game, Vowel Dominoes, in a simulated classroom situation, without error.

Item No. 43. Digraph Hopscotch Game The aide will be able to correctly utilize the Digraph Hopscotch Game in a simulated classroom situation without error.

Item No. 44. Standardized Material The aide will be able to correctly utilize the standardized material in a simulated classroom situation without error.

Item No. 45. Bingobang Game
Same as 44.

Item No. 46. Digraph Whirl Game (Bingo)
Same as 44.

Item No. 47. Tweedy's Kit

Item No. 48. TRY Kit 1-2-3

Item No. 49. Old Itch Game

Item No. 50. Spin-a-Sound Game

Item No. 51. Discovering Opposites Kit
Same as 44.

Item No. 54. Field Trips The aide will demonstrate competence in field trip experiences by receiving directions prior to the trip, taking the trip, and returning and participating in an experience chart exercise - and succeeding as determined by the instructor.

Item No. 55 Writing Correction Techniques
The aide will demonstrate competency in assisting learners to correct their writing papers by actually taking part in the correcting of 5 papers. The aide will know of at least 3 sources the student may use for self-correction. They will do this without error.

Item No. 56. Storytelling The aide will demonstrate storytelling skill by verbally telling a story either of their own choice or from a storytelling manual to a small group. Competency will be determined by the instructor.

Item No. 45. Bingobang Game
Same as 44.

Item No. 46. Digraph Whirl Game (Bingo)
Same as 44.

Item No. 47. Tweedy's Kit

Item No. 48. TRY Kit 1-2-3

Item No. 49. Old Itch Game

Item No. 50. Spin-a-Sound Game

Item No. 51. Discovering Opposites Kit
Same as 44.

Item No. 54. Field Trips The aide will demonstrate competence in field trip experiences by receiving directions prior to the trip, taking the trip, and returning and participating in an experience chart exercise - and succeeding as determined by the instructor.

Item No. 55 Writing Correction Techniques
The aide will demonstrate competency in assisting learners to correct their writing papers by actually taking part in the correcting of 5 papers. The aide will know of at least 3 sources the student may use for self-correction. They will do this without error.

Item No. 56. Storytelling The aide will demonstrate storytelling skill by verbally telling a story either of their own choice or from a storytelling manual to a small group. Competency will be determined by the instructor.

Item No. 57. Flannel Board The aide will demonstrate the use of a flannel board to the instructor without error.

Item No. 58. Ginn Kit A Same as 44.

Item No. 59. Ginn Kit B. Same as 44.

Item No. 60. Opposites The aide will be able to physically demonstrate 10 opposites, such as over, under, around, etc., without error.

Item No. 62. Finger Plays The aide will demonstrate the ability to correctly perform 5 finger plays as described in the storytelling manual.

Item No. 63. Locate Sources of Materials The aide will be able to follow, without error, the teacher's instructions for obtaining appropriate resource materials when directed. They will obtain at least 10 types of materials.

Item No. 64. Cyclo-Teacher The aide will demonstrate competency with the Cyclo-Teacher Machine by operating it through a complete program without error.

Item No. 65. SRA Spelling Lab The aide will demonstrate skill with the SRA Spelling Lab by correctly utilizing the various components of the kit in a simulated group teaching situation - competency judged by the instructors.

Item No. 66. SRA Reading Lab
See Item No. 5.

Item No. 67. SRA Listening Lab
See Item No. 65.

Item No. 68. Charts-Maps-Graphs
The aide will be able to correctly use charts, maps, and graphs for solving 6 given problems with 100% accuracy.

Item No. 71. Thesaurus (2)
From 3 given paragraphs the aide will re-write each substituting key words that will change the original intent of the author, using Roget's Thesaurus with 75% Accuracy.

Item No. 72. Direction Writing In Sequential Order Given 3 conclusions to a problem the aide will write 5 directions leading to the conclusion in proper sequence without error.

Item No. 73. Telephone Directory
Given a list of 5 concepts the aide will be able to select sections of the telephone directory that relates to the concepts, without error. A matching exercise.

Item No. 74. Motor Vehicle Code
Using a list of 20 key words the aide will be able to relate the words to sections of the California Vehicle Code, without error.

Item No. 75. Preparing Flash Cards
The aide will be able to demonstrate skill in flashcard preparation and use, utilizing 5 different concepts without error.

Item No. 76. Direct Learners Writing Responses from Flash Cards The aide will be able to complete an exercise in directing correct writer response from flashcards without error.

Item No. 77. Thesaurus (2) Given a list of 15 words the aide will find another shade of meaning for each word with 80% accuracy in Roget's Thesaurus.

Item No. 77. Knowledge of Smith Workbook
The aide will demonstrate skill in using the Smith Workbook by correctly using it in both a one-to-one situation and small group situation. The four areas of comprehension, vocabulary, specific vocabulary and speed will be judged by the instructor.

Item No. 78. Informal Games-Tutor Constructed The aide will be able to construct at least 5 games for student use as described in Learning Activities for Reading by Herr.

Item No. 79. Separating Flash Cards According to Phonetic Principles
The aide will be able to distinguish major phonetic principles and utilize these with flash cards without error.

Item No. 80. Stand Up, Sound Off
The aide will be able to use the game stand-up, sound-off without error in a small group situation.

Item No. 82. Familiarity with Childrens Readers The aide will have a working knowledge of the basic reading series and be able to pass a test with 80% accuracy of 25 selected questions.

Item No. 76. Direct Learners Writing Responses from Flash Cards The aide will be able to complete an exercise in selecting correct writer response from flashcards without error.

Item No. 77. Thesaurus (2) Given a list of 15 words the aide will find another word of meaning for each word with 80% accuracy in Roget's Thesaurus.

Item No. 77. Knowledge of Smith Workbook The aide will demonstrate skill in using the Smith Workbook by correctly using it both a one-to-one situation and small group situation. The four areas of comprehension, vocabulary, specific vocabulary and speed will be judged by the instructor.

Item No. 78. Informal Games-Tutor Constructed The aide will be able to construct at least 5 games for student as described in Learning Activities for Reading by Herr.

Item No. 79. Separating Flash Cards according to Phonetic Principles The aide will be able to distinguish major phonetic principles and utilize these with flash cards without error.

Item No. 80. Stand Up, Sound Off The aide will be able to use the same stand-up, sound-off without error in a small group situation.

Item No. 82. Familiarity with Childrens Readers The aide will have a working knowledge of the basic reading series and be able to pass a test with 80% accuracy of 25 selected questions.

Item No. 83. Presentation of Vocabulary The aide will be able to demonstrate ability to present new vocabulary and concepts in a group situation to prepare learner for new reading material - to the satisfaction of the instructor.

Item No. 84. Differentiation of Fact and Opinion The aide will be able to read 3 paragraphs and list items correctly that are fact and those that are opinion.

Item No. 85. Van-Allen Manual The aide will demonstrate ability to correctly use the Van Allen Manual of Language Experiences by using it in a group situation without error.

Item No. 86. Dr. Spello Work Book The aide will be able to use the work book in a group situation to the satisfaction of the instructor.

Item No. 87. Spin Hard, Spin Soft Game Same as 86.

Item No. 89. Glossary The aide will demonstrate skill in using a glossary by correctly finding 10 given subjects in the glossaries of 4 books without error.

Item No. 90. Oral Communication The aide will be familiar with Len Lasnik's tapes and demonstrate competency by using 2 tapes in a group situation with accuracy as judged by the instructor.

Item No. 91. Teacher's Guide to Storytelling Same as above.

Item No. 92. Directing Group

Writing The aide will be able to write a paragraph which will include topic sentence, at least two supporting sentences and a conclusion. The aide will be able to underline these and label correctly.

Item No. 93. Textbook Format

The aide will be able to correctly locate, without error, the parts of a textbook as listed by the instructor.

7

I certify this tutorial-aide has acquired the below numbered tutorial skills. Those skills which are checked (✓) have not been acquired to criterion level.

2.1	()	2.18	()	2.35	()	2.52	()
2.2	()	2.19	()	2.36	()	2.53	()
2.3	()	2.20	()	2.37	()	2.54	()
2.4	()	2.21	()	2.38	()	2.55	()
2.5	()	2.22	()	2.39	()	2.56	()
2.6	()	2.23	()	2.40	()	2.57	()
2.7	()	2.24	()	2.41	()	2.58	()
2.8	()	2.25	()	2.42	()	2.59	()
2.9	()	2.26	()	2.43	()	2.60	()
2.10	()	2.27	()	2.44	()	2.61	()
2.11	()	2.28	()	2.45	()	2.62	()
2.12	()	2.29	()	2.46	()	2.63	()
2.13	()	2.30	()	2.47	()	2.64	()
2.14	()	2.31	()	2.48	()	2.65	()
2.15	()	2.32	()	2.49	()	2.66	()
2.16	()	2.33	()	2.50	()	2.67	()
2.17	()	()	()	2.51	()	2.68	()

Leona Robinson

Chief Instructor - Reading

- ENGLISH AS A SECOND LANGUAGE -

- TUTORIAL-AIDE SKILLS -

PREFACE

The emphasis in the June 8-19 teacher aide training program is to equip bilingual teacher aides with many of the basic skills they will need to work with children who are learning English as a Second Language. The ESL emphasis of the workshop should in no way be interpreted to suggest that ESL, as it stands alone, is an adequate educational program for the Spanish-speaking children in the schools of California. The staff of this workshop shares the belief that the Spanish-speaking child also needs a systematic approach to literacy in his native language in order to reach his educational potential. By this, we mean that the Spanish-speaking child in our schools should not only receive subject matter in Spanish while he is learning English, but he should be given the opportunity to become truly bilingual by perfecting his Spanish speaking, reading, and writing skills. In addition, we strongly feel that every Spanish-speaking child should have the opportunity to become bilingual, that is to become thoroughly familiar with both his cultural heritage and that of the United States.

CONCEPT NO. 3.II

Cultural differences can be identified.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Lecture and interaction
(videotapes are also available)
A series of six videotapes
"Unconscious Cultural Clashes"
have been prepared by Mr.
Olguin for the California State
Department of Education.

Ability to identify selected
Mexican American cultural
differences.

Misunderstanding or misinterpretation of
cultural differences can lead
to misunderstandings, and
diminished self concept
in children. A knowledge of
cultural differences is
essential for educators to better
understand Spanish-speaking children.
Understanding is crucial to
maintaining a good learning
environment.

RATIONALE FOR MEDIA

LEARNER RESPONSE

ed Misunderstood or misinterpreted cultural differences can lead to misunderstandings, and a diminished self concept in children. A knowledge of major cultural differences will permit educators to better understand Spanish-speaking children. This understanding is crucial to maintaining a good learning environment.

The child will display a healthy self concept and a pride in his language and cultural heritage.

CRITERION TEST

The aide will be able to identify, in writing, five major cultural differences that are characteristic of Spanish-speaking children.

CONCEPT NO. 3.2

There are predictable sound problems for Spanish-speaking children learning English

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Drawings/charts to illustrate tongue placement, demonstrations to indicate how one can feel different vibrations and air level, useful in **correcting** sound problems.

Identification of selected sound problems and demonstrations of techniques to remediate these sound difficulties.

Knowing specific Spanish and English sounds in context will permit the aide to take these difficulties and corrective measures.

RATIONALE FOR MEDIA

LEARNER RESPONSE

lected
emon-
ues to
d diff-

Knowing specific Spanish-English sounds in conflict will permit the aide to hear these difficulties and take corrective measures.

The child will repeat correct English sounds with limited or not interference from his native language.

CRITERION TEST

The aide will identify, in writing, seven major sound difficulties the Spanish-speaking child will encounter and demonstrate a technique for teaching to rectify two of the following sound conflicts: schwa, th, ch/sh, initials S, final D.

CONCEPT NO. 3.3

There are predictable structural problems for Spanish-speaking children learning English.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Chalkboard or overhead projector to illustrate key structural differences.	Identification of selected structural problems and demonstration of techniques to correct these structural difficulties.	A knowledge of specific Spanish-English structural conflicts will permit the aide to recognize the problem areas and take corrective action.

IRED

RATIONALE FOR MEDIA

LEARNER RESPONSE

f selected
ems and
techniques
structural

A knowledge of specific Spanish-English structural conflicts will permit the aide to recognize these problem areas and take corrective action.

The child will repeat correct English structures with limited or no interference from his native language.

CRITERION TEST

The aide will identify, in writing, three predictable structural problems and demonstrate a technique for correcting one such structural conflict.

CONCEPT NO. 3.4

A well-developed, properly sequenced series of ESL lessons in preference to an unstructured, random approach.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Teacher's Manual for ROCK Materials
(H200 revised and expanded)
Each teacher aide will have a copy
of Level I.

Ability to use the H200
materials as a guide to
English language practice.

Proper use of the Te
Manual will result i
efficient use of tim
good teacher/teacher
articulation.

RATIONALE FOR MEDIA

LEARNER RESPONSE

e. Proper use of the Teacher's Manual will result in more efficient use of time and good teacher/teacher aide articulation.

The child will respond to aided activities described in the ROCK materials.

CRITERION TEST

The aide will identify, in writing, the meaning of the following terms or symbols: Model, Echo, T.L1, L3, (3), O, O, O. In addition, the aide will identify, in writing, a sample entry in each of the following lesson play categories: materials needed, teaching points, language patterns, vocabulary, likely errors, and tests,

CONCEPT NO. 3.5

Knowing and speaking the learner's native language is an important asset in teaching him a second language.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Lecture, interaction, demonstration	The aide will properly use the learner's native language when conducting ESL activities.	Properly used (to c... to illustrate a proc... comprehension, etc... mother tongue can be... tool in acquiring a... misuse or excessive... ever retard the lea... target language.

age is
guage.

REQUIRED

RATIONALE FOR MEDIA

LEARNER RESPONSE

properly use
native language
ing ESL activities.

Properly used (to clarify meaning, to illustrate a procedure, to check comprehension, etc.) the learner's mother tongue can be very important tool in acquiring a second language; misuse or excessive use, can however retard the learning of the target language.

The child will only occasionally refer to his native language for clarification or explanation; his work in ESL will be primarily conducted in English.*

* Outside of the ESL lesson activities (before and after the actual practice session) use of Spanish is often very important in building the child's self concept.

CRITERION TEST

The aide will identify, in writing, three situations in which the native language of the learner could be employed. The aide will also identify, in writing, three reasons why the percentage of time speaking the native language should be minimized.

CONCEPT NO. 3.6

Language is learned through a variety of pattern practices, directed conversations, question and answer drills, and games.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Demonstration	Demonstration of hand signals.	Hand signals permit use of time and eliminate frequent explanations for unnatural word cues. Hand signals keep children engaged and provide many opportunities for extended practice without boredom.

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
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and
Hand signals permit efficient use of time and eliminate need for frequent explanations and unnatural word cues. Further, hand signals keep children alert and provide many opportunities for extended practice without boredom.

The child will respond according to the hand signals used.

CRITERION TEST

The aide will demonstrate six basic hand signals.

CONCEPT NO. 3.7

Being able to distinguish between standard speech and imprecise speech is a prerequisite to being able to accurately model a language pattern for children.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Magnetic tapes and ROCK Teacher's Manual	Ability to identify "inconspicuous English" from contrived, imprecise, or over-articulated English.	Contrived, imprecise should be avoided. Media should be placed in frequency patterns as spoken by children.

mprecise speech
language pattern

RATIONALE FOR MEDIA

LEARNER RESPONSE

incon-
m con-
over-

Contrived, imprecise language should be avoided. Emphasis should be placed on high frequency patterns as commonly spoken by children.

The child will respond with standard English, avoiding unnatural speech patterns.

CRITERION TEST

The aide will listen to ten sentences on tape and indicate in writing, if the utterances are appropriate to teach.

CONCEPT NO. 3.8

Good listening, hearing key sounds, pairs of words that are alike or different, singulars versus plurals, etc., is a prerequisite to accurate speaking (pronunciation, intonation, etc.)

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Demonstration, including use of tapes and records	Demonstrate techniques for improving listening skills.	Listening skills are through specific, well activities: listening are not acquired or p automatically or info

like or
to accurate

RATIONALE FOR MEDIA

LEARNER RESPONSE

Listening skills are learned through specific, well-planned activities: listening skills are not acquired or perfected automatically or informally.

The child will indicate listening skills by acknowledging correct sound, word pairs, statements versus questions, etc. by calling out the number of the correct visual, by raising a hand, by clapping, etc.

CRITERION TEST

The aide will be able to demonstrate two techniques for teaching listening skills.

CONCEPT NO. 3.9

Language is acquired through a variety of practices wherein there is frequent reentry of basic language patterns to be mastered.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Puppets, hand formations, stick figures, bag puppets, fact sticks, chalkboard, etc.

Demonstration

Props facilitate language learning by providing learner with associations that assist comprehension.

RATIONALE FOR MEDIA

LEARNER RESPONSE

Props facilitate language learning by providing the learner with associations that assist comprehension.

The child will provide the correct utterance when cued by a prop.

CRITERION TEST

The aide will identify, in writing, three props that can be used to assist in presenting a new language pattern.

CONCEPT NO. 3.10

Language is learned through a variety of practices wherein there is frequent reentry of the basic language patterns to be mastered.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Visual (aide made, commercial, from magazines, etc.) to cue responses.	Demonstrate use of visuals to cue language practice.	Visual cues permit practice without an oral model. It is a first step in the weaning away from mimicry.

rein
ns

RATIONALE FOR MEDIA

LEARNER RESPONSE

Visuals
practice.

Visual cues permit pattern practice without a preceding oral model. It is the last step in the weaning process away from mimicry.

The child will respond according to the visual or series of visuals used by the aide.

CRITERION TEST

The aide will demonstrate two ways in which visuals can be used to elicit language practice, giving examples of basic patterns as materials are shown or manipulated.

CONCEPT NO. 3.11

Language is acquired through repetitive practice and periodic reentry of the language structures to be mastered.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Realia: plastic and wood fruits and vegetables; classroom objects (pencil, book, etc.) colored paper strips, etc.

Demonstrate how realia can be used in pattern practice.

Realia facilitates acquisition by providing constant reinforcement of meaning.

RATIONALE FOR MEDIA

LEARNER RESPONSE

Realia facilitates language acquisition by providing constant reinforcement of meaning.

The child will respond with the correct utterance when he is handed an object and asked a question or is asked to tell where an item is in relation to another object.

CRITERION TEST

The aide will demonstrate a question answer activity that is dependent upon the manipulation of five objects.

CONCEPT NO. 3.12

Oral language is acquired through practice

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Chalkboard and demonstration

Demonstration

Oral language is acquired
efficiently through systematic
listening and speaking activities.
Long or difficult utterances are
more effectively taught when
the sentence is broken into
segments or breath groups.
Intonation is preserved.
backward build up process

UIRED

RATIONALE FOR MEDIA

LEARNER RESPONSE

Oral language is acquired more efficiently through systematic listening and speaking activities. Long or difficult utterances are more effectively taught by breaking the sentence into meaningful segments or breath groups. Intonation is preserved in the backward build up process.

The child will repeat the new utterance as directed by the aide.

CRITERION TEST

Given a new utterance in writing, the aide will outline how the pattern is to be taught, using the backward build up technique and employing the symbols and procedures outlined in the ROCK materials.

CONCEPT NO. 3.13

Immediate confirmation as to whether the response is correct or not is important in the learning process.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Demonstration	Demonstration	There are more effective ways of correcting a child than putting him to immediately correct himself after you. A child who is put on the spot to correct himself after you. A child who is put on the spot to correct himself after you.

RATIONALE FOR MEDIA

LEARNER RESPONSE

There are more effective ways of correcting a child than asking him to immediately repeat again after you. A child is more apt to correct himself if he is not put on the spot.

The child will repeat correctly after the entire group and other children have worked on the problem sentence.

CRITERION TEST

The aide will demonstrate how to correct a student.

CONCEPT NO. 3.14

Oral language is learned through structured speaking practice.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Demonstrations	Demonstrate technique for teaching a question and an answer.	Oral communication is through systematic and sequenced speaking practice. Unsequenced, unplanned activities are inefficient. Second language learners

RATIONALE FOR MEDIA

LEARNER RESPONSE

Oral communication is developed through systematic and properly sequenced speaking practices; unsequenced, unplanned speaking activities are inefficient in second language learning.

The child will correctly repeat or respond to the aide-led question-answer practice.

CRITERION TEST

The aide will demonstrate how to teach a question/answer couplet and how to conduct a chain drill activity.

CONCEPT NO. 3.15

Oral language is learned through speaking practice.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Demonstrations

Demonstrate techniques for
developing speaking skills.

Oral communication is
through systematic and
sequenced speaking pr.
activities; unsequenc.
speaking activities a
in second language le.

RATIONALE FOR MEDIA

LEARNER RESPONSE

for
ills.

Oral communication is developed through systematic and properly sequenced speaking practices and activities; unsequenced, unplanned speaking activities are inefficient in second language learning.

The child will correctly repeat or respond to aide-led oral language activities.

CRITERION TEST

The aide will identify, in writing, three types of pattern practices or game drills, giving a sentence example for each and three-word cues per example. In addition, the aide will be able to demonstrate any one of the following practice drills selected at random: substitution, transformation, expansion, free replacement.

CONCEPT NO. 3.16

Language is acquired through practice and reentry of the language patterns to be mastered.

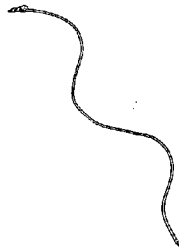
STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Teacher's Manual of the ROCK Materials, specifically the section on games, G1 - G50. Demonstrations	Demonstration	Game activities provide excellent means of language practice in a highly motivating setting.

RATIONALE FOR MEDIA

LEARNER RESPONSE

Game activities provide an excellent means of language practice in a highly motivational setting.

The child will respond at the appropriate times during aide-led game activities.



CRITERION TEST

The aide will identify, in writing, six oral language games. In addition the aide will demonstrate any one of the following games selected at random: Beanbag or Ball Toss, Simon Says, What's Missing?, Silence, Tic Tac Toe, Guess What I'm Thinking About?, and 9-Square Bingo.

CONCEPT NO. 3.17

Oral language is learned through carefully sequenced speaking activities.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Demonstrations	Demonstration of a typical ROCK lesson segment.	Mastery of a mode will provide a foundation for all ESL lessons.

RATIONALE FOR MEDIA

LEARNER RESPONSE

typical

Mastery of a model lesson will provide a framework for all ESL lessons.

The child will repeat or respond correctly to aide-led lesson activities.

CRITERION TEST

The aide will be able to identify, in writing, the basic segments of a typical lesson. In addition, the aide will demonstrate any one of the following lesson segments selected at random: review/warm up, presentation of new material, pronunciation practice, game activity.

CONCEPT NO. 3.18

Language learning requires much repetition, preferably through a variety of activities and visually oriented practices.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Sample visuals and realia from homemade drawings and magazine pictures to plastic and wood props and items from the classroom environment.

Ability to locate and assemble visuals and realia into a support kit for teaching ESL.

Language learning is effective when a variety of visual and manipulative materials are used to support language activities and force comprehension.

RATIONALE FOR MEDIA

LEARNER RESPONSE

Language learning is more effective when a variety of visual and manipulative materials are used to stimulate language activities and reinforce comprehension.

The child will respond with the correct utterance when cued by visuals from the ESL kit.

CRITERION TEST

The aide will identify, in writing, fifteen picture/realia categories that should be represented in a picture file kit. In addition, the aide will specify five sources for obtaining visuals and realia.

CONCEPT NO. 3.19

Second language learning is more effective when related content and activities are stressed by the teacher introducing the lesson and the aide who is responsible for follow-up and reinforcement.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Chalkboard to illustrate teacher/teacher aide communication card.	Ability to effectively use the communication card with the ESL Teacher.	Teamwork is essential for maximum language learning by pupils. Language communication activities employed by the ESL teacher must be articulated with the follow-up activities conducted by the teacher aide and vice-versa.

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RATIONALE FOR MEDIA

LEARNER RESPONSE

ively use
card with

Teamwork is essential for maximum language learning by pupils. Language content and activities employed by the ESL teacher must be closely articulated with the follow-up activities conducted by the aide and vice-versa.

The child will be responsible for carrying the communication card periodically between teacher and aide.

CRITERION TEST

The aide will complete a blank communication card with the appropriate sample data.

CONCEPT NO. 3.20

Guided self evaluation is feasible.

STANDARD INSTRUCTIONAL
MEDIA

TUTOR SKILL REQUIRED

RATIONALE FOR MEDIA

Tape recorder and check list
(to be provided)

The aide will be able to set up a tape recorder during a typical ESL practice session and evaluate her performance with the aid of a self evaluation checklist.

Periodic self assessment can substantially improve aide performance.

RATIONALE FOR MEDIA

LEARNER RESPONSE

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ance
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Periodic self assessment
can substantially improve
aide performance.

The child will speak the English
patterns he has learned with pro-
per pronunciation, intonation,
juncture, and comprehension.

CRITERION TEST

The aide will identify, in writing,
ten of the items on the self-eval-
uation checklist that need constant
analysis.

- SURVIVAL WORDS -

The following list of words represent those words which are considered essential to the non-English speaking child's ability to survive and have his/her immediate needs met.

- | | | |
|----------------|---------------------|----------------------------|
| 1. me, I, mine | 21. hurry | 41. hot |
| 2. he, she | 22. mouth | 42. under |
| 3. they | 23. eyes | 43. sweater, jacket, pants |
| 4. drink | 24. ears | 44. door |
| 5. water | 25. nose | 45. hungry |
| 6. eat | 26. hands | 46. sick |
| 7. go, stop | 27. fingers | 47. boys |
| 8. bathroom | 28. feet | 48. girls |
| 9. sit | 29. look | 49. give |
| 10. stand | 30. open, close | 50. want |
| 11. walk | 31. outside, inside | |
| 12. run | 32. first, last | |
| 13. come | 33. hit | |
| 14. here | 34. wait | |
| 15. name | 35. around | |
| 16. who | 36. kleenex | |
| 17. where | 37. teacher | |
| 18. when | 38. pull | |
| 19. why | 39. put | |
| 20. hurts | 40. cold | |

I certify this tutorial-aide has acquired the below numbered tutorial skills. Those skills which are checked (✓) have not been acquired to criterion level.

3.1	()	3.11	()
3.2	()	3.12	()
3.3	()	3.13	()
3.4	()	3.14	()
3.5	()	3.15	()
3.6	()	3.16	()
3.7	()	3.17	()
3.8	()	3.18	()
3.9	()	3.19	()
3.10	()	3.20	()

Robert A. Landen
Chief Instructor -
English As A Second Language