

DOCUMENT RESUME

ED 063 014

PS 005 499

TITLE It's a Big World. Aural-Oral Activity Guide. English Edition. Kindergarten.

INSTITUTION Corpus Christi Independent School District, Tex.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.

PUB DATE Jul 70

NOTE 225p.

AVAILABLE FROM Corpus Christi Independent School District, Corpus Christi, Texas (\$2.75)

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

DESCRIPTORS Attitudes; *Aural Learning; Bibliographies; Child Development; *Educational Philosophy; *Kindergarten Children; *Manuals; Objectives; *Oral Expression; Organization; Self Expression; Teaching Techniques

ABSTRACT

A guide for helping young children develop positive attitudes about themselves and for expressing themselves well is presented. The philosophy of the school district putting out this instructional manual includes the following tenets: (1) Schools exist primarily for the benefit of the children in their community; (2) Curriculum should provide broad subject matter areas; (3) Curriculum should be effective as a means of continual child growth; (4) An organized program for teaching and learning is essential; and (5) Pupils should learn that certain duties accompany their privileges. Objectives of this school district include: To develop in every child a love of our form of government; To provide opportunity for individual development. This manual is divided into five parts: Flow Chart, Classroom Organization, Procedures for Using Units, Suggested Teaching Units, and Bibliography. (Author/CK)

ED 063014

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

IT'S A BIG WORLD
AURAL-ORAL ACTIVITY GUIDE
ENGLISH EDITION
KINDERGARTEN

PS 005499

Corpus Christi Public Schools
Corpus Christi, Texas

Division of Instruction
July, 1970

This guide has been developed and published by the Corpus Christi Independent School District with funds provided by a grant from the U. S. Office of Education, Department of Health, Education and Welfare. The program herein developed does not necessarily reflect the position nor policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Second Printing
July, 1971

This guide is being reprinted at the expense of the Corpus Christi Independent School District at a cost of \$2.75. This charge covers the cost of publication only.

CORPUS CHRISTI PUBLIC SCHOOLS
Corpus Christi, Texas

DR. DANA WILLIAMS
SUPERINTENDENT OF SCHOOLS

WALLACE E. DAVIS, JR.
Assistant Superintendent
for Instruction

H. Gene Bryant
Directory of
Elementary Education

John P. Sprinkle
Directory of
Secondary Education

*
*
*
*
* * * * *
*
*
*
*

BOARD OF EDUCATION

Forrest C. Allen President
Franklin Bass Vice-President
Arturo Vasquez Secretary
Dr. James E. Albright Assistant Secretary

W. G. Hutson
Dr. Cornell C. Barnard
Jack A. McQueen



PHILOSOPHY OF THE CORPUS CHRISTI PUBLIC SCHOOLS

The schools are committed to helping all boys and girls develop the competencies required for active participation in the American way of life. This premise is the foundation for the tenets of the philosophy of the Corpus Christi Public Schools:

- . We believe the schools exist primarily for the benefit of boys and girls of the community they serve. Therefore, the schools should provide an educational program to meet the individual needs of every student.
- . We believe the curriculum should provide broad subject matter areas and educational programs within which the principal, the teacher, and the student have latitude and discretion.
- . We believe the curriculum should be effective as a means of continual child growth. Therefore, constant evaluation, adaptation, and development of the curriculum are necessary.
- . We believe an organized program of teaching and learning is essential for pupils to learn directly from valuable experiences and to develop a sense of belonging through opportunities provided in the total process.
- . We believe pupils should learn that certain duties and responsibilities go with the privileges they enjoy in our democratic community, state, and nation.

OBJECTIVES OF THE CORPUS CHRISTI PUBLIC SCHOOLS

The schools are dedicated to giving every child the best education possible as preparation for living in a democratic society. Therefore, they seek

- . To develop in every child a love of and an appreciation for the rights, the privileges, and the responsibilities guaranteed by our form of government
- . To provide opportunities for the individual to develop aptitudes and abilities as well as to acquire skills and knowledge necessary to meet the demands of a constantly changing society
- . To provide a program of learning that encourages the child to develop to the limits of his capacity, with the program having opportunity for the child
 - To obtain an education suitable to his personal abilities, interests, and needs
 - To develop mentally, morally, emotionally, socially, and physically so as to be better able to cope with life's problems
 - To acquire cultural and aesthetic understandings and gain appreciation for the fine arts
 - To learn the meaning of good citizenship and democracy through participation and interest in community and world affairs
 - To develop an appreciation for our American heritage and democratic way of life

Teaching Guide Committee

Executive

- Wallace E. Davis, Jr. Assistant Superintendent for Instruction
H. Gene Bryant Director for Elementary Education
A. N. Vallado Assistant Director for Instruction of Special Programs

Production

- Melba Kerns, Consultant
Carmen H. Salazar, Consultant
Flora F. Barrera
Maria Louise Vera
Anne I. Skipper
B. Jo Kearns

Preface

The purpose of the Child Development Guide is to orient teachers to the unique needs and abilities of the Kindergarten child and to offer a suggested program. It is not the intent of the writers to limit the creativity or ingenuity of the teachers in any way. On the contrary, it is our hope that the guide will stimulate and inspire the teachers.

Melba G. Kerns
Consultant

July, 1970

6^A

CONTENTS

	Page
Part I: It's a Big World An Aural-Oral Activity Guide English Edition Kindergarten	1
Philosophy	3
Scope and Sequence (Flow Chart)	5
Part II: Classroom Organization	11
Part III: Procedures for Using Units	19
Part IV: Suggested Teaching Units	23
Units I: Our School	25
II: My Family and My Home	71
III: Foods We Eat	105
IV: What Clothes do You Wear?	135
V: Our Toys	151
VI: Animals Big and Little	165
VII: Happy Days	185
Part V: Bibliography	229
Resources	

6B

PART I: IT'S A BIG WORLD
AN AURAL-ORAL ACTIVITY GUIDE
ENGLISH EDITION
KINDERGARTEN

Philosophy

Each child, unique in his strength and weaknesses, needs experiences which nurture feelings of self-confidence and self-respect. It is essential that he acquire positive attitudes toward himself, others, and his environment. The opportunities provided in living and learning during his early years formulate later behavioral patterns of growth and development.

The young child's eagerness to learn and his attitude of inquiry stimulate cognitive development; therefore, play is vital in these formative years. It is the natural media through which learning takes place. It assists in social-emotional adjustment, physical coordination, and creative expression. Through play, a child accurately reflects not only his thoughts, feelings, and values, but also the kind and amount of experiences he has had. It is unique in its revelation.

Language facility and concept development are also broadened through play-related experiences. As the child interacts with both peers and adults in an appropriately designed kindergarten center, the basic foundations for future learnings are accomplished.

Parental involvement in the kindergarten program is essential. The close cooperation of the home and the school supports the child's growth and development.

PS 005499

SCOPE AND SEQUENCE Flow Chart	UNIT I: My School	UNIT II: My Family and My Home	UNIT III: Foods We Eat	UNIT IV: What Clothes We Wear
Mathematics	Rote counting to 3 One-to-one correspon- dence	Introduction of sets Use of yardstick and scales Addresses	Number sequence "One more" concept Weights and measures Using containers and a scale	One-to-one correspon- dence Pairs Alike and different Estimating size
Science	Observation and care of plants and pets Concept of balance	Size and shape Body awareness	Color discrimination Taste Hearing Smell Categorizing	Weather observation Shadows Concept of hot and cold Touch
Social studies	Role-play of parent and/or school personnel Responsibility for room order	Role-play of family members Taking turns and sharing	Community relations Social acceptance Cooperative peer relationships	Improve self concept Identification of clothing
Motor Skills (eye-hand coordina- tion)	Participating in: Block building, clay modeling, puzzles, and pegs Body coordination (Marching, tiptoeing, running)	Dressing and undress- ing dolls Pushing (doll carriage, wheel toys)	Pouring from pitcher to glass	Buttoning, zipping, lacing, typing
Visual Skills	Developing left to right eye movement	Developing left to right eye movement Identifying objects	Discriminating color	Matching to size

SCOPE AND SEQUENCE Flow Chart (Cont'd)	UNIT V: Our Toys	UNIT VI: Animals - Big and Little	UNIT VII: Happy Days
Mathematics	Ordinals to third place Money identification penny nickel dime quarter dollar	More and less concept Rote counting Ordinals to fifth Comparison of size and shape large, larger, largest tall, taller, tallest short, shorter, shortest small, smaller, smallest	Rote counting to 10 Recognition of sets "more than" and "less than" concept Sequence of numerals to 10 Ordinals to tenth place Numerals on calendars, clocks and telephones
Science	Size and shape	Identification of family members Classify and categorize Discovery and observation of growth processes Touch	Seasonal observances Seasonal foods
Social Studies	Sharing Cooperative peer relationship	Animal environments	Manners Customs
Motor Skills (eye-hand coordination)	Woodworking - Developing balance Manipulative building	Tracing Sewing cards	Following a line
Visual Skills	Seeing likenesses and differences Matching shape, color	Identifying Matching Contrasting (size, shape, features)	Pairing opposites

SCOPE AND SEQUENCE Flow Chart (Cont'd)	UNIT I: My School	UNIT II: My Family and My Home	UNIT III: Foods We Eat	UNIT IV: What Clothes We Wear
Auditory Skills	Utilizing: Intona- tional patterns of oral English Stress and accent in English	Listening to rhymes and stories	Identifying sounds	Emphasizing diagraphs unfamiliar to Spanish-speaking children
Communication	Repeating: Sentence patterns using simple present tense of verbs	Using English in social situations Using future tense of verbs	Answering specific questions Making verbal choices Using past tense of verbs	Describing indepen- dently
Following Directions	Responding to hand signals Responding to verbal commands	Following simple oral directions	Developing recall of experiences and/or events	Developing recall in sequence

Art (Continuous activities through all units) The following media; clay, tempera, finger paint, crayons, paper, paste, scissors, scrap material (wood, fabric, and paper), sand, and colored chalk are provided. These materials promote valuable opportunities for expressing ideas, impressions, and feelings young children cannot put into words.

Music Music in kindergarden offers a wide variety of experiences in singing, exploring and playing instruments, and in creating or improvising movement. The program is informal and natural, relating to the pupils' interests and current subject areas. Essentially, music should be enjoyable and a way to help the pupil improve his self image.

All music activities require listening skills, and language patterns can be introduced and reinforced through music activities. The combination of melody, words and rhythm require total cognitive response and give maximum stimulation through several senses. Learning to listen, to follow directions, and to respond accurately in a classroom situation are valuable social factors in the pupils' experiences.

SCOPE AND SEQUENCE Flow Chart (Cont'd)	UNIT V: Our Toys	UNIT VI: Animals - Big and Little	UNIT VII: Happy Days
Auditory Skills	Distinguishing loud and soft sounds Distinguishing rate and pitch of sounds	Distinguishing positional relationships of sounds, (near and far)	Reinforcing digraphs Rhyming
Communication	Using singular and plural nouns and verbs.	Using present perfect tense Using pronouns as direct objects	Using opposites Relating experiences Dictating story to teacher
Following Directions	Using specific vocabulary to denote location (top, middle, bottom)	Using specific vocabulary (prepositions in describing location)	Playing directed games Following series of commands

Music (Cont'd)

Musical activities aid development of physical coordination. The child's response with appropriate movement for different types of music (marches, lullabies, etc.) provides pleasure and exercise simultaneously. Skill in playing rhythm instruments is visible, audible, and enjoyable. Acting out, or dramatizing the story of a song, or creating songs to go with a story is an integral part of the kindergarten program. If the words are appropriate for action of motion, the children should create their own version.

Singing is a daily occurrence. New songs are taught by rote, usually phrase by phrase. Pitch, rhythm and expression are important, but enjoyment is more important at first. Music concepts are developed as needed for a particular song (high-low, loud-soft, fast-slow, heavy-light) and then discovered in other songs or listening experiences.

Make every experience in music as enjoyable as possible.



Part II: Classroom Organization

Classroom Organization

The Kindergarten Program is organized to encourage the development of listening habits, verbal skills, acceptable social patterns, and intuitive number concepts. It provides patriotic experiences and gives instruction in science and health. In addition, activities fostering appreciation of the fine arts are an essential part of the program.

Teacher-guided listening activities provide excellent opportunities for the teacher to stress intonations, correct pronunciation, and rhythm patterns. Phonograph records, tape recorders, and films further expand listening skills.

Materials and experience not within but closely related to the child's own environment extend verbal skills and improve oral language.

Social attitudes are directed as the child investigates and explores the community. Parties, games, field trips, and other social situations provide a setting for motivations.

Number concepts and number vocabulary are part of the daily activities. These activities include counting for necessary information and comparison of sizes, shapes, and amounts. The term set is introduced in relation to groups or collections.

Science consists of exploring and investigating the environment through sensory reactions. For instance, a study of rain includes seeing, smelling, touching, tasting, hearing, and feeling.

Other studies in making the child's environment more meaningful follow the same pattern.

Daily activities stress patriotism through patriotic symbols, songs, and holidays.

The program presents an abundance of opportunities to acquaint the child with good music, art, and literature. The teacher plays an important role in inspiring the child to express his own creativity with various media.

The daily schedule consists of large blocks of time interspersed with varied activities. The program is consistent and establishes a normal and regular sequence but, at the same time, is flexible enough to allow for special events. One such large block of time consists of self-selected activities. A child needs an opportunity to select, organize, and assimilate knowledge through dramatic play, painting, and working with manipulative materials.

The classroom arrangement is uncluttered with specific areas designated for the different activities. Emphasis is placed on the proper care, usage, and replacing of materials to develop a sense of responsibility in the child.

DAILY SCHEDULE

- 8:15 - 8:45 Arrival, greeting, and self-selected activities. These activities are carried on independently and include looking at books, bead stringing, or clay modeling. Pupil converses in his dominant language.
- 8:45 - 9:00 Language Development:
 Opening exercises: sharing experiences, roll check, Pledge of Allegiance
 Health
 Weather Observation
- 9:00 - 10:00 Work-Play Activities
 These include social dramatization in housekeeping center, music and art, block building, woodworking, sand and water play. Pupil converses in his dominant language.
- 10:00 - 10:20 Outside play
- 10:20 - 10:30 Routine: Toileting and hand washing
- 10:30 - 10:40 Snack Time
- 10:40 - 11:00 Language Arts Activities
- 11:00 - 11:20 Music and Rhythms
- 11:20 - 11:30 Clean-up Time
- 11:30 - 12:30 Lunch
- 12:30 - 1:00 Rest
- 1:00 - 1:30 Language Development
- 1:30 - 1:50 Outdoor Play
- 1:50 - 2:00 Routine: Toileting and hand washing
- 2:00 - 2:20 Story Time
- 2:20 - 2:35 Music and Rhythms
- 2:35 - 2:45 Evaluation of day's activities and dismissal

Description of Kindergarten Activities

Self-Selected Activities

The teacher greets the child as he enters and attempts to make him feel welcome. The child begins the day with self-selected activities. The teacher suggests activities (puzzles, clay, dolls) for the reluctant child; however, the child should eventually become independent in regard to selection. He should enter the classroom, choose an activity, and begin work immediately. The number of children working in one activity should be limited and the child acquainted with these limits. He must also be encouraged to remain with an activity until a goal has been attained. The importance of returning material to its proper place must be stressed as an aspect of pupil responsibility. Replacement of material begins at a pre-established signal such as a bell, whistle, or piano note. When the signal is repeated, the children assemble for directed language activities.

Directed Language Activities

The "show and tell" period provides opportunities for free oral expression. Each child is encouraged to show or tell something of interest. The teacher provides objects of interest or gives verbal clues to prompt the participation of a timid child. During this period, emphasis is placed on complete sentences, correct grammar, and accurate pronunciation. However, the child should not be interrupted while he is speaking, as this could cause embarrassment or confusion.

The oral language development period consists of several carefully spaced periods of intensive oral drill. Each period will be approximately ten minutes in duration. The basic sentence patterns illustrated in the units serve as the models. The expanded patterns may be altered according to the experience level of the child. The teacher may intersperse games, songs, poems, stories, dramatics, puppetry, finger plays, and flannel board activities between the intensive drill periods to motivate and reinforce oral language usage.

Snack Time

Each child is served a simple mid-morning snack. Good manners, sharing, and taking turns are particularly important. Aides may assist with the distribution of the food during the first few days of the program. However, as soon as possible, each child should be assigned to and held responsible for a specific duty such as passing out the milk, straws, cookies, and napkins. The teacher should also establish a procedure for group participation in clean-up activities.

Creative Development

The creative development period is used for self-expression and imaginative projects. Activities include songs, rhythmic expression through body movement and percussion instruments, science experiments, dramatizations, and art projects. All of the children are encouraged to participate in the same activity during this period.

Outdoor Play

The outdoor play period consists of both teacher-directed and free play. During the teacher-directed play, the child learns games requiring sentence patterns closely related to the basic vocabulary. At other times the child is given an opportunity to use playground equipment with an aide guiding conversation.

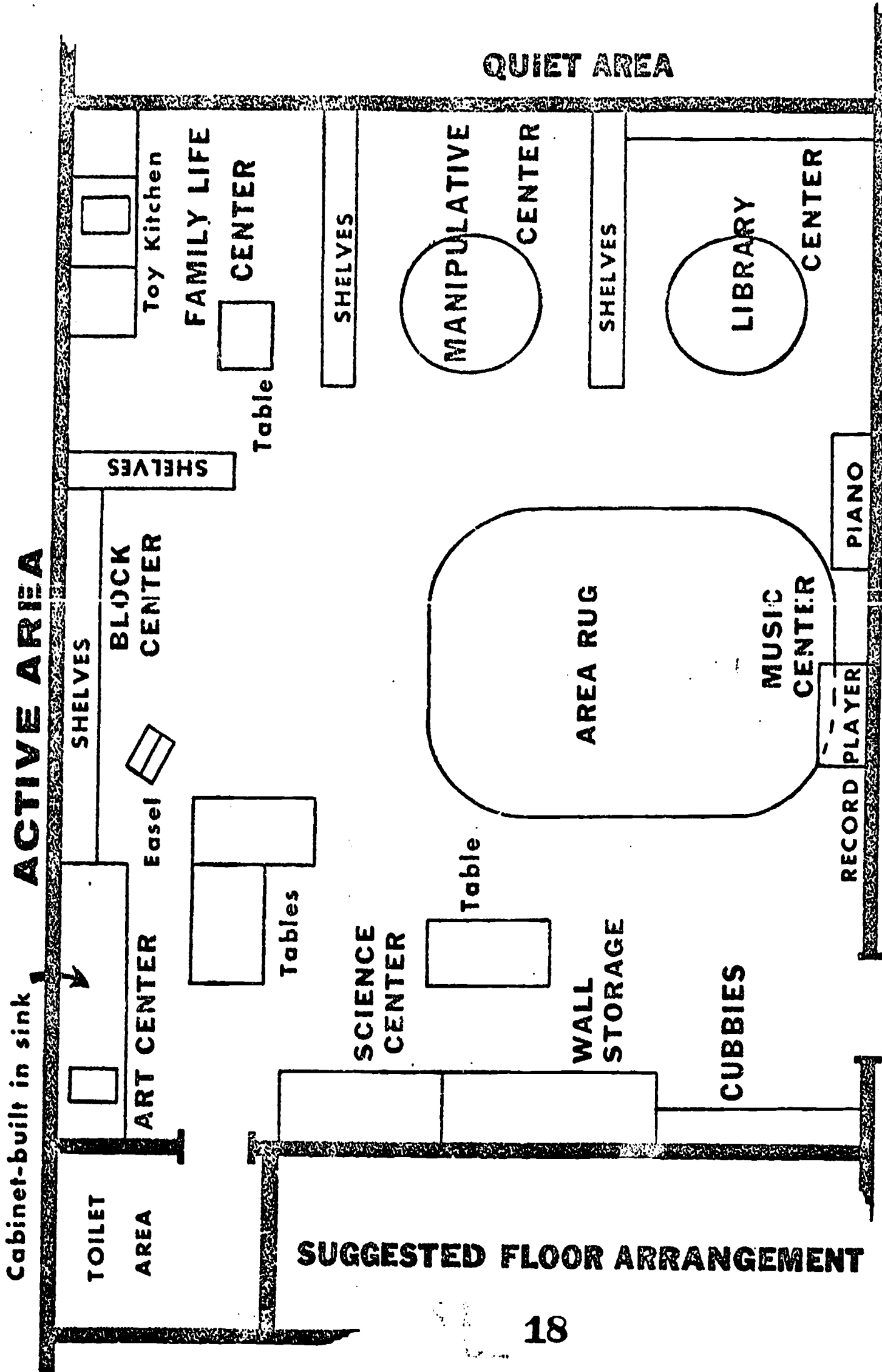
Rest

A short rest period is essential. Five-year-olds are highly active and often resist rest. A darkened room and quiet music helps them to relax. Bath towels or small throw rugs may be placed on the floor as mats. However, the teacher may simply have each child put his head on his desk with eyes closed for a brief period.

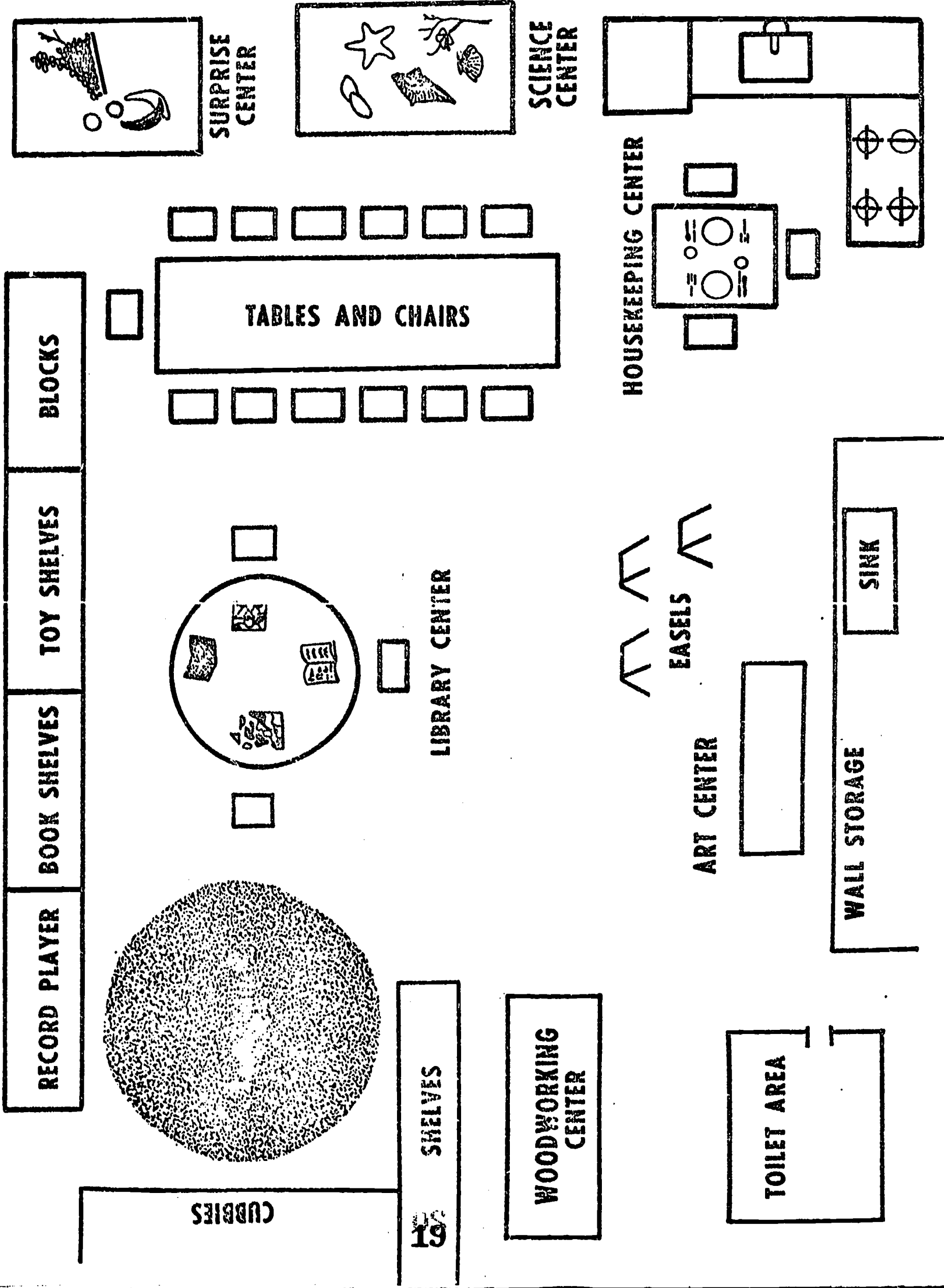
Work-Play Period

The work-play period is the largest block of time during the day. The child has an opportunity to use his initiative in planning, working, and sharing without teacher domination. Dramatic activities and role playing in the housekeeping area help the child experiment with adult roles, thereby enabling him to become aware of sense of the realities of living. Building with blocks helps develop eye-hand coordination and a sense of balance in relation to objects. Tempera and finger painting encourage creative expression and tend to release frustrations and tensions. A definite procedure must be established to ensure a smooth clean-up period and help develop responsibility in the child. The adult in charge may assist only when help is imperative. The child will not mature if he is babied. A permissive atmosphere should prevail with overexuberance kept within bounds.

THE LEARNING ENVIRONMENT EQUIPMENT, MATERIALS AND OTHER RESOURCES



(A suggested floor plan to be used for adapting a regular classroom into a "learning center." This is not a building plan.)



Part III: Procedures for Using Units

Procedures for Using Units

To facilitate individual participation, language arts groups should contain a maximum of ten children to provide for greater individual participation. An independent activity can be assigned to the other pupils in the class. Reassemble the children at the end of the period for a unifying activity such as an appropriate game or song.

Control of the basic sentence patterns included in this guide will enable the pupil to use the basic structures of English. For this reason, emphasis has been placed on patterns illustrating word form and word order, the changes in the verb forms, the plurals and singulars of nouns, subject and verb agreement, and the place of adverbs and adjectives in the word order.

The teacher should feel free to select the patterns she feels best suited to the immediate needs of the pupil. However, she should follow a sequential development in the presentation of the sentence patterns.

Native speakers of Spanish frequently are unable to "hear" the sounds in English which do not occur in their own language. The teacher gives oral practice to train them to hear these sounds. It is the teacher's responsibility to give a correct model and to see that the pupil responds correctly.

The program outlined in this guide stresses the acquisition of speech patterns rather than the mastery of word lists. For this reason, the pupil is required to speak in complete sentences. The intonational pattern of each sentence is vital to the mastery of a speech pattern, and the teacher should emphasize this aspect as well as the structure of the sentence. The teacher listens for mistakes in intonation and stress as the pupil says the sentence and she corrects him immediately by reproducing the correct pattern. When the teacher feels the pupil has completely mastered the structure of the sentence as well as the intonational pattern, and his response in both areas has become automatic, she no longer needs to insist on complete sentences from this pupil.

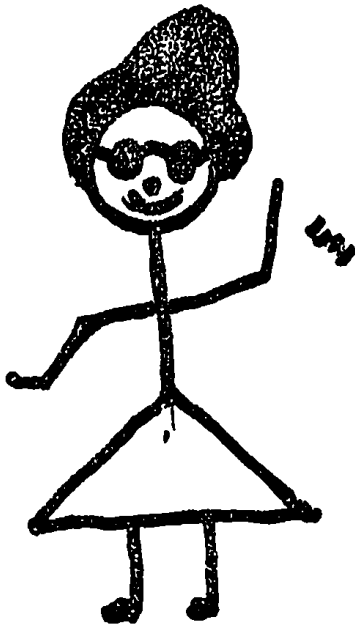
Hand Gestures

Hand gestures play an important part in the use of sentence patterns. The teacher says the sentence or words and then gives the signal for response with her hands. The teacher practices these gestures until they become automatic for her.



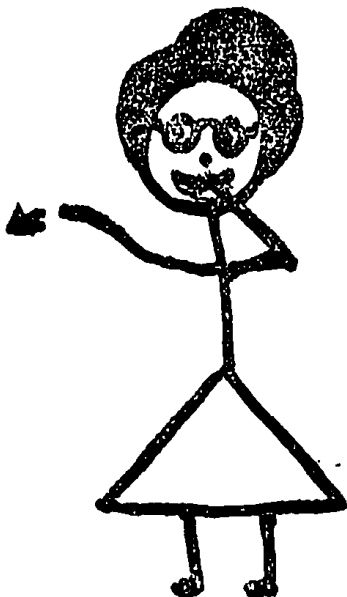
All class response

The teacher uses both hands for entire class response.



Half class response

The teacher uses one hand for half class response and indicates which half of class is to respond. A variation of this type of response is to have the boys repeat the pattern, then the girls.



Individual response

The teacher points to one pupil for individual response and places her other hand over her lips in order to signal the others to remain quiet.

Several problems encountered by native speakers of Spanish are listed below along with procedures to correct them. After the teacher uses these minimal pair drills, she should immediately put the words in sentences.

I. Contrasting the short sounds of i, e, and a:

The teacher prepares a list of words with vowel sounds similar to those listed below. She pronounces the words and the class imitates in unison. She gives individual help where needed.

pit - pet - pat
 did - dead - dad
 big - beg - bag
 bid - bed - bad
 miss - mess - mass

II. Use of the z and s sounds:

Spanish has no z sound as represented by the English s. The teacher uses a replica of a bee picture or toy to practice this sound. She moves the bee to indicate flying and says z-z-z-z-z. The class imitates her, at the same time saying the sound.

Since many Spanish speaking students have difficulty with the initial s sound, the teacher uses a toy snake and shows the pupils the snake as she says s-s-s-s. The class imitates her by making the same sound and pretending to be snakes. Then the class repeats the words after her.

stone stop
 stay still
 stairs

III. Distinguishing between the y and j sounds:

Spanish language oriented pupils often substitute an English j sound for y. The teacher needs to use a yo-yo to introduce the y sound. She bounces the yo-yo as the class says the word yo-yo. The teacher then says different words the same sound and the class repeats them.

yellow yes yard yet yawn
 yell you year yarn young

The initial j sound can be introduced with the word jump. The teacher says the word and jumps, indicating for the pupils to imitate her actions and to say the word. The teacher says several words with this sound and the class repeats them after her.

jar jump just
 jug John Jack

IV. Use the sh and ch sounds:

The sh and ch sounds are confusing for many native Spanish speakers. The teacher introduces the sh sound by holding one finger to her lips and saying sh-sh-sh. The class imitates her. She then gives several words with the sh sound for the class to repeat.

sheet	ship
shirt	shell
short	she

The ch sound is distinguished from the sh sound by giving alternating words for each sound.

chin	shirt
church	ship
chair	short
child	sheet

The class can practice the ch sound by pretending to be trains and saying choo-choo-choo.

UNIT I - OUR SCHOOL

Part IV: Suggested Teaching Units

UNIT I: OUR SCHOOL

Time Allotment: 4-6 weeks

VOCABULARY

Getting Acquainted

School Environment

<u>Subjects</u>	<u>Verbs</u>	<u>Adjectives</u>	<u>Subjects</u>	<u>Incidental</u>	<u>Verbs</u>
ball	am	a	black	airplane	choose
boy	are	an	blue	balloon	erase
cafeteria	do(ing)	first	book	bell	get
chair	drink(ing)	her	bookshelf	blocks	give
children	dry(ing)	his	brown	boat	go
cookie	help	my	chalk	circle	have
desk	is	that	chalkboard	drum	like
door	play	the	clock	engine	put
friend	see	your	eraser	partner	show
game	sit(ing)		flag	triangle	stay
girl	stand(ing)		flowers	wheel	take
hand(s)	wash(ing)	<u>Adverb</u>	green		went
he			man	<u>Adjectives</u>	work
I		not	janitor		
line			light	all	<u>Incidental</u>
lunch	<u>Incidental</u>		office	big	
milk	ask		orange	few	pull
name	bounce		playground	little	push
paper	bring		principal	many	slide
paste	brush		puzzles	these	swing
partner	color		nurse	those	throw
pencil	come		record	one	turn
play	find		record player	two	
recess	go		red	three	
restroom	listen		rope	four	
room	wait		seesaw	five	
	walk		sidewalk	<u>Adverb</u>	
	wear		slide	where	

25/26/27

UNIT I: OUR SCHOOL

PERFORMANCE OBJECTIVES

The pupil will be able to

- return customary greetings and give appropriate answer when called by name
- use complete sentence for self-identification including both first and last names
- understand and follow commands of walk, sit, stand, go, and get
- answer questions in sentences using "here is," "there is," "that is," "we are," and "I see."
- identify twenty objects in the classroom
- use pronouns "he," "she," and "I" in sentences

as measured by teacher evaluation of performance and recorded on teacher revised check list:

INSTRUCTION

The teacher will model all responses and the pupil will answer first in unison, then by groups, and finally, individually. These structured sentences will be repeated daily until pattern is mastered, and proper responses become automatic.

BASIC SENTENCE PATTERNS

Teacher

Good morning boys and girls
How are you today?
(Teacher points to self)
My name is _____
What is your name?

Pupil

Good morning Mrs. _____
I am fine, thank you.
My name is _____
(Teacher models for each child)

Teacher

His name is Juan Garcia.
 What is his name?
 Her name is Maria Saenz.
 What is her name?
 Is Juan here?
 Juan, tell me, "I am here."
Maria

Continue until all have had a chance to answer. If pupil refuses to answer, do not insist but continue group practice until each individual gains confidence, and is able to respond.

We are at school.
 Where are we?
 The boys came to school.
 girls

Boys stand.
 (Motion with hands or assist boys to stand.)
 We will sing about the boys.
 (Sing Little Boys came to school today to tune of London Bridge.)
 Boys sit in your chairs.
 (Motion for the boys to sit)
 Girls, stand - (Repeat the song for the girls.)
 Girls sit.
 (Do not expect all of the pupils to respond but reinforce with praise for the group.)

This is our room.
 Here is the door.
 window
 chalkboard
 table
 chair
 rug
 desk

(Teacher walks to each object and touches it as she makes the statement.)

Pupil

His name is Juan Garcia.
 Her name is _____.
 Juan; I am here.
 Maria:

We are at school.
 The boys came to school
 girls

This is our room.
 (pupils repeat).

Teacher

Jose, walk to the door.
window
rug
desk

Boys, Point to the window. (demonstrate)
Girls clock
Lucia table

Stand, girls.
What are you doing?
Sit, girls.
What are you doing?
(Repeat "stand" and "sit" with boys.)
Luis, stand -

sit
What are you doing?
is he
she

What do you see? (point to object in
previous lesson)

Do you see the _____ ?

This is a book. What is this?
paper
paste

These are scissors.
crayons

(Place the small objects on the table)
Betty, go to the table.
Get the book.
paste
paper

Pupil

Here is the door.
window
rug
desk

There is the window.
clock
table

We are standing.

We are sitting.

Luis: I am standing.

Class: He is sitting.
She

I see the door.

clock
record player
book

Yes, I see the _____.
Here it is.
There

That is a book.
paper
paste

Those are scissors.
crayons

Betty: Here is the book.
paste
paper

Teacher

What does she have?
he

Go to the table.
Is the paste there?
book

Are the crayons there?
scissors
chalk

(Distribute the objects to several pupils)
Who has the pencil?
paper
eraser

Maria, do you have the book?

Pupil

She has the _____.
He

Yes, here is the paste.
No, it is not here.

I have the pencil.
Joe has

Yes, I have the book.
No, I don't have the book.

OUR SCHOOL

SUPPLEMENTARY DRILLS

The pupil will be able to participate in directed dialogue as measured by teacher observation.

INSTRUCTIONS

The teacher manipulates an animal puppet as she reinforces directed dialogue.

BASIC SENTENCE PATTERNS

Teacher

This is Jocko, the monkey.
Tell Jocko "Good Morning".
Ask Jocko how he feels.
I am fine, thank you.
How are you?
Ask Jocko if he likes school.
Yes, I like school.
Do you like school?
Ask Jocko what he likes to do.
I like to _____.
What do you like to do?

Pupil

Good morning, Jocko.
How are you, Jocko?
I am fine thank you.
Do you like school?
Yes, I like school.
What do you like to do?
I like to _____.

SCHOOL PERSONNEL

PERFORMANCE OBJECTIVES

The pupil will be able to:
. recognize 100% of the school personnel presented.
. locate independently the cafeteria, office, nurse's room, library, and rest rooms.
. tell two duties of each helper

as measured by teacher observation of pupil performance.

INSTRUCTIONS:

Obtain permission to tour the school and playground. Visit all parts of the school plant. Introduce the principal, nurse, librarian, maid, janitor, and cafeteria manager.

BASIC SENTENCE PATTERNS:Teacher

This is our school.
 This is _____ school.
 This is the cafeteria.
 We eat in the cafeteria.

(Continue with the same basic sentence pattern and include swings, seesaw, and other features on the playground.)

This is Mr. _____.
 He is our principal.
 He's

How do you do?

Who is this?

Who is he?
 What is he doing?
 He is working in the office.

Maria, ask Jaime what the principal is doing?

This is Mrs. _____.
 Miss

She is our school nurse.
 She's

Who is this?

What is her name?

Pupil

(Repeat)

How do you do?

He is _____.
 He's

He is our principal.
 He is working in the office.

Maria: Jaime, what is the principal doing?

How do you do?

She is our school nurse.

Her name is _____.

Teacher

The nurse is kind.
clean
our friend

The nurse helps us.
She is working in the health room.
What is she doing?

What color is her dress?
What color is her hair?

Maria, ask Gilberto if the school nurse is here.

This is _____.
He is our janitor.
custodian
He is tall.
big
nice
friendly

What is he doing?

Juan, ask Maria who this is.

David, ask Luis who is working in the school.

(Introduce other personnel as the teacher aide, cafeteria manager, librarian, maid, and safety patrol.)

Pupil

(Repeat)

She is working in the health room.
She's

Her dress is _____.
Her hair is _____.

Maria: Gilberto, is the nurse here?
Gilberto: The nurse is here.
is not
isn't

(Repeat)

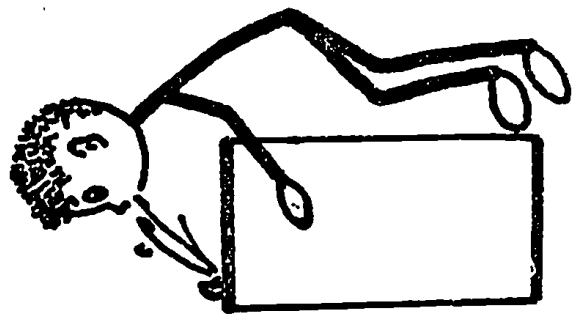
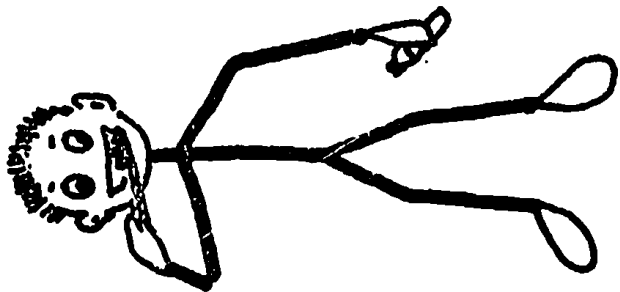
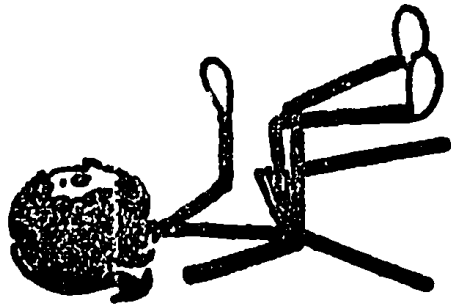
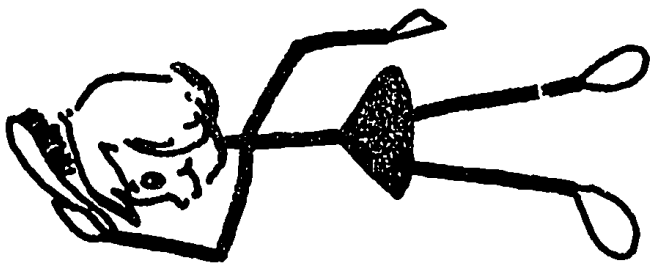
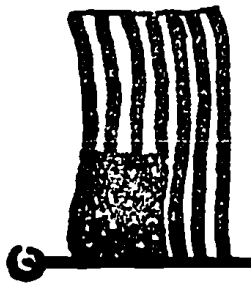
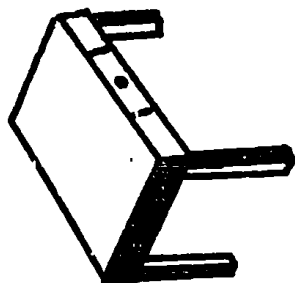
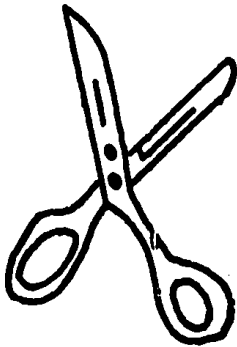
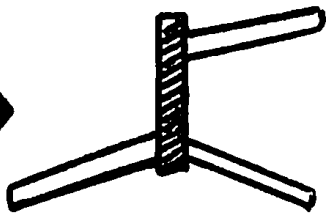
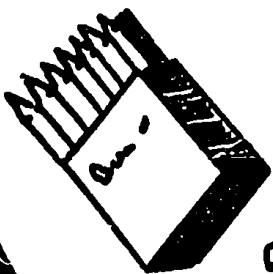
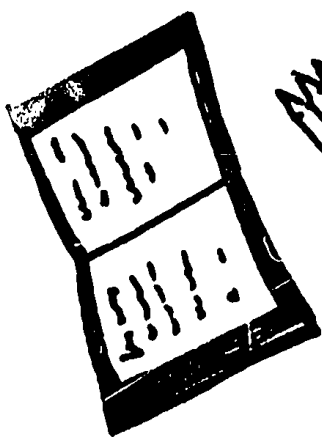
He is cleaning the room.
sweeping
washing the windows
cutting the grass
watering the grass

Juan: Maria, who is this?
Maria: That is the janitor.

David: Luis, who is working in the school?
Luis: The _____ works in the school.

UNIT I: MY SCHOOL

Pre Test and Post Test



INSTRUCTIONS

Check the following items:

- knows full name
- identifies objects
- interprets action, using correct verb form

UNIT I: OUR SCHOOL
Evaluative Check List

SCHOOL: _____ **TEACHER:** _____

	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pupil's Name
<u>Knows full name</u>											Pupil's Name
<u>Identifies objects*</u>											Pupil's Name
<u>Interprets action</u>											Pupil's Name
											Pupil's Name
											Pupil's Name
											Pupil's Name
											Pupil's Name
											Pupil's Name
											Pupil's Name
											Pupil's Name

6/10
Number right
Number tested



SUPPLEMENTARY MATERIALS

Songs

The First Grade Book
Ginn and Company

- a. "Good Morning" - page 6
Good morning, good morning,
Good morning to you!
Good morning, good morning,
Oh, how do you do?
Good morning, good morning,
I'm fine, how are you?
- b. "Can You Sing?" - page 4
Can you sing, can you sing,
Can you sing me a song?
I can sing, I can sing,
I can sing you a song.
- c. "Good Morning" - page 54
Good morning! Good morning!
You are very well, I see.
Good morning! Good morning!
Come walk along with me.
- d. "Good-bye to Everyone" - page 68
Good-bye! Good-bye!
For now the day is done.
Good-bye! Good-bye!
Good-bye to boys and girls!
- e. "Sing Me Your Name" - page 6
Sing me, sing me, sing me your name.
Marie, Marie, that is my name.

- f. "Look, Look" (Tune: "Skip to My Lou")

Look, look, look, for the boy (girl)
Look, look, look for the boy
Look, look, look, for the boy
Look and look and look.
I bounce, bounce the ball.
I bounce, bounce the ball.
I bounce the ball.

Substitute "words," "catch," "throw"

- g. "Getting Acquainted Song" (Tune: "Farmer in the Dell")

Hello, hello, hello.
Hello, hello, hello.
Before it's time for us to go,
It's you I want to know.

This same activity may be adapted to individual activity by changing the words, substituting "desk," "chair," "table," "window," etc.

(Tune: "Farmer in the Dell")

Juan walks to the door.
Yes, Juan walks to the door.
Heigh, ho, the merr-i-o.
Juan walks to the door.

Music for Early Childhood
Silver Burdett Company

Games

- h. "Good-bye Song" ---page 27
- Now we must all go home
Tell me good-bye and
I'll tell you good-bye and,
Then we'll all go home.
- i. "When We Go To Play" (Tune: The Mulberry Bush)
- What shall we take when we go to play,
Go to play, go to play?
What shall we take when we go to play
When we go to play?
We will take our bat and ball --- etc.
We will take our bicycles --- etc.
We will take our roller skates --- etc.
We will take our jumping ropes --- etc.
We will take our jacks and ball --- etc.
- Growing with Music
Prentice-Hall, Inc., Book 1
- j. "Five Little Chickadees" ---page 85
- k. Everybody Do Like Me (Tune: Mary Had a Little Lamb)
(Leader leads children in any
hand motions.)
- Everybody do like me,
Do like me, do like me.
Everybody do like me.
Do it just like me.
- a. Counting Balls
- Here's a ball (use thumb and
pointing finger on hand to
indicate ball)
And here's a ball (use thumb
and pointing finger on both
hands to indicate ball)
And a great big ball I see. (use
arms and hands to form large ball)
Shall we count them?
Are you ready?
One! Two! Three!
- b. Guess Who I Am
- The class stands in two lines with
backs to one another. The teacher
signals one person to step out of
his line and give three clues about
himself. The other line tries to
identify him.
- c. Have You Seen My Friend?
- Class forms a circle. The leader
asks a player, "Have you seen my
friend?" Player says, "What is
his name?" The leader answers,
"His name is _____" and the player
says, "Here is your friend, _____."

Games (Cont'd)**d. I Say Sit**

The class forms a circle. The leader gives a command, such as "sit down," "stand up," or "turn around." The class responds by doing what the leader says. The leader tries to confuse the class by doing the opposite.

Teacher Ball

In a group of ten children, one pupil stands about six feet from the others who are in a line facing him. He is called "The Teacher." "The Teacher" bounces the ball to the first pupil in the line to his left, saying, "Catch the ball, Ricky." Ricky bounces the ball back to "The Teacher," saying "Catch the ball, Teacher." "The Teacher" continues until all have had a turn and then gives the ball to the first in line who becomes "The Teacher." The first "Teacher" goes to the end of the line.

ACTIVITIES

Provide a full length mirror for determining self identification as portrayed by

- . color of hair
- . identifiable features
- . size
- . family resemblance
- . cleanliness

If possible, take pictures of children engaged in classroom activities and use for class discussions.

Use puppets designated as the principal, school nurse, cafeteria manager, and other school personnel to dramatize their duties in the school.

Take trips around the school to the office, cafeteria manager, and nurse's office.

Role play cafeteria manager or nurse in housekeeping center.

Provide each child with a toothbrush and supervise tooth brushing.

Show the prepared slides before and after field trips and use as a basis for conversation.

Use filmstrips or posters showing children in classroom situations. Elicit statements from the children, pertaining to activities portrayed.

CONTINUING ACTIVITIES FOR CLASSROOM ROUTINE

These activities will be used throughout the year and will be enlarged as the pupils vocabulary becomes more extensive.

PERFORMANCE OBJECTIVES

The pupil will be able to:

- . use the proper vocabulary in classroom situations
- . identify articles needed for cleanliness in the classroom
- . perform the tasks necessary for smooth classroom routine as measured by teacher observation.

BASIC SENTENCE PATTERNS

Teacher

It is time for a snack.
It's lunch

I will wash my hands.
I'll (demonstrating)
What am I doing?

I am drying my hands.
I'm (demonstrating)
What am I doing?

I am drying my hands.
I'm (demonstrating)
What am I doing?

Pupil

You are washing your hands.
You're

You are washing your hands.
You're

You are drying your hands.
You're

Teacher

Pedro, wash your hands.
Janie
(command)

What is Pedro doing?
Janie

Put the paper towel in wastebasket.

Maria, wash your hands.

(Continue using this pattern until all have washed and dried their hands.)

These are napkins.
What are these?

I will pass the napkins.
What did I do?

This is milk.
What is this?
What's

This is your milk.
straw
cookie

What is this?
What's

Put your milk carton, napkins,
and straws in the basket

or

Pablo, pass the basket. Put
your milk cartons, straws,
and napkins in the basket.

Pupil

He is washing his hands.
She's her

I put the paper towel in the wastebasket.

I'm washing my hands.

Those are napkins.

You passed the napkins.

This is milk.
That's

Thank you.
(repeat)
(repeat)

This is milk.
a straw
These are cookies.

Teacher

It is time to go to lunch.
It's
Let's wash our hands.

(Use sentence pattern for washing hands.)

It is time for rest.
It's
Go to your _____ Maria.

Lie down on your _____.
OR
Put your head down.

Close your eyes.
Be very quiet.

It is time for a story.
It's
Let's get in a circle.
sit
It is time to go home.
It's

(Teacher phrases her directions
each day using consistent sentence
patterns with appropriate demonstrations.)

Pupil

(Repeat)

I will go to my _____.
I'll

I will put my head down.
I'll
I will close my eyes.
I'll
I am resting.
I'm quiet.

(repeat)

(Pupils respond to instruction and
demonstrate individually and in groups.)

CONTINUING ACTIVITIES FOR HEALTH

Continuing activities for health are activities that will be introduced in the first unit. The teacher will be responsible for expanding this unit throughout the year as the need arises.

INSTRUCTIONS:

Pantomime procedures for washing hands and face, brushing teeth, and combing hair. Class pantomimes teacher's actions repeating basic sentence patterns. If possible, have each child bring a wash cloth, toothbrush, toothpaste, and comb, and actually perform these operations every morning. The teacher's aide assists.

BASIC SENTENCE PATTERNS:Teacher

I'm washing my hands. (Pantomime)

What am I doing?

I'm washing my hands with soap.

What am I doing?

I'm washing my hands with soap and water.

I'm drying my hands.

I'm drying my hands with a paper towel.

I put the paper towel in the basket.

My hands are clean.

I put soap on my wash cloth.

I'm washing my face with soap.

What am I doing?

I'm drying my face.

What am I doing?

My face is clean.

This is my toothbrush.

This is toothpaste. (put toothpaste on toothbrush)

I'm brushing my teeth.

The brush goes up and down.

My teeth are clean.

Pupil

You're washing your hands.

You're washing your hands with soap.

(Continue using this procedure.)

Teacher

This is a comb.
I'm combing my hair.
My hair is combed.

I'm going to the restroom.
I'm flushing the commode.
I'm washing my hands.
I'm drying my hands.
I'm putting the paper towel in the basket.
My hands are clean.

This is the fountain.
I'm drinking water.
(Stress the importance of not putting
mouth on fountain.)

I'm sneezing.
(Stress the importance of covering mouth
with hand.)

I covered my mouth.

I'm coughing.

I blew my nose.

I used my handkerchief.

Pupil

(Repeat sentence pattern and reproduce
teacher's actions.)

(Repeat individually as the need arises.)

46

CONTINUING ACTIVITIES FOR LEARNING CENTERS

PERFORMANCE OBJECTIVES

The pupil will be able to

- make a verbal choice of activities
- care for equipment and use supplies properly
- replace materials
- use meaningful vocabulary

as measured by teacher observation and recorded on check list.

INSTRUCTIONS

The teacher will take a small group of pupils to the library center and model sentence patterns to describe procedures for utilizing materials and equipment.

BASIC SENTENCE PATTERNS

Teacher

This is our class library.
We have pretty books.
We may sit at the table.
We may look at the books.
We will turn the pages carefully. (Demonstrate)
We will put the books on the shelf.

This is a record.
record player
We will listen to the record.
We will hear a story.
This is a tape recorder.
We can tell a story.
hear ourselves
Listen carefully.

This is our science center.
What do you see?
What is this?
What is it for?

Pupil

(Repeat)

(Repeat)
I see a _____.
That is a _____.
(Answers will vary.)

Teacher

How does it feel?

Is it hard?

soft

warm

cold

rough

smooth

Where did it come from?

(As the science table will be changed very often, these questions will of necessity, vary. The center should contain an aquarium, animal cage, insect, magnet, rock and shell collections.)

Where did rocks come from?

shells

nests

eggs

(Encourage pupil to try to supply the answer)

47

This is a magnet.

magnifying glass

telescope

battery

flashlight

This is a magnet.

magnifying glass

telescope

battery

flashlight

What can it do?

Let's see what it will do? (demonstrate)

You may use this.

(Indicate aquarium, terrarium, and animals or plants in classroom. Utilize sentence patterns to stress importance of proper care.)

This is an aquarium.

a terrarium

an animal home

a cage

a plant

This is an aquarium.

a terrarium

an animal home

a cage

a plant

Teacher

What do the fish need?
 plants
 animals

How do fish move?
 the animals

(The teacher should use the question method to help the child develop the ability to make observations of his own)

Do the fish have teeth?
 How does the turtle feel?
 How many feet does the _____ have?
 What color are the bird's feathers?

(The teacher or teacher aide should encourage conversation by observing and questioning while the pupil works.)

This is the block center.
 You may play here.
 What can you make?
 Would you like to make a _____?

Find another block like this one.
 Which block ~~is~~ longer?
 Do these look alike?
 Is it too long?
 short
 Could you use this?

(provide some toy that might give direction to building, such as cars and trucks to suggest garages or streets, people or animals to suggest homes or cages.)

Pupil

They need food.
 air
 water

The fish swim.
 They walk
 crawl
 fly
 (answers will vary)

I can make a _____.
 Yes, I can.
 No, I can't.

HOUSEKEEPING CENTER (Continuing Activities)

PERFORMANCE OBJECTIVES:

The pupil will be able to:

- express creativity in role-playing situations
 - replace materials and/or supplies at close of work-play period
- as measured by teacher observation.

INSTRUCTIONS:

The center provides for free, spontaneous play conducive to encouragement of language and communication. The teacher initiates pupils into free play activity. The pupils need active guidance to begin using work-play materials. The teacher or aide takes an active part talking with the pupils about the materials and how they can be used. A home environment is provided in this center. There should be a play table and chairs, refrigerator, stove, cabinet, sink, dishes, pots and pans, silverware, iron, ironing board, doll bed with blanket, spread and pillow, broom, mop, carpet sweeper, dolls, doll clothes, doll buggy, rocking chair, dress up clothes for both boys and girls.

BASIC SENTENCE PATTERNS

Teacher

This is our house.
A family can live here.
What can mother do?
Mother can cook.
 wash the clothes
 feed the baby

Maria, are you the mother?
A father lives here--
What can father do?
Father can wash the car.
 buy groceries
 help mother

Juan, are you the father?

Pupil

(Repeat)

Maria: Yes, I am the mother.

(Repeat)

Juan: Yes, I am the father.

Teacher

There are children in the family.

Pepe, will you be the brother?

Norma, will you be the sister?

The baby is crying.

Norma, will you rock the baby?

(Teacher continues the dialogue bringing other family members and relatives (grandmother, aunt) into the play situation.)

Here is the sink.

We can wash our dishes here.

It may be necessary for the teacher to initiate role-playing situations until the children participate freely.

Suggested roles for teacher:

a neighbor

a relative

a playmate of the children

This home center may be converted by the pupils into a:

hospital

cafe

beauty shop

picnic outing

birthday party

Pupil

Pepe: I will be the brother.

Norma: I will be the sister.

The baby is crying.

Norma: I will rock the baby.

Here is the sink.

We can wash our dishes here.

It may be necessary for the teacher to initiate role-playing situations until the children participate freely.

CONTINUING ACTIVITIES FOR WOODWORKING CENTER

INSTRUCTIONS

The woodworking center must be closely supervised. Only one or two at a time work.

BASIC SENTENCE PATTERNS

Teacher

This is a hammer.

saw

plane

brace

bit

nail

Pupil

(Repeat)

How will you use the _____ ?
Would you like to saw the board?
What can you make?
What does it do?

(Answers will vary.)

(The teacher or teacher aide asks questions and makes comments that lead the pupil to verbalize his actions.)

The same procedure should be used at the sand table or with water play. Accessories should be changed often to stimulate thought and imagination. For the sand table, use molds, toy animals, fences, sand toys, sifters, dump trucks. Keep the sand moist.

For water play, use water wheels, funnels, tin cans, toy board, magnetic fish poles.

In the center, stress the importance of putting each toy or piece of equipment in its proper place at the end of the play period.

CONTINUING ACTIVITIES FOR FIELD TRIPS

PERFORMANCE OBJECTIVES

- The pupil will be able to
- . describe places visited
 - . enumerate objects observed

INSTRUCTIONS

- . Parent permission must be obtained in written form.
- . Notify parents of the place to be visited, the means of transportation to be used, and the time of departure and expected return.
- . Plan field trips to extend and enrich classroom oriented experiences.
- . Show filmstrips of proposed field trip before and after the field trip.
- . Review pertinent vocabulary for use enroute and at destination of trip.
- . Organize behavioral patterns such as, choosing partners or dividing into groups under supervision of specific aide.
- . Outline only procedures that are necessary for facilitating project.

BASIC SENTENCE PATTERNS

Teacher

Pupil

Let's pretend.

If we look out of the window of the bus as we ride, what will we see?

We will see trees.
grass
houses
cars

What color is the tree?

house
car

The tree is green.
house white
car red

How many wheels will the car have?

It will have four wheels.

How many leaves will the tree have?

There will be many leaves on the tree.

Will we see people?

(Describe people.)

Teacher

What will the people be doing?

What other things will we see?

What will we hear?

What will we smell?

What will we feel?

Pupil

They will be walking.
standing
working
talking

We will see streets
stop signs
fences
cars
buses
airplanes
boats

We will hear cars.
buses
airplanes
boats

We will hear people talking.
birds singing

We will smell smoke.
gasoline
flowers

We will feel the wind.
sun
bus seat
window
bus moving

CONTINUING ACTIVITIES FOR LEARNING COLORS

PERFORMANCE OBJECTIVES

- The pupil will be able to
- . recognize the colors of objects
- . use color words in proper sequence in sentences
- . classify objects by color

(Continuing activities for teaching color will be introduced in the first unit. The teacher will be responsible for expanding this unit throughout the year as the need arises.)

INSTRUCTIONS:

The procedure used to introduce a specific color appears informal but is in reality highly structured. The particular color being taught is repeated in as many places in the classroom as possible. Color concepts are emphasized in all daily activities, and color consciousness is stressed in all experiences. Introduce all colors in the same manner, and repeat the same basic sentence pattern.

BASIC SENTENCE PATTERNS:

Teacher

This is a red apple.
ball
toy
balloon
dress
color

Find the red _____.
Bring
Show

Jose, ask Anita to find this color.
bring
show

Pedro, ask Juan to find something red.

What do we eat that is red?
that's

What do we wear that is red?
that's

Pupil

That is a red apple.
That's ball
toy
balloon
dress
color

This is the red _____.
Here

Jose: Anita, find the _____ color.
Anita: This is the _____ color.
Here is

Pedro: Juan, find a red _____.
Juan: Here is a red _____.
Here's

We eat tomatoes,
apples
radishes

We wear red socks.
dresses
shirts
shoes

CONTINUING ACTIVITIES FOR DEVELOPING MATHEMATICAL CONCEPTS

PERFORMANCE OBJECTIVES

The pupil will be able to:

- count objects or children to ten
- make one to one correspondence
- use ordinals through fourth.

as observed and recorded on the check list.

INSTRUCTIONS:

Building a foundation for number concepts should be considered a part of every daily schdeule. Numerical experiences are included only as needed in the classroom.

BASIC SENTENCE PATTERNS:

Teacher

We will go to the playground.
cafeteria
restroom
bus

Pupil

(repeat)

Make one line.

We will go one by one.

We will get a partner.

We will walk two by two.

_____ will be first.

_____ will be last.

_____, give everyone a napkin, (repeat)

a cookie

a straw

milk

This is a big ball.

little

Let's bounce the ball.

One, two, three, ----

Teacher

You bounce the ball.

You caught it once.
missed twice

How many boys are here?
girls

How many do you need?
Do you have enough?

How many more are there?

Are there more blocks in this set?
less toys

Which set has more?
less

Pupil

I bounced the ball.
One, two,

There are _____ boys.
girls

I need _____.

There are _____ more.

There are _____.

(indicate)



TEACHING SHAPES

Vocabulary:

circle
square

triangle
rectangle

before
after
between

PERFORMANCE OBJECTIVES

The pupil will be able to recognize the shapes - circle, square, triangle, and rectangle.

INSTRUCTIONS

Make a set of each shape in the basic colors. Mount on sticks. Distribute to the class.

Teacher:

"We will have a parade. The red square may be first." (Give similar commands until all are in line. March then stand in place.)

Teacher

Where is the _____ circle?

What comes before the _____ ?

What is between the _____ square and the _____ circle?

Pupil

It is after the _____.

The _____ comes before.

The _____ is between.

(Put objects of various shapes on a table. Blindfold child and let him identify shapes of objects by feel.)

58

CONTINUING ACTIVITIES FOR PATRIOTISM

PERFORMANCE OBJECTIVES:

The pupil will be able to:

- say the pledge of allegiance
- recognize the national anthem
- use the right hand in salute
- describe the American flag
- sing patriotic songs

as measured by teacher observation of pupil performance.

INSTRUCTIONS:

The teaching of patriotism begins the first day of school and should be considered a continuing activity. Emphasis is placed upon the meaning of the Pledge of Allegiance, the flag, the salute, and the colors of the flag.

BASIC SENTENCE PATTERNS: (For sample lesson)

Teacher

We are Americans.
We live in America.
We love our country.

This is our flag.
It is the flag of our country.
It's
It is red, white, and blue.
It's

What is this?
What's
What color is it?

These are the stripes.
What are these?

Pupil

(repeat)

It is our flag.
It's
It is red, white, and blue.
It's
They are stripes.
They're

Teacher

What color are the stripes?

What color is this part of the flag?
(indicate blue field)

These are stars.
There are many stars in our flag.
What are these?

Let's salute the flag.
stand.

Put your right hand over your heart.

(Discuss meaning of words.)

I pledge allegiance to the flag
of the United States of America
and to the republic for which
it stands, one nation, under God,
indivisible, with liberty, and
justice for all.

This is our national anthem.
(Play record of national anthem)
We stand when it is played.

We love our country.
We love America.
We must show we love our country.
Do you know how we can show we love our country?
(If no response, give the children some ideas)
We must obey the laws.
We must come to school everyday.
We must try to do our very best at work and play.
We must be clean.
We must keep our home and city clean.

(Continue adding to this list each day or week.)

Pupil

They are red and white.
They're

It is blue.
It's

They are stars.

(repeat)

(repeat)

(repeat)

CONTINUING ACTIVITY FOR TEACHING SAFETY

PERFORMANCE OBJECTIVES

The pupil will be able to:

- recognize red, yellow, and green traffic lights and the meaning of these signals.

INSTRUCTIONS:

Use traffic light model.

BASIC SENTENCE PATTERNS:

Teacher

This is the traffic light.
What is this?

Where do you see a traffic light?

This light is red.
It tells us to stop.
What color is this light?
What does the light tell us?

This is a yellow light.
It tells us to wait.
What color is this light?
What does it tell us?

This is the green light.
It tells us to go.
We can cross the street.
What color is this light?
What does it tell us?
Can we cross the street now?

(Play traffic light game)

Maria, ask Mable what traffic light tells us to stop.

Pupil

That is a traffic light.
We see it in the street.
on the corner

It's a red light.
It tells us to stop.

It's a yellow light.
It tells us to wait.

It's a green light.
It tells us to go.
Yes, we can cross now.

Maria: What light tells us to stop?
Mable: The red light tells us to stop.

Teacher

John, ask Fred if the yellow light tells us to go.

Angie, ask Lola when we cross the street.

Take children to a street corner or show pictures that illustrate safe crossing in the street.

I stop at the corner.

I stop before I cross the street.

I look before I cross.

I look for cars.

trucks

buses

I don't cross if I see a car.

truck

bus

motorcycle

I don't run into the street.

I'm careful.

I don't run in front of a car.

truck

bus

motorcycle

Where do you cross the street?

When do you cross the street?

(The following are other safety concepts that will be presented as the occasion arises.)

Stay on the swing until it stops.

Stay on the see-saw until it stops.

We do not push children down the steps.

Watch when you walk by the swing.

Stay away from a moving see-saw.

Pupil

John: Does the yellow light tell us to go?

Fred: No, the yellow light tells us to wait.

Angie: When do we cross the street?

Lola: We cross the street when the light is green.

(repeat)

(repeat)

I cross at the corner.

crossing

I cross the street when the light is green.

I cross the street when the patrol boy tells me to cross. I cross the street when no traffic is coming.

Teacher

Knives are sharp.
Knives cut.

Matches are not toys.
Matches start fires.

Do not walk with scissors or pencils pointed toward you.

Swim in a safe place.
Only one child rides on a bicycle.

Play in a safe place.
Participate in fire drills.
Do not play with strange animals.
Do not talk to strangers.

RELATED ACTIVITIES

Make Stop Sign and Traffic Lights

Distribute pieces of posterboard and display a pictured model of stop signs and traffic lights. The class is to reproduce by coloring or painting with tempers, their own facsimiles. Both sides of the posterboard are used; one side for the green light and the other for red. Stop signs are made in like manner. After these are cut out, the teacher and aide thumb tack them to short doweling pieces and mount in clay bases made by the children. These signs are used by the children in play.

CONTINUING ACTIVITY FOR TEACHING HEALTH

INSTRUCTIONS

Display pictures of children who are ill. If possible, use pictures illustrating children coughing and sneezing. Also display pictures of doctors, nurses, druggists, and dentists.

BASIC SENTENCE PATTERNS:

Teacher

(Teacher coughs and covers mouth)

I am coughing.
I'm
What am I doing?

Did I cover my mouth?
When you cough, always cover your mouth.
What do you do when you cough?
Always?

(Teacher sneezes and covers her mouth)

I am sneezing.
I'm
What am I doing?

Did I cover my mouth?
we always cover our mouth when we sneeze.

What do we do when we sneeze?
Always?

When we sneeze and cough, we are sick. We have a cold.
Are we sick when we cough and sneeze?

Do you have a cold?

We do not like to be sick.
We need a doctor when we are sick.

Pupil

You are coughing.
You're

Yes, you covered your mouth.
We cover our mouth.

You are sneezing.
You're
Yes, you covered your mouth.

We cover our mouth.

Yes, we are sick.

I have a cold.
No, I don't
you don't

Teacher

(Show pictures of a doctor)

This is a doctor.

Who is this?

The doctor is our friend.

Is the doctor our friend?

When we are sick, we go to a doctor.

When do we go to the doctor?

The doctor gives us shots.
nurse

The shots make us well again.

Who gives us shots?

Why do they give us shots?

The doctor tells us to take medicine.

He writes the name of the medicine on paper.

We take this paper to the druggist. We get
the medicine from the druggist.

This is a druggist. (Show picture)

Who is this?

What do we get from the druggist?

Will the medicine help us?

(Show picture of a dentist)

This is a doctor too.

He takes care of our teeth.

We call this doctor a dentist.

(place pictures on chalkboard ledge or chart rack.)

64
Pupil

That is a doctor.

Yes, the doctor is our friend.

We go to the doctor when we are sick.

(repeat)

The doctor gives us shots.
nurse

They give us shots to make us well.

This is the druggist.

That

We get medicine

Yes, it will help us to get well again.

Teacher

Eat a variety of food.

Exercise every day.

Stand up straight.

Stay at home when you are sick.

Do not put objects in your ears or nose.

Bathe often.

Do not eat candy between meals.

Pupil

CONTINUING ACTIVITIES TO REINFORCE VERB FORMS

PERFORMANCE OBJECTIVES:

The child will be able to:

- use the past tense of verb correctly in answering questions.

Evaluation will be made by teacher observation and recorded on evaluative check list.

INSTRUCTIONS:

The teacher will show a prepared chart containing pictures that would be applicable. The pictures should always be "read" from left to right.

BASIC SENTENCE PATTERNS:

Teacher

Pupil

What did you see? (Teacher covers the picture)

I saw a dog,
cat
cow

Where did you go?

I went to school,
church
the store
town
the show

What did you hear?

I heard a horn,
telephone
bell
bird

What did you lose?

I lost my nickel,
purse
hat
pencil

What did you find?

I found a dollar,
penny
nickel
dime

Teacher

What did you buy?

What did you get?

What did you bring?

What did you wear?

Pupil

I bought candy.
cookies
ice cream
apples

I got _____.

I brought my ball.
bat
doll

I wore my new shoes.
suit
hat
dress
coat

PERFORMANCE OBJECTIVES

The child will be able to:

- use the prepositions in answer to questions about position
- make positive and negative statements using singular and plural subjects
- use contractions isn't and aren't as measured by teacher observation and recorded on checklist.

INSTRUCTIONS

Place toys in singular and plural sets in various positions to illustrate on, in, under, over, behind, between, and in front.

BASIC SENTENCE PATTERNS

Teacher

(Indicate one toy)
Where is the ball?
drum
doll

_____, get the car.
Put it in the box.
on the table
under the box
beside the chair

Class, where did he put the car?

(Draw a chalk square or circle on the floor)

Maria, stand in the circle.
square
behind Maria
in front of _____
beside _____
on the other side of _____

Where is Maria?

Where is _____.

Pupil

The ball is on the table.
under chair
by box
in house

(Pupil follows teacher's instructions.)

He put it in the box.
on the table
under the box
beside the chair

She is in the circle.
between _____ and _____
He is beside _____.

CONTINUING ACTIVITIES TO DEVELOP MOTOR SKILLS

PERFORMANCE OBJECTIVES

The pupil will be able to:

- complete simple puzzles
- string beads forming designs
- place pegs in design on a peg board
- cut and paste pictures as directed
- produce recognizable art work

as observed and recorded on check list.

INSTRUCTIONS

The teacher and teacher aide will observe the pupil as he performs tasks involving eye-hand coordination. At stated intervals, the pupil's progress will be measured by teacher observation and recorded on the check list.

EVALUATIVE CHECKLIST

School: _____ Pupil's Name: _____

Teacher: _____ Date: _____

Prepositions	Repeats in Basic Pattern	Demonstrates Concept of Meaning	Uses Correctly in Social Situations	Remarks
on*				
in				
over				
behind				

* This is a sample evaluative checklist. Teacher will compile list of words to be tested and add to form.



UNIT II - MY FAMILY AND MY HOME

Science

Common Expressions (to be taught as needed)

Drill:

Subjects

electricity
light switch
toaster
star
moon

are you listening?
turn around
cut the grass
keep clean
have fun
visit with friends
go to bed
wash the dishes
wake up
make a cake
water the lawn
listen to the radio
watch T.V.
set the table
play the piano
get dressed
put on
go to sleep
build a house
brings the mail

blow (your nose)
brush (your teeth)
comb (your hair)
move (your feet)
nod (your head)
raise (your arm)
stretch (your arms)
swing (your leg)
take (a bath)
wash (your face)
wave (your hand)

"pretty" not "purity"
"mouth" not "mouse"
"teeth" not "tease"
"live" not "leave"
"ten" not "tin"

Materials

Pictures or
Objects

Transparencies

A. My Family

baby	Farmer in the Dell	"Bye Baby Bunting"	"The Three Bears"
back yard	What Do We Need?	"Little Jack Horner"	"Little Red Riding Hood"
bathroom	Looby Lou	"Fascinating Finger Fun"*	"The Three Pigs"
bath tub	Cleaning Your Yard*	"Two Little Blackbirds"*	"Snow White and the Seven Dwarfs"
bed	Lost and Found*	"The Family"*	"The Gingerbread Boy"
bedroom	Mulberry Bush (Substitute wash the Clothes)	"Mary, Mary Quite Contrary"	Filmstrips
bowl	Simon Says: Ring A Ring O'Roses (Rind Around a Rosy) Moving Van*	"Rock-A-Bye Baby"	F-359 Fun on a Picnic
broom	*See Supplementary Materials	"The Queen of Hearts"	
chair	<u>Songs</u>	"Wee Willie Winkle"	
clothes line	Our House*	"Jack and Jill"	
coffee pot	Thumbkins*	*See Supplementary Materials	
commode	Put Your Finger on*		
cup			
cupboard			
dining room			
dish pan			
dishes			
dish towel			
fire			
flowers			
flower bed			
fork			
front yard			
hoe			
house			
iron			

Continued - Materials

Pictures or Objects	Transparencies	Filmstrips
ironing board	B. <u>Our Home</u>	"Jack Be Nimble"*
kitchen	Yard scene with family	F-1103 Homes in the City
knife	Opening and closing doors and windows	<u>Songs</u>
lamp	Six pictures working and playing at home	<u>Songs for Our Small World, Just Like Me, page 37</u>
lawn mower	Child Sleeping	
lavatory	Boy Playing at home	
living room	Working and playing at home	
matches	Girl and Boy Outdoor Activities at Home	
mattress	Day and Night Over view of Home	
mirror		Field Trip: Visit a home
mop		
napkin		
needle		
oven		
pan		
pillow		
piano		
picture		
pitcher		
plate		
radio		
rake		
rocking chair		
roof		
rug		
saucer		
shade		
sheet		

Continued - Materials

Pictures or Objects Transparencies

shelf	Livingroom
sink	Bedroom
sofa	Kitchen
spoon	Dining Area
stove	
television	
thimble	
thread	
toilet paper	
tree	
vase	
wall	

MY FAMILY AND MY HOME
EVALUATION CHECKLIST

INSTRUCTIONS:

Display picture of family members and check number of questions pupils answer correctly on devised check list.

Family Members

- 1. Who is this? (Father)
- 2. Who is this? (Mother)
- 3. Who is this? (Sister)
- 4. Who is this? (Brother)
- 5. Who is this? (Baby)

Comparative size

- 1. Who is smaller than father? (answers vary)
- 2. Is mother larger than sister? (Yes)
- 3. Who is the smallest one? (Baby)
- 4. Who is the tallest in the family? (Father)

Parts of body

Instruction: Display face of father, entire figure of brother.

- 1. Show me father's eyes.
- 2. Show me father's nose.
- 3. Show me father's ears.
- 4. Show me father's hair.
- 5. Where are brother's legs?
- 6. Where are brother's hands?

Chores of Family

Instruction: Display picture of family members..

- 1. Who mows the grass? (answers vary)
- 2. Who rocks the baby?
- 3. Who washes the clothes?
- 4. Who takes out the trash?
- 5. Who washes the dishes?

Rooms of the house

Instructions: Display living room, dining room, kitchen, bedroom, and bathroom.

1. Where does the stove belong that mother uses to cook our food?
2. Where does the sofa belong?
3. Where is the tablecloth?
4. Where is the mattress?
5. Where is the lavatory?
6. Where is the refrigerator?
7. Where do we put the plates?

Unit 2 Our Home and Our Family

	Pre	Post	Pre	Post
Identify Family Members*				
Comparative size				
Parts of the body				
Chores of the family				
Rooms of house				

MY FAMILY AND MY HOME - FAMILY MEMBERS

PERFORMANCE OBJECTIVES

The pupil will be able to use complete sentences in

- identifying family members as measured by use of puppets depicting family in dramatizing song "Where is Father?"
- describing family members as to comparative size as measured by verbal description of pictures
- identifying parts of body in relation to family members as measured by teacher observation during show and tell activities.

INSTRUCTIONS

Display individual rubber, plastic, cardboard or plywood family figures.

Show pictures of different types and sizes of families.

BASIC SENTENCE PATTERNS

Teacher

This is a family.
the father. (indicate)

Who is this?
This is the mother.
sister
baby

Is this the mother?
(Indicate picture of a father.)

Is this the mother?
(Indicate picture of a mother.)

(Continue this pattern with other members of the family. Place family figures in a row.)

Father is tall. (Indicate)
Is father tall?

Pupil

(Repeat)
That is the father.

This
That is the mother.
sister
baby

No, that is not the mother.
That is the father.

Yes, that is the mother.

(Repeat)
Yes, father is tall.

Teacher

Father is taller than mother.
Is Father taller?

Mother is shorter than father. (Indicate)

Is mother taller than father?

Is the brother big?
(Hold figures of baby and brother for comparison)

Is the baby little?

Is the baby bigger than the brother?
(Hold figures of baby and sister for comparison)

Is the sister big?
little

(Use pictures of babies)
Is the baby happy?
crying

Is the baby happy?
(Show pictures that illustrate)

(Be familiar with the child's background to avoid embarrassing him.)

What is your father's name?
What's

- mother's
- sisters'
- sisters'
- brother's
- brothers'
- baby's

Is the baby a boy or a girl?

Pupil

Yes, father is taller.

(Repeat)

No, mother is shorter than father.

Yes, he is big.

Yes, the baby is little.

No, the baby is smaller than the brother.

Yes, she is big.
No

Yes, the baby is happy.
crying

No, the baby is not happy.

My father's name is _____.
His

My mother's name is _____.
Her

- sister's name is _____
- brother's name is _____
- brothers' names are _____
- baby's name is _____

The baby is a boy
girl

Teacher

Are you the baby in your family?

Jose, ask Elena her father's name.

Juana, ask Elias if father is big.

Elvira, ask Rey if baby can walk.

Nora, ask Elio, if he has any brothers.

Teresa, ask Jose how many sisters he has.

Where does you father work?
mother

Do you help mother?

Do you help father?

Pupil

I am the baby.
am not

Jose: What is your father's name?
Elena: My father's name is _____.

Juana: Elias, is father big?
Elias: Yes, he is big.
father

Elvira: Rey, can baby walk?
Rey: Yes, baby can walk.
No.

Nora: Do you have any brothers?
Elio: Yes, I have brothers.
I have any brothers..

Teresa: How many sisters do you have?
Jose: I have _____ sisters.

He works _____.
She

Yes, I help mother.
wash dishes
run errands
take care of the baby

Yes, I help father.
cut the grass
wash the car
take the trash outside

PARTS OF THE BODY

INSTRUCTIONS

Relate vocabulary for parts of the body to other members of the family.

Use same basic sentence patterns.

BASIC SENTENCE PATTERNS

Teacher

These are my eyes.

This is my nose.

mouth

teeth

This is my face.

head

hair

I have two eyes.

I can see with my eyes.

shut

open

Jose, look at Maria's eyes.

What color are they?

Lupe, ask Sylvia the color of her eyes.

What can you do with your eyes?

What are these?

(point to eyes)

How many are there?

What color are they?

Pupil

(Repeat)

(Repeat)

I have two eyes.

can see with my eyes.

shut

open

Jose: They're brown.

Lupe: Sylvia, what color are your eyes?

Sylvia: My eyes are brown.

I can see

wink

open my eyes

shut

They are eyes.

There are two eyes.

They're _____.

Teacher

Show me your hands.
How many hands do you have?
What can you do with your hands?

Pupil

These are my hands.
I have two hands.
I can clap my hands.
shake
roll
wave

(Continue this procedure with other parts of the body. Display pictures of faces for family members.)

Show us the father's face.

This is the father's face.

Show us the baby's eyes.

These are the baby's eyes.

Show us the mother's hair.

This is the mother's hair.

Is the mother's hair long?

No, the mother's hair is short.

Juan, tell Lola to show us the brother's legs.

Juan: Lola, show us the brother's legs.

Gloria, ask Josefa if she can see the sister's ears.

Lola: These are the brother's legs.

Gloria: Can you see the sister's ears?

Josefa: No, I can't see her ears.

(Continue these patterns asking similar questions, using the basic vocabulary for parts of the body and members of the family.)

OUTSIDE THE HOMEPERFORMANCE OBJECTIVE

The pupil will be able to use complete sentences in repeating home address as directed by teacher measured by playing of game "Lost and Found."

INSTRUCTIONS

Show pictures of different types of homes, including of the house, the front yard and the back yard. Obtain address of each pupil to assist pupil in answering, "Where do you live?"

BASIC SENTENCE PATTERNS:Teacher

We have talked about our families.
Now we will talk about the houses we live in.
We will talk about our homes.

This is a house.
It is someone's home.

A family lives here.
Who lives here?

Where do you live?

Do you live near?
far?

This is the garage.
carport

This is the roof.
mailbox
yard
grass

These are the trees.
These are the beautiful flowers.
The yard has trees.
grass.
flowers

What color is this house?
How many doors do you see?
How many windows do you see?

Pupil

That's a house.
It's someone's home.

A family lives here.

I live at _____
Pupil's address

I live near.
far.

This is the garage.
carport

(repeat)

(Pupil's answer in complete sentences
using basic sentence patterns.)

INSIDE THE HOME

PERFORMANCE OBJECTIVES

The pupil will be able to use complete sentences in :

- enumerating chores performed by individual family members
- describing tactile experiences with household materials as measured by show and tell activity.

The pupil will be able to use complete sentences in identifying rooms of house and functions of furnishings and measured in games of "Moving Van" - (moving doll house furniture in large truck and identifying each piece as it is unloaded and placed in room where it belongs.) Evaluation of the above objectives will be recorded on a teacher devised checklist.

THE LIVING ROOM

INSTRUCTIONS:

Display pictures illustrating several different types of living rooms. Demonstrate with toy furniture and transparencies.

BASIC SENTENCE PATTERNS:

Teacher

This is the living room. We do not play in the living room. When friends come to our house, they sit and talk in the living room.

This is the living room.

sofa

rug

radio

television

piano

table lamp

floor lamp

These are the curtains

What is this? (point to the picture of a living room or the furniture there.)

What color is the _____?

Where do you sit?

What is on the floor?

What is on the table?

Pupil

(repeat)

(Pupils answer in complete sentences using basic sentence patterns.)
(answers vary)

Teacher

What does the lamp do?

Where are the curtains?

Where is the piano?

What is the vase for?

Do you watch television?

Pupil

The lamp gives light.
lights the room

The curtains are on the windows.
at
over

The piano is _____.

The vase is for flowers.

(Answers vary.)

DINING ROOM

INSTRUCTIONS

Show pictures illustrating several different types of dining rooms. Demonstrate with toy furniture and transparencies.

BASIC SENTENCE PATTERNS

Teacher

This is a dining room.
Some families eat in a dining room.

This is a table.
These are chairs.

This is a tablecloth.
The tablecloth is on the table.

napkins are
plates
cups
saucers
knives
forks
spoons
bowls
glasses
pitcher is

(Point to objects in dining room pictures.)

What is this?

What's

What color is it?

Is it big or little?

How many chairs do you see?

Where are the dishes?

What dishes do you see?

What color are the dishes?

Do you see a rug?

Pupil

(Repeat)

(Repeat)

(Repeat)

(Pupils answer in complete sentences using basic sentence patterns.)

Teacher

What do you do with the napkins?

Jaime, ask Rita where the pitcher is.

Juan, what do you think is in the pitcher?

Isabel, ask Teresa what we do in the dining room.

Juan, ask Marta to tell us what is color.

Pupil

We clean our mouth with our napkins.

Jaime: Where's the pitcher?

Rita: The pitcher is on the table.

Juan: I think some milk is in the pitcher.
water
tea

Isabel: What do we do in the dining room?

Teresa: We eat in the dining room.

Juan: Marta, what is _____? (color)

Marta: The _____ and _____ are _____. (color)

BEDROOM

INSTRUCTIONS

Demonstrate with toy furniture and transparencies. Show pictures illustrating several different types of bedrooms.

BASIC SENTENCE PATTERNS

Teacher

This is the bedroom.
We sleep in the bedroom.
This is the bed.

dresser
mirror
chest of drawers
rocking chair
closet

We sleep in the bed.
This is the mattress.
We put a sheet on the mattress.

We put pillows on the bed.
We put pillowcases on the pillows.
The bedspread is on the bed.

We go to bed at night.
We sleep on the bed.
We sleep at night.

(Display picture of a bedroom.)

What is this?
What do you see in the bedroom?
What color is the bed?
bedspread
blanket

Pupil

(Repeat)

That is the _____.
I see _____.
The bed is _____.

BATHROOM

INSTRUCTIONS

Demonstrate with toy furniture and transparencies. Show pictures illustrating several different types of bathrooms.

BASIC SENTENCE PATTERNS

Teacher

This is a bathroom.
bathtub
shower
lavatory
commode
toilet paper

We wash our hands in the lavatory.
face

We take a bath in the bathtub.
shower

We use the commode.
flush

What is this?
(Teacher points to objects in bathroom.)

What color is the _____?
How many _____ do you see?
Is the bathroom clean?

Janie, ask Leo what is in the bathroom.

Jose, ask Juan what we will do in the bathroom.
(Provide social situation to reinforce vocabulary.)

Pupil

(Repeat)

That is a _____.

It is _____.
I see _____.
Yes, it is clean.

Janie: What's in the bathroom?

Leo: A lavatory is in the bathroom.
bathtub
commode

Jose: What do we do in the bathroom?

Juan: We will wash our face.
take a bath
use the commode

KITCHEN

INSTRUCTIONS

Show picture or transparency of kitchen, toy dishes, stove, mop, and broom.

BASIC SENTENCE PATTERNS

Teacher

This is the kitchen.
Some families eat in the kitchen.

This is the stove.
Mother cooks on the stove.

This is the oven.
Mother bakes in the oven.

These are matches.
We use matches to light the stove.

This is the kitchen table.
cabinet
cupboard

These are the drawers.
The knives are in the drawers.

forks
spoons
dish towels

This is the refrigerator.
It's cold inside.
We will put food in the refrigerator.
water

This is the kitchen sink.
We wash dishes in the sink.

This is the broom.
We sweep the floor with a broom.
to make it clean

Pupil

(Repeat)

(Repeat)

Teacher

This is a mop.
We mop the floor with a mop.
to make it clean
When the floor is clean, it is pretty.
These are pots and pans.
We cook food in the pots and pans.
We put the pots on the stove.
pans

What is this?
(Show picture of a kitchen.)

Where is the stove?
refrigerator
table
sink

Where does mother cook?
wash dishes
put the milk
dishes
spoons

Beto, ask Lita what mother does with the broom.
mop
dish towel

What color is the kitchen?
refrigerator
stove

Pupil

(Repeat)

That's a kitchen.

The _____ is in the kitchen.

Mother cooks on the stove.
washes dishes in the sink
dishpan
puts the milk in the refrigerator
dishes
cabinets
shelves
spoons
drawers

Beto: What does mother do with the broom?
Lita: She sweeps the floor.
mops
dries the dishes

It's _____.
(color)

(Continue directed dialogue. Use sentence patterns to review color and number.)

SUGGESTED ACTIVITIES

INSTRUCTIONS:

Use doll house and toy furniture.

BASIC SENTENCE PATTERNS:

Teacher

What is this?

Who lives here?

What is this?
(Hold toy sofa)

Put the sofa in a room.
stove
bed
dining room table
commode

(Continue until all rooms are furnished.)

(Use toy dishes to set table.)

We will set the table.

What do I put on the table?
What color is the table cloth?

_____, put the plates on the table.

_____, put the saucers on the table.

cups

Pupil

That is the doll house.
That's

A doll family lives here.

That is a sofa.
That's

I put the sofa in the living room.
kitchen
bedroom
dining room
bathroom

You put a table cloth on the table.
The table cloth is _____.

I put the plates on the table.
I am putting
I've put

I put the saucers on the table.
I'm putting
I've put

cups

Unit: MY FAMILY AND MY HOME
FAMILY MEMBERS

PERFORMANCE OBJECTIVES

The pupil will be able to use complete sentences in

- identifying family members as measured by use of puppets depicting family in dramatizing song "Where is Father?"
- describing family members as to comparative size as measured by verbal description of pictures.
- identifying parts of body in relation to family members as measured by teacher observation during show and tell activities and recorded on check list.

INSTRUCTIONS:

Display individual rubber, plastic, cardboard or plywood family figures.

Show pictures of different types and sizes of families.

BASIC SENTENCE PATTERNS

Teacher

This is a family.
the father (Indicate)

Who is this?

This is the mother.
sister
baby

Is this the mother?
(Indicate picture of a father.)

Is this the mother?
(Indicate picture of a mother)

(Continue this pattern with other members of the family.)

Pupil

(Repeat)
That is the father.
This

That is the mother.
sister
baby

No, that is not the mother.
That is the father.

Yes, that is the mother.

Role play: Members of family in housekeeping center. Be sure to include father and brother. Show transparencies of family at work and at play. Identify members of the family. Use small rubber family members with doll house. Use and identify housekeeping equipment while setting table, washing dishes, and cleaning floor.

SUGGESTED ACTIVITIES FOR NUMBER CONCEPTS

INSTRUCTIONS

Use family depicted on transparency and/or flannel board family members.

BASIC SENTENCE PATTERNS

Teacher

Father is tall.
Father is taller than mother.
Mother is taller than brother.
Brother is taller than sister.
Sister is taller than baby.

Pupil

Father is tall.
(Pupil repeats sentence pattern.)

(Use the same basic sentence pattern with shorter, larger, smaller, and bigger.)

Is father the tallest?
Is brother the shortest?
Which boy is larger?
Who is the smallest girl?

Yes, father's the tallest.
No, he's not the shortest.

Ten little fingers
Ten little toes
Two little eyes
One little nose
Two little ears
One little chin
One little mouth
To put my dinner in.

(Repeat

SUGGESTED ACTIVITIES FOR SCIENCE - SENSE OF TOUCH

INSTRUCTIONS

Display tactile materials on a peg or display board. Soft fabrics such as: a piece of a sheet and a blanket; smooth materials such as upholstery and plastic. Rough fabrics such as: brocade tapestry, sandpaper and paper towel. Allow the pupil to touch one material to identify texture. Teacher introduces fabrics and describes each in a sentence pattern.

BASIC SENTENCE PATTERNS

Teacher

Is that smooth?

Is that rough?

Is that rough?

(Continue until each pupil has had the experience of touching a fabric. Use similar sentence patterns.)

Pupil

Yes, this is smooth.

No, this isn't rough.

Yes, this is rough.

INSTRUCTIONS

Use the toy furniture in the kitchen and the dining room area. Allow the pupils to touch a toy to identify substance.

BASIC SENTENCE PATTERNS

Teacher

Is the iron hard?
plate

Is the dish towel soft?
soap

Is the cupboard soft?
glass
spoon

Pupil

Yes, the iron is hard.
plate

Yes, the dish towel is soft.
(Answers will vary.)

No, the cupboard isn't soft.
glass
spoon

(Continue this procedure using hard or soft, rough or smooth, and wet or dry.)

SUPPLEMENTARY MATERIAL

SONGS

a. "Thumbkins" - page 51

Where is father?
Where is father?

Here I am.

Here I am.

"How are you today, sir?"

"Very well, I thank you."

Run away, run away.

Put both hands behind back.

Hold up thumb on right hand.

Hold up thumb on left hand.

Wiggle thumbs as in conversation.

Put both hands behind back again.

Teacher

Where is mother?
Where is mother?
Here I am.
Here I am.

Where is brother?
Where is brother?
Here I am.
Here I am.

Where is baby?
Where is baby?
Here I am.
Here I am.

First Grade Book
Ginn and Company

"Number Play" - page 42

One and one are two,
And I can see you!
One and two are three,
Now can you see me?
One and three are four,
I'm walking to the door.
One and four are five,
Now watch me, I can fly.

Pupil

Put both hands behind back.

Hold up index finger on right hand.
Hold up index finger on left hand.

Put both hands behind back.

Hold up middle finger on right hand.
Hold up middle finger on left hand.

Put both hands behind back again.

Hold up ring finger on right hand.
Hold up ring finger on left hand.

A Singing School, Our First Music
Birchard and Company

"I'm Tall, I'm Small" - page 24

I'm tall, I'm tall,
I'm small, I'm very small,
Sometimes I'm tall, sometimes I'm small.
Guess what I am now.

(Circle formation with one in center. Act out the song as they sing. At signal from one in center, all take a small or tall position. If someone misses, he must be it.)

Tune: "Farmer in the Dell"

A-walking we will go.
A-walking we will go.
Heigh, ho, the merry-o
A-walking we will go.

(Use other action words for additional verses, such as skipping, jumping, running, marching, and hopping.)

"Put Your Finger On"

Tune: "Put Your Little Foot"

Put your finger on, put your finger on,
Put your finger on your nose.
Put your finger on, put your finger on,
Put your finger on your nose.
Turn your head and clap, clap,
Turn your head and clap, clap,
Turn your head and clap, clap,
Turn your head and clap, clap.
(Repeat using different parts of the body.)

"Our House"

Tune: "Mary Had a Little Lamb"

The fam-i-ly lives in the house,
In the house, in the house.
The fam-i-ly lives in the house,
A little yel-low house.

The house is in a little yard,
Little yard, little yard.
The house is in a little yard,
A pretty little yard.

Tune: "Little Brown Jug"

A-ha-ha, you and me
We're as clean as we can see,
Juan's as clean as he can be.

(Substitute neat, nice, sweet, smart, etc.
Also substitute the names of different boys and girls to vary the song.)

Who lives in the little house,
Little house, little house?
Who lives in the little house
That has a pretty yard?

I live in this little house,
Little house, little house,
I live in this little house
With my fam-i-ly.

This room is the living room,
Living room, living room.
This room is the living room
Where we sit and talk.

This room is the dining room,
Dining room, dining room.
This room is the dining room,
Where we eat our lunch.

This room is the kitchen,
Kitchen, kitchen.
This room is the kitchen,
Where mother cooks our food.

This room is the bathroom,
Bathroom, bathroom.
This room is the bathroom,
Where we take a bath.

This room is the bedroom,
Bedroom, bedroom.
This room is the bedroom,
Where we go to sleep.

(This song may continue throughout the unit.)

POEMS

Fascinating Finger Fun, Eleanor Doan
Zondervan Publishing House

a. Toes, knees, shoulders, hands,
We reach way up as far as we can;
Head, shoulders, reach out wide,
Then drop our hands to our sides.

Touch toes, knees, shoulders and stretch hands at sides.
Reach arms straight up.
Touch head, shoulders and reach out to sides.
Stand erect, hands at side.

b. "Two Little Blackbirds"
(Nursery Rhyme)

Two little blackbirds sitting on a hill,
One named Jack and one named Jill.
Fly away Jack, fly away Jill.
Come back Jack, come back Jill.

Put finger on each hand to make birds.
Fly a finger over shoulder for each character.
Bring fingers back to front.

"Let's Do Finger Plays" - page 40

c. "The Family"

This is my father,
This is my mother,
This is my brother tall,
This is my sister,
This is the baby.
Oh, how we love them all.

Hold up the fingers of the left hand and point
to them with the forefinger of the right hand
in consecutive order, beginning with the thumb.



d. "Jack Be Nimble"
(Mother Goose)

Jack be nimble, Jack be quick,
Jack jump over the candlestick.

Jump it lightly, jump it quick,
But don't tip over the candlestick.

Thumb of left hand is used as candle.
Index and third finger of right hand are
made to walk forward and jump over candles.

GAMES

The First Grade Book
Ginn and Company

a. "Hop, Hop" - page 19

Hop, hop, right foot,
Hop, hop, left foot,
Hop, right, hop left,
Hop, hop, hop!

b. What Do We Need?

The teacher sets up an empty table in front of the class. She asks the class, "What do we need on the table?" The pupil responds by saying, "We need _____." The teacher has doll dishes available and as each pupil says his sentence, he picks up the correct object and places it on the table.

c. Cleaning Your Yard

The teacher instructs the class to pretend they are cleaning the yard. Sentence patterns to be used are:

We are mowing the lawn. (Pupil pantomimes)
We are getting our tools.
We are raking the yard.

We are planting flowers.
We are washing our hands.
We are putting our tools away.

d. Lost and Found

Ask each pupil to stand and repeat what he would say to a policeman if he were lost.
Each should identify himself as:

My name is _____.
I am _____ years old.
I live at _____.
My father's name is _____.

e. Simon Says--

The leader of the group touches a part of his body, such as his nose, and says, Simon says: "Touch your nose." The pupils in turn follow this command. The teacher repeats this procedure, each time changing to another part of the body. However, if the teacher gives the command without saying "Simon says" before it, pupils do not respond to the command.

f. Moving Van

Provide each pupil with a card depicting a piece of furniture. The pupils form a line to make the moving van. The moving van stops by the teacher who unloads the van by saying, "Bring me the furniture for the kitchen." The pupil bringing the stove says, "Here is the stove." The teacher continues until all rooms have been identified.

g. How Big

Ask nurse to weigh and measure each child. Call attention to the yardstick and scales. Tell each child his weight and height using words: pounds, feet, and inches.

Unit III - FOODS WE EAT

FOODS WE EAT

Time Allotment: Present in units of food, grocery store, and kitchen. Allow a week for each unit.

VOCABULARY

Food		Grocery Store		Science
	<u>Subjects</u>	<u>Verbs</u>	<u>Subjects</u>	<u>Subjects</u>
Fruits	Vegetables	barbecue	bag	dirt
apple	beans	bite	box	garlic
banana	beets	cooked	can (of food)	leaf
cantaloupe	cabbage	cost	dime	onions
cherry	carrots	costs	dollar	peppermint
grapefruit	celery	fry	dozen	plant
grapes	corn	fried	groceries	popcorn
lemon	cucumber	mix	grocery clerk	pots
limes	green beans	peel	loaf	seed
orange	green peppers	pick	money	stem
peach	lettuce	slice	nickel	sun
pear	onions	taste	pounds	vanilla
pineapple	peas		quarter	
plums	potatoes		sack	
strawberries	pumpkin		seed	
watermelon	spinach			
Breakfast	tomato	<u>Incidental</u>		<u>Verbs</u>
bacon	Lunch	salt	bought	bloom
butter	barbecue	pepper	buy	grow
cereal	buns	<u>Adjectives</u>	cost	plant
eggs	hamburgers	raw	pay	sniff
ham	hot dogs	sweet	paid	smell
hotcakes (pancake)	ketchup	sour	sell	
jelly	mayonnaise	salty		<u>Adjective</u>
juice	mustard	hot		alike
sausage	pickles	another		different
syryp	sauce	enough		dirty
toast	Others	more		
	another			
	enough			
	more			

106/107

Field Trip: Visit a grocery store



Materials

Pictures or Objects		Transparencies	Games	Nursery Rhymes and Poems	Books and Stories
apple	grocery	No. 1	Peas, Porridge Hot	Little Tommy Tucker	The Tale of Peter Rabbit
bacon	ham	Visual Discrimination			
bananas	hamburger	4 vegetables			
beans	hot dog	4 fruit	Do You Like It?*	Hippety Hop to the Barber Shop	Hansel and Gretel
bread	ice cream	one chair		Jack Sprat	Jack and the Bean stalk
breakfast	lemon	scissors	Pat-a-Cake		
brown	lettuce				
butter	loaf				
cabbage	lunch	Boy eating	Marketing*	Peter Peter Pum-pkin Eater	The Little Red Hen
cake	meat				
can	milk	No. 3	Jimmy Crack Corn*	Handy Pandy*	
candy	milkman	Indoor and Outdoor clothing		Simple Simon	
carrot	milk truck		What Do You Smell?*	Little Jack Horner	
carton	money		The Muffin Man*		
cereal	nickel				
cheese	oatmeal	Food			
chocolate	onion	2 (transparencies)			
coffee	orange	Food Groups			
cookies	(color)				
corn	orange				
cracker	(fruit)				
dime	peach	Kitchen Stove and Refrigerator Usage			
dinner	peanut				
dollar	pear				
eggs	peas				
farm	peel				
farmer	penny				
food	pepper				
fruit	pickle				
grapefruit	potato				
grapes	purple				
groceries	salad				
grocer	salt				

*See Supplementary Material

FOODS WE EAT

PERFORMANCE OBJECTIVES

- orally identify 90% of basic foods presented
 - arrange facsimiles and/or pictures of foods presented into vegetable and fruit-categories
 - use descriptive adjectives concerning color, size, taste, and smell of three selected fruits
 - use correct terminology to identify three basic meals
- as measured by teacher observation in housekeeping situation and recorded on teacher devised checklist.

FRUIT

INSTRUCTIONS:

Display real fruits, plastic fruits, pictures of fruit, fruit juices and canned fruit.

BASIC SENTENCE PATTERNS:

Teacher

Here is some fruit.

This is an apple

orange

a banana

grapefruit

peach

pear

lemon

These are grapes.

This is a bunch of grapes.

Here

What color is this apple?

That apple is red.

yellow

green

What color is the banana?

The banana is yellow.

peach

pear

grapefruit

are the grapes

Teacher

What is this?

These are juices.
fruit juices

This is orange juice.

lemon
grape
grapefruit

Apples grow on trees.

Oranges
Grapefruit
Peaches
Pears
Bananas
Lemons

Grapes grow on a vine.

What is this?
(Indicate a pear)

What color is it?

(Continue this procedure in identifying other fruits.)

Maria, tell Juan to show us a peach
and a pear.

David, show us a red fruit.

_____, are all grapes purple?

Pupil's name

Is the banana round?

Is the orange round?
(Whisper) Juan, take the grapefruit.

Give it to Tina.

(Whisper) Gloria, put the grapes on Larry's desk.

Pupil

That is fruit.

(Repeat)

That is a pear.

It's yellow.

Maria: Show us a peach and a
pear, Juan.

Juan: This is a peach and a pear.

David: This is a red apple.

No, some grapes are green.

No, the banana is not round.
it is

Yes, it is round.
(Juan follows directions.)

(Gloria follows directions.)

INSTRUCTIONS:

VEGETABLES

Display real or plastic vegetables, pictures of vegetables, and pictures of canned vegetables.

BASIC SENTENCE PATTERNS:

Teacher

These are vegetables.

This is a cabbage.

carrot
lettuce
green pepper
potato
spinach
tomato

These are onions.

peas
beans

What color is the cabbage?

pepper
spinach
beans

What vegetable is orange?

red
brown
white
green

(Display pictures of salads.)

These are salads.

Look at this salad.

What vegetables do you see?

Pupil

The cabbage is green.

pepper
spinach
beans are green
red
brown

The carrot is orange.

tomato red
potato brown
red

The onion is white.

cabbage
spinach
pepper
lettuce is green

I see some lettuce.

a tomato
some carrots

(Continue showing pictures of salads and identify vegetables. Be sure to include potato salad.)

Teacher

Jose, ask Dolores what she likes to put on bread.
toast

Pepe, ask Lita what she likes to put on cereal.

Melanie, ask Helen if she likes milk and toast.

Norma, ask Melba if her mother likes cereal.

(Continue this questioning until every child has had a chance to follow a command and answer in a basic sentence pattern.)

This is food we like to eat.
This is candy.
cake
ice cream
cheese

These are crackers.

Cake is sweet.
Is candy sweet?
Is ice cream sweet?
Is cheese green?

Mary, ask Terry if the crackers are red.

Lita, ask Janie if the ice cream is cold.

This is the ice cream man.
(Display picture of ice cream man.)
Juan, ask Joe who this is.

Pupil

Jose: What do you like to put on bread?
toast

Dolores: I can put butter.

Pepe: What do you like to put on cereal?

Lita: I like milk.
sugar

Melanie: Do you like milk and toast?

Helen: I like toast and milk.

Norma: Does your mother like cereal?

Melba: Yes, she likes cereal.

(Repeat)

Yes, candy is sweet.
ice cream
No, cheese is yellow.

Mary: Are the crackers red?
Terry: No, the crackers are white.

Lita: Is ice cream cold?
Janie: Yes, ice cream is cold.

Juan: Who is this?
Joe: That is the ice cream man.

Teacher

Pupil

What is this?

(Use basic sentence patterns to identify food.)

(Teacher asks this question as she places individual pictures of food in the pocket chart. Pictures will include foods eaten at breakfast, lunch, and supper, as well as milk, coffee, tea, and juices.)

Maria, tell Lupe to show us two vegetables.

Maria: Lupe, show us two vegetables.

(Lupe follows directions.)

This is a carrot.

tomato

David, ask Roy if potatoes are yellow.

David: Roy, are potatoes yellow?

Roy: No, potatoes are not yellow.

Alma, ask Terry to show us a picture of a salad.

Alma: Show us a picture of a salad.

Terry: This is a salad.

It is a potato salad.

We eat breakfast in the morning. Here are some pictures of breakfast. (Display individual pictures of foods to be presented.) Here are some foods we eat for breakfast.

This is cereal.

sugar

bread

butter

toast

milk

coffee

bacon

ham

(Repeat)

These are eggs.

Tell me what this is.

(Display picture of bacon and eggs.)

That is bacon and eggs.

What is this?

(Display picture of bread and butter.)

That is bread and butter.

ham and eggs

toast and butter

coffee and milk

cereal and milk

cereal and sugar

ham and eggs

toast and butter

coffee and milk

cereal and milk

cereal and sugar

Teacher

Is sugar sweet?
What can we drink?

(Use the same procedure when teaching foods eaten at lunch, supper, dinner.)

What is yellow?
What is white?

These are pictures of meat.
(Display pictures of meat - raw, cooked, and canned.)

What is this?
Is this meat?
(Indicate picture of roast)
Is this meat?

(Continue showing pictures of meat. Use basic sentence patterns. meat balls, T. V. dinners, hamburgers, and hot dogs on display)

Jose, come and show us the meat in this picture.

Helen, show us the meat in the hot dog.

Elvira, ask Jane to show us the meat she likes to eat.

Lalo, ask Alice if candy is meat.

(Continue dialogue about food using the basic sentence patterns.)

Pupil

Sugar is sweet.
We can drink milk.
coffee
juice

Butter is yellow. (Answers will vary)
Milk is white.
Sugar

That is meat.

Yes, that is meat.

Yes, that is meat.

Place picture of other foods as

This is the meat.

This is the meat in the hot dog.

Elvira: Jane, show us the meat you like to eat.

Jane: This is the meat I like to eat.

Lalo: Alice is candy meat?

Alice: No, candy is not meat.

Teacher

Show me your right hand. (Indicate)

We put the knife on the right side of our plate.

Jose, tell Dolores to put the knife on the right side of the plate.

What is this?

This is a fork. (Indicate)

What do we eat with our fork?

We eat meat.
vegetables
salad

Juan, tell Maria to put the fork on the left side of the plate.

This is a spoon. (Indicate)

What do we eat with our spoon?

We eat ice cream.
soup
cereal

Which foods do we eat with our fingers?
(Display pictures.)

We eat potato chips with our fingers.
fritos
sandwiches
hamburgers
pickles
bread
tortillas

Which foods do we put in a bowl to eat?
(Display pictures)

We eat soup in a bowl.

Pupil

(Repeat)

Jose: Dolores, put the knife on the right side of the plate.
(Dolores follows directions)

(Repeat)

(Repeat)

Juan: Maria, put the fork on the left side of the plate.
(Maria follows directions)

(Repeat)

We eat soup in a bowl.

Teacher

What do we drink that is hot?
We drink coffee that is hot.
chocolate

Where do we put these hot drinks?

We put them in a cup.

The saucer keeps the drink from spilling
on the table.

Jose, tell Maria to hold the spoon in her right
hand. Put the spoon on the table by the knife.

These are our napkins. (Indicate)

How do we use our napkins?

We clean our mouth with our napkin.

We put the napkin by the fork when we set our
table. (Indicate)

Alma, ask Terry to put the napkin by the fork.

What do we eat at a party?
We eat ice cream.
cake
cookies

What do we eat on a picnic? (Indicate with
pictures.)
We eat sandwiches.
hot dogs
hamburgers
potato chips

We drink cold drinks.
sodas

Pupil

We drink coffee that is hot.
chocolate

We put them in a cup.

(Repeat)

Jose: Maria, hold the spoon in your right hand.
Put the spoon by the knife. (Maria follows
directions.)

We clean our mouth with our napkin.

Alma: Terry, put the napkin by the fork. (Terry
follows directions.)

We eat ice cream.
cake
cookies

We eat sandwiches.
hot dogs
hamburgers
potato chips

We drink cold drinks.
sodas

PERFORMANCE OBJECTIVES:

In the basic sentence pattern the pupil will be able to:

- identify money (penny, nickel, dime, dollar)
- use numerals one through five in quantitative selection of food as measured by teacher observation in play-store situation and recorded on teacher devised check list.

GROCERY STORE

INSTRUCTIONS:

Have several pictures of grocery stores on display showing inside of the stores. Make a model of a grocery store. Use play money.

BASIC SENTENCE PATTERNS:

Teacher

(Display picture of a grocery store.)

This is the grocery store.
man
clerk

These are groceries.

We buy food at the grocery store.

Who is this?

Where does he work?

What can we buy in a grocery store?

(Give every child an opportunity to answer.)

(Introduce model grocery store and play money.)

This is our grocery store.

This is money.

play money

a penny

nickel

dime

dollar

Pupil

(Repeat)

(Repeat)

This is the grocery man.
clerk

He works in the grocery store.

We buy _____.

Teacher

What is this?

We will play grocery store today.
I'm the grocery clerk.
 , come to our grocery store.
Buy two things.

Now, you must pay me.
Give me a nickel and dime.

Where did go?

What did buy?

Are peaches fruit?
Is butter fruit?
Did pay for the food?

(Continue this procedure until a pattern is set. Then name different pupils to be the grocery clerk or customer.)

Leo, ask Sandra what Jose bought..

Javier, here is a dollar.
Tell Andres to buy fruit at the grocery store.

(Whisper directions to a pupil.)
What did do?

(Continue this procedure giving each child the opportunity to participate. The teacher will make other sentence patterns to strengthen ideas and vocabulary developed in the store.)

Pupil

This is a grocery store.
play money
a penny
nickel
dime
dollar

I'll buy a can of peaches and butter.

Here is the nickel and the dime.

He went to the grocery store.
She

He bought peaches and butter.
She

Yes, peaches are fruit.
No, butter is not fruit.
Yes, he paid for it.

Leo: What did Jose buy?
Sandra: Jose bought .

Javier: Andres, here is a dollar.
Go to the store. Buy fruit.
(Andres follows directions.)

(Pupil follows directions.)
 went to the grocery store.
 bought , .
He paid for the , .

Teacher

Who buys the groceries for your family?
 Father buys the groceries.
 Mother

Pupil

Father buys the groceries.
 Mother

INSTRUCTIONS:

Provide a grocery store setting depicting fruits for sale.

BASIC SENTENCE PATTERNS:Teacher

What will you buy?
 How much does it cost?
 How many did you get?
 I need _____ bananas.
 Do you have enough?
 How many more do you need?
 Get another apple.
 What did you get?
 What did he take?
 Put the fruit in the sack.
 Get three apples.
 Get one more.
 How many do you have?

Pupil

I will buy _____ apples.
 It costs 2 nickel.
 dime
 quarter
 I got _____ apples.
 Here are _____ bananas.
 No, I do not have enough.
 I need _____ more.
 I got one more.
 He took one more.
 I got three apples.
 I got one more.
 I have _____ apples.

INSTRUCTIONS:

Display magnetic board and apples. Two pupils are told how many apples to get. Later one more pupil takes some apples.

Teacher

How many did you get?

Who has more apples?

Who has fewer apples?

Who has the most?

Who has the least?

Does _____ have more than _____?

Does _____ have fewer than _____?

Pupils

I got _____ apples.

_____ has more.

_____ has fewer.

_____ has the most.

_____ has the least.

Yes, _____ has more than _____.

No, _____ does not have fewer than _____.

INSTRUCTIONS:

Display milk cartons or glasses. Fill to various heights with water. Each pupil holds a container.

Teacher

Who has the most?

Who has the least?

Does _____ have less than _____?

Does _____ have more than _____?

Pupil

_____ has the most.

_____ has the least.

Yes, _____ has less than _____.

Yes, _____ has more than _____.

SUGGESTED ACTIVITIES:

Have a "tasting party" with fruits and vegetables - Pupils can describe how these foods taste.

Make jello - measuring water - mixing - serve next day using party social situation.

Pop corn - Let pupils taste popcorn first without the salt. Have class notice change in appearance of corn when it is popped.

Cook applesauce. Pupils count fruit, prepare fruit, washing and quartering, place in saucepan, cover with water. Measure sugar. Pupils take turns stirring and smelling. Call attention to size of apple seed. Ask, "Is it smaller than the orange seed?" Since skins were not peeled, put fruit through sieve. (Motor skills involved in using colander or food mill.) Ask, "Can you eat this food hot or cold?" (Have pupils taste both hot and cold applesauce.) Ask, "Which way do you think it tastes best?" (Display can and a jar of applesauce as found at grocer's.) Make ice cream in a hand-cranked freezer (larger muscle activity). Use recipe that does not require cooking so pupils can see procedure from beginning such as breaking eggs, using mixer, measuring sugar, smelling vanilla. Notice that liquids expand when they freeze so mixture doesn't fill freezer. Ice cream salt is different from table salt. When ice cream is ready to serve, pupils may have party situation or a store experience where they "buy" an ice cream cone with play money.

Set up grocery store and provide play money. Empty cans and cartons may be used, providing labels are intact.

Provide paper plates and magazines. The pupil cuts out food pictures and pastes them on the plates.

Vegetables and fruits can be weighed on scales. Ask, "Is the potato heavier than this apple?"

Display a sweet potato and an irish potato. Sprout sweet potato and carrot tops.

CONTINUING ACTIVITIES IN SCIENCE - ODOR

INSTRUCTIONS

Provide familiar food articles that have a definite odor (garlic, onions, oranges, and the like).
Let the pupil smell one at a time.

BASIC SENTENCE PATTERNS

Teacher

Marie, what do you smell?

Ninfa, what do you smell?

Jose, what do you smell?

Ricardo, ask Elena if onions smell like oranges.

(Continue this procedure until each pupil has had an opportunity to smell the odors.)

Display pictures of a stove with an oven or use the kitchen equipment in the room.

Let's pretend. Close your eyes.

What does Mother bake?

What does Mother cook?

What do you like to smell that Mother cooks?

(Continue this procedure with other foods that have a familiar odor.)

Give each child a few cookies for comparison purposes.

Does _____ have more than _____?

Does _____ have fewer than _____?

Use milk cartons or glasses. Fill to various heights with water. Each child holds a container.

Who has the most?

Who has the least?

Does _____ have less than _____?

Does _____ have more than _____?

Pupil

I smell the onion.

I smell garlic.

I smell the oranges.

Ricardo: Elena, do onions smell like oranges?

Elena: No, onions do not smell like oranges.

She bakes cookies, bread, biscuits, cornbread,
and pie.

She cooks beans, meat, carrots, and chicken.

I like to smell beans, meat, carrots, and chicken.

Yes, _____ has more than _____.

No, _____ does not have fewer than _____.

_____ has the most.

_____ has the least.

Yes, _____ has less than _____.

Yes, _____ has more than _____.



ACTIVITIES IN SCIENCE - TASTE

INSTRUCTIONS

Provide real lemons. Allow the children to feel and smell them. Cut the lemons. Give a slice to each child to taste.

BASIC SENTENCE PATTERNS

Teacher

How does the lemon taste?

It tastes sour.

Is it sweet?

What foods are sour?
salty

Is salt sour?
sweet

How does salt taste?

Provide raw and cooked carrots. Allow the pupils to taste them.

Do we eat raw meat?
carrots
cooked carrots

SUPPLEMENTARY MATERIAL

SONGS

a. "Health Song"

Tune: "Row, Row, Row Your Boat")

Brush, brush, brush your teeth,
Brush them every day,
Father, mother, sister, brother,
Every, every day.

Drink, drink, drink some milk,
Drink some every day,
Father, mother, sister, brother,
Every, every day.

Pupil

It tastes sour.

No, it is not sweet.

Pickles are sour.

Crackers salty

Potato chips

No, salt is not sour.
sweet

Salt is salty.

No, we do not eat raw meat.

Yes, we eat raw carrots.
cooked carrots

Eat, eat, eat some fruit,

Eat some every day,

Father, mother, sister, brother,

Every, every day.

(Water, chocolate, and other drinks may be substituted for milk. Names of other vegetables and fruits may be substituted for fruit.)

b. "I Like These"

Beans, carrots, nice green peas,
I like vegetables, I like these.
Potatoes, beans, and cabbage, too,
I like vegetables, yes, I do!

American Singer, Book One
American Book Company

c. "The Vegetable Man" - page 21

Buy my ripe corn and tomatoes!
Try a nice apple or pear!
I have fresh beans and potatoes;
Best you can find anywhere!

POEMS

a. "Handy Pandy"
Mother Goose

Handy Pandy, Jack-a-Dandy,
Love's plum cake and sugar candy.
He bought some at a grocer's shop,
And out he came, hop, hop, hop.

b. Knife's on the right
Fork's on the left
One place for me
And one for brother.
Plate's in the middle
And it can't get out
At my place or any other.

Spoon's by the knife
Napkin's by the fork
One place for father and mother.
Plate's in the middle
And it can't get out
At my place or any other.

c. Mix a pancake,
Stir a pancake,
Pop it in the pan.
Fry the pancake
Toss the pancake
Catch it if you can.

d. "Apple Tree"

Away up high in an apple tree (stretch high)
Two little apples smiled at me.
I shook that tree as hard as I could, (pretend)
Down came the apples
Umm (rub stomach)
Were they good!

GAMES

Growing with Music
Prentice-Hall, Inc.

- a. "The Muffin Man" page 80
- b. "Jimmy Crack Corn" page 125
- c. "Marketing"

Cut pictures from magazines of foods that can be bought at a market. Each player is given a picture and holds it so that "it" can see them. "It" walks around saying, "I went to the market and I bought some . . . , and some . . . , naming different things he sees on the pictures. The players who hold the pictures of the things "it" has named must follow him around the room. Whenever he wishes, "it" may end his shopping tour by announcing, "and then the basket broke." "It" and the players behind him scramble for seats. The one left becomes "it" for the next play.

- d. "What Do You Smell?"

Put a blindfold on the person who is "it." Let the pupil smell an object such as an apple, orange, onion, perfume, cheese, etc. The pupil tries to guess what he has smelled.

- e. "What Do We Eat?"

(Teacher has pictures on table of many foods.) This game helps the pupils to select the foods for a certain meal. The meal can be pre-designated as breakfast or dinner, picnic or birthday party. Pupil take turns in selecting appropriate foods for meal named.

- f. "Where Is It?"

The teacher has plate, silverware and napkin on table. She places articles in various positions to have children answer with prepositions on, under, by, in--
 "Where is the plate?" "On the table"
 "Where is the fork" "On the plate"
 "Where are my hands?" "In my lap"

Teacher asks questions and asks different pupils to respond.

ART

a. Fruit Bowl Cut and Paste

INSTRUCTIONS:

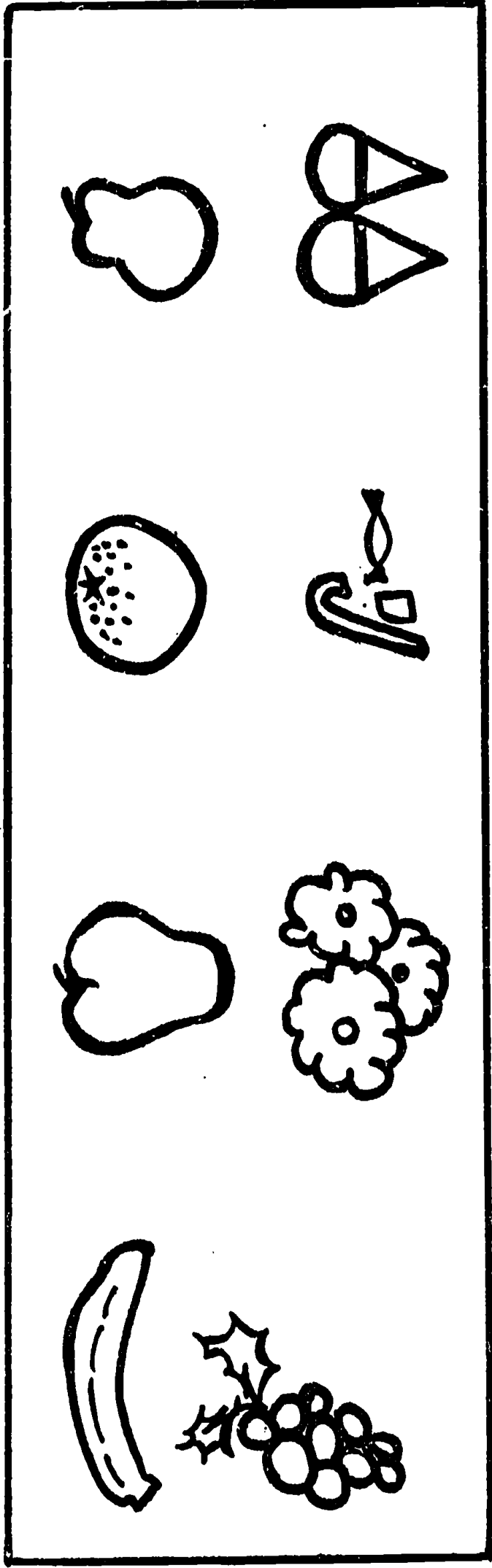
A bowl of plastic or real fruit is provided for observation. The pupils are directed to observe the different forms and colors by feeling and seeing. From small pieces of construction paper, they cut their own representations of the bowl of fruit and arrange them on a background of brown or gray paper.

b. Vegetable Mural

INSTRUCTIONS:

After observing the shapes and colors of real and artificial vegetables, the pupils color, cut, or paint vegetables, potato, onion, carrot, tomato, pepper, cabbage, beet, lettuce, and any others. When the pupils are making recognizable representations, they are ready to make a mural.

CHART FOR TEACHING "EAT," "ATE," AND "WANT TO EAT"



PERFORMANCE OBJECTIVES

The pupil will be able to use correctly:

- "eat," "ate," and "have eaten"
- "a," "an," and "some"

as measured by teacher observation and recorded on evaluative check list.

INSTRUCTIONS

Present the pictures on the chart from left to right. After the pattern is established, the pupil may answer, choosing the food he desires.

BASIC SENTENCES

Teacher

What did you eat?

Do you want to eat some grapes?

Pupil

I ate a banana.
an apple.

I want to eat _____.

CHART FOR TEACHING "GIVE" AND "GAVE"



PERFORMANCE OBJECTIVES

The pupil will be able to:

- use give and gave correctly 90% of the time when used in structured patterns.
- use pronouns "him," "her," and "then" in correct sentence placement

BASIC SENTENCE PATTERNS

Teacher

What did the boy give her?
 girl him
 mother then

Tell the story of the picture.

Pupil

He gave her an apple.
 She him a cookie
 She then ice cream

(Structure the story until the pupil can answer independently)
 He went to the store.
 He got an apple.

UNIT III: FOODS WE EAT

Evaluative Check List

Pre and Post Test

INSTRUCTION:

Display real, plastic, or pictures of foods as indicated. Repeat entire question for each item.
Record as directed on check list.

Identify: What is this?

1. apple
2. orange
3. grapes
4. banana
5. lemon

What is this?

1. carrot
2. potato
3. tomato
4. lettuce
5. beans

Classify: Show me 3 fruits.

Show me 3 vegetables.

Meal Selection: 1. What is one thing you can drink for breakfast?

2. When would you eat a salad?

3. When would you eat hot dogs?

4. Do you eat ice cream at breakfast?

5. Do we eat vegetables for lunch?

Taste: 1. Is candy sweet?

2. Is a lemon sweet?

3. Is a pickle sour?

4. Is sugar sour?

Color:

1. What color is bread?
2. lettuce?
3. a banana?
4. milk?
5. are potatoes?

Money Identification:

1. Show me a nickel.
2. penny.
3. dime.
4. dollar.
5. quarter.

Numerals:

1. Bring me 3 fruits.
2. Bring me 4 potatoes.
3. Bring me one banana.
4. Bring me two apples.
5. Bring me one more apple.

UNIT III: FOODS WE EAT

Evaluative Check List

	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pupil's Name
Identification *																	
Vegetables																	
Classify fruits																	
Classify vegetables																	
Meat Selection																	
Taste																	
Color																	
Money Identification																	
Numerals																	
<p>132</p> <p>*Record number of correct answers over number of items in test category</p>																	

Unit IV - WHAT CLOTHES DO YOU WEAR?

WHAT CLOTHES DO YOU WEAR?

Time Allotment - 2 weeks

VOCABULARY

Wearing Apparel		Science	Mathematics	Drill
<u>Subjects</u>	<u>Incidental Subjects</u>	<u>Subjects</u>		
Clothing - girls				
apron	bathing suit	clouds	alike	"z" sound
blouse	bathrobe	hard	different	(no comparable
bow	belt	heat	long	sounds in Spanish
buttons	coat	hurricane	longer	
clothes	collar	lightning	longest	"zip" not "sip"
dress	pocket	shadows	same	
gloves	raincoat	smooth	short	"zipper" not
hat	sunglasses	soft	shorter	"sipper"
hose	umbrella	thunder	size	"clothes" not
house shoes	wallet	rain		"close"
mittens		rainbow		"shirt" not
night gown		weather		"chirt"
petticoat		rough		
purse		wind		
ribbon				
sandals		<u>Verbs</u>		
scarf		rain (ing)		
shoes		shine		
skirt		shining		
Clothing - boys		<u>Adjectives</u>		
bathing trunks		wet		
blue jeans		dry		
boots		new		
jacket		old		
pair (of shoes)		<u>Adverbs</u>		
pajamas		quietly		
pants		<u>Adjectives</u>		
shirt		clean		
		cloudy		
		sunny		
		rainy		
		windy		

136 / 137

Drill

Mathematics

Science

Wearing Apparel

Prepositions

shoes
shorts
socks
suit
tie
tennis shoes
T-shirt

top
bottom
off

Field trip: Visit a Laundromat

Pictures or Objects	Transparencies	Games	Nursery Rhymes and Poems	Books and Stories
apron	OT76-1 Clothing for father mother, brother sister		One Misty Moisty Morning	The Shoemaker and the Elves
bathing suit		Going Traveling* Shopping Game*	Diddle, Diddle Dumpling	
barrette		Policeman and Lost Child*	One, Two, Buckle My Shoe	The Emperor's New Clothes
beads	OT76-2 Clothing combination			
belt		<u>Songs</u> Johnny's Jeans* The Little Shoe- maker	Rain Rain Go Away	
blouse	OT76-3 Indoor and outdoor clothing			
bluejeans		Count your Buttons* Where is the Button?*		
boat	OT76-4 Clothing for special occasions	Where is the Button?*		
button		Puddles* Sleeping Snow Drops*		
cap	OT76-5 Extra Clothing and accessories	Sally Go Round the Sur.*		
cloth				
clothes				
coat				
collar				
dress	OT76-6 Boy, girl in underwear with clothing			
hat				
mitten				
pajamas				
pants				
petticoat				
pocket				
purse				
ribbon				
scarf				
shirt				
shoe				
sock				
tie				
umbrella				
underwear				
zipper				

*See Supplementary Material



Unit III: WHAT CLOTHES DO YOU WEAR?

PERFORMANCE OBJECTIVES

The pupil will be able to identify articles of clothing in basic sentences by teacher observation in "Shopping Game", (Supplementary Material)

The pupil will be able to classify boy's and girl's clothing as measured by teacher observation in game "Going Traveling", (Supplementary Material)

The pupil will be able to describe in basic sentence patterns comparison of clothing as to color, size, alike or different as measured by teacher observation in show and tell activity.

The pupil will be able to match items of clothing to make pairs as measured by teacher observation, in show and tell activity.

The pupil will be able to demonstrate a 50% gain in English skills needed for participation in these objectives as recorded on teacher check list at end of unit.

IDENTIFICATION OF CLOTHING

INSTRUCTIONS:

Use children's or dolls' clothes, pictures of clothes, or paper doll clothes.

BASIC SENTENCE PATTERNS:

Teacher

This is a dress.
skirt
blouse

I'm wearing a dress.

Lila, what are you wearing?

_____, what is Dalia wearing?

Is Emma wearing a dress?

Pupil

(Repeat)

I'm wearing a _____.
dress
blouse and skirt

_____: Dalia is wearing a _____.

No, Emma is wearing a skirt and blouse.

Teacher

Who is wearing a _____ dress?
blouse
skirt

Luis, ask Bea what color her dress is.
blouse
skirt

(Use same procedure and basic dialogue to present pants, bluejeans, cap, hat, shoes, socks, boots, mittens, coat, raincoat, belt, sweater, tie, bathing suit.)

The girls that are wearing _____ dresses stand. (Girls follow directions)
(color)

Are the girls wearing dresses?

If you are wearing _____ socks, raise
your hand. (color)

If you are wearing a raincoat stand up.
When do you wear a raincoat?
will coat

Are you going to wear a sweater?
Stand up if you are wearing a belt.
Are you wearing a belt?
What can you wear on your head?

Eloisa, does your dress have a pocket?
Julie, put this _____ in Eloisa's pocket.

Pupil

_____ is wearing a _____ dress.
blouse

Luis: What color is your dress?
blouse
skirt

Bea: My dress is _____.
blouse (color)
skirt

Yes, they're wearing dresses.
(Raul checks)

Yes, they are.

No, they are not.

(No one stands)

I wear a raincoat when it is raining.
coat cold
jacket
sweater

(Some children stand)

Yes, I'm wearing a belt.

I can wear a hat.

cap
ribbon
scarf

Yes, my dress has a pocket.

ACTIVITIES FOR NUMBER CONCEPTS

INSTRUCTIONS:

Display articles of clothing of different sizes and colors. Compare appearance of pupils to emphasize likeness and difference.

BASIC SENTENCE PATTERNS:

Teacher

Pupil

Are the socks alike?

Yes, they are alike.
Yes, they are the same color.

Are they the same color?

Are the dresses alike?

No, they are not alike.
They are different.

Are the shirts different?

Yes, they are different.

Are they the same size?

They are the same.
They are not the same.
They're

(Indicate shirts of different sizes)

Look at the girls.

Who has long hair?

Is _____'s hair longer than _____'s.

_____ has long hair.
Yes, her hair is longer.
No, it is not longer.

Who has the longest hair?

_____ has the longest hair.

ACTIVITIES FOR SCIENCE

INSTRUCTIONS:

Display clothing worn in all kinds of weather. Display pictures of clothing worn in all kinds of weather.

BASIC SENTENCE PATTERNS:

Teacher

Look out the window. Is it raining?
Is the sun shining?

Where will we go?

How will we walk?

(When the pupils are outside, call attention to sun, clouds, heat.)

Look up.

Can you see clouds?

The clouds are white.

What color are the clouds?

Look down. This is my shadow.
(indicate shadow)

What is this?

Do you have a shadow?

Is your shadow big?
little

Put your hand on the sidewalk.
Is the sidewalk hot?

The sun made it hot. Do you feel the heat?

We will go to our room.
(Return to classroom)

Pupil

144

No, it is not raining.
Yes, the sun is shining.

We will go outside.

We will walk quietly in a line.

Yes, we see the clouds.

The clouds are white.

That is your shadow.
That's

Yes, I have a shadow.

Yes, my shadow is _____.
little
short
funny

Yes, it is hot.

Yes, I feel the heat.

Teacher

Is today a sunny day?
Look at the pictures.
Jose, walk to the pictures.
Show us something you wear on a sunny day.

Continue asking the pupils what one may wear on a sunny day.
a rainy day, a windy day, and a cold day.

SUPPLEMENTARY MATERIAL

SONGS

Growing With Music
Prentice-Hall, Inc.

- a. Johnny's Jeans, page 6
- b. The Little Shoemaker, page 96
- c. Count Your Buttons, page 78
- d. Where Is the Button?, page 88
- e. Puddles, page 5
- f. Sleeping Snow Drops, page 18
- g. Sally Go Round the Sun, page 45

POEMS

"Rainy Days"

Rainy days are happy days
For then we get to use
Our raincoats and umbrellas
And rainy weather shoes.

Pupil

Yes, today is sunny.

This is a pair of shorts. We can wear
shorts on a sunny day.

Use the same sentence patterns to present:

GAMES

a. Going Traveling

Pack a suitcase with articles of clothing which the class has learned to name. Call on different children to unpack the suitcase and name the items. Pack with girl's clothing, then at another time pack with boy's clothing. The suitcase can also be packed with toys and other objects; however, the items chosen should be related to each other as in a vocabulary unit or in accordance to a specific sound which is being emphasized.

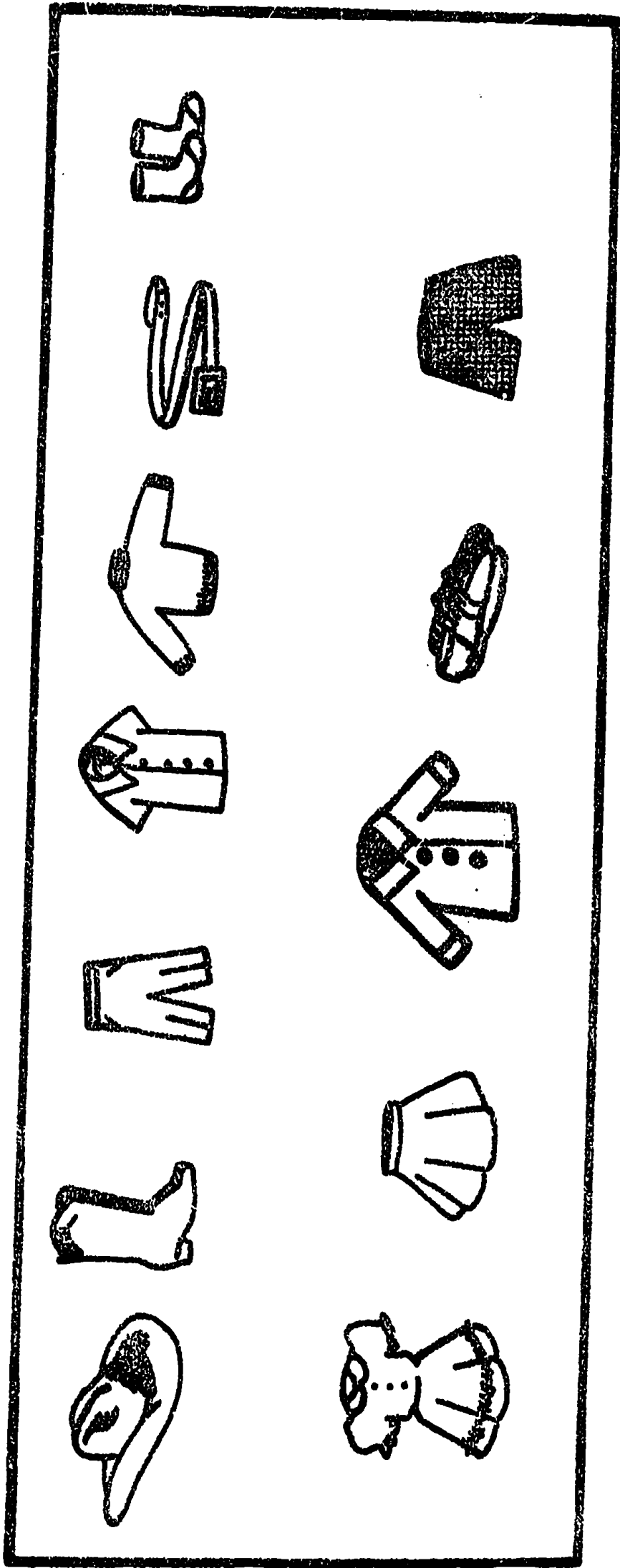
b. Shopping Game

The teacher tells the class to pretend they are going to the store to buy new clothes. She asks one pupil, "What are you going to buy?" The pupil stands and picks up an object of clothing and says, "I'm going to buy _____." He may try on the object he chooses.

c. Policeman and Lost Child

The teacher pretends to be a mother who has lost her child. A pupil pretends to be a policeman helping the mother find her child. The pupil asks the teacher, "What was he wearing?" The teacher describes another pupil in the room and the "policeman" tries to guess who it is. If he correctly identifies the lost child, he is allowed to be the policeman again.

CHART FOR TEACHING "WEAR" AND "WORE"



PERFORMANCE OBJECTIVES

The pupil will be able to

- use "wear" and "wore" correctly 90% of the time when used in a structured pattern.
- change tense of verbs "wear", "buy", "make", and "get" to past tense.

INSTRUCTIONS:

Teacher indicates pictures from left to right as she asks the question. Answer must be structured until the response is automatic.

Teacher

What did you wear?

What did you buy?
get

Pupil

I wore a hat.
some boots
pants
a shirt

I bought a _____.
got

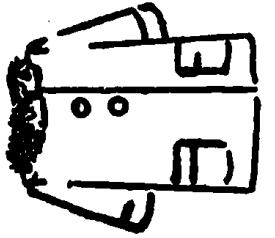
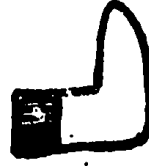
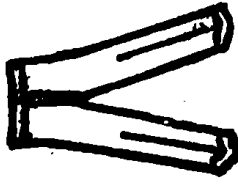
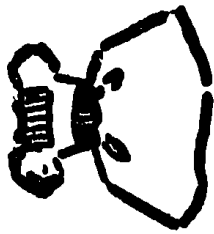
UNIT IV

PRE-TEST
POST-TEST for WHAT CLOTHES DO YOU WEAR?

INSTRUCTIONS

Prepare class checklist using the following: (See sample checklist)

- What is this? (List as "Identification")
- Who wears this? (List as family member or sex)
- What color is this? (List as color words)
- Do any of these come in pairs? (List as correct choice)



UNIT V - OUR TOYS

OUR TOYS

Time Allotment: Approximately 2 weeks

VOCABULARY

Subjects	Verbs
airplane	buy
blocks	bought
boat	cost
car	get
doll	got
dishes	like
shelf	take
shelves	does
puzzles	
teddy bear	
telephone	
train	
tricycle	
truck	
wagon	
top	
middle	
bottom	

151/152/153

MATERIALS

Pictures	Transparencies	Games	Books
Toy store scene and cards of individual toys	Where is the Ball Boy Playing at Home Outdoor Activities	OF 73-5 OF 77-5 OF 77-6	The Way My Doll Walks Jumping Jack Little Toot The Little Fire Engine The Little Engine that Could

Filmstrips

Roy's Toys F1630
 Toy Day in School F1740
 Taking Care of Things M341

Songs

My Little Red Wagon
 Don't Cry, Little Dolly

OUR TOYS

PERFORMANCE OBJECTIVES

The child will be able to

- identify 90% of the toys in the classroom
- make choices in selection of toys
- use correct verb forms "bought," "lost," "got" in social situations
- use ordinals "first," "second," and "third" to designate location

as measured by teacher observation of children's interaction while dramatizing toy store and recorded on checklist included in the unit.

INSTRUCTIONS

The teacher will present toys in a "toy store" situation.

BASIC SENTENCE PATTERNS

Teacher

We are going to play store.
What kind of store is this?

Let's name the toys.
What is this?

Pupil

This is a toy store.

That is a tricycle.

train
truck
boat
car
telephone
doll
teddy bear
wagon
airplane

Teacher

What do you like?
want

Get a toy from the store.
What did you get?

What does he have?
she

Do you have the wagon?

What did Tony get?
Mary buy
you

Pupil

Those are dishes.
blocks
puzzles

I like the _____.
want

I got the _____.

He has the _____.
She

Yes, I have the wagon.

He got the _____.
She bought the _____.
I

OUR TOYS

PERFORMANCE OBJECTIVES

The child will be able to

- demonstrate the concept of "one more"
- use "is" and "are" correctly in structured sentences
- use "this," "that," "these" and "those" in the structured sentence

as measured by teacher observation and recorded on evaluation checklist.

INSTRUCTIONS

The teacher places one toy on the table. Provide other small toys to be placed by the pupil.

BASIC SENTENCE PATTERNS

Teacher

What is this?
(Add another car)

What did I do?
These are cars.

(Repeat the sentence pattern many times with different objects, followed by charts depicting singular and plural pictured objects.)

These are blocks.
dishes
puzzles

What do you like?

Juan, ask Jose what he likes.

What do you want?

Pupil

That is a car.

You put one more.
Those are cars.

Those are blocks.
dishes
puzzles

I like the _____.
(Answers will vary)

Jose, what do you like?

I want the _____.

Teacher

May I play with the train?
boat
car

What toy do you have?
does he have
she
I

Do you have a wagon?

Let's play toy store.
Look at the store.
What do you see?

Where is the bear?
doll
wagon

Look at the top shelf.
What is first?
second
last

Which doll is the largest?
car
boat
smallest

Let's go to the store.
What will you take?

Pupil

(Repeat)

I have the _____.
He has
She
You have

Yes, I have a _____.
No, I don't have

I see a _____.

It is on the top shelf.
middle
bottom

The _____ is first.
second
last

This one is the largest.
smallest

I will take a penny.
nickel
dime
quarter
half dollar
dollar
some money

Teacher

What will you buy?

Juan, you may be the storekeeper.
Ask Tony what he wants.

How much does it cost?
(teacher model)

(Children act out several purchases before proceeding to the next patterns.)

What did Tony get?
Mary buy
you

Which toys have wheels?

Pupil

I will buy a _____.

Juan: What do you want?

Tony: I want the _____.

How much does it cost?

Juan: It costs a _____.

Tony: Thank you.

He got the _____.
She bought
I

The wagon has wheels.

car
tricycle
truck

CHART FOR TEACHING "HAS" AND "HAVE"

PERFORMANCE OBJECTIVES

The pupil will be able to use correctly:

- "have" and "has" in unstructured conversations
- personal pronouns; "he," "she," and "they."
- adjectives in proper sequence

as measured by teacher observation of pupil performance while orally interpreting pictures on the chart.

INSTRUCTIONS

The chart should include several pictures of individual boys and girls, and groups of children with various animals and toys. Color words, number words, and adjectives denoting size should be illustrated.

BASIC SENTENCE PATTERNS

Teacher

What does he have?
she
do they

What does he have?
she
do they

Pupil

He has a _____.
She
They have

He has a big _____.
She little
They have big brown
little black

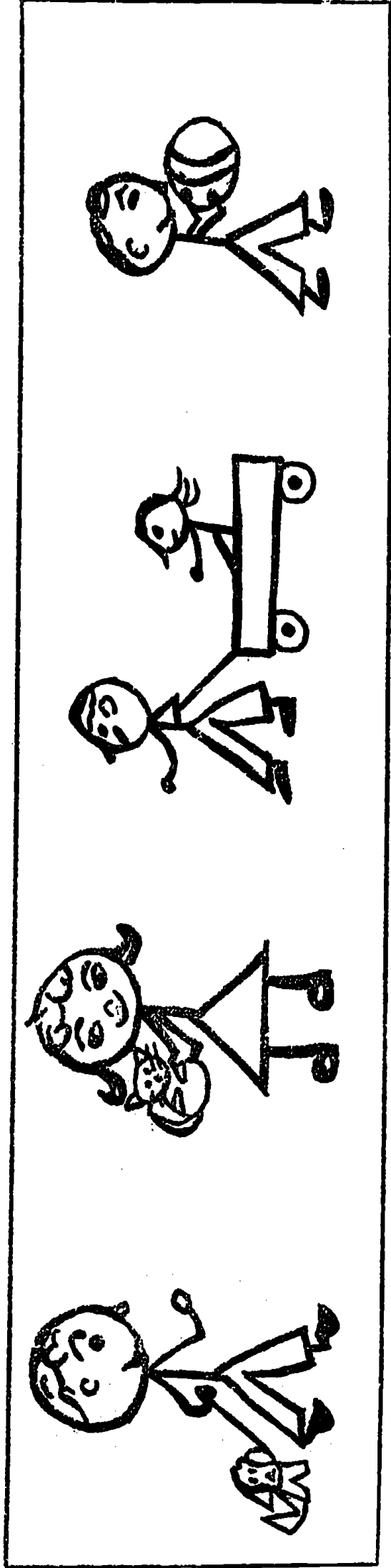
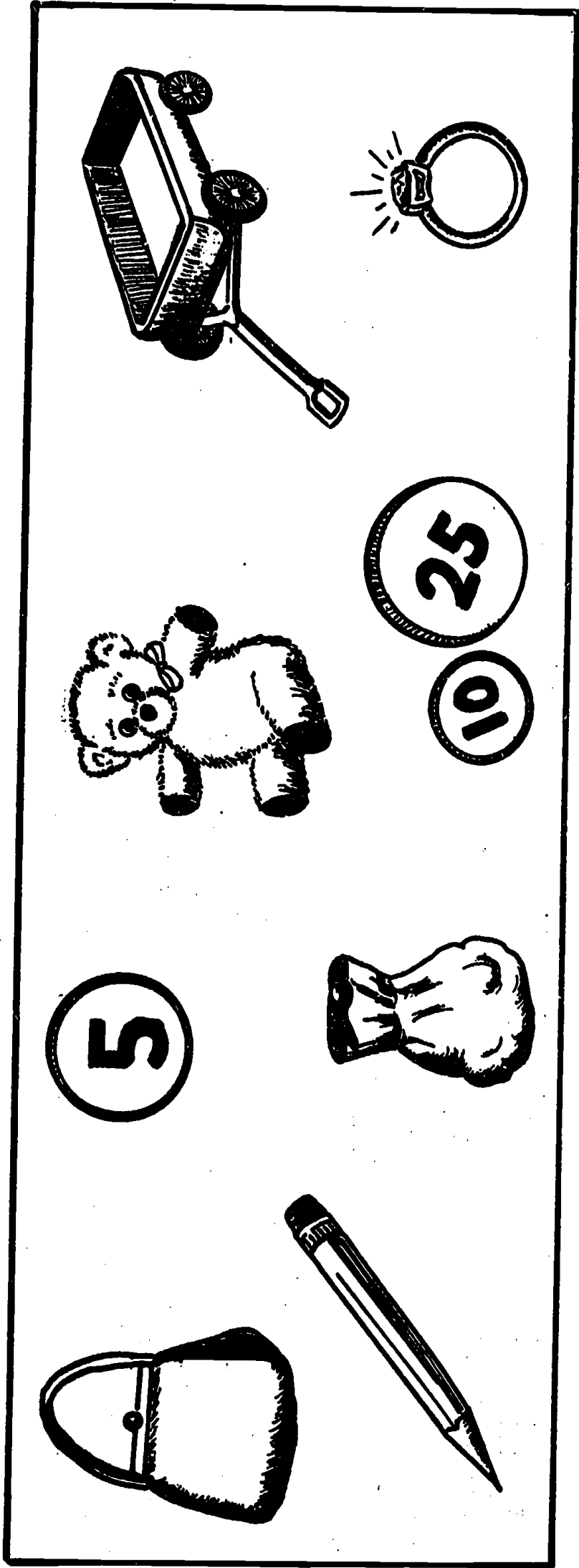


CHART FOR TEACHING "LOST" AND "FOUND"



PERFORMANCE OBJECTIVES

The pupil will be able to use

- "lost" and "found" in basic sentence patterns
- adjectives "new," "old," and "pretty"

as measured by teacher observation and recorded on an evaluative checklist.

INSTRUCTIONS

This may be used for both "lost" and "found." After basic pattern is established, enlarge the sentences by adding descriptive adjectives: new, old, pretty. Direct the pupils in the following dialogue.

BASIC PATTERN

First pupil: I lost something.
found

Second pupil: Did you lose your purse?
find

First pupil: Yes, I lost my purse.
No, I didn't lose my purse.

PRE AND POST TEST FOR UNIT V OUR TOYS

1. Use the "toy store" setting and ask the pupil to identify ten toys.
2. Ask pupil to choose the toy by location - on the top, in the middle, on the bottom.
3. Ask which toy is first, second, third.
4. Ask questions which require structured answer using "bought," "lost," "got."

UNIT VI - ANIMALS BIG AND LITTLE

ANIMALS BIG AND LITTLE - THE PET STORE

PERFORMANCE OBJECTIVES

The pupil will be able to

- identify animals in the pet shop
- describe animals using words to denote size, number, and color
- match baby animals with mothers
- use action verbs applicable to animal movement

as measured by social dramatization as children manipulate toy animals in the toy pet shop.

INSTRUCTIONS

The teacher presents the toy animals in a pet shop situation using shelves or building a toy pet shop with blocks.

BASIC SENTENCE PATTERNS

Teacher

Let's play pet shop today.
We will choose a pet.
What pet do you see?

Pupil

(Answers will vary.)

(Indicate animals beginning with the top shelf and progressing from left to right.)

Let's name the animals.

That is a bird.

dog
cat
kitten
puppy
turtle
frog
gerbil

Teacher

Those are _____
(indicate animals)

What color is the bird?
dog
cat

Which pet would you like?

Guess which one I want.
(Use simple sentences to describe one
of the animals.)

How many feet does the _____ have?

Which pet has feathers?
Which pets have wings?

Which pets have long ears?
short tails
a shell

What is the baby dog called?
cat

How would a live dog move?
cat
fish
turtle
bird

What does a dog eat?
cat
fish

Pupil

Those are hamsters.
guinea pigs
fish
rabbits
rats

The bird is yellow.
blue

I would like the _____.

I think you want a _____.

The _____ has _____ feet.

The _____ have _____.

It's a puppy.
kitten

It would walk.
run
swim
crawl
fly

It eats _____.
(Answers will vary.)

Teacher

Do you have a pet?

What pets do we have at school?

Tell me about your pet.

(Use questions if necessary to lead pupil in describing his pet.)

What did you give him to eat?
feed him

Where did you get him?

(Continue questioning as applicable to pets enumerated by pupils.)

Where does your cat live?
dog

Does your cat ever go outside your house?
dog

Where do dogs and cats like to go?

What do dogs and cats like to do?

Does a dog sleep?
cat

Show me how they sleep.

Pupil

Yes, I have _____.
No, I haven't any.

We have a _____.
(Answers will vary.)

I gave him _____.
fed him
her

I got him from a store.
her friend

My cat lives in the house.
dog his house

Yes, he does.
No, he doesn't.

(Answers will vary.)

They like to _____.
play with me
catch rats
(Answers will vary.)

Yes, he does.
(Answers will vary.)
(Pupils demonstrate.)

Teacher

How do they drink water?
milk

(Model response)

They "lap up" the water.
milk

What do they use to "lap up" the water?

What do they use to eat their food?

Do they need a knife and fork like you do to eat?

Why couldn't they use a knife and fork?
(Model response)

Instructions. Observe live animals in classroom situations including fish, turtles, gerbils, a bird (canary or parakeet), chickens, rabbits, etc. Utilize sentence patterns when the appropriate animal is a "guest" in the classroom.

Where do our fish live?

Where does the turtle live?
Does the turtle stay in the water all the time?

What is he doing?
What does he eat?
Where does he get it?

Where does the gerbil live?

What does he do in the cage?

Pupil

(Repeat)

They use their tongues.

They use their teeth.

No, they don't.

They have no hands.

Our fish live in water.
a bowl of water

A turtle lives in water.

No, he doesn't.
He gets up on a rock.
He eats turtle food.
We give it to him.

A gerbil lives in a cage.

He is sleeping.
eating
running around
playing on the wheel

Teacher

Let's watch him.
(Model response as gerbil is observed
in action)

What must we do to keep him happy?

Where does the canary live?
parrakeet

What does the canary do?
parrakeet

Does the canary drink water?
parrakeet

How does the canary drink?
parrakeet
(Model response as canary is observed)

He takes a little water and throws his
head back.
The water runs down his throat.

Do dogs and cats drink like a canary?
parrakeet

Do turtles and fish drink like a canary?
parrakeet

Pupil

We must feed him.
give him water
keep his cage clean

The canary lives in a cage.
parrakeet

The canary flies.
parrakeet
hops around
eats
sings

Yes, he does.

(Repeat)

No, they don't.

No, they don't.

ANIMALS BIG AND LITTLE - ANIMALS ON THE FARM

PERFORMANCE OBJECTIVES

The pupil will be able to

- identify farm animals
 - explain how some animals are useful
 - describe animals using words denoting color, size, or distinctive characteristics
- as measured by teacher observation of pupil performance during work and play activities.

INSTRUCTIONS

The teacher presents replicas of farm animals.

BASIC SENTENCE PATTERNS

Teacher

Here are some animals who live on a farm.
Which animals have you seen?
(Indicate and model answer)

Which animals give us milk?
eggs
bacon
ham

What is a baby cow called?
horse
sheep
hen
goat

Which animals have hair?

Pupil

I have seen a cow.
horse
pig

Cows give us milk.
Chickens eggs
Pigs bacon
Pigs ham

It is a calf.
colt
lamb
chicken
kid

Cows have hair.
Horses
Dogs
Cats

Teacher

Which animals have wool?

Which animals have feathers?

What animal has fur?

What does the cow say?

- horse
- duck
- pig
- chicken
- hen
- rooster
- turkey
- sheep

Pupil

Sheep have wool.

Ducks have feathers.

- Chickens
- Hens
- Roosters
- Turkeys
- Birds

A rabbit has fur.

The cow says moo.

- horse neigh-h-h
- duck quack
- pig oink
- chicken peep-peep
- hen cackle-cackle
- rooster cock-a-doodle-do
- turkey gobble-gobble
- sheep baa-baa

Display flannel or magnetic board. Identify objects to be placed on the flannel or magnetic board. Place trees and a barn. Set the pattern before asking the pupils to follow these directions.

_____, put the bird in the tree.

Where is the bird?

_____, put the cow behind the tree.

Where is the cow?

_____, put the horse beside the tree.

Where is the horse?

_____, put the chicken in front of the barn.

Where is the chicken?

_____, put the boy on the horse.

Where is the boy?

_____, put the sheep between the barn and the tree.

Where is the sheep?

I put the bird in the tree.

The bird is in the tree.

I put the cow behind the tree.

It's behind the tree.

I put the horse beside the tree.

It's beside the tree.

I put the chicken in front of the barn.

It's in front of the barn.

I put the boy on the horse.

The boy is on the horse.

I put the sheep between the barn and the tree.

It's between the barn and the tree.

ANIMALS BIG AND LITTLE - ANIMALS AT THE ZOO

PERFORMANCE OBJECTIVES

The pupil will be able to

- identify the zoo animals
- discover likenesses and differences in animals
- use comparative adjectives "taller," "shorter," "faster," "slower," "larger,"

as measured by teacher observation of children as they work with the animals in work-play situations.

INSTRUCTIONS

The teacher displays facsimiles of zoo animals.

BASIC SENTENCE PATTERNS

Teacher

This is a picture of a zoo.
What is this?

Have you been to the zoo?

What animals do you see?

Have you ever seen a _____?

Here are some toy animals.
(Display toy animals; indicate each in turn.)

Pupil

That is a zoo.

I have been to the zoo.
haven't

I see a _____.
(Answers will vary.)

Yes, I have.
No, I haven't.

Teacher

Have you seen a lion?

tiger
bear
elephant
kangaroo
zebra
alligator
hippopotamus
giraffe
monkey
seal
snake

The lion lives in the zoo.

tiger
bear

(Indicate two of the animals.)

How are the animals alike?

How are the _____ and the _____ different?

Pupil

I have seen a lion.

tiger
bear
elephant
kangaroo
zebra
alligator
hippopotamus
giraffe
monkey
seal
snake

The lion lives at the zoo.

They have four feet.

two eyes
two ears
long tails
big teeth

(Answers will vary.)

The _____ is taller than the _____.

shorter

The _____ has a longer neck.

shorter tail

The _____ can run faster.

SUPPLEMENTARY MATERIAL

SONGS

Growing With Music
Prentice-Hall, Inc.

Barnyard Songs, page 56
In the Apple Tree, page 60
Old Mister Rabbit, page 117
Six Little Ducks, page 26

GAMES

Let's Pretend

The child who is "It" is allowed to pretend he is an animal. He pantomimes the characteristics of this animal while the other pupils try to guess which animal he is pretending to be.

Does He Fly?

The teacher says, "The bird flies." The class imitates as the teacher flaps her arms. Then the teacher says, "The horse flies," as she flaps her arms again. If the pupil imitates, he is out. The teacher repeats this procedure using various animals.

Frog in the Sea

One pupil sits in the middle of the circle, Indian fashion. The players run by and say: Frog in the sea, can't catch me. The frog tries to tag the pupils.

Watch Dog

Put a blindfold on the pupil who is the watchdog. Put a beanbag (bone) in front of him. The leader signals someone to take the bone. The child who takes the bone then says, "Watchdog, watchdog, wake up, wake up. You are a very, very lazy pup." The watchdog tries to guess who has the bone.

Legs

Two legs for birds and you and me.
Four legs for dogs and squirrels in a tree.
Six legs for beetles . . . away they go.
Eight legs for spiders--what do you know!

PRE AND POST TEST FOR UNIT VI

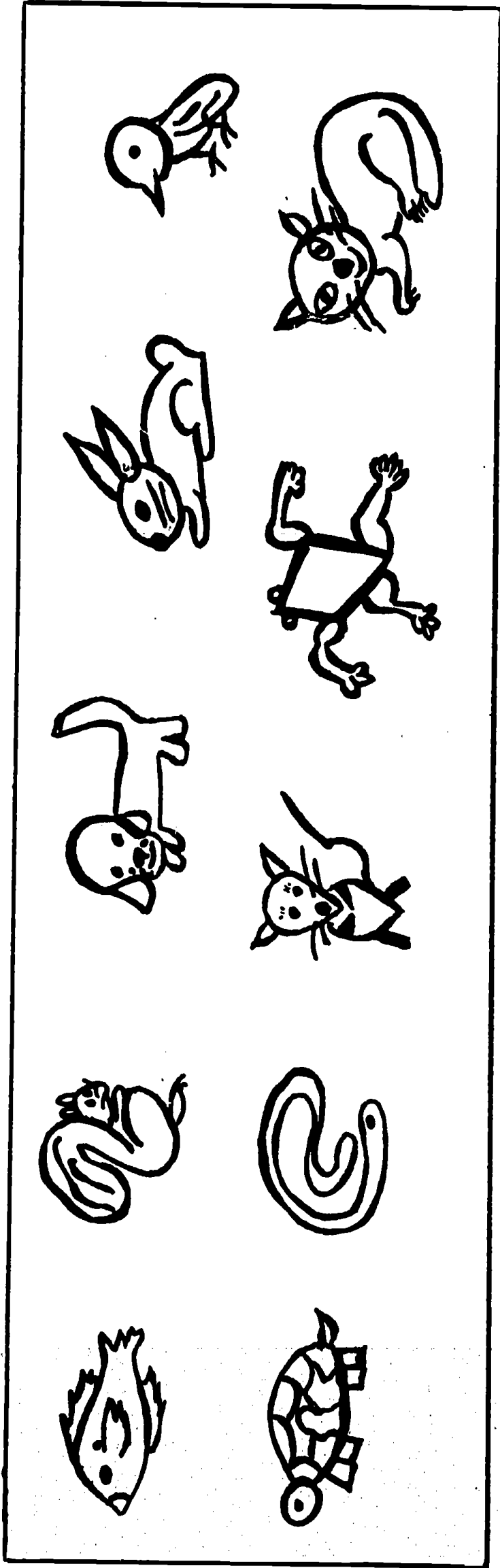
ANIMALS BIG AND LITTLE.

Place 12 facsimilies of pets, farm animals and zoo animals indiscriminately on the table.

1. The pupil identifies as many as possible.
2. The pupil moves the animals into three groups - pets, farm animals, and zoo animals.
3. The pupil chooses correct animal to match sound. (Teacher moos, clucks, meows)
4. The pupil chooses, largest, smallest, tallest, shortest.

CHART I FOR TEACHING "SEE" AND "SAW"

(Do not write words on chart)



PERFORMANCE OBJECTIVES

The pupil will be able to:

- use "see" and "saw"
- use "big" and "little" in correct sentence patterns
- place number and color words in correct word order

as measured by teacher observation and recorded on evaluative check list.

INSTRUCTIONS:

Reproduce the chart on a large chart tablet or poster board. Place pictures in rows. Read pictures from left to right in all drills. Pupils will continue in a chain drill. (asking pupil next to him the question)

BASIC SENTENCE PATTERNS

Teacher

What did you see? (teacher indicates first picture, then quickly covers it as she asks question.)

Joe, what did you see?

Pupil

I saw a fish.
squirrel.

Joe: I saw a fish.

What did you see, Juan?

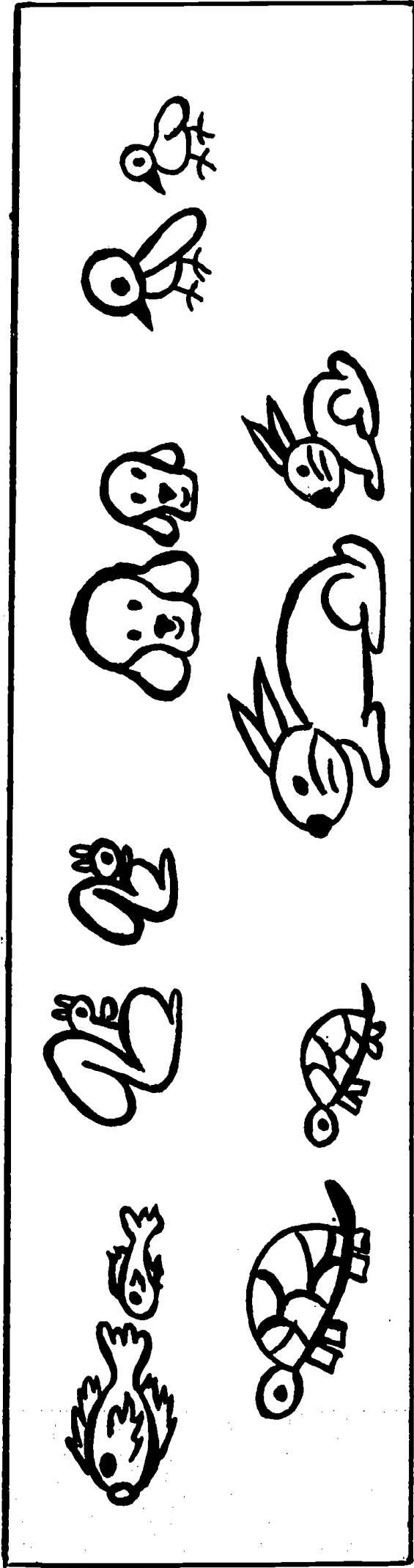
Juan: I saw a squirrel.

Maria, what did you see?

(Practice until an automatic response using "saw" is established. This is an excellent drill to record on tape.)



CHART II FOR REINFORCING USAGE OF "SAW" AND DRILL FOR USE OF "BIG" AND "LITTLE"



INSTRUCTIONS

Follow techniques employed on chart I including the words "big" and "little" in correct comparative statement.

Another exercise might include positive and negative answers.

BASIC SENTENCE PATTERNS

Teacher

Did you see a big fish? (indicate)

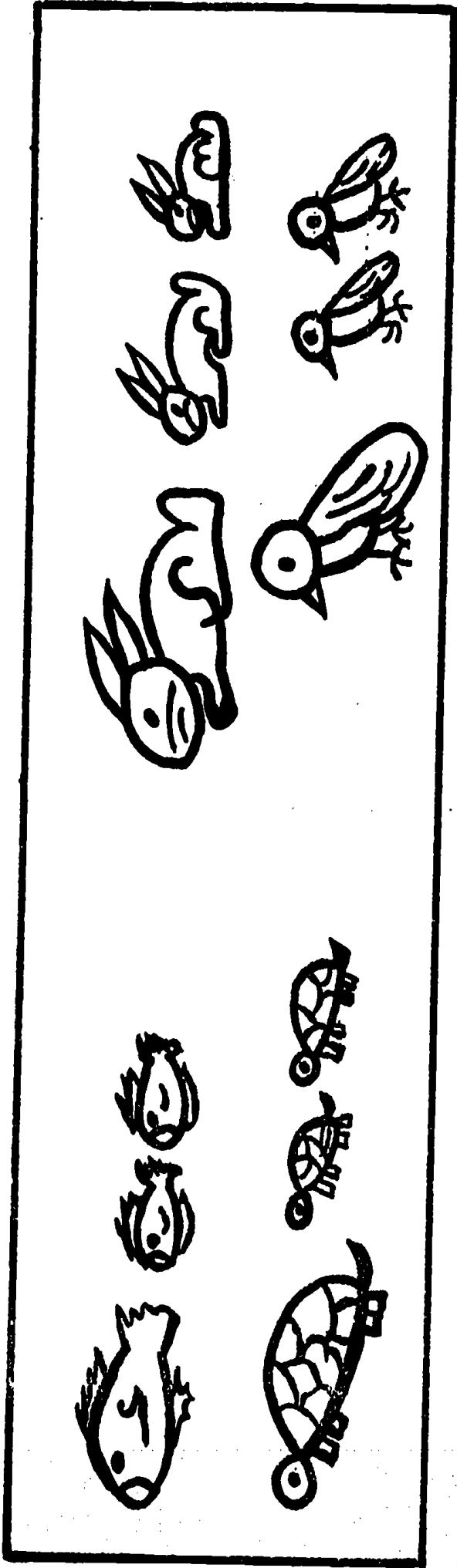
Did you see a big fish? (indicate the little fish)

Pupil

Yes, I saw a big fish.

No, I didn't see a big fish.
I saw a little fish.

CHART III FOR TEACHING SEQUENCE OF NUMBERS AND COLOR WORDS IN SENTENCES UTILIZING "SEE" AND "SAW"



INSTRUCTIONS

Follow technique employed in previous charts, but add number and/or color words. Do not attempt to add both in one lesson.

BASIC SENTENCE PATTERNS

Teacher

What did you see?

Did you see a big orange fish?
two big fish

More advanced language patterns using the same charts include prepositional phrases and complex sentences.

Pupil

I saw one big fish.
two little fish

I saw one big yellow fish.
two little orange

No, I saw a big yellow fish.
one big fish
two little fish

Teacher

What did you see?

What did you see?

Pupil

I saw a fish swimming in the water.

I saw a big fish swimming in the water.

I saw a big yellow fish swimming in the water.

I saw a fish under a lily pad.

big
big yellow

CHECKLIST FOR UNIT VI: ANIMALS BIG AND LITTLE

	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
<u>IDENTIFICATION*</u>														
<u>CLASSIFICATION</u>														
<u>AUDITORY DISCRIMINATION</u>														
<u>COMPARATIVE ADJECTIVES</u>														

NAME

* 3 / 5
Number Right
Number Tested

UNIT VII - HAPPY DAYS

HAPPY DAYS - A BIRTHDAY PARTY

Time Allotment: May be used interspersed through the year as children have birthdays.

VOCABULARY

Nouns	Verbs	Adjectives	Adverbs	Pronouns	Films
birthday	ate	clean	yes	all	M369 Beginning Responsibility
bow	bought	delicious	no	her	F591 On the Playground
box	bring	enough		him	F2614 Let's Have a Party
brother	buy	five		his	
cake	could	four		it	
candles	couldn't	funny		that	
candy	did	good		these	
children	does	new		they	
cookies	drink	old		those	
friends	drank	one		we	
grandfather	eat	pretty		what	
grandmother	gave	six		whose	
ice cream	get	three		who	
neighbors	give	two			
juice	got				
party	had				
presents	has				
punch	liked				
sandwich	like				
soda	thank				
	wanted				
	would				

PERFORMANCE OBJECTIVES

The pupil will be able to

- tell his age using correct sentence patterns
- count to five in one-to-one relationship
- classify people using terms as friend, neighbor, aunt, uncle, grandfather, and grandmother
- distinguish between concept of "eat" and "drink"
- use verbs "ate," "drank," "brought" and "took" meaningfully
- classify foods usually served at birthday parties

as measured by teacher observation of interaction of pupils in dramatizing a birthday party.

INSTRUCTIONS

Display a picture of children at a birthday party and a cake with five candles.

BASIC SENTENCE PATTERNS

Teacher

This is _____.
 _____ (girl's name)
 had a birthday.
Who had a birthday?

How old was _____?

How old are you?
(Teacher may have to model response)

How many candles are on the cake?
Let's count the candles.

Let's blow out the candles and make a wish.
(Teacher demonstrates)

I wish for a _____.
What did you wish?

Pupil

_____ had a birthday.

She was five years old.

I am five years old.

Five candles are on the cake.
One, two, three, four, five.

I wished for a _____.
(Answers will vary)

Teacher

Who came to the party?

Did boys come to the party?
girls
mothers

Who brought _____ a present?

If you were going to the party, what would you take?

What did _____ take?

What did the children eat?

What did they drink?

What would you rather have?

Pupil

A boy came to the party.
girl
friend
neighbor
Her brother
sister

Yes, boys came to the party.
girls
No, Mother did not come.

Everybody brought her a present.
Her aunt
uncle
grandmother
grandfather

I would take a _____.

He took a _____.

They ate birthday cake.
cookies
ice cream
candy
cupcakes

They drank Kool-ade.
lemonade
chocolate

I would rather have _____.
(Answers will vary)

SUPPLEMENTARY ACTIVITIES

Help individual pupils learn when their birthday occurs. Each birthday should be observed at school. Invite the pupil to choose a small gift from a birthday box, wear a birthday hat, or choose games, records, or stories for the day.

HAPPY DAYS - A TRIP TO THE PARK

Time Allotment: Approximately 1 week

VOCABULARY

Nouns	Verbs	Adjectives	Adverbs	Pronouns	Films
brother	ate	delicious	soon	all	F2315 Family Fun
cake	bring	enough	today	her	F1738 A Visit to the Park
candy	brought	sweet	tomorrow	him	F2337 Our Parks and Playgrounds
children	drank			his	F1964 A Trip to the Beach
cookies	drink			he	
family	eat			it	
friends	like			she	
hamburger	liked			they	
lunch	want			we	
neighbor	wanted				
picnic					
punch					
sandwich					
soda					

A TRIP TO THE PARK

PERFORMANCE OBJECTIVES

The pupil will be able to

- relate personal experiences in structured sentence pattern form
- use words and phrases denoting time in oral conversation 90% of the time

as measured by teacher observation of interaction of pupils in social dramatization.

INSTRUCTIONS

Display large poster of park scene with children occupied in many different activities, including use of playground equipment, playing with toys, and having a picnic.

BASIC SENTENCE PATTERNS

Teacher

Where are the children?
(Indicate the entire poster)

What are they doing?

Are they happy?
having fun

How did they get to the park?

Did you ever go to a park?
Did you take something to eat?
That is a picnic.
Let's pretend we are going to the park
for a picnic.

Pupil

They are at the park.

(Answers will vary)

Yes, they are happy.
having fun

They came in a car.
on bus
bicycle
walked

(Answers will vary as each tells his own
experiences)

Teacher

What will we take to eat?
play with

Who will go with you?

When will we go?
Let's go today.

tomorrow
this afternoon
in the morning
next week
Saturday
after a while

Rosa, when do you want to go?

What will you do at the park?

How long will you stay at the park?
Let's stay all day.

afternoon
until night
two hours
a long time
a little while

Pupil

I'll take _____
(answers will vary)

My father will go with me.

uncle
aunt
mother
brother
friend

(Repeat, using substitution drill)

I want to go _____.

I will play on the slide.

swings
jungle gym
in sand
with my ball
toys
on grass

(Repeat, using substitution drill)

SUPPLEMENTARY ACTIVITIES

Provide lunch box in housekeeping center to inspire pupils to dramatize packing a lunch and having a picnic.

MATERIALS

Pictures or Objects	Songs	Films	Tapes
cats ghosts witches costumes masks brooms hats	<u>Growing With Music I</u> "Halloween" American Singer I "Funny Witches" "Brownies and Witches" <u>Birchard Music Series</u> (Kindergarten Ed.) "Halloween" "A Halloween Hello" "It's Halloween" "Jack-o-Lantern"	"Winnie the Witch" "Celebrating Halloween"	Black Cats and Jack-o-Lanterns Halloween in Animal Town Witches, Pumpkins, and Goblins

HALLOWEEN

PERFORMANCE OBJECTIVES

The pupil will be able to

- name and identify Halloween symbols
- use descriptive words such as: ugly and pretty
- observe safety for Halloween fun

as measured by teacher observation.

INSTRUCTIONS

Display pictures and/or Halloween objects: masks, jack-o-lantern, costumes, ghosts, witches, brooms, cats, owls, and "trick-or-treat" bags.

BASIC SENTENCE PATTERNS

Teacher

Halloween is almost here.
Here are some Halloween things.
(Indicate objects and/or pictures.)

This is a witch. The witch wears a black hat.
She wears a black dress. She rides on a broom.
She has a black cat. She is ugly.
(Point to picture of witch.)

What do you see?

What does she wear?

What does she ride?

What does she have?

Is she pretty?

Is she ugly?

When do you see witches and cats?

Pupil

I see a witch.

She wears a black hat.

She rides a broom.

She has a black cat.

No, she's not.

Yes, she is.

We see witches and cats on Halloween.

Teacher

_____, ask Mary: What does the witch wear?
 _____, ask Peter: What does the witch have?
 _____, ask Joe: What does the witch ride?

The witch is make-believe.
 The witch is not real.
 Is the witch real?

(Point to picture of ghost.)
 This is a ghost. The ghost is white.
 He can scare you. He is spooky.
 He says "Boo!"
 What do you see?

Does he scare you?

Does he look spooky?

Is he pretty?
 ugly

What does he say?

When do you see ghosts?

_____, ask Janie: Can a ghost scare you?

Pupil

_____: Mary, what does the witch wear?
 Mary: She wears a black hat.
 _____: Peter, what does the witch have?
 Peter: She has a black cat.
 _____: Joe, what does the witch ride?
 Joe: She rides on a broom.

No, the witch isn't real.
 The witch is make-believe.

I see a ghost.

No, he doesn't.
 Yes, he does.

Yes, he does.
 No, he doesn't.

(Answers will vary.)

He says, Boo!

We see ghosts on Halloween.

_____: Janie, can a ghost scare you?
 Janie: Yes, a ghost can scare me.
 No can't

Teacher

The ghost is make-believe.
The ghost isn't real.
We are not afraid of the witch.
ghost

Lile, ask Becky to show us a ghost.

Fred, ask Lala what color the ghost is.

Is the ghost real?

This is a jack-o-lantern.
The jack-o-lantern is big. It is orange.
It has a big face. It has eyes, a nose,
and a mouth.

This jack-o-lantern has a happy face.

sad
funny
ugly

It is a pretty jack-o-lantern.
It is round.

(Point to picture of jack-o-lantern.)
What do you see?

Is the jack-o-lantern orange?
black

Does it have a face?
eyes
mouth
nose

Pupil

Lile: Show us a ghost.
Becky: Here is a ghost.

Fred: What color is the ghost?
Lala: The ghost is white.

No, the ghost is make-believe.

I see a jack-o-lantern.
pretty jack-o-lantern

Yes, it is.
No, it's orange.

Yes, it does.

Teacher

Does it look sad?
happy
funny

When do you see jack-o-lanterns?

_____, ask Peter to tell you about the jack-o-lantern.

(Continue in directed dialogue.)

This is an owl. It is brown.
It has big eyes. You can see the owl at night.
The owl hoots: Whoo! Whoo!
(Point to the pictures of an owl.)

What do you see?
Is it brown?
Does it have big eyes?
What does the owl say?

We wear masks and costumes on Halloween.

This is a mask.
What is this?

These are eyes.
(Teacher points to eyes.)
What are these?

This is a nose. What is this?
mouth

Where do we put the mask?
(Teacher may have to prompt.)

Pupil

(Answers will vary.)

We see jack-o-lanterns on Halloween.

_____: Peter, tell me about the jack-o-lantern.
Peter: The jack-o-lantern is _____.
(Answers will vary.)

I see an owl.
Yes, it's brown.
Yes, it does.
He says: Whoo! Whoo!

That is a mask.

Those are eyes.

That is a nose.
mouth

We put the mask in front of our face.



Teacher

We "dress up" in funny clothes on Halloween like ghosts or witches.

What do you want to be on Halloween?

What do you see on Halloween?

Boys and girls, let's draw pictures of Halloween things.

_____, what will you draw?

(Continue this procedure. A mural may be developed by using pupils' drawings.)

Let's count the witches. One, two, three . . . One, two, three . . .

cats
jack-o-lanterns
owls
ghosts

_____, how many witches do you see?

cats
jack-o-lanterns
ghosts
owls

Do you see more cats or ghosts?

owls witches
ghosts jack-o-lanterns

Do you see fewer cats or ghosts?

owls witches
ghosts jack-o-lanterns

Pupil

I want to be a _____.

I see witches.

cats
ghosts
jack-o-lanterns
owls

I will draw a _____.

I see _____
witches.
cats
jack-o-lanterns
ghosts
owls

I see more _____.

I see fewer _____.

Teacher

Halloween is fun. Boys and girls go "Trick or Treat." They wear masks and costumes. They take a "Trick or Treat" bag. They go up and down the street knocking on doors at their friends' homes. They say "Trick or Treat." A lady opens the door and she gives them candy or cookies. They say "Thank you." They put the candy in the "Trick or Treat" bag. What do you do on Halloween night?

wear
take with you

Where do you go?

What do you say to the lady?

Boys and girls walk when they go "Trick or Treat." They are careful when they cross the street. They go with Mother or big sister or brother.

How do you go "Trick or Treat"?

Who takes you?

(Dramatize Halloween "happenings.")

Pupil

I go "Trick or Treat."

I wear a costume.

I take a "Trick or Treat" bag.

I go up and down the street to my friends' homes.

I say "Thank you."

I go walking.

_____ takes me.

SUPPLEMENTARY MATERIALS

FINGER PLAYS

Halloween

It was the finest pumpkin that you have ever seen.
(Make circle with arms)

It grew in Tommy's garden on the night of Halloween.

He took his knife to cut the top,
(Action of cutting)

He scooped it with a spoon,
(Action of scooping)

He made two eyes,
(Make round circles with fingers at eyes)

A nose so long,
(Point to nose)

A mouth just like a moon.
(Draw half-moon in air)

He put a candle in it,
(Hold up one finger)

Then still as any mouse,

He crept up very slowly to a window in his house.
(Move fingers in creeping motion)

He held the jack-o-lantern.
(Pretend to hold)

Till his mother cried, "Look here!"

It seems to me some brownies
Are hiding very near!

Maude Burnham

Three Little Witches

One little, two little, three little witches,
(Hold up fingers one by one)

Ride through the sky on a broom;
(Hands clasped together in front as though grasping broomstick)

One little, two little, three little witches,
(Repeat action in line one)

Wink their eyes at the moon.
(Wink one eye while making circle with arms)

(Flannelboard materials including three witches on broomsticks and a full moon may be used.)

Five Little Goblins

Five little goblins on a Halloween night
Make a very, very spooky sight.

The first one danced on his tippy-tip-toes;
(Hold up first finger)

The next one tumbled and bumped his nose;
(Hold up second finger)

The third one gave me a Halloween scare
(Hold up third finger)

The next one walked like a fuzzy bear;
(Hold up fourth finger)

The next one sang a Halloween song.
(Hold up thumb)

Five goblins played the whole night long!

Ten Little Pumpkins

Ten little pumpkins all in a line,
(Hold up ten fingers)

One became a jack-o-lantern,

Then there were nine.
(Bend down one finger)

Nine little pumpkins peeking through the gate;

An old witch took one,

Then there were eight;
(Bend down one finger)

Eight little pumpkins, there never were eleven.

A green goblin took one.

Then there were seven.
(Bend down one finger)

Seven little pumpkins full of jolly tricks;

A white ghost took one,

Then there were six.
(Bend down one finger)

Six little pumpkins glad to be alive,

A black cat took one,

Then there were five.
(Bend down one finger)

Five little pumpkins by the barn door,

A hoot owl took one,

Then there were four.
(Bend down one finger)

Four little pumpkins as you can plainly see;

One became a pumpkin pie,

Then there were three.
(Bend down one finger)

Three little pumpkins feeling very blue;

One rolled far, far away,

Then there were two.
(Bend down one finger)

Two little pumpkins alone in the sun,

One said, "So long,"

And then there was one.
(Bend down one finger)

One little pumpkin left all alone,

A little boy chose him,

Then there were none.
(Bend down last finger)

Ten little pumpkins in a patch so green,

Made everyone happy on Halloween.

SUGGESTED ACTIVITIES

The Jack-o-lantern

Pupils cut out orange jack-o-lanterns and attach them to tongue depressors. Help pupils make facial features showing the following expressions: happy, sleepy, angry, surprised, crying, signing, sad, and glad. Pupils stand in line and hold jack-o-lanterns as class and teacher recite:

This jack-o-lantern is happy,
This jack-o-lantern is sad,
This jack-o-lantern is angry,
This jack-o-lantern is glad,
This jack-o-lantern is sleepy,
This jack-o-lantern is surprised,
This jack-o-lantern cries,
This jack-o-lantern sighs.

Tell the Ghost

Make black cats, witches, and ghosts using construction paper cut in the shapes of circles and half circles. Make ghost puppets from old sheets to use while practicing sentence patterns. One ghost may ask questions about Halloween, and other Halloween characters answer.

(Encourage pupils to take turns telling original ghost stories.)

HAPPY DAYS - THANKSGIVING

Time Allotment: 2 weeks

VOCABULARY - MATERIALS

Subjects	Adjectives	Pictures or Objects	Films
corn dinner food Indian log cabin November Pilgrims pumpkin pie teepee Thanksgiving turkey	thankful	corn crops Indians log cabin Mayflower teepee turkey	M542 The Story of the Pilgrims F1863 Art Activities for Thanksgiving
			<u>Tapes</u>
			T750 A Story of Thanksgiving
			<u>Pictures</u>
		Five Fat Turkeys*	FPI45 Thanksgiving Day
		<u>Art</u>	
		Indian Headdress* Thanksgiving Turkey* Thanksgiving Mural*	

* See Supplementary Material

Teacher

There were no houses but there were a lot of trees. The Pilgrims cut the trees and made log cabins. They looked like this.
(Show picture of log cabin)

Does it look like your house?

No, it doesn't look like my house.

Does it have anything that your house has?

Yes, it has a door and windows.

It was very cold. The Pilgrims had to hunt for something to eat. They ate turkey, deer, rabbits, and fish. (Show pictures of these animals)

What is this?

That is a turkey.
deer
rabbit
fish

They planted corn.

What is this?

That is corn.

They planted pumpkins.

What is this?

That is a pumpkin.

Soon the corn and pumpkins were ready to eat.

Do you think the Pilgrims were happy?

Yes, they were happy.

Did they have something to eat?

Yes, they had something to eat.

The Pilgrims were so happy they decided to have a big feast. A feast is like a big dinner party. They invited the Indians.

Whom did they invite?

They invited the Indians.

Teacher

The Indians and the Pilgrims had a big feast.

What did they eat?

They called this feast Thanksgiving.
Every year we have a Thanksgiving dinner.
We are thankful for all the good things
we have.

Pupil

They ate corn.
turkey
pumpkin pie
berries
deer meat

SUPPLEMENTARY MATERIALSSONGS

Growing With Music
Prentice -Hall, Inc.

Five Fat Turkeys, page 135

Kindergarten Book
Ginn

Thanksgiving Is Coming, page 76
Company is Coming, page 76
A Big Fat Turkey, page 76
Gobble, Gobble, page 77

GA MES

First Thanksgiving

The teacher asks the class to pretend they are getting ready for the first Thanksgiving. The class pantomimes the action. Sentence patterns to be developed are:

We are getting dressed for the hunt.
hunting for the turkey
shooting the turkey
getting our dinner ready
giving thanks for our dinner
eating our dinner with our Indian friends

Thanksgiving Mural

Each child is provided with colored chalk and large sheets of newsprint. He is directed to draw large pictures related to Thanksgiving. Class selects appropriate drawings to compose a Thanksgiving mural.

Indian Headdress

The teacher demonstrates how to fold colored construction paper in order to cut feathers for an Indian headdress. The pupil chooses his colors and cut feathers. The teacher staples feathers inside strip of tagboard to fit individual pupil's head.

HAPPY DAYS - CHRISTMAS

Time Allotment: 3 weeks

VOCABULARY

Subjects	Verbs	Adjectives	Pictures or Objects	Stories and Filmstrips
angel	decorate	jolly	angel	F344 Gift of St. Nicolas
bells	wrap	merry	candy	F1015 Celebrating Christmas
candle			chimney	F1016 Hymns of the Nativity
candy			Christmas candy	F1864 Art Activities for Christmas
card			Christmas decoration	
carols			Christmas tree	
chains			Christmas star	<u>Tapes</u>
chimney			Christmas wreath	T666 Hang Up Your Stocking!
Christ			elves - reindeer	T756 Trimming the Christmas Tree
Christmas			gifts - Santa Claus	
Christmas tree			holly - sleigh	
December			manger - snowman	
decorations			presents - toys	
elves				<u>Songs</u>
gifts				Jingle Bells
holly				Jolly Old St. Nicolas
manger				Rudolph the Red-Nosed Reindeer
ornaments				<u>Games</u>
poinsettia				Christmas*
sleigh				Christmas Stocking*
snow				Toy Mural*
snowman				
stocking				<u>Poems</u>
tinsel				The Night before Christmas
reindeer				The Little Pine Tree
winter				
wreath				

* See Supplementary Material

PERFORMANCE OBJECTIVES

The pupil will be able to describe in a basic sentence pattern

- selected Christmas symbols (Santa Claus, Christmas tree, stocking)
- appearance of objects using comparative adjectives

as measured by teacher observation in a show and tell activity.

SUPPLEMENTARY MATERIALS

ART

Christmas Stockings (cut and paste)

The teacher distributes red and green pieces of construction paper. She shows some decorated stockings, calling attention to the various means of decorating. Pupils are directed to cut stockings and decorate with scraps of giftwrap paper, glitter, sequins, creating their own designs.

Toy Mural

Pupils cut out toys from colored construction paper. Paste on mural creating a toy shop. Teacher or aide assists in background scene or arrangement of toys.

Christmas Card

The pupils design a Christmas card for Mother.

Christmas Decorations

Pupils make decorations and decorate the tree.

SONGS

The Kindergarten Book Ginn

Greeting Song, page 82

Jingle Bells, page 82

Santa's Helpers, page 83

GAMES

Christmas

The teacher tells the class to pretend they are getting ready for Christmas. Sentence patterns to be developed are:

We are buying presents.
getting the tree
decorating the tree
wrapping our presents
eating our Christmas dinner

The class pantomimes each of the sentences.

INSTRUCTIONS

Use objects and pictures of Christmas trees, decorations, and Santa Claus.

Teacher

Who is this?

What is he wearing?

Is Santa tall?

short
chubby
fat

What does he have in his bag?

What toys do you think he has in his bag?

Pupil

That is Santa Claus.

(Pupils describe Santa's clothes.)

(Answer in complete sentence using basic sentence patterns.)

He has toys in his bag.

He has dolls.
trains
marbles
dishes
cars

Teacher

Who plays with dolls?

trains
marbles
dishes
cars

(Continue naming toys.)

Who are the toys for?

Where does Santa put the toys?

What color are Christmas trees?

Are Christmas trees big or little?

Are all Christmas trees alike?

What do we put on Christmas trees?

(Display large and small tree on flannel board. Provide groups of flannel board decorations.)

Pupil

Girls play with dolls.

Boys trains
Boys marbles
Girls dishes
Boys cars

They are for boys and girls.

He puts the toys under the Christmas tree.

Santa in stockings
on the floor
behind the Christmas tree

Christmas trees are green.

silver
pink
blue

Some trees are big.

little

No, there are many kinds of Christmas trees.

We put a star.

lights
decorations
ornaments
tinsel
snow
angels

Teacher

Juan, put three balls on the big tree.
What did you do?

Joe, count the lights on the big tree.
little

Which tree has more balls?
lights
candy canes

(Continue counting exercises and one-to-one correspondence using the flannel board objects.)

Display varied sizes of wrapped packages or pictures of packages.

Look at this package.
What could it be?

Could this fit in the box?
(Indicate a toy of distinctive size.)

Is the box big enough for a _____?
long
tall

Which box do you think the bat is in?
doll
ring
hat

Could the bat be here?
(Indicate box of different shape.)

Pupil

I put three balls on the big tree.

There are _____ lights.

This tree has more. (Indicate)

Maybe it is a _____.

Yes, it could.

No, it couldn't.

(Pupil makes response after observation.)

I think it is in this one.
(Indicate correct box.)

No, the box is not big enough.
round
too little

HAPPY DAYS - VALENTINE'S DAY

Time Allotment: 1 week

VOCABULARY

Subjects	Verbs	Pictures and Objects	Songs	Stories and Filmstrips
cupid doily envelope heart lace valentine	love mail send	cupid heart paper doily Valentine candy Valentine card	Valentines Red* Roses are Red* <u>Art</u> Instructions for Cutting a Heart* Decorating a Valentine Envelope*	F1009 Celebrating St. Valentine's Day <u>Films</u> F1865 Art Activities for Valentine's Day F1723 Stories for Special Days <u>Tape</u> T700 For My Valentine

* See Supplementary Material

PERFORMANCE OBJECTIVES

The pupil will be able to participate in an experience of sharing.

INSTRUCTIONS

Display different kinds of valentines and plain red hearts.

Teacher

These are valentines. (Show valentines.)
What are these?

Are all the valentines alike?

Is this valentine pretty?
big
little
funny

What do you see on this valentine?

This is a red heart. (Show a red heart.)
What is this?
It is not a valentine.

Is a red heart a valentine?

I will make a valentine with this red heart.
What will I make?
(Teacher draws a few flowers and writes
"Be My Valentine.")

What did I write?
draw

Pupil

Those are valentines.

No, they are different.

(Answers will vary.)

I see a funny duck.
boy
girl
pretty flower

That is a red heart.

No, it is not a valentine.

You will make a valentine.

You wrote "Be My Valentine."
You drew little flowers.

Teacher

What is this now?

(Teacher continues to use red hearts and make a few valentines; ask questions as she makes the valentines.)

What do we do with valentines?

Yes, we give a valentine to someone we like.

We give them away.

We can give valentines to friends.

mother
father
sister
brother
teacher

Can we make valentines?

buy

Yes, we make valentines.

buy

Where do we buy valentines?

We buy valentines at the store.

Jose, ask Nora if all valentines look alike.

Jose: Do all valentines look alike?

Nora: No, valentines are not all alike.

Who do we give valentines to?

We give valentines to friends.

(Continue this procedure using basic sentence patterns.)

SUPPLEMENTARY MATERIAL

Instructions for Cutting a Heart

To help a child learn to cut a symmetrical heart, the teacher holds a folded piece of paper and says, "I am going to cut an ice cream cone." She starts with the point, cutting out an ice cream cone." She starts with the point, cutting out and up to the "ice cream" part and over the ice cream back to the fold. She holds this up and asks, "What part is round? Is it like an ice cream cone?" "Try and see if you can make an ice cream cone like this one." When opened, the child sees he has made a heart.

Decorating Valentine Envelopes

The child decorates an envelope to hold the valentines given to him by his friends. (The teacher has made the envelope by folding a sheet of manila paper twice, making a short flap, and stapling the sides.) The child is encouraged to decorate his envelope with heart cut-outs, arranged to make people, flowers, or his original design.

Creating With Hearts

The child, after learning how to cut hearts, makes a picture or decoration using hearts in as many ways as he can think of to use them, as hearts for faces, dresses, hands, and flower parts.

HAPPY DAYS - EASTER

Time Allotment: 1 week

VOCABULARY

Subjects	Verbs	Pictures or Objects	Stories and Filmstrips
basket	boiled	chickens	F1011 Celebrating Easter
bonnet	dye	Easter basket	F1866 Art Activities for Easter
chickens		Easter eggs	
church		Easter rabbit	
eggs		dye (verb)	
parade			
park			
picnic			
			<u>Films</u>
			SF84 Mary's Easter Lambs
			SF85 Mrs. Hen's Easter Surprise
			SF102 Rackety Rabbit
			<u>Tapes</u>
			T757 A Very Happy Easter Egg
			T686 We Paint Our Easter Eggs

Songs

Here Comes Peter Cottontail
 A Child's First Easter Record
 Mr. Easter Rabbit*

* See Supplementary Material



PERFORMANCE OBJECTIVES

The pupil will be able to

- demonstrate understanding of: different, same, more than, and less than
- use vocabulary related to Easter in meaningful sentences as measured by teacher observation.

INSTRUCTIONS

Use objects and pictures.

Teacher

Soon it will be Easter. When you go to a store, you will see many Easter things. You will see this animal. (Show picture of an Easter Rabbit.)

What is this?

Does he look like this rabbit?
(Show picture of ordinary rabbit.)

Are both rabbits?

Can these rabbits hop?

Do they have long ears?
short tails

How is the Easter Rabbit different?

What color are Easter Rabbits?

Pupil

That is a rabbit.

No, he is different.
not the same

Yes, both are rabbits.

Yes, the rabbits can hop.

Yes, they have long ears.
short tails

(Pupils compare rabbits, using basic sentence patterns.)
Easter Rabbits are many colors.

white
red
blue
pink
yellow

Teacher

What does the Easter Rabbit bring to boys and girls?

What color are the Easter eggs?

Where does the rabbit put them?

What do boys and girls do with the Easter eggs?

How will they taste?

(Display sets of eggs of varied numbers.)

How many eggs are in this set?

How many are red?
blue
yellow

Which set has more eggs?

How many rabbits are there?
eggs

Pupil

He brings eggs.
a basket of eggs
toy rabbits
chickens

The eggs are many colors.
red
blue
pink
yellow

He puts them in a basket.
nest
under the chair

We eat the Easter eggs.

They will taste good.
sweet
salty

There are _____.

_____ are red.
blue
yellow

This set has more.
(Pupil indicates.)

There are five rabbits.
four eggs

TeacherPupil

Are there enough eggs for each rabbit?

No, there aren't.

How many do you need?

I need one more.

(Continue drill using more, less, same, enough, and set in sentence patterns.)

SUPPLEMENTARY ACTIVITIESMUSIC ACTIVITIES

Dance to "Here Comes Peter Cottontail"

(See Indian Headdress instructions in Art Activities and adapt to bunny ears.)

Dance Bunny Hop

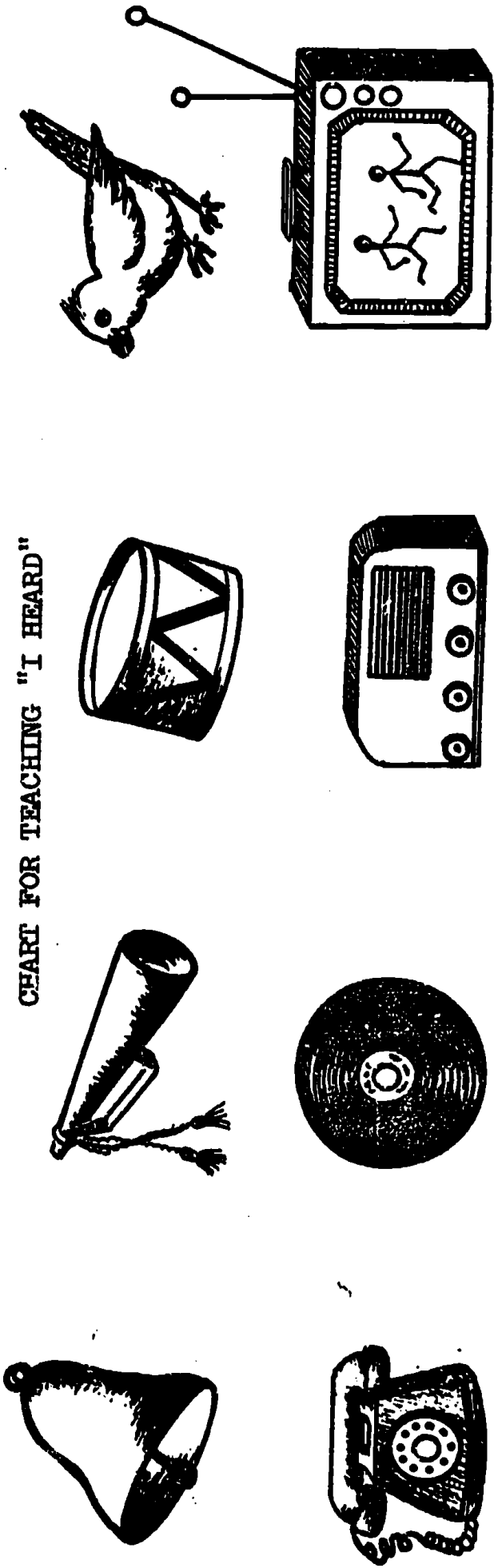
ART ACTIVITIES

Dye Easter eggs, using food coloring.

Paint eggshells with tempera.

Make Easter baskets of cottage cheese cartons, milk cartons, or plastic bleach bottles. Paint will adhere to these if soap flakes are added.

CHART FOR TEACHING "I HEARD"



PERFORMANCE OBJECTIVES

The pupil will be able to use

- "heard" in basic sentence pattern
 - verbs "ringing," "blowing," "beating," "singing" and "playing" correctly
- as measured by teacher observation and recorded on an evaluative checklist.

INSTRUCTIONS

Establish an automatic response by drilling on the basic sentence pattern. Indicate the pictures in left to right order.

BASIC SENTENCE PATTERN

Teacher

What did you hear?

Did you hear the _____?

What did you hear?

Pupil

I heard the bell.

Yes, I heard the _____.

No, I didn't hear the _____.

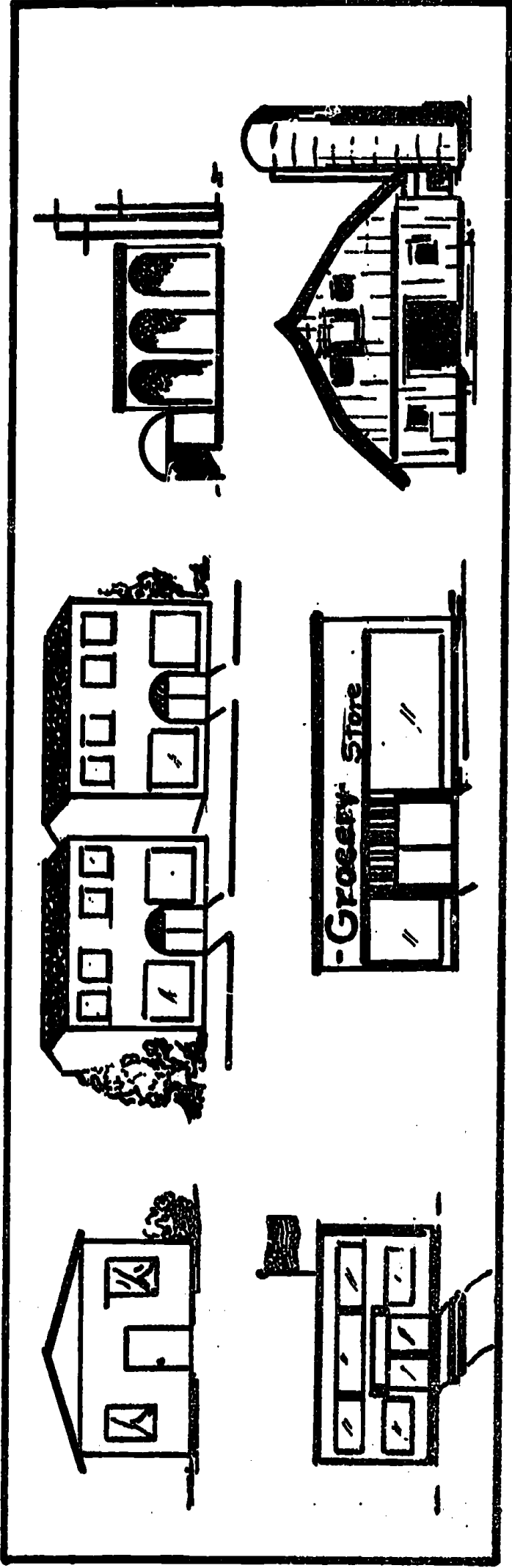
I heard the bell ringing.

horn blowing

drum beating

bird singing

CHART FOR TEACHING "GO," "WENT," AND "HAVE BEEN"



PERFORMANCE OBJECTIVES

The pupil will be able to

- use "go," "went," and "have been" in basic sentence patterns as measured by teacher observation and recorded on an evaluative checklist.

INSTRUCTIONS

Display the chart and read pictures from left to right. Establish an automatic response by drilling on the basic sentence pattern.

BASIC SENTENCE PATTERN

Teacher

Where did you go?
(Indicate first picture and continue with the other pictures.)

Where have you been?

Pupil

I went to the house.

I have been to _____.
(Answers will vary.)

Sentences may be lengthened after the pattern is established. I went to the store with my mother.
town to buy some shoes

NAME

DATE

Words to be tested	Repeats in Basic Pattern	Uses Independently in Class Drill	Uses Correctly in Social Situations	Remarks
a.*				
an				
some				
eat				
ate				
have eaten				

* This is a sample evaluative checklist. Teacher will compile list of words to be tested.

Part V: Bibliography

BIBLIOGRAPHY

- Abney, Louise. This Way to Better Speech. New York City: World, 1940.
- Allen, Virginia F. Review Exercises. New York City: Thomas Y. Crowell Publishing Co., 1961.
- Arbuthnot, May Hill. Time for Poetry. Glenview, Illinois: Scott Foresman Publishing Co.
- Arnold, Genevieve. Speech is Fun. Houston, Texas: Genevieve Arnold Publishing Co., 1963.
- Atherton, Mayon, and Ellis, Mary Jackson. The First Grade Log. Minneapolis, Minnesota: T. S. Denison and Company, 1956.
- Bazatz, Joan C. Teaching Black Children to Read. Washington, D.C.: Center of Applied Linguistics, 1969.
- Beeler, A. J. Classroom Practices in Teaching English. Champaign, Illinois: National Council of Teachers of English.
- Bereiter, Carl. Teaching Disadvantaged Children in Preschool. Englewood Cliffs, New Jersey: Prentice-Hall Publishing Co., 1966.
- Bjoland, Esther (ed.). The Story Hour. Chicago: Standard Education Society, 1964.
- Christianson, Helen M. The Nursery School. Boston: Houghton-Mifflin Publishing Co., 1961.
- Clarizio, Harvey F. Contemporary Issues in Educational Psychology. Rockleigh, New Jersey: Allyn-Bacon Publishing Co.
- Clark, Caroline H., Clark, John R., and Junge, Charlotte W. Let's Count. Yonkers on Hudson, New York: World Book Company, 1953.
- Cohen, Dorothy H., and Rudolph, Margerita. Kindergarten - A Year of Learning. New York: Meredith Publishing Co., 1964.
- Conlin, David A. Grammar for Written English. Boston: Houghton-Mifflin Publishing Co., 1961.
- Dales, Ruth J., Hammond, Sarah Lou, Skipper, Dora Sikes, and Dorry, Gertrude Nye. Games for Second Language Learning. New York: McGraw-Hill Book Co., 1966.
- Delacato, Carl H. Treatment and Prevention of Reading Problems. Springfield, Illinois: Charles C. Thomas Publishing Co., 1965.
- Dixson, Robert J. Oral Pattern Drills in Fundamental English. New York City: Regents Publishing Co., 1957.
- Dixson, Robert J. Practical Guide to the Teaching of English. New York City: Regents Publishing Co., 1960.

- Elhert, Walter, et al. Growing with Music. Englewood Cliffs, New Jersey: Prentice-Hall, 1963.
- El Paso Public Schools. Linguistic Approach in Teaching English as a Second Language. El Paso, Texas; Board of Education, El Paso Public Schools, January, 1965.
- English Language Services, Inc. English 900, Books 1-6 (Series). New York City: MacMillan.
- Evans, Ellis D. Children: Readings in Behavior and Development. New York City: Holt Publishing Co., 1968.
- Finocchiaro, Mary. English Language Skills. New York City: Regents Publishing Co., 1966.
- Finocchiaro, Mary. English For Today. New York City: McGraw Book Co.
- Finocchiaro, Mary. Teaching English as a Second Language. New York City: Harper & Row Publishing Co., 1969.
- Fisher, Isobel Y. Beginning Lessons in English (Series). New York City: Regents Publishing Co., 1959.
- Frost, Joe. L. Early Childhood Education Rediscovered. New York, City: Holt Publishing Co., 1968.
- Furth, Hans G. Piaget and Knowledge. Englewood Cliffs, New Jersey: Prentice-Hall Publishing Co., 1969.
- Gabbard, Bessie, and Rairden, Louise. Primary Grade Activities. Chicago: Field Enterprises Educational Corp., 1957.
- Gagne, Robert M. The Conditions of Learning. New York City: Holt Publishing Co., 1965.
- Garlid, Georgia E., and Olson, Lynn Freeman Songs for Our Small World. Minneapolis, Minnesota: Schmitt Music Center Inc., 1968 527 Park Ave.
- Gesell, Arnold Child from Five to Ten. New York City: Harper & Row Publishers, Inc., 1946.
- Hall, Eugene J. English This Way (Series). New York City: Macmillan Co.
- Hall, Robert A. Linguistics and Your Language. New York City: Doubleday & Company.
- Hefferman, Helen, and Todd, Vivian E. The Years Before School. New York: Macmillan Co., 1964.
- Hellmuth, Jerome Disadvantaged Child. Seattle, Washington: Special Child Publications, Inc., 1967.
- Eickerson, Nathaniel. Education for Alienation. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.
- Hymes, James L. Teaching The Child Under Six. Ohio: Charles E. Merrill Publishing Co., 1968.

- Jewett, Arno Improving English Skills of Culturally Different Youths in Large Cities. Washington, D.C.: U.S. Dept. of Health Education and Welfare.
- Lado, Robert English Pattern Practices. Ann Arbor, Michigan: University of Michigan Press.
- Lambert, Hazel M. Teaching the Kindergarten Child. New York City: Harcourt, Brace & World, Inc., 1958.
- Landreth, Catherine Early Childhood: Behavior and Learning. New York City: Alfred A. Knopf, Inc., 1967.
- Leavitt, Jerome E., and Salot, Lorraine. The Beginning Kindergarten Teacher. Minneapolis: Burgess Publishing Co., 1965.
- Leeper, Sarah H. Good Schools for Young Children. New York City: Macmillan Company, 1968.
- Maier, Henry W. Three Theories of Child Development. New York City: Harper & Row Publishers, Inc., 1969.
- Manuel, H. T. Spanish-Speaking Children of the Southwest. Austin, Texas: University of Texas Press, 1965.
- May, Frank B. Teaching Language as Communication to Children. Ohio: Charles E. Merrill Publishing Co.
- McCandless, Boyd R. Children Behavior and Development. New York City: Holt, Rinehart & Winston, Inc., 1967.
- Morrison, Ida E. Kindergarten-Primary Education. New York City: Ronald Press Company, 1961.
- Muller, Philippe. The Tasks of Childhood. New York City: McGraw-Hill Book Co., 1969.
- O'Neill, Mary. Hailstones to Halibut Bones Part I - M 1723, Part II - M 1724. New York City: Doubleday Company, Inc., 1966.
- Piaget, Jean. The Language and Thought of the Child. New York City: Humanities Press Inc., 1959.
- Pierce, June, and Wood, Ruth. The Wonder Book of Finger Plays and Action Rhymes. New York: Wonder Books, 1955.
- Politzer, Robert L. Teaching Spanish. Waltham, Massachusetts: Blaisdell Book Company.
- Rasmussen, Margaret. (ed) Young Children and Science. Bulletin No. 12-A Washington: Association for Childhood Education International, 1964-65.
- Radler, Don H. Success Through Play. New York City: Harper & Row Publishing Co., 1960.
- Read, Katherine H. The Nursery School. Philadelphia, Pennsylvania: W. B. Sanders Book Co., 1966.

- Richardson, Hazel A. Games for the Elementary School Grades. Minneapolis, Minnesota: Burgess Publishing Company, 1960.
- Riley, Clara: Head Start in Action. New York City: Parker Publishing Co., 1967.
- Robison, Helen F. New Directions in the Kindergarten. New York City: Teachers College Press Co., Columbia University, 1965.
- Schubert, Delwyn G. Reading Games That Teach: Readiness-Visual. Monterey Park, California: Creative Teaching Press, Inc., 1965.
- Shane, H. G. Beginning Language Arts Instruction with Children. Columbus, Ohio: Charles E. Merrill Publishing Co., 1961.
- Sigel, Irving E. Logical Thinking in Children. New York City: Holt, Rinehart and Winston Publishing Co., 1968.
- Stegeman, William H., and Wills, Clarice. Living in the Kindergarten. Chicago: Follett Publishing Company, 1960.
- Texas Education Agency. Texas Education Agency Bulletin 642. Preschool Instructional Program for Non-English Speaking Children. Austin, Texas: March, 1964.
- Witherspoon, Ralph L. Good Schools For Young Children. New York: Macmillan Co., 1963.
- Stewick. Earl W. A Workbook in Language Teaching. Nashville, Tennessee: Abingdon Press Co.
- Stockwell, Robert P. The Sounds of English and Spanish. (Series) Chicago: University of Chicago Press.
- Texas Education Agency. Linguistics for English Teachers. Austin, Texas: The Author.
- Texas Education Agency. Preschool Instructional Program for Non-English Speaking Children. Austin, Texas: The Author, 1964.
- Wann, Kenneth D. Fostering Intellectual Development. New York City: Teachers College Press, Columbia University, 1965.
- Wagner, Guy. et al Games and Activities For Early Childhood Education. Daren, Connecticut: Teachers Publishing Corp., 1967.
- Webster, Staten, W. The Disadvantaged Learner. San Francisco, California: Chandler Publishing Co., 1966.