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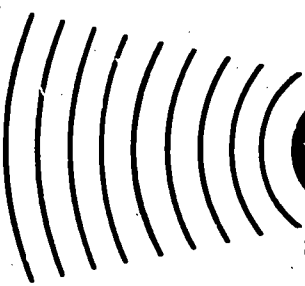
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ABSTRACT

The second year evaluation of the effects and usage of "Carrascolendas," a children's television series in Spanish and English, was conducted in three phases. A field experiment used criterion referenced tests among Mexican-American children comprising the target audience to measure learning effects. Two experimental groups viewed the series--one of these groups watched the thirty programs only and the other watched the programs and engaged in activities in both Spanish and English which related to the content of the day's program. A third group served as a control. Pre-and posttests with separate Spanish and English instruments yielded statistically significant gains for the viewers with greater gains for those who had supplementary activities, in a variety of areas. Surveys of principals teachers, parents, and pupils on their attitudes toward "Carrascolendas" and its effects in the classroom indicated a positive response to the series. A process evaluation examined the interaction of various project components and provided suggestions for further improvements, including greater consultation in all areas and improved delineation of the role of advisory committee members. (JY)

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Carrascolendas:

Effects of a Spanish/English Television Series For Primary School Children

Frederick Williams

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Second Year Evaluation

June, 1972

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CARRASCOLENDAS:

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ON PRIMARY SCHOOL CHILDREN

by

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FINAL REPORT

EVALUATION COMPONENT

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June, 1972

A C K N O W L E D G M E N T S

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A B S T R A C T

This research represents the second year evaluation report of the effects and usage of CARRASCOLENDAS, a children's television series in Spanish and English. Evaluation was conducted in three phases. A field experiment utilized criterion reference tests among Mexican-American children comprising the target audience to measure learning effects of the series. The research design involved the designation of a control group of nonviewers of the series and two viewer groups. One of these groups watched the thirty programs only and one watched the programs and also engaged in previewing and follow-up activities in both Spanish and English which related to the content of each day's program. These groups were among first grade children who were enrolled in a bilingual instructional program. Pre and post-tests with separate Spanish and English instruments yielded statistically significant gains for the viewers, with greater gains for those who had supplementary activities, in areas measured by the English test. Subscores in individual content areas showed significant learning effects as measured by the Spanish test in the areas of Self Concept and Language Skills and in History/Culture, Science, and Language Skills as measured by the English test. There were also gains in Math when scored in degree of correctness in test responses. Language fluency was increased in Spanish and to a greater extent in English.

Surveys among principals, teachers, parents, and pupils provided feedback relative to attitudes toward CARRASCOLENDAS and its effects in the classroom. All surveys indicated positive responses to the series, and suggestions for revision of specific programs were indicated. Improved use of both Spanish and English and increased cultural awareness for all groups in mixed classrooms were noted as effects.

A process evaluation which examined the interaction of various project components in the development of the series noted that recommendations from the first year evaluation report had been acted upon. Suggestions for further improvements included greater consultation in all areas and improved delineation of the role of Advisory Committee members.

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S E C T I O N I

INTRODUCTION AND SUMMARY

CARRASCOLENDAS is a thirty program series which is designed as a television component to complement bilingual instructional programs for Mexican-American children. The series is in its second year of production and dissemination.

The goal of the project is to provide instruction through television, emphasizing areas which present learning difficulties for children whose first language is Spanish. Special attention is given to those areas which can be dramatized in a television presentation by methods and resources which are not available to the individual classroom teacher. Instruction is provided through the use of songs, puppets, marionette actors, films, animation, and other characters. Television segments are presented in color.

A secondary goal is to provide supportive materials through which the teacher can integrate the content of the series into her daily instructional curriculum. The Teacher Guide compiled by the CARRASCOLENDAS curriculum staff provides an outline of the content of each of the 30 programs. Games, exercises, drawings of characters, visual materials, and music for CARRASCOLENDAS songs are included.

This report describes the evaluation of the second year series; it comprises the following three parts: Section II describes a field experiment of the learning effects of the series on children who are representative of the target population. Section III reports the procedures and results of nine surveys and ad hoc studies undertaken to assess opinions of the various component audiences of the CARRASCOLENDAS viewing audience. Extent of viewing, and

attitudes of teachers, of parents, and of children are described. Section IV reports a process evaluation of the project. Brief summaries of the evaluation results follow.

Field Experiment

Learning gains among first grade children were measured by the use of two criterion reference tests which were specific to the content of CARRASCOLENDAS, one in Spanish and one in English. Effects of viewing and effects of classroom activities relative to the television programs were isolated by means of a control group of nonviewers and two viewer groups, one with supplementary activities and one which viewed the series only. Results showed significant gains from pre-tests to post-tests on items measured by the English test for viewer groups, with greater gains for the group who had supplementary activities. Subscores for CARRASCOLENDAS content areas showed statistically significant gains in English in the areas of History/Culture, Science, and Language Skills; there were also gains in Math when scored in degree of correctness in test responses. In terms of instructional objectives treated in Spanish, viewing CARRASCOLENDAS had effects in the areas of Self Concept and Language Skills. Language fluency in the interview situation was somewhat increased in Spanish and more-so in English as a result of viewing the series.

Surveys and Ad Hoc Studies

Utilization Survey

The extent of viewing CARRASCOLENDAS in primary schools, kindergartens, and day care centers was assessed by means of a survey of principals in South and Central Texas. Approximately half (114) of the schools responding were viewing the series in one or more classrooms. Of those not viewing, the most frequent reasons given were lack of television receivers, lack of television cable, or insufficient interest in Spanish instruction in the school.

Teacher Questionnaire

A three-page mail questionnaire was used to survey attitudes and evaluations of teachers concerning language, content, and teaching methods of the series. Findings indicated that teachers were enthusiastic about CARRASCOLENDAS and considered the material generally appropriate for their pupils. They noted effects of the series on the development of language skills in both Spanish and English, improvement of self concept, and increased cultural awareness.

Teacher Diary

A Teacher Diary was designed to elicit teacher evaluation on a program-by-program basis. Rating scales were provided for ranking appropriateness of content and language, and interest level and pupils' verbal participation for each of the 30 programs. Ratings averaged by teacher grade level for each scale indicated that the series was considered most appropriate and of highest interest level for first graders, with second grade and kindergarten ratings very close to these.

Open-ended comments provided information regarding specific features or instructional sequences. Comments indicating attitudes toward characters and clarity of concepts provided information useful for further planning of the series.

Teacher Guide Evaluation

A one-page evaluation sheet which accompanied the CARRASCOLENDAS Teacher Guide and activity materials measured the usefulness of this supplement. Teachers found the Teacher Guide to be very helpful in using the series and in planning class activities. They rated it as much improved over the first year Teacher Guide and made very few suggestions for revisions.

Preschool Questionnaire

Children in four preschools were observed and interviewed while (and after) viewing a black and white videotape of sample CARRASCOLENDAS segments. Data were acquired by means of three instruments: Staff Observation Form, Teacher Questionnaire, and Children's Questionnaire. Observations made by the evaluation team and teachers indicated that the children appeared to enjoy the songs and the first segment of the videotape, "Anger and Hate." Children's answers to questions regarding the segments verified these remarks. Children also showed interest during the Math segment although teachers felt that the content and instructional level were too advanced. The songs were by far the most popular segments.

Child Attitude Survey

Attitudes of children viewing CARRASCOLENDAS were assessed in a survey conducted by bilingual interviewers among predominantly Mexican-American students in 14 schools in Austin and San Antonio. Children's responses indicated that the majority liked the program. They understood both Spanish and English segments and participated in the program activities.

Parent Attitude Survey

A Parent Attitude Survey assessed opinions of Mexican-American parents who have children in the Austin area. Data were gathered by bilingual interviewers in a telephone survey. Findings were that parents had generally heard of CARRASCOLENDAS from their children. They indicated that their children were learning a great deal, and their use of Spanish was improved.

Teletemas Survey

Teletemas, a separate survey project conducted by the Center for Communication Research, measured attitudes of Mexican-Americans toward television and treatment of community problems. Telephone interviews made in Austin, Texas, for this project

included questions about CARRASCOLENDAS. Findings for this portion of the Teletemas data indicated that CARRASCOLENDAS was familiar to one-fourth of the respondents. Spanish language and instructional content of the series were mentioned as elements of the series which respondents liked.

Opinion Survey: Repetition of Film Segments

As a formative evaluation activity, the researchers conducted interviews with 49 teachers in 10 schools in Austin regarding the repetition of film segments in Spanish and in English in each 30 minute program. Teachers remarked that attention frequently lessened during the second viewing of the same film. Teacher suggestions included a change in format of the films, interposing a familiar character from the series within the action of the films, and allowing a time lag between the two versions of the film.

Process Evaluation

An overview of the management process indicates satisfactory interaction of project staff members and thorough fulfillment of job responsibilities in most areas. Recommendations include clearer structuring of instructional objectives and increased interaction for the purpose of approving production methods by curriculum personnel.

General Comments

Findings of this evaluation report indicate that the second year CARRASCOLENDAS series is successful in terms of learning effects in both Spanish and English. User feedback shows overall positive attitudes toward the series and indicates observable effects for its viewers. Management procedures have been improved and recommendations of the first year evaluation report have been given considerable attention by both curriculum and production staffs.

S E C T I O N I I

FIELD EXPERIMENT: LEARNING EFFECTS OF CARRASCOLENDAS IN SPANISH AND ENGLISH

The chief assessment of instructional effects of CARRASCOLENDAS was achieved by means of a field experiment which measured pupil performance on selected instructional objectives.

Research Design

In general, research involved the definition of viewer (experimental) and nonviewer (control) groups of Mexican-American primary school children. There were two viewer groups--one which saw the series and then engaged in selected classroom activities designed to augment the programs, and a second group which only saw the series. There was a third group which did not view the program. These children were engaged in a photography course during the half hour that CARRASCOLENDAS was on the air. Responses to the program were interpreted in terms of contrasts between the viewer groups and the group of children who did not view the series.

Effects of the program in the field experiment were judged in terms of criterion reference measurement. Test items used in the evaluation were drawn from the instructional objectives of the entire television series. Objectives in the Spanish content area included those of Self Concept, Science, History/Culture, Language Skills, Phoneme/Grapheme Relations, and Math. Objectives in the English content area included Self Concept, Science, History/Culture, and Language Skills. Although Math was taught only in Spanish, it was anticipated that the child would be able

to display his knowledge of the instruction in English; hence, a fifth area of English language objectives was ability in Math, but as taught in Spanish. It should be noted in passing that the Phoneme/Grapheme relations were not among the English instructional objectives. (An outline of topics which comprise each content area can be found in Appendix B.) Effects of the program were judged in terms of (1) gains in test scores on the instructional objectives as a whole, (2) gains in terms of instructional objectives that could be divided between those tied in with class activities and those independent of class activities, (3) gains in terms of instructional objectives in the various constituent areas of instruction, and (4) gains in terms of fluency of use of Spanish and English in the interview test situation. By statistical examination of the gain scores, it is eventually possible to determine with a substantial degree of confidence the effects of viewing CARRASCOLENDAS upon the children, and to assess in some detail how these effects related to the different instructional objectives of the series.

Procedures

Subjects

As stated in the project proposal, the series was designed as an innovative component for existing bilingual instructional programs. Subjects were chosen accordingly from a school in Austin, Texas, with a predominantly Mexican-American population, and which has an existing bilingual program in its primary grades. Since the results of the first year evaluation had indicated learning gains for program viewers which had generality across first and second grades as well as in both bilingual and control classrooms, subjects for the second year field experiment were first grade pupils who participated in a daily bilingual instructional format. Children were randomly assigned to one of the three research groups--viewers with activities, viewers, and the control group. The experiment was completed by 44 pupils.

Test Instruments

Tests were prepared by writing criterion reference items which were specific to the objectives and instructional methods of CARRASCOLENDAS. Each question was written with reference to the actual learning objective as written by the curriculum staff and the television script in which the objective was treated. Separate tests in English and Spanish were prepared relative to the series' objectives in these two areas. (An exception is the group of Math items which, although televised in Spanish only, were included on the English test.) Items on each test sometimes measured objectives in more than one content area when appropriate. A copy of each test question with an abbreviated form of the instructional objective, the program number, the title of the segment in which the objective is treated, and the method of presentation appears in Appendix C.

Both the Spanish and the English test instruments were pilot tested on children similar to those in the research population. A number of refinements were made as a result of the pilot testing.

Test Procedures

Tests were administered individually to each child by one bilingual Mexican-American (Spanish test) and one Anglo (English test). Separate test interviews in the two languages were conducted both prior to the 30-program series (pretests) and immediately following the 30-program series (post-tests).

During the week preceding the pretest sessions, both testers spent time in the classrooms with the children, becoming acquainted with them as a group in order that uneasiness on the part of the pupil be minimized when he was later alone in the testing situation.

Each test was administered in a workroom or an empty classroom in the school, with the pupil seated across from the examiner at a small table. Efforts were made to maintain an informal atmosphere and remarks were made from time

to time encouraging the child and making him feel at ease. All conversational remarks were made in the same language as the test being given. Each question was read aloud and marked on the score sheet as the child responded. Sample test sheets illustrating the scoring procedure are in Appendix E.

Alternate Activity

A photography class was designed for the nonviewer group to be engaged in during the period that CARRASCOLENDAS programs were on the air. The photography class was chosen in the hope that the activity would not confound the experiment (i.e., have effects like the program), yet would be interesting enough to make up for denying them the viewing experiences. The class was conducted by two bilingual male staff members and a teacher aide. Five cameras with black and white or color film were available for the group of 15 children.

Scoring Procedures

Children's responses to items in the test interview were differentiated as follows for scoring purposes: an answer which was partly correct (weighted as a "2"), an answer which had to be prompted (weighted as a "3"), an answer which was altogether perfect (weighted as a "4"), and an incorrect answer or no answer (weighted as a "1"). A fluency score was also assigned for all answers to questions that would ordinarily prompt a continuous response; this was scored in terms of a completely continuous answer ("4"), a fairly continuous answer ("3"), an answer which was somewhat disfluent ("2"), and where a continuous response was not obtained ("1").

As previously mentioned, tabulation sheets were prepared which were completed by the interviewer during testing. These coding sheets were then translated into a series of the aforementioned numeric scores by use of a hand coding and calculation work sheet.

Summary of Types of Scores

Each child had a variety of scores which represented his responses in the Spanish and in the English interviews. These scores were calculated for both the pretests and the post-tests, which were identical instruments. These scores included:

Spanish Interview

1. Overall correct content; the frequency of items which were answered in some degree correctly.
2. Degree of correctness, activity items; the average score on a one-to-four scale on items which were tied to class activities used to complement the series.
3. Degree of correctness, nonactivity items; the average score on a one-to-four scale of responses to items which were not also incorporated in class activities.
4. Self Concept items, number correct; the number of items on the test related to behavioral objectives involving Self Concept and which were scored as perfectly correct.
5. Science items, number correct.
6. History/Culture items, number correct.
7. Language Skills items, number correct.
8. Phoneme/Grapheme items, number correct.
9. Math items, number correct.
10. Math items, degree of correctness; items in this category were further scored in terms of the one-to-four scale of degree of correctness (this was done because the content of the Math test items

was identical for the Spanish and English tests; hence further comparisons were warranted).

11. Fluency score; average, on a one-to-four scale, of the fluency in answering questions on items which should elicit a continuous response.

English Interview

1. Overall correct content; the frequency of items which were answered in some degree correctly.
2. Degree of correctness, activity items; the average score in a one-to-four scale on items which were tied to class activities.
3. Degree of correctness, nonactivity items; the average score on a one-to-four scale of responses to items which were not tied to class activities.
4. Self Concept items, number correct; the number of items on the test related to behavioral objectives involving Self Concept and which were scored as perfectly correct.
5. Science items, number correct.
6. History/Culture items, number correct.
7. Language Skills items, number correct.
8. Math items, number correct.
9. Math items, degree of correctness; items in this category were further scored in terms of the one-to-four scale of degree of correctness.
10. Fluency score; average, on a one-to-four scale, of the fluency in answering questions on items which should elicit a continuous response.

Data Analyses

All scores which were calculated from the work sheet were then transferred to digetek forms for subsequent key punching. Data analysis models were as follows:

Pre-series Scores

All of the above scores for test data obtained prior to the series were entered in a one-by-three analysis of variance model. This model calculated the average scores for the three groups involved in the field experiment, namely, the viewers who had class activities, the viewers who had no class activities, and the control group. The analysis of variance model provided for the test of significance of difference among these means, which would indicate the degree to which the children in each of these three groups may have differed prior to viewing the series. No evidence was found of statistically significant differences among the groups, indicating that all three groups could be considered as relatively equal (within limits of expected sampling error) prior to viewing the television series. Thus it was reasoned that if the viewers showed statistically significant gains from these pre-series tests to tests which were given after the series, it could be concluded that these gains were due to viewing the series and/or engaging in class activities. By contrast, we would not expect gains in the control group.

Pretest data are not summarized in this report because they can be observed indirectly in the results data which will be presented below. The important two-fold role of the pretests was: to determine whether pre-series differences might be found in the children who had been selected for the experiment and divided into the three groups, and as a basis for calculating gain scores.

Post-test Data Analysis and Gain Scores

Mean scores on all post-tests were calculated according to the same procedures as used for pretests, except that post-tests were subsequently entered into a

computer program which subtracted from each post-test average the comparable average on the pretest scores, thus yielding a gain score. The principal focus for assessing the results of the field experiment was upon the gain scores. Gain scores were subjected to a series of one-by-three analyses of variance in order to determine on each of the measures applied in the study if the three groups--viewers with activities, viewers, and nonviewers--differed in terms of score gains. Again, if such gains were statistically different among the three groups, this provided a basis for interpreting the results of viewing the series.

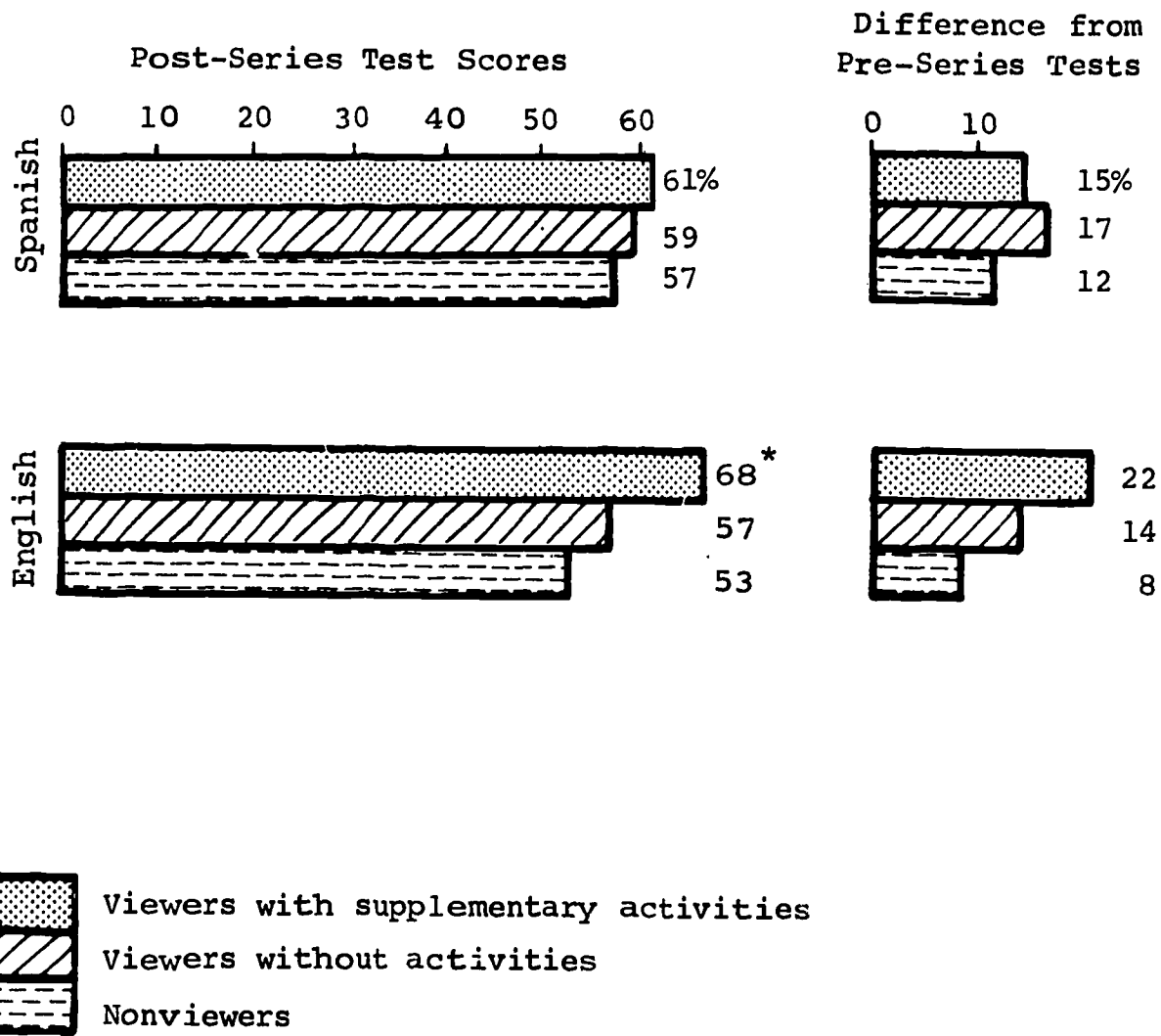
Results

Effects of the Series in Terms of Overall Content

Figure 1 summarizes the post-series average scores in terms of overall number of content responses which were partially correct, prompted, or perfectly correct. These scores are divided among the Spanish objectives and the English objectives, and in terms of the group divisions of viewers with activity, viewers, and nonviewers. Along with post-series averages, gain scores are also displayed, and these, it may be recalled, were the focus of the statistical comparisons among the viewer-nonviewer groups. As can readily be seen in terms of group differences in the figure, as well as in the more detailed results of the statistical comparison, there were no overall differences among the groups on the Spanish items that were statistically significant. There was, by contrast, a statistically significant difference among the means made by the children in terms of the instructional objectives which were treated in English. Here the children who viewed the program and had classroom activities had the greatest gain, and this was followed by the children who viewed the program but did not have class activities. In both cases children who viewed the program exceeded those who did not view the program in terms of gain scores on overall items correct. Thus, in the broadest view, in terms of the gross number of items correct and in gains presumably due to viewing or non-viewing the series, the program appeared to have definite

FIGURE 1

PERCENTAGE GAINS IN TERMS OF CORRECT AND
PARTIALLY CORRECT CONTENT ITEMS COMBINED



* Difference among groups, gains statistically significant ($p < .05$).

effects upon the instructional objectives in English, but this was not accompanied by effects in Spanish.

It is particularly important, however, to realize that the above comparison is only in terms of a gross overall correct score. The further division of scores offers a more detailed view of the results, and does indicate certain gains in the Spanish areas.

Degree of Correctness on Activity and Nonactivity-related Items

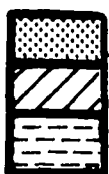
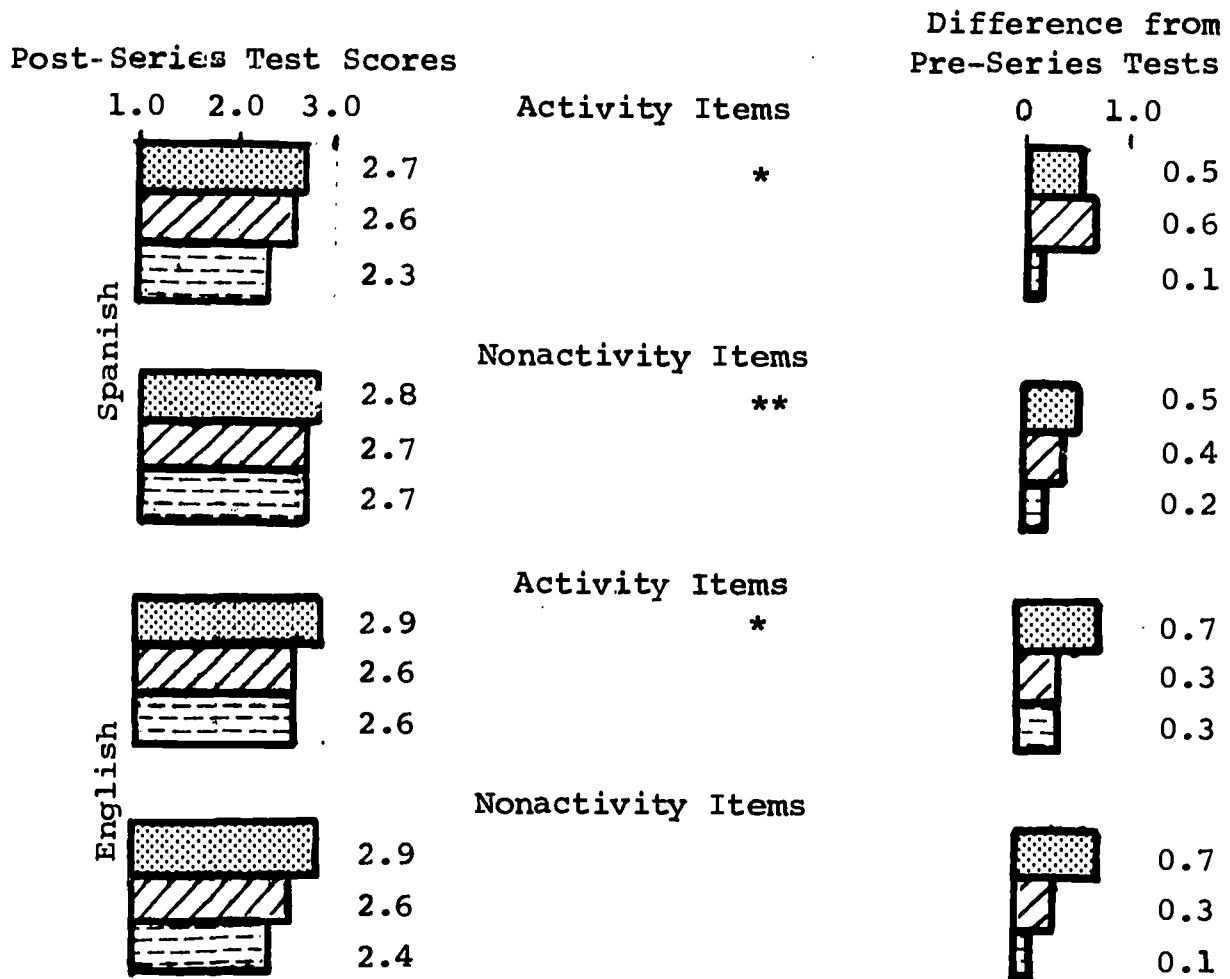
Whereas the scores just discussed were a gross count of the number of items which were to some degree correct, the scores in Figure 2 represent the evaluation of children's responses by interviewers on the one-to-four scale defined earlier. Averages are summarized for activity and nonactivity-related items in the Spanish and English instructional objective areas, and for the three groups in the experiment.

In the broadest view, results in this case indicated that children who viewed the program generally had higher average content gains than did children who did not view the program, and this had generality across both the Spanish and English instructional objective areas. Practically speaking, this indicated that children who viewed the program were more correct in their answers than were children who did not view the program. There were, however, a number of restrictions and further notes regarding this generalization.

For one thing, average differences between viewers and nonviewers were somewhat greater in the English area of instructional objectives than in the Spanish area, a contrast to some degree reflecting the differences discussed earlier in terms of the frequency of items that were correct or partially correct. Again, in practical terms, viewing the program caused children to be more correct in their responses to the test items, but this effect was more pronounced in terms of the English instructional objective areas than it was in the Spanish ones.

FIGURE 2

AVERAGE SCORES IN RESPONSE TO CONTENT ITEMS INVOLVING OR NOT INVOLVING CLASS ACTIVITIES



Viewers with supplementary activities
 Viewers without activities
 Nonviewers

* Difference among groups, gains statistically significant ($p < .05$).

** ($p < .07$).

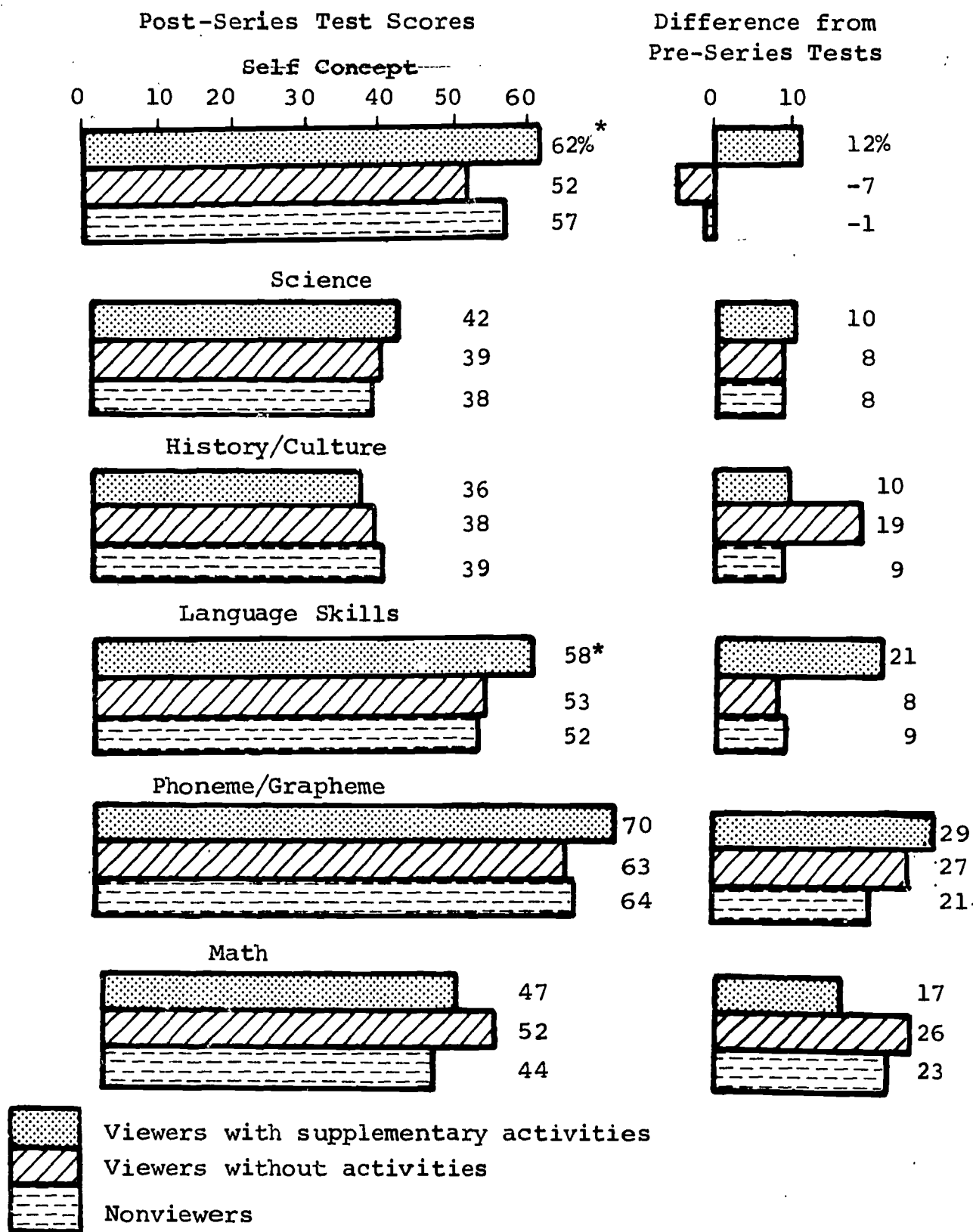
In the Spanish test items, effects of the program were quite similar for both those items which were tied to class activity as well as those that were not, with no major difference between them. In other words, the gains made by children in terms of correctness in response to items was largely unrelated to whether those items were tied to classroom activity. By contrast, those activity-related items in the area of English instructional objectives were found to increase (relative to the control group) as a result of the program only in the case of the viewers who had supplementary activities. Practically speaking, those items which were tied to class activities in English only showed a significant effect when the child both viewed CARRASCOLENDAS and had classroom activities. In other words, we would not expect children to gain in those activity items if they only viewed the program and did not also have supplementary classroom activities. However, in terms of nonactivity items in the English area of instructional objectives, the group who had supplementary classroom work gained the most, the group who saw only the program gained the second most, and both gained more than did the nonviewer group. In short, children not only gained more in the English area of instructional objectives than they did in the Spanish ones, but the English was more tied to not only seeing the program but also having supplementary classroom activities.

Gains in Subtests in the Spanish Area of Instructional Objectives

The frequency of responses which were perfectly correct ("4") were separately calculated for each of the six areas of instructional objectives which were assessed in the Spanish interviews. Figure 3 summarizes the results of the gain score comparisons for the different groups, all expressed in percentages. In terms of statistical comparisons of gain scores among the viewers with activities, viewers, and nonviewers, significant differences were found only in the case of the Self Concept and the Language Skills areas. In both of these cases the group of children who viewed the program and who also had supplementary class activities exceeded the group who did not view the program. Also in each case the group who viewed and had activities also exceeded the group who simply viewed the program. In

FIGURE 3

PERCENTAGE GAINS IN SPANISH SUBTESTS IN TERMS OF CORRECT CONTENT ITEMS



* Difference among groups, gains statistically significant (p < .05).

practical terms, these results indicate that the more detailed effects of CARRASCOLENDAS in the Spanish area of instructional objectives, is restricted to those objectives in the Self Concept and Language Skills areas, and gains are further dependent upon supplementary classroom activities.

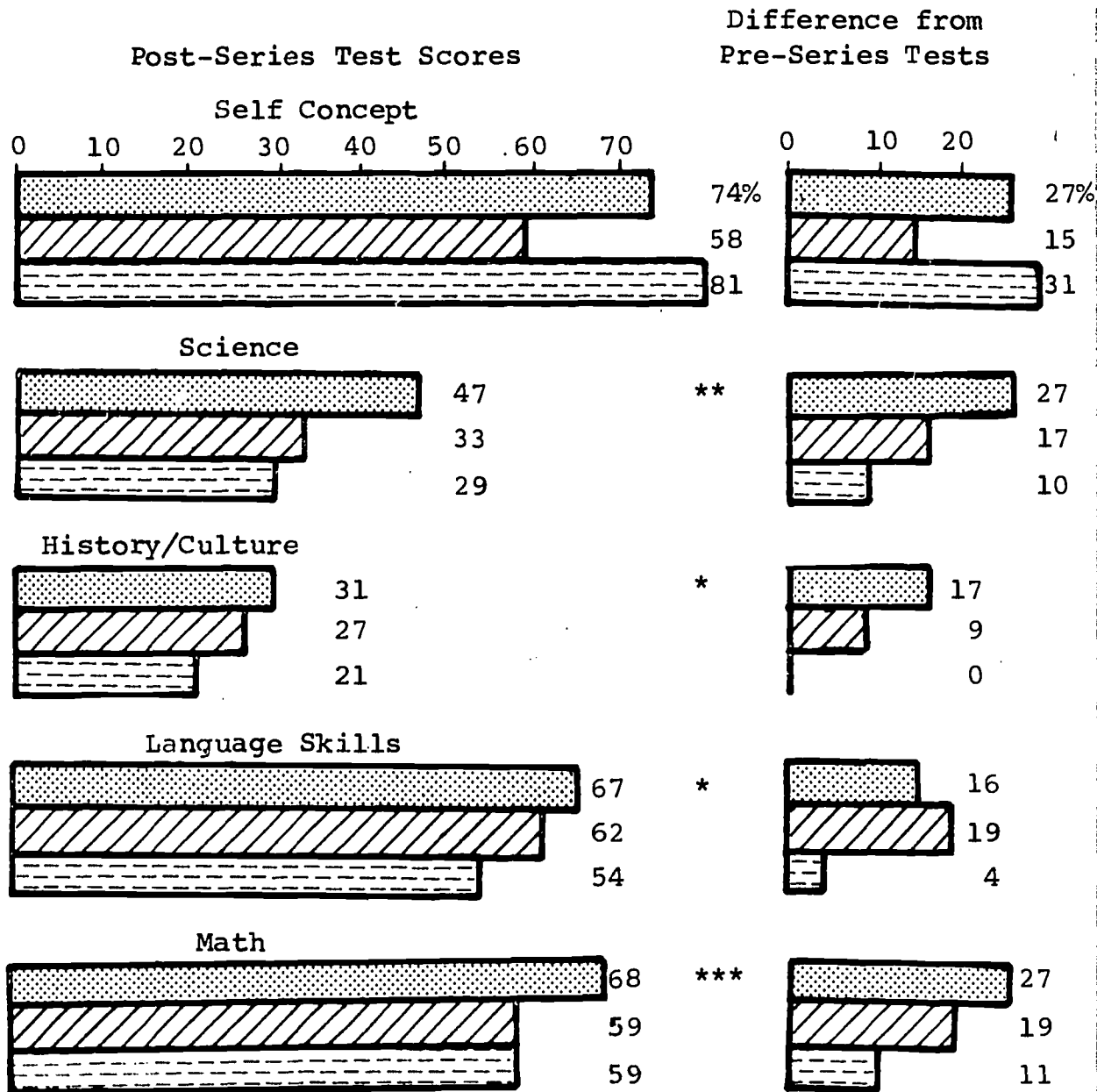
It can be noted that Figure 3 also shows some non-statistically significant gains of viewers over nonviewers in terms of instructional objectives in the History/Cultural area and by the viewers and viewers-with-activities over nonviewers in the Phoneme/Grapheme areas. In both of these cases there is some evidence of the program having effect in these additional areas, but because the differences among the test groups is not statistically significant, we can have little confidence that these differences are due to more than chance.



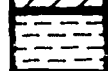
Gains in Subtests in the English Area of Instructional Objectives

Again, scores in this comparison were the number of correct scores (expressed as percentages in the figure) which indicated that the child gave a completely correct response to the test item. Figure 4 summarizes the comparisons among the groups of subtests in the different instructional objective areas tested in English. Examination of this figure as a whole indicates that in two areas--History/Culture and Language Skills--the two groups of viewer children substantially exceeded the gains of the children who did not view the program. In the case of items in the area of History/Culture, the group of children who viewed the program and had supplementary activities had a greater gain than did the children who viewed the program only, but again both of these groups gained far more than did the control group. In the case of Language Skills, the difference between having classroom activities and not having classroom activities was statistically negligible on the gain score comparisons, and again both viewer groups gained substantially more than did the nonviewer group. Of borderline statistical significance (meaning we can only have little confidence in the results) were greater gains of viewer groups over nonviewer groups in the case of instructional objectives in the areas of Science and Math. In both of these cases the groups who gained the most were the ones who viewed the program and had supplementary activities.

FIGURE 4

PERCENTAGE GAINS IN ENGLISH SUBTESTS IN TERMS OF CORRECT CONTENT ITEMS



 Viewers with supplementary activities
 Viewers without activities
 Nonviewers

*Difference among groups, gains statistically significant ($p < .05$).

** ($p < .08$).

*** ($p < .13$).

In all, the program did have a definite effect upon knowledge gains in the History/Culture and the Language Skills area, and in the former of these two areas, such gains were somewhat augmented by the in-class activities. There was further evidence, but of less confidence, of gains in the Science and Math areas.

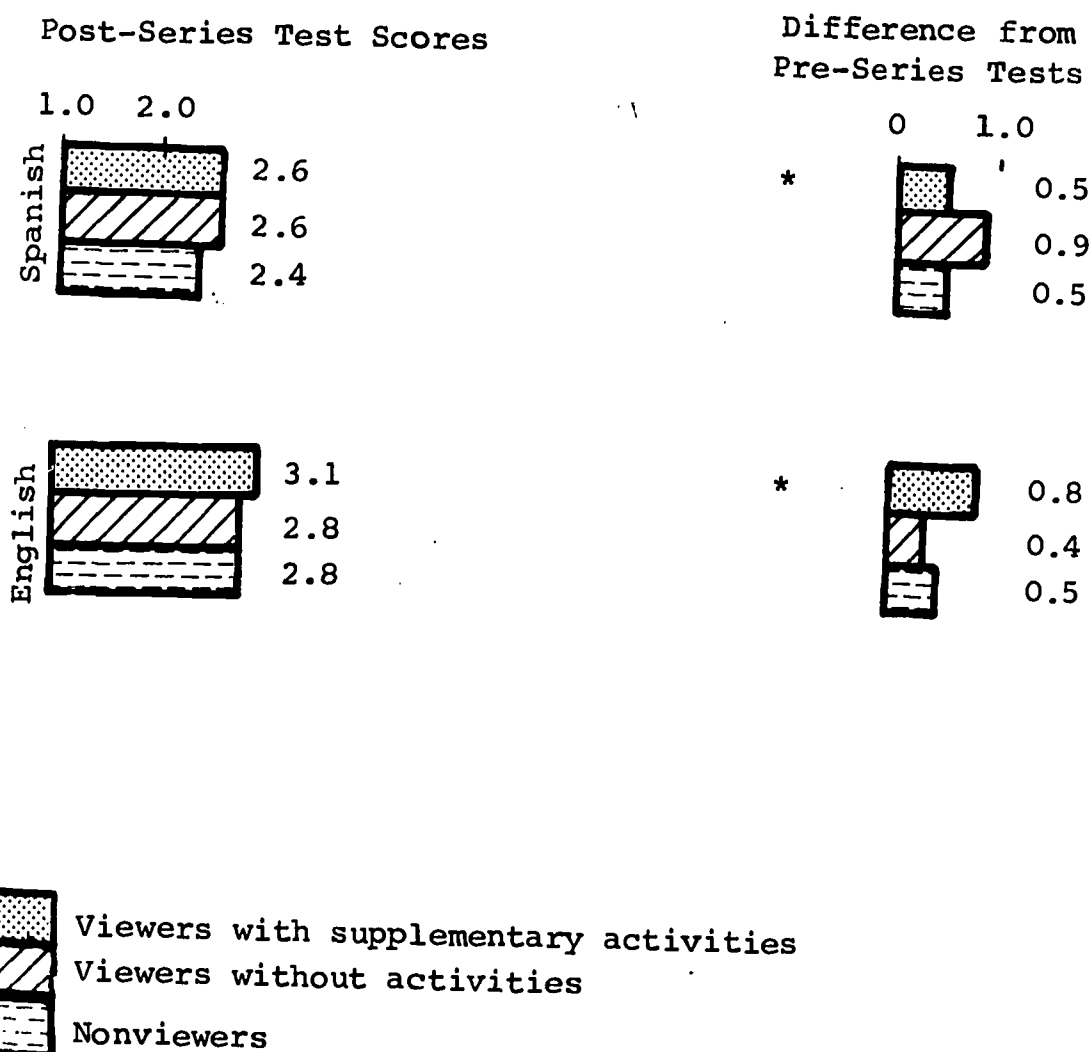
Degree of Correctness in Response to Math Test Items

As described earlier, a degree of correctness score was calculated for responses to test items in Math because this was the one subject matter area where the instructional objectives were the same in both Spanish and English, and it may be recalled that Math was taught only in Spanish. Thus it was thought important to compare the effects of the program in Math, not only in terms of number of correct items but also in terms of degree of correctness. Results of this comparison are summarized in Figure 5. Here it is indicated that in both the Spanish and English test results there is a significant difference among the three groups in terms of degree of correctness on the Math items. In the Spanish language testing it is apparent that the gains due to viewing the program are principally in the viewer group, whose average exceeds both the viewer group which had activity and the nonviewer group. Thus it could be concluded that there was only slight evidence of viewing effects in Math when tested in Spanish if simply number of correct items are considered. However, the scores in terms of degree of correctness for the viewer group significantly exceeded those of the nonviewer group on these same Math items. The results of this in Figure 5, then, do add weight to the conclusion that there was a small effect of viewing CARRASCOLENDAS upon gains in Math when tested in Spanish.

By contrast, English test results in Math indicate a pattern quite similar to the results of the number of correct items as discussed earlier. As shown in Figure 5, the group which viewed the program and had supplementary class activities did statistically exceed in gain scores the groups who only viewed the program or were nonviewers.

FIGURE 5

AVERAGE SCORES IN RESPONSE TO
MATH ITEMS



* Difference among groups, gains statistically significant ($p < .05$).

In all, it would be safe to assume that CARRASCOLENDAS had an effect upon gains in terms of instructional objectives in the Math area.

Fluency Scores

Also as discussed earlier, whenever a child was given a test item which could be expected to prompt more than a single word response, a fluency score was assigned which varied between one and four. Figure 6 summarizes the different test groups in terms of these scores. Results of the statistical tests indicate that the greatest gains in fluency were in the English test items and these gains were equal for the viewers who had activity and the viewers. This difference is of borderline statistical significance. By contrast, although the pattern among the viewer groups in terms of fluency in the Spanish items does indicate that the viewers who had classroom activity did exceed in fluency the other two groups, this difference could not be interpreted with the statistical confidence of the differences in English. It may be concluded, however, that there was some evidence, although not altogether conclusive, that viewing the program and having supplementary activities did have an effect upon fluency of language uses in the Spanish interviews.

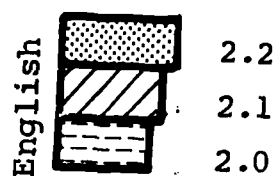
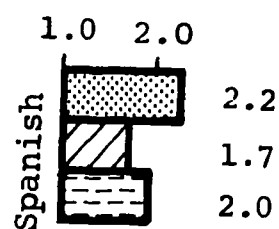
Summary

In less technical terms the results of the experiment may be summarized as follows:

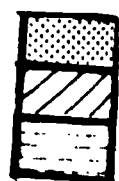
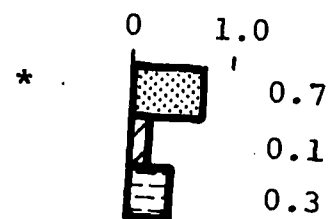
1. Children who viewed CARRASCOLENDAS generally benefited most in terms of being able to fulfill or partly fulfill instructional objectives in the English content areas. The benefits were the greatest for children who had supplementary activity in the classroom as compared to children who simply viewed the program.
2. In terms of correctness in being able to fulfill instructional objectives, children who viewed CARRASCOLENDAS generally benefited in both the

FIGURE 6
 AVERAGE RATINGS OF FLUENCY IN
 TEST INTERVIEWS

Post-Series Test Scores



Difference from
 Pre-Series Tests



Viewers with supplementary activities

Viewers without activities

Nonviewers

* ($p < .07$).

** ($p < .06$).

Spanish and English objectives, but more so in the latter. In the area of English instructional objectives the greatest gains were for children who both viewed the program and had supplementary classroom activities.

3. Specifically, viewing CARRASCOLENDAS resulted in gains in performing instructional objectives in the Spanish area in primarily those objectives classified as involving Self Concept and Language Skills. In both of these cases gains were restricted to children who both viewed the program and had supplementary classroom activities. With lesser confidence, it could be concluded that CARRASCOLENDAS also had slight effects on performance of the instructional objectives in the History/Culture and Phoneme/Grapheme areas.
4. In terms of instructional objectives in the English areas, viewing CARRASCOLENDAS had definite effects upon gains in the History/Culture and the Language Skills areas. With less confidence it could be said that viewing the program resulted in gains in instructional objectives in Science and Math. In the cases of Science, History/Culture, and Math, the greatest effects were when children both viewed the program and had supplementary classroom activities.
5. In terms of degree of correctness in response to instructional objectives in Math, it could be concluded that CARRASCOLENDAS had an effect in terms of testing both in Spanish and in English. However, gains as tested in Spanish were found only for the viewer group, whereas gains as tested in English were found only in the viewer group which had supplementary activities.
6. Children who viewed the program also showed small gains in fluency in using English as compared with children who did not view the program. This score was the same for children who viewed and had classroom activities and those who only viewed. Somewhat

less salient gains in fluency were found in Spanish, but this was restricted only to the children who both viewed the program and had classroom activities.

S E C T I O N I I I

SURVEYS AND AD HOC STUDIES

Gauging the various aspects of a televised series like CARRASCOLENDAS in addition to measuring learning effects of the target audience requires the reactions of many people - teachers, parents, and children. The evaluation team directed its efforts towards assessing these aspects through a variety of surveys and ad hoc studies.

This section will describe the techniques used to gain information from these surveys and studies as well as the results obtained.

Utilization of CARRASCOLENDAS

A mail survey was used to determine the extent of usage of CARRASCOLENDAS in preschools and primary schools in those areas of South and Central Texas which lie within the KLRN viewing area.

Procedures

In preparation for the second year series a much more intensive promotional campaign was undertaken by Education Service Center, Region XIII, in line with utilization information indicated by the survey conducted during the first year evaluation. An attempt was made by the evaluation staff to contact all schools which had received publicity brochures and Teacher Guide order blanks from the Service Center.

Mailing lists for the survey were compiled from several sources. The list included public schools, private

and parochial schools, child development centers managed by the Human Opportunities Corporation, and other nurseries and Head Start and day care centers. All schools and centers on the list were within the area in which KLRN-TV is available by cable (Figure 7), and included kindergarten and/or first and second grades. The public schools on the list met a third condition in that they were identified by the Texas Education Agency as having 25% or more pupils with Spanish surnames.

Approximately one week before the airing of the first program in the series, each principal or director received the survey instrument and a letter explaining the nature and purpose of the survey. This instrument was a four by six inch postage paid postcard as shown below.

UTILIZATION SURVEY POSTCARD

CHECK BLANKS WHICH APPLY TO YOUR SITUATION

Usage of Carrascolendas

- Planning to watch
(Number of classes)
 Preschool Second
 First Other
- Interested in more
information so series can
become part of curriculum
 Not watching

Reasons for not watching

- Never heard of it before
 Not in TV viewing area
 Cable necessary for reception
 Reception not satisfactory
 No TV available for watching
 No Spanish taught in school
 Not interested

How did you learn about the series?

- Other principals TV
 Region XIII contact Newspaper
 Bilingual coordinator Magazine
 Teacher Radio
 Other: _____

Are you interested in receiving a Teacher's Guide to Carrascolendas?

- No Yes How many? _____

Name: _____

School: _____

Address: _____

City and zip code: _____

The areas in which information was provided by the postcard survey may be summarized as follows:

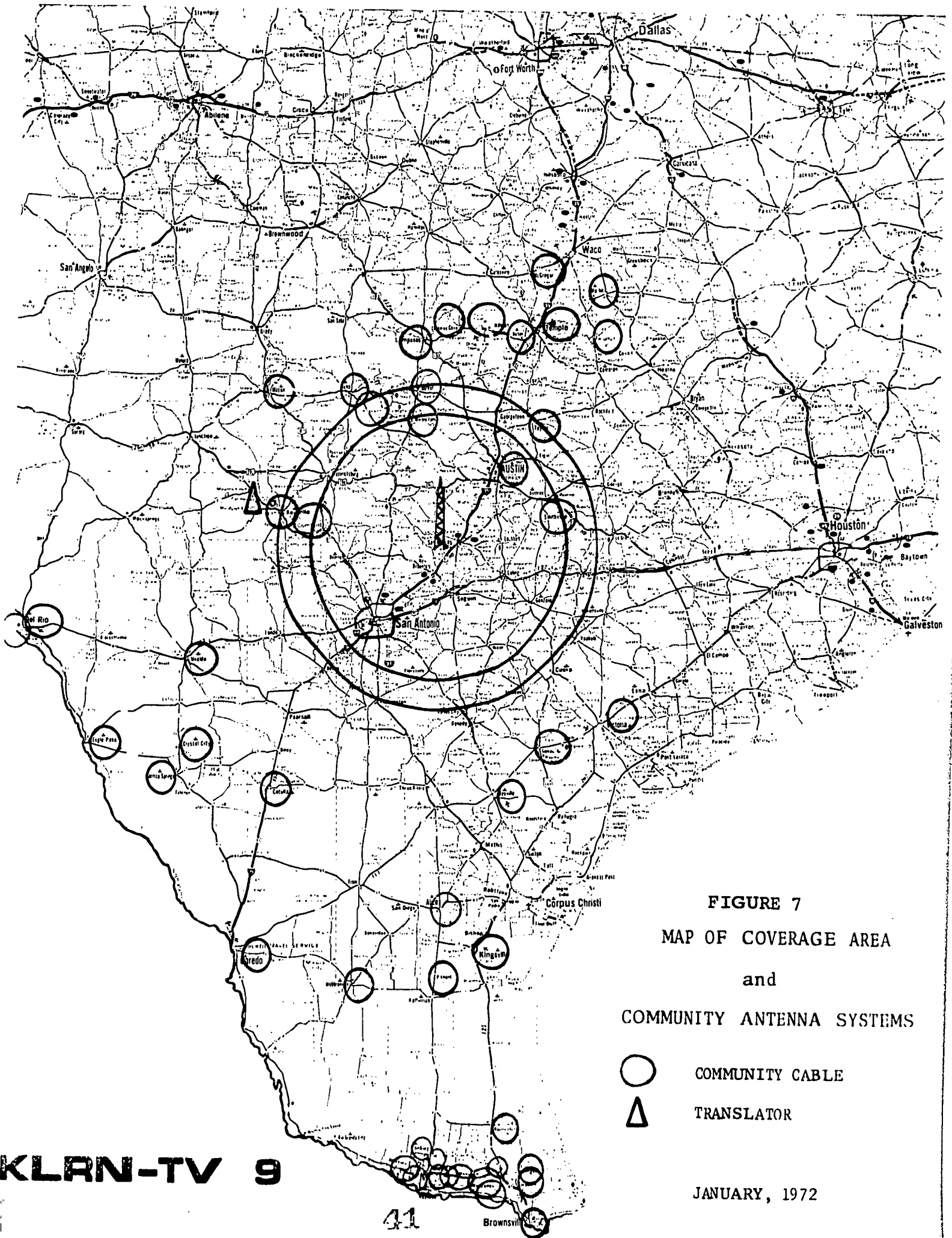


FIGURE 7
 MAP OF COVERAGE AREA
 and
 COMMUNITY ANTENNA SYSTEMS

- COMMUNITY CABLE
- △ TRANSLATOR

KLRN-TV 9

JANUARY, 1972

1. the percentage of schools of those responding in which there were classes viewing CARRASCOLENDAS (this information was later used as a basis for mailing the Teacher Questionnaire);
2. the percentage of schools not viewing the series and the reasons they were not viewing;
3. the means through which information was received about CARRASCOLENDAS, in order to determine the effectiveness of various promotion methods;
4. names and addresses of principals who wished to receive either descriptive information about the series or the CARRASCOLENDAS Teacher Guide (this information was forwarded to Education Service Center, Region XIII).

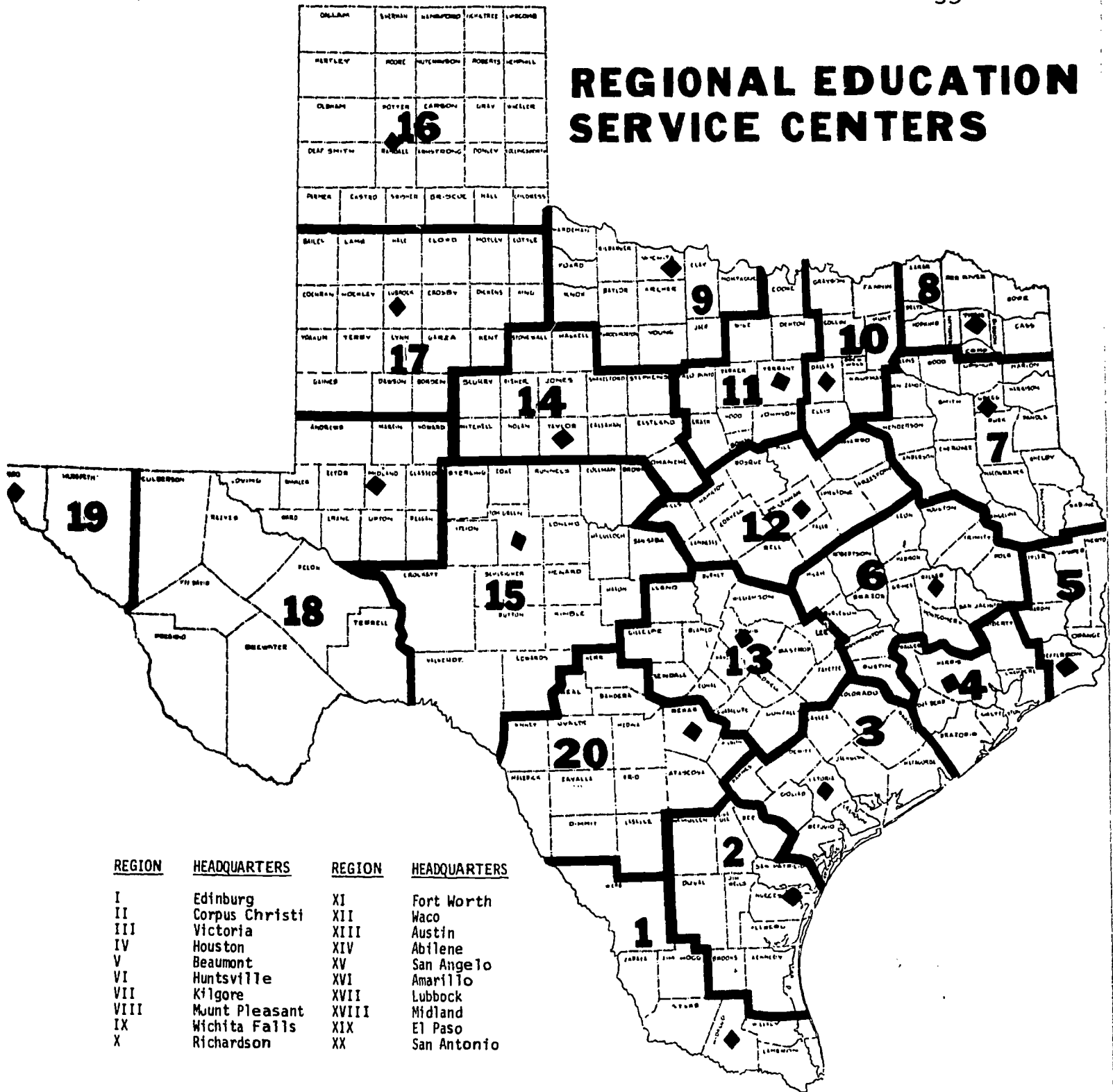
Results

Responses are shown in Tables 1-3. All responses are indicated by the eight Texas Education Agency Regions which include areas in which KLRN-TV is available. See Figure 8 for a map indicating the TEA Regions.

Viewing

As shown in Table 1; Regions XIII and XX, which include Austin and San Antonio and which receive KLRN-TV with or without cable, comprise the largest part of the sample. Of the schools responding 15% in Region XIII and 24% in Region XX are viewing CARRASCOLENDAS. The next largest group, 9% (19 schools), is found in Region I. This last figure is an increase from the first year survey which indicated only four schools viewing in Region I. This Region includes the Lower Rio Grande Valley which has a large Mexican-American population. Recommendations were made that promotion be increased with particular concentration in this area. Responses indicate that in the overall area in which schools were contacted 52% of the schools responding were viewing the series in one or more classrooms.

REGIONAL EDUCATION SERVICE CENTERS



REGION	HEADQUARTERS	REGION	HEADQUARTERS
I	Edinburg	XI	Fort Worth
II	Corpus Christi	XII	Waco
III	Victoria	XIII	Austin
IV	Houston	XIV	Abilene
V	Beaumont	XV	San Angelo
VI	Huntsville	XVI	Amarillo
VII	Kilgore	XVII	Lubbock
VIII	Munt Pleasant	XVIII	Midland
IX	Wichita Falls	XIX	El Paso
X	Richardson	XX	San Antonio

FIGURE 8

TABLE 1
SCHOOLS VIEWING CARRASCOLENDAS

	Percentages (N=218)										Total
	Region Numbers*										
	I	II	III	XI	XII	XIII	XIV	XV	XX		
	24%	6%	6%	1%	3%	21%	1%	38%	100%		
	9	2	1	<1	0	15	<1	24	52		
	Number of Respondents										
	5	1	1	0	0	7	1	17	32		
	Schools Viewing										
Preschool	5	1	1	0	0	7	1	17	32		
First Grade	6	2	1	0	0	9	0	18	36		
Second Grade	5	2	1	0	0	8	0	11	27		
Other Classes	3	1	0	0	0	5	0	4	13		

* See Figure 7 for Region Service Center Areas.

TABLE 3
SOURCES OF INFORMATION ABOUT CARRASCOLENDAS

	Percentages (N=218)										Total
	Region Numbers *										
	I	II	III	XI	XII	XIII	XV	XX			
	24%	6%	6%	1%	3%	21%	1%	38%	100%		
Region XIII	6	1	1	<1	<1	18	0	7	34		
Other Sources	7	2	0	<1	<1	1	<1	9	20		
Bilingual Coordinator	3	0	0	0	0	4	<1	7	14		
Teacher	2	<1	0	<1	0	2	<1	6	11		
Television	2	1	1	0	0	1	0	3	8		
Other											
Principals	1	0	0	0	0	1	0	1	3		
Newspaper	2	0	<1	0	0	<1	0	<1	4		
Magazine	1	<1	0	0	0	<1	0	1	3		
Radio	0	<1	<1	0	0	0	0	<1	1		

* See Figure 7 for Region Service Center Areas.

Of the 218 schools responding 32% were using CARRASCOLENDAS in kindergarten, 36% in first grade, and 27% in second grade. Other grade levels and special education classes were viewing in 13% of the schools.

Not Viewing

For the schools which were not viewing, the most frequent reasons given were lack of television receivers, lack of cable, and no Spanish instruction in the school. Other reasons receiving small responses were "poor reception," "not interested," "not in viewing area," and "never heard of it." (See Table 2).

Sources of Information

Education Service Center, Region XIII, was the most common source of information about the series. Other sources, which were generally Service Centers in other Regions or personal contacts, were next most frequent. Bilingual coordinators (who had themselves received publicity brochures from Region XIII) and other teachers each accounted for contacts in more than 10% of the sample. Other principals and television, newspaper, magazine, and radio publicity accounted for less than 10% each (see Table 3).

Results indicate that attention has been given by the Region XIII Service Center to the recommendation of the first year evaluation report that greater publicity be given to the series, especially in the Rio Grande Valley. Over half of the schools in the area were viewing and many of those not viewing expressed interest in using CARRASCOLENDAS as part of their curricula if problems with lack of television receivers and/or cable systems permit.

Teacher Questionnaire

A questionnaire was designed to obtain feedback from classroom teachers and to describe their use of the series as part of their overall instructional programs.

Procedures

Names and addresses of schools in which classes were viewing CARRASCOLENDAS were provided from the Utilization Survey (Section III). Survey packets, including the three-page questionnaire, an explanatory letter, and a postage paid return envelope, were mailed to each of these schools. Letters to the principals accompanied the packets.

The format of the questionnaire was 43 multiple choice and yes or no questions designed to elicit information in the following areas:

1. description of the pupils and teachers viewing the series;
2. teacher supplementary activities relating to the series and the language in which these were conducted;
3. teacher evaluations of the Teacher Guide and of presentation methods and content and language of the series;
4. pupil responses and attitudes towards various features of the series;
5. effects of CARRASCOLENDAS.

Results

Of the 400 questionnaires mailed, 163 were completed and returned. In the display of responses shown below questions have been grouped by topic for purposes of discussion. The survey instrument is shown in Appendix E.

What percentage of the children in your class speak Spanish? (Question 2)

<u>Percentage in Class (N=163)</u>	<u>Percentage</u>
91 - 100	52%
76 - 90	12
61 - 75	4
51 - 60	2
41 - 50	6
26 - 40	5
11 - 25	8
6 - 10	1
Fewer than 5	6
No response	4

Do the Mexican-American children in your class participate in class activities? (Question 4)

<u>(N=163)</u>	<u>Percentage</u>
Very much	73%
Moderately	23
A little	3
Not at all	0
No Mexican-American children present	1
No response	0

Responses indicated more kindergarten classes watching than any other grade level, with slightly more first grade classes than second grade.

The classes watching are primarily composed of Mexican-American children; over half of them are nearly 100% Spanish-speakers. Mexican-American children are indicated as participating regularly in classroom activities.

Pupils

<u>Grade Level</u> (N=163)	<u>Percentage</u>	<u>Number in Class</u>	<u>Percentage</u>
Kindergarten	36%	Fewer than 10	> 1%
First grade	29	11 - 20	17
Second grade	21	21 - 30	72
Third grade	8	31 - 40	6
Fourth grade	2	41 - 50	2
Fifth grade	1	No response	1
Sixth grade	1		
Other	1		
No response	1		

What is the approximate percentage of the ethnic groups represented in your class? (Question 1)

<u>Percentage in Class (N=163)</u>	<u>Mexican-American Percentage</u>	<u>Black Percentage</u>
91 - 100	63%	1%
76 - 90	8	0
61 - 75	4	1
51 - 60	3	1
41 - 50	5	2
26 - 40	5	2
11 - 25	6	4
6 - 10	1	3
Fewer than 5	1	20
No response	4	66

<u>Percentage in Class (N=163)</u>	<u>Anglo Percentage</u>	<u>Other Percentage</u>
91 - 100	1%	3%
76 - 90	2	1
61 - 75	5	1
51 - 60	1	0
41 - 50	3	0
26 - 40	6	0
11 - 25	4	0
6 - 10	5	0
Fewer than 5	18	0
No response	55	0

Did anyone in your present class watch CARRASCOLENDAS last year in school? (Question 5)

<u>(N=163)</u>	<u>Percentage</u>
All of the class	20%
Half of the class	12
One-fourth of the class	10
Less than one-fourth	8
None	47
No response	3

Did anyone in your present class watch CARRASCOLENDAS last year at home? (Question 6)

<u>(N=163)</u>	<u>Percentage</u>
All of the class	1%
Half of the class	5
One-fourth of the class	6
Less than one-fourth	20
None	59
No response	9

About half of the classes have no pupils who have viewed CARRASCOLENDAS before. Twenty percent of the classes had seen the series in 1970—1971. Few pupils were reported by teachers as having viewed at home.

Teachers

How well do you speak Spanish? (Question 3)

<u>(N=163)</u>	<u>Percentage</u>
Fluently	29%
Competently	14
Moderately	9
Limitedly	25
English only	20
No response	3

Did you personally view CARRASCOLENDAS in school last year? (Question 7)

<u>(N=163)</u>	<u>Percentage</u>
Yes	54%
No	45
No response	1

Is viewing of CARRASCOLENDAS a required part of your curriculum? (Question 8)

<u>(N=163)</u>	<u>Percentage</u>
Yes	42%
No	56
No response	2

Spanish is spoken fluently or competently by slightly fewer teachers than the number who speak limited Spanish or no Spanish. Just over one-half of the teachers have viewed CARRASCOLENDAS before.

Television Viewing

Do you watch the program in color? (Question 9)

<u>(N=163)</u>	<u>Percentage</u>
Yes	6%
No, black and white	94
Do not watch the program	0
No response	1

Is your television reception satisfactory?
(Question 10)

<u>(N=163)</u>	<u>Percentage</u>
Always	53%
Often	40
Rarely	6
Never	0
No response	1

How often does your class watch CARRASCOLENDAS?
(Question 11)

<u>(N=163)</u>	<u>Percentage</u>
Every program	81%
Twice a week	12
Once a week	4
Less than once a week	2
Never	1
No response	1

Eighty-one percent of the classes watch every program and six percent are viewing in color. Reception is generally good.

Teacher Activities

Do you initiate any class activities about CARRASCOLENDAS before the viewing of the program? (Question 20)

<u>(N=163)</u>	<u>Percentage</u>
Always	5%
Often	34
Rarely	32
Never	26
No response	3

Are class activities prior to viewing CARRASCOLENDAS conducted in Spanish or English? (Question 21)

<u>(N=163)</u>	<u>Percentage</u>
Mostly in Spanish	7%
Mostly in English	48
About half and half	17
No pre-viewing activities	25
No response	3

Do you discuss each program with the children after viewing CARRASCOLENDAS? (Question 22)

<u>(N=163)</u>	<u>Percentage</u>
Always	20%
Often	47
Rarely	23
Never	8
No Response	3

Is your discussion after program viewing in Spanish or English? (Question 23)

<u>(N=163)</u>	<u>Percentage</u>
Mostly Spanish	7%
Mostly English	55
About half and half	23
No discussion follows	12
No response	3

Usually, how do you explain the Spanish segments to non-Spanish-speaking students? (Question 24)

<u>(N=163)</u>	<u>Percentage</u>
You explain in English	41%
Aide or parent explains	2
Spanish-speaking student explains	10
No explanations are made	11
No non-Spanish speakers are present	30
No response	6

Responses indicate some discussion of CARRASCOLENDAS programs, with more activities following the program than preceding it. Approximately half of the teachers conducted the discussions in English, some teachers used both languages, and a few teachers conducted supplementary activities almost entirely in Spanish.

Teacher Guide

Did you receive a Teacher Guide? (Question 13)

<u>(N=163)</u>	<u>Percentage</u>
Yes	83%
No	16
No response	1

14) How often do you use the Teacher Guide? (Question

<u>(N=163)</u>	<u>Percentage</u>
Every program	47%
Most programs	18
Some programs	17
Never	2
Do not have one	17
No response	0

How useful is the Teacher Guide? (Question 15)

<u>(N=163)</u>	<u>Percentage</u>
Very useful	58%
Somewhat useful	21
Not too useful	2
Useless	0
Do not have one	14
No response	4

Which parts of the Teacher Guide are most helpful?
(Question 16)

<u>(N=165)</u>	<u>Percentage</u>
Songs	27%
General comment (like it)	21
Program section (Capsule descriptions)	19
Translations	10
Activity section (instructional objectives)	4
Games	7
Visuals	3
Program schedule	2
Language skills	2
Letter/sound relationships	2
Explanation of objectives	2
No response	*

* Figures indicate the percent of the total number of responses received where more than one response was accepted per respondent. The question was not answered by 42 respondents (26% of the sample).

Which parts of the Teacher Guide are least helpful?
(Question 16)

<u>(N=32)</u>	<u>Percentage</u>
Songs	9%
Games	13
General comment (not helpful)	9
Activity section (instructional objectives)	6
Math	16
Phonetics	16
Lack of index	6
Lack of reading section	6
History and culture	3
Program schedule	3
Translations	3
Miscellaneous	9
No response	*

The CARRASCOLENDAS Teacher Guide is used often or always by 65% of the teachers; 16% do not have one. Many responses indicated that the Teacher Guide was very useful to teachers and that it was much improved over the first year's guide. There were a few suggestions for further improvement, but many teachers stated that they thought the guide was very good.

Does the Teacher Guide format show an improvement over last year's? (Question 17)

<u>(N=163)</u>	<u>Percentage</u>
Yes, very much	29%
Yes, somewhat	9
No change	0
Not as good as last year's	3
Do not/did not have one	39
No response	20

* Figures indicate the percent of the total number of responses received where more than one response was accepted per respondent. The question was not answered by 136 respondents (83% of the sample).

How could the Teacher Guide be improved to help you integrate CARRASCOLENDAS into your teaching plan? (Question 18)

<u>(N=65)</u>	<u>Percentage</u>
General positive comment	40%
Reference page numbers	9
More explicit objectives	8
More follow-up activities	12
More reading sections	6
More instructions for activities	5
More advanced content areas	3
Stencils for activities	1.5
Index	1.5
Detailed explanation of films	1.5
Cartoon of characters	1.5
Repetitions listed	1.5
More Spanish language skills	1.5
More English language skills	1.5
Available sooner	1.5
Other remarks	5
No response	*

Teacher Evaluations

Is the content appropriate for your class? (Question 35)

<u>Math</u>	<u>Percentage</u>			
	<u>Kindergarten</u> <u>(N=59)</u>	<u>First</u> <u>(N=47)</u>	<u>Second</u> <u>(N=34)</u>	<u>Third</u> <u>(N=13)</u>
Always	14%	49%	47%	38%
Often	62	43	42	15
Rarely	20	9	5	32
Never	2	0	0	0
No response	2	0	6	15

* Figures indicate the percent of the total number of responses received where more than one response was accepted per respondent. The question was not answered by 102 respondents (63% of the sample).

<u>Science</u>	Percentage			
	<u>Kindergarten</u> (N=59)	<u>First</u> (N=47)	<u>Second</u> (N=34)	<u>Third</u> (N=13)
Always	25%	35%	41%	46%
Often	55	53	38	15
Rarely	10	4	0	15
Never	3	2	3	0
No response	7	6	18	24
<u>English</u>				
Always	49%	60%	59%	69%
Often	46	38	29	8
Rarely	5	2	0	8
Never	0	0	3	0
No response	0	0	9	15
<u>Spanish</u>				
Always	36%	49%	53%	84%
Often	54	47	32	0
Rarely	7	2	8	8
Never	0	0	0	0
No response	3	2	6	8

Is the animation segment of some instructional value?
(Question 36)

	Percentage			
	<u>Kindergarten</u> (N=59)	<u>First</u> (N=47)	<u>Second</u> (N=34)	<u>Third</u> (N=13)
Very much	39%	70%	64%	76%
Somewhat	44	26	24	8
A little	14	2	12	8
Not at all	3	0	0	0
No response	0	2	0	8

Is the language level appropriate? (Question 37)

	Percentage			
	Kindergarten (N=59)	First (N=47)	Second (N=34)	Third (N=13)
<u>Spanish</u>				
Always	25%	54%	50%	69%
Often	60	38	29	15
Rarely	7	6	9	8
Never	0	0	0	0
No response	8	2	12	8
<u>English</u>				
Always	32%	64%	50%	62%
Often	58	30	36	0
Rarely	3	0	2	8
Never	0	0	0	0
No response	7	6	12	30

Is the historical and cultural content beneficial?
(Question 38)

	Percentage			
	Kindergarten (N=59)	First (N=47)	Second (N=34)	Third (N=13)
Very much	27%	49%	44%	70%
Somewhat	59	43	38	15
A little	12	2	12	0
Not at all	2	6	3	0
No response	0	0	3	15

Responses regarding the appropriateness of the content and the language level, and regarding the value of the Phoneme/Grapheme segments and the History/Culture material were in general divided between the most positive response (always, very useful) and the second most positive (often, somewhat). The less positive responses were, as might be expected, from kindergarten or third grade teachers.

Would you like to see the series repeated next year?
(Question 40)

<u>(N=163)</u>	<u>Percentage</u>
Yes	87%
No	3
No opinion	6
No response	5

When do you think it would be beneficial to repeat
the programs? (Question 41)

<u>(N=163)</u>	<u>Percentage</u>
Before school	4%
After school	9
On Saturdays	6
During the school year	3
During the summer	51
No preference	19
No response	8

Would you like to see a follow-up program for your
students at a more advanced level next year? (Question 42)

<u>(N=163)</u>	<u>Percentage</u>
Yes	69%
No	18
No opinion	12
No response	2

Responses were enthusiastic toward repetition of the series
and a follow-up series.

Pupil Attitudes and Participation

In general, how well do you think that your students like CARRASCOLENDAS? (Question 33)

<u>(N=163)</u>	<u>Percentage</u>
Very much	76%
Moderately	23
A little	0
Not at all	0
No response	1

What portions of the program elicited a positive reaction from your students? (Question 39)

<u>(N=258)</u>	<u>Percentage</u>
Songs	39%
Puppets	14
Agapito	9
General positive comment	9
Phoneme/Grapheme	5
Films	5
Dramatic segments	3
Math	3
Clowns	2
Marionettes	2
Reading machine	1
Spanish segments	1
Other characters	1
Games	2
Dancing	2
No response	*

* Figures indicate the percent of the total number of responses received where more than one response was accepted per respondent. The question was not answered by 49 respondents (30% of the sample).

What portions of the program elicited a negative response? (Question 39)

<u>(N=108)</u>	<u>Percentage</u>
Reading machine	21%
Films	13
Concentration board	12
Spanish segments	11
Repetition of film in Spanish	8
Math	7
Songs	1
Puppets	1
General negative comment	5
Clowns	1
Marionettes	1
Dancer introducing math	3
Culture	2
History	1
Science	1
Too many objectives	1
Cameos	1
Other characters	1
Repetition of segments	1
Dramatic segments	2
Miscellaneous	7
No response	*

Very high responses indicated that the pupils like CARRASCOLENDAS. The most popular features of the series were indicated as: songs, puppets, Agapito, animation segments, films. Negative pupil reactions as indicated by the teachers were toward: reading machine, films, concentration board, Spanish sequences, Spanish films.

* Figures indicate the percent of the total number of responses received where more than one response was accepted per respondent. The question was not answered by 92 respondents (57% of the sample).

Do your students actively participate in audience-participation segments of the program? (Question 25)

<u>(N=163)</u>	<u>Percentage</u>
Most of the class does all of the time	50%
Most of the class does part of the time	41
A few students do all of the time	6
There is seldom participation	3
No response	1

Do Spanish-speaking children engage in the Spanish audience-participation segments during the program? (Question 26)

<u>(N=163)</u>	<u>Percentage</u>
Most engage all of the time	42%
Most engage some of the time	31
A few engage most of the time	11
A few engage some of the time	7
No participation	2
No response	7

Do Spanish-speaking children engage in the English audience-participation segments during the program? (Question 26)

<u>(N=163)</u>	<u>Percentage</u>
Most engage all of the time	36%
Most engage some of the time	33
A few engage most of the time	7
A few engage some of the time	6
No participation	1
No response	15

Do English-speaking children engage in the Spanish audience-participation segments during the program?
(Question 27)

<u>(N=163)</u>	<u>Percentage</u>
Most engage all of the time	24%
Most engage some of the time	26
A few engage most of the time	7
A few engage some of the time	9
No participation	6
No response	29

Do English-speaking children engage in the English audience-participation segments during the program?
(Question 27)

<u>(N=163)</u>	<u>Percentage</u>
Most engage all of the time	33%
Most engage some of the time	25
A few engage most of the time	5
A few engage some of the time	5
No participation	3
No response	30

Frequent participation is indicated in both Spanish and English segments by both Spanish and English speakers.

Effects of CARRASCOLENDAS

Do Mexican-American children speak Spanish at school more often after watching the program? (Question 28)

<u>(N=163)</u>	<u>Percentage</u>
Yes, often	8%
Yes, somewhat	36
No, not at all	49
No Mexican-American children present	1
No response	7

Have non-Spanish speakers learned some Spanish after watching the program? (Question 29)

<u>(N=163)</u>	<u>Percentage</u>
Some Spanish	24%
A little Spanish	38
No Spanish	5
No non-Spanish speakers present	28
No response	6

Do non-Spanish-speaking students ask the Mexican-American children about CARRASCOLENDAS? (Question 30)

<u>(N=163)</u>	<u>Percentage</u>
Yes, often	4%
Yes, occasionally	29
No, never	25
No non-Spanish speakers present	30
No response	11

Have children from other ethnic groups shown interest in learning more about Mexican culture after watching CARRASCOLENDAS? (Question 31)

<u>(N=163)</u>	<u>Percentage</u>
Yes, often	6%
Yes, occasionally	28
No, never	18
No other ethnic groups present	42
No response	6

Are Mexican-American children willing to contribute experiences from their backgrounds during discussions pertaining to CARRASCOLENDAS? (Question 32)

<u>(N=163)</u>	<u>Percentage</u>
Yes, often	32%
Yes, occasionally	49
No, never	16
No Mexican-American children present	2
No response	1

What do you think is the most significant effect of CARRASCOLENDAS on your students?

<u>(N=259)</u>	<u>Percentage</u>
Program was entertaining	15%
Mexican-American children more aware of their language and culture	10
Improved vocabulary and pronunciation	8
Spanish-speakers show improved self- concept	7
Children interested in learning Spanish	7
Other ethnic groups respect Mexican- Americans and their culture more	6
Improved pronunciation of English and Spanish	5
Realization of importance of two languages	5
Songs to teach or reinforce objectives	4
Children identify with characters	4
Reinforced curriculum presented in school	4
Provides a variety of teaching, another media	3
Broadens children's experience through films	3
Improves children's listening abilities	3
Mexican-American children speak Spanish more	3
Other comments	14
No response	*

Effects of CARRASCOLENDAS are indicated as entertainment value, improved self-concept, cultural awareness, and improved language use. Many teachers wrote lengthy comments about the effects of the series in their classrooms.

* Figures indicate the percent of the total number of responses received where more than one response was accepted per respondent. The question was not answered by 32 respondents (20% of the sample).

Overall responses to the questionnaire suggest that CARRASCOLENDAS is meeting the long-range objectives for which the series was designed: development of language skills in both Spanish and English, and improvement of self-concept and cultural pride for the target area children.

The series is well-liked by teachers and pupils. The supplementary materials in the form of the Teacher Guide are being used to integrate the series into the classroom context, and the series is having an observable effect in terms of increased cultural awareness.

Teacher Diary

The Teacher Diary was used to take advantage of the teacher's position in being able to assess the actual impact of specific features of the series--whether a segment catches the attention of the child and whether he seems to have grasped the instructional content. Curriculum and production staffs, in revising the series for the second year, have been attentive to the information obtained through the Teacher Observation Notebooks used in the first year evaluation. This diary was designed to repeat the process of placing the teacher in the role of a viewer-critic on a program-by-program basis.

Procedures

A member of the evaluation team interviewed teachers in various Austin schools concerning the type of format which they felt would facilitate teacher comments. Following these interviews a booklet was designed which contained one sheet for each of the 30 programs in the series. This evaluation sheet is in three parts:

1. six rating scales through which each program could be evaluated as a whole in terms of: appropriateness of content and language; interest level and verbal participation of the pupils; degree to which learning activities were facilitated, and comparison with other programs in the series;
2. blanks to be checked indicating which of the nine presentation methods were most successful in terms of positive pupil reactions for each program;
3. free space in which the teacher was asked to make specific comments about the content and method of individual segments in the program.

A blank in which the date was filled in for each sheet identified those programs for which the teacher completed an evaluation. A sample copy of the evaluation sheet is found in Appendix E.

Because of the importance of teachers' evaluations on a program-by-program basis, it was decided to represent all of the KLRN viewing area in the distribution of the Teacher Diary. (Figure 8 shows those areas of South and Central Texas in which KLRN is accessible.) Copies of the Teacher Diary were mailed to teachers who were viewing CARRASCOLENDAS, as indicated by the files of Teacher Guide copies distributed by the Education Service Center, Region XIII. Of the 500 diaries mailed, 76 were returned.

Results

Of the diaries returned, the largest number was from first grade (kindergarten--29, first grade--33, second grade--14). Most of the classes were composed primarily of Mexican-American pupils with only nine classes having more than 60% Anglo, and one class with more than 60% Black.

Classes in the sample were also identified by the extent of instruction in Spanish and the teacher's knowledge of Spanish, as follows:

What is the extent of Spanish instruction in your school?

<u>(N=76)</u>	<u>Percentage</u>
More than half Spanish	4%
About half Spanish	34
Less than half Spanish	28
No Spanish	21
No response	13

Do you speak Spanish?

<u>(N=76)</u>	<u>Percentage</u>
Fluent Spanish	16%
Moderately fluent	22
Not fluent	22
No Spanish	33
No response	7

Program Ratings

Program ratings were made on a seven point scale with the lower numbers representing a positive rating, as follows:

THE PROGRAM HELD CHILDREN'S INTEREST:

very well (1) ___:___:___:___:___:___:___ (7) not at all.

Rating averages are shown in Table 4. Averages were found for each of the six scales for each program by totaling the rating scores given by all teachers within a given grade level and dividing by the number of teachers within the grade level group. An overall rating by grade level was obtained for each scale by using the averages for all 30 programs.

Examination of the averages shows that all of the ratings tend toward the positive (lower) end of the scale. Scores which are at the midpoint of four or greater than four appear only nine times.* General trends are indicated in the final averages (see last page of Table 4), which show higher, or less positive responses from kindergarten teachers, with first grade ratings slightly more positive than second.

Specific programs which were rated least appropriate for kindergarten were programs 12, 13, 16, 18, 22, 23, 28, and 30. Second grade teachers considered program 24 less appropriate, while programs 25, 28, and 30 were better suited to the second grade. Content for each program and presentation methods for each program are listed in Appendix A.

* These higher scores are found as follows: program 24--all scales except appropriateness of content; programs 18 and 23--scale 6 (comparison with other programs), kindergarten; programs 1 and 28--scale 5 (verbal participation), kindergarten.

TABLE 4*

AVERAGES BY GRADE LEVEL OF RATING SCALES FOR 30 PROGRAMS

	PROGRAM 1		PROGRAM 2		PROGRAM 3			
	K	1	2	1	2	K	1	2
Grade level								
Number of responses per program	19	25	7	26	29	8	22	28
Program content appropriate	3.1	2.4	2.1	2.5	2.7	2.4	2.9	2.2
Language level appropriate	2.7	2.2	2.3	2.6	2.8	1.9	2.6	1.8
Held children's interest	2.9	2.1	2.6	3.0	2.5	1.8	2.6	2.1
Facilitated learning activities	2.6	2.7	3.3	2.7	2.9	2.6	3.2	2.4
High verbal participation	4.1	3.3	3.9	3.1	3.3	2.9	2.9	3.0
Comparison with other programs	---	---	---	2.4	2.8	2.5	2.8	2.8

*

Averages represent ratings on a seven point scale: positive(1).....(7) negative.

**Total number in each grade level: kindergarten--29, first grade--33, second grade--14.



TABLE 4* Continued

	PROGRAM 4			PROGRAM 5			PROGRAM 6		
	K	1	2	K	1	2	K	1	2
Grade level									
Number of responses per program**	27	26	9	25	26	8	21	21	10
Program content appropriate	2.7	2.8	3.4	2.6	2.5	2.9	2.8	2.6	3.2
Language level appropriate	2.6	2.9	2.8	2.6	2.4	2.3	2.7	2.1	3.2
Held children's interest	2.9	2.8	3.8	2.6	2.4	2.5	2.6	2.4	3.1
Facilitated learn- ing activities	3.0	2.3	3.3	2.9	3.0	2.6	2.9	2.7	3.3
High verbal participation	2.8	3.1	3.6	2.4	2.4	2.9	2.9	3.3	3.1
Comparison with other programs	2.8	3.2	3.3	2.5	2.8	2.3	2.9	2.8	3.3

* Averages represent ratings on a seven point scale: positive (1).....(7) negative.
 **Total number in each grade level: kindergarten--29, first grade--33, second grade--14.

TABLE 4* Continued

	PROGRAM 7		PROGRAM 8		PROGRAM 9	
	K	1	K	1	K	1
Grade level						
		2		2		2
Number of responses per program**	24	27	25	31	20	25
		11		8		9
Program content appropriate	2.9	2.9	3.2	2.4	2.9	2.6
		2.3		2.8		2.7
Language level appropriate	2.8	3.0	3.2	2.3	2.8	2.4
		2.1		2.3		2.9
Held children's interest	2.8	3.0	2.7	2.4	3.1	2.2
		2.3		2.9		3.3
Facilitated learning activities	3.2	2.7	3.0	2.6	2.8	2.8
		2.2		2.6		4.0
High verbal participation	2.9	3.3	2.8	2.6	3.4	3.0
		3.0		3.3		2.9
Comparison with other programs	2.8	3.0	2.7	2.7	3.0	2.6
		2.5		3.1		3.0

* Averages represent ratings on a seven point scale: positive (1).....(7) negative.

**Total number in each grade level: kindergarten--29, first grade--33, second grade--14.

TABLE 4* Continued

	PROGRAM 10		PROGRAM 11		PROGRAM 12	
	K	1 2	K	1 2	K	1 2
Grade level						
Number of responses per program**	26	26 11	24 26	8 8	19 29	8 8
Program content appropriate	3.0	3.0 2.6	2.5 2.4	3.0 3.0	3.3 2.7	2.8 2.8
Language level appropriate	3.0	2.8 2.3	2.8 2.6	2.4 2.4	3.2 2.5	2.5 2.5
Held children's interest	2.7	2.8 2.8	2.3 2.5	3.0 3.0	3.2 2.7	2.3 2.3
Facilitated learning activities	2.8	3.2 2.6	2.5 2.4	2.9 2.9	3.2 3.2	2.8 2.8
High verbal participation	3.1	3.2 3.6	2.5 3.1	3.9 3.9	3.5 2.8	3.5 3.5
Comparison with other programs	3.0	3.2 2.6	2.8 2.6	3.1 3.1	3.3 2.9	3.4 3.4

* Averages represent ratings on a seven point scale: positive (1).....(7) negative.

**Total number in each grade level: kindergarten--29, first grade--33, second grade--14.

TABLE 4* Continued

	PROGRAM 13		PROGRAM 14		PROGRAM 15***				
Grade level	K	I	2	K	I	2	K	I	2
Number of Responses per program**	18	26	11	22	31	9	3	5	3
Program content appropriate	3.3	2.6	2.6	2.7	2.7	2.2	3.3	2.6	2.7
Language level appropriate	3.2	2.4	2.9	2.6	2.4	2.3	3.3	1.8	3.7
Held children's interest	3.3	2.3	2.9	2.7	2.5	2.2	3.0	2.0	2.7
Facilitated learning activities	3.3	2.8	2.9	3.0	2.8	3.1	4.0	2.4	2.3
High verbal participation	3.4	2.7	3.2	3.0	3.0	2.6	3.0	2.8	4.0
Comparison with other programs	3.6	2.6	2.6	2.7	3.0	3.3	3.3	2.2	3.7

* Averages represent ratings on a seven point scale: positive (1).....(7) negative.

**Total number in each grade level: kindergarten--29, first grade--33, second grade--14.

***Program 15 was broadcast on a public school holiday.

TABLE 4* Continued

	PROGRAM 16		PROGRAM 17		PROGRAM 18	
	K	2	K	2	K	2
Grade level	20	27	19	28	18	27
Number of Responses per program**	20	27	19	28	18	27
Program content appropriate	3.3	2.7	3.0	2.4	3.8	3.1
Language level appropriate	3.1	2.8	2.9	2.4	3.4	3.1
Held children's interest	3.0	3.1	2.6	2.4	3.8	3.3
Facilitated learning activities	3.0	2.8	3.0	2.7	3.8	3.1
High verbal participation	3.1	3.3	3.2	2.6	3.7	3.8
Comparison with other programs	3.1	3.1	3.2	3.1	4.3	3.4

* Averages represent ratings on a seven point scale: positive (1).....(7) negative.
 **Total number in each grade level: kindergarten--29, first grade--33, second grade--14.

TABLE 4* Continued

Grade level	PROGRAM 19		PROGRAM 20		PROGRAM 21	
	K	1 2	K	1 2	K	1 2
Number of Responses per program**	20	26 8	15	25 5	22	26 9
Program content appropriate	3.0	2.8 2.0	3.0	2.5 3.6	2.8	2.4 2.2
Language level appropriate	3.1	2.7 1.9	2.9	2.5 3.4	2.7	2.3 2.2
Held children's interest	3.3	2.7 2.5	3.0	2.5 3.6	2.5	2.3 2.3
Facilitated learning activities	3.0	3.1 2.5	3.1	2.4 3.8	2.7	2.5 2.4
High verbal participation	3.4	3.2 3.3	3.4	2.8 4.2	3.1	2.8 2.4
Comparison with other programs	3.3	3.0 3.0	3.1	2.9 3.6	2.7	2.4 2.4

*Averages represent ratings on a seven point scale: positive (1).....(7) negative.
 **Total number in each grade level: kindergarten--29, first grade--33, second grade--14.

TABLE 4* Continued

Grade level	PROGRAM 22		PROGRAM 23		PROGRAM 24	
	K	1 2	K	1 2	K	1 2
Number of Responses per program**	22	28 11	24	29 9	20	16 7
Program content appropriate	3.6	2.9 2.9	3.5	2.7 3.3	3.9	2.6 3.7
Language level appropriate	3.3	2.7 3.0	3.6	2.7 2.8	4.1	2.3 3.6
Held children's interest	3.6	2.5 2.8	3.5	2.9 2.8	4.3	2.2 3.9
Facilitated learning activities	3.5	2.9 2.4	3.7	3.0 3.1	3.9	2.3 4.0
High verbal participation	3.8	3.1 4.0	3.5	3.0 3.4	4.6	2.2 3.6
Comparison with other programs	3.7	3.2 3.4	4.0	3.1 2.9	4.5	2.5 3.4

* Averages represent ratings on a seven point scale: positive (1).....(7) negative.
 **Total number in each grade level: kindergarten--29, first grade--33, second grade--14.

TABLE 4* Continued

Grade level	PROGRAM 25		PROGRAM 26		PROGRAM 27	
	K	1 2	K	1 2	K	1 2
Number of Responses per program**	24	27 11	18 23	7	8 12	3
Program content appropriate	3.0	2.5 2.3	2.9	2.6 2.3	2.8	2.8 2.0
Language level appropriate	2.9	2.4 2.3	3.0	2.4 3.0	3.3	2.3 3.0
Held children's interest	3.4	2.3 2.0	2.9	2.8 3.1	3.1	2.3 3.3
Facilitated learning activities	3.2	2.5 2.1	3.1	2.9 2.9	3.0	3.0 2.7
High verbal participation	3.3	2.8 1.9	3.1	2.8 3.6	3.5	3.3 3.3
Comparison with other programs	3.4	2.6 2.4	2.9	2.9 3.6	3.0	2.8 2.3

* Averages represent ratings on a seven point scale: positive (1).....(7) negative.
 **Total number in each grade level: kindergarten--29, first grade--33, second grade--14.



TABLE 4* Continued

Grade level	PROGRAM 28		PROGRAM 29	
	K	1 2	K	1 2
Number of Responses per program**	20	26 7	21	21 6
Program content appropriate	3.5	3.0 2.1	3.7	2.7 2.4
Language level appropriate	3.5	2.9 1.8	3.3	2.6 2.7
Held children's interest	3.3	2.9 2.2	3.5	2.8 2.7
Facilitated learning activities	3.3	3.1 2.4	3.5	2.7 2.5
High verbal participation	4.1	3.3 2.5	3.8	2.9 3.0
Comparison with other programs	3.5	3.7 2.3	3.7	3.0 2.5

* Averages represent ratings on a seven point scale: positive (1).....(7) negative.

**Total number in each grade level: kindergarten--29, first grade--33, second grade--14.

TABLE 4* Continued

Grade level	PROGRAM 30			Average for All Programs		
	K	1	2	K	1	2
Number of Responses per programs**	19	24	8	29	33	14
Program content appropriate	3.4	3.0	1.9	3.0	2.5	2.6
Language level appropriate	3.7	2.7	1.9	3.1	2.6	2.8
Held children's interest	3.7	3.2	1.9	3.1	2.8	2.8
Facilitated learning activities	3.7	2.8	1.8	3.2	2.9	3.0
High verbal participation	3.7	3.3	1.9	3.3	3.0	3.2
Comparison with other programs	3.6	3.1	1.9	3.1	2.6	2.7

* Averages represent ratings on a seven point scale: negative 3.1 ; 2.6 2.7

**Total number in each grade level: kindergarten--29, first grade--33, second grade--14.



Segment Types

Percentages of positive responses for presentation types are shown in Table 5. Songs were the most consistently indicated items. Films, animation, puppets, and dramatic segments were also well liked. Fluctuation in the percent of responses for each of these segment types indicates particular programs in which a given presentation was less effective with the children than usual. Content and presentation methods for each program are listed in Appendix A.

Teacher Comments

In the third section of the evaluation sheet, teachers were asked to record observations of their own pupils as they viewed CARRASCOLENDAS. They noted such areas as the pupils' attention level and extent of participation during specific segments, the method of presentation, clarity of concepts, and coordination of content with classroom procedure. Representative teachers' remarks are listed in Appendix D.

Although comments vary and opposite opinions are often represented, general trends are indicated which should be useful in restructuring the series. Pupils enjoy seeing children as actors on CARRASCOLENDAS and they consider Agapito (the lion) their favorite character. The music and songs are well liked and many classes are learning these. A number of teachers indicated that while the films were informative, the repetition of a film in the same program with narration in English and later in Spanish did not hold the children's attention. Suggestions are provided for improvement of the films and the reading machine and concentration board segments. Comments on the material in individual programs name segments which were not effective or were too advanced and segments which the children did not understand. Comparison of program ratings with comments provides specific information for revision (i.e., program 23 was rated one of the less effective programs; teacher comments indicate that the film was good but the dramatic segment, "The Thermometer," was too long, the clock segment was not clear, and there was not enough action in this program).

TABLE 5
SEGMENTS ELICITING POSITIVE RESPONSES IN 30 PROGRAMS

Number of responses per program	Percentage (N=76)									
	1	2	3	4	5	6	7	8	9	10
Animation	109	138	116	129	147	115	135	134	110	137
	17%	9%	14%	17%	9%	11%	16%	11%	17%	20%
Film	3	15	16	9	12	18	12	12	16	20
Dramatic	6	5	20	7	14	13	12	16	11	11
Puppet	27	24	5	26	18	20	14	9	15	9
Marionette	12	3	2	6	14	8	6	8	6	4
Concentration Board	<1	3	4	<1	3	3	6	6	8	5
Song	33	40	37	33	29	26	31	37	24	27
Guest Appearance	2	0	2	<1	<1	0	0	0	1	<1
Other	0	<1	<1	<1	<1	<1	3	1	0	1

TABLE 5 Continued

Number of responses per program	Percentage (N=76)									
	11	12	13	14	15*	16	17	18	19	20
Animation	10%	13%	8%	11%	13%	14%	13%	13%	14%	10%
Film	22	18	14	21	22	18	24	16	18	29
Dramatic	13	14	9	9	0	12	8	14	13	10
Puppet	8	11	17	10	13	11	4	4	15	10
Marionette	2	3	1	5	4	10	4	10	9	13
Concentration Board	7	5	11	10	4	6	17	6	5	3
Song	36	36	40	32	39	29	30	35	25	23
Guest Appearance	<1	0	0	<1	4	0	0	1	1	1
Other	<1	1	1	1	0	1	1	0	1	0

* Program 15 was broadcast on a public school holiday.

TABLE 5 Continued

Number of responses per program	Percentage (N=76)									
	21	22	23	24	25	26	27	28	29	30
Animation	13%	16%	15%	9%	17%	7%	8%	18%	13%	18%
Film	23	14	16	11	15	18	10	16	18	24
Dramatic	8	7	10	17	17	6	20	15	12	8
Puppet	9	11	10	10	6	19	10	11	9	12
Marionette	10	13	4	5	6	5	5	4	6	2
Concentration Board	7	5	5	14	5	8	13	1	4	6
Song	29	30	38	29	31	31	33	30	35	27
Guest Appearance	<1	1	1	0	2	0	0	0	0	1
Other	0	2	1	4	2	5	2	4	2	1

The Teacher Diary survey indicates good responses to CARRASCOLENDAS in the three grade levels for which it was designed. Content is generally meaningful for the children who are its viewers, and the teachers, acting as intermediaries in the television-to-child process are enthusiastic about the series. Responses in the form of program ratings, percentages of pupil reactions to segment types in individual programs, and open-ended teacher comments have provided information which should be valuable during revision processes for future CARRASCOLENDAS programming.

Teacher Guide Evaluation

A one-page form which could be folded and returned by mail was developed in order to request teachers' comments on the Teacher Guide. The Education Service Center, Region XIII, had mailed cards to all the schools in the KLRN viewing area, requesting that each teacher whose class would view CARRASCOLENDAS specify the need for a Teacher Guide. Copies of the Teacher Guide were mailed only to those who replied.

Procedures

A package containing a Teacher Guide with the pink evaluation sheet insert and visuals for the Teacher Guide was mailed to teachers a few days before the first program was aired.

The Teacher Guide evaluation form was structured to give information on class composition, the teacher's fluency in Spanish, the frequency of viewing the program, and usage of the Teacher Guide. (A sample copy of the questionnaire is found in Appendix E).

Five statements regarding the usefulness of the Teacher Guide in various areas were rated on a seven point scale. Blanks were available for teacher comment as to any changes she/he might be interested in making.

Teacher Guide packets were mailed to 792 teachers. Evaluation sheets were returned by 65 teachers in time to be included in the analysis for this report.

Results

The following information was revealed in the Teacher Guide evaluation form.

Class Composition

(N=65)	Percentage			
	Mexican-American	Black	Anglo	Other
None	0%	20%	15%	34%
Fewer than 20%	3	29	32	2
21 - 40%	6	6	3	0
41 - 60%	13	2	3	0
61 - 80%	9	0	5	0
81 - 100%	60	2	8	0
No response	9	41	34	64

The majority of classes viewing CARRASCOLENDAS were composed of 81 - 100% Mexican-American pupils; only 8% had predominantly Anglo children in the classrooms.

Grade Level (N=65)	Percentage
Kindergarten	43%
First	32
Second	17
Third	2
Special Education	4
No Response	2

Three-fourths of the viewers were from kindergarten and first grades. Content and usage of the guide were rated on a seven point scale. Rating averages for each of the five scales were arrived at by totaling the scores given by all teachers within a given grade level and dividing by the number of teachers responding within the grade level (Table 6).

TABLE 6
USEFULNESS OF THE TEACHER GUIDE

(Averages by Grade Level of Rating Scales)*

Rating Scale	Grade (N=65)		
	K	1	2
As an aid in using CARRASCOLENDAS in class, the guide was very helpful.	2.0	1.5	2.1
The guide was easy to use.	1.9	2.4	1.9
The activities were fully explained.	2.2	2.7	1.9
The suggestions coordinated very well with class activities.	2.8	2.8	3.0
The activities often seemed to encourage concept learning beyond simple verbalization of skills.	2.7	2.5	1.8

* Averages represent ratings on a seven point scale: positive (1).....(7) negative.

Teachers' responses tended toward the positive end of the scale in all instances. Coordination of suggestions for class activities received the least positive ratings. Concept learning was aided by Teacher Guide activities according to grade level with second grade teachers profiting most, then first grade with kindergarten profiting least.

The following features or sections of the guide were rated on a five point scale as to usefulness (Table 7).

TABLE 7

USEFULNESS OF TEACHER GUIDE FEATURES

(Averages by Grade Level of Rating Scales) *

Feature	Grade (N=65)			Average
	K	1	2	
Capsule descriptions	1.7	1.4	2.0	1.7
Visuals	1.4	1.9	1.8	1.7
Music	1.6	1.5	1.3	1.5
Translations	1.7	1.4	1.2	1.4
Science	2.4	2.3	1.6	2.1
Math	2.3	1.8	1.7	1.9
Reading	2.8	1.5	1.8	2.0
Spanish Language Skills	2.2	1.4	1.8	1.8
English Language Skills	2.0	1.6	1.8	1.8
Self Concept	1.7	1.5	1.7	1.6
History/Culture	1.9	1.8	1.8	1.9

* Averages represent ratings on a seven point scale: positive (1).....(7) negative.

First and second grade teachers generally rated the Teacher Guide features as more useful than did kindergarten teachers although all ratings were positive. Music and translations of Spanish material appear to be the most valuable portions of the Teacher Guide, with Self Concept activities, visuals, and capsule descriptions receiving the next most positive ratings.

When asked what changes they would make in the Teacher Guide, the following responses were received:

1. Teachers definitely felt the need to have the page numbers mentioned as to the location of each song, particularly for repetition of a song in a subsequent program. Twelve percent of the respondents suggested that these page numbers be added to the Teacher Guide.
2. Only 3% of the teachers wanted a more detailed Teacher Guide.
3. Instructions for using visuals were considered very poor, and lettering should be improved for use with first grade children.
4. More explanation on historical and cultural points is needed.
5. Suggestions as to use of visuals for each program should be made along with the capsule description.
6. Follow-up games and/or activities should be suggested by name or page number.
7. More English is needed (pronunciation of Spanish words would be very helpful).
8. Thirty-three percent of the teachers made no suggestions, and 40% did not respond.

As a whole, teachers were very well pleased with the new Teacher Guide. They indicated that it was a great improvement over the previous year's supplementary guide, and very few suggestions were made as to additions and/or changes. Three-fourths of the teachers offered no suggestions for improvements. The comment made most often was in regard to identifying the location of each song by page number whenever the song was repeated in a different program.

Preschool Questionnaires

In December the evaluation team tested videotape segments of CARRASCOLENDAS with preschool children. Although CARRASCOLENDAS is designed for children in kindergarten, first and second grades, it was decided to measure the attitudes of preschoolers toward the program. Four schools were chosen for the interviews, two predominantly Anglo and two predominantly Mexican-American.

Procedures

Since television production was still underway, choices could be made only from the available material. The segments were chosen to represent as many of the content areas as possible within a fifteen minute period, as well as a variety of television presentation techniques. Although new segments were produced in color, the video presentation was in black and white since equipment for color tape was not available.

The following summarizes the videotape presentation shown to the preschool children:

<u>Segment and Program No.</u>	<u>Technique</u>	<u>Content</u>	<u>Language</u>
CARRASCOLENDAS	Introduction		
Anger and Hate 5	Dramatic	Self Concept	E
La Víbora 17	Song	History/ Culture	S
Comparing Sets 1	Cameo	Math	S
Cuca Goes Shopping 13	Dramatic	Spanish	S
The Use of <u>An</u> 14	Concentration Board	English	E
La Piñata 14	Dramatic/Song	History/ Culture	S/E

The evaluation team designed three questionnaires (Appendix E) to measure different aspects of the preschool testing:

1. Staff Observation Form.
2. Teacher Questionnaire.
3. Children's Questionnaire.

Results

Staff Observation Form

The Staff Observation Form was completed by the evaluation team to record observations and comments of the children's reactions as they viewed the program. They were to pay particular attention to the following areas: audience participation; children's comments; language; cultural effects; and instructional effects. The observation form was divided into sections--one for each of the segments presented, in order that comments could be recorded as to content.

All the children at the four schools were attentive and appeared to enjoy the Introduction and the two songs. The first dramatic segment, "Anger and Hate," held the children's interest well.

The children became restless in most instances during the "Cuca Goes Shopping" segment, although at one school this segment elicited responses from the children in the form of naming some of the items shown.

Two of the shortest segments, "Comparing Sets" and "The Use of An" were short, and although the children were attentive, the instructional objective did not appear to be fulfilled. The effectiveness of these segments was dimmed in that the children did not make the transition well from the preceding segment.

1. How well do Anglos respond to the Spanish segments?

	<u>Percentage</u>
Excellent	25%
Good	25
Fair	38
Poor	0
No response	12

2. How well do the Mexican-Americans respond to the English segments?

	<u>Percentage</u>
Excellent	38%
Good	62
Fair	0
Poor	0
No response	0

3. Do you think that CARRASCOLENDAS could be used as supplementary material for preschoolers?

	<u>Percentage</u>
Yes	38%
No	0
No response	62

Teachers' responses were generally favorable and although they failed to provide extra remarks as to supplementary usage of CARRASCOLENDAS for preschoolers, they did indicate that the language level was appropriate. They also felt the segments fulfilled the objectives and that the content level was appropriate most of the time.

Children's Questionnaire

The third questionnaire, the Children's Questionnaire, was designed to be completed by the evaluation staff as they interviewed individual children. A total of 46 children were interviewed. The questionnaire consisted of fifteen questions which were scored as follows: acceptable ("4"), prompted ("3"), not acceptable ("2"), and no answer ("1").

The language variation in the answer was also to be noted if changed. The questions were designed to measure the objectives of the different segments. A list of questions and the percentage of acceptable responses (correct or prompted) follows:

<u>(N=46)</u>	<u>Percentage</u>
1. How could you tell that the professor was angry?	48%
2. How did the professor sound when he was angry?	44
3. What did he do when he was angry?	54
4. How did he get over his anger?	48
5. Did you like the Spanish song "La Víbora de la Mar?"	90
6. Have you ever played a game like "La Víbora" before?	63
7. What was it called? (London Bridge)	15
8. How many balloons did the first clown have?	52
9. Was the second clown unhappy because he didn't have as many balloons as the first clown?	35
10. What did the second clown do when he saw that the other clown had more balloons?	72

	<u>Percentage</u>
11. Can you tell me some of the places where Cuca shopped?	46%
12. Where did Cuca buy the medicine?	37
13. What did Cuca buy at the grocery store?	37
14. Can you name some of the animals that you saw?	28
15. Have you ever played "Hit the Piñata?"	60

The interview was conducted in English, and there was no language variation noted. All children responded in English.

There was no differentiation visible between correct responses of Anglos versus Mexican-Americans. The children were most impressed with "La Víbora de la Mar" and the clown segment "Comparing Sets."

The preschool survey assessed certain areas of children's responses to portions of CARRASCOLENDAS exhibiting a variety of presentation techniques, as well as teachers' comments regarding instructional objectives and content and language level. The observations of the evaluators and the teachers' and children's responses generally stated that the songs were most popular and that the Math and English Language Skill segments were not very effective. This information was later verified by other surveys: Teacher Questionnaire and Teacher Diary (Section III).

Child Attitude Survey

Much of the information gathered in the evaluation of CARRASCOLENDAS was measured from teacher responses. Since the target audience of the series is children from grades kindergarten through three, the evaluation team felt the need to measure feedback received directly from the child.

Procedures

Children's reactions to CARRASCOLENDAS were recorded in a survey conducted by bilingual interviewers in 14 schools. They interviewed two to four children per classroom in each school.

The questions in this survey were mainly concerned with the child's response to the program--whether he liked it or not, and whether he was able to understand the portions in Spanish, as well as those presented in English.

Results

Tabulations of responses to all questions in the Child Attitude Questionnaire follow. All children interviewed were watching the series and 56% of the respondents mentioned watching the programs the previous year.

¿Dices las palabras cuando las ves en la televisión?
(Do you say the words when they flash on TV?)

<u>(N=84)</u>	<u>Percentage</u>
Yes	83%
No	12
Sometimes	4
No Response	1

A great majority of the children who viewed the series (83%) indicated that they participated in repetition of words when they flashed on the television.

¿Tienes hermanos y hermanas que ven CARRASCOLENDAS?
(Do you have brothers and sisters who watch
CARRASCOLENDAS?)

<u>(N=84)</u>	<u>Percentage</u>
Yes	45%
No	50
Sometimes	0
No Response	5

Half of the children who responded did not have brothers and sisters who viewed the series, but almost the same number responded positively to the question.

¿Dónde ven el programa?
(Where do they watch?)

<u>(N=84)</u>	<u>Percentage</u>
Home	11%
Kindergarten	11
First grade	13
Second grade	6
Third grade	1
Special Education	2
No response	56

The largest number of viewers were children who watched the program at home and in kindergarten and first grade. Over half the children did not respond because they had no brothers and sisters who viewed the series.

¿Hablan español en tu casa?
(Do you speak Spanish at home?)

<u>(N=84)</u>	<u>Percentage</u>
Yes	63%
No	31
Sometimes	5
No response	1

Approximately two-thirds of the children said that they spoke Spanish at home regularly or occasionally.

¿Entiendes cuando hablan español en el programa CARRASCOLENDAS?
(Do you understand when they talk in Spanish on CARRASCOLENDAS?)

<u>(N=84)</u>	<u>Percentage</u>
Yes	86%
No	9
Sometimes	4
No response	1

A large number of the respondents (86%) said they understood the Spanish segments although only two-thirds spoke Spanish in their homes.

¿Entiendes cuando hablan inglés en el programa CARRASCOLENDAS?
(Do you understand when they talk in English on CARRASCOLENDAS?)

<u>(N=84)</u>	<u>Percentage</u>
Yes	93%
No	4
Sometimes	2
No response	1

Almost all the children understood the English segments of CARRASCOLENDAS with only 4% saying that they did not understand.

¿Qué te gusta en el programa CARRASCOLENDAS?
 (What do you like about CARRASCOLENDAS?)

<u>(N=84)</u>	<u>Percentage</u>
Agapito	30%
Puppets	13
Films	3
Marieta	5
Songs	8
Herman	<1
Professor	3
Clowns	5
Sam y Willy	2
Reading Machine	<1
Whole Program	30

Over half of the respondents liked Agapito or mentioned the series as a whole. The next most popular portions of the program were puppets (13%).

Less than 20% of the children stated that they did not like certain portions of the program.

In summary, the Child Attitude Questionnaire indicated that the majority of the children interviewed liked the program, understood both Spanish and English segments, and participated in the program activities. Of those children interviewed, approximately half had brothers and sisters who watched the program at home or at school.

Parent Attitude Survey

A survey was conducted among Mexican-Americans in Austin to try to gauge parents' attitudes toward the series and their opinions of CARRASCOLENDAS.

Procedures

Parents' attitudes were assessed by means of a telephone survey which was conducted in either Spanish or English, depending on the language preferred by the person interviewed. Random calls proved ineffective, and a list of parents' names was obtained from two elementary schools in Austin. These people generally had children who watched the program either at home or at school.

Results

Over five hundred people were initially contacted by telephone. However, the results of this survey measure the responses of 100 people contacted who had children viewing CARRASCOLENDAS.

Responses to the survey are as follows:

Of the children who watched the program, the ages are:

<u>(N=100)</u>	<u>Percentage</u> [*]
Preschool (0-5)	40%
6-12 years	86
Over 12	35

The largest number of viewers were in the 6-12 year age group, with almost equal viewing by children less than 5 and over 12 years.

* More than one response was accepted from each person.

¿Quién prende la televisión para ver el programa?
(Who turns on the program?)

<u>(N=100)</u>	<u>Percentage</u>
Child	44%
Parent	7
Other	46
No response	3

The parent rarely turned on the program. The child viewing or other members of the family generally turned the program on.

¿Ve usted el programa alguna vez?
(Do you ever watch the program?)

<u>(N=100)</u>	<u>Percentage</u>
Yes	32%
No	55
Sometimes	12
No response	1

Fewer than half of the parents generally viewed the program regularly or occasionally.

¿Recibe el Canal 9 sin dificultad?
(Is your reception of Channel 9 good?)

<u>(N=100)</u>	<u>Percentage</u>
Yes	66%
No	20
Sometimes	14
No response	0

¿Tiene televisión de cable?
(Do you have a television cable?)

<u>(N=100)</u>	<u>Percentage</u>
Yes	50%
No	50

Although half of the families had cable, two-thirds had good Channel 9 reception all the time.

¿Cómo supo del programa CARRASCOLENDAS?
(How did you know about CARRASCOLENDAS?)

<u>(N=100)</u>	<u>Percentage</u>
School	27%
Child	49
Friend	5
Newspaper	4
Radio	0
Television	12
Other	4

Almost half of the parents knew about CARRASCOLENDAS from their children and over one-fourth had heard of it through the school.

¿Qué les gusta más a sus hijos en el programa de CARRASCOLENDAS?

(What do your children like about CARRASCOLENDAS?)

¿Qué cosas no les gustan?

(What don't they like?)

	<u>Percentage</u>	
	<u>Like</u> <u>(N=124) *</u>	<u>Dislike</u> <u>(N=100)</u>
Spanish segments	6%	5%
English segments	2	1
Agapito	15	0
Puppets	10	0
Children	0	2
Songs	13	0
Films	0	2
Other	17	9
Don't know	37	80
No response	0	1

Although half of the respondents did not know what their children liked about CARROSCOLENDAS, 15% mentioned that they loved Agapito. Puppets and songs were liked by more than 10% each.

Parents generally did not know what their children might dislike about the program.

* More than one response was accepted from each person.
N=total number of responses received.

¿Cuál es su opinión de CARRASCOLENDAS?
(What do you think of CARRASCOLENDAS?)

<u>(N=100)</u>	<u>Percentage</u>
Like	65%
Dislike	1
No opinion	33
No response	1

Over half of the parents liked the program and only one disliked it; the remaining people had no opinion.

¿Cuál es su opinión de las costumbres mexicanas que se presentan en los programas?
(What do you think of the Mexican customs presented in the series?)

<u>(N=100)</u>	<u>Percentage</u>
Like	43%
Dislike	0
No opinion	55
More	1
No response	1

Over half the parents had no opinion regarding the Mexican customs presented and 43% appeared to like them very much.

¿Cree que sus hijos entienden el español que se usa en los programas?
(Do you think your children understand the Spanish used in the program?)

<u>(N=100)</u>	<u>Percentage</u>
Yes	61%
No	3
Understand half	34
No response	2

¿Responden a las partes presentadas en inglés?
(Do they respond to the English portions?)

<u>(N=100)</u>	<u>Percentage</u>
Yes	92%
No	0
Sometimes	4
No response	4

The majority felt the children understood the Spanish segments and a third felt that at least half of those segments were understandable. In comparison 92% said children responded to English segments.

¿Les ha ayudado el programa CARRASCOLENDAS a sus hijos para aprender mejor el español o el inglés?
(Has watching CARRASCOLENDAS had any effect on your children learning Spanish or English?)

<u>(N=100)</u>	<u>Percentage</u>
Learning Spanish	42%
Learning English	0
Learning both languages	39
Miscellaneous	10
No effect	7
No response	4

Forty-two percent of the parents felt that CARRASCOLENDAS had helped their children learn Spanish and one-third felt it had helped their knowledge of both languages.

¿Qué cambios le gustaría que se hicieran en el programa?

(What changes would you like to see in the series?)

<u>(N=100)</u>	<u>Percentage</u>
More Spanish	5%
More English	0
Television technique	0
Other	4
None	24
No opinion	67

A majority of the respondents had no opinion as to changes they would like to see in the series. Only 5% wanted more Spanish in the program.

General comments showed that the parents felt the children were learning a great deal, particularly more Spanish. Only one negative response was received.

The survey generally showed that parents had learned of the program through their children, and approximately one-third of those parents tended to watch CARRASCOLENDAS. Although parents did not necessarily initiate program viewing, 44% of the children would turn the program on and 46% had other members of the family turn it on. The parents tended to like the sections on Mexican customs and felt that their children's knowledge of Spanish had improved through viewing of CARRASCOLENDAS.

Teletemas Survey Data

Teletemas is a survey which involves studies in California, Arizona, and Texas to assess the needs of Mexican-Americans in cultural and entertainment television programs. It is funded by the Corporation for Public Broadcasting. The Texas survey is coordinated by Nicholas Valenzuela of the Center for Communication Research and KLRN-TV. Information is being gathered through various research methods - consultation with community leaders, telephone and field surveys. Mr. Valenzuela permitted the use of information pertinent to CARRASCOLENDAS which has already been obtained.

Procedures

In the telephone survey conducted in Austin, 289 persons were interviewed by bilingual Mexican-Americans using either Spanish or English, as the situation demanded. Names for the survey were chosen at random from the Austin telephone directory.

Results

Of all the people contacted, 27% (77 people) had seen CARRASCOLENDAS and most liked it.

Responses to the questions regarding CARRASCOLENDAS are as follows:

¿Ha visto el programa CARRASCOLENDAS en Canal 9?

¿Qué opina del programa?

(Have you seen CARRASCOLENDAS on Channel 9? What do you think of this program?)

<u>(N=77)</u>	<u>Percentage</u>
Like	60%
Dislike	3
Like and Dislike	3
No response	34

Of those who had heard of CARRASCOLENDAS, 60% liked the program very much. Of responses volunteered, 27% of the people interviewed liked the informational aspect of CARRASCOLENDAS and 19% liked the language aspect.

General comments received as a result of the survey were:

1. The people liked the whole program - it was cute, funny and indescribable.
2. Others liked the program because it was bilingual.
3. Some respondents were pleased with the educational element of CARRASCOLENDAS.
4. Parents were pleased because their children enjoyed the program and appeared to learn from it.
5. Some felt the program was too short.
6. Others tended to think that the program did not interest children.
7. A number of respondents liked the characters and enjoyed the music.
8. The program appeared to lack continuity and unity according to some remarks.
9. If the Mexican-Americans profited from this program, some felt that the program would be of value.
10. A few respondents mentioned that CARRASCOLENDAS was a good substitute for "Sesame Street."
11. Respondents generally thought that the program helped to educate the Mexican-Americans as well as the Anglos.
12. The segments needed more appeal according to some.

13. Many respondents tended to appreciate the correct usage of Spanish as well as the simplicity of its presentation.

The Teletemas survey has generally shown that only a fourth of the people contacted knew about CARRASCOLENDAS. However, these people were enthusiastic and definitely liked the program.

Opinion Survey: Repetition of Film Segments

Soon after the initial broadcast of CARRASCOLENDAS, the Executive Producer and the Television Coordinator from the Education Service Center, Region XIII, received random negative comments about the repetition of films in each program.

The evaluation team was asked to assess the situation as soon as possible in order that some action be taken in further development of programming.

Procedures

Approximately 49 teachers were visited in 10 schools in the Austin area. The evaluation team interviewed these teachers in an informal fashion, asking general questions about CARRASCOLENDAS in order that the information received would be voluntary rather than channeled remarks. Some of the questions asked were:

1. Do the children appear to enjoy watching CARRASCOLENDAS?
2. Do they have any favorite characters?
3. Which portions of the program elicit the most favorable reaction from the children?
4. Are there any segments in the programming which make the children restless and/or cause in-attention?
5. Have you received a Teacher Guide?
6. Is it of any help to you - do you use it?

The teachers were also asked if they had received the Teacher Diary. They were encouraged to complete each page and return it to the Center for Communication Research at the end of the series.

Results

Since this survey was not formally treated with a questionnaire, but rather an immediate response to a question regarding programming, results were compiled in the following summary form:

1. There was no definite pattern to comments about viewing the films twice in the same program with the English version preceding the Spanish. Some teachers felt that the children needed to see the contrast or that if they were in a bilingual program they were accustomed to a repetition. Others felt that the Spanish version suffered because the majority of the children understood the film narration in English the first time and were not challenged to listen to the Spanish for comprehension. Other comments were that the Spanish was too fast or too advanced for the children whose Spanish was just beginning to develop.
2. There were many expressions of the feeling that the films, irrespective of the language and the sequence, were long and slow-moving, or that they were too far removed from the child's world to hold his attention. While a number of teachers felt that the children ought to be exposed to material of this type, they thought that the film would be more successful if the format were changed.

It was felt that the change in tone from the rest of the program was so abrupt that the children were signalled not to be attentive during either version of the film.

Teachers' suggestions included:

- a. using some sort of introduction (similar to the ragdoll which introduces the Concentration Board segments);

- b. interposing a familiar character from the series in some way, either within the action of the film, or making introductory and/or follow-up comments about it (would it be possible to show the CARRASCOLENDAS population on the set viewing the film on a screen?);
 - c. breaking the films into parts or making them more fast-moving, or using some other technique to make them "catchier";
 - d. showing the films only once in the same program with several days lapse before the second version.
3. A few teachers noted that some of the children had seen Series I in school last spring and again this fall, as well as viewing it during the summer, either at home or in summer school. Therefore, those films which had been used in Series I which are in Series II are being viewed for perhaps the eighth time by some children. These particularly might be shown in one language only.

Many teachers seemed to be using the Teacher Guide regularly and they were quite pleased with it. We found a number of teachers whose principals had requested Teacher Guides for them but were not viewing for one reason or another (1) television needed repair, (2) lack of Spanish speakers in the class to maintain interest, or (3) conflict with physical education periods, lunch, reading groups, etc. However, some of these teachers were using the guide without the series.

Other comments supported previous evidence that favorite features of CARRASCOLENDAS are the songs, and the characters Agapito and Marieta.

These results were forwarded to other project components so that immediate revisions could be considered. No revisions in this area were made during the series, although the above information was incorporated into plans for the future.

S E C T I O N I V

PROCESS EVALUATION

The process evaluation is an examination of the administrative components which contributed to the final product, CARRASCOLENDAS. The information gained from the first year report served as a corrective measure and it is anticipated that further input in this area will continue to provide valuable assistance to the production and curriculum staffs.

Instructional objectives were presented by the Education Service Center, Region XIII as a basis for the development of the 30-program series. They were designed to reinforce and supplement existing bilingual school programs.

Careful role delineation and responsibilities aided in assessing the performance of the following positions: Television Coordinator, Curriculum Coordinator, Executive Producer, Advisory Committee, and the Evaluation Team. Improved interaction was evident among individuals developing the instructional objectives.

Instructional Objectives

Of the 172 instructional objectives submitted by the curriculum staff of the Education Service Center, 157 were incorporated in the revised 1972 series. Many instructional objectives appeared a number of times, and often, several objectives were combined in one segment.

It may be noted in the Outline of Instructional Objectives (Appendix B) that objectives were often presented with a number of subheadings, for example:

The child will be exposed to and be able to verbalize important characteristics of Mexican-American socio-cultural elements such as: foods and meals, rituals, and celebrations.

Although this is treated as one objective, it might involve a minimum of three presentations in order to illustrate all portions of that objective. This occurred in all the content areas, thereby at least doubling the presentations needed to fulfill the objectives.

Recommendations

The curriculum staff presented its lists of instructional objectives within the allotted time for the most part. However, there was such a vast number of objectives presented that it was difficult for the KLRN production staff to present each one at least once in the series. This made repetition of objectives even more difficult. It might be wise to eliminate some general areas or to present a more condensed and cohesive list of objectives. The services of professional consultants in specific content areas are recommended.

When the list of instructional objectives is presented, there should be enough leeway to allow the production staff to decide the best method of presentation for a particular objective. Certain techniques are more feasible in some areas than others, and this should be left to the production staff to determine.

All scripts were submitted to the curriculum staff by KLRN for approval, thereby eliminating any problems with fulfilling the objective. Greater effort needs to be made to have the Television Coordinator present during the taping sessions.

Job Descriptions

Television Coordinator

The role of the Television Coordinator in the development of the program is outlined as follows: As the funded grantee, Education Service Center, Region XIII, (1) must assume the ultimate responsibility for the total project, (2) administer the grant, including evaluation and audit arrangements, (3) receive and critique and/or approve all scripts prior to studio production, (4) provide the Project Coordinator as an educational consultant during taping sessions, (5) develop content for teacher inservice programs, (6) coordinate the project with the Texas Education Agency, the U.S. Office of Education, and the Bilingual Television Advisory Council, (7) disseminate publicity and other information, and (8) develop reports for the U.S. Office of Education. Coordination of Education Service Center content specifications and KLRN-TV production efforts on CARRASCOLENDAS are to be between the Project Coordinator and the Executive Producer.

The Television Coordinator was involved in the development of the programs. He worked closely with the production staff by critiquing scripts and making recommendations immediately. He was present at all recording sessions for Animation segments. However, with his many other duties it was physically impossible for him to be present during all taping, filming, and recording sessions to provide immediate feedback to the production staff.

The dissemination of publicity was very thorough. The Television Coordinator contacted all Bilingual Project Directors in Texas, Community Action Agencies, Regional Service Centers, principals and school superintendents, as well as all Texas legislators. Studies have shown that the extensive publicity was beneficial (see the Utilization Survey, Section III).

Recommendations

It is very necessary that someone be present to provide objective criticism during all taping sessions, as well as all recording sessions. It might be advisable for the Television Coordinator to distribute his duties in such a way as to enable him to spend more time with the production staff.

Curriculum Coordinator

The role of the Curriculum Coordinator in the development of the program was defined as follows: (1) coordination of curriculum development, including content and instructional objectives, (2) submitting of content and instructional objectives to KLRN-TV in ample time for scriptwriting according to the time line, (3) coordination of staff development for classroom teachers, aides, and other educators, and (4) development and dissemination of teacher manuals, audio tapes, and other supplementary materials.

The Curriculum Coordinator contributed the specific instructional objectives within the time line. However, she was not supplied with all scripts early enough to develop the Teacher Guide with ample time for distribution prior to program airing. Also, due to lack of specific scripts, only general ideas could be mentioned in the Teacher Guide in regard to those particular content areas.

In line with the recommendations from last year's evaluation, the more careful delineation of job responsibilities of the Curriculum Coordinator and the Executive Producer regarding specific production segments proved very beneficial.

The Curriculum Coordinator also aided in the critiquing of scripts. She was of great assistance to the production staff by contributing her suggestions for improving and/or rewriting scripts, particularly those in Spanish.

Recommendations

As mentioned earlier, it is hoped that the Curriculum Coordinator will receive consultation in regard to the formulation of the instructional objectives. The objectives need to be more structured and better defined. It might be advisable to limit the scope somewhat.

A revision of the Teacher Guide in line with the specific comments received from the Teacher Questionnaire (Section III) and the Teacher Guide Evaluation (Section III) would be recommended.

Executive Producer

The role of the Executive Producer in the program was defined as follows: (1) development of complete scripts upon receipt of curriculum content and instructional objectives from the Region XIII Education Service Center staff, (2) submission of complete scripts to Region XIII Education Service Center for critiquing and/or approval, (3) revision of scripts based on critiques from Region XIII Education Service Center, (4) arrangement for Region XIII Education Service Center Project Coordinator to serve as educational consultant for taping sessions, (5) provide all necessary production elements such as art work, scenery, costumes, films, and animation, (6) produce and telecast all programs as scheduled, (7) provide final versions of scripts to evaluators and Region XIII Education Service Center staff in time for their use in developing evaluation instruments and teacher manuals, and (8) provide Region XIII Education Service Center with master copies of all videotapes intended for classroom instruction plus four teacher inservice programs. Coordination of Region XIII Education Service Center content specifications and KLRN-TV production efforts on CARRASCOLENDAS are to be between the Project Coordinator and the Executive Producer.

Of the two recommendations made last year, only one was acted upon. The coordination between the production and curriculum staffs improved considerably since role delineations were more specific.

Unfortunately, the second recommendation concerning lead time in the development of program scripts, taping and editing was not fulfilled. Many scripts were not written when taping began, and many were composed as late as the final month of production.

Although the Project Coordinator was aware of the days when segments would be taped, he received no actual schedule of segments which would be taped. Closer coordination might provide more opportunity for consulting during taping sessions.

Recommendations

The new set of instructional objectives and content areas definitely imposed a greater demand for more and different scripts. It might be necessary for the Producer to distribute her duties in order to allow more time for production management.

Advisory Committee

The role of the Advisory Committee in the development of the program was defined as follows: (1) matters concerning administration and contracting should be between Region XIII and KLRN-TV, (2) any matter that cannot be satisfactorily resolved at either level should be referred to the Advisory Committee for its recommendation, (3) the Committee should be involved throughout the project to provide community input concerning content and coordination, and (4) the Committee membership should continue to represent all levels of the community including parents, teachers, administrators, University of Texas professors, and Texas Education Agency representatives.

The Advisory Committee met once to discuss the first year's evaluation and to make suggestions and/or changes for the retaping of the series. Approximately half of the members were present. Various members made general criticisms but offered no specific solutions or ideas. The Chairman of

the Advisory Committee gave valuable assistance throughout production whenever his advice was sought.

Recommendations

The Advisory Committee was unable to provide continuous advice for the series. It might be necessary to consider remuneration to Advisory Committee members and to have specific areas outlined for each in order to provide more structured feedback to the Curriculum Coordinator and the Executive Producer.

Evaluation Team

The role of the Evaluation Team in the development of the program was defined as follows: (1) prepare an evaluation design and instrumentation, (2) engage in school liaison activities, (3) pretest and post-test target area children for final evaluation, (4) conduct surveys to provide information regarding attitudes towards the series, and (5) submit a final evaluation report.

The evaluation team appeared to have good liaison with the Television Coordinator, the Curriculum Coordinator, the Executive Producer, and the Advisory Committee.

Memoranda were sent monthly to all project components to inform them of evaluation information. Recommendations for ad hoc studies were taken into consideration. Many of these were acted upon immediately and became a formal part of the evaluation design.

Unfortunately, due to schedule problems, the evaluators were unable to provide sufficient feedback to the Curriculum Coordinator as instructional objectives were presented. Immediate critiques should take place before presentation to the Executive Producer in order that the objectives be stated measurably.

Recommendations

The evaluators could contribute to the structuring of the instructional objectives in order that they be stated in such a way as to be measured in the evaluation design.

Further "en route" surveys could be conducted to provide more feedback from children, and more feedback that could be used for in-process revisions.

General Comments

In all, the evaluation team felt better integrated into the overall management of CARRASCOLENDAS during this second year. Particularly noteworthy were the detailed reactions of the Television Coordinator to the results of the first year's evaluation. All evaluator suggestions were carefully considered and most implemented. The Television Coordinator also provided useful criticism of the first year evaluation instruments.

The most pressing problem, and this plagued all components of the project, was schedule. Here it seems that the project has been the victim of the necessity to have the series produced in time for winter and spring viewing. This causes great pressures on the previous summer schedule, particularly in script preparation. Presumably, a revised schedule where programs for one year are prepared during the previous year would solve the schedule problems.

As CARRASCOLENDAS grows to national scope, the evaluators see the increased need to extend the formal evaluation of CARRASCOLENDAS to further groups of Mexican-American children outside of Texas. To what degree will the effects of the series have generality across different regional groups of Mexican-American children? Also, there is the need to begin to study the effects of the series upon secondary audiences-- i.e., upon Anglo and Black children.

A P P E N D I X E S

A P P E N D I X A

SUMMARY OF CARRASCOLENDAS--SECOND YEAR

SUMMARY OF CARRASCOLENDAS--SECOND YEAR

An outline of the 30 CARRASCOLENDAS programs was prepared by the evaluation staff to demonstrate the variety of television techniques utilized in each program of the series. The language variation is specified per segment.

Each program varied in format in that dramatic segments were randomly interspersed with films, songs, etc. Generally the animation and film segments appeared twice in the same program. Also, a song appearing for the first time was repeated later in the same program.

A description of the television techniques follows:

Animation - Animated cartoon segments presented letter and word concepts in Spanish. Two to three words were introduced with special emphasis on the Phoneme/Grapheme relationship of the letter in the initial position. Each segment was one minute long and appeared twice in one program.

Concentration Board - A large board composed of 49 squares (each 7" x 7") was used for the presentation and reinforcement of vocabulary and Math concepts. The blank squares flip to reveal drawings, letters, or numbers.

Dramatic - Humorous skits were enacted by a variety of characters who presented, demonstrated, and/or reinforced instructional concepts. These segments generally ranged from two to four minutes in length. Characters appearing in these segments were: Miss Barrera, Sr. Villarreal, Agapito (a lion), The Professor, Marieta, Mr. Riley, Cuca, Skip, Tina, and Pirulin.

Film - Varied excursions were filmed to broaden the child's out-of-classroom horizons. Thirty different films treated such topics as a trip to the zoo or to camp. Each film was presented twice in the same program--first with the narration in English and the repeat presentation in Spanish.

Cameo - These are brief segments generally used in the presentation of Language Skills and Math concepts. The evaluation team grouped three areas under this heading:

1. Guest Appearances - Children and adults from the Austin area depicted certain concepts. Occasionally clowns were also used.
2. Flower Wall - Characters appeared simultaneously or alternately in short segments from four round openings in a wall of large, colorful flowers.
3. Camera Cards - These are illustration cards with drawings or numbers used to explain concepts presented by characters, clowns, and guests.

Marionette - Brief segments had from one to four fanciful characters as dancing marionettes.

Puppet - Large puppets, each requiring two persons for manipulation, presented and reinforced concepts in a humorous fashion. Four puppets were used throughout the series. Two were English-speaking (Willy and Sam) and two were Spanish-speaking (Tacho y Nacho).

Reading Machine - A large television-like machine was used in the presentation of letter, syllable, word, and sentence formation in Spanish. The lower portion of the machine revealed the sentence, letter by letter as it was read aloud, and in the upper portion of the machine was a scene representing the sentence.

Song - Songs were musical segments of one and one-half to two and one-half minutes duration performed by CARRASCOLENDAS characters and/or guests. Songs were used for the presentation of cultural items and Language Skills. Whenever a song was presented the first time, it was repeated in the same program. Each program generally had four songs (one of which was a repeat), and each song was generally presented a minimum of four times in the series.

Summaries of the 30 programs follow. Segment titles are grouped according to method of presentation, rather than order of appearance. Segments which are repeated within the same program are indicated by (2).

PROGRAM 1

<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION	
/a/ A (2)	S
CONCENTRATION BOARD	
(Not Used)	
DRAMATIC	
Comparing Sets	S
Agapito Gets Lost	E
FILM	
Who Am I? (2)	E/S
CAMEO	
/a/ A	S
Selecting Sets	S
The Set Concept	S
MARIONETTE	
Who Are You?	E
PUPPET	
Where Are You Going?	E
Attitudes Toward Inquiry	S
READING MACHINE	
(Not Used)	
SONG	
AEIOU (2)	S
The Bus	E
Look At Me	E

PROGRAM 2

<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION	
/e/ E (2)	S
CONCENTRATION BOARD	
(Not Used)	
DRAMATIC	
Making Cascarones	E
CARRASCOLENDAS Drill	E
FILM	
Manuel's Island (2)	E/S
CAMEO	
/e/ E	S
Matching Sets and Numerals	S
One to One	S
MARIONETTE	
(Not Used)	
PUPPET	
Si No Sabes, Pregunta	S
Planning Ahead	E
READING MACHINE	
(Not Used)	
SONG	
Thomas, Thomas (2)	E
The Bus	E
AEIOU	S

PROGRAM 3

PROGRAM 4

<u>SEGMENTS</u>	<u>LANGUAGE</u>	<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION		ANIMATION	
/i/ I (2)	S	/o/ O (2)	S
CONCENTRATION BOARD		CONCENTRATION BOARD	
(Not Used)		(Not Used)	
DRAMATIC		DRAMATIC	
Rooms of the House	S	Chato el Pato	S/E
Agapito Visits Mr. Riley	E	The Riddles	S
Agapito Learns La Raspa	S		
FILM		FILM	
Transportation (2)	E/S	Going to Camp (2)	S/E
CAMEO		CAMEO	
/i/ I	S	/o/ O	S
Equivalent Sets	S		
Equivalent and Non-Equivalent	S		
Body Parts	S		
MARIONETTE		MARIONETTE	
(Not Used)		(Not Used)	
PUPPET		PUPPET	
(Not Used)		Cuatro Tachos	S
		Who Says It First?	E
		Who is Tacho?	S
READING MACHINE		READING MACHINE	
(Not Used)		(Not Used)	
SONG		SONG	
Tengo Una Muñeca (2)	S	The Busy Bees (2)	E
Look At Me	E	Look At Me	E
The Bus	E	Thomas, Thomas	E

PROGRAM 5

PROGRAM 6

<u>SEGMENTS</u>	<u>LANGUAGE</u>	<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION		ANIMATION	
/u/ U (2)	S	/m/ M	S
CONCENTRATION BOARD		CONCENTRATION BOARD	
The Ordinal Numbers	S	Matching Numbers and Squares	S
DRAMATIC		DRAMATIC	
Big and Little	E	The Census Taker	S
Anger and Hate	E	The Bridge	E
FILM		FILM	
Corn (2)	S/E	The Zoo (2)	S/E
CAMEO		CAMEO	
/u/ U	S	/m/ M	S
First, Second, Third	S		
MARIONETTE		MARIONETTE	
Herman Learns La Raspa	E	(Not Used)	
PUPPET		PUPPET	
Worn Out	E	The Fence	E
Corn on the Cob	S	Tacho's In Love	S
READING MACHINE		READING MACHINE	
(Not Used)		/m/ M	S
SONG		SONG	
Cinco Elefantitos (2)	S	The Jumping Bean (2)	E
Thomas, Thomas	E	The Busy Bees	E
Tengo Una Muñeca	S	Tengo Una Muñeca	S

PROGRAM 7

<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION	
/s/ S (2)	S
CONCENTRATION BOARD	
Math Symbols	S
DRAMATIC	
Whose Turn Is It?	S
The Clock Shop	E
FILM	
Changes (2)	S/E
CAMEO	
/s/ S	S
Numbered Dots - Top	S
MARIONETTE	
(Not Used)	
PUPPET	
El Tiempo Pasa	S
READING MACHINE	
/s/ S	S
SONG	
Hickory, Dickory, Dock; Our Clock (2)	E
The Busy Bees	E
Cinco Elefantitos	S

PROGRAM 8

<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION	
/t/ T (2)	S
CONCENTRATION BOARD	
Math - > Symbol	S
Math - < Symbol	S
DRAMATIC	
Place Names	E
The Move	E
The Radio	E
FILM	
Making a House (2)	E/S
CAMEO	
/t/ T	S
MARIONETTE	
(Not Used)	
PUPPET	
(Not Used)	
READING MACHINE	
/t/ T	S
SONG	
Manzanita Roja (2)	S/E
The Jumping Bean	E
Cinco Elefantitos	S

PROGRAM 9

PROGRAM 10

<u>SEGMENTS</u>	<u>LANGUAGE</u>	<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION		ANIMATION	
/l/ L (2)	S	/rr/ R (2)	S
		/rr/ RR (2)	S
CONCENTRATION BOARD		CONCENTRATION BOARD	
Missing Number 2	S	Missing Number 6	S
Missing Number 3	S	Missing Number 7	S
Missing Number 4	S	RR/R	S
DRAMATIC		DRAMATIC	
Agapito Starts a Farm	S	In/On	E
The Scale	E	The Magicians	E
FILM		FILM	
The Sheep Ranch (2)	S/E	Making Piñatas (2)	S/E
CAMEO		CAMEO	
/l/ L	S	/rr/ R	S
		/rr/ RR	S
MARIONETTE		MARIONETTE	
(Not Used)		(Not Used)	
PUPPET		PUPPET	
Scary Noises	E	(Not Used)	
READING MACHINE		READING MACHINE	
/l/ L	S	/rr/ R	S
		/rr/ RR	S
SONG		SONG	
Luke the Cook (2)	E	Naricita, Naricita (2)	S
Hickory, Dickory, Dock; Our Clock	E	The Jumping Bean	E
Manzanita Roja	S/E	Hickory, Dickory, Dock; Our Clock	E

PROGRAM 11

PROGRAM 12

<u>SEGMENTS</u>	<u>LANGUAGE</u>	<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION		ANIMATION	
/p/ P (2)	S	/n/ N (2)	S
CONCENTRATION BOARD		CONCENTRATION BOARD	
Numbers - More and Less	S	(Not Used)	
Counting Up to Ten	S		
DRAMATIC		DRAMATIC	
Agapito's Birthday	E	Whose Is It?	E
The Two Clowns	E	Pirulín's Wagon	E
FILM		FILM	
Fire (2)	E/S	San Antonio (2)	E/S
CAMEO		CAMEO	
/p/ P		/n/ N	S
		Counting, Jumping, Clapping (2)	S
		Numbered Dots - Star	S
MARIONETTE		MARIONETTE	
(Not Used)		(Not Used)	
PUPPET		PUPPET	
I Forgot	S	Sam the Cook	E
What Day Is It?	S		
READING MACHINE		READING MACHINE	
/p/ P	S	/n/ N	S
SONG		SONG	
Can You Do What I Can Do? (2)	E	La Vieja Inés (2)	S
Manzanita Roja	S/E	Luke the Cook	E
Luke the Cook	E	Naricita, Naricita	S

PROGRAM 13

PROGRAM 14

<u>SEGMENTS</u>	<u>LANGUAGE</u>	<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION		ANIMATION	
/d/ D (2)	S	/f/ F (2)	S
CONCENTRATION BOARD		CONCENTRATION BOARD	
(Not Used)		Use of <u>An</u>	E
DRAMATIC		DRAMATIC	
The Mystery Box	E	Disappearing Balloons	S
Cuca Goes Shopping	S	Subtracting Lights	S
Everybody Goes Shopping	S	The Clowns Subtract	S
		The Piñata	E
FILM		FILM	
The Potter (2)	S/E	The Circus (2)	E/S
CAMEO		CAMEO	
Little Puppies	S	/f/ F	S
/d/ D	S	Disappearing Balloons	S
The Clowns Add	S		
MARIONETTE		MARIONETTE	
(Not Used)		(Not Used)	
PUPPET		PUPPET	
Willy the Cook	E	Front and Back	E
READING MACHINE		READING MACHINE	
/d/ D	S	/f/ F	S
SONG		SONG	
If You're Happy (2)	E	San Serafín del	
Naricita, Naricita	S	Monte (2)	S
Can You Do What I		Can You Do What I	
Can Do?	E	Can Do?	E
		La Vieja Ines	S

PROGRAM 15

PROGRAM 16

<u>SEGMENTS</u>	<u>LANGUAGE</u>	<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION		ANIMATION	
/b/ B (2)	S	/k/ C (2)	S
/b/ V (2)	S	/k/ Qu (2)	S
CONCENTRATION BOARD		CONCENTRATION BOARD	
B/V	S	The Addends	S
DRAMATIC		DRAMATIC	
Mangets Move Objects	E	Sticky, Sticky	E
FILM		FILM	
Magnets (2)	E/S	Making Honey (2)	E/S
CAMEO		CAMEO	
/b/ B	S	/k/ C	S
/b/ V	S	/k/ Qu	S
The Missing Addend	S		
MARIONETTE		MARIONETTE	
Taking Turns	E	(Not Used)	
PUPPET		PUPPET	
(Not Used)		Tacho and Pancracia	S
READING MACHINE		READING MACHINE	
/b/ B	S	/k/ C	S
/b/ V	S	/k/ Qu	S
SONG		SONG	
The World Is Round (2)	E	A Bit of a Beat (2)	E
La Vieja Inés	S	San Serafin del Monte	S
If You're Happy	E	If you're Happy	E

PROGRAM 17

PROGRAM 18

<u>SEGMENTS</u>	<u>LANGUAGE</u>	<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION		ANIMATION	
/k/ K (2)	S	/g/ G (2)	S
		/g/ GU (2)	S
CONCENTRATION BOARD		CONCENTRATION BOARD	
Opposites	S	(Not Used)	
Wrong & Right			
Equations	S		
C/K/Q	S		
DRAMATIC		DRAMATIC	
The Cowboy and His		The Bed	E
Horse	E		
Questions	E		
FILM		FILM	
The Horse (2)	E/S	The Barber (C)	S/E
CAMEO		CAMEO	
/k/ K	S	/g/ G	S
		Counting to 50 & 100	S
		/g/ GU	S
		Follow the Pattern	S
MARIONETTE		MARIONETTE	
(Not Used)		Opposite	E
PUPPET		PUPPET	
(Not Used)		(Not Used)	
READING MACHINE		READING MACHINE	
/k/ K	S	/g/ G	S
		/g/ GU	S
SONG		SONG	
La Víbora de la		Maw and Paw (2)	E
Mar (2)	S	The World is Round	E
San Serafín del Monte	S	La Víbora de la Mar	S
The World is Round	E		

PROGRAM 19

<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION	
/gw/ GÜ (2)	S
CONCENTRATION BOARD	
(Not Used)	
DRAMATIC	
The Sack Race	E
Traffic Safety Rules	E
Before and After	E
FILM	
The Truck (2)	S/E
CAMEO	
/gw/ GÜ	S
Missing 6, 4, 9	S
Grouping Coins	S
MARIONETTE	
(Not Used)	
PUPPET	
The Use of ü	S
READING MACHINE	
/gw/ GÜ	S
SONG	
La Luz Roja (2)	S
A Bit of a Beat	E
La Vibora de la Mar	S

PROGRAM 20

<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION	
/y/ Y (2)	S
/y/ LL (2)	S
CONCENTRATION BOARD	
(Not Used)	
DRAMATIC	
The Seesaw	E
FILM	
Playing Baseball (2)	S/E
CAMEO	
/y/ Y	S
/y/ LL	S
MARIONETTE	
Taking Turns	E
PUPPET	
Equivalent Values	S
READING MACHINE	
/y/ Y	S
/y/ LL	S
SONG	
Shoeshine Charlie (2)	E
La Luz Roja	S
Maw and Paw	E

PROGRAM 21

PROGRAM 22

<u>SEGMENTS</u>	<u>LANGUAGE</u>	<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION		ANIMATION	
/y/ HI (2)	S	/ϕ/ H (2)	S
		/č/ CH (2)	S
CONCENTRATION BOARD		CONCENTRATION BOARD	
LL/Y/HI	S	(Not Used)	
DRAMATIC		DRAMATIC	
Playing Marbles	S	Telling Time	S
Making Tortillas	S	The Short and the Tall	E
Buying Shoes	E	The Earth and the Orange	E
FILM		FILM	
The Puppeteer (2)	S/E	Families (2)	E/S
CAMEO		CAMEO	
/y/ HI	S	/ϕ/ H	S
Missing 10, 14, 18	S	/č/ CH	S
MARIONETTE		MARIONETTE	
(Not Used)		(Not Used)	
PUPPET		PUPPET	
(Not Used)		(Not Used)	
READING MACHINE		READING MACHINE	
/y/ HI	S	/ϕ/ H	S
		/č/ CH	S
SONG		SONG	
The Hokey Pokey (2)	E	Juanetin, Juanete	S
La Luz Rojá	S	A Bit of a Beat	E
Maw and Paw	E	Shoeshine Charlie	E

PROGRAM 23

<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION	
/s/ Z (2)	S
/s/ S (2)	S
CONCENTRATION BOARD	
(Not Used)	
DRAMATIC	
The Thermometer	S
The Doctor's Office	S
FILM	
Professions (2)	E/S
CAMEO	
/s/Z	S
MARIONETTE	
(Not Used)	
PUPPET	
The Correct Time	S
The Barbecue	E
READING MACHINE	
/s/Z	S
SONG	
Stand Everybody Side by Side (2)	E
Shoeshine Charlie	E
Hokey Pokey	E

PROGRAM 24

<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION	
/s/C (2)	S
CONCENTRATION BOARD	
Counting Odd and Even Numbers	S
S/C/Z	S
DRAMATIC	
The Falling Ball	S
Who Did It?	E
FILM	
Environment (2)	E/S
CAMEO	
/s/C	S
MARIONETTE	
(Not Used)	
PUPPET	
Willy and Gravity	E
READING MACHINE	
/s/C	S
SONG	
BV Song (2)	E
The Hokey Pokey	E
Juanetin, Juanete	S

PROGRAM 25

PROGRAM 26

<u>SEGMENTS</u>	<u>LANGUAGE</u>	<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION		ANIMATION	
/ñ/Ñ (2)	S	/h/J (2)	S
/r/R (2)	S	/h/G (2)	S
CONCENTRATION BOARD		CONCENTRATION BOARD	
(Not Used)		(Not Used)	
DRAMATIC		DRAMATIC	
Adding Prices	S	Dividing into Halves	S
Telling Change	S	Irregular Plurals	E
The Ice	E		
FILM		FILM	
Sounds (2)	S/E	The Painter (2)	E/S
CAMEO		CAMEO	
/ñ/Ñ	S	/h/J	S
/r/R		/h/G	S
MARIONETTE		MARIONETTE	
(Not Used)		(Not Used)	
PUPPET		PUPPET	
English or Spanish	S/E	Empty and Full	E
		Dividing into Halves	S
		¿Qué Soy?	S
READING MACHINE		READING MACHINE	
/ñ/Ñ	S	/h/J	S
/r/R	S	/h/G	S
SONG		SONG	
The Seasons (2)	E	More than One (2)	E
Juanetín, Juanete	S	BV Song	E
Stand Everybody, Side by Side	E	Stand Everybody, Side by Side	E

PROGRAM 27

<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION	
/h/X (2)	S
CONCENTRATION BOARD	
J/X/G	S
DRAMATIC	
It's Nighttime	E
The Torn Pants	E
The Cake	S
Dividing into Thirds	S
FILM	
The Neighborhood (2)	E/S
CAMEO	
/h/X	S
MARIONETTE	
(Not Used)	
PUPPET	
Look Alikes?	E
READING MACHINE	
/h/X	S
SONG	
Juego Limpio (2)	S
BV Song	E
The Seasons	E

PROGRAM 28

<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION	
/ks/X (2)	S
CONCENTRATION BOARD	
(Not Used)	
DRAMATIC	
Frankie Flies South	E
Who's Taller	S
The Molcajete	S
FILM	
Mexico City (2)	E/S
CAMEO	
/ks/X	S
MARIONETTE	
(Not Used)	
PUPPET	
Mistaken Identity	S
READING MACHINE	
/ks/X	S
SONG	
Sea Chanty (2)	E
More Than One	E
The Seasons	E

PROGRAM 29

PROGRAM 30

<u>SEGMENTS</u>	<u>LANGUAGE</u>	<u>SEGMENTS</u>	<u>LANGUAGE</u>
ANIMATION		ANIMATION	
/w/W (2)	S	/i/Y (2)	S
/w/HU (2)	S	/i/I (2)	S
CONCENTRATION BOARD		CONCENTRATION BOARD	
W/HU	S	I/Y	S
DRAMATIC		DRAMATIC	
Measuring in Inches	S	Measuring (2)	S
The Garbage Cans	E	Looking At	E
FILM		FILM	
The Weather (2)	E/S	Flying a Kite (2)	E/S
CAMEO		CAMEO	
/w/W	S	/i/Y	S
/w/HU	S	Measuring	S
MARIONETTE		MARIONETTE	
(Not Used)		(Not Used)	
PUPPET		PUPPET	
The Compass	S	The Orange	S
		The Turtle	E
READING MACHINE		READING MACHINE	
/w/W	S	/i/Y	S
/w/HU	S		
SONG		SONG	
Thomas, Thomas	E	Sea Chanty	E
More Than One	E	Luke the Cook	E
Sea Chanty	E	A Bit of a Beat	E
Juego Limpio	S	Juego Limpio	S

A P P E N D I X B
O U T L I N E O F I N S T R U C T I O N A L O B J E C T I V E S

OUTLINE OF INSTRUCTIONAL OBJECTIVES

The content of CARRASCOLENDAS is determined by the instructional objectives written by the Curriculum Staff of the project. Objectives are written individually in terms of specific behaviors. An outline of the topics covered by the objectives is presented below.

The Objectives are in seven areas: Spanish Language Skills, Phoneme/Grapheme Relationships, and Math, which are treated exclusively in Spanish; Science, History/Culture, and Self Concept, which are treated in either Spanish or English, and English Language Skills, which are treated exclusively in English.

I. Spanish Language Skills

A. Environmental vocabulary

1. Vehicles
2. Tools
3. Weddings
4. Time devices
5. Meal times
6. Fires
7. Illness
8. Workers and their products
9. Parts of a house
10. House furniture
11. Constructing a house
12. Farm
13. Animals and feed
14. Holidays
 - a. Names
 - b. Meaning
 - c. Symbols
15. Stores and products
16. Bees and honey

17. Magnets
18. Compasses
19. Materials

B. Phonology: problem words to be stressed

1. Ahorita
2. Donde
3. Sed
4. Somos
5. Así
6. Traje
7. Gis
8. Regla
9. Mucho
10. Sorpresa
11. Adrede
12. Fuerte
13. Fuimos
14. Afuera
15. Nadie
16. Señor
17. Animal
18. Piedra
19. Cuatro

C. Opposites

1. Singing a song
2. Naming qualities

II. Phoneme/Grapheme Relationships

A. Involving one phoneme and one grapheme which occur initially

1. /a/ A
2. /e/ E
3. /o/ O
4. /u/ U
5. /m/ M
6. /t/ T

7. /l/ L
8. /p/ P
9. /n/ N
10. /d/ D
11. /f/ F
12. /č/ CH

B. Involving one phoneme and one grapheme which either do not occur initially or do not occur initially with significant frequency

1. /r/ R
2. /ñ/ Ñ

C. Involving one phoneme and two or more graphic representations

1. /rr/ R (initial position), rr
2. /b/ B, V
3. /k/ C (preceding a, o, u, or a consonant), QU (preceding e or i), K (in words of foreign extraction)
4. /g/ G (preceding a, o, r, l, or u + a, o, or consonant), GU (preceding e or i)
5. /y/ LL, Y (except in isolation or in final position), HI (preceding a vowel in initial position)
6. /s/ S, Z, C (preceding e or i)
7. /H/ J, G (preceding e or i), X (in certain words)
8. /w/ W (in words of foreign extraction), HU (preceding a vowel in initial position)
9. /i/ I, Y (in isolation or final position)

D. Grapheme /ø/ H

E. Involving two phonemes

1. /gw/ GÜ
2. /ks/ X

F. Reading

1. Syllables
2. Words
3. Sentences

III. Math

A. Sets

1. Comparing and identifying
 - a. More
 - b. Less
 - c. Greater number of objects
 - d. Fewer number of objects
2. Matching sets and numerals
3. Matching in one-to-one correspondence
4. Recognizing equivalent and non-equivalent sets
5. Giving the numeral of a given set
6. Writing the numeral of a set
7. Gathering amount of objects to match a given numeral

B. Counting

1. By tens to 100
2. By ones to 100
3. Identifying the number of tens and the number of units in a number
4. Providing numbers
 - a. Before and after a given number
 - b. Between two other numbers
5. Providing missing numbers on a number line
6. Following numbered dots
7. Pointing to first, second, or third
8. Identifying numbers as less than or more than a given number

C. Terms and Skills

1. Recognizing symbols

- a. Answer box
 - b. Plus
 - c. Minus
 - d. Equals
 - e. Is greater than
 - f. Is less than
2. Adding and subtracting
 - a. Finding the sum of two numbers
 - b. Finding the difference of two numbers
 - c. Providing the missing addend
 - d. Identifying addends
 3. Identifying a mathematical statement as right or wrong
 4. Finding odd and even numbers on a number line
 5. Composing and solving a problem
 - a. Addition
 - b. Subtraction
- D. Related skills
1. Using coins
 - a. Grouping and adding coins of 10¢, 5¢, and 1¢
 - b. Giving equivalent values of coins
 - c. Adding the price of two articles
 - d. Determining change
 2. Telling time
 - a. Identifying the hour on a clock
 - b. Placing the hour hand on a given time
 3. Fractions
 - a. Dividing into halves (paper, coloring)
 - b. Coloring one-half of shapes
 - c. Coloring one-third of shapes

4. Measuring

- a. Using simple rulers and blocks
- b. Using centimeters or inches
- c. Using cups and quarts for liquids

IV. Science

A. Skills

1. Identifying life cycles and verbalizing their stages
 - a. Frog
 - b. Silk worm
 - c. Butterfly
 - d. Man
 - e. Ant
2. Ordering pictures and verbalizing the process of making
 - a. Honey
 - b. Paper
 - c. Houses
 - d. Glass
 - e. Tortillas
 - f. Bread
 - g. Pottery
3. Making a map including items from the child's
 - a. Own room
 - b. Neighborhood
 - c. Home
 - d. School
 - e. Town
4. Labeling directions on a map

5. Understanding directional words
 - a. Left, right
 - b. Upper, lower
 - c. Above, below
 - d. In the middle of
 - e. Forward, backward
 - f. To the side, side to side, back to back
 - g. On the line
 - h. Inside, in the corner of the square
 6. Measuring gravity
 7. Using a scale
 8. Using measuring devices
 - a. Thermometer
 - b. Scale
 - c. Ruler
 - d. Cup
 9. Demonstrating the principle of night as earth shadow
 10. Demonstrating how the thermometer works
 11. Using the senses to reach a conclusion
- B. Environments and their components
1. Identifying workers
 - a. Frogman
 - b. Baker
 - c. Potter
 - d. Farmer
 - e. Factory worker
 - f. Circus performer
 - g. Construction worker
 2. Identifying environments
 - a. Underwater
 - b. Beach
 - c. Farm
 - d. Circus

3. Providing characteristics of minerals and man-made materials
 - a. Glass
 - b. Iron
 - c. Wood
 - d. Rock

4. Identifying sounds
 - a. Airport
 - b. Hospital
 - c. Zoo
 - d. Stadium
 - e. Dock
 - f. Street
 - g. Farm
 - h. Restaurant
 - i. Prairie, woods
 - j. Construction site

5. Verbalizing the function of man-made inventions
 - a. Tunnels
 - b. Fences
 - c. Bridges
 - d. Boats
 - e. Roads

6. Identifying modern machines based on simple machines
 - a. Pulley
 - b. Wheel
 - c. Lever

7. Magnets
 - a. Identifying objects with magnetic properties
 - b. Identifying size and shape of objects with magnetic properties
 - c. Demonstrating a method for determining relative strength
 - d. Demonstrating force of one upon another
 - e. Naming three ways in which magnets are useful to man
 - f. Identifying the earth as a huge magnet
8. Power
 - a. Naming three sources
 - b. Demonstrating two sources
9. Identifying ways of transportation useful to man
10. Homes
 - a. Talking about different types of man-made homes as they suit their environments
 - b. Identifying different types of animal homes as they suit their environments
11. Animals
 - a. Identifying different types
 - b. Pointing out means of defense
 - c. Pointing out particular characteristics
12. Plants
 - a. Identifying different plants
 - b. Talking about plant environments
13. Weather
 - a. Naming people whose work depends on weather
 - b. Naming kinds of clothes suitable for hot and cold weather
 - c. Telling why it is important to know about weather

14. Seasons
 - a. Identifying
 - b. Identifying their weather
15. Talking about changes in living and nonliving things
16. Identifying the earth as
 - a. Round
 - b. A magnet with poles
17. Knowing that gravity has "pull"

V. History/Culture

A. Culture

1. Songs, rhymes, riddles
2. Games, dances
3. Legends, myths, folk tales
4. Characteristics of Mexican-American socio-cultural elements
 - a. Foods and meals
 - b. Rituals
 - c. Celebrations
5. Contemporary successful Mexican-Americans

B. History

1. Mexican history
 - a. Personalities
 - b. Events
2. U.S. history influenced by Spanish, Mexican, and Mexican-American elements
 - a. Personalities
 - b. Events

C. Texan features of Hispanic and Mexican heritage

1. Government
2. Founding cities
3. Place names
4. Architecture
5. Word borrowings
6. Cattle and mining industries
7. Food
8. Celebrations

VI. Self Concept

A. Self

1. Recognizing self as an American of Mexican descent
2. Recognizing ability to speak Spanish and English
3. Recognizing self as being like and different from others
4. Offering multiple solutions to problems
5. Demonstrating deferment of gratification
6. Recognizing the need to check facts
7. Identifying suitable ways to express emotions
 - a. Anger
 - b. Hate
 - c. Fear
 - d. Love
 - e. Jealousy
8. Performing varied activities as a change of pace
 - a. Work
 - b. Play
 - c. Rest
 - d. Entertainment
9. Demonstrating ability to state
 - a. Name
 - b. Address
 - c. Parents' names
 - d. Age

10. Identifying distinctive items of Mexican-American customs and life style

B. Self and others

1. Working as a member of a group toward a common goal
 - a. Taking turns using tools or materials
 - b. Being responsible for a specific job
 - c. Accepting that work must be shared
 - d. Listening to ideas of others and accepting different points of view
2. Recognizing dependence upon others and dependence of others upon him
3. Sharing possessions

VII. English Language Skills

A. Syntax

1. Present progressive tense
2. Negative use of anything
3. Placement of adjectives
4. Must in statements of necessity
5. Questions beginning with does
6. Doesn't in negative sentences
7. Future tense

B. Morphology

1. Irregular adjectives, comparative and superlative forms
2. Irregular plurals
3. Regular adjectives, superlative forms with -est
4. Irregular verbs, past tense
5. Possessive adjectives (adjectival pronouns)
6. Present tense verb forms in agreement with subject, verb to be and third person singular present tense of other verbs
7. Present perfect tense
8. Distinction between comparative and superlative

C. Phonology: contrasting sounds

1. /a/, /ə/
2. /z/, /s/
3. /U/, /u/
4. /ε/, /e/
5. /I/, /i/
6. /b/, /v/
7. /a/, /ɔ/

D. Vocabulary**1. Positional relationships**

- a. Next to
- b. Between
- c. Close by
- d. On the other side of
- e. Over
- f. Under
- g. Around
- h. Through

2. Tactile adjectives**3. Environmental vocabulary**

- a. Plants, animals, and minerals
- b. Earth and other heavenly bodies
- c. Land-water masses
- d. Weather and seasons
- e. Man in environment, work, and home

4. Opposites

- a. Big, small/little
- b. Rough, smooth
- c. In front of, in back of
- d. Before, after
- e. Early, late
- f. Empty, full
- g. Heavy, light
- h. Near, far

5. Personal pronoun agreement with antecedents in subject position
6. Verb to throw away
7. Indefinite article before nouns indicating profession
8. Article an
9. Expression to get embarrassed
10. On/In
 - a. Indicating position of contact
 - b. Indicating position inside certain vehicles
 - c. Use of in indicating position inside a car
11. Verb to turn on
12. Possessive pronoun mine in reference to plural antecedent
13. Use of look at rather than see
 - a. Response to question
 - b. Command

A P P E N D I X C

TEST QUESTIONS: SPANISH

TEST QUESTIONS: ENGLISH

TEST QUESTIONS: SPANISH

All questions used in the Spanish test of the CARRASCOLENDAS II evaluation are shown below. Tests were administered orally to individual pupils and scored by the evaluator during the session. (See Appendix E for the format of the test instrument.)

Each question, with additional information indicating special materials or instructions, is shown as it appears on the test sheet. Reference information below indicates the content area and the behavior which the question measures. Behaviors are shown in an abbreviated version of the instructional objectives as stated by Education Service Center, Region XIII. Also listed are the program number and title of segment(s) in which each objective was treated. The character or method of presentation follows each segment title. (It should be noted that certain segments, particularly songs, were repeated during the series. The program number indicated is that in which the segment first appeared.)

CARRASCOLENDAS Spanish Content Areas

Self Concept
 History/Culture
 Phoneme/Grapheme Relationships (Reading)
 Language Skills
 Math
 Science

1. ¿Cómo te llamas?

SELF CONCEPT - states who he is
 Program 28 - Frankie Flies South DRAMATIC

2. ¿Dónde vives?

SELF CONCEPT - states where he lives
 Program 28 - Frankie Flies South DRAMATIC

3. ¿Cómo se llaman tu papá y tu mamá?
 SELF CONCEPT - states who his parents are
 Program 28 - Frankie Flies South DRAMATIC
4. ¿Qué idiomas hablas?
 SELF CONCEPT - recognizes he can speak
 Spanish and English
 Program 28 - Frankie Flies South DRAMATIC
5. ¿En qué cuarto te bañas?
 (el cuarto de baño, la recámara, la sala, la
 cocina)
 SPANISH - points to places in house
 Program 3 - Rooms of the House DRAMATIC
6. ¿En qué cuarto comes?
 (el cuarto de baño, la recámara, la sala, la
 cocina)
 SPANISH - points to places in house
 Program 3 - Rooms of the House DRAMATIC
7. ¿En qué cuarto duermes?
 (el cuarto de baño, la recámara, la sala, la
 cocina)
 SPANISH - points to places in house
 Program 3 - Rooms of the House DRAMATIC
8. Traza una línea del dibujo al numeral que corresponda.
 (5 pelotas, 3 perros, 8 sombreros)
 (5 3 8)
 MATH - draws line matching sets and
 numerals
 Program 2 - Matching Sets and Numerals CAMEO
9. ¿Cuántas pelotas hay?
 (5 pelotas)
 MATH - states the numeral of a given set
 Program 3 - Body parts CAMEO
 4 - Cuatro Tachos PUPPET

10. Pon los dibujos en dos conjuntos.
(3 osos grandes, 2 osos chicos)

MATH - compares two sets of objects, matches sets in one-to-one correspondence
Program 1 - The Set Concept, Selecting Sets CAMEO

11. ¿Cuál conjunto tiene más?

MATH - compares sets, states which one has more
Program 1 - The Set Concept, Selecting Sets CAMEO

12. ¿Qué número falta?

(5 6 _ 8 9 10)

MATH - tells missing number on number line
Program 9 - Missing 2, 3, 4 CONCENTRATION BOARD
10 - Missing 7, 6 CONCENTRATION BOARD

13. ¿Qué quiere decir esto?

(+)

MATH - recognizes mathematical symbols
Program 7 - Math Symbols CONCENTRATION BOARD

14. ¿Qué quiere decir esto?

(=)

Math - recognizes mathematical symbols
Program 7 - Math Symbols CONCENTRATION BOARD

15. ¿Qué número falta en el problema?

(1 + ____ = 4)

MATH - finds missing addend in problem
Program 15 - The Missing Addend CAMEO

16. Tres y dos son seis, ¿sí o no?

(3 + 2 = 6)

MATH - tells whether equation is right or wrong
Program 17 - Right and Wrong Equation
CONCENTRATION BOARD

17. ¿Cuáles son los números pares?

(1 2 3 4 5 6 7 8 9 10)

MATH - finds all even numbers on a number
line

Program 24 - Counting Odd and Even Numbers
CONCENTRATION BOARD

18. ¿Cuánto dinero tengo?

(monedas de 10¢, 5¢, 1¢ = 16¢)

MATH - gives sum of coins

Program 19 - Grouping Coins CAMEO

19. Pinta un tercio de la pelota.

(pelota dividida en tercios)

MATH - colors one-third of shapes

Program 27 - Dividing into Thirds DRAMATIC
The Cake DRAMATIC

20. Báilame "La Raspa."

HISTORY/CULTURE - dances at least one dance

Program 3 - Agapito Learns La Raspa DRAMATIC

21. ¿Cuál de estas tres cosas empieza con el sonido /e/?

(escoba, iglesia, caballo)

PHONEME/GRAPHEME - answers question correctly

Program 2 - /e/ E ANIMATION, CAMEO

22. ¿Cuál de estas tres cosas empieza con el sonido /m/?

(muñeca, sombrero, limón)

PHONEME/GRAPHEME - answers question correctly

Program 6 - /m/ M
ANIMATION, CAMEO, READING MACHINE

23. ¿Cuál de estas tres cosas empieza con el sonido /t/?

(tigre, iglesia, perro)

PHONEME/GRAPHEME - answers question correctly

Program 8 - /t/ T
ANIMATION, CAMEO, READING MACHINE

24. ¿Cuál de estas tres cosas empieza con el sonido /f/?
(frijoles, guitarra, perro)

PHONEME/GRAPHEME - answers question correctly
 Program 14 - /f/ F ANIMATION, CAMEO, READING MACHINE

25. ¿Cuál de estas tres cosas empieza con el sonido /b/?
(vaca, hombre, oso)

PHONEME/GRAPHEME - answers question correctly
 Program 15 - /b/ V ANIMATION, CAMEO
 READING MACHINE, CONCENTRATION BOARD

26. ¿Cuál de estas tres cosas empieza con el sonido /y/?
(limón, huevo, llave)

PHONEME/GRAPHEME - answers question correctly
 Program 20 - /y/ Ll ANIMATION, CAMEO, READING MACHINE
 21 - /y/ Ll CONCENTRATION BOARD

27. ¿Cuál de estas tres cosas empieza con el sonido /s/?
(zapatos, flores, jabón)

PHONEME/GRAPHEME - answers question correctly
 Program 23 - /s/ Z ANIMATION, CAMEO
 READING MACHINE
 24 - /s/ Z CONCENTRATION BOARD

28. Si estás enojado(a), ¿qué debes de hacer?

SELF CONCEPT - identifies a suitable way of
 expressing emotion
 Program 5 - Anger and Hate DRAMATIC
 13 - If You're Happy and You
 Know It SONG

29. Si vas a pintar un dibujo con un(a) amigo(a) y él (ella) tiene los pinceles y tú tienes la pintura, ¿qué tienen que hacer para poder pintar?

SELF CONCEPT - takes turns using materials
 Program 20 - Taking Turns MARIONETTE

30. Si has trabajado mucho, y estás cansado(a), ¿qué haces cuando acabas?

SELF CONCEPT	- looks for rest, play, and work as a change of pace	
Program 4	- Going to Camp	FILM
9	- The Sheep Ranch	FILM
20	- Playing Baseball	FILM

31. Si vas a clavar dos tablas y tienes las tablas y los clavos, ¿qué más necesitas?

SELF CONCEPT	- offers solution to problem	
SPANISH	- names tools needed	
Program 1	- Attitudes Toward Inquiry	PUPPET

32. Si vas a cruzar la calle y hay un charco de agua muy grande en frente de ti, dime dos modos de cruzar al otro lado.

SELF CONCEPT	- offers more than one solution to a problem	
Program 12	- Pirulín's Wagon (English)	DRAMATIC
27	- Torn Pants (English)	DRAMATIC

33. Dime el nombre de una persona o un animal que necesita que tú le ayudes.

SELF CONCEPT	- names a person or animal who depends on him	
Program 9	- The Sheep Ranch	FILM
11	- Tacho and Pancracia	PUPPET

34. ¿Qué es esto?
(piñata)

HISTORY/CULTURE	- identifies Texan features of Hispanic and Mexican heritage: celebrations	
Program 10	- Making Piñatas	FILM
14	- The Piñata	SONG/DRAMATIC

35. ¿Para qué se usan las piñatas?

HISTORY/CULTURE - identifies Texan features of
Hispanic and Mexican heritage:
celebrations

Program 10	- Making Piñatas	FILM
14	- The Piñata	SONG/DRAMATIC

36. ¿Cuáles son las dos cosas que los españoles trajeron a México hace muchos años?

(piñata, pan, manzanas, naranjas)

HISTORY/CULTURE - identifies Texan features of
Hispanic and Mexican heritage:
celebrations and foods

Program 10	- Making Piñatas	FILM
30	- The Orange	PUPPET

37. Dime el nombre de una ciudad que construyeron los españoles y los mexicanos.

HISTORY/CULTURE - identifies Texan features of
Hispanic and Mexican heritage:
place names and architecture

Program 12	- San Antonio	FILM
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38. Dime el nombre de uno de estos hombres.

(fotografías - Sr. Soto - alfarero
Sr. Salinas - pintor
Sr. Urbano - titiritero)

HISTORY/CULTURE - identifies successful Mexican-
American by name

Program 13	- The Potter	FILM
21	- The Puppeteer	FILM
26	- The Painter	FILM

39. ¿Qué trabajo hace el Sr. _____?

HISTORY/CULTURE - identifies successful Mexican-
American by profession

SCIENCE - identifies different types of
workers

Program 13	- The Potter	FILM
26	- The Painter	FILM
28	- The Puppeteer	FILM

40. Junta los dibujos que hacen juego.
 carpintero - silla
 panadero - pan
 costurera - vestido
 SPANISH - matches sets of pictures of products
 and producers
 Program 6 - The Census Taker DRAMATIC
41. ¿Cómo se le dice a la persona que hace sillas?
 SPANISH - identifies workers
 Program 6 - The Census Taker DRAMATIC
42. ¿Cómo se le dice a la persona que hace pan?
 SPANISH - identifies workers
 Program 6 - The Census Taker DRAMATIC
43. ¿Cómo se le dice a la persona que hace vestidos?
 SPANISH - identifies workers
 Program 6 - The Census Taker DRAMATIC
44. ¿A quién llamamos cuando hay una quemazón muy grande?
 SPANISH - uses appropriate vocabulary
 regarding fire
 Program 11 - Fire FILM
45. ¿Cómo van a la quemazón los bomberos?
 SPANISH - names vehicles for transportation;
 uses appropriate vocabulary regarding
 fire
 Program 11 - Fire FILM
 3 - Transportation FILM
46. ¿A quién vas a ver cuando estás muy enfermo(a)?
 SPANISH - uses terms regarding sickness
 Program 23 - The Doctor's Office DRAMATIC
 23 - Professions FILM

47. ¿Cuál de estas letras es la /e/?

(c u s e i)

PHONEME/GRAPHEME - recognizes grapheme E representing
phoneme /e/

Program 2 - /e/ E ANIMATION, CAMEO

48. ¿Cuál de estas letras es la /m/?

(r n t m h)

PHONEME/GRAPHEME - recognizes grapheme M representing
phoneme /m/

Program 6 - /m/ M ANIMATION, CAMEO, READING MACHINE

49. ¿Cuál de estas letras es la /t/?

(s l u t k)

PHONEME/GRAPHEME - recognizes grapheme T representing
phoneme /t/

Program 8 - /t/ T ANIMATION, CAMEO, READING MACHINE

50. ¿Cuál de estas letras es la /k/?

(q u x z r b)

PHONEME/GRAPHEME - recognizes grapheme Qu represent-
ing phoneme /k/

Program 16 - /k/ Qu ANIMATION, CAMEO
READING MACHINE

Program 17 - /k/ C, K, Qu CONCENTRATION BOARD

51. ¿Cuál de estas letras es la /g/?

(x g j c n)

PHONEME/GRAPHEME - recognizes grapheme G representing
phoneme /g/

Program 18 - /g/ G ANIMATION, CAMEO
READING MACHINE

52. ¿Cuál de estas letras es la /č/?

(m c h k d s)

PHONEME/GRAPHEME - recognizes grapheme CH representing
phoneme /č/

Program 22 - /č/ CH ANIMATION, CAMEO, READING MACHINE

53. ¿Qué día celebramos el nacimiento del Niño Jesus?
 SPANISH - answers above question
 HISTORY/CULTURE - identifies Texan features of
 Hispanic and Mexican heritage:
 celebrations
 Program 11 - What Day Is It? PUPPET
54. ¿Qué día se celebra la independendencia de México?
 SPANISH - answers above question
 HISTORY/CULTURE - identifies Texan features of
 Hispanic and Mexican heritage:
 celebrations
 Program 11 - What Day Is It? PUPPET
55. Pon estos dibujos en orden.
 (flor, abeja, colmena, panal, miel)
 SPANISH - orders a set of pictures
 Program 16 - Making Honey FILM
56. ¿Qué es esto?
 (flor)
 SPANISH - names item shown
 Program 16 - Making Honey FILM
57. ¿Qué es esto?
 (abeja)
 SPANISH - names item shown
 Program 16 - Making Honey FILM
58. ¿Qué es esto?
 (colmena)
 SPANISH - names item shown
 Program 16 - Making Honey FILM
59. ¿Qué es esto?
 (panal)
 SPANISH - names item shown
 Program 16 - Making Honey FILM

60. ¿Qué es esto?
(miel)

SPANISH - names item shown
Program 16 - Making Honey

FILM

61. ¿Qué te dicen estos dibujos?

SCIENCE - verbalizes the process of making honey
SPANISH - talks about "How honey is made"
Program 16 - Making Honey

FILM

62. Apunta al imán.

(clips, imán, tachuelas, papel)

SPANISH - picks out magnet
SCIENCE - identifies object with magnetic
properties
Program 15 - Magnets

FILM

63. ¿Qué le hace el imán a las tachuelas?

SPANISH - describes work of magnet
SCIENCE - identifies objects with magnetic
properties
Program 15 - Magnets

FILM

64. ¿Qué es esto?
(piedra)

SPANISH - identifies above
Program 22 - Juanetín, Juanete
26 - ¿Qué soy?

SONG
PUPPET

65. ¿Qué es esto?
(madera)

SPANISH - identifies above
Program 22 - Juanetín, Juanete
26 - ¿Qué soy?

SONG
PUPPET

66. ¿Cuál se rompe fácilmente?
(piedra, madera, hierro, vidrio)
- SPANISH - identifies above; points to correct
item when asked above question
- SCIENCE - gives characteristic of glass
- Program 22 - Juanetín, Juanete SONG
26 - ¿Qué soy? PUPPET
67. ¿Cuál se pudre con el agua?
(piedra, madera, hierro, vidrio)
- SPANISH - identifies above; points to correct
item when asked above question
- SCIENCE - gives characteristic of wood
- Program 22 - Juanetín, Juanete SONG
26 - ¿Qué soy? PUPPET
68. ¿Cuál se llena de moho con el agua?
(piedra, madera, hierro, vidrio)
- SPANISH - identifies above; points to correct
item when asked above question
- SCIENCE - gives characteristic of iron
- Program 22 - Juanetín, Juanete SONG
26 - ¿Qué soy? PUPPET
69. Dime el nombre de dos cosas que usamos para saber qué
hora es.
(despertador, reloj de sol, reloj de arena, reloj
de pulsera)
- SPANISH - names at least two time recording
devices
- Program 7 - El Tiempo Pasa PUPPET
70. ¿Qué hora es?
(reloj - 3:00)
- MATH - tells the hour on a clock
- Program 22 - Telling Time DRAMATIC
23 - The Correct Time PUPPET

71. Arregla el reloj para que diga las ocho.

MATH	- places the hour hand on a given time	
Program 22	- Telling Time	DRAMATIC
23	- The Correct Time	PUPPET

72. ¿Cuál nos dice dónde estamos?
(termómetro, reloj, brújula, taza)

SPANISH	- tells us where we are when shown visuals	
Program 29	- The Compass	PUPPET

73. ¿Qué usarías para marcar la temperatura?
(taza, regla, termómetro)

SPANISH	- identifies different items of measure	
Program 30	- Measuring	CAMEO

74. ¿Qué clase de ropa usas cuando hace mucho frío?

SPANISH	- tells which clothes are suitable for cold weather	
Program 23	- The Thermometer	DRAMATIC

75. ¿Qué usas para medir algo líquido?
(taza, regla, termómetro)

SPANISH	- uses different items of measure	
MATH	- measures liquids	
Program 30	- Measuring	CAMEO

76. Mide la línea.
(línea de 5 pulgadas)

SCIENCE	- uses different items of measure	
MATH	- measures in inches	
Program 30	- Measuring	CAMEO

77. ¿Cuál dibujo es igual a la palabra en la tarjeta?
(ESCOBA - escoba, iglesia, caballo)
- PHONEME/GRAPHEME - recognizes picture with initial
phoneme of printed word
- Program 2 - /e/ E ANIMATION, CAMEO
78. ¿Cuál dibujo es igual a la palabra en la tarjeta?
(MUÑECA - muñeca, sombrero, limón)
- PHONEME/GRAPHEME - recognizes picture with initial
phoneme of printed word
- Program 6 - /m/ M ANIMATION, CAMEO, READING MACHINE
79. ¿Cuál dibujo es igual a la palabra en la tarjeta?
(TIGRE - tigre, iglesia, perro)
- PHONEME/GRAPHEME - recognizes picture with initial
phoneme of printed word
- Program 6 - /t/ T ANIMATION, CAMEO, READING MACHINE
80. ¿Cuál dibujo es igual a la palabra en la tarjeta?
(VACA - vaca, hombre, oso)
- PHONEME/GRAPHEME - recognizes picture with initial
phoneme of printed word
- Program 15 - /b/ V ANIMATION, CAMEO
CONCENTRATION BOARD, READING MACHINE
81. ¿Cuál dibujo es igual a la palabra en la tarjeta?
(GATO - gato, leche, dientes)
- PHONEME/GRAPHEME - recognizes picture with initial
phoneme of printed word
- Program 18 - /g/ G ANIMATION, CAMEO
READING MACHINE

82. ¿Cuál dibujo es igual a la palabra en la tarjeta?
(LLAVE - llave, vestido, teléfono)

PHONEME/GRAPHEME - recognizes picture with initial
phoneme of printed word
Program 20 - /y/ LL ANIMATION, CAMEO,
READING MACHINE
21 - /y/ LL CONCENTRATION BOARD

83. ¿Cuál dibujo es igual a la palabra en la tarjeta?
(ZAPATOS - zapatos, flores, jabón)

PHONEME/GRAPHEME - recognizes picture with initial
phoneme of printed word
Program 23 - /s/ Z ANIMATION, CAMEO,
READING MACHINE
24 - /s/ Z CONCENTRATION BOARD

84. Cántame una canción en español.

HISTORY/CULTURE - sings a song in Spanish
Program - all programs with Spanish songs

85. Dibuja un mapa enseñándome cómo vas de tu casa a la escuela.

SCIENCE - makes a map locating different items
in his neighborhood
Program 18 - The Bed DRAMATIC

86. ¿Dónde está el norte?

SCIENCE - labels his map north
Program 18 - The Bed DRAMATIC

87. ¿Dónde está el sur?

SCIENCE - labels his map south
Program 18 - The Bed DRAMATIC

88. ¿Dónde está el este?

SCIENCE - labels his map east
PROGRAM 18 - The Bed DRAMATIC

89. ¿Dónde está el oeste?

SCIENCE - labels his map west
Program 18 - The Bed DRAMATIC

TEST QUESTIONS: ENGLISH

All questions used in the English test of the CARRASCOLENDAS II evaluation are shown below. Tests were administered orally to individual pupils and scored by the evaluator during the session. (See Appendix E for the format of the test instrument.)

Each question, with additional information indicating special materials or instructions, is shown as it appears on the test sheet. Reference information below indicates the content area and the behavior which the question measures. Behaviors are shown in an abbreviated version of the instructional objectives as stated by Education Service Center, Region XIII. Also listed are the program number and title of segment(s) in which each objective was treated. The character or method of presentation follows each segment title. (It should be noted that certain segments, particularly songs, were repeated during the series. The program number indicated is that in which the segment first appeared.)

CARRASCOLENDAS English Content Areas

Self Concept
History/Culture
Language Skills
Math*
Science

1. What is your name?

SELF CONCEPT - states who he is
Program 1 - Who Are You?
28 - Frankie Flies South

MARIONETTE
DRAMATIC

2. Where do you live?

SELF CONCEPT - states where he lives
Program 28 - Frankie Flies South

DRAMATIC

* Treated in Spanish only.

3. What are the names of your mother and father?

SELF CONCEPT - states who his parents are
 Program 28 - Frankie Flies South DRAMATIC

4. This is one rock. This next rock is heavier. If we pick up all three rocks, this one is _____.
 (the heaviest) (objects - three rocks)

ENGLISH - forms the superlative of adjectives
 Program 20 - The Seesaw DRAMATIC
 21 - Buying Shoes DRAMATIC
 22 - The Short and the Tall DRAMATIC

5. Tell me where the paper is in relation to the box.
 (paper under the box)

ENGLISH - verbalizes positional relationships:
 under
 Program 11 - The Two Clowns DRAMATIC
 11 - Can You Do What I Can Do? SONG

6. Tell me, whose shoes are these?
 (pointing to child's shoes)

ENGLISH - uses mine with plural antecedent
 (instead of mines)
 Program 24 - Who Did It? DRAMATIC

7. Look at these pictures. Where is the boy riding?
 (visual - boy riding on bus)

ENGLISH - uses on, indicating position inside
 certain vehicles
 Program 10 - In/On DRAMATIC
 10 - The Magicians DRAMATIC

8. Where is the girl sitting?
 (visual - girl sitting on chair)

ENGLISH - uses on, indicating contact with
 upper surface
 Program 10 - In/On DRAMATIC
 10 - The Magicians DRAMATIC

9. What are these people doing? Tell me, "they

_____."
(visual - people dancing)

ENGLISH - uses present progressive tense

Program 1 - Look at Me

SONG

1 - Agapito Gets Lost

DRAMATIC

10. What must you do to hear music from this machine?

(visual - a radio)

ENGLISH - uses turn on the . . .

Program 8 - The Radio

DRAMATIC

11. What do you see?

(visual - an owl)

ENGLISH - uses an

Program 14 - Use of An

CONCENTRATION BOARD

12. This is a little pair of shoes. Next to it we would call this pair even _____.

(visual - two pairs of shoes)

ENGLISH - uses irregular comparative adjective

Program 21 - Buying Shoes

DRAMATIC

13. This is a picture of a mouse. In this picture, there are two of them. There are two _____.

(visual - 2 mice)

ENGLISH - provides irregular noun plural form

Program 26 - More Than One

SONG

26 - Irregular Plurals

DRAMATIC

14. Tell me which jars are full.

(visual - two full jars; two empty jars)

ENGLISH - uses empty and full

Program 26 - Empty and Full

PUPPET

15. Which ones are empty?

(visual from above)

ENGLISH - uses empty and full

Program 26 - Empty and Full

PUPPET

16. Tell me the name of one of these men.

(photographs: Ishmael Soto-potter; Porfirio Salinas-painter; Tony Urbano-puppeteer)

HISTORY/CULTURE - identifies successful Mexican-American by name

Program 13	- The Potter	FILM
21	- The Puppeteer	FILM
26	- The Painter	FILM

17. What is his job? We would call him _____.

HISTORY/CULTURE - identifies successful Mexican-American by profession

SCIENCE - identifies different types of workers

Program 13	- The Potter	FILM
21	- The Puppeteer	FILM
26	- The Painter	FILM

18. What is this?

(visual - a piñata)

HISTORY/CULTURE - identifies Texan features of Hispanic and Mexican heritage: celebrations

Program 10	- Making Piñatas	FILM
14	- The Piñata	SONG/DRAMATIC

19. What are piñatas used for?

(visual - a piñata)

HISTORY/CULTURE - identifies Texan features of Hispanic and Mexican heritage: celebrations

Program 10	- Making Piñatas	FILM
14	- The Piñata	SONG/DRAMATIC

20. Put these pictures in order to show how honey is made.

SCIENCE - orders a set of pictures

Program 16	- Making Honey	FILM
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21. Tell me how honey is made.

SCIENCE - verbalizes the process of making honey
 Program 16 - Making Honey FILM

22. What languages do you speak?

SELF CONCEPT - recognizes he can speak Spanish and
 English
 Program 28 - Frankie Flies South DRAMATIC

23. What kind of weather do we have in summer?

SCIENCE - identifies seasons with weather
 Program 25 - The Seasons SONG

24. What everyday food is a corn field related to?

SCIENCE - verbalizes process of making tortillas
 Program 5 - Corn FILM

25. How is a tortilla related to a corn field?

SCIENCE - verbalizes process of making tortillas
 Program 5 - Corn FILM

26. How would you describe a candy apple if you touched it?

ENGLISH - describes object with tactile
 adjective
 Program 16 - Sticky, Sticky DRAMATIC

27. Tell me what you did yesterday at lunchtime. Use a
 full sentence. Where did you go?

ENGLISH - uses third person singular, past
 tense of irregular verbs
 Program 17 - The Cowboy and His Horse DRAMATIC
 Questions DRAMATIC

28. What did you do there?

ENGLISH - uses third person singular, past
 tense of irregular verbs
 Program 17 - The Cowboy and His Horse DRAMATIC
 Questions DRAMATIC

29. If we talked about a policeman, would we say he or she?

ENGLISH - produces personal pronoun agreement with subject antecedents
 Program 1 - Look At Me DRAMATIC
 24 - Who Did It? DRAMATIC

30. Name someone, a person or an animal, who needs you to help him.

SELF CONCEPT - names a person or animal who depends on him
 Program 9 - The Sheep Ranch FILM
 11 - Agapito's Birthday DRAMATIC

31. Name four ways of traveling or moving things from place to place.

SCIENCE - identifies different ways of traveling and transportation
 Program 3 - Transportation FILM

32. Tell me the name of a city that has many old buildings built many years ago.

HISTORY/CULTURE - identifies Texan features of Hispanic and Mexican heritage: place names and architecture
 Program 12 - San Antonio FILM

33. Barbecue is a word that was once a Spanish word which we now use as an English word. Tell me another Spanish word that is now used as an English word.

HISTORY/CULTURE - identifies Texan features of Hispanic and Mexican heritage: word borrowings
 Program 23 - The Barbecue PUPPET

34. What number is missing on this line?

(visual - 5 6 _ 8 9 10)

MATH - tells missing number on number line

Program 9 - Missing 2, 3, 4 CONCENTRATION BOARD

10 - Missing 6, 7 CONCENTRATION BOARD

35. Look at these pictures. What is this?

(visual - +)

MATH -- recognizes mathematical symbols

Program 7 - Math Symbols CONCENTRATION BOARD

36. What is this?

(visual - =)

MATH - recognizes mathematical symbols

Program 7 - Math Symbols CONCENTRATION BOARD

37. What number is missing in this problem?

(visual - $1 + _ = \boxed{4}$)

MATH - finds missing addend in problem

Program 15 - The Missing Addend CAMEO

38. Is this problem right or wrong?

(visual - $3 + 2 = \boxed{6}$)

MATH - tells whether equation is right or wrong

Program 17 - Wrong and Right Equations
CONCENTRATION BOARD

39. Which ones are the even numbers?

(visual - 1 2 3 4 5 6 7 8 9 10)

MATH - finds all the even numbers on a number line

Program 24 - Counting Odd and Even Numbers
CONCENTRATION BOARD

40. What time is it on this clock?

(visual - clock at three o'clock)

MATH - tells the hour on a clock

Program 22 - Telling Time DRAMATIC

41. Does a clock have two hands?

ENGLISH - understands a question with does
 Program 13 - The Mystery Box DRAMATIC

42. Does a clock have two arms?

ENGLISH - produces negative use of does
 Program 13 - The Mystery Box DRAMATIC

43. Draw eight o'clock on this clock.
 (sheet - clock with no hands)

MATH - places the hour hand on a given time
 Program 22 - Telling Time DRAMATIC

44. Draw a line from the set to the numeral which tells
 how many in the set.
 (sheet - 5 balls, 3 dogs, 8 hats)

MATH - draws line matching sets and numerals
 Program 2 - Matching Sets and Numerals CAMEO

45. Which set in this picture has more?
 (same sheet as above)

MATH - compares sets, states which one has
 more
 Program 1 - The Set Concept, Selecting Sets CAMEO

46. How many balls are there in the picture?
 (same sheet as above)

MATH - states the numeral of a given set
 Program 4 - Cuatro Tachos PUPPET

47. Color one-third of this ball.
 (sheet - ball divided into thirds)

MATH - colors one-third of shapes
 Program 27 - Dividing into Thirds DRAMATIC
 The Cake DRAMATIC

48-57. Now we are going to say some words. Repeat each word after me: dock, duck; look, Luke; tell, tale; bit, beat; best, vest

ENGLISH	- repeats contrasting sounds after an oral model	
Program 7	- Our Clock	SONG
7	- Luke the Cook	SONG
16	- A Bit of a Beat	SONG
24	- BV Song	SONG
28	- Sea Chanty	SONG

58. Now I want you to ask me a question. Ask me if a person has two arms.

ENGLISH	- produces a question using <u>does</u>	
Program 13	- The Mystery Box	DRAMATIC

59. Tell me how the earth is like an orange.

SCIENCE	- identifies the earth as being round	
Program 15	- The World is Round	SONG
22	- The Earth and the Orange	DRAMATIC

60. Tell me how to move a small boat in a pan of water.

SCIENCE	- names sources of power helpful to man	
Program 29	- Power	DRAMATIC

61. Who is Benito Juarez?

HISTORY/CULTURE	- identifies historical personalities	
Program 28	- Mexico City	FILM

62. What is gravity?

SCIENCE	- knows that gravity has "pull"	
Program 24	- Willy and Gravity	PUPPET

63. What are fences for?

SCIENCE	- verbalizes the function of man-made inventions	
Program 6	- The Fence	PUPPET

64. What are bridges for?

SCIENCE	- verbalizes the function of man-made inventions	
Program 6	- The Bridge	DRAMATIC

65. How does a turtle protect itself?

SCIENCE	- points out means of defense of animals	
Program 30	- The Turtle	PUPPET

66. Tell me something that children in Mexico do.

HISTORY/CULTURE	- talks about Mexico	
Program 28	- Mexico City	FILM

67. If you've been working hard at something and are tired, what do you do when you have finished?

SELF CONCEPT	- looks for rest, play, and work as a change of pace	
Program 4	- Going to Camp	FILM
5	- Worn Out	PUPPET
9	- The Sheep Ranch	FILM
20	- Playing Baseball	FILM

68. If you are painting pictures with a friend and he wants to use the red paint when you are using it, what should you do?

SELF CONCEPT	- takes turns using materials	
Program 20	- Taking Turns	MARIONETTE

69. If you are going to cross the street and there's a big puddle of water in front of you, tell me two ways you could get across.

SELF CONCEPT	- offers more than one solution to a problem	
Program 12	- Pirulín's Wagon	DRAMATIC
27	- The Torn Pants	DRAMATIC

70. If you feel angry, what should you do?

SELF CONCEPT - identifies a suitable way of
expressing emotion

Program 5	- Anger and Hate	DRAMATIC
13	- If You're Happy and You Know It	SONG

71. How much money do I have here?

(objects - nickel, dime, penny)

Math	- gives sum of coins	
Program 19	- Grouping Coins	CAMEO

72. What is in the box? There isn't _____.

(object - empty box)

ENGLISH	- uses <u>anything</u> in a negative sentence	
Program 13	- The Mystery Box	DRAMATIC

73. Put these figures back to back.

(objects - two plastic human figures)

SCIENCE	- understands directional words	
Program 14	- Front and Back	PUPPET
19	- The Sack Race	DRAMATIC

74. Which one is on the left?

SCIENCE	- understands directional words	
Program 19	- The Sack Race	DRAMATIC

75. You are sitting in front of me. Where am I
standing in relation to you?

ENGLISH	- answers with opposite	
Program 14	- Front and Back	PUPPET

76. Make a map to show where the things in your room
at home are.

(blank sheet)

SCIENCE	- makes a map locating different items in his room	
Program 18	- The Bed	DRAMATIC

77. Show me where north, south, east, and west are on the map.

(same sheet as above)

SCIENCE - labels his map north, south, east,
and west

Program 18 - The Bed

DRAMATIC

A P P E N D I X , D

TEACHER DIARY: COMMENTS

TEACHER DIARY: COMMENTS

On the lower portion of the 30 evaluation sheets which formed the Teacher Diary teachers were asked to make notes during program viewing about their own or their pupils' reactions to specific items within a program. Remarks for each of the 30 programs which are listed below have been selected as representative of the comments received. Since the number of teachers viewing and recording notes for each program varies considerably, the number writing comments from the total sample of 76 is indicated for each program. Remarks have in some cases been paraphrased to express several similar opinions. The teacher's grade level is indicated when relevant.

Program 1 February 14 Number Responding-22

1. They liked the Spanish vocabulary presented in animation segments.
2. The variety of presentation held the children's attention.
3. Many items of the program had been viewed several times before (i.e. the film "Who Am I?").
4. The films held less interest than the songs and puppets.
5. The voices of Tacho and Nacho were slurred.
6. This program in general was above the children's understanding (kindergarten).

Program 2 February 16 Number Responding-34

1. This program held the children's attention.
2. The animation elicited class participation.
3. The math segments were too easy (first grade).

4. The math segments were too short for the concepts to be grasped (many kindergarten teachers mentioned this).
5. The children lost interest in the Spanish parts.
6. The film should not be repeated in the same program.
7. The film "Manuel's Island" was too slow and was not relevant. The Spanish wasn't understood.
8. The answers were not provided for the riddles.
9. "Making Cascarones" should be shown closer to Easter.

Program 3 February 18 Number Responding-36

1. The children like the song "The Bus."
2. The music is excellent.
3. The new material is very good.
4. Body parts as sets, "Agapito Visits Mr. Riley," and "Agapito Learns La Raspa" were mentioned by several teachers as having been particularly enjoyed.
5. The transportation film brought verbal responses.

Program 4 February 21 Number Responding-34

1. The songs, "Busy Bees" and "Thomas, Thomas," and the puppet segment "Who Is Tacho?" were well liked.
2. The printed words were too far down on the screen.
3. The film "Going to Camp" was mentioned as well liked by as many teachers as did not like it.
4. Words which the children can use ought to be in the film "Going to Camp."

5. The films do not hold the children's interest.
6. More time should be given for audience response.

Program 5 February 23 Number Responding-42

1. This was one of the best programs.
2. The children are beginning to learn the song "Thomas, Thomas."
3. The dramatic segment "Big and Little," and the song "Cinco Elefantitos" were well liked.
4. Both positive and negative comments were made about the film "Corn." Several teachers mentioned that the music was too loud and the narration was difficult to understand in Spanish and in English. Classes which had seen the film several times before did not enjoy it again.
5. The lesson on ordinal numbers was not learned by the children.

Program 6 February 25 Number Responding-33

1. Many classes enjoyed the film "The Zoo."
2. The concentration board segment, "Matching Numbers and Squares," was too easy (first grade).
3. The background music during the animation segment was very good.

Program 7 February 28 Number Responding-35

1. The participation was excellent for the /s/ animation segment.

2. The film "Changes" was mentioned by several teachers. The moth becoming a butterfly should be shown in more detail.
3. The children are not interested in the reading sentences which are presented sound by sound.
4. The hands in the clock were not very visible.
5. The children were not attentive during the concentration board presentation of math symbols.

Program 8 March 1 Number Responding-40

1. The film "Making a House" was enjoyed by many classes. One teacher mentioned that the narration was not clear.
2. The songs, "Cinco Elefantitos" and "La Manzanita Roja," were very well liked.
3. The children did not understand the concentration board segment on math symbols.

Program 9 March 3 Number Responding-32

1. The children particularly enjoyed the song "Luke the Cook" although approximately one-fifth of those commenting felt it was too difficult.
2. The puppet segment on "Scary Noises," was very good.

Program 10 March 6 Number Responding-35

1. An unusually high number of teachers mentioned that the children enjoyed the film "Making Piñatas."
2. Several teachers mentioned that the song "Naricita, Naricita" was liked; two teachers commented that it was too long.

3. Although a few teachers stated that the "In/On" segment was confusing, the majority of the teachers liked it.
4. The dramatic segment "The Magicians" was well received.
5. All comments regarding the concentration board segment on /rr/ were negative.

Program 11

March 8

Number Responding-37

1. Agapito's birthday party was generally well liked by the children.
2. Teachers mentioned that the children enjoyed the film "Fire."
3. Many teachers said the children enjoyed "Can You Do What I Can Do?"
4. One teacher said that the new versions of old songs were better. Another teacher remarked that the new melodies were not as appealing.

Program 12

March 10

Number Responding-31

1. The "San Antonio" film received an equal number of positive and negative comments. However, the negative remarks tended to be more specific--films too long and above kindergarten level.
2. The dramatic segment "Whose Is It?" on possessive adjectives was appealing to the children.
3. The counting segments of cameos and the numbered dots were very good.

Program 13 March 13 Number Responding-31

1. The math segment "The Clowns Add" was good.
2. Comments were positive regarding the film "The Potter" although a couple of teachers mentioned that the sound was muffled.
3. The children enjoyed the song "If You're Happy and You Know It."
4. The flickering in the dramatic segment "Cuca Goes Shopping" appeared to annoy some of the viewers.
5. The reading machine is not appealing. Children do not like it.

Program 14 March 15 Number Responding-35

1. The phonics presentations are always good; glad it is shown twice during the show.
2. "The Circus" film was particularly popular with the children--all comments were positive. One teacher suggested repetition of new words such as equilibrista--the Spanish version was too hard to understand.
3. The concentration board segment on the "Use of An" was well presented.
4. The dramatic and song segments on the piñata, and the song "San Serafín del Monte" were well liked.
5. The children enjoyed the math segment with the clowns in "Disappearing Balloons."
6. A few teachers commented that the songs were too difficult to learn.

Program 15

March 17

Schools in the Austin area did not view the program today as it was a "Curriculum Day."

1. One positive remark regarding the film "Magnets" was received.

Program 16

March 20

Number Responding-36

1. The film "Making Honey" was good.
2. The children enjoyed the "Sticky, Sticky" segment.
3. Repetition of films in Spanish is boring. Children lose interest in this portion of the program.
4. The music was too loud in the puppet segment of "Tacho y Pancracia."
5. More teachers disliked the new arrangement of "A Bit of a Beat" than liked it.
6. Children were restless and inattentive during the animation; too many sounds in the same program.

Program 17

March 22

Number Responding-26

1. Children liked the concentration board song presentation on "Opposites."
2. The film on "The Horse," and the segment on "The Cowboy and His Horse" were particularly enjoyed by first graders.
3. Two teachers didn't like "The Cowboy and His Horse" (felt it wasn't relevant). They mentioned that the children became inattentive during the film.

Program 18 March 24 Number Responding-41

1. Children enjoyed "Counting by 10s" as done in cameos. One teacher felt the concept was too difficult (kindergarten).
2. The song "Maw and Paw" received twice as many negative comments as positive. Teachers decidedly felt that the value of drinking milk was obscured by whiskey; and that there was no learning value in the song. However, children tended to "pick it up" right away.
3. The children were not interested in "The Barber" film, although they tended to watch it when presented in English rather than in Spanish.

Program 19 March 27 Number Responding-34

1. Teachers particularly liked the dramatic segment on "Traffic Safety Rules."
2. Grouping of coins and animation were too advanced. Coins should have been touched or singled out when mentioned; gu/gw sounds seemed different when pronounced in words.
3. "La Luz Roja" was not loud or clear enough. Only children should be used in that segment.
4. Children did not pay attention during the film; the music was louder than the narration.
5. Background music was too loud and distracting during the puppet segment.

Program 20 March 29 Number Responding-35

1. The "Playing Baseball" film was good and it held the children's interest. Children associated with it.

2. The narration of the film was good.
3. Children enjoyed "Shoeshine Charlie."
4. "The Seesaw" segment was good. One teacher mentioned that the children missed Marieta in that particular segment.
5. The children do not like the reading machine. It is difficult to see the sentences written out and also to understand the sounds.
6. Not enough time is allowed for repetition of sentences.

Program 21

April 7

Number Responding-41

1. Children really enjoyed "The Hokey Pokey."
2. Cultural heritage was well depicted in the segment "Making Tortillas."
3. "The Puppeteer" film was very good.
4. Many classes enjoyed the dramatic segment "Buying Shoes."

Program 22

April 10

Number Responding-35

1. The children paid unusually close attention to the film "Families," particularly during the English version.
2. "Juanetín, Juanete" was enjoyed by children, but it was difficult to understand.
3. The "Short and Tall" and "Telling Time" dramatic segments were good.
4. Opinions were divided on "The Earth and the Orange"--same number of positive and negative comments--they enjoyed it or they did not understand it.

5. The songs promote verbal participation of students.
6. The reading machine segment was good.

Program 23 April 12 Number Responding-34

1. The film on "Professions" was good--children could relate it to their parents' jobs.
2. The dramatic segment on "The Thermometer" was too long although the children enjoyed seeing Agapito acting sick.
3. The numbers on the clock were not clear during the puppet segment, "The Correct Time."
4. The children appeared bored; not enough action in the program.

Program 24 April 14 Number Responding-27

1. The children enjoyed the "Mexico City" film and the "BV Song."
2. The concentration board segment in math, "Counting Even and Odd Numbers" was good.

Program 25 April 17 Number Responding-35

1. The children participated in portions of the film "Sounds."
2. The dramatic segment on "The Ice" and the song on "The Seasons" held the children's interest.
3. Children are bored with the reading machine.

Program 26 April 19 Number Responding-34

1. Segments on "Irregular Plurals," "Empty and Full," and "More Than One" were enjoyed by the children.
2. Although there was some interest in the film "The Painter," it appeared to be one which was less appealing to the children.

Program 27 April 21 Number Responding-18

1. The song "Juego Limpio" was enjoyed by the children.
2. The film on "The Neighborhood" was very meaningful for the children's self-concept. It elicited class participation.
3. "Dividing Into Thirds" with cake and candy was good.

Program 28 April 24 Number Responding-37

1. Math segment on "Who's Taller?" held children's attention and taught the concept. It was very well presented.
2. Although children enjoyed "Frankie Flies South" it appears that the majority preferred last year's presentation better.
3. "El Molcajete" and the "Mexico City" film were good for the children's self-concept. They are very interested in this type of thing.
4. The children were fascinated by the "Sea Chanty" but the song was too long and the words could not be understood.
5. Shorter and simpler songs would be more meaningful.

Program 29 April 26 Number Responding-24

1. The film on "Weather" was easy to understand and elicited much discussion.
2. "The Garbage Cans" with Agapito held children's attention well.

Program 30 April 28 Number Responding-26

1. The segment on "Measuring" was good.
2. Film on "Flying a Kite" held the children's attention only during first showing; when presented in Spanish, children's attention wandered.
3. Sounds in animation presentation were wrong (/i/ Y and /i/ I).
4. This program did not keep the children interested.

GENERAL COMMENTS

In analyzing program comments a number of remarks were repeated which did not make reference to specific content. These have been grouped by topic as shown below.

Characters

- children need to see children to identify with
- children like the children on the program
- too many adults and not enough children as actors
- Agapito is great; he is the children's favorite
- love Agapito; like him
- children's favorite character was Agapito
- liked Agapito better when thin and less hairy
- let Agapito present more lessons; children are attentive to him

- Pirulín and the marionettes were good new characters
- missed Marieta a good deal
- disappointed that Marieta did not appear
- happy to see Marieta
- too many characters for children to keep track of
- all new characters should be bilingual
- too many adults
- need more children actors
- Mr. Riley's Texas accent poor; lessen it
- Mr. Villarreal--clear, proper sounds
- addition of the Professor, Cuca, Tina, and Pirulín, and new suit for Agapito made program much more enjoyable

PUPPETS

- children like Tacho y Nacho and Agapito
- fond of Tacho and Nacho
- liked Willy and Sam
- Sam and Willy didn't appeal to kids
- dislike Willy and Sam; they have poor enunciation
- we missed Manolín and Don Ruperto
- last year's puppets were better
- puppets don't speak clearly enough in either language
- don't care for cowboy puppets (Sam and Willy); language and diction poor
- better grooming needed for Tacho and Nacho

PHONEME/GRAPHEME (ANIMATION)

- the sounds were good; they did help the children understand Spanish words better
- Spanish sound bad; too many errors
- children enjoy sound animation
- sounds are okay
- sounds presented very effectively
- words used for initial sounds should be easier and more familiar
- enjoyed animation of sounds
- kids really watched and participated
- not enough cartoons
- children liked animation of sounds

FILMS

- children attentive to films narrated in English but not when narrated in Spanish
- film repetition in same program boring
- films were informative; please keep them up
- children enjoy story films
- Spanish films should be first, then children would listen better to Spanish since they don't already know subject matter from English version
- films not interesting for five year olds
- second showing of tortilla film was poor
- don't listen to Spanish film; restless
- Spanish film should be shown first (reinforcement level higher)
- films never seem to hold children's attention
- children lose interest second time film is shown

- child's voice does not command attention
- need to be more lively
- don't want films in English and Spanish each time
- enjoyed the films in both English and Spanish

CONCENTRATION BOARD

- learning on the concentration board is so effective; wish it were a longer segment
- good!
- could not understand man at math board
- want more math
- see no connection with dancing girl--could have done away with
- dislike concentration board--not effective
- math segments are too short
- children do not like the girl who introduces the concentration board; why not use an animal?

READING MACHINE

- a helpful device that sparked interest in reading
- children participated with reading machine
- not enough contrast--suggest a color change
- should go slower so children can repeat right after word
- more reading such as--El oso es malo; they learn quickly by this method
- terrible!

SONGS

- it was not necessary to change the rhythm of many of the songs
- last year's songs were better than this year's; they are confusing and hard to learn
- the quality of the songs was much better on the original series
- the show needs more familiar children's songs
- songs are hard to follow
- some songs are too long for children to learn; they lose interest in the program
- enjoyed simple songs that were easy to understand
- "Maw and Paw" impossible for children to relate to
- children confused when new songs had "twists" from old songs; old songs were catchy and repetitive
- -like songs, especially when repeated
- songs well done; children are learning them in English and Spanish
- "Can You Do What I Can Do?" was not as well done as last year
- cut out some English songs; use more in Spanish
- too much repetition of sounds in some songs
- songs easier to learn if repeated more
- liked "Luke the Cook"--going over words slowly; shouldn't have been sung

GAMES

- the games and puppets helped the children learn
- the games were used by children during free play period
- good!
- add more folk dances

GENERAL REMARKS

- both teachers and pupils look forward to programs
- the class enjoyed the shows very much and hope they continue next year
- too much stimulation in 30 minutes
- children interested in series as a whole
- the children benefited from the programs; could time be changed to early afternoon?
- children bored with film segment done in two languages
- the series has developed into a very worthwhile program
- reinforcement level is high
- it was better than last year
- more child participation; children should be spoken to directly and asked to participate
- concepts using mayor y menor were difficult (suggest using más y menos)
- math and science too advanced (kindergarten)
- series invaluable; class response high
- show reruns in summer and at the end of the year when series ends
- the show was excellent and the guide was useful
- some segments too advanced
- there was better structure for each show and I was glad to see a theme emerging for each show
- background music often too loud
- better program this year
- culture and heritage studies were extremely helpful
- culture aspect is very important
- predominantly Anglo group lost; did not benefit
- like faster pace this year as compared to last year

- variation in presenting math, history and English, good
- history presentation was especially good
- have fewer programs with new material for each
- level of understanding too low for second grade
- moved rapidly, variety good
- pleased with new look, costumes, and music
- repetition helps to reinforce both languages
- programs held children's interest
- song repetition good
- children are ready for more learning and less music and fun
- science concepts clear, good (i.e., Pirulín's Wagon)
- children showed much enthusiasm about series (show is during recess but class showed up to watch it)
- show could have more on nature awareness
- during Spanish segments, English words could be flashed on the screen
- more Spanish/English riddles
- last year's shows were better and our groups were more responsive
- children and teacher aware of a unique and beautiful cultural heritage

A P P E N D I X E

I N S T R U M E N T S

Spanish and English Tests

Teacher Questionnaire

Teacher Diary

Teacher Guide Evaluation

Preschool Questionnaires

Child Attitude Questionnaire

Parent Attitude Questionnaire

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202

CARRASCOLENDAS II - 1972

SPANISH TEST

Child's name _____

Key:

Content
 4 - perfect
 3 - prompted
 2 - partial
 1A - incorrect
 1B - "don't know"
 1C - no response

Language
 M - mixed
 E - English

Fluency
 G - good
 F - fair
 P - poor
 N - no continuous response

Code:

___ Viewer with activities 1
 ___ Viewer without activities 2
 ___ Non-viewer 3
 ___ Child's i.d. 01-49
 ___ Sex: Male 1; Female 2
 ___ Test: Pre 1; Post 2
 ___ Order: First 1; Second 2
 ___ Age: 5 6 7 8 9

	C	L	F
1. ¿Cómo te llamas?			X
2. ¿Dónde vives?			
3. ¿Cómo se llaman tu papá y tu mamá?			X
4. ¿Qué idiomas hablas?			
5. ¿En qué cuarto te bañas? (Visual - bathroom, bedroom, dining room, kitchen)			X
6. ¿En qué cuarto comes? (Visual from 5)			X
7. ¿En qué cuarto duermes? (Visual from 5)			X

CARRASCOLENDAS II - 1972

ENGLISH TEST

Child's name _____

Key:

Content

- 4 - perfect
- 3 - prompted
- 2 - partial
- 1A- incorrect
- 1B- "don't know"
- 1C- no response

Language

- M - mixed
- S - Spanish

Fluency

- G - good
- F - fair
- P - poor
- N - no continuous response

Code:

- ___ Viewer with activities 1
- ___ Viewer without activities 2
- ___ Non-viewer 3
- ___ Child's i.d. 01-49
- ___ Sex: Male 1; Female 2
- ___ Test: Pre 1; Post 2
- ___ Order: First 1; Second 2
- ___ Age: 5 6 7 8 9

	C	L	F
1. What is your name?			X
2. Where do you live?			
3. What are the names of your mother and father?			X
4. This is one rock. This next rock is heavier. If we pick up all three rocks, this one is _____.(the heaviest)			X
5. Tell me where the paper is in relation to the box. (paper under the box)			X
6. Tell me, whose shoes are these? (pointing to child's shoes)			X

CARRASCOLENDAS

TEACHER QUESTIONNAIRE

Please answer every question.

Name _____

School _____

City _____

Grade Level or Position _____

Number in Class _____

1. What is the approximate percentage of the ethnic groups represented in your class?

Mexican-American _____ %
 Black _____ %
 Anglo _____ %
 Other _____ %
 Total 100%

2. What percentage of the children in your class speak Spanish?
_____ %

3. How well do you speak Spanish?

(Check one)
 Fluently
 Competently
 Moderately
 Limitedly
 English only

4. Do the Mexican-American children in your class participate in class activities?

(Check one)
 Very much
 Moderately
 A little
 Not at all
 No Mexican-American children present

5. Did anyone in your present class watch Carrascolendas last year in school?

(Check one)
 All of the class
 Half of the class
 One-fourth of the class
 Less than one-fourth
 None

6. Did anyone in your present class watch Carrascolendas last year at home?

(Check one)
 All of the class
 Half of the class
 One-fourth of the class
 Less than one-fourth
 None

7. Did you personally view Carrascolendas in school last year?

(Check one)
 Yes
 No

8. Is viewing of Carrascolendas a required part of your curriculum?

(Check one)
 Yes
 No

9. Do you watch the program in color?

(Check one)
 Yes
 No, black and white
 Do not watch the program

10. Is your television reception satisfactory?

(Check one)
 Always
 Often
 Rarely
 Never

11. How often does your class watch Carrascolendas?

(Check one)
 Every program
 Twice a week
 Once a week
 Less than once a week
 Never

12. Approximately how many students watch the same television set?

13. Did you receive a Teacher's Guide?

(Check one)
 Yes
 No

14. How often do you use the Teacher's Guide?

(Check one)
 Every program
 Most programs
 Some programs
 Never
 Do not have one

15. How useful is the Teacher's Guide?

(Check one)
 Very useful
 Somewhat useful
 Not too useful
 Useless
 Do not have one

16. Which parts of the Teacher's Guide are:

Most helpful? _____

Least helpful? _____

Do not have one _____

17. Does the teacher guide format show an improvement over last year's?

- (Check one)
Yes, very much
Yes, somewhat
No change
Not as good as last year's
Do not have one

18. How could the Teacher's Guide be improved to help you integrate Carrascolendas into your teaching plan?

Do not have one

19. Do you use the tape of songs, games, and rhymes from Region XIII?

- (Check one)
Often
Rarely
Never; knew about them, but did not order
Never; did not know about them

20. Do you initiate any class activities about Carrascolendas before the viewing of the program?

- (Check one)
Always
Often
Rarely
Never

21. Are class activities prior to viewing Carrascolendas conducted in Spanish or English?

- (Check one)
Mostly in Spanish
Mostly in English
About half and half
No pre-viewing activities

22. Do you discuss each program with the children after viewing Carrascolendas?

- (Check one)
Always
Often
Rarely
Never

23. Is your discussion after program viewing in Spanish or English?

- (Check one)
Mostly Spanish
Mostly English
About half and half
No discussion follows

24. Usually, how do you explain the Spanish segments to non-Spanish-speaking students?

- (Check one)
You explain in English
Aide or parent explains
Spanish-speaking student explains
No explanations are made
No non-Spanish speakers are present

25. Do your students actively participate in audience-participation segments of the program?

- (Check one)
Most of the class does all of the time
Most of the class does part of the time
A few students do all of the time
There is seldom participation

26. Do Spanish-speaking children engage in the Spanish and/or English audience-participation segments during the program?

- Spanish English
(Check one) (Check one)
Most engage all of the time
Most engage some of the time
A few engage most of the time
A few engage some of the time
No participation

27. Do English-speaking children engage in the Spanish and/or English audience-participation segments during the program?

- Spanish English
(Check one) (Check one)
Most engage all of the time
Most engage some of the time
A few engage most of the time
A few engage some of the time
No participation

28. Do Mexican-American children speak Spanish at school more often after watching the program?

- (Check one)
Yes, often
Yes, somewhat
No, not at all
No Mexican-American children present

29. Have non-Spanish speakers learned some Spanish after watching the program?

- (Check one)
Some Spanish
A little Spanish
No Spanish
No non-Spanish speakers present

30. Do non-Spanish-speaking students ask the Mexican-American children about Carrascolendas?

- (Check one)
Yes, often
Yes, occasionally
No, never
No non-Spanish speakers present

31. Have children from other ethnic groups shown interest in learning more about Mexican culture after watching Carrascolendas?

- (Check one)
Yes, often
Yes, occasionally
No, never
No other ethnic groups present

32. Are Mexican-American children willing to contribute experiences from their backgrounds during discussions pertaining to Carrascolendas?

- (Check one)
 Yes, often
 Yes, occasionally
 No, never
 No Mexican-American children present

33. In general, how well do you think that your students like Carrascolendas?

- (Check one)
 Very much
 Moderately
 A little
 Not at all

34. Are the TV presentations clear enough so that you understand the objectives without looking in the Teacher's Guide?

- (Check one)
 Always
 Most of the time
 Rarely
 Never

35. Is the subject content of Carrascolendas appropriate for your students?
 (Check one for each content area)

	Language Skills			
	Math	English	Spanish	Science
Always	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Were the animation segments presenting letter/sound relationships of instructional value to your class?

- (Check one)
 Very much
 Somewhat
 A little
 Not at all

37. Is the language level appropriate for your students' understanding?

	Spanish (Check one)	English (Check one)
Always	<input type="checkbox"/>	<input type="checkbox"/>
Often	<input type="checkbox"/>	<input type="checkbox"/>
Rarely	<input type="checkbox"/>	<input type="checkbox"/>
Never	<input type="checkbox"/>	<input type="checkbox"/>

38. Was the cultural and historical content beneficial to your students?

- (Check one)
 Very much
 Somewhat
 Not at all
 A little

39. What portions of the program elicited a positive reaction from your students?

A negative reaction? _____

40. Would you like to see the series repeated next year?

- (Check one)
 Yes
 No
 No opinion

41. When do you think it would be beneficial to repeat the programs?

- (Check one)
 before school during the school year
 after school during the summer
 on Saturdays no preference

42. Would you like to see a follow-up program for your students at a more advanced level next year?

- (Check one)
 Yes
 No
 No opinion

 What do you think is the most significant effect of Carrascolendas on your students?

Sample Page-Teacher Diary

Please give ratings by placing one check on each of the following scales:

1. THE PROGRAM FACILITATED LEARNING ACTIVITIES :

very well ___:___:___:___:___:___:___ not at all

2. RELATIVE TO OTHER PROGRAMS IN THE SERIES, THIS PROGRAM WAS:

better ___:___:___:___:___:___:___ poorer

3. RELATIVE TO THE CLASS LEVEL, THE PROGRAM CONTENT WAS:

very appropriate ___:___:___:___:___:___:___ inappropriate

4. RELATIVE TO CLASS UNDERSTANDING, THE LANGUAGE LEVEL WAS:

very appropriate ___:___:___:___:___:___:___ inappropriate

5. THE CHILDREN'S VERBAL PARTICIPATION WHEN PROMPTED BY THE PROGRAM WAS:

high ___:___:___:___:___:___:___ low

6. THE PROGRAM HELD THE CHILDREN'S INTEREST:

very well ___:___:___:___:___:___:___ not at all

Which segments elicited the most positive response from the children?
(Check one or more or identify a particular segment.)

- | | | |
|------------------------------------|--|--|
| <input type="checkbox"/> Animation | <input type="checkbox"/> Puppets | <input type="checkbox"/> Song |
| <input type="checkbox"/> Film | <input type="checkbox"/> Marionettes | <input type="checkbox"/> Guest appearances |
| <input type="checkbox"/> Dramatic | <input type="checkbox"/> Concentration Board | <input type="checkbox"/> Other: _____ |

Please list further comments (a particular presentation technique or content area which elicited a distinctive reaction, either positive or negative from the children, or your own reactions as a teacher for this age level).



Teacher Guide Evaluation Form

PLEASE HELP US MAKE YOUR CARRASCOLENDAS TEACHER GUIDE BETTER FOR YOU

Class composition (rough %): Grade level _____
 Mexican-American
 Black
 Anglo
 Other

How often do you watch the series?
 every program
 twice a week
 once a week
 less than once a week

How often do Spanish-speaking children in your class use Spanish?
 most of the time
 sometimes
 occasionally
 not at all

How often do you use the Teachers' Guide?
 regularly
 often
 seldom
 not at all

How well do you speak Spanish?
 fluently
 moderately well
 a little
 not at all

What is the degree of Spanish instruction in your school? _____

PLEASE GIVE A RATING BY PLACING A CHECK MARK IN ONE OF THE BLANKS BELOW

As an aid in using Carrascalendas in my class, the guide helped me:
 very much ___:___:___:___:___:___ not at all

The guide was:
 difficult to use ___:___:___:___:___:___ easy to use

The activities were:
 not well explained ___:___:___:___:___:___ fully explained

The suggestions coordinated with my own class activities:
 very well ___:___:___:___:___:___ not very well

The activities seemed to encourage concept learning beyond simple verbalization of skills:
 seldom ___:___:___:___:___:___ often

PLEASE RATE THE FOLLOWING FEATURES OR SECTIONS OF THE GUIDE

	VERY USEFUL			NOT USEFUL	
Capsule descriptions	___	___	___	___	___
Visuals	___	___	___	___	___
Music	___	___	___	___	___
Translations	___	___	___	___	___
Science	___	___	___	___	___
Math	___	___	___	___	___
Reading	___	___	___	___	___
Spanish language skills	___	___	___	___	___
English language skills	___	___	___	___	___
Self concept	___	___	___	___	___
History and culture	___	___	___	___	___

What changes would you make in the Teachers' Guide?

Please fold this sheet, staple, and mail as indicated on the reverse side. Thank you for your help.

PRESCHOOL TESTING--CHILDREN'S QUESTIONNAIRE

To be administered orally by the evaluation staff members to individual children, immediately after the showing of the videotape.

Answer code: Acceptable 4
 Prompted, acceptable 3
 Not acceptable 2
 No answer 1

	4	3	2	1	Language Variation
1. How could you tell that the professor was angry?					
2. How did the professor sound when he was angry?					
3. What did he do when he was angry?					
4. How did he get over his anger?					
5. Did you like the Spanish song La Víbora de la Mar?					
6. Have you ever played a game like La Víbora before?					
7. What was it called?					
8. How many balloons did the first clown have?					

	4	3	2	1	Language Variation
9. Was the second clown unhappy because he didn't have as many balloons as the first clown?					
10. What did the second do when he saw that the other clown had more balloons?					
11. Can you tell me some of the places where Cuca shopped?					
12. Where did Cuca buy the medicine?					
13. What did Cuca buy at the grocery store?					
14. Can you name some of the animals that you saw?					
15. Have you ever played Hit the Piñata?					
16. What games have you played similar to this game?					

FRESCHOOL TESTING--STAFF OBSERVATION FORM

School _____

Observer _____

Date _____

Write out comments during the showing of each segment, paying particular attention to the following areas:

- 1) audience participation
- 2) children's comments, i.e. on characters, action, or presentation
- 3) language
- 4) cultural effects
- 5) instructional effects

CARRASCOLENDAS Introduction _____

Anger and Hate-English _____

La Víbora-Spanish _____

Comparing Sets-Spanish _____

Cuca Goes Shopping-Spanish _____

The Use of An-English _____

La Piñata-Spanish-English _____

General Comments _____

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PRESCHOOL TESTING--TEACHER QUESTIONNAIRE

School _____

Have you ever viewed CARRASCOLENDAS before?

	Teacher	Students	(indicate number)
Many times	_____	_____	
Once or twice	_____	_____	
Never	_____	_____	

Do you speak Spanish?

Fluently	_____	_____
Moderately	_____	_____
A little	_____	_____
Not at all	_____	_____

Please answer the following questions about each segment as it is presented:

- A. How well has the instructional objective been fulfilled? (Objectives are listed after the title of each segment.)
- B. How appropriate is the content for this age group?
- C. How appropriate is the language level for this age group?

CARRASCOLENDAS Introduction

		Content	Language
Excellent	(No specific	_____	_____
Good	objective)	_____	_____
Fair		_____	_____
Poor		_____	_____

Anger and Hate. Objective: the child will be able to identify a suitable way of expressing anger and hate.

	Objective	Content	Language
Excellent	_____	_____	_____
Good	_____	_____	_____
Fair	_____	_____	_____
Poor	_____	_____	_____

La Víbora de la Mar. Objective: The child will be exposed to a song which is authentic and representative of the Mexican or Mexican-American culture and be able to sing it.

	Objective	Content	Language
Excellent	_____	_____	_____
Good	_____	_____	_____
Fair	_____	_____	_____
Poor	_____	_____	_____

Comparing Sets. Objective: The child can compare two sets of objects and say which has a greater number of objects, which has the lesser number of objects.

	Objective	Content	Language
Excellent	_____	_____	_____
Good	_____	_____	_____
Fair	_____	_____	_____
Poor	_____	_____	_____

Cuca Goes Shopping: Objectives: Shown pictures of different stores and their wares, the child can say the name of the following: panadería, panadero, botica, boticario, carniceria, carnicero, juguetería dependiente, tienda de abarrotes, tendero.

	Objective	Content	Language
Excellent	_____	_____	_____
Good	_____	_____	_____
Fair	_____	_____	_____
Poor	_____	_____	_____

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The Use of An. Objective: Given a set of cards, the child will be able to answer the question: What do you see? Using An before each item.

	Objective	Content	Language
Excellent	_____	_____	_____
Good	_____	_____	_____
Fair	_____	_____	_____
Poor	_____	_____	_____

La Piñata. Objective: The child will be exposed to and be able to verbalize important characteristics of Mexican-American socio-cultural elements such as celebrations. The child will be exposed to and be able to identify some of the Texan features of Hispanic and Mexican heritage such as celebrations.

	Objective	Content	Language
Excellent	_____	_____	_____
Good	_____	_____	_____
Fair	_____	_____	_____
Poor	_____	_____	_____

How well do Anglos respond to the Spanish segments?

Excellent	_____
Good	_____
Fair	_____
Poor	_____

How well do the Mexican-Americans respond to the English segments?

Excellent	_____
Good	_____
Fair	_____
Poor	_____

Do you think that CARRASCOLENDAS could be used as supplementary material for preschoolers?

Yes _____ No _____

Why? _____

Comments: Please include your reactions, possible effects of the series on your pupils, items which you feel could be added or deleted, etc.

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CARRASCOLENDAS - CHILD ATTITUDE SURVEY

Talk with each child individually. Circle answers and record any additional information.

1. ¿Ves el programa Carrascolendas en la televisión? Yes
 (Do you watch Carrascolendas on TV?) No
 Sometimes
¿Qué es lo que ves cuando miras el programa?
 What do you see when you watch the program?

2. ¿Viste el programa Carrascolendas el año pasado? Yes
 (Did you watch the program last year?) No
 Sometimes

3. ¿Qué te gusta en el programa Carrascolendas?
 (What do you like about Carrascolendas?)

- | | | |
|------------|------------------|-------------------------|
| 1. Agapito | 6. Herman | 10. Sam y Willy |
| 2. Puppets | 7. Professor | 11. Concentration Board |
| 3. Films | 8. Clowns | 12. Reading Machine |
| 4. Marieta | 9. Tacho y Nacho | 13. Cameos |
| 5. Songs | | |

14. Other _____

4. ¿Dices las palabras cuando las ves en la televisión? Yes
 (Do you say the words when they flash on TV?) No
 Sometimes

5. ¿Tienes hermanos y hermanas que ven Carrascolendas? Yes
 (Do you have brothers and sisters who watch Carrascolendas?) No
 Sometimes

6. ¿Dónde ven el programa?
 (Where do they watch?)
 1. home
 2. school (k 1 2 3.4 5 6)
7. ¿Hablan español en tu casa? Yes
 (Do you speak Spanish at home?) No
 Sometimes
8. ¿Entiendes cuando hablan español en el programa Carrascolendas? Yes
 (Do you understand when they talk Spanish on Carrascolendas?) No
 Sometimes
9. ¿Entiendes cuando hablan inglés en el programa Carrascolendas? Yes
 (Do you understand when they talk English on Carrascolendas?) No
 Sometimes
10. ¿Hay algo que no te gusta en Carrascolendas?
 (Is there something you don't like on Carrascolendas?)
- | | | |
|------------|------------------|-------------------------|
| 1. Agapito | 6. Herman | 10. Sam y Willy |
| 2. Puppets | 7. Professor | 11. Concentration Board |
| 3. Films | 8. Clowns | 12. Reading Machine |
| 4. Marieta | 9. Tacho y Nacho | 13. Cameos |
| 5. Songs | | |
14. Other _____
 15. No, like the whole program.

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CARRASCOLENDAS--PARENT ATTITUDE SURVEY
Center for Communication Research

Buenas tardes (noches). Habla el (la) _____.
Estoy trabajando en un proyecto para la Universidad de Texas.
Si me permite unos minutos, le quisiera hacer unas preguntas.

Good afternoon (evening). My name is _____.
I'm working on a project for The University of Texas. Do you
have a few minutes for me to ask you a few questions?

1. ¿Tiene hijos? (Do you have any children?)
1 = Yes ___ 2 = No ___ If no, do not continue.
2. ¿Cuántos años tienen? (What are their ages?)
Preschool (0-5) ___ 6-12 ___ Over 12 ___
3. ¿Tiene hijos que ven el programa Carrascolendas?
(Do you have children who watch Carrascolendas?)
1 = Yes ___ 2 = No ___ If no, do not continue.
4. ¿Quién prende la televisión para ver el programa?
(Who turns on the program?)
1 = Child ___ 2 = Parent ___ 3 = Other ___
5. ¿Ve usted el programa alguna vez?
(Do you ever watch the program?)
1 = Yes ___ 2 = No ___ 3 = Sometimes ___
6. ¿Recibe el Canal 9 sin dificultad?
(Is your reception of Channel 9 good?)
1 = Yes ___ 2 = No ___ 3 = Sometimes ___
7. ¿Tiene televisión de cable? (Do you have a television cable?)
1 = Yes ___ 2 = No ___
8. ¿Cómo supo del programa Carrascolendas?
(How did you know about Carrascolendas?)
1 = School ___ 2 = Child ___ 3 = Friend ___
4 = Newspaper ___ 5 = Radio ___ 6 = Television ___
7 = Other _____

9. ¿Qué les gusta más a sus hijos en el programa de Carrascalendas?
 (What do your children like about Carrascalendas?)
 1 = Spanish segments____ 2 = English segments____
 3 = Agapito____ 4 = Puppets____ 5 = Children____
 6 = Songs____ 7 = Other_____
10. ¿Qué cosas no les gustan? (What don't they like?)
 1 = Spanish segments____ 2 = English segments____
 3 = Films____ 4 = Children____ 5 = Other_____
11. ¿Cuál es su opinión de Carrascalendas?
 (What do you think of Carrascalendas?)
 1 = Like____ 2 = Dislike____ 3 = No opinion____
12. ¿Cuál es su opinión de las costumbres mexicanas que se presentan en los programas?
 (What do you think of the Mexican customs presented in the series?)
 1 = Like____ 2 = Dislike____ 3 = No opinion____
 4 = More_____
13. ¿Cree que sus hijos entienden el español que se usa en los programas?
 (Do you think your children understand the Spanish used in the program?)
 1 = Yes____ 2 = No____ 3 = Half_____
14. ¿Responden a las partes presentadas en inglés?
 (Do they respond to the English portions?)
 1 = Yes____ 2 = No____ 3 = Sometimes_____
15. ¿Les ha ayudado el programa Carrascalendas a sus hijos para aprender mejor el español o el inglés?
 (Has watching Carrascalendas had any effect on your children learning Spanish or English?)
 1 = Yes____ 2 = No____ 3 = Spanish____ 4 = English____
 5 = Both_____

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16. ¿Qué cambios le gustaría que se hicieran en el programa?

(What changes would you like to see in the series?)

1 = More Spanish_____ 2 = More English_____

3 = Television technique_____

4 = None_____ 5 = Other_____

17. Other comments:_____

Name of interviewer:_____

Date:_____

Time:_____