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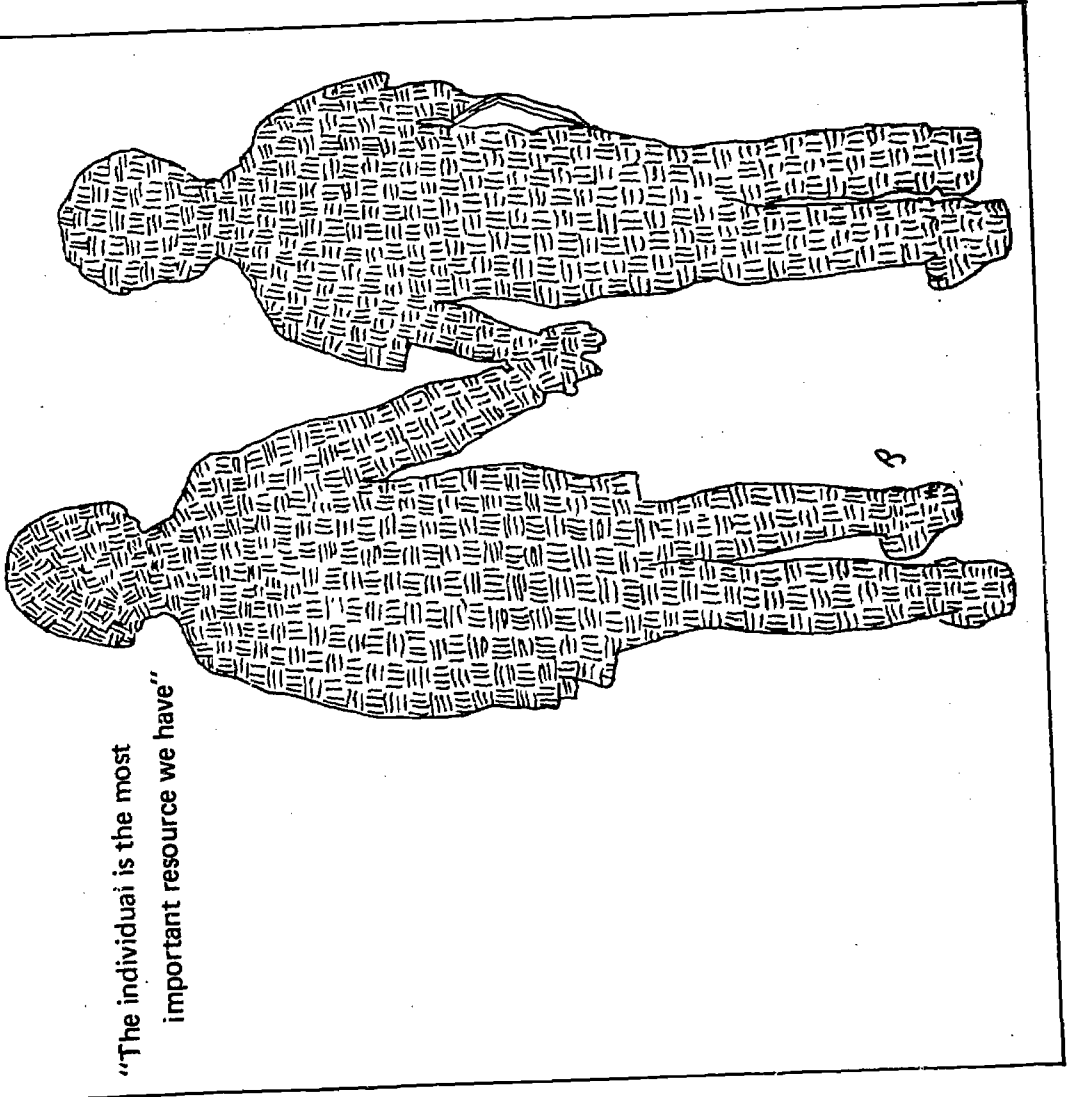
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ABSTRACT

The curriculum guide for use with trainable mentally handicapped children is organized by five levels of difficulty and the following categories: social adjustment, economic usefulness (science and math), communication skills, cultural appreciation (art, music, and literature), prevocational skills, and movement behavior. Listed for each level and category are aims or objectives, one or more pupil activities, outcome or demonstration of a specific competency, and needed materials. Examples of activities for communications-receptive training are smelling and tasting different foods at Level I to composing and writing brief personal messages at Level IV. Among social adjustment activities are washing and drying hands with assistance at Level I and making a budget at Level IV. Also provided are upgraded activities for music and art, a list of appropriate records, addresses of sources of instructional materials, illustrations and recipes for art activities, and a listing of stories and records for literature. Activities given for development of prevocational skills vary from dusting at Level I to washing own socks and underwear at Level III. Movement activities include imitating movement of worms and snakes (Level I) and roller skating (Level IV). (DB)

SECTION FOR EXCEPTIONAL CHILDREN CURRICULUM GUIDE

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"The individual is the most
important resource we have"

For Trainable Mentally
Retarded Children
1973-74 Third Reprint

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(On July 1, 1973, the name of the Department of Public Instruction was changed to the Division of Elementary & Secondary Education.)

INTRODUCTION

A CURRICULUM GUIDE THAT CAN BE USED IN THE DEVELOPMENT OF TRAINABLE CHILDREN HAS BEEN SOMETHING THAT HAS BEEN NEEDED IN THE SOUTH DAKOTA PUBLIC SCHOOLS FOR SOME TIME. THIS GUIDE HAS BEEN DEVELOPED TO HELP PROVIDE TEACHERS OF TRAINABLE MENTALLY RETARDED CHILDREN WITH A MEANS OF GIVING THE CHILDREN COMMON DIRECTION IN THEIR DEVELOPMENT AND GROWTH. THE GUIDE IS NOT INTENDED TO SERVE AS THE ONLY SYSTEM FOR PUPIL PROGRESS, BUT RATHER IT IS INTENDED TO SUPPORT AND SUPPLEMENT THE ESTABLISHED BACKGROUND OF EXPERIENCES AND TRAINING THAT THE TEACHER POSSESSES.

In the development of this curriculum, categories of social adjustment, economic usefulness (science and math), communication skills, cultural appreciation (art, music, and literature), pre-vocational skills, and movement behavior were used.

The curriculum guide was designed to enable a child to move through levels. Level 1 would be the beginning of training and would be carried on through Level 5, which might be considered to be the terminal educational program. The users of this curriculum guide should bear in mind that the ability level of the child should be sought in all areas. In this way the use of this guide will help to move the child in a more positive direction through the developmental program suggested.

We have tried to make the guide as realistic as possible by dividing the curriculum into four sections: Aim - goal or direction; Pupil Activity - suggested materials which may be utilized; Outcome - demonstration of a specific competency; Materials - suggested materials which may be utilized. It is hoped the teacher who uses this curriculum guide will add information to the material and pupil activity sections.

The committee has tried to make this guide as realistic as possible. Many teachers have been inclined to oversimplify the curriculum for trainable children and in some instances consider their program practically a baby-sitting or day-care center program. On the other hand, many teachers have overshot their mark in terms of quantity and quality of work and have attempted to give children far more than they were capable of producing. We have tried, then, to design a curriculum that will be concrete in nature, and will have the social, psychological, and utilitarian background to enable the student to enjoy school as he moves through the levels into adulthood. We want him to feel he has done the best that he can do, and that he will have confidence in his capabilities as an adult citizen.

This curriculum guide is a result of an institute sponsored by the Department of Public Instruction with the aid of a grant from the U.S. Office of Education. Numerous hours were spent by dedicated special educators in the development of this curriculum. The participants of the institute who helped to develop this curriculum are listed on the following page. Dr. LeRoy Larson, with the assistance of Mrs. Ethel Bridgeford, served respectively as institute director and chairman of the committee.

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COMMUNICATIONS
RECEPTIVE TRAINING

Level I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
I. Visual Training	<ol style="list-style-type: none"> 1. Use a group of nine objects in three categories, match like to likeness 2. Use 3 red, 3 yellow and 3 blue blocks, match like to likeness 3. Match blocks of red, blue, yellow, green, purple and orange 4. Match forms in similar manner using circle, square and triangle 5. Increase matching of forms to include rectangle, diamond and oval 6. Match pictures to pictures in like manner 7. Match pictures to objects 	<p>Child matches objects, colors, forms, pictures and names</p>	<p>Materials for this level include Pea-body Kit - P</p> <p>Objects can be cars, balls, animals, planes, boats, dishes</p> <p>Primary can use colored blocks or one inch cubes</p> <p>Wooden forms of circle, square, triangle, rectangle, diamond, oval</p>
II. Tactile Training	<ol style="list-style-type: none"> 1. Give experiences of feeling and handling objects visually matched 	<p>Child recognizes objects by tactile sensation</p>	<p>Uncluttered pictures of single objects: cars, balls, animals, boats, etc.</p> <p>Use same materials as used visual</p>

COMMUNICATIONS - RECEPTIVE TRAINING - Level I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>III. Gustatory and Olfactory Training</p>	<p>1. Smell and taste different foods: fruits, vegetables, meats, drinks</p>	<p>Child learns that all foods do not taste or smell alike</p>	
<p>IV. Auditory Training</p>	<p>1. Listen to gross noises a. horn b. drum c. whistle</p> <p>2. Respond to music by dancing</p> <p>3. Teach the meaning of "yes" and "no"</p> <p>4. Respond to name</p>	<p>Child realizes that noise exists</p> <p>Child responds to "yes" and "no"</p> <p>Child realizes he has a definite name</p>	<p>musical instruments</p>
<p>V. Expressive Training</p> <p>A. Movement</p>	<p>1. Develop gross body movement a. crawling b. walking c. rolling d. sitting</p> <p>2. Imitating body movements a. simple movements</p> <p>3. Develop movements essential to speech a. blowing b. sucking c. chewing</p>	<p>Child controls gross body movements</p> <p>Child develops control of muscles used in speech</p>	<p><u>Magic of Music (Watters)</u></p> <p><u>This is Music, Adeline McCall</u> (action song)</p> <p>soap bubbles, straws, paper strips 1" x 3", cotton balls, candy, gumdrops, marshmallows, mirror, tongue blade</p>

COMMUNICATIONS - RECEPTIVE TRAINING - Level I

MATERIALS

PUPIL ACTIVITY

OUTCOME

AIM

- d. swallowing
- e. tongue exercises (side to side)
- f. lip exercises (up & down)
- g. jaw movement (up & down)
- h. pout
- i. smile
- j. frown

- 1. Stimulation of vocal play:
 - a. humming
 - b. cooing
 - c. car sounds
 - d. engine noises
 - e. animal noises

Sound effects - objects to stimulate vocal play

VI. Formation of Words

- 1. Identification of Individual
 - a. Learns first name
- 2. Introduction
 - a. self

Child learns his identity
Child introduces himself and others acceptably

Information sheet
Help from Parents
Return to provide needed identification information

VII. Functional Language

- 1. Roll, catch, toss and bounce balls
- 2. Play with building blocks
- 3. Handle manipulative toys
- 4. Write on board using large circles, loops, slants, etc.
- 5. Erase lines by tracing with eraser

Child learns to use large muscles and acquires skills of grasping and using thumb in opposition to finger

balls, blocks, clay, manipulative toys, chalkboard, chalk

VIII. Writing
A. Developing large muscle movement and coordination of hands and arms

COMMUNICATIONS - RECEPTIVE TRAINING - Level I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
6.	Finger paint on 12x18 paper		finger paints, 12x18 paper

COMMUNICATIONS
RECEPTIVE TRAINING

Level II

AIM

PUPIL ACTIVITY

OUTCOME

MATERIALS

I. Visual Training

1. Match auditory name to objects listed in Level I
2. Match auditory name to colors listed in Level I
3. Match auditory name to forms listed in Level I
4. Match auditory names to pictures listed in Level I
5. Match printed word to object
6. Match printed word to printed word
7. Respond in some manner to printed word
8. Recognize other familiar objects by feel
9. Recognize parts of body and person

Child recognizes auditory names of objects, colors, forms, and pictures

Materials for this level include Peabody Kit - Level I

5. Match printed word to object

Child recognizes the printed word

Use name for objects used in Level I. Increase number and kind in meaningful manner.

6. Match printed word to printed word

Child reads simple printed words

8. Recognize other familiar objects by feel

Clothing, pencils, crayons, chalk, clay

9. Recognize parts of body and person

Child knows parts of body and relates to himself.

II. Gustatory and Olfactory Training

1. Recognize and name specific foods

Child learns that all foods do not taste or smell alike

COMMUNICATIONS - RECEPTIVE TRAINING - Level II

AIM

PUPIL ACTIVITY

OUTCOME

III. Auditory Training

1. Repeat sounds using instruments
2. Discriminate between gross sounds heard. Child can demonstrate source of sounds after closing eyes.
3. Locate source of sound
 - a. walk around to find sounds
 - b. turn head in direction of sound
 - c. find sound by eye movement
4. Repond to music by dancing
5. Listen and recognize animal noises:
 - a. cat
 - b. dog
 - c. sheep
 - d. cow
 - e. horse
 - f. rooster
 - g. duck
 - h. hen
 - i. turkey
 - j. pig
6. Listen and recognize indoor sounds:
 - a. telephone
 - b. slamming door
 - c. doorbell
 - d. vacuum cleaner
 - e. piano
 - f. coffee perking
 - g. radio, television
 - h. clock

Musical instruments

Record entitled:
Grandfather's Farm,
 C.R.G. 5004A

A Trip to the Zoo
 by Tom Glazer

Audio tape

Grandfather's Farm
Muffin in the Country
Muffin in the City

COMMUNICATIONS - RECEPTIVE TRAINING - Level II

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
	<ul style="list-style-type: none"> i. alarm j. clattering dishes k. school bell l. fire drill 	<p>Child responds to "no" and "yes"</p>	<p><u>What's My Name</u> - album <u>Let's Find Out</u></p>
	<p>7. Teach the meaning of "yes" and "no"</p> <ul style="list-style-type: none"> a. behavior modification using "yess" and "no" in response to child's activities b. refine meaning of "yes" and "no" c. response to simple words by handling objects on request d. obey simple commands e. finger plays f. listen to simple short stores, 3 - 4 word sentences g. listen to television, music, radio, tape recorders, etc. 	<p>Child comprehends nouns and verbs</p>	<p><u>Let's Do Fingerplays</u> - (Grayson) <u>Creative Movement for Developing Child</u> (Greene) Record - <u>Finger Games</u> (Honor Your Partner, LP 506)</p>
<p>IV. Expressive Training</p> <p>A. Movement</p>	<p>1. Develop gross body movement</p> <ul style="list-style-type: none"> a. crawling b. walking c. running d. marching e. rolling 	<p>Child controls gross body movement</p>	<p><u>Magic of Music</u> (Watters) <u>This is Music</u> (Adeline McCall) (action song)</p>

COMMUNICATIONS - RECEPTIVE TRAINING - Level II

AIM PUPIL ACTIVITY OUTCOME MATERIALS

2. Imitate body movements
 - a. Did You Ever See a Lassie?
 - b. Simple body movements
3. Imitate body movements as shown in action pictures
4. Imitate body movements as shown in rhythm, as in singing (games)
5. Develop movements essential to speech:
 - a. blowing
 - b. sucking
 - c. chewing
 - d. swallowing
 - e. tongue exercises (side to side)
 - f. lip exercises (up and down)
 - g. jaw movement (up and down) (right & left)
 - h. pout
 - i. smile
 - j. frown

Child develops control of muscles used in speech

I Can Hop on One Foot
Records - Hokey - Pokey,
A Visit to My Little
Friend C.R.G. 1017A

Soap bubbles, straws,
 paper strips 1" x 3",
 cotton balls, candy,
 gumdrops, marshmallows,
 mirror, tongue blade

1. Stimulation of vocal play:
 - a. humming
 - b. cooing
 - c. car sounds
 - d. engine noises
 - e. animal noises

Child learns to produce sounds in vocal play

Sound effects - objects to stimulate vocal play

V. Formation of Words

COMMUNICATIONS - RECEPTIVE TRAINING - Level II

AIM

PUPIL ACTIVITY

OUTCOME

MATERIALS

2. Teach phonetic sounds by meaningful imitation such as
 - a. the snake goes (sssssss)
 - b. the rain goes (la la ia)
 - c. the wind goes (wwwwwww)
 - d. a cough goes (kkkkkkkk)
 - e. a train goes (ch ch ch)

Child learns sounds are a tool on which to build his words

Talking Time (Thompson)
Fun With Speech (SD
School of Air) (book)

3. Names: objects and pictures

Child develops simple word formation

4. Use action words - verbs such as: go, come, eat, jump, stand, sit, hop on one foot, fly on tip-toe

5. Combine words into phrases and simple sentences

6. Sing simple songs

Nursery Rhymes

7. Repeat and dramatize nursery rhymes

8. Ask question using "what"

VI. Functional Language

Child learns his identity

Information sheet; help from parents; return to provide needed identification information

2. Learn to follow and use directional and comparison phrases:
 - a. in and out
 - b. big and little
 - c. long and short

Child sees relationships in positions and dimensions

Have parents work on concepts at home as well as school activity

COMMUNICATIONS - RECEPTIVE TRAINING - Level II

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
3.	Sequential events: a. use of sequences as: (1) socks, then shoes (2) milk in glass, then drink, etc.	Child knows the correct order of things. Initiated action	Shoes, socks, glass, milk, hat, coat, shirt
4.	Use of telephone a. listen and respond to a telephone conversation b. introduction of self c. introduction of friend to parent or teacher	Child is able to communicate on the telephone Child introduces himself and others acceptably	Toy telephone sets Real telephone
VII. Writing A. Develop Large Muscle Movement and Coordination of Hands and Arms	1. Trace vertical, horizontal, and diagonal lines with chalk finger paint and tempera 2. Trace circle, wavy lines and spirals 3. Trace forms, square, rectangle, oval, triangle, diamond 4. Draw vertical line on chalkboard and form midline. Child continues line to left or right 5. Draw horizontal line on chalkboard even with nose. Locate top and bottom, above and below line	Child produces firm, continuous strokes Child knows lines have mid-point and left and right side	Finger paint, 12 x 18 paper (newsprint, wall-paper, newsprint) Sandpaper, paper, etc.

COMMUNICATIONS - RECEPTIVE TRAINING - Level II

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
B. Develop Fine Motor Activities	<ol style="list-style-type: none"> 1. Make a line, staying within a pathway made by two lines <ol style="list-style-type: none"> a. wide b. narrow 2. Stay within a curved pathway 3. Work with pegs and pegboard 4. Follow simple patterns with wooden or plastic beads 5. Tear paper strips, circles, squares <ol style="list-style-type: none"> a. tearing b. mosaic strips 6. Trace large stencils 7. Sewing cards 8. Clay ropes, clay flats, coils 9. Write initials in clay 	<p>Child controls movement of chalk, pencil, etc.</p> <p>Dexterity development</p>	<p>Pegboard, pegs</p> <p>Beads, string, plastic lacing</p> <p>Colored paper, wall-paper paste</p>
C. Develop Written Legibility	<ol style="list-style-type: none"> 1. Trace name 	<p>Child develops control of finger muscles</p>	<p>Sewing cards</p>
D. Creative Writing	<ol style="list-style-type: none"> 1. Print name 	<p>Child develops legibility in writing</p> <p>Child knows that writing is used to label objects, express ideas and share experiences</p>	<p>Clay</p>

COMMUNICATIONS
RECEPTIVE TRAINING

Level III

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
I. Visual Training	1. Read simple printed word 2. Write simple word 3. Spell simple word	Child reads simple printed words previously covered Child writes simple words previously covered Child spells simple words previously covered	Water temperature, water, ther, foods, sandpaper, glass, iron, cotton, brick, feather, rain, dust, pin prick, pinch, knife, wood
II. Tactile Training	1. Recognize specific concepts: a. hot and cold b. rough and smooth c. hard and soft d. heavy and light e. wet and dry f. pain g. sharp and dull	Child is aware of and discriminates between various sensations of touch	Water temperature, water, ther, foods, sandpaper, glass, iron, cotton, brick, feather, rain, dust, pin prick, pinch, knife, wood
III. Gustatory and Olfactory Training	1. Concept of specific tastes: a. hot and cold b. sweet, sour, salt, bitter 2. Concept of specific smells: a. smoke b. rain c. dirt, dust d. perfume e. onion f. foul odors g. body odors h. gas	Child recognizes the differences between various tastes Child recognizes specific smell and relates it to himself	Water temperature, water, ther, foods, sandpaper, glass, iron, cotton, brick, feather, rain, dust, pin prick, pinch, knife, wood

COMMUNICATIONS - RECEPTIVE TRAINING-TRAINING Level III

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
IV. Auditory Training	1. Listen and recognize indoor sounds a. telephone b. slamming door c. doorbell d. vacuum cleaner e. piano f. coffee perking g. radio, television h. clock i. alarm j. clattering dishes k. school bell l. fire drill	Child distinguishes household sounds	Audio tape and records
	2. Listen and recognize outdoor sounds a. car b. truck c. fire siren d. airplane e. wind f. hail g. rain h. bird i. Mosquitoe, insect j. frog k. gun (bang)	Child distinguishes outdoor sounds	Records and audio tape
	3. Listen to television, music, radio, tape recorder, etc. 4. Listen to more complicated and detailed stories 5. Understand sequential happenings of simple stories		

COMMUNICATIONS - RECEPTIVE TRAINING - Level III

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

Child performs verbal directions

Child controls gross body movement

Child learns to produce sounds in vocal play

Magic of Music (Watters)
This Is Music
 (Adeline McCall)
I Can Hop on One Foot
Hokey - Pokey
A Visit to My Little Friend

Nursery rhymes

6. Child is able to listen to and carry out directions

1. Develop gross body movement
 - a. jumping
 - b. skipping
2. Imitate body movements as shown in rhythm, as in singing games

V. Expressive Training

A. Movement

1. Combine words into phrases and simple sentences:
 - a. look up
 - b. sit down
 - c. come here
 - d. pick it up
 - e. help me
 - f. sit still
 - g. wait here
 - h. be quiet
 - i. hello
 - j. excuse me
 - k. good morning
2. Sing simple song
3. Answer simple question

VI. Formation of Words



COMMUNICATIONS - RECEPTIVE TRAINING - Level III

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
	<p>4. Sequential events: a. get glass, pour, drink, etc.</p>	<p>Child learns time relationships</p>	<p>socks, shoes; glass, milk; hat, coat; shoes, boots</p>
	<p>5. Day's happenings: a. day-night activities b. school-home activities c. numbers d. days of week e. seasons</p>		<p>Calendars, <u>DAY BY DAY</u></p>
	<p>6. Use of telephone: a. listen and respond to a telephone conversation b. initiate call to child's home c. learn to dial: (1) "0" for operator to report an emergency (2) practice dialing specific numbers given by the teachers d. learn telephone courtesy</p>	<p>Child is able to communicate on the telephone Child can dial telephone number Child can call for help</p>	<p>Toy telephone sets, real telephone</p>
	<p>7. Introduction: a. self b. friend to parent or teacher c. friend to friend d. self to stranger e. stranger to self</p>	<p>Child introduces himself and others acceptably</p>	
<p>VIII. Writing: Develop Fine Motor Activities</p>	<p>1. Follow simple patterns with smaller beads</p>	<p>Dexterity development</p>	<p>Pegboard, pegs, beads, string, plastic lacing</p>

COMMUNICATIONS - RECEPTIVE TRAINING - Level III

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

Sewing cards
 Tracing materials
 Colored chalk

Child traces letters as initial introduction to writing

2. Sewing cards
1. Trace upper case letters as introduced in reading curriculum
2. Use initial color red, use separate colors for different parts of letters in chalk-board activity
3. Trace line of "I" using wide lines moving right and left
4. Work within top and bottom guide lines to establish spatial limit
5. Keep hand below line in printing letters
6. Trace teacher-made letters on chalkboard
7. Trace model on paper
8. Copy below models
9. Copy letters from chalk-board to paper
1. Trace lower case letters
2. Introduce sound with lower case letters

A. Formation of letters

Child develops legibility in writing

B. Develop written Legibility

COMMUNICATIONS - RECEPTIVE TRAINING - Level III

MATERIALS

OUTCOME

PUPIL ACTIVITY

3. Compare length and size of letters as they appear in words

C. Develop Spelling Readiness

1. Print words with short a
2. Print words with short e, then i, o, u
3. Rhyme words used above
4. Sound of consonants

D. Creative Writing

1. Copy "thank you" letters
2. Print special messages
 - a. Valentine
 - b. Christmas gifts
3. Write day's story
4. Learn to separate words:
 - a. place finger at end of one word; write next word to right of finger
 - b. 2" x $\frac{1}{2}$ " card
 - c. hand spaces for board work

E. Mastery of Correct Legible Printing

1. Label personal possessions

Child learns position of letter has direct relationship to word position

Child knows each letter has specific sound

Child knows that writing is used to label objects, express ideas and share experiences

Child knows that there are spaces between words

Child develops legible print

Materials for this level include Peabody Kit-Level II

COMMUNICATIONS - RECEPTIVE-Level III

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
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2. Label parts of house, class-room
3. Calendar
4. Write address
5. Write similar daily activities

COMMUNICATIONS
RECEPTIVE TRAINING

Level IV

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

<p>I. Visual Training</p>	<p>1. Recognize simple written directions</p> <p>2. Read and obey safety signs</p>	<p>Child reads instructions</p>	<p>Materials for this level include Peabody Kit - Level II</p>
<p>II. Expressive Training</p>	<p>3. Read store names and signs, television commercials</p> <p>4. Read street signs</p>	<p>Child locates stores</p> <p>Child locates addresses</p>	<p>Safety signs: Stop & Go; Do Not Walk; Yield; Men and Women; Girls; Boys; Slow; Watch Out for Children; School Exit; High Voltage</p>
<p>A. Movement</p>	<p>1. Develop gross body movement</p> <p>a. somersault</p> <p>b. trampoline</p>	<p>Child controls gross body movement</p>	
<p>III. Formation of Words</p>	<p>2. Develop music and rhythm</p>		
<p>IV. Functional Language</p>	<p>1. Relate information</p>		
	<p>1. Use of sequences</p> <p>a. get glass, pour, drink,</p> <p>b. increase sequential events, i.e., dressing</p> <p>c. short story sequences</p> <p>d. day's happenings</p> <p>(1) months of the year</p> <p>(2) dates</p>	<p>Child learns sequences of objects</p>	<p>Shoes, socks, glass, milk, hat, coat, boots</p>

COMMUNICATIONS - RECEPTIVE TRAINING - Level IV

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
V. Reading	2. Develop familiarity with the telephone directory a. information (411) b. emergencies (0) c. yellow pages d. alphabetical listings e. use of pay telephones f. telephone courtesy	Child follows printed directions	Telephone directories - Bell Telephone Company
	i. Read simple directions a. recipes b. do-it-yourself instructions (models) c. personal note left by mother and teacher		Cookbooks; Teacher-made directions; Personal notes
	2. Read personal messages a. letters b. valentines c. Christmas cards d. get-well cards e. birthday cards f. choose cards to send to others	Child communicates through printed word	Greeting cards
	3. Study maps a. Read state road maps (1) locate where they live (2) locate home (3) locate towns and places & meaning (4) locate capitol (5) use maps and legends	Child knows himself within his state	

COMMUNICATIONS - RECEPTIVE TRAINING - Level IV

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

<p>(6) locate directions (north, east, south, west)</p> <p>(7) trace routes</p> <p>b. Read U.S. road maps</p> <p>(1) locate state</p> <p>(2) locate neighboring states</p> <p>(3) locate meaningful places</p>	<p>Child identifies himself with- in his country</p>	<p>Atlas, globes, maps</p>
<p>c. Familiarize child with other types of spatial orientation materials</p> <p>(1) atlas</p> <p>(2) globe</p> <p>(3) world maps</p> <p>(4) outer space</p>	<p>Child knows use of atlas, globes and maps</p>	<p>Atlas, globes, maps</p>
<p>d. Read newspapers and other reading materials</p> <p>(1) comics</p> <p>(2) daily papers</p> <p>(a) want ads</p> <p>(b) sales items</p> <p>(c) articles</p> <p>(3) library books</p> <p>(4) popular magazines</p>	<p>Child uses reading material to meet his individual needs and interests</p>	<p>Newspapers, Life, Look, National Geographic, Know Yourself World, Let's Find Out, Television Screen, Movie Mirror</p>
<p>e. Read menus and know how to order</p> <p>(1) breakfast</p> <p>(2) lunch</p> <p>(3) dinner</p> <p>(4) drive-in menus</p>	<p>Child orders food properly from a printed menu</p>	<p>Restaurant and cafe menus; Drive-in menus</p>
<p>f. Assemble puzzles</p> <p>(1) crossword</p> <p>(2) riddles</p>	<p>Child makes use of his leisure time</p>	<p>Crossword puzzles, riddle books, checkers, cards</p>

COMMUNICATIONS - RECEPTIVE TRAINING - Level IV

AIM

PUPIL ACTIVITY

OUTCOME

MATERIALS

- (3) anecdotes
- (4) games
- (5) cards

VI. Writing

A. Creative Writing

1. Write day's story
2. Write short story about a pet using simple pictures

B. Mastery of Correct and Legible Printing

1. Practice daily
 - a. Write notes to parents

C. Cursive Writing

1. Practice on chalkboard under observation
2. Trace models of letters
3. Write letters below models
4. Write small letters: c, a, d, g, q, o
5. Write l, b, f, h, k
6. Write t, i, j, p, z
7. Write m, n, r, u, v, w, x, y, r
8. Practice corrected letters - is, si, st, us, use, see, sw

Child knows cursive writing

COMMUNICATIONS - RECEPTIVE TRAINING - Level IV

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

- 9. Write capital letters
 - a. children's names
 - b. words

- 10. Read cursive writing

- 1. Write individual experience cards

- 2. Compose and write
 - a. personal thank-you notes
 - b. messages
 - c. telephone messages
 - d. letters

- 3. Complete simple forms with help when necessary
 - a. identification
 - b. social security
 - c. W-2
 - d. job application
 - e. licenses
 - (1) driving
 - (2) fishing
 - (3) hunting
 - f. draft registrations and inductions

D. Functional Writing

Child completes necessary forms



SOCIAL ADJUSTMENT

Level I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
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I. Self Awareness

A. Physical

1. Look at self in mirror
2. Point to parts of face
3. Point to body parts
4. Fit together picture of child into body parts

- Child recognizes self in mirror
- Child identifies parts of face
- Child identifies parts of body
- Child recognizes each body part by name: arms, legs, head, etc.

Finger In the Air- Estamae
Flannel Board figures
Puppets
Individual pictures
"Songs for Children With Special Needs" (Finger, Nose and Toes) - Record
"We're Growing Up" Eye Gate Filmstrip Series

B. Social

1. Give response to name (use oral reward)
 - a. claps when hears name
 - b. comes when called
2. Sing songs and play games using children's names
3. Use photos to show family members

- Song
- Child recognizes himself
- Child knows own name
- Child learns peers' names
- Child recognizes family members

"Original Children's Activity Songs" (What is your name?" - Record - Children's Music Center

"Love is a Special Way of Feeling" Anglund - Books

SOCIAL ADJUSTMENT - LEVEL I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>II. Self-Care</p> <p>A. Eating</p> <p>B. Functional Dressing</p>	<p>4. Exchange of greeting and farewell</p> <p>5. Expose child to polite expressions: please, thank you, I'm sorry</p> <p>6. Respond to "yes" and "no"</p> <p>1. Blowing activities: such as feather, pinwheel</p> <p>2. Licking: ice cream cones, peanut butter</p> <p>3. Chew cookies or sugared cereals and raw vegetables</p> <p>4. Sucking and swallowing</p> <p>5. Eating finger food</p> <p>1. Remove and put on coat; place coat on a hook</p> <p>2. Remove mittons and boots</p> <p>3. Practice on dressing board</p> <p>4. Beginning transfer to own clothing</p> <p>5. Practice with real articles</p>	<p>Child uses these appropriately</p> <p>Child learns how to eat food properly</p> <p>Child learns to dress and undress with assistance</p>	<p>"Your Face is a Picture" Clifford-Book</p> <p>Flannel Boards, plastic tea sets, classroom pets, filmstrip and record (FRL1476) - "Eat Well, Grow Well" - State Library</p> <p>Dressing board</p>

SOCIAL ADJUSTMENT - Level I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
C. Personal Hygiene	<ol style="list-style-type: none"> 1. Practice the whole routine of washing and drying hands with assistance 2. Song - "This is the Way We Wash Our Hands." 	Child learns to wash hands and face with assistance	Terry wash cloth mitten with a face on it Reward chart, paper towels, and soap Song - "This is the Way We Wash Our Hands." Filmstrip - "Keeping Neat and Clean" Educ. Record Sales
1. Bathroom Habits	<ol style="list-style-type: none"> 1. Put picture of a boy and a girl on appropriate doors 2. Have bathroom breaks at scheduled intervals 3. Communicates need to go to bathroom 4. Encourage good bathroom habits 	<p>The child learns the difference between boys' and girls' bathroom</p> <p>Child has willingness to go to the bathroom</p> <p>Child learns to let someone know they are going to the bathroom</p> <p>Child must be able to wash hands after going to the bathroom with assistance</p> <p>Child will be aware of good bathroom habits</p>	Pictures
2. Blowing and Wiping Nose	<ol style="list-style-type: none"> 1. Demonstrate and practice blowing and wiping nose 2. Use a mirror for them to observe themselves 3. Covers coughs when reminded 	<p>Child knows when and how to blow nose with assistance</p> <p>Child is able to cover mouth and nose when sneezing and coughing with assistance</p>	Kleenex Filmstrip - "Avoiding Infection" (Educational Record Sales)

SOCIAL ADJUSTMENT - Level I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
III. Self-Discipline	4. Use a doll and have child practice on the doll 5. Wash hands after they sneeze or blow nose	Child throws the tissue away after use	Record - "Health and Safety Through Music" (Children's Music Center)
	1. Adjust to routine 2. Ask child to follow simple command	Child is happy in school	Film - "Brushing Your Teeth" (SVE)
3. Play games	4. Free play with guidelines	Child learns to listen to and follow simple directions	Dental Kits and Teeth Charts
5. Use a timer to determine limits on play objects	6. Role playing	Child has ability to complete a simple task, i.e. putting toys away after play	
7. Puppets	8. Allow children to take out their frustrations on inanimate objects and with physical activity	Child learns acceptable behavior in parallel play	Punching clown
IV. Occupational and Safety Skills for Daily Living			

SOCIAL ADJUSTMENT - Level I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
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A. Home and Family	1. Have a playing house	Child learns through imitation	Playhouse
		Child is aware of: -- hot-cold -- stairs	Filmstrip - "Home Safety" (Educational Record Sales) Record - "Home and Family" (Children's Music Center)
B. School	1. Illustrate through very dramatic action that every thing isn't clean enough to put in his mouth	Child keeps all objects out of mouth	Filmstrip - "The Adventures of the Lollipop Dragon" (SVE)
	2. Handling equipment without putting in mouth		
	3. Practice walking		Filmstrip - "School Safety" (Educational Record Sales)
	4. Have firedrills	Child knows what to do in firedrills	Picture Story Sets - "Other People Around Me" (Children's Music Center)
	5. Show filmstrips concerning dangerous objects and dangers of running	Child has ability to realize danger of leaning on glass windows. Practices safety	Filmstrips - "Living Together in School" (Educational Record Sales)
	6. Sing songs on safety		
	7. Know serves as a teacher's helper	Child develops responsibility	
	a. waters plants		
	b. pass out paper, etc.		
	c. collect things		
	d. erase the board		
	8. Supervised play on playground	Child follows playground rules	Filmstrip - "play Safety" (Educational Record Sales)
			Pictures



SOCIAL ADJUSTMENT - Level I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
C. Community	<ol style="list-style-type: none"> 1. Dramatize crossing street 2. Actual crossing of street 3. Visitation by police and fireman 4. Listen to records 	<p>Child crosses street only with supervision</p> <p>Child learns that community helpers are friends</p>	<p>Playlights, etc.</p> <p>Records and Songs</p>

SOCIAL ADJUSTMENT

Level II

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
I. Self Awareness	1. Use more complex directions in the "Hokey - Pokey"	Child learns further about his own body parts and is reinforced	Song - "Hokey - Pokey"
A. Physical	2. Follow oral directions to "touch 'Jimmy's' arm".	Child identifies someone else's body parts	
	3. Follow simple movement directions	Child makes his body work for him	
	4. Imitate exaggerated expressions in a mirror	Child begins to develop an awareness of facial expressions and accompanying sounds: -- happy -- sad -- crying -- mad	Mirrors, clowns and puppets Tape recorder
	5. Finger plays and action songs		
	6. Imitate body movement	Child follows directions for body movement	
B. Social	1. Recognize personal belongings with his name on them: a. toothbrush b. coat c. comb d. tissue box e. boots f. desk	Child gains awareness of his own name	

SOCIAL ADJUSTMENT -Level II

AIM

PUPIL ACTIVITY

OUTCOME

MATERIALS

2. Recognize family belongings

3. Label pictures of family members

4. Use play house characters for relating family identities

5. Use concrete objects to teach children how to count their age:

- a. colored blocks
- b. flannel boards
- c. large pegs
- d. crayons
- e. toys

6. If you have children more than one year-use a birthday cake to count candles from one year to the next

7. Emphasize good posture while eating:

- a. must sit up straight so
- b. food can be digested

8. Demonstrate to the children where and when not to laugh

Child becomes aware of his own immediate family's identity

Child must be able to eat in a mannerly fashion

Children begin to develop a sense of humor

Play house, flannel graph
Record - "Musical Experience Who Am I?" (Children's Music Center)

blocks
flannel graph
peg boards
pictures

Record - "Musical Experience Who Am I?" (Children's Music Center)

Flannel graph
Record - "Get Fit While You Sit" (Children's Music Center)

Filmstrip - "Learning How To Be Liked" (SVE)

SOCIAL ADJUSTMENT - Level: II

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>II. Self Care and Health Skills</p>	<p>9. Role playing</p>		<p>Record - "Basic Songs for Exceptional Children" (Educ. Record Sales)</p>
<p>A. Personal Response</p>	<p>1. Use pictures of facial expressions to show approval or disapproval</p>		<p>Pictures</p>
<p>2.</p>	<p>Use a large doll to show obedience</p>	<p>Child will understand head movements and facial expressions</p>	<p>Dolls</p>
<p>3.</p>	<p>Use puppets to give directions</p>	<p>Child will ask permission and obey commands such as, "please go to your seat now"</p>	<p>Puppets</p>
<p>4.</p>	<p>Use filmstrips and games to learn how to respond to "Hello" and "Goodbye"</p>		<p>Record - "Call and Response" (Children's Music Center)</p>
<p>5.</p>	<p>Use Peabody Language Kit tape to teach greetings and goodbyes</p>		<p>Peabody Language Kit - Level 2</p>
<p>B. Eating</p>	<p>1. Eat with spoon</p>		<p>Dishes and silverware</p>
<p>2.</p>	<p>Have a tea party in the classroom and let the children practice with toy dishes and silver</p>	<p>Child will be able to sit quietly and use his napkin and the proper utensils</p>	
<p>3.</p>	<p>Sit at table</p>	<p>Child gains acceptable performance at each meal</p>	

SOCIAL ADJUSTMENT - Level II

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
C. Dressing	4. Drink from a cup	Child should chew his food well and take small bites	Flannel graph
	5. Demonstrate how to use a fork and spoon	Child will pick up his tray at school and carry it to his place at the table with some assistance	Filmstrip - "A Right Breakfast" (SVE) Pictures
	7. Give experience of eating at a restaurant	Child will know how to eat at drive-in and at a restaurant	Zipper board, button and snap practice pieces
	8. Practice using a knife	1. Give much practice with zipper, buttons and snaps	Dolls
	2. Put clothing on a large doll	3. Demonstrate how to hold shirt and jacket to put on	Book - "All By Himself and Herself" (Children's Music Center)
4. Hang up coat	Child learns proper care of clothing	Shoe with lace to practice on	
5. Practice lacing and tying his own shoe	He will put on his coat, cap, shoes and overshoes with help in finding the correct foot and with help in tying and finding the zipper in jackets	T.V. "Project Self Discovery" (South Dakota T.V.) Filmstrip - "Let's Get Ready for School" (SVE)	

SOCIAL ADJUSTMENT -Level II

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
D. Personal Hygiene	<ol style="list-style-type: none"> 1. Wash hands and face without help 2. Practice with soap and wash-cloth 3. Give frequent practice in washing, cleaning nails, combing hair and brushing teeth with supervision 	<p>Child learns to wash hands and face independently</p> <p>Child will be able to take a bath with supervision</p> <p>Child learns to comb his hair clean his nails, and brush his teeth</p>	<p>Record - "Health and Safety Through Music" (Children's Music Center)</p> <p>Filmstrip - "Health Stories" (Educ. Record Sales)</p> <p>Pictures</p>
1. Bathroom habits	1. Takes responsibility for own bathroom needs	Good bathroom habits	Charts, Mirror Filmstrip - "We Have You Covered" (SVE)
2. Blowing and wiping nose	2. Practice blowing and wiping nose independently	Child will blow and wipe his nose independently	Filmstrips - "Working Together" and "Taking Turns" Lollipop Dragon Series (SVE)
III. Self Discipline	1. Have child play with others	Child will make an acceptable adjustment to the group	Story - <u>Manners Can Be Fun</u>
	2. Have a show and tell	Child will be willing to share and will display respect for the property of others	Helper Chart
	3. Play games where leaders or partners are chosen and each child has a turn	Child will be getting an attitude of tolerance and cooperation and willingly take turns	Record - "Teaching Children Values" Vol. I (Children's Music Center)
	4. Dramatize nursery rhymes or simple stories and flannel graph stories		Flannel graph

SOCIAL ADJUSTMENT - Level II

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>IV. Occupational and Safety Skills</p>	<p>5. Allow child to be a helper</p> <p>6. Listen to read stories; watch films about manners</p> <p>7. Have children work on tasks together, such as putting simple puzzles together</p>	<p>Child will begin to assume some minor responsibilities for the group</p> <p>Child will share teacher's or other adult's attention</p> <p>Child will not grab from others but will practice good manners and consideration</p>	<p>Puzzles</p> <p>From South Dakota State Library:</p> <p>Filmstrips - "Child Care Series" and "Keeping Children Safe"</p>
<p>A. Home and Family</p>	<p>1. Have child put toys away</p> <p>2. Dramatize family situations</p> <p>3. Watch safety films</p>	<p>Child will improve self-care</p> <p>Child will help his mother and father by doing simple errands like handing tools and carrying supplies, etc.</p> <p>Child will become more aware of the dangers in the home:</p> <ul style="list-style-type: none"> --poison --matches, cigarette lighters and fire --electrical appliances and outlets --bathtub --scissors, knives and other sharp objects --weapons and ammunition --medicine cabinet 	<p>"Our Homes Series" (Eye Gate)</p> <p>Puppets</p> <p>Pictures, safety signs</p> <p>Record - "My Family and I"</p> <p>(Record - "Safe Home-- Safe Living" (SVE))</p>

SOCIAL ADJUSTMENT - Level II

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
B. School	1. Continue practice firedrills	Child knows what to do in firedrills	Filmstrip - "Safe and Sound at School" (SVE)
	2. Have child practice good habits	Child will walk into the classroom and in the halls	<u>Exit signs</u>
	3. Listen to record on health and safety	Child will stay in line when passing in the halls	Record - "Health and Safety Through Music" (Children's Music Center)
	4. Practice proper use and care of materials such as paper, paint, colors, etc.	Child will be less dependent on his teacher	Rules Chart Records with coloring books series-"Be Kind" (Eye Gate)
	5. Have child explore school environment	Child becomes familiar with school	Filmstrip - "School Helpers" (Educ. Rdg. Service)
	6. Teach child playground rules; giving much practice	Child will know and obey playground rules with supervision	Rules Chart Pictures
C. Community	1. Show child the area that is his own neighborhood	Child becomes aware of his own neighborhood	Filmstrip - "Community Helpers" (Educ. Rdg. Service)
	2. Give much practice giving his name and address and telephone number--let him talk into a tape recorder; play it	Child knows name, address and phone number	Tape recorder
	3. Dramatize going home when called		
	4. Watch films of children at play on playground equipment		

SOCIAL ADJUSTMENT - Level II

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
	<p>5. Listen to records and flim-strips on helpers and the community life</p> <p>6. Practice crossing streets under supervision</p>	<p>Child does not cross the street alone</p>	<p>Picture story - Study prints "Community Helpers" (SVE) Record - "Helping is a Good Thing" (SVE)</p>

SOCIAL ADJUSTMENT

Level III
CA 12-16

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
I. Self Awareness	<p>A. Physical</p> <ol style="list-style-type: none"> 1. Brush and comb hair 2. Recognize a deodorant container and its use 3. Practice in cleaning fingernails 4. Have role playing with each using his own personal items 5. Watch filmstrips and pictures on good grooming; relate it to themselves 6. Have children use good posture in various situations <ol style="list-style-type: none"> a. sit b. stand c. eat d. walk 7. Have filmstrips and charts from which pupil can analyze his appearance with help; sees himself as fat, thin, dark, light, etc. 	<p>Child keeps hair in good order</p> <p>Child uses a deodorant</p> <p>Child dresses tastefully</p> <p>Child remembers good posture</p> <p>Child presents his best self in personal appearance and dresses in various situations</p>	<p>Mirror, brush, comb, hair-spray</p> <p>Deodorant; Avon Class Kit</p> <p>Filmstrips on grooming, nail file and orange stick; hand cream to correct roughness</p> <p>Filmstrips on grooming Pictures Book on self-improvement</p> <p>Filmstrip - "Straight and Tall" (Educ. Rdg. Service)</p> <p>Posture charts</p>

SOCIAL ADJUSTMENT - Level III

AIM

PUPIL ACTIVITY

OUTCOME

MATERIALS

8. Demonstrate how to keep neat and clean (Demonstrate use of an apron and other protective clothing)

Protective Clothing: raincoat, hats, aprons, boots, mittens, and gloves

9. Demonstrate and teach purpose of cleaning glasses

Eye glass cleaners

10. Demonstrate and have child thread needle and sew on a button

Child knows that clothes are not worn with rips or buttons missing; learns how to fix clothing

Articles of clothing with buttons missing and rips

11. Have child sew a rip; role playing on ripped clothing

Needle, thread, buttons, Household Finance - "The Clothing Dollar"

12. Have child look in a mirror and evaluate his appearance

Child becomes aware of the importance of his overall appearance and can evaluate

13. Have child pack a suitcase

Child learns how to put his clothes in a suitcase

Clothing suitcase

14. Teach the child that suitcase contains different types of clothing. In a relay race have each child put on specified type: What clothes are for play, work, town, home, church, sleep, etc.

Child becomes very proficient at dressing for all occasions

Scrapbook & clothes for weather and different activities

15. Demonstrate what happens when clothing is worn constantly or what happens when not hung up

Child learns that clothing is hung up and aired when not worn more than two times without cleaning

Clothing, hangers, spot removers, stain removers

SOCIAL ADJUSTMENT - Level III

AIM

PUPIL ACTIVITY

OUTCOME

MATERIALS

16.	Demonstrate correct use of clothes brush or lint remover		Clothes, clothes brush, lint remover
17.	Dramatize wearing dirty and wrinkled clothing		
18.	Have child polish shoes	Child learns how to polish shoes satisfactorily	Shoe polish & shoes, shoe paste
19.	Practice in putting on anti-septic and putting on band aids. Practice in emergency bandaging	Child takes care of own First Aid successfully	First Aid Kit
20.	Role playing between a doctor, nurse and patient a. visit nurse b. visit dentist	Child knows how to act in a hospital or in a doctor's office	Filmstrip - "Community Workers and Helpers" (SVE)
21.	Boys practice using an electric razor	Boys learn how to shave with an electric razor successfully	Electric razor Mirror Shaving lotion
22.	Individual attention by teacher, mother, doctor, nurse, etc. with girls on menstrual care	Girls can take care of intimate needs alone	Films & Filmstrips Pamphlets on menstruation Demonstrate pads, etc. Filmstrip - "Life Begins" (Eye Gate)
23.	Watch filmstrips on ways people play and exercise; share experiences	Child recognizes that we need play and exercise to be happy	The Spec. Olympics from Kennedy Foundation Play equipment
1.	Have role playing in asking questions	Child knows how to ask a question	Filmstrip - "Let's Visit Our Friends" (SVE)

B. Social

SOCIAL ADJUSTMENT - Level III

AIM

PUPIL ACTIVITY

OUTCOME

MATERIALS

<p>2. Practice accepting and offering an invitation to a party or as a house guest</p>	<p>Child knows how to accept and offer an invitation</p>	<p>Filmstrip - "Working Together" Lollipop Dragon Series (SVE)</p>	
<p>3. Have role playing stressing the privacy of the home and classroom</p>	<p>Child uses discretion concerning home and school matters</p>	<p>Child enjoys working as a team member in work and play</p>	
<p>4. Practice working for good of team instead of self .</p>	<p>Child understands what a friend is, how to be a friend, and how to choose a friend</p>	<p>Filmstrips on friendship Book - <u>Daddies</u> (Children's Music Center, Inc.)</p>	
<p>1. How to Be a Friend</p>	<p>Boys know how to give girls common courtesies</p>	<p>Filmstrip - "Some Neighborhood Helpers" (Eye Gate)</p>	
<p>2. Have role playing in seating girls, holding girls' coats, holding doors, etc.</p>	<p>Child knows how to say something nice to someone</p>	<p>Puppets, pictures showing two people talking</p>	
<p>3. Have role playing with boys giving compliments to girls and girls saying nice things to boys</p>	<p>Child knows when not to laugh when someone falls, unusual happenings, excitement or noises</p>	<p>Flannel graph Puppets Bulletin Board Display Pictures - "Instructo Feelings"</p>	
<p>4. Have role playing</p>	<p>Child knows what is pleasant or unpleasant: faces, odors, and experiences</p>	<p>Pictures Records "Taking Care of Myself" "The Magic of Words" (SVE)</p>	
<p>5. Practice making faces</p>	<p>Child knows how to get along even under difficult circumstances</p>	<p>Puppets, Helper charts</p>	
<p>6. Have role playing on emergencies, frustrations, aggressive behavior</p>			

SOCIAL ADJUSTMENT - Level III

AIM

PUPIL ACTIVITY

OUTCOME

MATERIALS

7. Practices in helping others; sees ways to help without being asked

Child is able and willing to help others

8. Participation in a job chart where he is responsible for a given job for a certain length of time in the classroom or under supervision

Child develops into a responsible person

Record - "What Do You Want To Be When You Grow Up?" (Educ. Rdg. Service)

9. Have role playing in how to share belongings and how to show respect to others

Child realizes ways we can live harmoniously with others:
 --share rooms
 --respect belongings of others
 --keep things in proper places
 --share personal belongings
 --respect others' friends

Filmstrip - "Practicing Good Citizenship" (Educ. Rdg. Service)

10. Demonstrate how to be courteous through role playing and actual experience

Child learns how to be courteous to visitors (Greeting, requests, entertainment, etc. Child learns how to use and respect public property:
 --defacing buildings
 --break windows
 --public restrooms

Filmstrip - "Developing Good Work and Study Habits" (Educ. Rdg. Service)

11. Have child share in excitement without hitting others; girls don't hit boys or dawdle where they are

Child does not have any unbecoming curiosity

Filmstrips - "Learning to Help Others" (Educ. Rdg. Service)

12. Realize that pulling at clothing is offensive to many others

Child does not pull at his clothing or at others clothing

Puppets
 Filmstrip - "Playing Fair"
 South Dakota State Library

SOCIAL ADJUSTMENT - Level III

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
13.	Have role playing with use of "I'm sorry"	Child says, "I'm sorry;" self directed	Record - "Good Manners Through Music" (Educ. Record Sales)
14.	Realize that others have feelings	Child considers the rights and feelings of others	Letters to mail
15.	Take a trip to the post office	Child knows how to mail letters	Letters to mail
16.	Have role playing in riding a bus; then later take a field trip on a bus	Child knows how to ride a bus and conducts himself properly	Filmstrip - "Travel in the City" (Educ. Rdg. Service)
17.	Practice in taking a taxi and in giving the driver directions	Child knows how to act in a taxi	Filmstrip - "Manners on Public Transportation" (SVE)
18.	Practice in going to a public restroom, observing the restroom attendants and seeing what they do for future job information	Child knows how to act in a public restroom	Picture Story Sets - "Other People Around Me" (Children's Music Center, Inc.)
19.	Learn to use recreational facilities: bowling, skating, etc.	Child knows what recreation the community has	Magazines, scissors, articles on homes, filmstrips, "Language Arts" ditto sheets (Continental Press)
C. Home Awareness	1. Find pictures in magazines and make booklets on homes	Child recognizes that a home is a place for nourishment, rest, safety, recreation, enjoyment and privacy	Pictures
	2. Find pictures and make booklets	Child recognizes the different rooms in a home and what furniture goes in each room	Pictures

PUPIL ACTIVITY

OUTCOME

MATERIALS

<p>3. Practice placing furniture in a dollhouse</p> <p>4. Visit homes and furniture stores</p> <p>5. Practice in using different appliances like a light, toaster, iron, vacuum cleaner, washing machine, radio, stereo and T.V.</p> <p>6. Make booklets on pictures of heating equipment</p>	<p>Child recognizes the different electrical appliances in the home and how they are used</p> <p>Child recognizes the different ways that homes are heated and the ways of using each safely and adequately</p>	<p>Dollhouse</p> <p>Wooden furniture</p> <p>Pictures of appliances and objects to use by Household Finance, "The Furniture Dollar"</p> <p>Pictures, magazines, brochures on heating. Check Utility Company for materials</p>	
<p>I. Self Care and Health Skills</p> <p>A. Eating</p>	<p>1. Recognize and name foods for a good: breakfast, lunch, and dinner</p> <p>2. Use pictures, discussions, and charts</p>	<p>Child gains knowledge of different foods and how we eat them</p> <p>Child understands dangers of: <ul style="list-style-type: none"> --overeating --undereating --too many sweets --eating between meals --washing down foods --not chewing well --not eating a nutritious meal </p>	<p>Real foods, plastic food displays, pictures, & Nutrition charts</p> <p>Charts from Dairy Assoc. Pictures of fat & thin people</p> <p>Pictures of poor teeth</p> <p>Charts & films from the Dental Association</p> <p>Record - "The Downtown Story; The Supermarket" (Children's Music Center)</p>
<p>B. Self Discipline</p>	<p>1. Practice in giving and taking directions</p>	<p>Child knows how to accept discipline gracefully</p>	<p>Filmstrip - "Guidance Stories Series" (Educ. Record Sales)</p>

SOCIAL ADJUSTMENT - Level III

AIM PUPIL ACTIVITY OUTCOME MATERIALS

<p>IV. Occupational & Safety Skills</p>	<p>2. Reinforce discipline through rewards--gold stars, King & Queen awards for best in each area (King & Queen of Safety, Manners, etc.</p> <p>3. Demonstrate correct eating manners</p>	<p>Child understands manners needed while eating: passing foods, eating with mouth closed and posture while eating</p>	<p>Foods used in a group eating situation</p>
<p>A. Home</p>	<p>1. Demonstrate awareness of dangers in the home and avoids them</p>	<p>Child is aware of dangers in the home: pointed objects, tin cans, blades, glass, heavy objects, toys to fall over, climbing, slippery floors, ice, windows, too how bath water, electric fans, wild plants, etc.</p>	<p>Filmstrip - "Safe and Sound At Home" (SVE); "Safe Home, Safe Living" (SVE) Safety booklets (Police Dept.); Boy Scouts book--"Safety"</p>
<p>B. School & Community</p>	<p>1. Visit places utilizing signs</p> <p>2. Color each word picture and then forms a safety booklet</p>	<p>Child reads and understands safety signs: BEWARE EXPLOSIVE FIRE EXTING. HANDS OFF INFLAMMABLE R.R. CROSSING BELL OUT OF ORDER BOY WANTED</p>	<p>Make pictures to go with words Make separate word cards Fern Tripp's "Safety & Community" signs</p>



SOCIAL ADJUSTMENT - Level III

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

BOX OFFICE CLOSED
 BUS STATION OPENED
 C.O.D. DOWN
 COUNT YOUR CHANGE UP
 DO NOT CROWD SLOW
 DO NOT TALK TO OPERATOR
 OPERATOR EMPLOYEES ONLY
 ELEVATOR HELP WANTED
 EMERGENCY EXIT NO SMOKING
 HANDLE WITH CAUTION
 CARE NETWORK TROUBLE
 USE OTHER DOOR ENTER AT FRONT
 POST OFFICE FOR RENT
 INFORMATION LOST AND FOUND
 TAXI NO HUNTING
 FOR SALE USE OTHER DOOR
 EMPLOYMENT SERVICE RAILROAD
 PAY FARE HERE NO LEFT TURN
 KEEP AWAY
 GENERAL DELIVERY
 WARNING
 NO RIGHT TURN
 ONE WAY STREET
 WATCH FOR TRUCKS TURNING
 NOT RESPONSIBLE FOR VALUABLES

3. Student learns how to keep his bike safe
4. Student learns to ride bike safely

Boy Scout Booklets:
Cycling
Automobile Safety

Filmstrip - "Safe and Sound All the Way" (SVE)

SOCIAL ADJUSTMENT

Level IV

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
I. Self Awareness A. Physical	1. Games to improve eye-hand coordination	Child develops ability to respect the rights of others	Ball games, nuts & bolts, jars & lids, hammer & nails, Frostig materials, Lincoln logs
	2. Let children weigh and measure each other	Child is aware of his physical limitations and strengths	
	3. Listen to and discuss stories about different ethnic grps.	Child knows own height, weight, sex, church preference, etc.	Scale and yard stick
B. Social	1. Discuss what things are important in a friend	Child knows about different ethnic groups	Stories about ethnic groups
	2. Discuss responsibilities of being a friend	Child knows how to choose and keep friends	Record - "Living with Others--Citizenship" (Educ. Record Sales)
	3. Have role playing: acting out different situations	Child understands what a friend is	
	4. Have group discussions and role playing	Child knows how to treat a friend	
	5. Reciprocal encouragement and praise	Child says no to something that is wrong--even to a friend	Filmstrip - "Me, Myself, and I" (Eye Gate)
	6. Have parties to simulate the various situations	Child learns to be considerate to all	Filmstrip - "Manners Make A Difference" (Eye Gate)
	7. Have role playing of various situations; hand shaking, etc.	Child greets and says goodbye	Filmstrips-"Oak Tree 7" (Eye Gate)

SOCIAL ADJUSTMENT - Level IV

AIM

PUPIL ACTIVITY

OUTCOME

MATERIALS

	<p>8. Have role playing and practice</p> <p>9. Act out a story or a play; movies, restaurants, etc.</p> <p>10. Take a trip to the library stressing responsibility for books they check out</p> <p>11. at work at church at school at social activities</p> <p>12. Take children on field trips to expose them to variety of social situations: bowling, shows, & dances, etc.</p> <p>13. Help child fill out personal information</p> <p>14. Role playing and discussions of actual experiences</p> <p>15. Have filmstrips on different groups of people and have group projects</p> <p>16. Have some practical experience and demonstrations</p>	<p>Child knows how to introduce people to each other</p> <p>Child maintains a wholesome attitude toward the opposite sex</p> <p>Child knows and practices honesty, truthfulness and tolerance</p> <p>Child knows where to find worthwhile friends</p> <p>Child knows about the amount of money necessary for different social functions</p> <p>Child is able to write own phone number, address, parents' or guardians' names, birthdate and use identification cards</p> <p>Child understands the reason for accepting apologies and making apologies</p> <p>Child develops awareness of the importance of teamwork</p> <p>Child knows how to sit as a lady or gentleman</p>	<p>Filmstrip - "Squaring Yourself" (Eye Gate)</p> <p>Filmstrip - "Reliability Zero" (Eye Gate)</p> <p>Filmstrip series - "Open Ended Stories" (Edus. Rdg. Series)</p> <p>Picture study prints - "Police Department Helpers" (SVE)</p> <p>Filmstrips - "It's Your Future" (Eye Gate)</p>
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SOCIAL ADJUSTMENT - Level IV

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>II. Self Care and Health Skills</p>	<p>17. Discuss why a person should not smoke in variety of places: movies, church, on the job, etc.</p>	<p>Child knows the appropriate place to smoke</p>	
<p>A. Mental Health</p>	<p>1. Display and encourage the different kinds of hobbies</p> <p>2. Play many different types of games</p> <p>3. Discuss worthwhile activities</p>	<p>Child knows how to use leisure time constructively</p>	<p>Games and crafts Record - "Telling Time" (Educ. Record Sales)</p>
<p>B. Physical Health</p>	<p>1. Make a menu of balanced foods</p> <p>2. Have a meal at school using correct foods</p> <p>3. Visit a grocery store</p> <p>4. Watch newspapers for specials</p> <p>5. Discuss three meals a day</p>	<p>Child develops proper knowledge of the right kinds of food to eat</p> <p>Child knows how to pick out a variety of food from the different food groups</p> <p>Child develops the ability to buy foods</p> <p>Child is reinforced on the proper amounts of food</p>	<p>Filmstrip - "How We Get Our Foods" (SVE)</p> <p>Filmstrip - "Good Health and You" (Eye Gate)</p> <p>Transparencies on good foods to eat</p> <p>Charts & Food Displays</p> <p>Record - "Fun and Fitness" (Educ. Record Sales)</p>

SOCIAL ADJUSTMENT - Level IV

AIM

PUPIL ACTIVITY

OUTCOME

MATERIALS

6. Have exercise charts and physical education
7. See physical fitness program on T.V.
8. Have a physical fitness program or contest
9. Special olympics
1. Show filmstrip on different types of dress
2. Have group discussions
3. Have different social functions so they will get practical application of attire
4. Have looking trips downtown
5. Take an inventory of clothes
6. Compare prices before sales and during sales
7. Compare fabric samples
8. Practice washing different articles
9. Practice ironing

Child is reinforced on the proper exercise for developing a healthy body

C. Dressing

Child has ability to know how to dress correctly for different types of social functions

Child knows how to choose clothes which suit their body build and coloring

Child knows how to spend money wisely for buying different types of clothing

Child has the ability to judge real bargains on clothes sales

Child knows which clothes are easiest to take care of

Child knows how to wash the different types of clothes

Child knows how to iron clothes

Doug Evans program

Filmstrips series - "Physical Fitness" (SVE)

Mannequin, actual clothes.

Bulletin Board

Filmstrip series - "Primary Art" (Color concepts, etc.) (Educ. Rdg. Service)

Catalogues

Samples of various materials

Charts

Iron, ironing board

SOCIAL ADJUSTMENT - Level IV

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>D. Personal hygiene</p>	<p>10. Dress mannequin in proper attire - Make comparison</p> <p>1. Demonstrate and have actual experiences by beautician</p> <p>2. Have filmstrips</p> <p>3. Have a doctor or nurse as a guest speaker</p> <p>4. Visit a hairstylist or take a field trip</p> <p>5. Demonstrate and practice</p> <p>6. Demonstrate and practice; have pictures</p>	<p>Child has the ability to coordinate clothes (not stripes and plaids together)</p> <p>Child knows proper way to cleanse his face</p> <p>Child knows importance of using medication on problem skin</p> <p>Child has awareness of the importance of not snacking</p> <p>Child is aware of which hair style fits their face best</p> <p>Child will have ability to give a permanent</p> <p>Child will use an electric razor</p> <p>Child will use a safety razor with supervision</p> <p>Child will have ability to apply different make-up and deodorant: --to go with different facial colorations --different occasions --night & day make-up</p>	<p>Mannequin, actual clothes</p> <p>Charts, washing material</p> <p>Soap, wash cloth</p> <p>Samples of skin medications</p> <p>Filmstrip - "Our Bodies" (Educ. Rdg. Service)</p> <p>Hair styling booklet, wigs</p> <p>Flannel Graph</p> <p>Electric razor</p> <p>Safety razor, shaving cream</p> <p>Make-up kits, mirror</p>
<p>E. First Aid Skills</p>	<p>1. Discuss pressure cut and first aid</p>	<p>Ability to apply a bandage</p>	<p>Bandages</p> <p>First Aid Kit</p>

SOCIAL ADJUSTMENT - Level IV

AIM

PUPIL ACTIVITY

OUTCOME

MATERIALS

2. Have phone numbers listed
3. Filmstrips showing different safety helps
4. Proper use of life pre-servers
5. Discuss aspirin: take two
Discuss other medication
which the doctor specifies

Child can call for help:
--doctor
--hospital
Child can discriminate between a minor and major injury; treat
Child can help someone who is drowning

Child knows what to do for a headache, nosebleed or when the person has something in his eye

Filmstrips - "Junior Safety Series" (Educ. Rdg. Service)
Filmstrips - "You and Safety Series" (Eye Gate)
Filmstrip - Check with the Red Cross of Safety Councils Life Preservers
Eye Care booklets

III. Self Discipline

1. Dramatization - puppets
2. Role playing
3. Assembly type job
4. Play games with sequence
5. Have simple task repeated over longer periods of time
 - a. stuffing envelopes
 - b. sorting
6. Use time clocks

Child handles certain amounts of pressure

Child gets along with all types of classmates or co-workers

Child completes a job--even those he does not like

Child can follow rules and regulations

Child can work for a fairly long period of time

Child develops an awareness of punctuality and importance of time and can use time clock

Puppets

Filmstrips - "Occupational, Educational" (Eye Gate)



Sequences

Time clocks



SOCIAL ADJUSTMENT - Level IV

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>IV. Occupational Skills for Daily Living</p> <p>A. Home and Family</p>	<ol style="list-style-type: none"> 7. Reward for completion of tasks on time 8. Make a schedule to follow (Use for a week or so) <ol style="list-style-type: none"> 1. Practice calling different agencies on disconnected phones 2. Have practice fire drills 3. Have filmstrips on weather and storms; pictures of what results from storms, fires etc. & handling electrical appliances (practice the handling) 4. Reinforce material studied on Level I in greater detail 5. Have city official give a presentation to the class explaining causes & results (Fireman, Police Chief, etc.) 	<p>Child recognizes the importance of finishing a task on time</p> <p>Child recognizes that different responsibilities go with different jobs and can plan & follow a schedule</p> <p>Child knows how to call the fire dept., police, etc.</p> <p>Child knows different escape routes</p> <p>Child has complete awareness of the absolute danger areas in the home</p> <p>Child knows the causes and results of danger areas</p>	<p>Schedules</p> <p>Telephone, Telephone directory</p> <p>Floor plans, exit signs</p> <p>Filmstrip - "Weather Services" (Educ. Rdg. Service) Pictures</p> <p>Filmstrip - "Safety in the Room" (Eye Gate)</p>

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
B. School	<p>6. Have roles playing, acting out the causes and results</p> <p>1. Locate all fire alarms in the building, street and neighborhood. Use fire extinguisher and practice putting out small fires.</p> <p>2. Show a filmstrip which shows dangers of walking on the wrong side of the street</p>	<p>Child knows how to use fire alarms; fire extinguishers and can put out small fires such as kitchen and paper fires.</p> <p>Child knows hw must walk on the side of the street facing traffic</p>	<p>Picture story prints: "Fire Department Helpers and Police Department Helpers" (SVE) Fire alarm</p> <p>Filmstrip - "Safe and Sound Along the Way" (SVE)</p> <p>White reflectors or clothing for night walking</p>
C. Community	<p>1. Go see a railroad crossing</p> <p>2. Have flannel board with different signs</p> <p>3. Have matching contests; sign with the words:</p> <p>a. warning </p> <p>b. stop </p> <p>4. Visit a bank after discussing and giving examples of what transactions occur during a regular banking day</p> <p>5. Open a savings account</p>	<p>Child observes safety rules for crossing railroad tracks</p> <p>Child observes different safety signs for community living: --explosives --fire extinguisher --handle with care</p> <p>Child knows purpose of banks</p> <p>Child has ability to save a certain amount of money each month</p>	<p>Flannel graph, railroad sign, cut-outs</p> <p>Lotto game with signs</p> <p>Filmstrip - "The Banker" (Eye Gate)</p>

SOCIAL ADJUSTMENT - Level IV

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

6. Make a budget (Use for a week or so)

Child will follow and be able to plan budgets

Budgets

7. Practice asking for whatever information is needed

Child can ask for help when in need

8. Use phone sets from the telephone company

Child knows how to use the telephone to call for information

Telephone sets

9. Ride on different types of public transportation

Child develops ability to use various modes of public transportation (bus, taxi, etc.)

Filmstrip Series - "Ways We Travel" (Educ. Rdg. Service)

10. Visit an apartment

Child knows what things are necessary for living in the community

ECONOMIC USEFULNESS
SCIENCE

Level I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>I. To Teach the Child to Observe the World Around Him Through:</p> <p>A. Plant Life</p>	<ol style="list-style-type: none"> 1. Take walks around school. Find leaves, stones, trees, grass, flowers, etc. 2. Observe plant life <ol style="list-style-type: none"> a. look at seeds 3. Grow a variety of plants in classroom <ol style="list-style-type: none"> a. children care for plants b. plant vegetables you can eat later on, such as radishes c. make terrarium later 4. Make leaf prints 	<p>Child becomes aware of world around him</p> <p>Child will know:</p> <ul style="list-style-type: none"> -- plants grow from seeds -- plants need care (water, soil and light) -- we eat many plants -- plants are many sizes and look different 	<p>Quick-growing seeds - grass Long-range plants that last from year to year</p>
<p>B. Animals</p>	<ol style="list-style-type: none"> 1. Visit a zoo or farm 2. Bring pets to school 	<p>Child can name young animals</p> <p>Child knows that animals are alive; they eat and grow</p> <p>Child knows that animals will protect themselves:</p> <ul style="list-style-type: none"> -- cats scratch -- dogs bite, if not treated well 	<p>Pets from home</p> <p>Movies</p> <p>Filmstrips</p>

ECONOMIC USEFULNESS - SCIENCE - Level I

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

Stand-up farm

Child knows that some animals work; some animals are pets; and some animals provide food for us

3. Movies and filmstrips of different animals

Movies, filmstrips, picture cards

Child will know:
-- there are many kinds of living things; they look different

4. Aquarium in classroom

-- animals move differently

5. Pets at home and school

Animals in the classroom

-- animals need care

C. Weather

Child will know:
-- weather changes from day to day

1. Keep simple class weather chart - sunny, cloudy, etc.

Pictures

-- a new experience. He will be able to tell about the experience.

2. With proper clothing, take rain walk - how do things feel, smell, look, etc.

Wall weather chart

D. Seasons (Fall, Winter, Spring, and Summer

Child associates seasons with seasonal activities

1. Child selects proper clothing and activities for the seasons

Child will know what fall is

2. Collect fall leaves

3. Talk about fall



ECONOMIC USEFULNESS
SCIENCE

Level II

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>To teach the Child to Observe the World Around Him Through:</p> <p>A. Plant Life</p>	<ol style="list-style-type: none"> 1. Adopt a tree - watch it through the year <ol style="list-style-type: none"> a. draw the tree b. put one tree on bulletin board; change it according to the seasons 2. Observe terrarium 3. Plant beans <ol style="list-style-type: none"> a. as they grow, pull up one to observe root, stem, leaves, and flower if any 	<p>Child will know:</p> <ul style="list-style-type: none"> -- trees look different - have different leaves -- trees change with the seasons -- plants have different parts -- plants die if they are not cared for 	<p>Picture books of plants</p> <p>Filmstrips</p> <p>Seed catalogs</p> <p>Picture plant guides</p>
<p>B. Animals</p>	<ol style="list-style-type: none"> 1. Look at pictures of animals in different habitats 2. Class care for classroom "wild life" (aquarium, turtle in a terrarium, gerbil, hamsters, etc.) 	<p>Child will know:</p> <ul style="list-style-type: none"> -- animals eat plants -- some animals live in the water; some on land 	<p>Story books read by the teacher appropriate to animals</p> <p>Pictures available to see animals</p> <p>Movies and filmstrips</p>

ECONOMIC USEFULNESS - SCIENCE - Level II

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
C. Insects	<ol style="list-style-type: none"> 1. Observe insects in real life 2. Build an insect cage to keep and observe collected insects then release them 	<p>Child will be aware of a variety of insects (flying and crawling) Child will know that wild life can be observed then released without harm</p>	<p>Filmstrips and pictures</p>
D. Weather	<ol style="list-style-type: none"> 1. Expand weather chart to include rain, snow and wind 	<p>Child will expand his ability to observe kinds of weather</p>	<p>Magnifying glass, snow-flakes</p>
E. Seasons	<ol style="list-style-type: none"> 1. Observe snowflakes <ol style="list-style-type: none"> a. look at a snowflake on the sleeve 2. Freeze water 3. Go out and look at clouds 4. Use seasonal art projects 	<p>Child will begin to understand how water can change</p> <p>Child will be aware of kinds of clouds</p> <p>Child will begin to develop a vocabulary dealing with the weather and seasons</p>	<p>Plastic cups - water and a cold day (freeze water)</p> <p>Flannel board - Audabon Society materials</p>

ECONOMIC USEFULNESS
SCIENCE

Level III

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>I. To Teach the Child to Observe the World Around Him Through:</p>	<p>A. Plant Life</p> <ol style="list-style-type: none"> 1. Experiment - what happens to a plant without water, sun and soil 2. Learn names of two or three most common trees in the area 3. Know parts of the tree 4. Grow a plant from a bulb 	<p>Child knows that plants are living and must be cared for or die</p> <p>Child knows a tree has a trunk, bark and crown, leaves and roots</p>	<p>Seed catalog, plants if possible</p>
<p>B. Animals</p>	<ol style="list-style-type: none"> 1. Collect frogs' eggs, tadpoles, and grow to adult frog 2. Set up a bird-feeding station for winter 3. Visit a zoo 	<p>Child realizes growth and life cycles of a reptile</p> <p>Child learns about animal homes, the birds and kinds of nests</p> <p>Child recognizes several common winter birds in the area</p> <p>Child observes more about the animals</p>	<p>Terrarium, movies, filmstrips, lots of animal pictures</p> <p>Story books, filmstrips</p>

ECONOMIC USEFULNESS - SCIENCE - Level III

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
C. Weather and Seasons	<ol style="list-style-type: none"> 1. Use seasons for classroom project - seasonal experience charts 2. Winds, fog, hail, thunder, lightning, mist, rainbow, and frost 	<p>Child knows all four seasons and how they affect man</p> <p>Child expands his weather vocabulary and continues to be able to observe weather changes</p>	

ECONOMIC USEFULNESS
SCIENCE

Level IV

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>I. To Teach the Child to Observe the World Around Him Through:</p> <p>A. Plant Life</p>	<ol style="list-style-type: none"> 1. Plant a planned garden <ol style="list-style-type: none"> a. vegetable b. herb c. flower, etc. 2. Visit a flower shop 3. Count rings on trees 	<p>Child learns plants are a business Child learns plants have age</p>	<p>Field trips, walks, outings</p>
<p>B. Animals</p>	<ol style="list-style-type: none"> 1. Find a cocoon - keep until it is a butterfly/moth 2. Keep a record of how the above proceeds 3. Observe animals whenever and wherever possible 4. Visit zoo - tell/write about favorite animal 	<p>Child's knowledge on growth expands Child learns to keep a record Child learns to observe in more detail</p>	
<p>C. Weather and the Seasons</p>	<ol style="list-style-type: none"> 1. Record temperature at same time each day on weather chart 	<p>Child knows how to keep records</p>	

ECONOMIC USEFULNESS
MATHEMATICS

Level I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>I. To Develop Awareness of Relationships between:</p>			
<p>A. Little - Big</p>	<p>1. Compare size of balls, blocks, dolls</p>	<p>Child can relate to different comparisons</p>	<p>Toys of all kinds: balls, blocks, dolls, etc.</p>
<p>B. Up - Down</p>	<p>1. Climb up on a chair, get down from a chair</p>		<p>Toy airplanes, ball</p>
	<p>2. Show airplanes go up and come down</p>		<p>Duke of <u>York</u> (nursery rhyme)</p>
	<p>3. Go up and down the stairs</p>		
	<p>4. Bounce a ball</p>		<p>variety of objects</p>
<p>C. In - Out</p>	<p>1. Put objects in desk; take objects out of desk</p>		
	<p>2. Come in; go out</p>		
	<p>3. Sing: <u>Go In and Out the Window</u></p>		<p><u>Go In and Out the Window</u> (song)</p>
<p>II. Develop Concept of Form Discrimination</p>	<p>1. Draw a line (verticle)</p>		
	<p>2. Stand in line</p>		
	<p>3. Trace template form of circle</p>	<p>Child can recognize and identify circle and can draw the circle</p>	<p>Circle games, templates</p>

ECONOMIC USEFULNESS - MATHEMATICS - Level I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
A. Learn numbers 1 - 5	4. Walk in shape of circle 1. Count objects 1 - 5 2. Write numbers 1 - 5 3. Feel numbers - Tactile 4. Use finger plays 5. Use singing games 6. Walk number forms 7. Trace number forms: sand, clay, and paper	Child can recognize numbers 1 - 5	Finger people (puppets)
B. Sequence - The Ability to Relate Numbers	1. Count in order 2. Decide what comes after 3. Begin a calendar 4. Draw dot-to-dot pictures	Child can work with numbers 1 - 5	Dot-to-dot pictures, and Lotto games
III. Time	1. Act a role (role playing) 2. Use pictures	Child learns to tell time by daily activities: morning, afternoon, day, and night. The activities show tasks performed at particular times.	Pictures from books: Golden Books, and Readiness books

ECONOMIC USEFULNESS - MATHEMATICS - Level I

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

IV. Money

A. Introduce the penny

1. Recognize the penny (coin)
2. Use the pennies to count to five
3. Make a penny bulletin board using items that you can buy with a penny

Child can recognize a penny and know that it is money

Pennies (coins)

ECONOMIC USEFULNESS
MATHEMATICS

Level II

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>I. Awareness of relationship between</p> <p>A. Right - Left</p>	<p>1. Ankle and wrist bracelets - red for right and blue for left</p> <p>2. Colored footprints on floor</p> <p>3. Singing games</p> <p>4. Arrange objects' from left to right</p>	<p>Child will learn right and left hand, foot and side of body</p> <p>Learn that shoes must go on the right and left foot</p>	
<p>II. Develop Concept of Form Discrimination</p>	<p>1. Make square and triangle with use of templates; matching objects (1 - 1, etc.)</p>	<p>Child will be able to draw the square and triangle, and match 1 - 1, etc.</p>	<p>Simple puzzles</p>
<p>III. Develop the Use of Numbers</p> <p>A. Number 1 - 10</p>	<p>1. Follow the dots - patterns</p>	<p>Child has developed ability to follow numbers in sequence to make a pattern</p>	<p>Work pages using matching - many in regular workbooks -</p>

ECONOMIC USEFULNESS - MATHEMATICS - Level II

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
A. (CONT)	2. Count objects		also found in some inexpensive color books
	3. Continue use of calendar	Child has developed ability to recognize the numbers from 1 - 10 when seen in other situations as on a calendar	Dime store color or activities books may "follow the dots"
	4. Finding book pages		Objects and toys for counting 1 - 10
B. Be able to gain a Better Understanding of Time	1. Add to their vocabulary - noon, today, tomorrow	Child gains count of noon, today, and tomorrow	Pictures to illustrate what happens at noon, etc.
C. Understands the Nickel	1. Recognize the coin - nickel	At this point, the child should recognize the coins - penny and nickel	Nickel items for the bulletin board
	2. Make a nickel bulletin board using items you can purchase for a nickel (5¢)		
	3. Set up a store situation where the child can buy items with five pennies or a nickel		

ECONOMIC USEFULNESS
MATHEMATICS

Level III

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>I. To Develop awareness of relationships between:</p>	<p>1. Pupils standing near desk and far from desk</p> <p>1. Stand behind the desk, in front of the desk, beside the desk</p> <p>2. Place objects behind the desk, in front of the desk, and beside the desk</p> <p>3. Beside - which is right side and left side</p> <p>4. Block designs a. put green blocks beside red blocks, etc.</p>	<p>Child will be able to design objects near and far</p> <p>Child will recognize and be able to place object behind, in front, and beside</p>	<p>Classroom furniture</p> <p>Readiness pictures</p> <p>Blocks</p>
<p>C. Top, Bottom, Middle</p>	<p>1. Place books on shelves</p>	<p>Child learns to place objects in top, bottom, or middle position as directed</p>	<p>Design sheets</p>
<p>D. Empty - Full</p>	<p>1. Fill and empty containers</p>	<p>Child recognizes difference between empty and full containers</p>	<p>Cups, cartons, glasses</p>
<p>E. Short - Tall</p>	<p>1. Compare heights in classroom</p>	<p>Distinguish between shortest and tallest person in a group</p>	

ECONOMIC USEFULNESS - MATHEMATICS - Level III

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
G. Between	2. Growth Chart 1. That number "2" is between the blocks 2. The red block is between the green blocks 3. Arranging toys 4. Make a sandwich	Understand the concept of between	
H. Whole and Part	1. Divide items into equal parts 2. Separate a variety of items in halves and fourths	Child will be able to recognize and reproduce and use a variety of shapes	Inch cubes tracing paper parquetry blocks Peg boards
II. Develop concept of form discrimination	1. Use smaller objects than in Level I in similar activity 2. Complete forms 3. Copy forms 4. Parquetry designs 5. Peg board designs		
III. Develop the use of Numbers 1 - 25	1. Counting	Child will be able to count numbers 1 - 25	

ECONOMIC USEFULNESS - MATHEMATICS - Level III

<p>IV. To begin telling Time</p>	<ol style="list-style-type: none"> 2. Walk - 50 steps 3. Dot to Dot 4. Color by number 1. Use clock faces 2. Make clock faces with 12 digits 3. Relate clock time to activity time 4. Set alarm clocks to go off 	<p>Will be able to tell time by hours</p>	<p>Paper clock faces - room size and pupil desk size</p> <p>Wall Clock</p> <p>Alarm Clock</p>
<p>V. To increase skill in recognizing and using money</p>	<ol style="list-style-type: none"> 1. Set up classroom store 2. Go to local stores and purchase articles 3. Introduce dimes and quarters 4. Flannel boards of relative money values 	<p>Will be able to use pennies, nickels, dimes, and quarters and relate them to the others</p>	<p>Real money</p> <p>Flannel board, felt cutouts</p>
<p>VI. Addition</p>	<ol style="list-style-type: none"> 1. Manipulate objects 2. Discuss concepts of "More than" 		<p>Felt objects</p> <p>Blocks, sticks, etc.</p>

ECONOMIC USEFULNESS - MATHEMATICS - Level III

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
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3. Signs (+, =, etc.)
4. Blackboard games
5. Flannel board exercises
6. Objects put together

Will understand simple addition

Variety of counting tools

ECONOMIC USEFULNESS
MATHEMATICS

Level IV

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>I. To Continue Development of Vocabulary:</p>	<p>1. Pass out pencils, paper, books, etc. one for each-one to one ration</p> <p>1. List items that come in pairs; mittens, shoes, overshoes, etc.</p>	<p>Child will know that a pair is two</p>	<p>School Supplies (pencils, paper, etc.)</p>
<p>C. Double</p>	<p>1. Groups of objects: a. cubes b. books c. colors d. paper clips e. nuts, bolts, nails</p>	<p>Child recognizes objects as too <u>many</u> and <u>few</u></p>	<p>Cubes, books, paper clips, nuts, bolts, and nails and color crayons</p>
<p>E. Wide - Narrow</p>	<p>1. Walk both wide and narrow side of the balance beams</p>	<p>Child can distinguish between wide and narrow</p>	<p>Balance beams</p>
<p>II. Develop Concept of Form Discrimination</p>	<p>2. Cloth - Ribbons</p> <p>1. Completion of compound figures</p> <p>2. Block design - learn to arrange blocks according to the design</p>	<p>Child arranges blocks according to the design</p>	<p>Cloth and ribbons</p>
			<p>Design cards Blocks</p>

ECONOMIC USEFULNESS - MATHEMATICS - Level IV

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

<p>III. Develop the Numbers 1 - 25</p>	<p>3. Parquetry designs</p>	<p>1. Number - completion exercises</p> <p>2. Group objects</p> <p>3. Use counting sticks</p> <p>4. Use counting board</p> <p>5. Use counting and grouping of objects</p>	<p>Child can work with numbers from 1 - 25</p>	<p>Parquetry blocks</p>
<p>A. Sequence - The Ability to Relate Numbers in Position</p>	<p>1. Use <u>Before</u> and <u>After</u> work-sheets; <u> </u> 4 <u> </u> or <u> </u> 7 <u> </u>, etc.</p> <p>2. Continue work on the calendar</p>	<p>Child sees before and after relationships</p>	<p>Counting sticks</p> <p>Counting board</p> <p>25 pennies</p>	<p>Counting sticks</p> <p>Counting board</p> <p>25 pennies</p>
<p>IV. Time</p>	<p>A. To Develop the Ability to Use the Clock in Their Daily Activities</p>	<p>1. Before and after the hour, in quarter hours</p> <p>2. Play clock quizmo</p> <p>3. Use worksheets to put in the correct time</p> <p>4. Use real clocks to set time</p>	<p>Child tells time to the hour then half hour & quarter hour</p> <p>Child does further learning by being more able</p>	<p>Paper clocks</p> <p>Clock quizmo</p> <p>Clock</p>

ECONOMIC USEFULNESS - MATHEMATICS - Level IV

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
V. Money	<p>A. Increase Skill In Recognizing and Using Money Up to \$1.00</p>	<p>Child uses money for practical purposes</p>	<p>A variety of real money</p>
<p>B. To Learn Purchasing Vocabulary</p>	<ol style="list-style-type: none"> 1. Make bulletin board showing money equivalents 2. Practice different combinations and substitution of coins for set amounts 3. Use play store for buying, selling & making change 4. Find pictures of occupations for people to earn money <ol style="list-style-type: none"> 1. Money <ol style="list-style-type: none"> a. cheap b. expensive c. cost d. cent and dollar sign e. price f. sale g. write dollars and cents 2. Experiences - having cost of <ol style="list-style-type: none"> a. bus fare b. theater tickets c. set up play theater (using filmstrips): sell tickets d. set up photography shop to sell pictures e. order from catalogs f. order from a menu 	<p>Items for a grocery store: empty cans, empty boxes, cash register</p>	<p>Newspaper advertisements of sales, etc.</p>
		<p>Child can use and understand terms used in purchasing</p>	

ECONOMIC USEFULNESS - MATHEMATICS - Level IV

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>VI. Simple Subtraction</p> <p>A. To Be Able To Subtract and Understand Appropriate Terms</p>	<p>3. Take a field trip to a store or restaurant</p> <p>1. Use terms <u>less than</u>, <u>fewer than</u> & <u>take away</u></p> <p>2. Use objects; taking away a certain number</p> <p>3. Use sign (-)</p> <p>4. Both vertical and horizontal worksheets</p>	<p>Child learns to do simple subtraction</p>	<p>Overhead projector</p>
<p>VII. Measurements</p> <p>A. Linear measure</p>	<p>1. Use inches, feets, and yards</p> <p>2. Estimate length of lines</p> <p>3. Practice drawing lines</p> <p>a. certain lengths (1 inch, 3 inches, etc.)</p> <p>4. Go for a walk to gain a better understanding of the word <u>block</u></p>	<p>Child uses the tools of measurement</p>	<p>12 inch ruler, yardstick, tape measure</p>

ECONOMIC USEFULNESS - MATHEMATICS - Level IV

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
B. Liquid Measurements	<ol style="list-style-type: none"> 1. Use measuring cup for cup measures 2. Show that 2 cups equal pint 3. Show that 4 cups equal a qt. 	Child understands and uses the standard measuring equipment	Measuring cups, jars, quarts, pints and gallons
C. Read Scales	<ol style="list-style-type: none"> 1. Weigh themselves on a bathroom scale 2. Weigh products on a grocery scale 	Child reads weight on scales	Bathroom scale
D. Read Thermometers & Temperature Gauges	<ol style="list-style-type: none"> 1. Use large thermometer chart to record temperature 2. Check water temperature in an aquarium 3. Read and record daily temperature inside and out 	Child reads the thermometer; both + and - degrees	Giant thermometer (ideal) Real thermometer

MUSIC

Music is essential for teaching the trainable mentally handicapped child. It is a means of expression, an experience in relaxation, release of pent-up emotions, and participation in group activity.

Music should be closely related to the children's everyday activities. It can be correlated with physical training and language development as well as other areas of the curriculum. Some areas of importance are perceiving singing, rhythms, rhythm band, singing games, using records, radio and television.

Music should be enjoyable. Some basic guidelines to follow are:

1. Lyrics should be comfortably within the range of children's ability to handle words.
2. Both the words and melody should be repetitious in order to assure facility of learning and retention.
3. The melody should be within range of children's voices to assure the full participation of all of the members of the class.

MUSIC

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>I. Perceiving Music</p> <p>A. Listening</p>	<p>1. Sit with group</p> <p>2. Color to use</p> <p>3. Simple action songs</p> <p>a. finger plays, tapping toes</p> <p>b. songs with animal sounds</p> <p>c. songs with social sounds</p>	<p>Group Behavior</p> <p>Develop attention span</p> <p>Individual participation</p> <p>Discriminating sounds</p> <p>Willingness to imitate parts of song</p>	<p>Rote songs</p> <p>Finger play books</p>
<p>B. Experimentation</p>	<p>1. Exposure to musical instruments</p> <p>2. With guidance, let the child experiment with instruments</p>	<p>Awareness of differences in tone and quality of sound</p> <p>Realization of musical abilities</p>	<p>Estimote Record Company records</p> <p>Musical instruments: Auto harp, piano, rhythm sticks, tom-tom, toms, bars, sand blocks, drums, triangles, shakers, harmonicas, bells, tambourines, xylophone</p>
<p>C. Auditory discrimination</p>	<p>1. Training control in listening, waiting, stopping</p> <p>a. "Pop Goes the Weasel"</p> <p>b. musical chairs</p> <p>2. Listening for rest and relaxation</p>	<p>Tone discrimination, i.e., loud - soft; high - low; tone-matching</p>	<p>(For teacher's use) Music Curriculum for the Mentally Handicapped by Sisters of St. Francis of Assisi, St. Coletta Schools, Cardinal Stritch College, Milwaukee, Wisconsin</p>

MUSIC

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
D. Rote singing	1. Mother Goose and Nursery Rhymes	Able to imitate parts of a song	Ginn Kindergarten and First Grade Music Books K - Singing On Our Way I - Exploring Music
E. Rhythm	1. Clapping 2. Hopping 3. Skipping 4. Stamping 5. Swaying 6. Walking 7. Running 8. Marching 9. Sliding 10. Galloping (Hop like a kangaroo; walk like elephants, etc.)	Awareness of self-laterality and directionality Body imitation Animal animation (Keep direction simple and within their range of comprehension) (This is a means of expression for a non-verbal child) Gross muscle skills; ability to control body movements; follow directions; participate willingly - opportunity for non-verbal child	"Creative Movement for the Developing Child" by Clara Cherry, Fearon Publishers, Palo Alto, California
1. Introduce rhythm Instruments	Teacher demonstration (sticks) Use with march music; (bells) for <u>Jungle Bells</u> ; Drums - <u>Let's Play Indians</u> ; Drums with record, "Little Drummer Boy" (Peter Pan record)	Good habits and care of instruments All use same instrument until familiar with it	Rythum instruments * Home-made instruments
	"Introduction to Rhythm", a Golden record	Group interaction and behavior	
	"Are You Sleeping?" 1. Wooden instruments (Are You Sleeping?)		*Materials 1. <u>Drum</u> body - nailkeg, cheese

MUSIC

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

2. Add drums & tambourine (Brother John)
3. Add bells (Morning Bells Are Ringing)
4. All instruments stop as Triangle plays (Ding, Ding, Dong) or other combinations

- box, large tin can, salad bowl, pie plate head - innertube; rubber, leather, heavy wrapping paper, parchment paper

2.

Rattles

- gourds, wooden spoons, small funnels, cans or ice cream cartons & corn potato masher, or paddle-pop sticks, & bottle caps

3.

Tambourines

- Two paper plates pasted together or tin pie pans and bottle caps

4.

Blocks

- Wooden with or without paper attached (glued)

5.

Rhythm sticks

- Scrapwood, rulers, pencils or drumsticks

6.

Cymbals

- Tin pot covers

7.

Gongs

- Scrap metal, plow-discs pie pans (two together)

MUSIC

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
2. Rhythmaric Movement	<ol style="list-style-type: none"> 1. Fit activity to realistic ability of the individual 2. Simple activities: <ol style="list-style-type: none"> a. imitate ice skating b. imitate roller skating c. one foot forward d. galloping e. "hop - step" pattern f. free movement to musical pattern 3. Musical Chairs 4. London Bridge 5. Ring Around the Rosy 6. Looby Lou 7. Rig-a-Jig-Jig 	<p>Participates freely with littles or no help having correct movement and rhythmic pattern</p> <p>Enjoyment, relaxation, participation in singing games</p> <p>Musical mood interpretation</p> <p>Perform in single circle formation</p>	<ol style="list-style-type: none"> 8. <u>Chimes</u> Nails hung by strings on sticks, horseshoes, wrenches 9. <u>Xylophones</u> Wood, nails, bottles, glasses with water 10. <u>Bells</u> Bells on leatherstrap, sleigh bells 11. <u>Triangles</u> Chrome, steel <p><u>This Music, Grades 1 & 2</u> Sur, Tolbert, Fisher, McCall, Allyn & Bacon, Inc.</p> <p><u>Music Around the World</u>, Wolfe, Krone, Fullerton & Wills, Follett Publishing Company</p> <p><u>Songs for Children</u>, Hoagy Carmichael, Golden Books</p> <p>Cooperative Recreative Service, Inc. Delaware, O. (to acquire folk songs and dances)</p>

MUSIC

AIM PUPIL ACTIVITY OUTCOME MATERIALS

<p>1. Personalize for Self Pride and Self Concept</p>	<p>6. Mulberry Bush 7. Hokey-Pokey 8. Did You Ever See a Lassie?</p>	<p>Ability to be peer leader or follower</p>	<p><u>50 Songs</u>, Whitman Publications <u>Skip to My Lou</u>, Girl Scout Music Manual, Girl Scouts of America</p>
<p>II. Folk and Social Dancing</p>	<p>1. Use child's name in song a. Old McDonald Had a Farm b. Farmer in the Dell <u>Polly Put the Kettle on Skip to My Lou</u> (adapt to actions they like)</p>	<p>Participation with partners</p>	<p>Tape Radio Popular music (records)</p>
<p>A. Appreciation of Music</p> <p>1. Mechanical use of record players</p>	<p>Simple Folk Dances as "Clap and Trap" (adapt to physical ability and mental comprehension) Allowing ample time for listening and opportunity to choose and select music Availability of time and materials Place plug in outlet, open the instrument, adjust speed, place record on spindle, place arm on record, adjust volume</p>	<p>Personal recreation; knowledge of today's music Independent and individual discriminatory use of leisure time Safe and economical use of available leisure-time equipment</p>	<p>Record player</p>

MUSIC

AIM

- 2. Radio
- 3. Television

PUPIL ACTIVITY

OUTCOME

MATERIALS

- Cassette
- Television

LIST OF RECORDS

March records - Flag appreciation			<u>Peter Cottontail</u> (Listening - skipping)	Peter Pan Records
<u>76 Trombones</u>	Little Golden		<u>Let's Pretend</u> (Imitation of truck, train, helicopter, rocket ship)	Peter Pan Records (78 rpm)
<u>Here We Go Round the Mulberry Bush</u>	Little Golden	(78 rpm)	<u>London Bridge</u> (game)	Peter Pan Records (78 rpm)
<u>Here We Go Loop de Loop</u>	Little Golden	(78 rpm)	<u>Sounds of City</u> (pictures and story with auditory)	Columbia Records (Little Library Book) (45 rpm)
<u>I'm a Little Teapot</u>	Little Golden	(78 rpm)	<u>Home for Giraffe</u>	Columbia Records (Little Library Book) (45 rpm)
<u>Polly Put the Kettle On</u> (swing arms with partner with vocal and skip to orchestra)	Little Golden	(78 rpm)	<u>Zoo Animals</u>	Columbia Records (Little Library Book) (45 rpm)
<u>Children's Marching Song</u>	Little Golden		<u>Estamae's</u> (\$6.95, set of 8)	Toy Shop 2401 Grand Avenue Pueblo, Colorado (78 rpm)
<u>Happy Birthday to You</u>	Little Golden	(78 rpm)	<u>Rhythm Record</u> (\$4.95 each) (physical fitness)	Rhythm Record Co. (78 rpm)
<u>Jingle Bells</u> (use with bells and dancing to fast rhythm)	Little Golden	(78 rpm)	<u>Me, Myself and I</u> (\$1.98) (body concept & motion)	Young Peoples Records (33 1/3)
<u>Head and Stretch</u> (P.E.)	Romper Room	(78 rpm)	<u>My Scarf</u> (Child allowed to create)	Young People Records (33 1/3)
<u>Will You Come and Play?</u> (clapping, stamping, hopping and running) (drums for marching & instruments)	Romper Room	(78 rpm)	<u>Nothing To Do</u> (gross motor)	Young Peoples Records (33 1/3)
<u>Little Drummer Boy</u> (instruments - drums and wood blocks)	Peter Pan Records		<u>Trip to Farm</u>	T.P.C. (33 1/3)
			<u>Trip to Zoo</u>	T.P.C. (33 1/3)

LIST OF RECORDS - continued

<u>Rhythm Activities</u>	Dick Blick Pub. Co.	(78 rpm)
<u>Singing Activities</u> (\$6.00) (Listening)	RCA Library	(78 rpm)
<u>Rocking Horse Series</u> (Songs and stories about bears, boats, trains, etc.)	Diplomat	(33 1/3)
<u>Introduction to Rhythm</u>	Golden Records	(33 1/3)
<u>Basic Rhythms Activities</u>		
Ruth Evans: <u>Children's World</u>	CW001	

MATERIALS BIBLIOGRAPHY

SOCIAL ADJUSTMENT:

Childrens Music Center, Inc.
5373 West Pico Boulevard
Los Angeles, California 90019

Eye Gate Instructional Materials
146-01 Archer Avenue
Jamaica, New York 11435

South Dakota State Library Commission
322 South Fort Street
Pierre, South Dakota 57501

Educational Record Sales
157 Chambers Street
New York, New York 10007

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Jenn Publications
815 - 825 East Market Street
Louisville, Kentucky 40406

Educational Reading Service
320 Rt. 17
Mahwah, New Jersey 07430

Fern Trip 2035 East Sierra Way
Dinuba, California

BEHAVIOR MOVEMENT:

Windsor Records
5530 North Rosemead Blvd.
Temple City, California 91780

Methodist Publishing House
85 McAllister Street
San Francisco, California 94102

Bowmar Records, Inc.
622 Rodier Drive
Glendale, California 91201

CREATIVE MOVEMENT FOR THE DEVELOPING CHILD:

Clare Cherry
Fearon Publishers
Palo Alto, California

MATERIALS BIBLIOGRAPHY - Cont.

UNDERSTANDING & TEACHING THE DEPENDENT RETARDED CHILD:

Lewis and Rosenzweig
The Educational Publishing Corp.
Darien, Connecticut

Finger Play Poems and Stories
Helen Jill Fletcher
The Educational Publishing Corp.
Darien, Connecticut

Finger Fun
Hayes School Publishing Company, Inc.
Wilkinson, Pennsylvania

Listening and Moving
Dorothy B. Carr and Bryant J. Cratty
Educational Activities, Inc.
Freeport, New York




A R T

The area of cultural appreciation is necessary in the life of the retarded child to enrich his sensory experiences, satisfy his emotional needs, and enable him to use his leisure time effectively. The sections in this area are not divided into levels as they are designed to develop self expression (individuality) and the ability to cooperate effectively within a group.

As they are written, the sections progress from the basic to more difficult tasks. This does not necessarily mean that the retarded child, even though he is on a more advanced level, will not enjoy and benefit from doing some of the basic activities.

Each child should be exposed to the fine arts to develop a sense of appreciation of beauty. Even though the mentally handicapped such as the trainable child can enjoy the talent of others, and make his own interpretation of simple subject matter. They should be exposed to such classic pictures as Horse Fair, by Ross Bonheur, Feeding the Birds, The Cleaner, and The Angelus, by Millet, Saved, by Landsur, etc.

A R T

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
I. Controlled Movement	Use Pla-Doh or clay Free expression: Rolling Cutting (tongue depressor or scissors) Squeezing Forming balls	Establish good habits and and exposure to Pla-Doh or clay media Develop hand grasp and general motor coordination Develop eye-hand coordination To explore and manipulate	Play-Doh Clay Rolling pins Cookie Cutter, Tongue Depressors Scissors
	Use cookie cutters with dough or clay		Forms for motivation
	Create forms   	Identification	
	Make simple animals	Form perception	
	Write names and numbers in clay (Can be used for tracing names)	Become aware of body parts Reinforce learning with tactile stimuli	
	Form useful articles (mobiles or tree ornaments)	Independent use for creativity and productivity	Molds
	Work with simple ceramics		Adequate equipment for ceramics
	Accomplished ceramics	Willing to use media	Fingerpaint
II. Creativity	Finger Painting: On table tops Large paper Oilcloth Plastic	Extend attention span	Oilcloth
A. Exposure to Fingerpaints		Proper care and use of materials	Smocks
			Plastic Table Cloth Fingerpaint paper

A R T

AIM PUPIL ACTIVITY OUTCOME MATERIALS

<p>B. Exposure to brush painting</p>	<p>Hand imprint Footprints Create a design with different textures Write names and numbers Wrap gifts in finger painted paper Clean-up activities Paint on large paper, easel, washable board, mural* Paint boxes to create pumpkins jack-in-the-box Paint sacks to create apples, pumpkins - masks for Halloween</p>	<p>Explore and manipulate Develop self concept and confidence Awareness of color Reinforce learning in other areas Establish neat habits and self-care Use as emotional release, relaxation and creativity Use finger paint for arts and crafts Free expression Develop fine motor skill, eye-hand coordination End product to correlate with other areas, seasonal appreciation. Enable them to progress to small brush and other finer skills</p>	<p>Sponge Potato, Carrots, Gadgets Outdoor and found material Examples to copy names and numbers Aprons and paper towels Clean-up materials in storage space where children can reach to take out and put back Large brushes Tempera Paint in primary colors and black Paper Bags and Boxes Easel</p>
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A R T

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
	<p>Add texture-crushed oatmeal, bread crumbs, sawdust</p> <p>Progress to: watercolor printing ink (water soluble) string painting stencil spatter paint</p>	<p>For personal enjoyment and relaxation</p> <p>Discover and develop talent</p> <p>Free expression and Productivity</p>	<p>Oatmeal, etc. for texture</p>
<p>C. Drawing</p> <p>Explore media for drawing</p> <p>To enrich the child's sensory experience</p>	<p>*Scissors may be used by teacher to form definite shapes, such as Christmas trees, etc.</p> <p>Feel paper</p> <p>Hold large crayons</p> <p>Manipulate crayons, chalk, thick pencils</p> <p>Use of tip of crayon, side of crayon, rub over textures</p> <p>Overlay colors</p> <p>Rub off with kleenex or cloth for gloss</p> <p>Use different paper textures</p> <p>Color to music and allow children to scribble freely on board</p>	<p>Experiment with crayons</p> <p>Confine work to paper</p> <p>Proper use of crayons</p>	<p>Paper Crayons Kleenex or cloth Odds and ends of textures to color on</p>
			<p>Chalk board</p>
		<p>Satisfy basic emotional needs</p> <p>Motor control</p>	

A R T

AIM PUPIL ACTIVITY OUTCOME MATERIALS

<p>AIM</p>	<p>PUPIL ACTIVITY</p> <p>Scribble, lying on floor</p> <p>Scribble with circular, spiral and straight strokes</p> <p>Feel different shapes</p> <p>Trace around shapes</p> <p>Copying forms</p> <p>Use of circles, squares and triangles to form pictures</p> <p>Illustrate story</p> <p>Display in exhibits</p> <p>Crumple paper to suff projects</p> <p>Tear strips and shapes</p> <p>Paste shapes on paper</p> <p>Roll, fold, fringe, and twist to create dimensional shapes</p> <p>Cut shapes with scissors</p>	<p>OUTCOME</p> <p>Eye-hand coordination by imitating simple forms, following directions</p> <p>Develop shape concept</p> <p>Sensory training</p> <p>For a satisfying image Form a picture</p> <p>Self expression and enjoyment</p> <p>Bring work out before the public</p> <p>Discover creativity and Productivity</p> <p>Develop tearing and pasting</p> <p>Correct use of paste</p> <p>Follow oral directions</p> <p>Experiment with separating paper in different ways</p> <p>Fine Motor Control</p>	<p>MATERIALS</p> <p>Tracing templates Wood forms</p> <p>Art supplies available</p> <p>Gift Wrap Old Cards Newspapers Wallpaper Poster Paper</p>
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D. Paper Sculpture

A R T

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

Follow directions for cutting

Make collages and posters

Make and mold paper--mache

Mold mache into cups, dishes and other objects

Dilute Elmer's Glue with water, add sawdust or parchment mulch to texture

Mobiles

III. Crafts

(not to be attempted in primary level)

Start with simple crafts, depending on individual ability

String spools

String beads for design for necklaces

String macaroni and other shapes, old beads

Sewing cards

A. Manipulative Skills

Lacing and weaving

- a. paper
- b. plastic strips
- c. potholders
- d. progress into working with a loom

Observe seasonal appreciation

Make 3 dimensional articles

Opportunity for group expression



Seasonal appreciations

Experiment in movement

- Clothes hangers
- Cardboard
- Sticks
- Wire
- Strings

To assure success

Use manipulative skills

Independent creativity

Increase use of leisure time

Ability to Plan

- paper
- plastic bags
- cloth strips
- heavy yarn
- loom (can be homemade, from wood and nails, or cardboard)

A R T

AIM PUPIL ACTIVITY OUTCOME MATERIALS

<p>IV. Environmental Appreciation</p> <p>Awareness of Environment</p> <p>V. Knowledge and basic skill of photography (set realistic goals)</p>	<p>Lacing - using variety of materials</p> <p>Make bookmarks, book covers, belts dolls clothes, blankets, purses</p> <p>If pupil is able, this could progress to finer skills of stitchery rug hooking, knitting and crocheting</p> <p>Jewelry:</p> <p>1. Indian design for beads</p> <p>a. paste paper towel or newsprint while damp, draw flower, left petal and press. Dry and paint cover with clear nail polish (mount on pin)</p> <p>Trips to museums and shows</p> <p>Create their own art show</p> <p>Bring reproductions to class</p> <p>Hikes and walks to observe natural beauty</p> <p>Taking pictures (may have to suggest subject matter)</p>	<p>Good eye-hand coordination</p> <p>Tactile Sensitivity</p> <p>Maturation Expectancies</p> <p>Awareness of public facilities</p> <p>Development of social graces</p> <p>Make correlation between real and unreal</p> <p>Appreciation of subject matter</p> <p>Care of simple equipment.</p> <p>Ability to take a clear pic.</p>	<p>reeds pegs</p> <p>wooden boxes sewing cards (can be made of old coloring books pasted on cardboard)</p> <p>plastic gimp</p> <p>rice, shells, etc., glued to form - such as wood</p> <p>Beads</p>
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A R T

AIM

PUPIL ACTIVITY

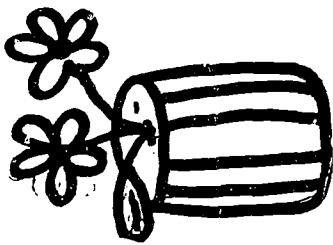
Tell about the picture

OUTCOME

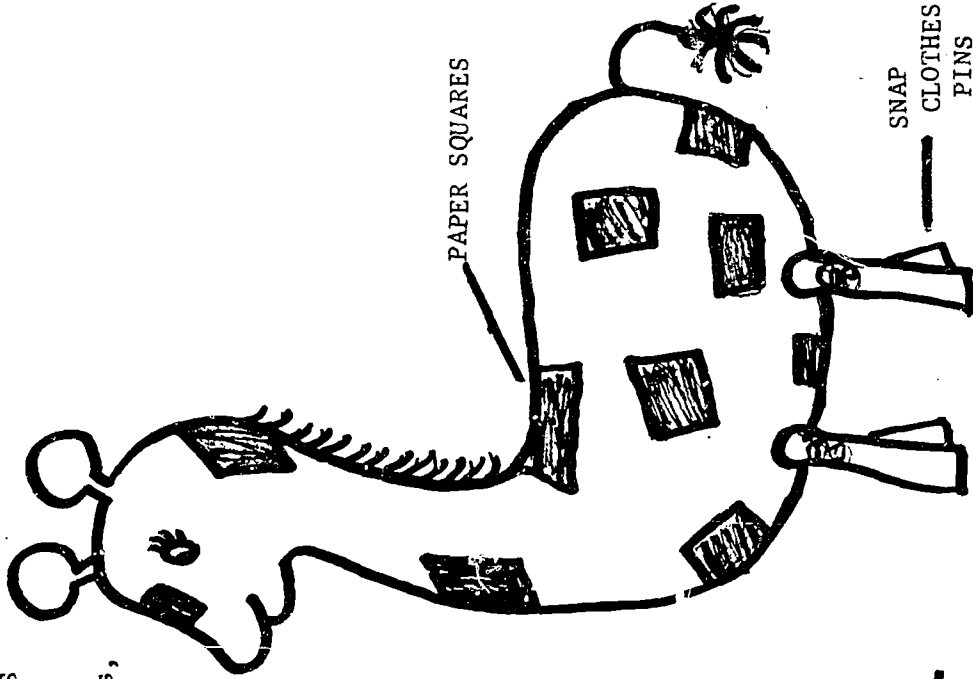
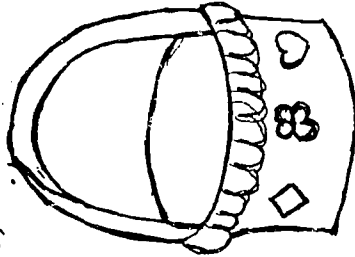
Able to choose subject matter
Communication skills
Feeling of Accomplishment

MATERIALS

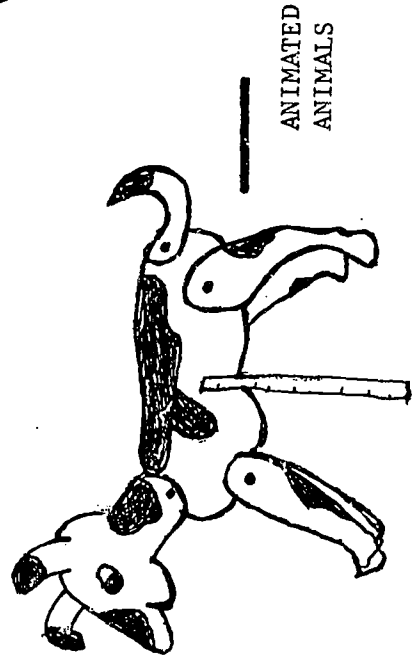
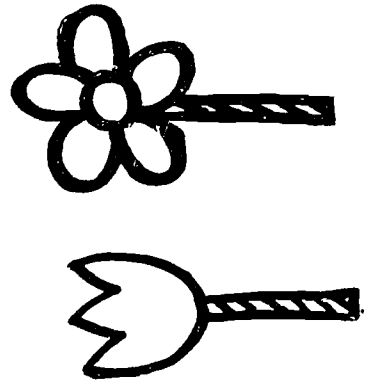
GOLD OR PRETTY JAR OR BOTTLE
LID FILLED WITH CLAY AND ARRANGE
(OLD) ARTIFICIAL FLOWERS

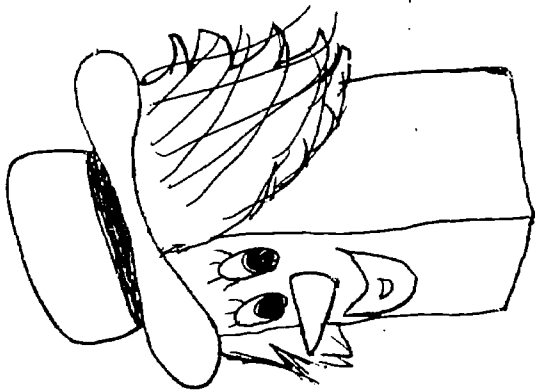


MAY BASKETS - HAIR SPRAY LIDS
GLUE LACE, PASTE HANDLE AND
DECORATIONS. (Cut and use
bottom of liquid soap bottles,
etc.)



CONSTRUCTION PAPER FLOWER.
(STRAW STEM)





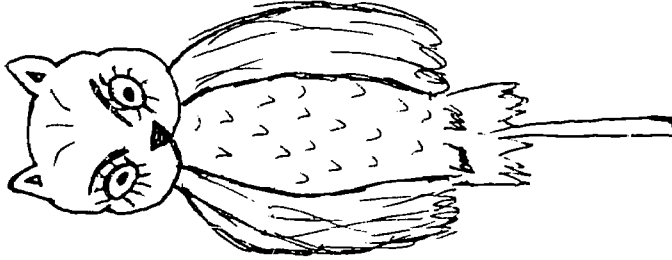
PAPER SACK PUPPET



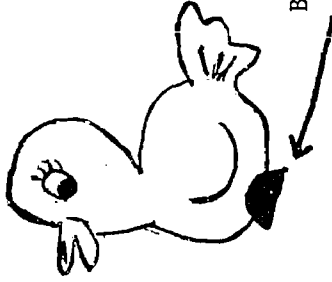
STAPLE EARS FOR BEARS



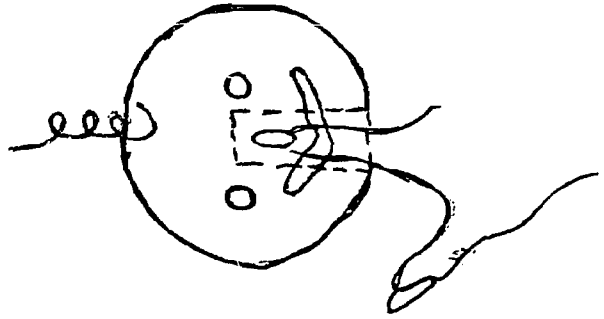
USE A PAPER CUP FOR A PIG



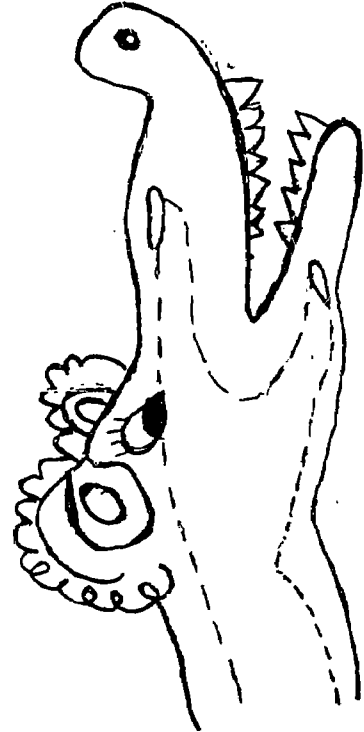
STICK PUPPET



BALL OF CLAY



BALL OF CLAY



USE A METTEN OR SOCK FOR HAND PUPPET

R E C I P E S

CRAFT CLAY

Combine 1 cup Corn Starch, 2 cups baking soda (1 pound box) and 1-1½ cups water in a pan and cook over medium heat, stirring constantly, until thickened to doughlike consistency. Turn mixture out on pastry board and knead slightly. Cover with damp cloth until cool; then model as desired. Keep unused portion in aluminum foil while you work, to keep pliable. This clay when left out to dry will dry very hard. It is great for the children to make plaques, etc.

COLORED SAND

Fine white sand may be colored with laundry blueing or crepe paper which has been soaked in water to release the color. Then the liquid is mixed in with the sand.

COLORED SALT PASTE

Mix 2 parts of salt to one part flour. Add powdered tempera paint and mix to smooth heavy paste. Mold as desired on paper. Keep in air tight container.

FINGER PAINT

Mix 1 cup dry starch with ½ cup water in a container suitable for boiling water. Boil 1½ cups of water in another pan. Pour boiling water in and stir very rapidly. Add ¾ cups powdered detergent and stir again until smooth. Add powdered tempera paint and vegetable food coloring for desired color. Store in container with tight lid. Makes about 1 pint of finger paint. OR SIMPLY - Add laundry liquid starch to powdered tempera paint to a consistency of heavy cream.

R E C I P E S

PAPER MACHE'

Cut newspaper strips $\frac{1}{4}$ inch to 1 inch wide about 5 or 6 inches long, depending on how small or large the object you are making. Make a thin mixture of black tempera paint. The paint does not adhere to the wax crayon markings.

GLUE-ON MATERIALS

flour and water (add 1 tablespoon of salt per qt. of water to preserve mixture during drying). Coat the form to be covered with vaseline for easy removal of paper when dry. Dip each strip of newspaper in the paste and press out excess. Wind strips around form (about 7-8 layers). Allow to dry, then sand with a fine sandpaper. Now paint with any kind of paint. To waterproof, use "Will Hold" glue, or spray clear plastic spray when paint is dry.

Cover a piece of paper or whatever with a thin layer of glue. Sprinkle on the paper such things as:

Instant coffee
Ground coffee
Tea leaves
Bird seeds
Ivory flakes
Cake decorator sugars
Cornmeal
Sparkles
Sequins
Cereal

of paint. To waterproof, use "Will Hold" glue, or spray clear plastic spray when paint is dry.

BLOW OUT PICTURES

CRAYOLA ETCHING

Completely cover paper such as butcher paper, with heavy crayon marking in various colors. Then these markings are covered with solid black crayon markings. Design is achieved by scraping on black crayon with a tooth pick. A variation of this technique is to completely cover the colored crayon mark-

Dip the end of a 10 or 12 inch length of small tubing, such as an old garden hose, cardboard tube, or metal tube, into thinned tempera paint. Lift out quickly to a sheet of paper. Blow through tubing to create fun patterns.

R E C I P E S

SELF PAPER DOLL

Have the child lie down on a large piece of brown wrapping paper and let them get in the position that they want for their self-doll. Another child or the teacher draws the outline around the child. The self-doll is then cut out. Let the child do what he would like to finish it. He could draw the features on with crayon or paint. Also they might enjoy cutting out different pieces of pretty material for clothes. Yarn or string might be for the hair.

GLASS WAX FUN

When the children for one reason or another cannot go out and play, this is great fun for them. Rub Glass Wax all over the window and allow to dry. Let them draw with their fingers to create designs or pictures. When done, just wipe with clean cloth. Kids have fun and you get your window clean.

ALUMINUM FOIL MODELING
 Simply take sheet of foil and model as clay. Even make hollowed out masks.

ALUMINUM FOIL MODELING

Simply take sheet of foil and model as clay. Even make hollowed out masks.

PLAY DOUGH

Make dough by adding 1 cup of water to 2 cups of flour, 1 cup salt and 1½ tablespoons oil. Mix and knead well. Add more water, if too stiff; more flour, if too sticky. For colored play dough add vegetable food coloring to the water before combining it with the other ingredients. Keep in an air tight container and it will keep for quite a while. Or you can make things with it and leave it out in the air and it will dry quite hard in a few days. It then can be painted any color.

SOAP SNOW

Start with ½ cup water, and 2 cups laundry soap flakes. Whip with mixer, adding more soap or water as needed for consistency. It should resemble very thick whipped cream. Use for frosting cardboard houses or pressing through pastry tubes or cookie press. Use the mixture for making snowmen, snow balls, etc. Dip hands in water before molding so the snow won't stick to hands. Repeat water dipping occasionally during process. Mixture dries to a porous texture and lasts for several weeks.

R E C I P E S

SALT AND FLOUR CLAY

Mix together 1 cup of salt, $\frac{1}{2}$ cup of flour and 1 cup of water. Heat over very low flame; and stir constantly until the mixture is thick and rubbery. After it is cool, it becomes less sticky and can be molded and modeled just like regular clay. If it seems too sticky, roll it in a little flour. You can color clay by adding food coloring. Store in air tight container.

L I T E R A T U R E

Is literature realistic for the trainable child? We can make it realistic by adapting vocabulary and concepts to their level, and by exposing them to cultural and seasonal awareness. All children have a right to be a part of this society, and have pride in their heritage. This child would have to draw on his speech and all his communication skills, but he would be able to share with his family in everyday happenings and special occasions.

Literature should be living experiences that are made concrete and within their comprehension by use of pictures, real objects, trips, filmstrips.

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
I. Self-Expression	<p>Finger Plays</p> <p>Listen to nursery rhymes, and very <u>short</u> stories</p> <p>Use his name in the stories or rhymes, as "Sally, be nimble"</p> <p>Adjust stories to eliminate frightening experiences</p> <p>Trips to the zoo or farms</p>	<p>Awareness of self concept</p> <p>Listening within a group and Develop attention span</p> <p>Participation in group activity</p> <p>(Non-verbal child must be drawn in by activity</p> <p>Ability to identify with self</p> <p>Understand emotions, self fears</p> <p>Gradual exposure to fears, such as being frightened by a dog</p>	
A. Dramatization	Act out rhymes and short stories	Imitation of characters and animals	

LITERATURE

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

Fairy tales such as "The Three Bears", "Goldilocks", etc.

Write a short story for a picture or painting

Realization that talking animals are pretend

Develop a sense of humor

Realization of emotions

Develop imagination and creativity

Ability to retell a story in his own words and actions

Full use of communication skills

II. Appreciation of:

A. Seasons and Holidays

Ability to participate in seasonal things that most people take for granted

Be a part of family fun and activity

B. Cultural Awareness

Stories of Eskimos, Chinese, Indians, Negroes, Pygmies, Giants

Awareness of different skin color, climatic customs and size difference

C. Animal Lore

Stories of animals of other geographic areas

Realization that our world is made up of many different kinds of people and animals

LITERATURE

AIM

PUPIL ACTIVITY

OUTCOME

MATERIALS

III. Discover Reading as
an Enjoyable Activity

Choose stories and books

Independent use of books
within his vocabulary

IV. Mass Media

Television

Leisure time Activities

SONAL APPRECIATION:

Halloween

"The Cat Who Kept Halloween" - Stories for Everyday - Bailey
"Story of the Pumpkin", page 41, Enchanting Stories - John C. Winston
Flannelboards for Halloween (a packet from Instructor)

"The Littlest Witch" - Jeanne Massey Knopf, 1959

"What's a Ghost Going to Do?" - Jane Thayer Morrow, 1966

"Dorrie and the Blue Witch", - Patricia Coombs Lathrop, 1964

Veteran's Day

Fingerplays, Marian F. Grayson, Robert B. Luce & Co., Washington, DC.

Real and concrete experiences like going to the parade, Understanding of
real citizenship and patriotism

Thanksgiving Day

"Old Man Rabbit's Thanksgiving Dinner", Good Times Together, - Gates and Pearson
Squanto, Friend of the White Man", Clyde Roberts, Buella Crowell, 1954

Christmas

"Twas the Night Before Christmas", Clement C. Moore

"Christmas at the Hollow Tree Inn", Alice Dolgliesth

"Why the Chimes Rang", Raymond Alden Boobs, 1945

"Something for Christmas", Palmer Brown, Harper, 1958

"Plum Pudding for Christmas", Virginia Kahl, Scrubner, 1956

LITERATURE - MATERIALS

Stories and Records

"Christmas Kitten", Janet Konkle, Childrens, 1958

"How the Grinch Stole Christmas", Dr. Seuss, Random, 1957

"Becky's Christmas", Tasha Tudor, Viking, 1961

"Let's Do Fingerplays", Marian F. Grayson, Robert B. Luce & Co., Washington, DC.

New Years

"It's New Years", Child Life

"Brother's, One, Two, Three", Childcraft, Book 5

Valentines Day

"The Postman Gets a Valentine", Wheels and Wings

"Timothy's Valentine", Good Times Together, Macmillan Company

Easter

"Easter Treat", Roger Denoisin, Alfred A. Knopf

"Penney's Easter Hunt", Holiday Roundup, Macrae Smith Company

"Horse With the Easter Bonnet", Jane Thayer, Morrow, 1953

"Easter Surprise", Thomas Y. Crowell Company

Other Holidays That
Might Be Used:

Memorial Day

"Our Country's Story", Rand McNally

Independence Day

Child's Birthday

"Happy Birthday", Little Golden Books, Simon & Shuster

LITERATURE - MATERIALS

FINGERPLAYS

AIM:

To Develop Attention Span
 To Involve the Non-verbal and
 To Motivate the Non-participant Child

Clap Your Hands, clap your hands,
 Clap them - just like me.
 (do action indicated)

Touch your shoulders, touch your shoulders,
 Touch them - just like me.

Tap your knees, tap your knees,
 Tap them - just like me.

Shake your head, shake your head,
 Shake it - just like me.

Clap your hands - clap your hands,
 Now let them quiet be.

Eye Winker
 (Point to eye)
 Tom Tinker
 (Point to ears)
 Nose Smeller
 (Point to nose)
 Mouth Eater
 (Point to mouth)



Chin Chopper, Chin Chopper
 Chin Chop, Chin

Hands on shoulders, hands on knees,
 (follow action indicated)
 Hands behind you, if you please;

Touch your shoulders, now your nose,
 Now your hair and now your toes;

Hands up high in the air,

Down at your sides and touch your hair;

Hands up high as before,

Now clap your hands, one two, three, four.

If I had an airplane,
 (imitate - arms out - palms open flat)
 Zum, zum, zum,

I would fly to Mexico
 (move body side to side)
 Wave my hand and off I'd go
 (wave to each other)
 If I had an airplane,
 (repeat)
 Zum, zum, zum.



WITCH

If I were a witch
 (one fist rides on top of other - wave through air)
 I'd ride on a broom

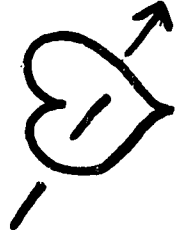
And chase ghosts

With a zoom, zoom, zoom, (use motion)

LITERATURE - MATERIALS

FINGERPLAYS - continued

MAKE A VALENTINE



Snip, snip, snip the paper
 (imitate the motion)
 Paste, paste, paste the paper,
 (move index finger)
 Press, press, press the paper,
 (press palm of hand into other)
 Here's a Valentine for you!
 (Hand a pretend Valentine to each other)

CHRISTMAS TREE

Here stands a lovely Christmas tree,
 Christmas tree, Christmas tree
 (hold hands up - touch tips of fingers)
 Here is a horn for the Christmas tree
 Christmas tree, Christmas tree
 (hold fist to mouth - imitate horn)
 Here is a drum for the Christmas tree,
 Christmas tree, Christmas tree
 (beat drum)
 Here are the lights for the Christmas tree,
 Christmas tree, Christmas tree
 (flutter fingers)
 I love my Christmas tree,
 Christmas tree, Christmas tree.
 (repeat first motion)



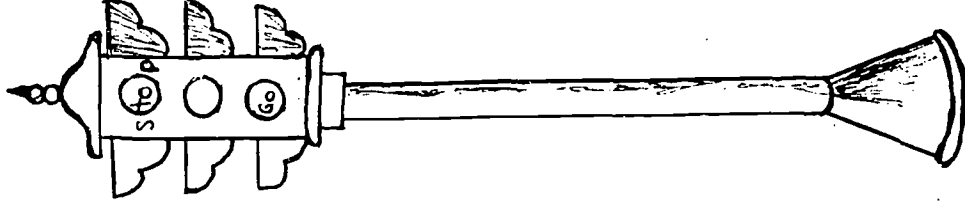
Let's drive our auto down the street,
 (extend arms - pretend driving motion)
 Always looking straight ahead.
 (hand over eyes)
 We'll have to stop when the light turns red,
 (hold arm still - push foot)
 Waiting, watching, through the windshield clean
 (peer)
 We can go now: the light's turned green.
 (drive motion)

THE TRAIN

Choo, choo, choo
 (slide hands together)
 The train runs down the track.
 (run fingers down arm)
 Choo, choo, choo
 (slide hands together)
 And then it runs right back.
 (run fingers up arm)

BIG HILL

Here's a great big hill
 (extend arm sideways to form hill)
 With snow all over the side.
 Let's take our sleds
 (place other hand on opposite shoulder, palm down)
 And down the hill we'll slide.
 (slide hand down arm)



LITERATURE - MATERIALS

FINGERPLAYS - continued

BLACK CAT

Big black cat with humped-up back
(hold tight fist downward)
Shining eyes so yellow;
(hold hands to eyes or circle)
See him with his funny tail,
(arm in hand-wave)
He's a funny fellow!

EXAMPLE FOR THE NON-VERBAL - ENJOYED BY ALL
(hard for the non-participant to resist)

THE WALK IN THE JUNGLE
(lower level use woods - trees)

One day I was walking through a Jungle in a far-away land. (extend arms)
It was very still and quiet. I couldn't hear anyone. (cup ear)
I wondered where all the animals were. I walked slowly.....slowly.....
Slowly.....(slow motion). Looking all around.....and still I
Couldn't see any animals. I looked all around. Then I looked up in
The trees. (shield eyes). Oh - I saw a spotted leopard! I looked
Around quickly (peer around) for a place to hide. I ran very fast.
(Fast motion) "grrrrrr r r r r" went the leopard - as I ran very
Fast. Now I am safe because I am far, far away from Mr. Leopard.

LITERATURE - MATERIALS

CULTURAL APPRECIATION

Stories and Records

Black Sambo (Negro)

The Snowy Day*
Whistle for Willy*
Peter's Chair*

*Ezra Jack Keats (Negro)

Umbrella, Yashima - (Oriental)

Madeline's Rescue, Beleman, Ludwig - Viking, 1953 (French)

The Story About Ping, Flack, Marjorie - Viking, 1933 (Oriental)

Play Time in Africa, Sutherland, Efaa, Atheneum, 1962 (Negro)

A Little Oven, Estes, Eleanor - Farrar, Straus & Cudahy, 1955 (French)

A Friend is "Amie", Steiner, Charlotte, Knopf, 1956 (French)

Home for Giraffes

Zoo Animals

Thumbelina

Listening Time Stories

Some record companies are:

Bowman Records
Young People's Record Company
Peter Pan Records
Columbia Records (Little Library Books)
Little Golden Records
Scholastic Records
Child's Guild
Diplomat Records
RCA Blue Bird Children's Records

Inquire at local record stores, such as:

Williams Piano Company
Sioux Falls, South Dakota

(Many are available in cassette form)

PRE-VOCATIONAL SKILLS

Level I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>I. Home Skills</p> <p>A. To Learn Basic Tasks of Cleaning</p>	<ol style="list-style-type: none"> 1. Dust 2. Sweep 3. Pick up papers or refuse and put into disposer 4. Empty wastebasket 	<p>Child can perform cleaning tasks at school and at home</p>	<p>Broom, dustpan, dustcloths</p>
<p>B. Set the Table</p>	<ol style="list-style-type: none"> 1. Make bulletin board of setting 2. Name the dishes used 3. Practice actually setting the table 	<p>Child can set the table correctly</p>	<p>Dishes, tableware, napkins</p>
<p>C. Clear the Table</p>	<ol style="list-style-type: none"> 1. Take their own dishes to the sink 	<p>Child can clear his or her own place</p>	
<p>D. Cooking</p>	<ol style="list-style-type: none"> 1. Follow directions <ol style="list-style-type: none"> a. prepare koolaid b. butter toast c. wash potatoes for baking 	<p>Child can follow simple directions</p>	<p>Ingredients, utensils</p>
<p>E. Washing</p>	<ol style="list-style-type: none"> 1. Wash doll clothes 2. Hang to dry 	<p>Child can do simple hand' wash</p>	<p>Basin, soap, clothes pins</p>
<p>F. Sewing</p>	<ol style="list-style-type: none"> 1. Sew on some sewing cards 		

PRE-VOCATIONAL SKILLS

Level I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
G. Tools	1. Experience the use of plastic or wooden tools	Child can grasp and manipulate the play tools; becomes acquainted with basic tools	Pounding board, toy tool chest, large plastic nuts and bolts

PRE-VOCATIONAL SKILLS

Level II

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
I. Home Skills			
A. To Learn Basic Tasks of Cleaning	<ol style="list-style-type: none"> 1. Polish furniture 2. Empty ash trays 3. Wipe up spills 	<p>Child can perform cleaning tasks at school and home</p>	<p>Furniture polish, polishing cloths</p>
B. Set the Table	<ol style="list-style-type: none"> 1. Set the table for a school lunch 2. Have school party 	<p>Child will know the table is set differently for different purposes</p>	<p>Dishes, tableware, napkins</p>
C. Clear the Table	<ol style="list-style-type: none"> 1. Scrape the dishes 	<p>Child can prepare the dishes for washing</p>	
D. Cooking	<ol style="list-style-type: none"> 1. Make package uncooked desserts 2. Cold cereal breakfast 	<p>Child can prepare simple desserts and fix a simple breakfast</p>	<p>Ingredients, wax paper</p>
E. Washing and Ironing	<ol style="list-style-type: none"> 1. Wash - hand wash - scarves, handkerchiefs 2. Iron with <u>warm</u> iron 	<p>Child can do his simple hand wash</p>	<p>Basin, soap, clothes pins</p>
F. Sewing	<ol style="list-style-type: none"> 1. Thread a needle 2. Practice running stitch on paper 	<p>Child can thread a needle and sew a running stitch</p>	<p>Needles, thread</p>
G. Tools	<ol style="list-style-type: none"> 1. Make a little boat using shapes of soft wood - rectangle, square, and circle. Stack and pound together 	<p>Child can pound a nail</p>	<p>Pre-cut shapes of soft wood, hammer (child-size), nails</p>

PRE-VOCATIONAL SKILLS

Level III

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
I. Home Skills			
A. To Learn Basic Cleaning Tasks	1. Make up doll bed a. Put on pillow case b. make bed, etc.	Child can perform cleaning chores adequately	Doll bed, pillow, pillow case, sheets
B. Set the Table	1. Set an attractive table 2. Use an in-season: a. center piece b. place mat c. place card	Child will know ways of making an attractive looking table	To make: place cards, place mats, center pieces, dishes, tableware, napkins
C. Clear the Table	1. Prepare the dishes for washing 2. Wash the table or shake the crumbs from the cloth	Child can clear the table and prepare dishes for washing	
D. Cooking	1. Make jello 2. Make graham cracker pie crust 3. Make instant pudding pie filling 4. Make breakfast: a. boil eggs b. fry eggs c. cook cereal d. make toast	Child can use packaged mixes and work around the stove or hot plate	Ingredients, utensils

PRE-VOCATIONAL SKILLS-Level III

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
E. Washing and Ironing	<ol style="list-style-type: none"> 1. Hand wash own socks and underwear 2. Hang to dry 3. Fold 4. Hand wash sweaters - roll in towel and block 	<p>Child can do his own hand wash</p>	<p>Basin or sink, soap clothes pins, towels</p>
F. Sewing	<ol style="list-style-type: none"> 1. Thread a needle 2. Tie a knot 3. Sew on buttons 4. Thread a sewing machine 	<p>Child can thread a needle, tie a knot, sew on buttons and thread a sewing machine</p>	

MOVEMENT BEHAVIOR

LEVEL I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>I. To Develop Loco-motor Ability</p>	<p>Active Participation in crawling and pre-crawling activities. Crawls under, through & around objects.</p> <ol style="list-style-type: none"> Child imitates movements of worms, snakes, crocodiles, etc. Song -- "Wiggly Worms" Scooters on stomach and buttocks 	<p>Crawling</p>	<p><u>Creative Movement for the Developing Child</u> Clare Cherry Fearon Publishers, Palo Alto, CA</p> <p>Scooters Tunnel</p>
	<p>Walking between two chalk lines Walks on tape applied to floor Walks on a plank laid flat on floor.</p> <p>Walking games</p> <ol style="list-style-type: none"> Here We Go Round the Mulberry Bush Round and Round the Village Drop the Handkerchief Captain, May I? <p>Walking up & down stairs</p>	<p>Walking</p>	<p><u>Understanding and Teaching the Dependent Retarded Child</u> Louis E. Rosenzweig The Educational Publishing Corp. Darien, Conn.</p>

MOVEMENT BEHAVIOR - Level I

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

	<p>Walk the Tight Rope (Rope on floor)</p> <p>Walk on toes</p> <p>Follow the Leader</p> <p>Run In Place - Forward</p> <p>Running Games</p> <ol style="list-style-type: none"> 1. Red Light, Green Light 2. Racing Games 3. Run, Sheep, Run 4. Squirrel in the Tree 5. Flying Dutchman 6. Run as quietly as possible 7. Run on tiptoes <p>Climbing on Jungle Gym</p>	<p>Running</p> <p>Climbing</p>	<p>Rope</p> <p>Red and Green Lights</p> <p>Steps</p> <p>Jungle Gym</p> <p>Ladder</p> <p>Slide</p>

MOVEMENT BEHAVIOR - Level I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
	<p>Marching Activities -- In place -- Forward</p> <p>Imitate Soldiers</p> <p>March in single file, by two's, etc.</p>	<p>Marching</p>	<p>Marching Records</p> <p>Johnny Comes Marching Home -- Decca</p> <p>Yankee Doodle</p> <p>Songs for Children With Special Needs - No. 1, Columbia Records</p>
	<p>Songs:</p> <ol style="list-style-type: none"> Marine's Hymn March of the Toy Soldiers 		
	<p>Jumping</p> <p>In Place</p> <p>Forward</p> <p>Backward</p> <p>Sidewise</p> <p>Over Rope</p> <p>Back and forth over rope</p> <p>Over and around tires</p> <p>Frog Jump</p>	<p>Jumping</p>	<p>Rope</p> <p>Tires</p>

MOVEMENT BEHAVIOR - Level I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
	<p>Hopping - In place & forward over rope</p> <p>Imitate rabbits, kangaroos, grasshopper, frog</p> <p>Both feet</p> <p>One foot</p> <p>"Bunny Hop"</p>	<p>Hopping</p>	<p>Rope</p>
	<p>Step - hop</p> <p>Skip</p> <p>Skip to My Lou</p> <p>Galloping Forward</p> <p>Sidewise</p>	<p>Skipping</p> <p>Galloping</p>	<p>Record: "My Little Brown Pony"</p> <p>Horses made of broomsticks and Bleach bottles (felt facial features)</p>
	<p>All-Fours Walk</p> <p>Bear Walk</p>	<p>Exercises</p>	<p>Records</p> <p>Play and Learn Set (4-45 rpm records)</p>

MOVEMENT BEHAVIOR - Level I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
	<p>Elephant Walk Lame Dog Walk Crab Walk Monkey Walk Duck Walk Penguin Walk Bouncing Ball</p>		
	<p>Jump with both feet on Jump-Board Bouncing in various positions on Trampoline Ride a jumping ball</p>	<p>Airborne Jumping</p>	<p>Jump Board Trampoline Jumping Ball</p>
<p>Perceptual Development</p>	<p>Throwing Games Ring Toss Bean Bag Toss Clown Game Catching Games Balloon Catch</p>	<p>Eye-Hand Manipulation</p>	<p>Balls Tether Ball Bean bags Records: "Coordination Skills" (LP-6050) Balloons Pegs & Pegboards</p>

MOVEMENT BEHAVIOR - Level I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
	<p>Pushing and Pulling</p> <p>Tug of War</p> <p>London Bridge</p> <p>Pulling Up Anchor</p> <p>Bouncing Games</p> <p>Number Bounce</p> <p>Bouncing to Music</p> <p>String beads</p> <p>Puppet Manipulation</p> <p>Finger Plays</p> <p>Open and Close Doors</p>	<p>Finé-muscle Development</p>	<p>Puzzles</p> <p>Clay</p> <p>Beads and string</p> <p>Sandbox</p> <p>Hammer and nails</p> <p>Sewing Cards</p> <p>Nerf Ball</p> <p>Punch Bag</p> <p>Puppets</p> <p>"Finger Play Poems and Stories"</p> <p>Helen Jill Fletcher Educational Pub. Corp. Darien, Conn.</p> <p>"Finger Fun"</p> <p>Hayes School Pub. Co. Wilkinson, Pennsylvania</p>
	<p>Place Kick</p> <p>Punt Kick</p> <p>Mule Kick</p> <p>Hands and feet on floor.</p> <p>Kick with feet</p>	<p>Kicking</p>	<p>Football</p> <p>Other balls</p>

MOVEMENT BEHAVIOR - Level I

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>II. To develop motor skills</p>	<p>Action Songs: Teeney-Weeney Spider Rig a Jig, Jig Pop Goes the Weasel Clap Your Hands Polly Wolly Doodle Tip Toe Song Merry-Go-Round Song Mighty Pretty Motion Step, Step, Clap, Clap Looby-Lou</p>	<p>Motor Skills development in a fun context</p>	<p>Music Series Ginn, Book 1. American Singer - Bk. 1. Hayes Holt-Rhinehart & Winston Allyn & Bacon</p>
	<p>Farmer in the Dell Bingo Old McDonald She'll Be Coming Around the Mountain</p>	<p>Singing Games</p>	<p>Victor 45-6172 Folhraft 1189</p>

MOVEMENT BEHAVIOR

Level II and III

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>I. To improve Motor Skills</p>	<p><u>Knee touch walk</u> Touch knee of rear leg to floor.</p> <p>Cross side-step. Step to side, crossing left foot over right, bringing right up from behind. Reverse, to go in opposite direction.</p> <p>Imitate walking in various weather conditions; ex. walking on ice, on a rainy day, and a windy day.</p> <p><u>Scissor walk.</u> Feet together. Left foot crosses right, right crosses left.</p> <p>Change direction while walking.</p> <p>Walk in a circle while moving from one point to another.</p>	<p>Walking</p>	
	<p>Marching - Right face Left face About face</p>	<p>Marching</p>	

MOVEMENT BEHAVIOR - Level II and III

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

	<p>Jumping Line Broad jump Stiff knee jump Squat jump Jump as high as possible</p>	<p>Jumping</p>	
	<p>Run Backward <u>Kick run</u> Kick foot of advancing leg upward on each step Raised knee run <u>Straddle run</u> Run forward, leaping to right as right foot advances.</p>	<p>Running</p>	
	<p>Skipping backward In a circle In place Forward while turning circle Life legs up as high as possible while skipping</p>	<p>Skipping</p>	

MOVEMENT BEHAVIOR - Level II and III

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
	<p>Hobble Hop Hold right foot in left hand behind body and hop on left foot</p> <p>Hop for distance</p>	<p>Hopping</p>	
	<p>Side gallop</p> <p>Show how to gallop very slow</p> <p>Gallop like a horse</p> <p>Gallop very softly</p>	<p>Galloping</p>	
	<p>Balance beam</p> <p>Balance on one foot</p> <p>Balance a book on head</p> <p>Walks forward, backward, sidewise on balance beam</p> <p>Balance bean bag on raised knee; on bent part of arm</p> <p> Scooter relays</p> <p>Scooter Safari (follow the leader)</p>	<p>Balancing</p>	<p>Balance beam</p> <p>Bean Bag</p> <p>Scooters</p>

MOVEMENT BEHAVIOR - Level II and III

MATERIALS

OUTCOME

PUPIL ACTIVITY

AIM

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>II. To improve Eye-Hand Coordination</p>	<p>Bounce on one foot</p> <p>Bounce on trampoline-half-turn</p> <p>One hand softball throw</p> <p><u>Dribbling</u></p> <p>Two-hand bounce</p> <p>One-hand bounce</p> <p><u>Call bounce</u> -- call child's name and bounce to him, he catches the ball and calls someone else's name</p>	<p>Airborne jumping</p> <p>Eye-Hand Movements</p>	<p>Jump board</p> <p>Trampoline</p> <p>Softball</p> <p>Basketball</p> <p>Volley Ball</p>
<p>III. To develop Physical Agility</p>	<p><u>Cradle</u> - Lie on back of mat. Knees are drawn up to chest. Arms around legs just below knees against chest. Lift head off floor and rock back and forth</p> <p><u>Rocking Horse</u> - Lie on stomach on mat. Knees are bent so feet are over back. Grasp ankles with hands and rock back and forth.</p> <p><u>Bridge</u> - Lie on back on mat, heels drawn up to buttocks, palms against mat under shoulders. Hips and chest raised from mat by arching back and pushing with arms and legs. Head extends to mat.</p> <p>Forward roll</p> <p>Backward roll</p> <p>Cartwheel</p>	<p>Stunts</p>	<p>Mat</p>

MOVEMENT BEHAVIOR

Level IV

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
<p>I. To Apply Motor Skills in Leisure Time Activities</p>	<p>Play table tennis</p>	<p>Table Tennis</p>	<p>Tennis table and balls</p>
	<p>Play Golf (Game)</p>	<p>Golf</p>	<p>For beginners, start with whiffle ball with clubs. Take short strokes between holes.</p>
	<p>Play Softball</p>	<p>Softball</p>	<p>Instruction for younger children with a whiffle ball and bat.</p>
	<p>Touch the man with the ball</p>	<p>Touch Football</p>	<p>Football</p>
	<p>Two-man Roll One child lies on mat with head toward end. Grasps ankles of second child with hands Jump over rope which is raised higher each turn Hopscotch</p>	<p>Stunts</p>	<p>Children of about same size who have mastered backward and forward rolls. Rope Chalk and 9 square Hopscotch</p>
	<p>Bowling Bicycle Riding</p>		<p>Bowling ball, bowling shoes and bowling pins Bicycles</p>

MOVEMENT BEHAVIOR - Level IV

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
Number Change Frogman Guard the castle	Running Games	Playground - Gym	
Sports Relay Three Deep Walking Relay Team Dodge Ball Over and Under Relays	Team Games	Playground-Gym	
Roller Skate Ice Skate	Skating	Skates	
Hurdles High jump Broad jump Relays Heel-toe relay Wheelbarrow relay Cowboys and Indians relay	Field and Track	Wooden blocks bridged by a wooden dowel that can easily fall off if knocked; Hurdles can vary in height	

MOVEMENT BEHAVIOR - Level IV

AIM	PUPIL ACTIVITY	OUTCOME	MATERIALS
	<p>Hand Wrestle Leg Wrestle Indian Wrestling</p>	<p>Wrestling</p>	
	<p>Turkey in the Straw Shoo Fly Virginia Reel Norwegian Mountain March Gustaf's Skoal Seven Jumps Cshebogar</p>	<p>Circle and Square Dancing</p>	<p>Records Folkraft 1185 Folkraft 1249 Folkraft 1177 Folkraft 1175 Victor 45-6172 Victor 45-6182</p>