

DOCUMENT RESUME

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ABSTRACT

Guided by the philosophy that each child as an individual with a unique rate and pattern of growth should be taught on his own level, regardless of his age or number of years in school, this language arts program covers the first 12 levels of a 27-level curriculum guide. Specific program objectives for each child include the development of (1) the ability to communicate with others through listening, speaking, writing, and interpreting; (2) a literary and social language; (3) creative, critical thinking and self-evaluation; and (4) sequential basic skills. Each of the 12 levels provides instruction guidelines in the areas of decoding skills, comprehension, language, study skills, literary appreciation, and creativity. Also provided for each level are recommended materials, informal and oral evaluations, teacher guidelines for worksheets, sample worksheets, literature and spelling lists, and a teacher reaction sheet. This guide concludes with lists of lower and upper primary activities and audiovisual materials for skills and literature, a language arts resource file, and a glossary. (JM)

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AVON PUBLIC SCHOOLS
LANGUAGE ARTS PROGRAM
(Levels 1 to 12)

1972

Avon, Connecticut

555 100 801 555

Each child is an individual with a unique rate and pattern of growth and should be taught on his own level, regardless of his age or the number of years he has been in school.

AIMS AND OBJECTIVES

1. To develop the ability to communicate with and understand others through the inter-relationship of:
 - a. Listening
 - b. Speaking
 - c. Reading
 - d. Writing
 - e. Interpreting
2. To develop in each child a literary and social language which will be the tool to enable him to progress in other subject areas.
3. To develop creative, critical thinking, and self-evaluation in each pupil.
4. To develop basic skills sequentially.

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FLOW CHART OF LANGUAGE ARTS SKILLS INTRODUCED

1 2 3 4 5 6 7 8 9 10 11 12

I. DECODING SKILLS

- Sight Vocabulary
- Phonemic Analysis
 - Consonants
 - Consonant Clusters
 - Consonant Digraph
 - Vowels

X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X		X	X	
								X	X		
								X	X		

Structural Analysis

- Compound Words
- Contractions
- Graphic Bases
- Possessives
- Prefixes
- Suffixes (Endings)
- Spelling Patterns
- Syllabication
- Generalizations

					X	X	X	X	X	X	X
				X	X	X	X	X	X	X	X
			X	X	X	X	X	X	X	X	X
				X	X	X	X	X	X	X	X

II. COMPREHENSION

- Inferential
- Literal

X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X

III. LANGUAGE

- Language Development
- Language Expression
- Vocabulary
- Mechanics
 - Learn to Capitalize
 - Learn to Punctuate
 - Learn to Use Words Correctly
 - Learn to Use Correct Sentence Structure

X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X

LEVEL 1 -- LANGUAGE ARTS

EVALUATION KEY:

G-Ginn 360 Test
O-Oral Evaluation
W-Pupil Worksheet
P-Picture Set
SR-Specialist Report

I. DECODING SKILLS

- A. Phonemic Analysis:
1. Discriminates between letter sounds G-sec. 3
 2. Supplies rhyming words O-No. 1
 3. Identifies consonant sounds G-sec. 4
(b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, x, y, z. optional: qu, x.) O-No. 2
- B. Structural Analysis:
1. Discriminates between letter symbols W-1
 2. Identifies Initial Consonants G-sec. 1 & 2
(b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, x, y, z. optional: qu, x)
 3. Describes visual differences and likenesses O-No. 3
(bdpg; mnrhu; vwyzxs; iljg; aoec; ftj)

II. COMPREHENSION

- A. Inferential:
1. Understands... P-1
 - a. Family relationships W-2
 - b. Ownership
 2. Identifies with... P-2
 - a. Characters W-3
 - b. Situations
 3. Interprets pictures and stories... P-3
 - a. Real from fanciful illustrations W-3
 - b. Notes detail W-3
 - c. Grasps main idea W-3
 - d. Feels emotions and actions W-3
 - e. Predicts reasonable outcomes W-3
 - f. Perceives spatial relationships W-4
(top-bottom; above-below; up-down; over-on-under)
 - g. Creates oral text for a picture

LEVEL 1 -- LANGUAGE ARTS
(cont'd)

- B. Literal:
1. Understands...
 - a. Cause and effect relationships W-5
 - b. Relationships--to generalize W-5
 - c. Human relations and behavior W-5
 2. Recognizes and recalls...
 - a. Three objects P-4
 - b. Cause and effect P-5
 - c. Main idea P-5
 - d. Details P-5
 - e. Sequence W-6
 - f. Likenesses and differences W-7
 - g. Classification factors W-8
 - h. In an organized manner

III. LANGUAGE

- A. Development:
1. Syntactical understanding (oral)
 - a. Reviews speakers message
 - b. Distinguishes between statements (telling sentences) and questions (asking sentences)
 2. Word understandings
 - a. Convey ideas
 - b. Made of 26 letters in particular order
- B. Expression:
1. Listening
 - a. Identifies gross sounds
 - b. Identifies fine sounds
 - c. Follows simple directions
 - d. Discriminates between sounds O-No. 5
 - e. Describes sounds (loud-soft, near-far)
 - f. Isolates similar word elements (rhyming-beginning sounds) O-No. 6
 - g. Listens at K-5 Level
 - h. Listens to discussions responsively
 - i. Hears at normal level SR
 2. Speaking
 - a. Shows attitude of wanting to express himself
 - b. Speaks adequately in class discussion
 - c. Articulates very clearly
 3. Oral composition
 - a. Speaks before groups easily
 - b. Tells about experiences and pictures
 - c. Creates oral text for pictures
 4. Writing
 - a. Can trace on a line W-2
 - b. Can circle and draw a line under

LEVEL 1 -- LANGUAGE ARTS
(cont'd)

- C. Vocabulary:
- 1. Developing word meanings
 - a. Experiences for concept growth (interdisciplinary)
 - b. Describing words
 - 2. Recognizing words
 - a. Around the room
 - b. As a unit with meaning
 - c. As a group of letters
- D. Mechanics:
- 1. Awareness of capitalization
 - a. In initials
 - b. In names
 - 2. Awareness of punctuation
 - a. Periods
 - b. Question marks
 - 3. Uses words correctly
 - a. Verb be - (is-are), (am), (was-were)
 - b. Irregular verbs (do-did), (ran-run), (go-went-gone)
 - c. Names, self last
 - 4. Sentence structure (oral)
 - a. Speaks in sentences generally
 - b. Recognizes incomplete sentences
 - 5. Awareness of letter form (cooperative) (invitations -- thank you letters)
 - 6. Written form (understandings)
 - a. Records ideas
 - b. Communicates ideas in order
 - c. Recognizes "words"
 - 7. Proofreading
 - a. Identifies missing element
 - b. Recognizes similar elements
 - 8. Heading on papers
 - a. Introduce first name -- left-hand side of paper

IV. STUDY SKILLS

- A. Alphabetizing:
- 1. Recognizes letters as "letters" and as part of the "alphabet"
 - 2. Matches capital and lower case letters
 - 3. Can say part of the alphabet
- B. Works independently:
- 1. Completes assigned tasks
 - 2. Understands directions
- C. Shows interest in:
- 1. Pictures
 - 2. Discussions
 - 3. Other children

LEVEL 1 -- LANGUAGE ARTS
(cont'd)

V. LITERARY UNDERSTANDING AND APPRECIATION

0-12

- A. Stories:
1. Fairy tales
 2. Imaginative
 3. Realistic
- B. Poetry:
1. Nursery rhymes
 2. Limericks
 3. Story poems

VI. CREATIVITY

1. Thinks freely P-6
2. Offers original ideas P-6
3. Extends literal interpretations W-5
4. Enjoys new experiences I-Item 6

VII. MATERIALS

A. Required:

1. Ginn 360
 - a. Kit--Learning About Sounds and Letters (4 sets plastic graphemes, 50 picture/word cards, display board)
 - b. Duplicating masters book
 - c. Record album (2 records)
 - d. Teacher's guide
2. Ginn Kit A--Language (1965)
 - a. Kit: (Blue Suitcase)
16 large pictures, 59 medium pictures, 78 small pictures
 - b. Teacher's manual

B. Supplementary Materials*:

1. Ginn Kit B--Consonants (1966)
 - a. Kit: (Blue/Black Box) 112 picture cards, 45 word cards, 52 alphabet cards
 - b. Teacher's manual
2. Workbooks--use only appropriate pages of:
 - a. Ginn Word Enrichment (Look and Listen)
 - b. Modern Curriculum Press (Phonics Workbook - A)
 - c. Lyons & Carnahan (The New Phonics We Use - A)
 - d. Continental Hayes Jenn Duplicating Masters
3. Language books
 - a. Scott, Foresman--Language and How to Use It - Book 1
 - b. Harcourt, Brace & World--Roberts Series - first book

*Refer to supplementary Materials Index.

LEVEL 1 -- LANGUAGE ARTS
(cont'd)

- c. Laidlaw--Experience In Language - Book 1
- d. Holt, Rhinehart & Winston--Arts and Skills in English - Book 1
- 4. Records
 - a. Scott, Foresman--"Sounds I Can Hear"
4 records
- 5. Teaching aids*
 - a. Beginning sounds
 - 1. Instructo, Toy Chest of Beginning Sounds (FB)
 - 2. Milton Bradley, Beginning consonant Poster Cards (PC)
 - b. Phoneme/Grapheme correspondence
 - 1. Film strips/records--Scott, Graphics
"The Great Alphabet Race"
"Rotten Red the Renegade Eraser"
- C. Rhyming:
 - 1. Instructo, Rhyming Pictures (FB)
 - 2. Milton Bradley, Rhyming Pictures (FB)
- D. Sequence:
 - 1. Sequence cards
 - 2. Judy See-Quees - puzzles
- E. Classification:
 - 1. Instructo #30 - Classification (FB)
- F. Opposites:
 - 1. Instructo #33 - Opposite Cards (FB)
 - 2. Milton Bradley - Opposite Picture Cards (FB)
- G. Writing books for teacher reference in developing pre-writing lessons:
 - 1. Zaner Bloser--Ready To Go
 - 2. Lippincott--Readiness for Reading
 - 3. Continental Press--Visual Motor Development

VIII. EVALUATIONS (tests)

- A. Required:
 - 1. Ginn Achievement Test - Level 1
 - 2. Pupil Check Sheet - Level 1 (ditto master)
 - 3. Language Arts Tests - Level 1
 - a. Pupil worksheets
 - b. Oral evaluations
 - c. Picture sets
 - d. Informal class evaluation
 - e. Teacher observations

*(FB) -- flannel board
(PC) -- picture cards

LEVEL 1 -- LANGUAGE ARTS
(cont'd)

B. Optional:

1. Metropolitan Readiness Test
2. Poe Reading Rating Scale (p. 262-263 manual)
3. Ginn Initial Screening Test
4. Readiness Checklist (1965 Ginn)
5. Murphy Durrell Reading Readiness Analysis Test

Directions for recording Language Arts test results on permanent record.

Letter Rating

Each sheet should be rated:

O -- Outstanding

S -- Satisfactory

NH -- Needs Help

This rating should be based on correct answers and teacher observation of skills and usage. The typical rating for a child's evaluation should be entered on the Language Arts permanent record.

Test Score

To begin a new Language Arts Level, the child should be able to perform satisfactorily on 70% of the evaluations. This percentage should be determined by the teacher by considering all evaluations.

LEVEL 1 - INFORMAL EVALUATIONS

The teacher should create situations in which she can observe the child's abilities to:

1. Tell stories in sequence
2. Create oral text
3. Describe spatial relationships
4. Predict reasonable outcomes
5. Use organization skills
6. Repeat statements
7. Express himself
8. Speak before a group
9. Relate experiences
10. Name self last
11. Observe capitalization
12. Speak in sentences
13. Enjoy new experiences
14. Uses -- is-are, am, was-were, do-did, go-went-gone

Notation should be made when lack of such abilities are observed and a program should be undertaken to develop them.

Listening is a major skill in reading. The teacher should be aware of the child's level of listening and make a note of continuous signs of non-listening relative to the following lists:

Levels of listening

1. Very little conscious listening
2. Half-listening (on-off)
3. Intent listening but passive
4. Sporadic -- intent, then passive, then intent
5. Listening with reaction
6. Listening with deep response
7. Listening with complete understanding

Signs of non-listening

1. Restlessness
2. Frequent movement of arms and legs
3. Whispering to others
4. Gazing out the window
5. Picking at hair or clothing
6. Making faces
7. Leaving the group

LANGUAGE ARTS -- ORAL EVALUATION
LEVEL 1

1. Supplies rhyming words...

When asked "Can you tell me a word that rhymes with toes?", the child answers with a rhyming word (not nonsense word) 5 of 9 times.

Words:

toes	cat	star	shell
up	chair	cook	train

2. Identifies consonant sounds...

When asked "Can you tell me what letter says _____?", the child names correct graphemes 15 of 19 times.

(Use sounds of b, c, d, f, g, h, j, l, m, n, p, r, s, t, v, w, y, z.)

3. Describes visual differences...

When shown similar letters on chalkboard or teacher made cards, the child can describe how they differ. The child need not use terms left and right but should communicate that he sees the minor differences in 7 of the following sets:

<u>ao</u>	<u>ec</u>	<u>mn</u>	<u>nu</u>	<u>il</u>
<u>bd</u>	<u>it</u>	<u>hr</u>	<u>fj</u>	<u>vw</u>

4. Distinguishes statements from questions...

Following teacher made sentences the child can say whether each is a statement or a question (telling or asking sentence) in 4 of 5 cases.

5. Discriminates between sounds...

When teacher says similar sounds the child can tell whether they are the same or different in 6 of 7 cases. Suggested sound pairs to include with matches are listed below:

<u>bd</u>	<u>cj</u>	<u>cg</u>	<u>vf</u>	<u>hj</u>
<u>bp</u>	<u>mn</u>	<u>lg</u>	<u>sz</u>	<u>wy</u>

LANGUAGE ARTS -- ORAL EVALUATION
LEVEL 1
(cont'd)

6. Isolates similar word elements...

When directed, "Tell me what is the same in the words I say," the child can do so in 6 of the following cases:

ride - hide	look - book	toes - hose
fast - fire	fast - last	red - ride
should - could	cup - pup	mom - man

7. Word recognition

Recognizes words...around the room as a unit with meaning.

When directed, "Find a word in the room and point to it," the child does so. He should also be able to explain generally what it means.

8. Awareness of punctuation

When asked to find and point to a:

1. period and 2. question mark, the child can do so.

9. Recognizes incomplete sentences

When the teacher says complete and incomplete sentences, the child responds with yes or no for a real sentence that says something or one that is missing something.

10. Communicates ideas in order

When asked to tell the alphabet the child responds with at least A - G, or another 7 letters in order.

11. Literary understanding and appreciation

When told very brief stories and short rhymes, the child can identify them correctly as stories or poems.

TEACHER GUIDE FOR WORKSHEETS
LANGUAGE ARTS - LEVEL 1

1. Supervised activity

In each box draw a line between the two letters that are the same.

NOTE: L - R organization -- secure approach

2. Individual activity 3 sheets

Ask child to name each picture then direct him to trace the words at the bottom of all 3 pages.

NOTE: Correct identification
Ease in naming
Ability to trace

3. Individual activity

Discuss each picture with the child. What is happening? Why is it happening? How does _____ feel?

NOTE: Understanding of cause and effect
Human relationships

(teacher need not do every picture)

4. Directed activity

Child needs red, yellow, blue and black crayons. "Put your red crayon between the dragon's eyes. Make a line up to the top of the paper. Make a yellow spot at the top of his back. Make a blue circle under his chin. Put a bee over his nose. Put a red circle on his paw. Put your red crayon on the end of his tongue. Make a line down the paper. Color him as you like."

NOTE: Following directions
Awareness of body parts
Understanding of terms
Small muscle control

5. Individual activity

Discuss some of the pictures with the child. Attempt to draw out child's awareness if necessary.

NOTE: Awareness of details
Cause and effect
Main idea

TEACHER GUIDE FOR WORKSHEETS
LANGUAGE ARTS - LEVEL 1

6. Independent activity

Have the children cut and paste the story pictures in proper sequence on a 6 x 12 sheet of construction paper -- may color, etc.

NOTE: Proper sequence
Understanding of events

7. Independent activity

"In each row mark an X on the one that is different."
Avoid copying. Perhaps let a few children do the sheet at a time.

NOTE: Correct notations
Ease in locating
l - r orientation

8. Independent activity

2 sheets

Have children cut around the pictures, discard scraps, sort and paste on sheet 2.

NOTE: Ability to classify

9. Individual activity

Can the child name all of the items on this sheet?

NOTE: Ease of recall

10. Directed activity

"Put a _____ line under the _____."
Do all pictures in the first two rows with various colors. NOTE: Recognition
Draw a circle around the word in row 3. NOTE: Recognition of words
Circle the child that is jumping -- row 4.
Put an X on the child that is walking.
Make a line under the child that is playing.
Make a line over the girl that is running. NOTE:
Correct markings

11. Directed activity

Rows 1, 2, 3 - In each row, circle the parts of the words that are the same.

Row 4 - Circle the letter.

Lower page - Circle the capital letters.

NOTE: Correct markings

LEVEL 1 (W-1)
IN EACH BOX DRAW A LINE BETWEEN THE TWO LETTERS THAT ARE THE SAME

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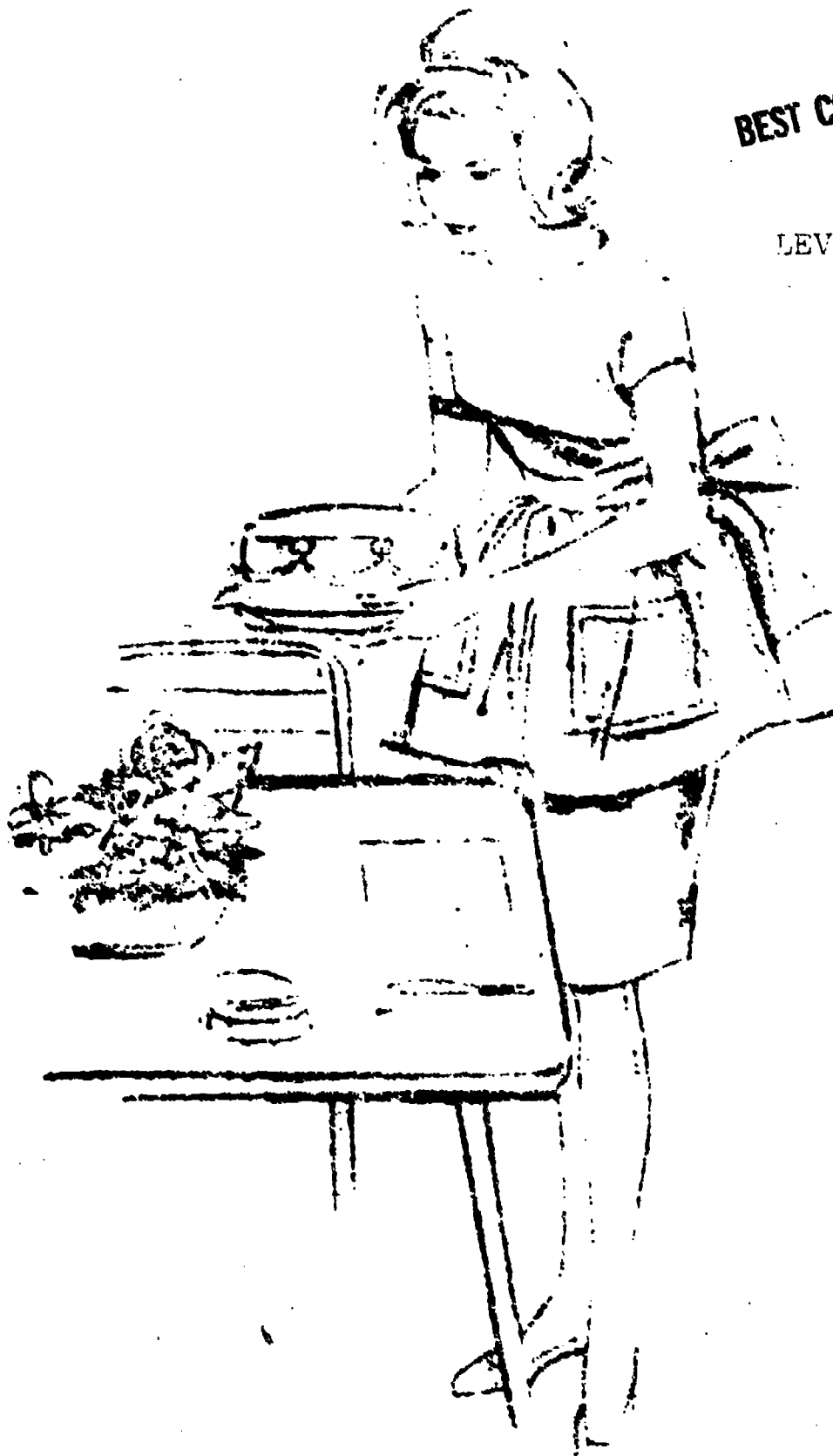
NAME _____

E F	w v	A H	n h
L E	y w	H V	r n
o c	P P	i j	g q
c a	B R	i i	P g
r h	a a	N M	+ f
n h	o a	W M	+ l
O G	d b	h h	C O
Q Q	p d	k b	Q C
n n	V W	d d	b d
m n	W M	o o	h b
e c	p b	V Y	u h
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LEVEL 1

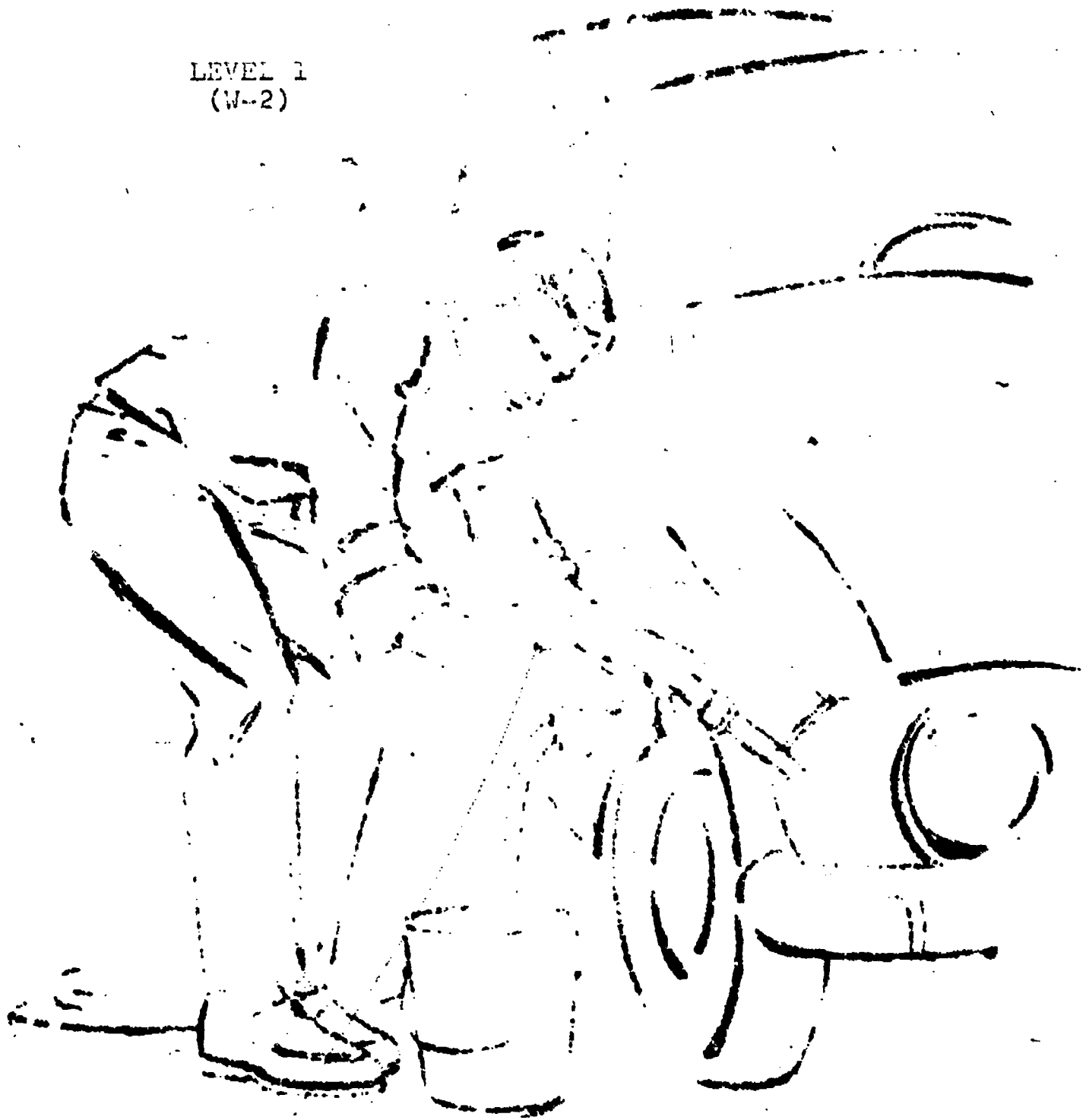
(W-2)



Mother

Mother

LEVEL 1
(W-2)



Father

Father

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LEVEL 1
(W-2)



boy

boy

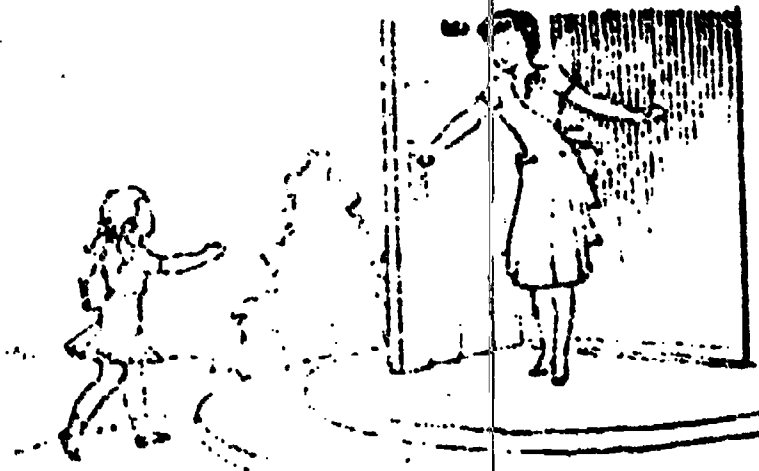
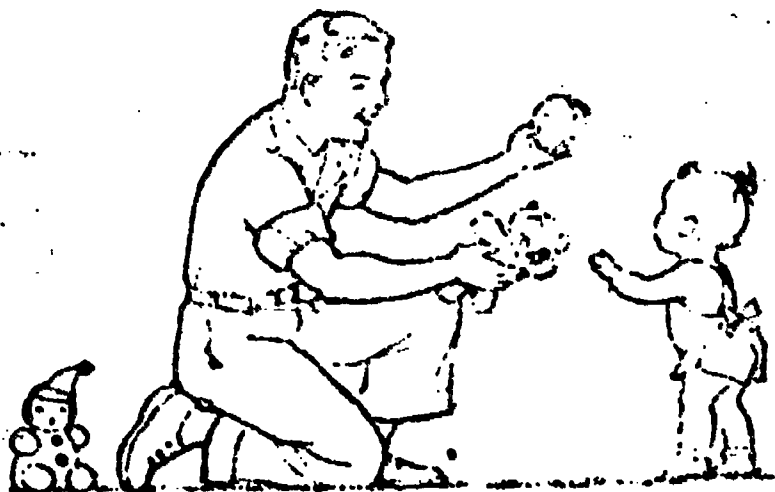
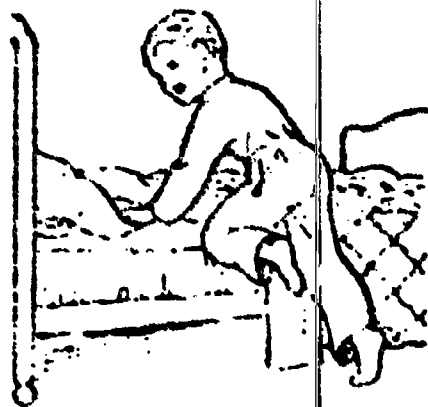


girl

girl

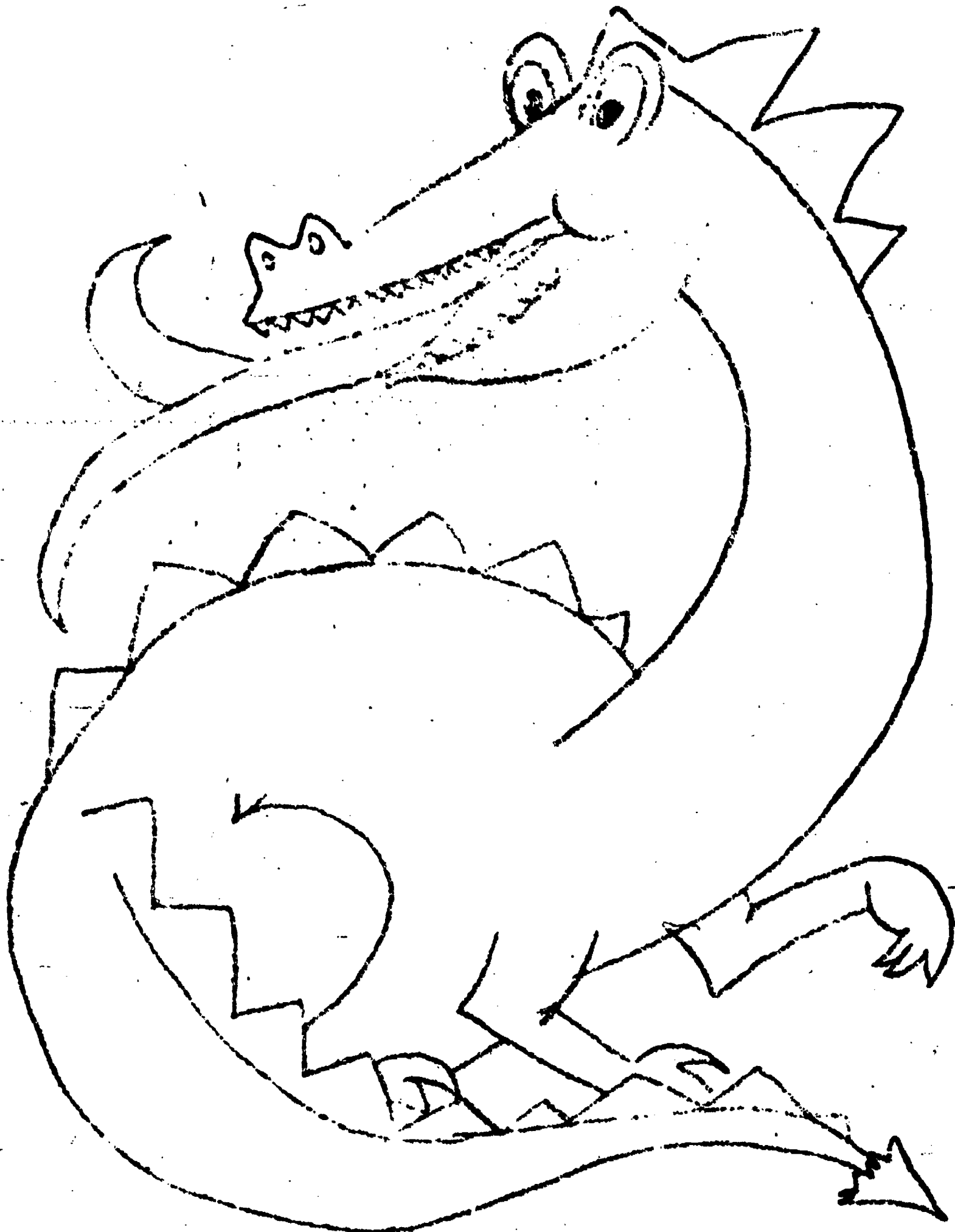
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LEVEL 1
COMPREHENSION (W-3)



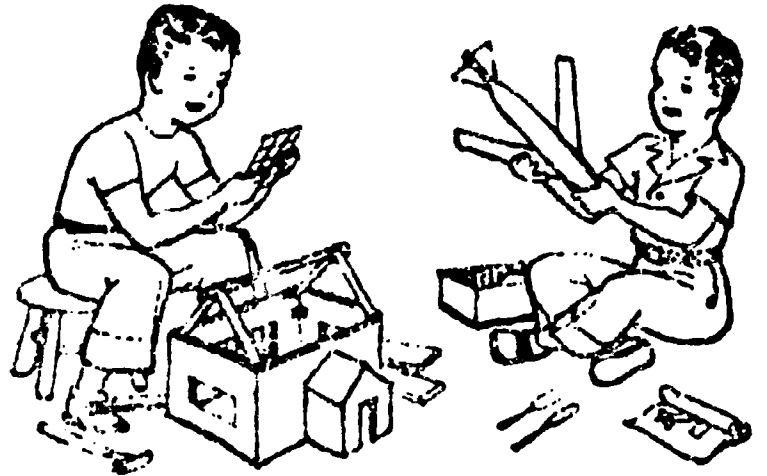
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LEVEL 1
SPATIAL RELATIONSHIPS (W-4)



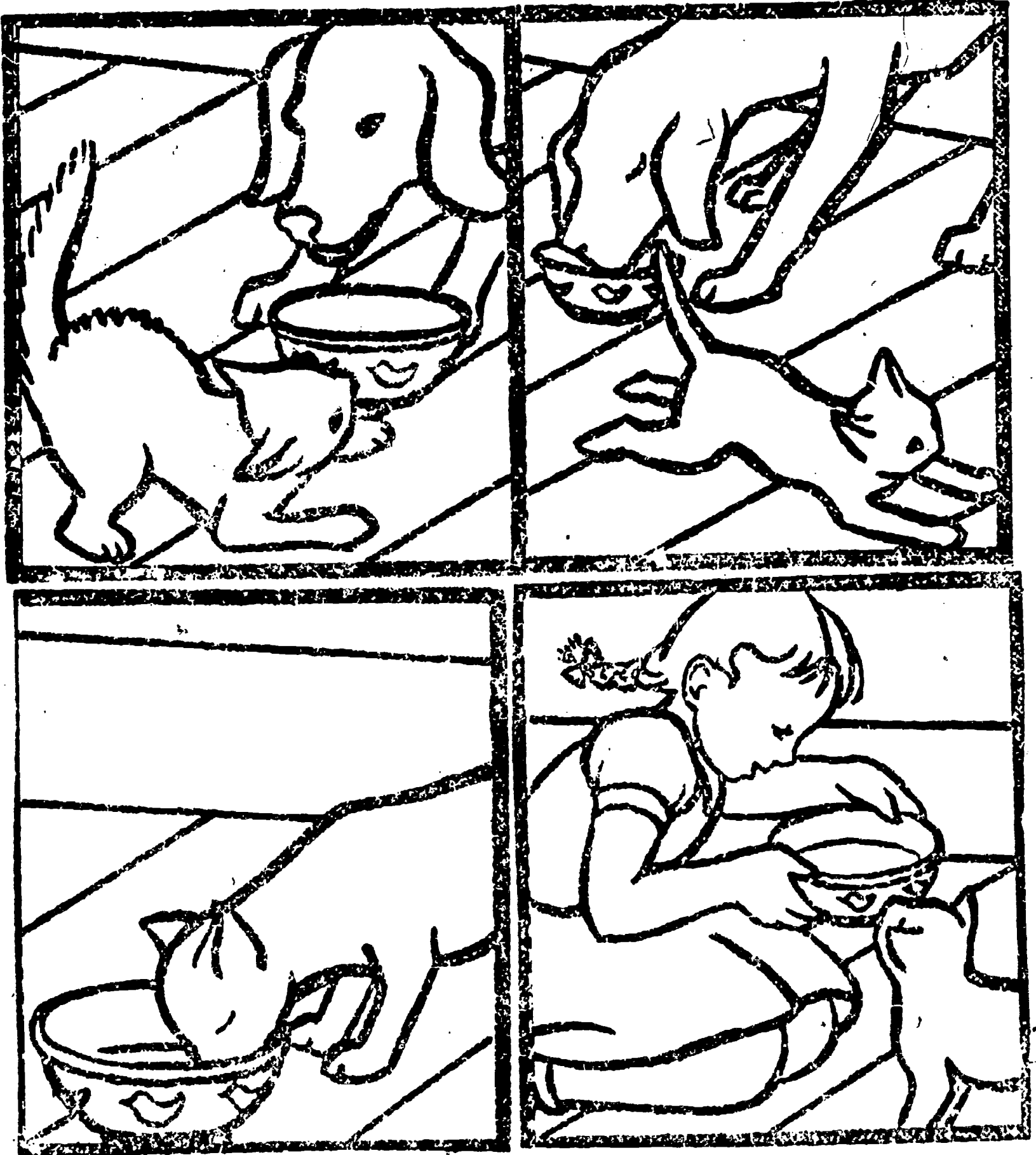
LEVEL 1
COMPREHENSION (W-5)

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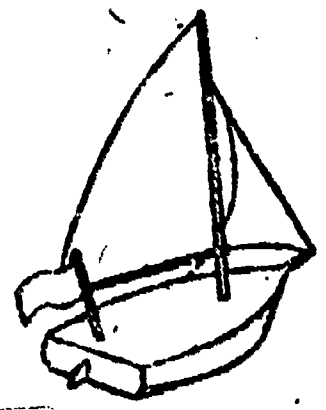
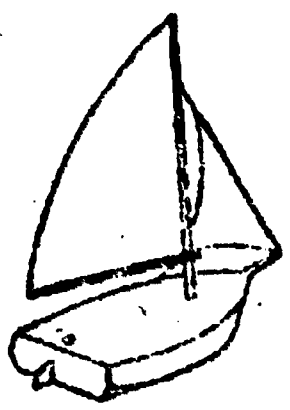
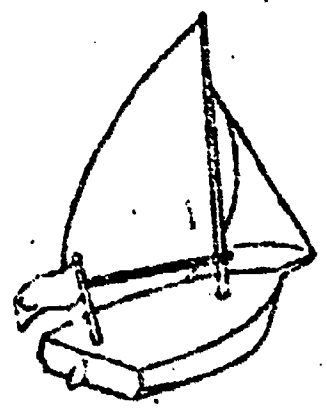
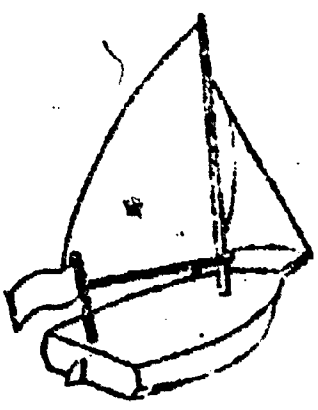
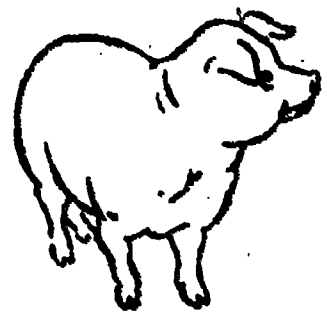
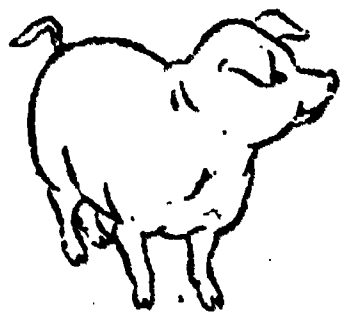
LEVEL 1
SEQUENCE (W-6)

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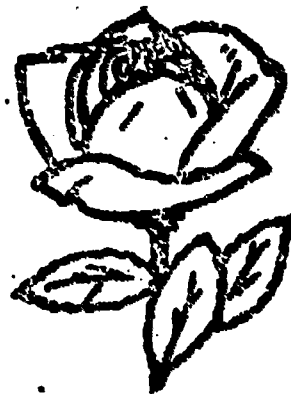
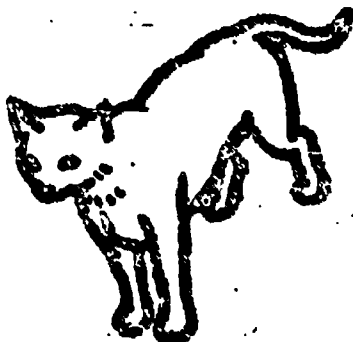
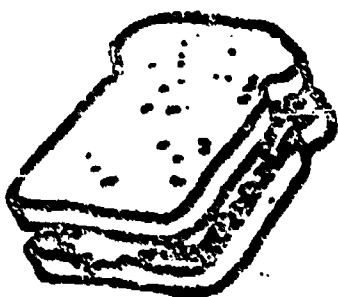
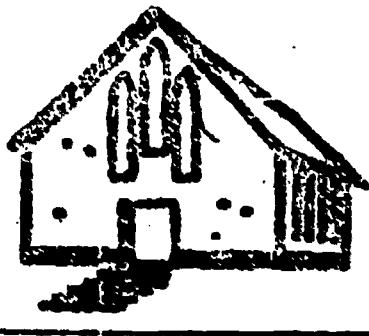
LEVEL 1
LIKE AND DIFFERENT. (W-7)

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LEVEL 1
CLASSIFICATION (W-8)
SHEET 1

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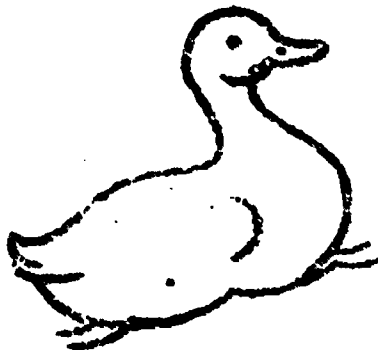
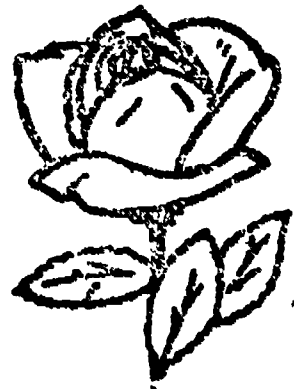
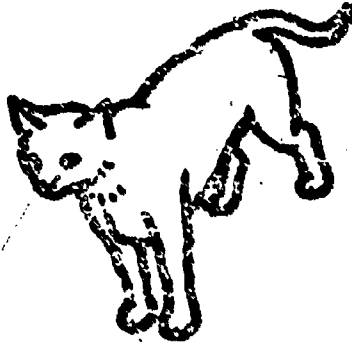
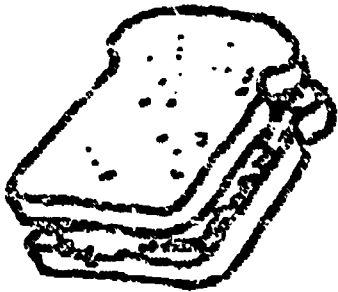
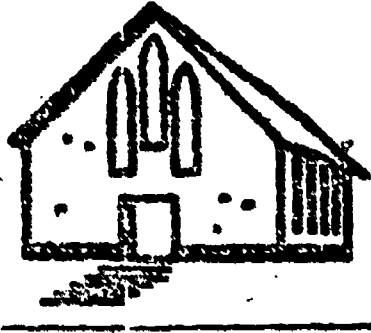


LEVEL 1
CLASSIFICATION (W-8) sheet 2



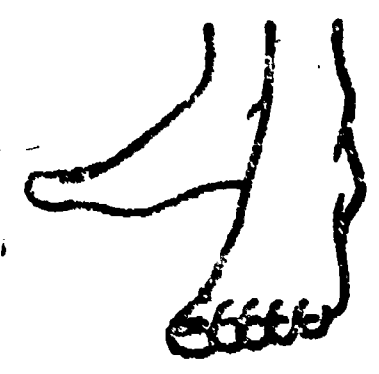
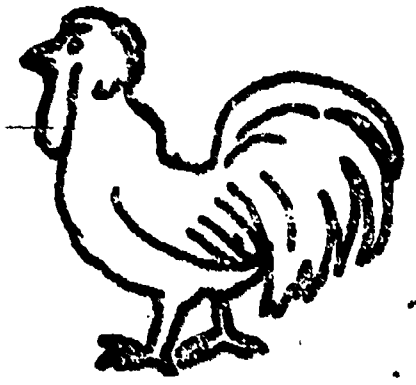
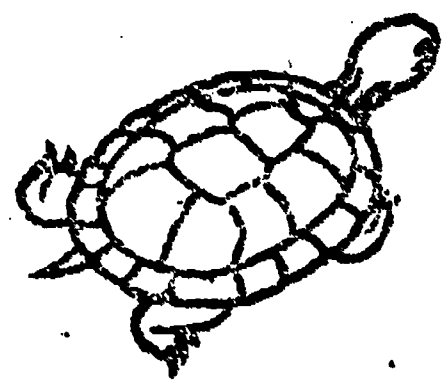
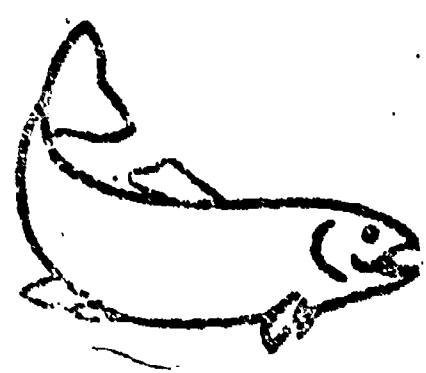
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LEVEL 1
VOCABULARY (W-9)



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LEVEL 1
VOCABULARY (W-10)



LEVEL 1
(W-11)

ride, cat hide

Bill Jill Lad

can and man

Aa 26 O red

s s s c C s B B m m
 a b c A d E E s w m M
 A e a F F W e w

SUGGESTED LITERATURE
Reading - Level 1

- | | |
|--|------------------------|
| <u>ABC of Cars and Trucks</u> | - Alexander, Anne |
| <u>Madeline</u> | - Bemelmans, Ludwig |
| <u>Madeline and the Bad Hat</u> | - Bemelmans, Ludwig |
| <u>Madeline's Rescue</u> | - Bemelmans, Ludwig |
| <u>Five Chinese Brothers</u> | - Bishop, Claire |
| <u>There's An Elephant in the Bathtub</u> | - Bradfield, Roger |
| <u>Clifford the Big Red Dog</u> | - Bridwell, Norman |
| <u>Clifford Gets A Job</u> | - Bridwell, Norman |
| <u>Clifford's Halloween</u> | - Bridwell, Norman |
| <u>Clifford Takes A Trip</u> | - Bridwell, Norman |
| <u>Georgie</u> | - Bright, Robert |
| <u>Color Kittens</u> | - Brown, Margaret |
| <u>Golden Egg Book</u> | - Brown, Margaret |
| <u>Calico the Wonder Horse</u> | - Burton, Virginia |
| <u>Choo Choo, the Runaway Engine</u> | - Burton, Virginia |
| <u>What Whiskers Did</u> | - Carroll, Ruth |
| <u>A Pocketful of Cricket</u> | - Caudill, Rebecca |
| <u>Will I Have A Friend</u> | - Cohen, Miriam |
| <u>What's Good For A Four-Year-Old?</u> | - Cole, William |
| <u>Andy and the Lion</u> | - Daugherty, James |
| <u>Flip</u> | - Dennis, Wesley |
| <u>Flip and the Morning</u> | - Dennis, Wesley |
| <u>Gilberto and the Wind</u> | - Ets, Marie Hall |
| <u>In the Forest</u> | - Ets, Marie Hall |
| <u>Just Me</u> | - Ets, Marie Hall |
| <u>Play With Me</u> | - Ets, Marie Hall |
| <u>Talking Without Words</u> | - Ets, Marie Hall |
| <u>The Happy Lion</u> | - Fatio, Louise |
| <u>Angus and the Cat</u> | - Flack, Marjorie |
| <u>Ask Mr. Bear</u> | - Flack, Marjorie |
| <u>The Story About Ping</u> | - Flack, Marjorie |
| <u>Springtime for Jeanne-Marie</u> | - Francoise |
| <u>Corduroy</u> | - Freeman, Don |
| <u>Mop Top</u> | - Freeman, Don |
| <u>Norman the Doorman</u> | - Freeman, Don |
| <u>Indian Two Feet and His Horse</u> | - Friskey, Margaret |
| <u>Henny Penny</u> | - Galdone, Paul |
| <u>What's Inside? The Story of an Egg that Hatched</u> | - Garelick, May |
| <u>Mouse House</u> | - Godden, Rumer |
| <u>Timothy Turtle</u> | - Graham, Al |
| <u>Bread and Jam for Frances</u> | - Hoban, Russell |
| <u>Nothing To Do</u> | - Hoban, Russell |
| <u>What Do You Say, Dear?</u> | - Joslin, Sesyle |
| <u>Never Talk to Strangers</u> | - Joyce, Irma |
| <u>Goggles</u> | - Kents, Ezra |
| <u>Whistle for Willie</u> | - Keats, Ezra |
| <u>My Very First Story Book</u> | - Klugman, Judith |
| <u>The Man Who Didn't Wash His Dishes</u> | - Krasilovsky, Phyllis |
| <u>The Very Little Girl</u> | - Krasilovsky, Phyllis |
| <u>A Hole Is To Dig</u> | - Krauss, Ruth |
| <u>Bears</u> | - Krauss, Ruth |

SUGGESTED LITERATURE
Reading - Level 1

<u>Noodle</u>	- Leaf, Munro
<u>Story of Ferdinand</u>	- Leaf, Munro
<u>Wee Gillis</u>	- Leaf, Munro
<u>Blueberries for Sal</u>	- McCloskey, Robert
<u>Make Way For Ducklings</u>	- McCloskey, Robert
<u>One Morning in Maine</u>	- McCloskey, Robert
<u>The Little Island</u>	- MacDonald, Golden
<u>Do You Want to See Something</u>	- Merriman, Eve
<u>My Big Golden Counting Book</u>	- Moore, Lillian
<u>Not This Bear</u>	- Myers, Bernice
<u>The Clock Book</u>	- Pierce, Robert
<u>What If?</u>	- Pierce, Robert
<u>The Little Engine That Could</u>	- Piper, Watty
<u>The Tailor of Gloucester</u>	- Potter, Beatrix
<u>The Tale of Peter Rabbit</u>	- Potter, Beatrix
<u>Curious George</u>	- Rey, H. A.
<u>Curious George Gets A Medal</u>	- Rey, H. A.
<u>Curious George Rides A Bike</u>	- Rey, H. A.
<u>Curious George Takes A Job</u>	- Rey, H. A.
<u>Buttons</u>	- Robinson, Tom
<u>Mike's House</u>	- Sauer, Julia
<u>Journey Cake, Ho!</u>	- Sawyer, Ruth
<u>How Big Is Big</u>	- Schneider, Herman
<u>Cups For Sale</u>	- Slobodkina, Esphyr
<u>The Fox Went Out on a Chilly Night</u>	- Spier, Peter
<u>Obadiah the Bold</u>	- Turkle, Brinton
<u>What Mary Jo Shared</u>	- Udry, Janice
<u>Cricter</u>	- Ungerer, Tomi
<u>The Biggest Bear</u>	- Ward, Lynd
<u>Come Play With Me</u>	- Watts, Mabel
<u>Selections From His Mother</u>	- Wildsmith, Brian
<u>Goose</u>	- Wondriska, William
<u>Which Way To the Zoo?</u>	- Wright, Betty Ren
<u>Good Morning, Farm</u>	- Wright, Betty Ren
<u>I Want to Read</u>	- Yashima, Taro
<u>Crow Boy</u>	- Yashima, Taro
<u>Momo's Kitten</u>	- Yashima, Taro
<u>Umbrella</u>	- Zion, Gene
<u>No Roses For Harry</u>	

Other Suggested Reading

<u>Who Built the Bridge</u>	- Bate, Norman
<u>Green Eyes</u>	- Birnbaum, Abe
<u>Goodnight Moon</u>	- Brown, Margaret
<u>Grandfather and I</u>	- Buckley, Helen E.
<u>Mike Mulligan and His Steam Shovel</u>	- Burton, Virginia
<u>Where's The Bunny?</u>	- Carroll, Ruth
<u>Timothy Turtle</u>	- Davis, Alice V.
<u>Angus And The Ducks</u>	- Flack, Marjorie
<u>Mop Top</u>	- Freeman, Don
<u>Millions of Cats</u>	- Gag, Wanda
<u>Little Toot</u>	- Gramatky, Hardie

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

LEVEL 2 -- LANGUAGE ARTS

EVALUATION KEY:

G-Ginn 360 Test
O-Oral Evaluation
W-Pupil Worksheet
P-Picture Set
SR-Specialist Report

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1. DECODING SKILLS

A. Phonemic Analysis (Reinforce and Extend Level 1)

1. Discriminates between letter sounds W-1
2. Identifies consonant sounds W-2
(b, c, d, f, g, h, j, k, l, m, n,
p, r, s, t, v, w, x, y, z. optional
quz)
3. Isolates rhyming elements O-No. 1
(extends Level 1 understandings) W-3
W-9

B. Structural Analysis (Reinforce and Extend Level 1)

1. Identifies consonants (i) G-2
(b, c, d, f, g, h, j, k, l, m, n, sec. 1
p, r, s, t, v, w, x, y, z. optional
qu, z)
2. Graphemic Bases
(ide - ill)

II. COMPREHENSION

A. Inferential:

1. Identifies with
a. Characters P-1
b. Incidents W-4
c. Situations W-4
2. Making inferences W-4
a. Cause and effect relationships W-4
b. Supporting details W-4
c. Draws conclusions W-4
3. Perceives spatial relationships W-5
(left-right; beside-between; in front
of, behind)

B. Literal:

1. Recognizing and recalling... P-2
a. Cause and effect relationships
b. Details
c. Main idea
d. Sequence P-3
e. Opposites O-No. 2
2. Summarizing

LEVEL 2 -- LANGUAGE ARTS
(cont'd)

III. LANGUAGE

A. Development:

1. Syntactical understanding
 - a. Constructing simple sentences W-6
 - b. Distinguishes between statements (.) and questions (?)
 - c. Reviewing and speakers message
2. Word function
 - a. Understanding words - may have double meanings W-7

B. Expression:

1. Listening
 - a. Understands directions
 - b. Identifies gross sounds
 - c. Discriminates fine sounds (short vowel sounds) O-No.3
 - d. Is retentive and responsive
 - e. Isolates beginning consonant sounds W-9
2. Speaking
 - a. Speaks in complete sentences
 - b. Articulates clearly
 - c. Stays on topic being discussed
 - d. Uses vocabulary sufficient to verbalize ideas
 - e. Recites short poem or story
3. Oral Composition
 - a. Displays self confidence and security with language skills
 - b. Uses inflection to convey mood and emotion
 - c. Creates oral text for pictures

C. Vocabulary

1. Developing word meanings
 - a. Phrase and sentence meanings G-2 Sec.3
 - b. Word meanings
 - 1.) New words
 - 2.) New meanings
2. Recognizing new words G-2 Sec.1
 - a. Visually
 - b. Kinesthetically

D. Mechanics:

1. Capitalization
 - a. First word of a sentence
 - b. Names of people and pets (Flip)
2. Recognition of punctuation
 - a. Period
 - b. Question Mark
 - c. Quotation Marks (as enclosure for speaker's message)
 - d. Comma

LEVEL 2 -- LANGUAGE ARTS
(cont'd)

3. Uses words correctly (oral)
 - a. Forms of the verb be - (is-are, am, was-were)
 - b. Irregular verbs (see-saw, came-come)
4. Sentence structure
 - a. Distinguishes between asking and telling sentence
 - b. Uses complete sentences
5. Letter form (cooperative)
 - a. Invitations
 - b. Thank-you letters
6. Written form (recognizes)
 - a. Letters
 - b. Words
 - c. Stories
 - d. Write name at top of paper
7. Proofreading
 - a. Recognizes incomplete letters
 - b. Recognizes incomplete words

IV. STUDY SKILLS

- A. Alphabetizing:
 1. Learn letters in sequence
 2. Letters preceding and following a given letter
 3. Differentiates capitals from lower case letters
- B. Works independently:
 1. Completes assigned tasks
 2. Understands and follows directions

V. LITERARY UNDERSTANDINGS AND APPRECIATION

- A. Types of Literature:
 1. Animal stories
 2. Fables and fairy tales
 3. Fiction
 4. Factual books
- B. Writer's Craft (awareness of):
 1. Author
 2. Title

VI. CREATIVITY

- A. Before the Reading Experience:
 1. Curiosity stimulated

LEVEL 2 -- LANGUAGE ARTS
(cont'd)

- B. During the Reading Experience:
 - 1. Future predictions encouraged
 - 2. Predictions from limited information
- C. After the Reading Experience:
 - 1. Ambiguities and uncertainties played with
 - 2. Going beyond the obvious (digging deeper)
 - 3. Elaborating a story element
 - 4. Looking at something from several points of view

VII. MATERIALS

- A. Required Program - Ginn 360:
 - 1. My Sound And Word Book
 - a. Pupil write in text
 - b. Teacher's edition text
 - c. Practice book (workbook)
 - d. Teacher's edition workbook
 - e. Basic Card Set 1 (levels 2-4)
 - f. Cinn Card Holder
- B. Alternate Reading Program -- approval of Reading Department:
 - 1. Programmed reading
 - 2. Scott, Foresman
 - 3. Words in Color
- C. Supplementary Materials * optional - use only appropriate pages as related to Level 2:
 - 1. Ginn Kit B - consonant
 - a. Kit - 112 picture cards, 45 word cards, 52 alphabet cards, teacher's manual
 - 2. Ginn Word Enrichment Program Level 1 (2-7)
 - 3. Modern Curriculum Press - Book A (B,C)
 - 4. Lyons and Carnahan The New Phonics We Use Book A (B-F)
 - 5. Continental Hayes, Jenn Duplicating Masters
 - 6. SRA Word Game Kits
 - 7. EDL Controlled Reader
 - 8. Library - film strips and tapes
 - 9. Teacher made materials
 - 10. Can You Imagine? (Creativity Idea Book)
 - 11. Language Books
 - a. Harcourt, Brace & World Roberts Series, First book
 - b. Scott, Foresman Language and How To Use It, Book 1
 - c. Laidlaw Experiences In Language, Book 1
 - d. Holt, Rhinehart & Winston Arts and Skills in English

*Refer to Supplementary Materials Index.

LEVEL 2 -- LANGUAGE ARTS
(cont'd)

12. Writing Books
 - a. Scott, Foresman Writing Our Language
Book 1
13. Enrichment
 - a. Merrill Phonics Skill Text
tapes and workbooks - A

VIII. EVALUATION (tests)

- A. Required:
 1. Ginn Achievement Test - Level 2
 2. Language Arts Test - Level 2
 3. Teacher made tests
- B. Optional:
 1. Informal reading inventory
Ben's Duck - p. 90 text
 2. Fountain Valley Teachers' Support System
in Reading (Pre-test, Post-test, Evaluation of Skills - tapes)
 3. Ginn Initial Screening Test
 4. Gates-MacGinitie Test
 5. Murphy--Darrell Reading Readiness Analysis

Directions for recording Language Arts test results on permanent record:

Letter Rating - each sheet should be rated

O -- Outstanding

S -- Satisfactory

NH -- Needs Help

This rating should be based on teacher observation as well as correct answers. The typical rating for a child's evaluation should be entered on the Language Arts permanent record.

Test Score

To begin a new Language Arts Level, the child should be able to perform satisfactorily on 70% of the evaluations. This percentage should be determined by the teacher after administering and considering all evaluations.

LEVEL 2 -- LANGUAGE ARTS
INFORMAL EVALUATIONS

The teacher should create situations in which she can observe the child's ability to:

1. Understand cause and effect
2. Note details
3. Recognize supporting details
4. Draw conclusions
5. Summarize
6. Tells familiar stories in sequence
7. Knows left from right
8. Recognizes period, question mark
9. Use language skills
10. Capitalize his name
11. Recite the alphabet
12. Work independently

Picture Sets -- teacher made -- individual activity

Set 1 - should include pictures of:

Bill Jill Ben Nan Ted

Set 2 - four pictures, 2 on card. Show the child a pair of pictures and talk about what is happening in them. Do the same with the other pair of pictures. Remove all and ask the child what the first pictures were about.

Set 3 & 4 - pictures depicting a story. Have the child place the pictures in order.

LANGUAGE ARTS -- ORAL EVALUATION
LEVEL 2

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1. Read each pair of rhyming words below. The child can say the rhyming element in at least five cases.

Words:

box - fox	tank - bank	sail - pail
sled - bed	pear - bear	boys - toys

2. When asked to supply an opposite word for one named, the child can do so in at least five cases.

up	high	sweet	silly
full	short	tight	dark

3. While listening to pairs of short vowel sounds, the child can tell whether they are the same or different.

SUGGESTED SPELLING LIST

LEVEL 2

a	Nan
*and	*no
*at	*not
Ben	park
Bill	*ride
*can	rides
*duck	run
*get	runs
*help	said
here	stop
hide	Ted
hides	*the
*is	*this
Jill	we
lad	*will
look	*yes

*Dolch words

TEACHER GUIDE FOR WORKSHEETS
LANGUAGE ARTS - LEVEL 2

1. Supervised activity

In each row, find the picture that has a different beginning sound than the rest of the pictures and mark an X on it.

2. Directed activity

Look at the letters after the triangle.

With your _____ crayon, circle the (say letter sound)

Row 1 - p - blue; d - yellow; b - red
Row 2 - j - red; g - yellow; y - blue
Row 3 - n - red; r - blue
Row 4 - f - red; l - yellow
Row 5 - t - blue; k - yellow
Row 6 - w - red; s - blue; v - yellow
Row 7 - h - red; j - blue
Row 8 - r - yellow; m - red
Row 9 - g - blue; c - red

3. Supervised activity

Mark an X on the picture in each row that does not rhyme.

4. Directed activity

Make a red circle around the picture that shows a boy who fell down.

Make a blue circle around the mother that is hungry.

Put a red line under the one you might see through a window.

Make an X on the person who is tired.

Make a yellow circle around the picture you might get money for.

(make up more if you feel uncertain of the children's ability)

Skills involved: Cause and effect
Noting details
Drawing conclusions

5. Directed activity

Put a yellow circle under the baby.

Put a red circle on her bonnet.

Put a blue circle over her hands.

Make a small black bug above the giraffe.

Put a small yellow circle at the bottom of her bow.

TEACHER GUIDE FOR WORKSHEETS
LANGUAGE ARTS - LEVEL 2

6. Independent activity

Have the child use the words at the top to construct 3 sentences. Paste the words on the lines at the bottom of the page. Direct them to capitalize the first word in each sentence and to put a period at the end.

7. Supervised activity

Read the instructions to the children. As they work on the paper, note their work habits. Do they start on the left? Do they concentrate on the task?

8. Independent activity

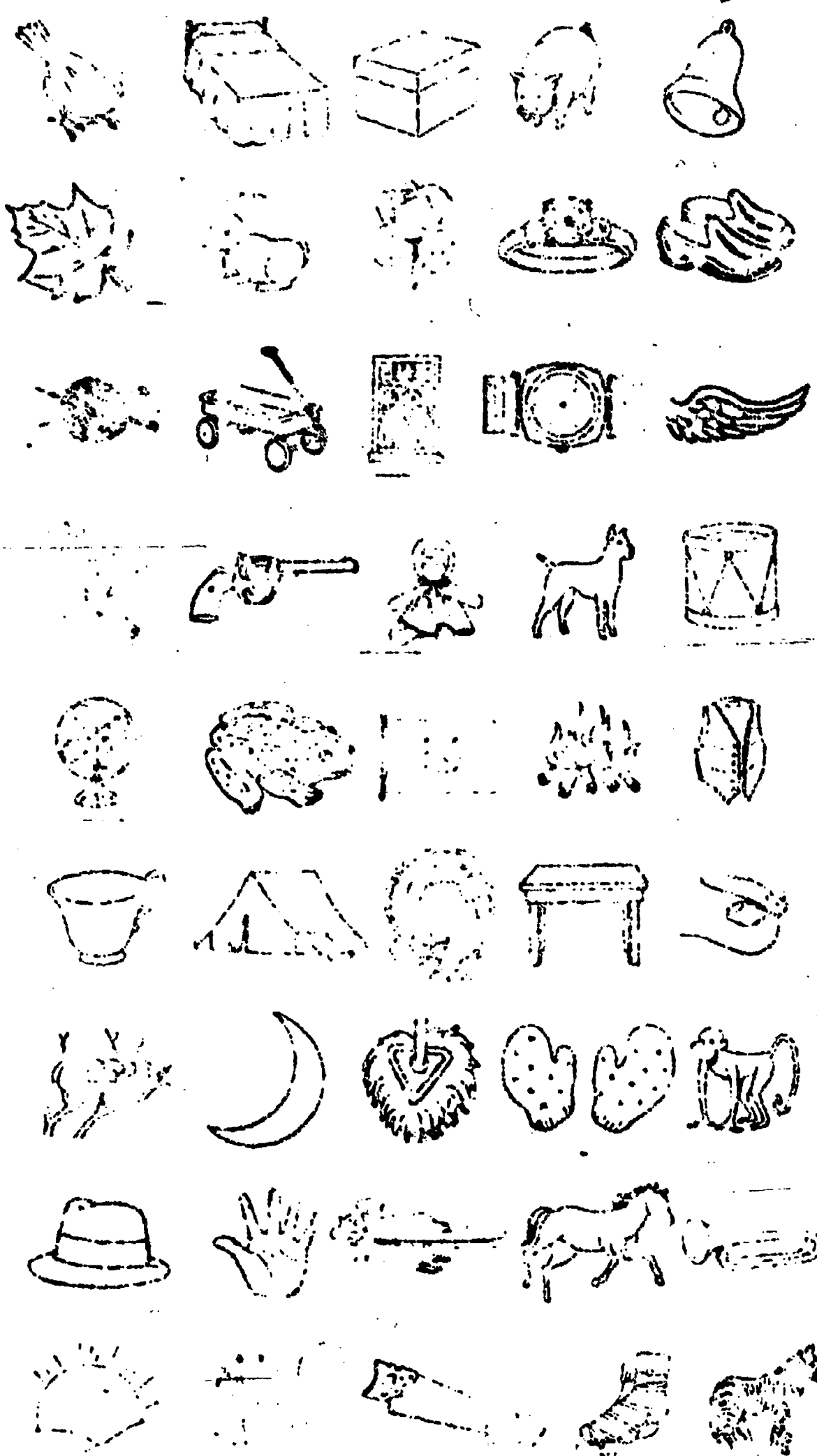
Direct the children to draw a line between the letters that have the same names.

9. Individual activity

Have the child say the beginning sound for each picture. Use both man and yawn for the last picture.

LEVEL 2 - BEGINNING SOUNDS (W-1)

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SOUND DISCRIMINATION - FOLLOWING DIRECTIONS LEVEL 2 (W-2)

b q p h d

p g j q y

m n u r h

h l k f t

b h t k f

v w x z s

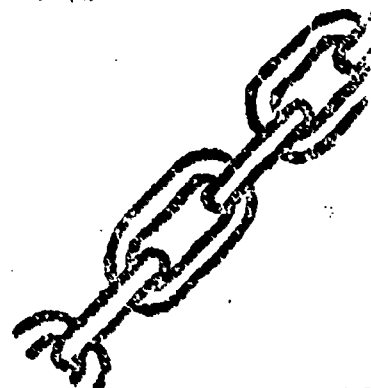
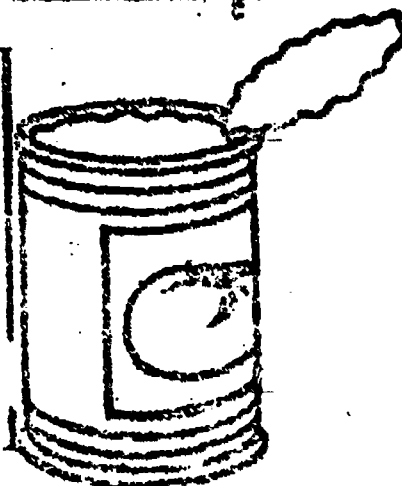
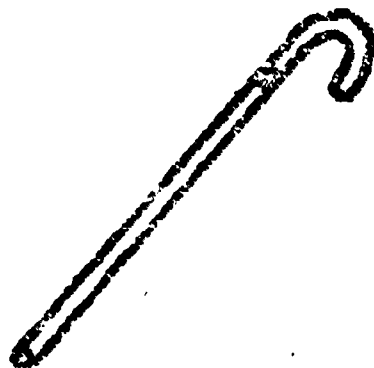
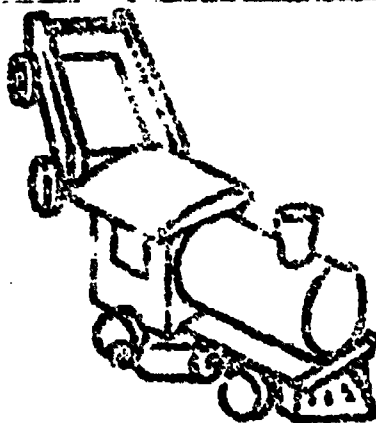
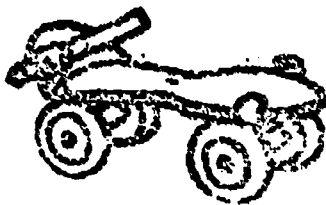
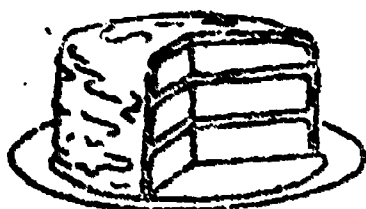
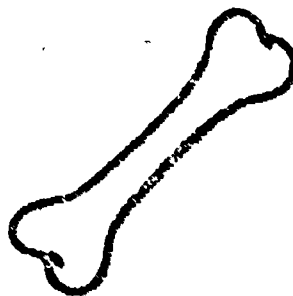
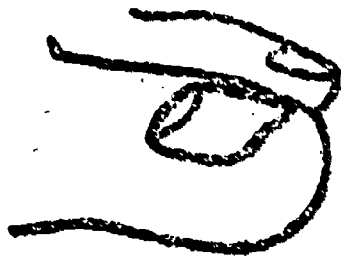
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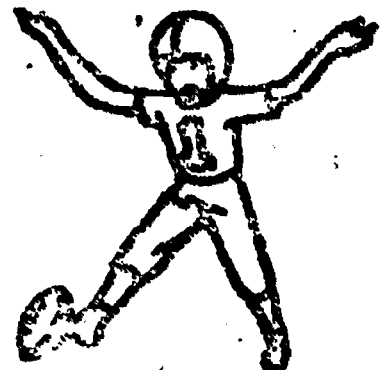
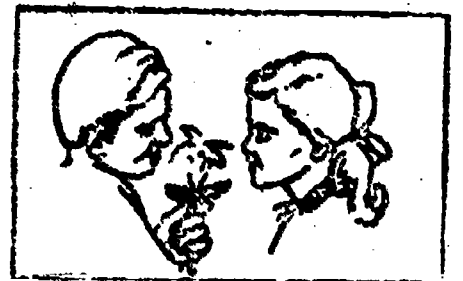
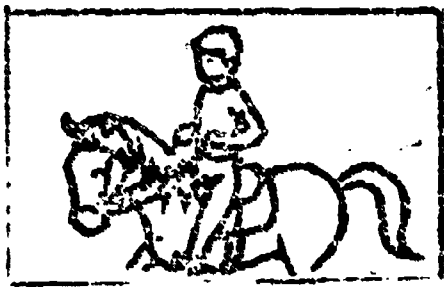


LEVEL 2 RHYMING WORDS (W-3)



LEVEL 2 · COMPREHENSION (10.4)

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LEVEL 2 -- RELATIONSHIPS (W-5)

Baby



Bill	is	at
Lad	here	said
runs	not	the
hides	Ben	park
Jill	a	will
and	duck	get
rides	Ted	we
can	Nan	help
this	look	stop

Sentences
(2-6)

1.

2.

3.

LEVEL 2
(W-7)

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1	not	wish	can	and
2	duck	at	said	get
3	stop	the	park	Jill

Complete Reversal	fol	lof	lof	fol	fol
	rin	nir	rin	nir	nir
	pog	gop	gop	gop	pog
	boad	daob	boad	boad	daob
Initial Differences	fer	ter	ker	fer	der
	muc	muc	nuc	ruc	muc
	disd	hisd	disd	bisd	kisd
	golp	yo'p	pcip	qolp	colp

LEVEL 2 -- MATCHING LETTERS (W-8)

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H	T	H	F	I	C	Z
A	I	I	+	U	N	I

G	S	R	Q	B	D
T	Q	P	D	S	S

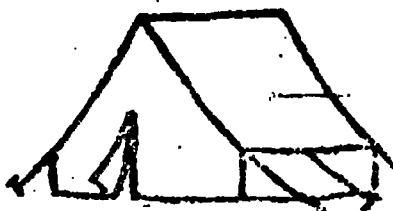
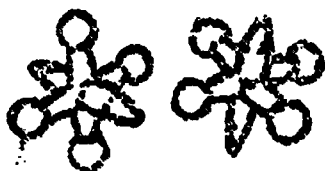
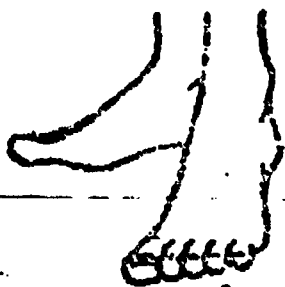
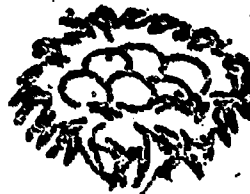
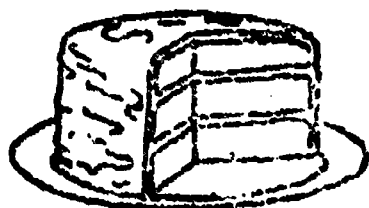
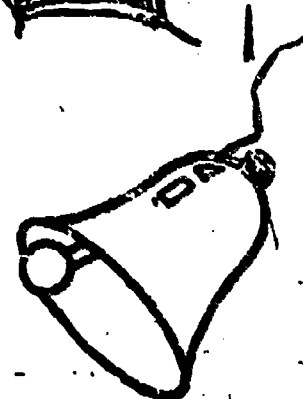
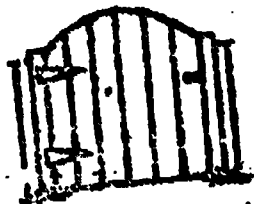
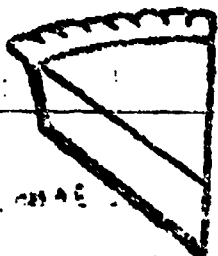
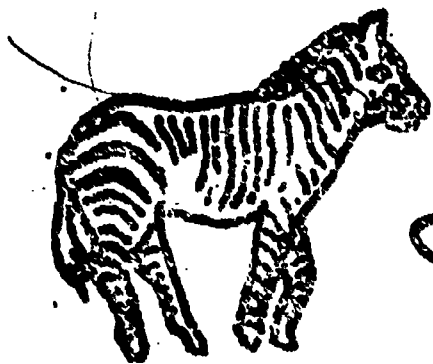
M	W
W	V
Z	n
V	m
Y	x
X	K
K	Y

A	O
U	C
O	Q
E	Q
C	U
S	K
K	S

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EXERCISE 2

WORD RECOGNITION (1-1)



TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

LEVEL 3 -- LANGUAGE ARTS

*REVIEW SKILLS FROM PREVIOUS LEVELS

KEY: i = initial
m = medial
f = final

I. DECODING SKILLS

A. Phonemic Analysis:

1. Consonants

- a. p, t, d, k, ck, g, m, n, r, l, ll, b, s, f (f)

2. Vowels

- a. i (as in hide, night, mind) glided
- b. i (as in ill, bit) unglided

B. Structural Analysis:

- 1. Use of e marker with i.
- 2. Graphemic Bases

- a. ide, ike, ile, ill, in, ine, ip, ipe, it, ite

3. Root Words and Endings

- a. Plurals with s
- b. Verbs with s

II. COMPREHENSION

A. Inferential:

- 1. Identifying with characters and incidents
- 2. Making inferences

- a. Cause and effect relationships
- b. Character traits
- c. Comparisons
- d. Main ideas
- e. Supporting details

3. Making judgments

- a. Fact and opinion

4. Predicting outcomes

B. Literal:

1. Recognizing and recalling

- a. Comparisons
- b. Details

LEVEL 3 -- LANGUAGE ARTS (cont'd)

- c. Main ideas
- d. Sequence

2. Synthesizing and summarizing

III. LANGUAGE.

A. Development:

- 1. Syntactical understanding

B. Expression:

- 1. Listening
- 2. Reading beyond the text
- 3. Speaking
- 4. Writing

C. Vocabulary:

- 1. Developing word meanings
 - a. Expanding vocabulary
- 2. Recognizing words

D. Mechanics:

- 1. Capitalization
 - a. First word of a sentence
 - b. Names of people and titles (Miss)
 - c. Pronoun "I"
- 2. Learn to punctuate
 - a. Periods - after telling sentences (statements)
--After "Mr."
 - b. Question Marks - after asking sentences
 - c. Exclamation Point - recognition after statements that exclaim
 - d. Comma - recognition of symbol
--As signal for pause in reading
--As aid for understanding sentence
 - e. Apostrophe - contractions (can't, n't)
--With singular possessives (Ben's)
- 3. Learn to use words correctly
 - a. Forms of the verb be (is - are)
 - b. Irregular verbs (see - saw), (came - come)
(go - went - gone), (ran - run), (do - did)

LEVEL 3 -- LANGUAGE ARTS (cont'd)

4. Sentence structure
 - a. Distinguishes between asking and telling sentence
 - b. Uses complete sentences
5. Letter form (cooperative)
 - a. Invitations
 - b. Thank you
6. Learn to proofread
 - a. Use symbol to indicate error in capitalization
7. Headings on papers
 - a. Level 1 through level 4 -- introduce first name on left-hand side of paper
 - b. Level 5 -- first name and last name on left-hand side of paper
 - c. Level 6 through level 12 -- first name and last name on left-hand side of paper
--date on right-hand side of paper
--heading of paper, center of the next line

IV. STUDY SKILLS

- A. Interpret a picture map
- B. Using reference materials
- C. Using specialized book parts
- D. Developing a reference chart

V. LITERARY UNDERSTANDING AND APPRECIATION

- A. Types of Literature:
 1. Animal stories
 2. Fables and folk tales
 3. Realistic fiction
- B. Graphic Techniques in Literature:
 1. Relating graphic treatment of type to content
 2. Relating illustration to literature
- C. Writer's Craft:
 1. Author's style
 2. Mood
 3. Plot and character development
 4. Setting
 5. Theme

LEVEL 3 -- LANGUAGE ARTS (cont'd)

VI. CREATIVITY

A. Before the Reading Experience:

1. Building onto the individual's or group's existing knowledge
2. Concern about a problem heightened
3. Confrontation with ambiguities and uncertainties
4. Curiosity and wanting to know stimulated
5. Predicting from limited information

B. During the Reading Experience:

1. Awareness of problems and difficulties
2. Anticipation and expectation heightened
3. Incompleteness of information recognized
4. Open-endedness preserved
5. Predictions from limited information required
6. Reading with imagination

C. After the Reading Experience:

1. Building onto information or knowledge
2. Divergent thinking encouraged
3. Elaborating an idea or element
4. Emphasizing with story characters
5. Going beyond what is known
6. Improbabilities entertained
7. Reconstructing the story
8. Synthesizing or summarizing information

VII. MATERIALS

A. Required -- Ginn 360:

1. A Duck Is A Duck
 - a. Pupils' text
 - b. Teachers' edition (level 3 & 4 combined)
 - c. Basic card set I
 - d. Skills handbook (level 3 & 4 combined) workbook -- pupil and teachers' edition
 - e. Picture maps (2 chart size)

B. Alternate with approval of Reading Department:

1. Programmed Reading (Sullivan)
2. Scott, Foresman

C. Supplementary Materials* (optional) use only appropriate pages as related to level 3 skills

*Refer to Supplementary Materials Index.

LEVEL 3 -- LANGUAGE ARTS (cont'd)

1. Ginn Word Enrichment Program (levels 1 - 7)
2. Modern Curriculum Press -- Book A
3. Lyons & Carnahan -- The New Phonics We Use
A,B
4. Continental, Hayes, Jenn -- Duplicating Masters
5. SRA -- Word Game Kits
6. EDL -- Controlled Reader and Language Master
7. Library film strips and tapes
8. Teacher made materials
9. Can You Imagine? (Creativity Idea Book)
10. Spelling Books
 - a. Noble and Noble Spell/Write -- level 1
Orange
 - b. Scott, Foresman Spelling Our Language -
Book 1
 - c. Hanna and Hanna Power to Spell -- Grade 1
 - d. McGraw Hill Basic Goals in Spelling --
Grade 1
 - e. Continuous Progress Spelling Kit
Economy Co.
11. Language Books
 - a. Harcourt, Brace & World Roberts Series
 - b. Scott, Foresman Language & How To Use It
Grade 1
 - c. Laidlaw Experiences In Language Book 1
 - d. Holt, Rhinehart & Winston Inc. Arts &
Skills In English Book 1
12. Handwriting
 - a. Scott, Foresman Writing Our Language
13. Enrichment
 - a. Games

VIII. EVALUATION (tests)

A. Required:

1. Ginn Achievement Test -- Level 3
2. Language Arts Test -- Level 3
3. Teacher made tests

B. Optional:

1. Informal reading inventory (back of Teachers'
Edition)
2. Fountain Valley Teachers' Support System in
Reading

LEVEL 3 -- LANGUAGE ARTS (cont'd)

(Pre-Test, Post-Test Evaluation of Skills -
tapes)

3. Ginn Initial Screening Test
4. Gates-MacGinitie Test
5. Metropolitan Achievement Test
6. Murphy-Durrell Reading Readiness Analysis
Test

LEVEL 3 -- EVALUATION
LANGUAGE ARTS

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Name _____

A. VOWELS

Write the missing vowel and if the e marker is needed write it too.

1. f n

6. p p

2. h v

7. s n

3. d p

8. w n

4. r p

9. m l

5. t n

10. p n

Circle the word I say:

rid	ride
kite	kit
hide	hit
bit	bite

pine	pin
fin	fine
ripe	rip
dim	dime

B. PUNCTUATION

Write . or ? at the end of each sentence.

1. We can help the turtle
2. What do you want
3. Can you read this book
4. We will run to the park
5. I will stop here

C. CAPITALIZATION

Use correct capitalization.

1. you and i will run.
2. "can you guess, miss hill?"
3. it is little.
4. we can see nan.
5. dad can play with ben.

LEVEL 3 -- EVALUATION

Teacher copy

A. VOWELS

Write the missing vowel and if the e marker is needed write it, too.

1. fine

2. hip

3. dip

4. ripe

5. tin

6. pipe

7. sin

8. win

9. wile

10. pine

BEST COPY AVAILABLE

Circle the word I say.

rid
kite
hide
bite

pin
fin
ripe
din

B. PUNCTUATION

Write . or ? at the end of each sentence.

1. We can help the turtle .

2. What do you want ?

3. Can you read this book ?

4. We will run to the park .

5. I will stop here .

C. CAPITALIZATION

Use correct capitalization.

1. You and I will run.

2. "Can you guess, Miss Hill?"

3. It is little.

4. We can see Nan.

5. Dad can play with Ben.

SUGGESTED SPELLING LIST

BEST COPY AVAILABLE

LEVEL 3

are	helps	rabbits
Ben's	hill	read
book	hop	*see
books	I	swim
but		*to
can't	like	turtle
come	likes	turtles
*do	little	want
don't	me	wants
ducks	Miss	what
eat	Mother	with
*fast	rabbit	*you

*Delch

Additional decodable words -- Level 3 T.G. p. 292

SUGGESTED LITERATURE
Reading - Level 2-3

Ginn 360 Level 3 Unit I

Ducks Don't Get Wet

Save My Place

Pear-Shaped Hill

Picnic In The Park

Around the Corner

How You Talk

Dog

The Long Island Ducklings

No Roses For Harry

- Goldin, Augusta
- Hoban, Russell & Lillian
- Leitner, Irving
- Monheit, Albert
- Showalter, Jean
- Showers, Paul
- Simmons, Ellie
- Slobodking, Esphyr
- Zion, Gene

Ginn 360 Level 3 Unit II

A Friend is Someone Who
Likes You

What is a Turtle?

Timothy Turtle

The Turtle and the Dove

Theodore Turtle

Jeff and Mr. James Pond

Mr. Turtle's Mystery

Small Pond

Here Comes Jimmy! Here
Comes Jimmy's Dog!

- Anglund, Joan
- Darby, Gene
- Davis, Alice
- Freeman, Don
- MacGregor, Ellen
- Meeks, Esther
- Miles, Betty
- Walters, Marguerite
- Wayne, Harry

Ginn 360 Level 3 Unit III

Petunia, Beware

Listen Rabbit

The Hare and the Tortoise

The Hare and the Tortoise

The Tale of Jemina Puddle-Duck

Mike's House

When Will the World Be Mine

It's Nice to Be Little

- Duvoisin, Roger
- Fisher, Aileen
- Galdone, Paul
- LaFontaine, Jean
- Potter, Beatrix
- Sauer, Julia
- Schlein, Miriam
- Stanley, John

Make Way For Ducklings

Madeline

The Cat in the Hat

Story About Ping

Story of Ferdinand

Andy and the Lion

Little House

Rooster Crows

Goodnight Moon

And To Think That I Saw
It on Mulberry Street

My Father's Dragon

A Hole is to Dig

- McCloskey
- Bemelmans
- Geisel
- Flack
- Leaf
- Daugherty
- Burton
- Petersham
- Brown
- Geisel
- Gannett
- Krauss

SUGGESTED LITERATURE
Reading - Level 2-3

Little Eddie
In A Pumpkin Shell
Nibble, Nibble Mousekin
Pepito's Story
You Will Go to the Moon
Inch By Inch
ABC
Tony's Birds
Plant Sitter
Happy Lion
Are You My Mother?
One Fish, Two Fish
Backward Day
Fish Out of Water
Wait For William
Storm Book
I Like Cats
The Big Ball of String
A Fly Went By
Country Bunny
Little Toot
Little Bear
Father Bear Comes Home
Danny and the Dinosaur
Nobody Listens to Andrew
Indian Two Feet and His Horse
Plenty of Fish
Seeds and More Seeds
Love is a Special Way of
Feeling

- Haywood
- Anglund
- Brown
- Fern
- Freeman
- Lionni
- Munari
- Salsam
- Zion
- Fatio
- Eastman
- Seuss
- Krauss
- Palmer
- Flack
- Zolotow
- Dolch
- Holland
- McClintock
- Heywood
- Grammatky
- Minarik
- Minarik
- Hoft
- Guilfoile
- Friskey
- Selsam
- Selsam
- Anglund

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

LEVEL 4 -- LANGUAGE ARTS

*REVIEW SKILLS FROM PREVIOUS LEVELS

KEY: i = initial
m = medial
f = final

1. DECODING SKILLS

A. Phonemic Analysis:

1. Consonants

a. s (as in 'is'), m (m), n (ñ), l (l)

2. Vowels

a. e (said, fed) unglided

b. e (he, see, read, here) glided

B. Structural Analysis:

1. Graphemic Bases

a. ead, eal, eat, ed, eed, eek, eel, eep, eet,
ell, en, et, im, id

2. Spelling Patterns

a. CVC (red) (see p. 250 in T.E. Ginn 360)

b. CVCC (mind) (see p. 188 in T.E. Ginn 360)

c. CVVC (meal) (see p. 250 in T.E. Ginn 360)

II. COMPREHENSION

A. Inferential:

1. Identifying with characters and incidents.

2. Making inferences.

a. Cause and effect relationships

b. Character traits

c. Comparisons

d. Supporting details

3. Making judgments.

a. Fact and opinion

4. Predicting outcomes.

B. Literal:

1. Classifying

2. Recognizing and recalling

a. Comparisons

b. Details

c. Main ideas

d. Sequence

3. Synthesizing and summarizing

III. LANGUAGE

A. Development:

1. Syntactical understanding.

a. Recording words to construct sentences

b. Changing the meaning of a sentence by substituting or adding words

c. Understanding reference to pronouns he and the and their antecedents

LEVEL 4 -- LANGUAGE ARTS (cont'd)

- B. Expression:
 - 1. Listening
 - 2. Reading beyond the text
 - 3. Speaking
 - 4. Writing
- C. Vocabulary:
 - 1. Developing word meanings
 - a. Expanding vocabulary
 - 2. Recognizing words
- D. Mechanics:
 - 1. Capitalization
 - a. First word of a sentence
 - b. Names of people and titles
 - c. Pronoun "I"
 - 2. Learn to punctuate
 - a. Periods - after telling sentences (statements), after "Mr."
 - b. Question Marks - after asking sentences (questions)
 - c. Exclamation Point - recognition - after statements that exclaim
 - d. Comma - use between day of month and year
-as symbol of pause in reading
-as an aid for understanding sentence meaning
 - e. Apostrophe - contractions (can't-don't), singular possessives (Ben's)
 - 3. Learn to use words correctly
 - a. Forms of the verb - be (is, are, am)
 - b. Irregular verbs (see-saw, came-come, go-went-gone, ran-run, do-did)
 - 4. Sentence Structure
 - a. Write simple sentences
 - 5. Learn to write a letter (construct and copy group letters)
 - a. Correct letter form
 - b. Types of letters (thank you, invitations)
 - 6. Learn to proofread
 - a. Use symbol "P" to indicate error in punctuation
 - 7. Heading on papers
 - a. Introduce first name on left hand side of

IV. STUDY SKILLS

- A. Using reference materials
- B. Developing a picture map
- C. Developing a reference chart

V. LITERARY UNDERSTANDING AND APPRECIATION

- A. Types of literature:

LEVEL 4 -- LANGUAGE ARTS (Cont'd)

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1. Animal stories
2. Fables and folk tales
3. Factual stories
4. Realistic fiction

- B. Graphic techniques in literature:
1. Relating graphic treatment of type to content
 2. Relating illustration to literature

- C. Writer's Craft:
1. Author's style
 2. Mood
 3. Plot and character development
 4. Setting
 5. Theme

VI. CREATIVITY

- A. Before the Reading Experience:
1. Building onto the individual's or group's existing knowledge
 2. Confrontation with ambiguities and uncertainties
 3. Curiosity and wanting to know stimulated
 4. Predicting from limited information

- B. During the Reading Experience:
1. Awareness of problems and difficulties
 2. Anticipation and expectation heightened
 3. Incompleteness of information recognized
 4. Open-endedness preserved
 5. Reading with imagination
 6. Visualization encouraged

- C. After the Reading Experience:
1. Building onto information or knowledge
 2. Elaborating an idea or element
 3. Emphasizing with an idea or element
 4. Emphasizing with story characters
 5. Going beyond what is known
 6. Improbabilities entertained
 7. Reconstructing the story
 8. Synthesizing or summarizing information

VII. MATERIALS

- A. Required Ginn 360:
1. Helicopters and Gingerbread
 - a. Pupil's text
 - b. Teacher's edition (Level 3 & 4 combined)
 - c. Basic Card Set I
 - d. Skills handbook (Level 3 & 4 combined)
(workbook-pupil and teachers' edition)

LEVEL 4 -- LANGUAGE ARTS (cont'd)

- B. Alternate with approval of Reading Department:
1. Programmed Reading (Sullivan)
 2. Scott, Foresman
- C. Supplementary materials* (optional) use only appropriate pages as related to Level 4 skills.
1. Ginn Word Enrichment Program (Levels 1-7)
 2. Modern Curriculum Press - Book A
 3. Lyons & Carnahan The New Phonics We Use A,B
 4. Continental, Hayes, Jenn - Duplicating Masters
 5. SRA Kits - Word Games
 6. Scholastic Individualized Reading Kit
 7. EDL Controlled Reader and Language Master
 8. Library - film strips and tapes
 9. Teacher made materials
 10. Can You Imagine? (Creativity Idea Book)
 11. Spelling Books
 - a. Noble and Noble Spell/Write Level 1 Orange
 - b. Scott, Foresman Spelling Our Language Book 1
 - c. Hanna & Hanna Power to Spell - Grade 1
 - d. McGraw Hill Basic Goals in Spelling Grade 1
 - e. Economy Co. Continuous Progress Spelling Kit
 12. Language Books
 - a. Harcourt, Brace & World Roberts Series
 - b. Scott, Foresman Language & How To Use It Grade 1
 - c. Laidlaw Experiences in Language Book 1
 - d. Holt, Rhinehart & Winston Inc. Arts and Skills in English Book 1
 13. Handwriting
 - a. Scott, Foresman Writing Our Language
 14. Enrichment
 - a. Games
 - b. Merrill - Phonics Skill Text - Book A tapes and workbooks
 - c. Pixie Dictionary
 15. Reader's Digest SKILL Books

VIII. EVALUATION (tests)

- A. Required:
1. Ginn Achievement Test - Level 4
 2. Language Arts Test - Level 4 (70% mastering)
 3. Teacher made tests
- B. Optional:
1. Informal Reading Inventory (back of T.E.)
 2. Fountain Valley Teachers' Support System in Reading (Pre-test, Post-test evaluation of skills - tapes)
 3. Ginn Initial Screening Test
 4. Gates-MacGinitie Test
 5. Metropolitan Achievement Test

*Refer to supplementary materials index.

LEVEL 4 -- EVALUATION
LANGUAGE ARTS

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Name _____

A. FINAL SOUNDS

Write the letter that represents the final sound heard.

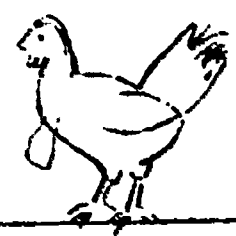
- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |

B. BEGINNING SOUNDS

Write the letter that represents the beginning sound heard.

- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |

C. VOWELS



- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

read, get, meat, Ted, Ben, eat, yes, seat

D. PUNCTUATION

Write or at end of sentence.

1. What will he do
2. A man wants help
3. Is the surprise here
4. Do you want a ride
5. I like a fast ride

LEVEL 4 -- EVALUATION
(cont'd)

Name _____

E. CAPITALIZATION

Use correct capitalizations.

1. make the helicopter go.
2. what do you want, bill?
3. here i am miss hill.
4. "yes, we did," said ted.
5. did you guess the surprise?

LEVEL 4 -- EVALUATION

Teacher copy

Scoring: In your own judgment 70% of this test must be mastered to move to the next level.

A. FINAL SOUNDS

Write the letter that represents the final sound heard.

- | | | |
|-------------------|-------------------|------------------|
| 1. wheel <u>l</u> | 4. clown <u>n</u> | 7. drum <u>m</u> |
| 2. wagon <u>n</u> | 5. pail <u>l</u> | 8. ham <u>m</u> |
| 3. seal <u>l</u> | 6. gum <u>m</u> | 9. hen <u>n</u> |

B. BEGINNING SOUNDS

Write the letter that represents the beginning sound heard.

- | | | |
|------------------|-------------------|------------------|
| 1. <u>l</u> leaf | 4. <u>m</u> ouse | 7. <u>n</u> est |
| 2. <u>n</u> ose | 5. <u>l</u> adder | 8. <u>m</u> ask |
| 3. <u>m</u> atch | 6. <u>n</u> urse | 9. <u>l</u> eash |

C. VOWELS

Write the words in the column under the seal if you hear the glided vowel sound in it.

Write the words in the column under the hen if you hear the unglided vowel sound in it.

- | <u>Seal</u> | <u>Hen</u> |
|-------------|------------|
| 1. read | 5. Ben |
| 2. seat | 6. Ted |
| 3. meat | 7. yes |
| 4. eat | 8. get |

D. PUNCTUATION

1. What will he do ?
2. A man wants help .
3. Is the surprise here ?
4. Do you want a ride ?
5. I like a fast ride .

LEVEL 4 -- EVALUATION
(cont'd)

Teacher copy

E. CAPITALIZATION

Use correct capitalizations.

1. Make the helicopter go.
2. What do you want, Bill?
3. Here I am Miss Hill.
4. "Yes, we did," said Ted.
5. Did you guess the surprise?

SUGGESTED SPELLING LIST

LEVEL 4

airport	from	mouse
*am	funny	old
animals	*gave	parrot
away	gingerbread	play
ball	go	*ran
*big	goats	say
*boys	*hand	seal
*cake	*has	*sit
*cap	*he	something
*cat	helicopter	surprise
*cot	hello	*tell
Dad	in	they
*did	Kay	too
dog	let	who
elephant	lion	woman
*for	make	zoo
fox	man	

*Dolch

Additional decodable words Level 4 - T.G. p. 292

SUGGESTED LITERATURE
Reading - Level 4

Ginn 360 Level 4 Unit I

The Secret Hiding Place
How the Animals Get to the Zoo
I Talk to Elephants
Put Me In the Zoo
At Home on the Ice

Baby Elephant

The Hungry Goat
I Was Kissed By A Seal At the Zoo
Hello Elephant

- Bennett, Rainey
- Elting, Mary
- Livingston, Myra
- Lopshire, Robert
- Miller, Patricia and Seligman, Iran L.
- Miller, Patricia and Seligman, Iran L.
- Mills, Alan
- Palmer, Helen

- Wahl, Jan

Ginn 360 Level 4 Unit II

Three Boys and A Helicopter
Beginning Science With Mr. Wizard: Flying
The How and Why Wonder Book of Flight
The Big Book of Real Helicopters Helicopters; How They Fly

- Agle, Nan H.
- Herbert, Don

- Highland, Harold

- Knight, Clayton
- Lewellen, John

Ginn 360 Level 4 Unit III

The Little Red Hen
The Happy Lion's Quest
The Big Book of Animal Fables
Aesop's Fables
Journey Cake, Ho!
Foolish and Wise
Aesop's Fables

- Berg, Jean
- Fatio, Louise
- Green, Margaret
- Harris, Laura
- Sawyer, Ruth
- Smith, Nila
- Untermeyer, Louis

Other Suggested Reading

500 Hats of Bartholomew Cubbins
Curious George
Katy No Pocket
Camel Who Took a Walk
Snow
Little Black, A Pony
Green Eggs and Ham
Stop That Ball
Ann Can Fly
Look Out For Pirates
Big Jump
Whales Go By
Ten Apples Up On Top
Go Dog Go

- Geisel
- Rey
- Payne
- Tworkov
- Snow
- Farley
- Seuss
- McClintock
- Phleger
- Vinton
- Elkin
- Phleger
- Le Sieg
- Fastman

SUGGESTED LITERATURE
Reading - Level 4

Other Suggested Reading

Put Me In the Zoo

Hop On Pop

Georgie to the Rescue

May I Bring A Friend

Wheels on the Chimney

Petunia

Lonely Veronica

Lion

Little Black Goes to the Circus

Big Black Horse

Here Come the Dolphins

Backward Day

The Cow Who Sneezed

- Lopshire, R.

- Bright, Robert

- DeRegniers, Beatrice

- Brown, Margaret

- Duvoisin, Roger

- Duvoisin, Roger

- DuBois, William

- Farley, Walter

- Farley, Walter

- Goudey, Alice

- Krauss, Ruth

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

LEVEL 5 -- LANGUAGE ARTS

*REVIEW SKILLS FROM PREVIOUS LEVELS

KEY: i = initial
m = medial
f = final

I. DECODING SKILLS

A. Phonemic Analysis:

1. Consonants
 - a. ve (f), x (f), ff (f)
2. Consonant Clusters
 - a. tr (i)
 - b. st (i)
 - c. gr (i)
 - d. fr (i)
 - d. qu (i)
 - e. pl (i)
 - f. sh (i)
 - g. wh (i)
3. Digraphs
 - a. th (i) as in the
 - b. th (i, f.) as in thin, both
4. Vowels
 - a. ay (f) as in play
 - b. a unglided and glided

B. Structural Analysis:

1. Graphemic Bases
 - a. ame, ate, ack, ake, at, an
2. Possessive Forms
 - a. 's
3. Root Words and Endings
 - a. Verbs with ed
 - b. Verbs with d
 - c. Verbs with ing
 - d. Nouns with es (glasses, boxes)
4. Contractions
 - a. 'm, n't, 's
5. Syllables
 - a. Listen for number of syllables (up to 3)
6. Spelling Patterns
 - a. CVC, CVCe

II. COMPREHENSION

A. Inferential:

1. Identifying with characters and incidents
2. Interpreting figurative language
3. Making inferences
 - a. Cause and effect relationships
 - b. Character traits
 - c. Comparisons
 - d. Supporting details
4. Making judgments of worth, desirability, acceptability
5. Predicting outcomes

B. Literal:

LEVEL 5 -- LANGUAGE ARTS (cont'd)

1. Classifying
2. Recognizing and recalling
 - a. Character traits
 - b. Comparisons
 - c. Details
 - d. Main ideas
 - e. Sequence
3. Synthesizing and summarizing

III. LANGUAGE

A. Development:

1. Syntactical Understanding
 - a. Completing oral sentences
 - b. Transforming sentences
 - c. Understanding variety of word usage
 - d. Understanding sentences
 - e. Create sentences with nouns, verbs and phrases

B. Expression:

1. Listening
2. Reading beyond the text
3. Speaking
4. Writing

C. Vocabulary:

1. Developing word meanings
 - a. New words
 - b. Words used in directions for independent exercises
2. Recognizing new words

D. Mechanics:

1. Capitalization
 - a. First word of a sentence
 - b. Names of people and titles (Mr.)
 - c. Pronoun "I"
2. Learn to punctuate
 - a. Periods - after telling sentences (statements) - after "Mr."
 - b. Question Marks - after asking sentences (questions)
 - c. Exclamation Point - after statements that exclaim
 - d. Comma - use between day of month and year
-as symbol for pause
-as aid to understanding sentence meaning
 - e. Apostrophe - contractions ('m, n't, 's, can't, don't, Ben's)
singular possessives (Ben's)
3. Learn to use words correctly
 - a. Forms of the verb be (is-are, am, was-were)
 - b. Irregular verbs (see-saw, came-come-go-went-gone, ran-run, do-did)

LEVEL 5 -- LANGUAGE ARTS (cont'd)

- c. "Double negatives" (can't-never)
- 4. Sentence Structure
 - a. Writes simple sentences
 - b. Recognizes asking sentences
- 5. Learn to write a letter (group project)
 - a. Reinforce level 4 a and b
 - b. Encourage individual composition
- 6. Learn to proofread
 - a. Using symbol "P" to indicate error in punctuation
 - b. Using symbol "NC" to indicate incomplete sentences
- 7. Heading on papers
 - a. First name and last names on left hand side of paper

IV. STUDY SKILLS

- A. Introduce alphabetizing
- B. Make a simple map
- C. Assignment of items to a predetermined group or class
- D. Developing a chart

V. LITERARY UNDERSTANDING AND APPRECIATION

- A. Types of literature:
 - 1. Animal stories
 - 2. Fables
 - 3. Factual stories
 - 4. Folk tales
 - 5. Realistic fiction
- B. Graphic techniques in literature:
 - 1. Relating graphic treatment of type to content
 - 2. Relating illustration to literature
- C. Reading varied literary forms:
 - 1. Poetry
 - 2. Prose
- D. Writer's Craft:
 - 1. Author's style
 - 2. Mood
 - 3. Plot and character development
 - 4. Setting
 - 5. Theme

VI. CREATIVITY

- A. Before the Reading Experience:
 - 1. Awareness of a problem to be solved
 - 2. Building onto the individual's or group's existing knowledge

LEVEL 5 -- LANGUAGE ARTS (cont'd)

3. Confrontation with ambiguities and uncertainties
 4. Curiosity and wanting to know stimulated
 5. Heightened anticipation and expectation
 6. Predictions from limited information
- B. During the Reading Experience:
1. Awareness of problems and difficulties heightened
 2. Predictions from limited information required
 3. Visualization encouraged
- C. After the Reading Experience:
1. Digging deeper, going beneath or beyond the obvious
 2. Elaborating what is read
 3. Familiar made strange or strange made familiar
 4. Manipulation of ideas and objects encouraged
 5. Multiple hypotheses encouraged
 6. Paradoxes confronted and examined
 7. Possible cause and effect consequences called for
 8. Skills for finding out identified and encouraged
 9. Transforming and rearranging information

VII. MATERIALS

- A. Required - Ginn 360:
1. May I Come In?
 - a. Pupil's text
 - b. Teacher's edition
 - c. Basic Card Set II (Levels 5 and 6)
 - d. Self-Help Activities (pupil's and teacher's edition)
 - e. Skills Handbook (pupil's and teacher's edition)
- B. Alternate - with approval of Reading Department:
1. Programmed Reading (Sullivan)
 2. Scott, Foresman
- C. Supplementary Materials* (optional) use only appropriate pages as relate to Level 5 skills.
1. Ginn Word Enrichment Program (Levels 1-7)
 2. Modern Curriculum Press - Book A (B,C)
 3. Lyons & Carnahan The New Phonics We Use
A, B, (D, E, F)
 4. Barnell Loft A (B, C, D, E, F)
 5. Continental, Hayes, Jenn - Duplicating Masters
 6. SRA Kit - Word Games
 7. Scholastic Individualized Reading Kit
 8. EDL Controlled Reader and Language Master
 9. Library - filmstrips and tapes
 10. Teacher made materials
 11. Can You Imagine? (Creativity Idea Book)

*Refer to Supplementary Materials Index.

LEVEL 5 -- LANGUAGE ARTS (cont'd)

12. Spelling Books
- a. Noble and Noble Spell/Write - Level 1 Orange
 - b. Scott, Foresman Spelling Our Language Book 1
 - c. Hanna & Hanna Power to Spell - Grade 1
 - d. McGraw Hill Basic Goals in Spelling - Grade 1
 - e. Economy Co. Continuous Progress Spelling Kit
13. Language Books
- a. Harcourt, Brace & World Roberts Series
 - b. Scott, Foresman Language and How To Use It - Grade 1
 - c. Laidlaw Experiences In Language - Book 1
 - d. Holt, Rhinehart & Winston Inc. Arts and Skills in English - Book 1
14. Handwriting
- a. Scott, Foresman Writing Our Language
15. Enrichment
- a. Games
 - b. Merrill - Phonics Skill/Text - Book A tapes and workbooks
 - e. Pixie Dictionary
16. Reader's Digest Skill Books

VIII. EVALUATION (tests)

- A. Required:
1. Ginn Achievement Test - Level 5
 2. Language Arts Test - Level 5
 3. Teacher made tests
- B. Optional:
1. Informal Reading Inventory (back of teachers' edition)
 2. Fountain Valley Teachers' Support System in Reading (Pre-test, Post-test evaluation of skills-tapes)
 3. Ginn Initial Screening Test
 4. Gates-MacGinitie Test
 5. Metropolitan Achievement Test

LEVEL 5 -- EVALUATION
LANGUAGE ARTS

Name _____

A. Initial Word Parts

Write the letters needed to make the words you hear complete.

1. _____ in

6. _____ een

2. _____ ip

7. _____ eet

3. _____ ab

8. _____ ing

4. _____ ate

9. _____ en

5. _____ ame

10. _____ ip

B. Final Word Parts

Write the letter or letters needed to make the words you hear complete.

1. gru _____

6. ta _____

2. bo _____

7. work _____

3. li _____

8. box _____

4. si _____

9. help _____

5. pl _____

10. surprise _____

C. Vowel and e Marker

Use the vowel a alone or with the e marker to complete the words you hear.

1. m d

5. t p

2. h t

6. p n

3. c p

7. c m

4. t p

8. l k

LEVEL 5 - EVALUATION
(cont'd)

Name _____

D. Vowels

Write the letter that stands for the sound heard in the middle of each word.

1. b__d

5. b__g

2. c__p

6. p__t

3. h__n

7. h__t

4. l__t

8. c__t

E. Syllables

Write 1, 2, or 3 in each blank to indicate the number of parts you hear in the word.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

F. Contractions

Match the contractions with the words.

1. she's

cannot

2. can't

I am

3. here's

she is

4. he's

he is

5. let's

here is

6. I'm

let us

G. Punctuation

Write or ? at end of sentence.

1. What work are they doing

2. Some animals can hide from danger

3. Can you see the elephant

LEVEL 5 -- EVALUATION
(cont'd)

Name _____

G. Punctuation (cont'd)

4. He looked at Penny

5. We will find boots for James

H. Study Skills

Find one way in which these words are alike. Choose the best heading for each group of words and write it in the blank.

Animals

People

Toys

man
Mother
Ken
Dad

seal
duck
turtle
dog

car
balloon.
spaceship
bat

frog
bear
rabbit
goat

Penny
Pat
James
boys

I. Capitalization

Use correct capitalizations.

1. we looked for you.
2. find mr. pine.
3. here i come.
4. the boy saw sam.
5. but i have a name for a dog.

LEVEL 5 -- EVALUATION

Teacher copy

A. Initial Word Parts

Write the letters needed to make the words complete.

- | | |
|------------------|------------------|
| 1. <u>gr</u> in | 6. <u>que</u> en |
| 2. <u>tr</u> ip | 7. <u>she</u> et |
| 3. <u>stab</u> | 8. <u>th</u> ing |
| 4. <u>pl</u> ate | 9. <u>th</u> en |
| 5. <u>fr</u> ame | 10. <u>wh</u> ip |

B. Final Word Parts

Write the letter or letters needed to make the words complete.

- | | |
|-----------------|-----------------------|
| 1. <u>gruff</u> | 6. <u>tack</u> |
| 2. <u>both</u> | 7. <u>work</u> ing |
| 3. <u>live</u> | 8. <u>box</u> es |
| 4. <u>six</u> | 9. <u>help</u> ed |
| 5. <u>play</u> | 10. <u>surpr</u> ised |

C. Vowels and e Marker

Use the vowel a alone or with the e marker to complete the words you hear.

- | | |
|----------------|----------------|
| 1. <u>made</u> | 5. <u>pan</u> |
| 2. <u>hat</u> | 6. <u>came</u> |
| 3. <u>cap</u> | 7. <u>mate</u> |
| 4. <u>tape</u> | 8. <u>lake</u> |

D. Vowels

Write the letter that stands for the sound heard in the middle of each word.

- | | |
|---------------|---------------|
| 1. <u>bed</u> | 5. <u>bag</u> |
| 2. <u>cap</u> | 6. <u>pet</u> |
| 3. <u>hen</u> | 7. <u>hat</u> |
| 4. <u>let</u> | 8. <u>cat</u> |

E. Syllables

Write 1, 2, or 3 in each blank to indicate the number of parts you hear in the word.

- | | |
|--------------------|------------------|
| 1. hop (1) | 6. under (2) |
| 2. Cunningham (3) | 7. something (2) |
| 3. hopper (2) | 8. bridge (1) |
| 4. troll (1) | 9. only (2) |
| 5. grasshopper (3) | 10. into (2) |

F. Contractions

- | | |
|-----------|---------|
| 1. she's | she is |
| 2. can't | cannot |
| 3. here's | here is |
| 4. he's | he is |
| 5. let's | let us |
| 6. I'm | i am |

LEVEL 5 -- EVALUATION (cont'd)

Teacher copy

G. Punctuation

1. What work are they doing ?
2. Some animals can hide from danger .
3. Can you see the elephant ?
4. He looked at Penny .
5. We will find boots for James .

H. Study Skills

<u>People</u>	<u>Animals</u>	<u>Toys</u>
man	seal	car
Mother	duck	balloon
Ken	turtle	spaceship
Dad	dog	bat

<u>Animals</u>	<u>People</u>
frog	Penny
bear	Pat
rabbit	James
goat	boys

I. Capitalization

1. We looked for you.
2. Find Mr. Pine.
3. Here I come.
4. The boy saw Sam.
5. But I have a name for a dog.



SUGGESTED SPELLING LIST

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LEVEL 5

all	helping	nine	then
ants	hen	now	there
asked	*her	of	things
*back	there's	oh	time
bag	he's	on	town
balloon	home	out	toy
be	*hot	pen	tracks
*bed	house	penny	trap
Billy	houses	people	tree
boots	I'm	pet	trip
boxes	into	Pete	under
Bozo	it's	*pig	up
bridge	Jack	pine	wait
buildings	Jean	pine's	waited
call	jet	playing	walk
*came	*jump	policeman	walked
Carlo	jumped	purple	walking
*cars	just	put	wanted
city	Ken	quack	wants
*comes	know	raccoon	*was
country	last	*red	way
didn't	late	saw	*went
doing	*likes	shave	*were
*doll	live	*she	what's
down	lived	she's	when
eating	lives	ship	where
*far	looked	signs	whistle
find	looking	six	whistled
finds	lost	sleep	who's
finish	machine	sleeping	why
five	*made	snow	wig
fix	may	some	without
follow	*men	space	wolf
food	Mike	still	work
girls	mixed	store	worked
going	mop	street	working
*good	Mr.	surprised	yellow
*got	*much	*take	
grass	*my	tales	
green	name	ten	
*have	new	thank	
helped	night	them	

SUGGESTED LITERATURE
Reading - Level 5

Ginn 360 Level 5 Unit I

The Bear Cub
Fawn in the Woods
Growing Up
Snow Tracks
Let's Go to the Desert
Stripes and Spots
Jumbo, King of Elephants
Animal Tracks
Raccoons Are the Brightest
People
The True Book of Animal Homes
The True Book of Elephants
The World of the Raccoon
Frogs and Toads
Nature Detective
See Through the Forest
See Through the Jungle
Junior Science Book of Elephants
Animal Camouflage
Who Knows When Winter Goes
The Rabbit Story

- Clark, Ann
- Eberle, Irmengarde
- Fritz, Jean
- George, Jean
- Huntington, Harriet
- Ipcar, Dahlov
- Lindpop, Edmund
- Mason, George
- North, Sterling

- Podendorf, Illa
- Posell, Elsa
- Rue, Leonard
- Schoenknecht, Charles
- Selsam, Millicent
- Selsam, Millicent
- Selsam, Millicent
- Sheldon, William
- Shuttlesworth, Dorothy
- Simon, M.
- Tresselt, Alvin

Ginn 360 Level 5 Unit II

The Little House
This Is A Town
What Can You Do With A Shoe?
Lazy Tommy Pumpkin head
Robert The Rose Horse
Lost And Found
What Does It Do and How Does
Work?
Where's Wallace
I Want To Paint My Bathroom
Blue
Machines
Come To The City
Farevell To Shady Glade
We Live In The City
This Is New York
City Boy, Country Boy
Let's Look Under the City
Simple Machines and How They
Work
One, Two, Where's My Shoe?
Nike Mulligan and His Steam
Shovel
Machines

- Burton, Virginia
- Curren, Polly
- DeRegniers, Beatrice
- DuBois, William
- Heilbroner, Joan
- Hitte, Kathryn
- Hoban, Russell

- Knight, Hillary
- Krauss, Ruth

- O'Brien, Robert
- Paull, Grace
- Feet, Bill
- Ray, Bert
- Sasek, Miroslav
- Schlein, Miriam
- Schneider, Nina
- Sharp, Elizabeth

- Ungerer, Tomi
- Burton, Virginia

- Victor, Edward

Ginn 360 Level 5 Unit III

Know What? No, What?
There's An Elephant in the Bathtub

- Baum, Arline
- Bradfield, Roger

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SUGGESTED LITERATURE
Reading - Level 5

The Country Noisy Book
Book of Animal Riddles
The Dragon in the Clock Box
May I Bring A Friend?
I Read Signs
The Mystery of the Gate Sign
Lengthy
Mrs. McGarrity's Peppermint
Sweater
Harold and the Purple Crayon
Harold's Trip to the Sky
Is It Blue As A Butterfly?
Runaway John
All Sizes of Noises
When Homer Honked
The Very Nice Things
Who Took The Farmer's _____?
Where The Wild Things Are
McElligot's Pool
The Moon Jumpers
You Look Ridiculous (Said the
Rhinoceros to the Hippopotamus)

- Brown, Margaret
- Cerf, Bennett
- Craig, M. Jean
- DeRegniers, Beatrice
- Funk, Tom
- Friskey, Margaret
- Hoff, Syd
- Holl, Adelaide
- Johnson, Crockett
- Johnson, Crockett
- Kalusky, Rebecca
- Klein, Leonore
- Kuskin, Karla
- Latham, Jean Lee
- Merrill, Jean
- Nodset, Joan
- Sendak, Maurice
- Seuss, Dr.
- Udry, Janice
- Waber, Bernard

Ginn 360 Level 5 Unit IV

The Big, Big Box
City Street Games
Daisy Tells
Whistle For Willie
The Bundle Book
Which Horse is William?
How To Make Flibbers
What Can You Do With A Pocket?
Karen's Opposites
Peter's Tent
I am Andy
Andy and His Fine Friends
The Puppy who Wanted A Boy
Is Susan Here?
Melissa

- Adam, Barbara
- Ames, Jocelyn
- Elwart, Joan Potter
- Keats, Ezra
- Krauss, Ruth
- Kuskin, Karla
- Lopshire, Robert
- Marriam, Eve
- Provenson, A.
- Smaridge, Morah
- Steiner, Charlotte
- Thayer, Jane
- Thayer, Jane
- Udry, Janice
- Weil, IJsi

Ginn 360 Level 5 Unit V

Time For Fairy Tales
Cinderella
Once A Mouse
John J. Plenty and Fiddler Dan
Six Foolish Fishermen
The Man, The Boy, and The Donkey
The Glass Slipper
The House That Jack Built
The Old Woman and Her Pig
The Wolf and the Seven Little
Kids
The Fables of Aesop

- Arluthnot, May
- Brown, Marcia
- Brown, Marcia
- Ciardi, John
- Elkin, Benjamin
- Evans, Katherine
- Farjeon, Eleanor
- Galdone, Paul
- Galdone, Paul
- Grimm, Jakob
- Jacobs, Joseph

SUGGESTED LITERATURE
Reading - Level 5

- | | |
|---|-----------------------|
| <u>Anthology of Children's Literature</u> | - Johnson, Edna |
| <u>Giant John</u> | - Lobel, Arnold |
| <u>Peter and The Wolf</u> | - Prokofieff, Serge |
| <u>The Blind Men and The Elephant</u> | - Quigley, Lillian |
|
 | |
| <u>Other Suggested Reading</u> | |
| <u>The Steadfast Tin Soldier</u> | - Andersen, Hans |
| <u>Madeline in London</u> | - Bemelmans, Ludwig |
| <u>Babar and The Professor</u> | - Brunhoff, Jean de |
| <u>The Blue-nosed Witch</u> | - Embry, Margaret |
| <u>The Boats on The River</u> | - Flack, Marjorie |
| <u>Walter, The Lazy Mouse</u> | - Flack, Marjorie |
| <u>The Wonderful Egg</u> | - Ipcar, Dahlov |
| <u>Curious George Gets A Medal</u> | - Rey, H. A. |
| <u>Harry The Dirty Dog</u> | - Zion, Gene |
| <u>Mr. Rabbit and The Lovely Present</u> | - Zolotow, Charlotte |
| <u>Little Black, A Pony</u> | - Farley, Walter |
| <u>Little Black Goes To The Circus</u> | - Farley, Walter |
| <u>Big Honey Hunt</u> | - Berenstain, Stanley |
| <u>King's Wish</u> | - Elkin, B. |
| <u>Bike Lesson</u> | - Berenstain, Stanley |
| <u>Sam and The Firefly</u> | - Eastman |
| <u>Story of Babar</u> | - Prunhoff |
| <u>Book of Riddles</u> | - Cerf, Bennett |
| <u>Bennett Cerf's Book of Laughs</u> | - Cerf, Bennett |
| <u>More Riddles</u> | - Cerf, Bennett |
| <u>Meet John F. Kennedy</u> | - White, N. B. |
| <u>"Why" Stories</u> | - Dolch, E. W. |
| <u>Once There Was A Dog</u> | - Dolch, E. W. |
| <u>Dog Pals</u> | - Dolch, E. W. |
| <u>Friendly Birds</u> | - Dolch, E. W. |
| <u>Zoo Is</u> | - Dolch, E. W. |
| <u>Once There Was An Elephant</u> | - Dolch, E. W. |
| <u>Dog</u> | - Dolch, E. W. |
| <u>Sam and The Small Ant</u> | - Dolch, E. W. |
| <u>in The Woods</u> | - Dolch, E. W. |

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

LEVEL 6 -- LANGUAGE ARTS

*REVIEW SKILLS FROM PREVIOUS LEVELS

KEY: i = initial
m = medial
f = final

I. DECODING SKILLS

A. Phonemic Analysis:

1. Consonants
 - a. c followed by e, i, y = s sound (i. m. f.)
2. Consonant Clusters
 - a. sm (i), bl (i), nd (f), nt (f), st (f)
3. Consonant Digraph
 - a. ch (i.f.), sh (f), tch (f)
4. Vowels
 - a. ar (car) u (nut) aw (saw) a (all) o-e
(home) o (no) oo (moon) oo (took) o (not)

B. Structural Analysis:

1. Compound words
2. Contractions
 - a. 're - they're
 - b. 'll - I'll
3. Graphemic Bases
 - a. ake, alk, all, an, and, at, ay, ell, en, ike, ire, ing, ang, ung, ink, ish, og, op, ook, ug, un
4. Root words and endings
 - a. Verbs with s, ed, ing (helps, helped, helping)
 - b. Plurals with s (books)
 - c. th ending following a numeral (6th)
 - d. Double final consonant when adding ed, ing (stopped, stopping)
5. Spelling Patterns
 - a. CVCe (cake)
 - b. CVC (cat)
 - c. CCVC (stop)
6. Syllabication
 - a. Rule No. 1 - compound words may be divided for decoding
 - b. Listening for number of syllables in a word (1-4)

II. COMPREHENSION

A. Inferential:

1. Identifying with characters or incidents.
2. Interpreting figurative language
3. Making inferences
 - a. Cause and effect relationships
 - b. Character traits
 - c. Comparisons
 - d. Main ideas
 - e. Sequence

LEVEL 6 -- LANGUAGE ARTS (cont'd)

- f. Supporting details
 4. Making judgments
 - a. Adequacy and validity
 - b. Worth, desirability, and acceptability
 5. Predicting outcomes
 6. Reacting to the author's use of language
- B. Literal:
1. Classifying
 2. Recognizing and recalling
 - a. Cause and effect relationships
 - b. Details
 - c. Sequence
 3. Summarizing

III. LANGUAGE

- A. Development:
1. Syntactical understanding
 2. Word and phrase analysis
- B. Expression:
1. Listening
 2. Reading beyond the text
 3. Speaking
 4. Writing
- C. Vocabulary:
1. Developing word meanings
 - a. Antonyms
 - b. Frequently used words
 - c. New words
 - d. Words used in directions for independent exercises
 2. Expanding vocabulary
 - a. Solving word puzzles
 - b. Using descriptive words for clear expression
 - c. Using different words to express the same idea
 - d. Using words in more than one way
 3. Recognizing new words
- D. Mechanics:
1. Learn to capitalize
 - a. Names of days of week
 - b. Beginning word of a sentence
 - c. Proper names and titles (Mr., Mrs., etc.)
 - d. Names of streets
 - e. Titles of stories
 - f. The word "I"
 2. Learn to punctuate
 - a. Periods - after statements (telling sentences) - after Mr. and Mrs.

LEVEL 6 -- LANGUAGE ARTS (cont'd)

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- after numbers used for a list
- b. Question mark - after an asking sentence
- c. Quotation mark - recognize the use in direct address
- d. Exclamation point - recognition after a sentence that exclaims
- e. Comma - after greeting and closing of a letter
 - between day of month and year
- f. Apostrophe - in forming contractions
 - in forming singular possessives
- g. Underline - for titles of books
- 3. Learn to use words correctly
 - a. Review Level 5 usage
 - b. Forms of the verb be; is, are, was, were, has, have had, am
 - c. Irregular verbs; see-saw, run-ran
 - d. "Double negatives" can't-never - (avoid)
 - e. Naming self last
- 4. Learn to use correct sentence structure
 - a. Difference between telling and asking sentences
 - b. Difference between phrases and sentences
 - c. Writing simple telling and asking sentences
- 5. Learn to write letters
 - a. Correct letter form
 - date, greeting, body, closing and signature
 - b. Kinds of letters
 - friendly, children write letters to family member or friend
 - invitations, children invite parents or another class to a program
 - thank you, children write thank you notes to a room mother for a party and to a bus driver for taking them on a field trip
 - get well, children write to classmates or teachers who are sick
- 6. Learn to proofread
 - a. Reinforce previous symbols
 - b. Introduce symbols (l, sp, ss)
 - c. Use other symbols from chart as needed
- 7. Learn to recognize a paragraph in print
- 8. Correct heading on paper

IV. STUDY SKILLS

A. Locational:

- 1. Alphabetical arrangement - initial letter
- 2. Dictionary - picture and beginning and their function
- 3. Rapid reading for specific information
- 4. Suggested references to resource books

LEVEL 6 -- LANGUAGE ARTS (cont'd)

- B. Organization:
1. Assignment of items to a predetermined group or class
 - a. recognizing and putting in order days of the week
 2. Determination of a class for a given group of items
 3. Development of a chart
 4. Summarizing of major points and events

V. LITERARY UNDERSTANDING AND APPRECIATION

- A. Types of Literature:
1. Essays
 2. Fables
 3. Folk tales
 4. Myths and legends
- B. Graphic Techniques in Literature:
1. Relating illustration to literature
 2. Relating print to literature
- C. Reading of Different Literary Forms:
1. Play
- D. Writer's Craft:
1. Author's style
 2. Mood
 3. Plot and character development
 4. Setting
 5. Theme

VI. CREATIVITY

- A. Before the Reading Experience:
1. Confrontation with ambiguities and uncertainties
 2. Familiar made strange and the strange made familiar by analogy
 3. Heightened anticipation and expectation
 4. Looking at something from several different points of view
 5. Predictions from limited information
 6. Provocative questions
 7. Taking the next step beyond what is known
 8. Tasks structured only to give clues and direction
- B. During the Reading Experience:
1. Awareness of problems heightened
 2. Continued heightening of anticipation and expectation
 3. Encouragement of creative and constructive--rather than cynical--acceptance of limitations

LEVEL 6 -- LANGUAGE ARTS (cont'd)

4. Exploration of missing elements
5. Juxtaposition of apparently irrelevant elements
6. Ongoing predictions from limited information
7. Surprises heightened and deliberately used
8. Visualization of places and events

C. After the Reading Experience:

1. Ambiguities and uncertainties played with
2. Constructive response encouraged
3. Digging deeper, going beyond the obvious
4. Elaborating what is read
5. Future projection encouraged
6. Improbabilities entertained and multiple hypotheses encouraged
7. Taking the next step beyond what is known
8. Testing and revising predictions
9. Transforming and rearranging information

VII. MATERIALS

A. Ginn 360 required:

1. Seven Is Magic
 - a. Pupil text
 - b. Teacher's edition of text
 - c. Skills Handbook (workbook) pupil and teacher
 - d. Self-help activities - pupil and teacher
 - e. Ginn Basic Card Set II (Level 5-6)

B. Alternate Reading - approval of Reading Department:

1. Programmed Reading - Sullivan
2. Scott, Foresman Series

C. Supplementary materials* optional - use only appropriate page as related to Level 6 skills:

1. Ginn Word Enrichment Program - Levels 1, 2, 3, 4, 5, 6
2. Modern Curriculum Press - Phonics Workbook Books A, B, C
3. Lyons and Carnahan - The New Phonics We Use Books A, B, C, D, E, F, G
4. Barnell Loft - Specific Skill Series - Books A, B, C, D, E, F
5. Continental, Hayes, Jenn Duplicating Masters
6. SRA Kits - Word Game, Reading Kits (Ia, Ic)
7. Scholastic Individualized Reading Kits
8. EDL Controlled Reader and Language Master
9. Library - filmstrips and tapes
10. Teacher made materials
11. Creativity Ideabooks (Myers & Torrance)
 - a. Can You Imagine?
 - b. For Those Who Wonder

*Refer to Supplementary Materials Index

LEVEL 6 -- LANGUAGE ARTS (cont'd)

12. Spelling books
 - a. Noble and Noble - Spell/Write - Blue
 - b. Scott, Foresman - Spelling Our Language Book 2
 - c. Houghton, Mifflin - Power To Spell - Book 2
 - d. McGraw-Hill - Basic Goals In Spelling - Book 2
 - e. Economy Company - Continuous Progress Spelling Kit
13. Language books
 - a. Harcourt, Brace and World - Roberts English Series - Book 2
 - b. Scott, Foresman - Language and How To Use It - Book 2
 - c. Laidlaw - Experiences In Language - Book 2
 - d. Holt, Rhinehart & Winston - The Arts and Skills of English - Book 2
14. Handwriting
 - a. Scott, Foresman - Writing Our Language - Book 2
15. Enrichment materials
 - a. Games
 - b. Charles E. Merrill - Phonics Skill Text - tapes and workbooks
 - c. Dictionaries: Winston - Pixie Dictionary - World Publication - Rainbow Dictionary
16. Reader's Digest Skillbooks

VIII. EVALUATION

- A. Required :
 1. Ginn Achievement Test - Level 6
 2. Language Arts Test - Level 6
 3. Teacher made tests
- B. Optional :
 1. Informal Reading Inventory - back of teachers' edition
 2. Fountain Valley Teachers' Support System in Reading (Pre-test, Post-test evaluation of skills - tapes)
 3. Ginn Initial Screening Test
 4. Gates-MacGinitie Reading Test - standardized
 5. Metropolitan Achievement Tests

LEVEL 6 -- EVALUATION

Name _____

Date _____

A. List the days of the week in order:

Sunday, Wednesday, Friday, Tuesday, Monday, Thursday, Saturday.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

B. Put these words in A - B - C order:

became, forget, alone, hand, cap

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

C. Make the contractions for these words:

- 1. can not _____
- 2. do not _____
- 3. is not _____
- 4. are not _____
- 5. did not _____
- 6. had not _____
- 7. I am _____
- 8. it is _____
- 9. he is _____
- 10. she is _____

D. Put in the correct word:

- 1. Here are Mr. _____ glasses.
- Pine Pines Pine's
- 2. _____ is looking for Mr. Big.
- Bill's Bill Bills
- 3. This is the _____ green car.
- man man's mans

E. Match the words to make compound words:

- some
- police
- may
- ginger
- he
- bread
- man
- times

LEVEL 6 -- EVALUATION
LANGUAGE ARTS

2. _____

J. Write two asking sentences:

1. _____

2. _____

K. Spelling Words

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

LEVEL 6 -- EVALUATION

Teacher copy

A. Days of week:

- | | |
|--------------|-------------|
| 1. Sunday | 5. Thursday |
| 2. Monday | 6. Friday |
| 3. Tuesday | 7. Saturday |
| 4. Wednesday | |

B. A - B - C order:

1. alone
2. became
3. cap
4. forget
5. hand

C. Contractions:

- | | |
|-----------|-----------|
| 1. can't | 6. hadn't |
| 2. don't | 7. I'm |
| 3. isn't | 8. it's |
| 4. aren't | 9. he's |
| 5. didn't | 10. she's |

D. Correct word:

1. Pine's
2. Bill
3. man's

E. Compound words:

1. sometimes
2. policeman
3. maybe
4. gingerbread

F. Capitalization:

1. I like Mrs. Black.
2. Tom read the story, Grandfather and I listened.
3. I live on Brook Street.
4. Mrs. Green shops on Monday.

G. Punctuation:

1. Mr. and Mrs. Brown are at home.
2. Do you have a pencil?
3. My birthday is on May 7, 1972.
4. My favorite book is The Fish That Got Away.

LEVEL 6 -- EVALUATION
(cont'd)

Teacher copy

H. Correct usage:

- | | |
|---------|----------------|
| 1. are | 5. He and I |
| 2. was | 6. Sally and I |
| 3. have | 7. ever |
| 4. saw | 8. any |

I. Write two telling sentences.

J. Write two asking sentences.

K. Spelling - dictate ten words using the following vowel patterns:

1. CVCe - bite, cake, Pete
2. CVC - hill, hen, hat, hot, nut
3. CCVC - stop, blot, chip, smell

SUGGESTED SPELLING LIST

LEVEL 6

about	couldn't	hadn't
above	cream	hamster
again	cut	hand
ago	Dan	happy
air	day	harbor
alone	daylight	*has
along	desert	hat
*an	dig	having
Andy	dirt	held
another	*does	helpers
answer	Don	*her
apartment	Donna	*him
applesauce	dream	*his
aren't	each	horses
*around	eagle	*hot
as	elves	*how
asleep	ever	I'll
bad	*every	inside
barn	everyone	*keep
Barry	everywhere	King
basket	face	land
beautiful	fair	laughed
became	*far	lay
Leen	farmer	leather
*before	faster	leave
bird	fell	left
birthday	fence	letter
*black	fifth	*light
blackbird	fire	lights
blast	*first	*long
blaze	fish	longer
blew	flakes	lumber
*blue	*fly	magic
boats	forget	mail
brothers	forgot	*many
bulldozer	*four	maybe
bus	fourth	milk
*by	freckles	moon
canyon	friends	more
cap	game	morning
carry	garden	mountain
catch	*gave	Mrs.
children	getting	*must
chops	gone	needed
coats	Grandfather	newspaper
coming	Grandmother	next
cool	gray	noise
*could	*had	o'clock

*Dolch

Additional decodable words Level 6 T.G. p. 350

SUGGESTED SPELLING LIST

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LEVEL 6

#off
#once
#one
#or
other
#our
outside
over
owl
pairs
pan
paper
parachute
part
past
Pat
penguin
picture
place
plan
#please
pond
pork
postcard
pretty
pushed
radio
#read
ready
remember
#right
road
roadbed
rocket
rocks
roll
rolled
rollers
roof
rooster
#round
sang
Saturday
sawmill
scarecrow
school
second
seen

seesaw
#seven
shaving
sheep
sheet
shoemaker
shoes
shop
shorty
shovels
side
sights
signs
sits
sitting
sky
sleepy
#small
smile
smoke
snowballs
#so
soft
softly
someday
sometimes
#soon
splashed
splashing
spring
stakes
station
stay
steps
stoplight
stopped
strange
summer
sun
Sunday
swan
tags
talked
tall
tar
telephone
than
their

think
thought
#three
tired
#today
tonight
took
top
trick
trucks
T.V.
#two
unhappy
#us
#warm
#wash
watched
water
waved
weather
weatherman
#well
vet
whatever
#which
#white
wife
wild
wind
wings
winter
wise
#wish
woke
wolf
won't
woods
workers
workman
would
#your
you're

*Lolch

SUGGESTED LITERATURE
Reading - Level 6

Ginn 360 Level 6 Unit I

Visit to the Hospital
Hospital Helpers
The Birthday Party
Golden Hamsters
The First Book of Supermarkets
Hello Henry

- Chase, Francine
- Chase, Francine
- Krauss, Ruth
- Zim, Herbert
- Bendick Jeanne
- Vogel, Ilse-Marg.

Ginn 360 Level 6 Unit II

Our Friend the Forest
The Little House
The Skyscraper
Linda's Air-Mail Letter
Balloons: From Paperbags to
Skyhooks
George Washington and the First
Balloon Flight
At The Airport
A Walk in the City
A Big City
All Around The Town
Saturday Walk

- Lauber, Patricia
- Burton, Virginia
- Liang, Yen
- Bell, Norman
- Burchard, Peter

- Lindpop, Edmond

- Colonius, Lillian
- Dawson, Rose
- Grossbart, Francine
- McGinley, Phyllis
- Wright, Ethel

Ginn 360 Level 6 Unit III

Snowy Day
A Friend is Someone Who Likes
You
Let's Be Enemies
On A Summer Day
Sun Up

- Keats, Ezra
- Anglund, Joan

- Udry, Janice
- Lenski, Lois
- Tresselt, Alvin

Ginn 360 Level 6 Unit IV

Noise in the Night
Time For Poetry
Night's Nice
The Peterkin Papers
The Little Old Woman Who Used
Her Head
V Is For Verse
Who Took The Farmer's Hat?
Who Lives in This House
One Is Good, But Two Are
Better

- Alexander, Anne
- Arbuthnot, May
- Emberley, Barbara
- Hale, Lucretia
- Newell, Hope

- Ousley, Odille
- Nodset, Joan
- Blough, Glenn
- Slobodkin

Ginn 360 Level 6 Unit V

Follow The Road
A Book of Moon Rockets For
You

- Tresselt, Alvin
- Brnaley, Franklyn

SUGGESTED LITERATURE
Reading - Level 6

A Book of Planets For You
Outer Space: A Book to Begin On
When I Go To The Moon.
Space Alphabet

- Branley, Franklyn
- Holsaert, Eunice
- Lewis, Claudia
- Zacks, Irene

Ginn 360 Level 6 Unit VI

Brownies-Hush
Story and Verse For Children
English Fairy Tales
Aesop's Fables
Anthology of Children's Literature
Sam, Bangs and Moonshine
The Long-Tailed Bear and Other
Indian Legends
Coyote Tales

- Adshead, Gladys
- Huber, Miriam
- Jacobs, Joseph
- James, Thomas
- Johnson, Edna
- Rojankovsky, F.
- Belting, Natalia
- Thompson, Hildegard

Level 6 Other Suggested Reading

Meet George Washington
Meet Abraham Lincoln
Animals Do The Strangest Things
Good Tiger
Once There Was A Bear
Bennett Cerf's Book of Animal Riddles
Old Rosie
More Dog Stories
Folk Stories
Train to Spain
Irish Stories
Found, One Orange Brown Horse
Who's Who In The Mirror
King, Niece and Cheese
Big, Bigger, Biggest
Beef Stew
A Big Ball of String
Amy's Doll
Barto Takes the Subway
Katie and the Sad Noise
Ten In A Family
Navaho Stories
Runaway Flea Circus
A Pig For Tom
Cathy's First School
Pueblo Stories
Fox In Socks
Thomas Alva Edison
Florence Nightingale
Far East Stories
Amiable Giant
Bears On Hemlock Mountain
Crow Boy
Five Chinese Brothers

Cat in The Hat Dictionary
Magic Paintbrush
Charlotte's Web
Upside Down Day

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction;

*This sheet is to be completed at the end of the level and given to the Reading Department.

LEVEL 7 -- LANGUAGE ARTS

*REVIEW SKILLS FROM PREVIOUS LEVELS

KEY: i = initial
m = medial
f = final

I. DECODING SKILLS

A. Phonemic Analysis:

1. Consonants
 - a. g followed by e, i = j sound
2. Consonant Clusters
 - a. br, cr, dr, cl, gl, fl, sl, sn, sk, (i,f.)
3. Consonant Digraphs
 - a. kn (i), mb (f)
4. Vowels
 - a. ar (dollar), ear (learn), er (her), ir (bird), or (for), ur (fur), ar (car), ä (āpron), ai (pail), oa (boat), ou (out), ow (cow), ow (snow), y (baby)

B. Structural Analysis:

1. Compound words with self
2. Graphemic Bases
 - a. ail, ank, ound, unk
3. Root words and endings
 - a. Final e replaced by first letter of suffix ing
 - b. Plurals with es: (x, sh, ch, tch)
 - c. Suffix er as agentive (teacher)
 - d. Suffix er in comparatives
 - e. Suffix er with final consonant letter of root word doubled
 - f. Suffix est in comparatives
 - g. Suffix ing in words of the CVCe or CCVCe spelling patterns (taking, shaking)
 - h. Suffixes: ly, y
 - i. Understanding term suffix
4. Spelling Patterns
 - a. CCVCC (brick)
 - b. CCVCe (shake)
 - c. CVCC (bell)
 - d. VC (it)
5. Syllabication
 - a. ed adds another syllable when it is added to words ending in d or t
 - b. es as a separate syllable with nouns and verbs
 - c. ing adds another syllable when added to a word
 - d. Listening for the number of syllables in words (1-4)
 - e. Listening for syllables in words ending in ly, y, es, ing
 - f. Understanding term syllable

LEVEL 7 -- LANGUAGE ARTS (cont'd)

II. COMPREHENSION

A. Inferential:

1. Distinguishing between realistic and unrealistic solutions to problems
2. Identifying with artists' and/or authors' points of view
3. Identifying with characters or incidents
4. Making inferences
 - a. Additional information
 - b. Author's purpose
 - c. Cause-and-effect relationships
 - d. Character traits
 - e. Family relationships
 - f. From experiences
 - g. From pictures
 - h. From titles
 - i. Lesson learned
 - j. Main ideas
 - k. Of humor
 - l. Sequence
 - m. Steps in problem solving
 - n. Supporting details
5. Making judgments
 - a. Conclusions from facts
 - b. Fact or opinion
 - c. Solutions to problems
 - d. Worth, desirability, acceptability, adequacy, validity
6. Predicting outcomes
7. Reacting to the author's use of language and to artist's work
8. Reacting to story events
9. Relating to personal experience
10. Understanding imagery

B. Literal:

1. Classifying (time element)
2. Discriminating between fact and fiction
3. Interpreting schedules and charts
4. Recognizing and recalling
 - a. Cause-and-effect relationships
 - b. Character traits
 - c. Details
 - d. Main ideas
 - e. Sequence of events
5. Substantiating main ideas with details

III. LANGUAGE

A. Development:

1. Syntactical understanding
2. Word and phrase analysis

LEVEL 7 -- LANGUAGE ARTS (cont'd)

B. Expression:

1. Listening
2. Reading
3. Speaking
4. Writing

C. Vocabulary:

1. Developing word meanings
 - a. Antonyms
 - b. New words
 - c. Synonymous expressions
 - d. Words with multiple meanings
2. Expanding vocabulary
 - a. Colloquial expressions
 - b. Finding words which express the same ideas
 - c. New words by adding suffixes
 - d. Recognizing word clues
 - e. Using analogies
 - f. Using descriptive words for clearer expression
 - g. Using different words to express the same idea
 - h. Using words in more than one way
 - i. Word imagery
 - j. Word relationships
3. Recognizing new words
 - a. Word recognition

D. Mechanics:

1. Learn to capitalize
 - a. Months of the year
 - b. Beginning word of a sentence
 - c. Titles - Miss, Mrs., Mr.
 - d. Names of streets and cities
 - e. Titles of stories and books
2. Learn to punctuate
 - a. Periods - after statements (telling sentences)
 - after Mr. and Mrs.
 - after numbers for a list ex: 1., 2.
 - b. Question Mark - after an asking sentence
 - c. Quotation Mark - recognize the use in direct address
 - d. Exclamation Mark - recognition after a sentence that exclaims
 - e. Comma - after the greeting and closing of a letter
 - between day of month and year
 - f. Apostrophe - informing contractions
 - informing singular possessives
 - g. Colon - in writing time (4:15)
 - h. Hyphen - in numbers (twenty-one)
 - i. Underline - titles of books, newspapers

LEVEL 7 -- LANGUAGE ARTS (cont'd)

3. Learn to use words correctly
 - a. Review Level 5 and 6, usage
 - b. Forms of the verb be: is, are, was, were, has, have, had, am
 - c. Irregular verbs: see-saw, run-ran,
 - d. "Double negatives" can't-never - (avoid)
 - e. Naming self last "Sally and I"
4. Learn to use correct sentence structure
 - a. Review difference between asking and telling sentence
 - b. Difference between phrases and sentences
 - c. Review the writing of asking and telling sentences
5. Learn to write a letter
 - a. Correct letter form:
date, greeting, body, closing, signature
 - b. Kinds of letters:
friendly - children write letters to family member or friend
invitations - children invite parents or another class to a program
thank you - children write thank you notes to a room mother for a party and to a bus driver for taking them on a field trip
get well - children write to classmates or teachers who are sick
6. Learn to proofread
 - a. Reinforce previous symbols taught at Level 6
 - b. Introduce - error in Heading - H
-error in Punctuation - P
7. Headings on paper
 - a. First name and last name on left-hand side of paper
-date on right hand side of paper
-heading of paper center of the next line

IV. STUDY SKILLS

- A. Locating information:
 1. Finding key words
 2. Using a dictionary
 3. Using encyclopedias
 4. Using a map to locate places
 5. Using a variety of references
- B. Organizing information:
 1. Alphabetizing - 2nd letter
 2. Classifying
 3. Developing a chart
 4. Interpreting a chart
 5. Recognizing and putting in order months of the year

LEVEL 7 -- LANGUAGE ARTS (cont'd)

- C. Using visual and Representational Materials:
1. Interpreting a time line
 2. Making a time line
 3. Obtaining information from illustrations and slides
 4. Using a map

V. LITERARY UNDERSTANDING AND APPRECIATION

A. Types of Literature:

1. Essays
2. Fables
3. Folk tales
4. Legends
5. Modern fanciful tales
6. Modern realistic tales

B. Graphic Techniques in Literature:

1. Relating illustration to the text
2. Relating print to story content

C. Reading of Various Literary Forms:

1. Play
2. Poetry
3. Prose

D. Writer's Craft:

1. Author's purpose
2. Author's style
3. Author's use of language
4. Mood
5. Plot and character development
6. Setting

VI. CREATIVITY

A. Before the Reading Experience:

1. Confrontation with ambiguities and uncertainties
2. Familiar made strange and strange made familiar by analogy
3. Heightened anticipation and expectation
4. Looking at something from several different points of view
5. Predicting from limited information
6. Provocative questions
7. Taking the next step beyond what is known

B. During the Reading Experience:

1. Awareness of problems heightened
2. Continued heightening of anticipation and expectation
3. Encouragement of creative and constructive- rather than cynical-acceptance of limitations

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LEVEL 7 -- LANGUAGE ARTS (cont'd)

4. Exploration of missing elements
 5. Ongoing predictions from limited information
 6. Provocative questions
 7. Surprises heightened and deliberately used
 8. Visualization of places and events
- C. After the Reading Experience:
1. Ambiguities and uncertainties played with
 2. Constructive response encouraged (other ways, better ways)
 3. Digging deeper, going beyond the obvious
 4. Elaborating what is read
 5. Improbabilities entertained and multiple hypotheses encouraged
 6. Predicting from limited information
 7. Predicting outcomes
 8. Search for elegant solutions
 9. Taking the next step beyond what is known
 10. Testing and revising predictions
 11. Transforming and rearranging information
 12. Visualization of places and events

VII. MATERIALS

- A. Required - Ginn 360:
1. The Dog Next Door
 - a. Pupil text
 - b. Teacher's edition of text
 - c. Skills Handbook (workbook) pupil and teacher
 - d. Self Help Activities - pupil and teacher
- B. Alternate Reading - approval of Reading Department:
1. Programmed Reading
 2. Scott, Foresman
- C. Supplementary Materials* optional - use only appropriate pages as related to Level 7 skills:
1. Ginn Word Enrichment Program - Levels 1-7
 2. Modern Curriculum Press - Phonics Workbook- Books A, B, C.
 3. Lyons & Carnahan - The New Phonics We Use - Books A, B, C, D, E, F, G.
 4. Barnell Loft - Specific Skill Series - Books A, B, C, D, E, F.
 5. Continental, Hayes, Jenn - Duplicating Masters
 6. SRA Kits - Word Game, Reading Kits - 1a, 1c
 7. Scholastic Individualized Reading Kits
 8. EDL - Controlled Reading Kits
 9. Library filmstrips and tapes
 10. Teacher made materials
 11. Creativity Idea Books (Myers & Torrance)
 - a. Can You Imagine? and For Those Who Wonder

*Refer to Supplementary Materials Index.

LEVEL 7 -- LANGUAGE ARTS (cont'd)

C. Supplementary Materials (cont'd):

12. Spelling Books
 - a. Noble & Noble - Spell/Write - Blue
 - b. Scott, Foresman - Spelling Our Language - Book 2
 - c. Houghton Mifflin - Power To Spell - Grade 2
 - d. McGraw Hill - Basic Goals in Spelling - Grade 2
 - e. Economy Company - Continuous Progress Spelling Kit - Primary
13. Language Books
 - a. Harcourt, Brace & World - Roberts English Series - Book 2
 - b. Scott, Foresman - Language and How To Use It - Book 2
 - c. Laidlaw - Experiences In Language - Book 2
 - d. Holt, Rhinehart & Winston - The Arts and Skills of English - Book 2
14. Handwriting
 - a. Scott, Foresman - Writing Our Language Book 2
15. Enrichment Materials
 - a. Crossword Puzzles - Dr. Herr - Book 1
 - b. Games
 - c. Merrill - Phonics Skill Text - tapes and workbooks - Level B
 - d. Dictionary
 - Pixie Dictionary - Winston
 - Rainbow Dictionary - World Publishing
16. Reader's Digest Skillbooks

VIII. EVALUATION

A. Required:

1. Ginn Achievement Test - Level 7
2. Language Arts Test - Level 7
3. Teacher made tests

B. Optional:

1. Informal Reading Inventory - back of teacher's edition
2. Fountain Valley Teachers' Support System in Reading (Pre-test, Post-test evaluation of skills - tapes)
3. Ginn Initial Screening Test
4. Gates-MacGinitie Reading Test - standardized
5. Metropolitan Achievement Test

LEVEL 7 -- EVALUATION

Name _____ Date _____

A. List the months of the year in order:

December, January, March, June, August, October, September, February, May, April, November, July

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

B. Put these words in alphabetical order:

green, goat, game, glad, get

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

C. Put these words under the right heading:

cave, pie, pear, pig, nest, tent, raccoon, beans, bear

- | <u>FOOD</u> | <u>ANIMALS</u> | <u>HOMES</u> |
|-------------|----------------|--------------|
| 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ |
| 3. _____ | 3. _____ | 3. _____ |

D. Use correct capitalization:

- miss white lives in avon.
- mr. evans is coming in june.
- i read the story, the bear says north.
- mrs. rose is my teacher.
- my favorite month is august.

LEVEL 7 -- EVALUATION
(cont'd)

Name _____

Date _____

E. Use correct punctuation:

1. Where do you live
2. Mr and Mrs Brand are coming for a visit
3. Dicks dog is brown and white
4. We get out of school at 310
5. John is twenty one years old
6. We saw fireworks on July 4 1972
7. Do you like to read
8. I read the book Horton Hatches the Egg

F. Put the correct word in the sentence:

1. He _____ a cut on his finger.
 have had
2. I _____ at school.
 is am
3. She won't _____ tell.
 never ever
4. _____ went fishing.
 Bill and I I and Bill
5. Mrs. Smith _____ her washing.
 did do
6. My father _____ around the block.
 run ran

G. Write 1 telling sentence:

1. _____

H. Write 1 asking sentence:

1. _____

LEVEL 7 -- EVALUATION
(cont'd)

Name _____ Date _____

I. Write Yes if it is a sentence and No if it is not a sentence.

1. _____ a little puppy
2. _____ He picked up the puppy
3. _____ Lucy took a walk
4. _____ Saturday
5. _____ next door

J. Write the opposite of each word in the blank space:

in, front, night, give, sad, go, open, bad, wake, little

1. stop _____
2. take _____
3. morning _____
4. sleep _____
5. back _____
6. big _____
7. good _____
8. happy _____

K. Spelling Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

LEVEL 7 -- EVALUATION
(cont'd)

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Name _____
L. Write a letter:

Date _____

LEVEL 7 -- EVALUATION

Teacher's copy

A. Months of the year:

- | | |
|-------------|--------------|
| 1. January | 7. July |
| 2. February | 8. August |
| 3. March | 9. September |
| 4. April | 10. October |
| 5. May | 11. November |
| 6. June | 12. December |

B. A - B - C order:

1. game
2. get
3. glad
4. goat
5. green

C. Classification:

1. Food: pie, beans, pear
2. Animals: raccoon, bear, pig
3. Homes: cave, tent, next

D. Capitalization:

1. Miss White lives in Avon.
2. Mr. Evans is coming in June.
3. I read the story, The Bear Says North.
4. Mrs. Rose is my teacher.
5. My favorite month is August.

E. Punctuation:

1. Where do you live ?
2. Mr. and Mrs. Brand are coming for a visit .
3. Dick's dog is brown and white .
4. We get out of school at 3:10 .
5. John is twenty-one years old .
6. We saw fireworks on July 4, 1972 .
7. Do you like to read ?
8. I read the book, Horton Hatches The Egg .

F. Usage - put the correct word in the sentence:

- | | |
|---------|---------------|
| 1. had | 4. Bill and I |
| 2. am | 5. did |
| 3. ever | 6. ran |

G. One telling sentence

H. One asking sentence

LEVEL 7 -- EVALUATION
(cont'd)

Teacher's copy

I. Differentiating sentences and phrases

1. no
2. yes
3. yes
4. no
5. no

J. Antonyms:

1. go
2. give
3. night
4. wake
5. front
6. little
7. bad
8. sad

K. Spelling - dictate eight words using the following vowel patterns:

1. CCVCC -- brick, crack
2. CCVce -- shake, white
3. CVCC -- bell, call
4. VC -- it, at, of

L. Letter writing -- using correct form:

SUGGESTED SPELLING LIST

LEVEL 7

aboard
 above
 acorns
 across
 act
 afraid
 after
 * again
 against
 ago
 ah
 ahead
 almost
 alone
 * always
 Amy
 Andy
 angry
 * any
 anyone
 anything
 apple
 Appleseed
 arm
 armloads
 arrows
 ashore
 * ate
 attention
 attract
 bandit
 bang
 barber
 barked
 baseball
 bear
 beavers
 * because
 bedroom
 bedtime
 beef
 * been
 beetle
 hell
 belonged
 below
 beside
 * best
 * better

bicycle
 bit
 bite
 blade
 blame
 block
 bloomed
 blossoms
 blow
 Bob
 bobcat
 bone
 boomed
 borrow
 bow
 brakes
 branch
 brave
 bread
 breakfast
 bring
 broke
 brook
 *brown
 brownstone
 brush
 bugs
 built
 bulbs
 bun
 burn
 * by
 canyon
 caravan
 care
 cave
 chair
 chase
 chasing
 cheep
 cheer
 chew
 chickens
 chin
 chipmunks
 chips
 chirping
 chose
 chugging

cider
 climbed
 cloud
 clover
 coffee
 corn
 counter
 course
 cow
 coyote
 crab
 crash
 crawled
 creeping
 crossed
 cup
 curled
 danger
 dark
 date
 deck
 deep
 deer
 department
 dinner
 dinnertime
 dishes
 dive
 dock
 * does
 doesn't
 doghouse
 dogwood
 dome
 door
 doorstep
 doughnuts
 downstairs
 drifting
 dripped
 drive
 drop
 dropped
 drove
 dug
 ears
 East
 easy
 end

SUGGESTED SPELLING LIST

LEVEL 7 (cont'd)

enemies	grassland	isn't
enough	graze	jam
even	grew	jingles
everything	ground	job
exactly	* growing	jokes
* fall	grunted	junk
family	gum	key
farm	hadn't	keyhole
fat	hair	* kind
feat	handbag	kiss
fed	hands	kitchen
feed	hanging	knew
feeling	harder	knife
feet	haven't	ladder
field	hay	lake
fill	head	lap
fine	headlight	later
fireplaces	heap	laws
fit	hear	leaf
flame	heard	learn
flat	heels	led
fleet	herd	left
flies	hid	legs
fling	high	licked
flipping	higher	lies
floats	highest	line
floor	himself	listened
flopped	hits	litter
fog	hitting	lizards
forest	hogs	lonesome
forget	holding	longer
fort	holes	lookout
forth	hood	loose
* found	hoped	loses
Fred	hoping	lot
frisked	hopped	low
frogs	hose	luck
front	hound	lunch
fun	houseboat	lunchtime
fur	hummed	marks
garden	hungry	mask
gate	hunter	meet
glad	hunting	mice
golden	hurried	middle
gone	hurry	mile
good-by	I'd	miles
gorge	* if	mill
grabbed	indeed	mind
grand	inn	mine

*Dolch

Additional decodable words - Level 7 T.G. p. 446

SUGGESTED SPELLING LIST

LEVEL 7 (cont'd)

Mom	pole	sent
moonlight	poor	set
most	pop	shade
mouth	popcorn	shake
move	popped	* shall
moving	pots	shine
* much	prints	shoot
mud	proud	shopping
mules	proudly	should
mustn't	prowls	shut
* myself	puffed	sidewalk
narrow	puppy	sill
near	putting	sister
nearby	quail	sitting
neck	quietly	skate
neighborhood	raced	slice
nest	rain	slid
* never	raincoat	smells
nice	raindrop	snake
nod	raked	sniffed
nodded	rang	sniffing
north	rapped	sold
nose	rat	someone
note	rattle	somewhere
nothing	reach	sorry
oak	really	sound
officer	rent	soup
often	rest	south
* once	rim	springtime
only	ring	squeaked
opened	rise	squirrels
* our	river	stag
* own	roared	stairs
pack	rode	standing
pail	roof	star
paint	rooftops	started
pants	room	station
parade	rope	sticks
parading	running	stomach
passed	rushing	stopped
path	sack	stormed
patted	sad	story
paw	safe	stove
peg	same	such
picked	sat	summertime
pigeons	schoolyard	sunlight
pile	sea	sunrise
pink	secret	sunset
plant	seeds	summer
* please	seemed	swished

*Dolch

Additional decodable words - Level 7 T.G. p. 446

SUGGESTED SPELLING LIST

LEVEL 7 (cont'd)

tail
tame
tap
teach
team
teapot
tears
teeth
* tell
* these
they'll
* those
threw
through
till
tin
tiny
* together
told
tomorrow
tooth
torn
tossing
trade
trail

treasure
treetops
trim
trio
trotted
tugged
tulips
twin
* two
umbrella
uncle
until
* upon
valley
van
vegetables
* very
village
voice
wagged
wake
washed
week
we're
weren't

west
whack
wheels
whenever
while
whizzed
wide
wind (verb)
wind (noun)
winding
window
wink
wonder
won't
woof
wore
world
worried
wouldn't
yard
years
young
yourself

*Dolch

Additional decodable words - Level 7 T.G. p. 446

SUGGESTED LITERATURE
Reading - Level 7

Ginn 360 Level 7 Unit I

A Friend Is Someone Who Likes You
Torkel's Winter Friend
Sociable Toby
Up A Tree
My Friend Mac
Moving Day
Go Away, Dog
Did You Carry the Flag Today, Charley?
The Witch Family
Ching-Ting and the Ducks
Little Don Pedro
Harold and the Purple Crayon
Hallstones and Halibut Bones
A Rose, A Bridge, and A Wild Black Horse
My Red Umbrella
Where Is Everybody?
The Snowy Day
Little Duck Who Loved the Rain
About the Land, the Rain and Us
Rain Drop Splash
Umbrella
Quarreling Book
When the Wind Stops
Jo-Jo The Talking Crow
Who's A Pest?
Pocketful of Crickets
Otto in Africa
Veronica's Smile
Go, Dog, Go!
Nop Top
My Dog and I
Patrick Michael Kevin
Harry and the Lady Next Door

- Anglund, Joan
- Baker, Laura
- Clymer, Eleanor
- Lubell, Winifred
- McNeer, May
- Marino, Dorothy
- Nodset, Joan
- Caudill, Rebecca

- Estes, Eleanor
- Fribourg, Marjorie
- Graham, Helen H.
- Johnson, Crockett
- O'Neill, Mary
- Zolotow, Charlotte

- Bright, Robert
- Charlip, Remy
- Keats, Ezra
- Mable, Peter
- Shannon, Terry
- Tresselt, Alvin
- Yashima, Taro
- Zolotow, Charlotte
- Zolotow, Charlotte
- Bannon, Laura
- Bonsall, Crosby
- Caudill, Rebecca
- du Bois, William
- Duvoisin, Roger
- Eastman, Philip
- Freeman, Don
- Lord, Nancy
- Peckinpah, Betty
- Zion, Gene

Ginn 360 Level 7 Unit II

Acorn Tree
Paddington at Large
Bears on Hemlock Mountain
Little Bear's Sunday Breakfast
Mr. Koala Bear
Little Bear
Father Bear Comes Home
Little Bear's Visit
The Seven Remarkable Bears
The Biggest Bear
All Falling Down
How Many Bears?
ABC Book
Mother Meadowlark & Brother Snake

- Angelo, Valenti
- Bond, Michael
- Dalgliesh, Alice
- Janice, ?
- MacIntyre, Elizabeth
- Minarik, Else
- Minarik, Else
- Minarik, Else
- McLeod, Emilie
- Ward, Lynd
- Zion, Gene
- Zirbes, Laura
- Falls, C. B.
- Firethunder, B.

SUGGESTED LITERATURE
Reading - Level 7

BEST COPY AVAILABLE

Who Is It?
Slim Green
Robins and Rabbits
Whitefoot Mouse
How The Animals Eat
Nature Detective
Where the Wild Things Are
Crooked Colt
Dash and Dart
Mrs. Mallard's Ducklings
Crow I Know
Thunder Wings
Fawn in the Woods
Pony for the Winter
Jonathan's Sparrow
Deer in the Snow
The Diggers
Here Come the Beavers
Stanley
My Own Little House
Mousekin's Golden House
Beaver Business
Under the Trees and Through the
Grass
Beavers
Do You Hear What I Hear?
Peep-Lo
Another Day
Tigers in the Cellar
Feather Mountain
Suprise in the Forest
Ton,'s Birds
Birds

Gain 360 Level 7 Unit III

There's Nothing to Do, So Let
Me Be You
Case of the Hungry Stranger
A Hero by Mistake
Taro and the Sea Turtles
London Bridge is Falling Down
Parade Book
Punch and Judy
Drummer Hoff
One Wide River to Cross
Who Goes There?
Mister Fenny
Wish on the Moon
Great Picture Robbery
Robert, the Rose Horse
Follow the Brook
The Story of Porky Peek

- Gay, Zhenya
- Harris, Louise
- Hawkinson, John
- Peterson, Barbara
- Selsam, Millicent
- Selsam, Millicent
- Sendak, Maurice
- Anderson, Clarence
- Buff, Mary
- Delafield, Celia
- Dennis, Wesley
- Earle, Olive
- Eberle, Irmengarde
- Kay, Helen
- Mandell, Muriel
- Schlein, Miriam
- Brown, Margaret
- Goudey, Alice
- Hoff, Syd
- Kaune, Merriman
- Miller, Edna
- Rounds, Glen
- Tresselt, Alvin

- Wood, Dorothy
- Barten, Helen
- Castle, Jane
- Ets, Marie
- Fenner, Carol
- Olds, Elizabeth
- Schick, Eleanor
- Selsam, Millicent
- Wasson, Isabel

- Berg, Jean

- Bonsall, Crosby
- Brennen, Anita
- Dobrin, Arnold
- Emberley, Ed
- Emberley, Ed
- Emberley, Ed
- Emberley, Ed
- Emberley, Ed
- Ets, Marie
- Hader, Berta
- Harris, Leon
- Heilbroner, Joan
- Lathrop, Dorothy
- Maitland, Elizabeth

SUGGESTED LITERATURE
Reading - Level 7

Thief in the Attic
The Poppy Seeds
Sugar Pear Tree
Our Country's Story
Courage of Sarah Noble
Word Pictures of Great Negroes
Veronica
And Long Remember
Mr. Apple's Family
Johnny Appleseed
Tim All Alone
Just Me
Who's in Charge of Lincoln?
Springtime for Jeanne-Marie
Swimmy
Gigglety Pigglety Pop
Cat That Joined the Club
The No-Bark Dog
No Roses for Harry
The White Marble
Vulcan
Maybelle, The Olde Car
Mr. Piper's Bus
This Is A Town
Hercules
Loopy
Here Comes the Bus!
Big City Transportation

- Wiese, Kurt
- Bulla, Clyde
- Bulla, Clyde
- Cavanah, Frances
- Dalgliesh, Alice
- Derricotte, Elise
- Duvoisin, Roger
- Fisher, Dorothy
- McDevitt, Jean
- Norman, Gertrude
- Ardizzone, Edward
- Ets, Marie
- Fife, Dale
- Francoise
- Lionni, Leo
- Sendak, Maurice
- Thayer, Jane
- Williamson, Stan
- Zion, Gene
- Zolotow, Charlotte
- Bates, Norman
- Burton, Virginia
- Clymer, Eleanor
- Curren, Polly
- Gramatky, Hardie
- Gramatky, Hardie
- Haywood, Carolyn
- Urell, Catherine

Ginne 360 Level 7 Unit IV

In the Forest
Pets Around the World
The King's Procession
The Rice Bowl Pet
Tag-Along Tooloo
Almost Big Enough
The Paper-Flower Tree
It's Mine!
Nobody Plays with a Cabbage
Andrew the Lion Farmer
Something for the Medicine Man
Tico and the Golden Wings
Josefina February
What Mary Jo Shaved
Our Country's Flag
George Washington: Father of
Freedom
George Washington
The Red Balloon
Come to the City
The Silver Mace
The Listening Walk

- Ets, Marie
- Jackson, Kathryn
- McCrea, James
- Martin, Patricia
- Sayers, Frances
- Tamburine, Jean
- Ayer, Jacqueline
- Bonsall, Crosby
- DeJong, Meindert
- Hall, Donald
- Hood, Flora M.
- Lionni, Leo
- Nes, Evaline
- Udry, Janice
- Georgiady, Nicholas

- Graff, Stewart
- Judson, Clara
- Lamorize, Albert
- Paull, Grace
- Petersham, Maud & Miska
- Showers, Paul

SUGGESTED LITERATURE
Reading Level 7

Unit IV (cont'd)

George Washington
The Story of the U. S. Capitol
Happiest Day
Will I Have a Friend?
Andy Says Beonour
Our Veronica Goes to Petunia's
Farm
Who Will Be My Friend?
New Boy in School
Four-Leaf Clover
The Valentine Box
Little Giant Girl and the Elf
Boy
The Secret Three
Fun for Chris
A Wish for Little Sister
A Baby Sister for Frances
Baby Elephant Goes to China
Lucy McLockett
Chie & the Sports Day
Barnaby & the Horses
Yasu & the Strangers
The Mitten
Big Brother
Big Sister & Little Sister
Do You Know What I'll Do?

- Thompson, Vivian
- We, The People
- Clewes, Dorothy
- Cohen, M.
- Diska, Pat
- Duvoisin, Roger

- Hoff, Syd
- Justus, May
- Lipkind, William
- Lovelace, Maud
- Minarik, Else

- Myrick, Mildred
- Randall, Blossom
- Ayer, Jacqueline
- Hoban, Russell
- Joslin, Sesyle
- McGinley, Phyllis
- Matsuno, Masako
- Pender, Lydia
- Slobodkin, Louis
- Tresselt, Alvin
- Zolotow, Charlotte
- Zolotow, Charlotte
- Zolotow, Charlotte

Ginn 360 Level 7 Unit V

The Clean Brook
Where the Broad Brook Begins
One Wide River to Cross
The Boats on the River
The Story About Ping
Jonathan Plays with the Wind
Little Toot on the Thames
Augustus and the River
The Storm Book
Little Runner of the Longhouse
Tammy Camps Out
The Wee Little Man
A Good Knight for Dragons
Dancing Cloud
Anton the Goatherder
Chipmunk in the Forest
City Rhythms
An Egg Is For Wishing
Little Elk Hunts Buffalo
Painted Pony Runs Away
Little Raccoon and the Thing in
the Pool
Timid Timothy
Hippolyte: Crab King

- Bartlett, Margaret
- Bartlett, Margaret
- Emberley, Ed
- Flack, Marjorie
- Flack, Marjorie
- Gallant, Kathryn
- Gramatky, Hardie
- Henderson, LeGrand
- Zolotow, Charlotte
- Baker, Betty
- Baker, Elizabeth
- Berg, Jean
- Bradfield, Roger
- Buff, Mary
- Carigiet, Alois
- Clymer, Eleanor
- Grifalconi, Ann
- Kay, Helen
- McGraw, Jessie
- McGraw, Jessie
- Moore, Lilian

- Williams, Gweneira
- Anderson, Joy

SUGGESTED LITERATURE
Reading Level 7

Unit V (cont'd)

Tim and Lucy Go to Sea
The Fire Cat
Henry-Fisherman
Take a Nap Harry
Rosa-Too-Little
Lobsterman
Sea Cart
No, No, Rosina
The Secret River
Ride the Cold Wind
Hide and Seek Fog
The Secret Hiding Place
The Tiny Little House
How to Hide a Hippopotamus
A Little House of Your Own
The Doll's House
Mike's House
The Very Private Treehouse
Hide and Seek
The Beach Before Breakfast
Follow the Sunset
Autumn Harvest
White Snow, Bright Snow

- Ardizzone, Edwar
- Averill, Esther
- Brown, Marcia
- Chalmers, Mary
- Felt, Sue
- Ipcar, Dahlov
- Konkle, Jane
- Martin, Patricia
- Rawlings, Marjorie
- Surany, Anice
- Tresselt, Alvin
- Bennett, Rainey
- Clymer, Eleanor
- Croswell, Volney
- De Regniers, Beatrice
- Godden, Rumer
- Sauer, Julia
- Weiss, Harvey
- Zion, Gene
- Kumin, Maxine
- Schneider, Herman
- Tresselt, Alvin
- Tresselt, Alvin

Ginn 360 Level 7 Unit VI

The Brave Cowboy
"I can't" said the Ant
Why the Sun Was Late
Red Bantam
The Grand Mouse
Brave Baby Elephant
Where the Wild Things Are
Belling the Tiger
Anatole and the Cat
Anatole Over Paris
Brownies - Hurry!
Who Was Tricked
Georgie and the Robbers
The Runaway Brownie
The Magic Finger
Gillespie and the Guards
Fly High, Fly Low
The Shoemaker and the Elves
Very Special House
A Book to Begin On
Once A Mouse
Something for Christmas
The Happy Lion
Walter, the Lazy Mouse
Mouse House
Come and Have Fun
Johnny Lion's Book

- Anglund, Joan
- Cameron, Polly
- Elkin, Benjamin
- Fatio, Louise
- Freeman, Don
- Joslin, Sesyle
- Sendak, Maurice
- Stolz, Mary
- Titus, Eve
- Titus, Eve
- Adshead, Gladys
- Bowman, James
- Bright, Robert
- Calhoun, Mary
- Dahl, Ronald
- Elkin, Benjamin
- Freeman, Don
- Grimm, The Brothers
- Krauss, Ruth
- Bartlett, S.
- Brown, Marcia
- Brown, Palmer
- Fatio, Louise
- Flack, Marjorie
- Godden, Rumer
- Hurd, Edith
- Hurd, Edith

SUGGESTED LITERATURE
Reading Level 7

Unit VI (cont'd)

Rick, Pass, and Run
Martha the Movie House
Punky: Mouse For a Day
Twenty-two Bears
Bear Party
Lost Bear
The Bashful Bear
Koala Bear's Walkabout
Little Bear's Pancake Party
The Little Bear Who Wanted
Friends
Buzzy Bear Goes South
Buzzy Bear In The Garden
Big Bad Bear
The Biggest Bear
Two Little Bears

- Kessler, Leonard
- Lobel, Arnold
- Moreton, John
- Bishop, Claire
- DuBois, William
- Durell, Ann
- Goodenow, Earle
- Hewett, Anita
- Janice
- Lowe, Edith

- Marino, Dorothy
- Marino, Dorothy
- Todd, Zula
- Ward, Lynd
- Ylla

Level 7 Other Suggested Reading

Sam Houston
Tepee Stories
Jan and the Reindeer
Adventure at Black Rock Cave
George W. Goethals
Wigwam Stories
Lodge Stories
Robin Hood Stories
Barbie's Adventures at Camp
Aesop's Stories
Mary's Secret
Surprise Balloon
Thomas Jefferson
Birds Do The Strangest Things
Meet the North American Indian
Plaid Cow
Stories from Canada
Robert E. Peary
Golden Girl
Amelia Earhart
Samuel F. B. Morse
Andersen Stories
The Horse in the Camel Suit
The Dwarf Pine Tree
Mr. Willow-By's Christmas Tree
The Wee Tree's Christmas
Just So Stories
Caps For Sale
Wee Gillis
Attic in the Wind
Gillespie and the Guards
Did You Say Dogs?
Farm Animals

- Cerson, N. B.
- Dolch, E. W.
- Palazzo, T.
- Lauber, P.
- Latham, J. L.
- Dolch, E. W.
- Dolch, E. W.
- Dolch, E. W.
- Memling, C.
- Harris, L.
- Brock, E. L.
- Brock, E. L.
- Lisitzky, V.
- Hornblow, L.
- Payne, E.
- Brock, E. L.
- Dolch, E. W.
- Berry, E.
- Palazzo, T.
- Parlin, T.
- Latham, J. L.
- Dolch, E. W.
- DuBois, William
- Lifton, Betty
- Barry, Robert
- Hatch, James
- Kipling, Rudyard
- Slobodkina, Esphyr
- Leaf, Munro
- Lund, Doris
- Elkin, Benjamin
- Palazzo, T.
- Mannheim, C.

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

LEVEL 8 -- LANGUAGE ARTS

*REVIEW SKILLS FROM PREVIOUS LEVELS

KEY: i = initial
m = medial
f = final

I. DECODING SKILLS

A. Phonemic Analysis:

1. Consonant Clusters

- a. ft (f), sp, str, pt, squ, pr, spr, sw, sc,
lt, scr, tw, mp

2. Vowels

- a. igh (night), y (fly), ie (tie), ea (head),
ew (new), ew (few)

B. Structural Analysis:

1. Compound words (hyphenated)

2. Contractions

- a. 'd - (we'd), 've - (you've)

3. Graphemic Bases

- a. ight, ide, ine, ive, ead, unny, ump

4. Prefixes and Suffixes

- a. ful, er, ly, est, a, be, de, re

5. Root words and endings

- a. plurals and verb variants of words ending
in y are formed by changing y to i before
adding es or ed

- b. Variants of words ending in y are formed
by changing y to i before adding er

6. Spelling Patterns

- a. Singular possessives - The boy's dog.

7. Syllables

- a. Synthesizing syllables into words

- b. Word endings may be separated from the
word for decoding

- c. Words may be divided after the letters of
a medial consonant digraph

- d. Words may be divided after the prefixes
a, be, de, and re

- e. Words may be divided after the second
letter of a medial cluster of three
consonant letters

- f. Words may be divided between the two
letters of a medial consonant cluster

8. Terminology

- a. Consonant cluster
b. Consonant digraph

II. COMPREHENSION

A. Inferential:

1. Distinguishing between relevant and irrelevant
ideas
2. Drawing conclusions

LEVEL 8 -- LANGUAGE ARTS (cont'd)

3. Identifying with characters or incidents
4. Interpreting figurative language
5. Making inferences
 - a. Cause and effect relationships
 - b. Character traits
 - c. Comparisons
 - d. Main ideas
 - e. Supporting details
6. Making judgments
 - a. Of fact or opinion
 - b. Of worth, desirability, and acceptability
7. Predicting outcomes
8. Reacting to the author's use of language
9. Reacting to story events
10. Understanding imagery

B. Literal:

1. Classifying
2. Discriminating between fact and fancy
3. Discriminating between true and false story statements
4. Identifying the topic of a paragraph
5. Incorporating details
6. Recognizing and recalling
 - a. Cause and effect relationships
 - b. Details
 - c. Differences in characteristics
 - d. Following directions
 - e. Main ideas
 - f. Names and characters
 - g. Sequence of events
7. Substantiating main ideas with details

III. LANGUAGE

A. Development:

1. Awareness of the nature of language
2. Figurative language
3. Recognizing other language systems
4. Reviewing the concept of a paragraph
5. Syntactical understanding
6. Understanding codes
7. Understanding language versatility
8. Understanding the progress of language
9. Understanding the relationship of intonation to meaning

B. Language Expression:

1. Listening and reacting
2. Reading beyond the text
3. Reading topics developed in the selection
4. Speaking
5. Writing - introduce cursive
6. Writing a poem collectively

LEVEL 8 -- LANGUAGE ARTS (cont'd)

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C. Vocabulary:

1. Developing word meanings
 - a. Antonyms
 - b. Multiple meanings
 - c. New words and meanings
 - d. Using context clues to determine word meanings
 - e. Using words with similar meanings
2. Expanding Vocabulary
 - a. Developing an awareness of foreign language
 - b. Learning names for holidays
 - c. Learning the origins of words
 - d. Solving word puzzles
 - e. Using descriptive words for clear expressions
 - f. Using different words to express the same idea

D. Mechanics:

1. Learn to capitalize
 - a. Names of holidays
 - b. Beginning word of a sentence
 - c. Proper names and titles Mr., Mrs., Miss
 - d. Names of streets, cities and states
 - e. Titles of stories
2. Learn to punctuate
 - a. Periods - after statements (telling sentences)
-after Mr. and Mrs.
-after numbers for a list, ex: 1., 2.,
 - b. Question Marks - after an asking sentence
 - c. Quotation Marks - recognizes the use in direct address
 - d. Exclamation Marks - recognition after a sentence that exclaims
 - e. Comma - after the greeting and closing of a letter
 - f. Apostrophe - in forming contractions
-in forming singular possessives
 - g. Colon - in writing time 4:15
 - h. Hyphen - in numbers (twenty-one)
 - i. Underline - titles of books, newspapers
3. Learn to use words correctly
 - a. Review Levels 5-7, usage
 - b. Forms of the verb be: is, are, was, were, has, have, had, am
 - c. Irregular verbs: see-saw, run-ran
 - d. "Double negatives" can't-never - (avoid)
 - e. Naming self last - "Sally and I"
4. Learn to use correct sentence structure
 - a. Review difference between asking and telling sentence
 - b. Difference between phrases and sentences

LEVEL 8 -- LANGUAGE ARTS (cont'd)

5. Learn to write a letter
 - a. correct letter form
Date, Greeting, Body, Closing, Signature
 - b. kinds of letters
 - friendly - children write letters to family member or friend
 - invitations - children invite parents or another class to a program
 - thank you - children write thank you notes to a room mother for a party and to a bus driver for taking them on a field trip
 - get well - children write to classmates or teachers who are sick
6. Learn to use correct paragraph structure
 - a. develop an idea using two or three sentences
 - b. use indentation
7. Learn to proofread
 - a. reinforce previous symbols taught at levels 6 and 7
 - b. introduce paragraph symbol
8. Heading on papers
 - a. first name and last name on left hand side of paper
-date on right hand side
-heading of paper center of the next line

IV. STUDY SKILLS

- A. Locating Information:
 1. Skimming for details
 2. Suggested references to resource books
- B. Organizing Information:
 1. Alphabetical arrangement - 3rd letter
 2. Assignment of items to a predetermined group or class
 - a. recognizes days of the week and months of the year
 3. Classifying statements as imaginary or factual
 4. Determination of a class for a given group of items.
 5. Development of a chart
 6. Development of a report
 7. Development of an outline
 8. Science experiments
 9. Skimming to find details
 10. Summarizing major points and events
 11. Using a chart or illustration to explain a process

LEVEL 8 -- LANGUAGE ARTS (cont'd)

V. LITERARY UNDERSTANDING AND APPRECIATION,

A. Types of Literature:

1. Fairy tales
2. Folk tales
3. Myths and legends

B. Graphic Techniques in Literature

1. Photographs
2. Relating illustrations to literature
3. Understanding newspaper format

C. Reading for Different Literary Forms

1. Difference between form for drama and for prose
2. Poetry
3. Prose
4. Prose as a basis for drama
5. Writing a story in play form

D. Writer's Craft

1. Author's purpose
2. Author's style
3. General style and structure

VI. CREATIVITY

A. Before the Reading Experience

1. Awareness of a problem to be solved
2. Building onto the individual's existing knowledge or experience
3. Creative problem solving
4. Heightened anticipation and expectation
5. Looking at something from several different points of view
6. Predictions from limited information
7. Provocative questions
8. Taking the next step beyond what is known

B. During the Reading Experience

1. Author's purpose
2. Awareness of problems heightened
3. Continued heightening of anticipation and expectation
4. Creative problem solving
5. Encouragement of creative and constructive- rather than cynical-acceptance of limitations
6. Exploration of missing elements
7. Identification with characters' personalities and emotions
8. Juxtaposition of apparently irrelevant elements
9. Ongoing predictions from limited information

LEVEL 3 - LANGUAGE ARTS (cont'd)

10. Provocative questions
 11. Reacting to characters' actions
 12. Surprises heightened and deliberately used
- C. After the Reading Experience
1. Ambiguities and uncertainties played with
 2. Constructive response encouraged
 3. Creative problem solving
 4. Digging deeper, going beyond the obvious
 5. Discussing personal reactions to story events
 6. Discussing the author's purposes
 7. Elaborating what is read
 8. Future projection encouraged
 9. Identification with characters' personalities and emotions
 10. Improbabilities entertained and multiple hypotheses encouraged
 11. Search for elegant solutions encouraged
 12. Testing and revising predictions
 13. Visualizing details
 14. Writing

VII. MATERIALS

- A. Required - Ginn 360
1. How It Is Nowadays
 - a. Pupil text
 - b. Teacher's edition of text
 - c. Skills Handbook (workbook) - pupil and teacher
 - d. Self Help Activities - pupil and teacher
- B. Alternate Reading - approval of Reading Department
1. Programmed Reading (Sullivan)
 2. Scott, Foresman
- C. Supplementary Materials* - optional- use only appropriate pages as related to Level 8 skills
1. Ginn Word Enrichment Program Levels 1-7
 2. Modern Curriculum Press - Phonics Workbook Books A, B, C.
 3. Lyons & Carnahan - The New Phonics We Use Books A, B, C, D, E, F, G
 4. Barnell Loft - Specific Skill Series - Books A, B, C, D, E, F.
 5. Continental, Hayes, Jenn Duplicating Masters
 6. SRA Kits - Word Games, Reading Kits - 1a, 1c
 7. Scholastic Individualized Reading Kits
 8. EDL - Controlled Reader and Language Master
 9. Library filmstrips and tapes

*Refer to Supplementary Materials Index.

LEVEL 8 -- LANGUAGE ARTS. (cont'd)

10. Teacher made materials
11. Creativity Idea Books (Myers and Torrance)
 - a. Can You Imagine?
 - b. For Those Who Wonder
12. Spelling Books
 - a. Noble and Noble - Spell/Write - Blue
 - b. Scott, Foresman - Spelling Our Language Book 2
 - c. Houghton Mifflin - Power To Spell - Grade 2
 - d. McGraw Hill - Basic Goals in Spelling Grade 2
 - e. Economy Company - Continuous Progress Spelling Kit - Primary
13. Language Books
 - a. Harcourt, Brace & World - Roberts English Series - Book 2
 - b. Scott, Foresman - Language and How To Use It - Book 2
 - c. Laidlaw - Experiences in Language - Book 2
 - d. Holt, Rhinehart & Winston - The Arts and Skills of English - Book 2
14. Handwriting
 - a. Scott, Foresman - Writing Our Language - Transitional Book
15. Enrichment Materials
 - a. Crossword Puzzles - Dr. Herr - Book 1
 - b. Games
 - c. Merrill - Phonics Skill Text - tapes and workbooks Level B
 - d. Dictionaries
 - Pixie Dictionary - Winston
 - Rainbow - World Publishing
 - Junior
16. Reader's Digest Skillbooks

VIII. EVALUATION

- A. Required:
 1. Ginn Achievement Test - Level 8
 2. Language Arts Test - Level 7
 3. Teacher made tests
- B. Optional:
 1. Informal Reading Inventory - back of teacher's edition
 2. Fountain Valley Teacher's Support System in Reading - (Pre-test, Post-test evaluation of skills and tapes)
 3. Ginn Initial Screening Test
 4. Gates-MacGinitie Reading Test - standardized
 5. Metropolitan Achievement Test

LEVEL 8 -- EVALUATION

Name _____

Date _____

A. Put these words in alphabetical order:

month, mouth, moth, more, mock

1. _____
2. _____
3. _____
4. _____
5. _____

B. Write the two words for these contractions:

1. we'd _____
2. you've _____
3. shouldn't _____
4. let's _____
5. we're _____
6. I've _____
7. wasn't _____
8. hadn't _____
9. we'll _____
10. you'll _____

C. Circle the prefix or suffix in each word:

- | | | | |
|------------|------------|-----------|----------|
| 1. careful | 3. helper | 5. along | 7. redo |
| 2. sickly | 4. fastest | 6. behold | 8. delay |

D. Add the endings to each root word below:

- | | <u>es</u> | <u>ed</u> |
|----------|-----------|-----------|
| 1. baby | _____ | _____ |
| 2. try | _____ | _____ |
| 3. hurry | _____ | _____ |

LEVEL 8 -- EVALUATION
(cont'd)

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Name _____ Date _____

D. Add the endings to each root word below: (cont'd)

- | | <u>er</u> | <u>est</u> |
|-----------|-----------|------------|
| 1. pretty | _____ | _____ |
| 2. funny | _____ | _____ |
| 3. early | _____ | _____ |

E. Use correct capitalization:

1. christmas comes in december.
2. mary brown lives on cedar street
3. mrs. snow drove to avon, connecticut.
4. jills favorite book is curious george.
5. i like halloween best.

F. Use correct punctuation:

1. I ate peas corn potatoes and beans
2. Mr bill went swimming on August 14 1972
3. Did Jills mother call
4. "Fire Fire ," said ~~Jack~~
5. We go to Mrs Day at 115.
6. The twenty six year old man read the Hartford Courant

G. Put the correct word into the sentence:

1. Mary _____ to help her mother.
 went gone
2. Jack and Bill have _____ to Mary's party.
 came come
3. Jill has _____ home.
 came gone
4. Have you _____ something funny?
 done did
5. He has _____ the red balloon.
 saw seen

LEVEL 8 -- EVALUATION
(cont'd)

Name _____ Date _____

H. Write 1 telling sentence.

1. _____

I. Write 1 asking sentence.

1. _____

J. Write Yes if it is a sentence and No if it is not a sentence.

1. _____ a long winter day
2. _____ He likes to play ball
3. _____ a red balloon
4. _____ Good-by
5. _____ John went to a farm

K. Write the opposite of each word in the blank space.

went, near, low, soft, under, never, front, small,
wet, dull

1. always _____
2. dry _____
3. big _____
4. back _____
5. sharp _____
6. high _____
7. far _____
8. loud _____
9. came _____
10. over _____

LEVEL 8 -- EVALUATION
(cont'd)

BEST COPY AVAILABLE

Name _____

Date _____

L. Match the words that mean the same.

- | | <u>I</u> | <u>II</u> |
|----|----------|-----------|
| 1. | question | want |
| 2. | listen | ask |
| 3. | wish | shop |
| 4. | run | hear |
| 5. | store | scamper |

M. Spelling Words - Write the days of the week.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | |

N. Write a letter and label its parts.

_____ ()

_____, ()

_____ ()

_____ ()

_____ ()

LEVEL 8 -- EVALUATION

Teacher's copy

A. A-B-C order:

1. mock, 2. month, 3. more, 4. moth, 5. mouth

B. Contractions:

1. we had, 2. you have, 3. should not, 4. let us,
5. we are, 6. I have, 7. was not, 8. had not,
9. we will, 10. you will

C. Affixes - Circle the prefix or suffix in each word:

1. careful	5. along
2. sickly	6. behold
3. helper	7. redo
4. fastest	8. delay

D. Add the endings to the root words below:

	<u>es</u>	<u>ed</u>
1. baby	babies	babied
2. try	tries	tried
3. hurry	hurries	hurrying

	<u>er</u>	<u>est</u>
1. pretty	prettier	prettiest
2. funny	funnier	funniest
3. early	earlier	earliest

F. Capitalization:

1. Christmas comes in December.
2. Mary Brown lives on Cedar Street.
3. Mrs. Snow drove to Avon, Connecticut.
4. Jill's favorite book is Curious George.
5. I like Halloween best.

F. Punctuation:

1. I ate peas, corn, potatoes and beans.
2. Mr. Bill went swimming on August 14, 1972.
3. Did Jill's mother call?
4. "Fire! Fire!" said Jack.
5. We go to Mrs. Day at 1:15.
6. The twenty-six year old man read the Hartford Courant.

LEVEL 8 -- EVALUATION
(cont'd)

Teacher's copy

G. Usage:

1. went, 2. come, 3. gone, 4. done, 5. seen,

H. Write a telling sentence.

I. Write an asking sentence.

J. Differentiating between phrases and sentences:

1. no, 2. yes, 3. no, 4. no, 5. yes

K. Antonyms:

- | | | |
|----------|----------|-----------|
| 1. never | 4. front | 7. near |
| 2. wet | 5. dull | 8. soft |
| 3. small | 6. low | 9. went |
| | | 10. under |

L. Synonyms:

- | | | |
|-------------|---|---------|
| 1. question | — | want |
| 2. listen | — | ask |
| 3. wish | — | shop |
| 4. run | — | hear |
| 5. store | — | scamper |

M. Spelling - Write the days of the week:

- | | | |
|------------|--------------|-------------|
| 1. Sunday | 4. Wednesday | 6. Friday |
| 2. Monday | 5. Thursday | 7. Saturday |
| 3. Tuesday | | |

N. Write a letter and label each part:

_____ (DATE)

_____ (Greeting)

_____ (Body)

_____ (Closing)

_____ (Signature)

SUGGESTED SPELLING LIST

LEVEL 8

able
added
advice
afford
afternoon
agreed
aim
airplane
alley
alone
aloud
already
among
angry
anybody
appeared
approach
art
ashes
baby
barrel
bath
beak
beans
beauty
become
beg
begin
begun
behind
being
believe
belt
bench
bend
lent
bike
blanket
boarded
bong
booth
bossy
*both
bother
bowl
brakes
break
breath
breeze
bride

bright
broke
broom
brought
bunch
bundles
burning
burrows
burst
bush
busy
butter
buttons
*buy
buzz
cage
cardboard
cards
carefully
carted
carton
castle
caught
center
certain
chance
changed
chanted
check
cheeks
cherry
chilly
churned
circle
circus
clamped
class
claws
clear
clever
clowns
clump
clutched
coaxed
cocked
*cold
colors
command
cookies
cottage

covers
crackle
crazy
cried
crooked
crossing
crosswalk
crouched
crowded
crowed
crunchy
cubes
curb
curved
dance
darted
dashed
dawn
dear
depend
desert
different
dimes
dipped
direction
donkey
drank
drawn
dress
drinking
dry
dumped
dust
early
earth
edge
eggs
either
else
empty
enter
errand
especially
evening
excuses
exercise
exit
exploring
eyelashes
eyes

SUGGESTED SPELLING LIST

LEVEL 8 - (cont'd)

fairy-like
faithful
famous
fancy
farther
fasten
favor
favorite
fetch
few
fighting
finally
finger
fist
flag
flagpole
flapped
flavors
flax
flew
floods
flowers
fluffy
flying
foam
foggy
foot
foreheads
forgot
fork
form
forward
frame
free
freeway
froze
*full
fuzzy
garage
gasp
gathering
giant
gift
gifts
gingersnaps
glass
classes
glossy
glowed

goblin
goodness
grade
grains
great
greet
grinned
groaned
guests
hail
halfway
happier
happily
hatched
hated
heat
heavens
heavier
heavy
herself
hidden
hind
hissed
hollow
hooted
hopeless
hopscotch
horn
hospital
huge
hugged
hummers
hundred
hung
*hurt
husband
hushed
hut
icebergs
ice-cold
ice cream
idea
inches
indoors
insects
interrupted
introduce
invite
island

jaws
jetway
joined
juted
kept
kettle
kites
knots
ladies
lamb
lane
large
lawn
lazy
lead
leaped
least
leftover
lifted
limb
lit
loss
loud
love
lying
main
male
mama
market
marry
marsh
master
matter
meadow
meals
means
meat
melted
mending
met
midair
might
mimic
mingle
mirror
mistress
mitt
mittens
moaned

*Dolch

Additional decodable words - Level 8 T. G. p. 392

SUGGESTED SPELLING LIST

LEVEL 8 - (cont'd)

Mommy	porch	scampered
month	pouches	scat
muttered	pound	scattered
mystery	pouring	scent
nap	prance	science
neat	pressed	scientists
needles	prickled	scooter
nifty	prickly	scrambled
noisy	prince	scraps
nonsense	problem	scratchy
noticed	promise	scrawny
nowhere	propped	screaming
nut	public	screen
oatmeal	puddles	scrubbed
obey	#pulls	seashore
object	pumpkin	seat
ocean	pumps	sells
odd	pussy	senses
odor	quarrels	several
offered	queen	shadows
orange	queer	shapes
ordered	question	share
ourselves	quickly	sharp
overjoyed	quite	shell
paces	rail	shiny
party	raising	shirt
patch	rattlesnake	shone
pay	reddish	shook
peanut	reflected	shorter
peas	reflection	shot
pecked	refuse	shoulder
pennies	repair	shower
pepper	repay	sighed
perched	reply	signals
perhaps	return	silky
pest	rich	silly
pickle	ripe	sink
picnic	roadrunner	sip
pineapple	robin	size
pipes	rooster	skidded
plain	rose	skirts
plane	rosy	skyrocket
plenty	rotten	slammed
plowed	rude	slim
pockets	sailed	slits
pointed	sake	slowly
poking	salty	smooth
polar	sand	snapped
pony	sandwich	snarled

#Dolch

Additional decodable words Level 8 T.G. p. 392

SUGGESTED SPELLING LIST

LEVEL 8 - (cont'd)

sneaky
snoring
soap
soared
solid
sopping
sort
sour
speak
special
speck
spend
spicy
spill
spindle
spinning
spit
spoke
spot
spreads
sprinkled
sprinkler
spun
sputtered
squinted
state
stall
stared
steering
stem
stepdaughter
sting
stood
straight
strawberries
strawberry
stray
stream
stretch
strike
string
strong
stuck
sturdy
suddenly
suggested
suitcase
sunny
supposed

sure
sweeping
sweet
swirled
tan
tangle
task
taste
tea
tear (verb)
teased
terrible
tested
Thanksgiving
thick
thin
third
thread
throughout
throw
thud
thumb
Thursday
tight
tiptoe
toppled
tore
touch
touring
toward
tower
traced
trained
trembled
triangle
trouble
true
truly
trunk
trust
truthful
trying
tube
tucked
Tuesday
tuft
turkey
turned
twice

twig
twine
twirled
twisted
twitched
ugly
underneath
understood
United States
unrolled
untied
unusual
upset
uses
usual
vanished
vapor
veils
vines
visitors
wall
walnut
watermelon
wedding
welcome
whip
whirring
whispered
whole
wiggled
windowpanes
wire
wonderful
woodchuck
words
worse
wow
*write
written
wrong
yarn
yelled
yowled
zig-zag
zipper
zoomed

SUGGESTED LITERATURE

Reading - Level 8

How It Is Nowadays Level 8 Unit I

- | | |
|--|---|
| <u>Two From a Teapot</u> | - Helps, R |
| <u>Finder's Keepers</u> | - Well & Nicolas |
| <u>Kimo Makes Music</u> | - Thompson, Vivian |
| <u>The Thief in the Attic</u> | - Wiese, Kurt |
| <u>The Bull Beneath the Walnut</u> | - Hewett, Anita |
| <u>Tree & Other Stories</u> | |
| <u>Various Owls</u> | - Hollander, John |
| <u>High, Wide & Handsome</u> | - Merrill, Jean |
| <u>Flight</u> | - Ormond, Jacques |
| <u>The Birds</u> | - Peterson, Roger Troy |
| <u>The Picnic</u> | - Daugherty, James |
| <u>Birthday Presents</u> | - Fern, Eugene |
| <u>Wish on a Moon</u> | - Hader, Berta & Elmer |
| <u>The Luck Book</u> | - Leach, Maria |
| <u>The Ditch Picnic</u> | - Unnerstad, Edith |
| <u>I Read Signs</u> | - Funk, Tom |
| <u>The Pup Who Became a Police Dog</u> | - Hays, Wilma Pitchford |
| <u>Safety Can Be Fun</u> | - Munro, Leaf |
| <u>Let's Find Out About Safety</u> | - Shapp, Charles & Martha |
| <u>The Shadow Book</u> | - DeRegniers, Beatrice & Gordon, Isabel |
| | - Frascioni, Antoneo |
| <u>See Again, Say Again</u> | - Joslin, Sesyle & Kath, Barry |
| <u>There Is A Bull On My Balcony</u> | - Keats, Ezra & Cherr, Pat |
| <u>My Dog Is Lost!</u> | - Ormsby, Virginia |
| <u>What's Wrong With Julio</u> | - Politi, Leo |
| <u>Moy Moy</u> | - Brown, Virginia & Others |
| <u>The Skyline Series</u> | - Raskin, Ellen |
| <u>Nothing Ever Happens on My Back</u> | - Zoloton, Charlotte |
| <u>Someday</u> | - Madian, Jon |
| <u>A Story of the Watts Towers</u> | - Tensen, Ruth M. |
| <u>Come to the City</u> | - Blough, Glen |
| <u>Bird Watchers and Bird Feeders</u> | - Conklin, Gladys |
| <u>If I Were a Bird</u> | - McClung |
| <u>Rudy Throat, the Story of a</u> | |
| <u>Hummingbird</u> | - Shackelford, Nina |
| <u>Bird Nests</u> | - Wasson, Isabel |
| <u>Birds</u> | - Bond, Michael |
| <u>A Bear Called Paddington</u> | - Dalgliesh, Alice |
| <u>The Bears on Hemlock</u> | - Flack, Marjorie |
| <u>Ask Mr. Bear</u> | - Guilfoile, Elizabeth |
| <u>Nobody Listens to Andrew</u> | - Hofan, Russell |
| <u>Bedtime for Frances</u> | - Sendak, Maurice |
| <u>Where the Wild Things Are</u> | - Ward, Lynd |
| <u>The Biggest Bear</u> | - Bannon, Laura |
| <u>Hop-High, the Goat</u> | - Bulla, Clyde Robert |
| <u>The Valentine Cat</u> | - Gag, Wanda |
| <u>Millions of Cats</u> | - Keat, Ezra Jack |
| <u>Whistle for Willie</u> | - Martin, Patricia |
| <u>The Rice Bowl Pet</u> | |

SUGGESTED LITERATURE
Reading - Level 8

How It Is Nowadays Level 8 Unit I (cont'd)

- | | |
|--|--------------------------------------|
| <u>The Boy and the Blind Storyteller</u> | - Anderson, Paul |
| <u>A Friend Is Someone Who Likes You</u> | - Anglund, Joan Walsh |
| <u>Who Will Be My Friend?</u> | - Hoff, Syd |
| <u>Humorous Poetry for Children</u> | - Cole, William & Metzl,
Ervine |
| <u>Oh, What Nonsense!</u> | - Cole, William &
Ungerer, Tom |
| <u>The Day the Cow Sneezed</u> | - Flora, James |
| <u>Who Will Milk My Cow?</u> | - Jackson, Janet |
| <u>The Cow Who Fell in the Canal</u> | - Krasilovsky, Phyllis |
| <u>The Curious Cow</u> | - Meeks, Esther |
| <u>The Moon Is Shining Bright as
Day</u> | - Nash, Ogden |
| <u>The Crazy Zoo That Dudley Drew</u> | - Rose, Carl |
| <u>The Book of Experiments</u> | - deVries, Leonard |
| <u>Your Wonderful World of Science</u> | - Frieman, Mae and Ira |
| <u>Greg's Microscope</u> | - Selsam, Millicent |
| <u>The Young Experiments Workbook</u> | - Sootin, Harry and Laura |
| <u>Kookamoo & the Kangaroo</u> | - Durack, Mary and
Elizabeth |
| <u>Katy - No Pocket</u> | - Payne, Emmy |
| <u>Desert Dwellers</u> | - Shannon, Terry |
| <u>What is Water?</u> | - Hagman, Adaline |
| <u>Water - All Around</u> | - Pine, Lillie and
Levine, Joseph |
| <u>The Sun Is a Golden Earring</u> | - Belting, Natalia |
| <u>Once a Mouse</u> | - Brown, Marcia |
| <u>The Three Billy Goats Gruff</u> | - Brown, Marcia |
| <u>Cinderella</u> | - Brown, Marcia |
| <u>The Traveling Musicians</u> | - Grimm Brothers |
| <u>Noodles, Nitwits,
Numskulls</u> | - Leach, Maria |
| <u>Other Suggested Reading Level 8</u> | |
| <u>Horton Hatches the Egg</u> | - Seuss, Dr. |
| <u>What's A Cousin?</u> | - Olds, H. D. |
| <u>Kristie's Buttercup</u> | - Brock, E. L. |
| <u>Elephant Stories</u> | - Dolch, E. W. |
| <u>Bird's Christmas Tree</u> | - Brock, E. L. |
| <u>Old World Stories</u> | - Dolch, E. W. |
| <u>Captain Kangaroo's Storybook</u> | - |
| <u>Jim Can Swim</u> | - Olds, H. D. |
| <u>Here Comes Kristie</u> | - Brock, E. L. |
| <u>Eli Whitney</u> | - Latham, J. L. |
| <u>Buffalo Bill</u> | - Aulaire, I. |
| <u>Annie Oakley</u> | - Wilson, E. |
| <u>Clara Barton</u> | - Stevenson, A. |
| <u>Fourth of July</u> | - Phelan, W. K. |
| <u>Mr. Twitmeyer and the Poodle</u> | - |
| <u>Horton Hears a Who</u> | - Seuss, Dr. |
| <u>Patty on Horseback</u> | - Brock, E. L. |

SUGGESTED LITERATURE
Reading Level 8

Other Suggested Reading Level 8 (cont'd)

Wee Willow Whistle - Avery, K.
Topsy, Turvey Family - Brock, E. L.

Filmstrips

"Animal Friends"	Film Association	(10 min.)
"Be Your Own Traffic Policeman"	Porta Films	(10 min.)
"I'm No Fool As A Pedestrian"	Walt Disney	(8 min.)
"I'm No Fool Having Fun"	Walt Disney	(8 min.)
"Safety To and From School"	McGraw Hill	
"Ferdinand the Bull"	Encyclopedia Britannica	
"Bear Country"	2nd Edition Encyclopedia Britannica	
"KoroChan, the Little Bear (the Koala)"	2nd Edition Encyclopedia Britannica	
"Learning About Bears"	2nd Edition Encyclopedia Britannica	
"Luie Teddy Bear (the Koala)"	2nd Edition Encyclopedia Britannica	(11 min.)
"The Cow"	Churchill	(11 min.)
"A Day at the Fair"	Encyclopedia Britannica	(11 min.)
"Let's Write a Story"	Churchill	(11 min.)
"Fox and the Rooster"	Encyclopedia Britannica	(11 min.)

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TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

LEVEL 3 -- LANGUAGE ARTS

*REVIEW SKILLS FROM PREVIOUS LEVELS

KEY: i = initial
m = medial
f = final

I. DECODING SKILLS

A. Phonemic Analysis:

1. Consonant digraphs

- a. ph (phone)
- b. gh (caught)
- c. gh (enough)

2. Vowels

- | | |
|----------------|-----------------------------------|
| a. o (long) | h. ei (veil) |
| b. ou (group) | i. ei (followed by gh weightless) |
| c. au (saucer) | j. u (full) |
| d. oi (boil) | k. a (want) |
| e. oy (boy) | l. ou (followed by gh brought) |
| f. u (unite) | m. ou (country) |
| g. u-e (huge) | |

3. Vowel - consonant

- a. ion (billion)

B. Structural Analysis:

1. Graphemic Bases

- a. og (log)
- b. oss
- c. ong
- d. ou
- e. oil

2. Possessive forms

- a. Plural possessives (boys')

3. Affixes and word parts

- a. Prefixes: pre
- b. Suffixes: ily, ion
- c. Word parts: cian, less, ment
- d. Generalizations: words ending in y, the y is replaced by i before er or est is added

4. Syllabication

- Rule 1)
- Rule 2) guide pages 42-43
- Rule 3)

Rule 4 guide page 55

II. COMPREHENSION

A. Inferential:

1. Identifying with characters or incidents

- a. Inferring;
 - cause and effect relationships
 - character traits
 - main ideas

LEVEL 9 -- LANGUAGE ARTS (cont'd)

BEST COPY AVAILABLE

- supporting details
- interpreting figurative language
- making judgment--fact or opinion, reality or fantasy
- predicting outcomes

B. Literal:

1. Classifying
2. Creating subtitles
3. Following directions
4. Interpreting phrases
5. Recognizing and recalling
 - a. Cause and effect relationships
 - b. Details
 - c. Main ideas
 - d. Sequence
6. Skimming
7. Summarizing

III. LANGUAGE

A. Development:

1. Analyzing words and phrases
2. Interpreting figurative language
3. Understanding syntax

B. Expression:

1. Listening
2. Reading supplementary materials
3. Speaking
 - a. Dramatization
4. Reading poetry aloud
5. Rereading the story orally
6. Reporting
7. Writing

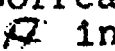
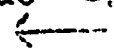
C. Vocabulary:

1. Developing word meaning
 - a. Antonyms
 - b. Compound words
 - c. Homonyms
 - d. Multiple meanings
 - e. Selecting a definition appropriate to content
 - f. Synonyms
2. Expanding vocabulary
 - a. Classifying words
 - b. Derivational affixes

D. Mechanics:

1. Learn to capitalize
 - a. Titles and books
 - b. Geographical names
 - c. Initials in names

LEVEL 9 -- LANGUAGE ARTS (cont'd)

- d. Proper names and titles and their abbreviations
- e. Abbreviate days of week and months of year
2. Learn to punctuate
 - a. Periods - after statements
 - b. Question Mark - after asking sentence
 - c. Comma; in series
 - after city and state
 - after greeting and closing in letter
 - d. Apostrophe - after singular and plural possessives
 - e. Colon - between hour and minutes
 - f. Hyphen; introduce use for syllabication at end of line
 - use in numbers
 - g. Underline - for titles of books, newspapers
 - h. Dash: between pages Ex: p. 5-8
 - between hours in reference to time
3. Learn to use words correctly
 - a. Forms of the verb be (review)
 - b. Review irregular verbs (ex: see-saw)
 - c. Introduce third verb form (seen)
 - d. "Double negatives" (can't-never)
 - e. Naming self last (review)
4. Learn to use correct sentence structure
 - a. Two main parts of sentence (subject and predicate)
 - b. Growth of simple sentence using adjectives, nouns and verbs
5. Learn to use correct letter form
 - a. Complete form for friendly letters
 - b. Address envelopes
 - c. Prepare invitations and announcements
6. Written form
 - a. Learn to use correct paragraph form
 - b. Learn to proofread - introduce symbols necessary ( indent  margin)
See chart for other symbols
7. Using the glossary to find meanings of unfamiliar words
 - a. Words expressing motion
8. Recognizing new words
 - a. Creating a dictionary
9. Heading on papers
 - a. First name and last name on left-hand side of paper
 - date on right-hand side
 - heading of paper center of the next line

LEVEL 9 -- LANGUAGE ARTS (cont'd)

IV. STUDY SKILLS

- A. Location:
 - 1. Using book parts
 - 2. Footnotes
 - 3. Glossary
 - 4. Card catalogue and encyclopedia (introduce use of)

- B. Using General References:
 - 1. Alphabetical arrangement (to fourth letter)
 - 2. Applying information found in a glossary
 - 3. Skimming for specific information
 - 4. Suggested references to resource books

- C. Organizing Information:
 - 1. Developing an outline
 - 2. Summarizing
 - 3. Spelling days of week and months of year

- D. Using Visual Materials:
 - 1. Maps and charts

V. LITERARY UNDERSTANDING AND APPRECIATION

- A. Types of Literature:
 - 1. Fables
 - 2. Folk Tales
 - 3. Humor
 - a. Company types of humor
 - b. Recognizing different types of humor
 - c. Realistic humor
 - 4. The Limerick
 - 5. The Tall Tale

- B. Graphic Techniques in Literature:
 - 1. Photographs
 - 2. Relating illustrations to literature
 - 3. Relating type to literature

- C. Literary Form:
 - 1. Drama
 - 2. Poetry
 - 3. Prose

- D. Writer's Craft:
 - 1. Author's purpose
 - 2. Author's style
 - 3. General style and structure

LEVEL 9 -- LANGUAGE ARTS (cont'd)

VI. CREATIVITY

- A. Before the Reading Experience:
1. Heightening anticipation and expectation
 2. Hypothesizing
 3. Predicting from limited information
 4. Structuring tasks to give clues and directions
 5. Taking the next step beyond what is known
 6. Understanding of a problem to be solved
 7. Using the existing knowledges and experiences as a springboard
- B. During the Reading Experience:
1. Continued heightening and anticipation expectation
 2. Encouraging creative and constructive acceptance of limitations
 3. Exploring missing elements
 4. Predicting from limited information
 5. Reacting to character's actions
 6. Solving problems creatively
 7. Visualizing places and events
- C. After the Reading Experience:
1. Digging deeper, going beyond the obvious
 2. Discussing personal reactions to story events
 3. Discussing the author's purpose
 4. Elaborating a story element
 5. Encouraging constructive responses
 6. Encouraging future projection
 7. Hypothesizing
 8. Reconceptualizing and reorganizing information
 9. Searching for solution
 10. Speculating with ambiguities and uncertainties
 11. Solving problems creatively
 12. Taking the step beyond what is known
 13. Writing

VII. MATERIALS

- A. Ginn 360 Required:
1. With Skies and Wings
 - a. Text - pupils and teacher
 - b. Skills Handbook (workbooks - pupils and teacher
 - c. Self Help Activities
- B. Alternate Reading - approval of Reading Department:
1. Programmed reading
 2. Scott, Foresman

LEVEL 9 -- LANGUAGE ARTS (cont'd)

- C. Supplementary Materials*- use only appropriate pages relative to Level 9
1. Ginn Word Enrichment (1-7)
 2. Modern Curriculum Press A, B, C
 3. Lyons and Carnahan - The New Phonics We Use
A, B, C, D, E, F
 4. Barnell Lofts - Specific Skill Series
A, B, C, D, E, F
 5. Continental, Hayes, Jenn Duplicating Masters
 6. SRA Kits - Word Games, Reading Kits
 7. Scholastic - Individual Reading Kits
 8. EDL Controlled Reader
 9. Library - filmstrips and tapes
 10. Teacher made materials
 11. Can You Imagine? (Paul Torrence)
 12. For Those Who Wonder (Paul Torrence)
 13. Spelling Books
 - a. Noble and Noble - Spell/Write - Pink
 - b. Scott, Foresman - Spelling Our Language
Book 3
 - c. Power To Spell - - Houghton Mifflin
Book 3
 - d. McGraw Hill - Basic Goals for Spelling
Book 3
 - e. Economy Company - Continuous Progress
Spelling Kit
 14. Language Books
 - a. Harcourt, Brace & World
 - b. Scott, Foresman - Language and How To Use It
 - c. Laidlaw - Experience in Language Book 3
 - d. Holt, Rhinehart & Winston - The Arts and Skills of English - Book 3
 15. Handwriting
 - a. Scott, Foresman - Writing Our Language
 16. Enrichment
 - a. Games
 - b. Crossword puzzles
 - c. Merrill - New Phonics Skill Test
 - d. dictionary - Junior - Thorndike-Barnhart
 17. Reader's Digest Skillbooks

VIII. EVALUATION

- A. Required:
1. Ginn Achievement Tests
 2. Language Arts Test (Level 9)
 3. Teacher made tests

*Refer to Supplementary Materials Index.

LEVEL 9 -- LANGUAGE ARTS (cont'd)

B. Optional:

1. Informal Reading Inventory - back of teacher's edition
2. Fountain Valley Teacher Support System (Pre-test, Post-test evaluation with tapes)
3. Ginn Initial Screening Test
4. Gates-MacGinitie - standardized
5. Metropolitan Achievement Test

LEVEL 9 -- EVALUATION
LANGUAGE ARTS

Name _____

Date _____

A. Capitalize the following:

1. dr j r smith did the operation.
2. we went to colorado, new mexico, and california on our vacation.
3. mr bryant took us to the circus.
4. dr seuss wrote the cat in the hat.

B. Punctuate the following:

1. The family had a picnic at Stratton Brook
2. Did you see the fireworks Saturday night
3. In our garden we grew corn tomatoes peas lettuce and many flowers
4. I live in Avon Connecticut
5. The boys bats were left in the rain
6. It was 330 before she left
7. They get the Hartford Times newspaper every evening
8. Please read pages 5 8 tonight

C. Choose the correct word:

1. There weren't _____ complaints.
any no
2. Reporters _____ how dangerous the flood tide was rising.
saw seen
3. He _____ going with me.
is are
4. Peter and _____ are going to the movies.
I or me

LEVEL 9 -- EVALUATION
LANGUAGE ARTS

Name _____

Date _____

D. Correct sentence form.

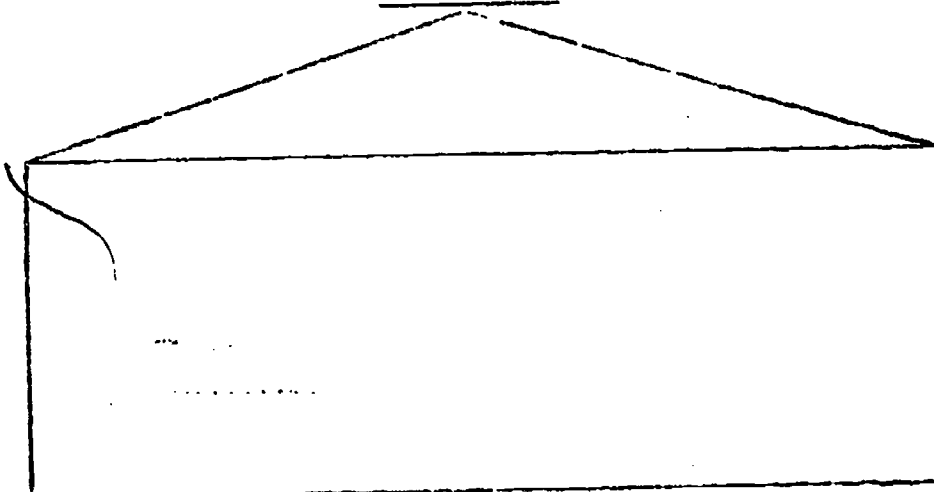
Draw a line between the subject and predicate.
Put a circle around the noun and underline the verb.

1. My shoes are brown.
2. A blue car passed us on the road.
3. The table is set for dinner.

E. Use the space below for writing a friendly letter and
addressing an envelope: Use correct form!

Letter

Envelope



LEVEL 9 -- EVALUATION
LANGUAGE ARTS

Name _____ Date _____

F. Rewrite the following sentences in the correct paragraph form. Proofread the paragraph and check for misspellings and punctuation:

when tom woke up one morning, the snow was falling softly against the window sill tom's farther had promised to go sleding with him if it had snowed that day promised to be very exciting as tom looked at the knew whit blanket that covered the ground.

G. Use your glossary in your reader With Skies and Wings to find the following words:

Write the words in syllables and their definitions.

jabber

mbuyu

sari

upholstery

H. Teacher dictates 10 spelling words from list so far this year.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

LEVEL 9 -- EVALUATION
LANGUAGE ARTS

Name _____

Date _____

I. For fun: What is being said below?

1. Wadja do? _____
2. Brr' Scold' _____
3. Do I hafta? _____
4. Howja do? _____

Make up some of your own if you want to.

J. Root words and endings--be careful! Not all columns will be filled each time.

	<u>ed</u>	<u>ing</u>	<u>es</u>
bunny	_____	_____	_____
stop	_____	_____	_____
run	_____	_____	_____
penny	_____	_____	_____
stripe	_____	_____	_____

LEVEL 9 -- EVALUATION
LANGUAGE ARTS

Teacher's copy

A. Capitalize the following:

1. Dr. J. R. Smith did the operation.
2. We went to Colorado, New Mexico, and California on our vacation.
3. Mr. Bryant took us to the circus.
4. Dr. Seuss wrote the Cat In The Hat.

B. Punctuate the following:

1. The family had a picnic at Stratton Brook.
2. Did you see the fireworks Saturday night?
3. In our garden, we grew corn, tomatoes, peas, lettuce and many flowers.
4. I live in Avon, Connecticut.
5. The boys' bats were left in the rain.
6. It was 3:30 before she left.
7. They get the Hartford Times newspaper every evening.
8. Please read pages 5-8 tonight.

C. Choose the correct word:

1. There weren't any complaints.
2. Reporters saw how dangerous the flood tide was rising.
3. He is going with me.
4. Peter and I are going to the movies.

D. Correct sentence form: Draw a line between the subject and predicate. Put a circle around the noun and underline the verb.

1. My shoes / are brown.
2. A blue car / passed us on the road.
3. The table / is set for dinner.

E. Use the space below for writing a friendly letter and addressing an envelope: Use correct form!

Letter:

Envelope:

F. Rewrite the following sentences in the correct paragraph form. Proofread the paragraph and check for misspellings and punctuation.

When Tom woke up one morning, the snow was falling softly against the window sill. Tom's Father had promised to go sliding with him if it had snowed. That day promised to be very exciting, as Tom looked at the new white blanket that covered the ground.

LEVEL 9 -- EVALUATION
LANGUAGE ARTS

Teacher's copy

G. Use your glossary in your reader With Skies and Wings to find the following words:
Write the words in syllables and their definitions.

1. jabber jab-ber - to talk very fast in a senseless way--chatter
2. mbuyu mbu-yu - one of the largest trees in the world--found in Africa
3. sari sa-ri - long piece of cloth wrapped around and worn as a dress
4. upholstery up-hol-ster-y - the padding and covering for furniture

H. Teacher dictates 10 spelling words from list so far this year:

I. For fun: What is being said below?

1. What did you do?
2. Brrr! It's cold!
3. Do I have to?
4. How did you do?

Make up some of your own if you want to.

J. Root words and endings--be careful! Not all columns will be filled each time.

	<u>ed</u>	<u>ing</u>	<u>es</u>
1. bunny			bunnies
2. stop	stopped	stopping	
3. run		running	
4. penny			pennies
5. stripe	striped	striping	

SUGGESTED SPELLING LIST

LEVEL 9

Acrobat	bought	crying
Adam	brightened	curiously
adding	bristles	damaged
address	broken	damp
Africa	broth	darkness
afterwards	buckled	daughters
aiming	buffalo	dead
aircraft	bunk	December
Air Force	bunny	declare
ajar	camel	defend
alarm	candy	delighted
alas	carpet	designs
alive	carried	difference
allowed	carted	dim
although	cents	dining
American	chains	director
Annabel	chap	disappeared
antlers	cheerful	disgust
anyway	chest	dishpans
army	child	dizzy
arriving	chosen	doctors
artist	Christmas	dodge
aside	chunk	dragging
astronauts	clapped	draw
atlas	clattering	driver
atop	cleaning	dull
awakened	clerk	dust-devil
awfully	clip	dying
ax	clothes	earned
band	coasting	earthenware
bare	cobs	earthworm
bay	color	easier
beach	cone	easily
beaming	content	eaten
beast	contest	eighteen
beat	continents	elders
beech	control	elk
bees	cooked	empty-handed
being	corner	equipment
Benny	cornstalk	escape
berries	couch	examine
between	countdown	exchange
beyond	coward	excited
Billy's	cowboy	exercises
blasting	cozy	explains
blind	crackers	explore
blinked	cranberry	faded
blurted	crayons	faint
bobbed	creaking	fallen
bob	creatures	fear
bold	crickets	feast
born	cruel	February
bottom	crumbs	fellow

SUGGESTED SPELLING LIST

LEVEL 9

felt
fiddle
fifteen
figs
finest
firewood
fisherman
flashlight
flicked
flights
folded
foolish
forty
fourteen
France
fresh
Friday
frock
frosty
frowned
frozen
fruit
furiously
furrows
galloping
galoshes
gas
gazed
gentle
give
gleamed
glides
gloves
glue
gold
grandma
grandpa
grasp
gravity
grip
group
growl
grown
grown-up
gruel
grumbling
guard
guide
guitar
gulped
haircut
half

half-pence
hammered
handball
handkerchief
handles
happened
hardware
have
harm
hawks
heart
he'd
helplessly
hiding
hike
hitched
honey
hood
horizon
horror
hostess
hours
huddled
hug
human
hump
ill
important
India
Indian
inshore
interesting
invited
itself
I've
jacket
January
jeans
jelly
jogged
jungle
katydid
kicks
kid
kill
kitten
knees
kneels
knock
lady
lain
lashes

launching pad
leaks
levee
library
life
lightness
littlest
living
llamas
loped
lox
magician
magnifying
maiden
mainland
malt
marching
markings
meant
meatloaf
medal
merry
million dollars
minus
minutes
mission
mistaken
mister
monkey
monsters
mound
mouthfuls
movement
movies
munching
mushrooms
music
musician
nails
naughty
navy
need
nestled
net
newscaster
nibble
nineteen
nobody
numbers
operator
orbit
orders

SUGGESTED SPELLING LIST

LEVEL 9

original
ostrich
outwit
paced
pad
palace
pale
paper
passenger
peace
peak
peasant
pebbles
pencils
perfectly
periscope
pie
pillow
pilot
pitched
plastic
plate
pleasant
plink
pointing
police
port
portholes
possum
pouch
pounced
powerful
prairie
prayed
presents
pretending
pride
prize
propose
protect
purring
quitting
racket
rack
rather
raw
realized
reason
records
remarks
restless
retired

ribbon
riders
robins
rolls
row
rubbed
rubber
rustling
safety
salad
salesman
salt
salve
sari
sash
satellite
searched
searchlights
seek
seldom
selfish
send
servants
settled
shaky
shapes
shield
shoeshine
shore
shrill
shushing
shy
sick
signal
silver
simply
since
sings
skin
skyward
slapping
slept
slides
slipped
slippery
slope
stung
sly
smartest
snack
snail
sneezed

snorted
soil
song
spacecraft
spaceship
spade
speed
spent
spiked
split
splendid
spoon
squeeze
stamping
startled
state
steady
steeper
stepping
stiff
stirred
strap
strip
stroked
struggling
strums
study
stump
submarine
sucking
suffering
suits
sunshine
supermarket
surface
swallowed
sway
sweater
swinging
switchboard
swung
table
tablets
tailor
tanks
temper
tennis
tent
thorn
thousand
thunder
tie

SUGGESTED SPELLING LIST

LEVEL 9

tide
toes
towel
traffic
travel
tray
tried
trooped
turban
twisting

understand
underwear
upholstery
view
visit
wailed
waist
waken
wastebasket
watch

weak
weaving
weighed
weightless
whose
wickedly
wildly
winning
wiped
yawned
zebra

SUGGESTED LITERATURE
Reading Level 9

With Skies and Wings Level 9 Unit I

- Your Flag and Mine
More Junior Authors
Junior Book of Authors
Flood Friday
Alaska: The Forty-ninth State
Possum
Find the Constellations
This is New York
This is San Francisco
Gaily We Parade
Bronzeville Boys and Girls
Rhymes About the City
Favorite Poems Old and New
Taxis and Toadstools
City Rhythms
The Life I Live: Collected
Poems
I Live In the City
Blaze and the Mountain Lion
Hawaiian Coffee Picker
Barto Takes the Subway
Not a Teeny Weeny Wink
Down the Mississippi
Did You Carry the Flag Today,
Charley?
Roger and the Fox
Sea of Grass
Little Boy Brown
Little Hawaiian Horse
Minn of the Mississippi
Nino and His Fish
- New Boy in School
Mister Chu
My Dog Is Lost!
High-Rise Secret
House-Boat Girl
We Live in the Southwest
Benjie
Striped Ice Cream
Blueberries for Sale
Lentil
Benjie Goes Into Business
The Rice Bowl
Moy, Moy
Pedro, The Angel of Ohvera Street
Piccolo's Prank
Joel and the Wild Goose
The Biggest Bear
- Desmond, Alice Curtis
- Fuller, Muriel
- Gritz, Stanley J.
- Lenski, Lois
- Lindquist, Willis
- McClung, Robert M
- Rey, H. A.
- Saek, Miroslav
- Saek, Miroslav
- Brewton, John
- Brooks, Gwendolyn
- Chute, Marchette
- Ferris, Helen
- Field, Rachel
- Frifalconi, Ann
- Lenski, Lois
- Tippett, James
- Anderson, Clarence W.
- Bannon, Laura
- Brenner, Barbara
- Bennett, Richard
- Bulla, Clyde
- Caud 'l, Rebecca
- Davis, Lavinia
- Floelke, Louise Lee
- Harris, Isabel
- Hays, Wilma Pitchford
- Holling, Clancy
- Hurd, Edith Tacher &
Clement
- Justus, May
- Keating, Norma
- Keats, Ezra
- Lenski, Lois
- Lenski, Lois
- Lenski, Lois
- Lexau, Joan M.
- Lexau, Joan M.
- McClosky, Robert
- McClosky, Robert
- Martin, Patricia
- Martin, Patricia
- Politi, Leo
- Politi, Leo
- Politi, Leo
- Sandberg, Helga
- Ward, Lynd

SUGGESTED LITERATURE
Reading Level 9

With Skies and Wings Level 9 Unit II

- | | |
|--|-------------------------------------|
| <u>The First Book of India</u> | - Bothwell, Jean |
| <u>Along the Seashore</u> | - Buck, Margaret Waring |
| <u>Tide Pools and Beaches</u> | - Clemons, Elizabeth |
| <u>Dera: A Village in India</u> | - Cooke, David |
| <u>Lakhmi: Girl of India</u> | - Darbois, Dominique |
| <u>My Village in France</u> | - Gidal, Sonia and Gidal
Tim |
|
 | - Gidal, Sonia and Gidal
Tim |
| <u>My Village in India</u> | - Gidal, Sonia and Gidal
Tim |
|
 | - Kipling, Rudyard |
| <u>My Village in Morocco</u> | - Norris, Marianna |
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| <u>Just So Stories</u> | |
| <u>Young India: Children of India</u> | |
| <u>at Work and at Play</u> | |
| <u>Uttam, A Boy of India</u> | - Schloat, G. Warren |
| <u>Bala: A Child of India</u> | - Silvertone, Marilyn and
Miller |
|
 | |
| <u>India: Old Land, New Nation</u> | - Watson, Jane Werner |
| <u>The Magic of Music, Book 2</u> | - Watters, Lorraine E. |
| <u>The Magic of Music, Book 3</u> | - Watters, Lorraine E. |
| <u>The Life I Live: Collected Poems</u> | - Lenski, Lois |
| <u>The Paper-Flower Tree</u> | - Ayer, Jacqueline |
| <u>The Poppy Seeds</u> | - Bulla, Clyde Robert |
| <u>The Mouse Palace</u> | - Carpenter, Frances |
| <u>A Bell for Ursli</u> | - Chonz, Selina |
| <u>Looking-for-Something</u> | - Clark, Ann Nolan |
| <u>Oasis of the Stars</u> | - Economakis, Olga |
| <u>Candido</u> | - Eiseman, Alberta |
| <u>Pictures for the Palace</u> | - Fifield, Flora and
Langner |
|
 | |
| <u>My Name Is Nicole</u> | - Frere, Maud |
| <u>The Boy in the Rooftop School</u> | - Hayes, Florence |
| <u>The Red Balloon</u> | - Lamorisse, Albert |
| <u>Sia Lives in Kilimanjaro</u> | - Lindgren, Astrid |
| <u>Hans and Peter</u> | - Petrides, Heidrun |
| <u>Little Leo</u> | - Politi, Leo |
| <u>Rosa</u> | - Politi, Leo |
| <u>Moon Blossom and the Golden Penny</u> | - Slobodkin, Louis |
|
 | |
| <u>Kahasa Goes to the Fiesta</u> | - Sotomayor, Antonio |
| <u>Ride the Cold Wind</u> | - Surany, Anico |
| <u>Silver from the Sea</u> | - Tooze, Ruth |
| <u>Sumi's Prize</u> | - Uchida, Yoshiko |
| <u>Sumi's Special Happening</u> | - Uchida, Yoshiko |
| <u>Crow Boy</u> | - Yashima, Taro |
| <u>The Village Tree</u> | - Yashima, Taro |

SUGGESTED LITERATURE
Reading Level 9

With Skies and Wings Level 9 Unit III

- The Birds and the Beasts were There
Favorite Poems Old and New
The Golden Flute: An Anthology of Poetry for Young Children
Limericks by Lear
Nonsense Songs
Scroobious Pip
- The First Book of Poetry
Tirra Lirra: Rhymes Old and New
Boy Blue's Book of Beasts
Mr. Picklepaw's Popcorn
Thumbelina
The Dog Who Thought He Was a Boy
The Good Tiger
Mike Mulligan and His Steam Shovel
The Happy Lion
The Happy Lion Roars
The Happy Lion's Quest
The Three Happy Lions
The Fabulous Firework Family
Grandpa's Farm
My Friend Charlie
Sherwood Walks Home
Nothing at All
Jokes, Jokes, Jokes
More Jokes, Jokes, Jokes
Red Biddy and Other Stories
Harold and the Purple Crayon
Just So Stories
The Cow Who Fell in the Canal
Noodles, Nitwits, and Numbskulls
Burt Dow, Deep-Water Man
High, Wide, and Handsome Tales
Black Within and Red Without
The Little Old Woman Who Used Her Head
Randy's Dandy Lions
Curious George
Curious George Gets a Medal
Curious George Rides a Bike
Curious George Takes a Job
Three Strong Women: a Tall Tale from Japan
The House on East 88th Street
Lyle, Lyle, Crocodile
A Pocketful of Riddles
Riddles of Many Lands
Ostriches
- Cole, William
- Ferris, Helen
- Hubbard, Alice and Adeline Babbitt
- Lear, Edward
- Lear, Edward
- Lear, Edward and Nash, Ogden
- Peterson, Isabel J.
- Richards, Laura E.
- Smith, William Jay
- Adams, Ruth
- Andersen, Hans Christian
- Annett, Cora
- Bowen, Elizabeth
- Burton, Virginia Lee
- Fatio, Louise
- Fatio, Louise
- Fatio, Louise
- Fatio, Louise
- Flora, James
- Flora, James
- Flora, James
- Flora, James
- Gag, Wanda
- Hoke, Helen
- Hoke, Helen
- Hough, Charlotte
- Johnson, Crockett
- Kipling, Rudyard
- Krasilovsky, Phyllis
- Leach, Maria
- McCloskey, Robert
- Merrill, Jean
- Morrison, Lillian
- Newell, Hope
- Peet, Bill
- Rey, Hans
- Rey, Hans
- Rey, Hans
- Rey, Hans
- Stamm, Claus
- Waber, Bernard
- Waber, Bernard
- Wiesner, William
- Withers, Carl and Sula Benet
- Zim, Herbert

SUGGESTED LITERATURE
Reading Level 9

With Skies and Wings Level 9 Unit IV

- | | |
|--|------------------------|
| <u>The How and Why Wonder Book of Planets and Interplanetary Travel</u> | - Highland, Harold J. |
| <u>Flights of the Astronauts</u> | - Shelton, William Ray |
| <u>Orbiting Stations, Stopovers to Space Travel</u> | - Stambler, Irwin |
| <u>The Universe</u> | - Zim, Herbert S. |
| <u>Science for You, Book Two</u> | - Craig, Gerald S. |
| <u>Science for You, Book Three</u> | - Craig, Gerald S. |
| <u>Science for You, Book Four</u> | - Craig, Gerald S. |
| <u>Satellites in Outer Space</u> | - Asimov |
| <u>A Book of Astronauts for You</u> | - Branley, Franklyn M. |
| <u>A Book of Moon Rockets for You</u> | - Branley, Franklyn M. |
| <u>A Book of Satellites for You</u> | - Branley, Franklyn M. |
| <u>Rockets and Satellites</u> | - Branley, Franklyn M. |
| <u>Space Monkey: The True Story of Miss Baker</u> | - Burt, Olive |
| <u>Let's Go on a Space Trip</u> | - Chester, Michael |
| <u>Spacecraft at Work</u> | - Elting, Mary |
| <u>Around the World in Ninety Minutes: The Journey of Two Astronauts</u> | - Feravolo, Rocco V. |
| <u>When I Go to the Moon</u> | - Lewis, Claudia |
| <u>True Book of Space</u> | - Podendorf, Illa |
| <u>The World Is Round</u> | - Ravielli, Anthony |
| <u>This Is Cape Kennedy</u> | - Sasek, Miroslav |
| <u>The Three-Seated Space Ship</u> | - Slobodkin, Louis |
| <u>The Question and Answer Book of Space</u> | - Sonneborn, Ruth A. |

With Skies and Wings Level 9 Unit V

- | | |
|---|--------------------------------------|
| <u>The Magic of Music, Book 3</u> | - Watters, Lorrain |
| <u>Garden Spider</u> | - Adrian, Mary |
| <u>Gray Squirrel</u> | - Adrian, Mary |
| <u>Everyday Insects</u> | - Allen, Gertrude |
| <u>A Bird Is Born</u> | - Bosiger, E. and
Guilcher, J. M. |
| <u>Traveling with Birds: A Book of Bird Migration</u> | - Boulton, Rudyard |
| <u>Silent Visitor</u> | - Brauner, Theodore |
| <u>The Life of the Kangaroo</u> | - Breeden, Stanley and
Kay |
| <u>Ookie, The Walrus Who Likes People</u> | - Bridges, William |
| <u>Zoo Babies</u> | - Bridges, William |
| <u>Zoo Pets</u> | - Bridges, William |
| <u>I Am A Mouse</u> | - Coggins, Herbert |
| <u>I Caught a Lizard</u> | - Conklin, Gladys |
| <u>Lucky Ladybugs</u> | - Conklin, Gladys |
| <u>Kangaroos and Other Animals with Pockets</u> | - Darling, Louis |

SUGGESTED LITERATURE
Reading Level 9

With Skies and Wings Level 9 Unit V (cont'd)

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|---|--|
| <u>Squirrels in the Garden</u> | - Earle, Olive L. |
| <u>Robins on the Window Sill</u> | - Eberle, Irmengarde and
Myron E. Scott |
| <u>The Restless Robin</u> | - Flack, Marjorie |
| <u>How to Read a Rabbit</u> | - Fritz, Jean |
| <u>Ladybug, Ladybug, Fly Away Home</u> | - Hawes, Judy |
| <u>Watch Honeybees with Me</u> | - Hawes, Judy |
| <u>Earthworms</u> | - Hogner, Dorothy |
| <u>Insects Do the Strangest Things</u> | - Hornblow, Leonora and
Arthur |
| <u>The Travels of Monarch X</u> | - Hutchins, Ross E. |
| <u>A Book of Snails</u> | - Kellin, Sally Moffett |
| <u>The Surprising Kangaroos and Other
Pouched Mammals</u> | - Lauber, Patricia |
| <u>The Tall Grass Zoo</u> | - Lubell, Winifred and
Cecil |
| <u>Ruby Throat: The Story of a
Humming Bird</u> | - McClung, Robert M. |
| <u>Monarch Butterfly</u> | - Marcher, Marion W. |
| <u>When Animals Change Clothes</u> | - May, Charles Paul |
| <u>First Aid for Insects and Much
More</u> | - Mitchell, Arthur A. |
| <u>The Butterflies Come</u> | - Politi, Leo |
| <u>Spiders Are Spinners</u> | - Rosen, Ellsworth |
| <u>Home: The Tale of a Mouse</u> | - Schlein, Miriam |
| <u>The Snake in the Carpool</u> | - Schlein, Miriam |
| <u>The Story of Ants</u> | - Shuttleworth, Dorothy |
| <u>Ellen's Blue Jays</u> | - Sterling, Dorothy |
| <u>Catch a Cricket</u> | - Stevens, Carla |
| <u>Birds in Their Homes</u> | - Webb, Addison |
| <u>Your Friend, the Insect</u> | - White, Florence |

With Skies and Wings Level 9 Unit VI

- | | |
|---|-----------------------|
| <u>One Hundred One Hand Puppets</u> | - Cummings, Richard |
| <u>Making Easy Puppets</u> | - Lewis, Shari |
| <u>Easy Puppets</u> | - Pels, Gertrude |
| <u>Folk Plays for Puppets You Can
Make</u> | - Tichenor, Tom |
| <u>The Magic of Music, Book 2</u> | - Watters, Lorrain E. |
| <u>The Magic of Music, Book 3</u> | - Watters, Lorrain E. |
| <u>Tales from the Story Hat: African
Folk Tales</u> | - Aardema, Verna |
| <u>The Fables of Aesop</u> | - Aesop |
| <u>Fables from Aesop</u> | - Aesop |
| <u>The Jataka Tales</u> | - Babbitt, Ellen C |
| <u>Cautionary Verses</u> | - Belloc, Hilaire |
| <u>Perez and Martina</u> | - Belpre, Pura |
| <u>The Tiger and the Rabbit and
Other Tales</u> | - Brown, Emily |
| <u>How Rabbit Stole Fire</u> | - Brown, Emily |

SUGGESTED LITERATURE
Reading Level 9

With Skies and Wings Level 9 - Unit VI (cont'd)

- | | |
|---|----------------------------|
| <u>The Flying Carpet</u> | - Brown, Marcia |
| <u>The Fables of La Fontaine</u> | - Brown, Margaret Wise |
| <u>The King's Drum and Other African Stories</u> | - Courlander, Harold |
| <u>Why the Sun and Moon Live in the Sky</u> | - Grimm, The Brothers |
| <u>The Wolf and the Seven Little Kids</u> | - Grimm, The Brothers |
| <u>The Traveling Musicians</u> | - Grimm, Jakob |
| <u>Gone Is Gone</u> | - Grimm, Jakob and Wilhelm |
| <u>Uncle Remus, His Songs and His Sayings</u> | - Harri's, Joel Chandler |
| <u>Jambo, Sungura: Tales from East Africa</u> | - Heady, Eleanor B. |
| <u>When The Stones Were Soft: East African Fireside Tales</u> | - Heady, Eleanor E. |
| <u>Issun Boshi, the Inchling: An Old Tale of Japan</u> | - Ishii, Momoko |
| <u>Favorite Fairy Tales Told in England</u> | - Jacobs, Joseph |
| <u>The Golden Seed</u> | - Konopnicka, Maria |
| <u>Twenty-five Fables</u> | - Montgomerie, Norah |
| <u>Tikki, Tikki, Tembo (China)</u> | - Mosel, Arlene |
| <u>Cinderella: or The Little Glass Slipper</u> | - Perrault, Charles |
| <u>Puss in Boots</u> | - Perrault, Charles |
| <u>Journey Cake, Ho!</u> | - Sawyer, Ruth |
| <u>The Extraordinary Tug-of-War</u> | - Schatz, Letta |
| <u>The Very Special Badgers: A Tale of Magic from Japan</u> | - Stamm, Claus |
| <u>Once There Was and Was Not</u> | - Tashjian, Virginia |
| <u>Fairy Tales from the British Isles</u> | - Williams-Ellis, Amabel |
| <u>The Golden Crane</u> | - Yamaguchi, Tohr |

Other Suggested Reading

- | | |
|-----------------------------------|------------------|
| <u>Touch Me, Touch Me Not</u> | - Mannheim, C. |
| <u>Sacagawea</u> | - Voight, V. |
| <u>Sun, Moon and Stars</u> | - Freeman, M. B. |
| <u>Mud, Mud, Mud</u> | - Klein, L. |
| <u>Kate Can Skate</u> | - Olds, H. D. |
| <u>George Washington</u> | - D'Aulaire, I. |
| <u>Come On-Along Fish</u> | - Brock, E. L. |
| <u>Luther Burbank</u> | - Kraft, K. |
| <u>Farm Animals</u> | - Mannheim, C. |
| <u>Why It's a Holiday</u> | - McGovern, A. |
| <u>Kristie and the Colt</u> | - Brock, E. L. |
| <u>Your Body and How It Works</u> | - Lauber, P. |
| <u>Hey Horses</u> | - Palazzo, T. |

SUGGESTED LITERATURE
Reading Level 9

Other Suggested Reading Level 9 (cont'd)

- | | |
|---------------------------------------|-------------------------|
| <u>Andrew Jackson</u> | - Martin, P. M. |
| <u>Lafayette</u> | - Bishop, C. H. |
| <u>Alexander Graham Bell</u> | - Montgomery, E. R. |
| <u>Abraham Lincoln</u> | - Judson, C. L. |
| <u>Fairy Stories</u> | - Dolch, E. W. |
| <u>Courag. of Sarah Noble</u> | - Dalgliesh, A. |
| <u>Down, Down the Mountain</u> | - Credle, Ellis |
| <u>Henry Huggins</u> | - Cleary, Beverly |
| <u>Honk, the Moose</u> | - Strong, Phil |
| <u>Just So Stories</u> | - Kipling, Rudyard |
| <u>Little House in The Big Woods</u> | - Wilder, Laura |
| <u>Mary Poppins</u> | - Travers, Pamela |
| <u>Mr. Popper's Penguins</u> | - Atwater, Richard |
| <u>Pippi Longstocking</u> | - Lindgren, Astrid |
| <u>Wee Gillis</u> | - Leaf, Munro |
| <u>Simple Machines and How They</u> | - Sharp, E. N. |
| <u>Work</u> | |
| <u>How The Grinch Stole Christmas</u> | - Seuss, Dr. |
| <u>Pinocchio</u> | - Collodi, C. |
| <u>Caddie Woodlawn</u> | - Brink, Carolyn |
| <u>Thee Hannah</u> | - De Angeli, Marguerite |
| <u>Little Cow and The Turtle</u> | - DeJong, Meinert |
| <u>Twenty-One Balloons</u> | - DuBois |
| <u>Matchlock Gun</u> | - Edmonds |
| <u>The Moffats</u> | - Estes, Eleanor |
| <u>The Melendy Family</u> | - Enright |
| <u>Black Stallion</u> | - Farley |
| <u>Brighty of the Grand Canyon</u> | - Henry, Marguerite |
| <u>Justin Morgan Had A Horse</u> | - Henry, Marguerite |
| <u>Thomas Jefferson</u> | - Judson, Clare |

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: / _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

LEVEL 10 -- LANGUAGE ARTS

*REVIEW SKILLS FROM PREVIOUS LEVELS

KEY: i = initial
m = medial
f = final

I. DECODING SKILLS

A. Phonemic Analysis:

1. Consonants

- a. c (ocean)
- b. ch (character)
- c. ch (machine)
- d. dge (edge)
- e. gu (guard)
- f. t (fortune)
- g. wr (write)

2. Consonant Clusters

- a. (g) g (guard)

3. Digraphs

4. Vowels

- a. (iy) ie (piece)
- b. (ow) ou (shoulder)
- c. (ow) ou followed by gh (although)
- d. e (field)
- e. (iy) ea (piece)
- f. (ly) ee (seen)
- g. (ey) e followed by gh (weigh)

5. Vowel Consonants

- a. (or) ar (warm)

B. Structural Analysis:

1. Affixes and word parts

- a. Prefixes un (unloading)
- b. Suffixes; ful (helpful)
-ness (kindness)
-ous (joyous)

c. Word parts ion with spelling variations

2. Generalizations introduced

- a. A syllable is an auditory unit
- b. A vowel that comes before a doubled consonant letter usually represents an unglided vowel sound
- c. In words ending with y the y is replaced by i before er or est
- d. Words that must be divided at the end of the line are divided by certain principles

3. Graphemic bases

- a. edge (ledge)
- b. ief (chief)
- c. udge (nudge)

4. Syllabication

- a. Review Rules 1, 2, 3, and 4

LEVEL 10 -- LANGUAGE ARTS (cont'd)

II. COMPREHENSION

A. Inferential:

1. Identifying with characters or incidents
2. Interpreting figurative language
3. Making inferences
 - a. Cause and effect relationships
 - b. Character traits
 - c. Comparisons
 - d. Main ideas
 - e. Supporting details
4. Making judgments
 - a. Of fact or opinion
 - b. Of reality or fantasy
 - c. Of adequacy and validity
 - d. Of worth, desirability and acceptability
5. Predicting outcomes
6. Reacting to the author's use of language
7. Imagery

B. Literal:

1. Classifying
2. Recognizing and recalling cause and effect relationships
 - a. Comparisons
 - b. Details
 - c. Main ideas
 - d. Sequence
3. Synthesizing and summarizing

III. LANGUAGE

A. Language Development:

1. Analyzing words and phrases
2. Interpreting figurative language
3. Understanding codes
4. Understanding multiple expressions of a single idea
5. Understanding the relationship of intonation to meaning

B. Language Expression:

1. Listening and reacting
2. Speaking
 - a. Dramatization
 - b. Reading poetry aloud
 - c. Reporting
 - d. Retelling old tales
 - e. Sharing experiences and information with the group
3. Writing

LEVEL 10 -- LANGUAGE ARTS (cont'd)

BEST COPY AVAILABLE

C. Vocabulary:

1. Developing word meanings
 - a. Multiple meanings
 - b. Terminology:
 - antonym
 - hyphenation (end of line hyphen)
 - syllable
 - synonym
 - c. Using content clues to determine definitions
 - d. Words with similar meanings
2. Expanding vocabulary
 - a. Adding affixes to form new words
 - b. Colloquial expressions
 - c. Learning the origin of names
 - d. Solving word puzzles
 - e. Using descriptive words for clearer expression
 - f. Using the glossary to find meanings of unfamiliar words
3. Recognizing new words
 - a. New words and meanings
 - b. Word recognition

D. Mechanics:

1. Learn to capitalize
 - a. First word in greeting and closing of a business letter
 - b. Business firms
 - c. Governmental departments
 - d. Outlining main topics
 - e. The first word of each line of poetry
 - f. First word in direct quotation
 - g. After statements (telling sentences) which are direct quotations
2. Learn to punctuate
 - a. Question Mark - introduce question marks after questions which are direct quotations
 - b. Exclamation Point - after exclamatory sentences
 - c. Comma; after words "yes" and "no" at the beginning of sentences which answer questions
 - between last name and first name when last name is written first
 - between name of person addressed and rest of the sentence
 - d. Apostrophe - in plurals of numbers and letters
 - e. Hyphen - for combinations of two or more words into compound word
 - f. Underline - reinforce/underlining titles of books and newspapers

LEVEL 10 -- LANGUAGE ARTS (cont'd)

- h. Dash - reinforce dash between numbers in reference to pages and hours in reference to time
- 3. Learn to use words correctly
 - a. Forms of the verb be (present-past)
 - b. Review irregular verbs
 - c. Subject and verb agreement
- 4. Learn to use correct sentence structure
 - a. Development of simple sentences using adjectives and adverbs
 - b. Subject, predicate and direct object
- 5. Learn to use correct paragraph structure
 - a. Develop an idea using two or three sentences
 - b. Use indentation
- 6. Learn to use correct letter form
 - a. Business ~~letters~~
 - b. Continuation of personal letter
- 7. Learn to proofread
 - a. Reinforce symbols taught at previous levels
 - b. Introduce symbol for error in grammar (gr)
 - c. Introduce syllabication at end of line is incorrect (syl)
 - d. nc - not clear
 - e. cic - corrected in class by pupil
 - f. r-w - review work
- 8. Heading on papers
 - a. First name and last name on left-hand side of paper
 - date on right-hand side
 - heading of paper center of the next line

IV. STUDY SKILLS

- A. Locating Information:
 - 1. Seeking information from sources other than books
 - 2. Skimming for specific information
 - 3. Suggested references to resource books
 - 4. Topics for research
 - 5. Using book parts
 - a. Footnotes
 - b. Glossary
- B. Organizing Information:
 - 1. Review all alphabetical arrangement
 - 2. Applying information found in glossary
 - 3. Organizing ideas and information
 - 4. Summarizing
- C. Using Visual and Representational Materials:
 - 1. Developing and interpreting a time line
 - 2. Maps and charts
 - 3. Measuring

LEVEL 10 -- LANGUAGE ARTS (cont'd)

V. LITERARY UNDERSTANDING AND APPRECIATION

A. Types of Literature:

1. Biography
2. Fables
3. Folk tales
4. Haiku
5. Historical fiction
6. Humorous fiction
7. Legends
8. Myths

B. Graphic Techniques in Literature:

1. Relating illustrations to literature
2. Relating types to illustrations
3. Poetry
4. Prose

C. Literary Forms:

1. Drama
2. Poetry
3. Prose

D. Writer's Craft:

1. Author's purpose
2. Author's style
3. General style and structure
 - a. Awareness of humor
 - b. Awareness of similarity in plots and themes
 - c. Comparing fictional and informational writing
 - d. Distinguishing between fact and fiction

VI. CREATIVITY

A. Before the Reading Experience:

1. Awareness of a problem to be solved or a difficulty to be faced
2. Confrontation with ambiguities and uncertainties
3. Familiar made strange or strange made familiar
4. Heightened anticipation and expectation
5. Predicting from limited information
6. Structuring tasks to give clues and direction
7. Taking the next step beyond what is known
8. Using existing knowledge and experiences as a springboard

B. During the Reading Experience:

1. Exploring missing elements
2. Identifying with characters
3. Predicting from limited information
4. Reacting to character's actions, personalities and emotions

LEVEL 10 -- LANGUAGE ARTS (cont'd)

5. Visualizing places and events

- C. After the Reading Experience:
1. Discussing personal reactions to story elements and events
 2. Discussing the author's purpose
 3. Elaborating what is read
 - a. Artistic expression
 - b. Dramatization, role playing, puppet shows, pantomime
 - c. Writing
 4. Encouraging future projection
 5. Going beyond the obvious
 6. Identifying with character's personalities and emotions
 7. Improbabilities entertained and multiple hypotheses encouraged
 8. Searching for solutions
 9. Taking the next step beyond what is known
 10. Transforming and rearranging information
 11. Visualizing details

VII. MATERIALS

- A. Required - Ginn 360:
1. All Sorts of Things
 - a. Text (pupil and teacher's handbook)
 - b. Skills Handbook (workbook) pupil and teacher's edition
 - c. Self help activities sheets - pupil and teacher's edition
- B. Alternate Reading Program - approval of Reading Department:
1. Programmed reading (Sullivan)
 2. Scott, Foresman
- C. Supplementary Materials* - optional - use only appropriate pages as related to Level 10 skills
1. Ginn Word Enrichment Program - Levels 1, 2, 3, 4, 5, 6, 7.
 2. Modern Curriculum Press - Phonics Workbook A-B-C
 3. Lyons and Carnahan - The New Phonics We Use A-B-C-D-E-F
 4. Barnell Loft, Ltd. - Specific Skills Series A-B-C-D-E-F
 5. Continental, Hayes, Jenn Duplicating Masters
 6. Teacher Made Materials
 7. SRA Word Games - Reading Laboratory Ia, Iic
 8. Scholastic Individualized Reading Kit

*Refer to Supplementary Material Index.

LEVEL 10 -- LANGUAGE ARTS (cont'd)

9. EDL Controlled Reader and Language Master
10. Library filmstrip and tapes
11. Creativity Idea books: Can You Imagine?
For Those Who Wonder (Myers, Torrance)
12. Spelling Books
 - a. Noble and Noble - Spell/Write - Pink
 - b. Scott, Foresman - Spelling Our Language
Book 3
 - c. Houghton Mifflin - Power To Spell - Book 3
 - d. McGraw Hill - Basic Goals in Spelling -
Book 3
 - e. Economy Company - Continuous Progress
Spelling Kit
13. Language Books
 - a. Harcourt, Brace & World -- The Roberts
Series
 - b. Scott, Foresman - Language and How To
Use It
 - c. Laidlaw - Experiences in Language
Book 3
 - d. Holt, Rhinehart & Winston - The Arts and
Skills of English - Book 3
14. Handwriting
 - a. Scott, Foresman - Writing Our Language
Book 2
15. Enrichment Materials
 - a. Crossword Puzzles - Dr. Herr - Book 1
 - b. Games
 - c. Merrill - Phonics Skill Text - tape and
workbooks - Level C & D
 - d. Dictionary - Chart Junior Dictionary
16. Reader's Digest Skillbooks

VIII. EVALUATION

- A. Required:
 1. Ginn Achievement Test - Level 10
 2. Language Arts Test - Level 11
 3. Teacher Made Test
- B. Optional:
 1. Informal Reading Inventory - back of teacher's
edition
 2. Fountain Valley Teacher's Support System (Pre-
test, Post-test of skills)
 3. Initial Screening Test - Ginn
 4. Gates-McGinite Reading - standardized

LEVEL 10 -- EVALUATION
LANGUAGE ARTS

Name _____

Date _____

A. Capitalize the following:

1. the f b i helps to capture dangerous men.
2. i have a favorite poem and it begins this way;

the ostrich is a silly bird

with scarcely any mind.

3. The outline form begins:

I. favorite pets

A. horses

B. dogs

C. cats

B. Use the proper punctuation:

1. Yes I'd rather go by myself
2. Peter Smith is listed Smith Peter in the phone book
3. Paul said, "Will you come too"
4. Can she count by 10s
5. Jennifer just finished reading, The Black Stallion by Walter Farley.
6. Tomorrow is my birthday, and I'm so excited
7. The time was 1020 before we left the house.
8. She said, come here right now

C. Write an example of a business letter and address an envelope.

LEVEL 10 -- EVALUATION
LANGUAGE ARTS

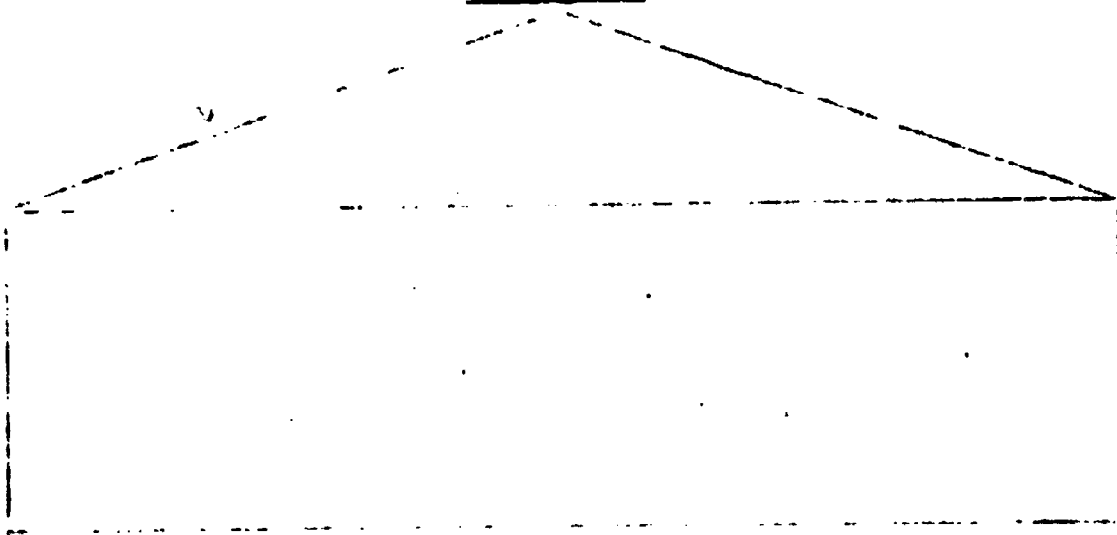
Name _____ Date _____

C. Business letter and envelope (cont'd):

Letter

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Envelope



D. Write 3 sentences using adjectives and adverbs in each one. Circle your adjectives and underline your adverbs in each one.

1. _____
2. _____
3. _____

LEVEL 10 -- EVALUATION
LANGUAGE ARTS

Name _____

Date _____

E. Write a paragraph using the correct form on one of the following topics:

- | | |
|---------------------|-------------------------------|
| 1. The School Gym | 3. Holidays |
| 2. My Favorite Food | 4. Tell How Something is Done |

F. Proofread the following and correct the errors by re-writing the paragraph correctly. Be careful of your form.

recently as i was traveling i found a penny i
thought about the many journeys this penny had
been on and wished i could travel as much just
think of traveling from pocket to pocket

LEVEL 10 -- EVALUATION
LANGUAGE ARTS

Name _____

Date _____

G. Draw a line between the subject and predicate. Circle the noun and underline the verb. Place d.o. over the direct object.

1. My friend eats his lunch.
2. Your mother bakes cookies.
3. Some children play cards.
4. The rabbit eats clover.

H. Write synonyms for the following:

- | | |
|----------------|--------------|
| 1. penny _____ | 3. lad _____ |
| 2. mug _____ | 4. pan _____ |

I. Write an antonym for each of the following:

- | | |
|-------------------|-----------------|
| 1. wealthy _____ | 3. pretty _____ |
| 2. pleasant _____ | |

J. Dictate 10 spelling words so far this year:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

K. Alphabetize the following: Write in correct order:

threat
thread
three
thready

L. Root words and endings - be careful! Not all columns will be filled each time.

ed ing es s

1. scurry
2. twinkle

LEVEL 10 -- EVALUATION
LANGUAGE ARTS

Name _____ Date _____

L. Root words and endings (cont'd)

ed

ing

es

s

3. harvest

4. charm

5. cloak

6. stack

7. spare

8. shine

LEVEL 10 -- EVALUATION
LANGUAGE ARTS

Teacher's copy

A. Capitalize the following:

1. The F. B. I. helps to capture dangerous men.
2. I have a favorite poem and it begins this way:

The ostrich is a silly bird,
With scarcely any mind.

3. The outline form begins:

I. Favorite Pets

- A. Horses
- B. Dogs
- C. Cats

B. Use the proper punctuation:

1. Yes, I'd rather go by myself.
2. Peter Smith is listed Smith, Peter in the phone book.
3. Paul said, "Will you come too?"
4. Can she count by 10's?
5. Jennifer just finished reading, The Black Stallion, by Walter Farley.
6. Tomorrow is my birthday, and I'm so excited!
7. The time was 10:20 before all left the house.
8. She said, "Come here right now!"

C. Write an example of a business letter and address an envelope:

letter

envelope

D. Write 3 sentences using adjectives and adverbs in each one. Circle your adjectives and underline your adverbs in each one.

E. Write a paragraph using the correct form on one of the following topics:

1. The School Gym
2. My Favorite Food
3. Holidays
4. Tell How Something is Done

F. Proofread the following and correct the errors by re-writing the paragraph correctly. Be careful of your form.

Recently as I was traveling I found a penny. I thought about the many journeys this penny had been on and wished I could travel as much. Just think, traveling from pocket to pocket!

LEVEL 10 -- EVALUATION
LANGUAGE ARTS

Teacher's copy

G. Draw a line between the subject and predicate. Circle the noun and underline the verb. Place d.o. over the direct object.

1. My friend eats his ^{d.o.} lunch.
2. Your mother bakes ^{d.o.} cookies.
3. Some children play ^{d.o.} cards.
4. The rabbit eats ^{d.o.} clover.

H. Write synonyms for the following:

1. penny
2. mug
3. lad
4. pan

I. Write an antonym for each of the following:

1. wealthy
2. pleasant
3. pretty

J. Dictate 10 spelling words so far this year:

K. Alphabetize the following: Write in correct order:

- | | |
|------------|----------------|
| 1. threat | <u>correct</u> |
| 2. thread | thread |
| 3. three | thready |
| 4. thready | threat |
| | three |

L. Root words and endings - be careful!

- | | | | | |
|------------|-----------|------------|----------|----------|
| 1. scurry | scurried | scurrying | scurries | |
| 2. twinkle | twinkled | twinkling | -- | twinkles |
| 3. harvest | harvested | harvesting | -- | harvests |
| 4. charm | charmed | charming | -- | charms |
| 5. cloak | cloaked | cloaking | -- | cloaks |
| 6. stack | stacked | stacking | -- | stacks |
| 7. spare | spared | sparing | -- | spares |
| 8. shine | shined | shining | -- | shines |

SUGGESTED SPELLING LIST

LEVEL 10

admiration
admired
aha
alerts
alfalfa
also
altar
altered
America
ancestors
angrily
ankles
Anthony
anywhere
apart
appreciate
approach
arch
arrived
Arthur
articles
assemble
astir
astronomy
auto
automobile
avoids
awnings
babies
backwards
badly
bait
bake
bakery
baking
bamboo
bananas
bar
Barnum
barracks
base
battered
beads
beard
beneath
bewitched
bidding
bigger
biting
bitter
blackened

bleak
blistering
blobs
bloodhound
blossoms
bodies
boil
boilers
bolts
bonnet
bores
bounce
brace
bit
brains
brand
brave
breathe
breathless
breeds
bubbling
Buck
bucket
budge
buggies
buggy
bulged
bulkier
bullets
bundles
cabbage
calf
calm
canal
capital
Captain
cargo
cases
cash
caused
celebrate
celebration
changing
chanter
charge
charm
cheated
cheerfully
chief
choose
chores

Christmas
chuckled
churches
cities
claim
clam
clean-up
cling
cloak
clockmaker
closing
clothing
clubs
clumsy
coast
cocoa
colonies
colonist
colors
combined
commanding
cranked
crawlers
credit
crept
crest
crimes
criminal
crinkled
critters
croaked
crop
crossly
crowbars
crown
crushed
cushion
cutters
dabs
Daddy
dancing
dangerous
darkness
deal
death
decaying
dedicated
degrees
delicious
demanded
deserved

SUGGESTED SPELLING LIST

LEVEL 10 (cont'd)

despite	feasting	handling
dill	ferry	handsome
dimly	figure	handsomest
discovered	fireworks	happiest
district	firmly	harbor
divided	flared	harness
dollar	flood	harvested
double	flung	hasty
dragon	flute	hauled
drained	fond	haunted
dredges	foodstuffs	hazel
dried	fooling	heart
drooping	forced	helpful
drowned	forever	hoist
drumming	fought	holiday
drunk	foundation	holy
dusk	fountain	hooked
duty	frantically	hoop
dwarf	freight	hooray
eager	French	hospitals
earlier	fried	hotels
ease	frolicked	housewives
edition	fury	howl
* eight	fussed	humdinger
eldest	general	hunger
elegant	gentlemen	hungrily
eleven	gently	hurricane
emptied	giggles	icy
endurance	given	Independence
engine	giving	Indians
engineers	glare	instructions
England	glided	intelligent
English	gods	inventions
enjoying	goldfish	Ireland
enormous	gotten	iron
equaled	glory	itching
eve	grandparents	* its
everybody	grant	jerked
examine	grating	jewels
example	greatest	jewelry
expected	grove	Jim
explained	guide	jounced
eyebrows	gull	joy
fact	guns	July
factory	hairy	keen
fairyland	hall	kindly
families	hallway	kindness
fare	handfuls	lace
fatter	handgrip	laid

*Dolch

Additional decodable words Level 10 T.G. p. 376

SUGGESTED SPELLING LIST

LEVEL 10 (cont'd)

lamp
laughter
layer
lend
lent
lesson
lifeless
lightly
limber
lips
listeners
lively
lockers
lonely
loop
lorry
losing
lovely
lowered
loyal
lugged
lumps
machinery
major
making
managed
maps
marbles
March
married
mass
mat
match
mathematics
mayor
meanwhile
memory
meow
messengers
mew
Mexico
midnight
million
mist
models
molded
moor
motorboats
muddy
muffle
murmuring

muscles
muskets
musk ox
nearly
neatly
nickel
nightly
noble
noticing
nurse
nuzzled
oats
observation
oil
okay
old-fashioned
others
ought
overflowing
owe
package
paid
pajama
palm
pantry
parents
(parlor
pasted
patrolman
pattern
pavement
payment
peaceful
peat
pedal
pedestal
peep
peering
perking
person
pickle
pier
pierced
piggy-back
pins
piper
piston
pitchfork
placing
pleaded
pleasantest

plug
pokes
politely
pool
popular
possibly
posts
potato
potatoes
prayer
prepared
President
prettiest
priests
princess
printers
produce
program
protectors
providing
punishment
pure
puzzled
quit
radar
ram
raven
recently
related
remaining
remarkable
remind
repeat
reporter
rescue
ribs
rice
rid
ripen
roamed
robber
rollers
rule
rummage
rusty
sacrifice
safely
sailboats
sailors
saleslady
satisfied

SUGGESTED SPELLING LIST

LEVEL 10 (cont'd)

saucer	spoken	thatch
scale	spot	themselves
scarlet	sprang	there'll
scoop	spray	thirsty
scorched	squashed	thirteen
Scott	squeezing	thirty
Scotland	stabbing	thong
scratched,	stack	thrilled
scurried	stained	thrown
secretary	staircase	thump
section	staring	ticket
select	statue	tickly
seventy	steal	tightly
shaft	steam	tingles
shame	Steve	'tis
sharing	stole	toast
sharply	stool	tobacco
shelf	stone	tone
shelter	storage	tools
shelves	stories	torch
shepherd	storyteller	tow
shining	straightened	tractor
shouldn't	stranded	treat
shovel	strode	tribe
shrieked	struck	trimmings
shyly	struggled	troopers
simple	strung	truthful
single	stumbled	tuckered
sixteen	subways	tumbling
sixth	suction pump	tune
sixty-eight	supplies	twilight
skaters	surveyors	twinkled
skinned	suspected	twinkling
skipping	swamp	ugly
skyscrapers	swelled	unknown
sled	swerve	unlatched
sleepily	swift	unless
slender	swimmers	unloading
slot	switch	unpaved
smarted	swooped	upstairs
smashed	tadpoles	useful
snare	taken	using
sneezing	taking	usually
snips	tape	vacation
soaked	tasseled	vacuum
spare	taught	valuable
sparkled	telescope	vow
spear	television	wampum
specially	temple	wandered
spiral	tend	warehouse
spoil	terribly	watchful

SUGGESTED SPELLING LIST

LEVEL 10 (cont'd)

waxed
wearily
weather
we'd
weed
weighed
we've
wheat
wherever
whew

whisked
whoa
whooshing
wick
widow
wistfully
withered
wobbly
woken
women

world's
worrying
worst
wound
wrapped
wrote
yo-yo
zeal
zero

SUGGESTED LITERATURE
Reading - Level 10

Ginn 360 Level 10 Unit I

Told Under the Christmas Tree

The Cat Club
The Fire Cat
A Book of Americans
The Christmas Sky
Benjy's Luck
Cats
Felice
Dancing Cloud
Indian Hill
Our Country's Freedom
Our Country's Story
In My Mother's House
The Little Juggler
A Walk in the City

Bright April
The Girl Scout Story
Cats Cats Cats Cats Cats
And There Was America
The Animal's Christmas
Raphael's Cat
Angus and the Cat
Stars and Stripes: The Story
of the American Flag
Indian Two Feet and His Eagle
Feather
Uncle Sam

Mighty Hunter
Trudie and the Mitch Cow
Ladycake Farm
Two Pesos for Catalina
Jose's Christmas Secret
I Feel the Same Way
Marshmallow
Nothing Ever Happens on My
Block
This is New York
This Way, Delight
Christmas Gift
The Christmas Anna Angel
The Year of the Christmas Dragon
Christmas Everywhere
Miranda and the Cat
Young Folks

Becky's Christmas
Siamese Summer
Jared's Gift A Christmas Story

- Association for Childhood, eds.
- Averill, Esther
- Averill, Esther
- Benet, Rosemary Carr
- Branley, Franklyn
- Brecht, Edith
- Bronson, Wilfrid S.
- Brown, Marcia
- Buff Mary and Conrad
- Bulla, Clyde R.
- Cavanah, Frances
- Cavanah, Frances
- Clark, Ann Nolan
- Cooney, Barbara
- Dawson, Rose Mary and Richard
- De Angeli, Marguerite
- De Leeuw, Adele
- De Regniers, Beatrice
- Duvoisin, Roger
- Eaton, Ann Thaxter
- Evans, Katherine
- Flack, Marjorie
- Freeman, Mae Blacker

- Friskey, Margaret

- Gerson, Thomas I. and Hood, Flora M.
- Hader, Berta and Elmer
- Hemschemeyer, Judith
- Hunt, Mabel Leigh
- Kirn, Ann
- Lexau, Joan M.
- Moore, Lillian
- Newberry, Clare T
- Raskin, Ellen

- Sasek, Miroslav
- Read, Herbert
- Rollins
- Sawyer, Ruth
- Sawyer, Ruth
- Sechrist, Elizabeth
- Smith, Linell
- Szasz, Suzanne and Lyman
- Tudor, Tasha
- Warner, Edythe
- Vance, Marguerite

SUGGESTED LITERATURE
Reading - Level 10

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Ginn 360 Level 10 Unit I

Fiesta of Folk Songs from Spain
and Latin America

- Yurchenko, Henrietta

Ginn 360 Level 10 Unit II

The Ashanti of Ghana
Meeting With A Stranger
Felice

- Bleeker, Sonia
- Bradley, Duane
- Brown, Marcia
- Buck, Pearl S.
- Buckley, Peter
- Buell, Hal
- Carigiet, Alois

The Big Wave
Greek Island

Festivals of Japan
The Pear Tree, the Birch Tree
and the Blueberry Bush

An African Adventure, Bemba

The Cat Who Went to Heaven
Cricket and the Emperor's Son

Ronnie and the Chief's Son

Norike Girl of Japan

Land in the Son: Story of West
Africa

The Tower by the Sea
Great Rulers of African Past

- Clair, Andree
- Coatsworth, Elizabeth
- Coatsworth, Elizabeth
- Coatsworth, Elizabeth
- Darbois, Dominique
- Davis, Russel and
Ashabranner, Brant
- De Jong, Meindert
- Dobler, Lavinia and
Brown, William A
- Dobrin, Arnold
- Dorson, Richard M.
- Gallant, Kathryn

Taro and the Sea Turtles

Folk Legends of Japan

Mountains in the Sea: Challenge
Crowded Japan

My Village in Japan
Miss Happiness and Miss Flower

Circus Day in Japan

Getting to Know Japan

Living Japan

Sigemi: A Japanese Village Girl

The Cow Who Fell in the Canal

Visit With Us in Japan

Kuma is a Maori Girl

The Japanese in America

The Greedy One

Taro and the Bamboo Shoot

Taro and the Tofu

The Japanese: People of the
Three Treasures

Past and Present Japan

Noy Lives in Thailand

Japanese Children's Favorite
Stories

Junichi, A Boy of Japan

Made in Japan

The Dumplings and the Demons

Playtime in Africa

The Promised Year

- Gidal, Sonia and Tim
- Godden, Rumer
- Hicks, Eleanor B.
- Jakeman, Alan
- Keene, Donald
- Kirk, Ruth
- Krasilovsky, Phyllis
- Larson, Joan Pross
- Lawson, Pat
- Leathers, Noel L.
- Martin, Patricia Miles
- Matsuno, Masako
- Matsuno, Masako
- Newman, Robert

- Reischauer, Edwin
- Riwkin-Brick, Anna
- Sakade, Florence

- Schloat, G. Warren
- Spencer, Cornelia
- Stamm, Claus
- Sutherland, Efua
- Uchida, Yoshiko

SUGGESTED LITERATURE
Reading - Level 10

Ginn 360 Level 10 Unit II (cont'd)

<u>Takao and Grandfather's Sword</u>	- Uchida, Yoshiko
<u>The Magic Flute</u>	- Updike, John
<u>The Winged Watchmen</u>	- Van Stockum, Hilda
<u>The Land and People of Japan</u>	- Vaughan, Josephine
<u>An Introduction to Japan</u>	- Webb, Hershel
<u>The Busiest Boy in Holland</u>	- Weil, Lisl
<u>Taro Crow Boy</u>	- Yashima
<u>The Village Tree</u>	- Yashima
<u>The Golden Footprints</u>	- Yashima

POEMS

<u>Cricket Songs</u>	- Behn, Harry
<u>In a Spring Garden</u>	- Lewis, Richard
<u>The Moment of Wonder</u>	- Lewis, Richard

SONGS

"A New Year's Greeting,"	<u>The Magic of Music</u> - <u>Book Three</u> Ginn, 1966, p. 105
"Kum Ba Yah,"	<u>The Magic of Music</u> - <u>Book Four</u>
"Pichipichi Jabujabu,"	<u>The Magic of Music</u> - <u>Book Four</u> Ginn, 1967, p. 123 and p. 186
"Sakura: Cherry Blossom Time,"	<u>The Magic of Music</u> - <u>Book Four</u> Ginn, 1967, p. 181
"The Puppet Show,"	<u>The Magic of Music</u> - <u>Book Two</u> Ginn, 1965, p. 138

FILMS

<u>An Evening at Home with a Japanese Family</u>	- John Colburn Associates
<u>A Japanese Family at Dinner</u>	- John Colburn Associates

FILMSTRIPS

<u>Asiatic Lands and People</u>	- Jam Handy, 1957
<u>Children of Holland. "Children of Many Lands Series."</u>	- Encyclopaedia Britannica Ed. Corp.
<u>If You Were Born in Japan</u>	- Educational Reading Service, 1968
• <u>Japan: Asia's Modern Power</u>	- Bailey, 1966
<u>Japanese Children. "Children of Many Lands Series."</u>	- Encyclopaedia Britannica Ed. Corp.

Ginn 360 Level 10 Unit III

<u>The Magic and Mystery of Words</u>	- Adams, James
<u>Little Witch</u>	- Bennett, Anna
<u>A Good Knight for Dragons</u>	- Bradfield, Roger
<u>A Bear Before Breakfast</u>	- Clifford, Eth

SUGGESTED LITERATURE
Reading - Level 10

Ginn 360 Level 10 Unit III (cont'd)

What Did You Dream?
The Bears on Hemlock Mountain
The Happy Birthday Egg
Old Wind and Liu Lisan
Toby and the Nighttime
The Tree of Language

A Book of Dragons
The Magic Spectacles and Other
Easy-to-Read Stories
A Book of Dragons
The Stowaway Piper

- Craig, M. Jean
- Dalglish, Alice
- De Jong, David C.
- Glasgow, Aline
- Horgan, Paul
- Laird, Helene and
Charlton
- Manning-Sanders, Ruth
- Moore, Lillian

- Nesbit, Edith
- Stirling, Lilla

Ginn 360 Level 10 Unit IV

Little Tim and the Brave Sea
Captain
Who Built the Dam?
Squaw Dog
Coast Guard in Action
How to Care for Your Dog
The Fast Sooner Hound
Engineers Did It!
Mike Mulligan and His Steam Shovel
Jean Claude's Island
The True Book of Oceans
Two Against the Tide
Tide Pools and Beaches
Skyhooks: The Story of Helicopter.

What Makes a Car Go
This Is Automation
Cargoes
Barry: The Story of a Brave
St. Bernard

Policeman Small
Mine for Keeps
A Boy, a Dog and a Frog
The True Book of Policeman
and Fireman

The Secret Three
Silver Chief: Dog of the
North

Clara Barton
Floating Island
The True Book of Energy
At Night
On the Beat: Policemen at
Work

Mrs. Herring
Sam's First Fish

- Ardizzone, E.

- Bate, Norman
- Beatty, Patricia
- Bergaust, Eric
- Bethell, Jean
- Bontemps, Arna
- Bradbury, Duane
- Burton, Virginia
- Carlson, Natalie S.
- Carter, Katharine
- Clements, Bruce
- Clemons, Elizabeth
- Coombs, Charles

- Corbett, Scott
- Hirsch, S. Carl
- Huntington, Harriet E.
- Hurlimann, Bettina and
Paul
- Lenski, Lois
- Little, Jean
- Mayer, Mercer
- Miner, Irene

- Myrick, Mildred
- O'Brien, Jack

- Pace, Mildred M.
- Parrish, Anne
- Podendorf, Illa
- Ressler, Philip
- Robinson, Barry and
Martin J. Dain
- Shemin, Margaretha
- Shortall, Leonard

SUGGESTED LITERATURE
Reading - Level 10

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Ginn 360 Level 10 Unit IV (cont'd)

Men at Work in Alaska.
The Golden Frog
Wake up City
Murphy
Wonders of the World Between the
Tides.
Cruise of the Happy-Go-Gay
What's Inside of Engines?

- Smith, Frances C.
- Surany, Anico
- Tresselt, Alvin
- Unkelbach, Kurt
- Wakeman, Norman H.

- Williams, Ursula Moray
- Zim, Herbert S.

Ginn 360 Level 10 Unit V

The Story of Johnny Appleseed
The Voyage of the Sea Wind
John Billington, Friend of
Squanto
Cannonball Simp.
High Wind for Kansas
Our Country's Story
The Courage of Sarah Noble
The Thanksgiving Story
Abraham Lincoln

- Aliko, Diogenes
- Beatty, Hetty B.
- Bulla, Clyde Robert

Buffalo Bill

- Burningham, John
- Calhoun, Mary
- Cavanah, Frances
- Dalgliesh, Alice
- Dalgliesh, Alice
- D'Aulaire, Ingri and Edgar Parin

Columbus

- D'Aulaire, Ingri and Edgar Parin
- D'Aulaire, Ingri and Edgar Parin

George Washington

- D'Aulaire, Ingri and Edgar Parin

Pocahontas

- D'Aulaire, Ingri and Edgar Parin

Animals That Made U. S. History
Stars and Stripes: The Story
of the American Flag

- Dorian, Edith
- Freeman, Mae B.

The Cabin Faced West
Pilgrim Stories
Cape Cod Adventure
A Eow for Turtle
Selina the Circus Seal
Money Round the World

- Fritz, Jean
- Hall, Elvajan
- Hays, Wilma
- Heiderstadt, Dorothy
- Helps, Racey
- Hine, Al and John Alcorn
- Larom, Henry V.

Bronco Charlie: Rider of the
Pony Express

- McCloskey, Robert
- McGovern, Ann

Lentil
If You Lived in Colonial
Times

Rolling the Cheese
The True Story of Jumbo the
Elephant

- Martin, Patricia Miles
- Mathieson, Eric

On Indian Trails with Daniel
Boone

- Meadowcroft, Enid

The Pieces of Home

- Miles, Miska

SUGGESTED LITERATURE
Reading - Level 10

BEST COPY AVAILABLE

Ginn 360 Level 10 Unit V (cont'd)

Uncle Fonzos Ford
A Man Named Washington
The Pilgrims
The Mission Bell
ABC Molly
ABC Book of Early Americana
Pezzo the Peddler and the
Circus Elephant

- Miles, Miska
- Norman, Cortrude
- Pine, Tillie S.
- Politi, Leo
- Rietveld, Jane
- Slcane, Eric
- Slobodkina, Esphyr

Ginn 360 Level 10 Unit VI

The Arbuthnot Anthology of
Childrens Literature
Time for Fairy Tales Old and
New
The Adventures of Spider
Norwegian Folk Tales
Song Birds of the World
Cat Tales
The Earth Is on a Fish's Back:
Tales of Beginnings
Cotycat
The Boy Who Could Do Anything
Once a Mouse
The Elephant's Bathtub
Jack and the Three Sillies
Norse Gods and Giants

Raphael's Cat
The Shepherd's Nosegay: Stories
from Finland and Czechoslovakia
Medicine Men of Hooper Bay
Grimm's Fairy Tales

- Arbuthnot, May Hill
- Arbuthnot, May Hill
- Arkhurst, Joyce
- Asbjornsen, Peter
- Austin, Oliver L. Jr.
- Belting, Natalia M.
- Belting, Natalia M.
- Borren, Helen
- Brenner, Anita
- Brown, Marcla
- Carpenter, Frances
- Chase, Richard
- D'Aulaire, Ingri and
- Edgar Parin
- Evans, Katherine
- Fillmore, Parker

Sleeping Beauty

- Gillham, Charles E.
- Grimm, Jakob and Wilhelm
- Grimm Jakob and Wilhelm
- Grimm, Jakob and Wilhelm
- Hardendorff, Jeanne B.
- Hardendorff, Jeanne B.
- Hardendorff, Jeanne B.
- Hardendorff, Jeanne B.
- Hardendorff, Jeanne B.
- Hardendorff, Jeanne B.
- Hodges, Margaret

Snow White and the Seven Dwarfs

Tricky Peik and Other Picture
Tales

Favorite Fairy Tales Told in
Ireland
Favorite Fairy Tales Told in
Japan
Favorite Fairy Tales Told in
Norway
Favorite Fairy Tales Told in
Russia
Favorite Fairy Tales Told in
Spain
The Wave

SUGGESTED LITERATURE
Reading - Level 10

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Ginn 360 Level 10 Unit VI (cont'd)

Otus, the Story of a Screech Owl
Red Indian Folk and Fairy Tales
Shan's Lucky Knife
The Marsh Crone's Brew
Perrault's Classic French Fairy Tales
The Blind Men and the Elephant
The Buried Treasure and Other Tales
Japanese Children's Favorite Stories
Grampus and the Venetian Cat
The Beautiful Blue Jay and Other Tales of India
Belling the Tiger
Once There Was and Was Not
The Dancing Kettle and Other Japanese Folk Tales
The Magic Listening Cap
The Sea of Gold and Other Tales from Japan
Siamese Summer
Little Owl

- McClung, Robert M
- Manning-Sanders, Ruth
- Merrill, Jean
- Olsen, Ib Spang
- Perrault, Charles

- Quigley, Lillian
- Ross, Evalie Steinmetz

- Sakade, Florence

- Seidler, Rosalie
- Spellman, John W.

- Stolz, Mary
- Tashjian, Virginia
- Uchida, Yoshiko

- Uchida, Yoshiko
- Uchida, Yoshiko

- Warner, Edythe R.
- Zimnik, Reiner

Other Suggested Reading Level 10

Good Day, Which Way
Pirate Book
How to Catch a Crocodile
Till Potatoes Grow on Trees
Our Veronica Goes to Petunia's House
How the Grinch Stole Christmas
Story of Christopher Columbus
Paul Revere
Horse That Swam Away
Tony Beaver, Griddle Skater
William Penn
Ulysses Grant
Daniel Boone
Story of Numbers
Terrible Mr. Twitmeyer
Champ, Gallant Collie
Booker T. Washington
Frederick Douglass
Henry Clay
Juliette Lowe
What Can You Do With a Pocket
The Boy Who Stole the Elephant
Willow Tree Village
Mr. Revere and I

- Steiner, C.
- Davidson, M.
- Pack, R.
- Brock, E. L.
- Duvoisin, R.

- Seuss, Dr.
- McGovern, A.
- Saxon, G. R.
- Farley, W.
- Carmer, E.
- Dolson, H.
- Reeder, R.
- Martin, P. M.
- Lauber, P.
- Moore, L.
- Lauber, P.
- Wise, W.
- Graves, C.
- Mooney, B.
- Pace, M.
- Merriam, F.
- Kohler, J.
- Lattimore, E.
- Lawson, Robert

SUGGESTED LITERATURE
Reading - Level 10

Other Suggested Reading Level 10 (cont'd)

<u>Rabbit Hill</u>	- Lawson, Robert
<u>Ben and Me</u>	- Lawson, Robert
<u>Wind on the Moon</u>	- Linklater, Eric
<u>The Boy's King Arthur</u>	- Malory, Sir Thomas
<u>Winnie-the-Pooh</u>	- Milne, A. A.
<u>The Big Tiger and Christian</u>	- Huhlenweg, Fritz
<u>The Borrowers</u>	- Norton, May
<u>The First Lake Dwellers</u>	- Osborne, Chester
<u>Ransom for A Knight</u>	- Picard, Barbara
<u>Crystal Mountain</u>	- Hugh, Belle
<u>Flood Friday</u>	- Lenski, Lois
<u>Cotton in My Sack</u>	- Lenski, Lois
<u>Strawberry Girl</u>	- Lenski, Lois
<u>The Lion, the Witch, and the Wardrobe</u>	- Lenski, Lois

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

LEVEL 11 -- LANGUAGE ARTS

*REVIEW SKILLS FROM PREVIOUS LEVELS

KEY: i = initial
m = medial
f = final

I. DECODING SKILLS

A. Phonemic Analysis:

1. Consonants -- Review all consonants taught at previous levels
2. Vowel correspondence -- Review all skills taught at previous levels

B. Structural Analysis:

1. Affixes and word parts

- a. dis
- b. in (im)
- c. non
- d. be as a verb maker
- e. re as a verb maker
- f. en as a verb maker
- g. tr
- h. sub
- i. ad

2. Suffixes

- a. ous as an adjective marker
- b. ent as an adjective marker
- c. ant as an adjective marker
- d. ness as a noun marker
- e. ion as a noun marker
- f. ence as a noun marker
- g. ance as a noun marker
- h. able as an adjective marker
- i. ible as an adjective marker
- j. ling as a noun marker
- k. y as an adjective marker
- l. ic as an adjective marker
- m. ive as an adjective marker
- n. or as an agentive
- o. al as an agentive
- p. man as an agentive
- q. age as a noun marker
- r. ity as a noun marker
- s. ure as a noun marker
- t. hood as a noun marker
- u. ward
- v. ar as an adjective marker
- w. ian as a noun marker
- x. ist as a noun marker
- y. ish as an adjective marker

3. Word parts

- a. ment
- b. ion

4. Analogous word parts

LEVEL 11 -- LANGUAGE ARTS (cont'd)

5. Generalizations reviewed
 - a. A vowel letter that comes before a double consonant letter usually stands for an unglided vowel sound.
 - b. In words ending in y the y is replaced by i before ed is added.
6. Graphemic bases reviewed
 - a. ink, ight, ound, ame, oun, eat, eep, ill, ack, ust
7. Hyphenated compounds reviewed
8. Inflectional affixes
 - a. ing
 - b. ed does not represent a separate syllable
9. Syllabication reviewed
 - a. Rules 1, 2, 3, 4

II. COMPREHENSION

- A. Inferential:
 1. Identifying with characters or incidents
 2. Making inferences
 - a. Cause and effect relationships
 - b. Character traits
 - c. Comparisons
 - d. Main idea
 - e. Story characters
 - f. Supporting details
 - g. Supporting ideas
 3. Making judgments
 - a. Of adequacy and validity
 - b. Of appropriateness
 - c. Of fact or opinion
 - d. Of reality or fantasy
 - e. Of worth, desirability and acceptability
 4. Recognizing and recalling
 - a. Cause and effect relationships
 - b. Details
 - c. Fact and opinion
 - d. General and specific statements
 - e. Main ideas
 - f. Paragraph structure
 - g. Sequence of events
 - h. Supporting details
 5. Reorganizing
 - a. Classifying
 - b. Summarizing
 - c. Synthesizing

III. LANGUAGE

- A. Language Development:
 1. Collecting interesting words
 2. Collecting opposites
 3. Indirect description

LEVEL 11 -- LANGUAGE ARTS (cont'd)

4. Recognizing effects of stress on word meanings
 5. Rerword parts of sentences
 6. Sentence fragments
 7. Syntactical understanding
 - a. Clues to sequence
 - b. Meanings and uses of the word for
 - c. Pronoun referents
 - d. Signals to change of subject
 - e. Words used to convey feelings of determination and doubt
 8. Understanding a scientist's guarded language
 9. Understanding meaning of phrases
 10. Understanding the relationship of intonation to meaning
 11. Using word association
- B. Language Expression:
1. Listening and reacting
 2. Reading beyond the text
 3. Speaking
 - a. Creative dramatics
 - b. Debating
 - c. Developing good oral reading habits
 - d. Dramatization
 - e. Interviewing
 - f. Pantomiming
 - g. Reading a poem aloud
 - h. Reading a story aloud
 - i. Reporting
 - j. Setting a poem to music
 - k. Sharing experiences and information with the group
 4. Translating older or literary expressions
 5. Writing
 - a. Comparisons
 - b. Paragraphs
 - c. Poems
 - d. Reports
 - e. Stories
 - f. Story sequel
- C. Vocabulary:
1. Developing word meanings
 - a. Antonyms
 - b. Classifying words
 - c. Hyphenated words
 - d. New words and meanings
 - e. Synonyms
 - f. Understanding analogous relationships
 - g. Using analogous word parts
 - h. Using context clues to determine word meanings
 - i. Using word associations
 - j. Using words with similar meanings

LEVEL 11 -- LANGUAGE ARTS (cont'd)

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2. Expanding vocabulary
 - a. Collecting interesting words
 - b. Developing awareness of words from long ago
 - c. Understanding Indian words
 - d. Understanding Japanese words
 - e. Understanding Spanish words
 - f. Using the glossary to find meanings of unfamiliar words
 - g. Develop new terminology
 - Kernel sentence
 - Morpheme
 - Simile
 - Narration
 - Connectives
 - Schwa

D. Mechanics:

1. Learn to capitalize
 - a. First word in main topic of outline
 - b. First word in direct quotation
 - c. Direction words which designate a section of the country
 - d. Religious, races and nationalities
2. Learn to punctuate
 - a. Exclamation Point - after strong interjection
 - b. Comma - for separation of transitional words (however, moreover, too, therefore, from the context)
-between two sentences joined by "and", "or", "but"
 - c. Apostrophe - in plural of numbers and letters
 - d. Colon - after words which introduce a list or long series
 - e. Hyphen - in numbers (thirty-five)
 - f. Underline - for names of newspapers
3. Learn to use words correctly
 - a. Review forms of the verb be
 - b. Review irregular verbs
 - c. Subject and verb agreement
4. Learn to use correct sentence structure
 - a. Review of simple sentence structure with use of adjectives and adverbs
 - b. Review subject, predicate and direct object
 - c. Sentences beginning by using of or lack of a determiner
5. Learn to use correct letter form
 - a. Review business letter
 - b. Continuation of personal letter

LEVEL 11 -- LANGUAGE ARTS (cont'd)

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6. Learn to use correct paragraph structure
 - a. Develop three to four sentences with common idea
 - b. Use indentation
 - c. Use of simple connectives to show the relationship of idea in time
 - d. Develop the narrative paragraph
7. Learn to proofread
 - a. Reinforce all symbols of proofreading
 - b. Introduce Ms - manuscript error
 - c. Pro Res - unclear or incorrect pronoun
 - d. W - poor word choice or vocabulary error
 - e. T - tense error
8. Heading on papers
 - a. First name and last name on left hand side of paper
 - Date on right hand side
 - Heading of paper cent of the next line

IV. STUDY SKILLS

A. Locating Information:

1. Adjusting reading rate to type of material
2. Skimming for specific information
3. Use of book parts
 - a. Contents
 - b. Footnotes
 - c. Glossary
4. Assigning items to predetermined classes
5. Determine classes for groups of items
6. Developing an outline
7. Summarizing

B. Using General References:

1. Encyclopedia
 - a. Cross-references
 - b. General information
 - c. Index
 - d. Location of specific information
2. Glossary and dictionary
 - a. Alphabetical arrangement
 - b. Applying information found in glossary
 - c. Definition selection
 - d. General organization
 - e. Information provided by
 - f. Pronunciation key
 - g. Respellings
 - h. Root words

C. Using Visual and Representational Materials:

1. Diagrams
 - a. Family relationships
 - b. Football

LEVEL 11 -- LANGUAGE ARTS (cont'd)

2. Maps
 - a. Comparing information on maps
 - b. Of geographic areas
 - c. Using a scale of miles
 - d. Using directional clues
 - e. Using map key
3. Picture maps
 - a. Labeling parts of
 - b. Using map key
4. Tables of information
 - a. Comparing the data
 - b. Organizing

V. LITERARY UNDERSTANDING AND APPRECIATION

A. Types of Literature:

1. Biography
2. Drama
 - a. Characteristics
 - b. Format
3. Fable
 - a. Awareness of the lesson a fable teaches
 - b. Characteristics
4. Fantasy
5. Folk tales
 - a. Awareness of similarity of plot and meaning among folk tales
 - b. Characteristics
 - c. Noting verbal and plot repetition
 - d. Understanding of origin and purpose
 - e. Historical fiction
 - f. Myth
 - Difference between a god and a hero
 - Elements of hero tales
 - g. Narrative poetry
 - h. Newspaper
 - Characteristics of feature articles
 - Characteristics of news articles
 - Comparing news and feature articles
 - Format and content of a newspaper

B. Literary Form:

1. Comparing stories for similarities in plot
2. Drama
3. Poetry
4. Prose
5. Sound devices
 - a. Alteration
 - b. Figurative language
 - c. Metaphoric expressions
 - d. Repetition
 - e. Rhyme
 - f. Rhythm
 - g. Similes
 - h. Word pictures

LEVEL 11 -- LANGUAGE ARTS (cont'd)

C. Writer's Craft:

1. Awareness of mood
2. Awareness of setting
3. Character development
 - a. Revealed indirectly by author
 - b. Revealed through dialogue
 - c. Revealed through first person
 - d. Revealed through third person narrative
4. Developing sensitivity to the author's style
 - a. Descriptive details
 - b. Descriptive paragraphs
 - c. Indirect descriptions
 - d. Symbolism
 - e. Use of contrast
 - f. Use of dialogue
 - g. Use of factual information
 - h. Use of flashback
 - i. Use of foreshadowing
 - j. Use of humor
 - k. Use of language
5. Plot development
 - a. Clues to plot development
 - b. Introduction, problem, action rises, climax, action falls, ending
 - c. Problem, plans for solution, outcome
6. Recognizing themes

VI. CREATIVITY

A. Before the Reading Experience:

1. Heightening anticipation and expectation
2. Hypothesizing
3. Structuring tasks to give clues and directions

B. During the Reading Experience:

1. To read independently with pleasure.

C. After the Reading Experience:

1. Ambiguities and uncertainties played with
2. Constructive response encouraged
3. Digging deeper, going beyond the obvious
4. Elaborating what is read
 - a. Artistic expression
 - b. Creating original monsters and heroes
 - c. Creative dramatics
 - d. Debating
 - e. Dramatization
 - f. Drawing a pictorial map
 - g. Interviewing
 - h. Making inventions
 - i. Musical expression
 - j. Pantomiming
 - k. Retelling a story
 - l. Writing a play

LEVEL 11 -- LANGUAGE ARTS (cont'd)

- m. Writing news articles
 - n. Writing original poems
 - o. Writing paragraphs
 - p. Writing reports
 - q. Writing stories
- 5. Experimentation and testing of ideas encouraged
 - 6. Future projection encouraged
 - 7. Multiple hypotheses encouraged
 - 8. Reorganization of information required
 - 9. Search for elegant solutions encouraged
 - 10. Syntheses of diverse elements
 - 11. Taking the next step beyond what is known

VII. MATERIALS

- A. Required - Ginn 360:
 - 1. The Sun That Warms
 - a. Text (pupil and teacher's handbook)
 - b. Skills Handbook (workbook)
 - c. Self help activities sheets - pupil and teacher's edition
- B. Alternate Reading Program - approval of Reading Department:
 - 1. Programmed reading (Sullivan)
 - 2. Scott, Foresman
- C. Supplementary Materials* optional - use only appropriate pages as related to Level 11 skills
 - 1. Ginn Word Enrichment Program - Level 1, 2, 3, 4, 5, 6, 7
 - 2. Modern Curriculum Press - Phonics Workbook
 - 3. Lyons and Carnahan - The New Phonics We Use A-B-C-D-E-F
 - 4. Barnell Loft, Ltd. - Specific Skills Series A-B-C-D-E-F
 - 5. Continental, Hayes, Jen Duplicating Masters
 - 6. Teacher made materials
 - 7. SRA Word Games - Reading Laboratory Ia, IIc
 - 8. Scholastic Individualized Reading Kit
 - 9. EDL Controlled Reader and Language Master
 - 10. Library filmstrip and tapes
 - 11. Creativity Idea books: Can You Imagine?
For Those Who Wonder (Myers, Torrance)
 - 12. Spelling Books
 - a. Noble and Noble - Spell/Write - Pink
 - b. Scott, Foresman - Spelling Our Language Book 3
 - c. Houghton Mifflin - Power to Spell - Book 3
 - d. McGraw Hill - Basic Goals in Spelling - Book 3
 - e. Economy Co. - Continuous Progress Spelling Kit

*Refer to Supplementary Material Index.

LEVEL 11 -- LANGUAGE ARTS (cont'd)

13. Language Books
 - a. Harcourt, Brace & World - The Roberts Series
 - b. Scott, Foresman - Language and How To Use It
 - c. Laidlaw - Experiences in Language - Book 3
 - d. Holt, Rhinehart & Winston - The Arts and Skills of English - Book 3
14. Handwriting
 - a. Scott, Foresman - Writing Our Language - Book 2
15. Enrichment materials
 - a. Crossword Puzzles - Dr. Herr - Book 1
 - b. Games
 - c. Merrill - Phonics Skill text - tape and workbooks - Level C & D
 - d. Dictionary

VII. EVALUATION

- A. Required:
 1. Ginn Achievement Test - Level 11
 2. Language Arts Test - Level 11
 3. Teacher Made Test
- B. Optional:
 1. Informal Reading Inventory (back of teacher's edition)
 2. Fountain Valley Teacher Support System in Reading (Pre-test, Post-test of skills - tapes)
 3. Initial Screening Test - Ginn
 4. Gates-MacGinite Test - standardized
 5. Metropolitan Achievement Test

LEVEL 11 -- EVALUATION
LANGUAGE ARTS

Name _____

Date _____

Decoding Skills

A. Write two words that use ea; two that use u-e:

1. _____

1. _____

2. _____

2. _____

B. Write a word that contains these letters:

1. gh _____

2. ch _____

3. ve _____

C. Write a word that begins with dis, in and non:

1. _____

2. _____

3. _____

D. Write ness, ion, ence and ance as a noun marker:

1. _____

2. _____

3. _____

4. _____

E. Write words to rhyme with:

1. edge _____

2. tired _____

3. leg _____

F. Write the number of syllables in each word:

1. midnight _____

4. penmanship _____

2. someone _____

5. yesterday _____

3. anybody _____

LEVEL 11 -- EVALUATION
---LANGUAGE ARTS

Name _____

Date _____

G. Circle the proper nouns:

1. John and Mary live in Ohio.
2. Jim and Rover are running home.
3. We went to Hartford yesterday.
4. I would like to see Paris.

H. Write the proper form of the verb:

1. Yesterday it _____ all day.
rain rained
2. I have _____ the moon.
seen saw
3. They will _____ to the boy.
speak spoke
4. Jerry _____ down the street.
runs run
5. The girls _____ rope.
jump jumps

I. Rewrite correctly:

1. she called, jim home
2. mr. t roberts flew to chicago
3. we are going to new york on sunday
4. when will betty arrive
5. the table in marys house is round

J. Write the story titles correctly:

1. freddy, the detective
2. lars and the wolves
3. charlottes web
4. the little house in the big woods

LEVEL 11 -- EVALUATION
LANGUAGE ARTS

Name _____

Date _____

K. Draw a line between subject and predicate. Then circle the verb.

1. John smiles.
2. The children play games.
3. The ship sails on the sea.
4. The boy cleans the board.
5. We study our lesson.

L. Writing

Write a Japanese, Spanish, and Indian word:

1. Japanese _____
2. Spanish _____
3. Indian _____

M. Paragraph Structure

Write three sentences with a common idea:

1. _____

2. _____

3. _____

LEVEL 11 -- EVALUATION
LANGUAGE ARTS

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Teacher's copy

Decoding Skills

A. Write two words that use ea; two that use u-e:

- | | |
|----------|----------|
| 1. ready | 1. ruled |
| 2. steam | 2. huge |

B. Write a word that contains these letters:

1. gh -- caught or tough
2. ch -- touch or character
3. ve -- live or poverty

C. Write a word that begins with dis, in and non:

1. disobey
2. incomplete
3. non stop

D. Write ness, ion, ence and ance as a noun marker:

1. happiness
2. invention
3. interference
4. importance

E. Write words to rhyme with:

1. edge _____
2. tired _____
3. leg _____

F. Write the number of syllables in each word:

- | | | | |
|-------------|---|---------------|---|
| 1. midnight | 2 | 4. penmanship | 3 |
| 2. someone | 2 | 5. yesterday | 3 |
| 3. anybody | 4 | | |

G. Circle the proper nouns:

1. John and Mary live in Ohio.
2. Jim and Rover are running home.
3. We went to Hartford yesterday.
4. I would like to see Paris.

LEVEL 11 -- EVALUATION
(cont'd)

Teacher's copy

H. Write the proper form of the verb:

1. Yesterday it rained all day.
2. I have seen the moon.
3. They will speak to the boy.
4. Jerry runs down the street.
5. The girls jump rope.

I. Rewrite correctly:

1. She called Jim home.
2. Mr. B. Roberts flew to Chicago.
3. We are going to New York on Sunday.
4. When will Betty arrive?
5. The table in Mary's house is round.

J. Write the story titles correctly:

1. Freddy, The Detective
2. Lars and the Wolves
3. Charlotte's Web
4. The Little House in the Big Woods

K. Draw a line between subject and predicate. Then circle the verb.

1. John / smiles.
2. The children / play games.
3. The ship / sails on the sea.
4. The boy / cleans the board.
5. We / study our lesson.

L. Writing

Write a Japanese, Spanish and Indian word:

1. Japanese --- futon
2. Spanish --- siesta
3. Indian --- masala

M. Paragraph Structure

Write three sentences with a common idea:

- 1.
- 2.
- 3.

SUGGESTED SPELLING LIST

LEVEL 11

MASTER ALL OF THESE WORDS WHICH ARE FROM THE 220
BASIC DOLCH LIST.

Preprimer

and
as
because
but
if
or
about
after
at
by
down
for
from
in
into
of
on
over
to
under
upon
with
been
buy
came
carry
could
did
does
don't
drink
fall
fly
gave
give
goes
got
had
have
hold
is
keep
laugh
like

Primer

he
she
her
him
his
I
it
its
me
my
myself
our
that
their
them
those
they
this
these
us
we
what
be
bring
call
can
come
cut
do
done
draw
eat
find
found
got
go
going
grow
has
help
hurt
jump
knew
lot

First Reader

big
blue
brown
cold
every
four
funny
green
kind
little
many
old
rode
round
six
some
the
two
white
am
ask
who
your
always
away
far
first
how
much
he
now
once
out
seen
there
together
up
well
where
yes
all
any
better

SUGGESTED SPELLING LIST

LEVEL 11 (cont'd)

1 1
2 to 3

black
both
clean
eight
five
full
good
hot
light
long
new
one
pretty
right
seven
small
ten
three
warm
yellow
are
ate
which
you
again
around
before
fast
here
just
never
not
off
only
so
then
today
too
very
when
why
a
an
best

1 1
2 to 3

live
made
look
make
may
must
open
pick
play
please
pull
put
ran
read
ride
run
said
saw
say
see
shall
show
sing
sit
sleep
start
stop
take
tell
thank
think
try
used
walk
want
was
wash
went
were
will
wish
work
would
write

SUGGESTED LITERATURE
Reading - Level 11

The Sun That Warms Level 11

- | | |
|--|-------------------------|
| <u>Charlie and the Chocolate Factory</u> | - Dahl, Roald |
| <u>Chitty-Chitty Bang-Bang</u> | - Fleming, Ian |
| <u>Goldbert vs the Machine Age</u> | - Goldberg, Rube |
| <u>The Fabulous Earthworm Deal</u> | - Stapp, Arthur |
| <u>Bright April</u> | - De Angeli, Marguerite |
| <u>The Goofer Pitch</u> | - Heuman, William |
| <u>Manhattan is Missing</u> | - Hildrich, E. A. |
| <u>About the B'nai Bagel</u> | - Konigsburg, E. L. |
| <u>No Tears for Rainey</u> | - Perl, Lila |
| <u>Ricky in World Sports</u> | - Renich, Marion |
| <u>Slide, Charlie Brown, Slide</u> | - Schulz, Charles |
| <u>Heroes Behind the Mask</u> | - Shapiro, Milton |
| <u>Adam Bookout</u> | - Shotweel, Louisa |
| <u>The Color of Man</u> | - Cohen, Robert |
| <u>Ironhead</u> | - Ellis, Grant |
| <u>Hat Love, Negro Cowboy</u> | - Felton, Harold |
| <u>The Cowboy Encyclopedia</u> | - Grant, Bruce |
| <u>Whitey and the Wild Horse</u> | - Rounds, Glen |
| <u>Whitey Ropes and Rides</u> | - Rounds, Glen |
| <u>Whitey Takes a Trip</u> | - Rounds, Glen |
| <u>Whitey's First Roundup</u> | - Rounds, Glen |
| <u>Whitey's New Saddle</u> | - Rounds, Glen |
| <u>Turn the Next Corner</u> | - Alcock, Gudrun |
| <u>Pitcher and I</u> | - Cole, Stephen |
| <u>Porko Von Popbutton.</u> | - DuBois, William |
| <u>Horace Higby and the Field Goal</u> | - Heuman, William |
| <u>Formula</u> | |
| <u>The Seventeenth Street Gang</u> | - Neville, Emily Chaney |
| <u>Little House in the Big Woods</u> | - Wilder, Laura Ingalls |
| <u>Little House on the Prairie</u> | - Wilder, Laura Ingalls |
| <u>Farmer Boy</u> | - Wilder, Laura Ingalls |
| <u>On the Banks of Plum Creek</u> | - Wilder, Laura Ingalls |
| <u>By the Shores of Silver Creek</u> | - Wilder, Laura Ingalls |
| <u>The Long Winter</u> | - Wilder, Laura Ingalls |
| <u>Little Town on the Prairie</u> | - Wilder, Laura Ingalls |
| <u>These Happy Golden Years</u> | - Wilder, Laura Ingalls |
| <u>On the Way Home</u> | - Wilder, Laura Ingalls |
| <u>Tales from the Story Hat</u> | - Aardema, Verna |
| <u>African Myths and Legends</u> | - Arnott, Kathleen |
| <u>Camel Caravan</u> | - Catherall, Arhtur |
| <u>Grains of Pepper, Folk Tales</u> | - Haskett, Edythe |
| <u>from Liberia</u> | |
| <u>When the Stones Were Soft:</u> | - Heady, Eleanor |
| <u>East African Fireside Tales</u> | |
| <u>First Book of Africa</u> | - Hughes, Langston |
| <u>Daniel Boone</u> | - Daugherty, James |
| <u>Landing of the Pilgrims</u> | - Daugherty, James |
| <u>Picnic</u> | - Daugherty, James |
| <u>The Fables, Aesop</u> | - Jacobs, Joseph |
| <u>Backbone of the King</u> | - Brown, Marcia |
| <u>Legends of Hawaii</u> | - Colum, Padraic |

SUGGESTED LITERATURE
Reading - Level 11

The Sun That Warms Level 11 (cont'd)

- | | |
|--|------------------------------------|
| <u>The Nightmare World of the Shark</u> | - Cook, Joseph and Wisner, William |
| <u>The Phantom World of the Octopus and Squid</u> | - Cook, Joseph and Wisner, William |
| <u>Up From the Sea Came an Island</u> | - Allen, Hazel |
| <u>Strange Fishes of the Sea</u> | - Earle, Olive |
| <u>Sea Horses</u> | - Hess, Lilo |
| <u>Miss Pickerell Harvests the Sea</u> | - MacGregor, Ellen |
| <u>The Story of the Caribbean Turtle's Struggle for Survival</u> | - Masselink, Ben |
| <u>Stranger From the Depths</u> | - Turner, Gerry |
| <u>The Magic Listening Cap: More Folk Tales from Japan</u> | - Uchida, Yoshiko |
| <u>Seashore Story</u> | - Yashima, Taro |
| <u>East of the Sun and West of the Moon</u> | - d'Aulaire, Ingri and Edgar Parin |
| <u>Norse Gods and Giants</u> | - d'Aulaire, Ingri and Edgar Parin |
| <u>Viking Adventure</u> | - Bulla, Clyde |
| <u>Children of Odin</u> | - Colum, Padraic |
| <u>Thor and the Giants</u> | - Feagles, Anita |
| <u>Viki Viking</u> | - Jonsson, Runer |
| <u>The First Book of Vikings</u> | - Rich, Louise |
| <u>Words From the Myths</u> | - Asimov, Isaac |
| <u>The Golden Fleece</u> | - Gunther, John |
| <u>Damian and the Dragon</u> | - Manning-Sanders, Ruth |
| <u>Adventures of the Greek Heroes</u> | - McLean, Mollie and Wiseman, Anne |
| <u>Myths and Enchantment Tales</u> | - Price, Margaret Evans |
| <u>Evolution</u> | - Alder, Irving and Ruth |
| <u>The Shape of the Earth</u> | - Bendrick, Jeanne |
| <u>Wonders of Animal Migration</u> | - Berrill, Jacquelyn |
| <u>There Was a Time About the Earth...Ask Me A Question Series</u> | - Morrow, Suzanne |
| <u>The First People in the World</u> | - Rosenfield, Sam |
| <u>Hunter's Half-moon</u> | - Ames, Gerald |
| <u>The Wonders of Prehistoric Man</u> | - Cornwall, Ian |
| <u>The First Men in the World</u> | - Martin, Christopher |
| <u>The First Book of the Stoneage Man</u> | - White, Terry |
| <u>Man In the Making</u> | - Dickenson, Alice |
| <u>The Cave Dwellers in the Old Stone Age</u> | - Friedman, Estelle |
| <u>Elephants, the Last of the Land Giants</u> | - Powers, Richard M |
| <u>Stone, Bones, and Arrowheads</u> | - Ravielli, Anthony |
| <u>Mr. Toast and the Wooly Mammoth</u> | - Shannon, Terry |
| <u>Digs and Diggers</u> | - Brent, Stuart |
| <u>Treasures of Yesterday</u> | - Cottrell, Leonard |
| <u>The Bonus of Redonda</u> | - Garnett, Henry |
| | - Abrahams, Robert |

SUGGESTED LITERATURE
Reading - Level 11

The Sun That Warms Level 11 (cont'd)

- | | |
|---|----------------------|
| <u>River Boy: Adventure on the Amazon</u> | - Herrmanns, Ralph |
| <u>Josefina February</u> | - Ness, Evaline |
| <u>The Dragons of the Queen</u> | - Stolz, Mary |
| <u>A Garland for Gandhi</u> | - Jacobs, Helen |
| <u>The Jungle Book</u> | - Kipling, Rudyard |
| <u>The Children of Bird God Hill</u> | - Macfarlane, Iris |
| <u>Nihal</u> | - Murphy, Eleanor |
| <u>The Wild Valley</u> | - Severn, David |
| <u>The Pygmies Africans of the Congo Forest</u> | - Bleeker, Sonia |
| <u>The Art of Africa</u> | - Glubok |
| <u>Tots and the Aardvark</u> | - Linde, Freda |
| <u>All</u> | - O'Neill, Mary |
| <u>Moro's Flute</u> | - Van Stockum, Hilda |
| <u>Taller than Bandai Mountain--</u> | - D'Amelio, Dan |
| <u>The Story of Hiedyo Noguchi</u> | |
| <u>One Hundred and Eight Bells</u> | - Flory, Jane |
| <u>The Doll's Day for Yoshiko</u> | - Ishii, Momoko |
| <u>Sigemi--A Japanese Village Girl</u> | - Kirk, Ruth |
| <u>Inoke Sails the South Seas</u> | - Rose, Roland |
| <u>Hisako's Mysteries</u> | - Uchida, Yoshiko |

Other Suggested Reading Level 11

- | | |
|--------------------------------------|----------------------|
| <u>King of the Golden River</u> | - Ruskin, John |
| <u>Miracles on Maple Hill</u> | - Sorenson, Virginia |
| <u>The Hobbit</u> | - Tolkien, J. R. |
| <u>Mary Poppins</u> | - Travers, P. L. |
| <u>Junket</u> | - White, Anne |
| <u>Charlotte's Web</u> | - White, E. B. |
| <u>Stuart Little</u> | - White, E. B. |
| <u>The Trumpet of the Swan</u> | - White, E. B. |
| <u>The Little Prince</u> | - St. Exupery |
| <u>Little House In the Big Woods</u> | - Wilder, L. |
| <u>Teddy's Camp-Out</u> | - Holland, M. |
| <u>Patriot's Day</u> | - |
| <u>Francis Scott Key</u> | - Patterson, L. |
| <u>John Paul Jones</u> | - Brown, V. |
| <u>Robert E. Lee</u> | - Daniels, H. |
| <u>Henry Clay</u> | - Mooney, B. |
| <u>Squanto</u> | - Graff, S. |
| <u>Uncle Bennie Goes Visiting</u> | - Brock, E. L. |
| <u>Petunia, I Love You</u> | - Duvoisin, R. |
| <u>Crazy Horse</u> | - Dines, G. |
| <u>Juliette Lowe</u> | - Pace, M. N. |
| <u>Frogs Merry</u> | - Kepes, J. |
| <u>Ivanhoe</u> | - Dolch, E. W. |
| <u>Kit Carson</u> | - Vestal, S. |
| <u>Theodore Roosevelt</u> | - Foster, G. |
| <u>Benjamin Franklin</u> | - D'Aulaire, I. |
| <u>No Room For A Dog</u> | - Holland, M. |

SUGGESTED LITERATURE
Reading - Level 11

Other Suggested Reading Level 11 (cont'd)

- | | |
|--|--------------------|
| <u>Three Little Horses</u> | - Worm, P. |
| <u>Your Wonderful World of Science</u> | - Freeman, M. |
| <u>Sugarplum</u> | - Johnston, J. |
| <u>Wright Brothers</u> | - Reynolds, Q. |
| <u>Snake that Went To School</u> | - Moore, L. |
| <u>Heidi</u> | - Spyri, J. |
| <u>In the Days of the Dinosaurs</u> | - Andrews, R. C. |
| <u>Robinson Crusoe</u> | - Dolch, E. W. |
| <u>Helen Keller</u> | - Richards, W. |
| <u>Hurricanes, Tornadoes and Blizzards</u> | - Hitte, K. |
| <u>Mr. Turtle's Mystery</u> | - Thayer, J. |
| <u>Incredible Journey</u> | - Burnford, Sheila |
| <u>Wrinkle in Time</u> | - L'Engle, M. |
| <u>The Witch of Blackbird Pond</u> | - Speare, E. G. |

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

LEVEL 12 -- LANGUAGE ARTS

Readiness for Independent Study

A Resource Level to be taught by the classroom teacher.

1. How to use the library
 - a. Learn layout and card catalogue
 - b. Choosing books for specific purposes (Dewey Decimal System)
2. How to use reference sources in school and public libraries
 - a. Review the use of the encyclopedia
 1. Pictures
 2. Charts
 3. Diagrams
 4. Maps and map reading
 5. Other illustrations
 - b. Improved speed, skill and proficiency in the use of dictionaries
 - c. Yearbooks and almanacs
 - d. Indexes
 - e. Other reference books
 - f. Atlases and gazeteers
 - g. Abstracts
3. Fundamental skills of writing reports
 - a. Selecting a topic
 - b. Narrowing theme
 - c. Preliminary research
 - d. Basic approaches
 1. Contrasting
 2. Tracing
 3. Criticizing
 4. Linking
 5. Identifying
 - e. How to organize ideas
 - f. How to outline
 - g. Note taking
 - h. Quoting
 - i. Paraphrasing
 - j. Footnoting
 - k. Writing first draft
 - l. Grammar check
 - m. Bibliography
 - n. Typing requirements (optional)

LEVEL 12 -- LANGUAGE ARTS
(cont'd)

Readiness for Independent Study

4. Oral pupil reports
 - a. Responsibilities of the speaker
 - b. Responsibilities of the audience
 - c. Standards or guides for harmonious, productive discussion

5. Refined skills of group work
 - a. Group members
 - b. Group leaders

Materials and Experiences:

Trip to Hartford Public Library
Trip to Avon Public Library
The Harcourt Brace School Dictionary Workbooks I and II
Programmed exercises and tests on basic dictionary skills
Dictionary Worksheets
How to use an encyclopedia, World Book Encyclopedia Workbooks - 1, 2 or 3
About writing reports, a Scriptographic Unit of Knowledge
Better Reading, Gainsburg & Spector
Eye-Gate filmstrips

1. Introduction to the card catalog
2. Explaining the Dewey Decimal Classification System
3. Using reference material

Worksheets on our library
Role playing

LEVEL 12 -- EVALUATION
LANGUAGE ARTS

Name _____

Date _____

A. Dictionary Skills:

1. The dictionary contains a. _____, b. _____, and c. _____ of words.
2. The words in the dictionary that are explained or defined are called _____.
3. All words in the dictionary are in _____ order.
4. The _____ identify the first and last word on each page of the dictionary.
5. The explanation, or meaning, of a word is called the _____.
6. _____ marks are marks like ^ " - / put on letters to help you pronounce words correctly.
7. The sound that each symbol in the dictionary stands for is found in the _____. It is usually printed in the front and back of the dictionary.
8. A _____ is a word, or part of a word, that can be pronounced with a single sounding of the voice.
9. Spaces in the word being defined will indicate the number of _____ in a word.
10. ' is an _____ mark. It is used to show which _____ is said with more force.
11. The abbreviation n. stands for the word _____.

LEVEL 12 -- EVALUATION
LANGUAGE ARTS (cont'd)

Name _____ Date _____

12. The _____ spelling of a word is listed first in the dictionary.
13. The word pamper is respelled pam par to help you _____ the word correctly.
14. Words beginning with the letters e through l are found in the _____ quarter of the dictionary.
15. The word _____ means "more than one."
16. Would TIGER come before or after TEXAS? _____
17. Would TELEPHONE come before or after TREE? _____
18. Would CAMEL come before or after CHINA? _____
19. Would ABRAHAM LINCOLN come before or after LAKE? _____
20. Would SKY come before or after STAR? _____

B. Encyclopedia Skills:

1. List the guide words from the encyclopedia for these words:
- a. Vinegar _____
- b. Flamingo _____
- c. Elk _____
- d. Goliath _____
2. If you look in an encyclopedia, can you find
Write yes or no
- a. How seeds scatter? _____
- b. Pictures of the Royal Canadian Mounted Police? _____

LEVEL 12 -- EVALUATION
LANGUAGE ARTS (cont'd)

Name _____

Date _____

2. If you look in an encyclopedia, can you find.....
(cont'd)

- c. How to spell "running"? _____
- d. How large the stars are? _____
- e. Where Christopher Columbus
was born? _____
- f. Your friend's telephone number? _____
- g. Where Niagara Falls is located? _____
- h. What "thrifty" means? _____
- i. How much a baby elephant weighs? _____
- j. What causes an earthquake? _____

3. Look for the key word in each of the following
questions. Write the key word in the space beside
each question.

- a. How does a tiger get his food? _____
- b. When was the telephone invented? _____
- c. Why does a camel have a hump? _____
- d. Where was Abraham Lincoln born? _____
- e. Why is the sky blue? _____

4. Answer each of the questions. Use the key words
to find the information you want. (Use the guide
words in the encyclopedia to find your subject
quickly).

- a. When did the Pony Express first carry the
mail? _____
- b. Which is the smallest of the Great Lakes?

LEVEL 12 -- EVALUATION
LANGUAGE ARTS (cont'd)

Name _____

Date _____

4. Answer each of the questions. (cont'd)

c. When was Alexander Graham Bell born? _____

d. In what country is the famous Klondike region?

e. Is an iceberg made of fresh water or salt
water? _____

f. In what state is Death Valley located? _____

g. How high is Mount Everest? _____

h. What is the largest dog? _____

i. What is the capital city of Denmark?

j. What lake is part of the Panama Canal?

SUGGESTED LITERATURE
Reading - Level 12

It is not possible to include all worthwhile books recommended for this age level. Your librarian can help with further recommendations.

All Newbery Award books are highly recommended for this age level as are some other titles by authors included on this list.

- | | |
|---|---------------|
| <u>The Mystery of the Dinosaur Bones</u> | - Adrian |
| <u>Three Boys and a Lighthouse</u> | - Agle |
| <u>The Emperor's New Clothes</u> | - Andersen |
| <u>Salute</u> | - Anderson |
| <u>Mr. Popper's Penguins</u> | - Atwater |
| <u>Flight to the South Pole</u> | - Bamman |
| <u>A Cap for Mul Chand</u> | - Batchelor |
| <u>The Wizard of Oz</u> | - Baum |
| <u>Shawneen and the Gander</u> | - Bennett |
| <u>Desmond and the Peppermint Ghost</u> | - Best |
| <u>Tizz</u> | - Bialk |
| <u>Sea Pup</u> | - Binns |
| <u>Little League Stepson</u> | - Bishop |
| <u>A Bear Called Paddington</u> | - Bond |
| <u>Little Boat Boy</u> | - Bothwell |
| <u>Ballet for Mary</u> | - Brock |
| <u>The Princess and the Woodcutter's Daughter</u> | - Bromhall |
| <u>Freddy, the Detective</u> | - Brooks |
| <u>The Big Fight</u> | - Buck |
| <u>The Apple and the Arrow</u> | - Buff |
| <u>Ghost Town Treasure</u> | - Bulla |
| <u>The Enormous Egg</u> | - Butterworth |
| <u>Katie John</u> | - Calhoun |
| <u>A Mystery for Mr. Bass</u> | - Cameron |
| <u>A Brother for the Orphelines</u> | - Carlson |
| <u>Tough Enough</u> | - Carroll |
| <u>The Poppy Seed Cakes</u> | - Clark |
| <u>Henry Huggins</u> | - Cleary |
| <u>The Sod House</u> | - Coatsworth |
| <u>The Adventures of Pinocchio</u> | - Collodi |
| <u>Mishmash</u> | - Cone |
| <u>The Baseball Trick</u> | - Corbett |
| <u>Down, Down the Mountain</u> | - Credle |
| <u>The Courage of Sarah Noble</u> | - Dalglish |
| <u>Adopted Jane</u> | - Daringer |
| <u>Bright April</u> | - De Angeli |
| <u>The Big Goose and the Little White Duck</u> | - De Jong |
| <u>The Magic Fishbone</u> | - Dickens |
| <u>Appleseed Farm</u> | - Douglas |
| <u>The Great Geppy</u> | - DuBois |
| <u>Ginger Pye</u> | - Estes |
| <u>Silver Curlew</u> | - Farjeon |
| <u>The Black Stallion</u> | - Farley |
| <u>Melindy's Medal</u> | - Faulkner |
| <u>Time to Laugh</u> | - Fenner |

SUGGESTED LITERATURE
Reading - Level 12

- | | |
|---|---------------|
| <u>Mr. Mysterious & Company</u> | - Fleishman |
| <u>Ellen and the Gang</u> | - Friedman |
| <u>Maple Sugar for Windy Foot</u> | - Frost |
| <u>Ringtail</u> | - Gall |
| <u>My Father's Dragon</u> | - Gannett |
| <u>Sarah's Idea</u> | - Gates |
| <u>The Doll's House</u> | - Godden |
| <u>Little Appaloosa</u> | - Hader |
| <u>Johnny and the Tool Chest</u> | - Hayes |
| <u>Cape Cod Adventure</u> | - Hays |
| <u>Annie Pat and Eddie</u> | - Haywood |
| <u>Misty of Chincoteague</u> | - Henry |
| <u>Elizabeth the Treasure Hunter</u> | - Holman |
| <u>Little Leaguer's First Uniform</u> | - Jackson |
| <u>The Bat-Poet</u> | - Jarrell |
| <u>Twig</u> | - Jones |
| <u>Emil and the Detectives</u> | - Kastner |
| <u>The Best Christmas</u> | - Kingman |
| <u>The Jungle Book</u> | - Kipling |
| <u>The Red Balloon</u> | - Lamorisse |
| <u>Little Pear</u> | - Lattimore |
| <u>Rabbit Hill</u> | - Lawson |
| <u>Wee Gillis</u> | - Leaf |
| <u>Augustus and the Mountains</u> | - LeGrand |
| <u>Bayou Suzette</u> | - Lenski |
| <u>The Dwarf Pine Tree</u> | - Lifton |
| <u>Pippi Longstocking</u> | - Lindgren |
| <u>The Golden Name Day</u> | - Lindquist |
| <u>The Story of Doctor Doolittle</u> | - Lofting |
| <u>Betsy-Tacy</u> | - Lovelace |
| <u>Lentil</u> | - McCloskey |
| <u>Homer Price</u> | - McCloskey |
| <u>The Light Princess</u> | - MacDonald |
| <u>The Most Wonderful Doll in the World</u> | - McGinley |
| <u>Miss Pickerell Goes to Mars</u> | - MacGregor |
| <u>Calvin and the Cub Scouts</u> | - Martin |
| <u>Caroline and her Kettle Named Maud</u> | - Mason |
| <u>Scarab for Luck</u> | - Meadowcroft |
| <u>The Willow Whistle</u> | - Meigs |
| <u>The Superlative Horse</u> | - Merrill |
| <u>Appolonia's Valentine</u> | - Milhous |
| <u>Winnie-the-Pooh</u> | - Milne |
| <u>Thirty-one Brothers and Sisters</u> | - Mirsky |
| <u>Kildee House</u> | - Montgomery |
| <u>The Snake That Went to School</u> | - Moore |
| <u>The Little Lame Prince</u> | - Mulock |
| <u>Mrs. Coverlet's Magicians</u> | - Nash |
| <u>The Secret Language</u> | - Nordstrom |
| <u>Pogo's Fishing Trip</u> | - Norling |
| <u>Little Rascal</u> | - North |
| <u>The Borrowers</u> | - Norton |
| <u>The Treasure in the Little Trunk</u> | - Orton |
| <u>Toby Tyler</u> | - Otis |

SUGGESTED LITERATURE
Reading - Level 12

- | | |
|---|-----------------|
| <u>Tea Meeting Winner</u> | - Palmer |
| <u>Sea Beach Express</u> | - Panetta |
| <u>The Question of a Dragon</u> | - Parker |
| <u>The Plebald Princess</u> | - Payne |
| <u>The Faun and the Woodcutter's Daughter</u> | - Picard |
| <u>The Secret River</u> | - Rawlings |
| <u>Watch Those Red Wheels Roll</u> | - Renick |
| <u>Hamlet and Brownswiggle</u> | - Reynolds |
| <u>The Emperor and the Drummer Boy</u> | - Robbins |
| <u>Crystal Mountain</u> | - Rugh |
| <u>The King of the Golden River</u> | - Ruskin |
| <u>The Boy and the Whale</u> | - Sanchez-Silva |
| <u>Roller Skates</u> | - Sawyer |
| <u>Ginny and Custard</u> | - Sayers |
| <u>The Cricket in Times Square</u> | - Selden |
| <u>Black Beauty</u> | - Sewell |
| <u>Dobry</u> | - Shannon |
| <u>Miss Bianca</u> | - Sharp |
| <u>Lotte's Locket</u> | - Sorensen |
| <u>The Little Riders</u> | - Shemin |
| <u>The Nearsighted Knight</u> | - Shura |
| <u>Carbonel</u> | - Sleigh |
| <u>The Space Ship Returns to the Apple Tree</u> | - Slobodkin |
| <u>Heidi</u> | - Spyri |
| <u>Davy Crockett's Earthquake</u> | - Steele |
| <u>The Bee-man of Orn</u> | - Stockton |
| <u>A Dog on Markham Street</u> | - Stolz |
| <u>Honk: the Moose</u> | - Stong |
| <u>The Beatinest Boy</u> | - Stuart |
| <u>All-of-a-kind Family</u> | - Taylor |
| <u>Many Moons</u> | - Thurber |
| <u>Basil of Baker Street</u> | - Titus |
| <u>Space Cat</u> | - Todd |
| <u>Mary Poppins</u> | - Travers |
| <u>Becky's Christmas</u> | - Tudor |
| <u>Wildfire</u> | - Valens |
| <u>Jared's Gift</u> | - Vance |
| <u>Canadian Summer</u> | - Van Stockum |
| <u>The Boxcar Children</u> | - Warner |
| <u>Miss Grimsbee is a Witch</u> | - Weales |
| <u>Soap-Box Derby</u> | - Weir |
| <u>The Very Private Treehouse</u> | - Weiss |
| <u>Charlotte's Web</u> | - White |
| <u>The Birds' Christmas Carol</u> | - Wiggin |
| <u>By the Shore of Silver Lake</u> | - Wilder |
| <u>Danny Dunn and the Homework Machine</u> | - Williams |
| <u>This Boy Cody</u> | - Wilson |
| <u>Ginnie and the Cooking Contest</u> | - Woolley |
| <u>The Golden Footprints</u> | - Yashima |
| <u>Carolina's Courage</u> | - Yates |

SUGGESTED LITERATURE
Reading - Level 12

Biographies

Jane Addams
Louisa M. Alcott
Bach
Balboa
P. T. Barnum
Clara Barton
Beethoven
Bell
Daniel Boone
Brahms
Cartier
John Chapman (Johnny Appleseed)
Chopin
Samuel Clemens (Mark Twain)
William Cody (Buffalo Bill)
Columbus
Captain Cook
Davy Crockett
Frederick Douglass
Amelia Earhart
Wyatt Earp
Stephen Foster
Benjamin Franklin
Robert Fulton
Vasco da Gama
Geronimo
Grieg
Handel
Haydn
Wild Bill Hickok
Sam Houston
Andrew Jackson
Lyndon Johnson
Helen Keller
John F. Kennedy
Lafayette
Lincoln
Mozart
Pocahontas
Sir Walter Raleigh
Theodore Roosevelt
Schubert
Schumann
Father Serra
Alan Shepard
De Soto
Squanto
Tschaikowsky
Booker T. Washington
George Washington
Wright Brothers

- Wagoner
- Peare
- Wheeler
- Syme
- Bryan
- Boylston
- Wheeler
- Shippen
- Averill
- Deucher
- Averill
- Le Sueur
- Wheeler
- Peare
- Aulaire
- Aulaire
- Syme
- Meadowcroft
- Bontemps
- DeLeeuw
- Holbrook
- Wheeler
- Aulaire
- Judson
- Syme
- Wyatt
- Deucher
- Wheeler
- Wheeler
- Holbrook
- Latham
- Foster
- Whitney
- Hickok
- Graves
- Graham
- Aulaire
- Wheeler
- Aulaire
- DeLeeuw
- Foster
- Wheeler
- Wheeler
- Polit
- Smaus

- Bulla
- Wheeler
- Patterson
- Aulaire
- Reynolds

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

ACTIVITIES

SECTION 1

LOWER PRIMARY

ACTIVITIES
K-1

BEST COPY AVAILABLE

I. DECODING

- A. Teacher may cut and mount pictures.
Place the letter cards in pocket chart
Distribute picture cards to children

Some activities:

1. Name the pictures
2. Name beginning sound
3. Place in chart near correct letter
4. Place in rows on chart and remove those which do not belong
 - a. Beginning sounds different
 - b. Ending sounds different
 - c. Flip-over chart
5. Develop and use games
 - a. Bingo
 - b. Climb the ladder
 - c. Concentration
6. Sort by consonants into piles
 - a. Graphemic bases
7. Make into "deck" and play card games, identifying card pictures as they occur

Climb
the
ladder

n
b
c
f

- B. Using the shoebox, divide it into rows with a letter written in each square. Child will place cards with pictures on top of letters.

Use for initial consonants, blends, etc.

k	g	r	p
t	l	h	s
f	n	j	m

- C. Put letter cards on floor in circle
Circle letter cards to music
Stop at a letter when music stops
Go around circle naming their letter

- D. Use tachistoscope --- books and charts -- to develop:

1. Beginning sounds
2. Graphemic bases
3. Rhyming
4. Sight words
5. Ending consonants

r	ed
f	
b	
l	

ACTIVITIES

K-1

I. DECODING (cont'd)

- E. Have the children select a sound and make a list of words having that sound in the beginning, a list with the sound at the end, and a list with the sound in the middle. Point out the importance of saying the word aloud before listing it since representations of sounds are not consistent.
- F. Construct games which involve practice in the use of consonants such as "I am thinking of a word that begins with (p), and is the name of a flower (peony, petunia).
- G. Say aloud a pair of words which are either identical or simply similar in sound. Have the children stand up or raise their hands if the words they hear are the same, and remain seated or keep their hands down if the words they hear are different. For example: Are the words in each of the following pairs the same or different?

eat	-	meat	run	-	ran
boat	-	bone	late	-	soon

- H. Read aloud and use in sentences pairs of words consisting of correctly produced phonemes and phoneme substitution. Have the children pick out the one which is not correct.

For example:

I have (three, free) pencils.	<u>three</u>	-	<u>free</u>
I can hear the clock tick.	<u>tick</u>	-	<u>thick</u>
The fish hurt his fin.	<u>fin</u>	-	<u>thin</u>
This is a fine day.	<u>fine</u>	-	<u>vine</u>

This type of exercise may be conducted with all of the consonant sounds to teach the child to recognize appropriate sounds through context. As the children progress, substitute a distortion of the desired phoneme in the second word in the pair instead of introducing a new phoneme. In this manner, precision of articulation can be demonstrated with placing stress on the child to perform in an area in which he is not capable.

For example:

"Sun" may be produced precisely and the initial phoneme correctly identified as "s".
"Sun" may be produced for contrast so that the initial "s" sounds "slurpy," and though perhaps close enough to make the word identifiable as 'sun' still not precise.

ACTIVITIES
K-1

I. DECODING (cont'd)

Understanding the difference between hearing and listening

B. In conjunction with a music lesson, play records or tapes of musical selections involving different instruments. Ask children to differentiate between sounds of the individual instruments. If possible instruments of the various sections of the orchestra may be brought into the classroom and demonstrated.

C. Introduce the children to sound analogs (voiced and unvoiced pairs). At first, exercises may be done using the sounds in isolation and then incorporated into pairs of words that are similar.

<u>Sound Analogs</u>		(most common)	
(p)	- (b)	(k)	- (g)
(t)	- (d)	(s)	- (z)
(f)	- (v)	(ch)	- (j)
		(th)	as in thin
		(th)	as in then

Sample Word List

pit	-	bit	kate	-	gate
pace	-	base	kill	-	gill
pie	-	buy	(k) came	-	game
tot	-	dot	sip	-	zip
tip	-	dip	sing	-	zing
tense	-	dense	sue	-	zoo
fat	-	vat	char	-	jar
fine	-	vine	cheer	-	jeer
few	-	view	choke	-	joke
thin	-	this			
theme	-	them			
thesis	-	these			

Example:

"Here are two sounds that are almost the same. They are (p) and (b). Listen for the (p) sound in the following pair of words.

pug - bug

was the (p) sound in the first or the second word of the pair?"

ACTIVITIES
K-1

II. COMPREHENSION

- A. Write a sentence such as "He went." on the chalkboard. Discuss this with the children helping them to recognize that though it is an incomplete sentence it doesn't say much. Then have the children orally build the sentence to:

Convey more information .

Example: He went.
He went downtown.
He went downtown with his mother.

- B. Introduce the children to discussion groups by having them first share experiences in small, informal groups. Introduce a topic and lead the children into expressing their thoughts about it.

For example:

Did you have fun in the snow yesterday? What did you do?

Reintroduce the topic as necessary to keep the children on one subject.

- C. During show and tell and reporting time, encourage each child to look directly at the group as he speaks.

III. LANGUAGE

- A. Occasionally provide complete sentence pattern drills for the children. Start by orally giving the children a pattern and then have them construct similar sentences.

Example: Pattern -- I have a bike.
Response -- I have a doll
I have a truck.

- B. Provide sentences, stories or poems for children to complete...

1. Predicting outcomes
2. Using descriptive words
3. By illustrating

ACTIVITIES
K-1

III. LANGUAGE (cont'd)

- C. Composing oral stories to go along with magazine pictures. Later as written stories.
- D. Planning and making individual books such as All About Me. This book project provides an incentive for creative written expression and for learning to spell, providing a table of contents and organizing the pictures and stories. Typical pages would include:
1. This is fun for me in winter
 2. Here is my family
 3. This is where I live
 4. I go to this school, etc.
- E. Making an alphabet book
- F. Scrapbooks with picture labels
- G. Using picture dictionary to help classify:
1. Words for things
 2. Words for people
 3. Words for what we do
 4. Words that tell what kind, etc.
- H. Play word games:
1. Prepositions -- "Put the ball into the bag." etc. (above, below, between, behind, after, under)
 2. Adverbs -- "Walk to the door slowly." etc. (quietly, noisily, quickly)
 3. Verbs - "A cow can _____." (children fill in.)
 4. Adjectives -- "A kitten is _____." Write - how many can you think of?
- I. Help the children to be word conscious. When a child uses a good word which the other children may not use, note it orally or visually. Keep a list of "good" words.

LANGUAGE - SPEAKING

- A. Children act out everyday activities such as playing house or going to the store.
- B. Children act out telephone conversations. The child may invite someone to his home or pretend that he is "father" using the phone.

ACTIVITIES
K-1

LANGUAGE - SPEAKING (cont'd)

- C. Children act out the movements of a real or imaginary character.
- D. Children prepare a selection for choral speaking, deciding on various parts to be taken and procedures to be followed for effectiveness.
- E. Children create illustrations to complement the choral speaking selections.
- F. Children decide on story or activity to be used for puppet show, including the preparation of dialogue and action.
- G. Children make puppets and stage and then present planned show.
- H. Children make paper-bag puppets and perform spontaneously.
- I. Prepare and present a simple commercial play.
- J. Prepare and present a play from a story.
- K. Discuss the importance of actors, stagehands and costumers, so that children will understand that the total production is the important factor.
- L. Oral stories to go along with magazine pictures, pictures that teach.
- M. Groups of pictures -- children orally tell about a specific picture and the rest of the class tries to guess the picture described.
- N. Group discussions
- O. Borrow tele-trainers from the telephone company.
- P. Choral speaking
- Q. Memorizing poems, plays
- R. Role playing
- S. "It" - A game where one child leaves the room. Class picks "it." Child returns and tries to pick the person chosen "it" by asking questions: Has he red trousers, blue eyes, etc.

ACTIVITIES
K-1

LANGUAGE - SPEAKING (cont'd)

- T. Comparing similarities and differences of objects.

LANGUAGE - LISTENING

- A. Take the class on a field trip to a farm or zoo or bring animals such as kittens, puppies, chickens, parakeets, or crickets into the classroom, and direct the children to listen to the sounds they make. Then play a record or a tape recording of animal and bird sounds and have the children identify them. Large pictures of the various animals and birds should accompany the tape or record.
- B. Read a story to the class and choose particular children to produce appropriate sound effects (sirens, automobile horns, train and boat whistles), to underscore the story line. This activity may be repeated from time to time until all the children have participated.
- C. Direct the children to close their eyes and to listen to and identify particular sounds such as a person walking; a book closing; paper crumpling; water running; pencil sharpener working; a door, window or drawer opening and closing; money (coins) jingling; or someone writing on the chalkboard. Lead the children to a discussion of situations in which the identification of sounds is especially important.
- D. Play "Sound Detectives." Choose one child to be leader and another who is blindfolded to be the "sound detective." The leader points to a member of the class who asks in a normal voice, "What is my name?" If the blindfolded child makes the proper identification, the person identified becomes the new "sound detective."
- E. To give practice in following simple directions, have each child equipped with a blank sheet of paper and a box of crayons. First say, "listen carefully, and do exactly what I say." Then give three or four simple directions such as:
Draw a red line near the top of your page.
Draw a blue cat near the middle of your page.
Take a yellow crayon and draw the first letter of your name near the bottom of your page.
Later, directions a little more exacting may be given: "Put a black mark on the ball." "Make a green and red house."

ACTIVITIES
K-1

LANGUAGE - LISTENING (cont'd)

- F. The teacher tells or reads a short story to the children. Then she asks specific questions about the story. This is a revealing test for the quantity and quality of listening the children are doing.

For Example:

The boy ran into the room and called out to his mother, "See the new cap that father gave me!" His mother said, "That is a wonderful gift for your birthday."

What did the boy do?

What did he have?

Who gave him the gift?

Why was he given the gift?

- G. Game - Who Has Seen My Sheep?

One child is "it" and stands in the middle of a circle. "It" says, "Who has seen my sheep?" Others respond, "What does he look like?" "It" describes someone in the circle. As soon as the child recognizes he is the person being described, he runs around the outside of the circle and "It" chases him. If the person is caught, "It" gets another turn. (He is allowed to catch three sheep). If the person gets back to his place without being caught, he becomes the "Shepherd."

- H. Game - Giants

The leader selected calls out "Giant," "Man," or "Dwarf." Children stand tall if the word "Giant" is called out, stand natural if "Man" is called, stand low if the word "Dwarf" is called. This game promotes listening and following directions promptly. Change leaders often.

- I. Teacher gives child oral directions such as "walk to the window and hop back to desk." Child responds. Variation - children give each other directions, or directions given in soft voice or whisper.

IV. STUDY SKILLS

- A. Direction cards
B. Description cards

ACTIVITIES
K-1

IV. STUDY SKILLS (cont'd)

- C. Cards as labels or signs
 - 1. ~~Door~~ signs
 - 2. Room signs
 - 3. Object signs (door, sink, etc.)
- D. Word charts, experience charts
- E. Labeling childrens' drawings
- F. Vocabulary booklets - (child made)
- G. Word games
- H. Flash cards
- I. Categorizing objects
- J. Map making of school grounds, school classrooms, home, etc.

V. LITERARY UNDERSTANDING AND APPRECIATION

- A. Collections - have children begin a specific collection as a class, or have individual children bring in collections.
 - 1. Find stories and books about collections.
 - 2. Make experience chart related adventures in collecting.
- B. Murals
 - 1. Depicting - children illustrate, teacher read story or act it out.
 - 2. Decide if a story is "real" or "pretend."
- C. After reading a poem or a story, discuss with the children such items as:
 - 1. How might the author have felt as he wrote it?
 - 2. Why might he have written this story?
 - 3. What other kinds of stories might be written?
 - 4. How does it make you feel?
 - 5. Does it make everyone feel the same?

VI. CREATIVITY*

- A. Have the children pantomime (individually or in groups)
 - 1. Activities - bouncing balls, brushing teeth, wrapping a gift, pouring glass of milk.

*See Myers-Torrance Can You Imagine?

ACTIVITIES
K-1

VI. CREATIVITY (cont'd)

2. Familiar roles - mother, father, store clerk, teacher, policemen
3. Poems, rhymes, familiar stories, records

Other children might guess-do choral speaking for the pantomime.

B. To get the children to tell interesting descriptions, have a group of pictures for them to look at. They choose one to describe. The children might give their descriptions while the class tries to recognize which picture is being described.

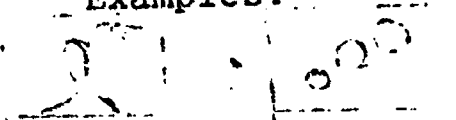
C. Develop creative stories and drawings for open ended...

1. Phrases
2. Exclamations
3. Stories
4. Poems
5. Definitions

D. Provide basic illustrations for children to:

1. Complete
2. Tell about
3. Describe
4. Define

Examples:



E. The following activities might be used as motivation for creative activities.

1. Art work done by children
2. Pictures provided by teacher
3. Music from records or tape recordings
4. Stuffed animals, real pets
5. Spontaneous events - snowstorm, unexpected visitors
6. Teacher reads exciting part of story, child finishes it
7. Use of a surprise box - children attempt to determine and describe its content dependent on size of box, sound of rattle, riddles and clues.
8. Use of charts of descriptive words
 - a. Sounds (seasonal, holiday)
 - b. Feelings (sad, happy)
 - c. How things look, smell, feel and sound
9. Brainstorming techniques - group discusses story possibilities
10. Models of nonsense stories, limericks, tongue twisters for students to use to write their own
11. Use of movie or film to stimulate writing ideas

ACTIVITIES
K-1

VI. CREATIVITY (cont'd)

- F. Create "Pass alongs"
 - 1. Each child starts a picture or story at a designated time, he passes it to his neighbor who adds to it, etc.
- G. Comic strips
 - 1. Show children several frames of a comic strip. Have them draw or write the conclusion.
- H. Rearranging descriptive sentences in a logical sequence.
- I. Collect "Sound pictures" - Example: "crackling fire" - child creates a story about picture.

ACTIVITIES

SECTION 2

UPPER PRIMARY

ACTIVITIES
UPPER PRIMARY

I. DECODING

Understanding the difference between hearing and listening.

A. Ask two children to leave the room for a few minutes, and while they are absent relate a story, an incident, a tall tale or a joke to the rest of the class. Ask one of the children to return, and have a volunteer tell him the story in the full view and hearing of the class. Then ask the second child to re-enter the room, and have the first child tell him the story he just heard. Is the third rendition of the tale the same as the first? If not, how does it differ, and why? What does the activity tell about listening? Did everyone listen to the story? Does the speaker have anything to do with the listener? Repeat the activity from time to time in an effort to reduce the disparity. To sustain interest, limit each session to one story and increase its length and complexity as the children become skilled in the activity.

B. Without giving any instructions for listening, take the children for a walk. When they have returned to the classroom, have them identify the various sounds they heard during the walk and list them on the chalkboard. Then discuss with them the nature and sources of the sounds around them. Does identification of the source of the sound have any significance?

Repeat the activity, preferably visiting various areas, so that the children will become increasingly aware of what they are listening to and will be able to identify certain areas by the sounds they remember having heard there that are peculiar to the area. e.g., factory whistle, truck sounds, expressway traffic.

C. In conjunction with a music lesson, play records or tapes of musical selections involving different instruments. Ask children to differentiate between sounds of the individual instruments. If possible, instruments of the various sections of the orchestra may be brought into the classroom and demonstrated.

D. Introduce the children to sound analogs (voiced and unvoiced pairs). At first, exercises may be done using the sounds in isolation and then incorporated into pairs of words that are similar.

ACTIVITIES
UPPER PRIMARY

I. DECODING (cont'd)

D. Sound Analogs (most common)

(p)	-	(b)	(k)	-	(g)
(t)	-	(d)	(s)	-	(z)
(f)	-	(v)	(ch)	-	(j)
			(th)		as in thin
			(th)		as in then

Sample Word List

pit	-	bit	kate	-	gate
pace	-	base	kill	-	gill
pie	-	buy	(k) came	-	game
tot	-	dot	sip	-	zip
tip	-	dip	sing	-	zing
tense	-	dense	sue	-	zoo
fat	-	vat	char	-	jar
fine	-	vine	cheer	-	jeer
few	-	view	choke	-	joke
thin	-	this			
theme	-	them			
thesis	-	these			

Example:

"Here are two sounds that are almost the same. They are (p) and (b). Listen for the (p) sound in the following pair of words.

pug - bug

Was the (p) sound in the first or the second word of the pair?"

- E. Have a record player in the classroom. During any activity in which the children are involved in informal discussion groups, quietly turn on the record player. Let it play for a while, and observe the reactions to this intrusion of additional sound. Then turn off the record player and discuss these reactions. Question them about the content of the recording. Discuss the possible reasons for the variation of answers. Did they hear the record? Did they listen to the record? What is the difference between hearing the record playing and listening to the record playing? What is the difference between hearing and listening?

ACTIVITIES
UPPER PRIMARY

I. DECODING (cont'd)

F. Ask the children to write compositions, stories, or poems about imaginary animals. Emphasize the aural difference between the various forms. Help them to discriminate aurally between individual phonemes and between appropriate and inappropriate grammatical forms.

G. Identify and discriminate between sounds.

Orally, expose the children to phonemic combinations which form familiar words, such as mama, and papa, and to those which do not. Call on individual pupils to tell if the sounds they hear are recognizable words or nonsensical ones. Ask which pupils agree or disagree. Progress from saying the words individually to saying them in pairs and then in groups of three or more.

H. Assemble a list of words which the students have difficulty in hearing, and arrange them in random order. Ask the class to listen carefully as you say each word aloud and then write what they heard. Check their answers against your list, and try to improve the students' ability to discriminate between those words or phonemes which still cause difficulty.

I. Using simple words with which the children are aurally familiar, challenge the class to become Spelling Sleuths. Encourage them to listen carefully to the sound of the words and then guess how they are spelled. Include words which are related to those they can recognize in their reading, but which differ from them by the change of a phoneme. Avoid difficulties such as meat and meet by using the words in context, and avoid entirely such words as through, brought, and caught. The activity may be varied by having the children print the words on paper or on the chalkboard.

J. Say aloud a simple monosyllabic word, such as ate, (write it on the chalkboard so as not to confuse it with eight), and have each child form a meaningful word by adding a different initial and/or final phoneme to the base word, e.g., ate, date, fate, fated, late, later. Have the children detect phonemic combinations which do not form bona fide words. Use random or alphabetical order.

ACTIVITIES
UPPER PRIMARY

I. DECODING (cont'd)

- K. Have the children listen as you read them a series of words. Instruct them to listen for a particular phoneme at the beginning of each word, and to identify the one word beginning with a different phoneme.

Example:

fair, fun, fur, vat
thin, thread, thick, train

- L. Divide the class into two sections and tell a story or say aloud a series of words containing phonemes which they are to differentiate, such as (b) and (p) or (v) and (f). Have one side listen for one of the two phonemes and the other side listen for the other. Each side gains or loses a point when it identifies or fails to identify a word which the other side has missed.
- M. Further practice in discriminating between similar sounds may be given through the use of poems, nursery rhymes, stories, word lists, and sentences. Encourage the children to write stories using machines, animals, or people to characterize the sounds being studied.

Example:

Buzz-Buzz the Bumblebee for (b) or (z).
Fifi the Frisky Colt for (f).
Victor the Airplane for (v).

Word lists for the sound or sounds being presented at the time should be compiled by the teacher and the students prior to the writing of the stories.

- N. Help the students to discriminate aurally between voiced and unvoiced consonants by eliciting from them words which begin with a particular phoneme, such as (b) or (p), (v) or (f), (d) or (t). Appoint three monitors: one to choose among those who volunteer to answer; another to preclude duplication by keeping track of the words as they are suggested; and a third to keep score. Say aloud a phoneme. The child then names another phoneme, and so the game goes. Plus points are given for answers that are correct; minus points are given for duplicated or incorrect answers. This activity can be adapted to improve the child's ability to discriminate between vowel sounds or between phonemes in other than initial positions.

ACTIVITIES

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I. DECODING SKILLS

English Grades 1 - 3

Aim: To play a game to teach alphabetical order. Write descriptive terms and let the children give the answers which occur in alphabetical order:

- A red fruit (apple)
- Something that rings (bell)

Have children compile a list of words in alphabetical order, using a variety of categories, such as birds, foods, animals, and toys.

Primary

Scrambled Letters

Paper and pencil
Clock or timer

With this variation, children can be given training in logical classification, practice in spelling, and a knowledge of the precise vocabulary of any particular subject.

Begin by having the players decide on categories of interest to them (sports, cars, toys, colors, countries, authors, flowers, fruits, musical instruments, etc.).

Next, each player makes a list, in a given period of time, of all the words he can think of that are connected with any one of these categories.

Now the players scramble the letters of each of the words they have listed.

The first player then announces the category he has chosen and gives the scrambled letters of one of the words on his list. With these clues, the next player must unscramble the letters and form the correct word.

For example, suppose a player chooses the category of sports. His list of scrambled letters might look something like this:

- | | | | | | |
|-----------|---|-----------|-------------|---|-------------|
| SUSAHQ | - | SQUASH | CINFNEG | - | FFNCING |
| TONAENIMD | | BADMINTON | GIXNOB | | BOXING |
| YERCARH | | ARCHERY | GONTONIGBAG | | TOBOGGANING |
| TOAFLOLB | | FOOTBALL | KNITAGS | | SKATING |
| NALDHLAB | | HANDBALL | SLABELBA | | BASEBALL |
| RSCOEC | | SOCCER | CEOYHK | | HOCKEY |
| FLOG | | GOLF | KAEBSTLBLA | | BASKETBALL |
| TOCQUER | | CROQUET | RSAECOLS | | LACROSSE |
| BOTLSAFL | | SOFTBALL | ISQTUO | | QUOITS |

ACTIVITIES

I. DECODING SKILLS (cont'd)

Scrambled Letters (cont'd)

EBDULHFAFSRO	-	SHUFFLEBOARD	IENTNS	-	TENNIS
DLRABLSII	-	BILLIARDS	LOOP	-	POLO
EBVYLAOLLL	-	VOLLEYBALL	NLWBIOG	-	BOWLING
SGWTNIERL	-	WRESTLING			

Since a player is likely to select first his longest and most difficult set of scrambled letters to present to his neighbor for unscrambling, the number of letters in the word can be used as a basis for crediting points. Thus, a player who successfully unscrambles the word EBDULHFAFSRO would get twelve points, while the player who unscrambles LOOP would get only four points. If a player misses, he earns no points, but he remains in the game. To add to the interest, a time limit should be set for unscrambling the letters.

Cutting the String

Clock or timer

This is the opposite of STRINGING ALONG, but it serves the same educational purpose. Beginning with a word like pirate, each player in turn must slice off one letter at either end or internally to make some smaller word. Good words to start with are honesty, spinet, trash, flown, hasty, spore, party, sinewy, pantry, spare, twine, stint, swinger, whist, tramp, snowy, and marshy.

My Word - Primary

Blank cards

This game teaches both vocabulary and spelling. Write on each of fifty-two cards a different letter of the alphabet. Half the deck should consist of all twenty-six letters; the other half should contain three E's, two each of A, O, U, R, and S, and one each of N, F, W, Y, T, H, C, P, B, D, M, G, and L.

Shuffle the cards thoroughly and lay them face down on the table. Let each player draw one card. The one drawing the card with the letter nearest the beginning of the alphabet plays first; the one drawing the card with the letter next nearest plays second; and so on. After the cards so drawn have been replaced and the deck has once again been shuffled, the first player draws a card and places it face up on the table. The next player does the same. As soon as any player can combine one or more of his own letters, lying face up before him, with those exposed by any other player or players so as to make a word, whether by addition or insertion, he calls out "My Word!" and takes their letters, spelling the word and placing it in front of him

ACTIVITIES

I. DECODING SKILLS (cont'd)

My Word (cont'd)

on the table. A word so made may be taken by another player with a letter that, when added or inserted, makes a new word. After all the cards have been drawn the score is calculated by giving each player two points for each letter of every word he has set down before him and subtracting one point for each letter he has left that does not form part of any complete word.

The Case of the Missing Vowel - Upper Primary

2, 4 or any even number Paper and pencil

In this variation, which likewise teaches spelling and vocabulary, the players are given a clue from the context of each word in a sentence. Each player writes a sentence with the vowels omitted. Suppose, for example, that it is agreed that the sentence should be a proverb. Two particular proverbs would look like this:

HNST S TH BST PLC.
BRDS F FTHR FLCK TGTHR.

The players exchange papers, and each tries to determine the missing vowels in his opponent's sentence as well as their correct placement. The first to complete the sentence wins. The sentences given above are the familiar proverbs, HONESTY IS THE BEST POLICY and BIRDS OF A FEATHER FLOCK TOGETHER. One way of complicating the game is to run all the letters together to conceal the breaks between words, thus:

HNSTSTHBSTPLC.

In that case, each player should be told how many words are in the sentence. Here is another easy example, this time in verse form:

PRSVRYPRFCTMN;
VRKPTHSPRCPTSTN

Putting the vowel E in the right places yields this piece of Biblical wisdom:

PERSEVERE YE PERFECT MEN;
EVER KEEP THESE PRECEPTS TEN.

The sentences do not have to be restricted to proverbs. Other approaches can be used.

ACTIVITIES

I. DECODING SKILLS (cont'd)

The Case of the Missing Vowel (cont'd)

Just for fun, try this:

VNNORMOUSLPHANTSNDXTRMLYXPNSIVDIBLS.

Once again, all that is needed is the introduction of the vowel E (in the right places in order to unlock the secret:

EVEN ENORMOUS ELEPHANTS NEED EXTREMELY EXPENSIVE EDIBLES.

In this case, the sentence contained more than one vowel. But it is easy and amusing to make up silly sentences using one vowel only, like the following:

TLSTJCKSPRTCNCTCHLLBDGRYCTSLNKYRTSBLCKBTSNDRTYNT-STHRRYSRNCH.

This looks much more difficult than it is. Once you realize that only the vowel A is needed to make sense (if that's what you can call it) of this group of letters, all you need to do is find the right places to insert the missing letter:

AT LAST JACK SPRAT CAN CATCH ALL BAD GRAY CATS,
LANKY RATS, BLACK BATS, AND ARTY ANTS AT HARRY'S
RANCH.

The players might agree to choose, at first, well-known advertising slogans, lines from popular songs, nursery rhymes, personal remarks (compliments or insults), movie titles, etc. On the other hand, at a more advance stage, this variation lends itself to teaching the vocabulary and even the basic concepts of any subject (geography, history, science, music).

Punny Funny - Primary

Large groups

Paper and pencil; clock or timer

This game appeals to children's love of jokes, especially puns or plays on words, and encourages creativity in inventing them. At the same time, it familiarizes the players with the spelling and meaning of common homonyms. To establish the mood and to show what is wanted, begin with a little "spice" in the form of puns like those in this book. Then provide the players with a list of frequently confused homonyms taken from those in the list appended at the back of the book.

ACTIVITIES

BEST COPY AVAILABLE

I. DECODING SKILLS (cont'd)

Punny Funny (cont'd)

The players are given a reasonable amount of time to think up original jokes or amusing riddles in which these homonyms figure. When time is up, each player reads what he has produced. The one with the best or the greatest number of witty puns on the given homonyms wins the game. Another way of playing the game is to let the players put their "teasers" to one another in the form of questions and see whether their opponents can then work out the rest of the joke for themselves. For example, given such homonyms as PLANE and PLAIN, NECKLACE and NECKLESS, PATIENCE and PATIENTS, PEAR and PAIR, GUILT and GILT, SEA and SEE, here is how one group, after a suitable time for cogitation proceeded:

- Player 1: When is a goldsmith likely to be embarrassed?
- Player 2: When his gilt (guilt) is all over his face.
- Player 3: When is a doctor most likely to complain?
- Player 4: When he has lost all his patients (patience).
- Player 5: How would you describe a double-chinned jewelry salesman?
- Player 6: As a neckless (necklace) vendor.
- Player 1: When is a person likely to have a broad, unencumbered field of vision in all directions?
- Player 2: When he's on a plane (plain).
- Player 3: When is a fruit like a couple?
- Player 4: When it's a pair (pear).

Games to Improve your Child's English by Abraham B. Hurwitz and Arthur Goddard-Simon and Schuster, New York publishers.

Word Maze - Upper Primary

2 or more Paper and pencil; clock or timer

This variation builds vocabulary as it teaches spelling. It may also be considered a variant form of CATEGORIES. There are two ways of playing this game. In its simplest form, it is played just like THE KING'S ENGLISH. The only difference is that the letters in the boxes (twenty-five arranged in a square, to begin with) are to be used to form words belonging to a specified category -- e.g., toys, tools, musical instruments, fruits, types of automobiles, etc. Each player is given a square of letters like the one shown below. This one was constructed with letters from the names of different kinds of birds. Starting at any letter

ACTIVITIES

I. DECODING SKILLS (cont'd)

Word Maze (cont'd)

and moving from it as a king does in chess, one box at a time in any direction, horizontally, vertically, or diagonally, each player must spell out as many of these names as he can within a given period of time-- say, ten or fifteen minutes. The player with the longest list wins the game.

S	P	H	R	O
W	A	E	T	N
R	R	L	A	I
O	L	G	E	K
T	W	U	H	R

In this particular word maze one can find the following birds: SPARROW, SWALLOW, PARROT, PETREL, OWL, TERN, EAGLE, (and EAGLET), EGRET, GULL, HERON, KITE, and RHEA. A maze like this can be easily constructed for any category, according to the interests and abilities of the players. First, decide on the category. Then, with the aid of a thesaurus, construct a list of people or things that fall under the category. Select a few common and well-known names and one or two that are less familiar. Finally, spell out the names in adjacent boxes, horizontally, vertically, and diagonally, until every box is filled. For example, a similar maze can be prepared with the letters of the names of eleven containers of liquids (cask, tun, tub, bottle, butt, can, ket, salver, carafe, flask, flagon); another with the names of twelve animals (cow, sow, sheep, ram, pig, cat, dog, horse, hog, mare, lamb, mule); another with the names of eleven articles of men's clothing (vest, socks, belt, ties, slacks, braces, coat, hat, shoe, shirt, ascot); another with the names of sixteen states (Texas, Georgia, Alaska, Oregon, Ohio, Utah, Indiana, Idaho, Alabama, Iowa, Nebraska, Maryland, Nevada, Maine, Kansas, Montana); another with the names of fourteen presidents of the United States (Truman, Roosevelt, Washington, Lincoln, Hoover, Coolidge, Hayes, Madison, Adams, Arthur, Grant, Taylor, Tyler, Wilson); and another with the names of ten land vehicles (auto, tram, car, cab, bus, taxi, train, coupe, cart, hansom). Thus, the game can be adapted to review the vocabulary of any subject: history, music, geography, etc. Another way of playing this game is to reverse the order by giving the players ten or fifteen minutes to make their own twenty-five box squares with letters that could be used to form the names of

I. DECODING SKILLS (cont'd)

Word Maze (cont'd)

people or things falling under a given category. The winner would be the player who produced a maze with the greatest number of names within the category. After the time is up, the players can exchange mazes and work out the solutions. Thus, points can be scored either way -- in constructing a maze and in threading one's way through another player's maze. As the players gain proficiency, the game can be made more challenging by adding to the number of boxes in the maze.

II. COMPREHENSION 2 - 3

- A. Ask various children to tell stories from their reading to the other members of the class. Lead the children to recognize that they can communicate the ideas and the events in a story in this manner.
- B. Discuss with the class the purpose of speaking in or before a group. Elicit the idea that one speaks to be understood and that the most important aspect of speech is communication.
- C. Read to the class a brief selection on a subject familiar to the children but made up of non-sense sentences -- sentences created from recognizable words that make no sense when put together. Discuss with the pupils their response to the material.

Why didn't you understand it?
How could the selection be improved so that it could be understood?

Make it clear to the pupils that no communication took place because there was no exchange of ideas between speaker and listener.

- D. Read a short poem to the class in a declamatory style. Analyze the delivery with the pupils and then read the poem with the intent of making its content understood. Have the class contrast the readings in terms of the communication that took place.
- E. Encourage the children to bring toys, books, and other items of interest to class. Introduce them to Show and Tell by having them informally tell a small group about their treasure. When a particularly intriguing item, or a particularly glib speaker, has captured the interest of a small

ACTIVITIES

II. COMPREHENSION (cont'd)

- E. (cont'd)
group, have this presentation given to the total group. Later the children may be asked to speak directly to the total group.
- F. Introduce the children to discussion groups by having them first share experiences in small, informal groups. Introduce a topic and lead the children into expressing their thoughts about it.

Example:

Did you have fun in the snow yesterday? What did you do?

Reintroduce the topic as necessary to keep the children on one subject.

III. LANGUAGE 2 - 3

- A. Develop a surprise drawer by setting aside a special place for keeping objects and pictures which the children bring to school. Invite the children to go to this drawer in small groups during free time. Encourage them to talk together about the items they find in the surprise drawer.
- B. During show and tell and reporting time, encourage each child to look directly at the group as he speaks.
- C. Occasionally provide complete sentence pattern drills for the children. Start by orally giving the children a pattern and then have them construct similar sentences.

Example:

Pattern: I have a bike.
Response: I have a doll.
I have a truck.

Put enough words on slips in an envelope so that there is one word for each child. Have each child select a word from the envelope and use it in an oral sentence. Later the children may be encouraged to create oral stories around the words selected.

- D. Write a sentence such as "He went." on the chalkboard. Discuss this with the children leading them to recognize that though it is a complete

ACTIVITIES

III. LANGUAGE (cont'd)

- D. (cont'd)
sentence it doesn't say much. Then have the children orally build the sentence to convey more information.

Example: He went.
He went downtown.
He went downtown with his mother.

- E. During reading sessions and class discussions encourage the pupils to speak to the total group. Discourage dialogues between pupil and teacher and foster an understanding of the importance of the group in oral communication.

- F. During sharing time, expand Show and Tell by giving the children themes such as:

Something that made me happy
Unusual sounds I heard on the way to school

Encourage the children to describe such incidents and experiences vividly and accurately. Welcome gentle questioning from the listeners to underscore the factual nature of the report.

- G. Ask each child to bring to class a rule for home safety, for bicycle safety, or for good manners. Let each child give and explain his rule. Help him to make accurate and careful reports through discreet questions.
- H. Using an area map sketched on the chalkboard, ask various children to explain directions of how to get from their homes to school. Encourage them to describe landmarks on the route. Help the children to recognize those directions which would be easiest to follow because of the precision and accuracy with which they were given.
- I. Plan regular discussion periods on topics related to class activities. Encourage the pupils to give progress reports on group and individual projects, to bring up for discussion any problems encountered in group work, and present new ideas or approaches that they would like to try.
- J. Have the class create a list of positive speaking habits. After a discussion of this list, ask the students to formulate a set of rules for good speaking. These rules may be used as the subject

ACTIVITIES

III. LANGUAGE (cont'd)

- J. (cont'd)
of a bulletin board and referred to when needed.
This list might include:

Be prepared before you speak.
Think about what you are saying.
Speak to the audience.

- K. Problem; Climax; Solution.
Discuss how each of these adds to the total story.
Have the children decide on one of the elements
such as characters and identify an example:

Main character - a little old man dressed in
a raggedy raccoon coat who seems grouchy
but is really very kind.

Then have various children build a story around
the chosen element. Help the children recognize
how the stories differ because of the variance
of the other elements.

- L. Have small groups of children prepare scenes from
recently read stories for dramatization. Guide
the groups in discussing which scenes to dram-
atize and in deciding on role assignments. Lead
the children to recognize the important part this
discussion plays in preparing their presentations.
- M. In a class or group discussion, select, or have
the children select, a chairman. Discuss the
duties of the chairman, such as to choose whose
turn it is to speak, to see that all have a chance
to speak, and to keep the group on the subject.
Show how having a chairman improves the discussion
period.
- N. Observe a play presented by the children and oc-
casionally help the children through guided ques-
tions such as:

Would Mary talk to her mother like that?
Would the storekeeper scold his customers?

Set up a series of role playing activities for
the children including teacher-child, mother-
child, and child-friend situations. Have the
children improvise dialogue to develop the sit-
uation. After the series has been presented,
discuss the differences in the way the child
spoke to the other character in each scene.
After the discussion, continue with more scenes
so the children will consciously adapt to the

ACTIVITIES

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III. LANGUAGE (cont'd)

- N. (cont'd)
various roles in which they are placed.
- O. Elicit from the children examples of their adaptation to an audience. Questions such as the following might be considered:

How would you ask your mother for something you wanted?

Would you ask your father in the same way?

How would you tell a story to your baby brother or sister?

Encourage the children to cite specific examples from their own experience which illustrate this adaptation.

- P. Have the pupils read to the class a short poem or story. Discuss with the class the importance of being thoroughly familiar with the material to be read so that the reader may look at the audience occasionally without losing his place.
- Q. Discuss interviewing with the class, stressing the necessity for speaker and listener to look at each other. Then have the pupils choose partners and interview each other. Ask some of the more successful pairs to conduct their interviews for the total group.
- R. Read to the class a paragraph with a clearly stated main idea followed by details which support this main idea. Discuss the paragraph with the children pointing out how the details explain the stated idea. Then guide the children in preparing brief talks in which the main idea is stated, followed by sentences which develop this idea. Topics such as the following lend themselves well to this type of activity:

Life in Colonial Days

Pets

My Favorite Game

Games with Rhymes - Elementary

1. Rhyme Ping-Pong Clock or timer
2 students

Help familiarize child with simple rhymes. Set a time limit and start at a slow pace. Begin with easy rhymes. Call out a word such as "Boy." Before the time limit is up the child must tell a word that

ACTIVITIES

III. LANGUAGE (cont'd)

Games with Rhymes (cont'd)

will rhyme with boy. Then it is the teacher's turn to give another word that rhymes with boy. If this is set up with two students it is up to the other student to think of the next word that rhymes with boy. The idea is to see how long the players can go on doing this before exhausting their stock of ready rhymes. The winner is the player who lasts the longest. Start with simple words and go on to harder ones.

Rhyme Time - Elementary

2 or more students can play Paper and pencil;
clock or timer.

In this game each player, within a given time, must think of as many words as possible that rhyme with the given word. Ask the question "How many words can you find that rhyme with _____?" Each player writes down his list until the time is up. The player with the most words wins. A second way to score the game is to give one point for each word on the list and an extra point for each word that no other player used.

Alphabetical Nouns - Elementary

3 or more Clock or timer

In this variation the child is introduced, by a natural extension of the game, to another part of speech - the noun. Make up any statement that needs to be completed with the addition of a noun - e.g., "I gave my girl some _____." Now ask each player, in turn, to mention an appropriate noun, making up a series whose first letters follow an alphabetical sequence. A reasonable time limit should be set for each response.

Given the information above, the players might proceed as follows:

Player 1: Ants
Player 2: Bikinis
Player 3: Caramels
Player 4: Drums

A point is gained for each correct addition, and two points are forfeited for each error.

ACTIVITIES

BEST COPY AVAILABLE

III. LANGUAGE (cont.'d)

Alphabetical Adjectives - Elementary

3 or more

Clock or timer

This game introduces a child to one of the parts of speech - a word that describes. Besides teaching spelling and the sequence of letters in the alphabet, it helps him to form coherent sentences. Each player must try to describe himself or someone else in a series of adjectives whose initial letters follow an alphabetical sequence, like this:

"Jane is amusing, beautiful, charming,
delightful, eager..."

Or each player may be called upon in turn to add an adjective to this list within a given period of time. See variation below.

In what sort of syllables should a partner speak?

In polysyllables, of course.

Read this three times, each time faster than before:

Why try wine? Try tying twine, tying twine tires? Try twisting twine or tying twists. Wrists tire? Try twice twisting twine. Twill's twine twice twisted; untwisted, twill untwine. Twist twill; twill twist. Untwist twill; twill untwist. Twist wrist; untwist wrist; untwist wrist; rest wrist.

Read this three times, each time faster than before:

She's so selfish
She should sell shellfish,
But shellfish shells
Seldom sell.

Put-Together - Elementary

2 or more

The game begins with the first player calling out a word which, when added to another - either before it or after it - would make a solid compound word. If the first player calls out "Saw" the next player must suggest a word which, when added to saw, either preceding it or following it, could form a compound word, like hacksaw or sawdust. He receives

ACTIVITIES

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III. LANGUAGE (cont'd)

Put-Together (cont'd)

one point for building the compound and another for spelling it correctly. If he cannot think of a compound word that could be formed from Saw in this fashion, he may challenge the first player to supply one. Failure to do so would involve a penalty of two points.

Blow the Whistle Primary

Large group Whistle; clock or timer

Like WHISTLE STOP, this game demands a speedy response. It is essentially a game of word association designed to familiarize children with common groups of three words each. Instruct the children to listen carefully as you call out a series of two words. Before you blow your whistle, they must add the third word that completes the group.

In case of a tie or doubt about who answered first, a runoff should be held. Here, for example, are some sets that can be used in this game:

- Red, white, and _____.
- Sun, moon, and _____.
- Ready, set, _____.
- Tom, Dick, and _____.
- Hook, line, and _____.
- Man, woman, and _____.
- Stop, look, and _____.
- Lock, stock, and _____.
- Healthy, wealthy, and _____.
- Deaf, dumb, and _____.
- Hop, skip, and _____.
- Reading, writing, and _____.
- Faith, hope, and _____.
- Morning, noon and _____.
- Give, devise, and _____.
- Wine, women, and _____.
- Knife, fork, and _____.
- Ear, nose, and _____.
- Ready, willing, and _____.
- Fair, fat, and _____.

The game can also be played with sets of two, like nip and tuck, time and tide, fame and fortune, fair and foul, etc.

ACTIVITIES

III. LANGUAGE (cont'd)

Tongue Twisters -

Read this three times, each time faster than before:

I twice priced iced ox tripe.
Price white-striped sox.

Write: "Right type of sliced tripe's price's
right"

Typewrite: "Swipe tripe and white-striped sox."

Read this three times, each time faster than before:

I'm back to back a tobacco tax.
It takes tact to tax backs. It takes tact to
back a tax. Back attaches taxes! Tax tacks!
It takes tact to attack a tack tax. Attach
back taxes. Tacks attach tax to back. Attach
back tobacco tax to back and tack back back
tax back-to-back.

Read this three times, each time faster than before:

Wicked witches switch wishes.
Which wicked witches swish wicket switches?
Which witch swishes?
Which witches wish wicked wishes?
Which witch wishes?
Wish a witch; switch a witch;
Swish a witch; switch witches.
A witch's a witch; a swish's a swish; a wish's
a wish.
Which witch switched a witch?
Which witch's which?

Say this three times, each time faster than before:

This snail's stale, His tail's stale,
His tail's stale,
This snail's tail's stale.
This snail's tail's still stale.
This snail tale's stale.

Use of Dictionary

Can you answer these questions below? You can if
you use your dictionary. Look up the words you don't
know and answer yes or no after each question.

1. Can a centaur be found in a zoo?
2. Was Ceres the same goddess as Demeter?
3. Is a poetess a man who writes poems?
4. Did Benjamin Franklin fight in the War of 1812?

ACTIVITIES

III. LANGUAGE (cont'd)

Use of Dictionary (cont'd)

5. Is a grackle a kind of noise?
6. Is Huron the second largest of the five Great Lakes?
7. Is a limerick a soft drink?
8. Is Md. an abbreviation for "doctor of medicine?"
9. Is a puffin a small pillow?
10. Is a statute a law?
11. Is the Volga an inland sea?
12. Was John Greenleaf Whittier an English poet?

Stringing Along - Elementary-Intermediate

2 or more

Clock or timer

This game teaches spelling and vocabulary and trains the child's visual memory.

The first player starts by naming any letter of the alphabet. Each player in turn must "string along" by adding one letter, either before or after those already called out, to form a word. The ever-growing necklace of words, formed by adding one letter at a time at either end, constitutes a challenge to keep building longer words by the same process. Thus, a game might proceed from i to it to pit to spit and spite, or rip, trip, and tripe. Another might begin with o and go on to on, one, tone, and stone. Still another might start with a and string along from at to ate to rate to irate and pirate. The game can be made more difficult by permitting a letter to be inserted, as well, anywhere in the middle of a word to form a new word. Thus, pit might be transformed into pint, then to print, and finally to sprint. Since this places a greater strain on the memory, more time should be allowed for each answer.

Alliterative Sentences - Upper Primary
(top group)

3 or more

Clock or timer

This variation gives the child practice in building sentences. Every word of the sentence is to have the same initial letter. Here are two examples:

"Abe always ate apples."

"Ben blew blue bubbles but became bored
by _____."

Each player can be called upon to add a word, within a given period of time, to the sentence being built up; or each player can try to make the longest sensible sentence, starting with a given letter.

III. LANGUAGE (cont'd)

Vocabulary - Building Games

2 students

Paper and pencil

This game should help improve vocabulary and spelling ability. Each player draws a square divided into twenty-five boxes, five in each row. Now the first player, thinking of some five-letter word that can be written on the boxes either vertically, horizontally, or diagonally, or even backward, calls out any letter in the word and writes it in its appropriate box, without showing his chart to his opponent. Let us suppose that, thinking of the word Plant, the first player calls out the letter A and writes it in the third box of his upper horizontal row.

His opponent may place this letter in any box he pleases on his own chart to form part of a word he has in mind. Thus, thinking of Start, he may place the A in the third box from the top in the first vertical row at the left. Now it is his turn to call out a letter _____ it might be T _____ and to place it in the appropriate box for the word he wants. The same letter may be called out more than once, and every letter called out must be put in some box or other. Five points are scored for each five-letter word, four for a four-letter word, three for a three-letter word, etc. Credit is likewise given for words within words. The game can be made more difficult by increasing the number of boxes or by having someone call the letters for both players.

Alphabetical Adverbs With Charades

3 or more

Elementary

This game has many educational values. Not only does it introduce the child to adverbs, but it fosters creativity and inventiveness and builds vocabulary.

Begin with a sentence containing an active verb that can be modified by a series of adverbs. These must be added by each player in turn, in alphabetical order, but in a way that makes sense.

Here is one possible start:

"The pilot flew the plane _____."
Player 1: Acrobatically. Player 1: Dangerously.
Player 2: Bumpily. Player 2: Enthusiastically
Player 3: Carelessly Player 3: Frantically

ACTIVITIES

III. LANGUAGE (cont'd)

A Haiku Experience

Three line 17 syllable form of poetry called Haiku to help free children's creativity. The best approach is to begin with a class created, or group created poem, and then have the children select a topic and write an individual Haiku.

Sometimes the selected topic is an idea - starter; sometimes it is not. Sometimes a topic works for one group, and not for another. One can try with mixed results topics such as specific seasons, individual colors (yellow or grey) and stories conveying emotional reactions, as O'Henry's "The Last Leaf." Better response comes from combining an informal drama experience with the creative writing experience.

Begin the lesson by introducing the Haiku form; the principle of rigidity of form making it easier for flexibility of creation was discussed; then we composed a group Haiku. As usual, the finished products served as examples, but only one of the three sections produced a Haiku that was not cliché-ridden or rapid. The one, stimulated by the word "grey" emerged:

.Shabby overcoat
.pockets empty of all hope
oh God! What's the use?

After each group had composed one Haiku, I then instructed them to select a partner and lock the fingers of their right hands, leaving their thumbs free. I then said, "You are your thumb. Your thumb is you. Now communicate." At first the students laughed. Then they exhibited mixed reactions; some were anxious at the idea of physically touching a fellow human being; some were frustrated by the silence forced upon them. They "communicated" for almost fifteen seconds. Of course, it doesn't have to be done with thumbs. Elbows, knees, foreheads will do nicely. So will toes. The idea is to provide a non-verbal tactile communicating and self revealing experience. Then after this and with no further discussion, students are instructed to write an individual Haiku based on this experience. Here are some of the results:

Twofingers, laughing
Playing, dancing, joyfully
With no words to speak.

ACTIVITIES

III. LANGUAGE (cont'd)

A Haiku Experience
(cont'd)

Imagination
nodding, jerking, bending, touch
with two little thumbs.

On a rainy day
We fought till one of us lost,
Then made friends again.

A strange way to speak
Too new to know what to do
Can't communicate

A thumb can make friends
As easily as a child
Will you be my friend?

Wriggling little thumb
Says hello and how are you
Part of me is me.

Fearfully watching
Active and playful frolics
I cannot respond.

Shy, withdrawn and scared
The little boy hid his head
What was his reason?

Gayly flirting girl
human relations seem far
to a shy young man.

A frustrating world
With not one word to be mouthed
Silence, only thumbs.

Words are unneeded
Friendliness without display
Thumbs wildly at play.

Thumbs sing, laugh and cry
Friendship expressed wordlessly
Empty words absent.

Silent, separate
I cannot become a part
Of so strange a world

ACTIVITIES

III. LANGUAGE

A Haiku Experience (cont'd)

I, lonely, empty
Walking, head down, withdrawn, see,
A friend waiting there.

Together, hands clutched
An unforgettable time,
With no words spoken.

LANGUAGE - SOCIAL SKILLS

A. Learn to make proper introductions.

1. When introducing a child to an adult, say the adult's name first.

Mrs. Brown, this is my cousin, Linda Ames.

Linda, this is our neighbor, Mrs. Brown.

2. When introducing a man to a woman, say the woman's name first.

Mother, this is my teacher, Mr. Adams.

Mr. Adams, this is my mother, Mrs. Wilson.

3. When introducing two boys, or two girls, say either name first.

Tom, this is Paul Johnson.

Paul, this is Tom Barnes.

4. When introducing a girl to a boy, say the girl's name first.

Jean, this is Jack Roberts.

Jack, this is Jean Ellis.

B. Learn to use telephone etiquette.

1. The telephone company will lend the school a kit containing two telephones and booklets. After learning the socially correct procedures for making and answering business, emergency, and social calls, children can take turns in pairs dialing each other and enacting the different types of calls. The class can discuss whether all pertinent information was given and how courteous the conversations were.

2. Use the film "Adventures in Telezonia" or any other educational materials provided by the phone company.

C. Learn to develop poise in speaking in front of the class.

1. Let class discuss annoying idiosyncrasies of a speaker such as swaying, leaning, twisting hair, and wringing hands.
2. Let class discuss importance of being well prepared as an aid in developing poise.

ACTIVITIES

IV. CREATIVITY - Upper Primary

- A. Aim: To stimulate a desire to write creatively. *
1. Help pupils observe and interpret daily happenings around them. Observe and interpret phenomena and processes:
 - a. Colors of leaves before they fall in Autumn
 - b. Flooded streets in a heavy rainfall
 - c. A rainbow after a shower
 - d. A bulldozer making an excavation
 - e. The pull of a magnet
 2. Have the group react to the following sensory impressions:
 - a. A smell from the cafeteria
 - b. The moods of the sky
 - c. The rustle of paper
 - d. The moan of a siren
 - e. The rain on the window
 3. List on the chalkboard pupil dictated words which describe these impressions.
 4. Encourage the pupils to collect pictures which have special appeal to the senses. Use the pictures as a motivational device for painting with words.
 5. Contrast the mental imagery evoked by different words:
 - a. He (cut, slashed) the bark of the tree.
 - b. She (stopped, hesitated) at the door.
 6. Find words or phrases that prompt images.
 7. Call attention to words that are synonymous, or nearly so:
 - a. Sleepy, drowsy
 - b. Went, whizzed
 8. Individual pantomimes can be initiated by having the children play "charades." Write on cards some simple directions such as picking flowers, putting on a coat, and driving a car. Have the children select a card and act out the directions indicated. Later, characters from stories read in class may be used for the charade.
 9. The dramatization of short scenes from stories may be used after a story telling lesson. Allow the children to become familiar with the story and to select their own scene for dramatization. Improvisations based on short scenes from familiar stories are best. Stress the use of the body in portraying individual characters.
 10. Have the students write, or find in a book, sentences which could be used with gestures to:
 - a. Point out something
 - b. Describe a shape or size
 - c. Indicate division into parts

ACTIVITIES

IV. CREATIVITY - Upper Primary (cont'd)

- d. Point up emphasis on a word or phrase
 - e. Show approval
 - f. Show disapproval
- Have them present their sentences to the class using appropriated gestures.
11. On the chalkboard write phrases to be acted out such as: an old man with a cane, an angry sergeant, a queen. After various pupils have had an opportunity to play these rolls, evaluate them with the class. Lead them to recognize that the most successful performers use body control to convey character.
 12. Plan with the pupils a series of group presentations. These might include a story-telling hour in which four children tell their favorite stories, a group discussion of hobbies, or committee reports. Following each presentation, evaluate the performance calling special attention to the signs of good body control that were evident.
 13. Play a variation of the game Simon Says in which the group obeys the speaker's commands if the speaker is looking at them or if they think the speaker is looking at them. The group should ignore the command if the speaker is not looking at them.
 14. Have the children use simple puppets to act out stories read in class. Lead them to recognize the need for the puppets to look to whom they are talking whether it be another puppet or the audience.
 15. Plan small group activities at playtime to stimulate informal conversations. Arrange the furniture informally to encourage an easy exchange of ideas. Encourage the children to look directly at the person to whom they are talking.

ACTIVITIES
Reference Books and Magazines

"Spice" - Educational Service Incorporated

Listening Skills for Kindergarten Children - Avon,
Connecticut

Phonics: In Listening, in Speaking, in - Louise Scott
Reading, in Writing

Talking Time - Louise Scott

Reading Teacher Magazine

Reading Newsreport

Reading Aids Through the Grades - David Russell and
Etta Karp

Listening Aids Through the Grades - David Russell and
Elizabeth Russell

AUDIO VISUAL MATERIALS

FILMSTRIPS

Key: R - Roaring Brook
 H - Huckleberry Hill
 T - Towpath
 A - High School

FILE NO. SCHOOL

I. SKILLS

"Auditory Discrimination"	85 B	T
"Alphabet"	85 H	T
"CH & J Sounds"	F 12	R
"Classifying"	85 E	T
"Comparisons"	C 26	R
"Comparisons & Contrast"	C 20	R
"Consonant Blends"	F 23	R
"Consonant Sounds, Blends"	AG 10	H
"Consonant Sounds"	E 10	R
"Critical Thinking"	C 29	R
"Classifying"	C 28	R
"Digraphs"	F 25	R
"F & V Sounds"	F 5	R
"Find the Right Word"	79 B	T
"Final Consonants D, K, M, N, P, T"	5	T
"Final Consonants D, K, M, W, P, T"	F 21	R
"First You Find It, Then You Define It"	F 29	R
"Fun With A E I O U"	79 G	T
"Fun With Sentences"	79 F	T
"Fun With Words"	79 C	T
"Games With Words"	79 D	T
"Hearing Sounds in Words"	E 9	R
"Initial Consonants K, V, Y, Z, Q, X"	F 20	R
"Initial Consonants B, S, M, F, T"	1	T
"Initial Consonants B, S, M, F, T"	F 17	R
"Initial Consonants C, W, R, N, G"	2	T
"Initial Consonants C, W, R, H, G"	F 18	R
"Initial Consonants K, V, Y, Z, Q, X"	4	T
"Initial Consonants P, L, D, N, J"	3	T
"Initial Consonants P, L, D, N, J"	F 19	R
"Interpreting"	C 31	R
"K & G Sounds"	F 9	R
"Letters Which Work Together"	E 14	R
"Long Vowels"	F 24	R
"Long Vowel Sounds"	E 12	R
"L Sounds"	F 15	R
"Make Alphabetizing Work For You"	F 28	R
"M, N, NG Sounds"	F 4	R

AUDIO VISUAL MATERIALS

FILMSTRIPS

	<u>FILE NO.</u>	<u>SCHOOL</u>
I. SKILLS (cont'd)		
"Mr. Adjective"	6	T
"Mr. Adverb"	8	T
"Mr. Conjunction, Mr. Preposition & Mr. Interjection"	8	T
"Mr. Pronoun"	4	T
"Mr. Verb"	7	T
"My Talking Helpers"	F 1	R
"Names for Numbers"	C 35	R
"P & B Sounds"	F 2	R
"Phonics, Help Yourself Read"	AG 6	H
"Phonics, Let's Start With Key Words"	AG 1	H
"Phonics, Make Words Work For You"	AG 2	H
"Phonics, Test Yourself on Sounds"	AG 5	H
"Phonics, Vowel Sounds Help You"	AG 4	H
"Phonics, Your Eyes and Ears are Good Helpers"	AG 3	H
"Possessive Mr. Noun"	3	T
"Reading Puzzles"	79 E	T
"Recognition Phrases"	85 A	T
"Rhyming Endings"	F 22	R
"R Sound"	F 14	R
"S & Z Sounds"	F 13	R
"Second Visit to Mr. Pronoun"	5	T
"Short Vowels"	F 32	R
"SH Sound"	F 11	R
"Singular and Plural Mr. Noun"	86 B	T
"Same Words Mean Two Things"	AG 7	H
"Studying Long Words"	E 13	R
"Name Calling - Mr. Noun"	1	T
"Tricky Consonant Sounds"	E 11	R
"T & D Sounds"	F 3	R
"TH Sound"	F 10	R
"Visual Discrimination"	85 D	T
"Vowel Sound - Diphthongs"	AG 8	H
"Vowel Sound - Digraphs"	AG 9	H
"Vowel, Backbone of a Syllable"	F 30	R
"Vowel Diphthongs & Vowels Influenced by 'R'"	F 26	R
"WH, W, & H Sounds"	F 6	R
"Word Beginning Clues"	79 H	T
"Word Ending Clues"	79 I	T
"Words & Their Ways"	F 31	R
"You Can Find Words Easily"	F 27	R

AUDIO VISUAL MATERIALS

RECORDS

SCHOOL

I. SKILLS

"Listen & Do (Albums & Ditto Masters) Consonants & Vowels" - Houghton Mifflin	R, H
"Let's Listen" - Ginn	R, H
"Listening Skills For Pre-Readers" - Classroom Material	H
"Listening Time Stories" - Scott & Wood	H
"Pathways to Phonic Skills" - Ame Book Co.	H, R
"Reading & Spelling with Phonics" - Reading Dev. Center	H
"Reading Readiness." - Ginn	R
"Roberts Series Records" - Harcourt, Brace	H, T, R
"Sounds for Young Readers" MacFadden & Raeburn	H
"Sounds I Can Hear" - Scott, Foresman	R
"Sound Way to Easy Reading" - Bremmer-Davis	R

TAPES

Wollensak Teaching Tapes - Language Arts

"Recognition - Short a"	T, R
"Recognition - Short i"	T, R
"Recognition - Short o"	T, R
"Recognition - Short e"	T, R
"Recognition - Short u"	R, T
"Evaluation: Short Vowel Recognition"	T, R
"Building Sight Vocabulary"- Tapes A, B, C, D, E, F, G, H	T, R
"Evaluation: Short Vowel Recognition"	T, R

Eye Gate

"Techniques of Paragraph Writing"	R
"Fundamentals of Vocabulary Building"	R
"Advanced Reading Skills"	R
"Visual Perception Series"	
"Developing Cognitive Skills in Young Learners"	
SVE Filmstrip - Record - "How to Use the Card Catalog"	
"Whats in the Dictionary"	

AUDIO VISUAL MATERIALS

FILMSTRIPS

Key: R - Roaring Brook
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II. LITERATURE

	<u>FILE NO.</u>	<u>SCHOOL</u>
"Baa, Baa Blacksheep"	57 F	T
"Bambi"	AE 4	H
"Beauty and the Beast"	AA 4	H
"Beauty and the Beast"	135 D	T
"Boy Who Cried Wolf"	--	T
"Chicken Little"	AB 4	H
"Ding Dong Bell"	57 E	T
"Ferdinand The Bull"	AB 100	R
"Frog Prince"	135 I	T
"Frog Prince"	AA 9	H
"Gingerbread Man"	AB 6	H
"Hansel & Gretel"	AB 7	H
"Hans Christian Anderson"	AD 5	H
"Hey Diddle Diddle"	57 G	R
"Inside Mother Goose Village"	95 B	T
"Inside Mother Goose Village"	95 C	T
"Jack & Jill"	57 B	T
"Jack & The Beanstalk"	AB 9	H
"King Midas & The Golden Touch"	184 B	T
"King Midas & The Golden Touch"	AC 2	H
"Lion & the Mouse"	AB 1	H
"Lion & the Mouse"	AB 1	T
"Little Boy Blue"	57 D	T
"Little Red Hen"	AB 5	H
"Little Red Riding Hood"	F 24	R
"Mary Had a Little Lamb"	57 A	T
"Mother Goose Village"	95 I	T
"Mother Goose Village Fire Dept."	95 H	T
"Mother Goose Village Lake & Police Station"	95 G	T
"Mother Goose Village Post Office"	95 F	T
"Off to Mother Goose Village"	95 A	T
"Old Woman Who Lived in a Shoe"	95 D	T
"Pandora & the Gift of the Gods"	184 A	T
"Peter Rabbit"	AB 8	H
"Pinocchio"	AA 1	H
"Pinocchio"	135 A	T
"Pussy Cat"	57 H	T
"Rabbit & the Turtle"	1	T
"Rapunzel"	AA 8	H
"Rapunzel"	135 H	T
"Robert Louis Stevenson Fantasy & Adventure"	E 2	R
"Rumpelstiltskin"	AA 5	H

AUDIO VISUAL MATERIALS

FILMSTRIPS

	<u>FILE NO.</u>	<u>SCHOOL</u>
II. LITERATURE (cont'd)		
"Rumpelstiltskin"	135 E	T
"Sing a Song of Sixpence"	571	T
"Snow White & Rose Red"	135 B	T
"Snow White & the 7 Dwarfs"	AA 7	H
"Snow White & the 7 Dwarfs"	AA 10	H
"Snow White & the 7 Dwarfs"	135 G	T
"Snow White & Rose Red"	AA 2	T
"Story Book People"	1101	T
"Stories for Special Days"	85 J	T
"The Crow & the Pitcher"	85 J	T
"Three Bears"	AB 2	H
"The Fir Tree"	E 7	R
"Three Little Kittens"	57 C	T
"Traveling Musicians" - A Grimm's Fairy Tale	E 4-	R
"Thumbelina"	AA 3	H
"Thumbelina"	135 C	T
"Ugly Duckling"	AA 6	H
"Ugly Duckling"	135 F	T
"Walt Disney - Ben & Me"	8675	T
<u>Coronet Films and Cassettes</u>		
"Just So Stories"		R
"Stories for Joining In"		R
"Let's Listen Series"		R
<u>Media Associates</u> "Children Around the World"		R
<hr/>		
<u>Charles E. Merrill Publishing Company</u>		
Mini Library		
"The Listening Book"		R
"Classical Literature"		R

AUDIO VISUAL MATERIALS

RECORDS

SCHOOL

II. LITERATURE (cont'd)

"A Child's Garden of Verses"	- Hoffman	R, T
"A Child's Garden of Verses"	- Anderson	T
"Adventures of Tom Sawyer"	- Chandler	H, T, R
"Aesop's Fables"	- Meredith	H
"Ali Baba & the Forty Thieves"	- Barrymore	H
"Alice in Wonderland"	- Miller & Webb	H, T
"Alice in Wonderland, Legend of Sleepy Hollow"	- Luther	H
"Peter & the Wolf"	- Luther	H
"Petrouchka"	- Luther	H
"Audio Book of Storytime Favorites"	- Webb	H, R
"Boy Who Cried Wolf"	- --	T
"Carl Sandburg's Poems for Children"	- --	A
"Chicken Licken"	- Luther	T
"The Gingerbread Boy"	- Luther	T
"The Crow & the Pitcher"	- Luther	T
"Daniel Boone"	- Glazer	H
"Grasshopper & the Ants"	- Glazer	T
"Grimm's Fairy Tales"	- Kaye	H
"Grimm's Fairy Tales"	- Schildkraut	A
"Hans Christian Anderson"	- Kaye	H
"Jack & the Beanstalk"	- Luther	H
"Just So Stories"	- Lockhart	H, T, R
"Just So Stories"	- Karloff	T
"Little Match Girl & Other Fairy Tales"	- Karloff	A
"Madeline & Other Bemelmans"	- Channing	T
"Night Before Christmas"	- Donald	H
"Nonsense Verse"	- Lillie	A
"Pecos Bill"	- Rogers	H
"Pied Piper & The Hunting of the Shark"	- Karloff	T
"Pinocchio"	- Miller	H, R, T
"Rabbit & the Turtle"	- Miller	T
"Raggle-Taggle Town"	- Luther	H
"Reluctant Dragon"	- Karloff	A
"Shoemaker & the Elves"	- Luther	H
"Sleeping Beauty"	- Luther	H
"Snow White & the Seven Dwarfs"	- Luther	H
"Cinderella"	- Luther	H
"Tubby the Tuba"	- Annette	H
"Wind & the Sun"	- Luther	T
"Wizard of Oz"	- Miller & Webb	H, T, R

LANGUAGE ARTS RESOURCE
FILE

The Language Arts resource file is available in each building. Teachers may borrow these dittos for classroom use from the Resource Room. Please replace any worn-out dittos. Any new ones that you wish to add would be appreciated.

Reading Readiness

We Get Ready to Read
Rhyming Pictures

Visual Perception

Figure Group
Position in Space
(likenesses & Differences)
Eye-Motor Co-ordination
Constancy of Shape
Spatial Relations

Consonants

Initial Soft & Hard C&G
Medial Silent Letter
Final
Phonics 1A

Consonant Blends, Consonant
Digraphs, Vowels

Long, Short, Irregular
Vowels Y&W
R Controlled Vowels
Vowel Recognition
Words in Color
Vowel Principles
Long & Short Vowels

Comprehension Skills

Classifying Ideas
Details
Determining Analogous
Relationships
Evaluating Content
Figurative Language
Similes & Metaphors
Following Directions
Generalizing
Inferring from Context &
Verifying Inferences
Main Idea
Making Judgments
Noting Inconsistency &
Relevancy of Ideas

Comprehension Skills (cont'd)

Organizing Ideas
Outline
Predicting Outcomes
Relating Pronouns &
Antecedents
Sequence
Using Sensory Images
Visualization
Word Meanings
(1) Multiple Meanings
(2) Antonyms
(3) Homonyms
(4) Synonyms

Structural Analysis

Compound Words
Prefixes - Suffixes
Contractions
Phonograms - Rhyming
Rules for Adding Endings

Syllabication

Accent
Dictionary Skills
English Arts 2¹, 2², 3²
Reading Games - These games
may be signed out from the
Resource Room.
U N O Phonics Game
Group Word Teaching Game
Phonetic Word Drill Cards
Word Family Fun
Password - Doghouse Game
Lyons & Carnahan Sound Game
You Can Read
Phonetic Word Wheel
Word Prefixes
Word Suffixes
Dial & Spell
Go to the Head of the
Class
Parquetry Blocks
Puzzles
Play Tiles
Reading & Spelling with
Phonetics

LANGUAGE ARTS RESOURCE
FILE
(cont'd)

Language Arts

First Grade Language Drills
Second Grade Language
Drills
Third Grade Language Drills
Fourth Grade Language Drills
Fifth Grade Language Drills
Language Patterns & Usage
(1-2-3)

Sight Words

Dolch, Ginn

Spelling

Learning to Spell
Grade 2
Learning to Spell
Grade 3

Worksheets - Available in
work area in office all
ready to use.

Silent Letters
Visual Discrimination
Long and Short Vowels
Worksheets on C-G-A-D-Y
Phonograms
Main Idea
Sensory Images
Inference (who-what-why)
Outlining
Classification
Drawing Conclusions
Sequence

LANGUAGE ARTS GLOSSARY

The decoding program for Reading 360 uses the following linguistic terminology:

LEVELS -- A block of related skills taught concomitantly.

CLUSTER -- A group of separate sounds or letters that are next to each other in words. For example, the letters t and r may appear as the cluster of consonant letters tr, representing the cluster of sounds (tr). The vowel letters may also appear in clusters.

DECODING -- The process of unlocking, analysing, or solving a written word on the basis of known phonemic and structural clues.

DIGRAPH -- Two letters that stand for one sound such as c and h in children, which stand for the sound (č). Vowel letters may also be digraphs: the a and i in train represent the glided vowel sound (ey).

GLIDED VOWEL SOUND -- One which is begun at one place in the mouth but is concluded at another. The tongue usually rises while the sound is being pronounced. The vowel sound of high, (ay), starts at (a) and ends at (iy).

GRAPHEME -- An alphabetic symbol (a letter) used to represent a language sound or sounds.

GRAPHEMIC BASE -- A vowel letter or letters, with a consonant letter or letters following, such as at. It may be found in several rhyming words, such as fat, cat, bat. One kind of graphemic base also has a final e marker, as in ame.

LINGUISTICS -- The study of language.

MARKER -- A letter which indicates the phonemic representation of one or more other graphemes, sometimes at some distance away; or an affix that marks a word as a particular part of speech such as able, an adjective marker, and ling, a noun marker.

PHONEME -- A functionally distinctive class of language sounds which contrast or "make a difference" in a particular language. In English, the (k) sounds in kill or cat, though acoustically different, constitute one phoneme, because they do not contrast with each other.

PHONEME-GRAPHEME CORRESPONDENCE -- The relationship of a significant language sound (phoneme) to a letter (grapheme) or letters. The phoneme (ae) as in cat is related to the letter a; the relationship may be stated as the correspondence of the phoneme (ae) to the letter a, or, more briefly, the correspondence (ae)a.

LANGUAGE ARTS GLOSSARY (cont'd)

PHONEMIC ANALYSIS -- Using speech sound organized into phonemes in order to associate them with graphemes for the purpose of decoding words.

PHONEMIC ELEMENT -- A language component which indicates sound value or sound-symbol correspondence, such as the sound (e) in bed, or the correspondence (f)ph in phone.

SPELLING PATTERNS -- Patterns such as consonant-vowel-consonant (CVC), on which the word bed is spelled; or consonant-vowel-consonant-e-marker (CVCe), on which the word came is spelled.

STRUCTURAL ELEMENT -- A language component indicating the grammatical structure of a word, such as an affix, like ful in spoonful, or an inflection, like ed in worked.

UNGLIDED VOWEL SOUND -- One in which the tongue does not rise from one level to another. The unglided vowel sounds are (ae) as in cat, (e) as in pet; (i) as in pin, (a) as in father, (ə) as in nut, (u) as in put, and (ə) as in saw.

UNVOICED SOUND -- One which does not cause vibration of the vocal cords, such as the consonant sound (t) at the beginning of thin.

VOICED SOUND -- One which causes vibration of the vocal cords, such as the consonant sound (d) at the beginning of this.

KERNEL SENTENCE -- The simplest form of a sentence.

MORPHEME -- A single piece of meaning expressed by a word or a part of a word:

SIMILE -- A figure of speech in which two unlike things are explicitly compared.

SYNTAX -- The typical order of words in a sentence to convey meaning.

LANGUAGE ARTS GLOSSARY (cont'd)

WHERE SPECIALIZED TERMINOLOGY IS USED WITH CHILDREN

LEVEL 1

consonant sound
and letter
vowel sound and
letter

LEVEL 2

period
question mark
exclamation mark

LEVEL 3

glided and unglid-
ed vowel sounds
symbol
voiced and unvoic-
ed sounds.
e marker
comma

LEVEL 4

(nothing new)

LEVEL 5

spelling patterns
e-marker patterns
contraction
apostrophe
plural and
singular

LEVEL 6

root
stress
compound

LEVEL 7

syllable
suffix
base

LEVEL 8

consonant digraph
consonant cluster
possessive
prefix

LEVEL 9

homonym
synonym
antonym
schwa
pronunciation
key
entry word
guide word
graphemic base
accent mark

LEVEL 10

hyphenation
kernel sentence
morpheme
simile
syntax

SUGGESTED PROOFREADING SYMBOLS FOR PRIMARY GRADES

Whatever symbols you choose to use should be explained to the children and a chart put somewhere to which they can refer.

<u>SYMBOL</u>	<u>MEANING</u>
Sp	Spelling (Level 6)
H	Error in heading (Level 7)
△	Word omitted (Level 6)
¶	New paragraph needed (Level 9)
P	Error in punctuation (Level 4 & 5)
(G) around letter	Error in capitalization (Level 3)
←	Line should begin at margin (Level 9)
SS	Error in sentence structure (Level 6)
---->	Indent (Level 9)
Gr	Error in grammar (Level 10)
Syl	Syllabication at end of line is incorrect (Level 10)
Inc	Incomplete (Level 5)
nc	Not clear (Level 10)
Cic	Corrected in class by pupils (Level 10)
r-w	Review work (Level 10)
Ms	Manuscript error (Level 11)
Pro Res	Unclear or incorrect pronoun (Level 11)
w	Poor word choice or vocabulary error (Level 11)
T	Tense error (Level 4)