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ABSTRACT

The handbook lists 141 developmental objectives with instructions for remediation to aid children with learning problems in the areas of sensory motor development, auditory perception, language, visual perception, and academic achievement. Objectives are listed in chart format with each objective associated with one or more skill examples, teaching methods, and supplemental teaching ideas and resources. The following specific skill areas are included (with the number of objectives in parentheses): directionality (3), gross motor (8), fine motor (9), auditory discrimination (8), auditory sequential memory (2), auditory closure (1), sound blending (1), auditory receptive language (4), visual receptive language (6), auditory associative language (5), visual associative language (4), expressive language (4), visual discrimination (10), visual sequential memory (8), visual closure (8), word analysis (15), vocabulary development (8), comprehension (8), study skills (11), computational math (13), and practical math (5). A typical example is of an objective is the ability to identify absurdities in pictures for the area of visual receptive language. (DB)

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**EDUCATORS PRESCRIPTIVE HANDBOOK - A Developmental Sequence of Learning Skills****Developed Through The Department of Special Education****Santa Ana Unified School District  
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## INTRODUCTION

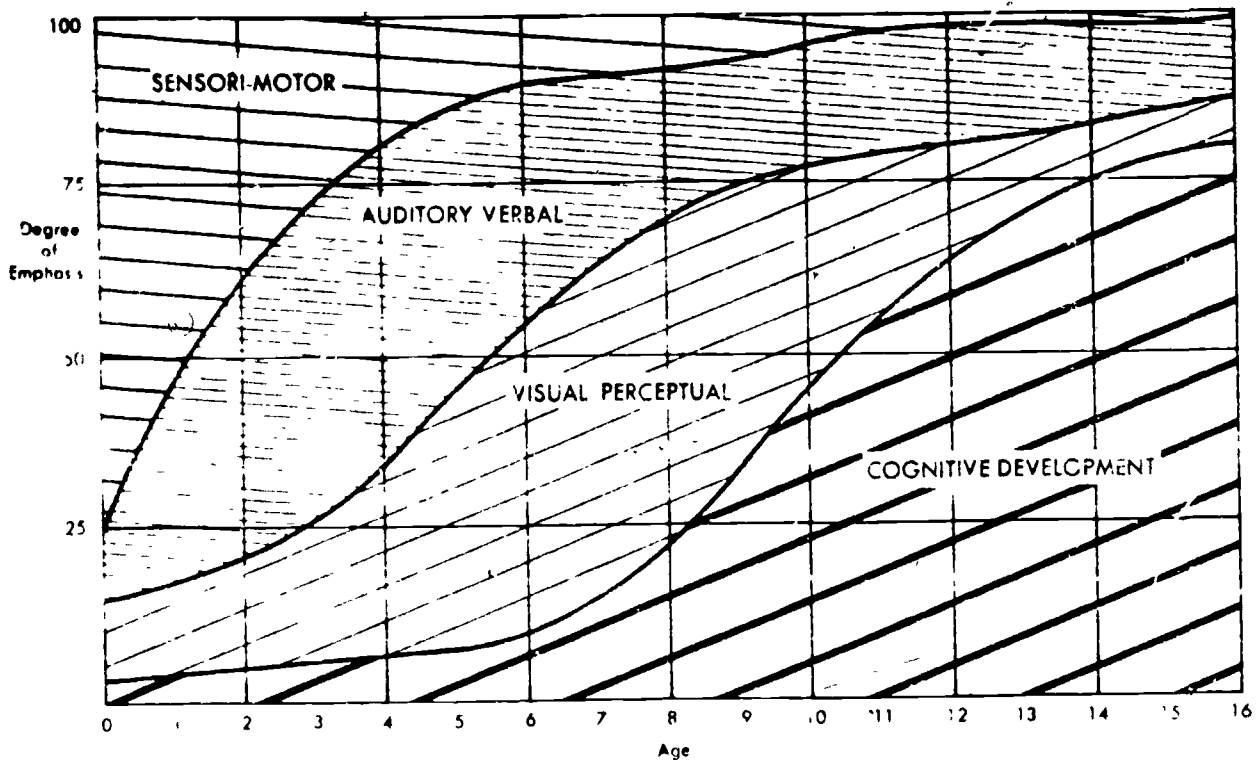
The organization of this book is based upon the various developmental stages which all children go through at different age levels, and which indicate a need for a variety of related experiences in order for maximum development to occur. These then form the foundation for future academic learning. These various stages are as follows: sensory-motor, auditory-language, visual and cognitive.

Many children with learning problems exhibit developmental lags brought about by certain handicapping conditions which have limited experiences necessary for maximum growth. For example, a kindergarten child exhibiting a lag in the sensory-motor area may encounter difficulty with cutting or drawing activities. A child exhibiting a lag in the auditory area may have difficulty in learning to read phonetically. Their need then is one of remediation in the deficient developmental areas.

The intent of this book is to provide teachers with a variety of remedial tasks and objectives arranged along a developmental continuum. It is by no means intended to be the only source of methods or materials. Rather its use is more of a guide to encourage teachers to better develop these concepts.

No one philosophy is followed in the organization of this book; however, the thinking of Piaget, Frostig, Osgood and Myklebust are utilized.

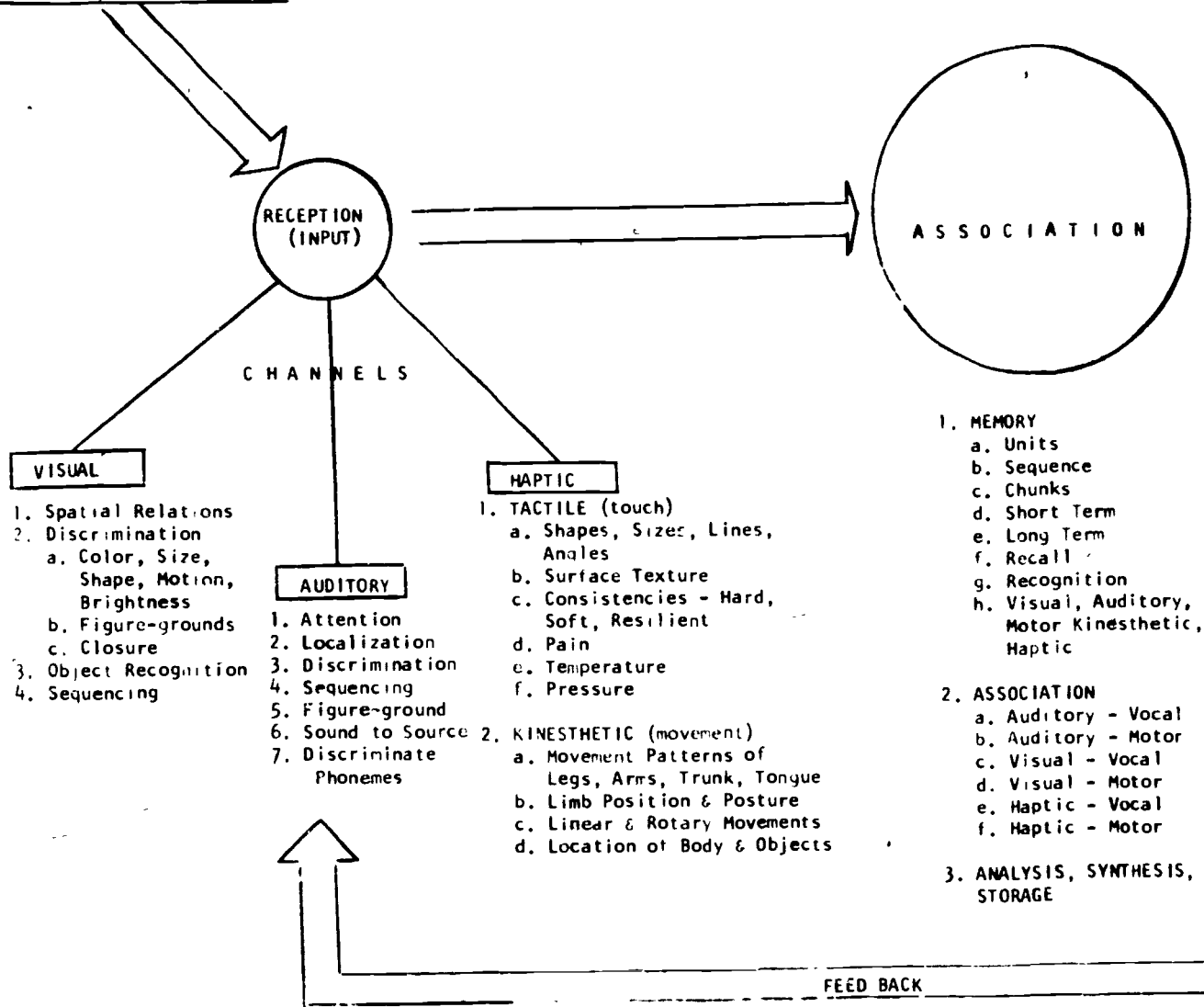
  
Cecil Berry, Director  
Special Education

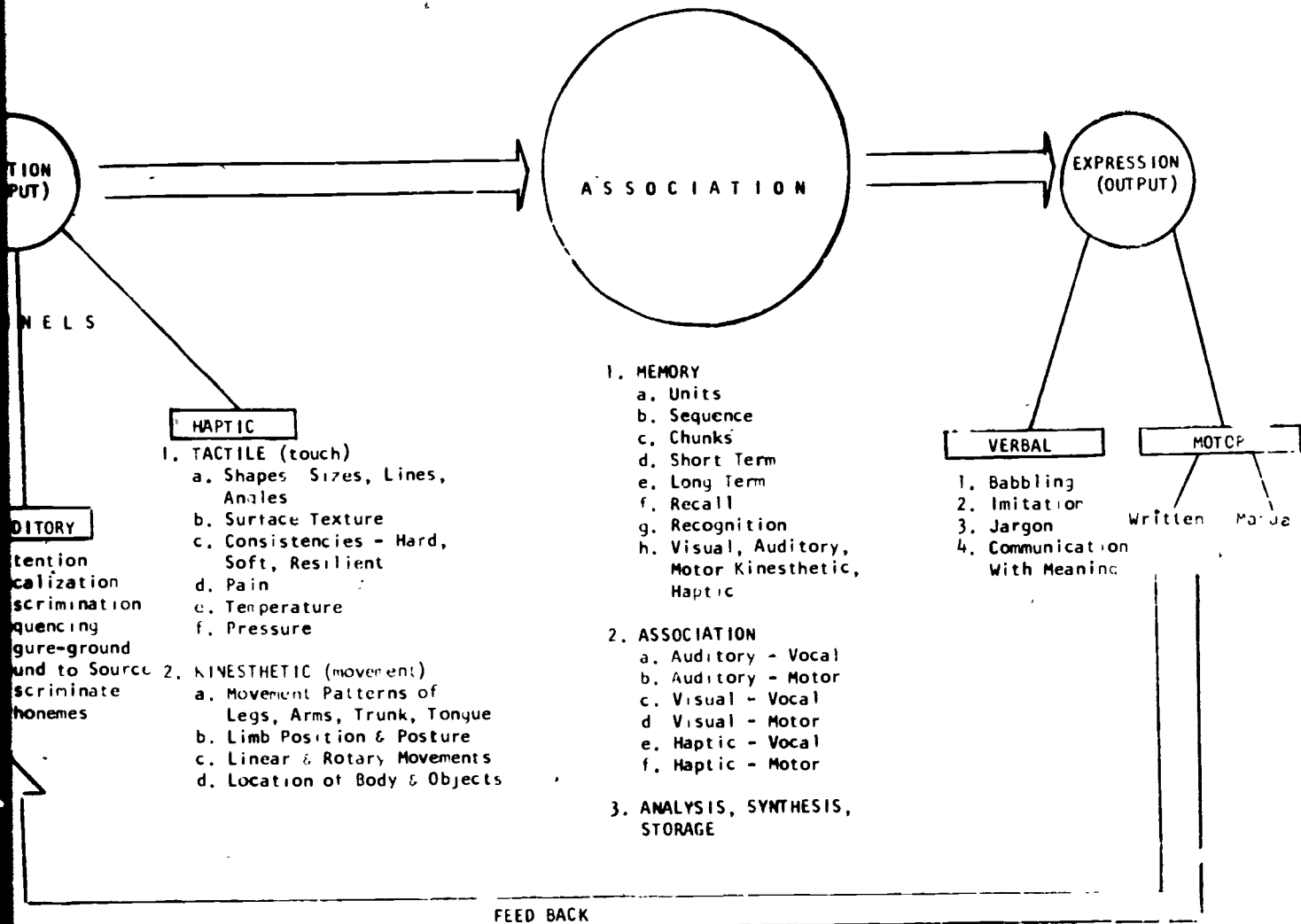


Hypothetical estimation and postulation of the developmental areas in the perceptual pattern for learning and the degree of emphasis the various areas receive at different ages.\*

Kaluger, George and Kolson, Clifford J. Reading and Learning Disabilities. Charles E. Merrill Publishing Company.

# ENVIRONMENT





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\*      ↖ main section  
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             ↘ sub-section



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INDIVIDUAL PRESCRIPTIVE INDEX

Name John Smith Birthdate 4-9-64 CA 8-1 VIQ 77  
 Ps - logist Jones School Year 72-73 MA 6-11 PIQ 96  
 Achievement Expectancy 2.9 Case Study Date 11-2-72 FIQ 85  
 Achievement: Reading 1.1 Spelling 1.0 Arithmetic 1.3

I. Problem Areas

Prescriptions

Gross Motor	01-01-04
Directionality	01-02-01
Fine Motor	01-04-04
Associative Language	03-02-01
Expressive Language	03-03-04
Auditory Discrimination	02-01-04
Auditory Sequencing	02-02-09
Auditory Closure	02-03-01
* Inadequate Sight Vocabulary	Dolch Basic Sight Words
No association of any sound to letters	02-01-04
Is not aware of the simplest concept of subtraction	05-02-01

II. Areas of Strength

Visual modality is significantly better developed in all areas, particularly in discrimination, memory and association. John is relatively better at understanding and remembering what he sees, thus learning will be faster when material is presented visually.

III. Behavior

Cannot attend to a task for more than five minutes. Refuses to raise hand when speaking; talks out at random. Reacts well to praise; will rebel with refusing to work if force is attempted to get John to work. Works well in a small group where structure and reinforcement are provided.

I. Comments

Lives with natural mother and two younger siblings. No father in the home. Retained in kindergarten. Presently on medication. Last medical evaluation (5-16-72) indicated a diagnosis of "minimal cerebral dysfunction." Enjoys drawing and Hot Wheels. Gum drops and puzzles are also strong reinforcers. Mother quite cooperative and eager to help John.

SECTION . 01 Sensory Motor Development

Sub-sections:	01	Laterality	0 Objectives
	02	Directionality	3 Objectives
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Sensory Motor Development

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01 Laterality

0 Objectives

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5 Objectives

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01 Sensory Motor (Laterality) - Dominant use of one side of body. Generally symptomatic of a  
affect balance and development of right-left direction.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
01-00-00  See objectives under gross motor and directionality.		

ty) - Dominant use of one side of body. Generally symptomatic of a learning disability. affect balance and development of right-left direction.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS

01 Sensory Motor (Directionality) - Involves an awareness of direction (right, left, up, down) which can hinder a child in carrying out directions related to planning and discriminating similarly shaped letters whose difference is due to direction. May also be causal factor with reversals.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>01-02-01</p> <p>Child will be able to identify his right and left hands.</p>	<p>Child will be able to distinguish his left hand from his right.</p>	<p>Use a visual cue for one hand (put on a glove, bracelet, or star). Teach left and right allowing child to use the cue to tell one from the other. (Same for feet)</p> <p>Ask child questions regarding use of hands and feet (hand he throws with, foot he kicks with, etc.)</p> <p>Phase out visual cues.</p>
<p>01-02-02</p> <p>Child will be able to cross the midline in identifying body parts.</p>	<p>Child will be able to touch his left shoulder with his right hand.</p>	<p>Use cues where needed. Have child execute commands. May need to give directions slowly.</p>

onality) - Involves an awareness of direction (right, left, up, down, etc.). Problem here will hinder a child in carrying out directions related to place or location and in discriminating similarly shaped letters whose difference is due to their directional difference. May also be causal factor with reversals.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
Identify	Child will be able to distinguish his left hand from his right.	<p>Use a visual cue for one hand (put on a glove, bracelet, ring, or star). Teach left and right allowing child to use the cues to tell one from the other. (Same for feet)</p> <p>Ask child questions regarding use of hands and feet (hand he throws with, foot he kicks with, etc.)</p> <p>Phase out visual cues.</p>	Simon Says Game Blue Section (p. 13) Valett Manual (19)
Crossing	Child will be able to touch his left shoulder with his right hand.	Use cues where needed. Have child execute commands. May need to give directions slowly.	Simon Says Game Blue Section (p. 13) Valett Manual (19) Frostig Workbook (Level 1) Frostig (Move - Grow - Learn - Program)



01 Sensory Motor (Directionality) - Continued)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION.
<p>01-02-03</p> <p>Child will be able to carry out directions related to objects.</p>	<p>Child will be able to place his pencil on the right side of his desk.</p>	<p>Teach directions related to down, inside, outside, etc. Start with the child's body. Then have child carry out on objects:</p> <ol style="list-style-type: none"> <li>1. Place the ball under the table.</li> <li>2. Point to the left side of the book.</li> <li>3. Go to the board and make your name in the left hand corner.</li> <li>4. Make your name on the right side of the paper.</li> <li>5. Point to Johnny's left and right leg, etc.</li> <li>6. Point to the back of the paper.</li> <li>7. Copy these circles starting on the left and going down the paper. Use visual cues whenever possible.</li> </ol>

ality) - Continued)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child will be able to place his pencil on the right side of his desk.</p>	<p>Teach directions related to up, down, inside, outside, etc. Start with the child's body. Then have child carry out on objects:</p> <ol style="list-style-type: none"><li>1. Place the ball under the table.</li><li>2. Point to the left side of the book.</li><li>3. Go to the board and make your name in the left hand corner.</li><li>4. Make your name on the right side of the paper.</li><li>5. Point to Johnny's left arm, right leg, etc.</li><li>6. Point to the back of the car.</li><li>7. Copy these circles starting on the left and going down the paper. Use visual cues whenever possible.</li></ol>	<p>Frostig Workbook (Pre-Worksheets - Level I Blue Section (p. 13-14) Valett Manual (19) Kephart, "Slow Learner in the Classroom." Frostig (Move - Grow - Learn - Program)</p>

01. Sensory Motor (Gross Motor)

The ability to utilize one's body in large muscle activities. Involves no direct relationship to academic learning. Problems here are generally symptomatic of a learning disability. Can also hinder a child socially as they may not be able to compete in large muscle games with other children.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>01-03-01</p> <p>Static Balance:</p> <p>Balance maintained while not in motion.</p>	<ol style="list-style-type: none"><li>1. Stand on tip toe - 10 feet</li><li>2. Stand on one foot, raise other and move to front, side and rear.</li><li>3. Statue</li></ol>	<ol style="list-style-type: none"><li>1. Demonstrate skill with eyes open; with eyes closed.</li></ol> <p>Instructor demonstrates pose and child copies for ten second duration.</p>

Motor)

The ability to utilize one's body in large muscle activities. Involves no direct relationship to academic learning. Problems here are generally symptomatic of a learning disability. Can also hinder a child socially as they may not be able to compete in large muscle games with other children.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<ol style="list-style-type: none"><li>1. Stand on tip toe - 10 feet.</li><li>2. Stand on one foot, raise other and move to front, side and rear.</li><li>3. Statue</li></ol>	<ol style="list-style-type: none"><li>1. Demonstrate skill with eyes open; with eyes closed.</li></ol> <p>Instructor demonstrates pose and child copies for ten second duration.</p>	<p>Child reaches for clouds, touches the sun and sees how high he can reach.</p> <p>See Teaming Disabilities Guide: Rossier, p. 134</p> <p>Strike funny poses using right-left orientation.</p> <p>Strike funny poses using front-rear orientation.</p> <p>Teacher suggests various poses verbally.</p> <p>Children make up poses; ask students to copy. EH Handbook, p. 115.</p> <p>Blue Section (p. 8)</p> <p>20</p>

01. Sensory Motor (Gross Motor)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>01-03-02</p> <p>Balance:</p> <p>Child will be able to walk on a balance beam or rail putting one foot in front of another going forward.</p>	<p>Student will walk on raised beam using out-stretched arms for balance.</p>	<ol style="list-style-type: none"> <li>1. Balance on one foot while standing.</li> <li>2. Walk forward on string line or chalk line.</li> <li>3. Hop on line.</li> <li>4. Step, slide, slide, step on beam.</li> <li>5. Walk backwards on line or beam.</li> <li>6. Follow path of shapes in given order.</li> <li>7. Stand on tiptoes, run in a circle.</li> </ol>

r)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Student will walk on raised beam using out-stretched arms for balance.</p>	<ol style="list-style-type: none"><li>1. Balance on one foot while standing.</li><li>2. Walk forward on string line or chalk line.</li><li>3. Hop on line.</li><li>4. Step, slide, slide, step on beam.</li><li>5. Walk backwards on line or beam.</li><li>6. Follow path of shapes in given order.</li><li>7. Stand on tiptoes, run in a circle.</li></ol>	<ol style="list-style-type: none"><li>1. Purdue Perceptual Motor exercises.</li><li>2. Frostig MGL Coordination cards #2 (Teachers Guide, Chap. 8) 3,4,5,9,12,28.</li><li>3. Diamond Science Cards # 5-8.</li><li>4. Stretch Role exercises Frostig MGL Cards 29, 31.</li><li>5. Frostig Manual, p. 16.</li><li>6. Valett Sensory Motor Integration #15.</li><li>7. Blue Section (p. 11)</li><li>8. Last Section (EH Handbook p. 115.)</li></ol>

01. Sensory Motor (Gross Motor)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>01-03-03</p> <p>Hopping:</p> <p>Child will be able to hop as directed with moderate success.</p>	<p>Teacher directs child to hop on right foot and then left foot for distance or time.</p>	<ol style="list-style-type: none"> <li>1. Hop on 1 foot 3 times and then other foot.</li> <li>2. Hop slowly.</li> <li>3. Hop quickly.</li> <li>4. Hop in straight line.</li> <li>5. Hop along curved line.</li> <li>6. Have 3-legged race.</li> <li>7. Hopscotch.</li> </ol>
<p>01-03-04</p> <p>Jumping:</p> <p>Child can jump simple obstacles without failing.</p>	<p>Pupil can jump from chair to floor without difficulty, can jump from jumping board without falling, can jump over knee-high obstacles.</p>	<ol style="list-style-type: none"> <li>1. Jump back and forth over line three times.</li> <li>2. Jump rope forward.</li> <li>3. Jump rope backward.</li> <li>4. Have pupil jump over chair to floor.</li> </ol>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Teacher directs child to hop on right foot and then left foot for distance or time.</p>	<ol style="list-style-type: none"> <li>1. Hop on 1 foot 3 times and then other foot.</li> <li>2. Hop slowly.</li> <li>3. Hop quickly.</li> <li>4. Hop in straight line.</li> <li>5. Hop along curved line.</li> <li>6. Have 3-legged race.</li> <li>7. Hopscotch.</li> </ol>	<ol style="list-style-type: none"> <li>1. Frostig (Move-Grow-Learn Tasks)</li> <li>2. Blue Section (p. 7)</li> </ol>
<p>Pupil can jump from chair to floor without difficulty, can jump from jumping board without falling, can jump over knee-high obstacles.</p>	<ol style="list-style-type: none"> <li>1. Jump back and forth over line three times.</li> <li>2. Jump rope forward.</li> <li>3. Jump rope backward.</li> <li>4. Have pupil jump over chair to floor.</li> </ol>	<ol style="list-style-type: none"> <li>1. MGL - Agility #4, 19.</li> <li>2. Valett - Gross Motor Development #7.</li> <li>3. MGL - Balance #13.</li> <li>4. Kiddy bouncer.</li> <li>5. Standing broad jump.</li> <li>6. Jump and turn 1/4 and make full turn in the air.</li> <li>7. Blue Section (p. 5)</li> </ol>



01. Sensory Motor (Gross Motor)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>01-03-05</p> <p>Running:</p> <p>Child can run a track or obstacle course with a change of pace.</p>	<p>Pupil runs a straight track of easy distance without difficulty, can change direction through a simple obstacle course without stopping or changing pace.</p>	<ol style="list-style-type: none"> <li>1. Run in place while I count out loud to 50.</li> <li>2. Run around obstacle course four times without bumping into anything.</li> <li>3. Run on basketball court line without stepping o</li> </ol>
<p>01-03-06</p> <p>Throwing:</p> <p>Child can throw a ball with a moderate degree of accuracy.</p>	<p>Student throws ball to another person. Student throws ball into box or basket.</p>	<ol style="list-style-type: none"> <li>1. Throw Nerf ball (or bean bag) into a waste basket about 4 feet away.</li> <li>2. Throw Nerf ball (or bean bag) so person can catch it.</li> <li>3. Play catch - have student catch and throw accurately 3 out of 5 times.</li> <li>4. Play bean bag game. Children stand in circle and throw ball inaccurately; you are out.</li> <li>5. Children throw ball and try to hit block.</li> </ol>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Pupil runs a straight track of easy distance without difficulty, can change direction through a simple obstacle course without stopping or changing pace.</p>	<ol style="list-style-type: none"> <li>1. Run in place while I count out loud to 50.</li> <li>2. Run around obstacle course four times without bumping into anything.</li> <li>3. Run on basketball court line without stepping off.</li> </ol>	<ol style="list-style-type: none"> <li>1. Run 50 yards as fast as you can.</li> <li>2. MGL - Balance #8.</li> <li>3. MGL - Agility #1.</li> <li>4. Inventory of Developmental Task, p. 4.</li> <li>5. Valett Gross Motor Development #5.</li> <li>6. Blue Section</li> </ol>
<p>Student throws ball to another person. Student throws ball into box or basket.</p>	<ol style="list-style-type: none"> <li>1. Throw Nerf ball (or bean bag) into a waste basket about 4 feet away.</li> <li>2. Throw Nerf ball (or bean bag) so person can catch it.</li> <li>3. Play catch - have student catch and throw accurately 3 out of 5 times.</li> <li>4. Play bean bag game. Children stand in circle and throw ball inaccurately, you are out.</li> <li>5. Children throw ball and try to hit block.</li> </ol>	<ol style="list-style-type: none"> <li>1. Throw ball as far as you can to reach targets set up in the distance.</li> <li>2. Valett - Gross Motor Development #6.</li> <li>3. Throw bean bags into clown face.</li> <li>4. MGL - Coordination #17, 18, 19, 22, 23, 24, 25, 26.</li> <li>5. Last Section (EH Handbook, p. 118.)</li> </ol>

01. Sensory Motor (Gross Motor)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>01-03-07</p> <p>Skipping:</p> <p>Child can skip with a reasonable amount of skill.</p>	<p>Pupil can skip around circle of players, can skip rope forward both by hopping and alternate foot skipping.</p>	<ol style="list-style-type: none"> <li>1. Skip forward.</li> <li>2. Skip backward.</li> <li>3. Skip rope forward around a circle.</li> <li>4. Skip to music.</li> <li>5. Skip in relay race.</li> <li>6. Skip in and out of circle.</li> </ol>
<p>01-03-08</p> <p>Dancing:</p> <p>Child can move his body in coordinated response to music.</p>	<p>Pupil can progress from gross body movement to more formal dance steps.</p>	<ol style="list-style-type: none"> <li>1. March in a circle and slap your sides as instructor claps hands.</li> <li>2. Teach Mexican Hat Dance.</li> <li>3. Let children do contemporary dancing to popular music.</li> <li>4. Dance Hokey Pokey.</li> <li>5. Interpretive Dancing:             <ol style="list-style-type: none"> <li>a) pretend you are trees blowing in the wind.</li> <li>b) pretend you are fish swimming, etc.</li> </ol> </li> <li>6. Have some children play in rhythm band while other children dance.</li> </ol>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Pupil can skip around circle of players, can skip rope forward both by hopping and alternate foot skipping.</p>	<ol style="list-style-type: none"> <li>1. Skip forward.</li> <li>2. Skip backward.</li> <li>3. Skip rope forward around a circle.</li> <li>4. Skip to music.</li> <li>5. Skip in relay race.</li> <li>6. Skip in and out of circle.</li> </ol>	<ol style="list-style-type: none"> <li>1. MGL - Agility #16.</li> <li>2. Valett - Gross Motor Development #8, 16.</li> <li>3. Blue Section (p. 9)</li> </ol>
<p>Pupil can progress from gross body movement to more formal dance steps.</p>	<ol style="list-style-type: none"> <li>1. March in a circle and slap your sides as instructor claps hands.</li> <li>2. Teach Mexican Hat Dance.</li> <li>3. Let children do contemporary dancing to popular music.</li> <li>4. Dance Hokéy Pokey.</li> <li>5. Interpretive Dancing:               <ol style="list-style-type: none"> <li>a) pretend you are tree blowing in the wind.</li> <li>b) pretend you are fish swimming, etc.</li> </ol> </li> <li>6. Have some children play in rhythm band while other children dance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Move-Grow-Learn Creative Movement #11</li> <li>2. Valett - Gross Motor Development #9.</li> <li>3. Record collection.</li> </ol>

1 Sensory Motor (Fine Motor) -

Involves the ability to perform tasks utilizing fine muscles. Poor vision here will hinder a child in cutting, drawing, printing or other tasks requiring eye-hand coordination.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
01-04-01 Eye Movement: Child will be able to focus his eyes on a moving object while his head is stationary.	Teacher rolls a ball along a table top five feet in front of child. Make sure child's eyes are focusing on object without turning their head.	1. Frostig Visual Perception Program, p. 18-21, Teacher Guide. 2. Pathway Program 1 "Eye-Hand Coordination" exercises.
01-04-02 Eye-hand Coordination: The child will have the ability to coordinate fine muscles such as those required in eye-hand tasks.	Have student connect two dots with a straight line.	1. Pathway Program 1 "Eye-Hand Coordination" exercises. 2. Frostig work sheets. Visual Motor Coordination exercises 1-40. 3. Continental Press Worksheets Visual Motor Skills, plates 1-12 Level 1, plates 1-12 4. Ideal Form Boards. 5. Fit-a-Group Game. 6. Outdoor games: Four-square, bean bag toss, marbles, ring toss. 7. Bead stringing, lacing, threading large needles. 8. Putting bolts on screws.

or) - Involves the ability to perform tasks utilizing fine muscle coordination. Problem here will hinder a child in cutting, drawing, printing or writing, or other tasks requiring eye-hand coordination.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Teacher rolls a ball along a table top five feet in front of child. Make sure child's eyes are focusing on object without turning their head.</p>	<ol style="list-style-type: none"> <li>1. Frostig Visual Perception Program, p. 18-21, Teacher's Guide.</li> <li>2. Pathway Program 1 "Eye-Hand Coordination" exercises.</li> </ol>	<ol style="list-style-type: none"> <li>1. Valett manual (28).</li> <li>2. Blue Section (p. 17-18).</li> </ol>
<p>Have student connect two dots with a straight line.</p>	<ol style="list-style-type: none"> <li>1. Pathway Program 1 "Eye-Hand Coordination" exercises.</li> <li>2. Frostig work sheets. Visual Motor Coordination exercises 1-40.</li> <li>3. Continental Press Worksheets Visual Motor Skills, plates 1-12 Level 1, plates 1-12.</li> <li>4. Ideal Form Boards.</li> <li>5. Fit-a-Group Game.</li> <li>6. Outdoor games: Four-square, bean bag toss, marbles, ring toss.</li> <li>7. Bead stringing, lacing, threading large needles.</li> <li>8. Putting bolts on screws.</li> </ol>	<ol style="list-style-type: none"> <li>1. Blue Section (P. 19&amp;20)</li> <li>2. Lincoln Logs.</li> <li>3. Pick up sticks.</li> <li>4. Jacks.</li> <li>5. Halsam Play Tiles.</li> <li>6. Back section (EH Handbook, P. 118-11)</li> </ol>

01 Sensory Motor (Fine Motor)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>11-04-03</p> <p>cutting:</p> <p>Child will be able to cut on a predrawn line with some degree of accuracy.</p>	<p>Have student cut out a simple geometric shape drawn with a marking pen.</p>	<ol style="list-style-type: none"> <li>1. Cut on heavy black straight line. Use light cardboard heavy construction paper avoid easy tearing.</li> <li>2. Cut geometric figures outlined with heavy straight lines (square, rectangle, triangle).</li> <li>3. Cut out very simple pictures outlined with a heavy line.</li> <li>4. Cut on heavy curved lines and circles.</li> <li>5. Cut fringes on placemats.</li> <li>6. Cut along folded lines.</li> <li>7. Cut along dotted lines.</li> </ol>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>on Have student cut out a simple geometric shape drawn with a marking pen.</p>	<ol style="list-style-type: none"> <li>1. Cut on heavy black straight line. Use light cardboard or heavy construction paper to avoid easy tearing.</li> <li>2. Cut geometric figures outlined with heavy straight lines (square, rectangle, triangle).</li> <li>3. Cut out very simple pictures outlined with a heavy line.</li> <li>4. Cut on heavy curved lines and circles.</li> <li>5. Cut fringes on placemats.</li> <li>6. Cut along folded lines.</li> <li>7. Cut along dotted lines.</li> </ol>	<ol style="list-style-type: none"> <li>1. Blue Section (P. 21)</li> <li>2. Back Section (EH Handbook 120-122).</li> <li>3. The Frostig Program for the Development of Visual Perception, P. 26</li> <li>4. Valett - Perceptual - Motor Skills #33.</li> </ol>



01 Sensory Motor (Fine Motor)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>01-C4-04</p> <p>Tracing: The child will trace over a line by covering over a broken line.</p>	<p>Teacher puts a broken line with chalk on the blackboard.</p>	<ol style="list-style-type: none"> <li>1. Continental Press Visual Motor Skills Level 1, plates 1-4.</li> <li>2. Trace their name.</li> <li>3. Trace wooden numbers.</li> <li>4. Trace flannel board objects.</li> <li>5. Trace Try Task shapes.</li> <li>6. Trace pictures on board projector.</li> <li>7. Trace alphabet.</li> </ol>
<p>01-04-05</p> <p>Copying: Child will be able to copy simple geometric forms.</p>	<p>Have child reproduce simple forms such as a vertical line, and a circle, square, rectangle, and triangle.</p>	<ol style="list-style-type: none"> <li>1. Use grease pencils and copy forms on overhead projector.</li> <li>2. Copy form from the blackboard.</li> <li>3. Use felt tip pens and copy forms on drawing paper.</li> </ol>

or)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Teacher puts a broken line with chalk on the blackboard.</p>	<ol style="list-style-type: none"><li>1. Continental Press Visual Motor Skills Level 1, plates 1-4.</li><li>2. Trace their name.</li><li>3. Trace wooden numbers.</li><li>4. Trace flannel board objects.</li><li>5. Trace Try Task shapes.</li><li>6. Trace pictures on board projector.</li><li>7. Trace alphabet.</li></ol>	<ol style="list-style-type: none"><li>1. Whitman Creative Art Paper Art Book 1.</li><li>2. Frostig Teachers Guide, p. 28.</li><li>3. Sand Alphabet Letters.</li><li>4. Templates.</li><li>5. Wooden Block Letters.</li><li>6. Trace bodies on construction paper.</li><li>7. Blue Section (21,22,23).</li><li>8. Valett Manual (33).</li></ol>
<p>Have child reproduce simple forms such as a verticle line, and a circle, spure, rectangle, and triangle.</p>	<ol style="list-style-type: none"><li>1. Use grease pencils and copy forms on overhead projector.</li><li>2. Copy form from the blackboard.</li><li>3. Use felt tip pens and copy forms on drawing paper.</li></ol>	<ol style="list-style-type: none"><li>1. Blue Section (P: 21-24),</li><li>2. Valett Manual (33).</li></ol>

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01 Sensory Motor (Fine Motor)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>01-04-06</p> <p>Can copy letters: The child will be able to copy the manuscript letters of the alphabet.</p>	<p>Have child copy the letters of the alphabet in manuscript from the chalkboard or individual cards.</p>	<ol style="list-style-type: none"> <li>1. Connect the dots to form letters.</li> <li>2. Roll long strips of modeling clay to form the letters.</li> <li>3. Print letters in the air.</li> <li>4. Complete form like shapes make letters:</li> </ol>
<p>01-04-07</p> <p>Child will be able to copy his name.</p>	<p>Child can copy his name from the blackboard or name card.</p>	<ol style="list-style-type: none"> <li>1. Use the above mentioned methods with letters in child's name.</li> </ol>

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SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Have child copy the letters of the alphabet in manuscript from the chalkboard or individual cards.</p>	<ol style="list-style-type: none"><li>1. Connect the dots to form the letters.</li><li>2. Roll long strips of molding clay to form the letters.</li><li>3. Print letters in the air.</li><li>4. Complete form like shapes to make letters:</li></ol>	<ol style="list-style-type: none"><li>1. Blue Section (P. 27-30).</li><li>2. Continental Press Materials: Visual rythms.</li><li>3. Pre-Writing Design Cards #146 by Developmental Learning Materials.</li><li>4. Valett - Perceptual Motor Skills #29.</li></ol>
<p>Child can copy his name from the blackboard or name card.</p>	<ol style="list-style-type: none"><li>1. Use the above mentioned methods with letters in the child's name.</li></ol>	<ol style="list-style-type: none"><li>1. Blue Section, P. 28-30.</li></ol>

01 Sensory Motor (Fine Motor)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>01-04-08 Tracing Cursive Letters: Child will be able to trace over prewritten cursive letters with some degree of accuracy.</p>	<p>Have child trace over individual letters in the cursive form.</p>	<ol style="list-style-type: none"><li>1. Trace with finger over beaded or sand paper, cursive letters.</li><li>2. Do rainbow tracing of individual cursive letters on construction paper.</li></ol>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Have child trace over individual letters in the cursive form.</p> <p>cy.</p>	<ol style="list-style-type: none"> <li>Trace with finger over beaded or sand paper, cursive letters.</li> <li>Do rainbow tracing of individual cursive letters on construction paper.</li> </ol>	<ol style="list-style-type: none"> <li>Touch Inc. <u>Beaded Alphabet</u>. Cursive lower case # 1C. Cursive Capitals # 1b.</li> <li>Ideal <u>Alphabet Practice Cards</u>. Cursive lower case # 6055. Cursive Capitals #6054.</li> <li>Milton Bradley - <u>Learn To Write Letter Cards</u> M B 7 5 2 7.</li> <li>Kleeco's <u>Alpha Writing Book</u>, Cursive, A-3.</li> <li>Lyons &amp; Carnahan, Inc. <u>Handwriting With Write And See</u>. (Workbooks 2- with magic pen.)</li> <li>Visual Materials, Inc. <u>Cursive Writing</u>, WL 09 grades 1-3. (Dittos &amp; transparency.)</li> <li>Hays Giant Size <u>Pract Writing Series</u>. <u>Let's Write</u> Book 2. (Dittos</li> </ol>

01 Sensory Motor (Fine Motor)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>01-04-09</p> <p>Copying Cursive Letters: Child will be able to copy letters and words in cursive form.</p>	<p>Have child copy letters and words in the cursive form.</p>	<ol style="list-style-type: none"> <li>1. Use pie tin with bottom painted black and filled with salt, and copy letters from the over-head projector, chalkboard or individual cards.</li> <li>2. Copy letters on unlined paper.</li> <li>3. Copy letters on lined paper.</li> </ol>

or)

SKILL EXAMPLE

INSTRUCTION

SUPPLEMENTAL IDEAS

Have child copy letters and words in the cursive form.

1. Use pie tin with bottom painted black and filled with salt, and copy letters from the over-head projector, chalkboard or individual cards.
2. Copy letters on unlined paper.
3. Copy letters on lined paper.



SECTION

02

Auditory Perception

Sub-sections:

01 Auditory Discrimination

8 Objectives

02 Auditory Sequential Memory

2 Objectives

03 Auditory Closure

1 Objective

04 Sound Blending

1 Objective

<b>Auditory Perception</b>		Page 16
01 Auditory Discrimination	8 Objectives	Page 17
02 Auditory Sequential Memory	2 Objectives	Page 24
03 Auditory Closure	1 Objective	Page 26
04 Sound Blending	1 Objective	Page 28

Involves the ability to understand what is heard, to distinguish differences between sounds in the environment, to attend to one stimulus, to attach meaning to sounds. Problems in developing word attack skills. Serious problems will prevent child from understanding

## 02 Auditory Perception (Discrimination)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>02-01-01 Awareness: Child is aware of the presence of sound and no sound.</p>	<p>Child can indicate when sound is introduced into his environment and when it has ceased.</p>	<ol style="list-style-type: none"> <li>1. The teacher has children sitting with heads down or eyes closed and either:               <ol style="list-style-type: none"> <li>a. Play record</li> <li>b. Toot whistle</li> <li>c. Play piano</li> </ol> <p>Children indicate when they hear "sound" by raising hand or head, tapping foot, etc.</p> </li> <li>2. Play "Statue Game," when children hear sound, they "freeze." Teacher can demonstrate and physically assist child who has difficulty with awareness.</li> <li>3. Have child indicate when sound has ceased. Ring a bell behind him and ask him to raise his hand or tap the table each time the sound stops.</li> <li>4. Give children turn at introducing sound into their environment.</li> <li>5. Give child instrument identical to yours, e.g. a triangle. Have him ring triangle while you ring yours. Stand behind him.</li> </ol>

understand what is heard, to distinguish differences between sounds, to ignore extraneous sounds and attend to one stimulus, to attach meaning to sounds. Problems here will hinder a child's speech skills. Serious problems will prevent child from understanding speech.

Reception (Discrimination)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child can indicate when sound is introduced into his environment and when it has ceased.</p>	<ol style="list-style-type: none"> <li>1. The teacher has children sitting with heads down or eyes closed and either:               <ol style="list-style-type: none"> <li>a. Play record</li> <li>b. Toot whistle</li> <li>c. Play piano</li> </ol> <p>Children indicate when they hear "sound" by raising hand or head, tapping foot, etc.</p> </li> <li>2. Play "Statue Game," when children hear sound, they "freeze." Teacher can demonstrate and physically stop child who has difficulty with awareness.</li> <li>3. Have child indicate when sound has ceased. Ring a bell behind him and ask him to raise his hand or tap the table each time the sound stops.</li> <li>4. Give children turn at introducing sound into their environment.</li> <li>5. Give child instrument identical to yours, e.g. a triangle. Have him ring triangle when you ring yours. Stand behind him.</li> </ol>	<p>Peabody Kit records            DLM Environmental Sound Tape            Musical instruments: tone bells, drums, castanets, tamborines, sticks, etc.            Inventory of Developmental Tasks (blue pages) P. 62-63            EH Guidelines (white pages) p. 92-93            Selma Herr Perceptual Communication Skills, Beginning Lessons, p. 13            Listening and Speaking Handbook, p. 12,24            Valett-Perceptual Motor Skills Lesson 22            Preston Sound Boxes            Phono-viewer story songs II,            Phono-viewer Early Childhood Series IV            Prime Auditory Discrimination Level I, p. 24            APT, Lesson 1</p>

02 Auditory Perception (Discrimination)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>02-01-02                      Localization of Sound: Child can localize sound in relation to himself.</p>	<p>Child with eyes closed hears sound and can indicate the direction of the sound source in terms of: near-far, up-down, front-back, left-right.</p>	<ol style="list-style-type: none"> <li>1. Have child sitting at desk with eyes closed. Ring bell and have him tell you from which direction he heard the sound. If he is not successful, allow him to open his eyes and follow the sound.</li> <li>2. Play sound games where you give the child an instrument and he goes to a part of the room to play it. Other children guess from what direction the sound is coming. For variation, use the children's own voices and let others decide from where they heard the sound.</li> <li>3. Have children indicate from what direction the sound was near, far, up-down, etc.</li> </ol>

Perception (Discrimination)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>nd tion</p>	<p>Child with eyes closed hears sounds and can indicate the direction of the sound source in terms of: near-far, up-down, front-back, left-right.</p>	<ol style="list-style-type: none"> <li>1. Have child sitting at desk with eyes closed. Ring bell and have him tell you from which direction he heard the sound. If he is not successful, allow him to open his eyes and follow the sound.</li> <li>2. Play sound games where you give the child an instrument and he goes to a part of the room to play it. The other children guess from what direction the sound is coming. For variation, use the children's own voices and let others decide from where they heard the sound.</li> <li>3. Have children indicate if sound was near, far, up, down, etc.</li> </ol>	<p>Inventory of Developmental Tasks (blue pages) p. 66                      EH Guidelines (white pages) p. 129                      Preston Sound Boxes                      Also see related prescription under Laterality and Spatial Relations</p>

Figure Ground - will hinder auditory discrimination particularly in attending to a sound in extraneous sounds - if problem area is present, child will be stimulus bound auditorily and listen in the classroom.

02 Auditory Perception (Discrimination - Figure Ground)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>02-01-03 When presented with a task involving a number of sounds, the child will be able to select and attend to one dominant sound.</p>	<p>Child will be able to identify one child's voice when a group is talking at once.</p>	<ol style="list-style-type: none"> <li>1. Record on tape a number of sounds being made (bell, tapping, drum, triangle, etc.). Choose a sound and have the child count how many times he hears it.</li> <li>2. While a teacher is telling a story to the child, have another story going on the phonograph. The child is to retell only the teacher's story.</li> <li>3. Have two children talking to a child. The listening child is to retell only what one child told him.</li> <li>4. Record on tape a number of children talking. Have a child retell what one child on the tape is saying.</li> <li>5. Present a story with comprehension questions against competing environmental stimuli, e.g. outside at recess, P.E., lunch.</li> </ol>

der auditory discrimination particularly in attending to a sound in the presence of  
 problem area is present, child will be stimulus bound auditorily and not be able to

ption (Discrimination - Figure Ground)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child will be able to identify one child's voice when a group is talking at once.</p>	<ol style="list-style-type: none"> <li>1. Record on tape a number of sounds being made (bell, tapping, drum, triangle, etc.). Choose a sound and have the child count how many times he hears it.</li> <li>2. While a teacher is telling a story to the child, have another story going on the phonograph. The child is to retell only the teacher's story.</li> <li>3. Have two children talking to a child. The listening child is to retell only what one child told him.</li> <li>4. Record on tape a number of children talking. Have a child retell what one child on the tape is saying.</li> <li>5. Present a story with comprehension questions against competing environmental stimuli, e.g. outside at recess, P.E., lunch.</li> </ol>	<ol style="list-style-type: none"> <li>1. Learning Center Mini-System Tapes.</li> <li>2. Developmental Learning Materials - Auditory Perception Training Tapes - Figure-ground.</li> <li>3. EH Guidelines (white pages) p. 128</li> </ol>



02 Auditory Perception (Discrimination)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>02-01-04 Discrimination: Child can discriminate among gross and environmental sounds.</p>	<p>Child can identify non-speech sounds.</p>	<ol style="list-style-type: none"> <li>1. Select noisemakers with different sounds: drum, bell, keys, stick, whistle, rattle. Show items to children and ask them to listen carefully with eyes closed and tell you which item made noise.</li> <li>2. Use tape or record of environmental sounds. Child matches sound to picture of object making sound (choose among 3 pictures).</li> <li>3. Child identifies environmental sound without pictures.</li> </ol>
<p>02-01-05 Child can discriminate among consonant sounds.</p>	<p>Child can recognize whether two consonants are the same or different.</p>	<ol style="list-style-type: none"> <li>1. Present pairs of nonsensical syllables with same vowel but randomly same or different consonant presentation. Begin contrast pairs, e.g. "Are these same or different - ma. Child indicates same or different. Next contrast fricative pairs, e.g. sha-ch, fle-fle, jo-tho. Next contrast plosive pairs, e.g. duh-duh, ti, gu-ku. Next contrast glides vs. glides, e.g. ree-see,</li> </ol>

tion (Discrimination)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
on and	Child can identify non-speech sounds.	<ol style="list-style-type: none"> <li>1. Select noisemakers with different sounds: drum, bell, keys, stick, whistle, rattle. Show items to the children and ask them to listen carefully with eyes closed and tell you which item made noise.</li> <li>2. Use tape or record of environmental sounds. Child matches sound to picture of object making sound (choose among 3 pictures).</li> <li>3. Child identifies environmental sound without pictures.</li> </ol>	<p>EH Guidelines (white pages) p. 126</p> <p>DLM Environmental Sounds Tap Peabody Language Kits- Sound records.</p>
ong	Child can recognize whether two consonants are the same or different.	<ol style="list-style-type: none"> <li>1. Present pairs of nonsense syllables with same vowel but randomly same or different consonant presentation. Begin contrasting nasals, e.g. "Are these the same or different - ma-na?" Child indicates same or different.</li> </ol> <p>Next contrast fricative vs. fricatives, e.g. sha-cha, fie-fie, jo-tho.</p> <p>Next contrast plosive vs. plosive, e.g. duh-duh, pi-ti, gu-ku</p> <p>Next contrast glides vs. glides, e.g. ree-wee, luh-</p>	<p>Nasals: m, n</p> <p>Fricatives: s, z, ch, sh, j, f, v, th, th voiced.</p> <p>Plosives: p, b, t, d, k, g</p> <p>Glides: r, w, y, l Templin, <u>Certain Language</u></p>

02 Auditory Perception (Discrimination)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>02-01-05 (Continued)</p>	<p>Child can discriminate one consonant sound from others.</p>	<p>yuh, lay-lay.</p> <p>Then randomly combine and contrast in pairs, keeping vowels constant within pairs of syllables. In each case child indicates whether the two sounds were the same or different.</p> <ol style="list-style-type: none"> <li>2. Present pairs of <u>words</u> as above with consonants to be compared in initial position, e.g. bake-cake, rain-rain, mail-nail.</li> <li>3. Choose sounds to be remediated according to developmental acquisition.</li> <li>4. Present word list with target consonants in initial position, having child recognize a particular sound: e.g. freeze, ring bell, stand up, color on ditto when sound occurs. "Raise your hand when you hear the <u>g</u> sound: bed, go can, gum," etc.</li> <li>5. Have child count number of times he hears his sound among random words where target sound is in initial position, e.g. sound is <u>d</u> "Tell me how many times you hear the d sound in these words - bell, dog, doll, house."</li> </ol>

tion (Discrimination)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child can discriminate one consonant sound from others</p>	<p>yuh, lay-lay.</p> <p>Then randomly combine and contrast in pairs, keeping vowels constant within pair of syllables. In each case child indicates whether the two sounds were the same or different.</p> <ol style="list-style-type: none"> <li>2. Present pairs of <u>words</u> as above with consonants to be compared in initial position, e.g. bake-cake, rain-rain, mail-nail.</li> <li>3. Choose sounds to be remediated according to developmental acquisition.</li> <li>4. Present word list with target consonants in initial position, having child recognize a particular sound: e.g. freeze, ring bell, stand up, color on ditto when sound occurs. "Raise your hand when you hear the <u>g</u> sound: bed, go, can, gum," etc.</li> <li>5. Have child count number of times he hears his sound among random words where target sound is in initial position, e.g. sound is <u>d</u>: "Tell me how many times you hear the d sound in these words - bell, dog, doll, house."</li> </ol>	<p><u>Skills in Children</u>. Univ. Minnesota.</p> <p>DLM Auditory perception Tapes Auditory Discrimination Program E.F.I. sounds-talking page EH Guidelines (white pages) p. 91, 97-106</p> <p>See related prescriptions under Achievement.</p> <p>Present visual cues if needed e.g. give children ditto with pictures beginning with consonants they've worked on. Have them circle pictures beginning only with the sound you are working on when you name random words.</p> <p>Inventory of Developmental Tasks (blue pages) p. 68-69</p>

02 Auditory Perception (Discrimination)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>02-01-06 Child will be able to distinguish between consonants in different parts of word.</p>	<p>Child will name position of consonant in word.</p>	<ol style="list-style-type: none"> <li>1. Introduce concept of beginning, middle and end.</li> <li>2. Present word list with consonants in initial, medial, and final positions. Child recognizes position of consonant within word, e.g. "Where is the <u>g</u> sound in goat?" Child indicates beginning. "Where is the <u>g</u> sound in egg?" Child indicates end.</li> </ol>
<p>02-01-07 Child will be able to distinguish among vowel sounds.</p>	<p>Child can recognize whether two vowel sounds are the same or different.</p> <p>Child can rhyme words.</p>	<ol style="list-style-type: none"> <li>1. Contrast vowel pairs, e.g. ee-a, oo-oo, i-a. Child indicates same or different.</li> <li>2. Present CVC word list, having child recognize a particular vowel sound, e.g. "Which word has the <u>o</u> sound: rat, coat, bike?" Use one syllable words.</li> <li>3. Present pictures of one-syllable words and have child name a word that rhymes.</li> </ol>

(Discrimination)

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SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child will name position of consonant in word.</p> <p>Child can recognize whether two vowel sounds are the same or different.</p> <p>Child can rhyme words.</p>	<ol style="list-style-type: none"><li>1. Introduce concept of beginning, middle and end.</li><li>2. Present word list with consonants in initial, medial, and final positions Child recognizes position of consonant within word, e.g. "Where is the <u>g</u> sound in goat?" Child indicates beginning. "Where is the <u>g</u> sound in egg?" Child indicates end.</li><li>1. Contrast vowel pairs, e.g. ee-a, oo-oo, i-a. Child indicates same or different</li><li>2. Present CVC word list, having child recognize a particular vowel sound, e.g. "Which word has the <u>o</u> sound: rat, coat, bike?" Use one syllable words.</li><li>3. Present pictures of one-syllable words and have child name a word that rhymes.</li></ol>	<p>Inventory of Developmental Tasks, p. 74.</p> <p>Child puts block in appropriate car of train. Child colors appropriate square on paper. Child moves to appropriate area on carpet.</p> <p>CVC = Consonant-vowel-consonant Inventory of Developmental Tasks (blue pages) p. 72-73</p> <p>Instructor Flannel Board materials - Rhyming Words</p>
<p>53</p>	<p>54</p>	<p>22</p>

02 Auditory Perception (Discrimination)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>02-01-07 (Continued)</p> <p>02 v</p> <p>Child will be able to recognize whether the sequence of sounds within a word are same or different.</p>	<p>Child can recognize typical sound reversals.</p>	<ol style="list-style-type: none"> <li>4. Present 4 objects or pictures and have child choose one that rhymes with word you say, e.g. show spoon, book, hat and pen and say, "Which one rhymes with hen."</li> <li>5. Present one-syllable words aloud and have child produce rhyming word.</li> <li>1. Present characteristic transpositions. Child indicates same or different, e.g. animal/animal, claps/clasp, pats/past, deks/desk. Alternate same/different presentations.</li> </ol>

(Discrimination)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child can recognize typical sound reversals.</p>	<p>4. Present 4 objects or pictures and have child choose one that rhymes with word you say, e.g. show spoon, book, hat and pen and say, "Which one rhymes with hen."</p> <p>5. Present one-syllable words aloud and have child produce rhyming word.</p> <p>1. Present characteristic transpositions. Child indicates same or different, e.g. aminal/animal, claps/clasp, pats/past, deks/desk. Alternate same/different presentations.</p>	<p>EH Guidelines (white pages) p. 97, 99</p> <p>Auditory Discrimination in Depth program. Inventory of Developmental Tasks (blue pages) p. 70-71</p>



Auditory Sequencing - Problems here will hinder a child in remembering phonetic sounds in word retrieving information and following a series of directions.

02 Auditory Perception (Auditory Sequential Memory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>02-02-01 Child can repeat a series in correct order.</p> <p style="text-align: right;">57</p>	<p>Child can imitate sound and rhythm patterns.</p> <p>Child can repeat a series of words, follow series of instructions, follow directions for paper and pencil tasks.</p>	<ol style="list-style-type: none"> <li>1. Face the child and clap once. Have him imitate you. Then clap twice and have him imitate. Then stand behind him and have him imitate by audition only.</li> <li>2. Beat drum, play whistle, etc. Have child imitate rhythm patterns. Use long and short sounds. Begin with a series of 3 sounds in pattern, gradually increasing to 7.</li> <li>3. Present 2 objects. Say the names and ask child to point in the order they were named.</li> <li>4. Same with 3 objects.</li> <li>5. Same with 3 pictures.</li> <li>6. Same with 4 pictures.</li> <li>7. Same with 5 pictures.</li> <li>8. Name 3 pictures-child arranges pictures in the order named.</li> <li>9. Same with 4 pictures.</li> <li>10. Same with 5 pictures.</li> <li>11. Give 2 verbal commands, child follows in order, e.g. go to blackboard. Sit on floor.</li> <li>12. Same with 3 commands.</li> <li>13. Same with 4 commands.</li> </ol> <p style="text-align: right;">58</p>

Items here will hinder a child in remembering phonetic sounds in words, storing and following a series of directions.

ion (Auditory Sequential Memory)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child can imitate sound and rhythm patterns.</p> <p>Child can repeat a series of words, follow series of instructions, follow directions for paper and pencil tasks.</p>	<ol style="list-style-type: none"> <li>1. Face the child and clap once. Have him imitate you. Then clap twice and have him imitate. Then stand behind him and have him imitate by audition only.</li> <li>2. Beat drum, play whistle, etc. Have child imitate rhythm patterns. Use long and short sounds. Begin with a series of 3 sounds in pattern, gradually increasing to 7.</li> <li>3. Present 2 objects. Say the names and ask child to point in the order they were named.</li> <li>4. Same with 3 objects.</li> <li>5. Same with 3 pictures.</li> <li>6. Same with 4 pictures.</li> <li>7. Same with 5 pictures.</li> <li>8. Name 3 pictures-child arranges pictures in the order named.</li> <li>9. Same with 4 pictures.</li> <li>10. Same with 5 pictures.</li> <li>11. Give 2 verbal commands, child follows in order, e.g. go to blackboard. Sit on floor.</li> <li>12. Same with 3 commands.</li> <li>13. Same with 4 commands.</li> </ol>	<p>ATP Valett materials Listen-Mark-Say Michigan Tracking</p> <p>Inventory of Developmental Tasks (blue pages) p. 76-77 EH Guidelines (white pages) p. 132-134</p> <p>Use noun pictures from any source: language kits, magazines, etc.</p>

02 Auditory Perception (Auditory Sequential Memory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>02-02-01 (Continued)</p>		<p>14. Give verbal directions to go with ditto activity:</p> <ul style="list-style-type: none"> <li>a. 3 variables Draw a <u>circle</u> <u>around</u> <u>the</u> <u>house</u>.</li> <li>b. 4 variables Draw a <u>red</u> <u>circle</u> <u>around</u> <u>the</u> <u>house</u>.</li> <li>c. 5 variables Draw a <u>blue</u> <u>circle</u> <u>around</u> <u>the</u> <u>big</u> <u>house</u>.</li> <li>d. 6 variables Put a <u>line</u> <u>over</u> the <u>cow</u> and an <u>X</u> <u>on</u> the <u>mustach</u></li> </ul>
<p>02-02-02 Child can retain verbally presented material.</p>	<p>Child can retell story.</p>	<ul style="list-style-type: none"> <li>1. Tell nursery rhyme. Child either names or circles subject of rhyme, e.g. Mary had a little lamb. (Who had the lamb?)</li> <li>2. Read a paragraph and ask comprehension questions.</li> <li>3. Read paragraph of clues. Child names subject, e.g. I am tall and yellow. I live in the zoo. I have spots and a long neck.</li> <li>4. Read story. Ask child comprehension questions.</li> <li>5. Read story to class. Children retell parts of story to class in sequence.</li> </ul>

(Auditory Sequential Memory)

SKILL EXAMPLE

INSTRUCTION

SUPPLEMENTAL IDEAS

Child can retell story.

14. Give verbal directions to go with ditto activity:
  - a. 3 variables  
Draw a circle around the house.
  - b. 4 variables  
Draw a red circle around the house.
  - c. 5 variables  
Draw a blue circle around the big house.
  - d. 6 variables  
Put a line over the cow and an X on the mustache.

1. Tell nursery rhyme. Child either names or circles subject of rhyme, e.g. Mary had a little lamb. (Who had the lamb?)
2. Read a paragraph and ask comprehension questions.
3. Read paragraph of clues. Child names subject, e.g. I am tall and yellow. I live in the zoo. I have spots and a long neck.
4. Read story. Ask child comprehension questions.
5. Read story to class. Children retell parts of story to class in sequence.

Use only commands child understands.  
Selma Herr workbooks  
DLM Auditory Perception Training: Auditory Memory program

Inventory of Developmental Tasks (blue pages) p. 78, 79, 83.  
EH Guidelines (white pages) p. 204  
Peabody Kit Level #3  
Selma Herr materials  
DLM Auditory Perception Training - Auditory Imagery  
Fables, unfamiliar fairy tales, Weekly Readers, sports biographies, TV programs, movie plots

Auditory Closure involves the ability to understand an incomplete or garbled presentation of process utilizing previous experience. If a problem area is present, child will have difficulty and phonetic skills.

02 Auditory Perception. (Auditory Closure)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>02-03-01 Auditory Closure: Child will be able to complete and identify a word when only part of the word is presented to him.</p>	<p>When presented with an incomplete presentation of a word, the child will complete the word.</p> <p style="text-align: center;">61</p>	<ol style="list-style-type: none"> <li>1. Say, "I am going to say a word, 'potato.' Now you finish it, 'pota___.'"           <ol style="list-style-type: none"> <li>2. Give a clue but not the actual word the child is to finish. Use the partial word in a sentence or phrase to give a context clue: e.g. Bread and bu___. Write it on the black___. Cream and su__.</li> </ol> </li> <li>3. Present sentence completion items with the incomplete word at the end to allow for contextual clues. "I went to the store and bought ice cream and __andy." Use similar presentation with incomplete word in the middle of the sentence, then at the beginning. Child names word.</li> <li>4. Present familiar material in incomplete form without any clues: "What word is this? 'allega___.' 'wa_er.'"           <ol style="list-style-type: none"> <li>5. Prepare list of tape recorded words incorrectly pronounced. Child identifies word.</li> </ol> </li> </ol> <p style="text-align: right;">62</p>

the ability to understand an incomplete or garbled presentation of a word. It is a matching experience. If a problem area is present, child will have difficulty in acquiring listening

tion. (Auditory Closure)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>will - ort so</p>	<p>When presented with an incomplete presentation of a word, the child will complete the word.</p>	<ol style="list-style-type: none"> <li>1. Say, "I am going to say a word, 'potato.' Now you finish it, 'pota___.'"           </li> <li>2. Give a clue but not the actual word the child is to finish. Use the partial word in a sentence or phrase to give a context clue: e.g. Bread and bu___. Write it on the black___. Cream and su___.           </li> <li>3. Present sentence completion items with the incomplete word at the end to allow for contextual clues. "I went to the store and bought ice cream and _andy." Use similar presentation with incomplete word in the middle of the sentence, then at the beginning. Child names word.           </li> <li>4. Present familiar material in incomplete form without any clues: "What word is this? 'allega___.' 'wa_er.'"           </li> <li>5. Prepare list of tape recorded words incorrectly pronounced. Child identifies word.           </li> </ol>	<p>"Spy" games where children must decode secret messages Clues for classroom treasure hunts, etc.</p>

02 Auditory Perception (Auditory Closure)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
02-03-01 (Continued)		6. Prepare list of words on tape with the missing sound varying in different parts of the word. (Words familiar to the child should be used.)

on (Auditory Closure)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	<p>6. Prepare list of words on tape with the missing sound varying in different parts of the word. (Words familiar to the child should be used.)</p>	

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Sound Blending involves the ability to understand a word whose sounds are presented separately  
hinder a child in learning and developing phonetic word attack skills.

02 Auditory Perception (Sound Blending)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>02-04-01 Sound Blending: Child can synthesize words from their phonetic parts.</p>	<p>Child can sound blend words of increasing difficulty.</p>	<ol style="list-style-type: none"> <li>1. Present compound words, dividing syllables in 2 second intervals, e.g. down <u>2 secs.</u> town ice _____ cream Child names word.</li> <li>2. Present 3 syllable words, dividing in 2 second intervals: ham <u>      </u> bur <u>      </u> ger, a <u>      </u> part <u>      </u> ment. Child names word.</li> <li>3. Present one syllable word, divided at final sound, e. boa <u>2 secs.</u> t ca _____ t</li> <li>4. Divide 1 syllable words at initial sound. b _____ oat p _____ en</li> <li>5. Present 1 syllable CVC word divided at each phoneme. p-i-g, k-i-t, b-a-g</li> <li>6. Present random word list dividing at each phoneme. Child names word. d-e-s-k w-l-n-d-ow</li> <li>7. Begin sound-syllable association and blending training-phonics approach with word-attack skills.</li> </ol>

ability to understand a word whose sounds are presented separately. Problems here will  
and developing phonetic word attack skills.

on (Sound Blending)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child can sound blend words of increasing difficulty.</p>	<ol style="list-style-type: none"> <li>1. Present compound words, dividing syllables in 2 second intervals, e.g. down <u>2 secs.</u> town ice _____ cream Child names word.</li> <li>2. Present 3 syllable words, dividing in 2 second intervals: ham <u>   </u> bur <u>   </u> ger, a <u>   </u> part <u>   </u> ment. Child names word.</li> <li>3. Present one syllable word, divided at final sound, e.g. boa <u>2 secs.</u> t ca _____ t</li> <li>4. Divide 1 syllable words at initial sound. b _____ oat p _____ en</li> <li>5. Present 1 syllable CVC word divided at each phoneme. p-i-g, k-i-t, b-a-g</li> <li>6. Present random word list dividing at each phoneme. Child names word. d-e-s-k w-l-n-d-ow</li> <li>7. Begin sound-syllable association and blending training-phonics approach with word-attack skills.</li> </ol>	<p>Spondee word list (two syllable words with equal stress on each syllable, e.g. baseball).</p> <p>If children have trouble naming word, present visual stimuli-pictures of words, as you say divided sounds. Do not progress until pictures are phased out.</p> <p>CVC - consonant-vowel-consonant.</p> <p>Phase out visual cues.</p> <p>Sequential Skills System reading program-Adams and Sawyer. EH Guidelines (white pages) p. 135.</p>

SECTION 03

Language Development

Sub-sections:	01	Receptive Language (Auditory)	4 Objectives
	"	" (Visual)	6 Objectives
	02	Associative Language (Auditory)	5 Objectives
	"	" (Visual)	4 Objectives
	03	Expressive Language	4 Objectives

Language Development

Page 29

01 Receptive Language (Auditory)

4 Objectives

Page 30

" " (Visual)

6 Objectives

Page 36

02 Associative Language (Auditory)

5 Objectives

Page 39

" " (Visual)

4 Objectives

Page 48

03 Expressive Language

4 Objectives

Page 52

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Involves the ability to understand what is heard. Problems here will hinder a child in attaining information from his environment, attaching meaning to words.

03 Receptive Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>03-01-01 Child can follow simple commands.</p>	<p>Child can motorically respond to two-word commands.</p>	<p>1. Present two-word command, e.g. "stand up," "sit down," "come here," "shut/open door," "get Susie," "bring book."</p>
<p>03-01-02 Child can identify concrete nouns.</p>	<p>Child can point to object named.</p>	<p>1. Present one object, having child point to object each time you say, "Point to _____." Use items common in child's environment, e.g. house, school, food, body parts, clothing, and people, e.g. Point to apple. Point to shoe. Point to phone. Point to boy.</p> <p>2. Present two objects already learned in Step #1, having child point to the one you name.</p> <p>3. Present three objects already learned in Step #1, having child point to one named.</p>

understand what is heard. Problems here will hinder a child in attending to oral directions, in his environment, attaching meaning to words.

(Auditory)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child can motorically respond to two-word commands.</p>	<ol style="list-style-type: none"> <li>1. Present two-word command, e.g. "stand up," "sit down," "come here," "shut/open door," "get Susie," "bring book."</li> </ol>	<p>Bush &amp; Giles, <u>Aids to Psycholinguistic Teaching</u>. Chapter on auditory reception. Yates, "Psycholinguistic Training Outlines." Learning Basic Skills through Music - Records I, II Cross Reference Auditory Sequential Memory 02-02-02</p>
<p>Child can point to object named.</p>	<ol style="list-style-type: none"> <li>1. Present one object, having child point to object each time you say, "Point to _____." Use items <sup>a</sup> common in child's environment, e.g. house, school, food, body parts, clothing, and people, e.g. Point to apple. Point to shoe. Point to phone. Point to boy.</li> <li>2. Present two objects already learned in Step #1, having child point to the one you name.</li> <li>3. Present three objects already learned in Step #1, having child point to one named.</li> </ol>	<p>Place objects on dark background. If possible use objects of actual size. Keep objects as visually simple as possible, e.g. plain red coat versus plaid. Vary naming order and position of objects. Whitman Help Yourself First Book. Sullivan Readiness in Language Arts, Book 1. Supplemental Dittoes Activities.</p>

03 Receptive Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>03-01-03            Child will demonstrate that he understands simple phrases, concepts and directions.</p>	<p>Child can point to picture named.</p> <p>Child can identify like pictures with adjective variable (big, little, red, yellow, blue)</p> <p>Child can identify additional adjectives (happy, sad, tall, short, green, white, black, orange, purple, open, shut, dirty, clean)</p> <p>Child can identify absence or presence of noun (negative concept)</p>	<p>4. Present one pictured noun, having child point as above.</p> <p>5. Present two pictures - have child point as in Step #2.</p> <p>6. Present three pictures - same as Step #3.</p> <p>1. Present two pictures of same noun with varying adjective, e.g. big house/little house, red book/blue book, big shoe/little shoe, yellow crayon/red crayon. Child points to picture named, e.g. "Point to little house"</p> <p>2. Same as above, using additional adjectives</p> <p>3. Present two noun pictures, having child point to one named, e.g. point to car. Point to no car. Point to no girl. Point to girl.</p> <p>Although this is not grammatically correct, the objective of this step is to teach the negative concept only at the earliest developmental level.</p>

(Auditory)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child can point to picture named.</p> <p>Child can identify like pictures with adjective variable (big, little, red, yellow, blue)</p> <p>Child can identify additional adjectives (happy, sad, tall, short, green, white, black, orange, purple, open, shut, dirty, clean)</p> <p>Child can identify absence or presence of noun (negative concept)</p>	<p>4. Present one pictured noun, having child point as above.</p> <p>5. Present two pictures - have child point as in Step #2.</p> <p>6. Present three pictures - same as Step #3.</p> <p>1. Present two pictures of same noun with varying adjective, e.g. big house/little house, red book/blue book, big shoe/little shoe, yellow crayon/red crayon. Child points to picture named; e.g. "Point to little house"</p> <p>2. Same as above, using additional adjectives</p> <p>3. Present two noun pictures, having child point to one named, e.g. point to car. Point to no car. Point to no girl. Point to girl.</p> <p>Although this is not grammatically correct, the objective of this step is to teach the negative concept only at the earliest developmental level.</p>	<p>Pictures in Levels P and 1. Peabody Language Development Kits.</p> <p>Peabody Language Development Kit #P. Lotto Games Flannel Board Items (opposites) <del>Hap Palmer records.</del> Supplemental Ditto Activities.</p>

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SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	<p>Child can identify like pictures with verb variable. (sitting, standing, walking, running, washing, eating, sleeping, talking.)</p> <p>Child can identify like pictures with additional verbs (laughing, crying, pulling, pushing, jumping, riding, flying, swimming, kicking, reading, writing, drinking, catching, throwing, swinging, smiling, barking.)</p> <p>Child can identify absence or presence of action (negative concept).</p> <p>Child can identify like picture with preposition variable (on, in, under, behind, next to, in front of, right, left, over).</p>	<p>4. Present two pictures of same noun with varying verb, e.g. boy sitting/boy standing. cat walking/cat running. Child points to picture named.</p> <p>5. Same as above using additional verbs.</p> <p>6. Present two verb pictures having child point to one named, e.g. Point to boy running. Point to boy not running.</p> <p>7. Teach one or two prepositions at a time, e.g. in opposite pairs. Follow entire procedure for each preposition. Demonstrate with object and name, e.g. the ball is under the table. I am next to the desk. Johnny is behind Billy.</p> <p>8. Have child perform designated action with object, e.g. put the ball in front of the chair. Raise your right hand.</p>

(Auditory)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child can identify like pictures with verb variable. (sitting, standing, walking, running, washing, eating, sleeping, talking.)</p> <p>Child can identify like pictures with additional verbs (laughing, crying, pulling, pushing, jumping, riding, flying, swimming, kicking, reading, writing, drinking, catching, throwing, swinging, smiling, barking.)</p> <p>Child can identify absence or presence of action (negative concept).</p> <p>Child can identify like picture with preposition variable (on, in, under, behind, next to, in front of, right, left, over).</p>	<ol style="list-style-type: none"><li>4. Present two pictures of same noun with varying verb, e.g. boy sitting/boy standing. cat walking/cat running. Child points to picture named.</li><li>5. Same as above using additional verbs.</li><li>6. Present two verb pictures having child point to one named, e.g. Point to boy running. Point to boy not running.</li><li>7. Teach one or two prepositions at a time, e.g. in opposite pairs. Follow entire procedure for each preposition. Demonstrate with object and name, e.g. the ball is under the table. I am next to the desk. Johnny is behind Billy.</li><li>8. Have child perform designated action with object, e.g. put the ball in front of the chair. Raise your right hand.</li></ol>	<p>Have child perform action. Action pictures - Peabody Kits. Magazine action pictures.</p> <p>EH Guidelines (white pages) p. 158-169</p>



(Auditory)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child can identify pictures with random verbs, nouns, and prepositions used.</p>	<p>9. Have child point to pictured preposition, e.g. Boy next to girl, airplane over house.</p> <p>10. Present several pictures of like object-different prepositions, e.g. Point to girl under bed. Now point to girl in bed.</p> <p>11. Present two action pictures- Child points to picture named, e.g. "Point to cat sleeping under the table."</p> <p>12. Present three action pictures - same as above.</p> <p>13. Present four action pictures - same as above.</p>	<p>Flannel Board Items Instructo</p> <p>DLM Spatial Relations Cards. Inventory of Developmental Tasks (blue pages) p. 58</p>
<p>Child can identify pictures with random adjectives, nouns, verbs and preposition phrases.</p>	<p>14. Present two action pictures- child points as directed, e.g. point to dirty dog hiding under the bed.</p> <p>15. Present three pictures as above.</p> <p>16. Present four pictures as above.</p>	<p>76</p>

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	<p>Child can identify pictures of nominative pronouns (I, you, he, she, they).</p>	<p>17. Demonstrate the difference between <u>I</u> and <u>you</u>, e.g. I am throwing the ball to you. I have the beanbag. You don't have the beanbag. No, you have the beanbag, etc.</p> <p>18. Present pictures of singular and plural people. Explain the rule: For a boy/man, we say <u>he</u>; for a girl/lady, we say <u>she</u>; for more than one person, we say <u>they</u>. Have child point to person names. e.g. Point to he is running, point to she is big, point to they are in the car.</p> <p>19. Present statements about action pictures, e.g. the chair is green. The child indicates whether statement is true/false.</p>
<p>03-01-04 Child can understand questions.</p>	<p>Child can indicate understanding of true/false statements (by saying yes/no, nodding head, raising finger).</p> <p>Child can indicate answer to yes/no question.</p>	<p>1. Present questions about pictures, e.g. Is the boy running? Is the red car behind the boat? Is she kicking the dirty ball?</p> <p>2. Ask the child simple yes/personal questions, e.g. are you sitting? Are you standing? Are you a boy? Am I your mother?</p>

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(Auditory)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child can identify pictures of nominative pronouns (I, you, he, she, they).</p>	<p>17. Demonstrate the difference between <u>I</u> and <u>you</u>, e.g. I am throwing the ball to you. I have the beanbag. You don't have the beanbag. Now you have the beanbag, etc.</p> <p>18. Present pictures of singular and plural people. Explain rule: For a boy/man, we say <u>he</u>; for a girl/lady, we say <u>she</u>; for more than one person, we say <u>they</u>. Have child point to person named, e.g. Point to he is running, point to she is big, point to they are in the car.</p>	
<p>Child can indicate understanding of true/false statements (by saying yes/no, nodding head, raising finger).</p>	<p>19. Present statements about action pictures, e.g. the chair is green. The child indicates whether statement is true/false.</p>	<p>EH Guidelines (white pages) p. 187.</p>
<p>ons. Child can indicate answer to yes/no question.</p>	<p>1. Present questions about pictures, e.g. Is the boy running? Is the red car behind the boat? Is she kicking the dirty ball?</p> <p>2. Ask the child simple yes/no personal questions, e.g. are you sitting? Are you standing? Are you a boy? Am I your mother?</p>	<p>EH Guidelines (pp. 46-53.</p>

03 Receptive Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		3. Ask <u>do</u> questions without pictures, e.g. Do horses fly? Do babies cry? Do mannequins walk? Do ladders digest?

(Auditory)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	<p>3. Ask <u>do</u> questions without pictures, e.g. Do horses fly? Do babies cry? Do mannequins walk? Do ladders digest?</p>	

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Receptive Language (Visual) -

The ability of the child to understand or interpret what he sees, comprehend the meaning of symbols, written words or pictures. Present in discriminations of similarly shaped letters or words, in using pictures in reading, workbook assignments or reading maps or globes.

03 Receptive Language (Visual)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>03-01-05</p> <p>Child will be able to match similar objects.</p>	<p>Present the child with a picture of a common object. From a group of four pictures he is to match the two that go together.</p>	<p>Show the child a picture of a dog or other animal. Present four other pictures which contain the same animal with the others unrelated. Have the child point to the object which relates to the stimulus picture.</p> <p>Same as above for clothing, fruit, cars, chairs or other common objects.</p>
<p>03-01-06</p> <p>Child will be able to match objects of similar use.</p>	<p>Present the child with a picture of a common object. From a group of similar objects the child matches the two which have the same use.</p>	<p>Show the child a picture of a pencil. From a group of related pictures (pen, typewriter, paint brush, pencil sharpener) the child points to the same use as the stimulus picture.</p> <p>Same as above for shoe - boot, waste basket - garbage can, bat - tennis racket, sweater - coat.</p> <p>Use pictures for these which contain objects which are related but not of the same use.</p>

- The ability of the child to understand or interpret what he sees. Involves the ability to comprehend the meaning of symbols, written words or pictures. Problem here can hinder a child in discriminations of similarly shaped letters or words, in utilizing context clues from pictures in reading, workbook assignments or reading maps or graphs.

visual)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Present the child with a picture of a common object. From a group of four pictures he is to match the two that go together.</p>	<p>Show the child a picture of a dog or other animal. Present four other pictures which contain the same animal with the others unrelated. Have the child point to the object which relates to the stimulus picture.</p> <p>Same as above for clothing, fruit, cars, chairs or other common objects.</p>	<p>For most activities in this area pictures may be obtained from various catalogues or magazines.</p> <p>Blue Section (48-52) White Section (51-52)</p> <p>Valett Manual (27, 29, 30)</p>
<p>Present the child with a picture of a common object. From a group of similar objects the child matches the two which have the same use.</p>	<p>Show the child a picture of a pencil. From a group of related pictures (pen, typewriter, paint brush, pencil sharpener) the child points to the same use as the stimulus picture.</p> <p>Same as above for shoe - boot, waste basket - garbage can, bat - tennis racket, sweater - coat.</p> <p>Use pictures for these which contain objects which are related but not of the same use.</p>	<p>82</p>

03 Receptive Language (Visual)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>03-01-07</p> <p>Child will be able to match pictures which indicate the same action.</p>	<p>Present the child with a picture of a child or person engaged in an action. From a group of pictures showing people doing various things the child matches two similar actions.</p>	<p>Show the child a picture of a person or another child running from a group of four other pictures (3 showing other actions and 1 running) the child matches the two which indicate the same actions.</p> <p>Same as above for eating, playing, reading.</p>
<p>03-01-08</p> <p>Child will be able to match pictures which indicate the same feeling.</p>	<p>Present the child with a picture of a child or person expressing a feeling. From a group of other pictures the child matches two expressing the same feeling.</p>	<p>Show the child a picture of another child or person expressing a feeling of happiness. From four other pictures (some depicting actions and one the same feeling as the stimulus picture the child matches the two pictures indicating the same feeling.</p> <p>Same as above for sadness, anger, daydreaming.</p>

sual)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Present the child with a picture of a child or person engaged in an action. From a group of pictures showing people doing various things the child matches two similar actions.</p>	<p>Show the child a picture of a person or another child running from a group of four other pictures (3 showing other actions and 1 running) the child matches the two which indicate the same actions.</p> <p>Same as above for eating, playing, reading.</p>	<p>Also use objective 04-03-04</p>
<p>Present the child with a picture of a child or person expressing a feeling. From a group of other pictures the child matches two expressing the same feeling.</p>	<p>Show the child a picture of another child or person expressing a feeling of happiness. From four other pictures (some depicting actions and one the same feeling as the stimulus picture the child matches the two pictures indicating the same feeling.</p> <p>Same as above for sadness, anger, daydreaming.</p>	<p>Peabody Language Kit (Selected Story Pictures)</p>

Receptive Language (Visual)

03 Receptive Language (Visual)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>03-01-09</p> <p>Child will be able to identify a part missing from an object.</p>	<p>Present the child with pictures of objects which all contain a part missing. Child is to identify the part.</p>	<p>Show the child pictures of common objects which have a part missing:</p> <ul style="list-style-type: none"> <li>Dog - - - ears</li> <li>Table - - leg</li> <li>Wagon - - wheel</li> <li>Person - foot</li> </ul> <p>Child names missing part.</p> <p>Same as above but increased in difficulty.</p> <ul style="list-style-type: none"> <li>Telephone - cord</li> <li>Door - - - knob</li> <li>Jaw - - - teeth</li> <li>Clock - - - hands</li> </ul> <p>Utilize other objects.</p>
<p>03-01-10</p> <p>Child will be able to identify absurdities in pictures.</p>	<p>Present the child with a picture containing an absurdity. Child tells what the absurdity is.</p>	<p>Show the child a picture containing an absurdity. Child is to tell what the absurdity is. Some examples might be:</p> <ol style="list-style-type: none"> <li>1. Cat playing with a mouse.</li> <li>2. Child walking in the rain.</li> <li>3. Boy filling a bucket of water with a hole in it.</li> <li>4. Man sitting backwards in the driving seat of a car.</li> <li>5. Person reading a paper upside down.</li> <li>6. Lady carrying a tray of dishes upside down.</li> </ol> <p>Increase pictures in complexity as child increases skill.</p>

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SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>fy t.</p> <p>Present the child with pictures of objects which all contain a part missing. Child is to identify the part.</p>	<p>Show the child pictures of common objects which have a part missing:</p> <ul style="list-style-type: none"><li>Dog - - - ears</li><li>Table - - leg</li><li>Wagon - - wheel</li><li>Person - foot</li></ul> <p>Child names missing part.</p> <p>Same as above but increased in difficulty.</p> <ul style="list-style-type: none"><li>Telephone - cord</li><li>Door - - - knob</li><li>Jaw - - - teeth</li><li>Clock - - - hands</li></ul> <p>Utilize other objects.</p>	
<p>Present the child with a picture containing an absurdity. Child tells what the absurdity is.</p>	<p>Show the child a picture containing an absurdity. Child is to tell what the absurdity is. Some examples might be:</p> <ol style="list-style-type: none"><li>1. Cat playing with a mouse.</li><li>2. Child walking in the rain.</li><li>3. Boy filling a bucket of water with a hole in it.</li><li>4. Man sitting backwards in the driving seat of a car.</li><li>5. Person reading a paper upside down.</li><li>6. Lady carrying a tray of dishes upside down.</li></ol> <p>Increase pictures in complexity as child increases skill.</p>	







03 Associative Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>03-02-02 Child will be able to understand and express similarities and differences.</p>	<p>Child will be able to tell physical similarities and differences between actual objects, pictured objects, and auditorily presented objects.</p>	<ol style="list-style-type: none"> <li>7. Present three nouns aloud, have child state which one belongs to designated category, e.g. 'which one is an animal? table, lion, apple?'</li> <li>8. Present three nouns aloud, have child state which one doesn't belong to designated category, e.g. 'which one is not a food? ice cream, carrot, chair?'</li> <li>9. Present four noun examples, having child assign category e.g. listen -fish, bird, dog, cat are all _____.</li> <li>10. Present two noun examples having child assign category, e.g. shoes and sweater are both _____.</li> <li>11. Present one noun having child state category, e.g. a bird is an _____.</li> <li>12. Present one category, having child name as many examples as he can.</li> <li>1. Teach one concept at a time having that concept be the only variable. Present two objects having child tell how they are alike and</li> </ol>

(Auditory)

SKILL EXAMPLE

INSTRUCTION

SUPPLEMENTAL IDEAS

7. Present three nouns aloud, have child state which one belongs to designated category, e.g. 'which one is an animal? table, lion, apple?'
8. Present three nouns aloud, have child state which one doesn't belong to designated category, e.g. 'which one is not a food? ice cream, carrot, chair?'
9. Present four noun examples, having child assign category e.g. listen -fish, bird, dog, cat are all \_\_\_\_\_.
10. Present two noun examples having child assign category, e.g. shoes and sweater are both \_\_\_\_\_.
11. Present one noun having child state category, e.g. a bird is an \_\_\_\_\_.
12. Present one category, having child name as many examples as he can.
1. Teach one concept at a time, having that concept be the only variable. Present two objects having child tell how they are alike and

Instruco Classification and Categorization

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Dittoed Activities.

Class team activity.

Inventory of Developmental Tasks (blue pages) p. 51

Child will be able to tell physical similarities and differences between actual objects, pictured objects, and auditorily presented objects.





03 Associative Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	<p>Child will be able to tell physical and functional similarities and differences with auditory stimulus only.</p>	<p>one sweeps and one cleans furniture; mother uses both A dog house vs. house. Both to live in, but different occupants.</p> <p>10. Present two pictures that are in same broad category, but have above-named categorical distinctions, e.g. scissors vs. knife; typewriter vs. crayon; fireman vs. policeman.</p> <p>Child names similarities and differences.</p> <p>11. Present three pictures same as above.</p> <p>12. Present two nouns aloud, having child tell how they are alike and different.</p> <p>13. Present two nouns aloud, having child tell how they are alike and different using all of the above-named categories.</p>

(Auditory)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child will be able to tell physical and functional similarities and differences with auditory stimulus only.</p>	<p>one sweeps and one cleans furniture; mother uses both. A dog house vs. house. Both to live in, but different occupants.</p> <p>10. Present two pictures that are in same broad category, but have above-named categorical distinctions, e.g. scissors vs. knife; typewriter vs. crayon; fireman vs. policeman.</p> <p>Child names similarities and differences.</p> <p>11. Present three pictures same as above.</p> <p>12. Present two nouns aloud, having child tell how they are alike and different.</p> <p>13. Present two nouns aloud, having child tell how they are alike and different using all of the above-name categories.</p>	<p>EH Guidelines (white pages) p. 35</p>

03 Associative Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	<p>Given word auditorily, child will provide antonym and synonym.</p>	<p>14. Present 3 nouns aloud, same as above.</p> <p>15. Present 4 nouns aloud, same as above.</p> <p>16. Teach opposite concept, demonstrating in live situation if needed, e.g. on/off, up/down.</p> <p>17. Present picture of common adjectives or adverb, having child name antonym, e.g. happy/sad, far/near, dirty/clean.</p> <p>18. Present picture with accompanying descriptive sentence aloud, having child provide sentence meaning opposite, e.g. the tree is big. Now tell me a sentence that means the opposite. Pretend that this picture looks just the other way.</p> <p>19. Present sentence aloud only, having child provide sentence meaning opposite.</p>

(Auditory)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Given word auditorily, child will provide antonym and synonym.</p>	<p>14. Present 3 nouns aloud, same as above.</p> <p>15. Present 4 nouns aloud, same as above.</p> <p>16. Teach opposite concept, demonstrating in live situation if needed, e.g. on/off, up/down.</p> <p>17. Present picture of common adjectives or adverb, having child name antonym, e.g. happy/sad, far/near, dirty/clean.</p> <p>18. Present picture with accompanying descriptive sentence aloud, having child provide sentence meaning opposite, e.g. the tree is big. Now tell me a sentence that means the opposite. Pretend that this picture looks just the other way.</p> <p>19. Present sentence aloud only, having child provide sentence meaning opposite.</p>	<p>DLM Opposite Pictures Milton-Bradley Opposites and synonyms and space relations cards Selma Herr workbooks Peabody Lang. Kits EH Guidelines (white pages) p. 194</p> <p>96</p>



SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>03-02-03 Child will be able to derive meaning from auditorily presented clues. (Auditory Imagery)</p>	<p>Given visual and auditory clues, child will be able to name object.</p>	<p>20. Teach synonym concept using live situation if needed, e.g. little/small/tiny, fast/quick/speedy.</p> <p>21. Present picture of common adjective or adverb having child provide synonym, e.g. closing/shutting.</p> <p>22. Present picture with accompanying descriptive sentence aloud, having child provide sentence meaning same thing, e.g. now you tell me another way of saying the same thing.</p> <p>23. Present sentence aloud only, having child provide sentence meaning same.</p> <p>1. Present 3 noun pictures. Give clue aloud relating to only one picture, e.g. comb/brush/apple. I am good to eat. What am I? Bicycle/wagon/car. I have two wheels. What am I?</p> <p>2. Present 5 noun pictures as above. Progress from obvious differences to subtle distinctions.</p>

(Auditory)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Given visual and auditory clues, child will be able to name object.</p>	<ol style="list-style-type: none"><li>20. Teach synonym concept using live situation if needed, e.g. little/small/tiny, fast/quick/speedy.</li><li>21. Present picture of common adjective or adverb having child provide synonym, e.g. closing/shutting.</li><li>22. Present picture with accompanying descriptive sentence aloud, having child provide sentence meaning same thing, e.g. now you tell me another way of saying the same thing.</li><li>23. Present sentence aloud only, having child provide sentence meaning same.</li><li>1. Present 3 noun pictures. Give clue aloud relating to only one picture, e.g. comb/brush/apple. I am good to eat. What am I? Bicycle/wagon/car. I have two wheels. What am I?</li><li>2. Present 5 noun pictures as above. Progress from obvious differences to subtle distinctions.</li></ol>	<p>Selma Herr DLM Auditory Imagery Tapes Peabody Kits Inventory of Developmental Tasks (blue pages) p.100</p>

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		<p>3. Present 8 noun pictures as above.</p> <p>4. Present 4 clues aloud, having child guess what you are talking about, e.g. I am an animal. I live in the zoo. I have a long neck. I have spots. What am I? I am a tool. I am made of wood and metal. I have a head. I pound in nails. What am I?</p> <p>5. Present 3 clues aloud, as above. Use all categories and concepts previously taught.</p> <p>6. Give child question containing 3 clues, having child guess object, e.g. what has 4 legs, you eat off of it, and it's flat? e.g. who is wearing a green and blue shirt, glasses and has brown hair?</p> <p>7. Give picture or word-card (corresponding to reading skill) having child provide clues for class to guess word.</p>

(Auditory)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	<ol style="list-style-type: none"><li>3. Present 8 noun pictures as above.</li><li>4. Present 4 clues aloud, having child guess what you are talking about, e.g. I am an animal. I live in the zoo. I have a long neck. I have spots. What am I? I am a tool. I am made of wood and metal. I have a head. I pound in nails. What am I?</li><li>5. Present 3 clues aloud, as above. Use all categories and concepts previously taught.</li><li>6. Give child question containing 3 clues, having child guess object, e.g. what has 4 legs, you eat off of it, and it's flat? e.g. who is wearing a green and blue shirt, glasses and has brown hair?</li><li>7. Give picture or word-card (corresponding to reading skill) having child provide clues for class to guess word.</li></ol>	<p>Have children present riddles to other children in class.</p> <p>Password game. Inventory of Developmental Tasks (blue pages) p. 92</p> <p>100</p> <p>45</p>

03 Associative Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>03-02-04 Child can make verbal analogies progressing from simple analogies to increasingly more difficult ones.</p>	<p>Given verbal absurdity, child will be able to tell what's wrong.</p> <p>Child can fill in verbal analogies presented aloud.</p>	<p>8. Present verbal absurdity, having child tell what's wrong, e.g. Tommy's dog drove down the street in the car. It was so windy that day that the flag wasn't moving.</p> <p>1. A dog says woof. A cat says _____. A chair is to sit on. A bed is to _____. A car is to drive A bike is to _____. Christmas is in winter. July 4th is in _____. The ocean is deep. The bathtub is _____.</p>
<p>03-02-05 Child can express ideas and concepts meaningfully.</p>	<p>Child can utilize descriptive words and describe events.</p> <p>Child can define words.</p>	<p>1. Have child describe common event, having class guess what it is, e.g. How to make a peanut-butter sandwich How to get ready for school How to fry an egg.</p> <p>2. Have children relate stories, TV show or movie they've seen.</p> <p>3. Give child concrete nouns, having them define word according to concepts learned in this section.</p>

ge (Auditory)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Given verbal absurdity, child will be able to tell what's wrong.</p> <p>Child can fill in verbal analogies presented aloud.</p> <p>Child can utilize descriptive words and describe events.</p> <p>Child can define words.</p>	<p>8. Present verbal absurdity, having child tell what's wrong, e.g. Tommy's dog drove down the street in the car. It was so windy that day that the flag wasn't moving.</p> <p>1. A dog says woof. A cat says _____. A chair is to sit on. A bed is to _____. A car is to drive A bike is to _____. Christmas is in winter. July 4th is in _____. The ocean is deep. The bathtub is _____.</p> <p>1. Have child describe common event, having class guess what it is, e.g. How to make a peanut-butter sandwich. How to get ready for school. How to fry an egg.</p> <p>2. Have children relate story, TV show or movie they've seen.</p> <p>3. Give child concrete nouns, having them define word according to concepts learned in this section.</p>	<p>Peatody Kits Bush &amp; Giles, <u>Aids to Psycholinguistic Teaching.</u></p> <p>EH Guidelines (white pages) p. 203, pp. 54-62.</p> <p>EH Guidelines pp. 64-67.</p> <p>Inventory of Developmental Tasks (blue pages) p. 89 EH Guidelines (white pages) P. 206, 36.</p>

03 Associative Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	<p>Child can reach conclusion in problem-solving situation.</p>	<p>4. Give child problem. Have him verbally describe way to solve, e.g. He's on the roof and his friend takes the ladder away. He comes to school and there's an elephant in the classroom. His best friend steals a candy bar from the drug-store.</p>

(Auditory)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child can reach conclusion in problem-solving situation.</p>	<p>4. Give child problem. Have him verbally describe way to solve, e.g. He's on the roof and his friend takes the ladder away. He comes to school and there's an elephant in the classroom. His best friend steals a candy bar from the drug-store.</p>	<p>EH Guidelines (white pages) p. 32, 33, 201.</p> <p>Peabody Kits "Brainstorming" sections.</p>

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03 - Associative Language (Visual)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>03-02-07</p> <p>Child can make visual analogies progressing from simple analogies to increasing by more difficult ones.</p>	<p>Child can indicate correct picture to complete a visual analogy.</p>	<p>12. Using dittoed word groups, ask the child to find the <u>word</u> that does not belong with the others, as in #9.</p> <p>1. Present two pictures which relate, e.g. shoe and foot, pen and paper, etc. Give the child one additional picture to begin an analogy and a choice of four pictures with which to complete it, e.g. pictures of <u>shown bird</u> &amp; <u>car</u>, <u>lake</u>, <u>garage</u>; <u>tree</u> and <u>str</u>. Child chooses appropriate picture to complete analogy.</p>
<p>03-02-08</p> <p>Child will be able to derive meaning from visually presented clues.</p>	<p>Given visual incongruity, child will be able to mark errors.</p>	<p>1. Present pictures (on ditto) with "something wrong" e.g. A clock numbered backward. A cowboy riding a kangaroo. An arithmetic problem with wrong answer. Child marks errors or correct picture.</p>

Visual)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child can indicate correct picture to complete a visual analogy.</p> <p>Given visual incongruity, child will be able to mark errors.</p>	<p>12. Using dittoed word groups, ask the child to find the <u>word</u> that <u>does not belong</u> with the others, as in #9.</p> <p>1. Present two pictures which relate, e.g. shoe and foot, pen and paper, etc. Give the child one additional picture to begin an analogy and a choice of four pictures with which to complete it, e.g. pictures of <u>shown bird &amp; cage</u>. Present pictures of <u>car</u>, <u>lake</u>, <u>garage</u>, <u>tree</u> and <u>street</u>. Child chooses appropriate picture to complete analogy.</p> <p>1. Present pictures (on ditto) with "something wrong" e.g. A clock numbered backward. A cowboy riding a kangaroo. An arithmetic problem with the wrong answer. Child marks errors or corrects picture.</p>	<p>1. Dittoed Activities. Commercial workbooks.</p> <p>1. Refer to objective 03-01-10.</p>

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03 Associative Language (Visual)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>03-02-09</p> <p>Child can express ideas and concepts meaningfully using visual symbols.</p>	<p>Child can utilize artistic and written description.</p>	<p>2. Present a series of written sentences at child's reading level containing semantic punctuation absurdities, e.g. Tommy? ran away The meat was as tough as butter. The dog sang in the moonlight Child marks or corrects errors.</p> <p>1. Present written statement for child to illustrate, e.g. The train has five cars. The caboose at the end is the longest. The second car is the longest. Johnny was surprised to find that his dog had had puppies in his closet, etc.</p> <p>2. Draw a picture with unrealistic action, e.g. A boy fishing and a skunk sitting behind him. Ask the children to draw a picture showing what happens next.</p> <p>3. Using same type of picture as above, ask child to write a description of what happens next.</p> <p>4. Show ink blots, abstract drawings, etc. Child writes "It looks like . . ."</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child can utilize artistic and written description.</p>	<ol style="list-style-type: none"> <li>2. Present a series of written sentences at child's reading level containing semantic or punctuation absurdities, e.g.                      Tommy? ran away                      The meat was as tough as butter.                      The dog sang in the moonlight.                      Child marks or corrects error.</li>   <li>1. Present written statement for child to illustrate, e.g.                      The train has five cars.                      The caboose at the end is red.                      The second car is the longest.                      Johnny was surprised to find that his dog had had six puppies in his closet, etc.</li>   <li>2. Draw a picture with unresolved action, e.g.                      A boy fishing and a skunk sitting behind him.                      Ask the children to draw a picture showing what happened.</li>   <li>3. Using same type of picture as above, ask child to write a description of what happens next.</li>   <li>4. Show ink blots, abstract drawings, etc.                      Child writes "It looks like . . ."</li> </ol>	

03 Associative Language (Visual)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION										
	<p>these areas, above categories may be broken down further, e.g. clothing: winter/summer.</p> <p>food: vegetables/fruit.</p>	<p>8. Give child assorted noun pictures with emphasis in one category. Have him select all pictures belonging to designated category.</p> <p>9. Use dittoed activities with small pictures in groups of four with one or two unrelated. Give directions: e. Color red the things we can eat. Put a line under the ones mother uses to clean the house.</p> <p>10. Use dittoed activities with small pictures or line drawings:  Draw a line from each one to its home:</p> <table data-bbox="1115 1110 1508 1263"> <tr> <td>horse</td> <td>nest</td> </tr> <tr> <td>dog</td> <td>barn</td> </tr> <tr> <td>bird</td> <td>tepee</td> </tr> <tr> <td>Indian</td> <td>fishbowl</td> </tr> <tr> <td>fish</td> <td>doghouse.</td> </tr> </table> <p>11. Using dittoed pictures, ask the child to find the picture that does not belong with the others, e.g.  hammer, saw, cup, wrench.</p>	horse	nest	dog	barn	bird	tepee	Indian	fishbowl	fish	doghouse.
horse	nest											
dog	barn											
bird	tepee											
Indian	fishbowl											
fish	doghouse.											

Visual)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS										
<p>these areas, above categories may be broken down further, e.g. clothing: winter/summer.</p> <p>food: vegetables/fruit.</p>	<p>8. Give child assorted noun pictures with emphasis in one category. Have him select all pictures belonging to designated category.</p> <p>9. Use dittoed activities with small pictures in groups of four with one or two unrelated. Give directions: e.g. Color red the thigs we can eat. Put a line under the ones mother uses to clean the house.</p> <p>10. Use dittoed activities with small pictures or line drawings:  Draw a line from each one to its' home:</p> <table data-bbox="639 1104 1031 1258"><tr><td>horse</td><td>nest</td></tr><tr><td>dog</td><td>barn</td></tr><tr><td>bird</td><td>teepee</td></tr><tr><td>Indian</td><td>fishbowl</td></tr><tr><td>fish</td><td>doghouse.</td></tr></table> <p>11. Using dittoed pictures, ask the child to find the picture that does not belong with the others, e.g.</p> <p>hammer, saw, cup, wrench.</p>	horse	nest	dog	barn	bird	teepee	Indian	fishbowl	fish	doghouse.	<p>1. Instructo - flannel board aids.</p> <p>2. Instructo Classification Game.</p> <p>3. Peabody Language Kits.</p> <p>4. DLM - Association Cards Motor Expressive Cards.</p>
horse	nest											
dog	barn											
bird	teepee											
Indian	fishbowl											
fish	doghouse.											



Expressive Language involves the ability to use skills necessary to express ideas. Problem here is expressing ideas, using proper syntax (grammar), and using complete sentences. (See Auditory and Language skills)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>03-03-01 Child will be able to name simple nouns and verbs (for non-verbal or severely language delayed child, follow this section concurrently with the receptive language section)</p>	<p>Child will have functional 50 word core vocabulary (use common nouns and verbs, as well as words relevant to that child's environment). (All should be picturable.)</p>	<ol style="list-style-type: none"> <li>1. Present objects for child name e.g. "spoon, what is this?" Child repeats. "Chair - what is this?" the fade-out noun and present question only.</li> <li>2. Present action for child name e.g. "Eating - what am I doing?" Child repeats.</li> <li>3. Present pictures (both action and noun) and have child name same as above. Alternate.</li> </ol>
<p>03-03-02 Child will be able to produce phrases of increasing length and syntactic complexity.</p>	<p>Child will be able to produce <u>verb-noun</u> phrases.</p>	<ol style="list-style-type: none"> <li>1. Using core vocabulary words perform action with object. At same time, say verb-noun phrase, e.g. kick ball - have child repeat action phrase.</li> <li>2. Perform action with object ask child, "What do I do?" Child answers verb-noun, e.g. read book.</li> <li>3. Present noun picture and ask child "what do you do?" e.g. drive car.</li> </ol>

the ability to use skills necessary to express ideas. Problem here will hinder a child in  
er syntax (grammar), and using complete sentences. (See Auditory Association for conceptual

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child will have functional 50 word core vocabulary (use common nouns and verbs, as well as words relevant to that child's environment). (All should be picturable.)</p>	<ol style="list-style-type: none"> <li>1. Present objects for child to name e.g. "spoon, what is this?" Child repeats. "Chair - what is this?" then fade-out noun and present question only.</li> <li>2. Present action for child to name e.g. "Eating - what am I doing?" Child repeats.</li> <li>3. Present pictures (both action and noun) and have child name same as above. Alternate.</li> </ol>	
<p>Child will be able to produce <u>verb-noun</u> phrases.</p>	<ol style="list-style-type: none"> <li>1. Using core vocabulary words, perform action with object. At same time, say verb-noun phrase, e.g. kick ball - have child repeat action and phrase.</li> <li>2. Perform action with object and ask child, "What do I do?" Child answers verb-noun, e.g. read book.</li> <li>3. Present noun picture and ask child "what do you do?" e.g. drive car.</li> </ol>	



SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child will be able to produce <u>adjective-noun</u> phrases.</p>	<p>4. Using core vocabulary words, present object plus adjective-noun phrase, e.g. happy baby. Have child repeat phrase.</p> <p>5. Present some objects and ask child, "What is it?" Child answers: adjective-noun, e.g. little dog.</p> <p>6. Present noun picture asking child "What is it?" e.g. red apple.</p>	
<p>Child will be able to produce <u>verb the noun</u> phrases.</p>	<p>7. Using core vocabulary words, present picture plus phrase, e.g. climb the tree, drink the milk. Have child repeat.</p> <p>8. Present picture asking child "What do you do?" Child answers e.g. ride the bike. Open the door.</p>	
<p>Child will be able to use first person sentences.</p>	<p>9. Present some objects plus action phrase, e.g. "I kick the ball-what do you do?" Child answers, "I kick the ball."</p> <p>10. Present some objects and question "What do you do?" e.g. I draw the picture.</p>	<p>Inventory of Developmental Tasks (blue pages) p. 87.</p>

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	<p>Child will be able to use second-person pronoun in sentence.</p> <p>Child will be able to use preposition (in, on, under, behind, next to, in front of, right, left, over). Follow next 4 steps for each preposition; teach separately.</p>	<p>11. Present same objects plus phrase:</p> <p>I see the noun, what do you see?</p> <p>I have the noun, what do you have?</p> <p>I want the noun, what do you want?</p> <p>Child answers appropriately.</p> <p>12. Present object and question alone. Child answers appropriately.</p> <p>13. Present objects and action plus sentences using core verbs, having child imitate e.g. push car and say: "Tell me what I do. Say you push the car." Child imitates.</p> <p>14. Present objects plus questions, having child answer appropriately, e.g.  "Tell me what I do?"  "Tell me what I see"  "Tell me what I have"  Child says "you....."</p> <p>15. Demonstrate spatial position with objects and say phrase e.g. "on the box." Child imitates.</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child will be able to use second-person pronoun in sentence.</p>	<p>11. Present same objects plus phrase:</p> <p>I see the noun, what do you see?</p> <p>I have the noun, what do you have?</p> <p>I want the noun, what do you want?</p> <p>Child answers appropriately.</p>	
<p>Child will be able to use preposition (in, on, under, behind, next to, in front of, right, left, over). Follow next 4 steps for each preposition; teach separately.</p>	<p>12. Present object and question alone. Child answers appropriately.</p> <p>13. Present objects and action plus sentences using core verbs, having child imitate. e.g. push car and say: "Tell me what I do. Say you push the car." Child imitates.</p> <p>14. Present objects plus questions, having child answer appropriately, e.g.          "Tell me what I do?"          "Tell me what I see?"          "Tell me what I have?"          Child says "you....."</p> <p>15. Demonstrate spatial positions with objects and say phrase, e.g. "on the box." Child imitates.</p>	

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>03-03-03 Child will be able to use the negative concept in expressive language.</p>	<p>Child will use <u>not</u> correctly in sentences.</p>	<p>16. Place object and ask question, "Where is the noun?" Child answers appropriately.</p> <p>17. Same as above with picture.</p> <p>18. Alternate pictures varying prepositions-child answers "Where is the noun?"</p> <p>1. Present 2 noun pictures and say, "This is a noun. This is <u>not</u> a noun." Child repeats.</p> <p>2. Present 2 verb or preposition pictures and say "Verbing. Not verbing" or "Preposition the noun. Not preposition noun." e.g. jumping. Not jumping. On the table. Not on the table. Child repeats.</p> <p>3. Present one picture saying "Is the noun preposition/verbing/adj.?" Child says: Noun is not... e.g. Is the ball red? The ball is not red (or) Is the balloon on the table? The balloon is not on the table.</p>
<p>03-03-04 Child will demonstrate correct use of syntax.</p>	<p>Child will use subject/verb agreement using the verb <u>to be</u>.</p>	<p>1. Present action picture saying, "The noun is verbing." Child repeats. e.g. The boy is running.</p> <p>2. Present action picture saying "The noun is verbing. What is the noun doing?" Child answers.</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>the Child will use <u>not</u> correctly in sentences.</p>	<ol style="list-style-type: none"> <li>16. Place object and ask question, "Where is the noun?" Child answers appropriately.</li> <li>17. Same as above with pictures.</li> <li>18. Alternate pictures varying prepositions-child answers "Where is the noun?"</li> </ol> <ol style="list-style-type: none"> <li>1. Present 2 noun pictures and say, "This is a noun. This is <u>not</u> a noun." Child repeats.</li> <li>2. Present 2 verb or preposition pictures and say "Verbing. Not verbing" or "Preposition the noun. Not preposition the noun." e.g. jumping. Not jumping. On the table. Not on the table. Child repeats.</li> <li>3. Present one picture saying, "Is the noun preposition/verbing/adj.?" Child says: Noun is not... e.g. Is the ball red? The ball is not red (or) Is the balloon on the table? The balloon is not on the table.</li> </ol>	
<p>ect Child will use subject/verb agreement using the verb <u>to be</u>.</p>	<ol style="list-style-type: none"> <li>1. Present action picture saying, "The noun is verbing." Child repeats. e.g. The boy is running.</li> <li>2. Present action picture saying "The noun is verbing. What is the noun doing? Child answers.</li> </ol>	<p>Peabody Kit, action pictures, magazine pictures, Slingerland, beginning reading pictures.</p>



SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	<p>Child will demonstrate subject/verb agreement using third-person pronouns.</p>	<ol style="list-style-type: none"> <li>3. Present action picture and question. What is the noun doing?</li> <li>4. Explain that "are" is for more than one thing. Follow steps 1-3 with plural noun pictures using <u>only</u> regular plurals, e.g. dogs.</li> <li>5. Explain concept of past tense. Using same picture as above, follow steps 1-3. The boy was running. What was the boy doing?</li> <li>6. Explain <u>he</u> is for boys, <u>she</u> is for girls, <u>they</u> is for more than one person. Present picture saying, "He is verbing, or she is verbing, or they are verbing. Who is verbing? Child answers. Alternate pronouns.</li> <li>7. Present picture saying, he was verbing, she was verbing, they were verbing. Who was verbing.</li> <li>8. Present pictures and questions. Randomly vary pronouns and tense required. e.g. What is verbing? Who was verbing?</li> </ol>

## SKILL EXAMPLE

Child will demonstrate subject/verb agreement using third-person pronouns.

## INSTRUCTION

3. Present action picture and question. What is the noun doing?
4. Explain that "are" is for more than one thing. Follow steps 1-3 with plural noun pictures using only regular plurals, e.g. dogs.
5. Explain concept of past tense. Using same picture as above, follow steps 1-3: The boy was running. What was the boy doing?
6. Explain he is for boys, she is for girls, they is for more than one person. Present picture saying, "He is verbing, or she is verbing, or they are verbing. Who is verbing? Child answers. Alternate pronouns.
7. Present picture saying, he was verbing, she was verbing, they were verbing. Who was verbing.
8. Present pictures and questions. Randomly vary pronoun and tense required. e.g. What is verbing? Who was verbing?

## SUPPLEMENTAL IDEAS

Inventory of Developmental Tasks (blue pages) p. 94.

03 Expressive Language

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	<p>Child will demonstrate correct use of tensing.</p>	<p>9. Present pictures and questions using negative. e.g. Was he jumping? Child says, He was not jumping. Is she running? No, she is not running.</p> <p>10. Present picture and say "Tell me about the noun (or the nouns)." Child uses correct verb, e.g. Tell me about the boy. The boy is running.</p> <p>11. Present action picture and sentence "the noun verbs." Child repeats, e.g. The bird flies.</p> <p>12. Present action picture and sentence. "The noun verbs. What does the noun do?" Child answers.</p> <p>13. Present action picture and question. Child answers. e.g. What does the broom do? The broom sweeps.</p> <p>14. Present action picture and sentences. The noun verbed. Child repeats. Use only regular verbs, e.g. The mother laughed.</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child will demonstrate correct use of tensing.</p>	<p>9. Present pictures and questions using negative. e.g. Was he jumping? Child says, He was not jumping. Is she running? No, she is not running.</p> <p>10. Present picture and say "Tell me about the noun (or the nouns)." Child uses correct verb, e.g. Tell me about the boy. The boy is running.</p> <p>11. Present action picture and sentence "the noun verbs." Child repeats, e.g. The bird flies.</p> <p>12. Present action picture and sentence. "The noun verbs. What does the noun do?" Child answers.</p> <p>13. Present action picture and question. Child answers. e.g. What does the broom do? The broom sweeps.</p> <p>14. Present action picture and sentences. The noun verbed. Child repeats. Use only regular verbs, e.g. The mother laughed.</p>	<p>EH Guidelines (white pages) p. 197.</p>

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION																														
		<p>15. Present picture and sentence and question: "The noun verbed. What did the noun do? Child answers. Regular verb only.</p> <p>16. Pictures and question-What did the noun do? Child answers. Regular verb only.</p> <p>17. Follow steps 14-16, drilling on irregular verb past tensing. The following verbs are suggested:</p> <table data-bbox="1096 828 1443 1144"> <tbody> <tr> <td>take</td> <td>do</td> <td>see</td> </tr> <tr> <td>drink</td> <td>hit</td> <td>cut</td> </tr> <tr> <td>throw</td> <td>write</td> <td>sing</td> </tr> <tr> <td>pound</td> <td>shut</td> <td>bring</td> </tr> <tr> <td>paint</td> <td>sit</td> <td>blow</td> </tr> <tr> <td>begin</td> <td>fly</td> <td>drive</td> </tr> <tr> <td>eat</td> <td>go</td> <td>taste</td> </tr> <tr> <td>read</td> <td>come</td> <td>run</td> </tr> <tr> <td>fall</td> <td>plant</td> <td>hang</td> </tr> <tr> <td>find</td> <td>steal</td> <td></td> </tr> </tbody> </table> <p>e.g. Today I/he/she verbs. Yesterday I/he/she verbed (Irregular).</p> <p>18. Present irregular verb picture. Have child use verb in sentence. e.g. The man drove the car.</p>	take	do	see	drink	hit	cut	throw	write	sing	pound	shut	bring	paint	sit	blow	begin	fly	drive	eat	go	taste	read	come	run	fall	plant	hang	find	steal	
take	do	see																														
drink	hit	cut																														
throw	write	sing																														
pound	shut	bring																														
paint	sit	blow																														
begin	fly	drive																														
eat	go	taste																														
read	come	run																														
fall	plant	hang																														
find	steal																															

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS																														
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take	do	see																														
drink	hit	cut																														
throw	write	sing																														
pound	shut	bring																														
paint	sit	blow																														
begin	fly	drive																														
eat	go	taste																														
read	come	run																														
fall	plant	hang																														
find	steal																															

03 Expressive Language

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION																		
	<p>Child will demonstrate correct use of plurals.</p>	<p>19. Present plural action picture and sentence. The nouns verb. Child repeats e.g. The boys run. Use regular plurals only.</p> <p>20. Picture and sentence and questions. e.g. The dogs bark. What do the dogs do?</p> <p>21. Picture and question. What do the nouns do? Child answers.</p> <p>22. Picture and sentence. The nouns verbed. Child repeats. Use regular plurals only.</p> <p>23. Picture and sentence plus question. What did the nouns do? Child answers.</p> <p>24. Picture and question. What did the nouns do?</p> <p>25. Follow steps 18-23 for 10 regular plurals. The following are suggested:</p> <table data-bbox="1126 1230 1398 1521"> <tr> <td>Chalk</td> <td>House</td> </tr> <tr> <td>Fish</td> <td>Women</td> </tr> <tr> <td>Sheep</td> <td>Feet</td> </tr> <tr> <td>Beer</td> <td>Geese</td> </tr> <tr> <td>Leaf</td> <td>Men</td> </tr> <tr> <td>Soap</td> <td>Child</td> </tr> <tr> <td>Wife</td> <td>Person</td> </tr> <tr> <td>Knife</td> <td>Tooth</td> </tr> <tr> <td>Thief</td> <td>Wolf</td> </tr> </table>	Chalk	House	Fish	Women	Sheep	Feet	Beer	Geese	Leaf	Men	Soap	Child	Wife	Person	Knife	Tooth	Thief	Wolf
Chalk	House																			
Fish	Women																			
Sheep	Feet																			
Beer	Geese																			
Leaf	Men																			
Soap	Child																			
Wife	Person																			
Knife	Tooth																			
Thief	Wolf																			

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SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS																		
<p>Child will demonstrate correct use of plurals.</p>	<p>19. Present plural action picture and sentence. The nouns verb. Child repeats. e.g. The boys run. Use regular plurals only.</p> <p>20. Picture and sentence and questions. e.g. The dogs bark. What do the dogs do?</p> <p>21. Picture and question. What do the nouns do? Child answers.</p> <p>22. Picture and sentence. The nouns verbed. Child repeats. Use regular plurals only.</p> <p>23. Picture and sentence plus question. What did the nouns do? Child answers.</p> <p>24. Picture and question. What did the nouns do?</p> <p>25. Follow steps 12-23 for irregular plurals. The following are suggested:</p> <table data-bbox="669 1234 947 1526"> <tr><td>Chalk</td><td>Mouse</td></tr> <tr><td>Fish</td><td>Woman</td></tr> <tr><td>Sheep</td><td>Foot</td></tr> <tr><td>Beer</td><td>Goose</td></tr> <tr><td>Leaf</td><td>Man</td></tr> <tr><td>Soap</td><td>Child</td></tr> <tr><td>Wife</td><td>Person</td></tr> <tr><td>Knife</td><td>Tooth</td></tr> <tr><td>Thief</td><td>Wolf</td></tr> </table>	Chalk	Mouse	Fish	Woman	Sheep	Foot	Beer	Goose	Leaf	Man	Soap	Child	Wife	Person	Knife	Tooth	Thief	Wolf	<p>Make flashcards with singular picture on one side and plural on other.</p> <p style="text-align: right;">128</p>
Chalk	Mouse																			
Fish	Woman																			
Sheep	Foot																			
Beer	Goose																			
Leaf	Man																			
Soap	Child																			
Wife	Person																			
Knife	Tooth																			
Thief	Wolf																			



SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	<p>Child will be able to conjugate the verbs <u>do</u> and <u>have</u>.</p> <p>Child will be able to formulate <u>wh</u> questions. (who, what, where, when, why)</p>	<p>26. Present irregular plural picture-child uses word in sentence.</p> <p>27. Drill with flashcards and pictures: I have, we have, you have, he/she has, they have.</p> <p>I do                    we do you do                you do he/she does        they do</p> <p>I don't                We don't You don't            You don't he/she doesn't    They don't</p> <p>28. Explain - <u>who</u> is for people <u>what</u> is for things. Hold picture toward you and say "I see something/someone verbing. Ask me what/who." e.g. I see someone eating. Ask me who. Child asks-Who is eating? Teacher answers and shows picture. Teach who and what together. Repeat #28 for where, when, and why.</p>

SKILL EXAMPLE

INSTRUCTION

SUPPLEMENTAL IDEAS

Child will be able to conjugate the verbs do and have.

Child will be able to formulate wh questions. (who, what, where, when, why)

26. Present irregular plural picture-child uses word in sentence.

27. Drill with flashcards and pictures: I have, we have, you have, he/she has, they have.

I do                      we do  
you do                    you do  
he/she does            they do

I don't                      We don't  
You don't                    You don't  
he/she doesn't            They don't

28. Explain - who is for people, what is for things. Hold picture toward you and say "I see something/someone verbing. Ask me what/who." e.g. I see someone eating. Ask me who. Child asks-Who is eating? Teacher answers and shows picture. Teach who and what together. Repeat #28 for where, when, and why.

EH Guidelines (white pages)  
p. 199



**SKILL EXAMPLE**

Child will be able to use comparative and superlative.

Child will be able to use possessive pronouns (my, your, his, her, their, our)

**INSTRUCTION**

29. Explain concept of comparative and superlative.
30. Present 3 pictures illustrating comparatives regular forms. Using graded sizes, feelings, and other adjectives and adverbs e.g. tall, taller, tallest. ugly, uglier, ugliest. fast, faster, fastest. (dog) (Horse) (car) Drill on above, e.g.:

This dog is little.  
 This dog is \_\_\_\_\_.  
 This dog is the \_\_\_\_\_.  
 Vary order.

31. Present 3 pictures illustrating irregular comparative. Some-more-most (few) Good-better-best. Drill as above.
32. Illustrate possession in classroom. e.g. This is my desk. This is your book. This is her work. This is their team. This is our class.
33. Drill using live examples and appropriate questions. e.g. Whose class is this? Child says, This is our class. Whose coat is that? That is her coat.

**SUPPLEMENTAL IDEAS**

Dittoes activities  
 Cut and Paste  
 According to size and label  
 Filling in blank with correct form.

Valett Conceptual Skills  
 EH Guidelines (white pages)  
 p. 214

03 Expressive Language

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		<p>Whose room is that? That is their room.</p>

SKILL EXAMPLE

INSTRUCTION

SUPPLEMENTAL IDEAS

Whose room is that? That is  
their room.

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SECTION

04

Visual Perception

Sub-sections.

01 Visual Discrimination

10 Objectives

02 Visual Sequential Memory

8 Objectives

03 Visual Closure

8 Objectives

04

Visual Perception

Page 63

01 Visual Discrimination

10 Objectives

Page 64

02 Visual Sequential Memory

8 Objectives

Page 85

03 Visual Closure

8 Objectives

Page 90

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1. Visual discrimination is the process of detecting differences in visually presented objects and words. It involves the ability to differentiate one object from another.
2. Affect on achievement - child will have difficulties classifying objects, matching letters

#### 04 VISUAL DISCRIMINATION

• SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>C4-01-01: Discrimination of 3-D shapes, sizes and color: Child will be able to match similar 3-D objects, shapes, and colors such as small animal forms and geometric designs</p>	<ol style="list-style-type: none"> <li>1. The student sorts colored blocks into piles that are the same.</li> <li>2. Give the child a series of buttons or blocks that are the same size and one that is <u>not</u> the same. Have the child find the one that is different.</li> <li>3. Teacher selects a particular object and asks the child to select a similar object from a corresponding group.</li> </ol>	<ol style="list-style-type: none"> <li>1. Matching small zoo animals</li> <li>2. Bead design: Copy or reproduce designs with beads on a string or place shapes in varying patterns.</li> <li>3. Place pencil, clip, pen, stick, nail, and bolt on the table; present the child with a second pencil, etc. and ask him to point out the other one that "looks like this one."</li> <li>4. Use geometric forms of wood, plastic or tagboard. Have the child match by placing all the ones that are the same shape together.</li> <li>5. Wooden puzzles with different shapes and designs. (add cup hook to top of each puzzle piece). <u>Sorting activities:</u> Sort similar objects such as clothes, buttons, assorted paper, marbles, etc. Use real balloons and have children match for color, shape, and size. Give a balloon as a reward for correct response.</li> <li>6. Use empty cans with labels in play store. Have the child sort by size, color, content. Use plastic spoons, forks, knives, dishes.</li> </ol>

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is the process of detecting differences in visually presented objects, forms, letters, or ability to differentiate one object from another. A child will have difficulties classifying objects, matching letters, discriminating word forms.

TION

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>1. The student sorts colored blocks into piles that are the same.</p> <p>2. Give the child a series of buttons or blocks that are the same size and one that is <u>not</u> the same. Have the child find the one that is different.</p> <p>3. Teacher selects a particular object and asks the child to select a similar object from a corresponding group.</p>	<ol style="list-style-type: none"> <li>1. Matching small zoo animals.</li> <li>2. Bead design: Copy or reproduce designs with beads on a string or place shapes in varying patterns.</li> <li>3. Place pencil, clip, pen, stick, nail, and bolt on the table; present the child with a second pencil, etc. and ask him to point out the other one that "looks like this one."</li> <li>4. Use geometric forms of wood, plastic or tagboard. Have the child match by placing all the ones that are the same shape together.</li> <li>5. Wooden puzzles with different shapes and designs. (add cup hook to top of each puzzle piece). <u>Sorting activities:</u> Sort similar objects such as clothes, buttons, assorted paper, marbles, etc. Use real balloons and have children match for color, shape, and size. Give a balloon as a reward for correct response.</li> <li>6. Use empty cans with labels in play store. Have the child sort by size, color, content. Use plastic spoons, forks, knives, dishes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attribute boxes</li> <li>2. Geo Shapes - Houghton Mifflin</li> <li>3. Cuisenaire Rods</li> <li>4. Puzzles             <ul style="list-style-type: none"> <li>- Cheves Part 2</li> <li>- Playskool Tiles</li> <li>- Metal Templates</li> </ul> </li> <li>5. Blue Section - Pgs. 36, 37</li> <li>6. Judy Geometric Forms</li> <li>7. Teacher prepares gadget board with extensive series of locks, latches, plugs, zippers, lever, and varied buttons and snaps of all kinds. Pupils manipulative objects with increasing skill.</li> <li>8. Pupils can string beads and proceed to threading needles, buttons, macaroni bracelets, etc.</li> <li>9. Pupils can sort varied tacks, pins, needles, small fish weights, etc.</li> <li>10. Use commercially made sewing cards.</li> <li>11. Have pupil string colored clothespins on line in time contest with self. (Use 3-minute egg timer.) Pair off with pupil of similar ability for speed contest in stringing and unstringing. Use beads to string, etc.</li> </ol>

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		<ol style="list-style-type: none"> <li>7. Provide a box of cut paper shapes, or colored sticks or blocks. Have the child sort by colors, shapes or size. Have the children use nested cubes or shapes to build with, fit them together, and also talk about the sizes.</li> <li>8. Sullivan L.A. Readiness Lessons 4-6.</li> <li>9. Whitman Sticker Posters</li> <li>10. Ideal - Form Boards (Shapes and sizes).</li> <li>11. Instructo 3-D Vis. Discrim. (Shapes and sizes).</li> <li>12. Lauri - Fit-a-Shape and Fit-a-Group.</li> <li>13. Continental Press "Visual Readiness" "Visual Discrimination."</li> <li>14. Frostig - Form Constancy</li> <li>15. DLM - Shapes Puzzles</li> <li>16. Try Tasks 1 and 2</li> </ol>

(CONTINUED)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	<ol style="list-style-type: none"><li>7. Provide a box of cut paper shapes, or colored sticks or blocks. Have the child sort by colors, shapes or size. Have the children use nested cubes or shapes to build with, fit them together, and also talk about the sizes.</li><li>8. Sullivan L.A. Readiness Lessons 4-6.</li><li>9. Whitman Sticker Posters</li><li>10. Ideal - Form Boards (Shapes and sizes).</li><li>11. Instructo 3-D Vis. Discrim. (Shapes and sizes).</li><li>12. Lauri - Fit-a-Shape and Fit-a-Group.</li><li>13. Continental Press "Visual Readiness" "Visual Discrimination."</li><li>14. Frostig - Form Constancy</li><li>15. DLM - Shapes Puzzles</li><li>16. Try Tasks 1 and 2</li></ol>	<ol style="list-style-type: none"><li>12. Time pupil in filling and emptying pegboards including simple and abstract designs; reward pupil for improving time performance.</li><li>13. Make paper chains of colored strips, encouraging the children to develop their own patterns.</li></ol>

## 04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>24-21-02 3-D Shapes:</p> <p>Child will be able to match the direction of a predetermined object.</p>	<p>Teacher puts three or four toy cars on table pointing in the same direction. One is different. Ask the child to find the one that is pointing in a different direction</p> <p>Teacher shows the child 3 or 4 geometric designs on a paper and asks which one is pointing in a different direction.</p>	<ol style="list-style-type: none"> <li>1. Playskool - Cylinders</li> <li>2. Instructo 3-D Visual Disc.</li> <li>3. Try Tasks - Kit 1 and 2</li> <li>4. Match buttons that are the same shape from an assortment of shapes. Later sort by shape, size and color.</li> <li>5. Select two or three toy cars and place them in various positions on a table. Ask the child to tell whether they are all going the same way or ask him to select the car that is going in a different direction. After many experiences with real objects, similar exercises can be done with pictures; e.g.</li> <li>6. <u>Geometric forms</u>: Present three wooden blocks and one cylinder; pupil points out the one that is different. Repeat with triangles, spheres, and rectangles.</li> <li>7. On blackboard, draw a series of stick figures in various positions. Make two the same and have the child identify the two that are the same. Have the child tell why the others are different.</li> <li>8. Mirror patterns are a more complicated form of showing reversals and rotations.</li> </ol>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Teacher puts three or four toy cars on table pointing in the same direction. One is different. Ask the child to find the one that is pointing in a different direction</p> <p>Teacher shows the child 3 or 4 geometric designs on a paper and asks which one is pointing in a different direction.</p>	<ol style="list-style-type: none"> <li>1. Playskool - Cylinders</li> <li>2. Instructo 3-D Visual Disc.</li> <li>3. Try Tasks - Kit 1 and 2</li> <li>4. Match buttons that are the same shape from an assortment of shapes. Later sort by shape, size and color.</li> <li>5. Select two or three toy cars and place them in various positions on a table. Ask the child to tell whether they are all going the same way or ask him to select the car that is going in a different direction. After many experiences with real objects, similar exercises can be done with pictures; e.g.</li> <li>6. <u>Geometric forms</u>: Present three wooden blocks and one cylinder; pupil points out the one that is different. Repeat with triangles, spheres, and rectangles.</li> <li>7. On blackboard, draw a series of stick figures in various positions. Make two the same and have the child identify the two that are the same. Have the child tell why the others are different.</li> <li>8. Mirror patterns are a more complicated form of showing reversals and rotations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use Playtiles for making designs that child can duplicate.</li> <li>2. Use Pegboards for making designs that student can duplicate.</li> <li>3. Rubber-band designs. Have the child copy geometric configurations with colored rubber bands stretched between rows of nails on a board.</li> <li>4. See Blue Section (p.43).</li> </ol>

## 04 VISUAL DISCRIMINATION (CONTINUED)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		<p>8. (Continued)</p> <p>Before using paper and pencil designs, use parquet sets, pegboard designs, marble boards or blocks. For instance, place a marble in the top left corner of a marble board and place a mirror upright half way across the board so the reflected marble will be seen in the top right corner. When the child can complete mirror patterns without the aid of a mirror, use double mirror patterns. The same principle may be illustrated by making an inkblot in the corner square of a paper, then folding the paper so the ink makes a mark in the corresponding square on the other half of the page. More details on mirror patterns and exercises are available in Frostig's Manual - Pages 149-150.</p> <p>9. <u>Object differentiation:</u>  "Point out the doll in front of the house." "Point out the toy picture on the wall in the playhouse." "Point out the big house on the hill across the street."</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	<p>8. (Continued)</p> <p>Before using paper and pencil designs, use parquetry sets, pegboard designs, marble boards or blocks. For instance, place a marble in the top left corner of a marble board and place a mirror upright half way across the board so the reflected marble will be seen in the top right corner. When the child can complete mirror patterns without the aid of a mirror, use double-mirror patterns. The same principle may be illustrated by making an inkblot in the corner square of a paper, then folding the paper so the ink makes a mark in the corresponding square on the other half of the page. More details on mirror patterns and exercises are available in Frostig's Manual - Pages 149-150.</p> <p>9. <u>Object differentiation:</u>            "Point out the doll in front of the house." "Point out the toy picture on the wall in the playhouse." "Point out the big house on the hill across the street."</p>	<ol style="list-style-type: none"> <li>1. Ideal Parquetry Shapes</li> <li>2. Cuisenaire Rods</li> <li>3. Colored blocks and beads</li> <li>4. Blue Section Pg. 36, 39.</li> <li>5. EDL Controlled Reader</li> <li>6. Have child look for variations in patterns of leaves, plants, flowers, clouds.</li> <li>7. Whitman publishes a book "Build With Shapes" which is a creative stencil book. Cost - 29¢ Witman "Sticker Fun Books" are also good for matching shapes.</li> <li>8. <u>Art:</u> Give the child a picture with shapes. Cut shapes of color and have the child paste the shape of color over the matching one on the original picture.</li> </ol>



## 04 VISUAL DISCRIMINATION (CONTINUED)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		<p>10. <u>Verbal description:</u> Use picture books, nature walks, slides, etc., and have child point to "the bug on the leaf," "the bird in the sky," etc.</p> <p>11. Sullivan L.A. Readiness Lesson 2-5, 14</p> <p>12. Packet from Resource Area.</p> <p>13. Peabody Kit, P Level</p> <p>14. Colors (Spanish and English)</p> <p>15. Continental Press "Visual Readiness"</p> <p>16. Instructor Color Charts</p> <p>17. Ideal - 2-Dimensional Color block designs</p> <p>18. Cut pictures of objects that are a solid color. Have a child sort all the pictures that are the same shape or size and place together.</p> <p>19. Work on a flannel board to show like colors. One suggestion is to cut a house in each of several colors. Use felt figures of the same colors placing them ones under the house that are the same color as the house.</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	<p>10. <u>Verbal description:</u> Use picture books, nature walks, slides, etc., and have child point to "the bug on the leaf," "the bird in the sky," etc.</p> <p>11. Sullivan L.A. Readiness Lesson 2-5, 14</p> <p>12. Packet from Resource Area.</p> <p>13. Peabody Kit, P Level</p> <p>14. Colors (Spanish and English)</p> <p>15. Continental Press "Visual Readiness"</p> <p>16. Instructor Color Charts</p> <p>17. Ideal - 2-Dimensional Color block designs</p> <p>18. Cut pictures of objects that are a solid color. Have a child sort all the pictures that are the same shape or size and place together.</p> <p>19. Work on a flannel board to show like colors. One suggestion is to cut a house in each of several colors. Use felt figures of the same colors placing the ones under the house that are the same color as the house.</p>	

## 04- VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	STRUCTION
		<p>20. Describe an object or the clothes of a child in the group and then have the children find all the things in the room that are the same color, shape, or size. Make a design on a peg-board with colored pegs.</p> <p>21. Have the child reproduce the design on his board, using the correct colors, sizes or shape.</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	<p>20. Describe an object or the clothes of a child in the group and then have the children find all the things in the room that are the same color, shape, or size. Make a design on a peg-board with colored pegs.</p> <p>21. Have the child reproduce the design on his board, using the correct colors, sizes or shape.</p>	

04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>04-01-03 Discrimination of 2-D shapes, sizes and color.</p> <p>Child will be able to match similar 2-D shapes, objects and colors such as pictures of animals, geometric designs and color cards.</p>	<ol style="list-style-type: none"> <li>1. Give the child a card with 12 geometric designs on it. Present single card with a geometric form and have the child match the two. Use the same procedure for pictures of animals and color chips.</li> <li>2. Give child a set of flannel board objects. Have him match objects placed on board by teacher.</li> <li>3. Using pictures of animals and environmental objects, The child will be able to match those that go together.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continental Press "Visual Discrimination."</li> <li>2. Geometric Inserts - Creative Playthings</li> <li>3. Cut pictures of objects that are a solid color. Then have a child sort all the pictures that are the same color and place together.</li> <li>4. Color a picture from a color book. Cut another copy of the same picture apart and have the child build the picture by matching the shapes. Puzzles that have definite figures in them so the child can work with you in the following manner:             <ol style="list-style-type: none"> <li>(a) Have the child look carefully at the picture and tell you about it before taking it apart. Then have him begin working on it by helping him see the color background, the color or shape of the figures so he looks for pieces that separate out the figure from the background.</li> </ol> </li> <li>5. Magazine Picture match.</li> <li>6. Class differences: Present a series of different-sized and colored pictures; present a duplicate and have pupils point out the match.</li> </ol>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>1. Give the child a card with 12 geometric designs on it. Present single card with a geometric form and have the child match the two. Use the same procedure for pictures of animals and color chips.</p> <p>2. Give child a set of flannel board objects. Have him match objects placed on board by teacher.</p> <p>3. Using pictures of animals and environmental objects, The child will be able to match those that go together.</p>	<p>1. Continental Press "Visual Discrimination."</p> <p>2. Geometric Inserts - Creative Playthings</p> <p>3. Cut pictures of objects that are a solid color. Then have a child sort all the pictures that are the same color and place together.</p> <p>4. Color a picture from a color book. Cut another copy of the same picture apart and have the child build the picture by matching the shapes. Puzzles that have definite figures in them so the child can work with you in the following manner: (a) Have the child look carefully at the picture and tell you about it before taking it apart. Then have him begin working it by helping him see the color background, the color or shape of the figures so he looks for pieces that separate out the figure from the background.</p> <p>5. Magazine Picture match.</p> <p>6. Class differences: Present a series of different-sized and colored pictures; present a duplicate and have pupil point out the match.</p>	

## 04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		<p>6. (Continued) Extend exercise with different doils, blocks, toy cars, marbles, coins, books etc.</p> <p>7. Size differentiation: Present series of identical designs, numbers, or letters with one smaller or larger than the others.</p> <p>8. Place many shapes on the flannel board. Have the child rearrange the shapes to make rows of shapes that are the same size. Be sure to have more than one size of each shape.</p> <p>9. Mount various geometric shapes, pictures of familiar objects on strips of tagboard. Make separate cards with the same objects or forms. Have the child match the single object to those on the sheet.</p> <p>10. Use parquetry blocks and have the child work the design on top of a paper design by matching the sides of the blocks or pieces. The next step is to work the design beside the pattern.</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	<p>6. (Continued) Extend exercise with different dolls, blocks, toy cars, marbles, coins, books, etc.</p> <p>7. Size differentiation: Present series of identical designs, numbers, or letters with one smaller or larger than the others.</p> <p>8. Place many shapes on the flannel board. Have the child rearrange the shapes to make rows of shapes that are the same size. Be sure to have more than one size of each shape.</p> <p>9. Mount various geometric shapes, pictures of familiar objects on strips of tag-board. Make separate cards with the same objects or forms. Have the child match the single object to those on the sheet.</p> <p>10. Use parquetry blocks and have the child work the design on top of a paper design by matching the size of the blocks or pieces. The next step is to work the design beside the pattern.</p>	152



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## VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		<ol style="list-style-type: none"><li>11. Make letters of various sizes. Have the child sort by sizes.</li><li>12. Inlaid puzzles that have items to match in pairs.</li></ol>

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MINATION

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	<ol style="list-style-type: none"><li>11. Make letters of various sizes. Have the child sort by sizes.</li><li>12. Inlaid puzzles that have items to match in pairs.</li></ol>	<p style="text-align: right;">154</p>

04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>04-01-04</p> <p>2-D shapes</p> <p>The child will be able to match the direction of a predetermined design.</p>	<p>The child can recognize designs, color and shapes when presented in another form or direction.</p>	<ol style="list-style-type: none"> <li>1. Continental Press - Visual Discrimination Level one Exercises 9-11</li> <li>2. Frostig - Perceptual Constancy</li> <li>3. Ask the child to name objects from the surrounding environment that are: round, square, rectangular, oval, or triangular.</li> <li>4. Compare the size of the pictured objects to their size in real life.</li> <li>5. Develop tactile perception by having the child select similar objects from a feeley box.</li> </ol>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>The child can recognize designs, color and shapes when presented in another form or direction.</p>	<ol style="list-style-type: none"> <li>1. Continental Press - Visual Discrimination Level one Exercises 9-11</li> <li>2. Frostig - Perceptual Constancy</li> <li>3. Ask the child to name objects from the surrounding environment that are: round, square, rectangular, oval, or triangular.</li> <li>4. Compare the size of two pictured objects to their size in real life.</li> <li>5. Develop tactile perception by having the child select similar objects from a feeley box.</li> </ol>	<p>Frosting - Position in space.</p>

## 04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>01-01-05</p> <p>The child will be able to distinguish an object from its surrounding background.</p> <p>The child will be able to fix his attention on one stimulus.</p>	<p>The child is presented with a picture which contains hidden objects and is asked to find the objects.</p>	<ol style="list-style-type: none"> <li>1. Frostig, Figure ground.</li> <li>2. Finger trace pupils, parent etc. in foreground and background of pictures.</li> <li>3. Use picture books, nature walks, slides, etc. and have the child point to the "bug on the leaf," "the bird in the sky, etc."</li> <li>4. Form differentiation: "point out the square things in the room, round things, triangles, etc."</li> <li>5. Draw outlines of several geometric figures superimposed upon each other. Ask the child to outline, trace the boundaries of each figure.</li> <li>6. Finding shapes in pictures. Find all the round objects or designs in a picture. Find all the square objects, etc.</li> <li>7. Finding missing parts. Use pictures from magazines and cut off functional parts of the pictures. The child finds and fills in the missing parts from a group of missing parts.</li> </ol>

**SKILL EXAMPLE**

The child is presented with a picture which contains hidden objects and is asked to find the objects.

**INSTRUCTION**

1. Frostig, Figure ground.
2. Finger trace pupils, parents, etc. in foreground and background of pictures.
3. Use picture books, nature walks, slides, etc. and have the child point to the "bug on the leaf," "the bird in the sky, etc."
4. Form differentiation: "point out the square things in this room, round things, triangular, etc."
5. Draw outlines of several geometric figures superimposed upon each other. Ask the child to outline, trace the boundaries of each figure.
6. Finding shapes in pictures. Find all the round objects or designs in a picture. Find all the square objects, etc.
7. Finding missing parts. Use pictures from magazines and cut off functional parts of the pictures. The child finds and fills in the missing parts from a group of missing parts.

**SUPPLEMENTAL IDEAS**

1. Find puzzles in children's books where items are hidden in the picture and the child finds them.
2. Parquetry blocks.
3. Peg board patterning.

04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>C4-01-06</p> <p>Matching upper case letters and numbers: Child will be able to match capital manuscript letters and numbers.</p>	<p>Show the child the #5 on a piece of paper and then have him select the same number from a box of cut out numbers.</p> <p>Have the child match a number 5 with another in a series of numbers 1 7 5 4 9.</p> <p>Use alphabet flash cards and have the child find the letter on the chart or on the alphabet strip in the room.</p>	<ol style="list-style-type: none"> <li>1. Whitman's ABC Sticker Books</li> <li>2. ABC Lotto</li> <li>3. Dot to Dot Exercises</li> <li>4. Continental Press - Visual Readiness</li> <li>5. Michigan Tracking Program</li> <li>6. Continental Press - Likenesses and Differences</li> <li>7. Instructo Flannel Board Numbers</li> <li>8. Flash Card Numbers</li> <li>9. Number Bingo</li> <li>10. Number Lotto</li> <li>11. Creative Playthings Number Inserts</li> <li>12. Sandpaper Numbers</li> <li>13. Gross motor activities and kinesthesia are beneficial in establishing differences in forms and numbers. Make outline of the number with rope on the floor. Ask him to walk along the edge of the rope to learn the shape of the number. Then make two numbers and have him walk them to see the pattern is different. This will help when a child reverses the directions of numbers.</li> </ol>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>ers ch rs</p> <p>Show the child the #5 on a piece of paper and then have him select the same number from a box of cut out numbers.</p> <p>Have the child match a number 5 with another in a series of numbers 1 7 5 4 9.</p> <p>Use alphabet flash cards and have the child find the letter on the chart or on the alphabet strip in the room.</p>	<ol style="list-style-type: none"> <li>1. Whitman's ABC Sticker Books</li> <li>2. ABC Lotto</li> <li>3. Dot to Dot Exercises</li> <li>4. Continental Press - Visual Readiness</li> <li>5. Michigan Tracking Program</li> <li>6. Continental Press - Likenesses and Differences</li> <li>7. Instructo Flannel Board Numbers</li> <li>8. Flash Card Numbers</li> <li>9. Number Bingo</li> <li>10. Number Lotto</li> <li>11. Creative Playthings Number Inserts</li> <li>12. Sandpaper Numbers</li> <li>13. Gross motor activities and kinesthesia are beneficial in establishing differences in forms and numbers: Make outline of the number with rope on the floor. Ask him to walk along the edge of the rope to learn the shape of the number. Then make two numbers and have him walk them to see the pattern is different. This will help when a child reverses the directions of numbers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Whitman's ABC Stencil Box</li> <li>2. Preston Touching Numbers</li> <li>3. Controlled Reader</li> <li>4. Blue Section - Pg 41</li> <li>5. Michigan Tracking Visual Discrimination</li> <li>6. Sandcoated letters</li> <li>7. Overhead projector using cut outs</li> <li>8. Alpha One</li> <li>9. <u>Form differentiation:</u> "Point out the square things in this room." "Point out the round things in this box." "Point out the triangular shaped objects on the shelf," etc.</li> <li>10. <u>Tracing:</u> Trace two- and three-dimensional forms with fingers. Trace objects on paper. Use stencils to trace designs. Shade or color both the figure and the background. Copy pictures and designs. Watch others copy and trace and then finger trace their work.</li> </ol>



## 04 VISUAL DISCRIMINATION

## SKILL OBJECTIVE

## SKILL EXAMPLE

## INSTRUCTION

14. Make the numbers on tagboard by glueing pipe cleaners on in the shape of the number. Have the child go over the shape several times to get the feel of the number. Then have him locate the same number on the chalkboard or paper.
15. Drawing the numbers in clay pans will help the child learn the "feel" of making the number. (A clay pan is made by using a foil pie pan or box lid and spreading molding clay in the bottom. Play games that use numbers so the child learn to recognize them without counting the sequence up to the number position.
16. Use flannel board numbers and have the child match his number to the one on the board.
17. Make individual numbers on tagboard. Match by placing one number in a stack, or two numbers on a chart.
18. Use Playskool's Count From to 2. Have the child match numbers that are the same.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	<p>14. Make the numbers on tagboard by glueing pipe cleaners on in the shape of the number. Have the child go over the shape several times to get the feel of the number. Then have him locate the same number on the chalkboard or paper.</p> <p>15. Drawing the numbers in clay pans will help the child learn the "feel" of making the number. (A clay pan is made by using a foil pie pan or box lid and spreading molding clay in the bottom.) Play games that use numbers so the child learn to recognize them without counting the sequence up to the number position.</p> <p>16. Use flannel board numbers and have the child match his number to the one on the board</p> <p>17. Make individual numbers on tagboard. Match by placing all of one number in a stack, or two numbers on a chart.</p> <p>18. Use <u>Playskool's Count From 1 to 24</u>. Have the child match numbers that are the same.</p>	

04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>04-01-07            Discrimination of direction of numbers and lower case letters.</p> <p>Child will be able to match lower case manuscript letters.</p> <p>Child will be able to match numbers and lower case letters when their direction or shape is changed.</p>	<p>Give child a number or letter. Have him select the identical number or numbers which is facing the identical direction from a group.</p> <p>6 99669            7 LL7LL</p> <p>m numv            p qgbdp</p> <p>Use alphabet flash cards and have the child find the same letter on a chart or on the alphabet strip in the room.</p>	<ol style="list-style-type: none"> <li>1. Frostig - Position in Space, ex.: 1-11 - reversals ex.: 12-25 - position of details</li> <li>2. Pegboards</li> <li>3. Dot-to-Dot Exercises.</li> <li>4. IDT, p.43.</li> <li>5. Whitman's ABC Sticker Books</li> <li>6. Michigan Tracking Program Symbol Tracking</li> <li>7. ABC Lotto</li> <li>8. Continental Press Visual Readiness</li> <li>9. Flannel Board Activities</li> <li>10. Skill Sheets</li> <li>11. Laver-Bloser</li> <li>12. Stencils may be used to help the child trace and see the shapes of letters.</li> <li>13. Make letters on tagboard by glueing pipe cleaners to the board.</li> <li>14. Have the child go over the letters with his finger as he says the name. Then let him match these to letters on paper.</li> <li>15. Use alphabet flash cards and have the child find the same letter on a chart or on the alphabet strip in the room.</li> <li>16. Make the letters on paper with dots and let the child join the dots to make the letters. These may be placed under an erasable film so they can be re-used.</li> </ol>

on

ch

ch

**SKILL EXAMPLE**

**INSTRUCTION**

**SUPPLEMENTAL IDEAS**

Give child a number or letter. Have him select the identical number or numbers which is facing the identical direction from a group.

6 99669

7 LL7LL

m nuwiv

p qgbdp

Use alphabet flash cards and have the child find the same letter on a chart or on the alphabet strip in the room.

1. Frostig - Position in Space, ex.: 1-11 - reversals ex.: 12-25 - position of details
2. Pegboards
3. Dot-to-Dot Exercises.
4. IDT, p.43.
5. Whitman's ABC Sticker Books
6. Michigan Tracking Program Symbol Tracking
7. ABC Lotto
8. Continental Press Visual Readiness
9. Flannel Board Activities
10. Skill Sheets
11. Laver-Bloer
12. Stencils may be used to help the child trace and see the shapes of letters.
13. Make letters on tagboard by glueing pipe cleaners to the board.
14. Have the child go over the letters with his finger as he says the name. Then let him match these to letters on paper.
15. Use alphabet flash cards and have the child find the same letter on a chart or on the alphabet strip in the room.
16. Make the letters on paper with dots and let the child join the dots to make the letters. These may be placed under an erasable film so they can be re-used.

1. Whitman's ABC Stencil Box
2. Preston Touching numbers
3. Michigan Tracking Visual Discrimination
4. Frostig - Perceptual Constancy
5. Alpha One
6. Sand Boxes
7. Overhead Projector using cut outs.
8. Sandcoated letters.

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## 04 VISUAL DISCRIMINATION

SKILL OBJECTIVE

SKILL EXAMPLE

INSTRUCTION

17. Have the child make the letter in clay by rolling out a long string and you shape the letter for him. Then have him go over the letter with his finger to learn the shape.
18. Paper exercises where the child separates a certain letter in a line of letters by circling the same one as the beginning letter.

□ b c ○ b o d e g ○ b

Match letters that are the same shape from assorted materials such as tagboard, sandpaper, newspaper, plastic construction paper and wood. Also a variety of colors.

19. Primary differentiation: Present design, number, or letter series, with one different.
20. Rotation: Symbols are identical but one is rotated for identification.

## SKILL EXAMPLE

## INSTRUCTION

## SUPPLEMENTAL IDEAS

17. Have the child make the letters in clay by rolling out a long string and you shape the letter for him. Then have him go over the letter with his finger to learn the shape.
18. Paper exercises where the child separates a certain letter in a line of letters by circling the same one as the beginning letter.

b c (b) o d e g (b)

Match letters that are the same shape from assorted materials such as tagboard, sandpaper, newspaper, plastic, construction paper and wood. Also a variety of colors.

9. Primary differentiation: Present design, number, or letter series, with one different.
20. Rotation: Symbols are identical but one is rotated for identification.

## 04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>04-01-08            Matching upper and lower case numbers and letters. Child will be able to match capital and lower case cursive letters.</p>	<p>See 04-01-10</p>	<ol style="list-style-type: none"> <li>1. Michigan Tracking program.</li> <li>2. Out-to-Dot exercises.</li> <li>3. Use block from scrabble game. Use letters to make a design and have child reproduce it. He must use the same letters. Make words and have him reproduce by matching.</li> <li>4. <u>Capital and manuscript series</u>                Present letter series requiring identification of odd letter.</li> </ol>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>See 04-01-10</p>	<ol style="list-style-type: none"> <li>1. Michigan Tracking program.</li> <li>2. Dot-to-Dot exercises.</li> <li>3. Use block from scrabble game. Use letters to make a design and have child reproduce it. He must use the same letters. Make words and have him reproduce by matching.</li> <li>4. <u>Capital and manuscript series</u> Present letter series requiring identification of odd letter.</li> </ol>	<ol style="list-style-type: none"> <li>1. Overhead projector.</li> <li>2. Tracing sheets with acetate overlays,</li> </ol>






SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>04 01-09 Matching general form and constancy:</p> <p>The child will be able to identify letters and words on the basis of their general outline. (external details)</p> <p>The child will learn to perceive the detail of letters (the internal details)</p> <p>e o c</p> <p>and</p> <p>where</p> <p>169</p>		<ol style="list-style-type: none"> <li>1. Match pictures to outline drawings: Select an object and draw a heavy black line around the edge. Prepare an outline of the object on another card and have the child match the outline of the picture.</li> <li>2. Match objects to previously drawn outlines.</li> <li>3. Draw designs or geometric forms on flash cards with a heavy mark. Draw a second set on onion skin paper. Have the child superimpose figures and determine whether they are the same.</li> <li>4. Use anagram and cutout letters to make words.</li> <li>5. Place each letter of a word in a separate block. Have the child name the letters and say the word. Erase and have the child place the letters in the box from memory <b>C A T</b></li> <li>6. <u>Scramble Words</u>: Each word in a list of words can be scrambled. Flash the correct word and see if the child can remember the pattern and write the word from memory. Then flash the correct pattern of words. Let the child find the scrambled group for that word and place it in order. Then flash a word. Have the child write it from memory.</li> </ol>

## SKILL EXAMPLE

## INSTRUCTION

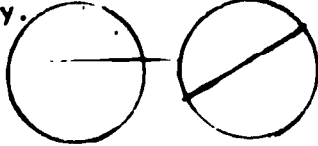
## SUPPLEMENTAL IDEAS

1. Match pictures to outline drawings: Select an object and draw a heavy black line around the edge. Prepare an outline of the object on another card and have the child match the outline of the picture.
2. Match objects to previously drawn outlines.
3. Draw designs or geometric forms on flash cards with a heavy mark. Draw a second set on onion skin paper. Have the child superimpose figures and determine whether they are the same.
4. Use anagram and cutout letters to make words.
5. Place each letter of a word in a separate block. Have the child name the letters and say the word. Erase and have the child place the letters in the box from memory **C A T**
6. Scramble Words: Each word in a list of words can be scrambled. Flash the correct word and see if the child can remember the pattern and write the word from memory. Then flash the correct pattern of words. Let the child find the scrambled group for that word and place it in order. Then flash a word. Have the child write it from memory.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		<p>7. Use nonsense groups of letters. Have the child see the group for 5 seconds. Remove and have him find it on a paper. He is not reading - only remembering.</p> <p>Example : <span style="border: 1px solid black; padding: 2px;">Arzo</span></p> <p style="text-align: center;"><span style="border: 1px solid black; padding: 2px;">Arop</span>    <span style="border: 1px solid black; padding: 2px;">Armo</span>    <span style="border: 1px solid black; padding: 2px;">Arzo</span></p> <p>8. To learn general configuration of words have the child draw around the word, i.e., home. Be sure he observes that the "h" is taller than the other letters. Next, have him draw the box, <span style="border: 1px solid black; padding: 2px;"> </span> and write the letters inside the box. Teach several words this way. Then provide both words and boxes and have him write the correct letters in by the shape of box.</p> <p>Example:</p> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 20px;">  </div> <div style="text-align: center; margin-top: 20px;">  </div>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	<p>7. Use nonsense groups of letters. Have the child see the group for 5 seconds. Remove and have him find it on a paper. He is not reading - only remembering.</p> <p>Example : <span style="border: 1px solid black; padding: 2px;">Arzo</span></p> <p style="text-align: center;"><span style="border: 1px solid black; padding: 2px;">Arop</span>   <span style="border: 1px solid black; padding: 2px;">Armo</span>   <span style="border: 1px solid black; padding: 2px;">Arzo</span></p> <p>8. To learn general configuration of words have the child draw around the word, i.e., home. Be sure he observes that the "h" is taller than the other letters. Next, have him draw the box, <span style="border: 1px solid black; padding: 2px;"> </span> and write the letters inside the box. Teach several words this way. Then provide both words and boxes and have him write the correct letters in by the shape of the box.</p> <p>Example:</p> <p style="text-align: center;"><span style="border: 1px solid black; padding: 2px;">cut</span></p> <p style="text-align: center;"><span style="border: 1px solid black; padding: 2px;">kitten</span></p> <p style="text-align: center;"><span style="border: 1px solid black; padding: 2px;">box</span></p>	

04 VISUAL DISCRIMINATION

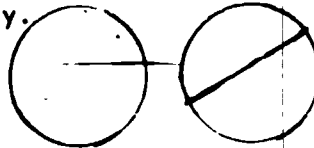
SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION										
		<p>9. Use exercises to assist in becoming aware of internal and external details of figures, letters and words. (1) Prepare drawings with internal designs (the door of the house or the horizontal line of the circle) in a different color so the child will observe it more closely.</p>  <p>10. Prepare a list of words the child does not know. Have him match by form.</p> <table data-bbox="1050 954 1312 1242"> <tr> <td>came</td> <td>word</td> </tr> <tr> <td>chair</td> <td>gone</td> </tr> <tr> <td>word</td> <td>chair</td> </tr> <tr> <td>the</td> <td>came</td> </tr> <tr> <td>gone</td> <td>the</td> </tr> </table>	came	word	chair	gone	word	chair	the	came	gone	the
came	word											
chair	gone											
word	chair											
the	came											
gone	the											

**SKILL EXAMPLE**

**INSTRUCTION**

**SUPPLEMENTAL IDEAS**

9. Use exercises to assist in becoming aware of internal and external details of figures, letters and words. (1) Prepare drawings with internal designs (the door of the house or the horizontal line of the circle) in a different color so the child will observe it more closely.



10. Prepare a list of words the child does not know. Have him match by form.

came	word
chair	gone
word	chair
the	came
gone	the

04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>J4-01-10 Match Words</p> <p>Child will be able to match two words or letters on a series of letters or words.</p>	<p>Present a series of words in heavy black print. Child selects two words that are alike.</p> <p>Example:</p> <p><u>BOY</u> - GIRL - <u>BOY</u> - CHILD</p> <p><u>No</u> - in on no an me ma</p> <p><u>bed</u> - dab bid beð bad dub</p> <p><u>from</u> - term from them form</p>	<ol style="list-style-type: none"> <li>1. Flash cards</li> <li>2. Lotto Word games</li> <li>3. Alphabet Sorting Trays</li> <li>4. Continental Press - Likenesses &amp; Differences Level 2 Exercises 1-21</li> <li>5. Frostig - Figure Ground Exercises 60-64</li> <li>6. <u>Basic Word Patterns</u>: Present series (e.g., boy-boy-girl-boy) for pattern discrimination. Use primary word list. Word puzzles which have a word under a picture and a key at the bottom. The child can match the picture and the words before he learns what the words are.</li> <li>7. Print words on cards and make sure there are at least two cards for each word. Have the child match all the words. He need not be able to read the words as this is only a matching task.</li> <li>8. Make up signs. Have the child find a matching sign in the room to the small signs he has.</li> <li>9. Print the names of the children and tape to each desk. Have the children pass out papers that have names on them by finding the matching name on the desk.</li> </ol>

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## SKILL EXAMPLE

Present a series of words in heavy black print. Child selects two words that are alike.

Example:

BOY - GIRL - BOY - CHILD

No - in on no an me ma

bed - dab bid be'd bad dub

from - term from them form

## INSTRUCTION

1. Flash cards
2. Lotto Word games
3. Alphabet Sorting Trays
4. Continental Press - Likenesses & Differences Level 2 Exercises 1-21
5. Frostig - Figure Ground Exercises 60-64
6. Basic Word Patterns: Present series (e.g., boy-boy-girl-boy) for pattern discrimination. Use primary word list. Word puzzles which have a word under a picture and a key at the bottom. The child can match the picture and the words before he learns what the words are.
7. Print words on cards and make sure there are at least two cards for each word. Have the child match all the words. He need not be able to read the words as this is only a matching task.
8. Make up signs. Have the child find a matching sign in the room to the small signs he has.
9. Print the names of the children and tape to each desk. Have the children pass out papers that have names on them by finding the matching name on the desk.

## SUPPLEMENTAL IDEAS

1. Word Puzzles
2. Frostig - Position in Space Exercise 1-11
3. Linguistic Blocks for Developing Series of Words
4. Perceptual Bingo
5. Picture and word Bingo games are easily made.
6. Reading Readiness Picture Cards (Beckley Candy Co)



## 04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		<p>10. Use a picture from a color book and print in color words for coloring the picture. The key is at the bottom of the page and has a mark the same color as the word. The child has only to match the word, not read it.</p> <p>11. Hold up a word card. Give the child a sheet that has that word and others on it. He must find that word when it is shown and point to it. A chart may be used.</p> <p>12. Make papers that have one word to find in a group of similar words. Work to speed up the process each time. Example: <u>sting</u> swing, string, sling, <u>sting</u></p> <p>13. Save labels from grocery cans or boxes or cut from magazines. Have the child take them to market and choose matching labels.</p>

## SKILL EXAMPLE

## INSTRUCTION

## SUPPLEMENTAL IDEAS

10. Use a picture from a color book and print in color words for coloring the picture. The key is at the bottom of the page and has a mark the same color as the word. The child has only to match the word, not read it.
11. Hold up a word card. Give the child a sheet that has that word and others on it. He must find that word when it is shown and point to it. A chart may be used.
12. Make papers that have one word to find in a group of similar words. Work to speed up the process each time.  
Example: sting swing,  
string, sling, sting
13. Save labels from grocery cans or boxes or cut from magazines. Have the child take them to market and choose matching labels.

**VISUAL SEQUENTIAL MEMORY** - Involves the ability to remember the correct sequence or order of objects. A deficit here will hinder a child in remembering the correct sequence in reading or spelling.

**04 VISUAL SEQUENTIAL MEMORY**

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>04-03-01</p> <p>Child will be able to recall the correct sequence of two concrete objects.</p>	<p>Arrange a sequence of two concrete objects. Show them to the child for 5 seconds. Disarrange the objects and have the child place them in the correct order.</p>	<ol style="list-style-type: none"> <li>1. Arrange two three-dimensional concrete objects (blocks, tiles, buttons, etc.) Have child copy the model.</li> <li>2. Same as above but disarrange the objects after letting child see for 5 seconds. Then, let child place objects in correct order from memory.</li> <li>3. Same as above but use blocks or buttons of different colors.</li> <li>4. Arrange a bead pattern. Show for 5 seconds. Have child duplicate.</li> <li>5. Gradually increase from 3 to 5.</li> </ol>
<p>04-03-02</p> <p>Child will be able to identify one object removed from a sequence of three.</p>	<p>Place three objects in a row on a table. Have child name the objects. Then have him close his eyes. Remove one object and have child identify the object that was taken</p>	<ol style="list-style-type: none"> <li>1. Place a block, penny and button in a row on a table. Have child name objects. Child closes his eyes and one object is removed. Child identifies object removed.</li> <li>2. Increase objects up to five.</li> </ol>

Involves the ability to remember the correct sequence or order of objects, letters or words. A deficit here will hinder a child in remembering the correct sequence of letters in a word in reading or spelling.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Arrange a sequence of two concrete objects. Show them to the child for 5 seconds. Disarrange the objects and have the child place them in the correct order.</p>	<ol style="list-style-type: none"> <li>1. Arrange two three-dimensional concrete objects (blocks, tiles, buttons, etc.) Have child copy the model.</li> <li>2. Same as above but disarrange the objects after letting child see for 5 seconds. Then, let child place objects in correct order from memory.</li> <li>3. Same as above but use blocks or buttons of different colors.</li> <li>4. Arrange a bead pattern. Show for 5 seconds. Have child duplicate.</li> <li>5. Gradually increase from 3 to 5.</li> </ol>	<ol style="list-style-type: none"> <li>1. Blue Section (p. 35-38)</li> <li>2. Valett Manual (Perceptual Motor Skills - 31)</li> <li>3. Peabody Language Kit (Level 1)</li> <li>4. Memory Game</li> <li>5. Frostig Workbook (Spatial - Relations)</li> <li>6. Flannel Board</li> <li>7. Peg Board</li> </ol>
<p>fy Place three objects in a row on a table. Have child name the objects. Then have him close his eyes. Remove one object and have child identify the object that was taken</p>	<ol style="list-style-type: none"> <li>1. Place a block, penny and button in a row on a table. Have child name objects. Child closes his eyes and one object is removed. Child identifies object removed.</li> <li>2. Increase objects up to five.</li> </ol>	<p style="text-align: right;">180</p>

04 VISUAL SEQUENTIAL MEMORY (Continued)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>04-03-03</p> <p>Child will be able to remember a number of objects from memory.</p>	<p>Expose a page out of a catalog or magazine, which contains a number of familiar items. Show the child for 5 seconds. Remove and have child name as many objects as he can remember.</p>	<ol style="list-style-type: none"> <li>1. Child close his eyes and describes his clothes, his bicycle; the bulletin board etc.</li> <li>2. Describe objects and have child guess what is is. "I am thinking of something round and red that is good to eat."</li> <li>3. Child describes, in order how to play a game, make model, the things he did before he came to school.</li> <li>4. Child describes a TV program he saw.</li> <li>5. Present an object cut up (objects in magazines). Have child put together.</li> </ol>
<p>04-03-04</p> <p>Child will be able to put in proper order a cut up cartoon or story.</p>	<p>Present child a cut up cartoon disarranged. Child puts in proper order.</p>	<ol style="list-style-type: none"> <li>1. Present a three or four cartoon or story disarranged. Have child put in proper order.</li> <li>2. Increase in complexity.</li> <li>3. Use cartoons or stories from newspapers, magazines or workbooks.</li> </ol>

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
Remember	Expose a page out of a catalog or magazine, which contains a number of familiar items. Show the child for 5 seconds. Remove and have child name as many objects as he can remember.	<ol style="list-style-type: none"><li>1. Child close his eyes and describes his clothes, his bicycle, the bulletin board, etc.</li><li>2. Describe objects and have child guess what is is. "I am thinking of something round and red that is good to eat."</li><li>3. Child describes, in order, how to play a game, make a model, the things he did before he came to school.</li><li>4. Child describes a TV program he saw.</li><li>5. Present an object cut up (use objects in magazines). Have child put together.</li></ol>	<ol style="list-style-type: none"><li>1. Blue Section (p. 36)</li><li>2. Jigsaw puzzles</li><li>3. Peabody Language Kit</li></ol>
Put in order	Present child a cut up cartoon disarranged. Child puts in proper order.	<ol style="list-style-type: none"><li>1. Present a three or four part cartoon or story disarranged. Have child put in proper order.</li><li>2. Increase in complexity.</li><li>3. Use cartoons or stories from newspapers, magazines or workbooks.</li></ol>	<ol style="list-style-type: none"><li>1. Blue Section (p. 40)</li></ol>

04 VISUAL SEQUENTIAL MEMORY (Continued)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>04-03-05</p> <p>Child will be able to recall and reproduce a sequence of geometric figures.</p>	<p>Teacher presents a sequence of two or three geometric figures and shows to child for 5 seconds. Child then duplicates the correct sequence on paper.</p>	<ol style="list-style-type: none"> <li>1. Present a series of two or three geometric figures (square, triangle, circle). Show to child for 5 seconds. Have child duplicate pattern on paper. Can use overhead projector, or geometric patterns drawn on cardboard.</li> <li>2. May need to be preceded by having child duplicate pattern on flannel board.</li> <li>3. Increase in complexity using different geometric forms.</li> </ol>
<p>04-03-06</p> <p>Child will be able to recall and reproduce a sequence of letters.</p>	<p>Teacher presents a sequence of two or three letters and shows to the child for 5 seconds. Child then duplicates sequence on paper.</p>	<ol style="list-style-type: none"> <li>1. Present a series of two or three letters. (Use overhead projector or letters printed on cards). Show to the child for 5 seconds. Have child duplicate on paper.</li> <li>2. Increase in complexity.</li> <li>3. May need to start with upper case letters.</li> <li>4. In using lower case letters initially begin with those that are quite different in shape.</li> </ol>

(Continued)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
11 of	Teacher presents a sequence of two or three geometric figures and shows to child for 5 seconds. Child then duplicates the correct sequence on paper.	<ol style="list-style-type: none"><li>1. Present a series of two or three geometric figures (square, triangle, circle). Show to child for 5 seconds. Have child duplicate pattern on paper. Can use overhead projector, or geometric patterns drawn on cardboard.</li><li>2. May need to be preceded by having child duplicate pattern on flannel board.</li><li>3. Increase in complexity using different geometric forms.</li></ol>	<ol style="list-style-type: none"><li>1. Valett Manual (Perceptual Motor - 32)</li><li>2. Blue Section (p. 42)</li></ol>
11 of	Teacher presents a sequence of two or three letters and shows to the child for 5 seconds. Child then duplicates sequence on paper.	<ol style="list-style-type: none"><li>1. Present a series of two or three letters. (Use overhead projector or letters printed on cards). Show to the child for 5 seconds. Have child duplicate on paper.</li><li>2. Increase in complexity.</li><li>3. May need to start with upper case letters.</li><li>4. In using lower case letters, initially begin with those that are quite different in shape.</li></ol>	<ol style="list-style-type: none"><li>1. License Plate Game (Blue Section - 41)</li><li>2. Valett Manual (Perceptual Motor - 31)</li><li>3. Michigan Tracking</li><li>4. Alphabet Sorting Tray</li></ol>



## 04 VISUAL SEQUENTIAL MEMORY (Continued)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>04-03-07</p> <p>Child will be able to recall a word from a group of words of a similar configuration.</p>	<p>Flash a word for 3 seconds. Have the child identify the word from a group of words similarly shaped.</p>	<ol style="list-style-type: none"> <li>1. Using a tachistoscope over head projector or flash card. The child is shown a word for 3 seconds. He then marks the word from a list of similarly shaped words. Example: pets, step, stop, bets, spr</li> <li>2. Gradually decrease the time of exposure. Child need not know the word. Only identify. (Work sheets can be utilized)</li> <li>3. Prepare work sheets with stimulus words and rows across of words of similar shape. Example: no in, on, no, on, me, no. Have child circle as quickly as possible the stimulus words. Keep time and strive to lessen time to complete.</li> </ol>
<p>04-03-08</p> <p>Child will be able to recall short sentences.</p>	<p>Present three word sentence strips and show for 5 seconds. From a number of word cards, the child duplicates the sentence.</p>	<ol style="list-style-type: none"> <li>1. Present on flash card or an overhead projector a short three word sentence. Example: The dog ran) Show for 5 seconds. Have the child duplicate the sentence from a group of word cards.</li> <li>2. Decrease time exposure.</li> </ol>

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
11 a of	Flash a word for 3 seconds. Have the child identify the word from a group of words similarly shaped.	<ol style="list-style-type: none"> <li>Using a tachistoscope overhead projector or flash card The child is shown a word for 3 seconds. He then marks the word from a list of similarly shaped words. Example: pets, step, stop, bets, spit</li> <li>Gradually decrease the time of exposure. Child need not know the word. Only identify. (Work sheets can be utilized)</li> <li>Prepare work sheets with stimulus words and rows across of words of similar shape. Example: <u>no</u> in, on, no, on, me, no. Have child circle as quickly as possible the stimulus words. Keep time and strive to lessen time to complete.</li> </ol>	<ol style="list-style-type: none"> <li>Blue Section (p. 45-46)</li> <li>Valett Manual (Perceptual Motor - 31)</li> <li>Michigan Tracking</li> </ol>
11	Present three word sentence strips and show for 5 seconds. From a number of word cards, the child duplicates the sentence.	<ol style="list-style-type: none"> <li>Present on flash card or an overhead projector a short three word sentence. Example: The dog ran) Show for 5 seconds. Have the child duplicate the sentence from a group of word cards.</li> <li>Decrease time exposure.</li> </ol>	<ol style="list-style-type: none"> <li>Valett Manual (Perceptual Motor - 31)</li> </ol>

04 VISUAL SEQUENTIAL MEMORY (Continued)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>04-03-08 (Continued)</p>		<p>3. Increase length of sentence.</p> <p>4. Decrease time exposure as recall increases.</p>


(Continued)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	<p>3. Increase length of sentences.</p> <p>4. Decrease time exposure as recall increases.</p>	


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04 Visual (Visual Closure)

The ability to identify a complete visual stimulus from a part here will hinder a child in reading in moving the eyes across complete closure of a word or phrase from a partial fixation phrase. Hinder a child's word recognition ability and speed

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>Visual Closure:</p> <p>04-04-01            Child will accurately identify a pre-determined object among a group of objects.</p>	<p>Hold up a . Have child then identify it in a group of objects or pictures of objects.</p>	<ol style="list-style-type: none"> <li>1. Present visual stimulus for a few seconds. Have child select same item from a series of multiple choices.</li> <li>2. Make similar presentation as above but show a picture with a missing part. Ask child to identify whole picture in multiple choices.</li> <li>3. Same as above only use imbedded or mutilated figures.</li> <li>4. Dress doll but leave something off. Child should determine what is missing.</li> </ol>

re) The ability to identify a complete visual stimulus from a partial presentation. Problem here will hinder a child in reading in moving the eyes across the page and forming a complete closure of a word or phrase from a partial fixation of part of a word or phrase. Hinder a child's word recognition ability and speed in reading.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Hold up a . Have child then identify it in a group of objects or pictures of objects.</p>	<ol style="list-style-type: none"> <li>1. Present visual stimulus for a few seconds. Have child select same item from a series of multiple choices.</li> <li>2. Make similar presentation as above but show a picture with a missing part. Ask child to identify whole picture in multiple choice.</li> <li>3. Same as above only use imbedded or mutilated figures.</li> <li>4. Dress doll but Teave something off. Child should determine what is missing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Instructo 3-D Visual Discrimination</li> <li>2. Puzzles</li> <li>3. Continental Press Visual Readiness Level 1, ex. 5-16</li> <li>4. Blue Section (P. 52)</li> </ol>

04 Visual (Visual Closure)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>Visual Closure:</p> <p>04-04-02</p> <p>Child will accurately identify incomplete presentations of familiar objects.</p>	<p>Have child identify a doll, wagon, or shoe when only half of it is showing.</p>	<ol style="list-style-type: none"> <li>1. Have child name different fruits from colorless line drawings.</li> <li>2. Have child identify an object from a silhouette presentation, eg - silhouette of George Washington.</li> <li>3. Have child identify an object from a complete or incomplete presentation of that object in "shadow" form.</li> <li>4. Have child identify a definite form imbedded or in an ink blot or cloud drawing.</li> </ol>

**SKILL EXAMPLE**

Have child identify a doll, wagon, or shoe when only half of it is showing.

**INSTRUCTION**

1. Have child name different fruits from colorless line drawings.
2. Have child identify an object from a silhouette presentation, eg - silhouette of George Washington.
3. Have child identify an object from a complete or incomplete presentation of that object in "shadow" form.
4. Have child identify a definite form imbedded or in an ink blot or cloud drawing.

**SUPPLEMENTAL IDEAS**

1. Ruth Cheeves Puzzles.
2. E.H. Handbook (last section - Picture Completion)
3. Continental Press Visual Readiness Level II (ex 12-17)
4. Blue Section (P. 59)

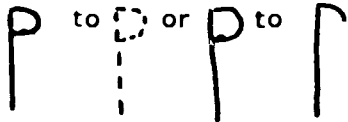


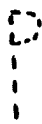


04 Visual (Visual Closure)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>04-04-03</p> <p>Child will accurately identify the missing object in a picture.</p>	<p>Give child a puzzle with one obvious piece missing. He then, gives the name of the missing piece.</p>	<ol style="list-style-type: none"> <li>1. Place one animal among a group of birds. Child chooses one that doesn't belong.</li> <li>2. Frostig Figure ground exercises #21-31.</li> </ol>
<p>04-04-04</p> <p>Child will accurately identify a concrete form imbedded in an abstract design.</p>	<p>Child will identify a "squirrel" by coloring in appropriate numbers in an abstract design.</p>	<ol style="list-style-type: none"> <li>1. Begin by having child accurately identify a concrete form imbedded in a line drawing.</li> <li>2. Proceed by having him identify an object by coloring in parts in line drawing.</li> <li>3. Use coloring book, color by number pictures.</li> </ol>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Give child a puzzle with one obvious piece missing. He then, gives the name of the missing piece.</p>	<ol style="list-style-type: none"> <li>1. Place one animal among a group of birds. Child chooses one that doesn't belong.</li> <li>2. Frostig Figure ground exercises #21-31.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visual Sequential Memory 04-03-03</li> <li>2. Puzzles</li> <li>3. Aids to Psycholinguistic teaching. (P. 87)</li> </ol>
<p>Child will identify a "squirrel" by coloring in appropriate numbers in an abstract design.</p>	<ol style="list-style-type: none"> <li>1. Begin by having child accurately identify a concrete form imbedded in a line drawing.</li> <li>2. Proceed by having him identify an object by coloring in parts in line drawing.</li> <li>3. Use coloring book, color by number pictures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Psycholinguistic Learning Disabilities Kirk &amp; Kirk</li> <li>2. Continental Press Visual Visual Motor Level I, ex. 13-17 Level II, ex. 13-16</li> </ol>

04 Visual (Visual Closure)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>04-04-05</p> <p>Child will match a fully complete design with a partially complete one.</p>	<p>Child will match:</p> 	<ol style="list-style-type: none"> <li>1. Draw a maze on the overhead projector. Place object on maze. Child then traces over it on board.</li> <li>2. Prepare work sheets similar to skill example.</li> </ol>
<p>04-04-06</p> <p>Child will complete a drawing having first identified the object, number, or letter.</p>	<p>Child will connect dots to make a whole presentation of the number 1 or letter A.</p>	<ol style="list-style-type: none"> <li>1. Prepare worksheets.</li> <li>2. Present dot-to-dot letter or number on overhead projector. Have child identify the letter or number presented.</li> </ol>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Child will match:</p> <p>to  or  to </p>	<ol style="list-style-type: none"> <li>1. Draw a maze on the overhead projector. Place object on maze. Child then traces over it on board.</li> <li>2. Prepare work sheets similar to skill example.</li> </ol>	<ol style="list-style-type: none"> <li>1. Aids to Psycholinguistic teaching. (pg. 86.)</li> <li>2. EH Handbook pg. (mazes)</li> <li>3. Frostig Fig. Ground Ex. 21-31.</li> </ol>
<p>Child will connect dots to a whole presentation the number 1 or letter A.</p>	<ol style="list-style-type: none"> <li>1. Prepare worksheets.</li> <li>2. Present dot-to-dot letter or number on overhead projector. Have child identify the letter or number presented.</li> </ol>	<ol style="list-style-type: none"> <li>1. Aids to Psycholinguistic Teaching, pgs. 175-176.</li> <li>2. Blue Section (P. 35)</li> </ol>

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>04-04-07</p> <p>Have child read a sentence which contains words with missing letters.</p>	<p>Have child identify letters missing in word.</p> <p>THE B _ _ K. IS ON THE TABLE.</p> <p>THE C _ _ T, DRINKS M _ _ LK.</p>	<ol style="list-style-type: none"> <li>1. Begin by identifying words with missing letters.</li> <li>2. Proceed by having words with missing letters put in sentences.</li> <li>3. Make language master cards of words with missing letters.</li> </ol>
<p>04-04-08</p> <p>Have child identify missing words in a sentence or paragraph.</p>	<p>Have child complete the sentence choosing words from context or a list at bottom of page.</p> <p>SALLY WILL READ A _____.</p>	<ol style="list-style-type: none"> <li>1. Have child write a story. Take vocabulary from story. Make up sentences from story with one of his words missing.</li> <li>2. Make language master cards with missing word.</li> <li>3. Make a picture story with one section missing. (eg. cartoon or comic strip). Have child place in or draw in missing section.</li> </ol>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>child identify letters ing in word.</p> <p>B _ _ K IS ON THE E.</p> <p>C _ T DRINKS M _ LK.</p>	<ol style="list-style-type: none"> <li>1. Begin by identifying words with missing letters.</li> <li>2. Proceed by having words with missing letters put in sentences.</li> <li>3. Make language master cards of words with missing letters.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continental Press Visual Motor Level II Exercises 13-16</li> <li>2. What is missing , Lotto.</li> </ol>
<p>child complete the ence choosing words context or a list at om. of page.</p> <p>Y WILL READ A _____</p>	<ol style="list-style-type: none"> <li>1. Have child write a story. Take vocabulary from story. Make up sentences from story with one of his words missing.</li> <li>2. Make language master cards with missing word.</li> <li>3. Make a picture story with one section missing. (eg. cartoon or comic strip) Have child place in or draw in missing section.</li> </ol>	<ol style="list-style-type: none"> <li>1. Most Basal readers have exercises to accompany vocabulary in this area. Scott-Foresman remedial series is particularly good.</li> <li>2. Continental Press Level II, Learning to Read Series.</li> </ol>

**SECTION**

05

**Achievement****SUB- SECTIONS:**

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05 Achievement

01 Word Analysis

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-01-01</p> <p>Know Letter Names: The student will be able to identify by name all upper and lower case letters in and out of sequence.</p>	<p>J _____ M _____ d _____ c _____ B _____ R _____ g _____ F _____</p>	<p>Tell the child to write the matching letter. Sometimes it will be a capital letter and sometimes the small letter.</p>
<p>05-01-02</p> <p>Sound Symbol Association: Given an oral consonant sound, the student will be able to identify the letter which the sound represents.</p>	<p>Make chart with the word Ride in both capital and lower case forms at top of chart.</p>	<p>Let pupils find and cut out pictures of things whose names begin with the same sound as ride.</p>
<p>05-01-03</p> <p>Initial Consonant Sounds: Given an oral word containing a consonant in the initial positions, the student will be able to identify the consonant.</p>	<p>Put the following cards in a holder: now, red, morning, walk, yes, bug, two.</p>	<p>Bring me the card that begins like the word <u>nut</u>.</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>M _____  c _____  R _____  F _____</p>	<p>Tell the child to write the matching letter. Sometimes it will be a capital letter and sometimes the small letter.</p>	<ol style="list-style-type: none"> <li>1. Use State Text Preprimer 3 and 4</li> <li>2. Alphabet Sorting Tray</li> <li>3. Consonant Lotto Game</li> <li>4. EFI activities</li> <li>5. Sand paper letters</li> <li>6. A-B-C Lotto</li> </ol>
<p>Start with the word _____  both capital and lowercase forms at top of _____</p>	<p>Let pupils find and cut out pictures of things whose names begin with the same sound as ride.</p>	<ol style="list-style-type: none"> <li>1. State Reading Series</li> <li>2. EFI materials</li> <li>3. Vowel and consonant Lotto Game</li> </ol>
<p>Following cards in a row, red, morning, bus, bug, two.</p>	<p>Bring me the card that begins like the word <u>nut</u>.</p>	<ol style="list-style-type: none"> <li>1. State Reading Series</li> <li>2. Consonant Lotto Game</li> <li>3. EFI Materials</li> <li>4. See and Say Consonant Games - Milton Bradley</li> </ol>

C5 Achievement

01 Word Analysis

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION						
<p>05-01-04</p> <p>Final Consonant Sounds: Given an oral word containing 1 consonant in the final position, the student will be able to identify the consonant.</p>	<p>Put the following cards in a holder: now, red, morning, walk, yes, big, two.</p>	<p>Bring me the card that <u>ends</u> like the word bed.</p>						
<p>05-01-05</p> <p>Initial Blends: When given orally a group of words beginning with the same blend, the student will be able to supply another word having the same initial blend.</p>	<p>To hear the blend sp and pick out words that begin with the same sound.</p>	<p>If a word begins with the same sound as space, clap your hand. spin, spoon, mom, face, spill</p>						
<p>05-01-06</p> <p>Consonant Digraphs: Given an oral word which either begins or ends with a consonant digraph, the student will be able to write the digraph he hears.</p>	<table border="0"> <tr> <td>1. Clip</td> <td>2. Crop</td> </tr> <tr> <td>Ship</td> <td>Shop</td> </tr> <tr> <td>Chip</td> <td>Chop</td> </tr> </table>	1. Clip	2. Crop	Ship	Shop	Chip	Chop	<p>Circle the sound I say in each box. (1) ship (2) chop Do the same for <u>th</u> and <u>wh</u>.</p>
1. Clip	2. Crop							
Ship	Shop							
Chip	Chop							

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS		
<p>Put the following cards in a holder: now, red, morning, walk, yes, big, two.</p>	<p>Bring me the card that <u>ends</u> like the word bed.</p>	<ol style="list-style-type: none"> <li>1. State Reading Series</li> <li>2. Consonant Lotto Game</li> <li>3. EFL materials</li> </ol>		
<p>To hear the blend sp and pick out words that begin with the same sound.</p>	<p>If a word begins with the same sound as space, clap your hands; spin, spoon, mom, face, spill.</p>	<ol style="list-style-type: none"> <li>1. Webster Word Wheels</li> <li>2. State Reading Series (Listed under Clusters)</li> <li>3. Ideal Phonic Tapes</li> </ol>		
<table border="0"> <tr> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Clip</li> <li>Ship</li> <li>Chip</li> </ol> </td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>2. Crop</li> <li>Shop</li> <li>Chop</li> </ol> </td> </tr> </table>	<ol style="list-style-type: none"> <li>1. Clip</li> <li>Ship</li> <li>Chip</li> </ol>	<ol style="list-style-type: none"> <li>2. Crop</li> <li>Shop</li> <li>Chop</li> </ol>	<p>Circle the sound I say in each box. (1) ship (2) chop Do the same for <u>th</u> and <u>wh</u>.</p>	<ol style="list-style-type: none"> <li>1. Webster Word Wheels</li> <li>2. Ideal Phonic Tapes</li> <li>3. State Reading Series</li> </ol>
<ol style="list-style-type: none"> <li>1. Clip</li> <li>Ship</li> <li>Chip</li> </ol>	<ol style="list-style-type: none"> <li>2. Crop</li> <li>Shop</li> <li>Chop</li> </ol>			

## 05 Achievement

## 01 Word Analysis

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION								
<p>05-01-07</p> <p>Long Vowel Sounds: Given a word orally, the student will be able to identify the long vowel sound.</p>	<table> <tr> <td>1. Ride</td> <td>2. Cope</td> </tr> <tr> <td>Road</td> <td>Cub</td> </tr> <tr> <td>Read</td> <td>Cube</td> </tr> <tr> <td>Red</td> <td>Cape</td> </tr> </table>	1. Ride	2. Cope	Road	Cub	Read	Cube	Red	Cape	<p>Circle the sound I say in each box. (1) ride (2) cube</p>
1. Ride	2. Cope									
Road	Cub									
Read	Cube									
Red	Cape									
<p>05-01-08</p> <p>Short Vowel Sounds: Given a word orally, the student will be able to identify the short vowel sound.</p>	<table> <tr> <td>1. Sed</td> <td>2. Hat</td> </tr> <tr> <td>Sod</td> <td>Hot</td> </tr> <tr> <td>Sid</td> <td>Hit</td> </tr> <tr> <td>Sad</td> <td>Hut</td> </tr> </table>	1. Sed	2. Hat	Sod	Hot	Sid	Hit	Sad	Hut	<p>Circle the word I say in each box. (1) sad (2) hot</p>
1. Sed	2. Hat									
Sod	Hot									
Sid	Hit									
Sad	Hut									
<p>05-01-09</p> <p>Final Blends: When given a group of words orally ending with the same blend, the student will be able to supply another word having the same final blend.</p>	<p>Say stick, thick, trick</p>	<p>Give me a word that <u>ends</u> the same way that <u>stick</u>, <u>thick</u> and <u>trick</u> do. Do the same for <u>nt</u>, <u>nd</u> and <u>nk</u>.</p>								
<p>05-01-10</p> <p>Vowel Digraphs &amp; Diphthongs: Given an oral word, the student will be able to identify the letters representing the</p>	<p>Say Cow-How-Now-Wow</p>	<p>What two letters make the <u>ow</u> sound. Do the same for <u>oi</u>, <u>ey</u>, <u>oy</u> - <u>ur</u>, <u>er</u>, <u>ir</u>, <u>or</u>, <u>ar</u>, <u>ow</u>, <u>ay</u>, <u>aw</u>, <u>oo</u>, <u>au</u></p>								

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>d d</p> <p>2. Cope Cub Cube Cape</p>	<p>Circle the sound I say in each box. (1) ride (2) cube</p>	<p>1. State Reading Series 2. Vowel Lotto Game 3. EFI materials</p>
<p>2. Hat Hot Hit Hut</p>	<p>Circle the word I say in each box. (1) sad (2) hot</p>	<p>1. Vowel Lotto Game 2. EFI materials 3. State Reading Series</p>
<p>ick, thick, trick</p>	<p>Give me a word that <u>ends</u> the same way that stick, thick and trick do. Do the same for <u>nt</u>, <u>nd</u> and <u>nk</u>.</p>	<p>1. Webster Word Wheels 2. State Text 3. Ideal Phonic Tapes</p>
<p>w-How-Now-Wow</p>	<p>What two letters make the <u>ow</u> sound. Do the same for <u>oi</u>, <u>ey</u>, <u>oy</u> - <u>ur</u>, <u>er</u>, <u>ir</u>, <u>or</u>, <u>ar</u>, <u>ow</u>, <u>ay</u>, <u>aw</u>, <u>oo</u>, <u>au</u></p>	<p>1. State Reading Series 2. Ideal Phonic Tapes 3. EFI materials</p>

05 Achievement

01 Word Analysis

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION																		
<p>05-01-11</p> <p>Common Syllables: Given a common syllable, the student will be able to give the sound the letters represent.</p>	<p>Give list of syllables.</p> <table data-bbox="604 552 967 747"> <tr> <td>ail</td> <td>ate</td> <td>ick</td> </tr> <tr> <td>op</td> <td>ite</td> <td>ock</td> </tr> <tr> <td>tion</td> <td>ain</td> <td>ide</td> </tr> <tr> <td>ter</td> <td>ake</td> <td>ile</td> </tr> <tr> <td>all</td> <td>ight</td> <td></td> </tr> <tr> <td>est</td> <td>ile</td> <td></td> </tr> </table>	ail	ate	ick	op	ite	ock	tion	ain	ide	ter	ake	ile	all	ight		est	ile		<p>Have pupil pronounce each syllable and then give a word using that syllable.</p>
ail	ate	ick																		
op	ite	ock																		
tion	ain	ide																		
ter	ake	ile																		
all	ight																			
est	ile																			
<p>05-01-12</p> <p>Hard and Soft Sounds: Student will be able to discriminate the difference between hard and soft sounds of consonants.</p>	<ol style="list-style-type: none"> <li>1. C has a soft sound when it comes before c (cent) and before i (city).</li> <li>2. G has a soft sound when it comes before e (page) and before i (magic).</li> </ol>	<ol style="list-style-type: none"> <li>1. Use what you know to help you write these words: race, lace, ice, nice, twice, circle, center</li> <li>2. Use what you know to help you write these words: village, range, gentle, ginger, change, giant</li> </ol>																		
<p>05-01-13</p> <p>Prefixes: Given a base or root word, the student will be able to select prefixes from a list to make new words.</p>	<p>Give list of prefixes to student.</p> <table data-bbox="604 1364 952 1559"> <tr> <td>re _____</td> <td>com _____</td> </tr> <tr> <td>dis _____</td> <td>in _____</td> </tr> <tr> <td>pro _____</td> <td>un _____</td> </tr> <tr> <td>con _____</td> <td>en _____</td> </tr> <tr> <td>pre _____</td> <td>de _____</td> </tr> <tr> <td>ex _____</td> <td></td> </tr> </table>	re _____	com _____	dis _____	in _____	pro _____	un _____	con _____	en _____	pre _____	de _____	ex _____		<p>Think of a word that begins with the prefix <u>re</u>, etc.</p>						
re _____	com _____																			
dis _____	in _____																			
pro _____	un _____																			
con _____	en _____																			
pre _____	de _____																			
ex _____																				

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>list of syllables.</p> <p>ate      ick  ite      ock  ain      ide  ake      ile  ight  ile</p>	<p>Have pupil pronounce each syllable and then give a word using that syllable.</p>	<ol style="list-style-type: none"> <li>1. State Text</li> <li>2. Ideal Phonic Tapes</li> <li>3. EFI materials</li> </ol>
<p>has a soft sound when it comes before c (cent) and fore i (city).</p>	<ol style="list-style-type: none"> <li>1. Use what you know to help you write these words:  race, lace, ice, nice, twice, circle, center</li> </ol>	<ol style="list-style-type: none"> <li>1. State Reading Series</li> <li>2. State Speller</li> <li>3. Learning Center - Mini-System Tapes</li> </ol>
<p>has a soft sound when it comes before g (page) and fore i (magic).</p> <p>list of prefixes to stu-</p> <p>com _____  in _____  un _____  en _____  de _____</p>	<p>Think of a word that begins with the prefix <u>re</u>, etc.</p>	<ol style="list-style-type: none"> <li>1. Webster Word Wheels</li> <li>2. State Reading Series</li> <li>3. Learning Center - Mini-System Tapes</li> </ol>

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## 05 Achievement

## 01 Word Analysis

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-01-14</p> <p>Suffixes: Given a base or root word, the student will be able to select suffixes from a list to make new words.</p>	<p>Give list of suffixes to student.</p> <p>       ___less      ___y      ___ive        ___ful      ___ing      ___tion        ___ly      ___er      ___ful        ___ness      ___ant      ___ous        ___able      ___ent      ___est     </p>	<p>Think of a word that ends with the suffix <u>less</u>.</p>
<p>05-01-15</p> <p>Syllabication: Given a multi-syllable word, the student will be able to divide the word into syllables and identify the accented syllable.</p>	<p>Give list of words that have vowel-consonant-consonant-vowel.</p> <p>       ribbon      seldom      tablet        vccv      vccv      vccv     </p>	<p>When you see vowel-consonant-consonant-vowel in words like these, divide between the consonants.</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>List of suffixes to stu-</p> <p>less    ___y    ___ive  ful    ___ing    ___tion  ly    ___er    ___ful  ness    ___ant    ___ous  able    ___ent    ___est</p>	<p>Think of a word that ends with the suffix <u>less</u>.</p>	<p>○</p> <ol style="list-style-type: none"> <li>1. Webster Word Wheels</li> <li>2. Phonic Word Drill Cards</li> <li>3. Dolch Phonics Game</li> </ol>
<p>List of words that have consonant-consonant-</p> <p>bon    seldom    tablet  cv    vccv    vccv</p>	<p>When you see vowel-consonant-consonant-vowel in words like these, divide between the consonants.</p>	<ol style="list-style-type: none"> <li>1. State Reading Series</li> <li>2. State Speller</li> <li>3. Dictionary</li> </ol>

## 05 Achievement

## 02 Vocabulary Development

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION																
<p>05-02-01</p> <p>Recognizing Unknown: Orally present a story with a key part missing, the student will be able to draw a picture illustrating the missing part.</p>	<p>Read student the story of The Three Little Pigs, leaving out the part where the wolf blows down the house of sticks</p>	<p>Draw a picture of the part the story left out.</p>																
<p>05-02-02</p> <p>Rhyming Words: Given word pairs, the student will be able to identify the rhyming pair.</p>	<ol style="list-style-type: none"> <li>1. did - had - kid - day</li> <li>2. hair - air - ask - hand</li> <li>3. thank - think - pink - park</li> <li>4. sing - suit - belly - bring</li> <li>5. wild - weed - nest - need</li> </ol>	<p>Have the student read the words in each row and draw line under the rhyming word</p>																
<p>05-02-03</p> <p>Antonyms: Given a list of words containing some words with opposite meanings, the student will be able to identify the two words which are antonyms.</p>	<table style="border: none;"> <tr> <td style="padding-right: 20px;">before</td> <td>front</td> </tr> <tr> <td>back</td> <td>light</td> </tr> <tr> <td>white</td> <td>wet</td> </tr> <tr> <td>dry</td> <td>fast</td> </tr> <tr> <td>left</td> <td>right</td> </tr> <tr> <td>slow</td> <td>listen</td> </tr> <tr> <td>talk</td> <td>after</td> </tr> <tr> <td>dark</td> <td>black</td> </tr> </table>	before	front	back	light	white	wet	dry	fast	left	right	slow	listen	talk	after	dark	black	<p>Have pupils read a word in left hand column and select from the right hand column word whose meaning is the opposite.</p>
before	front																	
back	light																	
white	wet																	
dry	fast																	
left	right																	
slow	listen																	
talk	after																	
dark	black																	

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS																
<p>Read student the story of The Three Little Pigs, leaving out the part where the wolf blows down the house of sticks</p> <ol style="list-style-type: none"> <li>1. did - had - kid - day</li> <li>2. hair - air - ask - hand</li> <li>3. thank - think - pink - park</li> <li>4. sing - suit - belly - bring</li> <li>5. wild - weed - nest - need</li> </ol> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">before</td> <td style="width: 50%;">front</td> </tr> <tr> <td>back</td> <td>light</td> </tr> <tr> <td>white</td> <td>wet</td> </tr> <tr> <td>dry</td> <td>fast</td> </tr> <tr> <td>left</td> <td>right</td> </tr> <tr> <td>slow</td> <td>listen</td> </tr> <tr> <td>talk</td> <td>after</td> </tr> <tr> <td>dark</td> <td>black</td> </tr> </table>	before	front	back	light	white	wet	dry	fast	left	right	slow	listen	talk	after	dark	black	<p>Draw a picture of the part of the story left out.</p> <p>Have the student read the words in each row and draw a line under the rhyming words.</p> <p>Have pupils read a word in the left hand column and select from the right hand column a word whose meaning is the opposite.</p>	<ol style="list-style-type: none"> <li>1. Story Records</li> <li>2. Puzzles</li> <li>3. Design Blocks &amp; Patterns</li> <li>4. What's Missing? Story cards - Milton Bradley</li> </ol> <ol style="list-style-type: none"> <li>1. Tape Recorder</li> <li>2. Poems</li> <li>3. Sounds of Music Reading Series</li> </ol> <ol style="list-style-type: none"> <li>1. Crossword puzzles</li> <li>2. Dictionary</li> <li>3. State Reading Series</li> </ol>
before	front																	
back	light																	
white	wet																	
dry	fast																	
left	right																	
slow	listen																	
talk	after																	
dark	black																	

## 05 Achievement

## 02 Vocabulary Development

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-02-04</p> <p>Synonyms: Given a list of words containing some words with related meanings, the student will be able to identify the two words which are synonyms.</p>	<p>1. We are going on a <u>journey</u> to the moon. (trip)</p> <p>2. I have <u>misplaced</u> my book. (lost)</p>	<p>Have student read the sentences. Ask him to supply a word that has almost the same meaning as the word that has been underlined.</p>
<p>05-02-05</p> <p>Homonyms: Given a word, the student will be able to supply a homonym for it.</p>	<p>sun _____</p> <p>herd _____</p> <p>an _____</p> <p>here _____</p> <p>knows _____</p> <p>eye _____</p> <p>to _____</p> <p>bee _____</p>	<p>Think of another word that sounds the same, but has a different meaning.</p>
<p>05-02-06</p> <p>Definitions: Given a word and its definition, the student will be able to write a sentence using the word.</p>	<p>astonishment = extreme surprise</p> <p>tempermental = easily excited or upset</p>	<p>Write a sentence using the words astonishment and tempermental.</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>We are going on a <u>journey</u> to the moon. (trip)</p> <p>I have <u>mislplaced</u> my book. (lost)</p>	<p>Have student read the sentences. Ask him to supply a word that has almost the same meaning as the word that has been underlined.</p>	<ol style="list-style-type: none"> <li>1. State Reading Series</li> <li>2. Crossword puzzles</li> <li>3. Dictionary</li> <li>4. Password</li> </ol>
<p>sun _____</p> <p>herd _____</p> <p>an _____</p> <p>here _____</p> <p>knows _____</p> <p>eye _____</p> <p>to _____</p> <p>bee _____</p>	<p>Think of another word that sounds the same, but has a different meaning.</p>	<ol style="list-style-type: none"> <li>1. Experience stories</li> <li>2. State Reading Series</li> <li>3. State Speller</li> </ol>
<p>astonishment = extreme surprise</p> <p>tempermental = easily excited or upset</p>	<p>Write a sentence using the words astonishment and tempermental.</p>	<ol style="list-style-type: none"> <li>1. Dictionary</li> <li>2. State Reading Series</li> <li>3. Experience Stories</li> </ol>

05 Achievement

02 Vocabulary Development

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-02-07</p> <p>Multiple Meanings: Given a sentence with an underlined multi-meaning word, the student will be able to use the context of the sentence to identify the correct meaning of the word.</p>	<ol style="list-style-type: none"><li>1. The <u>dinosaur</u> thundered along.</li><li>2. <u>Thunder</u> rolled in the distance.</li></ol>	<p>Help student define thundered and note its function in the sentences (action). Note the use of thunder as a name of something.</p>
<p>05-02-08</p> <p>Foreign Root Words: Student will know 10 words that have a foreign base.</p>	<p>Call attention to the word <u>platform</u>.</p>	<p>Explain that <u>plat</u> comes from a Greek word meaning "flat." Help pupils define platform, then have the word used in a sentence.</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p><u>the dinosaur</u> thundered long.</p> <p><u>thunder</u> rolled in the distance.</p>	<p>Help student define thundered and note its function in the sentences (action). Note the use of thunder as a name of something.</p>	<ol style="list-style-type: none"> <li>1. Dictionary</li> <li>2. State Reading Series</li> <li>3. Experience Stories</li> </ol>
<p><u>attention</u> to the word form.</p>	<p>Explain that <u>plat</u> comes from a Greek word meaning "flat." Help pupils define platform, then have the word used in a sentence.</p>	<ol style="list-style-type: none"> <li>1. Dictionary</li> <li>2. State Reading Series</li> <li>3. State Speller</li> </ol>



05 Achievement

03 Comprehension

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-03-01</p> <p>Main Ideas: After reading a selection, the student will be able to choose a general statement about the selection from a list containing both general and specific statements.</p>	<p>"What do you know about that?" said Miss Mary as the girls ran down the walk. "All afternoon, and not one word about a May basket for me."</p>	<p>Read the paragraph and decide what is the main idea. Put the idea into words like a title: Poor Miss Mary or Disappointed Miss Mary.</p>
<p>05-03-02</p> <p>Sequencing Ideas: Given a list of scrambled events of a story, the student will be able to arrange them in sequential order.</p>	<p>Have a series of pictures on <u>The Three Little Pigs</u> in a mixed up order.</p>	<p>Have student arrange the pictures in the correct sequence and tell the story in his own words.</p>
<p>05-03-03</p> <p>Recognizing Feeling: Given a paragraph describing a character in a particular situation, the student will be able to identify the emotion experienced by that character.</p>	<p>Read a paragraph on The Three Little Pigs when they were inside the brick house and the wolf was trying to blow it down.</p>	<p>Ask student how he thinks the three pigs felt at that time.</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>do you know about that?"  Miss Mary as the girls  on the walk. "All after-  and not one word about  basket for me."</p>	<p>Read the paragraph and decide  what is the main idea. Put the  idea into words like a title:  Poor Miss Mary or Disappointed  Miss Mary.</p>	<ol style="list-style-type: none"> <li>1. State Reading Series</li> <li>2. Story Records</li> <li>3. Mini's</li> </ol>
<p>series of pictures on  <u>see Little Pigs</u> in a  p order.</p>	<p>Have student arrange the pic-  tures in the correct sequence  and tell the story in his own  words.</p>	<ol style="list-style-type: none"> <li>1. Story Records</li> <li>2. State Text</li> <li>3. Personal Experiences</li> <li>4. Explaining Dodgeball</li> <li>5. Sequence Cards -  Milton Bradley</li> </ol>
<p>paragraph on The Three  Pigs when they were  the brick house and the  s trying to blow it</p>	<p>Ask student how he thinks the  three pigs felt at that time.</p>	<ol style="list-style-type: none"> <li>1. Story Records</li> <li>2. Music Appreciation</li> <li>3. State Reading Series</li> <li>4. Charades</li> </ol>

05 Achievement

03 Comprehension

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-03-04</p> <p>Drawing Conclusions: Given a passage missing its conclusion, the student will be able to orally state a logical outcome: list the reasons for his conclusions.</p>	<p>Read the story Charlottes Webb to the last chapter.</p>	<p>Ask student to tell how he thinks the story will end.</p>
<p>05-03-05</p> <p>Drawing Inferences: Given a selection in which only facts are presented, the student will be able to identify a conclusion which may be inferred from the material.</p>	<p>Read the story "King Midas' Touch."</p>	<p>What does this story infer?</p>
<p>05-03-06</p> <p>Figures of Speech: Given a Figure of Speech the student will be able to explain its meaning.</p>	<p>Give the phrase "ear for music."</p>	<p>Ask the student to explain what this phrase means.</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Read the story Charlotte's Web to the last chapter.</p>	<p>Ask student to tell how he thinks the story will end.</p>	<ol style="list-style-type: none"> <li>1. State Text</li> <li>2. Experience Stories</li> <li>3. Story Records</li> <li>4. Charades</li> </ol>
<p>Read the story "King Midas' Touch."</p>	<p>What does this story infer?</p>	<ol style="list-style-type: none"> <li>1. State Reading Series</li> <li>2. Newspaper Articles</li> <li>3. History Lessons</li> <li>4. Charades</li> </ol>
<p>Give the phrase "ear for music."</p>	<p>Ask the student to explain what this phrase means.</p> <p style="text-align: right;">220</p>	<ol style="list-style-type: none"> <li>1. Locate figures of speech in magazines.</li> <li>2. State Reading Series</li> <li>3. Figures of Speech used in different parts of our country.</li> </ol>

05 Achievement

03 Comprehension

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-03-07</p> <p>Recognizing Absurdities: Given an exaggerated narrative such as a tall tale, the student will be able to identify an example of exaggeration.</p>	<p>Read the story "Paul Bunyon".</p>	<p>Have the student list five absurdities in the book.</p>
<p>05-03-08</p> <p>Detail Recall: The student will be able to recall details from a selection read.</p>	<p>Have the student read "Charlotte's Web."</p>	<p>Ask the student to name five characters in the story and what animals they were.</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Read the story "Paul Bunyon".</p>	<p>Have the student list five absurdities in the book.</p>	<ol style="list-style-type: none"> <li>1. State Reading Series</li> <li>2. Comic Strips</li> <li>3. Fairy Tales</li> </ol>
<p>Have the student read Charlotte's Web."</p>	<p>Ask the student to name five characters in the story and what animals they were.</p>	<ol style="list-style-type: none"> <li>1. History Lesson</li> <li>2. State Reading Series</li> <li>3. Field Trip</li> </ol>

05 Achievement

04 Study Skills

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-04-01</p> <p>Alphabetical Sequencing: Given a random list of words in which the first and second letter are the same, the student will be able to arrange the words in alphabetical order.</p>	<p>Give list of words to student</p> <p>part    said    great name    shore    leave sabot    leap    fast team    great    ship grim    inch    past</p>	<p>Put these words in alphabetical order.</p>
<p>05-04-02</p> <p>Following Directions: Given a set of 5 directions the student will be able to complete them on the first attempt.</p>	<p>Stand up. Turn around two times, walk to the door, pick up the pencil and then sit down.</p>	<p>Teacher states "I am going to give you some directions. Now let's see if you can do exactly as I say."</p>
<p>05-04-03</p> <p>Classifying: Given several headings and a group of items, the student will be able to classify them according to the categorical headings.</p>	<p><u>Spring</u>   <u>Summer</u>   <u>Winter</u>   <u>Fall</u></p> <p>hot                    buds snow                  hibernation swimming            Thanksgiving skiing                 Easter red leaves            Christmas</p>	<p>List the words under the correct titles.</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Give list of words to student</p> <p>           art said great            me shore leave            bot leap fast            am great ship            im inch past         </p>	<p>Put these words in alphabetical order.</p>	<ol style="list-style-type: none"> <li>1. State Speller</li> <li>2. State Reading Series</li> <li>3. Library</li> </ol>
<p>Stand up. Turn around two            times, walk to the door,            pick up the pencil and then            sit down.</p>	<p>Teacher states "I am going to            give you some directions. Now,            let's see if you can do            exactly as I say."</p>	<ol style="list-style-type: none"> <li>1. "Simon Says"</li> <li>2. State Reading Series</li> <li>3. Worksheet with List of Directions</li> </ol>
<p><u>Spring</u> <u>Summer</u> <u>Winter</u> <u>Fall</u></p> <p>           at buds            low hibernation            planning Thanksgiving            lling Easter            d leaves Christmas         </p>	<p>List the words under the            correct titles.</p>	<ol style="list-style-type: none"> <li>1. Library</li> <li>2. State Reading Series</li> <li>3. Science Project</li> </ol>



05 Achievement

04 Study Skills

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-04-04</p> <p>Use of Dictionary/Encyclopedia: Given a list of words/topics, the student will be able to locate each word/topic in the dictionary/encyclopedia by using its alphabetical listing or volume number on the corner.</p>	<p>Tense Comparison Mood Gender Case</p>	<p>Look up these words in the dictionary and give me the page number on which it is located.</p>
<p>05-04-05</p> <p>Use of Charts / Maps: The student will be able to read and interpret facts from a chart and map.</p>	<p>Write United States, Canada and France on a paper. Give the student a world map.</p>	<ol style="list-style-type: none"> <li>1. Have the student locate on the map the area where they live in the United States.</li> <li>2. Have students locate Canada and France on the map and tell which is closer to where they live.</li> </ol>
<p>05-04-06</p> <p>Use of Newspapers / Magazines: Student will be able to locate advertising, editorials, feature articles, headlines and back reviews in a Newspaper or magazine.</p>	<p>Give the student a newspaper.</p>	<p>Ask student to locate a large ad and tell what is being sold and what does the advertiser say about his product.</p>
<p>ERIC Full Text Provided by ERIC</p>	<p>225</p>	<p>226</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>hse mparison od nder se</p> <p>United States, Canada nce on a paper. Give dent a world map.</p>	<p>Look up these words in the dictionary and give me the page number on which it is located.</p> <ol style="list-style-type: none"> <li>1. Have the student locate on the map the area where they live in the United States.</li> <li>2. Have students locate Canada and France on the map and tell which is closer to where they live.</li> </ol>	<ol style="list-style-type: none"> <li>1. History Report</li> <li>2. Crossword Puzzle</li> <li>3. State Speller</li> </ol> <ol style="list-style-type: none"> <li>1. State Reading Series</li> <li>2. Draw Map of school, house, playground</li> <li>3. History Text</li> <li>4. <u>The Earth - Map and Globes</u></li> </ol>
<p>5</p> <p>the student a news-</p>	<p>Ask student to locate a large ad and tell what is being sold and what does the advertiser say about his product.</p> <p>26</p>	<ol style="list-style-type: none"> <li>1. Make classroom or school Newspaper</li> <li>2. Do survey on what magazines people read</li> <li>3. State Reading Series</li> </ol> <p>108</p>

05 Achievement

04 Study Skills

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-04-07</p> <p>Use of Time-Tables / Diagrams Flow-Charts: Student will be able to interpret information for a practical purpose using a time tables, diagram or flow chart.</p>	<p>Give the student a bus schedule for his area.</p>	<p>Ask the student "If you wanted to go from your house to the beach what bus would you take, what time would you leave, and what time would you come home?"</p>
<p>05-04-08</p> <p>Summarizing: Given a story the student will be able to summarize the main ideas in one paragraph.</p>	<p>Have the student read "The Three Little Pigs."</p>	<p>Write on paragraph stating briefly what the story is about.</p>
<p>05-04-09</p> <p>Outlining: The student will be able to read an article, extract facts, and use these facts in completing a simple outline.</p> <p style="text-align: right;">227</p>	<p>Ask student to write down what he knows about surfing.</p>	<p>Have student put his ideas about surfing in outline form using Roman Numerals with two subheadings for each.</p> <p style="text-align: center;">             I                      II              A.                      A.              B.                      B.         </p> <p style="text-align: right;">228</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>the student a bus le for his area.</p>	<p>Ask the student "If you wanted to go from your house to the beach what bus would you take, what time would you leave, and what time would you come home?"</p>	<ol style="list-style-type: none"> <li>1. Text - <u>The Earth Map and Globes</u></li> <li>2. State Reading Series</li> <li>3. Airplane and Train Schedules</li> <li>4. Diagram or Flow Chart for number of books read</li> </ol>
<p>the student read "The Little Pigs."</p>	<p>Write on paragraph stating briefly what the story is about.</p>	<ol style="list-style-type: none"> <li>1. State Reading Series</li> <li>2. History Lesson</li> <li>3. Book Report</li> </ol>
<p>udent to write down e knows about surfing.</p>	<p>Have student put his ideas about surfing in outline form using Roman Numerals with two subheadings for each.</p> <p style="margin-left: 40px;">I                    II</p> <p style="margin-left: 40px;">A.                    A.</p> <p style="margin-left: 40px;">B.                    B.</p>	<ol style="list-style-type: none"> <li>1. Book Report</li> <li>2. Roberts English</li> <li>3. State Reading Series</li> </ol>

05 Achievement

04 Study Skills

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-04-10</p> <p>Library Skills: Given a library catalogue card (author, title, subject) the student will be able to identify and use this type of card.</p>	<ol style="list-style-type: none"> <li>1. "Charlottes Webb."</li> <li>2. Information on Peru.</li> <li>3. Book by the author Fred Gipson.</li> <li>4. Book on cats.</li> </ol>	<p>Ask student to locate list of material in the library.</p>
<p>05-04-11</p> <p>Use of Graphs / Tables: Given a Graph or Table student will be able to answer questions regarding the graph or table.</p>	<p style="text-align: center;">Amount of Snowfall</p> <p>inches</p> <p>5 _____</p> <p>4 _____</p> <p>3 _____</p> <p>2 _____</p> <p>1 _____</p> <p>0 _____</p> <p style="text-align: center;">Jan.    Feb.    March    April</p>	<p>Ask students to answer these questions about the graph.</p> <ol style="list-style-type: none"> <li>1. Which month had the most snow fall?</li> <li>2. Which month had the least snow fall?</li> <li>3. How much snow fell in the 4 months listed?</li> </ol>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Charlotte's Webb." Information on Peru. Book by the author and Gipson. Book on cats.</p>	<p>Ask student to locate list of material in the library.</p>	<ol style="list-style-type: none"> <li>1. Set up class library with students rotating as librarian</li> <li>2. State Reading Series</li> <li>3. State Speller</li> </ol>
<p>Amount of Snowfall</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Ask students to answer these questions about the graph.</p> <ol style="list-style-type: none"> <li>1. Which month had the most snow fall?</li> <li>2. Which month had the least snow fall?</li> <li>3. How much snow fell in the 4 months listed?</li> </ol>	<ol style="list-style-type: none"> <li>1. Text - <u>The Earth Maps and Globes</u></li> <li>2. State Reading Series</li> <li>3. Make graph or Table on weekly spelling texts</li> </ol>
<p>Feb.    March    April</p>		

05 Achievement

05 Computational Math

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-05-01 Comparison of Objects: Child can compare objects that are the same with regard to a particular property.</p>	<p>Student will locate object in reference to another.</p>	<ol style="list-style-type: none"><li>1. Place several objects on table and ask child to identify layout object. Do the same exercise for: smallest, longest, tallest and heaviest.</li><li>2. Select two objects and have child tell ways they are alike or different.</li><li>3. Place several objects on table and ask child to select 2 objects of the same length, color, or shapes.</li></ol>
<p>05-05-02 Cardinal Numbers: Student will be able to identify and write any numeral from 0 to 999.</p>	<p>Instructor will name a number which student will point to on a number line or book page. Instructor will point to a number which student will be able to name.</p>	<ol style="list-style-type: none"><li>1. Student will write numbers 1 through 100.</li><li>2. Given a number line student will be able to identify odd or even numbers.</li><li>3. Student will count and write by fives; tens to 100 with correct sequence.</li><li>4. Given any numeral 1-999 student will be able to identify the numerals as a collection of ones, tens, and hundreds. Example: 114 = 1 hundred, 1 ten, and 4 ones.</li></ol>

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SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Student will locate object in reference to another.</p>	<ol style="list-style-type: none"> <li>1. Place several objects on table and ask child to identify layout object. Do the same exercise for: smallest, longest, tallest and heaviest.</li> <li>2. Select two objects and have child tell ways they are alike or different.</li> <li>3. Place several objects on table and ask child to select 2 objects of the same length, color, or shapes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use Modern School Math - Level K - pages 1-10.</li> <li>2. Given 2 nonequivalent sets, student identifies set which has more or less numbers.</li> <li>3. Given a set the student will be able to identify an equal set.</li> </ol>
<p>Instructor will name a number which student will point to on a number line or book page. Instructor will point to a number which student will be able to name.</p>	<ol style="list-style-type: none"> <li>1. Student will write numbers 1 through 100.</li> <li>2. Given a number line student will be able to identify odd or even numbers.</li> <li>3. Student will count and write by fives; tens to 100 with correct sequence.</li> <li>4. Given any numeral 1-999 student will be able to identify the numerals as a collection of ones, tens, and hundreds. Example: 114 = 1 hundred, 1 ten, and 4 ones.</li> </ol>	<ol style="list-style-type: none"> <li>1. Modern School Math - Level K - pages 45-54.</li> <li>2. Modern School Mathematics Book 2, page 291.</li> <li>3. Modern School Mathematics Book 3, pages 18-27.</li> <li>4. Use of abacus.</li> <li>5. Use of Questionnaire Books.</li> <li>6. Use of Geo-boards.</li> </ol>



Achievement

Computational Math

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-05-03                      Addition Without Regrouping:                      Student will recognize "families of facts". Given one, two or three place problems the student will be able to find the sum without regrouping.</p>	<p>Student will recognize "Families of facts: by identifying the missing number or the set:</p> <p style="text-align: center;"><math>2+1=3, 2+ =3, +1=3.</math></p> <p>Student joins the sets of <u>ones</u>, then the sets of <u>twos</u> and the sets of <u>hundreds</u>. Form examples. 4 hundreds, 3 tens, 5 ones and a set of 3 hundreds, 6 tens, and 2 ones, you join the ones to form a set of 7 ones, then tens to form a set of 9 tens and the hundreds to form a set of 7 hundreds.</p>	<p>1. Place a set of 3 clothespins and a set of 6 clothespins on a piece of cardboard. Show the student the cards and ask them to name the sets they see, (3-6). Turn the card around, ask them to name the sets they see now (6-3). Ask "Is the number the same which ever way the sets are joined?"</p> <p>2. Ask one student to perform as they place addition exercises on the abacus while another student writes on the chalkboard the related expanded numeral method.</p>
<p>05-05-04                      Addition with Regrouping:                      Given a problem in addition with place values of hundreds, tens and ones in vertical format, the student will be able to solve the problem with regrouping.</p>	$\begin{array}{r} 463 \\ 212 \\ +114 \\ \hline 789 \end{array} = \begin{array}{l} 400+60+3 \\ 200+10+2 \\ 100+10+4 \\ \hline 700+80+9 \end{array} = 789$	<p>1. Use abacus to demonstrate the addition problem. Place 3 discs + 2 discs + 4 discs on the one's rod, 6 discs + 1 disc + 1 disc on the ten's rod and 4 discs + 2 discs + 1 disc on the hundred's rod. Write the related addition on the chalkboard.</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Student will recognize "Families of facts: by identifying the missing number or the set:</p> $2+1=3, 2+ \quad =3, \quad + \quad =3.$ <p>Student joins the sets of <u>ones</u>, then the sets of <u>twos</u> and the sets of <u>hundreds</u>. Form examples. 4 hundreds, 3 tens, 5 ones and a set of 3 hundreds, 6 tens, and 2 ones, you join the ones to form a set of 7 ones, then tens to form a set of 9 tens and the hundreds to form a set of 7 hundreds.</p>	<ol style="list-style-type: none"> <li>Place a set of 3 clothespins and a set of 6 clothespins on a piece of cardboard. Show the student the cards and ask them to name the sets they see, (3-6). Turn the card around, ask them to name the sets they see now (6-3). Ask "Is the number the same which ever way the sets are joined?"</li> <li>Ask one student to perform as they place addition exercise on the abacus while another student writes on the chalkboard the related expanded numeral method.</li> </ol>	<ol style="list-style-type: none"> <li>Modern School Math Text "Families of Facts" Book II, pages 31, 43, 49, 50, 116, 132, 137, Book III: pages 35, 48, and 57.</li> <li>Modern School Math Text Book III, Pages 110-113, 121, 125, 158, 199, 279.</li> <li>Abacus</li> <li></li> </ol>
$\begin{array}{r} 463 \\ 212 \\ +114 \\ \hline 789 \end{array} = \begin{array}{l} 400+60+3 \\ 200+10+2 \\ 100+10+4 \\ \hline 700+80+9 \end{array}$	<ol style="list-style-type: none"> <li>Use abacus to demonstrate the addition problem. Place 3 discs + 2 discs + 4 discs on the one's rod, 6 discs + 1 disc + 1 disc on the ten's rod and 4 discs + 2 discs + 1 disc on the hundred's rod. Write the related addition on the chalkboard.</li> </ol>	<ol style="list-style-type: none"> <li>P. Modern School Math Text Book 3, pages 40-43, pages 94-95.</li> <li>Use ice cream sticks for bundles of tens and ones.</li> <li>Make place value charts.</li> <li>Abacus.</li> </ol>

Computational Math

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-05-05                      Column Addition With Carrying:                      Student will be able to complete these place addition which involves renaming ones as tens, tens as hundreds and hundreds as thousands.</p>	$  \begin{array}{r}  654 \\  +587 \\  \hline  11 \text{ ones} \\  130 \text{ tens} \\  \hline  1,100 \text{ hundreds} \\  \hline  1,241  \end{array}  $	<p>a. Show 654 on the abacus.</p> <p>b. Put 7 more discs on the one's rod, 8 more on the ten's rod and 5 more on the hundred's rod. Emphasize that you are temporarily overloading the one's, ten's, and hundred's rods, therefore, you must exchange 10 one's discs for 1 ten disc, 10 ten's disc for 1 hundred's disc, and 10 hundred's discs for 1 thousand's disc.</p> <p>c. Remove 10 discs from one's rod, put on 1 more disc on ten's rod, remove 10 discs from ten's rod and put 1 more disc on the hundred's rod, etc.</p>
<p>05-05-06                      Subtraction Without Regrouping:                      Given a three-placed subtraction problem without regrouping the student will be able to identify the difference.</p>	$  \begin{array}{r}  9 \text{ tens} \quad 8 \text{ ones} \\  -5 \text{ tens} \quad 6 \text{ ones} \\  \hline  \text{--- tens} \quad \text{--- ones}  \end{array}  $	<p>1. Step 1: 8 ones minus 6 ones is 2 ones.</p> <p>Step 2: 9 tens minus 5 tens is 4 tens.</p> <p>2. 98</p> $  \begin{array}{r}  -23 \\  \hline  75  \end{array}  $ <p>Step 1: 8-3=5                      Step 2: 90-20=70</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
$\begin{array}{r} 654 \\ +587 \\ \hline 11 \text{ ones} \\ 130 \text{ tens} \\ ,100 \text{ hundreds} \\ ,241 \end{array}$	<p>a. Show 654 on the abacus.</p> <p>b. Put 7 more discs on the one's rod, 8 more on the ten's rod and 5 more on the hundred's rod. Emphasize that you are temporarily overloading the one's, ten's, and hundred's rods, therefore, you must exchange 10 one's discs for 1 ten disc, 10 ten's disc for 1 hundred's disc, and 10 hundred's discs for 1 thousand's disc.</p> <p>c. Remove 10 discs from one's rod, put on 1 more disc on ten's rod, remove 10 discs from ten's rod and put 1 more disc on the hundred's rod, etc.</p>	<ol style="list-style-type: none"> <li>1. Modern School Math Book 3, pages 180-182, Book 4, pages _____</li> <li>2. Abacus</li> <li>3. Place Value Chart.</li> <li>4. Colored rods designating ones, tens, hundreds and thousands.</li> </ol>
$\begin{array}{r} 9 \text{ tens} \quad 8 \text{ ones} \\ -5 \text{ tens} \quad 6 \text{ ones} \\ \hline \quad \text{tens} \quad \text{ones} \end{array}$	<ol style="list-style-type: none"> <li>1. Step 1: 8 ones minus 6 ones is 2 ones. Step 2: 9 tens minus 5 tens is 4 tens.</li> <li>2. <math display="block">\begin{array}{r} 98 \\ -23 \\ \hline 75 \end{array}</math> Step 1: <math>8-3=5</math> Step 2: <math>90-20=70</math></li> </ol>	<ol style="list-style-type: none"> <li>1. Modern School Math Book 3, pages 106-109.</li> <li>2. Abacus</li> <li>3. Colored rods</li> <li>4. Ice cream stick.</li> <li>5. Squared paper.</li> </ol>

# Achievement

## Computational Math

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-05-07 Subtraction With Regrouping: Given a three-place subtraction problem with regrouping the student will be able to identify the difference.</p>	$\begin{array}{r} 2 = 500 + 60 + 12 \\ - 236 = 200 + 30 + 6 \\ \hline 336 \end{array}$	<p>Step 1: Rename 572 as 500 + 60 + 12</p> <p>Step 2: 12 - 6 = 6</p> <p>Step 3: 60 - 30 = 30</p> <p>Step 4: 500 - 200 = 300</p>
<p>05-05-08 Multiplication Facts: Student will know his times tables through 12.</p>	$\begin{array}{r} \underline{\quad} \times 3 = 21 \\ 3 \times 7 = \underline{\quad} \\ 7 \times \underline{\quad} = 21 \end{array}$	<p>Have student place 7 sets of 3 on his and write the related equations: <math>7 \times 3 = 21</math>. Then have him place 3 sets of 7 on his desk and write the related equation: <math>3 \times 7 = 21</math>. Have student then complete equation at left. Repeat process with other examples.</p>

## SKILL EXAMPLE

$$\begin{array}{r} 572 = 500 + 60 + 12 \\ -236 = 200 + 30 + 6 \\ \hline 336 \end{array}$$

$$\begin{array}{r} \_ \times 3 = 21 \\ 3 \times 7 = \_ \\ 7 \times \_ = 21 \end{array}$$

## INSTRUCTION

Step 1: Rename 572 as  
500 + 60 + 12

Step 2: 12 - 6 = 6

Step 3: 60 - 30 = 30

Step 4: 500 - 200 = 300

Have student place 7 sets of 3 on his and write the related equations:  $7 \times 3 = 21$ . Then have him place 3 sets of 7 on his desk and write the related equation:  $3 \times 7 = 21$ . Have student then complete equation at left. Repeat process with other examples.

## SUPPLEMENTAL IDEAS

1. Modern Math Book 3, pages 118 - 112 + 158.

2. Colored rods.

3. Abacus.

4. Draw subtraction table on page 121, Book 3 in Modern Math.

1. Flash Cards of Multiplication Facts.

2. Number lines.

3. Buttons.

4. Number patterns, pages 104 and 105, Book 4, Modern Math.

Achievement

Computational Math

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-05-09                      Multiplication of 1,2,3                      Place Multiers:                      Given a 3 place multi-                      plication problem in                      vertical arrangement                      involving regrouping                      the student will be                      able to identify the                      product.</p>	$\begin{array}{r} 239 \\ \times 48 \\ \hline 1912: 8 \times 239 \\ 9560: 40 \times 239 \\ \hline 11472: 48 \times 239 \end{array}$	<p>1. Have student complete                      sequences of multiplications                      like the following to establish                      the effect of renaming. See                      pages 98 - 133, Book 5,                      Modern Mathematics.</p>
<p>05-05-10                      Division Facts:                      Student will know                      that multiplication                      and division are                      reverse operations.</p>	<p>1. <math>3 \times 4 = 12</math>  <math>4 \times 3 = 12</math>  <math>12 \div 4 = 3</math>  <math>12 \div 3 = 4</math></p>	<p>Construct factor - product                      cards like the following:</p> $\begin{array}{cccc} 3 \times 4 = n & n \div 4 = 3 & 3 \times n = 12 & 12 \div 4 = n \\ \frac{4}{3) n} & \frac{3}{4) n} & \frac{3}{3) 12} & \frac{n}{4) 12} \end{array}$ <p>Show the cards one at a time                      asking student to name the                      product or missing factor.</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>239 48</p> <p>12: 8 x 239 60: 40 x 239 72: 48 x 239</p>           <p>3 x 4 = 12</p> <p>4 x 3 = 12</p> <p>2 ÷ 4 = 3</p> <p>2 ÷ 3 = 4</p>	<p>1. Have student complete sequences of multiplications like the following to establish the effect of renaming. See pages 98 - 133, Book 5, Modern Mathematics.</p>           <p>Construct factor - product cards like the following:</p> <p> <math>3 \times 4 = n</math>    <math>n \div 4 = 3</math>    <math>3 \times n = 12</math>    <math>12 \div 4 = n</math>  <math>\begin{array}{r} 4 \\ 3 \overline{) n} \end{array}</math>    <math>\begin{array}{r} 3 \\ 4 \overline{) n} \end{array}</math>    <math>\begin{array}{r} 3 \overline{) 12} \end{array}</math>    <math>\begin{array}{r} n \\ 4 \overline{) 12} \end{array}</math> </p> <p>Show the cards one at a time asking student to name the product or missing factor.</p>           <p style="text-align: center;">240</p>	<p>1. Number line.</p> <p>2. Match each number of one set to each number of another set.</p>           <p>1. Abacus.</p> <p>2. Place Value Chart.</p> <p>3. Squared Paper.</p> <p>4. Colored Rods.</p> <p>5. Number Line.</p>



## Computational Math

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-05-11 Division with 1, 2, 3 Place Division or Dividend.	1. $\begin{array}{r} 23 \overline{)575} \\ \underline{460} \\ 115 \\ \underline{115} \\ 0 \end{array}$ Step 1. $20 \times 23 = 460$ Step II. $575 - 460 = 115$ Step III. $5 \times 23 = 115$ Step IV. $115 - 115 = 0$	See pages 124, 126 and 127 in Modern Math Book 5.
05-05-12 Fractions: Student will know equivalent fractions, addition, subtraction and multiplication of fractions.	1. $2/3 = 4/6$ 2. $1/3 + 1/6 = 3/6$ or $1/2$ 3. $1/2 - 1/3 = 1/6$ 4. $1/5 \times 1/4 = 1/20$ 5. $3/7 \div 1/2 = 6/7$	Modern Math Book 5: 1. See pages 208 - 215. 2. See pages 228 - 231. 3. See pages 228 - 259. Modern Math Book 6: 4&5. See pages 234 - 267.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
$\begin{array}{r} 23 \overline{)575} \\ \underline{460} \\ 115 \\ \underline{115} \\ 0 \end{array}$ <p>I. <math>20 \times 23 = 460</math>            II. <math>575 - 460 = 115</math>            III. <math>5 \times 23 = 115</math>            IV. <math>115 - 115 = 0</math></p>	<p>See pages 124, 126 and 127 in Modern Math Book 5.</p>	<p>1. Modern Math Book 5, pages 98 - 133.</p>
<p><math>\frac{1}{3} = \frac{4}{6}</math>  <math>\frac{1}{3} + \frac{1}{6} = \frac{3}{6}</math> or <math>\frac{1}{2}</math>  <math>\frac{1}{2} - \frac{1}{3} = \frac{1}{6}</math>  <math>\frac{1}{5} \times \frac{1}{4} = \frac{1}{20}</math>  <math>\frac{1}{7} \div \frac{1}{2} = \frac{6}{7}</math></p>	<p>Modern Math Book 5:</p> <ol style="list-style-type: none"> <li>1. See pages 208 - 215.</li> <li>2. See pages 228 - 231.</li> <li>3. See pages 228 - 259.</li> </ol> <p>Modern Math Book 6:</p> <p>465. See pages 234 - 267.</p>	<ol style="list-style-type: none"> <li>1. Student Make Fraction Kits of <math>\frac{1}{2}</math>'s, <math>\frac{1}{4}</math>'s, <math>\frac{1}{8}</math>'s, etc., out of construction paper.</li> <li>2. Flannel Board.</li> </ol>

Achievement

Computational Math

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-05-13 Roman Numerals: Student will know the value of Roman Numerals to 1,000.</p>	<ol style="list-style-type: none"> <li>1. I = 1</li> <li>2. V = 5</li> <li>3. X = 10</li> <li>4. L = 50</li> <li>5. C = 100</li> <li>6. D = 500</li> <li>7. M = 1,000</li> </ol>	<p>The value of a Roman Numeral is the sum of the values of the individual digits. In a Roman Numeral, when a symbol for a lesser number is written to the left of a symbol for a greater number, the lesser number is subtracted from the greater.</p>
<p>05-05-14 Decimals: Student will know the value of the decimal point and be able to add and subtract decimals.</p>	<ol style="list-style-type: none"> <li>1. <math display="block">\begin{array}{r} .4 \\ +.8 \\ \hline 1.2 \end{array}</math></li> </ol>	<p>Students discover that the point is used to separate the whole numbers from the fractional numbers. As <math>4\frac{1}{2}</math> is the same as 4.5. Also that addition and subtraction with decimal fractions follow the same rules as for whole numbers.</p>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>I = 1 V = 5 X = 10 L = 50 C = 100 D = 500 M = 1,000</p> $\begin{array}{r} .4 \\ +.8 \\ \hline 1.2 \end{array}$ $\begin{array}{r} .8 \\ -.4 \\ \hline .4 \end{array}$	<p>The value of a Roman Numeral is the sum of the values of the individual digits. In a Roman Numeral, when a symbol for a lesser number is written to the left of a symbol for a greater number, the lesser number is subtracted from the greater.</p> <p>Students discover that the point is used to separate the whole numbers from the fractional numbers. As <math>4\frac{1}{2}</math> is the same as 4.5. Also that addition and subtraction with decimal fractions follow the same rules as for whole numbers.</p>	<ol style="list-style-type: none"> <li> <ol style="list-style-type: none"> <li>IX = 9</li> <li>XXI = 21</li> <li>CCXL = 240</li> <li>DCCL = 750</li> </ol> </li> <li>Modern Mathematics Book 6, page 22.</li> <li>Numbering at the beginning of most texts.</li> </ol> <ol style="list-style-type: none"> <li>Modern Mathematics Book 5, pages 3 and 7.</li> <li>Modern Mathematics Book 6, pages 302 - 307.</li> </ol>

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-06-01 Value of Coins: Student will know the values of all coins and be able to make change from a \$10 bill.</p>	<ol style="list-style-type: none"> <li>1. Compares value of coins (dime is worth more than nickel).</li> <li>2. Combine coins to equal an odd total up to 99¢.</li> <li>3. Counts out correct change for \$10 bill for \$2.37 purchase.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use play money and store to show value of money.</li> <li>2. Ask student to give value in cents of one dime, one nickel, and two pennies.</li> <li>3. Have student make up a problem involving money. Write it on a card with answer on the back. Student then exchanges cards.</li> </ol>
<p>05-06-02 Days of Week/Months of Year: Student will know the days of the week and months of the year.</p>	<ol style="list-style-type: none"> <li>1. Name the days of the week.</li> <li>2. Name the months of the year.</li> <li>3. What is the day, date, month and year?</li> </ol>	<ol style="list-style-type: none"> <li>1. Have bulletin board with large calendar showing names of days and months.</li> <li>2. Locate days, and months on a calendar at random.</li> </ol>

**SKILL EXAMPLE**

1. Compares value of coins (dime is worth more than nickel).
2. Combine coins to equal an odd total up to 99¢.
3. Counts out correct change for \$10 bill for \$2.37 purchase.

1. Name the days of the week.
2. Name the months of the year.
3. What is the day, date, month and year?

**INSTRUCTION**

1. Use play money and store to show value of money.
2. Ask student to give value in cents of one dime, one nickel, and two pennies.
3. Have student make up a problem involving money. Write it on a card with answer on the back. Student then exchanges cards.

1. Have bulletin board with large calendar showing names of days and months.
2. Locate days, and months on a calendar at random.

**SUPPLEMENTAL IDEAS**

1. Modern Mathematics Book 3, pages 15 - 17, and 148 - 149.
2. Work as ice cream salesman or lunch salesman at school.

1. Modern Mathematics Book 3, pages 12.
2. Cut up old calendars and have students put back in order.

Achievement

Practical Math

SKILL, OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
<p>05-06-03            Tell Time:            Given a clock face, the student will be able to identify the time shown.</p>	<ol style="list-style-type: none"> <li>1. Have student draw time on a clock showing five past three.</li> <li>2. Have a clock set at a specific time, ask child what time it is.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have a clock made of cardboard in front of the child. Introduce concept of telling time to five minutes.</li> <li>2. Introduce concept of telling time by hour, half-hour and quarter hour.</li> <li>3. Introduce concept of Quarter <u>to</u> four, and Quarter <u>past</u> four.</li> </ol>
<p>05-06-04            Use of Measuring Tools:            Student will be able to solve problems using cups, pints, quarts, gallons, pounds, ounces; and inches, feet, and yards.</p>	<ol style="list-style-type: none"> <li>1. How many quarts in a gallon.</li> <li>2. How many inches in a foot.</li> <li>3. Measure the length of your table.</li> </ol>	<ol style="list-style-type: none"> <li>1. Using cups, pints, quarts and gallons containers have students measure out specific amounts of water.</li> <li>2. Have students measure different objects in the room or parts of his own body.</li> </ol>

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
<p>Have student draw time a clock showing five past three.</p> <p>Have a clock set at specific time, ask child what time it is.</p>	<ol style="list-style-type: none"> <li>1. Have a clock made of cardboard in front of the child. Introduce concept of telling time to five minutes.</li> <li>2. Introduce concept of telling time by hour, half-hour and quarter hour.</li> <li>3. Introduce concept of: <ul style="list-style-type: none"> <li>Quarter <u>to</u> four, and</li> <li>Quarter <u>past</u> four.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Modern Mathematics Book 3, pages 150 ---</li> <li>2. Set up activities to begin and end at certain time with student in charge of keeping track of the time.</li> </ol>
<p>How many quarts in gallon.</p> <p>How many inches in foot.</p> <p>Measure the length of your table.</p>	<ol style="list-style-type: none"> <li>1. Using cups, pints, quarts and gallons containers have students measure out specified amounts of water.</li> <li>2. Have students measure different objects in the room or parts of his own body.</li> </ol> <p style="text-align: center;">248</p>	<ol style="list-style-type: none"> <li>1. Modern Mathematics Book 2, 3, 4, 5 and 6.</li> <li>2. Children keep record of growth.</li> <li>3. Children measure out specific amounts of food to pets keeping a weekly record of amount pet was fed.</li> </ol>