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ABSTRACT

Presented is a curriculum guide for educable mentally retarded (EMR) students in primary, intermediate and junior high school levels. Introductory material includes information on characteristics and needs of EMR children; scope and sequence for each level in language arts, arithmetic and social skills; and suggested teaching and planning techniques. For each level, unit suggestions and activities are presented in the following subject areas: language arts, arithmetic, social studies, science, health, and safety. In addition, the junior high curriculum contains items on homemaking and industrial arts. Skills and activities are also provided for the special subject areas of art, music, and physical education. (CL)

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INDIANAPOLIS PUBLIC SCHOOLS
SPECIAL EDUCATION DEPARTMENT

A COURSE OF STUDY FOR THE EDUCABLE MENTALLY RETARDED
PRIMARY - INTERMEDIATE - JUNIOR HIGH

1975

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PREFACE

This course of study is a product of good ideas collected from many sources. It also contains many tried and true experiences gathered from our special education teachers over a period of years, based upon selected activities which were successful in helping children show continuous growth.

Since curriculum building is an ongoing process, this course of study is intended merely to point the way. Teachers will find many opportunities for the expansion of and addition to the material mentioned in the following pages.

A sincere thank you to every source and to each person who has allowed us to compile this information for the benefit of sharing.

A special acknowledgement to Mrs. Jean Gurwitz, typist, Mrs. Cynthia Curran, Materials Committee member and Miss Debra Patton, helper and friend.

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PHILOSOPHY

The Indianapolis Public School System has a total commitment to provide for all children an educationally sound program that will enable them to make the greatest use of their abilities.

Educable Mentally Retarded pupils, like others, must learn to satisfy their individual needs as well as to satisfy the demands of the society in which they live. They must become well adjusted members of the family and community, must participate in the activities of the world of work, and must assume responsibilities in keeping with their capacities as American citizens. It is to these objectives that the Special Education Department has addressed itself.

CHARACTERISTICS OF THE EDUCABLE MENTALLY RETARDED CHILD AND HIS NEEDS

Characteristic Differences of the EMR Child from the "Normal" Child

Needs Developing from the Characteristics of EMR Child

1. In general the average academic retardation range is 2-3 years.

Need for materials at a high interest and maturity level which contain simplified concepts and vocational goals.
Realistic goals with practical learnings.
Constant encouragement.

2. Thought processes develop more slowly, and comprehension is more limited.

Greater need for repetition, review, and meaningful drill.
Directions must be simple.
Difficulty occurs in focusing attention on more than one concept at a time.
Longer learning time is needed for learning.

3. Weakness in retaining information.

Shorter periods of work in all subject areas are needed.
Frequent change of pace is needed as a release from tension and fatigue.

4. Attention span is more limited.

Need for security of routine in a daily program-standards, assigned seating, organization of classroom materials.

5. Hard for EMR to adjust to new situations.

There is a need for provisions of many worthwhile supplemental experiences such as audio-visual materials and a variety of experiences.

6. EMR pupils make more limited use of their background experience and environment.

Develop habits of organization, judgment, and reasoning.
Build self-confidence through self-image.
Need to develop high standards of self-control.

7. EMR pupils are often lacking in qualities of judgment, logic, creativity, emotional stability, self-confidence.

There is a need to extend specific understanding into generalizations.
A need for pupil-teacher oral discussions to develop understandings.

8. EMR pupils think in terms of specifics rather than generalities.

CHARACTERISTICS OF THE EDUCABLE MENTALLY RETARDED CHILD AND HIS NEEDS

Characteristic Differences of the EMR Child from the "Normal" Child	Needs Developing from the Characteristics of EMR Child
9. Limited transfer of information from one experience to another.	Child needs help in using basic information in many situations.
10. EMR children have difficulty in learning abstract concepts.	Use concrete application of each new learning situation.
11. The EMR child's power of observation and ability to communicate what has been perceived are more limited.	Need for much oral language. Greater emphasis on comprehension of experiences.
12. EMR pupils respond well to experiences which include construction, manual skills, art and manipulative activities.	Pupil participation is necessary to help involve each physically, socially, emotionally and mentally. A "concrete doing" level of experience is important and highly satisfying.
13. EMR pupils have a more limited ability to correct poor habits once established.	The establishment of correct habits should be a major goal.
14. EMR pupils are more easily led and influenced and have a more limited ability to foresee the outcome of their actions.	A classroom environment in which individual behavior and group standards are firmly and consistently maintained is essential. Guidelines in the choice of friends are needed.
15. Compensatory behavior is often manifested through aggression or withdrawal.	Self-image and a sense of personal worth needs to be developed. Daily opportunities for success at all levels of ability are imperative.
16. EMR pupils give up easily or become frustration-prone.	All school work and activities need to be geared to what the child can do easily and successfully.

Taken from Handbook for Teachers--Los Angeles City Schools--1971.



MENTAL MATURITY CHART
Intelligence Quotient

	46	50	55	60	65	70	79
G.A.	M.A.	M.A.	M.A.	M.A.	M.A.	M.A.	M.A.
6-0	3-1	3-4	3-7	3-10	4-1	4-5	4-8
6-6	3-4	3-7	3-10	4-2	4-5	4-9	5-0
7-0	3-6	3-9	4-1	4-5	4-9	5-1	5-5
7-6	3-9	4-0	4-4	4-9	5-1	5-5	5-10
8-0	3-11	4-3	4-7	5-0	5-5	5-10	6-2
8-6	4-1	4-5	4-10	5-4	5-9	6-3	6-7
9-0	4-4	4-8	5-1	5-7	6-0	6-6	6-11
9-6	4-5	4-10	5-1	5-10	6-4	6-10	7-4
10-0	4-7	5-0	5-4	6-1	6-7	7-2	7-8
10-6	4-8	5-1	5-7	6-3	6-10	7-5	7-11
11-0	4-9	5-2	5-8	6-5	7-0	7-7	8-3
11-6	4-10	5-4	5-9	6-7	7-3	7-11	8-5
12-0	4-11	5-5	6-1	6-9	7-6	8-2	8-10
12-6	5-1	5-7	6-4	7-1	7-9	8-5	9-2
13-0	5-3	5-10	6-7	7-4	8-0	8-8	9-6
13-6	5-5	5-9	6-10	7-7	8-4	9-1	9-10
14-0	5-7	6-4	7-1	7-10	8-7	9-4	10-1
14-6	5-10	6-6	7-3	8-1	8-10	9-7	10-4
15-0	6-1	6-9	7-6	8-4	9-1	9-10	10-8
15-6	6-6	7-2	8-0	8-9	9-6	10-4	11-1

ACADEMIC EXPECTANCY CHART

C.A	Slowest (I.Q. 50-59)			Average (I.Q. 60-69)			Borderline (I.Q. 70-79)		
	M.A.	R.G.	A.G.	M.A.	R.G.	A.G.	M.A.	R.G.	A.G.
7-0 7-11	3-6 4-8	R.R.	A.R.	4-2 5-6	R.R.	A.R.	4-11 5-11	R.R.	A.R.
8-0 8-11	4-0 5-3	R.R.	A.R.	4-10 6-2	R.R.	A.R.	5-7 6-8	R.R.	A.R.
9-0 9-11	4-6 5-10	R.R.	A.R.	5-5 6-10	R.R.-1A	R.R.-1A	6-4 7-5	R.R.-1B	R.R.-1B
10-0 10-11	5-0 6-5	R.R.	A.R.	6-0 7-6	R.R.-2A	R.R.-2A	7-0 8-2	1B-2B	1B-2B
11-0 11-11	5-6 7-0	R.R.-1A	R.R.-1B	6-7 8-3	1A-2B	1A-2B	7-8 8-11	2A-3B	2A-3B
12-0 12-11	6-0 7-8	R.R.-2A	R.R.-2A	7-2 8-11	1B-3B	1B-3B	8-5 9-9	2B-4A	2B-4A
13-0 13-11	6-6 8-0	1A-2B	1A-2B	7-9 9-5	2A-4A	2A-4A	9-1 10-3	3B-4B	3B-4B
14-0 14-11	6-10 8-5	1B-3A	1B-3A	8-2 9-10	2B-4B	2B-4B	9-6 10-9	4A-5A	4A-5A
15-0 15-11	7-2 8-10	1B-3B	1B-3B	8-7 10-4	3A-4B	3A-4B	10-11 11-3	4B-5B	4B-5B

LEGEND
 R.G.-----Reading Grade
 A.G.-----Arithmetic Grade
 R.R.-----Reading Readiness
 A.R.-----Arithmetic Readiness



SCOPE AND SEQUENCE CHARTS

The scope of the total program for EMR pupils is designed to have instruction lead to the functional use of fourth grade reading and arithmetic skills, on an abstract level, by the time junior high school is finished. Many of the children who are mainstreamed will, of course, exceed this limit. Writing, spelling and language are developed to enable each pupil to effectively communicate his needs both in written, and oral form. Social studies is taught through a guidance approach with emphasis on self management and work related skills. Science, arts/crafts, music, civics etc. concepts are taught for the purpose of application in daily living, not just for retention of facts (i.e. some insects found around the house are to be destroyed-- pictures, and colors help beautify your home--your parents come to this school to vote).

The skills for each subject matter area are taught in a sequential manner, readiness through fourth grade, to insure against gaps in the structure of the pupil's learning. Abilities and skills previously learned are reviewed and maintained while new skills and previously learned skills at a higher level of difficulty are added as pupils progress.

The skills presented in the following scope and sequence charts are not indicative of every skill that should be taught during the time between primary and junior high school; but, they do outline certain essential skills that are fundamental to the successful development of certain higher level skills. The charts outline the essential skills that the pupils should master in primary, intermediate and junior high school classes (read from top to bottom of chart under each class level). In addition they show the increased level of difficulty of a given skill division at each class level (read across the chart).

READING/LANGUAGE SKILLS

Primary (C.A. 7-10)	Intermediate (C.A. 10-13)	Junior High (C.A. 13-15)
<p>GROSS MOTOR-READINESS</p> <p>walk sit stand</p> <p>run throw jump skip</p> <p>identify self by name locate body parts identify others</p>	<p>GROSS MOTOR</p> <p>jump rope play jacks ride bicycle</p> <p>dance perform physical tasks participate in sports</p>	<p>GROSS MOTOR</p> <p>dance sports perform physical tasks work related</p>
<p>FINE/SENSORY MOTOR</p> <p>balance</p> <p>hold pencil-crayon</p> <p>cut with scissors follow directions discriminate temperatures orient left-right understand gross time awareness</p>	<p>FINE/SENSORY MOTOR</p> <p>increase attention span</p> <p>increase degree of concentration</p>	<p>FINE/SENSORY MOTOR</p> <p>perform skills directly related to job performance</p>
<p>PERCEPTUAL MOTOR-AUDITORY</p> <p>hear environmental sounds</p> <p>hear letter sounds understand spoken words remember auditory information</p>	<p>PERCEPTUAL MOTOR-AUDITORY</p> <p>respond verbally to oral stimuli as sentence completions verbal analogies blend sounds to form words break words into sounds</p>	<p>PERCEPTUAL MOTOR-AUDITORY</p> <p>take dictation</p>

READING/LANGUAGE ARTS

Primary (C.A. 7-10)

PERCEPTUAL MOTOR-VISUAL

- see adequately
- coordinate eye movements
- differentiate figure/ground
- coordinate eyes and hands
- remember visual clues

Intermediate (C.A. 10-13)

PERCEPTUAL MOTOR-VISUAL

- manipulate and/or draw three dimensional materials
- copy
- learn by rote
- understand concept of space

Junior High (C.A. 13-15)

PERCEPTUAL MOTOR-VISUAL

- spatial
- organization of self: how to change classes, class preparation, needed materials

IDENTIFIES LIKES AND DIFFERENCES

- identifies:
 - shapes
 - sizes
 - letters (alphabet)
 - direction (up, down, before, after, etc.)
 - sounds
 - colors
- interpret pictures
- recognizes name

IDENTIFIES LIKES AND DIFFERENCES

- identifies:
 - address
 - telephone number
 - city
 - state
 - main characters

IDENTIFIES LIKES AND DIFFERENCES

- identifies with community enough to travel adequately:
 - home to school
 - to work
 - to home

WORD RECOGNITION

- hear rhyming words
- discriminate:
 - pictures

WORD RECOGNITION

- recognize:
 - medial consonants
 - consonant blends

WORD RECOGNITION

- continuation, on a higher level, of skills listed for the Intermediate level



READING/LANGUAGE SKILLS

Primary (C.A. 7-10)	Intermediate (C.A. 10-13)	Junior High (C.A. 13-15)
<p>Letters</p> <p>words</p> <p>initial consonants</p> <p>medial consonants</p> <p>final consonants</p> <p>consonant blends (initial-final)</p> <p>short vowels</p> <p>plural words</p> <p>compound words</p> <p>sight words (PP-P)</p> <p>sight words (1st.)</p>	<p>short vowels</p> <p>long vowels</p> <p>plural words</p> <p>compound words</p> <p>contractions</p> <p>prefixes</p> <p>suffixes</p> <p>possessives</p> <p>abbreviations</p> <p>synonyms</p> <p>homonyms</p> <p>multiple word meanings</p> <p>past and present tense</p> <p>sight words (1st.)</p> <p>sight words (2nd.)</p> <p>sight words (3rd.)</p>	<p>see relationships</p> <p>interpret facts</p> <p>predict outcome</p> <p>(these skills are very necessary for holding a job)</p>
<p>COMPREHENSION</p> <p>understand main idea</p> <p>recall sequence</p> <p>locate specific information</p>	<p>COMPREHENSION</p> <p>understand main idea</p> <p>recall sequence</p> <p>organize to show sequence</p> <p>read for detail</p> <p>distinguish fact from fantasy</p> <p>see relationships</p>	<p>COMPREHENSION</p> <p>see relationships</p> <p>interpret facts</p> <p>predict outcome</p> <p>(these skills are very necessary for holding a job)</p>
<p>STUDY SKILLS</p> <p>alphabetize letters-words</p> <p>use picture dictionary</p> <p>use telephone book</p>	<p>STUDY SKILLS</p> <p>alphabetize words (2nd-3rd letter)</p> <p>use table of contents</p> <p>use dictionary</p>	<p>STUDY SKILLS</p> <p>understand job applications</p> <p>understand insurance needs</p> <p>use of comma</p>

Primary (C.A. 7-10)	Intermediate (C.A. 10-13)	Junior High (C.A. 13-15)
READING/LANGUAGE SKILLS	use telephone use punctuation: capitalization period question mark exclamation mark read silently	
	ORAL SKILLS read orally expresses self orally act out stories and situations	ORAL SKILLS read orally oral book reports dramatization
APPLICATION OF LEARNING retention and use of learned skills in real life situations	APPLICATION OF LEARNING use learned skills in real life situations	APPLICATION OF LEARNING use learned skills in life situations

SPELLING

Primary

Intermediate

Junior High

hear the word as a whole and as separate sound units (auditory analysis)

hear separate speech sounds and blend into a whole word (auditory-synthesis)

recognize alphabet letters out of sequence

recognize alphabet out of sequence and remember sequence of letters in words (visual-memory sequence)
recall-remember and use word once it has been learned
use simple spelling rules (i.e. plural of nouns-adding suffixes, ing, ed, ly)

use correctly, spelling words in all written expression

HANDWRITING SKILLS

Primary

- integrate gross motor movements
- integrate fine motor movements (fingers, wrists, etc.)
- integrate perception with fine motor (eye-hand-touch)
- visualize the parts of the letters
- hear description of letter forms
- combine various types of strokes to make simple manuscript letters
- recognize upper and lower case letters
- see and correct reversal tendencies
- use proper spacing between letters and words
- produce legible print

Intermediate

- visualize cursive letters (match manuscript to cursive)
- develop continuous motion needed for cursive writing
- combine various strokes
- use proper spacing between letters and words
- produce legible cursive writing on all written work
- proofread all writing

Junior High

- develop highly legible cursive writing of a proper scale (not too large)
- develop an acceptable rate of speed for cursive writing (not too slow)
- accept cursive writing as the standard of written communication (not manuscript)

ARITHMETIC SKILLS

Primary

Intermediate

Junior High

ONE-TO-ONE

match one to one
 match shapes
 use vocabulary of space and position (more-less/above)
 estimate distance, height and quantity

NUMERALS

count orally 0-10

write 0-5

identify 0-10

NUMERALS

understand concept of zero

write 0-100

know place value 50-100

renames 50-100

know odd and even numbers

NUMERALS

identify 1,000

identify 1,000,000

know place value to millions

know Roman numbers XI-C

understand rounding of whole numbers in various job situations

count orally 0-100
 write 0-50
 identify 0-50
 know place value 0-50
 rename 1's-10's through 50

write in sequence 1-999
 write from dictation 1-999
 rename 10-100
 know Roman numbers I-X

SETS

match equivalent sets

recognize sets 0-5

recognizes sets 6-10

ARITHMETIC SKILLS

Primary

ORDINALS

1st through 5th

6th through 10th

Intermediate

ORDINALS

review and understand ordinals
(can name higher order ordinals
independently)

Junior High

ADDITION

knows facts 1-10

add facts 1-10(horizontally
and vertically)

add 2 digits (no regrouping)

ADDITION

knows facts 11-20

add three digits(no regrouping)

add by endings

ADDITION

add 3 digits with regrouping

add 5 addends with regrouping

add 2 addends with five columns
add 3 addends with four columns
add 4 addends with four columns

SUBTRACTION

know facts 1-10

subtract facts 1-10(horizontally
and vertically)

subtract 2 digits(no regrouping)

SUBTRACTION

know facts 11-20

subtract 3 digits(no regrouping)

subtract 2 and 3 digits with
regrouping

check by addition

SUBTRACTION

subtract 2 to 4 digits with
regrouping

subtract 4-5 digits with
regrouping

MULTIPLICATION

multiply facts through 45
multiply 2 digit by 1 digit
multiply 3 digit by 1 digit
multiply facts through 81

MULTIPLICATION

multiply 2 digits by two digits
with regrouping
multiply 3 digits by 3 digits
with regrouping

ARITHMETIC SKILLS

Primary

Intermediate

Junior High

multiply with regrouping
memorize multiplication facts
(if possible)

know all multiplication
tables

DIVISION

DIVISION

divide facts through 45
divide simple problems with
remainders (1 digit divisor)
divide using multiples of (10)
as divisor
check using multiplication

divide by 2 digit divisor
quotient remainder

divide facts through 81

STORY PROBLEMS

STORY PROBLEMS

STORY PROBLEMS

solve oral story problems using
"one more"
solve oral story problems using
"one less"

solve oral story (problems
(addition and subtraction)
through 20
1 step problems

solve multiple step problems
(addition and subtraction)
(multiplication and division)
solve multiple step problems
using fractions

solve oral addition and
subtraction problems 0-5

solve oral story problems
using + and x and -
2 step problems
solve written story problems



ARITHMETIC SKILLS

Primary

GEOMETRY

recognize and reproduce circle, square, triangle, and diamond

Intermediate

GEOMETRY

recognize cone and semi-circle

recognize cylinder

Junior High

GEOMETRY

recognize pyramid, cube, prism

MEASUREMENT

days of week
time on the hour and half hour
temperature
pint, quart, inch, foot, yard
weight (pound)

MEASUREMENT

know the months of the year (use a calendar)
tell time in 5 minute intervals
tell time in quarter hours
convert inches, feet, yards
half pint, gallon, ounce, ton
dozen, 1/2 dozen

MEASUREMENT

find perimeter of shapes
use measurement in shop and job related activities

SYMBOLS OF ARITHMETIC

recognizes +, -, =

SYMBOLS OF ARITHMETIC

understands +, -, =
recognizes x,
"and"

SYMBOLS OF ARITHMETIC

SKIP COUNTING

count and write by 10's to 100
5's to 50

SKIP COUNTING

counts and writes by:
2's to 100
3's to 36
4's to 48
5's to 100

SKIP COUNTING

counts and writes by:
6's to 72
7's to 84
8's to 96
9's to 108

FRACTIONS

divide shapes/sets into $\frac{1}{2}$, $\frac{1}{4}$

FRACTIONS

divide shapes/sets into $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$

FRACTIONS

add and subtracts fractions with like denominators

• ARITHMETIC SKILLS

Primary

Intermediate

Junior High

MONEY

identify penny, nickel, dime

identify quarter

compare value of penny, dime, nickel

MONEY

know symbols \$, ¢

substitute money values-- penny nickel, dime, quarter

understand decimal point ("and")

compare money-value 50¢ and \$1.00 add and subtract money problems

MONEY

solve money problems without aid of pencil and paper to aid in proficient use in real life situations

APPLICATION OF LEARNING

understand use of numbers in everyday life

APPLICATION OF LEARNING

understand the use of numbers in everyday life

APPLICATION OF LEARNING

understand the use of numbers in everyday life

SOCIAL STUDIES/GUIDANCE SKILLS
(To be developed within the context of the Social Studies Curriculum)

Primary

Intermediate

Junior High

PHYSICAL

PHYSICAL

PHYSICAL

identify self

develop motor skills

recognize gender and the accompanying role that each performs in society

use senses

recognize physical capacity

practice self care

cope with physical changes

develop manipulative skills (work related)

maintain healthy body

SOCIAL

SOCIAL

SOCIAL

recognize environment
relate positively with others

travel in environment (mobility)
accept authority

explore the world of work
make decisions with some degree of thought

know where and how to ask for help when needed (communicate)

develop some degree of independence (don't be a follower in all situations)

seek proper companionship
use leisure time wisely

PSYCHOLOGICAL

PSYCHOLOGICAL

PSYCHOLOGICAL

feel worthwhile (positive image)
understand own emotions
participate in many experiences

find some area of competence in order to maintain positive self image
control emotions
build and retain knowledge gained in past experiences (integrate learning)

recognize academic limitations without feeling inadequate
accept helpful criticism
express appreciation

OBJECTIVES

Programs for the educable mentally retarded are life centered. Student achievement in skills is important only to the extent that these skills can serve as tools to make their daily living a pleasant experience. It is important for the teacher to teach skills in a meaningful context for many times the educable mentally retarded pupil is unable to make the transfer of learning for himself.

Functional Academic Skills

The development of academic skills is intended to be realistic in terms of abilities and functional values. The instruction of such skills is oriented to develop a means of providing for the more basic needs of the student in light of his abilities, to execute these skills in given life situations.

Emotional and Social Development

A positive self image is a prerequisite for developing the ability to recognize personal strengths and weaknesses. To guide the pupil to make the emotional and social adjustments necessary to cope with weaknesses and capitalize on strengths is a major goal.

Preparation For Employment Opportunities

In our society each individual is expected to earn his own living. This expectation makes it imperative that pupils learn to use the attitudes, habits and skills related to the world of work. In addition, they must be taught to use wisely the benefits derived from employment.

Use of Leisure Time

Opportunities are provided for pupil understanding and the potential use of leisure time. Guidance is given in choices of socially acceptable leisure time activities available to them in an urban society.

Civic Responsibility

Pupils are made aware of their civic duties, rights, and privileges. On appropriate academic levels, information concerning community agencies, voting, taxes, armed forces, legal courts, moral obligations, etc. is introduced.

INTRODUCTION

We believe that every child should have a well-trained teacher: one who knows how a child grows and develops, accepts him as he is, is understanding, and has empathy for him; one who recognizes that "what a person believes about himself establishes what he can and will do."¹ The teacher can then help the child to develop his maximum capabilities, to minimize his limitations, to help him grow in confidence so that he may become socially competent and occupationally adequate.

¹Combs, Arthur, *Educational Leadership*: October, 1958, p. 23.

TEACHING TECHNIQUES

Good teaching is characterized by the application of the laws of learning. The laws of learning have been established in the laboratory and in the classroom. They are valid. A teacher who can add a spark of personality, a touch of creativity along with the utilization of learning laws, will not only be a good teacher but a superior one.

Whether there is preference for the theory of Skinner, Piaget, Kephart or Montessori, there are characteristics common to all of them that outline certain basic classroom procedures that produce learning. The most fundamental of these is communication. A teacher must put concepts into the pupils in order to get learning from them.

In order to do this the teacher must know specifically what concept or skill is to be taught. Why and how the skill is to be taught are the next determinations. The manner of formal presentation and the type of visual aids to be used are also most important points to be considered. Then the types of follow up activities that the pupils are to do to internalize the skill that was just taught are other factors to be outlined.

To further communicate with the child and foster understanding, it is better to teach skills or concepts on three levels. Basic skills are taught on a concrete level, preferably in connection with some point drawn from the pupils experience. If success is found at this level, the pupil may work with the same skill at a semi-concrete level, which is represented by pencil and paper tasks. To have the pupil continue and work with the same skill on an abstract level is the ultimate goal, for then the skill is a part of the pupil and can be used functionally in daily living. In addition, knowing the learning level at which pupils are working on given skills or concepts makes evaluation, regrouping, reteaching and review more measurable entities than subjective suppositions.

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With this type of procedure, the teacher could teach a skill to a group (i.e. the words "plus", "and"-- sign + means to put together.) Then the pupils could be grouped for activities according to levels. The slowest group could be using "1" blocks to derive the answers to one digit problems. Those pupils who are more adept could be working on the problems by using marks or strokes on paper to get correct answers. The group of pupils working on the abstract level could work with flashcards, calling out answers from memory of number facts.

Therefore, it is evident that a teacher who wants to effectively communicate with her pupils must take the time to:

- plan and prepare lessons
- present to the pupil the skill to be learned
- provide proper pupil activities
- evaluate to see if learning has taken place
- regroup and continue to something else for those pupils who learned the skill
- reteach the skill to those who failed to grasp an understanding
- review the skill periodically to promote overlearning and retention

When this procedure is used, the time it takes for planning is reduced because it soon becomes a matter of plugging in an outline the skills to be learned, the activities to be used etc.; you know exactly what has been covered and what needs to be done next. Also, the plan may be used with any grade level.

In developing a style of teaching suitable for the personality of a given individual or in developing a style of teaching geared toward the best interests of a particular class of pupils, some teachers have expressed concern as to the manner of presenting concepts or skills to the pupils. They want to know how to foster excitement and an enthusiasm for learning in their pupils. The following is an outline of some tried and true suggestions from some very effective, experienced special education teachers.

OBJECTIVES

Don't keep your objectives a secret. Tell pupils what you want them to learn and why you want them to learn it. A pupil who sees the relationship of school activity to his experiences and out-of school environment is more likely to be motivated.

Teach

Prepare a formal presentation to introduce new concepts. The use of mimeographed papers, even with detailed instructions as to how they are to be prepared, is not a teaching technique, it is a drill activity to be used after a specific lesson has been taught for the purpose of practice or as a form of review.

Vary Teaching Presentations

LECTURE: is one of the most widely used methods of presenting material to be learned. And although it is a useful tool the mere verbalization of a concept or skill does not always communicate that skill or concept to the pupil. The lecture is especially ineffective for those who have a deficit in the auditory mode of learning. Lecture is a good method for covering a lot of material in a short time for those pupils who are brighter or as a form of review of skills for slower pupils.

DEMONSTRATION: is a most important technique in presenting material to slower pupils. Showing pupils how a thing is done lends itself so well to so many subject matter areas and it can be used with any grade level. Gross motor tasks, fine motor tasks, arts and crafts, science experiments, dance steps all can be demonstrated by the teacher. Demonstrating the strokes, slant, letters etc. on an overhead projector is an effective way of teaching writing.

While demonstrating the teacher can also see each pupil as they attempt to do the same and if a pupil is having a problem, that pupil can be sent to the chalkboard and helped with that problem immediately.

ILLUSTRATION: of skills or concepts by using the chalkboard, feltboard, pictures, films and filmstrips is another good technique to use. Illustration is effectively used with those subject matter areas that have more abstract concepts to be developed. The concept of "friendliness" in a social studies unit may be taught with the use of illustrations.

IDENTIFICATION: is another way of presenting new material. Many special education teachers use this technique with displays that are borrowed from the museum. They ask the pupils to sharpen their observation skills and identify specific things that they see. Later the teachers give the pupils a writing activity based upon what they saw. The lowest group may copy a few lines that the teacher wrote down when they recited. The middle group may work on writing three or four original sentences about what they saw; while the more proficient group may attempt to write a paragraph.

DISCUSSION: is an excellent way to get across new skills or concepts because each pupil has the opportunity to express himself and the teacher has immediate feedback as to how a given pupil thinks. However, the teacher must have objectives in mind and must be skilled in guiding the discussion to the ideas that are to be stressed. If the teacher fails to keep discussion structured, it often becomes confused, meaningless and a forerunner to discipline problems.

PANTOMINE: or body language is a technique that some teachers can use very effectively to communicate an idea or a skill. Many other teachers do not like to use it because it makes them feel foolish to do so. The teachers who do use the technique say they developed it from the popular game of "Charades". In teaching phonics, the teacher can pantomime the letter form with her body while pantomining the letter sound with her mouth.



Through observation this will elicit the name of the letter and the sound of the letter from the pupil without giving a verbal clue. The child will have to have understood the concept to give the correct answer. Some teachers use this technique to teach behavior control. Predetermined gestures ~~between~~ the teacher and the class have certain meanings and the pupils exhibit proper behaviors in response to a given gesture.

READ: to the pupils. Reading to the pupils is one of the most basic techniques used for teaching reading and disseminating information to pupils from primary through junior high school. On the primary level read stories, fairy tales, and comics to children. Place a book on an opaque projector and let them track the words as you point to them and read them. When you do this you are providing an opportunity for the pupils to internalize language patterns upon which oral speech is developed; and oral speech must be developed to some degree before a child is ready to read for himself. On the intermediate level, a certain portion of the day can be set aside for the reading of a continuous story based upon the interests of the pupils in the class. Simplified biographies of famous people in sports and music often go over well. On both intermediate and junior high school levels, read the newspaper and current magazines to your class. Often the listening level of EMR pupils is much higher than their academic level. Summarize for them the type of information that a normal learning pupil of the same chronological age would be likely to know. Knowledge of this type will increase the self concept and meaningful conversation between class members and their peers.

WRITE: Throughout the activities section of the various subject matter areas reference is made to the teacher's use of experience charts. This is done because experience charts have proven themselves to be

one of the most valuable tools of learning available to a special class teacher. On the primary level it is used extensively to formalize reading lessons for those children who function too low to be placed at the beginning point of a basal program. On the intermediate and junior high levels experience charts are disguised as social studies or science notebooks. They also give the teacher invaluable clues to the personalities and inner thoughts of pupils when they are used as stimuli in a guidance situation. A chart may be used in any subject matter area at any level and is a source of enjoyment as well as knowledge when properly done.

An experience chart is an original composition developed for pupils experience. It may be written with one pupil or a group of pupils. The teacher helps the pupil formulate and express experiences and ideas in language patterns ordinarily used by the pupil. Also, teacher guidance is used in helping to keep the interest level of the story at a high point so that rereading of the story will be just as motivating as the writing. The pupil's expressions are written on the chalkboard by the teacher. They read what was written. Then together they make the sentences grammatically correct while retaining as much of the original language pattern as possible. This is done to enable the pupil to reread independently what has been written. Initially the pupil is not really reading; he is recalling or memorizing. However, the ability to do this enhances the pupil's self concept and starts reading experiences with positive attitudes.

The story is then rewritten by the teacher on chart paper or, in the case of higher level pupils, copied by them in notebooks. High standards of neatness and accuracy are expected. Reading activities, some of which are listed, are then carried out through use of the chart.

1. Reread the chart.
2. Copy the chart.
3. Cut a duplicate chart into phrases and sentences; match sentences and phrases with those on the original chart.
4. Write sentences on bristol strips and put in a pocket chart or on the chalk ledge for rereading (this is an example of a different form concept).
5. Put individual words on flash cards for development of a sight vocabulary.
6. Color code the flash cards that have words common to those at the beginning level of the basal program.



7. Read for information; ask the pupil to find the sentence that tells _____.
8. Write part of a sentence on the board and have the pupil supply the other part.
9. Write a phrase on the board; have pupil add the necessary words to make it a sentence.
10. Classify the color words.
11. Classify the words that tell who.
12. Classify the action words.
13. Classify the words that describe.
14. Make a list of spelling words.
15. Choose words that have a certain consonant, vowel, digraph, blend, etc.
16. Pupils may write their own books with a series of chart stories.

QUESTIONING: is a technique that is invaluable when used correctly. With this technique pupils can be forced to make attempts at thinking and discovering for themselves. The teacher obtains immediate feedback and can help guide the pupil to improving his thinking processes. Know the objective for asking the question and give the pupil a chance to think in order to answer. Ask the type of questions that demand more than a one word answer. Accept any part of the answer that comes close to being correct. Do not inhibit thinking by saying, "You ought to know the answer to that", or "That's wrong; sit down." It is better to say, "You are on the right track". or "Think about it again; did you forget the information...."

1. Eliciting Information recall--What colors on this chart do you know?
2. Clarifying Concepts--What do we do to care for our pets? (concept of responsibility).
3. Discovering Relationships--What happens when a bird injures his wing? (relationship of wings to flying but stated better than the usual way--Why do birds have wings?)
4. Developing Critical Analysis--What do you think we need to do to improve the appearance of our room?
5. Encouraging Creative Thinking--How would you draw a picture to show that you were frightened?
6. Expressing Feelings--What was your feeling toward Officer Friendly's visit?

Remember the Pupil:

The pupil is your reason for being in the classroom. Include him in your planning. Sometimes give him a choice of skills he might like to learn. Treat the pupils with firmness, courtesy, and respect and the returns reaped from this is really what teaching is all about.



PLANNING

The choice of instructional approach, traditional, unit, engineered, open or learning centered, is an individual matter as is the format of lesson planning. Some require that their plans be in commercial type plan books, some use a self developed basic outline on mimeographed sheets of paper. Still others use various types of spiral notebooks, putting plans for all subject matter areas in one book or using a separate book for each area. Then again there are some who use no plans at all much to the detriment of the pupils. It is recommended that some type planning be used; stated objectives, behavioral terms or anecdotal.

Simply stated planning is used in order to outline what is to be taught, why it is to be taught, how it is to be taught and to establish if it was taught. Secondly, planning is used to serve as a guide for any other educator who might find it necessary to work in a given classroom, for any variety of reasons. Therefore, plans must communicate clearly.

The first steps in making daily planning easier are: (a) to know your class, (b) to establish long range goals, and (c) to group children.

1. Use teacher made tests, informal reading and arithmetic tests, observation, pupil information from cumulative folders, etc., to determine the level at which the pupils are functioning.
2. From this information make a judgment as to the academic level it may be possible for a pupil to reach in each of the basic subject matter areas (with this step the worst is over because a direction has been set---you know what you are doing.)
3. Place in groups for instructional purposes those children who function at about the same level and have similar potential for academic expectancies.

Now specific planning on a daily basis is ready to be outlined. Use the course of study, teachers manuals, scope and sequence charts, methods books, if necessary, to aid in determining with what specific



skills or concepts to begin formal teaching. These sources are also valuable for their activity and teaching ideas. Also, the use of visual/auditory aids, life related materials, field trips and a little zip in personality tend to generate an excitement for learning in the classroom.

* See consultants for available testing materials.

Essentially, the results of an outline might look like this for a mature primary or an intermediate class.

What/Why	Teaching Techniques	Pupil Activities	Evaluation
When the designated information is filled in the chart might take this form.			

Arithmetic 10:00-11:00 Monday Skill/Objective	Teaching Technique	Pupil Activities	Evaluation
count by 5's as prerequisite to telling time	Demonstration---use overhead projector and plastic discs to visually show 1's being grouped into sets of 5. Use odd and even numbers of discs.	<p>Use 1/2 inch squared paper; count by 5's to 300</p> <p>Group 2 Use text p.19; fill in blanks on number chart (5's to 100)</p> <p>Group 3 Use 1 inch squared paper; color 5 blocks, leave 2 blocks plain, color 5 more blocks in the row etc. (pattern repetition)</p>	<ol style="list-style-type: none"> 1. Check papers with the class. 2. Display pattern pictures made by Group 3. 3. Review concept 4. Wed.; pupils do mimeographed sheets, fill in paper. Reteach if necessary. 4. Count by 5's, oral tests for Groups 1 and 2 on Fri.

Arithmetic 10:00-11:00 Tuesday

5's continued

Games

Group 1
Count by 5's relay race.

Observation of Games.

To continue daily planning would be a simple matter of plugging in the next skill or in the case of social studies, the next concept, the teaching technique and pupil activities. If it were evaluated on Friday that the children did not master the skill of counting by 5's, the Skill/Objective column would remain the same. The column labeled Teaching Techniques would say "reteach" and tell how the reteaching was to be done or it might say "review" depending upon the degree of ineptness evidenced by the pupils. Pupil Activities might be changed to more concrete types, an oral game or drill approach might be tried. The very low pupils (Gr.3) might have an activity to count from one to five and then jump; a combination of motor and arithmetic. Since all activities are oral, the teacher would simply have the pupils take turns performing the activity designated for the particular group of which they were members. The Evaluation column would read "teacher observation" with a notation stating the evaluation of the pupils performances.

SUGGESTED DAILY TIME ALLOTMENTS

PRIMARY AND INTERMEDIATE CLASSES

<u>Language Arts</u>	100 minutes
Reading	
Spelling	
Handwriting	
Language Development	

<u>Social Studies</u>	30 minutes
Science.....	20 minutes
Arithmetic.....	50 minutes
Music.....	20 minutes
Art/Crafts.....	30 minutes
Physical Education, Health, Safety.....	20 minutes

JUNIOR HIGH SCHOOL classes are departmentalized and change at 40 minute intervals.

PRIMARY AND INTERMEDIATE CLASSES

STANDARDS OF WRITTEN WORK

Primary classes use Grade 1, 2 and 3 writing paper dependent upon the writing ability of the pupil. Intermediate classes use Grade 3 writing paper for transition purposes. Then Grade 4 and 5 paper is used.

Junior High school classes use Grade 5 writing paper and regular notebook paper.

For all written exercises, for all levels of classes, a balanced arrangement is used. Papers are to be neat with erasures kept to a minimum and one single line used to cross out errors. All papers should have at least a 1/4 inch margin on the left side. There should be a 1" indentation for paragraphs.



Headings for daily written work should follow the prescribed forms. Spelling and arithmetic papers may be folded down the center and numbered.

Primary or Intermediate

<i>Name</i>		<i>Date</i>	

Junior High

<i>Name</i>		<i>Date</i>	
<i>Subject</i>			

At all levels the following form should be used for stories written by the pupils.

<i>The Old Barn</i>			
<i>Once</i>			
<i>from then on.</i>			
<i>Name</i>			

ACTIVITIES INFORMATION

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To reiterate, the activities sections for the various subject matter areas throughout this book are to be used as a point of reference. Purposely the activities listed here are geared away from the use of duplicated sheets and meaningless drill. However, there are thousands of additional activities that a discerning teacher may use to provide practice in skill learning.

Many activities may be centered around the use of audio-visual materials; motion picture films, film strips, records, tapes, as well as language masters, overhead projectors and opaque projectors are available for use by teachers. Educational radio station WTAN and closed circuit television (channels 3 and 5) provide numerous opportunities for learning activities.

In addition, charts, exhibits, kits, etc., may be borrowed from your school Media Center, The Children's Museum and the Instructional Materials Center for Handicapped Children and Youth at Butler University.

Supplementary books for pupils may be obtained from Library Services which is located at the Service Center of Indianapolis Public Schools (SCIPS). For the teacher, curriculum information and professional materials are available at the Teachers Library and the Reading Center which are housed on the main floor of the Education Center.

All of these aids are to be utilized as tools in the hands of skillful, competent teachers. A class should be prepared beforehand for any materials that are to be employed, and follow-up activities or discussion afterward are necessary to obtain the best results.



RULE S-1

It is a major responsibility of each special education teacher to be knowledgeable about the administrative operation of her area of specialization. Rule S-1 as it pertains to educable mentally retarded pupils is included in this section to help teachers understand and explain to others the why's wherefores of the many changes that are currently being made.

RULE S-1

As adopted by the Commission of General Education of the Indiana State Board of Education on September 5, 1973, and approved by the Governor on September 13, 1973.

- S. SPECIAL EDUCATION
Special Classes (implementing I.C. 20-10-26-1 through 9, I.C. 20-1-6-1 through 19, I.C. 20-1-7-1.)

Section 1. General Information

a. Authorization to Conduct Special Education Programs

The state, through its constitution and laws, has assumed responsibility for the education of all children. Local school corporations have been delegated the job of meeting that basic responsibility. This rule sets out parameters of the various types of educational programs which must be instituted, as necessary, to fulfill that delegated obligation. This rule also provides guidelines for the establishment of special educational programs eligible for state funding assistance.

Such special education programs and classes are to be conducted by a public school corporation, individually, jointly or by transfer. Reimbursement cannot be made to other agencies.

h. Programs for the Educable Mentally Retarded

(1) Definition

The general rate of mental development of the educable mentally retarded pupil is approximately two-thirds that of a pupil of average intelligence. Stated in terms of academic outcomes, the educable student has the capability of becoming functionally literate. Vocationally, persons with educable intellect have demonstrated the ability to participate successfully in the competitive work market without requiring intensive and constant supervision. Given an intelligence test such as the Stanford-Binet Intelligence Test, the educable mentally retarded person will usually earn a quotient within the

60-75 range.

- (2) Evaluation and Placement Procedures
Determination of appropriate placement in a special education program for the educable mentally retarded shall not be determined by IQ alone, but shall be determined by a case conference committee which will consider the results of a psychological evaluation as well as other school and health information. A written report shall be made to include recommendations regarding eligibility of the student for a special education program and admission of the student to the most appropriate program.

The Director of Special Education shall take primary responsibility for coordinating results of necessary evaluations in such a manner as to aid the case conference committee in making proper recommendations.

(3) Annual Case Review

A Case Review of each pupil shall be made each year by a case conference committee. The committee shall determine what, if any, additional data is required in order to assess the student's current and continuing needs. The committee shall prepare a report recommending one of the following:

- (a) Retention in the program.
- (b) Transfer to a different level of special education programming.
- (c) Transfer to a regular school program.
- (d) Transfer to an appropriate public or private resource.

(4)

Special Programs for the Educable Mentally Retarded
Special programs may be operated upon approval of the Division of Special Education. The original request shall include a documented program description which shall be submitted to the Division of Special Education sixty days prior to the initiation of the program. The description shall include a program rationale, procedures for selection and placement of students, a plan for in-service education of teachers assigned to work in the program, an organizational plan and general curriculum content, and a detailed system for the continuing evaluation of the student's progress. Program applications for succeeding years shall be submitted in accordance with the provision of Section 3, with accompanying program descriptions to include only annual changes made since the original program description was submitted. Alternate programs may take one or more of the following forms:

- (a) Special Consultation: Special consultation programs may be established to serve educable mentally retarded students whose special learning needs may be met by remaining in regular classrooms when special consultation is related to the development of special, individualized sequences of instruction, management, counseling and guidance. Consultation is provided by professionally certificated special education teachers. The case load of each special consultant shall be no more than forty students.
- (b) Learning Resources and Tutoring Center: Students will remain in the regular class for the major portion of the day and be scheduled into a Learning Resources and Tutoring Center for one or more periods for tutorial or small group instruction given by a special education teacher. No more than eight students may be scheduled during any individual period. No more than a total of forty students may be assigned to a full-time teacher. Part-time special teachers may be employed to serve proportionate numbers of educable mentally retarded students.
- (c) Part-time Special Class: Students may be assigned to a part-time special education class for a major proportion of their instruction. A student is individually programmed into regular classes and activities as he demonstrates the potential for successful placement. No more than eighteen students may be assigned to a part-time special class for any given period. No more than a total of thirty-six students may be assigned to a teacher. The special education teacher shall be responsible for maintaining a close working liaison with teachers of regular classes and activity programs.

(5) Classes for the Educable Mentally Retarded
The following types of classes may be approved:

Nursery Special Ages: 3-4	Kindergarten Special Ages: 5-6
Primary Special Ages: 7-9	Intermediate Special Ages: 10-12
Junior High School Ages: 13-14	Senior High Work Oriented Ages: 15-21

Combinations of the above may be approved by the Division of Special Education. The special class shall be limited in size to allow the teacher to meet the individual needs of each student enrolled.

PRIMARY LEVEL-LANGUAGE ARTS

READING: through the use of gross motor learnings, experience charts, basal readers, and/or phonetic readers, readiness for reading and a basic sight vocabulary should be developed. Phonics may be introduced next when pupils are ready.

WRITING: mechanics of good writing should be stressed.

SPELLING: It is important for primary pupils to know how to spell their names and, possibly, where they live. Formal spelling should not be introduced until the pupil has some reading and writing skills. A word list follows on page 40 which includes words often used in units presented to slow learners.

ORAL EXPRESSION: pupils' must be guided to express themselves well enough to communicate their needs. Improved and extended language patterns should be stressed.

SKILLS: necessary to develop subject matter in the area of language arts are listed under PRIMARY on page 7.

ACTIVITIES: for the children to use to internalize these skills follow on page 41.

PRIMARY SPELLING WORDS

why	ten	see	let	that	not	work
after	has	made	cut	just	grow	wish
open	black	his	got	into	full	seven
help	both	because	goes	think	bring	find
right	pull	no	in	only	so	three
her	here	hurt	laugh	don't	all	up
jump	own	about	warm	around	were	sing
old	little	ask	round	good	eight	
do	from	over	us	went	give	
those	our	green	will	as	fast	
yellow	one	live	walk	or	get	
can	cold	first	better	are	well	
thank	best	would	down	use	how	
two	fall	to	had	your	much	
there	did	when	under	like	be	
clean	put	never	stop	at	the	
start	where	say	draw	done	tell	
this	take	you	kind	said	these	
call	pretty	sit	my	soon	which	
ran	far	came	read	it	ate	
away	then	play	we	some	together	
blue	may	buy	yes	want	with	
by	white	been	try	before	she	
too	an	red	drink	run	today	
fly	light	me	their	shall	upon	
of	long	is	I	a	them	
ride	small	know	gave	again	look	
hit	new	five	four	what	please	
have	funny	six	sleep	going	write	
bat	hold	wash	its	who	of	
many	big	eat	on	make	and	
keep	was	him	brown	go	found	
for	myself	pick	carry	gave	now	
he	could	every	it	must	once	
does	any	very	saw	show	they	
come						

PRIMARY READING ACTIVITIES

GROSS MOTOR

Body awareness---imitate teacher, touch various parts of the body; chin, mouth, nose, eyes, while saying "This is my mouth".

Exercise #1 with child as leader.

Following direction of teacher, use one body part to touch another.

Touch your hip with your elbow, hand to knee, finger to ear.

Exercise #3 with eyes closed.

Obstacle course---crawl under, walk beside, step around various pieces of furniture.

Touch body parts and supply name. I see with my _____. I taste with my _____.

Mimic teacher in walking, sitting, stooping, etc.

Assemble body parts. Use flannel board, cut up magazines or pictures drawn by children.

Pupils jump ropes, throw bean bags, march to rhythms.

Pupils work on balance beam exercises. See list.

Self identification---pupil matches his own name with the name tag placed on him, his chair, his desk and over his coat hook.

Identify name when seen in a chart story the teacher has prepared.

Pupil responds by saying, "Thank You", when teacher calls his name and praises him for some behavior.

Mix photos with other pictures and have child identify his.

Pupil can use a hand mirror to identify and describe himself although only a part is visible.

FINE SENSORY MOTOR

Using templates children trace shapes on chalkboard and later on drawing paper.

Make shadow pictures with fingers.

Use fingers and string to make designs.

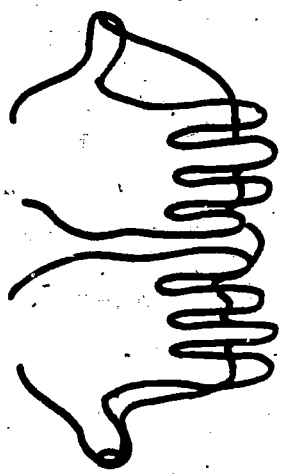
Play jacks.

Use scissors for cutting exercises.

Using crayons color within lines; outline figure to be colored.

Practice holding pencil correctly by imitating teacher.

Practice following directions by playing games such as "Simon Says".



Cut →

Cut →

Cut →

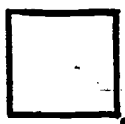
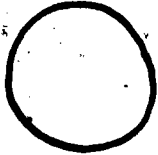
out

Cut

Cut

Cut

Cut



cut large shapes



reduce size

Follow a direction given by the teacher--"Close the door". Then follow two directions given by the teacher: "Go to the window and raise the shade", and so on to increased number of directions.

To learn left and right color code hands with yarn, rubber stamp, etc. and follow exercises given by teacher; "Right hand point to the window!"

To learn left to right reading orientation swing arms from left to right when the teacher starts a new sentence read aloud from the chart story.

Estimate length of time it will take to do an activity.

Use calendar, TV schedule, to estimate lapse of time in days.

PERCEPTUAL MOTOR-AUDITORY

Tell what sounds are heard on the street and in the school when the teacher assigns a listening period.

Imitate various animal sounds; dog, cat, duck, cow, etc.

Imitate rhythms or count number of drum beats presented by the teacher.

Play echo. Repeat the exact words stated by a classmate or the teacher.

Keeping eyes closed identify classmates by their voices.

Identify rhyming words from a poem read by the teacher.

Name as many "M", "P", "B", or "D" words as possible.

Play "Phonogram Riddles". The teacher states the word "rat" and says, "Change one letter and get something that makes a purring sound". (cat)

To practice auditory memory tell the first part of a story the teacher has read. A classmate will tell the second part where you left off and another classmate will tell the next part and, ...etc.

Play "Gossip". Start a message around the room by whispering it to a neighbor then the neighbor will whisper the message to the classmate next to him etc. on around the entire class. The last player repeats the message aloud.

PERCEPTUAL MOTOR-VISUAL

Coord. ite eye movements by looking at a certain target about the room designated by the teacher. "Class look at the clock, the door, the loud speaker, etc.

Follow the ball with your eyes.

Pretend your hand is an airplane. Follow the airplane with your eyes; keeping your head still.

Move your finger close to your nose and away from your nose. Follow your finger with your eyes.

Chalkboard practice and play bimanual circles. 1. R-clockwise, L-counter-clockwise; 2. L-clockwise, R-counter clockwise; 3. Both clockwise; 4. counter clockwise. Bimanual straight lines. 1. all horizontal; 2. both horizontal and vertical; diagonal; 3. all possible combinations.

Follow and color dot to dot pictures.

Practice visual memory by recalling familiar objects, telling what is missing, reproducing erased forms.

Practice figure ground differentiation by finding pictures hidden in other pictures.

Pursuit--golf ball--to and fro, side to side, circular.

Eye-hand coordination is practiced by all drawing, cutting, throwing and finger tracing activities.

IDENTIFIES LIKES AND DIFFERENCES

Match shapes. Example: Place all round shapes in a box with the circle on it.

Sort shapes. Put the circles in one box and the squares in another.

Sort rows of buttons according to size from small to large.

As the teacher plays pairs of notes on the piano tell her if they are the same or different.

Reproduce pegboard designs that look like the ones the teacher has made.

Match color cards.

Sort color cards.

Match color cards to color words.

Select a picture that is different from a group of pictures that are alike.

Compare size, shape, height of your body to the body of a classmate, telling which are different and which are the same in terms of larger, taller, shorter.

WORD RECOGNITION

Sort containers according to sounds made--full or empty.

-Make clay letters.

Make an alphabet train. Use sandpaper letters.

Sort pictures with the same initial consonant into a box.

Match capital and small letters.

Choose six letters; make them into as many words as possible.

Match pictures to the correct word.

Assemble cut-up comic strips to practice sequence and right to left orientation.

Use flash cards to aid in remembering sight vocabulary.

Make individual word book for sight words.

Place pictures in alphabetic order--match pictures that show plural objects with the appropriate picture showing one object.

Use letter strips to practice initial and final consonants or blends.

Name the alphabet letter when your teacher gives the word.

Use pictures to show compound words, such as birdhouse. Write the word.

COMPREHENSION

Read chart stories.

Put cut-up phrases and/or sentences in order.

Find the part of a picture that is missing.

Tell in your own words what is important in a story the teacher has read or one seen on TV.

Dictate a story to your teacher about the picture in the magazine.

STUDY SKILLS

Draw the picture and copy the word from the Picture Dictionary.

Identify the yellow pages and white pages of the telephone book and know the use of each.

ORAL LANGUAGE

Share experiences

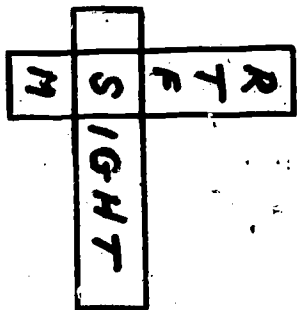
Retell a story.

Pretend you are talking on the telephone.

Act out a situation devised by the teacher.

APPLICATION OF LEARNING

Be able to tell your name, address, telephone number, age. Be able to tell the building you are in, or the one you just left if you happen to be outside.



BALANCE BEAM EXERCISES

1. Walk forward on beam, arms held sideward.
2. Walk backwards on beam, arms held sideward.
3. With arms held sideward, walk to the middle, turn around and walk backward.
4. Walk forward to the middle of the beam, then turn and walk the remaining distance sideward left with weight on the balls of the feet.
5. Walk to center of beam, then turn and continue sideward right.
6. Walk forward with left foot always in front of right.
7. Walk forward with right foot always in front of left.
8. Walk backward with left foot always in front of right.
9. Walk backward with right foot always in front of left.
10. Walk forward with hands on hips.
11. Walk backward with hands on hips.
12. Walk forward and pick up a chalkboard eraser from the middle of the beam.
13. Walk forward to center, kneel on one knee, rise and continue to end of beam.
14. Walk forward with eraser balanced on top of the head.
15. Walk backward with eraser balanced on top of the head.
16. Place eraser at center of beam. Walk to center, place eraser on top of head, continue to end of beam.
17. Have partners hold a wand 12 inches above the center of the beam. Walk forward on beam and step over the wand.
18. Walk backward and step over wand.
19. Hold wand at height of 3 feet. Walk forward and pass under the bar.
20. Walk backward and pass under the bar.
21. Walk the beam backward with hands clasped behind the body.
22. Walk the beam forward, arms held sideward, palms down, with eraser on the back of each hand.
23. Walk the beam backward, arms held sideward, palms up, with eraser on the top of each hand.
24. Walk the beam backward, arms held sideward, palms down, with an eraser on back of each hand.
25. Walk the beam backward, arms held sideward, palms up, with an eraser on top of each hand.
26. Walk the beam sideward, right weight on balls of feet.
27. Walk the beam sideward, left weight on balls of feet.
28. Walk forward to middle of beam, kneel on one knee, straighten right leg, forward until heel is on the beam and knee is straight. Rise and walk to the end of beam.
29. Walk forward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to the end of the beam.
30. Walk backward to middle of beam. Kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
31. Walk backward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
32. Hop on right foot the full length of beam.

63. Stand on right foot, eyes closed and record number of seconds balance is maintained.
64. Stand on left foot, eyes closed and record number of seconds balance is maintained.
65. Walk beam sideward left, eyes closed.
66. Partners start at opposite ends walk to middle pass each other and continue to end of beam.
67. Place hands on beam, have partner to hold legs (as in wheelbarrow race) and walk to end of beam.
68. Same as 67, but partner walks with his feet on the beam instead of the ground, straddling the beam.
69. "Cat Walk" on beam, walk on "all fours" hands and feet on beam.

AUDITORY ANALYSIS

Hear whole word:

1. Hold up the object as the teacher says the word (i.e. cup, spoon, coat, glove).
2. Act out the word as the teacher says the word (i.e. jump, walk, cry, reach).
3. Say a word in parts and see if a classmate can guess what it is (i.e. p-ot is pot).

AUDITORY SYNTHESIS:

Hear separate speech sounds:

1. Draw a picture of three consonant sounds. Tell what sound they make and the name of the alphabet letter.
 2. Act out the vowel sounds as the teacher says them (i.e. the teacher has previously taught).
 - a - sounds somewhat like a little baby sister or brother crying
 - e - sounds like a hard of hearing elderly person asking to have something repeated
 - i - can be related to the word "icky". Children often use this word to denote that something is undesirable or spoiled
 - y - the sound that is produced when the doctor examines your throat
 - u - can be related to the sound that Indians make "ugh" or to the more contemporary "yucky" that is used in TV commercials
- In learning vowels pupils should relate sounds to sounds. This avoids the problem of "short a---says apple").
3. As the teacher says words in parts, blend the parts into the whole word. Use the word in a sentence. (i.e. The teacher may use any word source, life, reading, safety words or words from the newspaper, etc. Pupils can be taught listening skills at a much higher level than reading skills).

VISUAL MEMORY SEQUENCE

1. Make a letter out of the incomplete forms (i.e. guess what letter it is).
2. Describe an alphabet letter and see if a classmate can guess what letter it is.
3. Each child has his own box of alphabet letters and a desk size chart. With these he can spell out words from the weekly spelling list or make up short sentences.
4. Play alphabet games such as "Alphabet Race".
5. Choose the correct spelling of a word from a pair of words (i.e. boy byo).
6. Play spelling games such as "I am Thinking of a Word".
7. Form letters of the alphabet with blocks, pencils, chalk, bottle caps and rubber jar rings.
8. Join hands or stand in formation to make letters.

APPLICATION OF LEARNING

1. Practice spelling your name and street.
2. Practice spelling labels used in the classroom.
3. Make and keep own spelling cards or books for use in writing exercises.

a b c

PRIMARY WRITING ACTIVITIES

Trace letters in the air, in sand or on tracing paper, after your teacher has shown you how.

Make letters from sandpaper, clay, felt, and beads.

Cut letters into puzzles and put them together again.

As a letter is written name the part, stick-ball or straight line---circle; tell if the stick is on the right or left.

Match upper and lower case letters.

Make wiggle lines, straight lines and circles.

Trace or practice writing your name and address from the folder your teacher has prepared for each class member.

Each child should have a name card listing the pupils first name in manuscript with a black crayon or a felt pen. This card should be on the pupil's desk.

Copy writing from the chalkboard or chart.

Use a space between each word if it is needed. Use the width of your pencil or the spacer the teacher made for you.

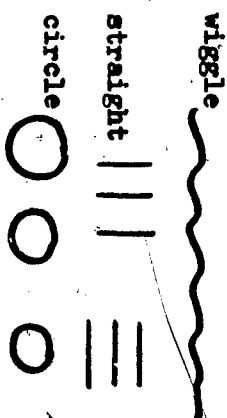
Have pupils write names on papers and other belongings.

The pupils can write greetings for special days.

Have pupils place five words in alphabetical order from a list on the board prepared by the teacher.

Practice writing on a line.

Make your work neat. Use two hands to erase, or one to hold the paper so it won't tear and the other to erase.



PRIMARY LEVEL---ARITHMETIC

Arithmetic--the language of arithmetic and understanding numbers, on at least a concrete level, are basic concepts to be taught in the primary program; this offers a foundation upon which to build functional arithmetic skills. The skills to be taught are outlined in the Scope and Sequence Chart on page 13 and the arithmetic activities follow on page 56.

ONE TO ONE CORRESPONDENCE

1. Stand five pupils in front of the room; all are given a new pencil. Match pencils to children. Show one less pencil and one more pupil.
2. Match crayons to geometric shapes.
3. Match buttons to button holes.
4. Match body parts to people (i.e. "Do you have two noses?" No, two is one too many").
5. Match dots to numerals with cards or dominos.
6. Identify missing parts (i.e. one of the dog's legs is missing. He needs how many more?).
7. Sort correct number of buttons, rocks, chips, etc. into the jars that are labeled with numerals.
8. Place five pennies on the desk; match one finger to each penny. They are the same.

ARITHMETIC VOCABULARY

1. Compare shoe sizes to see who has the biggest feet.
2. Compare hands to see who has the smallest hands.
3. Compare heights to see who is the tallest and shortest.
4. Arrange cut strips of paper into order by height.
5. Play follow the leader; put one foot in the wastebasket, head on the desk, and hand over your head, etc.

ESTIMATION

1. Guess which pile has more books in it.
2. Guess how many feet from your desk to the window (pupils use feet as measuring device).
3. Predict how many rocks will fill the can. (Teacher can vary size of rocks. Pupils will understand larger rocks weigh more).

NUMERALS

1. Count boys and girls in the room, empty chairs, books needed, days of the week.
2. Count number of taps, knocks, drum beats, etc. (use rhythm set).

3. Count by using the blocks, beads or number board.
4. Count steps taken while walking on balance beam.
5. Close eyes, put sandpaper numbers in order by touch. Write numbers using 1" squared paper.
6. Play games; tally and count score.
7. Match number words to numerals.
8. Sing song "Ten Little Indians", draw a picture of hands, use pennies and dimes to practice renaming of ones and tens.
9. Use popsicle sticks to make bundles of tens for place value concepts.
10. Use an abacus to show teen numbers.

SETS

1. Relate sets to pictures, four wheels on a wagon, two wheels on a bicycle, four legs on animals, a pair of shoes, socks, mittens, etc.
2. Draw pictures of traffic lights to recognize a set of three.
3. Use 1" blocks to make a set that you think is hidden under the shoe box. Compare sets; if they are the same it is your turn to hide a set under the shoe box for others to guess.
4. From magazines cut and paste on paper plates sets of chairs, houses, faces, refrigerators, etc.
5. Match sets using dominos.
6. Write the numeral that the set represents when your teacher displays the sets.

ORDINALS

1. Make a train and name the cars by ordinal numbers.
2. After the race or game, name the winners in ordinal numbers.
3. Use rhymes and stories with ordinals.
4. Name the numerals on the calendar in ordinals;
5. Play "Simon Says" using ordinals, "First, Simon says stand up".

ADDITION

1. Use concrete objects to put sets together to add.
2. Use flash cards to aid in memorizing number facts.
3. Use a number line and show how many jumps it takes to reach the sum.

4. Play addition "Hop Scotch", "Bingo" or other games.

SUBTRACTION

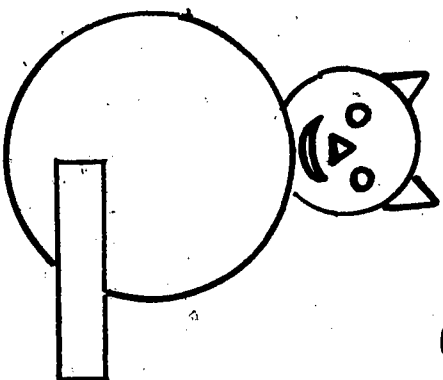
1. Use concrete objects, blocks, books, erasers, to show subtraction as units being taken from a whole.
2. Use flash card drill to foster recall of number facts.
3. Dramatize stories and songs to develop "take away" idea (i.e. Five little chickadees sitting in a row, one flew away and that left four).
4. Draw pictures of subtraction problems to show concept of how many more are needed.
5. Play subtraction games, "Bingo" and "Subtraction Relay".

STORY PROBLEMS

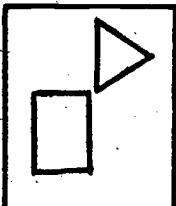
1. Give oral problems about objects placed on a table in front of pupils; choose two pupils to dramatize the problem, while the rest of the group puts the problems on paper. Then one child is chosen to put the written problem on the chalkboard.
2. As a homework assignment have pupils to prepare for the next day a dramatization of any arithmetic story problem that happened outside of school.
3. Draw pictures of story problems.

GEOMETRY

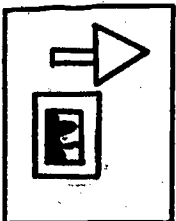
1. Trace geometric shapes using templates.
2. Make cut and paste pictures from shapes; identify shapes.
3. Place shapes in box. Close eyes and draw shapes from box; identify through touch.
4. Pupils draw pictures relating shapes to environment. What do you see that looks like this?



Teacher's



Pupil's



MEASUREMENT

1. Use individual calendars to record days of the week and mark important events.
2. Have seven boxes, each labeled with a day of the week. Pupils put their finished work in the proper box for the day. Saturday and Sunday boxes may hold reports of special happenings over the weekend.
3. Make clocks from paper plates.
4. Make a chart story telling what activities are done at various times.
5. Have pupils weigh themselves to clarify the concept of pound.
6. Make a chart showing foods and using labels and grocery ads to show food sold by the pound.
7. Make a display of containers that hold liquids for liquid measurement concepts.
8. Fill empty jars with water to verify 2 pts. equal qt., 4 qts. equal 1 gallon.
9. Make simple recipes, fruit drinks, jello to give experience in using cup, tablespoon, teaspoon.

MATH SYMBOLS

1. Use magic to make the + symbol understandable. When two number cards are dropped in the hat they go together and only one card comes out--the sum.
2. Make an item disappear to foster idea of the - symbol.
3. Pupils hold up a flash card with the + symbol on it to demonstrate when numbers are equal in value. The teacher calls out pairs of numbers, (i.e. 3 the same as 1+2?)
4. Play a relay game where pupils tell if a picture is denoting the +, -, or = concept. (i.e. picture of two eggs being taken from a carton of a dozen eggs would denote the symbol -).

SKIP COUNTING

1. Use a hundred board to visually show skip counting.
2. Pupils fill in grids with certain numbers left out.

1	3	5	7	9	11
13	15	17	19	21	23
25	27	29	31	33	35

3. Bounce a ball and count by 2's, 5's, 10's, etc.

FRACTIONS

1. Fold paper to show fractions.
2. Color cakes and pies in paper plates; cut in halves and fourths and serve.
3. Share an apple with 1 friend or 4 friends.
4. Fill containers half full.

MONEY

1. Pupils identify orally, real money or play money.
2. Display objects that can be purchased by the pupils.

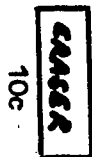
3. Compare size of coins.
4. Start a savings club.
5. Compare value of coins in terms of more and less.

APPLICATION OF LEARNING

1. Practice writing your address and telephone number.
2. Buy a gift for your mother with money saved in the savings club.
3. Be on time for school and why it is important.



5c



10c



25c

55

PRIMARY LEVEL ----SOCIAL STUDIES

For EMR pupils the social studies period is an important time. In this setting they can act and talk about the life situations presented in the social studies units. At this time, the teacher can guide and direct pupils to the best solutions and to proper behavior in a given situation. The social studies period should also be the guidance period.

Units for social studies with suggested concept to be taught are outlined in detail on the following page.

Skills to be integrated into the units are on page 18; the Social Studies Scope and Sequence Chart.

Activities for pupils to practice concepts start on page 64.

FIRST SEMESTER

The Family

Friends

SECOND SEMESTER

Rules

The Community



PRIMARY --- SOCIAL STUDIES

I. THE FAMILY

1. Concept of self-classification of self by person, age, and sex.
2. Concept of self-classification of self and family members by name.
3. Roles --- each family member plays a certain role (mother, father, grandmother, aunts, uncles).
4. Define role of self --- what is the role of a pupil or several pupils in the home in terms of cooperation and help?
5. Families are different --- people of different countries have families but their physical characteristics and manners of living may not be the same as in our land.

II. FRIENDS

1. Define the term friend and the concept of friendliness--friendliness is feeling good about a person; a friend does not ask you to do something that is not right; friendship is sharing; anger does not finish a friendship.
2. Friends at home-- proper activities while playing with friends at home.
3. Friends at school--proper activities with friends at school.
4. Friends in the classroom--working together in the classroom helping one another.
5. Communication with friends--telephone, letter and telegram.

III. RULES

1. Define the term rule--a rule is a guide for conduct.
2. Necessity of rules.
3. Family rules--playtime, bedtime.
4. School rules--walk in halls, raise hands.

IV. COMMUNITY

5. Community rules--traffic, park, public buildings, job related.
1. Life in our city--knowledge of city and state, different types of homes, apartments etc. and from what materials they are made.
 - a. Clothing--clothing stores and sources of clothing, goods.
 - b. Food--grocery stores, supermarkets and sources of food.
2. Community Helpers--policeman, doctor, grocer, baker, fireman, postman....
3. Transportation--bus, taxi, helicopter, automobile, bicycle, motor bike....

PRIMARY---SOCIAL STUDIES ACTIVITIES

- Identify self from photos.
- Draw pictures of self and family.
- Look in the classroom mirror each day to check appearance.
- Dramatize a story about the work mother does and the work father does.
- Make a chart story on "Children Help".
- Make a scrapbook of families from other countries.
- Role play various modes and how to cope with them.
- Draw a "Thank You" card for a friend.
- Choose a special friend for the day. Choose another the next day.
- Have a "Manners Week" when special effort is placed on being kind to others.
- List activities which a friend would not ask you to do.
- Make a chart of school rules.
- Elect a "Rules Captain" in your room.
- List the rules you follow at your house.
- Make a TV story which tells what happens when rules are broken.
- Write chart stories which tell what rules are to be followed in the community; rules on the bus, rules in the restaurant, etc.
- Draw a picture of your house and tell what kind of dwelling it is.
- Write the name of the city and state your house is in.
- From magazines cut four pictures of types of homes you have seen in your city.
- Make a list of stores in your neighborhood.
- Make models of stores from milk cartons and construction paper.
- Write chart stories about the goods sold in the stores and sources of goods.
- Make a bulletin board of community helpers.
- Send an invitation to a community helper asking for him to talk to your class.
- Role play what you would do if you were lost.

PRIMARY LEVEL---SCIENCE

At the primary level the scope of the science program is necessarily limited because pupils are usually lacking in reading vocabulary and discovery experiences. Consequently, the science skills and their sequence are dependent upon the interest and ability level of the pupils and the science unit chosen for presentation.

However, to start the pupils in science learning the following criteria is suggested:

1. To gain an understanding and an ability to communicate about the environment.
2. To arouse interest.
3. To increase awareness of things and forces in the environment.

A detailed outline of units to be presented and concepts to be developed is on the next page; science activities follow on page 69.

70

FIRST SEMESTER

Animals Weather/Seasons

Machines

SECOND SEMESTER

Air/Water Weight

Plants

PRIMARY LEVEL---SCIENCE

I. ANIMALS

1. Classification: insects, birds, fish, snakes, pets, farm animals, zoo animals.
2. Animals give us food; hamburger is beef, bacon comes from a pig, etc.
3. Helpful and harmful animals: stress what can be done for helpful animals (i.e. feed birds in winter).
4. Teach why certain animals are harmful and what to do about it; such as flies, roaches, rats, etc.
4. Care of pets: feeding, bathing, love, etc.

II. WEATHER/SEASONS

1. There are different kinds of weather.
2. Weather is divided into four seasons.
3. Weather affects the clothes we wear.
4. A thermometer tells if a day is hot, warm, cool or cold.

III. MACHINES THAT WORK FOR US

1. Machines are tools that make work easier: classify types of machines used by various family members.
2. Machines are run by energy: electricity, gas, human.

IV. AIR/WATER

1. Air is all around us.
 - a. wind is moving air
 - b. water is in the air; clouds, rain
2. People, plants and animals need air to live.
3. People, plants and animals need water to live.
4. Water can freeze: water can boil.

V. WEIGHT

1. All things have weight: heavy--light.
2. Weight is relative: somethings feel heavy until they are compared with something heavier. All large things are not heavy and all small things are not light in weight.
3. In water heavy things sink and light things float.

VI. PLANTS

1. Classification of plants: fruits, vegetables, flowers, trees, weeds, etc.
2. Plants give us food.
3. Plants give us furniture and shelter.
4. Plants give us clothing: cotton, linen, etc.

AIR AND WATER

Blow up a balloon and feel the air as it rushes out to show that air is all around.

Make pinwheels from paper to show that wind is moving air.

A tornado is wind moving too fast. Role play tornado safety rules.

Observe how fish breathe in water.

Make a chart story; "All Living Things Need Air To Live".

Blow on a mirror or window glass; observe moisture in the air.

Draw a picture of a sailboat, a kite and tell a story of how air provides energy.

Measure the water level drop in containers to show evaporation.

Place a pan of water outside the window in freezing weather, watch water change to ice.

Water makes steam; observe heated tea kettle or pot.

Catch snowflakes and examine under a magnifying glass. Watch snow turn to water.

Copy a story telling where drinking water is obtained.

Look at a water bill. Write a sentence telling how much your father pays for water.

MACHINES

Make a display of hand tools.

Make a display of toy machines.

From magazines cut out the different types of wheels pictured.

Listen to the story the librarian reads telling how wheels were first developed.

Demonstrate the proper use of hand tools for the safety program.

Write a chart story "Energy Makes Tools Move".

Compare a hand lawnmower to a gas driven mower.

Make a hand fan and compare it to an electric fan.

Make a bulletin board showing the types of tools great grandmother used; washboard, churn, hand wringer, carpet sweeper, etc.

Collect pictures and stories of some of the famous inventors of machines.

WEIGHT

Compare weights of various objects in the classroom to establish light and heavy.

Weigh children and objects to determine number of pounds.

Do experiments to show that some large objects that look heavy float in water.

Make a chart story explaining how various weights are handled; airplanes move tanks, weight-lifting is a sport, some people are over weight, different types of scales, etc.

WEATHER/SEASONS

Make a weather chart showing sun, rain, snow, wind and clouds.

Keep a weather calendar.

Keep a large paper doll or mannequin and properly dress it for that particular days weather.

List the good things the sun does: makes flowers grow, warms the earth, makes shadows.

List reasons for sun safety: sunburn, sun stroke, fires.

Do experiments to show that clouds make rain.

Do experiments to show that water evaporates and makes a complete cycle.

Draw pictures showing helpful and harmful aspects of rain: flowers grow, water for animals; improper use of umbrella, floods, etc.

Cut snow flakes.

Make posters showing hazards of fog and ice.

IN

Make a chart showing the four seasons.

- a. relate a type of weather likely to occur in each season
- b. relate to months of the year

Paint a mural showing the beauty of a winter scene; fun on a sunny day, autumn colors or spring newness.

PLANTS

Make a TV or moving picture story showing plants that are used for food: trees, flowers, weeds.

Make a terrarium.

Beautify your room with a sweet potato vine.

Classify in a chart story the parts of plants that are eaten: stems, roots, leaves, seeds.

Make a seed collection and label.

Make a leaf scrapbook and label.

Draw a picture of your house then draw different kinds of flowers around it to make it pretty (roses, pansies, mums).

Open seeds and bulbs to show stored food.

Sprout beans on blotters or sponge.

Do experiments which show plants need water, sun and food.

Make a dish garden.

Plant a garden. Keep records of how the rows were dug, what was planted, how it was weeded and cultivated, what tools were used and what was produced.

ANIMALS

Make an animal scrapbook.

Make a feeding shelf; bird bath or bird house.

Observe insects with a magnifying glass.

Make an insect collection.

Set up an aquarium.

Make a collare of animal food.

Make animal chart stories and draw pictures about the stories.

Obtain display birds from the museum.

Make a list of animals and their babies.

Give oral reports on how animals get their food.

Make a mural displaying the different categories of animals: farm, zoo, water, etc.

Bring in photos of pets.

PRIMARY LEVEL-----HEALTH

The word health and the concepts related to it are abstract entities. Often the primary EMR pupil is unable to make the comparison between being healthy and not being healthy; nor are they able to transfer learning to a degree where they realize that being unhealthy is often a product of their own behavior. For an example, an EMR pupil may endure much pain such as a toothache without making it known to anyone. They may go without proper clothing or shoes in the coldest of weather; just the reverse they may wear a heavy winter coat on a day when the temperature is recorded at 90 degrees.

Consequently, the major goals of the primary health program are to train pupils to make care and protection of the body a habit and to communicate when feeling ill even if the cause of illness is unknown to them.

Health units and activities follow.

FIRST SEMESTER

Personal Grooming Care of clothing

SECOND SEMESTER

Daily Food Needs Health Helpers

Exercise

PRIMARY LEVEL--HEALTH

I. PERSONAL GROOMING

1. daily bathing
2. cleaning teeth
3. cleaning nails
4. combing hair
5. using handkerchief correctly
6. proper toilet habits

II. CARE OF CLOTHING

1. lacing, buttoning and zipping properly
2. hanging clothes in closet
3. washing clothes regularly
4. properly fitted shoes and their care
5. the function of various types of clothing; underwear, gloves, overshoes.....

III. FOOD NEEDED EACH DAY

1. eating regular meals
2. types of daily food needed; milk, meat, vegetables.....
3. care of food; wash raw food before preparation or eating; keep food covered; keep insects away from food; refrigerate
4. care of liquids: refrigerate milk, avoid polluted water

88
74

IV. HEALTH HELPERS

1. avoiding colds
2. going to the bathroom regularly
3. getting enough sleep
4. using individual toiletries; wash cloths and towels
5. telling the nurse, mother or the doctor if pain or sickness is felt and taking medicine from no one other than such authority figures
6. avoiding placement of foreign objects in eyes, ears or nose

V. EXERCISE

1. walking, running, jumping etc. are kinds of exercise
2. fresh air and sunshine are needed
3. proper places to exercise both indoors and out; basement, recreation room, gym, playground, park
4. types of equipment used for exercise and play
5. exercise aids good posture

PRIMARY--HEALTH ACTIVITIES

- Make a daily chart for clean hands.
- Cut out a bathroom picture from a magazine and write health rules under it.
- Make a mobile of soap, towel, nail file and other objects for keeping clean.
- Tell a story about good teeth; cut out a giant toothbrush and print dental rules under it.
- Role play the use of soap and water in washing hands, face, neck and arms.
- Make a check list telling what is necessary to keep bathrooms clean.
- Make picture charts which compare clean and dirty clothes.
- Dramatize mother going to the store to get washing powder. Show her washing and ironing clothes.
- Dramatize father shining shoes.
- Write a chart story, "The Importance of Clean Underware".
- Use the cloak hall to practice hanging up clothes properly.
- Cut, mount and label pictures of the basic food groups.
- Make a classification booklet, using food pictures.
- Use clay to make models of different foods.
- Identify characteristics of a given food; (i.e. name four things about corn-kernels, grows on an ear, is yellow in color and sometimes it has to be shucked.
- Role play good table manners.
- List three ways spoiled food can be detected. (odor, taste, appearance)

List foods which are to be refrigerated.

Practice correct use of drinking fountain.

Make a poster illustrating the ways to prevent colds: cover a cough or a sneeze, drink plenty of liquids, keep yourself dry, wash your hands before eating, get plenty of rest, and see your doctor.

Draw a picture showing yourself sleeping.

Make paper plate clocks to indicate bedtime.

Make a list of foods that will aid proper elimination.

Role play washing hands before and after the use of bathroom.

Dramatize what happens when mother takes a sick child to the clinic.

Draw a picture showing the only people who are to give medicine: doctor, nurse, mother, father, (teacher if applicable), no one else.

Make a set of rules for fair play.

Make a poster displaying various types of exercise.

Run in place to illustrate affect of exercise on the heart.

PRIMARY LEVEL---SAFETY

For primary pupils the teaching of safety concepts is vital. Often retarded children are not alert enough to sense danger or are not able to respond quickly enough to avoid hazards. Safety practices must become a part of their daily activities with constant reinforcement and reminders from adults.

Safety concepts to be taught and activities follow.

FIRST SEMESTER

Safety in The Home Safety At School

SECOND SEMESTER

Safety In Traffic Safety In The Community

PRIMARY LEVEL--SAFETY

SAFETY IN THE HOME

1. Matches, knives, plastic bags, unused refrigerators/freezers, electrical outlets, toys on stairs or in walking areas are objects of danger.
2. Moving parts of machines and household tools are dangerous if not handled properly; lawn mowers, mixers, can openers, etc.
3. Medicine is to be administered by proper authorities; mother, doctor.
 - a. articles in medicine and kitchen cabinets are to be left alone
4. The yard is the proper play area at home.
5. Mother and father are sources of help when needed.

SAFETY AT SCHOOL

1. The principal, teacher, bus driver are authority figures.
2. Proper behavior is expected on school buses, on playgrounds and in schools.
3. Fire drill rules are designed for protection. Fire can be helpful or devastating.
4. Security drills are designed for protection against weather (tornadoes) and attack.
5. Name, address and telephone number must be spoken clearly and correctly.

SAFETY IN TRAFFIC

1. Traffic lights, yellow blinkers, red blinkers and pictorial traffic signs tell people what to do.
2. Streets and alleys are for moving vehicles, not people.
3. Bicycle riders have rules to follow.
4. Pupils follow a safe route and go directly home from school.

SAFETY IN THE COMMUNITY

1. Conversation, rides or gifts are not to be accepted from strangers.
2. Stray dogs and cats are not pets.
3. Swimming pools, creeks, railroad tracks are not play areas.
4. The policeman is a source of help.

PRIMARY---SAFETY ACTIVITIES

Write a chart story "Be a Hazard Hunter". Look for dangers in the home.

Make safety posters showing hazards.

Dramatize how use of senses can help in recognition of danger, smell smoke, hear running motors, taste spoiled food, see poison words.

Make a list of poison words and symbols: iodine, bleach, detergents, insecticides, Drano, Lysol, etc.

Make ceramic ashtrays or decorate tin containers for matches.

Practice walking up and down steps properly.

Draw pictures of your backyard and tell why it is a safe place to play.

With toy phones and fire alarm box, role play calling the fireman for help.

Choose a leader to be teacher; the leader and class practice the school fire drill.

Assign a safety monitor in your school room to watch for hazards; crayons on floor, water on floor, desks too close together, etc.

Make a list of proper school bus activities.

Ask your principal to visit your room for your reports. Recite your name, address, telephone number and school name.

Make a TV story of a fire and its dangers.

Make a mobile of the traffic safety signs.

Play the game "What Should You Do"? The teacher will hold up different pictures--pictures of alleys, street crossings, corners, rows of parked cars, traffic signals (each with a different light showing; red, green, and yellow), a stranger in a car beckoning for a child, etc.

Make a list of bicycle equipment. Write a safety check list.

On squared paper map a safe route home.

Invite Officer Friendly to explain how policemen help pupils.

Draw pictures of the dangerous areas in your neighborhood.

Dictate a chart story about your pet; tell how you take care of its hunger, thirst, health and rest.

Draw two pictures; one of your pet and one of a stray animal you have seen.

Invite the nurse to explain rabies shots to your class.

Demonstrate the "Buddy System" you use at the swimming pool.

Make two hand puppets; one can explain the proper places to swim and the other can talk about the improper places to swim.

INTERMEDIATE LEVEL--LANGUAGE ARTS

When EMR pupils reach the intermediate level they are usually at a mental age where gains can be made academically. It is important that each pupil be taught as much as can be absorbed when this mental maturity is evidenced.

All language arts areas; reading, writing, spelling, etc. should be taught systematically and consistently with the goal of making skills into tools which pupils may use throughout life.

READING should build upon skills taught at the primary level. Sight words are increased in numbers; phonics and word attack skills are stressed to provide pupils with methods to unlock new words, thus leading to independent reading.

WRITING practice provides for the highest level skill attainment in manuscript and for the transition to cursive writing when readiness is displayed by the pupils. Correct letter formation, spacing and legibility are standard requirements.

SPELLING words should be concrete in nature and ones the pupils need to know in order to communicate their needs. The words may be life-centered and taken from the reading material. The Dolch Word List of commonly used words is provided on the next page.

ORAL LANGUAGE training is continued. However, the format becomes more sophisticated in keeping with the pupils higher level of social development and requirement for a positive self image. Simple book reports, choral speaking, dramatizations are suggested.

Intermediate level language arts skills are outlined in the Scope and Sequence Chart on page 7 and Activities for Learning these skills follow.

DOLCH'S "SIGHT VOCABULARY WORDS"

a	said	before	sing	so	could	must
blue	the	far	soon	start	fly	of
did	toe	four	thank	it	get	please
good	went	if	together	your	him	day
he	do	make	well	better	just	then
is	big	once	why	cut	no	walk
look	come	right	going	fall	open	who
on	those	six	work	not	round	am
red	have	take	around	laugh	was	best
see	in	them	buy	only	some	came
three	little	us	don't	read	they	find
up	my	when	full	these	we	gave
with	ran	after	keep	use	again	her
and	saw	be	put	both	ate	into
brown	this	bring	live	goes	eat	new
down	two	fast	own	its	for	old
got	what	not	small	pretty	give	
here	wish	wish	try	an	his	
jump	any	or	which	black	many	
may	been	show	draw	done	now	
one	cold	sleep	shall	found	out	
ride	five	ten	green	there	run	
she	has	today	would	hurt	that	
to	made	warm	ask	late	very	
want	off	where	clean	our	white	
you	pull	always	eight	seven	all	
at	sit	because	hold	think	away	
can	stop	carry	kinds	washed	call	
go	their	first	myself	aces	will	
had	upon	grow	pick	light	every	
I	were	long	tell	write	funny	
like	about	never	under	yes	help	
me	as	over	yellow	are	how	
play			drink	but		



INTERMEDIATE LANGUAGE ARTS ACTIVITIES

GROSS MOTOR

Use jump ropes to make various shapes as the teacher directs.

Walk forward, backward and sideways along a rope placed in a straight line on the floor.

Do various exercises with the jump rope: jump and turn, jump and touch the ground, jump with crossed elbows, jump with a partner.

Develop balance--ride a bicycle.

Perform contemporary dances in unison.

Perform pattern dances such as square dancing, folk dancing.

Perform stunts such as the chicken walk, crab walk, rabbit jump, etc.

Run track.

Play basketball, keep individual scores.

Continue use of balance beam as outlined in Primary Language Arts Activities.

FINE/SENSORY MOTOR

Play concentration with letters or word cards. (Make a set of cards of the same letters or words. Color code the sets. Pupils match cards from memory. The pupil with the greater number of pairs wins the game.)

Put scrambled words in proper order.

Repeat a sentence exactly as the teacher said it.

Work form puzzles.

Make plans for next month; count off days on a calendar.

Write chart stories telling an important happening of last year. Photographs to enhance memory after the written activity helps pupils time and space awareness.



Each pupil makes and keeps a mini calendar.

Play jacks and count aloud.

Wink eyes to rhythm.

Perform heel and toe exercises.

Fold paper to make various objects; hats, kites, flowers, etc..

Have a tasting party. Identify salt, sugar, pickles, cheese, etc.

Make a blind box. Identify objects through touch.

PERCEPTUAL MOTOR/AUDITORY

Repeat a series of numerical digits in the sequence that was given by the teacher.

Listen and write the first letter of the words your teacher will dictate. (Can be used also with medial and final consonants).

Supply the missing word in a story being read when the teacher directs you to do so.

Find your own reading mistakes by listening to the playback of a tape.

Play guessing games. (These may be analogies such as, "Open is to close as push is to _____. Candy is sweet and pickles are ____").

Write whole words from the sounds your teacher dictates.

Have a classmate blend words you select from your old reading book.

PERCEPTUAL MOTOR/VISUAL

With blocks reproduce the pattern your teacher displayed.

Play ring toss or bean bag throw.

Copy a letter from the chalkboard.

Use the old typewriter your teacher has to copy reading words.

Do dot to dot pictures.

Hammer a nail into a piece of board.

Spell your name by rote memory.

Recite the alphabet by rote memory.

Clap hands; in front, behind, to the left and to the right of your body.

Go around, over, on and under chairs or other large objects.

Play marching games or drill team.

Run an obstacle course.

Play on the monkey bars.

IDENTIFIES LIKES AND DIFFERENCES

On the mimeographed sheet circle the picture that is different.

The vowels have been left out of these words, find your name and address, although some letters are missing.

Match the words that are exactly alike.

Draw the missing parts on the dog.

As the teacher reads the sentences tell her what character in the story said those words.

Role play a situation taken from the reader.

WORD RECOGNITION

Put all of the objects that begin with the "p" sound into the bag (pen, pencil, pin, crayon, pipe cleaner, whistle, are types of objects that could be used).

Make a word by filling the blank space with the correct consonant.
Use the word in a sentence (mo-th).

Select the correct word "The cat sat on the (rig, rag, rug)." .

Label pupils with consonant letter cards; bring two pupils together and have them say their sounds. The other pupils guess a word that starts or ends with the blend.

Fill in the blank and complete the words:

- a. The plan will _____ gr _____
- b. The dress is _____ bl _____
- c. The dog is _____ sm _____
- d. The boy was _____ gl _____

With a piece of colored chalk wrap the package that has the long o on it. (The pupil puts a square around the proper word in the list written on the chalkboard).

Divide the class into two teams. One team uses white chalk and the other yellow chalk. On the chalkboard write a in one column and b in another column. Call a list of words. Each pupil listens to a word and marks the appropriate column. The teacher repeats the list and corrects the columns. The team with the greater number right wins a prize.

Pupils point out objects in room giving singular and plural forms, book-books, desk-desks, window-windows, crayon-crayons, etc.

From magazines cut and paste pictures showing singular and plural forms.

Pupils place cards together to form compound words.

As a creative activity think up some compound words of your own; the teacher gives hints.

Play compound word match. One team, the first half of the word, calls for the second half of the word from the other team. ("I'm base, send ball over").

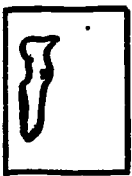
Match written forms of word with the contractions; cannot---can't.

Make fold-up contraction sheets.

Make prefix and suffix charts.



horse



shoe

Match meanings with prefixes and suffixes. (John was sad. He was _____).
(A person who jumps is a _____).

Use the newspaper. Find two prefixes and circle them in red; find three suffixes and circle them in yellow. Underline the root word in black.

Pupils role play possession. The teacher writes phrase on board. (i.e. John has on a red shirt; whose shirt is it, class? John's shirt).

Play guessing games with objects (i.e. Louise picked an object from the table; it is Louise's _____).

Make an abbreviation notebook listing common words and their abbreviations.

Use two sets of cards to mix and match abbreviations and words.

Play Know-A-Word; pupil fills in correct word.

Match word cards with pictures. Synonyms and homonyms.

Read a short story or paragraph; change all the words you can to antonyms and reread. (i.e. Jack went up the hill--Jack went down the hill.

Unscramble words.

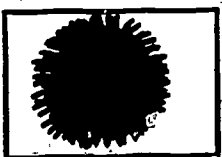
Play Know-A-Word. The pupil fills in the right hand space with a word that starts with the correct initial consonant and has the proper number of letters---it, the, and.

Make a sight word dictionary.

Write sentences using sight words.

Circle sight words on the front page of the newspaper.

Give pupils an opportunity to add any word they would like to their list of sight words.



SUN
hot

Synonyms



pair
bear

homonyms

COMPREHENSION

Write rebus stories.

Cut and put in sequence comic strips.

Use riddles (i.e. A bird built me in a tree. What am I?)

Play "Truth or Consequences". Pupils determine if what has been read is factual or make believe. If pupil gives an incorrect answer, he has to take the consequences (some predetermined activity.)

Classify ideas and events into who, what, where, when and why columns.

Play "It Happened Like This". Each pupil tells a portion of a story keeping it in the proper sequence.

Complete "Sentence Puzzles". Answer: My ball is red. M _ b _ _ _ i _ _ r _ _ .

STUDY SKILLS

Use paper cups marked with letters of the alphabet. Pupils sort word cards into proper cups.

Alphabet Race. Two teams of pupils put identical sets of word cards in proper sequence or order.

List the names of the stories that begin on certain pages given by the teacher.

Count the number of stories listed in the table of contents. Write what else is listed beside stories.

Copy three pictures and the words that go with them from your picture dictionary.

Make a sentence with the words from your picture dictionary.

33

	l			d
		l		s
y	a			e

Find your telephone number in the telephone book. Tell where it is located; white or yellow pages.

Write the list of emergency numbers found in the book.

Write the guide words on pages 72, 85, 104 of the white section and the yellow section.

Pupils make and keep a box of information cards. "How Sentences End".

Play "Sentence Race". From lists of incorrect sentences written on the chalkboard teams apply correct punctuation skills.

Read the passage to yourself and do what it tells you. (Teacher devises paragraphs giving specific directions).

Draw a picture of a comic strip showing what you read.

ORAL SKILLS

Read stories to other groups of pupils.

Develop a choral speaking group.

Give current events pretending you are a TV newscaster.

Give an oral report and use objects, pictures etc. to show a project you have completed.

APPLICATION

Pupils should be able to use dictionary, telephone book, encyclopedia and other materials based on alphabetizing.

Pupils should be working toward some independent reading; enough to care for basic needs. Situations should be developed or simulated to practice these skills (i.e. reading menus, bus schedules, street names, food labels, etc.).

FRONT OF CARD

What is the color

BACK OF CARD

Sentence ends

INTERMEDIATE SPELLING ACTIVITIES

AUDITORY ANALYSIS

Have a sound down. A pupil gives a starting word such as pole; the next pupil has to give a word with the same vowel sound. If a pupil fails to think of a word he sits down. The last one standing is the winner.

Make a spelling train. Each car has an alphabet letter on the front and envelope on the back. As words are learned place word cards in correct envelope.

AUDITORY SYNTHESIS

Fill in sounds left out of words written in a sentence. Read the sentence.

See the fr-g h-p into the p-nd. See the frog hop into the pond.

Sort a stack of word cards into consonants; blend or diagraph boxes.

VISUAL MEMORY SEQUENCE

Have letters of the alphabet written on small cards. A group of pupils take turns drawing letters from the box. The pupil who spells the most words with his letters wins the game.

Play musical letters. Arrange large cards with alphabet letters on them into a circle. Pupils march around the cards. When the music stops each child names his letter and says a word starting with the letter. After each stop a letter is removed and any pupil who lands beside a blank space when the music stops must be seated.

Have a "Spelling Bee".

Work crossword puzzles.

Write a "Thank You" note.

Write a letter to a friend.

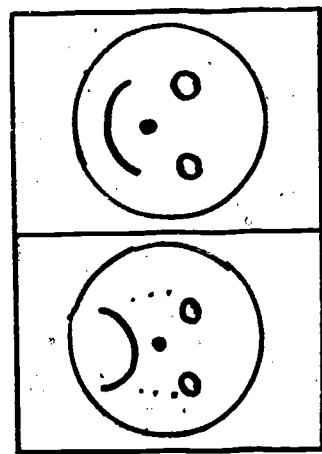
Draw pictures to show plural form of a singular word.

Dramatize word endings such as walking, jumping, writing. Use word in a sentence.

Match word cards to pictures to show prefixes.

APPLICATION

A standard of correct spelling in all written work should be maintained.



happy

unhappy

INTERMEDIATE WRITING ACTIVITIES

Using two sets of letter cards; one manuscript and one cursive, match the letters.

Read familiar words written in cursive script.

Point out cursive forms in pictures (the curve in an animal's tail, candy canes, tepee, etc.)

Make cursive letters in the air and follow the rhythm your teacher chants (i.e. swing up-around-straight down-curves, etc.)

Practice ovals and spaces to music (i.e. the teacher chants oval, oval, oval...space, space, oval, oval).

Use the chalkboard for practice in combining various strokes.

Exchange writing papers with your neighbor and point out errors, (i.e. letters not touching the line, no space between words, not enough, or too many humps on m's and n's, strokes not correct, slant too much, too little, wrong direction, etc.)

Produce legible cursive writing on all written work.

Head papers properly; headings, indentations, margins.

Look over papers for errors before giving them to the teacher.



Spelling	
name	date
1.	
2.	
3.	

INTERMEDIATE LEVEL---ARITHMETIC

Many EMR children enjoy arithmetic and can do simple computations quite well. While at the intermediate level some pupils do drill work in advanced arithmetic such as division. However, the application of the drill work is not understood by many of them. For example such questions as "Is this add?", "Are these carry problems?" are heard from the pupils. In the real world they are often cheated in monetary matters. Effective teaching in arithmetic means that a need is created for the pupils to use a certain computational skill. In these types of situations, simulated or real, the pupil learns to know what "add" or "borrow" means and when to use the operations. Understanding and application are the broad goals for the intermediate level arithmetic program.

Intermediate skills to be taught are outlined on page 13. Arithmetic activities start on page 98.

INTERMEDIATE ARITHMETIC ACTIVITIES

NUMERALS

Draw the number of wild elephants in the room (concept of zero).

Count the number of cakes in the jump rope circle made on the floor (empty set--concept of zero).

Copy page numbers from the telephone book 1-10.

Fold lined paper into 5 parts. Write 1-10 in the first column, 11-20 in second, 21-30 in third, 31-40 in fourth and 41-50 in the last column. Continue on the other side of paper with 51-100.

Use popsicle sticks bound with a rubber band to represent a group of ten.

Use place value chart to develop numbers 20-100.

Use a pocket chart and number cards to rename numbers.

Use squared paper to rename numbers,

Write even and odd numbers in columns. Pupil can associate with counting.

Jump odd or even numbers on the number line placed on the floor.

ROMAN NUMERALS

Recognize form of Roman Numerals by finding pictures of different types of clocks in magazines.



48=4 tens and 8 ones

4	8
tens	ones

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

Relate Roman Numerals to cardinal numbers.
1(I), 2(II), 3(III), 4(IV), 5(V), 6(VI), 7(VII), 8(VIII), 9(IX),
10(X)

One, five and ten Roman Numerals are learned first, then pupils see that putting ones on the left side subtracts and if placed on the right side adds.

ORDINALS

Use pictures of the 500 Mile Race, horse races, squadrons of soldiers, to practice ordinals.

Use fill in the blank writing exercises (i.e. Monday is the ___ day of the week. February is the ___ month of the year).

ADDITION AND SUBTRACTION

Practice addition and subtraction facts by playing Bingo.

Play addition and subtraction relay. Two teams race to see who can finish first the problem on the chalkboard.

Through oral story problems given by the teacher pupils perform two digit addition and subtraction problems (i.e. There are ten boys in our class and sixteen girls in Miss Jones' class next door. How many children are there in all?)

Illustrate numbers in place value chart to extend readiness for adding with carrying and subtracting with borrowing.

Put two flash cards together to practice adding by endings. Check your answer by adding the sums on the flash cards.

Buy groceries using grocery ads from the newspaper. The teacher tells each pupil how much he may spend (according to pupils ability to add and subtract.)

Set up a class savings account at the neighborhood bank. Each pupil has a bank book (real if you can get them or have the class make them) showing how much he has saved. The total of all bank books must balance with the teacher's copy; keep a chart showing a running total.

Listen to tape recordings. Write and compute the problems that you hear.

←
subtract

add
→



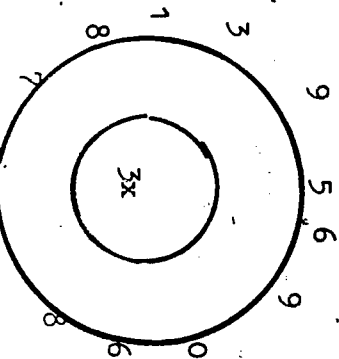
Do the page of addition or subtraction problems in your book. Check your answers by using your teacher's pocket calculator; verbalize the operation as you do it.

MULTIPLICATION

Use 1" squared blocks to visualize multiplication facts.

Make your own multiplication table to help you work problems. Throw it away when you no longer need it.

Practice facts by having team relay races with multiplication circles drawn on the chalkboard. Illustration shows one circle of multiplication facts you will need to draw an additional circle.



Answers

- 1. _____
- 2. _____

For practice in two and three digit multiplication, play multiplication relay by rows. Set up three rows; each row starts with a different problem given by the teacher. Each pupil in each row multiplies the answer of the pupil in front of him.

DIVISION

Relate division to multiplication facts by pairing flash cards.

From a group of 1" squared blocks, determine how many sets of 2's, 3's, 4's etc. can be derived.

STORY PROBLEMS

Pupils write rebus arithmetic problems; use pictures from magazines. The class works the problems the following week.

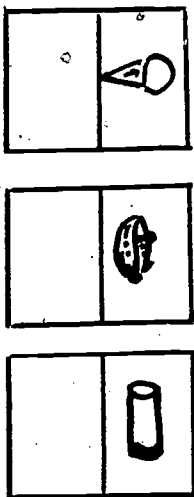
Write and compute story problems from tape recorder.

Pupils make up story problems and choose someone to tell whether it is a +, -, x, or ÷ problem.

GEOMETRY

Identify cone, semi-circle and cylinder from a group of various geometric shapes.

Find cone, semi-circle and cylinder in your environment; put your pictures below the teachers.

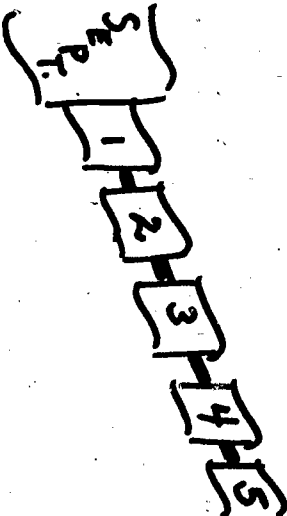


Practice making squares, rectangles, triangles on the pegboard.

Make geometric mobiles.

MEASUREMENT

Make a paper construction chain link calendar. One child can be responsible for making enough chains for a week.



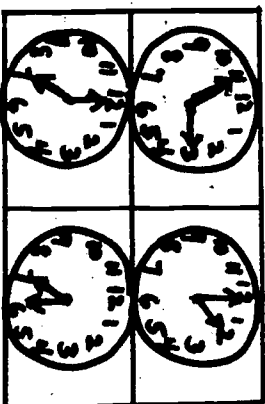
Play "Clock Bingo".

Call list

- 5 minutes to 3
- 25 minutes to 6
- 2 o'clock
- 25 minutes to 12

Make a chart showing how many ways you can measure yourself - height, weight, arm span, length of foot, distance you can jump.

Make a pretend trip to the service station; put some gallons of gas in the car of your choice. Pay for your purchase and count the change. After your trip, count how many miles you got to a gallon of gas.



Use pop bottle caps to give visual idea of weight in ounces. A diet scale may be used for the finer measurements.

Use empty egg cartons to practice one half dozen and dozen. Pupils can make clay eggs to count.

MATHEMATICS SYMBOLS

One pupil writes a problem and gives it to the teacher. He then calls out the answer to the problem and chooses another to guess the operation addition, subtraction, multiplication or division. Then he chooses another to guess the numbers. (i.e. the ans. "20" could be 30 minus 10, 2 times 10, 40 divided by 2 or 18 plus 2).

Symbol cards could be placed in a box. A pupil draws one card out, without looking; he writes and computes a problem on the chalkboard using the symbol.

SKIP COUNTING

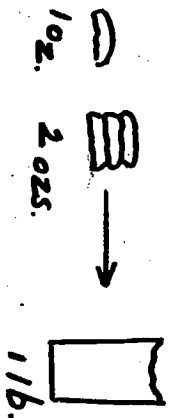
Play "Count Off". The first pupil starts with 2's, 3's, 4's, 5's or whatever number is to be skip counted. Each child in the class takes a turn filling in the next number in the pattern.

Use squared paper to skip count.

FRACTIONS

Have jars or plastic containers full of rocks, beads, sand, beans, etc.

On the back of the jar mark $1/2$, $1/4$, $1/3$ levels. Pupils use a container the same size to practice filling their jar $1/2$, or a fourth as full as the demonstration jar and compare the measurement.



2	4	6	8	10
12	14	16	18	20
22	24	26	28	30
32	34	36	38	40

Have geometric shapes cut out and provided for each pupil. They will divide shapes into $1/2$'s, $1/3$'s, $1/4$'s.

MONEY

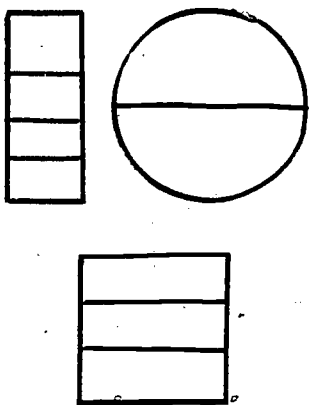
Set up a store or restaurant to practice all money concepts.

Read number words to pupils and have them write them; stress correctness of money symbols and numbers.

Write .25, 1.00, 5.00, etc. in columns at the top of a large piece of drawing paper. Cut and paste items in the appropriate columns according to what you feel they should cost.

APPLICATION OF LEARNING

At this point, pupils should be making some learning transfer between classroom activities and arithmetic needs.



INTERMEDIATE LEVEL---SOCIAL STUDIES

The social studies program for the intermediate level EMR pupils builds upon the primary program. Beside social studies and guidance ideas, some simple geographic concepts are introduced.

The intermediate pupil has a need to know how he fits as an individual into his family unit, his school, his community, his world.

Bodily changes, peer pressure, monetary needs and how to function in a sophisticated world that tends to take advantage of the weak are other areas where knowledge of how to cope is necessary.

Teachers must be aware and teach to these needs.

Units for social studies with suggested concepts to be taught are outlined in detail below.

Skills to be integrated into the social studies units are outlined in the Scope and Sequence Chart on page 18.

Activities for pupils to practice concepts start on page 108.

<u>FIRST SEMESTER</u>	
Family	School

<u>SECOND SEMESTER</u>	
Communities/Cities	Work



INTERMEDIATE LEVEL--SOCIAL STUDIES

I. FAMILY

1. Each pupil is part of a family. Concept of family and self.
2. Family units differ: through divorce or death many families do not have fathers/mothers.
3. Families change: cycle of family, marriage, birth, death.
4. People cope with change. How to act when a new baby is born into the family or someone dies. Teach pupils to communicate feelings when they are experiencing change through growth or attitudes.
5. Families have rules. Respect parents or authority figure; obedience is a means of following rules. Outline rules followed in various homes of pupils.

II. SCHOOL

1. Pupils go to school for a purpose--to get along with others, to prepare for life, to prepare for jobs, to dispel illiteracy.
2. Schools have rules. Teach what rules are to be followed, how they are to be followed and who the authority figures are.
3. Pupils follow rules. Teach toward independence of behavior. Follow rules because rules make living better for everyone not because an authority figure is watching.
4. Many friends are at school. Stress getting along with one another, avoid conflicts, compromise, fairness, sharing.
5. Some friends are not friends. Do not be a follower in situations that are known to be wrong. Friends who entice you to do wrong are not friends. Friends do not take advantage.

III. COMMUNITIES/CITIES

1. Families in your community are neighbors. Role of a good neighbor.
2. Communities make up cities. Teach communities and cities of Indiana. Teach about Indianapolis community services, historical background, places of interest, etc.
3. Cities are in states. Teach information about the state of Indiana.
4. There are cities in other parts of the world. Give pupils an awareness of geography; that there are other cultures who have families, cities, etc. that are different.
5. People travel in cities. Teach how to get about in Indianapolis. Broaden pupils outlook by developing types of travel in other places--helicopter, boats, bus, planes, taxis, rapid transit, subway.
6. People communicate in cities. TV, telegraph, telephone, newspaper, satellite, books. Develop proper use of media.

IV. WORK

1. People work at home and away from home. Work at home is a personal responsibility; work away from home is a means of having an income.
2. Pupils work too. Teach types of jobs they are likely to have such as errands, clean-up, paper boy, cut grass, sack groceries. Teach how to ask for a job and job responsibility.
3. Income is used wisely. What can be afforded? Is it possible to have all that is wanted? Develop attitudes toward saving part of income.
4. Some people do not have jobs. Unemployment, lack of skills. Some people who do not have jobs get income through illegal means; teach the downfall of such means.
5. People all over the world work. Expose pupils to the many different types of work.

INTERMEDIATE SOCIAL STUDIES ACTIVITIES

Pupils bring snapshots of their family for bulletin board display.

On drawing paper folded into three columns, paste pictures showing what mother does, what father does and what the pupil does in the family context.

Mother	Father	Me

Write a chart story which points out that families are composed differently; some do not have fathers/mothers. This difference should not make a person think less of himself.

Put a picture of babies, elderly people, teen-agers, etc. in proper sequence to show how people change. Have pupils to paint what part of the cycle they are in.

Use stimulus pictures of animals with their babies, in danger, in death, etc. to elicit proper feeling from pupils. Have children role play their feelings.

Pupils draw pictures entitled "I Share Feeling With My Family."

Make a comic strip showing the rules your family has. Also show who enforces the rules.

Pretend you are the rule maker. List on the chalkboard the rules you would have and the rules you would change in the home and school.

On a slip of paper, answer yes or no to the following questions. Do not sign your name. Fold the paper and drop it in the box when the box is passed.

1. Do you think that you should obey rules?
2. If no one was looking would you break a rule?

Keep a "Social Studies" notebook. In the notebook, copy stories from the chalkboard that the class has written about, What I Expect From School, The Kind of Job I Want, My Best School Subject, School Friends, Who Helps Me Learn.

Make a rebus chart of school rules.

Once a week, the class chooses one activity for which they will be totally responsible, (being quiet in the restroom, lining up without talking, etc.)

Play a form of Charades. Pupils act out an emotion or mimic an emotional trait evidenced by a classmate. The class guesses the emotion and/or the individual.

Pupils write paragraphs about being afraid, angry, bossy, unkind, etc.

Play "Match Game." Pupils write situational phrases under the proper heading. FRIENDS - ENEMIES. The teacher has written phrases on the board that contain problems common to the class of pupils being taught (i.e. invites you to throw rocks at windows, shares with you candy and gum stolen from the neighborhood store, helps you finish work so you can play, etc.).

Pupils give an ending to a story in which there is conflict. The ending of the story must avoid fighting or violence and stress fairness and compromise.

Make a mural of the neighborhood. Write stories about how neighbors help each other, babysitters, share food with sick and poor, clean vacant lots car pools, etc. Attach the stories to the people or their houses.

Make a map of your classroom.

Outline the school district on a map of Indianapolis.

Get pictures of stores or shopping centers in the community; list goods sold and the source of those goods.

Outline in various colors other communities with which the pupils are familiar.

Use builders or lumber company pamphlets to show styles of homes in Indianapolis communities.

Visit Monument Circle. Plan the trip in detail with the class.

Play Indianapolis, Indiana. Divide the class into teams. Give factual information that has been taught and pupils tell where and what. The team scoring the most points wins. (i.e. The male is red; it flies. The answer CARDINAL, the state bird - Indiana).

Use museum displays which give pupils an overview of other cultures.

Pupils make homes used by people in other parts of the world; cotton balls for Arctic homes, rough sticks - straw - dried grass for Jungle homes.

Plan a trip to another state by bus. Use maps, pictures of the bus terminal, schedules, fare price list, length of stay, etc.

Plan a trip to another country by phone.

Display travel posters.

Display models and pictures of types of transportation with which the pupils are unfamiliar.

Use "Telezonia Unit" from Indiana Bell Telephone Co. Educational Representative.

Arrange a display of different kinds of mail, regular, air mail, special delivery, packages.

Write a letter to a pupil in another country.

Use TV and radio listings to learn time concepts, month and day, names of stations, peoples names and words.

Simulate a TV or radio broadcast.

Pupils take turns giving a "Current Event" from items taken from the paper.

Make a chart classifying the sections of the newspaper. List the important information to look for in each section. Note errors in newspapers to point out that pupils must use judgment in believing everything they read.

Write stories about other types of communication, Morse Code, satellite, smoke signals, flags used by the navy, sign language used by the deaf.

List the jobs you are responsible for at your home.

Role play the kinds of jobs you do at home or for someone else.

From the library select a book that tells about the kind of job you would like to have. Give a report.

Make a display of different types of banks.

Start a pupil's saving club.

Make a chart classifying "Needs - "Wants".

Pupils use a checklist so they may realistically determine their job qualifications. Such questions are asked: Are you strong? Are you fast? Can you find your way on the bus? Can you make change?

List the sources and types of help for people without income.

Have "Officer Friendly" talk about people who break the law to get income.

Write the name, address, and telephone number of your mother's job/ your father's job.

Make a scrapbook of pictures of jobs done by people in other lands.

Make a bulletin board showing how some jobs were done in past years: blacksmith, cultivation with hand plow and horses, spinning wheel, weaving, butter churn, pony express.

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CHECKLIST	
	Yes No
1.	
2.	
3.	
4.	
5.	

INTERMEDIATE LEVEL---SCIENCE

The program in science for intermediate EMR pupils is an extension of the primary program. Some of the same units are taught. However, the intermediate program presents concepts which are less generalized and require a higher level of application. Development of the pupils' processes of observing, classifying and assimilating is given more specific attention.

Here, too, as at the primary level, science skills and their sequence are dependent upon the interest and ability of the pupils as well as the science unit to be taught. However, at this level pupils are usually more able to participate in performing simple experiments.

To continue growth in scientific learning the following criteria is suggested:

1. To develop an interest and appreciation for the natural and physical world.
2. To increase awareness to the point that some natural curiosity may be developed.
3. To improve problem solving ability.

A detailed outline of units to be presented follows. Activities begin on page 116.

FIRST SEMESTER

Insects

Sounds

Weather/Seasons

Earth/Sun

SECOND SEMESTER

Magnets

Birds

Foods

Plants

I. INSECTS

1. Physical characteristics--insects are animals with distinct physical characteristics.
2. Recognition of types of insects.
3. Classification of helpful and harmful insects.
4. Proper procedures for destroying harmful insects.

II. WEATHER/SEASONS

1. Clouds are made from water in the air.
2. Different types of clouds forecast different types of weather.
3. Rain and snow come from clouds.
4. The temperature of the air helps us know if clouds will bring rain or snow.
5. Sources of weather information.

III. FOODS

1. Classification of foods: meats, fruits, vegetables, grain items, etc.
2. Differentiate between junk foods and healthful foods for good body development.

IV. SOUNDS

1. Make discriminations between various sounds.
2. Differentiate between pleasant sounds and noise.
3. Noise pollution can damage ears: radios and record players are sources of pollution if used improperly.
4. Vibrations make sounds.

V. EARTH AND SUN

1. North, south, east, west, up, down. Directionality is a prerequisite to teaching earth and sun concepts.
2. The earth is round.
3. Air and space are around the earth.
4. There is water on the earth; creeks, rivers, lakes, seas, oceans.
5. The sun warms the earth.

VI. MAGNETS

1. Magnets attract only iron and steel.
2. Magnets vary in size and strength.
3. Magnets can pull through some materials.
4. The compass needle is a magnet.

VII. BIRDS

1. Recognition of various common bird species: robin, cardinal, blue jay, etc.
2. The male bird is usually much prettier than the female.
3. Birds have feathers, beaks, etc.
4. The Indiana state bird is the cardinal (combine concepts concerning Indianapolis and Indiana.)

VIII. PLANTS

1. Distinguishing characteristics: leaf, stem, root, etc.
2. New plants are started from seeds, bulbs, spores, etc.
3. Plants require care, light, water, soil.
4. Plants are used for beautification and shelter.

INTERMEDIATE SCIENCE ACTIVITIES

Make an insect collection with stocking boxes, cotton and plastic wrap.

Make a picture chart showing the characteristics of insects.

Use a magnifying glass or microscope to examine insects.

Write an experience chart about destructive insects, termites, mosquitoes, flies, etc.

Make an insect cage with an oatmeal box, wire and brads.

Make a list of insecticides. Give oral reports telling how they are used.
Know some of the weather bureau symbols:

Write to the United States Weather Bureau for information.

Invite a TV weatherman to talk to you about the radar weather report.

Invite an exterminator to talk to your class.

Take turns reading daily weather reports from the newspaper.

Draw different types of clouds.

Do experiments to show that water evaporates. (Wet the chalkboard with a sponge; watch the water go into the air--drying).

Do experiments to show that clouds make rain and snow.

Keep a weather wheel using United States Weather Bureau Symbols.

Dramatize a television broadcast showing the weather report.

Make a miniature greenhouse to show how food plants grow.

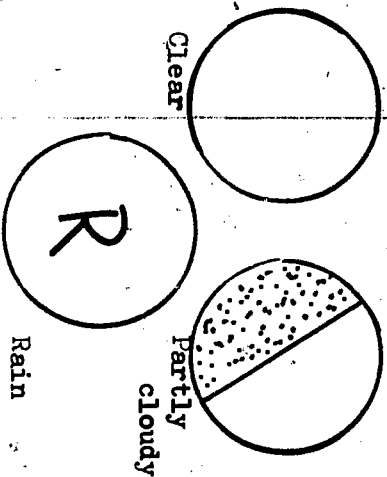
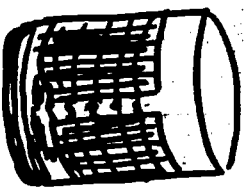
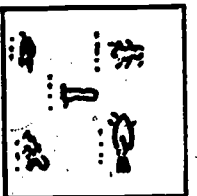
Make a collage of your favorite food.

Collect various seeds. Examine the seeds, they may be used for a bulletin board display. Each group will be put under its specific title.

Cereals that are made from the seeds may be added to the display.

Ex. WHEAT: Wheat Chex, Puffed Wheat

CORN: Corn Flakes, Corn Chex



Play "Fishing for Food". Pupils pick fish from a box. Each fish has a picture of some type food on it. Pupils classify the food: meat, fruit, vegetable, grain, etc.

Use cutting charts from the meat department of the supermarket to locate the parts of cattle and hogs.

Make a TV presentation about hamburger, from cattle to supermarket.

Write chart stories telling the sources of hot dogs, ice cream, milk, cheese and butter.

Put a new nail in a jar of Coca-Cola. Put a top on the jar and leave it overnight. Observe the nail. What happened to it; are too many soft drinks good for the body?

Imitate animal sounds.

While on the playground have a pupil beat a drum near the class. Have him continue beating as he walks to the other end of the playground. Draw a comic strip showing what happened.

Make a scrapbook of pictures of noise: sounds heard in the environment.

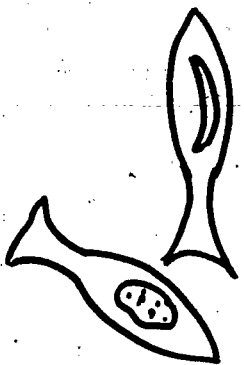
Invite the speech therapist to your class to explain what happens when ears are exposed to noises that are too loud.

Strike, listen, and observe a tuning fork to understand sound vibration.

Read comic books about space ships.

Relate shape of earth to a globe.

Make model boats, tanks and ships.



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Use inch squared paper to teach north, south, east and west. Have a designated starting point. Give directions to the pupils and see if they end up at the proper finish point. (i.e. two blocks north, three blocks west, etc.).

Point out lakes, rivers, oceans on the globe.

Draw a picture of a sunrise and a sunset. Write the directional location.

Pick up as many items as possible with your magnet; count them. Who has the largest number?

Write a magnet table play. Make characters and attach a piece of iron or steel to the under costumes. Make the characters move by moving your magnet under the table.

Make magnet toys. Magnetize a number of small needles. Cut fish, ducks, etc. from construction paper. Stick needle through toy into a small piece of cork. The animals will float on water and the magnets will move the toys backward and forward.

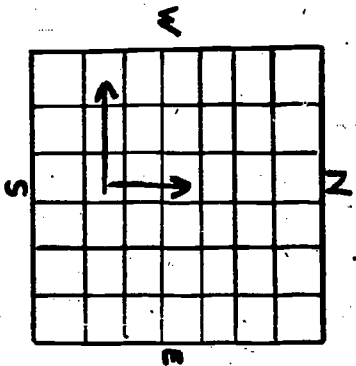
Place a pocket compass in the palm of one hand. Move the magnet about under your hand. Observe the compass needle move.

Identify common birds shown in the museum displays. Compare pictures of male and female birds of the same species. Write a paragraph describing the coloring.

Draw a bird in your "Science Notebook" label the body parts.

Have a bird identification race. The teacher holds up a picture of a bird; one person from each of two teams race to the chalkboard and writes the birds name. The first team finished with correct identification wins.

"Ride a Rocket" game. The teacher draws a large half-moon and a rocket pointed toward the moon on a chart. Several pictures of birds are placed at different intervals around the outer edge of the moon. One pupil goes to the board, takes a pointer, points to the pictures, and sees if he can name them correctly. If they are all named correctly he will get his name placed on the rocket. Each child is given a chance.



Play "Bird Lotto". The teacher pronounces a list of words. When a pupil has three words in a row, across or down, he yells "Whoopee".

Make a chart classifying helpful and harmful birds. Make birdhouses for the helpful birds.

Make flower puppets. Have the puppets describe their body parts: roots, stems, leaves, flower.

Make a flower seed and vegetable seed collection.

Grow a plant from a cutting leaf or bulb.

Place a mask on a large leaf of potted plant. After several days remove the mask and examine the leaf. Do plants need sunlight?

Color a carnation. Cut the end of the stem of the carnation. Place the flower in a glass of food coloring. Put the flower in the sunlight. What happened? Do plants need water? Does water travel through plants?

Make pictures from leaf blue prints. Place a leaf on blueprint paper. Hold the leaf in place with plate glass. Expose to the sun for two or three minutes. Develop by dipping in clean water.

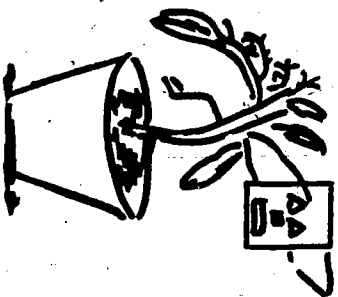
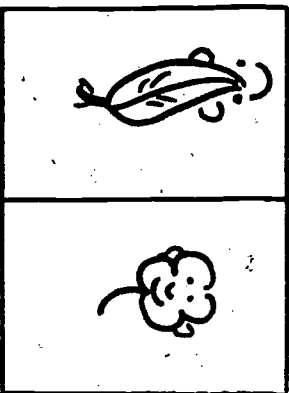
Plant a flower box outside your classroom window.

Make a scrapbook of tree leaves and evergreen needles. Label the leaves.

Find a newly cut tree stump or the picture of a tree that has been cut down. Count the rings to see how many years old the tree was.

Have a class project where each pupil tells a part of the story of how trees become lumber and lumber becomes furniture; parts of a building, etc.

Robin	Cardinal	Blue Jay
Blue bird	Wren	Sparrow



INTERMEDIATE LEVEL---HEALTH

Health units at the intermediate level are designed to help the EWR pupil understand how to care for himself on a practical basis. Many children, especially in the 11 to 13 age group, work in the home; many care for younger brothers and sisters. Some help with the family laundry while others have to do it independently. It is during this age span that bodies are changing and diseases and social infections are likely to occur. Smoking, alcohol consumption, coffee consumption are also activities of which they are well aware.

It is necessary that they learn the proper way to maintain good health and that they know what activities to avoid and that they know where to go for help if they should need it. The important understanding is they must be free of fear. The pupils must not be frightened to seek help should it be needed. The outline of health units and activities follow.

FIRST SEMESTER

Personal Grooming Nutrition

SECOND SEMESTER

Growth Diseases
Medical Helpers

INTERMEDIATE LEVEL--HEALTH

I. PERSONAL GROOMING

1. Daily cleanliness: body, teeth, hair, nails.
2. Toilet articles that may be used: deodorant, hair preparations, etc.
3. Attractive hair styles for boys and girls.
4. Clear skin--result of proper diet and cleanliness.
5. Clothing care: press clothes, determine proper setting of heat control on iron for various types of materials. Clean, polish and repair shoes.

II. NUTRITION

1. Types of food needed for proper growth and body functioning.
2. Establishing good eating habits: care in over eating, chewing well, balance diet.
3. Types of food that cause tooth decay.
4. How foods spoil/refrigeration.
5. Preparing simple dishes: soup, popcorn, sandwiches, etc.

III. GROWTH

1. The five senses: seeing, hearing, tasting, smelling, feeling/touching.
2. Care of sense organs: foreign objects, glasses, hearing aids.
3. Care of teeth: primary teeth, permanent teeth.
4. Rest and exercise, aids to growth, body changes as it grows.
5. Affects of coffee, smoking and alcohol on growth.
6. Awareness of major body parts: brain, heart, lungs.

IV. DISEASES

1. Colds: prevention and care.
2. Infections: on scalp, sores, care and prevention of these.
3. Childhood diseases: immunization by school nurse or doctor.
4. Diseases from pets: prevention and care.
5. Contact some authority figure if pain or sickness is felt.

V. MEDICAL HELPERS

1. Doctor
2. Dentist
3. Nurse
4. Optometrist
5. Neighborhood Clinic
6. Hospital

INTERMEDIATE HEALTH ACTIVITIES

- Pantomime personal grooming routines for morning and before bedtime.
- Point out other times for grooming; after a lot of physical activity, before going out on a special occasion, etc.
- Make a display of necessary toilet articles.
- Make a bulletin board showing various hair styles and their care.
- Act out television commercials that advertise products for skin care.
- Have a style show to exemplify the total look of clothing care.
- With different types of materials, experiment with different heat settings on the iron.
- Make a bulletin board categorizing the types of needed foods. Pupils put pictures under: Build Strong Muscles, Teeth and Bones, Furnish Heat and Energy, Help Elimination, Protects Health and Builds Body.
- Make puppets from food cartons and cans.
- Have a "Chewing Party" using apples, carrot sticks and celery.
- Keep a week's menu of everything eaten.
- Make a display of types of food eaten in other countries or cultures.
- Make a luncheon menu; set the table properly and prepare the lunch (soup, sandwich and drink).
- Role play situations where a sense function has been lost (cover eyes, use ear plugs, cover hands with gloves).
- List the factors which may be injurious to each sense organ.
- Make up rhyming words or poems which exemplify care of sense organs, (wearing your glasses help you to get passing grades).
- Make a giant paper mache tooth. Use it to demonstrate proper tooth care.
- Write a chart story telling the meaning of the word "cavity".
- Make a "Sleep Chart".
- Use an anatomy kit or an overlay to show the heart, lungs and brain.
- Use "Smoking Sam" from the Tuberculosis Assn. to show lung damage from smoking.

To demonstrate that germs are ever present, although they can't be seen, look at slides through a microscope.

Make posters showing how germs spread.

Have pupils identify teaching pictures that show examples of impetigo, pink eye, etc. Have them report immediately any cases they see.

Take a trip to the nurse's office. Have her show what she does and the things she uses.

Pretend to teach your little brother or sister how to blow his or her nose and dispose of the tissue properly.

Have the librarian read to you about the various diseases humans may contact from animals.

Invite a veterinarian to speak to your class.

Make a picture story and describe how you care for your fish, dog, cat, turtle, bird or other pet. Tell how you protect your health while caring for the health of your pet.

Make a field trip to the neighborhood clinic.

Decide what medical helper you would like to be. Make a paper film strip of the duties you would perform.

INTERMEDIATE LEVEL--SAFETY

The society of today allows a number of freedoms to children at an increasing younger age. Because of this, many EMR children are about the community mowing lawns, babysitting and doing other odd jobs to make money, while others have great home responsibilities. Some of those in the 12-13 year old age group are able to stay out until curfew with full knowledge of their parents. The majority of pupils ride bicycles, go-carts. or motorbikes during their free hours.

Mentally retarded children may not be aware of the many hazards that accompany such freedoms. Therefore, the teacher has an obligation to point out these dangers in her development of the safety curriculum. Safety practices must be a part of daily activity. Understanding of safe practices at home, at school, at play, and in moving vehicles by EMR pupils is most necessary. Instruction in pedestrian and bicycle safety must be continuous.

A part of the safety program must be the role of the law enforcement officer and the agency he represents.

On the following page is a detailed outline of safety units.

FIRST SEMESTER

Safety in the Home Safety at School

SECOND SEMESTER

Safety in Traffic Safety in the Community
First Aid

I. SAFETY IN THE HOME

1. Lawn mowers are tools
 - a. electric start
 - b. pulley start
 - c. removal of rocks and glass before cutting
 - d. keep body parts away from blades
2. Food preparation
 - a. when using a knife cut away from the body
 - b. when using the stove turn utensil handles toward the center of the stove
 - c. when washing dishes put a few dishes in the water at one time; prevents breakage
3. Garage and Basement
 - a. throw away old newspapers
 - b. keep paint cans covered
 - c. hang up garden tools

II. SAFETY AT SCHOOL

1. Follow rules in using playground and sports equipment.
2. Playful jokes such as tripping others or showing off Kung Fu abilities can cause serious accidents.
3. Courtesy in the cafeteria can prevent burns, soiled clothing, and other accidents.
4. Traffic boys and girls have responsibilities.

III. SAFETY IN TRAFFIC

1. Hooking rides on moving vehicles can have serious results.
2. Bicycles and motorbikes follow the same traffic rules as automobiles.
3. Walking or bicycling at dusk or at night demands certain precautions; light clothing, flashlight, travel in two's etc.
4. Running in out of parked cars is very dangerous.

IV. SAFETY IN THE COMMUNITY

1. Report to authorities any persons attempting to give or sell candy, pills or objects of any sort.
2. Use the "buddy system" when swimming and swim only in authorized areas.
3. Curfew laws are to be obeyed for your own protection.

IV. SAFETY IN THE COMMUNITY

4. Proper conduct is expected in public places: parades, restaurants, movies, etc.

V. FIRST AID

1. HERMAN HOGLEBOGLE SAYS: PREVENT ACCIDENTS

- a. falling over objects
 - b. tripping over toys
 - c. riding with one hand on the handlebar
 - d. arms sticking out of bus
2. Simple first aid techniques for:
falls, cuts, burns, bruises
3. Call the police, rescue squad or doctor for automobile accidents

INTERMEDIATE SAFETY ACTIVITIES

Use catalogs from department stores or hardware stores to cut and paste various types of lawn mowers and tractors.

Draw a picture of the part of your home where the lawn mower is kept (basement, garage, outside storage, barn, etc.).

Make a list of the boys in class who make money cutting grass, who help their fathers cut grass or who have driven a riding lawn mower.

List dangers of mowers.

Carve soap to practice safe use of knives.

Read the Boy Scout safety rules concerning use of knives.

Make pot holders and role play proper cooking habits.

Make an inspection checklist to determine the safety level of your garage.

Keep a "Safety Notebook". Have a picture and a story describing safe play with ropes, how to drop a bat, how to tag a person, how to throw a ball when playing dodge ball, how to swing on bars, etc.

Assign a safety engineer to your classroom who reports on unsafe conditions such as desks being too close together, water on floor, umbrellas in wrong places, pencils and crayons on floor, etc.

If there is a traffic boy in your class he can be responsible for reporting infractions of such rules as rest room safety, drinking fountain politeness, cafeteria behavior, etc. Pupils role play incidents and point out proper behavior.

Play "Follow-the-leader". A pupil is chosen to lead the other pupils in practice of fire drill and security drill procedures.

Use milk cartons to make traffic signals, curd board to make other traffic signs. Pupils write and direct a play showing bicycle rules, jay walking violations, and proper street conduct.

Invite Officer Friendly to talk to your class.

Make a table map of the school community. Mark the safe routes to the homes of various pupils. Learn the names of the streets that are near the school.

List the rules of safe walking.

Pupils may make license plate flash cards and practice remembering them to facilitate identification of suspicious persons in the neighborhood

Fill out bicycle registration cards.

Make a bicycle safety checklist.

List the unsafe places in your neighborhood. Write chart stories telling what could be done to make them safe.

Make hand puppets. Have them show water accidents while swimming, while boating or fishing, or while playing close to creeks and gravel pits.

Make a comic strip showing the hazards that are likely after dark.

Make clock faces showing (1) the time you should be in the house, (2) the curfew hour by law.

Make a display of items needed for a first aid kit.

Have an older brother who is in the Boy Scouts talk to the class about first aid.

A pupil demonstration may show how to wash a small cut with soap and water to avoid infection.

Draw pictures of people with black eyes to gain understanding of the nature of bruises. Show how bruises are treated with ice or cold water.

Play "Red Hot Toss" to show that minor burns may be treated with cold water. Pupils stand in a circle passing a ball; when the leader says "stop," the person holding the ball is burned. The burned person puts his hand to soak in a pan of cold water until the next person gets burned. Then he wipes his hand and takes his seat. The last person standing wins the game.

Make "Accident Prevention" posters.

Role play all the ways that have been learned to get emergency help, telephone, calling a neighbor, breaking glass in a fire box, finding the security guard or police, etc.

JUNIOR HIGH LEVEL---LANGUAGE ARTS.

At the junior high level, intellectually, many pupils will reach their maximum vertical growth. Also in the near future they will be leaving school and taking their place in the community. Therefore, the language arts program is geared to be work-oriented in nature with emphasis on those activities and experiences which make skills functional. Although, if possible, previous language arts developments should be continued at higher conceptual levels. The goal is the promotion of appropriate concepts designed toward achieving occupational preparedness.

READING capacity will probably range from beginning to fourth grade. Stress should be placed on independent reading and comprehension skills in order to make those skills functional at whatever level the pupil is working.

WRITING goals are legibility and ease of performance in all writing situations.

SPELLING must consist of words that pupils need everyday to communicate. On the following pages are lists of everyday words and survival words that are necessary to their well being.

ORAL EXPRESSION is geared toward the use of proper English, a pleasant speaking voice, and eye contact; all done with some degree of confidence.

Junior High level language arts activities are to follow. Refer to Scope and Sequence Charts for specific skills to be taught at this level on page 7.

SURVIVAL WORDS

KEEP OUT	ELEVATOR	HANDLE WITH CARE	WAIT
STOP	EMPLOYEES ONLY	HANDS OFF	WATCH YOUR STEP
GO	ENTER HERE	HELP WANTED	WET PAINT
CENTER LANE	EMPLOYMENT AGENCY	HOSPITAL ZONE	YIELD
PEDESTRIANS	EMERGENCY EXIT	HOSPITAL	LIBRARY
WALK	ENTER	HUNTING NOT ALLOWED	
CROSS	ENTRANCE	KEEP OFF	
BWARE OF DOG	EXIT	KNOCK BEFORE ENTERING	
BAD DOG	EXPLOSIVE	LABORERS WANTED	
RAILROAD CROSSING	FARE	LISTEN	
MEN	FIRE ESCAPE	LOITERING NOT PERMITTED	
WOMEN	FIRE EXTINGUISHER	LOOK OUT	
NOT ALLOWED	FIRST AID	LOST	
DANGER	FOR SALE	MEN WANTED	
LADIES	INFLAMMABLE	NEXT WINDOW	
GENTLEMEN	KEEP AWAY	NO ADMITTANCE	
BOYS	KEEP MOVING	PAY AS YOU ENTER	
GIRLS	NO ADMITTANCE	OUT	
CURVE AHEAD	NO LEFT TURN	OUT OF ORDER	
CAUTION	TURN ON RED ONLY	PARKING METER	
WALK WITH LIGHT	NO TURN ON RED	POISON	
DO NOT WALK	NO PARKING	PRIVATE	
SCHOOL CROSSING	NO SMOKING	PUBLIC TELEPHONE	
BANK	NO STANDING	PULL	
BELL OUT OF ORDER	NO TRESPASSING	PUSH	
BOY WANTED	OFFICE	QUIET	
BUS STATION	OPEN	RESTROOM	
CITY HALL	OUT OF ORDER	SHELTER	
IN	BUS STOP	TAKE ONE	
KEEP TO THE RIGHT	FOR RENT	TICKET OFFICE	
ONE WAY	FOUND	THIS WAY OUT	
CLOSED	LOST	THIS SIDE UP	
C.O.D.	FRAGILE	TOLL	
CREDIT MANAGER	FRESH PAINT	USE OTHER DOOR	
DENTIST	GASOLINE	WANTED	
DOCTOR	GIRL WANTED	UP	
PHYSICIAN	GLASS		

7th and 8th GRADE BASIC SPELLING LIST

a	able	act	about	alarm	after	again	all	already	anywhere	aren't	among	also	always	am	an	and	another	any	airport	are	around	as	asked	at	ate	aunt	away	bathe	ball	battle	beach	baby	be	because	bed
business	birthday	baby sitter	bandage	been	before	best	better	big	black	book	box	boy	bring	brother	brought	but	by	buy	broken	blouse	call	came	candy	car	cat	children	Christmas	class	close	cold	come	could	country	cousin	cafeteria
carpet	cash	crackers	crime	curve	certificate	city	coney	daddy	day	dear	did	didn't	dinner	do	dog	doll	don't	door	down	direction	divide	dishwasher	dangerous	directory	doctor	downstairs	dozen	dead	each	eat	ever	every	elevator	employment	
education	eraser	father	feet	fell	few	find	fine	fire	first	fish	five	food	for	found	four	friend	from	fun	fast	false	fifteen	fourteen	frankfurter	gave	get	girl	give	glad	go	good	got	grade	great	gum	
garment	grease	grocery	gasoline	had	happy	hand	has	have	he	head	heard	help	her	here	him	his	home	hope	hot	house	how	hamburger	hire	hazard	husband	hotel	I	ice	if	in	into	is	it	isolate	



just
janitor
joke
jump
January
June
July
job
joy
judge
keep
kind
know
key
kill
knife
kit
land
last
let
letter
like
little
live
long
look
lot
love
loot
lemon
leak
laundry
lemonade
lesson
legal
label
made
make
man
many
May
may
me
men
milk
Miss
Mrs.
Ms.
Mr.
money
more
morning
most
mother
much
must
my
maintenance
minor
manners
milkman
mailman
movies
multiplication
month
macaroni
messenger
name
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October
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oil
prison
queen
queer
quiet
quit
quite
read
ran
ready
red
ride
right
river
room
run
racial
said
Saturday
Sunday
summer
spring
swim
saw
say
school
see
set
she
should
show
side
sister
sleep
snow
so
some
something
please
program
playground
poor
pitcher
pancake
peach
president
prayer
put
pretty
play
place
pet
people
party
oil

sometime
soon
start
stay
sure
stock
strawberries
sidewalk
subtraction
spinach
state
shirt
skirt
spelling
string beans
take
teacher
tell
than
that
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them
themselves
then
there
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think
this
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three
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time
to
today
told

too
took
town
tree
two
telephone
tractor
tomato
trousers
thimble
under
until
up
upon
us
used
United States
understood
understand
vitamins
very
visit
voice
Valentine
vegetable
vine
vacancy
vacation
vocation
war
waiter
writing
wax
wipe
wardrobe
want
water
winter

way
we
walk
well
went
were
what
when
where
which
while
white
who
will
wish
work
would
year
you
your
zipper

JUNIOR HIGH LANGUAGE ARTS ACTIVITIES

GROSS MOTOR

Have pupils set and balance on a bicycle.

Pupils lie flat on the floor and push up entire body with the arms, keeping the knees straight.

Lay out a cross-country run (around school, across field, etc.).

Mark out running area for sprinting and catching football while in stride.

Pupils may run while bouncing a ball.

Use bamboo poles or small javelins for different muscle development.

Throw football straight, running throws, throwing into boxes.

Play dart board games from varied distances.

Pupils can do individual dance steps. Do modern dancing to contemporary tunes.

Dance two-step to a variety of music.

Pupils can dance to "mood music".

Pupils can teach a dance step to another pupil.

FINE/SENSORY MOTOR

Hit ping pong balls against wall to rhythm.

Leader calls letters of the alphabet and pupils attempt to create letters with body positions.

Assemble assorted nuts, bolts, washers, simple models and puzzles.

Practice typing.

Repeat phrases exactly as teacher says them.

Teach rhythm to current dances.

Keep a hula hoop going to rhythm of music.

Do swimming strokes and water movements.

Teach paddle tennis.

PERCEPTUAL MOTOR/AUDITORY

Teacher reads a list of words, pupils are to listen for and count all words with certain initial consonants, long or short vowels, sounds, blends, etc.

Use Bingo cards and a set of word cards such as "Survival" word cards.

The caller calls out a word beginning with "b" the pupil places a chip under the "b" word.

Stand behind the pupil and tap a popular rhythm that he repeats without looking.

Read a sentence to the pupil and emphasize one word. Ask the pupil to pick out the emphasized word. Then ask the student to give a word which is opposite in meaning to the emphasized word. Have him use the word in a sentence.

Have pupils discriminate between words that sound radically different such as: elephant, boy; elephant, baby; wagon, flag; tree, baby; lemon, lime, etc.

Now have pupils discriminate between words that sound more nearly alike such as: tar, car, pat, pet, dial, guile.

PERCEPTUAL MOTOR/VISUAL

Using a camera---the pupil is taught to assume different positions in full length mirror, take photo-view pictures.

Using an old photo---pupil can identify self by name from a partial picture.

Pupils should be able to locate internal organs and their functions.

Pupils should be able to trace and copy heart, lungs, brain, etc.

Reproduce tangrams the teacher has made for you.

Attach the nuts and bolts to the board from smallest to largest.

Remove nuts and bolts from board from smallest to largest.

Have pupils in shop to turn screws in wood.

Have pupils to hammer nails into wood; one piece on top of another.

Use templates for tracing animals, geometric shapes, etc.

IDENTIFIES LIKES AND DIFFERENCES

Teacher passes out a mimeographed sheet of words, the pupil draws a line under the word that is different.

Pick your address out of a series of addresses on the board.

Your telephone number is written on the board with many others; go circle it.

Teacher has pupils find two letters on the board that look alike. They are to mark these.

Children decide if pairs of written words are alike or different such as these listed in picture.

br	cr
dr	br

135

WORD RECOGNITION

Have pupils bring in empty containers. Label containers. Good experience in the use of words. Bringing labels from empty cans is also a good exercise in reading. Be sure they are able to recognize where each label belongs.

Prepare charts of cards with key sentences using difficult sight words such as: where, when, who, what. Put the hard sight words in the middle of the sentence as: "Tell me what time is it." Pupils read silently and then respond.

Circle the beginning blends in the words below.

Example: blouse, flight, flower, crash, glass, branch, etc.

After studying final blends the teacher will have the pupils circle the final blends in the following words: thank, task, flash, black, stamp, etc.

Listen carefully to the words the teacher says. Circle the word in each group that matches the vowel in the words she is saying. Ex.: bag, bit, red, dot, cut.

With the help of the teacher find strange rhyming words (different spelling). Coal, pole, bowl, soul, troll, whose, choose, stews, blues, smile, style, I'll, trial, etc.

Have pupils copy verses from current song hits. Underline all the vowels. Count these and determine how often the same vowel appears in a word.

Create your own crossword puzzles. Choose a subject. Subjects can be varied. Example: bicycle would include such words as pedals, spokes, wheel, fender, tires, etc.

From words put on the board by the teacher change all of the singular noun ending in f to plural nouns. Use new word in a sentence.

From a short story in your reading book make a list of all words ending in ed, er, ing. Place in right column. Write the root word next to each. Draw a ring around the root word ending in a silent e and use each in a sentence of your own.

List ten words which have prefixes. Divide them into syllables.

List ten words which have suffixes. Divide them into syllables.

Write on chalkboard a list of new words and direct class to arrange in alphabetical order. Write words from alphabetical list that would be found between each pair of guide words given below :

girl----gleam
rich----ring

Use dictionary guide words: list words from chalkboard and have pupils locate each word in a dictionary or glossary, write meaning, and record guide words on page used to locate word.

List main ideas of a story (any order). Exchange papers and re-arrange in sequential order.

Cut up a comic book story or comic strip which is complete. Exchange with others to see if they can put the pictures in order.

Locate capital words in a paragraph or series of paragraphs.

List as many words as you know which end with d. Write a short story using these words. Use the same activity with the final consonants b, l, m, n.

Perceiving long vowels in final e words write on board and have pupils pronounce: mill-mile, hop-hope, at-ate.

Write on board vowel digraphs such as oa, au, aw, ow. Have pupils find words that include these.

Each pupil is to make a group of cards with words containing the diphthongs and is to divide them into piles according to sound. Diphthongs: oy, ow, ou, ew, etc.

Write words on the board that have the soft c. Example: city, circus, bicycle, circle, etc.

Write words on board which have hard c. Such as: cat, car, cost, cow.

In a group of categories of animals, fruits, clothes, jobs, furniture, etc. have one thing that does not belong. Put a line through it.

List words that have more than one meaning and have the pupils write two or more sentences showing different meanings. Ex.: brand. It is a brand new car. The cowboy put a brand on the steer.

Write a list of words on the board and have the pupils find synonyms for them.

Synonyms	
1. pretty	
2. odd	
3. ugly	
4. thin	
5. soft	

Place the following two lists on the chalkboard. Have the pupils match the words that are antonyms and write sentences to prove that the words are opposite in meaning.

Afterward	homely
handsome	more
less	thin
stout	before

Using a bingo card, made by the teacher with homonyms on it, have the pupils cover the correct match that is flashed by the teacher.

Find five long compound words in a story. Use each one in a sentence you have made up.

Continue drill and emphasis on use of capital letters (beginning sentences, proper names and places, addresses, holidays, titles, etc.)

Give emphasis to identifying and utilizing simple marks of punctuation (period at the end of statements and after abbreviations, question marks at the end of questions).

Have class list as many abbreviations as they can think of in 15 minutes.

Continue drill and emphasis on the contractions.

COMPREHENSION

Encourage pupils to notice common signs such as "DANGER", "EXIT", "RESTROOMS" in everyday living.

Have pupils name an object or action shown in a picture and have them copy the word that corresponds with the picture.

Have pupils make signs and posters using environmental words.

Have available library books and booklets on reading at the interest level of the children.

Form book clubs. Lead children to find facts and draw conclusions.

ate	won	see
sail	him	too
eight	one	see
solo	hymn	two

Make miniature books of the books the pupils have read.

Pupils might create a class museum in which to exhibit objects associated with stories and articles read or having been read to them.

Role play monster stories they have read.

STUDY SKILLS

Pupils put together simple sentences.

Make new words by adding initial consonants.

Pupils make charts showing their own concept of synonyms, antonyms, homonyms.

Write sentences using correct punctuation.

ORAL LANGUAGE

Prepare oral reports on great persons.

Plan an oral discussion on anger, confidence, ridicule of others.

Have pupils repeat the alphabet.

Act as a host or hostess in your room, making introductions.

Explain to a new classmate how to get to the library in school.

Answer the telephone and take a message properly.

Pretend you are a recording star and do a talk show.

Role play you have been hired as a stock clerk. How do you speak to your employer?

You work as a short order cook and you have to answer the phone to take an order. How would you go about it?

Use the telephone to make an emergency call. What would you say?

You are being interviewed for your first job. What are you going to say?

Are you going to remain silent? Are you going to shake your head when asked a question? Or just what are you going to do?

With the use of puppets pretend you are the employee someone else is the employer.

Pupils may give a choral reading of a poem to another class.

Strengthen good listening habits by playing oral games. Let the leader give directions to the other pupils.

Have pupils choose topics for discussion such as: "What I would Do If I Were Principal", "My Excuse For Being Three Hours Late Getting Home From School" etc.

Teacher asks the class to pretend. "What would you do if....
...While walking down the street you saw smoke beginning to curl out from under a roof?
...You found out a good friend of yours was taking things from a store without paying for them?
...When hiking in the hills about 3 miles from any house your friend cuts his leg badly on some barbed wire?

APPLICATION OF LEARNING

Pupils should be able to fill out application forms.

Students should know how to send for social security cards.

Pupils are now able to fill out class cards.

Many of the pupils should be able to read newspapers.

Pupils should be familiar with buses in their neighborhood; fare, and destination.

Should be able to meet an employer and discuss a job.

Pupils should know how to enter any public place properly.

JUNIOR HIGH SPELLING ACTIVITIES

"Play Dictionary Game" A pupil opens a dictionary at random saying "I have opened the dictionary to the "ch" page". Each pupil then tries to name and spell a word beginning with "ch" (church, child, chicken).

One pupil writes on the chalkboard a word which begins with a silent letter as knife. Other pupils then see how many words they can write beginning with the same silent letter (know, knight).

Have each pupil make his own spelling book.

Start at the top of the pyramid with the letter a. The players take turns on adding another letter to form a new and longer word which will build the pyramid.

Help the pupils to see root parts in words ending in ing.

Present on the chalkboard a spelling list of words beginning with the same consonant.

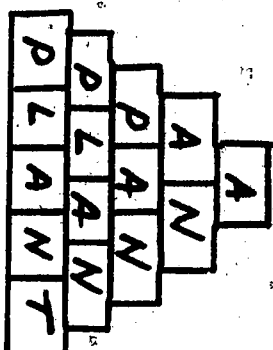
Develop ability to build new words from words already known.

Correlate word lists with words used in reading material and other subjects.

Strengthen recognition of compound words and the use of dividing into small parts for ease in spelling.

Reinforce spelling of days, months, holidays, and abbreviation given in previous levels.

Utilize the word lists that are in this book.



JUNIOR HIGH WRITING ACTIVITIES

Fill out an application blank for a job you are seeking.

Write your name (signature) on a blank check.

Write a check for some utility bill and sign it correctly.

Write a letter to your grandparents who live in another city using the proper heading, greeting, body, complimentary closing and signature.

Answer an ad. in the paper about a job. State your qualifications in cursive writing.

Be able to take class notes: you will have to in high school.

Write a homework assignment neatly.

Write a notice for a bulletin board telling about a basketball game to be held next week.

Practice various strokes in writing.

Know the proper way to head your paper for school.

Write a thank you note to a friend who sent you a puppy for a gift.

Keep daily records of the weather.

Send a note to a person asking him to visit you.

Make a list of foods you like.

Write a paragraph describing your school.

Write a few sentences about "A Person I-Like".

Develop habits of proper spacing and slant.

Copy a poem from the board. Be sure it is like your teachers.

Reduce the size of your writing to adult standards.
Practice writing the alphabet.

Have pupils write newspaper articles in their best writing.

Create a few lines about a pet you would like to have.

143

147

JUNIOR HIGH ARITHMETIC

The Junior High arithmetic program for the EMR children is designed to continue skill and concept learnings developed at the intermediate level. Pupils are taught to apply basic arithmetical skills in shop, home management and science classes. Next, stress is placed on skills of association, relationships, generalization and retention in order to help pupils become aware of arithmetical skills and concepts needed in wor situations.

Arithmetic activities geared toward these classes follow.

JUNIOR HIGH ARITHMETIC ACTIVITIES

Teacher will allow the pupils fifteen minutes to write the numerals from 1-1000. However, there is another part of the game. The pupils must also write them in Roman numerals.

Place Value Drill---Teacher prepares 30 squares. Number each card from 0-9, making 3 cards which show each number--"ones", "ten", "hundreds". Each pupil gets one card or several.

Each pupil takes turns in calling the number he would like to see formed. Example: 482---all holding cards needed to form the number does so. For more progressive students go higher numbers.

Have the pupils match words and numerals. Example: One hundred-fifty, seventy five, one thousand-twenty five, one million one hundred--150, 75, 1,025, 1,000,100 etc.

Write the words for these numbers: 2, 125, 196, 1,345, etc.

Have pupils write the numbers for these words: two hundred fifty 250, seventeen hundred 1700

Place Value Game: Use three sets of 9 cards each with the digits 1-9. Shuffle the 27 cards and deal 3 to each player. Each player then forms a 3 digit numeral, places his cards face down in order and declares (starting to the dealer's left and rotating clockwise) whether his number is high, middle, or low. Play the game in groups of three players.

Teacher prepares a mimeographed sheet for each pupil. Example: 2,149
3,502. There is a blank by each number. If the blank comes first write the numeral that comes before the number shown. If the blank comes last write the number that comes after the number. You may leave several blanks.

148-a

3
ones

3
tens

3
hundreds

Pupils may do the same exercise as on page 148 using Roman numerals.
Example: XI, _____, C, _____, XXV, etc.

Teacher passes out mimeographed sheet of hidden number names. The pupils are to find as many hidden numbers as they can on the sheet.

Write the hundred's numeral this is nearest to each: 89 _____, 535 _____, 890 _____.

Pupils should be able to arrange large numbers in sequence: 1410, 1060, 1285, 1216, etc.

Help pupils locate usage of Roman numerals: table of contents, chapter headings, clock faces, buildings, monuments, outlines, movie year of production, old nickels.

Teacher makes a deck of 52 cards, each with one of the following words on it: addition, plus, sum, addend, circle, rectangle, triangle, square, cup, pint, quart, gallon, etc. Shuffle cards and deal 5 to each player. Balance of deck face down on table. Turn up top card. Each player in turn tries to make a book of 4 related cards. He may take a card from the deck or the turned up one. As he finishes his turn he discards one card face up. Succeeding players may take all turned up cards or one from the deck. Winner is the one who first has an empty hand.

Here is a drill in addition and one in matching. First explain to the class they are to imagine that the letters of the alphabet have values from A-1 to Z-26. Once this is understood, ask them to solve the following problem as an example: What is the value of the letters in the word NUMBER? What is the value of your first name? etc.

Review addition facts taught previously.

Have pupils play mental games in addition.

Have pupils make a "Personal Expense" sheet. List expenses and tally how much is spent in a month.

Pupils can find the cost of two or more items that they would like to purchase and determine how much money they would come to and how much they would need.

Once three place numbers have been mastered proceed to 4,5. Explain 4th column and 5th column as thousands and ten thousands. Introduce comma between 3rd and 4th column as meaning "and".

Pictures of cars or what ever might interest the pupils with an example to be solved on the back. Hide pictures around the room. Players look for pictured items. As each is found the problem on the reverse side must be solved. The winner is the one who finds the most items and completes the addition problems correctly for each. This game may be used with any process of arithmetic.

Review concepts of subtraction.

Introduce zero difficulty in tens' place, ones' place, hundreds' place.

Find the cost of two or more items. Subtract total cost from amount of money presented to pay the bill.

Example: \$275.00 used car

25.00 bicycle

40.00 clothing

How much change should you receive if you pay the clerk with a \$500.00 bill.

You have a take home pay of \$200.00 from your job each week. How much do you have left after you pay transportation, utilities, food, rent and savings? Make up your own problems.

Have pupils make problems of practical nature that pertain to spending and balancing.

Two sets of cards each with numerals as you choose. Shuffle cards and divide them between players placing each stack face down. Each player turns up a card. The pupil whose card shows the larger number must give difference. This will be his score. Continue until time is gone or until cards are all turned up. Pupils may need help in computing final score.

Choose several types of cars from the advertising section of the newspaper. Look at the prices from different car dealers and compare prices of the cars you have chosen. Make a chart to show your results. Find the difference in prices from one car dealer to another.

Review previous facts in multiplication.

Each pupil should have multiplication tables until they are known and these are to be discarded.

Have pupils make problems such as: a phonograph record costs \$4.95. Find the cost of 10 or 40 etc.

Work with pupils in proper placement of first and second row numbers in initial products.

$$\begin{array}{r} 235 \\ \times 234 \\ \hline \end{array}$$

Use graph paper to aid keeping number columns in order.

Role play you had a job and compute it. You work 3 hours on Monday, 4 hours on Wednesday and 6 hours on Saturday. You earn \$1.75 an hour. If you are allowed to keep \$5.00 for yourself how much is left for your mother.

Find the wages for 40 hours of work for the following persons:

Kind of Job	Hourly wages
Carpenter	4.05
Painter	4.00
Janitor	1.95

Collect several want ads from newspaper. Determine cost of placing ads in paper. Make a display of ads and their costs.

WANT AD RATES	
1-3 issues	80¢ per line
4-5 issues	70¢ "
6 issues	60¢ "
7-10 issues	50¢ "

Review previous facts in division.

Have pupils dramatize and manipulate with concrete objects answers to realistic problems in division.

Use abacus and number line to teach division as an inverse of multiplication.

Stress the concept of remainder in division.

Use Calendar to create all sorts of number problems. "How many days are between today and the last day of the month? etc.

Take the mileage by road between some cities in Indiana.

Make games which are made up of numbers and geometric forms such as Bingo and Checkers.

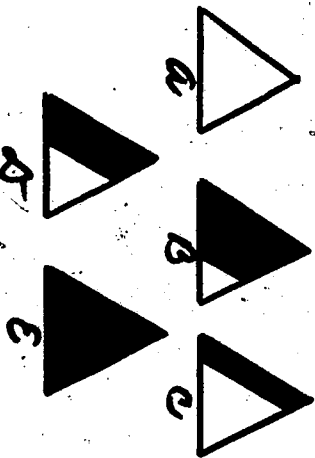
Have a class rearrange these five triangles by letter so that they form a logical pattern or plan. More than one answer is acceptable.

A pupil can find geometric figures all around him. CIRCLES: clock, face, cookies, pies, mirrors, wheels, coins; SQUARES: boxes, paper, table, cake; TRIANGLES: tepee, church steeple, piece of pie, evergreen tree; RECTANGLE: windows, doors, beds, buildings, etc. Have children make some of these.

Have pupils make drawings using geometric figures in decorating book covers, greeting cards, etc.

Bring into class different kinds of seeds that will grow indoors. Put them in 1/2 pint milk carton. Keep a record of the growth of the plants for two weeks. Measure plant (ruler) every three days.

Using Fahrenheit and centigrade thermometers find and record the temperature at the same time each day for a week. Make a chart to show the temperature.



Bring in various types of measurement. Find out how many cups are in the following: gallon, half-gallon, quart, pint, cup, etc.

Drop several different kinds of balls from the same height (baseball, basketball, golf, ping pong, tennis, etc.). Count the number of bounces, each ball makes until it stops.

Before opening or looking at a particular book have pupils estimate how many pages are in the book. Nearest estimate wins.

Learn to count from one to ten in Spanish or Italian. Example: one-uno, etc.

Discuss with pupils things which are divided equally at home. Things which are divided at school.

Display pictures of objects divided equally into halves, fourths, etc.

Use patterns for making circles; use rulers and yardsticks for measuring and drawing squares and rectangles.

Teach 60 minutes is one hour. Use half hour mark as dividing line between "past" the hour and "before" the next hour.

Explain how the length of a day is measured in hours. Show how a clock must make 2 complete revolutions to measure 24 hours; how time starts after 12 o'clock.

Explain the necessity of a saving and checking account.

Explain to pupils how money works for you in the bank.

Discuss how money is protected and insured in the bank and the danger of keeping large sums of money at home.

Reinforce the study of money from previous learnings.

Discuss credit and installment buying. Buying food and clothing in season.

Discuss with students reason for deductions of your pay check.

Use pieces of construction paper, 18"x14". Let pupils collect examples of the daily use of some of the arithmetic they have studied. Items can be grouped into such sections as round numbers, measurements, large numbers, graphs, banking, buying, fractions, geometric figures, etc.

Pupils should know the meaning of the following words: addition, borrow, carry, circle, cone, count, cube, decimal point, difference, dividend, division, fraction, inch, length, measure, meter, multiplication, number line, numeral, numerator, place value, plus, product, rectangle, remainder, Roman numerals, skip count, square, subtract, sum, times, triangle, volume, etc.

Pupils should be able to apply for and fill out checks, savings, deposits, make grocery lists, etc.

JUNIOR HIGH LEVEL---SOCIAL STUDIES

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At the Junior High Level it is recognized that little educational achievement can be expected from adolescent EMR pupils in learning the generalized abstractions of specific details of history, geography, government, economics or other recognized divisions of the social studies. However, it is felt that some exposure to these concepts need to be at this level. The nature of society today; the influence of media; the interaction between peoples of the world; the very restlessness of adolescent pupils make it necessary to give them an awareness of these divisions although emphasis is placed on civic, manual and occupational activities.

The goals of this social studies program is to broaden the interests and scope of the EMR pupil by building new concepts through the use of traditional units and approaches, while at the same time, strengthening behavioral attitudes to the point of independent self control.

The teacher is encouraged and expected to use a variety of methods and materials to enlarge upon the suggested outline. The skills that are to be outlined on page 18 and activities that may be taught are on the following pages. The teacher will explore for many more.

People Work Together	Community Life
City Life	Pollution
Transportation/Communication	Jobs
Personal Responsibility In An Adult World	

JUNIOR HIGH LEVEL--SOCIAL STUDIES

I. PEOPLE WORK TOGETHER

1. Define the concept of working together: avoiding conflict, tolerance, accepting results of ones own behavior.
2. Each pupil has a responsibility to his family and home.
3. People of different races work together.
4. People get together in many different kinds of groups based on similar interests: economic, political, religious, professional and cultural.

II. COMMUNITY LIFE

1. Goods and services are needed in the community, on farms, in small towns, big cities.
2. Foods are goods. Where do foods come from? Foods such as cattle, dairy products, meat, cereals, vegetables, fruits, etc.
3. Clothing products are goods: types of clothing.
4. Production of goods gives people work: shops, factories, offices, etc.
5. The growth of a community influences the population causing it to change.

III. CITY LIFE

1. We live in the city of Indianapolis.
 - a. people are the most important part of a city.
 - b. good transportation is vital to Indianapolis
 - c. there are many places of cultural, educational and historical interests within our city
 - d. Indianapolis, like many cities, has many problems to be solved
 - e. one way people work together in Indianapolis is through their city government: mayor, city officials
 - f. children play and go to school together in our city
2. We live in the state of Indiana.
 - a. Indians lived in Indiana years ago
 - b. the early settlers who came to Indiana were pioneers
 - c. the state has trails, rivers, roads, canals, etc.
 - d. Indiana is an agricultural state: corn, soybeans, wheat, oats, rye, barley, hay, etc.

- e. our state manufactures furniture, clothes, farm products, coal, natural gas, limestone
- f. animals such as deer, beavers, squirrels, bats, weasels, can be found in Indiana
- g. the Wabash, Maumee, and White rivers are located in Indiana

IV. POLLUTION

- 1. Streams and lakes have been polluted by man.
- 2. Air is polluted with smog, fumes from cars, smokestacks, jet planes, etc.
- 3. Forest fires, garbage dumps etc. cause land pollution.
- 4. Car horns, loud music, flying jets have caused noise pollution.
- 5. Pollution can be stopped if car manufacturers continue to build "cleaner" cars, new plants must be built that clean up waste, loud car radios, and record players are turned down, ugly piles of old cars removed from areas, cans, bottles and litter are taken off the highway, and streets.

V. TRANSPORTATION/COMMUNICATION

- 1. Our way of life depends on the types of transportation that is available.
- 2. It should be clear to the pupils that advances in transportation affected our way of life by increasing and expanding our opportunities and making it easier to satisfy our wants.
- 3. We have numerous modes of transportation: helicopters, airplanes, ships, boats, motorcycles, bicycles, buses, trucks, cars, etc.
- 4. We should know there is a difference in transportation in a large city compared with that of a small city. There are also different types of transportation in different countries.
- 5. Early communications were often in the form of grunts, growls, gestures, symbols, language, alphabet, telegraph, etc.
- 6. Later developments brought about telephone, radio, television, computers, picturephone.
- 7. People communicate in order to exchange information, ideas, attitudes, or opinions; to persuade, to inform, to inquire or to interest.
- 8. Pupils should know how to place a call and answer the telephone properly.
- 9. Pupils should know how to use telephone directories for emergency calling, local calling, outside local area, and general facts about telephone service.



VI. JOBS

1. Pupils should be familiar with jobs that are available in their area.

- | | |
|---------------------|--------------------------------|
| 1. Janitor's Helper | 11. Bodyman helper |
| 2. Stockroom person | 12. Bakery helper |
| 3. Night watchman | 13. Cleaner |
| 4. File clerk | 14. Bus boy |
| 5. Maid | 15. Refuse collector |
| 6. Salesperson | 16. Carhop |
| 7. Shipping clerk | 17. Linen checker |
| 8. Window washer | 18. Lobby maid |
| 9. Baby sitter | 19. Dishwasher |
| 10. Car lot person | 20. Orderly and many more jobs |

2. Reading, writing, oral language, arithmetic, and spelling are skills that are common to all jobs. Pupils should be well instructed in these subject areas before they accept employment. Regardless of whether they are working with food service, motor vehicle service, hospital, building and maintenance, factory, office, department store, a pupil should be able to manage the skills mentioned.

3. The following sources will help you find out about a job in your city: Indiana State Employment Office, friends and relatives, newspaper want ads, school employment service, phone books, companies and unions, social welfare agencies and guidance counselor.

4. Pupils should be familiar with certain skills needed to apply for employment.

1. Making an appointment
 - a. letter of application. Use typewriter if possible. If you do not type write clearly with ink
 - b. letter should be short
 - c. letter should tell job you are applying for and what skills you have
2. Telephoning
 - a. speak clearly so the person on the other end will understand what you are saying
 - b. use proper English and not a lot of slang
 - c. talk sensibly and do not giggle
 - d. be sure your mouth is free of gum and food
3. Personal Interviews
 - a. be early--never be late for a job interview
 - b. arrive 5 to 10 minutes early
 - c. tell receptionist who you are
 - d. tell her whom you wish to see

- e. be neat and clean. how you look at the interview is very important
- f. hands and nails should be clean
- g. clothes should be pressed
- h. hair should be neat
- i. do not dress in fancy clothes
- j. never chew gum
- k. be prepared -- take your Social Security card, birth certificate, driver's license (if you have one)
- l. school and work records
- m. bring addresses of friends (references) ask your friends before using their names
- n. listen carefully to interviewer
- o. do not discuss your home or financial problems
- p. do not brag
- q. do not hold back information on your skills that will help you do the job well
- r. be polite--be respectful
- s. do not get too chummy with the interviewer

4. Taking Skill tests--determining skills and personality

- a. do not let the tests upset you
- b. do your best
- c. try to relax

5. Interview tips

- a. do not get angry if you do not get the job
- b. ask about other job openings
- c. thank them before you leave

6. Important job factors

- 1. salary, tips, commissions, overtime, raises
- 2. location of job; need a car, public transportation
- 3. special benefits; hospital insurance sick leave pay, pension, retirement benefits
- 4. hours; time to be at work (day or night), shift work, holiday working, vacations
- 5. unions; "closed" shop, "open" shop, "union" shop

7. Job security

- 1. regular employment, temporary employment, fair employment practices

8. Job future

- 1. chance for advancement



9. Qualities of a good worker

1. honesty
2. dependability
3. able to get along with others
4. accepts criticism
5. cheerfulness
6. ability to adjust to changes and pressure
7. puts forth extra effort
8. ability to work without close supervision
9. acceptable grooming
10. shows respect for authority

VII. PERSONAL RESPONSIBILITY IN AN ADULT WORLD

1. Pupils must learn to use their leisure time properly.
2. Pupils should avoid crime. You do this by not running in gangs, loitering around public places; staying out late at night; standing on corners, stealing, etc.
3. Voting is a privilege we enjoy in the United States. It is a duty of a good citizen to vote.
4. To acquaint and impress upon the individual the rights and responsibilities of an American citizen.
5. The teacher must encourage desirable emotional controls among the students.
6. The teacher must encourage and teach social attitudes and skills; especially in relationship to the family and community.
7. Discuss the kinds of behavior that stimulate friendships.

JUNIOR HIGH SOCIAL STUDIES ACTIVITIES

Discuss your role as a child in your family. What are the roles of other members of your family.

Choose a team or a club to which you belong. What is the purpose of the group?
How do the members of the group interact?

Role play the part of a "clown". This is your part within the group of students who are in your room. How do the other members of the group expect you to act? Can you change your role in the group?

With the help of your teacher, and the librarian find out what these people have or had in common as far as interests, politics, professions, etc.

Examples: Sojourner Truth, Harriett Tubman, Frederick Douglass, George Washington Carver, Benjamin Franklin, John F. Kennedy, Abraham Lincoln, Leontyne Price, Gwendolyn Brooks, Thomas Jefferson, Martin Luther King, Jr. Ralph Bunche, Jackie Robinson, etc.

Discuss how people conduct themselves in Japan, Israel, Mexico, Africa and other countries.

Have pupils cut out and bring in pictures of life in foreign countries.
Prepare a bulletin board with these pictures.

Have the pupils write the names of the countries and something about each one.

Invite outside people or people in your community or school who have visited other lands and have them talk to the class and show articles they have brought back with them.

Have pupils make dioramas showing different areas of Indianapolis. The areas they know about and the areas that are new to them. The pupils may construct their diorama cases from shoe boxes or cartons. Usually the case is painted with tempera and has the front and top covered with cellophane to protect the figures. Objects and figures can be made of clay.

Bulletin board displays of magazines and newspaper pictures, maps and free literature may be collected and organized on Indianapolis.

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The teacher helps the pupils start a social studies dictionary by keeping a word list of important terms, such as community, city, town, etc.

Select a committee to paint a mural of downtown Indianapolis or some shopping center where many of the pupils go.

Introduce new words such as: power, laws, rights, change, tax money, mayor, amendments, courts.

Teach about the type of city government Indianapolis has.

Discuss the mayor and his duties.

Visit some of the departments at the City-County building.

Have the class build a miniature city centering around city hall. The pupils can write to Indianapolis Chamber of Commerce for maps.

Pupils may put on skits showing city council in session. Use newspapers, radio, and TV for selection of problem you wish to discuss.

Give some facts to show how urban areas have grown.

Discuss what factors are important in the growth of a city like Indianapolis.

Explain the need for having rules for a group of people living together.

The teacher can discuss with pupils the points of interest in Indianapolis such as: Butler University, Central Library, Motor Speedway and Museum, Children's Museum, Museum of Indian Art, Indianapolis Zoo, Sports Arena, Exposition Center and many others.

Make a notebook showing pictures which tell a story about Indiana.

Take an imaginary trip through one of the cities in Indiana. Perhaps some of the pupils have been to one of these cities.

Write to the Chamber of Commerce in various states for literature.

Make an Indiana flag.

Make a chart showing the requirements for voting in Indiana.

Visit a voting place (there may be one in your school during election time) and see how the machines are operated.

With the help of the teacher list ways people can help make Indianapolis and Indiana better places to live.

Write to your Air Pollution Control Board, 1330 W. Michigan St. Indianapolis, Ind. 46206; also to Stream Pollution at the same address, and ask for pamphlets on this form of pollution.

If your school has a newspaper put articles in the paper about the pollution problems and what they can do to help.

Invite local radio and TV persons to do interviews on your pollution projects.

Help around your school by cleaning up on Earth Day.

The teacher will tape some of the noises and see if the pupils are able to identify them such as: dishwashers, garbage disposal, food blender, print shops, horn-blowing, vacuum cleaner, motorcycle, air conditioner, jet plane.

Make a list of polluters and be sure to include people.

As a class project sell bumper stickers or lapel buttons; stating "Fight Pollution".

Collect clippings from magazines and newspapers about the kinds of pollution: air, water, heat, noise, people, etc.

Discuss how the pupils can help ecology at home by not using colored paper tissues (dye pollutes), use a lunch box instead of a bag, return hangers to the cleaners, etc.

Have the pupils design a vehicle for a family to use in the city. They should consider such factors as air pollution, size of vehicle, how to park it, and where it should travel (above or below the ground).

Locate different buildings in your city.

Discuss the function of the Post Office, City Hall, Hospital, State Office, etc.

Make a map of your community.

Discuss what might happen if a city did not plan.

Discuss routes of ships. How to locate a railroad on a map, location of roads, how to find and follow trails and how to know the distances between places.

Have pupils pretend they had to live for the rest of their lives eating only what is grown in their region. Make a poster of the foods they might have to do without, if any.

Draw sets of symbols we use daily. How do they help us learn?

Talk about a telegram and when you would send one. Distribute blanks and instruct pupils to compose some telegrams.

Put lists on the board and ask the pupils where they would look in the telephone book; yellow or white pages.

Bicycle Service _____

Jones, William C. _____

Wilson, Robert _____

The pupil comes to the board and writes "yellow" or "white" in the blanks.

Pass out work sheets called "Where Would I find These?" Read to the pupils each item on the list carefully. Then have them write "yellow" or "white" in the blank next to each item. It differs some from the previous activity.

Invite a chef, beautician, carpenter, florist, etc. to discuss their occupation.

A personal inventory form can be developed and duplicated for each pupil to complete with the teacher's help. Pupils list school subjects they like best, those they dislike, extracurricular activities, hobbies and three jobs they may be interested in.

Write the U.S. Department of Labor for the Handbook "Occupations Outlook Handbook".

Use puppet shows or role playing to demonstrate the best ways of coping with difficult situations.

Develop skits on how to handle social problems which may or may not arise on the job.

Assemble a list of available recreational facilities in the community.

Show films on social and personal development.

Role play what happens when you stay out late at night and get involved in a problem with the policeman.

List on the board and discuss points of citizenship in the school.

Construct letters requesting information from a variety of labor organizations about the jobs that interest you.

With the assistance of the teacher list questions on the board about things you want to ask a prospective employer.

Role play. One pupil assumes the position of a company interviewer and the other the job applicant. Give each pupil a try. Tape and replay to allow for constructive criticism and suggestions.

Make careers into story book form. List the work. Characteristics of a specific career found in most communities--"A typical day in the life of a sanitation worker".

Invite a speaker from state employment service and private employment agencies to speak to the class on jobs.

Take field trips to various places where pupils might be able to work or to observe people doing the type of work they will be doing.

Classroom demonstration and pupil participation with items used in life situations. Social Security applications, real application forms, checks, money, bank books, birth certificates, insurance policies, restaurant menus, telephone books and other aids.

The teacher makes a box filled with occupational tags (bus boy, taxi driver, stock clerk, etc.) asks a pupil to draw a tag and "act out" the occupation in charade fashion.

Have a discussion of qualities and training for a particular occupation, use the above box. Pull out a tag and ask pupils to tell which qualities and training the occupation requires.

Draw a tag from same box and carry out all the functions of that occupation required in the classroom (bus boy-collecting dishes; baby sitter-feeding small child), etc.

Discuss the making of friends, choose those who are pleasant and dependable.

Have students make a list of class rules that can be followed later in adult life.

JUNIOR HIGH LEVEL---SCIENCE

At the junior high level science should be based on the students interests, experiences, environments, mental and chronological ages and needs.

The following criteria is suggested:

1. To create and arouse an interest in everyday life.
2. To create an understanding of the relationship between self and environment.
3. To learn facts that will be beneficial and necessary in daily living.

The sequence of science units is left to the discretion of the teacher.

Science units with concepts to be taught are listed below.

Animals	Weather/Seasons
Machines	Earth/Neighbors
Plants	Fire

I. ANIMALS

1. There are many uses for animals large and small.
2. Some animals are warm-blooded and others are cold-blooded. Ex. birds and reptiles.
3. Animals live under water, in trees, caves, and underground.
4. Many animals are protected by spines, fur, feathers, horns, etc.
5. Man uses animals for food, clothing, recreation, pets, work, etc.

II. WEATHER/SEASONS

1. Weather has an effect on work, economy, home, planning, clothing, mode of travel, etc.
2. The changes in weather are due to wind, moisture, and rain clouds.
3. Wind causes storms, hurricanes, cyclones, and tornadoes.

III. MACHINES

1. The wheel, lever, inclined plane, pulley are types of simple machines.
2. Machines must be cleaned and oiled properly for good wear.
3. Machines can be very dangerous if operated improperly.
4. Knowing how to operate a machine is a good occupation.

IV. EARTH/NEIGHBORS

1. The earth is composed of minerals, land and water.
2. The moon is a great distance from the earth.
3. The moon has no air or water.
4. The sun is a ball of gas.
5. The sun has an effect on earth-keeps us warm.
6. Mars is the largest planet outside the earth.

V. PLANTS

1. Identification of vegetables, fruits, flowers, trees, shrubs and grain.

2. From plants we get food, shelter, clothing and by products.
3. Soil, air, water, sun, cultivation are growth needs of plants.
4. Plants are all around us in daily living.

VI. FIRE

1. Fire can be made by rubbing sticks, flints, matches, lighters, and lightning.
2. Uses of fire--heating, cooking, electricity, making gas, etc.
3. Types of fire--wood, paper, rags, burning of rubbish, burning liquids, electrical.
4. Fire can be caused by carelessness--cigarettes, matches, rubbish near furnace, spontaneous combustion, and faulty electrical circuits.

JUNIOR HIGH SCIENCE ACTIVITIES

Draw a bird and show its external parts: bill, chin, crown, throat, shoulder, breast, back, rump, wing, heel, foot, tail, feathers.

Have each child to make his own book of animals which give us clothing--wool, leather, fur, etc.

Construct a frieze of farm animals or a bulletin board to show how some animals aid us.

Choose an animal you would like to study. A chicken, cat, dog, turtle.

Write down all the means the animal you have chosen to study uses in adapting to his surroundings.

Collect pictures of fish, snakes, insects and animals to study and discuss.

The teacher makes puzzles and the pupils are to find the hidden animals.

Spell words in any direction to locate the animals.

Make drawings of common insects and show their parts. Such as beetles, butterflies, moths, bees, wasps, ants, grasshoppers, crickets, flies and mosquitoes.

Discuss how insects are helpful to man. What ways are insects harmful to man? What is the smallest insect you have ever seen?

With the permission of the principal a hamster may be brought into the classroom. Select pupils for specific duties, such as feeding the hamster, cleaning pens and recording observations.

Listen to weather reports on the radio and TV.

With the help of the teacher write stories about personal experiences in various kinds of weather.

Work with different types of thermometers, such as weather, candy, fever, and others.

Go to the library. Look for information about the weather.

Show a film or a filmstrip about the weather.

Watch the sky for cloud formations. Draw pictures of different cloud formations, label these.

Make a weather vane and a weather gauge.

Try to forecast the weather from your own observations. List your predictions and then after each one tell what the weather actually was.

Keep a scrapbook of newspaper and magazine clippings about unusual weather conditions and about events that have been influenced by the weather.

Nail a small spool on a board by driving a nail through the center holes.

Stretch a rubber band between them and wrap the band around each one with one turn. Turn the big wheel with the fingers, and observe the number of turns the smaller spool takes to one turn of the large spool.

Draw pictures of the six basic machines--wedge, screw, wheel, inclined plane, pulley and lever.

Look in old science books for pictures of different types of machines.

Separate these into the particular group they belong.

Collect samples of different wedges. Put each group together, for example: pin, needle, ice pick, nail, knife. Wedges have different shapes to their edges--straight edge (razor), pointed edge (pin), rounded edge (nose cone of a rocket).

Find examples of inclined planes. The inclined plane is another name for a ramp. Make a list of ramps you have seen (i.e. sliding board, steep hill).

Bring a bicycle into the classroom and invert it. Guide the children in observing the different kinds of wheels.

Prepare some simple machines using the wheel and axle, pulley and lever.

Collected data from orbiting satellite Vanguard I indicates that the earth is slightly pear-shaped. But pupils will see it as a round ball on the globe. Have a pupil move a paper or small model sailboat from one side of a globe toward the top while another pupil stands on the opposite side about 3 or 4 feet from the globe. Which part of the boat does the pupil see first? Explain this to the pupil.

Have pupils mark off 2" segments on several balls of varied sizes, and lay a ridge of modeling clay on each segment. Remove the clay and compare the curves, the class will see that clay from the largest ball has the least curves. Explain.

For pupils to develop an understanding of the weather rotation around the sun, let pupils watch for changes in the objects the sun shines on around the school in the morning, at noon, and in the afternoon. Have a pupil to chart it from class observation.

Teacher places a globe in front of a projector. Put a sign "East" on the right side of the globe, and "West" on the other. Fasten a tiny doll or small object on the globe to correspond with the place where we live. As the globe turns toward the east, the doll or object passes through the left of the projector. Every full turn of the globe is like a day and a night on earth.

Place a small pencil upright in clay on white paper so the sun shines on it and casts a shadow. Each hour, ask a pupil to mark where the shadow of the pencil falls on the paper. Label it with the time on the clock. Gradually pupils will begin to understand how a day is divided into hours.

To test the sun's heat put a lump of oil-mixed clay on a piece of black paper, in a sunny window, and do the same in a shady place. What happens to the clay after an hour? In which location does it get softer?

Collect and bring rocks to school. Look for reference books on rocks, charts and pictures of rocks. Study these. Later find how many ways you can tell in which rocks are helpful or harmful to us.

The teacher will check reference books on how to make artificial rocks.

Plant bean seeds in wet and dry soil. Label one pot "Dry" and the other "Wet". Keep temperature, light and ventilation normal. Keep "Wet" pot moist but do not water "Dry" pot. You will discover only the seeds that were well watered germinated and were green.

Plant lima bean seeds in jars. Fill one jar to the top with water so that air is forced out of the soil. Keep the temperature, light and water the same for both jars. Keep the second jar moist. You found out where air is eliminated the seeds will not germinate, so air is essential to growth as well as water.

Wash a sweet potato. Note the eyes or buds which indicate top side. Place potato in a jar about $2/3$'s full of the way down. Support with pins, tooth-picks or with nails. Fill the jar with water so that potato is half submerged. Put near a window. Results will be an attractive plant. What kind of other vegetables can you grow this way?

Discuss with pupils during the fall season, what they saw on the way to school. Ask them what happens to leaves in the fall. Why is the season called fall? What colors are the leaves when they fall in this season? What happens to birds and other animals during this season?

Spatter print a leaf as a design for a book cover or an announcement.

Make a blueprint of a leaf for framing.

Use aluminum foil plate design, using a leaf motif for decoration.

Place carbon paper on the sheet to be used. Place the leaf on the carbon paper and strike with a mallet or hammer. This will give a clear impression.

Firm or handle the clay until it is not sticky. Press the leaf in the clay until flush. Remove the leaf and fill with plaster. The plaster relief may be tinted if desired.

Light a candle and observe it closely as it burns. Hold a piece of metal or glass in a candle flame for a few seconds. A black material (carbon) will collect on the metal or glass, or in other words "smoke."

Strike a match and light a candle. Let candle wax drop on table. Place candle on melted wax as it stands along. Place jar completely over candle.

Leave glass jar in place until flames from candle is extinguished. When the glass jar is placed over the candle, the flame becomes weaker and weaker.

Finally the oxygen in the bottle becomes so scarce that it will not permit burning, the candle goes out. Fires need air in order to burn. The teacher may ask the question--Does the experiment tell you anything about fighting fire?

Make classroom charts of common fire hazards and ways to avoid them.

Invite a conservationist to the classroom to explain outdoor fire and preventative measures.

Have pupils to create "Do" and "Don't" collages which you can post in the room or school during Fire Prevention Week.

JUNIOR HIGH---HEALTH

EMR pupils throughout the adolescent period will need help in understanding, accepting and controlling their changing bodies. The pupils are less equipped mentally to understand the physical changes or the social implications of these changes. It is intended that the pupil will recognize the relationship between the content of what the teacher is offering and his own personal health and hygiene, social adaptability, and the interpersonal relationship that he encounters in daily living.

FIRST SEMESTER

Health In The United States

Diet

Grooming

SECOND SEMESTER

Vision/Hearing

Alcohol/Narcotics

Common Respiratory Diseases

I. HEALTH IN THE UNITED STATES

1. Pupils should be aware of medical advances. Medicine in the 1900's was much different than it is today.
2. Medical advances have been very important in childbirth.
3. Advancement in medicine has caused a great change in control of various diseases.
4. Life expectancy is greater now than fifty years ago.
5. People are larger and stronger than they were some years ago.

II. GROOMING

1. You should take good care of your skin.
2. If the outer layer of skin was removed, you would see a layer of muscle and the bony skeleton.
3. Protect your skin, keep it clean.
4. Teenagers go through processes of change with their skin--acne, boils, and blackheads.
5. Nails, both fingernails and toenails should be clean and cut properly.
6. The hair should be cared for by washing, brushing--wear certain hair styles (those suitable for you and not because it is a fad) use certain hair preparations.
7. Every tooth has a special job to do and is needed in the mouth.
8. Bad breathe is sometimes caused by decayed or bad teeth.

III. DIET

1. You should give your body the right kinds of food, the food it needs for good healthy growth.
2. Carbohydrates, fats and proteins are energy producing foods.
3. Vitamins, minerals and water are non-energy producing foods.

4. Because a teenager is growing he will need more energy producing foods.
5. Girls need less food than boys because of their frames and they are not as active.
6. "Crash" and "quickie" diets can be dangerous.

IV. VISION/HEARING

1. Your field of vision is greater than any other sensory field.
2. The eyes have many parts--cornea, eyelids, eyeball, pupil, etc.
3. You correct certain eye defects by wearing glasses.
4. The best way to maintain good vision and to avoid trouble with your eyes is to develop good habits for eye care, based on common sense.
5. The ear has many parts--outer ear, middle ear, etc.
6. Sound waves travel through the air to your ear.
7. The ear requires good care, like all parts of your body.
8. Many pupils who do not hear normally can benefit from the use of a hearing aid.

V. ALCOHOL/NARCOTICS

1. There is alcohol in some medicines, shaving lotions, and hair sprays that is not harmful.
2. Alcohol harms the nervous system when it is taken in the form of alcoholic beverages.
3. Alcohol serves as a depressant. (Lessens one's ability to think clearly).
4. Alcohol decreases the driver's ability to judge speed or distance.
5. Alcoholic Anonymous is an organization to help many unfortunate people who have the disease of alcoholism.
6. Drugs taken as directed by the doctor are not harmful. (Codeine used to reduce pain; paregoric, used for stomach disorders).

- 7. Drugs also affect your nervous system.
 - 8. Drugs such as opium, heroin are very dangerous and they cannot be obtained legally.
 - 9. A narcotic is any drug that produces dullness, drowsiness, sleep or dulls the nerves.
 - 10. Drug addicts are unable to provide for their families or to be responsible members of the family.
 - 11. Many legal drugs are being abused-sleeping pills, tranquilizers, etc.
 - 12. Many teenagers think drug taking will do the following:
 - 1. help them escape from an unhappy world
 - 2. escape from pressures of school
 - 3. feels a need for them being curious about certain drugs
 - 4. give them a feeling of belonging to something
 - 5. to defy parents.
 - 6. for mind-expansion
- VI. COMMON RESPIRATORY DISEASES
- 1. A common cold is caused by viruses affecting the respiratory system.
 - 2. Influenza, mumps, chicken pox, measles, polio, smallpox are all caused by viruses.
 - 3. Smallpox is known by "little red spots".
 - 4. Chickenpox, is a mild childhood disease, it is known by its pink spots.
 - 5. Many of the common respiratory diseases have various reactions: headache, rash, vomiting, fever, a tired look, "out-of-sorts" feeling, deliriousness, fatigue, etc.
 - 6. If you practice good health habits you may be able to prevent some of the infectious diseases.



JUNIOR HIGH HEALTH ACTIVITIES

Compare the health of children in United States to that of other countries.

Role play a doctor of 50 years ago and a doctor of 1975.

With the help of your teacher list some diseases we have today. What are we doing about them?

Discuss the ways diseases were cared for 75 years ago in U.S.

Make a list of why people are healthier now than they were some years ago.

Invite a doctor who has practiced medicine for 50 years to your classroom to talk about problems years ago.

Later invite a doctor who has just finished medical school to tell you about current trends in medicine.

List hazards of using too many cosmetics (powder, lipstick, rouge, eye makeup, etc.).

Go to the library in your school and collect books about the skin.

Make a booklet called "My Wonderful Body and How It Works".

Draw pictures of organs of the body that need skin for beauty and protection.

Know the meaning and spelling of the following words: acne, dandruff, shampoo, skeleton, bones, enamel, cavity, etc.

Draw a picture of a tooth and label the parts.

Look in the school library for books about the dentist and his work.

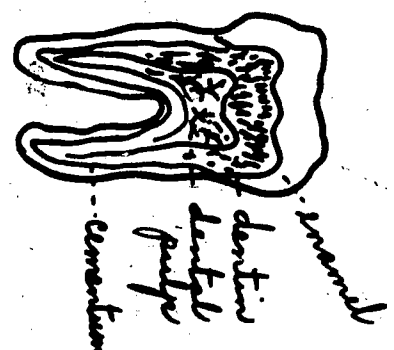
Draw a picture of a good tooth and a decayed tooth.

Look at filmstrips about teeth.

Research material on what happens to the astronauts when they get a toothache in space.

Bring in empty carton toothpaste boxes noting all the many kinds of toothpaste on the market today.

Take a census of how many use a certain kind of toothpaste and chart it.



Discuss primary and permanent teeth.

Go visit a first or second grade class and give a talk on teeth, take illustrations with you.

Write to the American Dental Association, 271 E. Chicago Ave., Chicago, Ill. 60611 and ask for single copies of any free materials on dental health.

Make posters on the work of the dentist, including some of the dentist's helpers.

Invite a dentist to talk to your class.

Cut from various magazines and papers hair styles.

Collect pictures of hair styles you like and make a collage.

Create your own pictures of hair styles.

Set a day aside each month for caring of nails (polishing, cutting, etc).

Draw a picture of your hand and color the nails as you would like them to be.

For one week record on a chart each time you wash your face. Review your record and improve on it if necessary.

Heat a piece of paraffin wax so that it is soft but will hold together.

Place the paraffin wax in your mouth and bite down firmly. Then observe the marks left by both layers of your teeth. If your upper teeth marks slightly overlap the lower teeth marks, you have what dentists call normal bite.

Place a shelled peanut in the front of your mouth. Try to chew it with your incisors. Then try to chew another shelled peanut with your molars. What conclusion can you draw from this experiment about the specialized job of your teeth?

Discuss the basic differences among the kinds of teeth. What is the job of each kind of tooth?

Give a demonstration for your family on the best methods of brushing teeth.

Write the following sentences on a sheet of paper. Complete each sentence by filling in the appropriate word from a list of words you have been taught.

Examples: The only part of the tooth that you can see is the _____.
The _____ are the largest teeth you have.

Make a collage showing all vitamins needed daily in your diet. Use a separate sheet of cardboard for each vitamin. Find pictures from magazines and papers illustrating this. (i.e. A, B, B₁, B₂, C, D, E, and K).

- A--butter
- B--milk
- B₁-pork
- B₂-meats
- B₁₂-liver
- C--orange juice
- D--salmon
- E--lettuce
- K--spinach

Using the vitamin chart or collage you have made, check food packages such as cereal boxes, milk cartons, bread wrappers to see what vitamins are included in your food. List the foods that are high in certain vitamins. Compare your list with your classmate's list.

Make charts showing Basic Four Food Groups.

Make a list of your favorite vegetables and fruits. Find pictures of them.

Take a poll of the breakfast eating habits of your class. Have members write what they had for breakfast this morning. Have a committee to analyze the papers and choose some of the most nutritious and some of the least nutritious breakfasts.

Consult the Basic Four Food Guide and then write a diet for yourself for one day. See how many calories you would use.

Look up the following words in your dictionary: scurvy, protein, rickets, roughage, vitamins, carbohydrates, minerals and others. Discuss these with the rest of the class.

Copy sentences from the board and place a check beside each sentence that is a good health rule.

Example: You should have at least one egg for breakfast every day.

You should take time to eat a good breakfast.

Look in your library for books about food.

Check with your school nurse to see if she has models of food that could be used in assembling displays of a good day's diet.

Role play how you act when you are hungry.

Discuss what would happen to a country with many hungry people.

Talk about freeze-dried food. List some of these (i.e. orange juice, beef pot roast, turkey, bacon, eggs, etc.).

Picture in your mind a big juicy hamburger with lots of mustard and pickle. How does it look? How does it smell? Draw a picture of how it looks.

Write a paragraph about your favorite food.

Collect recipes of your favorite foods and write them on 3x5 cards and file for future use.

Plan a lunch to bring to school.

Plan a well-balanced meal to eat in the cafeteria.

Make a weight chart.

Over a period of 1/2 hour observe a classmate and notice how often his or her eyes change positions. Chart these results.

Draw a picture of an eye and list the important parts and their functions.

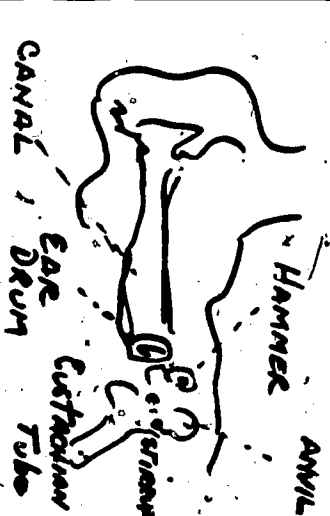
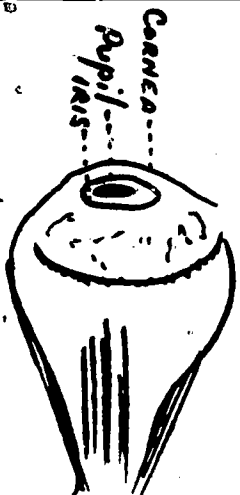
Bring in an old camera and compare the lens of it with your eyes.

Take a count of the different eye colors you might find in your classroom- blue, green, gray, or brown.

Try to find out how many pupils in junior high school in your school wear glasses.

Record your voice on a tape recorder. Listen to the retarding. Why does your voice sound different from the way it usually sounds to you?

Draw a picture of a ear and list its parts.



Use a flat-handled stainless steel fork. Hold the fork by the handle and strike the fork end against the bottom of your shoe. Then hold the end of the handle against your teeth. How will you hear the vibrations?

Role play what to do if someone has a foreign substance in their eye. What should they do? What should they not do?

Have each pupil in the class make a small drawing illustrating some rule for good eye care, display these on bulletin board.

Make posters illustrating the dangers of drugs.

Know the meaning of the following words: pusher, horse, H, smack, mainlining, rush, coasting, withdrawal illness, strung out, O.D., etc.

Discuss the cost daily, monthly, yearly of an addict.

Discuss sources of money to support a habit. Stealing from parents and elderly people, robbing cleaners, banks, stores, other children, etc.

See film and filmstrips on narcotics.

Invite someone who was once involved in drugs to report to the class.

With the help of the teacher compile a list of sedatives and their color and shape. (i.e. idiot pills, feenies, blue heaven, yellow jackets, red devils, Christmas trees, etc.).

Draw pictures of sedatives, coloring them the color they should be also their correct shape.

List the stimulants and their slang names (i.e. Benzedrine-speed or bennies; hearts or wake-ups; cartwheels-pep pills; peaches-ups, uppers, lid-poppers).

Find pictures of various kinds of alcohol-wine, beer, vodka, etc.

Draw pictures that show what will happen if you drink too much.

Write a paragraph on what will happen if you drink on the job.

Role play if you were working on a high building, window washer, etc. and you had consumed a large amount of alcohol, just what would happen?

Bring in newspaper clippings of persons who have caused accidents because they were intoxicated.

Find pictures of scenes of accidents caused by influence of alcohol. Write your caption over your picture.



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Discuss what should be done to the person who continues to drink excessively and causes accidents and deaths.

Write your local Alcoholic Anonymous Center to find out some facts and figures on alcoholism in your area.

Use library and reference books to learn about serums and antibiotics.

Ask your parents to help you make a "disease and vaccination" record chart. Include all the diseases you have had. Also, include all diseases you have been vaccinated for.

On your paper passed out by the teacher write T for each statement that is true and F for each statement that is false. (i.e. Vaccines have been developed to prevent all diseases).

Look at slides on viruses.

Make a poster about the common cold.

Invite the school nurse to visit your room to talk about colds.

Draw a self portrait of how you look when you have a cold.

List some of the things you should do when you have the flu or a cold.

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JUNIOR HIGH LEVEL---SAFETY

Safety should be given a special emphasis at this particular development of the child. It should develop a combination of knowing, doing and understanding. The program should expand upon information learned in the elementary period. Knowing safe living habits enables children to live happier and more healthful lives.

Safety units with concepts to be taught are listed below.

Safety In The Home	Safety In The Community
Safety At School	Safety On The Job
Safety In Traffic	First Aid Practices

I. SAFETY IN THE HOME

1. "Horse play" with firearms is deadly.
2. Dispose of garbage and trash in bags or containers.
3. Understand the use of fire extinguishers, especially if you live in an apartment complex.
4. Defective or improper electrical equipment (i.e. worn plugs and cords, pennies in fuse boxes, radios near bathtubs) should not be used.
5. Smoking in bed is dangerous.

II. SAFETY AT SCHOOL

1. Know and observe all playground rules and signals.
2. Use tools properly in shop classes.
3. Obey safety rules in a school building: halls, stairways, restrooms, gymnasium, auditorium, classrooms, lunchroom and drinking fountains.
4. Use good manners: no rushing and pushing, go around corners carefully, no rough play, no showing-off, recognize danger of practical jokes.

III. SAFETY IN TRAFFIC

1. Know and understand safety signs-safety zones and their purpose.
2. Use proper method of crossing the street.
3. Pupil understands he is to walk toward traffic on a highway.
4. Bicycles should be equipped with headlights and tail reflectors.
5. Hanging on trucks and sliding on the back of them is dangerous.
6. Be able to get help in case of an accident; eliminate panic, call police.

IV. SAFETY IN THE COMMUNITY

1. Understand proper procedure during an electrical storm or tornado, (i.e., not to stand under a tree).
2. Obey emergency warnings (tornado warnings and watches).
3. Report to authorities any persons trying to make a sale of pills or objects of any sort.

V. SAFETY ON THE JOB

1. Understand hazards present while on the job (moving machinery, sleepiness).
2. Understand need for safe and proper clothing on the job.

VI. FIRST AID PRACTICES

1. How to stop bleeding.
2. Mouth to mouth resuscitation.
3. Care of minor injuries.
4. Treatment of burns
 - a. flames
 - b. hot objects
 - c. liquids
5. Treatment of poisoning.
6. Seriousness of sunburn.

JUNIOR HIGH SAFETY ACTIVITIES

Prepare a chart listing the most common types of home accidents. Allow pupils to tell of the accidents they have had at home or their family has had at home.

Prepare a duplicated sheet on "O" for Help. The pupils will find a safety message. Write any message you would like the students to remember in case of an emergency.

Dramatizing danger--the teacher prepares a set of accident situation cards.

Example: You see your baby sister with a bottle of pills and the lid is off and half of the pills are spilled on the floor. You have no idea of how many were in the bottle. What would you do?

Make a display on the bulletin board called "Sharp Display". Look in magazines or draw pictures of objects that are sharp and dangerous.

Have a discussion on the many common household items found under the sink or medicine chest which are harmful if swallowed, or in some cases breathed. Have pupils bring in empty containers of plastic or cardboard types. Such as, bleach bottles, dish soap, floor wax, ammonia, toilet bowl cleaner, sink cleaner, drain openers, etc. You can make poison mobiles and hang them from the ceiling.

Discuss turn off valves to your water, gas electricity in your house or apartment. Know where they are located.

Discuss the proper handling of guns. Keeping the safety catch on; how to clean a gun, etc.

Every home should have a list of emergency telephone numbers, in plain sight, next to the telephone. They can be on the cover of a phone book, or posted on a card, or framed and hung next to the telephone.

Home Accident Survey	
Falls	THH
Burns	III
Cuts	I
Drives	THH THH II

Make posters of the hazards of smoking cigarettes.

Look at films on what smoking does to your lungs.

Pass out three sheets of manila drawing paper. Tape them together end to end. Label the first section "My Safety Habits". Have the pupils draw different pictures of something they can do to stay safe at home. When they have finished have them discuss what they have drawn and why.

Make posters to put in shower rooms.

Look up certain safety words in the dictionary--ventilation, safety, etc.

Make a list of safety hazards in your room.

Illustrate the use of sharp tools and how to handle them.

Role play-pupils running down the hall; pushing at the drinking fountain; shoving in lines in the cafeteria; hitting at each other, etc.

Prepare bulletin boards and scrapbooks showing safety hazards and precautions.

Make signs "Exit" and "Entrance" and notice where these signs are located in your school.

Discuss why playing with matches, firecrackers, guns, knives and unlabeled liquids are dangerous.

Have a general pick-up and clean-up at the end of each day of all objects on the floor.

The teacher passes out mimeographed sheets of all traffic signs. Pupils make a booklet of these for future reference.

The teacher discusses with class the meanings of the different shapes of signs.

Construct safety mobiles.

Make a vocabulary scrabble game using safety words.

Discuss crime. Mention such items as stealing, hitch hiking, window breaking, etc.

Have pupils pick crimes from the list and role play them.

Make a list of words related to street safety. Example: jay walking, dangerous driver, danger, crash. Have the pupils look through magazines for pictures which would describe the words above.

Draw a bicycle and show how it is to be equipped.

Compile a list of things never to accept from strangers.

Role play the following: riding in a car without the seat belt fastened; too many people riding in the front seat of a car; hitting and jumping around in the car; getting out of the car on the traffic side; getting out of a car while it is moving; joy riding with cans of beer in hand; crossing in the middle of the block and riding a bicycle with "no hands".

Recall your neighborhood and draw a plan of it locating all fire alarm boxes.

Use safety words such as NO SMOKING, MEN AT WORK, etc. and try to find as many little words as you can in each sign. Example: NO SMOKING--nook, sin, go, in, ink, etc.

Name as many safety resources in your city as you can--Poison Control Center, Volunteer Rescue Squad, Red Cross, Civil Defense, etc.

Look at films on bicycle and motorcycle safety.

Have the physical education teacher present water safety concepts to pupils. Demonstrate basic lifesaving techniques in case of accidents in the swimming pool. How can a towel be used as a life saving device?

Pupils make posters depicting a particular aspect of water safety.

Discuss the safe operation of power tools and lawnmowers.

Discuss hazards associated with various jobs that contribute to physical injury such as electricity, fire, and machinery.

Discuss safety rules relative to different kinds of jobs and the importance of obeying them.

Collect pictures of various people working on jobs and the types of clothing they are wearing and why.

Role play how to signal with a flashlight, a horn, a whistle, or anything else that will make a signal. SOS signal means "HELP". The signal is 3 short, 3 long, 3 short.

Role play what to do in case of severe bleeding. First thing is to stop it. You can do this by pressing directly on the wound with a thick cloth pad.

In this case it is more important to be quick than clean. Do this until bleeding stops.

Discuss what to do when a person has stopped breathing.

Pupils make pictures of certain supplies needed in a First Aid Kit.

Discuss things that can cause an emergency-slipping rugs, frayed electric cords, spilled grease, etc.

Draw pictures of common household poisons.

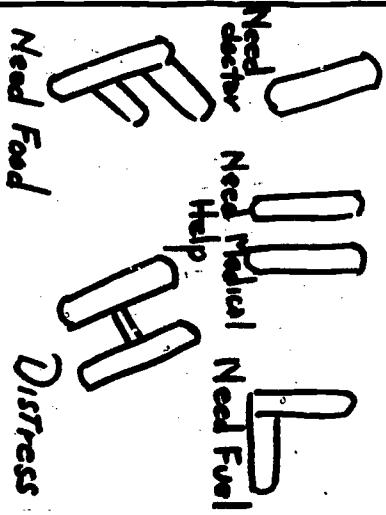
Discuss what to do if you have too much sun.

Discuss what you would do for the following outdoor emergencies: bee and wasp stings, scorpion stings, black widow spider sting and a snakebite.

Draw or collect pictures of how things may look after a severe thunder and lightning storm, hurricane, tornado, blizzard, etc.

Reproduce signals that tell the helicopter what you need in case of an emergency during a blizzard.

These distress signals can be made out of bright colored fabrics. If there are no fabrics, stamp the signal out in the snow, marking it with an emergency road flare or a flag of some kind that can be seen from the air.



JUNIOR HIGH LEVEL---HOMEMAKING

The EMR junior high pupil should have a knowledge in the basic homemaking skills. Emphasis should be placed on the areas of clothing, cooking, and home care.

The homemaking or home economics teacher must be particularly ingenious in planning learning experiences for the EMR pupil because there is a dearth of materials in home economics geared to these pupils. Their reading ability and interest levels must be considered, and the materials must be chosen accordingly to give the pupil a sense of achievement.

Homemaking often means a more satisfying life for these individuals, both boys and girls.

I. CLOTHING AND GROOMING

1. Children should be aware of different fabrics-cotton, wool, silk, linen and synthetics.
2. The wearability of certain materials.
3. The washability of certain materials.
4. Are the clothes suitable for them-design?
5. Cost of clothing.
6. Clothing should be repaired-mending or darning.
7. Clothing should be cared for-washing, bleaching or whitening, pressing, ironing, dry-cleaning (self or commercial), spot removing, everyday care.
8. Pupils should be instructed on how to hand sew properly-types of stitches, thimble.
9. How to operate sewing machines-location and function of parts, care and maintenance, basic attachments, safety, and use.
10. The garment-selection of pattern, size and measurement, selection of material, laying the pattern, cutting the material, pinning, zippers, buttons, other fasteners, construction of the garment.
11. Accessories-proper selection and make-up.
12. The buying of clothing-planning a basic wardrobe, budgeting, buying shoes.
13. Selection of clothing-complimentary styles, neckline, waistline, colors that are becoming, fabrics.
14. Types of garments-sport, casual, dressy.
15. When to wear-school, play special occasions-church or parties.

II. FOOD PREPARATION

1. How to plan meals.
2. Selection of foods-name brands, buying in season.
3. Budgeting and purchasing.
4. How to store food.
5. Meal planning-ingredients, tools with which to work (pots, pans, bowls), other utensils.
6. Use of oven or range.

7. Actual preparation.
8. Children should know how to set the table properly-formal or informal.
9. Pupils should know how to act at the table.
10. After dinner care of the kitchen-food storage, clean-up, washing and drying dishes (electric dishwasher or manually).

III. HOME CARE

1. How to use home appliances-stove (electric or gas), refrigerator, freezer, mixer (hand or electrical), iron (steam or dry), toaster, garbage disposal, washing machine, dryer (electric or gas), timers, and thermometers.
2. Tidy-house-neatness and cleanliness-pick-up, dusting, storage of equipment, and arrangement of furnishings.

JUNIOR HIGH HOME MAKING ACTIVITIES

- Discuss body odor and its control—underarm, hair, feet perspiration.
- Role play selling of grooming aids to class.
- Give daily class time for pupils to practice good grooming habits.
- Practice basic routines by making pot holders, towels and aprons.
- Draw a pattern to fit a close friend (let the teacher help) cut it out then fit your friend.
- Prepare sewing budgets of different amounts.
- Bring clothes from home to mend and alter.
- Display your work in style shows, exhibits and PTA.
- Plan bulletin boards showing your work.
- Practice skills in making hand button holes.
- Practice skills in crocheting place mats, hats, etc.
- Embroider lunch cloths, pillow cases.
- Take field trips to hobby shops or bring resource people in to discuss things to make.
- Do the home washing, ironing, cleaning for one week.
- Demonstrate in class how to prepare clothes for laundering.
- Demonstrate the folding and sorting of clothing.
- Identify types of materials.
- Make small dolls dressed in various costumes of their native land.
- Make a simple pair of sandals.
- Collect ads from magazines on clothing.
- Demonstrate the use of the sewing machine.
- Wash and iron an apron in the classroom.
- School nurse may demonstrate and provide practice in using certain skin creams.

- Have the PE teacher to instruct the proper way to take a shower.
- Invite a beautician to the classroom to demonstrate manicuring.
- Write to cosmetic companies for materials and literature on care of nails.
- Discuss reliable materials and their care for prolonged life of clothing, use of proper shoe polish, soap, dry cleaning.
- Demonstrate cutting, shampooing and styling hair.
- Illustrate and demonstrate correct walking, sitting and standing habits.
- Prepare a day, week, month, chart of meals based on principles of a balanced diet.
- Take field trips for real food purchasing based upon previous meal planning and budgeting for the various meals.
- Demonstrate and practice measuring techniques needed in cooking by using actual recipes.
- Make a recipe book by collecting recipes from home or in a magazine.
- Have mothers of different cultural backgrounds come to school and prepare their foods. Plan a tasting party.
- Study comparative prices of packaged foods-and those made from scratch.
- Practice conserving of foods with special emphasis on left-overs.
- Have a teenage snack party.
- Plan a birthday party for a child, teenager, adult, aged person, an ill person.
- Role play and dramatize good manners at parties and school affairs.
- Make your favorite dessert.
- Discuss the importance of cleanliness in handling and preparing foods.
- Discuss laws and regulations governing food handlers and public eating establishments.
- Plan and prepare foods for special diets-low calorie, low sugar.
- Practice techniques in classroom cleaning.

Invite janitorial service personnel for discussion and demonstration.

Utilize films and filmstrips in caring for appliances.

Have pupils to tell simple things they have done to make their homes more attractive.

Demonstrate cleaning of bathroom and kitchen fixtures.

Discuss how you would clean the tub, toilet, sink.

Demonstrate the care of an electric stove. How does it differ from a gas stove?

Prepare a scrapbook showing comfort and appearance of a well-managed home.

With the help of the teacher read information in home appliance manuals showing their proper care and maintenance.

Provide experiences for construction of sample curtains and draperies.

INDUSTRIAL ARTS

The EMR pupils can be taught to develop pride in their ability to do useful things in shop. They can be taught to make simple repairs around the house, how to develop safe work habits in the home, school and on the job. The students need to know the proper use of hand tools and the encouragement of caring for tools, machines and materials. Simple projects can be planned and made showing workmanship of which they can be proud.

INDUSTRIAL ARTS

I. SAFETY

1. Make pupils aware of safety signs in the shop area such as DANGER, HOT, DO NOT TOUCH, TURN OFF, etc.
2. Pupils should be aware of protective equipment they need in shop.
 - a. proper dress for the job (i.e. when painting, welding etc.)
 - b. use of gloves when needed
 - c. use of glasses and goggles
 - d. use of face shields
3. Shop keeping is like homekeeping everything has it's place.
 - a. all tool racks must be kept orderly
 - b. floors should be clean at all times-no paper, wires, wood chips, etc.
 - c. spills should be cleaned up immediately to prevent slips and falls
 - d. all aisles should be clear of debris
4. Heavy objects should be lifted and carried properly.
5. Pupils should understand the principles of using tools and equipment.
 - a. a stepladder is used for climbing-not a box or a chair
 - b. a knife is used for cutting-not for "horseplay" and sticking each other
6. Equipment and materials are to be stored in proper places.
 - a. varnish and paint can be stored in metal containers
 - b. all inflammable materials should be kept in a well-ventilated area
 - c. all inflammable materials should be locked-up.
7. The EMR pupil is to report to the teacher any accident, breakage of equipment, or damaged tools
8. The proper use of hand tools and power tools needs to be stressed. The pupils must realize the difference between the two.
 - a. chisel (hand tool) use both hands with this, turn chisel away from you, etc.
 - b. drill-hold it securely
 - c. power tools-when using you must keep fingers away from the moving parts
 - d. always turn motor off when machine is not in use

II. SHOP TOOLS AND MATERIALS

1. Tools should be maintained properly.

- a. if tools are sharpened properly they are safer to use
 - b. if tools are sharpened it takes less strength to use them
 - c. a pupil can do better work with sharpened tools rather than dull ones
2. Be sure you have a place for everything.
 - a. hooks, nails, and screws for hanging tools
 3. All broken tools should be reported to the teacher, so they can be repaired.
 4. Identification of uses of tools are very important to EMR pupils.
 - a. hammer, screwdriver, pliers, saw, file, brace and bit, are general hand tools
 - b. square, chisel, dividers, soldering iron, C-clamp, side cutting pliers, are specialized tools
 - c. table saw, buffing wheel, drill press are power tools
 - d. ruler, T-square, compass, triangle are special drawing tools
 5. Pupils need to know identification and uses of building materials for project work.
 - a. kinds of lumber-plywood fir, poplar
 - b. kinds of hardware-nails screws, brads, hinges, knobs, latches, hooks
 - c. paints-enamel, wood stains, paint thinner, paint remover
 - d. miscellaneous articles-sand paper, glue, putty, carbon paper, scotch tape, pencils

III. MECHANICAL DRAWING

1. Pupils should know how to sketch the general shape of the object they wish to make.
 - a. three views-front, top and end are necessary to show the exact size and shape.
2. Students should be able to scale draw.
3. Each pupil should be able to know the kinds of lines he will be using.
 - a. horizontal-drawn from left to right
 - b. vertical-drawn from top to bottom
 - c. diagonal-drawn from top down/slanted
 - d. circular-drawn from top down and around

IV. HOUSEHOLD REPAIR JOBS

1. Furniture refinishing
2. Antiquing



3. Drawer repair
4. Replacing broken hinges and other hardware
5. Putting up hooks for such things as pictures, clocks and towel racks
6. Electrical appliance repair
7. Electrical plugs and sockets
8. Interior surfaces
 - a. cleaning
 - b. polishing
 - c. repainting

INDUSTRIAL ARTS ACTIVITIES

- Visit a lumber yard to see the variety of building materials.
- Discuss the many species of trees using pictures to show them as they grow.
- Collect samples of various kinds of lumber.
- Show the difference between hardwood and softwood by demonstration.
- Organize the class into working groups or teams and select a foreman for various jobs such as checking tools and supplies, and cleaning up at the end of the period.
- Identify tools by sight and diagram. Tell the uses of each. Demonstrate their uses.
- Bring samples of building materials and discuss their uses.
- Prepare storage bins for tools and supplies.
- Make safety signs and posters to use in shop area in addition to those secured from Industrial Arts Department.
- Put up a safety suggestion box and discuss some simple safety suggestions that might be put in the box.
- Prepare drawings using the drawing tools to become familiar with their special uses.
- Pupils prepare with teacher help, the drawings for projects they wish to build showing all measurements to scale.
- Build pieces of furniture such as coffee tables, end tables and lamp tables with possible variations of ceramic.
- Make toys of wood such as boats, trains, wagons, and doll houses.
- Refinish small pieces of furniture such as a chair or table which the pupil brings from home.
- Repair simple electrical home appliances such as clocks, lamps, mixers, vacuum cleaners, and simple phonographs.
- Geoboards can be made by using pegboards with golf tees and rubber bands or plywood with nails and string.

Tangrams can be made from paper, cardboard, wood and plastic.

One-piece stand-up animals and other figures, fitted with supporting bases can be made.

Comic figures, fitted with strings.

Doll furniture of simple construction is fun.

Simple jig-saw puzzles in animal, map and landscape subjects.

Pupils can make decorated flower box sticks.

Vegetable and garden markers make great gifts.

Each pupil can make a simple type weather vane.

Birdhouses are easily constructed.

Decorative coasters will be a nice gift for mother.

A pot-holder rack would be an ideal gift.

Table mats and hot-plate stands are very useful.

Simple, ornamental wall plaques look pretty on your walls.

Ornamental tie racks are nice for the men in your family.

Put a handmade paper napkin holder on your table.

Give your teacher a letter opener you have made.

Wooden door stops are very nice.

Place in your kitchen a telephone memo pad.

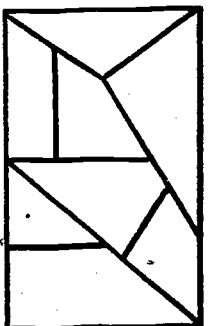
Key racks are nice for surplus keys.

Simple constructed bookends go well on a desk.

Window shade pulls make old shades look new.

Scrapbook covers in novelty shapes for use in spelling and nature study.

Don't pay out a lot of money; make your own ornamental house numbers.



For Christmas give a cigarette box you have made.
Magazine racks are useful in the home.
Plant some flowers in your handmade flower pot box.
Make a picture frame for a friend's picture.

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HOLIDAYS AND SPECIAL DAYS

To be able to interact as a part of society, one must be aware of what is taking place in that society. Teachers should take the time to teach educable mentally retarded children the names and, more importantly, the meanings of the various holidays and special days celebrated in our society. They should be taught at the primary, intermediate and junior high levels, with activities being altered or expanded to meet the interests and academic levels of the pupils.



HOLIDAY-SPECIAL DAY ACTIVITIES

James Whitcomb/Riley's Birthday

- To acquaint the children with one of our Hoosier poets.
- To introduce some of Riley's poems.
- Look at and discuss pictures of Riley, his home, and the Riley Hospital.
- Read, discuss and illustrate selected Riley poems.
- Plan and present a Riley program of poems, songs and dramatization for parents and other children.

Columbus Day

- To learn of a historic event in our country.
- Read stories of Columbus.
- Compose original, individual or group stories about Columbus.

Halloween

- To provide opportunity at school for Halloween fun that is safe and worthwhile.
- To help children plan out-of-school activities that are safe and proper.
- View and discuss pictures of clowns, funny characters and wholesome Halloween antics.
- Read or listen to and illustrate Halloween stories and poems.
- Make a Jack-o-lantern and write group stories of shared experiences.
- Create masks to use in a Halloween parade.
- Plan and take part in a parade and/or room Halloween party.

Veteran's Day

- To honor the veterans who defended our country.
- Read or listen to patriotic stories, poems, songs, and music.

Thanksgiving

To show our appreciation of the things for which we are thankful.

Showing we are thankful by sharing with others.

- a. Red Cross boxes
- b. Favors for hospitals
- c. Guests at home and school

Read or listen to and illustrate Thanksgiving stories and poems.

Discuss and make a frieze about Thanksgiving as we celebrate it today from information gained through stories and poems, pictures and songs.

Compose a group poem or song about things for which we are thankful.

Dramatize the First Thanksgiving or Thanksgiving of today.

Christmas

To introduce some of the beautiful music, literature, and art of the season.

To provide experiences in giving and making others happy.

To begin to develop in the pupils an understanding of the real meaning of Christmas.

Discusses the meaning of Christmas.

Plan and construct the manger scene using several media of interpretation such as clay, crayons, fresco paint, cardboard and paper.

Plan and give the dramatization of the birth of the Christ Child for an auditorium program.

Learn Christmas carols they want to use in their program.

Plan the Christmas decorations for the room.

Tell of the many experiences of the past and present Christmas seasons.

Write and mail letters to Santa Claus.

Plan and make presents for family.

Decorate tissue paper for Christmas wrappings.

Make a Christmas collage with tissue paper, glitter, pinecones, and berries.



Squiggles or hard plastic foam used in packing material can be strung together for a tree garland.

Make peep boxes from old Christmas boxes.

Martin Luther King's Birthday

Dramatize stories of Dr. King's life telling about his marches and his non-violent philosophy.

Dramatize situations in which you could show a non-violent nature.

Make a movie story of the most important thing you would like to have.

Name the story, "I Have A Dream."

Make remembrance tags to wear around your neck.

Present the musical adaptation of the African song "Kumbaya."

Have the class do creative verse writing-touch on the man and his beliefs, his activities, and what his life means to minority groups everywhere.

Listen to excerpts from a record, "I Have A Dream," Dr. King's address made at the end of the march on Washington, D.C.

Abraham Lincoln's Birthday

To understand and appreciate the development of the American way of life as it has been influenced by Abraham Lincoln in history.

View and discuss filmstrips, pictures of Lincoln, his homes, activities and memorials.

Listen to and dramatize stories of Lincoln's life which illustrates fair dealings, sympathy, kindness and consideration of others.

Compose original, individual, or group stories and poems about Lincoln.

Make a movie of a story the children have enjoyed of Lincoln and share it with another group of children.

St. Valentine's Day

To provide an experience of giving pleasure to others.

To provide an experience for a party.

Discuss the origin of St. Valentine and the importance of thinking of others.

Compose individual and group messages and rhymes for Valentines made at home or school.

Plan to decorate room or individual containers for Valentines.

Plan and have a room party to include games and sharing of Valentines.

Make a tree of hearts.

Cut sets of hearts from unusual colors and overlap, layer upon layer, to form a single, symmetrical motif.

Washington's Birthday

View and discuss a filmstrip about George Washington or pictures of Washington's home, activities and memorials.

Make diagrams from incidents in the life of George Washington.

Listen to the story of the first American flag and compare it to our present flag. Discuss the reverence and respect to our flag.

Learn patriotic poems and songs.

Plan and give a patriotic program in honor of George Washington's birthday.

Easter

To provide opportunity for creative expression.

To bring to the pupils some of the loveliness and joy of Easter and spring with its new life.

Easter stories can be told and read by the teacher.

Discuss the time of the year and the happenings of the season: awakening of the trees, plants, and flowers, return of the birds and spring family activities.

Learn spring songs and poems.

Write creative stories.

Make Easter cards, baskets and bonnets.

Make an egg tree.

Visit a florist to see Easter flowers.

Illustrate Easter and spring activities.

May Day

To develop further thoughtfulness of others.

Discuss with children the custom of leaving flowers, filled baskets at friend's door.

Visit a flower shop, flower garden, or a field of wild flowers in the community.

Paint, color, and cut pictures of flowers and arrange them in cut-out bowls.

Make and fill May baskets to hang on school and home doors.

Mother's Day, Father's Day, and National Family Week

To stimulate interest in the family and the relationship between family life and school life.

Discuss and dramatize or illustrate Mother's work and how the children can show their appreciation for her many kindnesses.

Plan and make a gift for Mother.

Write an individual or group letter to Mother telling that you would like to do certain tasks for her as a gift for her day.

Listen to stories and look at pictures painted by famous artists about mother and child.

Plan and invite Mother and Father to a Mother's Day program, or a Mother's and Father's Day program.

Plan activities which may be done in the home as a family group.

Discuss the significance of Mother's Day, Father's Day and National Family Week.

Memorial Day

Learn that Indianapolis observes Memorial Day according to its true meaning (even though more emphasis is placed upon the Speedway races here.)

Read or listen to patriotic stories, poems, songs, and music.

Listen to or view selected radio or TV Memorial programs.

Flag Day

Draw pictures of the flag to depict its history.

Compare the first flag with the present one.

Listen to and learn songs about our flag.

View and discuss films, filmstrips, and pictures about the flag.

Review the meaning of the "Pledge of Allegiance" and that we repeat it to show loyalty to our country.

Discuss respect for the flag and make or review rules for displaying it.

Independence Day - 4th of July

To develop patriotism and respect for the country and its history.

To provide information about the Declaration of Independence.

To understand the concept of our country having a birthday.

Make Independence Day posters.

View and discuss maps of the United States.

View films and filmstrips showing the signing of the Declaration of Independence.

Make oral reports telling about the signers of the Declaration of Independence (Benjamin Franklin, James Madison, Thomas Jefferson, etc.).

ARTS AND CRAFTS

Most children enjoy working with their hands and mentally retarded pupils seem to get even a greater enjoyment from such tasks.

Arts and crafts may be used to cement subject matter concepts. The making of three-dimensional neighborhood maps constructed on a table, outline maps, salt maps, murals and paper-mache balls have been used to develop abstract understandings dealing with direction, space and geography.

Holidays and special days are another reason for using art and craft activities. During these times, relatives and friends are recipients of many gifts. Usually, creative endeavors make them as proud as the children.

The shaping of behavior is another area in which art and craft activities are of benefit to special education teachers. They have been used as contingencies as well as therapy for a hyperactive or belligerent pupil.

In this section art and craft ideas have been placed for all academic areas, primary through junior high school. Use the activities in accordance with the motor abilities, academic levels and interests of each particular class.

WEAVING

Paper mats
Oilcloth mats
Cardboard looms
Colored splints
Warp

SPOOL KNITTING

Looper looms
Large spool
Warp

PAPER MACHE

White Paper
Newspaper
Paper towels
Flour or wheat paste

Method #1

Method #2

CRAFTS

Paper place mats

Potholders

Mats
Bags
Coasters

Fruits
Vegetables
Animals
Bowls

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1. Soak in water.
2. Squeeze out excess moisture.
3. Place in bowl.
4. Add flour paste until required consistency.
5. Mold, let dry, sandpaper, paint and shellac.

1. Place mold upside down.
2. Tear newspaper in 1/2" strips. Do not lap strips at same place so that base will stay flat.
3. Put on 2 or 3 more layers of wet paper.
4. Cover last layer of paper with thin paste.
5. Put on 5 or 6 more layers pasting between each layer of paper.

UPSON BOARDS

Upson Board
(various shapes)
Manila paper
Crayons
Shellac
Scissors

SPLINTS

Splints
Airplane glue
Shellac
Glitter
Buttons or earrings for knob

SCRAP MATERIAL

Macaroni
(various shapes)
Shellac
Poster paints
Tapestry needle
Heavy thread
Old envelopes
Scissors
Crayons
Christmas cards

6. When completely dry, take out layers of paper that have no paste.
7. Trim edge and paste short strips over edge.

Hot Place Mats

1. Trace around boards for exact size on manila paper.
2. Cut out, then fold and cut.
3. Transfer the designs onto the boards.
4. Color with crayons.
5. Shellac

Jewel Box

1. Make bottom of box by placing 2 splints vertically far enough apart to cement 9 splints horizontally across, keeping the ends even.
2. When bottom is dry begin building up the sides of the box to the desired height.
3. Make the top separate.
4. Shellac inside and outside.
5. Sprinkle with glitter.
6. Add knob for handle.

Macaroni Necklace

1. Put simple designs on macaroni.
2. Paint
3. Shellac and let dry.
4. String. Leave end to tie.

Bookmark

1. Cut the unused corner off an envelope.
2. Measure 2 inches along the edge from the corner.

Paste

- Small milk cartons
- Glue
- Construction paper
- Crayons
- Scissors
- Dirt
- Seeds

- Odd Shaped rocks
- Poster paint, enamel or water paint
- Shellac
- Scissors
- Construction paper

- 1 pt. ice cream container or oatmeal box cut down
- Cotton batting
- Plain material
- Figured material
- Glue
- Scissors

- This will slip over the corner of a book page.
- Decorate the bookmark with crayons or pictures cut from old Christmas cards.

Milk Carton Planters

- Cut the top off a milk carton.
- Cut a piece of construction paper to fit around carton.
- Decorate with crayons and glue in place.
- Fill carton with dirt and plant seeds.

Door Stops

- Select smooth rocks or sandpaper them.
- Wash and let dry.
- Cut designs, trace and paint on the rock.
- Leave the background natural.
- If using water paint, put a coat of shellac over the rock when paint is dry.

Pin Cushion-Button Box

- Glue about $\frac{1}{2}$ " of cotton batting over top of cover.
- Cut a circle of plain material about 2" wider than the box top.
- Cutting toward the center, make slits $\frac{3}{4}$ " deep around edge of circle.
- Put cloth circle right side down on a table top. Put box top with cotton batting down on cloth circle.
- Pull cloth tabs inside of box

RAFFIA

Fiber Cord
Roping
Raffia
Tapestry needle



12 Long strands of raffia
Pretty shaped jar
3 Large Glass beads
Adhesive tape

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6. top and glue. Cover the outside of box with some figured or plaid material - cutting it exactly to fit. Glue.
7. Glue a narrow band of the figured material around edge of cover to finish it off. (It is best not to cover the part of the box over which the top fits.)

Raffia Tray or Mat

1. Wind raffia over end of fiber cord, then coil as in illustration. Fasten coil with several stitches to hold firmly.
 2. Wind raffia over cord 4 or 5 times and fasten to preceding coil by taking stitch up through preceding coil and back underneath the coil on which you are working, forming a figure 8.
 3. Continue as above until desired size is obtained.
 4. To finish: Cut rope diagonally so that it will taper down without leaving a bump.
 5. Sew this end with several anchoring stitches and run needle through
 6. Shellac
- Ivy Holder
1. Slip ends of the 12 pieces of raffia through the bead or tie all 12 pieces in a knot $1\frac{1}{2}$ "

- from the end. If bead is used, slip bead down to the knot.
2. Turn jar upside down, and place the bead or knot in the center of the bottom. Fasten temporarily with adhesive.
 3. Tie 2 strands of raffia together, forming 6 strains about 1" from bead.
 4. Two or three inches from knot make another set of knots using a strand from alternating strands.
 5. Continue until jar is covered.
 6. At the top of the jar divide the raffia. Take 6 strands on each side of jar. Tie. Braid remaining raffia to form a handle, leaving a few inches for tassel.

Raffia Mats

1. Cut 2 cardboard circles.
2. Cut circles from the center, to leave a border 1" wide.
3. Cut a circle of firm cloth to fit between the 2 cardboard circles.
4. Hold the cloth in place with paper clips.
5. Thread needle with raffia or yarn.
6. Bring needle through to the back so the knot will not show. Sew over the top of the cardboard to the front and through to the front again at the lower edge. Sew over and over, keeping the stitches

Cardboard circles
Raffia
Raffia or yarn
Firm cloth
Tapestry needle

LEATHER

Leather
Sharp knife or scissors
Smooth board
Newspapers
Revolving punch
Thongs or plastic gimp



Leather 8" by 4"
Sharp knife or scissors
Revolving punch
Cement
Eyelet

FELT

2 pieces of felt 5 3/4" by 1 3/4"
Cement

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close together so the card-board does not show through. Always make knots to the back. 7. The fabric center may be left plain or embroidered.

Billfold

1. Cut 2 pieces of leather 7 and 3/4" by 3 3/4". Cut one piece 3 3/4 by 2 3/4".
2. Punch hole 1/4" in and 1/4" apart (see illustration) being sure a hole is in the corners.
3. Clip flesh side of C to the tanned side of B being sure to cut the edges of C to reduce thickness.
4. Clip A, B, and C into position.
5. Lace together with either lay over or simple overcasting.
6. Polish and wax.

Coin Purse

1. Fold leather so that purse will be 4" by 3".
2. Unfold and attach the snap and eyelet.
3. Fold purse again. Clip sides together and cement with rubber cement.
4. Punch holes 1/4" in starting at bottom corner working up and around flap.
5. Lace with plain overcast or lay-over stitch.
6. Polish and wax.

Felt Change Purse

Scissors
Yarn
Tapestry Needle

Felt
Cement

Felt
Belt buckle
Punch
Scissors



1. Cut a pattern from contrasting color and sew it to the curved end of the purse.
2. Fold the felt 3" from the bottom and fold down the top to make the flap.
3. Sew up the sides using a whip, or buttonhole stitch.
4. Finish purse by sewing a button to it in the right position to slip through the slit in the flower.

Book Mark

1. Felt book marks can be made in all colors and be given many different kinds of appliqued decorations.
2. Leave the edges plain, since stitching makes it bulky.
3. Felt flowers or other designs, can be cemented to pieces of colored ribbon.

Link Belt

1. Cut enough links (illustration) to go around your waist twice.
2. Fold pieces in half.
3. Loop one link over the end bar in the buckle pulling until slits match.
4. Take another link, fold wide part of one end, push through slits of the first link.
5. Continue this process until belt is one or two inches shorter than necessary.

Felt
Sequins
Embroidery floss
Cotton
Safety pin
Needle

Unbleached muslin
Autumn leaves
Wax crayons
White paper
Iron
Newspapers

Muslin
Wrapping paper
Newspaper
Crayon
Iron
Scissors

6. Sew a strip of felt 1" wide and 4" long to the last link.
7. Punch several holes $\frac{1}{2}$ " apart. The tongue of the buckle fastens into these holes.

Lapel Pin

1. Cut two pieces of felt exactly the same size. (Flower, animal or abstract design shape may be used.)
2. Decorate one side of one piece with the sequins.
3. Sew the two pieces together with floss.
4. Stuff with small bits of cotton to give the ornament more body. These should be added when the two pieces are almost sewn together.
5. Sew the little safety pin to the wrong side of the lapel pin.

Autumn Leaf Doily

1. Be sure leaves are neither too dry nor too green.
2. With wax crayons, color them (one side) their own colors.
3. Arrange leaves artistically, crayon side down, on muslin.
4. Place white paper over leaves.
5. Press with warm iron.

Wall Hanging

1. Cut material the size desired.
2. Pull threads to even edge and fringe or hem edges.
3. Cut and transfer design.
4. Fill in design with heavy

MUSLIN

- strokes of colored crayon.
- Make strokes in one direction.
- 5. When design is completed, lay article face down on newspaper.
- 6. Lay a wet cloth over the back of the design and press with hot iron.
- 7. Process may be repeated for more brilliant color.

Tie Dyeing

- 1. Wrap and tie pieces of string in planned order all over the material.
- 2. Dip the material in a pot of dye which has been prepared according to directions on package.
- 3. After dipping, squeeze out excess moisture.
- 4. Untie strings and permit to dry.
- 5. Press. Finish with a narrow hem.

Paper Bag Masks

- 1. Cut up the folds for 6 or 7" until bag fits down over head of child.
- 2. Use crayons to outline eyes, nose and mouth.
- 3. Cut out.
- 4. Decorate with crayons, crepe paper, etc.
- 5. Make ears and nose of construction paper.
- 6. Paste on.
- 7. Hair can be made of cotton warp or crepe paper.

Muslin
 White string
 Package of dye
 Rubber gloves

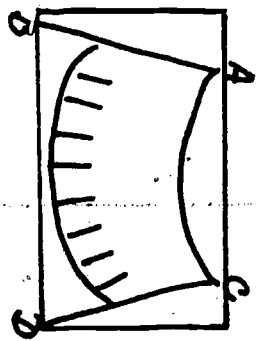
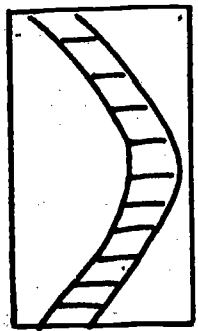
Paper bags
 Crepe paper
 String
 Cotton
 Craft paper
 Paste
 Scissors
 Crayons

HALLOWEEN

THANKSGIVING

9 x 12" drawing paper
Colored construction paper
Yarn or cotton

Construction paper
Scissors
Paste
Stapler



- Felt Paper Masks
1. Fold 9 x 12 white drawing paper in half.
 2. Sketch in face with eyes, nose and mouth.
 3. Cut out.
 4. Open flat and decorate.

- Pilgrim Hats (Girls)
1. Sketch two arched lines. See diagram.
 2. Cut on solid line.
 3. Cut on slits to dotted line.
 4. Place paper across child's head with the straight part of paper at the front.
 5. Fit the slit pieces over the other and staple.
 6. Cut a strip of white paper $2\frac{1}{2}$ " x 18".
 7. Curl about $\frac{1}{4}$ " at each end of this.
 8. Attach across front of cap.

- Boy's Hats
1. Cut a circle of black paper 12" in diameter.
 2. Cut a smaller circle from the inside of the first circle.
 3. On a rectangle 10" x 24" of black construction paper, draw the curved lines in diagram—then cut them.
 4. Cut AB, CD, and slits 1" long.
 5. Fold slit strips to outside.
 6. Slip hat brim over crown and fasten slits to underside of brim.
 7. Add band and a buckle.

Construction paper
Paste
Glitter
Carpet warp



Foil milk bottle caps
Wooden skewer or nutpick
Punch
Gimp or shoe string

#1 or #303 cans for molds
Large can to hold water
Old candles
Paraffin
Bits of crayon
Hot plate
Heavy cord or carpet warp for wick

- Cornucopia
1. Use 9 x 12 paper.
 2. Fold to make 9" square.
 3. Cut off excess paper.
 4. Fold on dotted lines. (See illustration.)
 5. Paste and decorate with glitter using Thanksgiving motif.

- Indian Belt
1. Flatten foil milk caps with a hammer.
 2. Smooth out with handle of a spoon.
 3. Tool an Indian design with nutpick or wooden skewer.
 4. Punch 2 holes in each cap.
 5. Lace with shoe string or gimp.

- Christmas Candles
1. Tie a cord on a dowel rod or pencil and put across the top of the can. Cord must be long enough to reach from stick to bottom of can.
 2. Melt slivered old candles or paraffin and bits of crayons for coloring.
 3. Pour down over dowel rod keeping wick in center of can.
 4. Let sit over night.
 5. Heat water in a large can and dip candle mold up and down holding to dowel rod until candle slips from mold.
 6. Sprinkle candle with glitter while still hot.

CHRISTMAS

Colored tooth picks
Tin foil or cork
Shellac
Artificial snow
Colored yarn
Glitter

Light-weight cardboard
Scissors
Paste
Glitter
Paint
Foil
Needle and thread

Firm paper plates
Paper lace doilies
Crepe paper
Glue

Loose leaf ring

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Tooth Pick Balls
1. Roll foil into tight ball about 1" in diameter.

2. Sew a piece of colored yarn through center of ball and tie into a loop long enough to hang on a tree.
3. Fill ball or cork with tooth picks, spacing evenly.
4. Pour shellac over ball - sprinkle with glitter and snow.
5. Let dry.

Three-Dimensional Ornaments

1. Cut Christmas shapes from cardboard.
2. Decorate 2 pieces with paint or foil.
3. Cut a slit half-way up from the bottom on one and half-way down from the top on the other.
4. Fit the 2 pieces together and make a loop at the top with yarn.

Paper Plate Bonnets

1. Turn plate over.
2. Glue doily on plate.
3. Cut two slits in paper plate and doily.
4. Cut a 2" strip of crepe paper and run through slits, leaving two ends long enough to tie under the chin.
5. Decorate with small crepe flowers.

Key Ring

FATHER'S DAY

EASTER

Scissors
Gimp

BLOWING COLORS

Pupils drop small puddles of tempera paint in various areas on their paper. The pupil blows through a straw directly over each puddle to make a design. Additional colors may be used to create interesting patterns.

FELT PRINT

Cut a felt piece into shape desired. Glue the shape on a wood block or stiff cardboard. Allow to dry. Dip into shallow pan of tempera. Print on newspaper to test. When satisfied, print on plain paper, etc.

SEEDS DESIGN

Plan a design on paper. Draw your design or picture on cardboard. Fasten the beans and seeds to the cardboard with glue or cement. Lacquer or varnish the dry design.

MOBILE

Cut construction paper so that you have a five inch square. Fold the five inch square in half. Draw a half of a butterfly or $\frac{1}{2}$ of a bat on the fold. Color, cut out and hang on a thread. Try a bell and other ideas.

CLAY DESIGN

Place clay on wax paper. Remove all air bubbles. Form into a thick circle with a bottle. Make a design across the smooth top allow to dry. Paint in bright colors. Two or three coats of shellac will make a hard finish.

1. Cut 4 pieces 12" long of different colors of gimp.
2. Loop through ring.
3. Braid threads to within $\frac{1}{2}$ " of end.
4. Tie securely.
5. Leave end fringed.

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ACCORDIAN BOOKLET

Have pupils decide on a subject for their picture story: love, friends, kindness, sports, etc. Look in magazines for pictures to tell your story. Love maybe pictures of pupils walking and holding hands. Kindness could be a child feeding a puppy. Sports maybe a boy playing baseball. Friends could be a visit to a shut-in. Place your title on accordion folded tagboard and show your picture story on each page.

COLLAGE

Use tagboard or heavy cardboard as a base for the collage. Plan an interesting design using a wide variety of materials. Use glue or cement to hold these in place.

COLLAGE

Use construction paper as a base for a collage. Have pupils cut pictures out of magazines on something that is of interest to them. Foods, sports, tools, cars, machines, toys, clothes, etc.

STRING DESIGN

Place construction paper on table. Plan your design, using string, cord, yarn of different colors. Spread starch/glue mixture on paper, apply string design.

PLASTER MOLD

Lightly grease mold (cottage cheese lid, ice cream lid) and leaf, flower or whatever item you will want to use. Mix dry plaster and water. Place your item in mold and pour plaster. Allow to set. Remove mold, wash and paint.

NATURE PICTURE

Gather ferns, grass, leaves, weeds, butterflies, etc. and press until dry. Within a suitable frame arrange the nature forms in a pleasing composition and mount on white cardboard with glue. Place within frame and paste paper over the back to keep dirt out.

BUTTON FUN

Let each pupil bring in as many different kinds of buttons as they can find. The pupils can either sew buttons on tagboard first, adding felt pen details later, or the picture may be drawn and buttons added for finishing. You can use animals, jewel boxes, etc.

CANDLE MOLD

Place paraffin or old broken crayons in top of a double boiler and put on a hot plate. Place pencil in center of mold. While holding pencil, pour wax in mold. Hold pencil until wax starts to cool. When mold is hard remove pencil. Put string through hole made by pencil. Pour melted wax in hole around string. Remove wax from mold by dipping into hot water quickly.

STONE FACES

Choose smooth stones of medium size. Wash. Decide the best area for a face. Use tempera paint to paint the face. After face is dry; lightly brush shellac over the face.

BLOTTER FIGURES

Plan a profile drawing of a person or animal. Next draw your picture this time on a blotter. Cut out. Glue grass seed to your picture. Staple another piece of blotter on back of your drawing and let it hang into a glass of water. Sprinkle with plant food and clip grass as it comes out maybe on a head, on legs or back.

MOBILE GEOMETRY

Cut circles, strips, triangles, squares of construction paper. Use these to plan a person, animal, etc. Use your imagination to bend or roll paper. Glue pieces together and hang from a string.

PATTERN DESIGN

fold a sheet of construction paper in half. Put various colors of paint or ink on one side of the paper. Fold the unpainted side over and press firmly. You may repeat using different colors.

INITIAL DESIGN

Hold your paper the long way and write the first letter of your first name. Hold your paper the short way and write the first letter of your middle name. Place paper upside down and write the first letter of your last name. Using your crayons, color all the empty spaces.

FINGER DESIGN

A pupil may pour a puddle of starch about the size of a jar lid. Put tempera powder paint on starch. Mix tempera and starch over the sheet and make a design or pattern with your fingers.

NAME DESIGN

Print your first name in letters 2" tall on white construction paper.

Leave enough space between each letter. Using your crayons, carefully make a different design around each letter. Use several color combinations.

SCRATCH DESIGN

Pupils can staple or glue a piece of wax paper to dark construction paper. Be sure to leave a border. Use an open paper clip to scratch a design or picture on the wax paper surface.

SHAPES

Have the pupils cut a sheet of black construction paper into several shapes creating a rhythmical form. Do not add or take away from the paper you cut. Space and glue pieces on white construction paper or contrasting colored paper.

PAPER WEIGHT

Pour dry plaster of Paris into a pan. Add water, stirring until the mixture is thick and smooth. Use a furniture glide that is clean and dry. Measure and cut a picture of yourself, a friend, parents, flowers, etc. Place the picture face downward into the recessed part of the glide. Carefully pour in plaster of Paris. Allow to dry. Glue a felt circle to the plaster.

PEEP BOX

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Cut a small round hole in one end of a shoe box. Cut a larger opening in the box cover. Build a scene using tagboard, clay or construction paper inside of the box. Place the cover on the box and look through the round hole. You may have to use your imagination.

PAPER CHAIN

Pupils can cut their construction paper into strips about $\frac{1}{2}$ inch wide and 3" long. Make a chain by dabbing glue on one end of each strip, make a loop and stick together. Interlock each loop before using the glue to glue the end together. If you use many colors it makes a pretty chain.

TREE PICTURE

Children can cut a tree trunk and branches from black paper. Glue to white construction paper. Crumple small pieces of green tissue paper and glue on for leaves.

FISH MOBILE

Teacher instructs pupils how to make fish shapes. Draw or trace the shape on a sheet of tissue paper or wallpaper. Add a second sheet and cut out. Glue two sides together, leaving a 6" opening near the back end. Stuff with scrap paper, glue opening and hang with thread.

PAPER BOOKMARK

Pupils cut a strip about 1" or 2" wide and 8" long. Draw a design, a figure, etc. on one end. Color your drawing and trim around it to make a bookmark.

PAPER MAT

Teacher may assist pupils in measuring a 1" line completely around large construction paper. Draw lines $\frac{1}{2}$ " apart down the length of the paper. The teacher will also, cut with razor blade. Now cut second sheet into $\frac{1}{2}$ inch strips. Weave strips, under one, over next. Apply two coats of shellac for place mat.

POP-ART CALENDER

Hang 1975 on your wall. Using an empty cereal or detergent box, paint

colored paper, and a calendar, design a "mod" package for the year. Combine brilliant colors, flowers and a typical advertising slogan, for a "pop" design on box. Paste calendar in place and hang with colored yarn.

MAPLE-WINGED INSECTS

Pupils can create from the land of fantasy tiny insects. Together with push pins, small corks, rolled bits of brown paper, beads, and winged seeds from maple trees. Use fine thread and hang from your classroom. They will spin like real insects whenever the air around them changes.

FRUIT FIGURE

You may use an apple or orange for body. For making a rabbit use oval shaped construction paper ears and tail; eyes and nose are raisins; ribbon or paper bow; foam ball head or rolled aluminum foil.

COAT HANGER FACES

Bend coat hanger into a face shape. Stretch a nylon stocking over the hanger. Tie at top. Cut off what is not needed. Create a face using sequins, felt, yarn, buttons, etc.

TOOTHPICK FIGURES

With airplane cement or glue, make a shape or form with toothpicks. Mount on heavy cardboard. Make your own design. You can leave wood natural or spray with color.

FLOWER CONTAINER

Have children bring in orange juice cans to be used as a base or container. Place glue on can, wrap heavy yarn around the can. Add another inch of glue and repeat. This can be used as a flower pot if dirt is placed into it.

FRUIT BANK

Cover a piece of fruit with vaseline. Tear strips of newspaper into pieces about 4" long and 1" wide. Apply paste to paper and place 5 layers over fruit. Allow to dry. Cut the paper fruit in half and remove

the fruit. Join halves and paste with small strips of paper. Leave opening for a coin slot and you will have a fruit bank. Paint.

SANDPAPER PRINT

Sketch a picture on sandpaper with pencil. Color with crayons. By pressing heavily with crayons your picture will resemble an oil painting.

PINECONE ART

For a picture, draw the design first on cardboard and then fill it in with pinecone petals arranging them in design. For a gift, such as a pencil holder the pupils can wrap heavy paper around a juice can and then glue on the petals curved side out.

PAINT WITH FLOWERS

Collect common flowers and weeds. Rub different petals and leaves on paper blending various colors and shades. Stain the background, then add a line drawing of what the color suggests. Spray with charcoal fixtute.

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SPECIAL SUBJECT AREA PROGRAMS

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The majority of educable mentally retarded children in the Indianapolis Public School System, primary through junior high school, are mainstreamed into special area programs. The areas of art, music, physical education, home economics and shop provide activities that are greatly enjoyed and needed by retarded pupils. In fact, it is in these subject matter areas the many pupils can participate on a more nearly equal footing with their peers in regular classrooms. And, in instances where special subject area skills have been too difficult for the retarded pupils to grasp, the teachers in those areas have done a very professional job of adapting or substituting skill materials in order to make their programs meet the needs of the retarded pupils. A special thanks to them.

Consequently, it is the responsibility of the special education teacher to be of service to the special area teacher. Know what skills the special area teacher is stressing and reinforce those skills in the classroom. Inform the special area teacher of the behavior of certain pupils who may be having problems. Share with that teacher various methods that have worked in teaching a particular class of retarded pupils. Very often the special area teacher has only a limited amount of time to work with the pupils, so review the material just before the pupils are to go to the special subject area class.

On the following pages are lists of some of the basic skills a special subject area class is likely to be taught; in art, music and physical education, in addition there are also some suggested activities to be used with EMR pupils. The skills list and activities are meant to be an aid to the special education teacher in teaching or reinforcing concepts taught by special area personnel.

ART SKILLS - REGULAR

MANIPULATIVE SKILLS

1. Explore use of water color, tempera paint, crayons, colored chalk, clay, starch, paste and paper, puppets, etc.
2. Explore other materials-nature materials, sand, wood, string, yarn, cloth, beads.

PICTURE MAKING SKILLS

1. Interpret daily happenings by expressing moods, feelings.
2. Interpret stories, songs and music.

DESIGN MAKING SKILLS

1. Make borders, patterns and unit designs through painting.

THREE-DIMENSIONAL SKILLS

1. Modeling, shaping, constructing with paper, clay, wood.

COMPOSITION SKILLS

1. movement
2. size
3. placement
4. overlap
5. repetition
6. intensity of color
7. line

APPRECIATION SKILLS

1. pleasing arrangement of personal items
2. arrangement of flowers
3. decorate classroom
4. enjoy pictures and art objects

EMR pupils should have experiences in such media as:

- pencil
- paper (blue print, construction, crepe, tissue, wall, poster, carbon, tracing) newsprint, mural, kraft,
- upson board and sand paper
- paint (oil, water, opaque, enamel, fingerprint, textile, shellac, varnish, thinners and cleaners
- charcoal
- modeling clays (moist, soft, self-hardening), wax, wood, plaster, paper mache
- metals and foils
- plastics (flexible and rigid - beads)
- leather or substitutes
- fabrics
- natural materials (feathers, vines, pods, etc.)
- metal products (nails, screws, wire, brads, etc.)
- inks and dyes

Pupils should also have experiences with tools such as:

- scissors
- paint brushes
- saws
- vise
- hammers
- brace and bits
- punch
- spatter or spray gun
- needles
- rulers and other measuring devices
- T - square
- wood burning tool
- soldering iron
- looms
- linoleum knife
- presses
- lettering pens
- sponges
- modeling tools and stamping tools

ART ACTIVITIES

ILLUSTRATION

Picture making is a natural way of self-expression for pupils of all ages. In this way, pupils can share with others their many experiences.

1. Group or individual drawing and painting to interpret stories, experiences, trips, films - to illustrate social studies, science, reading, etc. (murals and bulletin boards)
2. Illustrate maps - produce charts.
3. Draw action sketches of figures and animals.
4. Paint flower arrangements using the flowers you bring from home during the spring and fall months.
5. Draw fruit groupings with baskets and bowls.
6. Draw toy compositions.
7. Draw on dry paper using the flat side and the end of chalk. Rubbing the chalk with a small piece of cloth to get color blends makes an interesting texture, and gives objects a three-dimensional look.
8. Draw on wet paper using the flat side of the chalk. This gives a broad stroke effect. It is quickly done and gives the drawings a feeling of rhythm and simplicity.
9. Make cut paper pictures using related colors. If you are not able to get colors in construction paper, colored pages from magazines may be used.
10. Cut geometric shapes and arrange into pictures and designs.
11. Make cut paper portraits.

COLOR

A. Children learn to mix color to express feelings, happiness, sadness, dullness, etc.

1. Gain knowledge of dark and light colors, shades and tints

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2. understanding of color gradations
- B. Recognition of pleasing color combinations.
 1. choice of color for certain "effect"
- C. Associate color with objects.
 1. begin to think in terms of color value
 2. develop working knowledge of color terms (tints, shades, cool, warm, color contrast, color moods)
 3. develop skills in use of color harmonies in design and illustration
- D. Making pictures expressing moods and feelings, (correlating possibly with music).
 1. experiment with color
 2. take walks to observe color in nature
 3. make pictures using values of one color
 4. experiment in mixing colors for a desired color (add water to opaque color for tints - add black for shades - add opposite color for grayed tones.)
- E. Make color schemes for own room.
 1. relate color harmonies

Make color designs.

1. scratch crayon
2. splatter design
3. sponge painting
4. blend wet chalk
5. exploratory activities in crayon, water colors, chalk and colored paper
6. color in nature - animals, fruits, vegetables, etc.

DESIGN

1. children may express their feelings with design forms
2. may become conscious of size and shape
3. gain awareness of design in nature and man-made objects
4. learn to see beauty in natural objects
5. begin to understand use of variety of kinds of tones in design
6. apply design principals (rhythm, proportion, unity, balance, repetition)

7. develop an increase feeling for space filling
8. cultivate consciousness for texture, pattern, size, and shape
9. splatter design for portfolio, greetings, nature study
10. simple collage
11. scratch-board and finger paint designs
12. designs on paper plates
13. Indian designs
14. vegetable or stick painting
15. string design
16. blue print
17. stencil designs on fabric or paper
18. all over patterns, borders, etc.
19. free brush designs using different kinds of lines:
 - a. straight
 - b. diagonal
 - c. light or thin
 - d. thick or dark
20. linoleum prints for repeat designs
21. designs to fit
 - a. triangles
 - b. squares
 - c. circles
 - d. rectangles
22. form designs using lettering pens for:
 - a. posters
 - b. decorative plaques
 - c. boxes
 - d. plates, etc.
23. tapped designs on wood, copper, tin foil
24. decorations for own room

LETTERING

A. Children should learn a letter form.

1. arrangement and spacing of letters and words
2. degrees of neatness in cutting and pasting
3. sense of optical spacing
4. marginal spacing
5. knowledge of upper and lower case letters

6. use ink and round lettering pens
7. learn to apply lettering to needs
8. awareness of different types of alphabets, decorative lettering
9. fair comprehension of word arrangement in posters, folders, charts, maps, etc.
10. make practical use of lettering

Activities include:

1. practice on posters or signs for special days and school events
2. paste brush free hand lettering
3. monograms
4. cut paper mottoes
5. holiday cards
6. drill on single stroke letters
7. use all basic lettering tools
8. use flat side of crayons or chalk to make lettering
9. use letter names on portfolios
10. large cut letters for room, decorations, bulletin boards, etc.

MODELING

1. develop hand skills
2. pleasure
3. experience

Activities include:

1. slab and coil boxes
2. animals and figures
3. free form bowls
4. tiles

5. figures of people from other lands
6. heads of puppets
7. carve soap - wax
8. model objects related to academic subjects and interests
9. model with paper mache
10. holiday ornaments and decorations, Christmas, Easter, etc.

APPRECIATION

Activities include:

1. visiting museums and galleries
2. studying pictures in school building
3. planning and maintaining
 - a. displays
 - b. bulletin boards
 - c. table arrangements, etc.

CRAPTS AND CONSTRUCTION

- A. Children learn to paste neatly and cut carefully.
- B. Children learn to make and decorate gifts, puppets, booklets, mobiles; masks for Halloween, hats for Easter, ornaments for Christmas.

Activities include:

1. make and decorate gifts
2. make puppets
3. make booklets
4. make mobiles
5. make masks for Halloween
6. make hats for Easter
7. make ornaments for Christmas
8. make cardboard animals
9. make beanbags
10. make toys and games
11. make and construct paper and cardboard buildings
12. make dolls

13. make kites
14. make jointed animals
15. make peep boxes (correlated with studies)
16. weaving
 - a. dish towels
 - b. tube
 - c. looms
 - d. spool
 - e. rack
 - f. reed
 - g. raffia
17. simple jewelry forms in wire or metals, clay and plaster
18. make models of:
 - a. school
 - b. homes
 - c. community
 - d. village
 - e. local or foreign places
 - f. make kites
 - g. make house numbers
 - h. make bird feeders
 - i. make bird houses
 - j. make letter holders
 - k. make mats
 - l. make baskets
 - m. make clothes racks
 - n. make what-nots
 - o. make table scarfs
 - p. make cookbooks
 - q. make billfolds
 - r. make purses
 - s. make tote bags
 - t. make label decorations
 - u. make relief maps
 - v. make relief globes

Arts and Crafts Correlated with Social Studies

School Map - A school district map is made from heavy tagboard.

Geography

Children draw pictures of home, school, factories, stores and landmarks. When a child learns his address, etc. he may pin his home to the map. Use straight pins with name tags. Pins and homes can be removed and the map used again. Directions can be taught at this time.

Many variations of above is possible. Use photos of each child's home taken on study walks of district. Use as a table project with buildings constructed of cardboard or plaster forms, real grass and small plants, twig and sponge trees, lamps, traffic signs, house numbers, etc.

Maps of all kinds - printing of important locations and use of color distinction between political divisions of pre-printed maps.

Drawing or cutting and pasting on outline maps to illustrate specific information.

Making relief maps of flour and salt, plaster, paste soaked yarn or clay.

Make jig-saw puzzle type maps of paper, cardboard, wood.

Cut date lines from newspaper and paste in proper location on outline map.

Use opaque projectors for mural maps.

MUSIC SKILLS - REGULAR

SINGING SKILLS

1. clear tone
2. relaxed tone production
3. clear enunciation
4. fine tone scale
5. accurate pitch and rhythm

RHYTHMIC SKILLS

1. gross motor movements
2. interpretation of music through pantomime and movement
3. dance
4. develop programs
5. accurate tapping of rhythm of melody

LISTENING SKILLS

1. listen with concentration and attention
2. identify or differentiate pitch, tempo, ascending and descending melodies, phrases, chords, scales, etc.

MUSIC READING AND WRITING

1. recognize notes
2. reads notes and rests
3. recognize passages of music and write their names

INSTRUMENTAL SKILLS

1. appreciate different music styles
2. play instruments (rhythm band through tonal instruments)
3. name orchestral instruments

SINGING

1. for enjoyment
2. develop skills in singing
3. maintain a happy environment for music

PLANNING A MUSIC PERIOD

1. distribution of books (classroom)
 - a. distributed by monitors
 - b. each child should have access to a book
2. distribution of books (chorus)
 - a. placement of books on chair before students enter auditorium
3. Care of books
 - a. develop sense of pride in keeping books clean and intact
 - b. teach how to turn pages and find pages
4. Discipline
 - a. attention at all times
 - b. clear and direct instructions
 - c. eliminate distractions as much as possible
5. Develop listening habits
 - a. pupils should hear the music frequently and regularly
 - b. use music to stimulate or relax pupils
 - c. use a variety for listening
 - d. tell stories of the compositions
6. Concerts
 - a. manners at a concert - applause, handling a program, requests for encores

Listen to recordings.

Draw with crayon or chalk as a record is played.

Finger paint to music.

Take exercises to rhythm. These may be played on the piano, or maybe recordings.

Play musical games.

Perform action songs.

Have pupils interpret words of a song by hand-and-arm motion. For example words as gracious, kindness, etc. For "gracious" have pupils pluck their hands across their chests.

Teacher may have the pupils to act out the words of a song.

Create a song and demonstrate the body movements of standing "tall and squatting small" as the verse of your song will dictate. Call on several pupils to perform the activity while you and the rest of the class sing.

Tape voices of children singing.

Teacher may practice appropriate animal sounds with pupils.

Have a large farm scene on bulletin board. Introduce the song "Old MacDonald Had A Farm." Pass out the first dot-to-dot picture.

Have the pupils complete the activity, identify the first animal, finish the first verse of the song and go on to the next animal.

Watch a short film or filmstrip, picturing the story of a musical score or story.

The class can make instruments or use rhythm band instruments - make a drum out of an oatmeal box.

Use seven glasses or glass bowls and tune them to a musical scale by filling them with graduated amounts of water. The notes that each glass makes can be made on the piano. Label each with the note itself.

Play the game "Who Is Humming?" A pupil leaves the room. A hummer is selected. All pupils including the hummer puts heads on their desks. When the pupil who left the room returns, the hummer begins to hum a

tune and the pupil tries to locate the hummer. The hummer can stop humming as he approaches. The child who is "it" is given a certain amount of time to locate the hummer.

Pre-record music produced by certain musical instruments. While music is playing in background, pass out a picture of a musical instrument. If a pupil has this particular instrument in his hand he is to stand up and show it to the class. This continues until entire combination of instruments have been played. Pupils swap pictures and repeat game. The child will become familiar with all instruments.

Teacher selects pictures depicting moods or actions such as: happiness, sadness, anger, disappointment, running, walking, dreaming, etc. these are placed on poster board. The teacher chooses music that associates with the moods and actions of the pictures. While the songs are playing, have each pupil point to the picture or pictures that correspond with the mood of the music.

Pupils may sing songs with "popular" recordings.

Make a "Times" chart of famous musicians.

Have pupils bring in contemporary songs.

Make scrapbooks of present day musicians.

Cut out pictures of musicians that are currently in town and classify according to type of music they play.

Write a story or paragraph about your favorite musician.

Have school musicians come into the classroom and set up a talent show for your class.

Make bulletin boards with pictures of musical instruments.

Write a contemporary song on the board, have the pupils copy it and draw pictures about it.

Collect LP record jackets - bring to class and the pupils can classify them according to jazz, rock, symphony, blues, soul, pop, country and western.

Set aside one Friday afternoon after all work has been finished for spinning records. Choose a different pupil monthly to act as Disc

Jockey and spin records for listening.

Ask principal's permission to have a "sock-hop".

Invite a person from a local band or combo to visit your class and tell how they got started in music.

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PHYSICAL EDUCATION SKILLS - REGULAR

EVENT

STANDARD

Walk to rhythm	coordinates foot placement and handclaps
Body parts (self image)	touches name parts without hesitation
Gallop forward	20 ft. forward, either foot leads - return to opposite foot
Jump over line	6 total jumps forward - backward - 6 total jumps - sideward and return
Balance line walk	12 feet with balance
Crab walk	10 feet forward and backward
Bean bag accuracy throw	2 points out of 5 tries
Log roll	rolls length of log and returns properly
Directional movement	
Laterality movement (left and right)	
Skipping	
Rope run through	
Rabbit jump	
Overhead bean bag throw	5 continuous - maintain balance
Somersault	3 hits in - out of 15
Jog in place	15 seconds - stop
Standing knee jump	1 success - 2 tries
Laterality movements (supine positions)	pupil executes all movements with no hesitation
Hop in place	hops 10 times on each foot, standing inside 18" sq.
Long rope jump	2 continuous jumps and exit without touching rope
Balance beam	walks beam forward and backward without falling
Still hang	hold straight arms and hands position for 30 seconds



Underhand pitch
 Forward roll
 Knee jump kneeling
 Curl ups
 Jumping jacks
 Individual rope jump
 Balance beam (walk sideward)
 Seal crawl
 Overhand throw (8" ball)
 Headstand tuck
 Jogging
 Base run
 Sit ups
 Pitching underhand
 Batting from a tree
 Throwing overhead
 Fielding a ground ball
 Forward roll
 Tip - up
 Ladder hand travel
 Head stand
 Squat thrust
 Sit ups
 Rope jumping
 Standing long jump

3 hits inside of target out of 5 trials from 15 feet away
 1 successful roll using proper form
 10 continuous curls holding each 2 seconds
 4 continuous jumps any style
 pupil seal crawls for 15 feet
 3 hits inside target out of 5 trials from 15 ft. away
 continuous jog for 90 seconds without stopping
 touches all four bases (45' apart) in 20 seconds
 3 continuous arms flexed - arms straight back
 3 out of 5 tries
 3 out of 5 tries
 1 out of 3 tries
 2 out of 5 tries
 squat 2 rolls squat
 holds three continuous seconds
 travel 10 rungs
 hold 2 seconds - roll to squat
 10 to 45 seconds
 20 continuous
 10 jumps without a miss
 3" - 6" 1 out of 3 tries

PHYSICAL EDUCATION ACTIVITIES - EHR

- Walk like wooden soldiers
- March to music
- Walk lines - heel - toe
- Galloping exercises
- Skipping exercises
- Hopping exercises
- Jump rope - jump bounce, rock, skip, cross feet, cross hands, run
- Relay races
- Animal imitations
- Balance beam exercises
- Underhand throw - bean bags and balls
- Ring toss
- Bounce balls
- Kick ball
- Swing and sway to music
- Climb on monkey bars
- Singing games "Ring Around the Rosy, London Bridge," etc.
- Folk dances
- Circle games such as "Tag"
- Court games
- Social dances
- Swimming
- Volley ball
- Forward rolls
- Push-ups



Cartwheels

Warm-up exercises:

Arm flings, back stretcher, bobber, body bender, count down, rag doll, deep breather, jump in place, rocking chair, side bends, squat jumps, trunk bounce, wing stretcher, etc.

Bowling

Running in group

Human bowling

Basketball:

bounce and catch, bounce and pass, center toss, chest pass, dribble, free throw, jump ball, overhand throw, overhead pass, rebound play, receiving ball, shooting, shoulder throw, tie-ball, shuffle, toss - throw

Gymnastics (without mats):

heel slap, turk stand, tailor sit, crab walk, heel click, inch worm, coffee grinder, shoulder rest, swagger walk, etc.

Gymnastics (with mats):

log roll, mule kick, jack knife, round - off, squash, spread eagle, frog stand, pyramids, etc.

Football - passing, carrying, punting, receiving

Track and field - dash, hurdles, relays, distance throw, accuracy throw, accuracy pitch, standing broad jump, shuttle broad jump

Collect pictures of famous athletes and make a scrapbook.

Teachers may pick up basketball booklets from the Pacer Office on E. 38th St.

Have a Pacer player to visit your school and show you some pointers on how to play basketball.

Know about some of the players on the Indianapolis baseball team. Get their pictures and make collections.

Write a paragraph on what you enjoy most in PE.

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