

DOCUMENT RESUME

ED 125 768

PS 008 671

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 TITLE Planning a Multigrade Kindergarten-One Program of Instruction.  
 INSTITUTION San Diego City Schools, Calif.  
 PUB DATE 75  
 NOTE 84p.

EDRS PRICE MF-\$0.83 HC-\$4.67 Plus Postage.  
 DESCRIPTORS Attendance; \*Curriculum Guides; \*Early Childhood Education; Enrollment; Evaluation; Grade 1; Grouping (Instructional Purposes); \*Instructional Materials; \*Instructional Programs; Kindergarten; \*Multigraded Classes; Paraprofessional School Personnel; Parent School Relationship; Scheduling; Student Placement; Volunteers

ABSTRACT

This curriculum guide was designed to assist teachers in implementing an effective multigrade kindergarten-one program of instruction. The philosophy and goals of early childhood education are presented and the K-one program is described including the selection of pupils, suggested K-one groupings, and enrollment and attendance. The other areas covered in the guide are: (1) communication with parents, (2) beginning the program, (3) suggested daily schedules, (4) curriculum content, materials, and grouping, (5) the afternoon program for first grade, (6) parents, volunteers, and paraprofessionals and (8) evaluation and pupil placement. A list of basic materials needed for the program and a list of instructional materials organized by subject area are included. (JMB)

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# Planning a Multigrade Kindergarten-One Program of Instruction

PS 008671



San Diego City Schools  
San Diego, California  
1975

PLANNING A MULTIGRADE KINDERGARTEN-ONE  
PROGRAM OF INSTRUCTION

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Unedited

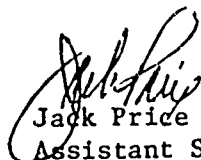
## PREFACE

During the past five years (1970-75), the utilization of multigrade classrooms as one organizational pattern for meeting individual needs of pupils has increased, the rationale being that flexibility in *age grouping* allows pupils to interact in a more natural social environment. This interaction in turn provides increased opportunities for pupils to help one another to learn as they develop self-confidence, responsibility, and leadership.

The intent of this publication is to assist teachers in implementing an effective K-One program of instruction. The information provided will assist the teacher in:

- Scheduling curriculum content to meet individual needs of pupils.
- Planning effective ways of grouping children to personalize learning.
- Utilizing parent and volunteer help in the classroom.

Readers will understand that, as with other curriculum publications, suggestions for improvement of this guide will be welcomed from teachers, administrators, and parents. These suggestions should be directed to the Curriculum Consultant, ECE, Programs Division, Education Center.

  
Jack Price  
Assistant Superintendent  
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## CONTENTS

INTRODUCTION . . . . .	1
Early Childhood Education . . . . .	1
The K-One Program . . . . .	5
Selection of Pupils . . . . .	5
Suggested K-One Groupings . . . . .	6
Enrollment and Attendance . . . . .	7
COMMUNICATION WITH PARENTS . . . . .	10
BEGINNING THE PROGRAM . . . . .	11
SUGGESTED DAILY SCHEDULES . . . . .	14
Subject Time Allotments - Kindergarten and First Grade . .	14
Sample Program 1 . . . . .	16
Sample Program 2 . . . . .	17
Sample Program 3 . . . . .	18
Sample Program 4 . . . . .	19
Sample Program 5 . . . . .	20
Sample Program 6 . . . . .	21
CURRICULUM CONTENT, MATERIALS AND GROUPING . . . . .	22
Art . . . . .	22
Health . . . . .	29
Language Arts . . . . .	31
Reading Skills . . . . .	31
Language Development . . . . .	32
Mathematics . . . . .	34
Music . . . . .	36
Physical Education . . . . .	39
Science . . . . .	43
Social Studies . . . . .	45

THE AFTERNOON PROGRAM FOR FIRST GRADE .....	49
Reading Instruction . . . . .	49
Independent Reading Activity Period . . . . .	49
Reading and Language . . . . .	50
Circle Activities . . . . .	51
Independent Activities . . . . .	53
Total Class Activities . . . . .	54
Individual Diagnosis and Prescription . . . . .	54
 PARENTS, VOLUNTEERS AND PARAPROFESSIONALS . . . . .	 56
 EVALUATION; PUPIL PLACEMENT . . . . .	 61
 APPENDIX . . . . .	 65
Basic Materials List . . . . .	67
Instructional Materials . . . . .	70

## INTRODUCTION

### EARLY CHILDHOOD EDUCATION

#### *Philosophy*

Educating the young child today requires an understanding of the nature of childhood, the nature of learning, and the quality of personal relationships among teachers and children. Learning becomes a personal matter that varies with each child, proceeds at different rates, and develops best when the child is actively engaged in his own learning.

#### *Origin*

Early Childhood Education programs in California are based on state legislation passed in 1972. The *Course of Study*, San Diego County, 1974-1975 (pages 15-17) presents the following on the implementation of Early Childhood Education programs:

Early Childhood Education programs are being implemented to revitalize kindergarten-primary education in California under the provisions of Chapter 1147, Statutes of 1972 (Senate Bill 1302) of the State Education Code, 6445-6445.6. This legislation supports local school districts' efforts to develop early childhood education programs that include, but need not be limited to, making provisions for:

- Assessment of educational needs.
- Restructuring the program from kindergarten through grade 3, including more flexibility in approach.
- Defined and measurable program objectives.
- A local effort designed to systematically phase into the program all the schools of the district in no more than five years.
- Coordination of all district resources to meet the objectives of the local plan.
- Evaluation of children's health needs.
- Emphasis on an individualized, diagnostic approach to instruction.
- Direct parental involvement in planning the classroom program, implementation, and program evaluation.
- Programs for comprehensive parent education.
- Staff development and inservice training.
- Evaluation of the program by the governing board of the school district with the assistance of administrators, teachers, and parents.

The California State Department of Education publication, *Policies for Early Childhood Education*,<sup>1</sup> outlines the goals of Early Childhood Education programs:

To nurture self-esteem and self-understanding as a unique and competent individual, the children:

Learn about themselves and understand their feelings.

- Have a positive self-image, realizing their uniqueness as individuals.
- Identify with their ethnic backgrounds.
- Identify with success.
- Discover themselves as independent, self-determining persons who are increasingly able to make choices, solve problems, and accept the responsibility for their actions.

Develop and increase their capability for self-direction and self-discipline.

To broaden and deepen sensitivity to experience, the children:

Discover and appreciate a variety of experiences.

- Realize that the environment is filled with many different, meaningful opportunities and tasks.
- Develop their tactile, visual, and auditory senses.
- Develop responses to their environment.
- Recognize that others are uniquely sensitive to their environment and experience.

To encourage differentiated interaction with people, the children:

Explore their place among their peers.

- Learn to accept responsibility.
- Learn to be intelligent followers and capable leaders.

Interact confidently and securely with all people at school.

- Participate in cooperative planning and productive enterprise with others.
- Learn to interact positively with children of differing ages.
- Communicate with familiar and unfamiliar adults as the situation demands: administrators, teachers, resource people, visiting parents, paraprofessionals, and volunteers.

<sup>1</sup>*Policies for Early Childhood Education* (Sacramento: California State Department of Education), 1973.



Learn to respect the feelings of others.

- Abide by classroom standards of courtesy.
- Share the affection of the teacher with their peers.

To strengthen the commitment to and pleasure in work and learning, the children:

Develop a positive attitude toward school.

- Enjoy their position as contributing members of the school.
- Attend school regularly and willingly.
- Overcome inappropriate anxieties and/or fears.
- Implement at home the concepts gained at school.

Sustain curiosity about their expanding world.

- Investigate and learn in a variety of ways.

Share with others the results of their work and learning.

To promote the development of appropriate psychomotor skills, the children:

Show sequential progress in the controlled and coordinated use of large muscles, as evidenced by:

- Balance skills (static and dynamic).
- Locomotor skills.
- Hand-eye and foot-eye coordination.
- Body and space awareness.
- Increases in strength and stamina.
- Using large muscle activities for participation.

Show sequential progress in the controlled and coordinated use of fine muscles, as evidenced by:

- Increased hand-eye and foot-eye coordination.
- Increased body and space awareness.
- Enjoyment of tasks involving the use of fine muscles.
- Integration of visual, auditory, and kinesthetic perceptions in performing psychomotor tasks.

Demonstrate awareness of laterality and directionality.

To promote cognitive power and intellectual mastery, the children:

Develop individual learning styles.

- Experience many modes of learning — oral, aural, visual, and kinesthetic.
- Discover which modes they enjoy.
- Choose the appropriate mode, where possible, for the task at hand.

Develop language and concepts of numbers as tools for thought.

- Listen and respond effectively.
- Use systems of symbols.
- Internalize thoughts and feelings.
- Communicate thoughts and feelings.
- Inquire and seek data.
- Reason and make judgments.

Acquire a store of factual knowledge and the skill to apply that knowledge.

- Assimilate data.
- Process data.
- Apply data to learn new data.
- Hypothesize or generalize from the data.

Explore the facts of an ever-widening environment.

- Experience the social sciences.
- Gain knowledge and practice in the arts.
- Use principles of healthy living.
- Observe and experiment in science.

To promote the capacity to participate in their social world, the children:

- Develop responsibility for personal hygiene.
- Develop responsibility for their safety and that of others.
- Develop respect for their physical person.
- Understand and accept a rational system of controls and sanctions.
- Contribute to the development of their social world according to their capacity.
- Recognize and appreciate the contributions of others.
- Respect the rights and property of others.

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- Dunn, Eleanor, et al. *Lexikits*. Riverside County School Department, Riverside, 1973.
- . *Lexilogs*. Riverside County School Department, Riverside, 1973.
- Padway, Esther, ed. *For Small Hands and Big Minds*. Napa County School Department, Napa, 1973.
- Schapiro, Edna, and Barbara Biber. "The Education of Young Children: A Developmental Interaction Approach," *Teachers College Record*, Vol. 74, No. 1, September 1972, pp. 55-79.

## THE K-ONE PROGRAM

### *Rationale*

Each child is unique. He learns and develops in a different way at his own rate. Accepting this fact we must ask, "What are the child's strengths, and what are his needs?" instead of "Is he in kindergarten?" or "Is he in first grade?"

The multigrade concept represents an attempt to provide for the needs of the individual child. One pattern which seems to have considerable promise is the K-One plan.

### *Organization*

Each school determines the approach that meets its particular needs. Some schools will be forced to adopt the K-One organization owing to enrollment. The following suggestions will enable the administrator and school personnel to consider the advantages of this form of organization. The K-One learning/teaching situation lends itself to a large degree of individual instruction, not necessarily one-to-one teaching but flexible small-group instruction based on the children's needs. A program of this type will be facilitated through the use of para-professional, parent, and/or student help outlined in a later section. *Grouping should be done by considering a child's ability, not his grade level.* Having children of various ages within these flexible groups will encourage the children to help one another. It is hoped that all children in the K-One program will profit from helping each other and that their self-images will be enhanced by this experience.

It is recommended that kindergarten pupils remain in a kindergarten class for enough time to allow for proper diagnosis and placement of both first grade and kindergarten pupils selected. Every effort should be made to acquaint the children who will be involved in the readjustment of classes with the teachers who will be working with them. The beginning program instruction for kindergarten children will enable the kindergarten teacher sufficient time to diagnose her pupils and select the children who could benefit from a more formalized program.

### Selection of Pupils

### *Evaluation of pupils*

One of the criteria for selection of both the kindergarten and first-grade children should be teacher judgment based on his/her evaluation of pupils':

- Social and emotional maturity
- Reading readiness, diagnostic evaluation
- Physical development
- Age according to years and months
- Previous school experience

The most important criterion for the selection of the children is teacher judgment. An experienced teacher often evaluates a child's readiness more accurately than a testing device. For

optimum placement, opportunities should be provided to make adjustments during the year.

### Suggested K-One Groupings

Below is a list of the suggested ways a K-One group can be formed. The rationale for each grouping is outlined.

-*Plan 1.* All heterogeneous K-One randomly selected. This type of classroom organization could be considered a primary multigrade unit. When the teacher is able to provide for the readiness of the less mature kindergarten pupils, this organizational structure can be effectively used.

- a. Pupils are exposed to many learning levels, materials, and activities in order to meet their needs.
- b. The social adjustment of all children is enriched in this organizational structure.

-*Plan 2.* More able kindergarten pupils with more able first-grade pupils.

- a. The more able kindergarten pupils are chosen in order to capitalize on their academic readiness.
- b. During the afternoon the teacher can more effectively promote enrichment and academic growth of the more able.
- c. This organizational structure can be effectively used to promote public acceptance.

-*Plan 3.* More able kindergarten pupils with a heterogeneous group of first-grade pupils.

- a. The more able kindergarten pupils are chosen in order to capitalize on their academic readiness.
- b. The heterogeneous first-grade pupils are chosen so a teacher can individualize instruction based on a wider range of children's abilities. A teacher can utilize the strengths of the more able children.
- c. Capitalize on the different levels of abilities by utilizing the tutorial and partnership methods of grouping. (See "Afternoon Program for First Grade.")

The organization wherein the more able kindergarten pupils are assigned along with the *less able first-grade pupils* presents serious problems such as:

-More able kindergarten pupils surpass first-grade pupils in academic skills.

- A damaging self-concept results when the child realizes he is being surpassed academically by a younger child.
- Lack of leadership from first-grade pupils results in kindergarten pupils taking over this role.
- Parents may object when a younger child surpasses the older child in the same classroom.

The teacher judgment concerning individuals will help prevent such problems.

Graphic representations of the three grouping plans are presented on pages 8 and 9.

Enrollment and Attendance

*Length of school day*

Pupil enrollment and time of attendance must be in accordance with district policy and state law. The following requirements should be observed when planning the multigrade K-One class:

- Pupil enrollment.* The total enrollment of the class must not exceed the state maximum for primary grades, 30 pupils.
- Length of school day.*

	<u>Kindergarten</u>	<u>Grade 1</u>
Daily	3 hours 20 minutes (or longer)	4 hours 25 minutes (or longer)

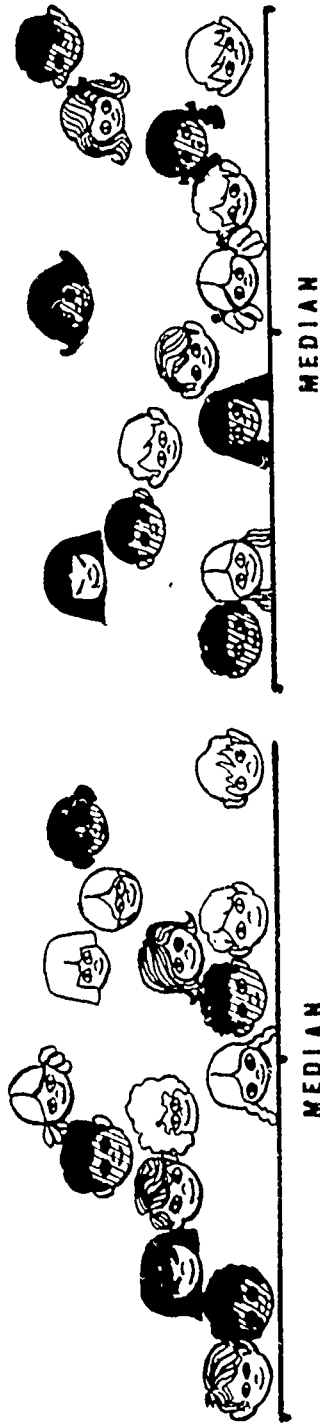
During the second semester of the school year, the kindergarten pupils may remain for the entire school day (4 hours 25 minutes) if in the teacher's, parents' and principal's judgment the longer day would seem profitable in extending learning experiences for these children.

# GRAPHIC REPRESENTATION OF GROUPINGS : MULTIGRADE K-KONE

PLAN 1

HETERO K

HETERO 1



MEDIAN

KGN

MEDIAN

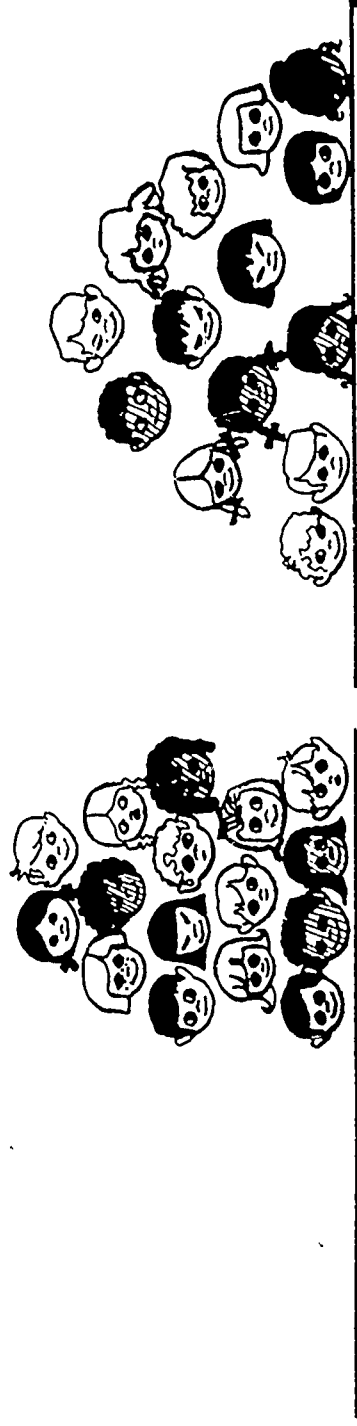
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PLAN 2

MATURE K

HETERO 1



MEDIAN

KGN

MEDIAN

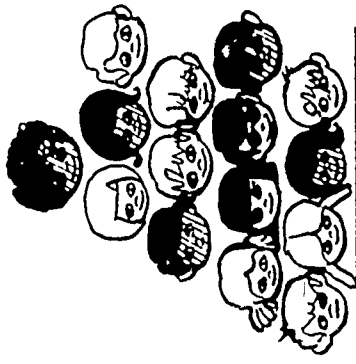
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PLAN 3

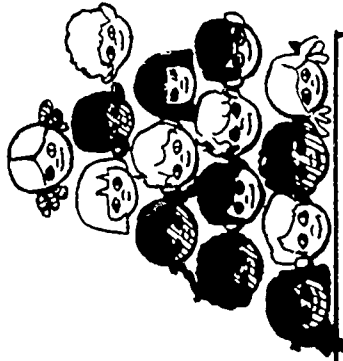
MATURE K

MATURE 1

15



MEDIAN



MEDIAN

**KG**

## COMMUNICATION WITH PARENTS

It is suggested that every effort be made to inform parents of the rationale of the K-One program before the program is initiated and pupils are selected. Suggestions for acquainting parents with the program are presented below:

- Distribute the brochure "Multigrade Classes" (Stock No. 41-M-5790) to parents at spring and fall registration of kindergarten youngsters, acquainting them with the multigrade program and the possible multigrade placement of their child.
- Hold room teas and/or grade level meetings during the first two weeks of school to acquaint all kindergarten and first-grade parents with the K-One program.
- Contact parents personally to inform them of their child's placement in a K-One class. The contact should be made by the person most effective (i.e., principal, primary unit teachers, TSA, etc.) at the site.

*During the  
school  
year*

During the school year, teachers may:

- Provide K-One demonstration lessons for PTA Board, primary unit teachers, and so on.
- Hold grade-level meetings.
- Invite parent participation. Parents can best become informed about the program by participating in it. (See Curriculum Content, Materials and Grouping section, pages 22-48.
- Work with the principal to establish times for parent conferences based on help available at the local school.



## BEGINNING THE PROGRAM

A good beginning just doesn't happen! It is the result of thorough planning. Careful preparation is particularly important during the first week when the emotional and educational climates of the entire year are established. It is important for the teacher to be very specific and not to take anything for granted even though the first-grade pupils have had school experience. Children like knowing what is expected of them; think of the class as a whole when establishing routines and standards.

### *First day*

Early in the year emphasis should be on a child-centered program with attention given to skills and content objectives as the pupils are able to profit from them. The following suggestions may be helpful in planning the first day.

-Initially the teacher may want to keep the group together on the rug, releasing a few at a time to perform independent activities. Standards must be established. Noise levels will vary in accordance with the instructional program in operation.

-It might be well to plan on just three activities for this first work period (puzzles, beads, and coloring with crayons). After standards for use have been established, send a small group to the work area for a five- or ten-minute period, keeping the rest of the children on the rug for a story or flannel board activity. Use finger plays and controlled moving activities frequently during this first experience. These can be very helpful for establishing standards. Continually praise the workers at the tables.

-At another period during the morning, send a different group of children to the work centers and keep the rest of the class on the rug, continually reinforcing standards. If possible, have each child enjoy a work center experience during the first day.

-Provide a reading experience for each child during the first afternoon. This may be accomplished through writing an experience chart with the children, or the use of a pre-planned chart. If some children are already reading, use a portion of this time for assessing reading abilities. Establish standards for written work (coloring, worksheets, handwriting, etc.); be consistent about expectations.

### *First week*

During the first week, the teacher should recall standards established the first day. Keep the total group on the rug and send a small group of children to the centers to work. During this time the teacher may wish to introduce a worksheet to the first-grade pupils and send a few to work for a five- or ten-minute period while meeting with the rest of the children on

the rug. Increase the numbers of children daily as they are more able to work independently.

*After standards are established*

As the teacher finds that the youngsters are capable of working independently (this may take as much time as a month), she then begins a ten-minute small-group instruction period while the rest of the children continue activities. As children exhibit greater ability to work independently, increase the time allotted to the group.

*Work period*

The work period should include activities appropriate for the levels of the children. (Refer to the kindergarten guide and first-grade guides for specific suggestions.) During this time reinforcement activities related to reading and math can be utilized by the children in those programs. It is important to the total growth of the child to have a free choice activity time throughout the year.

*Caution to the teacher*

Some kindergarten children will develop competency in the areas of reading and math during the year. Do not assume that the physical maturity of the kindergarten child is at the same level as his academic progress or performance. Writing or related worksheets for the more able kindergarten child can be used later in the year with great discretion and should be kept at a minimum.

*Standards of behavior*

The teacher should expect children to develop responsibility toward themselves and others. A child should be expected to:

- Listen and follow directions.
- Do his best work at all times.
- Try to complete his work.
- Work without disturbing others.
- Leave materials and areas neat for the next pupil.
- Go on to another task when the initial activity is completed.

*Reinforce standards*

Allow time to evaluate children's behavior and work daily, either at the end of the work period or whenever it is needed. It is important to continually reevaluate children's behavior and ability to work independently. Continually praise good behavior, and refocus problem areas when they develop.

*Problems*

When problems arise, identify problem and evaluate the situation. Was the activity at the child's level? Did he/she know how to perform the activity? Did the child know what to do when he/she completed the activity? Were other activities readily available?

*Preventive measures*

Some preventive measures that may be used are:

- Plan for activities at the child's level. (If the activity is at the child's level and he does not perform, perhaps the child could perform the activity if he works with someone else.)

-Plan more activities than needed.

-Utilize other school resources--teachers, principals, district counselors, and so on--when necessary.

-Consult first-grade and kindergarten curriculum guides for further suggestions. The site administrator will order guides on request.

## SUGGESTED DAILY SCHEDULES

The following sample programs are suggested; flexibility of scheduling should be maintained. Adjustments will have to be made based on the particular situation. Decisions concerning split arrival and dismissal will also depend on the local school needs and should be discussed with the principal and other staff members. Kindergarten children may stay for lunch, enabling further flexibility in scheduling.

### SUBJECT TIME ALLOTMENTS - KINDERGARTEN AND FIRST GRADE

SUBJECT TIME ALLOTMENTS - KINDERGARTEN	
Length of Session	200 min.
Total Minutes per Week for All Pupils	1000
SUGGESTED RANGE IN MINUTES PER WEEK BY SUBJECT	
Social Studies, Science, Health, Art	350-400
Mathematics	100-150
Relief and Nutrition	50-75
Physical Education (Including Physical Education Skills)	100-125
Rest	25-50
Language Arts, Literature, Reading	150-200
Music	75-100
Group Evaluation and/or Planning	25-40

Nutrition and/or rest period need not be scheduled on a daily basis, particularly as the year progresses. The times allotted here may be added to those subject areas the teacher feels will most benefit his/her class, such as the areas of language arts and reading, science, or mathematics.

Art, music, and rhythms may be integrated with other subjects at appropriate times.

SUBJECT TIME ALLOTMENTS - GRADE ONE	
Total minutes per week	1425
RANGE IN MINUTES PER WEEK BY SUBJECT	
Reading and Literature	550-650
Language	*
Spelling	*
Handwriting	75-125
Mathematics	75-150
Social Studies, Science, Health	250-350
Art	*
Music	75-125
Physical Education	200 <i>each 10 school days</i> (Legal minimum is 200 each 10 school days.)
Recess (legal minimum)	125

These areas may be integrated into blocks of time.

Minimum time allotments in subject areas are indicated for the purpose of meeting special needs and interests of individual pupils periodically.

Further information can be found in *Course of Study for Elementary Schools - 1975-76* (Stock No. 41-E-2501).

\*The curriculum guides are especially helpful in suggesting ways in which the subject area might be integrated into the content of a particular guide.

SAMPLE PROGRAM 1

9:00 a.m.-12:20 p.m. - K-One

(Recommended for the beginning of the year)

1:00-2:25 p.m. - Grade One only

TIME	KINDERGARTEN	GRADE 1
9:00-10:00	Opening, News Social Studies/Science/ Health/Related Art Work period	Self-selection (free choice) where children explore and discover activities of interest. Activities in all curriculum areas are available at this time, depending on interest of child.
10:00-10:05	Relief	
10:05-10:25	Read with teacher.	Independent reading seat work and/or reading activities
10:25-10:45	Reading-related independent activity (listening post, soundstrips, etc.)	Reading Group 1 at circle with teacher Reading Group 2 at seats
10:45-11:00	Snacks/rest (as needed) and/or free play	Recess
11:00-11:20	Math with teacher	Independent math activity
11:20-11:40	Math-related activity or free choice of activity	Reading Group 2 with teacher Reading Group 1 IRC* or reading games
11:40-12:00	Physical Education (building physical education skills)	
12:00-12:20	Language Arts/Music	
12:20	Dismissal	Lunch

GRADE 1 ONLY - 1:00-2:25 P.M.	
1:00-1:20	Math with teacher
1:20-1:40	Reading Group 2 at circle Reading Group 1 independent work
1:40-1:45	Relief
1:45-2:05	Reading Group 1 at circle Reading Group 2 independent work
2:05-2:25	Handwriting/Spelling                      Math and/or reading-related work
2:25	Dismissal

\*Independent Reading Circle

SAMPLE PROGRAM 2

8:40 a.m.-12:00 noon  
12:40-2:05 p.m.

TIME	KINDERGARTEN	GRADE 1
8:40-9:40	Opening, News, Social Studies/Science/Health/Art	} or Self-selection (free choice)
9:40-9:45	Relief	
9:45-10:05	Reading with teacher	Reading Group 1 seat work or IRC Reading Group 2 seat work
10:05-10:25	Reading-related activity	Reading Group 2 at circle (teacher) Reading Group 1 seat work
10:25-10:45	Physical Education (building physical education skills)	
10:45-11:00	Children go to kindergarten yard (if supervision is available) Snacks/free play	Recess
11:00-11:20	Math with teacher	Math (2 groups) Independent math activity
11:20-11:40	Independent math-related activity	Reading Group 1 at circle (teacher) Reading Group 2 seat work or IRC
11:40-12:00	Language Arts/Music	
12:00	Dismissal	Lunch

GRADE 1 ONLY	
12:40-1:00	Math
1:00-1:20	Reading Group 2 at circle Reading Group 1 independent work or IRC
1:20-1:30	Relief
1:30-1:50	Reading Group 1 at circle Reading Group 2 independent work
1:50-2:05	Handwriting/Spelling
2:05	Dismissal

SAMPLE PROGRAM 3

8:45 a.m.-12:05 p.m.  
1:00-2:25 p.m.

(Later on in the year)

TIME	KINDERGARTEN	GRADE 1
8:45-9:05	Opening, News	
9:05-9:25	Math -Grouping as needed -Individualize where possible	
9:25-9:30	Relief	
9:30-9:50	Read with Group 1 Reading, Interest Center Group 2	Reading } IRC Group 1 or 2 or Reading } Individualized or partner reading
9:50-10:10	Reading with Group 2 Reading, Interest Center Group 1	Choose from Language Arts options
10:10-10:30	Language Arts options (pupils' choice):	
10:30-10:45	<ol style="list-style-type: none"> <li>1. Handwriting</li> <li>2. Flannel board stories</li> <li>3. Puppets</li> <li>4. Listening post</li> <li>5. Filmstrip</li> <li>6. Tapes or cassette recorder</li> <li>7. Creative writing</li> <li>8. Individualized learning packets</li> </ol>	<ol style="list-style-type: none"> <li>Read with teacher, Group 2 (Phonics skill building)</li> <li>Language Arts Options, Group 1</li> <li>Read with teacher, Group 1 (Phonics skill building)</li> <li>Language Arts options, Group 2</li> </ol>
10:45-11:00	Snack/rest as needed or recess	Recess
11:00-11:40	Social Studies/Science/Health/Art	
11:40-12:00	Physical Education (building physical education skills)	
12:00-12:05	Preparation for dismissal	Preparation for lunch
12:05	Dismissal	Lunch
1:00-2:25	Individualized reading for the first-grade pupils with appropriate follow-up exercises, including math activities as needed.	

Kindergarten pupils who are ready may be invited to participate in a more formalized reading program in the afternoon. When this program is initiated, coordination of the instructional program with first-grade teachers must be insured so that continuous reading progress may be planned for each child.



SAMPLE PROGRAM 4

10:30 a.m.-2:30 p.m. - Kindergarten  
8:45 a.m.-2:10 p.m. - First

Sample Enrollment

Kindergarten 10 (Kindergarten pupils arrive at mid-morning  
Grade One 20 and have lunch at school site.)

TIME	KINDERGARTEN	GRADE 1
8:45	X	Math
9:05		Reading
9:25		Relief
9:30		Reading
9:50		Handwriting/Spelling
10:15		Language
10:30	Kindergarten pupils arrive Opening, News	
10:45	Outdoor play Snacks	Recess
11:00	Reading	Reading interest centers (may work with a few kindergarten pupils)
11:20	Music	
11:40	Math circle	Math lab activities/independent work
12:00	Lunch Kindergarten children stay for lunch. (They might have a big brother or sister in school.)	
12:40	Self-selection (free choices) and/or Social Studies/Science/Health/Art	
1:40	Physical education and relief	
2:05	Cleanup and evaluation	
2:10	Interest centers Diagnosis/reinforcement Special kindergarten projects	Dismissal of Grade 1
2:30	Dismissal	X

SAMPLE PROGRAM 5

Sample Enrollment

Kindergarten 10  
Grade One 20

9:00 a.m.-12:15 p.m. - Kindergarten  
9:00 a.m.-2:30 p.m. - First

TIME	KINDERGARTEN	GRADE 1
9:00	Social Studies/Science/ Health/Art	and/or Self-selection (free choice)
10:00	Reading (Language Arts) at circle with teacher	Reading, independent seat work Group 2 Reading, interest center Group 1
10:20	Reading, interest centers	Reading at circle with teacher Group 2 IRC or partner reading Group 1
10:40	Recess/outdoor play (teacher break)	
10:55	Math at circle with teacher	Math Manipulative aids Interest centers
11:15	Math, manipulative materials Interest center	Math at circle with teacher
11:35	Physical Education	
11:55	Music	
12:15	Dismiss kindergarten	Lunch
1:00	X	Reading, Math, related Language Arts, individual conferences, library, task groups, activities at interest centers
2:30		Dismiss Grade 1

SAMPLE PROGRAM 6

Sample Enrollment

Kindergarten 20  
Grade One 10

8:30 a.m. - Free choice for K and 1 upon arrival  
8:50 a.m.-12:10 p.m. - Kindergarten  
8:50 a.m.-2:25 p.m. - First

TIME	KINDERGARTEN	GRADE 1
8:30	Children enter room as they arrive at school. Pupil choice of activities	
8:50	Opening, calendar (student monitors in charge)	
9:00	Social Studies/Science/Health/Art	
9:55	Relief	
10:00	Reading (kindergarten pupils at five stations around room with mothers and first graders assisting) #1 Reinforcing reading activities #2 Reinforcing reading activities #3 Perceptual development activities (with volunteer) #4 Listening post #5 Sound scrapbooks #6 Task group (at circle with teacher working on skills) (some first and kindergarten pupils together depend- ing on "needs")	
10:15	Reading (Group 1 with teacher), others at interest centers.	Interest centers IRC Partner reading
10:30	Snack and Physical Education (with other kindergarten class) Teacher break: 10:45-11:00	
11:00	Language	
11:10	Music	
11:30	Reading (Group 2 with teacher), others at interest centers	Interest centers IRC Partner reading
11:50	Math	Lunch
12:10	Kindergarten dismissed	
12:45	X	Reading
1:15		Language, Writing Individual conference time
1:45		Math
2:10		Interest Reading
2:25		Dismissal

## CURRICULUM CONTENT, MATERIALS AND GROUPING

### ART

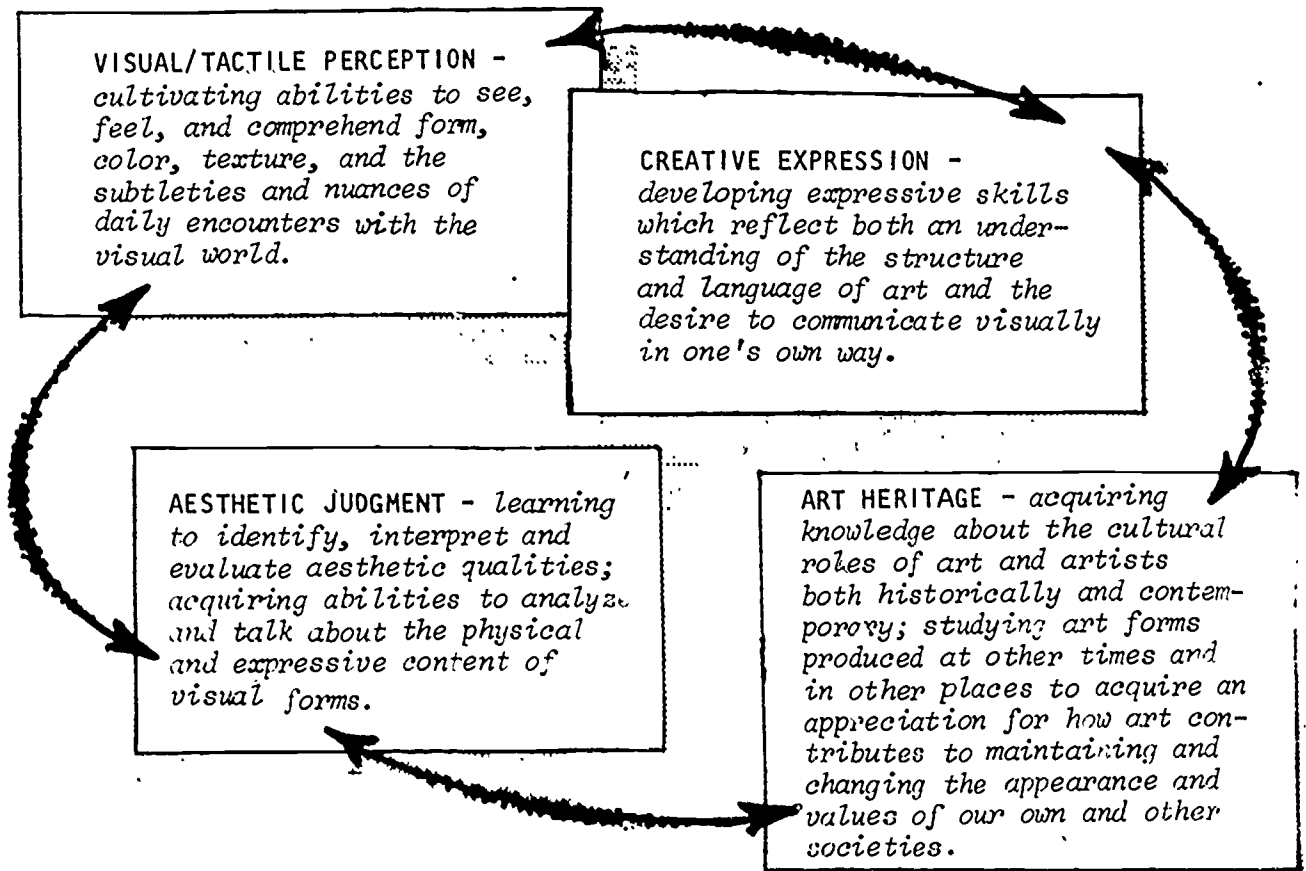
#### *Philosophy*

All children need the opportunity to express themselves through art. The primary teacher must plan activities to encourage this expression. To help each child develop in art, provide a variety of visual, tactile, and auditory experiences to widen his/her world, to encourage imagination and creativity, and to reinforce his/her natural interest in visual expression.

The primary teacher should help the young child develop skills which will lead to self-confidence so that he/she can perform a given task. Only when the child develops skills and confidence will creativeness be achieved. Children need to experience art directly through participation.

In order for the child to develop in art, a consistent program of planned art experiences is essential including perception, expression, aesthetic judgment, and an orientation to the fact that art has a rich past in many forms as expressed by many peoples.

*The Framework for Art Education*, California State Department of Education, stresses four components of art learning:



### *Grouping*

At the beginning of the year all the children should be given experiences with various art skills. Skills in using scissors, paste, paint, and chalk must be taught to the entire group before art can become a related part of social studies, science, and health units.

There will be times when the teacher will find it advantageous to work with the total group in developing an art skill or concept and times when small groups or individual work will best meet needs of the children.

Various art projects should be continued throughout the year simply to enhance the use of art skills. Exploratory art should be encouraged also to promote creativity in the K-One pupil.

### *Evaluation*

An informal evaluation of art instruction in Early Childhood Education is presented below:<sup>1</sup>

#### BASIC AREAS OF ART INSTRUCTION FOR EARLY CHILDHOOD EDUCATION

Each of the following four areas basic to art for Early Childhood Education are inter-related and continuous. The subdivisions under each heading are sequential, ending with the ultimate concept.

1. PERCEPTUAL AWARENESS
  - . Seeing
  - . Becoming aware
  - . Responding
2. MANIPULATIVE SKILLS
  - . Spatial awareness
  - . Eye-hand control
  - . Self control
3. CREATIVE SELF EXPRESSION
  - . Involvement
  - . Problem solving
  - . Self concept
4. AESTHETIC RESPONSE
  - . Observing
  - . Feeling
  - . Appreciation

#### TEACHER GUIDE FOR EVALUATING ART IN EARLY CHILDHOOD PROGRAMS

An evaluation form to be checked by the teacher at specified times during the school year to determine child growth in the following art areas.

<sup>1</sup>"Art in Early Childhood Education," Curriculum Issue One. California Art Education Association.

## 1 Perceptual Awareness

- A. The child can recognize a variety of the following in natural and man-made forms:
1. Line . . . . . \_\_\_\_\_
  2. Shape . . . . . \_\_\_\_\_
  3. Color . . . . . \_\_\_\_\_
  4. Texture . . . . . \_\_\_\_\_
- B. While viewing them, the child can describe the following elements selected from natural, man-made forms, or works of art by recognized artists:
1. Lines . . . . . \_\_\_\_\_
  2. Colors . . . . . \_\_\_\_\_
  3. Shapes . . . . . \_\_\_\_\_
  4. Textures . . . . . \_\_\_\_\_
- C. The child can verbally recall from memory specific items in paintings or other works of art such as:
1. Subtleties of color . . . . . \_\_\_\_\_
  2. Quality of lines . . . . . \_\_\_\_\_
  3. Variety of shapes . . . . . \_\_\_\_\_
  4. Differences in textures . . . . . \_\_\_\_\_
  5. Topical details . . . . . \_\_\_\_\_
- D. Through his own art work the child can show recall of details from nature forms such as:
1. Different tones of green  
in trees, shrubs . . . . . \_\_\_\_\_
  2. Types of lines of branches in  
trees, or cracks in the sidewalk. \_\_\_\_\_
  3. Shapes of shrubs, trees, clouds,  
puddles or cast shadows on the  
ground. . . . . \_\_\_\_\_
  4. Relative sizes in the  
trees, shrubs, flowers  
etc. . . . . \_\_\_\_\_

## 2 Manipulative Skills

- A. The child can demonstrate his control of art tools commensurate with his ability and/or age level:
1. Scissors
    - a. Proper holding . . . . . \_\_\_\_\_
    - b. Free straight cutting . . . . . \_\_\_\_\_
    - c. Free curved cutting . . . . . \_\_\_\_\_
    - d. Free cutting of a variety of shapes, both large and small in relation to each other . . . . . \_\_\_\_\_
  2. Brushes
    - a. Drawing . . . . . \_\_\_\_\_
    - b. Covering areas . . . . . \_\_\_\_\_
    - c. Blending . . . . . \_\_\_\_\_
  3. Crayons
    - a. Used on the point . . . . . \_\_\_\_\_
    - b. Used on the side . . . . . \_\_\_\_\_
    - c. Color overlay . . . . . \_\_\_\_\_

- 4. Chalk
  - a. Used on the point . . . . . \_\_\_\_\_
  - b. Used on the side . . . . . \_\_\_\_\_
  - c. Blending colors . . . . . \_\_\_\_\_
- 5. Pencils
  - a. Use of pressure for dark and light . . . . . \_\_\_\_\_
  - b. Varied width of line . . . . . \_\_\_\_\_

8. The child can manipulate materials showing a degree of craftsmanship corresponding to his ability and/or age level:

- 1. Paper
  - a. Folding and curling . . . . . \_\_\_\_\_
  - b. Cutting . . . . . \_\_\_\_\_
  - c. Tearing . . . . . \_\_\_\_\_
  - d. Constructing . . . . . \_\_\_\_\_
- 2. Clay
  - a. Pinch pots . . . . . \_\_\_\_\_
  - b. Textured plaques . . . . . \_\_\_\_\_
  - c. Additive sculpture . . . . . \_\_\_\_\_
  - d. Subtractive sculpture . . . . . \_\_\_\_\_
- 3. Fiber
  - a. Weaving . . . . . \_\_\_\_\_
  - b. Stitchery . . . . . \_\_\_\_\_
  - c. Braiding . . . . . \_\_\_\_\_
  - d. Gluing . . . . . \_\_\_\_\_
  - e. Mixed media . . . . . \_\_\_\_\_
- 4. Miscellaneous materials
  - a. Use to best manipulative potential . . . . . \_\_\_\_\_

### 3 Creative Self Expression

A. Demonstration of original personal art expression:

- 1. Ability to create without copying or tracing . . . . . \_\_\_\_\_
- 2. No dependence upon stereotypes . . . . . \_\_\_\_\_
- 3. Free from influences and ideas of others . . . . . \_\_\_\_\_

B. Ability to show creative art concepts:

- 1. Fluency: responds quickly and easily . . . . . \_\_\_\_\_
- 2. Flexibility: able to go in any of several directions with ease . . . . . \_\_\_\_\_
- 3. Elaboration: going beyond a skimpy statement with ability to embellish creatively . . . . . \_\_\_\_\_
- 4. Curiosity: eager to explore and search for new approaches . . . . . \_\_\_\_\_

C. Incorporation of mood and feeling in art work . . . . . \_\_\_\_\_

D. Indication of composition awareness:

- 1. "Making things fit" into the space provided . . . . . \_\_\_\_\_
- 2. Variety in size of shapes . . . . . \_\_\_\_\_
- 3. Differences in quality of line . . . . . \_\_\_\_\_
- 4. Harmony in use of colors . . . . . \_\_\_\_\_
- 5. Accenting with textures or patterns . . . . . \_\_\_\_\_

- E. Uses a variety of sources for art work:
  - 1. Environment . . . . . \_\_\_\_\_
  - 2. Memory . . . . . \_\_\_\_\_
  - 3. Imagination . . . . . \_\_\_\_\_
  - 4. Designs . . . . . \_\_\_\_\_

**4** Aesthetic Response

- A. Recognition of expressive emotional qualities in a work of art such as:
  - 1. Action, anger, happiness, etc. . . \_\_\_\_\_
  - 2. Other elements of the expressive content of visual forms . . . \_\_\_\_\_

- B. Responding to emotional qualities in a work of art by verbally responding to the total mood and feeling . . . . . \_\_\_\_\_

- C. Giving evidence of a beginning art vocabulary in discussing works of art by using terms such as:
  - 1. Texture . . . . . \_\_\_\_\_
  - 2. Balance . . . . . \_\_\_\_\_
  - 3. Harmony . . . . . \_\_\_\_\_
  - 4. Variety . . . . . \_\_\_\_\_
  - 5. Unity . . . . . \_\_\_\_\_
  - 6. Contrast . . . . . \_\_\_\_\_
  - 7. Space . . . . . \_\_\_\_\_
  - 8. Free shape . . . . . \_\_\_\_\_

- D. Identification of several different art forms:
  - 1. Painting . . . . . \_\_\_\_\_
  - 2. Drawing . . . . . \_\_\_\_\_
  - 3. Sculpture . . . . . \_\_\_\_\_
  - 4. Architecture . . . . . \_\_\_\_\_
  - 5. Prints or print making . . . . . \_\_\_\_\_

- E. Acceptance and appreciation of the range of special abilities and interests of peers. \_\_\_\_\_

- F. Identification of special qualities in a visual work including:
  - 1. Types of lines . . . . . \_\_\_\_\_
  - 2. Subtleties of color . . . . . \_\_\_\_\_
  - 3. Differences of shapes . . . . . \_\_\_\_\_
  - 4. Degrees of intensity . . . . . \_\_\_\_\_
  - 5. Amount of value . . . . . \_\_\_\_\_
  - 6. Kinds of texture . . . . . \_\_\_\_\_
  - 7. Scale of contrast . . . . . \_\_\_\_\_
  - 8. Characteristics of composition . . . \_\_\_\_\_

- G. Recognition, to the degree of child's ability, of the contributions to art by other cultures such as American Indian, African, Central and South America, Eskimo, Mexican, Middle Eastern, Oceanic, Oriental, Western and Eastern European . . . . . \_\_\_\_\_





*Materials*

Beginning in January, 1976, a series of plan cards (REACT) will be made available to every teacher in the district. The cards will help provide a continuum of art experiences to help pupils increasingly appreciate their expressions and the expressions of others. A sample card is presented on the next page.

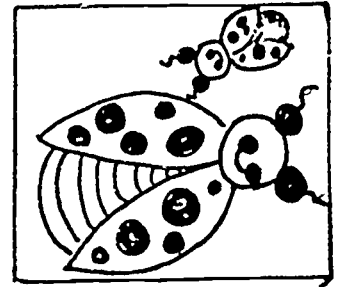
Item No: 1002  
 Grade Level: 1-2  
 Unit: ART/LANGUAGE  
 Emphasis: 40 min.  
 Length: 40 min.  
 Component:  Perception  Expression  
 Heritage  Judgment  
 Material is:  Basic  
 Supplemental  
 Enrichment

ART LEARNING: Awareness of shape is conveyed in both written and visual form.

MATERIALS: Manila paper, 12"x18"  
 Crayons or tempera paint  
 Writing paper  
 Pencils

Round are spots on ladybugs. Ladybugs, ladybugs - fly, fly, fly.

- PROCEDURE:
- Write the question "What is Round?" on the board.
  - Discuss a variety of things that are round.
  - Write a story, beginning with a starter such as "Round is \_\_\_\_\_," "\_\_\_\_\_ is round."
  - Illustrate the story with a drawing using circular lines.
  - Add texture and patterns to the drawings.

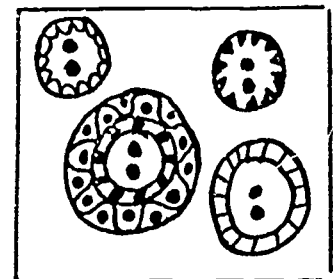


Item No. 1002

EVALUATION: Identify the round or circular lines in the drawings. Match words with their visual counterpart in the pictures. What textures or patterns were added to increase visual interest?

FOLLOW-UP ACTIVITY: Select and cut out from magazines pictures that have circular lines. Paste on construction paper.

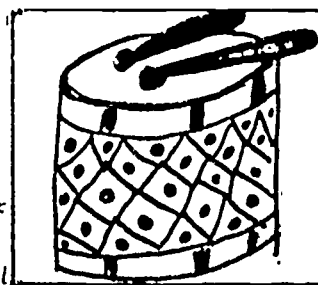
RESOURCES: Book: Scrase, Pat. Let's Start Designing. Reinhold, 1966.



Buttons are round. They look like wheels on a train.

SK

34



A drum is round. Boom! Boom! Boom!

## HEALTH

### *Philosophy*

The health curriculum of San Diego City Schools reflects the goals and priorities of (1) the community, as expressed through the efforts of the citizens' advisory committees, and (2) the *Framework for Health Instruction in California Public Schools*. The basic philosophy of health instruction is to help students acquire the knowledge, skills, attitudes, and behavior that will enable them to attain optimal health. "Health" must be defined in much broader terms than ever before. The World Health Organization uses this definition:

"Health is a state of complete physical, mental, and social well-being, and not merely the absence of disease."

### *Goals*

The health program at the K-One level will focus on experiences that support the major goals listed below. Pupils will:

- Acquire a positive self-image which makes healthful living important.
- Understand the advantages of and assume the responsibility for achieving and maintaining good health.
- Understand, appreciate, and use facts, principles, and concepts from a variety of disciplines which have to do with healthful living.
- Use critical thinking techniques and value clarification strategies related to health decisions affecting the individual, family, and community.

Specific unit goals, learning objectives, and the supporting learning activities may be found in the recently completed health curriculum guides for kindergarten and first grade. The K-One teacher is encouraged to select from the following units of instruction found in the health guides:

- Mental and Emotional Health
- Family Health
- Nutrition, Rest, Exercise, and Cleanliness
- Environmental Health Hazards
- Body Structure, Functions, and Growth
- Safety and First Aid
- Community Health Resources

### *Grouping*

The health curriculum guides for kindergarten and first grade suggest grouping arrangements for each learning activity. If learning stations are set up utilizing the health task cards and audiovisual materials, then grouping may be affected by the number of stations and/or space and material limitations.

*Materials*

Health concepts for multigrade K-One classes should be selected from the units found in the kindergarten and first-grade health curriculum guides:

- A *Guide for Teaching Health, Kindergarten* (Stock No. 41-H-4000)
- A *Guide for Teaching Health, Grade 1* (Stock No. 41-H-4010)

Additional copies of these guides and accompanying task cards may be obtained by calling 298-4681, Ext. 423.

The health program should encompass approximately nine weeks of instructional time. The units are such that they may be introduced throughout the school year at the convenience of the teacher to meet the needs of the pupils and are not necessarily or ideally taught in a consecutive nine-week block of time.

The curriculum guides are designed around the following materials that are available and must be ordered by the individual teacher from IMC:

- \*Kit 152.1 "Focus on Self-Development Stage One: Awareness"  
(A multimedia kit that includes 5 Fs, 9 rec,  
20 SP-M and 2 manuals)
- \*\*SP-M "Health and Safety Highlights"
- \*\*Textbook *Health and Growth 1*

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\*Pickup or order this item from the filmstrip desk.

\*\*Call the library desk (298-4681, Ext. 255) to order these items.

## LANGUAGE ARTS

### Reading Skills

#### *Philosophy*

Reading is the skill by which one reconstructs in his mind a message encoded in graphic language. Communication always involves both a sender and a receiver, a speaker and listener, a reader and a writer. Because the skills of listening, speaking, reading, and writing are interrelated, children grow in language power as a whole.

To build an experience background for future reading and to clarify ideas and concepts already gained from reading, children need to engage in a variety of language arts activities. Speaking, listening, and writing experiences are essential to effective reading development.

#### *Grouping and materials*

Grouping should be done by considering a child's ability and interest, not his grade level. Both first-grade and kindergarten pupils may meet together with the teacher to receive assignments.

Work with kindergarten and first-grade children (needing review), using the programs and materials available in the building.

For individual work, first-grade pupils may use workbooks or worksheets prepared by the district or teacher, and/or commercial and teacher-made reading games.

Once or twice a week the kindergarten children may be dismissed to select related reading materials and teacher-made devices while new word-study skills are introduced to first-grade children.

#### *Kindergarten reading*

Kindergarten pupils will follow the sequence of pre-reading skills as used in the basal reading program at the school. Check with site administrator for materials available.

When the teacher determines kindergarten pupils are ready, chart stories may be developed with the children and then they may proceed into the basic reading program outlined for grade 1.

#### *First-grade reading*

First-grade pupils will follow the sequence of building early reading skills as developed in the basic text. In addition, instructional materials are selected by staffs at individual school sites from the state-adopted instructional materials matrix for reading and literature. Copies of the matrices are available in the office of the Language Arts Specialist and the Director of Instructional Services. For additional information refer to *Materials Available in the Reading Program* (Stock No. 41-R-5490).

*Suggested  
reading  
plan*

A suggested plan for a morning session reading lesson is presented below. Both kindergarten and first-grade pupils would meet together for assignment. Then the procedure outlined in the chart would be followed.

K - Group 1	K - Group 2	First - Group 1	First - Group 2
20 minutes			
Meet with teacher.	Reading-related interest center or reading-related activity.	Reading-related interest workbook or worksheet.	Independent reading circle, workbook or worksheet, or reading center activities.
20 minutes			
Reading-related interest center or reading-related activity.	Meet with the teacher.	Independent reading circle. Reading center activities.	Reading-related workbook or worksheet.

See the section entitled "Suggested Daily Schedules" for further suggestions.

Language Development

Language (communication skills) is taught throughout the day as children have many opportunities to listen, observe, speak, and write.

Formal instruction in language is provided as the teacher meets both kindergarten and first-grade pupils 15-20 minutes daily.

*Materials*

Confer with the principal regarding materials:

-Materials available at the site.

Kindergarten and first-grade pupils will probably follow the sequence of language skills as developed in materials selected by the staff.

-Materials available through the Instructional Media Center.

Books. Select stories from Early Childhood, Classroom Library, and Fiction sections.

Audiovisual materials. Select films, filmstrips, and records which promote vocabulary development or elicit oral response.

-Curriculum materials.

Refer to the Language Arts sections of the kindergarten and grade 1 curriculum guides.

*Content*

Experiences in developing language skills should include the following:

-Oral language: Vocabulary usage, conversation, discussion, reporting, interpreting pictures, creative dramatics, poetry, choral speaking, storytelling, improving speech habits.

-Listening: Appreciating literature, following directions, answering questions, following sequence, summarizing, developing critical thinking.

-Written language: Dictating individual and composite stories, copying sentences or dictated stories. (Beginning and independent writing for first-grade pupils may be taught during the afternoon handwriting and spelling periods.)

## MATHEMATICS

### *Philosophy*

The main goal of the math program is to educate each child to his optimum potential in mathematics. Enthusiasm, intellectual curiosity, and the spirit of inquiry can easily be involved in the use of mathematics in the classroom and the real world.

### *Goals*

The goals of the mathematics instructional program are to:

- Develop intellectual curiosity and a spirit of inquiry.
- Provide basic mathematics skills and understandings.
- Develop background for future vocational and professional study.
- Make practical application of mathematics to everyday living.

### *Method and grouping*

In presenting a mathematics program, child-oriented and self-directed activities help to create a climate in which the teacher drops the role of an authoritarian figure (who solely judges what is right or wrong) and becomes a program manager to develop mathematics intrinsically and extrinsically.

Provide separate instruction periods for each grade level. During periods of review (5-10 minutes) or when new concepts are introduced (5-10 minutes), it will be advantageous to have both grades in the group. A math laboratory day may be set aside where children work in small groups or with partners using manipulative math games. The kindergarten and first-grade pupils should work together during these lab periods.

### *Materials*

The materials described below may be used in a K-One mathematics instructional program:

- State basic texts.* The series listed below have been correlated with district math materials:

Addison-Wesley: "Investigating School Mathematics"  
Houghton Mifflin: "Mathematics for Individual Achievement"  
Scott, Foresman: "Mathematics Around Us"

- State supplementary materials.* The materials listed below are highly rated items recommended for ordering:

Starter Drill Kit (Random House). Kit of 225 practice lessons with simple filing and coding exercises. First and second graders can use the kit independently.

Early Childhood Experience Kit (Cuisenaire). Kit includes models, activity cards, instructional book for teachers, Cuisenaire rods, cubes, squares, geometric shapes, solids, and geoboards. The kit is designed to provide manipulative activities to aid children in understanding basic operations of arithmetic and



concepts of measurement and geometry. The four sets of activity cards provide a wide range of activities for individuals, small groups, and the whole class.

Gaining Mathematical Skills - A Primary Program (McCormick-Mathers). This supplementary kit for grades 1-3 contains 200 different lessons on 3 levels of difficulty. The lessons stress basic understandings in the fundamental whole number operations. Answer cards are provided as well as 102 progress tests and 27 diagnostic tests.

Math Achievement Units (Hoffman Information System). This system (K-6) incorporates an audiovisual method of teaching mathematics. The system includes 7 levels with 50 units per level. The program requires a Hoffman viewer which can be purchased or obtained on a lease plan.

*-Additional materials.* The following teacher reference and pupil materials are in many school professional libraries and contain appropriate activities for primary children.

Developmental Math Cards--Kits A Through F (Addison-Wesley).

*Workjobs* (Addison-Wesley).

*Teachers Guide for Attribute Games and Problems* (McGraw-Hill).

*Fun and Games with Mathematics - Primary* (Prentice-Hall). Formerly *Fun and Games with Mathematics, Book One*.

*More Fun and Games with Mathematics* (Prentice-Hall). Formerly *Fun and Games with Mathematics, Book Two*.

*Happy Math* (Scott Resources Inc.).

Project Mathematics Activity Kit--Primary (Winston Press).

*Think and Color* (Educational Science Consultants)

Nuffield Books (John Wiley and Sons, Inc.):

*Computation and Structure 2*

*Computation and Structure 3*

*Mathematics Begins*

*Beginnings*

*Size and Shape*

*The Balance Book, A Guide for Teachers of Primary Balancing* (Webster McGraw-Hill).

*Mathematics for Early Childhood* (Department of Education, San Diego County), 1974. Contact ECE Curriculum Consultant (798-4681, Ext. 475) for a copy.

## MUSIC

### *Philosophy*

Since music is a vital part of our cultural heritage and our daily life, it is essential that music education be included in a well-balanced curriculum. Music has value in the classroom as a daily experience; through this medium human feelings are expressed in a unique and powerful way. All human beings need to explore and understand their own feelings. Self-knowledge and a sensitivity to the feelings of others are developed through shared experiences in creating, performing, and listening to music.

### *Goals*

The goals of the music instruction program in a K-One classroom are described below.

#### *-Rhythm*

##### Knowledge

The beat or pulse is the basic organizer of all music.

The rhythm pattern of a composition is composed of the long and short durations of tones formed by dividing the beat or holding the tone.

There are equivalent rests for all notes.

##### Performance

Clap, play percussion instruments, step, or move parts of the body to the beat of a drum, song, or recorded music.

Clap or step the rhythm pattern of music.

#### *-Melody*

##### Knowledge

Successions of higher and lower pitches, and tones that are repeated on the same pitch, give the melody a characteristic shape or contour that can be remembered, identified, or pictured by a line drawing.

Melodies move up or down by steps, skips, or repeat pitches.

Melodies that move by steps are written from line to space, or space to line, on the staff, while skips of a third are notated from line to line or space to space. Repeated pitches are notated on the same line or space.

Tones in a melody form phrases just as words form phrases or sentences.

*-Tempo*

Knowledge

The speed of the beat of music is called "tempo."

Tempo affects the expressive qualities of music.

Tempo changes can provide contrast and variety in music and can be gradual or sudden.

Performance

Move to music of different tempos.

Select and express the mood of music.

*-Dynamics*

Knowledge

Some sounds in music are louder or softer than others.

Dynamics may change suddenly or gradually.

Some terms relating to dynamics are "piano," "forte," "crescendo," and "decrescendo."

Performance

Identify, use, and respond to dynamics in music while singing, playing, or listening.

Show changes in dynamics through body movements.

Designate dynamics in notating music.

*-Timbre (Tone Color)*

Knowledge

Speaking and singing voices have different tone qualities.

All instruments have their own characteristic sound.

*Grouping*

Meet with both kindergarten and first-grade pupils. This is one curriculum area in which each child can feel successful at his own level; music participation and appreciation are independent of grade level. The teacher should endeavor to keep music an enjoyable experience for young learners.

*Content*

Planned musical experiences will insure an effective program of continuous growth for children in musical understandings, skills, and knowledge. These planned lessons should include a balance of singing, moving, playing, listening, creating, and music reading.

Music can very successfully be integrated into the social studies, language arts, and physical education areas. One physical education period a week should be devoted to rhythms and creatively moving to music.

The teacher should be aware of the many opportunities which arise during the day which would lend themselves to a musical experience. For example, a musical experience can effectively be used to transfer from one curriculum subject to the next.

For further suggestions refer to *Guide for Teaching Music in Grades One, Two, and Three* (Stock No. 41-M-7050) and the *Kindergarten Guide* "Music Section."

#### Materials

Music texts for kindergarten and grade 1 are listed below:

##### -Kindergarten

Silver Burdett Co., *Making Music Your Own* (recordings at IMC or in building).

Allyn and Bacon, Inc., *This Is Music for Kindergarten and Nursery School* (recordings in building).

##### -Kindergarten-Grade 1

American Book Co., *Music for Early Childhood* (recordings in building).

##### -Grade 1

Prentice-Hall, Inc., *Growing with Music* (recordings at IMC).

Holt, Rinehart, Winston, Inc., *Exploring Music* (recordings in building).

American Book Co., *Looking at Music* (recordings in building).

Bowmar, *Meet the Instruments* (of the orchestra). Use also posters, soundstrip, and recording (in the building).

Big books for grade 1 texts are in the building and are recommended for teaching music reading.

A set of rhythm instruments should include:

- Rhythm sticks
- Triangle
- Tambourine
- Sand blocks
- Drum
- Finger cymbals
- Tone gourd
- Bells, jingle (on handle)

## PHYSICAL EDUCATION

### *Philosophy*

Physical education is a vital school subject taught in an environment in which boys and girls acquire skills, knowledges, and attitudes through participation in a wide range of activities related to the body and its movements. In such an environment, opportunity is provided for students to discover and understand their bodies and how they work and their physical abilities, assets, and limitations.

The end results of a well-balanced physical education program are young men and young women who have attained maximum motor development commensurate with their abilities; who move with ease, confidence, and a sense of well-being; who utilize movement as a satisfying means of expression; who develop and maintain a high level of physical fitness; who have attained desirable social growth and development; and who utilize acquired motor and movement skills in worthwhile leisure activities.

### *Goals*

The goals of the physical education instructional program in the K-One classroom are to:

- Develop and maintain the best possible level of performance, understanding, and appreciation for physical fitness to meet the demands of wholesome living and emergency situations.
- Develop a positive self-image which includes awareness and understanding of the performance of one's body, the use of the body as an important means of expression, and the body as an instrument for self-realization.
- Develop efficient and effective motor skills, to understand the principles involved in those skills, and to develop an appreciation for the aesthetic quality of movement.

### *Grouping*

A daily well-planned, carefully coordinated program involving both kindergarten and first-grade pupils is recommended. However, it may sometimes be necessary to group for skill development and evaluation according to the abilities of the children.

### *Content*

The daily program will rest upon the broad base of the needs, interests, and abilities of the children. The teacher should plan a variety of activities to incorporate the use of playground apparatus, relays, games, self-testing activities, and rhythms and activities for conditioning and relaxation. Performance expectations should be geared to the level of the child.

A portion of the physical education program may be devoted to free play (tricycle riding, sandbox play, and so on), especially during the beginning of the year when the kindergarten children are not ready for daily structured activities.

For further suggestions, refer to the Physical Education Section of the curriculum guides for kindergarten and grade 1.

NOTE: Recess for first-grade children is in addition to the physical education program.

*Safety*

All phases of the physical education program, whether it be creative dancing, body mechanics, or rope jumping, will require some instruction as to safety precautions. For this reason, children should participate actively in setting safety standards before they begin their physical education activities or use the equipment. When children help to set safety standards, they understand the reasons for them and are better able to work and play together safely.

*Skills*

A checklist of skills appropriate to the age level is presented on the following pages.

*Materials*

The following district guides may be helpful in planning the instructional program:

-*Guide for Teaching Physical Education, Grades 1 and 2*  
(Stock No. 41-P-3101).

-*Motor Development: A Guide for Learning Assistance Classes*  
(Stock No. 41-P-5850).

-*Individualized Learning Activities and the Use of Differentiated Staff in Teaching P.E. in Grades K-6* (Stock No. 41-P-5800).

SEX: \_\_\_\_\_

CHECK LIST OF SKILLS

	Locomotor Movement Development	Axial Movement Dev.	Ball Skill Development	Bean Bag Skills	Jump and J Long
<p>Can the child perform the following?</p>	<p>Walk forward in a straight line Run around a circle Gallop forward w/dominant foot leading Jump on both feet in place landing on feet w/knees slightly bent Hop in place on dominant foot Hop on right foot Hop on left foot Skip using alternate feet starting w/dominant foot Slide sideward to right with 8 slides Leap from the right foot onto the left Bend &amp; stretching to rhythmical accompaniment Swing forward &amp; backward - arms moving freely Twist &amp; turning to own rhythm</p>	<p>Bounce &amp; catch ball Bounce ball while walking Catch ball bounced from partner Seated roll ball to partner Roll ball &amp; retrieve it Toss ball w/underhand toss to partner 6' away</p>	<p>Toss bean bag w/underhand throw into a box 5' away Toss bean bag at target 8' away with dominant hand</p>	<p>Jump in place several times w/o rope Jump from side to side over rope placed on ground Jump lightly in place w/o rope to rhythmic accompaniment Jump over rope moved from side to side</p>	
41					







## SCIENCE

### *Philosophy*

Science represents man's effort to understand the natural world and to use this knowledge to make it a better place in which to live.

### *Goals*

The science instructional program will include ways to help the child develop:

- Rational thinking processes.
- Fundamental manipulative and intellectual skills in gathering, organizing, and communicating scientific information.
- Knowledge from specifics which leads to further developments of facts.
- Attitudes of involvement to improve his environment.

Involvement in the science instructional program will help the child to:

- Identify objects or changes in objects, using several of the senses--sight, hearing, touch, taste, and smell.
- Use simple extensions of the senses, such as hand lens, cameras, and ear trumpets.
- Identify objects that are solid or liquid.
- Identify and describe two or more characteristics of an object, such as temperature, color, size, shape, and texture.
- Identify changes in characteristics, such as temperature, size, shape, color, and texture.
- Demonstrate a procedure for using single units of measurement, e.g., length and temperature.
- Classify living and nonliving organisms.
- Identify and name variations among objects or organisms which have many features in common.
- Describe characteristics of an object that remain unchanged while other characteristics are changing.
- Identify the sun as the earth's chief source of radiant energy.
- Recognize that matter exists in the form of solids, liquids, and gases.

- Recognize that a change in the state of matter is determined by molecular motion.
- Recognize that living things are affected by their environment, that they depend on their environment for the conditions of life.
- Recognize that living things reproduce and that related living things reproduce in similar ways.
- Recognize that there are different forms of living things and that some of these are now extinct.
- Identify and describe living things that grow and develop in different environments.
- Recognize that there are daily changes on earth.
- Identify and name the seasonal and annual changes.

*Grouping*

The entire group may need to be together for the introductory science presentation. Both kindergarten and first-grade materials may be used for developing concepts with the total group. Children at later times may go to interest centers to interact in small groups.

*Materials*

The following materials are available:

*-Kindergarten*

*Concepts in Science, Grade K* (Teacher's Edition and Student Lab Kit)

*Animals in the Classroom, ESS*

*Match and Measure, ESS*

*Chances, ESS*

*-Grade 1*

*Concepts in Science, Grade 1* (Teacher's Edition, Pupil's Edition, and Student Lab Kit)

*Science, A Process Approach, Part B*

*-Kindergarten-Grade 1*

*Science, A Process Approach, Part H*

The following district publications are available:

*Science, A Resource Guide for Grades K, K-1, K-1-2*  
(Stock No. 41-S-1650).

*Elementary Science Tape Scripts, Kindergarten*  
(Stock No. 41-S-1600).

*Elementary Science Tape Scripts, Grade 1,*  
(Stock No. 41-S-1601).

## SOCIAL STUDIES

### *Philosophy*

Social studies is that area of the curriculum which is designed to help students acquire knowledge, skills, and positive attitudes about themselves, others in their society, and their environment. It is necessary for the student to achieve a balance in proficiency among knowledge, skills, and affective objectives if he is to become a self-respecting and self-actuated citizen.

### *Goals*

The goals for the social studies instructional program in a K-One classroom are described below:

*-Knowledge objectives.* The child should acquire knowledge related to the nature of himself/herself and others in his/her immediate surroundings, society, and the environment in which he/she lives.

*-Skill objectives.* The pupil should acquire the ability to observe, absorb, and analyze information found in a variety of forms in his/her surroundings. Such information may come in the form of the printed word, pictures, sounds, and experiences. The child should also develop the ability to analyze this information and draw meanings from it.

*-Affective objectives.* The pupil should develop positive attitudes toward himself/herself and those around him/her. He/she should learn to respect similarities among humans as those characteristics which make all people human and to value differences as those characteristics which make each person unique. He should learn how to define and clarify his/her own personal beliefs and values.

The integration of social studies goals at the primary level is presented in the figure on the following page.

### *Methods and grouping*

The following suggestions may be of value to the teacher in planning methods of teaching social studies and the grouping of pupils.

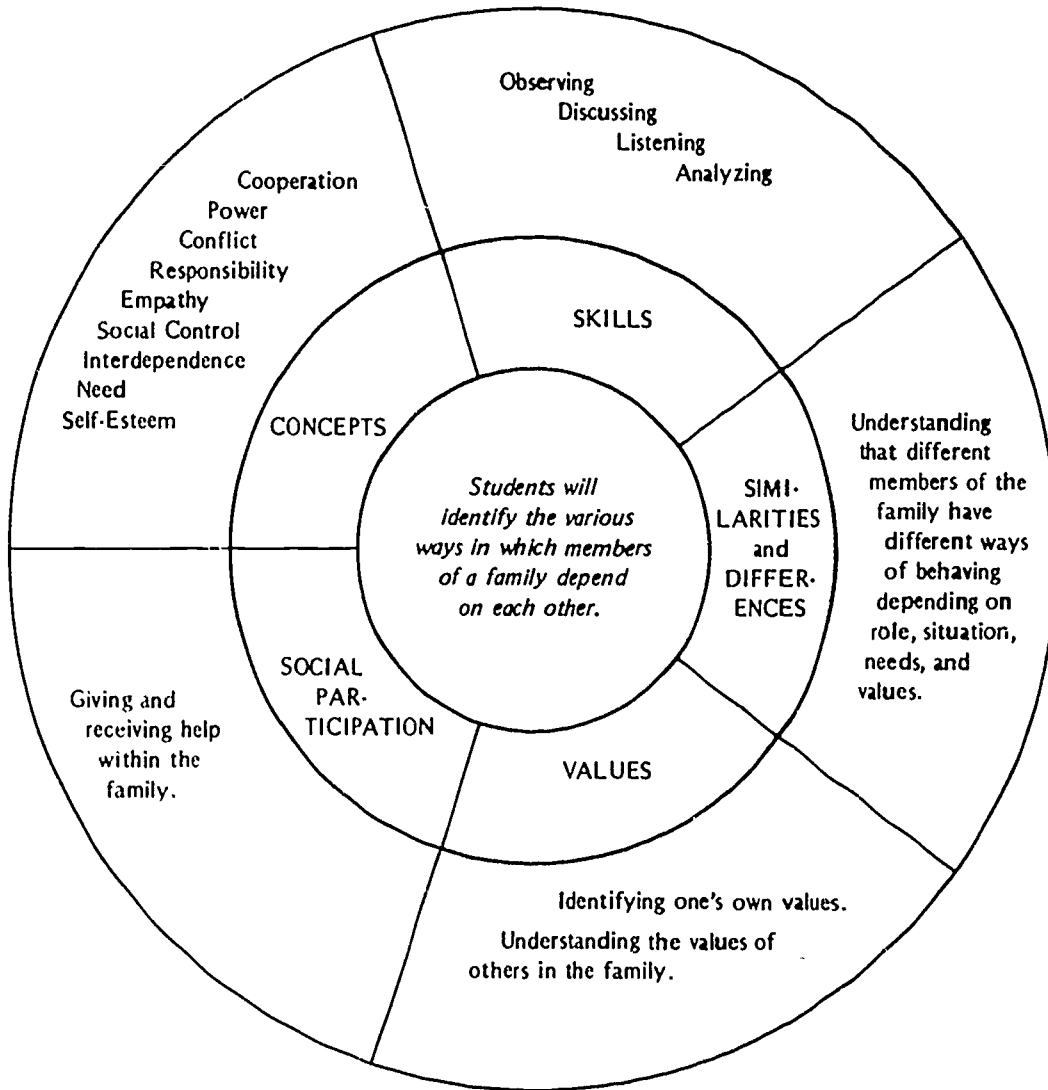
*-The entire group should be together for news reporting, social studies, science, health and/or art. Expect a higher standard of news reporting, more thorough planning, and a greater degree of self-evaluation from first-grade pupils than from kindergarten pupils.*

*-Provide a wide variety of learning experiences for independent and small-group work. Assign activities according to individual needs, skills, and interests.*

*-Use a variety of audiovisual materials for motivating, teaching new concepts, evaluating, and supplementing the units.*

# INTEGRATION OF GOALS <sup>1</sup>

## Illustrative Instructional Example, K-3



<sup>1</sup>*Social Studies Education Framework* (Sacramento: California State Department of Education, 1974).

-Provide opportunities for dramatic play and role-playing related to the unit.

-Plan some block-building and construction activities as they relate to a particular unit or to the needs of some children.

### Materials

The social studies units listed below are provided for use in K-One classrooms.

-*Social Studies Unit Multigrade K-1, "Voices of Families"* for use with Stone Educational Publications, 1971 (Stock No. 41-S-5700).

-*"Working, Playing, Learning"* for use with Field Educational Publications, 1970 (Stock No. 41-S-5690).

Each of these units is designed for approximately ten weeks of instruction. Use of both of these units constitutes the social studies program for the school year. A schedule of timing for these units is available in the school office or from the office of the Social Studies Specialist (298-4681, Ext. 314). Additional copies of these unit guides may be obtained from the Materials Development Office (298-4681, Ext. 423).

In addition to these two units, the "Officer Friendly" unit may also be used in grades K-1. Please consult with the kindergarten teachers in the building to determine when this unit will be delivered to the school, or call the office of the Social Studies Specialist for this information. A guide for the "Officer Friendly" unit (Stock No. 41-K-6050) may be obtained by calling 298-4681, Ext. 423.

Some of the concepts listed below<sup>2</sup> are developed by "Officer Bill" in his biannual visits to kindergarten classes. Check with the site administrator for dates of the visits.

## PEDESTRIAN SAFETY

### Affective

- Has mild anxiety concerning major traffic hazards.
- Has satisfaction from proper performance.

### Cognitive

- Recognizes meaning of traffic signs and signals.
- Plays in play areas, not street.
- Does not leave curb for ice cream truck.
- Walks facing traffic or on sidewalks.
- Crosses only at intersections and only with adult supervision (or if signal and no moving cars are in sight).

<sup>2</sup>*Course of Study, 1975-76* (San Diego: Department of Education, San Diego County), pp. 38-39.

#### Psychomotor

- Localizes sound of emergency vehicle.
- Recognizes sound of backing bell.
- Walks (does not run) across street.

### **PASSENGER SAFETY**

#### **Affective**

- Has satisfaction from proper performance.

#### **Cognitive**

- Always uses seat belts.
- Does not yell or disturb other passengers or driver.
- Does not put limbs or hands out of vehicle.
- Enters and exits at curb.

### **BICYCLE SAFETY**

#### **Affective**

- Has mild anxiety concerning major traffic hazards.

#### **Cognitive**

- Rides only on sidewalk or segregated bike path.
- Dismounts to cross at intersection.

#### **Psychomotor**

- Performs basic maneuvers.
- Recognizes immediate hazards (surface and traffic) in light, residential traffic.

## THE AFTERNOON PROGRAM FOR FIRST GRADE

The afternoon session offers an opportunity to provide an enriched and highly individualized reading, handwriting, and spelling program for first-grade pupils. It also allows time for meeting the individual needs of children in mathematics. (Refer to the Mathematics Section of this guide.)

### READING INSTRUCTION

Each first-grade pupil should have two reading circle instructional periods each day. These are in addition to many other related language arts activities. It is suggested that one of these reading periods be in the morning.

The teacher working with the small group of first-grade pupils in the afternoon may continually vary the grouping of children and the approaches used in working with them. It is important that pupils be changed from one group to another as their needs and rate of development change. Flexible class grouping helps provide for individual growth and achievement. While achievement level grouping is appropriate when reading in the "basic strand," many other kinds of grouping have value when dealing with the other three strands of the reading program. Grouping strategies might range from individualized reading to whole class instruction. Such strategies might include the following:

- Individualized.* The pupils may read materials of their own choice, at their own pace, and in their own way.
- Tutorial.* A pupil reading on a higher achievement level assists a pupil reading on a lower level.
- Partnership.* Two children of comparable achievement levels are paired for mutual assistance.
- Interest group.* Pupils reading on varying levels come together to pursue a common interest, idea, theme, or author.
- Whole class.* Entire class is involved in reading activities connected with a specific study, such as science, health, or a newspaper.

### The Independent Reading Activity Period

On a large pocket chart have several activities from which children may choose. The child takes his name and places it next to the activity in which he would like to participate. Suggestions for activities are:

- Easel painting.* Have sentence, poem, or something for the child to read before he illustrates.
- Independent reading circle.* Books should be a level lower than instruction in the circle.
- Chalkboard activities.* Use Instructional Suggestions Bulletin entitled *Chalkboard Experiences for Children in Primary Grades* (Stock No. 41-C-2200) for suggested activities or choose activities from language materials at school site.
- Buddy reading.* Two children in flexible groupings: tutorial, partnership, or interest-centered.
- Writing.* Resources for writing may be at an interest center.
- Research.* Children read books and use note-taking skills to record information.
- Flash cards.* Drill on words, word elements, or word-attack skills, individually or partners.
- Games to reinforce reading skills.* Use teacher-made or commercial games. See Appendix for commercial games.
- Listening post.* Use prerecorded tape or record set from Instructional Media Center or use teacher-made tape.
- Filmstrip or soundstrip.* Obtain from Instructional Media Center.
- Art experiences.* Child reads directions to construct something or makes something and then prepares a report for the class or writes a sentence or story about it.

### Reading and Language

Each teacher should obtain a copy of the "Reading" and "Language and Spelling" sections of the *Curriculum Guide, Grade 1* (available from principal). The sequence of materials, development and use of experience charts, and suggestions for independent activities for the reading period can be found in the "Reading" section of the *Curriculum Guide, Grade 1*.

During the reading time, the teacher usually finds it practical to work with small groups for the development of skills.

In addition to the reading textbooks, teachers will find written language experiences a meaningful tool for either small group or total class instruction.

Selected exercises from the spelling program may be introduced in the reading circle as children advance to this phase in the



program. The spelling program is then used as a resource for independent activities as additional skill exercises in the reading program.

In planning the daily schedule for instruction in language, the teacher uses an integrated approach for teaching the skills of communication, handwriting, spelling, listening, and speaking.

At the first-grade level, the teacher generally introduces a new learning skill or concept to the entire class. Following this presentation, she maintains a flexible type of grouping to give each child the opportunity to improve his skills and understandings and to work with various groups and individuals during the year.

### Circle Activities

The reading program should be organized to help develop independent readers. The key element in helping the child acquire word-attack skills is the inclusion in the pupils' textbook of instruction devices which (1) provide basic materials for teacher-directed work on word-attack and word-recognition skills and (2) help the pupil read independently.

The elements of a basic lesson, a reinforcement lesson, a content lesson, and a literature reading lesson can be found in the "Reading" section of the *Curriculum Guide, Grade One*.

The elements of a basic reading circle lesson are as follows:

- Evaluate independent work quickly.
- Motivate for new story; introduce vocabulary in context or utilize the self-help pages.
- Ask questions to guide silent reading and check comprehension.
- Provide for purposeful oral reading.
- Develop word-attack skills as suggested in the teacher's edition.
- Explain worksheet, phonics workbook, spelling workbook, or other independent activity.

In a 20- to 30-minute reading circle, the teacher may select activities from the reading manual for children who are moving at a faster or slower pace than the rest of the group.

The second 20-minute circle will vary, depending on the needs of the children. Some of the following could be included:

- Review of basic vocabulary (game technique).

- Use of the flannel board or pegboard to carry out phonetic drill activities.
- Part or all of the story reread for a specific purpose.
- Choices from a variety of enrichment activities.

Children should also be given numerous opportunities for creative writing. There are many books, films, recordings, and other audiovisual materials that may be ordered from the Instructional Media Center to stimulate both oral and written expression.

If able to meet a third time, the final meeting of the reading circle each day may be used as an extension of the basic reading skills to foster growth in creative or critical reading. Children must acquire the skills of creative reading if they are to gain full satisfaction and success in reading. Facets of creative reading that should be developed include helping a child:

- Evaluate what has been read.
- Understand what has been read.
- Organize and remember what is read.
- Recognize relationships between words such as multimeaning words, opposites, and so on.

*Materials  
for  
creative  
reading*

The following materials may be used as a guide to develop creative reading:

- Exercises from language series used at each site to reinforce skills being emphasized in the basal reader.
- Oral exercises using the booklet entitled "Word List" or other dictionary sources.
- Pictures, study prints, or other audiovisual materials to build concepts, background, or interest.

Circle activities should include a variety of multi-response activities, such as:

- Using mini-boards (chalk, acetate, or lined newsprint on chipboard) for child's written response.
- Signaling the correct response by holding up a puppet or clapping hands.
- Displaying the correct phonetic part (beginning, medial, or final consonant or cluster) in a small pocket chart or on a lapboard.
- Indicating the correct answer by pinning a clothespin on a given picture, letter, or letters.

Many additional circle activities may be found in the teacher's edition of the chosen language series.

#### INDEPENDENT ACTIVITIES

Independent activities should reinforce and extend skills previously learned in lessons with the teacher, or provide experiences in manipulative activities needed for a particular stage of growth.

Independent activities for the reading period suggested in the "Reading" section of the *Curriculum Guide, Grade 1*, include workbooks and worksheets, manipulative activities, instructional games, purposeful reading, and the independent reading circle. In addition, the following are suggested independent activities for the extended reading period:

*-Audiovisual materials for the listening post.* All materials are obtainable at the Instructional Media Center.

Tape sets (6 books + tape of children's classics)

Bowmar record sets (6 books + record)

Paperbound record sets (6 books + record of library books)

Cassette tapes

Special material taped by teachers

Films and filmstrips (see *A-V Materials Catalog*)

Instructional television

*-Library materials* obtainable at the Instructional Media Center.

Classroom library books

Pupil reference books

Picture books

Read-aloud books

Teacher-selected theme sets (primer or first reader level)

*-Other available books.*

School bookroom

School and/or public library

Teacher's or children's home libraries

### -Interest Centers

Write stories independently, using spelling resources  
View films, filmstrips, or Instructional Television (ITV)  
Reading-related games

### TOTAL CLASS ACTIVITIES

Generally a news reporting period is conducted during the first ten minutes of the school day. The teacher may find suggestions for making this opening exercise period a meaningful experience for children by referring to "News Reporting," pages 23-24 of the "Language and Spelling" section of the *Curriculum Guide, Grade 1*. The teacher may also utilize the San Diego City Schools publication entitled *Teaching News and Current Events in the Elementary Grades* (Stock No. 41-N-3500).

Other suggested classwide activities during the school year are:

- Write on the chalkboard to develop handwriting skills.
- Write articles for a class newspaper.
- Make oral or written book reports, possibly using art media.
- Browse through study prints or other audiovisual material.
- Apply scientific skills of observation and experimentation.
- Observe science in action (aquarium, plants growing, magnets).
- Manipulate objects such as taking an old clock apart and trying to put it back together.
- Prepare a play or story for class dramatization.
- Utilize sentence strips in a pocket chart.
- Participate in seat work relating reading, language, and spelling skills. (See the "Language and Spelling" section and the "Reading" section of the *Curriculum Guide, Grade 1*.)

### INDIVIDUAL DIAGNOSIS AND PRESCRIPTION

Reading programs now available contain pretest, prescriptive, and post-test materials. Look for these assessment tools in the reading programs used at your school site.

A teacher may conduct an informal individualized diagnosis by:

- Reading on a one-to-one basis with a child.

-Proofreading written work with a child.

-Using inventories such as the San Diego Quick Assessment Inventory (obtained from the Language Arts Curriculum Consultant).

In language instruction the teacher provides for individual differences and gives a child the opportunity to improve skills and understandings. The teacher groups to:

-Evaluate children's oral and written expression to determine their instructional needs.

-Give further explanation to and provide practice for a group of children having difficulty.

-Arrange a small-group situation in which a timid child may feel free to express himself.

-Motivate a more able group to undertake a challenging assignment.

## PARENTS, VOLUNTEERS AND PARAPROFESSIONALS

### *Philosophy*

The home and school can benefit greatly from a working relationship. Parents can be actively involved in program planning, operations, and evaluations. A more successful instructional program will then develop. If parents are reached when their children are young, parent involvement in school tends to continue throughout their children's school career.

Because of the emphasis on individual instruction in the K-One program, it is desirable to obtain assistance in the classroom. A well-trained volunteer or paraprofessional (aide) can be of invaluable service. There are several possibilities for obtaining assistance in the classroom:

- Paid teacher aides (depending on the school site).
- Parents in the school or community.
- Community service groups.
- Cross-age tutors.

### *Recruiting volunteers*

Volunteers may be recruited by these methods:

- A letter to all parents
- Personal notes to a few parents
- Telephone calls to prospective volunteers
- Extending a personal invitation when parents visit the school
- Initiate request through PTA

### *Training volunteers*

The following are ways to train parents or other volunteers:

- Individual teacher trains own volunteers.
- Parent-coordinator is assigned to train volunteers.
- Parent volunteers can be trained by a staff member to assist in the area of the parents' interest or the classroom needs.
- PTA workshop trains parents to help with instructional materials. Parents are trained to work in the learning center.

### *Other volunteers*

Other persons who might be utilized as classroom assistants are:

- Student teachers from local teacher training institutions.
- High school students under the work-study program. (Contact site administrator concerning details.)
- Fifth- and sixth-grade volunteers.
- Peer assistants. (More capable children assist less able children within same classroom.)

*The program*

A brief outline of a parent involvement program is presented below:

- I. Initiate a parent meeting.
  - A. Welcome.
  - B. Thank for interest in their child's educational program.
  - C. Explain need for at least two parents to help during one-hour work period on Tuesdays, Wednesdays, or Thursdays.
- II. First duties.
  - A. Assists during the work period. (Show parents current interest centers.)
    1. Circulate among groups, getting acquainted with children.
    2. Help children by answering questions and giving assistance as needed.
  - B. Talk with the children about their work.
    1. Try: "Tell me about your \_\_\_\_" and *not* "What's that?"
    2. Use: "What story is your picture telling?" for "free" (unstructured) art.
    3. Do help children to see new possibilities through questioning them.
    4. Encourage child who replies "I don't know" to do some problem-solving. Ask him/her how he/she might find the answer (perhaps asking at home).
  - C. Help supervise the cleanup.
    1. Observe the established procedures for cleaning up each area.
    2. Have children tell or demonstrate the "right way" if volunteer is unsure.
    3. Remember that the children *can* clean up for themselves and set up for the next session. (Mention activities which children may choose after completing main job.)

III. Later duties.

- A. Assistance with small group. Plans may be specified through table directions or separate lesson cards specifically made for parent.
  - 1. Have children recall their assignment and tell volunteer their plans before starting to work.
  - 2. Print sentence child dictates about his/her work. (Encourage manuscript printing; distribute printing model sheets to the "brave" for practice.)
  - 3. Play game with small group to review skills being worked upon.
- B. Conduct a small-group follow-up experiment following classwide science lesson. (Detailed plans to be provided. Ask if any parents are especially interested in this area.)
- C. Supervise work activities while teacher checks objectives or works with small group.

IV. Control suggestions.

- A. Be calm.
- B. Seek positive ways to work with children.
  - 1. Reinforce constructive behavior; use praise.
  - 2. Ask child to show you a better way.
  - 3. Avoid pressuring.
  - 4. Show no surprise at incorrect responses.
- C. *Expect* that children will remember and follow standards.
- D. Watch out for the "loaded kindergarten questions":  
"Would you like to...?"

V. Interpersonal relationships.

- A. View each other as partners.
- B. Need for professional attitude.
  - 1. Treat any problem situations confidentially, as you would wish others to do with your child.
  - 2. Ask teacher about concerns, but not specific children.
  - 3. Share your honest reactions with staff and community.



- C. Remember program is one of instructional assistance, not merely observation.
- D. Feel free to make suggestions; this is a new experience for all.

VI. Enlistment.

- A. Encourage parents to sign up on calendar for time choice.
  - 1. 9:15-10:15 (12:45-1:45) Tuesday, Wednesday, or Thursday every other week, or whatever is convenient for individual parents.
  - 2. Weekly assignment or longer hours are welcomed.
- B. Explain that schedule will be duplicated and sent home.
- C. Encourage trading with another parent if unable to keep schedule.

*Instruction  
for aides*

Teachers may wish to write out directions for the tasks parents or other volunteers are to assume in the classroom. Directions may be printed on a 3X5 card for the volunteer's use. Some sample directions are presented below:

- Work with listening post group. Check to see that pupils are turning pages properly. (Turn dial with numerals on it off.) Have children draw (crayon) to show one way we all have fun.
- Circulate among:
  - Easels - Paint one thing all children need.
  - Chalk - Draw one way all children are alike.
  - Paste - Find pictures showing ways all children are alike; help children to paste them on large tagboard sheets.
- Have chalk group tell you, and then draw, one thing that makes child feel happy. Print child's sentence on his paper. ("\_\_\_\_\_ makes me feel happy!")
- Operate filmstrip projector, reading and discussing each frame with children. Show only Section 1, "Family Fun." Have the children tell other ways families can have fun together. Send them to the chalk table to illustrate one way families can have fun. Print names and labels on papers.
- Have children tell you their story first (anything about a real or imaginary *family*). Press button and turn recorder dial to record. (Volume is correct.) Ask one child at a

time to sit in chair in front of microphone and tell story. Play back stories and send children to pasting table to make needed figures for story. Staple a small piece of sandpaper on the back of each completed figure so that the figure can be used on the flannel board.

*References*

The following district materials may be helpful to the teacher in working with classroom aides:

*Volunteer* (Stock No. 41-V-8500)

*Parents: Active Partners in Education* (Stock No. 31-P-0500)  
\$1 a pamphlet.

*Your Aide and You* (Stock No. 41-A-0480). This publication includes pages that the teacher may want to duplicate and share with the aides.

## EVALUATION; PUPIL PLACEMENT

### Assessment of pupil needs

The K-One teacher will need to use assessment tools periodically to help her determine how well she is meeting the needs of children in her class. The following suggestions may be helpful:

- Confer with the principal about the need to assess pupils periodically (two or three times during the school year).
- Plan with the principal to sample the assessment tools available in the district:

Academic Readiness Scale (Form) (Stock No. 22-A-1001),  
35 forms to a pad.

Assessment tests from Evaluation Services Department;  
298-4681, Ext. 406.

Refer to *Curriculum Guide, Kindergarten*, "Diagnosis and Prescription" section for suggestions.

- Plan to use the assessment tools which will aid in determining the pupils' growth and development throughout the school year. For example, one assessment tool may be such that it can be used throughout the school year. Another one may be good at the beginning of the school year, and still another kind may be an effective tool for the end of the school year.

### Progress reports

The following suggestions may be helpful in preparing progress reports:

- A time for conferring with kindergarten parents should be established.
- First-grade pupils' progress should be reported according to the suggestions in the guide entitled *Reporting and Recording Pupil Progress in Elementary Schools* (Stock No. 41-R-8800).
- Individual parent conferences are strongly recommended. Suggested sample forms for communicating with parents are found on pages 37-41 of *Reporting and Recording Pupil Progress in Elementary Schools*.
- A sample form listing possible topics of discussion at the first parent conference is presented on page 63. This form may be sent home with the appointment confirmation.

### Placement for the following year

The principal has immediate contact with the classroom and thus is in the best position to learn the talents and needs of each teacher and pupil and to take appropriate action to help teachers recommend placement for the following year. After

using appropriate assessment tools, the principal and his staff can and should establish a compatible learning group of pupils and teacher.

Some suggested plans for placement are:

-Multigrade class (two or more grade levels).

-Keep kindergarten pupils in same multigrade class as next year's first-grade pupils.

-Placement in a continuous progress single grade.

-Keep the group together as a multigrade 1-2 with the same or a different teacher.

*Articulation  
with primary  
teachers*

To insure continuous progress of children involved in this multigrade, an effective articulation program should be maintained throughout the primary unit. This may be accomplished through informal or formal means. Teachers may meet informally to discuss the objectives of the program and the progress of the children. In a more formal manner teachers may be released for short periods of time to observe in the multigrade classroom and to assess the atmosphere and skill-development level of the children. Following this, the teachers meet to discuss the program and to recommend placements for the following school year. In addition, teachers may wish to develop a prescriptive checklist for individual pupil progress reporting. The checklist may be used to prescribe and assign children for the following school year.

POSSIBLE TOPICS FOR DISCUSSION AT THE FIRST CONFERENCE

A space is provided for notes you may wish to bring to the conference. They are for your own use and are not intended as information that must be left with the teacher unless you wish to do so. Some of the topics may have more relevance for your child than others.

TOPIC ;	NOTES
1. What is your child's attitude toward school?	
2. What are his special interests?	
3. What are his out-of-school activities?	
4. How is his health?	
5. Is he developing self-discipline?	
6. Does he assume responsibilities appropriate for his age?	
7. Are there other things we should know about your child?	

APPENDIX

70

65

## BASIC MATERIALS LIST

(*Multigrade K-One*)

This starter list of basic materials for K-One multigrade classes is designed to assist principals in setting up a new session and/or room for a K-One program. The items listed are considered essential, but by no means is this a complete list of materials needed for the teaching/learning experiences which take place for K-One children. Supplementary materials are listed in the "Instructional Materials" section (page 70) and should be ordered as funds permit. This list should also be used as the basis for setting up any multigrade containing kindergarten children.

DIVISIONAL MATERIALS (Order from Materials Development Office, Education Center, Ext. 423)

### Kindergarten

Stock No.

- 41-K-2000 Dividers for Kindergarten Guide  
41-K-4000 Curriculum Guide, Kindergarten (contents)

### K-One

- 41-K-0101 K-One Program of Instruction, Planning a Multigrade  
41-K-5700 Social Studies Unit Multigrade K-One, "Voices of Families," for use with Stone Educational Publications, 1971

### Grade One

- 41-K-1000 Dividers for Curriculum Guide  
41-K-1000 Curriculum Guide, Grade One (complete contents)  
41-K-3721 Math Pretests and Diagnostic Tests, Light Blue Book (Grade One) (class sets, padded)  
41-K-3721 Math Pretests and Diagnostic Tests, Light Blue Book (Grade One) (individualized packet)  
41-K-3600 Phonics Workbook for Preprimer and Primer, Student Edition, Harper and Row Basic Reading Program, 1969  
41-K-3602 Phonics Workbook for Real and Make-Believe, Student Edition, Harper and Row Basic Reading Program, 1969  
41-K-3702 Reading Worksheets, Handbook, Harper and Row, Preprimer and Primer (for teacher use), 1969  
41-K-8762 Reading Worksheets, Harper and Row, Preprimer and Primer, 1969

- 41-R-8763      Reading Worksheets, Handbook, Harper and Row. Harper and Row, Real and Make-Believe (for teacher use), 1969
- 31-R-8763      Reading Worksheets, Harper and Row, Real and Make-Believe, (Reader Level One), 1969
- 41-R-7700      Reading Activities, Recognition of Color (handbook)
- 31-W-5600      Reading Worksheets, Color Recognition
- 41-R-8050      Reading Activities, Number (handbook)
- 31-W-5850      Reading Worksheets, Numbers
- 31-W-6150      Reading Worksheets, Reading Readiness

The following district-prepared mathematics materials may be used in a K-One classroom.

*Sourcebook in Mathematics, Level 1* (Stock No. 41-M-4001)

This book contains a variety of activities for each of eight mathematical strands. It also includes games, puzzles, and task cards.

*Supplement to Sourcebook in Mathematics, Level 1* (Stock No. 41-M-4002)

This supplement contains copies of 5-1/2X8-1/2 inch pupil task cards for A-blocks, beads, C-rods, cubes, Invicta balance, pan balance, pegs, and tangrams.

*Mathematics Drill and Practice Activities, Grades K-2* (Stock No. 41-M-0051)

This publication consists of drill games and activities for improving basic computational skills in mathematics. The activities are designed for use by whole classes, small groups, or individuals.

Mathematics Forms and Review Sheets. Each of the following is designed to provide practice in computational skills. Available in pads of 100.

Mathematics Forms

- No. 1 Number Line (Stock No. 31-M-1101)
- No. 2 Ten-tens (Stock No. 31-M-1102)
- No. 3 Clock Faces (Stock No. 31-M-1103)
- No. 4 Machines (Stock No. 31-M-1104)
- No. 5 Cross Number Puzzles (Stock No. 31-M-1105)

Basic Facts Review Sheets

- No. 1 Addition (sums 10 or less) (Stock No. 31-M-1001)
- No. 2 Addition (sums greater than 10) (Stock No. 31-M-1002)
- No. 3 Subtraction (minuend 10 or less) (Stock No. 31-M-1003)
- No. 4 Subtraction (minuend greater than 10) (Stock No. 31-M-1004)

The following materials are being prepared and piloted for use in grades K-One along with the new state math materials. They will be available in *September, 1976*.

*Guide for Teaching Mathematics, Level 0* and *Guide for Teaching Mathematics, Level 1*



Each guide contains descriptions of learning activities based upon objectives for the level. The use of various materials including concrete and manipulative aids, texts, audiovisual materials, and teacher references are correlated with the objectives. In addition, activities from the *Sourcebook in Mathematics, Level 1; Supplement to Sourcebook in Mathematics, Level 1; and Mathematics Drill and Practice Activities, Grades K-2* are also correlated.

#### Mathematics Diagnostic and Prescriptive Tests, Level 0 and Mathematics Diagnostic and Prescriptive Tests, Level 1

This set of materials consists of pretests and post-tests which are based upon the objectives for the level, a survey test, and an achievement-of-level test, as well as individual and class record cards. When used with the guide it constitutes a diagnostic and prescriptive teaching package. It is particularly designed for use by schools emphasizing individualized instruction including schools involved in Title I, SB 90, and ECE.

#### Mathematics Worksheets and Tests, Level 1

This worksheet package includes worksheets for the Level 1 objectives and periodic checkup or review tests. Application exercises are included when appropriate.

#### *Enrichment Mathematics, Level 1*

This booklet has been prepared to provide learning activities for pupils who complete the regular work for their level. The first portion of each booklet consists of supplementary activities of average difficulty level; the latter portion contains enrichment activities which most pupils will find challenging.

## INSTRUCTIONAL MATERIALS

(Multigrade K-One)

Members of the Kindergarten Materials Committee (1971-72) reviewed instructional and manipulative materials available for use with children in early childhood programs. The following listing (revised in 1975) includes materials which may be used at two or more levels and can be purchased with instructional budget funds.

### LANGUAGE

The following Houghton-Mifflin materials provide the core experiences for the district kindergarten reading program. In order to assure delivery of correct materials, schools should specify edition date when ordering. (Edition date may be found on teacher's edition, workbook, or big book currently in use at school site.)

<u>Non-Stock No.</u>		<u>Estimated Price</u>
CHA-3044	se Chart, <i>Big Book for Getting Ready to Read</i> , Parts I and II, 1966 edition	\$ 41.64
CHA-3045	ea Chart, <i>Getting Ready to Read</i> , Teacher's Edition, 1966 edition	1.98
PIC-4545	se Pictures, Picture Key Cards for <i>Getting Ready to Read</i> /129/	6.15
PIC-4520	se Pictures, Letter Cards for <i>Getting Ready to Read</i> /52/	3.15
 <u>Stock No.</u>		
17-B-3800	se Boxes for <i>Getting Ready to Read</i> /22/	5.21
17-S-3400	se Starter Set, plastic objects for <i>Getting Ready to Read</i> /24/	3.63
18-G-0345	ea Game, Letto Cards	1.41
31-W-4910	ea Workbook, <i>Getting Ready to Read</i> , 1966 edition (four per teacher)	1.31

### Supplementary Language Materials

<u>Stock No.</u>		
18-G-0275	ea Game, Carnival of Beginning Sounds, 15 initial consonants	4.97

18-G-0313	ea	Game, Classification Game, pet, toy, clothing and grocery stores	6.19
18-G-0362	ea	Game ABC Lotto, Ed-U-Cards #100PS	2.16
18-G-0368	ea	Game, Go Together Lotto, Ed-U-Cards #121PS	1.90
18-G-0370	ea	Game, What's Missing Lotto, Ed-U-Cards #120PS	1.90
18-G-0391	ea	Game, Perception Faces, visual discrimination, 12 pair	4.05
18-P-0601	se	Pictures, consonant, color, for pegboard /179/	3.49
18-P-0625	se	Pictures, rhyming, color, for pegboard /30/	1.57
25-C-7754	se	Cutouts, felt, letters, capitals, red, 3 inches /160/	4.45
25-C-7756	se	Cutouts, felt, letters, lower case, manuscript, 3 inches /160/	4.26

Non-Stock No.

BLO-3037	se	Blocks, Parquetry, Playskool #306 (design sheet included, 30 colored blocks, 6 charts)	5.50
BOA-3065	ea	Board, Magnetic Alphabet, Child Guidance #400	4.00
BOA-3067	se	Board, Magnetic Lower Case Letters, Child Guidance #3407	1.85
GAM-0780	ea	Game, Alphabet Bingo, Trend Enterprises #T-103 (36 cards)	4.50
GAM-0826	ea	Game, Animal Spelling Game, Ed-U-Cards #603 (self-checking)	2.50
GAM-0940	ea	Game, Broken Letters, Houghton-Mifflin #1-35212	9.30
GAM-1007	ea	Game, Dominoes (phonics), Houghton-Mifflin #1-35214	8.40
GAM-1018	ea	Game, Color Bingo, Trend Enterprises #T-101 (8 colors, 4 shapes, 36 cards)	3.95
GAM-1017	ea	Game, Color Cubes, Playskool #302 (cubes for design; design sheet included)	3.00
GAM-1019	ea	Game, Colors and Things, Playskool #7001 (24 self-checking woodboard puzzles with plastic box)	7.00
GAM-1023	ea	Game, Creating Stories, Instructo #1010 (50 stand-up illustrations)	6.95

GAM-1101	ea	Game, Design Blocks and Patterns, Ideal #6041 (9 green and white blocks, 12 plastic-coated design cards)	4.50
GAM-1103	ea	Game, Discovering Opposites, Instructo #1012 (8 concepts, 48 cards)	6.95
GAM-1122	ea	Game, Fun with Rhymes, Instructo #1011 (small-group game, 3 bds with playing card)	6.95
GAM-1124	ea	Game, Initial Consonant Bingo, Trend Enterprises #T-104 (36 cards)	3.95
GAM-1163	se	Game, Kiddie Kards, Warren's #71-410 (23 cards, matching animal heads and feet)	1.00
GAM-1166	se	Game, Large Parquetry Designs, Developmental Learning Materials #114 (22 8-1/2X11 tagboard cards, varnished)	8.25
GAM-1171	se	Game, Learn-to-Write Manuscript Letters, Milton Bradley #7526 (plastic-coated cards to trace letters, wipe off)	3.50
GAM-1173	se	Game, Letter Recognition, Ed-U-Cards #601 (letters match to self-correcting cutouts and pictures)	2.50
GAM-1175	ea	Game, Link Letters, Milton Bradley #9503, letters to link for making up words, sentences.	1.75
GAM-1177	ea	Game, Make a Funny Story on the Flannel Board, Instructo #170 (16 half-animals, 8 places to live, 10 things to eat, and other objects)	5.95
GAM-1183	ea	Game, Match-a-Stories; Warren's #9-5100 (set of 6 stories to be put together; for K-1)	6.90
GAM-1250	se	Game, Pattern Forms, ABC School Supply #20-AG1-08 (8 metal outlines with insets; for tracing)	17.50
GAM-1252	ea	Game, Pattern Forms Storage Tray, Lakeshore A.P.-73	9.50
GAM-1264	se	Game, Perceptual Development Cards, Set No. 1, Ideal #6050 (9 cards, 40 figures for tracing, plastic-coated)	3.00
GAM-1280	ea	Game, Picture Words, Houghton-Mifflin #1-35216 (sentence boards w/pictures and words; for K-1)	7.35
GAM-1284	se	Game, Pictures That Rhyme, Milton Bradley #7823 (63 flannel-backed cards, sorting tray)	4.00

GAM-1374	ea	Game, Silly Sentences, Houghton-Mifflin #1-35204 (practice in using context clues)	7.35
GAM-1380	ea	Game, Sort-a-Card Game, Milton Bradley #7531 (72 pictures, 36 word cards, for matching and memory games)	3.00
GAM-1505	se	Game, What's Missing Story Cards, Milton Bradley #7523 (15 cards)	3.25
GAM-1510	ea	Game, Who Gets It?, Dolch	1.98
GAM-1544	ea	Game, Word Family Fun, Kenworthy #2193 (word attack game; for K-1)	3.75
PIC-4530	ea	Pictures for <i>My ABC Book</i> , Ginn	1.47
PIC-4535	ea	Pictures for <i>My Little Pictionary</i> , Scott Foresman (2 recommended)	1.32
PUP-0100	se	Puppets, Animal Finger Puppets, Creative #G447 (set of 5, wood heads, cloth bodies)	2.75
PUP-0206	se	Puppets, Fun with Faces, Animal Puppets, Instructo #1189 (6 hardboard animal puppets)	5.95
PUP-0742	se	Puppets, People Finger Puppets, Creative #G625 (set of 5, wood heads, cloth bodies)	2.75

#### MATHEMATICS

One copy of the state-adopted teacher's edition, *Modern School Mathematics, Kindergarten*, is supplied for every kindergarten teacher. Four pupil copies should be ordered. The additional materials listed are designed to go with the state-adopted math program and may be ordered at the discretion of the teacher(s) and site administrator. (*New adoption of math materials will be in the fall of 1976.*)

#### Stock No.

31-M-1565	ea	<i>Modern School Math, Kindergarten</i> . Pupil Edition (large print)	1.36
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#### Non-Stock No.

MAT-1014	se	Colored Centimeter Rods, Houghton-Mifflin (190 per bag)	15.27
MAT-1042	ea	<i>Modern School Math, Kindergarten</i> , Big Book, Houghton-Mifflin	57.48

Supplementary Mathematics Materials

Stock No.

17-Y-0080	ea	Yardstick, 1/8 inch scale	.22
18-B-0900	bx	Beads, wooden, assorted, 1/2 inch /144/	1.65
18-B-1460	bx	Blocks, design, parquetry	3.18
18-B-1950	ea	Board, Peg, 10X10 inches	1.61
18-D-0270	ea	Dials, Clock, cardboard with hands, 3-1/4 inches	.18
18-D-0340	ea	Dials, Clock, cardboard with hands, 11 inches	.59
18-G-0316	ea	Game, Dominoes, double 9	1.50
18-G-0321	ea	Game, Fit-a-Space, Play 'n Learn Toy, rubber	5.23
18-G-0385	ea	Game, Numberite, Judy	4.00
18-L-0250	dz	Laces, bead, tipped, 72 inches /12/	1.35
18-M-0355	bx	Cubes, Math, colored, 100 to box	5.75
18-M-0575	bx	Money, toy, assortment, 155 metal coins	1.21
18-M-0301	ea	Balance, Math, numbered	5.60
18-P-0420	bx	Pegs, wooden, assorted colors /100/	1.12
23-C-3460	se	Cups, measuring, aluminum /4/	.58
23-S-1600	se	Spoons, measuring /4/	.23
25-B-4405	ea	Board, flannel, folding, with easel, 24X36 inches	11.00
25-C-0850	tu	Caps, milk bottle, unprinted, 1-1/4 inches /500/	1.85
25-C-7745	se	Cutouts, felt, holiday /144/	1.75
25-C-7765	se	Cutouts, felt, numbers, red, 3 inches /40/	.83
25-C-7785	se	Cutouts, felt, primary /144/	2.19
29-R-5945	se	Ruler, metric and English, 6-inch plastic, dz	.89
29-R-5950	ea	Ruler, metric and English, 12-inch wood	.05
29-M-3750	ea	Metric Stick	.68
31-N-1000	se	Number Line, from 1 to 60	.24

Non-Stock No.

BOA-4060	ea	Board, Peg Leveling, ABC School Supply #365-N31 (9 holes of varying depth)	2.35
BLO-3014	se	Blocks, Hainstock, Lakeshore #726 (10 plastic blocks w/beads in windows; for addition and subtraction combinations) (will be available in January, 1976)	4.00
BLO-3025	se	Blocks, Math Measuring, Warren's #71-81 (21 wood pieces with numerals and number words)	3.00
BLO-3042	se	Blocks, Proportional Number, Playskool #697 (size of each in proportion to number, sets, and numerals)	11.50
CAL-2300	ea	Calendar, toy, day-by-day, Milton Bradley #9374	4.75
CAS-4635	ea	Cash Register, toy, Tom Thumb	5.75
CLO-3067	ea	Clock, Teach-a-Time, Child Guidance #40	1.70
GAM-1005	ea	Game, Dominoes, Giant Beaded, Lakeshore #TK5 (26 4-1/4X8-3/8)	5.45
GAM-1020	ea	Game, First Arithmetic Game	2.50
GAM-1024	se	Game, Cuisenaire Rods Set, Lakeshore #CX5A (155 rods w/tray, 50 activity cards, record, guide book)	13.95
GAM-1116	ea	Game, Dominoes, jumbo, color, Playskool	11.00
GAM-1117	ea	Game, Ezicounts, Ideal #7732 (10 green and 10 yellow beads on sturdy wires)	.65
GAM-1125	se	Game, Inset Cylinders, Constructive Playthings #TA10 (10 wood cylinders with knobs; equal height, graded diameter)	11.00
GAM-1128	se	Game, Inset Cylinders, Constructive Playthings #TA11 (equal diameter, graded height)	11.00
GAM-1131	se	Game, Inset Cylinders, Constructive Playthings #TA12 (graded in height and diameter; largest in diameter is tallest)	11.00
GAM-1132	se	Game, Inset Cylinders, Constructive Playthings #TA13 (graded in height and diameter; largest in diameter is smallest)	11.00
GAM-1182	ea	Game, Match Mates, Creative #N125	3.75

GAM-1210	ea	Game, Number Bingo, Trend Enterprises #T-102 (numbers 1-20; 36 cards)	3.95
GAM-1212	ea	Game, Number Recognition Game, Ed-U-Cards #604 (self-checking, 0-10)	2.50
GAM-1214	ea	Game, ArithmeCubes, Scott Foresman #02156-68 (16 colorful 1-inch cubes w/numerals and signs; manual for directions for 24 games)	3.54
GAM-1300	ea	Game, Plus and Minus Bus Game, Ed-U-Cards #606 (for 2-4 players; addition and subtraction; K-1)	1.35
GAM-1481	ea	Game, Tri-Grams, Warren's #159 (49 plastic pieces, 4 colors, for geometric patterns)	3.95
GAM-1486	se	Game, Two-Dimensional Color Block Designs, Ideal #6002 (32 plastic-coated cards w/designs to be used with colored cubes)	3.75
GAM-1501	ea	Game, Walk-On-Number Line, Instructo #1115 (red vinyl, 10' long, 0-10)	5.95
GAM-1503	ea	Game, We Learn to Count, Instructo #1071 (self-checking set and numeral cards; ten frame)	6.70
MAT-1004	se	Attribute Games, A-Blocks, People Pieces, Color Cubes (also order teacher guide MAT-1008)	9.60
MAT-1006	se	Attribute Games, Problem Cards (not required for kindergarten)	7.11
MAT-1008	ea	Attribute Games, Teacher's Guide	5.10
MAT-1060	ea	Teacher's Guide for Number Balance	1.10
MAT-1010	ea	Balance, Multi-Purpose, #07-017567.5	5.95
MAT-1014		Centimeter Rods, 190 per bag	11.25
MAT-1033	ea	Game, Qubic	5.10
MAT-1036	ea	Geoboard, Duncan, complete, Houghton-Mifflin #1-14482 (includes geoboard, activity cards, and notes)	4.80
MAT-1044		Tangram Cards	4.62
MAT-1045	se	Blocks, Pattern, Webster McGraw-Hill #07-017561-6 (250 blocks plus mirrors)	15.95
MAT-1046	ea	Blocks, Pattern, Teacher's Guide, Webster McGraw-Hill #07-017586-1	2.64
MAT-1048		Tangram Pieces	2.95

80



NUM-4000	ea	Numbers, peg, rubber, 5 inches high	3.30
RUL-0040	dz	Rulers, Learners, marked only in inches /12/	2.50
SOR-2100	ea	Sorter, Number, N120	4.25
There is no non-stock number available for these items. Order with information here.	ea	Orbiting the Earth - Addition, Scott Foresman #0-2169-70 (includes vinyl playing field, numeral blocks, discs, instructions for 2-6 players; K-1)	3.00
	ea	Developing Number Experiences, Kit A, Holt, Rinehart and Winston (manipulative materials and game cards for classifying and ordering)	33.15
	ea	Developing Pre-Number Ideas, Teacher's Edition, Holt, Rinehart and Winston	1.77
	ea	Stern Structural Arithmetic Kindergarten Kit, Houghton-Mifflin #1-53651 (classroom materials with manual)	54.00

SCIENCE

Stock No.

17-G-1000	ea	Glass, reading, metal frame w/handle 3 inches	.86
18-M-0220	ea	Magnet, bar, 6 inches	.77
18-M-0270	ea	Magnet, horseshoe, 1-1/2 inches	1.25

Non-Stock No.

AQU-9000	ea	Aquarium, glass, 12X8X8 inches	7.50
DIS-0106	se	Discovery Device: Big I, Little i Lenses, Big I, little i; Big and Small Lookers, Creative #S050	9.95
DIS-0110	se	Discovery Device, Giant Magnifier, wood, 5-diopter-wide-angle lens, mounted on 3-legged stand	10.95
GAM-1119	ea	Game, Feel and Match Textures, Lauri #2206 (16 pairs of discs with variety of surface textures)	3.50
PRI-8044	ea	Prism, glass, Creative #K0692	3.25
PUZ-2086	ea	Puzzle, frog, environmental series, 12 pieces	2.60
THE-1404	ea	Thermometer, Instructional, MB#9385	1.50

SOCIAL STUDIES

Stock No.

18-C-8300	se	Cutlery, Knives-Forks-Spoons, Aluminum, toy 6 each	1.64
18-D-0435	se	Dishes, Toy, Coffee	3.76
18-D-1008	ea	Doll, baby, Negro, vinyl, movable joints and eyes, 14 inches	9.40
25-C-7701	se	Cutouts, felt, community helpers /15/	2.48
25-C-7703	se	Cutouts, felt, community workers /15/	3.02
25-C-7715	se	Cutouts, felt, domestic animals /25/	3.28

Non-Stock No.

ANI-1900	se	Animals, domestic, Judy /18/	6.60
ANI-2015	se	Animals, wild, Judy /8/	4.60
CHA-0200	ea	Chair, doll, high, wood	12.50
CLE-3260	se	Cleaning Set, toy, housekeeping	2.95
GAM-0814	ea	Game, Animal Homes, Playskool #7003 (24 self- checking woodboard puzzles with plastic box)	7.00
GAM-1118	ea	Game, Family Flannel Aid, Milton Bradley #7834 (wide range of multi-ethnic groups; objects also)	4.85
GAM-1260	ea	Game, People and Their Jobs, Playskool #7002 (24 self-checking woodboard puzzles with plastic box)	7.00
GAM-1290	ea	Game, Playskool Village, Playskool #310 (95 parts with layout sheet)	8.25
PEO-2016	se	People, community helpers, Judy	5.75
TEL-0106	ea	Telephone, toy, polyethylene, dial	1.25
PUZ-1852	ea	Puzzle, Airplane, 15 pieces, intermediate plaque	2.85
PUZ-2047	ea	Puzzle, School Bus, 15 pieces, intermediate plaque	2.85
PUZ-2086	ea	Puzzle, Frog, Judy #5Q60L3, 12 pieces	2.60
PUZ-2165	ea	Puzzle, Rocking Horse, 12 pieces, intermediate plaque, Playskool	2.85

PUZ-2218	ea	Puzzle, Inlay, Diesel Train, Judy, 12 pieces	3.24
PUZ-2221	ea	Puzzle, Inlay, Truck, Judy, 12 pieces	3.24
PUZ-2227	ea	Puzzle, U.S. Map	9.00
RAC-3510	ea	Rack, Puzzle Storage, Playskool #760	10.00
PEO-2019	se	People, Community Workers, Wedgies, Wood, Negro, 6 pieces	5.50
PEO-2020	se	People, Community Workers, Wedgies, Wood, white	5.50
PEO-2034	se	People, Family, 3 Generations, 7	3.60

#### MOTOR SKILLS

##### Stock No.

18-B-0100	ea	Bags, Bean, 10 oz.	.48
20-B-0900	ea	Ball, Rhythm, rubber, 7 inches	1.10
20-B-1600	ea	Ball, Utility, playground, 10 inches	3.94
20-R-0550	hk	Rope, Jumping, #10 sash-cord, 100'	5.50
20-R-0300	ea	Ring, Deck-Tennis, rubber	1.24
01-P-1124	ea	Pegboard, tempered, S1S, 1/8X24X48 inches	.47
06-H-3605	pg	Hooks, for pegboard, large, 1 inch, single loop, /6/	.36
18-B-0900	bx	Beads, wooden, assorted, 1/2 inch /144/	1.65
18-B-1950	ea	Board, peg, 10X10 inches	1.61
18-L-0250	dz	Laces, bead, tipped, 72 inches /12/	1.35
18-P-0420		Pegs, wooden, assorted colors /100/	1.12

#### MUSIC

Rhythm instruments are used with early childhood programs. A listing of instruments available may be found in the Stock Catalog, Class 19.

MISCELLANEOUS MATERIALS

Stock No.

01-P-1124	ea	Pegboard, tempered, SIS, 1/8X24X48 inches	.47
06-H-3605	pg	Hooks, for pegboard, large, 1 inch, single loop /6/	.36
17-A-0281	rl	Acetate, clear, .0075 thick, 40 inches X 12 feet	3.08
17-C-0628	bx	Chalk, chalkboard, sight-saving, kindergarten, 5/8X3-1/4 inches	.30
17-C-1200	pg	Clothespins, plastic, green and blue /12/	.36
17-R-3700	bx	Rings, college, 3 inches, #6	.81
22-A-1001	pd	Academic Readiness Scale, 35 per pad	.36

Non-Stock No.

TAP-3317	rl	Tape, Felt, Self-Sticking, Milton Bradley #7822, 15 feet X 1 inch, for use in adapting cards to flannel board	2.25
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