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**ABSTRACT**

Developed by a speech-language pathologist, this oral language program for students in grades K-2 contains more than 200 field-tested activities designed for whole-class use. Listening and speaking activities are arranged in developmental order and grouped according to the following 12 areas: vocabulary, concepts, listening, giving and following directions, auditory memory, grammar, rhyming, categorization, answering and asking questions, describing, role-playing and storytelling, and reasoning. The format for each activity includes name, grade level, objective, materials, time required, and procedures. Worksheets for duplication are included. Objectives, pretests/posttests, and suggested calendar schedule for implementing the program are provided for each grade level. To encourage parent involvement and to reinforce classroom learning, reproducible weekly home activity sheets (along with a letter of introduction and an evaluation form) are appended. (JW)

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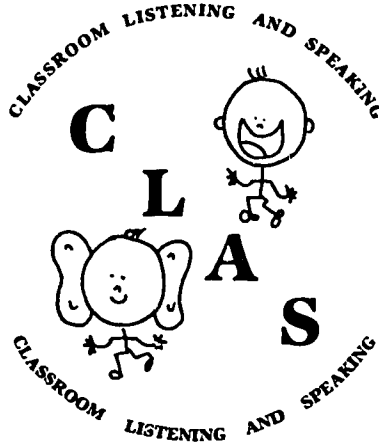
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# CLAS

## Classroom Listening And Speaking



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**K-2**

Written by Lynn Plourde

Illustrated by Kathy Peatman

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*A Special Thanks To . . .*

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Lucas and Seth for letting me love them and try my language ideas on them at home.

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The Special Education Division of the Maine Department of Educational and Cultural Services (especially Dick Duncan) for philosophically and financially believing in the concept of oral language in the classroom.

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## INTRODUCTION

Classroom Listening And Speaking (CLAS) is an oral language program for grades K-2. The 200 plus activities in this notebook were developed by a speech-language pathologist and were field-tested by over 40 teachers and their 800 students. This program is based on the belief that ALL students need to learn to listen and to speak better. The activities are designed to be used with the entire classroom at once.

This program is divided into 12 areas:

- \* Vocabulary
- \* Concepts
- \* Listening
- \* Giving and Following Directions
- \* Auditory Memory
- \* Grammar
- \* Rhyming
- \* Categorization
- \* Answering and Asking Questions
- \* Describing
- \* Role-playing and Storytelling
- \* Reasoning

Each area contains listening and speaking activities arranged in a developmental order from easiest to hardest. Each activity was placed in the most appropriate listening and speaking area, but many activities develop several oral language skills. For example, an activity might develop students' vocabulary and grammar skills, as well as storytelling abilities, all at the same time.

It is recommended that you do one activity with your class every day which equals 5 activities per week. Each activity requires approximately 20 minutes of class time.

There is a recommended calendar to follow for implementing this program in grades K, 1, and 2 throughout the school year (see pages 5-19). The first year that you use CLAS, you should follow the suggested calendar for your grade level. Try all the activities, noting how they work with your students and the variations that you would like to make in the future. The second year that you use CLAS, adjust the program so that it meets your needs. Coordinate this program with the rest of your curriculum. Some activities might fit in with science or reading units that you are already teaching.

A unique feature of this program is the 70 home activities. Two listening and speaking activities are sent home with each child in your class for his/her parents to do with him/her each week. These home activities will reinforce and further develop oral language skills in your students.

This program was developed with the belief that teaching listening and speaking to students is not much different than teaching reading, writing, or arithmetic. A good classroom teacher should be able to readily and successfully use this program.

If you would like specific training in how to implement CLAS, further information on developing oral language skills in the classroom, or have comments about this program, then please contact:

Lynn Plourde  
CLAS Consultant  
P.O. Box 168  
Anson, Maine 04911  
207-696-3331

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<u>November</u>	<u>December</u>
<p>Week 1</p> <p>Vocabulary Scrapbook, p. 41            Behind with Body and Objects, p. 123            Category Sorting Race, p. 270            Pretend Visitor, p. 316            Behind with Pictures, p. 124</p>	<p>Week 1</p> <p>First and Last with Pictures, p. 138            Clothes Talking, p. 320            Cooking Eggs, p. 4            Eyeing the Picture, p. 293            Forward with Bodies and Objects,            p. 141</p>
<p>Week 2</p> <p>Together and Apart with Body and            Objects, p. 128            In the Can, p. 354            Mime Time, p. 317            Together and Apart with Pictures,            p. 129            Category Musical Chairs, p. 271</p>	<p>Week 2</p> <p>Forward with Pictures, p. 142            The Life of an Ice Cube, p. 45            Detail King or Queen, p. 295            Role-play Food, p. 321            Rhyming Poem, p. 256</p>
<p>Week 3</p> <p>Fish for Colors, p. 132            Talking Password, p. 42            Alike with Body and Objects, p. 133            Magic Wand, p. 318            Talking Pal, p. 302</p>	<p>Week 3</p> <p>Christmas - Musical Chairs, p. 174            Action Play -- Rudolph Breaks a            Leg, p. 181            Hide Christmas Tokens, p. 191            Under My Christmas Tree, I found ...,            p. 224            Guess Who You are? - Christmas, p. 279</p>
<p>Week 4</p> <p>Alike with Pictures, p. 134            Sweet-Sour, p. 43            Role-play Introductions, p. 319            First and Last with Body and Objects,            p. 137            Rhyming Names, p. 255</p>	

<u>January</u>	<u>February</u>
<p>Week 1</p> <p>Center with Bodies and Objects, p. 144</p> <p>Fruity Talk, p. 46</p> <p>Team Gossip, p. 219</p> <p>Rhyming Song, p. 257</p> <p>Be Kind to Pencil Day, p. 322</p>	<p>Week 1</p> <p>Right with Pictures, p. 151</p> <p>Riddles about Colorforms, p. 175</p> <p>Does It Feel ...?, p. 49</p> <p>It Is I, p. 236</p> <p>Action Story -- In the Circus, p. 78</p>
<p>Week 2</p> <p>Center with Pictures, p. 145</p> <p>Telling a Process, p. 323</p> <p>After Snack, p. 220</p> <p>What's Next?, p. 171</p> <p>I Spy, p. 296</p>	<p>Week 2</p> <p>What's that Instrument?, p. 50</p> <p>Object Pantomime, p. 237</p> <p>Rhyming Race, p. 258</p> <p>Action Story -- The Night the Power Went Out, p. 81</p> <p>Partner Show and Tell, p. 298</p>
<p>Week 3</p> <p>Older-Younger, p. 148</p> <p>Whole Sentence, p. 231</p> <p>"X" Marks the Spot (with Teacher Directions), p. 194</p> <p>Identifying Sounds, p. 172</p> <p>Facial Expressions, p. 325</p>	<p>Week 3</p> <p>Punching Right and Left, p. 154</p> <p>Guess Who I'm Thinking of?, p. 51</p> <p>That's Absurd, p. 176</p> <p>PeeK-a-Boo Cards, p. 299</p> <p>Bigger than -- Smaller than -- with Cards, p. 238</p>
<p>Week 4</p> <p>Rough-Smooth Aprons, p. 149</p> <p>Puzzle Co-op, p. 297</p> <p>These/Those, p. 232</p> <p>Key Word, p. 173</p> <p>Who Wears What When?, p. 47</p>	
<p>Week 5</p> <p>Right with Body and Objects, p. 150</p> <p>Tools, p. 48</p> <p>It Can, p. 233</p> <p>Alike-Different Contest, p. 362</p> <p>Monster Magic, p. 235</p>	

## Kindergarten Calendar

<u>March</u>	<u>April</u>
<p>Week 1</p> <p>In the Doghouse, p. 52 Possible vs. Impossible, p. 177 "X" Marks the Spot (with Student Directions), p. 195 I Want the Thing that ..., p. 239 What Am I?, p. 300</p>	<p>Week 1</p> <p>Collections, p. 58 What Do You See?, p. 332 Group Sentences, p. 241 Super Memory, p. 225 Design a Scene (with Teacher Directions), p. 196</p>
<p>Week 2</p> <p>How the West Was Won, p. 53 Past -- Present -- Future, p. 240 The Sentence Game, p. 221 Acting Out Opposites, p. 326 Line-up, p. 272</p>	<p>Week 2</p> <p>Materials Collage, p. 59 Let Your Fingers Do the Walking, p. 199 Super Concentration, p. 179 Campfire Stories, p. 339 Sharing a Trip, p. 301</p>
<p>Week 3</p> <p>Kitchen Utensils, p. 54 Music Memory, p. 223 What's Wrong Signal, p. 178 Super Sam, p. 327 Interview, p. 281</p>	<p>Week 3</p> <p>Coded Listening, p. 218 Solo, Duet, Trio, p. 60 Action Story -- A Day at the Skowhegan Fair, p. 61 Grid Directions, p. 201 Create a Story, p. 340</p>
<p>Week 4</p> <p>Emotions with Sign Language, p. 55 Action Story -- On a Hike with E.T., p. 75 List Race, p. 273 Finish a Story, p. 329 Object Similarities, p. 364</p>	<p>Week 4</p> <p>Action Story -- An Ant at a Picnic, p. 63 If -- Then, p. 242 Super Line, p. 203 Action Play -- At the Ocean, p. 180 Story Robe, p. 341</p>

<u>May</u>	<u>June</u>
<p>Week 1</p> <p>What's Wrong?, p. 243            Analogies with Giant Step, p. 365            Change a Nursery Rhyme or Story,            p. 342            Action Story -- Shoo Fly, p. 65            Design a Scene (with Student            Directions), p. 204</p>	<p>Week 1</p> <p>Action Story -- Going Fishing, p. 73            Persuading, p. 348            What This Grade Is Like, p. 303            Magic Door, p. 349            Slow Motion, p. 86</p>
<p>Week 2</p> <p>Action Play -- Up in Space, p. 182            Object Placement with Teacher            Directions, p. 207            Why/Because with Beat the Clock,            p. 244            Magic Box, p. 343            Nice Nagging, p. 245</p>	<p>Week 2</p> <p>Picture Guessing, p. 280            Action Story -- Monkey Business,            p. 83            Happy Huddle, p. 294            Stuffed Animal Story, p. 328            Alike and Different by Touch, p. 363</p>
<p>Week 3</p> <p>Action Story -- The Queen is Coming            to Lunch, p. 67            Object Placement with Student            Directions, p. 208            Statue Story, p. 344            Acting Out Nursery Rhymes, p. 185            Rock Story, p. 345</p>	
<p>Week 4</p> <p>Sequenced Bookmarks, p. 346            Action Story -- Inside a Whale's            Belly, p. 70            Action Play -- The Day the House Was            Cleaned, p. 183            Making Excuses, p. 347            Key Word for the Day, p. 184</p>	

<u>September</u>	<u>October</u>
<p>Week 1</p> <p>I Don't Understand, p. 38            Fish for Colors, p. 132            Super Listener, p. 190            Action Play -- At the Ocean, p. 180            What Would You Say to ...?, p. 277</p>	<p>Week 1</p> <p>Vocabulary Scrapbook, p. 41            Eyeing the Picture, p. 293            Classification Train, p. 269            Rhyming Names, p. 255            These/Those, p. 232</p>
<p>Week 2</p> <p>Discover the Classroom, p. 39            Alike with Body and Objects, p. 133            Super Spy, p. 192            Parts of Object, p. 360            Feel It Bag, p. 292</p>	<p>Week 2</p> <p>Talking Password, p. 42            Perfect Pitch, p. 169            Team Gossip, p. 219            Rhyming Poem, p. 256            Introductions, p. 313</p>
<p>Week 3</p> <p>Who Said It?, p. 166            Token Directions, p. 193            Mr. Doesn't Puppet, p. 229            In the Can, p. 254            Role-play a Pet, p. 312</p>	<p>Week 3</p> <p>Collections, p. 58            Alike with Pictures, p. 134            Detail King or Queen, p. 295            Rhyming Song, p. 257            It Can, p. 233</p>
<p>Week 4</p> <p>Vocabulary Simon Says, p. 40            Who Clapped Their Hands, p. 158            Coded Listening, p. 218            Whole Sentence, p. 231            Category Pillow Fight, p. 268</p>	<p>Week 4</p> <p>Sequence Cards, p. 314            Bat the Balloon, p. 362            Picture Guessing, p. 280            Monster Magic, p. 235            Category Sorting Race, p. 270</p>
	<p>Week 5</p> <p>After Snack, p. 220            What's Next?, p. 171            First and Last with Body and Objects,            p. 137            Individual Sequence Cards, p. 315            Alike-Different Contest, p. 362</p>

<u>November</u>	<u>December</u>
<p>Week 1</p> <p>Sweet-Sour, p. 43                      First and Last with Pictures, p. 138                      It Is I, p. 236                      Category Musical Chairs, p. 271                      I Spy, p. 296                      Pretend Visitor, p. 316</p>	<p>Week 1</p> <p>Clothes Talking, p. 320                      Peek-a-Boo Cards, p. 299                      Forward with Body and Objects, p. 141                      I Want the Thing that ..., p. 239                      Object Similarities, p. 364</p>
<p>Week 2</p> <p>Mime Time, p. 317                      Puzzle Co-op, p. 297                      Rhyming Race, p. 258                      Object Pantomime, p. 237                      "X" Marks the Spot (with Teacher Directions), p. 194</p>	<p>Week 2</p> <p>Role-play Food, p. 321                      What Am I?, p. 300                      Past -- Present -- Future, p. 240                      Key Word, p. 173                      Forward with Pictures, p. 142</p>
<p>Week 3</p> <p>Cooking Eggs, p. 44                      Identifying Sounds, p. 172                      Magic Wand, p. 318                      Alike and Different by Touch, p. 363                      Interview, p. 281</p>	<p>Week 3</p> <p>Action Play -- Rudolph Breaks a Leg, p. 181                      Hide Christmas Tokens, p. 191                      Under My Christmas Tree, I found ..., p. 224                      Guess Who You Are? ... Christmas, p. 279                      Christmas -- Musical Chairs, p. 174</p>
<p>Week 4</p> <p>The Life of an Ice Cube, p. 45                      "X" Marks the Spot (with Student Directions), p. 195                      Bigger than -- Smaller than -- with Cards, p. 238                      Line-up, p. 272                      Partner Show and Tell, p. 298</p>	

<u>January</u>	<u>February</u>
<p>Week 1</p> <p>Riddles about Colorforms, p. 175            Center with Body and Objects, p. 144            Telling a Process, p. 323            Facial Expressions, p. 325            List Race, p. 273</p>	<p>Week 1</p> <p>Who Wears What When?, p. 47            Let Your Fingers Do the Walking,            p. 199            Right with Body and Objects, p. 150            What Do You See?, p. 332            Fashion Show, p. 304</p>
<p>Week 2</p> <p>Acting Out Opposites, p. 326            Sharing a Trip, p. 301            Design a Scene (with Teacher            Directions), p. 196            The Sentence Game, p. 221            Super Sam, p. 327</p>	<p>Week 2</p> <p>Tour for Strangers, p. 306            Bowling Questions, p. 283            Rhyming Bee, p. 261            Grid Directions, p. 201            Tools, p. 48</p>
<p>Week 3</p> <p>Center with Pictures, p. 145            Question for the Day, p. 282            That's Absurd, p. 176            Find Rhyming Words, p. 259            Stuffed Animal Story, p. 328</p>	<p>Week 3</p> <p>Right with Pictures, p. 151            Does It Feel ...?, p. 49            Super Line, p. 203            Campfire Stories, p. 339            What's that Instrument?, p. 50</p>
<p>Week 4</p> <p>Fruity Talk, p. 46            Analogies with Giant Step, p. 365            Older-Younger, p. 148            Possible vs. Impossible, p. 177            Music Memory, p. 223</p>	
<p>Week 5</p> <p>Rhyming Baseball, p. 260            Rough-Smooth Aprons, p. 149            Group Sentences, p. 241            Finish a Story, p. 329            Talking Pal, p. 302</p>	

<u>March</u>	<u>April</u>
<p>Week 1</p> <p>Guess Who I'm Thinking of?, p. 51                      Punching Right and Left, p. 154                      If -- then, p. 242                      Create a Story, p. 340                      Design a Scene, p. 204</p>	<p>Week 1</p> <p>Solo, Duet, Trio, p. 60                      Pair with Pictures, p. 161                      Object Placement with Teacher                      Directions, p. 207                      Super Memory, p. 225                      Rock Story, p. 345</p>
<p>Week 2</p> <p>In the Doghouse, p. 52                      Narrow and Wide with Body and                      Objects, p. 155                      How the West Was Won, p. 53                      Story Robe, p. 341                      What's Wrong?, p. 243</p>	<p>Week 2</p> <p>Sequenced Bookmarks, p. 346                      What's Wrong Signal, p. 178                      Action Story -- A Day at the                      Skowhegan Fair, p. 61                      I Brought You, p. 246                      Analogy Baseball, p. 371</p>
<p>Week 3</p> <p>Why/Because with Beat the Clock,                      p. 244                      Narrow and Wide with Pictures, p. 156                      Kitchen Utensils, p. 54                      Magic Box, p. 343                      Fish Story, p. 370</p>	<p>Week 3</p> <p>Action Story -- Inside a Whale's                      Belly, p. 70                      Super Concentration, p. 179                      Object Placement with Student                      Directions, p. 208                      It Could Be..., p. 247                      Making Excuses, p. 347</p>
<p>Week 4</p> <p>Emotions with Sign Language, p. 55                      Pair with Body and Objects, p. 160                      Statue Story, p. 344                      Materials Collage, p. 59                      Nice Nagging, p. 245</p>	<p>Week 4</p> <p>Persuading, p. 348                      Action Play -- The Day the House                      Was Cleaned, p. 183                      Ouch! My Broken Arm!, p. 305                      Solve a Problem, p. 372                      Don't Let the Alligators Eat You!,                      p. 209</p>



<u>May</u>	<u>June</u>
<p>Week 1</p> <p>Action Story -- Going Fishing, p. 73            Key Word for the Day, p. 184            Catch Me, p. 248            Magic Door, p. 349            Acting Out Nursery Rhymes, p. 185</p>	<p>Week 1</p> <p>What This Grade Is Like, p. 303            Commercials, p. 355            Coded Math, p. 375            Action Biography -- Babe Didrikson,            p. 87            Opposite Baseball, p. 91</p>
<p>Week 2</p> <p>Action Story -- On a Hike with E.T.,            p. 75            Age and Voice, p. 186            Junk Auction, p. 350            Self, p. 249            Announcer, p. 351</p>	<p>Week 2</p> <p>Action Story -- An Ant at a Picnic,            p. 63            Happy Huddle, p. 294            Role-play a Disaster, p. 356            School Squad, p. 92            Anatomy of a Mouth, p. 93</p>
<p>Week 3</p> <p>World's Longest Story, p. 352            Make It Do, p. 373            Acting Out Adverbs, p. 250            Do You Mean It?, p. 187            Action Story -- In the Circus, p. 78</p>	<p><u>Extra Activities:</u></p> <p>Action Story -- Shoo Fly, p. 65            Action Story -- The Queen is Coming            to Lunch, p. 67            Action Story -- The Night the Power            Went Out, p. 81            Action Biography -- Albert Einstein,            p. 89</p>
<p>Week 4</p> <p>Action Story -- Monkey Business,            p. 83            An Imaginary Trip, p. 353            Wild and Crazy Words, p. 374            Object Conversation, p. 354            Slow Motion, p. 86</p>	<p>Long-Short Words, p. 170            Action Play -- Up in Space, p. 182            Whose Is This?, p. 228            Acting Out Verbs, p. 230            Pitch a Penny, p. 267            Parts of the Day, p. 276            A Giant Picture, p. 278            Mr. Lost and Found, p. 291            Role-play Introductions, p. 319            Be Kind to Pencil Day, p. 322            Change a Nursery Rhyme or Story, p. 342</p>

<u>September</u>	<u>October</u>
<p>Week 1</p> <p>I Don't Understand, p. 38                      Action Play -- At the Ocean, p. 180                      Super Listener, p. 190                      A Giant Picture, p. 278                      These/Those, p. 232</p>	<p>Week 1</p> <p>Magic Wand, p. 318                      Key Word, p. 173                      Vocabulary Scrapbook, p. 41                      Feel It Bag, p. 292                      Alike-Different Contest, p. 362</p>
<p>Week 2</p> <p>Action Story -- A Day at the Skowhegan Fair, p. 61                      Sequence Cards, p. 314                      Bat the Balloon, p. 361                      Picture Guessing, p. 280                      Coded Listening, p. 218</p>	<p>Week 2</p> <p>Rhyming Names, p. 255                      Riddles about Colorforms, p. 175                      Talking Password, p. 42                      Alike and Different by Touch, p. 363                      Role-play Introductions, p. 319</p>
<p>Week 3</p> <p>Discover the Classroom, p. 39                      Older-Younger, p. 148                      Identifying Sounds, p. 172                      Team Gossip, p. 219                      Pretend Visitor, p. 316</p>	<p>Week 3</p> <p>Clothes Talking, p. 320                      Action Story -- Shoo Fly, p. 65                      The Sentence Game, p. 221                      Rhyming Poem, p. 256                      Super Spy, p. 192</p>
<p>Week 4</p> <p>Mime Time, p. 317                      Vocabulary Simon Says, p. 40                      After Snack, p. 220                      It Can, p. 233                      Mr. Lost and Found, p. 291</p>	<p>Week 4</p> <p>Object Similarities, p. 364                      Rough-Smooth Aprons, p. 149                      Fruity Talk, p. 46                      Action Story -- The Queen Is Coming to Lunch, p. 67                      Token Directions, p. 193</p>
	<p>Week 5</p> <p>Be Kind to Pencil Day, p. 322                      Analogies with Giant Step, p. 365                      Rhyming Song, p. 257                      Monster Magic, p. 235                      That's Absurd, p. 176</p>

## Second Grade Calendar

<u>November</u>	<u>December</u>
<p>Week 1</p> <p>Who Wears What When?, p. 47            Music Memory, p. 223            Rhyming Race, p. 258            Interview, p. 281            Eyeing the Picture, p. 293</p>	<p>Week 1</p> <p>Classification Train, p. 269            Does It Feel?, p. 49            Acting Out Opposites, p. 326            Detail King or Queen, p. 295            Analogy Baseball, p. 371</p>
<p>Week 2</p> <p>Role-play Food, p. 321            Right with Body and Objects, p. 150            "X" Marks the Spot (with Teacher Directions), p. 194            Possible vs. Impossible, p. 177            Question for the Day, p. 282</p>	<p>Week 2</p> <p>Bigger than -- Smaller than -- with Cards, p. 238            Action Story -- Inside a Whale's Belly, p. 70            I Spy, p. 296            Super Sam, p. 327            Rhyming Baseball, p. 260</p>
<p>Week 3</p> <p>Tools, p. 48            Telling a Process, p. 323            Fish Story, p. 370            Facial Expressions, p. 325            Find Rhyming Words, p. 259</p>	<p>Week 3</p> <p>Christmas -- Musical Chairs, p. 174            Action Play -- Rudolph Breaks a Leg, p. 181            Hide Christmas Tokens, p. 191            Under My Christmas Tree, I found ..., p. 224            Guess Who You Are? -- Christmas, p. 279</p>
<p>Week 4</p> <p>Right with Pictures, p. 151            Action Play -- Up in Space, p. 182            "X" Marks the Spot (with Student Directions), p. 195            Super Memory, p. 225            Object Pantomime, p. 237</p>	

<u>January</u>	<u>February</u>
<p>Week 1</p> <p>Stuffed Animal Story, p. 328                      Punching Right and Left, p. 154                      Design a Scene, p. 196                      I Want the Thing that ..., p. 239                      Rhyming Bee, p. 261</p>	<p>Week 1</p> <p>Pair with Body and Objects, p. 160                      How the West Was Won, p. 53                      Super Line, p. 203                      What's Wrong Signal, p. 178                      Interviewing an Animal, p. 284</p>
<p>Week 2</p> <p>What's that Instrument?, p. 50                      Narrow and Wide with Body and Objects, p. 155                      Let Your Fingers Do the Walking, p. 199                      Past -- Present -- Future, p. 240                      Finish a Story, p. 329</p>	<p>Week 2</p> <p>Pair with Pictures, p. 161                      Super Concentration, p. 179                      Kitchen Utensils, p. 54                      Noun-Verb Matching, p. 285                      Line-up, p. 272</p>
<p>Week 3</p> <p>What Do You See?, p. 332                      Solve a Problem, p. 372                      Category Sorting Race, p. 270                      Narrow and Wide with Pictures, p. 156                      Guess Who I'm Thinking of, p. 51</p>	<p>Week 3</p> <p>Action Story -- The Night the Power Went Out, p. 81                      Design a Scene (with Student Directions), p. 204                      Group Sentences, p. 241                      Peek-a-Boo Cards, p. 299                      Story Robe, p. 341</p>
<p>Week 4</p> <p>Campfire Stories, p. 339                      Action Story -- In the Circus, p. 78                      Puzzle Co-op, p. 297                      Partner Show and Tell, p. 298                      Create a Story, p. 340</p>	
<p>Week 5</p> <p>Grid Directions, p. 201                      Bowling Questions, p. 283                      Category Musical Chairs, p. 271                      Make It Do, p. 373                      In the Doghouse, p. 52</p>	

<u>March</u>	<u>April</u>
<p>Week 1</p> <p>Change a Nursery Rhyme or Story, p. 342</p> <p>Emotions with Sign Language, p. 55</p> <p>Object Placement (with Teacher Directions), p. 207</p> <p>Key Word for the Day, p. 184</p> <p>What Am I?, p. 300</p>	<p>Week 1</p> <p>Why/Because with Beat the Clock, p. 244</p> <p>Materials Collage, p. 59</p> <p>Persuading, p. 348</p> <p>Solo, Duet, Trio, p. 60</p> <p>Don't Let the Alligators Eat You!, p. 209</p>
<p>Week 2</p> <p>Magic Box, p. 343</p> <p>Collections, p. 58</p> <p>Acting Out Nursery Rhymes, p. 185</p> <p>If -- Then, p. 242</p> <p>List Race, p. 273</p>	<p>Week 2</p> <p>Magic Door, p. 349</p> <p>Hallway Interviews, p. 287</p> <p>Slow Motion, p. 86</p> <p>Junk Auction, p. 350</p> <p>Do You Mean It?, p. 187</p>
<p>Week 3</p> <p>Statue Story, p. 344</p> <p>The Good Old Days, p. 286</p> <p>What's Wrong?, p. 243</p> <p>Object Placement (with Student Directions), p. 208</p> <p>Age and Voice, p. 186</p>	<p>Week 3</p> <p>Fill-in-the-Boxes, p. 212</p> <p>Action Biography -- Babe Didrikson, p. 87</p> <p>Sharing a Trip, p. 301</p> <p>Coded Math, p. 375</p> <p>Talking Pal, p. 302</p>
<p>Week 4</p> <p>Rock Story, p. 345</p> <p>Action Story -- Monkey Business, p. 83</p> <p>Sequenced Bookmarks, p. 346</p> <p>Wild and Crazy Words, p. 374</p> <p>Making Excuses, p. 347</p>	<p>Week 4</p> <p>Announcer, p. 351</p> <p>Blind Obstacle Course, p. 213</p> <p>Nice Nagging, p. 245</p> <p>A Job Interview in the Classroom, p. 288</p> <p>World's Longest Story, p. 352</p>

<u>May</u>	<u>June</u>
<p>Week 1</p> <p>I Brought You, p. 246                      Opposite Baseball, p. 91                      Teaching a Game, p. 214                      Fashion Show, p. 304                      It Could Be, p. 247</p>	<p>Week 1</p> <p>What This Grade Is Like, p. 303                      News Broadcast, p. 358                      Compass Directions, p. 164                      Compound Words, p. 94                      Who's Sitting?, p. 307</p>
<p>Week 2</p> <p>An Imaginary Trip, p. 353                      Classification Race, p. 274                      Catch Me, p. 248                      Object Conversation, p. 354                      Action Biography -- Albert Einstein, p. 89</p>	<p>Week 2</p> <p>Scramble, p. 251                      Body Actions, p. 95                      Simile Book, p. 252                      Talk Your Way Through, p. 308                      Happy Huddle, p. 294</p>
<p>Week 3</p> <p>Blind Drawing, p. 216                      School Squad, p. 92                      Self, p. 249                      Ouch! My Broken Arm!, p. 305                      Commercials, p. 355</p>	<p><u>Extra Activities:</u></p> <p>Action Story -- An Ant at a Picnic, p. 63                      Action Story -- Going Fishing, p. 73                      Action Story -- On a Hike with E.T., p. 75                      Action Play -- The Day the House Was Cleaned, p. 183                      It Is I, p. 236                      What Would you Say to?, p. 277                      Individual Sequence Cards, p. 315</p>
<p>Week 4</p> <p>Role-play a Disaster, p. 356                      Tour for Strangers, p. 306                      Acting Out Adverbs, p. 250                      Anatomy of a Mouth, p. 93                      A Story in Your Mind, p. 357</p>	

KINDERGARTEN OBJECTIVES

By following the CLAS program, 80 percent of kindergarten students should reach these objectives by the end of the school year. The students will

- ▷ learn 3 to 5 new oral vocabulary words per week
- ▷ be able to name at least 3 items within these categories: animals, colors, clothes, toys, parts of body, family members, food, silverware
- ▷ understand the concepts: loud/soft, alike/different, long/short, heavy/light, top/bottom, above
- ▷ be able to classify objects according to form, color, use
- ▷ be able to give first, middle, and last name
- ▷ be able to count 10 objects
- ▷ speak in complete simple and compound sentences
- ▷ be able to correctly repeat simple sentences
- ▷ be able to use regular plurals correctly
- ▷ be able to use regular comparisons correctly (e.g., bigger, tallest)
- ▷ be able to use forms of the verb "to be" correctly in oral sentences (is, are, was, were)
- ▷ be able to use regular tense verbs correctly in oral sentences
- ▷ use "will" to form future tense
- ▷ be able to correctly follow 3-step directions
- ▷ be able to correctly repeat at least 3 nursery rhymes
- ▷ be able to correctly repeat 3 unrelated words in order
- ▷ be able to tell at least 3 reasons why 2 objects are alike
- ▷ be able to tell at least 3 reasons why 2 objects are different
- ▷ ask meanings of unknown words
- ▷ be able to tell 3 descriptive features about an object (e.g., it is green, hard, and wooden)

FIRST GRADE OBJECTIVES

By following the CLAS program, 30 percent of first graders should reach these objectives by the end of the school year. The students will

- ▷ learn 3 to 5 new oral vocabulary words per week
- ▷ be able to correctly name the 7 weekdays in order
- ▷ be able to name at least 3 items within these categories: vehicles, tools, seasons, holidays, fruits, vegetables, furniture, shapes, jewelry, beverages, money
- ▷ be able to understand these concepts: yesterday/tomorrow, more/less, some/many, most/least, now/later, several/few, before/after, across, pair, half, whole, right/left, first, second, third, forward/backward
- ▷ be able to give simple opposites (e.g., fast/slow, tall/short, fat/thin)
- ▷ be able to solve simple oral riddles
- ▷ be able to tell one rhyming word when given a sample word orally
- ▷ be able to correctly repeat complex sentences
- ▷ be able to correctly repeat 4 unrelated words in order
- ▷ ask questions using who, where, why, when, how, and whose
- ▷ be able to answer "what happens if . . ." questions
- ▷ correctly use the word "any" in negative sentences
- ▷ correctly use correct subject-verb agreement in oral sentences
- ▷ be able to correctly follow 4-step directions
- ▷ be able to correctly repeat at least 5 nursery rhymes
- ▷ be able to tell at least 4 reasons why 2 objects are alike
- ▷ be able to tell at least 4 reasons why 2 objects are different
- ▷ be able to signal that he/she heard a specific word or phrase within a larger context (e.g., clap each time one hears the word "black" in a story)
- ▷ be able to correctly sequence a set of 5 picture-sequence cards
- ▷ be able to tell 5 descriptive features about an object
- ▷ be able to tell a logical ending to an orally presented, open-ended story
- ▷ be able to generate a statement that could be made by another person or object (early role-playing skills)



SECOND GRADE OBJECTIVES

By following the CLAS program, 80 percent of second graders should reach these objectives by the end of the school year. The students will

- ▷ learn 3 to 5 new oral vocabulary words per week
- ▷ be able to correctly name the 12 months in order
- ▷ be able to name at least 3 items within these categories: occupations, instruments, fish, birds, appliances, flowers, cloth, weapons, medication, insects, containers
- ▷ understand these concepts: narrow/wide, deep/shallow, rough/smooth
- ▷ be able to name at least 4 rhyming words when given a sample word orally
- ▷ be able to complete open-ended verbal analogies
- ▷ be able to correctly use the article "an" in conversation
- ▷ be able to use irregular plurals correctly (e.g., men, feet, children)
- ▷ be able to use irregular verb tenses correctly in sentences
- ▷ be able to use correct subject-verb agreement in oral questions
- ▷ be able to name himself/herself last in oral sentences with a compound subject (e.g., Fred and I went to the zoo.)
- ▷ be able to correctly form "if-then" sentences
- ▷ be able to correctly follow 5-step directions
- ▷ be able to correctly repeat at least 7 nursery rhymes
- ▷ be able to correctly repeat 5 unrelated words in order
- ▷ be able to tell at least 5 reasons why 2 objects are alike
- ▷ be able to tell at least 5 reasons why 2 objects are different
- ▷ understand difference in time intervals
- ▷ be able to orally tell date
- ▷ be able to orally tell complete address
- ▷ be able to determine whether a spoken passage is fantasy or reality

Second Grade Objectives (Cont.)

- ▷ be able to ask at least 3 appropriate questions of a speaker who has provided new information
- ▷ be able to reach a mutual decision in a small peer group
- ▷ be able to portray a character with a brief part in a play/skit
- ▷ be able to appropriately introduce two strangers
- ▷ be able to generate oral riddles about an object or picture (e.g., What is black and white and smelly?)
- ▷ be able to tell at least 5 accurate sequenced steps in "how to" procedures (e.g., how to make a peanut butter and jelly sandwich)
- ▷ be able to generate a logical oral story when given a title or theme

## PRETESTING AND POSTTESTING

Two tests follow which you can use to pretest and posttest your students' listening and speaking abilities. Each test should be administered at the beginning of the school year and again at the end of the school year. The first test, "Draw a Picture," can be administered to the entire class at once; the second test, "Tell a Story," needs to be administered individually.

### Draw a Picture

Give each student a blank sheet of 8½ x 11 inch paper and a pencil. Have each student write their name on one side of the paper and then turn it over to the blank side. (You may have to help kindergarten students write their names.) Tell the class the appropriate set of directions for their grade level. Repeat each direction twice. Wait until students are finished drawing and then continue with the next directions until they have completed all 10 directions. Collect the papers. When scoring, give each student one point for each item that is correctly drawn.

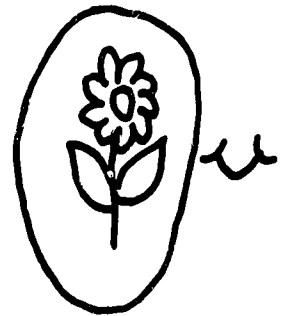
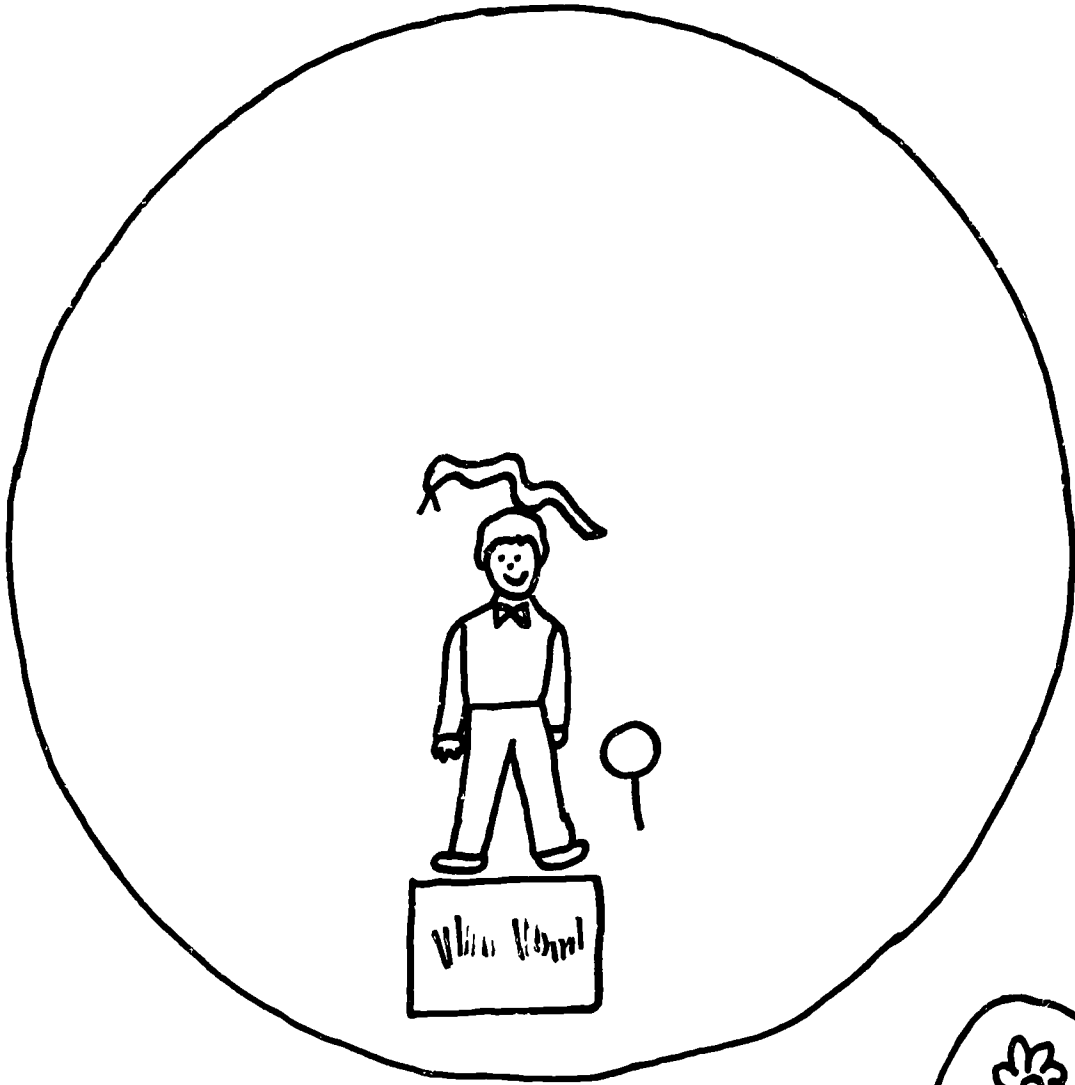
An item must be drawn completely correctly in order to receive a point for the item. For example, if a student draws a small circle in the middle of the paper when told to draw a big circle in the middle of the paper, the item is scored as incorrect even though the student appeared to understand the concept "middle" but not "big."

Students may score 0 to 10 on the test. You may record students' scores on the score sheet that is included (p. 31). Give the same test as a posttest at the end of the school year.

KINDERGARTEN DIRECTIONS FOR DRAW A PICTURE

*REPEAT EACH DIRECTION TWICE.*

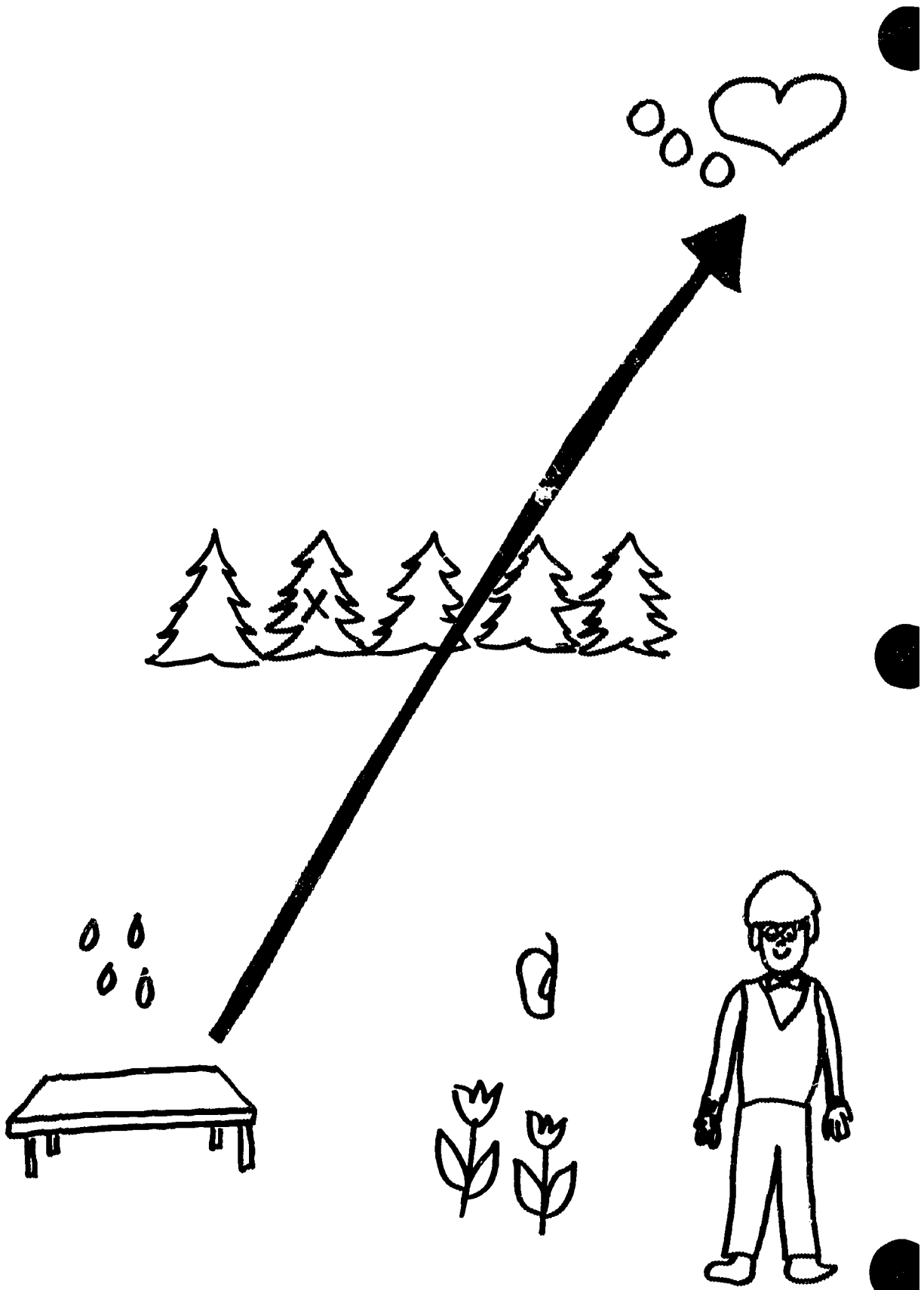
1. Draw a big circle in the middle of your paper.
2. Draw a short line under the circle.
3. Draw a box at the bottom of the circle.
4. Draw a man above the box.
5. Draw a flower outside the circle.
6. Draw a snake on top of the man.
7. Draw a smile beside the flower.
8. Draw some grass inside the box.
9. Draw a lollipop next to the man.
10. Draw a line around the flower.



FIRST GRADE DIRECTIONS FOR DRAW A PICTURE

*REPEAT EACH DIRECTION TWICE.*

1. Draw a heart in the top right corner.
2. Draw a table in the bottom left corner.
3. Draw an arrow between the heart and table so that it is pointing at the heart.
4. Draw a few raindrops above the table.
5. Draw a pair of flowers on the bottom of the page.
6. Draw half an apple above the flowers.
7. Draw a man to the right of the flowers.
8. Draw a row of trees in the center of the paper.
9. Draw an "X" on the second tree.
10. Beside the heart, draw some circles so that you have fewer circles on your paper than you do trees.

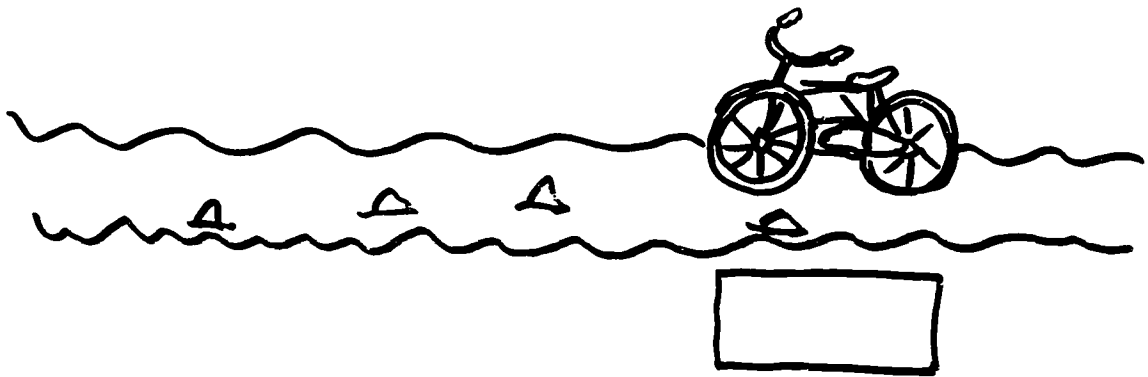


SECOND GRADE DIRECTIONS FOR DRAW A PICTURE

*REPEAT EACH DIRECTION TWICE.*

1. Draw a narrow door in the center of the page.
2. Draw a tree in the bottom left corner.
3. Draw a line from the tree that goes diagonally upward to the right.
4. Draw a rough road across the top of your paper.
5. Draw a hat to the right of the tree.
6. Draw a pair of windows next to the door.
7. Write the last letter in the word "calf" in the bottom right corner of the page.
8. Next to the hat, draw a face with an extra eye and a double nose.
9. Draw a bicycle on the road so that it is one-third of the way along the road going from the right side of the paper to the left.
10. Draw a triangle above the door and a rectangle below the bicycle.





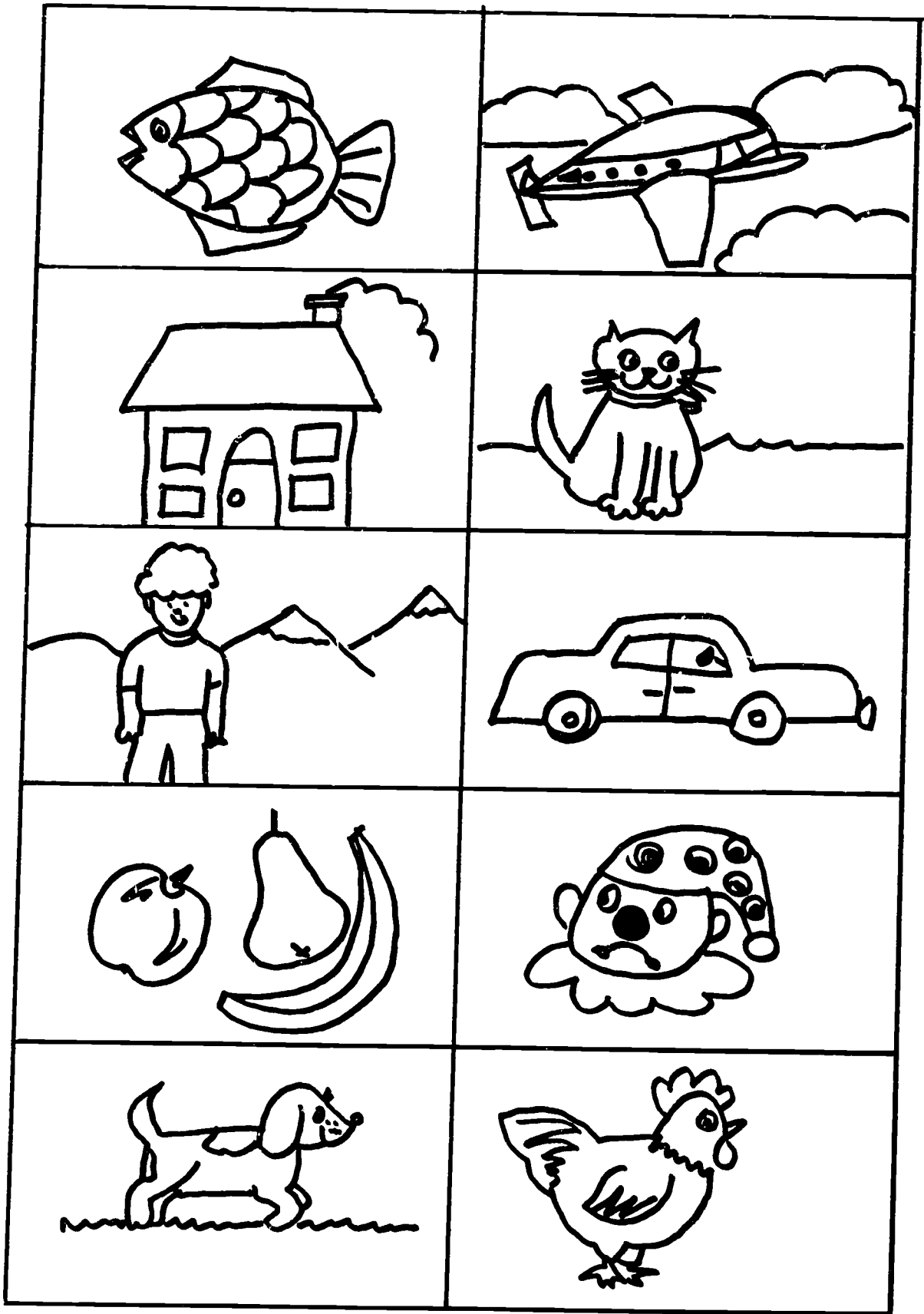


PRETESTING AND POSTTESTINGTell a Story

Cut out the 10 pictures on the following page. Test one student at a time. Hold the pictures upside down so that the student cannot see the pictures. The student must select 3 pictures and then tell a story about the 3 pictures. Tape-record the student's story. Do not prompt or help students to tell stories. Continue with another student until each student in class has told one story on the tape recorder.

Later, listen to the stories and score each one according to the attached score sheet for individuals. (Make a copy of the score sheet for each student in your class.)

At the end of the year, posttest students in the same way. You may place the results of the entire class on the attached score sheet for the class.



Student's Name \_\_\_\_\_ Grade Level \_\_\_\_\_  
 Teacher's Name \_\_\_\_\_ Date of Testing \_\_\_\_\_

TELL A STORY SCORE SHEET (for individuals)

Listen to the student's story and score the following way:

	No. of Points
a. 1 point for each of 3 pictures included in the story. (possible points, 0-3)	<input type="checkbox"/>
b. 1 point for <u>each</u> sentence in the story.	<input type="checkbox"/>
c. the average length of sentences in the story: Count the number of words in the entire story and divide by the number of sentences in the story to get the average length of sentences in the story. Record that number in the square to the right. (Include decimal points or fractions)	<input type="checkbox"/>
d. 1 point for a setting/place in the story. (possible points, 0 or 1)	<input type="checkbox"/>
e. 1 point for each character in the story.	<input type="checkbox"/>
f. 1 point for an appropriate sequence or order in the story. (possible points, 0 or 1)	<input type="checkbox"/>
g. 1 point for a logical conclusion to the story. (possible points, 0 or 1)	<input type="checkbox"/>
TOTAL POINTS	<input type="checkbox"/>
h. Subtract 1 point for each grammatical error in the story. (For example, Her fell off the bike. They don't like nobody.)	<input type="checkbox"/>
FINAL SCORE	<input type="checkbox"/>

Observations/Comments about the student's story:

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Sample ScoresTELL A STORY SCORE SHEET

Cards drawn: Cat, fish, house

Student's Story: One day my cat ate a fish. He liked the fish so much that he looked for more and more fish. He couldn't find none. So he just went home.

	No. of Points
a. 1 point for each of 3 pictures included in the story.	3
b. 1 point for <u>each</u> sentence in the story.	4
c. The average length of sentences in the story.	7.5
d. 1 point for a setting/place in the story.	0
e. 1 point for each character in the story.	1
f. 1 point for an appropriate sequence or order in the story.	1
g. 1 point for a logical conclusion to the story.	1
	TOTAL POINTS
	17.5
h. Subtract one point for each grammatical error in the story.	— 1
	FINAL SCORE
	16.5

VOCABULARY

This section develops students' oral vocabulary skills. The activities encourage students to learn new words and to question you, the teacher, when they do not understand a word that you have said. Encourage students throughout the school year to stop you when they do not understand a word. By doing so, they will take responsibility for building a greater vocabulary.



ACTIVITY: I Don't Understand

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop the ability to verbally signal when one does not understand a word  
--To learn new vocabulary

MATERIALS: a set of objects with difficult vocabulary for young children

TIME REQUIRED: 20 minutes

PROCEDURE:

Display the group of objects on a table in front of the class. Then select students one at a time to come up to the table and follow directions as quickly as possible. Include difficult vocabulary words in your directions (e.g., Give the thing with the bristles to Candy. [a toothbrush]; Pick up the object with the eye. [a needle]; Drop the tongs on the floor.) If students do not understand a word in the direction, they must say, "I don't understand. What's (a bristle)?" Show or tell them what the new vocabulary word is -- then have them follow the direction. Encourage students to ask about the unknown words rather than make a guess. Reinforce them for asking about the "tricky" word.

Possible words:

decanter	stems (on wine glasses)
fringe	grip (on tennis racket)
index (in a book)	tripod
wick	sham (for pillow)
pawn (chess piece)	ladle
die	corkscrew
fondue forks	strainer
nozzle	colander
bow (on a boat)	serated edge (on a knife)
pit (in a cherry)	rind (on a watermelon)
prongs	binding
whist	blade (on a razor)

ACTIVITY: Discover the Classroom

LEVEL: Grades K-4

SOURCE: Lynn Plourde

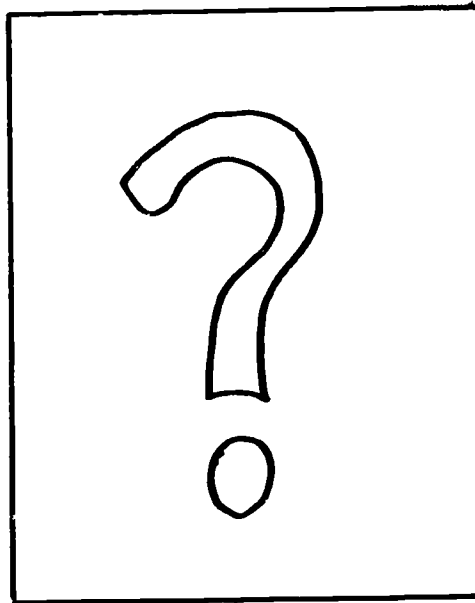
OBJECTIVE: --To learn vocabulary about unknown items in the classroom

MATERIALS: pieces of paper with question marks; tape

TIME REQUIRED: 20 minutes

PROCEDURE:

Explain to students that there are many things around us that we don't know the names of. Each student plus YOU must find an item in the room that they do not know the name of. When they find the item, then they must stick the question mark paper on it. When all students plus you have found an item, then go to each paper one at a time and see whose paper it is and if anyone else knows the name of the item. Continue with the other items. If no one in the room knows the name of a questioned object, then consult experts if possible (e.g., other teachers, parents, janitors, carpenters, etc.). You might keep a master list of which items were not known by which students so as to question them on "their" word several times in the next week. You might also leave the question mark papers in place for a week so as to promote students' questioning and learning other students' words.



ACTIVITY: Vocabulary Simon Says

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To listen carefully and respond appropriately during "Simon Says"  
 --To develop new vocabulary

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

Play "Simon Says." Explain the rules to students if they do not know how to play. Tell them to listen carefully whether "Simon Says" to do something or not, so that they don't get caught. Throughout the game use challenging new vocabulary words. For example, "Simon says, all students wearing plaids stand up," or "Simon says, all males clap your hands." Encourage students to ask the meanings of words they do not know. Also repeat new words several times during the game; students will truly learn these new words through repetition (e.g., Simon says, everyone touch your shin; Simon says, put your elbow on your shin; Simon says, everyone with shins must sit down.) See sample words to use below.

Possible new vocabulary:

plaids	stripes	calf (on leg)
shin	male	female
hem	knickers	turtlenecks
jumpers	cowl necks	V-necks
flex (a muscle)	mime (something)	recline
scooch	palate	heel
lungs	bicep	meditate
flannel	corduroy	wool
cables (on sweater)	lace	cuffs

ACTIVITY: Vocabulary Scrapbook

LEVEL: Grades K-4

SOURCE: Lynn Plourde

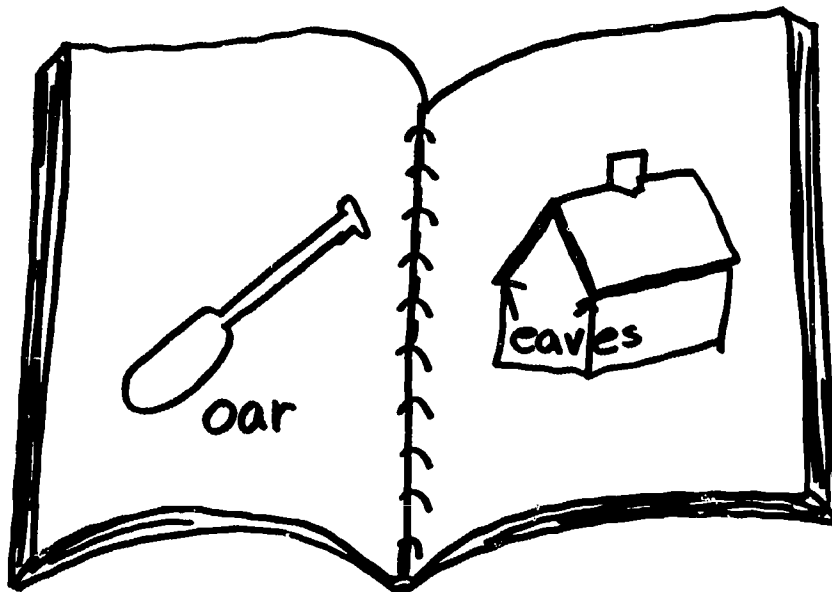
OBJECTIVE: --To learn new vocabulary

MATERIALS: a scrapbook made out of construction paper; magazines, scissors; glue

TIME REQUIRED: 25 minutes

PROCEDURE:

Select a day to start a vocabulary scrapbook. Have students find pictures of objects in magazines that they don't know the name of. They can place and glue their picture in the scrapbook after they can name it correctly (after asking you or another student). Encourage students to name other objects in the scrapbook; students should help each other as needed. The scrapbook should be an ongoing project. Keep it in a special place in the room. As students come across words they don't know, have them put the word or draw a picture of it in the scrapbook. Older children can write the word and definition. Students may want to show visitors the scrapbook and demonstrate the new words they have learned.



ACTIVITY: Talking Password

LEVEL: Grades K-6

SOURCE: Lynn Flourde

OBJECTIVE: --To develop expressive oral vocabulary

MATERIALS: "Talking Password" poster (as described below);  
vocabulary pictures

TIME REQUIRED: a few minutes throughout the day as students pass  
the poster

PROCEDURE:

Make a "Talking Password" poster, a paper with a picture on it. Place a picture on the paper which students are not likely to know. To get into the classroom or a special part of the room (e.g., reading corner, leave for lunch, up to the teacher's desk), students say the password (name the picture). If the student does not know the word, then tell them. After a few times, students should learn the new word. Change the picture regularly (e.g., once a week). The teacher does not always need to check to see if the student is correct; students may check each other.

*Hints:* National Geographic, catalogs (e.g., Sears, J.C. Penney, etc.) are good sources for pictures. You may use real objects if you like.

*Sample:*



*Possible pictures:*

skyscraper	iris	udders	taco
shin	turntable	baster	foyer
nutmeg	pelican	colander	egret
measuring cup	coasters	tongs	muu muu
orangutan	pillow sham	cantalope	nymph
glacier	okra	knoll	dimple

ACTIVITY: Sweet-Sour

LEVEL: Grades K-1

SOURCE: Lynn Flourde

OBJECTIVE: --To learn the vocabulary words sweet and sour

MATERIALS: sweet and sour foods to taste; knives to cut food into bite-size pieces

TIME REQUIRED: 20 minutes

## PROCEDURE:

Arrange all food items on a table. Select one student at a time to come up to the table and try a food that you point to. They must guess if the food is sweet or sour. Then they must taste it to see if they are correct. After they taste the food, they must say, "The \_\_\_\_\_ tastes (sweet/sour) ." Continue with other foods and other students. Try to give each student an opportunity to taste at least one sweet and sour food. After you are finished or on another day, review the foods by asking, "How does a lemon taste?" . . . etc.

SOUR

pickle  
lemonade  
lemon  
lime  
grapefruit  
green apple  
rhubarb

SWEET

sugar  
bread with jelly  
donut  
candy  
brown sugar  
cookie  
honey

ACTIVITY:            Cooking Eggs

LEVEL:                Grades K-1

SOURCE:              Lynn Plourde

OBJECTIVE:            --To learn vocabulary that pertains to eggs  
                          --To tell how to cook specific kinds of eggs  
                          telling the steps in the correct sequence

MATERIALS:            eggs, cooking utensils, pans, hot plate

TIME REQUIRED:        40 minutes

PROCEDURE:

Explain to students that there are many ways to cook eggs and that you are going to try some. Discuss the type of eggs that you are going to cook: sunny-side up, over easy, fried, scrambled, soft-boiled, hard-boiled, and poached. Have a few students at a time help you try to cook a specific kind of egg while the rest of the class watches. Then let different students help cook another kind of egg. After you have cooked them all, then have a tasting party. Select students to tell how you made each egg. Be sure they include each step.

ACTIVITY:           The Life of an Ice Cube

LEVEL:              Grades K-1

SOURCE:            Lynn Plourde

OBJECTIVE:         --To learn the vocabulary of *solid, liquid, gas, evaporate, and melt*

MATERIALS:         an ice cube in a container

TIME REQUIRED:      a few minutes for several days

PROCEDURE:

Tell students that you are going to do an experiment with an ice cube. The first day you will put an ice cube in a container; have students guess what will happen to the ice cube. Watch it each day and discuss what is happening. Be sure to use the vocabulary: solid, liquid, gas, evaporate, and melt. Encourage students to guess what will happen, and guess how long it will take to evaporate. On each day give different students a chance to tell what has happened in the experiment so far. Be sure they tell it in the correct sequence.



ACTIVITY: Fruity Talk

LEVEL: Grades K-2

SOURCE: Peggy Lovejoy, Skowhegan, Maine

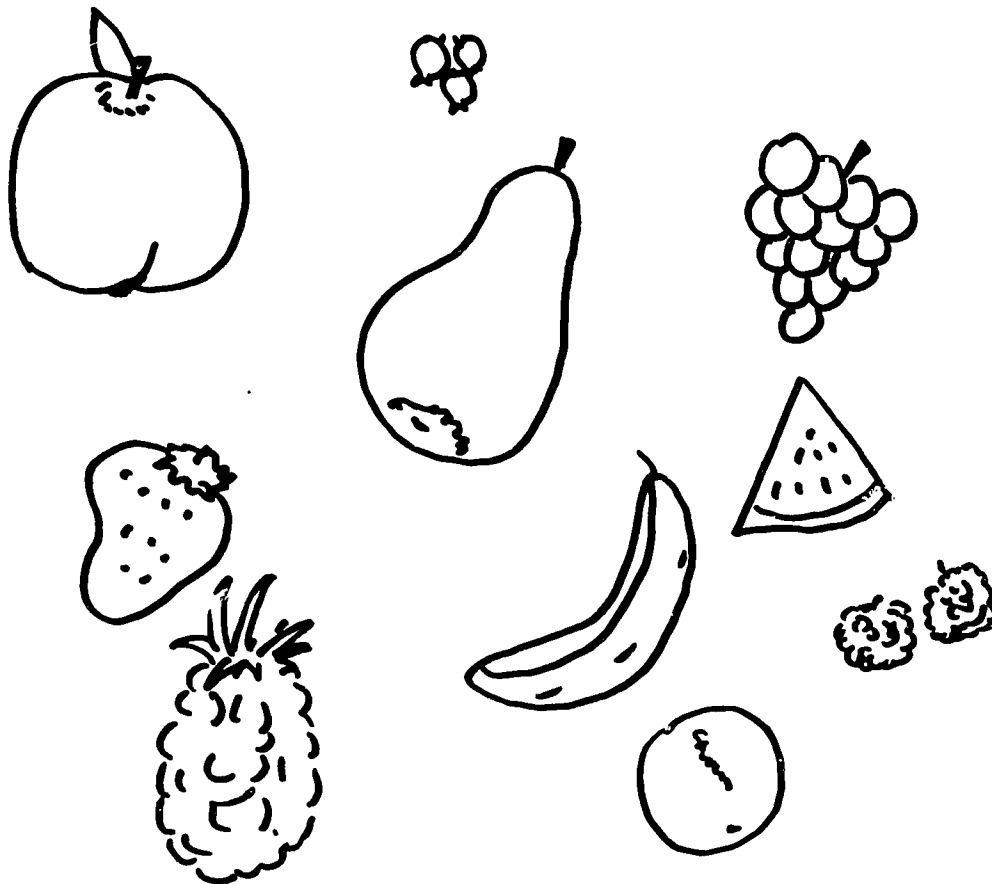
OBJECTIVE: --To learn vocabulary about fruits

MATERIALS: different kinds of fruits (e.g., cantalope, blueberries, pomegranate, grapefruit)

TIME REQUIRED: 25 minutes

PROCEDURE:

Ask students to bring in a kind of fruit and you should bring in some also. (Write what specific kind of fruit each child should bring so that you don't get all the same kind of fruits. Also write the specific quantity so the parent will know how much to send in -- like 2 apples or one-quarter of a watermelon or a pint of blueberries.) Show one fruit at a time and talk about its shape, color, taste, etc. Have each child take one bite of the fruit and say this sentence, "This is a \_\_\_\_\_." After you introduce the fruits, combine any leftovers to make a fruit salad.



ACTIVITY: Who Wears What When?

LEVEL: Grades K-2

SOURCE: Julie Dumais, Skowhegan, Maine

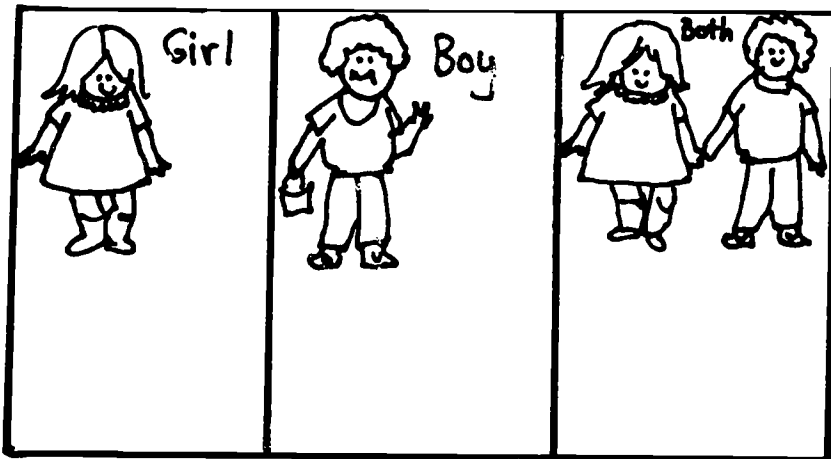
OBJECTIVE: --To develop vocabulary about clothing items  
--To determine who wears what and when clothing can be worn

MATERIALS: catalogs or magazines, paste, scissors, charts (as described below)

TIME REQUIRED: 30 minutes

## PROCEDURE:

Children are given magazines and asked to cut out as many different kinds of clothes as they can. Then as a group, have students name their items of clothing, say whether boys, girls, or both can wear them and what season they can be worn. Students must then decide which chart they want to paste their clothing picture on. While that child is pasting, discuss another child's picture with the group.

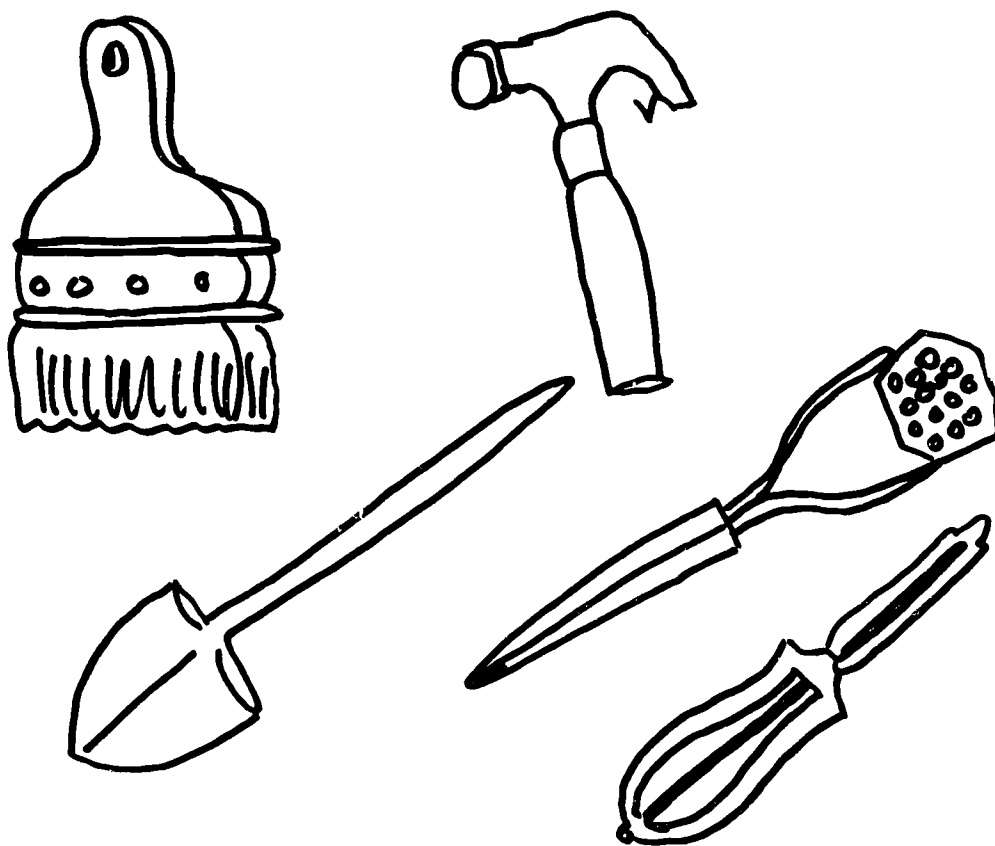


summer	winter
fall	spring

ACTIVITY: Tools  
LEVEL: Grades K-6  
SOURCE: Lynn Plourde  
OBJECTIVE: --To develop vocabulary about tools  
MATERIALS: numerous tools  
TIME REQUIRED: 25 minutes

PROCEDURE:

Bring in numerous tools. Select ones that you think students might not know. You might get each student to bring in one tool; send a note to parents telling them what you are doing. Display the tools on a table. One at a time, pick up a tool. Ask if anyone knows the name of the tool and how it's used. Then pass the tool around the class with students pretending to use the tool and saying what they are doing (e.g., I am fixing the chair with a hammer; I am taking off the nut with a wrench). If possible, keep the tools in class for a few days to review and promote further discussion between students.



ACTIVITY: Does It Feel?

LEVEL: Grades K-2

SOURCE: Marie Poulin, Embden, Maine

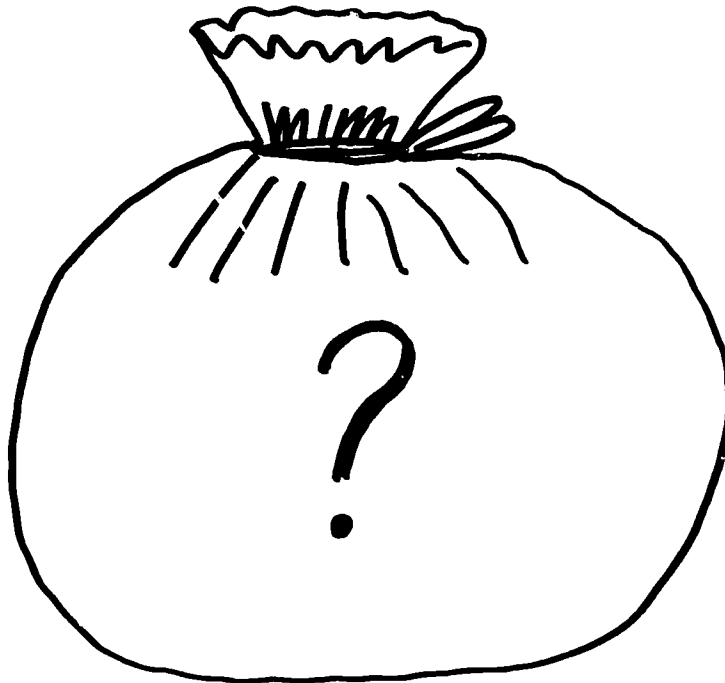
OBJECTIVE: --To develop tactile vocabulary  
--To develop the ability to ask and answer yes-no questions

MATERIALS: a box with a hole or a bag to hide objects in;  
objects for students to guess

TIME REQUIRED: 20 minutes

PROCEDURE:

Have a pile of objects to be felt; keep them hidden from students. Put one object at a time in the bag or box. Select one student to reach in and touch the object. The other children ask yes-no questions such as, "Can you bend it? Does it feel hard? Is it fuzzy? Does it have corners? Is it made out of wood?" The selected child answers the questions until someone guesses the object. The student who guesses then feels the next object and answers the other students' questions.



**ACTIVITY:** What's that Instrument?

**LEVEL:** Grades K-6

**SOURCE:** Lynn Plourde

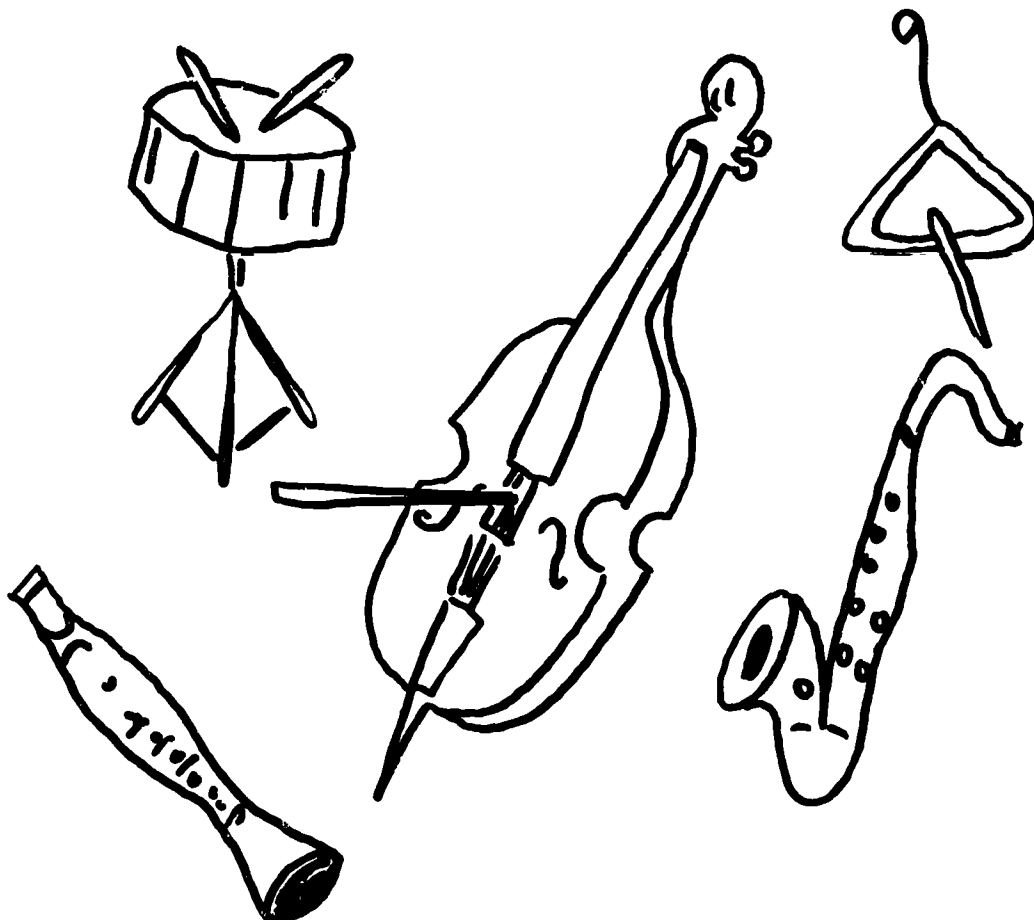
**OBJECTIVE:** --To develop vocabulary about musical instruments  
--To discriminate the musical sounds of different instruments

**MATERIALS:** a variety of musical instruments; a screen to hide behind

**TIME REQUIRED:** 20 minutes

**PROCEDURE:**

Obtain a variety of musical instruments (perhaps the high school band might come in and demonstrate some). One at a time, provide students with the name of the instrument and let them hear how it sounds. After they have been introduced to all the instruments and have been given a chance to hear the names of the instruments many times, then take all the instruments behind a screen and play one of them. Students must guess which instrument they heard. Continue with other instruments.



ACTIVITY: Guess Who I'm Thinking of?

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To develop students' abilities to understand specific descriptions of people

MATERIALS: none

TIME REQUIRED: 20 minutes

## PROCEDURE:

Sit students in a circle. You are to be in the middle of the circle. Tell students that you are thinking of someone. Can they guess who it is? Explain that they will need hints in order to guess. Give them a broad, general hint such as, "I'm thinking of a male." All males must put their thumbs up so everyone else knows who to choose from. Let one student guess who you are thinking of. If that student is incorrect, then continue with a more specific hint such as, "I'm thinking of a male with blonde hair." Only males with blonde hair can keep their thumbs up. Let another student guess who you are thinking of. Continue with more and more specific hints until someone guesses the student you are thinking of. Start over by thinking of a different student. Try to develop some new vocabulary during this game:

male	female	plaid
corduroy	denim	braids
spectacles	soles	flannel
stripes	freckles	brunette
blonde	wool	cuffs
lace	Velcro	part (in hair)

ACTIVITY: In the Doghouse

LEVEL: Grades K-4

SOURCE: Lynn Plourde

OBJECTIVE: --To develop vocabulary about kinds of dogs  
--To give a brief oral report

MATERIALS: pictures of different breeds of dogs

TIME REQUIRED: 10-15 minutes per day for a week

PROCEDURE:

Explain to the children what the word *breed* means. Ask each child who has a dog at home to bring in a picture of their dog. When they bring in their picture, they must tell the breed of their dog and 3 things about that breed (e.g., for a German Shepherd: (1) it can be brown, gray, or tan in color, (2) it can be a Seeing Eye dog, and (3) it can work for police departments). Encourage students to get their 3 facts from their parents or an encyclopedia. Have a few children report each day on their dogs. Put each picture of the dog inside the outline of a doghouse on the chalkboard or a bulletin board. Encourage students to practice naming the breeds of dogs throughout the week. For students who do not have a dog, they can cut a picture of a dog from a magazine and then do their report. Don't forget the mutt/mongrel!



ACTIVITY: How the West Was Won

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To give a descriptive sentence about where one placed an object in a scene  
--To develop new vocabulary about a theme

MATERIALS: a play set (e.g., cowboy set, dollhouse, farm set)

TIME REQUIRED: 20 minutes

## PROCEDURE:

Tell the class that you are going to arrange a scene using a play set. Give each student a chance to select an object from the set and arrange it on the scene. After doing so, they must say what they did (e.g., I put the tomahawk beside the Indian's teepee. I put the cowboy in the covered wagon. I put the rooster on top of the silo.) Help children with new vocabulary words as necessary. If possible, leave the set up for the children to play with during designated free play times so that they may practice some of the new vocabulary they learned and role-play the people and animals.



ACTIVITY: Kitchen Utensils

LEVEL: Grades K-3

SOURCE: Beverly Foss, Athens, Maine

OBJECTIVE: --To develop vocabulary about kitchen utensils

MATERIALS: various kitchen utensils

TIME REQUIRED: 20 minutes

PROCEDURE:

Introduce one of the utensils and tell the class how to use it. Pass the utensil to some of the children and they must pretend to use it while saying a complete sentence (for example, I'm getting soup with the ladle; I'm whipping the pudding with the egg beater). Continue with other utensils. Review ones already done before adding new ones.

Possible Utensils:

baster	tongs	spatula
ladle	egg beater	serving spoon
whisk	measuring cup	measuring spoon
rolling pin	strainer	meat pounder

ACTIVITY: Emotions with Sign Language

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To learn to say, facially demonstrate, and sign the appropriate emotion when given a situation which would trigger a specific emotion

MATERIALS: none

TIME REQUIRED: 30 minutes

## PROCEDURE:

Tell students that you are going to talk about feelings today. Discuss the following feelings and give students examples of when they might feel that way:

-happy	-afraid
-sad	-surprised
-sorry	-feel hurt

Then teach them the appropriate "sign" for these emotions (see attached page) and corresponding facial expressions. Practice the signs and facial expressions by asking the class to demonstrate each of the emotions. When you say "happy," students must do the sign for happy and smile at the same time. Continue with other signs.

After they can readily demonstrate the signs and facial expressions, then randomly ask students to demonstrate how they would feel in a specific situation. For example, "How would you feel if your dog was hit by a car?" Select a student to answer. Continue with other situations. Doing the sign for an emotion will give students a "concrete" gesture to help them remember an abstract emotion.

*Hint:* For younger children, you might introduce only 2 emotions at a time.

Sample situations:

HAPPY

- have a new puppy
- it's your birthday
- someone says "I like you"
- watching your favorite TV show
- getting a new toy
- getting some gum while shopping

SAD

- you broke your toy
- your dog dies
- mom is very sick
- best friend is in a car accident
- the gerbil at school runs away

Emotions with Sign Language (Cont.)

SORRY

- you broke a friend's toy
- you spilled ink on mom's rug
- your friend's cat dies
- in a store you knock over a shelf of dishes

AFRAID

- you're alone in the house and you hear a strange noise
- house is on fire
- you're watching a scary movie
- you're in a car that is about to crash
- you have a bad dream

SURPRISE

- an aunt from far away stops to visit without calling first
- there's a surprise party for you at school
- you find a baby on your doorstep
- you get \$100 in the mail

FEEL HURT

- someone calls you a name
- someone says they don't like you
- a friend calls you stupid
- someone says they don't want to stand by you in line
- after you give a speech, the audience boos you



HAPPY

The open hands pat the chest several times with a slight upward motion.



SAD

Hold both open hands in front of the face, fingers slightly apart and pointing up, then drop both hands a short distance and bend the head slightly.

SORRY

Rub the folded hand in a circular motion over the heart.

AFRAID

Hold both hands with fingers together in front of the chest, fingers pointing toward each other; then open both hands and move the right hand toward the left and the left hand toward the right, palms facing self.

SURPRISE

Snap both index fingers up from under the thumbs (other fingers closed) at the sides of the eyes.

FEEL HURT

Touch the heart with the middle finger of the right hand; give the hand a quick twist outward.

ACTIVITY: Collections

LEVEL: Grades K-6

SOURCE: Lynn Flourde

OBJECTIVE: --To generate vocabulary about collections of objects  
 --To work cooperatively in small groups  
 --To give an oral presentation about something collected

MATERIALS: collections (yours, students)

TIME REQUIRED: 20 minutes (to introduce), 10 minutes per day for about a week

PROCEDURE:

Explain to students what collections are. Show them something that you might have collected and give them a short speech about it. Then have them break into small groups of 3 to 5 and decide what their group will collect during the next week. Each group will bring in additions to their collections for a week. Then each group will show their collections to the rest of the class and talk about it.

Possible collection ideas:

rocks	stamps	stickers	flowers
insects	cloth	magazines	kinds of paper
baseball cards			

ACTIVITY: Materials Collage

LEVEL: Grades K-4

SOURCE: Lynn Flourde

OBJECTIVE: --To learn vocabulary about types of materials and what they can be used to make

MATERIALS: scraps of materials; poster paper to glue the material on; glue

TIME REQUIRED: 30 minutes

PROCEDURE:

Tell the class that you are going to make a giant class collage. Tell them what a collage is. Put the scraps of material out and one at a time a student must select a scrap and name what kind of material it is (help students as necessary) and what it could be used to make (for example, "It's corduroy; it could be used to make pants." "It's muslin; it could be used to make curtains."). Continue with other students having turns. To get scraps, you might send a note home to parents asking them to send some in.

ACTIVITY: Solo, Duet, Trio  
 LEVEL: Grades K-2  
 SOURCE: Lynn Plourde  
 OBJECTIVE: --To learn the vocabulary words *solo, duet, trio*  
 MATERIALS: slips of paper with "performances"  
 TIME REQUIRED: 20 minutes

## PROCEDURE:

Explain to the students that you are going to all perform today and what the words solo, duet, and trio mean. Then select one student to pull a paper with a "performance" on it and you will tell them if it must be a solo, duet, or trio act. The student must then select the students to help him/her (if it's not a solo act). They perform their act. Continue with other turns. Encourage students to use the 3 new words.

## Performances:

- sing "Happy Birthday"
- dance to a tape
- pretend to play a drum
- be acrobats
- do a ballet
- sing the National anthem
- do a tap dance
- be trapeze artists
- be horseback riders
- be jugglers
- be tightrope walkers
- say "Humpty Dumpty"
- be a rock group

ACTIVITY: Action Story -- A Day at the Skowhegan Fair

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts  
 --To develop pantomime and imitation skills  
 --To develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

## PROCEDURE:

Read the following action story out loud. Lead the class through the actions in the story as you read it.

A Day at the Skowhegan Fair

At last we were at the Skowhegan Fair. We had wanted to come back ever since last year. First we bought some tickets for the rides. We ran over to the merry-go-round, gave the man a ticket, and climbed up on a pretty white horse. Then it started going. We went up and down and up and down as it went around. When it stopped, we climbed off the horse.

We went to the bumper cars next. We gave the man our ticket, and then climbed into a bright blue car. We saw 2 friends from school in other cars. We waved to them and decided we would try to bump into them with our bumper car. We pushed down hard on the pedal and started going forward. One friend was on our right. So we turned the wheel hard to the right and bumped into him. Then we drove away fast so he couldn't bump us. We saw our other friend on the left so we turned the steering wheel hard to the left and bumped into him. All of a sudden our bodies jerked backward as someone bumped us hard from behind. Then to the right as someone else hit us. Then to the left as someone else hit us. Then forward. Then to the right. Finally the ride was over and we were glad. We climbed out.

Next we went to get some cotton candy. We picked off a piece of the pink candy and put it in our mouth. We smiled as the delicious candy melted in our mouth. Then we put a big piece of cotton candy in our mouths. But it was so big we got it stuck all over our face and we had to pull it off.

Next we went to play a game. If we could throw a ball through a hoop three times in a row, then we could win a big stuffed zebra. We shot carefully. Hooray -- it went through the hoop the first time. Then we shot carefully the second time and it went through the hoop. Whoopee!



Action Story -- A Day at the Skowhegan Fair (Cont.)

Just one more time. We were nervous. We got ready and threw the ball. The ball missed. Oh shoot! We didn't get the stuffed zebra. Maybe we'd try again later.

We went over to the tall Ferris wheel. We looked way up at it and then got on. We gave the man our ticket as he strapped us in. The Ferris wheel started. When we got to the top we could see for miles and miles all around. It was beautiful. When it started back down, we got funny feelings in our stomach. The next time it got to the top we waited for it to start back down again, but it didn't. We looked down and a man with a bullhorn said, "It's broken down. Don't panic! Just sit still. We are trying to fix it."

Yikes! We were stuck here. But we did as he said and sat still. It started to rain. The rain was cold so we zipped up our jacket and pulled it up to cover our head. We heard the man with the bullhorn say, "Help is on its way." Then we heard a siren and saw a fire truck driving up. The firemen used their tallest ladder. One fireman climbed up to us. He unfastened the strap and we climbed onto the ladder with him. We slowly climbed down the ladder. When we got down, we felt the ground with our hands. It was so good to be back on the ground. A lot of people came up and said, "You were so brave," or "You're good in an emergency." We just smiled at them. Then a man came up and said, "Look, we just got the Ferris wheel fixed. Would you like another ride?" We watched it go around and around and up high and said, "No thanks." Everyone -- "NO THANKS." We had had enough of Ferris wheels for one day.

THE END

Discussion questions:

1. How many of you have been to a fair? Which one?
2. What is your favorite part of the fair?
3. Discuss the following vocabulary: merry-go-round, bumper cars, cotton candy, Ferris wheel, bullhorn, emergency
4. What else do people eat at the fair?
5. Have you ever won a game at the fair? What game?
6. Have you ever been in an emergency? What was it?

ACTIVITY: Action Story -- An Ant at a Picnic

LEVEL: Grades K-2

SOURCE: Lynn Flourde

OBJECTIVE: --To develop receptive vocabulary and concepts  
 --To develop pantomime skills and imitation skills  
 --To develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

## PROCEDURE:

Read the following action story out loud. Lead the class through the actions in the story as you read it.

An Ant at a Picnic

Well, here we are. We are black ants lying in our ant holes. Our mother ant yells, "Time to get up." So we scurry up out of our ant hole and peek outside. We look all around and see that it is bright and sunny. We squint until our eyes get used to the sun. Then we scurry to another ant hole and say in our little ant voice, "Time to get up." Everyone -- "Time to get up." And we scurry to another ant hole and say "Time to get up." Everyone -- "Time to get up."

Soon we are running around with all the other ants and looking for food. We sniff with our antennae and look to the north, but there's no food that way. Then we sniff with our antennae and look to the south, and there's no food that way. Then we sniff with our antennae and look to the east. We sniff again. Yes, there may be food that way. We go farther east and stop and sniff some more with our antennae. We say in our little ant voice, "MMMMMMMMMMMMMMMMMMMM -- that smells delicious." Everyone -- "MMMMMMMMMMMMMMMMMMMM, that smells delicious." We scurry up a hill. Off in the distance we see some people. There are grown-up people and kid people. They are having a picnic in the middle of a meadow. We decide to get some of their crumbs.

We start toward them going through the tall grass. We push the blades of grass aside and slowly make our way toward them. One blade of grass is too thick and heavy - we can't push it aside so instead we climb up it and down it and keep pushing the blades aside. Finally we are close to the people. We scurry onto their blanket. We smell fried chicken and start climbing up the arm of the mother to get a crumb on her shoulder. We climb up her wrist and elbow and get to her shoulder. We pick up the big chicken crumb with our mouths and start to carry it down. All of a sudden the mother feels us on her arm and she brushes us off. We tumble through the air and land upside down in some tall grass. We turn right side up. Shock! We dropped the chicken crumb while we were falling so

Action Story -- An Ant at a Picnic (Cont.)

we must try again.

We climb back on the blanket. We see an apple pie crumb in the middle of the blanket. We scurry over to it. We pick up the big crumb with our mouths and start to carry it off the blanket. All of a sudden there is a shadow above us. We look up and see a big shoe trying to step on us and kill us. We yell, "Yikes! Let's get out of here." Everyone-- "Yikes! Let's get out of here." We drop the apple pie crumb and scurry as fast as we can off the blanket and dive into some deep grass. Whew! That big shoe just barely missed us. We hide quietly in the grass for a while.

But we're still hungry so we decide to try to get some food one more time. This time we sneak up on the blanket and crawl between the cracks of the picnic basket. Maybe we'll find something in there to eat. It's really dark in there. So we feel our way around and sniff. In one corner of the picnic basket, we find a bag of chips. We crawl in the bag and grab a crumb. We crawl out of the bag and start to crawl out of the picnic basket. Oh no, someone picked up the basket. They are carrying it home. As they walk, we bounce around inside the basket. We've got to get out of here. We peek out between the cracks of the basket and see the grass way down below us. We close our eyes and dive into the grass. Ouch! We hurt all over from falling that far. We slowly limp home back to our ant hole. When we get home, our mom tells us there are some people nearby having a picnic if we'd like to look for crumbs. But we say, "No thanks. Picnics are too dangerous." Everyone -- "No, thanks. Picnics are too dangerous." We just limp into our ant hole and take a nap.

THE END

Discussion questions:

1. Discuss the meaning of these words: *scurry*, *ant hole*, *squint*, *meadow*, *blade of grass*, *antennae*, *limp*.
2. Have you ever seen ants carrying crumbs? What did they look like?
3. Where would you try to get food if you were really an ant?
4. What are the advantages/disadvantages of being an ant?
5. Let's try to name 7 other kinds of insects.

Suggestions:

1. Redo the story on another day without your doing the actions so that students must listen carefully to the story in order to act it out.
2. Tape the story before you do it so you don't have to hold the paper and do the actions at the same time.

ACTIVITY: Action Story -- Shoo Fly

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts  
 --To develop pantomime and imitation skills  
 --To develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

## PROCEDURE:

Read the following action story out loud. Lead the class through the actions in the story as you read it.

Shoo Fly

One fine summer day we were sitting on the beach. It was a very hot day and we were perspiring so we wiped our brow and sipped a glass of lemonade. We got out the newspaper and began to read it. We looked at page number 1, then page number 2, then page number 3, then page number 4. While we were reading, we heard a buzz and a fly landed on our forehead. We looked up at it and shooed it away saying, "Shoo fly." Everyone say it -- "Shoo fly."

We looked at page number 5 of the paper and page number 6, and then we heard that buzz again. That fly landed on our forearm. We shooed it away saying, "Shoo fly." Everyone -- "Shoo fly." We read page number 7 and page number 8. That fly came back and landed on our shin. We were getting irritated. After all, how could we enjoy this fine sunny day with a bug bugging us? So this time we folded the newspaper up and slowly lifted it so that we could hit the fly on our shin. But just as we started to bring the newspaper down toward our shin, that fly heard the paper rattle and flew away. We hit our poor shins hard with that paper so we said, "Ouch!" Everyone -- "Ouch!"

We decided to take a walk, then that fly couldn't bother us. We walked along the beach making our toes squish in the wet sand. After we had been walking a few minutes, that fly came buzzing up and landed on the nape of our neck. We stopped walking and slowly moved our hand up so that we could trap the fly on the nape of our neck. Once we caught him, then we could kill him. We'd seen Uncle Bert trap flies lots of times. Maybe we could do it too. We moved our hand very slowly. Just as we tried to trap him, he flew away.

This time we decided to go swimming in the ocean. He wouldn't dare to follow us there. We ran into the ocean and dove under the waves. The cool water felt good on such a hot day. We got some water in our mouths and it tasted really salty. We stood up and pushed our wet hair out of

Action Story -- Shoo Fly (Cont.)

our faces with our hands. Just then that fly landed on our index finger. Maybe if we put our index finger under the water, then we could drown that pesty old fly. But when we put our finger under the water, he flew away. We swam a few more minutes and then went back to shore.

We lay down on our beach towel and put some suntan lotion on so that we wouldn't get a sunburn. After we got the lotion on, we lay back to take a little nap. Just then that fly came back and he flew around and around in a circle. We lifted our heads and watched him fly lower and lower until he landed in our navel. We tried to shoo him away saying, "Shoo fly." Everyone -- "Shoo fly." But our navel was so full of that suntan lotion that he couldn't fly away. He was stuck in that oily little puddle in our navels. We decided that now was the perfect time to kill that pest. But as we brought our finger down to our navel so that we could squish him, we looked him right in the eye. He didn't really look like a mean fly. He really must like us a lot if he kept coming back to us. Maybe we were his only friend in the whole world. Oh, we could not kill that poor helpless fly; so we just lay back for our nap and let him nap in our navel.

THE END

Discussion questions:

1. Have students point to the following parts of their bodies: *brow, forehead, forearm, shin, nape of neck, index finger, navel.*
2. Discuss the meanings of these words: *perspiring, shoo, and pest.*
3. What did the ocean water taste like? Why?
4. What would you do if a fly was bothering you?
5. What things do you do that really make you perspire?
6. What is the worst pest that has ever bothered you?

ACTIVITY: Action Story -- The Queen Is Coming to Lunch

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts  
 --To develop pantomime and imitation skills  
 --To develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

Read the following action story out loud. Lead the class through the actions in the story as you read it. The students should be sitting at their desks while you're sitting at a desk at the front of the room facing them.

The Queen Is Coming to Lunch

We are all sitting quietly in school one day. We are feeling kind of lazy so we are leaning on our desks. First we lean on one side, but that is comfortable for only a little while so we lean on the other side. That is comfortable for only a little while so then we lean on the middle of the desk. It is a very boring day. We yawn one time. Then we yawn 3 times.

All of a sudden a messenger comes in. He brings us a little, teeny, tiny message. We hold out our palm and he puts it into the palm of our hand. When we pick up the teeny, tiny message to read it. uh-oh, we drop it! Oh no, where did that teeny, tiny message go? First we look way down low under our desk, but it isn't there. Then we look up our sleeves, but it isn't there. Then we look behind us, but it isn't there. All of a sudden we feel a little tickle on our foot. That tickle makes us giggle. Everyone -- giggle. Ever so slowly and carefully we take off our shoe, and there in our shoe is the teeny, tiny message. We pick it up carefully between the nails of our thumb and our index finger so as not to lose it again. We hold it up close to our eyes because it is hard to read such a teeny, tiny message. The message says, "Today the Queen is coming for lunch."

Oh no, the Queen is coming for lunch today? Queens are important people. We must give her a very nice lunch, but what will we eat? And this place is a mess. There's only one hour until lunch. Don't panic. We can't panic. We must think carefully. So we think, think, think. . . . What will we do first? We know. First we must clean the room. We get out a vacuum cleaner. We pull out the cord, all the way out, then we plug it in. We vacuum all of the floor. Now that looks nice. We unplug the vacuum cleaner. We pull the cord so that it snaps back in, and we put

Action Story -- The Queen Is Coming to Lunch (Cont.)

the vacuum cleaner away. We get out the dust cloth and the furniture polish. We squirt the polish on our desks and then dust and rub and shine, shine, shine, until we can see ourselves in the desk. Oh no, we don't look very pretty or very handsome. We don't look ready to meet a Queen. We better get ourselves ready. We put away the furniture polish and dust cloth.

We run to the shower. We take off all our clothes, and jump into the shower. We lather all up with soap. Lather, lather, lather. Then we shampoo our hair. We rinse all the soap and shampoo off. Oh, no, we forgot to sing in the shower. So let's sing, "La, la, la." Everyone -- "La, la, la." We turn off the shower, climb out of the shower and towel ourselves dry. We run upstairs, reach way up in the closet and take down our best clothes. We put them on. Now we are clean and beautiful. We pick up a mirror and look at ourselves. Oh boy, are we clean and beautiful! We smile at ourselves. We are proud. We look super.

But we must hurry. The Queen will be here in 25 minutes. We run downstairs. We must make lunch. What can we have? We think, think, think. We know. Let's have our favorite -- peanut butter and jelly sandwiches. We reach way up high in the cupboard and get everything out. We take out 4 slices of bread. 1-2-3-4. Two for the Queen's sandwich and two for us. We unscrew the peanut butter jar. Pick up the knife and spread peanut butter on 2 slices of bread. We unscrew the grape jelly jar and spread jelly on top of the peanut butter. We start to lap the knife, but uh-oh, we remember that's not very nice, and it's not very safe to lap knives, so we just put it in the sink instead. We put the empty slices of bread on top, and the sandwiches are ready. Then we pour a glass of milk, one for the Queen and one for us. We bring everything to the table so it's all ready for the Queen.

We look all around the room to see if everything is ready. Everything is neat and clean, and we look very spiffy, and lunch is ready. But something is wrong. What is it? And there's only 5 minutes left until the Queen arrives.

We look around again. Now we know. We need something decorative. We hurry outside and bend over and pick some bright flowers from the garden. We pick 16 flowers. 1-2-3-4, etc. We bring them inside and put them in a vase and put them on the table.

Ding-Dong. Ding-Dong. Oh, no, that's the doorbell! We are ready just in time. We walk slowly and cautiously to the door. We open it. There's the Queen. If we're a boy, we bow. If we're a girl, we curtsy. And we say, "Please, won't you come in?" Let's all say it -- "Please, won't you come in?" We both sit down at the table to eat our lunch. We politely eat. We nibble on our sandwich. We smile a lot and we never, ever, ever talk with our mouth full. The Queen says she must leave so we show her to the door. We say "Thank you for coming." Everyone -- "Thank you for coming." Then we say, "Please do come again." Everyone --

Action Story -- The Queen Is Coming to Lunch (Cont.)

"Please do come again."

When she leaves we sit back in our chairs. We lean on one side of our desks, but that is comfortable for only a little while so we lean on the other side. And that is comfortable for only a little while so then we lean on the middle of the desk. It is a very boring day. We yawn one time. Then we yawn 3 times. Then we fall asleep.

THE END

Discussion questions:

1. Ask what the following words mean; refer back to the story as needed and have students demonstrate when possible: *lean, palm, low, giggle, index finger, lather, spiffy, decorative, cautiously, bow, curtsy, nibble.*
2. Have any of you ever seen a real queen on TV? What was her name?
3. Who are queens married to? What do we call a queen's children?
4. Have you ever had somebody really important visit your house? What did you do special to get ready?
5. What things really bore you?
6. How would you look if you were thinking hard about something and you suddenly get a good idea?



ACTIVITY: Action Story -- Inside a Whale's Belly

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts  
 --To develop pantomime and imitation skills  
 --To develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

Read the following action story out loud. Lead the class through the actions in the story as you read it.

Inside a Whale's Belly

Well, here we are inside a whale's belly. It is not a fun place to be. We shiver. It is very cold and damp in here, and it is very, very dark. In fact, we can't see a thing. We look to the right and look all around, but we can't see a thing. Then we look to the left and look around, but we can't see a thing. So we must feel where we are going. Somehow we must feel our way out of this whale's belly. We can't stay here forever.

So we start to slowly tiptoe forward. Just one little inch at a time. It's very squishy in a whale's belly. As we walk, our feet go squish, squish, squish. Everyone say it -- Squish, squish, squish. I think it's squishy because of all the water in here.

We hold our hands in front of us so we can feel anything there. As we tiptoe forward, we touch something hard. We knock on it. It is very hard. And it is very long. We reach way up high. It is hard there, and then move our hand all the way down low. Then we feel this hard thing from low up to high. It is very smooth -- no bumps, no holes. We think we know what it is. It must be one of the whale's ribs. If we are right, then there must be another one beside it. We hold our arm way out to the right and lean and reach and sure enough, there's another smooth hard thing. We take a sidestep to the right and feel high to low again. Yes, it's another rib. So we know we are on the side of the whale, but which way is out? If we go to the right some more, will we go up toward the whale's mouth or will we go back by his tail? We must go up by his mouth -- we've got to get out. It's getting late. We're tired and we're hungry. Listen to our stomachs growl like this -- (growl noise). Everyone growl. (All make growling noise.) But which way do we go? To the right or the left? We look both ways. First to the right. And then to the left. And to the right again. Way off in the distance on the right, we see a faint light. The whale must have his mouth open a little bit. That light must be shining

Action Story -- Inside a Whale's Belly (Cont.)

in from his mouth. That's how we'll go, and we'll stay on the side by the ribs. We don't want to be in the middle. You never know what will be in the middle of a whale's belly. Yech!

We hold our arm way out to the right and lean and reach so we can find the next rib. There's something hard and smooth; it's a rib. So we take a big sidestep to the right. Then we feel again and slowly make our way out in the dark. All of a sudden we feel ourselves turn and turn around and fall to the right and fall to the left and back to the right and turn around and around again.

And then it's still. Where are we? What happened? That whale must have gone swimming all around and upside down. But where are we? It's so very dark. We feel to the right, but there's nothing there. We feel to the left and there's nothing there. Then we feel behind us and there's nothing there. Then we feel in front of us. There's something that makes our hand go pump, pump, pump. What can it be? We feel all around it. It's about the size of a bread box and it has things like skinny ropes coming out of the sides of it. And it keeps going pump, pump, pump -- beat, beat, beat. Oh yes, it must be a heart. The whale's heart. At least we know where we are. Now which way do we go?

But before we can decide, all of a sudden we feel ourselves turn and turn around and fall to the right and fall to the left and back to the right and turn around and around again. Oh no, that whale must be swimming all around and upside down again.

We feel that we are way down low. Suddenly we shoot straight up, way up high. We keep going up, up, up. We are now bouncing around on top of something. Now we can see. We can see to the right. We can see to the left. We can see to the rear. We can see frontwards. It's light. We keep bouncing, bouncing, bouncing. We came out of the whale's spout. Hey, that rhymes -- out of the spout. Everyone say "out of the spout, out of the spout." All of a sudden the spout stops spouting, and we fall down with a plop onto the whale's head. We try to grip on tight to the whale's head. It is slippery. First we slip to the right, then we slip to the left. Then we slip off. Splash right into the ocean. We start to swim toward the beach. We swim, and swim, and swim. We finally get to the beach and run home.

When we get home our mother is angry. She says, "Where have you been? I've been looking for you for hours. I had a special treat for you today, but you weren't here so you couldn't have your special treat."

We ask, "What was the special treat, Mom?" Everyone -- "What was the special treat, Mom?"

And she says, "We were going to take a boat out on the ocean and go whale watching. "

Action Story -- Inside a Whale's Belly (Cont.)

We just groan. Everyone groan . . . .

THE END

Discussion questions:

1. How do you think we got in the whale's belly in the first place?
2. What would be a squishy place to walk?
3. Name something smooth in this room.
4. Have you ever had to walk in the dark? What is it like? How do you know where to go?
5. What kind of handicapped person always walks as if he is in the dark?
6. What would you like for a special treat?

ACTIVITY: Action Story -- Going Fishing

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts  
 --To develop pantomime skills and imitation skills  
 --To develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

Read the following action story out loud. Lead the class through the actions in the story as you read it.

Going Fishing

Here we are in a boat getting ready to go fishing. First, we put on our life preserver. Then we yank on the cord to the motor to start it. We give it 5 yanks before it finally starts. We put the boat in reverse and back away from the dock. We steer the boat to our secret fishing place. When we are close to the secret place, we slow the motor down and drive very carefully. There are buoys in the water which mean there are big rocks right under the water. We don't want to hit the rocks in the water so we carefully steer between the buoys.

Finally we get to our secret fishing place. We turn the motor off and lower the anchor overboard. Then we reach for our fishing pole. We get a fat nightcrawler out of a container and put it on the hook being very careful not to prick our finger. When the nightcrawler is on, we carefully stand up in the boat and cast the line into the water. We sit and wait for a fish to bite. We wait, and wait, and wait. We sit very quietly. Finally, we feel a little nibble. We jerk up on the fishing pole and start to reel it in. But there is no fish on it, and there is no bait on it. The fish must have eaten the whole nightcrawler and gotten away.

We decide to try a lure instead of a nightcrawler this time. We put the shiny silver lure on the fishing line and then cast it out into the water. We slowly reel the lure in. We hope that a fish will think that the lure is a real little fish swimming and that it will bite the lure and we can catch it.

All of a sudden, our pole bends over. It's a fish. We keep our pole up and struggle to reel it in. We reel and reel it in. Finally it is close to the boat. We can see it. It is a huge fish. We hang onto the pole with one hand and grab the fish net with the other hand. We put the net

Action Story -- Going Fishing (Cont.)

in the water behind the fish and quickly try to net it from behind. But as we do, the fish gets away. Oh, how disappointing. We almost had it.

We decide to try again. We cast the line out and slowly reel it in. Once again something bites our line. The pole bends way over. This one feels bigger than the last one. We try to reel it in, but we aren't strong enough. We sit in the boat with our backs on one side and brace our feet on the other side. We try to reel it in again, but we can't. All of a sudden, this strong fish pulls so hard that we fall overboard into the water. We float with our life preserver on. We pull on the fishing line. Somehow we've got to get this big fish. We pull and pull on the line. Finally, we can see it. It's huge! Gigantic! Incredible! But . . . but . . . we look carefully. But . . . it's a turtle that is on our pole. Not a fish but a huge snapping turtle. Yikes, a snapping turtle! We drop our pole and swim back to the boat. We quickly climb on board. We start the motor and drive back home. When we get home our mom asks, "Did you catch anything?" And we say, "Yes, it was this big" (and spread our arms as wide as possible). Everyone -- "Yes, it was this big" (and spread our arms as wide as possible). Our mother says, "That sounds like a fish story to me." And we say, "No, it's a turtle story." Everyone -- "No, it's a turtle story."

THE END

Discussion questions:

1. Discuss the following vocabulary words: *life preserver, yank, reverse, dock, buoy, nightcrawler, cast, nibble, reel in, bait, lure, brace, overboard.*
2. What does "fish story" mean? Have you ever told one?
3. Show the class fishing equipment and teach them about it.
4. Name as many kinds of fish as you can as a group. Try for at least 10.
5. In the story, we had a secret fishing place. Do you have a secret place for anything? What do you do at your secret place?

ACTIVITY: Action Story -- On a Hike with E. T.

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts  
 --To develop pantomime and imitation skills  
 --To develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

## PROCEDURE:

Read the following action story out loud. Lead the class through the actions in the story as you read it.

On a Hike with E. T.

Elliot went away to visit his grandmother this week so E. T. came to our house to stay. We wanted to do something special with E. T. So we thought and thought about what we could do. We had a good idea -- we would take E. T. on a hike.

Suddenly we heard the doorbell -- ding-dong, ding-dong. Everyone -- "ding-dong, ding-dong." We opened the door and looked down and there was E. T. with a suitcase. We said, "Please come in, E. T." Everyone -- "Please come in, E. T." We took his suitcase from him and put it in the spare bedroom. Then we asked, "Would you like to go on a hike?" Everyone -- "Would you like to go on a hike?" He nodded "yes" so we started to get ready. We put on hiking boots, put supplies into a backpack, put the backpack on, and started on the hike.

At first the hiking was easy. We skipped along a path in the woods. Once we tripped over the root of a tree that was sticking up. But we didn't get hurt, so we stood up, brushed our clothes off, and kept on hiking.

Then the path started to get narrower and narrower so we had to turn sideways to squeeze between some trees. Also the path was getting steeper and steeper so we had to lift our legs way up high to be able to reach the rocks on the path. We turned a corner and saw a huge boulder. It was covering the whole path. Oh no, how would we get up that?

First, we lifted E. T. up onto our shoulders and pushed him way up high until he was on top of the huge boulder. E. T. reached down one of his hands to us. We grabbed his hand. We tried to dig our feet into the side of the rock to climb up while E. T. pulled us, but we fell down hard onto the ground. E. T. was not strong enough to pull us up that

Action Story -- On a Hike with E. T. (Cont.)

boulder. We would have to find another way up. We took off our backpack and got out some rope and threw it up to E. T. We said, "Tie that end around a tree." Everyone -- "Tie that end tight around a tree." We put our backpack on while E. T. tied the rope. Then we asked, "Is it tight, E. T.?" Everyone -- "Is it tight, E. T.?" He said "yes" so we gripped the rope tightly, put our feet on the boulder, and started to slowly pull ourselves up the boulder. We pulled and pulled. Finally we made it to the top of the boulder. We rubbed our hands because they were sore from gripping the rope. We put the rope in our backpack and kept hiking up the path.

Suddenly, E. T. screamed behind us. We turned and looked. He had gotten his little leg stuck between two rocks. We tried to pull it out. But we couldn't. It was wedged in tight; it was stuck. E. T. started to cry. He said that his leg hurt. We had to find a way to help him. We had to get his leg out. We tried to lift one of the rocks. We lifted hard and grunted, but it wouldn't budge. So we tried to lift the other rock. We lifted hard and grunted, but it wouldn't budge either.

Then we saw a big stick. We picked it up and put it under one of those rocks by E. T.'s leg. We pushed down on the other end of the stick, and that rock moved up a little. We told E. T., "Hurry and slide out." Everyone -- "Hurry and slide out." E. T. slid out, then we let the rock down.

E. T. was crying; he said his leg really hurt. We looked at it and thought that it might be broken. We had to get help. We reached in the backpack and took out some matches to start a fire. We gathered lots of sticks for a fire. We made a big pile with the sticks. Then we lit the match and started a fire. We looked all around to see if anyone was coming to help. Then we heard a motor way up high. We looked up in the sky and saw a helicopter. We started to wave our hands for help. The helicopter got closer and closer until it hovered overhead. A rope ladder came out of the helicopter and a man started climbing down the ladder.

We shouted, "Hooray, help is here." Everyone -- "Hooray, help is here." The man asked what was wrong, so we told him. We watched as he carried E. T. up the ladder then it was our turn to climb up the ladder. It was windy so we hung on tight as we climbed and climbed and then got into the helicopter. When we sat down in the helicopter, that man asked E. T. for his autograph because he said E. T. was famous. Then he asked us for our autograph because he said we were heroes since we had helped to save E. T. We gave him our autograph.

After we took E. T. to the hospital to get a cast on his broken leg, that man asked us what we wanted to do now. We just said, "We wanna go home." (in E. T. crackly-type voice). Everyone -- "We wanna go home."

THE END

Action Story -- On a Hike with E. T. (Cont.)

## Discussion questions:

1. Discuss the following vocabulary: *hike, spare bedroom, backpack, narrow, steep, boulder, grip, hover, autograph, hero.*
2. Demonstrate how a stick can be used as a lever with a doll and small rocks.
3. Have you ever hiked? Where?
4. How did we signal in the story?
5. The man in the story said E. T. was famous. Can you name someone else who is famous?
6. Have you ever gotten someone's autograph?
7. How would doctors fix a broken leg?
8. Have you ever had a broken bone? How did they fix it?
9. Did you ever do something heroic?

*Hint:*

You may redo the same story another day. This time you should not act the story out, so students will not be able to copy you but rather they must listen carefully and act out the story themselves.



ACTIVITY: Action Story -- In the Circus

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts  
 --To develop pantomime and imitation skills  
 --To develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

Read the following action story out loud. Lead the class through the actions in the story as you read it.

In the Circus

One day we looked at a sign downtown. It said, "The circus is coming to town." Oh boy, circuses are fun. We ran home to ask mom if we could go. We said, "Mom, may we go to the circus this afternoon?" Everyone -- "Mom, may we go to the circus this afternoon?" She said, "Yes we could." So we got some money out of our piggybank, put it in our pockets, and walked to the circus. While we walked, we daydreamed about what it would be like at the circus. Maybe there would be elephants and clowns and lions. When we got to the circus, the ticket person said that he could not sell us a ticket. We asked, "Why not?" Everyone -- "Why not?" And he said there would be no circus because all the circus people were on a broken-down bus 100 miles away. Oh no, we were disappointed. We asked, "Isn't there any way to have a circus?" Everyone -- "Isn't there any way to have the circus?" And he said, "Not unless we wanted to be in the circus." What a wonderful idea! Sure, we could do it -- we had seen lots of circuses.

The ticket person showed us where to go, and the circus began. First we had to be the ringmaster. We went to the center of the tent and said, "Ladies and gentlemen, welcome to the circus." Everyone -- "Ladies and gentlemen, welcome to the circus." Then we said, "And way up high you will see our tightrope walkers." Everyone -- "And way up high you will see our tightrope walkers." We had to be the tightrope walker so we climbed up the ladder and began to walk across that skinny little rope. We put one foot in front of the other, very slowly and very carefully. When we got to the middle of that rope, we lifted one foot up in the air and balanced on one foot. Whew! It was kind of scary. We had to be very careful. Then we walked a little more and stood very still. We jumped up and turned around so that we were facing the opposite direction. We carefully walked back to the ladder and climbed down. We heard the crowd's applause so we took a bow.

We acted as the ringmaster again and introduced the elephants. We

Action Story -- In the Circus (Cont.)

said, "Ladies and gentlemen, in this corner are the elephants." Everyone -- "Ladies and gentlemen, in this corner are the elephants."

We went over to lead the elephants in. We tapped them on the back of their legs to make them walk in a circle. Then we stood still in front of one of the elephants and he picked us up with his trunk. We spread our arms and looked proud. Then we got down and lay flat on the floor while one elephant put his leg on top of us. Lucky for us we didn't get crushed. We stood up and heard lots of applause again, so we bowed again.

Next we went over to be a trapeze artist. We climbed up a rope, way up high and grabbed one of the swings. We held onto it and swung and swung. Then we let go of the swing and twirled around in the air and grabbed another trapeze. We swung some more. Then we let go and twisted 2 times in the air before catching the other trapeze. We climbed down the rope and took another bow.

Next we had to be the horseback rider. We ran beside the horse in a circle. While he was running, we grabbed the horse's back and pulled ourselves up. We scooped on the horse and slowly stood up keeping our balance. It was hard with the horse galloping, but we did it and lifted one leg and both arms up to pose. The audience clapped loudly so we bowed.

Finally, we had to be the lion tamer. We opened the cage door and walked in with our whip. We snapped the whip to make 3 lions jump over a bar. 1-2-3. Then we lit a hoop with fire and snapped our whip to make 3 lions jump through the fiery hoop. 1-2-3. Finally, we sat one lion on the ground and laid down our whip. We pulled his jaws apart and slowly put our head into the lion's mouth. We pulled our head out and heard the audience applauding loudly and they were giving us a standing ovation. We smiled proudly, and that was the end of our being in the circus.

THE END

Discussion questions:

1. How many of you have been to a circus?
2. Discuss the meanings of the following words: *daydream*, *ringmaster*, *tightrope walker*, *trapeze artist*, *horseback rider*, *pose*, *lion tamer*, *applause*, *standing ovation*.
3. What do you daydream about?
4. Could this story really happen or is it a tall tale?
5. How do you show that you really like something? Applause or what?
6. Who else is usually in a circus that we didn't talk about?

Action -- In the Circus (Cont.)

7. If you could be anyone in the circus, who would you be? Why?

Suggestions:

1. Have a circus day at your school with everyone dressing up and performing.
2. Redo the story on another day without your doing the actions so that students must listen carefully to the story in order to act it out.
3. Tape the story before you do it so you don't have to hold the paper and do the actions at the same time.

ACTIVITY: Action Story -- The Night the Power Went Out

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts  
 --To develop par skills and imitation skills  
 --to develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

## PROCEDURE:

Read the following action story out loud. Lead the class through the actions in the story as you read it.

The Night the Power Went Out

We were inside dusting the furniture for mom. It was good to be inside on a snowy, sleeting night like tonight. We dusted the hutch and swayed to the music on the stereo. All of a sudden everything went black and the music went "Bleaaaa-\*\_\*!" Then the lights came back on and off and on and finally off. After a few minutes we decided that they were not going to come back on. We thought and tried to remember where we had put the flashlight. Oh yeah, it was in the kitchen drawer with a bunch of tools. We slowly felt our way into the kitchen. We felt the table and a chair and then 2 more steps and there was the sink. We opened the drawer beside it and felt around til we found the flashlight. We turned it on. It was pointing right at our eyes and was very bright so we looked away.

We didn't want the batteries in the flashlight to wear out so we got 2 candles and candlesticks and lit them very carefully. We set them on the kitchen table. Now what would we do? We ran to turn on the TV. Oops, a TV needs power -- we couldn't watch that. We grabbed a good comic book and started to read it. But we had to hold it really close to our eyes to be able to see it. After a while we rubbed our eyes; they started to hurt. We put the book down. Boy, I wonder how those Pilgrims used to read all the time by candlelight!

It was still too early to go to bed. We decided to take a bath and put our pajamas on so we'd be all ready for bed. We brought the candles into the bathroom and set them on a shelf. Then we ran the bath water. We got out a towel and put it on the floor so we could step on it when we got out of the tub. Mom didn't like us dripping on the floor. We got a washcloth to wash with and towel to dry with. The tub was getting pretty full so we took our clothes off, shut off the water, and stepped into the tub. Yikes! Brrrrr, that's freezing! Everyone -- "Yikes! Brrrrr, that's

Action Story -- The Night the Power Went Out (Cont.)

freezing!" We hurried and jumped out of the tub. Oh no, we had forgotten that you need power to have hot water.

We put our pajamas on and carried the candles into the bedroom. It seems like the only thing you can do when the power is out is to sleep. We climbed into bed, pulled the covers up, and started to set the alarm clock. Shoot! Our alarm wouldn't work without power. We had better not sleep late tomorrow; the teacher will be angry if we don't get to school on time. We would just have to stay awake all night. If the power came back on, then we could set the alarm. And if it didn't, we could see out the window when it started to get light. So we blew the candles out and lay in bed trying real hard to stay awake. But our eyes kept closing and closing. We pried them open with our fingers and held them open so they wouldn't slip shut again. But even that didn't work and our eyes still closed. So we sat straight up in bed -- that way we couldn't fall asleep. We sat there for a little while and we leaned to the right and started to doze, but we woke up. Then we leaned to the left and started to doze, but we woke up. Then we leaned forward and started to doze and kept on dozing.

THE END

Discussion questions:

1. Discuss the following vocabulary: *hunch, swayed, fuse, candlesticks, pried.*
2. Have you ever lost the power at your house? What did you do?
3. What things do you need power to do?
4. What things do you not need power to do?
5. Have you ever slept in a strange position?
6. Do you think we woke up in time to go to school the next day?

ACTIVITY: Action Story -- Monkey Business

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop receptive vocabulary and concepts  
 --To develop pantomime skills and imitation skills  
 --To develop listening skills

MATERIALS: none

## PROCEDURE:

Read the following story out loud. As you read it, you and the class should do all the actions in the story.

Monkey Business

One day we were sitting in the livingroom watching TV. Suddenly we heard the doorbell ring. We ran to the door and opened it; but there was no one there. We looked all around, closed the door, and went back to watch TV. We'd been sitting there a few minutes when the doorbell rang again. We ran to the door, even faster than before, but there was no one there still. This time we didn't go back in the livingroom. We scooched down behind the door and waited to see if it would ring. We scooched and waited, scooched and waited, but the doorbell didn't ring. We scooched and waited some more until we got a charlie horse in our leg. We yelped, "Aagh!" Everyone -- "Aagh!" We grabbed our calf and rubbed it until the charlie horse went away.

We didn't want to scooch any more so we went back into the livingroom. But as we turned to leave, the doorbell rang again. We rushed and opened the door. Once again no one was there. We looked all around and yelled, "Who's doing that?" Everyone -- "Who's doing that?" We didn't see anyone but way up high in the tree by the door we heard a strange noise "Eeeee-ooooo-ooooo." We looked up and there was a monkey sitting in the tree. We tried to coax the monkey down saying, "Come on, come on, little moneky." Everyone -- "Come on, come on, little monkey." But he didn't budge. We thought for a second. Aah! We ran in and got a banana and held it up toward the monkey. That monkey scurried down the tree and grabbed the banana. We grabbed the monkey and dragged him into the house.

When we got in the house, he ran away from us and climbed up on the kitchen light. We pointed at him and said, "Get down now." Everyone -- "Get down now." But he didn't budge again. We got a chair, climbed up on it, and reached up to grab the monkey. When we grabbed him, he hung on to the light and the whole light fell down with a crash. We cried, "Oh no, mom's going to be furious." Everyone -- "Oh no, mom's going to be furious." We ran to get the broom and we swept up all the pieces of glass.

Action Story -- Monkey Business (Cont.)

We swept them into a dustpan and threw the glass away. We put away the broom and the dustpan.

When we turned to look for the monkey, he wasn't there. We looked under the table. We looked behind the stove. No monkey. Suddenly we heard "Eeeee-ooo-ooo" from upstairs. We ran up the stairs. There sat the monkey with mom's makeup all over him, all over the mirror, and all over the floor. The place was a mess. We ran to get a cloth. We scrubbed the mirror and we scrubbed the floor. We turned to scrub the monkey but once again, no monkey.

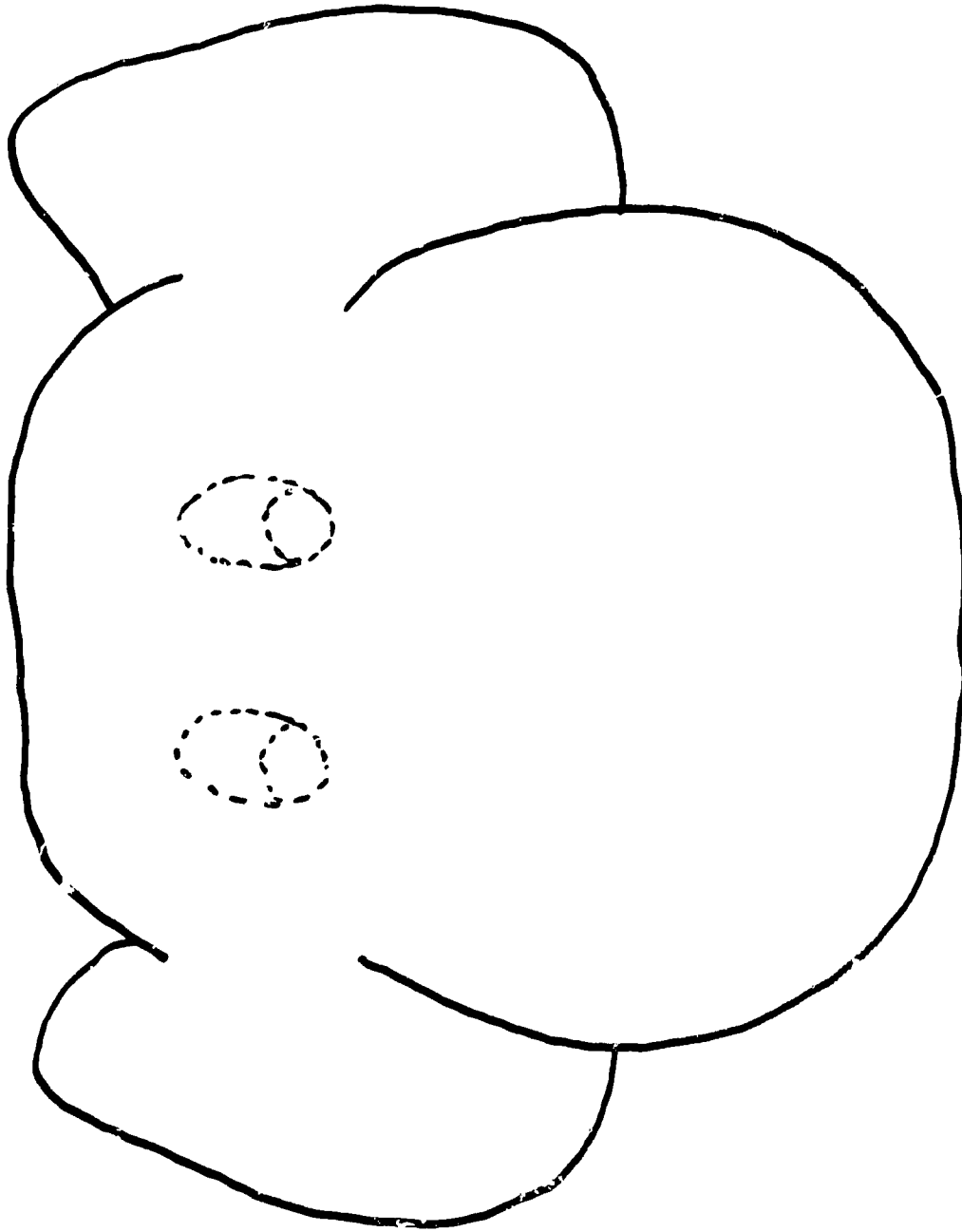
We heard a bang downstairs. We ran downstairs. Oh no, the monkey had taken everything out of the refrigerator and and thrown it all over the kitchen. There was mustard on the curtains and pickles in the sink and jam on the calendar. We sat in a chair, put our head in our hands, and cried.

Just then we heard a car door slam. Yikes, mom must be home! We nervously walked out and met her. We said, "Mom, ah, well . . . ." Everyone -- "Mom, ah, well . . . ." She said, "Oh, now what kind of monkey business have you been up to?" We grabbed her hand, pulled her into the house, pointed at the monkey, and said, "That monkey business!" Everyone -- "That monkey business!"

THE END

Discussion questions:

1. Discuss the meaning of the following words: *coax, scooched, charlie horse, calf, budge, furious.*
2. Where do you think the monkey in the story came from?
3. What would you really do if a monkey showed up at your house?
4. What does monkey business mean? (You should give examples from your own experiences.)
5. On the following page, have students draw a picture in the monkey outline of a time they did some monkey business. After they draw the picture, they must cut out the eyes of the monkey and all around his head. While holding the monkey mask up to their faces like a mask, students should tell each other the stories about the time they did monkey business.





ACTIVITY: Slow Motion  
LEVEL: Grades K-2  
SOURCE: Lynn Plourde  
OBJECTIVE: --To learn the meaning of the words *slow motion*,  
*accelerate*, *decelerate*  
MATERIALS: none  
TIME REQUIRED: 10 minutes

## PROCEDURE:

Explain to students what the words *slow motion*, *accelerate*, and *decelerate* mean and then let them practice the words. Give students the following directions:

Pretend to eat in slow motion  
Now accelerate  
Decelerate

Walk in slow motion  
Decelerate  
Accelerate

Comb your hair in slow motion  
Decelerate  
Accelerate

Pretend to ride a bike in slow motion  
Accelerate  
Decelerate

Pretend to vacuum in slow motion  
Accelerate  
Decelerate

Then give students a chance to give commands to the rest of the class using these new words.

ACTIVITY: Action Biography -- Babe Didrikson

LEVEL: Grades 1-2

SOURCE: Lynn Plourde

OBJECTIVE: --To learn details about a famous person  
 --To develop new vocabulary  
 --To develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

## PROCEDURE:

Read the following biographical story. Lead the class through the actions in the story as you read it.

Babe Didrikson

On June 26, 1914 there was a little girl born called Mildred Didrikson. She was a regular baby. She did regular baby things. She sucked her thumb; she cried; and she crawled around. As she started to get older, her mom said, "Mildred doesn't look like a Mildred, she looks like a Babe." So everyone called her Babe instead. When Babe walked to school the first day, the teacher asked, "What's your name?" She said, "Babe Didrikson." Everyone -- "Babe Didrikson." Babe sat politely in school but what she liked best was recess and after school when she could play sports. She played basketball. She played baseball. She was a great runner. She played tennis. She swam in races. She played pocket billiards. She boxed. And she played golf. She was good at all these sports. She was better than lots of boys.

When Babe Didrikson got out of school, she did one sport the most and the best: track and field. Every day she would wake up and practice running for miles and miles. Then she would practice jumping hurdles, and then she would practice throwing the javelin. She would go to bed. And the next day, all over again, she would run and run, then jump hurdles, and then throw the javelin.

She was so good that she went in a special championship and ran, jumped hurdles, and threw the javelin and won 6 out of 8 events. Then she was in the Olympics. She did the best of any woman ever while doing the 80-meter hurdles and the javelin throw. She looked proud and shook people's hands when they gave her gold medals.

After winning all these championships, Babe Didrikson decided to try another sport some more. She began to play golf all the time. She woke up each day, drove to the golf course, and played golf. And the next day she played more golf. One night after golf, she went to watch a wrestling match.

Action Biography -- Babe Didrikson (Cont.)

She stared at one wrestler and said, "He's a good wrestler." Everyone -- "He's a good wrestler." After the wrestling match, she went up to shake hands with the wrestler. His name was George Zaharias. She started to see George alot. She married him and her name was now Babe Didrikson Zaharias. When people asked, "What's your name?" she said, "Babe Didrikson Zaharias." Everyone -- "Babe Didrikson Zaharias."

Babe still played golf every day. She won 17 golf tournaments in a row. Not 10, or 15, but 17 in a row. She got a prize for being the best woman athlete in 50 years.

But then Babe started to be sick alot. She was weak and had to sit home and not play golf. George brought her to the doctor. The doctor examined her. Babe asked, "What's wrong with me, Doctor?" Everyone -- "What's wrong with me, Doctor?" He told her that she had cancer and she would not live much longer.

And every day Babe got weaker and weaker. But before she died, she and George got lots of people to send in money to help other people with cancer. This special fund is now part of the American Cancer Society. But the money could not help Babe. One day when she was 42, she died.

THE END

Discussion questions:

1. Who was the famous person in the story?
2. Do any of you have nicknames like Babe did?
3. Discuss vocabulary: *pocket billiards, hurdles, javelin, athlete, wrestler, cancer.*
4. Name all the sports that Babe did.
5. How many golf tournaments did she win in a row?
6. Why did Babe die?
7. Can you find a picture of Babe Didrikson Zaharias at the library?
8. Do you know anyone who has had cancer?
9. If you could be called the best at any sport, which sport would it be?
10. Mark Babe Didrikson's birthday on your class calendar.

ACTIVITY: Action Biography -- Albert Einstein

LEVEL: Grades 1-4

SOURCE: Lynn Plourde

OBJECTIVE: --To learn details about a famous person  
 --To develop new vocabulary  
 --To develop listening skills

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

Read the following biographical story and lead the class through the actions in the story as you read it.

Albert Einstein

In 1879 in Germany, Albert Einstein was born. He learned to crawl and he always opened his mother's cupboards and pulled everything out to look at it. Then he learned to walk. He would go outside and pick up rocks and stare and stare at them. Albert kept getting older and older, but he still didn't talk. He would walk around looking at things, but when people talked to him and asked him questions, he didn't say anything.

Finally he learned to talk but he was very shy. When someone asked his name, he would say in a quiet, shy voice, "I'm Albert Einstein." Everyone -- "I'm Albert Einstein."

In school Albert was always looking at things and thinking. He asked the teachers difficult questions like "How come a compass always points to the north?" Everyone -- "How come a compass always points to the north?" The teachers didn't like his questions; they thought he was trying to cause trouble.

When Albert got older, he went to college. He stayed home in bed lots of days. He didn't go to classes, but rather he lay on his bed and read lots and lots of books. The professors didn't like it when he skipped classes.

After college, Albert became a scientist. He worked in a lab all day and half the night doing experiments. He tried to invent new machines. He still liked to look at things and think. He would sit for hours and think and think.

The only thing Albert did to relax was to play the violin. He played the violin a lot and practiced every day.

When Albert was older he took a ship to the United States to live. He

Action Biography -- Albert Einstein (Cont.)

made many inventions, including the atomic bomb.

Everyone thought he was so smart that he was asked to give speeches at lots of colleges. He also was given a special prize -- the Nobel Prize for physics. Only really, really smart people get this prize. Everyone knew he was a really important man so they asked him to special parties. But Albert always said, "No thanks." Everyone -- "No thanks." He didn't like being with lots of people. He liked to be alone. He never got dressed up to go out. He wore old sweaters and sat in his house thinking.

Albert kept thinking and inventing things for a long time. He died when he was 76 years old.

THE END

Discussion questions:

1. Discuss the following vocabulary words: *stare, shy, professor, scientist, lab, atomic bomb.*
2. Did Albert Einstein learn to talk late because he was stupid?
3. Why was Albert Einstein so special?
4. Was Albert Einstein young when he died?
5. Can you find Albert Einstein in the encyclopedia? Then draw a picture of him inventing something.
6. If you could invent something important, what would you invent?

ACTIVITY: Opposite Baseball

LEVEL: Grades 1-4

SOURCE: Lynn Plourde

OBJECTIVE: --To provide opposites for given words

MATERIALS: none

TIME REQUIRED: 25 minutes

PROCEDURE:

Divide the class into 2 teams. One team will be up to bat first. You as the teacher are the pitcher. Read a word to the first batter. The batter must give you the opposite of that word. If the batter does so, then he/she goes to first base (a designated place in the room). If the batter cannot provide the opposite of that word, then he/she is out and the team has 1 out. That team stays up to bat until they have 3 outs. A correct answer means that a player can progress one base. Every time someone crosses homeplate, that team gets a point. The other team gets a chance at bat when the first team has 3 outs. Continue with more innings as time permits.

Opposites:

big/little	long/short	on/off
hot/cold	before/after	dry/wet
far/near	male/female	push/pull
pretty/ugly	weak/strong	shout/whisper
best/worst	true/false	happy/sad
first/last	up/down	dead/alive
ask/tell	in/out	naughty/nice
narrow/wide	win/lose	under/over
left/right	buy/sell	floor/ceiling
separate/together	man/woman	soft/hard
slow/fast	full/empty	old/new
top/bottom	rough/smooth	raw/cooked
dirty/clean	straight/crooked	easy/hard
open/shut	stop/go	laugh/cry
loud/quiet	good/bad	high/low
young/old	sick/well	boy/girl
rich/poor	back/front	summer/winter
empty/full	fat/thin	walk/run
moist/dry	deep/shallow	easy/difficult

ACTIVITY: School Squad

LEVEL: Grades 1-2

SOURCE: Lynn Flourde

OBJECTIVE: --To learn the vocabulary: *right face, left face, about face, forward march, and halt*

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

Teach your class the meaning of the words *right face, left face, about face, forward march, and halt*. Then give the class a variety of these commands. Encourage students not to get tricked. You might have competitions between rows of students to see which row does the best following commands. Allow students to give some directions to others.

ACTIVITY: Anatomy of a Mouth

LEVEL: Grades 1-3

SOURCE: Lynn Plourde

OBJECTIVE: --To learn vocabulary about the mouth

MATERIALS: tongue depressors

TIME REQUIRED: 20 minutes

PROCEDURE:

Explain to students what *anatomy* means. Tell students that you are going to learn about the anatomy of the mouth today. Pair students off, giving each person a tongue depressor and encourage them to find the parts of their partners' mouths that you say. (Draw a diagram on the board to help.) Find these parts and encourage students to say the names many times so as to remember the vocabulary:

- tongue
- hard palate
- soft palate
- tonsils
- pharynx
- larynx (feel in throat)

Help students to find these parts in other's mouths.

Try this: Have students put their fingers on the side of their noses while saying the syllables /ma, na, ng/ to feel the air going through the nose. Explain that the soft palate is like a door and the only sounds that it opens on are the 3 sounds /m, n, ng/. Contrast these with the syllables /ba, da, la/ when the nose does not vibrate because the soft palate is up (door closed).

Also try this: Tell students that lots of sounds come in pairs like /ba, pa/. The only difference between these sounds is whether the larynx is turned on or off. Have students feel their larynx while making the following pairs: ba/pa, ta/da, da/ga, fa/va, sa/za. They must decide which sound has the larynx on or off.

*Hint:* Your speech-language therapist might be willing to do this activity.



ACTIVITY: Compound Words

LEVEL: Grades 2-4

SOURCE: Lynn Plourde

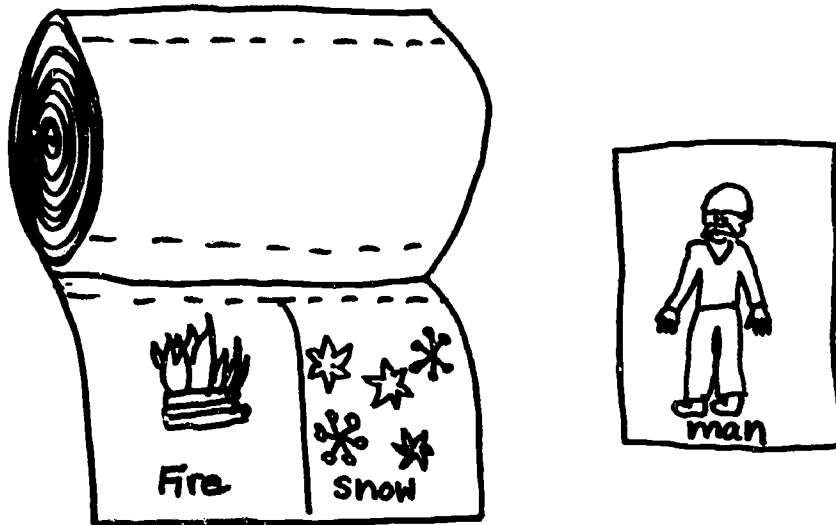
OBJECTIVE: --To generate compound words when given one word

MATERIALS: rolls of white paper towels; markers

TIME REQUIRED: 30 minutes

PROCEDURE:

Explain what compound words are. Tear off one piece of paper towel. Draw a picture of a word on it that could be combined with other words to make a compound word. Then have students take turns drawing pictures on the roll of paper towel to make compound words.



Continue with other compound words:

head \_\_\_\_\_  
 water \_\_\_\_\_  
 \_\_\_\_\_ room  
 hand \_\_\_\_\_  
 home \_\_\_\_\_

\_\_\_\_\_ light  
 back \_\_\_\_\_  
 bath \_\_\_\_\_  
 dish \_\_\_\_\_  
 ear \_\_\_\_\_

ACTIVITY: Body Actions

LEVEL: Grades 2-4

SOURCE: Ann Wood, Waterville, Maine

OBJECTIVE: --To learn new vocabulary for actions that one does with one's body

MATERIALS: index cards with one body action written on each

TIME REQUIRED: a few minutes at random times throughout the day

PROCEDURE:

Have one student at a time select a card. You read the word on the card to them, then they must do that action with their body. If they do not know the word, then another student or you the teacher should demonstrate it. Continue with other students picking cards. This activity is best used as a filler for a few minutes before lunch, after recess, etc. Use the same cards on different days so as to reinforce students' learning of new words.

Possible body actions:

toil	bolt	suture	dillydally
squint	bask	wade	banter
lunge	discern	survey	prance
mull	nibble	swagger	scooch
waddle	scoot	prowl	tinker
			mangle

## CONCEPTS

This section contains activities which promote students' conceptual development. Concepts are much more difficult to learn than simple vocabulary words. A "chair" is a chair is a chair but "left" is an abstract word which must be learned in numerous contexts over a long period of time before it is well understood.

The activities in this section teach each concept several ways. First, students learn a concept in reference to their bodies (e.g., they turn around; they put a belt around them). Next, students learn a concept in reference to real objects (e.g., walk the doll around the book; turn a picture around). Finally, students learn a concept in reference to a picture or paper-pencil task (e.g., draw a line around the tree; mark the road that goes around the house).

Whenever a new concept is taught to children, it should be taught in the following order:

1. body
2. objects
3. pictures/worksheets

In teaching, we often start with the last step. If we start with the first step, we will help students to learn concepts more readily and more completely.

ACTIVITY: Name That Color

LEVEL: Grade K

SOURCE: Anna Wilber, Mercer, Maine

OBJECTIVE: --To correctly identify the colors of named objects  
--To develop vocabulary

MATERIALS: a pack of crayons per student

TIME REQUIRED: 15 minutes

PROCEDURE:

Each child has his/her own pack of crayons. Students spread the crayons out on the table so they can readily see them. You then say open-ended sentences such as "The color of grass is \_\_\_\_\_." Each child must hold up the correct crayon. Continue with others (see examples). Allow students to give open-ended sentences if they can think of some.

Examples:

The color of the sky is \_\_\_\_\_.

The color of a banana is \_\_\_\_\_.

The color of a pumpkin is \_\_\_\_\_.

The color of dirt is \_\_\_\_\_.

The color of a tire is \_\_\_\_\_.

The color of a yolk is \_\_\_\_\_.

The color of blood is \_\_\_\_\_.

The color of leaves is \_\_\_\_\_.

The color of lemonade is \_\_\_\_\_.

The color of bricks is \_\_\_\_\_.

The color of a grapefruit is \_\_\_\_\_.

The color of a pickle is \_\_\_\_\_.

The color of an ant is \_\_\_\_\_.

The color of sand is \_\_\_\_\_.

The color of a robin's belly is \_\_\_\_\_.

The color of a lilac is \_\_\_\_\_.

The color of Goldilock's hair is \_\_\_\_\_.

The color of grape juice is \_\_\_\_\_.

The color of a fire truck is \_\_\_\_\_.

The color of spinach is \_\_\_\_\_.

ACTIVITY: Shapes with Bodies

LEVEL: Grade K

SOURCE: Lynn Plourde

OBJECTIVE: --To learn the basic shapes: *circle, square, triangle,*  
and *rectangle*

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

You are to direct students so that they lie down on the floor to make the 4 basic shapes: *circle, square, triangle, rectangle*. For example, have 2 students curled in a semicircle to form a circle, 4 students lying straight to form a square, etc. Say the names of the shapes many times so that students can hear them. And ask them many times to name shapes (e.g., What shape are Karen, Nikky, and Joey making?).

Then have the whole class make each shape while standing up (e.g., stand in a circle, stand to form a square). Let individual students take turns walking around the shapes while saying, "I'm walking around the \_\_\_\_\_."

ACTIVITY: Shapes with Objects

LEVEL: Grade K

SOURCE: Lynn Plourde

OBJECTIVE: --To learn the basic shapes: *circle, square, triangle, and rectangle*

MATERIALS: small pieces of oak tag cut into the 4 shapes; masking tape

TIME REQUIRED: 20 minutes

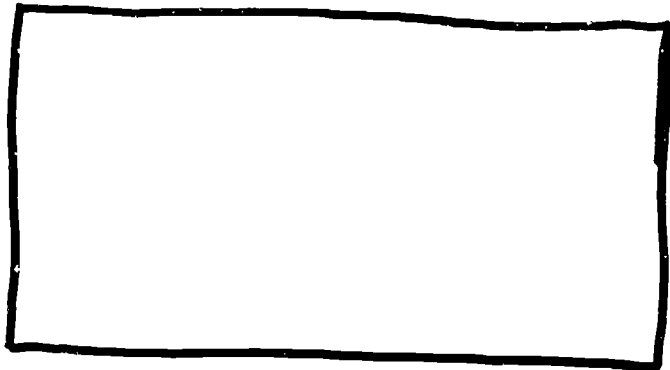
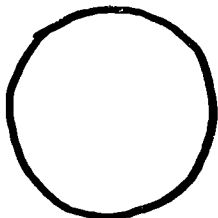
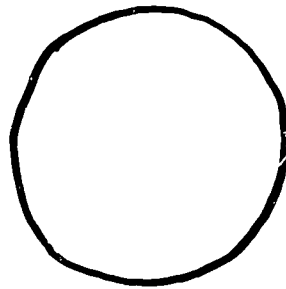
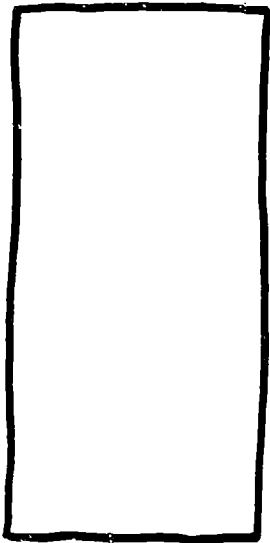
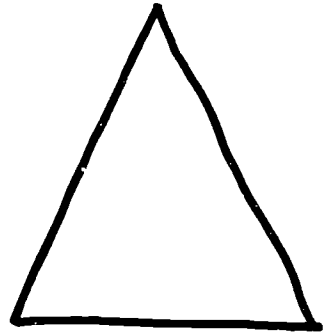
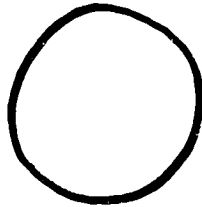
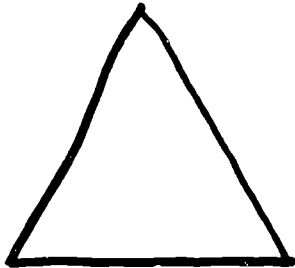
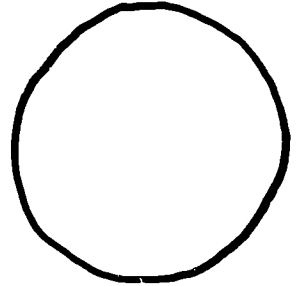
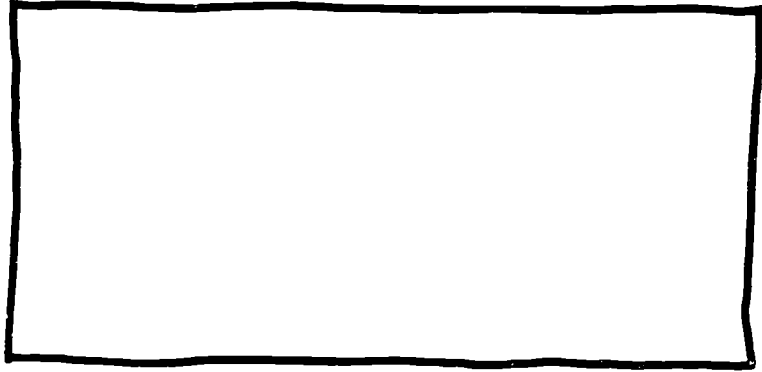
PROCEDURE:

Select students one at a time to pick up one of the shapes and tag it on an object in the room that is the same shape. Encourage student to say a complete sentence. (e.g., This book is shaped like a rectangle. This ball is shaped like a circle).

Have students one at a time come up front to a table with a pile of the oak tag shapes. They must find all of one shape that you ask them for (e.g., Give me all the triangles).

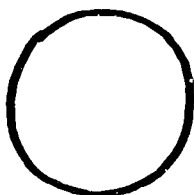
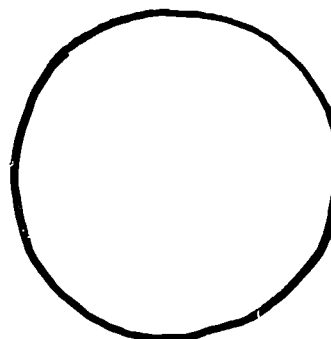
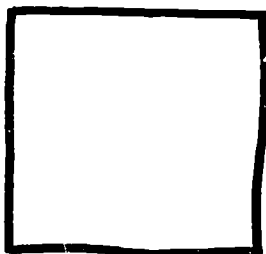
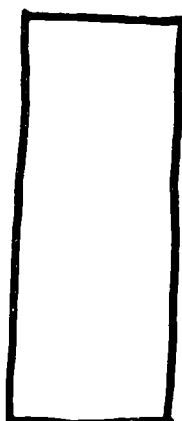
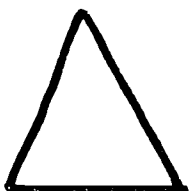
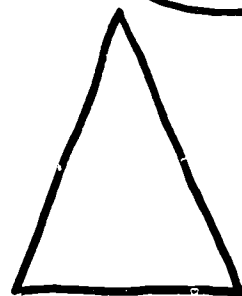
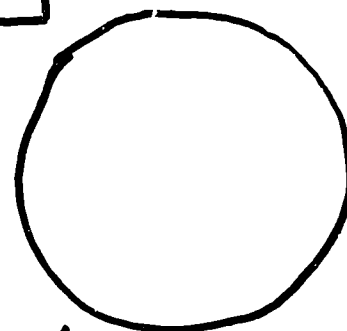
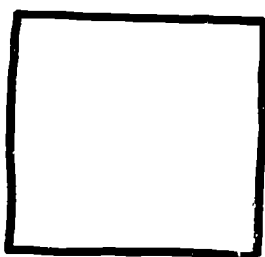
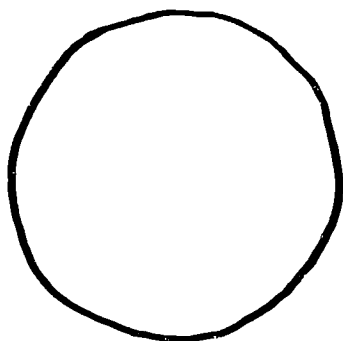
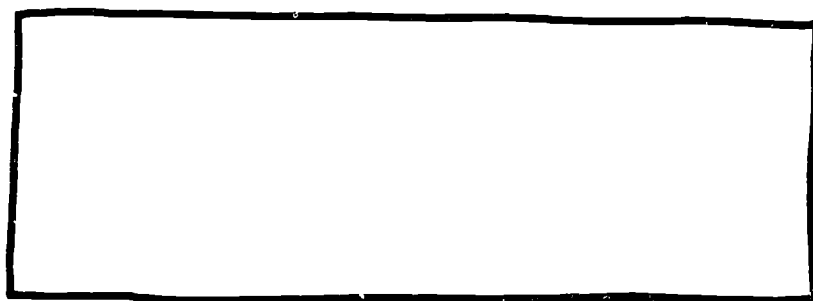


Draw a butterfly in all the rectangles.

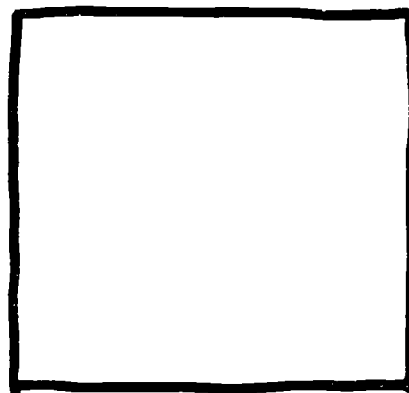
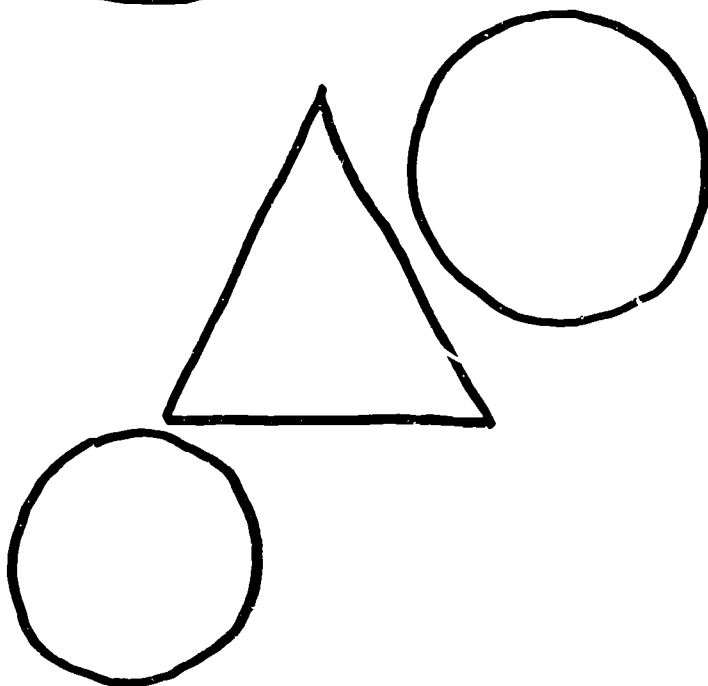
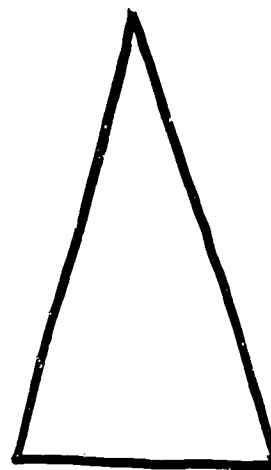
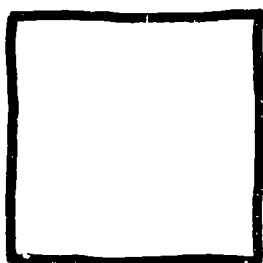
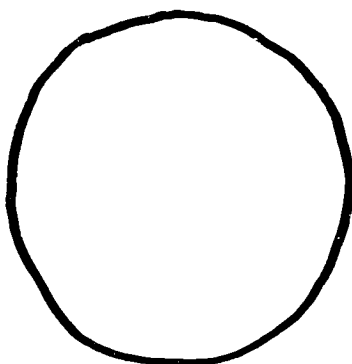
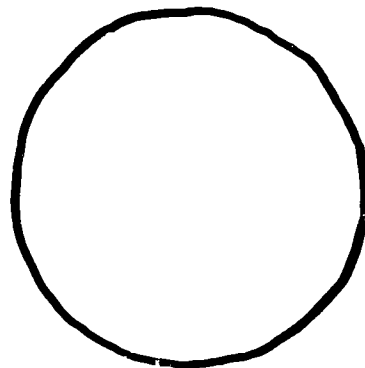
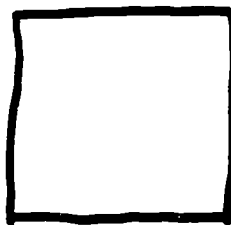
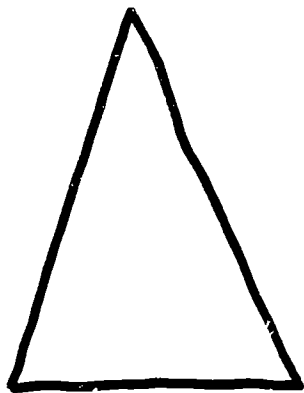




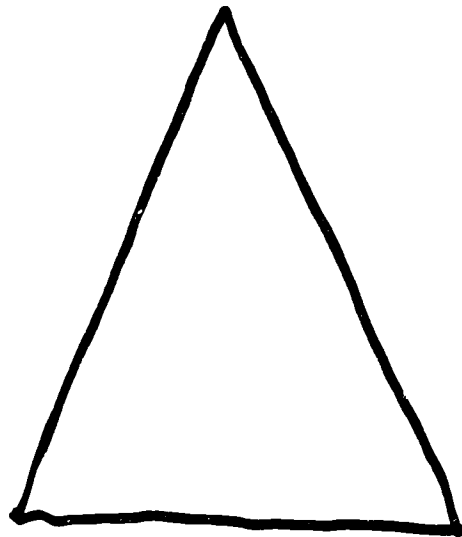
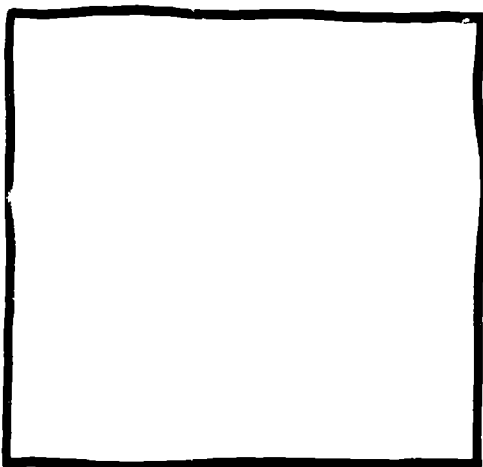
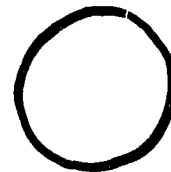
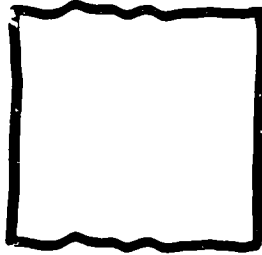
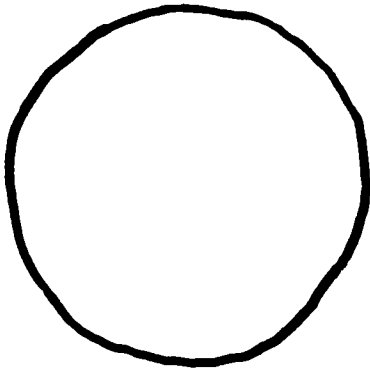
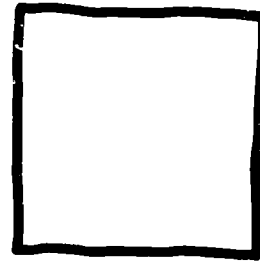
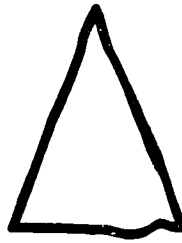
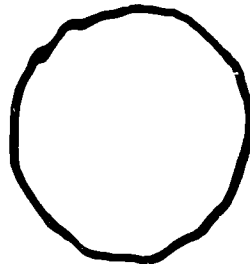
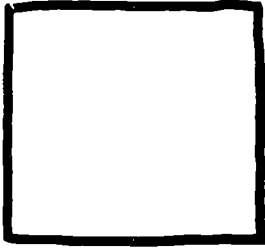
Draw a line under all of the circles.



Put ears on all the triangles.



Color all the squares green.



115

ACTIVITY: Big and Little with Bodies and Objects

LEVEL: Grade K

SOURCE: Lynn Plourde

OBJECTIVE: --To understand the concepts *big* and *little*

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

1. Instruct students to make their bodies as little as they can by scooching down. Ask them, "Are you big or little?" Then have them make their bodies as big as they can like a monster. Ask the same question. Repeat a few times, mixing up the order.
2. Instruct students to point to a little part of their body (e.g., little finger, toe, nose, tooth). Ask them if the part they are pointing to is big or little. Repeat with a big part of the body (for example, trunk, leg, back).
3. Select two students to form a little circle by holding hands in the middle of the room. Then have the rest of the class form a big circle around them. Select one student at a time to tell where they are standing (e.g., I'm standing in the big circle). Then select one student at a time to touch the shoulder of someone standing in the big or little circle.
4. Ask students to pretend they are holding a little rock and then a big rock. Ask them what they are holding. Encourage them to use complete answers (e.g., I am holding a big rock).
5. Ask students one at a time to touch something big or something little in the room. Then ask them "What did you touch?" Encourage complete answers (e.g., I touched a little knob. I touched a big door).
6. Have students take turns pretending to be a big or little animal. Then ask them "What animal were you?" Encourage complete answers (e.g., I was a big elephant. I was a little mouse).
7. Have students take turns pretending to eat a big or little food as you tell them (Pretend you are eating a little cookie. Pretend you are eating a big watermelon.). Then ask them, "What are you eating? Encourage complete answers (e.g., I am eating a little cookie).

ACTIVITY: Big and Little with Pictures

LEVEL: Grade K

SOURCE: Lynn Plourde

OBJECTIVE: --To understand the concepts *big* and *little*

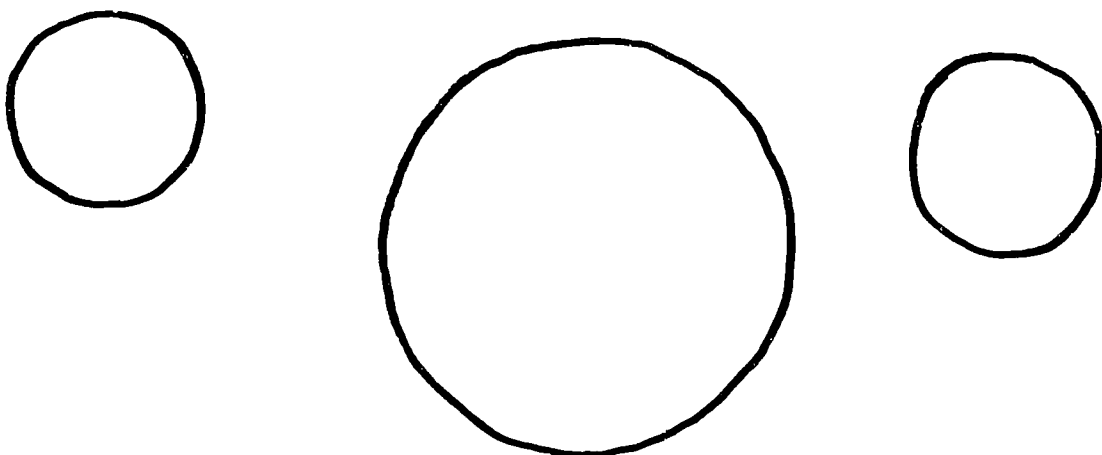
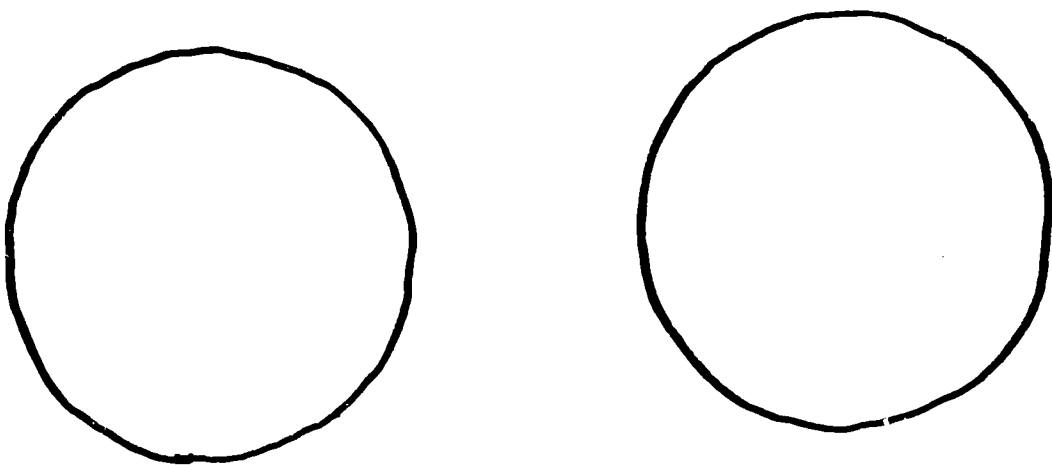
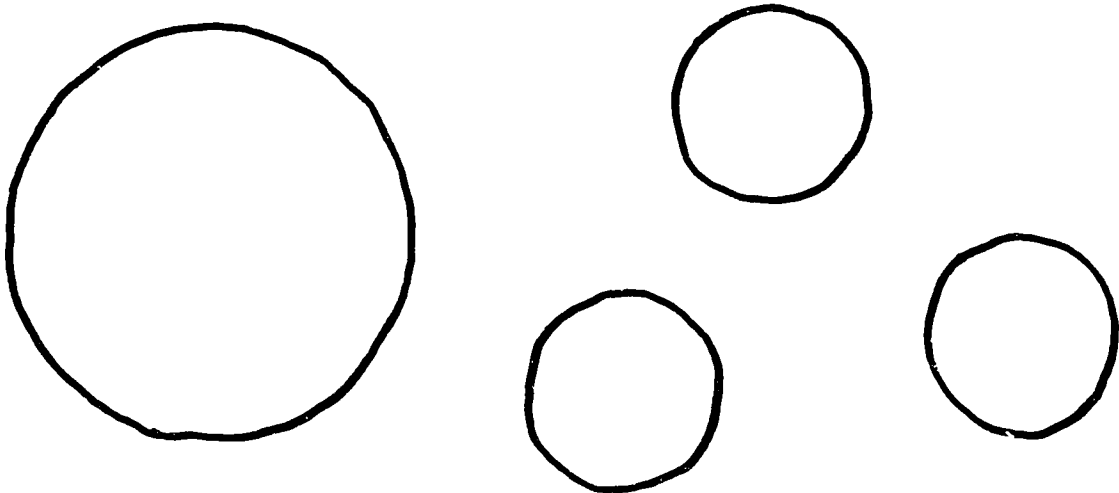
MATERIALS: worksheets (on following pages)

TIME REQUIRED: 15 minutes

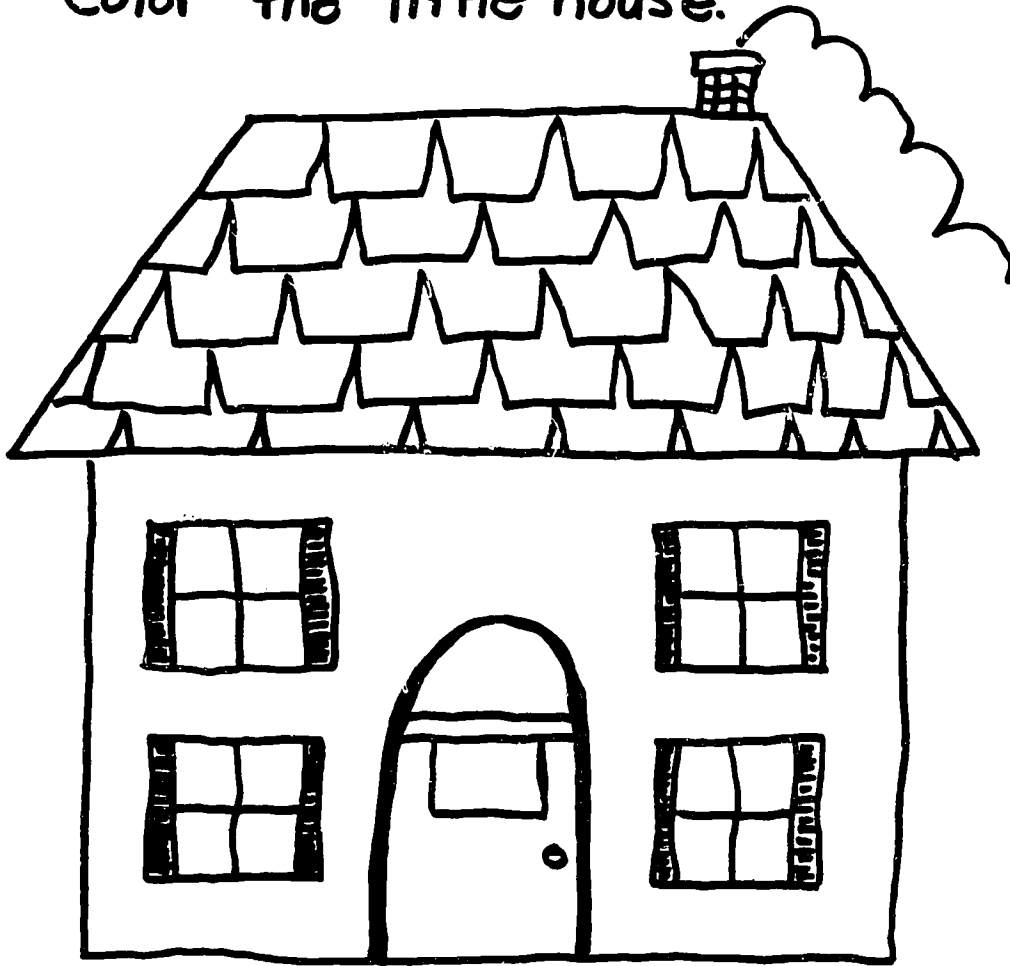
PROCEDURE:

Talk students through the worksheets asking them to mark either the big or little object.

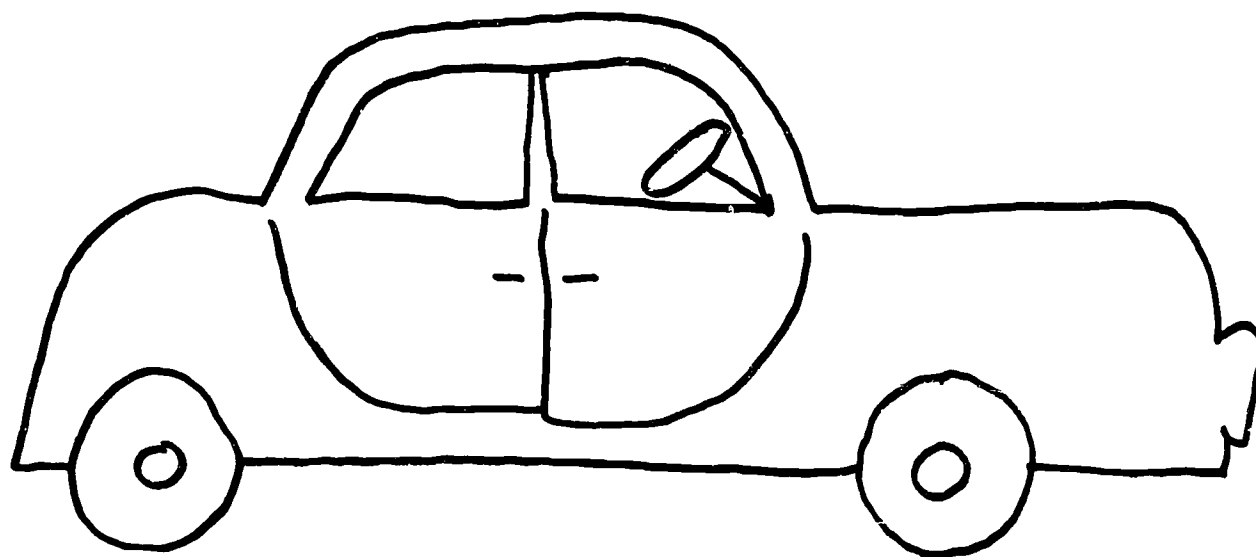
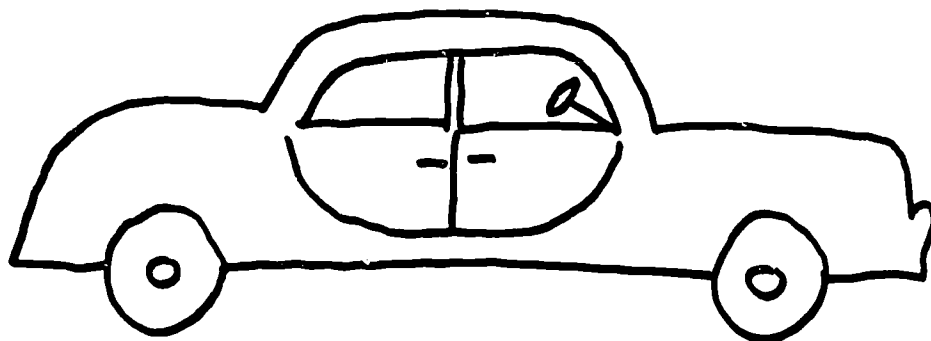
Mark the big circles.



Color the little house.



Draw a man in the big car.





ACTIVITY: Around with Body and Objects

LEVEL: Grade K

SOURCE: Lynn Plourde

OBJECTIVE: --To develop understanding of the concept *around*

MATERIALS: a pencil, book, and paper for each student

TIME REQUIRED: 15 minutes

PROCEDURE:

1. Have students stand and turn around. Ask, "What are you doing?"
2. Have students walk around their desks.
3. Select one student at a time to go around an object in the room. (For example, Tommy, walk around the trash can; Brenda, walk around Karen; Joey, go around this pencil on the floor.) Ask them what they are doing.
4. Have students pretend to put a belt around their waists.
5. Have the class make one big circle while holding hands with one student in the middle. Give directions about *around*. (For example, The circle of students go around the student in the middle. The student in the middle must walk around the circle.) Give several students a turn in the middle.
6. Have each student take out a pencil and a book. First they must make their pencil go around while laying down and then while standing up on their erasers. Then make their pencils walk around their books and their books walk around their pencils.
7. Have students put their finger on a paper and draw a circle around it. Have them draw a circle around the first circle.

ACTIVITY: Around with Pictures

LEVEL: Grade K

SOURCE: Lynn Plourde

OBJECTIVE: --To develop understanding of the concept *around*

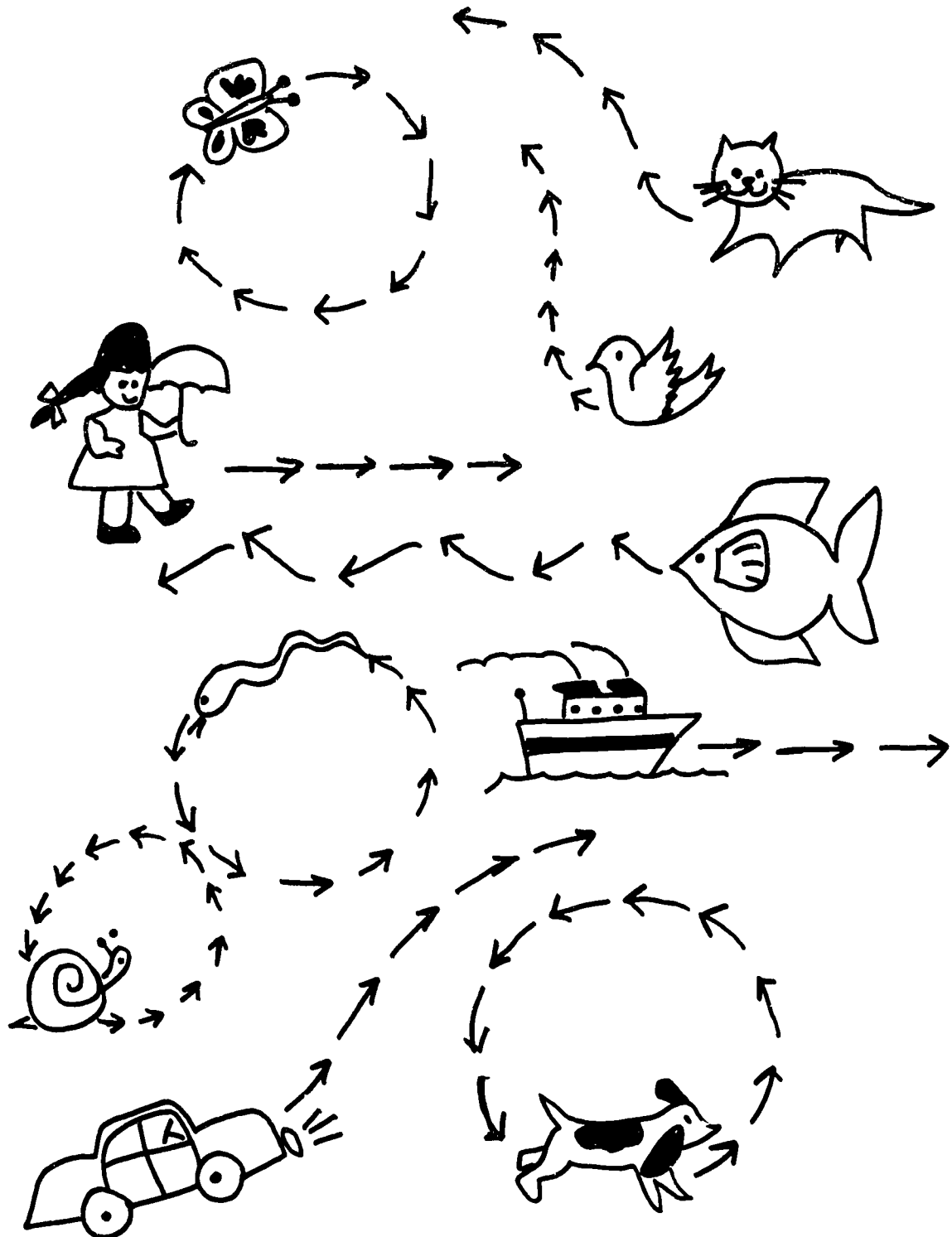
MATERIALS: worksheets (on following pages)

TIME REQUIRED: 20 minutes

PROCEDURE:  
Have students do worksheets about the concept *around*.

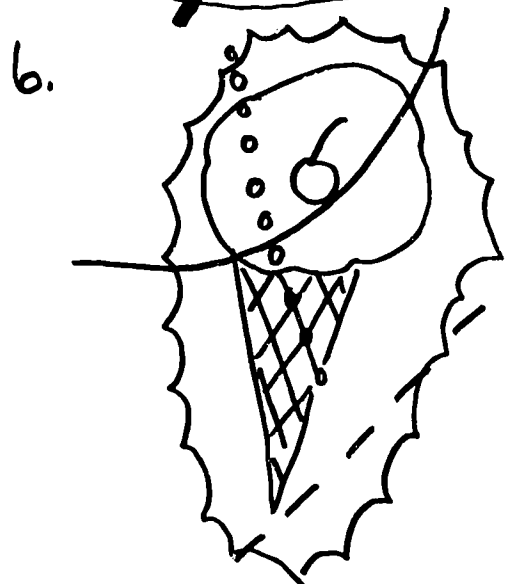
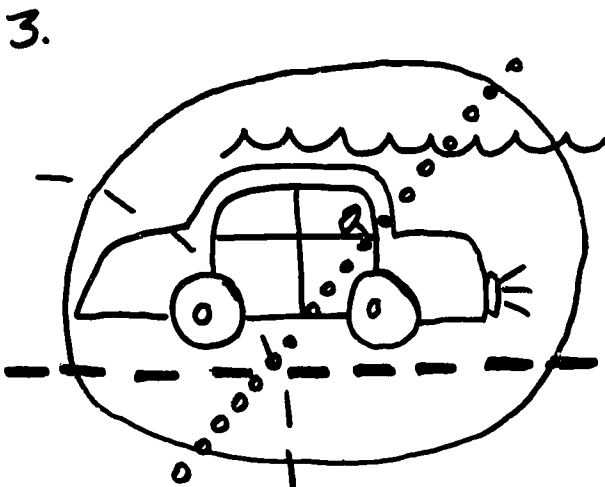
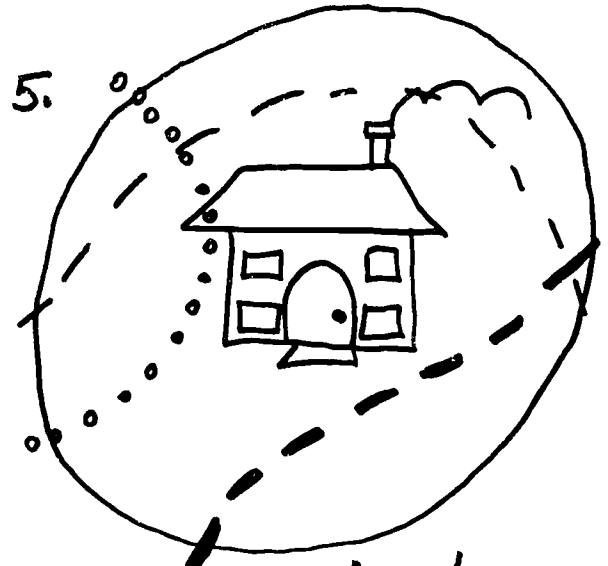
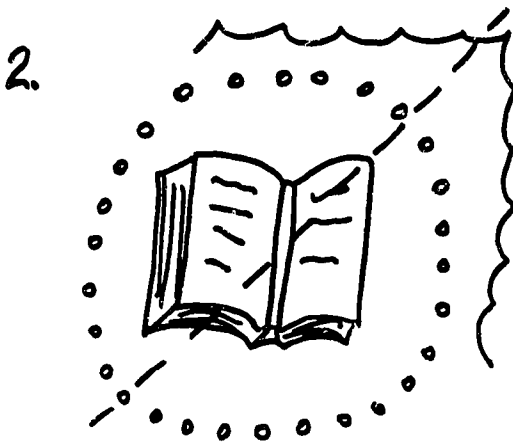
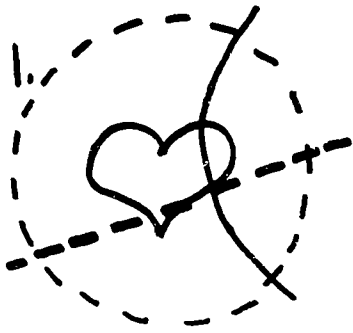
# Around

Put an X on things that are going around.



# Around

With a crayon, trace the lines that are going around things.



ACTIVITY: Top with Bodies and Objects

LEVEL: Grade K

SOURCE: Lynn Plourde

OBJECTIVE: --To understand the concept top

MATERIALS: name tags, tape, paper, crayons

TIME REQUIRED: 20 minutes

PROCEDURE:

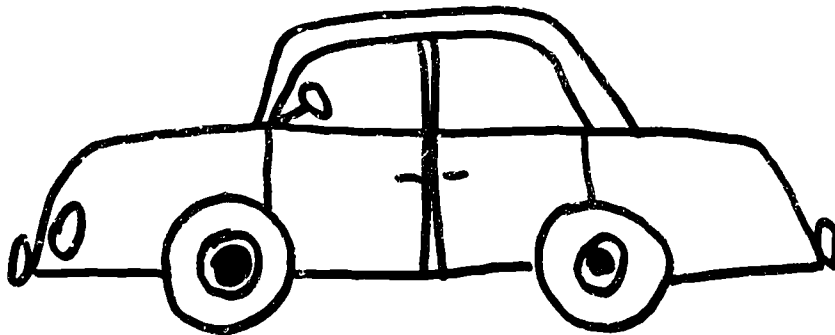
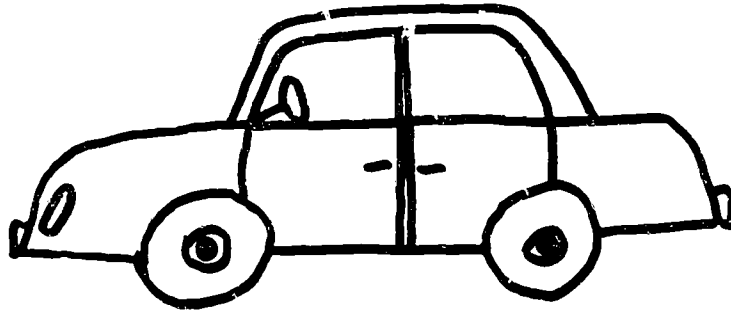
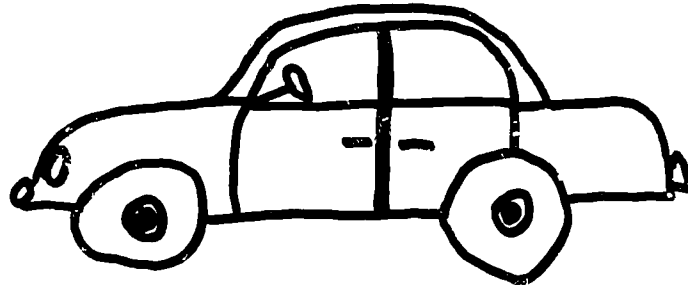
1. Have students stand. Instruct them to touch the top of things in the room. (For example, their heads, arms, shoes, desks, each others' heads, file cabinet, etc.) As they do so, ask "What did you touch?" They must answer "I touched the top of my desk."
2. One at a time, have students point to the top of the door and say "That's the top of the door." If they can do so, they get to stick their name tag on the top of the door. You can either lift students or let them climb on top of a desk so they can reach the top of the door. After everyone is done, ask where all the names are. Students must answer "on top of the door."
3. Ask each student to get a book out. They all must put the book on top of their head and balance it there. Ask students where the books are.
4. Place a sign with the word *top* at the top of a stairway. Gather children at the foot of a stairway. Direct their attention to the sign *top*. Demonstrate the concept by walking to the top of the stairs and identifying where you are standing. Have the children, in turn, walk to the top. As each child is doing so, ask them to stop at various points up the stairway. Ask the rest of the group, "Is Mary at the top?"
5. Clean a top shelf in your classroom. Let students help. Hand items down to them to be dusted or rearranged. Ask them questions such as "Where did we find this book?" They must answer, "It was on the top shelf."
6. Give each student two blank pieces of paper and have them take out their crayons. Ask each child to hold up one of the pieces of paper straight up in front of them (perpendicular to their desk). Then you go around the room and hold the paper in that position while each student draws a blue "X" on the top of the paper. Then have students place the second paper flat on the desk in front of them and have them draw a red "X" on the top of the paper. Note: This activity will help any students who have difficulty transferring the concept *top* from 3 dimensions to 2 dimensions.

ACTIVITY: Top with Pictures  
LEVEL: Grade K  
SOURCE: Lynn Plourde  
OBJECTIVE: --To understand the concept *top*  
MATERIALS: worksheets (on following pages)  
TIME REQUIRED: 20 minutes

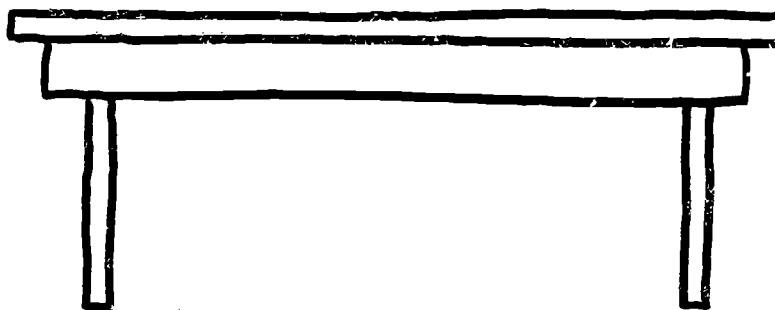
PROCEDURE:

Talk students through worksheets about the concept *top*. On page 118, tell students to draw a picture of their favorite toy on the top shelf so that it will be safe from little kids.

TOP  
Color the top car.



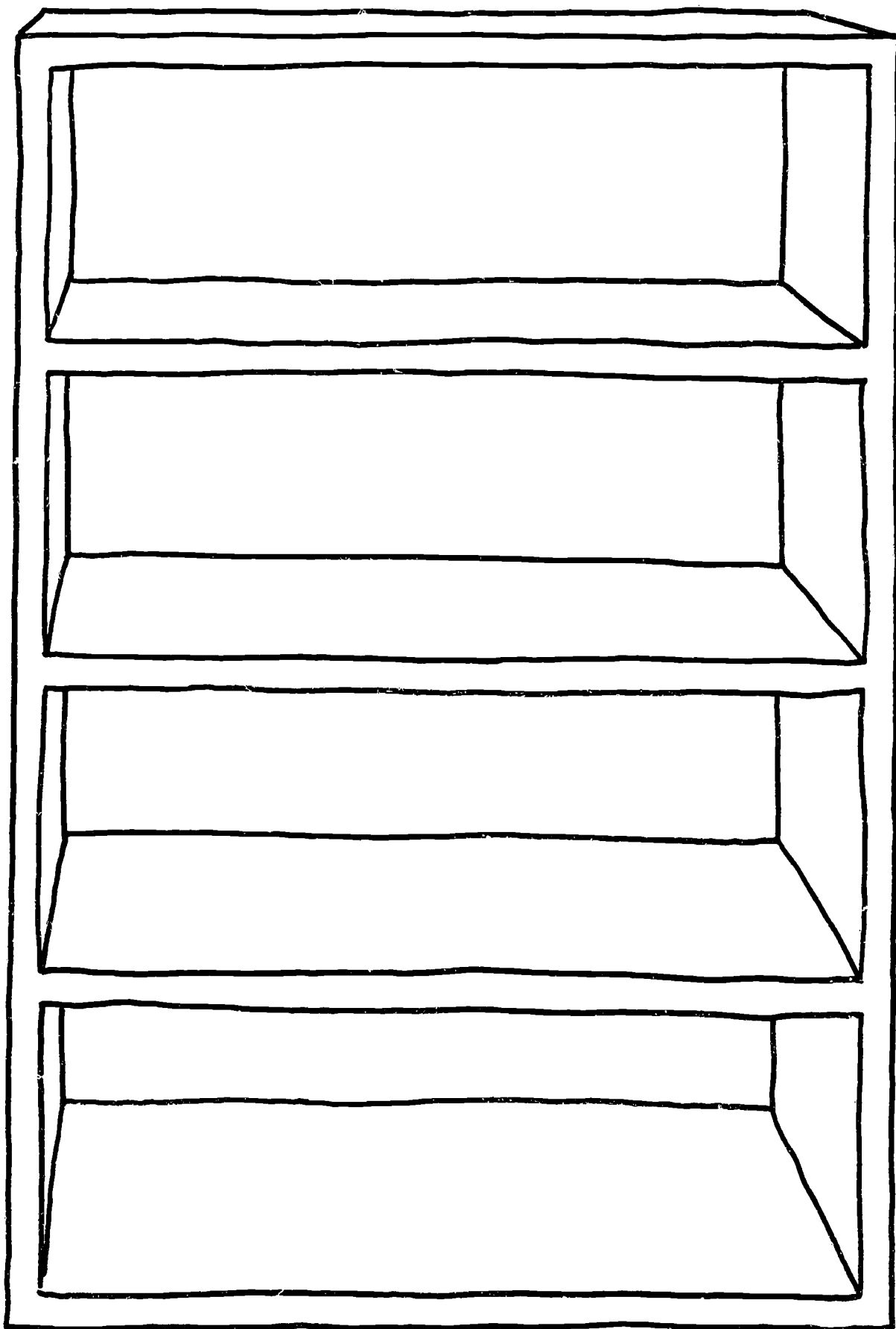
Top  
Draw a ball on top of the table.



Put an X on top of the boy







ACTIVITY: Above with Body and Objects

LEVEL: Grade K

SOURCE: Lynn Flourde

OBJECTIVE: --To demonstrate comprehension of the concept *above*

MATERIALS: objects in students' desks

TIME REQUIRED: 20 minutes

PROCEDURE:

Have students take turns holding objects above each others' heads. Ask the student under the object to identify the object that is above his/her head. (For example, Bobby's hand is above my head. A book is above my head.)

Have students place their hands above various objects (e.g., above their head, above their desk, above the sink, etc.) They must give an oral sentence to identify what they are doing.

Have students pretend to do the following situations and they must identify what might be above them.

- walking at an airport
- walking in the woods
- crawling like a baby
- sleeping like a baby
- walking into a room
- lying on a beach
- sleeping in a tent
- getting a touchdown
- driving a bike on a bridge

Have students get 4 items from their desk (e.g., book, pencil, crayon, paper). Then ask them to *give* and *follow* directions using *above*. (For example, put your paper above your pencil. Put the book above the crayon.)

ACTIVITY: Above with Pictures

LEVEL: Grade K

SOURCE: Lynn Plourde

OBJECTIVE: --To demonstrate comprehension of the concept *above*

MATERIALS: worksheets (on the following pages)

TIME REQUIRED: 15 minutes

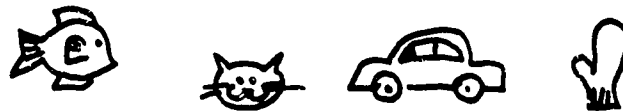
PROCEDURE:  
Have students do worksheets about the concept *above*.

# ABOVE

1. Put an X above the .



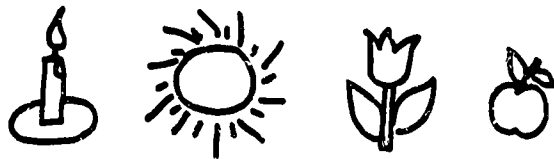
2. Put an X above the .



3. Put an X above the .




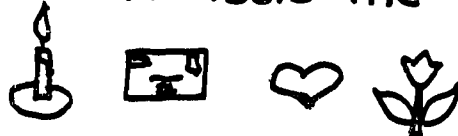
4. Put an X above the .



5. Put an X above the .

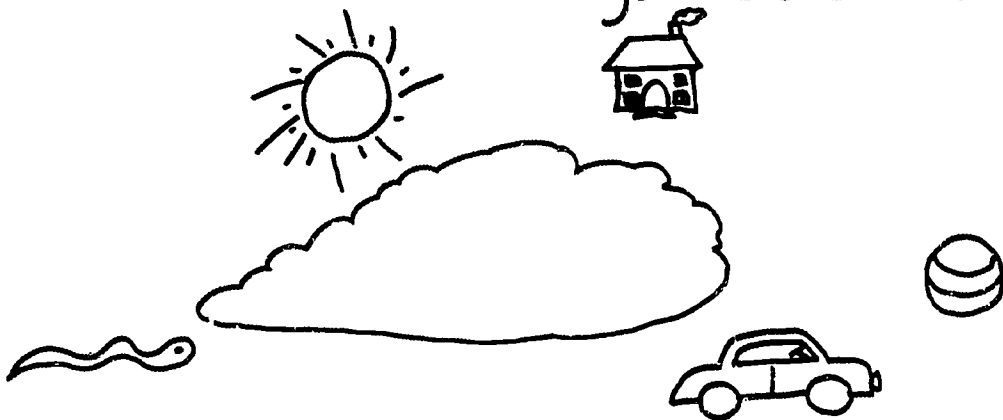


6. Put an X above the .



# ABOVE

Put an X on the things above the .



Put an X on the things above the .



Put an X on the things above the .



ACTIVITY: Behind with Body and Objects

LEVEL: Grade K.

SOURCE: Lynn Plourde

OBJECTIVE: --To demonstrate comprehension of the concept *behind*

MATERIALS: assorted dolls (real and paper) or animals

TIME REQUIRED: 20 minutes

PROCEDURE:

1. Have 5 students line up and then direct the other students to line up by using specific directions in relation to the first 5 students. For example, "Sally, get behind Terry." "Ned, line up behind the whole row." And so on.
2. Instruct students to get behind specific objects in the room. For example, "Karen, get behind your desk." "Todd, stand behind the curtain." (the door, teacher's desk, sandbox, easel, etc.)
3. Have some toy dolls and/or animals on a table in front of the room. Ask students to come up one at a time and follow your directions. (For example, Put the dog behind the girl doll and the cat behind the boy doll, etc.)
4. Line the dolls and animals up in a specific way - then select students to answer your questions. (e.g., What is behind the dog? Who is behind the cat?, etc.)
5. Ask questions about objects in the room (e.g., What is behind the door? Name 2 things behind Fred's desk. What is behind the plant pot?). Remember that an acceptable answer may be "nothing" in some cases.

ACTIVITY: Behind with Pictures

LEVEL: Grade K

SOURCE: Lynn Plourde

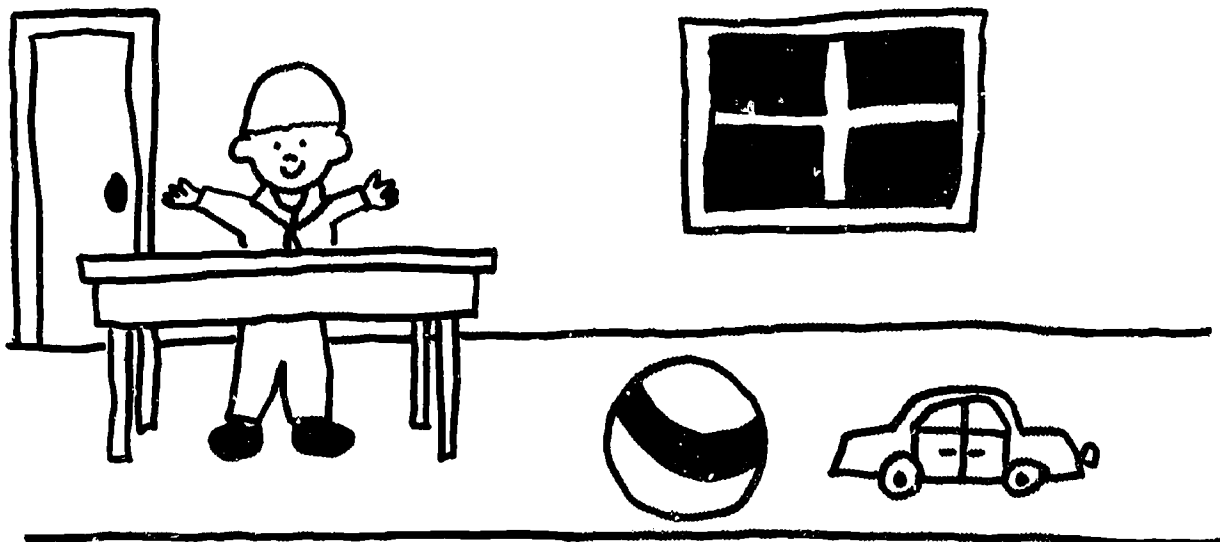
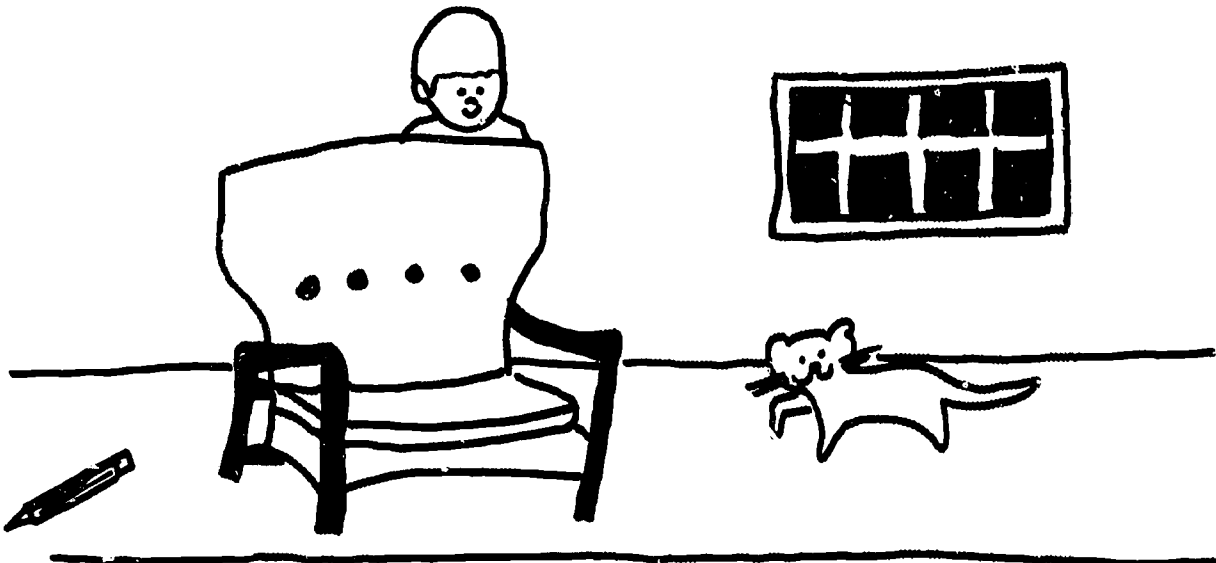
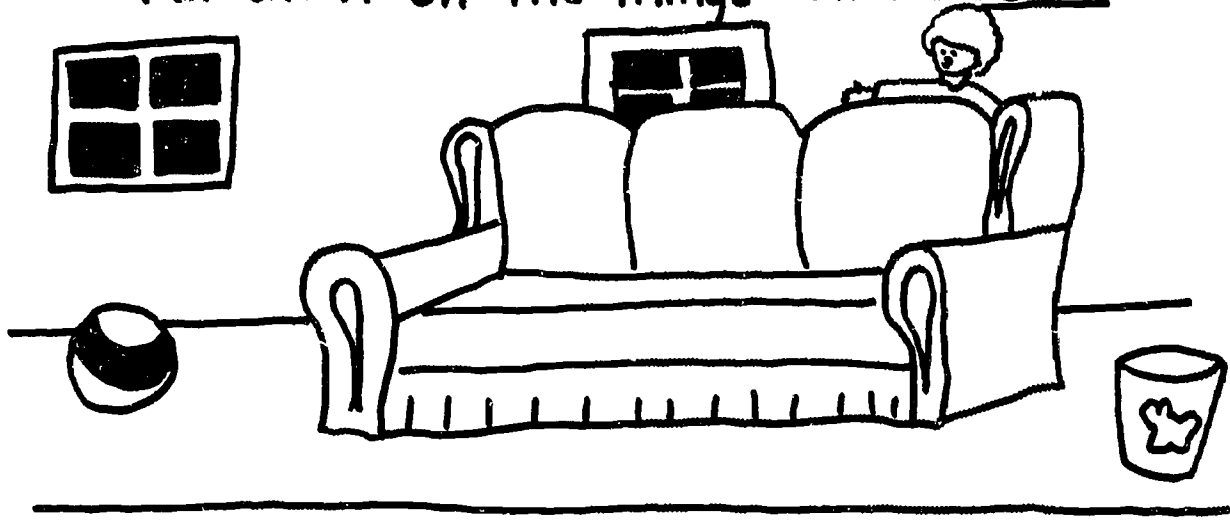
OBJECTIVE: --To demonstrate comprehension of the concept *behind*

MATERIALS: worksheets (on following pages)

TIME REQUIRED: 20 minutes

PROCEDURE:  
Have students complete worksheets about the concept *behind*

Behind Worksheet  
Put an X on the things that are behind.





# Behind.

Draw a snake behind the fish.

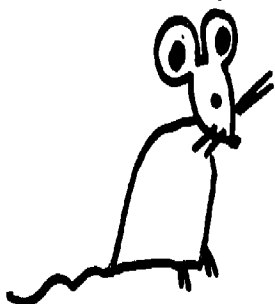
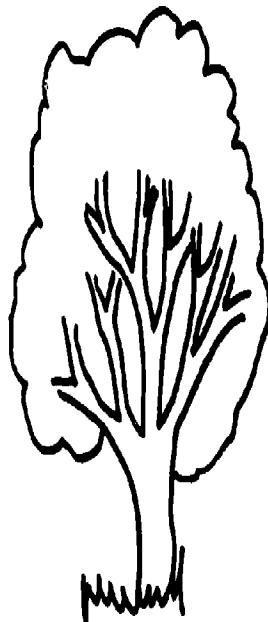
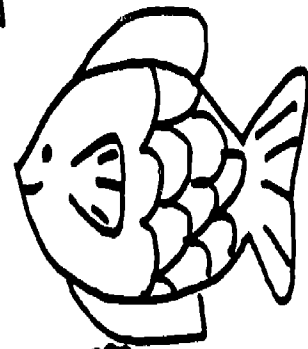
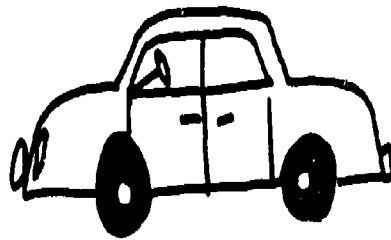
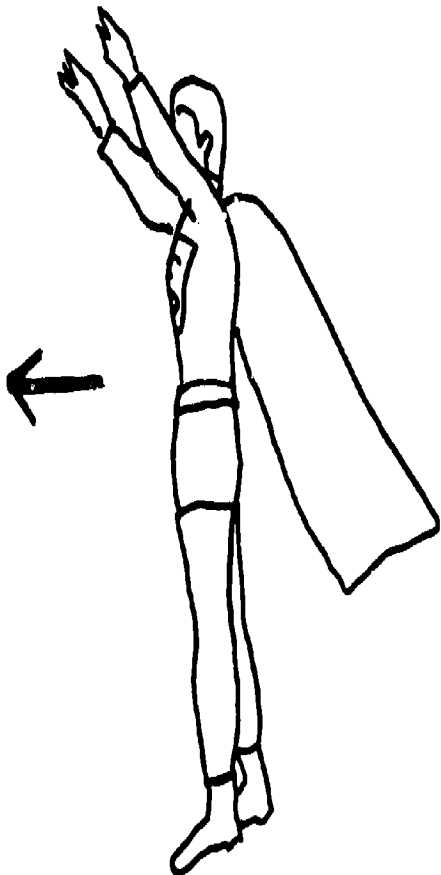
Draw a flower behind Superman.

Draw a truck behind the car.


Draw a boy behind the girl.

Draw a bus behind the tree.

Draw a bike behind the mouse.



## Behind

1. Put an X on what is behind the .




2. Put an X on what is behind the .




3. Put an X on what is behind the .




4. Put an X on what is behind the .




5. Put an X on what is behind the .



6. Put an X on what is behind the .



7. Put an X on what is behind the .



8. Put an X on what is behind the .



ACTIVITY: Together and Apart with Body and Objects

LEVEL: Grade K

SOURCE: Lynn Plourde

OBJECTIVE: --To understand the concepts *together* and *apart*

MATERIALS: random objects in the room

TIME REQUIRED: 15 minutes

PROCEDURE:

1. Have students put their hands together. Ask them what they are doing. They must answer, "I'm putting my hands together." Have students take their hands apart. Ask them what they are doing. They must answer, "I'm putting my hands apart." Continue with other parts of the body such as knees, elbows, feet, thumbs, etc.
2. Have students walk with their legs together and then apart. Ask them what they are doing.
3. Name 2 students to stand together and then to stand apart. Ask them what they are doing.
4. Have selected students put two objects together and then apart. (For example, a book and a pencil, a coat and the door, a shoe and a ruler.)

ACTIVITY: Together and Apart with Pictures

LEVEL: Grade K

SOURCE: Lynn Plourde

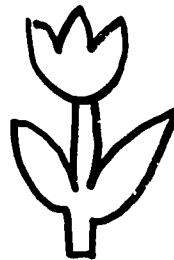
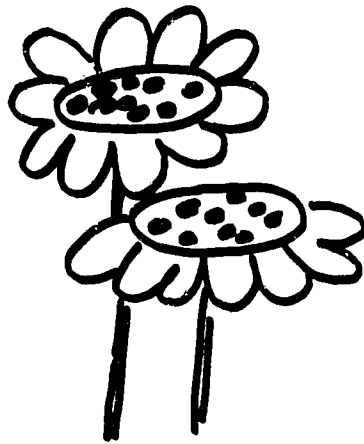
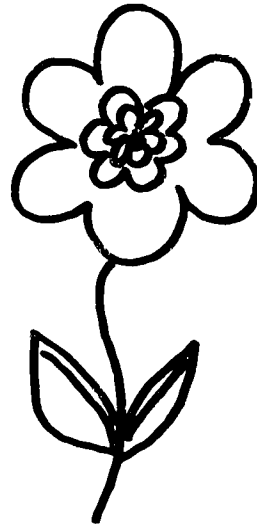
OBJECTIVE: --To demonstrate comprehension of the concepts  
*together* and *apart*

MATERIALS: worksheets (on following pages)

TIME REQUIRED: 20 minutes

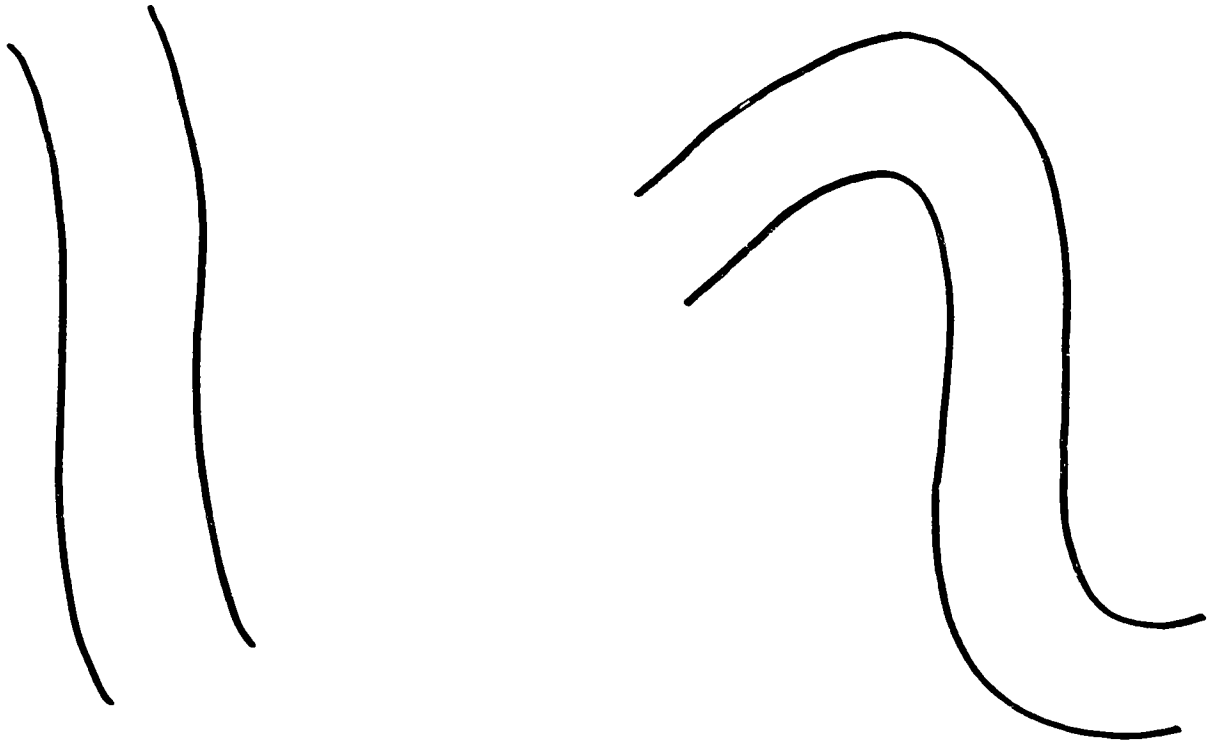
PROCEDURE:  
Have students complete worksheets about the concepts *together*  
and *apart*.

Circle the flowers that are together.





Keep drawing the roads so that they  
come together.



ACTIVITY: Fish for Colors

LEVEL: Grades K-1

SOURCE: Lynn Plourde

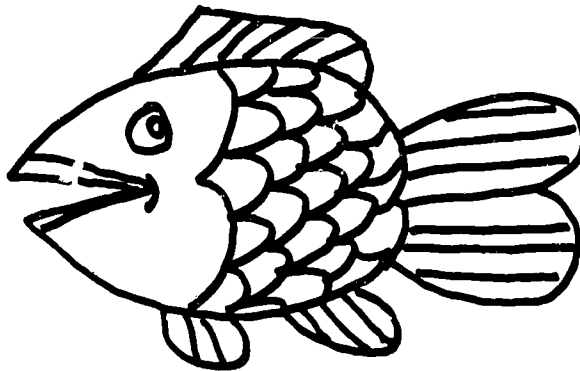
OBJECTIVE: --To learn to identify *light* and *dark* colors

MATERIALS: a homemade fishing pole with a magnet for a hook;  
colored paper fish with a paper clip or magnetic  
tape attached

TIME REQUIRED: 20 minutes

PROCEDURE:

Put all the colored paper fish in a pile on the floor. You must have two fish for each color (e.g., one light blue fish, one dark blue fish, one light green fish, one dark green fish). Students then take turns fishing for matching pairs -- the light and dark one of a color. As they catch a fish, they must say, "This fish is (light purple); and this fish is (dark purple). Continue giving students turns until all fish are caught.



ACTIVITY: Alike with Body and Objects

LEVEL: Grades K-1

SOURCE: Lynn Plourde

OBJECTIVE: --To develop understanding of the concept *alike*

MATERIALS: bands of construction paper like rings in 5 colors;  
several sets of 3 objects with 2 objects alike

TIME REQUIRED: 20 minutes

## PROCEDURE:

1. Show students your hands. Ask a student to come up and find 2 fingers that are just alike and put the same color paper rings on them. Another student does so with 2 other fingers that are alike. (For example, a red ring on each of your pointing fingers; a blue ring on each of your thumbs; continue with middle fingers, ring fingers, and pinkies.)
2. Ask students to find all the chairs in the room that are alike. Then all the desks. Then all the pencils. You might match them by sticking on pieces of construction paper that are the same color.
3. Hold a series of 3 objects in front of the class. Two must be alike. Select students to come up one at a time and point to the 2 that are alike. Continue with other sets of objects.

Possible objects:

- 2 pencils, 1 pen
- 2 tissues, 1 paper towel
- 2 red crayons, 1 green crayon
- 2 sneakers, 1 shoe
- 2 lined papers, 1 plain paper
- 2 books, 1 magazine
- 2 socks, 1 mitten
- 2 twigs, 1 leaf
- 2 cups, 1 glass
- 2 circles, 1 square

3. Draw 3 stick figures on the board. Write 3 names under them. Pretend to talk for each. Have 2 talk in a high-pitched voice and 1 in a low-pitched voice. Then ask, "Which ones talk alike?"



ACTIVITY: Alike with Pictures

LEVEL: Grades K-1

SOURCE: Lynn Plourde

OBJECTIVE: --To develop understanding of the concept *alike*

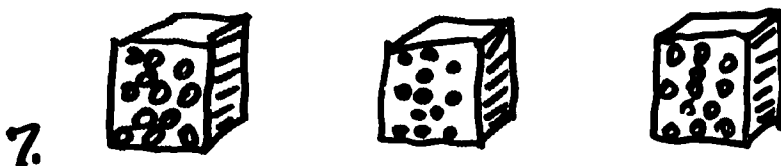
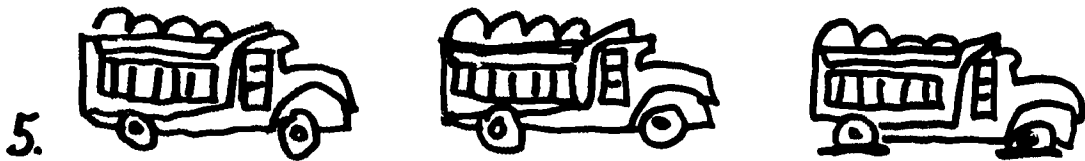
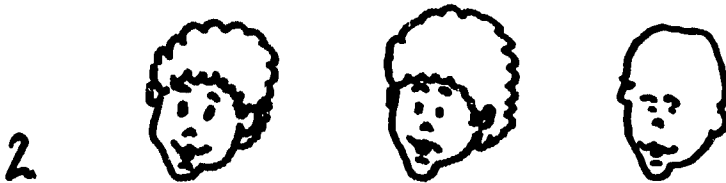
MATERIALS: worksheets (on following pages)

TIME REQUIRED: 20 minutes

PROCEDURE:  
Have students do worksheets about the concept *alike*.

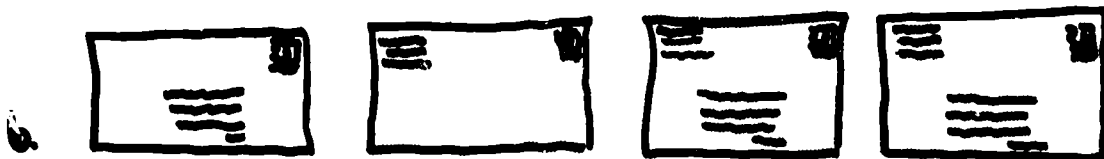
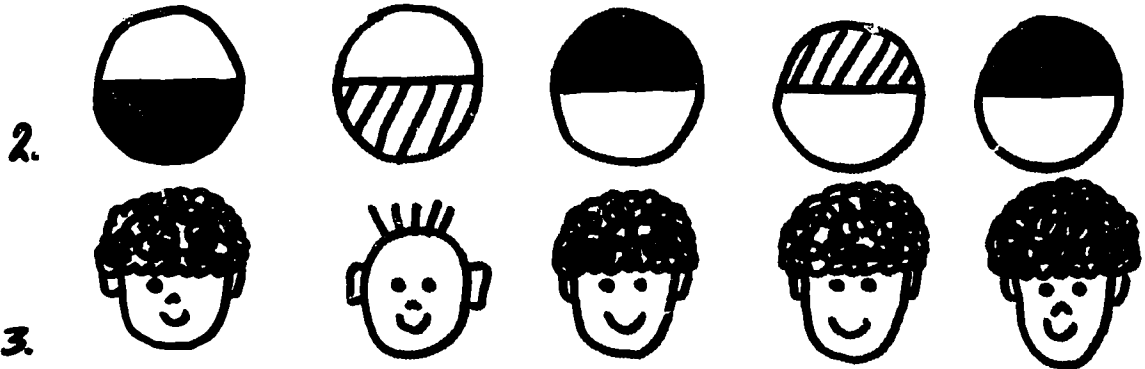
# Alike

Put an X on the objects that are alike.



# Alike

Put an X on the objects that are alike.



ACTIVITY: First and Last with Body and Objects

LEVEL: Grades K-1

SOURCE: Lynn Plourde

OBJECTIVE: --To demonstrate comprehension of the concepts *first* and *last*

MATERIALS: toy vehicles or animals; objects from students' desks

TIME REQUIRED: 20 minutes

PROCEDURE:

1. Have students form several lines and identify who is *first* and *last* in line.
2. Have students get 4 items from their desks, put them in a line, and pretend they can walk toward the front of the room. They must identify which object is *first* and *last*. Rearrange the objects and try again.
3. Line up a row of toy animals or vehicles. Show students which direction the row is moving. Then they must identify which is *first* and *last*.
4. Ask students to pretend they are in the following situations and they must decide if they want to be *first* or *last* in line:

- someone is giving away gum
- someone is giving spankings
- someone is giving pinches
- someone is giving cookies
- someone is giving toys
- someone is giving skunks
- someone is giving puppies
- someone is giving hits
- someone is giving free tickets to the fair

ACTIVITY: First and Last with Pictures

LEVEL: Grades K-1

SOURCE: Lynn Plourde

OBJECTIVE: --To demonstrate comprehension of the concepts *first*  
and *last*

MATERIALS: worksheets (on following pages)

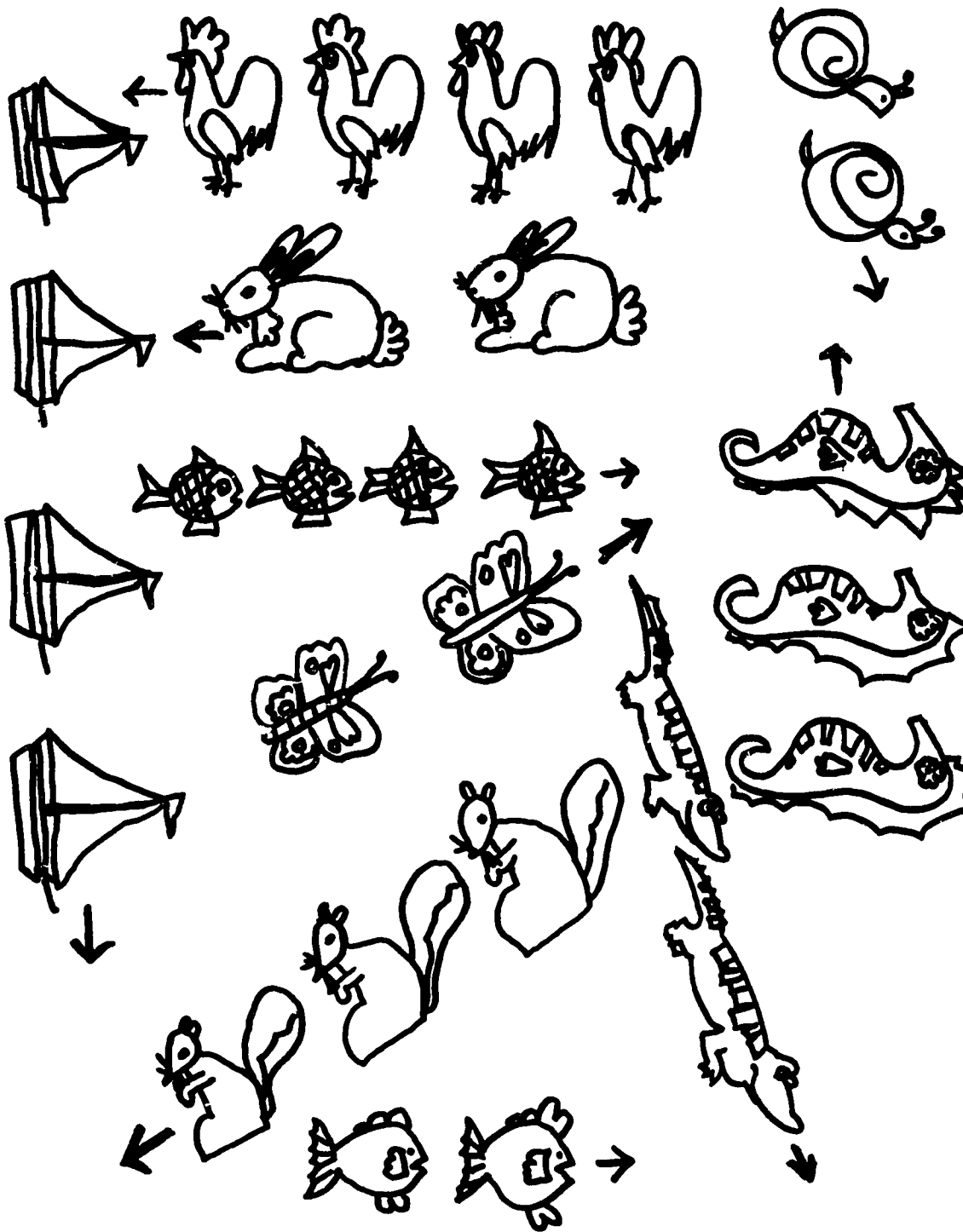
TIME REQUIRED: 20 minutes

PROCEDURE:  
Have students complete worksheets about concepts *first* and *last*.

## First - Last

Put an X on what is first in these lines.

Put an O on what is last in these lines.



# First - Last

Put an X on what is first.

Put an O on what is last.

1. ←

2. →

3. →

4. ←

5. ←

6. ←

7. →

8. ←

ACTIVITY: Forward with Body and Objects

LEVEL: Grades K-1

SOURCE: Lynn Plourde

OBJECTIVE: --To understand the concept *forward*

MATERIALS: dolls, animals

TIME REQUIRED: 20 minutes

PROCEDURE:

1. Have students all stand facing the front of the room. You should also face the front. Then give directions to walk *forward*. Ask, "Where are we walking?" They must answer, "We are walking forward." Then turn to face the back of the room, each side of the room, and each corner of the room. Ask the same question. Students must understand that *forward* depends on their body position not on the part of the room they are facing.
2. Give each child a doll or animal to hold on top of their desks. Walk around the room, place a child's doll or animal in a specific direction. Then ask them to make their doll or animal walk forward on the desk. Have all other students keep their object facing forward in the room until you switch their objects' position. Ask, "Where is your doll walking?"
3. Same as no. 1. But this time ask students to bend forward.



ACTIVITY: Forward with Pictures

LEVEL: Grades K-1

SOURCE: Lynn Flourde

OBJECTIVE: --To understand the concept *forward*

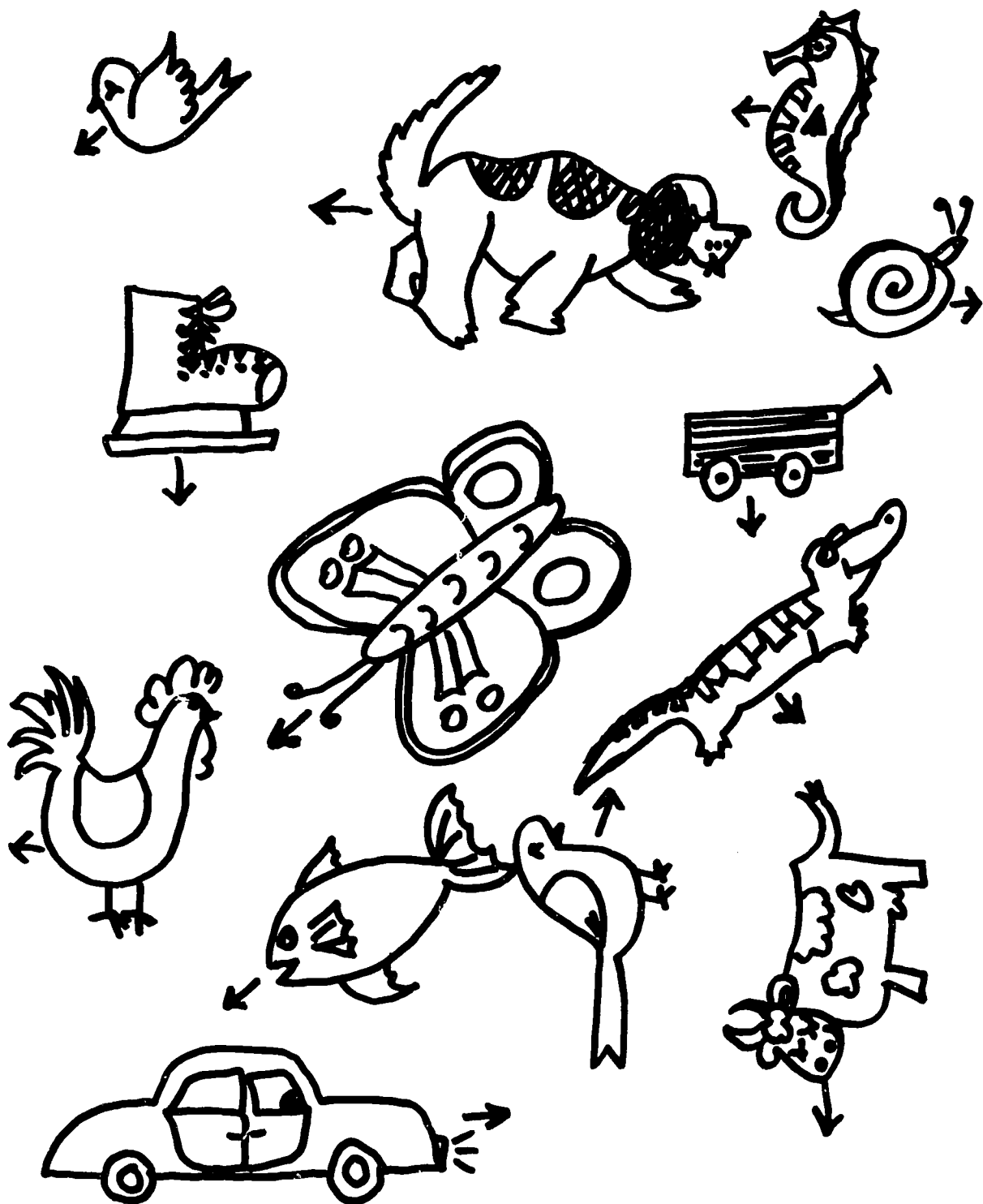
MATERIALS: worksheets (on following pages)

TIME REQUIRED: 10 minutes

PROCEDURE:  
Talk students through the worksheets about *forward*.

# Forward

Put a circle around the things that are going forward.



ACTIVITY: Center with Body and Objects

LEVEL: Grades K-1

SOURCE: Lynn Flourde

OBJECTIVE: -- To develop understanding of the concept *center*

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

1. Select students to find the centers of their bodies, hands, feet, stomach, etc.
2. Line up different numbers of students and select a student to point to the one who is in the center of the row.
3. Select students to point to the centers of objects in the room (e.g., door, chalkboard, book, desktop, window, floor).
4. Have students answer the following questions: What is the color of the center of an egg, olive, apple, orange, cantalope, M&M, grape jelly sandwich, turkey sandwich, etc.
5. Have students tell what is in the center of the following: black olive, book, apple, egg, peach, jelly roll, oreo cookie, orange, donut, green pepper, eye.

ACTIVITY: Center with Pictures

LEVEL: Grades K-1

SOURCE: Lynn Plourde

OBJECTIVE: --To develop understanding of the concept center

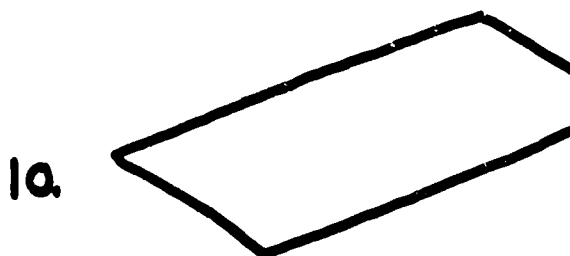
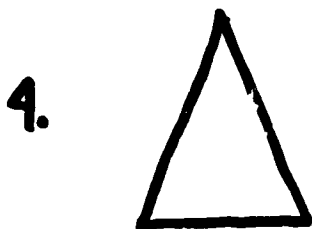
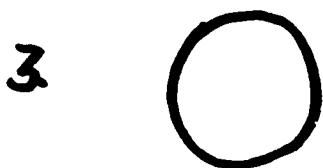
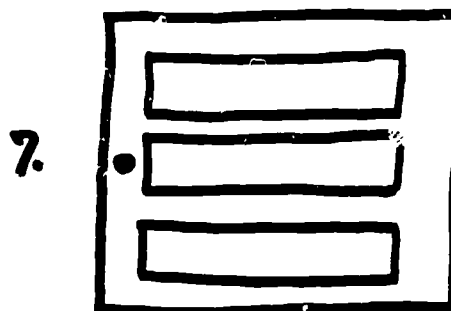
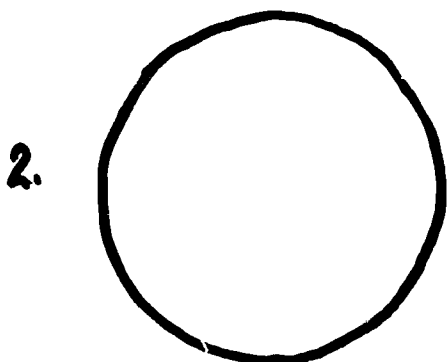
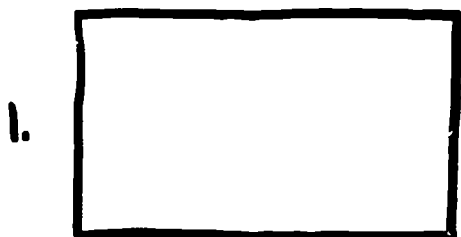
MATERIALS: worksheets (on following pages)

TIME REQUIRED: 20 minutes

PROCEDURE:  
Have students complete worksheets about the concept center.

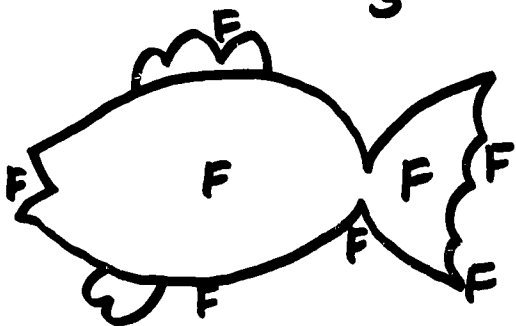
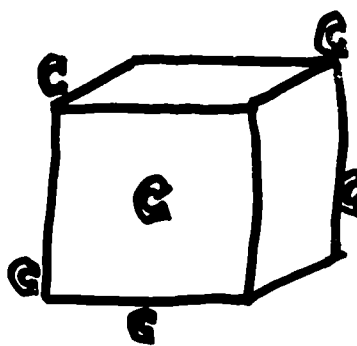
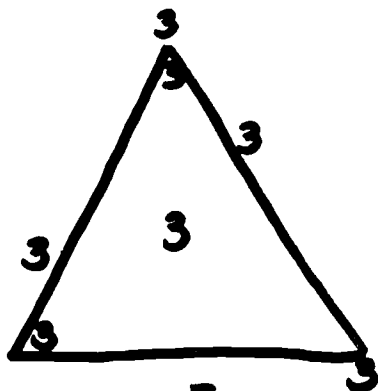
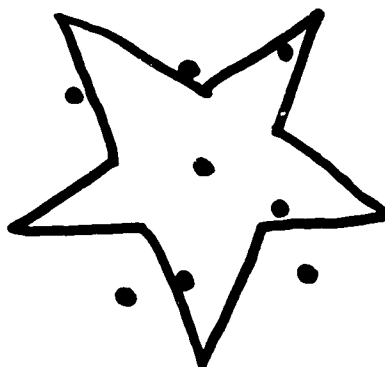
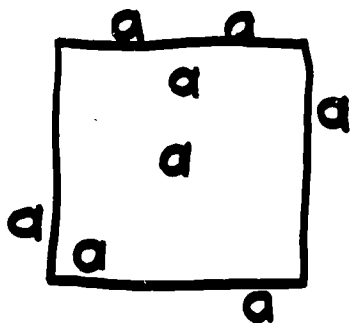
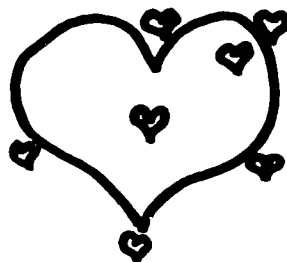
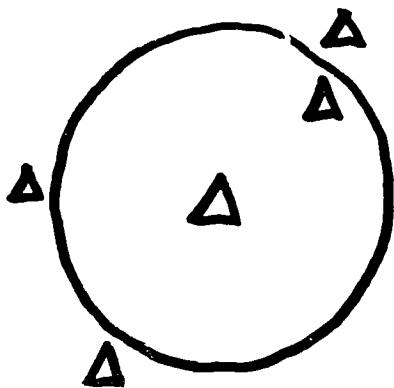
# Center

Put an X on the center of these things.



# Center

Put an X on the things that are in the center.



ACTIVITY: Older-Younger

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To understand the concepts *older* and *younger*  
--To develop the ability to sequence pictures according to age

MATERIALS: magazines, scissors

TIME REQUIRED: 25 minutes

PROCEDURE:

First tell students to cut out pictures of people from magazines that are younger than themselves. You can also cut out pictures of people younger than you, the teacher, so that they can see "younger" is a relative term. Do the same with "older." After all the pictures are cut out, take 4 or 5 pictures and have students try to order them from the youngest to the oldest person. Encourage students to guess ages so they can get a better understanding of age differences. (For example, how a 12-, 20-, 35-, and 55-year old look different). If time permits, you might combine the pictures to make a bulletin board, collage, or learning center.

ACTIVITY: Rough-Smooth Aprons

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To learn the concepts *rough* and *smooth*

MATERIALS: 2 aprons, one made of rough material such as burlap and one made of smooth material such as silk; each should have a big pocket; plus a variety of rough and smooth objects to sort

TIME REQUIRED: 20 minutes

## PROCEDURE:

Select 2 students to stand in front of the class. One will wear the rough apron and one will wear the smooth apron. Then randomly give other students objects that feel rough or smooth. Each student must tell how the object feels and put it in the pocket of the appropriate apron. Ask students to say the words *rough* and *smooth*. (For example, "This shell feels rough so I will put it in the rough apron. This mitten feels smooth so I will put it in the smooth apron.")

*Hint:* If you do not want to make aprons, then simply sew 2 pieces of material into bags. The rough and smooth objects can then be placed in the appropriate bag.



ACTIVITY: Right with Body and Objects

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop understanding of the concept *right*

MATERIALS: masking tape colored red

PROCEDURE:

1. Have students put a piece of masking tape that is colored red on their right hands. Ask them to show you their right hand and say, "This is my right hand." Show them that the right hand is the one used to pledge the flag with. Have them turn to face each side of the room and still show their right hand.
2. Have students march while swinging only their right arm. Ask which arm is swinging.
3. Have students put pieces of tape on right parts of their body as you name them. (For example, right shoulder, right knee, right shin, right cheek, etc.)
4. Have students pretend to be soldiers. They must follow the commands "right face" and "about face" as you say them.
5. Have students stand in one long line beside each other. They must answer "Who is standing to your right?" (For example, Bobby is standing to my right.)
6. Take turns having students stand in different parts of the room. Have them close their eyes while you slowly spin them around and then stop them. Ask what is on their right side (e.g., the trash can, a wall, a desk, a door, etc.)

*Hints:*

- Do all the above activities on a separate day except with no masking tape on the hand as a clue.
- Do all the activities above on a different day with the concept *left*.

ACTIVITY: Right with Pictures

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop understanding of the concept *right*

MATERIALS: worksheets (on following pages)

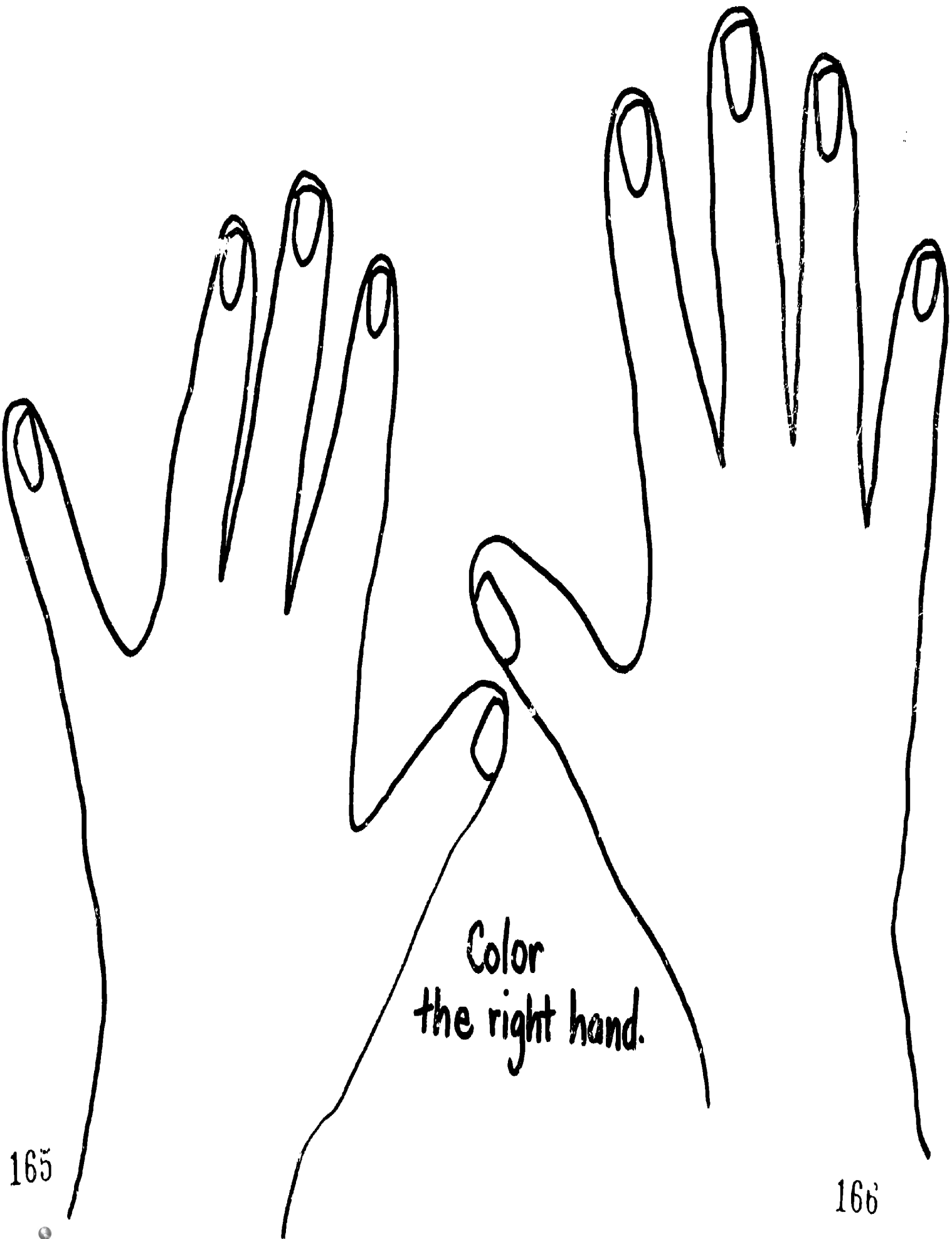
TIME REQUIRED: 20 minutes

PROCEDURE:

Have students do worksheets about the concept *right*. Do similar worksheets with the concept *left*.

Draw a man to the right of the house.  
Draw a sun to the right of the cloud.  
Draw a frog to the right of the flower.





Color  
the right hand.

ACTIVITY: Punching Right and Left

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To learn the concepts *right* and *left*  
--To remember and carry out oral directions

MATERIALS: punching bag

TIME REQUIRED: 20 minutes

PROCEDURE:

Select one student at a time to come up to the punching bag. Give the student a series of right and left directions (e.g., Give it a left, then a right, then a left). The student must then carry out the direction by punching the bag with the appropriate fist in the appropriate order. Give other students turns as time permits. Adjust the number of hits for the students' memory level. For example, kindergarten students can try 2 or 3 hits; first graders can try 3 or 4 hits; and second graders can try 4 or 5 hits.

*Hint:* If you do not have a punching bag, then stuff a pillowcase with a pillow and suspend it from the ceiling or doorway.

ACTIVITY: Narrow and Wide with Body and Objects

LEVEL: Grades 1-2

SOURCE: Lynn Plourde

OBJECTIVE: --To learn the concepts *narrow* and *wide*

MATERIALS: paper, pencils, scissors for the class

TIME REQUIRED: 20 minutes

PROCEDURE:

1. Divide students into 2 groups. In each group have students form 2 lines facing each other. One group should do so as if they were making a narrow road, and the other group should do so as if they were making a wide road. Select one student to pretend to drive down the narrow road and then down the wide road. Encourage students to say the words *narrow* and *wide* frequently. (For example, ask, "Where are you driving?") Give other students a turn to drive and also have the two groups adjust so that the narrow road becomes wide, and the wide road becomes narrow.
2. Have students pretend to climb into a narrow bathtub. As they role-play this, ask other students, "What kind of tub do you think Becky is in?"
3. Have students draw a wide and narrow person and cut them out. Then have them draw a wide and narrow doorway on paper and cut the hole in the doorway. Then have them try to put the narrow person through the wide doorway, etc.

ACTIVITY: Narrow and Wide with Pictures

LEVEL: Grades 1-2

SOURCE: Lynn Plourde

OBJECTIVE: --To learn the concepts *narrow* and *wide*

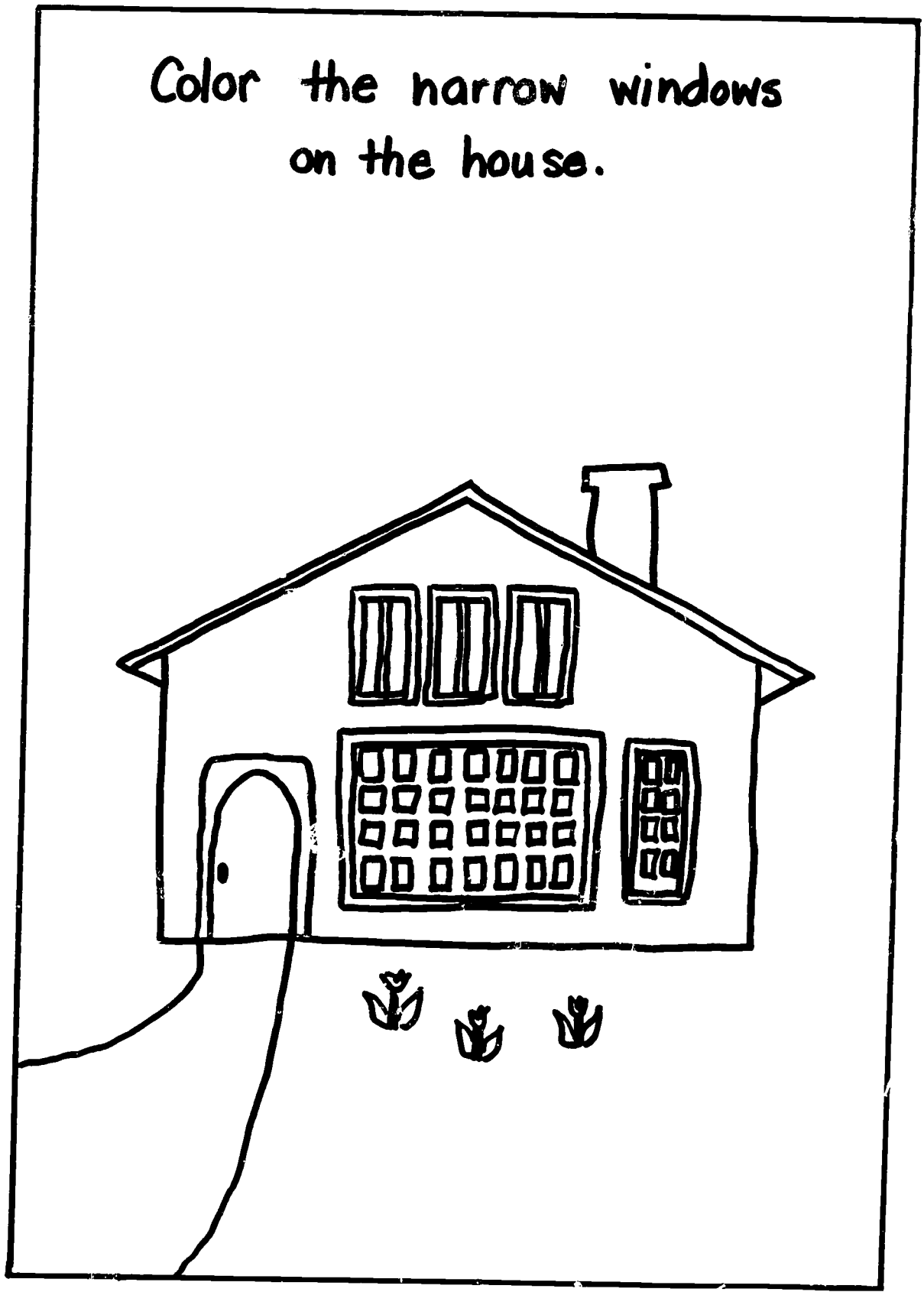
MATERIALS: worksheets (on following pages)

TIME REQUIRED: 20 minutes

PROCEDURE:

Have students do worksheets about the concepts *narrow* and *wide*.

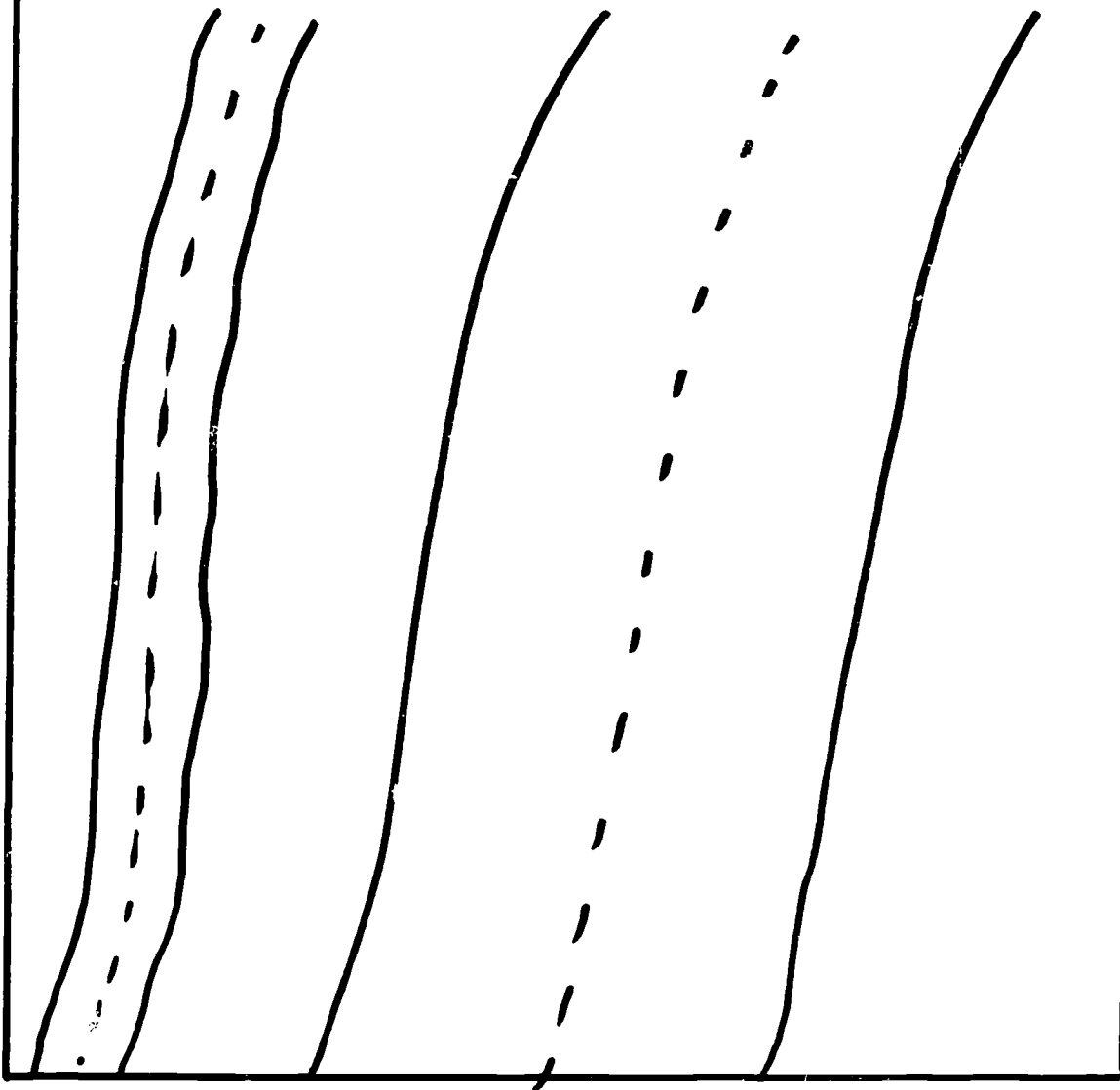
Color the narrow windows  
on the house.



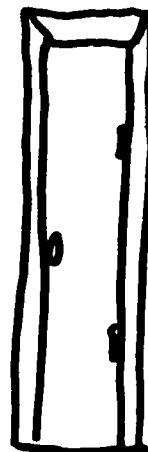
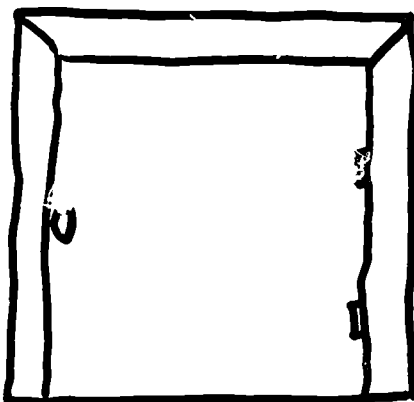
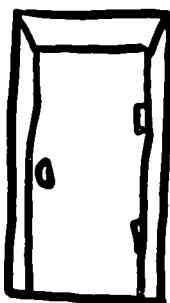
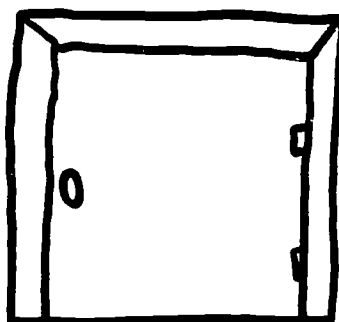
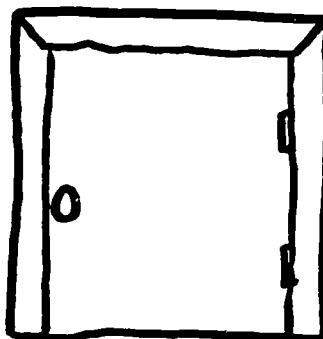
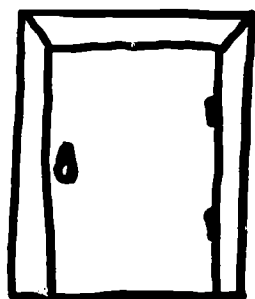


Draw a bike on the narrow road.

Draw a truck on the wide road.



Put an X on the wide doors.



ACTIVITY: Pair with Body and Objects

LEVEL: Grades 1-3

SOURCE: Lynn Plourde

OBJECTIVE: --To understand the concept *pair*

MATERIALS: masking tape

TIME REQUIRED: 20 minutes

PROCEDURE:

Explain to students that *pair* means two. Have students walk around the room in pairs (they may want to hook arms).

1. Find all the parts of the body that come in pairs. You can start the list by asking, "Do ears come in pairs; do we have two ears?" Then everyone must stick a piece of tape on their ears. Then ask, "Do bellies come in pairs; do we have two bellies?" No, so no tape goes on the belly. Proceed by having students name as many parts of their bodies as they can that come in pairs. As each is named, students put a piece of tape on those parts. (For example, eyebrows, cheeks, shoulders, elbows, knees, thumbs, hips, thighs, wrists, arms, ankles, legs, shins).
2. Have students take turns standing up, naming an item in the room that comes in pairs, and sticking a piece of tape on it (e.g., curtains, shoes, boots, mittens, earrings).
3. Tell students to answer "tricky" questions about pairs. See if they can get them all right.

Sample questions:

Do ears come in pairs?	Do mittens come in pairs?
Do noses come in pairs?	Do hats come in pairs?
Do heads come in pairs?	Do boots come in pairs?
Do cars come in pairs?	Do curtains come in pairs?
Do earrings come in pairs?	Do thumbs come in pairs?
Do knees come in pairs?	Do papers come in pairs?
Do schools come in pairs?	Do pencils come in pairs?
Do dogs come in pairs?	Do shoes come in pairs?
Do slippers come in pairs?	Do gloves come in pairs?
Do shirts come in pairs?	Do eyes come in pairs?

ACTIVITY: Pair with Pictures

LEVEL: Grades 1-3

SOURCE: Lynn Plourde

OBJECTIVE: --To understand the concept *pair*

MATERIALS: worksheets (on following pages)

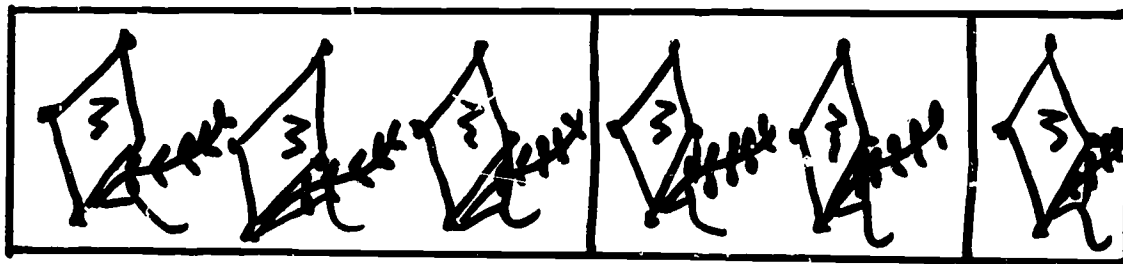
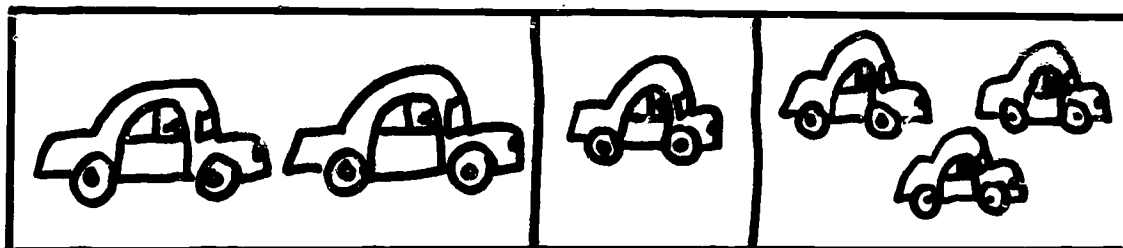
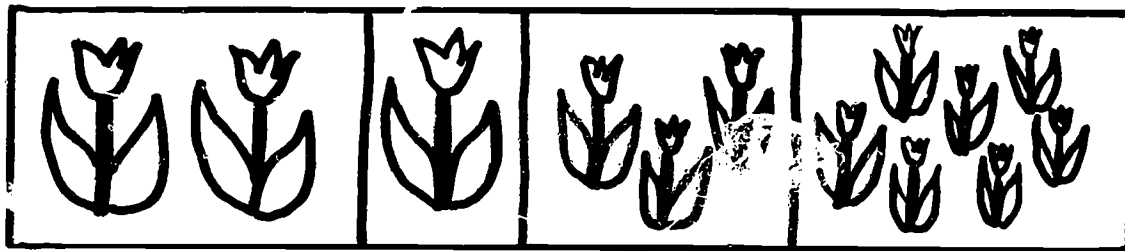
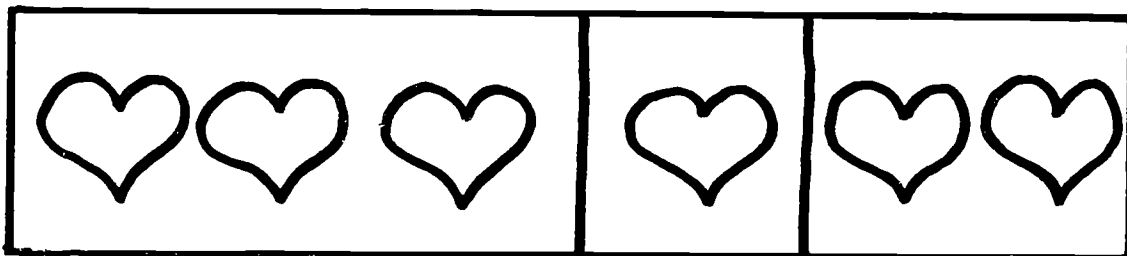
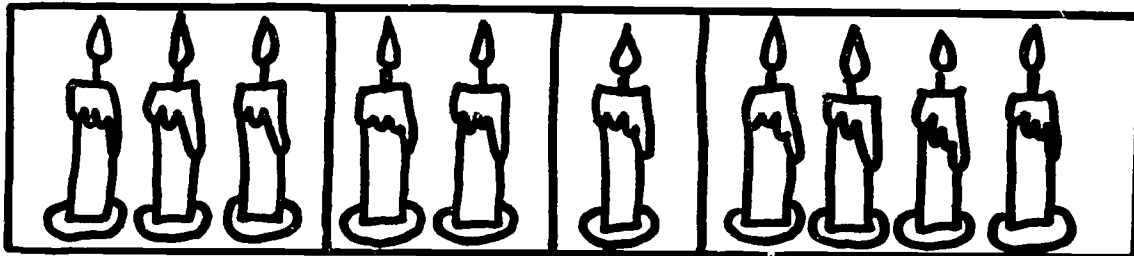
TIME REQUIRED: 20 minutes

PROCEDURE:

Have students do worksheets about the concept *pair*.

# PAIRS

Put an X on the pairs of objects.



# PAIRS

Circle the objects that come in pairs.



ACTIVITY: Compass Directions

LEVEL: Grades 2-6

SOURCE: Lynn Plourde

OBJECTIVE: --To identify compass directions

MATERIALS: a compass, cards with directions written on each (e.g., north, south, southeast, northwest, etc.)

TIME REQUIRED: 20 minutes

PROCEDURE:

Explain and demonstrate the use of the compass. Then select students to determine which place in the room faces the north, south, east, northeast, etc. If they are correct, they get to stick a card with that word on that side of the room. After all cards have been placed, have the whole class stand and face a direction that you name (e.g., everyone face northwest, etc.).

Repeat with the class facing these directions for a few days with the cards still displayed. Then remove the cards for a day and see if they can face in the correct direction without the cards as hints.

LISTENING

This section helps to develop students' listening skills. In a game format, students must listen for environmental sounds, as well as key words and phrases. They must listen to poems and stories and answer questions about them. By doing specific listening tasks, students will become better and better listeners throughout the entire school day.



ACTIVITY: Who Said It?

LEVEL: Grade K

SOURCE: Lynn Plourde

OBJECTIVE: --To correctly identify the speaker of an oral sentence

MATERIALS: a set of 3 paper dolls for each student (see following page)

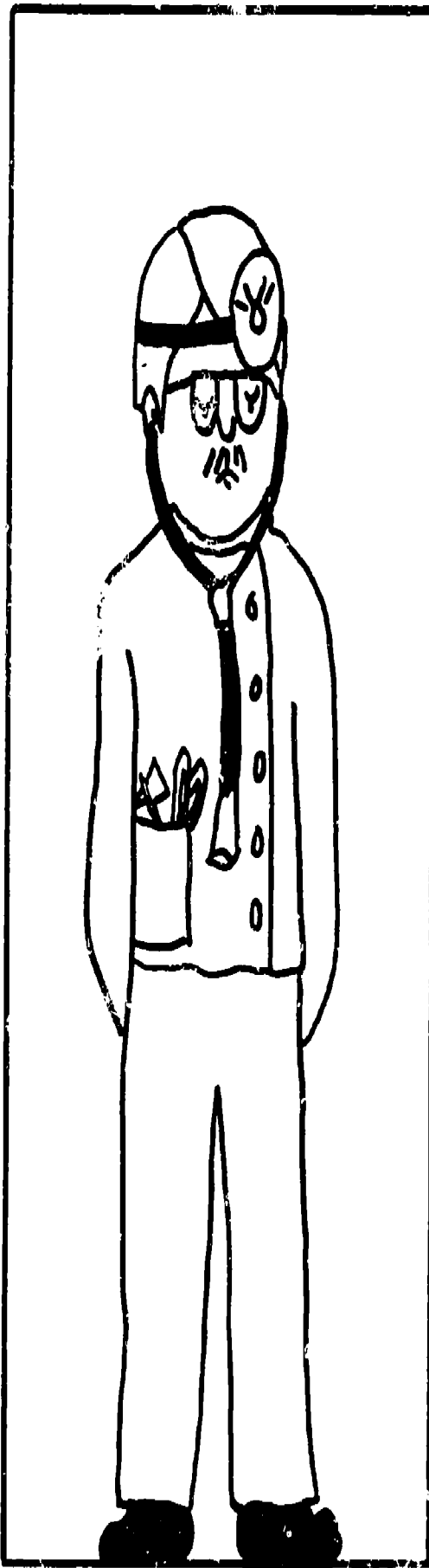
TIME REQUIRED: 15 minutes

PROCEDURE:

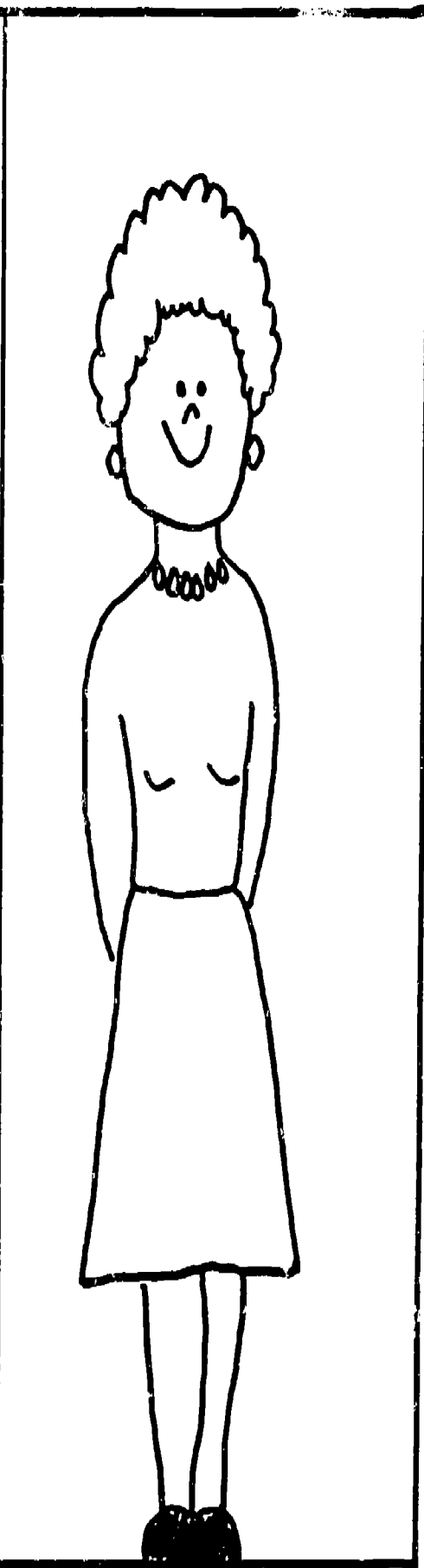
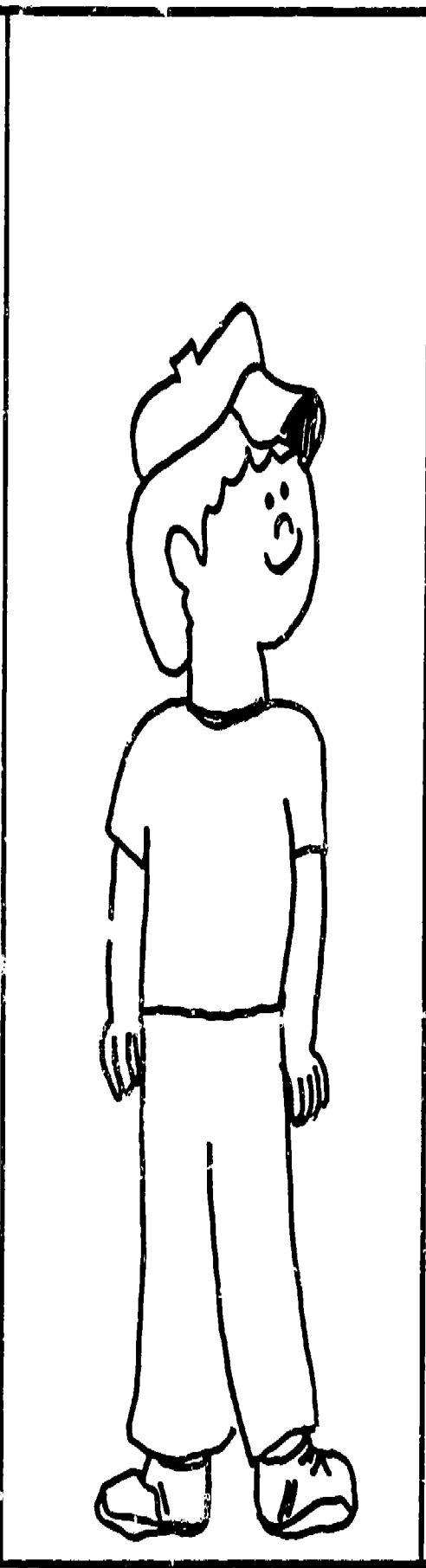
Give each student a set of 3 paper dolls (a mother, a boy, a doctor). They must lay the dolls on their desks. You then read one of the following statements out loud. The students listen to the statement and then hold up the paper doll that they think would make that statement. Continue with other statements.

Sample Statements:

- I can't wait to go to school tomorrow. (boy)
- Be careful with your soda. (mother)
- Take 2 of these pills after each meal. (doctor)
- Can Timmy come sleep over? (boy)
- Please, let me stay up until 10 tonight. (boy)
- Open your mouth wide. (doctor)
- What do you want for supper tonight? (mother)
- I think I'll have to take your tonsils out. (doctor)
- I want to go sliding this morning. (boy)
- Be quiet, the baby is sleeping. (mother)
- Put your coat on before you go outside. (mother)
- I want some new crayons. (boy)



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ACTIVITY: Who Clapped Their Hands?  
LEVEL: Grades K-1  
SOURCE: Lynn Plourde  
OBJECTIVE: --To improve abilities to localize sounds  
MATERIALS: none  
TIME REQUIRED: 15 minutes

PROCEDURE:

Sit students in a circle with one student being in the center of the circle. The person in the middle closes his/her eyes. You walk around the outside of the circle and tap someone on the head. That person must clap his/her hands. The person in the middle guesses who clapped. The person who did the clapping then has a turn in the middle. Continue until all students have had a turn.

ACTIVITY: Perfect Pitch

LEVEL: Grades K-1

SOURCE: Lynn Plourde

OBJECTIVE: --To correctly order glasses (with varying amounts of water) according to their pitch

MATERIALS: glasses with various amounts of water; a spoon

TIME REQUIRED: 20 minutes

PROCEDURE:

Show students that glasses filled with varying amounts of water make different sounds when hit with a spoon. Explain what *pitch* means (how high or low a noise sounds). While students are watching, demonstrate that the glass with a little bit of water sounds low-pitched and that the glass with a little more water sounds slightly higher-pitched, etc. Get the glasses in the correct order from low- to high-pitched. Then have students close their eyes. Strike a random glass with the spoon. Tell students to remember that sound, then strike it again. Strike a different glass with the spoon and students must judge whether the new glass is higher- or lower-pitched than the one heard first. With their eyes closed, students must correctly order the glasses by telling you if each glass sounds higher- or lower-pitched than the others.

ACTIVITY: Long-Short Words

LEVEL: Grades K-1

SOURCE: Lynn Plourde

OBJECTIVE: --To develop the ability to match a long or short printed word with a long or short spoken word

MATERIALS: individual cards or papers with assorted long and short words printed on them

TIME REQUIRED: 20 minutes

## PROCEDURE:

First explain the concepts *long* and *short*. Draw a line on the board to demonstrate each concept (e.g.,          and                                 ). Hold up two written words, one short and one long (e.g., *cat*, *caterpillar*). Say one of the words and have students take turns guessing which written word you have said. Explain that a long-sounding word looks long and a short-sounding word looks short.

Sample words:

<u>Short</u>	<u>Long</u>
dog	delicious
rip	ridiculous
rope	refrigerator
shoe	shoplifter
no	notepaper
not	newspaperman
he	hippopotamus
so	supercalifragilisticexpealidocious
was	watermelon
cat	caterpillar
eat	elevator
us	umbrella
oh	orangutang
sle	slippery
stew	stupendous

ACTIVITY: What's Next?

LEVEL: Grades K-1

SOURCE: Lynn Plourde

OBJECTIVE: --To predict the next word when being read a story and the teacher stops reading

MATERIALS: storybooks

PROCEDURE:

Read a story to the class. Stop in the middle of some sentences and ask if anyone can guess what word might come next. Encourage students to make logical guesses. For example, in the sentence, "My mother bought \_\_\_\_\_," logical guesses might be *a, the, more, ice cream, an,* but illogical guesses would be *falling, dress, car, on.* Tell students that it doesn't matter if they are exactly correct, but that they make a guess that is sensible.

ACTIVITY: Identifying Sounds

LEVEL: Grades K-2

SOURCE: Lynn Flourde

OBJECTIVE: --To identify environmental sounds heard on a tape

MATERIALS: tape with environmental sounds; tape recorder

TIME REQUIRED: 20 minutes

PROCEDURE:

Play a tape with various environmental sounds on it. Play one sound, then have students try to identify it. Younger children may need to match sounds with pictures.

Possible sounds:	car horn	erasing board
	alarm clock	fireworks
	microwave beep	yawn
	water from faucet	music box
	toilet flushing	knocking
	brushing teeth	tapping on table
	typing	cat meowing
	vacuuming	dog barking
	phone ringing	door slamming
	popcorn popping	blender
	fire engine sirens	electric train
	water draining	ambulance siren
	pencil writing	pencil being sharpened
	elevator opening	washing machine
	old phonograph playing	mousetrap springing
	thunder	electric drill
	hammering	glass breaking
	panting	scratching
	baby crying	rain

Variations:

Have 1 student leave the room and others decide on a sound to put on the tape, then they tape it. The other student comes in and tries to guess it. Continue with other students guessing as time permits.

Tape in groups: Each must go around school and tape 5 sounds. Then each group tries to guess the sounds on the other groups' tapes.

ACTIVITY: Key Word

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To signal when one hears a specific word or word category

MATERIALS: storybooks

TIME REQUIRED: 20 minutes

PROCEDURE:

Divide the class into teams of 3 to 5 students. Have students put their heads down on their desks with their eyes closed while you read or tell them a story. Explain that they must raise their hands whenever they hear a key word (e.g., a color word, the word *at*, or an animal). If all the members of a team signal correctly, then their team gets a point. See which team can listen the best and get the most points. Do a 3- to 5-minute story with a key word, then switch stories and key words so students are asked to then listen for a different key word.



ACTIVITY: Christmas -- Musical Chairs

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To identify a Christmas word when heard from a list of other words

MATERIALS: students' chairs

TIME REQUIRED: 15 minutes

PROCEDURE:

Arrange students and chairs as for musical chairs. They must walk around the chairs listening for a specific Christmas word (e.g., the name of a reindeer, a kind of Christmas food, a kind of Christmas decoration). Then you, as the teacher, name various items (e.g., Sam, Ted, Alice, Peter, Beth, Ruth, Carrie, Blitzen . . . ). When they hear a target word, they must sit down. Everyone stands up as you continue with more words, occasionally naming another Christmas word.

ACTIVITY: Riddles about Colorforms

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To solve riddles given verbal clues  
--To develop vocabulary

MATERIALS: colorforms or flannel board scene

TIME REQUIRED: 20 minutes

PROCEDURE:

Tell the class that as a group you are going to make a picture (hold up the colorform board) but in order to make the picture, they must get the pieces to go on the board. You are to keep the individual pieces hidden from students' view, taking them out one at a time. The only way for students to get a piece is by solving a riddle about the piece. Make up a riddle about the colorform piece (e.g., for bureau -- It is a kind of furniture that goes in the bedroom and holds your clothes). If a student can solve the riddle, he/she gets to put the piece on the board anywhere he/she would like. Continue with riddles about the other pieces. At the end the whole scene will be completed.

ACTIVITY: That's Absurd

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To determine if a question is true or absurd

MATERIALS: none

TIME REQUIRED: 15 minutes

PROCEDURE:

Explain to students what *absurd* means. Then ask them questions with some requiring the answer, "Yes, that's true," and some, "No, that's absurd."

Sample questions:

Do tigers bite?  
 Do pigeons cook breakfast on a stove?  
 Do Big Mac's fly?  
 Do children sit down sometimes?  
 Do pens write?  
 Do clocks tick?  
 Do sticks bleed?  
 Do doors open?  
 Do magazines hatch?  
 Do pineapples grow?  
 Do knees bend?  
 Do engines sleep in bed?  
 Do fish have feathers?  
 Do dogs lap?  
 Do ice cubes burn?  
 Do lights shine?  
 Do meteors walk down the street?  
 Do pencils whisper?  
 Do oranges type?  
 Do worms sneeze?  
 Do toasters pop up?  
 Do lions brush their teeth?  
 Do baskets hold things?  
 Do babies do homework?  
 Do turtles wear barrettes?

Then give students a chance to ask true and absurd questions.

ACTIVITY: Possible vs. Impossible

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To determine the possibility of carrying out verbal directions

MATERIALS: none

TIME REQUIRED: 15 minutes

## PROCEDURE:

The teacher names one student. She tells that student to listen carefully and follow her directions. When she says, "Bring me the chalk," the student must follow the directions. If she says something like, "Bring me the wall," the child must say, "That's impossible." Give other students a chance to follow directions. Vary the directions going from the possible to impossible at random, so that students must attend closely. Give students a chance to give each other "possible" and "impossible" directions.

Possibles

open a book  
close the door  
drop a pencil  
touch something green  
fold your hands  
sit on the floor  
bring me a paper  
lean on a door  
scratch your elbow  
knock on the desk  
bring me a coat  
cut a paper  
hold up 3 fingers

Impossibles

sit on the ceiling  
bring me the coatrack  
touch the sky  
walk on your nose  
drop the school  
scratch the moon  
open a pencil  
knock on the inside of your belly  
cut a rock in two  
fold a brick  
hold up 69 fingers  
close the wall

ACTIVITY: What's Wrong Signal

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To determine a wrong word in a story

MATERIALS: nursery rhymes, poems, red paper for each child

TIME REQUIRED: 20 minutes

PROCEDURE:

Read familiar poems, stories, or nursery rhymes to the class. Randomly make errors in these (e.g., Jack and Jill went up a ladder; Goldilocks and the 3 stairs; Hickory, Dickory, Dock, the mouse went up a lock). If students hear an error, they must raise their red paper as a signal to stop you. Then select one of the children to correct what you've said. You may have students close their eyes while they listen so they don't raise their paper just because they see others doing so.

ACTIVITY: Super Concentration

LEVEL: Grades K-2

SOURCE: Lynn Plourde

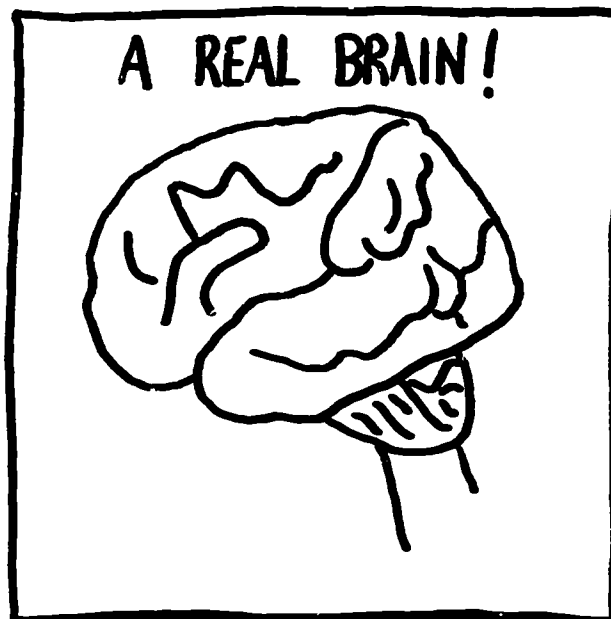
OBJECTIVE: --To listen to and answer questions about a short story while there is a competing background noise

MATERIALS: several short stories to read; a tape recorder or record player with tape or record on it; tokens for concentration (see below)

TIME REQUIRED: 20 minutes

PROCEDURE:

Tell students that they must listen carefully. You will read them a story while a tape is playing in the background. They must really concentrate and ignore the tape while listening to the story. Read the story with the tape simultaneously playing. Then stop the tape and ask questions about the story. Students who correctly answer a question can hang on to a "concentration token." See who can get the most tokens -- and be the best listener. Continue with other stories as time permits.



ACTIVITY: Action Play -- At the Ocean

LEVEL: Grades K-4

SOURCE: Lynn Plourde

OBJECTIVE: --To reach a group decision on how to portray an object  
 --To "act out" their group symbol for an object when hearing a specific word in a story

MATERIALS: none

TIME REQUIRED: 20 minutes

## PROCEDURE:

Students are divided into groups of 3 to 5. Each group is assigned a "part" in a story that you will read. Read the story below to the groups so that they are familiar with the story. The groups must then decide on a way to portray their word in the story. For example, if a group's word is "lifeguard," they might show their muscles and say, "I'll save you." Verbal and nonverbal portrayals are acceptable. Each group must reach a consensus as to how they will portray their part. After all groups have made a decision, then read the following story again. Whenever a group's word is read in the story, they must portray their part.

Possible parts:	ocean	hot dog	lifeguard
	seagull	drown	

At the Ocean

It was a hot summer day. So Nikki decided to go to the ocean. Her mom said that she could go if she didn't drown. When she got to the ocean, she waved to the lifeguard and lay down on the beach. The waves in the ocean were high today. And lots of seagulls were flying overhead. The seagulls were flying low over the ocean. Nikki was hungry so she went to get a hot dog. She paid for the hot dog and sat down on the beach to eat the hot dog. The seagulls kept flying closer and closer until Nikki threw a piece of hot dog up in the air for the seagulls to eat.

After eating the hot dog and feeding the seagulls, Nikki went swimming in the ocean. The lifeguard yelled, "Don't drown." She went swimming in the ocean. But she went out too far, so the lifeguard jumped in to save her. The seagulls whispered, "Don't let her drown." The lifeguard said, "I won't let her drown." And then he saved Nikki from the ocean. Nikki thanked the lifeguard. She said, "I'm glad I didn't drown, now may I have another hot dog?"

THE END

ACTIVITY: Action Play -- Rudolph Breaks a Leg

LEVEL: Grades K-4

SOURCE: Lynn Plourde

OBJECTIVE: --To reach a group decision on how to portray an object  
--To "act out" their group symbol for an object when hearing a specific word in a story

MATERIALS: none

TIME REQUIRED: 20 minutes

## PROCEDURE:

Students are divided into groups of 3 to 5. Each group is assigned a "part" in a story that you will read. For example, one group might be assigned the part of Santa. They must decide on a way to portray Santa whenever they hear the word Santa in the story. For example, they might pretend to carry a sack. Verbal or nonverbal portrayals are acceptable. Each group must reach a consensus as to how they will portray their part. After all groups have made a decision, then read the following story. Whenever a group's word is read in the story, they must portray their part.

Possible parts: Santa      elves      sleigh      reindeer      Rudolph

Rudolph Breaks a Leg

Santa was ready for Christmas Eve. The elves loaded the last of the presents onto the sleigh. As the elves changed into their clean clothes for the trip, Santa fed all the reindeer. Then Santa hitched the reindeer up to the sleigh. He hitched Rudolph way up front as usual. Then Santa climbed into the sleigh and the elves climbed in behind him. The sleigh left the North Pole and headed around the world. After the sleigh made 3,212,562 stops, it decided to land at one more house.

But as Rudolph landed on that icy roof, he slipped and fell. All the other reindeer fell, too. And the sleigh tipped over. Santa and the elves fell out of the sleigh. The elves helped Santa up. Then they all tried to help the reindeer. They got all the reindeer up except for Rudolph who could not get up. He had broken his leg. Everyone lifted Rudolph into the sleigh. Then Santa tied a flashlight onto the heads of all the other reindeer. They could not see as well with the flashlights as they could with Rudolph's nose; but at least they could see OK. The rest of the presents were delivered. Then they returned to the North Pole. Rudolph was taken to the doctor at the North Pole. The doctor said his leg would heal fine and he would be ready for next Christmas and so Santa, the elves, and the reindeer were all happy.

THE END



ACTIVITY: Action Play -- Up in Space

LEVEL: Grades K-4

SOURCE: Lynn Plourde

OBJECTIVE: --To reach a group decision on how to portray an object  
--To "act out" their group symbol for an object when hearing a specific word in a story

MATERIALS: none

TIME REQUIRED: 20 minutes

## PROCEDURE:

Read the following story to the class so that they will be familiar with it. Then divide students into groups of 3 to 5. Each group is assigned a "part" in the story. For example, one group might be assigned the part of sun. They must decide on a way to portray "sun" whenever they hear the word "sun" in the story. For example, they might hold their arms up in a circle over their heads. After all groups have made a decision, then read the following story again. Whenever a group's word is read in the story, the group must portray their part.

Possible parts: rocket sun astronaut space creature

Up in Space

One day the astronaut was ready to go up in space. The astronaut put on his space suit and climbed into his rocket. The rocket was launched and went up for miles and miles until the astronaut was near the sun. The rocket orbited around the sun. The astronaut started to get hot so he drove the rocket away from the sun.

While the astronaut was driving his rocket away from the sun, he saw another rocket. A space creature got out of that rocket and started to walk toward the astronaut's rocket. The astronaut was scared of the space creature. He thought the space creature might be dangerous. The space creature kept getting closer and closer to the astronaut's rocket. The astronaut tried to drive away, but his rocket wouldn't move. The astronaut wished that he was back up by the hot sun.

Finally, the space creature opened the door on the astronaut's rocket. The space creature asked, "Which way is it to the sun?" The astronaut pointed toward the sun. The space creature said, "Thanks" and went back to his rocket. The space creature drove over to the sun, and the astronaut drove quickly away from the sun.

THE END

ACTIVITY: Action Play -- The Day the House Was Cleaned

LEVEL: Grades K-4

SOURCE: Lynn Plourde

OBJECTIVE: --To reach a group decision on how to portray an object  
--To "act out" their group symbol for an object when hearing a specific word in a story

MATERIALS: none

TIME REQUIRED: 20 minutes

## PROCEDURE:

Read the following story to the class so that they will be familiar with it. Then divide students into groups of 3 to 5. Each group is assigned a "part" in the story. For example, one group might be assigned the part of vacuum. They must decide on a way to portray vacuum whenever they hear the word "vacuum" in the story. For example, they might open their mouths and make a sucking noise. Verbal and non-verbal portrayals are acceptable. Each group must reach a consensus as to how they will portray their part. After all groups have made a decision, then read the following story again. Whenever a group's word is read in the story, the group must portray their part.

Possible parts: house vacuum toaster furniture polish

The Day the House Was Cleaned

Brenda was expecting company from out of town. She was very anxious to have her friends over to her house. She hoped they would like her house so she decided to clean it thoroughly. First she dusted. She got out a cloth and the furniture polish. She squirted furniture polish on the table and shined it. Then she squirted furniture polish on the desk and shined it. The house was starting to look beautiful. She even squirted furniture polish on the toaster. Then it was time to get out the vacuum. She took the vacuum into the living room and cleaned that floor. Then she took the vacuum into the kitchen and cleaned that floor. She even lifted the toaster and sucked up all the crumbs around it with the vacuum. Then she took the vacuum into the bedroom and cleaned that floor. The house was looking better and better.

Just then Brenda heard the doorbell. Her friends were there. She hurried to put away the furniture polish and vacuum. She stared at herself in the clean toaster to be sure that she looked fine. Then she looked around the house one more time to be sure that it was beautiful. Then she let her friends in.

Brenda's friends said, "What a nice house you have! Oh, and what a beautiful toaster." Brenda smiled; she was pleased. And the furniture polish and vacuum smiled. They knew they had done a good job.

THE END

ACTIVITY: Key Word for the Day

LEVEL: Grades K-4

SOURCE: Lynn Plourde

OBJECTIVE: --To listen and raise one's hand when one hears a key word throughout the class day

MATERIALS: chart below

TIME REQUIRED: do throughout the school day

## PROCEDURE:

Draw a chart with students' names such as the one shown below. At the beginning of the day, tell the class what the key word is for the day (e.g., kangaroo). Throughout the day, you will randomly say the word. Students must raise their hands or signal some other way (e.g., tug on their ear) when they hear the key word. The student who first gives the signal that he/she heard it gets a check beside his/her name. All students should try to get a check beside their name, if possible. Try to interject the key word at unusual times (e.g., in the middle of a math problem, in the middle of a song, etc.)

Student's name	✓ if heard key word first				
Carey					
Linda					
Nick					
Bess					
Sara					

ACTIVITY: Acting Out Nursery Rhymes  
LEVEL: Grades K-2  
SOURCE: Lynn Plourde  
OBJECTIVE: --To act out nursery rhymes as they are read orally  
MATERIALS: book of nursery rhymes  
TIME REQUIRED: 20 minutes

PROCEDURE:

Select the number of students needed to act out a nursery rhyme and have them come to the front of the room. Assign them their specific part and then read the nursery rhyme. As you read each line, the students must act out the nursery rhyme. Continue with other students and other nursery rhymes. Discuss unknown vocabulary words as needed (e.g., in Jack and Jill -- "fetch" and "crown").

ACTIVITY: Age and Voice

LEVEL: Grades 1-2

SOURCE: Lynn Plourde

OBJECTIVE: --To determine whether the voice of a person on a tape is male or female, young or old

MATERIALS: tape; tape recorder

TIME REQUIRED: 15 minutes

PROCEDURE:

Tape-record a variety of voices on a tape: some children, some adults, some males, and some females. Play one voice at a time on the tape recorder and have the class vote on whether the speaker is young or old, male or female.

	Young	Old
Male		
Female		

ACTIVITY: Do You Mean It?

LEVEL: Grades 1-3

SOURCE: Lynn Plourde

OBJECTIVE: --To discriminate whether people mean what they say or not by listening to their tone of voice and nonverbal communication

MATERIALS: cards with the numbers 1 and 2 on them

TIME REQUIRED: 20 minutes

PROCEDURE:

Give each student a card with a 1 and a card with a 2. You must have one of each card, too. Act out the following situations 2 times. One of the times sound sincere when saying the underlined statement, and the other time sound as though you don't mean that statement (e.g., sarcastic). Hold up the #1 card the first time you role-play and #2 the second time. After you do both situations, then students must hold up which numbered card shows the time you meant what you said. Then talk about their guesses. Why did they think you meant what you said? What did it sound like you meant when you said it the other way?

Situations:

1. You are a little child who comes home from a birthday party. And your mom asks if you had a good time. You say, "Yes, I had a good time."
2. You look at your friend's new dress and say, "I love that dress."
3. You are driving a car. And someone crashes into your car. They jump out of their car and apologize to you. You say, "Oh, that's OK. It's not your fault."
4. You are sleeping over at a friend's house. You sleep upstairs in the attic where it's cold. Your friend asks, "Are you cold?" You say, "Oh no, I'm fine."
5. Your mother makes your favorite cake. And she asks, "Do you want some cake?" You say, "Yes, I'd love some."
6. It's the day of a field trip at school and you are getting ready for school. Your mother says, "You look sick. Do you feel all right?" And you say, "I feel fine."

GIVING AND FOLLOWING DIRECTIONS

Being able to follow directions requires good listening skills. This section develops this specific listening skill in depth. Students also practice giving clear, precise directions for others to follow.

**ACTIVITY:** Crayon Things

**LEVEL:** Grade K

**SOURCE:** Lynn Plourde

**OBJECTIVE:** --To make designs with crayons while following oral directions

**MATERIALS:** a box of crayons for each student

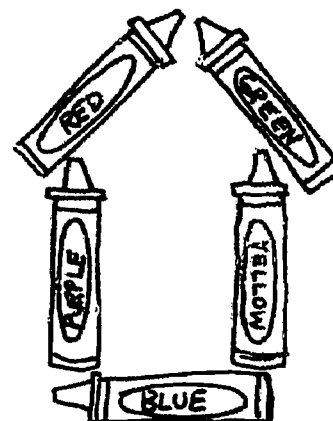
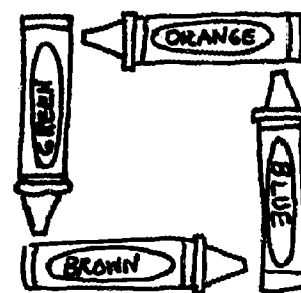
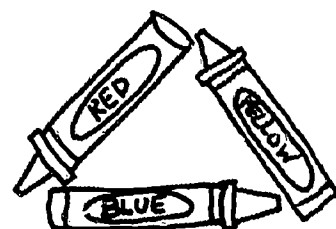
**TIME REQUIRED:** 15 minutes

**PROCEDURE:**

Have each student make a design with their crayons as you give them oral directions (see samples below). Check students' designs as they make them providing assistance as needed.

Sample directions: (Pause between each sentence in order to give students time to place their crayons.)

1. Make a triangle with your crayons. Lay down the blue crayon as the bottom of your triangle. Use a yellow crayon for the right side of the triangle. Use a red crayon for the left side of the triangle.
2. Make a square with your crayons. Place a brown crayon for the bottom of the square. Place an orange crayon for the top of the square. Place a blue crayon for the right side of the square. Place a green crayon for the left side of the square.
3. Make a house with your crayons. Use a blue crayon for the bottom of the house. Use a purple crayon for the left side of the house. Use a yellow crayon for the right side of the house. Use a green crayon to make the right side of the roof. Use a red crayon to make the left side of the roof.





ACTIVITY: Super Listener

LEVEL: Grades K-3

SOURCE: Lynn Plourde

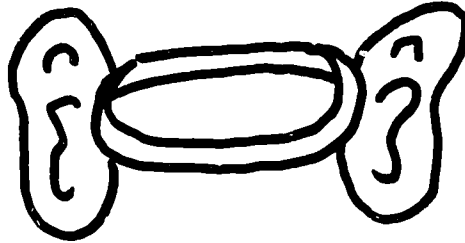
OBJECTIVE: --To develop the ability to follow 2- to 5-step directions

MATERIALS: a set of "super listener" ears

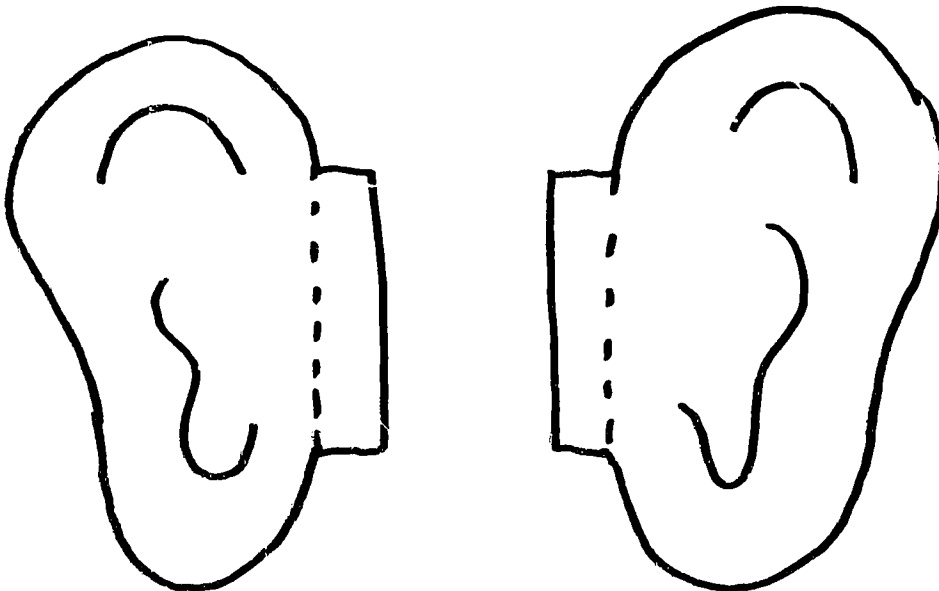
TIME REQUIRED: 20 minutes

## PROCEDURE:

Make a pair of super listener ears (a paper headband with 2 large paper ears stapled to the sides.):



Give individual students a series of 2 to 5 directions to follow (e.g., Open the door; sit in your chair; put your head on the desk; clap your hands and say "ouch."). You must say all the directions before the student starts to follow them. After you have said them all, then the student must follow them. If a student follows the directions correctly, he/she gets to wear the super listener ears. That student keeps the ears on until another student earns the right to wear them by following a series of directions. It is not necessary that all students have the same number of commands. Brighter children may have 5 commands to follow, while slower children may have 2.



ACTIVITY: Hide Christmas Tokens

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To find hidden tokens when following verbal clues

MATERIALS: Christmas tokens (e.g., candy canes, cookies, stickers, Christmas cutouts, etc.)

TIME REQUIRED: 20 minutes

PROCEDURE:

Select 3 students to leave the room. While they are gone, you must hide 5 to 10 Christmas tokens in different locations in the room. The locations should all have one common characteristic (e.g., all made out of metal). Call the 3 students back in and give them the hint: "The tokens are hidden by metal things." They must hurry to find as many tokens as they can. If they have trouble finding a few of the tokens, select a student in the room to give them a "bigger" hint, such as "It's by something metal in the front of the room." After these students have found their tokens, have three more students leave the room and continue the game until all students have had a chance to find tokens.

Possible locations to hide objects:

-by metal things	-by things with covers
-by plastic things	-by writing utensils
-by cloth things	-by wooden things
-by females	-by flexible things
-by males	-by transparent things
-by low things	-by decorative things

ACTIVITY: Super Spy

LEVEL: Grades K-4

SOURCE: Lynn Plourde

OBJECTIVE: --To develop the ability to locate a hidden object when given hints about its location

MATERIALS: a small object; a pair of funny glasses such as large glasses or decorated sunglasses; folded pieces of red and white construction paper -- enough for one of each color for everyone in the room.

TIME REQUIRED: 20 minutes

## PROCEDURE:

Select a student to leave the room. While that student is gone, hide an object (e.g., penny, pencil, paper) in the room. When that student returns, you must give hints about where the object is. Make the hints progress from general to more specific.

*For example:* It's near the front of the room.  
 It's near something square in the front of the room.  
 It's near where the teacher sits.  
 It's on one of the legs where the teacher sits.

While the selected student is trying to follow the hints, the rest of the students are holding up their papers to let the student know if he/she is "hot" or "cold." Here is the symbol system:

unfolded red paper = hot  
 (a lot of fire)

folded red paper = warm  
 (a little fire)

unfolded white paper = cold  
 (a lot of snow)

folded white paper = cool  
 (a little snow)

When the student finds the object, he/she gets to wear the "Super Spy" glasses. The activity continues with other students having turns.

ACTIVITY:            Token Directions

LEVEL:               Grades K-3

SOURCE:             Lynn Plourde

OBJECTIVE:          --To correctly follow series of directions  
                      --To make accurate predictions of one's abilities

MATERIALS:         pennies or tokens

TIME REQUIRED:       20 minutes

PROCEDURE:

Explain to students that they are going to bet on how many directions they can follow. Each student selects the number of directions that he/she thinks he/she can correctly follow. For example, a child may pick 3 directions. Then you, the teacher, give that child 3 directions to follow. If the student does so correctly, then he/she gets 3 tokens or pennies. If the student does not follow the directions correctly, that student does not get the tokens. Give other students turns. Tell the class that if someone does not follow their directions correctly, then another student will have a chance to follow the directions and earn the tokens. So encourage students to listen correctly so as to earn extra tokens. Help students as necessary to make a realistic selection of the number of directions to follow. (For example, if they missed 5 directions the first time and they pick 6 the next time, tell them that 5 was too hard so 6 would be, too.)

ACTIVITY:            "X" Marks the Spot (with teacher directions)

LEVEL:                Grades K-6

SOURCE:             Lynn Plourde

OBJECTIVE:          --To follow a series of verbal directions so as to find  
                          a hidden object

MATERIALS:         an index card with an "X" on it

TIME REQUIRED:       20 minutes

PROCEDURE:

Students are divided into groups of 2 or 3. A selected group leaves the room while you hide the card with the "X" somewhere in the room. The group comes back in and they must follow your verbal directions in order to find the "X" paper. (For example, turn right, walk all the way to the window, turn left, look on the second shelf behind something purple.) Give them only one direction at a time. Then another group has a turn to do the activity.

ACTIVITY: "X" Marks the Spot (with student directions)

LEVEL: Grades K-6

SOURCE: Lynn Plourde

OBJECTIVE: --To give a series of verbal directions in the correct order  
--To follow a series of verbal directions so as to find a hidden object

MATERIALS: an index card with an "X" on it

TIME FEQUIRED: 20 minutes

PROCEDURE:  
Same as for the activity "'X' Marks the Spot (with teacher directions)" (see page 194) except a student remaining in the room gives the directions. They must not use pointing, only verbal directions. Have students take turns leaving the room and giving directions.

ACTIVITY:            Design a Scene (with Teacher Directions)

LEVEL:                Grades K-3

SOURCE:              Lynn Flourde

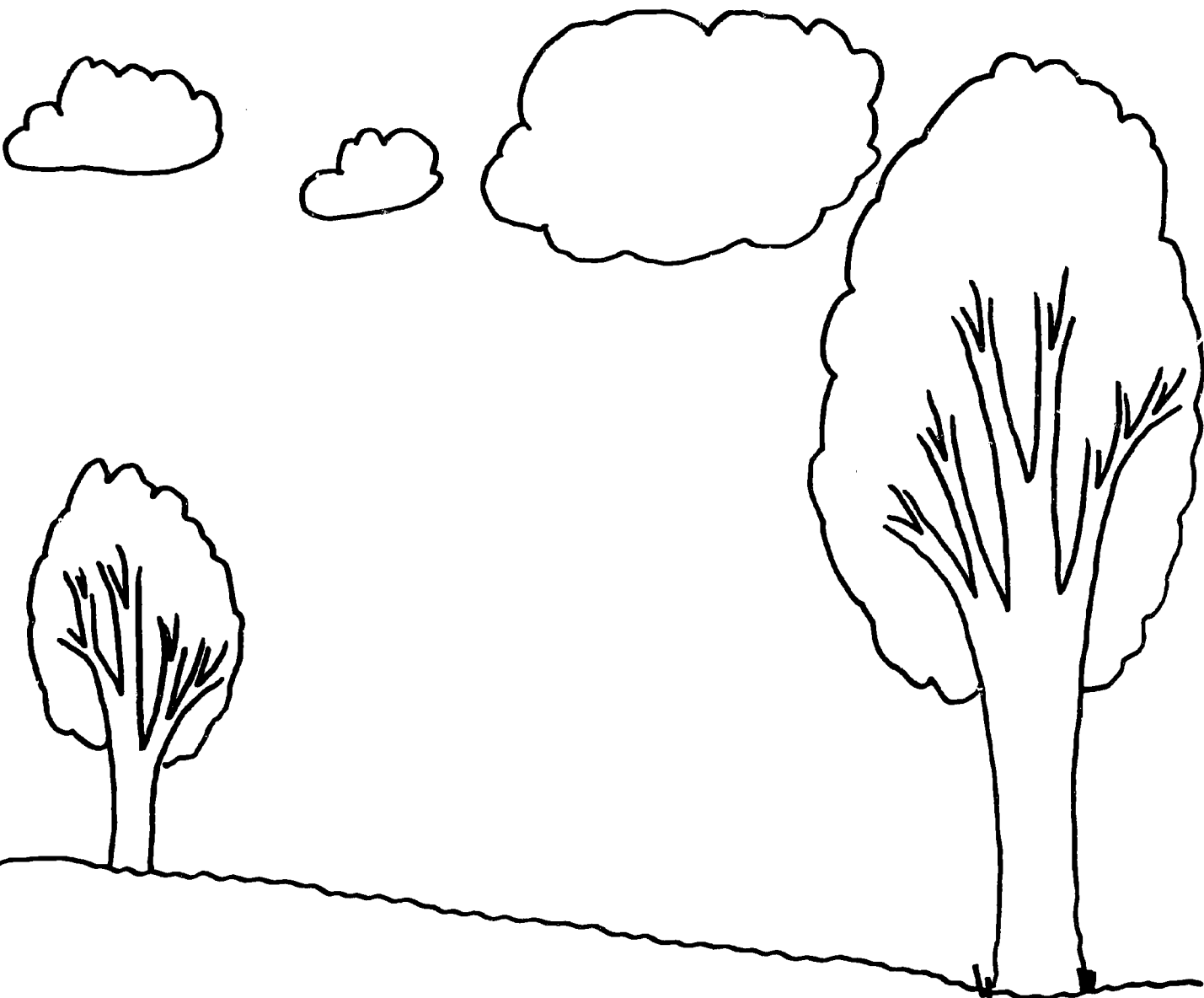
OBJECTIVE:          --To correctly arrange objects to form a scene by  
                         following oral directions

MATERIALS:          basic scene sheets (one per student -- see sample);  
                         cutouts to place on scene (one set per student)

TIME REQUIRED:        20 minutes

PROCEDURE:

Give each student a set of objects and a scene sheet. On a master scene sheet, you should have already arranged the pictured objects on the scene in a particular way (glue them on so that you may hold them up for students to see). Do NOT let students see your scene. Describe your scene to them (e.g., put the blue bird under the big cloud; put the wagon in the middle of the grass). After you have described the placement of all the cutouts, hold up your picture for students to check their scene. Repeat the activity with the objects in a different place.



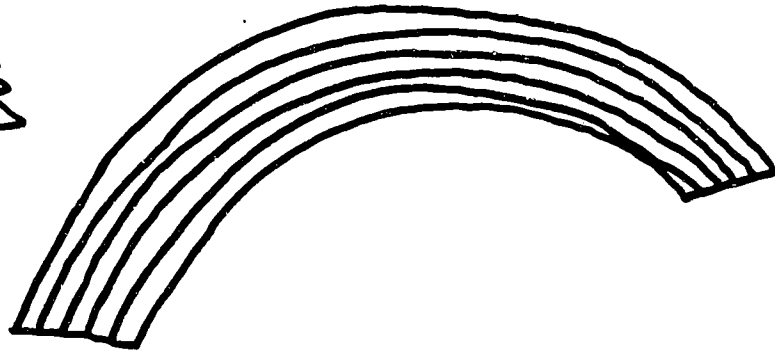
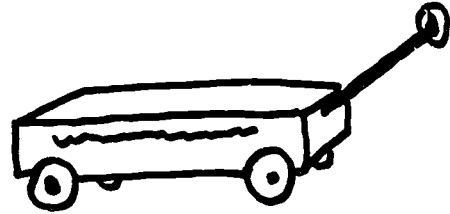
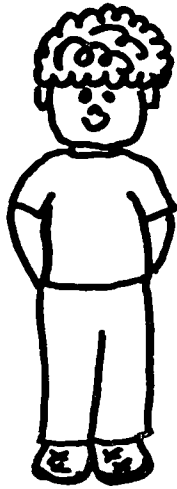
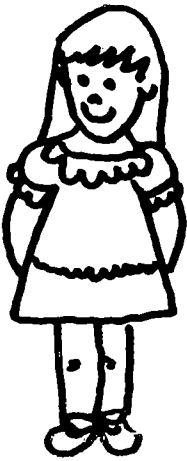
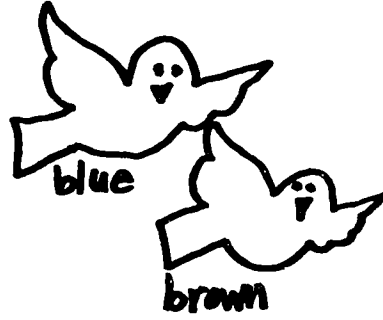
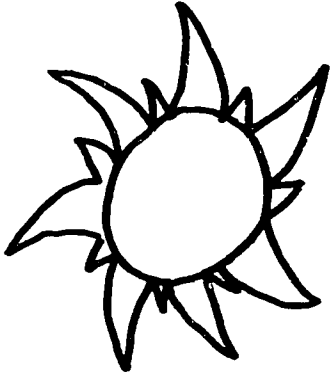
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# Objects



ACTIVITY: Let Your Fingers Do the Walking

LEVEL: Grades K-3

SOURCE: Lynn Plourde

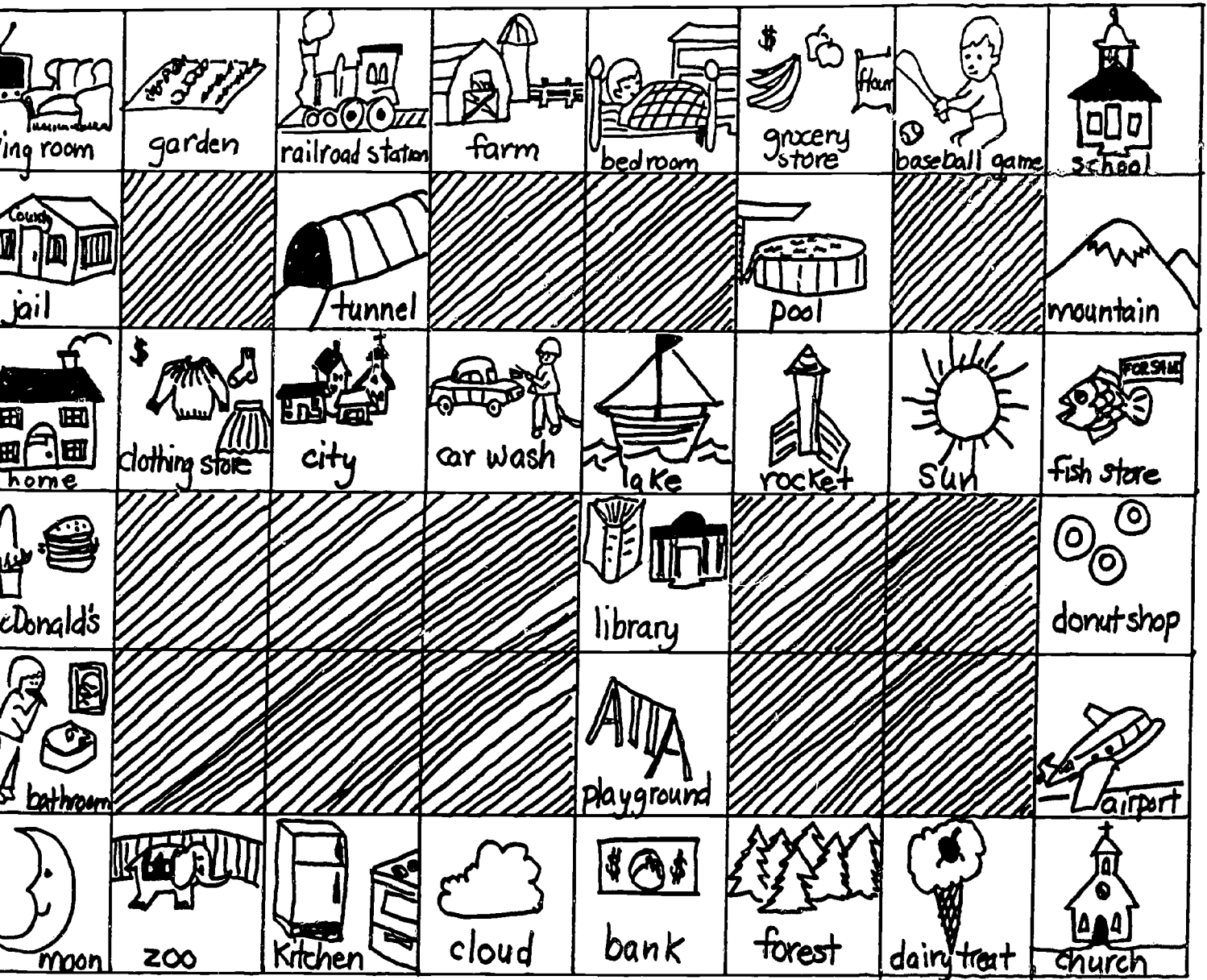
OBJECTIVE: --To correctly follow verbal directions in order to find a specific location on a map

MATERIALS: a map per student (see sample)

TIME REQUIRED: 20 minutes

PROCEDURE:

Give each student a map. Tell them to put their finger on a specific place on the map. Then give the students directions to a specific location on the map and see if they can find the secret location. (For example, put your finger on the sixth thing in the third row. Go up 2 spaces. Go to the right, skipping one space. Go down until you get to the thing with the steeple. Where are you?) Give other directions as time permits. Allow students to give directions if they can.



ACTIVITY: Grid Directions  
LEVEL: Grades K-4  
SOURCE: Lynn Plourde  
OBJECTIVE: --To correctly follow verbal directions  
MATERIALS: one grid (see following page) for each student; crayons  
TIME REQUIRED: 20 minutes

PROCEDURE:

Give each student a grid. Then give students 5 to 10 verbal directions about the grid. After students are done, show them a sample grid to check how they did. Continue with another grid card and more directions as time permits.

Sample directions:

1. Trace all the number ones with a blue crayon.
2. Draw an "X" below the last number on the grid.
3. Draw a yellow line above the last number in the third row.
4. Draw a red line between the numbers 3 and 10.
5. Draw a purple circle around the number that is to the left of number 15.
6. Draw a black line above all the even numbers.
7. Write your name under the smallest number on the grid.
8. Draw a star on the number that is to the right of number 11.
9. Draw ears on the first number in the third row.
10. Draw an ice cream cone to the right of number 4.

*Hint:* For younger students, you might use a grid with fewer numbers on it.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

ACTIVITY: Super Line  
LEVEL: Grades K-2  
SOURCE: Lynn Plourde  
OBJECTIVE: --To correctly follow oral directions  
MATERIALS: none  
TIME REQUIRED: 15 minutes

## PROCEDURE:

Tell students that you are going to make a super line, but they must listen carefully so that everyone stands in the right place. Give students oral directions until every student is in the line.

## Sample directions:

1. Kevin, stand in the front of the room so that you are facing the class.
2. Nikky, stand on the left side of Kevin.
3. Robert, stand on the right side of Nikky.
4. Beth, stand on the right side of the third person in the line.
5. Sue, stand on the right side of the next-to-the-last person in the line.

Etc.

Continue until all students are in the line. Students will need to move a little as new students join the line. For the concepts *right* and *left*, encourage students to face the same way as those in the line before they decide which side to stand on. (Being able to judge right and left of someone facing the opposite direction from you is a fourth grade skill.)

ACTIVITY:            Design a Scene (with Student Directions)

LEVEL:                Grades K-3

SOURCE:              Lynn Plourde

OBJECTIVE:           --To correctly arrange objects to form a pictured scene  
                          by following oral directions

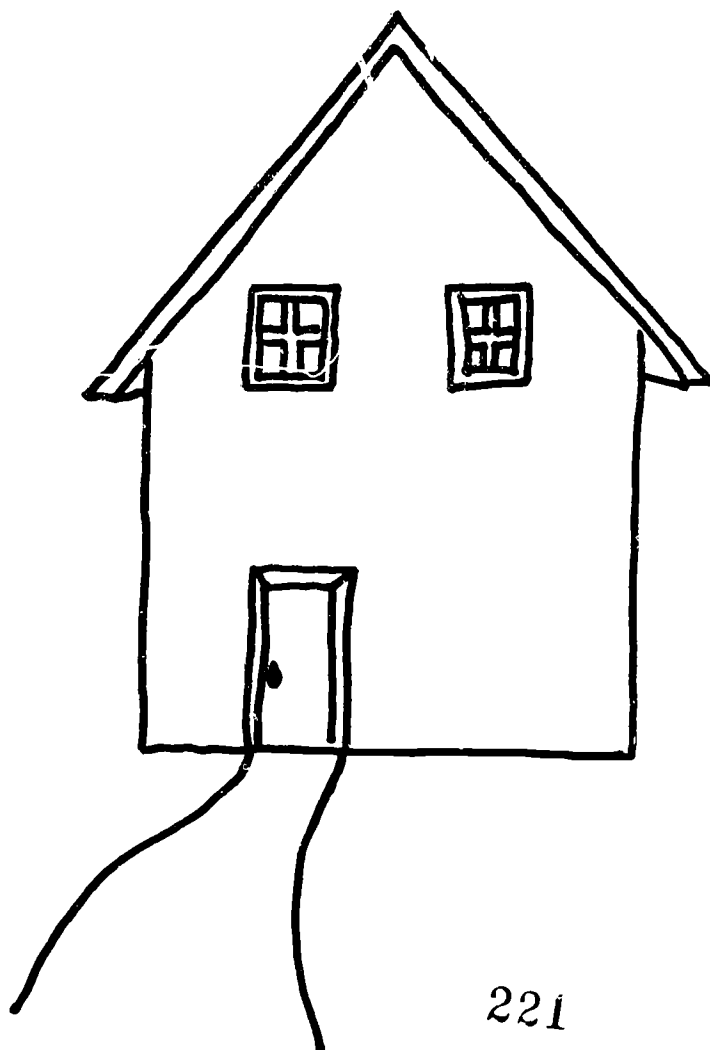
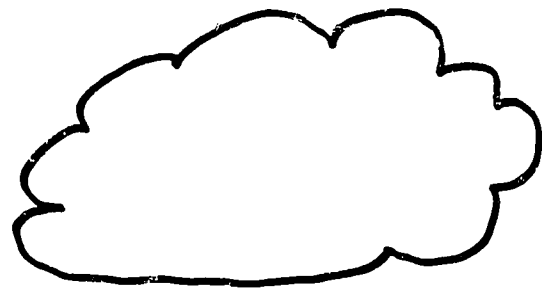
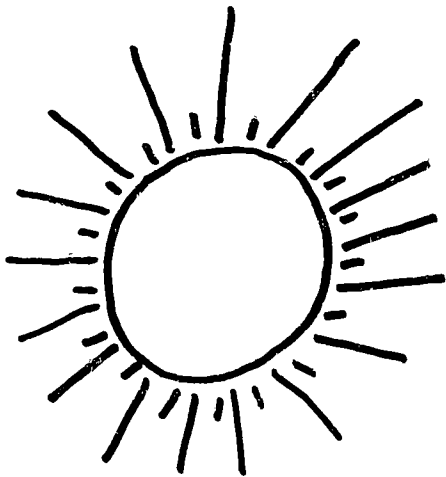
                          --To give oral directions on how to form a pictured scene

MATERIALS:          basic scene sheets (one per student -- see sample); cutouts  
                          to place on scene (one set per student)

TIME REQUIRED:        25 minutes

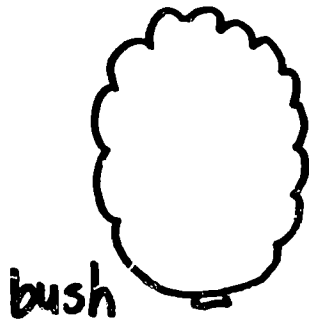
PROCEDURE:

Divide students into pairs. They cannot see each other, so seat them back to back. One student must tell the other student how to arrange the cutouts in the scene (e.g., put the chimney on the left side of the roof). After telling where all the cutouts go, then the students check to see how they did by looking at each others'. The other student in the pair describes a new way to place the cutouts.





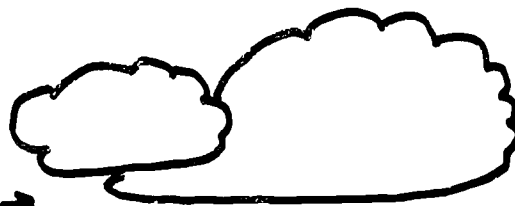
# Objects



bush



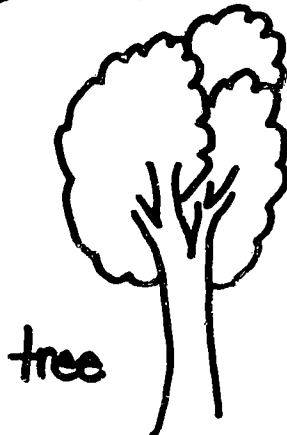
chimney



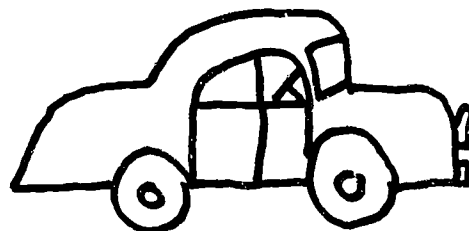
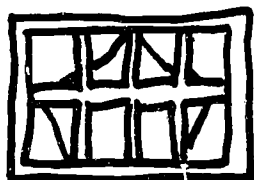
← clouds →



windows



tree



ACTIVITY:            Object Placement (with Teacher Directions)

LEVEL:                Grades K-6

SOURCE:              Lynn Plourde

OBJECTIVE:          --To follow verbal directions while placing objects

MATERIALS:          enough sets of matching objects so each student plus  
the teacher has a matching set (e.g., one set = blue  
crayon, red crayon, elastic, paper clip, lined paper,  
plain paper, paper cup)

TIME REQUIRED:        20 minutes

PROCEDURE:

Students sit at their desks with their sets of objects in front of them. The teacher sits at a desk behind the students so they cannot see his/her objects. The teacher places objects on the desktop in a special way telling the students how to place their objects the same as his/hers. (For example, put the red crayon in the center of the desk so it points up. Put the lined paper on top of the red crayon, etc.). Students can look at the teacher's objects after all the directions are given to see if they are correct. Repeat with different directions as time permits.

ACTIVITY:            Object Placement (with Student Directions)

LEVEL:                Grades K-6

SOURCE:             Lynn Plourde

OBJECTIVES:        --To give verbal directions while placing objects  
                          --To follow verbal directions while placing objects

MATERIALS:         enough sets of matching objects so each student has  
                          a matching set (e.g., one set = playing card, pencil,  
                          scissors, plastic spoon, piece of paper towel, penny,  
                          ruler)

TIME REQUIRED:      30 minutes

PROCEDURE:

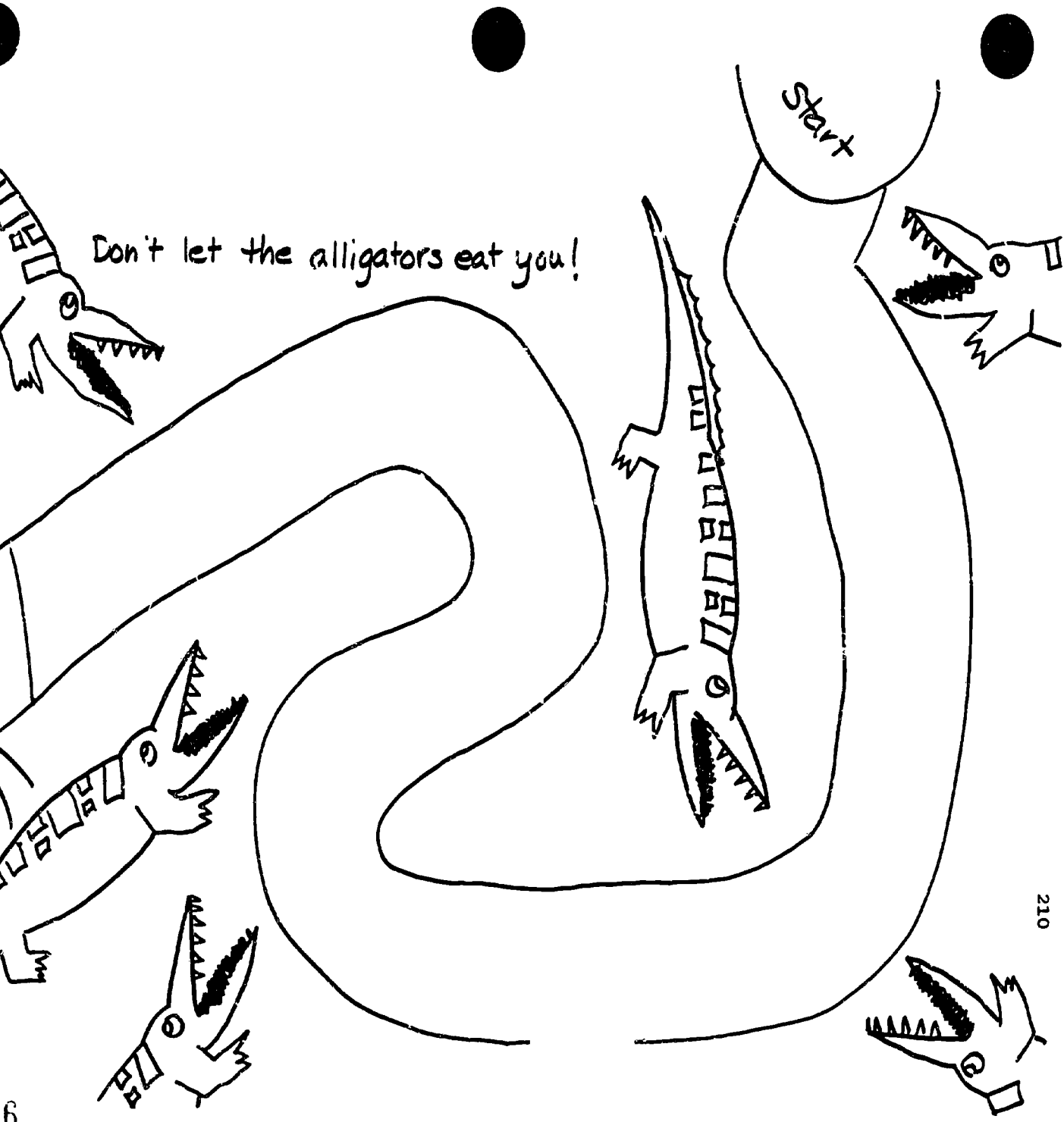
Students sit at their desks with their sets of objects in front of them. One student is selected to sit at a desk behind all the other students so they cannot see him/her. The selected student places objects on his/her desk in a special way telling the other students how to place their objects the same way. (For example, put the penny in the bottom left corner of the desk. Put the playing card under the penny, etc.) Students can look at the selected student's objects after all directions are given to see if they are correct. Another student is selected to give directions.

ACTIVITY: Don't Let the Alligators Eat You!  
LEVEL: Grades 1-2  
SOURCE: Lynn Plourde  
OBJECTIVE: --To give accurate verbal directions  
--To accurately follow verbal directions  
MATERIALS: worksheets (see next two pages)  
TIME REQUIRED: 20 minutes

PROCEDURE:

Divide the class into pairs of students. One student in each pair must close his/her eyes. Give the students who have their eyes open a copy of the map on the following page. They must lay the map in front of their partner and then give them verbal directions on how to move their finger from the "start" of the road to the "end" of the road without getting bitten by an alligator. A student's directions might sound like this: "Move your finger to the right a little. Stop. Now move your finger down a few inches. . . ."

Each pair of students will be doing their own map at the same time so you may want to have students whisper to reduce the noise in the room. After students have finished the map, the other student in the pair closes his/her eyes. Their partner then gives them directions for the second map.



Don't let the alligators eat you!

Start

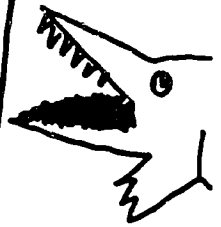
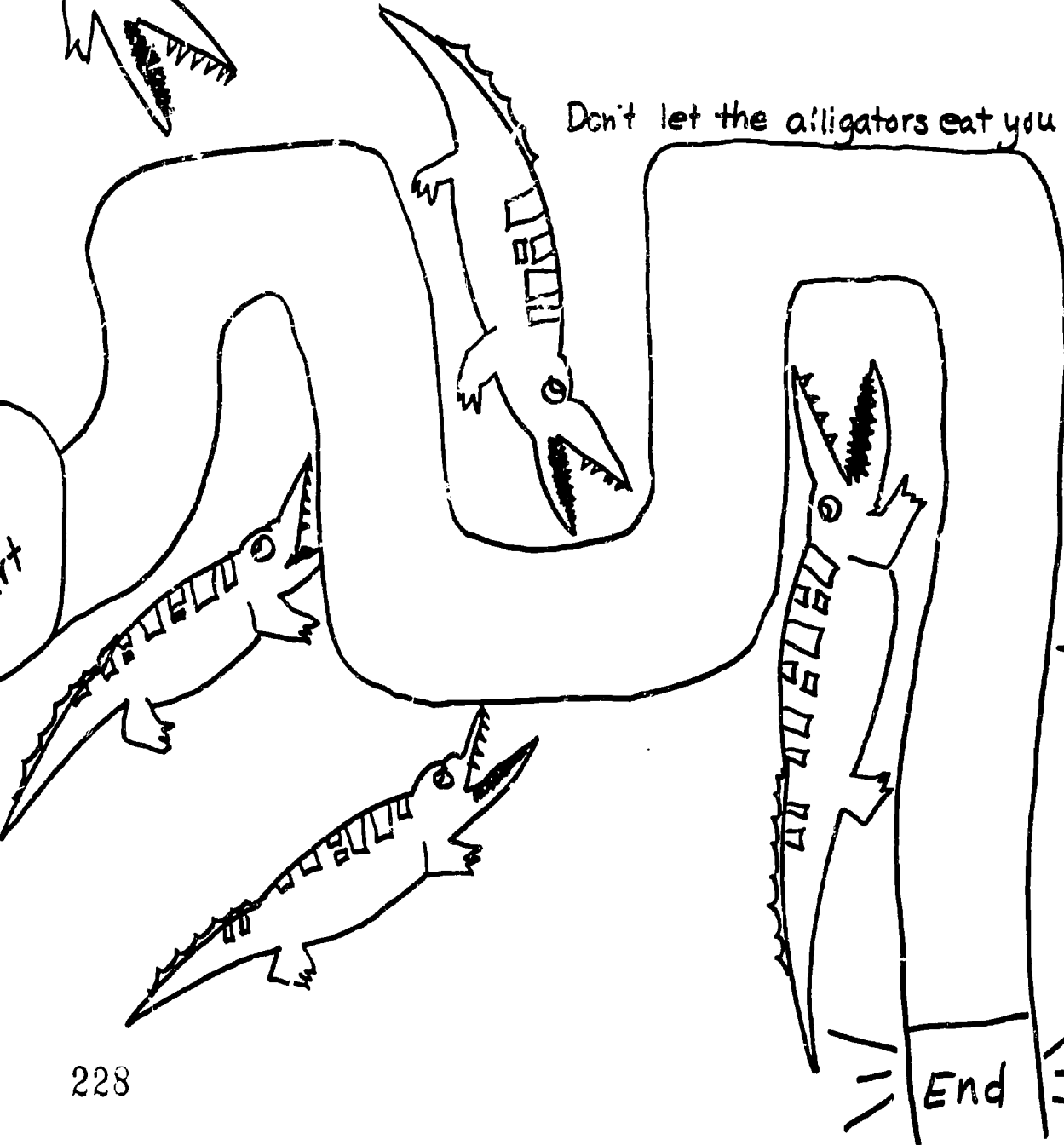
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Don't let the alligators eat you!



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End

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ACTIVITY: Fill-in-the-Boxes

LEVEL: Grades 2-4

SOURCE: Lynn Plourde

OBJECTIVE: --To correctly follow oral directions  
--To learn ordinal numbers

MATERIALS: strips of paper with boxes on them

TIME REQUIRED: 15 minutes

## PROCEDURE:

Give each student a strip of paper with boxes on it. Then give students oral directions one at a time on how to fill in the boxes. Repeat each direction once and then give students time to fill in their papers. Continue with the next directions, etc.



Sample 1. (How are you?)

1. Put O in the second and tenth boxes.
2. Put E in the seventh box.
3. Put W in the third box.
4. Put the letter that comes after X in the ninth box.
5. Put A in the fifth box.
6. Put a question mark in the twelfth box.
7. Put the letter that comes before S in the sixth box.
8. Put the letter that "happy" starts with in the first box.
9. Put the vowel that is in the word "cup" in the eleventh box.

Sample 2. (Close your eyes.)

1. Put L in the second box.
2. Put E in the fifth, twelfth, and fourteenth boxes.
3. Put the third letter of the alphabet in the first box.
4. Put O in the third and eighth boxes.
5. Put Y in the seventh and thirteenth boxes.
6. Put S in the fourth box and last box.
7. Put the letter that "run" starts with in the tenth box.
8. Put the letter that comes after T in the ninth box.

ACTIVITY: Blind Obstacle Course

LEVEL: Grades 2-6

SOURCE: Lynn Plourde

OBJECTIVE: --To follow directions exactly so as to get through an obstacle course blindfolded  
--To give exact directions so as to direct a fellow student through an obstacle course

MATERIALS: a blindfold; an obstacle course with plastic bowling pins

TIME REQUIRED: 20 minutes

PROCEDURE:

Tell students that they will try to get from one side of the room to the other side of the room, but that there will be bowling pins in the way. PLUS, they will do so blindfolded. Select one student to be blindfolded. Then you, the teacher, will set up the obstacle course and talk them through it.

After the first student makes it through the obstacle course, then select another student to be blindfolded. Rearrange the pins so they will be in a different place. Select another student to give directions to that student to get him/her through the obstacle course. Continue with other students having turns as time permits.



ACTIVITY: Teaching a Game

LEVEL: Grades 2-4

SOURCE: Lynn Plourde

OBJECTIVE: --To give accurate oral directions on how to play a new game

--To follow oral directions on how to play a new game

MATERIALS: none

TIME REQUIRED: 30 minutes

PROCEDURE:

Divide the class in half. Half of the class is to listen to you give them directions on how to play the game below called "Lion." The other half of the class can work on a school assignment. After you have taught "Lion" to half of the class, then they must each sit with a partner from the half of the class that did not learn the game. The partners who learned "Lion" must then teach their partners how to play the new game. On another day students may teach partners how to play games that they have brought from home.

How to Play "Lion"

There are 3 symbols for this game. The first symbol is to curve and spread your fingers so that your hand looks like a claw. This symbol means lion.



The next symbol is to close your fist while sticking your thumb up. This symbol means baby.



The last symbol is to hold your hand with your fingers curved and together so it looks like you're holding a glass. This symbol means water.



Teaching a Game (Cont.)

After you know the symbols, then 2 people play the game together. Each puts a hand behind their back. On the count of three, they put their hand in front doing one of the symbols. The players must compare their symbols to see who won.

For example:

-Lion beats baby (because it can eat the baby).

-Baby beats water (because it can drink the water).

-Water beats lion (because it can drown the lion).

Continue playing the game.

ACTIVITY: Blind Drawing

LEVEL: Grades 2-6

SOURCE: Lynn Plourde

OBJECTIVE: --To correctly follow verbal directions so as to draw a picture with one's eyes closed  
--To give accurate verbal directions on how to draw a picture

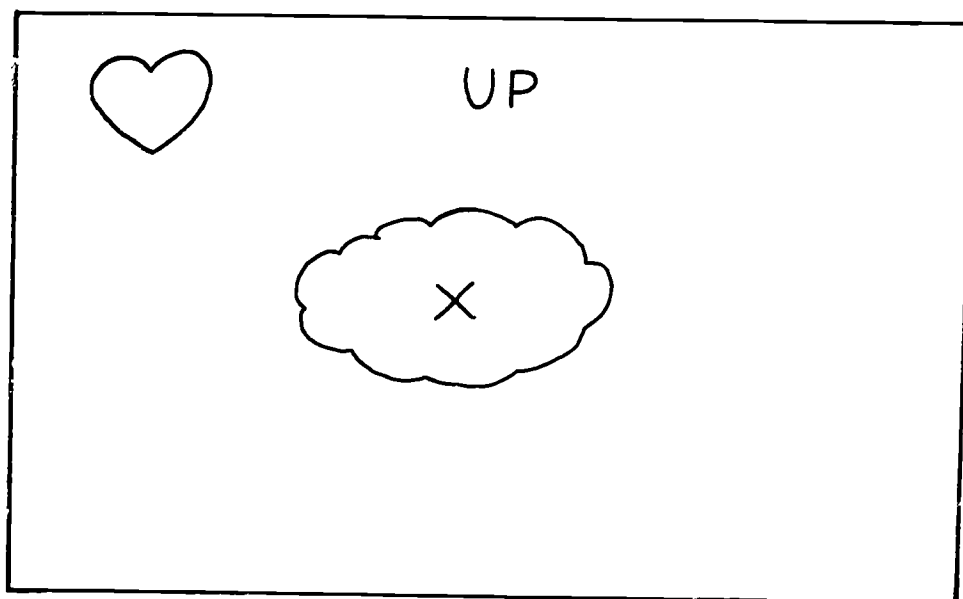
MATERIALS: chalk, chalkboard, paper, pencils

TIME REQUIRED: 30 minutes

PROCEDURE:

Divide students into pairs. One student in each pair is to have a piece of paper and pencil in front of him/her. The students that will be drawing must close their eyes. Then you, the teacher, will draw a rectangle on the board so that it looks like a large piece of paper. In that rectangle, you will draw a picture (see sample page). The students in the pairs who have their eyes open must tell their partners how to draw a picture so that it looks like yours. Then students can open their eyes to see how they have done. Continue with a different picture and the other partner doing the drawing.

Sample picture:



AUDITORY MEMORY

Many children today are visually oriented because of watching TV and playing video games, but they are not auditorially skilled. These activities will help students in this "needy" area of development of their auditory memory.

ACTIVITY: Coded Listening

LEVEL: Grades K-4

SOURCE: Lynn Plourde

OBJECTIVE: --To memorize a verbal code  
--To do specific actions when one hears key words

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

Tell students that they must memorize the following code: "If you say blue, they must clap their hands. If you say red, they must make a silly face. If you say yellow, they must howl like a wolf." Repeat the code a second time and then give students a chance to practice the code by naming the color words one at a time. Next, name a series of colors and students must do all the actions in the correct order.

Sample directions:

blue, red  
red, blue, yellow  
blue, yellow, blue, red  
red, red, blue, yellow  
yellow, blue, yellow, red, blue  
red, blue, yellow, red, green (see who notices this error)

Give students progressively longer series of colors to remember so that they may further develop their auditory memories. Continue with a new code and directions as time permits. Students may also want to develop their own codes and give directions to the rest of the class.

ACTIVITY: Team Gossip  
LEVEL: Grades K-6  
SOURCE: Lynn Plourde  
OBJECTIVE: --To improve auditory memory skills for sentence repetition  
MATERIALS: none  
TIME REQUIRED: 20 minutes

PROCEDURE:

Divide the class into 2 teams. The teams should each stand or sit in a row. The teacher takes the first 2 students in each row out into the hall and tells them the same sentence. Then those 2 students come back to their place in the row and whisper the sentence to the next person who whispers it to the next person, etc. The last person in each row must whisper the sentence to the teacher who judges which team was the closest to the original sentence, giving the closest team a point. Then do another sentence with the first person in each row going to the end of their line; so then the second person becomes the first. Continue the game until each student has a chance to start a sentence. The team with the most points wins.

*Hint:* If you have students who have unintelligible speech or very poor language skills, you might let them serve as "official score-keepers" after they have participated in doing one "short" sentence.

ACTIVITY: After Snack

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop auditory memory  
--To tell an accurate verbal message

MATERIALS: none

TIME REQUIRED: a 10-minute snack time

PROCEDURE:

During snack time, whisper a message to one student (e.g., When the teacher claps her hands, close your eyes.) That student must whisper the message to another student. Students must keep whispering the message until all students in the room have heard it. After snack time is over, then you should clap your hands. See how many students close their eyes and praise them for being good listeners. You might do the same activity on a different day with a different message. (For example: When the teacher sits down, everyone else must stand up. When the teacher rings the bell, you must cry like a baby.)

ACTIVITY: The Sentence Game

LEVEL: Grades K-3

SOURCE: Bonnie Post, Canaan, Maine

OBJECTIVE: --To develop auditory memory skills for repeating sentences

MATERIALS: 2 little balls made out of play dough, 2 cups

TIME REQUIRED: 20 minutes

## PROCEDURE:

Divide the class into two groups. Have them face each other on opposite sides of the room. In the center of the room, have a desk with 2 cups and 2 balls. Have children in both groups count off so that each group member will have a number assigned to them and a counterpart on the other team. Direct children as follows: "I will say a sentence; everyone must listen carefully. The sentence will not be repeated. When I call a number, both children with that number will run to the desk in the center and put their ball in their cup. The first person to do this repeats the sentence aloud. Then the other student has a chance. The student who repeats the sentence closest to the original sentence gets a point for his or her team." Continue saying other sentences and calling out other numbers. The team with the most points wins.

## Sample sentences:

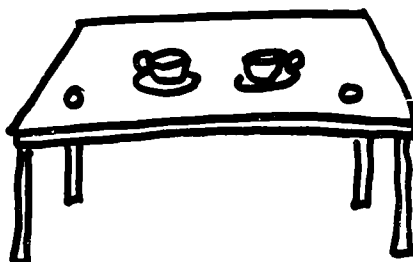
I bought a magazine to read.  
 My father built me a huge snowman.  
 Where is my dog?  
 That old man uses a cane to help him walk.  
 I ate the whole bag of cookies.  
 My brother likes to play basketball.  
 Which glass of milk is mine?  
 I'm too tired to help you.  
 Gary was in the play at school.  
 The apple pie has lots of whipped cream on it.  
 The lion at the zoo was ferocious.  
 Spinach is good for you.  
 Please pass the salt and pepper.

The baby took a long nap for over 3 hours.  
 I hope we don't see an alligator on our walk.  
 My favorite color is blue.  
 I like chicken noodle soup.  
 Sharon made a silly face at Rhonda.  
 I had a dill pickle with my lunch.  
 The zookeeper let me feed the monkeys.  
 The teddy bear's arm is ripped.  
 I watch cartoons every Saturday morning.  
 The fisherman caught 3 trout and a bass.  
 Where are you going today?



The Sentence Game (Cont.)

7-0  
6-0  
5-0  
4-0  
3-0  
2-0  
1-0



0-7  
0-6  
0-5  
0-4  
0-3  
0-2  
0-1

ACTIVITY: Music Memory

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop auditory memory

MATERIALS: a tape recorder and musical tape on a record player and records

TIME REQUIRED: 20 minutes

PROCEDURE:

Divide the class into 2 teams. Assign a number to each student on a team; assign the same number to the corresponding student on the other team. You will be in control of the tape recorder. Play one sentence from a song, stop the tape, and call out a number (e.g., number 7). The students who have the number 7 must race up to the tape recorder. The first one to reach the tape recorder must tell you the sentence from the song. Then the other number 7 student tells the sentence from the song. Whichever student best remembers the line from the song gets a point for his/her team. Continue with different sentences from different songs and call out different numbers. The team with the most points is the winner.

ACTIVITY: Under My Christmas Tree, I Found . . .  
LEVEL: Grades K-6  
SOURCE: Lynn Flourde  
OBJECTIVE: --To develop auditory memory for a verbal list  
MATERIALS: none  
TIME REQUIRED: 15 minutes

PROCEDURE:

Play the memory game, "I put in the Old Man's Soup . . .," but with the phrase, "Under my Christmas tree, I found . . . ." One student at a time tells what they found, the next student says what the previous student said plus his/her own word. Continue the game until students cannot remember all the items. Then begin the game again, starting with different students.

Example:

Student #1: Under my Christmas tree, I found a doll.

Student #2: Under my Christmas tree, I found a doll and a wagon.

Student #3: Under my Christmas tree, I found a doll, a wagon, and a tape recorder.

Etc.

ACTIVITY: Super Memory

LEVEL: Grades K-4

SOURCE: Lynn Plourde

OBJECTIVE: --To develop long-term auditory memory skills

MATERIALS: tokens

TIME REQUIRED: a few minutes at the beginning and end of the school day

PROCEDURE:

Tell the class a sentence at the beginning of the school day (see samples below). At the end of the school day, go to individual student's desks and have them whisper the sentence to you. Give a token (e.g., a penny, sticker, smile stamp on hand) to each student who remembers the sentence. You might do a different sentence each day for a week so that students can practice their auditory memory skills.

Sample sentences:

1. The hippopotamus stood next to the elephant at the zoo.
2. The pink sweater was too big for the baby.
3. I love to put cheese on my popcorn.
4. The train crashed into a truck.
5. The orange popsicle melted all over the kitchen counter.

GRAMMAR

These activities help students with specific grammatical structures such as correctly using past tense verbs such as "bought" and future tense verbs such as "could." Students also practice making compound and complex sentences in game formats.

ACTIVITY: Snoopy and Colors

LEVEL: Grade K

SOURCE: Dawn Smith, Norridgewock, Maine

OBJECTIVE: --To identify colors  
--To generate sentences using "this" and "these"

MATERIALS: Snoopy-shaped cards colored with 2 Snoopies in each color (see pattern); spinner

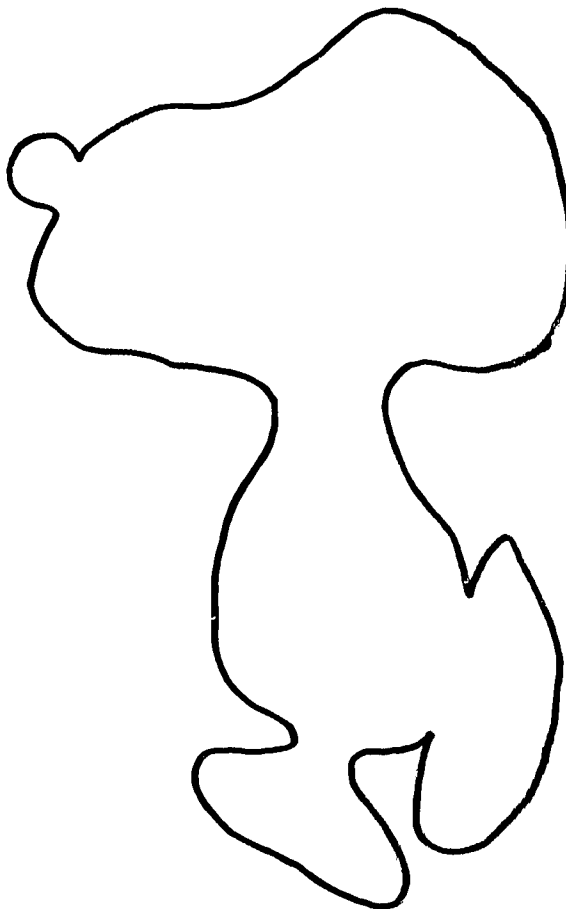
TIME REQUIRED: 15 minutes

## PROCEDURE:

Have students take turns spinning the spinner which has only numbers 1 and 2 on it:



All Snoopies are laid on a table face up. They must then pick up one or two Snoopies as the spinner indicates. If it says one, then they pick one Snoopy card up and say, "This is red." If it says two, then they pick up two cards of the same color and say, "These are yellow." Students should be prompted if they use the incorrect sentence form or color.



ACTIVITY: Whose Is This?

LEVEL: Grades K-1

SOURCE: Moriah Smith, Embden, Maine

OBJECTIVE: --To answer "whose" questions correctly  
--To ask "whose" questions correctly

MATERIALS: articles from around the classroom that belong to different people

TIME REQUIRED: 15 minutes

PROCEDURE:

Gather articles from around the room that belong to different people. Put the articles in a pile. Sit the children in a circle and remove one article at a time (example, hat) and ask, "Whose is this?" The student to whom it belongs must answer, "It is mine." Then that student removes an article and asks, "Whose is this?" The game continues with the other objects until all objects are reclaimed.

ACTIVITY: Mr. Doesn't Puppet

LEVEL: Grades K-1

SOURCE: Lynn Flourde

OBJECTIVE: --To practice correct usage of *doesn't* with the pronouns "he" and "she"

MATERIALS: 2 puppets

TIME REQUIRED: 20 minutes

## PROCEDURE:

Have students line up in front of you. You are to hold a puppet on each hand. The first student in the row must offer each puppet a pretend food item (e.g., banana, toast). One puppet eats the food and talks about how good the food tastes. Then you ask the class, "Does he like bananas?" And they answer, "Yes, he does like bananas." Then the first student offers his pretend food to the other puppet. The other puppet makes a big deal about how awful the food tastes. You ask the class, "Does he like bananas?" And they answer, "No, he doesn't like bananas." Other students take turns offering the puppets their imaginary foods following the same routine.

Then have students sit down and each think of one food they really don't like. Select students one at a time to tell you that food. Then ask the whole class, "Does Bobby like liver?" They must answer, "No, he doesn't like liver." Follow up by asking students questions at random throughout the day. For example, as you head for lunch, mention that you are going to have meatloaf and ask if a particular student thinks "Mr. Doesn't" likes meatloaf. The student should answer, "No, he doesn't like meatloaf."



ACTIVITY:            Acting Out Verbs

LEVEL:                Grades K-1

SOURCE:             Lynn Plourde

OBJECTIVE:         --To correctly form sentences using past tense verbs

MATERIALS:         a nerf ball

TIME REQUIRED:      20 minutes

PROCEDURE:

Give students turns doing something with the nerf ball. Tell them the action that they are to do; they do the action; then they tell you what they did (using correct past tense verbs). For example, tell a student to "throw the ball in the trash can." They do so. Then the child says, "I threw the ball in the trash can."

Other actions;

Past tense:

throw the ball in the trash can	threw
pretend to eat the ball	ate
sit on the ball	sat
lie on the ball	lay
stand on the ball	stood
catch the ball	caught

Give students turns as time permits.

ACTIVITY: Whole Sentence

LEVEL: Grades K-1

SOURCE: Lynn Plourde

OBJECTIVE: --To correctly identify whether a sentence is whole (complete) or not

MATERIALS: 2 papers for each child to hold; one whole and one ripped

TIME REQUIRED: 20 minutes

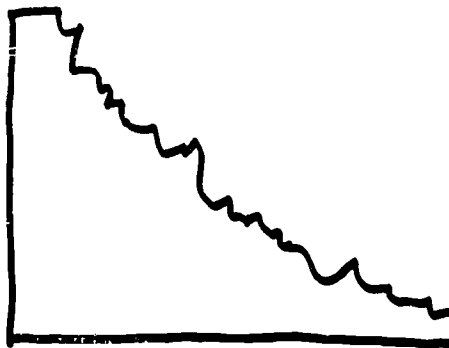
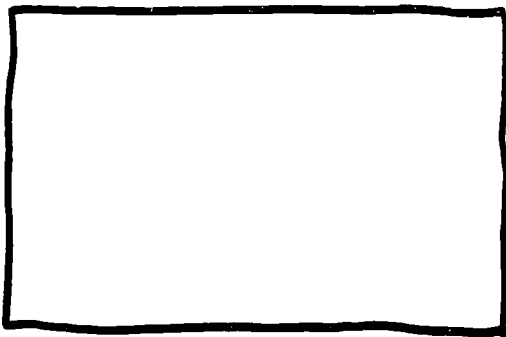
## PROCEDURE:

Tell the class that you are going to say some things. If you say a whole sentence, they must hold up their whole paper. If the sentence is not whole, then they must hold up their ripped paper.

## Sample sentences:

I like to go outside.  
 My mother . . .  
 At the house . . .  
 I will pay you on Thursday.  
 The dog bit the boy.  
 I can't do it.  
 We will see the . . .  
 Are you . . . ?  
 I don't want any more.  
 Please pass the salt.  
 Let's go home.  
 My father rode in an airplane.  
 Which way is . . . ?

The candy tastes good.  
 I lost my . . .  
 It is raining on . . .  
 The old car . . .  
 My brother fell down the stairs.  
 I bought a book at . . .  
 I spilled my juice.  
 The artist painted my picture.  
 Listen to me.  
 The tape is sticky.  
 Alan forgot to . . .  
 The doctor went to . . .  
 I don't want any.  
 Give me the . . .



ACTIVITY: These/Those

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To correctly use the words *these* and *those* in sentences

MATERIALS: a large group of marbles or pennies; containers

TIME REQUIRED: 20 minutes

PROCEDURE:

Divide the class into 2 teams. Explain that the object of the game is to be the team with the most marbles at the end. Put the teams in 2 lines. Set up some marbles in two places -- one directly in front of or near the student and one farther away. The student must say in a complete sentence, "I want these/those marbles." One group of marbles should have visibly more marbles than the other group. So each student should correctly indicate that they want the larger pile by using *these* and *those* correctly. When they say the sentence, then add the indicated marbles to that team's pile (e.g., in a box or pail).

Then set up marbles in 2 piles again and the other team gets a turn. As each student on a team has a turn, then they must go to the end of their line. After each team member has had a turn, then see which team has the most marbles by having the students count the marbles. Set up the 2 groups of marbles so that the nearest group ("these" marbles) has the most some of the time and the farthest group ("those" marbles) has the most some of the time. That way, students will be forced to learn to use both words correctly.

ACTIVITY: It Can

LEVEL: Grades K-2

SOURCE: Lynn Plourde

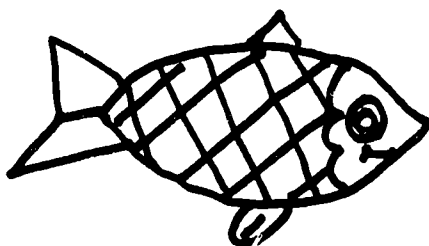
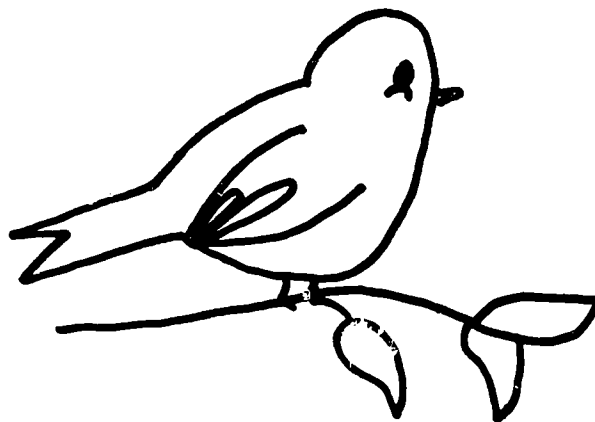
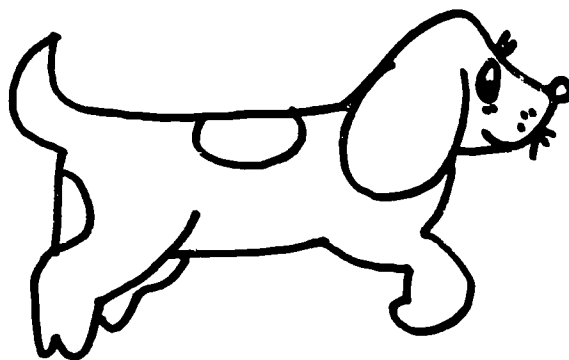
OBJECTIVE: --To generate sentences about what specific animals  
"can do" while simultaneously demonstrating that  
action

MATERIALS: line drawings of 3 animals (see next page)

TIME REQUIRED: 15 minutes

PROCEDURE:

Line the class up in a straight line. Show a line drawing to the front student. That student must tell a sentence about what that animal can do while simultaneously demonstrating the action (e.g., "A bird can fly," while flapping arms; "A fish can swim," while pretending to swim). And then that student goes to the end of the line with the next student having a turn. No actions may be repeated, so encourage students to think of many actions an animal can do. Students do not know which picture they will be shown so they must think and act fast when shown the picture.



ACTIVITY: Monster Magic

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To use the verb *will* to form future tense sentences  
--To carry out verbal directions

MATERIALS: a monster mask

TIME REQUIRED: 20 minutes

PROCEDURE:

Tell students that when they put on the monster mask, they can then do magic. Demonstrate for students. Put on the monster mask and select a specific student to perform magic on. Say a future tense sentence (e.g., I will make you open the door and howl like a wolf.). Then pretend to cast a magic spell on the student. The student must then carry out the action. That student puts on the mask and casts a magic spell on another student saying a complete sentence with the word *will*. Continue until all students have had a turn. Prompt students as needed to use the verb *will*.

ACTIVITY: It Is I

LEVEL: Grades K-3

SOURCE: Anna Wilber, Mercer, Maine

OBJECTIVE: --To develop the correct grammatical use of the pronoun *I* in the sentence "It is I."  
--To develop the ability to disguise one's voice  
--To develop the ability to guess who a disguised voice belongs to

MATERIALS: none

TIME REQUIRED: 15 minutes

## PROCEDURE:

One student at a time is selected to sit in a chair facing backward to the rest of the class. That student has his/her eyes closed. The teacher selects another student to quietly approach the back of the first student's chair and knock on it. The first student asks, "Who is knocking at my door?" The second student says in a disguised voice, "It is I." Then the first student must guess who he/she thinks it is. Then that student opens his/her eyes and turns to see if he/she is right. The second student sits in the chair and another student is selected to approach the chair.

*Hint:* You might have a class discussion about disguising your voice before beginning this activity. The whole class can practice disguising their voices so that it sounds high and then low, like an old man (crackly), like a baby, etc.

ACTIVITY:            Object Pantomime

LEVEL:                Grades K-6

SOURCE:              Lynn Plourde

OBJECTIVE:           --To generate creative purposes for common objects  
                         --To generate sentences using the form "It could be . . ."

MATERIALS:           4 to 6 common objects (e.g., cup, paper, pencil, rock)

TIME REQUIRED:        20 minutes

PROCEDURE:

Show the class a common object such as a cup. Explain that they must demonstrate and tell a use for the object while saying the sentence, "It could be. . . ." Encourage the class to think of as many uses as possible for the object. When they run out of ideas, continue with another object.

Sample:    *a cup*

- It could be a hat for a doll.
- It could be an ear warmer when you're outside.
- It could be a paperweight.
- It could be a house for an ant.
- It could be something to bail water out of a boat.

Etc.



ACTIVITY: Bigger than -- Smaller than -- with Cards

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To describe the relative size of objects using the phrases "bigger than" and "smaller than"

MATERIALS: numerous cards like ones below; masking tape

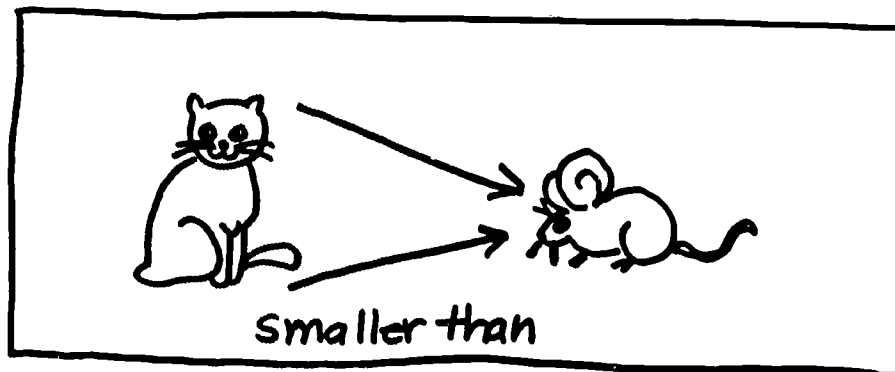
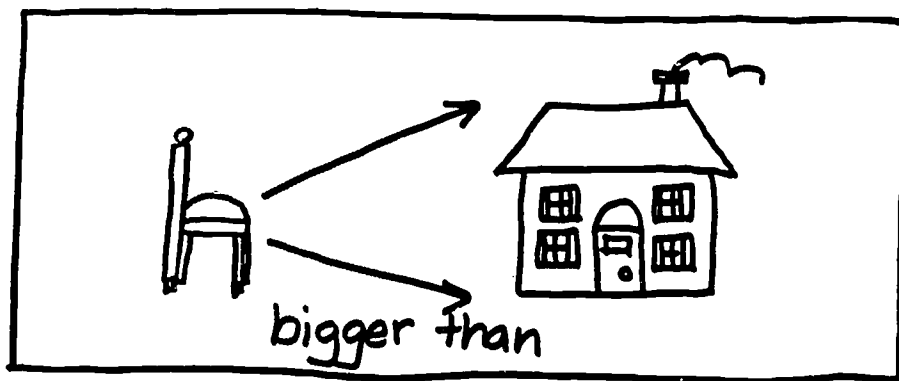
TIME REQUIRED: 15 minutes

PROCEDURE:

Have cards like those below upside down on a table with masking tape stuck on their backs. Hold up or point to an object in the room. For example, point to the pencil sharpener. Select one student to come and select a card. If their card is



then they must stick the card on an object that is smaller than the pencil sharpener. While doing so, they must say a complete sentence, such as "This eraser is smaller than the pencil sharpener." Help the child to say the sentence as needed. If that child had selected the "bigger than" card, then he/she would have had to find an object bigger than a pencil sharpener. Then have another child pick a card and stick it on an appropriate object while saying a complete sentence. After 5 or 6 turns on that object, select another object (e.g., pen, teacher's desk, chalkboard, coat, lunch box, door).



ACTIVITY: I Want the Thing that . . .

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To request pictures by describing the function of the  
pictured object  
--To correctly form a relative clause using "that"

MATERIALS: pictures of common objects; timer

TIME REQUIRED: 20 minutes

PROCEDURE:

Divide the class into 2 teams. Line them up in rows. Explain that one team will go first, then the other team will try to beat their time. She presents a row of pictures (lined up on chalkboard rail). The student at the beginning of the line must request one of the pictures by a sentence, "I want the thing that. . . ." They must fill in the blank with the function of the object. (For example, "I want the thing that cleans the floor and plugs in." [for a vacuum] or "I want the thing that drives on the road." [for a car]. When they say a correct sentence, then you give him/her the picture and he/she goes to the end of the line and the next student on that team has a turn. Time the team, scoring how long it takes them. Then give the other team a turn and see which team has the best time.

ACTIVITY: Past -- Present -- Future

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To tell a complete sentence using past, present, and future tense verbs

MATERIALS: drawing paper and crayons for each student

TIME REQUIRED: 30 minutes

## PROCEDURE:

Show students how to divide their drawing paper into 3 spaces by drawing lines.



In the first space, they are to draw a picture of themselves doing something they used to do as a baby (e.g., crawling, sleeping in a crib). In the second space, they are to draw a picture of themselves doing something they can do now. And in the third space, they are to draw a picture of themselves doing something they hope they will do as an adult (define *adult*, if needed).

After all pictures are drawn, then they share their pictures with the whole group. They must tell about each third of their picture using complete sentences and the correct verb tense.

For example:

- Here I sucked my thumb when I was a baby.
- Now I can hit a baseball.
- Someday I will fly to the moon in a rocket.

Help students with their sentences as needed.

ACTIVITY: Group Sentences

LEVEL: Grades K-6

SOURCE: Lynn Plourde

OBJECTIVE: --To form a complete oral sentence by adding one word at a time to the sentence

MATERIALS: slips of paper with one word written on each piece

TIME REQUIRED: 20 minutes

PROCEDURE:

Sit the class in a circle. Choose a student to select a slip of paper. That student reads the word on the paper out loud. The next student adds one word to the first word so that it makes sense. The next student adds a third word. Students continue one at a time adding one word trying to make the longest sentence possible. Then continue with a new starting word to make another sentence.

Sample:

Student 1: I

Student 2: I like

Student 3: I like to

Student 4: I like to eat

Student 5: I like to eat pie

Student 6: I like to eat pie on

Student 7: I like to eat pie on Saturday

Student 8: I like to eat pie on Saturday night

Student 9: I like to eat pie on Saturday night at

Student 10: I like to eat pie on Saturday night at the

Student 11: I like to eat pie on Saturday night at the restaurant.

Possible starting words:

You	A	Please	With
Our	When	Don't	An
The	Let's	Will	Give
My	Never	Can	Walk
Whenever	If	Because	Girls

ACTIVITY: If-Then

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To develop the ability to form complex sentences using "if-then" clauses

MATERIALS: pictures with actions depicted (e.g., magazine pictures); colored tokens or pieces of paper (3 or 4 of each color)

TIME REQUIRED: 20 minutes

## PROCEDURE:

Give each child a colored token. Show the class a picture. Ask them a question about the picture using the form, "What would happen if . . .?" Say which color can answer (e.g., those with a red paper can answer). Students must answer using the sentence form, "If . . ., then . . .". Help students say the complete sentence as needed. Encourage more than one answer for your question.

Example: (a picture of a boy riding a bike)

Teacher: What would happen if the boy fell?  
 Student A: If the boy fell, then he might cry.  
 Student B: If the boy fell, then he would hurt his leg.  
 Student C: If the boy fell, then he would get all dirty.

Continue with other pictures, selecting students with different colored tokens to answer.

ACTIVITY: What's Wrong?

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To find visual mistakes in pictures and in a room setting  
--To describe these mistakes using a complete sentence

MATERIALS: What's Wrong Pictures (Teaching Resources or other published pictures with visual mistakes)

TIME REQUIRED: Part 1: 10 minutes  
Part 2: 20 minutes

PROCEDURE:

Part 1. Divide students into groups of 4. Give each group one picture that they must jointly find all the things wrong in. (You may want to have a rule that only whispering is allowed in the small groups.) You wander from group to group and have them tell you about the wrong things in their picture. They must take turns telling you what is wrong with that picture while pointing and using the sentence form, "That's wrong because. . . ."

Part 2. One student at a time is asked to stand outside the room with the door closed. The rest of the class makes something wrong in the room. Then the student outside must come in, find out what's wrong, and use the form, "That's wrong because. . . ." Remember to make something wrong (e.g., all students sit in their chairs backward as opposed to simply different such as moving something to a different place in the room).

Possible wrongs:

students sit in chairs backward  
students try to write with eraser ends of pencils  
all students take their shoes off  
some students put sweaters or shirts on backward  
students with glasses put them on upside down  
put the telephone receiver upside down  
some students have eyes closed  
put a picture upside down  
students pull arms out of sleeves

ACTIVITY: Why/Because with Beat the Clock

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop the ability to explain the reason why actions occur using a complex sentence with the word *because*

MATERIALS: timer with a buzzer

TIME REQUIRED: 15 minutes

## PROCEDURE:

Have students stand or sit in a circle around you. You stand in the middle and set the timer for 10 minutes (adjust the time for the number of students in your room). Start at one point in the circle asking why questions. Students must answer using the form "Because . . ." (For example, "Why do you eat?" -- Answer: "I eat because I am hungry.") Ask every student in the circle a question and they must answer with an appropriate sentence. Try to get all the way around the circle before the buzzer goes off. Repeat the activity again as time permits using a shorter time on the timer.

## Sample questions:

Why do you eat?	Why do we wash our clothes?
Why do you drink?	Why do we go to school?
Why do you sleep?	Why do we have mixers?
Why do you wear a coat outside?	Why do we have knives?
Why do you wear a watch?	Why do we have toasters?
Why do you have a refrigerator?	Why do we clap our hands?
Why do you have a stove?	Why do we have airplanes?
Why do we cry?	Why do we have policemen?
Why do we wash up?	Why do we have parks?
Why do we have cars?	Why do we have firemen?
Why do we have pens?	Why do we have lights?
Why do we have books?	Why do ambulances have sirens?
Why do we have telephones?	Why do we go to the library?
Why do we have garbage collectors?	Why do we go to the beach?
Why do we go to hospitals?	Why do we wear boots?
Why do we go to MacDonalds?	Why do we wear mittens?
Why do we get colds?	Why do we have erasers?
Why do we have jacks?	Why do we have money?

ACTIVITY: Nice Nagging

LEVEL: Grades K-6

SOURCE: Lynn Plourde

OBJECTIVE: --To correct a specific grammar problem

MATERIALS: none

TIME REQUIRED: throughout the day for one month

PROCEDURE:

Select one grammar error that many children in your room make that really bothers you. Be sure that it is not a developmental error. Then explain to the class that for the next month you are all going to do "nice nagging" to try to correct this problem. Tell them what the error is (e.g., Me do it for I do it). Every time you hear that error or another student does, then put your hands over your ears which is the signal that they made that error and they must correct it. (Help them as needed.) By doing this for a month, students should be much more aware of that one grammar error. Do not correct other errors but rather really concentrate on this one error. You could do a different error another month. Students should begin to signal each other and help each other to remember the rule.

Possible errors to correct:

me/I  
 her/she  
 him/he  
 hisself/himself  
 me and Frød/Fred and I  
 use of ain't  
 done/did  
 them/they  
 he don't/he doesn't  
 any others that bother you



ACTIVITY: I Brought You . . .

LEVEL: Grades 1-2

SOURCE: Lynn Flourde

OBJECTIVE: --To correctly use the past tense verb *brought* in sentences

MATERIALS: picture cards; a makeshift bed

TIME REQUIRED: 15 minutes

## PROCEDURE:

Have one student lie in a makeshift bed and pretend to be sick. Another student randomly selects a picture from a pile of picture cards. That student looks at the picture, gives it to the sick student and says, "I heard you were sick so I brought you (some flowers; a hat; some coffee) ." The sick student then replies, "I'm glad you brought me (some flowers; a hat; some coffee) ." Encourage students to say the complete sentence and to use "brought" correctly (NOT "brang"). Continue with two different students having a turn. Some pictures might be silly gifts for a sick person (for example, giraffe, skis, lawn mower), but the humor will help keep the class's attention when it's not their turn.

ACTIVITY: It Could Be . . .

LEVEL: Grades 1-4

SOURCE: Lynn Plourde

OBJECTIVE: --To generate a "could" sentence about a simple line drawing

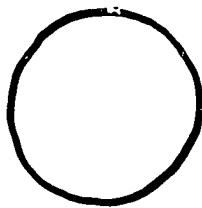
MATERIALS: chalk and chalkboard

TIME REQUIRED: 20 minutes

PROCEDURE:

Draw a simple line drawing on the chalkboard (see samples below). Give students turns to generate a sentence about the picture using the sentence form, "It could be . . . if . . . ." Help students with the sentence as needed. Then let them draw the part that they said. Erase their part of the drawing and continue with other answers.

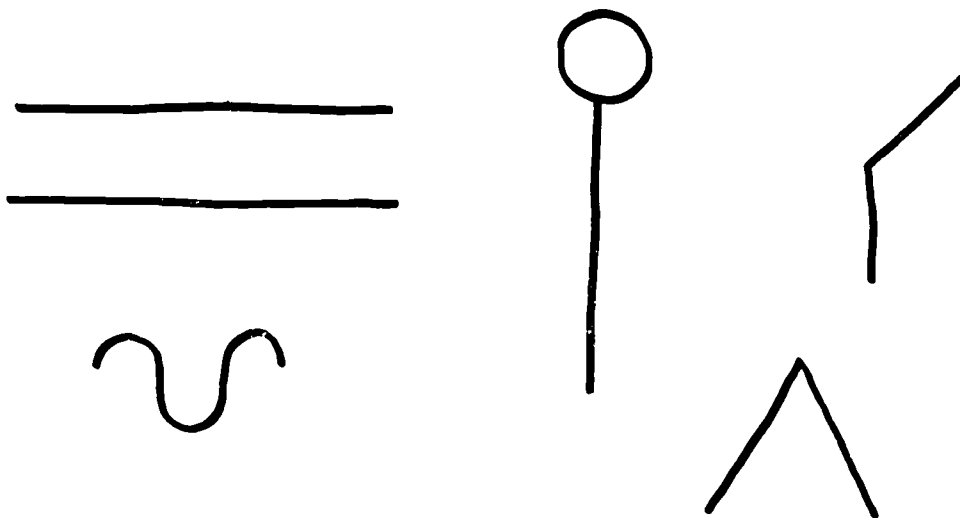
Sample:



Possible answers

- It could be a face if you added eyes
- It could be a tire if I added the spokes.
- It could be a mouth if I added teeth.
- It could be a bush if I added the leaves.
- It could be a sun if I added the rays.

Other possible drawings



ACTIVITY: Catch Me

LEVEL: Grades 1-4

SOURCE: Lynn Plourde

OBJECTIVE: --To identify when a speaker makes a grammatical error  
--To correct the grammatical error

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

You as the teacher should tell something about yourself in the past tense. (It might be true or pretend.) Use past tense verbs throughout what you say. Say some past tense verbs correctly and some incorrectly (e.g., breaked/broke; eated/ate). You might also make other grammatical errors such as "Then me went to school." Students must close their hands as if they are catching an imaginary ball every time they hear an error. When students "catch you," select someone to correct the error. Continue with the story making other errors as you go.

ACTIVITY: Self

LEVEL: Grades 1-2

SOURCE: Lynn Plourde

OBJECTIVE: --To correctly use the pronouns *himself*, *herself*, *themselves* in sentences

MATERIALS: none

TIME REQUIRED: 15 minutes

## PROCEDURE:

Select one, two, or three students at a time to go to the front of the class. Those students must then role-play an imaginary task (e.g., lift up an elephant) that you tell them.

As those students role-play the situation, ask the rest of the class, "Is Karen picking up the elephant all by herself?" The remainder of the class must answer in a complete sentence, "Yes, Karen is picking up the elephant all by herself." Be sure students say the reflexive pronoun correctly. Continue with other students and questions.

<u>Imaginary Task</u>	<u>No. of Students</u>	<u>Question</u>
swim 100 miles	1 male	Is ___ swimming 100 miles all by <u>himself</u> ?
eat 147 peanut butter sandwiches	3 students	Are __, __, and __ eating 147 peanut butter sandwiches all by <u>themselves</u> ?
lift the school building	1 female	Is __ lifting the school building all by <u>herself</u> ?
climb the world's tallest mountain	2 students	Are __ and __ climbing the world's tallest mountain all by <u>themselves</u> ?
catch a tiny butterfly	1 female	Is __ catching a tiny butterfly all by <u>herself</u> ?
race a speedy bicycle	1 male	Is __ racing a speedy bicycle all by <u>himself</u> ?
juggle 16 plates	1 female	Is __ juggling 16 plates all by <u>herself</u> ?

ACTIVITY: Acting Out Adverbs

LEVEL: Grades 1-6

SOURCE: Lynn Plourde

OBJECTIVE: --To pantomime an action  
--To generate sentences using adverbs

MATERIALS: none

TIME REQUIRED: 20 minutes

## PROCEDURE:

Tell the class that they are going to do some actions in special ways. First, have some students walk in special ways. Select one student to come to the front of the room. Whisper to that student how they must walk (e.g., walk slowly or walk clumsily). That student must pantomime walking the way that you whispered. The rest of the class must then guess how that student was walking (e.g., I think Bill walked shyly). Encourage students to say the ly at the end of the adverb. Continue with other students as time permits. Each action word may be done with several different adverbs.

Actions

walk	talk	cry	drive
eat	enter room	laugh	run
sleep	sing	sit	clean

Adverbs

slowly	shyly	sloppily	wearily
quickly	boldly	clumsily	energetically
awkwardly	lazily	politely	neatly
maturely	distractedly	peacefully	gently

ACTIVITY: Scramble

LEVEL: Grades 2-4

SOURCE: Lynn Flourde

OBJECTIVE: --To unscramble mixed-up sentences so that they are in the proper sequence

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

Divide the class into two teams. Give one person at a time a turn to unscramble a mixed-up sentence. If that person is correct, then his/her team gets a point. Then give a person on the other team a turn. The team with the most points wins in the end. Students who have language problems should receive very short sentences to unscramble.

Sample sentences:

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1. I you like.                | 16. Step on toe my don't.        |
| 2. Cow down the fell.         | 17. Silly she is.                |
| 3. Flew head a over bat.      | 18. Math hard is too my.         |
| 4. Please home go.            | 19. Driving fast he's too.       |
| 5. Sick are you?              | 20. Typing awful this is.        |
| 6. Is what that?              | 21. You like do me?              |
| 7. Go you to church did?      | 22. Man too fat is that.         |
| 8. Steal don't money.         | 23. Like I spaghetti.            |
| 9. Watch I TV.                | 24. Lost slipper my I.           |
| 10. Cake is that whose?       | 25. Catcher ball missed the the. |
| 11. What is time it?          | 26. Is hot today.                |
| 12. Salt pepper pass and the. | 27. Getting I'm tired.           |
| 13. Want I water some.        | 28. Hands are my dirty.          |
| 14. Really that hurts.        | 29. Feel sick I.                 |
| 15. Coming the are police.    | 30. Of water glass I spilled a   |

ACTIVITY: Simile Book

LEVEL: Grades 2-6

SOURCE: Lynn Plourde

OBJECTIVE: --To develop numerous similes about colors

MATERIALS: drawing materials; staples

TIME REQUIRED: 30 minutes

PROCEDURE:

Select a color for the day such as black. Define similes for students: a phrase that compares one thing to another thing using words such as "\_\_\_\_\_ like a \_\_\_\_\_" or "as \_\_\_\_\_ as \_\_\_\_\_." Write this phrase on the board and generate a list of similes for your color of the day (e.g., as black as coal, as black as tar, as black as night, as black as a crow). Then have each student draw a picture to represent one simile. All pictured similes are then placed together to form a book. After the book is complete, you may select an object in the room of that color and ask, "How black is this paper?" Students take turns answering using their simile (e.g., "That paper is as black as tar.") Do other colors on different days.

RHYMING

These activities help students learn to rhyme orally. Many children are taught to rhyme visually. For example, they are told to pick a word that rhymes with "sing," and they must choose one from a written list: wing say fin go.

If children are to have good rhyming abilities, they must first be able to do so orally.



ACTIVITY: In the Can

LEVEL: Grades K-1

SOURCE: Hildy Aldrich, Skowhegan, Maine

OBJECTIVE: --To generate words that rhyme with a target word  
--To act out putting one object in another

MATERIALS: tin can, box, jar

TIME REQUIRED: 15 minutes

PROCEDURE:

Tell the children that they are going to play a game using the rhyming sound of *an*. When they receive the can, they are to think of a word that rhymes with *an* and then pretend to put that *an* object in the can.

One child could say, "I will put a van in the can," and then pretend to squeeze a huge van into the little can. Then the can is passed to another child. That child might put "Jan in the can." Any words which rhyme with "can" are acceptable. Continue with different containers such as *box* and *jar* and different rhyming words as time permits.

ACTIVITY: Rhyming Names  
LEVEL: Grades K-2  
SOURCE: Lynn Plourde  
OBJECTIVE: --To develop the ability to rhyme  
MATERIALS: name tags  
TIME REQUIRED: 20 minutes

PROCEDURE:

Spend a session as a group brainstorming a rhyming name for each person in the room (e.g., Red Ted, Shannon the Cannon, Scary Mary). Give each student a name tag to write their new name on. Encourage students to call each other rhyming names in class throughout the week.

*Hints:* -Go through the alphabet for possible rhyming words when deciding a name.  
-Each student picks their own rhyming name so no student is "stuck" with an insulting name they do not like (e.g., Fat Matt).

ACTIVITY: Rhyming Poem

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To complete a poem with words that rhyme with a given child's name

MATERIALS: none

TIME REQUIRED: 20 minutes

## PROCEDURE:

Use the following poem and complete it with rhyming words using different children's names. Select one child at a time to stand up. Read the poem out loud and have the class decide on how to fill in the blanks. Then read the poem one time with all the blanks filled in.

## Poem:

There was a girl (boy) named \_\_\_\_\_.  
 She (He) looked exactly like a \_\_\_\_\_.  
 She (He) would eat lots of \_\_\_\_\_.  
 And go visit a \_\_\_\_\_.  
 That was the girl (boy) named \_\_\_\_\_.

## Sample:

There was a girl named Gail.  
 She looked exactly like a pail.  
 She would eat lots of mail.  
 And go visit a jail.  
 That was the girl named Gail.

ACTIVITY: Rhyming Song

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To complete a song with nonsense words that rhyme  
with a given student's name

MATERIALS: none

TIME REQUIRED: a few minutes at the beginning of each day

## PROCEDURE:

At the start of the day, sing the "Name Game" song using a different student's name each day.

## Samples:

Lynn, Lynn bo bynn  
Banana Fanana fo fynn  
Me my mo mynn, Lynn.

Rod, Rod bo bod  
Banana Fanana fo fod  
Me my mo mod, Rod.

Wanda, Wanda bo banda  
Banana Fanana fo fanda  
Me my mo manda, Wanda.

ACTIVITY: Rhyming Race

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To provide rhyming words when given a target word

MATERIALS: slips of paper with single-syllable words on them  
(e.g., can, in, like, house)

TIME REQUIRED: 20 minutes

PROCEDURE:

Divide the class into 2 or 3 teams. Have the teams stand in rows. One team is selected to go first. The leader in that row takes a slip of paper with a word. The teacher reads that word out loud. That team must then brainstorm together for a minute to think of all the words that they can think of that rhyme with that target word. The team says all their words. The teacher records the number of rhyming words that they thought of on the board. The next team selects a word and generates as many rhyming words as they can. Continue with other words as time permits. The team to generate the most rhyming words is the winner.

ACTIVITY: Find Rhyming Words

LEVEL: Grades 1-3

SOURCE: Patt Moore, Athens, Maine

OBJECTIVE: --To find pairs of rhyming pictures from a magazine

MATERIALS: catalogs or magazines; paste; numerous 2x2 pieces of oak tag

TIME REQUIRED: 30 minutes

PROCEDURE:

Each child is given a catalog or magazine, paste, and ten squares of oak tag. They must then cut out two pictures of objects that rhyme and paste each to an oak tag card (e.g., bed/sled, car/star; mop/top; coat/boat). They must find 5 rhyming pairs. After they are finished, each child says the name of one item in one of their pairs, shows the other picture in the pair, and the rest of the class must say what the rhyming picture is. The cards can then be used as a rhyming concentration game or to make rhyming learning centers for the classroom.

ACTIVITY: Rhyming Baseball

LEVEL: Grades 1-3

SOURCE: Lynn Plourde

OBJECTIVE: --To generate a word that rhymes with a given word

MATERIALS: none

TIME REQUIRED: 25 minutes

PROCEDURE:

Divide the class into 2 teams. One team is "up to bat" first. The other team is in the field. You must establish where the bases are. You are the pitcher. One student is up to bat. You say a word (see list below) to that student and he/she must name a word that rhymes with it. If he/she does so, then he/she goes to first base and the next student is up to bat. Students advance one base at a time as long as students answer correctly. Each team is allowed 3 outs or misses. Someone may be selected to keep score. A run is scored each time a student comes "home." After 3 outs, the other team is up. Continue with extra innings as time permits.

Words to rhyme:

out	hat	same	send	rot
laugh	run	gate	done	talk
table	couch	wrist	clean	pass
stove	rain	time	still	rug
leg	pill	buy	half	nice
cousin	rest	nickle	rhyme	lend
past	coat	blew	book	doll
horse	gold	lame	tough	straight
simple	wreath	church	bird	track
calm	caper	mean	cold	cheese
cup	knee	play	drive	hush
hard	pink	swim	type	butter

ACTIVITY: Rhyming Bee  
LEVEL: Grades 1-3  
SOURCE: Lynn Plourde  
OBJECTIVE: --To tell a word that rhymes with a given word  
MATERIALS: rhyming cards on next 3 pages  
TIME REQUIRED: 30 minutes

PROCEDURE:

Cut up the cards on the next 3 pages. Then have a rhyming bee, just like you would have a spelling bee. Show a student the top card and read it out loud to him/her. That student must tell a word that rhymes with the given word. Continue with other students and other cards. As long as students are correct, they may continue to stand up. If a student makes a mistake, then that student must sit down. Continue until one student is left standing -- the rhyming champ!



day	must	hole
goat	meat	table
gold	jelly	thumb
school	hit	arm
child	they	guy
go	stay	side

come	box	strong
soap	sing	green
sun	last	pig
stove	mess	mile
you	plane	smile
same	blue	grass

bus	hat	mouse
wheel	fall	nice
keep	rain	now
tree	pick	right
like	pen	pink
take	wood	tall

CATEGORIZATION

The ability to classify or categorize objects is the foundation for numerous educational skills.

These activities help children learn to list numerous items within a given category and to name the category when given a list of items.

ACTIVITY: Pop and Say

LEVEL: Grade K

SOURCE: Lynn Plourde

OBJECTIVE: --To name items within a given category

MATERIALS: liquid soap, blowing bubbles; a wand

TIME REQUIRED: 20 minutes

PROCEDURE:

On a nice day, take the class outside and seat them in a line on the ground. Select 2 students at a time to stand near you. You will say a category word such as "colors," and then you will blow bubbles. These 2 students must try to pop the bubbles. Every time they pop a bubble, they must say an item in the category (e.g., red, green, blue). Encourage students to name as many items as they can. Continue with 2 other students and a new category word.

Possible categories:

drinks	wet things	things at MacDonalds
cartoon shows	animals	things in the kitchen
colors	toys	things in the livingroom
clothes	desserts	things in the bedroom
food	parts of the body	things in a school

ACTIVITY: Pitch a Penny

LEVEL: Grades K-1

SOURCE: Lynn Plourde

OBJECTIVE: --To list items within a given category

MATERIALS: a bowl; numerous pennies, buttons, or tokens in a container

TIME REQUIRED: 15 minutes

## PROCEDURE:

Divide the class into 2 teams. Have one team at a time line up. Place an empty bowl several feet in front of the line. Tell students that they must name as many parts of a car as they can. One student at a time picks up a penny from a container and says a part of a car; that student tries to throw the penny into the bowl. That student goes to the end of the line and the next student has a turn. Continue until everyone on the team has had a turn. For their score, count to see how many pennies are in the bowl. The next team then lines up and has a turn with a different category. See which team gets the most pennies in the bowl. You might try the game again with different categories.

## Possible categories:

things with teeth	things in the sky	things on a bed
places to sleep	kinds of bugs	things with stripes
things that are loud	kinds of fish	things kept in a drawer
things that can open	things that get wet	things that can break
things that are high	parts of a dining room	parts of a house

ACTIVITY: Category Pillow Fight

LEVEL: Grades K-1

SOURCE: Lynn Plourde

OBJECTIVE: --To list items within a given category

MATERIALS: 2 pillows

TIME REQUIRED: 15 minutes

PROCEDURE:

Tell students that they are going to have pillow fights with each other. Emphasize that they must follow these 2 rules:

1. NO hitting someone in the head.
2. Do NOT hit hard.

Select 2 students to have a pillow fight. Give each one a pillow and have them stand in front of the class. Give each student a category. They can hit the other person only when they name an item in a category.

Example:

Student #1's category is fruit.  
Student #2's category is furniture.

Student #1: Apple (hit #2)  
Student #2: Table (hit #1)  
Student #1: peach (hit #2); pear (hit #2)  
Student #2: desk (hit #1)  
Student #1: banana (hit #2)  
Student #2: bed (hit #1); couch (hit #1); chair (hit #1)

You should serve as a referee being certain that students follow the rules and say a category item before they hit the other student. Continue with new categories and other students having turns.

Possible categories:

animals	clothes	things that fly
colors	things in a school	parts of the body
things in a kitchen	things in a bedroom	things that make a noise
farm animals	toys	things in a livingroom
things to drink	Christmas words	breakfast foods

ACTIVITY: Classification Train

LEVEL: Grades K-3

SOURCE: Penny Anderson, Athens, Maine

OBJECTIVE: --To learn to classify objects

MATERIALS: 3 to 5 boxes decorated to look like train cars; objects to be sorted

TIME REQUIRED: 20 minutes

## PROCEDURE:

Label each box with a category, picture or word on the side. Explain that this is a special category train and the train has boxcars for different categories. For example, there's a fruit boxcar which carries the fruit and a jewelry boxcar which carries the jewelry. Walk around the room and randomly give students an object which they must place in the appropriate boxcar while saying, "This is a kind of (fruit), so it goes in the (fruit) car." Change the categories on different days so that students are learning a variety of categories.

## Possible categories:

toys	furniture	writing utensils
fruits	vehicles	silverware
vegetables	tools	kitchen utensils
jewelry	instruments	cloth
clothing	beverages	weapons
animals	medication	containers
money	spices	weights
sports	liquids	coins
letters	buildings	planets
months	occupations	rivers
materials	states	cartoons
body parts	TV programs	seasons



ACTIVITY: Category Sorting Race

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To develop the ability to sort pictures into categories

MATERIALS: picture cards of items from various categories; four boxes (e.g., empty tissue boxes) with the name of the category attached to the front

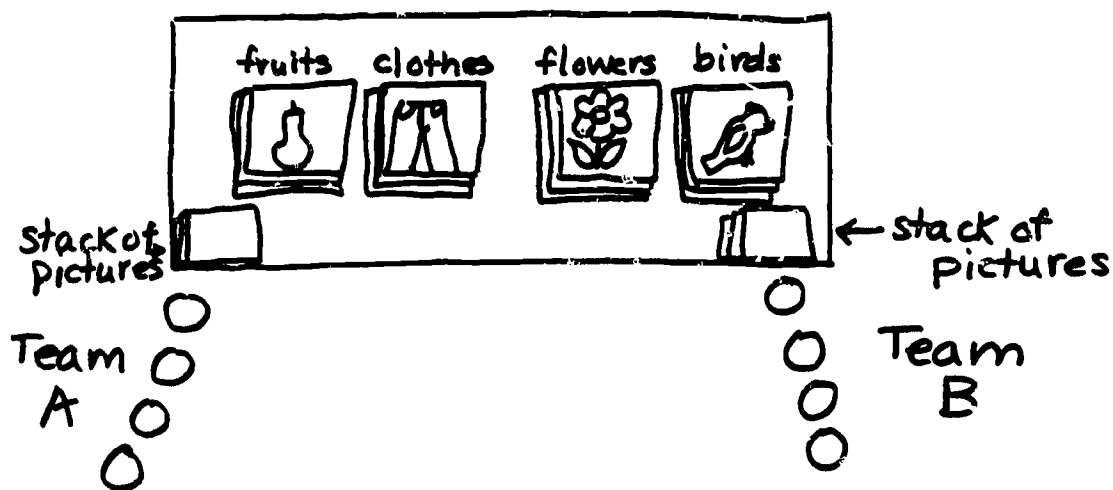
TIME REQUIRED: 20 minutes

## PROCEDURE:

Select 4 categories and review their meanings with students, using examples as needed. (For example, containers can hold things; a box and a bag are both containers). Divide the class into 2 teams. Each team lines up in front of a table that has a stack of category cards upside down. When you say go, the team members, one at a time, pick up a card and say, "That's a kind of (container)," and put it in the appropriate box. Then that student goes to the end of the line and the next student selects a card and says, "That's a kind of (shape)," and puts it in the appropriate box. Each team sorts their pictures at the same time, going as quickly as possible. The first team to correctly sort all their cards is the winner. Try the race on a different day with 4 new categories.

## Possible categories:

colors	toys	fruits	vegetables
shapes	jewelry	clothes	animals
numbers	letters	parts of body	birds
fish	furniture	vehicles	tools
instruments	candy	flowers	insects
silverware	appliances	weapons	containers



ACTIVITY: Category Musical Chairs

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To sit down when one hears a word within a given category

MATERIALS: students' chairs

TIME REQUIRED: 20 minutes

PROCEDURE:

Arrange students and chairs as for musical chairs. They must walk around the chairs and sit down when they hear a specific category word (e.g., a type of vehicle). You, as the teacher, name various items (e.g., blue, grape, hat, nose, leg, orange, elbow, peg, blouse, pineapple, finger, bicycle . . .). Continue with more words, occasionally naming another kind of vehicle. On another day you might play this game with a different category such as containers, vegetables, birds, spices, bodies of water, furniture, etc.

**ACTIVITY:** Line-Up

**LEVEL:** Grades K-4

**SOURCE:** Lynn Plourde

**OBJECTIVE:** --To categorize students by specific attributes  
--To guess the similar qualities of groups of students

**MATERIALS:** none

**TIME REQUIRED:** 20 minutes

**PROCEDURE:**

Select a group of students to line up in front of the class. This group must have one common attribute (e.g., brown eyes, wearing plaid, Velcro sneakers, or blonde hair). Do not tell the class the attribute. Simply name each student that should be in the line-up. When they are all lined up, then the class must guess the attribute that those students have in common. Continue with a different line-up of students who have a different common attribute.

ACTIVITY: List Race

LEVEL: Grades K-4

SOURCE: Lynn Plourde

OBJECTIVE: --To name as many items as possible within a given category

MATERIALS: none

TIME REQUIRED: 20 minutes

## PROCEDURE:

Line all the students up on one side of the room. The goal is to be the first student to cross the room to the other side. The first student has a turn. Tell the student a category word (e.g., fruit, vehicle). The student must name as many items in that category as he/she can. Each time the student says an item, he/she can take a "baby" step. For the next item named, another "baby" step. The student can continue taking steps as long as he/she names items in the category (one step per item named). When the student misses an item or pauses for 5 seconds, the next student is given a turn with a different category word. Continue the game until one student has reached the other side of the room.

## Possible categories:

colors	toys	vehicles	fruits
foods	furniture	birds	trees
plants	medicines	desserts	spices
emotions	stores	songs	books
appliances	towns	cities	clothes
jobs	sports	parts of body	TV shows
meats	hobbies	beverages	instruments
wild animals	tame animals	planets	weapons
last names	restaurants	magazines	cartoons

ACTIVITY: Classification Race

LEVEL: Grades 2-6

SOURCE: Dorothy Redlevske, Mercer, Maine

OBJECTIVE: --To name items within a category that start with a specific letter

MATERIALS: 2 different colors of chalk

TIME REQUIRED: 20 minutes

## PROCEDURE:

Make a chart on the board using a child's name for the beginning sounds for each category, such as the following:

	FOODS	CLOTHING	ANIMALS	VEHICLES	BODY PARTS
H	<i>hot dog</i>	<i>hat</i>	<i>hound</i>	<i>Honda</i>	<i>hand</i>
E					<i>eyes</i>
I	<i>ice cream</i>				
D	<i>doughnut</i>	<i>dress</i>	<i>deer</i>	<i>Datsun</i>	<i>dimple</i>
I			<i>iguana</i>		

Divide the class into 2 teams. Have each team line up in a row. One team writes in one color of chalk and the other team writes in a different color. Begin the race by having the first member in each team fill in a blank on the chart. Then they go to the end of the line while the next student fills in a blank. If a student cannot think of a response in one minute, they must go to the end of the line. Stop after the chart is filled or students cannot think of any more responses. Tell students that spelling does not matter. Count the number correct for each team to see who is the winner. Try a different name and different categories on a different day.

ANSWERING AND ASKING QUESTIONS

An important communication skill is the ability to answer and ask questions. In the "real world," even as adults, we spend much time answering and asking questions. Children have an opportunity in this section to learn these skills in games and role-playing situations.

ACTIVITY: Parts of the Day

LEVEL: Grades K-1

SOURCE: Lynn Plourde

OBJECTIVE: --To list activities done in the morning, in the afternoon, and at night

--To correctly answer "when" questions about parts of the day

MATERIALS: chalk; chalkboard

TIME REQUIRED: 25 minutes

PROCEDURE:

On the board, you are to write the headings In the Morning, In the Afternoon, and At Night. Leave space under each heading for pictures to be drawn. Divide the class into 3 groups, one for each heading. Each group is responsible for thinking of as many actions as they can under their heading. They are to brainstorm in small groups while you stand at the board. When a group has an idea, one member of the group comes to tell you the idea (e.g., You eat breakfast in the morning. You get dressed in the morning. You come to school in the morning).

You are to draw a picture under that heading to represent what they said. After 5 to 8 ideas are drawn under each heading, have the class as a whole answer your questions about the pictures. (For example, When do you go to bed? When do you turn on the lights in the house? When do you watch Sesame Street? When do you get on the bus to go home?) Have students answer in complete sentences (e.g., I wake up in the morning).

ACTIVITY: What Would You Say to . . . ?

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To answer questions that start with the words "What would you say to . . . ?"

MATERIALS: none

TIME REQUIRED: 15 minutes

PROCEDURE:

Ask students the following questions. Encourage them to generate a variety of answers and to use an appropriate tone of voice.

Questions:

- What would you say to a butterfly that landed on your nose?
- What would you say to your best friend who just gave you a birthday present?
- What would you say to a space creature who landed in your backyard?
- What would you say to an ant that was crawling in your bed?
- What would you say to a baby that you were babysitting who wouldn't stop crying?
- What would you say to a thief who stole your money?
- What would you say to a mouse that was looking for crumbs on your sideboard?
- What would you say to a purple puppy?
- What would you say to a seagull that grabbed your sandwich at the beach?
- What would you say to a fish that you just caught on your pole?



ACTIVITY: A Giant Picture

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To correctly answer "who" and "what" questions

MATERIALS: a chalkboard; colored chalk

TIME REQUIRED: 20 minutes

PROCEDURE:

Tell the class that you are going to draw a giant picture on the chalkboard. Tell students what the scene will be about (e.g., a farm, a birthday party, on Christmas Day, at a circus). Then select one student at a time to come to the chalkboard. Ask that student a "who" or "what" question (e.g., What will you draw on the farm? Who will you draw on the farm?) That student must answer the question and then draw a part of the picture depicting what he/she said. For example, you might ask a student, "What will you draw on the farm?" That student will answer, "I will draw a pig." The student will then do so. Continue with other students having turns until the class has created a giant picture. Encourage students to listen carefully for "who" or "what" in the question; these two question words are often confused.

ACTIVITY: Guess Who You Are? -- Christmas

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To ask appropriate questions in order to solve a riddle  
--To answer questions using complete sentences

MATERIALS: 3x5 cards with Christmas words or pictures on them;  
safety pin

TIME REQUIRED: 20 minutes

## PROCEDURE:

Have students sit in a circle. Select one student to stand in the middle. Choose one of the cards with a Christmas word and pin it to the back of that student's shirt. The selected student must not know what the card is, but all other students should know what the card is. The student in the middle proceeds to ask questions in order to find out what kind of Christmas object or person they are supposed to be. The student continues asking questions until he/she solves the riddle about who he/she is.

Example: (card has a picture of Rudolph)

Student in middle: Karen, am I a person?  
Karen: No, you're not a person.  
Student in middle: Joe, am I an animal?  
Joe: Yes, you are an animal.  
Student in middle: Ted, how many legs do I have?  
Ted: You have 4 legs.  
Student in middle: Al, do I have a bright red nose?  
Al: Yes, you have a bright red nose.  
Student in middle: Nikki, am I Rudolph?  
Nikki: Yes, you are Rudolph.

Then another student is selected to stand in the middle. Continue with the game.

Other Christmas words:

sleigh ride	Christmas tree	turkey	Santa
elves	tinsel	candy cane	Mrs. Claus
Christmas stocking	angel	candles	North Pole
Christmas Eve	reindeer	wreath	presents
Scrooge	Rudolph	garland	Christmas carol
mistletoe	balls	poinsettia	fruitcake

ACTIVITY: Picture Guessing

LEVEL: Grades K-6

SOURCE: Jean Dingley, Mercer, Maine

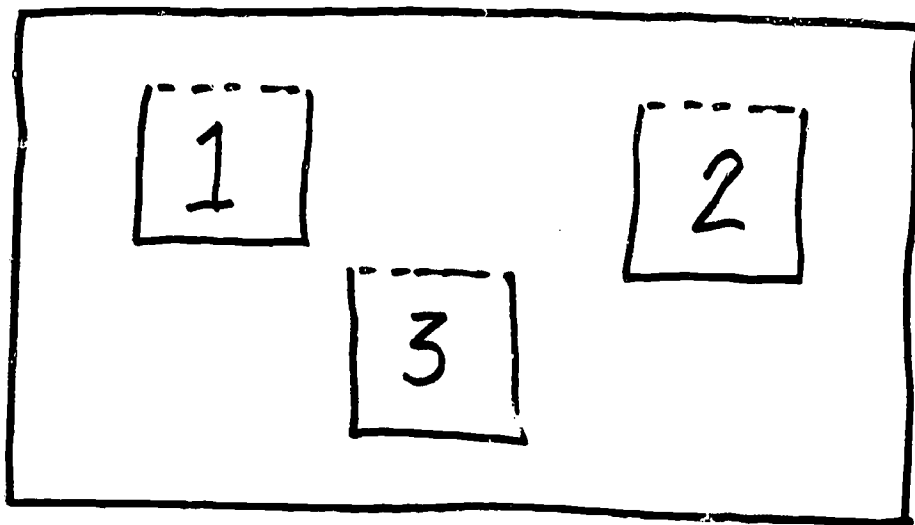
OBJECTIVE: --To answer "wh-" questions  
--To use specific details of a picture to draw conclusions about the whole picture

MATERIALS: a large picture with a lot of activity in it, covered with a piece of construction paper (stapled on one end, open on other so it can be flipped up to reveal the whole picture). Cut 3 or 4 doors (flaps) in the construction paper which can be lifted one at a time to reveal part of the picture.

TIME REQUIRED: 20 minutes

PROCEDURE:

Write the 5 wh- questions (who, what, when, where, why) on the board. Open one flap of the construction paper to reveal part of the picture. Ask students each of the wh- questions. They must brainstorm answers to each one even though they only have partial information (e.g., if they see a fire truck, they might guess firemen for who is in the picture). Continue by opening each of the other flaps and asking the questions again. Finally, reveal the whole picture. Continue with other pictures as time permits.



ACTIVITY: Interview

LEVEL: Grades K-6

SOURCE: Lynn Plourde

OBJECTIVE: --To learn new vocabulary about a profession  
--To ask appropriate questions of a worker

MATERIALS: a person to interview

TIME REQUIRED: 30 minutes

## PROCEDURE:

Select a person for your class to interview. Prior to the day of the interview, be sure that the person is willing to be interviewed and schedule the time and place. Each member of your class must ask that person one question about their job. Before the interview, you may have your whole group brainstorm possible questions. Ask the person being interviewed to give a quick 5 to 8 minute summary of their job and then spend the rest of the time answering students' questions. If possible, have students see a demonstration of special equipment for that person's job (e.g., for a secretary: intercom, correction fluid, adding machine).

## Possible people to interview:

school secretary	principal
cooks	Chapter I teacher
resource room teacher	art teacher
physical therapist	occupational therapist
superintendent	parent/homemaker
school nurse	director of special education
school volunteer	librarian
janitor	physical education teacher
speech therapist	parent/factory worker
music teacher	school psychologist

After the interview, make a chart with new vocabulary and information that the students have learned.

ACTIVITY: Question for the Day

LEVEL: Grades 1-2

SOURCE: Lynn Plourde

OBJECTIVE: --To converse with one's parents and classmates about the answer to a given question

MATERIALS: none

TIME REQUIRED: 15 minutes each day for a week

PROCEDURE:

Each day for a week give students a "question for the day." Students must go home and ask their parents the question. Then the next day in class, give students a chance to discuss the answers they received. The activity will promote interesting discussions at home and in the classroom.

Possible questions:

- What are tonsils for?
- When will it be common for people to live in space?
- Why do some people get cancer and others don't?
- What's American's favorite food?
- How heavy is a whale?

ACTIVITY: Bowling Questions  
 LEVEL: Grades 1-2  
 SOURCE: Lynn Plourde  
 OBJECTIVE: --To ask appropriate questions about a given word  
 MATERIALS: bowling pins and ball, question papers on pins  
 TIME REQUIRED: 20 minutes

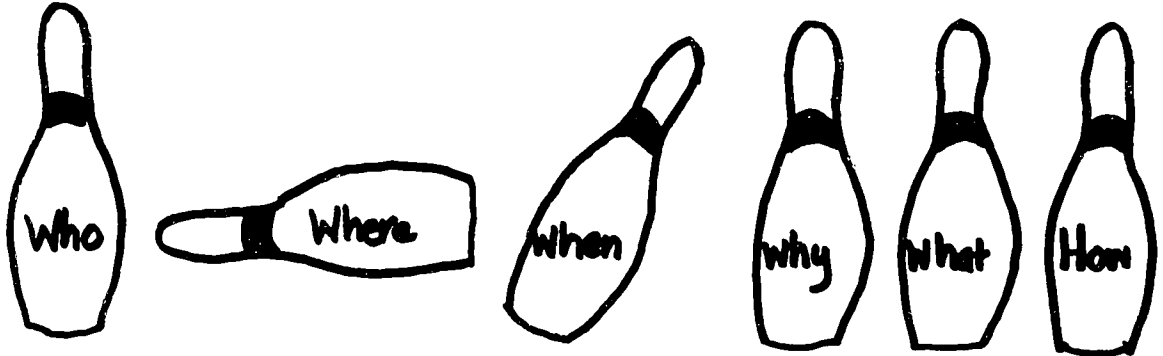
PROCEDURE:

Set the bowling pins up in the room with a question paper taped to each one. Select one student at a time to try and bowl the pins over. For whichever pins fall down, then that student must ask a question with that word about a word you tell him/her. Continue with other students. If students knock over more than one pin, then they must ask a question for each knocked-over pin.

Possible words:

car	Santa	rock	river
skunk	snake	mother	freckle
guitar	day	smile	coffee
knot	necklace	tiger	slide
typewriter	tape	hammer	water
seagull	shark	collar	bed
chocolate	helicopter	mountain	forest
chimpanzee	baby	pickle	chalk
plumber	restaurant	puzzle	handkerchief

Example:



WORD: Shark

Child's question: Where does a shark live?  
 When do sharks attack people?

ACTIVITY: Interviewing an Animal

LEVEL: Grades 2-6

SOURCE: Lynn Plourde

OBJECTIVES: --To develop role-playing abilities  
--To learn to ask pertinent questions to solve a problem

MATERIALS: slips of paper with animal names

TIME REQUIRED: 20 minutes

## PROCEDURE:

One at a time students select a paper with the name of an animal on it. That student stands in front of the class and is interviewed by the other students. The class must try to guess from the answers to their questions what kind of animal the selected student is. After they guess, another student has a turn.

## Sample questions:

- What is a typical day like for you?
- What's your favorite food?
- Where do you sleep?
- Who are your friends?
- How do you move?
- What color are you?
- What are you scared of?
- Who do you scare?
- How fast do you move?

## Possible animals:

anteater	ox	skunk
gopher	rhinoceros	wolf
moose	worm	giraffe
bumblebee	seal	gerbil
lion	whale	ant

ACTIVITY: Noun-Verb Matching

LEVEL: Grades 2-6

SOURCE: Dot Redlevske, Mercer, Maine

OBJECTIVE: --To develop complete sentences that specifically tell *how, when, where, and why*

MATERIALS: word cards with nouns and verbs written on them

TIME REQUIRED: 20 minutes

## PROCEDURE:

Initially discuss with students that sentences can tell *how, when, where, and why*. Select a noun and verb card and demonstrate the types of sentences.

For example:

Santa fell

HOW? Santa fell noisily.

WHEN? Santa fell when he came down the chimney.

WHERE? Santa fell on the slippery roof.

WHY? Santa fell because Rudolph tripped him.

Divide students into groups of 3 or 4. Have each group select a noun and a verb card. Each group must make an oral sentence that tells *how, when, where, and why*. Then they orally present their sentences to the class. The rest of the children in class must guess which type of sentence each one is. Let groups do more sentences as time permits.

Possible nouns:

scarecrow    giant  
tiger        Superman  
baby         elephant  
ballerina    janitor  
clown        mouse

Possible verbs:

sang         danced  
sat           read  
ate           walked  
drank        jumped  
slept        talked



ACTIVITY: The Good Old Days

LEVEL: Grades 2-6

SOURCE: Lynn Plourde

OBJECTIVE: --To plan an interview  
--To ask appropriate questions during an interview  
--To learn some oral history from older people

MATERIALS: one or more senior citizens

TIME REQUIRED: 30 minutes for preparation on one day; 30 minutes for interview on another day

PROCEDURE:

Arrange to have one or more senior citizens to come in for a half hour on a specific date and time. You might try grandparents of people you know, relatives of students, or mobile residents of a nursing home. A day or two before the senior citizen comes in, explain to students that you are going to have a visitor and you must plan your questions now. Tell students that it is their job to find out what it was like when the senior citizen was their age/grade. Brainstorm a list of questions to ask (e.g., What was school like then? What kind of transportation did they use most often? What were the hobbies of kids at that time? What do they see as the biggest differences between then and now?) On the day of the interview, give each student a chance to ask a question. After the interview, you might encourage students to write a book about the "Good Old Days" or draw pictures contrasting then and now.

ACTIVITY: Hallway Interviews

LEVEL: Grades 2-4

SOURCE: Lynn Plourde

OBJECTIVE: --To generate questions for an interview

MATERIALS: a tape recorder

TIME REQUIRED: random times throughout the month

PROCEDURE:

Explain to students that they are going to do interviews. (An interview is when you ask someone questions to find out what they think/believe.) One student each day will do an interview in the hallway. That student will go in the hallway with a tape recorder and interview (ask a question of) 3 or 4 people who walk by. They will record these answers on the tape. This tape can then be set up as a center in the classroom for that day so that other students can listen to the interviews. On the next day a different student with a different question does the interview, etc. Encourage students to think of their own question but offer possible interview questions if necessary. (For example, How does Santa fit down the chimney? How is the Easter Bunny so quiet? What makes people hiccup?) You might do the first interview as a model.

ACTIVITY: A Job Interview in the Classroom

LEVEL: Grades 2-6

SOURCE: Lynn Plourde

OBJECTIVE: --To ask appropriate questions in an interview situation  
--To answer appropriately during an interview situation

MATERIALS: none

TIME REQUIRED: 45 minutes

PROCEDURE:

Explain to the class what a job interview is and what it involves. Then make a list of jobs you have in the class (e.g., taking messages to the office, cleaning the room, passing out papers, helping others read, etc.) Next, as a group, brainstorm a list of possible job interview questions; explain that you want questions that will let you know who is most qualified for a given job. Then each student must decide which classroom job they would like to apply for. Other students in the room then interview potential workers, deciding who gets that job for the next month.

Sample interview:

Child 1: What experience do you have in taking messages to the office?  
 Child 2: Well, I have a good memory. My parents and teachers are always telling me that. Also I can speak clearly. I went to speech therapy for 2 years and learned how to fix my lisp and last year I won the 4th grade prize in a speaking contest.

Child 1: Would this job of delivering messages interfere with your other work in the class?  
 Child 2: No, I don't think so. I always get my work done on time, just ask Mrs. Lass. She'd give me a good recommendation on that.

Child 1: Will you follow the school rules while going to the office?  
 Child 2: I believe I will. I've had my name in the school "black book" only one time in 2 years.

Child 1: Are there any other reasons why I should hire you?  
 Child 2: Yes, my bus arrives early and leaves late so I could take messages to the office for Mrs. Lass at those times too. Also, Mrs. Nedo, the secretary, is my neighbor so she knows me really well and we get along fine.

DESCRIBING

Before students can tell stories or role-play situations, they must first be able to give clear descriptions. These describing games encourage children to tell details, solve riddles, and retell an experience or story.

ACTIVITY: Block Talk

LEVEL: Grade K

SOURCE: Lynn Plourde

OBJECTIVE: --To say a statement about a given topic

MATERIALS: a set of blocks

TIME REQUIRED: 15 minutes

PROCEDURE:

Have the class sit in a circle around a set of blocks. Give the students a topic word such as "apple." Then select a student. That student must say a statement about an "apple" such as "Apples are good to eat." Then the student can stack one block on top of another. Continue with another student making a statement (e.g., "Worms are in apples sometimes."). Then that student can stack a block on top of the first two blocks. Continue with other students saying statements and stacking blocks. The class tries to make the stack as tall as possible. When the stack falls, start over again with a new topic word.

Possible topic words:

McDonald's	tricycle	ice cream cone
crayons	radio	pickle
ocean	fish	baby
Band-Aid	watch (noun)	grandmother
television	elephant	flashlight

ACTIVITY: Mr. Lost and Found

LEVEL: Grades K-3

SOURCE: Bonnie Post, Canaan, Maine

OBJECTIVE: --To use proper telephone etiquette  
--To give a detailed description about an object  
--To ask and answer questions in order to solve a problem

MATERIALS: students' shoes; 2 play telephones; box; barrier

TIME REQUIRED: 30 minutes

## PROCEDURE:

Ask each child to take off one of his/her shoes and put it in a box with all the other shoes. Put up some type of a visual barrier (e.g., two chairs with a blanket over it). Choose one student to be Mr. Lost and Found. That student sits behind the barrier and arranges the shoes so that he/she can see each of them. Choose another student to be "It." "It" sits on a chair in front of the barrier facing the rest of the students. "It" and Mr. Lost and Found each have a toy or pretend telephone. "It" calls Mr. Lost and Found and asks if he/she has his/her shoe. "It" has his/her other shoe on so he/she can look at it to describe it and answer any questions which Mr. Lost and Found may have. When "It" gets his/her shoe back, he/she gets to be Mr. Lost and Found (Miss Lost and Found) and another child gets to be "It." Continue the game until each child has a turn.

Variations: This activity could also be tried with mittens, jackets, hats, or lunch boxes.

ACTIVITY: Feel It Bag

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To describe an object using descriptive words about how it feels  
--To guess what a hidden object is, given 4 descriptive clues about it

MATERIALS: a pillowcase or similar bag; miscellaneous objects

TIME REQUIRED: 20 minutes

PROCEDURE:

Sit the class in a circle. An object is placed in the bag so that students cannot see it. Four students, one at a time, feel the object in the bag and describe to the group one thing about how it feels (e.g., it's bendable, soft, sticky, square). Each of the four describes one way it feels. Then the rest of the group tries to guess what the object is, based on these descriptions. The four tell their guesses if the others do not guess it. The object is shown. Then more objects are done the same way as time permits with 4 different students feeling and describing the object.

ACTIVITY: Eyeing the Picture

LEVEL: Grades K-6

SOURCE: Dianna Gram, Anson, Maine

OBJECTIVE: --To generate "ing" words about pictures  
--To remember details about a picture

MATERIALS: pictures with actions happening

TIME REQUIRED: 20 minutes

PROCEDURE:

Initially as a whole group, do one picture to demonstrate the activity. Hold up a picture which shows action. Let the group look at the picture and name as many "ing" words as they see (e.g., skiing, snowing, falling, bending). You may also add some. Then divide the class into 2 teams. Show a picture to the teams. Hold it up for 15 seconds. When the picture is removed, the groups should generate as many "ing" words as they can about that picture in 2 minutes. The team with the most words wins. Continue with other pictures. The students' "ing" words may be recorded and counted in one of the following ways:

- Students say answers on tape
- Students write answers on a master list
- An adult writes students' answers on a master list



ACTIVITY: Happy Huddle  
LEVEL: Grades K-2  
SOURCE: Lynn Plourde  
OBJECTIVE: --To tell about happy events during the school year  
MATERIALS: none  
TIME REQUIRED: 20 minutes

## PROCEDURE:

Discuss with the class what a huddle is. Then have the whole class get into a huddle. You can begin by telling something that made you feel happy about the school year (e.g., I felt really happy the time that you all gave me that surprise May basket. I laughed and chased you and thought it was fun.). Then have others tell something that happened to make them feel happy about the school year. Encourage students to hurry because at the end after everyone has told something, you will have a "happy huddle hug." When everyone is done, then all squeeze in tighter for the grant hug.

ACTIVITY: Detail King or Queen

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To describe pictures using as many details as possible.

MATERIALS: a paper crown to fit students; a variety of pictures from magazines or travel posters with many details in them

TIME REQUIRED: 20 minutes

PROCEDURE:

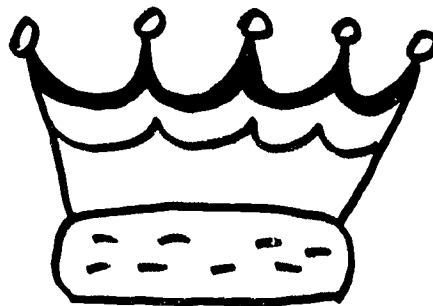
Explain to the class what *detail* means and give them an example by describing a picture in detail:

"This is a picture of a beach. There are 12 people in the picture and 6 seagulls. It is a very sunny day and 1 little girl has a sunburn. There is a hot dog stand in the background. The man working at that stand is wearing a red and white striped hat and apron. Two little boys are sitting near the ocean making a big sand castle. One man is surfing on a high wave."

Tell them that you have other pictures for them to describe in detail. IF they do so, show them that they will be able to wear the paper crown because they are a "detail king" or "detail queen." Select one child to begin describing a picture. Let students wear the crown if they say several details. Then another child has a turn and a chance to wear the crown, etc.

Suggestions:

Kindergarten children should be able to tell 4 details.  
 First graders should be able to tell 5 details.  
 Second graders should be able to tell 6 details.  
 Third graders should be able to tell 7 details.



ACTIVITY: I Spy

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To verbally describe a part of the classroom  
--To guess which part of a classroom has been verbally described

MATERIALS: toy binoculars or paper spy glass

TIME REQUIRED: 15 minutes

PROCEDURE:

Select one student to spy through the binoculars. The rest of the class must put their heads down and close their eyes. The selected student verbally describes the part of the classroom that he/she is looking at. (For example, "I spy something in this room that has red paper all over it. White papers are stapled on the red paper. There are big and little hearts too.")

The other students may then open their eyes and guess which part of the classroom was described to them (e.g., the Valentine bulletin board, the chalkboard, the teacher's desk, the coat rack). Continue with other students having turns to "spy" and describe.

ACTIVITY: Puzzle Co-op

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To work cooperatively in a small group  
--To give verbal directions on how to make a puzzle

MATERIALS: puzzles

TIME REQUIRED: 20 minutes

PROCEDURE:

Divide the class into small groups of 3 to 4 students. Give each team a puzzle to do with all the pieces removed. The group must make the puzzle, but only one member of the group is allowed to touch the pieces. So the rest of the group must help that student by verbally telling him/her where to put the pieces. (For example, "Put the piece with red hair in the top corner. Put the piece with the car tire on the bottom of the puzzle.")

The object of this activity is to finish the puzzle as quickly as possible so group cooperation is a MUST! Stress to students that if they work well together, then they will do their puzzle faster. See which group can finish first. Continue by rotating the puzzles and picking a different "toucher" in each group.

ACTIVITY: Partner Show and Tell

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To accurately describe an object after hearing a description from another student

MATERIALS: students' show and tell objects

TIME REQUIRED: 30 minutes

PROCEDURE:

Divide students into pairs. Each pair meets and tells each other about their show and tell object. Then they trade objects. The whole class convenes as for show and tell. But each partner must tell about their partner's show and tell object and their partner will tell about their object.

ACTIVITY: Peek-a-Boo Cards

LEVEL: Grades K-4

SOURCE: Lynn Plourde

OBJECTIVE: --To develop the ability to generate riddles  
--To develop the ability to solve riddles

MATERIALS: construction paper; pencils, pens, or markers;  
old magazines that can be cut; scissors; glue

TIME REQUIRED: 30 minutes

## PROCEDURE:

Make Cards. Students, either individually or in small groups, must select a picture of an object from a magazine. They cut out the picture and glue it on the inside of a piece of construction paper which is folded like a card. On the outside they write or dictate to you 3 or 4 hints about their picture. Encourage students to start with a general hint (e.g., It can move,) and proceed to more specific hints (e.g., It crawls on 8 legs.).

Example:

It's black and white. It's an animal. It really stinks.
---

Guess Cards

Swap peek-a-boo cards within the group and see if others can guess the pictures. Students may also get in front of the whole group and read their hints for the rest of the class to guess.

*Hint:* If you make and demonstrate two peek-a-boo cards before the activity, students can clearly see what their end product should look like.

ACTIVITY: What Am I?

LEVEL: Grades K-6

SOURCE: Lynn Plourde

OBJECTIVE: --To describe an object so that other students may guess the object from the verbal description  
--To guess an object when given an oral description of that object

MATERIALS: clue chart

TIME REQUIRED: 20 minutes

PROCEDURE:

Select an object in the room. Do not tell students what the object is, but give them a verbal description of the object so that they can try to guess it. After children guess the object, then select a child to describe an object that he/she is thinking of. The other students must try to guess what the object is. Encourage students to say 3 to 5 descriptive phrases about the object. Reinforce students for giving clear descriptions which other students can readily guess. Remind them not to stare at the object that they are thinking of. Continue with other students having turns. Discussing a clue chart (see below) might be helpful in encouraging a variety of descriptive phrases.

### Clue chart for describing objects.

Color

Shape □ △ ▢ ○

Size ○○

Texture - how it feels

Location - where it is found (high, low, corner)

Material - what it is made of

Parts - legs, wheels, sleeves, buttons, etc

Weight - heavy, light

Purpose - what do you do with it

Noise - can it make one?

Move - flexible, not flexible, a part that turns

Category - furniture, toy, clothing, vehicle, etc.

ACTIVITY: Sharing a Trip  
LEVEL: Grades K-3  
SOURCE: Lynn Plourde  
OBJECTIVE: --To describe a trip that one took  
MATERIALS: photographs that students bring in  
TIME REQUIRED: 20 minutes

## PROCEDURE:

Have students bring in snapshots of a trip that they took. On that day, have students break into groups of 3 to 5 and describe that trip to the rest of their group. Encourage students to include items such as:

- how long they were gone
- where they went
- what they did
- who they saw
- who else went
- how they got there
- the most exciting part of the trip

You might describe a trip that you took to the whole class first as an example.



ACTIVITY: Talking Pal

LEVEL: Grades K-5

SOURCE: Lynn Plourde

OBJECTIVE: --To develop abilities to do oral presentations on a tape recorder  
--To develop abilities to organize an oral show

MATERIALS: 30-minute tape; tape recorder

TIME REQUIRED: 45 minutes (once a month)

PROCEDURE:

Your class must organize, prepare, and perform a 15-minute to half-hour tape about "their class." Tell students the tape is to be like a radio show about their class. Jointly, the class must decide what to include in this performance, practice any parts, and then actually tape it.

After you finish the tape and your students listen to it, mail the tape to a class in another town or state with students at the same grade level. Perhaps you have a friend who teaches in another state or you can obtain names of schools from a distant Chamber of Commerce. When mailing the tape, ask the other class to send your class a tape about their class. Try to keep up this "taped" correspondence once a month throughout the school year.

Suggestions for taping:

1. Have 1 or 2 students serve as commentators
2. Possible ideas to tape:
  - class singing favorite song they learned in music
  - interview of a student in the room who received a special award or had something exciting happen to him/her
  - a reading from a favorite book (or part of a book)
  - a student playing an instrument
  - a student tap dancing
  - a favorite joke
  - a description of a typical day in your class
  - part of a skit or play that the class did
  - a student speaking a foreign language
  - a description of what your classroom looks like
  - tell about a field trip
  - questions to the other class
  - describe special places in your town
3. When the other class returns a tape, set it up in a listening center for individual students to listen to.
4. If possible, try using a videotape for an extra special tape to end the school year.

ACTIVITY: What This Grade Is Like

LEVEL: Grades K-6

SOURCE: Lynn Plourde

OBJECTIVE: --To verbally describe what one's grade is like

MATERIALS: tape; tape recorder

TIME REQUIRED: 30 minutes

PROCEDURE:

Tell students that it is scary to go to another grade because you don't know what it is like. So you are going to help out the students in the grade below you. In a group discussion, describe the important things about your grade. You might keep a list on the board of items said. After a list is generated, then decide who will tell about which parts on the tape recorder. Make a tape telling what your grade is like and share it with the lower grade so they can hear what it will be like for them next year. Kindergarten teachers might share their tape with a preschool or save it for the first day of school next year for the new students to hear.

ACTIVITY: Fashion Show

LEVEL: Grades 1-6

SOURCE: Liz Lindsay, Madison, Maine

OBJECTIVE: --To verbally describe the outfit someone is wearing  
--To learn vocabulary about clothes

MATERIALS: none

TIME REQUIRED: 30 minutes

PROCEDURE:

Explain to students what a fashion show is. Divide the class into pairs. They must decide who will describe and who will model. In their pair, they can practice for the show by discussing what to say and appropriate words. Then have a show. The models take turns walking around as their partner describes their outfit.

ACTIVITY: Ouch! My Broken Arm!  
LEVEL: Grades 1-2  
SOURCE: Lynn Plourde  
OBJECTIVE: --To tell another student how to draw a picture  
--To draw a picture when given an oral description  
MATERIALS: storybooks; crayons; paper  
TIME REQUIRED: 20 minutes

## PROCEDURE:

Read a short story to one half of the class. Then tell these students that they have a "make-believe" broken arm. You want them to draw a picture about the story they just heard, but they can't with a broken arm so they must tell a partner from the other half of the class how to draw the picture for them.

On another day, the other half of the class might listen to the story, pretend to have broken arms, etc.

ACTIVITY: Tour for Strangers

LEVEL: Grades 1-6

SOURCE: Lynn Plourde

OBJECTIVE: --To give a descriptive tour of the classroom

MATERIALS: a stranger

TIME REQUIRED: 20 minutes one day; 10 minutes the next day

PROCEDURE:

Explain to the class that a tour is when you take someone around a place they have never been before and show them and tell them about the important things. Then as a class, brainstorm what you would show and tell about in a tour of your room. Write the ideas on the board as they are generated. Then have students divide in pairs and practice giving each other a tour of the room. They can do this simultaneously if you have each pair start in a different place in the room. Encourage them to practice well, because the next day a real stranger will be coming in and one student will be selected to give the stranger a tour. After practicing, have each student who would like to have a chance to give the stranger a tour to write their name on a paper. Some students may not want to have a chance and that is acceptable. Place all the papers in a box.

The next day right before the scheduled time for the stranger to come, pick a student's name from the box. When the stranger comes in, that student must give the tour.

A stranger might be any volunteer in the school who has not been in your room, a friend or relative of yours, a student's grandmother, a reporter, etc.

If your class enjoys this and does well, you might let your principal know that your room is available for formal tours for any new visitors to the school. Let a different child conduct the tour each time.

ACTIVITY: Who's Sitting?

LEVEL: Grade 2

SOURCE: Lynn Plourde

OBJECTIVE: --To describe the exact location of a student in the classroom  
--To guess a student in the classroom given a verbal description of their location.

MATERIALS: none

TIME REQUIRED: 15 minutes

PROCEDURE:

Have one student stand in front of the class and ask a question such as "Who's sitting in the fourth seat of the second row?" Other students must answer the question. Then give other students a turn to ask a "Who's sitting?" question. Encourage students to use numerical descriptions such as fifth, third, seventh, etc. Even if students are not sitting in rows, they can still describe the exact location of the student they are thinking of (e.g., "Who's the person sitting in Ryan's group that is 2 places to the left of Ryan?").

ACTIVITY: Talk Your Way Through

LEVEL: Grades 2-4

SOURCE: Lynn Plourde

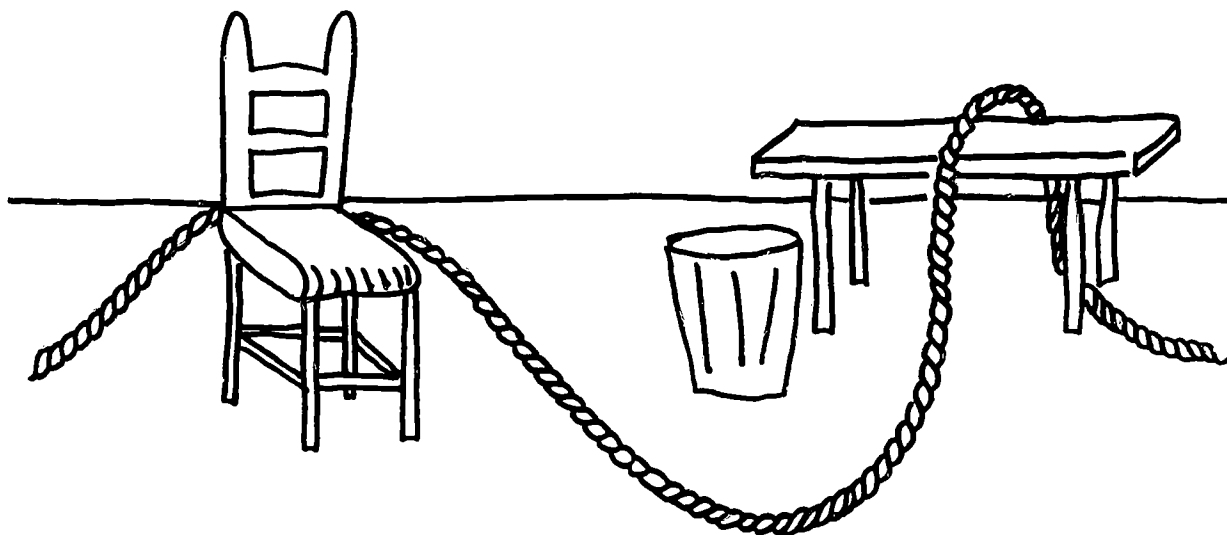
OBJECTIVE: --To verbally describe the path one will take through an obstacle course

MATERIALS: an obstacle course made with objects from the room; a rope

TIME REQUIRED: 20 minutes

PROCEDURE:

Set up an obstacle course in the room. One at a time, students must make their way through the obstacle course following a given pattern. Before each student does the course, you will show them the pattern to follow by placing a rope through the course (e.g., over the desk, to the right of the chair, to the left of the trash can, etc.) Once the rope is in place indicating the pattern, a student must orally describe the route that he/she will take through the course. (For example, "I will go over the desk, to the right of the chair, and then to the left of the trash can, etc.") Only after the student has described the route to take, then he/she can actually go through the obstacle course. Then switch the rope indicating a different pattern for the next student to orally describe and follow. Continue as time permits.



ROLE-PLAYING AND STORYTELLING

The focus of this section is to help your students learn to tell creative, logical stories. Before children can tell stories well, they must first develop skills such as sequencing, role-playing, character development, using an appropriate voice, and the ability to make logical conclusions. All these skills are difficult and important.

The numerous activities in this section develop each of these skills going from the easier tasks to the more difficult ones. The end result should be that your students will tell more logical and creative stories.

As your students tell better stories, you might also reap another benefit -- they will write better stories.



ACTIVITY: Matching Sequence Cards

LEVEL: Grade K

SOURCE: Lynn Plourde

OBJECTIVE: --To develop sequencing skills  
--To develop the ability to match pictures  
--To tell a story about a set of sequence cards  
--To encourage left to right scanning

MATERIALS: 2 matching sets of sequence picture cards (as many double sets as needed for your classroom)

TIME REQUIRED: 20 minutes

PROCEDURE:

On each student's desk, have a set of sequence picture cards placed in the correct order and stapled to a paper strip. Below the correct set, have a set that is all mixed up. Have students fix the bottom set of cards so that they exactly match the top set. When finished, students must raise their hands so you can check if they are correct while they tell you a story about the pictures. Then have that student mix up his bottom set and have that student trade seats or pictures with another student so that they are each doing a new set.

ACTIVITY: Sequencing with Photographs

LEVEL: Grade K

SOURCE: Lynn Plourde

OBJECTIVE: --To correctly sequence photographs about a class activity

MATERIALS: Polaroid camera and film; objects from the class

TIME REQUIRED: 25 minutes

PROCEDURE:

Decide on an activity to photograph that occurs in a specific sequence. Photograph steps of the activity. After all photos are taken, then give students turns sequencing the pictures in the correct order that they happened. They must tell the process after they have ordered the pictures. Be sure students sequence left to right. Students can do this sequencing individually or as a whole group. With the whole group, have students hold the pictures up in front of the class. Select one student to tell the story about the pictures. Then mix up the students so that the pictures are out of order and have another student put them back in the right order.

Possible activities to photograph:

The class forming a circle  
Making chocolate milk  
Building a tower with blocks  
Making a peanut butter sandwich  
Getting dressed to go outside

ACTIVITY: Role-Play a Pet

LEVEL: Grades K-1

SOURCE: Lynn Plourde

OBJECTIVE: --To role-play a pet

MATERIALS: a symbol for a pet

TIME REQUIRED: throughout a school day

PROCEDURE:

Tell the class that they are going to have a pretend pet for the day. Have them vote on what kind of pet they would like to have (e.g., a dog, cat, gerbil). Then make a simple paper symbol to represent the pet (e.g., paper bone for dog, paper cage for gerbil). Give the symbol to one student at a time in the class. While that student has the symbol, they must talk as if they are the pet. (For example, "May I have some dog food now?" "I'm going to lay in the corner and take a nap." "Will you pat me?") Give the symbol to different students throughout the day so that everyone has a chance to role-play the pet. You might model role-playing the pet first.

ACTIVITY:            Introductions

LEVEL:                Grades K-1

SOURCE:             Lynn Plourde

OBJECTIVE:          --To role-play introductions

MATERIALS:          water-soluble markers or makeup

TIME REQUIRED:        30 minutes

PROCEDURE:

Explain to students that it is important to introduce people who do not know each other. There are rules to follow when introducing people.

1. Tell each person the other person's name.
2. Tell each person the other person's role/job (e.g., your cousin, a new student in class, your boss, a friend)

Tell students that they will practice making introductions today. They will each draw a face on their hands. Then they will introduce this pretend person to someone in the class. You should draw a face on your hand and model an introduction such as:

"Karen, I'd like you to meet Betsy, a new student in class.  
Betsy, this is Karen; she's my best friend."

Give students time to draw faces on their hands. Then pair students so that they can introduce their pretend people to each other. Help students as needed. You might let students keep their faces on their hands so that when they go home, they can introduce their pretend person to their family.



ACTIVITY: Sequence Cards

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To correctly sequence cards

MATERIALS: sequence cards (commercial, comics, homemade)

TIME REQUIRED: 20 minutes

PROCEDURE:

Divide students into groups of 3 and have them jointly sequence cards in the correct order. Then the set is mixed up again and each person in the group must put the cards in the correct order and tell the story about the cards by himself/herself. After each student has done that set, then students are given another set to order first together and then individually. You, as the teacher, should monitor how students are doing.

ACTIVITY: Individual Sequence Cards

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To draw a set of pictures which depicts one's actions during the day  
--To correctly sequence sets of pictures

MATERIALS: drawing materials; scissors

TIME REQUIRED: 45 minutes (can be split over two days)

## PROCEDURE:

Give each student a paper with lines dividing it into 4 or 6 spaces. Instruct students to draw themselves in the pictures going through a typical day. For example, one picture might show them eating breakfast, another coming into the school, another playing at recess, another going to bed. You can draw a series of pictures about yourself as an example to show them. After students have drawn their pictures, then they must cut them into individual pictures. Pair the students up; they must mix up their pictures and have the other student put them in the correct order. Then they will order the other students' pictures. They can tell what their picture is if the other student does not know what the picture is. Kindergarten and first grade students should draw 3 or 4 pictures; second and third graders should draw 6 different pictures.



ACTIVITY: Pretend Visitor

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To guess the identity of a character that the teacher role-plays

MATERIALS: none

TIME REQUIRED: 10 minutes each day for a week

PROCEDURE:

Tell the class that they will have a "pretend visitor" come to class and read them a book. Then you will leave the room and come back in role-playing a person or an animal. Read the class a story while you continue to role-play the character. Then students must guess who you were role-playing.

*Hint:* When you role-play a character, you might try using that character's voice, mannerisms, and special words that they might say. (For example, for Popeye, "Does anyone here have some spinach? I'm hungry.")

On another day, role-play a different character for students to guess.

Possible Pretend Visitors

Popeye	Ronald McDonald
Oscar the Grouch	Wizard of Oz
Superman	Santa Claus
Batman	Easter Bunny
Dracula	Smokey the Bear

ACTIVITY: Mime Time

LEVEL: Grades K-6

SOURCE: Andrea Hewett, Solon, Maine

OBJECTIVE: --To develop expressive and receptive nonverbal communication skills

MATERIALS: none

TIME REQUIRED: 10 minutes

PROCEDURE:

Tell students that the next 10 minutes are to be "mime time." They are not to talk, but to communicate whatever they wish by gesture. Try this lesson just before lunch or at the end of the day. The teacher also participates by nonverbally communicating that a student may erase the board, or a student may water the plants, or everyone should go get their coats. It is important to insist on no sounds and on not leaving seats unless signaled (by the teacher or another student, if allowed). The rules must be carefully explained in advance. You could have this activity become a weekly event.



ACTIVITY: Magic Wand

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To say a statement that might be said by a pictured person or animal

MATERIALS: pictures of workers and/or animals; a magic wand (e.g., baton, stick)

TIME REQUIRED: 20 minutes

PROCEDURE:

Give each student a picture and explain that when they are touched by your magic wand they must say a statement that the person or animal in their picture might really say. For example, a policeman might say, "I want to see your license." A pig might say, "I ate the best garbage for breakfast."

ACTIVITY: Role-Play Introductions

LEVEL: Grades K-4

SOURCE: Lynn Flourde

OBJECTIVE: --To role-play introductions

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

As a class, discuss the proper way to introduce two people and what to include (e.g., both people's names, the people's jobs or relationship to the speaker, common hobbies of the two being introduced so they might have something to talk about). Then select some students to role-play an introduction before the class. One of the three students will pretend to be someone else (see examples). After the sample introduction, suggest as a class any necessary adjustments. Redo the role-play as needed. Then divide the class into groups of threes. Each group will role-play introductions in their small group. You as the teacher should rotate around the room to monitor their progress. Be sure to give students a chance to do real introductions when the opportunity arises in class (e.g., a visitor).

Examples of people to introduce:

E. T.  
 school principal  
 new student  
 mother  
 babysitter  
 visiting friend  
 President Reagan  
 Ronald McDonald  
 music teacher  
 grandmother  
 Superman  
 Donald Duck

ACTIVITY: Clothes Talking  
LEVEL: Grades K-3  
SOURCE: Lynn Flourde  
OBJECTIVE: --To role-play being an article of clothing  
MATERIALS: pictures of clothing or articles of clothing  
TIME REQUIRED: 20 minutes

PROCEDURE:

One at a time have students select a picture or article of clothing. When they do so, they must say something that the clothing might say if it could talk (e.g., hat: "I always go out in the wind and rain. When my owner gets home, he throws me up on a hook. I have to stay there until he leaves again. It's relaxing on the hook but kind of boring too.") Continue with other students having turns.

ACTIVITY: Role-Play Food  
LEVEL: Grades K-2  
SOURCE: Lynn Plourde  
OBJECTIVE: --To role-play kinds of foods  
MATERIALS: snacks or pictures of foods  
TIME REQUIRED: 20 minutes

PROCEDURE:

Before snack time, have each student stand up and role-play their snack. They should tell the class what it is like to be their kind of food and why they are a good snack. You might provide extra snacks in case a few students do not have one. For example, an apple might say, "I'm a great snack. I'm not messy. You can put me right in your pocket. I'm pretty to look at especially when you shine me. I promise not to have any worms in me." You should role-play a snack first so as to set an example.

ACTIVITY: Be Kind to Pencil Day

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To give a talk about being a pencil  
--To role-play being a caretaker for a pencil

MATERIALS: students' pencils

TIME REQUIRED: 20 minutes initially; continue throughout regular school day

PROCEDURE:

Explain to students that pencils have a rough life. Divide students into small groups. Each group will discuss a separate subject and then report back to the whole group in a few minutes.

Topics:

- why it's so rough being a pencil (e.g., get bitten, thrown around, lead broken, shoved in a pencil sharpener)
- what would be fun for a pencil (rolling around, being patted, a vacation from writing)
- how to treat your pencil special today (e.g., make a bed for it, don't drop it, say nice things to it)

After the talks are given, then explain that each of you are going to treat your pencil extra special, almost like it's your little baby. Do nice things for it and make sure it has fun. Encourage students to be kind to their pencil throughout the day. At the end of the day, talk about how they did. You should provide a model for students by caring for a pencil yourself all day.

ACTIVITY: Telling a Process

LEVEL: Grades K-6

SOURCE: Lynn Plourde

OBJECTIVE: --To give verbal directions in the correct sequence






MATERIALS: chart; marker

TIME REQUIRED: 30 minutes

## PROCEDURE:

Have students tell E. T. how to do a specific process (e.g., how to drive a car) in the correct order. Tell them that since E. T. is from another planet, he does not know how to do some things on Earth, so we must help him. As a group, have students tell the process while you record the process with pictures and words on a chart. See the following example:

**How to drive a car.**

1. Open the car and climb in.
 
2. Put the key in the ignition.
 
3. Turn the key.
 
4. Put the car in gear.
 
5. Drive away.
 

Telling a Process (Cont.)

Then have individual students practice telling the whole process using the picture chart for help as needed while the rest of the class acts out the process.

## Other procedures:

- a. how to make a bed
- b. how to make a peanut butter and jelly sandwich
- c. how to change a tire
- d. how to brush your teeth
- e. how to cook a fried egg
- f. how to bake a cake
- g. how to care for a garden
- h. how to cook spaghetti
- i. how to paint a house
- j. how to play football
- k. how to wash clothes
- l. how to play soccer

ACTIVITY: Facial Expressions

LEVEL: Grades K-6

SOURCE: Lynn Plourde

OBJECTIVE: --To generate an appropriate statement when shown a picture of a person with a distinct facial expression

MATERIALS: pictures of persons with varied facial expressions

TIME REQUIRED: 20 minutes

PROCEDURE:

Show the class a picture of a person with a distinct facial expression. Then select a student to "pretend" to talk for that person; the student must make a statement that the pictured person might really say. For example, a picture of an angry teacher might say, "Everyone, quiet down right now or we won't go out to recess." More than one answer might be generated for each picture. Continue with other pictures and students having turns.



ACTIVITY: Acting Out Opposites

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To nonverbally demonstrate pairs of opposite words

MATERIALS: none

TIME REQUIRED: 20 minutes

## PROCEDURE:

Select 3 students at a time to act out a given word (e.g., for "slow" they might walk or crawl or move their hands slowly). Then they must act out the opposite word, "fast." The rest of the students must guess what the two words are after they have seen a demonstration of both words. You may demonstrate a pair of words initially so they get the idea. Give other students words as time permits.

## Sample words:

slow/fast	quiet/loud	sharp/dull
large/small	tired/awake	young/old
careful/awkward	smooth/rough	high/low
crooked/straight	mean/polite	deep/shallow
wet/dry	rotten/delicious	soft/hard
tame/wild	hot/cold	work/play
heavy/light	empty/full	happy/sad

ACTIVITY: Super Sam

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To generate solutions to problems by acting out a scene with puppets

MATERIALS: several puppets; one puppet with a sign "Super Sam"

TIME REQUIRED: 20 minutes

PROCEDURE:

Read one of the following problem statements showing the class which puppet will be which person. After you read the situation, have the class brainstorm a solution to the problem. Then select students to portray the different puppets and act out the scene that the class discussed. Continue with other problems as time permits. You might have the class decide at the beginning which powers "Super Sam" has. For example, he can fly, he's very strong, he can disappear.

Problem #1: At West Street Bank, two robbers have just broken in and taken all the money. The robbers are escaping with a bank worker in their car and they said that they would hurt her if anyone tried to follow them. What will Super Sam do?

Problem #2: Wendy is crying very hard. Her little kitten is stuck up in a high tree. She calls up Super Sam and asks him to help.

Problem #3: There has been lots and lots of rain and a flood. Mrs. Brown and her two children, Fred and Erica, are on top of their roof. Water is all around their house. The water keeps getting higher and higher. They don't want to drown. How will Super Sam help them?

Problem #4: The princess is getting ready to go to a fancy ball. But while she is getting ready, she discovers that her diamond necklace is gone. She thinks that her butler took it. She calls Super Sam to see if he will help her get it back.

Problem #5: Ben and Karen are driving on a mountain road. It is very foggy and they can hardly see. They miss a turn in the road and their car is starting to go over a cliff. They are balancing on the edge of the cliff. How will Super Sam help them?

Problem #6: One day Lucy and Gary went outside their house and they saw worms everywhere. There were worms on the lawn, in the driveway, and on the road. The worms seemed to be taking over the town. They run inside and call Super Sam for help.

ACTIVITY: Stuffed Animal Story

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To tell a creative story about stuffed animals after being given a start to the story

MATERIALS: some stuffed animals

TIME REQUIRED: 20 minutes

PROCEDURE:

Read one of the following story starters about stuffed animals. Then select students to portray the stuffed animals and finish the story. You might portray one of the stuffed animals so as to help students with the story. Continue with other story starters as time permits.

Story Starters:

1. Here's Daffy Dog and Pink Pig. One day they were playing together on the farm when a tornado came. They saw the tornado getting closer and closer so they. . . .
2. Sneaky Snake and Freddy the Frog were swimming in a pond. All of a sudden a big dog came up to the pond and started to bark and chase after them. . . .
3. Poochy and Lassie were best friends. They went everywhere together. One day they walked downtown. Suddenly, they saw a cat crying up in a tree. They wanted to help the cat but dogs can't climb trees. . . .
4. Big Bear put Baby Bear on his back and went for a long walk. They lay under a big tree to take a nap. When Big Bear woke up, Baby Bear was gone. . . .
5. A whole group of animals had a birthday party for Dizzy Dog. They sang "Happy Birthday" to him and then. . . .

ACTIVITY: Finish a Story

LEVEL: Grades K-3

SOURCE: Lynn Flourde

OBJECTIVE: --To demonstrate a creative ending to a story using paper dolls  
--To develop small group cooperation

MATERIALS: paper dolls from attached pattern (see next two pages)

TIME REQUIRED: 30 minutes

PROCEDURE:

Read students the following beginning to a story while you demonstrate it with a set of paper dolls. Then divide students into groups of three giving each child a paper doll. In their small groups, students must think of an ending to the story and be prepared to demonstrate it to the class using their paper dolls.

Story

One day Daisy and her dog Gypsy and her cat Scratchy went for a long walk in the woods. Daisy said to Gypsy and Scratchy, "You must be good animals. Don't run away." Gypsy said, "Woof-woof, I promise to be good." And Scratchy said, "Meow-meow, I promise to be good, too." So they went for a long walk. They walked up hills and they walked down hills. Daisy stopped to smell all the flowers. Gypsy barked at all the birds and Scratchy ran up lots of trees.

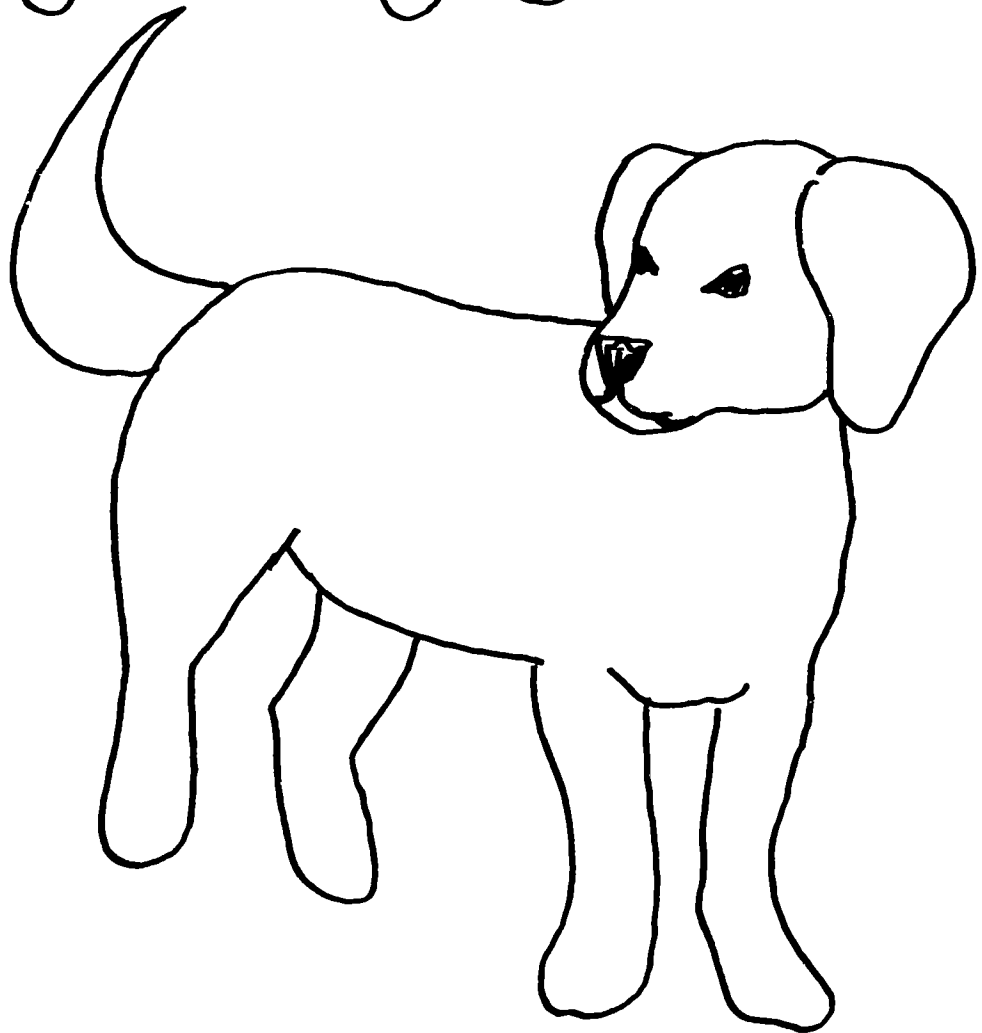
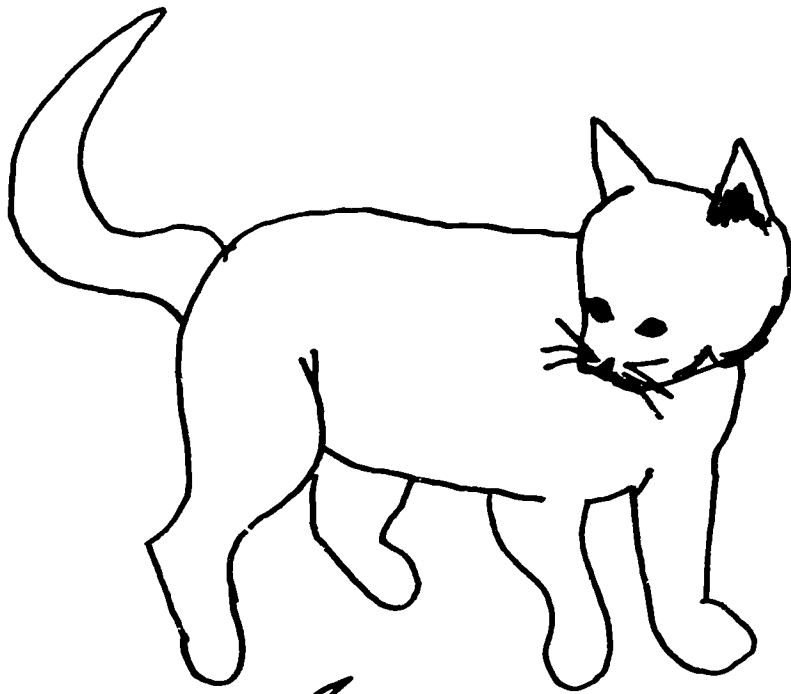
It started to get dark so Daisy said, "Let's go home now." Gypsy said, "Woof-woof, let's hurry; I'm hungry." And Scratchy said, "Meow-meow, I can't hurry; I'm too tired." So they slowly walked home. Daisy stopped after awhile and said, "I don't know where we are. I think we are lost. Oh, no!" And she started to cry. Scratchy said, "Don't cry," and Gypsy lapped her face.

So they walked and walked some more, but they still didn't know which way to go. They were really lost. . . .

(Tell students they must finish the story and decide what happens to Daisy, Gypsy, and Scratchy.)

Give students about 10 minutes to think of an ending and then let groups take turns demonstrating their ending to the class.





ACTIVITY: What Do You See?

LEVEL: Grades K-2

SOURCE: Lynn Plourde

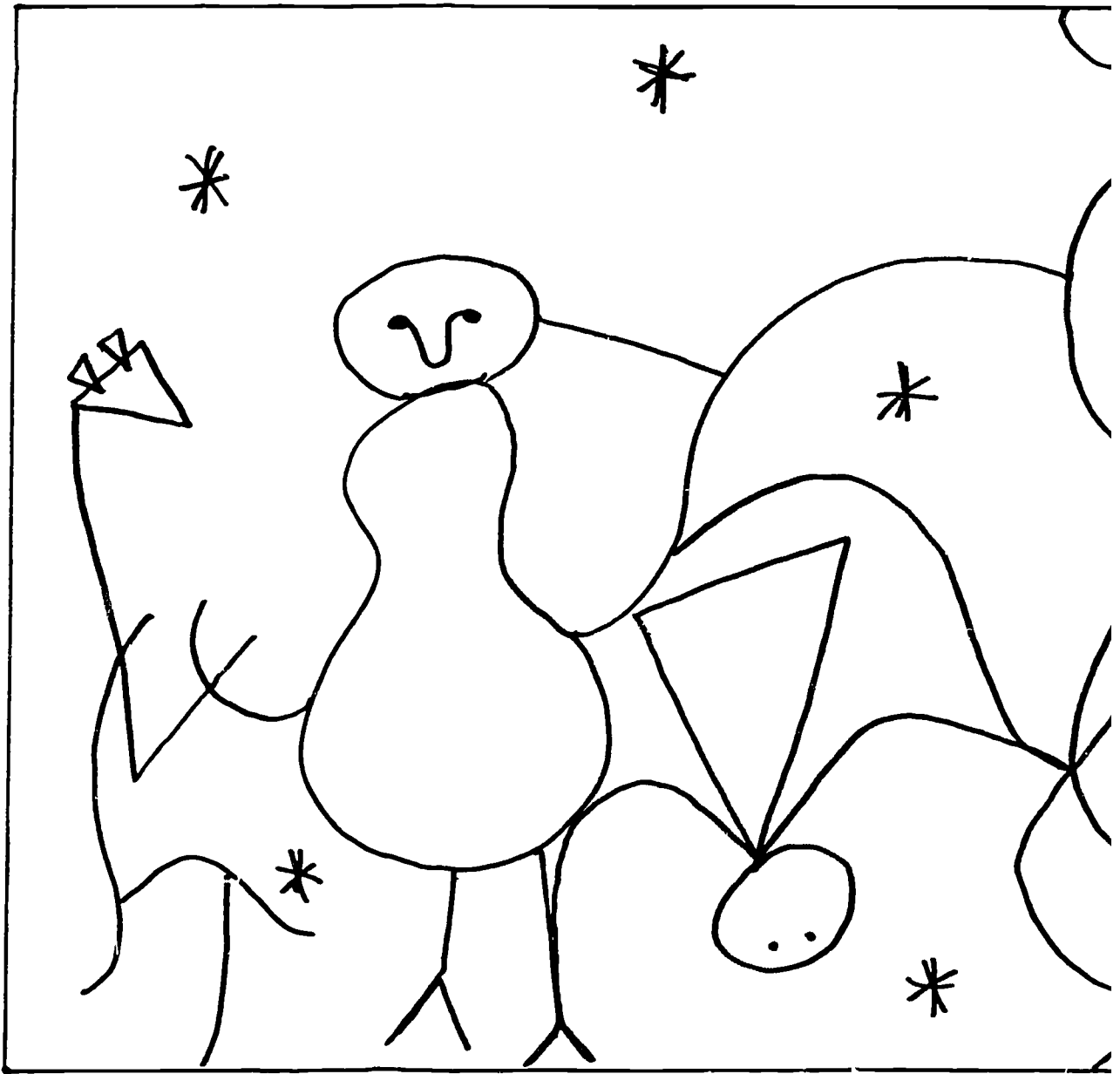
OBJECTIVE: --To tell a story about what one sees in an abstract drawing

MATERIALS: attached drawings

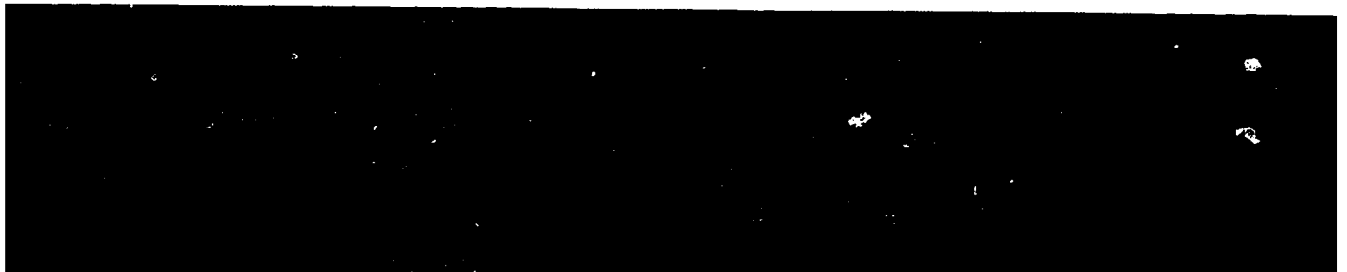
TIME REQUIRED: 20 minutes

PROCEDURE:

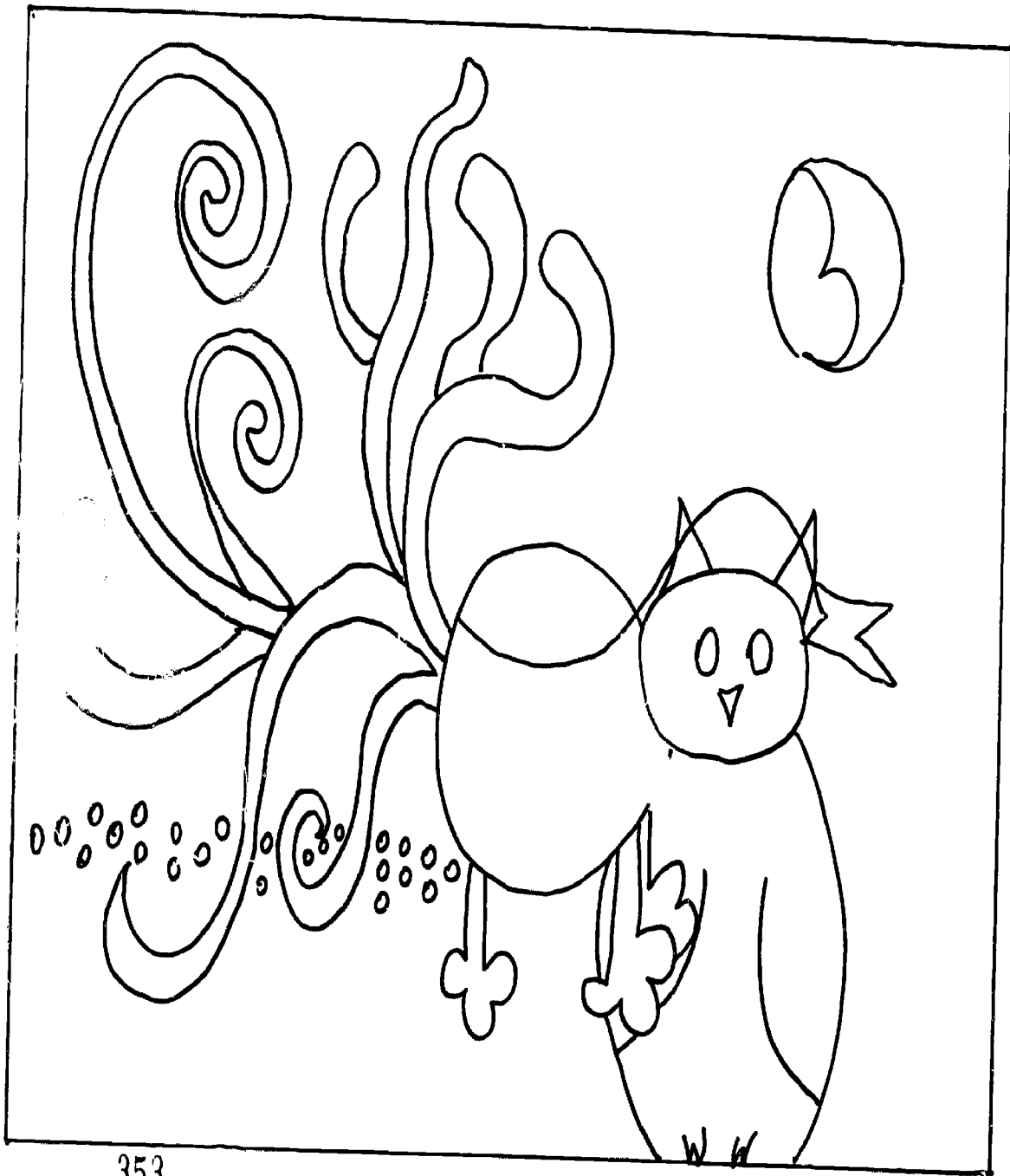
Show students the attached drawings. One student at a time must generate a story about what he/she believes the picture is about. The drawings are intentionally abstract so that students may generate several creative stories about each picture.



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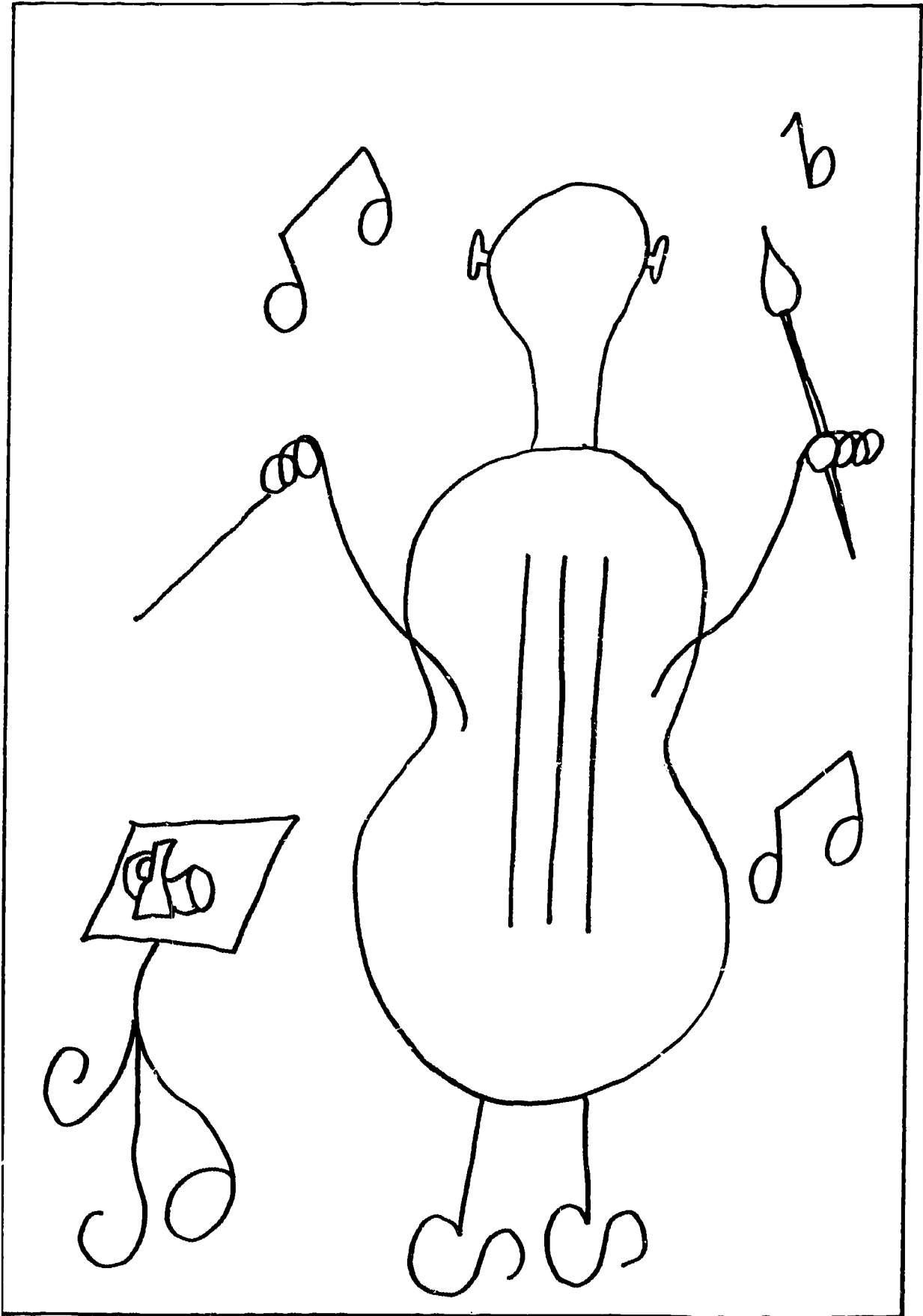


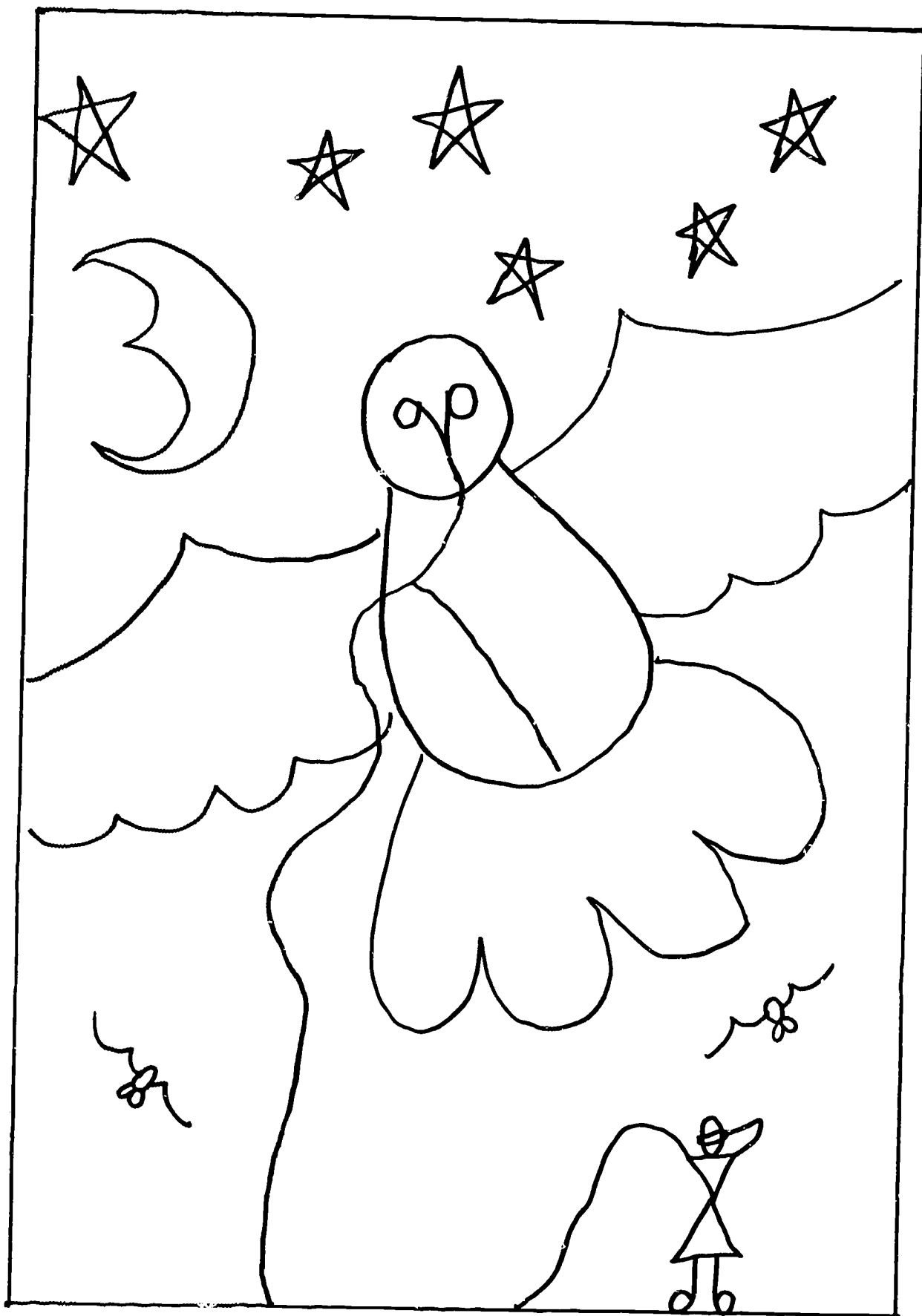


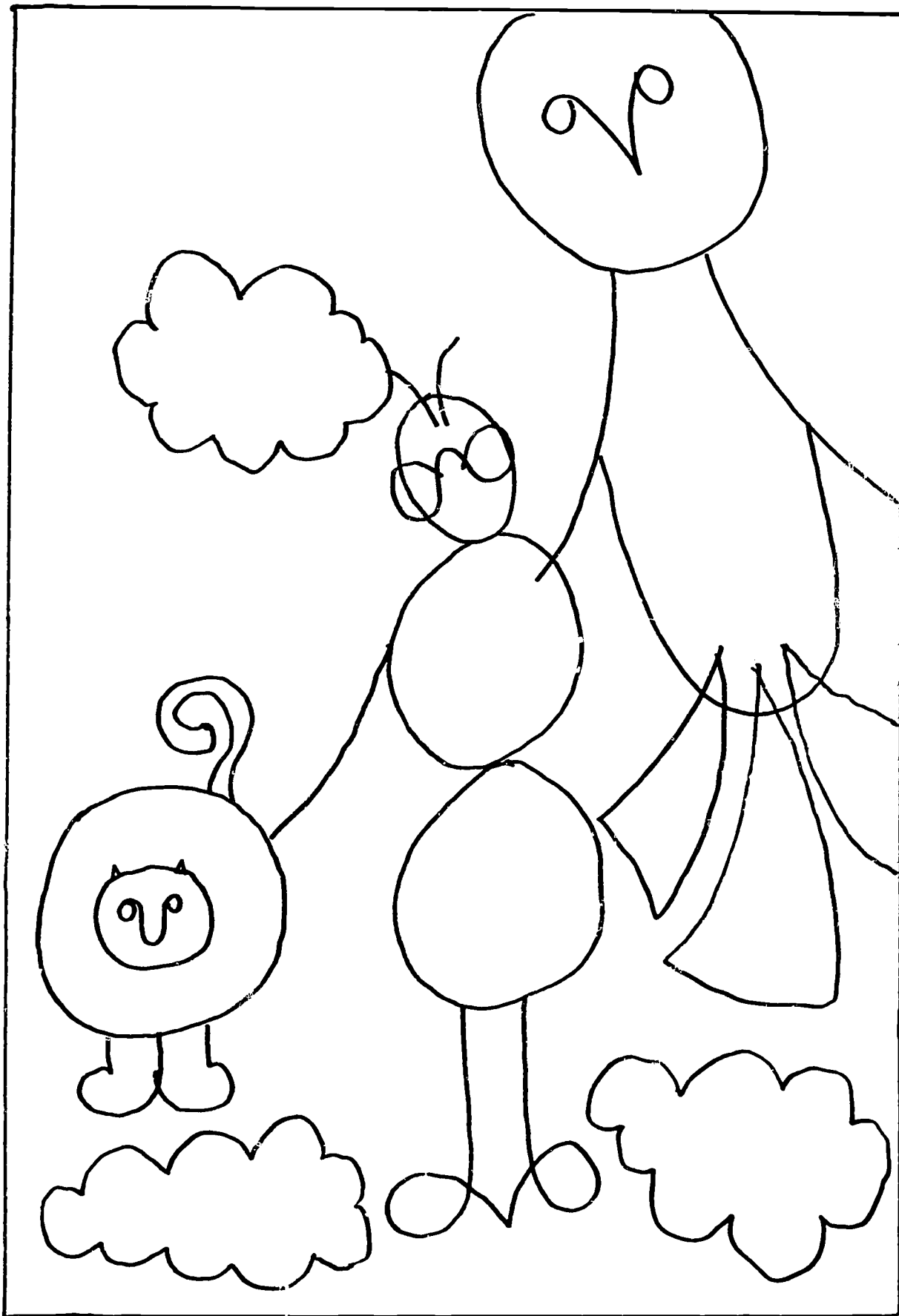
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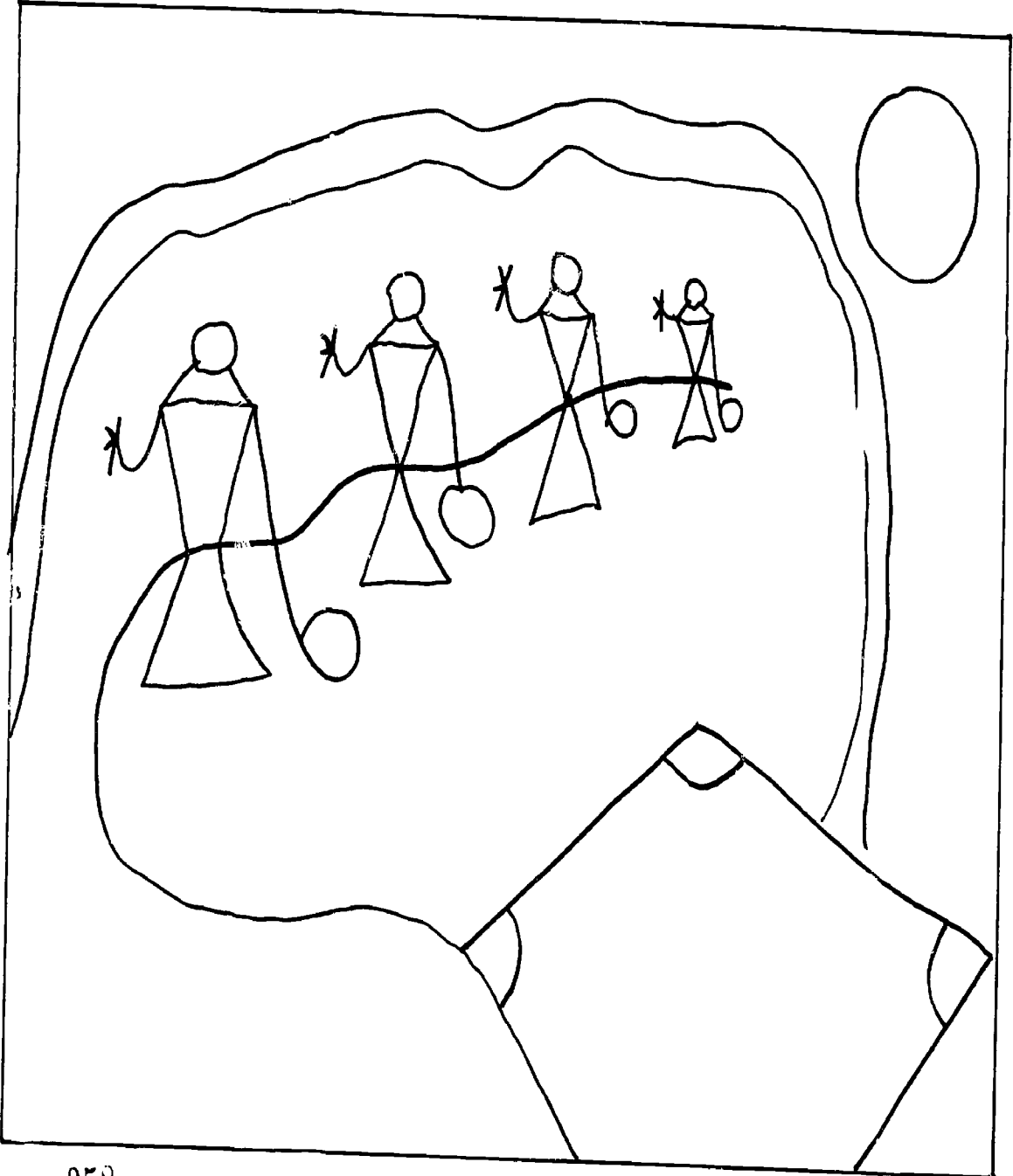
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ACTIVITY: Campfire Stories

LEVEL: Grades K-4

SCURCE: Lynn Plourde

OBJECTIVE: --To tell stories about a given topic

MATERIALS: a flashlight

TIME REQUIRED: 20 minutes

PROCEDURE:

Explain to students that you are going to sit around a pretend campfire and tell stories. Then turn off the lights, pull down the shades, and sit in a circle around the flashlight. You might start with a story and then give others a turn. Give students a topic such as "The most exciting thing that ever happened to me," or "My saddest time," or "My funniest time."

ACTIVITY: Create a Story

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To make up a story in a logical sequence

MATERIALS: paper dolls, dolls, or toy animals

TIME REQUIRED: 20 minutes

PROCEDURE:

Have 3 dolls or animals and give each one a name. Tell the class that you are going to tell a story about the dolls/animals. You, as the teacher, will pretend to be one of the dolls/animals. Select 2 other students to pretend to be the other dolls/animals. Begin the story, with each person talking for their doll or animal. Act out just part of the story, then select two other students to come up and continue the story. You should always be a character in the story so as to "guide the story," but let students replace each other until everyone has had a turn.

Possible story starters:

Oh no, the house is on fire. What will we do?

I feel very sick. Can you help me?

Look outside! There's an alligator coming up the walk!

There is a spaceship on the back lawn. Let's get a closer look.

Let's go on a picnic. What do we need?

ACTIVITY: Story Robe

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To generate a story about a group of 5 objects

MATERIALS: a bathrobe with several large or small pockets (sew extra pockets on an old robe); 5 assorted objects

TIME REQUIRED: 30 minutes

PROCEDURE:

You, as the teacher, wear the bathrobe with an object in each pocket. Tell the students that this is your story robe and that you have things in your pockets which the class will tell a story about. Select one student in the room. The joint story will be told about that student. The selected student must take one object out of your robe and start a story about himself/herself and that particular object. For example, if the object is a marble, the student might tell about tripping over a marble and hurting his/her leg. Then a second student takes an object out of another pocket in your robe. This second student must continue the story about the first student including the new object. For example, the second student might have selected a comb and continued the story this way: "And after you hurt your leg, you called an ambulance to go to the hospital. But before it came, you combed your hair so you wouldn't look messy." Continue with other objects and students. After the whole story has been generated with all 5 objects, then the first student must act out and tell the whole story. Continue with other objects and a different selected student as time permits. Encourage students to incorporate each object into the story in a way that makes sense. This activity could be a weekly event.





ACTIVITY: Change a Nursery Rhyme or Story  
LEVEL: Grades K-3  
SOURCE: Lynn Plourde  
OBJECTIVE: --To develop a new ending for a story  
MATERIALS: nursery rhymes or fairy tales  
TIME REQUIRED: 20 minutes

PROCEDURE:

Read the class the first part of a familiar nursery rhyme or story (e.g., *The Three Bears*, *Hansel and Gretel*, *The Three Pigs*, *Old Mother Hubbard*). Then stop and have the class brainstorm a new ending for the story. After a new story is generated, then select students to get in front of the class and act out the new story. Continue with other nursery rhymes as time permits.

ACTIVITY: Magic Box

LEVEL: Grades K-3

SOURCE: Lynn Flourde

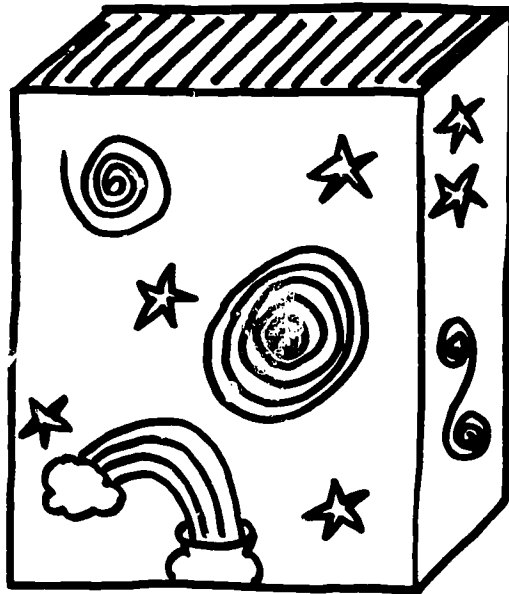
OBJECTIVE: --To develop the ability to generate a creative story

MATERIALS: an empty box (decorate it if you wish)

TIME REQUIRED: 25 minutes

PROCEDURE:

Tell the students that you have a special magic box. Demonstrate the box to them. Cast a magic spell on the box and then reach in and pull out a pretend object. Tell a story about that pretend object. For example, if you pulled out a pretend puppy, then you might tell the following story: "I've got my puppy now. First, I'll feed him some Gravy Train, then we'll walk to school together. My puppy is very smart and he answers math questions in class. The teacher asks 'How much is  $2 + 3$ ?' My puppy barks, 'Woof, woof, woof, woof, woof.' The teacher is so impressed that she arranges for my dog to be on TV. We go to the TV station. I hold my puppy on my lap while he does math problems. I am very proud of him." The story should be role-played at the same time that it is told. Give each student a turn with the magic box as time permits. Have a rule that each pretend object pulled out must be different.



ACTIVITY: Statue Story

LEVEL: Grades K-2

SOURCE: Lynn Plourde

OBJECTIVE: --To tell a creative story orally

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

Have students stand beside their desks. When you say "go," they are to move around at random. When you say "stop," they are to freeze like statues in whatever position they are in. You should play also. From your frozen position, you are to tell a story about something that you think you look like.

While you tell your story, the rest of the class should sit and listen to you. For example, if you think you look like someone ready to dive, then you might tell a story like this: "One day I was in a swimming race. The gun went off so I dove into the water and swam as fast as I could. I swam one lap and then two and then three. All of a sudden I got a cramp in my leg. I climbed out of the pool and rubbed my leg. I didn't win the race but it felt good to get rid of that cramp."

Start over again with all students moving at random when you say "go" and freezing when you say "stop." Ask students to think about what they look like. If they can think of a story about how they look, then they should close their eyes. Select a student whose eyes are closed to tell the next story. That student should stay frozen and the rest of the class should sit down to listen. Then the selected student should tell a story about what he/she looks like. Continue with other students and stories as time permits.

ACTIVITY: Rock Story

LEVEL: Grades K-6

SOURCE: Lynn Flourde

OBJECTIVE: --To generate a creative idea about what a rock looks like  
--To tell a story about the rock

MATERIALS: rocks of various shapes and sizes

TIME REQUIRED: 20 minutes

PROCEDURE:

Have students, one at a time, select a rock from a pile. Students must think of a creative idea about what the rock looks like (e.g., a barbell, a snake, a hamburger) and then tell a story about what they think the rock looks like. For example, if a student thought that a rock looked like a cave, then he/she might say, "This is a cave. One day I shrunk and went into the tiny cave. I saw all kinds of miniature dinosaur bones and when I brought them out of the cave, they got big just like me. I brought them to a museum and got a lot of money." Give other students turns telling stories about different rocks.

**ACTIVITY:** Sequenced Bookmarks

**LEVEL:** Grades K-4

**SOURCE:** Lynn Flourde

**OBJECTIVE:** --To draw pictures about a story in sequential order  
--To develop left to right sequencing

**MATERIALS:** storybooks; strips of paper to make bookmarks; crayons

**TIME REQUIRED:** 30 minutes

**PROCEDURE:**

After students have read a book or have had a book read to them, they must make a bookmark that depicts the actions in that book.

For example:



These bookmarks can be left in the books in your library or room so that other students can get a sneak preview of a book to determine if they are interested in reading it.

ACTIVITY:            Making Excuses

LEVEL:                Grades K-3

SOURCE:              Lynn Flourde

OBJECTIVE:          --To role-play giving excuses

MATERIALS:          none

TIME REQUIRED:        20 minutes

## PROCEDURE:

Tell the students who you are portraying on the list below and then say your line. Different students must offer an excuse for their behavior in the pretend situation. Encourage students to think of several excuses for the same situation and to say the excuse as if they really meant it as in role-playing. Encourage "convincing" excuses.

Mother:              How come you didn't make your bed before school this morning?

Teacher:             Why didn't you finish your math paper?

Father:                Why did you hit Johnny?

Sister:                Why did you take my record?

Friend:                How come you're so late?

Neighbor:             Why didn't you mow my lawn like you promised?

Grandmother:        How come you're all dirty?

Friend:                Why did you break my toy car?

Mother:                Why aren't you eating your supper?

Father:                Why is the TV on so loud?

ACTIVITY: Persuading  
 LEVEL: Grades K-4  
 SOURCE: Lynn Plourde  
 OBJECTIVE: --To role-play situations about persuading others  
 MATERIALS: none  
 TIME REQUIRED: 20 minutes

PROCEDURE:

Discuss with students what *persuade* means. Then have students take turns role-playing the following situations. One person will do the persuading and another will be the person that the first student is trying to persuade.

Situations:

You are trying to persuade your mother to let you sleep over at a friend's house.

You are trying to persuade your teacher to let you walk home even though you don't have a note.

You are trying to persuade your friend to trade his minibike for your go-cart.

You are trying to persuade your mother to let you have your ears pierced.

You are trying to persuade the babysitter to let you stay up an extra half hour.

You are trying to persuade your father to take you for an ice cream cone.

You are trying to persuade your grandmother to fix macaroni and cheese for supper.

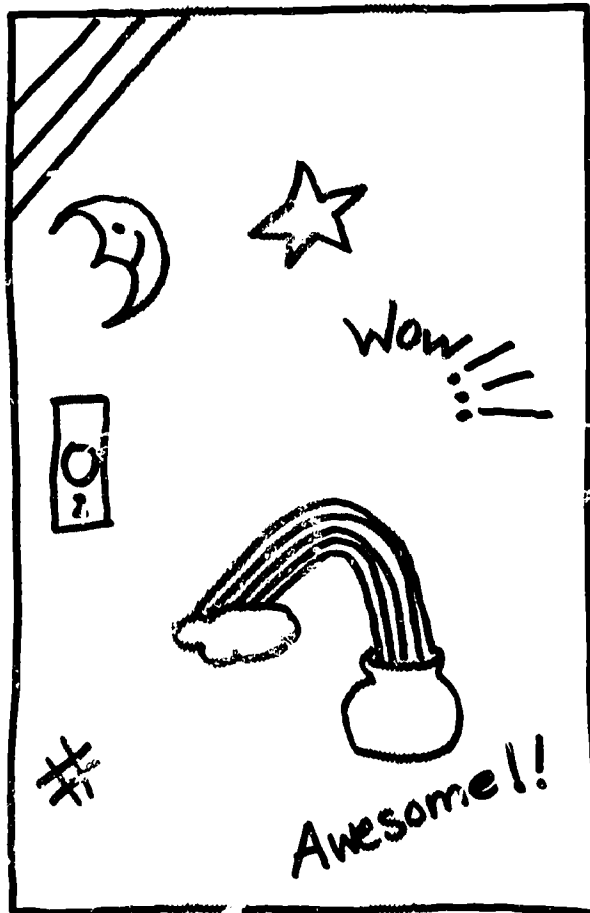
You are trying to persuade your younger brother to clean your room.

You are trying to persuade your older sister to take you for a ride in her new car.

ACTIVITY: Magic Door  
LEVEL: Grades K-4  
SOURCE: Lynn Plourde  
OBJECTIVE: --To tell a creative story  
MATERIALS: a decorated cardboard door  
TIME REQUIRED: 20 minutes

PROCEDURE:

Make a decorated cardboard door. Tell students that when they go through the magic door, they can go anywhere they want to. You should demonstrate the activity first. Walk through the door, then tell the class a story about where you are. For example, you might say, "I am in Hawaii; it's beautiful. I am lying on the beach. Here I am back in the class with my beautiful tan." Let students take turns going through the magic door and telling stories. Have a rule that no two stories can occur in the same location.





ACTIVITY: Junk Auction

LEVEL: Grades 1-6

SOURCE: Lynn Plourde

OBJECTIVE: --To persuasively and creatively sell an item

MATERIALS: one junk item per child brought from home; 10 tokens per child (or pennies if you have enough)

TIME REQUIRED: 5 minutes one day; 30 minutes another day

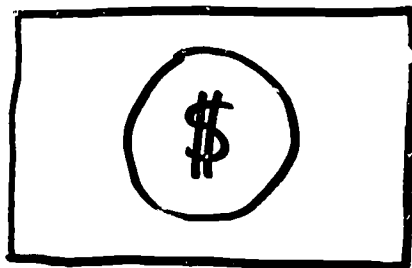
PROCEDURE:

On the first day, explain to students what an auction is. Then tell them that they will have the chance to sell their "junk" at an auction on another day, and they will be able to buy other's junk. You might send a note home to parents so they know why their child has to bring in something (and so the child doesn't secretly steal valuable junk from home!)

On the selected day, give each child 10 tokens or pennies. They will only have 10 tokens to spend so they might want to spend all their tokens on one great piece of junk or buy 2 or 3 "OK" pieces of junk. All the junk should be displayed on a table. One at a time, students come up to auction off their junk. You might sell off a piece of your own junk first to model how to sell it. Encourage students to think of creative ways their junk might be used so that others will want to buy it -- to really try hard to sell it

Demonstrate how students can bid on objects. You can serve as the mediator on accepting bids.

Sample token:



ACTIVITY:            Announcer

LEVEL:               Grades 1-6

SOURCE:             Lynn Plourde

OBJECTIVE:          --To role-play situations  
                      --To verbally announce the actions of others

MATERIALS:         none

TIME REQUIRED:       25 minutes

PROCEDURE:

Explain to students that an announcer is someone who objectively tells what is happening (e.g., announcer for a football game). Select a student to be an announcer and 3 other students to role-play a situation. The announcer must describe clearly what he/she sees. Continue with other students announcing and role-playing situations. You might initially be an announcer to give the students a model of how to announce.

Possible situations:

- Playing a football game
- Lassoing horses at a rodeo
- Ice skating performance
- A car race
- Playing baseball
- A swimming race
- Mountain climbing
- A dance contest
- A boxing match
- A tennis match
- A marbles tournament
- A cooking show
- A clown act
- A beauty contest

**ACTIVITY:** World's Longest Story

**LEVEL:** Grades 1-6

**SOURCE:** Lynn Plourde

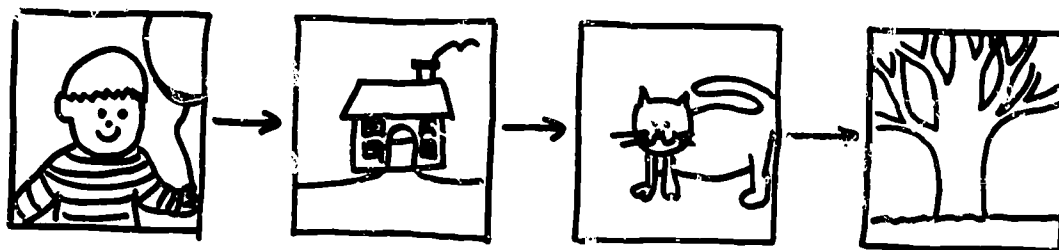
**OBJECTIVE:** --To generate a group oral story about magazine pictures

**MATERIALS:** magazines; scissors

**TIME REQUIRED:** 30 minutes

**PROCEDURE:**

Each student plus you, the teacher, are to cut out one picture each of an object from a magazine. After all the pictures are cut out, then you show the students your picture and start a story with it. Your picture is taped upon the chalkboard or bulletin board. Then a student puts his/her picture to the right of your picture and continues the story so that it makes sense. Each student puts up a picture adding to the story, until everyone has had a turn. If any student cannot think of a way to continue the story, then have the class look at that student's magazine picture and brainstorm possible ideas. That student must then select one of the ideas and continue the story. Encourage the last student to finish the story so that it makes sense and all the business in the story is taken care of.



ACTIVITY: An Imaginary Trip

LEVEL: Grades 1-3

SOURCE: Lynn Plourde

OBJECTIVE: --To role-play a situation based on an imaginary car trip

MATERIALS: classroom chairs set up to simulate cars (2 in front,  
2 in back)

TIME REQUIRED: 20 minutes

PROCEDURE:

Divide students into groups of 4. Assign each student in a group a part of the mother, father, son, or daughter. Tell them that they are going to take a pretend trip as a family. They are to get in their pretend car and act out the parts of taking a trip including what they see on the way, what they do in the car, where they eat their meals, etc. Have each group role-play their ride at the same time. That is, all the groups will be role-playing at the same time in their own small groups, not paying attention to the other small groups. After they have had about 10 minutes to role-play, then have each group tell the class a brief summary of what their trip was like.

ACTIVITY: Object Conversation

LEVEL: Grades 1-4

SOURCE: Lynn Plourde

OBJECTIVE: --To develop the ability to role-play a conversation between 2 objects

MATERIALS: random objects around the room

PROCEDURE:

Have each student select an object in the room and bring it back to their seat. When all students have selected an object, select 2 students to come to the front of the room and pretend to be their objects and carry on a conversation between them. You might model a conversation first.

Example:

Eraser: How do you like being in this room?

Plant: Oh, it's OK. Everyone takes good care of me. They water me. And on weekends it's really quiet in here so I get lots of rest, but it gets lonely at times. Do they take good care of you?

Eraser: No way. They always put chalk dust up my nose and beat me. I hate it here. I want to escape.

Plant: How will you escape?

Eraser: I'm not sure. But maybe, I'll slip out of their hands every time that they use me. They might get sick and tired of my getting chalk dust everywhere -- on the rug, their clothes, everywhere. Then they might just let me out of this room.

Etc.

ACTIVITY: Commercials  
LEVEL: Grades 1-6  
SOURCE: Lynn Plourde  
OBJECTIVE: --To role-play a commercial selling a product  
MATERIALS: none  
TIME REQUIRED: 30 minutes

PROCEDURE:

Discuss with the class the qualities of a good commercial. Then divide students into groups of 2 to 4 and have them design a commercial for their favorite food, toy, or book. They can practice their commercials in small groups and then present them before the whole group.

ACTIVITY: Role-play a Disaster

LEVEL: Grades 1-6

SOURCE: Lynn Plourde

OBJECTIVE: --To role-play a situation

MATERIALS: first-aid kit; jugs of water; other supplies

TIME REQUIRED: 1 hour or one afternoon

PROCEDURE:

Tell the class that you are going to act out a disaster. Tell them what it is (e.g., blizzard, nuclear explosion, tornado, earthquake, hurricane). Then tell them that for the rest of the day, you will pretend that you are really in that disaster and you must all do what you would really do in that disaster and say what you would say in that disaster.

Make the setting as realistic as possible in the room. For example, in the above disasters, you would not have electricity so lights should be off; don't use water faucets, don't flush toilets, etc. Give students responsibilities that will involve some learning (but no fair doing regular schoolwork -- that is not what you would do in a real disaster). For example, have a group be responsible for fairly dividing your food supplies; another group can administer first-aid to hurt students; another group can make a plan to get help, etc.

ACTIVITY: A Story in Your Mind  
LEVEL: Grades 2-4  
SOURCE: Lynn Plourde  
OBJECTIVE: --To generate a creative oral story  
MATERIALS: blank sheets of paper  
TIME REQUIRED: 20 minutes

PROCEDURE:

Tell students that our brains are powerful -- they can make up stories all by themselves.

Give each student a blank sheet of paper. Tell them to stare at the paper and make up a story about what they "think" is happening in the picture. Give students 5 minutes to think of a story, then pair students up to tell each other their stories. If time allows, some students might tell their stories before the entire class. You might model a story first to help students understand the activity.



ACTIVITY: News Broadcast

LEVEL: Grades 2-6

SOURCE: Lynn Plourde

OBJECTIVE: --To interview school personnel to learn school news  
--To give a "broadcast" over the intercom

MATERIALS: intercom system

TIME REQUIRED: 30 minutes one day; 5 minutes the next day

PROCEDURE:

Tell students that they are reporters. They will each interview a person to interview in the school to find out about school news (e.g., teachers, secretary, principal, other students, janitors, cooks). Then the class will discuss the news highlights of what they learned. One or two students will be selected to give a news broadcast the next day over the intercom to the rest of the school. The broadcasters should practice broadcasting to the rest of the class making adjustments as the class suggests. This activity could be done weekly or monthly, so as to give other students turns as broadcasters.

REASONING

The activities in this section develop students' reasoning skills as well as verbal skills. The ability to tell similarities between objects or to complete open-ended analogies requires that the child must first cognitively understand the tasks. After students can "think about" something then they can talk about it.

ACTIVITY: Parts of Object

LEVEL: Grades K-1

SOURCE: Lynn Plourde

OBJECTIVES: --To develop part/whole reasoning  
--To generate a standard sentence

MATERIALS: chalk; chalkboard

TIME REQUIRED: 20 minutes

PROCEDURE:

Tell students that together you are going to draw a picture on the board of a specific object (e.g., face). You should draw the basic outline of the object on the board. Then one at a time, students are to tell what a face needs using the standard sentence, "A face needs a \_\_\_\_\_." (For example, nose, mouth, eyes). Then you draw the part they say on the appropriate place on the board or let them come up to draw the part they say.

Possible pictures to draw:

house	classroom
car	grocery store
truck	cat
kitchen	dog
living room	bird
bedroom	hair
bathroom	garage
record player	TV

ACTIVITY: Bat the Balloon

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To develop the ability to name parts of objects  
 --To simultaneously perform a motor task and a verbal task

MATERIALS: a blown-up balloon

TIME REQUIRED: 20 minutes

PROCEDURE:

Stand students in a circle. You are to say the name of an object to students, give them two minutes of "think" time. They must think of as many parts of that object as possible (e.g., for a car: steering wheel, tires, trunk, windshield, blinkers, seat, headlights, etc.) After their "think" time, you will hit the balloon in the air. Students must hit the balloon to try to keep it in the air as long as possible. But they may only hit the balloon if they say a part of the object as they hit it. So, for the word car, a student could bat the balloon up and say "trunk." The batting of the balloon is stopped after either it falls to the floor or someone hits it without saying a part. You should count how many parts are named for an object. Continue with several objects seeing which can have the most parts named while the balloon stays in the air. Write that number on the board and then try to name even more parts for the next object.

Sample objects:

car	speaker	mountain
face	pants	pencil
bedroom	TV	book
living room	refrigerator	game
bathroom	stove	elephant
kitchen	coat	church
bus	garden	McDonald's
classroom	playground	zoo

Hint: For younger children, you should stand in the center of the circle and bat the balloon to each child saying their name. Then they must say a part of the object and bat it back to you. Your being in the center will help to physically control the balloon.

ACTIVITY: Alike -- Different Contest

LEVEL: Grades K-4

SOURCE: Lynn Plourde

OBJECTIVE: --To develop the ability to tell why two objects are alike and different

MATERIALS: 2 objects (e.g., apple, orange -- toy car, toy truck -- pen, pencil -- sweater, coat)

TIME REQUIRED: 20 minutes

## PROCEDURE:

Students must generate the longest list possible of why two objects are alike and why they are different. You may have students work on this task in small groups first and then combine all the answers for the room, or the whole class can brainstorm together. Tell the class to try to get a total of "X" answers (e.g., 25 or 40), and if they, as a class, reach that target number they get a prize (e.g., 5 minutes of extra recess time, 5 minutes of free play in the classroom, a movie/film after lunch). Encourage students to "dissect" the objects: touching them, looking at them from all angles, taking objects apart, if possible, tasting objects, etc. Try two different objects on another day. You might try this contest in competition with another class.

APPLE/ORANGE	
<u>Alike</u>	<u>Different</u>
-both round	-different colors
-both fruits	-only one has sections
-both grow on trees	-only one has core
-both can roll	-only one has a stem
-both edible	-only one has a rind
-both bought at grocery store	-only one tastes sour
-both have a part to throw in trash	-only one is white inside
-both can make juice	-only one gets worms

ACTIVITY: Alike and Different by Touch

LEVEL: Grades K-6

SOURCE: Lynn Plourde

OBJECTIVE: --To tell why objects are alike and different by touch

MATERIALS: blindfold; various objects from around the room

TIME REQUIRED: 20 minutes

PROCEDURE:

Select and blindfold one child. Place one object in each hand and ask him/her to tell why these two objects feel alike and different. Have the child try to tell at least 2 similarities and differences. Encourage children to give a variety of responses by showing them a "clue chart." (See below). Give other children turns as time permits.

Clue Chart	
Alike-	Different
Shape -	○ □ △
feel -	hard, soft, smooth, rough, etc.
material -	wood, metal, plastic, glass, cloth etc.
parts -	wheels, buttons, knobs, covers, etc.
weight -	heavy, light
size -	big, medium, little, short, long
purpose -	what do you do with it?
smell -	⌋ sour, strong, sweet etc.
temperature -	hot, cold
location -	Something for inside, outside, kitchen, etc.
noise -	can it make one?
move -	flexible, not flexible, a part that turns

ACTIVITY: Object Similarities

LEVEL: Grades K-6

SOURCE: Lynn Plourde

OBJECTIVE: --To tell similarities between objects  
--To say a complex sentence with "because"

MATERIALS: articles from around the room

TIME REQUIRED: 20 minutes

PROCEDURE:

Each student and the teacher must get one object in the room and hold onto it. It may be something from their desks, a toy on the shelf, anything. Sit the students in a circle. The teacher begins the game by holding up his/her object and looking at the object of the person to his/her left. The teacher must tell why those two objects are alike using a "because" sentence. (For example, They are alike because they are both made of wood.) Then that student tells why his/her object is like the student's object to his/her left. Continue around the circle. The last student will tell why his/her object is like the teacher's object. The teacher should prompt complete sentences and appropriate reasons for similarities as needed. In younger grades, students may use the same reason that has already been used. But in older grades, a reason should not be used more than once.

ACTIVITY: Analogies with Giant-Step

LEVEL: Grades K-3

SOURCE: Lynn Plourde

OBJECTIVE: --To develop the ability to complete open-ended oral analogies  
--To develop small-group decision-making skills

MATERIALS: none

TIME REQUIRED: 20 minutes

## PROCEDURE:

Tell students that they are going to play a game in which they must complete analogies. Give them several examples so they can understand what analogies are. Divide the class into teams of 2 or 3 students per team. Have all students line up along one wall in the room. Team members must hook arms. Then play the game of giant-step (explain the game as needed). For example, you say "Team #1, you may take 2 bunny hops." They say, "May I?" And you say, "Yes, you may if you can finish this: Elephant is to nose as giraffe is to \_\_\_\_\_." Team #1 then whispers among themselves to decide upon an answer. They give their answer. If they are correct, then they can take their bunny hops (done altogether while their arms are hooked). If not, they must stay where they are. Continue with analogies to the other teams until one team has "won" (gone all the way across the room).

Sample analogies:

ANALOGIES - LEVEL I

1. Elephants are big; mice are \_\_\_\_\_. (small, little, tiny)
2. Day is light; night is \_\_\_\_\_. (dark)
3. Tommy is a boy; Mary is a \_\_\_\_\_. (girl)
4. Father is a man; mother is a \_\_\_\_\_. (woman)
5. Hands have fingers; feet have \_\_\_\_\_. (toes)
6. Gloves are for hands; socks are for \_\_\_\_\_. (feet)
7. Birds fly; fish \_\_\_\_\_. (swim)
8. We see with our eyes; we hear with our \_\_\_\_\_. (ears)
9. Chalk writes on a chalkboard; a pencil writes on \_\_\_\_\_. (paper)
10. Happy is to laugh as sad is to \_\_\_\_\_. (cry)
11. Stove is to hot; as refrigerator is to \_\_\_\_\_. (cold)
12. Chickens give eggs; cows give \_\_\_\_\_. (milk)
13. Ceiling goes with up; floor goes with \_\_\_\_\_. (down)
14. Children live in a house; birds live in a \_\_\_\_\_. (nest)
15. Brother is to boy as sister is to \_\_\_\_\_. (girl)
16. A knife is to cut with; a pencil is to \_\_\_\_\_. (write with)
17. A book is to read; food is to \_\_\_\_\_. (eat)



ANALOGIES - LEVEL I (Cont.)

18. Apples are to eat; milk is to \_\_\_\_\_. (drink)
19. Grass is green; the moon is \_\_\_\_\_. (white)
20. Teeth are white; blood is \_\_\_\_\_. (red)
21. A hammer is for pounding; a saw is for \_\_\_\_\_. (cutting, sawing)
22. Riding in a plane is fast; walking is \_\_\_\_\_. (slow)
23. An elephant is big; a marble is \_\_\_\_\_. (small)
24. Hats are for the head; shoes are for the \_\_\_\_\_. (feet)
25. A rooster says cock-a-doodle-doo; a duck says \_\_\_\_\_. (quack)
26. A ball is a toy; red is a \_\_\_\_\_. (color)
27. Coats are for the outside; pajamas are for the \_\_\_\_\_. (inside)
28. A ball is round; a box is \_\_\_\_\_. (square)
29. One is to two as five is to \_\_\_\_\_. (six)
30. A milkman brings milk; a mailman brings \_\_\_\_\_. (mail)
31. A nose is on the face; a toe is on the \_\_\_\_\_. (foot)
32. Curtains are for windows; blankets are for \_\_\_\_\_. (beds)
33. Waking up is for the morning; going to sleep is for the \_\_\_\_\_. (night)
34. Doctors work in hospitals; teachers work at \_\_\_\_\_. (schools)
35. Shorts are for the summer; ski pants are for the \_\_\_\_\_. (winter)
36. A glass is for drinking; a book is for \_\_\_\_\_. (reading)
37. Santa Claus is big; the Easter Bunny is \_\_\_\_\_. (small)
38. An eye doctor looks at your eyes; a dentist looks at your \_\_\_\_\_. (teeth)
39. A policeman rides in a police car; a fireman rides in a \_\_\_\_\_. (fire truck)
40. Grass is green; the sky is \_\_\_\_\_. (blue)
41. A smile means you're happy; tears mean you're \_\_\_\_\_. (sad)
42. Ice is cold; a fire is \_\_\_\_\_. (hot)
43. A dishwasher is for dishes; a clothes washer is for \_\_\_\_\_. (clothes)
44. A kitchen is for eating; a bedroom is for \_\_\_\_\_. (sleeping)
45. Babies are young; grandfathers are \_\_\_\_\_. (old)
46. A rock is hard; a pillow is \_\_\_\_\_. (soft)
47. Soup goes in a bowl; coffee goes in a \_\_\_\_\_. (cup)
48. You have a toe on your foot; you have a finger on your \_\_\_\_\_. (hand)
49. A kitten is a baby cat; a puppy is a baby \_\_\_\_\_. (dog)
50. A sheep says baaa and a cow says \_\_\_\_\_. (moo)
51. Quack, quack, says a duck; oink, oink says a \_\_\_\_\_. (pig)
52. A bed is to sleep on; a chair is to \_\_\_\_\_. (sit on)

ANALOGIES - LEVEL II

1. Fire is hot; ice is \_\_\_\_\_. (cold)
2. Sugar is sweet; lemons are \_\_\_\_\_. (sour)
3. Bricks are heavy; feathers are \_\_\_\_\_. (light)
4. Boats travel on water; cars travel on \_\_\_\_\_. (land)
5. A house is for people; a barn is for \_\_\_\_\_. (animals)
6. A baby cat is a kitten; a baby dog is a \_\_\_\_\_. (puppy)
7. Carrots are vegetables; apples are \_\_\_\_\_. (fruits)
8. A bus has a driver; a plane has a \_\_\_\_\_. (pilot)
9. A bracelet is to arm as ring is to \_\_\_\_\_. (finger)
10. Watch is to wrist as hat is to \_\_\_\_\_. (head)
11. Wood can be cut with a saw; paper can be cut with \_\_\_\_\_. (scissors)

ANALOGIES - LEVEL II (Cont.)

12. Rake is to leaves as comb is to \_\_\_\_\_. (hair)
13. A knife is to cut as a shovel is to \_\_\_\_\_. (dig)
14. A rug is for the floor; a blanket is for the \_\_\_\_\_. (bed)
15. Soap is to hands as toothpaste is to \_\_\_\_\_. (teeth)
16. Trains go on tracks; trucks go on \_\_\_\_\_. (roads)
17. Airplanes go in the sky; ships go in the \_\_\_\_\_. (water)
18. Rockets go up; submarines go \_\_\_\_\_. (down)
19. Mr. is to man as Mrs. is to \_\_\_\_\_. (woman)
20. Santa is to Christmas as rabbit is to \_\_\_\_\_. (Easter)
21. High is to low as up is to \_\_\_\_\_. (down)
22. Grandmother is to woman as grandfather is to \_\_\_\_\_. (man)
23. Aunt is to woman as uncle is to \_\_\_\_\_. (man)
24. Girl is to sister as boy is to \_\_\_\_\_. (brother)
25. Boy is to man as girl is to \_\_\_\_\_. (woman)
26. Coffee is to cup as milk is to \_\_\_\_\_. (glass)
27. Box is to square as ball is to \_\_\_\_\_. (round)
28. Big is to little as tall is to \_\_\_\_\_. (short)
29. Beginning is to end as first is to \_\_\_\_\_. (last)
30. Early is to late as A.M. is to \_\_\_\_\_. (P.M.)
31. Winter is to summer as cold is to \_\_\_\_\_. (hot)
32. Opening is to closing as pulling is to \_\_\_\_\_. (pushing)
33. Running is to walking as fast is to \_\_\_\_\_. (slow)
34. Raising a window is to up as closing a window is to \_\_\_\_\_. (down)
35. You can look out a window; you can walk out a \_\_\_\_\_. (door)
36. Bacon comes from pigs; eggs come from \_\_\_\_\_. (chickens)
37. Jumping is to high as lying down is to \_\_\_\_\_. (low)
38. Monday is a day; October is a \_\_\_\_\_. (month)
39. Red goes with green like black goes with \_\_\_\_\_. (white)
40. A restaurant sells food; a clothing store sells \_\_\_\_\_. (clothes)
41. Stepping on the gas pedal makes the car go; stepping on the brake makes the car \_\_\_\_\_. (stop)
42. An engine is at the beginning; a caboose is at the \_\_\_\_\_. (end)
43. A smile means you're happy; a frown means you're \_\_\_\_\_. (mad, angry)
44. An egg has a shell; a banana has a \_\_\_\_\_. (peel, peeling)
45. Ten is to twenty as thirty is to \_\_\_\_\_. (forty)
46. Stomping is loud; tiptoeing is \_\_\_\_\_. (quiet)
47. A jockey rides a horse; a pilot rides a \_\_\_\_\_. (plane)
48. Twins are two; triplets are \_\_\_\_\_. (three)
49. Calf is to cow as colt is to \_\_\_\_\_. (horse)
50. Trees are big; bushes are \_\_\_\_\_. (small)
51. A beach is to sandy as lake is to \_\_\_\_\_. (wet)
52. My father's father is my grandfather; my father's mother is my \_\_\_\_\_. (grandmother)
53. A turkey goes with Thanksgiving like a pumpkin goes with \_\_\_\_\_. (Halloween)
54. A TV is to look at as a radio is to \_\_\_\_\_. (hear, listen to)
55. A nose is to smell; a mouth is to \_\_\_\_\_. (taste)
56. Cities are large; towns are \_\_\_\_\_. (small)
57. Glasses are for the face; a hat is for the \_\_\_\_\_. (head)
58. Sandals are for the summer; boots are for the \_\_\_\_\_. (winter)

ANALOGIES - LEVEL II (Cont.)

59. Fingers have fingernails; toes have \_\_\_\_\_. (toenails)
60. A mechanic fixes cars; a dentist fixes \_\_\_\_\_. (teeth)
61. A gun is short; a rifle is \_\_\_\_\_. (long)
62. A rabbit hops; a snake \_\_\_\_\_. (crawls)
63. Teeth are for brushing; faces are for \_\_\_\_\_. (washing)
64. Giraffe is to neck as elephant is to \_\_\_\_\_. (trunk, nose)
65. Soap cleans the face; shampoo cleans \_\_\_\_\_. (hair)
66. Breakfast is to morning as supper is to \_\_\_\_\_. (evening, night)
67. Attic is to top as cellar is to \_\_\_\_\_. (bottom)
68. Driving is to car as flying is to \_\_\_\_\_. (plane)
69. A dog has paws; a boy has \_\_\_\_\_. (feet)
70. A whale is big; a goldfish is \_\_\_\_\_. (small)
71. Apples can make cider; oranges can make \_\_\_\_\_. (orange juice)
72. Pork comes from a pig; beef comes from a \_\_\_\_\_. (cow, steer)
73. A garage is for cars; a barn is for \_\_\_\_\_. (animals)
74. During the day we see the sun; during the night we see the \_\_\_\_\_. (moon)
75. An ostrich is large; a canary is \_\_\_\_\_. (small, little)

ANALOGIES - LEVEL III

1. A cow makes milk; a bee makes \_\_\_\_\_. (honey)
2. Ice skates have runners; roller skates have \_\_\_\_\_. (wheels)
3. Tomatoes can be made into soup; leather can be made into \_\_\_\_\_. (shoes, belts, pocketbooks)
4. From a cow we get beef; from a pig we get \_\_\_\_\_. (pork)
5. Doctors have patients; teachers have \_\_\_\_\_. (pupils, students)
6. A baby horse is a colt; a baby cow is a \_\_\_\_\_. (calf)
7. A clock tells time; a thermometer tells \_\_\_\_\_. (temperature)
8. Knee is to leg as elbow is to \_\_\_\_\_. (arm)
9. Birds have feathers; animals have \_\_\_\_\_. (fur, hair)
10. Two goes with bicycle; three goes with \_\_\_\_\_. (tricycle)
11. Father is to son as mother is to \_\_\_\_\_. (daughter)
12. One o'clock is to two o'clock as five o'clock is to \_\_\_\_\_. (six o'clock)
13. Little hand is to hour as big hand is to \_\_\_\_\_. (minute)
14. Cream is to sugar as bread is to \_\_\_\_\_. (butter)
15. 9:00 is to 8:00 as 3:00 is to \_\_\_\_\_. (2:00)
16. A.M. is to morning as P.M. is to \_\_\_\_\_. (night, evening)
17. 3:00 is to 4:00 as 5:00 is to \_\_\_\_\_. (6:00)
18. 3:00 is to 2:00 as 5:00 is to \_\_\_\_\_. (4:00)
19. Box is to square as ball is to \_\_\_\_\_. (round)
20. 2:00 is to 4:00 as 6:00 is to \_\_\_\_\_. (8:00)
21. Before is to early as after is to \_\_\_\_\_. (late)
22. Fork is to picking up as knife is to \_\_\_\_\_. (cutting)
23. Radio is to listening as TV is to \_\_\_\_\_. (watching/listening)
24. Recorder is to tape as movie projector is to \_\_\_\_\_. (film)
25. December is to winter as June is to \_\_\_\_\_. (summer)
26. Cars and planes are transportation; doctors and teachers are \_\_\_\_\_. (jobs, occupations)
27. Cousins and mothers are relatives; squares and circles are \_\_\_\_\_. (shapes)
28. Houses have siding; people have \_\_\_\_\_. (skin)

ANALOGIES - LEVEL III (Cont.)

29. Eggs are to a dozen as shoes are to a \_\_\_\_\_. (pair)
30. A butcher uses a knife; a surgeon uses a \_\_\_\_\_. (scalpel)
31. Being older goes with birthdays; being married longer goes with \_\_\_\_\_. (anniversaries)
32. Shoes have laces; belts have \_\_\_\_\_. (buckles)
33. A couch has cushions; a bed has a \_\_\_\_\_. (mattress)
34. Four sides is to rectangle as three sides is to \_\_\_\_\_. (triangle)
35. A dog is to hair as a bird is to \_\_\_\_\_. (feathers)
36. A key is to a door as a dial is to a \_\_\_\_\_. (telephone)
37. A steak is to broiling as a cake is to \_\_\_\_\_. (baking)
38. A bat is to baseball as a racquet is to \_\_\_\_\_. (tennis)
39. Lightning is to thunder as fire is to \_\_\_\_\_. (smoke)
40. April is to May as June is to \_\_\_\_\_. (July)
41. Fourteen is to 7 as 20 is to \_\_\_\_\_. (10)
42. Boy is to boys as child is to \_\_\_\_\_. (children)
43. Leaves grow on trees; petals grow on \_\_\_\_\_. (flowers)
44. A dog has a mouth; a bird has a \_\_\_\_\_. (beak)
45. Magazines are monthly; newspapers are \_\_\_\_\_. (daily)
46. A horse is big but an elephant is bigger; a butterfly is small but a mosquito is \_\_\_\_\_. (smaller)
47. A pencil has lead; a pen has \_\_\_\_\_. (ink)
48. A piano has keys; a guitar has \_\_\_\_\_. (strings)
49. A lion roars; a kitten \_\_\_\_\_. (purrs, meows)
50. A chef works in a restaurant; a nurse works in a \_\_\_\_\_. (hospital)
51. Arms have wrists; legs have \_\_\_\_\_. (ankles)
52. Sandpaper is rough; glass is \_\_\_\_\_. (smooth)
53. You beat on a drum; you strum a \_\_\_\_\_. (guitar, banjo)
54. An artist makes paintings; an author writes \_\_\_\_\_. (books)
55. Tires are to a car as runners are to a \_\_\_\_\_. (sled)
56. A washcloth is for washing; a towel is for \_\_\_\_\_. (drying)
57. Math has numbers; reading has \_\_\_\_\_. (words)
58. You sit in a bathtub; you stand in a \_\_\_\_\_. (shower)
59. The President is to the White House as a senator is to the \_\_\_\_\_. (Congress, Capitol)
60. Crooked is to straight as narrow is to \_\_\_\_\_. (wide)
61. Magic is to magician as paint is to \_\_\_\_\_. (painter)
62. A squirrel lives in a tree; a worm lives in the \_\_\_\_\_. (ground, dirt, mud)
63. A bird has a nest; people have a \_\_\_\_\_. (house, home)
64. Long is to short as false is to \_\_\_\_\_. (true, truth)
65. A globe is round; a map is \_\_\_\_\_. (flat)
66. A road has pavement; a lawn has \_\_\_\_\_. (grass)
67. Messy is to dirty as neat is to \_\_\_\_\_. (clean)
68. A paragraph has sentences; a word has \_\_\_\_\_. (letters)
69. A car racer wears a helmet; a king wears a \_\_\_\_\_. (crown)
70. A giraffe is to neck as an elephant is to \_\_\_\_\_. (nose, trunk)
71. A book is to read as clothes are to \_\_\_\_\_. (wear)
72. A tiger has stripes; a leopard has \_\_\_\_\_. (spots)
73. A room has a ceiling; a house has a \_\_\_\_\_. (roof)
74. A dozen eggs has one egg; a dozen inches (one foot) has one \_\_\_\_\_. (inch)
75. Water is a liquid; ice is a \_\_\_\_\_. (solid)

ACTIVITY: Fish Story  
LEVEL: Grades 1-4  
SOURCE: Lynn Plourde  
OBJECTIVE: --To tell and discriminate true stories from fish stories  
MATERIALS: a rope or fish line and bobber  
TIME REQUIRED: 20 minutes

PROCEDURE:

Discuss with the class the definition of a "fish story." Then have all the students pretend to swim around in a circle on the floor. One student is selected to be the one who fishes. That student throws the line and bobber out to the "fish." The student who is nearest to the line or who catches it must tell something about himself/herself. The story may be true or a fish story (e.g., true -- I got out of bed this morning and ate breakfast, or fish story -- I got up and ate 13 doughnuts for breakfast). The fisherperson must say whether the story is true or a fish story. The "fish" tells that student whether he/she guessed right or not. Then the "fish" becomes the next fisherperson. Another fish is caught who tells a story. Continue as time permits.

ACTIVITY: Analogy Baseball  
LEVEL: Grades 1-4  
SOURCE: Lynn Plourde  
OBJECTIVE: --To complete open-ended analogies  
MATERIALS: list of analogies (see pages 366-369)  
TIME REQUIRED: 25 minutes

## PROCEDURE:

Divide the class into 2 teams. One team will be up to bat first. You, as the teacher, are the pitcher. Read an analogy to the first batter. He/she must complete the analogy. If the student does so correctly, then he/she goes to first base (a designated place in the room). If the student cannot complete the analogy, then he/she is out and the team has one out. That team stays up to bat until they have 3 outs. A correct answer means that a player can progress one base. Every time someone crosses homeplate, that team gets a point. The other team gets a chance at bat when the first team has 3 outs. Continue with more innings as time permits.

ACTIVITY: Solve a Problem  
LEVEL: Grades 1-6  
SOURCE: Lynn Plourde  
OBJECTIVE: --To develop potential solutions for a problem  
--To work cooperatively in small groups  
MATERIALS: none  
TIME REQUIRED: 30 minutes

PROCEDURE:

Tell the class something that is a real problem in your classroom or school. Explain that it is up to them to solve the problem. Divide them into small groups and have them each generate at least one solution to the problem. Then each group will share their solution with the whole class. The class can then vote on which solutions to try.

Possible problems:

- too much fighting on playground
- special kids are teased
- the class is too messy at the end of the day
- talking is too loud in the cafeteria
- students don't work when the teacher leaves the room

ACTIVITY: Make It Do

LEVEL: Grades 1-6

SOURCE: Holly Weeks, Skowhegan, Maine

OBJECTIVE: --To develop creative functions for everyday objects  
--To give a report about their chosen creative functions

MATERIALS: a box or tray containing miscellaneous objects; drawing materials

TIME REQUIRED: 30 minutes

## PROCEDURE:

A small group (3 to 4) of students must select one of the objects. They brainstorm about possible uses of the object -- other than the regular function. (For example, tweezers could be used to eat french fries with or to torture your enemies with pinches or as a paperweight.) Students should be encouraged to think of as many functions as possible and then draw pictures demonstrating their favorite functions of that object. Groups may then report their ideas to the whole class. Groups may do additional objects as time permits.

## Possible objects:

paper clips	quarter
lipstick	water gun
screwdriver	tack
paper plates	egg beater
fork	nail file
hanger	pillowcase
	battery



ACTIVITY: Wild and Crazy Words

LEVEL: Grades 1-4

SOURCE: Lynn Plourde

OBJECTIVE: --To generate a list of new words and definitions

MATERIALS: none

TIME REQUIRED: 20 minutes

PROCEDURE:

Explain to students that words are just arbitrarily created. An apple could have been called a "glip," but someone just called it an apple first. New words are constantly being created even today. For example, "Bic" is a word that was created recently. Have students generate a list of NEW words. Then they must decide what the new word means. For example, a "firt" might be the exact middle of a smile or a "geep" might be the sound you make when you drink and it goes up your nose or a "hallup" might be freckles on a back. Students might tell or write a story with their new wild and crazy words. With older students, have them generate a list of rules for making English words (e.g., all must have a vowel; no words can start with /ng/, etc.) They must be sure that their new words follow these rules.

ACTIVITY: Coded Math

LEVEL: Grades 1-4

SOURCE: Lynn Plourde

OBJECTIVE: --To solve math problems  
--To remember a special code

MATERIALS: none

TIME REQUIRED: 20 minutes

## PROCEDURE:

Teach students a special number code. For example, when the answer is six, they must fold their hands. When the answer is ten, they must tap their feet. When the answer is 15, they must wiggle their noses. Then quickly give students a series of oral problems, and they must answer the problem using the code.

<u>Problem</u>	<u>Answer</u>
$6 + 4 =$	tap foot
$9 - 3 =$	fold hands
$5 \times 3 =$	wiggle nose
$4 + 2 =$	fold hands
$12 \div 2 =$	fold hands
$45 \div 3 =$	wiggle nose
Etc.	

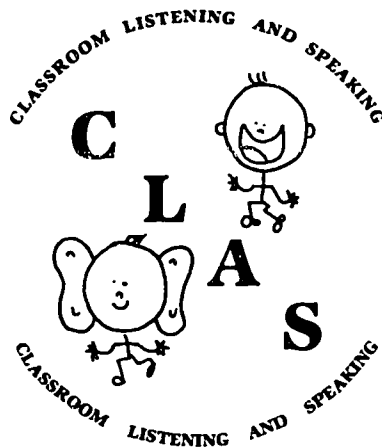
## HOME ACTIVITIES

This section contains over 70 activities to send home with students. Simply thermofax each page, make the necessary number of copies, and send a copy home with each child in your class once a week. Most pages contain 2 home activities per week. There is a letter of introduction to the program (page 377) and a form to evaluate the program (page 416) which you should also copy and send to all parents.

These home activities have been field-tested by numerous parents who responded favorably with comments such as the following:

- "I like the regular 'homework' assignments; it sets up a formal activity where we can share our son's life at school."
- "We like the activities because they're fun -- more like games than work."
- "They gave me ideas on teaching my children that I would not have come up with on my own."

Some home activities are similar to or extensions of activities for the classroom. Students will enjoy doing these activities at home as well as at school and will more readily learn new listening and speaking skills when they practice them in both settings.



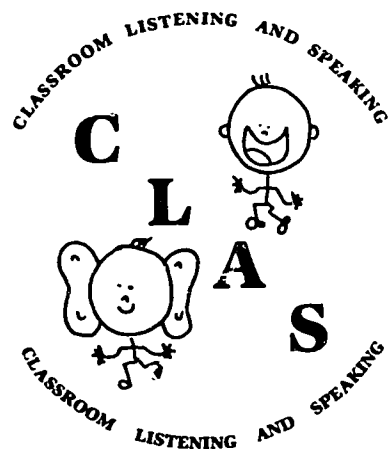
Dear Parent:

Your child is involved in a special program at school this year. The program is called Classroom Listening And Speaking (CLAS), and it has numerous activities to help your child become a better listener and a better speaker.

YOU can help with this program. Every week between now and the end of school, you will receive a paper that has two listening and speaking activities for you to do at home with your child. By doing these activities, you will help your child to learn more. Your child will also have fun as well as learn. Remember that YOU can help your child be better educated -- so start this week!

---

(teacher's signature)

WEEK 1

Dear Parent:

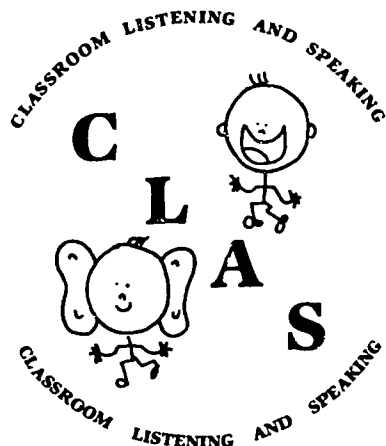
Try the following activities this week. They will help your child become a better listener and a better speaker.

What Is It?

There are many objects around your house which your child may not know the names of. Collect a group of objects (e.g., vice grips, extension cord, thimble, tongs, scouring pad). Talk with your child about these objects teaching him/her the names that he/she does not know. Later in the week, you can check to see if your child remembers these new words by saying, "Karen, get me the thimble, please," or "Ned, pass me the scouring pad." By doing this activity, you will help your child to develop a better vocabulary; you might do it another week with five different objects.

Who's Talking?

Sit and watch one of your child's favorite TV shows with him/her. For this one time your child must watch the TV show a special way: WITH HIS/HER EYES CLOSED. When your child has his/her eyes closed, ask every once in a while, "Who's talking?" Your child must guess the name of the TV character that is talking at that time (e.g., Bo, Boss Hoggs). After the guess, your child can open his/her eyes to see if he/she is correct. Have your child close his/her eyes and do it again. This activity will force your child to really "listen" to the story in order to understand what is happening on the show. Your child will also learn to differentiate voices -- an important skill when talking on the telephone.

WEEK 2

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Following Directions

Write the numbers 2, 3, 4, and 5 on pieces of paper.

Tell your child that he/she must try to get as many papers away from you as they can. The way that he/she gets a piece of paper away from you is to follow that specific number of directions. You will then tell your child 2 directions, such as: (1) Clap your hands, and (2) Jump up high. If your child correctly follows the directions, then give him/her the piece of paper with number 2 on it. Next, have your child try to follow 3 directions, such as: (1) Touch the floor, (2) Knock on the door, and (3) Open the refrigerator.

Continue until your child has had a chance to get all 4 papers. Praise your child for the directions he/she remembers. It's okay if your child forgets some of the directions. He/she will still be practicing and developing his/her ability to follow directions.

Sweet-Sour

Gather together at least 2 sour foods and 2 sweet foods. Have your child taste each of the foods and tell how it tastes. Continue with the other foods. Encourage your child to say the words "sweet" and "sour."

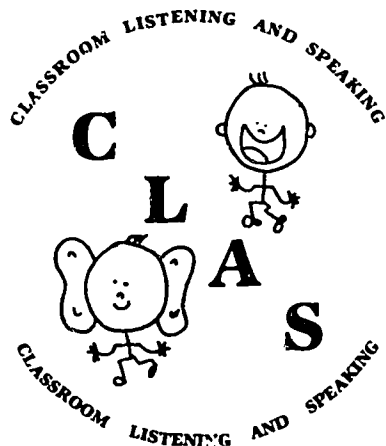
Possible foods to use:

Sweet

sugar  
bread with jelly  
doughnut  
candy  
cookie  
cereal

Sour

pickle  
lemonade  
lemon  
lime  
grapefruit  
green apple  
rhubarb

WEEK 3

Dear Parent:

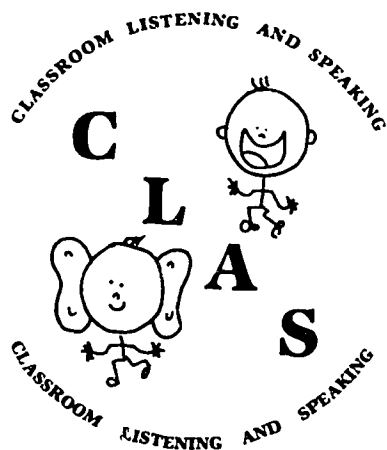
Try the following activities this week. They will help your child become a better listener and a better speaker.

Pitch a Penny

You will need an empty plastic bowl and 5 to 10 pennies. Your child must stand 5 feet away from the bowl and try to throw the pennies in, one at a time. Before your child can throw a penny, he/she must name a part of a car, such as a steering wheel. Then your child must name another part of a car (e.g., hood, seat belt, fender, motor), and throw a penny in the bowl. Continue with the remainder of the pennies and your child must name a part of a car each time he/she throws one. Let your child count to see how many pennies landed in the bowl. Then continue with a new category (for example, things in the kitchen, parts of a playground, kinds of fruits) and see how many pennies your child can get in the bowl this time. This activity will help to develop your child's naming skills, categorization, and motor abilities.

Sink/Float

Collect a variety of objects from around the house -- some that will sink and some that will float. Fill a container with water. Have your child guess whether each object will sink or float before he/she puts it in the water. Then let your child put each object in the water to see if the guess was correct. Continue with the other objects. Encourage your child to use the words *sink* and *float*. You might also help your child to notice the types of materials that float (plastic, wood) and the types of materials that sink (metal, glass).

WEEK 4

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

How Many Can You Say?

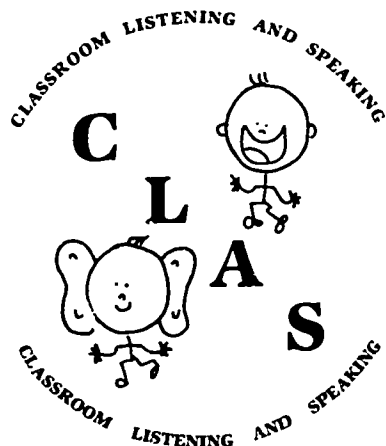
Tell your child that he/she must name as many kinds of birds as possible in one minute. Tell your child when to "go" and when to "stop" while you time him/her. Count the number of birds that your child says in one minute. Then continue with a different category like fruits. Your child names as many fruits as possible in one minute. Encourage your child to name more fruits than he/she named for birds. Continue with other categories and your child trying to name more items each time.

Possible categories:	vegetables	fish	cars
	meats	flowers	trees
	colors	towns	furniture
	clothes	instruments	desserts

Dress Up

Let your child dress up in some of your clothes. Then for 20 minutes, let your child pretend to be the parent and you will be the child. Talk with each other as if you had really swapped roles. This activity will help your child learn to role-play and act creatively.



WEEK 5

Dear Parent:

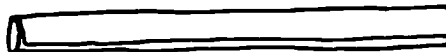
Try the following activities this week. They will help your child become a better listener and a better speaker.

All the Parts

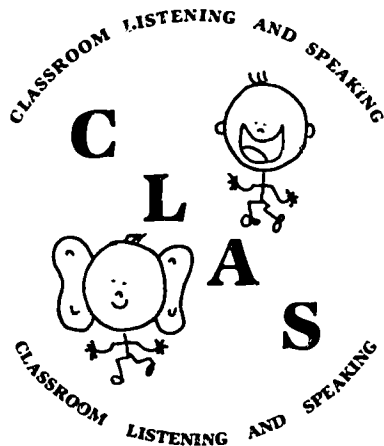
Write the name of an object such as a TV on a piece of paper. Then your child must name as many parts of that object as possible, such as: knob, glass, wires, on-off switch, volume button, etc. Continue with a different object. Some possible objects are: car, cow, record player, refrigerator, watch, stove, and bed. Encourage your child to actually look at the objects to think of more parts and help your child with words he/she doesn't know (for example, horizontal knob).

I Spy

Have your child roll up a piece of paper so that it looks like a spy glass to look through.



Your child must close his/her eyes while you look through the paper and describe something in the room. For example, you might say, "I spy something big and white. It's made out of metal and it has 2 doors." Your child must open his/her eyes and guess what you were describing (the refrigerator). Then your child does the spying and describes something for you to guess. Continue taking turns.

WEEK 6

Dear Parent:

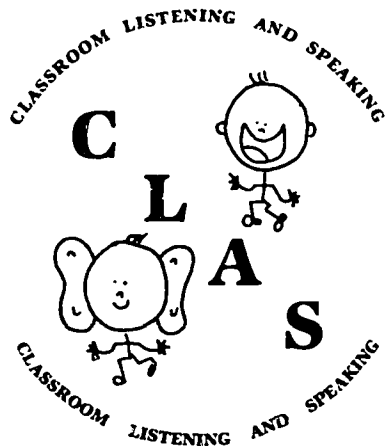
Try the following activities this week. They will help your child become a better listener and a better speaker.

Block Talk

You will need some blocks or books to stack. Tell your child a word like "peanut butter." Your child must say a sentence about peanut butter (for example, "Peanut butter is brown.") And then he/she gets to stack a block. Then your child must say another sentence about peanut butter (for example, "Peanut butter can go with marshmallow to make a sandwich.) Then, he/she can add another block to the stack. Continue as long as your child can think of different sentences about peanut butter or until the blocks tip over. Then start over with a new word, such as bandaid, pencil, milkshake, cowboy, hamburger, radio.

All About Me

You and your child will each need a blank piece of paper and some crayons. You must each draw 5 objects on your paper; the objects must tell something about you. For example, you might draw a piano because you take piano lessons; a lobster because that's your favorite food; a hospital because that's where you work; a book because you love to read; and a tennis racket because tennis is your favorite sport. After you have each drawn your objects, then explain the things you drew to each other. If you want, then draw 5 objects to represent other people (a brother, grandma) making sure to explain what was drawn.

WEEK 7

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

How Does It Feel?

Place an object in a bag for your child to feel. Don't let your child see what it is. Your child must reach into the bag and feel the object. Your child must tell you 3 things about how the object feels. For example, your child might say, "It's round. It's small and it feels like it's made out of glass." Then your child may guess what the object is: a marble. Continue with other objects. By having your child tell 3 things about how each object feels, he/she will learn to give better descriptions.

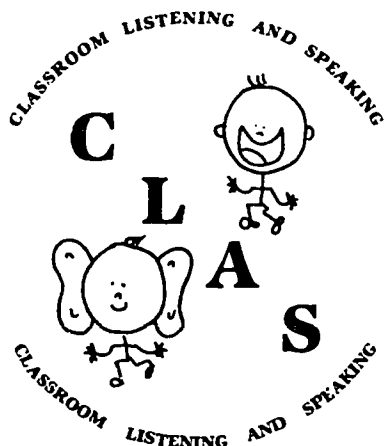
Acting Out

Read the following story to your child. Each time your child hears the word "baby" in the story, he/she must cry and each time your child hears the word "butterfly" in the story, he/she must flap his/her arms.

The Baby and the Butterfly

One day a little baby was sleeping in its crib. All of a sudden, the baby felt something on his nose, so he woke up. There was a butterfly on his nose. The baby looked at the butterfly, and the butterfly looked at the baby. All of a sudden the baby sneezed because the butterfly was tickling his nose. The baby sneezed so hard that the butterfly did 5 somersaults through the air and landed upside down on the ceiling. The butterfly was shook up and he decided that he would never land on a baby again.

(Tell the story again, but read it even faster which will force your child to listen more carefully.)

WEEK 8

Dear Parents:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Hide Halloween Tokens

You will need some Halloween candies, stickers, or pennies. Have your child close his/her eyes and lie on his/her bed while you hide these tokens. Hide the objects by similar objects throughout the house. For example, you might hide them by wooden things, or by things with covers, or by low things. After you have hidden the Halloween tokens, then give your child a hint such as "Look by wooden things." Your child must use the hint to find as many of the tokens as possible. As time permits, hide more tokens and give your child a different hint. Your child will love looking for the tokens, but he/she will also learn some new vocabulary words.

Vocabulary Simon Says

Play Simon Says with your child. Explain the rules if he/she doesn't know how to play. Tell him/her to listen carefully whether "Simon Says" to do something or not, so that he/she doesn't get "caught." Throughout the game, use new vocabulary words. For example, "Simon Says touch your navel." "Simon Says touch something purple." "Simon Says kiss a female." Encourage your child to ask the meaning of words that he/she doesn't know. This activity will help to develop your child's vocabulary as well as listening skills.

Possible new words to include in the game:

plaid	male	flexible
calf (on leg)	corduroy	metallic
scotch	heel	transparent
sip	turtleneck	appliance
flex (a muscle)	lace	container

WEEK 9

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

What Would You Bring?

During a long car ride, ask your child questions like the following:

- What would you bring on a camping trip?
- What would you bring to school on the first day?
- What would you bring to a surprise birthday party?

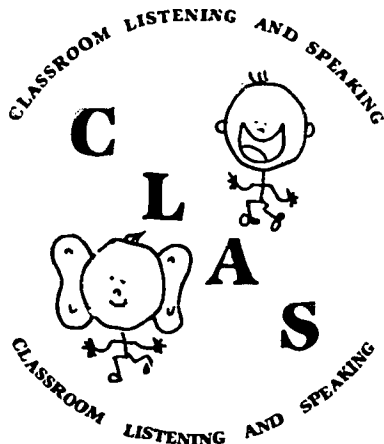
Your child must answer the questions telling as many items as possible for each question. Encourage your child to think of numerous possibilities. This activity will help to develop your child's reasoning and classification skills.

## Other Questions:

- What would you bring on a fishing trip?
- What would you bring on a visit to Santa's house?
- What would you bring on a picnic?
- What would you bring on a long plane trip?
- What would you bring to a football game?
- What would you bring to the beach?
- What would you bring to work in a garage as a mechanic?
- What would you bring on a jungle safari?
- What would you bring to the Land of Oz?
- What would you bring to the hospital if you were having your tonsils out?

Pop and Say

On a nice day, take your child outside with some bubble stuff. You must tell your child a word like "colors," and then you should blow some bubbles. Your child must try to pop the bubbles. Every time he/she pops a bubble, he/she must name a color. Your child should try to pop as many bubbles and say as many colors as possible. Then continue with a different category, such as: toys, animals, cartoon shows, beverages, vehicles, etc.

WEEK 10

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Doing Words

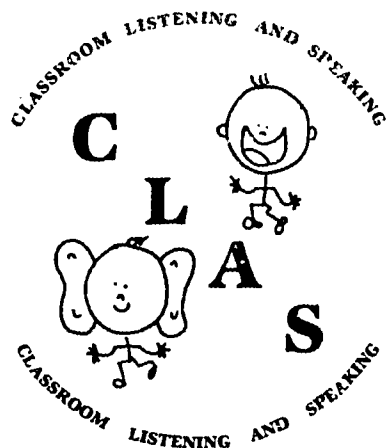
show your child a magazine picture that has a lot of action in it. Together you and your child must say all the verbs or "doing words" that you see in the picture. Write down each doing word that is said making as long a list as possible. For example, if you and your child were looking at a picture of children at a playground, you might think of the following words:

sitting	talking	tugging	running
swinging	laughing	climbing	falling
sliding	seesawing	stepping	walking

Continue with other pictures.

Colorforms

You will need a set of colorforms which contain a cardboard scene plus numerous pieces to stick on the scene. Take all the pieces off the scene, then take turns with your child placing pieces on the scene. Before a piece can be put on, you must tell exactly where you will put it. For example, you might say, "I will put Superman above the building." "I will put the flowers on the left side of the car." Continue telling sentences and putting colorform pieces on the board until they are all on. This activity will help your child learn to tell complete sentences and give accurate descriptions.

WEEK 11

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

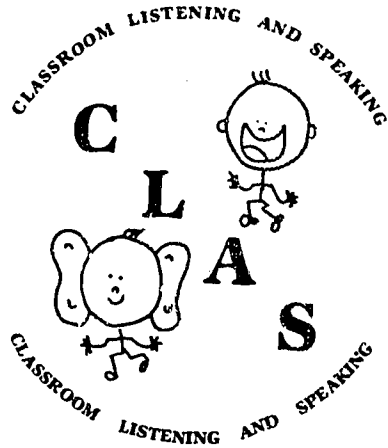
Naming Walk

Go for a walk with your child. As you are walking, challenge your child to name 10 kinds of desserts. Your child will name desserts (e.g., apple pie, popsicle, pudding) while you count. You may also help your child to name some desserts. Then continue having your child name 10 items in other categories, such as:

clothes	fruits	games
colors	vegetables	fish
wild animals	vehicles	flowers
boys' names	instruments	furniture
breakfast foods	beverages	words that start with /p/

Key Word

Read your child a familiar story, such as "Goldilocks and the Three Bears" or "Little Red Riding Hood." Your child must close his/her eyes while you read the story. Tell your child that every time he/she hears a key word (for example, bear, grandmother) that he/she must raise his/her hand. Continue with different stories and different key words as time permits. This activity will help to develop your child's listening skills.



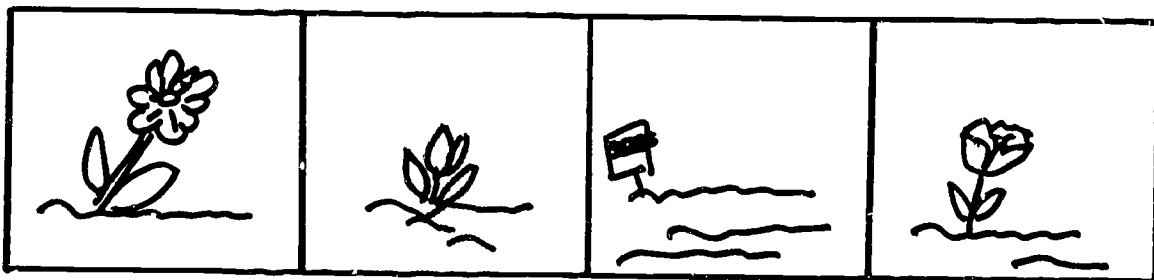
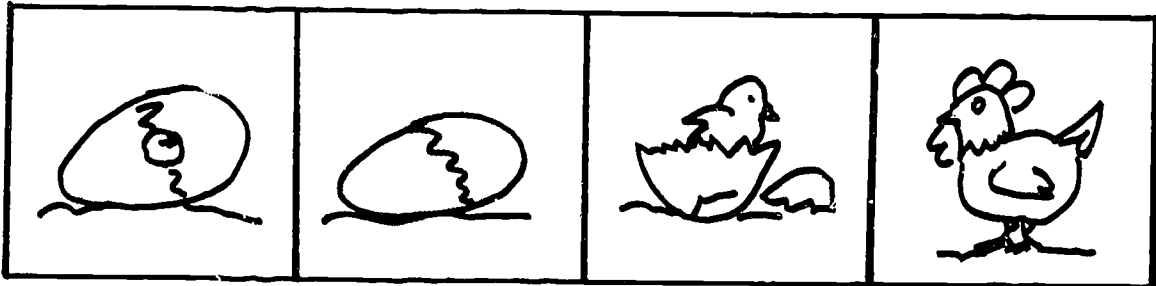
WEEK 12

Dear Parent:

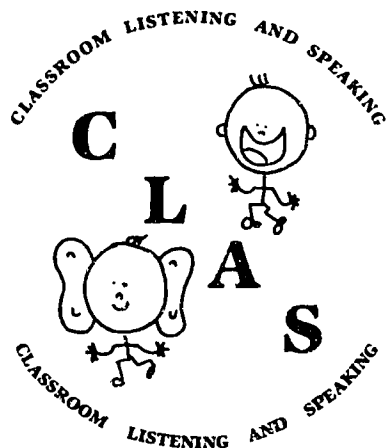
Try the following activities this week. They will help your child become a better listener and a better speaker.

In the Right Order

Have your child cut out the following sets of pictures. Then your child must put them in the correct order (going from left to right) while telling you the story about what is happening. Putting and telling things in the right order is a skill which will help your child learn to tell and write stories that are logical and have a beginning, middle, and end.





WEEK 13

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Super Memory

Tell your child a sentence like "The tall man ate a bologna sandwich for lunch," at the beginning of the day. At the end of the day, check to see if your child remembers the sentence. You might give your child a special snack or treat if he/she remembers it correctly. Try a different sentence on a different day.

A Parade of Toys

Gather 5 or 6 toys such as cars or stuffed animals. Put all the toys in a row as if they are in a parade. Then ask your child the following questions:

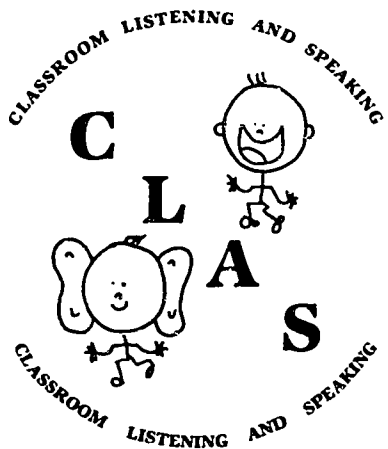
- Which toy is first?
- Which toy is third?
- Which toy is last?
- Which toy is fourth?
- Which toy is second?
- Which toy is fifth?
- Which toy is after the third one?
- Which toy is before the fourth one?

Then mix up the animals in a different order and ask the questions again. Number concepts such as fourth, second, etc., are difficult for children, and they need much practice on them.

Week 14

Dear Parent:

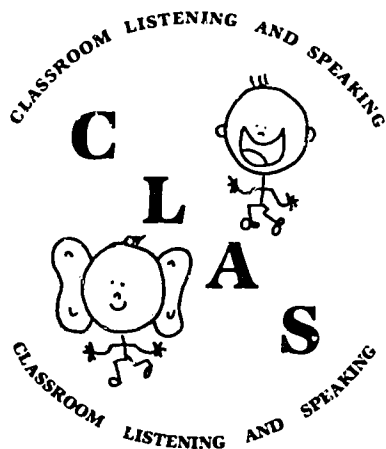
Try the following activities this week. They will help your child become a better listener and a better speaker.

Rough -- Smooth

Tell your child that you are going to find things in the house that feel rough and smooth. Tell your child what "rough" and "smooth" mean, if necessary. Then look around the house together and gather rough and smooth objects. Encourage your child to say the words "rough" and "smooth" frequently. For example, "This mirror feels smooth." "The sandpaper is rough."

TV Listen

Before you and your child sit down to watch a half-hour TV show, select one common word (car, out, eat) to listen for. Then you should each keep track of how many times that word is said throughout the program. This activity will help your child learn to listen for specific words. You might also listen for a name of a character in the show (Boss Hoggs, Mr. Rogers, Lobo).

WEEK 15

Dear Parent:

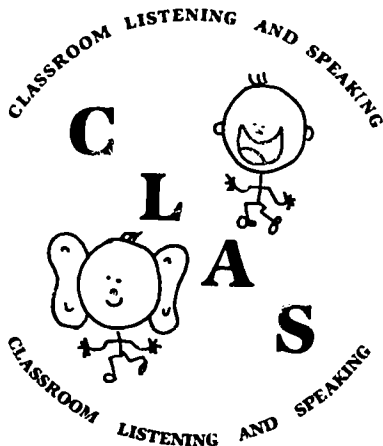
Try the following activities this week. They will help your child become a better listener and a better speaker.

Be Kind to Toothbrush Day

First, have your child think of what's so rough about being a toothbrush and what would be fun about being a toothbrush. Then your child must treat his/her toothbrush extra special for one day (talk to it so it won't get lonely, lay it on a towel so that it's comfortable). Encourage your child to think of several nice things to do to his/her toothbrush. This activity will help to develop your child's creativity and his/her ability to understand another's perspective or view.

Five New Words

You will need 5 blank index cards or pieces of paper plus tape. You and your child must look around the house and find 5 objects that your child does not know the names of. Tell your child what each of these objects is called and have your child say each name five times. Then write the name of the object on a card and stick the card to the object. For the rest of the week, your child must name each of the objects before he/she goes to bed. If your child cannot select 5 unknown objects, then help him/her by pointing to less common objects and asking him/her the name. If your child doesn't know, then that object can be one of the new words. Some possible objects to use are thermostats, window sill, chain, bannister, keyhole, light switch, quilt, plunger, or boxspring.

WEEK 16

Dear Parents:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Christmas Songs

Sing Christmas songs with your child. Encourage him/her to really listen to the words. Then sing one Christmas song while your child acts out the song. Some good songs to act out are:

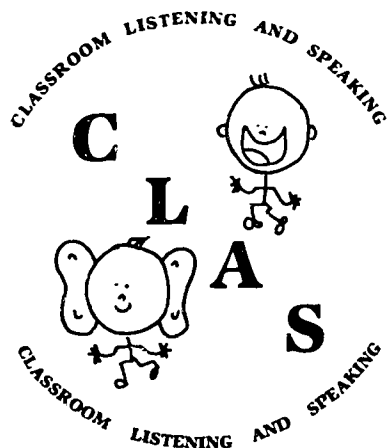
Rudolph the Red-Nosed Reindeer  
 Jingle Bells  
 Frosty the Snowman  
 Santa Claus is Coming to Town  
 The Twelve Days of Christmas

What Am I?

Tell your child that you are a Christmas word and he/she must guess what you are. Your child must ask questions in order to determine what you are. Here's an example: (You are mistletoe.)

Child: What color are you?  
 You: I am green with a white berry.  
 Child: Do you go on a Christmas tree?  
 You: No, I am not on a Christmas tree.  
 Child: Where do you go?  
 You: I go over the doorway.  
 Child: Do people kiss under you?  
 You: Yes, they do.  
 Child: Are you mistletoe?  
 You: Yes, I am.

Other Christmas words to do: garland, Rudolph, Christmas tree, Santa Claus, Mrs. Claus, candle, wreath, poinsettia, elf, candy cane, fruitcake, star, tinsel.

WEEK 17

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

In the Army

Have your child pretend that he/she is in the Army and that you are giving orders. Tell your child that attention means to stand straight and still; that right face means to turn right; and that left face means to turn left. Then give your child directions using those three commands. Help your child follow the directions as needed.

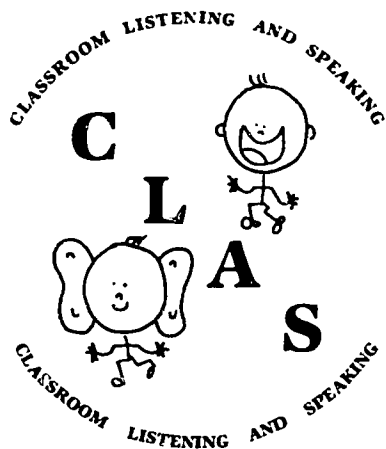
Card Memory

Remove all the cards from a deck of cards except the 1s, 2s, 3s, 4s, and 5s. Tell your child that you are going to play a special memory game. You must each memorize what each number means. For example:

- 1 means clap your hands
  - 2 means cry like a baby
  - 3 means bark like a dog
  - 4 means turn around in a circle
  - 5 means pretend you're sleeping
- (or make up your own code to memorize)

Put the cards in a stack in the center of the table. Then take turns turning over one card in the deck. If you turn over a 3, then you must bark like a dog. If you turn over a 5, then you must pretend to sleep and snore. If the person is correct, then they get to keep the card. Continue the game and see who has the most cards (the best memory) at the end of the game.

No fair reading the code on this paper as you play! You must memorize it. This activity will help to develop your child's auditory memory.

WEEK 18

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Narrow and Wide

On the floor lay several ropes to make a narrow and a wide path.



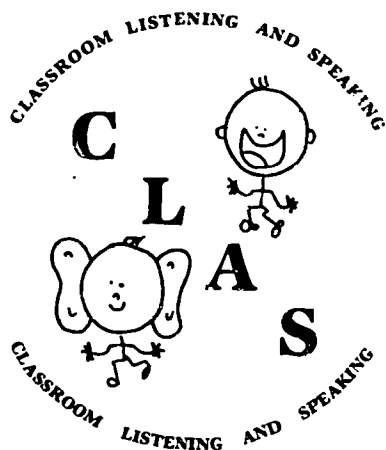
Take turns with your child doing actions on the narrow and wide paths. Each time someone does an action, they must say what they are doing. For example, "I'm skipping down the wide path." "I am tiptoeing down the narrow path." Encourage your child to say the words "narrow" and "wide" frequently.

Empty Boxes

Draw 5 boxes on blank piece of paper and tell your child the following directions:

- Draw an apple in the second box.
- Draw an "X" in the fourth box.
- Write the first letter of your last name in the last box.
- Color the third box red.
- Draw your favorite food in the first box.

Continue with 5 new boxes and more directions. You might also have your child give you directions on what to draw in some boxes.

WEEK 19

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

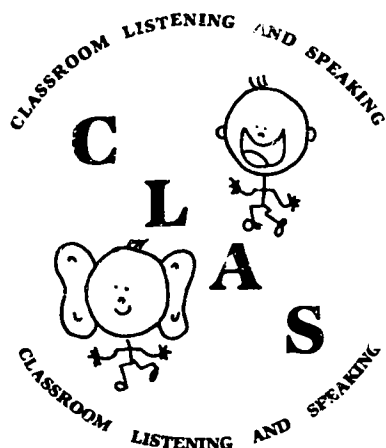
Make a Book

The next time that you bring in a film to be developed, have two prints made from each negative. Let your child have one set of prints to arrange in his/her own book. Your child can arrange the pictures so that they tell a story and tape them on pieces of paper. Then your child must tell you the story. For example, "One day Kevin went on a hike with his mom and dad. They brought their backpacks and stopped to eat lunch along the trail. . . ."

This activity will help your child learn to tell logical stories, and your child will love having a special book made all by himself/herself.

Role-Play a Pet

Your child must select a pet that he/she would like to role-play. For example, your child might be a dog or a turtle. Then for 15 minutes, your child must pretend to be that kind of pet. He/she must talk as if he/she were that kind of pet. Your child might say things like, "I'll look in my dog dish and see if there's any dog food in it." "I'm going to pull inside my shell and sleep for awhile." You should talk to your child as if he/she were really a pet.

WEEK 20

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Set the Table

Have your child help you set the table for a meal. You and your child will take turns placing items on the table. Before any item can be placed on the table, each person must say a complete sentence about where the object will be placed. For example, before you put the forks down, you would say, "I will put the forks on the left side of the plates." Before you put the butter dish down on the table, you would say "I will put the butter dish in the center of the table." Continue until the table is set.

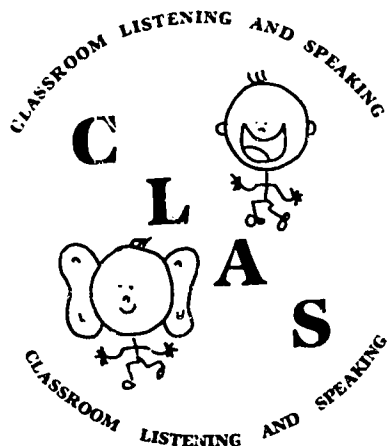
Take-a-Turn Story

Tell your child the beginning to a story (see the samples below). Your child must tell a little more to the story and stop. Then you must tell the next part of the story. Continue taking turns telling the story until someone ends it. Then start another story.

Possible beginnings to stories:

- One day a mouse snuck up on our kitchen counter and looked for something to eat. He couldn't find anything so he shouted, "What do you have to eat?"
- Ned was riding his bike in his new neighborhood. He rode up one street and down another and another and another. When he turned around to go home, he didn't know which way to go. . . .
- When mom left for work one morning, she opened the front door and found a baby in a basket on the steps. The baby was sound asleep. . . .



WEEK 21

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

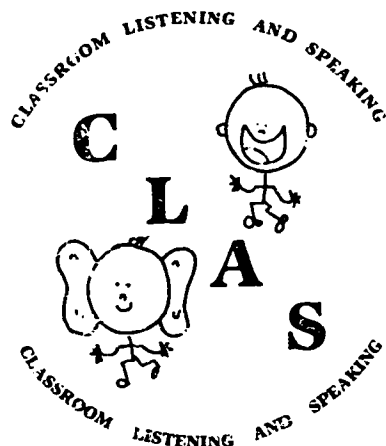
Grids

Give your child some crayons and give him/her the grid below. He/she must then follow your directions:

- Draw ears on the number 9.
- Color the box in the center purple.
- Draw a line under every number in the top row.
- Circle the number that is above 7.
- Put an "X" on the first number in the bottom row.
- Draw an arrow between numbers 6 and 8 so that it is pointing at 6.

You might draw another grid and continue with more directions.

1	2	3
4	5	6
7	8	9

WEEK 22

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Guess Who It Is?

Write the name of a famous person or animal on a paper and pin it to the back of your child's shirt. Your child must ask you questions in order to figure out who the famous person is.

Parent: It's a man.  
 Child: What does he wear?  
 Parent: He wears a blue suit and red cape.  
 Child: Does he save people?  
 Parent: Yes.  
 Child: Is it Superman?  
 Parent: Yes, it's Superman.

Continue with other famous people or animals. This activity will help your child learn to ask questions and solve riddles.

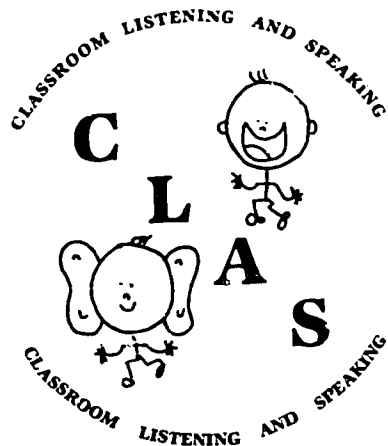
Famous People:	Mr. Rogers	Ronald McDonald	Birthday Bear
	E. T.	Michael Jackson	Boss Hoggs
	Ronald Reagan	Daniel Boone	Charlie Brown
	Garfield	George Washington	Bugs Bunny

Magazine Race

Get out some old magazines and scissors. Have a race to see who can cut out the most animals in 10 minutes. You might try again with a different category:

clothes	beverages
desserts	vehicles
furniture	appliances

This activity will help your child learn to categorize objects as well as to develop his/her visual and motor skills.

WEEK 23

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Stuffed Animal Story

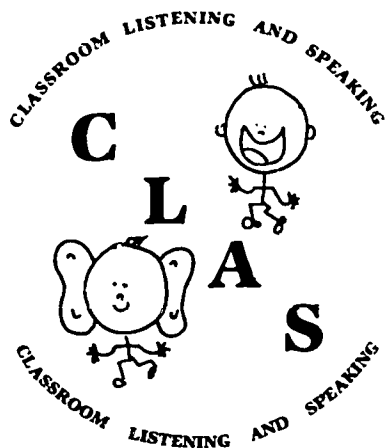
Gather some stuffed animals together. Let your child pretend to be one of the stuffed animals and you another one. (Other family members might portray animals too.) Tell your child the beginning to a story (see the examples below), and then together you must act out the end to the story using the stuffed animals. This activity will help your child learn to finish a story and to role-play a special character in a story.

Examples:

1. One day Bruce the dog and Calico the cat were accidentally left at a campground by their owners. As they saw their owners' car drive away, they decided to. . . .
2. Sammy Snake and Randy Rabbit were friends. One morning a farmer saw Sammy in his garden and he started to chase him with a hoe. Randy wanted to help his friend so. . . .
3. Baby Bear ate too much porridge for breakfast and he became very sick. Mother Bear decided to bring him to the hospital and. . . .

Talk Your Way Through

Set up an obstacle course for your child to go through. For example, you might set up some chairs for your child to go between, some books for him/her to go over, a small table for your child to go under. Then your child must tell exactly the way that he/she will go through the obstacle course. For example, your child might say, "I will go between the two brown chairs, over the red book, and crawl under the TV tray table." Then switch the obstacle course a different way. Remember that your child must tell exactly the path he/she will follow through the obstacle course.

WEEK 24

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Center

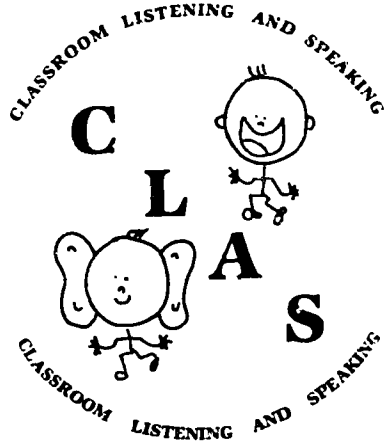
Ask your child the following questions about "center."

- What color is the center of an egg?
- What is in the center of a book?
- What is in the center of a green pepper?
- What color is the center of an M&M?
- What is in the center of an apple?
- What color is the center of an olive?
- What is in the center of a doughnut?
- What is in the center of a peach?
- What is in the center of your head?
- What color is the center of a cucumber?
- What color is the center of a grape jelly sandwich?
- What is in the center of your eye?

If your child does not know the answers to some of these questions, help him/her to learn the answers by looking in the center of the objects if possible (cut open a peach).

Magazine People

Look at a magazine with your child. Point to some pictures of people in the magazine and your child must pretend to talk for that person. For example, when shown a picture of a woman holding a cat and smiling, your child might say, "Nice kitty. That's a nice kitty." Or when shown a picture of a man with a scowl in a traffic jam, your child might say, "Get out of my way." Continue with more pictures.



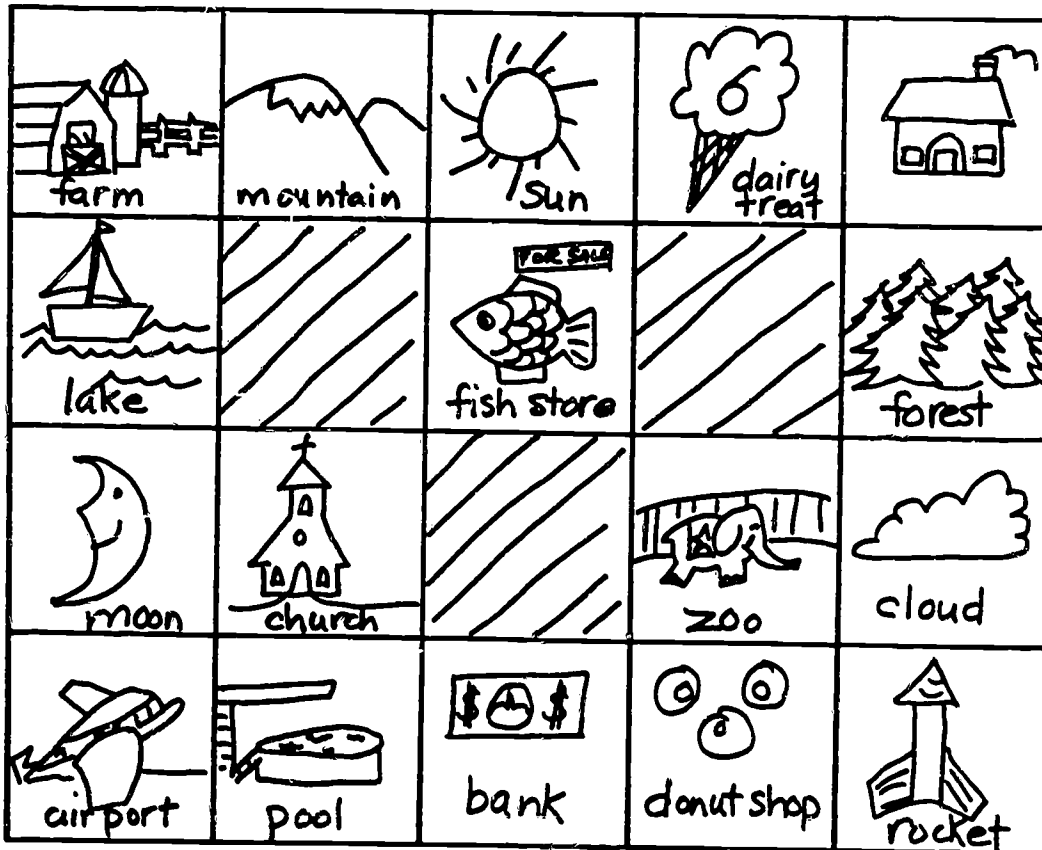
WEEK 25

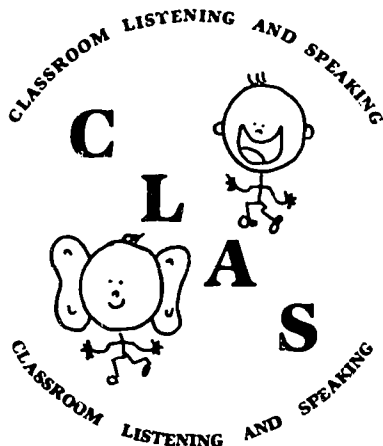
Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Let Your Fingers Do the Walking

Using the map on this page, give your child directions to follow. For example, you might say, "Put your fingers on the last space in the top row. Go down two spaces. Go to the left one space. Where are you?" Continue with more directions. You might start with easier directions such as the example above and then slowly make your directions more complex like the following one: "Put your finger on the third space in the fourth row. Move your finger up skipping one space. Move your finger diagonally down to the left one space. Where are you?"



WEEK 26

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Role-Play Food

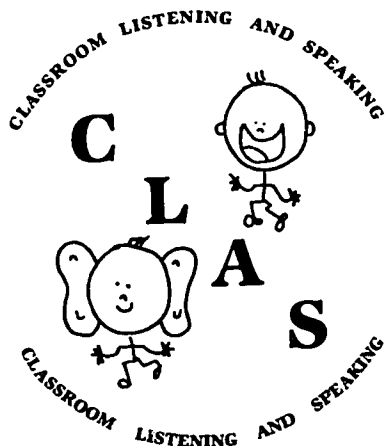
Collect 10 different foods and put them on the kitchen table. Then take turns with your child picking up one of the foods and pretending to talk for it. For example, for peanut butter, you might say:

"I'm one of the stickiest things in the kitchen. My best friends are jelly, marshmallow, and bread. Sometimes people put me in cookies or frosting, but mostly I just sit around on the shelf. How boring!"

Continue with the other foods. This activity will help to develop your child's creativity, role-playing, and storytelling abilities.

Who Is It?

Cut out pictures of 10 different people from a magazine. Lay the pictures out on a table. Then take turns with your child describing one of the people. The other one of you must point to the person who you think is being described. Encourage your child to give clear descriptions, such as: "I'm thinking of the person who has blonde, curly hair and is wearing a jumper and plaid shirt." This activity will help your child learn to listen to and give clear descriptions.

WEEK 27

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Magic Potion

Get a glass of water and pretend to cast a magic spell on it. Your child must drink the "magic potion" and then talk and act like the person you tell him/her. For example, you might say, "Talk and act like Michael Jackson." Then your child might sing, dance, and say something like, "See my one white glove. I think I'll try a purple one next time."

Continue with your child drinking more of the magic potion and talking and acting like others (see examples below). This activity will develop your child's creativity and role-playing abilities. You might drink some of the potion yourself; your child will love watching you and learn from your example.

Examples of people to role-play:

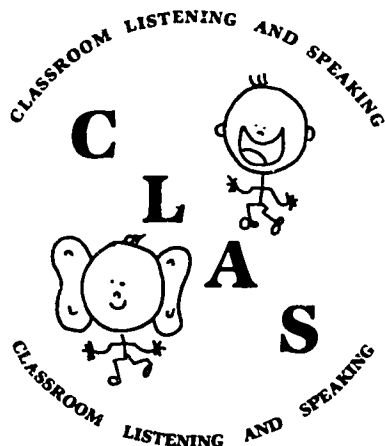
Ronald McDonald  
 Birthday Bear  
 Minnie Mouse  
 a mountain climber  
 E. Q.

a fireman on the way to a fire  
 Superman  
 a bicyclist in a race  
 a baby in a stroller  
 an astronaut in a space shuttle

Ride and Say

On a long car ride, you might play the following memory game. Each time you ride by a specific object then you must say something special. For example, when you ride by a white house say, "Who's inside?" When you ride by a fire hydrant say, "Where's the fire?" When you ride by a brook or river say, "Let's swim."

Both you and your child should watch for these objects and say the special phrases. See who does the best job of remembering what to say. This activity will help to develop your child's auditory memory.

WEEK 28

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

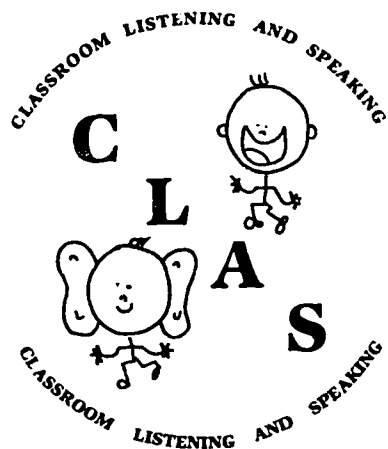
Restaurant Role-Play

During a meal, your family should pretend that you are eating at a restaurant. One of you will be the waiter or waitress and the rest of you will be the customers. You should all say things that you would really say if you were at a restaurant. For example, the person role-playing the waiter/waitress might ask, "Is everything all right?" A customer might say, "I'd like some more water, please," or "What do you have for dessert?" This activity will help your child learn to role-play and also to practice appropriate manners/behavior for eating in a restaurant.

Magic Talking

Find an object such as a ruler or a stick which you can use as a magic wand. Touch your child with the wand and an object with the wand. Your child must then pretend to magically talk for the object you touched. For example, if you touched your child and the stove, then your child might say, "Boy, do I get hot sometimes. People shove stuff in me and spill things on me." If you touched your child and a flower, then your child might say, "I'm so pretty. People love to pick me, and they sniff me all day long." Let your child use the wand to make you magically talk for objects.



WEEK 29

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Different Ages

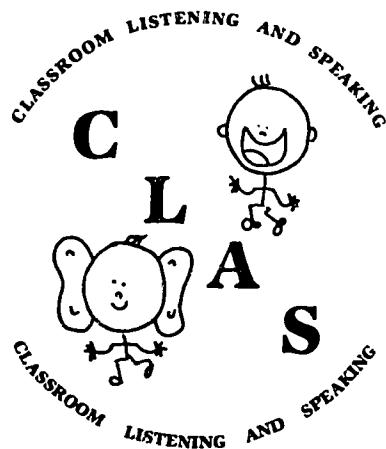
Gather a variety of pictures of your child when he/she was different ages. Have your child order the pictures from when he/she was the youngest up to the oldest. Then try the same thing with pictures of you or a grandparent. By ordering pictures, your child will better understand different ages and what people do at those ages. After arranging pictures, ask your child questions such as the following:

- Does a 3-year-old go to first grade?
- Does an 18-year-old walk?
- Does a 30-year-old suck his thumb?
- Does a two-year-old drive a car?
- Does a one-year-old write stories?
- Does a 4-year-old talk?
- Does a 6-month-old eat baby food?
- Does a 50-year-old go to work?
- Does a 7-year-old ride a bike?
- Does a 16-year-old have grandchildren?

A Picture in Your Mind

Show your child a blank piece of paper. Tell him/her that he/she can imagine a picture there if he/she wants. Show your child what you mean. You should stare at the blank piece of paper and describe a picture. For example, you might say, "There is a boy coming down a slide. He has on a red shirt and dungarees. There is a big puddle at the bottom of the slide. He will probably get all wet when he gets to the bottom."

Then let your child imagine a picture. Continue taking turns as long as your child is interested. This activity will develop your child's creativity as well as his/her ability to describe.

WEEK 30

Dear Parent:

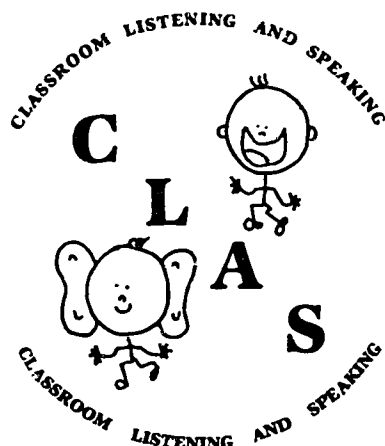
Try the following activities this week. They will help your child become a better listener and a better speaker.

Object Similarities

Each person in the family must get an object from anywhere in the house and bring it to the kitchen table. Each person holds his/her object and tells a reason why their object is like the object of the person sitting next to him/her. Continue around the table until each person has had a turn. Encourage your child to say a complete sentence like, "My hammer is like your spoon because they both have handles." If you have time, try this activity again with different objects.

Fashion Show

Have a family fashion show. Your child will be the announcer and talk into a pretend microphone (ruler, pencil). Then, one at a time, each person in the family will model the outfit they are wearing. Your child must describe what the model is wearing. For example, your child might say, "Mrs. Brown is wearing denim pants with a long-sleeved red shirt. She has on tan sneakers and navy blue socks. She is wearing a gold ring and necklace which match." Encourage your child to say what material the clothes are made out of if possible.

WEEK 31

Dear Parent:

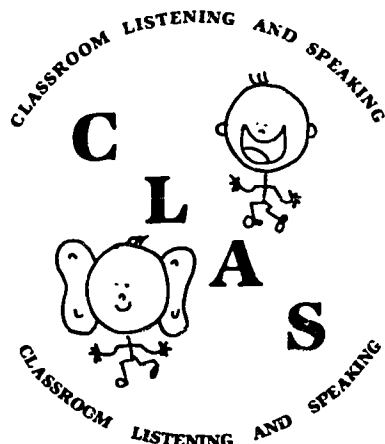
Try the following activities this week. They will help your child become a better listener and a better speaker.

Teaching a Game

Teach your child to play a new game that he/she has never played before (Scrabble, Go Fish, Red Light, War, Dominoes, Giant Step). Your child must listen well in order to learn how to play this new game. After your child has successfully played this new game with you several times, then invite a playmate over to your house. Your child must then teach this new game to the playmate. Teaching someone else a new game is a challenging verbal task for your child. He/she must give clear precise directions for the other person to follow. If this task is too frustrating for your child, then provide help as needed.

From One Side of the House to the Other

Stand in a room on one side of your house. Your child must get you from that place to a specific place on the other side of the house (to the front door, in front of the TV). Your child must give you specific directions on where to go. As your child says each direction, follow it exactly as he/she said it. For example, if your child says, "Turn right," then turn right. If your child says, "Walk forward three steps," then walk forward three steps. Have your child try to give you directions from one side of the house to the other without your bumping into anything. This activity will help your child learn to give clear directions and to learn the concepts *right* and *left*.

WEEK 32

Dear Parent:

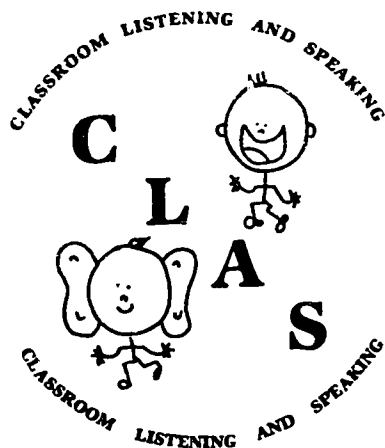
Try the following activities this week. They will help your child become a better listener and a better speaker.

Fly on a Broom

Pretend that your broom is magical . . . that it can take you anywhere you'd like to go. Climb on the broom and tell a story about where you are. For example, you might say, "Wow! This broom brought me over the ocean. I can see water for miles and miles. Look! There's a whale jumping out of the water. It looks like there is a little sailboat down there. I'd better fly down and check to see if everything is all right. Oh no, their sailboat tipped over in this rough water. I'll help them climb on my broom and fly them back to shore." Then give your child a chance to fly on the magical broom and tell a story. Encourage your child to tell where he/she is, what he/she sees, and what he/she is doing. This activity will help your child to tell better stories and be more creative.

Announcing

While you are doing a routine chore such as vacuuming or washing dishes, have your child announce what you are doing. For example, your child might say, "Mrs. Smith is putting a glass into the dishwasher. She is washing it with a sponge. Now she is rinsing the glass and putting it in the dish rack, etc." You might announce something your child is doing first so as to give him/her a model.

WEEK 33

Dear Parent:

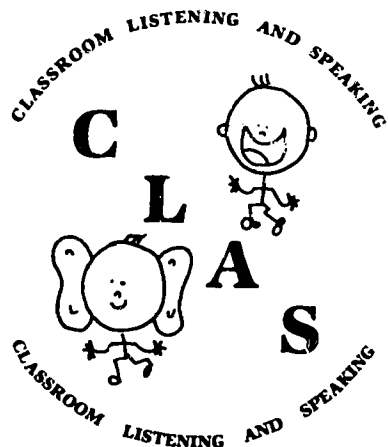
Try the following activities this week. They will help your child become a better listener and a better speaker.

Category Leap Frog

Play "Leap Frog" with your child outside. Other family members may play too. Before anyone can leap over another, they must first say a kind of furniture. Every time someone jumps, they must name a different kind of furniture. You might then try a different category to name things from, such as colors, desserts, sports, kinds of cloth, kinds of cars, wild animals, beverages, medicines, etc.

Statues

You and your child should each randomly move around. When you say "freeze," then you must both stop in whatever position you are in . . . just as if you are a statue. From your frozen position, you must think of something that you look like and then tell a story about what you look like. For example, if you have your hands spread, then you might decide that you look like a monster. You might tell the following story: "One day I turned into a monster. I decided to eat all the pickles in town. I broke down refrigerator doors and raided stores eating every pickle in sight. Finally, I was full and tired from eating all those pickles. So I took a nap, but all I dreamed about were pickles." Then let your child tell a story about what he/she looks like. Move randomly and freeze again telling more stories.

WEEK 34

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Kitchen Utensils

Take out your kitchen utensils and put them on a table. Then talk with your child about them. Tell and show your child how to use each of the kitchen utensils. For example, you might pick up a spatula and say, "This is a spatula. I use it to flip hamburgers and pancakes over so that I can cook the other side of them. Watch me pretend to flip a pancake with the spatula. Can you tell me what it's called and pretend to use it?" As you show and tell your child about these kitchen utensils, he/she will learn many new vocabulary words.

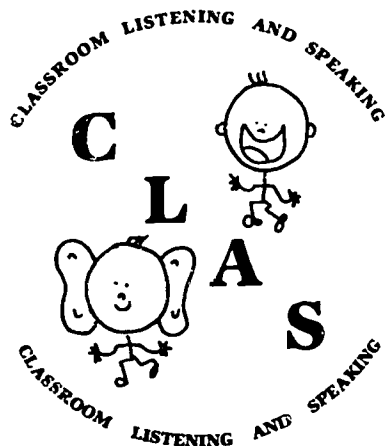
Possible kitchen utensils to use:

spatula	whisk	tongs	measuring cup
ladle	wooden spoon	egg beater	masher
baster	serving spoon	measuring spoon	potato peeler

What Would You Do If?

This activity would be great to play during a long car ride. Ask your child questions like the following ones. Also give your child an opportunity to make up some questions to ask you. This activity will help your child's reasoning skills as well as his/her ability to answer and ask questions.

Questions: What would you do if there were no toys?  
 What would you do if you didn't have ears?  
 What would you do if skunks smelled nice?  
 What would you do if you had no feet?  
 What would you do if there was an elephant in your bedroom?  
 What would you do if an ant crawled in your shoe?  
 What would you do if there were no washing machines?  
 What would you do if it was always night time?  
 What would you do if you were 100 years old?  
 What would you do if you could fly without an airplane?

WEEK 35

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Photo Album Story

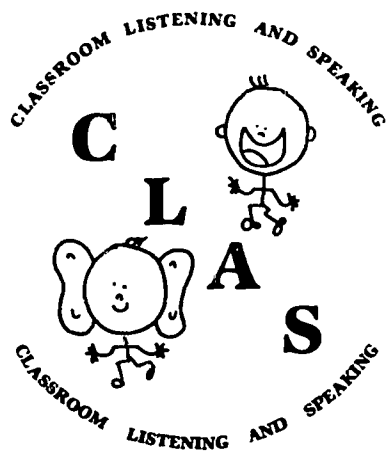
Look at a photo album. Take turns with your child telling stories about the pictures in the album. For example, you might tell a story such as the following:

"Once there was a girl named Karen. She went to the zoo with her family. They saw flamingos and lions at the zoo. The family posed for a picture in front of the monkeys' cage. Then they fed the tame deer. After they saw all the animals, Karen and her family drove home."

Encourage your child to say several sentences about the pictures and to have a beginning, middle, and end to their story.

Animal Tag

Play tag with your child, but add a special talking rule. When anyone tags someone, they must touch them and name a kind of animal. Continue playing tag being sure that a different animal is named each time. You might play tag again on a different day, using a different category such as vehicles, clothes, fruits, vegetables, meats, or beverages. Be sure that the person who tags someone names an item from the given category. This activity will help your child to speak and do an action at the same time -- no easy task!

WEEK 36

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Making Up Commercials

Both you and your child must each select a food in the house that is a favorite. Have your child watch and listen while you make up a commercial about your favorite food. You must tell all the good things about your favorite food as if you were really doing a commercial. For example, for a banana you might say:

"Try a banana for a snack today. It's great! You can easily carry it to school. It won't be messy because it has a peeling. When you peel the banana, you'll find a white, succulent fruit that seems to melt in your mouth. The banana is full of vitamins and it tastes great. Try one!"

Next, your child must make up a commercial about his/her favorite food. Encourage your child to tell all the good things about the food and to sound excited during the commercial. This activity will help your child learn to describe, give a short talk, and use emotion while speaking.

Interviewing Each Other

You and your child will take turns interviewing each other. Ask your child what *interview* means; help him/her with the meaning as needed (e.g., to ask someone questions so as to learn more about them). Then you should interview your child. You might hold a pencil and use it like a microphone. Ask your child numerous questions (see samples below). After you have interviewed your child, then your child must interview you. This activity will help your child learn to answer and ask questions.

Possible interview questions:

What's your name?

How old are you?

What's your job?

Where do you live?

What are your favorite hobbies?

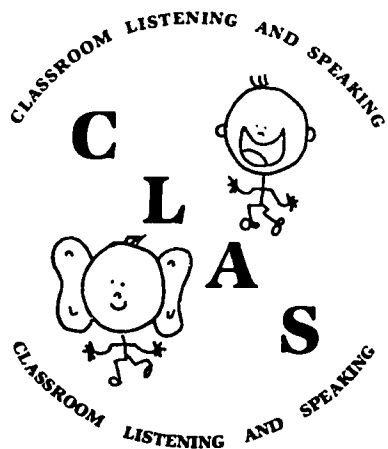
How do you spend most of your days?

Who are your best friends?

Tell me about your pet.

If you could do anything in the world, what would you do?



WEEK 37

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Guess What I'm Thinking Of

You are to think of an object in the room that you are in. Describe that object to your child in 3 or 4 sentences. For example, you might say, "I'm thinking of something on the wall that is round. It has a face and hands. It needs to be plugged in to work. It has numbers on it." Your child must guess the object or person that you are thinking of. Then your child must describe an object in the room for you to guess. Continue taking turns describing and guessing objects. This activity will help your child to listen and give accurate descriptions.

Draw It Like I Say

Find a picture in a magazine. Do not let your child see the picture. Give your child a piece of paper and a pencil. You must tell your child how to draw a picture so that it looks like the one from the magazine. For example, you might say, "Draw a girl with blonde hair and a pink dress in the middle of the page. Draw the sun in the top right corner, etc." After your child is done, show him/her the magazine picture to see how well he/she did. Then let your child find a picture to describe to you while you draw it. This activity will help your child to give and follow directions.

WEEK 38

Dear Parent:

Try the following activities this week. They will help your child become a better listener and a better speaker.

Pairs and Dozens

Talk with your child about how many things are in a pair and how many are in a dozen. After your child understands that a pair is two and a dozen is twelve, then go around the house finding all the things that are in pairs or dozens. For example, shoes and curtains come in pairs; eggs and doughnuts come in dozens. Find as many pairs of objects and dozens of objects as you can. Encourage your child to learn the new words *pair* and *dozen*.

If I Could Change . . .

Have a family discussion about what each of you would change if you could change one thing in the last year. Encourage your child to talk about what his/her life would have been like with that change. For example, if they say they would change things so that their dog had not been hit by a car, they might talk about what they would have done special with their dog or fed their dog during the rest of the year.

HELP!!!

Dear Parent:

For the past school year you have been receiving a paper with listening and speaking activities for you to do at home with your child. I would like you to fill out this form so I can learn how the activities have been working. Send it back to school with your child.

Thanks so much,

---

(teacher's signature)

Evaluation of Activities

1. Have you done the listening and speaking activities with your child?
  - a. no
  - b. a few
  - c. most of them
  - d. all of them
  
2. What do you do with the paper with the listening and speaking activities on it?
  - a. throw it away
  - b. save it to use in the future
  - c. other: \_\_\_\_\_
  
3. What did you like about the activities?
  
  
4. What did you not like about the activities?
  
  
5. Would you do listening and speaking activities with your child another year if more ideas were sent home?
  - a. no
  - b. yes
  - c. not sure

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