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**ABSTRACT**

Representing a team effort that included education professionals and community members throughout the state of Louisiana, this curriculum guide updates a previous edition that outlines the language arts skills, levels of instruction, and suggested classroom activities for instruction from kindergarten through grade six. Following a brief philosophical rationale stressing the interrelatedness of the language arts and an explanation of how to use the guide, the first section lists the grade-level standards embedded in the curriculum. The major section of the guide presents instructional activities organized by domain (broad divisions of course content representing traditional areas of the language arts curriculum), as follows: (1) reading and writing readiness skills; (2) word attack skills; (3) vocabulary; (4) comprehension; (5) composition skills; (6) writing mechanics; (7) language structure and usage; and (8) study skills. The guide concludes with a section of practical reminders for effective classroom presentation, a comprehensive bibliography, and a succinct index to curriculum and standards information. (NKA)

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STATE OF LOUISIANA  
DEPARTMENT OF EDUCATION

ENGLISH LANGUAGE ARTS  
CURRICULUM GUIDE  
GRADES K - 6

Bulletin 1588

Revised 1986

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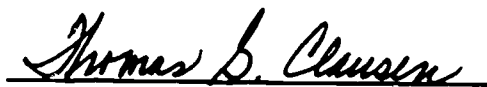
## FOREWORD

Act 750 of the 1979 Louisiana Legislature (R.S.17:24.4) established the Louisiana Competency Based Education Program. One of the most important provisions of Act 750 is the mandated development and establishment of statewide curriculum standards for required subjects in the public elementary and secondary schools. In addition, this legislation provided for the development of curriculum guides which contain lists of skills and competencies and suggested classroom activities. Further, Act 750 mandated the establishment and the implementation of a procedure for the continuous improvement of the goals of education in the state.

Subsequent to the enactment of the CBE legislation, curriculum guides were developed for all required subjects by advisory and writing committees representing all levels of professional education and all geographic areas across the State of Louisiana. Following their development, the guides were piloted by teachers in school systems representing the different geographic areas of the state as well as urban, suburban, inner city, and rural schools. The schools and classrooms involved in the pilot program reflected also the ethnic composition of Louisiana's student population.

In keeping with the mandate to establish and implement a procedure for the continual improvement of the goals of education in the state, a task force representing all levels of English education and all geographic areas of the state was appointed to work with departmental staff and a consultant in education and measurement in the review and the upgrading of the English Language Arts standards and the curriculum guides. This process required two years for completion and involved not only the task force, departmental staff, and the consultant, but also 2,500 teachers of English Language Arts, K-12.

The grade-level standards and the curriculum guides are now ready for statewide implementation. The completion of this particular step in the procedure for continual review and improvement of the goals of education in the state ensures an appropriate, relevant, and comprehensive English Language Arts curriculum for each student in the public schools of Louisiana.



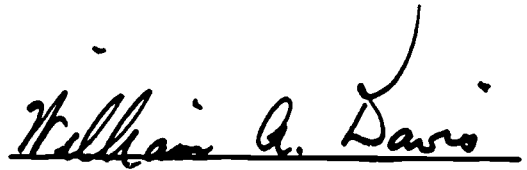
Thomas G. Clausen, Ph.D

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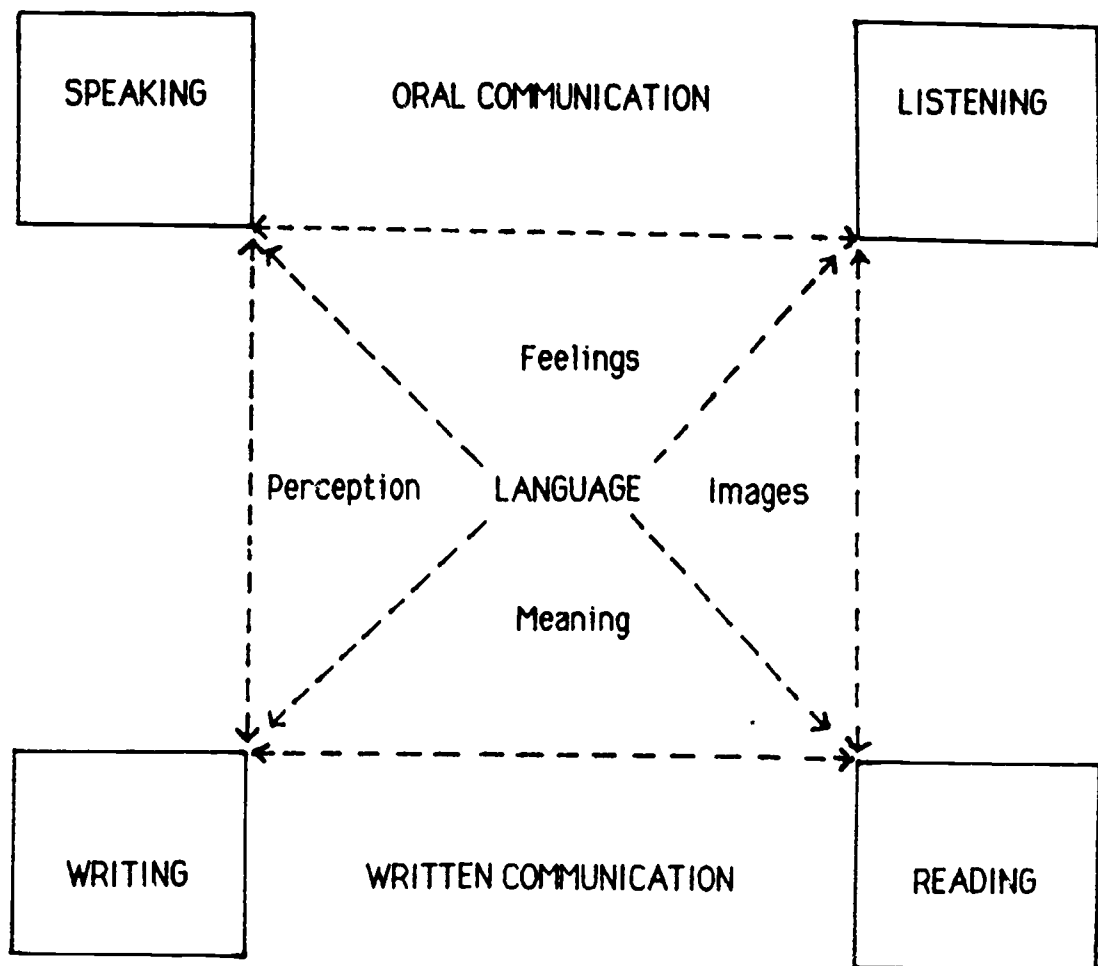
## RATIONALE

The 1986 revision of the Louisiana standards for English Language Arts recognizes the need to move from minimum to on-grade-level expectations for all Louisiana children. Public demand for excellence has prompted the Board of Elementary and Secondary Education to increase the number of Carnegie units required for graduation from high school, to specify more rigorous courses that the prospective graduate must complete, and to plan a pre-graduation test. In order to prepare students to meet these challenges, teachers at each grade level must give consistent attention to the communication skills as set forth in this document. The four philosophical principles on which the curriculum guide is based reflect the integrated nature of the language arts.

1. Reading, writing, speaking, and listening are inseparable components of the language communication process. Listening and reading involve comprehension processes; speaking and writing involve production processes. The interrelationship of these components is presented graphically in the communication model on the next page. A speaker or writer may express a message based on ideas, feelings, images, and perceptions by using the complexities of language. The message, transmitted through oral or written channels to a listener or reader, is decoded and related to the receiver's own perceptions. These processes are cyclical.
2. Because the language arts are interrelated, reading and writing communication cannot be taught as a set of isolated skills, but instead must be taught in the context of the actual reading and writing processes. Reading skills hierarchies should not dictate a sequence of exercises to be done out of the context of the reading process since comprehension is the goal of reading instruction. Likewise, the mechanics of writing are most appropriately taught at the revision stage of the writing process since effective communication is the goal of that process.
3. These four language arts strands are processes rather than content, and with continuing instruction the learner will become more proficient in each area as s/he progresses through the grades. At the junior high and secondary levels, specific literary selections and grammar exercises serve as means of promoting achievement in the receptive and expressive processes which are the life skills, the learner's tools for acquiring and transmitting all further learning.

4. All varieties of language have value and are useful in different situations and with different audiences. However, to ensure a common medium for cross-cultural communication in the worlds of business and government that touch us all, schools must provide the opportunity for children to learn and practice standard English patterns.

#### INTERRELATED COMMUNICATION MODEL



## HOW TO USE THIS GUIDE

The four principles presented in the rationale provide the philosophical basis for this guide. The Guide sets forth the revised curriculum, the new standards, and instructional activities to support use of the program in the classroom. There are several important features of this new Guide:

1. The grade-level standards have been embedded in the curriculum in a single unified framework to facilitate use by teachers for whom the guide was designed.
2. The framework has been constructed so as to facilitate articulation in course content across grade levels. It is organized to show the building of skills from the simpler to the more complex.
3. New terminology has been adopted to correspond with the new framework:

**Domains:** broad divisions of course content representing traditional areas of the language arts curriculum; labeled with Roman numerals

**Standards:** broad instructional objectives representing major learner outcomes for the program; labeled A, B, C, etc. in each domain

**Skills:** specific objectives which describe what the student must learn in order to develop proficiency with respect to the standards; labeled with two-digit Arabic numerals within each standard

**Proficiency:** on-grade-level competence with respect to a skill; this term replaces the term "mastery"

**Introductory Grade:** the grade at which students should be exposed to initial instruction on the skill; entered in columns headed **Int**

**Proficiency Grade:** the grade at which students will first be expected to demonstrate competence on a skill; *multiple* proficiency grades are given for skills which increase in sophistication over time; proficiency grades are entered in columns headed **Prf.**



## Using the Curriculum and Standards

The **curriculum** is presented in the next section of the guide. It contains a list of the **domains, standards, and skills** for *all grades*, K-12. In the columns next to the skill statements are corresponding introductory (**Int**) and proficiency (**Prf**) grades. Skills which do not have assigned proficiency grades are properly part of the curriculum, but are not part of the required standards, these skills are shown with an asterisk (\*) in the proficiency grade column. Responsibility for on-going development of skills is to be assumed by teachers of the grades following the introduction and preceding the proficiency grade. Similarly, responsibility for maintenance of skills is to be assumed by teachers in grades following the proficiency grade.

The **sequence** of standards and skills in the curriculum offers readability and logical order only and does not necessarily imply instructional sequence. The effective teacher, in keeping with the rationale of the guide, will interrelate the various skills as teaching plans are developed.

The format of the curriculum serves as an **index** to the guide. The final column shows the pages on which one or more relevant instructional activities will be found. Page numbers appearing first generally will refer to activities *primarily* targeted on the given skill; those later in the list may indicate activities which give secondary attention to that skill in connection with teaching some other skill.

In the body of the guide, each activity is placed within the domain of its primary target skill. The activities within a domain are sequenced by skill and numbered consecutively. Each activity is coded to indicate the skill or skills to which it is matched. The **codes** (e.g., IV-A, 05) appear above the sequence number and represent the relevant domain, standard, and skill, respectively. The teacher looking for an activity to teach a skill should refer to the page numbers shown in the index, then scan the page for the skill code number.

## Using the Instructional Activities

The instructional activities have been developed to support the curriculum and are given as **samples** to illustrate an integrative rather than isolated approach to skills development. The activities vary in difficulty and are designed to meet the needs of a variety of learners. Where multiple activities are provided for a given skill, these are generally ordered from least to most difficult.

Given varying ability levels of students, most activities will apply to more than one grade level. The activities, therefore, represent a pool of instructional ideas from which the teacher may draw. It is the responsibility of the teacher to select the activity most appropriate for the learner. The teacher may adjust the on-grade curriculum for students performing below or above grade level by selecting appropriate skills and by selecting activities and instructional materials relevant to the students' level.

The K-6 Guide contains activities for most skills that are introduced or for which proficiency is expected *prior to the seventh grade*. Such skills exist in every domain and standard; thus, every domain and standard is represented by a section of activities. Activities for those skills introduced or entailing proficiency *at or after* the seventh grade are available in the 7-12 Guide.

Some *eligible* skills do not have associated instructional activities in the guide. This generally reflects an intention to avoid duplication of instructional material that is widely available in current textbooks. It is expected that teachers will inventory learning activities in textbooks and supplementary materials to compile a comprehensive set of instructional ideas for each skill. A variety of learning activities should be used to meet fully the needs of all students and to broaden and enrich their classroom experience.

## Using the Teaching Tips and References

A set of **teaching tips** is provided at the end of the guide in the interest of illustrating and fostering an integrated approach to teaching language arts. The teaching tips are organized to correspond with the major domains in the curriculum. It is expected that the teacher will review the teaching tips for general principles on teaching and learning the specific skills in each domain.

The last section of the guide is a **bibliography** which represents the sources from which many of the activities in the guide were drawn or adapted. The teacher is encouraged to use these references as sources for additional instructional ideas.

### A Challenge to Teachers

The revised Language Arts Curriculum Guide represents an ambitious attempt to raise educational expectations for all students in Louisiana schools. Its effectiveness will depend on the dedicated efforts of those who use it. For the program to succeed there must be careful and consistent monitoring of skills acquisition as well as an openness to ongoing development of new instructional approaches.

## CURRICULUM AND STANDARDS

**I. READING AND WRITING READINESS SKILLS**

**I-A. Demonstrates readiness for reading.**

01	Identifies sounds commonly heard in the environment (e.g., animal sounds, airplane, lawnmower).	K	K	1, 2
02	Distinguishes like and different environmental sounds (e.g., loud/soft, high/low).	K	K	1, 2, 3
03	Distinguishes like and different sounds in words presented orally.	K	1	3, 4, 116
04	Differentiates between rhyming and non-rhyming words orally.	K	1	3, 4, 116
05	Distinguishes visual differences in primary colors, in size (e.g., big, little, tall, short), and in shape (e.g., circle, triangle, square).	K	K	5, 6, 7, 8
06	Distinguishes visual differences in letters of the alphabet in upper and lowercase manuscript form.	K	K	8
07	Identifies and matches uppercase and lowercase letters of the alphabet, in manuscript form.	K	1	9
08	Recognizes own full name in manuscript print with capital first letters.	K	K	9, 10, 11
09	Spells first and last name orally.	K	1	11, 12
10	Recognizes own address in manuscript print.	K	1	11
11	Demonstrates left-to-right and top-to-bottom orientation to reading.	K	1	12

	<b>Int</b>	<b>Prf</b>	<b>Page</b>
<b><u>i-B. Develops readiness for writing.</u></b>			
01 Manipulates crayons, paint brushes, and scissors.	K	K	13
02 Holds and uses a writing tool in a manner conducive to comfort in writing.	K	1	13, 14
03 Copies slanted and straight lines and shapes (e.g., circle, triangle, square, rectangle, half circle).	K	1	14, 15
04 Follows a maze.	K	1	15
05 Follows left-to-right and top-to-bottom orientation to writing.	K	1	15, 16
06 Copies own full name, in manuscript.	K	1	16, 17, 18
07 Writes from memory own full name, in manuscript, with capital first letters.	K	1	18
08 Copies uppercase and lowercase manuscript letters.	1	1	18, 19
09 Writes uppercase and lowercase letters of the alphabet, in manuscript form, from memory.	1	1	19
10 Writes simple words and sentences in manuscript with correct letter formation and spacing.	1	1	18, 19, 20, 21
11 Writes own address with correct spelling.	1	2	18, 21
12 Uses correct posture and paper position for manuscript writing.	1	2	21, 22
13 Identifies and copies uppercase and lowercase letters in cursive form.	2	3	22

	<b>Int</b>	<b>Prf</b>	<b>Page</b>
14 Writes simple words and sentences in cursive form with correct letter formation and spacing.	3	4	22
15 Uses correct paper position and alignment for cursive writing.	2	4	22

## II. WORD ATTACK SKILLS

### II-A. Learns consonant symbols and sounds.

01 Recognizes (by pointing out) that some words begin with the same letter.	K	K	23
02 Knows the symbol and pronounces the sound of initial single consonants.	1	1	23, 24, 25, 26, 27, 33, 60
03 Knows the symbol and pronounces the sound of final single consonants.	1	1	26, 27, 28, 33
04 Knows the symbol and pronounces the sound of initial consonant blends: <u>bl</u> , <u>br</u> , <u>cl</u> , <u>cr</u> , <u>dr</u> , <u>fl</u> , <u>fr</u> , <u>gl</u> , <u>gr</u> , <u>pl</u> , <u>pr</u> , <u>sk</u> , <u>sl</u> , <u>sm</u> , <u>sn</u> , <u>sp</u> , <u>st</u> , <u>tr</u> .	1	2	29, 30, 60
05 Knows the symbol and pronounces the sound of consonant digraphs: <u>ch</u> , <u>ck</u> , <u>sh</u> , <u>th</u> , <u>wh</u> , and <u>ph</u> .	1	3	29, 30, 31, 33, 60
06 Knows the symbol and pronounces the sound of initial three-letter consonant blends: <u>scr</u> , <u>shr</u> , <u>spl</u> , <u>spr</u> , <u>squ</u> , <u>str</u> , <u>thr</u> .	2	3	29, 30, 31
07 Knows the symbol and pronounces the sound of final consonant blends: <u>nd</u> , <u>nt</u> , <u>st</u> .	2	3	29, 30

	<b>Int</b>	<b>Prf</b>	<b>Page</b>
08 Recognizes and employs sounds of <u>c</u> and <u>g</u> in common words such as <u>cat/cent</u> , <u>gentle/go</u> .	2	4	28, 31, 32, 33
09 Recognizes and employs single consonants in the medial position, as in <u>pi/lot</u> .	3	3	33, 34
10 Recognizes and employs two-letter medial consonant blends, as in <u>carrot</u> , <u>include</u> .	3	4	33
11 Recognizes and employs silent consonants, as in <u>know</u> , <u>wrong</u> , <u>sign</u> , <u>climb</u> , <u>listen</u> , <u>island</u> .	3	6	34, 35, 36
12 Recognizes and employs consonant letters representing more than one sound: <u>g</u> and <u>t</u> (as in <u>hopped</u> , <u>named</u> , <u>furniture</u> , <u>nation</u> ).	4	5	37, 38, 47

**11-B. Learns vowel symbols and sounds.**

01 Knows the symbol and pronounces the sound of short vowels.	1	3	39, 40, 41
02 Forms phonetically regular words with the CVC pattern, as in <u>cat</u> , <u>set</u> , <u>big</u> .	1	3	41, 42
03 Knows the symbol and pronounces the sound of long vowels (final silent <u>e</u> ).	1	2	39, 40, 41, 42
04 Forms one-syllable words with the VC final <u>e</u> spelling pattern (e.g., <u>plate</u> , <u>use</u> , <u>mile</u> ).	2	3	41, 42
05 Knows the symbol and pronounces the sound of vowel digraphs: <u>ai</u> , <u>ay</u> , <u>ea</u> , <u>ee</u> , <u>oa</u> .	2	3	41, 43



	<b>Int</b>	<b>Prf</b>	<b>Page</b>
06 Forms one-syllable words with vowel digraphs: <u>ai</u> as in <u>paid</u> , <u>ay</u> as in <u>play</u> , <u>ea</u> as in <u>each</u> , <u>ee</u> as in <u>meet</u> , <u>oa</u> as in <u>boat</u> .	3	4	41
07 Knows the symbol and pronounces the sound of vowel diphthongs: <u>oi</u> , <u>oy</u> , <u>ou</u> , <u>ow</u> .	2	3	43, 44
08 Forms common words with sounds of vowel diphthongs: <u>oi</u> as in <u>boil</u> , <u>oy</u> as in <u>toy</u> , <u>ou</u> as in <u>hour</u> , <u>ow</u> as in <u>cow</u> .	3	4	44
09 Knows the symbol and pronounces the sound of r controlled vowels.	2	4	--
10 Forms common words controlled by r, as <u>ar</u> in <u>star</u> , <u>er</u> in <u>her</u> , <u>ir</u> in <u>bird</u> , <u>ur</u> in <u>fur</u> , <u>or</u> in <u>for</u> .	4	6	44, 45, 46
11 Pronounces and forms words with the vowel sounds of <u>y</u> , as in <u>baby</u> and <u>sky</u> .	2	3	--
12 Pronounces and forms words with vowel combi- nations with the sound <u>û</u> , as in <u>ball</u> , <u>saw</u> , <u>caught</u> .	2	3	44, 46
13 Pronounces and forms words with long and short sounds of <u>oo</u> , as in <u>food</u> , <u>moon</u> , <u>pool</u> ; and <u>book</u> , <u>foot</u> , <u>stood</u> .	3	5	46
14 Identifies written rhyming words with different spellings.	2	*	46

### II-C. Recognizes verbs in inflected forms.

01 Recognizes and forms the present tense of verbs with <u>s</u> and <u>es</u> endings.	i	2	47, 48, 49
02 Recognizes and forms verbs in which the final <u>y</u> is changed to <u>i</u> before adding <u>es</u> , as in <u>cries</u> , <u>flies</u> .	2	5	49, 50

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03 Recognizes and forms verbs with <u>ing</u> and no change in the root word, as <u>going</u> , <u>playing</u> .	2	3	47, 48, 49, 50
04 Recognizes and forms verbs with <u>ing</u> in which the final <u>e</u> is dropped, as in <u>write-writing</u> .	2	5	49, 50
05 Recognizes and forms verbs with <u>ing</u> in which the final consonant is doubled, as in <u>running</u> , <u>patting</u> .	2	5	49, 50
06 Recognizes and forms the past tense form of verbs with <u>ed</u> ending, as <u>walked</u> , <u>cleared</u> , <u>printed</u> .	2	3	47, 48, 49, 50
07 Recognizes and forms the past tense form of verbs with <u>ed</u> ending in which the final <u>e</u> is dropped, as in <u>noted</u> , <u>piped</u> , <u>cared</u> .	3	5	49, 50
08 Recognizes and forms the past tense form of verbs in which the final consonant is doubled, as in <u>dropped</u> , <u>batted</u> .	3	5	49, 50
09 Recognizes and forms the past tense form of verbs with variant endings <u>d</u> and <u>t</u> .	3	5	---

**II-D. Recognizes plural and possessive forms of nouns.**

01 Recognizes and forms plural nouns by adding <u>s</u> , as in <u>boys</u> .	1	3	51, 52
02 Recognizes and forms plural nouns by adding <u>es</u> , as in <u>benches</u> .	2	3	51, 52
03 Recognizes and forms singular and plural possessive nouns.	2	5	53, 54

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04 Recognizes and forms plural nouns in which the final <u>y</u> is changed to <u>i</u> before adding <u>es</u> , as in <u>ladies</u> .	2	5	51, 52
05 Recognizes and forms the irregular plural of common nouns, as in <u>child/children</u> , <u>man/men</u> , <u>foot/feet</u> .	3	6	52, 54
06 Recognizes and forms common nouns remaining the same in the singular and plural form, as <u>deer</u> , <u>sheep</u> .	4	6	52
07 Recognizes and forms plural nouns ending in <u>f</u> and <u>fe</u> , as in <u>thief/thieves</u> and <u>knife/knives</u> .	4	6	52, 54

**II-E. Uses syllabication to aid pronunciation.**

01 Discriminates between one- and two-syllable words given orally.	1	2	55
02 Discriminates between one- and two-syllable words in printed form.	2	3	55
03 Distinguishes syllables in words of more than two syllables.	3	5	55, 56
04 Recognizes that when two consonants come between two vowels in a word, the syllable division usually comes between the two consonants (e.g., <u>per-haps</u> ).	3	5	56, 57
05 Recognizes that when one consonant comes between two vowels in a word, the syllable division usually comes before the consonant (e.g., <u>va-cant</u> ).	3	5	56, 57

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06 Recognizes that prefixes and suffixes are separate syllables.	3	5	56, 57
07 Recognizes that compound words are divided between the syllables within the word (e.g., <u>sum-mer-time</u> , <u>sun-light</u> ).	3	5	56, 57

### III. VOCABULARY

#### III-A. Develops basic vocabulary.

01 Understands word concepts: above/below, behind/in front, top/bottom, up/down, under/over, in/on.	K	K	58, 59
02 Understands word concepts: left/right, first/middle/last, next to, beside.	K	1	58, 59, 60
03 Orally labels objects or pictures of objects common to the home and school environment.	K	1	60, 61
04 Classifies simple pictures and objects.	K	1	58, 60, 61, 62
05 Classifies oral and written words according to meaning.	1	2	62, 63, 64, 69
06 Understands the meaning of words expressing feelings.	K	1-12	62, 64, 65
07 Recognizes and understands compound words (solid, open, and hyphenated).	1	3	66, 67, 68, 69, 49, 178
08 Reads independently and understands basal reader vocabulary at primer level.	1	1	69, 70

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09 Reads independently and understands basal reader vocabulary at first reader level.	1	2	69, 70
10 Reads independently and understands basal reader vocabulary at second reader <sup>1</sup> level	2	2	69, 70
11 Reads independently and understands basal reader vocabulary at second reader <sup>2</sup> level.	2	3	69, 70
12 Reads independently and understands basal reader vocabulary at third reader <sup>1</sup> level.	3	3	69, 70
13 Reads independently and understands basal reader vocabulary at third reader <sup>2</sup> level.	3	4	69, 70
14 Reads independently and understands basal reader vocabulary at fourth reader level.	4	5	69, 70
15 Reads independently and understands basal reader vocabulary at fifth reader level.	5	6	69, 70
16 Reads independently and understands basal reader vocabulary at sixth reader level.	6	7	69, 70

**III-B. Uses context clues to determine word meaning.**

01 Uses context clues to determine the meaning of an unfamiliar word.	1	5-12	--
02 Identifies and supplies synonyms and antonyms for words given in context.	2	3-12	71, 72
03 Identifies and supplies homonyms in context.	2	3-12	72, 73
04 Uses context clues to determine meaning of homographs (e.g., tie a <u>bow</u> , take a <u>bow</u> ).	3	4-12	74

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05 Identifies the pronoun referent (antecedent) in the same or a previous sentence.	2	4-12	--
06 Uses context clues to determine which meaning of a multiple-meaning word is intended.	3	4-12	75
<b>III-C. <u>Understands the meaning of root words, prefixes, and suffixes.</u></b>			
01 Identifies root words to help determine the meaning of unfamiliar words.	2	3-12	76, 78
02 Knows the meaning of words with prefixes: <u>un, re, dis, pre.</u>	2	4	76, 77, 78, 80
03 Knows the meaning of words with suffixes: <u>er, est, ly, ful, less, ness.</u>	2	4	77, 78, 80
04 Knows the meaning of words with prefixes: <u>non, com, con, tri, super, pro, inter, trans, post, per, de, bi, mis, ex, in, sub.</u>	4	6	77, 78, 79, 80
05 Knows the meaning of words with suffixes: <u>able, ment, ty, th, al, ist, ive, ize, or, ion, tion, age, y,</u>	4	6	77, 78, 79, 80
06 Knows the meaning of words with prefixes: <u>en, im, a, ab, ad, an, be, co, contra, tele, micro, macro.</u>	6	8	76, 77, 78, 79, 80
07 Knows the meaning of words with suffixes: <u>ish, ant, ent, ance, ence, ten, eous, ous, ious, ie, ible, ation.</u>	6	8	76, 77, 78, 79, 80
08 Knows the meaning of words with prefixes: <u>anti, ante, fore, over, out, uni.</u>	7	9	--

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09 Knows the meaning of words with suffixes: <u>hood, lan, ic, ity, ure, gram, graph, phone, some.</u>	7	9	--
10 Knows the meaning of words with prefixes: <u>centi, counter, dec, duo, intra, octa, quad, quart, sept, sex.</u>	8	10	--
11 Knows the meaning of words with suffixes: <u>logy, logist, ship, ward.</u>	8	10	--
12 Recognizes the change in word usage and meaning through adding adverbial, adjectival, and noun suffixes.	4	6-10	76, 79, 80

**III-D. Extends knowledge of word meanings.**

01 Determines the meaning of specialized words in content fields.	4	4-12	81, 82
02 Uses word origins (etymology) and word history to help determine word meaning.	6	9	82
03 Distinguishes and understands denotative and connotative meanings of words.	5	11	82, 83, 108
04 Recognizes and understands idiomatic language, colloquialisms, and coined words.	4	7	83, 84, 85
05 Understands the meaning of abstract nouns (e.g., heroism, integrity, liberty).	7	*	85, 86

**IV. COMPREHENSION**

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**IV-A. Understands facts and details.**

01	Listens and recalls story details.	K	K-3	87
02	Understands details and specific information in a sentence.	1	1-12	87, 88, 230, 231
03	Understands details and specific information in a paragraph.	1	1-12	87, 88, 137, 229
04	Understands details and specific information in a multi-paragraph composition.	3	3-12	87, 88, 140, 227, 229
05	Understands details and specific information in literary works (e.g., poems, novels, short stories).	6	6-12	88

**IV-B. Understands sequence of events and ideas.**

01	Organizes a series of pictures in a sequence.	K	K-2	89, 136
02	Listens and recalls story sequence.	K	K-3	89
03	Reads and understands story sequence of two events.	1	1	89, 90
04	Reads and understands story sequence of three or more events.	1	3-6	89, 90
05	Organizes or sequences logically given facts or ideas.	2	3-6	90
06	Understands sequential order in literary works: beginning to end and reverse order.	4	7	137
07	Understands sequential order in literary works containing flashbacks.	4	9	89



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08 Perceives a pattern of ideas arranged in descriptive (spatial) order.	4	4-12	--
09 Perceives patterns of ideas arranged in expository order (i.e., question/answer, cause/effect; induction; deduction).	5	9-12	--
10 Perceives patterns of ideas arranged in persuasive order (most to least important, and least to most important).	7	9-12	--

**IV-C. Reads for main idea and supporting detail.**

01 Identifies the topic sentence (stated main idea).	1	1-6	91, 92, 93, 230
02 Identifies key words in sentences and paragraphs.	1	2-6	92, 93, 228, 231
03 Recognizes the control of key words over development of a main idea.	6	7-9	--
04 Identifies the main idea (unstated).	1	2-12	93, 94, 228-29, 230
05 Identifies or selects supporting details.	4	6-12	94, 228-29, 230
06 Recognizes irrelevant details in a paragraph or composition.	4	6-12	--

**IV-D. Draws conclusions and inferences.**

01	Predicts outcomes (orally) for stories read by the teacher or for a series of pictures.	K	1	95
02	Predicts outcomes from information in material read silently.	2	3-12	95, 136
03	Draws conclusions (orally) from stories read by the teacher.	K	2	--
04	Draws conclusions from information in material read silently.	2	3-12	95, 136
05	Demonstrates understanding of cause and effect (orally) in stories read by the teacher.	K	2	96
06	Demonstrates understanding of cause and effect in material read silently.	2	3-12	96
07	Detects inferences (orally) in stories read by the teacher.	K	2	96, 97
08	Detects inferences in material read silently.	2	3-12	97, 98, 134

**IV-E. Analyzes material read.**

01	Understands character traits, feelings, and motives in stories read by the teacher (describing or acting out).	1	2	99
02	Understands and analyzes character traits, feelings, and motives in material read silently.	2	3-12	99, 100
03	Identifies the central problem or conflict and solution in a story.	4	5-12	101

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04 Recognizes the elements of a short story: character, conflict, plot, and setting.	4	6-8	101
05 Analyzes a selection to understand setting, tone, and mood.	4	11-12	133
06 Analyzes a selection using the elements of plot structure (conflict, characters, rising/falling action, climax, etc.).	8	11-12	--
07 Perceives implied relationships between elements within a story or selection (e.g., problem to solution, setting to situation, characterization, comparison and contrast).	4	8-12	101, 102
08 Recognizes and analyzes author's point of view (first, third, and third person limited) in a literary selection.	4	6-12	--
09 Recognizes, analyzes, and interprets analogies to clarify meaning.	4	8-12	102
10 Understands theme in literary works (e.g., novel, drama, poetry).	9	*	--

**IV-E. Evaluates material read.**

01 Relates what is read to personal experience.	1	*	103
02 Distinguishes between real and make-believe in stories read by the teacher.	K	2	103, 104
03 Distinguishes between real and make-believe in paragraphs and stories read silently.	2	3	104
04 Reads critically to distinguish between fictional and non-fictional material.	4	6	104

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05 Distinguishes between fact and opinion.	3	4-12	104, 105, 106, 107
06 Recognizes the author's intent to inform, entertain, or persuade.	6	8-12	107
07 Evaluates author's style and emotional appeal in accomplishing purpose.	8	9-12	--
08 Detects slanted words, bias, and sarcasm in written material.	4	6-12	107, 108
09 Detects the use of propaganda techniques in written material (e.g., namecalling, testimonial, bandwagon).	6	9-12	107, 109, 110
10 Recognizes fallacies of reasoning in written material (e.g., mistaken cause-effect relationship, statistical fallacy, oversimplification, ignoring the question, hasty generalization, stereotyping).	8	11-12	--
11 Questions the reliability or authenticity of a source of written information.	9	11-12	--

**IV-G. Understands writing styles and devices.**

01 Recognizes types of literature: biography, autobiography, poetry, tall tale, fairy tale.	4	6-8	111
02 Recognizes types of literature: myth/legend, fable, novel, short story, science fiction, informational article, essay, play/drama.	5	7-12	111, 112
03 Participates in choral readings.	1	*	127
04 Classifies and interprets poetry according to type.	9	*	--

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05	Classifies and understands the epic as a literary genre.	9	*	--
06	Understands drama as a literary, historic, and an aesthetic genre.	9	*	--
07	Reads examples of allegory.	9	*	--
08	Identifies figures of speech: simile, metaphor, personification, hyperbole (exaggeration).	4	8	112, 113, 114
09	Recognizes and interprets figures of speech and figurative language in context.	4	6-12	112, 113, 114
10	Understands apostrophe in a poem.	10	*	--
11	Understands the special use of language to create rhyme and meter.	1	*	115
12	Understands the special use of language to create satire and irony.	7	11-12	--
13	Understands the special use of language to create the sound elements (e.g., onomatopoeia).	7	11-12	--
14	Recognizes and understands dialect in literary works.	5	*	--
15	Recognizes formal and informal language in a selection.	6	10	115
16	Recognizes and understands the use of foreshadowing, allusions, and symbolism in a literary selection.	9	11-12	--
17	Recognizes and understands imagery as descriptive language that appeals to the senses.	5	8	115

**V. COMPOSITION SKILLS****V-A. Demonstrates oral expression skills.**

01	Creates simple nursery rhymes, riddles, and jingles.	K	*	116
02	States personal information (whole name, address, telephone number, age, school, number and names of family members).	K	1	116, 117, 118
03	Orally describes simple emotions.	K	1	118, 119
04	Uses color words in oral description.	K	1	120, 129, 132
05	Orally describes an experience involving one or more of the five senses.	K	1	119, 120, 121, 8
06	Orally describes objects, people, animals, or places.	K	2	119-20, 121, 129, 135, 196, 197, 8
07	Orally describes things using comparison and contrast.	K	2	121
08	Orally explains feelings or ideas about objects, pictures, or experiences (e.g., sharing).	K	1	121, 103, 135
09	Gives oral directions to locate familiar places.	K	4	122
10	Orally explains how to perform familiar tasks.	K	4	122
11	Orally explains personal ideas in informal speaking situations (e.g., personal reactions to a book).	1	4-8	122
12	Gives messages and makes announcements and introductions orally.	3	5	123

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13 Researches a selected topic and gives an oral report.	3	6-8	123
14 Develops and presents an oral process essay.	7	*	--
15 Tells a story from a series of pictures.	K	1	123
16 Tells endings for open-ended stories presented by the teacher.	K	1	124
17 Orally creates simple stories.	K	2	124
18 Revises known stories by adding characters or changing settings, plots, or endings (orally).	3	*	124, 125, 138
19 Orally summarizes narrative paragraphs and stories.	4	6-9	226
20 Expresses opinions and viewpoints orally.	K	K-5	104, 106, 125-26
21 Orally defends an opinion or viewpoint using supporting ideas or reasons.	5	8-12	125, 126
22 Role plays an interview using standard English.	10	11-12	--
23 Demonstrates through oral reading an understanding of the relationship of punctuation to meaning in prose and poetry.	1	5	126, 127, 161, 165, 166, 181
24 Gives oral readings and reports that are fluent, smooth, and correctly phrased.	1	5-10	127, 166, 181
25 Talks effectively from an outline.	5	8	127
26 Adapts oral presentation to audience and purpose.	5	8	--

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27 Understands the nature, value, and use of group discussion, and learns effective discussion techniques.	7	*	--

**V-B. Writes descriptively.**

01 Uses vivid and precise words in written description.	1	3-7	128, 129, 134, 72
02 Writes sentences describing an experience involving one or more of the five senses.	1	3-5	129, 130 115
03 Writes sentences describing a specific emotion.	1	3-5	128, 130, 64, 103
04 Writes sentences to describe objects, people, animals, or places.	1	3-5	128, 129, 130, 134, 99, 157, 164, 196, 197
05 Writes sentences using comparison or contrast.	2	5	130
06 Writes one or more paragraphs describing an experience involving one or more of the five senses.	3	6	129-30, 115
07 Writes one or more paragraphs describing a specific emotion.	3	6	131, 132, 64
08 Writes one or more paragraphs describing objects, people, animals, or places.	3	6	129, 132, 133, 134, 135
09 Writes one or more paragraphs using comparison or contrast.	6	8	--



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10 Writes one or more paragraphs using subjective or objective description.	6	9	135
11 Writes one or more descriptive paragraphs arranging details in spatial order	5	9-12	--
12 Writes a three- to five-paragraph descriptive essay.	7	10-12	--
13 Writes to describe the mood of a literary subject, photograph, or musical composition.	9	*	--
<b><u>V-C. Writes narratively.</u></b>			
01 Writes endings for open-ended stories presented by the teacher.	1	2	136
02 Writes three or more original sentences in chronological order.	2	3	190
03 Writes a story using ideas from a series of pictures.	1	3	137, 54, 70
04 Writes a story involving animals, people, objects, or experiences.	2	3	136, 137, 54, 70, 101, 103, 127, 155, 157, 190, 213
05 Writes one or more narrative paragraphs using chronological order.	3	5	137, 213
06 Writes a simple summary of a narrative paragraph or story.	4	6	137

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07	Rewrites stories by adding characters or changing settings, plots, or endings.	4	*	137, 138, 97, 103, 111
08	Incorporates the elements of a short story into an original narrative.	6	9-12	139, 181
09	Writes a three-to five-paragraph narrative essay about a personal experience (e.g., trips, family life).	5	7-10	--

**V-D. Writes to explain.**

01	Uses given words to write one or more sentences that explain feelings or ideas.	1	3	140, 87, 157, 158
02	Writes sentences using facts to explain a topic or area of interest.	2	4	140
03	Writes one or more paragraphs explaining a process (e.g., recipes, directions).	3	6	140, 141
04	Writes an expository paragraph including a topic sentence.	4	7	141
05	Writes a book report.	3	6	--
06	Writes one or more paragraphs analyzing or explaining a personal reaction to a literary selection.	6	9	141, 159
07	Writes a critical analysis of a literary or media selection.	9	*	--
08	Writes an expository essay or brief report from a simple outline.	4	6-9	141, 142

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09 Develops an expository paragraph including a topic sentence, supporting details, and a conclusion.	5	7-9	142, 213
10 Writes an expository essay of three to five paragraphs on own or given topic.	7	9-12	--
11 Writes a three- to five-paragraph explanation of a process.	6	8-12	--
12 Writes an expository essay arranging ideas in a given expository order (e.g., cause to effect).	7	10-12	--
13 Writes a summary of an informational article or novel.	8	10	--
14 Writes a paragraph interpreting a picture or cartoon.	8	*	--
15 Writes an essay of definition.	8	*	--
16 Writes an explanation of a narrative, lyric, or dramatic poem.	10	*	--
17 Writes a research paper.	11	*	--
18 Uses correct bibliographic form.	11	*	--

**V-E. Writes to persuade.**

01 Writes sentences expressing a viewpoint, using at least one supporting idea.	2	5-7	143, 109
02 Writes a paragraph expressing a viewpoint, using more than one supporting idea.	5	7-11	143, 109, 125-6
03 Writes two or more paragraphs stating and defending an opinion on an issue of personal, social, or political interest.	7	9-12	--

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04 Writes a persuasive letter (e.g., letter to the editor, letter of complaint).	7	10-12	--
05 Writes a three- to five-paragraph persuasive essay.	9	12	--

**V-F. Uses functional writing skills.**

01 Makes accurate written records of messages.	2	5	144
02 Fills out simple forms (e.g., application for a library card).	2	4-8	144
03 Completes complex forms (e.g., order blanks, checks, applications).	5	10-12	144, 145
04 Writes thank-you notes, friendly letters, and invitations.	2	5-8	145, 146, 115, 127, 159, 160, 163, 180
05 Writes business letters.	6	11-12	159, 164
06 Writes a letter of application.	8	11-12	--
07 Writes a resumé.	10	12	--

**V-G. Organizes, edits, and proofreads to improve own writing**

01 Categorizes items and writes lists of related items.	2	3-6	147, 148
02 Writes a topic sentence for a paragraph on a given topic.	4	6	148, 92 125-26

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03 Develops an outline for a written composition.	4	7-12	148, 149
04 Selects and limits a topic for a composition.	6	10-12	150
05 Develops a thesis statement for a composition.	8	11-12	--
06 Organizes a paragraph to maintain unity and coherence.	4	7-12	150, 151-2
07 Organizes groups of paragraphs and multi-paragraph compositions.	6	*	151-2
08 Adapts writing to different audiences and purposes.	5	6-12	153, 115
09 Strengthens a paragraph or composition by adding transitional words, phrases, and sentences.	5	7-12	--
10 Strengthens a paragraph by deleting nonsupporting or irrelevant material.	5	7-12	--
11 Strengthens a paragraph by adding supporting material.	6	9-12	125-6
12 Strengthens a composition by adding supporting material.	9	11-12	--
13 Proofreads and edits for language structure and mechanics.	2	3-12	153, 154

**V-H. Writes in a variety of styles and forms.**

01 Writes original poems.	3	*	155, 69, 114, 128
02 Writes autobiographical sketches.	4	*	155, 142
03 Writes an original myth, fable, or legend.	8	*	155, 137

**VI. WRITING MECHANICS**

**VI-A. Uses appropriate capitalization.**

01	Uses a capital letter to start a sentence.	1	2	156, 157, 176
02	Uses a capital letter for proper nouns (e.g., days of the week, months of the year, holidays).	1	2	156, 157, 159, 176
03	Uses a capital letter for proper nouns in addresses (streets, towns, states, countries) and for names and titles of persons.	1	3	156, 157, 159
04	Uses a capital letter for the pronoun I.	1	3	156, 157, 158
05	Uses capital letters for names of languages, peoples, religions, religious organizations, political parties, specific clubs, and businesses.	4	7	156, 157
06	Uses capital letters for initials and abbreviations (e.g., Mr., St., Rd., Ave., Mon., Feb., P.O.).	2	4	156, 157, 158, 159 167, 175
07	Uses capital letters for titles (books, poems, reports, stories).	2	6	156, 157, 159
08	Capitalizes the heading, salutation, and closing of a letter.	2	7	156, 157, 159, 160, 180

**VI-B. Uses appropriate punctuation.**

01	Uses a period at the end of statements.	1	2	161, 162, 163, 127, 176
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02 Uses a question mark at the end of questions.	1	2	161, 162, 163, 127, 176
03 Uses a period at the end of command sentences.	2	3	161, 162, 163, 127
04 Uses exclamation marks at the end of sentences to convey intensity.	2	3	161, 162, 163, 127, 176
05 Uses a period after abbreviations and single initials.	2	4	161, 162, 163, 167, 175
06 Uses a comma between day of month and year, after greeting and closing of a letter, between names of cities and states.	2	3	161, 162, 163, 164, 146, 157, 159, 160, 176, 180
07 Uses commas with words in a series.	2	4	161, 162, 163, 164, 176
08 Uses commas with nouns of address.	3	7	161, 163, 165
09 Uses a comma after last name when written first.	4	6	161, 165
10 Uses commas for introductory words (e.g., <u>yes</u> , <u>no</u> , <u>well</u> ).	4	6	161, 163, 165
11 Uses commas or exclamation marks with interjections to convey appropriate level of intensity.	6	7	165
12 Uses commas with simple phrases and clauses in a series, appositives, and parenthetical expressions.	6	10	165, 166

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13 Uses the comma correctly in introductory clauses and phrases.	6	10	166
14 Uses the comma correctly in nonrestrictive clauses and phrases within a sentence.	7	10	---
15 Uses commas to avoid misreading.	6	*	164, 166
16 Uses periods and commas correctly with quotation marks .	4	10	163, 166, 181
17 Uses quotation marks to show the exact words of a speaker.	4	10	163, 166, 181
18 Uses quotation marks for titles of articles, essays, short stories, short poems, chapters, songs, and television programs.	5	11	167
19 Uses the colon with numerals for the time of day.	2	3	167
20 Uses the colon in the greeting of a business letter.	6	7	154, 159
21 Uses the semicolon to separate the clauses of a compound sentence: (a) when there is no conjunction; or (b) when clauses contain commas.	7	11	--
22 Uses the semicolon to separate elements of a series in which elements already contain commas.	7	11	--
23 Underlines words italicized in print (e.g., titles of books, plays, magazines, newspapers).	2	8	167
24 Uses a hyphen with certain compound words (e.g., <u>mother-in-law</u> , <u>twenty-one</u> ).	4	6	167, 168, 178
25 Uses a hyphen to syllabicate words that are divided at the end of a line.	4	6	167, 168



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26 Uses the apostrophe with singular and plural possessive nouns.	2	5	168, 169, 53, 54
27 Uses the apostrophe with contractions.	3	5	168, 169, 177

**VI-C. Uses correct spelling for familiar words.**

01 Spells the basic color words.	1	2	170, 171, 176
02 Spells the number words zero through ten.	1	2	170, 171, 176
03 Spells the number words eleven through one hundred.	2	5	170, 171, 176
04 Spells words on the Dolch High Frequency Basic Sight Word List.	1	3-6	170, 176, 171-74,
05 Spells the days of the week and months of the year.	2	3	170, 171, 174, 175, 176
06 Spells common abbreviations (e.g., <u>Mc.</u> , <u>St.</u> , <u>Jan.</u> , <u>Mon.</u> ).	2	4	170, 171, 157, 175, 176
07 Spells names for holidays and seasons of the year.	3	5	170, 171, 175, 176
08 Spells common contractions (e.g., <u>can't</u> , <u>I'd</u> , <u>I'll</u> ).	3	5	169, 170, 171, 176, 177
09 Spells common school and community words (e.g., <u>bank</u> , <u>mayor</u> , <u>hospital</u> , <u>teacher</u> , <u>cafeteria</u> ).	3	3-12	176

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10 Spells common solid, open, and hyphenated compound words (e.g., <u>classroom</u> , <u>ice cream</u> , <u>brother-in-law</u> ).	4	6	170, 171 176, 178
11 Spells frequently used words in the content areas.	4	4-12	170, 171, 176
12 Spells frequently-used and commonly misspelled words (e.g., words with ie/ei; plural form of nouns ending in "o").	6	7-12	178, 179
13 Identifies slight variations in spelling of syllables that distinguish pronunciation of words (e.g., accept/except; formerly/formally).	7	7-9	--

**VI-D. Uses appropriate form in written work.**

01 Writes legibly in manuscript form.	1	3	180
02 Writes legibly in cursive form.	3	5	--
03 Marks the beginning of a paragraph by indenting (or double spacing between paragraphs).	2	5	180, 181
04 Indents heading and closing in a friendly letter.	2	5	180, 146 159, 160
05 Indents to indicate change of speaker in dialogue.	5	*	181, 166
06 Uses margins in writing assignments.	1	3	181
07 Uses proper form and placement for heading, inside address, salutation, and closing of a letter.	6	11-12	180, 159, 160, 164

**VII. LANGUAGE STRUCTURE AND USAGE**

**VII-A. Composes basic sentence types and patterns.**

01	Orally expresses ideas in complete sentences.	1	1-3	182, 116, 161, 196, 197, 198, 200
02	Writes a simple declarative sentence.	1	3	159, 161, 196, 197, 216, 217, 219
03	Writes simple command sentences.	2	5	182, 183, 161
04	Writes simple interrogative sentences.	3	5	161, 182
05	Distinguishes among sentences according to meaning (declarative, imperative, interrogative, exclamatory).	5	7	183
06	Writes correctly-formed negative statements (avoids double negative).	2	6	183, 184
07	Writes compound sentences.	2	3	185, 188
08	Writes complex sentences.	3	5	185, 188
09	Writes compound-complex sentences.	5	8	185, 188
10	Distinguishes among compound, complex, and compound-complex sentences.	7	10	--

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11 Recognizes and composes sentences of various patterns (N-V, N-V-O, N-V-ADV, N-LV-C, N-V-IO-O).	7	8	--
12 Recognizes and completes sentence fragments.	4	7-12	184
13 Recognizes and corrects run-on sentences.	4	7-12	184
14 Changes word order in a sentence for sentence variety.	4	7	185
<b><u>VII-B. Uses subjects and predicates appropriately.</u></b>			
01 Makes simple predicate agree with simple subject.	1	3	186, 187
02 Orally composes sentences with compound subjects and/or compound verbs.	2	4	187
03 Composes sentences with compound subjects and/or compound predicates.	3	7	187, 188
04 Identifies the functions of words (simple subject, simple predicate).	3	8	187, 188
05 Recognizes and composes sentences with inverted order of subject and predicate.	4	7	185
06 Manipulates words, phrases, and clauses to expand or condense sentences.	6	8-12	188, 189, 185, 202
07 Makes predicate agree with subjects of varying complexity (compound subjects, collective nouns, indefinite pronouns, and in sentences beginning with <u>there</u> and <u>where</u> ).	5	7-9	186, 187

**VII-C. Composes phrases and clauses.**

01	Recognizes and uses prepositional phrases in sentences.	5	7	190
02	Recognizes and uses verbal phrases (participials, gerunds, and infinitives).	9	11	--
03	Recognizes and uses dependent and independent clauses in sentences.	7	10	--
04	Recognizes and uses noun, adjective, and adverbial clauses in sentences.	7	10	--
05	Recognizes and uses restrictive and nonrestrictive clauses in sentences.	7	10	--
06	Recognizes and corrects misplaced modifiers.	7	10	--
07	Recognizes and corrects dangling participles.	9	11	--
08	Recognizes and corrects faulty subordination and faulty parallelism.	10	12	--

**VII-D. Uses nouns, pronouns, verbs, adverbs, and adjectives appropriately.**

01	Distinguishes between common and proper nouns.	K	5	191
02	Uses appropriate regular noun form (singular or plural).	1	3-5	51
03	Uses appropriate irregular noun form (singular or plural).	3	6	54
04	Uses proper word order for adjectives, nouns, verbs, and adverbs in sentences.	1	4	191, 188, 189

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05 Uses appropriate form of singular and plural possessive nouns.	2	5	53
06 Uses the noun of address.	3	6	165, 166
07 Uses the appositive in a sentence.	6	10	191, 192, 165
08 Forms and uses adverbs correctly.	2	6	188, 189
09 Uses appropriate helping and main verb combinations.	2	5	192, 193
10 Uses appropriate verb tense (present and past).	3	5	192, 193, 186
11 Uses appropriate inflectional endings to express verb tense and number ( <u>ing</u> , <u>ed</u> , <u>s</u> , <u>es</u> , <u>d</u> , <u>t</u> ) in context.	2	3-5	192, 193, 50, 186
12 Uses comparative and superlative forms of adjectives appropriately (e.g., <u>fewer</u> , <u>fewest</u> , <u>better</u> , <u>best</u> , <u>more beautiful</u> , <u>most beautiful</u> ).	3	6	194, 195
13 Recognizes parts of speech: nouns, pronouns, verbs, adjectives, adverbs.	3	6	196, 197, 188
14 Uses the simple future tense in sentences.	3	5	192
15 Recognizes linking verbs.	5	7	197
16 Uses the perfect tenses of verbs.	7	9	--
17 Distinguishes between transitive and intransitive verbs.	8	11	--
18 Distinguishes between the active and passive voices of transitive verbs.	9	12	--

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19 Recognizes the function of verbals and verbal phrases.	9	12	--
20 Uses the indicative, subjunctive, and imperative moods of a verb.	10	12	--
21 Uses <u>a</u> , <u>an</u> , and <u>the</u> appropriately.	1	4	198
22 Uses singular and plural possessive pronouns: <u>my</u> , <u>mine</u> , <u>his</u> , <u>her</u> , <u>hers</u> , <u>our</u> , <u>ours</u> , <u>their</u> , <u>theirs</u> , <u>your</u> , <u>yours</u> .	1	5	199, 200
23 Uses appropriate subject pronouns: <u>I</u> , <u>we</u> , <u>he</u> , <u>she</u> , <u>it</u> , <u>you</u> , <u>they</u> .	2	3	199, 200 201
24 Uses the appropriate demonstrative pronoun: <u>this</u> , <u>that</u> , <u>these</u> , <u>those</u> .	2	6	199, 200
25 Uses appropriate object pronouns: <u>me</u> , <u>him</u> , <u>her</u> , <u>us</u> , <u>them</u> .	3	6	199, 200, 201
26 Makes pronoun (definite and indefinite) and antecedent agree.	3	8	199, 200, 201

**VII-E. Uses conjunctions and prepositions appropriately .**

01 Recognizes and uses connecting words ( <u>and</u> , <u>but</u> , <u>or</u> ) appropriately.	1	3-4	202, 157, 194
02 Recognizes parts of speech: conjunctions and prepositions.	5	7	190
03 Recognizes connecting words as coordinating conjunctions.	7	7	--

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04 Recognizes and uses correlative conjunctions in sentences.	8	9	--
05 Recognizes and uses subordinating conjunctions.	7	10	--

### VIII. STUDY SKILLS

#### VIII-A. Demonstrates library skills.

01 Selects books on a specific topic.	2	3	203
02 Uses the card catalog to locate book titles, authors, number of pages, and call numbers.	3	5	203
03 Identifies reference materials in the library.	3	5	204
04 Uses library resources efficiently to obtain information.	3	7	204
05 Uses library resources to select recreational reading.	3	7	204

#### VIII-B. Uses reference materials and media to obtain information.

01 Locates and uses the parts of a book: title page, table of contents, page numbers.	1	2-8	205
02 Extracts needed information from the index and glossary of a book.	3	5	206
03 Reads, understands, and uses a calendar, picture, maps, simple charts, and globe.	1	3	207, 208 209
04 Reads, understands, and uses graphic material: maps, charts, graphs, diagrams, tables, schedules.	3	5-9	210, 211 231



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05 Understands the organization of an encyclopedia and locates information (including use of the index volume).	3	5	211, 212
06 Extracts needed information from footnotes and bibliographies.	5	7	--
07 Uses various audio and/or visual media to obtain information.	3	8	212
08 Uses various periodicals (newspapers, magazines) as reference sources.	4	9	213
09 Locates telephone numbers in a telephone directory.	3	4	--
10 Locates information in a telephone directory.	4	6	--
11 Uses the thesaurus to locate synonyms and antonyms.	6	8	213
12 Understands and locates information in various reference books (e.g., atlas, almanac, <u>Reader's Guide to Periodical Literature</u> ).	7	8-12	--

**VIII-C. Demonstrates dictionary skills.**

01 Alphabetizes the letters of the alphabet.	K	1	214
02 Alphabetizes with the first letter.	1	2	214, 215, 216
03 Alphabetizes to the second letter.	2	3	214, 215, 216
04 Alphabetizes to the third letter.	3	4	214, 215, 216

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05 Locates words and/or phrases in a picture dictionary.	1	2	216
06 Uses dictionary guide words and entry words.	3	4	217, 218
07 Uses the dictionary to locate word meanings.	3	4	217
08 Uses the dictionary to locate, select, and verify word meaning in context.	3	5	219
09 Uses the dictionary for multiple meanings.	3	6	219
10 Uses the dictionary for correct word spelling.	4	6	219
11 Uses the dictionary for inflected forms.	4	6	220
12 Interprets pronunciation key, diacritical markings, and accents in the dictionary.	4	8	220
13 Uses cross-references in the dictionary.	5	8	221

**VIII-D. Uses effective study strategies.**

01 Listens attentively.	K	K-12	222
02 Uses effective study strategies (e.g., SQ3R: survey, question, read, recite, review).	4	*	223-4, 225-6
03 Applies a problem-solving approach to assignments and independent study: identifies problem, gathers information, devises possible solutions, selects option, uses option, evaluates.	4	10	226
04 Develops a simple outline from given material, identifying main topics and subtopics.	4	6	226, 227, 228, 229, 230, 148, 149

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05 Takes notes from a written source, audio-visual source, or lecture.	5	8	230, 231
06 Adjusts reading rate to materials and purpose.	4	9-12	231
<b><u>VIII-E. Follows oral and written directions.</u></b>			
01 Follows one- and two-step oral directions.	K	K	232, 233
02 Follows three-step oral directions.	1	2	233, 222
03 Follows one-step written directions.	1	1	233
04 Follows two- and three-step written directions.	1	2	233
05 Follows multiple-step written directions (more than three steps).	3	5	234
06 Follows directions in answering test questions.	1	*	--

**INSTRUCTIONAL ACTIVITIES  
BY DOMAIN**

# **I. READING AND WRITING READINESS SKILLS**

## **A. Demonstrates readiness for reading.**

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**I-A: 01, 02**

- 1. Explain that students will use their sense of hearing as they walk around the classroom listening to sounds. Take students on a walk around the classroom. Allow them to identify the sounds. Encourage students to listen for these sounds as they play and work. As a follow-up activity, make a tape recording of sounds heard in the classroom. Play the tape and allow students to identify these familiar sounds. As an independent activity, collect objects in the classroom as the sounds are recorded on the tape of classroom sounds. Allow students to listen to the tape and match the objects to the sounds on the tape. Classify objects into groups of loud and soft sounds.**

**I-A, 01**

- 2. After providing concrete experiences with sounds, provide opportunities for dramatizing environmental sounds such as animals, cars, airplanes, trains, and others. Use student or teacher-made puppets to stimulate dramatizations.**

**I-A, 01**

- 3. Show a small group of students how to use the tape recorder; let them take it around the school taping sounds they hear. Have them play it for the rest of the class.**

**I-A, 02**

- 4. Introduce the terms "high" and "low" by having students demonstrate with their whole bodies high and low positions, stretching high in the air and then crouching as low as they can on the floor. Use hands, legs, head, and other body parts to illustrate high and low. After students understand the terms "high" and "low," introduce the terms in relation to sounds. Play high keys on a piano and allow students to imitate the high sounds with their voices. Use a variety of instruments to demonstrate high and low sounds.**

**1-A, 01, 02**

- 5. Extend environmental sounds to sounds outside of the classroom by taking listening walks around the school campus. Plan field trips to many areas, such as a farm, zoo, or playground, that provide first-hand experiences with environmental sounds. Play previously taped segments of home sounds, nature sounds, farm and zoo animal sounds, etc. Allow students to identify sounds and classify them into loud and soft sounds.**

**Suggested sounds to include:**

- (a) Home sounds: appliances, vacuum cleaner, doorbell, telephone ringing, door shutting, toilet flushing, water running, dryer, washing machine, and others**
- (b) Nature sounds: bird chirping, cricket, dog barking, rain, crunch of leaves, and others**
- (c) Street sounds: police whistle, car starting, sirens, brakes, garbage can lids, airplanes, and others**

**1-A, 02**

- 6. Make a double set of sound cans from unbreakable opaque containers with lids. Partially fill two containers, each with various ingredients: rice, sand or salt, pennies, beans, gravel, jingle bells, and others. Seal the containers. Allow students to shake the containers and listen to the sounds. After shaking the containers and listening to the sounds, the students can match those that sound alike and place the matching pairs on the tagboard squares. Discuss which containers had loud and soft sounds. Have students arrange containers from loudest to softest.**

I-A, 02

7. Compose a sound tray filled with various objects that can be used to make sounds. Include:

bell	coconut shell	eggbeater	stapler	chair
feather	gong	crisp paper	door	money
whisk broom	triangle	tissue	drawer	window
comb	alarm clock	cotton ball	blinds	paper
seashell	castanet	chalkboard		

Encourage students to explore the sound tray. Classify items into loud and soft sounds and items that produce a similar sound. Have students close their eyes while a sound is being made from one of the items on the tray. After listening, have students open their eyes and find the object that produced the sound.

The sound tray may be placed in learning center to provide more opportunities to explore sounds. Items on the tray may be changed from day to day.

I-A, 02

8. Have musical instruments available for students to explore in one of the learning centers. The following instruments may be used: piano, xylophone, step bells, drums, autoharps, wrist bells, triangles, tambourines, hand castanets, rhythm sticks, and home-made instruments.

After using a variety of instruments in different activities, allow students to classify instruments into groups of high and low sounds and loud and soft sounds.

I-A, 03, 04

9. Briefly explain what is meant by rhyming words and give examples. Collect several pictures of drawings of words that rhyme and a few that do not rhyme. Spread them out along the chalk ledge. Choose and show one of the pictures to students. Have them name the other pictures that rhyme with it. After discovering the rhyming pictures, remove the non-rhyming ones. Have students "read" and say the rhyming picture several times as a group. Then have some do it individually.

**I-A, 03, 04**

10. Read the first two lines of "Hickory, Dickory, Dock." Instruct the students to name the words that sound alike. Use lines from other nursery rhymes such as "Little Miss Muffet" and "Jack and Jill" to emphasize the rhyming words. Continue until students can independently name the words that rhyme. Pronounce a series of words that rhymes and one that does not rhyme. Have students clap their hands when they hear the non-rhyming words. This can also be adapted for use with nonsense words.

**I-A, 03, 04**

11. Collect small toy objects with rhyming names (e.g. tire, wire, hook, book, shell, bell, fork, cork). Prepare a construction paper mat marked in six sections. The student matches the objects that rhyme and places each pair in a square. The student names each pair of rhyming objects as s/he removes the objects from the mat.

**I-A, 03, 04**

12. Show students a picture of a key. Have students draw or cut other pictures of things that rhyme with "key." For a picture of a bug, there might be rug, hug, tug. Involve the whole group in making up nonsense rhymes to go with the pictures. Record rhymes as students dictate.

**I-A, 03, 04**

13. Choose two teams and form two lines similar to a relay race. Have one team think of a word. The second team must supply a rhyming word within five seconds in order to score one point. The student finding the word sits down. If they miss, they go to the back of the team line. The team that is seated first wins.

Precede isolated work on rhyming words by reading numerous poems in which rhyme is a significant element. Follow up by having students compose increasingly complex rhyming patterns.

**I-A, 03, 04**

14. Make word families with the students. Use pictures with names of the objects pictured written under them. Organize the picture into word families; for example, gun, sun, bun, run. When students can do this, remove the picture and work only with the written form of the word to make word families (e.g. say, day, way, hay). Use visual aids such as a tree with words written on apples. Have an ay tree. All apples with ay words will be placed on this tree. Organize other word trees.



**I-A, 05**

**15. Have "Color Days." Explore a color for a certain time period. The following is an example of a "Red Day":**

- a. On the day preceding "Red Day," send a note home with each student. The student is told to come to school wearing some article of red clothing or to bring an object or picture showing the color red.**
- b. Display a poster of red objects in a conspicuous place.**
- c. Place red objects in a bag painted red and have students draw objects from the bag, naming the object and the color: "An apple is red."**
- d. Following the activities, put red objects in the discovery center.**
- e. Feature red media in the Art Center (red paint, playdough, collage materials).**
- f. Use a red fingerplay, and read stories or books that emphasize the color red.**
- g. Serve red foods at snack or mealtime. When possible, involve students in preparing the snack.**
- h. Sing red songs and use red games and activities.**
- i. Feature pictures of fire fighters in dramatic play areas and red foods in the family center.**
- j. Use colored cellophane and styrofoam meat trays to make color frames for students. Cut out the center of tray to make a frame. Stretch cellophane over the frame. Students look through the frames.**
- k. Provide opportunities for creative movement to music using scarves, streamers of crepe paper, yarn, handkerchiefs, hula hoops, etc. in the featured color.**

I-A, 05

16. Take a "Color Walk." Involve students in looking for colors in their environment. The group may look for the same color, or the group may be divided into smaller groups. One group may look for red things, one group blue, etc. Pin the color they are to look for on the students' clothing. Jot down the items they name on the walk. After the walk, discuss colored objects found.

I-A, 05

17. Cut large pieces of tagboard for each color used. Write the color word in color on the tagboard. Instruct students to bring in empty food containers from home and let them place their packages on the appropriate color card.

I-A, 05

18. Make "Color Modules." Furnish a large cardboard box. Cut windows and a door. Establish a special color environment for a specific color. Let students paint the box on the outside. As a class project, fill the house with the featured color. Include a rug, curtains, toys, plastic food, wallpaper, and other items. Appeal to all the students' senses.

I-A, 05

19. Introduce the idea of sizes by relating differences in size to the students in the classroom. Discuss individual characteristics that make each person special and different. Have each student describe what s/he sees when s/he looks in a mirror. Have two students who are obviously different in height stand back to back. Encourage students to draw conclusions pertaining to size: "Mary is taller than John;" or "John is shorter than Mary." Extend to comparing sizes of family members.

As a follow-up, have students lie on large sheets of newsprint on the floor. Trace around their bodies. Cut out figures and hang up around the classroom. Provide opportunities for students to compare sizes of figures.

**I-A, 05**

- 20. Weigh and measure students. Allow them to see their height and weight on the chart. Discuss individual differences, making sure each student understands that we are all different and it is O.K. "I'm me and I'm special." Learn the song.**

As a follow-up collect cardboard tubes and cut into 1/2" graduated pieces. The student takes the tubes and experiments until the pieces are in an orderly, progressive row from shortest to tallest.

**I-A, 05**

- 21. Give students several pieces of yarn to measure parts of their bodies, such as wrist, head, waist, length of body, etc. After measuring parts of the body, have students compare the piece of yarn that measured a finger and the piece that measured arm length. Which is longer? Compare lengths of pieces of yarn. Extend this activity to the outdoors. Let students find sticks that are as long as a finger, an arm, or other body part. If Mary found a stick the length of her arm, for fun you may call it a "Mary Arm Stick" or a "Susan Pinkie Stick." Compare sizes of sticks including length, thickness, weight, etc.**

**I-A, 05**

- 22. Have "Shape Days." Relate art, music, dramatics, stories, songs, cooking experiences, learning centers, and other activities to the featured shape.**

- a. Find objects in the classroom that have definite shapes and discuss the characteristics that make the objects have a definite shape. Provide opportunities for students to examine many different objects that have one property in common -- shape.**
- b. Cut newspaper into various shapes. On circle day, paint on large circles of newsprint instead of standard paper.**
- c. As a follow-up, make shape collages. On days when particular shape is featured, have pre-cut shapes of various sizes and colors to make a collage. As a culminating activity, use all the shapes for a collage.**

I-A, 05; V-A, 05, 06

23. In order to feel shapes, use attribute blocks or other geometric blocks. Provide opportunities for students to identify the shape by using the sense of touch. Place a shape in a "feely box" and allow students to explore the shapes with their hands. Encourage them to describe what they feel and to identify the shapes. Emphasize the characteristics of the shapes.

I-A, 05

24. Make fishing poles with a magnet tied to a dowel. Cut fish from construction paper and paste a shape on each one. Clip a paper clip to each fish. Make a pond from blue poster board. Place the fish in the pond. Allow students to fish. When they catch one, they must identify the shape of the fish in order to keep this catch. You may want to have a small pail in which to place the fish.

I-A, 05

25. Collect objects that are circles, rectangles, squares, and triangles and place them in a box. Prepare four mats of tagboard, drawing a shape on each one. Have students sort objects according to shape and place them on the appropriate piece of tagboard.

I-A, 06

26. Make a letter chart or letter book (i.e., "My D Book"). Have students look through old newspapers and magazines and cut out the particular letter or word they need for the chart or book. Place them in a center for the students to "read" independently.

I-A, 06

27. Present a series of letters (or one-syllable words) with one that is different in each series. Have the student identify the one that is different.

I-A, 06

28. Make a set of playing cards. Print one letter on each. Then print the same letter on another card to make a pair. On one card, put a picture of a dragon or witch. Play the game like "Old Maid," but call it the "Dangerous Dragon" or the "Wicked Witch" game. Make two different sets (i.e., uppercase letters, lowercase letters).

**I-A, 07**

29. Make two sets of the letters of the alphabet on tagboard, one with an uppercase letter on each sheet, the other with a lowercase letter on each. Tie a loop of string or yarn to each. Choose the letters you have taught. Give each student one of the letter cards to hang around his or her neck. Have students march around in a large circle in time with some lively music. When the music stops, each student must find his/her partner (matching lowercase to uppercase letters). Have students switch letters and continue. This may be played in smaller groups using fewer letters.

**I-A, 07**

30. Print an uppercase letter on a small card. Print the matching lowercase letter on another card. Group the letters in groups of five or six. (These may be color-coded; i.e., Aa -- Ff on green paper, Gg -- Li on red, etc.) Mix up one set of cards, turn them over and spread them out. Have student turn over first one card and then another. If they match (uppercase and lowercase), the student plays again. If they do not match, the cards are turned back over, and the next person plays. Let only two to four students play at a time. (This is played like "Concentration.") As the students progress, the sets may be enlarged.

**I-A, 08**

31. Place several names on the chalkboard or use name tags. Play the "Knock, Knock" game.

Student: Knock, Knock

Teacher: Who's there?

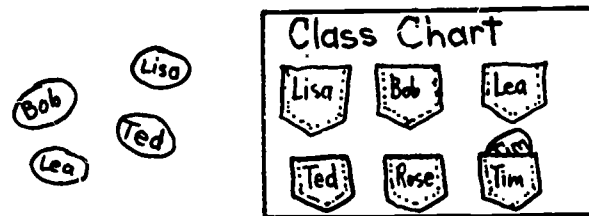
Student: Tom

Teacher: How do I know you are Tom?

The student goes to the board and identifies his/her name or brings the name tag to the teacher and states "This is my name."

I-A, 08

32. Prepare a library pocket class chart and individual name cards. Seat students in a circle on the floor. Place name cards in the center. Call on individuals to find their name and place it in the appropriate pocket on the class chart. Draw attention to specific letters, name configuration and length, common beginning letters, etc. As a part of the daily routine, attendance is taken as well. Students will enjoy mixing names to match as an independent activity. When first names are easily recognized, add last name cards.



I-A, 08

33. Write students' names on tagboard. Place names on desks other than where students normally sit. Each student must sit at the desk where his or her name card is found.

Variation: Place cards in a circle or across the front of the room. Each student finds and stands behind his or her name card.

I-A, 08

34. Use an assortment of shapes or colors to write pupils' names. Place them on the chalkboard ledge. Each pupil must get his or her name from the board and return to his or her seat.

I-A, 08

35. Make a duty chart. Assign duties by changing names daily or weekly.

I-A, 08

36. Read and discuss a poem or story about someone with an unusual name. Include in your discussion the following concepts: All things have a name, some names begin with the same letter, people have special names, people's names begin with capital letters, some people have middle names, and some people have nicknames. Have students' names on cards, enabling them to recognize their own name.

1-A, 08, 09

37. Label student's desk, books, etc. with his or her name. Name the letters and have the student repeat the letters each day.

1-A, 08, 10

38. Design large identification cards for each student. Include the student's full name, address, and phone number. Punch a hole in each card and string on a loop of yarn. Students wear identification card for easy reference. Encourage use of personal information by:

- a. Lining students up by calling out their address.
- b. Dramatizing situations where it is necessary to know your name, address, and phone (being lost, reporting a fire, registering a bicycle, delivering a letter).
- c. Using identification cards as place cards for lunchroom seating, center assignments, language circle, etc. (Be sure to tape over the names.)
- d. Taking attendance by calling out addresses rather than names.
- e. Having students mail letters to themselves.

Design identification cards as needed.

1-A, 09

39. Have students find and name the letters in their names on a letter worm.

1-A, 09

40. Have students select from a group of letters the ones needed to spell their names. Then have them put the letters in proper sequence.

1-A, 09

41. Give students sheets with their names at the top. Students then cut the appropriate letters from old books, newspapers, etc. and paste the matching letters under the appropriate letters to spell their names.

1-A, 09

42. Have students form yarn into the shape of each letter in their names, or spell their names with alphabet cereal. Paste on a clean sheet of paper.

**1-A, 09**

- 43.** Play the following game modeled after "Mother May I". Line students up side-by-side. The first in line asks: "Mrs. Smith, may I take one giant step?" The student replies "Sandy -- capital S-a-n-d-y, Sandy." The student must indicate the beginning capital letter and spell his or her name correctly to move. Initially, each student may have a name card to follow as s/he spells. Move away from the visual aid according to individual needs.

**1-A, 11**

- 44.** When telling stories using pictures, flannel board characters, pocket charts, and other aids, always place aids in left to right sequence.

**1-A, 11**

- 45.** When reading to students or to a small group, place your hand at the bottom of the left page first as you read that page. As you move to the page on the right, slide your hand over to the right page. Use a sweeping motion under the words on the page instead of pointing to each individual word so that students will sense the flow of the language.



# **I. READING AND WRITING READINESS SKILLS**

## **B. Develops readiness for writing.**

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1-B, 01

1. Give each student a large sheet of paper (newsprint). Ask them to use crayons or paints and brushes to draw a picture on the paper. Encourage them to "fill the paper until the picture bumps the side." Watch for basic strokes used in manuscript writing--curved lines, straight lines, slanted lines, etc. When the student demonstrates these basic strokes, s/he is ready to begin writing.

1-B, 01

2. Have a supply of magazines, catalogues, old readiness books, etc. on hand. Have students cut out a figure or an object. Paste it on the paper. Have the students make a new background, using crayons or paints.

1-B, 01

3. Have students make designs for bulletin board borders, book jackets, fabric, etc. Use designs that incorporate the basic strokes -- curved lines, slanted lines, straight lines, and circles. Difficulty level will be determined by the media and the number and types of strokes.

1-B, 02

4. Provide each student with jumbo crayons or paint and brushes and the ad section of the newspaper. Have students practice making circles, "x's," or lines using the print of the newspaper as boundary lines. Observe strokes and give assistance as needed.

1-B, 02

5. Have students hold their pencils so that the index finger is on the top of the pencil (the pencil should look like an extension of the index finger) and hold the pencil "on the point" just above the slanted sharpened part. (A rubber band may be wound around and around the pencil until the ring rests just above the sharpened slant.) Have students practice making strokes, shapes, letters, etc., in the air. Next transfer the activity to paper. For each activity, demonstrate the correct position and check to see that all students have done so before "sky writing" is begun.

1-B, 02

6. Demonstrate to the student the correct position of grasping the pencil for right-handed or left-handed people. (Use charts, pictures, yourself, or a student as a model.) Students will then position pencils and, following your directions, will pretend that they are skywriter pilots and that their hand and fingers are the airplanes. They will practice making strokes, shapes, letters, simple objects, etc., in the air. Later, transfer this activity to paper.

1-B, 03

7. Read the following story, "Clouds." As the story is read aloud, draw the suggested movements on the chalkboard. The students are to imitate these movements with a crayon or pencil on a large sheet of newsprint.

There are many clouds in the sky

There are hills of clouds. 

There are streaks of clouds, 

seas of clouds, 

valleys of clouds, 

and layers of clouds. 

Rain comes straight down from dark clouds. 

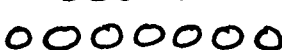
Sometimes it does not come straight down. 

Sometimes it splashes this way: 

Sometimes it splashes this way: 

It makes little drops. 

It makes big, big drops. 

It makes big, big drops. 

1-B, 03

8. Duplicate individual sheets with outlines of shapes on them. Give one to each student. Students use fingers to trace around the shapes. Encourage them to stay on the lines. Students then use crayons or pencils. Finally, students use glue and carefully trace around the shapes; then lightly sprinkle flocking on the shapes. Allow to dry, and then use the shapes as tactile cards.

I-B, 03

9. Draw each shape on the chalkboard to match the lines of a jingle. Have students draw each shape on paper, in rhythm to the jingle that accompanies it. (Scott, 1962).

### **RHYME**

A laugh turns up,  
A frown turns down,  
Those are two mouths  
You can see on a clown

Here is a square  
One, two, three, four  
Making a window or a door.

Make a triangle  
One, two, three,  
And there's a pointed  
Hat for me!

Here is a circle big and round  
Making a ball to roll on  
The ground.

I-B, 04

10. Construct a large poster-size maze using yarn and glue (a commercially prepared or teacher-made transparency can also be used). Students follow the maze using their fingers.

I-B, 04

11. Duplicate a maze and give one to each student. Discuss the maze, emphasizing the beginning and stopping points. Ask students to put their finger on the starting point and, being careful to stay between the lines, trace the path to the ending point.

I-B, 04

12. Do the same task using a crayon and then use a pencil to follow the same path. Provide mazes of increasing difficulty to choose from.

I-B, 05

13. Begin by writing the student's name in the upper left-hand corner of any page the student will work on. When the student begins to write his or her own name, make sure s/he begins in the upper left-hand corner. It may be necessary to place a star in the upper left-hand corner of the paper to help the student get into the habit of focusing in this direction. It may be advisable to mark the top of paper with a green dot on the left for "go" and a red dot on the right for "stop."

I-B, 05

14. Tape a 2' x 4' piece of paper (tagboard) to the floor. Ask students to pretend that this is a giant page from a book. Identify the top, bottom, left, and right side of the page by pointing and saying the appropriate word. Have students take turns following directions such as: put your feet on the bottom of the page; sit on the top of the page; place your elbow on the right side; hop to the left side. After group orientation, tape a sheet of paper on all desks and give each student a block. Following oral directions, students will place the block at the top, bottom, right, left, and side of the page.

I-B, 05

15. Tell a story using the words "left," "right," "top," and "bottom" (see story below). As the story is told, a student pretends to be the character and acts out the action of the character.

Jocko was a little, fluffy, long-eared puppy. One day he became very hungry, so he began to search for some food. He ran to the top and looked in his food dish. No food! He was quite disappointed; he slowly walked to his dog house on the right side of the page and lay down. Hearing a whistle, Jocko looked up and saw Todd, his master, coming out of the house so he quickly wiggled to the left side of the page. Todd gave Jocko a pat, but still no food. Jocko was so sad and, oh, so hungry, but suddenly he remembered that he had buried a bone at the bottom of the page near that big oak tree. He was so happy he rolled over and over to the bottom of the page and began to dig furiously.

I-B, 05

16. Prepare a transparency with a row of dots at the top and bottom. Flash the transparency onto the board. Let students draw connecting lines from top to bottom, saying the directional word as they write. This activity can also be used for left-to-right progression. Later students can use laminated pages, and eventually their own paper.

I-B, 06

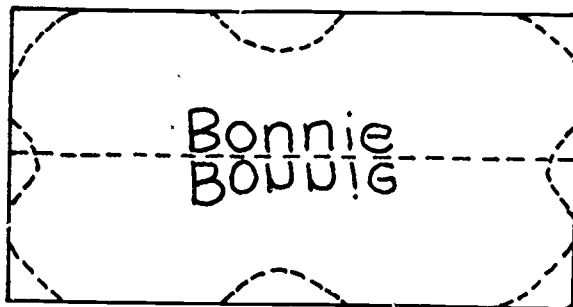
17. Write a student's name on a piece of tagboard (3" by 8") as s/he watches. Point out the proper procedures and proper sequence of strokes.

I-B, 06

18. Prepare an acetate pocket and name card for each student by taping a piece of clear heavy acetate to a piece of colored poster board. Names can be written on 3" by 8" tagboard. The student inserts his/her name in the pocket and, using a washable crayon, traces over each letter of his/her name in sequence. The student removes the card and compares his/her tracing with the writing on the name card. A piece of fabric or tissue may be used to erase the crayon from the acetate. Strokes may be numbered in sequence on the model.

I-B, 06

19. Have each student fold a sheet of paper in half and write his/her name on the fold with a crayon. Using a different colored crayon, s/he traces over the name again. The student continues doing this using four or five different colors. The student then folds the paper so that the name is inside. S/he rubs firmly on the outside so that the imprint will appear on the opposite page. Cut around the name to make a butterfly and hang it as a mobile from the ceiling.



I-B, 06

20. Give seasonal cutouts on which students write their names and use these to label lockers, desks, or other projects.

I-B, 06

21. Instead of calling the class roll, have students write their names on lists to be turned in. Lists may vary:
- Boys' lists and girls' lists.
  - Lists for birthdays in a given month.
  - Names that begin with certain letters, etc.

I-B, 06, 11

22. Make a class directory. Each student should enter his/her name and address in the directory, using his/her best handwriting. Copies should be made for distribution or display.

I-B, 07

23. Have students write their names in the sand box, on the chalkboard, etc.

I-B, 08

24. Demonstrate on the chalkboard how to make a letter emphasizing the starting point and the correct stroke direction. Students "skywrite" the letter in the air. Distribute duplicated sheets with the letter on it and have students practice writing it.

I-B, 08

25. Draw letters in dots. Let the student connect the dots to form the letters. Put a green dot where the letter begins and a red dot where the letter ends. This will help the student form the letter correctly. Letters may be laminated so that they can be used again.

I-B, 08

26. For a student with reversal problems, roll out long strips of molding clay. Have the student form letters with the clay. Next, have him/her trace over the letters with his/her index finger to feel the shape, then copy the letter on paper.

I-B, 08

27. Laminate an alphabet strip and tape it on each student's desk so that it can be used as a model.

I-B, 08

28. Use stencils and have students trace letters of the alphabet.

I-B, 08, 10

29. Use letter tiles (i.e., the letter tiles in "Scrabble") to make a design with three letters and have a student reproduce it. Increase the number of letters as the student becomes more capable. Then make one-syllable words to be reproduced.

1-B, 08

30. Organize a portable writing practice center in a box or plastic dish pan. Include laminated models of individual uppercase and lowercase letters of the alphabet, simple sentences, and each student's first and last name. Also, include three or four media (e.g., paint and brushes, lined and unlined paper, magic slates, practice library checkout cards, markers and pencils of all sizes, corn meal and tracing pen, fingerpaint and paper, clay, colored chalk, etc.). Students are to select letters and say the letters as they form them, using their chosen media. Vary media weekly to maintain interest.

1-B, 08, 09

31. Compose ten simple three- or four-word sentences using basic sight vocabulary. Students will enjoy silly sentences like the one below. Copy the first "sentence" across the 11 inch side of a ditto sheet, drawing large blank lines to indicate the letters and words in the sentence (see example). Copy and then cut them to look like a large "sentence" strip. Tell students that they have a magic strip. If they listen and follow directions carefully, a sentence will "appear." Dictate each letter of the sentence, pausing after each letter to allow students time to record it on the line. (Use terms such as: first, last, capital, small letter word, space, sentence, and period.) Encourage prediction. Have several students read the completed sentence. Write the sentence on a transparency. Assist individuals with corrections. Continue with other sentences.

Students may then take a sentence, cut apart the letters, scramble, and rearrange them in the original sentence using the transparency for reference. Have students glue the sentence on paper and illustrate it.

1.    — — —           — — — — —           — — — — —  
          (Bob)                   (bakes)                   (bats)

1-B, 09

32. Have students practice writing letters on the chalkboard.

1-B, 10

33. Put a handwriting sample inside a clear transparent term paper folder. Using transparency pens, have students trace over the samples.

1-B, 10

34. Prepare a transparency that is lined like writing paper. Choose words from the students' current reading vocabulary, students' names, riddles, couplets, simply silly sentences, etc. Write a word stroke by stroke on the transparency and have students emulate it on their papers. Demonstrate how to place the index finger of one's non-writing hand directly after the last stroke of the word. Leave the finger there and begin the stroke of the next word (finger space). Lift the finger and continue with the next word. Students do likewise. Upon completion of the word, pronounce it, and explain spacing.

1-B, 10

35. Compose simple class and/or individual poems (cinquain, couplet, haiku). Have students copy the poem on lined paper. After a "refined" copy is produced in pencil, students may trace their final copy with felt tip pens. Have students illustrate their poems.

1-B, 10

36. Have students collect items and pictures related to a unit of study. Have students make captions for the collection, bulletin board, or museum.

1-B, 10

37. Have students make labels for objects in the classrooms. Lead a discussion to decide the labels needed. Provide time for practice. Have students write with pencil, check letter formation and spacing, then trace with a marker.

1-B, 10

38. Have students keep a diary with each day's date and something special to remember about the day. As the student writes, observe the student forming the letters to be sure that the proper sequence is followed. Proper spacing between words and for margins should also be encouraged. Students can compare writing done in September to that done in December or April to see if handwriting has improved.



**I-B, 10**

- 39.** Group students who have difficulty with letter formation. Emphasize how letters are alike and different. Give individual help in where to begin the letter and how to form it. Group letters similar in formation.

a, c, e, o

d, g, q

i, l, t, k, j

b, h, p

m, n, r

f, u, s

v, w, x, y, z

Let students practice writing sentences containing words using these letter groupings.

**I-B, 10**

- 40.** Have students keep samples of their handwriting in a folder. At the end of each week, they submit their best paper to a committee who evaluates the form, spacing, and margins, and selects a "Scribe of the Week." The student's work is displayed at the writing center or elsewhere in the classroom.

**I-B, 11**

- 41.** Make a small house from construction paper for each student and write his/her name and address on the house. Tack the houses to the bulletin board. When a student learns to correctly write his/her address, s/he gets to take his/her house home.

**I-B, 12**

- 42.** Have one student model the correct writing position as other students follow his/her example. (Place the model's desk so that the class watches the model from a side view.) The model will demonstrate:
- Both feet flat on the floor.
  - Sitting tall and well back on the chair, leaning forward from the hips.
  - Writing arm on the desk except for the last few inches of the forearm and the elbow; the other hand relaxed and used for guiding the paper up or down, left or right as needed.
  - Paper in the proper position and the pencil held correctly.

Each student should be allowed to "model."

I-B, 12

43. For students having difficulty positioning the paper correctly, mark the proper position on the desk top with a masking tape frame. Use as long as necessary.

I-B, 13

44. Make a large set of cards with a letter written on each (in either upper- or lowercase). Distribute the cards so that each student has at least one card. As the alphabet is called out, the student with the correct letter stands up. Identify the letters you call out as uppercase or lowercase.

I-B, 13

45. Play "Concentration" or "Fish" with small sets of cursive cards. To keep a pair, uppercase and lowercase letters must be matched and named.

I-B, 14

46. Focus on difficulties that occur in joining certain letters (on, om, ov, oi, or, ve). Make up several silly sentences that require the use of these patterns. Let students choose and copy a sentence using their best handwriting. Illustrate and display. Example: Tom loves oily oven omelets.

I-B, 14

47. Have the student copy words or sentences in cursive form on lined paper. When finished, place a sheet lined with proper slants and spacing under the student's paper. (These are available.) Let students review their own writing. As they practice writing, have them use the form under their paper so that they learn proper spacing.

I-B, 14

48. Have the students write a paragraph on a topic of their choice or from a unit of study. Check individually for use of correct strokes in joining letters and correct spacing between letters and words. Each assignment should be checked and discussed with the student so that each may see and correct his/her handwriting errors.

I-B, 15

49. Tape a strip of masking tape across the student's desk at approximately a 45° angle. Give each student a sheet of paper and have him/her place the paper directly under and touching the tape. The slant of the paper should be approximately parallel to the writing arm. Demonstrate and explain.

## II. WORD ATTACK SKILLS

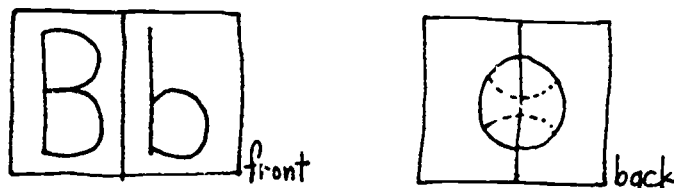
### A. Learns consonant symbols and sounds.

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II-A, 01

1. Make alphabet card puzzles. Put uppercase and lowercase letters on the card. On the back glue a picture of something which begins with the letter. Cut the cards in half between the letters. The student matches the letters and checks by seeing if the picture is completed on the back.

Example:



II-A, 01

2. Each day have a student circle the words in the class news that begin alike. Use several colors of chalk. Initially you may want to specify letters. "Today find all the words that begin with B, or b, I or i, and L or l."

II-A, 01

3. Print a poem, basal story, or choral reading on a large piece of chart paper. Share and discuss the work. Ask individual students to: circle in red all words that begin like a word you point to; place a dot above all words that begin with an m (point to an m word); put a black line under words that begin with a capital or small c; etc. Encourage students to repeat their direction before acting. Incorporate color, position, and shape words in your commands as well as point out letter configurations and names.

II-A, 01

4. Make blank books in the shapes of letters (begin with lowercase letters). Students locate pictures for words that begin with the letter of their booklet, and paste them on the blank pages. As students become familiar with a variety of letters, they may find and cut words from magazines and newspapers.

II-A, 02

5. Play "I Spy." Example: I spy something that begins like baby. It is blue. It can bounce. What is it? (ball)

11-A, 02

6. Make hand puppets out of small paper bags (dog, cat, goat, etc.). Print the name on the bag. Have the puppet "talk" to the students about how his/her name starts. Get the puppet to ask the students to find out words that begin like his/her name.

11-A, 02

7. Have students help you make a silly sentence that has words that begin with the same sound. Example: Silly Sally sat on sad Sam. Write it on the board and have students "read" it several times.

Copy the sentence on sheets and distribute. Discuss the meaning of the sentence and "read" it together again several times, emphasizing the beginning sound. Then let students have fun illustrating it.

11-A, 02

8. Draw a hopscotch game either outside or inside (using masking tape). Write the letters you have been teaching inside the areas. Have students hop down and back naming either the sound the letter makes or something that begins with each letter as they hop.

11-A, 02

9. Play "Missions." Divide the class into groups and have them locate objects that begin with a certain sound. "Today's mission is to find objects that begin with b." Have each group keep a record of the ones they find.

11-A, 02

10. Have each student draw or cut out a picture that begins with a certain sound and glue it to a small piece of tagboard. Slit the tops of some medium-sized corks and slide the cards into the slits. Put a thumbtack in the bottom of each cork. Let each student "launch" his/her sailboat into a container of water by telling what the picture is and its first letter.

11-A, 02

11. Emphasize a particular letter for one or two days depending on the needs of the group. On such days, relate as many activities as possible to the letter of the day. Use as many concrete objects as possible and label the objects, underlining the initial letter. Examples of "P" Day:
  - a. Introduce the symbol using students' names written on cards. Have students locate p's in each others' names.
  - b. Discuss the sound p stands for by giving each student a penny. Write penny. Have them find the p and say penny.
  - c. Show students a pot.
  - d. For snacks, have a "Popcorn Party." Discuss the p's found in popcorn and party.
  - e. Art activities can include "painting with purple."
  - f. Stories and songs can be about subjects that begin with p.
  - g. Cut a p out of construction paper and pin it to the student. At home, the student can look for things that begin with p.

11-A, 02

12. Picture cards, magazine cutouts, or small objects may be distributed among many types of containers, pocket cards, or shoe bags, labelled with appropriate initial consonants.

11-A, 12

13. Have students cut out magazine pictures to make group or individual charts for initial consonant sounds.

11-A, 02

14. Let each student write as many words as s/he can that begin with the same letter as his/her name. The student who thinks of the most words gets a small prize.

II-A, 02

15. Begin with a riddle such as: Jim likes monsters and motorcycles but not witches or cars. He likes marbles and mirrors but not guitars or drums. What are some other things Jim likes? The first student to write the answer gets to make a similar riddle.

II-A, 02

16. Have students write, then say, a tongue twister where one beginning sound is prevalent all the way through.

Example: "Peter Piper Picked..."

II-A, 02

17. Ask students to prepare a grocery store list categorizing all items with the same beginning sounds into one category.

Example:      soup      mayonnaise      bread  
                  soda      mustard      beans  
                  salt      milk      bananas

II-A, 02, 03

18. Collect a group of pictures that clearly illustrate several initial or final consonant sounds being studied. Discuss each picture. Place the pictures along the chalk tray. Write the word above each picture omitting the consonant letter. Together decide what letter would be needed to complete each word. Read each picture from left to right emphasizing the initial or final sound. After several sounds have been introduced and reinforced:

- a. Provide each student with a strip of paper with ten squares. Show the ten picture cards one at a time. Students write the letter that spells the sound in one square at a time. As more sounds are introduced and practiced, you may give words orally, omitting the visual aid.
- b. Divide students into two teams. Seat them on the floor behind one another facing the chalkboard. Show one of the picture cards. The first student to get to the board and write the correct consonant wins a point for his or her team. Later, use words and pictures that have not been introduced but have the same consonant sounds.

II-A, 02, 03

19. Build a class reference word wall. After discussing an experience such as a field trip, filmstrip, story, etc., record appropriate vocabulary on a chart. Words may be categorized by nouns, verbs, adjectives, and adverbs or by name, movement, and description. As students contribute words for the class chart, encourage them to assist with spelling. This is an excellent opportunity to apply phonic and spelling generalizations. "We talked about many animals today. Someone told us about a tiger. Is tiger a name of something, how something moves, or a describing word? Yes, it's a name. Sue, can you help me spell tiger?" Listen for the first and last sounds. Include blend and digraph spellings when appropriate. Students may work in groups to write words in categories.

II-A, 03

20. Play "Parrot." Hand out and review a duplicated sheet with pictures of words, most of which end the same. Help students to find the pictures with a different ending and cross them out. Then go back over the page and play "Parrot." Students should listen to you say each word and repeat the word three times. This will reinforce the ending sound.

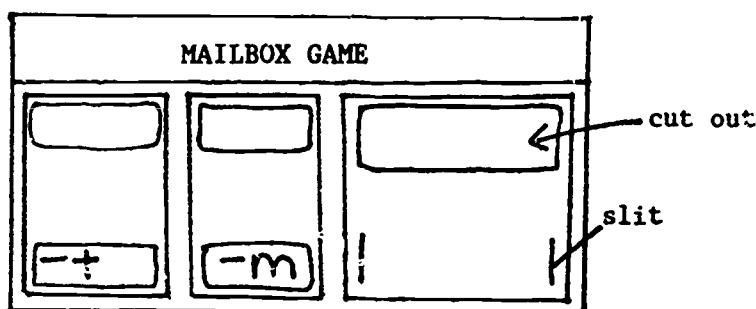
II-A, 03

21. Read aloud a pair of words. Have students fold their arms if the words end alike. Have them raise their hands if they did not end the same.

Examples:	hat	goat	(Students fold arms.)
	dog	run	(Students raise hands.)

11-A, 03

22. Play the "Mailbox" Game. Using a sheet of poster board and construction paper, make several mailboxes. Glue pictures which illustrate a particular final consonant on index cards. Have a student draw a card, say the word, and mail it in the correct mailbox. Activity may be used in a learning center if color-coded answers are provided.



insert in slits



11-A, 03, 08

23. Have individual students or a small group look through old magazines and catalogs to find pictures that end with a certain sound or sounds. Have them cut them out and glue them on index cards to be used in playing games (i.e., "Fish," "Old Maid," "Mailbox Game," etc.).

Variation: This activity may be used to search for pictures showing the various consonant sounds of *c* and *g*.

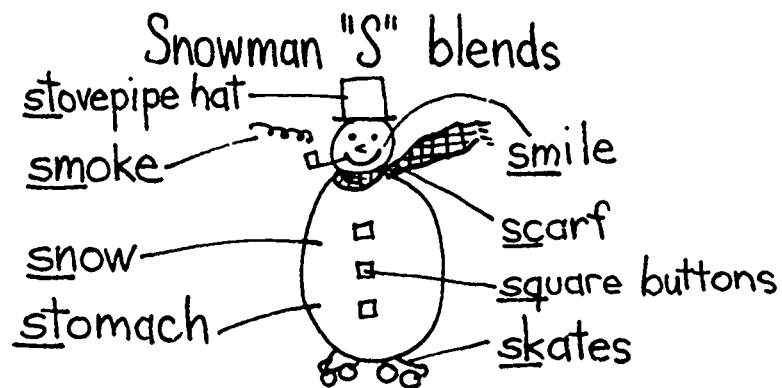


11-A, 04, 05, 06, 07

24. After students have had an opportunity to practice and apply spelling rules, have weekly spelling relays. Select fifty words from the word wall, charts, or basal vocabulary lists. Write each word on a card and underline the initial or final consonant blend, or digraph. Divide the class into two teams. Line them up facing the chalkboard. Draw one of the word cards and request the letter(s) for the underlined sound. For example: "Boat." Write the letter that represents the sound you hear? the end of boat." The first team members in line step to the board and record their answer. Each correct response earns a team point. You may provide for individual differences by choosing word cards that reflect each pair's ability.

11-A, 04

25. Blends may be easier to remember if introduced in groups: the l blends, s blends, l blends. A display incorporating the sounds may be used (see below). Students may collect other pictures or words to add to the display.



II-A, 04, 06, 07

26. Write blends across the chalkboard or tape a strip of masking tape with blends on it to the floor. Students slide an eraser along the ledge or floor. Wherever it stops, the student must give a word with that sound in the initial or final position.

II-A, 04, 06, 07

27. Write blends on the chalkboard for students to stand under or have students stand holding a card with the sound. Other students in the class "spin the blend" by calling out words with that sound. When a student hears a word with his/her sound s/he spins around. A student who fails to spin when his/her sound is called loses his/her place to the student who called him/her.

II-A, 05

28. Direct students to find as many words containing the following digraphs as they can in newspapers and magazines. From these words they can compile their own word lists. Use these lists with partners or small groups for spelling purposes.

Digraphs: wh (wheel), th (tooth), ch (which), sh (shop), ri (ring)

II-A, 05

29. Introduce digraphs with an activity that guides the student to hear and use the given sound. For example, sh might be introduced by using the story of the Shhville Sheriff. "The Shhville Sheriff doesn't allow any noisy gun shooting or loud shouting in his town. Sometimes he goes to the barber shop for a shave and shampoo. Sometimes he goes to the picture show. Sometimes he goes grocery shopping." Students fill in the blanks orally and help you add new sh words to the story.

For ch, you might create a story about Charlie Brown who likes to eat cheerios, cherries and cheese. He sits in a reclining chair. He helps his parents with the chores. He is happy and cheerful. He likes to play with other children.

Th might be introduced by Theodore Thistle, the Thinker. Theodore thinks happy thoughts. His favorite holiday is Thanksgiving. When he was a baby, he sucked his thumb. When he has a sore throat, his mother takes his temperature with a thermometer. He was born on a Thursday.

Whitney Whale who asks so many questions could be used to introduce wh. Whitney wants to know where the sun goes at night, why the tide goes in and out, which way is China, etc.

II-A, 05

30. Play "Pin the Tale on the Donkey." Laminate a commercial donkey or draw one on the chalkboard. Divide the donkey into sections and put consonant digraphs on his body. The student is blindfolded and puts the tail on the donkey. Wherever it touches, the student must give a word with the sound and use the word in a sentence.

II-A, 05

31. Have students create sentences using as many words as they can with a particular consonant digraph. Example: Sherry shined her shoes. Theodore's third theory was on thermal energy.

II-A, 06

32. Write the following three-letter consonant blends on the board: scr, spl, str, spr. Ask the students to write as many words as they can which begin with one of these blends. This may be a timed activity with the winner being the person getting the most words in a given length of time. Be sure to check for accuracy.

As a follow-up, use the words in writing a collection of couplets or some other poetry form. For example:

Spring brings puddles on sidewalks and street.  
Puddles just right for splashing feet.

Black cats - stretching, strolling, streaking in the night.  
Black cats - make me scream with fright.

II-A, 08

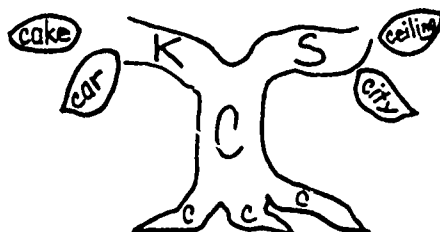
33. Involve students in compiling lists of words beginning with the initial consonant c or g. Categorize words beginning with ca, co, ci, ce, cu, and cy, for example. Guide students to make generalizations about the variant sounds of c and g. Encourage students to add to the list as they encounter further examples. Choose four to learn to spell.

II-A, 08

34. Play a game in which a student is given two cards, one labeled hard and one labeled soft. When a word is called the student holds up a card indicating the sound heard. If correct, the student writes the word on the board.

II-A, 08

35. Students may prepare a bulletin board featuring the sounds of c. One suggestion might be a divided tree growing from a system of roots. The roots and trunk are marked c and the branches k and s. Words illustrating the sounds of c may be written on leaves. Use the tree as a spelling resource.



II-A, 08

36. Follow the basic procedure above for the sounds of c and g. In compiling the lists, however, have students find examples in a story, poem, or choral reading. Encourage students to make the generalization for the hard and soft sounds of c and g. Make flash cards from the words compiled by the group. Students may use the cards to categorize words by hard and soft c and g as a spelling resource or spelling practice. After added study of the word lists, prepare simple sentences for dictation. Let students check their own work.

II-A, 08

37. Write the letter s after the word that has the soft sound of g.

- |                |                |                  |
|----------------|----------------|------------------|
| 1. stage _____ | 6. gun _____   | 11. magic _____  |
| 2. page _____  | 7. good _____  | 12. ginger _____ |
| 3. gypsy _____ | 8. gills _____ | 13. guide _____  |
| 4. giant _____ | 9. game _____  | 14. gift _____   |
| 5. gum _____   | 10. age _____  | 15. bridge _____ |

II-A, 08

38. Extend the concept of c and g as variant sounds by having students write and illustrate alliterative sentences or phrases. (Certain cities celebrate circuses.) It may be helpful to share poetry or Dr. Seuss' stories as examples.

II-A, 08

39. For the soft sound of "c," play store. "If I had a cent, I'd buy a \_\_\_\_\_ (city, circus, cereal bowl, etc.). Students make pictures of objects and take them home in a brown paper bag.

II-A, 08

40. Use both sounds of c or g to make an original cinquain (pronounced sin kane: a five line poem, usually 2, 4, 6, 8, 2 syllables, composed of a noun to which are added successively an adjective, a verb, an adverb, and a restatement of the noun). List nouns on the board and have students think of verbs, adjectives, and adverbs to complete the pattern. Discuss the different sounds. This activity can be correlated with spelling units.

Example for "g".

Giraffe  
Giant giraffe  
Giant giraffe galloping  
Giant giraffe galloping gaily  
Giraffe

II-A, 09, 10, 02, 03, 05, 08

41. Have students listen for a certain sound while you pronounce a word. They must decide if the sound is at the beginning, middle, or end of the word. Students respond by holding up a card with the words beginning, middle, or end. (Each student should make his/her own cards to hold up.) Sample words for the g sound: crumple, pig, supper, jump. For words like pepper and pump, the student would hold up two cards.

II-A, 09, 10

42. Give students lists of related words with the medial sound omitted. Students are to fill in the letter or letters which make the medial sound.

Example:

Spring

tu\_\_ips

flo\_\_ers

sho\_\_ers

ro\_\_in

Foods

a\_\_le

le\_\_uce

bu\_\_er

ca\_\_ot

je\_\_y

ca\_\_age

Sports

te\_\_is

so\_\_er

swi\_\_ing

jo\_\_ing

II-A, 09

43. Have students design "Word Puzzles." Give them a strip of consonant letters to glue in the center of a page or dictate letters to be written in the center of a page. Students think of letters that would go before and after the medial letter to make a word. Instead of writing the letters, however, the student puts blanks for each letter. S/he then writes a sentence clue to the word's identity.

Example: \_ \_ m \_ \_ , \_ \_ l \_ \_ , \_ \_ g \_ \_

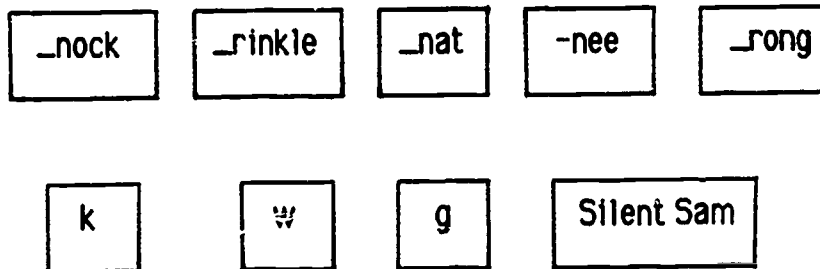
- On your sandwich, you have lettuce and (tomato).
- Another word for crayon is (color).
- Before cars, people rode in a (wagon).

This can be used as hangman game.

II-A, 11

44. Using a grab bag and index cards, make a silent letter game. Put words with the silent letters omitted on some cards and put the silent letters on others. Put "Silent Sam" on one. Students play like "Old Maid," matching words to their silent letters.

Example:



II-A, 11

45. Play "Top of the Line." Divide the class into two teams by forming two lines. The first one in line is the leader. Pronounce a word that begins (or ends) with a silent consonant combination (kn, wr, gn, etc.) The leader of Team No. 1 must give the correct letter combination. If correct, s/he goes to the end of the line; if not, s/he must stay. Team No. 2 then takes a turn. Alternate play between the teams. The first team to have its leader back at the top of the line wins.

II-A, 11

46. Make a game, "I Can't Hear You."

Mark each of three large posterboard pieces ("gameboards") as shown:

k	c	t
gh	gh	w
t	b	b

t	gh	k
t	b	c
k	v	t

t	b	x
gh	k	gh
c	t	w

Write these words on 2" x 2" cards and place them in a manila envelope.

know	bright	often	sack	comb	write
knee	flight	fasten	clock	thumb	wrist
knight	might	soften	black	lamb	wrong
knew	slight	frighten	trick	climb	wreck
knit	blight	moisten	pick	crumb	wreath

Students play according to the following instructions:

- Remove cards from the envelope and place them, face down on the desk.
- Select a gameboard.
- Turn over only five of the cards.
- Place each card over the silent letter it matches on the board.
- If you have three in a row like tic-tac-toe, you win. If not, return those five cards and select five more.
- Continue matching until you have three in a row.

II-A, 11

47. Make the game "Batter-up."

Make nine bats out of poster board. On each bat, print one of the following words on one side and its corresponding number on the other. (The numbers on the reverse-- hidden--side make this game self-checking.)

known - 1	climb - 4	praise - 7
night - 2	write - 5	hour - 8
black - 3	came - 6	debris - 9

Make nine balls (circles) out of poster board, putting one of the following pictures on each circle:

1	2	3	4	5	6
knife	light bulb	clock	comb	wreath	bone
7	8	9			
snail	ghost	island			

Students play according to the following instructions:

- a. Remove pieces from the folder and place them face up on the desk.
- b. Match the balls with the bats by matching the words with silent consonants to pictures with the same combination.

II-A, 11

48. Prepare a list of several words that have a silent initial consonant (kn, wr, gn). Suggested words include: gnarl, gnome, wrench, wreath, knife, knock. Tell the students that you want them to help you write some new words. Say the first word--gnarl. "Has anyone heard of this word before?" Encourage students to clarify meanings. Define unknown words. "Can someone help me spell gnarl?" Elicit students spelling for the words recording them on the board or transparency. "Do we all agree on these spellings?" Direct the discussion toward understanding that some consonant combinations are difficult to enunciate so the first letters are not sounded. Rewrite the words. Let students try to pronounce the silent consonant letters. Cross out the silent consonant in each word. Let students contribute additional words to the list.

Make a poster entitled, "Watch Out for Sneaky Consonants--They Don't Make a Sound." Divide into three columns. Label each with a silent consonant letter spelling. As students encounter additional examples in daily activities and reading, they may record them on the chart.

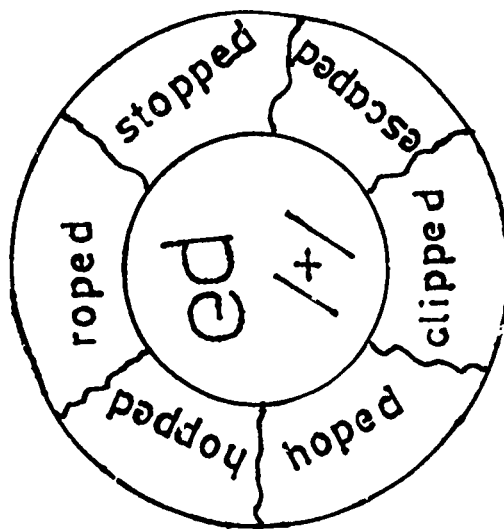


11-A, 12

49. Play "Baseball." Designate areas in the room, home, first, second, and third as base. Place a stack of cards at each base. On the cards, print words ending with s, z (z), ed (t), and ed. The first "batter" goes to home plate, "gets a hit" by taking the top word card, naming it, and saying the sound of the ending. If correct, the batter proceeds to first and the next batter comes up. Both batters then take a turn reading a card. If correct, they proceed to the next base, and other batters follow in turn. Each batter tries to go around the bases to score a run. If a student answers incorrectly, s/he is out and must sit down until his/her turn comes up again. If a batter answers correctly at third base, s/he proceeds to home plate and prints his/her name on the board for a "home run." The student with the most runs wins. (A gameboard could be made and used with a small group.) Use words from the student's sight vocabulary. The game can be used to teach other skills.

11-A, 12

50. Make "Disco Sound" for an individual seat game. To make the game, cut out eight posterboard circles with 5" diameters, mark as shown in the illustration, and place in an envelope or folder. Play, using the following directions: Remove the game pieces from the folder. Place small round posterboard pieces (center of record) face up on your desk. Fit other pieces around it so that it will form a record. Each piece must have a word that matches the sound on the center of the record.



II-A, 12

51. Play "Candyland." Write words containing consonant letters that represent more than one sound on index cards. Play with "Candyland," "Sorry," or any commercial or teacher-made game board following rules as usual; but, before each student can move, s/he must draw a card and tell the sound the underlined letter makes in that word.

hopped

furniture

nation

jumped

II-A, 12

52. Play "Ears Up." Make a set of word cards with nouns ending in plural s and verbs ending with ed. Write s, z, t, d, and ed on the chalkboard. Divide the class into two teams. A member of Team A takes the top card from the stack, reads it, and places the card under the letter which stands for the sound s/he hears at the end of his/her word. Team B has the next turn. Play alternates. The others listen carefully to verify or challenge the play. Each correct answer gets a point. The team with the highest score wins. Select words from group's spelling words or sight vocabulary.

## II. WORD ATTACK SKILLS

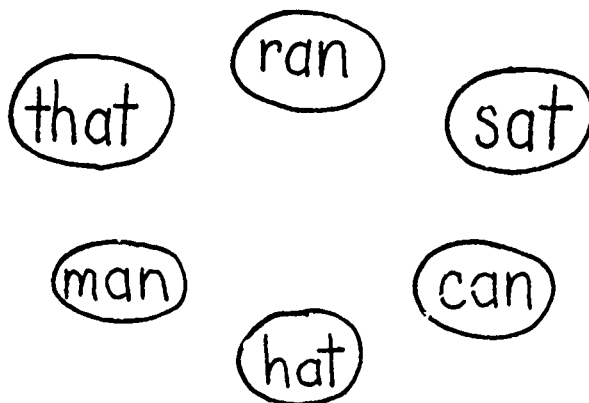
### B. Learns vowel symbols and sounds.

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II-B, 01

1. Play "Cross the Brook." Print words which contain the same short vowel sound on "rocks" to cross the brook. This may be done on the board or on the floor.

Example:



Let students take turns crossing the brook. This may be varied by "Climbing the Mountain", "Going to the Moon", etc.

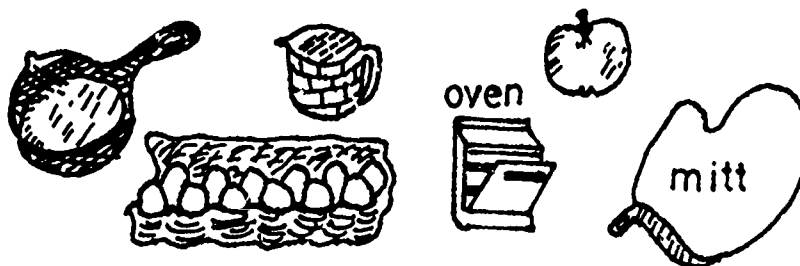
II-B, 01, 03

2. Write a list of long and short vowel words on a chart. Use as many words as possible from reader and basic word lists.

Using a flashlight, one student at a time comes to the chart, shines the light on a vowel, and says, "I can light up a vowel. It is (name or sound of vowel) and it is (long or short)."

11-B, 01

3. Make tagboard pictures of items found in the kitchen as shown. Have students put the items on the proper "shelf" in the pocket chart.



o
e
i
o
u

11-B, 01

4. Read some of the Dr. Seuss books such as Cat in the Hat and Fox in Sox. Have students write their own stories employing a single vowel word.

11-B, 01, 03

5. Have students form a circle with one student in the center. The student in the middle says a vowel, short or long, and points to a classmate who produces a word with that vowel. If correct, the new student takes a turn in the middle of the circle.

11-B, 01, 03, 05

6. Trace a picture of a long-bodied animal and a short-bodied animal on caktag or cardboard. (Example: kangaroo, koala bear). Mount them on the bulletin board like a pocket. On small cards, print words with long and short vowel sounds. Be sure to include words with digraphs which have the long vowel sound such as play, paid, each, boat, meet. Ask students to take turns placing cards in the correct pockets, or have students write the words in a list under the correct vowel sound.

11-B, 01

7. Ask students to number their papers. As you call out one-syllable words with a short vowel sound, they are to write the vowel they hear.

11-B, 01

8. Divide the class into two teams. Call out one-syllable words with short vowel sounds. Each contestant will write on the chalkboard the vowel sound heard. A student who misses a sound stays in the game, but the captain of the opposing team chooses a member from the other team as a forfeit.

11-B, 02, 04

9. Give each student a cigar box with flannel applied to the inside of the lid. The box should contain squares of tagboard with a letter of the alphabet written on each one. Letters and vowels used more frequently should be repeated on several cards.

Call out a word for each student to spell on his/her flannel board. If the word is misspelled, help the student spell it correctly.

11-B, 02, 04

10. Distribute letters of the alphabet so that each student has one or more letters. Call out a word. Students who have letters contained in the word come to the front of the room and they arrange themselves in the right order while the rest of the class checks that the spelling is correct.

11-B, 02, 06

11. Give ten students a strip of tagboard with a consonant letter printed on it. Hand three students strips with a vowel. The student with the vowel looks around to find two consonants to form a word. The consonants stand on each side of the vowel. This may be played with short words with single vowels or vowel digraphs (ai, ea, ee, and oa).

11-B, 02, 04

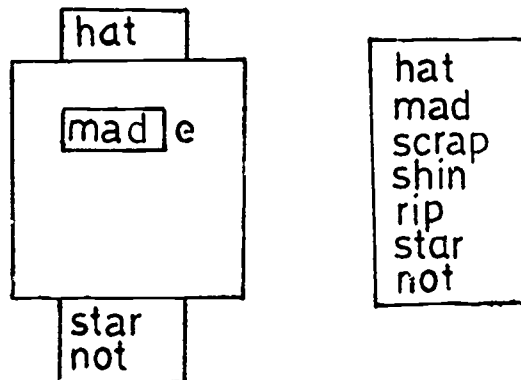
12. Collect the following materials: bean bags, spelling words on index cards, and a toss board.

8	9	10
5	7	
	6	
4	3	
2	1	

Divide students into groups. A student from one group tosses the bean bag. A student designated as leader calls out a word from the spelling word stack. If the student spells the word correctly his/her team gets the points shown on the toss board and s/he goes to the end of the line. If the word is missed, no points are given and the student goes to the end of the line. The next team has a turn. After a given time or a given number of spelling words, the game is over, with the team scoring the most points the winner.

11-B, 03, 04

13. Construct a slide viewer from cardboard and write list of words on strips of manila paper. Words must make a new word when e is added. Have students say the words to a partner and tell the vowel sound.



11-B, 05

14. Write a word containing a vowel digraph, such as meat. Then have a student read this rhyme.

Here is a word. It is "meat."

Change the first letter,

Now it is \_\_\_\_\_

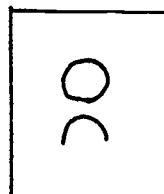
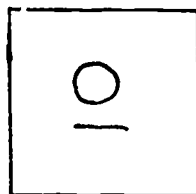
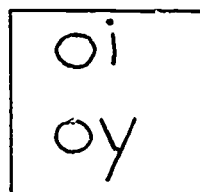
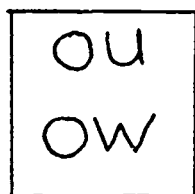
(heat, peat, seat)

11-B, 07

15. Play "Vowel Ping Pong." Divide the class into two teams. Write on the board one syllable words containing the vowels ou, ow, oi, oy. Team 1 "serves first" by reading a word and giving the vowel sound. Team 2 "returns" by saying another word with the same vowel sound. Another word is then read and Team 2 "serves." Continue the game, alternating the "serve" between the two teams. If the "server" does not get the correct answer, the opposite team wins the point. If the "returner" cannot give an answer, the opposite team wins the point. The team with the most points wins.

11-B, 07

16. Play "Countdown." Prepare four vowel cards as shown. Have students sit in a circle. One student stands in the center of the circle with eyes closed, turns around several times, points to a classmate in the circle, shows one vowel card, and begins to count down from ten to one. The student selected must name a word that contains the vowel sound shown on the card before the student in the center finishes counting. If the student names a word, s/he takes the place of the one in the center. If not, the student in the center takes another turn.



11-B, 07

17. Play "Runner and Scribe." Divide the class into several teams; and have each team choose a "runner" and a "scribe." Each "scribe" is given slips of paper of a different color. Write on the chalkboard one of the following vowel symbols: ou, ow, oi, oy. Each team thinks of a word that contains that vowel sound, and the "scribe" writes it on a slip of paper. The "runner" takes it to the teacher who accepts only the first correct answer. Continue the game by writing another symbol on the board. The team with the most slips turned in wins the game.

11-B, 07, 08

18. Prepare a wheel with eight parts. On each part print either oy or oi. Attach a spinner to the middle of the wheel and have a student spin it. If the spinner lands on the oi or oy letter combination the student must correctly pronounce and spell a word using this combination to obtain a point. You may wish to provide a free space in which the student is given the opportunity to choose either of the combinations. This will increase interest in the game.

11-B, 07, 08

19. Have students classify words according to sounds of ow.  
Example: Draw one line under ow as in show.

<u>blow</u>	towel	crown	how	low
town	bowl	flowers	howl	window
arrow	below	pillow	slow	yellow
brown	bellow	shower	snow	towels
flow	show	know	down	fellow
vowel	tower	plow	know	sparrow
crow	power	throw	cowboy	blowing

11-B, 10, 12

20. Play "Vowel Rummy" with six to eight players. Make sets of word cards that contain the vowel u or vowel i sounds, having an equal number of cards for each sound used. Shuffle cards and place them face down. Each player takes a card from the top of the deck. The first player then draws a second card. If this card has the same vowel sound as the one in his/her hand, the player has a "book," places it face up on the table, and draws another card to keep. If the vowel sounds are different, s/he returns one of the cards to the bottom of the deck, and play continues. The first player to match three pairs of cards wins.



II-B, 10

21. Play "Keep Away." Make a set of word cards, each showing a word with the short or long sound represented by i, e, or u, or the sound represented by i, e, or u when followed by r. Choose two students to begin the game. Hold up a word card and name the word. Give the card to the student who names the sound first. The loser sits down and the winner competes with another student. The student with the most cards at the end wins.

II-B, 10

22. Make vowel anagrams. Prepare a ditto sheet with a list of words like the following. Ask students to create different words by adding the letters indicated and rearranging the letters in the original word. Students are to underline the vowel sound in the new word. The student with the most new words in the specified time wins.

1.	wart	add e	<u>answer</u>
2.	germ	add e	water
3.	nerve	add e	merge
4.	shirt	add t	veneer
5.	cross	add e	thirst
6.	tar	add e	score
7.	sure	add p	tear
8.	veer	add l	purse
			lever

II-B, 10

23. Write the names of songs, containing er, ir, ur, or, or ar on sentence strips, as shown. If a student can add the missing letters to spell the word correctly, s/he gets a chance to sing the song. Examples:

The Star Spangled Bann\_\_

I've Been W\_\_rking on the Railroad

P\_\_ple People Eater

Happy B\_\_thday To You

Teensy Weensy Spid\_\_

Greenback Doll\_\_

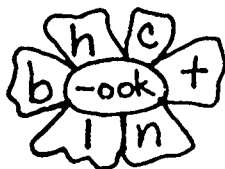
11-B, 12, 13, 10

24. Play "Variant Vowel Tic-Tac-Toe." Instead of marking squares with x and o, each student is given a vowel pattern such as e controlled vowels, oo, etc. The student writes a word with that sound instead of x or o in the squares.

bird		book
	moon	
		car

11-B, 13

25. Use colored construction paper and make some flowers with petals. On the center of the flower print the desired vowel sound and a final sound. Laminate and place the flowers in the center and allow individuals or a small group to work together. Have students use a crayon or grease pencil to write beginning sounds on the petals to make words. Let them share with the class. Later, the beginning sounds can be wiped off and the flowers used again.



11-B, 13

26. Have students make sentences incorporating as many of the variant sounds as possible: "The sonic boom shook my room."

11-B, 14

27. Make picture word cards naming rhyming words with different spellings (pear, hair, dare, fair, etc.). Explain that sometimes words may rhyme but are spelled differently. Write the words on the picture cards to show this. A set of playing cards may be made with these picture word cards. Play a game like "Fish."

## II. WORD ATTACK SKILLS

### C. Recognizes verbs in inflected forms.

II-C, 01, 06; II-A, 12

1. "Verb Variations." Make the chart below and write the word list on the chalkboard (or make a ditto sheet). Students are to change the base words in the list according to the headings on columns 2 and 3 and answer the questions in the headings for columns 4 and 5. Also, allow students to select their own base words and exchange them with other students.

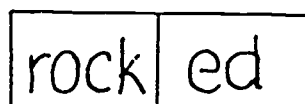
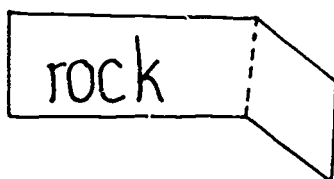
Column 1	Column 2	Column 3	Column 4	Column 5
Base Word	Add s or es	Add ed	ed represents d, t, or ed?	ed adds syllable?

Sample Word List: add, coast, hammer, escape, load, babble, order, erase, snort, refuse, afford, drain, guard.

II-C, 01, 03, 06

2. Make fold-out word cards. Put the root word on one side of the card and an inflected ending on the other side, so that when the side is folded back the inflected form shows. Have students pronounce the root word and its inflected form and use them in sentences.

Example:



II-C, 01, 03, 06

3. Help students construct a root-word mobile made from a hanger. Cut pieces of construction paper into rectangles; punch holes in the center, the top, and bottom of the rectangles; and give each student as many rectangles and pieces of string or yarn as there are new words being studied. Write the root word on one side of the rectangle. On the other side, write the root word with an inflected ending. Have students attach the rectangles to the hanger with yarn.

II-C, 01, 03, 06

4. Have each student write two forms of a word, each one on an index card. On one card they will write the root word; on the other, the word with an ending. Have students shuffle their cards. Divide students into pairs, naming one as the first player. Both players will turn over cards at the same time from their respective decks until a match of a root word and its inflected form appears. The first player must read the matched set correctly to claim the cards. If s/he does not, the second player has a chance to try to claim the set. The game continues until all cards are matched and pronounced.

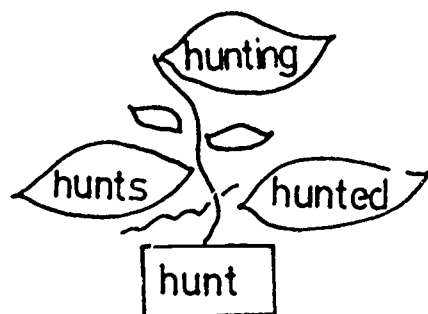
II-C, 01, 03, 06

5. A bingo game may be used for practicing inflectional endings and no change in the root word. Write the root words across the top of the card, and in the squares below write the endings as illustrated. When a word is called, the student looks down the column under the root word to find the correct ending needed, and places a disc in the correct square. Regular Bingo rules are followed:

play	jump	drift	lift
s	s	s	s
ed	ed	ed	ed
ing	ing	ing	ing

II-C, 01, 03, 06

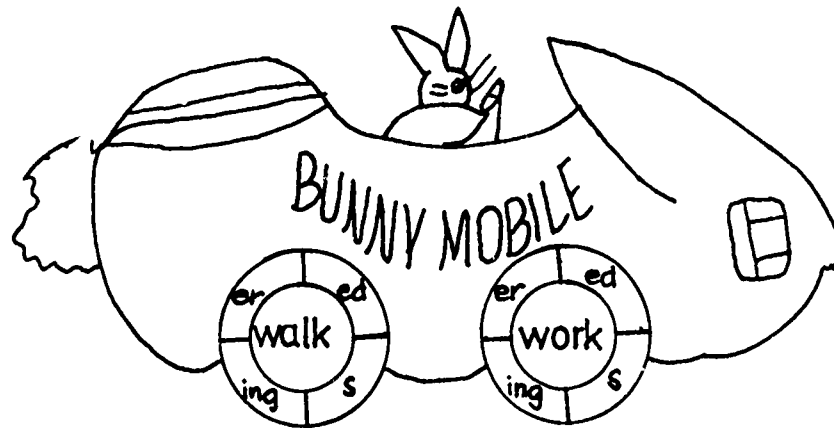
6. Have each student grow plants from root words as illustrated below:



II-C, 01, 03, 06; III-A, 07

7. Have students design some mode of transportation with wheels (around holidays one might design a "Bunnymobile"). Attach a hub to each wheel with a brad. Write a root word in the hub. Around the hub put endings. The student makes words by adding the endings to the root. On the back of the vehicle write sentences or a story incorporating the words. (This activity can also be used to teach compound words.)

Example:



II-C, 02, 04, 05, 07, 08

8. Show students that changes take place in some root words when endings are added. Place some examples on the board (e.g., run/running, hit/hitting). Write endings in different colored chalk. Ask students to think of words that might be changed this way. Have students skim through their texts to locate such words and write them. Set a time limit to see who can come up with the most words that are like the ones being studied. Finally, students may copy the words and their inflectional endings.

II-C, 02, 04, 05, 07, 08

9. Let students read through library books or basal readers to locate words without endings that fit in the above category. Have them write their names at the bottom of the page and drop the list into a box. Later, each student draws a slip from the box, writes the correct endings for each word on the list, and returns it to the originator for checking. Have students exchange word lists, discuss the number of words they found, and try pronouncing them.

II-C, 02, 04, 05, 07, 08; VII-D, 11

10. Write several paragraphs on two-thirds of a ditto sheet. Omit inflectional endings under study and have students fill in the endings.

II-C, 04, 07, 05, 08, 03, 06

11. Ask students to look through magazines or books and find five words in which the final e has been dropped before adding ed or ing, five words in which the final consonant is doubled before adding ed or ing, and five words in which the root is not changed before adding ed and ing.

II-C, 04, 07, 05, 08, 03, 06

12. Using the chalkboard or a chart, make three headings:

Drop the e      Double final consonant      No change in root word

Call out words and ask the students to write them under the correct headings.

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## II. WORD ATTACK SKILLS

### D. Recognizes plural and possessive forms of nouns.

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II-D, 01, 02

1. Write on the board a group of words in which some are singular (some ending in s) and others are plural with s and es endings. Pronounce all the words for the students. Then tell them that you will pronounce a word and if it means one thing should raise one hand. If the word you pronounce means more than one, they should raise two hands. Repeat this process until each word has been read.

II-D, 01, 02

2. Explain that the s ending added to a word adds only one sound, but that the es ending produces two sounds. Write examples on the board and have volunteers come up and add the appropriate ending after you have pronounced it. Next, write a few examples on the board of root words without their endings; pronounce them in their plural form, and ask students to write the root word and correct ending on their sheets. Write the correct form so students can immediately correct their own errors.

II-D, 01, 02; VII-D, 02

3. Write the headings s and es on the board. Read a group of related words, and have students write plurals under the appropriate headings. Ask students to write a story using as many of the related words as possible.

Example:	<u>S</u>	<u>ES</u>
	dock	fish
	tag	box
	ship	inch
	river	lunch

II-D, 01, 02, 04

4. Print some cards with s, es, and ies endings. Place noun flash cards in the chalk tray. Let the students select a noun card and a card with the appropriate ending, and put them together. Remind them that if they use the ies ending, they must cover up the final letter of the word.

11-D, 01, 02, 04, 07, 05, 06

5. Assign each student a plural word. Have the student write a sentence using the word, and then illustrate it. When their pictures are complete, the students hold them up for their classmates to guess the sentence each represents. Some sample words might be: berries, books, elves, deer, beaches, etc. As students give their sentences, listen for correct usage.

Example:

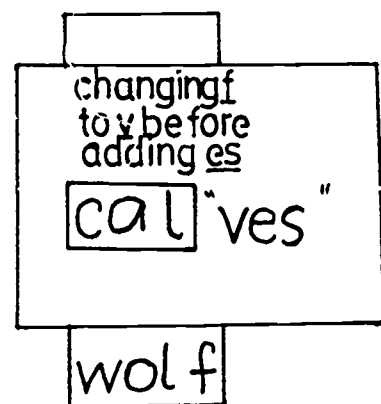
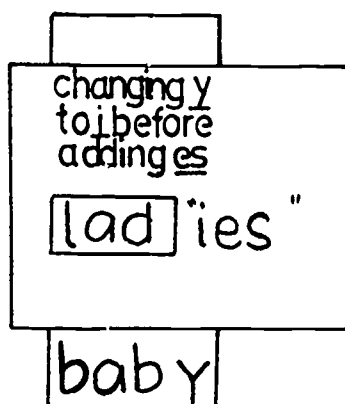
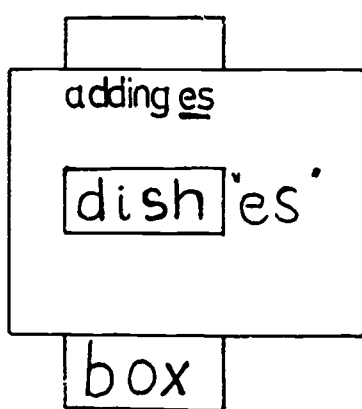


The berries are ripe.

11-D, 01, 02, 04, 07

6. Make a tachistoscope out of a legal-sized envelope. Cut off both ends and make a window in the center so that a word strip shows through. On the word strip write a singular noun so that when it is inserted in the envelope only the part needed to form the plural will show. Make envelopes to show adding s, changing y to i before adding es, changing f to v before adding es.

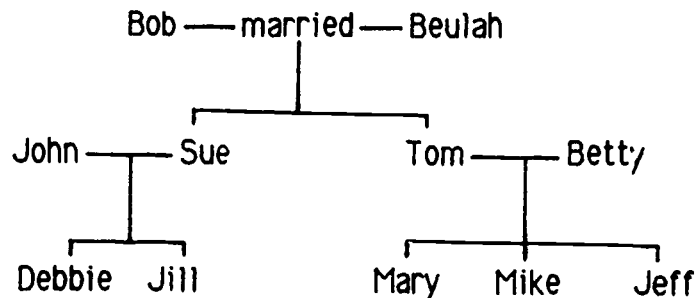
Example:





II-D, 03; VI-B, 26; VII-D, 05

7. Draw a family tree on the board. A discussion of family trees may be included. Each student is to use the family tree as a reference to fill in the following information. Apostrophes must be used in the answers.



1. Bob is (Beulah's) husband.
2. Tom is (Sue's) brother, and (Betty's) husband.
3. Sue is (Bob's) (Beulah's) daughter and (John's) wife.
4. Mike is (Tom's) (Betty's) son.
5. Mike and Jeff are (Mary's) brothers.
6. Jill is (Debbie's) sister.
7. Jeff is (Tom's) (Betty's) son.
8. Beulah is (Sue's) (Tom's) mother.
9. Debbie is (John's) (Sue's) daughter.
10. Mary is (Tom's) (Betty's) daughter.

II-D, 03

8. Have students list five things they own, then add their names before each one, using the possessive form: 's.

II-D, 03; VII-D, 05

9. Have students write on slips of paper singular and plural possessive phrases such as: the class of the girls, the bike of the boy, the rattle of the baby, the toys of the children, the dresses of the ladies, etc. Let them fold these and drop them in a container. Divide the class into two teams and ask students alternately to draw a phrase and write the possessive noun for the phrase on the board. The team scoring the highest wins.

II-D, 03; VI-B, 26; V-C, 03, 04

10. Have students write stories incorporating as many possessive nouns as possible. Exchange papers for reading and correcting. Share some with the entire class.

II-D, 05; VII-D, 03

11. Have students skim their library books, basal readers, or language textbooks to locate singular words that would have irregular plural spellings. Have each student list these on a sheet, write his/her name at the top of the list, and drop it into a box. Afterwards, each student draws a slip from the box, writes the correct plurals, and returns it to the originator for checking.

II-D, 07; VII-D, 03

12. Divide the class into two teams. Pronounce three singular nouns that have irregular plural forms such calf, half, leaf. Have one student pronounce and spell the plurals in the same sequence. The team gets one point for each correct plural pronounced in the correct sequence. Alternate with other nouns until everyone has had a turn. The team with the most points wins.

## II. WORD ATTACK SKILLS

### E. Uses syllabication to aid pronunciation.

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II-E, 01

1. Make a first-name card for each student. Arrange all cards in stacks according to the number of syllables. Say the names in a chant, going from one-beat names to four-beat names. Have students join the chants. The cards can be changed to include things, places, animals, etc.

II-E, 01, 02, 03

2. A group cinquain can be used to teach rhythm in syllabication. Write a title on the board. Students add a line until the five lines have been completed. The pattern and an example are below:

Line 1 - two syllables

Line 2 - four syllables

Line 3 - six syllables

Line 4 - eight syllables

Line 5 - two syllables

Tiger

Large and angry

Crouching, stalking, leaping

Feeding on fearful animals

Ruler

Rhyming syllable patterns can also be used to create limericks, tankas, or haikus.

II-E, 01, 02, 03

3. Construct a spinner with numerals from 1 to 4. Four players take turns spinning while one keeps score. When the arrow stops on a numeral, the student must pronounce a word with that number of syllables. Words can be limited to subject area vocabulary such as social studies, health, reading, etc. Words may not be used more than once.

II-E, 02

4. Make fish-shaped cards. On each card write a two-syllable word. Attach a paper clip to the tail. Place mixed up cards, word down, on a table. With a magnet, pick up a fish. Look at the word, say it by applying known rules, and tap out the syllables.

II-E, 03

5. Draw a picture of caterpillar and duplicate it. Have students write three syllable words on the parts of the caterpillar and cut between each syllable. Mix the syllables up. Students reconstruct the caterpillar and spell the word orally by syllables.



II-E, 04, 05, 06, 07

6. Pronounce words demonstrating a particular syllabication rule. Have students listen carefully and clap for each syllable heard. Call attention to the fact that there are as many syllables in a word as there are vowel sounds.

II-E, 04, 05, 06, 07

7. Write three or four words on the board and divide them according to a particular generalization. Have students note the consistent syllable pattern and see if they can inductively determine the generalization.

Example:

1. sun/ny, ten/der, hap/pen, pic/nic (VC/CV generalization)
2. Ba/by, mo/tor, so/da (V/CV principle)
3. ta/ble, ma/ple, un/cle (C/LE principle)

II-E, 04, 05, 06, 07

8. Make a poster stating the syllabication generalizations. The poster should be in a view at all times and reviewed periodically as rules are added. Rules should be simply stated. Their purpose is to aid pronunciation--not to produce perfect word division.

Prepare a set of words to be divided into syllables. Have each student prepare a set of cards numbered 1 to 6. Hold up a word to be divided into syllables. Students look at the chart to see the generalization applying to that word and hold up the numeral to show the generalization used. Call on a student to pronounce the word and use it in a sentence.

II-E, 04, 05, 06, 07

9. Play "Pop the Balloon." Draw several balloons on the board and print two-syllable word on each balloon. A student takes a turn trying to "pop the balloon" by reading the word and dividing it into syllables. If correct, s/he may "pop the balloon" by erasing the word. A new game begins when all the balloons are "popped."

II-E, 04, 05, 06, 07

10. Play "Swap Shop." Make a set of word cards containing two-syllable words. Divide the class into two teams--the "Shopkeepers" and the "Swappers." Distribute cards to both teams. The first "Swapper" writes his/her word on the board, and the first "Shopkeeper" must divide the word into syllables. Reverse the play. If both answer correctly, they trade cards and the next pair have a turn. If one answers incorrectly, s/he must give his/her card to the other. Score one point for each card held at the end of the game.

II-E, 04, 05, 06, 07

11. Have students sit in a circle, choose five two-syllable words from a text, divide the words into syllables, and write each syllable on a separate square of paper. (For example, happy would be hap on one paper and py on the other.) Place all the papers in a box, and mix them up. Give five papers at random to each student. Students try to form words using their squares. If they use two to form a word, they draw two more from the box to replace them. When the teacher says "switch," each student selects any three of his/her squares to pass to the next person. Continue in the same way until students have switched several times. The student with the most words is the winner.

### **III. VOCABULARY**

#### **A. Develops basic vocabulary.**

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III-A, 01, 02, 04

1. Cut out squares, circles, triangles, rectangles, etc. from construction paper of various colors. Make these shapes in three sizes, about one inch, two inches, three inches. Give each student a set so that s/he has at least three of each shape and size and a variety of colors. Write out a list of instructions that could be used with these shapes.

Example:

1. Put all the triangles in a row.
2. Put all the circles below (on, under, etc.) them.
3. Put one circle in the middle of your dish.
4. Put a blue shape on the right, etc.

Use only a few concepts at a time. Vary the activity by varying the instructions.

III-A, 01

2. Divide a large sheet of newsprint in half. Label the halves "Top" and "Bottom." Have students cut out pictures that show the tops and bottoms of objects and create a collage on each side of the paper.

III-A, 01, 02

3. Use a concrete object, such as a stuffed animal or a book. Have students place it on the table, and on top of a stack of blocks, in front of the teacher's desk and behind it, beside the wastebasket, etc.

III-A, 01

4. During holiday seasons, reinforce the terms top and bottom (i.e., the top of the pumpkin, the star at the top of the Christmas tree, etc.).

III-A, 01, 02

5. Give students paper divided into three sections. Tell them to draw different holiday objects at the top, bottom and middle sections (i.e., Halloween--ghost, pumpkin, black cat, etc.).

III-A, 01

6. Give students a pattern for stringing beads, showing top to bottom rather than from side to side. Have them match the pattern card with the string and beads.

III-A, 01

7. Group students around a table or box. Give each student a paper cup. Direct them to place the cup on the table, off the table, over the table, below the table, above the table, near the table, far from the table.

III-A, 01, 02

8. For the concepts in a row, next to, beside, etc., randomly pass out a large letter of the alphabet to each student. Call out letters one at a time so that students end up in a row. Give directions which require students to use spatial references (e.g., Hold your letter in front of you. Hold your letter over your head. Would the person next to E, move out one step?).

III-A, 02

9. Emphasize the left hand by taping a piece of yarn around the students left hand as they enter the room in the morning. During the day use fingerplays and singing games that require students to use right and left hands. Example: "Hokey Pokey." Whenever a song or game requires distinguishing left from right, tie yarn around wrists or ankles, etc. to help them remember. Whenever teaching left and right, always stand with your back to the students.

III-A, 02

10. Cut out patterns of the left and right hands and place on walls around the room. Label hands left and right. Students can match their hands to the patterns.

III-A, 02

11. Draw a figure of a person depicting the body parts such as left hand, right hand, etc. Draw a second figure, cut into puzzle parts. Students match the puzzle parts to the whole figure. Encourage naming the body parts. (Make all pieces for the right side of the body one color, all pieces for the left side another color.)

III-A, 02

12. Cut right or left hands out of a textured material. Place textured right or left hands under a piece of newsprint. Rub crayons over the paper to show the impression of the hand. Label them right or left.

III-A, 02

13. Have students trace around their left hand and cut out the pattern. Use this pattern for spatter painting using a toothbrush, comb, or screen.

III-A, 02

14. Display three or more objects in a row on the table. Ask students to name the objects starting at the left and moving to the right. Cover the objects and ask students to name them in left-to-right order. Remove the cover and have students check their work.

III-A, 03, 04

15. Have students draw pictures of their room at home. Have each student describe the room and dictate labels for the objects s/he has pictured. Have students, as a group, classify objects in the rooms according to furniture, toys, clothing, etc.

III-A, 03, 04

16. Play, "I'm Thinking of an Object." Students take turns thinking of an object in the classroom. One student, who is chosen to be "it," whispers his/her object to the teacher. Classmates ask questions which can be answered "yes" or "no." The student who gets the correct answer gets to be "it." As each object is identified, label it. Objects may later be classified into categories: things for work/things for play; things to read from; things to write with; things that are metal/wood.

III-A, 03, 04; II-A, 02, 04, 05

17. Have students bring in empty grocery containers from home--canned goods, boxes, etc. Make a grocery store center in the classroom. Label shelves and classify items as canned goods/paper goods, edible products/nonedible products, fruits/vegetables, sweets/nonsweets, etc. As follow-up, have students purchase goods starting with given sounds.



III-A, 03

18. Play "Receiving Presents." Each student selects a surprise from a box. Each examines his/her present and then tells the class what s/he has.

Example: "This is chalk. It is white. We write on the chalkboard with it."  
Objects that might be used: ball, button, thimble, eraser, glove, key, pen, pencil, penny, ring, ruler, ribbon, book, or small plastic toys.

III-A, 03

19. Cut a round hole in the end of a shoe box just large enough to insert the hand. Place an object in the box and have students take turns feeling and describing the shape, texture, and size of the object. Have other students try to guess the object from the description. When the object is identified, place a different object in the box.

III-A, 03

20. Display animal cards and have students identify the animals. Then have students give verbal descriptions without pictures and have others try to guess the animal being described (e.g., "It is soft and fluffy, has a long tail, and likes milk. It is a \_\_\_\_\_").

As a follow-up, use pictures of community workers. Give riddles about each worker. "He brings letters and packages to our house. He is a \_\_\_\_\_ (mailman)." Suggested workers: carpenter, police officer, dentist, doctor, garbage man, fire fighter, nurse, teacher, telephone operator, gardener, chef, truck driver, druggist.

III-A, 03

21. Find pictures in newspapers, magazines, etc., for making a collage of family members--mother, father, grandparents, aunts, uncles, brothers and sisters. Have students look for situations or actions in the pictures that relate to their own lives and label them appropriately.

III-A, 04

22. Collect pictures from magazines, etc. Have students group them as to number (e.g., pictures with many things, pictures with a few things), place (e.g., home, school, candy store, food store, etc.), occupation, animal, or vegetable, etc.

III-A, 04

23. Cut pictures from readiness books, small picture dictionaries, and lotto games. Have students arrange picture cards by categories such as sports, animals, tools, fruits, etc. They can then name the pictures and tell why they go together.

III-A, 04

24. Have students classify pictures and/or items according to seasons. They may also dress dolls or paper dolls in seasonal garb.

III-A, 04

25. Have students cut from catalogs items that belong in a house and glue them in the appropriate room on a house floor plan. Provide a floor plan or have students draw one.

III-A, 04

26. Collect pictures of things that would normally go together: tools, playthings, furniture, clothing, food, pets, cars, etc. and have students sort them into these categories. Mix the cards and have students discover new categories such as things made of metal.

III-A, 05, 06

27. Have each student make a happy face and a sad face. Call out words. Students decide if the words give them happy feelings or sad feelings and hold up the appropriate face. Have students explain why the words evoked certain feelings. For example, pet might evoke happy feelings if the student has a pet or sad feelings if the student has recently lost a pet.

III-A, 05

28. Read the story Animal House and have the students listen for the words that tell how animals make their homes in different places. Ask the following questions and have students give their answers:

1. Which word tells where a mole builds its home?
2. Which word tells where a beaver builds its home?
3. Which words tell where a squirrel builds its winter home?
4. Which words tell where a robin builds its home?
5. Where is a turtle's home?

Make and illustrate a poster, "Animal Houses!"

III-A, 05

29. Divide the class into two teams. Instruct them to listen carefully as you call out a series of four words. Before you blow your whistle or clap your hands, the student who has his/her turn must say which word does not fit with the other three. A correct answer scores a point for his/her team. If there is a tie among students, or if there is doubt about who spoke first, run-offs can be held to see who is the quickest in finding the incongruity. Examples: harp, violin, orchestra, drum; or easier: red, yellow, green, sun.

III-A, 05

30. Prepare a set of vocabulary word cards. Give them to alternate rows of students. Those students holding cards will be Quiz Masters. The others will challenge for position as Quiz Masters. Each challenger may ask any question that can be answered "Yes" or "No," such as, "Is it an animal?" and so on until s/he identifies it. That student then changes position, gets a word, and becomes Quiz Master. Call time after three to five minutes, and have students change roles.

III-A, 05

31. Glue 16 small white envelopes onto a colored piece of poster paper. Write categories on each envelope, color-coding these, such as, "Things to Wear," "Things to Eat," etc.

Students place the words in the correct envelopes. A colored dot matching the color on the envelope is on the back of each card for checking. Cards may later be removed by groups and used for drill. Checkups may be done by having a sheet with categories listed at the top and words to select from at the bottom of the page. Students write words under the appropriate heading.

III-A, 05

32. Prepare large cards each with a heading such as People, Wild Animals, Thing We Eat, etc. Divide each card into nine squares. Paste pictures or write words that go with each category on nine small cards. Students select cards from different categories. The small cards are shuffled. Students draw a card, placing those that fit their category on the board and discarding the ones that do not fit. The first student to fill his/her card wins.

III-A, 05

33. Make a word collection in a loose leaf notebook or folder. Choose categories of words. Students record all the name words they can think of for a given category. Have students look up other words to add to the list and report them to the class. For example, one section of the notebook might be devoted to names of people. Pages for that section could be: Musicians, Scientists, Football Stars, Movie Stars, etc. To contrast nouns and verbs, a separate page could be added listing "doing" words associated with that category.

III-A, 05

34. Write four different categories of words across the top of a sheet of paper. Down the the left side list five separate letters or a five letter word. Students try to think of name words in each category that begin with the letter on the left. The student with the most words is the winner.

III-A, 06; V-B, 03, 07

35. Present a transparency (or picture) depicting various facial expressions. Discuss the feelings of the characters and situations which might have created these feelings. Write students' suggested words on the board, adding some of your own. More advanced students can then write one sentence about one of the characters, using words from the board. These are shared orally, after which students write a paragraph using their topic sentence. They may illustrate their own paragraph. These could be placed on a bulletin board entitled, "I've Got Feelings."

III-A, 06

36. Present the following list of words:

angry	irritable	frustrated
excited	guilty	delighted
happy	confused	embarrassed

Ask students to write the words that tell the way they feel. Display these under a piece of sandpaper for harsh words and a piece of velvet for soft words.

III-A, 06

37. Have the following words on the board or cards:

skepticism	humility
enjoyment	aggression
anguish	perplexity

Give orally the following situations. Students will select the word that fits the situation.

Situation \*1: Last month, we went on a trip to New Orleans. The thing I liked most was the riverboat ride. (enjoyment)

Situation \*2: World War II began when a power-hungry man named Hitler invaded surrounding European nations. (aggression)

Situation \*3: Sue had not completed her assignment. The teacher was having the question and answer period, and Sue hoped the bell would ring before her turn came. (anguish)

Situation \*4: John would not speak to me today, but seemed friendly when school was out yesterday. I wonder what's wrong? (perplexity)

Situation \*5: He says he will rake the yard tomorrow, but he has promised to do it for the past three weeks. (skepticism)

Situation \*6: James did such a fine job on the scenery for the play, but did not want his name on the program. (humility)

Other words will then be added and discussed. Students write their own situations to fit words from the total list. They exchange situations with other students who fill in the correct words.

III-A, 06

38. Poets often use expressions or words that fit into categories of seeing, hearing, tasting, smelling and feeling. Have students collect their favorite poems and find at least one word for each sense and list it. Share them with the class.

III-A, 07

39. Place the word "photostory" on the board. Ask students to figure out what a photostory is. Discuss the way in which the structure of the word, photo + story, gives them meaning--a story composed of photos.

List some compound words on the board and demonstrate how meanings are derived from two or more words (such as mail + bag = mailbag). Also, make students aware of subtle differences in meaning. For example, a fishbone is a bone "from" a fish while a fishhook is a hook "for" a fish.

III-A, 07

40. Have students collect compounds that fit categories. Start collection projects to make collages, booklets, or wall murals of the following classes of compounds.

1. Word two is of one: Ex. "fishbone" is a bone of a fish.
2. Word two does word one: Ex. "repairman" is a man who does repairs.
3. Word two is word one: Ex. "noblewoman" is a woman who is noble.
4. Word two is from word one: Ex. "moonlight" is light from the moon.
5. Word two is for word one: Ex. "dishpan" is a pan for dishes.

III-A, 07

41. Have students do compound building. Give them one root and see how many they can form. They can coin some new words, and write definitions for them.

Example: shelf -- bookshelf, dreamshelf (?)

III-A, 07

42. Cut out cards of equal size, and put a hyphenated word with a sentence under it on each one. Make puzzle pieces by cutting between the word and the sentence and between the parts of the hyphenated word. Place four puzzles in each envelope and distribute the envelopes. Students then assemble the words and sentences. After you have checked them, the envelopes are exchanged so that each student eventually assembles the contents of all envelopes.

III-A, 07

43. Write the following words on separate index cards:

(In green)

house  
air  
rain  
sun  
play  
fire  
side  
out  
grand

(In red)

boat  
plane  
fall  
light  
ground  
man  
walk  
side  
father

Give one card to each student and let him/her find his/her match. When they are all properly matched, they pronounce their word. The paired students collaborate on writing a sentence using the word.

III-A, 07

44. On small cards, write words that can be combined to form compound words. On the other side, draw pictures of the words. Have students put together words or pictures to make compound words. Discuss the meanings of the newly-formed words.

III-A, 07

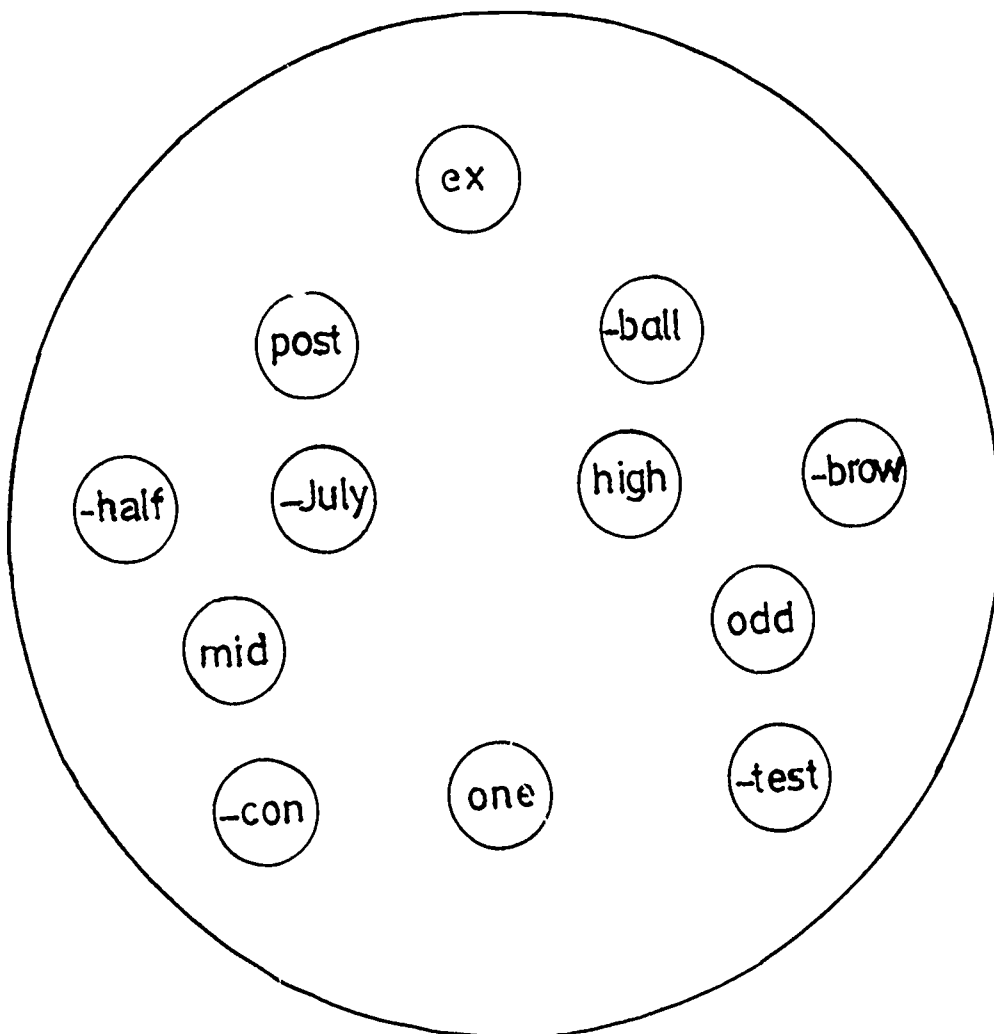
45. Have students look for compound words that can be illustrated humorously and make a chart or booklet to show their work.

Example: Have you ever seen? ... a housefly? ... a hotrod? ... a matchbox?  
... fishbowl? ... a starfish? ... a catfish?

III-A, 07

46. Play "Concentration." Students are placed in groups of four and each group is given a circular card (made from one-fourth sheet of poster paper). On the card are drawn circles about the size of poker chips. A separate part of a hyphenated word is written inside each circle. A player in each group lifts two chips, one at a time, on each turn. If the words on the cards match, the student pronounces the word and keeps the chips. If not, the chips are replaced and the next player tries to make a match.

Remembering the position of the words is important. Students then write the words they have on their board, using them in sentences or paragraphs.





III-A, 07; V-H, 01

47. Read to students several put-together stanzas such as:

Look! There is a house!  
Look! There is a boat!  
Put them together.  
You have a houseboat.

Here is a chalk.  
Here is a board.  
Put them together.  
You have a chalkboard.

Have you seen a bean?  
Have you seen a bag?  
Put them together.  
You have a beanbag.

Continue by reading the first two lines and then let students complete the last two lines. Next, prepare some incomplete poems for students to complete. Then have students prepare their own poems and ask them to read them to the class. All the poems could be compiled into a class book for pleasure reading.

III-A, 07, 05

48. Let students search in school and at home for compound words. Have them categorize and copy their lists and mount from them on construction paper. Display the lists. Categories could include classroom, insects, clothing, flowers, toys, etc.

III-A, 08, 09, 10, 11, 12, 13, 14, 15, 16

49. Stand a branch from a real tree in a tin can filled with plaster of Paris or cut out a large construction paper tree with bare branches to staple to the bulletin board. Students will write new words on cut-out fruit. Then they will hang the fruit on the branches, saying the words and using them in a sentence. Students may review the words by picking an apple, etc. Change the words when a new story is introduced. Student-made clay models of story characters can be placed under the tree from time to time. This tree can also be changed to suggest various holiday seasons by using words on pumpkins, turkeys, hearts, eggs, ornaments, leaves, etc.

III-A, 08, 09, 10, 11, 12, 13, 14, 15, 16

50. Make flashcards containing basal words. Play "Travel." One student is chosen as traveler. To travel s/he must stand beside a seated student and say the word flashed by the teacher before the student who is seated says it. If the seated student says the word first, s/he becomes the traveler and the defeated traveler sits in his/her place. See who can travel the farthest.

III-A, 08, 09, 10, 11, 12

51. Use the VAKT technique or some variation with students having trouble remembering words. Have them trace a word several times, sounding it out as they trace it. (Adding machine tape is good for this.) When the student can write the word from memory, put it on the front of a card. On the back have the student dictate or write a sentence using the word. Students may keep a file of the words they know.

III-A, 08, 09, 10, 11, 12, 13, 14, 15, 16

52. Write basal vocabulary words on cards. Play a game like "Candyland," "Jaws," or "Sorry," according to the usual rules, but before a player can move, s/he must draw a card, say the word, and use it in a sentence. Cards can be color-coded for different reading levels.

III-A, 08, 09, 10, 11, 12, 13, 14, 15, 16; V-C, 03, 04

53. Have students write a story, using as many given basal words as possible, but leaving blanks where those words would go. Students then exchange stories and complete a story written by one of their classmates.

III-A, 16

54. Ask students to write on one set of flashcards affixed words from a basal-text story. Ask them to write on another set of flashcards the root words for the affixed words. On a third set of cards have students write the meaning of the affixed word. The cards can be joined with yarn and suspended from wire to make a mobile.

### III. VOCABULARY

#### B. Uses context clues to determine word meaning.

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III-B, 02

1. Make a bulletin board game using animals or objects depending on the holiday or season. Example, black cats, Easter bunny, etc. Print a word on the body, and its opposite on the tail. Have students attach the proper tail with the correct animal.

III-B, 02

2. Have students make up riddles using opposites. Then make a book of riddles about opposites.

III-B, 02

3. Read sentences similar to the following to see how many different synonyms the students can think of for the underlined word in each sentence.

1. Steven is going on a journey to the moon.  
(trip)

2. Janice was glad that she found her sweater.  
(happy)

3. The dog was very mad.  
(angry)

4. The cat scampered up the tree.  
(ran)

III-B, 02

4. Have each student write a word on a card. On another card, they will write a sentence using a synonym for their word. The cards may then be used to play "Fish" or "Concentration."

III-B, 02; V-B, 01

5. Choose a word such as run and have students locate as many synonyms as possible. List the words on the board: dash, zoom, streak, gallop. Discuss gradations in meaning and the need for being precise in choosing words. Point out that words may be arranged on a spectrum to show the gradations in meaning. For example, words for run might be arranged from slowest to fastest.



As a follow-up, have students find other synonyms and make spectrums to show gradations in their meaning. For example, a spectrum might be made for "happy" words - from happy to ecstatic; or "anger" words - from mad to furious.

As a follow-up, have students write a descriptive composition using the words from a given spectrum.

III-B, 02

6. Make some word cards by writing one word on one side of the card and its opposite on the other side. Place them in a grab bag and have the student draw a card, read the word and give its opposite. Reverse the card for self-checking. Examples: fast-slow, no-yes, run-walk, little-big, front-back, listen-talk, down-up, after-before, new-old, night-day.

III-B, 02

7. Go through the classified ads of a newspaper or magazine. Cut out particularly descriptive ads and clip them to a sheet of paper. Then with the aid of a dictionary, have students substitute antonyms for the descriptive words to come up with humorous "opposite ads."

III-B, 03

8. Present a prepared story and a list of homonyms. Have students choose the correct word to complete the story (see next page). Example:

When Grandmother was a little girl \_\_\_\_\_ years old, she had a \_\_\_\_\_ adventure. She \_\_\_\_\_ a trip with her father. They lived on a farm in a valley in the mountains. It was a long \_\_\_\_\_ to the city where her father had to go.



III-B, 04

12. Write a list of homographs on a chart with their definitions. Have students complete sentences orally, pronouncing the homographs correctly.

Examples:

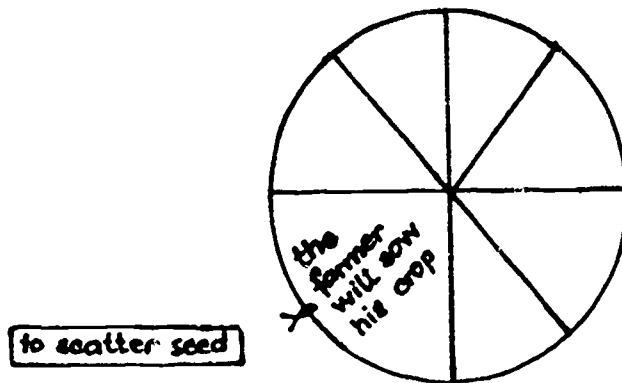
bow -- to bend; a tie; or a bow for a violin  
wound -- past tense of wind; to hurt  
live -- present tense of the verb; adjective meaning "alive"  
row -- to move a boat; a fight  
sow -- a mother pig; to scatter seed

The boy got a \_\_\_\_\_ and arrow for his birthday.

The man \_\_\_\_\_ his clock.

III-B, 04

13. Make a homograph wheel from a cardboard pizza holder. Put sentences using different homographs on the wheel. Put definitions of the homographs on clothespins. Students match the definition to the sentences by clipping the definition to the wheel.



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III-B, 06

14. As a whole group activity, have students locate the given words in the dictionary and read the meanings. For each meaning, write a sentence.

Example:

play -- They went to see a dramatic \_\_\_\_\_ in the new theater.  
Tommy loves to \_\_\_\_\_ the piano.  
Alice likes to \_\_\_\_\_ with her toys.

foot -- The book measures 12 inches or one \_\_\_\_\_ .  
He dropped the hammer on his \_\_\_\_\_ but fortunately  
had safety shoes on.  
My dog sleeps at the \_\_\_\_\_ of my bed.

Other words which might be used are: run, set, table, fire, cell, rock,  
force, power, cardinal, case.

III-B, 06

15. Write words with multiple meanings on cards and play "Quiz Bowl." The leader draws for his/her group, and the team gives as many meanings as possible. Score one point for each meaning supplied.

III-B, 06

16. Have students make a list of words with multiple meanings. Then, in groups or individually, have them write a paragraph using as many words as possible and as many meanings as possible. Illustrate them and share with others.

### III. VOCABULARY

#### C. Understands the meaning of root words, prefixes, and suffixes.

---

III-C, 01

1. A pocket chart and word cards are used for this activity. Divide the pocket chart into two columns. On the left-hand side list root words. In the adjacent column, list each root word with an affix, in scrambled order. Have students match the root word in the first column with the root and its affix in the second column.

1. finish	undecided
2. reach	finishing
3. determine	replace
4. decided	nationality
5. place	reached
6. nation	predetermine

III-C, 02, 06, 07, 12

2. On a poster chart, write the following story. Then have students attach the prefixes un, dis, and re, and suffixes less and ful where they feel they are needed to get sentence sense.

#### DANGER IN THE SEA

Look Out! The prefixes are overboard. They've appeared into the deep. We've got to do something. I'm so happy. We'll never cover them.

Help! Suffixes are overboard, too! It's hope. This is dread.

Jumping Catfish! It's the Wizard of Words coming to the rescue with a boatload of affixes. With their help, we're unsinkable.



III-C, 02, 03, 04, 05, 06, 07

3. Divide the class into teams of four or five students. Write a prefix (or suffix) and its meaning on the board (e.g., pre-before). On a given signal, the first student in each row writes one word using the prefix or suffix and passes the paper to the next person. After writing down a new word with the prefix or suffix, the second student passes the paper to the third who brings the team's list to the teacher for corrections (or checks each of the words in the dictionary). The first team with a complete correct list wins that round.

III-C, 02, 03, 04, 05

4. Use any commercial gameboard which requires throwing dice. On index cards write sentences with words containing affixes. Put the cards in a bag. Divide students into two teams and instruct the first member of each team to draw a card. Have the student read the sentence, write the word on the board, draw a line under the affix, and give its meaning. If correct, s/he throws the dice and moves the number of spaces indicated. Then a player on the other team follows the same procedure. The team that finishes first wins the game.

III-C, 02, 03, 04, 05

5. Play "Prefix-Suffix Bingo." Write words across the top of a card, and in the squares below, write prefixes and suffixes. Call out sentences which suggest the meaning of prefixes and suffixes on the board. For example, "The boy and his parents do not agree. They \_\_\_\_\_." Students look down the column under agree and place a disc on the prefix or suffix that gives that meaning (disagree).

change	spell	pay	dress	agree
un	re	ing	re	dis
ed	mis	pre	es	ment
inter	mis/ed	ment	un	ed
able	ing	re	ing	ing

III-C, 02, 03

6. On a bulletin board place cutouts of fat cats on a fence. Print a different root word on the body of each cat. On separate tails print prefixes and suffixes. Divide the class into two teams. Alternate team members come to the board to select a tail. The student earns points for his/her team by doing the following:
  - a. States if the affix is a prefix or suffix. (1 point)
  - b. Pins the tail on the left side of the cat for prefixes and the right side for suffixes. (1 point)
  - c. Gives the meaning of the word. (2 points)
  - d. Uses the word correctly in a sentence. (3 points)

III-C, 01, 02, 03, 04, 05, 06, 07

7. On one side of small cards print words to which prefixes and/or suffixes have been added. On the reverse sides print the root words. Stack the cards with the derived words face up. One student takes a card, reads the derived word, names the root word, and uses the derived word in a sentence. If s/he is correct s/he gets to keep the card; if not s/he places the card at the bottom of the stack. When all cards have been used the player with the most cards is the winner.

III-C, 03

8. Read to the class a short story, such as Big, Bigger, Biggest, containing many comparative endings. Ask students to listen and each time they hear a comparative ending to clap once if they hear an er ending and twice if they hear an est ending. Stop long enough each time to write the word on the board for immediate transference of listening to seeing a word.

III-C, 03

9. Write on the board the following words: quiet, hot, green, late, dry. Then have students add either er or est to each word (dropping and adding a letter, if necessary) and write a sentence using the inflected form. After all have finished, ask a student who has added er to the first word to read, then write his/her sentence with its ending next to the root word. Ask a student who has added the est to do the same. Use all the words in the same manner.

III-C, 04, 05, 06, 07, 12

10. To help students understand the meaning of prefixes and suffixes, write pairs of sentences on the board. One sentence should have the root word and one should have the derived form. Students discuss the derivative and how its meaning has been changed from its root word.

III-C, 04

11. Have students form words by joining one of the prefixes and one of the roots in each row.

1. non	cycle
2. com	change
3. con	cede
4. tri	locate
5. super	mester
6. pro	commital
7. inter	regulate
8. trans	cent
9. post	temp
10. per	trol
11. de	graduate
12. bi	ile

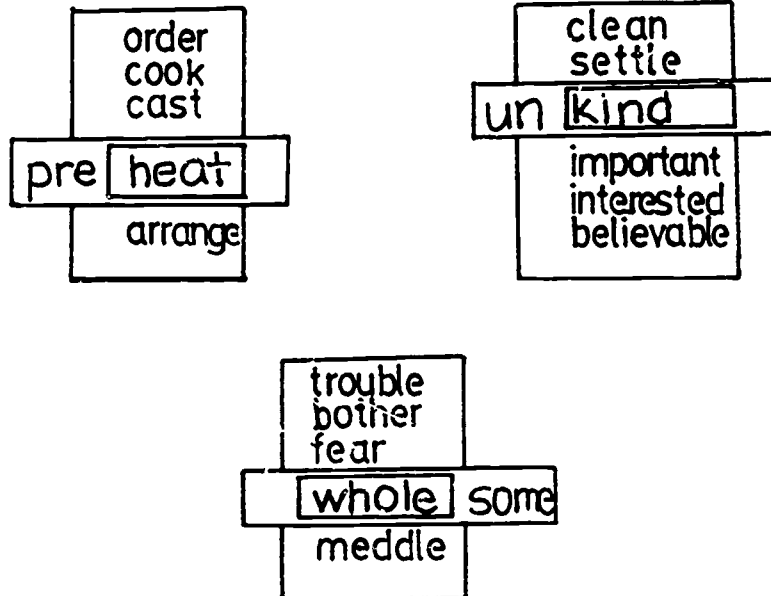
When the word list is complete, define each orally in class.

III-C, 04, 05, 06, 07

12. Divide the class into two teams, each assigned to a section of chalkboard. Write a prefix or suffix on the board and instruct the first student of one team to write a word with it. Members of the opposing teams alternate until neither team can think of a word. Then write a new prefix or suffix and start again.

III-C, 02, 03, 04, 05, 06, 07

13. Select prefixes or suffixes and write them on word slides (+ - scopes) as illustrated below. Ask students to define words as they are formed on the slide.



III-C, 12

14. Draw the students' attention to words in their reading that change parts of speech through adding or taking away suffixes.

Example: 1. She wore a mannish suit.

mannish - adjective  
man - noun  
manly - adjective  
manfully - adverb

### III. VOCABULARY

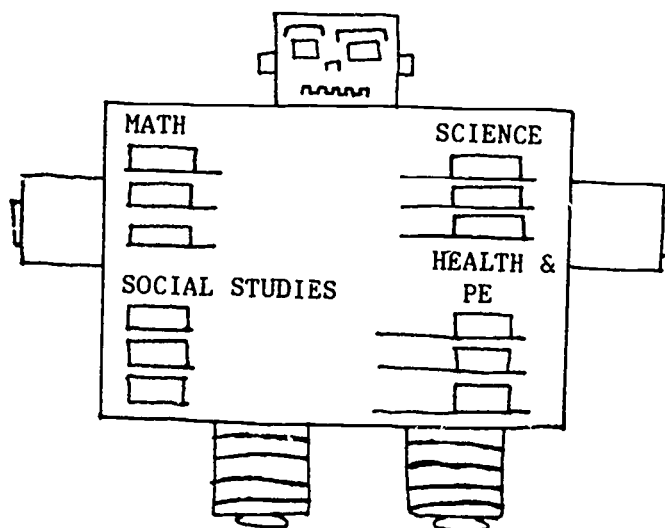
#### D. Extends knowledge of word meanings.

III-D, 01

1. To stimulate interest in words, make "Robby Robot," as shown below. Students make the robot from cardboard boxes of varying sizes. Fasten together, using pins, glue, and heavy duty tape. Paint the body and facial features. Add headings with magic markers. Cut a large square in the back section of the body. Attach the cut piece with masking tape so that it will open and close. Cut thin slots in the body section to allow an index card to slide through. Reaching through the hole in the back section, glue tabs of cardboard to cover parts of the slots, being sure that no two slots in any single content area are the same width.

When placing a new word on the front (tape or stick-tack it above the slot), the matching definition will be cut to slide in the correct slot. If the definition is incorrect, it will not go into the slot.

Note: This may be wired and battery-operated to flash a light for the correct response.



III-D, 01

2. Label a sheet of poster paper "Special Terms." You may use one sheet and include all content area words or use a separate sheet for each area of study. These should be placed in a position to be seen by the students frequently. Explain to the students that as they encounter new or unusual words, they will add them to the chart for reference. They will write the word, its pronunciation, and definition.

This activity may be adapted to individual dictionaries. Students make their own covers. Tabs are placed on blank sheets of paper for each letter of the alphabet. Words are added as they are encountered.

III-D, 02

3. Choose several words that have taken a new meaning in recent times. Have students talk to parents and grandparents about former meanings of the words and record the old meaning along with the new. Examples: neat, square, turkey, cool, bread, bag, cat, pad, dig, tough, swinger.

III-D, 03

4. Discuss the positive or negative effect that the following words, phrases, or sentences have on different members of the class (words on the board or a transparency):

a.	thin	-	skinny
	cheap	-	inexpensive
	policeman	-	cop
	heavy	-	fat
	stink	-	odor, stench

- 
- b. My voice is strong and healthy (not loud, which connotes loud mouth).

III-D, 03

5. Have a discussion of words that give "cold prickles" and "warm fuzzies." (terms used in Transactional Analysis.) List those words. Example: Spinach may give one student "cold prickles" and another student "warm fuzzies." Students select one under each category and write why they feel as they do about the word.

III-D, 03

6. Give students a list of words with neutral connotations. Ask them to think of related words with positive and negative connotations.

Examples:

-		+
glut	eat	relish
junk	food	feast
glare	look	admire
gale	wind	breeze
quack	doctor	physician
loot	money	wealth
loafer	worker	artisan
egghead	teacher	scholar
mutt	dog	pedigree
snow	rain	flood

III-D, 04

7. Write on the board each of the following idiomatic expressions:

Those words are over my head.  
Jane is up to her neck in work.  
I think I'll hit the hay early.  
It's really raining cats and dogs today.  
She let off steam.  
I'm so hungry I could eat a horse.  
He shot off his mouth once too often.

Without preliminary discussion, have each student illustrate exactly what one sentence says. Then share the illustrations.

III-D, 04

8. Discuss words common to one geographical area that may not be used in other geographical areas.

I'm through with my work.  
I'm done with my work. (Eastern)

Additional words: pail (bucket), stone wall (stone fence), grub (food)  
tuckered (tired).

III-D, 04

9. Draw and cut from poster paper objects representing four different kinds of coined words. Label each picture with the type of coined word it represents. Display these in the classroom.

Discuss the types of coined words:

1. Scientific names: usually from Latin and Greek.  
Example: Television (from Greek "tele" - at a distance, plus Latin "videre" - to see)
2. Blends: Blending established words.  
Example: Motel (motorist's hotel)
3. Clipping: Shortening a word.  
Example: Taximeter cab (taxi or cab)
4. Initials (acronyms): Using initials to form a word.  
Example: Scuba (self-contained underwater breathing apparatus)

Write the following words on index cards. Have students classify them according to the type as you discuss each one:

Scientific names: rocket, astronaut, astroturf, sonar, radar, transistor, audio, video

Blends: paratroop (parachute troop); smog (smoke, fog); snazzy (snappy, jazzy)

Clippings: phone, lab, sub, gym

Initials (acronyms): MASH (Mobile Army Surgical Hospital); UNICEF (United Nations International Children's Emergency Fund); RAM (random access memory).

III-D, 04

10. Have students research colloquial expressions through pen-pals and/or books. Keep a list of colloquial expressions encountered and make a poster or dictionary of the words or expressions. Group words or expressions by definition.

Example: words for bag (sack, poke)  
words for soft drinks (coke, soda, pop).



III-D, 04

11. Have students "talk" like someone else for a day, using certain words and expressions indicative of a certain region of the country. Students can keep score on who was able to use them most consistently, etc.

III-D, 04

12. Explain to students that idioms are odd expressions that most of us use everyday. We are not aware of how odd they are until someone who is trying to learn our language questions us. Consider how funny it is to picture the lateral meaning.

Have students make a list of idioms and illustrate them labelling each picture with its idiom. Examples of idioms:

Chewing the fat	Dropped from the team
On the fence	Toots her own horn
Cool it	The man cried like a baby
I dig you	Getting a load off my chest
You'll see my dust	Pulled up stakes
Her mind was a blank	It went in one ear and out the other
Kicked the bucket	He is all thumbs
Sock it to me	He has a green thumb
Hold your temper	Her eyes are bigger than her stomach
Bury the hatchet	Flew off the handle
Floating on a cloud	So hungry he could eat a horse
She's an angel	Running a temperature
Simmer down	

III-D, 04

13. Write a brief paragraph using as many idioms as possible. Rewrite it without idioms. Mount the two side by side on construction paper for the rest of the class to read.

III-D, 05

14. Have students choose one word for an abstract concept (e.g., patriotism, love). Then make a collage of pictures, poems, etc., in which the meaning of the word is expressed.

III-D, 05

15. Show a painting or picture of a scene that would evoke strong, emotional responses. Discuss words with abstract meanings within the cinquain.

Example:

(Patriotic Picture)

Patriotism

Loyal

Love of Country

Patriotic symbols

Give feelings of security

Freedom

(Painting of Fall Scene)

Changes in Time

Listening

To still faint sounds

Of crisp, dry, rustling leaves

Crackling beneath the weight of feet

Trampling

## IV. COMPREHENSION

### A. Understands facts and details.

---

IV-A, 01

1. Recite a nursery rhyme, or tell a short story. Before you begin, tell students to listen for the names of people and the things that will happen. Have them repeat as many of the details as they can recall. Write the details on the board and have students read them and decide if any were left out. The activity can be made more difficult by allowing students to write the details they recall and read the list to the class.

IV-A, 02; V-D, 01

2. Express a familiar saying or adage in simple terms (without quoting the adage or saying) and have students think of the original form.

Example: He who doesn't do something right away will not get it done.

Adage: He who hesitates is lost.

Have students rewrite the saying or adage using modern terminology or slang.

IV-A, 02, 03, 04

3. Give students several word, phrase, or sentence cards based on a story or article they have read. On the board write a question that can be answered with one of the cards. The student who thinks s/he has the word, phrase, or sentence to answer the question from the board reads the answer from his/her card. Write the answer on the board.

IV-A, 02

4. Scramble words in sentences taken from an article or a story in the text. Have students arrange them in order to make a sentence with meaning.

IV-A, 02

5. Distribute sheets with headings "Who?" "What?" and "When?". Write sentences on the board and explain that the sentences answer these questions. The students are to write the answer to the three questions for each sentence.

Example:

One day when spring was on its way, Jane stood at the door looking out.

Who?

Jane

What?

Stood at the door

When?

One day when spring  
was on its way

IV-A, 03, 04, 05

6. Each student writes five to ten questions from a story the class has read either independently or as a group. Students draw numbers in class. Those with numbers 1, 2, and 3 form a panel. Remaining students, in turn, ask the panel a question. Each panel member has a chance to answer the question(s) in rotation. If a panelist misses, the student with the next number takes his/her place. The panelist with the most correct answers is the "winner."

## IV. COMPREHENSION

### B. Understands sequence of events and ideas.

---

IV-B, 01, 02, 03

1. Show pictures as you tell (or students read) a story such as The Three Little Pigs. Have students retell the story using the pictures. Later, mix up the pictures and ask students to place them in the proper order.

IV-B, 01

2. Have students create a mural depicting events in a story by drawing pictures of the events in the proper order.

IV-B, 02

3. For students who have not yet learned to read, pictures can be placed on tagboard to illustrate the story you read to them. Students arrange the pictures sequentially and retell the story.

IV-B, 02

4. Read or tell a short simple story to the group. Distribute strips of tagboard on which are written sentences that state each main point of the story. These may be kept in envelopes labeled with the title of the story. Direct the students to arrange the sentences in the correct sequence. The story is reconstructed by having students read aloud the sentences as they occurred in the story.

Variation: This activity could be used for independent seatwork by asking students to arrange the sentence in proper order and draw pictures on folded paper to "show" the story as it happened.

IV-B, 04, 07

5. Have students read a story and examine it for words and phrases that indicate when an event took place, or how long something lasted. Look for time references such as: to begin with, now, today, then, following, next, after a while, yesterday, tomorrow, and in conclusion. Call attention to flashbacks, if any, in the story. Then construct a time line charting events in the story.

IV-B, 03, 04

6. Read a story such as The Elephant Child. Have two to five sentence strips depicting different happenings of the story. Ask students to read them and place them in the proper sequence.

IV-B, 04

7. Make time lines for content areas. For example:

Period of Colonization -- Use pictures of explorers. Have students put them in their proper places with the dates of the events.

American Revolution -- Use pictures of events. Have students do research to find the corresponding dates and place the events and dates in the proper places on a time line.

IV-B, 05

8. Give students a short list of no more than five events and have them put the events in order.

Example:

- a. The doctor puts Susan's arm in a sling.
- b. Susan climbs a tree.
- c. Susan's mother takes her to the hospital.
- d. Susan's arm hurts.
- e. Susan slips and falls from a low branch.

# IV. COMPREHENSION

## C. Reads for main idea and supporting detail.

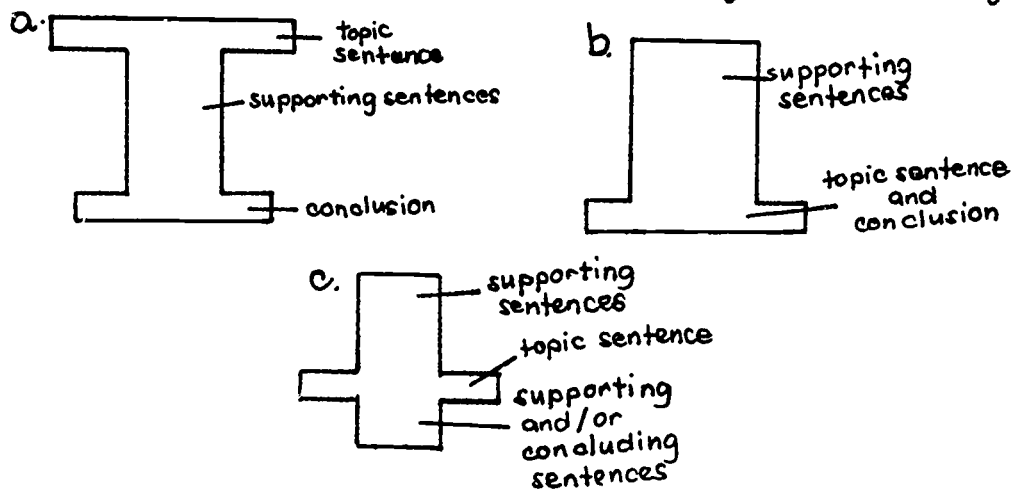
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IV-C, 01

1. Show the class various pictures and discuss what they depict. On the overhead or chalkboard, show one sentence written about each picture. Ask students to choose the sentence that matches each picture.

IV-C, 01

2. Explain where the topic sentence can be located in a paragraph. Cut apart paragraphs or articles and reposition them according to the three designs.



IV-C, 01

3. Ask students to underline the topic sentence in the paragraphs below.
  - a. Tulips make you think of Holland. Perhaps you have seen pictures of the tulip fields. The flowers are grown behind the dunes in North Holland in a mixture of dune sand and river soil. The bulbs are dried and sold. The small brown bulbs, from which new flowers will grow, are shipped all over the world.
  - b. About the grounds were many painted buildings. There were some for the Kahn's ten thousand horses, some for his harnesses and saddles, and some for his guards and stablemen. One building was for his treasure and one was for his clothes, robes of silk embroidered with gold and decorated with precious stones.

IV-C, 01

4. Choose one paragraph from a story. After mixing up the order of the sentences, have students select the topic sentence.

IV-C, 01; V-G, 02

5. Develop a set of five sentences which, taken together, represent a paragraph. Be sure to include a clear topic sentence. Number and write the sentences in a list on a piece of posterboard.

Fold up flaps of the posterboard, as shown. The students read the sentences, choose the topic sentence, and look under the corresponding flap. If correct, they will find a star.

Example:

1. Patriots gathered from the countryside and hid behind bushes and trees.				
2. Many redcoats were killed.				
3. They marched in long, straight lines and wore red coats.				
4. Only a few colonists were killed.				
5. The first battle of the American Revolution was at Lexington, Massachusetts.				
1	2	3	4	5

(flaps)

Make a variety of these boards so that students may use them for independent practice in identifying topic sentences.

IV-C, 02

5. Select a picture that corresponds to a story. Find nouns and verbs in the story that carry the main idea throughout the story. List them.



IV-C, 02, 01

7. Have students read a short article or paragraph and find the answers to as many of the following questions as possible. Answers should be one or two words.

What is the story about?

When did it take place?

Where did it take place?

What happened (action)?

Why did it happened?

Using these words and other adjectives from the story or article, students will write a topic sentence for the paragraph. Their topic sentences should be compared to see how similar they are.

IV-C, 02, 04

8. Use pictures from magazines, newspapers, etc., to create a collage, mobile, or display that visually illustrates the main idea of a quotation, fable, or story. Example: "A thing of beauty is a joy forever." (Keats)

IV-C, 04

9. Read a short story to the students. After discussion, ask them to tell in a few words what the story is about. Then have them suggest titles for the story. List several of these on the chalkboard. Have students suggest the best title and why they think it is best.

IV-C, 04

10. Collect short news articles, cartoons, paragraphs, etc. Separate the title from each and print it on separate strips of oaktag. Make several "false" titles and add these to the "real" ones. Distribute the collection of titles to students, one (or more) to each. As the paragraphs and cartoons are read orally from an overhead projector, students match their titles with the correct paragraphs or cartoons. Discuss why they matched them as they did and help them understand why "false" titles do not fit.

IV-C, 04

11. Present a story with a choice of three titles, one of which is the original. Have students select the best title, defend their choices and compare them to the original title.

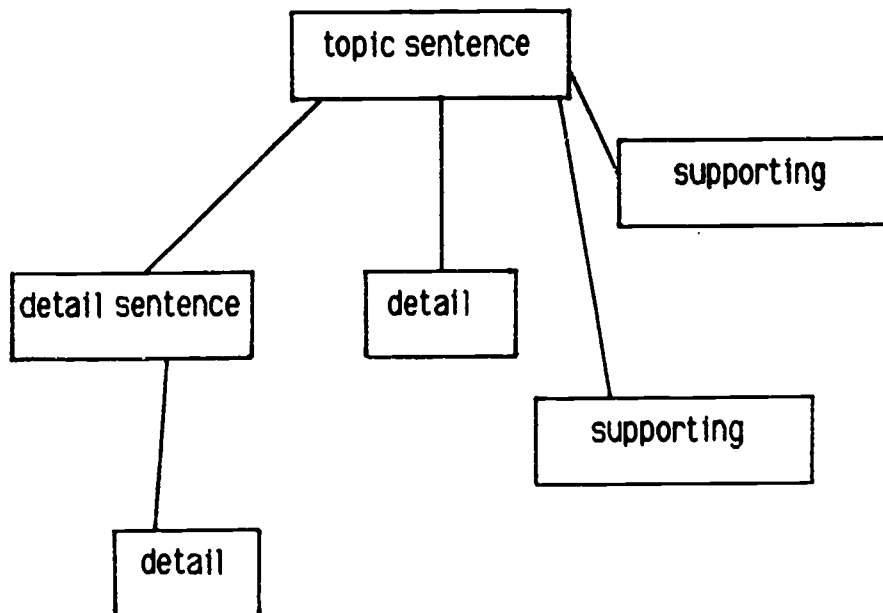
IV-C, 04

12. Select an editorial cartoon. Have students find an editorial, news story, letter to the editor, and/or newsphoto that reflects the main idea of the editorial cartoon.

IV-C, 05

13. Select a newspaper article or paragraph with a clear, concise topic sentence. Students cut up the paragraph, and diagram the topic sentence and supporting sentences in a pattern that shows how all of the details relate.

Example:



IV-C, 05

14. Have students select and read a news item of personal interest. They will compose a telegram of not more than 20 words to convey the main message. These can be written on dittos resembling a telegram. The words should be details that support the main idea. These can be read to the rest of the class, then posted with the article and the telegram side by side.

## **IV. COMPREHENSION**

### **D. Draws conclusions and inferences.**

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IV-D, 01

1. Read the beginning of a story that is illustrated by a series of pictures. Have the students draw pictures to depict the story's ending. Have each student tell his/her story to the group. Then read the ending of the original story, and compare students' predictions with the author's version.

IV-D, 01, 02

2. Write the titles of short stories or selections on a transparency or the chalkboard. Then predict what each story is about. Each student tells or writes a prediction on a sheet of paper. Have students discuss their predictions. Then read the selection and see whose predictions were correct.

IV-D, 01, 02

3. During silent reading (or reading aloud) of a selection, stop (or direct students to stop) at a specific point and tell or write what they feel the outcome will be. Students may list those words, phrases, actions, etc. which the author used to foreshadow events. In completing the story, stop periodically to see which predictions are confirmed or disconfirmed.

IV-D, 04

4. Select paragraphs from basal workbooks or discarded books, and write a final question requiring the student to draw a conclusion. Mount and laminate. Students select a paragraph and write or illustrate their conclusions on the laminated sheet. Share, emphasizing the logic of the conclusion.

IV-D, 05, 06

5. List the causes of some events in a column on the chalkboard, transparency, or ditto. To the left of these causes list their effects in scrambled order. Ask students to draw a line from the cause to the effect.

Examples:

<u>Cause</u>	<u>Effect</u>
It rained.	He burned his hand.
The vase fell.	The grass was wet.
He touched the hot stone.	The vase broke.

IV-D, 06

6. As students are reading a selection in which a character makes a decision to solve a problem, have them identify: (a) what caused the problem, (b) what were the effects of the problem, (c) what caused the character to act as s/he did, and (d) what were the results of the decision. Lead students to see how one aspect (problem) can be both a cause and an effect.

IV-D, 07

7. Read (or have students read) such stories as Sleeping Beauty, The Three Little Pigs, Pelle's New Suit, Little Red Riding Hood, and lead them in a discussion of points such as the following:
- What person (or animal) in the story would you like to have as a friend? Why?
  - What person (or animal) would you not like to have as a friend? Why?
  - How old do you think (a particular character) is? Why?
  - What was (main character) trying to do?
  - Why was it hard for (main character) to do this?
  - How did (main character) manage to succeed in doing this?
  - Where did this story take place?
  - Did the story happen a long time ago? How do you know?

IV-D, 07, 08

8. Give students excerpts of conversation. See if students can figure out what the topic of conversation is. Examples:
  - a. "... It's her tenth! Weren't you invited? Bonnie and Betty were."
  - b. "I'd love to. It sounds like fun. I'm so hot today it will feel good."
  - c. "Let me go get my suit."
  - d. "... not so good. I thought I would do better."

IV-D, 07, 08

9. Write the title on the chalkboard and ask students to draw a picture of what they think the story will be about. Choose a story that has a word or phrase in its title that will lead students to make inferences (e.g., "Ann Moves to the City," or "The Old, Old House"). Ask them why they included certain items in their pictures. Help them to recognize how certain words bring to mind many details. After reading the story, have students decide whether or not the inferences they made were correct.

IV-D, 07

10. Have a puppet represent one of the characters in a story. Students address questions to the puppet about things the story did not tell. Begin by answering the questions, but as students begin to understand the task, let them be the character and answer the questions.

Read a selection to the group. Have the group brainstorm all the questions they can think of about things the author did not tell.

IV-D, 08; V-C, 07

11. Have students read a selection and list all the questions they can think of that the story did not tell. Then have students rewrite the story answering as many of the questions as they can. Give a reward to the student who is able to answer the most questions.

IV-D, 08

12. Clip a single cartoon from the newspaper. Trace it on a master ditto sheet. Leave the dialogue bubbles blank and run copies for each student. (Instead of tracing, you may cut out the cartoon bubble, leaving it blank, laminate the cartoon strip onto white poster board, and write on it with an erasable marker.

Give the following directions: Today you are going to practice being a cartoonist. All of you recognize this cartoon (e.g., "Peanuts" or "Dennis the Menace") What do you think is being said? What do you think could be said? Use your imagination in writing the conversations.

IV-D, 08

13. Present a series of short descriptions and a list of characters that might be described.

Example:

Read each story and decide whom it is about. Choose your answer from the list below and write it on the line at the end of the story.

sportsman	cowboys	pilgrims	farmers
potter	hunter	Eskimo	explorers

He waited and waited for the animal to come. Even though he was afraid, he held his arrows in his hand. hunter

He slept warmly even though the wind was cold. His sealskin covers kept out the cold. Eskimo

They waited and waited for the sap to run. At last, the weather changed and the pails began to fill. farmers

They rode all day long and finally stopped. The horses were tired and the men were thirsty and hungry. cowboys

## IV. COMPREHENSION

### E. Analyzes material read.

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IV-E, 01

1. Read Little Red Riding Hood to the students. Have them dramatize how frightened Red Riding Hood was, how sick the grandmother was, how mean the wolf was, etc.

IV-E, 01

2. Have students select a character from a familiar and appealing story and words, phrases, or sentences from the story or based on his/her own impression to describe the character. Each student should tell the group about the character s/he selected. After several characters have been discussed, lead students to compare the traits of the different characters.

IV-E, 01

3. Have several students dramatize characters from the basal reader. Others in the group discuss which character is being dramatized. Other interpretations of the characters' traits can be presented.

IV-E, 01; V-B, 04

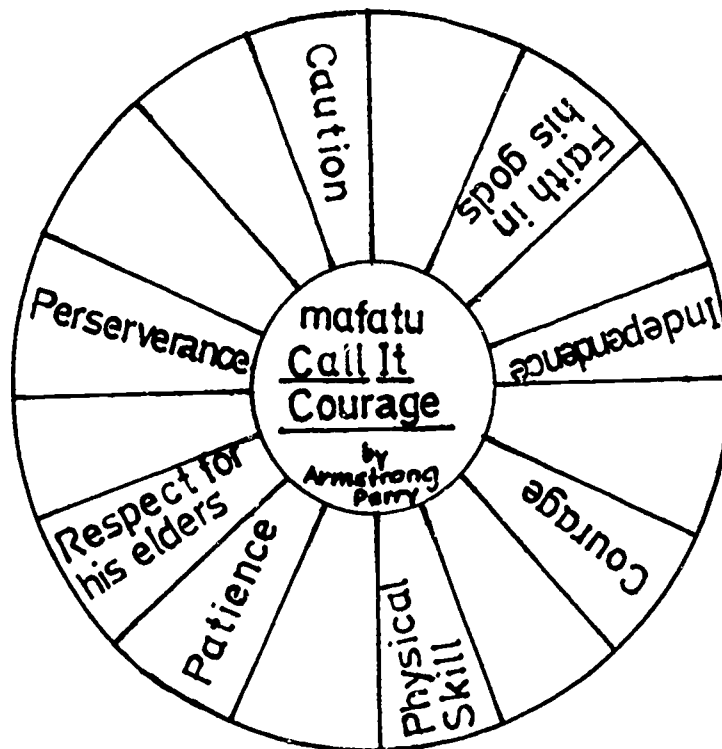
4. Have students dramatize a character in a story, choosing appropriate dress, actions, etc. They might also write a brief description of the characters and have a classmate read the description while s/he pantomimes it.

IV-E, 02

5. After reading a particular story, discuss answers to the following questions:
  - a. What does the character say?
  - b. What does the character do?
  - c. What do others say about him?
  - d. From whose point of view is the story being told?

IV-E, 02

6. Direct students to read a biography or fictional story and to pay careful attention to the personality and actions of the main character.
  - a. After they have read the story, have students list the character traits they have discovered.
  - b. Then have students construct a character wheel, as illustrated, using as many "spokes" as needed to include all the characteristics they have listed.



- c. Inform students that they should be ready to:
  - a. Explain the characteristics they have chosen.
  - b. Tell how each trait affected the character's actions in the story.
  - c. Describe any character changes which occurred.
  - d. Tell which traits they think are desirable or undesirable and why.
  - e. Discuss the character as seen from different points of view.



IV-E, 03; V-C, 04

10. Have students write simple stories about a specific problem and its solution. Share stories and encourage other students to identify the problems and solutions in one another's stories.

IV-E, 04

7. Prepare a transparency with a column for character, setting, and plot. Elicit possibilities for each category. Responses do not necessarily have to be from actual stories. Have students randomly pick a character, setting, and plot to see to use as a framework for original stories. Share.

IV-E, 04

8. Have students select a book or story that can be completed in a 15-minute period. Tell students to read, paying particular attention to who (the characters), where (setting), and what or why (plot). Provide 15 minutes of uninterrupted silent reading. Make four columns on the board or transparency. Label columns -- title, character, setting, plot. Have each student tell the name of his/her story and describe the three elements of it. Record and discuss.

IV-E, 04

9. Have students write original character riddles. Students write four descriptive clues about a favorite story, T.V., or fairy tale character. Two of the clues must allude to the setting and plot. Provide time for students to present their riddles.

Example: My favorite color is green. I rob the rich to give to the poor.  
I am at home on a horse. I live in Sherwood Forest. Who am I?  
(Robin Hood)

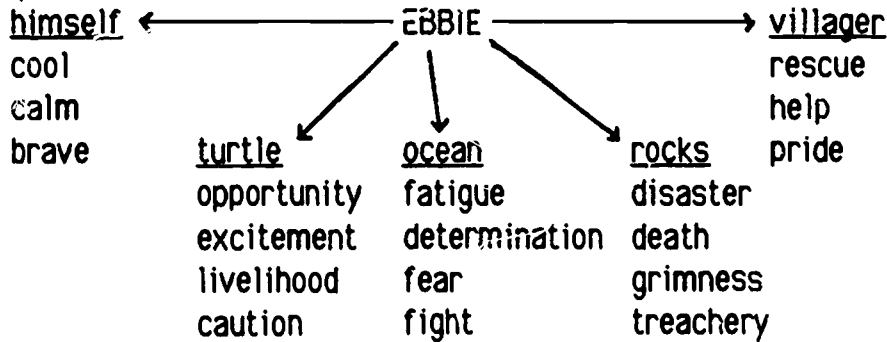
IV-E, 07

11. Compose a list of familiar book titles on the board or a transparency. Have students identify a problem and its solution for as many titles as they can.

Extend to student-made riddles. For example: I ate a poisoned apple, but was saved by the kiss of a prince. (Snow White)

IV-E, 07

12. Have students make a tree diagram depicting the main character of a story and other people or things to which the main character is related. A branch may also include the character's feelings about himself/herself. List words that describe the relationships. The following diagram depicts the story of a boy whose efforts to land a giant sea turtle in a small dinghy almost costs him his life.



IV-E, 09

13. Before asking students to complete word analogy pairs presented alone, give sentences suggesting the relationship.

Example: You wear a glove on your hand.  
You wear a hat on your \_\_\_\_\_  
So, glove is to hand as hat is to \_\_\_\_\_

IV-E, 09

14. Have students complete or write analogies of their own on a given topic. An example is "Louisianalogy":

Example: Austin is to Texas as Baton Rouge is to \_\_\_\_\_  
Trout are to fishermen as muskrats are to \_\_\_\_\_  
Cactus is to desert as cyprus tree is to \_\_\_\_\_

## IV. COMPREHENSION

### F. Evaluates material read.

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IV-F, 01; V-A, 08

1. Display pictures depicting experiences common to your students. Once or twice a week have a student choose a favorite picture to discuss. Encourage the student to relate personal experiences to the picture. Provide time to share experiences. This oral practice will help students identify with stories read to them and by them.

IV-F, 01; V-A, 08

2. Prepare and laminate story starters such as: On my way to school I . . . , One spooky stormy night . . . , One night my mother prepared the most terrible looking dinner . . . , Pets can really be funny . . . . Read one of the story starters and ask students to tell about personal experiences brought to mind. Have students write and illustrate a single story starter. Compile contributions and staple for sharing.

IV-F, 01; V-C, 04; V-B, 03

3. After reading a selection, have students write about a related experience that the story made them remember. Have students write about their funniest, saddest and scariest experiences and then share them with their classmates.

IV-F, 01; V-C, 07

4. Have students select a favorite book character. Using facts and ideas gained from the book, have them write about a personal experience as though they were that character.

IV-F, 02

5. In discussing stories read, ask students such questions as:
  - a. Do you think this could really have happened?
  - b. Why or why not?
  - c. How do you know that this is a make-believe story?

Help them to recognize that such things as talking animals and magic carpets are "make-believe". Lead them to understand that some stories could be true but are about fictional characters and/or places.

IV-F, 02, 03

6. Read or have a student read a tall tale to the class or watch a filmstrip, such as Mike Fink, Pecos Bill, Johnny Appleseed, or Dr. Seuss' books. Discuss why it is make-believe rather than real. Have students listen for exaggerations which prove that it is make-believe rather than real. After several tales have been read together, divide the group into teams. Let them make up a "tall tale" of a cumulative type -- one student begins and the others add to it in turn.

IV-F, 04

7. After reading a few fiction/non-fiction short stories, have students discuss the characteristics of each, which characteristics are the same, etc. Do this in chart form.

Non-Fiction

Based on history.  
Based on real people.

Fiction

True to history.  
Based on people the author  
makes up

IV-F, 04

8. Type, print, or paste on cards short selections or excerpts of fiction and non-fiction. Place these in a box and provide two additional boxes (or envelopes) labeled "non-fiction" and "fiction." Students should read the selections and decide which ones are non-fictional and which are fictional. Students may check their answers with an answer sheet.

IV-F, 05; V-A, 20

9. Select and mount two pictures of food. Under one picture write a statement of fact; for example: "This is an ice cream cone." Under the second picture write a statement of opinion; for example: "I like ice cream." Through discussion, distinguish between making a statement about something and telling how you feel about it. Have students bring in pictures and make oral or written statements of fact and opinion about each picture.

IV-F, 05

10. Review facts and opinions. A fact is a statement of truth which can be proven. Opinions are statements that give a feeling, belief or judgment. Help students to identify facts and opinions in pairs of sentences such as:

- a. A guitar is a stringed instrument.  
Everyone likes to listen to guitar music.
- b. Elvis Presley was probably the greatest guitar player of all time.  
Elvis Presley was a famous rock singer and movie star.
- c. "Happy Days" is a popular television program.  
I think all teenagers enjoy "Happy Days."

IV-F, 05

11. Present the following sentences and have students decide whether a fact or an opinion is stated in each:

- a. Oranges are a good source of vitamin C.
- b. Charlie Brown is a character in the Peanuts comic strip.
- c. All German shepherds are mean dogs.
- d. An American astronaut was the first man to walk on the moon.
- e. Everyone wants to visit Hawaii.
- f. I think rock music is better than folk music.
- g. Apple pie is probably the most popular dessert in America.
- h. The Civil War was fought between the North and the South.
- i. Texas is a state west of the Mississippi River.
- j. It is more fun to go to the beach than to go skating.

IV-F, 05

12. Have students identify the facts in conflicting stories about the same event. Example:

Joey and Carl both went to Martha's birthday party. When they told their families about the party, they had different stories. Here is what each of them said:

Joey: Martha's party was O.K. But the cake tasted like chalk. We played a great game. For the first time, I won a prize! The presents were really dull. The only good one was a book about snakes. The most fun was when Mark threw some water balloons around.

Carl: What a great party. Martha had the best cake I've ever had. We had to play a silly game. But the presents were really great. One was a moon rocket model. Mark almost spoiled the party by hitting Sally with a water balloon.

IV-F, 05; V-A, 20

13. As a group activity, have students make a statement of fact and a statement of opinion about each of the following topics:
- school
  - cars
  - pizza
  - horses
  - blue jeans

IV-F, 05; V-A, 20

14. List current candidates for a public office along with their qualifications. Have students vote for the candidate of their choice and state their reasons for voting as they did. Determine which are facts and which are opinions.

As a follow-up, write two paragraphs--one paragraph stating only facts--age, married or single, education, occupation, civic work, religion, and prior public office, etc. The other paragraph should be opinion stating the individual's feelings about the candidate of his/her choice.

IV-F, 05

15. Have students fold a page in half and label one side fact and the other side opinion. Instruct them to read a story silently and list statements of fact and opinion in the correct column. These can be read orally and discussed.

Make sentence strips and let students determine whether each illustrates "fact" or "opinion."

IV-F, 05, 09

16. Cut out several large, colorful advertisements from magazines. Divide students into groups, giving each group one ad and asking them to evaluate which statements or inferences are factual and which are opinion. One member of each group may summarize the evaluation for the class. Finally, ask each student (or group) to "invent" a product and make a poster advertising the goods. They may use their advertisements to show an example of either fact or opinion. Provide time for students to share and discuss their original ads.

IV-F, 05

17. Collect editorials for a period of one week or more. In each, underline the facts in red and the opinions in blue. Keep current ones posted for comparison and reading by the students.

IV-F, 06

18. Provide students with a copy of the newspaper along with a list of questions concerning articles in the various sections of the paper. Have them answer the following questions:
- What was the author's purpose in writing the article?
  - Did the author accomplish his/her purpose?
  - How well?

IV-F, 08

19. Read a newspaper article containing slanted words. Discuss the slanted words in class. Make available other periodicals in which students will find other articles to read orally. Have students list slanted words and use them to report their own "scoop."

Example: "Joy Ride Ends in Death of Teenager" (implies recklessness)

IV-F, 08; III-D, 03

20. List the following pairs of words on the board:

fat person -- weight watcher  
old person -- senior citizen  
cook -- chef  
garbage collector -- sanitation engineer  
pimples -- blemishes  
false teeth -- dentures

Discuss the effect of changing a word if you were advertising a product, using the above as illustrations. Have students locate ads in the advertising sections of newspapers. Discuss the words and add them to the list on the board. Then students should write ads of their own, using slanted words. Political campaign materials provide good source materials for this activity.

IV-F, 08

21. Have students read an editorial or letter to the editor and underline the words that make it slant. Then have them rewrite it, changing those words to make it slanted in another way.

IV-F, 08

22. Read several different biographical accounts of the same person. Have students list similarities and differences in the selections.

As a follow-up, have information on authors available. Determine if the author's background suggests that bias might be present.

IV-F, 08

23. Compare two newspaper editorials on the same subject from different newspapers. Explain how the approach and conclusions of the two newspapers differ.



IV-F, 09

24. Have the student learn the following techniques of propaganda:
- a. Name calling: the use of terms such as warmonger, pacifist.
  - b. Identification: identifying with heroes of the past--Jefferson or Lincoln--to lend credibility or prestige to the propagandist's purpose.
  - c. Glittering generalities: the use of words which sound good, but mean nothing.
  - d. Testimonial: endorsement by a famous person.
  - e. Bandwagon: "Join the group."
  - f. Repetition: a statement which, if repeated often enough, becomes accepted truth.
  - g. Innuendo: conjuring an impression in a person's mind that has no basis.
  - h. Distortion: giving facts undue prominence or treating important facts lightly, using attention-getters, mixing opinion with facts and omitting vital facts.

Have them read newspapers and watch television advertisements and identify as many of these techniques as they can.

IV-F, 09; V-E, 01, 02

25. Have students write a paragraph or commercial using as many propaganda techniques as possible.

IV-F, 09

26. On the board list these twelve examples of ways advertisers appeal to their prospective customers.

- a. Eye appeal -- the product looks good
- b. Special offer -- buy the product and get something free
- c. Bandwagon appeal -- everybody uses the product
- d. Famous people appeal -- a famous person endorses the product
- e. Expert appeal -- an expert endorses the product
- f. Happy family appeal -- use the product to make your family  
happy and health
- g. Statistics appeal -- numbers prove the product is best
- h. Ecology appeal -- the product or the company is protecting the  
environment
- i. Economy appeal -- using the product will save you money
- j. Humorous appeal -- the ad is funny
- k. Something new -- the product has been improved
- l. Snob appeal -- this product is only for a selected group of people

Make a collection of old newspapers and magazines available to your class. Let students skim through the ads to find at least one example of each of the twelve techniques. Some ads may have several. Call on as many class members as time allows to show ads and report on the type of customer appeal.

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## IV. COMPREHENSION

### G. Understands writing styles and devices in literature of different types.

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IV-G, 01; V-C, 07

1. Read a number of tall tales or fairy tales to understand the style and characteristics of each. Choose a character from one of these and write another adventure for that character. Paul Bunyan and Pecos Bill are good because there are numerous tales about them.

IV-G, 01

2. Poetry often takes what is common place and helps us to see what we might have overlooked or taken for granted. Use poetry in teaching factual information in science and social studies. Poetry on animals, rain, etc., lends a new quality to the lesson. A unit on transportation could include poetry such as "Motor Cars" by N. Dennet. Allow students to collect their own favorites and share them. (Note: Shel Silverstein's books "Light in the Attic" and "Where the Sidewalk Ends" provide good examples.)

-G, 01

3. Distinguish differences between poetry and prose, pointing out that poetry is not confined to grammatical conventions such as complete sentences. Ideas are just allowed "to be." Have students locate poems that illustrate this.

IV-G, 01

4. Have students take an article or prose selection and highlight what they feel are the essential words. Arrange and combine them to make a highlight poem.

IV-G, 01, 02

5. Read to students daily from different types of literature. Discuss the characteristics of each form, compare styles, and encourage students to express their preferences. Prepare charts listing the types of literature and their characteristics. Have students list favorite books or stories under appropriate headings.

IV-G, 02

6. Have students rewrite myths and legends as news stories following the who, what, when, where, why, and how format. Discuss the differences in style and choice.

IV-G, 08

7. Present some commonly-used similes, such as the following:

- |                        |                          |
|------------------------|--------------------------|
| (1) Quiet as a _____   | (9) Smart as a _____     |
| (2) Blind as a _____   | (10) American as _____   |
| (3) Wise as an _____   | (11) Happy as a _____    |
| (4) Quick as a _____   | (12) Slow as a _____     |
| (5) High as a _____    | (13) Stubborn as a _____ |
| (6) Strong as an _____ | (14) Gentle as a _____   |
| (7) Busy as a _____    | (15) Nutty as a _____    |
| (8) Sick as a _____    | (16) Light as a _____    |

Read the list together, asking students to finish orally the similes they have heard over and over again. Give each student a simile and have them illustrate it. Share illustrations and have the rest of the group try to guess what simile is illustrated.

IV-G, 08

8. Tell students that a metaphor is an implied comparison without the words "like" or "as." Give students several examples, pointing out what is being compared. For example:

I can't eat these rocks. (The cookies are hard as rocks.)

Her voice dripped with honey. (Her voice and honey are sweet and smooth).

IV-G, 08, 09

9. Have students write a sentence using similes or metaphors, then rewrite each so that it retains the meaning and does not use a simile or metaphor.

IV-G, 08

10. Ask students to write original similes or metaphors. Encourage them to try for unusual comparisons. Provide time for sharing creations.

IV-0, 08, 09

11. Inform students that at times writers show objects or animals talking or acting as only humans do. If you wish, tell students this is called personification. Present sentences and ask the class to find evidence of personification.

Example:       The flowers stood tall and bowed their heads before the dancing sunbeams.

Find appropriate paragraphs and direct students to read these paragraphs and identify examples of personification. Divide students into two teams. Have one student read an example of personification and a member of the opposite team tell its meaning.

IV-0, 08, 09

12. Have students select the correct meaning of personification in a given context:

- a. The wind chimes sang in the gentle breeze.  
(1) The wind chimes made musical sounds.  
(2) The wind chimes were singing songs.
- b. The moon painted a yellow stripe across the still water.  
(1) The moon was using watercolors.  
(2) The reflection of the moon made a yellow stripe on the water.
- c. The furniture spoke of its owner's bad taste.  
(1) The furniture talked to someone about bad taste.  
(2) The owner of the furniture had bad taste.

IV-0, 08

13. Have students write personification using objects in the room. Examples:
- a. The chalk squealed as it ran across the board.  
b. The window crashed against the thrown ball.  
c. The table groaned underneath the heavy load.

IV-G, 08; V-H, 01

14. Have students incorporate personification in an original pyramid poem.

Example:

Pyramid Poem

Wind (noun)

Westerly Wind (adjective, noun)

Westerly wind howling (adjective, noun, verb)

Westerly wind howling furiously (adjective, noun, verb, adverb)

IV-G, 08

15. Have students write "E" in front of each sentence that is an exaggeration, and write "T" in front of each sentence that could be true.

Example:

- a. My father is as strong as an ox.
- b. The boy turned blue from anger.
- c. She died from fright.
- d. The girl ran a mile in eight minutes.
- e. The traffic was at a snail's pace.
- f. This is the coldest day on record.

IV-G, 09

16. Direct students to read a story containing exaggerations. Have them identify exaggerations and discuss why they were effective in the story.

IV-G, 08, 09

17. Print the following exaggerations on sentence strips. Below each have students write the literal meaning.

Example:

- a. She was so shocked after hearing the rumor that you could have knocked her over with a feather.
- b. The screams curdled my blood.
- c. It was raining cats and dogs.

IV-G, 11

18. Have students act out sounds and motions in a story as it is read. This is much like melodrama, with specific sounds and/or motions associated with specific characters. (Example: The Three Little Pigs--everyone claps once every time the first little pig's name is mentioned, two times for the second little pig, three times for the third little pig, and everyone "huffs and puffs" when appropriate.)

IV-G, 15; V-F, 04

19. Have students write on a given subject (e.g., an invitation to a party.) Then have students pretend to talk on the phone on the same subject while others listen. Then discuss differences between informal speech and formal written language.

IV-G, 15

20. Use comic strips to demonstrate the characteristics of informal language. Have students rewrite them using formal language.

IV-G, 15; V-G, 08

21. Have students compare several songs, some with informal and some with formal word patterns. Have students discuss how the same thing may be said in different ways. Then have them rewrite a song in the alternate pattern. Look for what sentence patterns, verb usage, etc. make the difference between formal and informal.

Example: "America the Beautiful"  
"I'm proud to be an American"  
"American Pie"  
"Born in the U.S.A."

IV-G, 17; V-B, 02, 06

22. Write a sentence on the board such as, "The boy caught a fish." Have students close their eyes and picture the scene in their minds. Think of how the boy looked, how the fish looked, how the place looked where the boy was fishing. Think of the sights, sounds, smells and tastes of the scene. Have students draw pictures of what they imagined. Choose one or two with the most detail and as a group write a descriptive passage filled with imagery.

## V. COMPOSITION SKILLS

### A. Demonstrates oral expression skill.

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V-A, 01

1. Read incomplete nursery rhymes or jingles to students and have them supply the missing words.

V-A, 01

2. Using familiar jump rope jingles, have students take turns jumping rope and supplying the appropriate part of the jingle.

V-A, 01; VII-A, 01; I-A, 03, 04

3. Play a rhyming sentence game with students. The person who is "it" makes a sentence. Each person must respond with a sentence that rhymes.

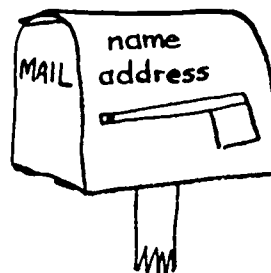
I saw a cat.  
Did it chase a rat?  
No, it wore a hat.  
He was very fat!

V-A, 02

4. Use real or play telephones to dramatize placing a telephone call. Students say their telephone numbers aloud, while dialing the number. Students may make telephone calls to one another using the other's telephone number.

V-A, 02

5. Encourage students to remember their home addresses and telephone numbers. Make a bulletin board on which each student places a picture of his/her home that s/he has cut from construction paper. As each student learns his/her telephone number and address, give him/her a paper phone and mail box to take home.





V-A, 02

6. Play the "Police Officer Game." One student is the police officer who helps lost children. The student pretending to be the police officer goes to classmates and asks:

Police officer: "Are you lost, little girl (boy)?"  
Girl or Boy: "Yes, I am."  
Police officer: "What is your name?"  
Child: (Gives full name)

Police officer: "Where do you live?"  
Child: (Gives home address)  
Police officer: "What is your phone number?"  
Child: (Gives phone number)

If the student can answer all the questions correctly, then s/he becomes the policeman.

V-A, 02

7. Make up rhymes to help students learn personal information. Example:

"Come and play the game,  
Tell me your whole name."

If the student is correct, s/he becomes "it" and chooses the next student to play.

Have students make paper bag puppets. Students pretend that the puppets are themselves, and the puppet gives the personal information.

V-A, 02

6. Have students learn their own full names, family names, their addresses, and what their parents do. This personal information is put in a booklet by the teacher and is illustrated by the student.

Page 1. My name is \_\_\_\_\_  
My father's name is \_\_\_\_\_  
My mother's name is \_\_\_\_\_

Page 2. I live in \_\_\_\_\_ (town)  
My house number is \_\_\_\_\_  
My state is \_\_\_\_\_

Page 3. My father's work is \_\_\_\_\_

Page 4. My mother's work is \_\_\_\_\_

Page 5. I go to \_\_\_\_\_ (school)  
I am in the \_\_\_\_\_ (grade)

V-A, 02

9. Have students bring snapshots of themselves and their families to share with their classmates. Each student tells the names and ages of his/her family members.

V-A, 02

10. Use a play microphone or one from a tape recorder and have each student introduce himself/herself by giving name, address, telephone number, and information about his/her family.

V-A, 03

11. "Emotion Pantomime": Allow students to take turns pantomiming various simple emotions. Other students should guess the emotion, then guess what they think is happening and why.

**V-A, 03**

12. Play "Me Too." Students sit in a circle. Have one student complete an open-ended sentence such as, "I feel miserable when \_\_\_\_\_." A second student listens to the response and says, "Me too" or "Not me." If s/he says "Not me," s/he must complete the sentence with another ending. Continue around the circle with various emotions (afraid, happy, bashful, embarrassed, brave, etc.).

**V-A, 03**

13. Play music suggestive of different moods. Have students tell emotional words suggested by the mood.

**V-A, 03**

14. When reading stories to the class, have students discuss the feelings of the characters in the story.

**V-A, 03**

15. Have students discuss different feelings they have had. Have them tell when and why they had these feelings.

**V-A, 03**

16. Play word games. "I am thinking of a word that tells how you feel when you are hurt." Have the class give as many answers as possible. This game may be played in teams by keeping a tally of the number of words each team thinks of for each statement.

**V-A, 05, 06**

17. Involve students in a variety of experiences using the senses:
- a. "Smelling Experience": Put different foods (peanuts, popcorn, pickle, orange peel, etc) in containers which conceal the food. Have students decide what the food is, describe its smell to the class, and tell what they associate it with.

Variation: Have a student describe the smell while others try to guess what the food is.

Continued...

- b. "Feeling Bag": Have students reach into a bag, without looking, and select an item. They are to describe the size, shape, and texture of the item and try to guess what it is.

Variation: Have one student select an item, describe its shape, size, and texture and have other classmates try to guess what it is. Or, have two bags with the same objects in each bag. The student is to try to select the identical object in each bag through sensitivity to shape, size, texture, etc.

- c. "Taste Test": Conduct taste tests to identify different tastes such as salt, sugar, lemon, mustard, peanut butter, etc. Have students discuss the differences.
- d. "Sound Search": Have students close their eyes and listen as you produce sounds in the classroom (e.g., sharpen pencil, write on board, raise or lower map, etc.). Have students guess the source of the sound.

Y-A, 04, 05

18. "Awareness Discussions": Involve students in an awareness discussion to stimulate sense awareness. Questions such as the following may help:

a. Smell

- (1) What is your favorite smell?
- (2) What are the smells of your kitchen? the doctor's office? the cafeteria? the circus? the grocery store?
- (3) What smells are happy?

b. Taste

- (1) What tastes sweet? sour? salty? bitter?
- (2) What is your favorite food? Describe how it tastes.

c. Sight

- (1) What is your favorite color? What is yellow? How does green make you feel?
- (2) What is the largest thing you see in this room? smallest? prettiest? What shapes do you see? colors?
- (3) What do you see on your way home?

V-A, 05

19. Experience stories: As an individualized instruction activity, have a student tell you a brief experience. Write the words on the board using the student's language. Then ask the student to read his/her words back to you.

V-A, 05

20. Take students on a short walk around the school. Following the walk, have students develop lists of descriptive words of things they saw, heard, touched, etc. They may paint their favorite scene from their walk and tell about it.

V-A, 06

21. Provide pictures of objects, people, animals, or places. Have students select one picture and describe it to the class. Other students must guess what the picture is from the description.

V-A, 06

22. Make a feel box. Have a student put his/her hand in the box, feel an object, and describe what s/he feels.

V-A, 06

23. Have students create a monster using poster paper and colored markers. Students should suggest various characteristics of the monster such as shape, color, size, or features which the teacher will draw. The group will then decide on a name for the monster, where he lives, and what he eats. Write the dictation at the bottom. Provide time for students to create their own monster and dictate or write their own story.

V-A, 07

24. Display charts showing pictures of items such as an apple and a banana, a car and a truck, a horse and a cow. Ask questions such as, "How are they alike?" and "How are they different?"

V-A, 07

25. Have two students in the room stand up. Compare them. Have students tell how they are alike and how they are different. Have pets brought to the room. Compare how they are similar and different.

V-A, 08

26. Have students bring a picture or something from home that is special to them. Let them describe their feelings about it to the class.

**V-A, 09**

27. Have a student explain how to get from one place to another within the school (e.g., from the classroom to the cafeteria). Expand the activity for older students to include directions to the nearest library, police station, fire station, church, grocery store, hospital etc.

**V-A, 10**

28. Have students explain orally how to perform a certain task such as planting a seed, washing a dog, grooming a cat, or making a peanut butter and jelly sandwich.

**V-A, 10**

29. Read aloud (or have a student volunteer read aloud) a step-by-step procedure of a familiar process such as baking a cake or shampooing hair, but leave out a key step. Students will listen carefully to spot the error.

**V-A, 10**

30. Ask students to pantomime an ordinary process such as wrapping a gift, diapering a baby, or washing a car. Other students will guess and explain the process.

**V-A, 11**

31. Prepare an index file of books students have read, with a book title at the top of each card. Students rate the book by drawing a happy face or sad face. Have students orally explain their selection with sentences that begin: "I like this book because . . ." or "I do not like this book because . . ."

**V-A, 11**

32. After students have read a book, pair students and have one pretend to be the author of the book. The other student interviews the "author," asking such questions as: What is the book about? Where did you get your information for the book? How do you feel about your book? How do you think others will feel about it? Why do you think it is an important book to read? Roles may be reversed and the exercise repeated.

V-A, 12

33. Use a tape recorder and have each student introduce another classmate, relay a message, or make an announcement.

Examples:

- a. Introduction: "This is Tommy Potter. He is 6 years old. He is in first grade. He is my friend."
- b. Message: "Your mother called to remind you to bring your jacket home."
- c. Announcement: "Our school won the litter-bug contest."

V-A, 13

34. Have students make a display about something being studied (e.g., different kinds of insects), and collect related facts (e.g., number of body parts, names of body parts and number of legs). Student may do this individually or in small groups. Have students explain their displays orally.

V-A, 13

35. Ask students, individually or as a group, to do research and give a report to the class explaining a process such as:

- a. Developing film
- b. Manufacturing of pottery, tires, or baseballs
- c. Weaving
- d. Hunting, fishing, or trapping

V-A, 15

36. Take students on a field trip and take photographs. Display the photographs to represent events in the order in which they occurred and have students tell about the trip using the pictures as stimuli.

V-A, 15

37. Cut out a series of pictures (e.g., a comic strip). Have students use these pictures to tell a story.

V-A, 15

38. Obtain several picture books. Have several students tell a story from the pictures into a tape recorder. Then play the recordings and compare stories.

**V-A, 16**

- 39.** Read the beginning of a story to students. As a group, have students make up and/or dramatize the ending. Students may brainstorm different possibilities and decide as a group the ending they prefer.

**V-A, 16**

- 40.** Record and place in the listening center a story starter such as, "Once upon a time, there was a tiny old woman." Students may then record their own continuation and/or completion of that story.

**V-A, 17**

- 41.** Supply students with three story elements such as:

- a. A dark night
- b. A little boy
- c. A dog

Student will create and tell a story containing at least those three elements.

**V-A, 17**

- 42.** Display a number of pictures around the room. Have students select a picture and tell a story about it.

**V-A, 18**

- 43.** Read a short selection or story to students. Have a discussion, "What if . . . ?" Example: What if the Eskimo were suddenly put in New York City? How would the story change? What if we changed the giant to a small boy? How would the story change? Speculate about changes that could occur.



V-A, 18

44. Prepare a number of sentences depicting certain events or happenings. Discuss how the event would change if the time were changed to the past or future. Do the same thing changing the characters or setting.

- Example: a. The boy watched T.V. (Change the time to 1800)  
The boy watched his father plowing the field.
- b. The old man walked wearily to the store. (Change the old man to a young boy)  
The young boy ran excitedly to the store.
- c. The dog frisked through the meadows. (Change the meadows to New York City)  
The dog was led on his leash through City Park.

V-A, 20, 21; V-E, 02; V-G, 02, 11

45. Encourage students to express their viewpoints orally. Take advantage of any debate, argument, or disagreement that might take place in the classroom. The following are some sample topics:
- a. You borrowed your friend's crayons and accidentally broke one. You want to borrow another. Should your friend lend it to you?
- b. Should you allow someone to cut in line in front of you (or someone else)? Tell why.
- c. How do you feel when the entire class must stay inside on a rainy day?
- d. If you could change something at school, what would it be and why?
- e. What is your favorite sport? Why? What is your favorite TV show?
- f. Do you have a favorite fast food chain (e.g., McDonald's, Dairy Queen, Kentucky Fried Chicken)?

Continued . . .

- g. Do you think a woman should be elected President of the United States?
- h. Do you think school vacations should be in the winter (December-February) rather than in the summer?
- i. Should coke and candy machines be allowed at school?
- j. Should children be allowed to make all their own decisions?

**Extension:** Have students select one of the above topics and write an opinion on the subject. Have students read their paragraphs and see how well the topic sentence and supporting details have been developed.

**V-A, 21**

46. Talk about individual differences in likes, dislikes, opinions, etc. Prepare a set of incomplete statements or questions that can evoke a variety of opinions such as "I think the best show on T.V. is \_\_\_\_\_ because . . ." Students must select a statement and complete it, stating an opinion and supplying a reason.

**Variation:** Provide complete statements of opinion; have students select one and state whether or not they agree and why.

**V-A, 21**

47. Have a student pick a topic (e.g., whether a historical structure should be saved or destroyed) and present his/her viewpoint citing one to five reasons. Give another student the opportunity to prepare and present a rebuttal to the first opinion. S/he should refute two or more of the first student's reasons. This could be used with any topic of interest to the class. Elementary students need to cite only one or two reasons; students in upper grades should cite at least three.

**V-A, 23**

48. Select a rhythm instrument to represent each punctuation mark (e.g., period = horn; question mark = melody bell; exclamation mark = cymbal). Give each student one of these instruments. Present a story on the overhead and have one student read it orally. Students will sound the appropriate instruments to correspond with the punctuation in the story.

V-A, 23; VI-B, 01, 02, 03, 04; V-C, 04

49. Play the Victor Borge punctuation recordings and have students:
- make the punctuation sounds with him.
  - make up their own punctuation sounds.
  - read stories or paragraphs using punctuation sounds.
  - write their own creative stories or paragraphs using punctuation marks and read them to the class using the punctuation sounds.

V-A, 24; V-F, 04

50. Have students write short letters to classmates, omitting punctuation. The letters will be delivered by a student playing the part of a postman. Students try to read aloud the letters they received and thereby discover the value of punctuation.

V-A, 24; IV-G, 03

51. Have groups of students choose a theme such as friendship, my favorite pet, home, etc. Each group plans a five-to-ten-minute oral presentation using poems, songs, quotes, stories, or parts of each that express the feelings they have about the theme. They plan the individual and/or choral reading arrangements, the order of presentations, the content, etc. The presentation can be taped for future listening.

V-A, 25

52. Prepare an outline on a topic very familiar to the student. Have the student prepare a talk from this outline to present to the class. Only the outline may be used as reference in presenting the oral report.

## V. COMPOSITION SKILLS

### B. Writes descriptively.

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V-B, 01

1. Write a short story on the board without the descriptive words. Have students orally supply descriptive words. After the story is complete, have students copy the story supplying alternative descriptive words. Give each student an opportunity to read his/her story.

V-B, 01

2. Have students look in the feature section or sports section of the newspaper for words that vividly describe people, actions, or events (e.g., The team demolished their opponents. . . The quarterback's performance was dazzling). Students should list the words they find, then write their own sentences using these words.

V-B, 01, 04, 03; V-H, 01

3. Make a list of questions and have students answer them individually or in groups.

Example:        How many words can you think of to describe a castle?  
                      (quaint, cold, etc.)

                      How many words can you think of to describe sandpaper?  
                      (gritty, rough, etc.)

These words can then be used to write stories or poems about the object, action, feeling, etc. being described.

V-B, 01, 04

4. Supply the class with construction paper and magazines and have students make word collages. Have them cut out one simple picture of an object, animal, or person and glue it in the center of a piece of construction paper. Then have them find and cut out a variety of describing words and paste them around the picture. They might also write sentences about the picture incorporating the descriptive words.

V-B, 01, 04

5. Poetry forms that focus on descriptive categories of language can be a helpful prelude to descriptive writing. For example:

Cinquain

(noun)  
(adj.) (noun)  
(adj.) (noun) (verb)  
(adj.) (noun) (verb) (adv.)  
(noun)

Diamante

(noun)  
(adj.) (adj.)  
(verb) (verb) (verb)  
(noun) (noun) (noun) (noun)  
(verb) (verb) (verb)  
(adj.) (adj.)  
(noun) opposite of above

Have students take the thought of the cinquain or the diamante and write one or two sentences incorporating the content as a prelude to sentence development.

V-B, 01, 04, 06, 08; V-A, 04, 06

6. Have students view a non-verbal film or filmstrip. Then elicit words describing what students have observed (color words, size words, shape words, etc.). Students may use the descriptive words to write sentences and/or paragraphs.

V-B, 02, 06

7. Play "Sharpen your Senses": Close your eyes. Listen. Listen intently. Tell what you hear in clear, concise terms. Use figures of speech to express what you hear. "The slam of locker doors sounds like the closing of prison cells." "I hear the silence of thinking all around me."

Do the same with what you smell. "I smell the shampoo from the hair of the girl in front of me." "I smell food from the cafeteria."

Then try "What do you see?" You must use color and shape words.

Finally, "What do you feel physically?" "I feel the beat of my own heart." "I feel the stiffness in my knee that I hurt in P.E."

Continued . . .

When each student has completed several sentences, put sample ones on the board. Direct students to compose a paragraph using these sentences. Give them a topic sentence to tie it all together (e.g., The classroom was very quiet this morning.).

V-8, 02

8. Have students make a collage for each of the five senses. For example, place a picture of a nose in the center of the page. Then cut and paste from magazines words or pictures that appeal to the sense of smell (e.g., foods, perfumes). Discuss how the different senses help us picture things in our minds. Have students write sentences about things reflected in the collages.

V-8, 03

9. Have students make a book about themselves. Have them complete and write each sentence in their book, with an illustration for each.

Example: I feel happy when \_\_\_\_\_

I get angry when \_\_\_\_\_

I am sad when \_\_\_\_\_

V-8, 04

10. Make a sculpture out of clay and have students write sentences describing the sculpture.

V-8, 05, 04

11. Have students cut out pictures of people of varying shapes and sizes and list words that describe them. Using the pictures, make a class booklet entitled, "There Are All Kinds of People." Have students write sentences such as the following: Some are fat. Some are thin. Some are tall. Some are short. A similar booklet could be created: "There Are All Kinds of Animals."

V-8, 05, 04

12. Select categories that provide opportunities for comparison, such as Vehicles, Toys, Food. Encourage students to note similarities and differences by asking: "In what ways are apples and oranges alike?" "In what ways are they different?" Write sentences comparing them.

V-8, 07

13. Show a filmstrip such as "The Headless Horseman" or "Call It Courage" and discuss the basis of fear. Discuss the basic instinct of animals to fear certain things (e.g., fire). Ask students to list positive and negative aspects of fear.

As a follow-up, have students recall the time they were most afraid in their lives. They will write a paragraph or story relating an incident of fear in their lives.

V-8, 07

14. Ask students to write a story or paragraph in such a way that it would make a reader feel:

happy  
sad

angry  
disappointed

excited  
frightened

confused  
surprised

Provide each student with a piece of round white paper (about 8" in diameter). Ask students to copy their stories on one side of the circle. On the other side, have them draw a simple face that "illustrates" the feeling expressed in their composition.



V-B, 07; V-A, 04

15. Have the class compile and discuss a list of human emotions:

Example:	jealousy	hatred	fear
	loneliness	love	anger
	anxiety	sympathy	unhappiness
	happiness	surprise	disappointment

- a. Ask questions such as:
  1. What makes you feel anxious?
  2. When was the last time you felt jealous?
  3. How does loneliness feel?
  4. What is love?
- b. Have each student choose an emotion and write a short paragraph telling of an incident which caused them to experience that emotion.
- c. Ask questions which relate feelings to color (e.g., What color would you use to represent fear, anger, joy?).
- d. Have each student choose two or three pieces of colored chalk. Have several vivid colors available. Give them a large sheet of drawing paper and have them draw representations of emotions.

V-B, 08

16. Have students write descriptive paragraphs using attribute guides, as illustrated below.

- A. Place to be Described: \_\_\_\_\_  
Significant living things in the place: \_\_\_\_\_  
Objects in the place: \_\_\_\_\_  
Spatial arrangement of objects and living things (good words to use include by, with, above, under, opposite, away from, next to, across from): \_\_\_\_\_  
Relative motion of objects and living things: \_\_\_\_\_  
Temperature of place, wetness of air: \_\_\_\_\_
- Predominant colors: \_\_\_\_\_  
Predominant shapes: \_\_\_\_\_  
Predominant mood of place: \_\_\_\_\_



- B. Person to be Described: \_\_\_\_\_  
Size: \_\_\_\_\_  
Weight: \_\_\_\_\_  
Facial Features (hair, eyes, nose, ears, complexion, glasses): \_\_\_\_\_  
\_\_\_\_\_  
Clothing (style, fit, color, amount): \_\_\_\_\_  
Body features (legs, arms, stance): \_\_\_\_\_  
Predominant feeling one gets looking at the person: \_\_\_\_\_
- C. Object to be Described: \_\_\_\_\_  
Color: \_\_\_\_\_  
Shape: \_\_\_\_\_  
Size: \_\_\_\_\_  
Weight: \_\_\_\_\_  
Texture: \_\_\_\_\_  
Temperature: \_\_\_\_\_  
State of motion: \_\_\_\_\_  
Smell: \_\_\_\_\_  
Taste: \_\_\_\_\_

V-B, 08; IV-E, 05

17. Read several examples of story settings to see how effective authors develop a setting and create mood. Provide a series of pictures showing possible settings for a story. Students write paragraphs using the setting from one of the pictures, attempting to create a particular mood.

V-B, 08; IV-D, 08

18. Select a current TV star, athlete or any person currently in the news. The character should be familiar to all members of the class, but do not tell the class whom you are describing. Use the board or a transparency and write one sentence at a time to develop a descriptive paragraph. Each sentence gives a clue (or description) of the character, but never names the person. After each sentence, allow students to guess the name of the selected character.

**Example:** I am not too tall and not too short, not too fat and not too thin. Although I am middle-aged, I have all my hair and more than my share of teeth. Whenever I travel, my wife and little daughter Amy go with me. (Jimmy Carter)

When your paragraph is complete and the character is identified, have each student select a character of his/her own and write a descriptive paragraph using clues. Students can read their paragraphs orally, allowing classmates to guess the name of the character. A correct guess causes the reader to stop reading. Points could be given for early identification (e.g., first sentence: 20 points; second: 15 points; third: 10 points; fourth: 5 points).

V-B, 08, 04, 01

19. Present a picture of a haunted house or some other evocative picture. Ask students to list some important details that they see (e.g., broken windows, sagging fence). Use the details to help write a descriptive paragraph about the setting.

V-B, 08

20. Collect a variety of landscape pictures from magazines (e.g., peaceful country scenes, majestic mountains, a stormy seascape, busy city streets, etc.). Paste pictures on sheets of paper and pass them around the room, having each student write a word or phrase to describe the picture (on the reverse side). Collect all papers and redistribute. The class will then write paragraphs using a picture and the list of ideas.

Later, pair students and have each edit the other's paragraph and comment on success or lack of success in capturing the essence of the picture. Give each author time to correct and revise the paragraph.

V-B, 10, 08; V-A, 06, 08

21. Select a picture of a popular comic strip character or a picture of an animal (a dog, cat, etc.). Ask students to describe the picture, telling about colors, sizes, and shapes as well as how the character probably feels: happy, sad, loved, unwanted, etc. List the words under headings such as Facts or Thoughts about the character or animal.

A word wall could be built about the characters and later a story about the character could be written by students.

V-B, 10

22. Select pictures of a well-known man and a well-known woman (a movie or TV star or political figure). Ask students to orally describe the person both objectively and subjectively (e.g., The man has gray hair. The beautiful lady has lovely blonde hair.). Ask each student to locate a picture of a person they like or admire. Have each student write two paragraphs about the picture, one objective and one subjective. Underline the words in the subjective paragraph which make it subjective.

V-B, 10

23. Select a picture or slide with a variety of physical features such as a mountain with trees and bare rock overlooking a lake or river. Ask a student to describe the picture. Ask other students to point out the subjective descriptions and the objective descriptions.

Choose another, similar picture and have half the class write paragraphs describing the picture subjectively and half write a paragraph describing it objectively. Choose examples of each type of paragraph to share with the entire class. Students may be asked to underline the words in selected paragraphs that make the paragraphs subjective (e.g., the majestic, snow-capped mountain overlooks the calm, lovely lake).

## **V. COMPOSITION SKILLS**

### **C. Writes narratively.**

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**V-C, 01; IV-B, 01**

1. Give students two pictures that suggest what happened first and second. Have them draw what happened third and write a few sentences about it.

**V-C, 01; IV-D, 02, 04**

2. Read a story up to a crucial point. Have students write what they think happened at the end. Read the endings. Vote on the class favorite and see if anyone guessed the author's ending. Read the ending.

**V-C, 04**

3. Choose an illustration from a book that is not familiar to students. Ask them to write a story to accompany it. Suggest that students tell what happened before and after the picture. Having students work in pairs might stimulate ideas and reduce apprehension. Then read aloud the original story.

**V-C, 04**

4. Provide students with a variety of objects such as a paperclip, a pen, a pair of glasses, a baseball bat, or a rock. Students will select an object and write a story involving personification of the object.  
Example: Write about the day in the life of the baseball bat.

**V-C, 04**

5. Cut a picture of an object from a magazine and paste it on construction paper. Alter the object in some way. For example, add wings on a car. Ask students to think of words or phrases that come to mind when they think of that object. List them on the paper beside the picture. Use those words in developing an imaginary story about that object.

**V-C, 04**

6. Make a series of illustrations, one per page, about a make-believe animal, person, or object. Write a story about each illustration and bind into book form.

**V-C, 04**

- 7. Make comic books that involve a character in some plot and location. Thumb print characters can be developed by pressing thumb or fingers on an ink pad. Details of the character can be filled in with fine-tip magic markers. Write a narrative account below the characters, but show key dialogue in bubbles by the characters.**

**V-C, 04; V-H, 03**

- 8. Create a bulletin board--"Once Upon A time." Put a fairy godmother in the corner with a magic wand. Make three star pockets on the bulletin board containing character, setting, and plot. Students draw one slip from each pocket and create their own fairy tale to display on the bulletin board.**

**V-C, 05**

- 9. Have students read a biography or autobiography of a famous person and summarize the main events chronologically.**

**V-C, 05, 03**

- 10. Provide a series of pictures which tell a story in sequence. Students write a paragraph about the pictures in chronological order.**

**V-C, 06; IV-A, 03**

- 11. As students listen to or read a story, have them answer the questions who, what, when, where, and why about the story. Then write a simple summary of the story including the answers to all the questions.**

**V-C, 06, 05; IV-B, 06**

- 12. Read a story to the class, telling students to pay special attention to the order of occurrence. Give the class a list of the events in the story and have them write a paragraph summarizing the events in correct order.**

**V-C, 06**

- 13. Have students write a paragraph summarizing a favorite television episode. Read the summaries, and have the class vote on the ones they felt were best and compile these into a class TV Guide.**

**V-C, 07**

- 14. Select a familiar fairy tale and rewrite it using a modern setting. Update the characters' behavior, clothing, dialogue, etc. Produce as a puppet show.**

V-C, 07

15. Read a number of tall tales or fairy tales to understand the type and characteristics of each. Choose a character from one of these and write another adventure for that character. Paul Bunyan and Pecos Bill are good because there are numerous tales about them.

V-C, 07

16. Distribute a list of available tales, fables, and legends to students. Divide the class into groups with a chairperson for each group. The chairperson reads selections from their chosen category. Students choose a selection to rewrite or write as an original play. Each committee is divided into sub-committees: re-writing, scenery and sound-track. Each group works on a production. A "TV Critic" is given to the class to write comments about each group's production.

V-C, 07; V-A, 18

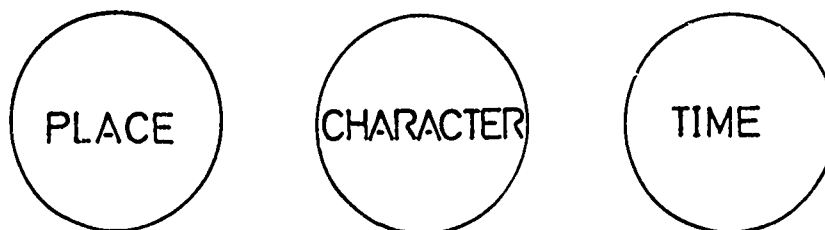
17. Use old ballads, tales, and stories as models for creating new verses, plots, etc. Simple substitutions of characters, settings, and actions can result in an entirely new story.

Variation: Using familiar characters of a favorite book, write a new ending or an additional chapter.

V-C, 07; V-A, 18

18. Have a game board showing three dials; one for characters, time, and place. Students read a selection, dial different characters, time and place, and then tell or rewrite the story changing one or more of the story elements.

### DIAL A STORY



V-C, 07

19. Read a selection. Think about what would happen if an element of the story were changed--characters, setting (time or place). Write a group story. Let each student contribute a sentence. When the story is complete, elaborate on the product by asking questions about things they did not tell and adding ideas.

V-C, 08

20. Put descriptions of characters, settings, and plots in a box. Draw out one of each. Guide the group in formulating a group story using the given elements.

a. Sample characters:

An old man and his grandson  
A champion swimmer and a handicapped child

b. Sample plots:

Good wins over evil  
Man wins against nature  
Enemies become friends

c. Sample settings:

Mountains  
Seashore  
New York City

V-C, 08

21. Use the following "Recipe for a Narrative" to write a story.

Recipe for a Narrative

- a. Take one main character.
- b. Add a few other characters.
- c. Mix them together in a setting--a railroad underpass, a far away planet, a forest of toadstools, or in some other place.
- d. Stir up a problem or challenge for the main character to face.
- e. In a sequence of events, show the main character trying--but failing--to solve the problem or meet the challenge.
- f. Let the events simmer, gradually bringing them to a boiling point, or climax. This is the time the main character makes his final attempt at overcoming the problem or challenge. Most often the character succeeds.
- g. Cool quickly, with a fast ending.

## **V. COMPOSITION SKILLS**

### **D. Writes to explain.**

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**V-D, 01**

1. Provide students with an experience such as collecting and examining a variety of leaves, observing and feeling a pet kitten, talking to the principal, etc. Have students discuss the experience while you list name words, doing words, and descriptive words. Students can draw a picture about the experience and write one or more sentences about it using the listed words.

**V-D, 01**

2. Cut words from magazines associated with a particular topic. Use the words to create one or more sentence collages.

**V-D, 01**

3. Choose any topic. Brainstorm as many words as students can think of related to that topic. Then have students use as many of those words as they can in one or more sentences.

**V-D, 02; IV-A, 04**

4. Have students read or listen to a passage giving information on any subject of interest. With the book closed, have students brainstorm all the facts that they remember. Students then write sentences or a paragraph about the three facts they found to be most interesting.

**V-D, 03**

5. Ask students to write step-by-step directions for a simple process such as putting on a T-shirt or making a peanut butter sandwich. Bring to class a T-shirt or sandwich makings. Let a volunteer stand before the class and follow each step of the directions literally, adding nothing, as another student reads aloud his/her written directions.

**V-D, 03**

6. Have some students demonstrate a particular process such as taking pictures, making a sandwich, playing a game, etc. After the demonstration, have students select one process to write one or more paragraphs explaining the directions.



**V-D, 03**

7. Display a picture of an ice cream sundae on the board. Around it, place sentence strips containing written directions on how to fix a sundae. Ask students to place the strips in their proper sequence. Then distribute pictures or word cards of some tasty dishes that can be simply prepared and direct students to write how they are prepared and share their paragraphs with the class. Some sample dishes are popcorn, scrambled eggs, jello, chocolate milk, banana split, cinnamon toast.

**V-D, 03**

8. Ask students to bring in products which contain directions for their use, such as car wax, shampoo, pudding mixes, make-up, etc. Have students read the directions and write a paragraph in their own words explaining the process.

**V-D, 03**

9. Have each student conduct a science experiment, preferably one which requires observation over a period of time. Discuss the process and their progress periodically. Have each student construct a poster of what s/he did. Each poster should have a paragraph explaining the process the student went through in conducting the experiment.

**V-D, 04**

10. Select an interesting picture to discuss with the class. After the discussion, have the class list words related to the picture. The class selects key words from the list and formulates the main idea from the picture. As a group, write a topic sentence using some of the words from the list and have students, as a group, write three to five supporting sentences. Discuss a second picture and have students write their own topic sentence and supporting sentences.

**V-D, 06**

11. Set up a "Critic Corner." Have students read specified books and write book reviews which reflect their personal opinions of the books. Compare and discuss the difference in the reviews.

**V-D, 08**

12. Make a simple outline, such as "My Day," including main topics such as: Before School, During School, After School. Have students fill in subheadings and then write a paragraph for each major heading.

V-D, 08

13. Read an article relevant to a social studies or science unit. As a class, compose an outline showing the main ideas. Students then write one paragraph for each Roman numeral in the outline.

V-D, 08, 09; V-H, 02

14. Have students interview one of his/her parents or relatives on their life as a child. Some of the questions to be asked are: Who was your favorite teacher and why? What was your favorite subject; why? What was your favorite toy? What was the worst weather you experienced? What was the school you attended like? What was your favorite pet? Did you have any unusual pets? How many brothers and sisters did you have? What awards did you win? What was the most exciting event in your life? From this interview have the student make a simple outline and write a report on the person's life.

Variation: Have students conduct a survey on a simple question such as, "What brand of toothpaste do you prefer?" "What kind of pet do you have?" Then they will write a paragraph about the results.

## **V. COMPOSITION SKILLS**

### **E. Writes to persuade.**

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**Y-E, 01**

- 1. Have students select an advertisement that appeals to them. Using the ad, have them write one or more sentences expressing their own viewpoint and containing at least one supporting idea.**

**Y-E, 02**

- 2. Provide students with a copy of a current news item. Have him/her write a paragraph expressing his/her view point including more than one supporting ideas.**

## **V. COMPOSITION SKILLS**

### **F. Uses functional writing skills.**

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**V-F, 01**

1. Have students make tin-can telephones which may be used to send and receive messages. Students who receive the messages must record important information such as who called, time called, and purpose of call. Compare the students' recorded messages with your original message and discuss the importance of listening for details.

**V-F, 01**

2. Have students role play a person responsible for scheduling appointments such as a nurse, secretary, etc. The class records the necessary information. Students compare recorded messages.

**V-F, 02**

3. Have students fill out an application for a library card.

**V-F, 03**

4. Have students complete an order blank for something they actually intend to order, such as Arrow Books.

Y-F, 03

5. Prepare a list of classroom jobs. Have students complete a simple form applying for one of the jobs.

Name \_\_\_\_\_  
(Last) (First) (Middle)

Address \_\_\_\_\_  
(Street address)

\_\_\_\_\_  
(City) (State) (Zip code)

Phone \_\_\_\_\_  
(Area code)

Homeroom Teacher \_\_\_\_\_ Room Number \_\_\_\_\_

Birthday \_\_\_\_\_ Age \_\_\_\_\_ Sex:(circle one) Boy Girl

Job Wanted \_\_\_\_\_

Past Jobs \_\_\_\_\_

Special Skills \_\_\_\_\_

\_\_\_\_\_

Y-F, 04

6. Have students fill in pertinent information for an invitation to a Halloween party, a beach party, a masquerade party, a dog's birthday party, etc. Students design their own invitations which include the pertinent information.

V-F, 04

7. Have students set up a make-believe post office in the classroom with letter boxes, rubber stamps, mailbags, "Wanted" posters, and the like. Students write letters, post cards and thank-you notes to their classmates to be delivered through the class post office. Have some students act as postmasters, look for mistakes in the letters, and if mistakes are found, mark them "Return to Sender". The author must make the proper correction.

V-F, 04

8. Have students pretend that they are visiting a place that is being studied in social studies; this could be a city, state, or country. Have them cut a post card out of poster board or other heavy paper and design or draw a picture depicting the place being visited on one side. On the other side s/he should write a message and address the post card correctly.

V-F, 04; VI-D, 04; VI-B, 06

9. Make a "Dear Abbey" box. Write fictional letters stating a variety of problems that students might encounter. Place letters in a box. Have students select a letter and write advice to the fictional student.

## **V. COMPOSITION SKILLS**

### **6. Organizes, edits, and proofreads to improve own writing.**

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**V-6, 01**

- 1. Bring in favorite foods for a tasting party. Classify them into vegetables, meats, salads, snacks, desserts. Write a list of food items under each category.**

**V-6, 01**

- 2. Have students go on word hunts through magazines--happy words, sad words, homonyms, unusual words, etc. These could be pasted on category sheets and/or word walls.**

**V-6, 01**

- 3. Present a random list of items which may be classified under two headings, such as fruits and vegetables. Cover the list and ask students to write all the items they can remember. Then show the items organized under headings:**

**I. Fruits**

- A. Oranges**
- B. Apples**
- C. Bananas**

**II. Vegetables**

- A. Potatoes**
- B. Lettuce**
- C. Squash**

**Cover the chart and have students list all the items they can remember. Lead students to the realization that organizing information makes it easier to recall.**

V-6, 01; VIII-D, 04

4. Take the above activity a step further by having students group a list of words under topics.

Boys (Tom, Joe, Charles, Kelvin)

Girls (Betty, Jill, Mary, Gloria)

Have students organize information under headings. Teach them to add Roman numerals and letters. Point out that this organization is called outlining.

V-6, 02

5. Give students a paragraph in which the topic sentence has been omitted and replaced by a place-holding line. Have students read the selection and make up their own topic sentence to "fill in the blank."

V-6, 02

6. Have students write a paragraph about a favorite sport, pet, etc., using topic sentences at the beginning of the paragraph, in the middle, and at the end.

V-6, 03

7. Have students make an outline describing themselves. Begin by asking students questions about themselves.

Example: Body

What color is your hair, your eyes, etc.?

How tall are you?

Personality

What makes you happy?

What makes you sad?

How do you feel most often (serious, giggly, shy, etc.)?

Continued . . .



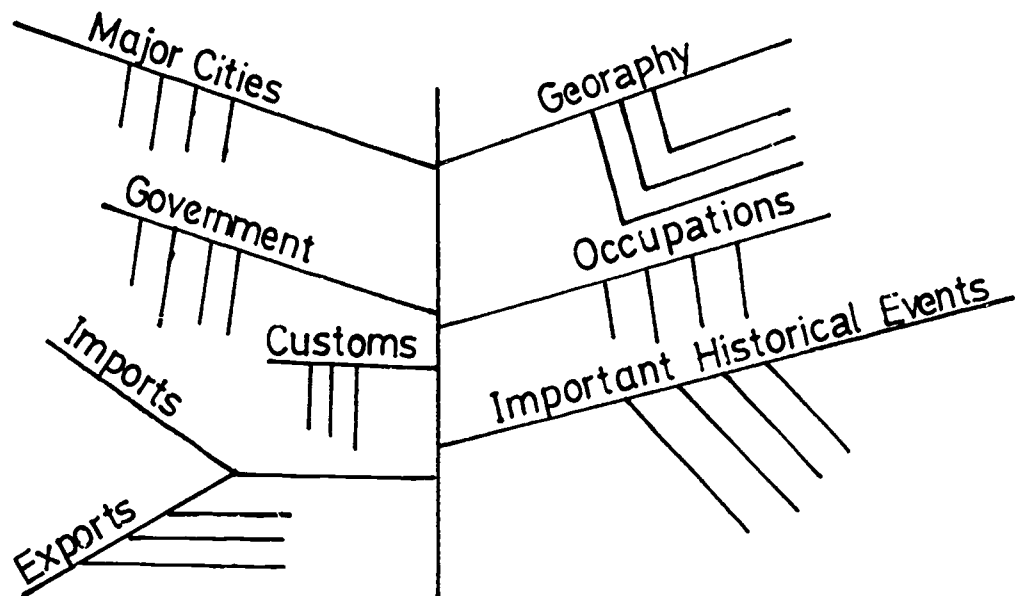
After discussion have students outline in topic form (or sentence form for older, more advanced students), the information they have gathered.

Example: "Self--Description"

- |   |   |
|---|---|
| <p>A. Body</p> <ol style="list-style-type: none"><li>1. Eyes<ol style="list-style-type: none"><li>a. Blue</li><li>b. Large</li></ol></li><li>2. Hair<ol style="list-style-type: none"><li>a. Brown</li><li>b. Long</li><li>c. Silky</li></ol></li></ol> | <p>B. Personality</p> <ol style="list-style-type: none"><li>1. Happy feelings<ol style="list-style-type: none"><li>a. Being with a friend</li><li>b. Swimming</li></ol></li></ol> |
|---|---|

V-6, 05; VIII-D, 04

8. Give students an "outline tree" on a country, person, book, etc. Have them do research to complete the tree. After the tree is completed, have students place the elements in proper outline form.



V-6, 04

9. Ask students to name some categories such as furniture, animals, sports, etc. List them across the top of the chalkboard. Then choose one category and break it down into categories.

Example:      Animals  
                    Wild  
                        tigers  
                        lions  
                        leopards  
                    Tame  
                        cats  
                        dogs  
                        parrots

V-6, 04

10. Have each student choose a topic of interest and get appropriate books from the library. After looking through the table of contents of each book, s/he will make up a list of subtopics on his/her chosen subject. From this list, the student chooses the one subtopic of most interest to him/her, reads the information, and writes a composition.

Example:      Sun  
                    Makeup of the sun  
                    Solar eclipses  
                    Sun spots  
                    Superstitions about eclipses  
                    Sun gods and worshippers

V-6, 06

11. Provide scambled paragraphs in which sentences are disorganized. Students order the sentences to achieve coherence.

Y-0, 06

12. Use literature patterns, such as M. W. Brown's The Important Book to develop paragraph sense.

**Sample substitution:**

The most important thing  
about a home is that you live in it.

The most important thing  
about a zebra is that it is striped.

You eat and sleep in it.  
You fight with your brothers in it.  
You are "bossed" by your mother in it.

It looks like a horse.  
It lives in Africa.  
It is chased by lions.

But, the most important thing about  
a home is that you live in it.

But, the most important thing  
about a zebra is that it is striped.

Y-0, 06, 07

13. Put the 16-sentence model (see below) on the board or on a ditto. Explain that learning to use this model gives students an easily recognizable form to imitate. Since each sentence has a specific function within the model, it prevents the student from going astray. The basic idea later can be expanded to longer compositions on subjects with greater depth.

Using the essay, "Cats," (next page) as a working example, review the development process step-by-step as the class follows on the diagram.

1. Space or time generalization	
2. Example: transition to move time forward	
3. Example: transition to move time forward	
4. <u>THEISIS STATEMENT</u>	
5. Generalization--supporting or explaining thesis	NOTE: Examples should bring together the thesis paragraph and the next generalization.
6. Example	
7. Example	
8. Example	
9. Generalization	NOTE: Sentences may begin with the same form or may have variety introduced, depending on the stage of the writer's development.
10. Example	
11. Example	
12. Example	
13. Reiteration of thesis	
14. Example	
15. Example	
16. Example (last sentence should extend the thesis forward)	

(Number all sentences. Underline the generalization in each paragraph once. Underline the thesis statement twice.)

### CATS

1. All over the country, people keep cats. 2. Some people have very fancy cats. 3. Other people have plain old alley cats. 4. Whatever kind of cat it is, it makes the best pet of all.

5. One reason is that cats are very little trouble. 6. For instance, they are good hunters and can feed themselves if they have to. 7. They make themselves clean and neat after each meal. 8. They don't demand very much attention.

9. Additionally, cats are a treat to watch. 10. Most cats are very pretty. 11. A healthy cat has a nice fur coat that gleams. The way cats move is graceful and smooth.

13. Cats really are the best pet. 14. If people think about how little it costs to keep a cat, they will choose a cat for a pet when money is tight. 15. As more people appreciate their beauty, more will decide to have a pet cat. 16. There may be so many pet cats soon that we'll have animal doctors who specialize in "Cat Only"!

Explain:

Paragraph one: The inverted triangle illustrates the narrowing of the focus of the essay from three introductory sentences to the thesis (sentence 4). Teaching this process becomes simpler when sentence 1 is a space or time generalization. This then allows for a natural progression in time or space to the thesis.

Paragraphs two and three: The interior paragraphs are self-explanatory.

Paragraph four: The last triangle indicates the necessity of not only restating the thesis but of broadening its meaning in light of the examples presented in the paper. Quite literally, the broadened meaning can be extended by the time or space generalizations (sentences 14, 15, 16). The student can then be taught to write a meaningful conclusion, not merely a repetition of the thesis.

**Y-0, 08**

14. Bring to class a number of magazines that would interest your class. (Examples: Newsweek, Sports Illustrated, Seventeen, Car and Driver, Stereo Review, Flower and Garden, Cycle, Life, Readers' Digest, Field and Stream, etc.)

Have each student select a magazine of interest and read an article from the magazine. After reading the article, the student decides what type of audience the author had in mind (e.g., hunters, homemakers, wealthy people, etc.) and his/her specific purpose (e.g., teaching, evoking emotions, etc.). Students list these observations and share them with the class.

**Y-0, 08**

15. Divide students into groups. Assign each group a particular audience, such as sportsmen, families, artists, historians, politicians, TV stars, etc. The group writes a letter, or designs a brochure describing their city or state for their chosen audience. Each group shares their finished product. The class guesses the intended audience.

**Y-0, 08**

16. When the class is working on creative writing, have them write books which they can bind for "audiences" at different grade levels: written in manuscript with limited vocabulary and large illustrations for primary level; cursive writing, higher-level vocabulary, and fewer pictures for upper grades.

**Y-0, 13**

17. Provide opportunities for chalkboard writing and editing according to the following steps:
- Step 1 - Tape magazine pictures on the chalkboard.
  - Step 2 - The student writes a story below the picture.  
Attention is given to the expression of ideas.
  - Step 3 - Work with small groups of students to review and edit each story. The student who wrote the story is given first opportunity to make corrections, deletions, substitutions related to content, mechanics, usage, etc.
  - Step 4 - Invite other students to suggest improvements to the story.
  - Step 5 - When the story is revised to the satisfaction of the author, s/he rewrites the story on paper.

V-8, 13

18. Provide galley sheets for second, third, or final drafts. These are made from strips of butcher or shelf paper, approximately 8-1/2" x 36". The student reads the original story and decides how many pages of a book could be made from it. The galley sheet is then divided and ruled off accordingly. After the text is arranged on pages of the galley, rough illustrations are drawn which enhance the text. The manuscript is then edited for spelling, punctuation, sentence expression, sentence sense, etc.

Example:

Page 1	Page 2	Page 3	Page 4	Page 5	Page 6	Page 7	Page 8
Once upon a time in the woods	there lived three bears						

Have students make their own books from their galley sheet.

V-8, 13

19. Form a proofreading and editing committee. Each committee member reads with a different purpose in mind (for example, reading for sentence sense, reading for punctuation, reading to make general terms specific and vague terms clearer, reading for capitalization, reading for misspelled words, checking such items as margin, title, and the like.)

V-8, 13

20. Focus attention on writing errors by collecting mistakes in publications. The collection could be called, "Goofs in Print."

As a follow-up, collect jokes or humorous stories which emphasize misunderstandings due to improper use of words. Sources might include: Art Linkletter's Kids Say the Darndest Things and Bennet Cerf's The Life of the Party.

## V. COMPOSITION SKILLS

### H. Writes in a variety of styles and forms.

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V-H, 01

1. After individual research projects or content study, assist students in writing a cinquain or diamante pertinent to their topic (Louisiana, plants, the earth's surfaces, South America, Mars, etc.). Encourage students to illustrate their poetry and display.

V-H, 02

2. Have students write their name vertically on a page. For each letter in the name think of a word or phrase that describes them:

G-iggles a lot.

L-ikes bubble gum.

E-njoys reading.

N-eeds friends.

D-raws a little.

A-lways busy.

V-H, 02

3. Give students a questionnaire asking pertinent information that would be included in an autobiographical sketch. Have students write about themselves, being sure to answer all the questions.

Sample questions: Where were you born?

Who are your parents?

How many in your family?

What do you remember about your childhood?

V-H, 02

4. Have students construct couplets for each year in their life. Write couplets depicting each year and illustrate.

Example: In 1971 - I had just begun.

In 1972 - I had mumps and measles, too.

V-H, 03; V-C, 04

5. Write tall tales or fairy tales about the principal, teachers, or classmates.

## **VI. WRITING MECHANICS**

### **A. Uses appropriate capitalization.**

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VI-A, 02, 03, 05

1. Have students correct capitalization errors in the story. Example:

The president of the united states lives in the white house in washington, d. c. Each tuesday he eats italian food at the capitol restaurant with senator johnston and discusses national affairs. Each week he meets with republicans and democratics. He jogs each day on constitution avenue to keep physically fit.

After students have corrected a few sentences, paragraphs, and stories for correct capitalization, select several story titles of local interest and have students write a story of their own using correct capitalization. Select story titles that will likely result in the use of many proper nouns (e.g., Building the New Town Hall, The \_\_\_\_\_ Club Raises Money, A Tour at the \_\_\_\_\_ Company).

VI-A, 03

2. Write a story on the board similar to the one below. Direct students to read it silently and circle the names of all persons and pets. Discuss how to write names using capital letters.

#### **A Walk Through the Park**

Mary and Jane are very good friends. Everyday they take their dogs, Missy and Princess, for a walk through the park. One day as they were walking they saw their classmates, Tom and Mark. Mark was in a tree trying to get Fluffy to come down. Fluffy was afraid of Tom's dog, Duke, who was sitting at his master's feet growling angrily.

VI-A, 01, 02, 03, 04, 05, 06, 07, 08

3. On an overhead projector write several sets of sentences to illustrate a capitalization rule. Have students say the words that are capitalized. Have students give other sentences to illustrate the rule.



VI-A, 01, 02, 03, 04, 05, 06, 07, 08; V-D, 01; V-B, 04

4. Have students write a sentence about themselves and a friend using proper capital letters. This activity can be expanded into a paragraph. Remind students to proofread for proper use of capital letters.

VI-A, 03; V-C, 04

5. Have students write a creative story about their families. Use the words mother, father, aunt, and uncle as titles.

VI-A, 03

6. Make a guest list of persons with their titles from the past or present to attend an important event.

VI-A, 03, 06; VI-C, 06; VI-B, 06

7. Give each student two envelopes. Have them address the envelopes to famous presidents or generals. Students' home addresses should be used for return addresses.

Examples:

General George Washington	President and Mrs. Ronald Reagan
Commander-in-Charge	1600 Pennsylvania Avenue
Valley Forge	Washington, D.C.

VI-A, 04; VII-E, 01

8. Hold a class discussion about students' families. On the board write sentences composed from the discussion using the pronoun I. Use a simple compound sentence whenever possible.

Example:

- I have a mother and I have a father.
- I have a brother, but I do not have a sister.
- I have a dog.
- I have a grandmother and I have a grandfather.
- I have an aunt.

Have students select one or more sentences from the list and draw a picture of the characters in the sentences.

VI-A, 04; V-D, 01

9. Show several objects to class (i.e., a pencil, an eraser, a ruler, a book). Have students write "I" sentences telling what they can do with the objects.

Example: I can erase with an eraser. I can read a book.

VI-A, 06

10. Have students design a bookmark, placemat, or any other object with their initials.

VI-A, 06

11. Put all students' names in a container. Students take turns drawing a name and saying something nice about that person which will also give a clue to his/her identity. The other students guess who is being described and write the initials of the person.

VI-A, 06

12. Divide students into teams and have them choose their favorite TV or movie personality, a famous athlete, former president, a book character, recording artist, etc. One team member writes the initials of the person chosen on the board and gives clues to his/her identity. Other teams guess the identity.

VI-A, 06

13. Write sentences on the board similar to the one below. Instruct students to circle all words in the sentences that can be abbreviated. Give students cards with abbreviations to tape over the words.

- a. Mister Jackson's birthday is in February.
- b. The band will practice every Tuesday, Wednesday, and Friday during July and August at Tommy's new address, 5623 Ben Jai Avenue.
- c. Professor Green, Senator Wayne, and President Collins are very close friends.

VI-A, 06

14. Write words that can be abbreviated on cards. Write their abbreviations on separate cards. Distribute the cards to students and have them find matching pairs.

VI-A, 06; VII-A, 02

15. On a worksheet have students draw a line from the word(s) on the left to its abbreviation on the right.

Sergeant	A.D.
Doctor	B.C.
Professor	Gen.
Senator	P.M.
Before Christ	Rev.
President	Sgt.
Anno Domini	Sen.
Afternoon	Dr.
After Christ	Pres.
General	A.M.
Morning	A.C.
Reverend	Prof.

After the exercise have students write sentences correctly using the abbreviations.

VI-A, 07; V-D, 06

16. Have students keep a record of all the books they read throughout the school year. The list might be titled My Reading Record Book. Students should include the title of the book, the author's name, and a few sentences or a paragraph describing reactions to the book. Check for correct usage of capital letters.

VI-A, 08, 06, 03, 02; VI-B, 06, 20; V-F, 04, 05; VI-D, 07, 04

17. Write a model letter on poster paper to be used for class discussion and as a teaching guide for correct capitalization, punctuation, and format. Students write letters, proofread, and correct them using the model letter as a guide.

VI-A, 08; VI-B, 06; V-F, 04; VI-D, 04, 07

18. Have students write a letter to a favorite book character. Content may include: questions they would like to ask the character, comments about the character's actions or behavior, or things they have in common with the character.

**Variation:** Give students the body of a letter. Have them supply the heading, salutation, and closing using correct capitalization and punctuation.

## **VI. WRITING MECHANICS**

### **B. Uses appropriate punctuation.**

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VI-B, 01, 02, 03, 04, 05

1. Make two sets of cards. On one set put a punctuation mark; on the other set print the uses of the punctuation marks. For example, make a period on a card; then on four additional cards, print the words "at the end of a sentence," "after initials," "after an abbreviation," and "after a numeral on a list." A symbol card will be needed for each use card. Have students match the punctuation marks with their uses.

VI-B, 01, 02, 03, 04, 05, 07, 06, 08, 09, 10

2. Play "What's My Line?" Students play the game, choosing "guests" to represent punctuation marks. The guests are then questioned by the panel as to their functions and appearances. A guest might be introduced as "He is rather shy and seldom appears more than once in a sentence" (period), " or "Our first guest always appears in pairs" (quotation marks). The panel and guests should be cautioned that questions may be answered only by "yes" or "no."

VI-B, 01, 02, 03, 04; V-A, 23

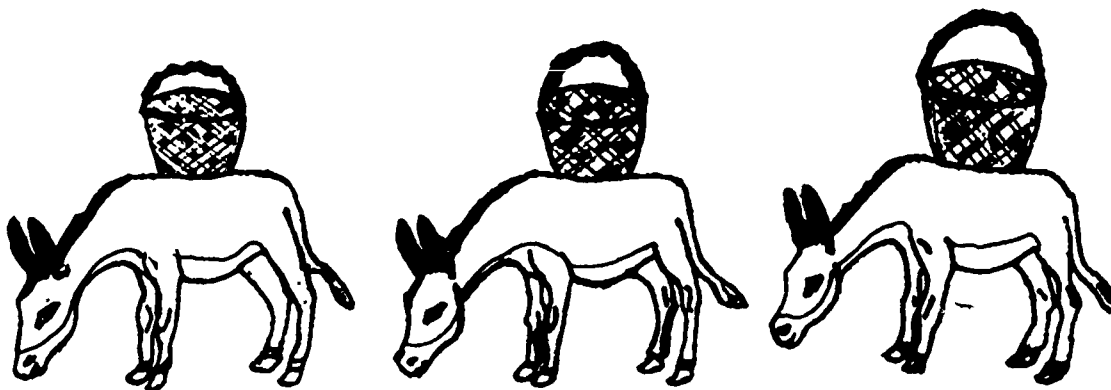
3. Select a paragraph to read to the students and write it on the board without punctuation marks. Ask a student to read the paragraph and discuss the need for punctuation marks. Have students punctuate and read the paragraph.

VI-B, 01, 02, 03, 04; VII-A, 01, 02, 03, 04

4. Construct a large period, question mark, and exclamation mark out of poster board. Have three students hold the punctuation marks in front of them and make up a sentence that contains the mark they are holding. Other students and the teacher will judge the sentences. After all students have had an opportunity to participate, hold up the marks one at a time and have students write a sentence using the punctuation mark.

VI-B, 01, 02, 03, 04

5. Make three burros with baskets: one with a period, one with a question mark, and one with an exclamation point. After a sentence is read, select a student to place the sentence strip in the correct basket.



VI-B, 01, 03, 05

6. Display this poem as a reminder of when to use the period.

Mr. Period. That's me.  
I'm very important you'll agree.  
In reading and writing, too,  
I'm always there to help you-  
    Get the meaning.  
I know a lot because you see  
Every sentence that tells something ends with me.  
I make your lists and outlines better.  
I follow every numeral and letter.  
Every initial and abbreviation  
Needs me for its punctuation.  
So whenever you have work to do.  
Remember me, and I'll help you.

As you write outlines, initials, or abbreviations call attention to the use of the period.

VI-B, 01, 02, 03, 04, 05, 06, 07

7. Prepare writing samples on a transparency with punctuation omitted. Have students fill in the needed punctuation with colored markers.

VI-B, 01, 02, 03, 16

8. Supply several students with large cardboard commas, periods, and sets of quotation marks. Read orally a simple selection and have students step forward when their punctuation characters are needed. Students in their seats should have a copy of the selection without punctuation marks.

VI-B, 01, 02, 03, 04, 07, 08, 10, 16, 17

9. Present on the chalkboard or distribute a selection from a Language Arts text or basal text a story from which quotation marks, commas, and periods have been omitted. Ask students to insert the punctuation marks and then to compare their work with the text or a corrected sheet. Analyze and discuss any errors or omissions.

VI-B, 01, 07

10. This exercise can be used as a pre-test of writing mechanics or as a review. Make a list of questions that require using capitalization and punctuation in the answers. Instruct students to answer in complete sentences. Sample questions might be as follows:

1. Where do you live?
2. Who is your principal?
3. Who is your homeroom teacher?
4. Name three things you like to eat.
5. What courses do you take?

Complete the exercise by having volunteers write one sentence at a time on the board. With the class, edit each sentence and give students the opportunity to check their own papers and correct any errors before handing them in.

VI-B, 05

11. Give a writing assignment requiring use of initials or abbreviations. For example, students might plan a social function and make a guest list incorporating abbreviated titles and abbreviations in addresses.

VI-B, 06; V-F, 04

12. Display a friendly letter on the overhead, chalkboard, or chart. Discuss the uses of all commas in the letter. Have students write a letter to a relative, to a sick friend, etc. Review the uses of commas. Suggest that students mark commas used in red to emphasize correct placement.

VI-B, 06, 20; V-F, 05; VI-D, 07

13. Have students write a business letter to the Chamber of Commerce in different towns and states for tourist information and brochures. Display the materials received with captions showing the names of the cities and states and the dates on which the materials were received.

VI-B, 07, 15

14. Illustrate the need for commas in a series in sentences which change meaning when commas are added or omitted.

- Example:
- a. Mary Sue, John Paul, and Elizabeth Ann went to the library. (3 people)
  - b. Mary, Sue, John, Paul, and Elizabeth Ann went to the library. (5 people)

- Example:
- a. I want a baseball bat, stereo record, movie camera, and cowboy hat. (4 items)
  - b. I want a baseball, bat, stereo, record, movie, camera, and cowboy hat. (7 items)

VI-B, 07; V-B, 04

15. Read aloud a story from the Dr. Seuss collection. On the chalkboard, list characters followed by a series of descriptive words and phrases from the story.

Example: Grinch: stingy slinky old wrinkled

Then have students write a descriptive sentence or paragraph about Grinch, being sure to include at least five sets of items in a series.



VI-B, 08, 12; V-A, 23; VII-D, 06, 07

16. Give the class simple sentence strips on tagboard. As a group, add appositives, nouns of address, etc. (Be sure to teach only one skill at a time.)

Example: Appositive -- My uncle took me to the store.  
My uncle, the electrician, took me to the store.

Nouns of address -- Come here.  
John, come here.

Later, read and discuss the possible answers. Stress the voice change where the commas are placed.

VI-B, 09

17. Make a class record. List the members of the class alphabetically, putting the last name first and emphasizing the use of the comma between the last and first name.

VI-B, 10

18. Ask students simple questions. Have students write answers using introductory words and remembering to add commas. Read and discuss the different answers.

Example: Do you like mystery books?  
No, I like animal books.

VI-B, 11

19. Introduce interjections with the couplet, "Interjections show surprise, as Oh! How pretty! Ah! How wise!"

Hand out a comic section of the newspaper to each student. Students then identify the interjections in a variety of cartoons by underlining each interjection, and circling the punctuation mark used. Students might also write original cartoons, using and punctuating at least two interjections.

VI-B, 12, 13

20. On colored laminated sentence strips, write sample sentences using various colored felt pens, inserting commas after phrases and clauses. While writing the first sentence, insert the commas where they are needed and remind students of the need for the comma.

Write a few more examples, then, accidentally, forget some commas and ask for help. Next, have students write some examples and have the rest of the class help. Then have each student write an example of each on a colored strip using the colored pens. They can correct each other's strips.

VI-B, 15; VII-D, 06

21. To establish a purpose for commas, distribute sentences whose meaning is changed when punctuation is added.

Example: The teacher said the principal was not very good looking.  
"The teacher," said the principal, "was not very good looking."

I don't want to eat Mother!  
"I don't want to eat, Mother!

Put the cookie down John.  
"Put the cookie down, John!"

Have students write their own tricky sentences to try out on their classmates.

VI-B, 15; V-A, 23, 24

22. Prepare short story worksheets without commas. The stories must be read aloud for students to see that sometimes commas are placed in sentences to avoid misreading. Ask students where they would place the commas. After commas have been inserted properly, have students reread their stories, pausing at commas.

VI-B, 17, 16; VI-D, 05

23. Have students write a dialogue between two or more people. Some sample topics might be: a dialogue between the student and a famous living or historical person, a dialogue with a book character, or a dialogue overheard between two famous personalities.

**VI-B, 18**

24. After discussing the use of quotation marks around titles, distribute some laminated reading material you have created which includes titles of articles, poems, etc. Leave out all quotation marks. Read the material and discuss where the quotation marks belong, and have students add quotation marks with a marker and discuss the answers.

**VI-B, 18, 23**

25. At the beginning of the year, give each student a card or special sheet of paper with his/her name on it (this could also be posted as a class record). Have him/her list any articles, books, poems, etc. s/he reads during the year by writing the titles using quotation marks or underlining. From time to time check the cards and discuss the reading.

**VI-B, 19, 05; VI-A, 06**

26. Have students select three favorite TV shows and write the name, day, and time each program is scheduled using colon notation. You may require that the day be abbreviated to give practice in capitalizing and punctuating abbreviations.

**VI-B, 24, 25**

27. Discuss uses of the hyphen with the class. Then have students use any textbook or library book to find some hyphenated words. As a group, make a list of all words found and discuss the reason for the hyphen in each one.

As a follow-up cut out articles from a newspaper and have students look for hyphenated words of one type such as words that have been divided at the end of a line. Ask them to trace over the hyphenated words with a yellow highlighter.

**VI-B, 24, 25**

28. For a homework assignment, have students list all hyphenated words they see (on houses to show address, on TV, in their outside reading, on billboards, etc.) during the week. At the end of the week discuss all the words and the reasons for the hyphen.

VI-B, 24, 25

29. Give students a list of compounds words and have them look up the words in the dictionary to see if they should be hyphenated or not.

Example:      free way  
                 mother of pearl  
                 self concious  
                 noon time  
                 Star Spangled Banner  
                 stick in the mud

VI-B, 26

30. Discuss use of the apostrophe with possessive singular nouns (later with plural nouns). Make a list on the board with the help of the class (e.g., Tom's dog, Mary's dress, school's flag). For the apostrophe use colored chalk for emphasis. Later play a game by erasing the apostrophes, and have students take turns using colored chalk to put it in the proper place. If chalkboard space is available, leave the list up and add new words as students come across them in their reading.

VI-B, 26, 27

31. Use felt letters to make words that need apostrophes. Have students place felt apostrophes in the proper place. Students could make ther own lists and use elbow macaroni for apostrophes.

VI-B, 26, 27

32. Play "Possessive Bee." Divide the class into two teams. One team gives an example and the other team interprets its meaning. If Team II interprets correctly, they give Team I an example.

Example:	<u>Team I</u>	<u>Team II</u>
	John's hat	The hat of John
	The boots of the boys.	Boys' boots

Each correct interpretation earns a point for the team. (This might be altered by calling it "Football" or "Baseball" and as the team earns points, the "football" or "baseball" player moves ahead.)

VI-B, 27; VI-C, 08

33. Introduce contractions by using large black letters to write can and t. Make the n, g, and an apostrophe in red. Place can not on the board. Remove the red letters and put the red apostrophe in their place. Do the same with other contractions. Younger students may hold the letters (one each). Those holding red letters sit down when the apostrophe takes their place.

VI-B, 27; VI-C, 08

34. Pair students for a game of Good News and Bad News. Give an example as follows:

Good News: We're having peach cobbler for dessert.

Bad News: There aren't any peaches in it.

Both must use a contraction in their statements. After this is done orally, students write some of their own.

VI-B, 26, 27

35. Give each student a copy of the newspaper and tell him/her to circle all contractions on the front page (or in a given article) with a red pen; circle all possessives with a pencil, etc. Have them write the words that the contraction or possessive represent (e.g., cannot for can't; it is for it's; the plane of the president for the president's plane).

## VI. WRITING MECHANICS

### C. Uses correct spelling for familiar words.

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VI-C, 01, 02, 03, 04, 05, 06, 07, 08, 10, 11

1. Fill a container with "Alphabits" breakfast cereal or alphabet macaroni. Students practice their spelling skills as follows:

- a. Scoop a cup of "Alphabits." How many words can you make and spell correctly? Copy your words on paper for someone else to check. Add up the words spelled correctly. Eat your words!
- b. Pick a partner. See who can make the longest list of correctly-spelled (s words, color words, number words, syllable words, root words, contractions, homonyms, compound words, words that "fit" a specified phonic or spelling generalization, etc). Glue the words on paper (to permit checking of category and spelling).
- c. Compose a simple poem (couplet or cinquain). Have a partner check your spelling. Rewrite the poem by gluing alphabet letters to construction paper. Illustrate your poem.
- d. Make a simple category crossword puzzles by gluing "Alphabits" or letter macaroni (see illustration). Once pattern is made, write definitions for words written across and down.

CATEGORY: INITIAL CONSONANT B

BEE  
E  
BROWN  
O D  
X

Possible categories: initial or final sounds, blends, digraphs, hard or soft sound of s or g, one or two syllable words, color words, words with prefixes, holiday words, vocabulary words from a specific unit.

- e. Make a word for each letter of the alphabet. Glue them in alphabetical order.

VI-C, 01

2. Prepare a flannel board covered with the basic colors in patchwork fashion. Fashion felt letters of the alphabet and distribute them to students. Ask students to use their letters to spell a color word and place them on the appropriate portion of the flannel board.

VI-C, 01, 02, 03, 04, 05, 06, 07, 08, 10, 11

3. Call out words for students to spell. If the word is spelled correctly, the student gets in line. (Some students may need to write their word before spelling orally.) Students may select a category of the day in which case all words called that day should come from the selected category.

VI-C, 01, 02, 03, 04, 05, 06, 07, 08, 10, 11

4. Write on flash cards various words the class is studying. As a student volunteers for duties such as washing the board, carrying messages, and distributing materials, have him/her "earn" the privilege by spelling correctly the top five word cards.

VI-C, 04

5. Have partners play "Climb the Ladder" with the basic sight words. (Words may be listed on rungs of a ladder or students may "climb" a list of words.) To climb, the student must say the word and use it in a sentence.

VI-C, 04

6. "What's My Word?" Each student has a different word card. One student stands in front of the group while each student in turn asks one question about his/her word. The questions may concern the meaning, the beginning sound, a rhyming word, or the root word. After asking the question, the student guesses what the word is. The student who identifies and uses the word in a sentence takes the leader's position.

## DOLCH BASIC WORD LIST

a  
and  
are  
at  
big  
blue  
call  
can  
come  
did  
do  
down  
find  
for  
funny  
get  
go  
going

green  
have  
he  
help  
here  
I  
in  
is  
it  
little  
look  
make  
me  
my  
no  
not  
play  
ran

red  
ride  
said  
see  
stop  
that  
the  
this  
to  
up  
want  
we  
what  
who  
will  
with  
work  
you

## PRIMER

all  
about  
ask  
away  
but  
eat  
fast  
from  
good  
has  
him  
his  
into  
jump  
know

let  
like  
may  
new  
now  
of  
on  
one  
out  
put  
run  
saw  
say  
she  
sit

so  
some  
soon  
show  
take  
thank  
then  
they  
too  
two  
us  
went  
yellow  
yes  
your



FIRST GRADE

after  
again  
am  
an  
any  
as  
be  
before  
better  
black  
bring  
brown  
by  
came  
cold  
could  
cut  
does  
don't  
far  
first  
five  
four  
fly  
gave

give  
got  
had  
her  
hold  
how  
if  
its  
just  
kind  
laugh  
light  
live  
long  
made  
many  
must  
never  
old  
off  
or  
own  
our  
over  
please

read  
right  
sing  
sleep  
tell  
them  
their  
there  
these  
think  
those  
three  
try  
under  
very  
walk  
was  
were  
when  
where  
which  
white  
wish  
would  
why

## SECOND GRADE

always	ground	round
around	goes	seven
ate	grows	shall
because	hot	six
been	hurt	small
best	keep	start
both	much	ten
buy	myself	today
carry	only	together
clean	once	use
drink	open	warm
eight	pick	wash
every	pretty	well
full	pull	write

## THIRD GRADE

done	draw	upon
------	------	------

## FOURTH GRADE

fail

VI-C, 04

7. So that students will recognize the importance of knowing high frequency words, give them a sheet of newspaper and ask them to highlight given words.

VI-C, 05

8. Ask students to write short sentences using the names of the days of the week.

Examples: On Wednesday we read aloud.  
On Monday we have new words.

VI-C, 05

9. Distribute sheets of construction paper, glue, and yarn or glitter. Students will write the names of the months with glue and then cover with yarn or glitter. Events during that month or symbols associated with that month may be drawn around the name.

VI-C, 06

10. Play "Abbreviation Old Maid." The game is played just as regular Old Maid, but pairs are formed by matching the word with its abbreviation.

VI-C, 06; VI-A, 06, VI-B, 05

11. Divide the group into two teams. The first member on each team comes to the chalkboard. A word is called out. The first student to write its abbreviation correctly gets a point for his/her team.

VI-C, 07

12. Make holiday word charts to stimulate creative writing and assist with spelling. As holidays such as Halloween, Thanksgiving, and Christmas approach, share seasonal filmstrips, stories, choral readings, and poems with students. Discuss and clarify words that tell about the holiday. List vocabulary on the board. Include the names, and descriptions of the holidays. Make a large word chart. Transfer vocabulary (see illustration). Involve students in reading, spelling and clarifying vocabulary daily.

Example:

- a. Match a word card with the words on the chart.
- b. Point to and read all the color words
- c. Find a specific word--cat, orange
- d. Find the word that rhymes with . . .
- e. Read the chart together.
- f. Tell about a specific word--"What is a witch?"
- g. Find and spell the word black.



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VI-C, 07, 09, 02, 03

13. Encourage students to use the chart as a spelling resource. Write twenty to thirty incomplete sentences about a holiday or several holidays. (Examples: Orange and \_\_\_\_\_ are the Halloween colors. Witches come out on \_\_\_\_\_.) Read a sentence to the group. Call on someone to come to the board and spell the missing word correctly. (Some students may find a word on the chart then write or copy it.) Students at their seats record on paper. Students may check their answer with the board.

Variations: This might also take the form of a spelling bee. Also, you might use this for other word categories (e.g., days of the week, months of the year, school and community words, number words, etc).

VI-C, 02, 03, 07, 11, 01, 04, 05, 06, 08, 10

14. Set up an area in the classroom to display word categories for self-study. Depending on the grade level, include a list for the following: basic color words, number names through 100, holiday words, seasons of the year, school and community words, and content area words. Make a class chart listing students' names on the left and word categories across the top. Students study and practice word lists independently. When they think they have mastered the words on one of the lists, they write their names on the board along with the category on which they want to be tested. If all words are spelled correctly, the date is indicated under the appropriate category on the class chart. Students are then responsible for using the correct spellings in their daily work. Occasional reviews may take the form of simple sentence dictations.

VI-C, 07; VI-A, 02, 01; VI-B, 01, 02, 04, 06, 07

15. Talk to the class about how people celebrate special holidays such as Christmas, Hanukkah, Mother's Day, etc. There may be gift-giving, family dinners, singing appropriate songs, and decorations. Go through a calendar and write all the marked events on the board. Tell students to pick one holiday and plan to celebrate that day. Make a list of all the kinds of entertainment you might provide. Plan the food, the decorations, the guest list, and the activities.

When the lists are complete, have each student write a paragraph explaining the plans for that day. Tell them you plan to grade primarily on the use of correct spelling, capitalizations, and punctuation.

VI-C, 08

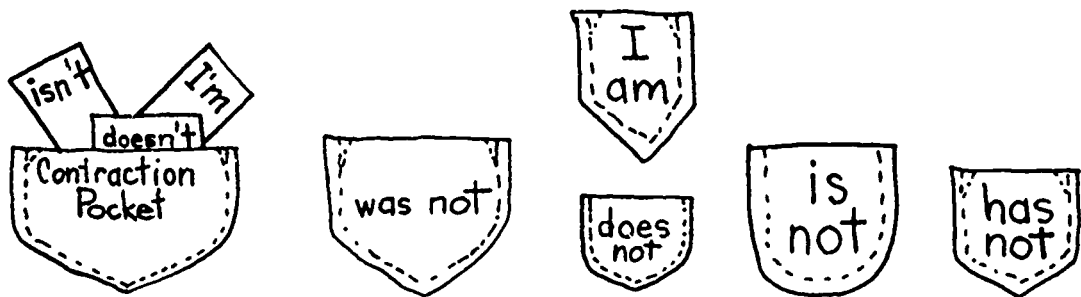
16. Make word cards with tabs that fold over the letters that are omitted when contractions are formed. The apostrophe is on the back of the tab and comes into view when the tab is folded over. The student reads the words and the contraction and uses them in a sentence.

Example:



VI-C, 08

17. Construct a Contractions Pockets bulletin board, as shown below. Have students take contraction cards from the contraction pocket and place them in the pocket for the words for which they stand. Encourage students to add to the bulletin board by making additional pockets and contractions from their readings.



VI-C, 08

18. Make twenty word cards, twenty cards with corresponding contractions, and one "Old Contractor" card. Distribute the cards and play as Old Maid.

VI-C, 08; VI-B, 27

19. Present a selection which contains words that can be contracted. Ask students to read through the selections and underline those pairs of words which could be put together to form a contraction. On another sheet of paper students should write the contractions.

Example: I cannot go swimming today, but I will try to go tomorrow if it does not rain.

can't      I'll      doesn't

VI-C, 10

20. Cut strips of paper. Print a solid, open, or hyphenated compound word on each strip. Cut the strips apart between the words. Cut them as for a jigsaw puzzle.

Give each student several single words and have them work together to form compound words from the "puzzle pieces."

VI-C, 10; VI-B, 24; III-A, 07

21. On the board list three or more words, each of which is frequently used as part of a compound word (e.g., house, some, book). Tell the class to list these words in a row on their paper. Then in a column under each word, have them write all the compound words they can think of that contain that word. For example, under house students might write houseboat, housewife, greenhouse, etc.

VI-C, 10; III-A, 07

22. Focus attention on compound words by challenging students to construct word chains. Begin with one solid compound word. The second word of the compound word becomes the first part of the following word. Students may want to use a dictionary for help. Example: railroad, roadside, sidewalk, walkway, wayside, sideward, etc.

VI-C, 12

23. Play "Football Spelling." Prepare three-syllable words written on paper footballs. Choose a referee, a linekeeper, and two quarterbacks. Divide the rest of the class into two teams. The quarterback of Team A selects a football and passes it to one of his/her players. The player must spell the word, give its definition, and use it in a sentence. If all three answers are correct, the pass is complete for a first down (gain 3 yards).

If s/he cannot give the answers or if s/he is challenged, a member of the opposing team tries to spell, define, and use the word within a time limit. If s/he can do so, it is an interception and the opposing team advances, 3, 2, or 1 yard(s) depending on parts corrected. The referee uses a dictionary to check if a disagreement arises; the linekeepers keep score for their respective teams. If a team does not get a first down in four tries the ball goes over to the other team. Play continues in the same way.

Variation: To simplify the game, only spelling may be required.

VI-C, 12

24. Make a "Spill and Spell Sponge Game" by cutting sponges into 13 cubes (6 for vowels; 7 for consonants), with letters of the alphabet on the 78 different sides. The chart below gives the configuration of the blocks. Each student spills out his/her cubes and has three minutes to make as many three-syllable words as possible. A recorder writes down the words that are formed and checks the spelling of those that are questionable. The first student to get 50 words is the winner.

**VOWEL BLOCKS**

(1) A E E I O Blank	(4) A E E I O Y
(2) A E E Y O Blank	(5) A A E I O U
(3) A E W I O Blank	(6) A E I I O U

**CONSONANT BLOCKS**

(1) D H M Q S X	(5) B F J N R T
(2) D H M Q S Q	(6) C G L P R N
(3) D H N R S Z	(7) C G L P S W
(4) B F K N R T	

VI-C, 12

25. To teach students that i is usually written before e except after c when the long sound of e is produced, have them pronounce words on a given list and tell what sound the vowels have. Have students list letters that precede the vowels:

Example:	Before <u>ei</u> :	Before <u>ie</u> :
	c (deceive)	l (believe)
	c (conceit)	p (piece)
	c (receipt)	l (relief)
		s (siege)
		r (priest)

Discuss their findings and make generalizations collectively.

# VI. WRITING MECHANICS

## D. Uses appropriate form in written work.

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VI-D, 01

1. Read sentences at a steady, regular pace, and have students write reasonably quickly, taking care to use correct letter formation. Direct students to go on even if they have not completed the sentence. After the activity, the student counts the number of words s/he was able to finish. Variation: Tape record sentences for students to write from dictation during their free time. Models may be made to check their work.

VI-D, 03, 04, 07; V-F, 04

2. Give students a duplicated form for writing a letter with lines in the appropriate place for the heading and closing. As a group, compose a thank-you note or get well wish to someone.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

VI-D, 03, 04, 07; VI-A, 08; VI-B, 06

3. Using the above form, write several letters with only the body complete. Have students use the clues in the body to guess the identity of the sender. A master list of letter writers and addresses can be used to complete the headings and closings. Letters should contain clues to characters in basal selections, historical figures, or people prominent in current events.

**Example:** It is very cold here in Valley Forge. My men do not have enough clothes or food. But we will not give up. What we are fighting for is too important.



VI-D, 05, 03; V-A, 23, 24

4. Using a short, narrative play have students note the indentation used for each speaker. Compare this to a selection in any of the basals used to show paragraph indentation in prose writing.

As a follow-up, assign students character parts to read orally. Note that cues for change of speakers are obtained from the indentation for the new paragraph.

VI-D, 05; VI-B, 16; V-C, 08

5. As a whole class activity, write a short scene containing dialogue between pupil and teacher. Have students describe the same scene in prose (less conversation). Compare the writing form for each.

VI-D, 05; V-C, 08; VI-B, 16, 17

6. Read students a book describing a bad day or some problem situation (e.g., Alexander and the Terrible, Horrible, No-Good, Very Bad Day by J. Viorst or Ira Sleeps Over by B. Waber). Have students write about a problem day in their life incorporating dialogue in the account.

VI-D, 06

7. Write or select a simple paragraph and present it on a transparency with inadequate spacing and no margins. Discuss. Have students rewrite the paragraph. Tell them to use three fingers to mark the left hand and two fingers to mark the right hand margins.

## VII. LANGUAGE STRUCTURE AND USAGE

### A. Composes basic sentence types and patterns.

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#### VII-A, 01

1. The first student in each row will name an object. Every other student in the row will give an oral statement describing the object.

#### VII-A, 01

2. Have students pantomime certain actions. Other students will guess what the student is doing and make a sentence about it.

Sample actions:

Washing a dog

Eating a banana

Icing a cake

Batting a ball

Brushing hair

Changing a tire

Dressing a baby

Directing a band

#### VII-A, 01

3. Provide a tape recording of various sounds such as wind howling, a dog barking, a telephone ringing, etc. As the class listens to the sound, each student will make a statement about the sound.

#### VII-A, 01

4. Play "Crazy Echo." One student reads a statement. A second student repeats it as a command. A third repeats it as a question.

#### VII-A, 03, 04

5. In a box, place cards having three or four letters on them. Students draw a card and write a command sentence using the letters printed on the cards as the first letter of each word. After students have written a command sentence, they are to write the command as a question by adding only one or two words.

Example:

CTD
Close the door.
Will you close the door?

VII-A, 03

6. Have students pretend to be a person in authority (e.g., king, queen, parent, teacher, president, etc). Have each student write five commands that s/he would give.

VII-A, 05

7. Prepare a gameboard. Sentences of the four types are written on slips of paper to be drawn by the players. Each player in turn draws a slip, reads the sentence, and tells whether the sentence is declarative, imperative, interrogative or exclamatory. The slips should be self-checking. If the answer is correct, the player moves his/her marker. The first player into the winner's circle wins the game.

VII-A, 05

8. Display a picture. Each student will write four sentences (one of each type) about the picture.

VII-A, 06

9. Have students dramatize or use puppets in a skit modeling correctly-formed negative statements. For example:

Customer: Do you have any bananas, sir?  
Storekeeper: I'm sorry. I do not have any bananas.  
Customer: I'm a little hard of hearing. What did you say?"  
Storekeeper: I have none.  
Customer: Did you say you have one?  
Storekeeper: I do not have one. I have no bananas.  
Customer: Oh, well I will take some apples.  
Storekeeper: I don't have any apples. I have no bananas and apples.  
Customer: You don't have any bananas. You don't have any apples? Then I will buy nothing!

As a fun follow-up to this activity, play the record, "Yes, we have no bananas. Call students' attention to the negative words used and the need for avoiding double negatives such as, "We don't got no bananas.

**VII-A, 06**

10. Play "I Don't Have Any." Ask students questions requiring a complete sentence containing a negative response. Silly questions might be used such as:

- a. How many children do you have?
- b. How many times have you been married?
- c. How many pieces of gum do you have in your mouth?
- d. Boys: How many hair ribbons are in your hair?

Students may ask the questions once they get the idea.

**VII-A, 06**

11. Put incorrectly-formed negative statements in a black pot or bulletin board pocket shaped like one. Make a caption for the pot:

"Double! Double! Toil and trouble!  
Don't let the witch's brew trick you!"

Students draw out an incorrectly-formed negative statement and say or write it correctly.

**VII-A, 12**

12. Have each student in the class write a sentence on a strip of paper and a fragment on another strip. Fold each strip and put in a bowl. Each student then draws a strip. S/he must identify the words as a sentence or a fragment. If s/he has drawn a fragment, s/he has one minute in which to correct it.

**VII-A, 13**

13. Write duplicate sets of cards of paragraphs containing run-on sentences. The class is divided into two teams. One member from each team is given a run-on sentence card identical to his/her partner's card. On signal, each person reads his/her card. The first person to give the correct number of sentences contained in the paragraph receives a point for his/her team. To receive an additional point, s/he must correct the run-on sentences. The team receiving the most points wins.

VII-A, 14

14. Guide students in seeing that word order (syntax) may change without changing the meaning. Write a sentence on the board: "The principal is here." Ask, "Is there another way of saying this?" Students may say "Here is the principal." Use other examples. Have students read the sentence and say it in another way. Identify as a class the movable words:

- a. Adverbs: Finally he went. He went finally.
- b. Adjectives: The silly old woman... The old silly woman...
- c. Phrases: He walked to town... To town he walked...
- d. Clauses: Because he lost his glasses, we were late.  
We were late because he lost his glasses.

Note how changes may alter the emphasis or the effect but not the meaning.

VII-A, 14, 07, 08, 09; VII-B, 05, 06

15. Give students a model sentence which can be changed in a variety of ways to convey the same meaning. Then give students a similar sentence to write in as many ways as they can. Model Sentence: The students completed their seatwork and went out to play.

Sample Changes:

- a. Completing their seatwork, the students went out to play.
- b. The students who completed their seatwork went out to play.
- c. When the students completed their seatwork, they went out to play.
- d. Having completed their seatwork, the students went out to play.
- e. Their seatwork completed, the students went out to play.
- f. Out to play went the students when their seatwork was completed.
- g. Before going out to play, the students completed their seatwork.
- h. The students completed their seatwork, and they went out to play.

Extension: Expand to include compound-complex sentences by giving additional details for the sentence. Example: The students completed the seatwork which the teacher assigned, and then they went out to play.

# VII. LANGUAGE STRUCTURE AND USAGE

## B. Uses subjects and predicates appropriately.

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VII-B, 01

1. Cut out an eight inch "S." Make twelve word cards, six with nouns and six with verbs. Leave off a final "s." Now show that there can be only one "s" between the subject and verb (i.e., if the subject has an "s," the verb does not.)
  - a. Distribute the noun (subject) cards.
  - b. Distribute the verb cards.
  - c. Give the "S" to a student.
  - d. Ask each of the "nouns" to select a "verb" and stand next to it.
  - e. Let the "S" stand after the subject and have the sentence read.
  - f. Have the "S" stand next to the verb, and again read the sentence.
  - g. Continue until all sentences have been read with the "S" appearing alternately after the subject and then after the verb.

Example:

1. friend	know
2. stranger	ask
3. athlete	train
4. plane	leave
5. engineer	build
6. American	salute
7. team	win

VII-B, 01, 07; VII-D, 10, 11

2. Construct the game "Missing Verb." Two boxes of cards are necessary. One box contains cards with incomplete sentences minus the verbs; the other box contains the verb cards. The first player draws one incomplete sentence card and one verb card. If the verb does not make good sense in the sentence, the sentence is placed face up in the center of the table and other students play likewise. If a player chooses, s/he may claim the center card. The player completing the most sentences wins.

VII-B, 01, 07, 03

3. Prepare the activity called "Spill the Sentences." Two large cans, a timer, and two sets of sentence strips are needed for this activity. One set of sentence strips should include predicates and the second set, subjects. One student is to spill the strips from both cans, setting the timer while doing so. Then s/he is to match as many subjects and predicates as s/he can during the time allowed. At the end of the time period, s/he reads the sentences to see if they agree. An answer key is provided for possible answers. This activity can be played individually or with several players.

Extension: This may be extended to require students to add detail to the two spilled sentences to form a compound subject and/or compound predicate.

VII-B, 01, 07, 03

4. Make playing cards for a "Sentence Rummy" game. On the cards, write a variety of nouns, verbs, adjectives, adverbs, articles, conjunctions, and prepositional phrases. Deal six cards to each player. Put the others face down with one turned up. Students play as in "Rummy." Each student draws a card or takes the one turned up. S/he then must discard a card face up. The student tries to make a complete sentence. Whenever s/he has a complete sentence, s/he lays it on the table face up. A student may eliminate a card from his/her hand by adding it to some sentence already laid down. The first student to eliminate all his/her cards wins.

Variation: Permit students to eliminate more than one card from his/her hand, creating sentences with compound subjects or predicates.

VII-B, 02

5. Have students contribute nouns and verbs related to a unit of study. Write each word on a card and put the nouns in one container and the verbs in another. Students draw two subjects or two verbs and incorporate them into an oral sentence giving some information related to the unit.

VII-B, 04

6. Divide the class into two teams and line up as for a spelling bee. Call out sentences with simple subjects or simple predicates which players must identify. Continue until there is a winner.

VII-B, 04

7. Play the game "Hot Potato." Any object can be used as the hot potato. One student is chosen to make up a subject for a sentence as fast as possible. The hot potato is then quickly passed to someone else who must complete the sentence with a simple predicate or "get burned."

VII-B, 06, 03; VII-A, 07, 08, 09

8. Give students a basic sentence, such as "Amy plays school." Have students ask questions about things the sentence does not tell, then add to the sentence to make it more precise. Ask who, what, where, when, why, and how questions. Answer some of the questions in rewriting the sentence.

Example:      Who plays with Amy?      Who are Amy's parents?  
                  How does Amy look?      Why does Amy play school?

Amy, the principal's blue-eyed studious daughter, plays school because she wants to be just like her mother.

VII-B, 06

9. Play "Mouse." The first student thinks of a sentence of more than two words and calls out the first word. The second student completes the sentence in his/her own mind and adds a second word. Each succeeding player must think of a sentence that begins with the words already called out and must add one word without completing the sentence. If s/he completes the sentence, s/he is penalized with a letter of "Mouse," the first penalty being M, then O, etc. Each player has one minute to add a word or challenge the preceding player to say the sentence s/he had in mind. If the preceding player cannot give a sentence, s/he is penalized with a letter. If s/he does meet the challenge, the challenger is penalized. The game ends when the first student accumulates five penalties and becomes the Mouse.

VII-B, 06; VII-D, 04, 13, 08

10. Divide the class into two groups. In round one, the first group gives a noun such as "car." The second group gives an adjective that describes the car, for example, "red car." Play continues with groups alternating to supply: (a) a subject and verb link (e.g., "The red car is . . ."); (b) an adjective that comes after the verb link (e.g., "The red car is damaged. . ."); and (c) an adverb (e.g., "The red car is damaged severely."). Each correct answer earns a point. The group with the most points wins.



VII-B, 06; VII-D, 04, 08

11. Write a simple sentence on board. Have students help build a pyramid by adding to it.

Example:        I saw a boat.  
                  I saw a big boat.  
                  I saw a big white boat.  
                  I saw a big white tugboat.  
                  Yesterday I saw a big white tugboat.  
                  Yesterday I saw a big white tugboat in the bayou.

Prompt students to help them expand the sentences by asking:

- a. What did you see?
- b. What size was it?
- c. What color was it?
- d. When did you see it?
- e. Where was it?

## VII. LANGUAGE STRUCTURE AND USAGE

### C. Composes phrases and clauses.

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VII-C, 01; VII-E, 02

1. Have students contrast prepositions by placing a book near the desk, away from the desk, by the desk, beside the desk, etc. Then help them make sentences showing the different relationship of objects or people to each other.

Example: boy, town.

The boy is going to town.

The boy is near the town.

The boy is in the town.

The boy is out of town.

The boy is going from the town

The boy is away from town.

VII-C, 01

2. Have students illustrate sentences containing prepositional phrases. Make sentences relevant to student interests:

The rock group Kiss is on the stage.

The football went between the goalposts.

VII-C, 01; V-C, 02, 04

3. Have students write a travel story including at least ten prepositional phrases. Underline the phrases.

## **VII. LANGUAGE STRUCTURE AND USAGE**

### **D. Uses nouns, pronouns, verbs, adverbs, and adjectives appropriately.**

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VII-D, 01

1. List sentences on the board and instruct students to underline the proper nouns.

Examples:

- a. Mary went to Spain.
- b. John lives in New Orleans.
- c. The girl went to a dance on Saturday night.
- d. The people speak French.

VII-D, 01

2. Have the class construct two word collages, one of common nouns and one of proper nouns.

VII-D, 04

3. Prepare a list of complete sentences. Write each word of each sentence on a separate piece of paper, then mix them. Make sure the words to a particular sentence are coded in some way (e.g., by color). The student is to unscramble the pieces to make a complete sentence.

VII-D, 07

4. Display pictures of several people known to the students (TV stars, political figures, sports figures, class members, etc.). Have students work in pairs or groups. Have them list the names of the displayed people and then write several sentences containing appositives for each person.

Examples:

Superman, a strong man, fights crime.  
Ronald Reagan, President of the United States, lives in the White House.

VII-D, 07

5. Choose a character from a book and have students make an acrostic. One of the letters in the name must be included in each word. The acrostic should be completed with appositive nouns for the character. Students have to write sentences using the words in apposition. Example: Charlotte from "Charlotte's Web."

benefactor  
Heroine  
Arachnid  
friend  
Lady  
savior  
artist  
confidante  
spider

VII-D, 10, 09

6. Play an oral game called "Find Me A Job." Assemble a group of six students and give three of them a main verb card such as: written, swim. Students holding verb cards are the "Employers." The three other students (employees) hold cards with helping verbs such as: has, have, had. Each employer in turn presents his/her word card to the group and says, "Do I need help? Does anyone want a job?" If the word on the card needs a helping word, the student with the appropriate helping verb steps forward to stand beside the "employer." Another student is chosen to use the word in a sentence.

VII-D, 10, 11, 09, 14

7. Keep a daily record of school activities, noting verbs. At 8:30 school \_\_\_\_\_ . Students fill in the blank with the appropriate verb and tense. Some blanks should include events that will happen later in the day so that the future tense may be used.

VII-D, 10, 11, 09

8. Choose a verb and have students illustrate or demonstrate various forms with simple illustrations. Example:



VII-D, 10

9. On index cards write a verb and suggest a principal part, past or past participle, to be used (e.g., "past of to burst"). Make as many cards as are needed. Keep a list of the verbs and their principal parts. Put the cards in a container.

Divide the class into two teams, asking each team to choose a pitcher, who may be changed each inning, and a captain. The captains seat their teams in batting order.

Decide which team bats first, and designate home plate and first, second, and third base points in the room. The first batter is sent to home plate. The opposing pitcher, at his/her designated mound, chooses a card from the container. S/he reads the card to the batter in a loud, clear voice.

The batter gets to first base if s/he names the correct principal part read by the pitcher. To get to second, s/he must name all the principal parts of the "pitched" verb. A three-base hit is earned if, in addition, the batter can correctly use the "pitched" principal part in a sentence. Someone else on his/her team must force the run home.

An out is recorded for the team if the batter names the incorrect principal part, or, if a given time limit expires. The batter may, however, advance as long as s/he answers correctly without being called out.

Continue scoring runs until a team has three outs. The competition ends when each team has had equal opportunities at bat.

VII-D, 12

10. Use actual objects to illustrate comparative and superlative forms of words. For example, have three balls to show "big, bigger, biggest"; three books to show "thick, thicker, thickest"; etc. Label the objects.

VII-D, 12

11. Have students collect objects to show the comparative and superlative forms for: long, strong, cold, hot, high, noisy, sharp, wide, old. Each student will label his/her set of objects.

VII-D, 12

12. Give students an adjective. Have them write and illustrate the comparative and superlative forms.

VII-D, 12

13. Collect objects or pictures of objects related to units of study. For each object, have each student supply one describing word. Make a list to see how many different words are used. Compare the objects using comparative and superlative forms of the given adjectives.

VII-D, 12; VII-E, 01

14. Have each student choose a describing word that can have comparative and superlative forms. After deciding on the correct forms of the word, the student illustrates them, using pictures from a magazine.

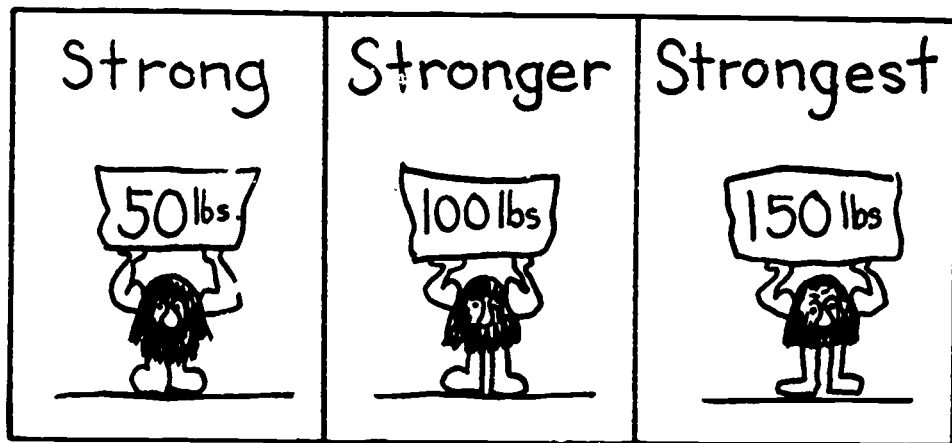
Example: The word young could be illustrated by using the picture of a teenager for young, a child for younger, and a baby for youngest.

Give students objects of varying sizes, shapes, or colors and have students give oral or written descriptions of them using comparative or superlative forms of adjectives. Discuss the fact that all things are relative (e.g., the tallest second grader is short when compared to the shortest sixth grader). Have students rewrite their sentences to express these relationships (e.g., the yellow crayon is shorter than the red one, but longer than the blue one).

VII-D, 12

15. Have each student divide a piece of paper into three equal sections. Give each student an adjective from a written list (e.g., happy, slim, sad, fast, wet, tall, good, beautiful, etc.). Have the student write and draw a picture for the adjective on the first section; then do so for the comparative form on the second section, and for the superlative form on the third.

Example:



When the illustrations are complete, have each student write three sentences, one for each section.

- Example:
1. Mighty Mite was so strong he could lift a fifty pound block.
  2. Mightier Mite was stronger and could lift one hundred pounds.
  3. Mightiest Mite was the strongest Mite of all because he could lift one hundred and fifty pounds.

VII-D, 12

16. Discuss comparative and superlative forms of adjectives. Require students to change comparative forms to superlative forms. Tell students to use a certain number of each form in a written composition.

Have students exchange papers and check one another's work for proper use of the required number of comparative and superlative adjectives. Allow students to rewrite their rough drafts.

VII-D, 13; VII-A, 01, 02; V-A, 06; V-B, 04

17. Present a picture containing familiar objects (e.g., animals, birds, flowers, etc.). As students contribute words about the picture, record them in an appropriate column: name words (nouns), doing words (verbs), and descriptive words (adjectives). Students use words from each column (e.g., telling how the animal looks, feels, smells, etc.) to dictate or write a sentence about the picture.

VII-D, 13

18. To teach the definition of a noun, take three envelopes and glue a picture of a building on one (place), a person on the second (person), and an object on the third (thing). The student will sort a stack of pre-cut, assorted pictures into the appropriate envelope. These can be coded for self-checking or an answer key can be provided.

VII-D, 13

19. Construct a noun chart. Across the top make three columns--one for person, one for place, one for thing. Down the left side write the letters that make up the name of your school. One letter per line. The student is to fill in the chart with all common nouns, all proper nouns, or a combination of both--using the letter on the line as the beginning letter for the nouns on that line. Example: if the school name begins with the letter B, nouns could be boy (person), Boston (place), and bat (thing).

	PERSON	PLACE	THING
B	boy	Boston	bat
r			
a			
r			
w			
o			
o			
d			



VII-D, 13

20. Write the following Verb Testers on the chalkboard:

Verb Tester 1: Does the word have an "ing" form?

Verb

swim: swimming, is swimming

fly: flying, is flying

Never a Verb

quick: quicking, is quicking

car: carring, is carring

Verb Tester 2: Read the word aloud placing he, she, or they before it. If the phrase makes sense, the word can be used as a verb.

Verb Tester 3: The final and safest test is to ask, "How is this word used in the sentence?" If it is the word that makes a statement, asks a question, or gives a command, it is a verb.

Examples: They bring umbrellas on rainy days.  
Bring your umbrella.  
Did you bring your umbrella?

Give the students a list of words and have them apply the "verb testers" and write sentences using the possible verbs as predicates.

VII-D, 15

21. Play a linking verb circle game. Members of the class sit in a circle. Each member in the circle gets a slip of paper with a linking verb on it. Begin passing the papers clockwise around the circle. When you say "Stop," all stop passing the papers. Each student then must use the linking verb written on his/her paper in an oral sentence. Sentences cannot be repeated.

VII-D, 15; VII-A, 01, 02; V-A, 06; V-B, 04

22. Find and copy a picture of a lynx. Write "Learn About Lynx with Linking Verbs" under the picture. Students give sentences, either oral or written, about how the lynx feels, looks, sounds, smells, or tastes. Point out that sensory verbs are linking verbs.

VII-D, 21; VII-A, 01

23. Have students choose a career to pantomime for the group. Students try to guess the occupation. Guesses must be in the form of a complete statement. You are a astronaut. You are an actor. You are a doctor. You are a nurse. Explain to students that a is used before consonants and an is used before vowels.

VII-D, 21

24. Read a book such as the Dr. Seuss' book, And to Think That I Saw It On Mulberry Street. Make a list of the things the boy imagined (He saw an elephant, a chariot . . .). Call attention to the correct use of a, an, and the.

VII-D, 21

25. Students need not know the word "simile" to use similes in sentences. Present a list of phrases and ask students to complete them with a word prefaced by a, an, and the.

Example: As wrinkled as a prune

As warm as \_\_\_\_\_

As dark as \_\_\_\_\_

As slow as \_\_\_\_\_

As slippery as \_\_\_\_\_

As dainty as \_\_\_\_\_

As hairy as \_\_\_\_\_

As sleepy as \_\_\_\_\_

As tall as \_\_\_\_\_

As straight as \_\_\_\_\_

VII-D, 22, 23, 24, 25, 26

26. To assist students in developing an awareness of standard pronoun usage, make a chart contrasting erroneous uses of pronouns with standard usage. Examples may be taken from oral errors recorded in class.

USING PRONOUNS	
<u>Incorrect</u>	<u>Correct</u>
Using pronouns as subjects: <u>Me</u> and my sister ... Bill and <u>me</u> ... <u>Her</u> went ...	My sister and <u>I</u> ... Bill and <u>I</u> <u>She</u> went ...
Using pronouns as objects: ... with Susan and <u>I</u>	... with Susan and <u>me</u>
Using pronouns as demonstrative adjectives: <u>Them</u> books are mine.	<u>Those</u> books are mine.
Using pronouns to show possession: These books are <u>mines</u> .	These books are <u>mine</u> .
Using pronouns with antecedents: Mary and Jane were there, and <u>she</u> saw him do it.	Mary and Jane were there, and <u>they</u> saw him do it.
Using correctly formed pronouns: This is <u>his'n</u> . He talks to <u>hisself</u> .	This is <u>his</u> . He talks to <u>himself</u> .

See follow-up on next page ...

VII-D, 22, 23, 24, 25, 26; VII-A, 01

27. Follow up with role playing activities requiring these pronouns.

**Example:** Pretend you and your best friend just went on a tour of a remote jungle. I am going to interview you about what happened on the tour, and you must respond with a complete sentence, trying to incorporate pronouns.

- a. Who went on the tour? (John and I went on the tour.)
- b. What did you take? (We took our sleeping bags.)
- c. Who went with you? (Our guide went with us.)

VII-D, 22, 23, 24, 25, 26

28. Write a short paragraph on the board. Include nouns in place of pronouns. Select a student to read the paragraph orally, substituting the correct pronouns from a given list.

VII-D, 22, 23, 24, 25, 26

29. Have students listen to a tape recording of a conversation with usage errors. Record on a chart the kind of errors made and suggest alternative usage patterns.

VII-D, 23, 25, 26

30. Distribute word cards with one of the following pronouns on each: they, he, it, we, she, him. Have a leader read a sentence; other students respond by holding up the card with the pronoun to replace the underlined words.

1. (he) Bob has a new ball.
2. (they) Mary and Sue went out to play.
3. (it) The cow ate the grass.
4. (we) LaTanya and I ate a hotdog.
5. (she) Jean got a new doll.
6. (him) Daddy took Scotty to a football game.

VII-D, 23, 25, 26

31. Using prepared stories containing many repeated proper nouns which are underlined, have students replace these nouns with appropriate pronouns.

VII-D, 26

32. The student uses magazines to find various pictures. S/he then cuts out appropriate pronouns and uses these pronouns in a sentence to express an idea from the picture.

he	He is hitting the ball.
him	The boy's father is watching him.
his	He built a doghouse for his dog.

## **VII. LANGUAGE STRUCTURE AND USAGE**

### **E. Uses conjunctions and prepositions appropriately.**

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VII-E, 01; VII-B, 06

1. Give students a series of short sentences and have them combine them in as many ways as possible. Example:

The elephant danced. The elephant was smart.

The smart elephant danced.

The elephant danced because he was smart.

The elephant was smart and danced.

As a follow-up, provide a list of transitional words such as because, since, but, and and. Provide pairs of sentences that students can combine or expand using these words.

VII-E, 01

2. Have students select a short passage from a favorite book and prepare a list of the connecting words in the passage. Then choose books from the "Easy to Read" shelf in the library. Have students practice making the short sentences on the page into longer sentences, using the connecting words they found.

## VIII. STUDY SKILLS

### A. Demonstrates library skills.

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#### VIII-A, 01

1. Divide the class into groups of four or five (or make individual assignments). Assign different topics to each group and have them locate books containing information about their topic.

#### VIII-A, 02

2. Distribute a ditto sheet illustrating a card file cabinet along with a list of authors. (Titles or subjects could also be used.) Students are to write the author's name on the drawer in which it would be found.

A-Cr	J-Lap	Ri-Se
Cs-Fa	Laq-N	Sh-V
Fe-I	O-R	W-Z

#### VIII-A, 02

3. Distribute a ditto sheet illustrating a card from the card catalog. Indicate where the title, author, number of pages, and call number should be. Have each student select a library book and complete the card.

Variation: Provide dittos listing a title, author, number of pages, and call number. Have students list each item in the proper place on a facsimile or on an actual blank catalog card.

#### VIII-A, 02

4. Make a set of cards like those in the card catalog or use discarded cards from the card catalog. Have one for each member of the class. Divide the class into two teams. Have a member of Team A ask a member of Team B for either the title, author, number of pages, or call number on his/her card. If the answer is correct, Team B gets the points. Play continues until all have had a turn. The team with the most points wins.

**VIII-A, 03, 04**

5. During a library period have each member of a study group use a different reference material to record information about an assigned topic. Compare information from each source. Have each group compile information into a report.

**VIII-A, 04**

6. Encourage students to use a variety of sources to prepare a report on an assigned topic. A simple bibliography of sources should be prepared to accompany the report.

**VIII-A, 05**

7. To make reading an enjoyable experience for all students:
  - a. Provide a wide variety of reading materials.
  - b. Visit the library frequently (school and public)
  - c. Encourage adults in the students' environment to serve as role models by reading for pleasure and information.
  - d. Read to them and let them read to you.
  - e. Provide ample time for reading in the classroom.
  - f. Make Sustained Silent Reading a part of your regular schedule.

To succeed, "SSR" must be followed rigidly in the following aspects:

    - All students must read silently or be given assigned reading.
    - All teachers and administrators must read also.
    - No interruptions are allowed.
    - Each student is free to bring in his/her own reading materials.
    - A timer should be used to dissuade clock watchers. (This also allows the teacher to become engrossed.)
    - No reports, either written or oral, are required.
    - Students must be allowed to read materials of their own choosing.
  - g. Begin some type of reading club or award program based on number of books read.



## **VIII. STUDY SKILLS**

### **B. Uses reference materials and media to obtain information.**

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#### **VIII-B, 01**

1. To familiarize students with parts of a book, have all of them use the same text (reading, math, social studies, etc.). Divide into teams or compete individually. Call out some part of the book and have them find it, (e.g., use the table of contents to tell what page a story is on, etc.). The team who finds the answer first gets a point.

#### **VIII-B, 01**

2. Select a variety of books from the following categories: an English textbook, a fiction library book, a non-fiction library book, a science book, etc. Distribute these among pupils and do the following:
  - a. Compare and contrast the information given on the spine, cover, and title pages of the books. Look for shortened titles, long titles, author's complete name (or only last name), publisher, publication date, place of publication.
  - b. Explain the difference between "edition" and "printing."
  - c. Compare tables of contents. How are they arranged? What does each entry consist of--chapter headings only? Chapters and subdivisions? Appendixes? What are the elements of a good table of contents?
  - d. Do any of the books have "forewords," prefaces," or "introductions"? What is the difference between them?
  - e. Define and locate the "text" of the books.
  - f. Locate the indexes in the various books. Determine how they might vary. Which index seems the most useful? Why?
  - g. Explain and locate: end papers, fly leaf, front piece, glossary, bibliography, dedication, acknowledgements, and footnotes.

VIII-B, 02

3. Have each student open a textbook (language, science, social studies) to the index or glossary. Divide the class into equal teams giving each team member a number. Ask questions which can be answered by using the table of contents pages and turning to the page to read the answer. All students look for the answers. After most have finished, call a number. The person on each team with that number goes to the board and writes the answer. The first to finish correctly scores a point for his/her team.

VIII-B, 02

4. Present a simple index such as the following:

Animals, 54-65  
control of, 56  
destruction of plants by, 55  
as food, 62  
shelter for, 54  
(see mammals, fish, reptiles)

Discuss the fact that the subjects appear in alphabetical order under the main topic and that cross-references refer the reader to related topics. As students use indexes, guide them in deciding upon key words that could be possible index entries. Ask them to substitute other terms for anticipated entries which do not appear.

VIII-B, 02

5. Play "Index Drill." Divide the class into two teams. Each student must have identical textbooks with an index. Students sit with texts closed until you say, "Attention," and give a piece of information to locate, such as, "the possibility of life on Mars." Then say, "Charge!" Students open and search through the index. The first one to find the page numbers for the information stands. If correct, s/he gets one point for his/her team.

VIII-B, 02

6. Provide identical content area books for all students. Prepare a list of questions and distribute them. Discuss the function of the index, its alphabetical arrangement, and its headings and subheadings. Ask students to use the index to find and record: the answers to the questions, the pages on which answers were found, and any headings in the index that helped guide them to the correct page.

## VIII-B, 03

7. Have students feel the shape of a globe. Explain that the globe represents the shape of the earth just as a doll house represents a real house. Point out the large land and water areas on the globe. Explain what continents are. Have students tell the color of the land and water areas on the globe. Guide them to see that most of the earth's surface is water. Explain that a globe can be seen from any side. Have students orally complete sentences such as the following:







- The globe is like a ball; it is \_\_\_\_\_.
- The globe represents the \_\_\_\_\_ just as a doll house represents a real house.
- Other objects that are round are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- Most of the earth's surface is covered with \_\_\_\_\_. We know this because there is so much \_\_\_\_\_ on the globe.
- The large land areas are called \_\_\_\_\_.
- The globe can be seen from any \_\_\_\_\_.

## VIII-B, 03

8. Provide a corner where one or two students may work with a globe. Supply string, rulers, pencils, two globes, and a list of questions that can be answered by reading information from the globe. Ask each student to select a number of questions and to add at least one question to the sheet. Two or three different lists of questions at different levels will allow for a wide range of individual ability.

## VIII-B, 03

9. Prepare a pocket chart of weekly duties showing a symbol and a word as well as students' names corresponding to each task. Have students identify the duty and the student performing the task each week.

Helper	Duty
Bonnie	Books 
Betty	Messenger 
Linda	Chalkboard 
Ray	Erasers 
Bill	Wastebasket 
Glenda	Assignment Board 

VIII-B, 03

10. Have the class complete a chart depicting information related to the organization of products sold in a large department store.  
(Example: clothing -- 2nd floor; furniture -- 4th floor, etc.)

Display the chart. Provide questions about the chart and have students answer these with reference to the chart. Check the answers.

- Sample questions: a. Where would you shop for men's shoes?  
b. Where would you shop for stationery supplies?

VIII-B, 03

11. Read from a book or an encyclopedia entry explaining the history of the calendar. Show calendars of various types. Have each student select a type and make an individual monthly calendar. Fill in holidays, etc from a master calendar. Add special class and school events, birthdays, family outings, etc.

VIII-B, 03

12. Supply a large calendar for the current year, preferably one containing extra information--holidays, moon information, etc. Provide a list of questions requiring careful reading and use of the dates and information on the calendar.

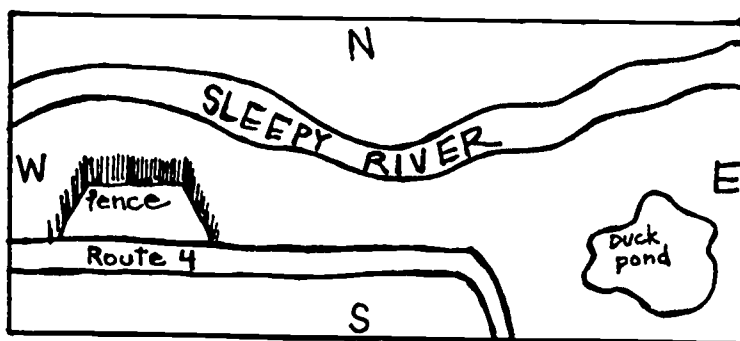
- Sample questions: a. If today is June 17 and I am sailing to India on August 3, how many days must I wait?  
b. Is this a leap year?  
c. What two months begin on Wednesday?  
d. Seven weeks from today, the date will be \_\_\_\_\_  
e. My dog gets wild under a full moon. On what days in August should I keep him indoors?  
f. Twelve weeks, six days before Halloween is \_\_\_\_\_.

Have students add questions to the list.

VIII-B, 03

13. Provide a simple map such as the one below and allow students to read the directions and draw each item on the map as requested. Suggested possibilities are maps of a playground, neighborhood, school, park, zoo, farm, etc.

- a. A barn is south of the pond.
- b. A boat is going east on Sleepy River.
- c. A cow is west of the barn.
- d. The farmer's house is north of Sleepy River.
- e. A truck is going west on Route 4.
- f. A car is east of the fence.



VIII-B, 03

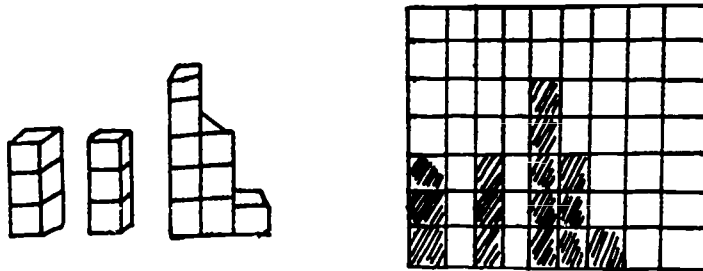
14. Compile a list of questions for students to answer using a variety of maps (school, local, state, national, etc.). Examples: What direction is the cafeteria from the office? Is one subdivision north or south of another? Is Lafayette east or west of Lake Charles? Is Alabama a southern or northern state? List the southwestern states. Name the parishes and the direction of those which surround East Baton Rouge Parish. In what direction does the Atchafalaya River (or the Nile River) flow?

VIII-B, 03

15. Have students make maps of imaginary places (e.g., Pirate's Cove, Fantasy Island, Witch Mountain, etc.) and formulate questions for classmates to answer.

VIII-B, 04

16. Give several groups of students blocks of different colors. Have them stack them either horizontally or vertically. Then have the class color in on graph paper the way the blocks from each group are stacked. Have students build stacks with the blocks as shown on the graph.



VIII-B, 04

17. Have students make a graph for a subject given. Suggestions for subject:

- favorite toys
- favorite food
- birthdays
- favorite TV shows
- hair color
- eye color

Example: Birthdays

			Sue			
			Bill		Fay	
Jim	Mary		Ed		Joe	
Jan	Feb	Mar	Apr	May	Jun	etc

VIII-B, 04

18. Using three balls of different colors, hold up each ball one at a time, drop it, and count how many times it bounces. Have students graph the bounces for each. This could also be done with balls of various sizes.

Example:

red ball	blue ball	green ball

**VIII-B, 04**

19. Prepare a box of "trip cards." Each card will list departure and destination points. Include some blank cards for students to record their responses. Duplicate a map of Louisiana. Indicate the mileage scale of the map. Have students select a departure/destination card, draw the route on the map, and record the plan on an index card. Have them give the mode of travel, distance, and names of cities en route.

**VIII-B, 04**

20. Write the names of northern cities on one spinner and southern cities on the other (or use eastern and western cities). Students spin both wheels and measure the distance between the cities shown using a national or state map. Then they record the names of the cities and the distance between them (in miles).

This activity could be adapted as a game. Each student or team would have a map and would compete to find the distance first.

**VIII-B, 04**

21. Plan a trip outside of the United States. Each student must decide on a destination, the number of miles for a round trip, the mode of travel, the type of clothes to carry, and the places of interest s/he will visit.

**VIII-B, 04**

22. Display a time schedule for a bus, train, or airplane. Design questions requiring students to study the schedule in order to give answers to questions about arrival and departure times.

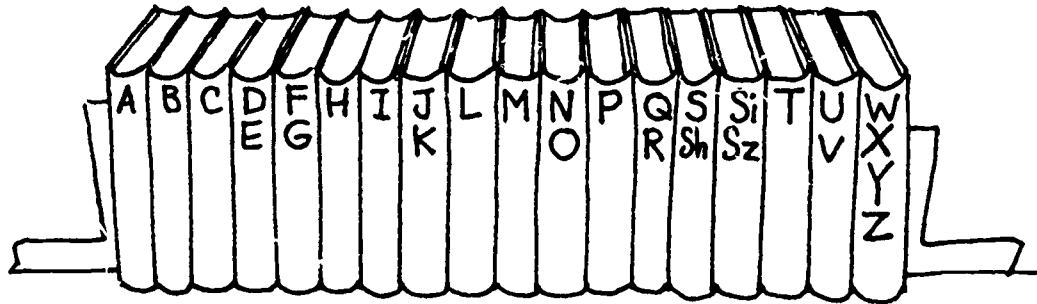
As a follow-up, have students plan a travel itinerary based on the information found on a time schedule.

**VIII-B, 05**

23. List a number of general topics on the board (or card if using a center). Have each student locate the topics in the encyclopedia and list their volume and page number.

VIII-B, 05

24. Make a duplicating master as indicated below. List items to be located. Students write beside each item the volume in which it is found.



oyster  
cobalt  
gold

zebra  
Lincoln

VIII-B, 05

25. Play "Search." Divide the class into two teams. Place a set of encyclopedias on a table in the front of the room. Give the first member of each team a slip of paper on which is written the topic students are to locate in the encyclopedia. (Have enough slips for each member. Be sure they do not need the same volume.) Both search for their topic. The one who locates his/hers first gets the point. The team with the most points wins.

VIII-B, 07

26. Introduce students to available guides and indexes to audio-visual materials and demonstrate their use. Explain how and where these materials are housed, organized, catalogued, and circulated in the school library. Practice using these guides or indexes in locating records, pictures, films, and filmstrips for classroom activities.

VIII-B, 07

27. Assign groups of students units of work that will actually be taught in the classroom. These groups are to investigate all the related audio-visual media available in the school and make a list.



VIII-B, 08; V-D, 09; V-C, 04, 05

28. Encourage newspaper reading by bringing in a variety of newspapers for students to examine. Locate the newspaper index and assign topics to different students. Have them report to the class on various areas: sports, job openings, grocery ads, the weather, health, city news, national news, world news, the comics, the stock market, etc.

Extension: Have students design and write a school newspaper. Have an editor for each section of the paper as well as a group of reporters. Solicit help from parents to do the typing and proofreading.

VIII-B, 08

29. Discuss the advantages of the periodical as an educational medium (up-to-date information, etc.). Distribute enough magazines for each student to leaf through, trade back and forth, etc. Divide the class into groups of three to five and have each select a present-day public figure of interest whose life they would like to research in periodicals. Allow time for research in small groups. Have students report findings to the class.

VIII-B, 08

30. Assign each student a report topic of interest in a content area. Each will research and write a report and document his/her sources of information with at least three periodicals.

VIII-B, 11

31. Assign these exercises to your students for practice.

1. Find three words that can be used instead of "youth."
2. What are two words that can be used to describe a small town? (i.e., village, hamlet)
3. List words that can be used to identify a specific messenger (i.e., postman, announcer, dispatcher, errand boy).
4. What are some words that can be used for "artist?"

## **VIII. STUDY SKILLS**

### **C. Demonstrates dictionary skills.**

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VIII-C, 01

1. Divide the class into two teams. The first player on Team I will be "It" first and will write a letter on the board. The first player on Team II will write the two letters which immediately follow the letter named. If the letters are correct, s/he becomes "It." Each team gets two points for each correct answer.

More advanced students might use the same activity and write the third and fourth letters appearing on either side of the letter named.

VIII-C, 01

2. On strips of paper write letters of the alphabet in sequential order. Cut the letters apart, using zigzag lines. The pieces are to be put together like a puzzle.

VIII-C, 01

3. Give students cards showing groups of four letters with a letter missing in each group. Students supply the missing letter.

VIII-C, 02

4. Play a game. Each student is given one minute to list orally a group of objects or names of people in alphabetical order.

VIII-C, 02, 03, 04

5. Prepare an alphabetical dot-to-dot sheet or a commercial dot-to-dot picture for primary students. Block out the numbers but replace them with words to be connected alphabetically. Words may require alphabetizing with first letter or more. When finished, students write words in an alphabetized list.

VIII-C, 02, 03, 04

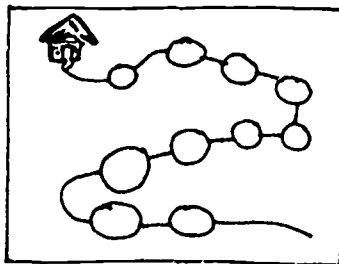
6. Prepare several packets of small word cards, five words to a packet. Give each student a packet of cards. At your signal, each student arranges his/her cards in alphabetical order. The first one to finish receives five points, the second receives four points, etc. The cards are shuffled and each student passes his/her packet to the player on the right. At the end of the game, the player with the most points is the winner. (Words used may be from the spelling list, science unit, social studies unit, etc.)

**Variation:** Prepare sets of cards with words beginning with the same letter. The class is divided into teams. Give the first player of each team a packet of cards face down. At a signal, players look at their cards and arrange them in alphabetical order. The first player to arrange his/her cards correctly scores one point for the team.

These activities may be adapted for alphabetizing to the third and fourth letter by changing the word cards. (Students can line up to alphabetize various words.)

VIII-C, 02, 03

7. Play "Summer Vacation." Make a ditto sheet as shown. At the top, list in scrambled order 10 states or cities which students could visit. Students are to write these in the circles in alphabetical order to get to their destination (the last place on the list).

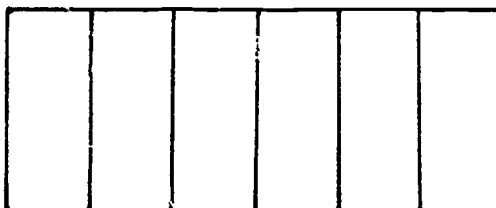


VIII-C, 02, 03, 04

8. Have students cut new and interesting words from newspapers and magazines and paste them in alphabetical order on a large sheet of paper. This can be used for alphabetizing to first letter, second letter, etc. The words may be used in vocabulary development or spelling activities. Students could also select and alphabetize words from textbook units.

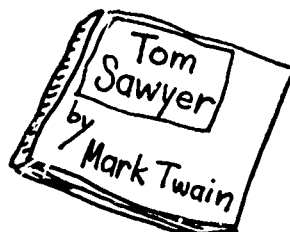
VIII-C, 02, 03, 04

9. Play "Parking Lot". Find pictures of different makes of cars (motorcycles, planes, etc.) and paste on cards. Print the name of each car under it. Make a game board with parking spaces. Cards are to be placed in parking spaces in alphabetical order. Number cars in the right order on reverse side for self-checking.



VIII-C, 02, 03, 04

10. Play "Put It On The Shelf." Copy titles and authors on cards made to look like books. Students are to put the "books" in alphabetical order as they would be on the library shelf (by author's last name.) Number books in the right order on the reverse side for self-checking.



VIII-C, 05

11. Provide students with picture dictionaries. Discuss the book's organization. Have students point to a picture, word or sentence as you say it. Repeat this procedure throughout the book.

VIII-C, 05; VII-A, 02

12. Have each student make his/her own picture dictionary out of construction paper. For each letter of the alphabet the student will supply a picture, word, and sentence.

VIII-C, 06

13. Write a list of words in alphabetical order on the chalkboard. Select a pair of words that could be guide words for one of the words on the list. Write them beside the list. Ask students where the two words should be inserted in the list (i.e., before and after which word).

VIII-C, 06

14. Write two guide words on the chalkboard in alphabetical order. Write a third word and ask students if it belongs between the two guide words. After this has been repeated several times, distribute a teacher-made worksheet in this format:

Guide Words

COFFEE      CORRECT

Entry Words

COOL \_\_\_\_\_

COPE \_\_\_\_\_

COST \_\_\_\_\_

Guide Words

SAMPAN      SATURDAY

Entry Words

SAID \_\_\_\_\_

SAND \_\_\_\_\_

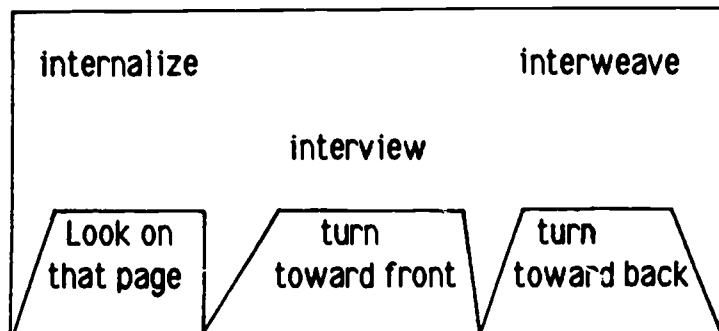
SAVE \_\_\_\_\_

VIII-C, 06, 07; VII-A, 02

15. List ten words on the board and have students locate them in the dictionary using guide words. Then distribute copies of a word list. Direct students to select ten words they do not know from the list. Have them write each word, the two guide words on the page where the word was found, and a sentence using the word. Also, have each student locate the guide words between which they would find their first name or last name if they were listed in the dictionary. Have them compile a class guide word list.

VIII-C, 06

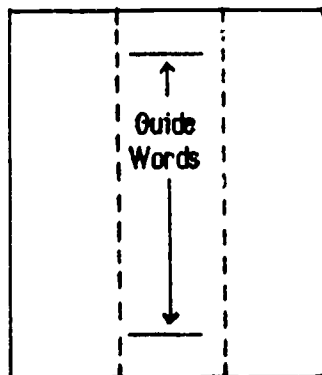
16. Prepare a game with 10 or 12 index cards. Write two guide words from pages in the unabridged dictionary in the corners of the cards. Cut and fold the cards as shown.



Place a star under the correct flap. Instruct students to look at the guide words; then look at the flaps and determine where this word would be found. Explain how they can self-check their answers.

VIII-C, 06

17. Give students a set of guide words and a list of words that would be found either before, between, or after the guide words. Cut out each word. Divide a sheet of paper into three sections and glue the respective guide words on the top and bottom of the middle section. Students are to glue the words in alphabetical order on the page between the guide words, or on the preceding or following page.



VIII-C, 08, 09; VII-A, 02

18. Have students find the word run in the dictionary. Go over each meaning. Use each meaning in a different sentence that shows its meaning. Students should then make up sentences using the different meanings.

VIII-C, 08, 09

19. Make a list of words with multiple meanings (e.g., novel, cell, settlement, bar, cardinal, table, power, minister, cabinet, fire, force, rock, plot, tense, case). Let each student be the teacher for a word. The student finds his/her word in the dictionary and writes a sentence that shows one of its meanings. S/he reads the sentence to the class and the class gives the meaning. Use the dictionary to verify the meaning.

VIII-C, 09

20. Divide the class into groups of three or four students. Assign a word with multiple meanings to each group. Each group uses a dictionary to locate at least three meanings for the word, and then presents each meaning to the class by dramatizing it. The class attempts to define the word based on each dramatization.

VIII-C, 10

21. Prepare a worksheet with sentences similar to the following:

There was a very \_\_\_\_\_ fog.

dents    dense    dence

John makes a good \_\_\_\_\_.

appearance    appearanse    apearance

Have students use their dictionaries to find the correct spelling.

VIII-C, 10

22. Prepare a list of word pairs with one word in each pair spelled correctly and the other spelled incorrectly. Have students use their dictionaries to find the correct spelling and cross out the incorrectly-spelled word.

VIII-C, 11

23. On a worksheet, prepare a list of words in inflected form. Have students locate the words in the dictionary and write the root words they had to look under to find the inflected forms.

VIII-C, 12

24. Prepare a worksheet with a list of words for students to locate in the dictionary. Have them rewrite the words in syllables using the dictionary as a guide.

VIII-C, 12

25. Prepare a list of words with more than one pronunciation (e.g., minute, present, etc.) Write sentences using these words. Have students use the dictionary to find the correct pronunciations. Have them write the correct pronunciations using phonetic spelling and diacritical markings.

Example: Sand is made of minute particles of rock. (mi noot')  
Sixty seconds make one minute. (min' at)

VIII-C, 12

26. Explain that dictionaries use different symbols in their phonetic spelling; therefore, each includes a pronunciation key. Have students locate the pronunciation key in their dictionary and use it to decode several words written on the chalkboard.

VIII-C, 12

27. Make a matching activity or game in which students pair words with their phonetic spelling.

VIII-C, 12

28. Tell students that some words have more than one correct pronunciation. Instruct them to use the dictionary to find two pronunciations for each word that you have listed on the chalkboard.

Examples: route, rodeo, bouquet, sedimentary, either.



VIII-C, 13

29. Tell students that sometimes words are related to one another. The dictionary helps them to see these relationships in that the word is defined and then followed by instructions to see another word. (e.g., stuck: see stick). Give students a list of words and direct them to find each word in the dictionary and write beside it the word one looks up for more information.

VII-C, 13

30. Read as a class the explanatory notes in a dictionary. Point out the different kinds of cross-references used. Dictionaries may have (a) directional cross-references which direct the user to look elsewhere for more information; (b) synonymous cross-references which indicate words of similar derivation; and (c) inflectional cross-references which relate the inflected form of the base word. Have students locate cross-references and classify them according to their type.

VIII-C, 13

31. Write five new words on the board. Have students locate the word and its cross-reference. Students record on cards the cross-reference, the information it referred them to, or clues on the information. Each student reads his/her card and students try to match it to a word on the board.

## VIII. STUDY SKILLS

### D. Uses effective study strategies.

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VIII-D, 01

1. Play a game using a puppet to give directions to the class, such as: "Stand up, touch your toes, turn around, sit down." Anyone not following the directions is out of the game. The last one left in the game is the winner.

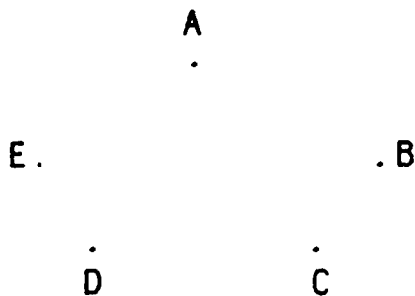
VIII-D, 01

2. Divide class into groups. Give each group a set of color cards. Give directions to one group, such as: "Red cards stand up and turn around. Green cards, cross your legs and clap your hands." Anyone who doesn't follow directions correctly is out of the game. The team with the most members left in the game is the winner.

VIII-D, 01; VIII-E, 02

3. Give each student prepared sheets of paper to mark on according to directions recorded by the teacher. If the directions are followed correctly, the result is a picture.

Example: Draw a line down from A to C. Draw a line up from D to A.



VIII-D, 02

4. Explanation of SQ3R: "SQ3R" is an approach to a reading assignment which, practiced frequently with appropriate teacher-assistance, will assist students to become more independent learners.

Q. What does "SQ3R" stand for?

A. "SQ3R" stands for "survey," "question," "read," "recite," "reread." It is a good approach to assigned reading. Youngsters who learn to take this approach to new reading matter tend to better understand increasingly difficult material. "SQ3R" is a good study habit.

Q. Why should you help students master "SQ3R"?

A. Many children need more attention than others to understand the use and value of a planned approach to reading/studying. Some need to be "walked through" an approach dozens of times before they "internalize" it. Once a student reads pretty well, it should not be assumed that the student's capabilities to use reading as a learning tool will develop automatically. Most students need extensive, frequent, and continuous support.

Q. How can you help students make "SQ3R" a routine?

A. First, talk about the five steps, then "walk them through" a selection from a factual textbook:

- |            |   |
|------------|---|
| "Survey"   | 1. Note and ponder the title.   |
|            | 2. Note subheads.   |
|            | 3. Utilize scanning techniques.   |
| "Question" | 4. Decide what the selection seems to be mainly about, and construct a few questions that might be addressed, or read over pertinent questions at the end of the chapter. |
| "Read"     | 5. Read the selection.  |
| "Recite"   | 6. Try to respond to questions from "Step 4," and state main ideas.   |
| "Reread"   | 7. Reread where needed if "Step 6" above seems to falter.   |

All of the above should be a joint activity between teacher and students, individually or in small groups; gradually lessen your support as students get the idea, and start to "SQ3R" independently. Observe the class frequently as they attack new material. Remind those who tend not to "SQ3R" automatically, and help them to make "SQ3R" part of their language learning style.

Q. What if the students have a lot of trouble with Steps 1-4 (the hardest steps)?

- A.
1. Try helping them take notes at points in the text where they seem unsure: Ask the students to . . .
    - a. Write down one of the subheads.
    - b. Place light checkmarks in the book as each supporting detail appears under that subhead (some students have trouble deciding "what readily supports" a subhead).
  2. Try helping them make a brief topic outline of the passage, and gradually work up to a more detailed outline.
  3. Try checking their concept of some of the words which seem most removed from their experience. Talk through the meaning. Supply examples. Use the dictionary together or in small groups.

Q. What if students are especially weak in SQ3R?

- A.
1. Initially, do not work with more than a few pages at a time.
  2. Keep sessions short: 15-30 minutes at most.
  3. Make sessions pleasant and as much fun as possible.
  4. Hold frequent sessions--2 or 3 sessions weekly. It is a good idea to agree with the student on a schedule for learning to "SQ3R."

5. PAR-4 Study Technique - Preview, Ask, Read, Record, Rethink and Review.

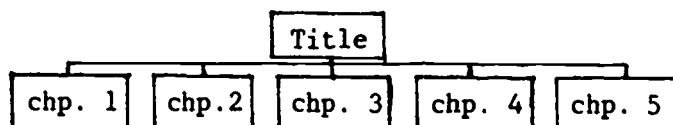
**Preview:** Read the title.

Read the name of the author.

Look at the parts of the book, preface, forward, glossary, index or appendix.

Analyze the table of contents.

Diagram the book by units or chapters.



Outline the chapter by major headings: center headings, side headings.

Read introductory and summary paragraphs.

**Ask:** Turn headings into questions to set purposes for guided reading of chapter sections.

**Read:** Read the entire section to find answers to questions. Look up new words in the glossary.

**Record:** Make a study guide.  
 Turn the page horizontally  
 Write the name of the chapter at the top.  
 Divide the paper into two columns, using one-third of the page for the left column.  
 Record questions in the left column.  
 Leave two inches at the bottom to record new vocabulary words.

NAME OF CHAPTER	
Questions	Answer
Vocabulary Words	

**Rethink:** Go beyond the facts presented in the text.  
Ask questions to help students interpret what they read and think analytically and critically about it.

**Review:** Review immediately after the assignment is completed to set information firmly in mind.

Have students look through the study guide and try to answer questions without looking at the answer.

**VIII-D, 03**

6. Write a simple paragraph on a transparency. Compose three possible summaries. Have students read the paragraph and select the best summary. Discuss.

**VIII-D, 03; V-A, 19**

7. Write several simple paragraphs or stories on transparencies. Divide students into work groups and give each group one of the transparencies. Have each group read the paragraph or story and compose a simple summary. Summaries are then discussed.

**VIII-D, 03**

8. Divide students into pairs. Give each pair a brief paragraph or story mounted on colored paper. Have each pair write several possible summaries for their paragraph or story, and mount them on paper the same color as the original paragraph or story. Use the student-made activities as teaching aids.

**VIII-D, 04**

9. Give each student a sample outline. Call attention to the fact that every outline has a title. Main ideas are always shown by Roman numerals placed even with the margin. Details supporting or explaining the main ideas are shown by capital letters and indented under the first letter of the topic. As a follow-up, give students sentence strips with each topic and subtopic. Have students reconstruct the outline, indenting the subtopics appropriately.

VIII-D, 04

10. Give students the framework for an outline. Have students complete the outline by putting given main ideas and details in the right places.

Example:

Main Idea:	Jupiter	Mercury
Details:	Largest planet Streaked surface	Smallest planet Closest to the sun

Planets

- I. \_\_\_\_\_  
    A. \_\_\_\_\_  
    B. \_\_\_\_\_
- II. \_\_\_\_\_  
    A. \_\_\_\_\_  
    B. \_\_\_\_\_

VIII-D, 04; IV-A, 04

11. Have students select a famous person and construct an outline for the following topics: early life, later life, and accomplishments. Students read to find details for each heading and construct an outline, indenting appropriately.

American Hero

- |               |                |                            |
|---------------|----------------|----------------------------|
| I. Early Life | II. Later Life | III. Major Accomplishments |
| A.            | A.             | A.                         |
| B.            | B.             | B.                         |
| C.            | C.             | C.                         |

VIII-D, 04; IV-C, 02, 04

12. To provide practice in researching a topic (e.g., coal) read orally a related article from an encyclopedia. Have students jot down key words and main ideas; then organize these in outline form.

Example: Coal

- |                   |                      |
|-------------------|----------------------|
| I. How Formed     | III. Types of Mining |
| A.                | A.                   |
| B.                | B.                   |
| C.                | C.                   |
| II. Kinds of Coal | IV. Uses of Coal     |
| A.                | A.                   |
| B.                | B.                   |
| C.                | C.                   |

VIII-D, 04; IV-C, 04, 05

13. Have students identify the main ideas in a story and list the supporting details under each main idea in a diagram (see example below). Students form topic sentences for the main ideas and build an outline.

### TREES

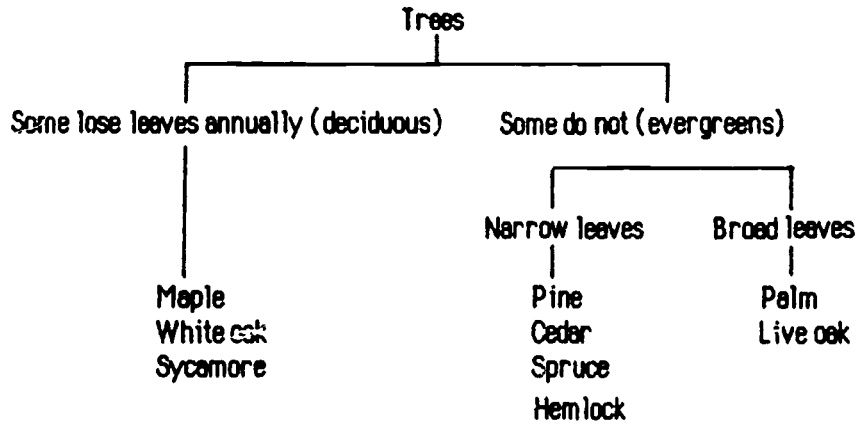
There are two kinds of trees. Some have leaves that drop off during one particular season of each year. These are called deciduous trees. Others keep their leaves for much longer periods of time and are called evergreens.

Examples of deciduous trees are the maple, the white oak, and the sycamore. Their leaves turn shades of yellow and red before they fall from the tree.

Evergreens are of various types. Those with very narrow leaves are the pine, the cedar, the spruce, and the hemlock. Broad-leaved evergreens are the palm and the live oak.

See next page . . .





Trees

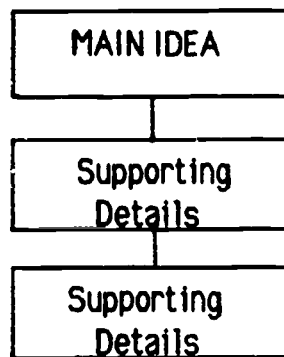
- I. Trees that lose leaves annually (deciduous)
  - A. Maple
  - B. White oak
  - C. Sycamore
  
- II. Trees that do not lose leaves annually (evergreens)
  - A. Narrow leaves
    1. Pine
    2. Cedar
    3. Spruce
    4. Hemlock
  
  - B. Broad leaves
    1. Palm
    2. Live oak

VIII-D, 04; IV-A, 03, 04

14. Have students read a short selection and brainstorm all the facts that they remember. Then have them organize into groups the facts that are related to the same topic and make an outline based on the topics.

VIII-D, 04; IV-C, 01, 05

15. Have students read a selected passage with at least two paragraphs each with a topic sentence which directly states the main idea. Have students underline the main ideas and complete a form like the following, putting each main idea in a large rectangle and two supporting details under each.



VIII-D, 05; IV-C, 04, 05

16. Give students a sample of notetaking form that consists of a line drawn down the center of the page. As you read, have students put main points on the left, and supporting points or examples on the right.

VIII-D, 05

17. Have students take notes from a lecture, text, etc. Have headings for notes on the board or a handout. Students use the headings as a guide and fill in the details.

VIII-D, 05; IV-A, 02

18. Using the suggestions for notetaking, have the class take notes to answer one question from a common resource. Evaluate the notes and check them against the suggestions.
- Write a reference at the top of notes.
  - Read carefully for facts to answer questions.
  - Write down main ideas and use them as main topics.
  - Add a subtopic to help you remember important facts.
  - Group facts under topics.
  - Record facts accurately.
  - Review notes to see if you have enough information to make a good report.
  - Work out a note-taking plan that suits you best.

VIII-D, 05

19. Have students listen to a television newscast and take notes on the information presented on a given topic.

VIII-D, 06; IV-A, 02

20. Prepare a short factual selection from a textbook. Number the lines to the left of the selections and list a few chosen phrases below the selection. Instruct pupils to glance across the lines to locate the phrases and mark the line on which they find each one. A time limit may be set, or students may compete to see who can be the first one to find all the phrases.

VIII-D, 06; IV-C, 02

21. Give students a list of questions based on materials to be read. Have them skim for key words that relate to the questions. Instruct them to read carefully that part of the material which contains these words for details and/or ideas that will enable them to answer the question.

VIII-D, 06

22. Write on the chalkboard a topic the students are studying. Ask them to indicate when they have located material related to the topic in their reference. Ask those who quickly locate sections to explain how they found them. Discuss use of author's organizational devices, such as chapter headings and print signals, as clues in locating information.

VIII-D, 06; VIII-B, 04

23. Distribute the local weekly T.V. schedule by using old T.V. Guides or the "Fun Section" from the newspaper. From a prepared list of questions, read one question at a time, such as "What program is on ABC Wednesday at 8:00 p.m.?" Have students find the answer from the guide they are using. Do four or five and observe students to see if they are skimming.

VIII-D, 06; IV-C, 02

24. Distribute copies of a short story or article (two or three paragraphs). All students begin to read on a given signal. Ask a question. Have students skim, note key words to find the answer, and tell when they have found it.

VIII-D, 06

25. Explain to students that reporters use the five W's (who, what, when, where, why) as a guide to reporting and writing. Each student then skims an article and underlines the five W's. When all have completed the task, they will share the five W's of the article.

## VIII. STUDY SKILLS

### E. Follows oral and written directions.

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#### VIII-E, 01

1. Play the game "Simon Says." Students must close their eyes while playing the game. Simon (the teacher) gives the oral directions. Students sit down if they make a mistake. The last player standing is the winner.

#### VIII-E, 01

2. Prepare work sheets containing pictures and one-step written directions. Tell students to follow the directions.

Example: "Put an X on the picture. Draw a line under the object.  
Circle the object. Put a box around the object."

#### VIII-E, 01

3. Give directions that are stated in an order different than the sequence in which they will be performed. Include words that clue the time references such as before and after.

- (1) As you stand in place, shake hands with your neighbor
- (2) Before you stand up, put your book under the chair.
- (3) After you sit down, pick up your book

#### VIII-E, 01

4. Play "Don't Follow the Leader," a game in which the class is directed verbally to do one thing but presented with a physical demonstration of something else. For example, say "touch your toes," but touch your nose instead. Players are to follow the oral directions. Those who do not are seated. The student left standing at the end of a series of such instructions is the winner.

VIII-E, 01

5. Write two-step directions on 3" x 12" oaktag strips. Have a student select a strip. Read the directions to the student. If s/he can follow the directions exactly, the student calls on another student to tell what s/he has done. If the student can tell, s/he gets to choose the next strip. If a student fails to follow the direction, s/he must sit down and another student is chosen to perform.

VIII-E, 02

6. Say "listen." Give students three-step oral directions; then say, "think." Students should use this time to think through the directions. Call on a student and say, "act." The student must follow the directions exactly. (Example directions: Go to the front of room, write the numerals 1 to 5, and then sing the first line of "America.") Or, play "Simons Says" with increasingly complex directions.

VIII-E, 02

7. Distribute a seat-work sheet with a house, a tree, and a car. Tape record your directions: color the car red, draw a circle around the tree, and put a flower by the house, etc. Have students complete the task.

VIII-E, 03

8. Prepare a stack of cards with simple directions printed on them. The student selects a card from the stack, reads the directions, and acts out or pantomimes the action.

Example: "Jump three times."

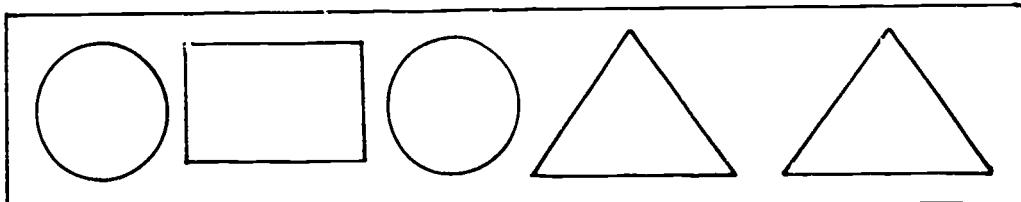
VIII-E, 04

9. Give students a set of written directions such as:

Start with the word "shoe". Change one letter to make it a word that means a movie ("show"). Change one letter to make it a word which means the opposite of fast ("slow"). Change one letter to make it a word that tells what you do with a horn ("blow").

VIII-E, 05

10. Provide students with the illustration below. This may be used as a listening activity if the directions are given orally.



- If the box contains five figures, write yes on the line in the box.
- If there are three circles in the box, put a dot in the first circle.
- If there are three figures in a row, each of which is different than the other two, draw lines that connect these three figures.
- If there are more circles than squares, put an X in the second triangle.
- If there are as many triangles as circles, put a dot in the middle figure in the box.
- If the last three figures in the box are triangles, put a dot in the square.

Instruct students to turn their page face down on the desk as they finish. When all students have had a chance to complete the exercise, draw the figure on the board as it should look in its completed form. Read each step to point out why each mark should be where it is.

**SUPPLEMENTARY MATERIALS**

## TEACHING TIPS

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### INTRODUCTION

Language Arts instruction begins when a child hears the first word and continues until, as senior citizen, s/he hears, speaks, reads, or writes his/her final word. An individual who is accomplished in the use of language is an artist who creates with words, spoken or written, and interprets messages of others through listening or reading. These close relationships among the four aspects of language reception and production enables each to serve as an example for processing in other communication modes and to provide reinforcement for learning in other areas. The teaching tips contained in this section of the curriculum guide endeavor to illustrate and thereby foster integrated language arts instruction.

A second concept, basic to the use of the activities in the guide and to the development of additional lessons modeled upon them, is the hierarchical sequence of skill development. Students first need to master concrete and literal concepts and facts. Next, they can be led to see and make inferences which extend beyond the specific information stated or previously known. Finally, learners are prepared to proceed to the higher levels of critical understanding, application, and creative comprehension and expression. For each new skill area and/or concept this path must be retraced. Thus, understanding requires return to the concrete and progression to more abstract levels each time new conceptual or factual learnings are to be achieved. As this sequence of learning becomes more of a habit, students are able to proceed to higher and more abstract levels more quickly. Nevertheless, for each new learning area a return, however brief, to the literal aspects underlying the concept is always required.

### READINESS SKILLS FOR WRITING

Before formal instruction in manuscript begins, students need prewriting experiences to help them to develop fine motor skills: painting, making designs, using sand or salt trays, and finger painting. Such activities give students opportunities to incorporate basic writing strokes: straight lines, slanted lines, curves, and circles (Fisher, 1977).



Students demonstrate a readiness for formal instruction when: (1) they use the basic manuscript strokes in artwork, (2) they express an interest in writing their own name, (3) they have developed facility in using scissors, crayons, etc., (4) they copy simple geometric shapes and letterlike characters, (5) they have established a dominant hand, (6) they sense a personal need to write. The beginning writer performs best with large sheets of unlined paper.

Instruction in handwriting should occur within meaningful contexts. Meaningful writing experiences can occur simultaneously with initial instruction in letter formation.

Preventive instruction in handwriting is better than remedial instruction. The teacher should show children individually how to form the letter, where to start the letter, and what makes the letter different from others that are similar.

The goals for handwriting instruction are legibility, fluency, and self-evaluation. Legibility factors include: proper formation of letters, regularity of slant, uniformity of size, regular spacing between and within words, words resting on the line, clear margins, and neat papers. Fluency is developed through: comfortable writing positions, combined wrist and finger movement, and correct order and direction in forming letters.

For initial instruction letters are often grouped by similarity of formation starting with some of the most frequently-used letters. (For students having difficulty in discriminating letters, contrasting letters should be introduced in pairs.) Research suggests that manuscript letters m, g, q, p, y, and j are difficult for children to learn and many require special help.

### VOCABULARY DEVELOPMENT

Words provide the basis for spoken and written communication. Comprehension of words through listening and reading completes the language cycle. Children enter school with a large vocabulary. Regrettably, children's vocabulary knowledge is often incomplete and/or contains erroneous items (e.g., believing that "peanut-butter'n jelly" is a single word). Thus, vocabulary knowledge must be remediated and expanded before it can serve as the basis for learning to read and write.

In teaching vocabulary, a concept of words as labels must come first. Students' names and labels for familiar objects, actions, and feelings provide a secure link with prior experiences and serve well to illustrate the definition of words as "message carriers." While earlier consideration of words will focus upon concrete and single concepts, later study will extend to abstract and multiple meanings.

Vocabulary includes identification of a word, as evidenced by correct pronunciation, and skill in determination of meanings by numerous approaches. Identification skills are facilitated through sight word learning of high utility words and by mastery of phonetic analysis skills. The meanings of words are taught by providing students with associations related to: (1) designation of word meaning through use in context; (2) illustration of definition using picture or action demonstrations; (3) determination of word concepts by application of structural analysis principles, and (4) explanation of present word definitions through study of word history (etymology).

Development of vocabulary is never completed. Once basic word learning concepts are mastered, students are able to proceed with lifetime expansion of vocabulary knowledge and use. Teachers must be ever mindful that variance is great between student listening, speaking, reading, and writing vocabularies. Individuals with minimal language development have larger listening vocabularies with decreasing prowess in the order of speaking, reading and writing word use. Persons with higher level language skills may have better reading than listening vocabularies with speaking and writing following in third and fourth positions.

In building vocabulary, remember:

1. Introduction in meaningful context must be followed by extensive practice and application.
2. Categorization of terms and the identification of relationships aids in meaningful retention.
3. Wide reading, extensive written practice, and repeated involvement in discussions build vocabulary.

## COMPREHENSION

Understanding of language depends upon a combination of student word knowledge, previous experience with the conceptual area, and ability to apply "meaning getting" processes. While interpretative procedures may be taught, understanding cannot extend beyond a student's level of experience with words and concepts. Thus, any teaching in the area of comprehension must include development of essential background experiences as readiness for application of procedures for achieving understanding. Once this basis is assured, comprehension training may proceed from basic and concrete levels to higher and abstract levels.

Edgar Dale defined three levels of comprehension: (1) reading the lines, (2) reading between the lines, and (3) reading beyond the lines. These same concepts are reflected in this guide with comprehension sequenced from the literal level and on to interpretive, critical/appreciative, and creative understanding. Higher and more complex levels of understanding depend upon the lower level understanding. Without grasp of literal details, students are unable to proceed with interpretive, critical, and creative comprehension tasks. For each new subject to be comprehended, students must be led back through the sequence from literal to creative stages.

Prior to being assigned comprehension tasks involving printed materials, students must be proficient in understanding spoken content and in decoding picture concepts. Comprehension is thinking and therefore involves the same procedure whether the language stimulus is presented in spoken, illustrated, or printed form. Activities involving discussion where logic and reasoning are illustrated are critical to later success in perceiving and judging content contained in print. Some of the best learning results from peer explanation of how understanding is achieved. Group work on completion of deletions in a cloze passage provide a vehicle for initiating such a discussion.

Question answering is not enough to develop full comprehension facility. Students must participate in unstructured recall activities in order for full comprehension ability to be revealed. If recall is only in response to questions consideration is limited to the recognition level which is a minimal form of language expression. One means for increasing the learning value of question answering is to require students to explain why and/or how they determined the correct response.

Literal comprehension is limited to recall of information explicitly stated in context. Skills include recognition of information and reiteration of exactly what is stated in the context.

Interpretive or inferential comprehension is the combining of two or more ideas or concepts to form a new understanding. In some cases, the "bits" of information used are taken from the content being read while at other times part of the information being used to achieve understanding is taken from the reader's existing knowledge.

Critical comprehension and appreciation require students to demonstrate understanding through activities in which the information learned is utilized. In critical comprehension, the student evaluates or passes judgement on what is read. S/he compares different author viewpoints on the same topic and becomes perceptive to bias and propaganda techniques. Relationship of literary techniques and word usage provides the basis for appreciation.

In creative comprehension, the student may transform or rearrange what is read into other forms (art, music, drama, other literary forms), or the student may elaborate on what is read by asking questions about things the author did not tell, adding his own ideas to the story, or changing the story in some way. S/he goes beyond what is read in applying information, formulating new ideas, and engaging in further questioning, reading, and experimenting.

In developing comprehension skills, remember:

1. Be sure that word recognition skills are automatic, freeing time for comprehension.
2. Build "word" knowledge. Research supports the fact that building vocabulary increases comprehension.
3. Build "world" knowledge. Because the student brings meaning to the printed page, s/he must have a background of experience (real or vicarious) related to the reading content.
4. Assist students in developing organizational skills--syntactic organization as well as the overall organization of the information that is read. Students should be helped in understanding increasingly larger meaning units.

5. Build on motivation and interest. Get to know student interests and needs through interest inventories, etc. Students who are interested in a topic can read materials that would ordinarily be too difficult.

### ORAL AND WRITTEN COMPOSITION

Learning cannot take place without a flow of communication, much of which is oral in the first year of school. The child learns to speak long before s/he begins to read or write, and learning to speak is a much more natural art. S/he learns language by "ear" and relies on intuition to determine the rightness rather than rules. Therefore, the models a child has in the first four years of his/her life determine the language patterns s/he brings to school. If children are to become proficient users of language, the school must provide opportunity for students to receive and experiment with language. The child needs experience in which s/he is exposed to new vocabulary and hears more complex language patterns.

Since oral language is the basis of written language, a language arts program that provides opportunity for talk is essential. When children are talking they are composing by putting ideas into words and sentences. Children rarely write what they do not speak; therefore, experience and opportunity to talk about the experiences must precede written expression.

Teachers must provide "impression" if we expect "expression." The raw material of real experience enables young writers to create. In order to get the most from experience, children need to receive impressions through their senses. They must see, touch, taste, hear and smell new things. Cooking, literature, film, fieldtrips, and experiments provide much of the input that children need prior to written expression.

Writing involves both composing and transcribing. In a sense, the child becomes both author and secretary. Composition is selecting and ordering of words and sentence, while transcribing is putting the composition into graphic symbols. It is important to keep in mind that spelling and punctuation are writing mechanics and in isolation from composition will produce little, if any, transfer.

To develop oral and written expression skills:

1. Provide an environment that encourages free and active participation.
2. Provide many concrete and vicarious experiences as a springboard to speaking and writing. Make vocabulary charts or word walls from these experiences. Be sure to allow time to "talk" after the experience.
3. Read to students from literature that contains a variety of sentence patterns and words. Explore the patterns orally with the whole class. Demonstrate how patterns can be changed.
4. Provide rich language via other media.
5. Speak, as a teacher, in a mature way. Remember that you serve as a role model for your students.
6. Provide opportunities for students to interact with adults through interviews, discussions, delivering messages, etc.
7. Teach correct oral forms at the oral levels. Then proceed to the written form.
8. Plan activities that rely on student discussion. Encourage them to describe, compare, and categorize orally.
9. Value talk as a vehicle for learning. Listen to students and respond to what is said.
10. Use effective questions to develop all levels of cognition (literal, inferential, critical, creative). Give students time to think (10 seconds) before they respond.
11. Begin as early as kindergarten, taking dictation. When children draw, paint, or create, write what they say on a strip of paper and attach it to their art. Both individual dictation and group dictation should be taken on a regular basis.
12. After a class experience, ask students to supply words connected with the activity in given categories (e.g., name words, movement words, and descriptive words; or, for older students, nouns, verbs, adjectives, and adverbs). This will provide a core of words to help students to begin their writing.
13. Develop a need for writing. Connect writing assignments to actual experiences (e.g., after taking a field trip have students write individual notes expressing their thanks).
14. Our language is filled with patterns. Introduce familiar nursery rhymes, and songs to students. Show them how to write them using their own language.

15. Provide motivation for writing (e.g., writing paper in the shape of rabbits at Easter, etc.). Offer topics that relate well to student interests.
16. Display students' writing in an attractive area. Provide opportunities for them to share their writing with other students and teachers. Compiling books of their stories has widespread appeal for students of all ages.

### MECHANICS OF WRITING

Capitalization and punctuation. The mechanics of writing are tools used to make written language more readable for others. Students should be encouraged first to write about their thoughts and ideas. When the content is satisfactory to the student, emphasis then is given to the proper placement of punctuation and capitalization.

Punctuation and capitalization should be taught in the context of the writing process, and instruction in these areas should be an integral part of the total writing process. Teaching a skill when it is introduced in the book rather than when students show a need for it will not insure application of the skill. Drill and practice in mechanics of writing in isolation from the writing process demonstrates little transfer of learning to original writing.

The need to learn specific skills parallels the student's writing needs. Older students whose language patterns are more varied and complex require more complex skills.

To help students learn and use punctuation and capitalization skills:

1. Model correct usage. While writing on the board, call attention to capitalization and punctuation as it is written and tell why it is needed.
2. Remember that instruction should be an integral part of the student's writing. Have students read their writing aloud in order to hear intonations and pauses that indicate a need for punctuation and capitalization.
3. Keep a chart or have students keep their own rule book with the rules that they are learning.

4. Keep a skills checklist, noting areas of difficulty for each student. Give small group instruction to students with similar needs.

**Spelling.** The purpose of learning to spell words correctly is to communicate more effectively with others in writing. Because children write words which they use in their oral vocabulary and their oral vocabulary is based on their experience, the teaching of spelling brings better results when it is based on actual experience and integrated with writing.

Textbook word lists are now derived from the vocabulary of children rather than from that of adults. In using these lists, consider individual differences and relate spelling to children's everyday reading and writing needs.

In diagnosing problems, look for patterns in the errors that the student makes. Errors can be classified into five groups (Fisher, 1977): (1) overdependence on sounding out words; (2) using incorrect options; (3) not using letter/sound relationships; (4) reversing letters; (5) spelling the homonym. Consistently misspelled words in students' writing should be identified and recorded. Students should be guided in setting goals for mastery of these words and in evaluating their own progress.

In teaching spelling, remember:

1. Focus on writing of words, not spelling them orally. Spelling is used in writing, not in speaking. Have students focus on whether the word looks right.
2. An effective study technique is: (a) Look at the word and pronounce it. (b) Close your eyes and picture it in your mind. (c) Look at the word again to check. (d) Write the word, thinking of how it looks. (e) Check. (f) Rewrite the word.
3. Although letter/sound relationships are not always consistent, they provide guidance in spelling. Caution, however, should be used in teaching spelling rules or generalizations. The study of how words are formed (compound words, root words, affixes, etc.) can contribute to spelling success.
4. Grouping related words (e.g., fig, pig, dig) is helpful.
5. Provide evidence of progress. Assign poor spellers fewer words with the understanding that as soon as the list is learned, they may learn some more.



6. Give many opportunities for writing so that students will feel a need for spelling.
7. Dictionary skills and proofreading skills reinforce spelling instruction.

**Proofreading and Editing.** Writing involves both composing and revising/editing. When a student is emotionally involved in the idea s/he is developing, s/he is not consciously thinking about commas, capital letters, and word usage; s/he is involved in the composing act and only later will be concerned with the next phase of writing: revision.

Many teachers actually revise a student's composition in the process of evaluating it (e.g., red pencilling to reorganize and edit). The student then makes a final draft by copying the teacher's changes, thereby assuming the role of copier rather than revisionist. More properly, the teacher's role in the editing and proofreading process is to:

- help students acquire the specific language skills they need to serve as their own editors.
- help students acquire the technical skills of editing.

If students are to become revisionists, teachers must begin working with the editing process in the early grades. One way is to begin with chalkboard editing. Have students write their stories and tape them on the chalkboard. Since writing in the initial state contains so many errors, chalkboard editing will allow for revision without recopying several times. Assemble a small group of students to examine the writing and offer editing suggestions, emphasizing:

- Letter Formation
- Capitalization
- Punctuation
- Spelling
- Descriptive words and phrases
- Sentence sense
- Paragraphing (Indentation; Topic Sentence)
- Style
- Form

During chalkboard editing, allow students to read aloud their own story first as many errors will be discovered by the author him/herself. After the author has made all the changes that s/he sees, ask the peer group to make suggestions. Make any additional suggestions necessary; then the student, if satisfied with his/her story, will copy it on paper and attach it to the picture.

After student stories become too long to be put on the chalkboard, provide each student with a writing file folder. As the student completes a story, it should be labeled "first draft" and placed in the folder to be revised. Certain times may be set aside each week to allow peer groups to work with the author on the story.

In addition to peer editing, the teacher-pupil conference now plays an even more important part in the writing process. Set aside time each week to confer with every student and, as you do so, identify the student's construction weakness and focus on related skill development. Focus on:

- Economy of word usage
- Precision of word usage
- Application of standard form of written expression
- Clarity in sentence construction
- Variety in sentence structure
- Structures of larger thought units

To develop proofreading and editing skills:

1. Type a copy of a student's story on a ditto master. Use it for a language lesson, running off enough copies for each student in the class. The whole class helps the student to edit the paper, calling attention to good points as well as errors, and giving suggestions for improvement. The student collects the papers and uses the suggestions of the class for rewriting the composition. Students in upper grades can learn to use editorial symbols and markings in this process (see next page).

≡	Capitals	mar	faulty margin
¶	Paragraph	head	heading incorrectly placed or incomplete
no ¶	No paragraph	ill	illegible handwriting
<i>l.c.</i>	Lower-case	syl	incorrect syllabication
<i>stet</i>	Let it stand	F	fragment; not a complete sentence
(?)	Verify	RO	run-on sentence
○	Spell out	voc	vocabulary; poor word choice
✓	Take out	abb	incorrect abb; or no abb permissible
⊂	Close up	?	Not clear
∪	Less space	u	faulty usage
∧	Insert		
<i>sp.</i>	Error in spelling		
↔ or ↵	Transpose		
“	Quotation		
⊙	Period		
⊕	Colon		
;/	Semicolon		
,/	Comma		
✓	Apostrophe		
*	More space		

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3. Outlining also may be used as an editing technique to check the overall organization of the piece. Ask the student to note the main ideas to each paragraph. This will help the student to see where the manuscript needs improvement.
4. Plan writing activities with revision work in mind by asking students to write original copies of stories on every other line. Students can then add or delete without running into spacing problem.

### LANGUAGE USAGE

The language patterns that a child uses in speaking and writing are an outgrowth of the language heard in the child's environment. There are numerous ways of conveying meaning in our language. "I ain't got no money," and "I don't have any money," communicate equally well. One, however, represents standard usage and the other does not. Usage, then, is the choice of language form that a student makes within a particular situation. Students must learn that usage, like etiquette, varies with the setting and situation. Some situations require very formal speech or writing; others require informal language. The student needs guidance in making the appropriate choice.

Just as the student's typical language patterns are an outgrowth of what is heard, standard usage is best learned by listening to or reading models of good usage. Direct the students' attention to patterns that are not socially acceptable in given situations and help them compare and contrast these to standard usage patterns. Keeping a chart of the types of errors made by individual students provides direction for instruction. Students with common needs may be grouped.

In teaching any skill, such as the use of saw and seen, provide opportunities for the student to hear saw and seen used correctly. For example, students might listen to a puppet show script interviewing characters about the things they saw in Africa. Then give students an opportunity to use saw and seen orally. What did you see on the walk? etc. Oral activities should always precede written activities. Exercises such as filling in the blank with saw or seen may be used but should be preceded and followed by purposeful speaking and writing activities.

Teaching usage patterns in isolation does not bring about permanent change. The student must see a purpose for learning, and activities should provide for integration of speaking, listening, reading, and writing.

To develop students' understanding of appropriate usage, remember:

1. Provide models of good usage.
2. Make charts comparing and contrasting socially unacceptable patterns.
3. Precede written activities with spoken activities.
4. Keep records of usage errors and group pupils with common needs.
5. Teach skills in meaningful and purposeful contexts.

### STUDY SKILLS

Study skills are functional reading skills which the student uses to get information or learn in the different content areas. Comprehension of increasingly larger meaning units is essential to the acquisition of information. The ability to identify the main idea, supporting details, and sequence in informational material is basic to gaining and retaining of information.

Research shows that students improve in comprehension of a content area when special vocabulary and purposes for reading are emphasized. Because different content areas make different demands on the reader, skills must be applied to each subject area. A flexible reading rate based on the purposes for reading and the density of each content area is needed.

Reading literature requires interpretive reading and emotional involvement of the reader. The student needs to understand the mood and style of the author and at the same time relate the material to his own life. In social studies the student must deal with detailed information, sequence, cause and effect relationships and critical reading. S/he must learn to read maps, charts, diagrams, and tables. Mathematics requires mastery of a new set of symbols. The student must not only read, but apply, what is read in computing and solving problems. Often the terminology is more difficult than the process described. Science, like mathematics, deals with factual content packed to high density. It requires a careful, orderly, systematic approach, including the abilities to classify and analyze information. Problem-solving and inductive thinking are stressed.

To aid students in reading to learn:

1. Get to know each student's needs, interests, and reading level.
2. Determine the reading level of the text through the use of a readability formula.
3. Help students to understand the organization of the textbook. Review the parts of the book and any special aids it offers (e.g., marginal notes, italicized vocabulary, etc.).
4. To meet individual needs, have available a variety of materials above and below grade level.
5. Know the demands of your content area and assist students in varying rate and purposes for reading.
6. Teach the vocabulary of the content area including:
  - a. Technical vocabulary (e.g., electron, citizen)
  - b. Functional vocabulary--connectives which have little or no meaning alone but carry major meaning in context.
    - (1) Cause/effect (e.g., because, since, so that, as a result)
    - (2) Condition (e.g., if, unless, while)
    - (3) Time relationships (e.g., as, before, when, after, during, while)
    - (4) Contrast or contradiction (e.g., but, yet, in spite of, whereas, while)
    - (5) Additional or supporting information (e.g., moreover, also, similarly)
    - (6) Conclusions (e.g., therefore, hence, in conclusion)
    - (7) Lists (e.g., following are, to begin with)
  - c. Figurative language (e.g., melting pot, harness the river)
  - d. Words with multiple meanings (e.g., cardinal, set, fire, plot)

7. List essential vocabulary, concepts, and skills to be mastered and provide a variety of experiences for learning them.
8. Integrate subject areas where possible for reinforcement and extension of skills.
9. Use the directed reading lesson format to support reading informational material. The steps in the direct reading lesson include:
  - a. Developing readiness for the selection--building background, motivation, developing purposes
  - b. Guided silent reading
  - c. Comprehension check and skill development
  - d. Re-reading all or part of a selection for a different purpose
  - e. Follow-up activities such as supplementary reading, creative writing, etc.
10. In teaching note-taking, outlining, report writing, etc., first demonstrate the process and review it as a group before asking students to work independently. Remember that assigning is not equivalent to teaching.
11. Extend thinking by asking questions and giving assignments which require higher-level thinking skills.

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