

DOCUMENT RESUME

ED 321 280

CS 212 437

TITLE State Content Standards for English Language Arts.  
Volume I: Instructional Activities for Effective  
Teaching, Grades 1-3.

INSTITUTION Delaware State Dept. of Public Instruction, Dover.

PUB DATE Sep 89

NOTE 140p.; For Volumes II, III, and IV, see CS 212  
438-440.

PUB TYPE Books (010) -- Guides - Classroom Use - Guides (For  
Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.

DESCRIPTORS Class Activities; Grade 1; Grade 2; Grade 3; Language  
Arts; \*Learning Activities; \*Listening Skills;  
\*Literature Appreciation; Primary Education; \*Speech  
Communication; State Curriculum Guides; State  
Standards; \*Study Skills; Teaching Methods; \*Writing  
Instruction

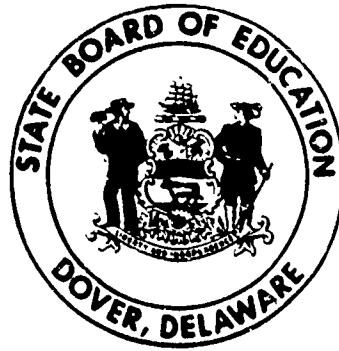
IDENTIFIERS \*Delaware

ABSTRACT

This book of instructional activities for grades one through three contains Delaware's State Content Standards for English Language Arts. The standards were developed in 1985 by a committee of teachers representing all grade levels. Used as a basis for curriculum planning in school districts throughout Delaware, the standards were designed to guide instruction by setting forth program objectives for teaching and expectations for student learning. While the guide was compiled to suggest ways for teachers to focus their instruction in the classroom, it may bring to mind other ways of presenting instruction based upon the objectives and expectancies which are included in the publication. The guide is divided into sections (or "strands") containing instructional activities on the subjects of: (1) listening; (2) speaking; (3) writing; (4) literature; and (5) study skills. Each section presents general objectives, specific objectives, and suggested procedures. (SG)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

ED321280



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J.L. SPARTZ

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

# State Content Standards for English Language Arts

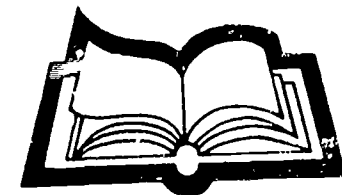
## Volume I

### Instructional Activities for Effective Teaching

### Grades 1-3

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



BEST COPY AVAILABLE

CS 212 437



**State Content Standards  
for  
English Language Arts**

**Volume I**

**Instructional Activities  
for  
Effective Teaching**

**Grades 1-3**

Delaware Department of Public Instruction

September 1989

This publication is available in microfiche  
from the Bureau of Archives and Records, Hall of Records,  
P.O. Box 1401, Dover, Delaware 19903, and  
printed in the U.S.A.

The Delaware Department of Public Instruction does not  
discriminate in employment or educational programs,  
services or activities, based on race, color, national  
origin, sex, age or handicap in accordance with the State  
and Federal laws. Inquiries should be directed to  
Department of Public Instruction, Business and Personnel  
Manager, P.O. Box 1402, Dover, Delaware 19903, Area Code  
(302)736-4605.

Document No. 95-01/89/04/12

# Delaware State Board of Education

**Paul R. Fine, President**  
Wilmington

**Kent S. Price, Vice -President**  
Milton

**Arthur W. Boswell**  
Wilmington

**Howard E. Cosgrove**  
Newark

**Richard M. Farmer**  
New Castle

**R. Jefferson Reed**  
Dover

**Dorothy H. Smith**  
Townsend

**William B. Keene, Secretary**

## Officers of the Department of Public Instruction

**Townsend Building**  
**P.O. Box 1402**  
**Dover, Delaware 19903**

**William B. Keene, State Superintendent**  
**John J. Ryan, Deputy State Superintendent for Administration**  
**Henry C. Harper, Executive Assistant**  
**James L. Spartz, Assistant State Superintendent**  
*Administrative Services Branch*  
**Primo V. Toccafondi, Assistant State Superintendent**  
*Instructional Services Branch*

## Acknowledgments

The instructional activities in this series of publications were assembled by two teachers of English in the Laurel District -- Mary Ellen Taylor and Ruth Ann Phillips. Some were created to match specific standards while others were adapted from various curricular guides or teacher's Manuals.

The Department was pleased that many classroom teachers took time from their busy schedules to contribute ideas which were incorporated in the suggested activities.

Funding for the publications was made available through a grant from the Professional Development Division. The work was completed under the direction of Dr. Gary L. Houpt, State Supervisor of English/Language Arts.



# Table of Contents

Introduction

• Strands

A. Listening

General Objectives  
Specific Objectives  
Suggested Procedures

B. Speaking

General Objectives  
Specific Objectives  
Suggested Procedures

C. Writing

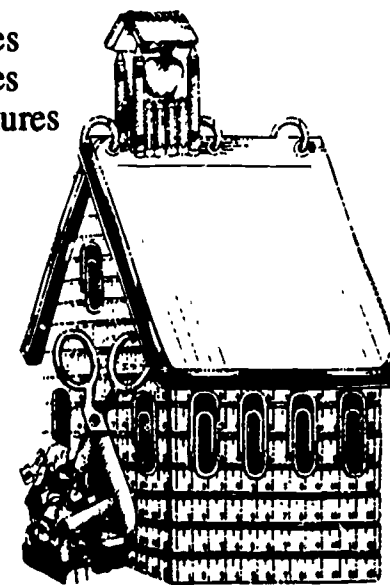
General Objectives  
Specific Objectives  
Suggested Procedures

D. Literature

General Objectives  
Specific Objectives  
Suggested Procedures

E. Study Skills

General Objectives  
Specific Objectives  
Suggested Procedures



## Introduction

The State Content Standards for English Language Arts were developed by a committee of teachers representing all grade levels and were introduced in 1985. Since that time they have been used as a basis for curricular planning in school districts throughout Delaware. The Standards were designed to guide instruction by setting forth program objectives for teaching and expectations for student learning.

These instructional activities which are directly related to the Content Standards have been compiled in order to suggest ways for teachers to focus their instruction in the classroom. The ideas contained within the various activities will hopefully bring to mind other ways for presenting instruction based upon the objectives and expectancies which are also included in the publication.





## Instructional Activities for Effective Teaching

### A. LISTENING (Grades 1 - 3)

#### *General Objective*

1.0 To distinguish environmental sounds.

#### *Specific Objective*

1.1 Name common environmental sounds.

#### *Suggested Teaching Procedures*

A. Have students recall sounds that fit into specific categories.

B. Have students imitate various sounds.

C. Play recordings of common environmental sounds and school sounds. Have students identify them verbally or through pictures.



#### *Teacher Notes*

##### A. Sound Categories

Happy sounds	Sad sounds
Frightening sounds	Exciting sounds
Faraway sounds	Close sounds
Day sounds	Night sounds
People sounds	Animal sounds
Children sounds	Adult sounds
Home sounds	School sounds
Pleasant sounds	Unpleasant sounds

##### C. Possible selections

Birds singing  
Frogs croaking  
Dogs barking  
Car motors starting  
Microwave bell  
Clock ticking  
Water running  
Video game  
Hair dryer  
Washing machine  
Telephone  
Truck horn blowing

D. Reproduce sounds behind a screen and have students identify them.

E. Explain the importance of sound in our lives.

*Specific Objective*

1.2 Identify emotions from tone of voice.

*Suggested Teaching Procedures*

- A. Ask the students to explain what things parents or friends do when they are angry, happy, tired, excited.
- B. Ask the students to explain how you can tell how parents/friends feel by the way they say things.
- C. Assign a short sentence and have students try to say it in different ways to imply different emotions.
- D. Say sentences to the class using specific emotions.



D. Sounds which provide enjoyment.

Sounds which convey danger.

*Teacher Notes*

C. Sample sentence

I want that

Emotions

Excited

Begging

Angry

D. Sample sentences

Be there on time.

Take me with you.

That toy is broken.

We are going grocery shopping.

Get away from there.

Come here.

- E. Give the class a choice of two emotions to fit the sentence.
- F. Have the students raise a right or left hand to determine the emotion.
- G. Give other examples without choices for response.
- H. Have students identify the emotion orally.



*Specific Objective*

- 1.3 Name classmates by their voices.

*Suggested Teaching Procedures*

- A. Make a house with a window using a refrigerator box or other materials.
- B. Cut a door in the back.
- C. After students have been in school long enough to know one another, play a voice identification game.
- D. Have a student crawl in the door and stay hidden beneath the window. (Use several at a time so students won't realize who is missing.)

*Teacher Notes*

- C. Other approaches might include
  - Using a curtain instead of a house.
  - Having the student repeat his telephone number along with his name when he is identified.
  - Playing a "ersion of "Duck-Duck-Goose". Blindfold one student and have him tap a friend on the head, who is seated in a circle with other students. The student whose head was tapped says a phrase and the blindfolded student tries to identify him.

- E. Have the students say, "Guess who is home."
- F. Have the class call out the student's name.
- G. When the class has answered correctly or after they have guessed, have the student pop up to the window and say, "(Sally Ann Thorner (name)) is home."

*General Objective*

2.0 To follow directions.

*Specific Objective*

2.1 To follow one, two, and three step directions

*Suggested Teaching Procedures*

- A. Begin teaching following directions with "Simon Says Games."
- B. Start with one step directions - Simon says, "Hop on one foot."
- C. Build to three step directions - Simon says, "Hop on one foot, clap hands and turn around."
- D. Transfer the game atmosphere to directions for seat work.

*Specific Objective*

2.2 Follow rehearsed emergency procedures (fire drill).



*Teacher Notes*

- D. Work on specific skills such as where the student should put his name and where he should put his work when it is finished.

### *Suggested Teaching Procedures*

- A. Explain the importance of fire safety procedures.



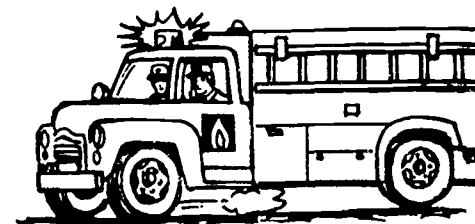
- B. Point out the sign that says fire exit. Ask where students have seen a similar sign.
- C. Have students identify the sign from others by playing drill games. (Mix signs like cafeteria, bathroom, library) Make the fire exit sign clearly different through use of color and symbols.
- D. Have the students listen to the sound of the fire alarm.
- E. Explain the procedures according to the school rules for leaving the building.
- F. Practice the fire drill procedure.

### *General Objective*

- 3.0 To respond to oral presentations.

### *Teacher Notes*

- This is an excellent time for a fireman to come to class to discuss fire safety.
- A trip to the fire station is also meaningful.
- Stories about firemen are appropriate and excellent literature for this purpose as well.
- Encourage students to discuss having a home fire emergency procedure.
- Have students draw and color pictures related to fire prevention.
- Delaware State Fire School's "Learn Not to Burn" program is excellent. Also, their Exit Drills in the Home (EDITH) program is good.



**Specific Objective**

3.1 Name the main character(s) of a story.

**Suggested Teaching Procedures**

- A. Read aloud a short story to the class or tell a story from memory or have the students read a story.
- B. Have the students recall the names of the characters.

OR

Supply a list of many names and ask if they recall hearing any of them.

- C. Ask the students specific questions to guide them to determine the main character(s).

**Specific Objective**

3.2 State details about a selected event in a story.

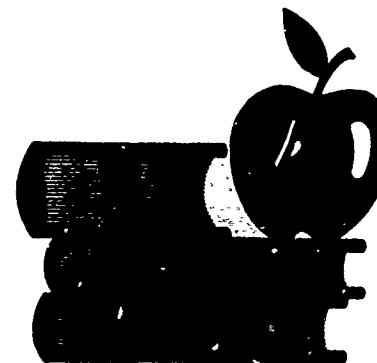
**Suggested Teaching Procedures**

- A. Using a story which has been read aloud or told from memory, ask students to recall descriptive details.

**Teacher Notes**

General questions to help determine main characters

- Whose name is mentioned the most?
- Who has a problem?
- Who causes problems?
- Who is doing something?
- Whose picture appears the most?

**Teacher Notes**

A. Detail questions

- What was the main character wearing?  
(Describe the clothing color)
- Do we have any clues as to what he looks like or how old he may be?
- Do we have any clues as to what kind of person he is?



- B. List on the board the details they recall.
- C. Reread the story to see if more can be recalled.
- D. Give the students a picture which depicts some action from the story.
- E. Have the students retell that part of the story which is illustrated in a picture.
- F. Have students select a group of words that tells the main idea of the picture.
- G. Have students circle a group of words which expresses a detail.

#### Specific Detail Questions

from "That Seal" by Jeanette Cook, Economy Company

- What did the children lose?
- What color was it?
- Where was the lost object found?
- What did Kate do with the fish?

- F. Underline the group of words which tells what the picture is about. Circle the group of words which tells a detail.

An animal trainer

A seal balancing a ball on his nose

A ball

- G. Use a flannel board with removable words. Delete the details and see how the sentence changes. Next, take out the main parts and see how the sentence changes.

*Specific Objective*

3.3 Retell the major events of a story.

*Suggested Teaching Procedures*

- A. Using large pictures, puppets and masks of characters, tell the students a story.
- B. The next day use the same props and have the students retell the story.
- C. Scramble the pictures and have them put them in correct order.

*Specific Objective*

3.4 Explain moods of a story (happy, sad).

*Teacher Notes*

- A. With older children it would be appropriate to read a story aloud and have the children listen.
- B. Have the students act out the story as an alternative to merely retelling it.
- C. The older students could complete a worksheet exercise in which they put the events in chronological order.

"That Seal" by Jeanette Cook, Economy Series.

Circle the correct numeral according to when the action took place.

1. Kate fed the seal some fish.  
1      2      3
2. A child asked Kate for help in finding a red ball.  
1      2      3
3. A seal found the red ball.  
1      2      3



*Suggested Teaching Procedures*

- A. Explain that people have moods, days seem to have moods and stories have moods.
- B. Ask students to explain the mood they feel today; ask them how their brothers or sisters feel.
- C. Have students look outside and decide what the mood of the day is outside and then inside.
- D. Read a story aloud and ask questions which will define the mood of the story.

*Specific Objective*

- 3.5 State the time and place of the story.

*Suggested Teaching Procedures*

- A. Ask the students to tell what time, month, season and year it is and have them point out where this information is located.
- B. Explain that if we wrote a story about our class, we would use this time and place to tell our story.
- C. Explain that all stories take place somewhere at sometime.

*Teacher Notes*

- C. Point out specific details that affect people's moods, i.e., rain - sad, sun - happy
- D. Questions to define mood
  - What is the weather like in the story?  
How do you know?
  - Is anyone happy or sad?
  - How does the story end?  
Does the mood change from happy to sad?
  - Is there anything in the pictures that makes you feel happy or sad?

*Teacher Notes*

- A. Introduce the term setting.
- C. Some classes may be ready to learn the term setting depending upon the age of the group.

- D. Tell the class that you will read them a story and they are to listen for clues as to where and when the story takes place.
- E. Have students raise their hands when they hear a clue or wait until the story is completed for discussion.

*Specific Objective*

- 3.6 Explain the relationship of the title to the story.

*Suggested Teaching Procedures*

- A. Ask students to recall names of stories that they have read or heard.
- B. Ask them to tell what the story was generally about (main idea).
- C. Have students summarize the stories.

- D. Key phrases

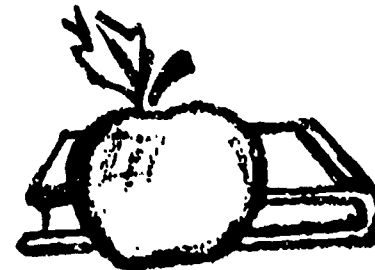
"Once upon a time"  
 "Last week"  
 "Tomorrow"  
 "In a little town"  
 "Long, long ago"

- E. Example

"We were all sitting around the big kitchen table. It was Saturday morning. Pancake morning Mom was squeezing oranges for juice. Henry and I were betting on how many pancakes we each could eat. And Grandpa was doing the flipping."

from Judi Barrett, Cloudy With A Chance of Meatballs.

*Teacher Notes*



- D. Explain that writers select titles for several important reasons.
- E. Read aloud a story to the class and have the students determine possible titles.
- F. Have the students explain why their title is appropriate using the criteria established in C.
- G. Give the author's title and have the class determine its appropriateness.

*Specific Objective*

- 3.7 Tell whether the story is fact or fantasy.

*Suggested Teaching Procedures*

- A. Have students name their favorite TV shows.
- B. Point out various shows which are factual and those which are fantasy.
- C. Explain how sometimes people combine facts and fantasy when they tell a lie.
- D. Explain that writers use special elements when writing fantasy and fact.

- D.
  - They want to make the story sound interesting.
  - They may want to introduce the main character's name sometimes.
  - They want to give a hint as to what the story is about.



D. Aspects of fantasy

- People may be able to do extraordinary feats (Superman can fly).
- Animals may wear clothing and talk.
- Strange and frightening creatures may be in fantasy.
- The story may take place in a strange or faraway land.



- E. Read a short story and have students determine if certain elements in the story can or cannot happen in real life.

- F. Read two short stories, one fantasy and one biographical sketch.

- G. Have students point out the details which make each one unique.

### *Specific Objective*

- 3.8 State an appropriate ending for a story.

### *Suggested Teaching Procedures*

- A. Read a short story aloud but do not complete it.
- B. Have the class state several ways it can or should end.

### Aspects of factual writing

- The story is written to do more than entertain.
- We learn new information.
- The story may be about famous people or events that are very important.

- E. Questions for determining fact or fantasy

"Mr. Ant and the Mistake," Audrey S. Driggs, Economy Company.

Underline the correct answer.

"I'm going to paint my mailbox," said Mr. Ant.

This could happen in real life.

This could not happen in real life.

### *Teacher Notes*

- A. The Gingerbread Boy has several endings depending on the author.

- C. Have the class draw a picture of a possible ending.
- D. Explain that writers often have different endings for different purposes.
- E. Read the ending that the author wrote.
- F. Read another story that has no ending.
- G. Have the students provide possible endings.
- H. Have the students share their endings.

#### *General Objective*

- 4.0 To demonstrate the characteristics of an appreciative and respectful listener.

#### *Specific Objective*

- 4.1 Allow a speaker to function without interruption.

#### D. Endings may

- Be funny so the story is entertaining.
  - End happily so the reader is left feeling good.
  - End seriously or with a lesson so that the reader learns something about life by having read or heard the story.
- G. • Depending upon the grade level, students may write their own endings or dictate them to the teacher.
  - For non-readers a series of pictures may be provided which show possible endings. The student would circle the possible ending picture.
- H. Have the students discuss which endings they liked most and why.



### *Suggested Teaching Procedures*

- A. Establish general courtesy as an important part of the school environment by listing it among the class rules at the beginning of the year and review it regularly, not just when it is "broken" as a rule.
- B. Have the students list reasons why interrupting a speaker is not appropriate.
- C. List with students ways people interrupt a speaker.
- D. Ask the principal or another person to talk to the class for a brief period.
- E. Praise the group for their behavior; discuss inappropriate behavior with individuals.

### *Specific Objective*

- 4.2 Show attentiveness.

### *Suggested Teaching Procedures*

- A. Ask the students if they have ever tried to tell someone something, but they could tell the person wasn't really listening. Lead a discussion about how the speaker felt while being ignored.

### C. Ways We Interrupt

- Asking questions at the wrong time.
- Talking to our neighbor.
- Being fidgety - tapping our feet.
- Getting up and moving around.

### *Teacher Notes*



B. Ask the students to explain how we can tell if people are really listening to us and how we can tell if people are not listening.

C. Have class form a chart of good listening rules.

C. Possible Ideas for Chart\*

- Sit up straight.
- Keep eyes on the speaker.
- Hold questions until the appropriate time.
- Keep hands and feet still.
- Respond if the speaker asks a question.
- Follow what he is saying and visualize the information he is giving.
- Show respect and appreciation for the speaking by clapping politely when appropriate.

*\*Adjust to the age level*

D. Encourage good listening throughout the year by not automatically repeating directions and by refusing to speak until full attention is received.



## Instructional Activities for Effective Teaching

### B. SPEAKING (Grades 1-3)

#### *General Objective*

1.0 To communicate ideas and experiences

#### *Specific Objective*

1.1 State name, address, phone number.

#### *Suggested Teaching Procedures*

- A. Explain the importance of knowing one's name, address and phone number.
- B. Explain where this information is frequently found.
- C. Make large personal data cards for each student.
- D. Drill each student as he memorizes his personal data.
- E. Play a "Who Am I?" game.
- F. Play a voice identification game.



#### *Teacher Notes*

- B. Phone book, school records, medical records.
- D. Have students use a "telephone" to call and report a fire. Have children call stating name, address and location. Children could do this as a part of "Learn Not to Burn."
- E. "Who Am I?" game
  - Collect personal data cards.
  - Read a phone number to the group.
  - Have the student whose number is called to run to the front of the room and give his name and address.
  - Play other versions of the game by calling the name or address.
- F. Using a cardboard "house" with a window and back door, have students hide inside the box. Have a student ask, "Who is at home?". Have the class call out the student's name. Have the student pop up and repeat his name and other personal data.



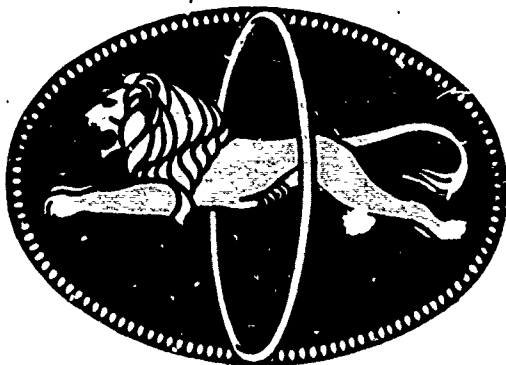
G. "Show and Tell" time.

*Specific Objective*

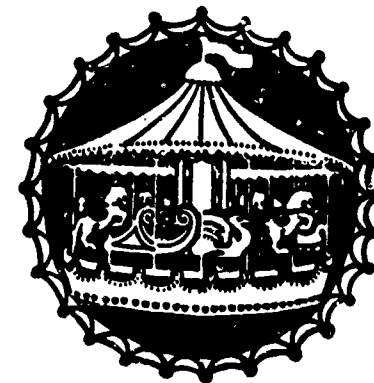
1.2 Describe a personal experience.

*Suggested Teaching Procedures*

- A. Set aside sharing times at the beginning of each day.
- B. Start off by telling the group something of interest about yourself.
- C. Encourage the class to share experiences.



- D. As the year progresses, use class activities as topics for sharing experiences.



*Teacher Notes*

- C. Possible topics that may encourage students to share experiences:
  - a visit to the dentist
  - a broken or lost item that has cause dismay
  - a visit to a new town
  - an injury to a pet
  - meeting a new neighbor
  - moving to a different house
  - a favorite toy
  - a visit to see a relative
  - a visit to a circus

*Specific Objective*

1.3 Tell an original story.

*Suggested Teaching Procedures*

- A. Plan a puppet-making lesson or allow students to use ready-made puppets.
- B. Have students spend free time playing with the puppets.
- C. Encourage the class to share experiences.
- D. Encourage the students to follow certain procedures when writing their story.
- E. Have the students present their puppet story to the class.
- F. Record the stories on a video or a tape and invite the parents for a presentation.

*Specific Objective*

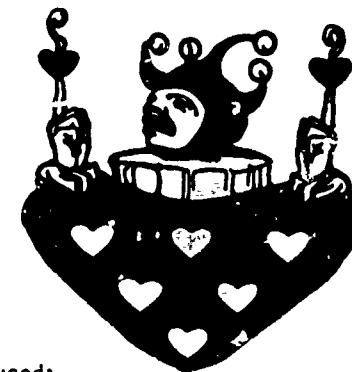
1.4 Participate in role-playing.

*Suggested Teaching Procedures*

- A. Make use of role-playing to reinforce many skills such as remembering name, address and phone number.

*Teacher Notes*

- A. Other techniques are to use dolls and/or doll houses, paper dolls and felt boards
- D. Procedures for writing a story:
  - Name characters.
  - Decide where the story takes place and when.
  - Have a problem that the character must face or have a good character and a bad character and have them overcome a problem.



*Teacher Notes*

- A. Role-playing may also be used:
  - To reinforce understanding of a story.



- B. Have one student play the role of a police officer, one the child, and one the mother.
- C. Explain to the "child" and "mother" that they are shopping in a big crowded department store. The child wanders away. Allow the students to take over.
- D. After the role playing is completed, have the class explain how they may have acted in similar situations, and have the class decide if the characters did the right or safe thing.

#### *Specific Objective*

- 1.5 Summarize a story, a movie or trip.



47

- To reinforce understanding of a historical event.
- To work out social problems.
- To establish abilities to make wise choices as in the case of drugs.

- B. Use styrofoam packing from a microwave or television box. Have students pretend they are on television.
- C. Play the role of a talk show host or hostess. Select topics which will help students develop values and share opinions.



- 1.5 Guidelines for summaries:

Include in a movie or story summary

- Title and author if it is a story
- Where and when the story took place
- Describe the major character(s)  
(What did he/she look like? Was he/she good or bad?)
- How the story ended

48



Include in a trip summary

- Destination and purpose
- When the trip was taken and the mode of transportation
- Who went on the trip
- Three interesting things that were seen or done
- Anything unusual that happened

*\*Adjust for age group*

### *Suggested Teaching Procedures*

- A. Plan to have oral summaries as a scheduled follow-up to the reading of a story, the viewing of a movie or the taking of a trip.
- B. Do a group summary by having students share ideas.
- C. Demonstrate how to summarize by doing a summary for the class.
- D. Provide specific guidelines to follow.
- E. Assign students summaries to do throughout the year.

### *Teacher Notes*

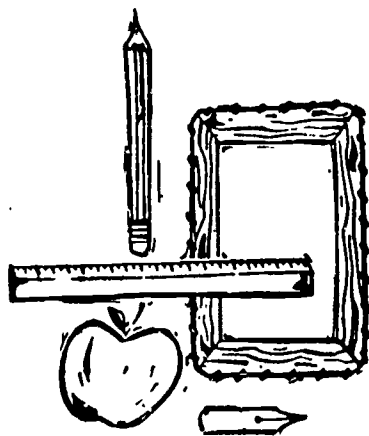
- B. Have one student begin the summary. When the teacher says "STOP," that student stops and calls on another student to continue. Repeat the process until the summary is complete.

**Specific Objective**

1.6 State a set of directions.

**Suggested Teaching Procedures**

- A. After students have had time to become familiar with certain worksheet directions, have them explain how certain worksheets will be completed or put each step in directions on sentence strips and have students arrange these steps in correct sequence.
- B. Conduct a class discussion on "Things We Know How To Do."

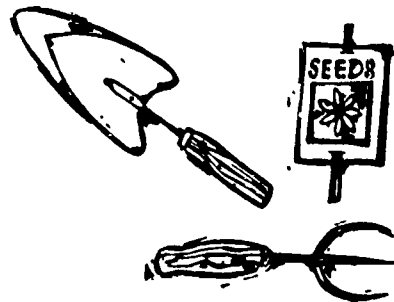


- C. Make a list of the things the students say they can do.

**Teacher Notes**

- A. Worksheet directions which can be explained
- Circle the word which matches the picture
  - Print the word which matches the picture
  - Circle the group of words which explains the action in a picture
- B. Possible things children know how to do
- Care for a pet
  - Make a special sandwich or a treat
  - Tie a shoe
  - Sharpen a pencil
  - Load a VCR
  - Care for a cut
  - Make braids
  - Grow a flower from seeds

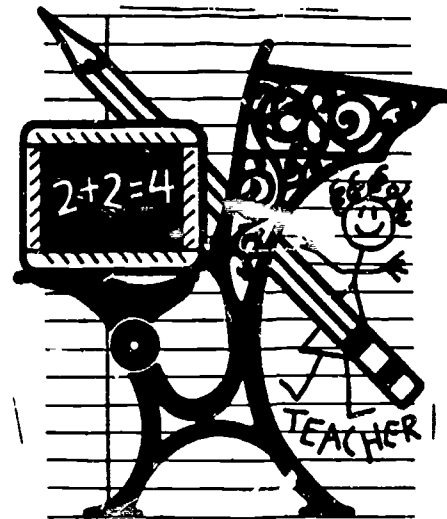
- D. Explain that volunteers are going to teach the class how to do something.



- E. List reminders for giving directions.
- F. Demonstrate a simple "How To Do Speech" having the students following along step by step if possible.
- G. Have students select an activity to teach the class.
- H. Have them plan the steps by writing them down.
- I. Divide the class into pairs and have them practice giving the directions and have them help one another if needed.
- J. Have them present their "How To Do" speech to the class.
- K. Have the class determine if any steps were omitted.

- D. Reminder for directions

- Tell what you are going to explain first.
  - List the necessary tools.
  - List the steps in correct order.
  - Use connecting words as first, second, next, finally.
  - Include any problem areas to look out for.
- F. Have students write directions for making a peanut butter sandwich. Then make the sandwich according to their directions.



*Specific Objective*

1.7 Tell a joke or riddle.

*Suggested Teaching Procedures*

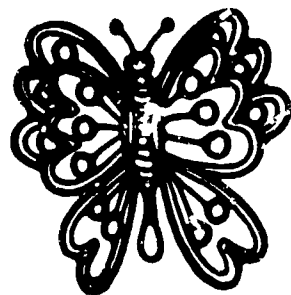
- A. During sharing time tell the class a joke or riddle.
- B. Provide a box that has jokes and riddles written on index cards.
- C. Have students select a joke or riddle and read it to the class.
- D. Have students bring in examples of jokes and riddles to present to the class and add to the box collection.

*Specific Objective*

1.8 Present an informative report.

*Suggested Teaching Procedures*

- A. Have students monitor a science project in class.



- B. Have students keep daily or weekly notes on the project.

*Teacher Notes*

- A. This might be a good time to talk about different kinds of jokes and the dangers of practical jokes.
- B. Most school libraries contain books of riddles and jokes. Example: Bennett Cerf's Book of Riddles.

*Teacher Notes*

- A. Students might study the effects of sunlight and water on plant growth by growing plants in class under varied conditions.

Each student treats his plant differently and records its progress

or

Students could monitor the development of frogs from the egg stage. This also can be done with butterflies and baby chicks.

- C. Give the students guidelines for the report.



- D. When the purpose of the project is completed, have the students present summaries of their projects.

*General Objective*

- 2.0 To use techniques for effective communication

*Specific Objective*

- 2.1 Use appropriate language.

*Suggested Teaching Procedures*

- A. Make notes of inappropriate language use during the first weeks of school.

57

- C. Guidelines for informative report

- State the purpose of the project
- Explain what you did
- Tell the daily and/or weekly progress
- Explain the result
- Make a judgment about what was learned (for older students)

*Teacher Notes*

- A. Common usage mistakes to listen for

"She don't"	"They don't"
"They ain't"	"He got"
"They was"	"Hisself"
"Theirself"	"He don't belong to be here."
"Me went"	"I seen"
	"I sawed"

Any use of profanity should be handled on an individual basis.

58



- B. Explain to the students that some words and phrases are correct while others may be heard, but they are not "just right."
- C. Make a recording or a tape of the words and phrases, saying the word or phrase correctly and incorrectly.
- D. Have the students identify the correct usage.
- E. Have the students practice the correct usage.
- F. Reinforce with praise correct usage throughout the year.

#### *Specific Objective*

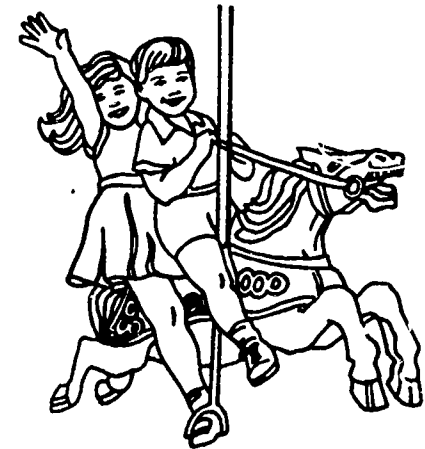
- 2.2 Speak at the proper time.

#### *Suggested Teaching Procedures*

- A. Explain to students at the beginning of the year that nothing can be achieved in chaos and that no one hears or listens when everyone is talking.
- B. Establish the "hands up rule" for speaking.
- C. Refuse to respond to the child who talks with his hand waving.
- D. Create as many opportunities as possible for students to express themselves.
- E. After an oral presentation allow time for students to ask questions of other students continuing to practice the "hands up rule."

59

- B. Mention that many movies and television shows use language which is not appropriate. Discuss why this language is inappropriate.



#### *Teacher Notes*

- B. Include "hands-up" rule with other class rules to be posted in the room.
- D. Have student or teacher "share" an object; children raise hands to ask questions. Demonstrator calls on three children who are following the rules.

60

*Specific Objective*

2.3 Use appropriate gestures.

*Suggested Teaching Procedure*

- A. Lead the class in a song which uses body language.
- B. When relating a personal experience or telling a story, use body language generously.
- C. Do pantomime activities with the class and play charades.



- D. Play various kinds of music and have the students move according to the mood of the music.
- E. Show examples of art work or other photographs and have students show their reactions in the form of body gestures.

61

*Teacher Notes*

A. "Itsy, Bitsy Spider," "Hokie, Pokie."

C. Pantomime activities

- riding a bike
- fishing
- skateboarding
- playing a video game
- eating pizza, spaghetti, crabs

D. African free dance, country square dance.



62

### *Specific Objective*

- 2.4 Vary volume, inflection and tone to indicate change of meaning and feeling.

### *Suggested Teaching Procedures*

- A. Read a poem to the class using no inflection and no varied tone.
- B. Ask the class if the poem was sad or happy and to explain how they knew.
- C. Explain that by putting feeling into the poem through voice control the poem becomes alive.
- D. Read the poem again with varied volume, inflection and tone.
- E. Have the class memorize the poem with vocal interpretations.
- F. Encourage the students to scan a page before reading aloud in their reading books to look for signals which will help them to read with meaning.



63

### *Teacher Notes*

- A. "In a Dark, Dark House" is a great poem to use at Halloween.



### F. Signals

- Punctuation

Question mark - raise voice  
Exclamation point - show excitement  
Space or dash - pause

- Bold face print - read louder
- Change of speakers - change tone of voice to suit the character

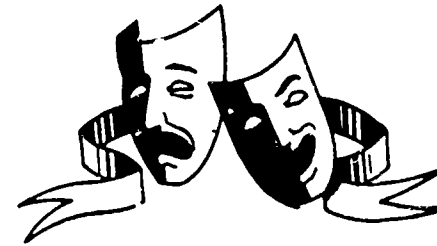
64

*Specific Objective*

2.5 Clearly enunciate words.

*Suggested Teaching Procedures*

- A. Drill non-readers on beginning consonant and vowel sounds through demonstration and practice.
- B. Instruct students to open their mouths wide and to use their tongues and teeth.
- C. Have students complete worksheet exercises in which they select the correct word for a sentence from a list of sound alike words.
- D. Have students read the sentences aloud and provide the correct word.
- E. Have students practice reciting poetry with exaggerated mouth movements and body language.



- C. Select the best word to complete the sentence.
  1. The (\_\_\_) of the spaceship prepared for take off.  
                   flew    grew    stew    crew    blew
  2. Be careful of the wet grass. There is (\_\_\_) on it.  
                   crew    dew    blew    stew    flew

E. "Sweet Dreams," Ogden Nash

I wonder as into bed I creep  
 What it feels like to fall asleep.  
 I've told myself stories, I've counted sheep,  
 Tonight my eyes I will open keep,  
 And I'll stay awake till I fall asleep,  
 Then I'll know what it feels like to fall asleep,  
 Asleep,  
 Asleep,  
 Asleep . . .

- F. When a student is giving an oral presentation, encourage him to speak slowly.

*General Objective*

- 3.0 To participate purposefully in class discussions

*Specific Objective*

- 3.1 Ask meaningful questions.

*Suggested Teaching Procedures*

- A. Plan to have a guest speaker address the class on a topic of interest.
- B. Before the presentation, have the class discuss questions which they may have.
- C. Write appropriate questions on index cards.
- D. Have students volunteer to ask the prepared questions.

*Specific Objective*

- 3.2 State relevant thoughts.

*Suggested Teaching Procedures*

- A. Encourage participation of all students during class discussions.
- B. When a student contributes a relevant thought or shows insight, praise the contribution and have other students elaborate on it.



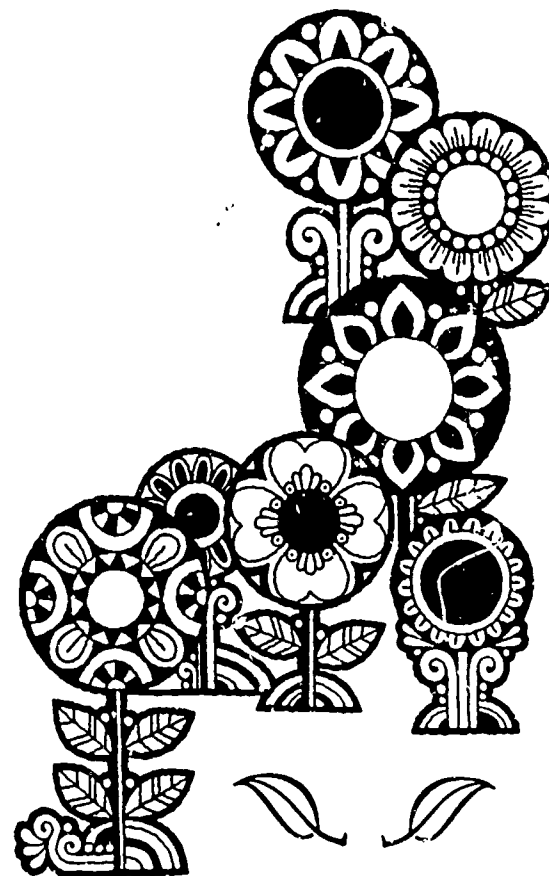
*Teacher Notes*

- A. Nurses, fireman, mayor, SPCA representative.
- B. When students fail to ask meaningful questions, gently redirect their thinking to encourage new ideas.

*Teacher Notes*

- A. Give students extra credit for oral participation, or give them free time or time to plan an educational game.
- B. Make buttons (tags) which say, "I'm a bright kid."

- C. When an irrelevant statement is made, gently state that the idea may not fit in this case and move ahead or try to guide the student to come up with another idea.
- D. Provide worksheet exercises which demonstrate the ability to select relevant and irrelevant questions or thoughts which might accompany a story.



D. "Is This Plant for Ann?" Early Side, Economy Reading Series

"The shop has a plant for me.  
I can't go to get it," said Ted.  
"I have to go get paint.  
Will you get the plant?"  
"See this blue plant?  
Is this it?" said Sue.  
"Is this plant for you?"  
"I see the plant," said Ann.  
"The blue plant is not for me.  
I have to get a red plant for me."  
"I like this plant.  
"It is like that plant.  
This plant and that plant are red," said Lin.

Circle the question that can be answered from the story.

What is the name of the plant store?  
What color plant does Ann want?

Write a question that can be answered from the story and one which cannot be answered.

Circle the question that has nothing to do with the story.

What time does the plant store open?

What color plant do Lin and Ann like?

## Instructional Activities for Effective Teaching

### C. WRITING (Grades 1- 3)

#### *General Objective*

1.0 To use handwriting appropriately.

#### *Specific Objective*

1.1 Draw visually distinct patterns.

#### *Suggested Teaching Procedures*

- A. Ask children what kind of homes they know about.
- B. Read a book about different kinds of homes.
- C. Have children draw a picture of the home they would like to have one day.
- D. Select student pictures to put on a bulletin board display.

#### *Specific Objective*

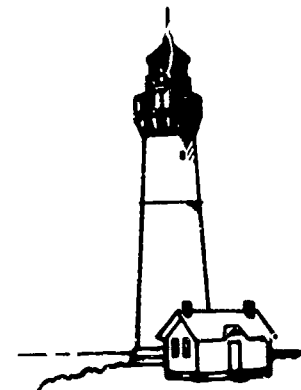
1.2 Print upper and lower case letters legibly.

#### *Suggested Teaching Procedures*

- A. Instruct students in printing upper and lower case letters.
- B. Provide students with daily printing assignments.
- C. Have students practice printing on one another's backs or in sand.
- D. Check assignments for errors in capitalization and letter formation. Check for legibility.

#### *Teacher Notes*

- A. Possible responses are castle, igloo, apartment, mobile home, lighthouse
- B. One book might be Miles, Betty, A House for Everyone.
- C. Suggest that they could include pets and family members in their drawing.



#### *Teacher Notes*

- D. Make sure that you have established standards and that students understand the requirements. Do not accept substandard work.

*Specific Objective*

1.3 Form manuscript and cursive letters.

*Suggested Teaching Procedures*

- A. Instruct students on how to form manuscript and cursive letters.
- B. Provide frequent practice in forming the above.
- C. Have students practice by forming letters on one another's backs or in sand.

*General Objective*

2.0 To use language appropriately.

*Specific Objective*

2.1 Compose a simple sentence.

*Suggested Teaching Procedures*

- A. Following an art activity, have students point out something in their picture using a complete sentence.
- B. In reviewing previously learned vocabulary, have students use each review word in a simple sentence.
- C. Give students scrambled sentences to put in correct order.

*Teacher Notes*

- A. Students generally need pre-writing practice (i.e. drawing connecting circles to give them an idea of letters not only connecting but flowing smoothly into each other).

*Teacher Notes*

- A. and B. Student sentences should be examined for correct punctuation and capitalization.
- C. fat The is cat.



*Specific Objective*

2.2 Compose an expanded sentence using modification.

*Suggested Teaching Procedures*

- A. Demonstrate how sentences can be expanded through modification.



- B. Provide the students with simple sentences to which they will add modifiers.
- C. Have students rewrite sentences adding modifiers (adjectives, adverbs, prepositional phrases).

*Teacher Notes*

- A. Write a simple sentence on the blackboard.

The girl has on a dress.

Ask students if they can add words to make the sentence more exact, to make the sentence contain more information and still be a sentence. (pretty, red) Explain to students that by describing people or things (nouns) in the sentence, they can make the sentence longer and more interesting.

- B. The boy dropped his book (on his left foot.)

The boy ran (with a bat on his shoulder.)

The man had a dog (with a long leash.)

Ask students what words could be used to make the sentence longer and more interesting. Suggest that they add phrases beginning with words like in, at, to, and from to tell where this action occurs.

D. Have students write five simple sentences leaving two blank lines.

E. Have students write a list of words they could use to expand each sentence on the blank lines between each sentence.

F. Have children visualize the sentence. Then have them draw a picture; next have them add to their sentence and tell how they will add to their picture.

G. Have students write expanded sentences.

or

H. Give students a list of words for them to put into sentences. Tell the students they must use a word or phrase from each column. Have students write as many different sentences as possible.

### *Specific Objective*

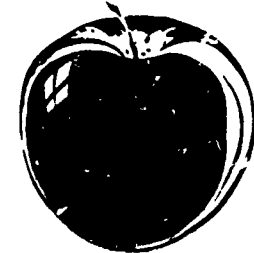
2.3 Compose a friendly letter.

D., E., and F.

Provide students with a model.

1. The boy wore a suit.

handsome, nice, happy, new, blue, to church, to school



G. Arrange words in columns

ADJ.	NOUNS	VERBS	ADJ.	NOUN	PHRASE
good	girl	sang	lovely	cat	in the yard
bad	boy	chased	pretty	boy	to school
ugly	dog	took	scared	girl	at home
	cat			dog	

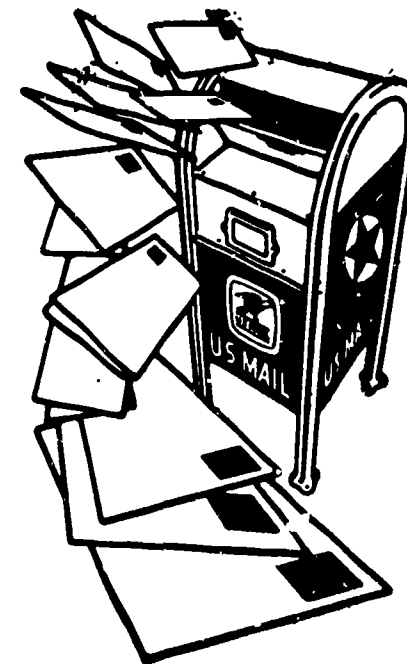
(NOTE: Columns should reinforce vocabulary the students have already learned.)

### *Suggested Teaching Procedures*

- A. Instruct the parts of a friendly letter through the use of one written on the blackboard.
- Label the parts of the letter: heading, greeting, body, closing, signature.
  - Ask students to explain what each part of the letter contains.
  - Ask students to identify the punctuation marks used in each part of the letter.
  - Ask students to explain how a letter they wrote would differ from the model letter.
- B. Give students a xeroxed copy of a friendly letter and have them label the parts correctly.
- C. Have students write a friendly letter.



### *Teacher Notes*



- C. Give students specific directions for writing their letters.
1. Your letters must contain a heading, a greeting, a body, a closing, and your own signature.
  2. The heading must contain the following:
    - your street address
    - your town, state, and zip code
    - today's date
  3. Leave a space between the heading and the greeting. Make sure your greeting has a comma following it.
  4. The body should be interesting. It may be an invitation, thank-you note, or some news.

- D. Have students draw a name of a student from another class and have them write a friendly letter to that student.

*Specific Objective*

- 2.4 Address an envelope.

*Suggested Teaching Procedures*

- A. Provide students with a blank envelope or have them draw an envelope on a sheet of paper.
- B. Ask students if they know what kind of information must be on an envelope and why that information is necessary.
- C. Have a model envelope on a transparency (or on the blackboard) and ask students to explain the information contained in each line.
- D. Have students address an envelope for their letter.

*Specific Objective*

- 2.5 Compose a report on a selected subject.

5. Put the closing after the body and in line with the heading. Put a comma after the closing.
6. Sign your letter below the closing.

## MAIL CALL

*Teacher Notes*

- B. 1. The address  
2. The return address
- D. Caution students to place the address in the correct place.

### *Suggested Teaching Procedures*

- A. Have students write about something which interests them.



- B. Have student volunteers read their reports to their class.
- C. Have students do a drawing to accompany the report.
- D. Display the students work in the classroom.

### *Teacher Notes*

- A. Possible topics:

My favorite sport  
 My favorite holiday  
 My favorite toy  
 My pet  
 My adventure in \_\_\_\_\_  
 My favorite TV program

or

Use a story you have read to students in class and have the students write a report about some aspect of the story.

Possible topics:

What kind of problem did \_\_\_\_\_ have and how did he solve it?  
 Describe the most exciting event in the story.

- B. Correct student work for capitalization and punctuation. Make sure their reports are clearly written and legible.

*General Objective*

3.0 To use capitalization.

*Specific Objective*

3.1 Capitalize the pronoun I.

*Suggested Teaching Procedures*

- A. Instruct students to always capitalize the pronoun I.
- B. Give ten sentences containing errors in this capitalization rule and have the students make corrections.
- C. Collect and check student work.

*Specific Objective*

3.2 Capitalize the first word of a sentence.

*Suggested Teaching Procedures*

- A. Instruct students to capitalize the first word of every sentence.

*Teacher Notes*

- A. 1. i think that i can go with you.
- 2. should i have permission if i decide to go?

*Teacher Notes*

- A. 1. the cow jumped over the moon.
- 2. how many books do you have?

- B. Provide students with exercises practicing this skill.
- C. Correct student work and discuss work with individual students who may have problems.

*Specific Objective*

- 3.3 Capitalize a person's name.

*Suggested Teaching Procedures*

- A. Instruct students to capitalize a person's name.
- B. Provide students with exercises practicing this skill.
- C. Correct and return papers to students.

*Specific Objective*

- 3.4 Capitalize the days of week, months of year, holidays, streets, cities and states.

*Suggested Teaching Procedures*

- A. Instruct students to capitalize the above as they are learning to spell them or, as in the case of streets, cities and states, as soon as they begin to use them. (i.e. letter writing or experience stories)
- B. Expand and reinforce these capitalization rules using exercises - both oral and written.



*Teacher Notes*

- B. Beginning exercises should be oral. Then, once you are certain that most students can recognize names in sentences, give students written exercises practicing this skill.

- A. 1. My father was born in salisbury, maryland.
- 2. He was born on july 11, 1941. It was a tuesday.

- C. Give immediate feedback by correcting and discussing responses with students.

*General Objective*

- 4.0 To use punctuation.

*Specific Objective*

- 4.1 Use a period or question mark appropriately.

*Suggested Teaching Procedure*

- A. Instruct students on how to differentiate between questions and statements.
- B. Illustrate instruction by presenting questions and statements orally and asking students to identify whether a particular group of words is a question or a statement.
- C. Have students change sentences from telling to asking. Do this orally and in written form.
- D. Give students a written exercise in which they must put the correct end punctuation.
- E. Correct and discuss their responses.



*Teacher Notes*

- A. Statements provide information. They state something, (Jane wore a new dress to school.) They are followed by a period.

Questions ask for information. They are followed by a question mark.

(Where did Jane wear her new dress?)

- C. Can Sam swim?  
Sam can swim.





July 4, 1776

*Specific Objective*

2. Use a comma between the day and year in a date.

*Suggested Teaching Procedure*

- A. While instructing students to write a letter, instruct them to use a comma between the day and year in a date.
- B. In addition, provide students with written exercises containing sentences with dates. Have students fill in the missing punctuation.

*Teacher Notes*

- B. Be sure that students also include a comma after the year (if the date in the sentence is not the last item in the sentence.)

*Example:*

My father was born on July 11, 1945, in Wilmington, Delaware.

*Specific Objective*

- 4.3 Use a comma between a city and its state.

*Suggested Teaching Procedure*

- A. While instructing students to write a letter, instruct the use of a comma between the city and the state.
- B. In addition, have students complete written exercises by putting in the missing punctuation in sentences containing the names of cities and their states.

- B. My best friend moved to Casper, Wyoming.

*General Objective*

5.0 To spell words correctly.

*Specific Objective*

5.1 Spell words from prescribed list.

*Suggested Teaching Procedure*

- A. Provide students a copy of the prescribed word list.
- B. Review the word list for problem areas (i.e. - homonyms).
- C. Tell students that in addition to their regularly scheduled spelling lists, they are also expected to know how to spell these words.
- D. Add selected words from the prescribed list to regular spelling tests for continual reinforcement.
- E. Post the names of students who know all the words on the prescribed list.

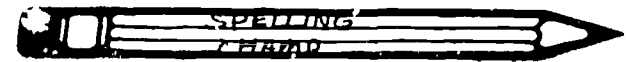
*Specific Objective*

5.2 Proofread personal writing for correct spelling.

*Teacher Notes*

- A. The spelling list should be determined by grade, department and/or district.
- B. In addition, you could have a spelling bee from time to time to reinforce words on the prescribed list.

Provide exercises in scrambled words.



- E. Make spelling all the words correctly a "big deal". Perhaps giving out certificates or pencils stating "Spelling Champs" would be an incentive.

*Suggested Teaching Procedure*

- A. Have students proofread their written assignments for spelling errors or use peer proofreading techniques.
- B. Use better spellers to assist poor spellers in their proofreading.

*General Objective*

- 6.0 To analyze language.

*Specific Objective*

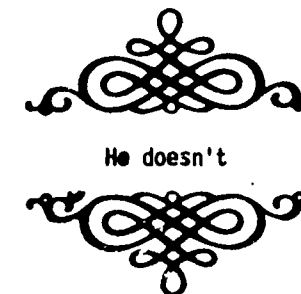
- 6.1 Use subject-predicate agreement in personal writing.

*Suggested Teaching Procedure*

- A. Instruct the students in subject-predicate agreement.
- B. Provide exercises containing sentences for students to identify the correct verb. Make sure to do many oral exercises as well as written exercises.
- C. Correct written work and determine specific problems areas for each student.

*Teacher Notes*

- A. Have students develop the habit of proofreading all their written work.
- B. Begin by insisting that...
  1. the student proofread his/her work.
  2. the student show his/her work to his/her assigned partner.
  3. partner point out any misspellings.
  4. check the dictionary for spellings he/she is unsure about.



He doesn't

- B. Students should use correct subject-predicate agreement when writing. Therefore, give as many oral exercises as possible to students who need help. Once students feel that correct agreement "sounds right" to them, they will use it more readily in their personal writing.

- D. Provide additional exercises for students with problems.
- E. Reinforce instruction by identifying errors in agreement which students make in personal writing.

**Specific Objective**

- 6.2 Identify and use nouns, verbs, and adjectives properly.

**Suggested Teaching Procedure**

- A. Define noun. Give students examples of nouns and ask them for additional examples.

- B. Provide sentences and have students identify the nouns. Begin with oral exercises. Have students tell what the nouns name: a person, a place, a thing, an idea.
- C. Demonstrate with sentences on the board that nouns are usually the subjects of sentences.



(Person)  
Abe Lincoln



(Place)  
Delaware  
Continent  
County,  
State



(Thing)  
Statue of  
Liberty



(Idea)  
Freedom  
Liberty

**Teacher Notes**

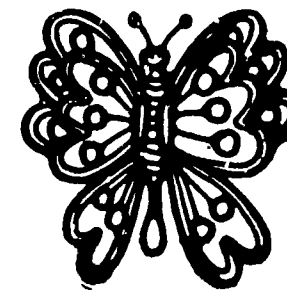
- A. A noun is a word that identifies a person, place, thing or an idea (or quality).

Put the following categories on the board and ask students to provide examples to add to each category.

Example:

<u>PERSON</u>	<u>PLACE</u>	<u>THING</u>	<u>IDEA</u>
Jane	house	book	friendship
girl	school	paper	love
boy	church	desk	hat
mother		pencil	

- D. Point out that a noun subject usually comes before a verb.
- E. Define predicate and explain what use the verb is in the predicate.
- F. Provide students with sentences in which they must draw a line between the subject (noun) and the predicate (verb).
- G. Have students, after mastering the above step, identify the nouns and verbs in sentences.
- H. Provide sample sentences with subject, verbs and complements. Define complement.
- I. Ask students whether the complement is a noun or a verb.
- J. Provide students with written exercises in which they identify subjects, verbs, and complements.
- K. Correct and lead a discussion about their answers.
- L. Define adjectives.
- M. Show students sentences without adjectives and ask them if they know any words they could use to describe the nouns in the sample sentences.
- E. After defining predicate, you might explain that the predicate must contain a verb and give models of action verbs and linking verbs.
- F. The girl/ran.  
The butterfly/flew.
- G. The girl/ran.  
The butterfly/flew.
- J.           NOUN   VERB                    COMPLEMENT (NOUN)  
The dog chased a cat. cat.
- Mary lost her book.
- L. Explain that adjectives are words which describe nouns. Provide examples on the board and point out that adjectives usually come before the nouns they describe.

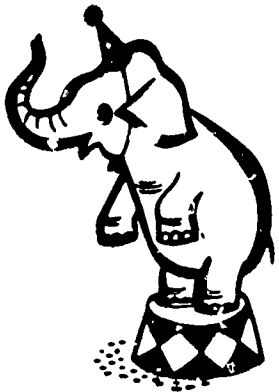


- N. Rewrite the sample sentences using adjectives supplied by the students.
- O. Provide students with sentences in which they add adjective.
- P. Provide students with sentences in which they identify adjectives.
- Q. Provide sentences in which the students must label nouns, verbs and adjectives.
- R. Play "What Am I?" game.

O. The boy hit the dog.

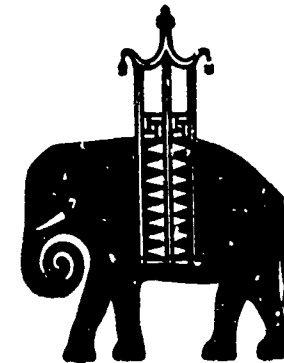
boy - bad, angry, ugly  
dog - brown, little, furry

R. A student draws a word from a box. He identifies the part of speech (noun, verb or adjective). He offers clues to his word. The class guesses the word and explains why it is a specific part of speech.



I am huge.  
I perform in circuses.  
I live in Africa.  
You could ride on me.  
I have a long trunk.

#4058i(1-16)



101

102

## Instructional Activities for Effective Teaching

### D. LITERATURE (1 - 3)

#### *General Objective*

1.0 To interpret meaning

#### *Specific Objective*

1.1 Demonstrate feeling and ideas acquired from or related to a literary work.

#### *Suggested Teaching Procedures*

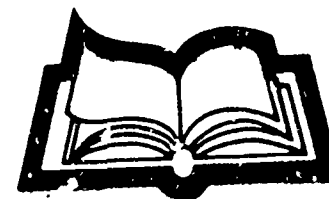
- A. Read a story or play aloud or have the class read a story.
- B. Have students role play parts of the story or do puppetry.
- C. Explain body language and encourage the use of body language and vocal interpretation by taking part in the role playing with the students.
- D. Have students answer prepared questions designed to elicit emotions.

#### *Specific Objective*

1.2 Identify main characters, time and place.

#### *Suggested Teaching Procedures*

- A. Explain that in stories some characters are more important than others.



#### *Teacher Notes*

A. Little Red Hen story is good for this.

- D. • Do you think the main character did the right thing at the end of the story?
- How do you think he felt when . . . ?
- What was the writer trying to show us about some people?
- Have you ever had a similar situation?
- How did you feel when . . . ?

- A. "Goldilocks and the Three Bears"  
"The Three Little Pigs"  
"Three Billy Goats Gruff"  
"Little Red Riding Hood"

- B. Ask students to recall stories and/or movies and have them name the names of characters.
- C. List them on the board.
- D. Have students determine which ones are most important and explain why.
- E. Explain how to determine who the main character(s) are in other literature.



- F. Have the students listen to a recording of "The Night Before Christmas" or another selection.
- G. Have the students determine who the main character is.

- E. Hints on how to determine who the main character(s) is (are):
  - The name may be part of the title.
  - The character's picture will be shown frequently.
  - The character's name will appear a lot.
  - The main character will have a lot to say and do.
  - The character may have special qualities to be admired.
  - The character may have a problem to solve.
- G. Have children draw the main character.



- H. Ask students to determine the time and place of the poem by giving specific details from the poem for evidence.

- H. Hints on determining setting

- Key words "Once upon a time"  
"Twas the"
- Clothing, hairstyles and furniture shown in pictures
- Description of weather

*Specific Objective*

- 1.3 Identify major character traits.

*Suggested Teaching Procedures*

- A. Have students determine who the main character(s) is/ are from a literary selection.
- B. Through guided questions have students formulate a description of the character.
- C. Have students act out a portion of the literary selection emphasizing the main character's traits.
- D. Have students write character paragraphs.

*Teacher Notes*

- B. "Mr. Ant and the Mistake,"  
Audrey S. Driggs
- What are the names of the characters?
  - Who is nice and who is mean? Explain how you know?
  - Which character is big and which is small? How do you know?



- E. Have students illustrate what they feel a character might look like without first showing them an artist's rendering.
- F. Share the artist's rendering after they complete their work.

*Specific Objective*

- 1.4 Identify values in literature (honesty and courage).

*Suggested Teaching Procedures*

- A. Ask students to define honesty and courage.
- B. Have the students give examples of times when they have been honest or courageous or times when they weren't.



- C. Have the students give examples of TV shows or movies where honesty and courage are demonstrated.
- D. Select a piece of literature which demonstrates honesty and courage and either read it to the class or have the students read it.

*Teacher Notes*

- B. Lead a class discussion using the following concepts on honesty and courage.

- Should a person always tell the whole truth?
- What if Mom buys a new dress and asks you if you like it? or
- What if Grandma buys you a shirt for your birthday which you feel is ugly. What do you do or say?
- Is it courageous for someone to dive into rough water to save a person's life?
- Is it courageous for someone to go swimming in extremely rough water?

- E. Have the students point out specific actions which display courage and honesty.

*General Objective*

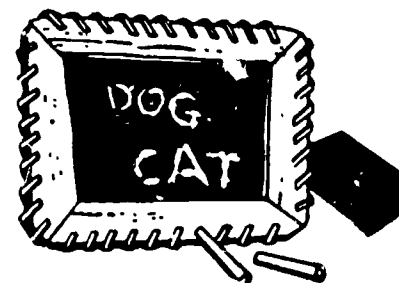
- 2.0 To distinguish literary forms.

*Specific Objective*

- 2.1 Identify prose, poems, and plays.

*Suggested Teaching Procedures*

- A. Ask students to recite any nursery rhymes that they remember.
- B. Tell the students that they are going to hear, read and/or learn some new poems.
- C. Read a poem aloud to the students.
- D. Show the students a copy of the poem with a summary of the poem in prose form on the same page.



*Teacher Notes*

- D. "Sizes" John Ciardi

Poetry If you were as big as a giant flea,  
How much would you have to grow to be  
The size of the tiniest head to tail  
Very most midgety baby whale?

I mean to say - and it's no surprise -  
Whatever you do about your size,  
There's always something a size or two -  
Very much bigger or smaller than you.



- E. Ask the students to explain how they look and sound different; have them explain how they are alike.
- F. Read the poem again asking the students to listen for words that rhyme.
- G. Ask students to identify the rhyming words.
- H. Guide the students in memorizing the poem.
- I. Ask the students if they have ever been to a play. Have the students describe what they saw (stage, costumes, actors).
- J. Explain that the students will be reading and performing a play.

113

I mean to say, what's big of some  
Is small of others. Now get along home.  
And whether you stay or wander far,  
Be just the size of whatever you are.

from Crystal Forest, Economy Reading Series

Prose Many times we don't like the way we look. Sometimes we wish we were tall like our big brothers and sisters so we could reach things on shelves and play sports better. Sometimes we feel too fat or too skinny. The fact is that we are who we are, and we must learn to be happy the way we are because there will always be someone who is taller or shorter, fatter or thinner than we are.



114

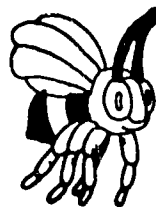
- K. Distribute copies of the play. Use a play which is a version of a fairy tale which the students are familiar with.
- L. Ask the students to point out how it looks different from a story or a poem.
- M. Explain the dialogue and the playwright's stage directions.
- N. Have the students read the play silently.
- O. Assign the parts and have the play acted for the group.
- P. If time permits, have the parts memorized and have the students present the play to another class.
- Q. Give the students an example of prose, poetry and a play to read and have them identify the three accordingly.

### *Specific Objective*

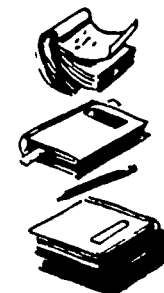
- 2.2 Identify folklore and fantasies.

### *Suggested Teaching Procedures*

- A. Ask guided questions to stimulate a discussion of fairy tales.



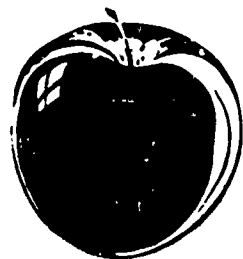
- K. "The Sleeping Beauty," Crystal Forest, Economy Reading Series.



### *Teacher Notes*

- A. Questions
  - Have you ever read or heard a fairy tale? Which ones?
  - Name your favorite one
  - Who is your favorite character? Why?

- B. Read a fairy tale aloud or have the students read the fairy tale.
- C. Ask questions which will help students identify the characteristics of the fairy tale.



- D. Explain that the students are going to hear or read another type of folk tale called the tall tale.
- E. Explain that this story is a little bit true and a lot make believe. The truth is that the main character is a folk hero who really lived, but the story is exaggerated.
- F. Give examples of how people exaggerate about what they've done (i.e. fish story).
- G. Read aloud or have the students read the tall tale.

117

- Have you ever seen a movie version?
- Have any of the fairy tales frightened you?

C. Questions

- Is this story true or make believe?
- Are there any magic or supernatural events in the story?
- Is there romance or adventure?
- Does the story end happily or sadly?
- How does the story begin? (Specific words)  
(Once upon a time)

- E. Examples: John Henry  
Johnny Appleseed



118

- H. Have the students point out the exaggerations.
- I. Explain that a legend is similar to a tall tale, but that the hero, place, or subject is clearly based on historical fact. It is made to seem larger than life, however.
- J. Have students read an example of a legend and point out its characteristics through guided questions.
- K. Explain that a fable is a story told to teach a lesson about people. Fables contain a special ending called the moral. They are frequently animal stories.
- L. Have the students read a fable and answer guided questions.



- I. Example:

"King Arthur and the Knights of the Round Table"

- J. Questions to determine a legend
- What is the time and place?
  - Who are the main characters?
  - Did they actually live? (Research the characters or historical event)
  - How are the facts exaggerated?

- L. Use any of Aesop's fables

Questions to determine a fable

- Who are the main characters?
- Who learns a lesson?
- What is the moral?
- How can it be applied to human beings?

- M. Explain that a myth is a story about gods, goddesses and heros. Some myths were written to explain natural events like earthquakes. Some myths teach a lesson about life.
- N. Have students read a myth or read one to the class.
- O. Have students answer guided questions in order to identify it as a myth.



- P. Have students take a matching quiz which tests the general definitions of each example of folklore.
- Q. Provide a summary or quotation from each example of folklore and have the students label them according to the type.

O. Example of a myth "Echo and Narcissus"

Questions to determine a myth

- Are there any gods or goddesses mentioned? Who are they?
- Are there any human beings?
- Does the human being learn a lesson?
- Does the story explain a natural event like lightning?

Q. Characteristics of fantasy

- There may be strange creatures.
- The story may take place in a strange or weird land.
- Impossible things occur.
- The story may be about animals.



- R. Explain that other kinds of "make believe" literature are called fantasies. (Any literature which is highly imaginative.)



- S. Explain the characteristics and qualities of fantasy.
- T. Have the students read a fantasy pointing out the imaginative details.

- R. Questions for the fantasy

"No Time for Tina" Bonnie Knight  
Crystal Forest, Economy Reading Series

- What did Tina see in the tree?
- Can this happen in real life?
- What is the strange man's name?
- Does he do Tina a favor?
- Does Tina learn a lesson?
- What is it?
- What happens to relieve Tina at the end of the story?



## Instructional Activities for Effective Teaching

### E. STUDY SKILLS (Grades 1-3)

#### *General Objective*

1.0 To organize information.

#### *Specific Objective*

1.1 Arrange letters in alphabetical order.

#### *Suggested Teaching Procedure*

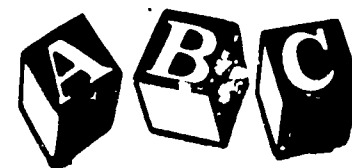
- A. Give students groups of letters which they have to arrange in alphabetical order.
  
- B. Make signs containing individual letters. Hang them on students with letters hidden. Have students look at their letters and quickly get into a line next to the correct letter to form the alphabet or a portion of the alphabet.

#### *Specific Objective*

1.2 Alphabetize a list of words up to the third letter.

#### *Suggested Teaching Procedures*

- A. Give students groups of words for them to arrange in alphabetical order.



#### *Teacher Note*

##### A. Examples

1. I C F J L Z Y R
2. B R O S P T D
3. K Y E G W V U

##### A. Examples

1. cat, cable, caution, camera, cane
2. reach, return, repeat, rest, reins
3. street, stay, sty, steep, stood

### Specific Objective

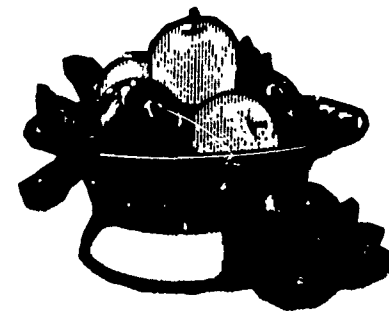
- 1.3 Classify words according to categories  
(horse, cow and cat are animals; pig,  
chicken, cow are farm animals)

### Suggested Teaching Procedures

- A. Provide the students with a category and ask them to tell you what items could be considered a part of that category and write their suggestions on the board.
- B. Then ask students if they can further separate the items in their list. List the new categories on the board and have the students provide items for the new categories.
- C. Provide students with word groups for which they provide the category.



127



### Teacher Notes

- A. Example

#### Food

(Possible student answers: ice cream, spaghetti, eggs, bacon, cookies, ham, potatoes, peas, apples, cake, toast)

- B. Ask if any of the foods have anything in common  
Desserts? Meats? Vegetables?

- C. Examples

Answer (cars)  
sedan  
convertible  
jeep  
station wagon

Answer (methods of transportation)  
train  
boat  
car  
airplane

128

*Specific Objective*

- 1.4 Arrange pictures, words and sentences in correct order.

*Suggested Teaching Procedures*

- A. Provide pictures which illustrate a story the students have read. Have students arrange the pictures in the correct plot sequence.
- B. Provide students with groups of words on word cards which the students arrange into sentences. Make sure students rewrite the word group with correct capitalization and punctuation.
- C. After reading a literary selection, select 6 to 10 important steps in the story's plot development. Have the students arrange the sentences in the correct order according to when the events occurred in the story.

*Specific Objective*

- 1.5 Take notes in a logical fashion (homework assignments).

*Suggested Teaching Procedures*

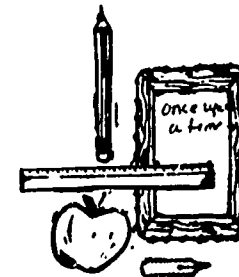
- A. Instruct students on how to record homework assignments.

*Teacher Notes*

## B. examples

1. the cat at dog barked the
2. school went the boy
3. birthday Susan's mother her baked a cake

- C. It is a good idea to provide envelopes containing slips of paper on which each plot step is written. Pass out an envelope to each student. Do not let them remove the contents until you tell them. Tell students that this is a contest to see who can correctly arrange the events as they occurred in the story. Perhaps give prizes or some other incentive to students who complete the activity within a specified time period.



- B. Have students keep a small notebook containing their homework assignments.
- C. Monitor students to make sure they keep daily records.

### *General Objective*

- 2.0 To locate information.

### *Specific Objective*

- 2.1 Identify the title page, glossary and table of contents.

### *Suggested Teaching Procedures*

- A. Have students identify the title page, glossary and table of contents of all books they use.
- B. Ask them what kinds of information they find in each section.
- C. Lead a discussion, using one of the student's books as a model, to point out the purpose of these parts of a book.

### *Specific Objective*

- 2.2 Use title page and glossary to locate information (author, illustrator, word meaning, pronunciation).

### *Teacher Notes*

- B. Make students responsible for their work by having them write down what they have to do.
- C. Ask students to tell you what they have written in their assignment books.



- B. Define author, illustrator, pronunciation for the students.

**Suggested Teaching Procedure**

- A. Ask students specific questions for which they must use the title page and glossary to locate information.

- B. Lead a discussion having students explain how they knew the answers.

**Specific Objective**

- 2.3 Use the table of contents to determine organization and locate information.

**Suggested Teaching Procedures**

- A. Lead a discussion about the organization of the students' books.
- B. Ask the students to look at the table of contents in a specific book and ask them questions for which they must use the table of contents to locate responses.

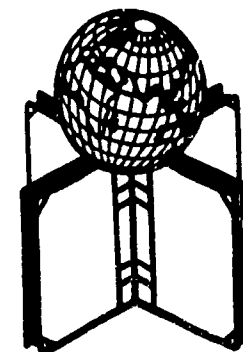
133

**Teacher Notes**

- A. Example questions

Who is the author of your (math) book?  
 Who is the illustrator of \_\_\_\_\_?  
 Where would you find the meaning of the word \_\_\_\_\_?  
 Locate the word's meaning and write it on the blank

Write the pronunciation of the word \_\_\_\_\_



- B. Sample questions

1. Is there a story in your book about \_\_\_\_\_?
2. What page is this story on?
3. Does your book contain any information about \_\_\_\_\_?
4. In what chapter could that information be located?
5. What chapter might tell you how to \_\_\_\_\_?
6. In which unit is there a chapter about \_\_\_\_\_?
7. How many units are in your book?
8. Which unit has the most chapters?

134

- C. After oral practice, give the students a list of questions and ask them on what particular page or in what particular chapter each response would be located.

### *Specific Objective*

- 2.4 Use the dictionary for pronunciation and word meaning.

### *Suggested Teaching Procedure*

- A. Review alphabetizing.
- B. Provide an excerpt page from a dictionary or a dictionary for each student. Ask the students to look up a specific word and to tell you what kind of information about the word they find.
- C. Define guidewords and lead a discussion about their purpose.
- D. Give the students two guidewords plus a list of words, and have the students label whether the words on the list would be found before, on or after the page where the guidewords are located.
- E. Provide the students with a list of words. Have them locate the words and write down the guidewords on the page where each word is located.

**school'** (skool) *n.* 1. An institution for instruction and learning. 2. A student body. 3. A group sharing a unifying belief. —*v.* 1. To instruct. 2. To train.

**school\*** (skool) *n.* A group of fish.

**sci-ence** (si'ens) *n.* 1. The study of natural phenomena or the knowledge so acquired. 2. Any branch of knowledge. 3. An activity requiring study and method. —**sci-en-tific** *adj.* —**sci-en-tifi-cally** *adv.* —**sci-en-tist** *n.*

**sci-on** (si'on) *n.* A descendant.

**sci-sore** (siz'orz) *n.* A cutting implement of two blades joined by a swivel pin.

**scorn** (skol, skof) *v.* To mock at or scorn. —*n.* An expression of scorn. —**scorn'er** *n.*

### *Teacher Notes*

- A. Provide students with lists of words to practice alphabetizing using the second letter of the word.
- B. Snelling, pronunciation, meaning, history, part of speech pictures, synonyms, irregularities.
- C. Have students look up a particular word and tell you the guidewords on the page where the word is located. Repeat this activity several times.
- D. Guidewords children and crime
- |            |              |
|------------|--------------|
| 1. cooking | 6. cedar     |
| 2. chop    | 7. calendar  |
| 3. chapter | 8. Christmas |
| 4. comma   | 9. camper    |
| 5. cow     | 10. colan    |

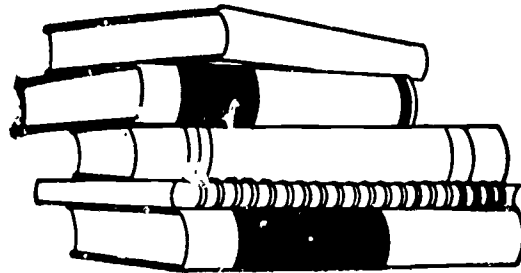
- F. Lead a discussion about the dictionary's pronunciation key.
- G. Provide a list of words for which the students must locate the pronunciation information.
- H. Provide a list of words using the pronunciation symbols. Have the students identify the words.
- I. Encourage students to use a dictionary regularly in their personal writing assignments.

*Specific Objective*

- 2.5 Identify and use sources for oral or written presentations (magazines, encyclopedias, newspapers, resource people).

*Suggested Teaching Procedure*

- A. Show students copies of encyclopedias. Lead a discussion about the kinds of information encyclopedias contain and how encyclopedias are organized.
- B. Bring in copies of newspapers and magazines. Have students examine some of each and lead a discussion about the differences in magazines, newspapers, and encyclopedias.





- C. Provide a list of topics and have students tell you which source or sources they could use in writing a report or preparing an oral presentation.

- D. Assign specific questions for which students use the above resources to locate the answers.

*General Objective*

- 3.0 To prepare for and take tests.

*Specific Objective*

- 3.1 Respond appropriately to true-false, matching, and multiple choice test questions.

*Suggested Teaching Procedures*

- A. Provide students with practice in all the test-taking skills listed.
- B. Using a literary selection students have read
- Create statements for students to identify as either true or false.
  - Select characters from the story for the students to match with things they do or say in the story.
  - Write or locate samples of multiple choice questions for students to respond to.

- C. Suggested topics

Ben Franklin  
the telephone  
new cars  
a recent storm  
an article on cats



NOTE: Make sure the magazines and newspapers you provide contain the information you ask students to locate.

- D. This activity might be used as a group project. Divide the class in groups of three or four and have each group do three or four questions.

*Teacher Notes*

- A. Emphasize the importance of reading directions for each new section of a test.
- B. Instruct students to be careful of words like always and never in questions.