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ABSTRACT

By January of the 1991-92 school year, 428 children were being served by the Chapter 1 Prekindergarten Program of the Saginaw, Michigan school district. A process evaluation was conducted to monitor the program and assess whether the program was being implemented as planned. The process evaluation for this year consisted of a half-day classroom observation in 13 classrooms. An activity checklist and observation instrument were used to determine whether cognitive, psychomotor, parent participation, and education activities were being carried out and to explore classroom practices and teacher behaviors for encouraging pupils' language behavior. Observations revealed that: (1) activities to meet the program's daily objectives took place in all classrooms; (2) a record of parent participation was maintained in all classrooms; (3) labels were placed on objects throughout the classrooms to assist in word recognition; and (4) teachers used language enhancement techniques. Overall, the program was operating as planned. Suggestions for improving some areas of the program are offered. Appendixes include a list of program participants, copies of the activity checklist and observation instrument, and a table listing teachers' use of language enhancement techniques. (BC)

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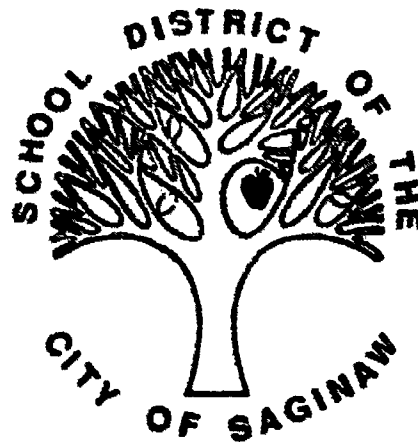
EVALUATION REPORT

PREKINDERGARTEN PROGRAM
PROCESS EVALUATION REPORT

1991-92

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -



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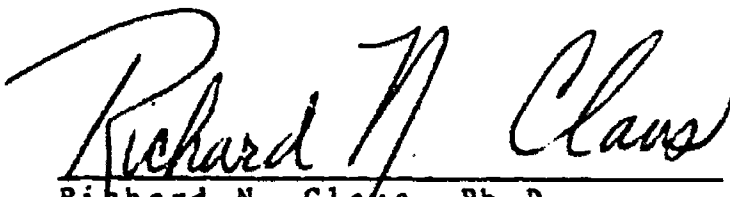
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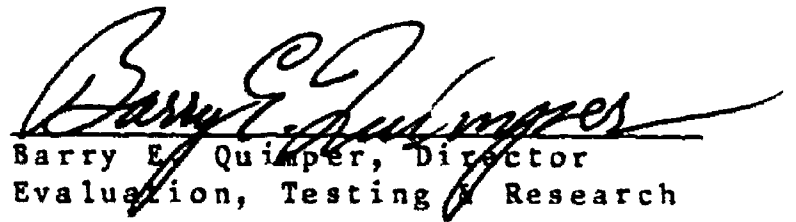
**PREKINDERGARTEN PROGRAM
PROCESS EVALUATION REPORT**

1991-92

An Approved Report of the
Department of Evaluation, Testing, and Research



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February, 1992

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INTRODUCTION

Saginaw's Prekindergarten program is currently in its twenty-second year of operation. The program is funded through Chapter 1 of the Education Consolidation and Improvement Act (ECIA). It is designed to provide four year olds with an environment that will enable them to develop skills needed for future success in school. Most of the children come from the inner city and lack the backgrounds which would provide them with the skills needed to be successful in kindergarten.

By January 24, 1992, 511 children had been screened using the standardized 27 item Prekindergarten Readiness Screening Device (PRSD) which was individually administered. Although 511 were screened during the first semester, 428 actually were served by the program.* Any student who received a raw score of 18 or below was selected to participate in the program initially and those scoring higher were granted entry on the basis of need (the next most needy score) at the conclusion of the general screening. This year, the program operated in 13 elementary buildings. The staff consists of a staff supervisor, 13 teachers, 13 teacher aides, one clerical aide, and a secretary.

The Prekindergarten program has a well established set of procedures that has guided its operation over its past twenty-two years of operation.

*See Appendix A for a count of participants by building.

PROCESS EVALUATION PROCEDURES

The process evaluation was conducted to monitor the program and assess whether the program was being implemented as planned. The evaluation results also assist decision makers responsible for the program with information relative to its operation. By reviewing midyear data, it is possible to identify overall program strengths and weaknesses that might influence program outcomes.

This year the process evaluation consisted of a half-day classroom observation in each teacher's classroom. The classroom observations were made to determine if cognitive, psychomotor, and parent participation/education activities proposed by the program were being carried out. In addition, classroom practices and teacher behaviors to encourage language behavior of pupils were explored.

The classroom observations were scheduled for January 7-30, 1992. One of four evaluators conducted each observation using the Chapter 1 Prekindergarten Activity Checklist and Associated Language Observation Instrument (see Appendix B for copy). Evaluators were trained in the use of the checklist/observation instrument and inserviced over the various components of the prekindergarten program to help ensure consistency of the observations at the various sites.

PRESENTATION AND ANALYSIS OF PROCESS FINDINGS

One entire classroom session for each of the 13 prekindergarten teachers was observed from January 7-30, 1992. Four evaluators were involved in conducting the half-day observations using the Chapter 1 Prekindergarten Activity Observation Checklist and Associated Language Observation Instrument (see Appendix B for a copy). The primary focus of the observation was to determine if program activities related directly to cognitive, psychomotor, and parent participation/education product objectives were being provided. The other focus of the observations was the two language observational items related to labels on objects/shelves, and language production/enhancement techniques employed by the preschool teachers.

Each evaluator spent an average of 161.3 minutes observing in each classroom compared to maximum possible of 163. There were between 11 to 17 pupils in attendance per classroom observed with the modal number of children being 14. Ten of the 13 (76.9%) had one or more parents helping out in the classroom. The tabulated results are presented below.

Cognitive, Psychomotor, and Parent Participation/Education Activities

Table 1 below presents the observational data related to cognitive, psychomotor, and parent participation/education activities by component and objective.

TABLE 1. NUMBER AND PERCENT OF CLASSROOMS DISPLAYING ACTIVITIES RELATED TO COGNITIVE, PSYCHOMOTOR, AND PARENT PARTICIPATION OBJECTIVES OF THE CHAPTER 1 PROGRAM, JANUARY, 1992.

Objective	Activity	Number and Percent of Teachers (N=13) Conducting Each Activity	
		#	%
1	Properties of Object; i.e., shape, color, hardness (five senses)*	13	100.0
2	Social Knowledge (i.e., work roles)	11	84.6
3	Grouping and Regrouping (i.e., classification)*	13	100.0
3A	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections) [Subskill of 3]	13	100.0
4	Transitive Relations (i.e., length, height, weight, shades, hardness)	12	92.3
5	Temporal Ordering of Events	13	100.0
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)	13	100.0
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)	11	84.6
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)	10	76.9
9	Expressive Language: Plot Extension (i.e., predictions, cause and effect, conclusions)	13	100.0
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)*	13	100.0
11	Linear Order (i.e., straight lines, counting)	12	92.3
12	Copying Specific Shapes (i.e., cutting, pantomime, drawing)	11	84.6
13	Gross Motor Coordination*	13	100.0
14-16	Record of Parental Participation Being Maintained	13	100.0

*These activities are to take place daily in all classrooms.

As can be seen in Table 1 above, the following points can be made:

- All activities (1, 3, 10, and 13) that were to take place on a daily basis according to the proposal were observed in all 13 (100.0%) classrooms.
- All classrooms (100%) carried out activities during the observations related to objectives 1, 3, 3A, 5, 6, 9, 10, and 13.
- Of the remaining cognitive and psychomotor activities, objectives 2, 4, 7, 8, 11, and 12 had better than two thirds percentage of occurrence with 84.6, 92.3, 84.6, 76.9, 92.3, and 84.6% respectively.
- An up-to-date record of parental participation/education in the form of wall charts was observed in all 13 (100.0%) of the teachers' classrooms.

Language Development

The Chapter 1 Prekindergarten program also has a strong emphasis on increasing language production of preschoolers as well as displaying words throughout the classrooms to generate interest in and recognition of words and concepts. The last two items of the observation instrument dealt specifically with these issues. The items and the observational findings related to each are presented below. Following these findings a short discussion will highlight the main conclusions stemming from a review of each.

Findings Related to Language Items.

1A. Are labels posted on objects throughout the classroom?

	<u>Number</u>	<u>Percent</u>
No	0	0.0
Yes	13	100.0

<u>Common Set of 25 Labels Posted</u>	<u>Frequency</u>
● Blocks	13
● Chair	13
● Cupboard	13
● Desk	13
● Refrigerator	13
● Sand table (box)	13
● Sink	13
● Chalkboard	12
● Clock	12
● Closet	12
● Door	12
● Puzzles	12
● Record player	12
● Window	12
● Flag	11
● Housekeeping	11
● Lights	11
● Bathroom	10
● Heater	10
● Table	10
● Truck	9
● Books	8
● Science	8
● Painting	5
● Workbench	4

<u>Additional Labels Posted</u>	<u>Frequency</u>
● Art center	4
● Pencil sharpener	4
● File cabinet	3
● Mirror	3
● Wall	3
● Water table	3
● Crayons	2
● Blue	2
● Green	2
● Pink	2
● Orange	2
● Red	2
● Easel	2

- White 2
- Black 2
- Yellow 2
- Pattern block 2
- Telephone 2
- Stove 2
- Piano 2
- Light switch 2
- Puzzles 2
- Unifix cubes 2
- Mailbox 2
- Slide 2
- Doll Corner 2
- Each of the following labels were posted in a single classroom:
 dress-up, dramatic play center, restaurant, buggy, wood, nursery
 rhymes, library, bookcase, tongs, balance beam, paper towel, bus,
 helicopter, fire truck, ceiling, fish tank, magnet, magnifier,
 prism, puppets, feely box, paper punch, entrance, construction
 paper, ironing board, chest, sandbox, shapes/colors, climber,
 fire extinguisher, brown, purple, electrical outlet, cabinet,
 divider, fire, tornado, keepout, homework stars, scraps, plants,
 snack money, foam puzzles, office supplies, manipulative toys,
 sea shells, junk boxes, geoboard and geobands, toaster, bed/doll
 bed, numbers, shapes, rocking chair, high chair, pictures, wagon,
 tornado exit, months, seasons of the year, circle, triangle,
 square, rectangle, brown, purple, new rug, happy birthday,
 teacher only, brown rug, block area, play panels and octons,
 signs, farm animals, cars, blocks, templates, listening, art
 supplies, snap beads, bristle blocks, tinkertoy, peg and peg-
 board, scissors, manipulatives, puzzles, radiator, toilet,
 and sand.

18. If shelves are labelled check the one that best describes this labelling.

	<u>Number</u>	<u>Percent</u>
Picture labels on shelves storing items	4	30.7
Word labels on shelves storing items	3	23.1
Picture and word labels on shelves storing items	6	46.2

2. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period.

Tables 2 and 3 below present the data by average and lowest/highest number of times respectively for the first five 30-minute blocks of time during the observation period. The sixth block of time was excluded because of variations in length of this last time block. The actual number of times language production/enhancement techniques were employed by site can be found in Appendix C.

TABLE 2. AVERAGE NUMBER OF TIMES TEACHERS EMPLOYED EACH LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUE BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION.

Language Production/ Enhancement Technique	30-Minute Period					Total For Observation
	1st	2nd	3rd	4th	5th	
● Questions						
- Open-Ended	20.5	16.0	14.9	17.3	17.0	85.7
- Closed-Ended	26.7	23.7	23.9	18.0	15.9	108.2
● Restatement of Student Produced Responses						
- Exact Statement	13.3	14.7	15.4	14.5	14.0	71.9
- With Extension	10.5	10.3	8.6	12.9	10.0	52.3
Total						
- Questions	47.2	39.7	38.8	35.3	32.9	193.9
- Restatements	23.8	25.0	24.0	27.4	24.0	124.2

TABLE 3. UNCORRECTED LOWEST AND HIGHEST NUMBER OF TIMES A TEACHER EMPLOYED EACH LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUE BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION.

Language Production/ Enhancement Technique	30-Minute Period									
	1st		2nd		3rd		4th		5th	
	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest
● Questions										
- Open-Ended	5	39	0	32	0	29	2	38	1	33
- Closed-Ended	2	59	4	47	6	58	2	39	4	35
● Restatement of Student Produced Responses										
- Exact Statement	1	40	1	43	2	48	0	44	0	40
- With Extension	3	26	2	26	0	28	0	26	0	25

Conclusions Related to the Language Items

A study of the language development data presented above identifies a number of possible major findings. These findings include the following:

- All 13 of the classrooms posted seven of the 25 (28.0%) common labels. These labels were the following: blocks, chair, cupboard, desk, refrigerator, sand table/box, and sink.
- Less than a majority of the classrooms (46.2%) consistently employ both pictures and labels on shelves where various objects are stored for classroom activities.
- Teachers employed a variety of language production/enhancement techniques to encourage children to talk more. Some interesting points relative to these techniques included:
 - Closed-ended questions are used approximately 56% of the time while open-ended questions are used approximately 44% of the time.
 - Restatement with extension accounted for approximately 42% and restatement of the exact statement accounted for the remaining 58% of all restatements of student produced responses by preschool teachers.
 - There was a wide variation between teachers in the frequency with which they employed language production/enhancement techniques (i.e., low total of 79 and high total of 676) for complete details, see Appendix C.

SUMMARY

The Chapter 1 Prekindergarten program operated in thirteen buildings. This is the twenty-second year the School District of the City of Saginaw has operated the federally funded Chapter 1 program for "educationally disadvantaged" preschoolers. During the first half of the 1991-92 school year, 511 children were screened and 428 were served. Any student whose raw score was 18 or below on a standardized screening test was able to participate in the program.

The process evaluation activities consisted of an on-site half-day classroom observation at all 13 prekindergarten classrooms. The observation instrument focused on cognitive, psychomotor, parent participation/education, language development, and scheduling activities in the classrooms.

The observations of the classroom revealed the following: 1) activities to meet the objectives which are supposed to occur daily were taking place in all classrooms; 2) a record of parent participation was being maintained in all five of the classroom sites; 3) labels were posted on objects throughout the classrooms to assist in word recognition, however, more work is necessary to maintain the use of the common set of 25 identified this year; and 4) teachers were employing language production/enhancement techniques but with wide variation in frequency by site.

Overall, the program is operating as planned, however, there are some areas that can be improved. Therefore, the following section presents recommendations which will help refine Saginaw's prekindergarten program.

RECOMMENDATIONS

Based upon the results of the on-site classroom observations and a review of the Chapter 1 proposal, the following recommendations are suggested to improve the operation of the Prekindergarten program in the future.

- Purchase the necessary items for the common set of 25 labels for teachers to use to name objects in their rooms so there will be more consistency between sites. A daily inspection by the teacher and/or aide is necessary to maintain the labels throughout the classroom.
- The frequency of closed- to open-ended questions (approximately 56/44) seems good, similar to last years' level of 58/42. However, an inservice on how to increase the frequency of use of open-ended questions may be warranted.
- Because of the frequent turnover of staff, possible expansion of the program in the future, and the increasing sophistication of the preschool program, a more intensive/specific inservice training program needs to be developed so new staff can become quickly knowledgeable about common daily preschool practices and procedures. If time does not permit to do this, then the program may not meet its fullest potential.

APPENDIX A

PREKINDERGARTEN PARTICIPANTS BY BUILDING AS OF
JANUARY 24, 1992.

<u>Elementary Building</u>	<u>Number of Participants</u>
E. Baillie	32
Coulter	30
Emerson	34
Nelle Haley	34
Heavenrich	34
Houghton	41
Jones	29
Longfellow	40
Jessie Loomis	34
Morley	24
Jessie Rouse	36
Salina	21
Webber Elementary	<u>39</u>
TOTAL	428

APPENDIX B

**CHAPTER 1 PREKINDERGARTEN ACTIVITY
OBSERVATION CHECKLIST
1991-92.**

Teacher's Name _____

Observer's Name _____

Aide's Name _____

Date _____

School _____

Length of Observation _____

Number of Preschoolers _____

Number of Parents _____

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period
			Example
1	Properties of Object; i.e., shape, color, hardness (five senses)**		
2	Social Knowledge (i.e., work roles)		
3	Grouping and Regrouping (i.e., classification)**		
3 (Sub-Skill)	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections)		
4	Transitive Relations (i.e., length height, weight, shades, hardness)		
5	Temporal Ordering of Events		
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)		

*Refer to ECIA Chapter 1 Prekindergarten Examples of Prekindergarten Activities Sheet for a detailed explanation of the types of activities.

**These activities plus some aspect of work on physical knowledge should be part of the daily classroom activity.

✓ - Occurred

APPENDIX B

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period
			Example
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)		
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)		
9	Expressive Language: Plot Extension (i.e., predictions cause and effect, conclusions)		
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)**		
11	Linear Order (i.e., straight lines, counting)		
12	Copying Specific Shapes (i.e., cutting, pantomime, drawing)		
13	Gross Motor Coordination**		
14-16	Record of Parental Participation Being Maintained		

*Refer to ECIA Chapter 1 Prekindergarten Examples of activities for a detailed explanation of the types of activities.

**These activities plus some aspect of work on physical knowledge should be part of the daily classroom activity.

✓ - Occurred

APPENDIX B

**ASSOCIATED LANGUAGE OBSERVATION INSTRUMENT
1991-92**

1. Are labels posted on objects throughout the classroom?

No

Yes If yes, please check those listed. Others (Please specify)

- | | | | |
|--------------------------|---------------|--------------------------|-------|
| <input type="checkbox"/> | work bench | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | puzzles | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | flag | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | closet | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | painting | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | chalkboard | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | science | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | housekeeping | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | cupboard | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | heater | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | table | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | truck | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | bathroom | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | lights | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | clock | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | sand table | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | sink | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | record player | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | desk | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | blocks | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | chair | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | window | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | refrigerator | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | door | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | books | <input type="checkbox"/> | _____ |

If shelves are labeled check the one that best describes this labeling.

- picture labels on shelves storing items
- word labels on shelves storing items
- picture and word labels on shelves storing items

APPENDIX B

2. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period. Record the major learning activities during each period.

A. First 30 minutes:

Questions -

Open-ended (thought provoking): _____

Closed-ended (right answer): _____

Restatements of student produced responses -

Exact statement: _____

With extension: _____

Major learning activities: _____

APPENDIX B

B. Second 30 minutes:

Questions -

Open-ended (thought provoking):

Closed-ended (right answer):

Restatements of student produced responses -

Exact statement:

With extension:

Major learning activities:

APPENDIX B

C. Third 30 minutes:

Questions -

Open-ended (thought provoking): _____

Closed-ended (right answer): _____

Restatements of student produced responses -

Exact statement: _____

With extension: _____

Major learning activities: _____

APPENDIX B

D. Fourth 30 minutes:

Questions -

Open-ended (thought provoking):

Closed-ended (right answer):

Restatements of student produced responses -

Exact statement:

With extension:

Major learning activities:

APPENDIX B

E. Fifth 30 minutes:

Questions -

Open-ended (thought provoking): _____

Closed-ended (right answer): _____

Restatements of student produced responses -

Exact statement: _____

With extension: _____

Major learning activities: _____

APPENDIX B

F. Sixth 30 minutes:

Questions -

Open-ended (thought provoking):

Closed-ended (right answer):

Restatements of student produced responses -

Exact statement:

With extension:

Major learning activities:

APPENDIX B

(Key for Classroom Activity Observation Checklist)

ECIA CHAPTER 1 -- PREKINDERGARTEN

**Example of Prekindergarten Activities According to
Product and Process Objectives**

Type of Activity	Activity Examples	
<p>Objective 1 - Physical Knowledge: Properties of and Appropriate Behavior for Exploring Pro- perties of an Object (Shape, color, hard- ness--using the five senses. Changing shades, measuring weighing.)</p>	<ul style="list-style-type: none"> -Making apple sauce, soups, cookies, etc. -Smelling and handling Fruits and vegetables -Sawing wood -Tinkertoys -Sand paper activities -Feeling activities -Snacks--(mixtures) -Snow experiments -Bubble blowing -Straw painting -Furry and other textured toys -Fast and slow inclined plane 	<ul style="list-style-type: none"> -Paper mache -Growing plants from seeds -Cutting -Freezing -Heating -Rolling -Twisting -Frosting -Jello -Butter -Cakes -Paint mixing -Sinking and floating -Color macaroni -Play dough
<p>Objective 2 - Social Knowledge: (World of work and roles of workers)</p>	<ul style="list-style-type: none"> -Books -Field trips -Films -Visitors -Role-playing -Helpers in the room 	<ul style="list-style-type: none"> -Community workers -School workers -Visiting patrolmen -Postman
<p>Objective 3 - One Criterion Classification: Shifting to a Second Criterion Among an Array of Objects (grouping shifting from one criterion to another).</p>	<ul style="list-style-type: none"> -Color--blocks -Shape -Size -Texture -Tone -Utility -Smell -Taste -Calendar 	<ul style="list-style-type: none"> -Sorting -Attendance--number of girls -Attendance--number of boys -Putting toys away -Doll house -Doll dishes
<p>Sub Skill for Objective 3 - Conservation of Number by One-to- One Comparison (gross comparison between collections; comparisons by one- to-one correspondence)</p>	<ul style="list-style-type: none"> -Collections--rearrange- ment of -Lunch activities -Setting table -Matching -Calendar -Passing anything -Weather 	<ul style="list-style-type: none"> -Getting coats -Right boot -Pouring activities

APPENDIX B

(ECIA CHAPTER 1--PREKINDERGARTEN Cont.)

Type of Activity	Activity Examples
<p>Objective 4 - <u>Seriation:</u> Relations Among Transitive Relation- ships (seriation-- comparing and arranging things according to a given dimension by transitive relations)</p>	<ul style="list-style-type: none"> -Length -Height -Weight -Shades of color -Hardness -Softness -Cuisenaire rods -Block tower building -Texture activities
<p>Objective 5 - <u>Temporal Ordering:</u> of Three or Four Events (Structuring Time)</p>	<ul style="list-style-type: none"> -Show and tell -Story--book -Role-playing -Science experiments -Calendar -Preparation art, lunch, cleanup home bound -Growth stages -Finger plays -Farmer in the Dell -Audio-visual materials
<p>Objective 6 - <u>Expressive Language:</u> <u>Labeling</u></p>	<ul style="list-style-type: none"> -Naming pictures in storybook -Naming items in catalogues -Naming objects in house -Naming items in classroom
<p>Objective 7 - <u>Expressive Language:</u> <u>MLU (Mean Length of Utterance)</u></p>	<ul style="list-style-type: none"> -Retelling a story -Expounding child's sentence (i.e., apple--eat apple-- I eat apple--I eat an apple
<p>Objective 8 - <u>Expressive Language:</u> <u>Semantics</u></p>	<ul style="list-style-type: none"> -Flannel board stories -Language stories -Emphasizing specific -Grammatical structures: such as <u>ing</u>, past tense, personal pronouns and copulas (verb "to be") and descriptors
<p>Objective 9 - <u>Expressive Language:</u> <u>Plot Extension</u></p>	<ul style="list-style-type: none"> -Completing unfinished sentence -Adding endings to stories -Drawing inferences

APPENDIX B

(ECIA CHAPTER 1--PREKINDERGARTEN Cont.)

Type of Activity	Activity Examples	
<p>Objective 10 - <u>Fine Motor Activities:</u> <u>Eye-Hand Coordination</u> (use of classroom tools and materials--cutting, pasting, tearing)</p>	<ul style="list-style-type: none"> -Art work -Writing on the board -Finger painting -Folding -Stirring pudding -Pegboards -Pouring -Geoboards -Puzzles -Cuisenaire rods -Sorting beads and buttons -TRY -Building blocks 	<ul style="list-style-type: none"> -Lacing -Weaving -Chalkboards -Flannel boards -Clay -Sand box -Water play -Spreading peanut butter -Coats--button and zippers -Clean up time -Finger plays -Using musical instruments
<p>Objective 11 - <u>Topological Relationships Concerning Linear Order</u> (Structure of Space)</p>	<ul style="list-style-type: none"> -Games--straight line -Role-playing -Manipulation of Object (rods, blocks, toys) -Poetry -Prose 	<ul style="list-style-type: none"> -Counting days till _____ -Finger plays -Bear hunt -AAA -Ten Little Indians
<p>Objective 12 - <u>Copying of Specific Shapes</u></p>	<ul style="list-style-type: none"> -Line drawings -Sand drawing -Paper cutting -Cookie cutting with clay -"Simon Says" -Tracing -Rubbing 	<ul style="list-style-type: none"> -Pegboards -Geoboards -TRY -Writing chalkboard -Directed copying activity -Pantomime -Exercises
<p>Objective 13 - <u>Gross Motor Coordination:</u> (large body movements, climbing, walking, rolling)</p>	<ul style="list-style-type: none"> -Rhythms -Dancing -Jungle gym -Free play activities -Balance beam -Mats--tumbling -Play all equipment -Jumping jiminy -Jump roles--forming circles with activities -Jumping Jacks -Duck Duck Goose -Squirrel in tree 	<ul style="list-style-type: none"> -Johnny works with one hammer -Bear hunt -Acting out Mother Goose rhyme -Rhythm Estamae -Dodge ball -Balls and skateboard -Play house -Roller skates -Snowman activities -Up the steps

APPENDIX C

TABLE C.1. NUMBER OF TIMES CHAPTER 1 TEACHERS EMPLOYED LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUES BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION FOR EACH SITE, JANUARY, 1992.

Thirty-Minute Period Language Production/ Enhancement Techniques	S I T E *												
	1	2	3	4	5	6	7	8	9	10	11	12	13
A - First													
Open Ended	14	5	36	26	32	9	39	30	11	9	30	14	12
Closed Ended	23	7	42	47	22	37	59	22	2	15	40	22	10
Exact Statement	5	1	17	13	11	11	21	26	3	11	40	11	4
With Extension	17	3	9	4	5	5	6	26	10	13	25	6	8
B - Second													
Open Ended	5	0	19	14	20	11	32	19	13	10	25	23	17
Closed Ended	4	9	36	30	15	47	45	30	10	21	33	14	14
Exact Statement	4	1	9	6	8	15	43	26	9	16	32	12	11
With Extension	3	2	4	6	2	8	7	23	14	15	26	19	6
C - Third													
Open Ended	1	0	17	10	24	6	29	23	13	20	23	21	7
Closed Ended	11	20	24	17	33	30	36	22	13	27	58	14	6
Exact Statement	5	2	15	5	14	8	15	28	14	23	48	17	7
With Extension	5	0	6	1	4	4	1	17	11	24	28	8	13
D - Fourth													
Open Ended	10	2	14	20	21	2	8	21	17	15	30	38	28
Closed Ended	17	2	13	9	22	20	25	35	18	24	39	3	7
Exact Statement	6	0	12	5	9	8	9	35	18	19	44	16	8
With Extension	19	0	8	2	3	3	2	21	17	20	25	26	22
E - Fifth													
Open Ended	8	15	6	21	13	1	16	12	22	17	30	28	33
Closed Ended	20	10	6	14	11	7	18	21	32	21	35	4	8
Exact Statement	16	0	6	11	5	1	10	21	32	20	40	8	13
With Extension	7	0	1	8	2	1	4	11	22	18	25	19	12
TOTAL													
Questions	113	70	213	208	214	170	307	235	151	179	343	181	142
Restatements	87	9	87	61	63	86	118	206	150	179	333	142	164