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**ABSTRACT**

This curriculum guide, designed for use with migrant students, provides oral language activities in listening comprehension, critical listening, oral expression, and vocabulary development. The activities within the four broad categories are divided into the following specific skills: (1) simple directions; (2) complex directions; (3) main idea; (4) sequence; (5) relevant details; (6) cause and effect; (7) comparison and contrast; (8) inference; (9) propaganda techniques; (10) fact, opinion, and fantasy; (11) records and tapes; (12) television; (13) storytelling time; (14) describing; (15) discussing; (16) reporting; (17) retelling; (18) giving directions; (19) self-expression; (20) storytelling; (21) retelling for entertainment; (22) nouns; (23) pronouns; (24) verbs; (25) adjectives and adverbs; (26) prepositions; (27) conjunctions; (28) categories; (29) synonyms; (30) antonyms; (31) multiple meaning words; and (32) figurative language. The skills in the guide are correlated with the numerical coding of the Migrant Student Record Transfer System Oral Language Skills Lists. Each activity page includes the skill name and number, an objective, directions, and follow-up activities. Activity pages are illustrated, with many pages suitable for reproduction for classroom use. (KS)

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# Color Your Classroom III

An Oral Language Curriculum Guide



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# **Color Your Classroom III**

## **An Oral Language Curriculum Guide**

is a product of **Color Your Classroom III**  
Mississippi Migrant Education

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Mississippi Materials and Resource Center:**

Justine Barnett, Debra Randall,  
Peggy Getman, Donna Foster, Betty Holmes,  
and the Migrant Teachers in the State of Mississippi

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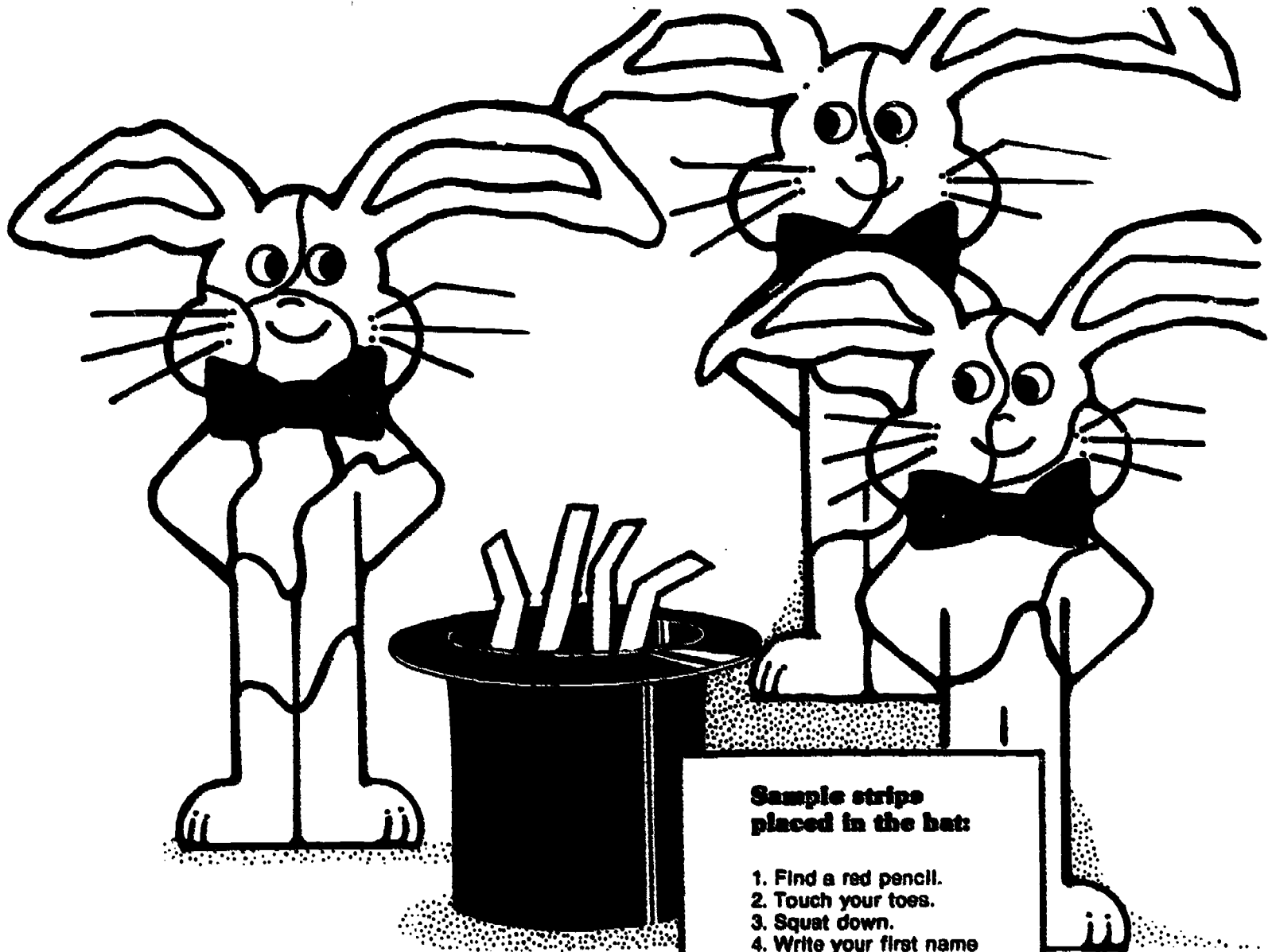
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**The Oral Language Curriculum Guide was developed in correlation with the numerical coding of the Oral Language Skills List published by the Migrant Student Record Transfer System.**

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## **Multiplying Rabbits**

**Skill #020**

### **Objective:**

The student will follow a one-step oral instruction.

### **Directions:**

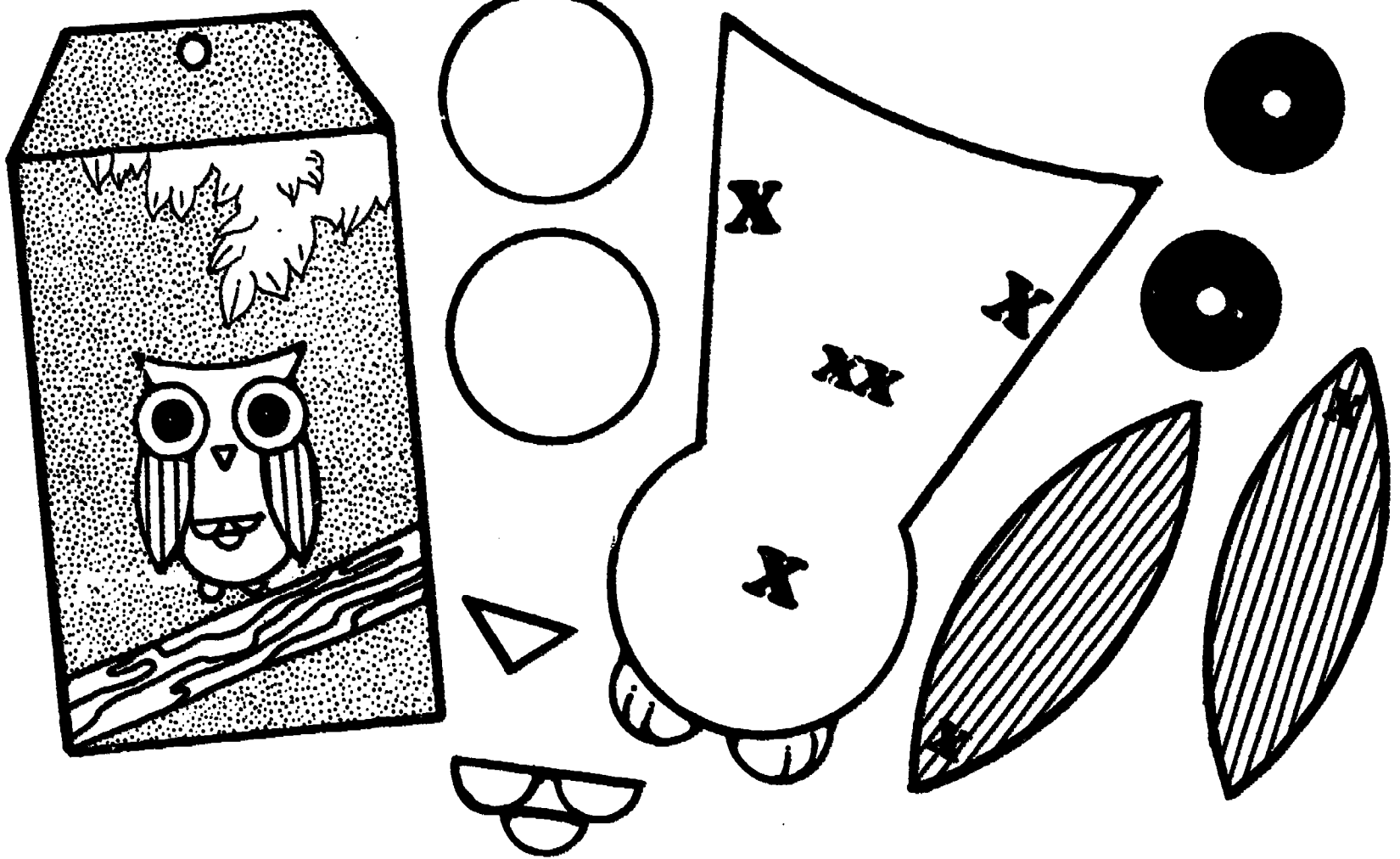
Divide the students into two teams. Give each team a "rabbit" puzzle with each member of the team receiving one piece of the puzzle. Choose a strip of paper from the magician's hat and read it to a member of one of the teams. When the student has correctly performed the task as instructed, he contributes his piece to his team's puzzle, and then the other team is given a turn. The activity continues in this way until one team completes a "rabbit" puzzle.

### **Follow-up Activities:**

1. Have the student draw a picture from oral instruction. He must listen and follow directions step by step. Sample directions: Draw a house. Draw a tree next to the house. Draw a cat in the tree.
2. Have the student color his picture from the oral directions given; for example, color the house pink.

#### **Sample strips placed in the hat:**

1. Find a red pencil.
2. Touch your toes.
3. Squat down.
4. Write your first name on the chalkboard.
5. Give one friend a hug.
6. Raise your right hand.
7. Show me your index finger.



## Who-o-o-o's Following Directions?

**Skill #020**

### Objective:

The student will follow one-step oral instructions.

### Directions:

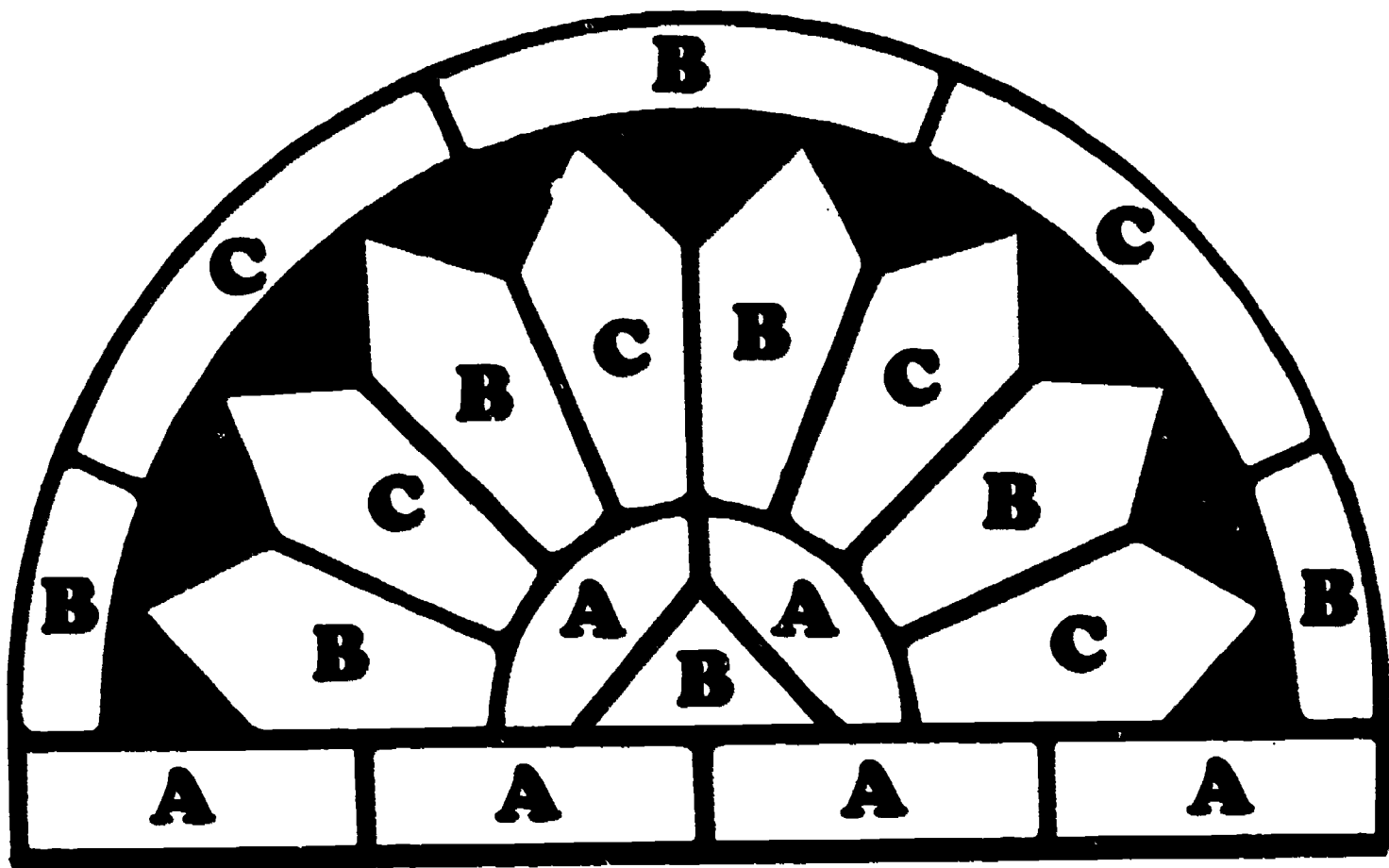
Have the student take the felt shapes from the pocket folder and follow the oral directions indicated below:

1. Place the large felt shape containing the "x's" down first.
2. Place the shaded shapes with blue "x's" directly over the blue "x's" on the large felt shape.
3. Place the white circles over the blue "x's" on the shaded pieces.
4. Place the blue circles in the centers of the white circles.
5. Place the triangle shape over the two black "xx's."
6. Place the three half circles over the black "x."

### Follow-up Activities:

1. After the student has completed the activity, have him give from memory the same oral directions to another student who will then complete the same picture.
2. Select one student to be "Wise Owl." Using the traditional format of the game "Simon Sez," have the "Wise Owl" give oral instructions to be carried out only if preceded by the phrase, "Wise Owl says."





Color all the shapes with an "A" red.  
 Color all the shapes with a "B" yellow.  
 Color all the shapes with a "C" blue.

## Coded Color

### Skill #020

#### Objective:

The student will perform a task by following a one-step oral instruction.

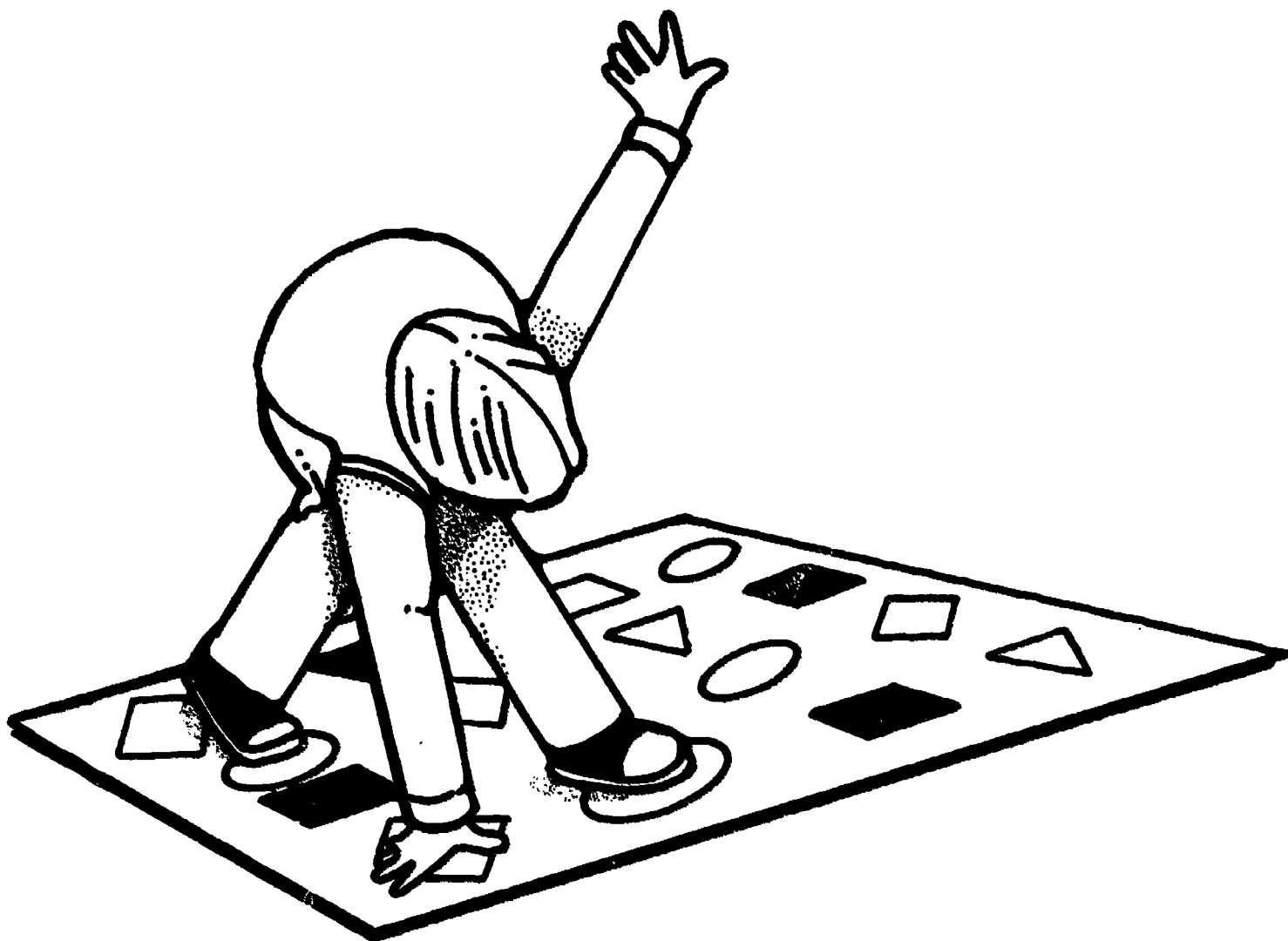
#### Directions:

After giving the student each of the oral instructions shown above, have him color the picture.

#### Follow-up Activities:

1. Have the student code a simple picture from a coloring book and then give a series of one-step oral instructions to another student who will color the picture.
2. Have the student create an original design and code it for coloring as in the activity above.





## Direction Dance

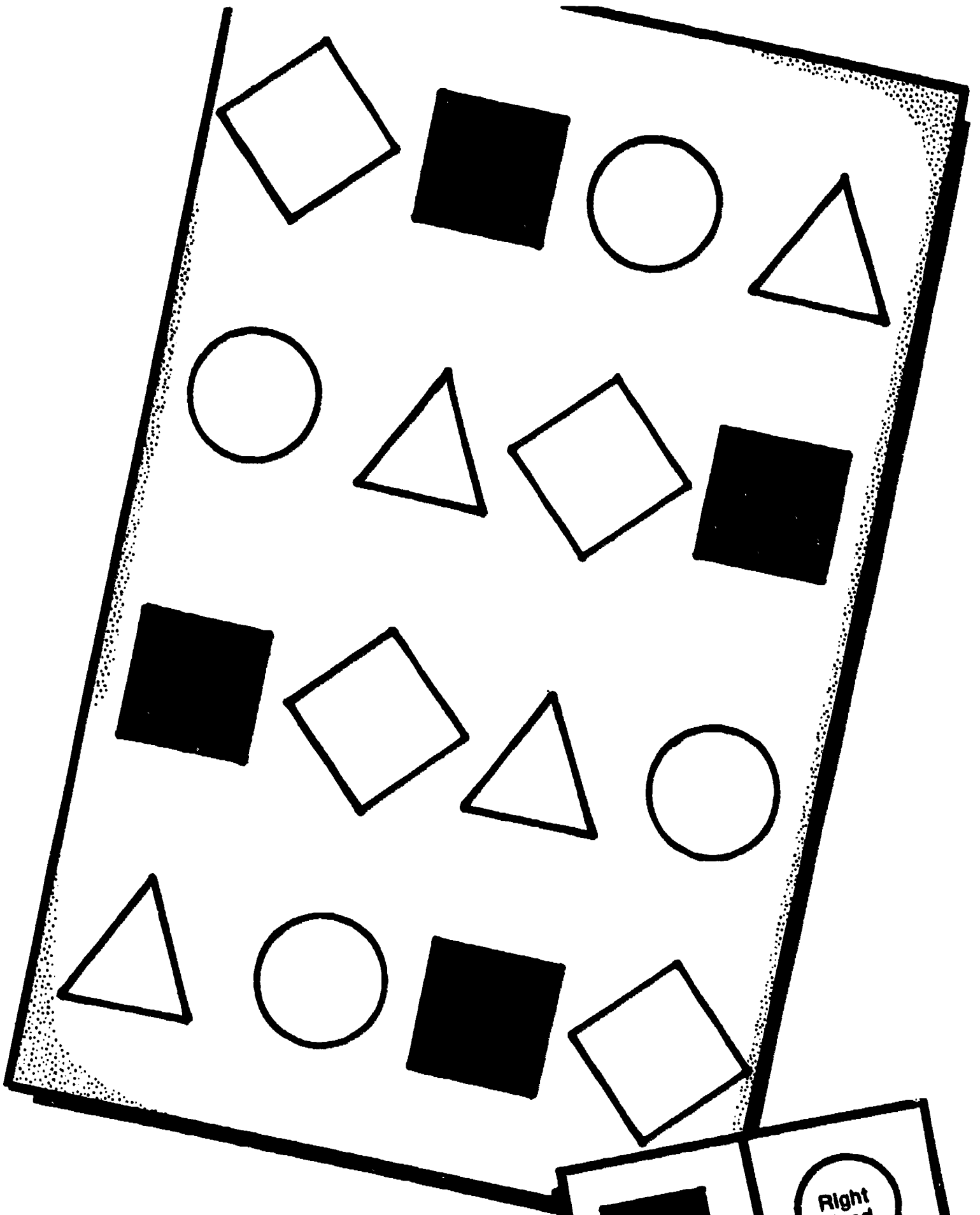
### Skill #020

#### Objective:

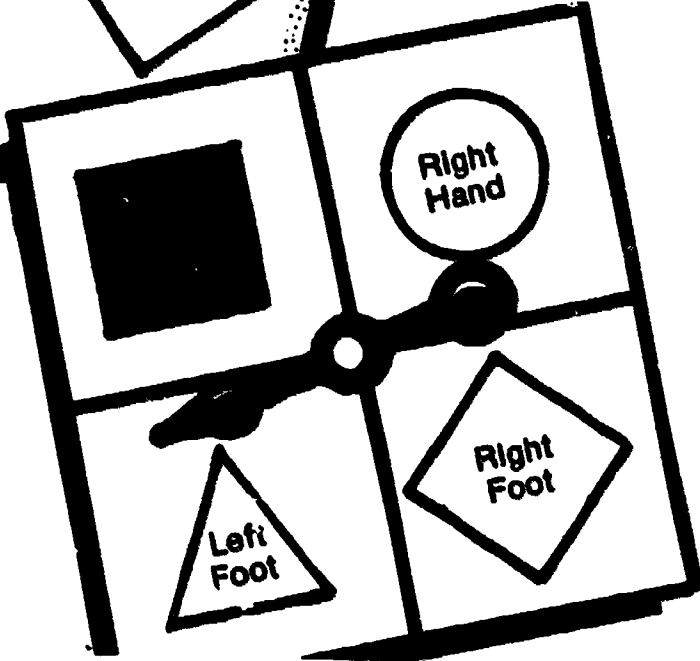
The student will follow a one-step oral instruction.

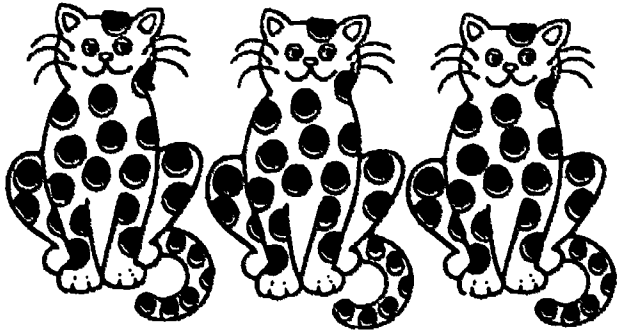
#### Directions:

This activity requires three participants. One person, usually the teacher, operates the spinner and checks responses. The other two players stand facing each other at opposite ends of the playing surface. Each participant should place his feet on two of the blank shapes directly in front of him. To begin play, the spinner spins the arrow for player number one. If the arrow points to the circle with "right hand" written on it, the player must find a circle and place his right hand on it. As play continues, the players take turns following the same procedure. It is necessary to keep both feet and hands in previous positions with only one limb stretching at a time. Note the example shown above. The play continues until one player loses his balance and touches the playing area with another part of his body or until one places his foot or hand on an incorrect shape.



**Direction Dance  
Gameboard**





## Copy Cats

### Skill #040

#### Objective:

The student will follow two or more steps of oral instruction.

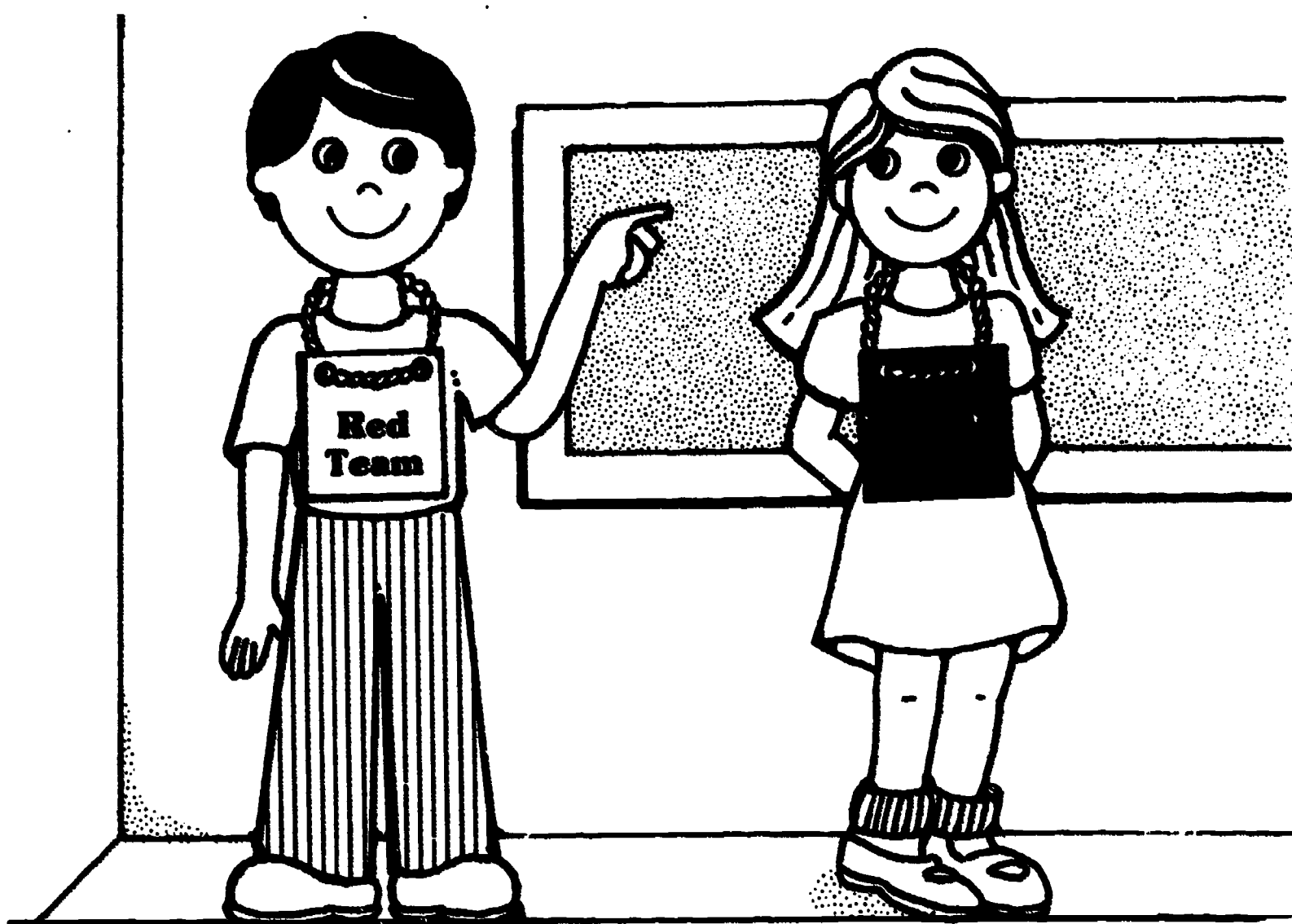
#### Directions:

This game is similar to "Follow the Leader." The teacher gives verbal instructions such as, "Clap your hands and meow like a cat." As the teacher demonstrates each task, the students must copy her.

#### Follow-up Activities:

1. Select a student to be leader. Play the game as suggested in the activity above.
2. Use a recording of the song "Hokey Pokey" and have the students follow directions as given.





## Red and Blue

### Skill #040

#### Objective:

The student will follow two or more steps of oral instruction.

#### Directions:

Divide the class into two teams and color code them red and blue. A student from the red team comes to the front of the class, calls on a student from the blue team, and gives him an oral direction; for example, "Mary, pick up the red pencil, say 'hello' to Bob, and walk backward to your desk." If Mary performs the task correctly, she receives five points for her team and goes to the front of the class to give directions to a member of the opposing team. If she does not successfully complete her task, she sits down and then the student from the opposing team receives five points and may call on another person from the blue team.

#### Follow-up Activities:

1. Have the winning team make up directions to give the losing team who will find a hidden object.
2. Have a student come to the front of the class, blindfold him and then give him directions similar to the following: "Walk two steps backward and one step to the right."

# Going Batty

## Skill #040

### Objective:

The student will follow two or more steps of oral instruction.

### Directions:

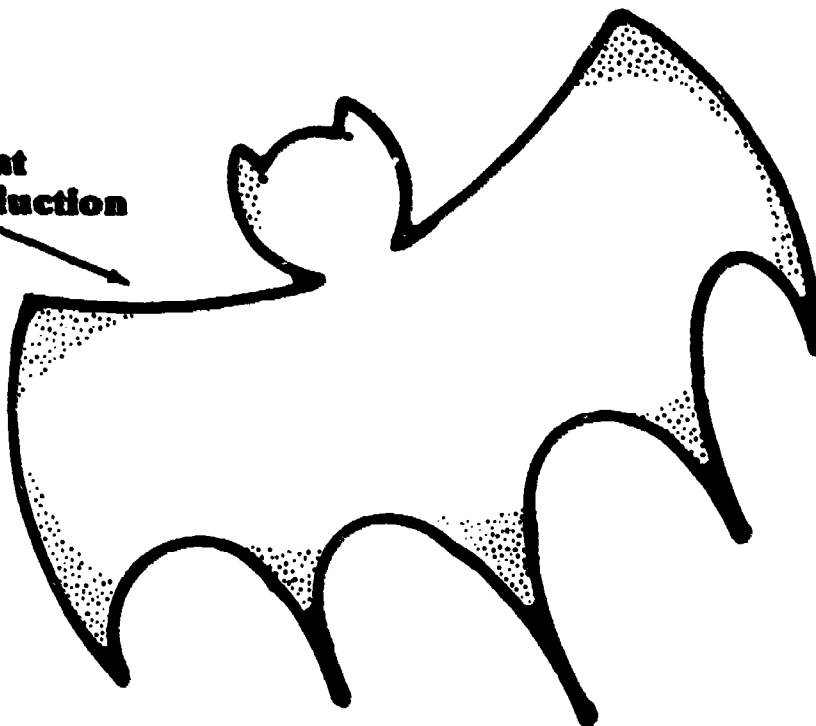
This game is played with three people. One is designated as the card reader. In alternating turns, have each player roll the die and move the number of spaces indicated. When the player lands on a bat, he draws a card and gives it to the reader. The directions are read orally, and the student who drew the card acts accordingly. A student may draw only one card per turn. The first one to reach the end is the winner.



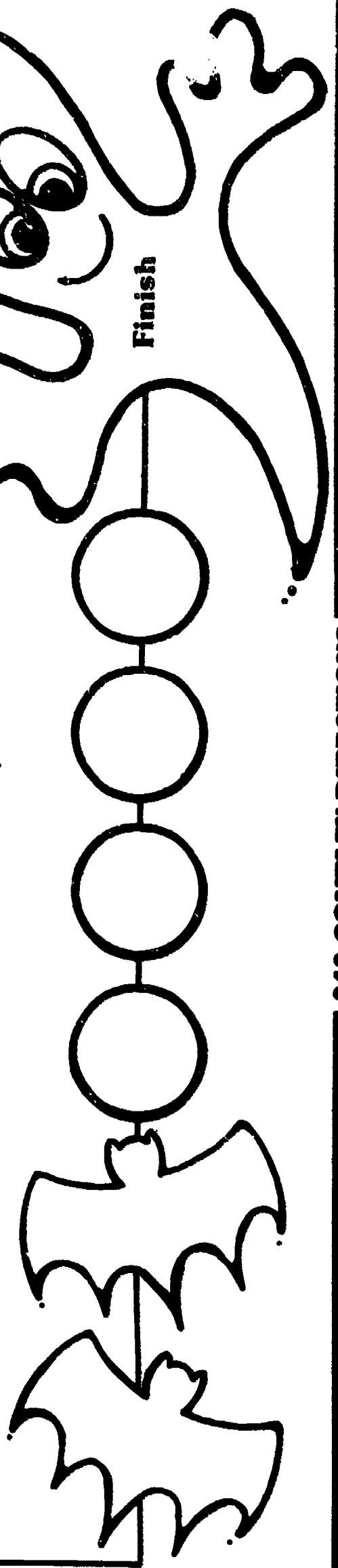
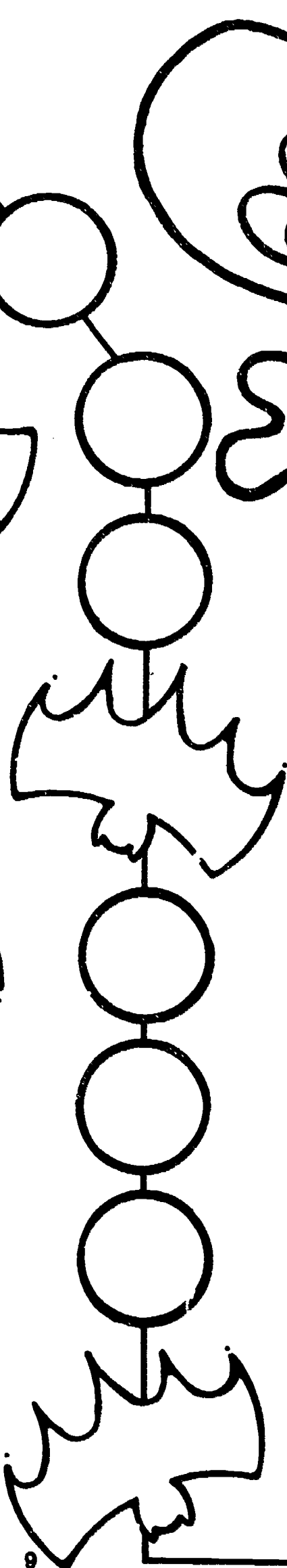
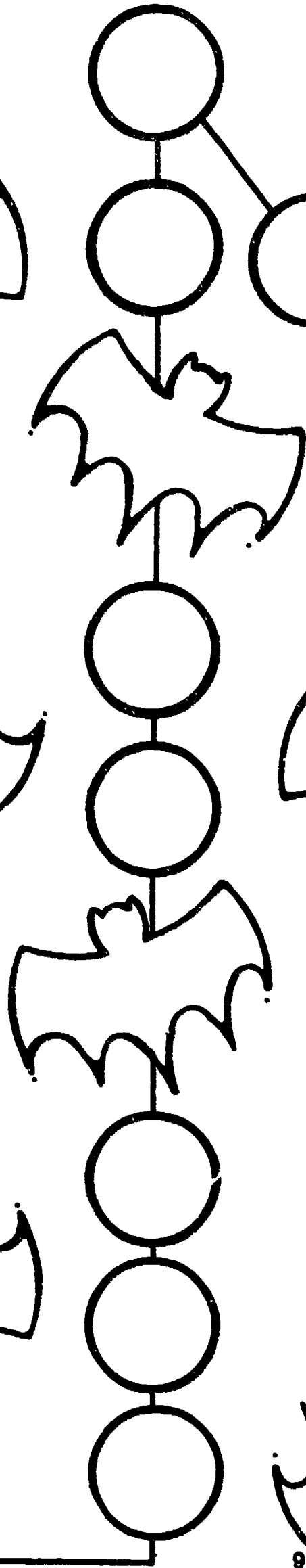
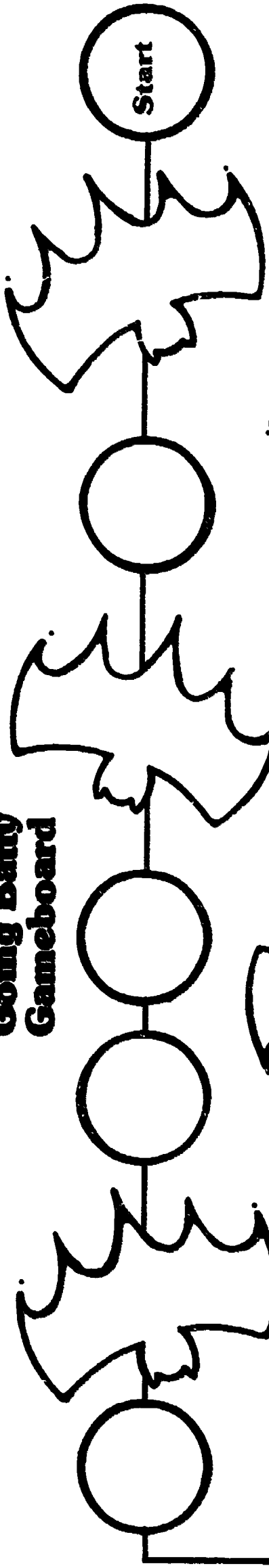
### Sample bat cards

1. Move your opponent back three spaces and go forward two spaces.
2. Give this card to your opponent; opponent, go forward one space.
3. Go to the same space you are now on in the next row and move your opponent forward three spaces.
4. Move your opponent back two spaces and move your marker forward one space.
5. Go back six spaces and forward two spaces.
6. Go back two spaces and lose your next turn.

Sample bat  
for reproduction



**Going Batty  
Gameboard**





"Uh-oh Billy, your mother is coming! She is going to be very mad if she finds a giraffe in your room. This is what we'll do. The giraffe can sit on the bed and then we can put the tent over his head. We'll tell your mom that we're going to camp in here tonight."

- a. A camping trip
- b. Helping mother
- c. Hiding a giraffe



DON'T eat with your fingers. DON'T drop your clothes on the floor. DON'T hit your sister. DON'T forget to take a bath. DON'T touch the pie. Does anyone have a DO that I can do?

- a. Finding something to eat
- b. Too many DON'T's
- c. DON'T forget my party

There is someone behind me that has been following me around all day long. He is much bigger than I am but I'm not afraid. When I eat he sits on the floor. When I go to bed he sleeps on the wall. He is my shadow. Look around—you might have one too.

- a. Afraid of shadows
- b. Someone who follows me
- c. Sleeping on the floor



## Loud And Clear

### Skill #060

#### Objective:

The student will listen to and relate the main idea of a story.

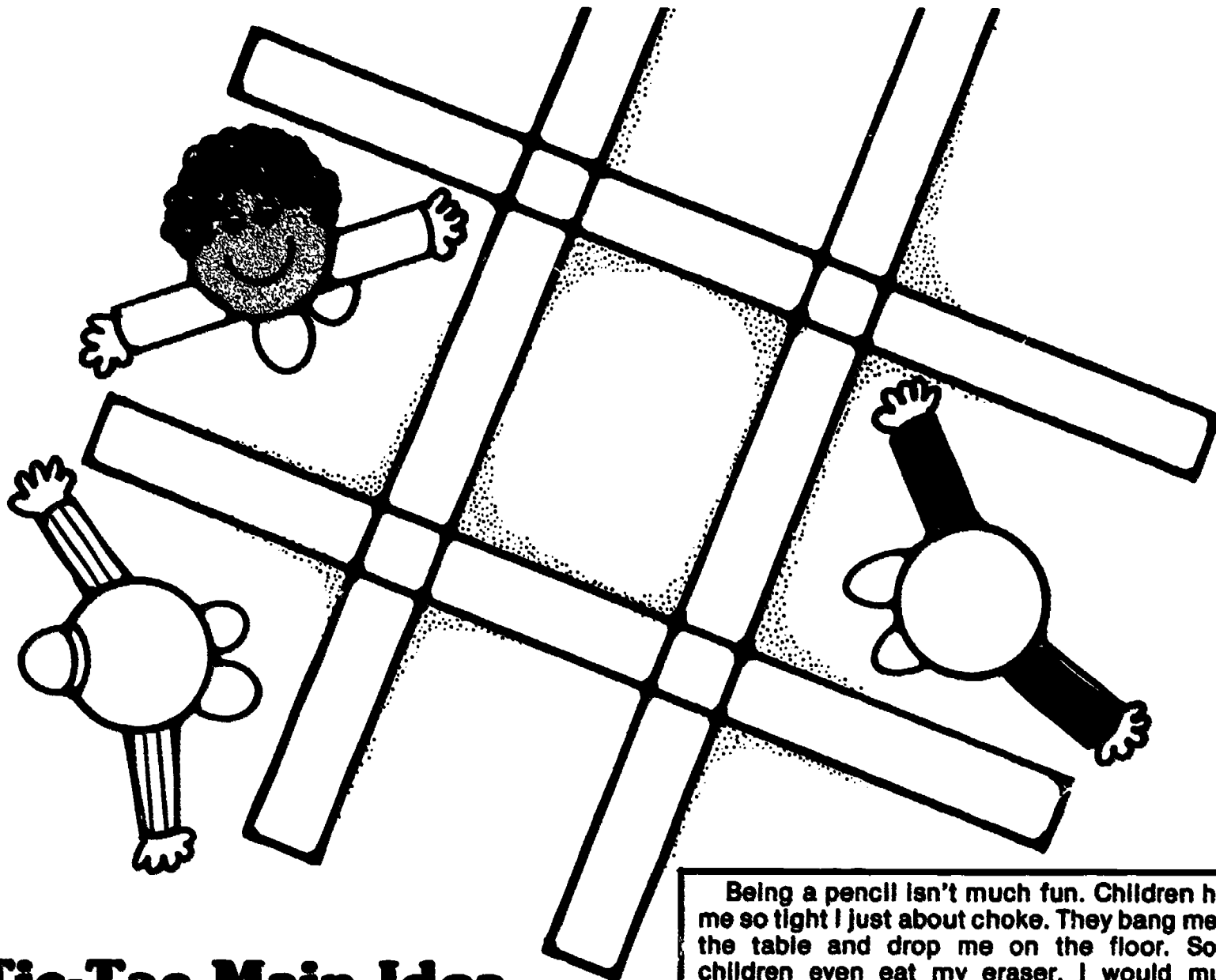
#### Directions:

Provide the students with short stories, such as the ones above taken from *Drawing Conclusions*, a Frank Schaffer publication. Put all of the main ideas of the short stories in an envelope. Have a student choose one and read it to a classmate. Have the students use a transmitter made from tin cans and string. After listening to the story through the receiver, the classmate gets to tell the main idea of the story.

#### Follow-up Activities:

1. Provide the student with an editorial from a current newspaper. Have the student read it to the class as if he were a newscaster. Call on another student to recap the story by relating the main idea.
2. Choose another article to read to the student and have him provide an appropriate title.





## Tic-Tac Main Idea

**Skill #060**

### Objective:

The student will listen to and relate the main idea of a story.

### Directions:

Draw a grid as shown on a shower curtain or on several sheets of butcher paper. Divide the class into teams designated X and O. Select short stories, such as the one above taken from Frank Schaffer's *Getting the Main Idea*. In alternating turns, have a member from each team listen to a story and give the main idea. When a team member is correct, he claims a square. The first team to get three in a row wins.

### Follow-up Activities:

1. Have the winning team identify the sentence in each story that relates the main idea.
2. Read the student a poem, such as "Bed in Summer" by Robert Louis Stevenson. After listening to each stanza as it is reread, the student will tell the main idea of it. Be sure that there is a thorough discussion of all stanzas; then have the student relate the general idea of the entire poem.

Being a pencil isn't much fun. Children hold me so tight I just about choke. They bang me on the table and drop me on the floor. Some children even eat my eraser. I would much rather be a pen living in a pocket.

- a. A tight squeeze
- b. Eating erasers
- c. A pencil who wanted to be a pen.

Fairy Tale	Main Idea	Cause	Effect	Drawing Conclusions
Cinderella	A young girl goes to a ball and wins her prince.	The shoe fit on her foot.	The Prince knew she was the one he had danced with at the ball.	Don't be boastful or you might be embarrassed.
Snow White & the 7 Dwarfs	A girl, living with 7 little men, is bewitched but saved by a prince.	The apple stuck in her throat.	The dwarfs were unable to awaken her.	Don't take food from strangers.
Little Red Riding Hood	A visit to her grandmother ends in disaster for the heroine.	He was hungry.	The wolf found himself a good meal.	Don't talk to strangers in the woods.
Hansel and Gretel	Two lost children are captured by a witch and almost lost forever.	He was not quite fat enough.	The witch decided to wait a while before eating him.	Don't go into strange sugar-coated houses.
Jack and the Beanstalk	A boy outwits a giant to regain his kingdom.	He was able to out run the giant.	He got home safely and chopped down the beanstalk.	Don't give up when your cause is just.
Sleeping Beauty	After a long sleep, a princess awakens to become a prince's bride.	She pricked her finger.	She slept for 100 years.	Be careful of sharp objects.
Rapunzel	A girl imprisoned in a tower finds her Prince Charming.	The girl let down her long hair.	The prince climbed up to the tower.	Don't make a bargain until you think about it first.
The Elves and the Shoemaker	Little men are rewarded for helping a poor craftsman.	They finished making the shoes.	They were given new suits of clothes.	Be grateful for favors you receive.
The Bremen Town Musician	Four lonely animals find a home.	They scared the robbers.	They had the house to themselves from then on.	Be kind to animals.
The Little Mermaid	A little creature of the sea meets disaster as a human.	She could not speak.	The prince did not recognize her as the one who had saved him.	Be satisfied with what you are.
The Ugly Duckling	An unattractive baby becomes a handsome adult.	He was so ugly.	Everyone made fun of him.	Don't judge others by appearances.

## Fairy Tales

Fairy tale statements are taken from *Making Kids Click*, written by Linda Polon and Aileen Cartwell, Goodyear Publishing Co., Inc. Santa Monica, California.

**Skills #060, 120, 160**

### Objective:

The student will listen to and relate the main idea as well as the cause and effect of a fairy tale. He will draw conclusions based on the information given.

### Directions:

Put the above fairy tales on tape or read them aloud to the students. On each page, there are two cards illustrating one of the listed skills. Work on one skill at a time. When the students are familiar with the fairy tales, provide them with tokens and a card. The object is to see who can match the most tokens to his card in a given amount of time. Continue the game until all three skills are covered.

# Main Idea Cards

# fairy tales

After a long sleep, a princess awakens to become a prince's bride.

An unattractive baby becomes a handsome adult.

A young girl goes to a ball and wins her prince.

## FREE TALE

A girl, living with 7 little men, is bewitched but saved by a prince.

Four lonely animals find a home.

A visit to her grandmother ends in disaster for the heroine.

Two lost children are captured by a witch and almost lost forever.

A boy outwits a giant to regain his kingdom.

Cinderella

Rapunzel

Snow White and the Seven Dwarfs

Sleeping Beauty

Jack and the Beanstalk

The Elves and the Shoemaker

The Bremen Town Musicians



# fairy tales

A visit to her grandmother ends in disaster for the heroine.

A girl, living with 7 little men, is bewitched but saved by a prince.

A girl imprisoned in a tower finds her Prince Charming.

## FREE TALE

Two lost children are captured by a witch and almost lost forever.

Little men are rewarded for helping a poor craftsman.

Hansel and Gretel

A boy outwits a giant to regain his kingdom.

A young girl goes to a ball and wins her prince.

A little creature of the sea meets disaster as a human.

The Ugly Duckling

The Little Mermaid

# fairy tales

The apple stuck in her throat.	She pricked her finger.	He was hungry.
The girl let down her long hair.	<b>FREE TALE</b>	He was able to out run the giant.
He was not quite fat enough.	He was so ugly.	They scared the robbers.

Rapunzel

The Bremen Town Musicians

The Elves and the Shoemaker

Sleeping Beauty

The Little Mermaid

The Ugly Duckling

Hansel and Gretel

Jack and the Beanstalk

## Cause and Effect Cards

# fairy tales

The Prince knew she was the one he had danced with at the ball.	The dwarfs were unable to awaken her.	They were given new suits of clothes.
The wolf found himself a good meal.	<b>FREE TALE</b>	The witch decided to wait a while before eating him.
The prince climbed up to the tower.	He got home safely and cut down the beanstalk.	She slept for 100 years.

Cinderella

Snow White and the Seven Dwarfs

Little Red Riding Hood

# fairy tales

Don't be boastful or you might be embarrassed.	Don't give up when your cause is just.	Don't judge others by appearances.
Don't go into strange sugar-coated houses.	<b>FREE TALE</b>	Be grateful for favors you receive.
Be kind to animals.	Don't make a bargain until you think about it first.	Don't take food from strangers.

Rapunzel

The Bremen Town Musicians

The Elves and the Shoemaker

The Ugly Duckling

Jack and the Beanstalk

Sleeping Beauty

## Drawing Conclusions Cards

Cinderella

Snow White and the Seven Dwarfs

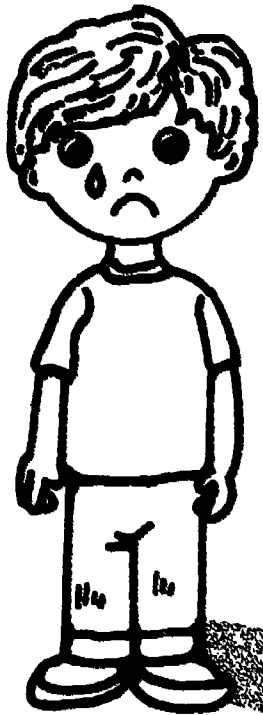
Little Red Riding Hood

Be careful of sharp objects.	Be satisfied with what you are.	Don't give up when your cause is just.
Don't talk to strangers in the woods.	<b>FREE TALE</b>	Don't take food from strangers.
Don't go into strange sugar-coated houses.	Don't talk to strangers in the woods.	Don't be boastful or you might be embarrassed.

Hansel and Gretel

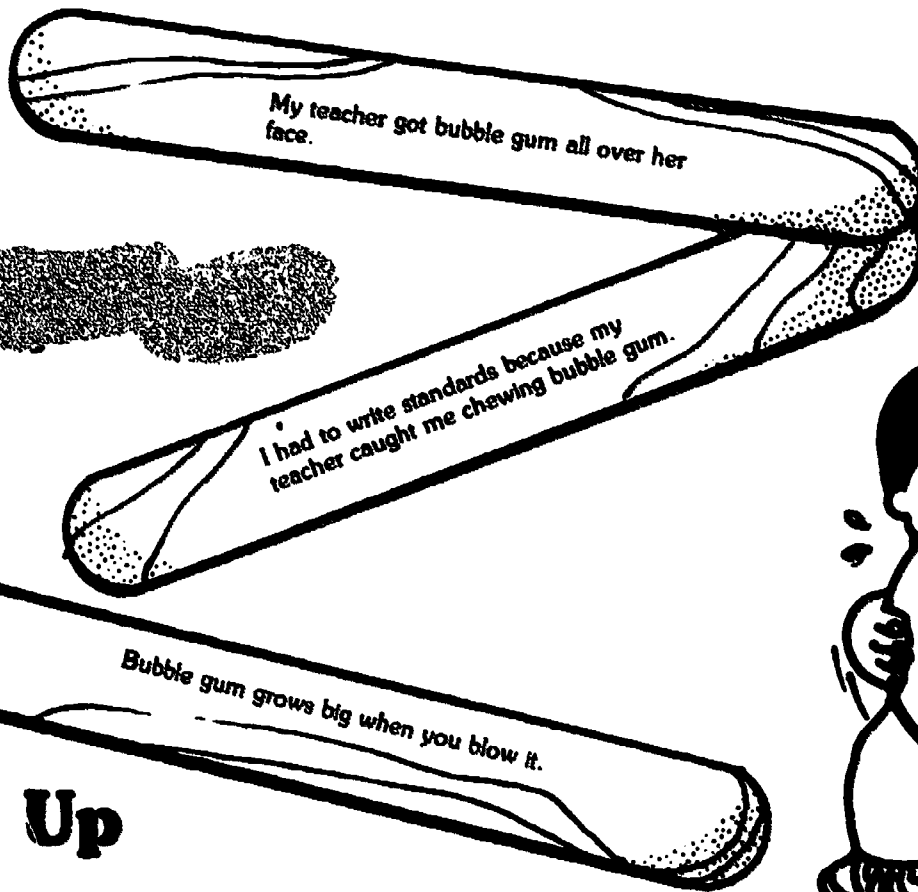
The Little Mermaid





My teacher didn't notice my slipping a piece of bubble gum in my mouth. I chewed it slowly at first, then faster and faster. Soon the gum bounced around in my mouth. Now it was soft. My teacher still didn't see my chewing. I couldn't help myself, though. I pushed the gum over my tongue, took a deep breath and blew. Out came a little pink bubble. It grew bigger and bigger until it covered my whole face. Sometimes during baseball games, players chew gum. Suddenly I saw a pair of brown eyes through the bubble. In the next minute—pop! The bubble broke. It splattered all over my face. I could still see. The pair of eyes came closer. They belonged to my teacher. Uh, oh. My teacher has gum all over her face. Guess what I have to do now?

I will not chew gum in class.  
I will not chew gum in class.  
I will not chew gum in class.  
I will not chew gum in class.



## Stick 'em Up

### Skill #060

#### Objective:

The student will relate the most important main thought or idea.

#### Directions:

Provide two or three students with tongue depressors containing three choices of main ideas for each short story. An example is shown above. Read aloud the story recorded above and the stories on the next page. When the student feels that he is holding the tongue depressor containing the correct main idea written on it, he must "stick it up" and read what is written on the tongue depressor to the class. If the student is correct, he receives a point. The student with the most points after all the stories have been read is the winner.

\*Will my teacher ever believe me? I didn't do my homework because I was tired. Maybe I'll tell her my dog chewed it up. Or my baby brother wrote on it. Or that I lost it in the house. She might even believe I left it in my pants pocket and my mom put it in the washing machine. If it rains tomorrow I won't wear the pants. How about telling her my mom wrapped the garbage in it and threw it out? Of course, I could tell her a gust of wind blew it to Mars. Or a monster with blue dots took it off my desk when I was sleeping. Come to think of it, she'll never believe me. I'll tell her I was too tired to do it. That sounds pretty good.

**One of these is the main idea . . .**

My teacher gives too much homework.

Homework can be lost easily.

The truth turns out to be the best excuse for not doing homework.

\*Our class had planned a school bus trip. My best friend and I were fighting about who would sit next to the window on the bus.

"You chocolate worm," he called me.

"You cross-eyed toad," I called him.

"I don't want to be your friend any more," he said.

"I don't want to be yours either," I told him.

For my birthday he gave me a set of racing cars. We decided not to talk to each other any more.

The day of the trip finally came. The bus pulled up in front of the school. It was time to go. Our class boarded the bus first. My ex-friend and I waited at the door and glared at one another. Suddenly we both snapped our fingers and smiled. I told my friend he could sit by the window on the way and I'd sit there on the way back. He told me he had the same idea.

We shook on it as we stepped up on the bus. Then we started laughing. There were no window seats left.

**One of these is the main idea . . .**

My friend and I love to go on school trips.

My friend and I settled an argument about who sits next to the window on a trip.

My friend and I fight a lot.

\*My mom warned me this morning not to get my new clothes dirty. So at recess I ate at the lunch benches instead of on the yard. I sat down at a table near no one, but soon others came. I was careful. I zipped out my potato chips from my sack and started munching when suddenly I heard a scream.

"Watch out!" somebody yelled.

I looked up. A kickball headed straight for my table. Kerplot! It landed in the middle of the table. My potato chips flew up in the air and floated down all over me. A carton of milk on the table spurted upward. It rained chocolate milk all over me. On Fridays the cafeteria serves chili and beans. If that wasn't enough, a peanut butter and jelly sandwich shot out of someone's hand and stuck to my shirt.

I know my mother will never believe this. I can hardly believe it myself.

**One of these is the main idea . . .**

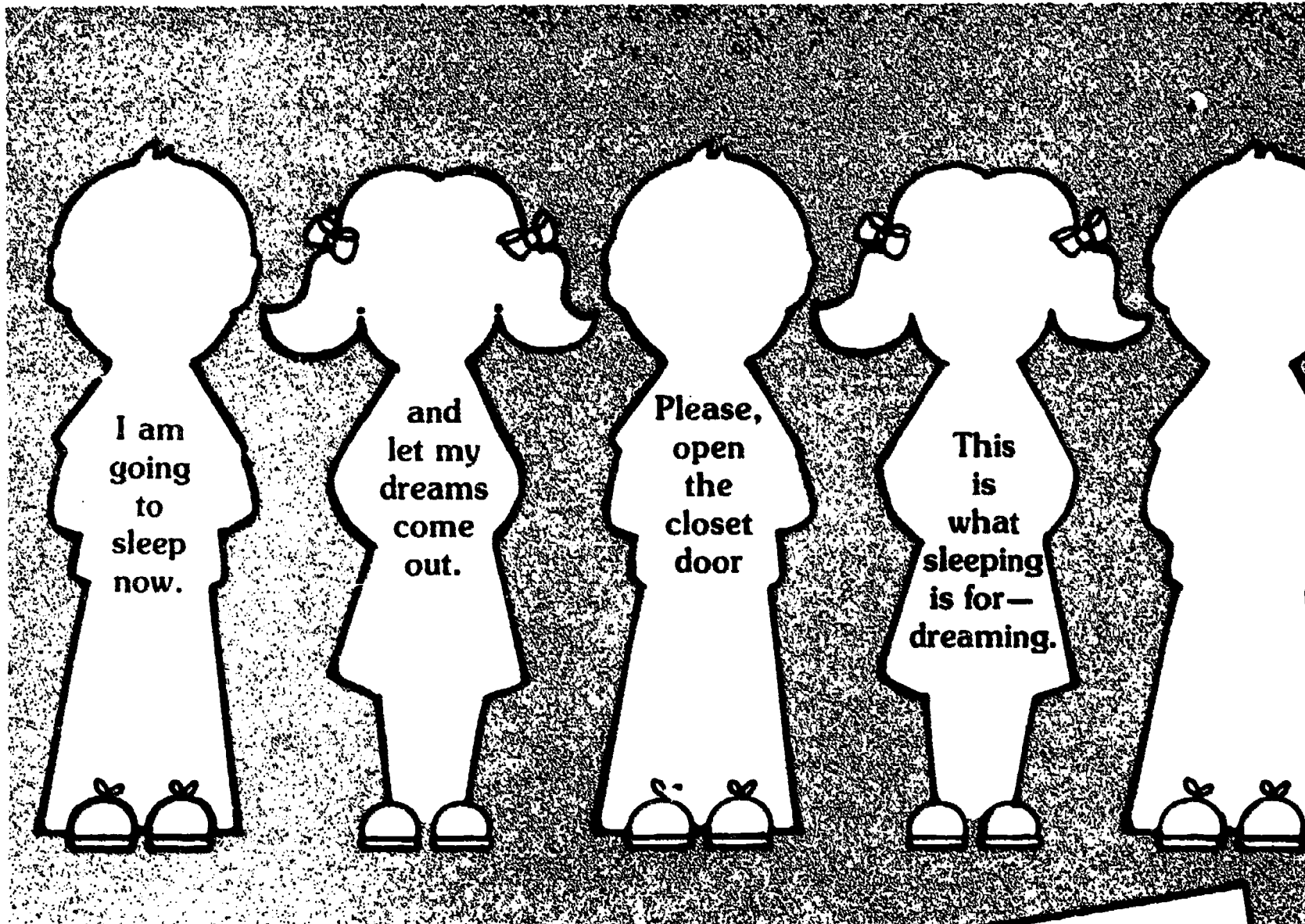
Chocolate milk tastes good.

When a kickball hit the table I got splattered with food and got my new clothes dirty.

The peanut butter and jelly sandwich felt sticky.

\*Stories taken from "Making Kids Click"  
by Linda Polon and Aileen Cantwell.





## The Sentence Sequence Shuffle

**Skill #080**

### **Objective:**

The student will relate ideas which follow one another.

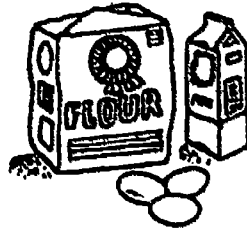
### **Directions:**

Divide the students into two teams. Orally give each team member a sentence or phrase from a paragraph as illustrated in the example. At a given signal, the students must shuffle themselves in order to make a sensible paragraph; record the amount of time it takes each team to do this. After three more rounds, the team completing four sensible paragraphs in the least amount of time is the winner.

### **Follow-up Activities:**

1. Show a filmstrip of a fairy tale and then have the students recount the events in sequence.
2. Have the students dramatize the story from the filmstrip.

**Correct sequence:**  
I am going to sleep now. Please, open the closet door and let my dreams out. This is what sleeping is for—dreaming.



**\*What You Need to Make the Cookie Dough**  
 ½ cup sugar  
 1 stick butter (4 ozs.)  
 1 egg  
 ¾ cup flour  
 ¼ teaspoon vanilla

Mixing bowls  
 Wooden spoon  
 Measuring spoons  
 Cookie sheet  
 Measuring cups

## Party Cookies

### \*What to Do to Make the Cookie Dough

1. Put butter and sugar into a mixing bowl.
2. Stir with a wooden spoon.
3. Now get an egg. Break egg into bowl. Mix the sugar, butter, and egg.
4. Add the flour and the vanilla. Mix some more. The dough should be nice and yellow.
5. Get a teaspoon. Drop rounded teaspoons of dough onto the cookie sheet. Make sure you leave spaces between cookies. You can make the cookies large or small.
6. Have an adult turn on the oven. Set the temperature at 375 degrees.

Add the flour and the vanilla. Mix some more. The dough should be nice and yellow.

Have an adult turn on the oven. Set the temperature at 375 degrees.

Get a teaspoon. Drop rounded teaspoons of dough onto the cookie sheet. Make sure you leave spaces between cookies. You can make the cookies large or small.

Now get an egg. Break egg into bowl. Mix the sugar, butter, and egg.

Put butter and sugar into a mixing bowl.

Stir with a wooden spoon.

# Scrumptious Sequencing

## Skill #080

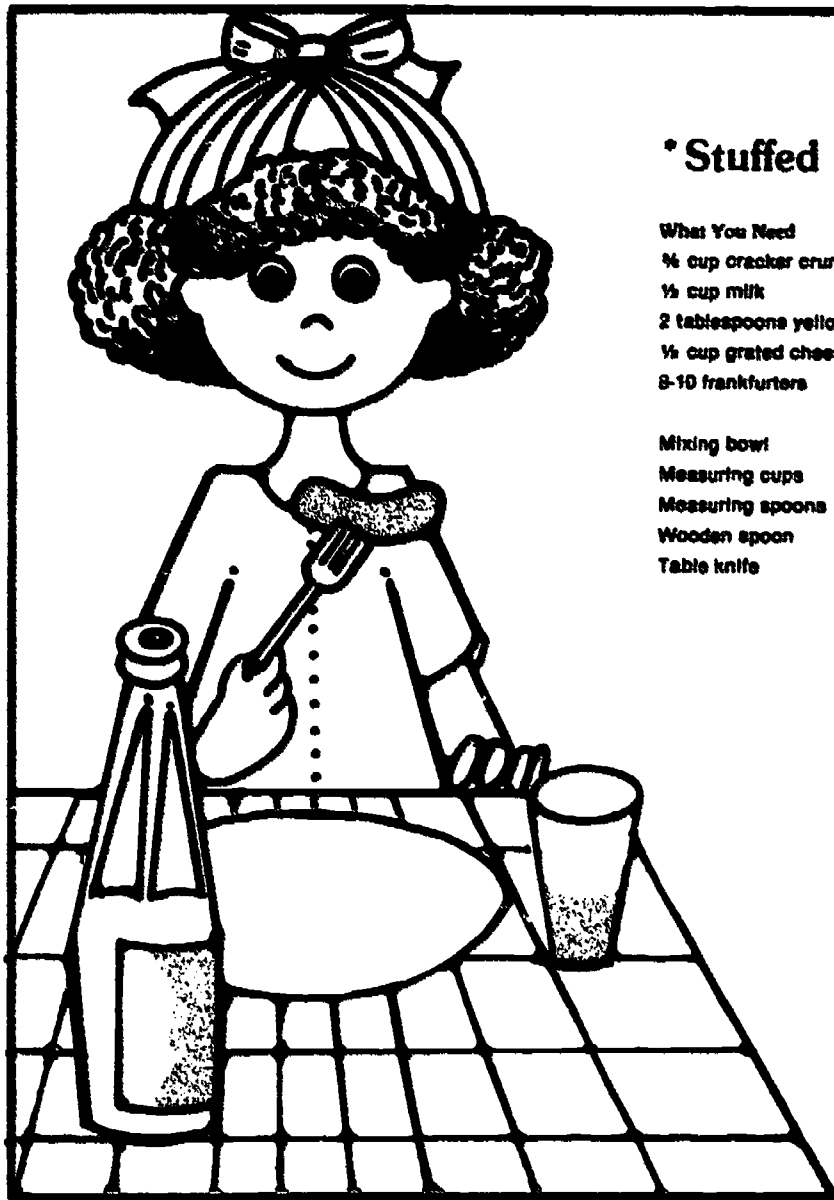
### Objective:

The student will relate ideas which follow one another in specific order.

### Directions:

On the next few pages, students may find simple recipes to follow. Some recipes are more complicated than others. Cut the directions into strips such as the ones above and glue them onto paper. Mix up the sequence and read the directions to the student. After hearing the complete directions, the student must verbally recount the recipe in its correct order. For a group activity, write the directions on larger tagboard strips.

\*Recipes are taken from *Goodtime Cookbook*, copyright 1973 by Xerox Corp., Middletown, CT.



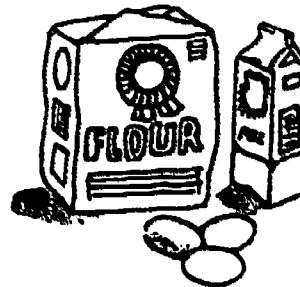
## \* Stuffed Frankfurters

### What You Need

- 1/4 cup cracker crumbs
- 1/2 cup milk
- 2 tablespoons yellow mustard
- 1/2 cup grated cheese
- 8-10 frankfurters

### Mixing bowl

- Measuring cups
- Measuring spoons
- Wooden spoon
- Table knife



### What to Do

1. Have an adult turn on the oven. Don't do it yourself! Set the oven temperature at 400 degrees.
2. Place some crackers in a plastic bag. Crush the crackers with your hands. Pour the crackers into a measuring cup. Crush some more crackers. Fill the measuring cup three-quarters full.
3. Pour the cracker crumbs, milk, mustard, and cheese into a mixing bowl. Stir and stir.
4. Make a lengthwise cut into the top of each frankfurter.
5. Open the cut and fill with the cracker mixture.
6. Put the stuffed frankfurters side by side on a cookie sheet.
7. Place frankfurters in the oven. Bake for 20 minutes.

Serve frankfurters with ketchup, mustard, relish, etc.

## Scrumptious Sequencing

### \* Orange Ball Delights

#### What You Need

- 1 cup crushed vanilla wafers
- 1/2 cup grated coconut
- 1/2 cup powdered sugar
- 1/2 cup frozen orange juice concentrate

- Measuring cups
- Measuring spoons
- Mixing bowl
- Dish

#### What to Do

1. Put some vanilla wafer cookies in a small plastic bag. Crush wafers with your hands. Pour the crushed wafers into a measuring cup.
2. Pour the crushed wafers into a mixing bowl. Add the coconut and sugar.
3. Pour in the orange juice.
4. Make sure everything is well mixed.
5. Now make some small balls.
6. Roll the balls in a dish of powdered sugar.
7. Store the balls in a covered jar overnight.

Makes about 36 orange balls.

### \* Fruit Shakes

#### What You Need

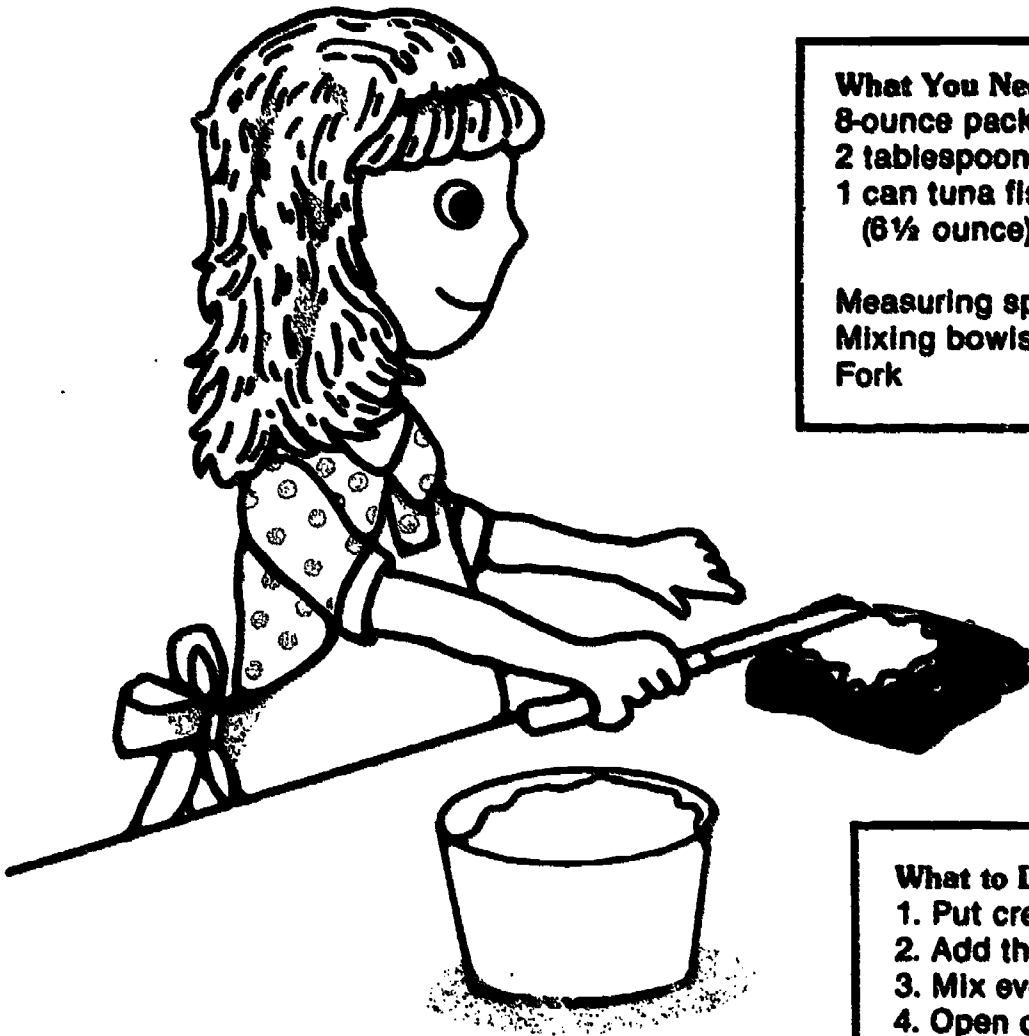
- 2 cups cold juice
- 1/2 cup powdered milk
- 1/2 teaspoon vanilla
- Ice cubes

- Measuring cups
- Measuring spoon
- Plastic shaker

#### What to Do

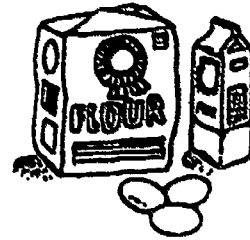
1. Pour 2 cups ice cold juice into a shaker. Use your favorite juice.
2. Put a 1/2 cup powdered milk into a shaker.
3. Add 1/2 teaspoon vanilla and some ice cubes.
4. Put the top on the shaker.
5. Shake it up. Shake it like mad! Shake everything until smooth.
6. Pour into tall glasses. Garnish with whipped cream if you like.

\* Recipes are taken from *Goodtime Cookbook*, copyright 1973 by Xerox Corp., Middletown, Conn.



**What You Need**  
 8-ounce package cream cheese  
 2 tablespoons milk  
 1 can tuna fish  
 (6½ ounce)

Measuring spoons  
 Mixing bowls  
 Fork



**\*Tuna Cheese Sandwiches**  
 Makes 4 BIG sandwiches

**What to Do**

1. Put cream cheese into a mixing bowl.
2. Add the two tablespoons of milk.
3. Mix everything.
4. Open can of tuna fish. Drain liquid.
5. Put tuna fish into the bowl and mix. Spread tuna-cheese on bread.

## Scrumptious Sequencing

### \*Tasty Toast Topper

**What You Need**

3 tablespoons raisins  
 5 tablespoons peanut butter  
 2 tablespoons orange juice

Mixing bowl  
 Measuring spoons  
 Wooden spoon

**What to Do**

1. Measure everything and put into a small mixing bowl.
2. Stir well.
3. Spread on hot toast.



3 teaspoons = 1 tablespoon  
 2 tablespoons = 1 ounce  
 4 tablespoons = ¼ cup  
 1 cup = 8 ounces  
 2 cups = 1 pint  
 4 cups = 1 quart  
 1 stick butter = ½ cup butter

\*Recipes from *Goodtime Cookbook*  
 copyright 1973 by Xerox Corp.,  
 Middletown, Conn.

### \*Raspberry-Orange Pops

**What You Need**

10-ounce package frozen raspberries  
 1 cup orange juice  
 4 or 5 paper cups (3½ or 4-ounce size)  
 4 or 5 wooden sticks

Mixing spoon  
 Mixing bowl  
 Measuring cup

**What to Do**

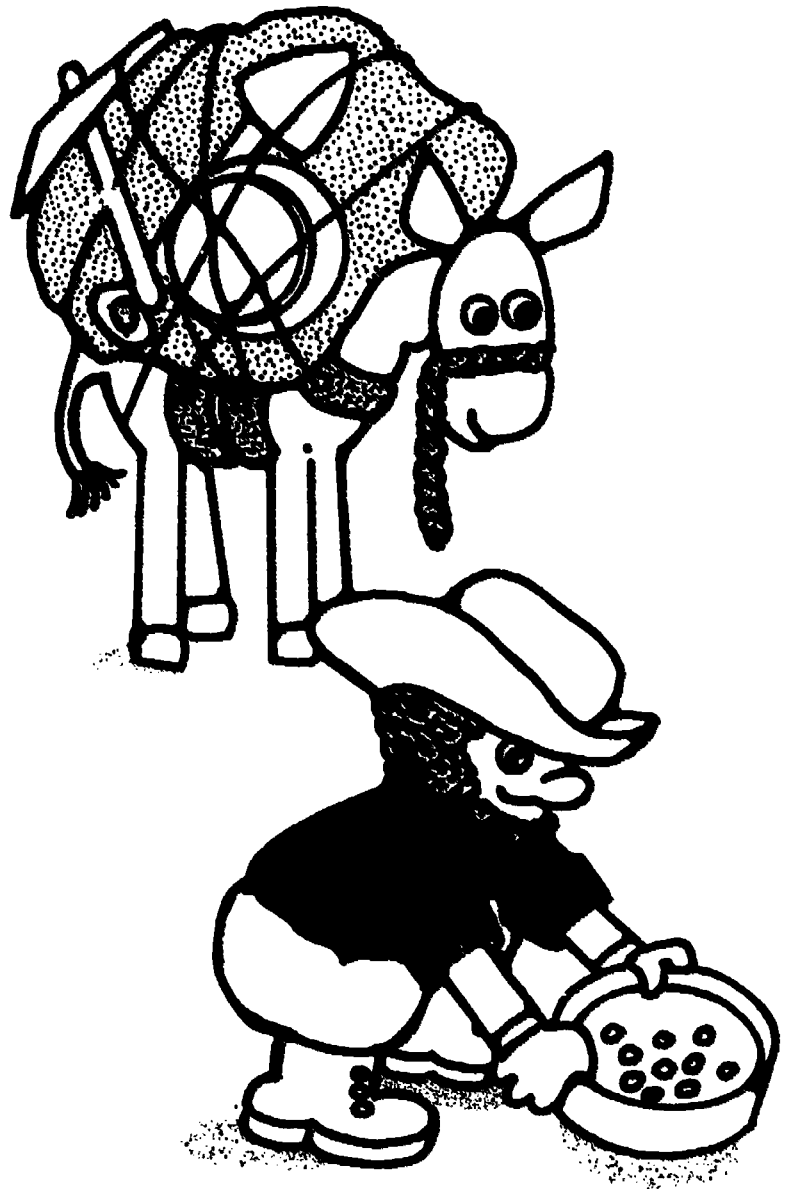
1. Pour raspberries into a mixing bowl.
2. Crush raspberries with a spoon or fork.
3. Pour in 1 cup orange juice.
4. Stir everything up.
5. Pour mixture into small paper cups.
6. Put the cups in the refrigerator-freezer. Place a wooden stick in each cup as the mixture begins to freeze.
7. Freeze until hard.

When you're ready to eat the popsicle just rip off the paper cup!



The process of panning for gold can be learned better from observation than from description. Its object is to concentrate the heavier material, including the gold if any, by washing away the lighter and worthless material. The pan is filled about three-quarters full of gravel, then submerged in water, preferably near a running stream, and stirred vigorously to disintegrate all lumps and clay. Larger pieces of gravel are picked out and discarded, then the pan is tilted slightly in the water and the miner gives it a rotary motion, rapidly reserving the movement after a quarter turn, and tapping the pan to wash off the lighter sand. This is continued until only the concentrates remain; these are run off into a bottle until enough have accumulated to repan them and separate any gold. The gold particles are picked up with a tweezers, or they may be amalgamated with mercury, which is subsequently retorted and the gold recovered.

Taken from Collier's Encyclopedia,  
Volume 9, page 162



## Panning For Details

### Skill #100

#### Objective:

The student will listen to and identify details which support and develop the main idea of a paragraph.

#### Directions:

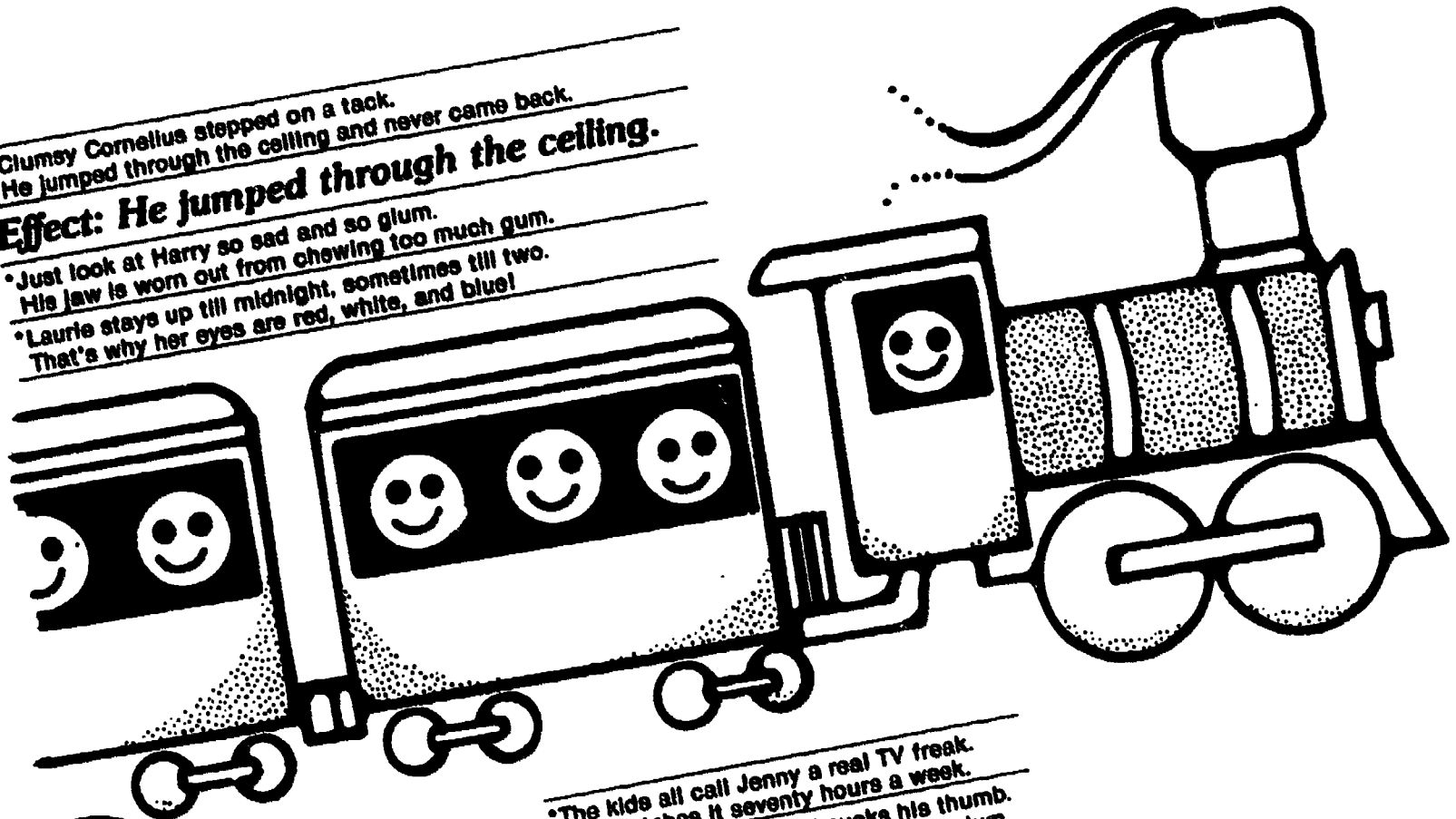
Let the student listen to the selection above. After establishing the main idea of "panning for gold," have the student describe details which support and develop the main idea of the selection. After a thorough discussion, the student may gather his own information about gold panning and present it to the class in the same manner.

#### Follow-up Activities:

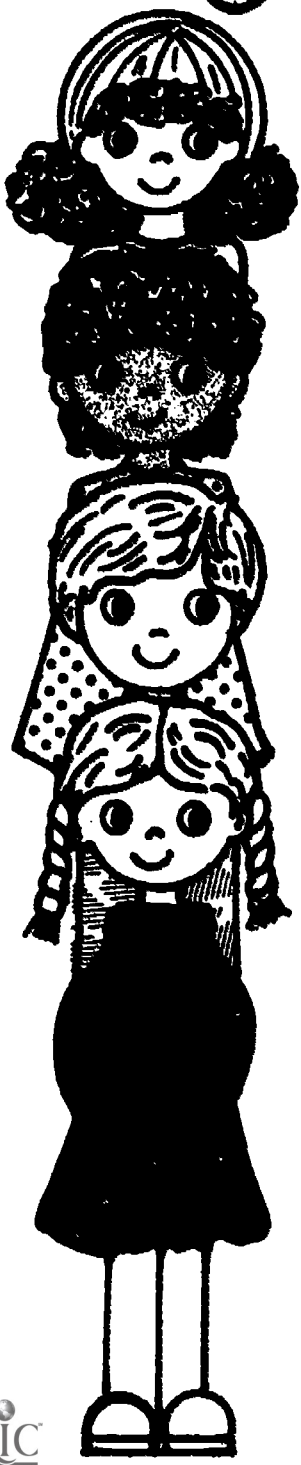
1. Read to the students a paragraph containing such details as dates and names of people and places. Ask questions which require the students to recall those details.
2. Discuss an important story from a current newspaper. Have the students describe the supporting details.

\*Clumsy Cornelius stepped on a tack.  
 He jumped through the ceiling and never came back.  
**Effect: He jumped through the ceiling.**

\*Just look at Harry so sad and so glum.  
 His jaw is worn out from chewing too much gum.  
 \*Laurie stays up till midnight, sometimes till two.  
 That's why her eyes are red, white, and blue!



\*The kids all call Jenny a real TV freak.  
 She watches it seventy hours a week.  
 \*Elmer's eleven and still sucks his thumb.  
 That's why it looks like a fat, juicy plum:.



# Cause And Effect Express

## Skill #120

### Objective:

The student will relate the cause and effect of an event from a sentence.

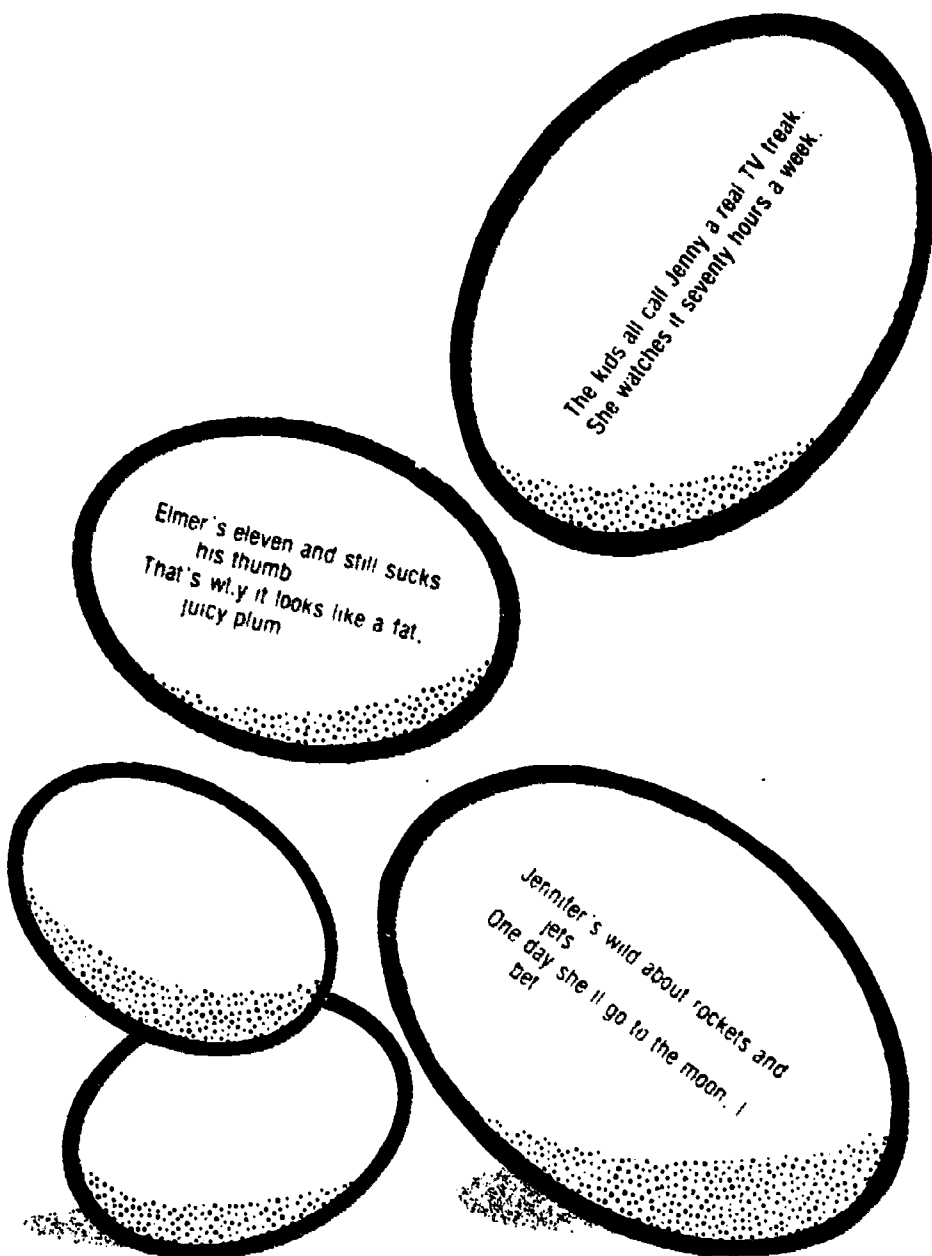
### Directions:

Have the students stand in a single line. The first child is the "engine," and the last one is the "caboose." Read sentences aloud similar to the ones above. The first student to give the correct cause or effect changes places with the one in front of him. The object of the game is to become the "engine" and to maintain that position the longest.

### Follow-up Activities:

1. Verbally assign a cause or effect to each member of the "train." At a given signal, the "cars" must arrange themselves in appropriate pairs.
2. Play a recording, such as "Whenever I Feel Afraid" and have the students identify causes and effects found in the lyrics.

\*Sentences taken from *Making Kids Click*, a 1979 Goodyear Publishing Co., Inc., publication by Aileen Cantwell and Linda Polon.



Just look at Harry so sad and so glum.  
His jaw is worn out from chewing too much gum.

Cindy ate only candy and sweets every day.  
Now she's got cavities that will not go away.

Laurie stays up till midnight, sometimes till two.  
That's why her eyes are red, white, and blue!

Samuel eats his Sweeties each day.  
He wants to get strong and healthy that way.

Clumsy Cornelius stepped on a tack.  
He jumped through the ceiling and never came back.

EFFECT: He jumped through the ceiling.

## A Chicken With A Cause Makes An Effect On Its Egg

### Skill #120

#### Objective:

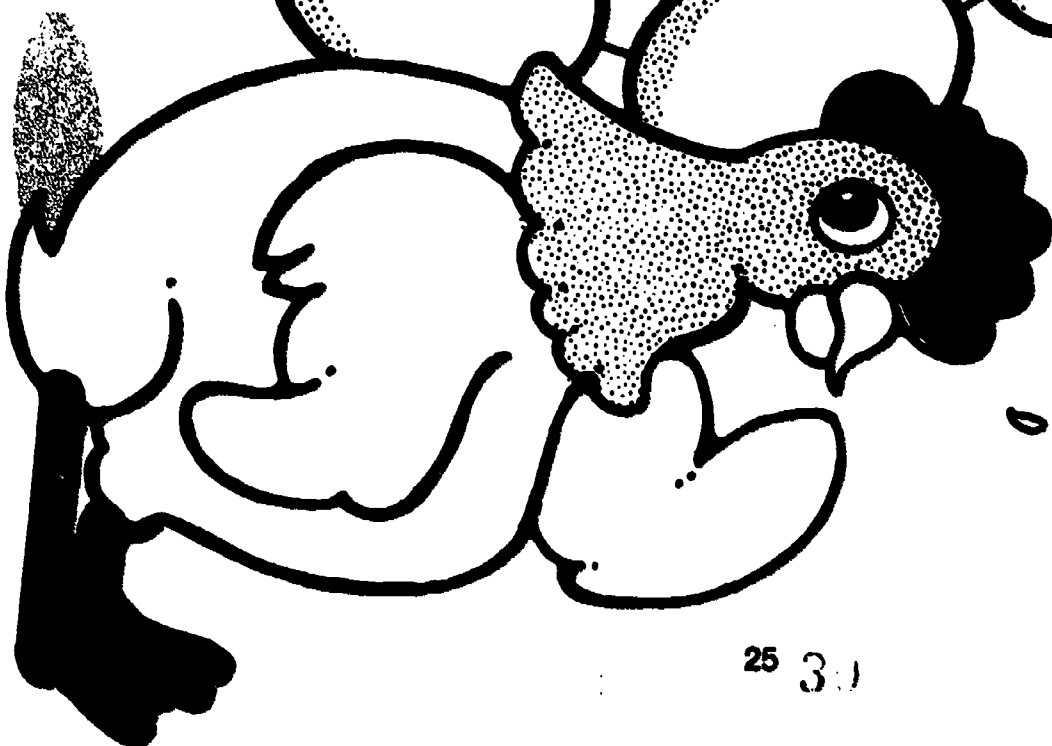
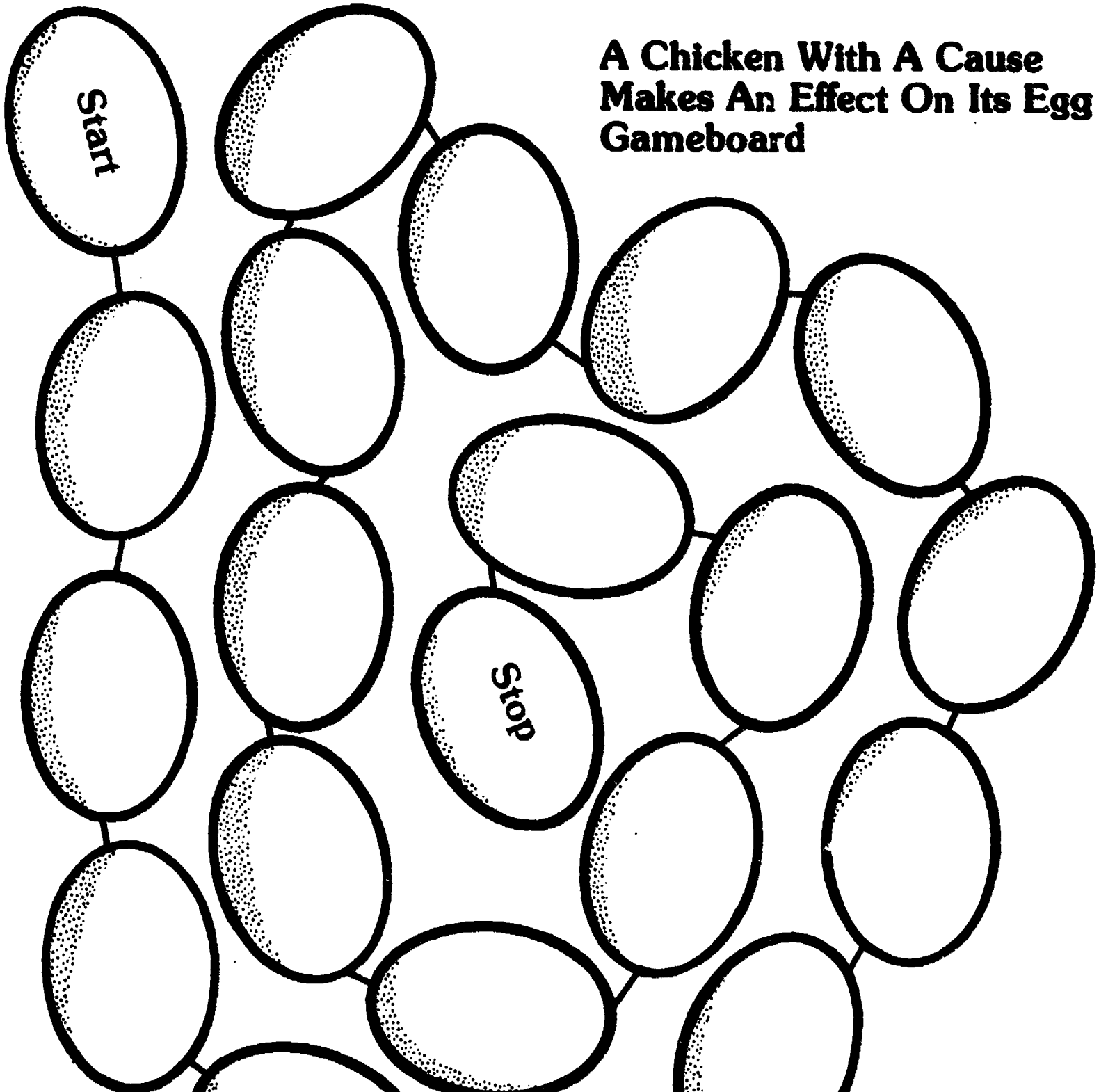
The student will relate the cause and effect of an event from a sentence.

#### Directions:

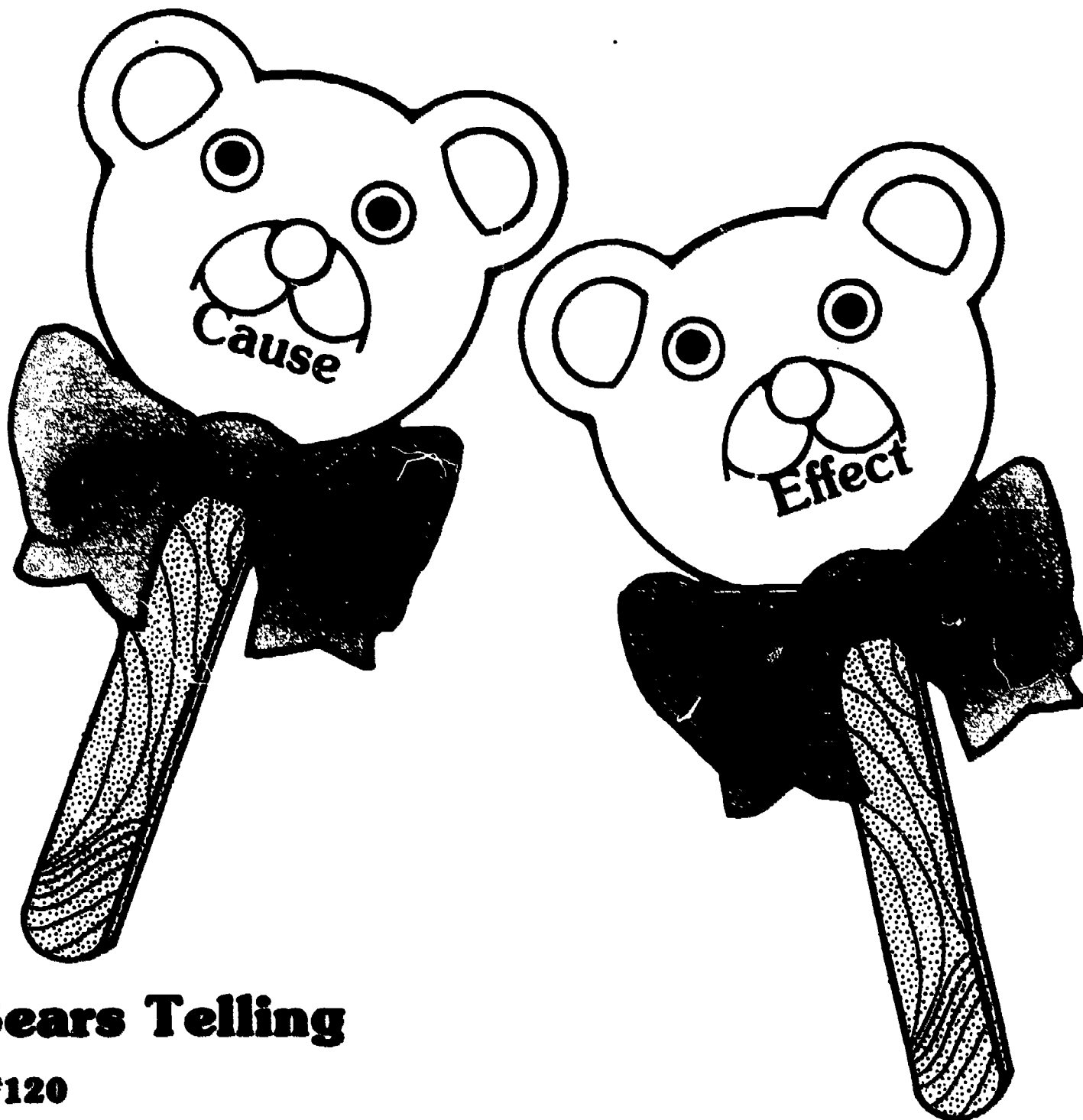
At least three students are needed for this activity. One student is chosen to be the "rooster"; he is provided with "egg" cards, such as the ones shown above. The cards contain sentences that state a cause, an effect or both. Each player places his marker on "start." The rooster reads an egg card to the players alternately. If the player can identify the cause in the sentence, he says "chicken" and states it. If he can identify the effect, he says "egg." If one response is correct, he moves his marker one egg space. If both are correct, he moves three spaces. The game continues until one student reaches "stop."



# A Chicken With A Cause Makes An Effect On Its Egg Gameboard



**Chicken = Cause**  
**Effect = Egg**



## It Bears Telling

### Skill #120

#### Objective:

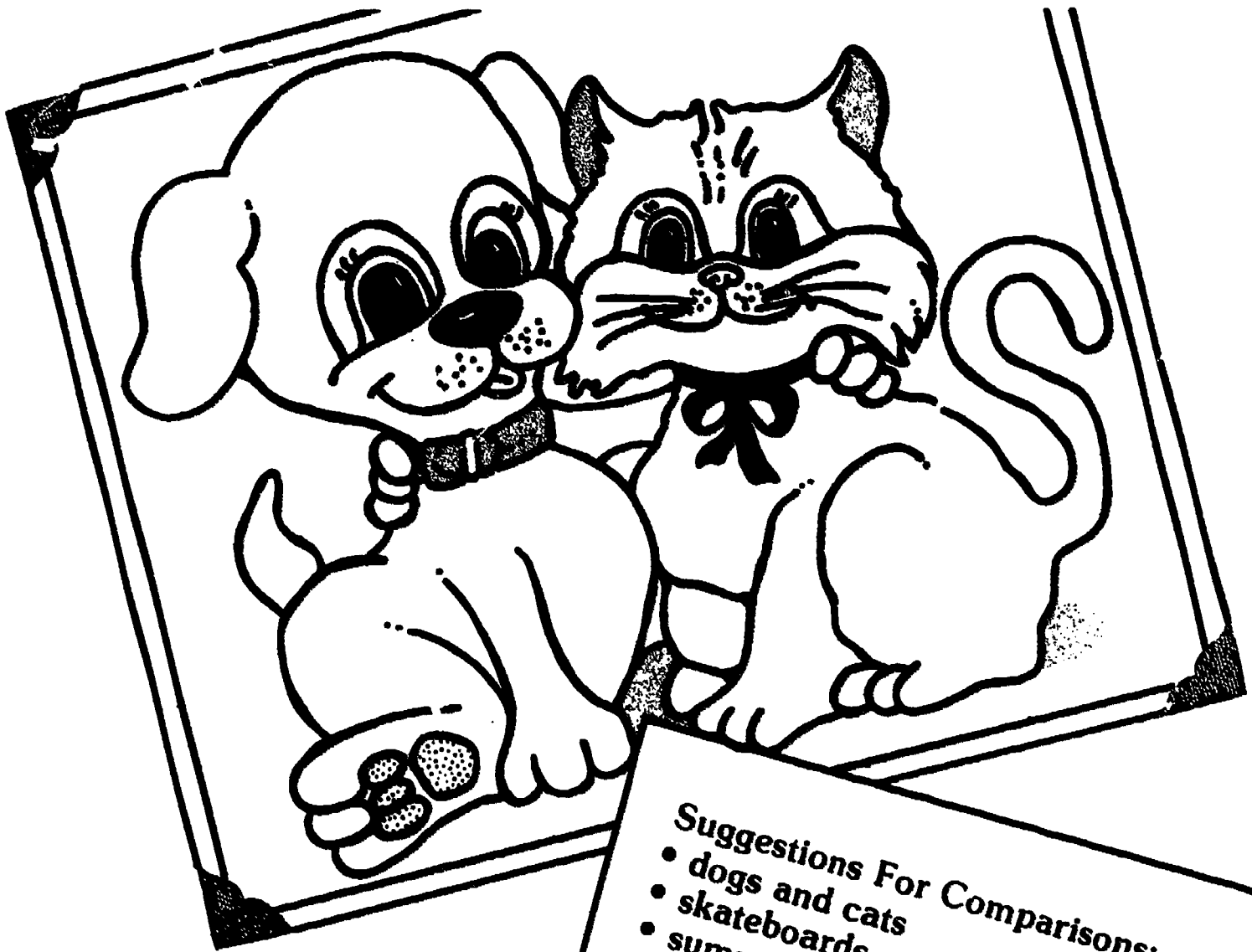
The student will relate the cause or effect of an event from a sentence or story.

#### Directions:

Make bear masks similar to the ones illustrated above and place them on tongue depressors. One student is the "Bear of Cause," and the other is the "Bear of Effect." Give a verbal sentence in which either the cause or effect is omitted; the designated bear must complete the thought with a relative response; for example, "Bobby Bear was in trouble when...."

#### Follow-up Activities:

1. Describe events from "Goldilocks and the Three Bears" and have the student determine whether each event is a cause or an effect.
2. When the principles of cause and effect are thoroughly understood, have one student select a fairy tale and then identify the cause of the main event of the story; have another student describe the details of its effect.



- Suggestions For Comparisons:**
- dogs and cats
  - skateboards and surfboards
  - summer sports and winter sports
  - movies and television

## **Compare The Pairs**

**Skill #140**

### **Objective:**

The students will relate similarities and differences in objects.

### **Directions:**

Divide the students into two teams. Give each team the same set of words to compare; some examples are shown above. A member from one team begins play by stating that he is giving a similarity or a difference and makes the comparison. A member from the other team using the same pair of words follows the same procedure. A point is earned each time a correct response is given. Alternating between the teams and using the same set of words, the action continues until no more comparisons can be made. The team scoring the most points wins.

### **Follow-up Activities:**

1. Have the students compare people such as two presidents, two baseball players or two musicians.
2. For extra fun invite twins, identical or fraternal, to your classroom. If that is not possible, invite sisters or brothers and have the students note their similarities and differences.

# The Taste Test

## Skill #140

### Objective:

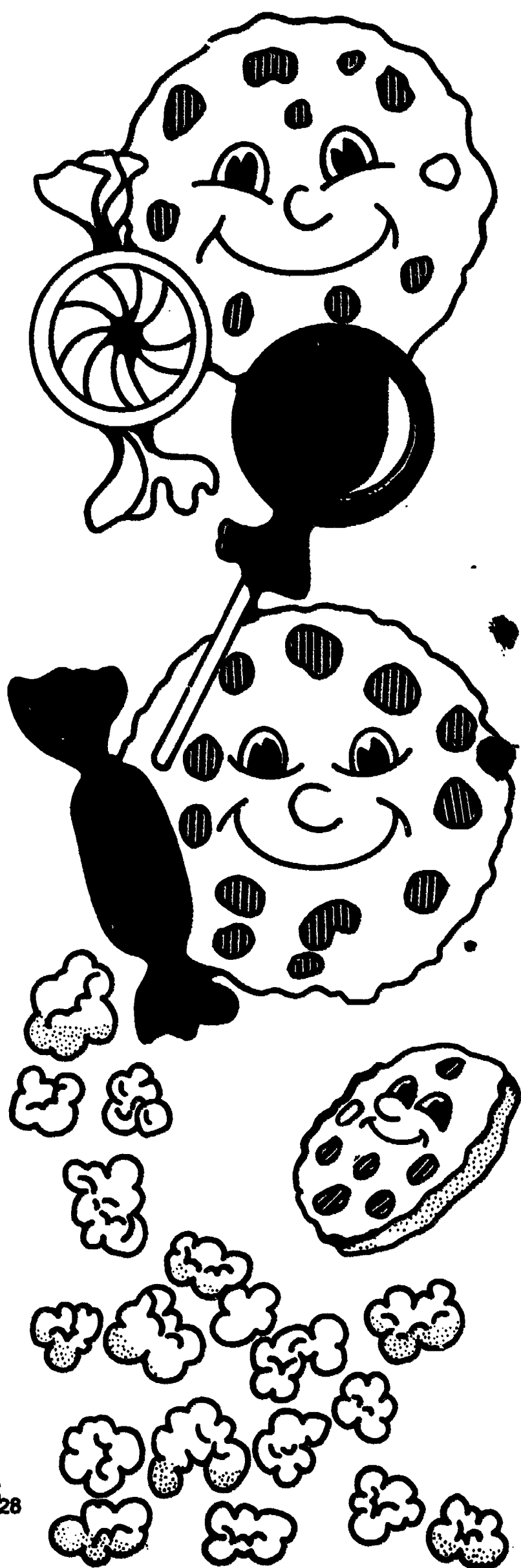
The student will relate similarities and differences noted in edible objects.

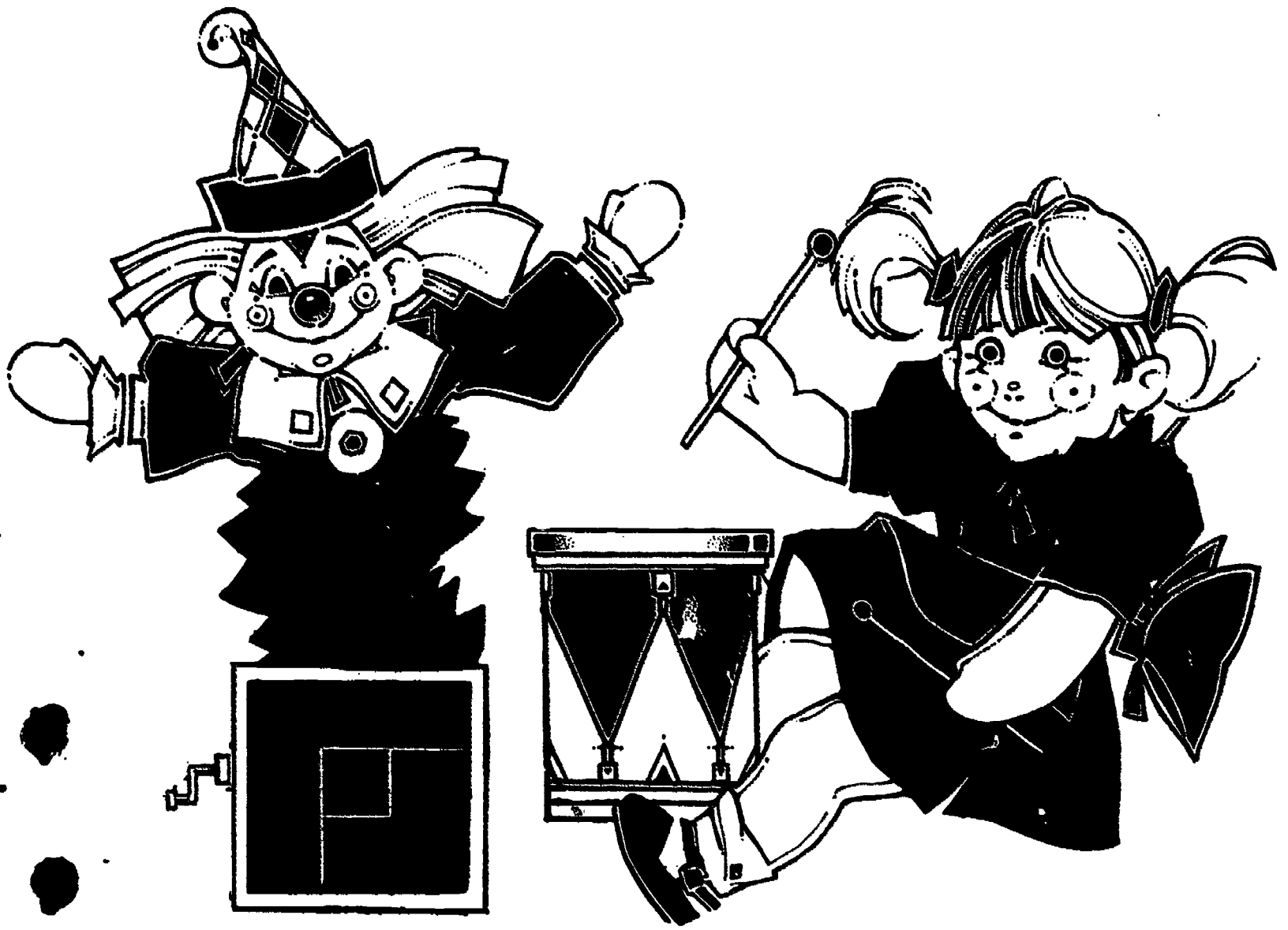
### Directions:

Provide the students with several choices of items, such as cookies, candies, crackers and peanut butter; have them conduct a taste test to verbally compare the similarities and differences in the items.

### Follow-up Activities:

1. Blindfold the student and offer him several products for tasting. Have him state obvious similarities and differences and then rate them according to his preference.
2. Have two students who own the same type of pet, such as a dog or a cat, compare their pets' taste preferences.





## Time For Toys

### Skill #140

#### Objective:

The student will relate similarities and differences in objects.

#### Directions:

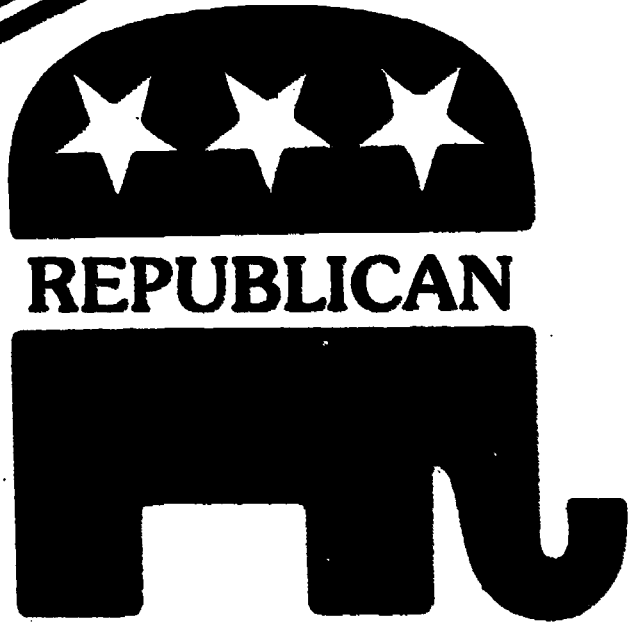
Have each student bring his favorite toy to class. Begin a discussion of similarities and differences among the toys by asking the students questions about them. Encourage the students' own observations about the similarities and differences.

#### Follow-up Activities:

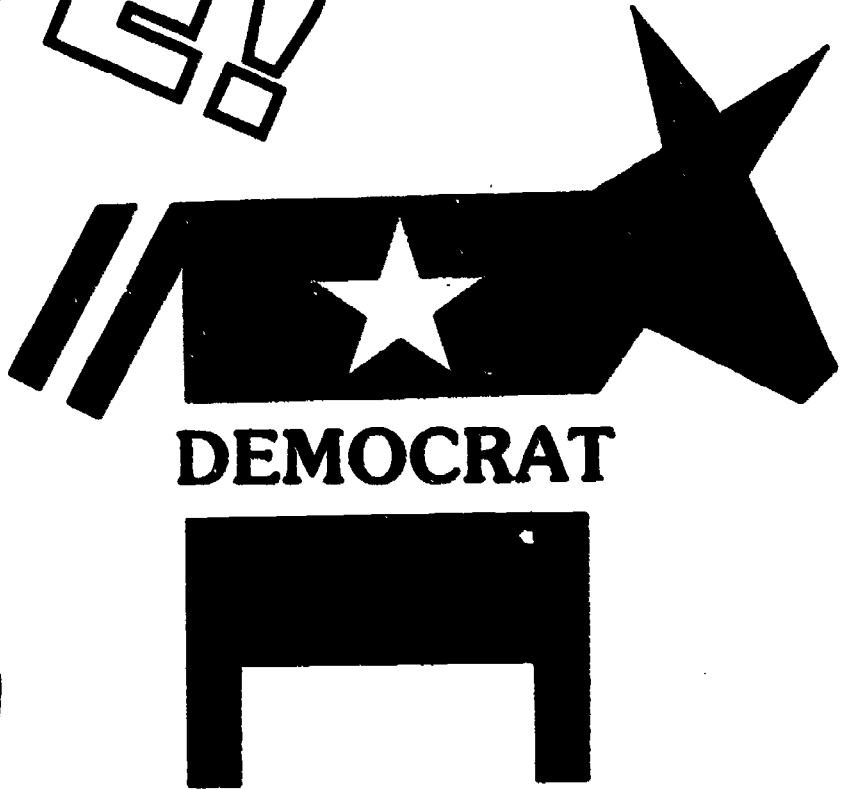
1. Have one student describe a room in his house. Have another student describe the similarities or differences of that room to a similar one in his own home.
2. Have two students write their own impressions of a birthday party and then give an oral account of it. Hold a group discussion, noting the similarities and differences in the two interpretations.



**VOTE!**



**REPUBLICAN**



**DEMOCRAT**

## **Poll The Difference**

### **Skill #140**

#### **Objective:**

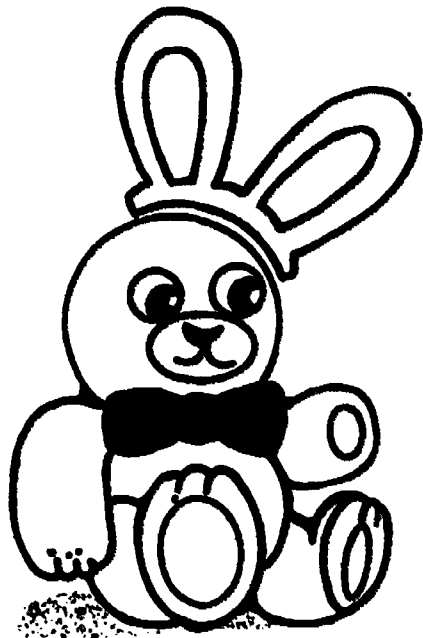
The student will identify similarities and differences in the two political parties.

#### **Directions:**

At first glance, the two major parties of our political system may seem to be at opposite ends of the political stick. Open a discussion of some of the obvious differences and similarities in the two parties.

#### **Follow-up Activities:**

1. Have the students research both political parties and draw further conclusions about their similarities and differences.
2. Have the students research election policies found in a democracy and in a dictatorship and then discuss the differences between the two.



It is Easter.

It is  
Christmas.



It is  
Halloween.

## The Bear Says

### Skill #160

#### Objective:

The student will draw conclusions from information presented.

#### Directions:

One student acting as "bear" gives these sayings orally while another student draws an appropriate conclusion. With a correct response, the student may place the relative symbol on the bear's head.

The bear says the following:

1. There is an eerie crispness in the air. People are dressed in funny costumes, and there is an abundance of goodies.  
Conclusion: It is Halloween.
2. Children are all dressed in their Sunday best, and brightly colored eggs are found behind every tree.  
Conclusion: It is Easter.
3. There is a jingle here and a jingle there, and people are rushing everywhere.  
Conclusion: It is Christmas.

The cat was sunning itself in the backyard. Suddenly it began growling. The hairs on its back stood up on end.

The cat probably saw a:

- a. bird     b. dog    c. ladybug

Mat and Nat look the same. People cannot tell them apart. They were born on the same day.

You can guess that Mat and Nat are:

- a. father and son    b. cousins     c. twins

"This process of forming opinions is very complicated. Often you can come to conclusions about things even when the idea is never clearly stated. When you do this with written material, it is called "reading between the lines." A more formal name for reading between the lines is *inference*.

"This is scary!" said Tom. "The wicked witch is turning everyone into frogs. Oh, oh. She just zapped that boy! Now he's a green frog with pink polka dots."

Tom is probably:

- a. visiting the zoo  
 b. watching a movie  
c. sitting in his classroom

"O.K. This is the big day," Jonathan Bird said. "First I flap my wings very fast. Then I take a running leap off this branch. Well, here goes! Blast off!"

Jonathan is probably:

- a. building a nest  
b. learning to jump  
 c. learning to fly

## Reading Between The Lines

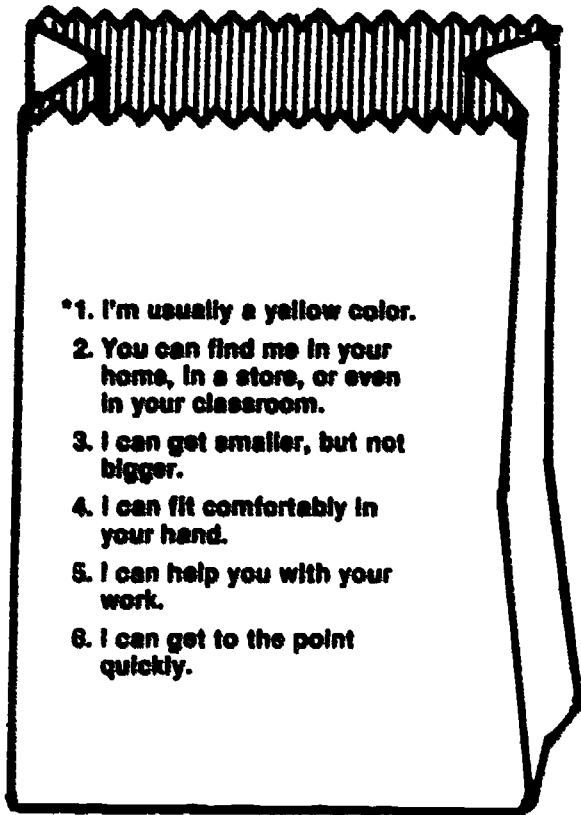
### Skill #160

#### Objective:

The student will draw a conclusion based on the information presented.

#### Directions:

Encourage students to "read between the lines" by having them draw conclusions from the excerpts taken from Frank Schaffer's book *Drawing Conclusions*. Have four students stand in front of the class. Read each student a paragraph along with the three conclusions. If the student can give the correct conclusion, he remains standing. If the student cannot, he must sit down and another student may take his place. The student who remains standing the longest is the winner.



- \*1. I'm usually a yellow color.
- 2. You can find me in your home, in a store, or even in your classroom.
- 3. I can get smaller, but not bigger.
- 4. I can fit comfortably in your hand.
- 5. I can help you with your work.
- 6. I can get to the point quickly.

- \*1. I come in different sizes.
- 2. I can be twisted and squeezed.
- 3. Just rub me and I'm there to help you.
- 4. I can make things disappear.
- 5. Someday I'll disappear, too.

- \*1. I come in different sizes.
- 2. I sometimes come in different colors.
- 3. I can move fast if you make me.
- 4. I hold things together.
- 5. I can stretch.

- \*1. I have ridges.
- 2. If you look at me closely, you can see I come in different shapes.
- 3. I can be put into things.
- 4. You can carry me in your pocket.
- 5. Many people lose me.
- 6. You can turn me left and right.
- 7. You can get into things with me.

**An inference is a statement about the unknown made on the basis of the known; this is often called an... "educated guess."**

- \*1. Sometimes it looks like I'm crying.
- 2. I love to be squeezed.
- 3. I have a lot of small holes and a few large holes in me.
- 4. I can hold something in me, then I can let it go.
- 5. I can be natural or man-made.
- 6. I make things cleaner.

- \*1. I can make you neat.
- 2. Some people think my teeth need cleaning.
- 3. Sometimes you can part with me.
- 4. I can be kept in a purse or a pocket.

# An Educated Guess

## Skill #160

### Objective:

The student will draw conclusions from information presented.

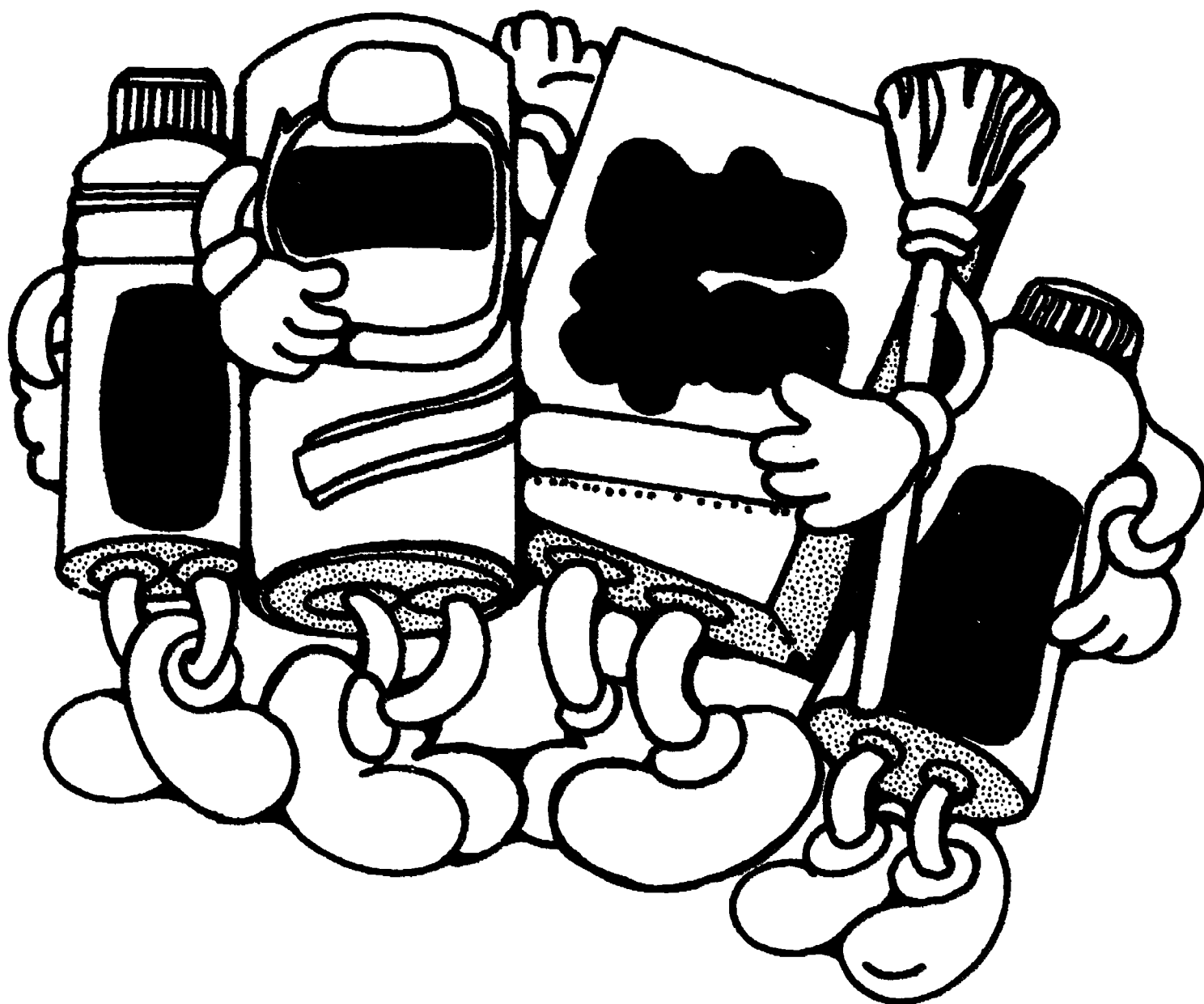
### Directions:

Divide students into two teams. Have one student read the riddle written on the bag. Examples are shown above. The other team must try to guess what is in the bag. The team scores three points if it is guessed on the first try but loses a point with each additional guess. The team with the most points after a given period of time is the winner.

### Follow-up Activities:

1. Have the students tell which clue helped them the most in guessing the object.
2. Have each team make up its own riddles for objects to be placed in the bags.

\*Clues taken from *Making Kids Click*. Written by Linda Polon and Aileen Cantwell. Goodyear Publishing Co., Inc. Santa Monica, California.



## Product Propaganda

### Skill #180

#### Objective:

The student will recognize the following propaganda influences: stereotyping, the testimonial and the bandwagon.

#### Directions:

To prepare the cards for this activity, cut out advertisements from newspapers and magazines and paste each on a card. Write on the back of the card which of the three categories it represents. Examples of the cards are shown on the next page. Show one advertisement to the first member of two teams. If the team member correctly identifies the propaganda technique, he receives two letters from the word *propaganda*. If he is incorrect, the turn passes to the other team which receives one letter for a correct answer. Each new card alternates between the two teams. The first team to spell *propaganda* wins.



**America's  
turning 7up  
7up**

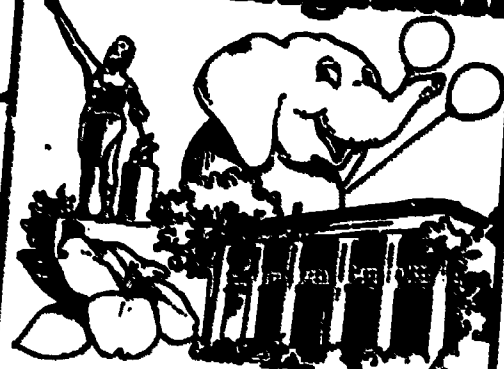


Back Of Card  
**Bandwagon**

Examples  
Of Cards  
For Product  
Propaganda

Back Of Card  
**Stereotyping**

**No Place  
Like  
Birmingham**



For the World's Largest  
Cast Iron Statue,  
the Jimmy Morgan Zoo,  
Japanese Gardens  
and AnteBellum homes.

Greater Birmingham Convention  
and Visitors Bureau. 252-9825

**INTRODUCING**



Treat your family  
to a great **NEW**  
taste everyone  
will enjoy!

**Save  
20¢**

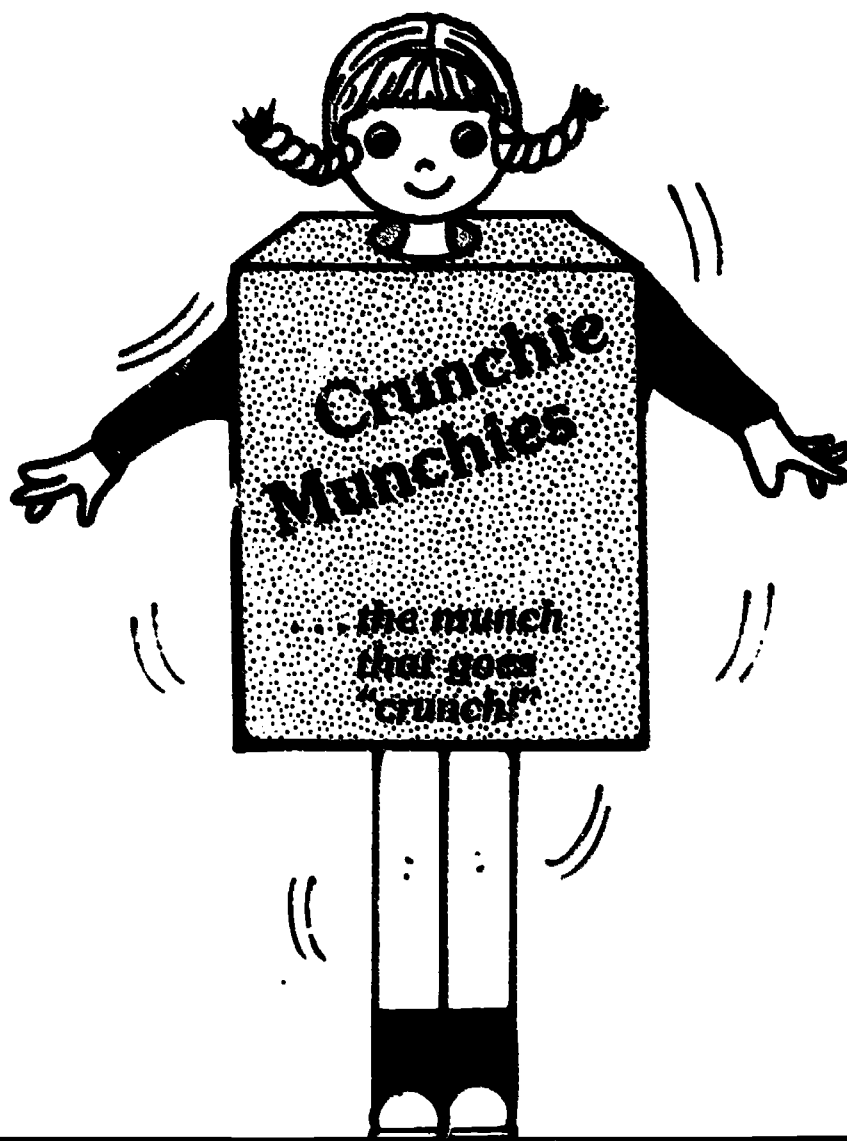
Back Of Card  
**Testimonial**

Back Of Card  
**Stereotyping**

**FLORIDA**



When you need it bad, we've got it good.



## And Now A Word From Our Sponsor . . .

### Skill #180

#### Objective:

The student will persuade someone to adopt or support certain ideas, attitudes or actions.

#### Directions:

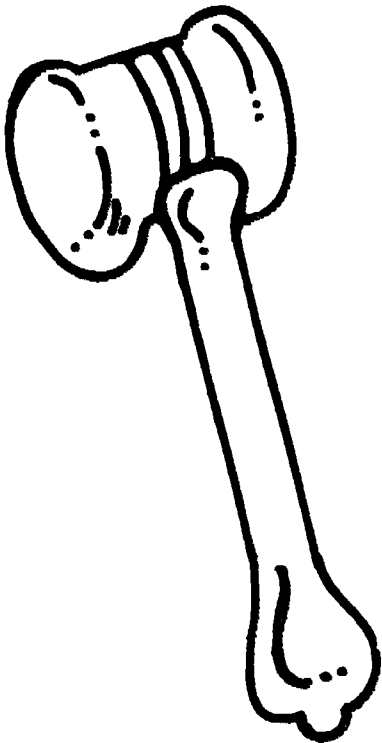
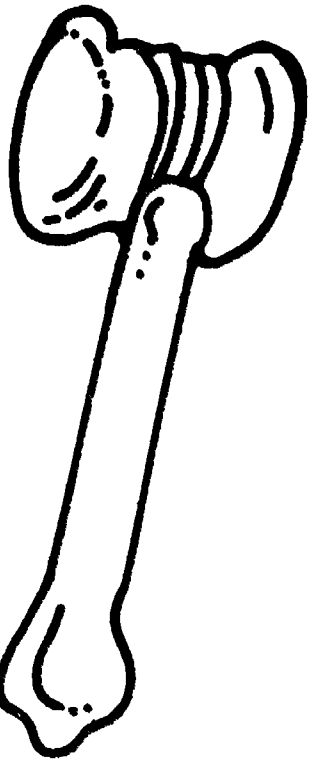
Propaganda is all around us, especially in advertising. Have a thorough discussion of the techniques of propaganda, such as the bandwagon, stereotyping, and the testimonial. In an effort to persuade others to use the imaginary product, have the student design the packaging for it.

#### Follow-up Activities:

1. Have the student prepare a TV commercial to sell his product.
2. Allow the student to dramatize his commercial and to video tape it if equipment is available; conclude with a discussion of the effectiveness of the commercial.



Examples that can be put on gavels:  
Hamsters make great pets. Opinion  
Boiling water kills germs. Fact  
Roosters lay eggs. Fantasy  
Parrots can talk. Fact  
Elephants have good memories. Fantasy



## You Be The Judge

### Skill #200

#### Objective:

The student will determine whether something heard is fact, opinion or fantasy.

#### Directions:

Have a student choose and read aloud a statement printed on one of the gavels; then that student must ask another student to tell whether the statement is fact, opinion or fantasy. That student in turn will follow the same procedure by choosing a new statement or by making up one of his own.

#### Follow-up Activities:

1. Have each student, using a current newspaper, select a letter to the editor. Have the student evaluate each sentence as to fact or opinion.
2. Have the students compare and discuss the ways two letters to the editor, written on the same subject, differ in their opinions.

Sneezing is a reflex action.  
**FACT**

Cow's milk is the best.  
**OPINION**

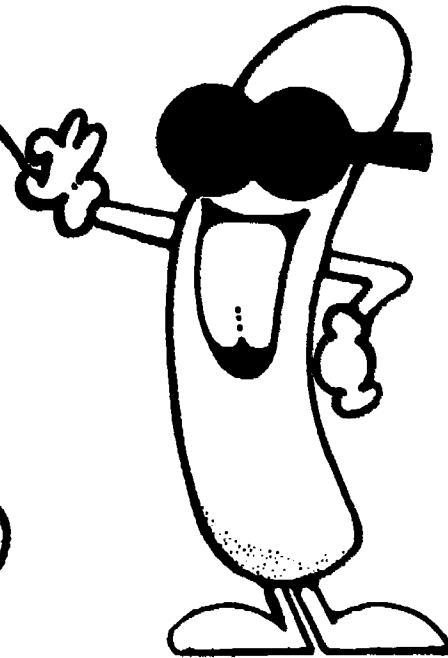
The poodle is the most popular breed of dog.  
**FACT**

The queen bee is the boss of the beehive.  
**FACT**

The owl is a wise animal.  
**FANTASY**

The mane on a lion is pretty.  
**OPINION**

The male bees are the drones.  
**FACT**



Joins join your bones together.	<b>FACT</b>
A toad can give you warts.	<b>FANTASY</b>
Girls are more ticklish than boys.	<b>OPINION</b>

## Hot Diggity Dog

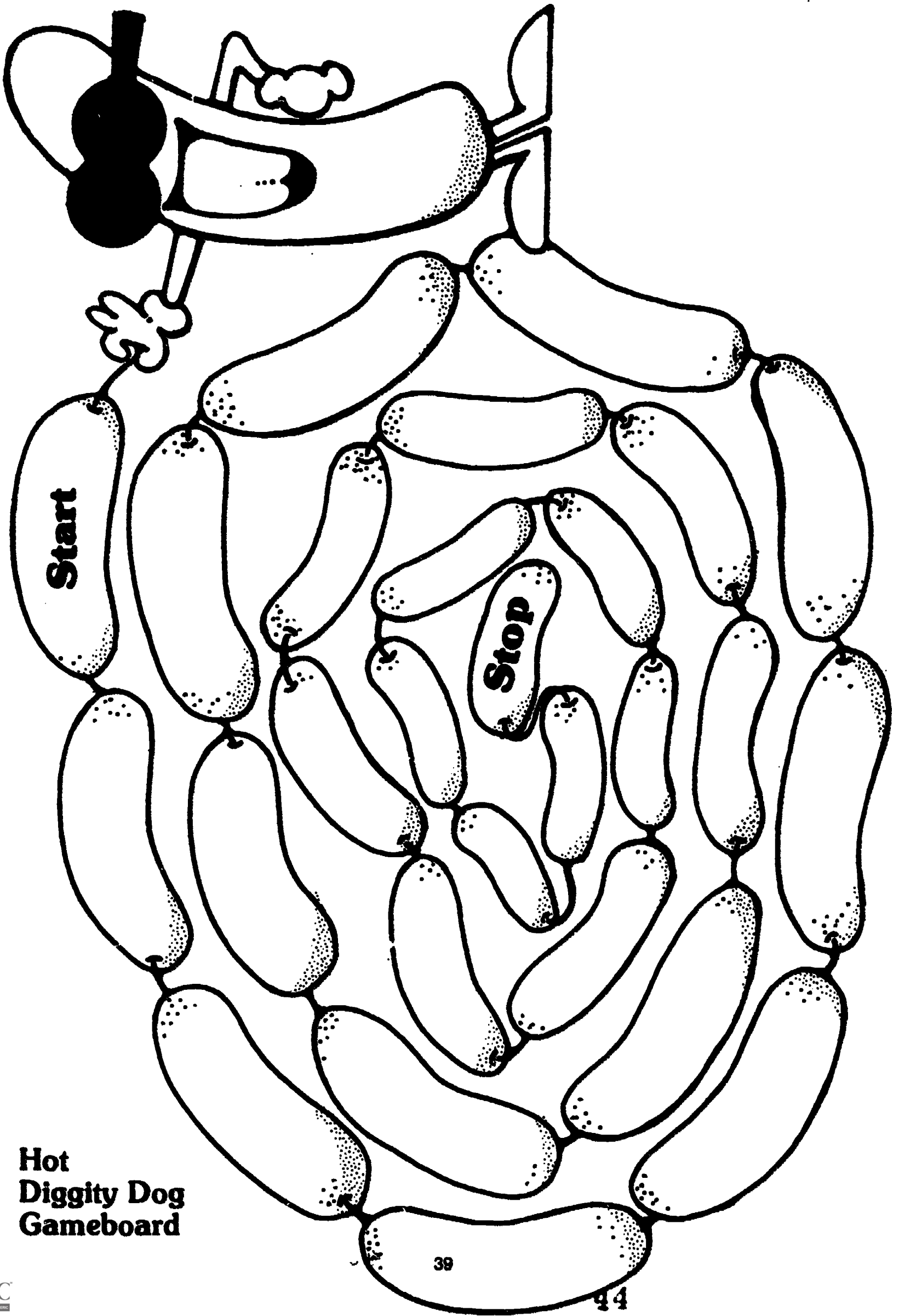
### Skill #200

#### Objective:

The student will determine whether something heard is fact, opinion or fantasy.

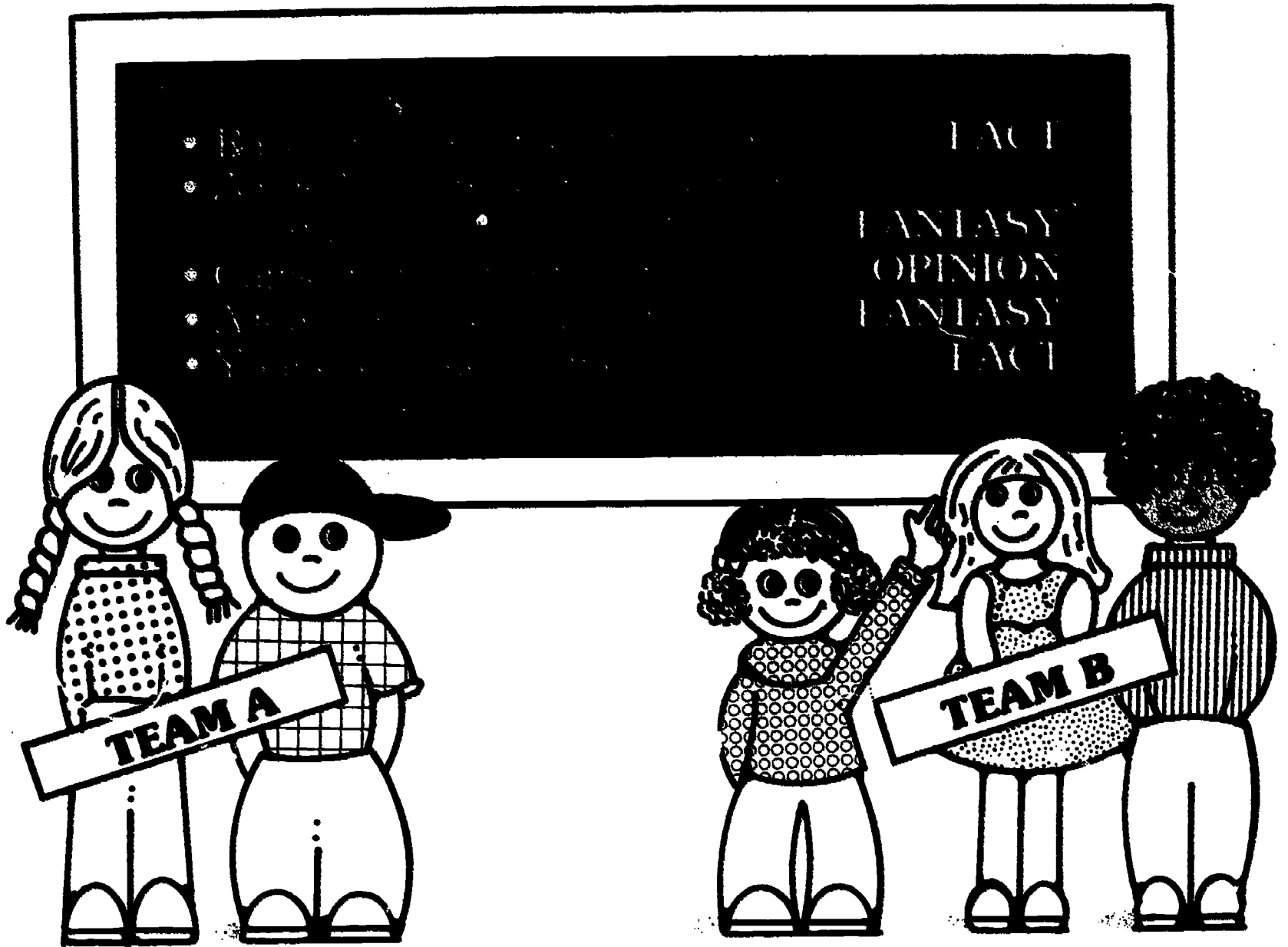
#### Directions:

Any number of students may play this game with one student being designated as "Top Dog." Cards are made following the examples above, and the gameboard on the following page may be used. In alternating turns, have "Top Dog" read a card to each player who then must tell whether the statement is fact, opinion or fantasy. If the player is correct, he moves one space. The game continues in this fashion until one person reaches "Stop."



**Hot  
Diggity Dog  
Gameboard**





## School Feud

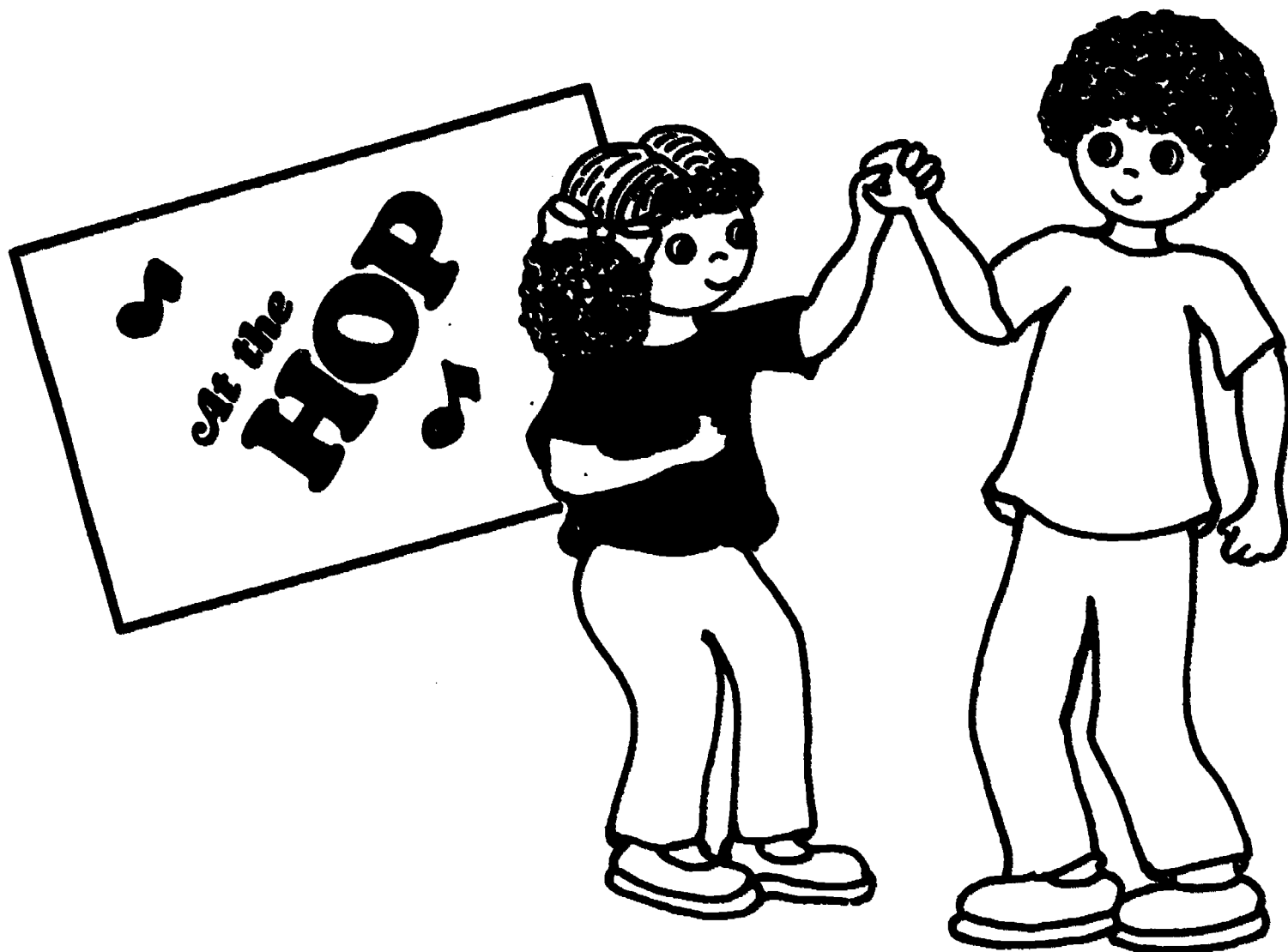
### Skill #200

#### Objective:

The student will determine whether a statement is fact, opinion or fantasy.

#### Directions:

This activity is played using the general format of "Family Feud" with an emcee and two teams. Compose a list of suitable statements similar to the ones above for each grade level. Each statement will be evaluated as to fact, opinion or fantasy. Team "A" begins the game; the first player on that team will have ten seconds to give his response. If that player is correct, his team receives 25 points; if incorrect, a player on team "B" may give the answer within a five second time span to receive ten points. The first team to receive 150 points is the winner.



## At The Hop

### Skill #220

#### Objective:

The student will choose a record to listen to for enjoyment.

#### Directions:

Have a classroom "sock hop." Ask the students to bring their favorite records from home. Have someone play each record. When the student hears his selection, he must lead the class in a "new" dance step.

#### Follow-up Activities:

1. Have the students, using the same records from the above activity, listen to each song and interpret its meaning. Then have each student write his own interpretation.
2. Have the group decide who wins the title of "Best Interpreter."



# Name That Tune

Skill #220

## Objective:

The student will listen to music for enjoyment.

## Directions:

Select some records from your local media center and make a tape recording of the first ten seconds of numerous records. Write the name of each tune on an answer sheet. Divide the class into two teams and play the tape to see who can be first to "name that tune."

## Follow-up Activities:

1. Have each student bring his favorite record to class. Record up to 60 seconds of each record to make a medley. Take a vote and title the medley.
2. Have a student, using a push-button phone, call another student and play a simple tune on the telephone. The following example is given:

Happy Birthday

1 1 2 1 # 6

Hap-py birth-day to you

1 1 2 1 # 3

Hap-py birth-day to you

1 1 # # 8 4 1

Hap-py birth-day dear (na-me)

# # 6 4 2 1

Hap-py birth-day to you.





## Airband Fever

**Skill #220**

### **Objective:**

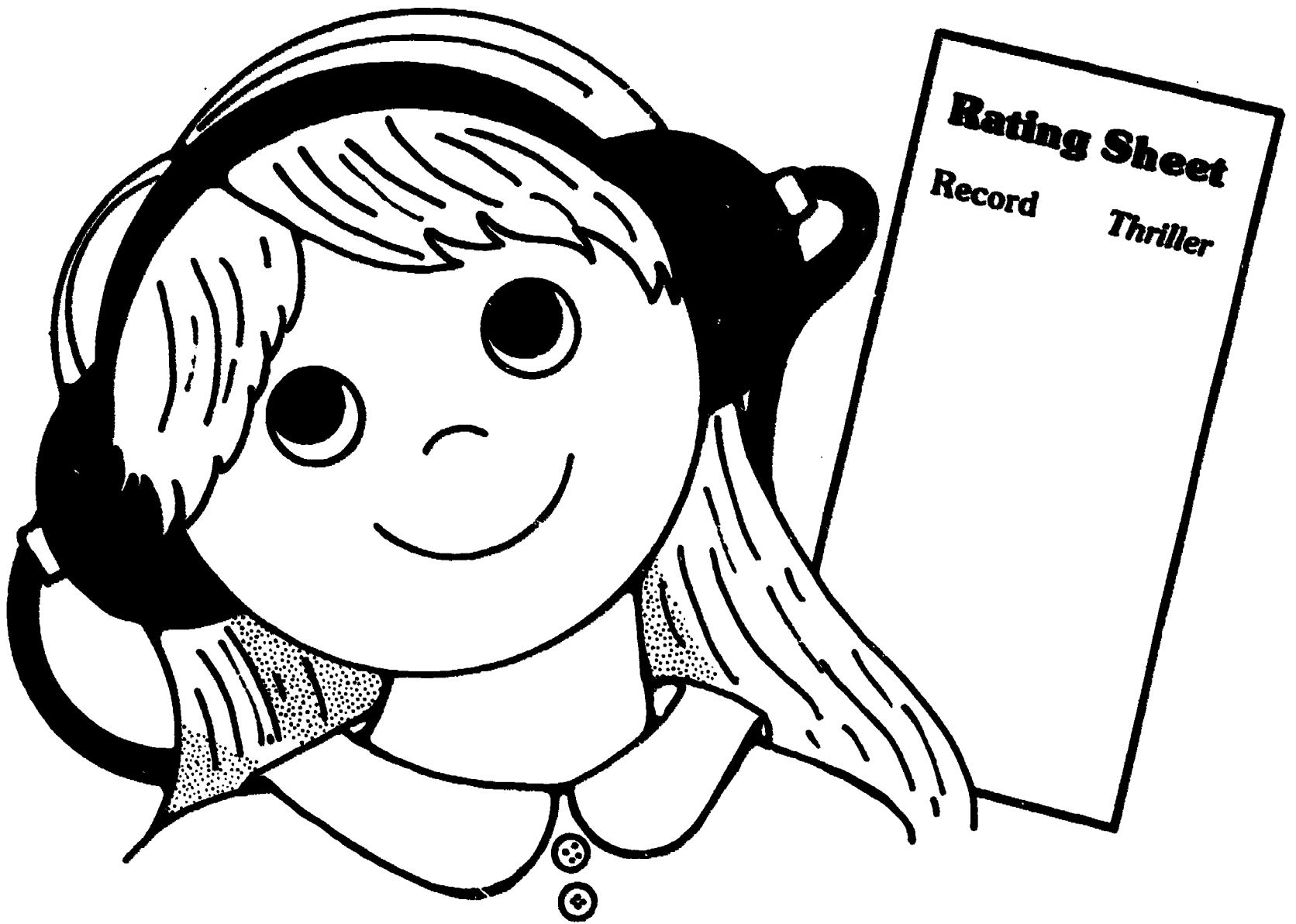
The students will listen to music for pleasure.

### **Directions:**

This is a fun activity that helps students develop an awareness of rhythm, pitch and lyrics. Have the students work in groups; they must choose their songs and decide who will play which one of the instruments they have made from cardboard. For added fun, have them make up names for their airbands. When the students play the records they have chosen, have them "mime" the words and "play" their instruments in time to the music.

### **Follow-up Activities:**

1. Have a "Jam Session" with all of the airbands participating. The airband that "mimes" the best wins the "Jam Session."
2. Invite a discussion on the origin of bands. Have students participate by sharing their feelings about their favorite bands, musicians and musical instruments.



## Rate That Tune

### Skill #220

#### Objective:

The student will listen to music for pleasure.

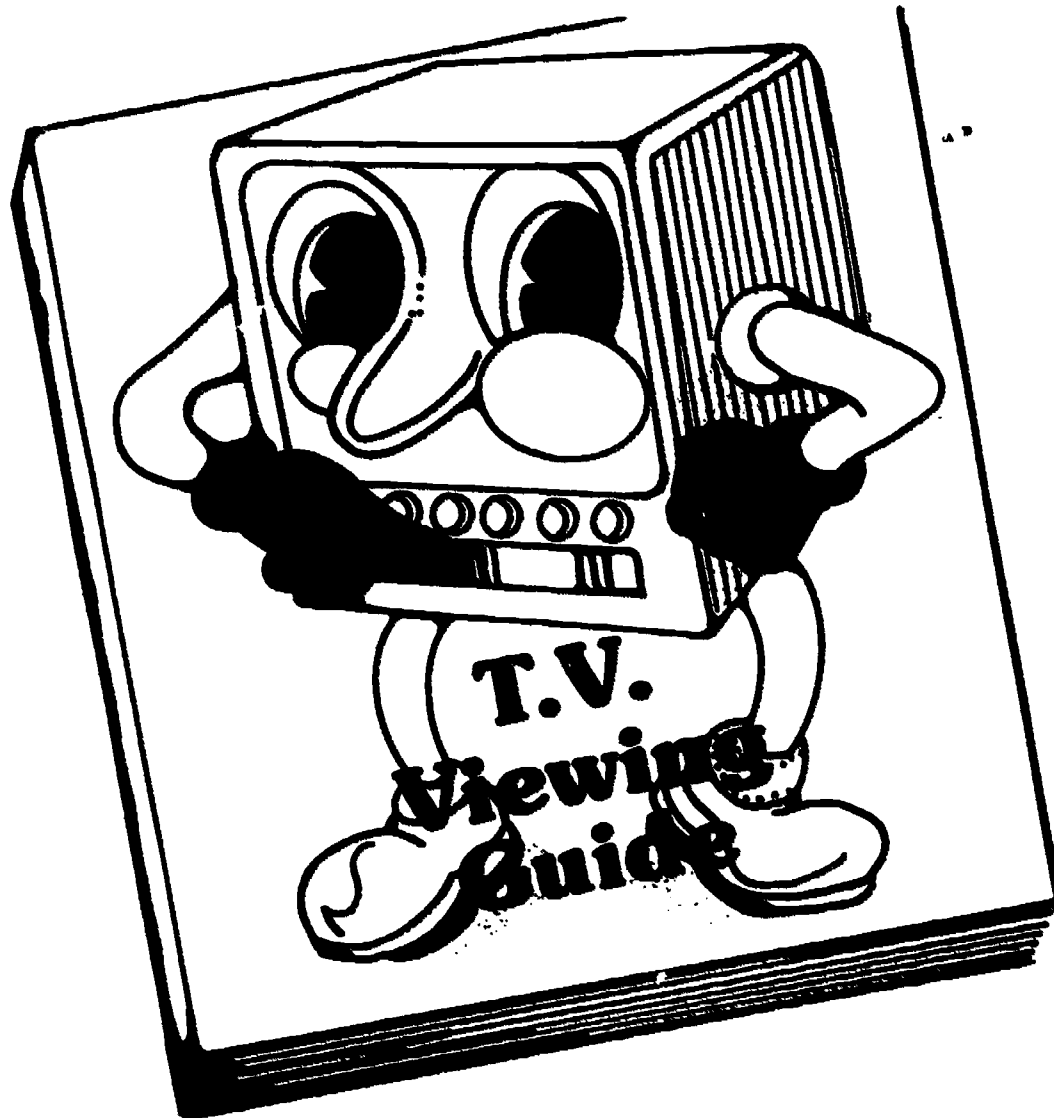
#### Directions:

Have the students bring their favorite records to class. Set up your own "Rate-A-Record" listening center with phonograph, listening phones, and rating sheets. Have each student listen to each record and rate it on a scale from 1 to 100.

#### Follow-up Activities:

1. Appoint one student to be the disc jockey; when all the rating sheets have been turned in, he will average the scores and rate the top ten tunes.
2. Play a variety of songs and have the student apply color to art paper, indicating the mood of the music he hears.





## Television Viewing Guide

### Skill #240

#### Objective:

The student will choose something to listen to for enjoyment.

#### Directions:

Provide the students with several *T.V. Guides* from which they must select television programs to watch. Each student will make a viewing guide and list his favorite programs for each day of the week; then he must exchange guides with another student and agree to watch three different programs not on his schedule.

#### Follow-up Activities:

1. Have the students, using the guides as a base, vote on the most popular program for each day. Make a chart with the days of the week and post the "Best Bets" on T.V. weekly.
2. Choose one student daily to give the critique the following day on the "Best Bet" for that day.

# Pros And Cons Of Television

## Skill #240

### Objective:

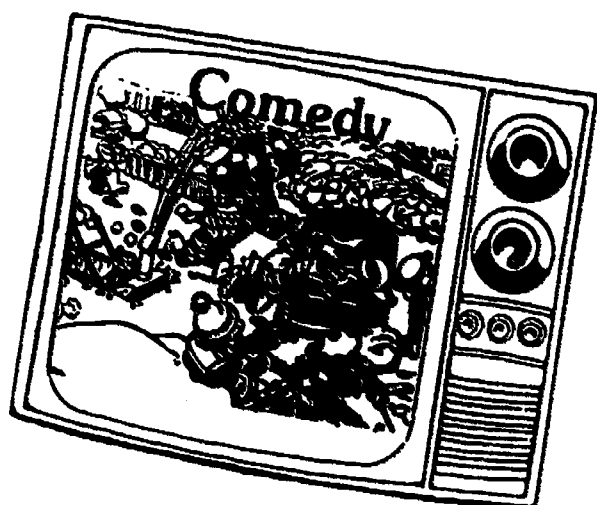
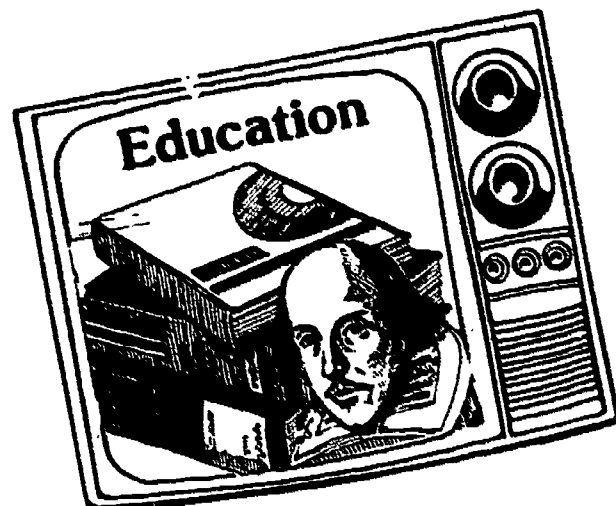
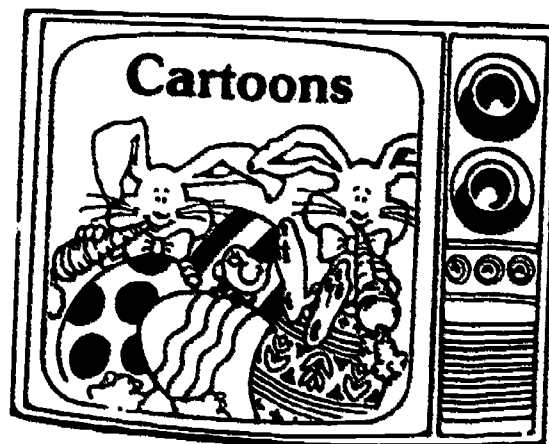
The student will listen to television for enjoyment and for discussion.

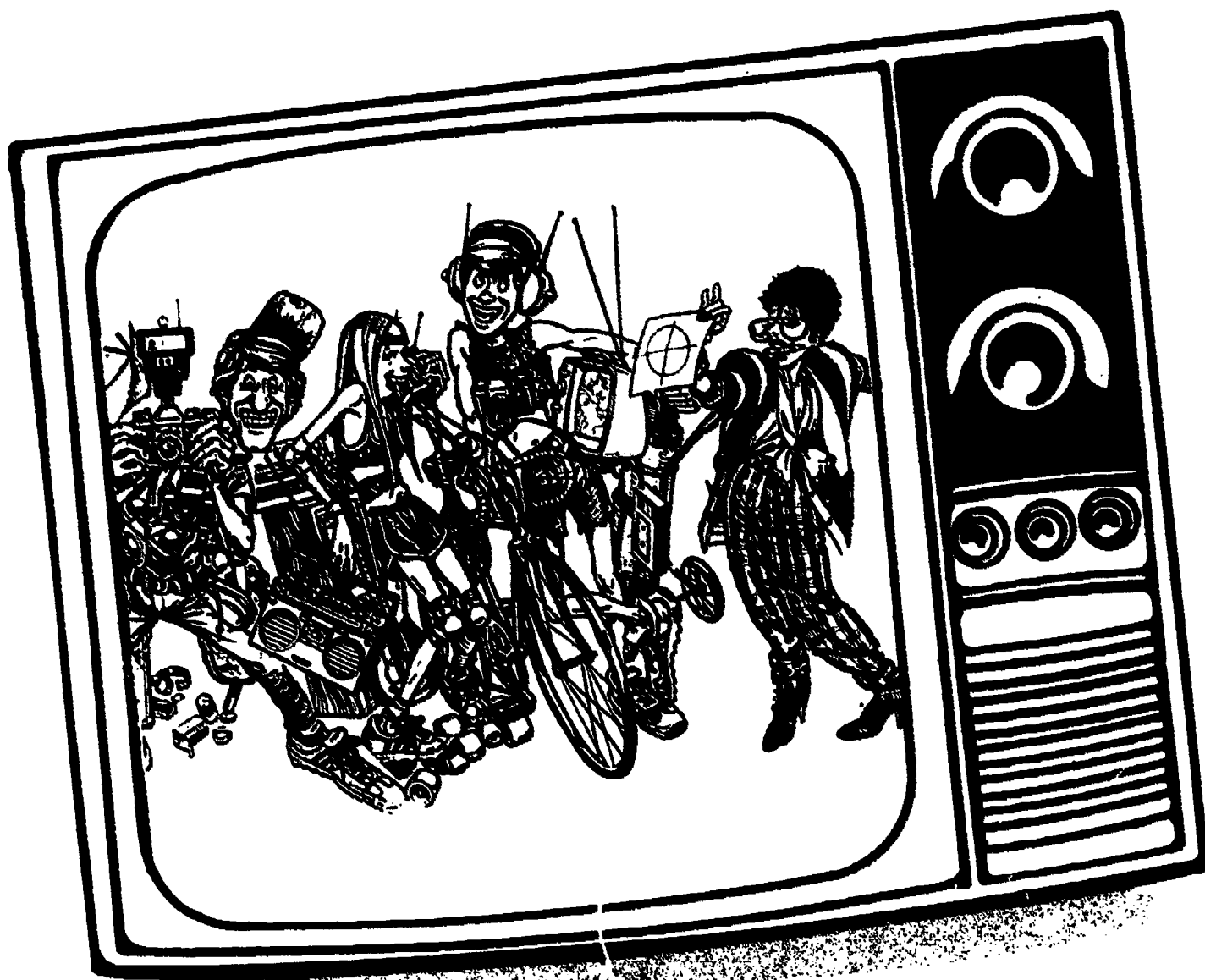
### Directions:

Divide the students into several groups, each with an elected captain. Each group will discuss the pros and cons of television, including such issues as too much violence and not enough educational shows. Each captain will present the views of his group.

### Follow-up Activities:

1. Hold a debate on the pros and cons of television. Have students draw cards to determine which side they represent.
2. Plan a field trip to a local television station for first-hand observations.





## Family Television

### Skill #240

#### Objective:

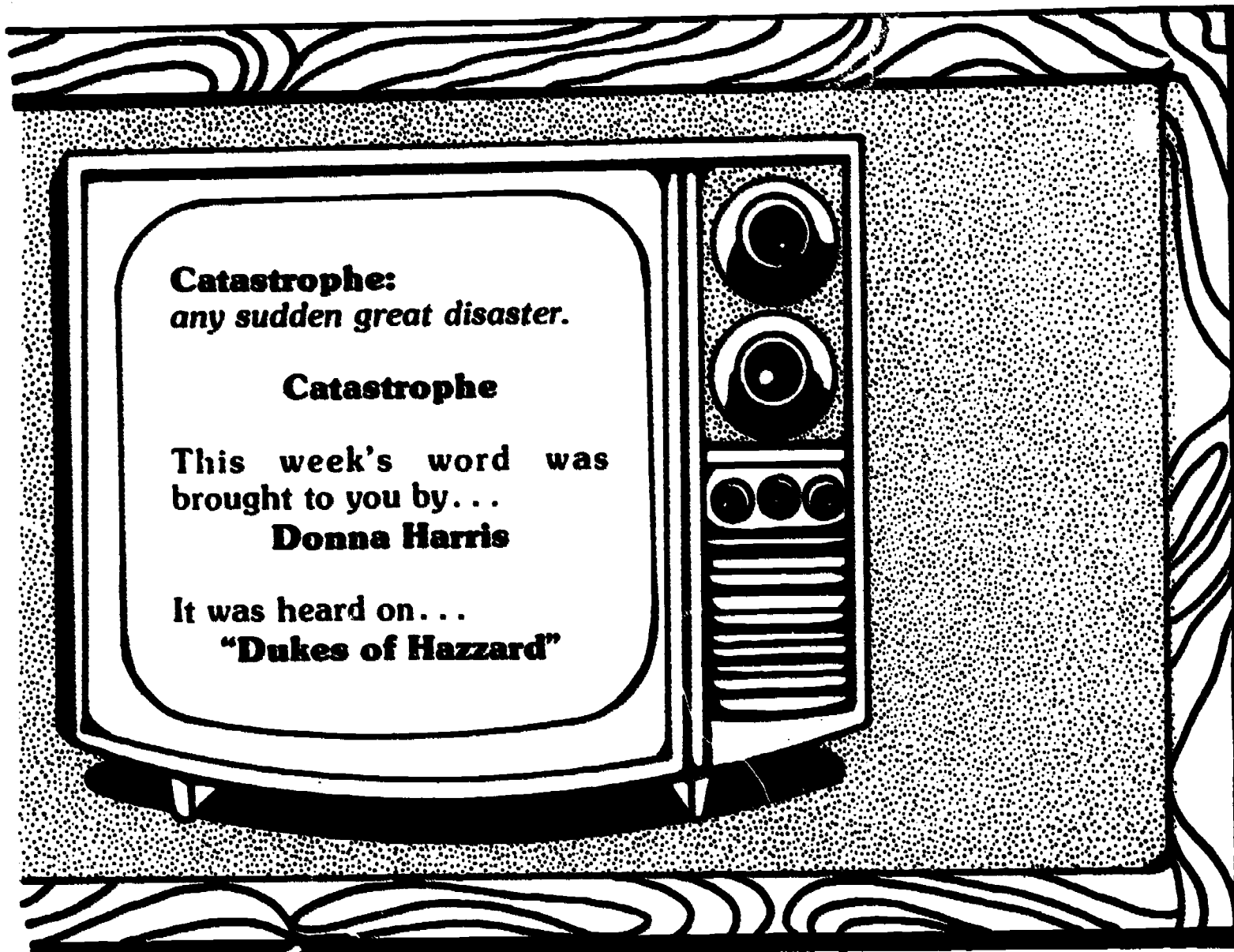
The student will choose a television program to listen to for enjoyment.

#### Directions:

Students may get an inaccurate idea of the "typical" family from viewing television. Select several television programs about family life for them to view. Ask the students to list what they think is realistic and unrealistic about the television families as compared to "real" families. Hold a thorough discussion after the viewing.

#### Follow-up Activities:

1. Have students compare the television families to their own.
2. Have each student prepare a half-hour television program involving his own family.



## Weekly Words

### Skill #240

#### Objective:

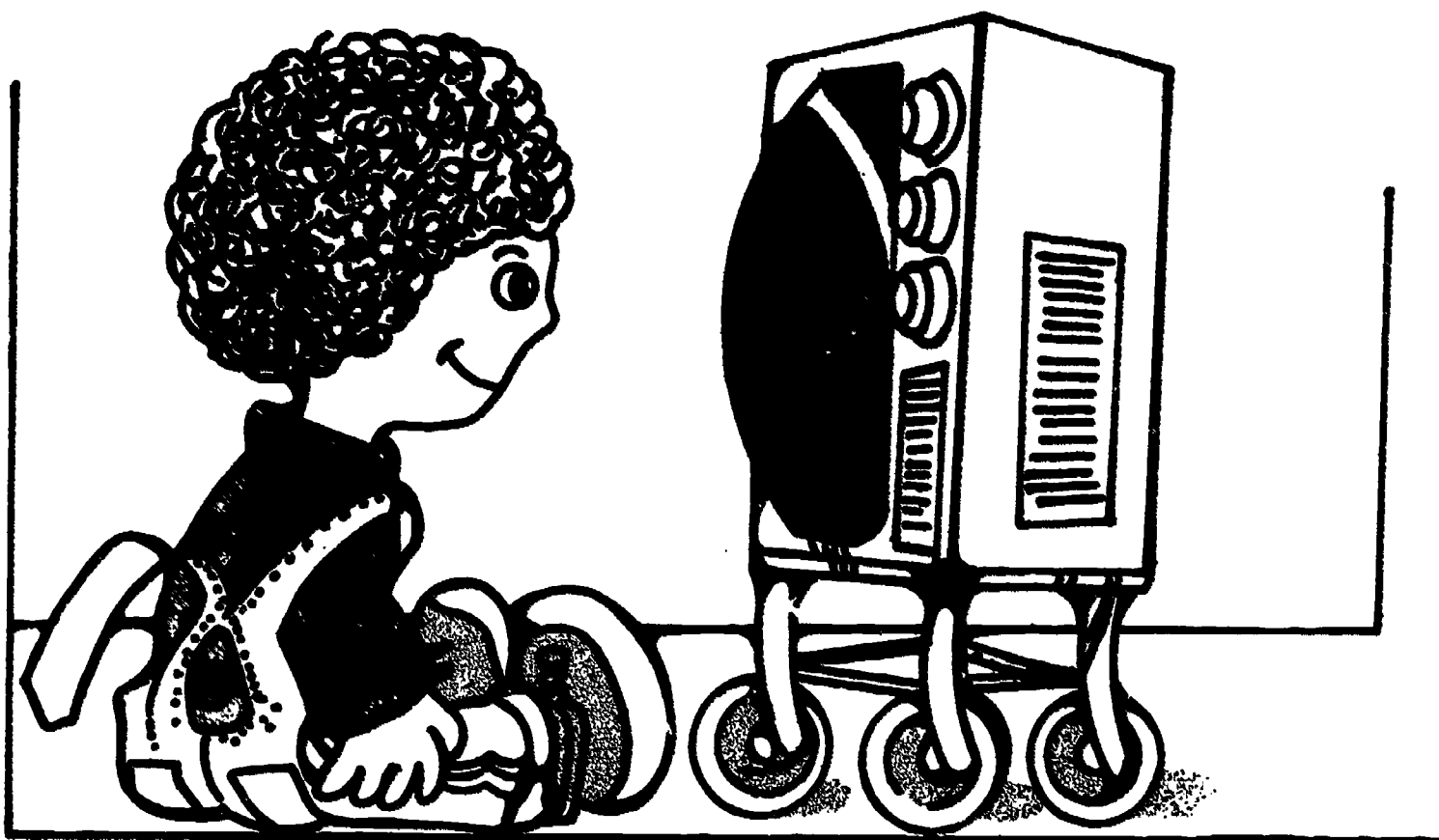
The student will generate vocabulary development through careful listening to the television shows.

#### Directions:

Have students listen for new words while watching their favorite television programs. Have them record the words, their meanings, and the shows on which they were heard. A bulletin board T.V. (shown above) will feature a new word each week. During the week, use the featured word in daily activities. Make sure that each student features one word during the year.

#### Follow-up Activities:

1. Have the students create a T.V. show—a talk show, a soap opera, a comedy, etc. Divide the students into committees to create the characters, to design the sets, and to write the short script.
2. Have the students produce the T.V. show.



## Movie Reviews

### Skill #240

#### Objective:

The student will choose a television movie to watch for enjoyment.

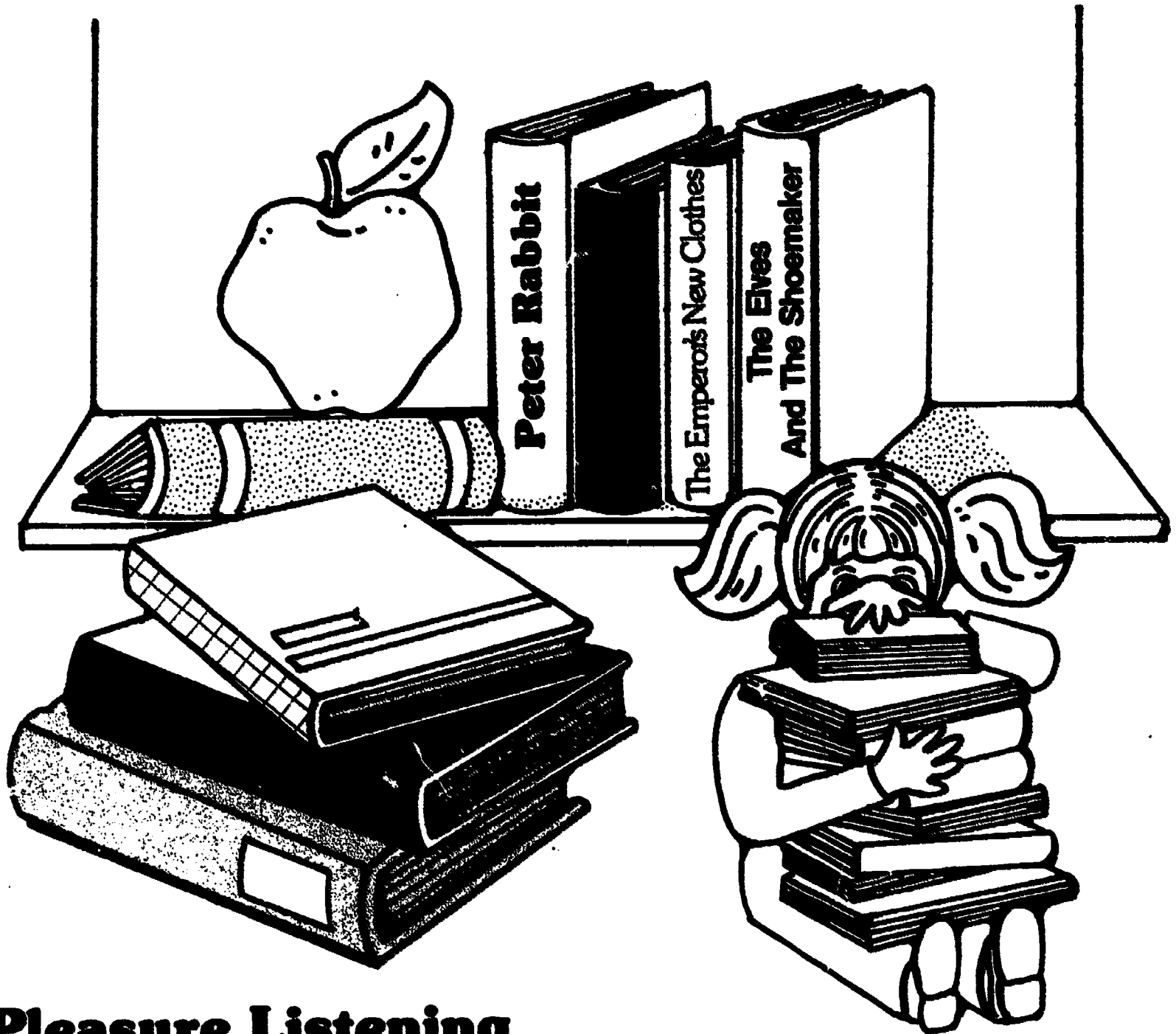
#### Directions:

Have each student select a movie to view during the coming week; then have him tell his reasons for choosing it and give his expectations for the show.

#### Follow-up Activities:

1. Have the student present an oral review of the movie he watched.
2. Have the student compare his review to the synopsis in the *T.V. Guide*.





## Pleasure Listening

### Skill #260

#### Objective:

The students will choose something to listen to for enjoyment.

#### Directions:

Have the student choose a selection from the school library for his teacher or for another student to read to him. Set aside time each day for pleasure reading. Have the student who picked the selection give his reasons for choosing it.

#### Follow-up Activities:

1. Tape the stories that the students enjoy most. Do not forget to include the title and the author.
2. Introduce older students to books in a series, such as the Bobsey Twins, the Nancy Drew Mysteries, Henry Huggins, and the Hardy Boys.



## **Turn The Radio On**

### **Skill #260**

#### **Objective:**

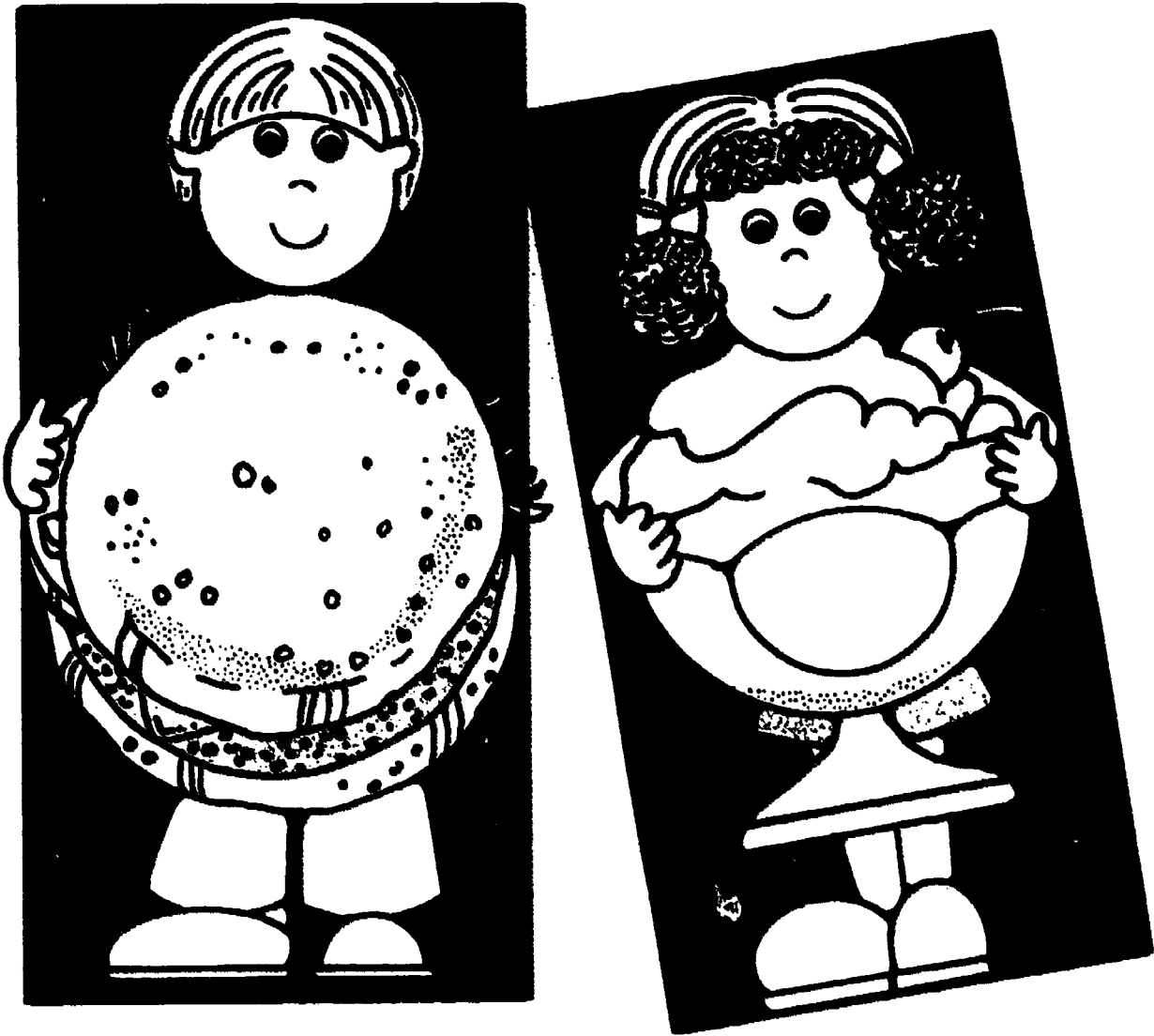
The student will listen to radio shows for enjoyment.

#### **Directions:**

Old-time radio stories can be very enjoyable to listen to and can sharpen listening skills as well. Some examples of the old radio programs are the following: "The Shadow Knows," "The Lone Ranger," and "Burns and Allen." Obtain one or two of these old radio tapes from a record shop and play them for the students. Let the students take a trip down memory lane.

#### **Follow-up Activities:**

1. Have the student, based on his impression of the voice of one of the characters in the broadcast, give a detailed description of that particular character.
2. Provide students with play scripts that could double as radio broadcasts. Have the students use strong expression and sound effects. After several rehearsals, tape the play as if it were a radio broadcast.



# Yummy Descriptions

## Skill #280

### Objective:

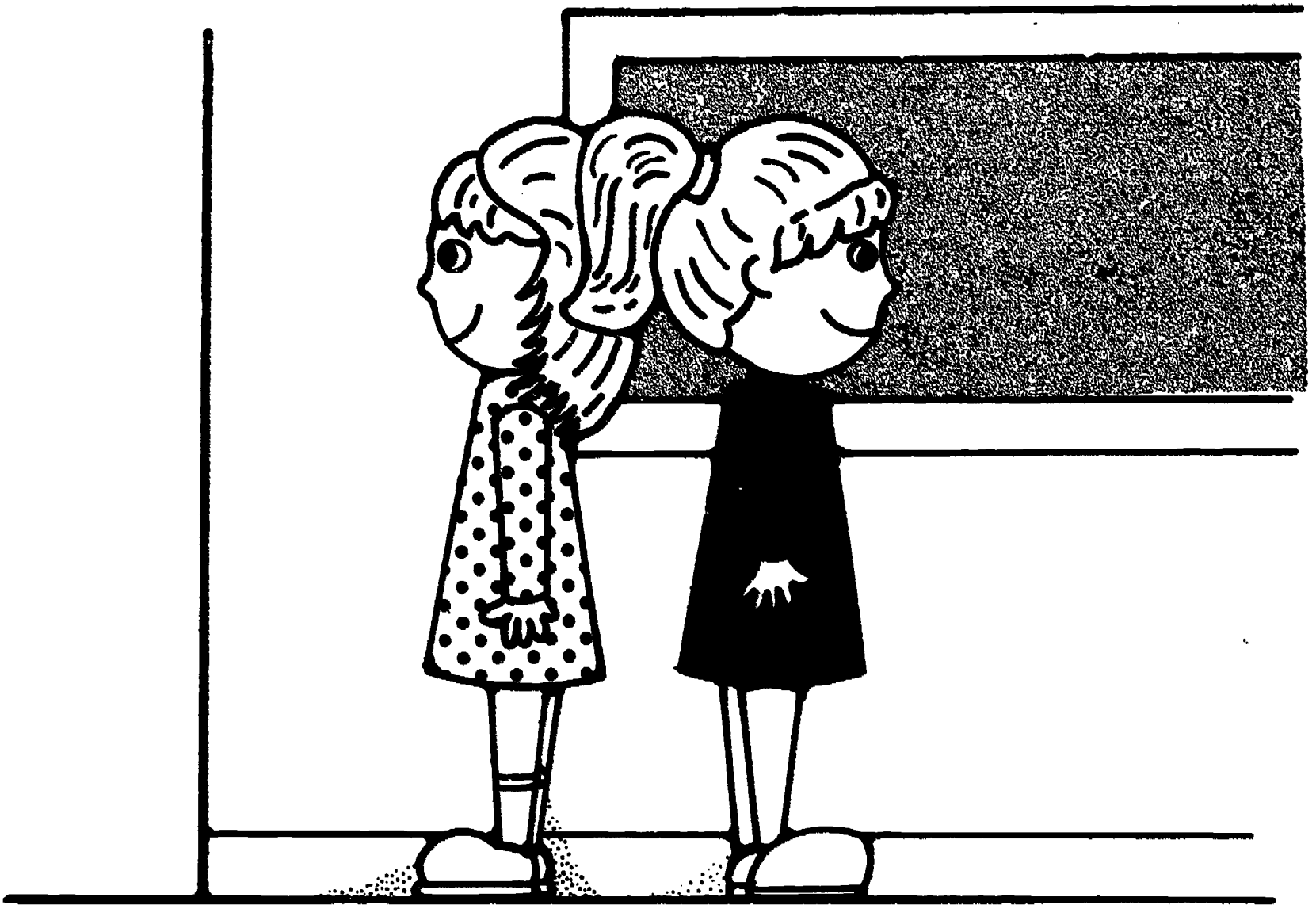
The student will describe an object.

### Directions:

Provide each student with a card that depicts a particular food. Have the student imagine that he is the object and then have him describe himself and all phases of his existence. The first student to guess the identity of the object receives one point.

### Follow-up Activities:

1. Call out a list of words and phrases naming sweets, such as taffy, bubblegum, strawberry shortcake and licorice. Have the students write down what comes to mind when the word is read and then compare the responses.
2. Display five or six edible objects on a table and allow the students to view them. Have the students close their eyes while one object is removed. Then ask students to describe the object that was removed according to size, color, shape and texture.



## **Back To Back**

### **Skill #280**

#### **Objective:**

The student will describe a person.

#### **Directions:**

Have the students group themselves into pairs and observe each other for one minute. When time is called, the students must stand back to back and answer the following questions:

1. What is the color of your partner's hair?
2. What is the color of your partner's eyes?
3. What color of shirt is your partner wearing?
4. How tall is your partner?

#### **Follow-up Activities:**

1. Have each student observe a friend for a day and then make notes about his physical appearance, his personality, his interests and his attire. Have each student give a verbal description of his friend and have the others guess his identity.
2. Have a student assume the identity of a famous person. The others may ask questions answered by "yes" or "no" until the identity is revealed.



## A Boxed Surprise

### Skill #280

#### Objective:

The student will list characteristics of an object.

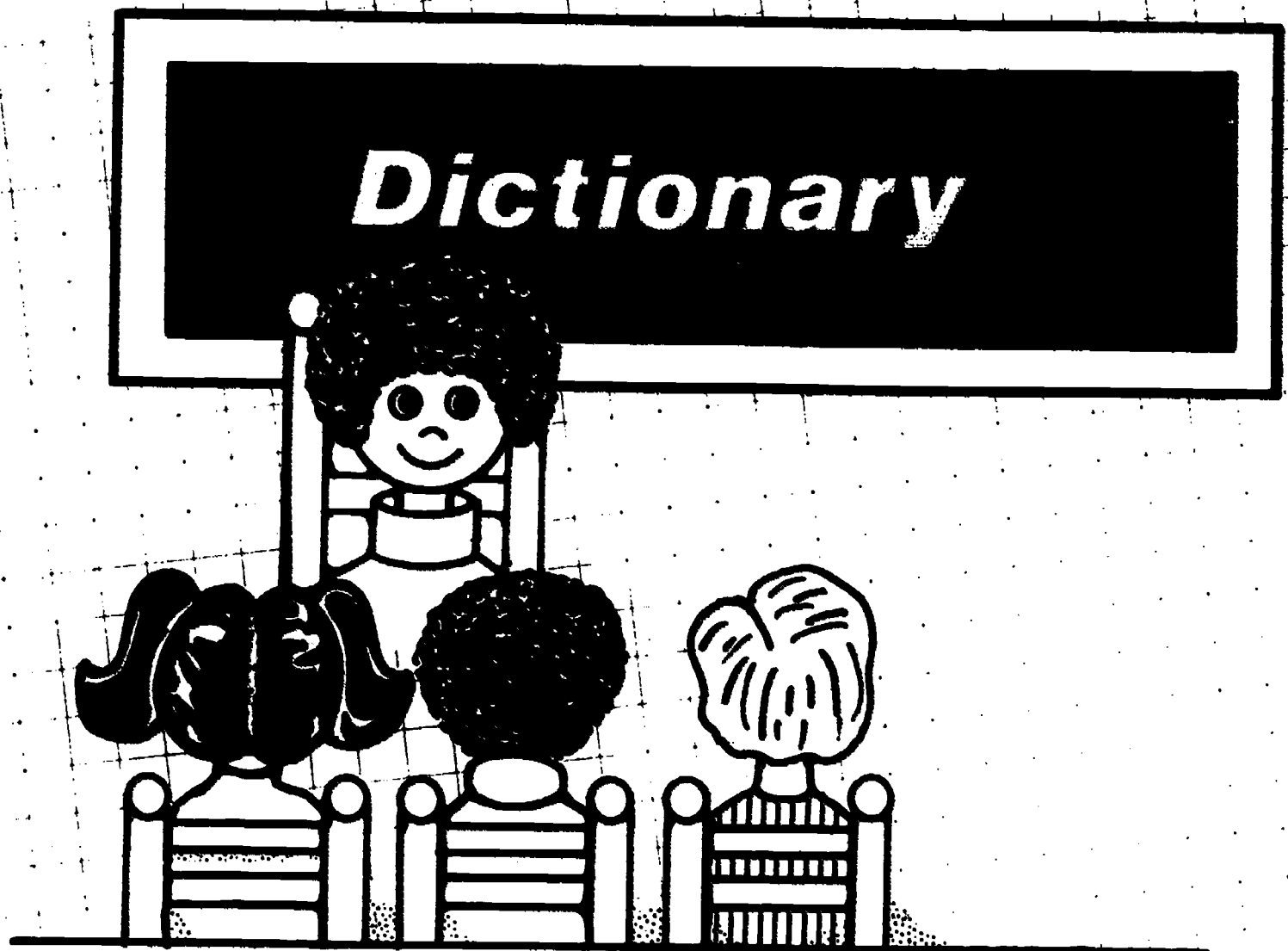
#### Directions:

Collect a variety of objects that represent different textures and shapes and place them in a box. The box lid should have a hole cut in it large enough for a hand to be inserted but small enough so that the items cannot be seen. One student should be selected to feel an object inside the box and to give a description of its texture, its size and its shape. The person who guesses the identity of the object from this description has the next turn.

#### Follow-up Activities:

1. Have the student pull the object out of the box for the other students to inspect. The students should then determine whether the description was accurate or inaccurate.
2. Have the students take turns describing an imaginary object and seeing if the others can guess its identity.





## Password

### Skill #280

#### Objective:

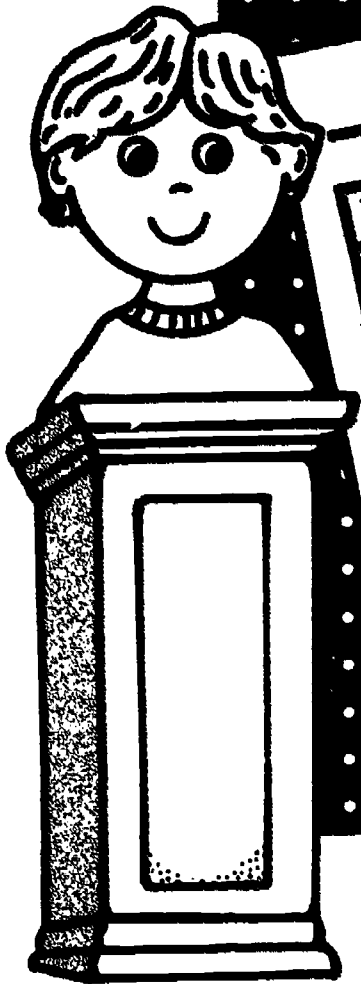
The student will verbally describe an object.

#### Directions:

Play "Password" with words that name objects. One student should sit in front of the class, facing the others. Write a word on the chalkboard in full view of the class, but so that the child who is "it" cannot see the word. The object of the game is for "it" to guess the word from one-word clues given by his classmates. The student who gives the clue which enables "it" to guess correctly becomes "it" next.

#### Follow-up Activities:

1. Prepare a series of clues that describe a famous person. Give one clue at the beginning of the day and add others until a student identifies that person.
2. Give the students a situation, such as taking a test or entering a new school, and have the students describe their feelings.



**AUCTION**

NO STARTING BID LOWER THAN \_\_\_\_\_

REGARDLESS OF VALUE \_\_\_\_\_

TYPE OF MERCHANDISE \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Auctioneer \_\_\_\_\_

Auction Time \_\_\_\_\_

*"One person's junk  
is another person's treasure."*

Author Unknown

## Going, Going, Gone

### Skill #280

#### Objective:

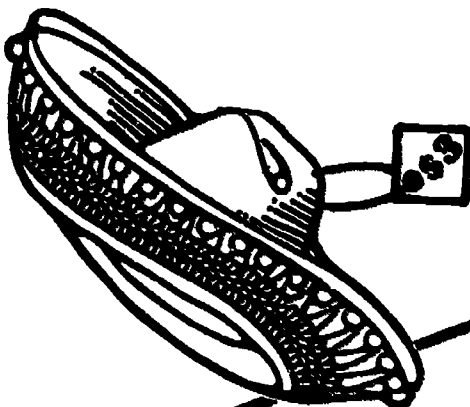
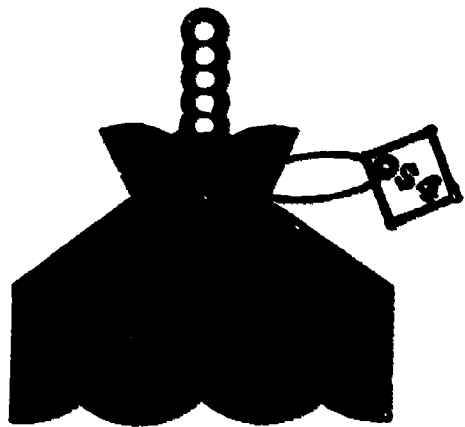
The student will verbally describe an object.

#### Directions:

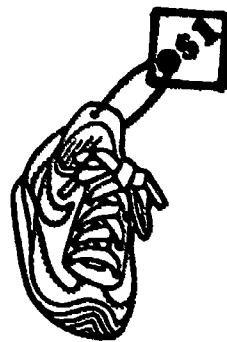
Have each student bring an item he wishes to sell at an auction. Set up the auction by displaying the merchandise and by giving the starting bid of each item. Assign each student a number, provide him with a form, such as the one shown above, and instruct him to create a personal sales pitch. Issue an equal amount of play money to each student for bidding. When the student's number is called, he becomes the auctioneer and gives his sales pitch. The audience responds by bidding for the items of their choice.

#### Follow-up Activities:

1. Have students obtain information about various types of auctions and their history. Hold a round table discussion.
2. Invite an auctioneer to hold a mock auction.



**STRICTLY CASH**



# A Poem For An Auction

**•Sold to the Highest Bidder!**  
I went to an auction  
At a store the other day  
I saw one hundred different things  
That were put on display  
The people were all crowded  
In chairs from end to end  
Deciding what they wanted  
And how much they would spend

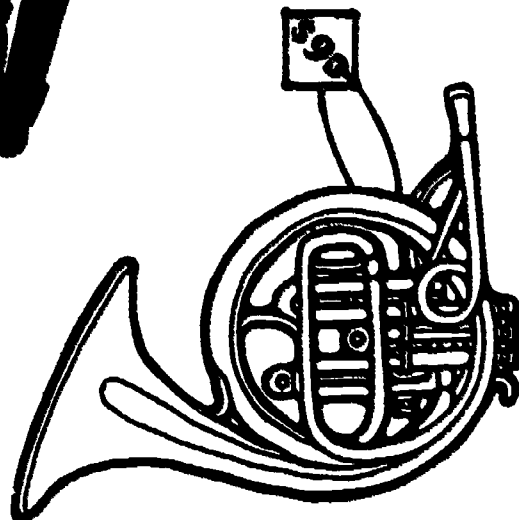
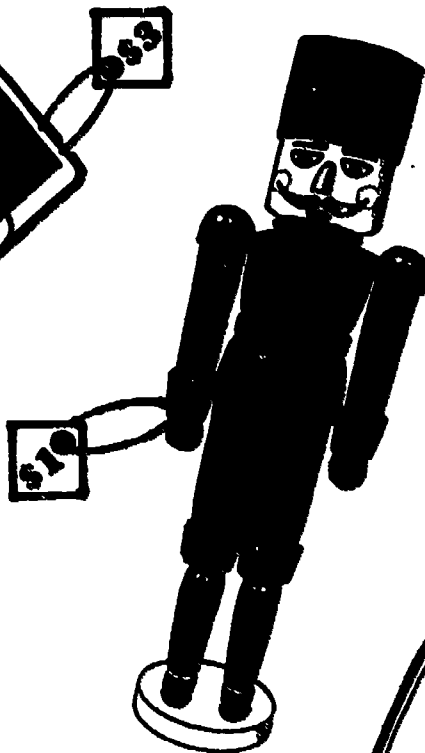
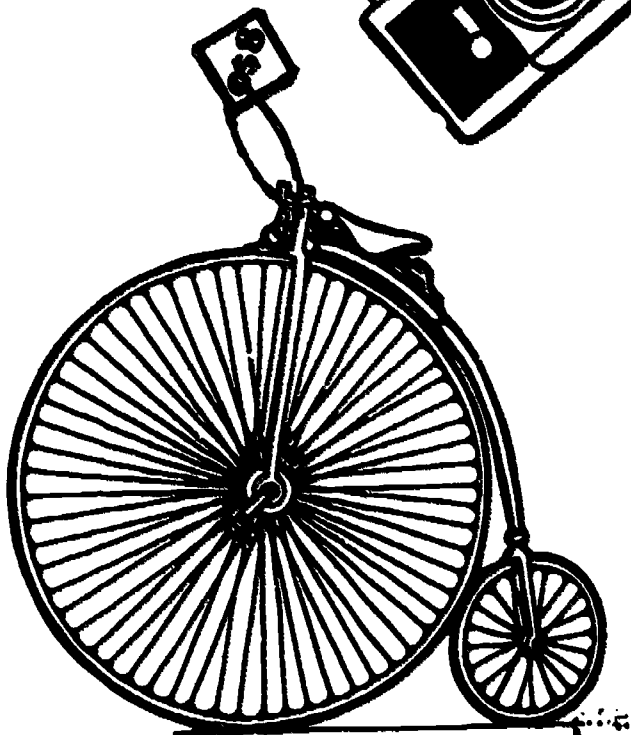
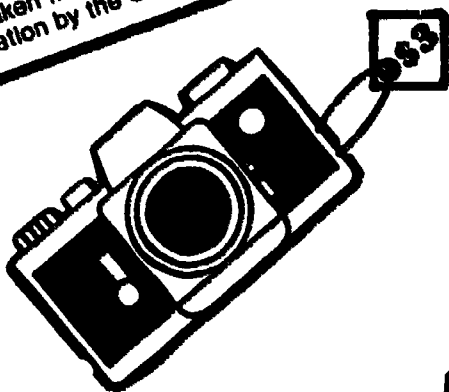
Welcome, ladies  
Welcome, gentlemen  
Hope that you are ready  
For the auction to begin

What will you pay  
For this beautiful vase  
Oh, I hear ten dollars  
Will anyone else raise?

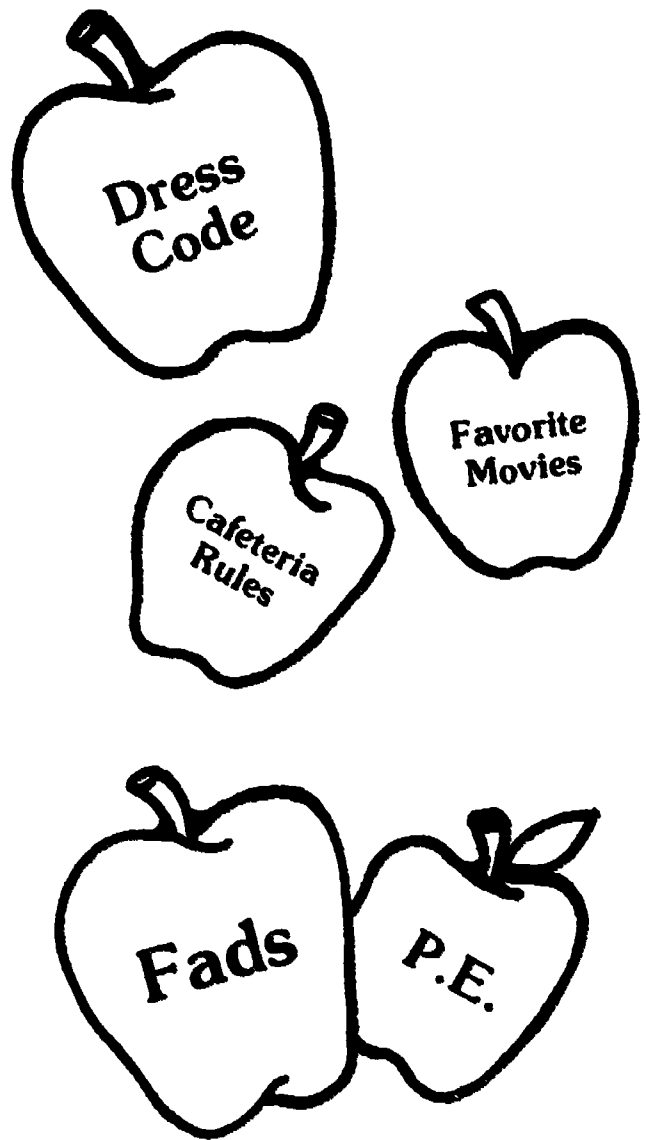
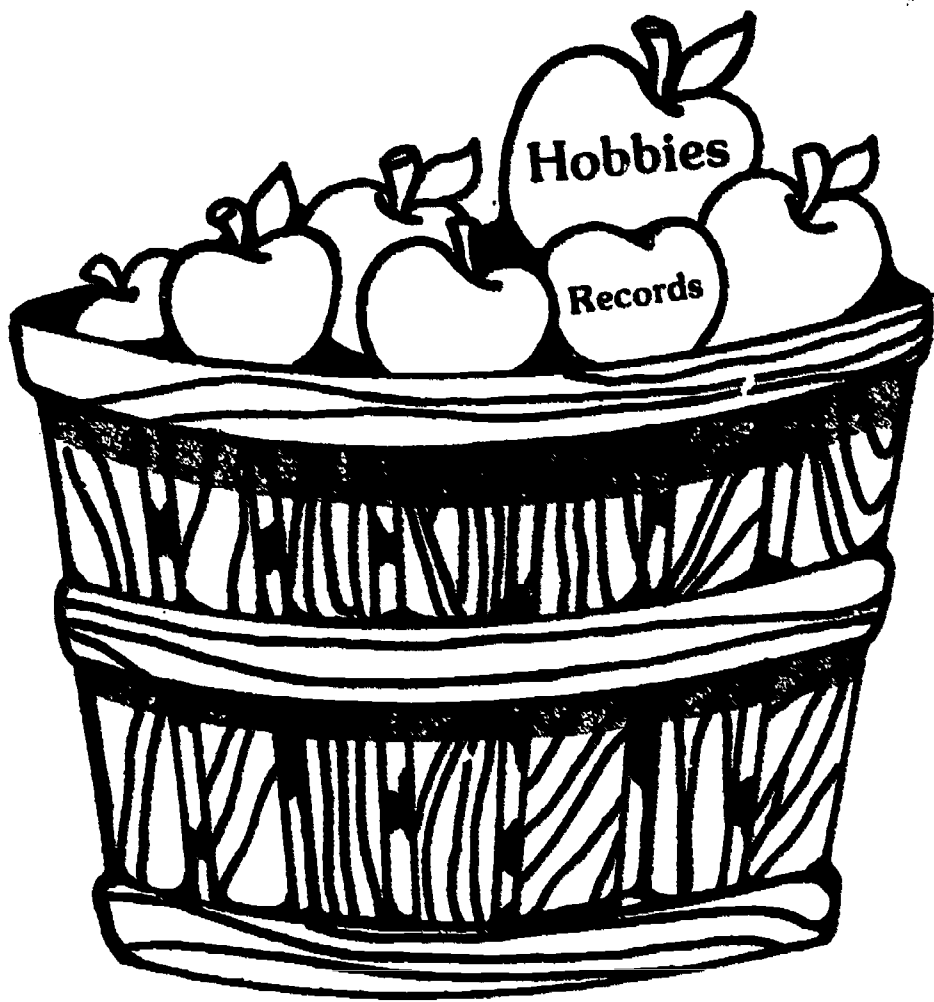
Going  
Going  
Going  
Gone!

To the lady over there  
Sold to the highest bidder  
Announced the auctioneer

\*The poem is taken from the book Economy Size by Carol Kootzman and Joyce King,  
a 1978 publication by the Goodyear Publishing Co., Inc., Santa Monica, California.



© 1978 Goodyear Publishing Co.



## Pick A Topic

### Skill #300

#### Objective:

The student will exchange information or opinions through verbal interaction.

#### Directions:

Have a student pick an apple from the basket and then initiate a discussion of the topic written on the apple by giving a single statement. He then passes the apple to another student who continues the discussion by adding another statement; this process continues until all students have had a turn.

#### Follow-up Activities:

1. Prepare cards, each containing two characters for role playing; for example, character one is a fireman at the scene of an accident, and character two is a reporter for the six o'clock news. Give the cards to pairs of students and have them dramatize a scene involving their characters.
2. Have the pairs of students pretend to be friends who meet in the grocery store after having not seen each other for some time. Role play for one or two minutes.



Lincoln at Springfield  
June 16, 1858

*Mr. President and Gentlemen  
of the Convention:*

If we could first know where we are, and  
whither we are tending, we could then bet-  
ter judge what to do, and how to do it.

We are now far into the fifth year, since a  
policy was initiated, with the avowed object,  
and confident promise, of putting an end to  
slavery agitation.

Under the operation of that policy, that  
agitation has not only, not ceased, but has  
constantly augmented.

In my opinion, it will not cease, until a  
crisis shall have been reached, and passed.

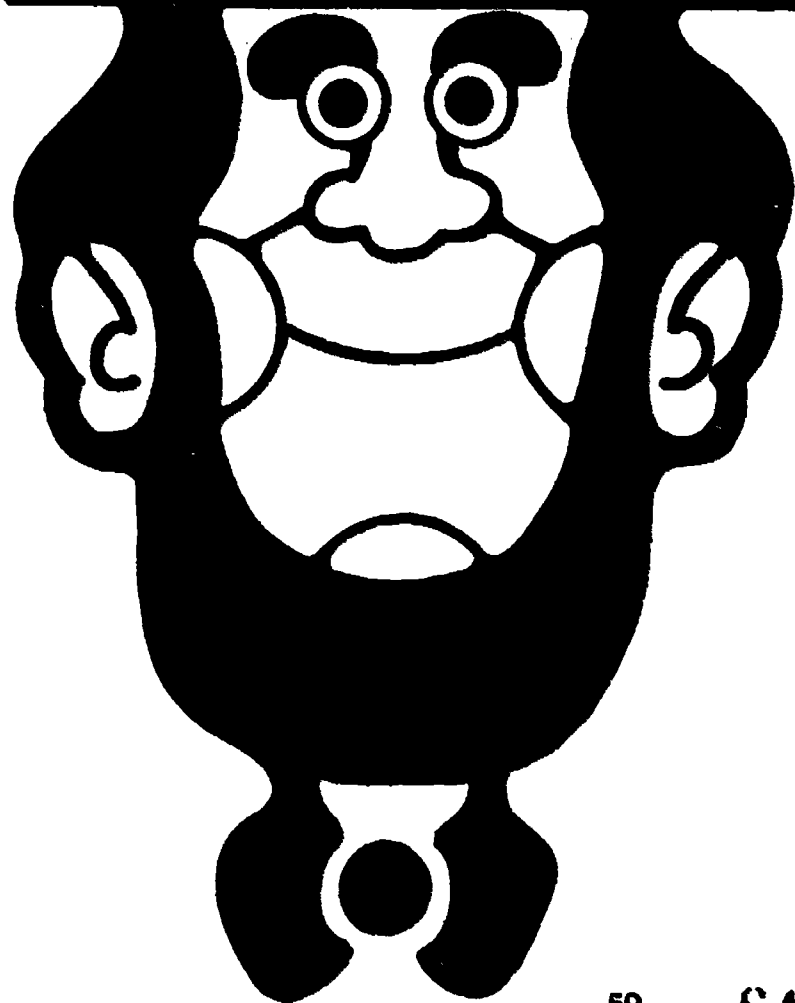
"A house divided against itself cannot  
stand."

I believe this government cannot endure,  
permanently half slave and half free.

I do not expect the Union to be  
dissolved—I do not expect the house to  
fall—but I do expect it will cease to be divid-  
ed.

It will become all one thing, or all the  
other.

Either the opponents of slavery, will ar-  
rest the further spread of it, and place it  
where the public mind shall rest in the belief  
that it is in course of ultimate extinction; or  
its advocates will push it forward, till it shall  
become alike lawful in all states, old as well  
as new—North as well as South.



## The Great Debate

### Skill #300

#### Objective:

The student will talk to and interact with other students about topics; he then will convince the others to agree with his position.

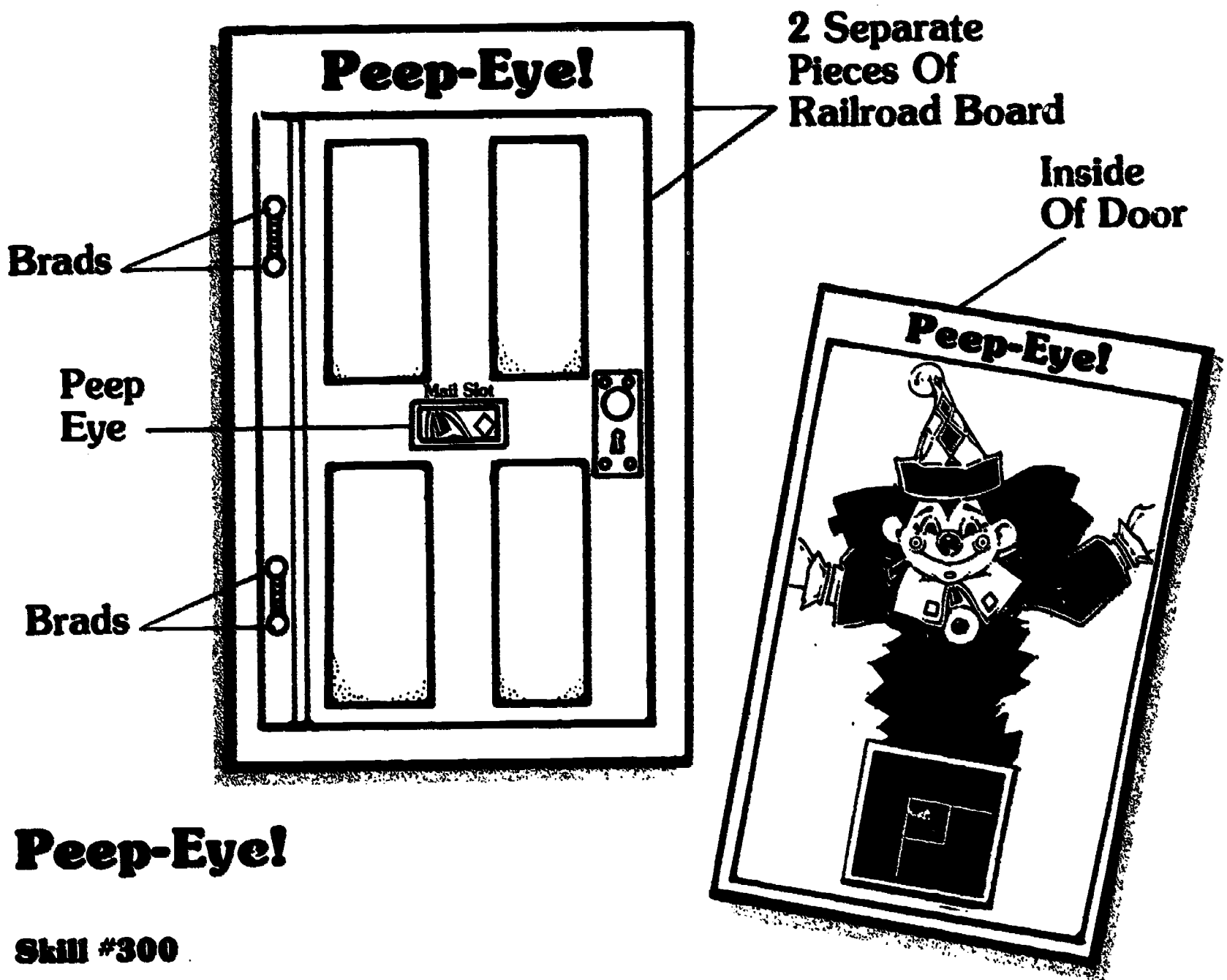
#### Directions:

Divide the students into two groups, each representing a political party. Have each group hold a mock political convention and at its close, choose a candidate for president. They may hold mock rallies and discuss political platforms and issues.

#### Follow-up Activities:

1. Have the two candidates hold a debate, each representing his party's platform.
2. Stage a mock election and have the winner deliver an acceptance speech.





## Peep-Eye!

### Skill #300

#### Objective:

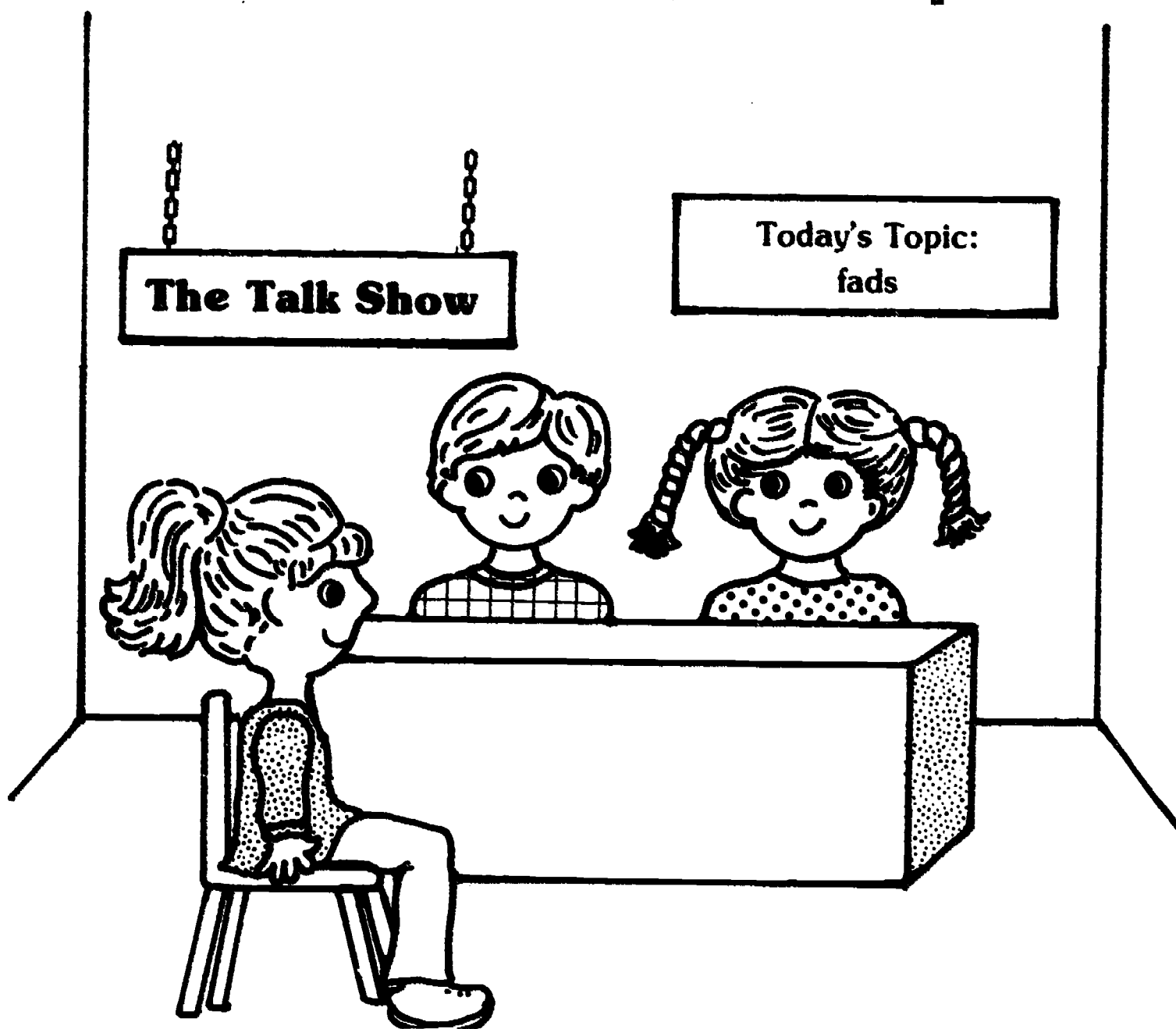
The student will convince others to agree with a particular position or statement.

#### Directions:

Make a peep-eye door, such as the one shown above, by bradding together two pieces of poster board and by cutting out a mail slot for a "peep" hole. Insert a picture inside the door. Have each student try to guess what is behind the door by peeping at the portion of the picture visible through the mail slot. Each student should try to convince others to agree with him by discussing the colors, shape and other characteristics of the picture; then they may open the door to reveal it. Let the students choose other pictures to put behind the door and then begin again.

#### Follow-up Activities:

1. Have the students role play, choosing one student to be the child and one to be the parent. Have the child convince the parent that another toy is needed.
2. Have the students switch roles and interact on the same subject.



**Here's . . .**

**Skill #300**

**Objective:**

The students will exchange information or opinions through verbal interaction.

**Directions:**

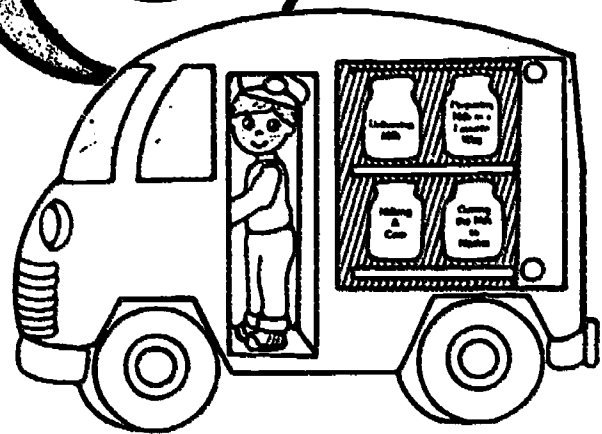
Choose a host to stage a talk show. Select a topic of discussion in advance and invite student guests to participate.

**Follow-up Activities:**

1. Invite a community leader to be interviewed by the talk show host. Have him follow interview guidelines that are thoroughly understood before the show.
2. For a departure into fantasy, invite characters, such as Santa Claus, the Easter Bunny, and Mickey Mouse, to be interviewed.



## Dairy Delivery



### Skill #320

#### Objective:

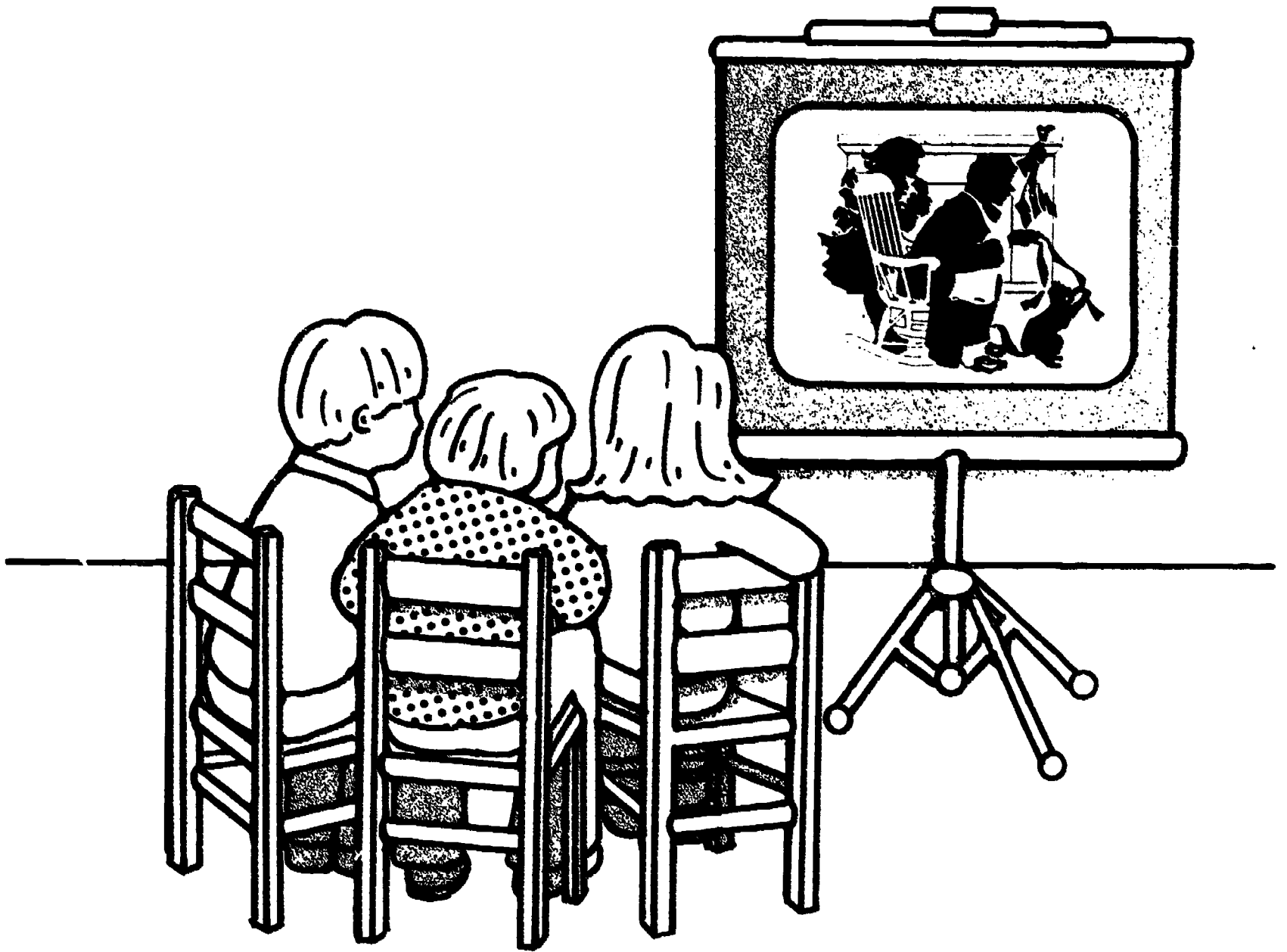
The student will describe an activity using proper sequence.

#### Directions:

Using the pattern above, make a milk truck. Slit the door guide and brad the door on as shown. Have the student open the door of the milk truck, select a bottle and describe the activity written on it. He must be careful to use proper sequence. If it is needed, allow the student to research before presenting his narrative.

#### Follow-up Activities:

1. Have each student construct a time line, beginning with his birth and ending with his present grade in school, and give an oral presentation of it.
2. Show a filmstrip to the class. Turn the machine off before the ending. Have each student anticipate the conclusion before it is shown.



## A Narrated Account

### Skill #320

#### Objective:

The student will give a narrative.

#### Directions:

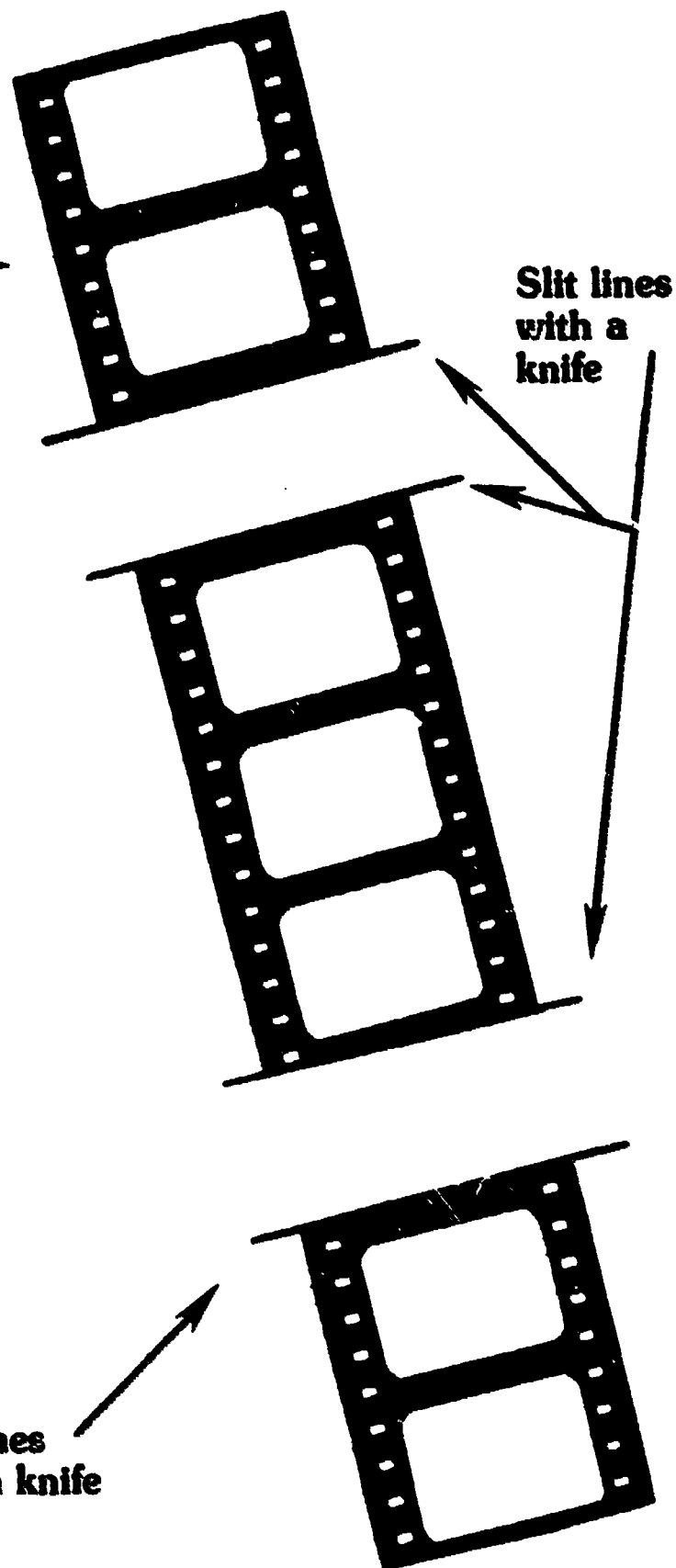
Arrange the students into groups. Project a filmstrip one frame at a time, allowing enough time for each group to write a narrative for it. When all frames have been completed, each group will present the narrative it has prepared for the filmstrip.

#### Follow-up Activities:

1. Have the students make their own filmstrips, using the directions on the following pages.
2. Have the students construct a mini-viewing center in which they show their original filmstrips.

# A Narrated Account...

Film Spacing Guide



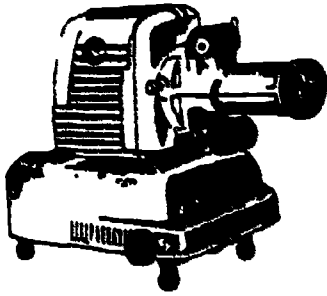
## Directions for Filmmaking

1. Soak filmstrip for a few minutes in household bleach to remove all emulsion.
2. Rinse in water and hang to dry.
3. Insert the bleached filmstrip through slits on the film spacing guide. The squares denote the amount of space for each frame.
4. Use permanent fine tip markers for writing and illustrating.
5. You may want to combine the filmstrip with a tape recording or background music.

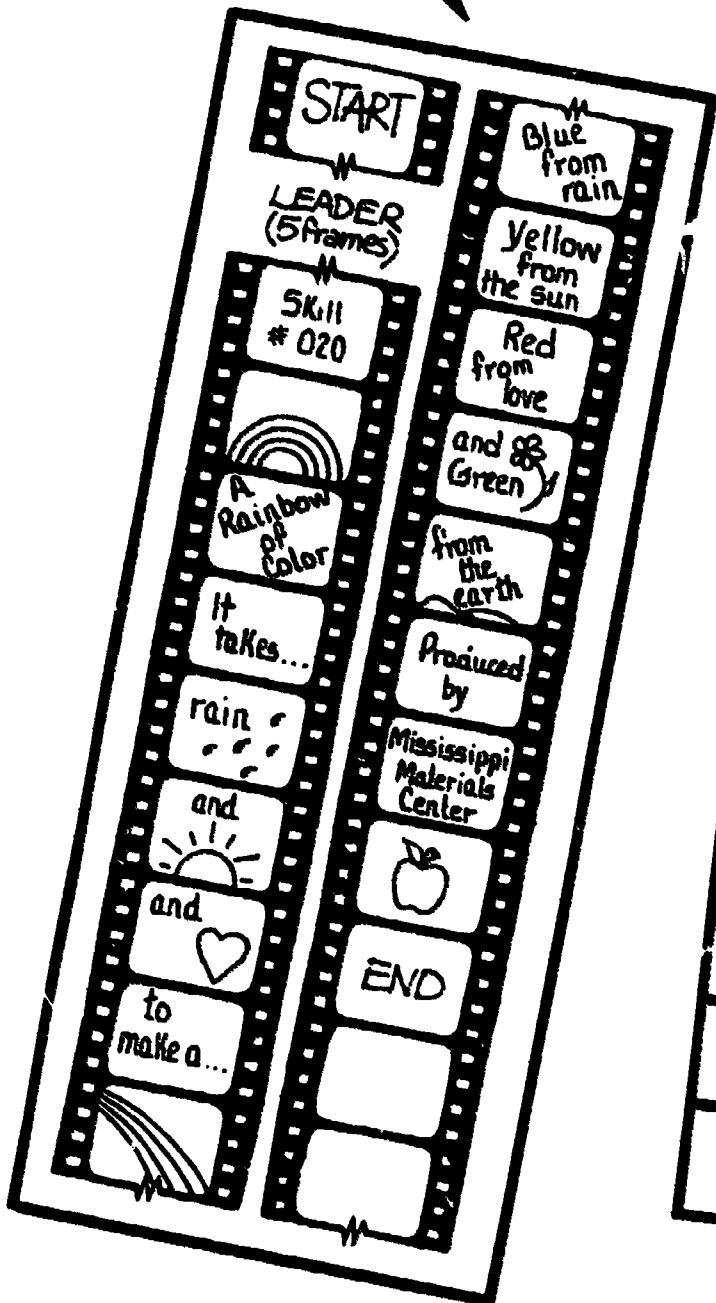
To use film spacing guide, have the student slit indicated lines with a knife and insert a clear filmstrip.



# A Narrated Account...



This is an example of an original filmstrip



## The "U" Film Storyboard Guide

**THE WRITE-OUT SOLUTION**  
 A typical filmstrip has about 40 to 50 frames, the first 5 or 6 frames are blank to form the film leader and the story. To use this guide, pencil in the various pictures and captions numbering the frames to set the continuity of your presentation. Once satisfied with your story, use this guide to prepare the final filmstrip.

START  
 LEADER (5 frames)  
 TRAILER (5 frames)  
 END

prima A DIVISION OF HUBBARD PHOTOGRAPHIC SOLUTIONS, INC. 1117  
 AN ACTION ON FILMSTRIP SINCE 1952

Pre-planning is important. Using the planning script shown above and below, have the students design their projects on paper first.

### Planning Script

SKETCH OF FRAME	SCRIPT OF FRAME

Learning is like rowing  
upstream. Not to advance  
is to drop back.

ADVANCE TWO

A journey of a thousand  
miles begins with one step.

ADVANCE ONE



What you do not want  
others to do to you, do not  
do to others.

ADVANCE TWO

Behind any able man there  
are always other able men.

ADVANCE ONE

## Wok Around The Clock

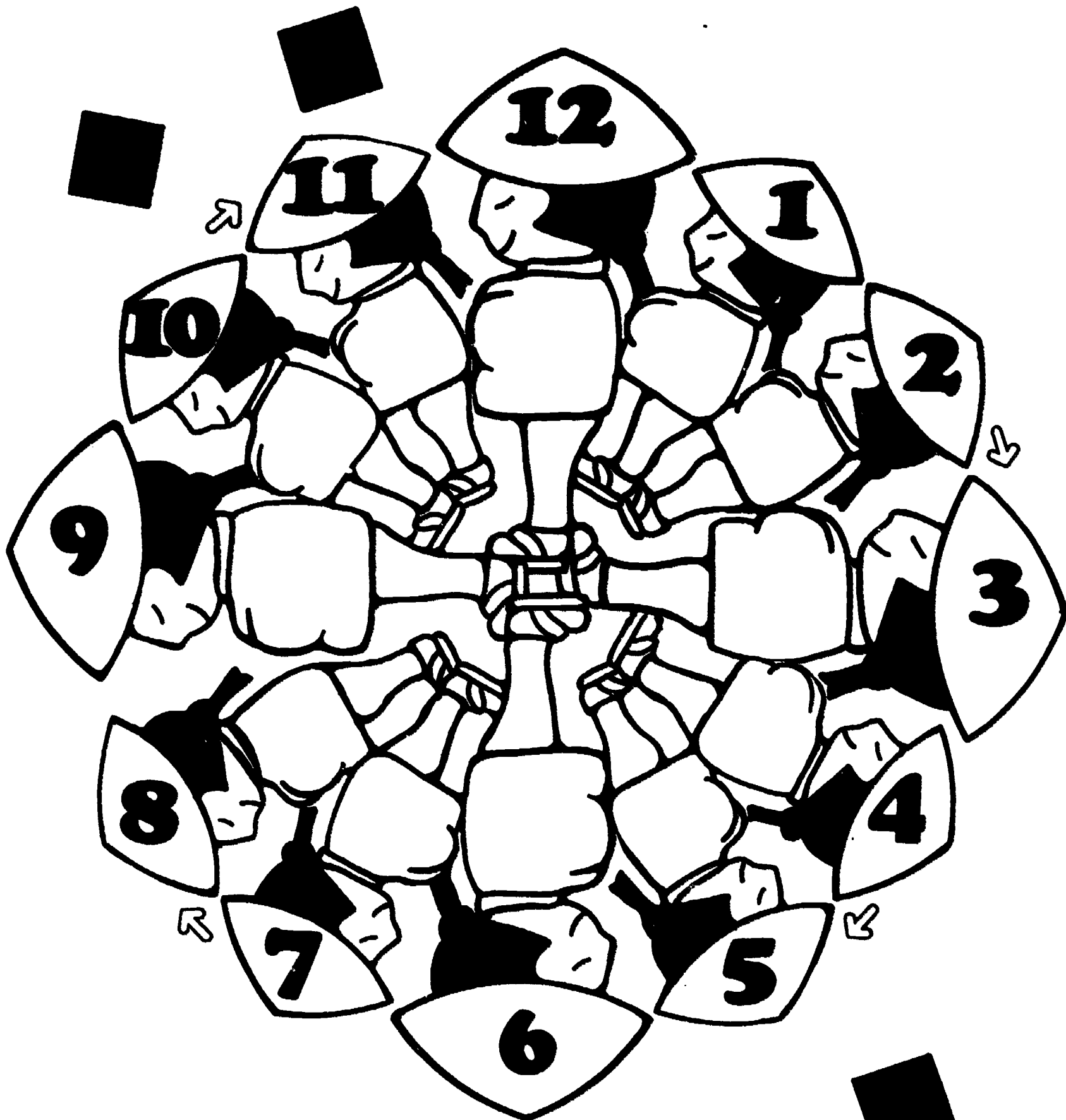
### Skill #340

#### Objective:

The student will retell information in his own words.

#### Directions:

One student is designated as the reader. Each player begins on the one o'clock position and advances around the gameboard clockwise. In alternating turns, each player is read a proverb which he, the student, may give the meaning of in his own words. If he is correct, he may advance the number of spaces given on the card; he receives the points of the numbered space he lands on. The game continues until one player lands on twelve o'clock. Points are tallied and the winner declared.



**Wok Around  
The Clock Gameboard**



## Three Cheers For You

### Skill #340

#### Objective:

The student will recall exactly what he has heard.

#### Directions:

Allow each student a few minutes to compose a cheer, such as the ones heard at a football game. Each student should then read his cheer and have the others repeat what they have heard.

#### Follow-up Activities:

1. Have the students work in pairs. Each one must add body motions to his cheer and teach it to his partner.
2. Stage a "pep rally" after all students have learned their cheers. Hold a vote to determine the best new cheer.



## **P-s-s-s-t**

### **Skill #340**

#### **Objective:**

The student will recall exactly what he has heard.

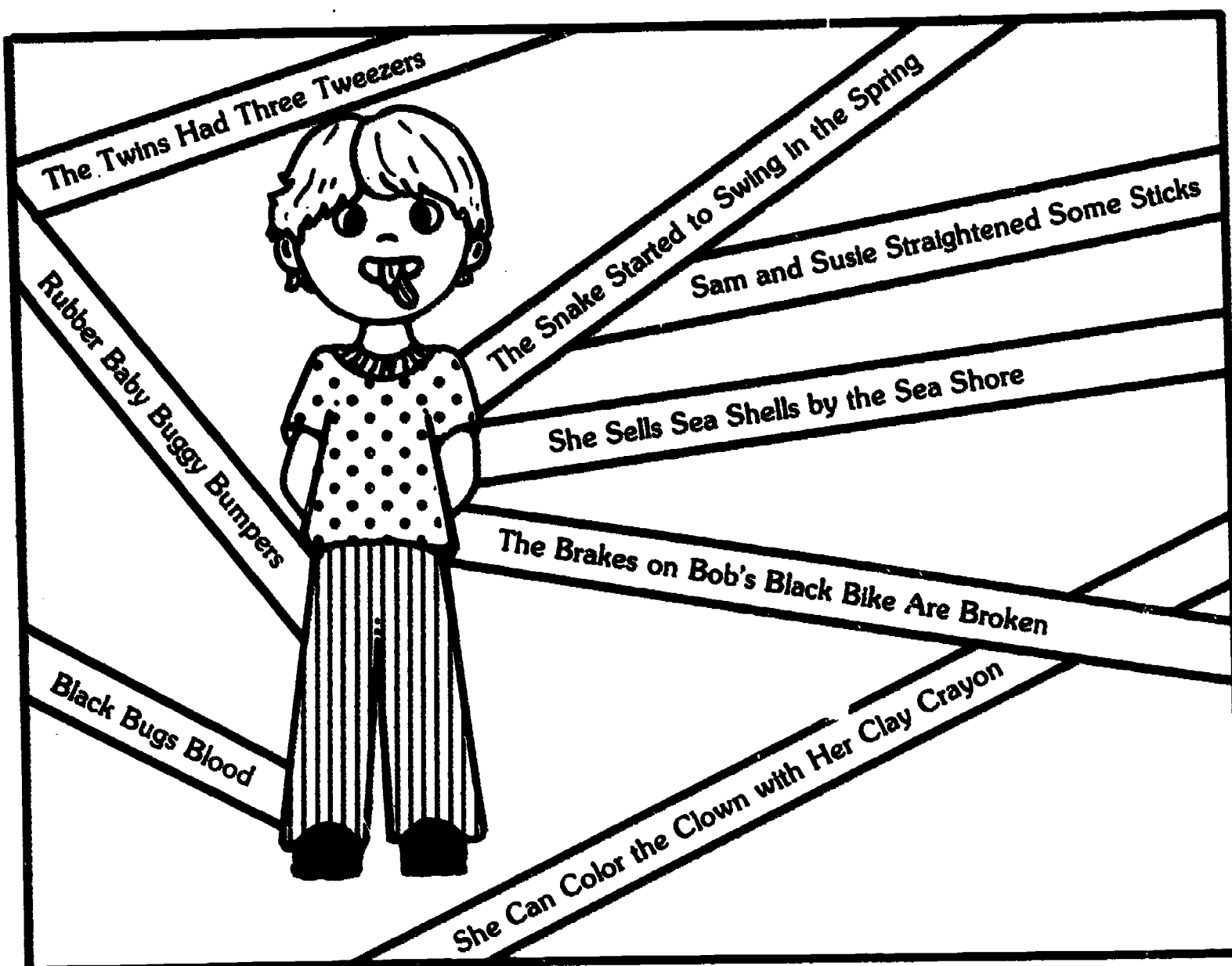
#### **Directions:**

Arrange the students in a circle. Whisper a sentence to one student; for example, "There will be a carnival at the school a week from Saturday." That student whispers it to the next student, and the pattern continues until everyone has had the opportunity to hear and to repeat the information. The last student to hear the information should repeat what he has heard.

#### **Follow-up Activities:**

1. The use of lap flannels is a unique way to reinforce this skill. Read a book to a student and from another copy of the book, cut out the pictures and back them with flannel. The student retells the story as he places these pictures on a flannel board.
2. Have the student dramatize the story from follow-up one. Costumes could be used for added interest.





## Tongue Twisters

### Skill #340

#### Objective:

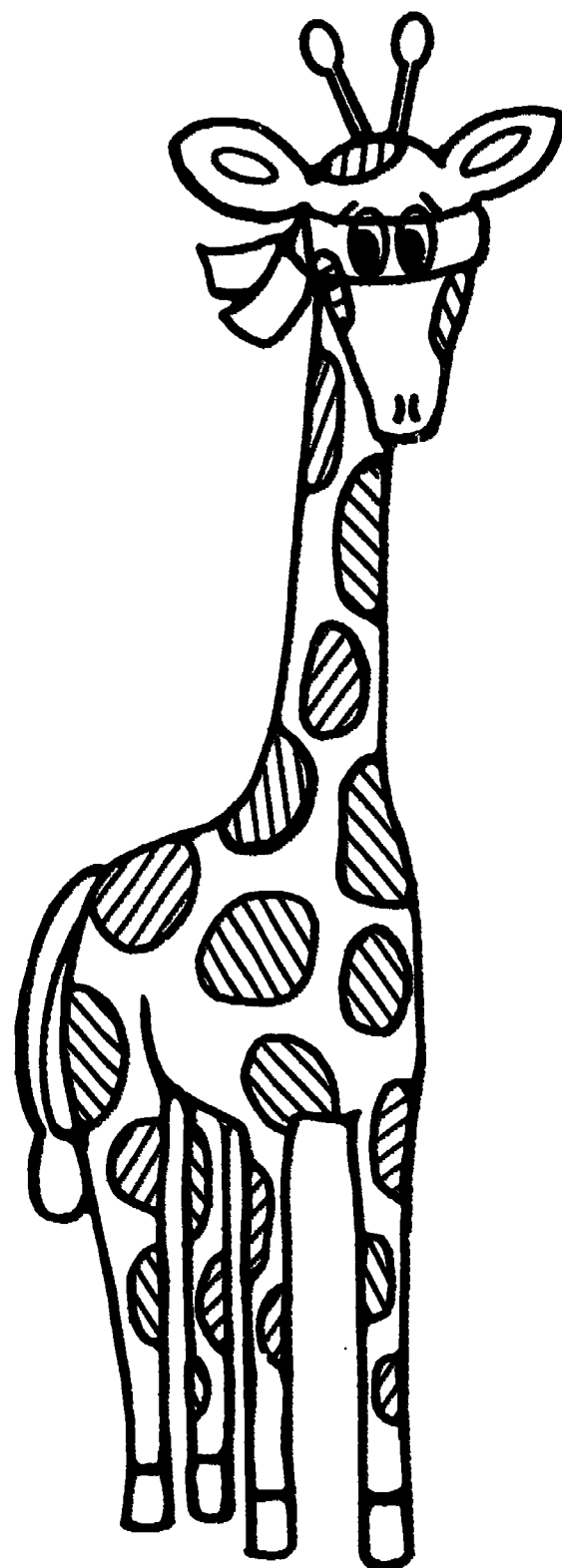
The student will repeat exactly what he has heard.

#### Directions:

List all the tongue twisters shown above on separate strips of paper and place them in an old hat. Divide students into two teams. One student draws a tongue twister from the hat and reads it aloud to a member of his team who rapidly repeats it three times. If he does it correctly, his team scores five points. If he does not, it is passed on to the opposing team. The team with the most points when all of the tongue twisters have been read is the winner.

#### Follow-up Activities:

1. Have the students compose original tongue twisters, using alliterative patterns.
2. Have the students play the game in pairs, using the same tongue twisters.



## Beat The Giraffe

### Skill #360

#### Objective:

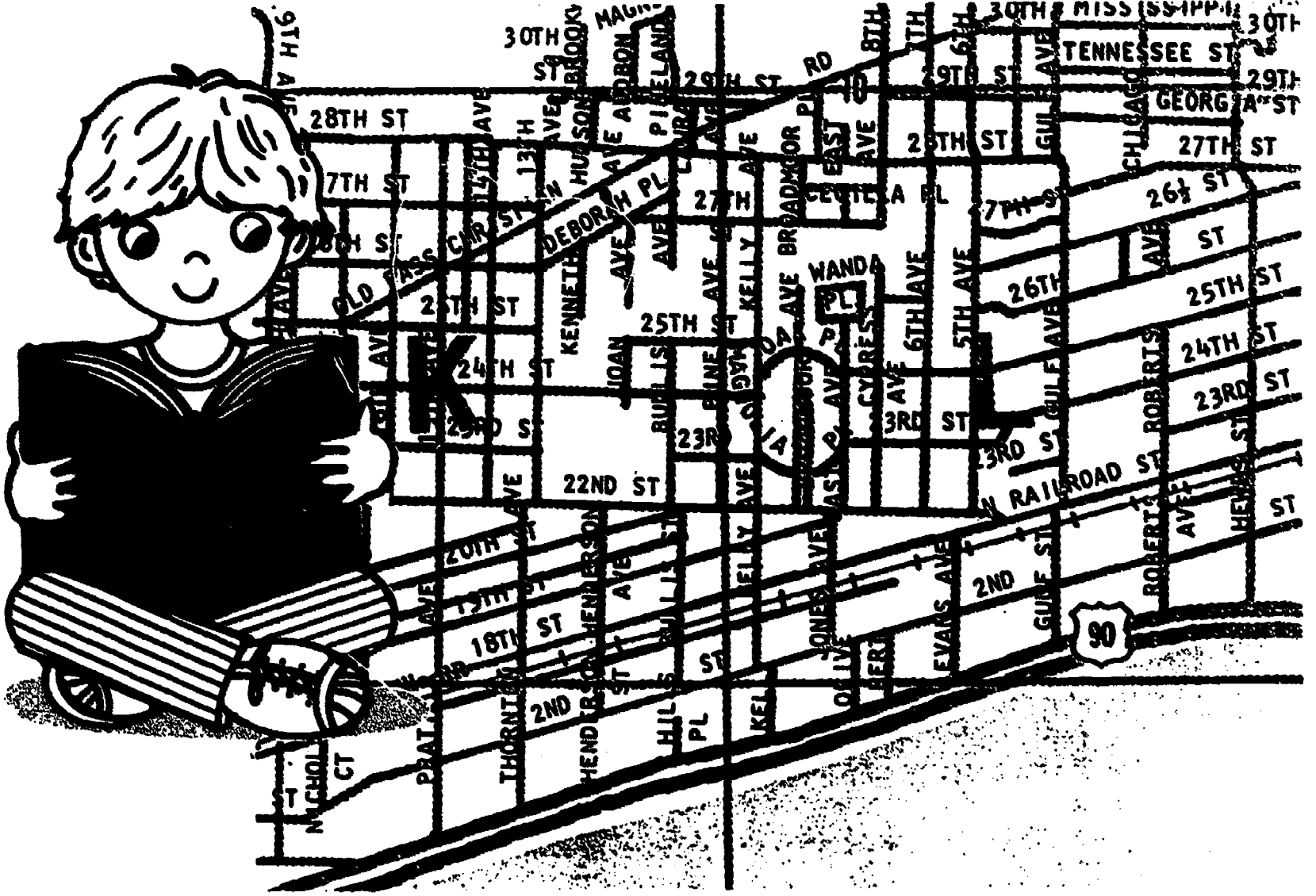
The student will give directions to a specific location.

#### Directions:

One student is selected to wear the giraffe's mask, and another is chosen to give directions; the one chosen to give directions must attempt to direct his blindfolded partner to a specific location in the room by giving him verbal instructions. If the student is successful, the pair receives a point; if not, the point is awarded to the giraffe. The game continues with the players alternating positions until the players or the giraffe receives seven points.

#### Follow-up Activities:

1. Have one student give directions to an "imagined" location and have the other student attempt to guess where the location is.
2. Have the pair draw a map depicting the location in follow-up one.



# Random Directions

## Skill #360

### Objective:

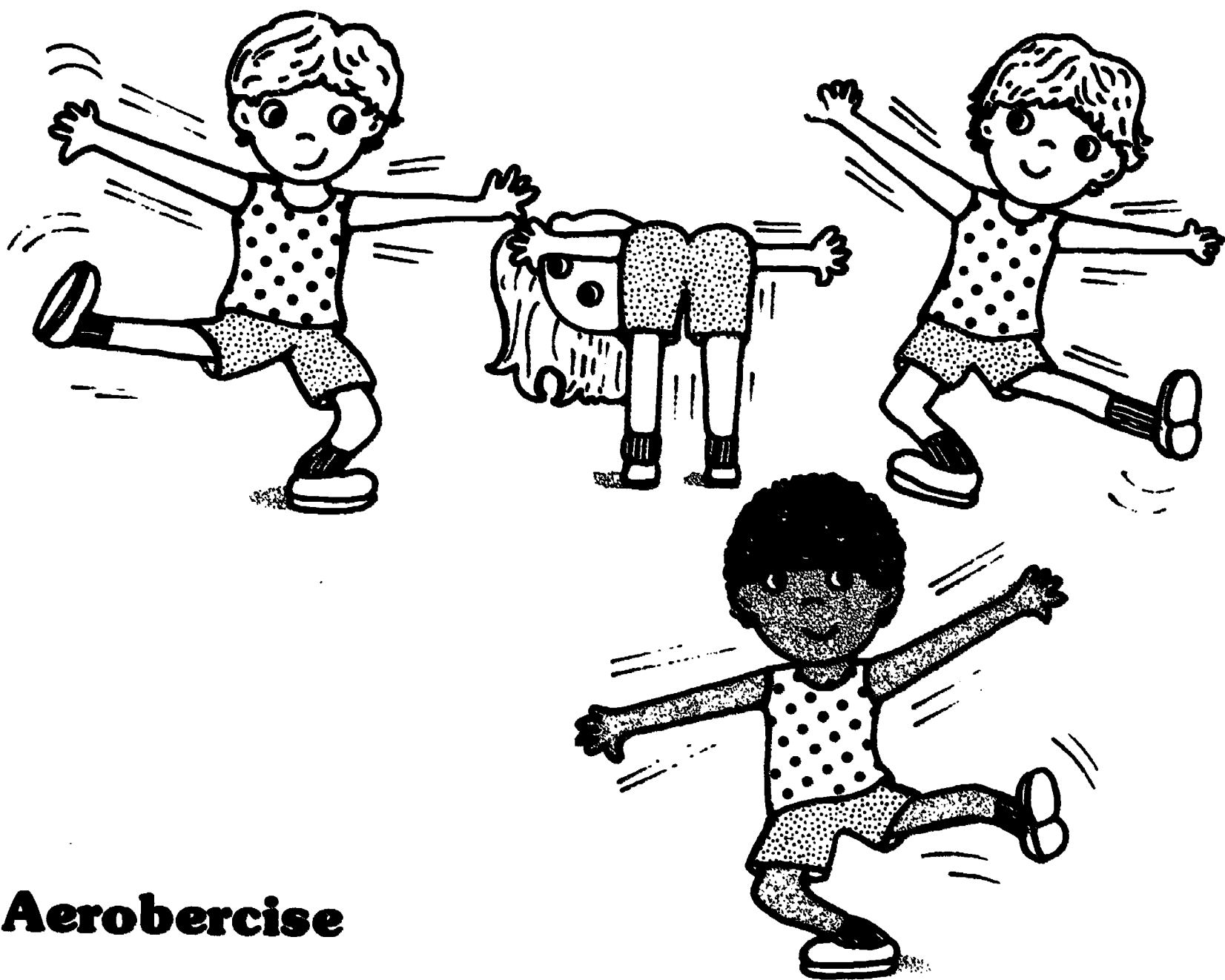
The student will give directions to a specific location.

### Directions:

Provide the student with a street map of the city which has the location of the school marked on it. Have the student choose a name and address from the phone book and have him locate that address on the map. Using the map as a reference, have the student give the group verbal directions from the school to the phone-book address.

### Follow-up Activities:

1. In alternating turns, have each student choose a secret location on the map and give oral directions until the location is guessed.
2. Have each student give oral directions from the school to his house.



## Aerobercise

### Skill #360

#### Objective:

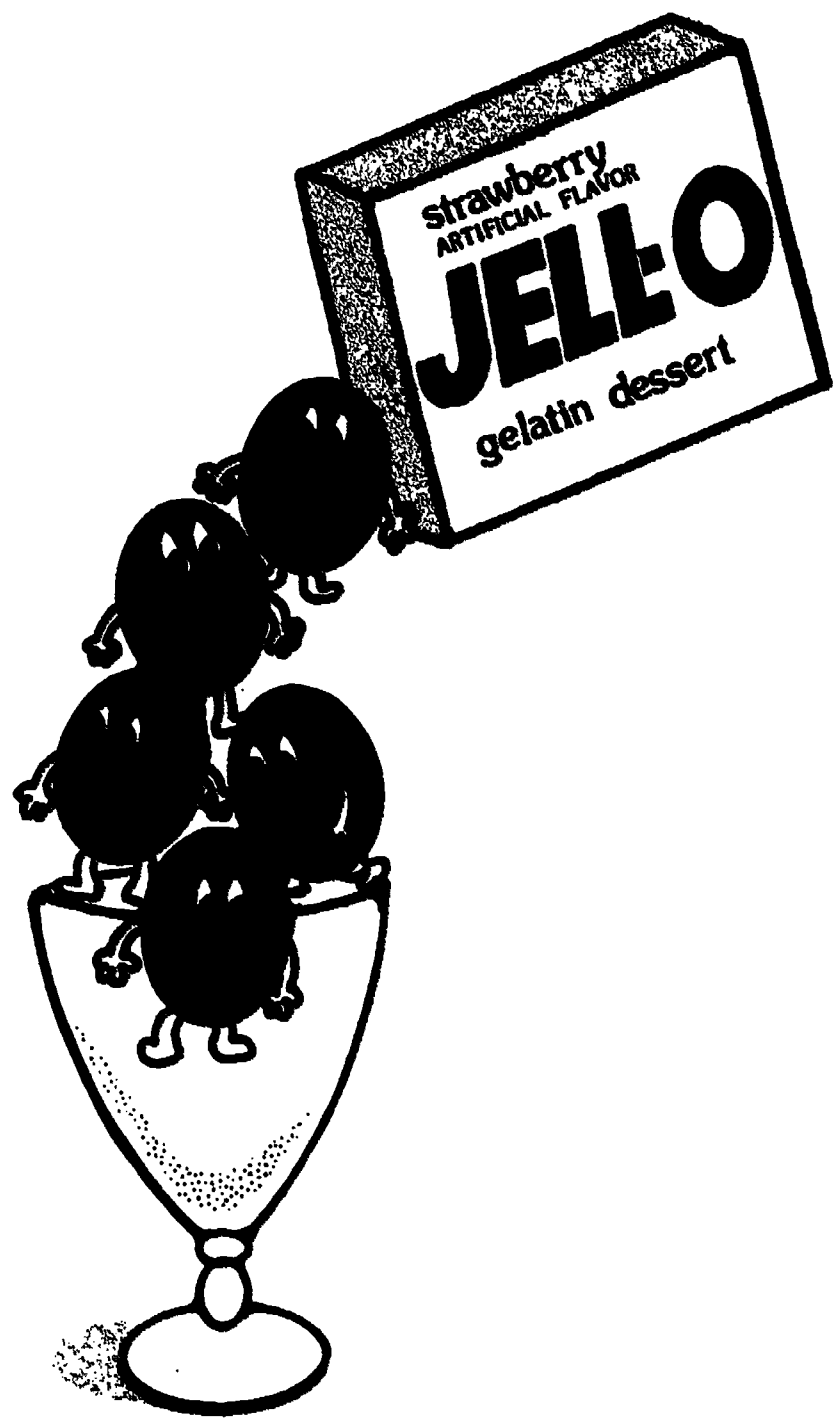
The student will conduct a physical activity.

#### Directions:

Have each student create an original jazzercise or aerobercise routine and present it to the class. He must give oral directions and demonstrate them. Allow each student a time limit of two to three minutes for his routine.

#### Follow-up Activities:

1. Have the students combine various parts of all the routines and perform the new arrangement with appropriate music.
2. Invite an aerobics expert to give an informal talk on the importance of exercise to one's daily routine. For added fun, let the students perform their aerobic routine for the visitor.



## Let's Make Some Fun

### Skill #360

#### Objective:

The student will tell how to make something.

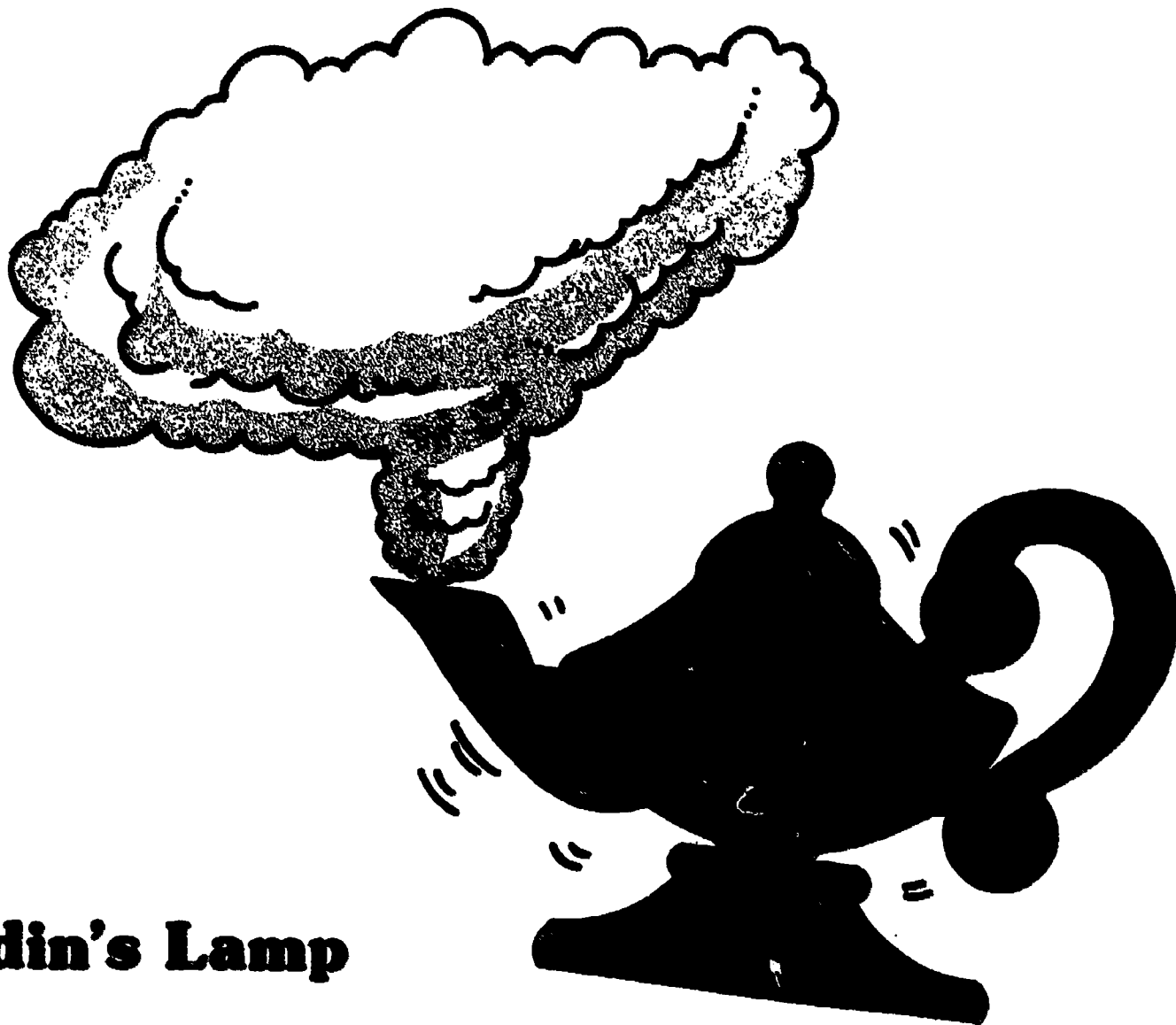
#### Directions:

Provide the students with a package of JELL-O and the utensils for making it. Have one student read the directions from the box while another student prepares the JELL-O. As part of the fun, let the students eat the JELL-O.

#### Follow-up Activities:

1. Have each student bring one ingredient for making pizza. One student should be in charge of giving directions while the others should assemble the ingredients. All may share and enjoy the finished product.
2. Have each student prepare and present a demonstration on the procedure for making a simple object, such as a paper airplane.





## Aladdin's Lamp

### Skill #380

#### Objective:

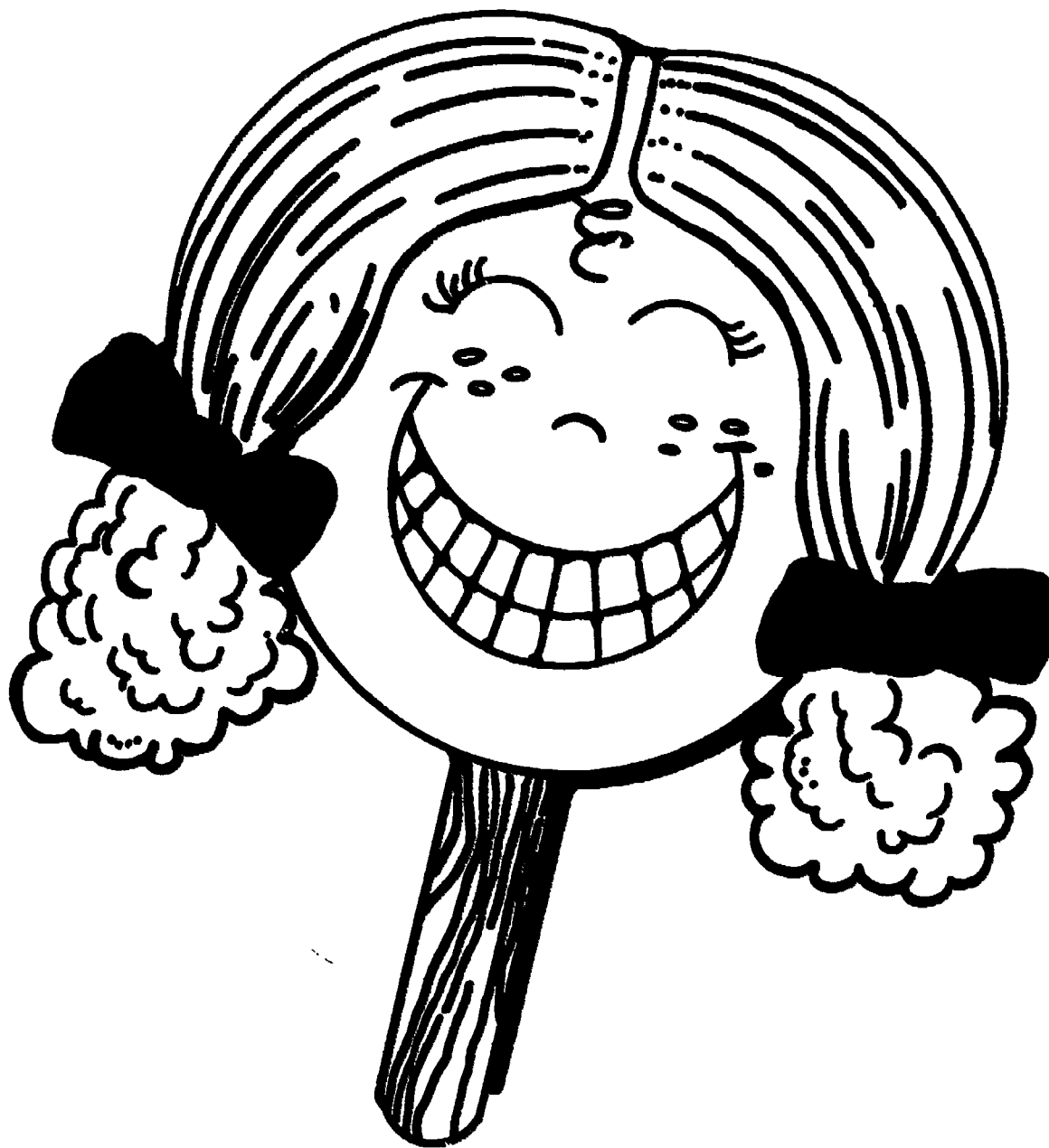
The student will orally express wishes.

#### Directions:

Have each student pretend that he has been granted three wishes from Aladdin's lamp. Have the students write the wishes on separate strips of paper and store them in a box. One player begins the game by drawing a wish from the box, by reading it to the group, and by trying to guess who wrote it. If the player is correct, he receives a point, and another student draws a wish. If the player guesses incorrectly, the wish passes to the next player. The activity continues until all the wishes have been drawn and guessed. The player with the highest score is the winner.

#### Follow-up Activities:

1. Allow each student to draw or cut out pictures representing his three wishes.
2. Have each child write a secret to be collected and sealed in an envelope. He should keep in mind that it will be read in one week. At the appointed time, the secrets will be read and the group will try to identify the writer of each.



## Put On A Happy Face

### Skill #380

#### Objective:

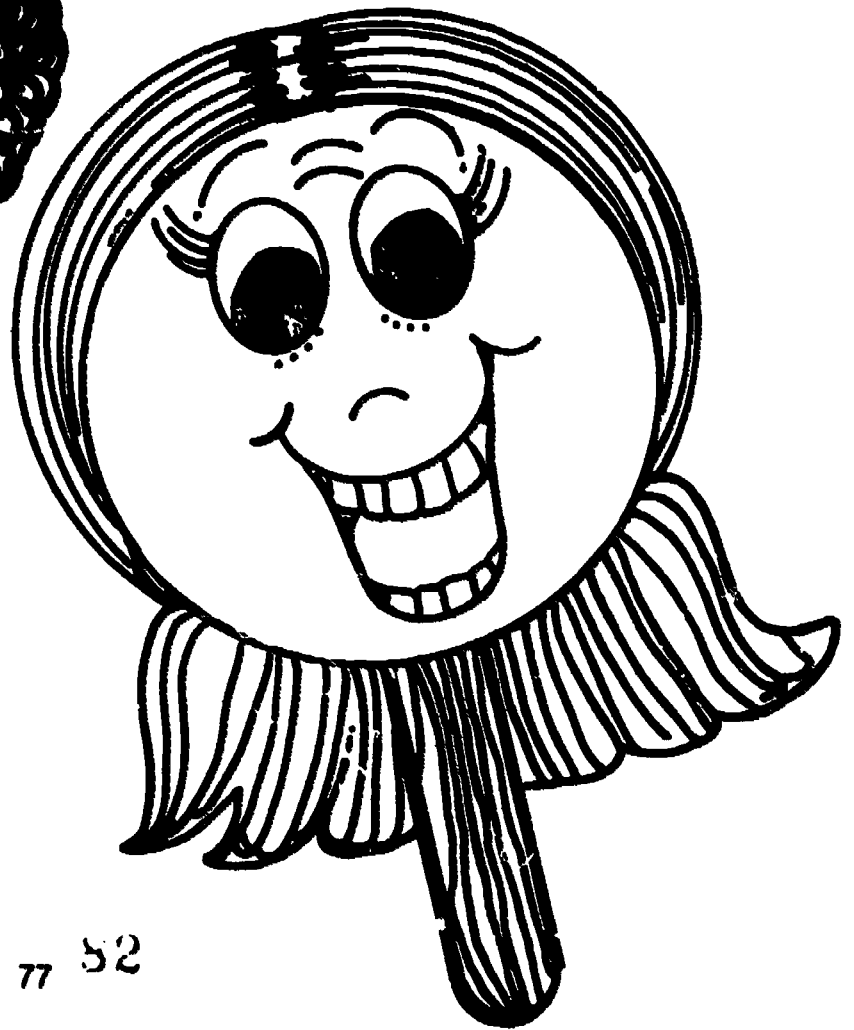
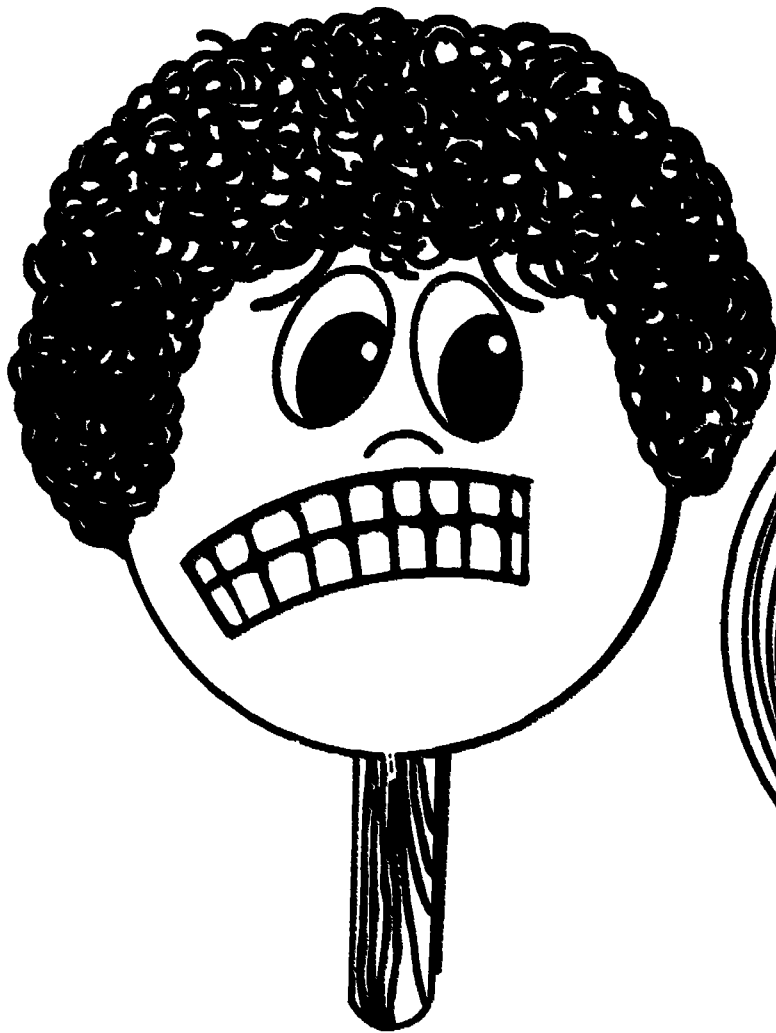
The student will express feelings and emotions.

#### Directions:

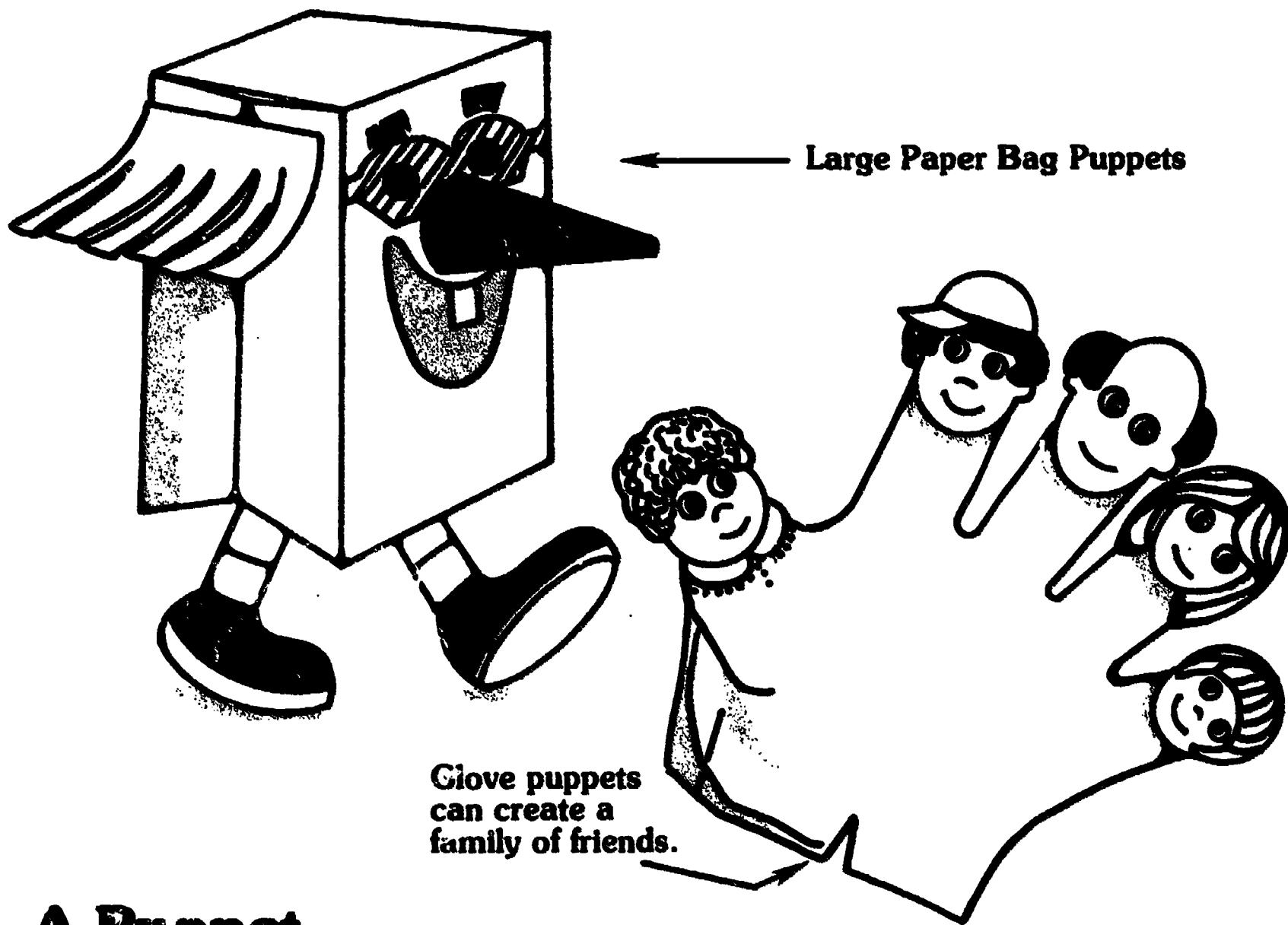
From the selection of masks shown above and on the following page, have the student choose the one that best represents his feelings. Have the student tell the class his reasons for selecting that particular mask.

#### Follow-up Activities:

1. Distribute the masks among the students and have each assume the mood of the mask he holds.
2. Have the students present a short impromptu dramatization using the masks as motivation.



*Put On A  
Happy Face*



## A Puppet For Your Thoughts

### Skill #380

#### Objective:

The student will demonstrate creative communication.

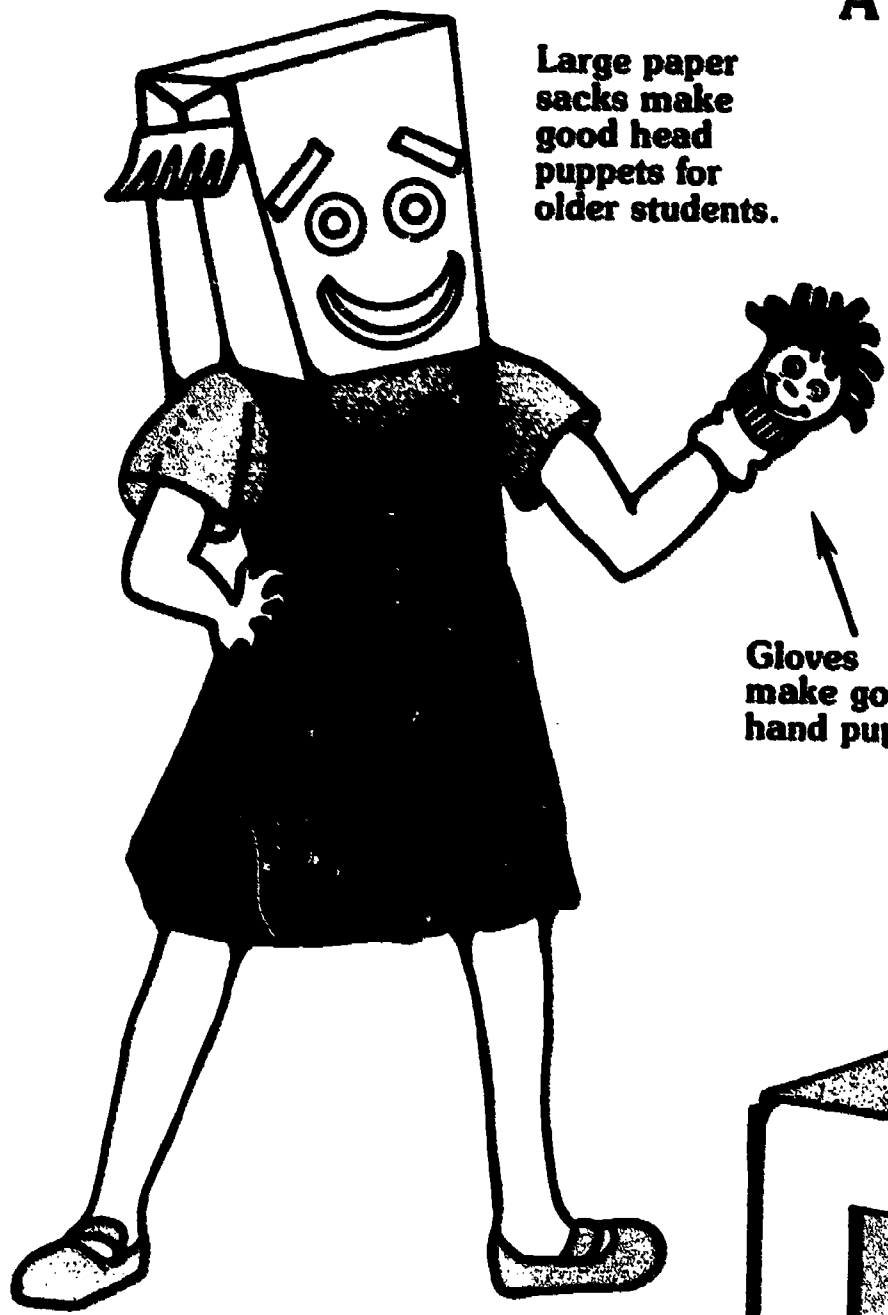
#### Directions:

Puppets can play an important role when the students have difficulty expressing emotions and wishes. A little imagination and several small and large paper bags will enable students to make clever puppets. Allow time during the class when each student's puppet becomes the student himself. Ask the student questions and allow his puppet to answer.

#### Follow-up Activities:

1. Have each student write a puppet play on his life ten years from now.
2. Allow the students to construct a simple stage and present the play.

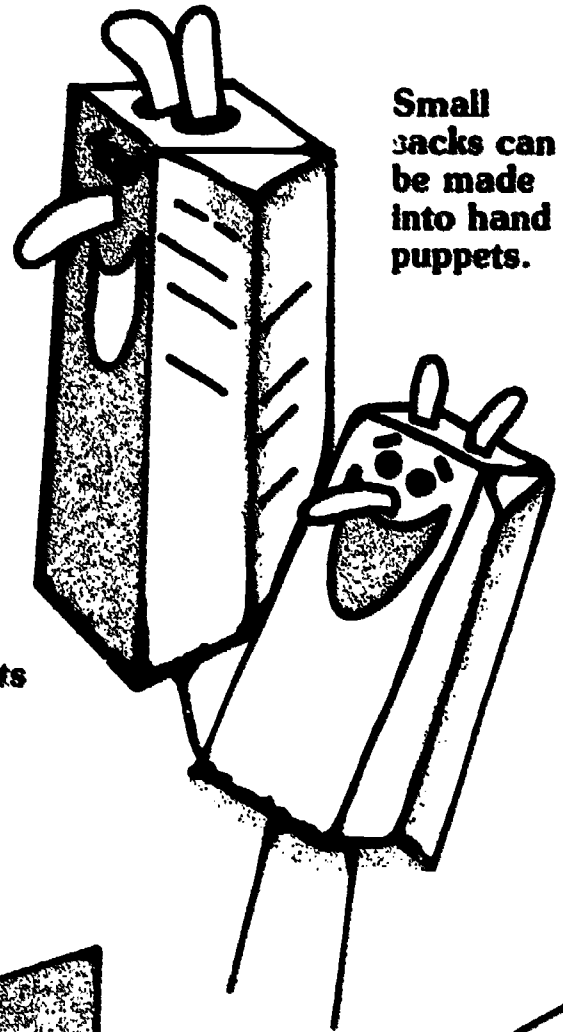
# A Puppet For Your Thoughts



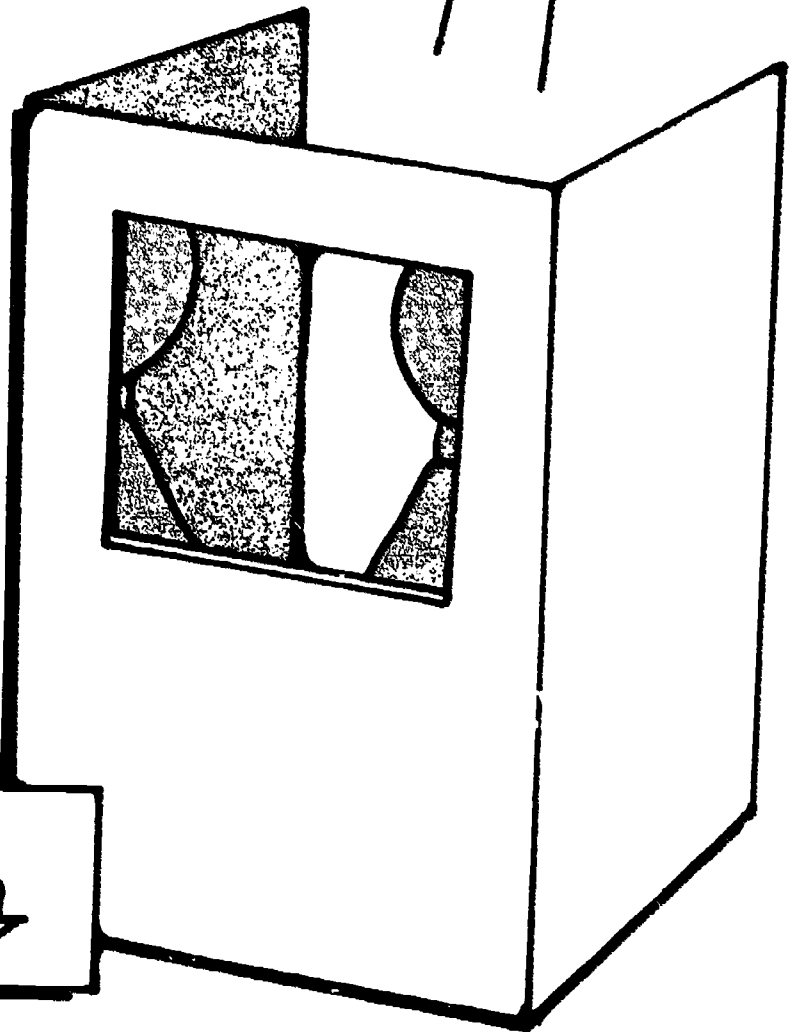
Large paper sacks make good head puppets for older students.

Small sacks can be made into hand puppets.

Gloves make good hand puppets



A portable puppet stage can be made easily from a piece of fabric board.



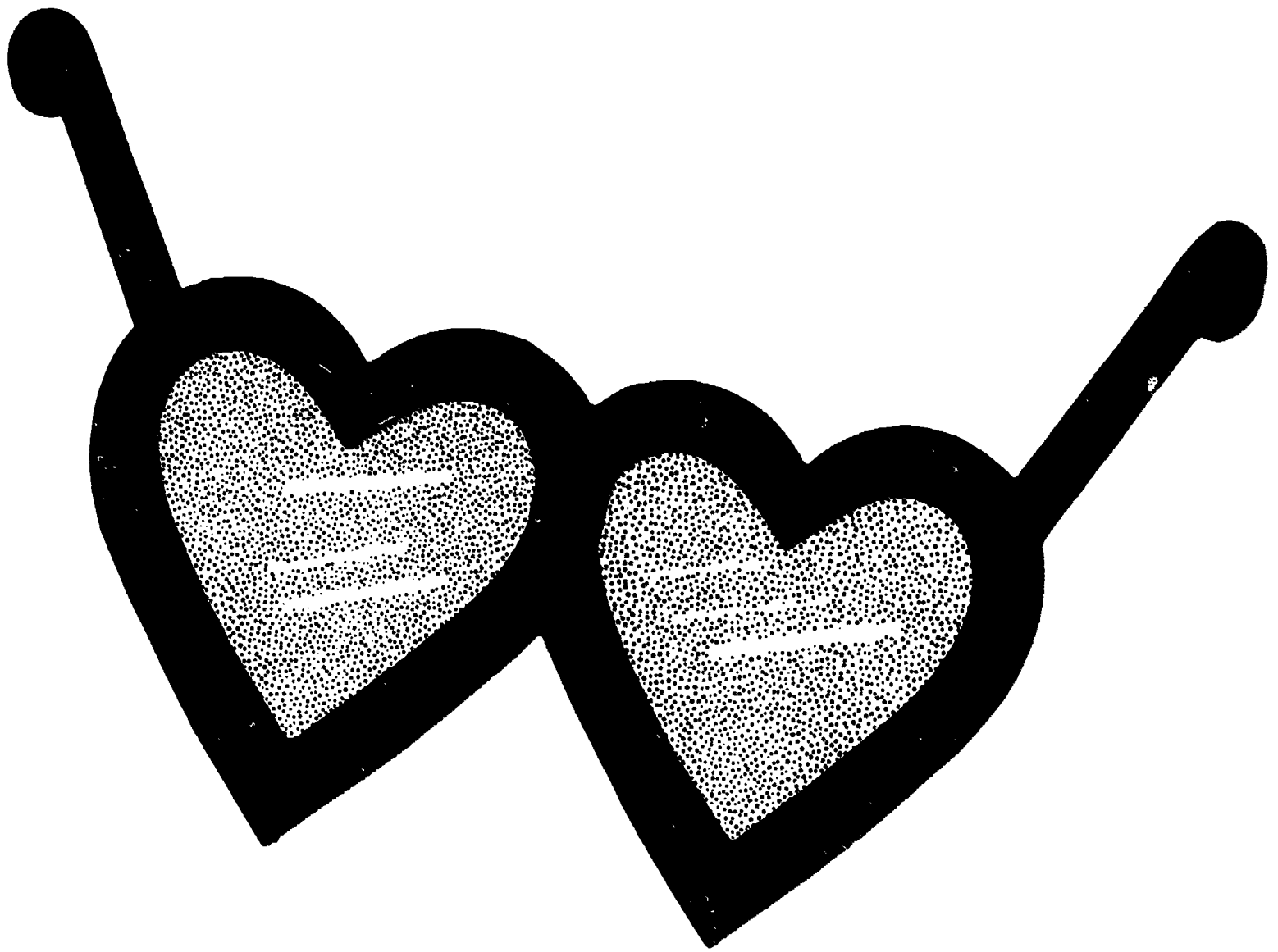
Sign up here for the puppet show group:



- 1.
- 2.
- 3.
- 4.
- 5.

Have a sign-up sheet for your puppet shows.





## **If You Could See The World Through My Eyes**

### **Skill #380**

#### **Objective:**

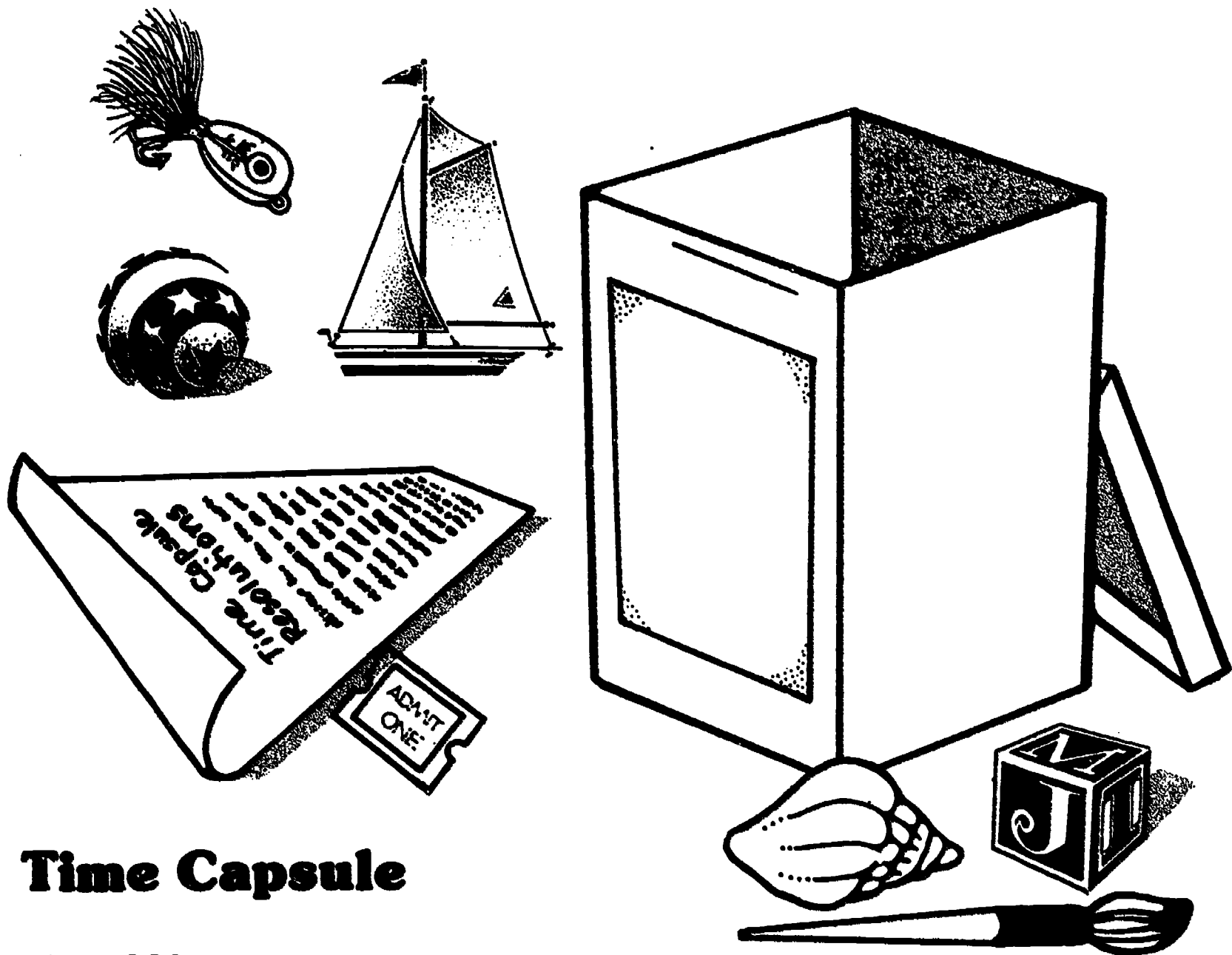
The student will express emotions.

#### **Directions:**

Cut out two hearts that will fit over a student's eyes. Glasses can be made by gluing pink or red acetate on the hearts and by attaching pipe cleaners for ear pieces. Set up a learning center entitled "The World Through My Eyes." Have the student wear the heart-shaped glasses while he records, during a timed session, the way the world looks to him.

#### **Follow-up Activities:**

1. Have the student give an oral interpretation of the saying "Seeing the world through rose-colored glasses."
2. Give the student emotion-loaded words, such as *happiness* and *anxiety*, and have him record his feelings about them.



## Time Capsule

### Skill #380

#### Objective:

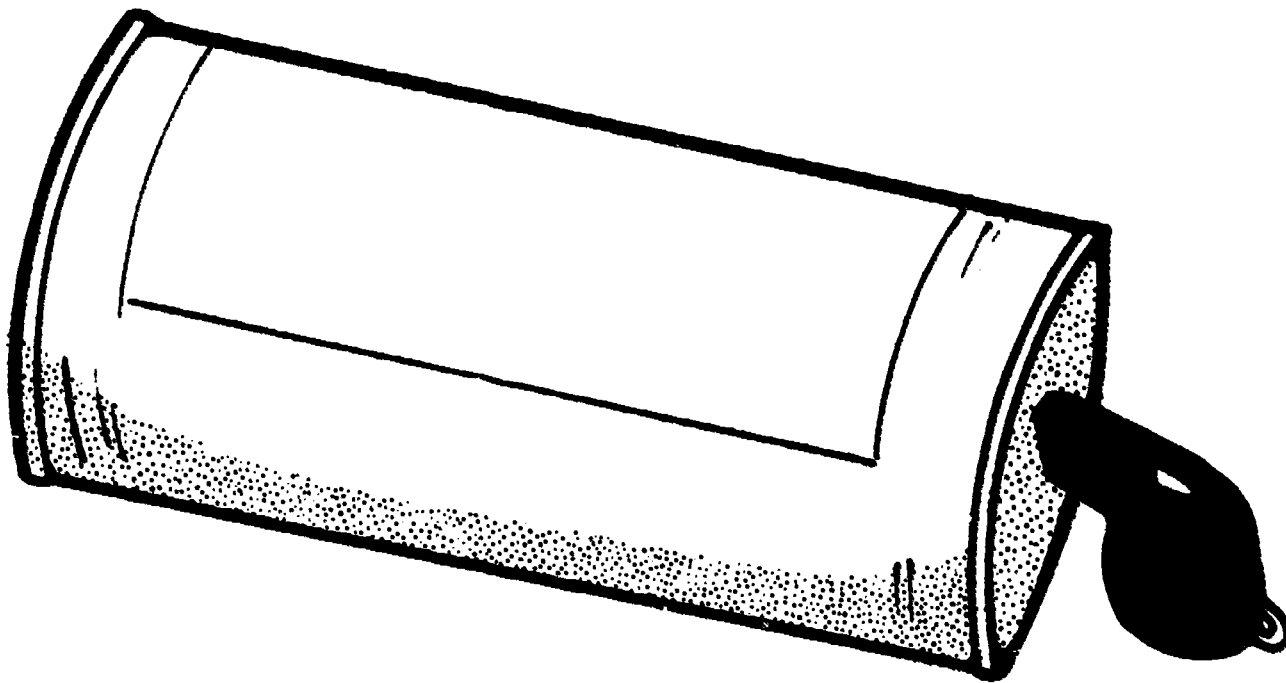
The student will express emotions and wishes.

#### Directions:

Have each student make a time capsule. He may use a cardboard box to represent the capsule. In the capsule, he could place a list of resolutions ways to better himself; he should include items of importance, such as a photograph of himself, ticket stubs from his favorite movies, notes or letters from friends, and objects that denote his personal interests. On the outside of the capsule, have the student put his name, the date it is sealed, and the date it is to be opened. The capsules may be buried or hidden. Keep a master list indicating the whereabouts of each capsule and the date of its opening.

#### Follow-up Activities:

1. Have each capsule opened on the designated date. Discuss the significance of the contents.
2. Have each student compare the data in his capsule with his current interests.



## Canned Stories

### Skill #400

#### Objective:

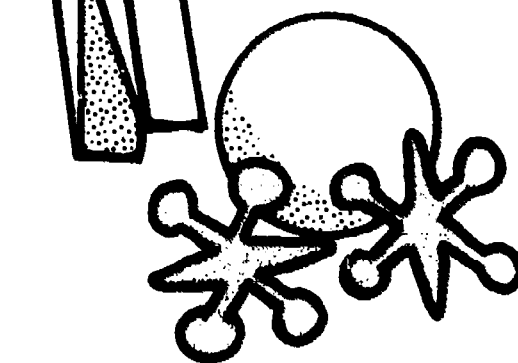
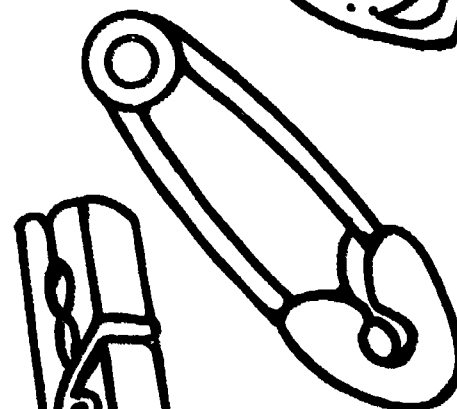
The student will relate an original story for entertainment.

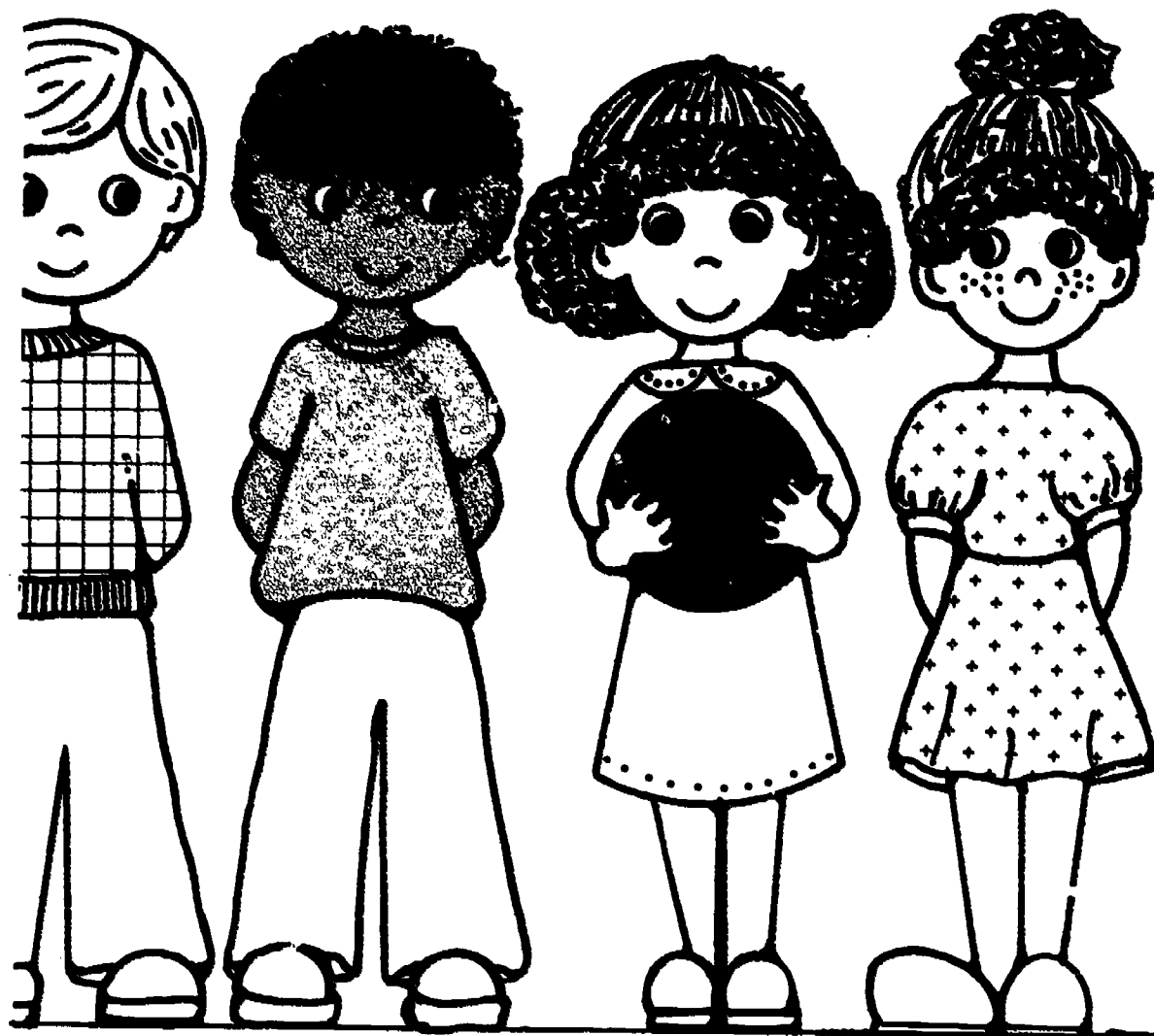
#### Directions:

To take the jitters out of an oral storytelling, let the students give "canned" stories. Provide each student with a potato chip can and have him cover it with illustrations. Have each student place inside the can objects related to his story, such as small toys, pictures, etc. As he progresses through his story, have him explain the illustrations on the can and tell how the objects inside relate to the story.

#### Follow-up Activities:

1. Have the students write their stories on paper and place them in the can with the objects. Have them categorize the cans and create a library of "canned" stories.
2. Stuff a stocking with goodies and objects. Pass the stocking around and let each student have a turn removing an object and telling a story based on it.





## Keep The Ball Going

### Skill #400

#### Objective:

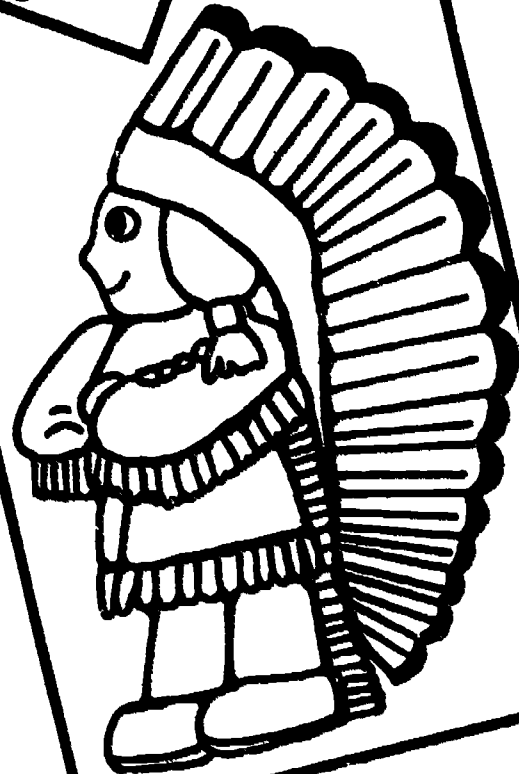
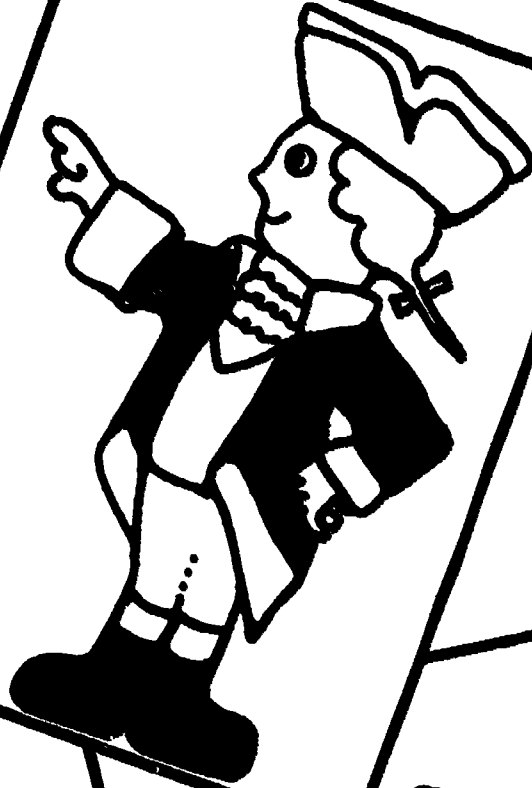
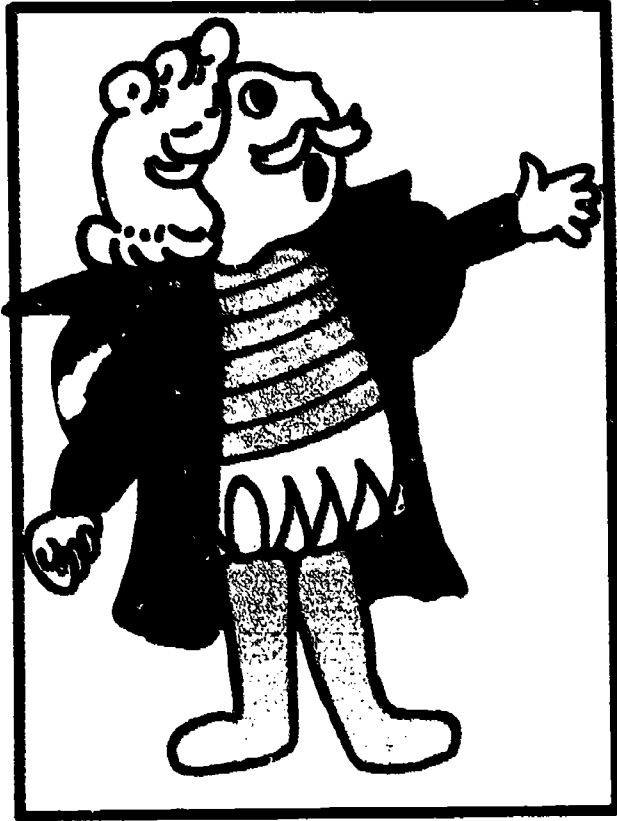
The student will tell an original story or incident for entertainment.

#### Directions:

Arrange the students in a circle. Give one student a ball and have him begin telling a story. When a bell is rung, have the student toss or roll the ball to another student who resumes the story-telling until the bell is rung again. This activity continues until all have had a turn at the storytelling and it is completed.

#### Follow-up Activities:

1. Allow the students to tape record their story in its entirety.
2. Choose one student to be "it" and stand in the middle of the circle; have him name an object and throw the ball to a student who must describe the way it would feel to be that object.



## Entertaining Moments

### Skill #400

#### Objective:

The student will tell an original story for entertainment.

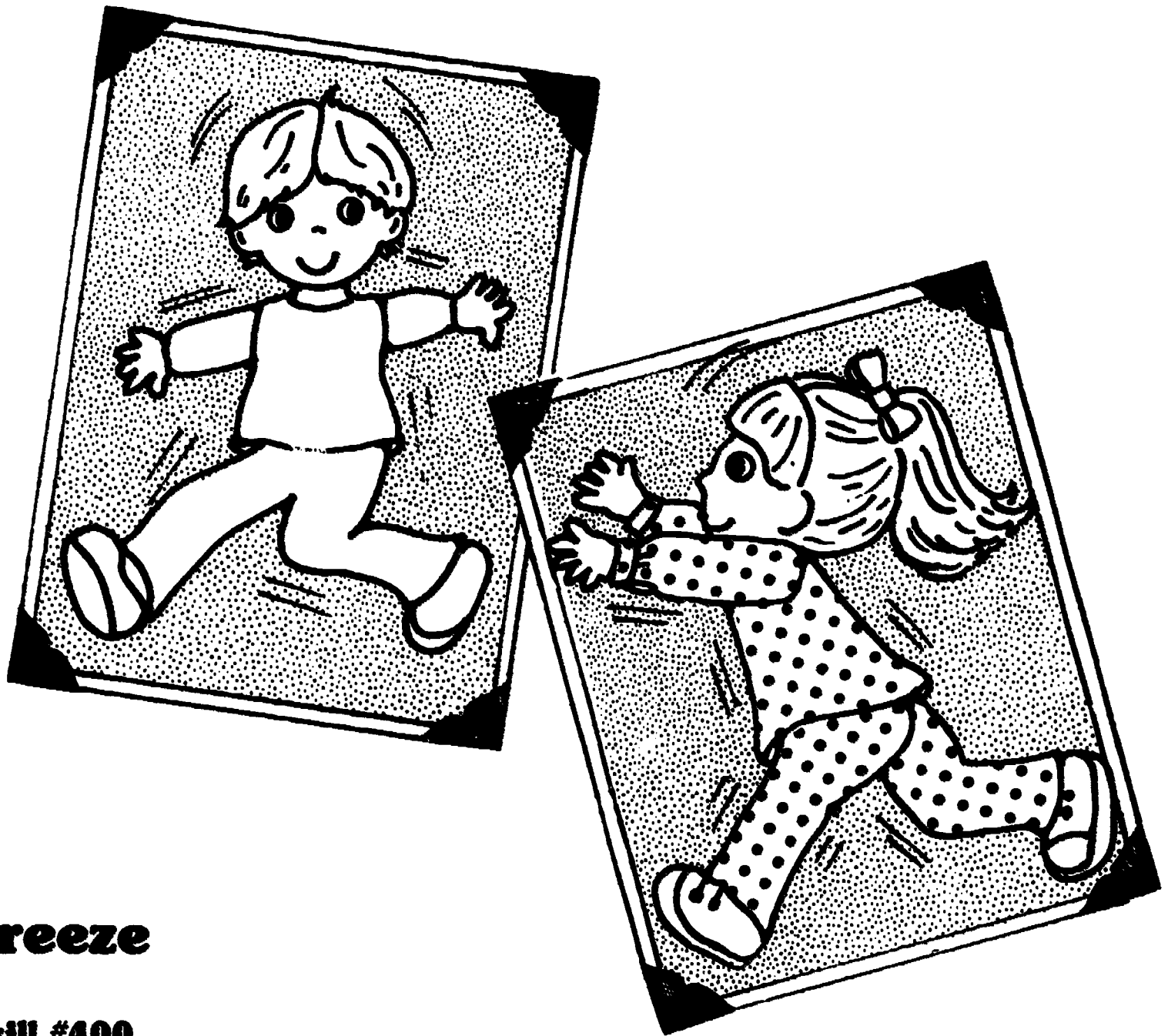
#### Directions:

Assign each student a famous person from the pages of history; have him invent and tell a story of an incident that could have happened in the life of that character.

#### Follow-up Activities:

1. Have each student dress in the costume befitting his character.
2. Have the students write and perform a short pageant incorporating all of the characters presented in the activity.





## Freeze

### Skill #400

#### Objective:

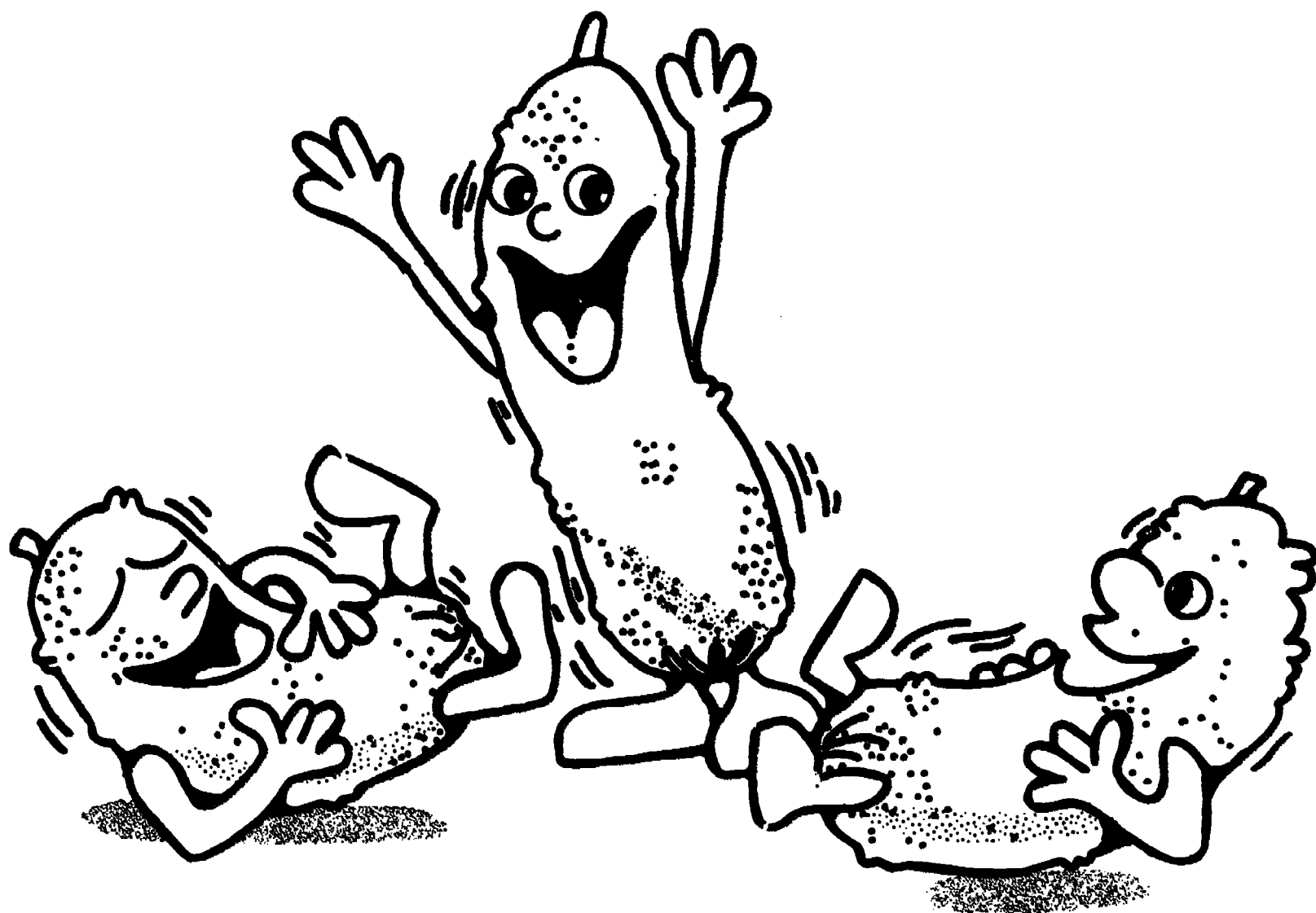
The student will relate an original story or incident for entertainment.

#### Directions:

Choose one student to engage in a continuous action, such as waving his hands, until the leader says, "Freeze." At that instant, the player stops and holds his pose. One person is selected to tell an entertaining story or incident that the "frozen" student might be representing.

#### Follow-up Activities:

1. Have each student pantomime an incident for the others to interpret.
2. Have each student bring a favorite photograph to be used as a story starter for an oral group activity.



## Can You Get The Pickle Tickled?

### Skill #420

#### Objective:

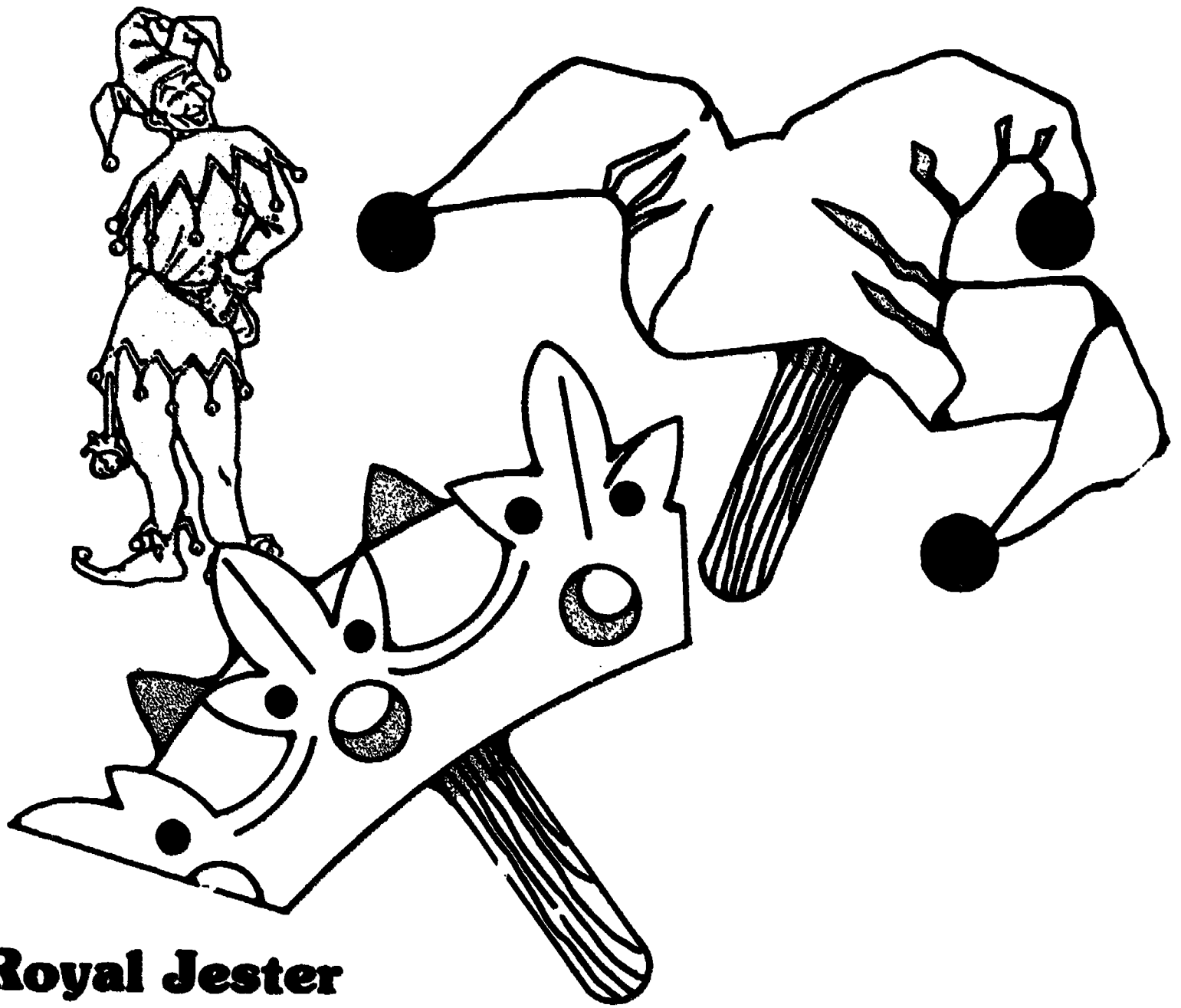
The student will repeat an incident or joke for entertainment.

#### Directions:

Choose one student to be the "pickle" and divide the others into two groups. In alternating turns, have each group think of a joke and select a spokesperson to tell it. Each time he makes the pickle laugh, his team receives one point. If the pickle laughs three times in a row, he is out, and he must choose another person to take his place. The first team to score five points is the winner.

#### Follow-up Activities:

1. Have the group compile a *Classroom Book of Jokes* using the best jokes presented in the above activity.
2. Have the group select a classroom comedian to present the material from follow-up one.



## A Royal Jester

### Skill #420

#### Objective:

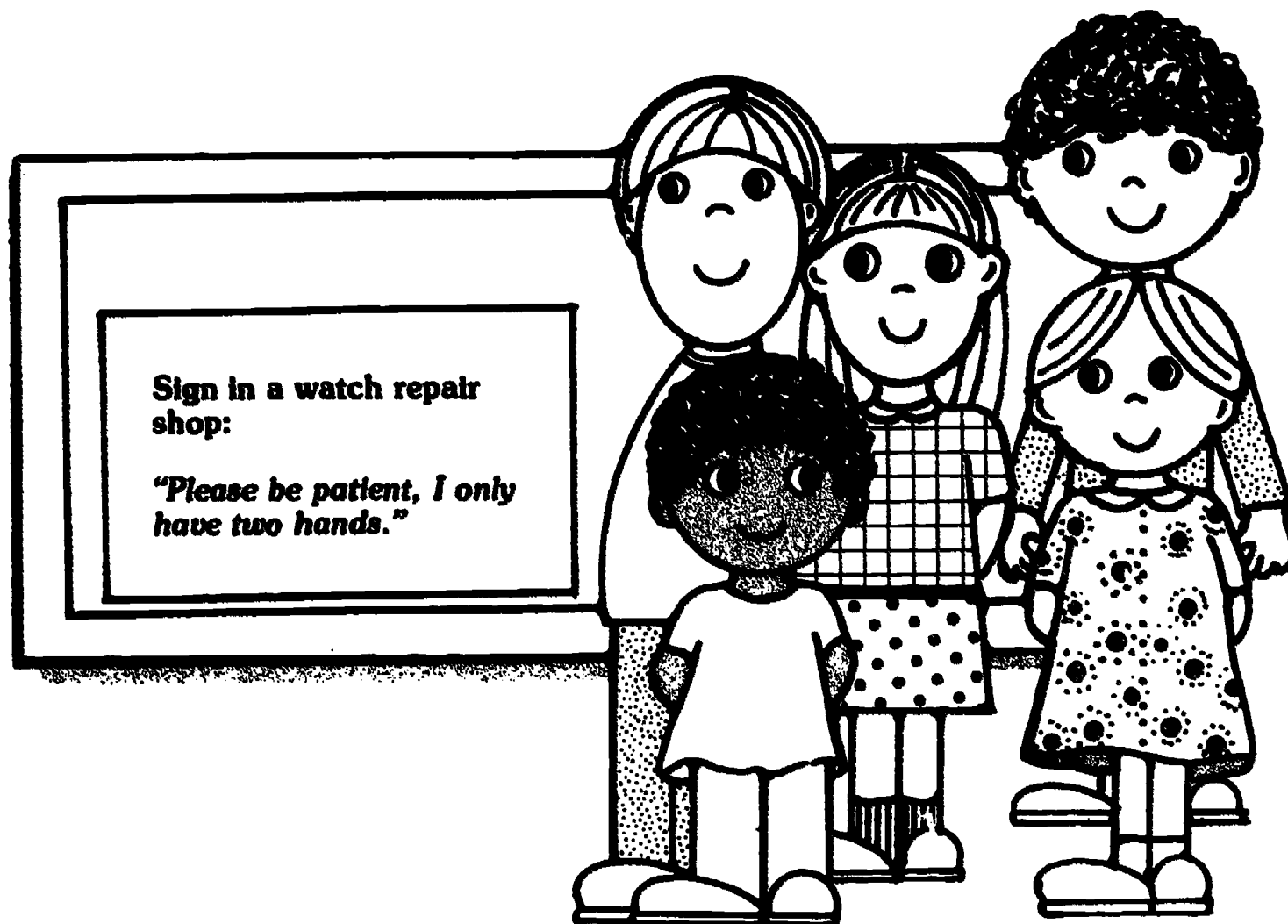
The student will repeat an incident or joke for entertainment.

#### Directions:

Have one student select a hat for himself and give the other to a friend. The "jester" must tell the funniest story or joke he can think of in an effort to make the "king" laugh. He may do antics to help elicit a laugh, but he must not touch the king. If he succeeds, the king becomes the jester; if not, the jester must present the crown to someone else and try to make the "new" king laugh.

#### Follow-up Activities:

1. Have each student that made the king laugh tape his joke. Title the tape "Jokes That Tickle Your Funny Bone" and play it in its entirety for entertainment.
2. Choose one person to tell a funny story to the rest of the group; they must try not to laugh, for the first one who does becomes "it."



## A Chuckle A Day

### Skill #420

#### Objective:

The student will repeat a joke for entertainment.

#### Directions:

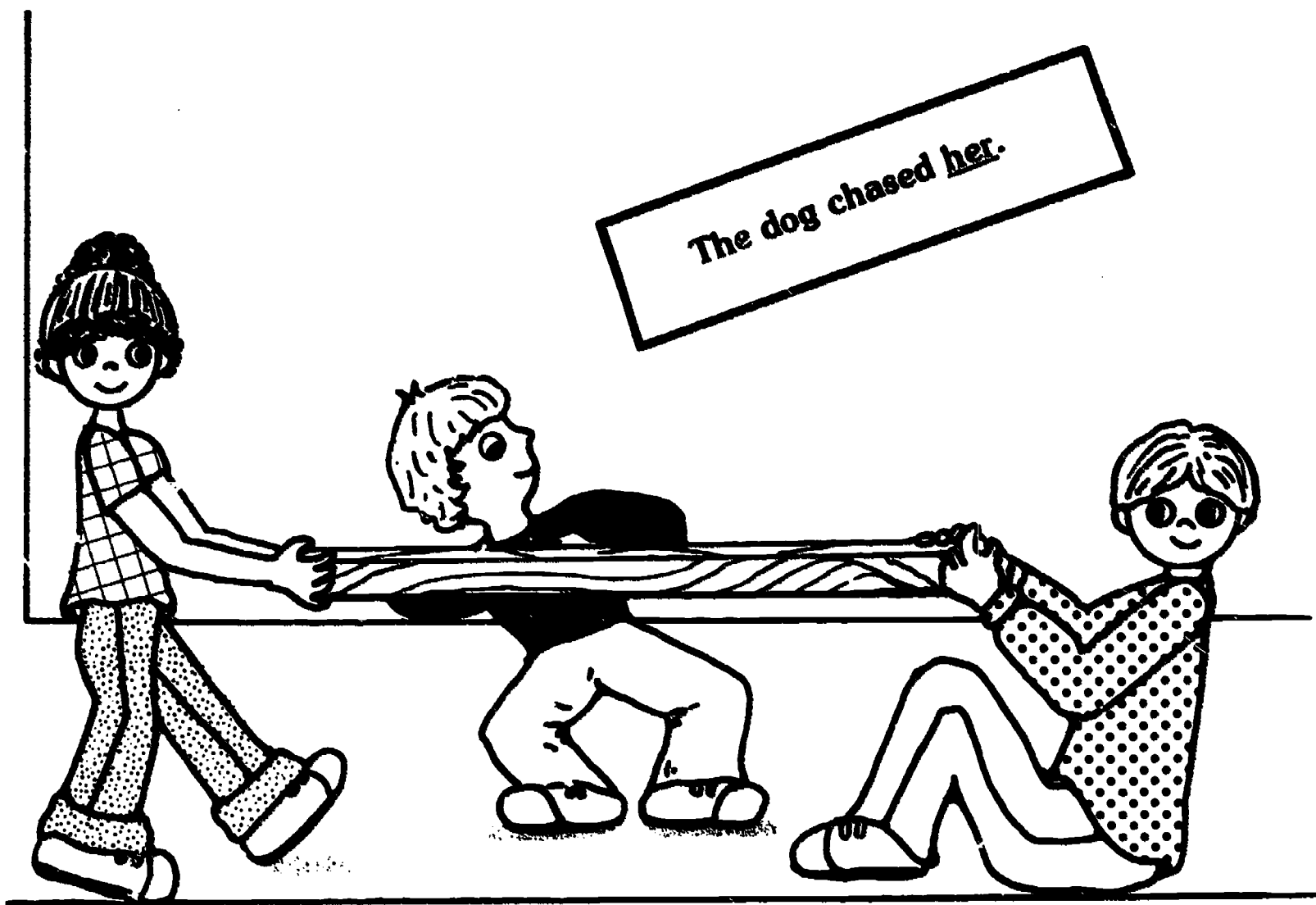
Ask students to volunteer to tell jokes. Each one must write his joke on a large sheet of paper and assign it a number as shown in the example above. After he tells his joke, allow the group to rate it on the scale shown on the following page according to the response it received. After all the jokes have been told and rated, award the student with the highest rating "The Chuckle of the Day Award."



### A Chuckle A Day Scale

<p><b>Joke No. 1</b></p> <p>Sign in a watch repair shop:</p> <p><i>"Please be patient. I only have two hands."</i></p>		<p><b>Joke No. 2</b></p>
<p><b>Joke No. 3</b></p>		<p><b>Joke No. 4</b></p>
<p><b>Joke No. 5</b></p>		<p><b>Joke No. 6</b></p>





## How Low Can You Go?

**Skill #440, 460, 480, 500, 520**

### **Objective:**

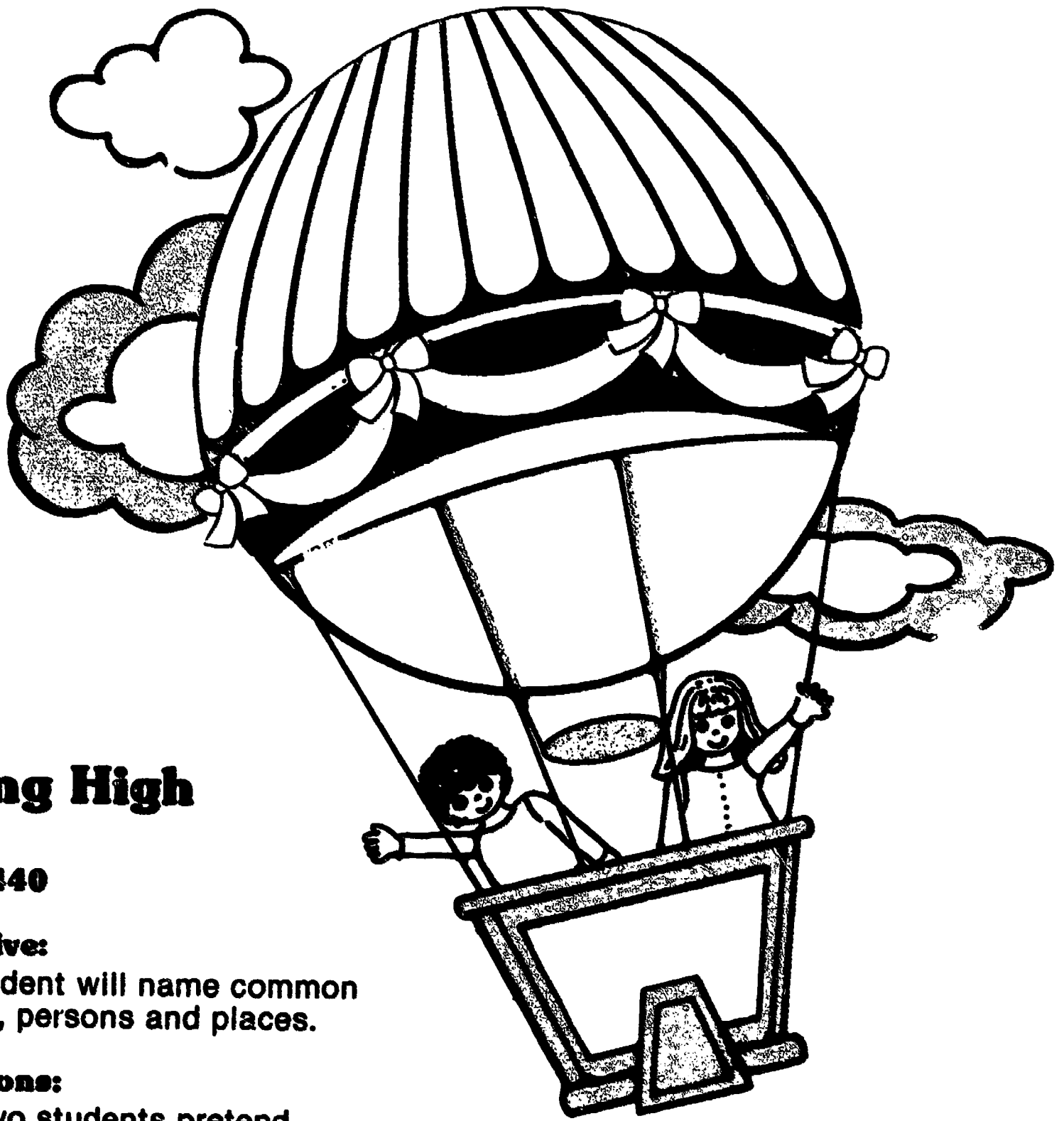
The student will identify nouns, pronouns, verbs, adjectives and adverbs.

### **Directions:**

Provide the students with a broomstick or a lightweight piece of board. Write sentences on strips of posterboard, laminate them and then underline a different part of speech in each sentence. An example is shown above. Have two students hold either end of the board and the others form a line. In alternating turns, show each student in the line a sentence strip. If he correctly names the part of speech underlined, he may go under the limbo stick. If not, he goes to the end of the line.

### **Follow-up Activities:**

1. Have one student name a proper noun and the next student add a descriptive adjective; for example, color Colorado.
2. Use the words from follow-up one to prepare a set of cards and have the students play the game of "Concentration" matching the adjectives and nouns.



## Flying High

### Skill #440

#### Objective:

The student will name common objects, persons and places.

#### Directions:

Have two students pretend they are flying in a hot-air balloon. One must name the place he is "flying" over, and the other must name a person or an object he "sees" there. They may change roles and continue the activity. Happy flying!

#### Follow-up Activities:

1. Have the students play "Twenty Questions" with geographical locations they have flown over in their balloons. Separate the students into two teams. One team picks a location, and the other team tries to guess that location by asking "yes" or "no" questions.
2. Have the students arrange themselves in a circle. In alternating turns, each must name one object that he might have packed for the balloon trip.



## Let Your Body Talk

### Skill #440

#### Objective:

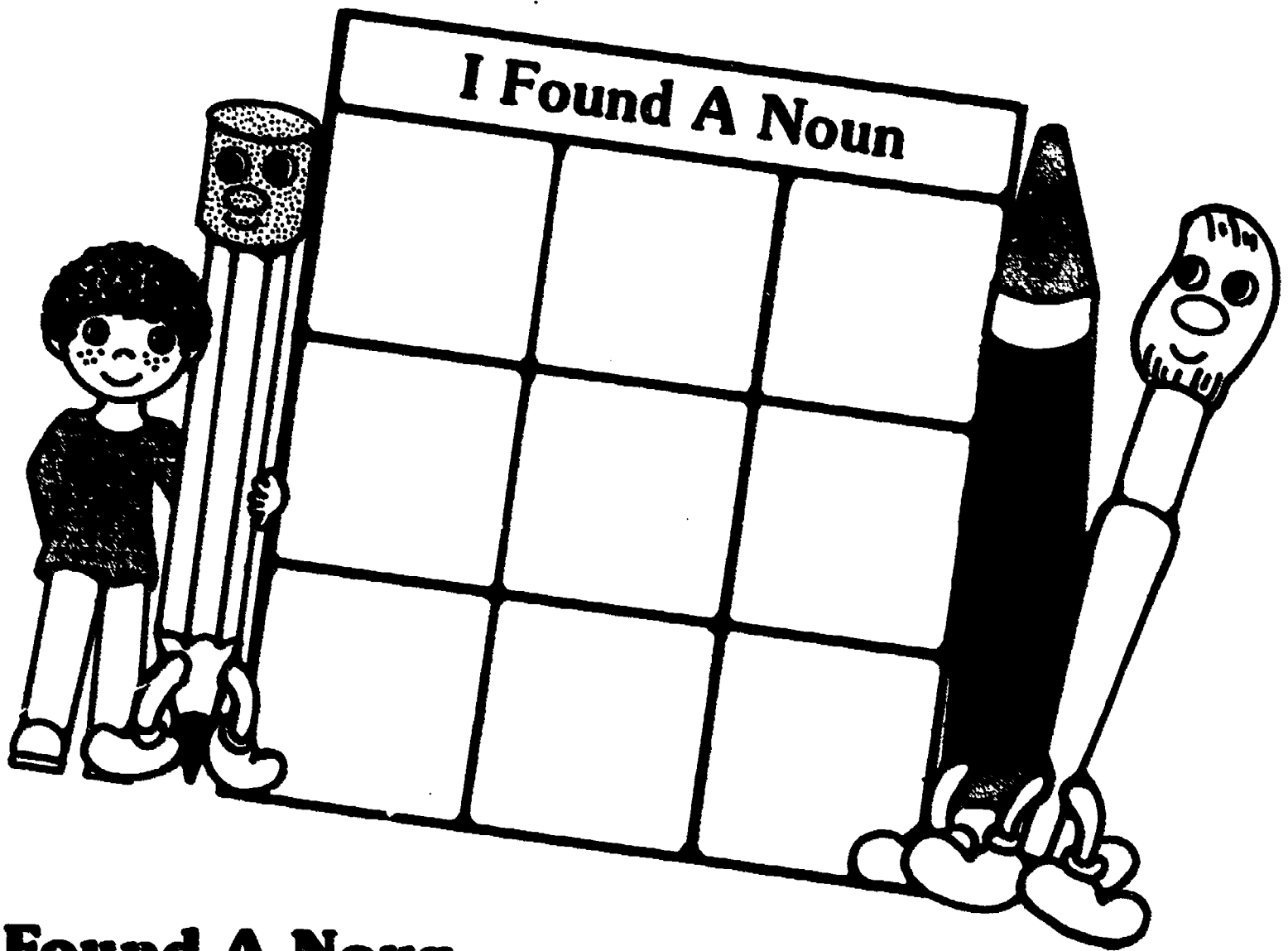
The student will classify common objects, persons and places.

#### Directions:

As the teacher reads a list of nouns, have the students classify the words by raising one hand to indicate a person, raising two hands for a place, and standing for an object.

#### Follow-up Activities:

1. Have the student present to the class a proper noun through pantomime. This can be played like the traditional game of "Charades."
2. Let the student assume the identity of an object. Have him give one-word clues about himself until his identity is guessed.



## I Found A Noun

### Skill #440

#### Objective:

The student will recognize and name common objects.

#### Directions:

This game is played like the traditional game of "Tic-Tac-Toe," using X's and O's. In alternating turns, each student must recognize and name an object in the classroom before he marks a space on the activity board shown above. The winner is the first player to have three marks in a row.

#### Follow-up Activities:

1. Have the students develop a noun box from an old shoe box; start with a set of index cards. On one side of the cards, have the students write a noun and its meaning. On the other side, they must place a picture representing the word. Students may work in pairs to practice recognizing the words.
2. Label three boxes: "Person," "Place" and "Object." Have the students sort the cards from follow-up one into the boxes.



## Pronoun Place

### Skill #460

#### Objective:

The student will use pronouns in oral communication.

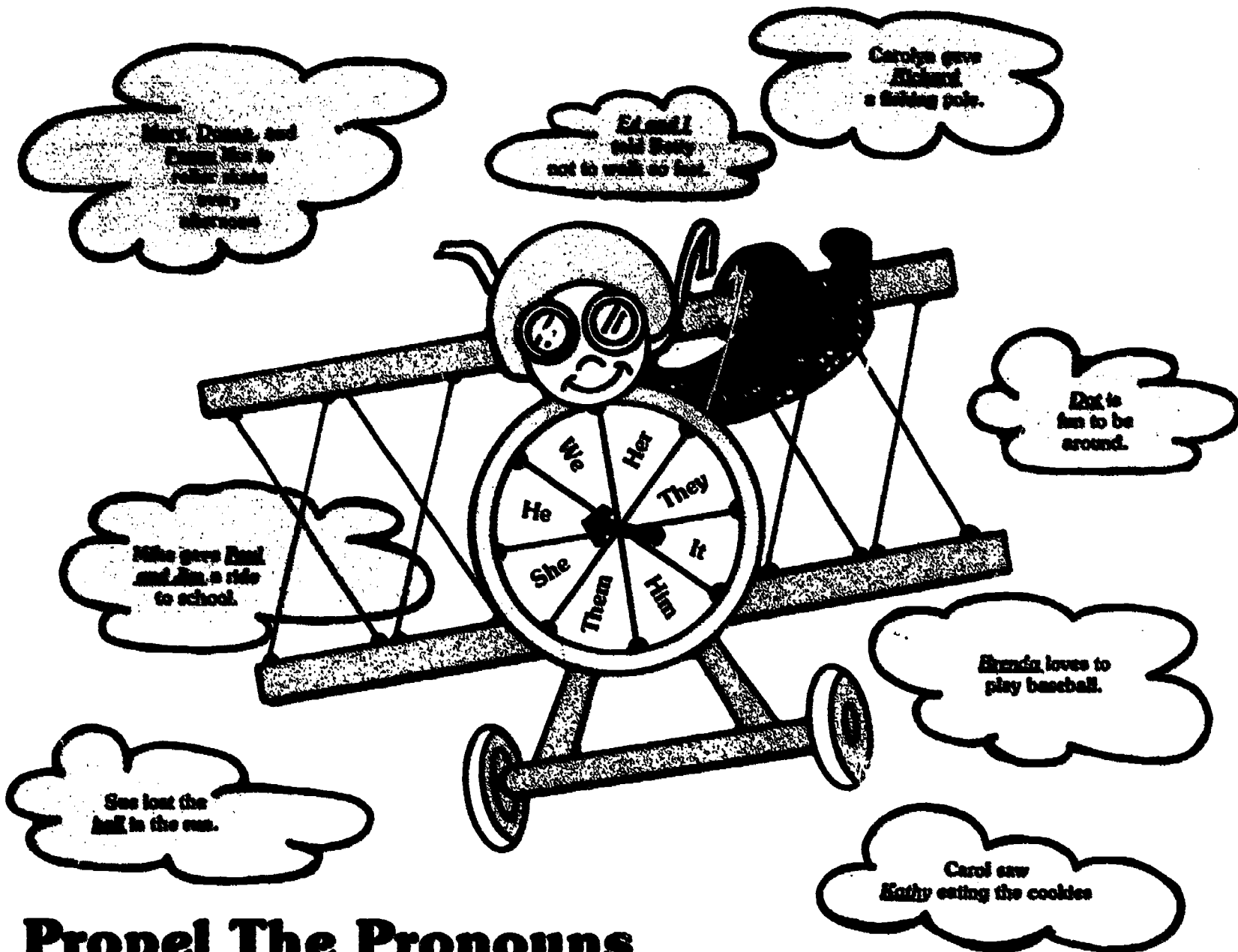
#### Directions:

Provide each student with pieces to a house puzzle as shown above. In alternating turns, a student may select a piece to his house and give a sentence using the pronoun that is written on it. If the pronoun is used correctly, he may add that section to "Pronoun Place." The first player to complete his house is the winner.

#### Follow-up Activities:

1. Recite the poem "This Is the House That Jack Built." As a group activity, have the students rewrite it substituting a pronoun for a noun everywhere appropriate.
2. Play a recording of a popular song and have the students write down each pronoun they hear.





## Propel The Pronouns

### Skill #460

#### Objective:

The student will use pronouns as subjects and objects.

#### Directions:

In alternating turns, have each student spin the arrow to determine which pronoun to use and then to decide in which "cloud" sentence(s) it belongs. He must read the sentence aloud as it is, and then he must read it again, substituting the correct pronoun. If he is correct, he may claim the cloud by putting his initials on it. The student who has collected the most clouds at the end of the game is the winner.

#### Follow-up Activities:

1. Have the students sort the clouds according to pronouns used as subjects or objects.
2. Use the illustration above as a story starter. Allow each student the opportunity to contribute a sentence using as many pronouns as possible.



## Picture Pronouns, Please

### Skill #460

#### Objective:

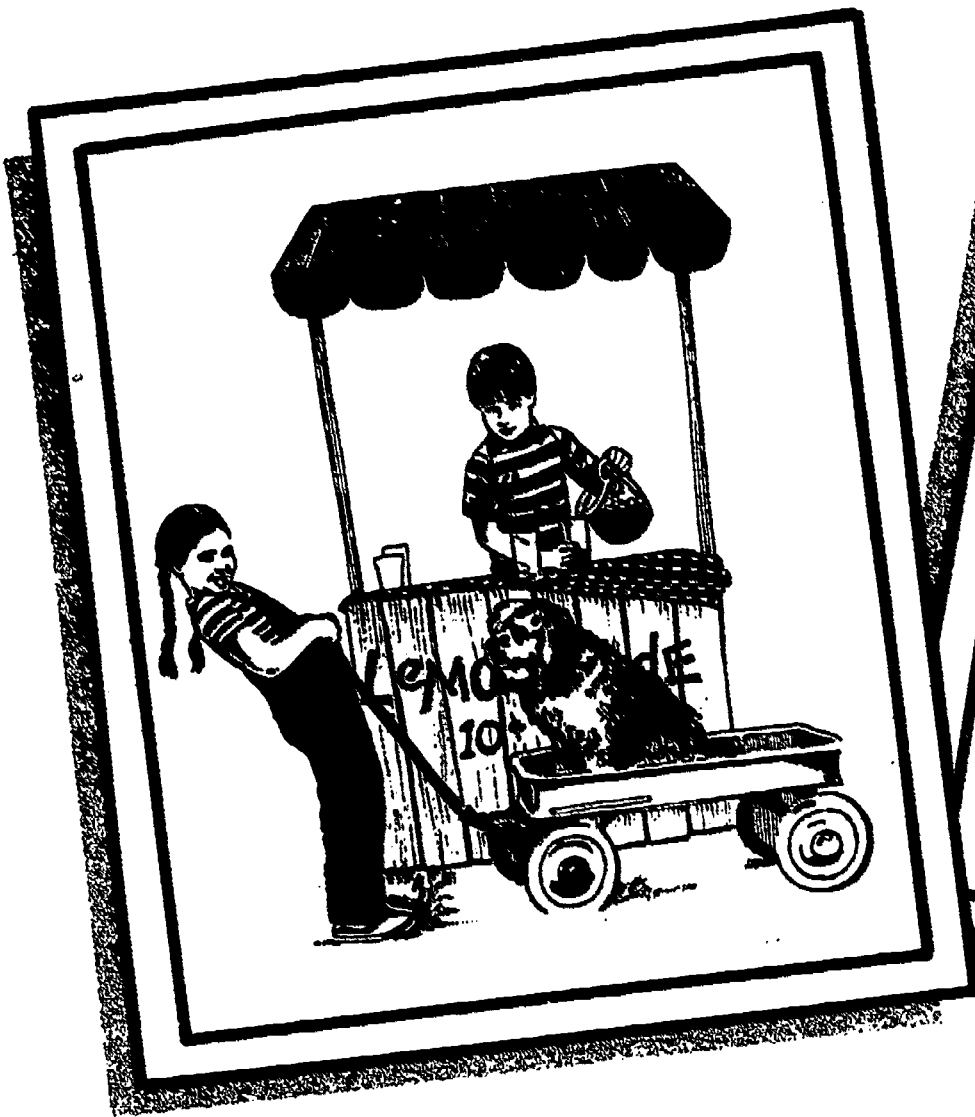
The student will use pronouns in place of nouns.

#### Directions:

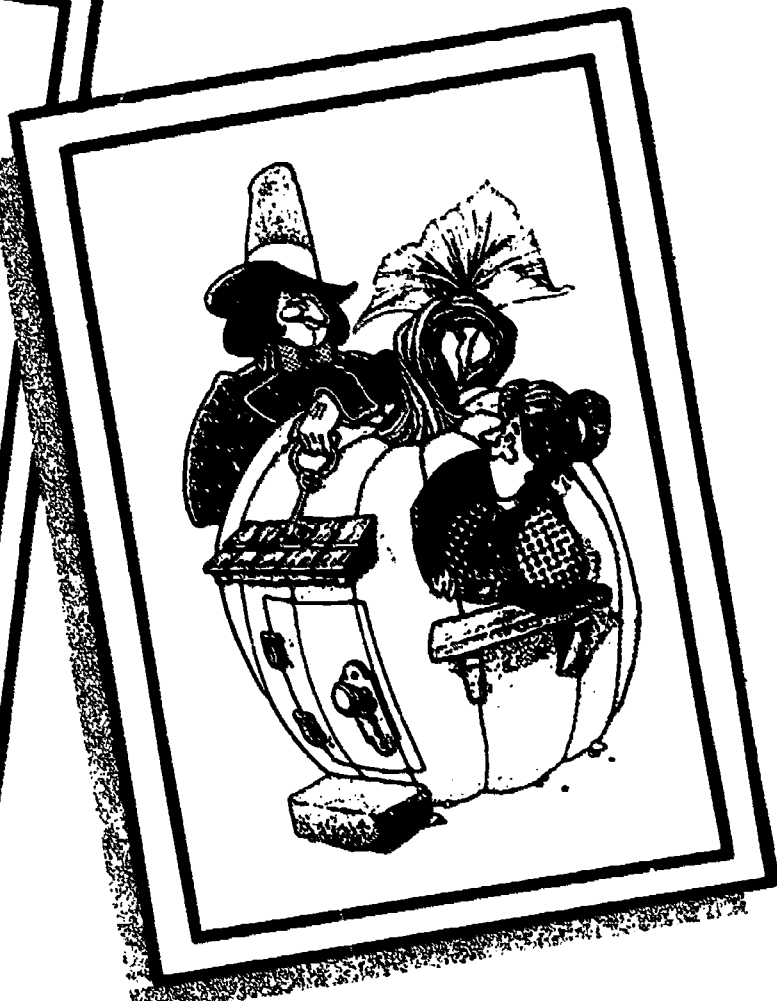
Supply students with several pictures, such as the ones shown on the following pages. After a thorough discussion of the action in each picture, have one student at a time tell something about it in his own words. He must then choose another student to repeat the sentence using pronouns in place of nouns. Each time a student gives the correct pronoun response, he receives a point. Reward the student with the most points a "pronoun" prize.

#### Follow-up Activities:

1. Have students bring old family pictures from home to share in "Picture Pronouns, Please."
2. Use the same format as in the activity above and have the student make up a sentence related to each picture, designating the use of demonstrative pronouns and pronouns as subjects and objects.



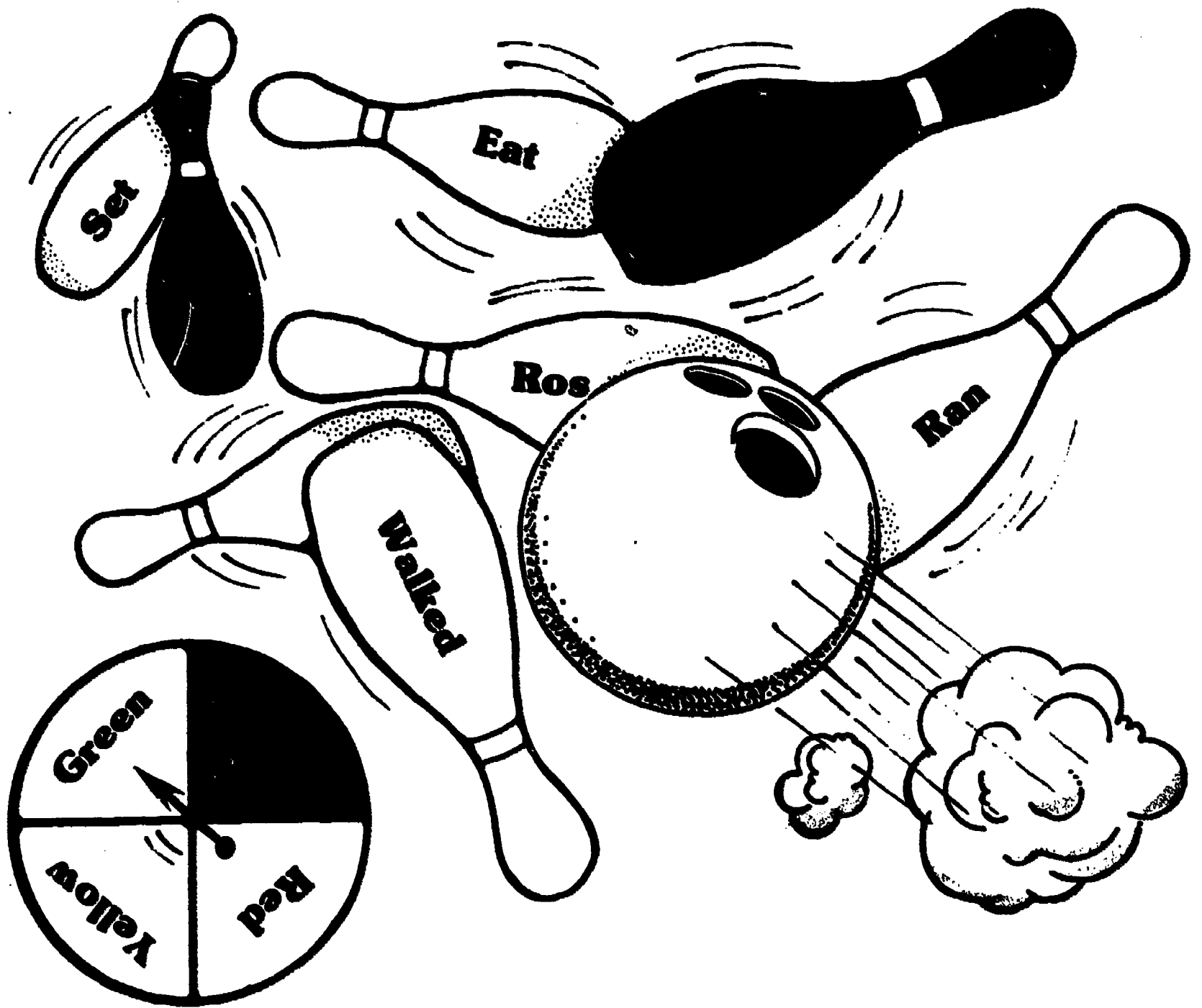
*Picture Pronouns,  
Please*



97 102

**BEST COPY AVAILABLE**

**460 PRONOUNS**



## Bowl Me Over I

### Skill #480

#### Objective:

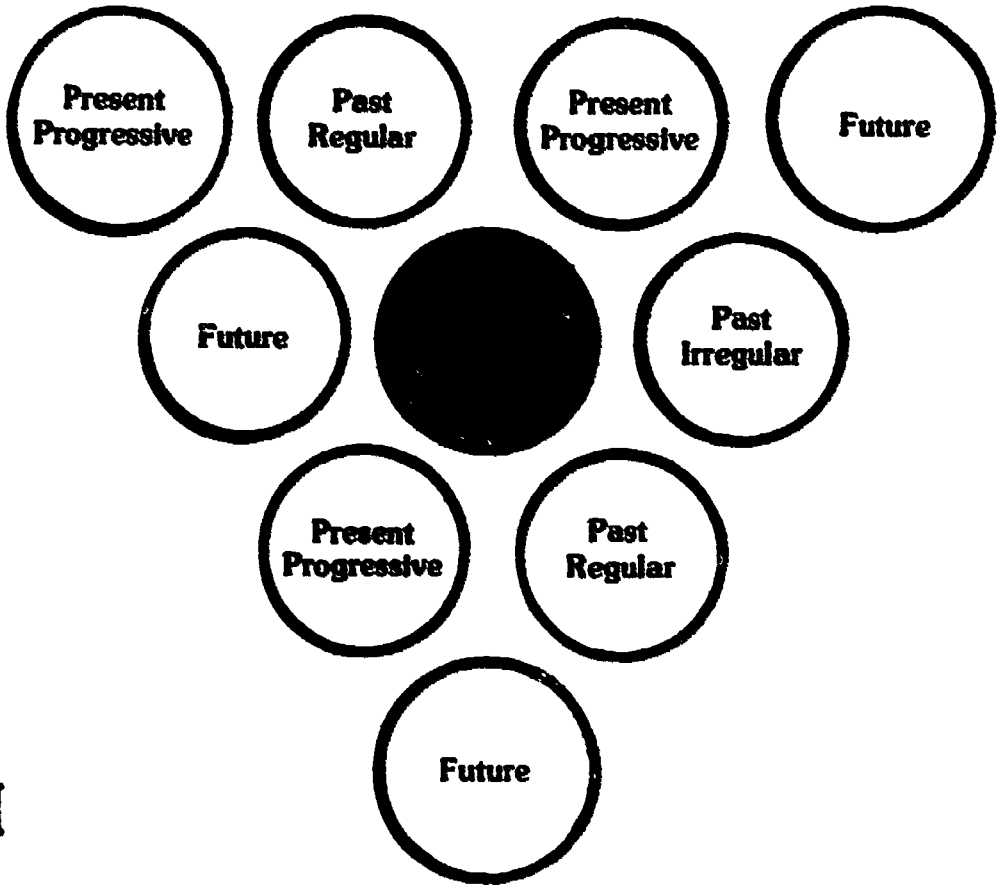
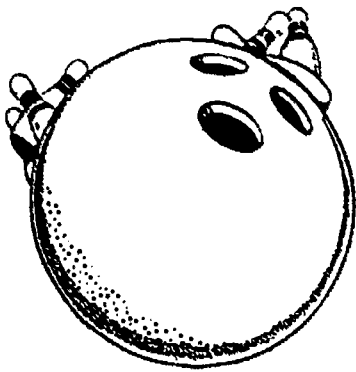
The student will identify the tense of a verb.

#### Directions:

Make a four-color spinner, such as the one shown above. Make bowling pins in four corresponding colors and write verbs on them. In alternating turns, have each student spin the arrow and choose the color pin indicated. He must use the verb in a sentence and tell what tense it is. If his response is correct, he keeps the pin. The player with the most pins at the end wins.

#### A Suggestion:

Laminate the bowling pins and then write the verbs on them with a permanent marker. Change the verbs as needed by erasing with hair spray.



# Bowl Me Over II

## Skill #480

### Objective:

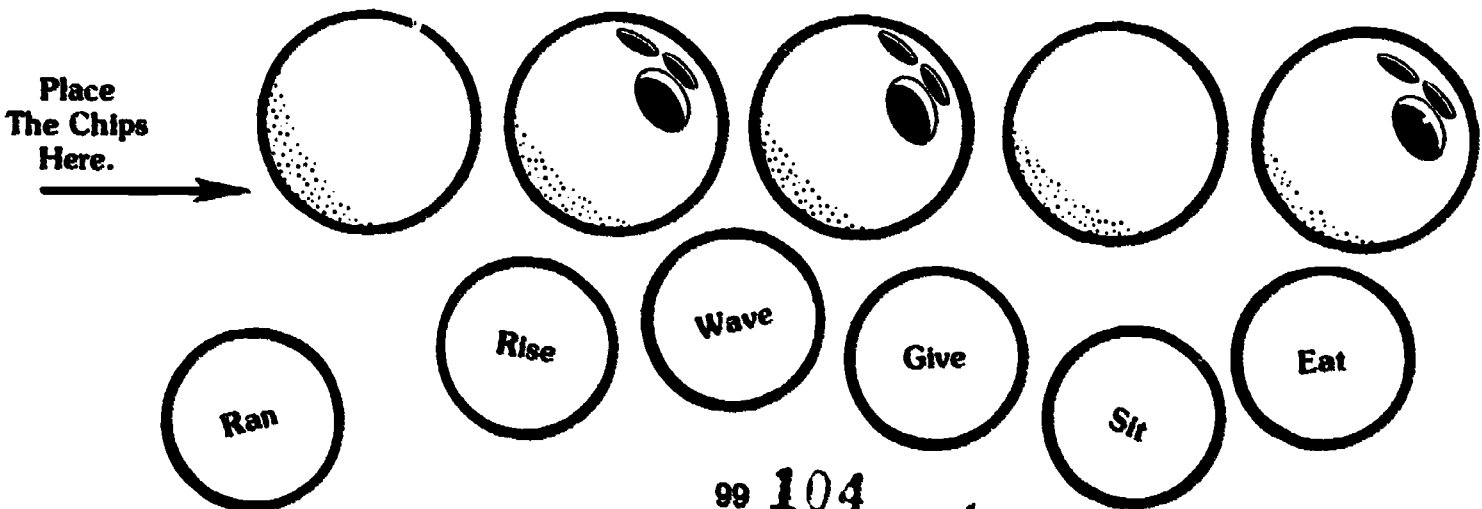
The student will identify the tense of the verb.

### Directions:

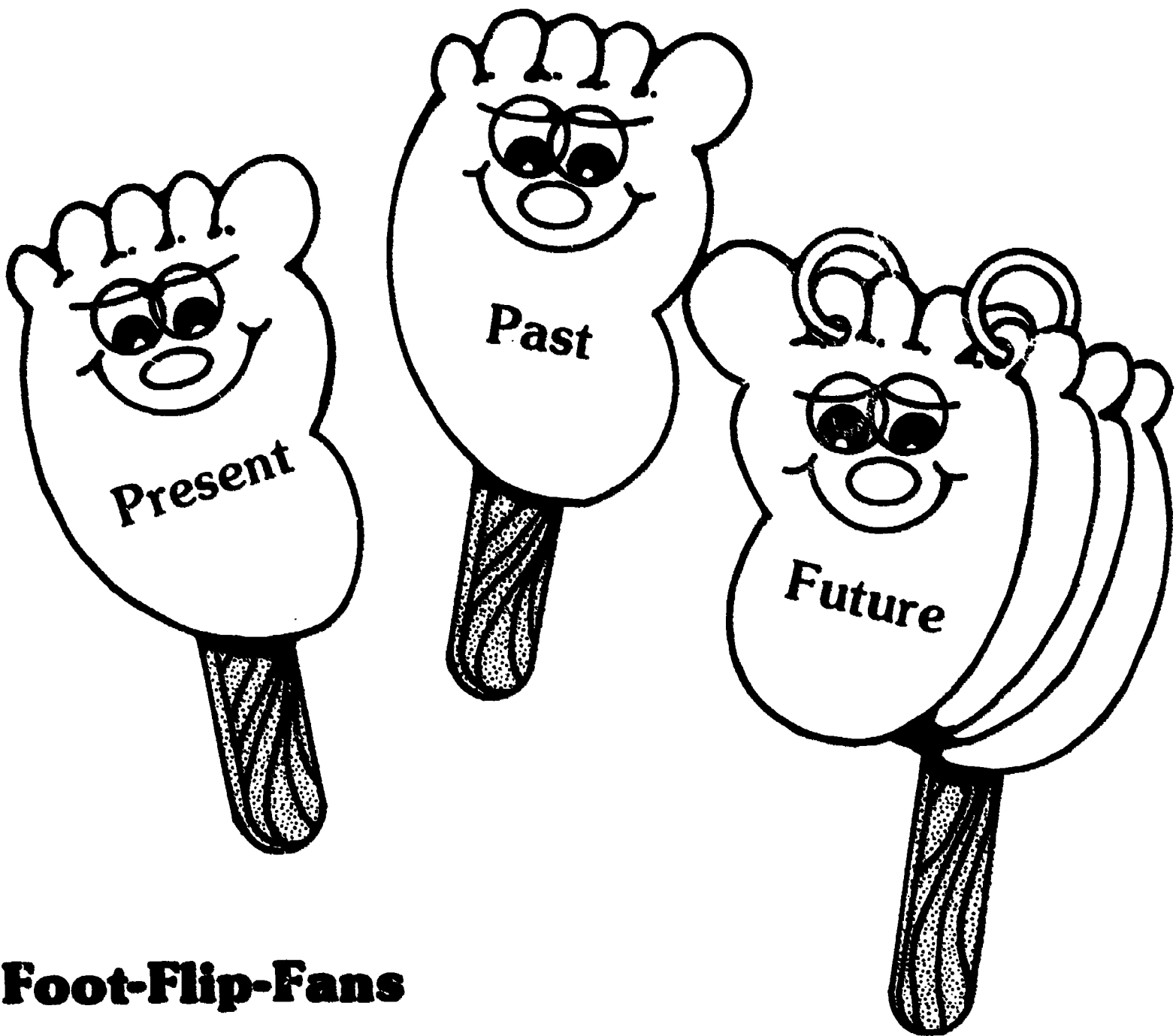
Provide approximately twenty-five plastic chips with a verb written on each. Have each player flick five chips, one at a time, to land on the verb tenses. A chip touching any part of one circle is worth one point if the student can give the appropriate tense of the verb. If the chip is touching more than one circle, the student can get additional points for correctly giving the tenses of those verbs. If the player lands directly on the center circle, he receives five bonus points. The student with the highest score wins.

### A Suggestion:

Change the verbs on the plastic chips by using hair spray and a permanent marker.







## Foot-Flip-Fans

### Skill #480

#### Objective:

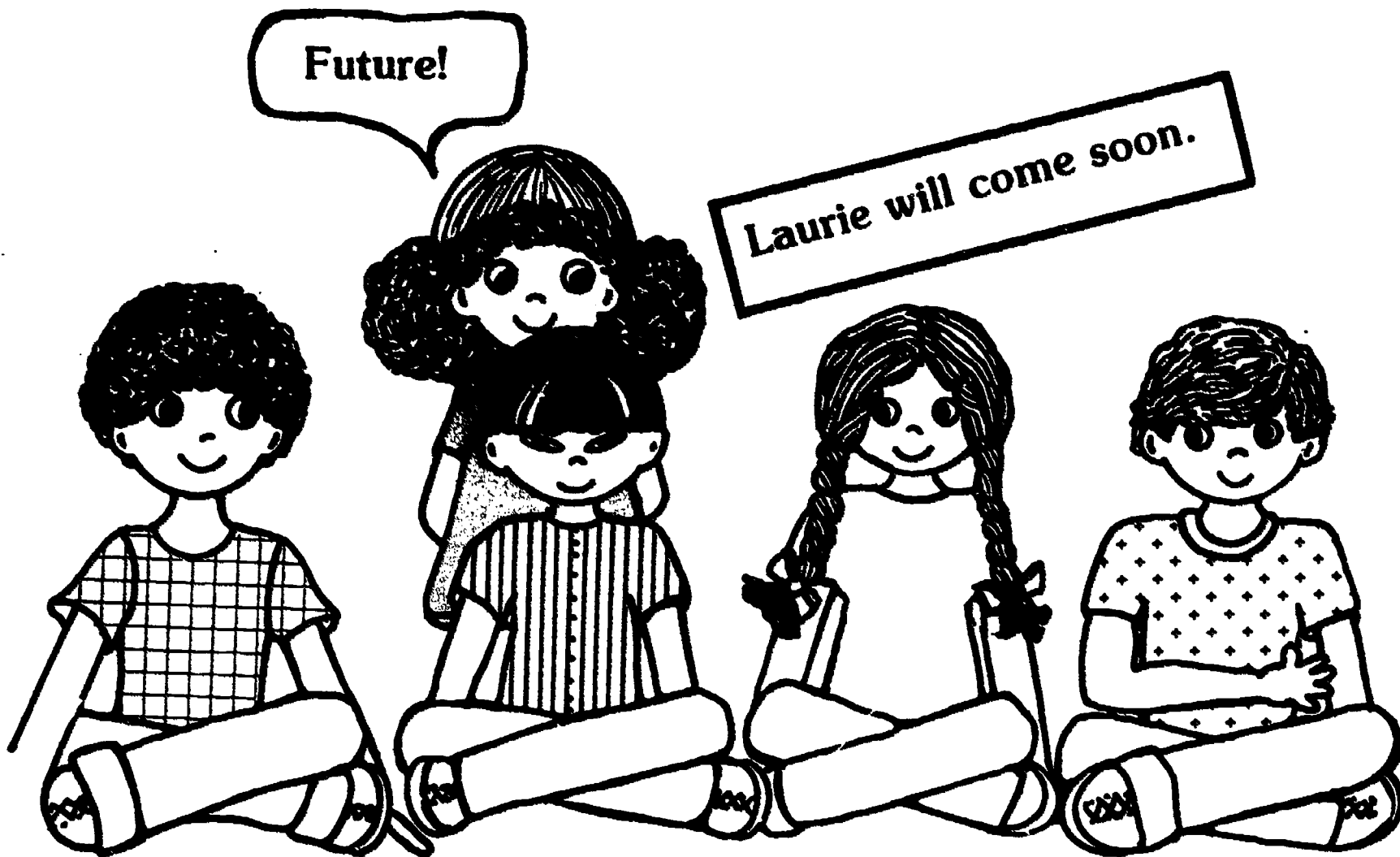
The student will identify the tense of a verb.

#### Directions:

Provide each student with a hand-held foot-flip-fan, such as the ones shown above. Read sentences aloud, one at a time. Have each student identify the tense of the verb by displaying the answer with his fan. Have someone keep a tally of the correct responses.

#### Follow-up Activities:

1. Reverse the action by showing the verb tense on a fan and by having the student give an appropriate sentence.
2. Play musical "Pass the Fan." Flip to one of the tenses and pass the fan as the music is played. When the music stops, the player holding the fan must give a sentence using the indicated tense.



## Will I Go Round In Circles?

### Skill #480

#### Objective:

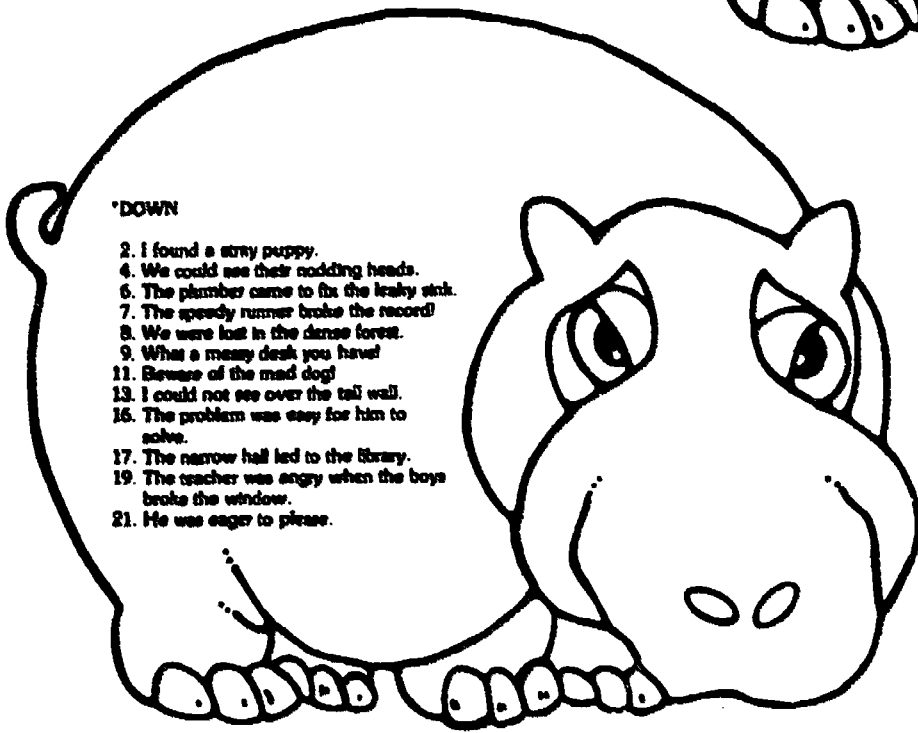
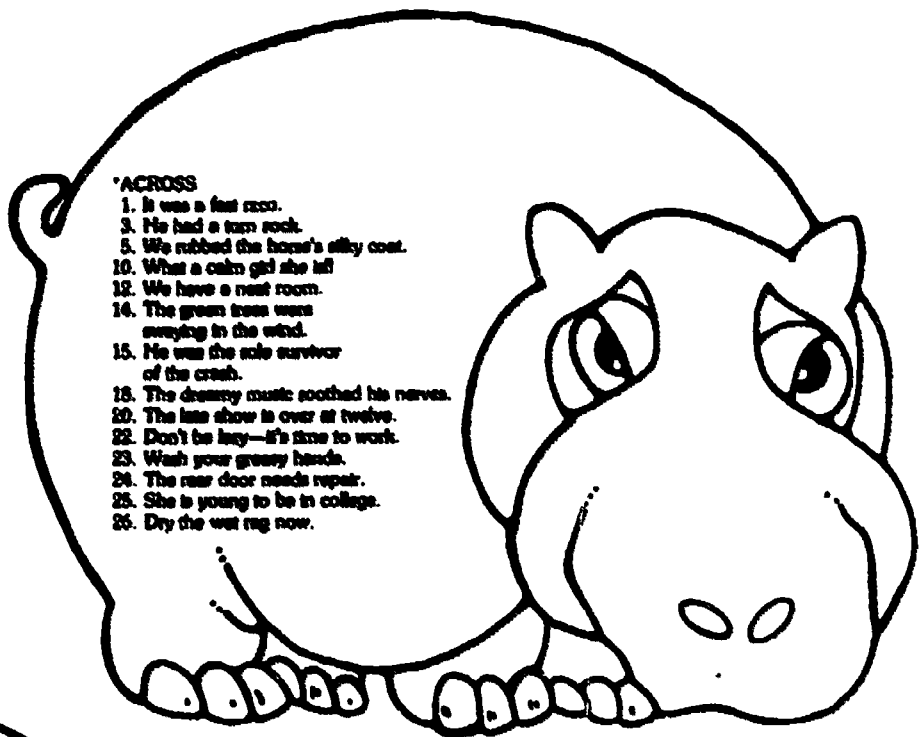
The student will identify the tense of a verb.

#### Directions:

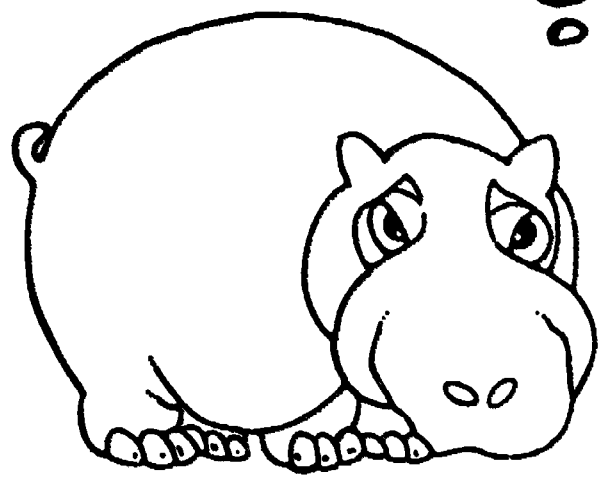
Have the students sit in a circle and have one person designated as "it." The student who is "it" will rotate around the outside of the circle and stand behind one player at a time. Hold a sentence card in front of the two students ("it" and the student he is standing behind) who will compete to name the tense of the verb. If the student who is "it" wins, he continues around the circle. If not, the other student takes his place. The first one to complete the circle without missing is the winner.

#### Follow-up Activities:

1. Reverse the procedure using the same format as above. Call out the tense of a verb and have the student who signals first use it in a sentence.
2. Provide the student with one object at a time and have him tell what he could do with it; for example, apple — eat it, chew it, peel it, etc.



Hip-Hippo-Ray!



# Hip-Hippo-Ray

**Skill #500**

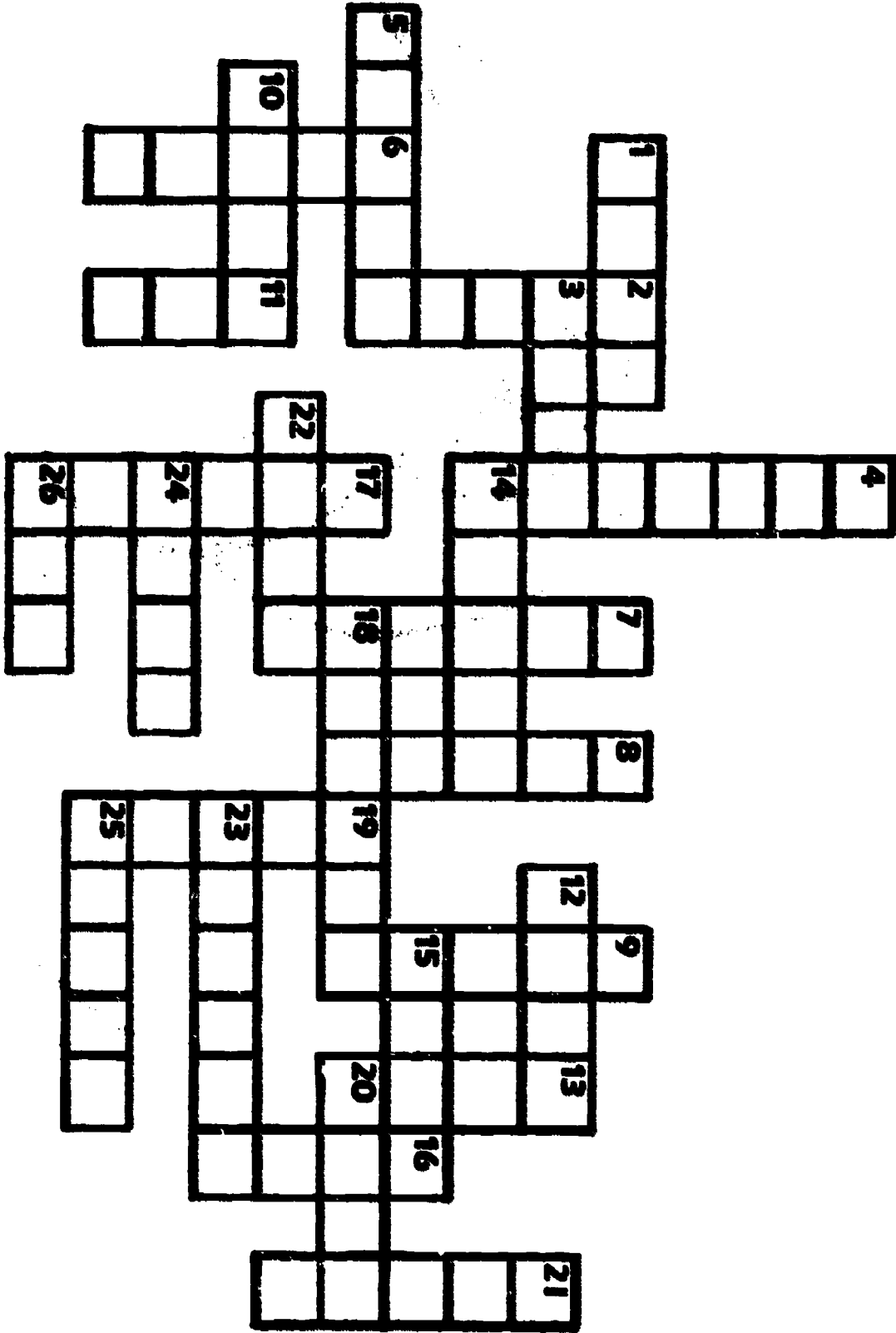
**Objective:**  
The student will identify adjectives.

**Directions:**  
Provide each of two students with one of the "hippo" cards shown above. In alternating turns, have each student read a numbered sentence to his partner who must identify the adjective and write it on the crossword puzzle shown on the facing page. A correct response on the first try gives the student one point. Tally points at the end to determine the winner.

The crossword puzzle is taken from *Making Kids Click* by Linda Polon and Aileen Cartwell.

100 ADJECTIVES

# Hip-Hippo-Ray! Gameboard





## **“Le Chef” Extraordinaire**

### **Skill #500**

#### **Objective:**

The student will use adjectives to describe objects.

#### **Directions:**

Have the student choose a category of dinner courses by taking one of the potholders from “Le Chef.” The student must select an item under his chosen category and then give one-word descriptions until another student correctly guesses its identity. Have

several suggestions written on the back of each potholder; for example, desserts—lemon pie, chocolate cake, peach ice cream, etc. The student who correctly identifies the mystery food receives the next turn.

#### **Follow-up Activities:**

1. Show students pictures of food and have them give adjectives describing those food objects.
2. Provide each student with a portion of an edible object. Try to use something unfamiliar; for example, a persimmon. The student must give adjectives describing its taste.





## Descriptive Nursery Rhymes

### Skill #500

#### Objective:

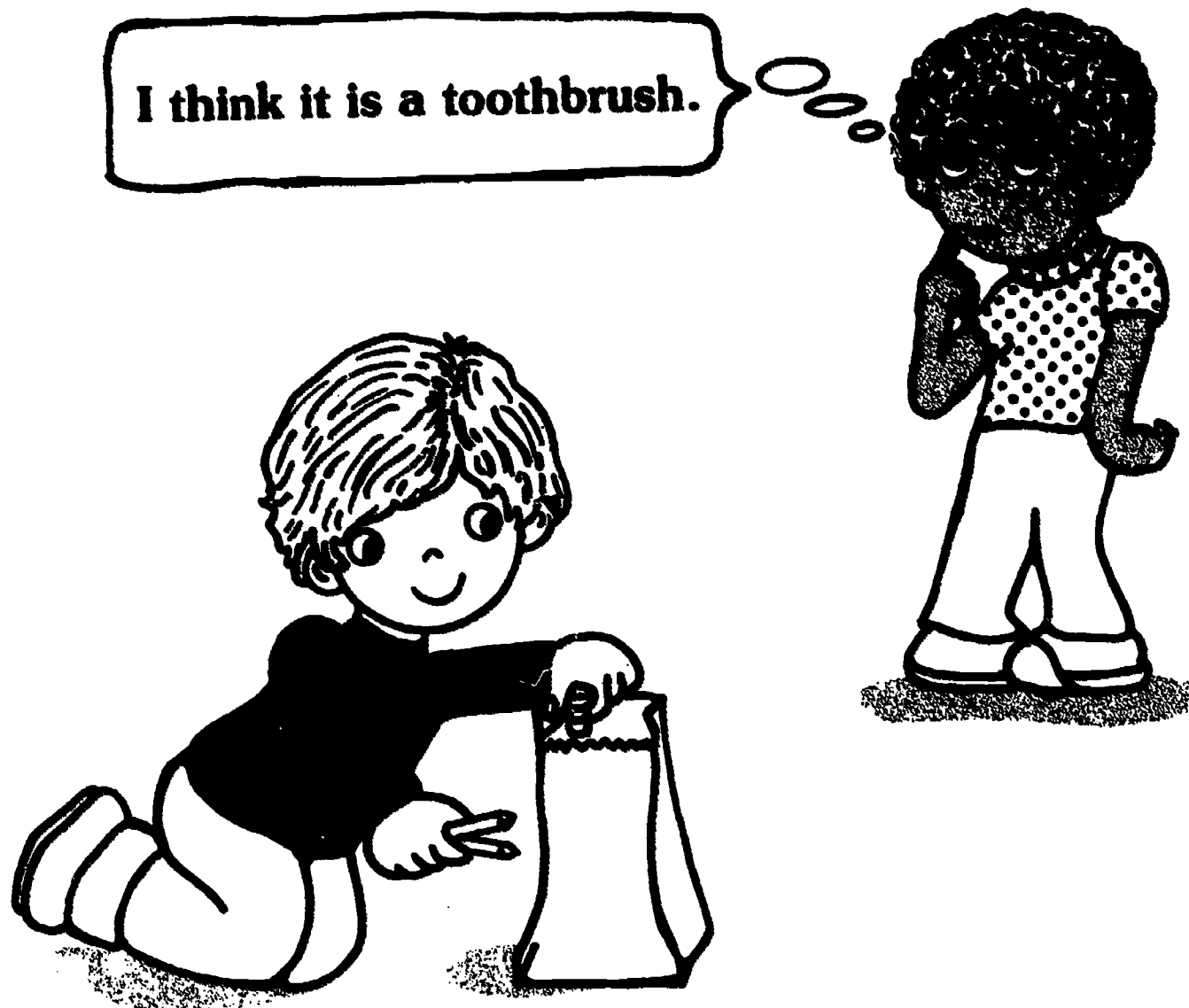
The student will identify adjectives.

#### Directions:

In alternating turns, have each student recite a favorite nursery rhyme. The others must count the adjectives they hear and tally them on individual chalkboards. Have the student identify each adjective as the rhyme is recited again.

#### Follow-up Activities:

1. Have each student recite his nursery rhyme omitting all adjectives.
2. Give two students a copy of the same nursery rhyme. Have them add as many adjectives as they can and then compare the results.



## It's In The Bag

### Skill #500

#### Objective:

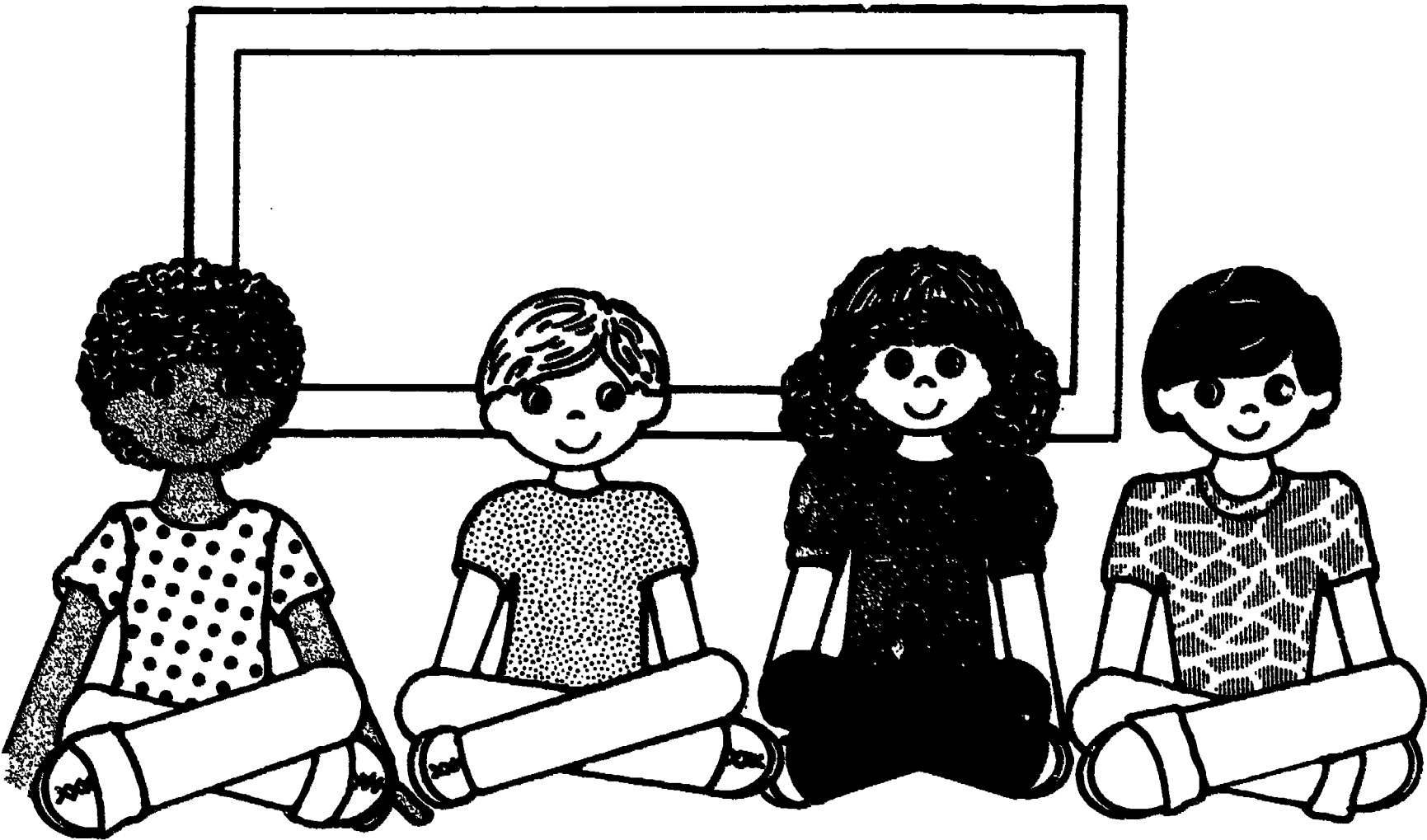
The student will use adjectives to describe objects.

#### Directions:

Provide the student with a bag containing an everyday object, such as a toothbrush, a roll of tape, or a small toy. Have him look at the object in the bag and then give adjectival clues, one at a time, until someone guesses its identity. The object can be "secretly" changed as the students alternate turns.

#### Follow-up Activities:

1. Blindfold the student; hand him one object at a time and have him give adjectives to describe its feel or touch.
2. Have several objects displayed. Let each student select one and give a descriptive sentence about it using at least two adjectives.



## What's In A Name

### Skill #500

#### Objective:

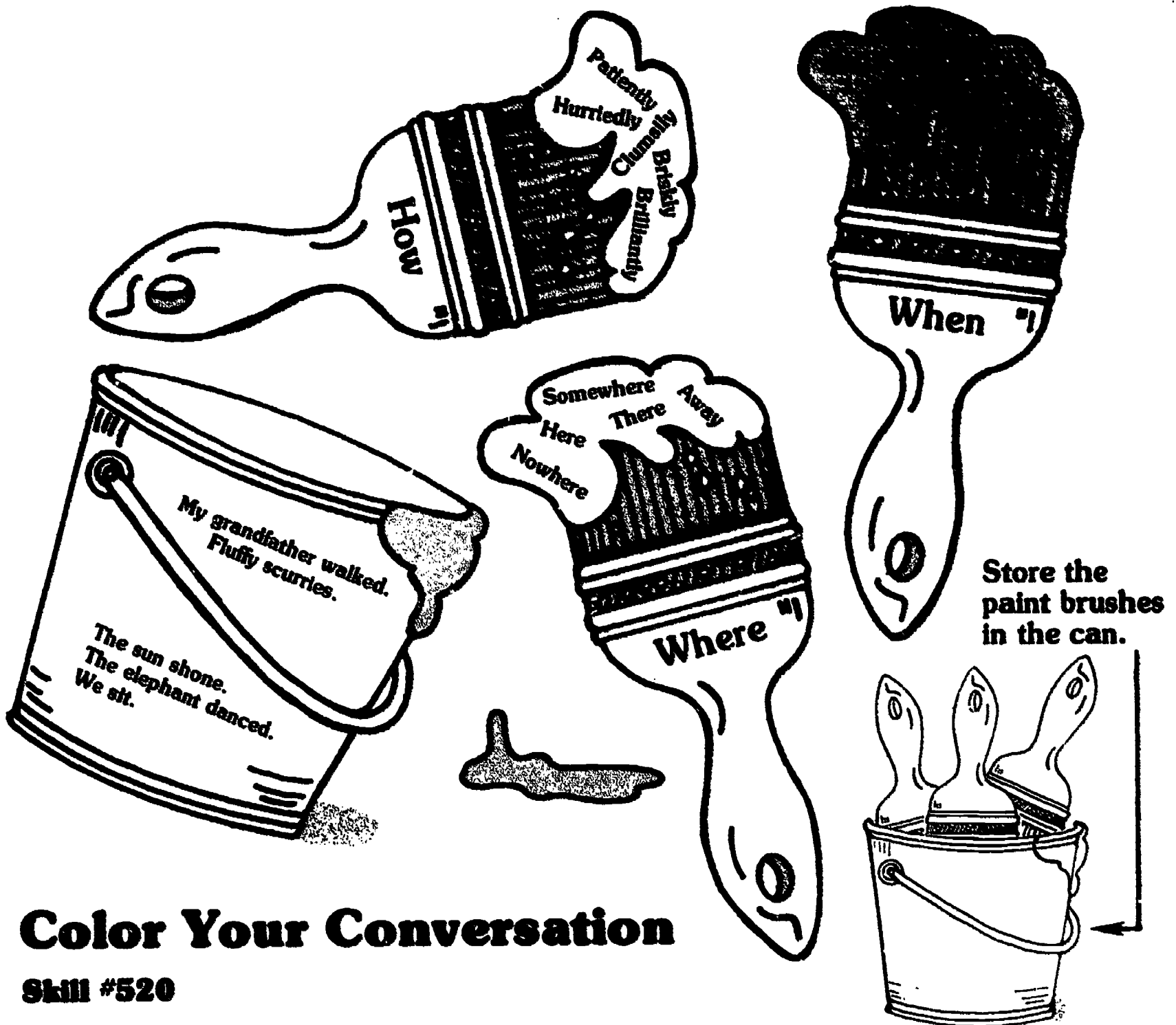
The student will use one adjective to describe a person.

#### Directions:

Have the students sit in a circle. In alternating turns, have each student give an adjective that describes himself and that begins with the same letter as his first name. Each student must repeat the adjectives and names that have gone before and then add his own; for example, jolly John, marvelous Mary and tricky Theresa.

#### Follow-up Activities:

1. Choose one name and allow each student to give an alliterative adjective as a variation. As in the activity, all adjectives must be repeated by each student.
2. Have each student make a book in the shape of his silhouette and fill it with descriptive words and phrases.



## Color Your Conversation

### Skill #520

#### Objective:

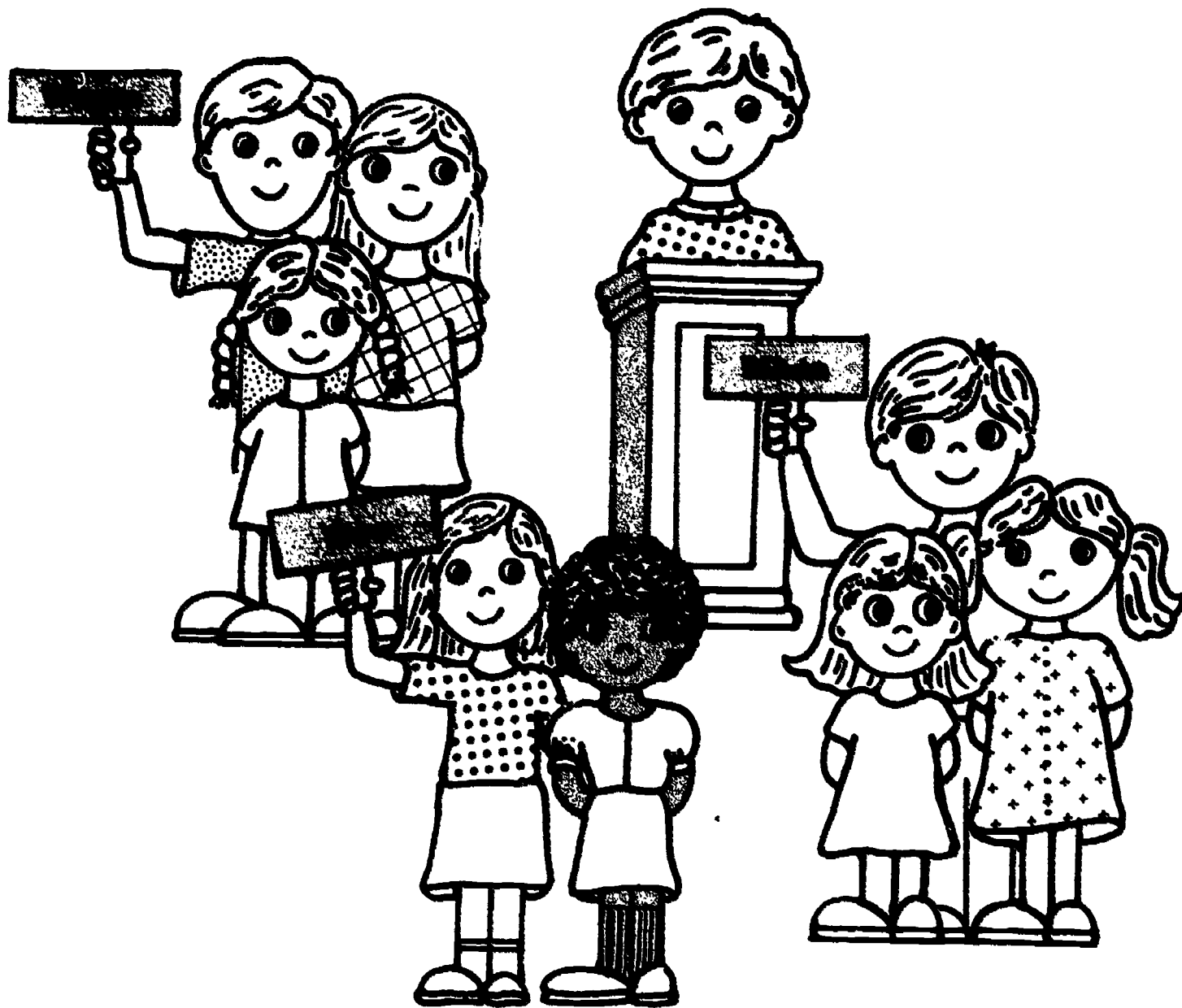
The student will use adverbs to modify verbs, adjectives or other adverbs.

#### Directions:

Just as paint can brighten and color the world of things around us, adverbs can add "color" to our speaking. Distribute the paintbrushes among three students. Read simple sentences containing no adverbs and let each student add an appropriate one in the category his brush indicates. Have the student repeat the entire sentence each time.

#### Follow-up Activities:

1. Prepare a short story leaving out all adverbs. Provide three students with paintbrushes for inserting the proper adverbs.
2. Show the student a picture that depicts an action or an emotion. Encourage him to give adverbs that describe that particular action or emotion.



## Adverb Auction Today

### Skill #520

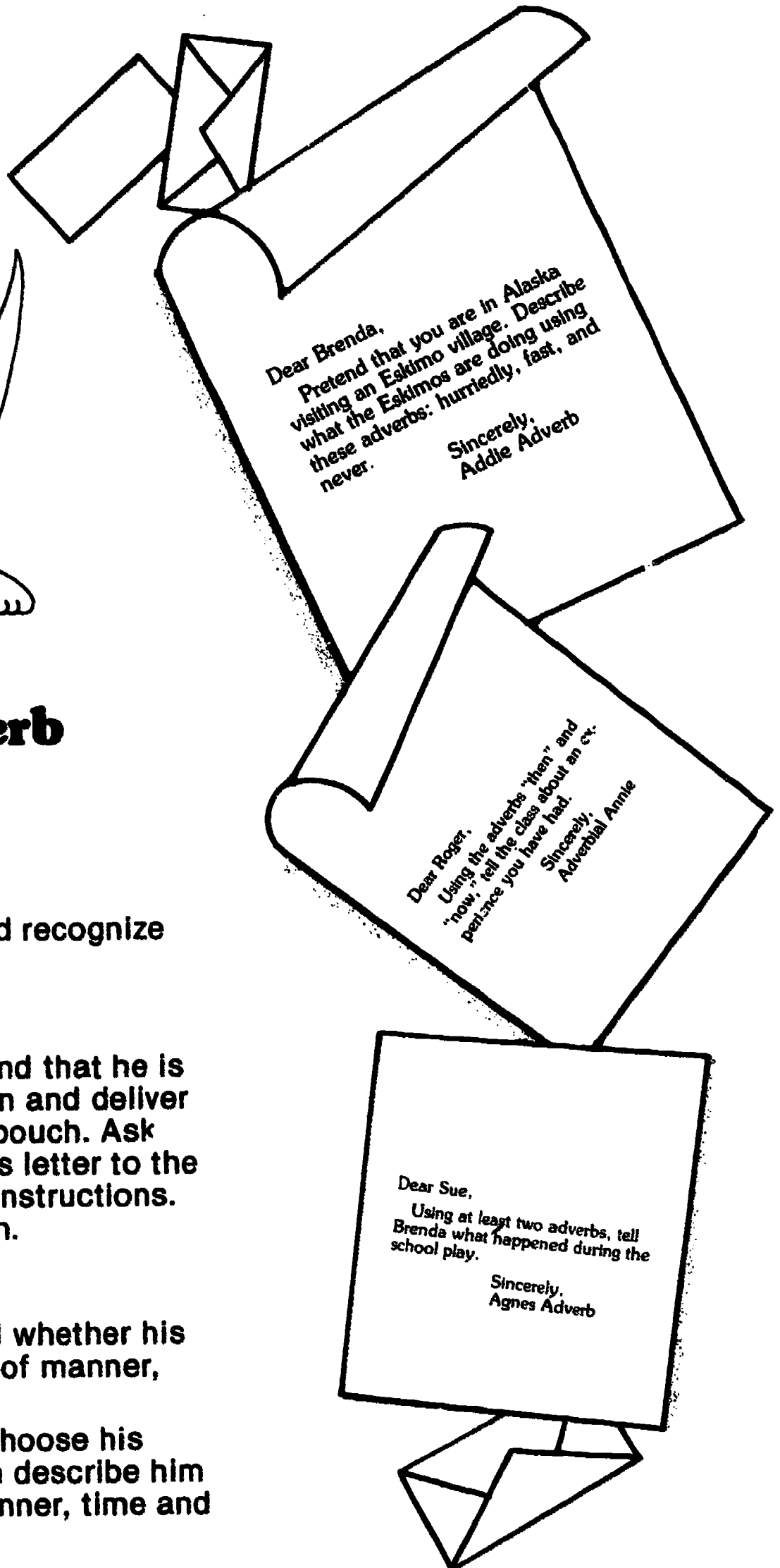
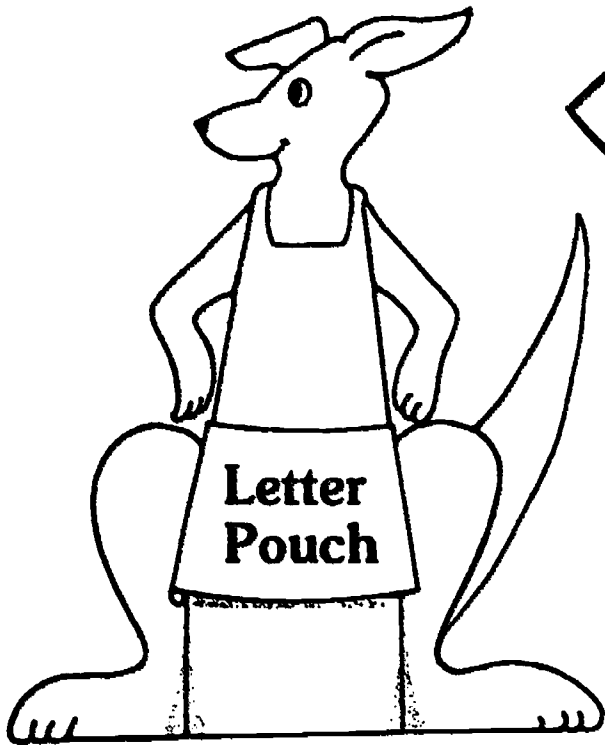
#### Objective:

The student will identify the manner, time and frequency of an action.

#### Directions:

Have an "adverb" auction. Divide the group into the following three sections: how, when and where. Have one student in each group hold an identifying sign. The student selected as auctioneer should read aloud one sentence at a time. When a student hears an adverb that belongs in his group, he must raise his hand quickly. The first student recognized by the auctioneer may identify the adverb, receiving one point for each correct response. The first one to score eight points will be declared the highest bidder.





## Post An Adverb

### Skill #520

#### Objective:

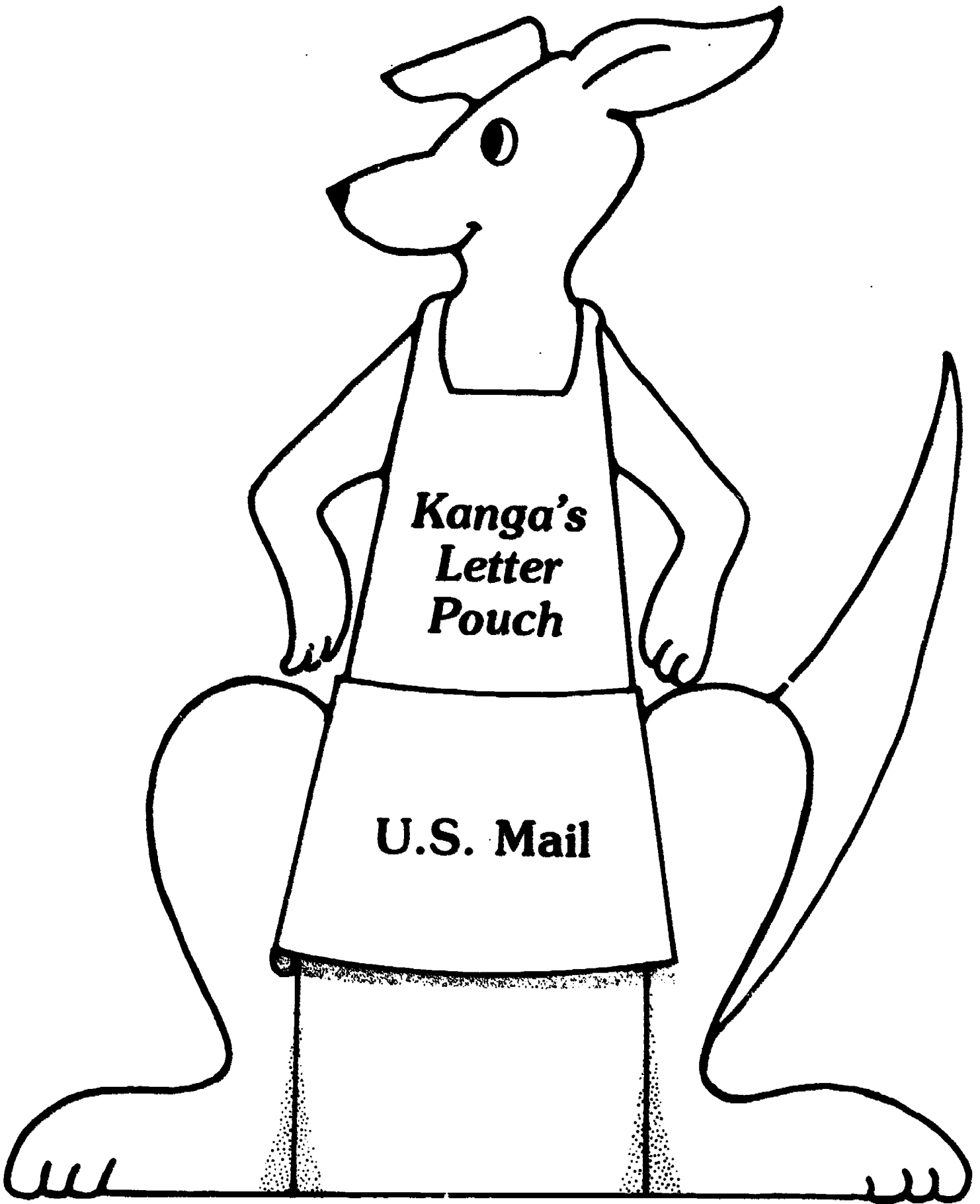
The student will use and recognize adverbs in speech.

#### Directions:

Have one student pretend that he is the "kangaroo" mailman and deliver the letters in his letter pouch. Ask each student to read his letter to the class and to follow its instructions. Sample letters are given.

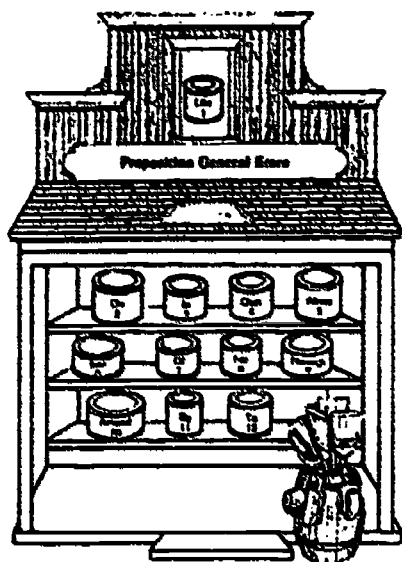
#### Follow-up Activities:

1. Have the student tell whether his adverbs are adverbs of manner, time or frequency.
2. Have each student choose his favorite pet and then describe him using adverbs of manner, time and frequency.



**Use this pattern to enlarge.**

11 116



## Requisition Form

Requisition #A  
She dived \_\_\_\_\_ the pool.

Requisition #B  
He opened a book \_\_\_\_\_ poems.

Requisition #C  
Put the bird \_\_\_\_\_ the cage.

Tally Sheet  
Points

5  
4  
6  
9  
24

### Answer Key

Requisition Number	Number of Preposition
A	6,3
B	7
C	6,3
D	9,6,3
E	1
F	2
G	3
H	4,5,11
I	8
J	10,11
K	12

### More Requisitions . . .

Requisition #D  
She looked \_\_\_\_\_ the telescope.

Requisition #E  
Mary is \_\_\_\_\_ her father.

Requisition #F  
He was \_\_\_\_\_ the sailboat

Requisition #G  
My father was \_\_\_\_\_ town last night.

Requisition #H  
We flew \_\_\_\_\_ the capital

Requisition #I  
We are not \_\_\_\_\_ that team.

Requisition #J  
The girls ran \_\_\_\_\_ the school.

Requisition #K  
Paul was going \_\_\_\_\_ town after lunch.

# Requisition A Preposition

## Skill #540

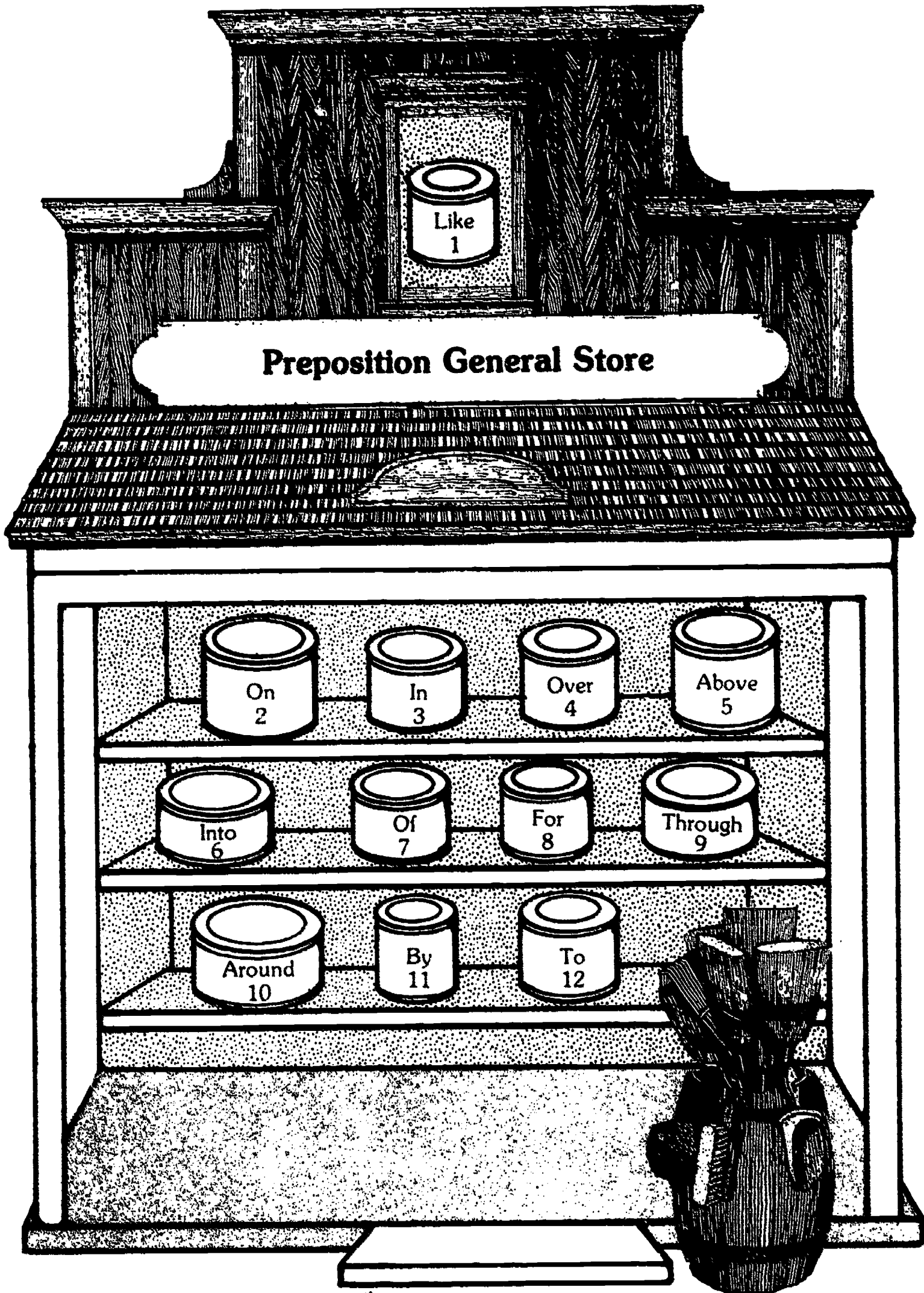
### Objective:

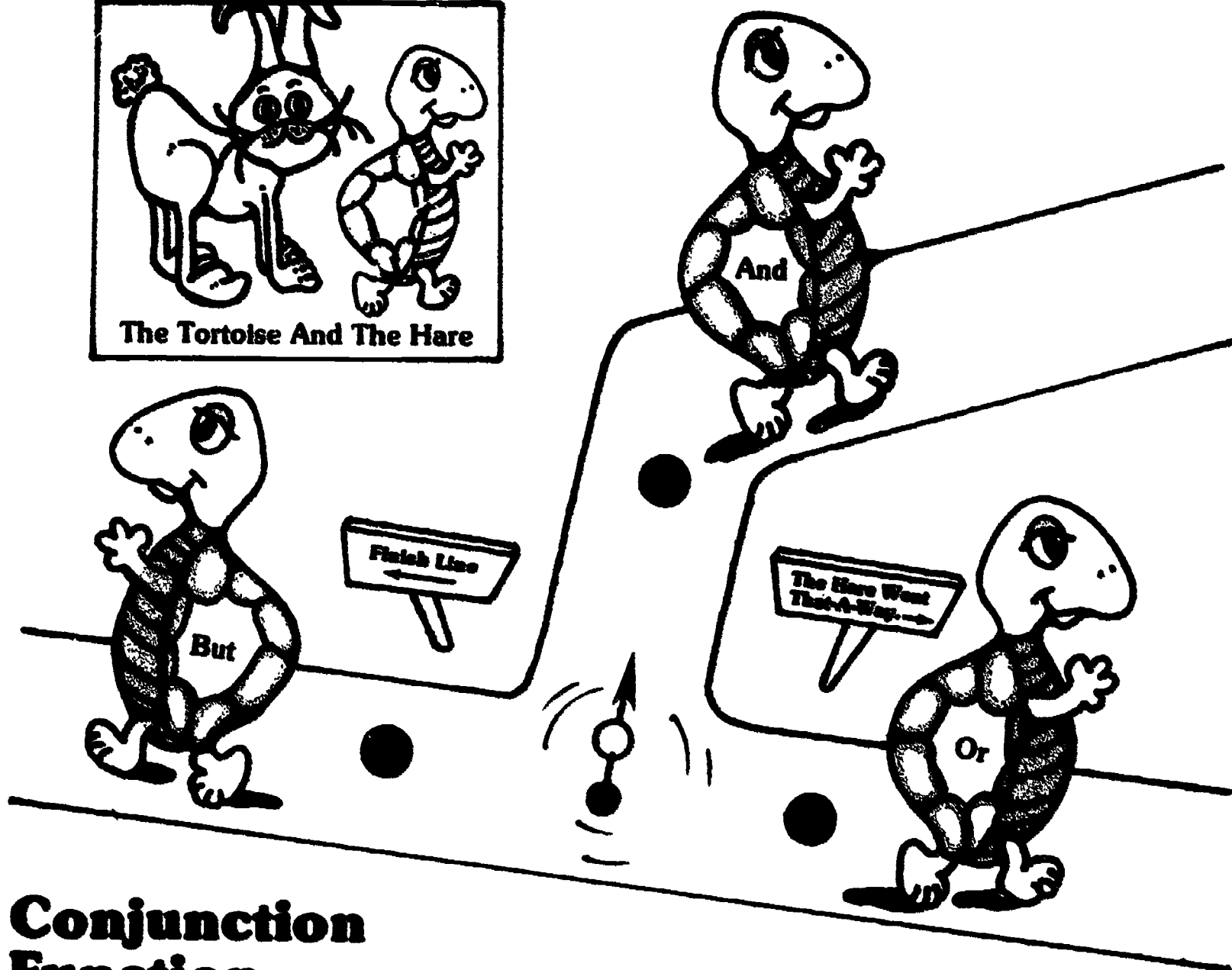
The student will identify prepositions.

### Directions:

Choose one student to be the store owner. In alternating turns, have each student draw a requisition form, such as the ones shown above, containing sentences with the prepositions omitted. He must read the sentence aloud and then insert a preposition from the general store into the blank. A correct response awards the student the number of points on the can or cans he has chosen. The store owner holds the answer key and is responsible for awarding points. The first student to reach a score of 21 becomes the store owner, and the game continues.

Requisition A Preposition





## Conjunction Function

### Skill #560

#### Objective:

The student will use words that join or link other words, phrases or sentences.

#### Directions:

Familiarize the students with the story "The Tortoise and the Hare." Allow one of them to spin the arrow and to use the selected conjunction to make a sentence relating to the story. The student who continues the longest is the winner.

#### Follow-up Activities:

1. Play a circle game similar to "Rhythm." The play moves around the circle clockwise. Each student must give a pair of words normally associated together; for example, ham and eggs, black and white. He must be careful not to break the rhythm of the game.
2. Have each student observe differences in people and in things found in the room and give a sentence using the conjunction "but"; for example, Mary is tall but Judy is taller.



# Animal, Vegetable Or Mineral

## Skill #580

### Objective:

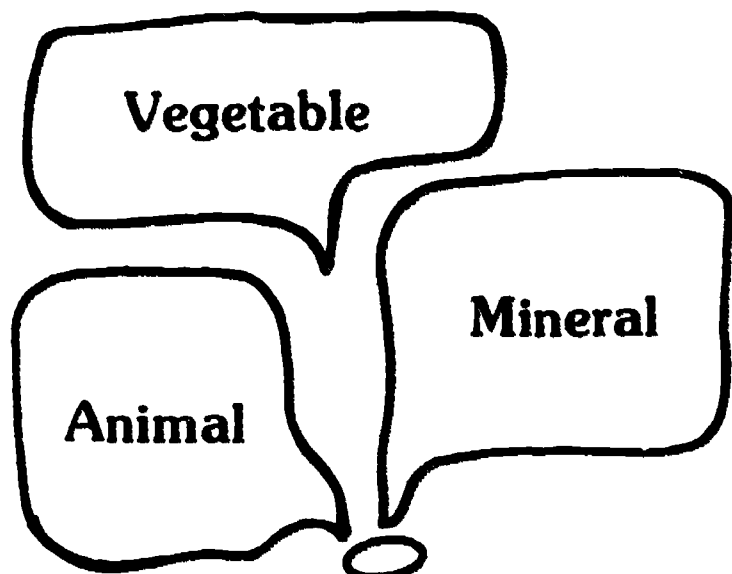
The student will classify names of things by common characteristics.

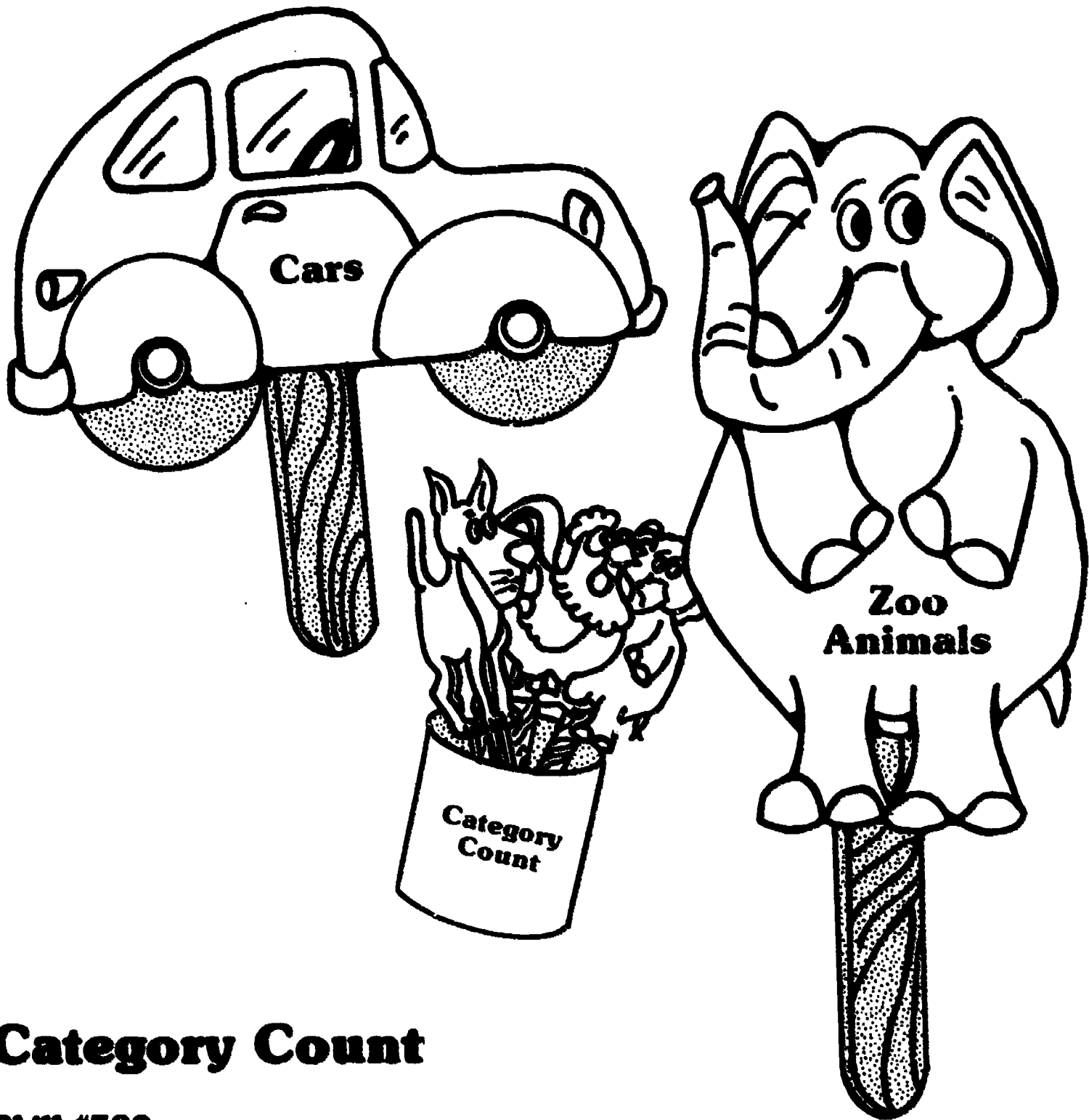
### Directions:

Select one person to think of something under one of the following three categories: animal, vegetable or mineral. The other students ask "yes" or "no" questions until someone identifies it correctly. That person becomes the next one to select an item.

### Follow-up Activities:

1. Have a student select a secret object in the classroom and give three clues, one at a time, as to color, shape and size. Give an opportunity after each clue for someone to guess its identity. The person who is correct makes the next selection.
2. Play a free-association word game. The student selected to be "it" names a category for each player who must give the first response that comes to his mind.





## Category Count

### Skill #580

#### Objective:

The student will classify names of things by common characteristics.

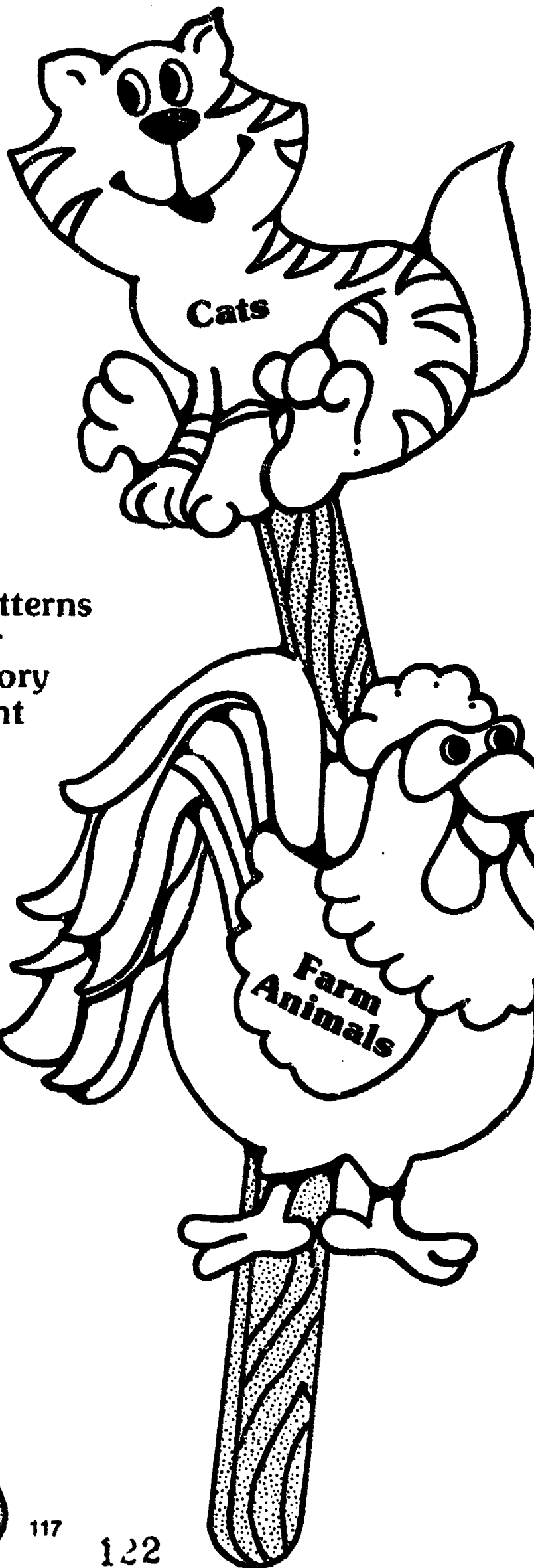
#### Directions:

Trace or enlarge the patterns on the following two pages and glue the tongue depressors on the backs of them. Give one to each student and, in alternating turns, have each student name as many things common to that category as possible in 20 seconds. The student who names the most things in his category is the winner.



Dogs

Snacks



Cats

Farm  
Animals

More Patterns  
For  
Category  
Count

Friend

Smooth

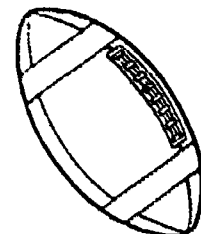
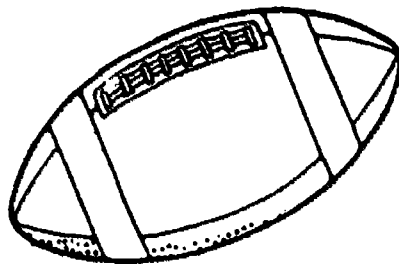
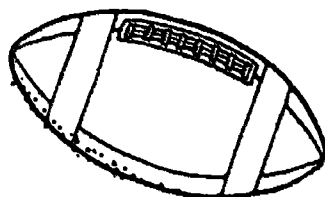
Write

Morning

Class

Weather

Beg



## Let's Play Ball

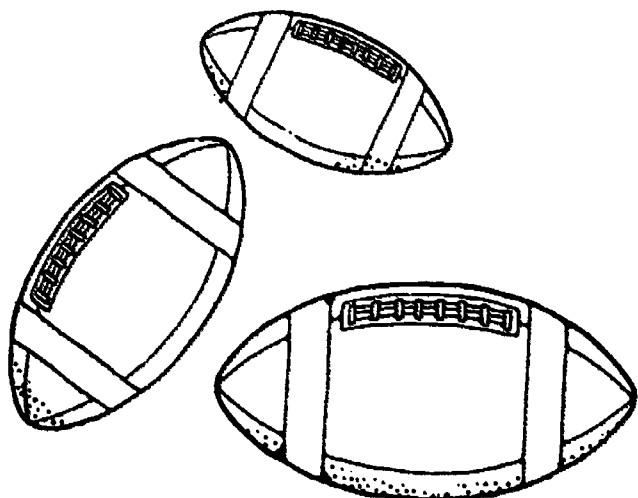
**Skill #600, 620, 640**

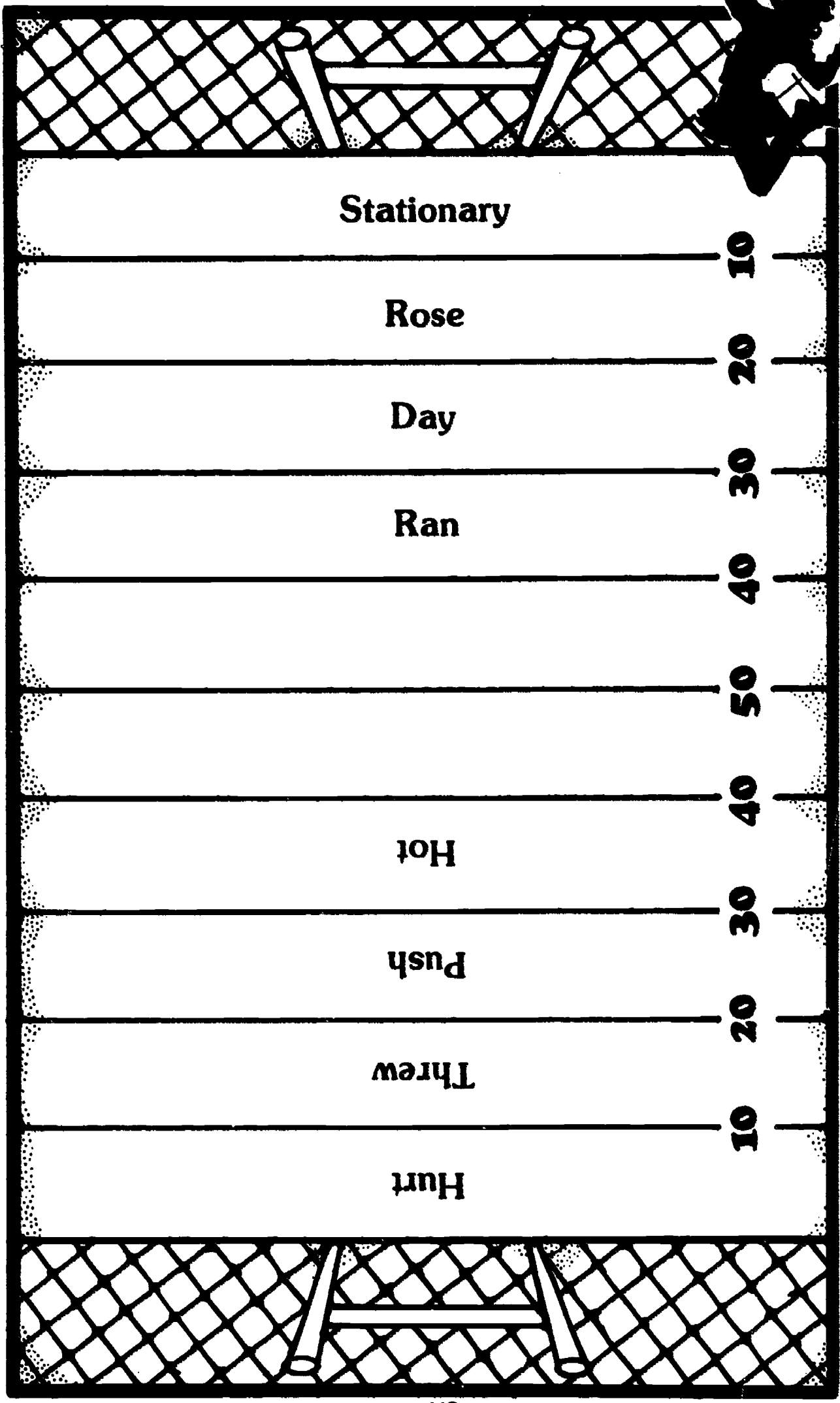
### Objective:

The student will identify synonyms, antonyms and multiple-meaning words.

### Directions:

Place a word card on each ten-yard line of the gameboard shown on the following page. Divide the students into two teams, each starting on the fifty-yard line and progressing to a goal. Use "football" shapes for markers. In alternating turns, have each team member give a synonym, an antonym or a homonym for the word on the yard line. If he reaches the goal without a mistake, he scores a touchdown. If not, the ball remains on the yard line of the last correct response, and the play goes to the other team. At the end of the game, tally the score to determine the winning team. Change the words each time a touchdown is scored.

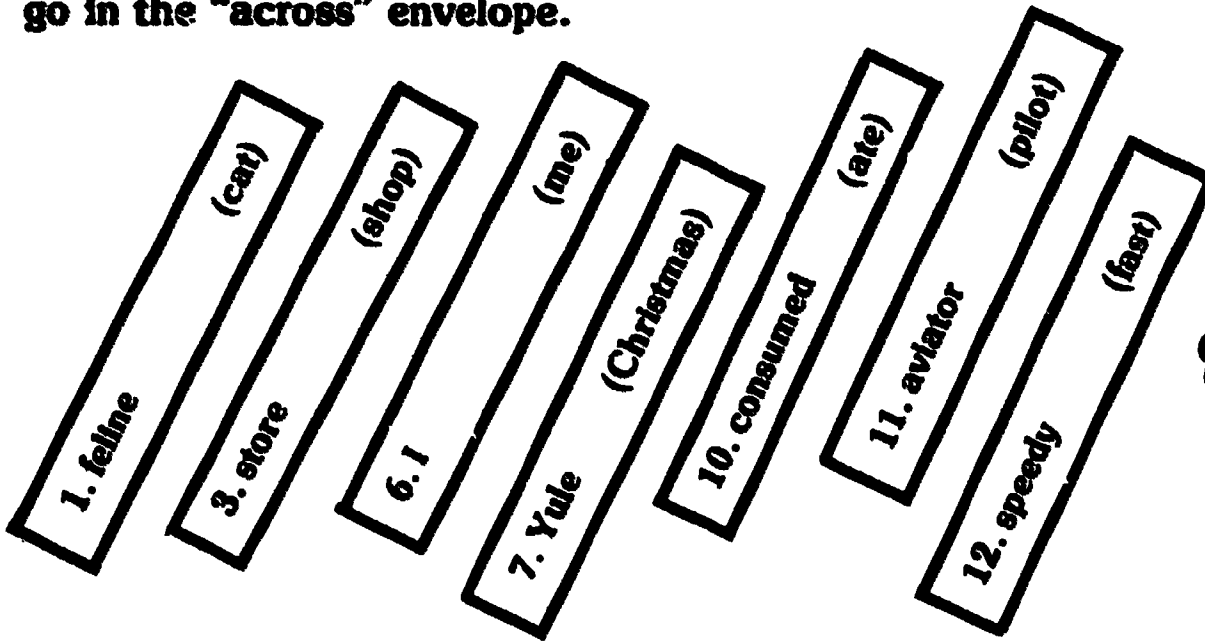




Stationary	10
Rose	20
Day	30
Ran	40
	50
	40
Hot	30
Push	20
Threw	10
Hurt	



The following strips go in the "across" envelope.



## Cat Got Your Tongue

### Skill #600

#### Objective:

The student will discover and use synonyms for known words.

#### Directions:

Have one student begin by choosing a strip from either the "down" or the "across" envelope. He must read the word aloud and give a synonym to fit the puzzle. The students alternate turns until the puzzle is completed.

2. toward (to)

3. saline (salt)

4. gifts (presents)

5. cover (wrap)

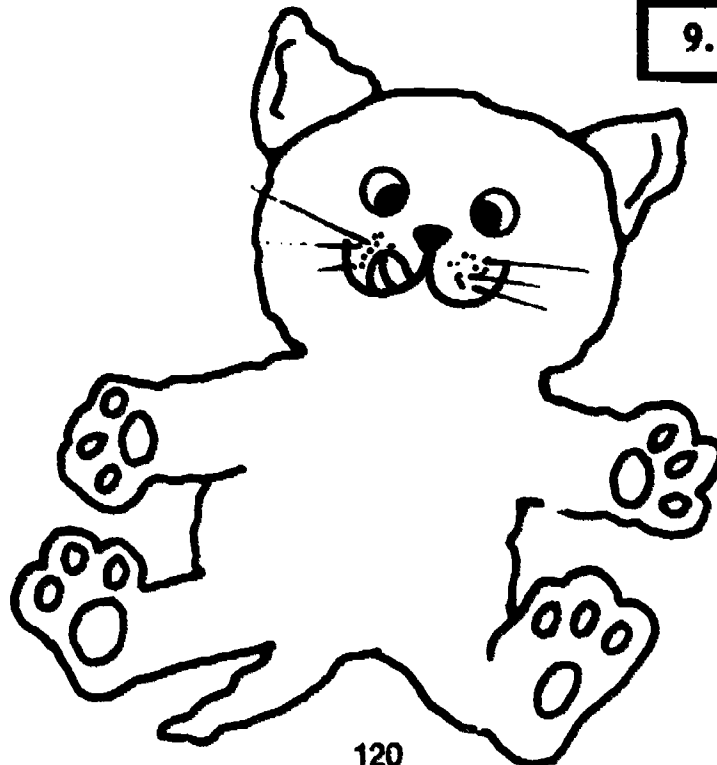
6. rug (mat)

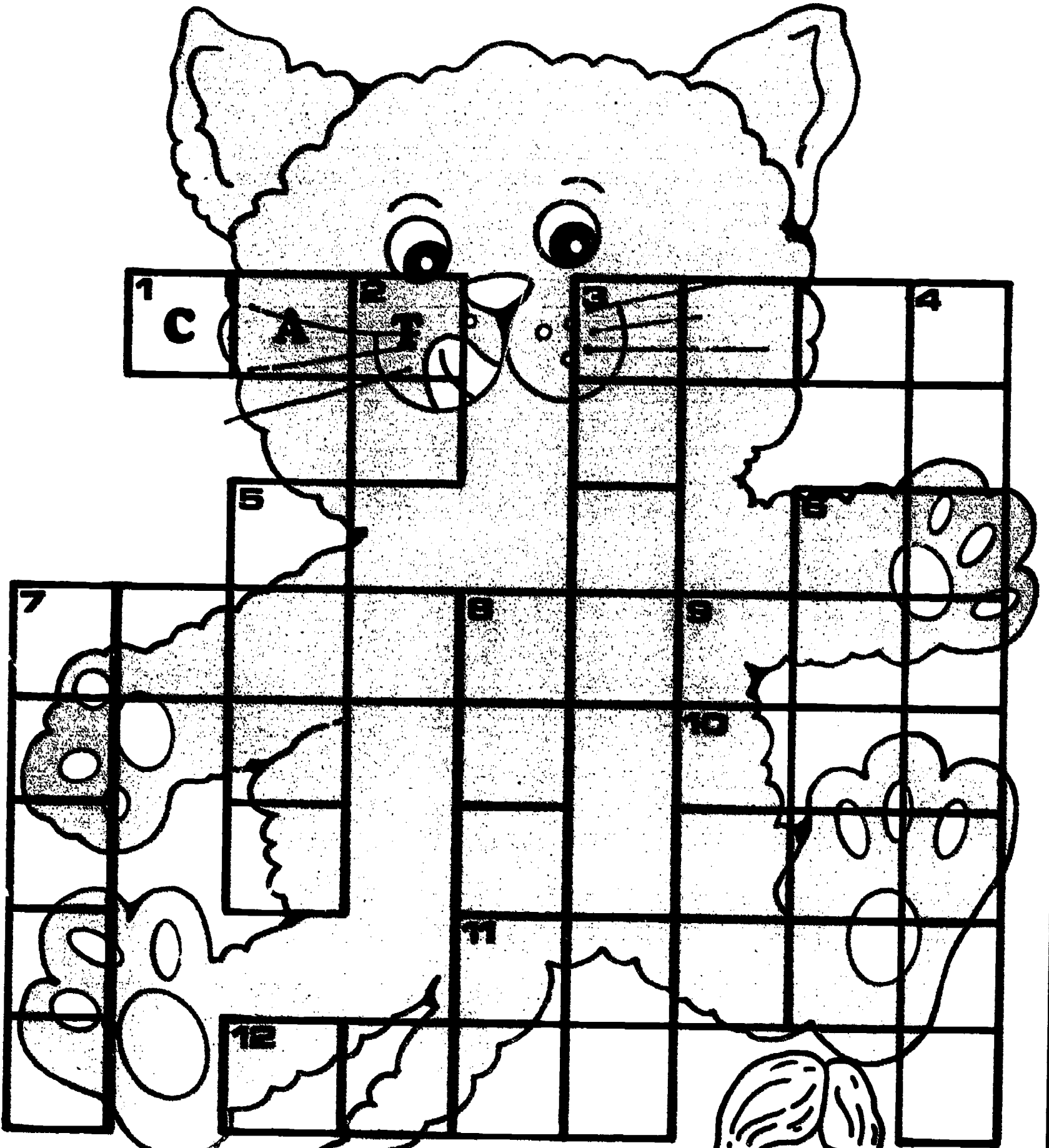
7. applauds (claps)

8. stairs (steps)

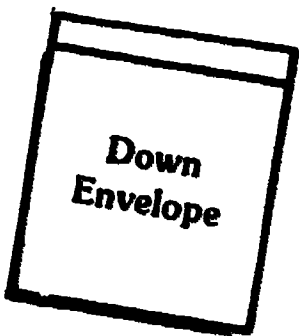
9. post (mail)

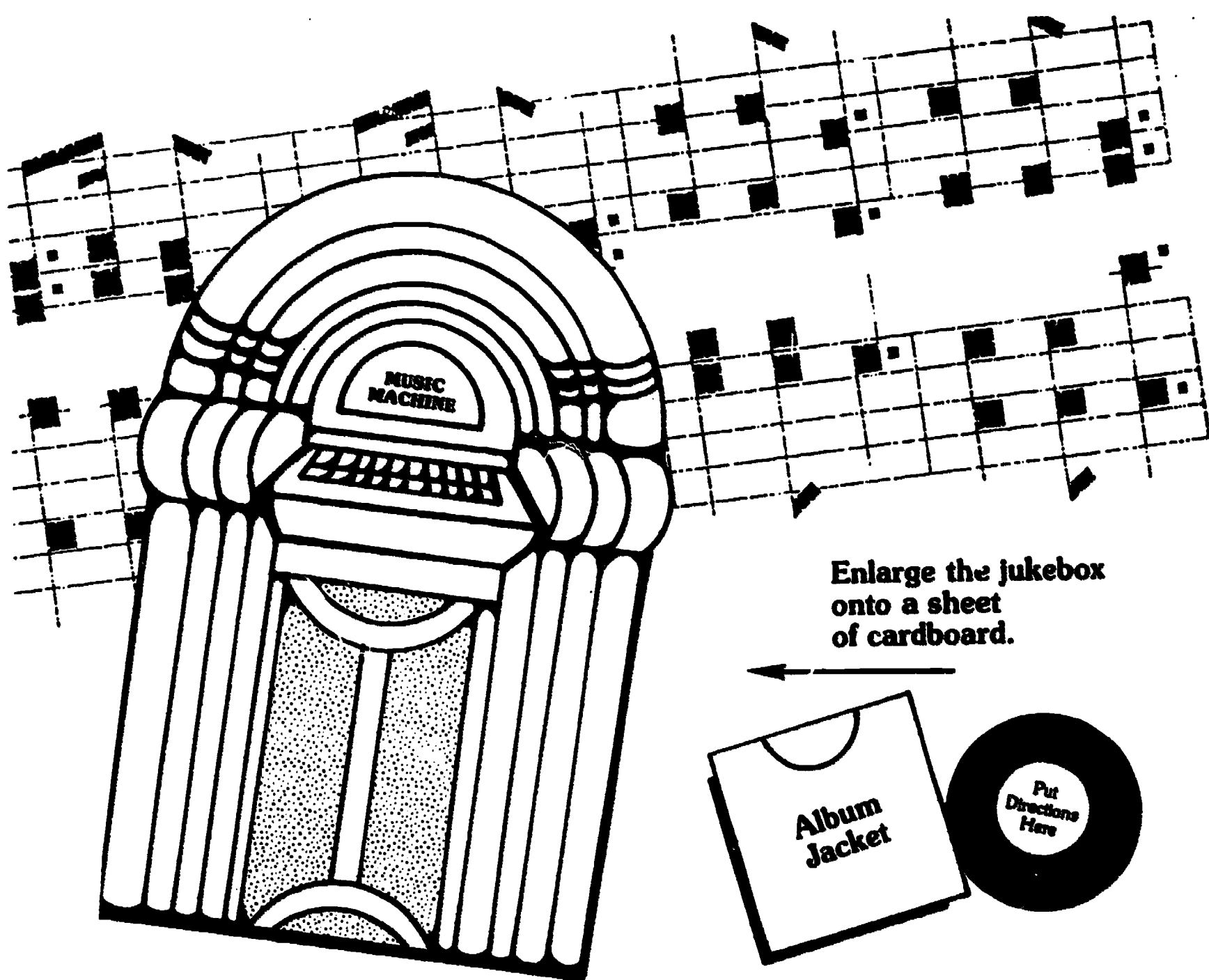
The above strips go in the "down" envelope.





Cat Got Your Tongue





Enlarge the jukebox  
onto a sheet  
of cardboard.

## Platter Chatter

**Skill #600, 620, 640**

### Objective:

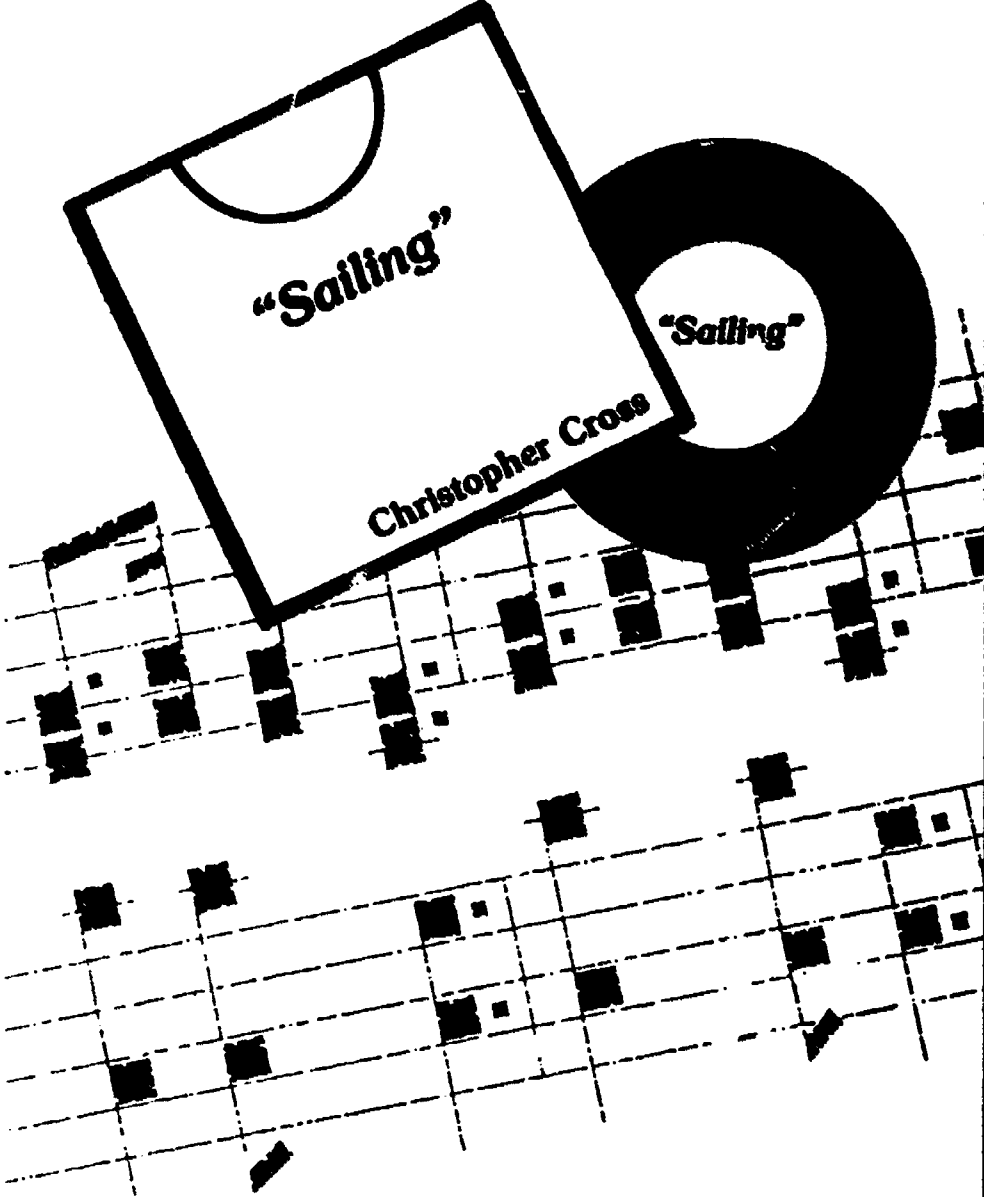
The student will identify synonyms, antonyms and homonyms.

### Directions:

"Platter Chatter" is a musical learning center. On the next three pages are suggestions for songs and lyrics which can be taped or played on a record player. Put the directions on albums as shown in the examples. Designate one student to be the "disc jockey" who changes the records and gives the directions.

### A Suggestion:

This activity can be easily adapted to individual student use with earphones and a recorder to tape his answers.



**“Sailing”**

**Skill #600**

**Objective:**  
The student will identify synonyms.

**Directions:**  
Have the student listen to a recording of “Sailing” and list at least three words for which he can identify synonyms. Have the students orally compare their lists.

**Suggested Answers:**  
Paradise - Heaven  
Tranquility - Quietness  
Reverie - Daydream  
Serenity - Peace

**“Sailing”**

It's now far down to paradise  
At least it's now for me  
And if the wind is right you can  
sail away  
And find tranquility  
The canvas can do miracles  
Just you wait and see  
Believe me

It's not far to never never land  
No reason to pretend  
And if the wind is right you can  
find the joy  
Of innocence again  
The canvas can do miracles  
Just you wait and see  
Believe me

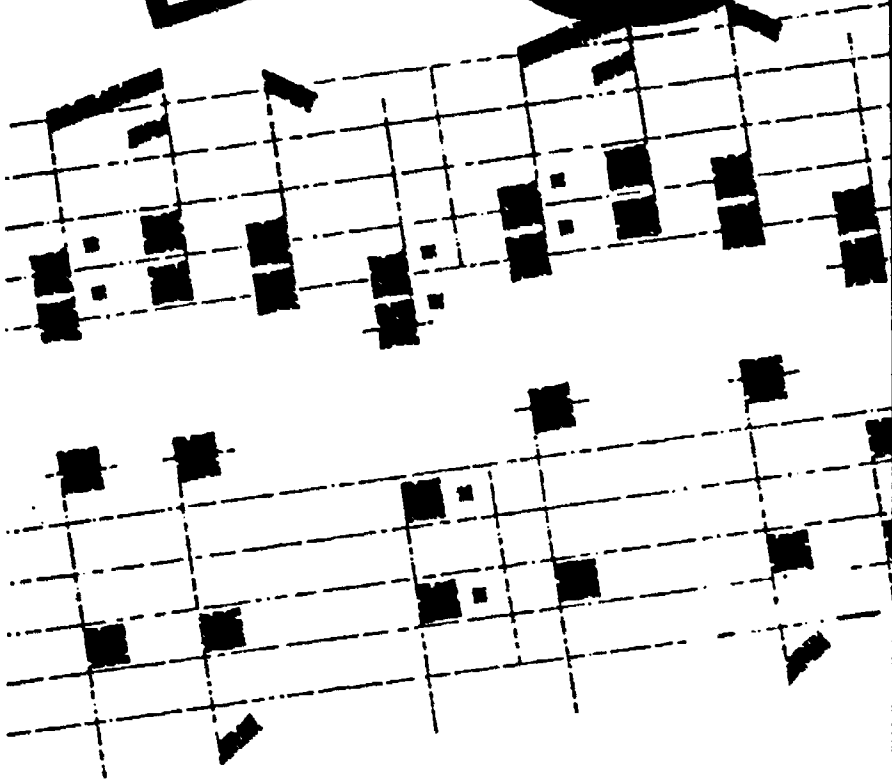
**Sailing**  
Takes me away  
To where I've always heard it  
could be  
Just a dream and the wind to  
carry me  
And soon I will be free

**Fantasy**  
It gets the best of me  
When I'm sailing  
All caught up in the reverie  
Every word is a symphony  
Won't you believe me

It's now far back to sanity  
At least it's not for me  
And if the wind is right you can  
sail away  
and find serenity  
The canvas can do miracles  
Just you wait and see  
Believe me

Christopher Cross

From the album, *Christopher Cross*.  
Copyright 1979 by Pop 'N' Roll Music



## •“The Sounds Of Silence”

Hello, darkness, my old friend,  
I've come to talk with you again.  
Because a vision softly creeping,  
Left its seeds while I was sleeping,  
And the vision that was planted in  
my brain  
Still remains  
Within the sound of silence.

In restless dreams I walked alone,  
Narrow streets of cobblestone,  
'Neath the halo of a street lamp,  
I turned my collar to the cold and  
damp  
When my eyes were stabbed by the  
flash of a neon light  
That split the night.  
And touched the sound of silence.

And in the naked light I saw  
Ten thousand people, maybe more.  
People talking without speaking,  
People hearing without listening,  
People wring songs that voices  
never share . . .  
And no one dare  
Disturb the sound of silence.

“Fools,” said I, “you do not know,  
Silence like a cancer grows.”  
“Hear my words that I might teach  
you,  
Take my arms that I might reach  
you.”  
But my words like silent rain-drops  
fell,  
And echoed in the walls of silence.

And the people bowed and prayed  
to the neon god they made.  
And the sign flashed its warning  
In the words that it was forming,  
And the signs said, “The words of  
the prophets are written  
on the subway walls  
And tenement halls,  
And whisper'd in the sounds of  
silence.

Paul Simon

From the album, *The Concert in Central  
Park*. Copyright 1964 by Paul Simon.

## “The Sounds of Silence”

**Skill #620**

### **Objective:**

The student will identify antonyms.

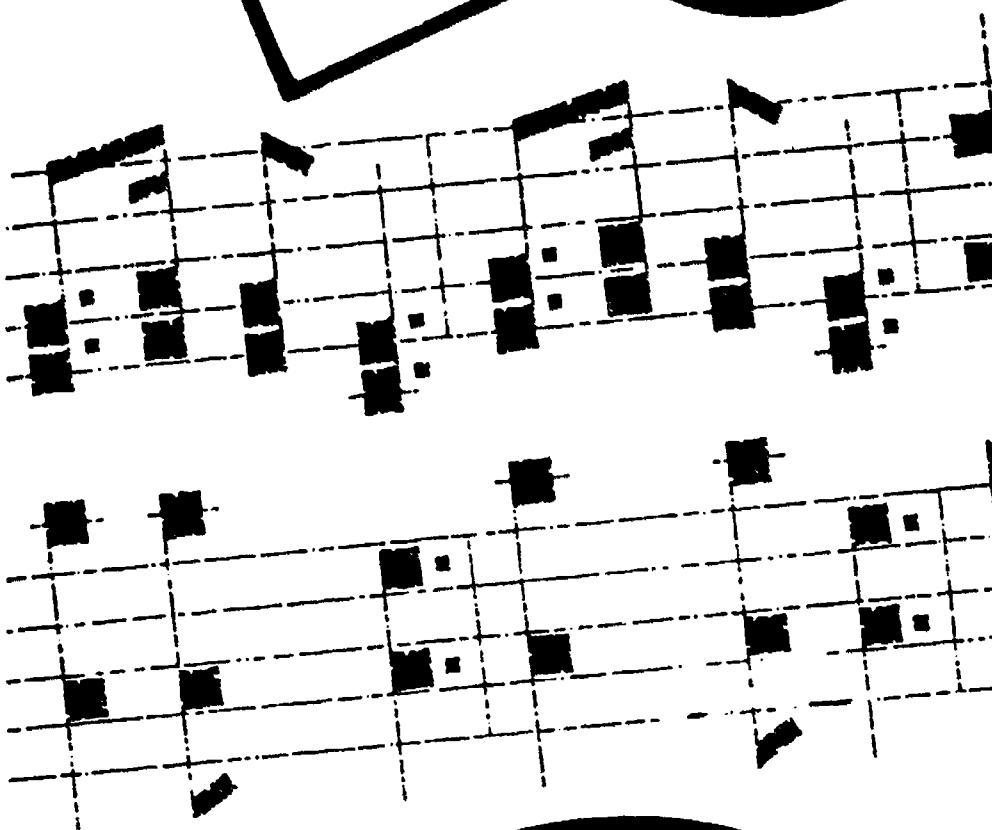
### **Directions:**

Have the student listen to  
“Sounds of Silence.” List at least  
four words from the song and write an  
antonym for each. Have the students  
orally compare their lists.

### **Suggested Answers:**

Darkness - Light  
Silence - Noise  
Narrow - Wide  
Damp - Dry  
Whisper - Shout





**\*"If It's Magic"**

If it's magic . . .  
 Then why can't it be everlasting  
 Like the sun that always shines  
 Like the poets endless rhyme  
 Like the galaxies in time

If it's pleasing . . .  
 Then why can't it be never leaving  
 Like the day that never fails  
 Like on seashores there are shells  
 Like the time that always tells

It holds the key to every heart  
 Throughout the universe  
 It fills you up without a bite  
 And quenches every thirst

So . . .  
 If it's special  
 Then with it why aren't we as  
     careful  
 As making sure we dress in style  
 Posing pictures with a smile  
 Keeping danger from a child

It holds the key to every heart  
 Throughout the universe  
 It fills you up without a bite  
 And quenches every thirst

So . . .  
 If it's magic  
 Why can't we make it everlasting  
 Like the lifetime of the sun  
 It will leave no heart undone  
 For there's enough for everyone.

Stevie Wonder

From the album, *Songs in the Key of Life*. Copyright 1978 by Jobete Music Co., Inc. & Black Bull Music Inc.

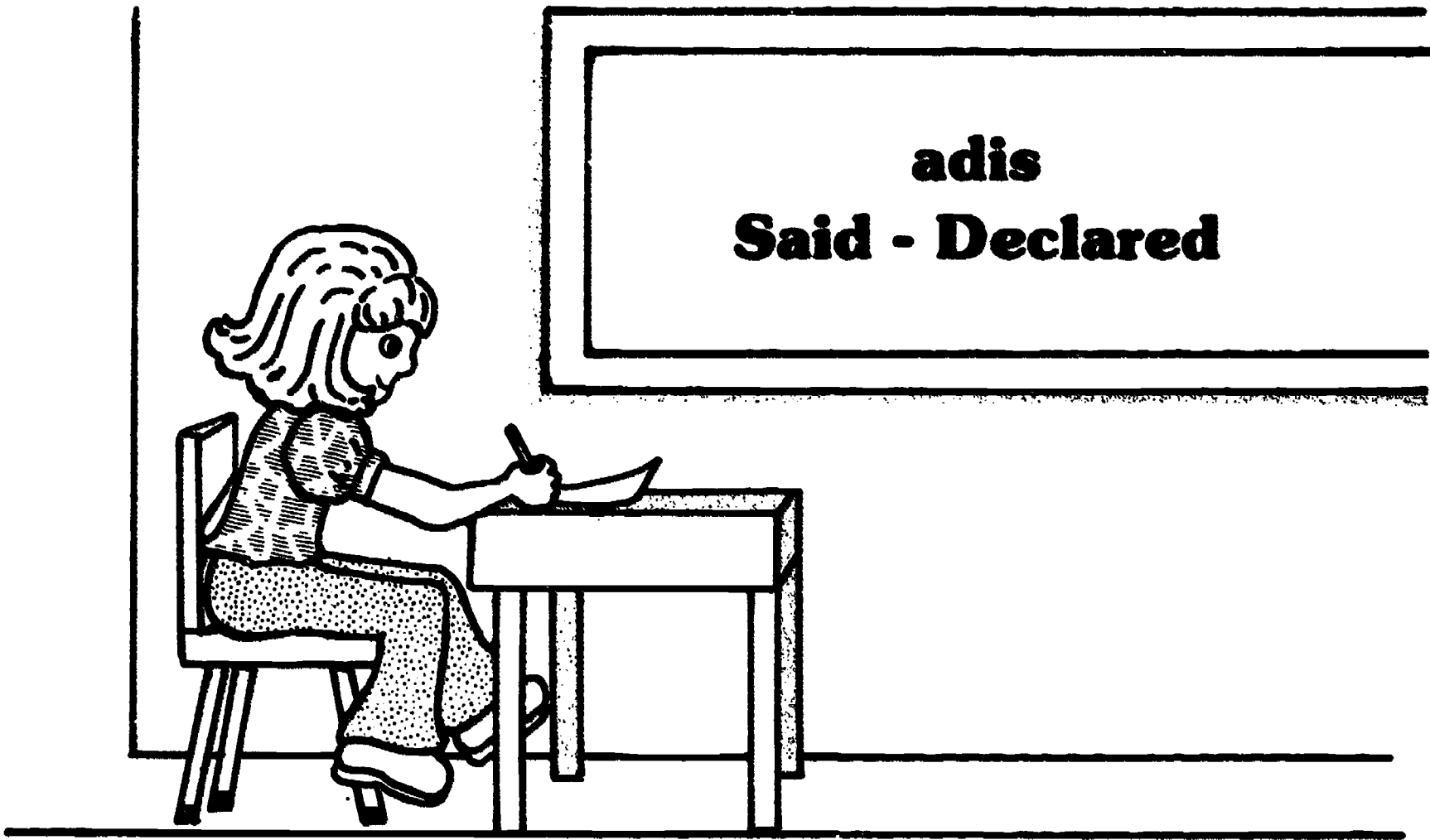


**"If It's Magic"**  
**Skill #640**

**Objective:**  
 The student will identify homonyms.

**Directions:**  
 Have the student listen to "If It's Magic" and list at least six words from the song for which he can think of homonyms. Have the students orally compare their lists.

**Suggested Answers:**  
 Sun - Son  
 Be - Bee  
 There - They're - Their  
 To - Too - Two  
 So - Sew  
 No - Know  
 For - Fore



## **Synonym Scrambler**

### **Skill #600**

#### **Objective:**

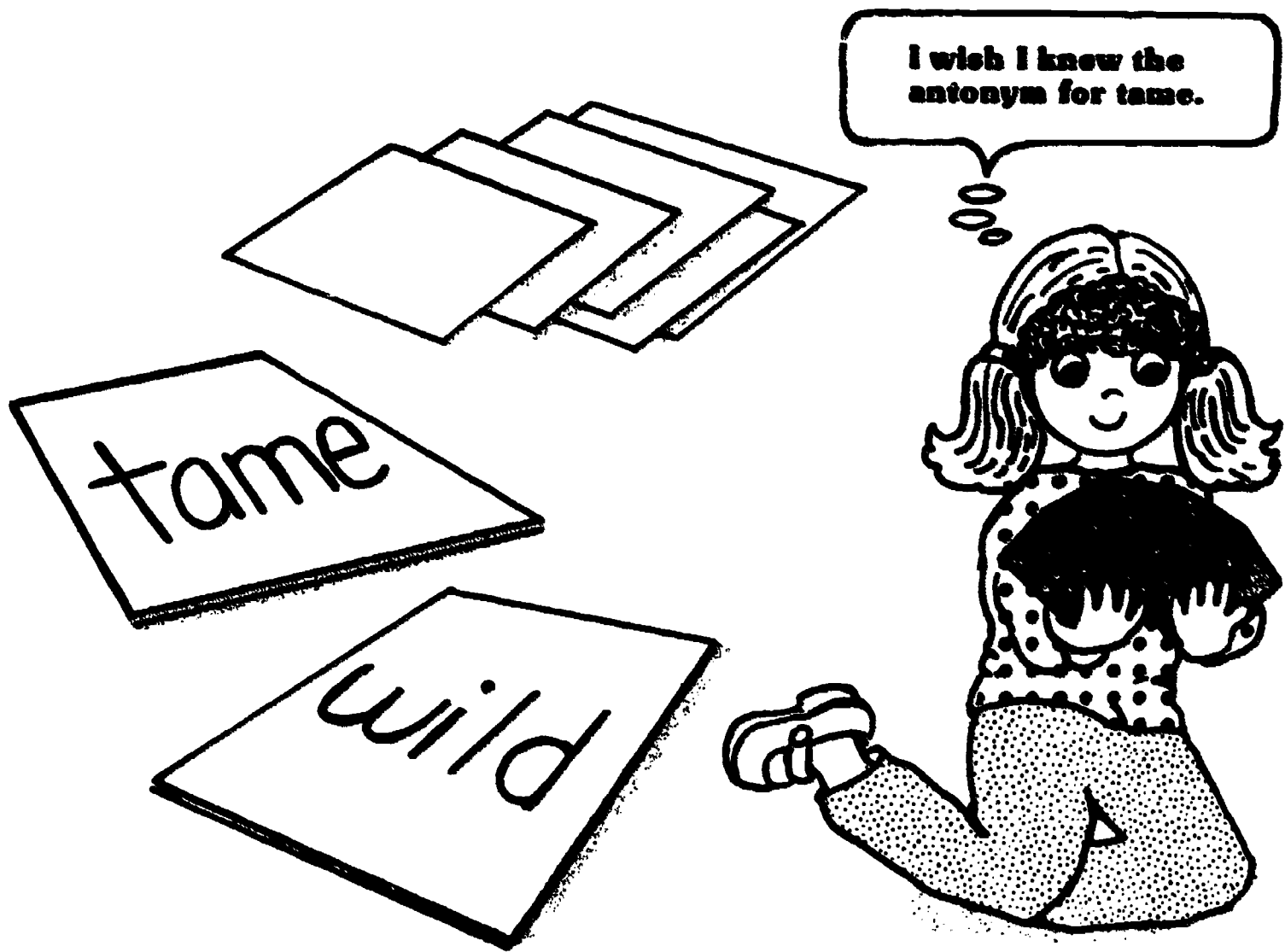
The student will identify synonyms.

#### **Directions:**

Provide each student with a list of twenty words; write one of them on the chalkboard, scrambling the letters. The student must identify the scrambled word from the list and raise his hand when he has thought of a synonym for it. Each correct response earns five points. The first student to reach 25 points wins the "Synonym Scrambler."

#### **Follow-up Activities:**

1. Adapt the game to be used with antonyms and homonyms.
2. Play the game of "Password" using synonyms. Provide the student with word cards; he must give his partner synonyms as clues.



## Fishing For Antonyms

### Skill #620

#### Objective:

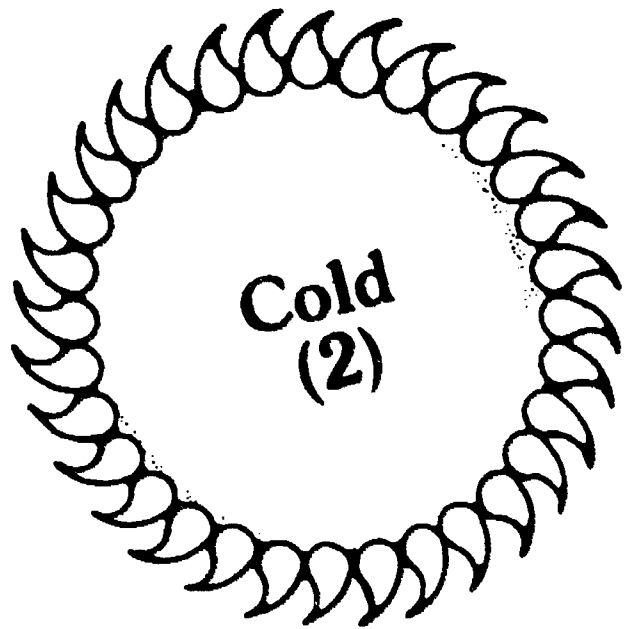
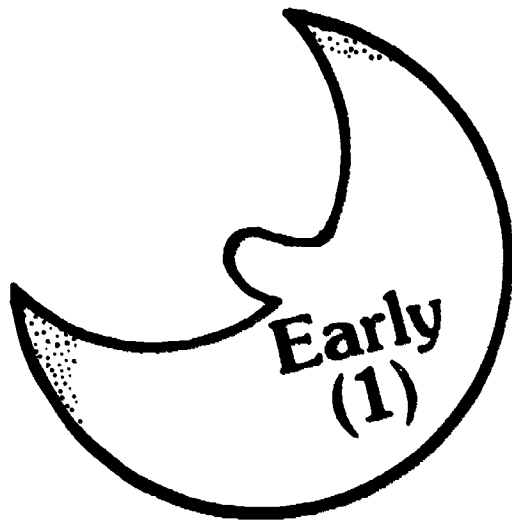
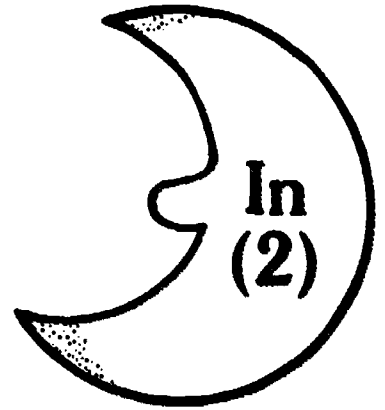
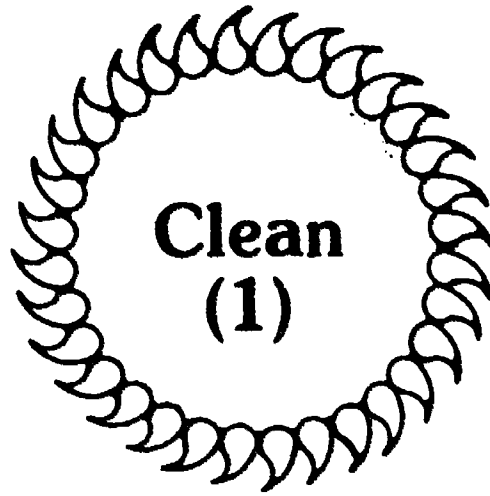
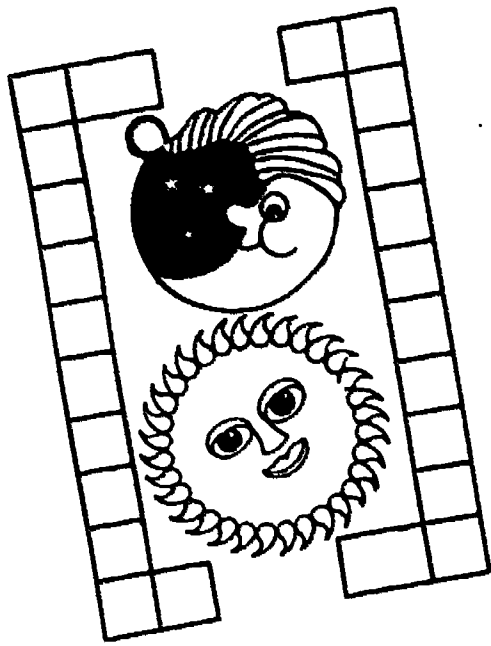
The student will identify antonyms.

#### Directions:

This game is played like the traditional card game "Go Fish." Use the list of antonyms on page 130 to prepare 26 pairs of "antonym" cards. To begin, each player is dealt seven cards. In alternating turns, have each student ask for the card he needs from the other player, drawing from the deck when he is told to "go fish." Pairs of antonyms are placed in front of the player, and the one with the most pairs at the end of the game is the winner.

#### Follow-up Activities:

1. Have each student choose a pair of "antonym" cards and assemble a collage of magazine pictures representing them; for example, big - little.
2. Have each student present his collage and give an explanation of it.



## Night And Day

### Skill #620

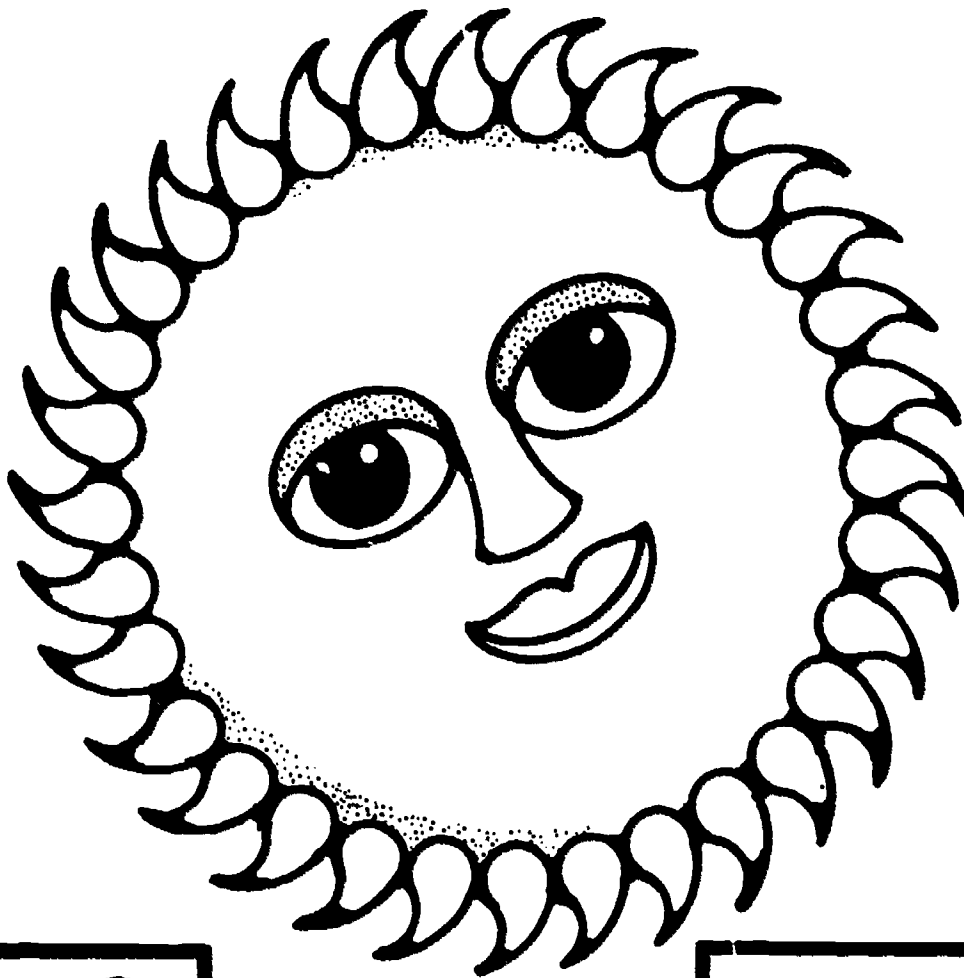
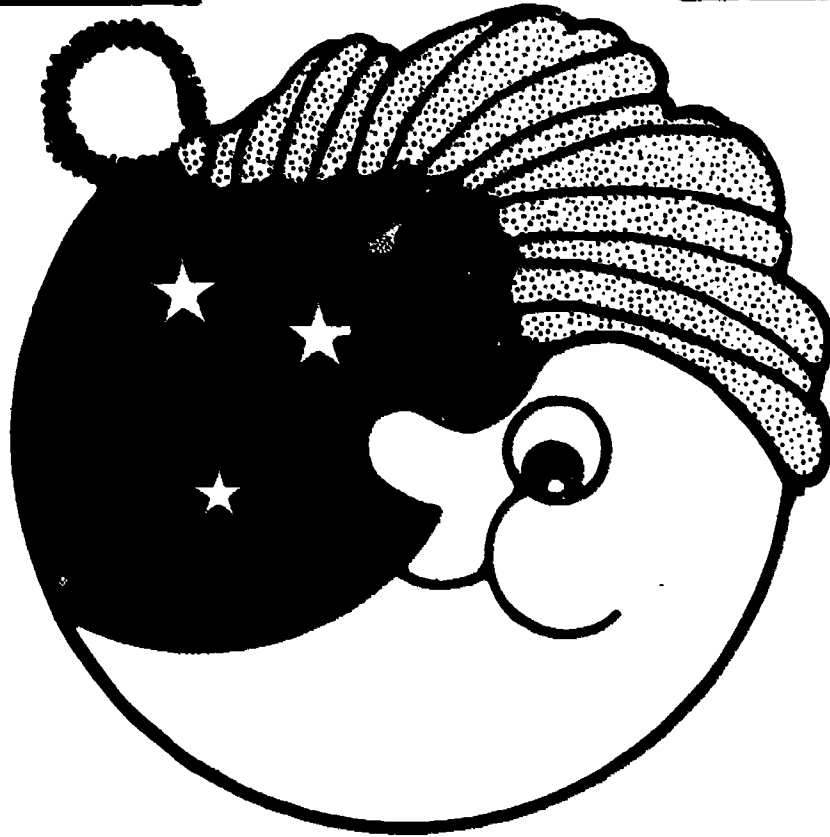
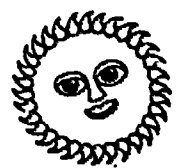
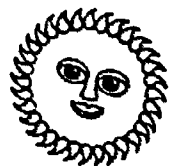
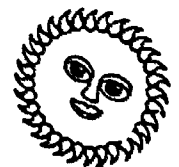
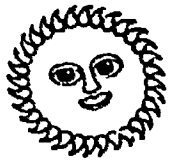
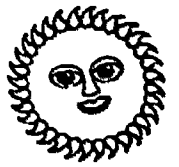
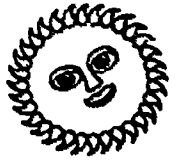
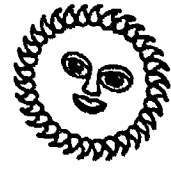
#### Objective:

The student will identify antonyms.

#### Directions:

Two students are needed for this activity. Using the gameboard on the following page, have one student follow the "night" path and the other follow the "day" path. Provide the students with 12 "day" cards and 12 "night" cards in the shapes shown above, each with a word from the antonym list shown on page 130. In alternating turns, have each student draw a card from the appropriate stack. He must identify an antonym for the word on the card and use both words in a sentence. A correct response allows him to move the number of spaces indicated. The first one to reach "stop" is the winner.

Night  
Starts Here



Day  
Starts Here



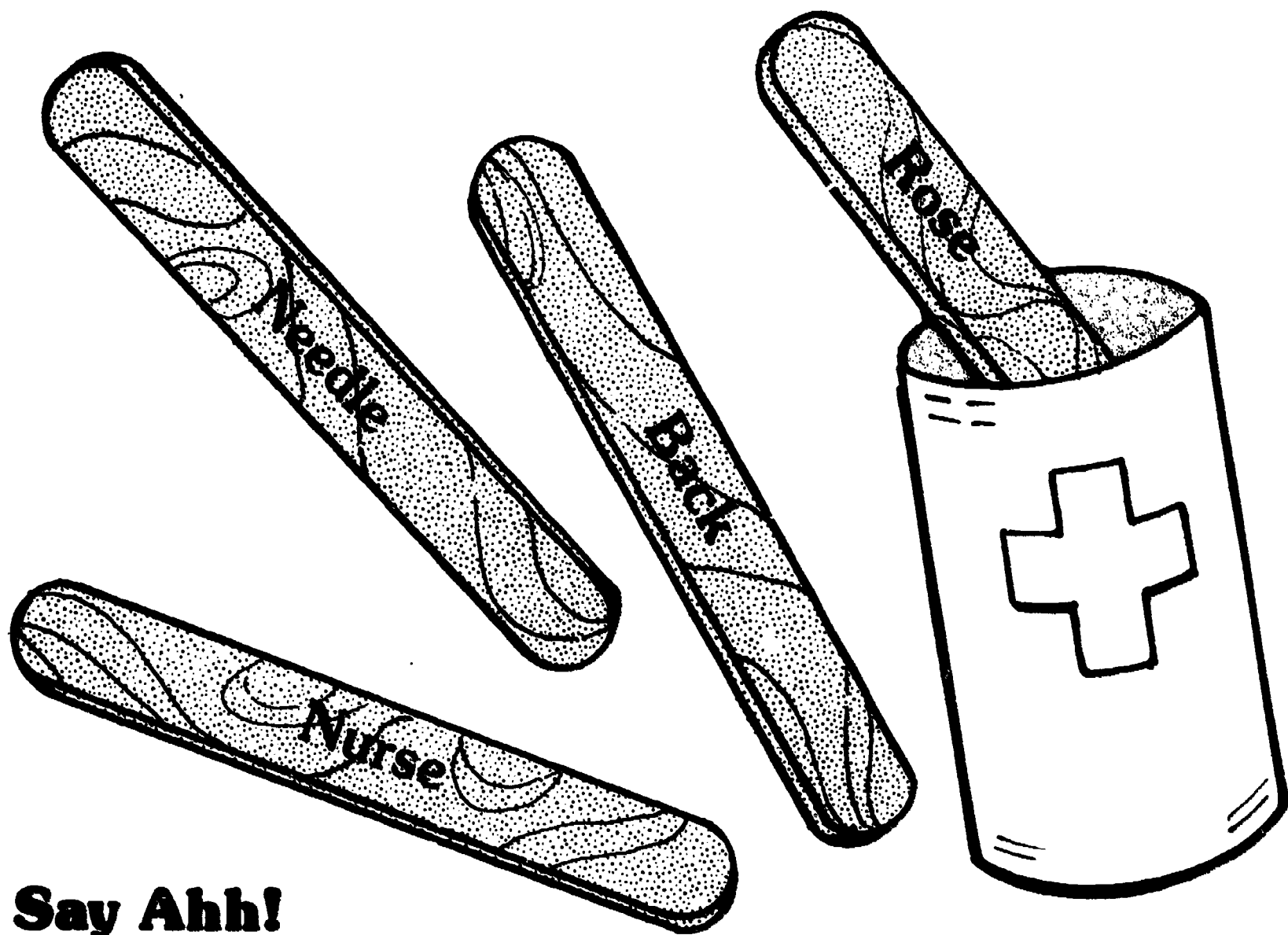


## A List of Antonyms

abet-hinder  
above-below  
accept-decline  
active-passive  
addition-subtraction  
adroit-clumsy  
advance-retreat  
against-for  
agree-refuse  
allow-forbid  
answer-question  
appear-vanish  
arrive-depart  
artificial-real  
asleep-awake  
beautiful-ugly  
beginning-end  
big-little  
bold-timid  
boring-interesting  
bottom-top  
boy-girl  
brave-craven  
busy-idle  
capture-release  
cheap-expensive  
clean-dirty  
close-distant  
closed-open  
cold-hot  
come-go  
complete-cooperate  
complex-simple  
contract-expand  
cooked-raw  
cool-warm  
crooked-straight  
dangerous-safe  
dark-light

dawdle-hurry  
day-night  
death-life  
deposit-withdrawal  
division-multiplication  
down-up  
dry-wet  
dull-shiny  
eager-reluctant  
early-late  
east-west  
easy-difficult  
empty-full  
entrance-exit  
evening-morning  
extinguish-ignite  
failure-success  
false-true  
far-rear  
fast-slow  
fat-thin  
female-male  
few-many  
fierce-gentle  
finish-start  
first-last  
flexible-rigid  
follow-lead  
foolish-wise  
forget-remember  
found-lost  
fragile-tough  
freeze-melt  
freezing-sweating  
fresh-stale  
guilty-innocent  
halt-proceed  
happy-sad  
hard-soft

hate-love  
heavy-light  
high-low  
hit-miss  
horizontal-vertical  
in-out  
left-right  
lengthen-shorten  
less-more  
long-short  
loser-winner  
loss-gain  
loud-soft  
maximum-minimum  
most-least  
new-old  
no-yes  
noisy-quiet  
north-south  
occupied-vacant  
off-on  
ordinary-strange  
over-under  
plentiful-scarce  
polite-rude  
poor-rich  
private-public  
problem-solution  
pull-push  
rough-smooth  
short-tall  
shout-whisper  
sick-well  
sit-stand  
start-stop  
strong-weak  
tame-wild  
thick-thin



## Say Ahh!

### Skill #640

#### Objective:

The student will select the appropriate meaning of a word, according to context.

#### Directions:

This activity must be played with two students. In alternating turns, have each student remove a tongue depressor from the can. Have him give a sentence using the word printed on it and explain the meaning of the word in the sentence. His opponent must give a sentence using the same word but in a different context. One point is awarded for each correct response, and the player with the most points, after all words have been used, is the winner.

#### Follow-up Activities:

1. Divide the tongue depressors equally between two students. At a given signal, have them write sentences, showing at least two meanings of each word.
2. Assign the group a multiple-meaning word. Provide the students with printed materials and have them find examples of the word, showing different meanings according to usage.



## "Handy" Homonyms

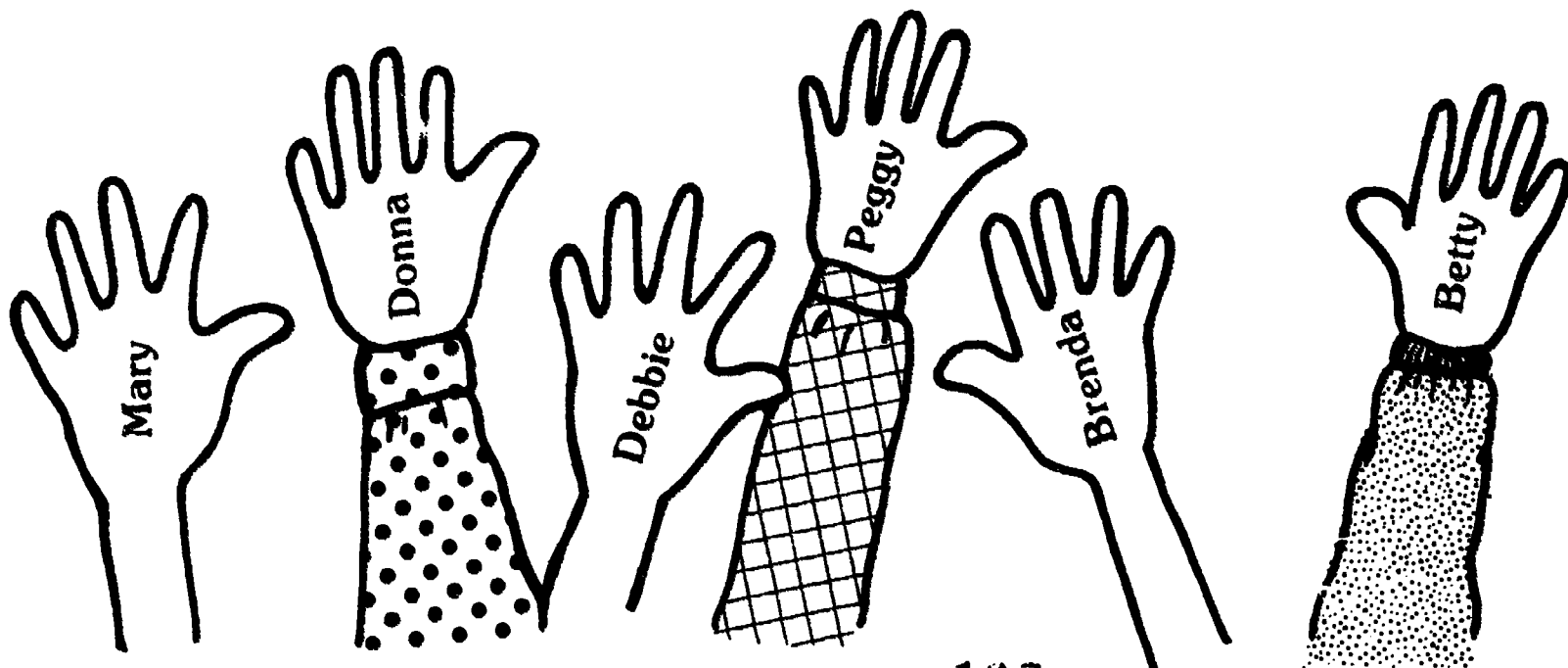
### Skill #640

#### Objective:

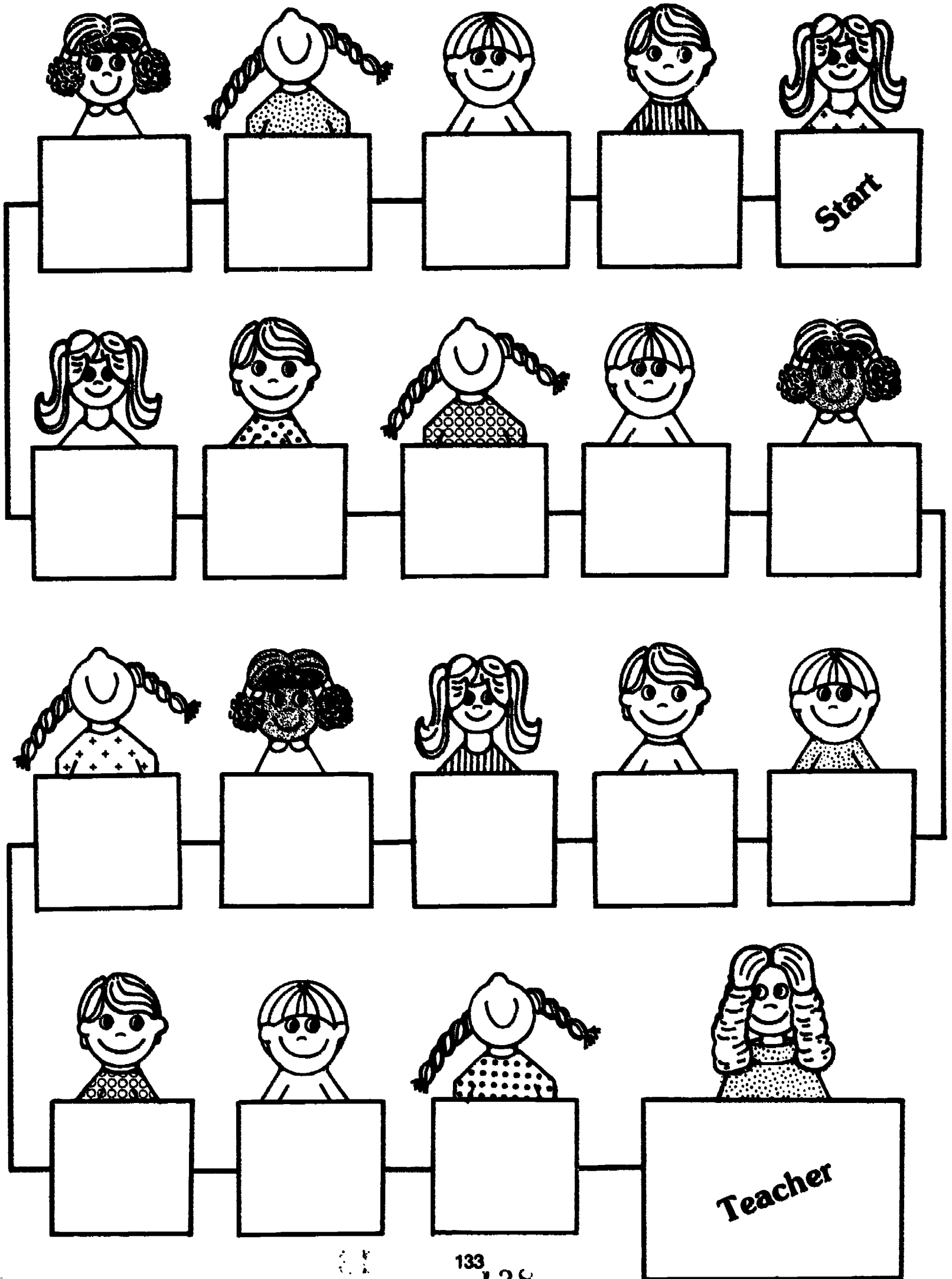
The student will identify homonyms and use them correctly in sentences.

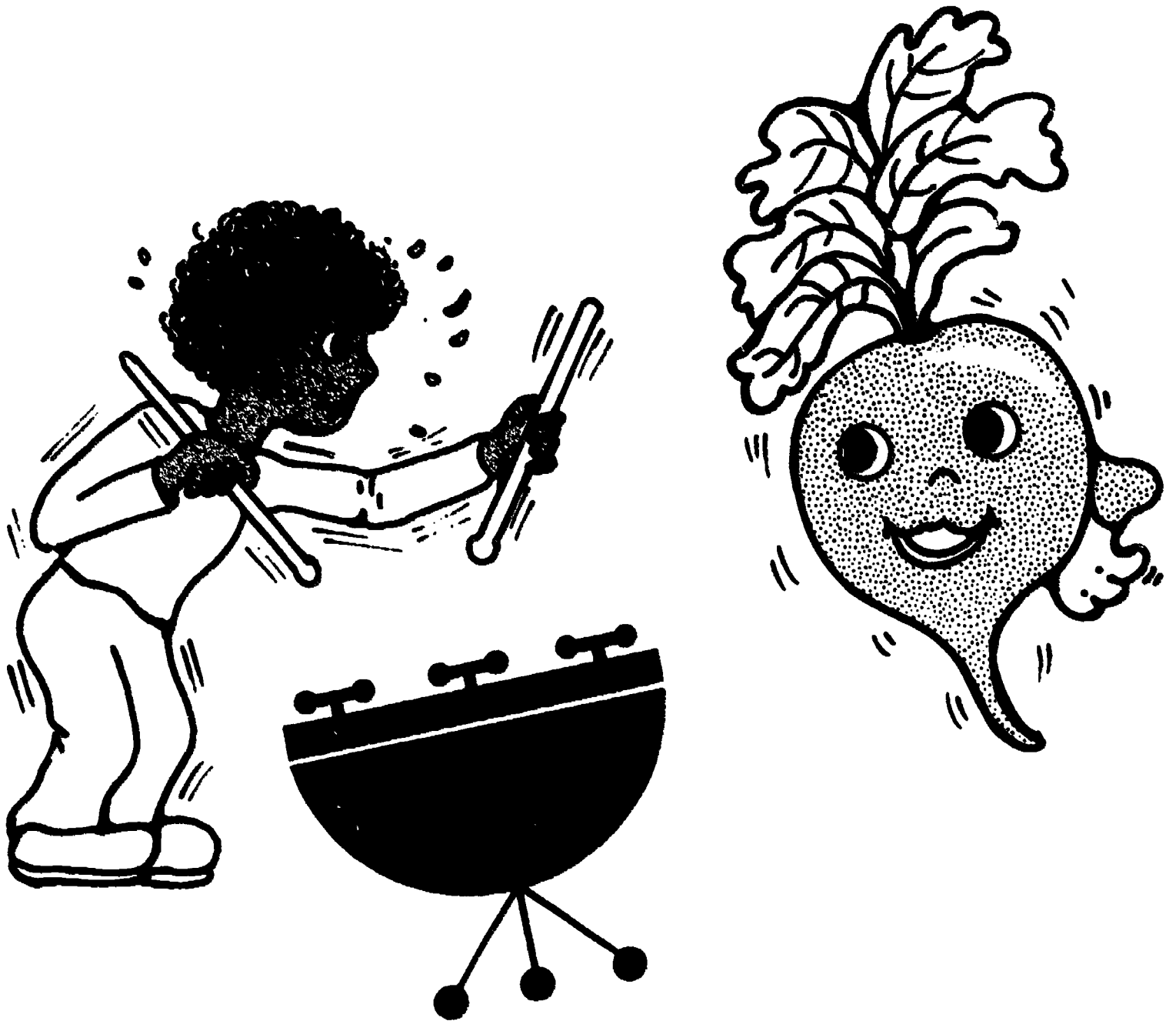
#### Directions:

Using the opaque projector, enlarge the gameboard on the following page onto poster board. Have each student trace his hand on a sheet of paper, write his name on it, and use it as his playing piece. Place in a box paper hand-shapes, each with one of a pair of homonyms written on it. In alternating turns, have each player draw a "hand" from the box, give a homonym of the word, and use both words in sentences. If he is correct, he advances to the next desk. The game continues until one student reaches the teacher's desk.



# Handy Homonyms Gameboard





## “Beet” It

### Skill #640

#### Objective:

The student will identify words that have different meanings according to usage.

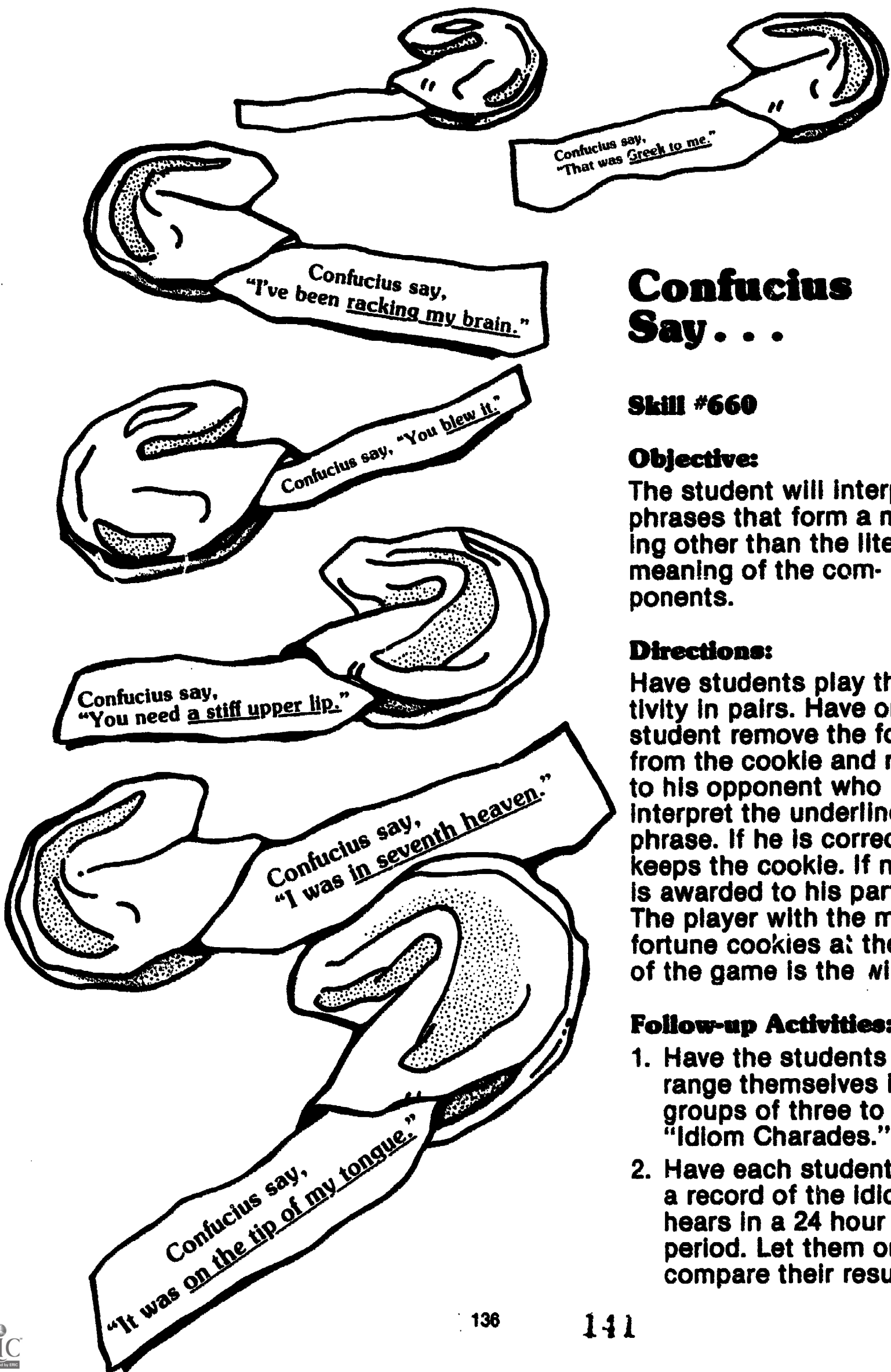
#### Directions:

Divide the students into two teams. From the list of words on the next page, prepare cards of pairs of homonyms. In alternating turns, have each student draw a card and give a one-word clue to his team members who must give both homonyms and use them in a sentence illustrating their meanings. A point is awarded for each correct response. Play alternates between the teams. The team with the most points at the end of a designated time period is the winner.



## A List Of Homonyms

acclamation, acclimation  
 adds, ads, ads  
 aerie, airy  
 ail, ale  
 air, ere, err, heir  
 aisle, I'll isle  
 allowed, aloud  
 altar, alter  
 ate, eight  
 auger, augur  
 auricle, oracle  
 bail, bals  
 baize, bays  
 bald, balled, bawled  
 balm, bomb  
 band, banned  
 bare, bear  
 based, baste  
 beat, beet  
 bear, bier  
 bell, belle  
 better, bettor  
 blew, blue  
 bloc, clock  
 boar, bore  
 boarder, border  
 bough, bow  
 bouillon, bullion  
 braise, brays, braze  
 bridal, bridle  
 cache, cash  
 capital, capitol  
 carat (karat), caret, carrot  
 cedar, ceder, seeder  
 cell, sell  
 cent, scent, sent  
 cense, cents, scents, sense  
 cereal, serial  
 cetaceous, setaceous  
 cheap, cheep  
 chews, choose  
 cholera, collar  
 choral, coral  
 chorale, corral  
 chord, cord, coreui  
 chute, shoot  
 cite, sight, site  
 clause, claws  
 coarse, course  
 coax, Cokes  
 colonel, kernel  
 core, corps  
 cue, queue  
 'cymbal, symbol  
 dear, deer  
 dense, dents  
 descent, dissent  
 desert, dessert  
 dew, do, due  
 die, dye  
 doe, dough  
 ducked, duct  
 ewe, yew, you  
 faint, feint  
 fair, fare  
 faze, phase  
 feat, feet  
 fisher, fissure  
 flair, flare  
 flea, flee  
 flew, flu, flue  
 flocks, phlox  
 flour, flower  
 foaled fold  
 for, fore, four  
 foul, fowl  
 frays, phrase  
 frees, freeze, freize  
 gait, gate  
 gamble, gambol  
 genes, jeans  
 gilt, guilt  
 gneiss, nice  
 gnu, knew, new  
 gored, gourd  
 grate, great  
 grease, Greece  
 groan, grown  
 grocer, grosser  
 guessed, guest  
 guise, guys  
 hair, hare  
 hail, haul  
 handsome, hansom  
 hart, heart  
 hay, hey  
 heal, heel, he'll  
 hear, here  
 heard, herd  
 higher, hire  
 him, hymn  
 hoard, horde  
 hoarse, horse  
 hoes, hose  
 hole, whole  
 hour, our  
 humerus, humerous  
 idle, idol, idyl  
 in, inn  
 invade, inveighed  
 jam, jamb  
 jinks, jinx  
 kill, kiln  
 knave, nave  
 knead, need  
 knight, night  
 knit, nit  
 knows, noes, nose  
 lacks, lax  
 laps, lapse  
 leak, leed  
 lessen, lesson  
 levee, levy  
 links, lynch  
 load, lode, lowed  
 loan, lone  
 locks, lox  
 made, maid  
 magnate, magnet  
 mail, male  
 main, Maine, mane  
 marshall, martial  
 mean, mien  
 meat, meet, mete  
 might, mite  
 moose, mousse  
 muscle, mussel  
 oar, or, ore  
 one, won  
 paced, paste  
 packed, pact  
 pail, pale  
 pair, pare, pear  
 palate, palette, pallet  
 patience, patients  
 pause, paws  
 peace, piece  
 peel, peel  
 pearl, purr  
 pedal, peddle  
 peer, pier  
 plait, plate  
 pore, pour  
 praise, prays, preys  
 presence, presents  
 prince, prints  
 principal, principle  
 profit, prophet  
 quarts, quartz  
 rain, reign, rein  
 raise, raze  
 rapped, rapt, wrapped  
 read, red  
 read, reed  
 real, reel  
 right, rite, write  
 ring, wring  
 road, rode, rowed  
 roes, rose, rows  
 rote, wrote  
 rye, wry  
 sail, sale  
 scene, seen  
 seam, seem  
 seas, sees, seize  
 surf, surf  
 sew, so, sow  
 shear, sheer  
 side, siped  
 sighs, size  
 sleight, slight  
 soar, sore  
 sole, soul  
 some, sum  
 staid, stayed  
 stair, stare  
 stake, steak  
 stationary, stationery  
 step, steppe  
 straight, strait  
 suede, swayed  
 suite, sweet  
 sundae, Sunday  
 tail, tale  
 taught, taut  
 team, team  
 tear, tier  
 teas, tease, tees  
 their, there, they're  
 threw, through  
 throes, throws  
 thyme, time  
 tic, tick  
 to, too, two  
 toad, toed, towed  
 toe, tow  
 tracked, tract  
 undo, undue  
 vain, vane, vein  
 wade, weithed  
 waist, waste  
 waits, weights  
 war, wore  
 ware, wear  
 weak, week  
 wood, would  
 yoke, yolk



## Confucius Say . . .

### Skill #660

#### Objective:

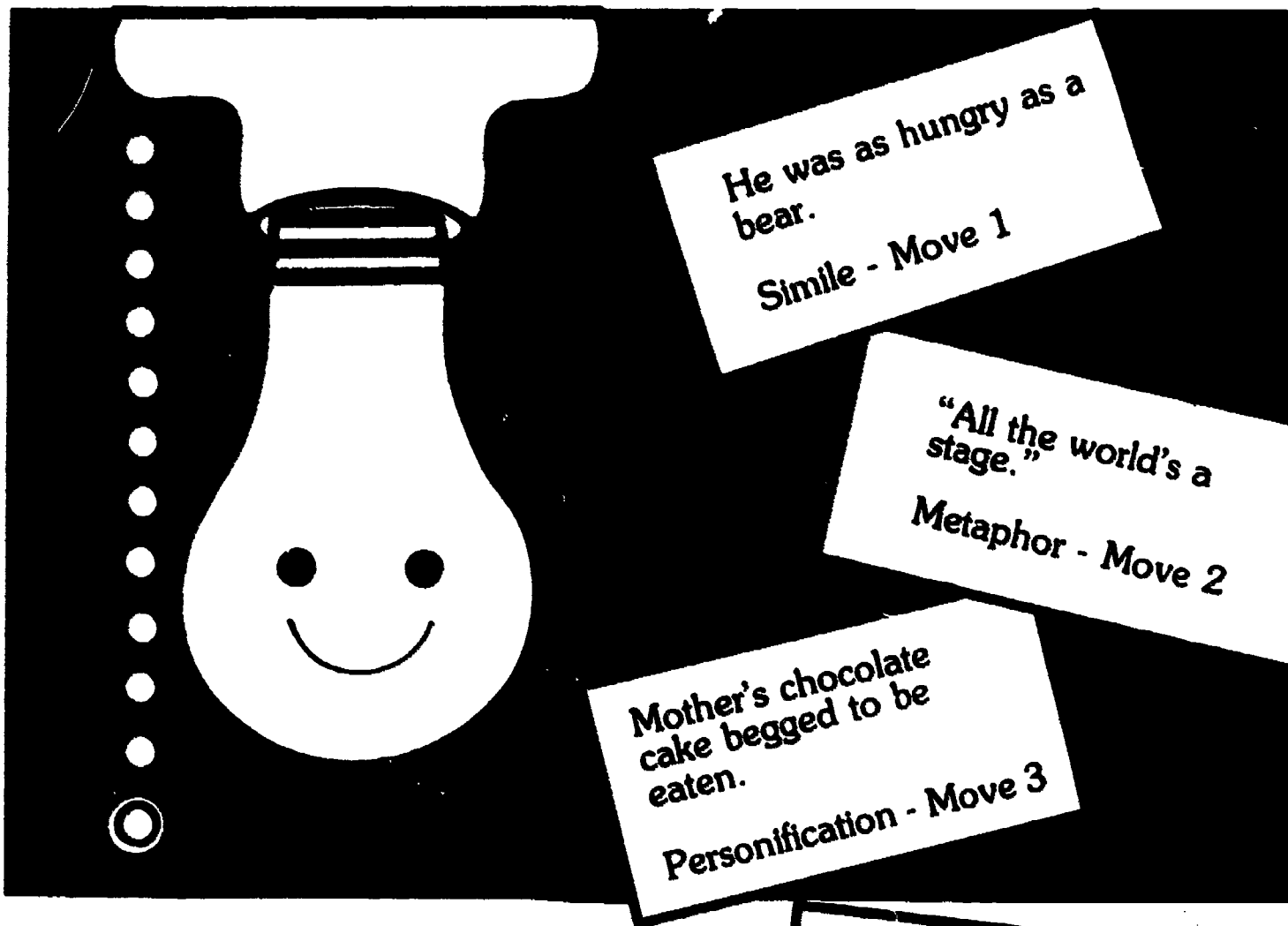
The student will interpret phrases that form a meaning other than the literal meaning of the components.

#### Directions:

Have students play this activity in pairs. Have one student remove the fortune from the cookie and read it to his opponent who must interpret the underlined phrase. If he is correct, he keeps the cookie. If not, it is awarded to his partner. The player with the most fortune cookies at the end of the game is the winner.

#### Follow-up Activities:

1. Have the students arrange themselves in groups of three to play "Idiom Charades."
2. Have each student keep a record of the idioms he hears in a 24 hour period. Let them orally compare their results.



## You Light Up My Life

### Skill #660

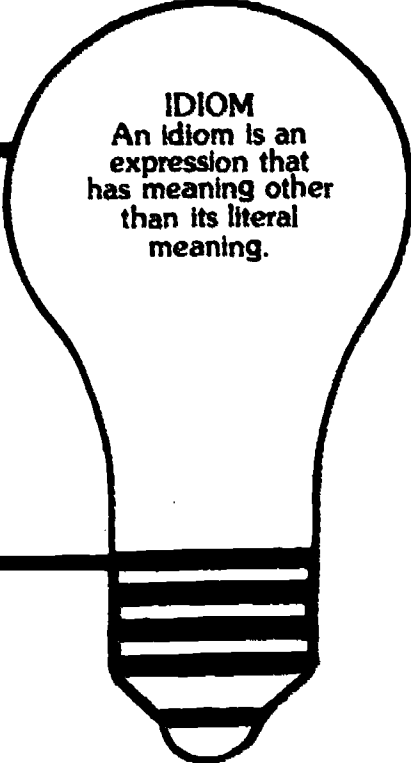
#### Objective:

The student will identify different types of figurative language.

#### Directions:

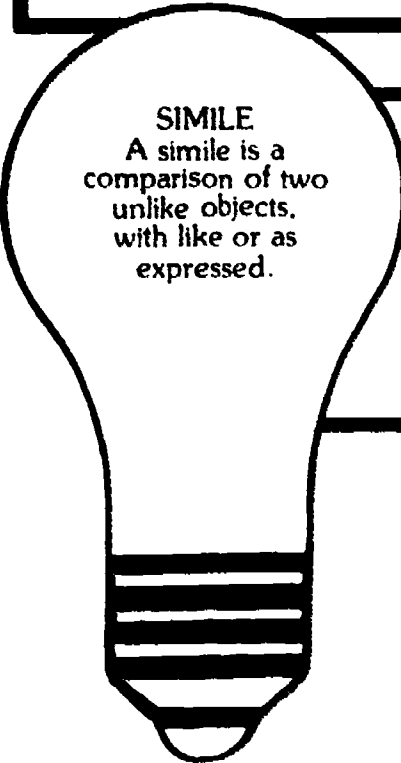
Prepare cards, such as the ones shown above, using the sentences on page 138. Shuffle the cards and place them face down on the gameboard on page 139. In alternating turns, have each student draw a card, read it aloud, and identify the type of figurative phrase it contains. If the student is correct, have him move the number of spaces indicated on the card. The first student to reach the end is the winner.

# You Light Up My Life . . .



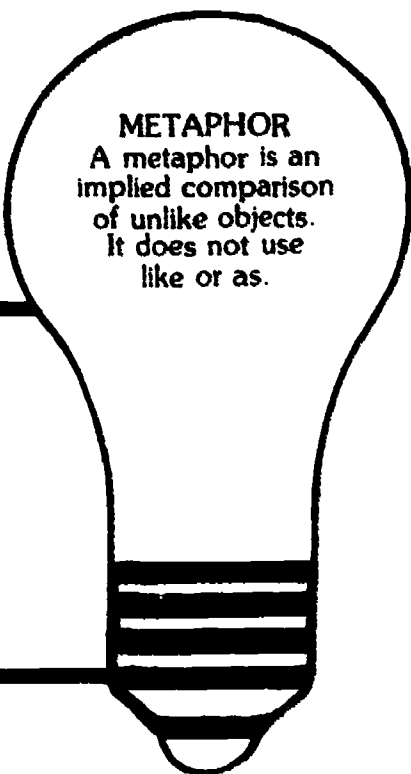
**IDIOM**  
An idiom is an expression that has meaning other than its literal meaning.

**IDIOMS:**  
1. The speech was Greek to me.  
2. I've been racking my brain for an idea.  
3. The word was on the tip of my tongue.  
4. I need to put my nose to the grindstone.  
5. That really got my goat.  
6. After the prom she was in seventh heaven.  
7. She has a sixth sense about her baby's needs.



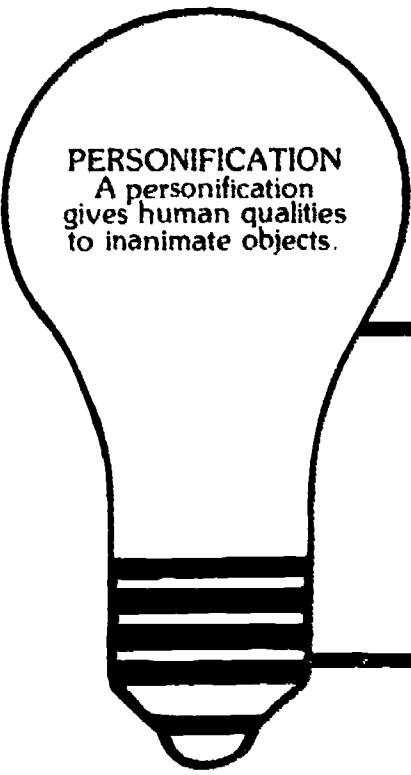
**SIMILE**  
A simile is a comparison of two unlike objects, with like or as expressed.

**SIMILES:**  
1. He was as hungry as a bear.  
2. She was as gentle as a lamb.  
3. Today is as hot as an oven.  
4. She was as white as a sheet.  
5. She is as sweet as apple pie.  
6. Her heart was as pure as gold.  
7. He ran like the wind.



**METAPHOR**  
A metaphor is an implied comparison of unlike objects. It does not use like or as.

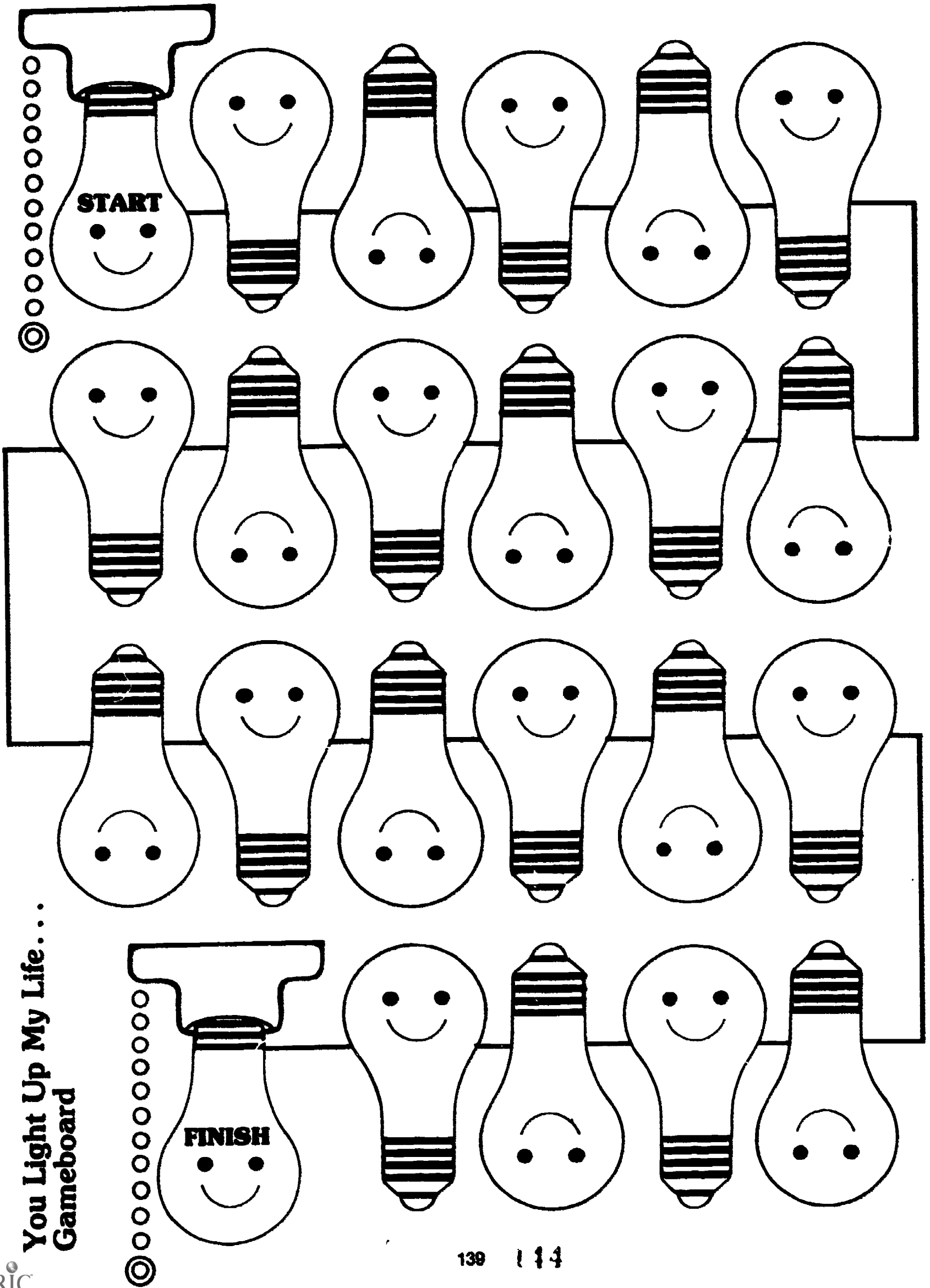
**METAPHORS:**  
1. "All the world's a stage."  
2. She is a doll.  
3. Mary is a good egg.  
4. That car is a lemon.  
5. Father is a bear this morning.  
6. The boxer was a tiger in the ring.  
7. Johnny was a monkey in class.



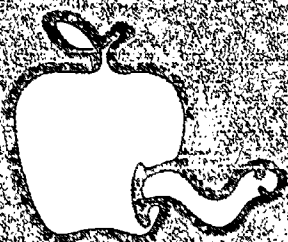
**PERSONIFICATION**  
A personification gives human qualities to inanimate objects.

**PERSONIFICATIONS:**  
1. The cave beckoned to us to come and explore.  
2. The sun kissed the happy campers.  
3. Mother's chocolate cake begged to be eaten.  
4. Jan's kite was jumping joyfully at the end of its string.  
5. The papers were pushing and shoving along the windy street.  
6. The wind shouted its protest during the night.  
7. It felt nice to have my comforter hug me during the cold night.

**You Light Up My Life...  
Gameboard**







Mississippi Materials and Resource Center  
Migrant Education, Gulfport, Ms