

DOCUMENT RESUME

ED 033 495

EC 004 557

TITLE Curriculum Guide: Educable Mentally Retarded, Elementary Program; Little Rock Public Schools.

INSTITUTION Arkansas State Dept. of Education, Little Rock. Special Education Section.

Spons Agency Office of Education (DHEW), Washington, D.C.

Pub Date Sep 68

Note 226p.

EDRS Price MF-\$1.00 HC-\$11.40

Descriptors Basic Skills, \*Curriculum Guides, Educable Mentally Handicapped, \*Exceptional Child Education, Handwriting, Instructional Materials, Intermediate Grades, Interpersonal Competence, Language Arts, Mathematics, \*Mentally Handicapped, Prevocational Education, Primary Grades, Reading, Sciences, Self Concept, Teaching Methods

Abstract

A guide for the special education instructional program gives directions, scope and sequence, subject matter skills, and teaching suggestions for educable mentally retarded elementary students. At the primary level, activities are centered around readiness materials, motor and sensory training, personal hygiene, habit training, speech improvement and emotional control. Activities at the intermediate level concern subjects in the basic areas (reading, phonics, English, writing, spelling and mathematics). Activities, materials, and resources are given for a developmental science program with units in safety, health, food, clothing, communication, weather, transportation, earth, plants, animals, birds, and insects. Diagnostic reading vocabulary lists and math placement tests are included. A bibliography includes lists of publisher's addresses and curriculum guides. (WW)

# CURRICULUM GUIDE

• Elementary School Program •

**This guide is an initial effort by the Special Education Section of the State Department of Education to offer some structure and sequence to the teaching of special education in public schools in the State of Arkansas.**

**It was not the purpose of this guide to give each teacher a daily lesson plan. The intent was to offer a sequential program of basic skills and a possible teaching activity to accompany the skill area.**

**Hopefully the teachers will use this guide to evaluate their own teaching and to borrow any of these ideas which seem appropriate.**

**Continuous evaluation will be made of the guide itself and we will be happy to receive your comments.**

**Tom J. Hicks  
Director of Special Education  
State Department of Education**

ED033495

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE  
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION  
POSITION OR POLICY.

CURRICULUM GUIDE

EDUCABLE MENTALLY RETARDED

ELEMENTARY PROGRAM

LITTLE ROCK PUBLIC SCHOOLS

September 1968

This guide was published through grant #060-01A-02-000-001  
provided by Title VI of the Elementary and Secondary Education Act  
and the Arkansas State Department of Education, Special Education Section,

Little Rock, Arkansas.

BOARD OF EDUCATION

**Dr. Edwin K. Barron, Jr., President**

**Winslow Drummond**

**W. R. Meeks**

**T. E. Patterson**

**Daniel H. Woods**

**Charles A. Brown**

**Jim L. Jenkins**

---

**Floyd W. Parsons, Superintendent**

**Paul R. Fair, Deputy Superintendent**

---

**John Fortenberry  
Assistant Superintendent -- Instructions**

**William H. Fowler  
Assistant Superintendent -- Personnel**

**Floyd A. Langston  
Assistant Superintendent -- Business**

**Don R. Roberts  
Assistant Superintendent -- Research and Pupil Personnel**

## P R E F A C E

It was just a few decades ago when public schools were responsible for educating only the intellectually elite. There was an automatic screening process on the part of parents that went something like this: "Joe is making all A's and may become a doctor or a lawyer or a teacher, so let's allow him to continue in school. Sam is making a fair record and may be able to succeed in business; therefore, he should remain in school. But alas! There is poor Willie who fails all of his subjects anyway; let's take him out of school and use him to help with the farm work."

This philosophy has changed and we are glad that it has! Schools are now responsible for educating all children - the superior, the average, the less-than-average.

This curriculum guide is designed to implement the educational programs of those many pupils who have properly been classified as less-than-average. Its purpose is to assist teachers in identifying, understanding, appreciating, and helping these particular students.

We gratefully acknowledge the financial assistance under Title VI that was granted through the State Department of Education. We express our appreciation to Mrs. Butler, Mr. Blessing, the visiting consultants, and the many teachers who developed this guide. We believe that its proper use on the part of teachers will materially improve our program of special instruction for the below-average child.

Sincerely,



## F O R E W O R D

Special instruction for educable mentally retarded children and youth is an important part of a well-rounded educational program. To properly identify these mentally retarded pupils and place them in special classes with well-trained and understanding teachers, with curriculum and program guidance, is a basic public school responsibility.

It is the purpose of this curriculum guide to give direction, scope and sequence, subject matter skills and teaching suggestions for the Special Education instructional program. The final result will be a greater possibility for a more adequate program of instruction so that educable mentally retarded pupils may have the opportunity to progress at their learning rates and to the fullest extent of their potentials.

New concepts, theories and innovations are constantly arising in the education of mentally retarded pupils. As these new developments come upon the educational horizon, they must be evaluated and subsequently incorporated into the program if it is deemed that they will increase the effectiveness of the teaching-learning program.

This curriculum guide is a teaching framework from which the teacher develops her lesson plans. Teachers are encouraged to be creative and imaginative in the use of this guide, to use appropriate teaching aids and audio-visual materials to enrich lesson presentations.

As this publication is used, supervisors and teachers will be able to make improvements and refine various aspects of the guide and incorporate into it in subsequent revisions.

May the teachers, supervisors and consultants who helped to develop this curriculum guide be rewarded by the improved program of education for mentally retarded children.

  
John Fortenberry  
Assistant Superintendent of Instruction

#### ACKNOWLEDGEMENTS

We appreciate the guidance and assistance of Dr. Frances A. Scott, Professor of Special Education, University of Georgia; Dr. Oliver P. Kolstoe, Professor of Special Education, Colorado State University; Tom J. Hicks, Director of Special Education, Arkansas State Department; Robert C. Hope, Supervisor, Arkansas Rehabilitation Service; Mrs. Ruth A. Edgington, Educational Consultant, Child Guidance Center.

#### COMMITTEE MEMBERS

Mrs. Elsie Butler  
Supervisor of Special Education  
Little Rock Public Schools

Don Blessing  
Assistant Supervisor of Special Education  
Little Rock Public Schools

Mrs. Grace Dupree  
Supervisor of Home Economics  
Little Rock Public Schools

Andy Aldridge  
Director, Federal Programs  
Little Rock Public Schools

Lamar Deal  
Director, Special Projects  
Little Rock Public Schools

Valuable contributions to this curriculum guide were made by many and we wish to acknowledge the following:

Mrs. Dolly Banks  
Mrs. Thelma Betton  
Mrs. Ruth Bonnick  
Mrs. Portia Burnett  
Mrs. Ellen Carpenter  
Mrs. Shirley Dodd  
Miss Kathleen Dorsey  
Mrs. Lenora Dyer  
Mrs. Lena Emery  
Miss Mary Foster

Teacher  
Teacher  
Teacher  
Teacher  
Teacher  
Teacher  
Teacher  
Teacher  
Teacher  
Teacher

Granite Mountain  
Booker Junior High  
Dunbar Junior High  
Dunbar Junior High  
Washington  
Southwest Junior High  
Carver  
Mann High School  
Retired  
Albany, Georgia



Mrs. Minnie Halliburton	Teacher	Gibbs
Mrs. Nannie Hawkins	Teacher	Mitchell
Mrs. Maxine Hines	Teacher	West Side Junior High
Mrs. Jo Ann Hurley	Teacher	Pulaski Heights Junior High
Mrs. Norma Johnson	Teacher	Henderson Junior High
Mrs. Charlotte Kaufman	Teacher	Lee
Mrs. Imogene Land	Teacher	West Side Junior High
James Matthis	Teacher	Mann High School
Mrs. Mary Mitchell	Teacher	Mitchell
Mrs. Eugenia Moore	Teacher	West Side Junior High
Mrs. Nell O'Neal	Teacher	Arkansas School for the Blind
Mrs. Ruth Nelson	Teacher	Retired
Mrs. Faye Norwood	Teacher	Centennial
Mrs. Joyce Ray	Teacher	Franklin
Mrs. Allena Scott	Teacher	Garland
Mrs. Catherine Simmons	Teacher	Carver
Mrs. Carmelita Smith	Teacher	West Side Junior High
Mrs. Carolyn Stout	Teacher	Metropolitan High School
Mrs. Margaret Suitt	Teacher	Meadow Park
Miss Robbie Thomas	Teacher	Central High School
Willie Thompson	Teacher	Mann High School
Miss Rita Weny	Teacher	Henderson Junior High
Mrs. Anita Williams	Teacher	Booker Junior High
Mrs. Mary J. Williams	Teacher	Stephens
Mrs. Hazel Wilson	Teacher	Pfeifer
Mrs. Mildred Works	Teacher	Dunbar Junior High
Robert Wright	Teacher	Metropolitan High School

TABLE OF CONTENTS

PHILOSOPHY . . . . .	9	LANGUAGE - PRIMARY . . . . .	81
OBJECTIVES . . . . .	10	WRITING . . . . .	87
ORGANIZATION OF THE GUIDE . . . . .	11	SPELLING . . . . .	91
PRIMARY LEVEL OBJECTIVES . . . . .	14	COLOR INVENTORY . . . . .	95
PERSONAL, SOCIAL, PRE-VOCATIONAL DEVELOPMENT-Primary . . . . .	15	ARITHMETIC INVENTORY . . . . .	96
READING VOCABULARY INVENTORY . . . . .	25	MATHEMATICS - PRIMARY . . . . .	105
READING INSTRUCTIONAL LEVELS . . . . .	35	INTERMEDIATE LEVEL OBJECTIVES . . . . .	118
READING . . . . .		PERSONAL, SOCIAL, PRE-VOCATIONAL DEVELOPMENT-Int. . . . .	119
Pre-Reading . . . . .	45	READING, GRADE 3 . . . . .	131
Pre-Primer . . . . .	55	READING, GRADE 4 . . . . .	135
Primer . . . . .	63	PHONICS - INTERMEDIATE . . . . .	139
Grade 1 . . . . .	67	ENGLISH - INTERMEDIATE . . . . .	141
Grade 2 . . . . .	73	WRITING . . . . .	149
PHONICS INVENTORY . . . . .	77	SPELLING . . . . .	151
PHONICS - PRIMARY . . . . .	79	MATHEMATICS - INTERMEDIATE . . . . .	155

**ELEMENTARY SCIENCE**

<b>Safety</b> . . . . .	<b>167</b>
<b>Health</b> . . . . .	<b>173</b>
<b>Food</b> . . . . .	<b>179</b>
<b>Clothing</b> . . . . .	<b>185</b>
<b>Communication</b> . . . . .	<b>189</b>
<b>Weather</b> . . . . .	<b>197</b>
<b>Transportation</b> . . . . .	<b>201</b>
<b>Earth</b> . . . . .	<b>205</b>
<b>Plants</b> . . . . .	<b>211</b>
<b>Animals</b> . . . . .	<b>215</b>
<b>Birds</b> . . . . .	<b>219</b>
<b>Insects</b> . . . . .	<b>221</b>
<b>BIBLIOGRAPHY</b> . . . . .	<b>223</b>

## GENERAL PHILOSOPHY FOR EDUCABLE MENTALLY RETARDED

Current philosophies of education reflect the idea that all children are entitled to education with the opportunity to develop to the limits of their individual capacity. In this respect education for the mentally retarded differs not at all from education for any group of children. The goals remain the same: to teach the individual to make wise use of his capabilities and to become a useful and contented member of his social group. Regardless of the scope of the group to which he belongs, the aim is always to allow him to become a better and more efficient member of his social milieu.

In analyzing the concept of social competence, self-expression and self-control are the primary traits of outstanding importance. To be capable of expressing one's ideas in work and play, to individuals and to groups, is a necessary requisite for happiness and efficiency. More important, however, is the ability to control one's self in accordance with socially accepted standards of behavior. Self-expression without self-control leads to chaos and confusion. With all the need for the child to express himself, it should not be forgotten that unless at the same time he learns the self-discipline to control himself, he will not have fulfilled his capabilities.

If the retarded child is to assume a place in the community with a measure of self-reliance and self-respect, it becomes necessary for education to provide training for some participation in productive work and to plan teaching procedures and objectives to correspond with his needs, interests, abilities and limitations. Underlying any curriculum adjustment is this basic philosophy.

## GENERAL OBJECTIVES

The education of the Educable Mentally Retarded differs from that of average children only in the reduction of emphasis placed upon academic achievement, and additional emphasis placed upon the development of personality and adequacy in occupational and social areas. These children can only achieve these goals with proper instruction and training. Educational skills are used for attaining the maximum in social and vocational development.

These skills can develop best through the following specific objectives:

1. To develop the ability of the child as far as possible; to enable him to use academic skills and tools in daily life
2. To help the student acquire good work habits and attitudes in school which will serve him throughout life
3. To develop social responsibility and citizenship
4. To provide an appropriate curriculum with proper guidance for vocational training and job placement
5. To develop in each student social maturity and emotional stability directed toward a vocational proficiency in order that he may take his rightful place, in a functional way, in the home and in the community
6. To achieve these objectives, we must use a variety of educational methods: concrete materials, appraisal devices, and teaching aids.

#### PROGRAM FOR EDUCABLE MENTALLY RETARDED

Provisions are made for the Educable Mentally Retarded in the Little Rock schools from the time they enter school and are found to be eligible for the program until they complete the prescribed curriculum at the high school level and/or enter a trade school and obtain full-time employment. Some of these children may terminate their schooling before finishing a prescribed course for obtaining full-time employment. Under the Arkansas plan for special education, public schools can provide classes for educable mentally retarded students from the ages of six to twenty-one. According to state standards 5 is the minimum enrollment for a special class for the educable mentally retarded and 15 is the maximum enrollment. A psychological evaluation and a physician's certificate is required for every child enrolled in special education.

The Little Rock Public Schools provide an educational program for the Educable Mentally Retarded students who have needs which cannot be met adequately in the regular classroom. This program extends through the total school organization, providing training necessary for each student to reach his potential: physically, mentally, emotionally and vocationally and thus to live with dignity and a feeling of personal worth. Our goal is to provide a curriculum that is challenging but within the child's capacity to achieve.

**PRIMARY**  
CA 6,7,8,9,10  
MA 3 to 7.5  
RL 0 to 2.0

**INTERMEDIATE**  
CA 10,11,12,13  
MA 5 to 9  
RL 1 to 4.5

**JUNIOR HIGH**  
CA 13,14,15,16  
MA 6.5 to 11+  
RL 1 to 6+

**SENIOR HIGH**  
CA 15,16,17,18+  
MA 7.5 to 12+  
RL 2.5 to 7+

**BASIC SKILLS**

1. Social, Personal, and Pre-vocational Development

2. Language Arts

Reading Readiness and Reading

Phonics

Language

Writing

Spelling

**BASIC SKILLS**

1. Social, Personal, and Pre-vocational Development

2. Language Arts

Reading Readiness and Reading

Phonics

Language

Writing

Spelling

**BASIC SKILLS**

1. Social Studies

2. Functional English

Reading

Spelling

**BASIC SKILLS**

1. Social Studies

2. Functional English

Reading

Spelling

3. Number Concepts

Pre-Mathematics

3. Mathematics

4. Science Units

3. Functional Mathematics

4. Functional Science

3. Functional Mathematics

4. Functional Science

**CORRELATED**

Art

Music

Physical Education

**CORRELATED**

Art

Music

Physical Education

**ELECTIVE COURSES**

Art

Band

Music

**ELECTIVE COURSES**

Art

Band

Music

5. Pre-Vocational

5. Pre-Vocational

5. Pre-Vocational

There will be three books. Elementary Book includes Primary and Intermediate; Junior High Book; Senior High Book.

Home Economics

Home Economics

Typing

Industrial Arts

Driver Education

Trades

Physical Education

Physical Education

Sports

**PRIMARY LEVEL OBJECTIVES**

**C.A. 6 - 10  
M.A. 3 - 7.5**

**At the beginning level of formal schooling, the foremost objective is to provide the child with a sense of security within the school and classroom. This aim is accomplished through the utilization of tasks set at his level of physical and mental accomplishment. Activities are centered around readiness materials, motor and sensory training, personal hygiene, habit training, speech improvement and emotional control.**

**Specific objectives to be developed at this level are:**

- 1. To stimulate the desire to learn**
- 2. To establish good work habits**
- 3. To develop social competence**
- 4. To promote a feeling of adequacy and belonging for each child**
- 5. To help each child develop socially acceptable behavior patterns**
- 6. To help the child develop a sense of responsibility for himself, his peers, and his community.**



## BASIC SKILLS

Social and personal development provide the foundation from which other learnings and skills are developed. Of primary emphasis in this area is an understanding of the child's self as it relates to the home, family and school.

Activities should be structured around readiness materials, motor and sensory training, personal hygiene, habit training, language development, speech improvement, and emotion control. The child should be guided to develop the ability to become an acceptable member of the group through proper conduct and respect for the rights of others.

## I. Emotional Stability

## A. Identification of self

1. Know his full name, address, phone number and age
2. Recognize his name in print
3. Locate body parts

## B. Self confidence (analyze results of child's inventory)

1. Begin with those tasks which child has demonstrated he can do successfully.
2. Teach child one new task or skill until mastered
3. Supervise child in performance of new tasks or skills
4. Assign new task to be completed independently

## C. Self worth

1. Emphasize with child his success
2. Let child analyze his own performance; point out his own errors and correct them.
3. Let child help another child who is working on a task which he has just mastered.
4. Help child recognize that mistakes are a part of learning; that we all make mistakes.

## D. Courtesy and consideration of others

1. Taking turns

## BOOKS AND MATERIALS

Peabody Language Development Kits

Record album: "Body Concepts"

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

## I. Emotional Stability

## A. Identification of self

1. Daily introduction: child give full name, age, address, and phone number, or play "The Name Game."
2. Print name tags on desk, coat hangers and other personal belongings. Copy full name on all work.
3. Game--finding body parts on command. Example: Point to your head, shoulders, heels, etc. Record album: "Body Concepts"

Teacher-prepared lists

Teacher-prepared charts

Name tags for each child and his desk

## B. Self-confidence

1. Graded activities--beginning with easy levels so as to allow experiences of success
2. Allow practice in areas such as fire drills, lining up for recess and performance in lunchroom situation.
3. Supervise above activities until mastered.
4. Practice performing task independently.

Record album

## C. Self-worth

1. Repeated discussion activities and play so as to enable each child to become aware of his own self worth.
2. Games and finger play to promote awareness of self
3. Let child be "teacher's helper"

Filmstrips:

F 801-1 "Learning to be Unselfish"

224-2 "Share the Ball"

777-2 "Consideration of Others"

Society for Visual Education, Inc.

1345 Diversay Parkway

Chicago, Illinois 60614

## D. Courtesy and consideration of others

1. Take turns: in forming lines, being leaders of lines, seating arrangements, and sharing experiences.

BASIC SKILLS

BOOKS AND MATERIALS

- II. School
2. Learning to say, "Please, thank you, I'm sorry."
  3. Learning the difference between "tattling" and "reporting."
- A. Learn teacher's name .
  - B. Learn names of classmates .
  - C. Recognize other personnel and their duties
  - D. Orient to school and its facilities
    1. Learn location of classroom
    2. Learn location of rest rooms, auditorium, cafeteria, playground, office, library, and other classrooms.
  - E. Adjust to:
    1. Classroom members
    2. Small groups
    3. Other individuals (friendly or unfriendly)
    4. Learn to follow school and classroom rules of behavior .
    5. Learn to recognize and accept authority of school personnel (as in place of parents) .
  - F. Responsibility in classroom
    1. Put away coats, etc.
    2. Care of own desk and supplies
    3. Returning supplies to correct places .
  - G. Develop good work habits.
    1. Stay at work station .
    2. Begin work promptly .
    3. Work without interrupting others .
    4. Complete assignments .
    5. Clean up after each job .

"Following Directions," Barnell Loft, Ltd

"Practice Sheets," Allyn Bacon

Story books:  
Blough, Glenn, Who Lives in This House?

Baker, Laura, Friendly Beasts

Gesiel, Theodor, Cat in the Hat

Kahl, Virginia, Habits of Rabbits

Our School, Allyn Bacon

Barr, Jere, Good Morning, Teacher

The Little Red Hen to be read to children

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>2. Role playing</p> <p>3. Dramatize tattling and reporting</p> <p>II. School</p> <p>A. Teacher have name on her desk, chalkboard, to identify herself to children</p> <p>B. Alphabetize list of children's names on chart tablet Play games with name cards. Return corrected papers.</p> <p>C. Introduce janitor, maid, principal, secretaries. Role-play duties of personnel</p> <p>D. Tour school building, grounds, cafeteria, rest rooms, and other classrooms.</p> <p>1. Draw or make map of school; label location of auditorium, cafeteria, play-ground, etc.</p> <p>E. Adjustment</p> <p>1. Encourage children to work together</p> <p>2. Assign small groups to work in art projects, games, physical education</p> <p>3. Discuss friendly individual, unfriendly. Discuss why we like both individuals.</p> <p>4. Explain school and classroom rules clearly and repeatedly. Encourage group discussion and questions.</p> <p>5. Visit school principal, nurse, secretary, cafeteria director, and other teachers; discuss their positions, etc.</p> <p>F. Encourage children to discuss classroom membership responsibilities</p> <p>1. Assign some duty or responsibility to each child to include: distributing books, sharpening pencils, erasing chalk board, care of classroom materials and coat room.</p> <p>2. Specific "Clean up time"</p> <p>3. Monitor appointed to put up supplies</p> <p>G. Develop good work habits</p> <p>1. Make definite assignments in academic, housekeeping and play areas. Check carefully to see that all such tasks are completed and corrected if necessary. Praise completed task.</p> <p>2. Games: "Beat the Clock", "Stop and Start"</p>	<p>Resource persons: Principal, janitor, secretaries, maid, cafeteria workers</p> <p>Bulletin board: List of "School Rules"</p> <p>Display drawings, posters or pictures of the school and its members.</p> <p>Filmstrips: 567-3 "Let's Get Ready for School" 228-2 "A Day at School" Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois 60614</p>

## BASIC SKILLS

## BOOKS AND MATERIALS

## III. Family

A. Knows own name and names of members of his family .

B. Recognizes duties of family members .

## IV. Health

A. Care of hands, nails, teeth, hair, clothing, regular bathing, toilet

B. Pride in personal appearance and good posture

C. Need for balanced diet, sufficient rest, recreation, and exercise

## V. Safety

A. To and from school

B. While crossing a street

C. In the halls, classrooms, cafeteria, restrooms

D. During a fire drill

E. On the playground

F. In the event of an accident

G. In the community

Blue Skies, American Book Company

Come Rain, Come Shine, American Book Company

Health and Safety for You, Jenn and Company

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>3. "Work time is quiet time"</p> <p>4. Relay races to finish assignments</p> <p>5. Assign "Clean up time"</p> <p>II. Encourage Children to Discuss Family Membership and Responsibilities.</p> <p>A. Display word lists of names of family members for incidental vocabulary learnings.</p> <p>B. Collect pictures and/or snapshots of family members for discussion. Draw, color, or collect simple pictures of home, family, and pets. Compile in scrapbook or individual booklets.</p> <p>III. Prepare vocabulary list to include: bath, brush, comb, face, food, hair, handkerchief, mouth, nails, teeth, wash, etc.</p> <p>A. Assign committees for daily health inspection of hands, nails, face, hair, clothing and bathroom hygiene.</p> <p>B. Daily inspection by student monitors to include: neatness in coat room, student desks, book shelves and cabinets</p> <p>C. Plan simple menus, and discuss their practical value.</p> <p>IV. Tour school grounds to acquaint students with street signs, traffic lights and street crossings.</p> <p>A. Demonstrate safety in crossing a street.</p> <p>B. Visit school traffic guards or safety patrol students; construct "Traffic Lights."</p> <p>C. Make a list of safety rules and proper conduct in halls, classrooms, cafeteria, restrooms.</p> <p>D. Practice fire drills.</p> <p>E. Discuss safety on the playground. Make a list of good habits on playground.</p> <p>F. Establish a simple procedure for children to follow in the event of an accident.</p> <p>G. Visit neighboring merchants.</p>	<p>Correlated teacher-made and commercial charts</p> <p>Toy doll house and assorted furniture</p> <p>Magazines for pictures of family</p> <p>Peabody Language Development Kit, Level 1, Lesson 9</p> <p>Films:        "Beginning Responsibility: Doing Things for Ourselves in School"        "Beginning Responsibility: Rules at School"        "Our Class Works Together"        "Eat Well, Grow Well"        "Joan Avoids a Cold"        "Safety After School"        Coronet Instructional Films        65 E. South Water Street        Chicago, Illinois 60601</p>

## BASIC SKILLS

## BOOKS AND MATERIALS

H. In the event he is lost

VI. Awareness of the Community and its Heritage

A. Beginning map skills: home and lot, school plant grounds

1. Immediate home neighborhood
2. School neighborhood
3. Basic community
4. County
5. State, U. S. A.

B. Knowledge of vocational facilities within the neighboring community

C. Learning the Pledge of Allegiance and method of giving

D. Knowledge of important national holidays

E. Learning how to contribute to the betterment of the community

1. Participation in school activities
2. Participation in Scouts

VII. Pre-vocational Competencies

A. Knowledge of occupations. Know that:

1. Parents work
2. Other people work
3. People may help others and give service through their work

B. Early pre-vocational skills

1. Can count up to three
2. Can distinguish differences in shapes and sizes
3. Can distinguish different colors
4. Know names of common household and classroom items
5. Make personal needs known through speech

Meet Our Friends, Bobbs Merrill

Our Neighborhood, American Book Company

Holiday Stories, The Instructor

Time and Poetry, Arbuthnot

Peabody Language Development Kit, Level 1

Stories About Linda and Lee, Ginn

Stories About Sally

Peter's Family, Scott Foresman

Someday Soon

Five in the Family

Work Around the World, Silver Burdett

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>H. Discuss procedure for contacting police or fire department .</p> <p>VI. Field Trips into Neighboring Community</p> <p>A. Draw maps of the home, school, and community .</p> <ol style="list-style-type: none"> <li>1. Make booklet of immediate home neighborhood .</li> <li>2. Build store neighborhood .</li> <li>3. Read stories about community .</li> </ol> <p>B. Relate classroom chores and routines to community jobs and services. Field trips to factories, stores, etc.</p> <p>C. Include Pledge of Allegiance in the daily activities. Discuss and explain the words of the Pledge. Knowledge and recognition of our flag</p> <p>D. Include holiday art work, stories, and poems for listening in individual and group participation to include some important holidays: Hallowe'en, Thanksgiving, Christmas, Valentine's Day, and Easter.</p> <p>VII. Pre-vocation Competencies</p> <p>A. Knowledge of occupations</p> <ol style="list-style-type: none"> <li>1. Discuss the occupations of parents and people the children know.</li> <li>2. With pictures, picture charts and workbooks, show the children the many ways people work for a living.</li> <li>3. Make list of the many people who serve in the community: policeman, fireman, postman, teacher, doctor, service station operator, etc.</li> <li>4. Have children play the roles of various occupations .</li> </ol> <p>B. Early pre-vocational skills</p> <ol style="list-style-type: none"> <li>1. Count children and objects in the room. Count as child bounces a ball.</li> <li>2. With a collection of small objects such as: small blocks, balls, boxes, etc., compare sizes and shapes. Do the same with pictures. Collect pictures of things that are round, square, etc.</li> <li>3. Play matching games with color cards. Have a box for collecting red objects, blue objects, and other colors.</li> <li>4. Identify and label objects in the classroom .</li> </ol>	<p>Peabody Language Development Kit, Level 1, Lesson 5</p> <p>Magazine pictures of common household items</p>



## BASIC SKILLS

## BOOKS AND MATERIALS

**C. Early habits for future vocational placement**

1. Realize difference between his property and others
2. Has respect for property of others
3. Takes care of personal needs--goes to bathroom
4. Is helpful to teacher and others
5. Can play safely
6. Can take care of own toys and school equipment

**D. Work habits**

1. Listen to directions
2. Begin job promptly
3. Work alone or cooperates without bothering others
4. Completes job as assigned
5. Clean up after each job
6. Return all materials, equipment to their assigned places

## SUGGESTED ACTIVITIES

C. Stress the importance of the care of other people's property as well as one's own. Give children small tasks to perform in the classroom and encourage children to help one another when there is a need.

D. Give child one simple direction, such as: "Please clear your desk." Add additional clear concise directions gradually so as to reach 3 distinct directions. "Please get your coats from the closet." "Please form a line and we will go out." Increase number of instructions only as child is able to master them individually. Gradually include simple errands such as: "Please take this book to the office." (See G, develop good work habits)

## TEACHING AIDS AND RESOURCES

## Instructions for Administering Reading Inventory

### I. Basic Reading Vocabulary

#### Pre-Primer Vocabulary List (1-A)

- A. Have two copies of Basic Word List I - one for child and one for teacher.
- B. On copy teacher holds, in upper right hand corner write full name of child to be tested and the date of testing.

C. Ask child to read the words aloud as well as he can.

D. Record errors, confusions, and omissions with red pencil as below:

#### Interpretation

drum - DK	Child did not know drum.
ball - bell	Child called ball - bell.
bed - red	Child called bed - red.
big - pig, big	Child called big - pig, then corrected himself and said big.
come -	Child omitted come.

E. If child consistently spells out words he is not sure of, mark words so spelled with s.

F. Administer to point where child gets nearly all words wrong. With child having a very limited vocabulary, this may be only to the end of column one, in List I, since words in each separate list are arranged alphabetically and not in order of difficulty. Draw horizontal line after last word administered. Use the scrambled list with children that have been tested previously on the alphabetized list. Use the same list at the end of the year that you used at the beginning of the year.

a	look
airplane	may
and	me
at	Mother
ball	my
big	not
blue	play
can	red
come	ride
Daddy	run
down	said
Father	see
for	some thi
go	talk
here	the
I	to
in	train
is	we
it	with
little	you

Primary Vocabulary List - 1B

First Vocabulary List - 1C

all	had	school	could	green	met	sand	tried
am	happy	she	cried	ground	mitten	sang	truck
around	has	street	dinner	guess	morning	sat	under
ask	have	surprise	don't	hair	Mr.	shall	us
away	he	tail	door	hat	Mrs.	shoe	very
be	hello	thank	dress	hay	must	show	walk
bigger	help	then	drop	head	name	sing	warm
birthday	hen	there	Easter	hear	need	sit	water
boat	house	they	egg	heard	nest	sky	way
book	into	this	every	helped	never	sleep	wee
bow-wow	jump	three	everyone	her	next	snow	week
box	kitten	too	everything	hide	night	so	were
boy	laugh	tree	everywhere	hill	nose	some	why
but	like	two	far	him	oh	soon	wiggle
came	look	up	fast	his	old	splash	wind
car	make	wagon	fat	home	once	spring	wish
cat	may	want	feet	honey	open	squirrel	woman
chicken	mew	was	fell	hop	other	stand	work
cow	mouse	went	fish	horse	our	stay	would
day	new	what	five	how	over	stood	yard
did	no	where	flew	hungry	party	stop	
do	now	white	flower	hurry	pat	store	
dog	of	who	fly	if	peanuts	summer	
doll	on	will	found	just	penny	swim	
duck	one	yellow	four	know	pick	take	
eat	out	yes	fox	leave	picnic	tell	
farm	pet	your	friend	let's	pocket	that	
find	pig		from	light	prize	their	
fun	please		funny	line	pull	them	
get	pony		garden	live	puppy	think	
girl	pretty		gate	long	push	thought	
going	put		gave	lost	race	time	
good	quack		give	made	rain	tomorrow	
good-by	rabbit		goat	man	road	took	
grandfather	ran		gold	many	robin	town	
grandmother	saw		got	mend	roll	toy	

2-A Vocabulary List

above	fill	milk	room	teacher
across	fire	miss	round	telephone
air	first	money	running	ten
almost	floor	monkeys	sad	tent
alone	forget	more	Saturday	than
along	frog	most	say	these
always	front	mountain	second	though
any	full	move	seed	through
anything	game	much	seen	tie
balloon	glad	near	sell	tired
bang	gone	neighbor	send	today
barn	goose	nice	seven	together
because	grow	noise	sheep	told
bed	hall	nothing	shook	top
been	hand	number	should	trouble
behind	happen	off	shout	try
bell	held	or	shovel	turn
bedside	hide	own	side	turtle
best	high	pail	sign	umbrella
better	holding	pan	silly	uncle
Bob	honk	paper	sister	until
both	hope	parade	sitting	use
bottle	hurt	paw	six	visit
bounce	I'll	people	smell	wait
breakfast	I'm	picked	sorry	watch
bring	isn't	piece	spot	wear
brother	I've	place	stand	well
brought	keep	plant	start	which
bug	kind	present	station	window
build	knew	pulled	step	winter
burn	lamp	radio	still	wonder
bus	last	railroad	story	wonderful
busy	letter	read	suck	won't
buy	lettuce	ready	suit	wood
buzz	lion	right	table	word
cake	men	roof	talk	write
calf	corner	each	eat	
cap	country	early	eat	
car	county	ears	eat	
care	cross	enough	eat	
caught	cut	even	eat	
cent	dance	ever	eat	
city	didn't	eye	eat	
clang	dig	face	eat	
clean	disappoint	fall	eat	
climb	dishes	family	eat	
clothes	does	fence	eat	
	donkey	field	eat	

2-B Vocabulary List

able	empty	kitchen	proud	tall
across	ending	knock	queer	those
afternoon	engine	lady	quick	tip
ahead	farmer	laid	quiet	treasure
almost	fasten	large	ranch	tricks
alone	feather	late	reach	trot
barked	fiddle	lay	real	twelve
beautiful	fifty	learn	remember	twin
believe	fine	left	rest	village
between	flash	leg	river	vine
biggest	flour	listen	rode	voice
blew	follow	loud	rope	wade
bought	food	lucky	rub	wash
branch	foot	lunch	same	wave
bread	friend	mayor	seem	west
bright	grass	mean	shine	wet
bringing	gray	might	shoemaker	wheel
camel	great	mile	short	whistle
candy	grew	minute	sheet	wide
can't	hammer	moving	sick	wife
captain	handle	music	slow	win
care	happened	nail	smaller	wing
carry	hard	neck	smile	wise
chatter	hardly	net	sound	world
clock	heavy	o'clock	spot	worm
clown	higher	often	stair	year
cook	himself	only	started	you'll
crack	hole	park	steel	young
cream	horns	part	stepped	
dancing	hot	picking	stone	
dark	ice	picture	storm	
dear	isn't	paint	straight	
doesn't	its	policeman	strange	
dollar	join	pond	supper	
drink	joke	poor	sure	
elevator	kinds	pot	swing	

### 3-A Vocabulary List

able	brave	else	gold	land
act	breath	enemy	grab	lead
adventure	breath	enjoy	grind	leader
afternoon	brick	evening	guard	lean
against	bridge	excited	gum	leap
ago	broke	exclaim	half	led
also	buffalo	fair	hallway	lesson
among	built	fallen	hang	lick
angry	cabin	farther	hardly	life
answered	calves	fawn	heel	log
appeared	carve	feathery	herd	lonely
arm	cattle	feed	hid	lot
arrow	cave	feel	higher	love
asleep	certain	felt	hit	lower
bad	change	few	hitch	luck
band	chase	fierce	hollow	magic
bank	cheer	final	hour	mail
barking	cheerful	finger	hundred	main
bath	chief	finish	hung	maple
battle	child	flipper	hunt	market
became	chimney	fog	I'd	marsh
become	chipmunk	forest	ideal	mat
begin	chocolate	forgot	important	matter
believer	class	forth	inn	meal
belong	clever	forward	instead	means
below	cliff	frame	interest	meat
bicycle	closet	free	jar	meet
bike	cloth	frighten	jelly	merry
block	cloud	fruits	juice	nice
blossom	coach	fur	jungle	middle
blow	coasting	gallop	kept	mix
board	company	gather	kettle	moccasins
body	course	gentle	king	moments
bottom	cover	gift	knee	month
bow	coyote	giraffe	ladder	moon
bowl	crawl	glass	lake	mud

3-A Vocabulary List - Cont'd.

mule	princess	soaps	thin	witch
nailed	probably	soft	third	wolf
needle	proudly	soldier	thirty	women
nibble	puff	son	thousand	wool
nine	purple	soup	thread	wore
ocean	purr	spark	threw	worry
orange	queen	speak	throw	worse
owl	question	spoke	tiger	wrong
oxen	quite	star	tight	
paddle	raccoon	state	toe	
paint	raised	steep	tongue	
palace	rang	stick	touch	
pass	rattle	stir	toward	
patch	return	stove	trade	
pay	ribbon	straight	trail	
pepper	rid	straw	travel	
perhaps	ring	stream	tribe	
pile	ripe	stretch	trip	
pin	roar	strike	true	
pipe	roast	string	trunk	
plain	rock	strong	ugly	
plan	rolled	stuck	understood	
plate	root	such	unhappy	
plenty	rose	sudden	usual	
pointed	row	suppose	vacation	
pole	rug	swallow	vegetables	
polite	rush	swam	wag	
pop	safe	sweet	wall	
porch	sail	swinging	wander	
porcupine	salt	tank	weather	
post	save	taught	we'll	
potatoes	scamper	teach	whirl	
pound	scared	teams	whisker	
pour	scattered	teeth	whisper	
prairies	scratch	terrible	wick	
pretend	sea	thick	wild	
	skin			
	skip			
	slap			
	slide			
	slippery			
	slowly			
	smallest			
	smoke			
	smooth			
	snapped			
	sneeze			
	sniff			



### 3-B Vocabulary List

add	butcher	continued	favorite	howl
age	butter	cool	fear	hug
agree	button	corral	feast	huge
alarm	calendar	cost	fed	husband
allow	camp	cottage	felled	imagine
already	candles	count	fellow	immediately
although	cart	cousin	fight	impossible
apron	case	creature	fit	inches
arrive	castle	curious	fix	indeed
ashamed	cellar	curtain	flag	inquired
ashes	certainly	customers	flames	insects
attention	chain	darted	flopped	insisted
autumn	chance	dead	fold	intend
baggage	charge	decorated	fond	invited
bait	cheeks	delicious	fool	I've
baker	cheese	delighted	forward	jail
bare	chew	deliver	gaped	jerk
batter	choose	disappointed	glow	jolly
beast	chose	distance	goodness	journey
beat	Christmas	doctor	grain	joyful
beg	chuckle	drew	grand	judge
begun	church	dug	greet	kick
bend	claw	during	group	kill
berry	clear	eager	growl	knife
bite	cliff	earn	gull	lad
blanket	close	engineer	gun	lamb
blaze	clover	enter	harbor	language
bone	coach	escape	harm	lap
born	coal	exactly	hatch	lazy
bother	coconut	except	heart	least
bounce	collar	excitement	heat	leather
break	colt	excuse	hedge	less
breeze	comfort	expect	hero	lie
bunch	comfortable	explain	holidays	lift
bunk	common	fail	hoof	lip
business	cone	famous	hook	load

3-B Vocabulary List - Cont'd.

lock	paid	sailor	spend	torn
loose	pair	sauce	spent	toss
lose	pant	scold	spider	tower
lying	parents	scramble	spill	tracks
managed	parrot	scream	spin	trap
marry	passengers	search	spoil	tremble
master	pasture	season	spray	trousers
match	path	selfish	spread	trumpets
mate	peddler	servant	square	truth
meadow	peek	settle	squeal	tumble
meant	pen	several	stage	tune
measure	perch	shade	stare	tunnel
melt	pie	shadow	starve	turkey
message	pleasant	shape	steal	twenty
mind	plow	shapeless	steam	valley
mine	poke	shelf	steer	visitor
mirror	possible	shone	stocking	wade
model	practice	shot	stool	wake
mystery	praised	shoulder	streak	warned
narrow	prepare	shower	stripe	weak
neat	president	shy	stubborn	weave
neither	prince	sigh	stump	weep
nickel	promise	silence	stupid	whip
nod	rapidly	silent	sugar	whole
none	rat	skate	suggestion	whose
nonsense	rather	slap	surface	wink
nor	realized	slept	sweep	worth
north	reason	slip	tale	wrap
noticed	remain	snake	taste	wrote
offer	repeated	soap	tear	yesterday
office	replied	sold	themselves	yet
oil	rich	song	ticket	
order	rosy	space	tight	
pack	rule	sparkle	till	
package	sack	special	tiny	
page	saddle	speed	tool	

4th Vocabulary List

aboard	behave	chose	curious	echo	furnish
accident	bellow	claim	current	electric	furniture
ache	bent	clatter	curve	embroider	further
acre	beyond	coast	dam	enchanted	gallop
admire	blaze	collect	damage	enjoy	gentlemen
adobe	bleat	column	darkness	enormous	glance
adventure	blind	comfort	dart	escape	gleam
aim	blizzard	comfortable	dawn	especially	gouge
alligator	blood	command	deal	exactly	government
amazed	bold	common	declare	examine	grab
anchor	bolt	companion	delight	except	grade
anger	bother	complain	demand	excite	grateful
annoy	bounce	complete	den	excitement	graze
anxious	bound	content	depend	exclaim	groan
approach	braid	contented	describe	experiment	grocery
arch	broad	continent	desert	explain	group
army	buck	continue	design	explore	grove
ashes	bull	control	devil	explores	grumble
astonish	bunk	copper	dictionary	extra	grunt
attack	bury	costume	difference	faint	gypsy
attempt	cactus	courage	difficult	famous	harness
attention	calm	coyote	disappear	fault	haul
attract	capital	crackle	disappoint	favorite	haunt
audience	capture	crate	discover	ferry	heaven
aunt	cargo	crazy	disease	figure	herb
awkward	cast	creak	distance	finally	hero
balance	cause	creek	distance	firmly	hesitate
balcony	celebration	creep	dizzy	flight	holiday
bamboo	certain	crew	doubt	flood	honor
bar	champion	cricket	dreadful	force	hoof
bargain	charge	crooked	dug	forehead	hospital
baseball	charm	crop	dull	form	hump
battle	cheeks	crouch	duty	forty	hunger
beam	cheat	cruel	dye	fought	important
bean	chili	cub	eager	frame	include
begun	chore	cure	earnestly	freedom	insect

## 4th Vocabulary List - Cont'd.

interrupt	natural	scout	stern	wail
invention	neighborhood	screech	stitch	waist
jewel	note	screen	stole	wander
jingle	object	seize	stomach	waste
job	occur	sense	strength	wax
judge	offer	separate	struggle	weary
jungle	opposite	serious	study	weave
kindness	orchard	settle	stumble	weight
knee	order	shallow	succeed	whether
knelt	pain	shear	success	wilderness
knit	pale	shelter	suggest	wine
language	parent	shiver	supply	woodchuck
laughter	partner	silence	surround	wound
least	passenger	single	swiftly	wrinkle
lightning	pause	sink	swooped	yawn
limp	peer	skillful	sword	yesterday
loft	perfectly	slope	tailor	zoo
loom	permission	snarl	tangled	
lumber	pitch	snort	tank	
machine	pity	soil	test	
mad	plains	southern	thirty	
manager	plunge	spare	thumb	
manner	position	spear	thunder	
map	possible	special	tobacco	
mayor	powder	speech	tomato	
mesa	practice	speed	tongue	
message	prairie	spell	tortilla	
metal	praise	spirit	touch	
midnight	prayer	sport	treasure	
million	precious	spout	truth	
mine	prepare	sprang	twist	
mist	press	squat	uniform	
mistake	pretend	startled	usual	
museum	pride	starve	vacation	
mutter	prisoner	statue	valley	
mysterious	probably	steady	voyage	
	rumble	realize	tomato	
	rush	recognize	tongue	
	rustle	refuse	tortilla	
	saddle	reindeer	touch	
	sank	reins	treasure	
	sap	report	truth	
	satisfy	rescue	twist	
	savage	return	uniform	
	scare	ridge	usual	
	scatter	river	vacation	
	scent	royal	valley	
	scientist	ruin	voyage	

## Determining Instructional Reading Levels

### Method I

- A. Assemble a set of basic readers, from the first pre-primer through grade four, that are not in regular use in the school system.
- B. Beginning with the first pre-primer, have child read orally a few pages at the beginning, middle and end.
- C. Record child's errors as:

Saw - was	Word in book was "saw"; child read it as "was."
Running - DK	Child did not know word "running"
Walk - walks	Child added "s" to walk.
- D. If child makes more than one serious error to the page at pre-primer and primer level, the book is too difficult. At Book I level, (the limit is 2 errors per page; Book II and above, the limit is 3 errors per page). A serious error is a complete miscalling of a word, not just the addition or omission of s, ed, ing. Make note in writing of the consistent errors, such as: omission of words, addition of words, substitutions, consonant substitutions--take - make, make - made.
- E. Carry child through reading books from level to level until he reaches the place where he reads stumblingly and his comprehension is impaired. This level should coincide rather closely with that of the basic reading vocabulary list on which child had real difficulty. This is his frustration level. His instructional level must be lower, if he is to succeed in learning. Go back one level easier and make special note of the number and type of errors.
- F. Check on comprehension of what was read by asking 2 or 3 questions covering the material. Questions should be aimed not only at retention of facts but should also include questions which involve thought. Teacher judgement plays a large part in making good questions. Consider whether points selected for questioning are among the "main ideas" of the story. Avoid use of unimportant details as the basis of questioning.
- G. Prepare sets of good questions on books to be used in testing so they may be used over and over with different children. In preparing questions at first grade level, four are usually enough. At higher levels eight questions are usually used.
- G. Child's pleasure reading level should be at least one level easier than his instructional level.
- H. Child's reading level should be at least one level easier than his instructional level. Use workbook as a teaching device. Do not expect child to complete each lesson letter perfect without help. Teach and re-teach each part of the lesson that gives child difficulty. Make up special worksheets to give additional practice on parts of the lesson that are particularly difficult.

## Determining Instructional Reading Levels

### Method II

#### A. Oral Reading

1. Assemble two sets of original stories,\* one for the teacher and one for the child. Put each set in a separate stack, face down, out of child's sight. On teacher's copy of each story the child's first and last name is written, full date, and school as test proceeds.
2. Give child the oral part of the first story (with Comprehension Check and comments omitted). Ask him to read the story aloud to you. Wait 5 seconds before telling him an unknown word.  
 Airplane--X (Didn't know "airplane")  
 Come--came (Read "came" for "come")  
 Airplane-->s (Read "airplanes" for "airplane")  
 Play--s (Spelled word and then said word correctly)  
 At--(at) (Omitted word)
3. Ask comprehension questions and after each question place "+" if correct and "-" if incorrect.
4. Under comments make notes about the child's manner of reading, cues he used to read unknown words, etc. Also record any teaching suggestions to use in later instructional planning.
5. If child makes more than 1 serious error in the stories at pre-primer and primer level, this level is too high. The limit is 2 errors per story at level one; 3 errors at level two and above. A serious error is a complete miscalling of a word, not just the addition or omission of s, ed, or ing. Make note in writing of any consistent errors, such as: omissions, additions, and/or substitution of words, or constant mistakes.

#### B. Silent Reading

1. Present silent reading section of the first story. Say, "Here is a story to read to yourself. When you have finished, hand it back to me." Put story out of sight, when he hands it back to you.
2. On teacher's copy record name, date, and school, as above. Make notation of time it took child to read story.
3. When the story is finished, ask comprehension questions. If unable to read entire story, ask him to show you the words he knows. If a word is pronounced correctly, place a small "c" over the word; if incorrect, write what he said instead.
4. Under comments make notation about his manner of reading (read in a whisper or a soft voice, rate of reading, or ask for help with unknown word, etc., or any comments he makes while reading). Notations may be made on any comprehension skills to include in lesson planning.
5. At this point a decision must be made about continuing to the next story. If the child makes more errors than the number allowed in #5 above, stop the testing based on the stories. If child has not completed silent reading section of any story, or misses 1 question in the Comprehension Check, stop the testing based on the stories. If child doesn't make any mistakes, continue to next story level.

\* Original stories composed from Basic Vocabulary Lists (using only words found on a given level and on previous levels) for pre-primer through grade 4.

(1-A) Pre-Primer

Oral: 34 words

FATHER IN THE BIG AIRPLANE

"Mother, look at the big airplane.

It is red and blue.

See it come down.

We can not play here.

Look, Mother! Father is in the airplane.

Can you see Father in the airplane?"

Comprehension Check (Teacher reads questions)

1. What was mother looking for? (airplane, father)
2. Who was in the airplane? (father)
3. Why could the children not play here? (not safe)
4. What color was the airplane? (red and blue)

(1-A) Pre-Primer

Silent: 48 words

THE BIG RIDES

I can see the train.

The train is big and red.

I can ride in the big red train.

I can see the airplane.

I can ride in the airplane.

My mother and father can ride with me.

We can ride in the train and the airplane.

Comprehension Check (Teacher reads questions)

1. What did the boy see? (train and airplane)
2. Who went for a ride with him? (mother and father)
3. What color was the train? (red)
4. Which one goes faster? (airplane)

(1-B) Primer

Silent: 46 words

**FUN AT THE FARM**

My grandmother has a farm.

Grandfather rides in a wagon to get to the farm.

I can go to the farm in a car.

The farm has chickens, ducks, pigs, and rabbits.

I like the yellow ducks and the white rabbits.

I want a white rabbit for a pet.

Comprehension Check (Teacher reads questions)

1. Where does grandmother live? (at the farm)
2. How does grandfather get to the farm?  
(in a wagon)
3. Can you name two animals on the farm?  
(chicken, ducks, pigs, rabbits)
4. What color are the ducks? (yellow)

**THE BIRTHDAY SURPRISE**

Daddy gave me a birthday surprise.

It was a big pony with a white tail.

I can ride the pony to school.

The boys and girls saw me ride the pony.

They will want to ride, too.

What fun to get a pony for your birthday!

Comprehension Check (Teacher reads questions)

1. Who gave the birthday surprise? (daddy, father)
2. Where can the boy ride the pony? (to school)
3. Who wanted to ride, too? (boys and girls)
4. What color was the pony's tail? (white)



(1-C)

Oral: 50 words

### THE FUNNY CIRCUS BEAR

My friends and I went to the circus.

We saw many animals.

One bear was so funny.

He stood on his head.

The circus man had a bag of peanuts.

He gave the bear some of them.

The bear sat in a chair and began to eat.

We laughed and laughed.

### Comprehension Check (Teacher reads questions)

1. Where did the children go? (to a circus)
2. What did they see? (animals, bear)
3. What trick could the bear do? (stand on his head, sit in a chair)
4. Who gave the bear something to eat? (the circus man)

(1-C)

Silent: 61 words

### THE EASTER PARTY

The boy next door had an Easter party.

Everyone on his street came to the party.

One boy found a big blue duck egg under a tree.

Another boy found a bird nest with two eggs in it.

All the boy's friends had baskets for their eggs.

They all had fun at the party.

Everyone took his eggs home to eat.

### Comprehension Check (Teacher reads questions)

1. Who gave an Easter party? (the boy next door)
2. What did they have to put their eggs in? (baskets)
3. Where was the duck egg? (under a tree)
4. What did they do with the eggs in their baskets? (took them home, ate them)
5. Where did the boy who gave the party live? (next door)

(2-A)

Oral: 79 words

## A RIDE UP THE MOUNTAIN

Our family wanted to climb a high mountain last winter to see some snow. We put our winter clothes, a tent, something to eat, and firewood in an old truck. Mother, Daddy and baby sister were in the front seat of the truck. My brother, Bob, the puppy, and I sat in the back of the truck. We bounced up and down along the mountain road. We got cold riding in the truck and got under the tent.

Comprehension Check (Teacher reads questions)

1. Why did the family go up the mountain? (to see some snow)
2. What did they put in the back of the truck? (winter clothes, tent, food, wood)
3. What animals do you think the children saw? (suitable wild animals)
4. What trees would still be green? (pine, cedar)
5. How many rode in the back of the truck? (3)

(2-A)

Silent: 73 words

## HOUSE CLEANING DAY

My mother said we would clean the house on Saturday. Everyone will have to get up early to get through with his work. Mother will do the dishes and clean the floor. Daddy will clean all the windows. My work is to pick up all the toys and put them away. Then I will put my clothes that are not clean in the clothes basket. My sister will clean the bedrooms for mother.

Comprehension Check (Teacher reads questions)

1. What did the family do on Saturday? (clean house)
2. Why do you think Dad's job was to clean the windows? (He was taller and could reach them; too hard for children, etc.)
3. What did the boy do? (put away toys and dirty clothes?)
4. Why did they wait until Saturday to clean house? (all of them were home)
5. What is your job when Mother cleans house? (any suitable answer--record answer)

(2-B)

Oral: 71 words

### THE RAILROAD YARD

Not very far away from where my grandfather lives is a railroad yard. Here is where the railroad keeps its trains when they are not busy. There are places to keep empty train cars. Often some of the cars have to get ice to keep things cold until they get to the train station in the next city.

We have grass in our yards, but this kind of yard has trains!

### Comprehension Check (Teacher reads questions)

1. Where was the railroad yard? (near grandfather's house)
2. What was in the railroad yard? (trains, empty cars, tracks, or other logical items)
3. Where was the train station? (in the next city)
4. Why did some of the cars need ice? (to keep things--food cold)
5. What do you think they may put in the empty cars when they are used again? (any logical answer--record answer)

(2-B)

Silent: 59 words

### THE DANCING WORM

The corner shoemaker has a dancing worm. As he played his fiddle, the worm would turn and turn. The shoemaker had a big black whistle. When he blew the whistle, the worm would wiggle all about. People would come from a mile away to see it wiggle and turn. Soon the shoemaker had a hat full of money.

### Comprehension Check (Teacher reads questions)

1. What did the people come to see? (a dancing worm)
2. What did the shoemaker play? (fiddle and whistle)
3. What color was the whistle? (black)
4. What did the pet worm do when he blew the whistle? (wiggle)
5. How far away did some of the people live? (a mile)
6. Where did the shoemaker get the money? (from the people)

(3-A)

Oral: 95 words

## COUNTRY CANDY KITCHEN

Not far down the dusty road is a little candy store where you can buy the best chocolate candy! The family that owns the store makes all the candy right in the kitchen where you can watch them. A candy kettle is usually kept hot. As the candy cooks, it smells so good I try to decide before I look what kind of candy is being made.

Next to chocolate, I like red, white, or green ribbon candy best. When I am hungry and have some money, I run as fast as I can to that little candy kitchen.

Comprehension Check (Teacher reads questions)

1. What did the family use to make the candy in? (a kettle)
2. Who makes the candy? (the family)
3. Why do you think the store is called "Country Candy Kitchen?" (on a dusty road, candy was made in the kitchen)
4. What kinds of candy did the family make? (chocolate and ribbon candy)
5. How could you tell what kind of candy was being made? (the smell)

(3-A)

Silent: 98 words

## VACATION TIME

I think vacation time is the best time of the year. Don't you? My sisters and brothers and I were trying to decide where our family might go for our vacation. That night when I went to bed my head was so full of plans. I heard the sound of barking and I thought it was a dog. Instead, it was a coyote. After that, a fierce tiger came and chased the coyote away. Then the sound of a drum came nearer and nearer.

It was my daddy banging on the door to get me up for breakfast.

Comprehension Check (Teacher reads questions)

1. Where did he hear the coyote barking? (in a dream)
2. What sounds did he hear? (barking, drum, banging)
3. Who was going on a vacation? (my family and I)
4. Were the coyotes and the tiger real? (No, they were in a dream)
5. What was making the sound of a drum? (Daddy banging on the door)

(3-B)

Oral: 66 words

**SECRET MESSAGES:**

Did you know animals send secret messages to each other? Rabbits thump their back feet on the ground and beavers slap their broad tails on the top of the water when there is danger. When a cat is seen, a bluejay will cry, "cat." The other bluejays will take up the cry and chase the cat until it runs for cover out of the birds' sight.

Comprehension Check (Teacher reads questions)

1. Why do animals send messages? (warning of danger)
2. Why do you think bluejays would chase a cat? (to protect their nest, eggs or young birds)
3. What does the cat do when the bluejays are chasing him? (runs away, takes cover)
4. How do rabbits send messages? (thumping back feet on ground)
5. How do beavers send messages? (slapping tail on water)

(3-B)

Silent: 107 words

**EXCITEMENT FOR HENRY**

Henry is my cousin who lives in Africa. He went all that distance to help weak and starving parents and their children. Insect, spider and snake bites make them so sick that it is impossible for them to take care of their needs. Without good clean food and water, and a better place to live, they will not get well. Henry will give them food and water as well as a cottage to keep them safe.

Yesterday I got a letter from him saying I could go back to Africa with him after his winter vacation here in America. I can hardly wait to return with him!

Comprehension Check (Teacher reads questions)

1. Where does Cousin Henry live? (Africa)
2. What do children and their families need to get well? (good clean food and water, and better place to live)
3. How long do you think these people will stay with Cousin Henry? (until they get well)
4. Why do you think the writer of the story would want to go to Africa? (any logical answer--record answer)

(4)

Oral: 108 words

## A SPORTING THING TO DO

The whole sporting world honors a champion, and that is why the mother of our school football captain wanted him to be a champion. He had wanted to be a scientist, but to please his mother he spent most of his time after school trying to be a champion in sports. He tried baseball, football, track, ice-skating, basketball, swimming, and even boxing.

Every night he would go up to his room and work on science experiments. When his mother found this out, she told him that his happiness meant more to her than his being a champion of sports. Perhaps now he will be another kind of champion.

Comprehension Check (Teacher reads questions)

1. Why was the school captain trying to be a champion? (his mother wanted him to)
2. What sports did he try out for? (baseball, football, track, ice-skating, basketball, swimming, boxing)
3. What did he want most to be? (scientist)
4. Where was his laboratory set up? (in his room)
5. When did he go to his hideaway laboratory? (every night)
6. What did his mother tell him when she found out about this laboratory? (any logical answer--record answer)

(4)

Silent: 108 words

## THE GREAT DISAPPOINTMENT

The mayor of our town is an enormous, kindhearted man. One thing he likes in a person is honesty. That is why he was so disappointed when his cousin came from the west and called him from the station saying he had been hurt. He asked the mayor to bring his family and pick him up.

While they were on their way to the station, the cousin was on his way to the mayor's house. He knew the house would be left open while they were gone.

The cousin went in and stole the jewels and silver. When the mayor returned, he caught him and had him arrested.

Comprehension Check (Teacher reads questions)

1. What was the thing the mayor liked most in people? (honesty)
2. What excuse did cousin use to get everyone out of the house? (he had been hurt)
3. Why did the mayor think his cousin took the jewels and silver? (the cousin was not at the station)
4. Can you think of a reason why the mayor was not suspicious of his cousin? (any logical answer--record answer)
5. What will happen to the cousin? (go to jail)
6. Should he go to jail even though the jewels and silver had been returned? (any logical answer--record answer)

BASIC SKILLS

I. Visual Discrimination

A. Matching

1. Matching concrete items listed below:

- a. Objects
- b. Shapes

c. Colors

d. Pictures

e. Numbers

f. Word shapes -   

g. Letters

2. Matching pictures of above objects on paper

3. Similarities and differences

B. Identification

1. Of real objects (whole and parts)

2. Of picture parts

C. Interpretation

1. Reading a picture

a. Act out activities of daily living.

b. Select pictures that portray the action just completed.

c. Relate action in picture.

d. Interpret pictures of daily living activity without acting out first.

e. Project back to what happened before the pictured event and forward to what might happen next.

2. Finding missing parts in a picture

D. Classification

1. Chronological order: days of week, day, night, now

2. Sequential order: first, last, next

3. Positional order: top-bottom; in-out; front-back; over-under; up-down

BOOKS AND MATERIALS

A Simplified Reading Readiness Program,  
R. W. Parkinson and Associates

We Begin, MacMillan

Going Places in Reading Readiness, Charles E. Merrill

Weekly Reader

Zip's Book of Animals

Zip's Book of Wheels

Zip's Book of Puzzles

Let's See, McGraw Hill

More Picture Stories, Allyn Bacon  
Picture Stories

Big Pictures, Winston

Ready to Go

Ready to Read

Getting Ready to Read, Houghton Mifflin  
Getting Ready

Now I Look, John Day

Now I See

Peabody Language Development Kits #1,2,3

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

<p><b>I.</b></p> <p><b>A. Matching</b></p> <ol style="list-style-type: none"> <li>1. Collect for matching:       <ol style="list-style-type: none"> <li>a. Small toys, cars, plastic fruit, toy furniture, etc. (two or more)</li> <li>b. Circles, squares, triangles, rectangles, and puzzles containing each; also balls, boxes</li> <li>c. Colored plastic spoons, straws, mats for matching with squares</li> <li>d. Identical pictures and parts to a story, firmly backed</li> <li>e. Sandpaper numbers and cut-out numbers</li> <li>f. Printed word shapes on pieces of tagboard</li> <li>g. Letters made from sandpaper, wood, covered with soft material</li> </ol> </li> <li>2. Match pictures of above objects, noting differences.</li> </ol> <p><b>B. Identification</b></p> <ol style="list-style-type: none"> <li>1. Teacher places many objects on a tray. Child looks for few seconds. Teacher takes away tray and child recalls as many objects as he can. More objects may be added or removed.</li> <li>2. Pictures with firm backing are cut into jig-saw puzzles. Duplicate pictures are displayed. Child assembles parts to complete picture.</li> </ol> <p><b>C.</b> Collect pictures on child's level. Cut from old workbooks. See Basic Skills.</p> <p><b>D. Classification</b></p> <ol style="list-style-type: none"> <li>1. Each day write on chalkboard: day of week, month and year. Write at top of list of daily duties.</li> <li>2. Play games requiring children to stand in row. Find who is first, last, or next in line.</li> <li>3. Have children find tops of their desk, chalkboard, door, and/or window; then find bottom.</li> </ol>	<p>Box of assorted objects and toys</p> <p>Flannel board</p> <p>Color recognition kits</p> <p>Color charts</p> <p>Variety of small objects</p> <p>Circles, squares, balls, boxes, puzzles</p> <p>Assorted objects of different colors</p> <p>Pictures</p> <p>Cut-out numbers of various materials</p> <p>Tagboard cut out in word forms</p>
--	---



BASIC SKILLS

- (1) Child claps, jumps, taps to match teacher's pattern of rhythmic beats, as:
  - teacher taps /" /"
  - child taps /" /"
- (2) Child repeats teacher's pattern of syllables, as:
  - teacher says la lalala
  - child says la lalala
- (3) Child repeats 3 or 4 note musical pattern
- b. Meaningful
  - (1) Repetition of words of concrete meaning
  - (2) Repetition of words of abstract meaning
  - (3) Repetition of basic sentences (3 words, 4 words)
  - (4) Repetition of sentences with one modifier (See the big dog.)
  - (5) Repetition of sentences with phrases (Mary ran up the hill.)
  - (6) Repetition of complex sentences
- 5. Following directions
  - a. Live sounds - commands
    - (1) Teacher's voice
  - (2) Voices of children
- b. Recorded sounds - commands
  - (1) Teacher's voice
  - (2) Children's voices
- c. Written directions
  - (1) Signs
    - (a) Teacher uses signs with single word

- b. Have children repeat the name of objects in the room, animals, fruit.
- (2) Repeat words as: good-bad, happy-sad, pretty-ugly.
  - (3) Children might say, "My name is \_\_\_\_\_." I live in \_\_\_\_\_."
  - (4) Use sentences as: "See the red ball." "I have a green book."
  - (5) Use sentences as: "John went to the door." "Mary walked to school." in describing things children do during the day.
  - (6) Complete sentences: "Mary walked to school but John rode in a car."

5. Following directions

a. Live sounds

- (1) Teacher gives simple, precise command to be followed by action:

- (a) Put book on chair.
- (b) Close the door--open the door.
- (c) Stand up--sit down.
- (d) Walk to the blackboard.
- (e) Open your book.
- (f) Color the ball red.

- (2) Children give directions to be followed:

- (a) Draw a ball.
- (b) Clap your hands.

b. Recorded sounds

- (1) With tape recorder, repeat following commands in teacher's voice:

- (a) Draw a blue ball.
- (b) Draw a little tree.
- (c) Color the big ball red.

- (2) With tape recorder, have children's voices giving directions

- (a) Cut out the big ball.
- (b) Cut on the line.
- (c) String 2 red beads.

c. Written directions

- (1) Teacher makes signs to identify furniture or parts of room; then gives simple command using duplicate sign to indicate object.

Example: Teacher says, "Go to chalkboard" while holding up sign chalkboard. Child goes to chalkboard.

Tape Recorder

BASIC SKILLS

IV. Tactile (touch)

A. Dimensions (properties of)

1. Temperature
2. Texture
3. Weight
4. Thickness

V. Gustatory (taste)

A. Recognition of characteristic tastes

B. Discrimination

C. Safety

VI. Olfactory (smell)

A. Recognition

B. Discrimination

## SUGGESTED ACTIVITIES

## IV. Tactile

## A. Dimensions

1. Let child feel of hot and cold objects.
2. Feel rough-smooth, hard-soft materials. (touch)
3. Compare heavy and light.
4. Compare thick-thin.

## V. Gustatory

- A. Discussing foods during lunch periods can initiate taste discrimination skills.
- B. Prepare a "taste box" containing common foods. Discuss tastes of different common foods.  
Have children identify foods with their eyes closed by smelling or tasting.
- C. Discuss dangers of tasting or eating unknown or unidentified substances found around the home.

## VI. Olfactory (smell)

- A. Outdoor walks can initiate different odors in the air at different times of the year.  
Prepare a "smell" box containing various items with characteristic odors. Classify smells of common objects as good, bad, strong, or weak.
- B. With eyes closed, have child smell items, and help him identify them.  
Recognize gas fumes.

Hot water with hot water bottle, ice pack  
Sandpaper, cotton, velveteen, block of wood  
Brick, piece of light wood or cork  
Thick cardboard, tissue paper, thick and thin board

Salt, sugar, orange, apple, banana, onion  
radish  
Banana, onion, orange, apple, peach, coca-cola

Toothpaste, soap, banana, clay, cheese, alcohol,  
vinegar, soap, onion

4. Directional order: left, right

## II. Auditory Readiness

### A. Listening

1. Location of sound sources
  - a. Sounds from outdoors
  - b. Sounds from corridor
  - c. Sounds from within classroom
2. (1) Specific location of sound sources within classroom  
Identification of sound sources
  - a. Pencil sharpener sound
  - b. Door opening or closing
  - c. Book dropping
  - d. Stapler
  - e. Singing
  - f. Lawnmower
3. Discrimination
  - a. Child tells whether sound is loud--soft, high--low, happy--sad.
  - b. Child tells whether sound was made by train, car, bus, airplane, cow, dog.
  - c. Child tells whether voice is that of mother, father, baby, doll, Santa Claus.
  - d. Child tells whether music is for marching, dancing.
4. Auditory memory
  - a. Non-meaningful

## SUGGESTED ACTIVITIES

Have children place pegs in vertical row on pegboard. Find top peg, bottom peg.

In the seat--out the seat

Have children identify objects that are "on" the desk, chair, or "under" Have charts and pictures with children "on" the chair, "under" the tree.

4. Child moves, draws or writes from left to right.

Song, "Right Hand Out, Oh, Belinda"

Square dance, "Old Brass Wagon"

Salute to flag with right hand

## II.

## A. Listening

## 1. Source of sound

a. Take children for a walk and have them listen for sounds. Move see-saw, push swing, drop rock.

b. In classroom, children determine location of sound from corridor.

c. Children identify sounds made in classroom.(eyes closed)

2. Make sounds listed under Basic Skills, a,b,c,d,e, and help children identify.

f. Call attention to sound of lawnmower when heard.

## 3. Discrimination

a. With musical instrument, make loud and soft sounds, high and low, happy or sad.

b. On record or by imitation, children identify sound of train, car, bus, airplane, cow, dog.

c. With role playing, have children imitate the voices listed.

d. Play marching music, dancing music, and have children do what music tells them to do.

## 4. Auditory

a. Have children imitate teacher's rhythmical patterns.

## TEACHING AIDS AND RESOURCES

Flag and staff

Song: "Right hand out, Oh, Belinda,

Right hand out, Oh, Belinda,

Right hand out, Oh, Belinda,

Right hand out and shake, shake, shake, shake.

Left hand out, Oh, Belinda,

Left hand out, Oh, Belinda,

Left hand out, Oh, Belinda,

Left hand out and shake, shake, shake."

Flute--o-phone

Songs: "If You're Happy" "Down in the Valley"

BASIC SKILLS

(2) Blackboard and/or charts

(3) Worksheets  
 (a) Teacher-made  
 (b) Selected commercial worksheets

III. This is Music, Books 2,3, Allyn Bacon

III. Kinesthetic (motor)

A. Gross motor patterns

1. Sitting
2. Standing
3. Walking

4. Running
5. Skipping
6. Hopping
7. Clapping

B. Fine motor patterns

- |   |                                  |
|---|----------------------------------|
| Chalkboard exercises  | Stringing beads                  |
| Clay  | Finger painting and finger games |
| Colors  | Pasting                          |
| Puzzles   | Cutting                          |
| Peg board   | Fasteners                        |
| Following straight lines -dotted                                    |                                  |
| Following curved lines----curved                                    |                                  |
| Chalkboard--pre-writing skills, circles, vertical, horizontal lines |                                  |

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

- (2) Teacher puts simple commands on chalkboard using real objects to make meaning clear, as:
- (a) Draw a big ball.
  - (b) Color the ball red.
  - (c) Cut out the ball.
  - (d) Paste the ball on blue paper.

(3)

- (a) Make work sheets with commands used above
- (b) Select commercial worksheets to reinforce use of simple commands, as mentioned.

III. Kinesthetic (motor)

A. Gross motor

1. Learn to sit still in correct position, feet on floor, back straight. Listen to stories, records, class discussions.
2. Stand with feet apart, bend forward, touch toes with finger tips without bending knees.
3. Walk forward, toe to heel, without stepping off beam. Walk backward, toe to heel, without stepping off beam, returning to position. Sideways--step right, slide left foot to side of right foot. Return to starting position by stepping left and sliding right foot to side of left foot.
4. To music, run in position, lift legs high. Walk like animals.
5. Skip to music.
6. Hop to music.
7. Clap to music.

- B. Cut, paste, write, fit pegs into peg board, or any activities that involve eye-hand coordination. Practice cutting in straight strips. Hold child's hand if necessary, repeating "open-shut, open-shut," as scissors cuts. Show how to work clay, roll balls, strips, make pancakes.

III. Motor Skill Test, Primary I, II, III

Peabody Language Development Kit #1

Rhythm Album: R.C.A. Victor

Primary crayons, blocks, scissors, paste, clay



BASIC SKILLS

BOOKS AND MATERIALS

I. Word Recognition Skills

A. Matching

1. Similarities

- a. Pictures--identical
- b. Picture that relates to a known story
- c. Small pictures to details of a large story picture

d. Word to object

e. Word to picture  
f. Letter to letter

g. Word to word  
h. Phrase to picture

i. Phrase to phrase

j. Sentence to picture  
k. Sentence to sentence

2. Differences

- a. Take out picture that does not relate to others in set.
- b. Take out picture that does not relate to known story.

c. Take out word that does not relate to picture.

d. Take out phrase that does not relate to picture.

e. Take out sentence that does not relate to picture.

f. Take out word that does not relate to story.

g. Take out phrase that does not relate to story.

h. Take out sentence that does not relate to story.

At Home and Away, Activity Book, Allyn Bacon  
At Home Here and Near Here and Away

Come Here, Winston  
Stop and Look Go Up

Tip, Houghton Mifflin  
Tip and Mitten Big Show

Opening Books, MacMillan  
Magic Box Things You See

Puzzle Fun, McCormick Mathers

Let's Learn to Read, Steck Vaughn

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

I. Word Recognition Skills

A. Matching

1. Similarities

- a. Collect identical pairs of pictures. Use varied activities in having child match similar pairs.
  - b. Have child select from a set of pictures one that relates to a familiar story.
  - c. Using varied activities, have child find pictures of objects, people that are part of a larger, more complete picture. Duplicated pictures could be used for group activity. Instruct children to use specific colors to make different objects. "In your picture, find a ball. Color it blue."
  - d. Label classroom objects, those brought in for sharing. Use individual name tags.
  - f. Teacher holds up letter or writes on chalkboard. Child responds by showing matching letter.
  - g. See "f" above. Substitute words for letters.
  - h. Display a set of pictures. Show a phrase (chalkboard, tagboard); read with child; child relates phrase to proper picture.
  - i. Display set of short phrases. Give child a phrase card; have him select corresponding phrase.
  - j. Match simple sentence to its corresponding picture.
  - k. See "i" above, substitute sentences for phrases.
- 2.
- a. Assemble set of 3 pictures. Child selects one that is different.
  - b. Assemble pictures. Child selects an object that is not associated with any particular story. Example: For the story of "Little Red Riding Hood" have pictures of wolf, grandmother, pig.
  - c. Child finds a word within a set (remove from chalkboard, flannel-board) that does not correspond to a given picture. Example: Mother, Father, girl, dog.
  - d. Child finds a phrase within a set that does not relate to picture. Example: in the house, up a tree.
  - e. See "d" The girl plays with the dog. The boy runs fast.
  - f. Teacher reads short story, then has children select words from set of three or four on chalkboard one that is irrelevant.
  - g. Child selects a phrase that is irrelevant to a story.
  - h. After reading a short story, write 2 or 3 sentences on board. Child decides one that is not applicable to story.

Accompanying workbooks to reading series  
 Children's playing cards, such as: Old Maid,  
 Animal Rummy  
 Magazine pictures  
 Commercial picture kits  
 Fairy tales, nursery rhymes  
 Duplicated materials  
 Magazine pictures  
 Workbooks

Tagboard

Flannel or cardboard letter cutouts  
 Magnetic board, magnetic letters  
 Flash cards, workbooks, duplicated materials  
 Picture dictionary

"Phrase-0" game

Peabody Language Development Kit


Pictures of popular children's stories

Teacher-made word cards

**B. Categorizing**

1. Select objects according to basic characteristics as: color, form, size, laterality, function.
2. Select pictures according to applicability to a particular story, to a story character, to a particular story situation.
3. Select words according to applicability to a particular story, to a story character, to a story event.
4. Select sentences according to applicability to a particular story, to a story character, to a story event.
5. Select story ending that applies to a particular story beginning.
6. Select story beginning that applies to a particular story ending.
7. Select the main part of story to fit particular beginning and ending.

**C. Sight vocabulary**

1. Word shapes
  - a. Match word shapes. 
  - b. Puzzles of word shapes
  - c. Choose word shapes. (provide word shapes only)
2. Match words.
3. Find word in sentence.
4. Choose picture to match words--boy and girl, boy or girl.
5. Choose picture to match sentences.
6. Match words on boards.
7. Frame words.
8. Recognize words at sight; increase sight vocabulary.
9. Trace words.

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

## B. Categorizing

1. Collect a group of objects which have a common characteristic. Let children decide how they are alike. Have children look for circular shapes in classroom.
2. Collect pictures to correspond with a story. Example: The Fireman - have pictures of fire truck, fireman's gear.
3. Use words instead of pictures to be correlated to a story. A clown might be fat, skinny, sad, etc.
4. Same as No. 3. Use sentences instead of single word
5. Duplicate simple stories. Omit last sentence. Give child a choice of two answers.
6. Tell or read an obvious story ending. Let children decide how story might begin. Put story on a chart or chalkboard for enjoyment.
7. Duplicate simple stories. Omit the middle sentence. Let the children have a choice of two possible parts to connect story.

Picture, commercial picture cards  
Teacher-prepared materials

Chart tablet

## C. Sight vocabulary

1. Word shapes
  - a. Use cardboard or flannel cutouts of simple word shapes. Give one shape; let child find a matching shape. Dittoed materials are good.
  - b. Child can play with puzzles of word shapes.
  - c. Using shapes from "a" above, write simple words on board that will conform to one of the shapes. Child and selects correct shape for word -
2. Match words using lower case and capital letters.
 

And            go  
For            and  
Go             for  
And            and
3. Using selected materials, have child locate by underlining a particular word in a sentence. go Mary will go home.
4. Collect pictures which will coordinate with selected words -- boy, girl.
5. Same as No. 4. Match picture to correct sentence.
 

The girl ran.  
The boy ran.
6. Put selected words on board. Child decides which words match.
7. Select words that are suitable for framing. girl
8. Child goes to board and frames word.
8. Use flash cards for reinforcement. Look-say method.
9. Words may be written in clay or on board. Child traces words with finger. Later he can trace dotted letters forming words on worksheets.

Flannelboard, cardboard

Fiberboard, plywood

Pre-Primer workbooks, mimeographed worksheets

Chalkboard

BASIC SKILLS

BOOKS AND MATERIALS

- 10. Copy words.
- 11. Write words.

D. Word attack skills

- 1. Auditory discrimination
  - a. Rhyming words
  - b. Initial consonants
- 2. Visual and auditory discrimination
  - a. Rhyming words
  - b. Initial and final consonants
  - c. Plurals

II. Comprehension

A. Picture comprehension

- 1. Word to picture
- 2. Phrase to picture
- 3. Sentence to picture

B. Comprehension of printed word

Speech-to-Print, Phonics Kit

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>10. On manuscript paper write a vocabulary word. Let the child copy the word several times saying the word as he completes it.</p> <p>11. Let child look at word, then cover it to see if he can write from memory.</p> <p>D. Word attack skills</p> <p>1. Give children worksheets with rows of three objects; begin with three rows. Children mark pictures of objects that have rhyming names. A similar activity may be used for initial consonants. Later child will be able to listen for final consonant sounds and plural endings.</p> <p>2.</p> <p>a. Present words on board: cat bat run Child determines which words rhyme. Utilize charts for further reinforcement.</p> <p>b. Name objects in classroom. Child listens for beginning consonant sound, says letter that makes sound. A similar activity may be used for final sounds.</p> <p>II.</p> <p>A.</p> <p>1. Match word to picture Ball House Cat</p> <p>2. Match phrase to picture In the bus In the tree By the house</p> <p>3. Match sentence to picture Sue likes to eat. Sue can play. John likes to ride</p> <p>B.</p> <p>1. Find a phrase to match what teacher says a. Where, as: in the box b. How, as: fast c. When, as: before school, after lunch d. Who, as: Who is the boy?</p> <p>2. Find sentences to match what teacher says. Play an action game. List some action sentences on the blackboard, such as: "Open the door." "Walk around the room." Child reads and follows directions.</p>	<p>Hayes Grant ABC Workbook, Game: <u>What the Letters Say</u></p> <p>Flannelboard</p> <p>Consonant charts, posters</p> <p><u>Speech To Print Phonics</u></p> <p>Teacher-made phrase cards</p> <p>Phrase-0" game</p>

BASIC SKILLS

- C. Story comprehension
  1. Retells story in order
  2. Understands sequential order of story through pictures

- 3. Answers questions about a story

III. Increases reading skills through lessons from textbooks

A. Silent reading

1. Relates to what he reads
2. Increases vocabulary and word attack skills
3. Teaches study habits
4. Enjoys reading for information
5. Grows in confidence

B. Oral reading

1. Correct handling of books
2. Reads with expression
3. Recognizes simple sentences

IV. Improves listening skills

A. Listens for information

B. Listens for pleasure

TEACHING AIDS AND RESOURCES

SUGGESTED ACTIVITIES

Comic strips such as "Little Henry," "Peanuts," cut and pasted on index cards

- C
1. Read a story to the children--ask them to retell it.
  2. Have pictures that illustrate different parts of a story. Let child put them in sequential order, then tell the story.
  3. Duplicate simple stories or activities. Example:
    - I live on a farm.
    - I am brown and white.
    - I give milk.
    - Who am I? Cow, duck, bus. Circle correct answer.

- III.
- A. Steps leading to silent reading:
    1. Build background through picture reading.
    2. Introduce new words and use word analysis skills previously taught, if possible.
    3. Motivate independent reading by giving the student a purpose for reading.
    4. Students read silently while teacher supervises, ready to offer help as quickly as possible when needed.
    5. Have children practice.

- B. Oral reading
  1. Turn pages carefully.
  2. Stress that the child should read as if he were talking. Tape record the pupil as he reads. Play back for evaluation.
  3. Help students recognize sentences by the initial capital letter and punctuation.

- IV.
- A. Read a story. Have children listen for a specific detail. Discuss the story afterward.
  - B. Have a period each day for story time. Select high interest level stories to tell, read, or play to children.

Tape recorder

Children's story books  
Taped stories  
Children's records



## BASIC SKILLS

## BOOKS AND MATERIALS

## I. Word Recognition Skills

## A. Picture Clues

## B. Context Clues

## C. Configuration Clues

## II. Word Attack Skills

## A. Initial Consonants

B. Blends - pl, tr, sh, br, thr, wh, bl, th voiceless, th voiced

## C. Final Consonants

## D. Rhyming Words

## E. Consonant digraphs

## F. Word endings

## G. Final sounds - ike, one, ore, ide

Our School, Allyn Bacon  
Come With Me, Winston

Words of Wonder, MacMillan

Jack and Janet, Houghton Mifflin

Accompanying reading workbooks

Let's See


Webster Division, McGraw - Hill Book Company

My Red Puzzle Book, McCormick Mathers

We Learn to Read, Continental Press

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

- I. Review and reteach skills presented at earlier levels.
- Present several pictures. Ask a question pertaining to only one picture to enable the child to strengthen picture reading skills.
  - Present several sentences in which a word is omitted. Ask the child to supply the missing word from the context of the entire sentence.
  - Present a word on the chalkboard. Frame it and outline it. Ask the child to trace the word. Repeat as written exercises. Call attention to outline of word. 
- II. Previously taught skills should be consistently reviewed.
- Teacher presents a letter sound on a chalkboard. Ask the child to repeat the sound as he traces it on the chalkboard. Put sentences such as:  
log  
dog  
"Put the \_\_\_\_\_ on the fire." Ask the child to choose the correct word.
  - Present a word with the last letter omitted. Ask the child to supply the missing letter.
  - Teacher presents two words. Children must determine if they rhyme. Utilize games or charts for further reinforcement. Children complete orally very short rhymes, begun by teacher.  
We have fun      I see  
When we \_\_\_\_\_.      See the \_\_\_\_\_.      The \_\_\_\_\_.
  - Introduce th, sh, ch. Present oral and written examples of each. Ask the child to distinguish the blend as each word is presented.
  - Write on chalkboard the words looked, laughed. Have the children,
    - Pronounce the words, being certain the ed ending is carefully enunciated.
    - Find and frame the words look and laugh; underline the root word in colored chalk so the ed ending is emphasized. Repeat procedure for other endings; s, es, ing.

Commercial picture cards

Textbooks  
Assorted pictures

Teacher-prepared charts

Mimeographed material

Commercial phonics materials

Chalk and chalkboard

Mimeographed materials  
Chalkboard drillsTeacher-prepared activities  
Charts  
Nursery rhymes  
Poems

Phonics cards or charts

Chalkboard drill  
Teacher-prepared charts

## BASIC SKILLS

## BOOKS AND MATERIALS

<p>III. Comprehension</p> <p>A. Attaches meaning to printed words</p> <ol style="list-style-type: none"> <li>1. Find names of characters in story.</li> <li>2. Find ages, sizes of each person (animal) in story.</li> </ol> <p>B. Identifies the main idea</p> <p>C. Understands sequence of events</p> <p>D. Makes generalizations</p> <p>E. Can locate answers to questions that use words of book</p> <p>IV. Silent Reading</p> <p>A. Read to find answers to questions teacher raised in vocabulary lesson.</p> <p>B. Read to find specific answers to questions on blackboard, chart or seatwork paper.</p> <p>C. Read aloud to pupil-helper or to self if ability to detect his own errors warrants.</p> <p>D. Develop silent reading study skills.</p> <ol style="list-style-type: none"> <li>1. Complete study skills exercises       <ol style="list-style-type: none"> <li>a. From among three words, select correct one-word answers to questions about sentence, paragraph, story</li> <li>b. Select "Yes" or "No" answer to questions about story, sentence, paragraph.</li> </ol> </li> </ol> <p>V. Oral Reading</p> <p>Keeps the place</p> <p>Recognizes a sentence</p> <p>Recognizes a paragraph</p> <p>Recognizes a conversation</p> <p>Recognizes a change of speaker</p> <p>VI. Reading workbook or activity sheets</p>	<p>"Let's Learn to Read" Steck Vaughn Company</p> <p>"Reasoning Skills," Continental Press</p> <p>"Reading Thinking Skills" Pre-Primer and Primer Continental Press</p> <p>"Puzzle Pages," McCormick - Mathers</p>
---	--

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

III. Questions to emphasize important facts of any reading material are important in building comprehension skills.

- A. Play a game called, "Doing Things." List some action sentences on the chalkboard such as: Bring the red book to me.  
Build a house with blocks.  
Walk quickly to the window.  
The child reads the sentence and acts accordingly.
- B. Read a story to the children. Ask them to retell it.
- C. Write 3 to 5 related sentences on the chalkboard in haphazard order. Read them together. Discuss correct sequential order and rewrite in order.
- D. Duplicate simple stories or activities.  
Example: "It is a pet. It can run fast. Tom can ride it. What is it? Pony, kitten or duck?" Circle the correct answer.

IV. A Study Story, supervised by teacher or student

- A. Introduce new words from chart or chalkboard.
- B. Check comprehension with prepared questions.

V. Oral

- A. Simple dramatizations, choral readings or poems, for repeated emphasis on expressive reading, phrase reading
- B. After the child has read a story, ask such questions as, "How many ducks are in the pond?"

VI. Workbooks, one level below reading level

Peabody Language Development Kit

Teacher-prepared activities

Appropriate children's stories

Sequence cards - Judy Co.  
Teacher-prepared charts

Mimeographed materials

Chalkboard activities

Appropriate poems and choral readings

Textbooks

BASIC SKILLS	BOOKS AND MATERIALS
<p>I. Word recognition skills</p> <ul style="list-style-type: none"><li>A. Increase sight vocabulary</li><li>B. Hearing and seeing final consonants</li></ul> <p>C. Hearing and seeing consonant blends and digraphs</p> <ul style="list-style-type: none"><li>D. Recognizing compound words</li><li>E. Recognizing contractions</li><li>F. Recognizes words formed by adding s's, ed, ing</li></ul> <p>II. Word attack skills</p> <ul style="list-style-type: none"><li>A. Initial consonant substitution</li><li>B. Final consonant substitution</li><li>C. Knows consonant blends</li></ul>	<p>Allyn-Bacon, <u>Our Town</u> and Activity Book</p> <p>Winston, <u>Come With Me</u> - Studybook - <u>Away We Go</u></p> <p>Houghton-Mifflin Co., <u>Up and Away</u> and Workbook</p> <p>McMillan, <u>Lands of Pleasure</u> - Workbook</p> <p>The Discovery Book to accompany <u>Lands of Pleasure</u></p> <p>Practice exercises for Self-Help in Reading</p> <p>Aaron, I. E., <u>Teaching Word Recognition in Georgia Schools</u></p> <p><u>"Speech to Print"</u>, Durrell - Murphy</p>

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>I. Review and reteach skills presented at earlier levels.</p> <p>A. Use of tachistoscope with sight words</p> <p>B. Word games. Example: Teacher presents a consonant sound. She then presents three words, one of which ends with that sound. Child must choose the word which ends with the sound presented.</p> <p>In teaching letter sounds, identify as many sounds as possible with familiar sounds, i.e., "What sound does the lion make when he roars?"</p> <p>C. Present two columns of words beginning with th, sh, and ch. Ask the child to match words beginning with the same blend.</p> <p>D. Make two lists of words. Direct children to find a word in the second list that will go with the first list to make a new word.</p> <p>E. Present two columns of words. Ask the child to find the word in the right column that means the same as the word in the left.</p> <p>don't      cannot we're      let us it's        do not can't      it is let's      we are</p> <p>II. Practice in skills learned at lower levels</p> <p>A. Use a rotating wheel consisting of two circles, one smaller than the other. Fasten at the center so as to rotate freely. Put consonants on larger circle and word endings on the smaller circle. Position the outer circle and ask child to read the new word.</p> <p>B. Write the words fat and far on the board. Ask how the words are different. Continue with cat, car, cap. Ask child to find other words by changing the last letter.</p> <p>C. Present word endings - s, ed, ing - in several familiar words. Ask the</p>	<p>Tachistoscope</p> <p>Commercial phonics materials</p> <p>Mimeographed materials</p> <p>Charts</p> <p>Teacher-prepared charts</p> <p>Weekly Reader Phonics Booklets</p> <p>Construction paper, scissors, magic marker</p> <p>Chalk and chalkboard</p> <p>Chalkboard drills Mimeographed materials</p>

## READING - GRADE I

## BASIC SKILLS

## BOOKS AND MATERIALS

D. Visual discrimination of words similar in form

E. Know short and long vowels. Two vowels together ee, eed

III. Comprehension

A. Understands sequence of events

B. Makes inferences

C. Increases ability to draw conclusions

D. Recalls story facts

E. Begins to relate situations in reading to own lives

F. Finds answers to direct questions

a. When questions use words that are not the same as those of book

Scott Foresman Co., Developing Word Attack Skills

Charles E. Merrill, Bibs, New Reading Skilltext Series  
Nip the Bear  
Weekly Reader Practice Books

Read-Study-Think Buddy's Book of Puzzles  
Read, Study, Think

Reading Thinking Skills, Primer Level 1  
Continental Press

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

child to underline root words and read them. Placing the words in columns may be helpful: jump, jumps, jumped, jumping.

- D. Exercises in which child is to underline correct word  
 Mother Duck has \_\_\_\_\_ little ducks. (sit, six)  
 All of them had \_\_\_\_\_ feet. (web, wet)  
 They looked like one \_\_\_\_\_. (another, nothing)  
 Mother duck \_\_\_\_\_ for a walk. (went, want)

- E. Choose word cards for known vocabulary which have words with long or short sounds for the five vowels - a, e, i, o, u. Discuss and drill for auditory discrimination of short and long vowel sounds. Multiple choice sentences (The cat sat on the (rig, rag, rug)).

III. Continue and expand skills presented at lower levels.

- A. Make copies of groups of words. Have children draw a line through the one word in each group that does not fit.
- |      |      |        |
|------|------|--------|
| Swim | Bee  | Peanut |
| Fly  | Bird | Coat   |
| Yard | Walk | Hat    |
- B. Display pictures for discussion as to what is happening; what will happen next; how the characters must feel from observing expressions.
- C. Read simple stories. Ask such questions as "Why did this happen?" "Did he do the right thing?" "What will happen next?"
- D. Duplicate such exercises as follows: Ask the child to match the first and last parts
- |                      |                     |
|----------------------|---------------------|
| The boys saw a puppy | had no home.        |
| The puppy on TV      | on the TV screen.   |
| The best letter      | will get the prize. |
- E. Prepare a box of tagboard sentence strips. Ask the child to draw several sentences from the box, read them and put them in order.

Mimeographed materials

Flash cards  
 Phonics rummy

"Reasoning Skills"  
 Continental Press

Ditto Sheets

Picture cards

Textbook

Mimeographed materials

Sentence strips



BASIC SKILLS

BOOKS AND MATERIALS

- G. Finds the main idea in a group of sentences
- H. Reads to find
  - a. Special characteristics of each person (animal) in story
- I. Sees the difference in questions that ask: Why? How? Who? What? and Where?
- J. Distinguishes between fact and fantasy
- IV. Silent Reading
  - A. Moves eyes from left to right and makes a correct return sweep
  - B. Reads silently to follow directions
  - C. Recognizes that words may have more than one meaning and chooses meaning that fits context.
  - D. Begins reading voluntarily
- V. Oral Reading
  - A. Keeps the place
  - B. Recognizes sentence, paragraph
  - C. Uses context clues for word meanings
  - D. Indicates change of character in story by voice change
  - E. Reads to be heard by all in group

Ginn, Story Time Series  
 Mr. Bear's Bow Ties  
Cowboy Bill and the Big Umbrella  
The Little Pig Who Listened  
Presents for Johnny Jerome

McCormick-Mathers, Challenge Readers Series  
Being a Friend

Building Reading Skills Series  
Speedboat Book  
Puzzle Series  
My Red Puzzle Book  
My Blue Puzzle Book

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

- F. Write a group of sentences on ditto sheet. Have children read the sentences and choose the main idea from three answers. Underline correct one.
- G. Write several sentences that ask questions. How? Who? What? Why? When? Where? Ask child to tell what each sentence tells.
- H. Duplicate sentences. Have children draw funny faces beside the ones that are silly and serious faces beside factual sentences.
- IV. Silent reading should precede the oral lesson each day.
- A. Give child a list of three or four directions and ask him to read and do as the list says.
- B. Use marker when necessary to prevent or correct left to right progression errors.
- C. Display books attractively so as to encourage and motivate child to read freely.
- V. Utilize a tape recorder and allow each to record an oral reading lesson. Replay for emphasis on phrasing, enunciation, pitch, and expression.

Ditto Sheets

Chalkboard exercises  
Charts

Ditto Sheets

"Listen and Learn" No. 2, Children's Music Center, Inc.

List of directions (teacher-prepared)

Markers

Library corners

Tape recorder  
Commercial phrase cards

BASIC SKILLS

I. Word Recognition Skills

- A. Increased sight vocabulary
- B. Hearing and seeing long and short vowels
- C. Uses simple suffixes - es, ed, ing, ly, n, est, er, ful, and other endings.

II. Word Attack Skills

- A. Recognizes soft and hard sounds of "c" and "g"
- B. Understands silent "e" use
- C. Understands some ending rules
- D. Understands vowel digraph rules

III. Comprehension

- A. Distinguishes between real and imaginary events
- B. Recalls story details

BOOKS AND MATERIALS

Town and Country and Activity Book  
Allyn, Bacon, Fields

Friends All About and studybook, People on Parade  
and studybook, Winston and Co.

Come Along and workbook, On We Go and workbook  
Houghton - Mifflin

Enchanted Gates and workbook, Shining Bridges and  
workbook, MacMillan and Co.

Corky, Jim, and Hickory Series, Basic Goals in  
Reading Skills, grade 2, New Practice Readers  
Book A - McGraw - Hill

Eye and Ear Fun Book 2  
Webster Division, McGraw - Hill Book Company

My Green Fuzzle Book, New Puzzle Pages Books 1 and 2  
McCormick - Mathers

Play Time  
Steck-Vaughn Co.  
Weekly Reader Publications

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

- I. Repetition and reinforcement of previously taught skills
- A. Continue vocabulary drill from textbooks, word lists and functional areas.
  - B. Introduce and present repeatedly pictures, phonics cards and words illustrating long and short vowel sounds.
  - C. Use flip cards that exchange suffixes. Ask the children to read the newly formed words.
- II. Review at regular intervals consonant sounds.
- A. Introduce the second sounds of "c" and "g" with suitable illustrations. "Circus" and "Giraffe" are good examples.
  - B. Present chalkboard drill using such words as hop, hope, pin and pine to illustrate the change in the vowel sound preceding a silent "e".
  - C. Introduce such words as baby, babies, party, parties, etc. to illustrate changing "y" to "i" before adding "es" endings.
  - D. Using the rhyme; "When two vowels go walking, the first one does the talking," to illustrate a long vowel followed by a silent one.
- III. Repeated exercises in which child must supply answers or ideas pertaining to discussion or reading material
- A. Written exercises in which child must read a sentence or story and determine if they could actually happen.
  - B. Games in which the details of a story are written on separate file cards. Distribute cards to each child, allowing him to answer questions about the story with the correct card.

- "Speech to Print," Durrell - Murphy  
Textbooks, unit work for incidental vocabulary  
Teacher-prepared activities  
Phonics flip cards  
Teacher-prepared quizzes  
Picture cards, word lists, word cards  
Phonics drill cards  
Mimeographed material  
Chalkboard drill  
Phonics rummy  
Classroom experiences  
Experience charts  
Reading workbooks  
File cards  
Construction paper

BASIC SKILLS

C. Recalls sequential order of events

D. Generalizes and makes inferences

IV. Silent Reading

A. Rereads for specific purposes

B. Begins to read silently without vocalization, finger pointing, or lip movement

C. Reads independently many books for pleasure and interest

V. Oral Reading

A. Keeping the place

B. Recognizing sentences, paragraphs

C. Enunciating clearly

D. Pronouncing to be heard

E. Reading with expression

F. Indicating change in character by voice change

G. Using context clues for distinguishing meaning

Hicky - Book 2  
Charles E. Merrill

Red Deer, the Indian Boy Book 2  
Charles E. Merrill

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>C. Present details of a familiar story on card strips. Ask the child to arrange them in sequence.</p> <p>D. Follow a reading lesson with such questions as "What might have happened next?" or "Can you think of another ending for this story?"</p> <p>IV. Gradually increase written directions or instructions which depend upon silent reading.</p> <p>A. After a reading lesson, prepare several questions pertinent to the story. Ask the children to reread the story silently and answer these questions and use workbook with stories.</p> <p>B. Encourage child to hold book with both hands (to prevent pointing), or holding a finger over his mouth to prevent vocalization and lip movement.</p> <p>C. Before lesson begins teacher asks children, "With what are we going to read?"</p> <p>V. Utilize role playing, and simple dramatizations to encourage fluent, expressive oral reading.</p>	<p>Tagboard</p> <p>Teacher-prepared activities and charts</p> <p>Daily assignments</p> <p>Teacher-prepared worksheets</p> <p>Teacher-directed activities</p> <p>Library Books</p> <p>Peabody Language Development Kit #2</p>

BASIC SKILLS

BOOKS AND MATERIALS

I. Names of Letters

A. Present list of letters of alphabet arranged in random order.

1. Use alphabet cards for younger children.

B. Ask child to name the letters.

C. Record errors, such as: g = j.

Interpretation:

Correct name of letter - g; child calls letter j.

D. Record omission, such as: h.

Interpretation:

Child omitted letter h, or said he did not know the name of it.

II. Initial Consonants, Blends, Final E Sounds, etc.

A. Present list of letters of alphabet arranged in random order.

Use alphabet cards for younger children.

B. Ask child to give sound of each letter.

C. Record errors or omissions as outlined below:

Interpretation:

g = j Name of letter g; child gave sound for j.

m = n Name of letter m; child gave sound for n.

qu = Child omitee sound for qu

D. Administer only to place where child has nearly everything wrong. If child has more than 50% errors on sounds of initial consonants, do not administer blends, nor any elements beyond. If child misses more than 50% of initial consonants, it is not necessary to ask him to give the sounds for the remaining ones for purposes of establishing his mastery level since they are arranged in random order.

Names of Letters

Initial Sounds

Short Vowels

r	a	at
g	e	let
h	i	it
m	o	not
y	u	but
w	y	hymn
t		gym

Long Vowels

c-k	a	ate
x	e	eat
n	i	ice
l	o	over
qu	u	use
j	y	cry
b		
f		
p		
s		

TEACHING AIDS AND RESOURCES

SUGGESTED ACTIVITIES

ESSENTIAL PHONETIC ELEMENTS

<u>Blends</u>	<u>Final E Sounds</u>	<u>Two Vowels Together</u>	<u>Small Words</u>	<u>Short Vowel Sounds</u>	<u>Non-Phonetic Sounds</u>
pl	ile	ee	in	ig	ook
tr	ake	uit	and	un	own
ch-tch	oke	eet	is	ack	tion
sm	ome	eep	as	ut	tch
fl	ore	ead	at	um	orn
sn	orse	ease	an	ell, el	ound
gl	ile	eat	am	og	au (o
sh	age	eak	it	id	aw (o
pr	ive	oar	all	en	ouse
br	ove	aid	ill	ot	ank
sp	ure	een	up	op	ph (f
dr	ate	eel	out	ap	oll, all
th	ice	eek	our	ent	ow
	ize	eech	ink	oss	ar
	able	ue	arm	ilk	ough
			able		ight
					uy
					arn
					alk
					ove (of)



PHONICS -- PRIMARY

BASIC SKILLS

BOOKS AND MATERIALS

Zip's Book of Puzzles, Weekly Reader Practice Books  
Phonics Skilltext, Parts A & B, Charles E. Merrill  
Phonics and Word Analysis Skills, Continental Press  
Working with Sounds, Barnell Loft  
Teacher Guide, Little Rock Public Schools  
Speech to Print, Durrell Murphy  
Happy Times with Sounds, Allyn Bacon

I. Names of letters

- A. Listen to and say names of letters.
- B. Match, trace, copy letters.
- C. Recognize likenesses, differences in letters.

II. Initial Sounds

- A. Hearing, saying sounds correctly
- B. Recognizing consonants
- C. Knows initial sounds with pictures, spoken, printed words.
- D. Learns single consonant sound in final position or at end of word.

III. Blends

- A. Associating and knowledge of consonant sounds with two-letter consonant symbols
- B. Recognizing, associating consonant blends in spoken, printed words

IV. Vowels

- A. Identify, short and long vowels
- B. Associating vowel sounds with correct vowel symbols
- C. Identify single consonants with vowel sounds
- D. Recognition of consonant and vowel sounds in spoken and printed words

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

- I. Name of Letters
  - A. Pupils listen to recordings for names of letters.
  - B. Match letters with objects. Example: "b" with object ball.
  - C. Trace and copy letters made with dots.
- II. Initial Sounds
  - A. Use words from word list or basic readers for letter sounds.
  - B. Pupils repeat words then initial sound in words.
  - C. Match beginning picture names with beginning sound.
  - D. Frame consonant letter sounds at end of words.
- III. Blends
  - A. Use "yes" and "no" cards for studying blends.
  - B. Clap hands when sound recognized or draw a line under correct blend.
- IV. Vowels
  - A. Letter and word cards can be used to introduce single vowels and their symbols.
  - B. Let pupils say, "Short  $\checkmark$  as in apple, or long  $\bar{a}$  as in ape."
  - C. Teach single consonants with vowel, then simple blends with vowel.
  - D. Pupils repeat word, then say sound of consonant or vowel in word.

- Letter-word cards
- Rocket chart
- Pictures, commercial or teacher-made
- Duplicate sheets
- Alphabetical picture cards
- Tag board
- Chalkboard
- Phonics game cards
- Picture dictionary
- Wall charts
- Films
- Tape recorder

## BASIC SKILLS

1. Listening Skills
  - A. Social listening skills
    1. For enjoyment
    2. While others speak
    3. For information
  - B. Ability to follow oral directions.
    1. Specific directions or command words
    2. For information to become a member of a group
  - C. Ability to note differences in sound
    1. Listening to voices
    2. Listening to animal sounds
    3. Listening to sound variations
  - D. Ability to recognize sounds in rhythmic patterns
    1. Ability to distinguish words beginning with similar initial sounds
    2. Ability to recognize words which rhyme
    3. Ability to supply rhyming words
  - E. Listen for specific facts and recall.
  - F. Learn desirable ways to respond to speaker.

## BOOKS AND MATERIALS

"Physical Education Handbook", L. R. Public Schools  
 Peabody Language Development Kit #1, #2  
Individual Corrective English, McCormick Mathers

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

## 1. Listening Skills

A. Arrange specific listening times for stories, records, and appropriate educational television presentations.

1. Utilize musical activities in which listening as well as activity is emphasized.
2. Show and tell activities. Emphasize courtesy as well as attention while others are speaking or reading.

B. Give each child the opportunity to accept and attempt to follow a simple direction.

1. Give child a specific direction which he must follow. Example: "Raise your right hand. Touch your nose"
2. Group games. Example: "I went to town and bought a \_\_\_\_\_." Each child supplies a word and passes it on to the next child.

C. Clapping patterns. Peabody Kit #1, page 80.

1. Ask children to close their eyes and have another child speak. Children must guess who had spoken.

2. Teacher presents an animal sound and the child must guess the animal.

3. Ask child to listen to tapped rhythm. Then ask him to imitate it.

D. Repeated practice with nursery rhymes, poems, riddles and songs

1. Teacher may repeat a series of words: see, saw, cow, sick. Child must choose the word which is incorrect.
2. Read nursery rhymes to child. He may clap his hands when he hears a rhyming word.
3. Read nursery rhymes or poems, omitting a rhyming word. Ask child to supply missing word.

E. Use story records. Play a record and ask questions about it. Later dramatize or illustrate the story.

F. Discuss appropriate responses such as nodding, clapping, laughing at the right time, asking questions, and commenting.

Educational TV programs

Story records

Appropriate stories and poems

Film: Little Rock Public Schools

"A Surprise for Jean"

Appropriate teacher-prepared activities

Classroom routine

Simple games

Simple listening games

Film: State Department of Education

"Baby Animals"

"Circus Animals"

Simple musical instruments

Pencils, blocks, dowel sticks

Record: Nursery Rhymes and Mother Goose Songs

Rhythm Band

Teacher-prepared charts

Assorted nursery rhymes and poems

Film: Arkansas State Department of Education

"The Hare and the Tortoise"

"The Cuckoo Clock that Wouldn't Cuckoo"

## BASIC SKILLS

## BOOKS AND MATERIALS

## 11. Speech

## A. Words

1. Names of common objects
2. Children's names
3. Location of words
4. Names of colors
5. Size
6. Sensory-tactile words
7. Action words
8. Courtesy words

## B. Phrase and sentence production

1. Answer questions in sentences.
2. Express needs in sentence form.
3. Articulate and distinct speech
4. Increase vocabulary
5. Tell a story or event in orderly sequence.

## 111. Auditory Training

- A. Ability to recognize correct sound of a letter
- B. Ability to produce correct sound of a letter in isolation
- C. Reinforcement of sound presented

Scott, Louise Binder, Speech Ways

## TEACHING AIDS AND RESOURCES

## SUGGESTED ACTIVITIES

11. Develop a descriptive vocabulary through sounds, names, riddles and rhymes.

A. The child should become familiar with single words before phrases and sentences are presented.

1. Present picture. Ask child to identify it.
2. Utilize games using all children in the group, such as: "Who are you?"
3. Ask questions requiring a single word answer.
4. Answer questions with color words. Example: "This book is           ."
5. Use objects of 2 or 3 different sizes to allow child to distinguish big-little, fat-thin, etc.
6. Allow child to feel a number of objects to distinguish hard-soft, rough-smooth, etc.
7. Ask child to perform different type of action as teacher says the word.
8. Role playing, parties, etc., in which the use of "Please" and "Thank you" are included and repeated.

B. As child begins to master the use of single words, begin emphasis on the use of phrases and sentences.

1. Ask simple questions to which the answer is to be given in complete sentence. Example: "What is your name?"
2. "Who am I?" activity.
3. Continuous activities in which clear speech is stressed
4. Daily activities by which child learns more than one meaning for a single word
5. Read a story to the child or allow him to hear a record. After several repetitions, ask him to tell the story to the group.

111. Begin ear training to teach child sounds of letters in combinations and in isolation.

- A. Give specific names to each letter or sound. Example: "S" is the snake sound.
- B. Present a letter to the child. Ask him to trace the letter in clay, sand or in the air as he says the sound of the letter.
- C. Utilize nonsense syllables, tongue twisters and songs for repetition of sounds. Ask child to reproduce sounds as he watches himself. Replay tapes of child's own speech.

Commercial or teacher-prepared picture cards  
Tape recorder  
Peabody Kit #1, page 48  
Color charts  
Common objects: books, sponges, pencils, etc.  
  
Cotton, sandpaper, velvet, etc.

Peabody Language Development Kit #2, page 51  
Teletalk  
Tape recorder, toy telephone

Story records  
Film: Little Rock Public Schools  
"Story Telling-Can You Tell It In Order?"

Show and tell activities

Commercial phonics or alphabet cards

Clay, sand, sandpaper

Mirror

Tape recorder

BASIC SKILLS	BOOKS AND MATERIALS
<ol style="list-style-type: none"> <li>1. Recognition of a sound in initial, final, and medial position</li> <li>2. Use of consonants and vowels in words</li> </ol> <p>1V. Written expressions</p> <ol style="list-style-type: none"> <li>A. Ability to copy written material</li> <li>B. Creative writing</li> <li>C. Correct grammatical usage               <ol style="list-style-type: none"> <li>1. Ability to use a period or question mark</li> <li>2. Correct word usage</li> <li>3. Use of titles and initials</li> <li>4. Letter writing</li> </ol> </li> </ol>	<p>Speech-to-Print Kit, Durrell-Murphy Peabody Language Development Kit</p> <p><u>English Your Language</u>, 1 &amp; 2, Allyn Bacon</p> <p><u>English</u>, 1 &amp; 2, Continental Press</p>

## SUGGESTED ACTIVITIES

1. Collect simple pictures in which a letter sound can be stressed in several positions in a word. Example: g in goat, figure, pig. Use these pictures repeatedly for stress on these letter sounds.
2. Gradually increase child's language use from single sounds to words and phrases, and from phrases to short sentences.

## IV. Written expressions

- A. Use child's own name, address, and phone number as first examples of copy work. Emphasize the importance of capitalization in names, beginning words in sentences, days of week, holidays and months.
- B. Write a short creative sentence.
- C. Correct grammatical usage
  1. Play game in which child has 2 cards: 1 period card, 1 question mark card. Teacher read a sentence and allow child to respond with correct ending card. Later transfer this exercise to written work. Reverse sentence to ask a question. The boy is home. Is the boy home? Oral and written exercises to stress good English usage. Example: Correct use of "I" and "me". Correct use of endings "s, ed, ing". Use chart in which root word is in black and endings are in color.
  3. Begin presentation of abbreviations in titles of parents or teachers. Explain use of capital letters and periods.
  4. Begin letter writing with a "Thank you" or "Get well" letter from chalkboard. Emphasize format, capitalization and punctuation.

## TEACHING AIDS AND RESOURCES

Assorted pictures  
Commercial phonics cards  
Phonics lotto  
Experience charts  
Phrase cards  
Story books

Related charts  
Tag board

Related teacher-prepared games and activities

Teacher-prepared charts, exercises, word cards

Charts  
Related written exercises  
Stationery, envelopes  
Related films and filmstrips



WRITING - PRIMARY

BASIC SKILLS

BOOKS AND MATERIALS

I. Pre-writing Skills

A. Control of large muscle movements

B. Beginning control of small muscle movements

C. Development of eye-hand coordination and finger dexterity

D. Ability to hold and use crayons and pencils

E. Ability to trace letters and words

F. Ability to write and color within certain lines

G. Ability to recognize and write own name

II. Manuscript Writing Skills

A. Small letters, numbers and capital letters

B. Words using above letters in all positions in words

C. Sentences using these words

D. Spacing and shape

1. Writing on lines with letters formed correctly

"Visual Motor Skills" Level 1 Workbook,  
Continental Press

"Visual Motor Skills" Level 2 Workbook,  
Continental Press

"Sequential Preceptual Motor Exercises" Worksheets,  
Frostig

"Pre-writing Recorder" Workbook, Zaner-Blaser

"Handwriting" Workbook, Zaner-Blaser

Fun with Writing, Whitman Publishing Company

Handwriting Made Easy, Noble and Noble, Inc.

I Learn to Write, Book 1, E. C. Seale & Co.

Manuscript, Jenn Publications

## WRITING - PRIMARY

## TEACHING AIDS AND RESOURCES

## SUGGESTED ACTIVITIES

I. Provide many experiences so as to allow the child to learn to manipulate arms, hands, and fingers coordinately.

A. Exercises like "Angels in the Snow"  
Draw large circles on the chalkboard  
Tracing figures in the sand  
Finger painting

B. Use Peg-boards  
String beads  
Model clay

C. Stack blocks  
Hammering  
Assemble simple jigsaw puzzles  
Cutting

D. Practice exercises using large unlined paper and simple line drawings and designs

E. Provide tracing paper and crayons. Ask child to trace teacher-prepared exercises using different colored crayons for each word.

F. Use squared paper and teach dot to dot letters. Connect 2 dots. Start with vertical lines, horizontal lines, diagonal lines, circular motion, half circles and circles

G. Require each child to place his own name on all papers or activities which he produces.

## II. Manuscript Writing

A. Teach one letter and one number a day. Use wide lined paper. Use sheet with teacher's example so the child can follow spacing and shape. Color cues sometimes help at this stage. Use blue for base line, red for top line. Use a small "x" to indicate starting points.

B. Chalkboard exercises  
Flash cards

C. Teacher-prepared exercises using simple sentences on child's reading level

D. Practice exercises on chalkboard, followed by simple, short written exercises.

Chalkboard  
Paints  
Sand box  
Stencils

Peg-boards  
Wooden beads and string  
Modeling clay

Assorted blocks  
Hammering equipment  
Large jigsaw puzzles  
Scissors

Large pencils and crayons  
Mimeograph materials  
Mazes

Tracing paper  
Alphabet cards

Squared paper  
Dot to dot games  
Coloring material

Desk name tags  
Teacher-prepared name charts

Alphabet desk cards  
Large pencils  
Primary Ball-Point pen  
Zaner-Bloser

Squared paper  
Wide line paper  
Experience charts  
Mimeographed materials  
Appropriate books  
Teacher-prepared exercises

**WRITING - PRIMARY**

**BASIC SKILLS**

- 2. Making letters the same size
- 3. Use of correct spacing between letters and words
  
- E. Ability to copy simple sentences, letters, and titles
- F. Ability to make letters and numbers without a copy
  
- G. Legibility and accuracy

**BOOKS AND MATERIALS**

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>E. Teacher-prepared exercises</p> <p>F. Children should be able to make the letter, when called, without looking at chart. This can be played as a blackboard game. Divide into teams. The side that can produce the most written letters wins.</p> <p>G. Emphasize legibility and accuracy in all areas and levels of achievement. Reward with praise.</p>	Chart tablets for demonstration

SPELLING -- PRIMARY

BASIC SKILLS	BOOKS AND MATERIALS
<p>I. Pre-Spelling Skills</p> <ul style="list-style-type: none"><li>A. Ability to recognize words by sight</li><li>B. Ability to associate beginning sounds with letters</li><li>C. Ability to recognize words that begin alike</li><li>D. Ability to write letters of the alphabet</li><li>E. Ability to use configuration skills</li></ul> <p>II. Beginning Spelling Skills</p> <ul style="list-style-type: none"><li>A. Give diagnostic test at this time to determine if child can spell any words or is able to supply beginning sounds. Child should know 8-10 words about the time he starts spelling lessons.  Present a method for learning to spell and be consistent about using it.<ul style="list-style-type: none"><li>1. Cover-write method<ul style="list-style-type: none"><li>a. Look at the word and say it; then write it 2 times without looking at model.</li><li>b. Cover the word; write it once while you say it; check to see if it is right.</li><li>c. Repeat above steps.</li></ul></li><li>2. Phonetic - structural method - Encourage consistent work habits according to method presented.</li></ul></li><li>B. Give spelling tests and inventories as needed. Use words from basic reading lists.  Adjust the number of words per week to the child's ability.</li></ul>	<p>"You Can Spell" Grade 2 Workbook, Allyn Bacon</p> <p>"Language Mastery Speller" Grade 2 Workbook, Charles E. Merrill</p> <p>Reading vocabulary list included in guide</p> <p>Sentence Books or Golden Book Dictionary</p>

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

I. Pre-Spelling Skills

- A. Use words from child's own reading material as an inventory of sight vocabulary. Begin spelling at a level below reading level.
- B. Auditory or visual activities in which the child should be able to fill in the missing letters with either picture clues or sound clues. Ex.     ap
- C. Present a series of words so child can circle sounds that begin alike.
- D. Writing activities in which child is asked to copy letters, short words, and simple sentences.
- E. Use configuration cards for exercises in which child is asked to match similar shapes or configurations. Later, child may be able to match shape with appropriate word.

II. Beginning Spelling Skills

- A. Ability to copy sentences using the spelling words
  - 1. Use words in oral and written sentences - underline spelling word in written sentence.
  - 2. Find word in Reader or chart.
- B. Ability to write spelling words from memory

Dolch cards

Reading vocabulary list included in guide

Mimeograph materials

Teacher-prepared activity sheets

Writing charts

Teacher-made or Commercial Configuration Cards

"You Can Spell" Workbook, Allyn Bacon

"The Reading Road to Spelling" Grade 3 Workbook, Harper and Row Company

"Language Mastery Speller" Grade 3 Workbook, Charles E. Merrill

Webster Speller, McGraw Hill Company

**SPELLING - PRIMARY**

**BASIC SKILLS**

**BOOKS AND MATERIALS**

**III. Functional Spelling Skills**

**A. Use of spelling skills in related subject area**

**B. Use of spelling skills in daily living**

**1. Letter writing**

**2. Alphabetizing skills**

**3. Pre-vocational skills**

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

III. Use incidental vocabulary from unit work as supplementary spelling words.

A. Use charted stories and ask child to find his spelling words in this and other reading materials.

Begin sentence dictation, emphasizing correct spelling and punctuation.

B. Use newspapers and find spelling words in grocery, furniture and clothing advertisements. Use these words to make simple grocery and shopping lists.

1. Utilize short letters as often as possible for simple information and "thank you" notes.
2. Begin simple filing. Use small card files. Use telephone directory in daily activities in which each child must locate name, address, and phone number of either an individual or a business.
3. Begin using simple forms such as club memberships and order blanks so as to prepare child for completing application forms later.

"My Spelling Book", Little Rock Public Schools

Newspapers

Magazines

Stationary and envelopes

File card box, dividers, file cards, flash cards

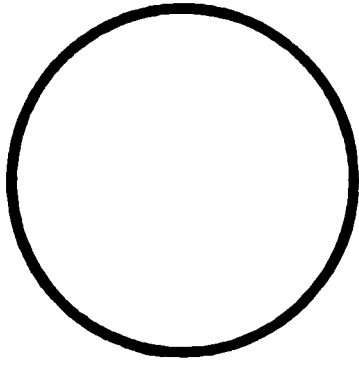
Teacher-made charts and materials

Membership cards

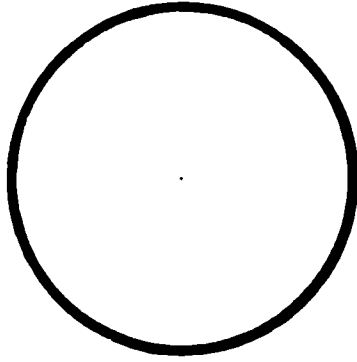


**DIRECTIONS FOR ADMINISTERING THE COLOR WORD TEST**

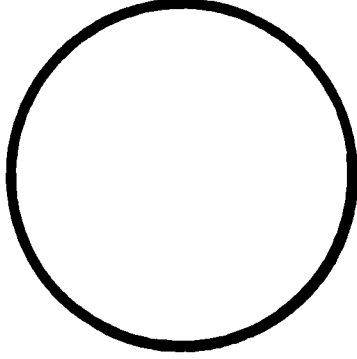
1. Provide the child with a box of eight colors that have the color name concealed or removed. Be sure he does not have access to any other colors and cannot see other students work. Ask the child to color each circle by the word beside it.
2. Observe manner of coloring and hand-eye coordination. If the child asks a color word or what color a crayon is, simply say, "You decide and do as you think is right."
3. When he has finished, ask him to read each color word. Mark a C in red by each that is correct. Mark each unknown word with a DK in red. Count as right only those for which the word and the color are correct.
4. Make a notation on bottom of the paper or on the back concerning your observations.
5. Teach colors and color name that the child fails to recognize.



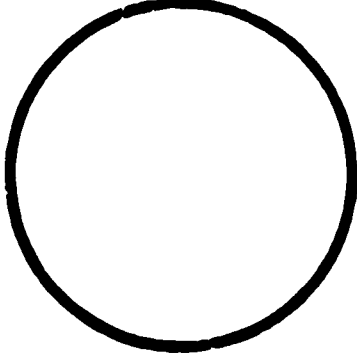
blue



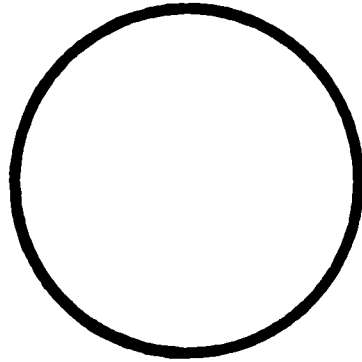
red



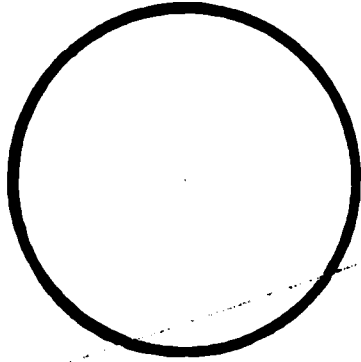
yellow



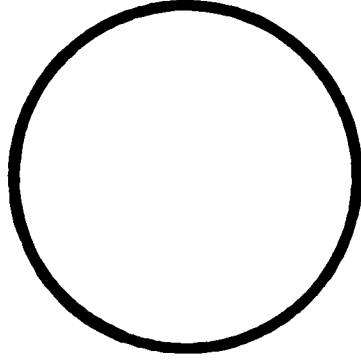
green



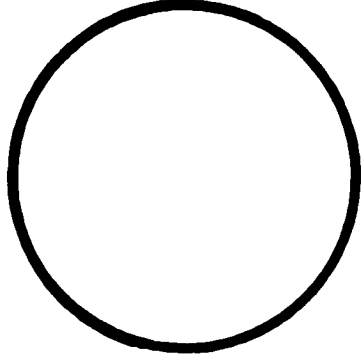
brown



black



orange



purple

**Directions for Administering**

1. Have the child write his full name in the upper right hand corner of the paper. You may need to write the full date.
2. Read instructions for the first part of the test to the child. When finished, the teacher should give the instructions for the second part of the test.
3. Ask the child to read the instructions for the third part to the teacher. Underline any word on which you supply help.
4. Score each item in the 3 parts. The total correct is 26. Write on the back of the page your observations and comments so these can be used later when planning instructions.

**Number Concept Test**

**Part I**

Put the right number of balls after each number below:

- 1 \_\_\_\_\_
- 4 \_\_\_\_\_
- 6 \_\_\_\_\_
- 9 \_\_\_\_\_
- 5 \_\_\_\_\_
- 2 \_\_\_\_\_
- 7 \_\_\_\_\_
- 3 \_\_\_\_\_
- 8 \_\_\_\_\_
- 10 \_\_\_\_\_

**Part II**

Put the right number after each word:

- s e v e n \_\_\_\_\_
- f i v e \_\_\_\_\_
- t e n \_\_\_\_\_
- e i g h t \_\_\_\_\_
- t h r e e \_\_\_\_\_
- t w o \_\_\_\_\_
- f o u r \_\_\_\_\_
- n i n e \_\_\_\_\_
- s i x \_\_\_\_\_
- o n e \_\_\_\_\_

**Part III**

Draw 4 balls.

Color 3 balls blue.

Color 1 ball yellow.

Draw five balls.

Color one ball green.

Color four balls red.

MEASUREMENT TEST

1 foot = \_\_\_\_\_ inches  
1 yard = \_\_\_\_\_ inches  
1 yard = \_\_\_\_\_ feet  
1 pound = \_\_\_\_\_ ounces  
1 quart = \_\_\_\_\_ pints  
1 gallon = \_\_\_\_\_ quarts  
1 minute = \_\_\_\_\_ seconds  
1 hour = \_\_\_\_\_ minutes  
1 day = \_\_\_\_\_ hours  
1 week = \_\_\_\_\_ days  
1 year = \_\_\_\_\_ weeks  
1 year = \_\_\_\_\_ days  
1 dozen = \_\_\_\_\_ things

Seasons: summer, fall (autumn), winter, spring

MONEY TEST

1 penny = \_\_\_\_\_ cent  
1 nickel = \_\_\_\_\_ cents  
2 nickels = \_\_\_\_\_ cents  
1 dime = \_\_\_\_\_ cents  
2 dimes and  
1 nickel = \_\_\_\_\_ cents  
5 nickels = \_\_\_\_\_ cents  
2 quarters = \_\_\_\_\_ cents  
3 quarters = \_\_\_\_\_ cents  
4 quarters = \_\_\_\_\_ dollar  
2 quarters = \_\_\_\_\_ dollar  
2 half-dollars = \_\_\_\_\_ dollar  
¢ = \_\_\_\_\_ sign  
\$ = \_\_\_\_\_ sign  
= \_\_\_\_\_ sign

## INVENTORY OF PRIMARY ARITHMETIC TEST

### Arithmetic Check List

1. Number sequence: (Oral, read by teacher)

- a. When I say 1, 2, 3, 4; what comes next?
- b. When I say 5, 10, 15, 20; what comes next?
- c. When I say 2, 4, 6, 8; what comes next?
- d. What number is left out? 1-2-3-4-5- -7-8-9.
- e. What number is left out? 10-20-30- -50-60.
- f. What number is left out? 100-200- -400-500.

2. Reading numbers:

- a. Read these numbers for me: 5, 8, 9.
- b. Read these numbers for me: 21, 34, 47.

3. Fractions: (Teacher may use pie plate for a, b, c.)

- a. What part of this pie is eaten?
- b. What part of the pie is not eaten?
- c. How many halves make a whole pie? A half pie?
- d. How many eggs in a half dozen?
- e. How many quarters does it take to make a half dollar?

4. Use numbers in solving problems:

- a. Bob had 5 pennies. He spent 1 penny. How many pennies did he have left?
- b. Mary had 2 cents. Her aunt gave her 3 cents. How many cents did she have in all?
- c. How many 5 cent ice cream cones can you buy for a dime?
- d. Jimmy is 4 years old. His sister is 1 year younger. How old is she?
- e. John has 20 pennies. He wants twice as many. How many does he want?

- f. Carol was invited to a 3 o'clock party. She got there at 3:30. Was she early or late? How late was she?
- g. If I gave 9 blocks to 3 children, how many will each get?

5. Knowledge of precision instruments: (oral)

- a. What is the thing we use to tell what time it is?
- b. What is the thing we use to find how long a room is?
- c. What is the thing we use to tell the day of the month?
- d. What is the thing we use to tell how warm or cold a room is?
- e. What is the thing we use to tell how heavy a child is?

6. Units of measure: (oral)

- a. How many cents in a nickel?
- b. How many cents in a dime?
- c. How many cents in a dollar?
- d. How many nickels make a dime?
- e. How many days does it take to make a week? How many school days?
- f. How many hours is it from noon today to noon tomorrow?

7. General uses of numbers:

- a. How many sides has a square?
- b. How many things is a pair of things?
- c. What is the name of the last day of the week?
- d. What is the date of your birthday? (Month and date)
- e. We buy tea by the pound. How do we buy eggs?
- f. We buy sugar by the pound. How do we buy milk?

Source: Adapted from How to Make Arithmetic Meaningful by L. J. Brueckner and Foster E. Grossnickle, Philadelphia, The John C. Winston Company, 1947. pp. 56-58.

**Directions for Administering**

**Addition Placement Test**

1. Give the child a sheet of Addition Placement Test. Have child write his full name in the upper right hand corner of the page. Write in the full date.
2. Instruct the child to write the answers to the addition facts as fast as he can without counting. Tell him to leave out all that are too hard, and those on which he had to count.
3. Correct child's paper. Record results on his paper.
4. If child misses nearly all addition facts, begin with that level of arithmetic workbook until mastered. There is a mimeographed workbook for each line of facts on the test in the Special Education Department of Little Rock.

1	2	1	5	1	4	1	3	1	1
3	1	4	1	2	1	5	1	1	1
2	4	3	3	3	2	3	2	2	2
2	2	3	3	3	4	2	4	3	3
5	3	4	4	5	3	2	4	5	5
2	4	5	4	4	5	5	3	3	3
6	1	2	1	9	8	1	7	6	6
1	8	6	7	1	1	6	1	2	2
6	4	5	3	2	8	3	7	6	7
3	6	5	7	7	2	6	3	4	4
2	5	9	3	9	4	9	9	6	8
9	9	4	9	2	9	5	3	3	2
6	8	7	9	9	9	9	6	6	7
9	9	9	8	6	9	7	6	6	5
7	6	7	5	3	7	8	4	3	7
4	7	7	7	8	6	4	7	8	4
7	8	6	8	8	8	5	5	6	6
8	5	5	6	8	7	8	6	8	8
90	17	30	83	91	60	72	60	80	100
10	10	35	10	90	18	80	54	67	91

### Directions for Administering

1. Give the child a sheet of 100 Addition Facts. Instruct him to write the answers to the addition facts as fast as he can without counting. Correct child's paper before presenting Addition Process.
2. If child has approximately 50% of Addition Facts correct, administer Addition Process Test. Ask child to write his full name and date in the upper right hand corner of the paper. Tell him that he may count on this page if necessary. Write the time the child starts and finishes in order that the facility with which he completes the page will be recorded on his paper.
3. Score Addition Process Test before administering any further arithmetic sheets.
4. Analyze child's errors and record them in writing at the bottom of the Process Test. Examples: errors in facts, started from left-- carried to right, carried 1 instead of 2, omitted \$.

### Addition Process Test

8 6 6 7 8 8 7 8 9 5 9 8 9  
 6 9 0 0 0 0 9 4 3 7 7 3 8

3 3 4 3 2 4 5 3 0 4 2 4 5 3 3 2 13  
 3 3 4 2 0 4 2 0 20 32 12 11 21 10 404 33 342  
 4 3 2 3 47 30 1 22 47 30 1 22 10 521 31 405

10 71 102 416 342 342 133 169 28 28 433 346 40 234 816 77 47 96 76 79 64 77 79 80 75 92 43 61

96 78 7 60 56 \$1.50 .14 6.75 8.50 2.27 \$5.47 4.48 7.92 .97 3.95 \$96.50 45.68 67.63 33.96 55.34 75.06 50.73 .73 9.68 4.76 8.84 5.31 \$15.03 36.72 53.45 67.66 43.32 83.00 69.77 .68 7.32 3.56 5.04 9.64

**Directions for Administering**

1. Give the child a sheet of Subtraction Placement Test. Have the child write his full name and date in the upper right hand corner of the page.
2. Instruct the child to write the answer to the facts as fast as he can without counting. He is to omit those facts that are too hard or those facts on which he has to count.
3. Correct child's paper and record the results on the paper.
4. If child misses nearly all subtraction facts, begin with that level of arithmetic workbook until mastered. There is a mimeographed workbook for each line of facts on the test in the Special Education Department of Little Rock.

**Subtraction Placement Test**

2	1	3	4	5	3	4	6	5	6
1	1	2	1	4	1	3	1	1	5
4	2	5	6	5	6	6	5		
2	2	3	2	2	4	3	3		
7	2	7	9	7	9	8	8	7	8
2	2	5	5	3	4	3	5	4	4
7	1	8	9	7	8	8	10	9	8
1	1	2	1	6	1	7	1	8	6
9	2	10	9	9	10	9	10	10	10
2	2	4	7	3	3	6	5	7	2
11	9	12	13	14	11	13	14		
9	9	3	4	9	2	9	5		
16	9	15	17	18	16	15	17	12	
9	9	6	8	9	7	9	9	6	
11	4	13	12	11	11	13	12	12	
4	4	7	5	8	7	6	7	8	
15	7	14	14	13	16	15	11	14	
6	7	6	7	8	8	8	6	8	
21	11	30	84	53	120	49	115	54	
		20	81	43	50	39	85	14	

**Directions for Administering**

1. Give the child a sheet of 100 Subtraction Facts. Instruct him to write the answers to the subtraction facts as fast as he can without counting. Correct child's paper before presenting Subtraction Process.

2. If child has approximately 50% of Subtraction Facts correct, administer Subtraction Process test. Ask child to write his full name and date in the upper right hand corner of the paper. Tell him that he may count on this page if necessary. Write the time the child starts and finishes in order that the facility with which he completes the page will be recorded on his paper.

3. Score Subtraction Process Test before administering any further arithmetic sheets.

4. Analyze child's errors and record them in writing at the bottom of the Process Test.

If child has 6 or more examples wrong, it is not necessary to test further at that time as the child needs instruction in subtraction.

**Subtraction Process Test**

9	6	9	5	7	8	7	8
8	0	6	0	4	8	0	7
11	14	17	10	15	12	10	18
2	5	9	6	8	9	4	9

67	837	37	58	425	736	1432	1123
16	411	25	27	325	436	955	476

1189	7647	3493	815	7008	3654	728
736	4009	120	569	1300	918	76

8241	6541	2600	5800	4859	15097	1491
4470	4155	2253	1332	1991	7020	648

1110	1286	\$6.00	\$69.80	\$7.20	\$111.10	\$16.00
999	899	1.49	39.94	4.98	99.99	6.98



**Directions for Administering**

1. Give the child a sheet of 100 Multiplication Facts. Instruct him to write the answers to the Multiplication Facts as fast as he can without counting. Correct child's paper before presenting Multiplication Process.
2. If child has approximately 50% of Multiplication Facts correct, administer Multiplication Process Test. Ask child to write his full name and date in the upper right hand corner of the paper. Tell him that he may count on this page if necessary. Write the time the child starts and finishes in order that the facility with which he completes the page will be recorded on his paper.
3. Score Multiplication Process Test before administering any further arithmetic sheets.
4. Analyze child's errors and record them in writing at the bottom of the Process Test.  
If the child has 6 or more examples wrong, it is not necessary to test further at that time as child needs instruction in multiplication.

**Multiplication Process Test**

7	4	3	5	4	3	9	7
6	8	2	7	6	7	4	2
0	8	9	2	8	4	1	5
6	1	8	9	7	4	1	0
\$4.56	605	\$7.05	\$7.50	\$4.80	\$600.96		
<u>7</u>	<u>1</u>	<u>8</u>	<u>6</u>	<u>10</u>	<u>4</u>		

81	47	461	92	89	\$8.30
<u>18</u>	<u>93</u>	<u>32</u>	<u>65</u>	<u>93</u>	<u>59</u>

833	823	525	865	8391	\$270
<u>64</u>	<u>800</u>	<u>209</u>	<u>630</u>	<u>502</u>	<u>640</u>

987	402	2865	8096	987
<u>607</u>	<u>175</u>	<u>405</u>	<u>6219</u>	<u>4700</u>

**Direction for Administering**

1. Give the child a sheet of 100 Division Facts. Instruct him to write the answers to the division facts as fast as he can without counting. Correct child's paper before presenting Division Process.
 

If child has approximately 50% of Division Facts correct, administer Short Division Process Test. Ask child to write his full name and date in the upper right hand corner of the page. Tell him that he may count on this page if necessary. Write the time the child starts and finishes in order that the facility with which he completes the page will be recorded on his paper.
3. Score Short Division Process Test before administering any further arithmetic sheets.
4. Analyze child's errors and record them in writing at the bottom of the Process Test.
 

If child has 6 or more examples wrong, it is not necessary to test further. If less than 6 examples are wrong, administer the Long Division Process Test with the same directions.

**Short Division Process Test**

9)36	4)45	9)81	6)24	9)27	5)49	4)37
8)72	3)15	9)45	2)9	9)17	6)30	7)21
6)306	9)549	7)497	3)964	5)152	8)409	
7)161	9)648	4)994	2)232	7)631		
8)4804	6)36042	4)4106	3)13827	7)47978		
4)46014	5)\$255.10	6)168056				
7)2803	8)6402	8)648				

**Long Division Process Test**

31)3441	23)2783	41)495	10)965
32)999	82)1886	40)\$12.86	75)6225
67)4154	53)\$16.99	94)1974	45)1376
53)3421	85)2811	41)3444	100)2700
114)2649	65)2105	623)10400	121)2796
85)9021	348)35897	18)4200	69)695
224)6990			

BASIC SKILLS

- I. Counting
  - A. Match groups 1-10
    - 1. Matching objects to patterns of objects
    - 2. Matching grouped objects to grouped pictures
    - 3. Matching groups of unlike objects
    - 4. Matching groups of unlike objects to paper patterns
  - B. Rote counting
    - 1. Concrete - larger objects, 1-10
    - 2. Concrete - smaller objects, 1-10
  - C. Rational counting
    - 1. Association of numbers with objects
    - 2. Matching of numbers with numbers
  - D. Auditory and visual counting
  - E. Identifies circles, squares, triangles, rectangles
    - 1. Match
    - 2. Draw dotted lines
    - 3. Draw solid lines
  - F. When child is familiar with numbers and names 1-10, teach 10-20.
  - G. Number series by 2, 5, 10

BOOKS AND MATERIALS

Arithmetic Foundation, Level 1, Harr Wagner Co.  
Moving Ahead in Arithmetic, Holt, Rinehart & Winston  
One-By-One, Harcourt, Brace & World  
Arithmetic Can Be Fun, Lippincott & Company

I. Counting

A.

1. Place identical number of objects before teacher and child. Teacher places objects on construction paper in a group and child does the same.
2. Child takes a stack of cards with patterned objects, removing one sheet at a time, puts his paper beside it and arranges the objects to match pattern on construction paper.
3. Same ideas as above but pupil uses different objects to match pattern on construction paper.
4. Use paper pattern of different colored squares arranged on child's desk. Child selects beads (from 3 more than needed) to match pattern. Give a series.

B.

1. Begin with large objects or people in classroom. Example: "There are (16) chairs." Class counts silently while one counts orally. Select correct number card and write number on board.
2. Continue counting with smaller objects, such as: feet, hands, etc. Teacher distributes pencil to each pupil, and unlike number of pieces of paper. Pupil asks for more paper to have 5 sheets, or returns some to have 5 sheets. For showing digits, use dots, rings, squares, etc.

- C. Teacher pastes rows of colored pictures in manila folder. Pupil covers with plicofilm and marks number. Use correct number of jacks, beans, corn, rock to place over picture to correspond with written number. Use real objects and people to illustrate pairs, gloves, shoes.

- D. Teacher bounces ball and counts with children. Then bounce ball and have children count alone.

- E. Have work sheets with dotted lines, solid lines. Draw circle, square, triangle and rectangle on blackboard. Children copy.

- F. Use oral drill, blackboard work, seat work and word problems

- G. Class does rote counting of pupils, books, etc. Group objects.

Teacher-made cards of objects

BASIC SKILLS

- H. Money
  - 1. Current situations
  - 2. Identify coins, paper money
- I. Ordinals
- II. Writing numbers, 0-10
  - A. Write the symbol - 0.
  - B. Write the symbol - 1.
  - C. Write the symbol - 2.
  - D. Write the symbol - 3.
  - E. Write the symbol - 4.
  - F. Write the symbol - 5.
  - G. Write the symbol - 6.
  - H. Write the symbol - 7.
  - I. Write the symbol - 8.

BOOKS AND MATERIALS

- "Number Concepts" Level 1, Continental Press
- "Practice Exercises in Arithmetic", Continental Press
- "Playing with Numbers", Continental Press
- Numbers We See, Level 1, Scott Foresman
- American Arithmetic, Levels 1 & 2, Upton Fuller
- Developing Pre-Number Ideas, Holt, Rinehart and Winston
- First Steps in Understanding Arithmetic, Whitman
- Beginning New Arithmetic, McCormick Mathers
- The Modern Practice Book in Arithmetic, Level 1, Steck-Vaughn

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

H. Count real money, lunch money. Dramatize buying situations.

I. Place same number of objects before teacher and pupil. Teacher explains first, second, next to last, second from last, middle, the one after the first.

II. Writing numbers should be preceded by many motor skill activities, such as: writing in sand or in clay.

A. Write symbol "0".

B. Write the number "1" on the chalkboard. Child traces the number in the air, on the chalkboard. Practice with ditto sheets which begin with solid lines and proceed to dotted lines.

C. Write "2" on blackboard. Ask child to name the number and draw it in the air. Practice with ditto sheet on which child must follow dotted lines and trace the number.

D. Write "3" on chalkboard beside three circles. Children name the numbers and count the circles. Children draw number "3" in the air. Practice with ditto sheets of number "3" drawn with dotted lines.

E. Four children stand in front of room. Write number "4" on chalkboard. Ask pupils to name the number and count the children standing. Practice with ditto sheets drawn with dotted lines.

F. Write number "5" on chalkboard. Place five books on table. Ask child to name the number and count the books. Reinforce with ditto practice sheets.

G. Write number "6" on chalkboard. Label 6 chairs with number cards and place them at the front of the room. Ask child to read the number and count the chairs. Reinforce with ditto sheets of number "6".

H. Write number "7" on chalkboard. Place 7 spoons on table. Ask child to name the number and count the spoons. Reinforce with ditto sheets.

I. Write number "8" on chalkboard. Place 8 pencils on table. Ask child to name the number and count the pencils. Follow with ditto practice sheets.

Clay, sand, or sandbox

"Seeing Numbers" transparency, All-State Supply, Inc.  
Little Rock, Arkansas

Teacher-prepared worksheets

Mimeographed worksheets

Mimeographed worksheets

Mimeographed worksheets

Mimeographed worksheets  
Books  
Chairs

"One to Five" chart, All State Supply, Inc., Little Rock, Arkansas

Plastic spoons  
Ditto worksheets

Pencils

BASIC SKILLS

J. Write the symbol - 9.

K. Write the symbol - 10.

III. Reading Numbers

A. Number recognition through 10

B. Number names through 10

IV. Fundamental Processes

A. Grouping

B. Number sequence

C. Addition

D. Problem Solving

1. Daily
2. Appropriate level

V. Measurement

BOOKS AND MATERIALS

Basic Arithmetic, Level 1, Harlow Publishing Co.

Ready to Begin Numbers, Holt, Rinehart & Winston

We Begin Numbers, Holt, Rinehart & Winston

Arithmetic Primer, Row Peterson Company

"Numbers We Need", Ginn & Company

Working With Numbers, Grade 1, Steck Vaughn

"The Happy Ways to Numbers", Holt, Rinehart & Winston

How to Make Arithmetic Meaningful, Winston

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

- J. Write number "9" on chalkboard. Place 9 rulers on table. Ask child to name the number and count the rulers. Use ditto sheet for further practice.
- K. Write number "10" on chalkboard. Place 10 objects on table. Ask child to name the number and count the objects. Follow with ditto practice sheets.
- III. Child must become aware of the concept of symbols before he is able to read them meaningfully. Matching objects with the written number symbol should develop this concept.
  - A. Supply child with sets of cards having (1) objects only, (2) number symbols only, (3) objects and symbols combined. Ask child to use these as a guide to make his own set.
  - B. Utilize matching games and written exercises in which child must match number with its number name.
- IV. Only after child has gained good mastery of number symbols, should basic process be begun.
  - A. Provide many experiences with concrete objects in which the child gains skill in recognition of groups or sets. Use objects such as: shoes for 2, tricycle wheels for 3, wagon wheels for 4, and fingers on hand for 5.
  - B. Use number lines, oral drill, chalkboard exercises and ditto practice sheets to introduce and reinforce the concept of sequence of numbers. The child should be able to recognize numbers falling before, between, and after any other number.
  - C. Addition should be introduced with concrete objects and assigned at graded levels and rates of speed. Structured worksheets or workbooks should be used throughout beginning addition.
  - D. Use classroom situations in order to put number concepts to practical use.
    - 1. Use numeral skills to find pages in book.
    - 2. Make word problems on level children are performing.
- V. Measurement concepts can easily be related to daily living and should be included to some degree daily.

Rulers

Any familiar objects

Filmstrip: Little Rock Public Schools  
"We Learn Numbers"

Commercial number cards  
Tagboard

Commercial or teacher-prepared charts of numbers and  
number names

"Mother Hubbard's Seat Work Cupboard", Hale & Co.

Filmstrip: Little Rock Public Schools  
"How Many"

Flannelboard number aids, Instructo Company

Number charts

Blocks, beads, counting frames, pegboards and pegs

Addition Placement Test (included in this guide)

Experience charts  
Chalkboard drill

Films:  
"Arithmetic in the Food Store"  
"The Old Woman in a Shoe"  
Coronet Instructional Films  
65 E. South Water Street  
Chicago, Illinois 60601



BASIC SKILLS

BOOKS AND MATERIALS

First Days with Numbers, Level 1, American Book Co.

Using More Numbers, Holt, Rinehart & Winston

More About Numbers, Holt, Rinehart and Winston

Two by Two, Harcourt, Brace & World

Using Numbers, Holt, Rinehart and Winston

Introduction to Fractions, Instructo Company

A. Time

1. Minute
2. Hour

B. Calendar

1. Days
2. Weeks
3. Months
4. Years

C. Length

1. Inches
2. Feet
3. Yards

D. Weight

1. Ounce
2. Pound

E. Liquid

1. Cup
2. Pint
3. Quart
4. Gallon

F. Money

1. Penny
2. Nickel
3. Dime
4. Quarter
5. Dollar
6. Half-dollar

VI. Fractional Parts

1. One-half -  $1/2$
2. One-fourth -  $1/4$
3. One-third -  $1/3$

VII. Ordinal Numbers

1. First to fifth

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

VI. Use any situation within the classroom to illustrate one-half of the whole. Stress that halves must be equal. Use correct objects.

VII. Develop ordinals as with rational counting in sequence by counting. Directions such as: color the third ball, etc. may be helpful.

Books, chairs, pencils, etc.

Cutouts of circles, squares, rectangles

Worksheets

Charts, classroom objects

BASIC SKILLS

BOOKS AND MATERIALS

VIII. Vocabulary - Primary

A. Concept of size

1. Big - little
2. Long - short
3. Narrow - wide
4. Thick - thin
5. Short - tall
6. Light - heavy

B. Concept of amount

1. Empty - full
2. Slow - fast
3. Few - many
4. Less - more
5. Some - all
6. Pair - double
7. Teaspoonful - tablespoonful
8. Whole - part

C. Concept of position

1. Under - over
2. Below - above
3. In front of - behind
4. Top - bottom
5. Middle - between
6. Beside - next to
7. Left - right

D. Direction or location

1. Up - down
2. In - out
3. On - off
4. High - low
5. Near - far

Balls, beads  
Yardstick, ruler, pencils  
Cake, cookie  
Boys and girls in classroom  
Books, paper

Glasses, jars, cups  
Classroom situation  
Cookies, chairs  
Games, beans, buttons, blocks  
Coins, candy, pencils  
Clothing - shoes, socks, gloves  
Foods  
Pie

Balls, erasers  
Pictures of airplane, fish  
Classroom situation  
Games  
Games  
Singing game  
Clothing, sweater

Playground activity  
Game  
Dressing and undressing  
Physical education situation  
Classroom

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p><b>A. Size</b></p> <ol style="list-style-type: none"> <li>1. Big-little tops, balls</li> <li>2. Long - short pencils or crayons</li> <li>3. Strips of paper</li> <li>4. Thick - thin cookies</li> <li>5. Pictures of tall people - short people</li> <li>6. Heavy - light packages</li> </ol> <p><b>B. Amount</b></p> <ol style="list-style-type: none"> <li>1. Place water in containers.</li> <li>2. The turtle is slow. The rabbit is fast.</li> <li>3. Many children in the room, but only a few girls</li> <li>4. Have a candy game giving each child different amounts asking, "Who has more; who has less"?</li> <li>5. Some girls play ball. All the boys play ball.</li> <li>6. Pair of shoes, pair of socks</li> <li>7. Preparation of foods - a tablespoon, used at meals - teaspoon.</li> <li>8. Whole pie; cut into four parts</li> </ol> <p><b>C. Position</b></p> <ol style="list-style-type: none"> <li>1. Play game of "Leap Frog" using ball or erasers.</li> <li>2. Position of books on shelves</li> <li>3. Who sits in front of you? Who sits behind you?</li> <li>4. Top button or bottom button on sweater</li> <li>5. Games - middle one in circle or between John and Mary</li> <li>6. Stand beside the boy. Who is next to Janet?</li> <li>7. Game - "Here We Go Looby Loo."</li> </ol> <p><b>D. Direction or location</b></p> <ol style="list-style-type: none"> <li>1. Sliding board, swings, see-saw</li> <li>2. Game - "In and Out the Window"</li> <li>3. Put shoes on; take shoes off.</li> <li>4. Jump high, jump low</li> <li>5. How far can you run? How near is the store?</li> </ol>	<p>Filmstrips: Little Rock Public Schools Catalog of Teaching Aids</p> <p>525a "Taller, Shorter, Longer, Smaller"?</p> <p>Number concept</p> <p>Pamphlet: 48j "Vocabulary - Circle I" Instructional material for Exceptional Children The Continental Press, Inc., 2336 Farrington St. Dallas, Texas 75207 Obtain from All State Supply Company, 1212 East 6th Street, Little Rock, Arkansas</p> <p>350 "Ideas for Teachers 503 "Arithmetic Vocabulary Concept Chart"</p>

**MATHEMATICS - PRIMARY**

<b>BASIC SKILLS</b>	<b>BOOKS AND MATERIALS</b>
<b>E. Concept of shape</b> 1. Circle - round 2. Square 3. Rectangle 4. Triangle	Ball, top Box Door in classroom
<b>F. Concept of temperature</b> 1. Hot - cold 2. Warm - cool 3. Freezing - boiling	Weather Body temperature, water fountain Thermometer, hotplate
<b>G. Concept of quantity</b> 1. Jarful 2. Handful 3. Cupful and glassful 4. Boxful 5. Teaspoon 6. Tablespoon	Jars Pegs, blocks, sand Cups, glasses Small fruit boxes, strawberries Teaspoon Tablespoon
<b>IX. Evaluation</b>	

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

## E. Shape

1. Present ball to child; show marbles, clock in room.
2. Show child box, picture of box; draw box.
3. Show child door in classroom and stress shape.

## F. Temperature

1. In cooking, dishwashing
2. Seasons - spring warm, fall cool
3. Use tactile approach. Place pan of water on hot plate. Indicate on thermometer degrees of heat. Show freezing temperature.

## G. Quantity

1. Jar full of tempera paint, finger paint
  2. Handful of pegs, blocks, sand
  3. Cupful of cocoa, glass full of milk, water, fruit juice
  4. Box full of strawberries, grapes, etc.
  5. Play activities - feeding doll, taking medicine
  6. Preparation of food - a tablespoonful, used in serving dishes at meals
- Use situations arising out of classroom and home activities to give practical meaning to this concept.

## IX. Administer tests included in this guide to determine child's mastery .

117/118.

### INTERMEDIATE LEVEL OBJECTIVES

C.A. 10 - 13

M.A. 5 - 9

Students at the intermediate level should now be ready for instruction in basic tool subjects; however, there will be pupils of this chronological age still needing primary instruction. All children should be allowed an opportunity to progress in these areas in accordance with their ability. More emphasis should be placed on developing skills in language arts, and arithmetic. Instruction, activities and games of longer duration and broader scope may be utilized--curricular areas may be taught, reviewed, retaught and expanded.

Specific aims at this level are:

1. To help the child develop a realistic appraisal of his strengths and limitations
2. To emphasize self-discipline and emotional control
3. To provide training in character development
4. To encourage the child to work cooperatively with others
5. To emphasize the importance of good grooming and personal appearance
6. To help each child develop an awareness of health and hygiene values

SOCIAL, PERSONAL AND PRE-VOCATIONAL DEVELOPMENT - INTERMEDIATE

BASIC SKILLS

Social skills at this level should include social studies experiences emanating from life-like situations for the purpose of developing desirable habits and attitudes in social living. The student should be encouraged to acquire habits, skills, responses and behavior for his better understanding of himself and his social world. The educational approach should be realistic with concrete experiences common to the home, school and community.

I. Reinforcement of basic concepts introduced at the primary level; in addition students should be encouraged to develop:

A. Punctuality

B. Good table manners

C. Correct telephone use

D. Good grooming

E. Acceptable greetings to others

F. Meeting strangers with acceptable caution

G. Use of social courtesies without pressure from adults

H. Relating the importance of the family and responsibility of the individual to the group

I. Recognition of civic responsibility in school rules and community laws

BOOKS AND MATERIALS

Refer to Social Competence - Primary Level

Other Places, Winston and Co.

Our Good Neighbors, Bobbs - Merrill



## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

- |   |   |
|---|---|
| <p>I. Refer to Social Competence - Primary Level</p> <p>A. Develop in children through daily experiences the necessity of punctuality, emphasizing that there is a definite time for doing things -- coming to school, recess, lunch, going home, going to work, etc.</p> <p>B. Discuss the value of good table manners. Develop a list of "Do" and "Don't". Conduct role play to demonstrate good habits of eating.</p> <p>C. Make use of unit developed by Bell Telephone Company.</p> <p>D. Prepare a bulletin illustrating "Good Grooming". Organize a "Good Grooming" corner in classroom, assign definite time to use the "Good Grooming" corner. Discuss the effects of good personal appearance in situations such as: making new friends, seeking employment, attendance at social affairs.</p> <p>E. Conduct role play in meeting new people. Have pupils tell "What would you do if . . . ?" in meeting new situations. Prepare list of rules to guide pupils in making friends.</p> <p>F. Same as (E)</p> <p>G. Discuss and practice times to say "please", "thank you", "excuse me". Make dioramas using pipe cleaner figures, showing considerate acts, such as opening door for person carrying bundles, getting into line, etc.</p> <p>H. Discuss each person's role in the family, emphasize the importance of each person, the responsibilities of each family member. Discuss payment for chores done in home. List ways to help at home. Choose a new way to help at home.</p> <p>I. Discuss rules at home, in the classroom, and in the community. Discuss community projects and campaigns in which pupils can participate. Have elections.</p> | <p>List of "School Rules" on chart</p> <p>Refer to Social Competence - Primary Level</p> <p>Telephone Kit - Southwestern Bell Telephone Co.</p> |
|---|---|

BASIC SKILLS

BOOKS AND MATERIALS

**II. Emotional Stability**

Develops wholesome mental attitudes: feelings of security, self-confidence, and feels free to discuss problems with the teacher. At this level the child should begin to recognize punishment as a result of misbehavior.

- A. Shows more stability in acceptance of self
- B. Develops assurance of being wanted and included
- C. Begins to accept limitations more realistically
- D. Begins to practice self-control and to develop self-discipline
- E. Begins to develop good interpersonal relationships
- F. Shows interest and tolerance for others

Peabody's Language Development Kit Level 2 and Level 3

Working Together - Follett

New Centerville Scott Foresman

**III.**

**Home and Family**

Students should know and be able to intelligently:

- A. Give the titles and names of
  - 1. Parents
  - 2. Brothers and sisters
- B. Respect the importance of each family member's responsibility to the family.

"Following Directions"  
Barnell Loft. Ltd.

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

## II. See Emotional Stability - Primary Level

- A. Encourage child to participate in group activities. Conduct role play to show various ways in which people react to trying situations. Read stories about people who overcame handicaps such as Abe Lincoln, Helen Keller, George Washington Carver, and Franklin D. Roosevelt.
- B. Encourage child to engage in sports and playground activities.
- C. Encourage child to keep individual work habits charts. Use personality rating chart for self-appraisal, rating by others.
- D. Encourage child to accept definite jobs and responsibilities. Discuss some acceptable personal traits -- courage, good-natured, even temper, dependability, avoidance of excessive anger, avoidance of sulking and undue worry
- E. Encourage child to accept some classroom duties.
1. Errands
  2. Some classroom planning
  3. Aid to other children
- F. Encourage child to participate in cooperative committee work for unit development. Discuss ways that pupils have shown consideration for others during past twenty-four hours. Develop a "Do Unto Others" chart -- a list of considerations we should have for others.

Filmstrips:  
 F801-1 "Working Together in the Family"  
 F801-2 "Learning to Use Money Wisely"  
 F801-4 "Learning to Be Unselfish"  
 F802-2 "Chuck Learns About Sharing"  
 777-2 "Consideration for Others"  
 777-1 "Respect for Property"  
 Society for Visual Education, Inc.  
 1345 Diversey Parkway  
 Chicago, Illinois 60614

Story Telling

Role Playing

Sharing Period

## III. Home and Family

- A. Discuss names and relationships of people who live in the home. Make a list of names of relatives -- practice writing these names -- tell how they are related. Cut out pictures from magazines to represent the members of the family. Paste on flannel. Use flannel board to count members, note missing members.
- B. Discuss each person's role in the family -- emphasize the importance of each parent. Name some of the things parents do for children. List ways children can help their parents.

BASIC SKILLS

BOOKS AND MATERIALS

C. Decide which service organizations and personnel help the family

1. Policeman
2. Doctor
3. Dentist
4. Nurse
5. Clergyman
6. Druggist
7. Fireman
8. Mailman
9. Garbage collector
10. Bus driver
11. Milkman

IV. School, Neighborhood and Community

- A. Give the titles and names of school personnel.
- B. Give the complete name and address of his school.
- C. Show the location of his local community on state map.
- D. Discuss some of the major industries and occupations in community.
- E. Discuss principle methods of communication and transportation -- telephone, buses, airplanes, automobiles.
- F. Discuss the points of interest in local community - museums, parks, monuments, city hall, court house, state capitol, churches.
- G. Respect the property of others.

Meet Our Friends, Bobbs-Merrill

Our Neighborhood, Bobbs-Merrill

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

- C. Unit - Community Helpers  
Role play each community helper. Make booklets on community helpers. List on chart "People who help us everyday." Make a movie - "People Who Live in Our Town". Field trips to see some of these people at work in the community.

"Community Inventory" to evaluate child's knowledge of his own community.

## IV. School, Neighborhood and Community

- A. Refer to School - Social and Personal Development - Primary
- B. Discuss the name of school (if possible, the origin of name), its location, how we get to school, (walk or ride). Practice writing name of school. Use school name in heading for all written work.
- C. Bulletin Board - Our Community  
Make booklets (in shape of Arkansas map)
- D. Discuss how a community provides people with services, recreation facilities, schools, etc. Build a community including the major industries and their products. Field trips if possible.
- E. Units - Transportation and Communication
- F. Field trips to places of interest. Report on these trips. Study different facilities and what they have to offer. Find out how to reach each one, admission charges, hours open, and other special regulations. Display the city map and locate each place on it. Make a book of vacation spots in the city. Prepare a bulletin board showing maps, pictures of and important places and stories, written by the class.
- G. Discuss and dramatize acceptable behavior in situation such as: Recess and school yard, play, field trips, purchasing food in cafeteria. Make posters for display in cafeteria, corridors and other parts of building, illustrating various behavior expectations.

Teacher prepared charts

BASIC SKILLS

BOOKS AND MATERIALS

V. Awareness of Cultural Heritage

A. Become aware of general holidays: Halloween, Thanksgiving, Christmas, Lincoln's Birthday, etc.

B. Show some awareness of current events and news media.

1. Knows the name of his city, state, and country
2. Knows the name of the President, Governor, first President, the name and location of the President's home, number of states in United states, the capitol of Arkansas, the capitol of the United States.

VI. Health and Safety

Important for the retarded child are basic habits and good attitudes toward healthy living. Adequate provisions should be introduced so as to stimulate a desire for higher standards of living in both individual and community life. The ultimate goal in this area should be the acceptance of personal responsibility for one's health and safety and the promotion of habits of self-preservation.

A. Reteach areas introduced at Primary Level.

B. Knowledge and use of basic health concepts

Weekly Reader Map Skill Booklets

The Community Where You Live, Allyn Bacon

Our Country, Steck

Our Big World, Silver Burdett

Health and Safety for You, Ginn

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

V. Discuss in season the most important local and national holidays, including their history and significance.

- A. Make extensive use of monthly calendars to reinforce knowledge of seasons and holidays. Discuss the flag to include: The story of Betsy Ross, how to salute the flag, rules for the flag
- B. Simple class discussions of current affairs: local, state, and national. Class project - our newspaper and daily "paper reading".
  1. Locate own community and state on maps.
  2. Discuss state and national officials and their role in practical living
  3. Discuss the importance of the newspaper. List some ways the newspaper can help us: to rent a house; buy a home; buy articles of clothing, furniture, food, etc.
  4. During month of February discuss Washington's birthday, his achievements.

16mm Sound Films:  
 "Nutritional Needs of Our Bodies"  
 "Eat Well, Grow Well"  
 "Joan Avoids A Cold"  
 "Hear Better: Healthy Ears"  
 "Playground Safety"  
 Coronet Instructional Films  
 65 E. South Water St.  
 Chicago, Illinois 60601

Health Posters

VI.

- A. See Health and Safety - Primary Level
- B. Make scrapbook or individual booklets to cover all areas of personal health.
  1. Visit school nurse.
  2. Make charts and posters on good grooming. Make a class scrapbook using pictures of appropriate outfits--accessories and shoes for various occasions.
  3. Daily discussion on personal cleanliness. Have each child provide a carton or cigar box for his own grooming articles. See that each child, if possible, has his own articles.
  4. Discuss foods for building strong muscles, teeth and bones, furnishing heat and energy, protecting our health and keeping the body running smoothly, and food which helps in the elimination of waste. Have pupils keep a record of all the foods they ate during a week. Copy names of foods from pictures. Play restaurant. Make up simple picture menus. Have pupils practice selecting balanced breakfasts, lunches and suppers.

BASIC SKILLS

- C. Knowledge and use of basic safety concepts
  1. Know and use good safety rules in the home, school and the community.
  2. Know basic rules of fire prevention.
  3. Know and use bicycle safety.
  4. Know importance of gun safety.

VII. Vocational Competencies

A. Knowledge of occupations

1. Know that many people work at numerous jobs to supply services and materials.
2. Know that many talents and skills are required to fill different jobs in the working world.

B. Early work skills

1. Can add objects to 12
2. Can speak clearly and relate events in proper order
3. Knows value of coins, penny, nickel, dime, quarter, and half-dollar.
4. Can write legibly
5. Develops fine motor control.

C. Early development for future vocational placement

1. Begins to understand some of the jobs he may some day acquire.
2. Understand importance of completing a task.
3. Begin to take responsibility for assigned task.
4. Takes pride in work
5. Learns good work habits

BOOKS AND MATERIALS

The Communities and Their Needs, Silver Burdett



## SUGGESTED ACTIVITIES

from menu. Make models of fruits and vegetables from clay plaster of paris or paper mache.

- (a) Visit school cafeteria.
- (b) Visit food store.
- (c) Plan balanced menus.

C. Compile individual booklets to include all areas of safety

1. Compile lists or booklets of danger sources in the home, school and community.
2. Make maps of fire drill exits.
3. Discuss and demonstrate safe use of bicycles.
4. Discuss proper and safe use of firearms.

## VII. Vocational competencies

A.

1. With help of children, teacher makes list of people who serve them daily.
2. Children bring to school a few common household items used each day and discuss skills needed to produce them and how difficult it would be to do without them. (See III. Home and Family)

B.

1. Children collect number of objects sold by dozen. Collect 12 of each item and have children count them.
2. When relating experiences, help child keep his stories in proper order. Children re-enact some stories told and show what would happen if actions followed an incorrect sequence.
3. Use money to buy from play store in classroom. Have worksheets with pictures of coins which children identify. Make money chart.

C.

1. Make list of realistic vocations for child's future. Discuss and read about these jobs and their qualifications.
2. Assign each child a task which he can complete, and require him to do so. See #2
3. Praise him always for a job well done.
4. Make a list of good work habits and check them with children to see if they are being observed.

## TEACHING AIDS AND RESOURCES

Unit Economics: "Family and Income"  
"The Community and its Services"

Economic Experiences of Enterprising Teachers vol. 5  
Unit 16, pp. 60-63

BOOKS AND MATERIALS

BASIC SKILLS

- 6. Cares for equipment and materials in classroom
  - 7. Functions as a member of the group
  - 8. Learns common courtesies and respects the rights of others
  - 9. Uses self-control
  - 10. Develops safety habits
- D. Eating out
- 1. Choosing a restaurant
  - 2. Manners
  - 3. Routine behavior
    - a. Entering
    - b. Being seated
    - c. Reading menu
    - d. Behavior at table
    - e. Paying check
    - f. Tipping
    - g. Leaving

Telephone directory  
Newspaper

## SUGGESTED ACTIVITIES

6. Require children to help clean work area after classroom work (painting) and have them return equipment to proper place.
  7. Have children work in groups of 2 or 3 when helping teacher with bulletin board or other tasks in classroom.
  8. Teacher and children practice common courtesies every day in classroom, lunchroom, on playground. Through role playing, re-enact such situations where courtesies need emphasis.
  9. See #8. Same for self-control.
  10. Make list of safety rules for use on playground, in classroom, and walking to school.
- D. Eating out
1. Plan for class to eat out.
  2. Practice by having class parties or meals in classroom.

Visit to restaurants

BASIC SKILLS

BOOKS AND MATERIALS

- 1. Word Recognition Skills
  - A. Identifies root words
  - B. Uses context clues
  - C. Understands prefixes
  - D. Hears syllables
  - E. Recognizes synonyms, antonyms, and homonyms
- 11. Word Attack Skills
  - A. Uses vowel principles
  - B. Uses syllabication skills
  - C. Applies phnetic and structural analysis
- 111. Comprehension
  - A. Understands main idea
  - B. Relates sub-topics to main ideas
  - C. Check comprehension after silent reading

Magic Windows - Activity Book  
Story Caravan - Activity Book, Allyn-Bacon  
Into the Wind - Study book

Across the Valley, Winston

Looking Ahead - Workbook, Houghton-Mifflin

Better Than Gold, MacMillan

Building Reading Skills, McCormick-Mathers

Building Word Power, Durrell and Sullivan

Children with Reading Problems, Basic Book, Inc.  
"Skills Practice Pads", Readers Digest

The Everyreader Series, Kottenmeyer

Reading and Thinking Skills, Continental Press

Uncle Funny Bunny  
Scottie  
 Charles E. Merrill

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

1. Use games and simple quizzes to reteach elements taught at lower levels.
  - A. Exercise in which pupil makes new words, removing endings. Use root word in a sentence.
  - B. Chalkboard exercises in which a word is omitted from a sentence. Child must choose or supply the missing word by using the context of the sentence.
  - C. Present a group of root words. Ask children to form new words by adding such prefixes as: "re" and "un".
  - D. Oral practice in the division of words into syllables
  - E. Repeated discussion, examples, and written exercises in word use to emphasize the importance of different word meanings.
  
11. Consistent repetition and reteaching of phonetic elements of single consonants, blends, vowels and diphthongs.
  - A. Present words from child's own reading vocabulary list. Ask him to locate vowels and determine if they are long, short, or silent.
  - B. Introduce the principle that a syllable must contain a vowel sound. Present a series of two and three syllable words to ascertain if child understands this principle and can divide short words into syllables.
  - C. Games or written exercises in which child must use phonetic elements to establish a word or use it in a sentence.
  
111. Utilize guide questions pertaining to material child is to read silently. Following the silent reading, ask child to answer the questions.
  - A. Use accompanying or independent reading workbooks to strengthen this skill.
  - B. Present a short story with two possible endings. Ask child to select the most reasonable ending.
  - C. Reading workbooks provide many examples of drill in this skill.

"Reading Games", Teacher Publishing Corp.

Phonetic Quizmo, Milton Bradley Co.

Teacher-prepared activities or charts  
Reading workbooks

Phonetic Word Builder, Milton Bradley Co.

Phonetic Word Analyzer, Milton Bradley Co.

Reading Workbooks

"Speech to Print", Durrell and Sullivan

Reading vocabulary lists included in this guide.

Syllable Rule and Accent Charts, Milton Bradley Co.

Educational Password, Milton Bradley Co.

Teacher-directed activities

Reading workbooks

Exercises in Textbook Teacher Guides

Reading workbooks  
Chalkboard drill

**BASIC SKILLS**

**BOOKS AND MATERIALS**

**IV. Silent Reading**

- A. Study habits and skills
- B. Uses title and illustration to predict story events
- C. Draws inferences
- D. Relates sub-topics to proper main ideas

**V. Oral Reading**

- A. Keep the place
- B. Read accurately
- C. Understands some figures of speech
- D. Uses context clues for word meanings

Diagnostic Silent Reading Tests  
Read, Study, Think  
Weekly Ready

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

IV. Contine to assign various appropriate silent reading lessons daily. Paragraphs may be duplicated for which the child is to determine the main idea, correct answers, or similar comprehensive skills.

A. All pupils study stories before oral reading.

V. Encourage children to read stories or books aloud to the class as library supplementation. Emphasize pitch, enunciation, and speed.

A. Games in which one child reads aloud and other children check for accuracy

B. Divide class into teams. Present flash card drill to determine which team is able to recognize the most words.

Teacher-prepared worksheets  
Experience charts

Easy reading library books

BASIC SKILLS

I. Word Recognition Skills

- A. Alphabetize
- B. Context clues
- C. Recognize directional words
- D. Recognize that words often have several meanings.

II. Word Attack Skills

- A. Phonetic and structural characteristics of words
- B. Vowel and consonant sounds
- C. Blends
- D. Build new words by adding prefix.
- E. Build new words by adding suffix.
- F. Use compound words.
- G. Use synonyms, antonyms, homonyms.

III. Comprehension

- A. Locate answers to questions.
  - 1. When questions use words of the book
  - 2. When questions are phrased differently than from the book
- B. Read to find the names of characters.
- C. Read to find main ideas of the story.
- D. Develop ability to recall story ideas.
- E. Use punctuation clues.
- F. Develop ability to tell a story.

BOOKS AND MATERIALS

Believe and Make Believe, Activity Book  
Allyn and Bacon

Today and Tomorrow, Study Book  
Winston

High Roads, Workbook  
Houghton-Mifflin

Sharing Adventure, Workbook  
MacMillan

Skill Builders, Reader's Digest

New Puzzle Pages, McCormick-Mathers

Eye and Ear Fun, Webster Division, McGraw-Hill

Reading Thinking Skills, The Continental Press, Inc.



SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>I.</p> <p>A. Give lists of words to be alphabetized on appropriate reading level.</p> <p>B. Look for the little word in a big word; en-roll-ment, in-dent.</p> <p>C. Left - right, top - bottom, on - under, up - down</p> <p>D. Use dictionary and make sentences - peek - peak, Miss - miss, sea - see.</p> <p>II.</p> <p>A. Review, reteach and evaluate all word attack skills taught at lower levels.</p> <p>B. Build words: rag - rug, bat - bit, met - mat - meat.</p> <p>C. Build words: bl, cr, dr, tr, sp, sn, and others.</p> <p>D. Add prefix to make new words. <u>re</u>-cover, <u>un</u>-cover, <u>dis</u>-cover.</p> <p>E. Add suffix to make new words. cover-<u>ed</u>, cover-<u>ing</u>, cover-<u>s</u>.</p> <p>F. Make list of compound words: something, everywhere, springboard.</p> <p>G. Write sentences using compound words, synonyms, antonyms, and homonyms.</p> <p>III.</p> <p>A. Continue activities in which the student must read for meaning. Broaden reading interest.</p>	<p>Beginning dictionary Class roll Local telephone directories</p> <p>Dictionary</p> <p>Phonetic texts and aids</p> <p>Phonetic Drills</p> <p>Text books</p> <p>Library reports How to Do Books This Is Your Land (folk songs) <u>Related film and filmstrip</u> Periodicals and newspaper reports</p>

## BASIC SKILLS

## BOOKS AND MATERIALS

## IV. Silent Reading

## A. Follows directions.

1. Read silently with no lip movement.2. Read with no pointing.

## B. Formulates questions

## C. Forms conclusions

## D. Evaluate material read for sense from nonsense

## E. Develop skimming skills

## F. Recognize characters from descriptive words or phrases

V. Ability to read orally successfully

## A. Keep reading place

## B. Recognize sentences

## C. Recognize paragraphs

## D. Recognize change of speaker

## E. Use punctuation clues

## F. Develop ability to enjoy a story

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>IV.</p> <p>A. Silent reading must be carried on under supervision of teacher in groups or with the aid of another student.</p> <p>B. Silent reading may be increased to aid the student to rely upon his knowledge and judgement in forming conclusions and in following directions.</p> <p>C. Ask the student to compose questions from his reading material.</p> <p>D. Present a series of statements or questions relative to the reading material, but not found within; ask student to decide if these statements are logical or other possible answers.</p> <p>V.</p> <p>Encourage reading aloud and independently to a group in order to present factual information or pleasure listening. Oral reading should be in a clear, well enunciated voice, loud enough to be heard easily and at a speed for understanding readily.</p> <p>B. Pre-studying and vocabulary drill should be continuous in order to increase accuracy, comprehension and ease of reading.</p> <p>C. Stress the importance of ending punctuations as it effects the quality and meanings of understanding and the fluency of reading. Tape record oral readings and poems and replay for the child.</p>	<p>News reports Library reports</p> <p>Poems - poetry</p> <p>Know Your World, American Ed. Pub.</p> <p>Tape Recorder</p> <p>Filmstrips: 118-ss Basic Primary Phonics (18f/s) 115-s phonics: A Way to Better Reading (6f/s) Society for Visual Education 1345 Diversey Phy. Chicago, Ill. 606114</p> <p>16mm Sound films "Fun with Speech Sounds" Coronet Instructional Films 65 E. South Water St. Chicago, Illinois 60601</p>

BASIC SKILLS

The phonic skills listed under the Primer level will also be used on this level.

- I. Final E sounds  
  - Recognizing two vowels in a word when word ends with the vowel e
  
- II. Two vowels together
  - A. Recognition of adjacent vowels--their sounds and position
  - B. Recognition of similar vowels adjacent--and their sounds
  
- III. Small words  
  - Finding little words in big words
  
- IV. Short vowel sounds  
  - Understanding the principle of a single vowel followed by a particular consonant
  
- V. Non-phonetic sounds
  - A. Understanding that all words cannot be unlocked phonetically
  - B. Recognition of some non-phonetic group letter sounds that may be found in words

BOOKS AND MATERIALS

Phonics and Word Power Program, 1, 2, and 3  
Education Center, Columbus, Ohio

New Phonics Skill Text - Band C  
Charles W. Merrill, Columbus, Ohio

Phonics We Use - Book B and C  
Lyons and Carnahan - Chicago

A Flight Through Wordland - G  
Continental Press, Inc., Elizabethtown, Pa.

Eye and Ear Fun  
Webster Div. McGraw-Hill Book Co. St. Louis

Speech - to Print  
Durrell - Murphy

Happy Times with Sounds  
Allyn and Bacon, Inc. Chicago

## SUGGESTED ACTIVITIES

- I. Have pupils say word after you. Then listen for the long vowel sound. Example: Ma-t-e. Give sound of first vowel in words. Underline it, then draw a line through the vowel you do not hear. Put the correct symbol over "a".
- II.
- A. Teach each group of vowels separately in order to avoid confusion. That is, ai in words says long a, ea in words says long e, etc.
- B. Then teach similar vowels together; ee as in feed says e, etc.
- III. Small words as i-n, a-n, a-n-d, and a-i-r, may be found and underlined in larger words, like another, into, airplane, and sand.
- IV. Have pupils draw pictures, say and write the name of the picture. Write the word short or long beside the picture.
- V. Teach and demonstrate selected non-phonetic group letter sounds. Tell pupils not all words can be unlocked phonetically. Example: a-r-n in barn, a-r-m in harm. Let pupils say sound of letters, then a word including the letters. Then underline non-phonetic sound letters.

Chalkboard  
Duplicate sheets  
Newsprint  
Wall charts

Group letter cards  
Pocket charts  
Selected pictures  
Magazines

Puzzles  
Games  
Films - Filmstrips  
Television

BASIC SKILLS

I. Personal Identification

- A. Ability to give orally: name, birthday, address, telephone number, name of parents, parent's occupation, school, town, city, state.
- B. Ability to write or copy the above.
- C. Write a story about self.

II. Sentences

- A. Recognition
  - 1. Speaking in complete sentences
  - 2. Answering in complete sentences

B. Kinds

- 1. Telling
- 2. Asking
- 3. Exclamatory

III. Capitals

- A. First word of each sentence
- B. Names, titles, initials, and the word I
- C. Months, days of the week and holidays
- D. Towns, cities, states and countries
- E. Streets and schools and public buildings
- F. All important words in titles of books and stories
- G. First word in a greeting of a letter
- H. First word in a closing letter

BOOKS AND MATERIALS

Individual Corrective English - 3, McCormick Mathers

Individual Corrective English - 4, McCormick Mathers

English, Your Language - 3, Allyn Bacon

English, Your Language - 4, Allyn Bacon

"Jenn Catalogue" Second Grade

"Jenn Catalogue" Third Grade

Peabody Language Development Kit

Posters  
Teacher-prepared charts

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

## I. Personal Identification

- A. Refer to social and personal development (Primary I Emotional Stability)
- B. If child is unable to write information independently, provide model and have him copy information. Practice orally and written until mastered.

## II. Sentences

- A. Use of spelling words is good way to start sentence writing. Discuss what makes a sentence. Have children give oral sentences; tell what kind of sentence was given.
- B. Review kinds of sentences. Change telling sentence to asking. Example: The boy is here. Where is the boy? Discuss asking words--who, what, where, when. Let each child ask a question. Explain when an exclamation mark is used. Let children express strong feelings.

- III. Teacher make "When to Use Capital Letters" chart as capitalization is taught. Write an example of each rule. Provide chalkboard and written exercises in which correct capitalization must be supplied. Check written work for correct usage of capital letters.

Filmstrip: 130-S "Using Good English"  
Society for Visual Education, Inc.  
1345 Diversey Parkway  
Chicago, Illinois 60614

Chart tablet

Teacher-prepared materials

## BASIC SKILLS

## BOOKS AND MATERIALS

## IV. Punctuation

## A. Period

1. At the end of a statement
2. After an initial
3. After an abbreviation

## B. Question mark

## C. Exclamation mark

## D. Comma

1. Yes, No
2. Names
3. Words in a series
4. Between the day of the month and the year
5. Between the name of city and its state
6. After the greeting and closing of friendly letter

## E. Apostrophe

## F. Quotation marks

## V. Learning to recognize and use

## A. Nouns

1. Common
2. Proper

## B. Verbs

1. Use
2. Forms

## C. Pronouns

## VI. Abbreviations

## A. Days of week

## B. Months

## Posters

## Chalkboard drills

English, Your Language, 3, 4

Corrective English, Book 5



SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

Teacher-prepared chart

IV. Make a punctuation chart

A. Period

1. The boy is home.
2. J. C. Smith
3. Mon., Mr.

B. Question mark: Game - Where is the boy?

C. Exclamation mark: Look out!

D. Comma

1. Yes, you may go.
2. John, come here.
3. Mother, Daddy, and I go to see Grandmother.
4. May 6, 1968
5. Chicago, Illinois
6. Dear Jane,; Your friend,

E. John's dog

F. Quotation marks: Mary said, "No, I will not go." Check all written work for correct punctuation. Review frequently.

V.

A. Write sentences using common and proper nouns.

B. Oral practice of verb usage  
 Play game: One child using present form--another using past form.  
 Example: "I see a ball." "I saw the ball yesterday."

C. Write sentences changing common nouns to pronouns.

VI. Make sentences using days of week and months of the year.

English text book

Crossword puzzles  
 Lotto game

Teacher-prepared charts

Chalkboard drill

## BASIC SKILLS

## BOOKS AND MATERIALS

## VII. Contractions

## VIII. Word Study

## A. Variations

1. One or more (singular-plural)
2. Words that mean almost the same (synonyms)
3. Words that sound alike (homonyms)
4. Opposite words (antonyms)

## B. Reading simple directions in environment

1. Exit
2. Restrooms: Ladies, girls, boys, men, gentlemen
3. Walk, don't walk

## IX. Correct Usage of Common Verbs: is, are, was, were, may, can

## X. Letter Writing

## A. Kinds of letters

1. Friendly
2. Invitation
3. Thank you notes
4. Mail orders

## B. Parts of letter

1. Heading
2. Greeting
3. Body
4. Closing
5. Signature

## C. Envelopes: addressing

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

VII. Write sentences on board using two words. Have children name one word that can be used in place of two. Example: The boy did not see the girl. Ask what one word can be used in place of two words "did not". Give oral practice using two words, then a contraction. Let children match words and contractions. Put sentences on board using two words; let children write contraction instead of the words.

## VIII. Word Study

A. Word study can be presented in the form of Lotto games. Rule off your card-board in 12 sections and write in words. Teacher then calls out a word and the children find either the synonym, homonym, or antonym, or singular and plurals depending on the practice desired.

B. Make signs and place them around the classroom.

## IX. Oral practice of verb usage

Play game: one child using present form, another using past form. Example: "I see a ball ." "I saw the ball yesterday."

X.

A. Write various types of letters to classmates. Fill out an order from a catalogue.

B. Have a child label parts of a letter on plain paper, using different color for each part. Discuss each part, compare each part to daily conversation. Example: Heading tells where you are. Greeting, same as saying "Hello", etc.

C. Make envelopes from plain white paper. Provide practice with mimeographed exercises before actual envelopes are used in addressing.

"Synonym Poster Cards", Milton Bradley Company  
 "Homonym Poster Cards", Milton Bradley Company  
 "Opposites" Milton Bradley Company

Stationery, envelopes, mimeographed exercises

BASIC SKILLS

BOOKS AND MATERIALS

XI. Dictionary Skills

- A. Alphabetizing
- B. Guide words
- C. Entry words

XII. Using Table of Contents and Index

XIII. Current Events

- A. Basic language needed to understand what is reported on

- 1. Television
- 2. Radio
- 3. Newspapers and magazines

- B. Evaluating articles in Weekly Readers on appropriate level

- C. Reading news stories and telling them to class

XIV Develop Library Usage

- A. Learn how to behave in library.
- B. Know how to obtain a card.
- C. Learn how to locate a book.

Dictionary

Know Your World - a special weekly newspaper  
American Education Publication Center,  
 Columbus, Ohio

Weekly Reader on appropriate level

Newspaper

Childrens' magazines

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>XI. Dictionary Skills</p> <p>A. Use word list to alphabetize.</p> <p>B. Use dictionary to find the guide word.</p> <p>XII. Practice using table of contents and index with books in use.</p> <p>XIII. Current Events</p> <p>A. Language needed to tell or write reports on:</p> <ol style="list-style-type: none"> <li>1. Television - educational T.V. program</li> <li>2. Radio</li> <li>3. Newspapers and magazines</li> </ol> <p>B. Read and answer questions in <u>Weekly Reader</u>.</p> <p>C. Selecting the important ideas of a story</p> <p>XIV. Discuss the rules of library usage.</p> <p>A. Conduct in any library</p> <p>B. Using a card</p> <p>C. How to locate a book</p>	<p>T.V. Educational Guide Channel II Educational Program Newspaper</p> <p>School library</p>

## BASIC SKILLS

## BOOKS AND MATERIALS

## I. Cursive Writing Skills

A. Proper posture and placement of paper for either right or left-handed use

B. Ability to hold pencil in proper way

C. Use of arm movements instead of finger movements

D. Ability to make circular and up and down movements

E. Ability to write in mixed order and into words

1. Proper slant of letters
2. Uniformity in size of letters
3. Uniform spacing between words
4. Neatness and legibility

## II. Practical Usage of Writing Skills

"Our Handwriting," Book 3, Harr Wagner Publishing Co.

"I Learn to Write," Book 3, E. C. Seale & Co., Inc.

"I Learn to Write," Book 1, E. C. Seale & Co.

"Our Handwriting" Book 4, Harr Wagner Publishing Co.

Work sheets D-191 thru C-219, 3rd Grade, Jenn Catalog  
Reference Manual for Teachers, Zaner-Bloser Co.

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

I. Transition from manuscript to cursive writing should be flexible, depending on the child's ability and muscular maturity.

A. Writing paper should be slanted to the left for a right-handed person, to the right for a left-handed person. Place paper in 30-40 angle. If child has difficulty keeping the paper steady, tape it down or use foam rubber on back of clipboard to keep it from slipping.

B. Hold the pencil at least an inch from the point; the writing arm should be on the table. Avoid curving or twisting the wrists.

C. Chalkboard or in-the-air movements using large areas

D. Use wide-line paper or double-lines of notebook paper for the beginner. Mark off the baselines and top lines with color. Begin writing lessons with oral directions; introduce letters in groups according to similarity of strokes and shapes. Teach groups of letters such as c, a, o, d, g, together. Teach them with lead on stroke. Example: oa, do, odd, go.

E. Teach capitals which join and which do not join the rest of the word.

3. Begin to stress uniformity and size of margins.

4. Gradually encourage children to reduce size of letters.

II. As writing skill increases, more emphasis should be placed on good writing for all occasions. Use interesting material for writing lessons. Charts and chalkboards can be used for copy work. Later teacher materials such as mimeographed writing lessons can be distributed. Carry over into other school areas to include letter-writing, spelling, and language.

Unlined paper  
Pencils or crayons

Wide-line paper  
Squared paper

Teacher-prepared exercises

Teacher-prepared charts  
Poems  
Experience charts

Filmstrip:  
121-S Step-By-Step handwriting  
Society for Visual Education, Inc.  
1345 Diversey Parkway  
Chicago, Illinois 60614

BASIC SKILLS

BOOKS AND MATERIALS

**Introduction**

Test children using Basic Reading Vocabulary word list in order to determine the words to be taught. Many students will have to start with the beginning word list. Assign only as many words per day as student has the ability to learn.

**I. Learning to Spell**

- A. Instant recognition of the word
- B. Ability to pronounce the word correctly
- C. Know the common meaning of the words for his age group. Example: by - buy
- D. Write 3 to 5 sentences using the word underlined.
- E. Memorization

**II. Learning by Structural Analysis and Understanding**

- A. Alphabetizing
- B. Phonetic Structure
- C. Separating words into syllables
- D. Compound words
- E. Contractions

Basic Reading Vocabulary Word List

Phonetic drill

Dictionary



## SUGGESTED ACTIVITIES

Test student using Reading Vocabulary word list as well as any words not spelled correctly in their daily written work. Use words that are not alphabetically arranged.

- I.
  - A. Look carefully at the whole word.
  - B. Pronounce the word distinctly in syllables.
  - C. Discuss the phonetic construction and syllabication of each word.
  - D. Know meaning of word. Use dictionary if needed. Write 3 to 5 sentences underlining word to be spelled.
  - E. Cover word and write it from memory. Write all misspelled words of written lessons correctly.
- II. Learning by Structural Analysis and Understanding
  - A. Alphabetize spelling words; use them in sentence.
  - B. Use dictionary to study phonetic structure.
  - C. Syllabilization and words
  - E. Make simple contractions; use in sentences.

## TEACHING AIDS AND RESOURCES

Flash cards

Basic Reading Vocabulary Word List

Special Education Sentence Book

Charts

Dictionary

Games

Spelling Lotto

Blackboard

Phonetic drills

Word games

Cross word puzzles

Filmstrips:

118-ss Basic Primary Phonics (18 f/s)

Society for Visual Education  
1345 Diversey Parkway  
Chicago, Illinois 606114

## BASIC SKILLS

## BOOKS AND MATERIALS

## III. Learning Functional Vocabulary Needed in Daily Living

## A. Letter writing

1. Friendly letters
2. Thank you notes
3. Invitations

## B. Business

1. Orders
2. Applications
3. Inquiries

## C. Words used in food buying

1. Food
2. Clothing
3. Furniture

## D. Words pertaining to safety

1. Entrance
2. Exit
3. Yield
4. Caution
5. Danger
6. Slippery
7. Poison
8. Walk
9. Don't walk
10. Stop
11. Keep off

Practice Exercises in English  
The Continental Press, Inc.

Individual Corrective English  
McCormick-Mathers Company

SUGGESTED ACTIVITIES

III.

A. Simple sincere "thank you" notes, friendly letters, and invitations

Textbook

B. Dictation of simple order by teacher

C.

1. Grocery list taken from the daily newspaper
2. Select clothing for various seasons from catalogue.
3. Select home furnishing from newspaper and catalogue.

Newspaper  
Advertisement flyers

D. Make booklet using each safety word.

MATHEMATICS - INTERMEDIATE

BASIC SKILLS	BOOKS AND MATERIALS
I. Counting	"Arithmetic Foundations" Levels I, II, III, Harr-Wagner
A. Rote	"Numbers We Need"; Primer Ginn & Co.
B. Numerical Meaning	"Happy Ways to Numbers"; Holt, Rinehart, Winston
II. Reading and Writing Numbers	"Working with Numbers"; Steck-Vaughn
A. Number symbols 11-20	"Number Concepts" Level I, Continental Press
B. Number symbols 21-100	<u>Upton-Fuller Arithmetic</u> 3 and 4, American Book Co.
C. Number vocabulary	"Working with Numbers" Book 3, Steck-Vaughn
II. Fundamental Processes	"Mastery Drills in Arithmetic"; Row Peterson
A. Grouping	<u>Growth in Arithmetic - Grades 3-4</u> , Harcourt, Brace & World, Dallas, Texas
B. Addition	<u>Structural Arithmetic, Grade 3</u> , Houghton - Mifflin Company
1. Vocabulary	<u>American Arithmetic Grade 3-4</u> , American Book Company
2. Facts	
3. With carrying	
4. Problem solving	<u>Row Peterson Arithmetic, Grade 3-4</u> , Row-Peterson Company

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>I. Counting should extend to 100 by 1's, 2's, 5's, and 10's.</p> <p>A. Allow much drill in counting. Small groups may work together for cooperative reinforcement. Use concrete objects as far as needed.</p> <p>B. Provide problems in which child must identify a number with a given group of objects.</p> <p>II. Daily activities such as finding page numbers, street addresses and telephone numbers can provide a practical means of reading and writing numbers.</p> <p>A. See Primary level for writing symbols. Explain that two place numbers are formed by removing the zero from 10 and replacing it with another number.</p> <p>B. Repeat activities for teaching numbers from 1 to 20.</p> <p>C. Repetition of numbers and number words used in close correlation. Reinforce with matching and ditto practice sheets.</p> <p>III. Reteach and reinforce all concepts taught at lower levels.</p> <p>A. Continue activities in grouping to include pairs, fives and tens. Introduce the concept of dozen at this level by allowing child to distribute items in dozens.</p> <p>B. Reemphasize and explain that addition is "putting" together of objects. In all written problems tell the child to include the plus sign so as to enable recognition. Stress the use of the sign in different positions.</p> <p>2. Continue the use of concrete objects and structured worksheets or workbooks. Administer addition Fact Test.</p> <p>3. Introduce carrying by emphasizing the recording of the right hand number first and adding in rows. Much chalkboard practice will be necessary before independent work can be done.</p> <p>4. Word problems should be introduced orally, as teacher reads to the child. Include daily experiences, progressing to simple written problems as child is able. Emphasize repeatedly that addition refers to "how many" "plus" and "and."</p>	<p>Films: Little Rock Public Schools "Reading Numbers to 100" "Writing Numbers to 100"</p> <p>Number lines, charts, familiar objects Counting frames</p> <p>Number games: Bingo and Lotto</p> <p>Chalkboard drill, pegs, counting frames, worksheets</p> <p>Worksheets, chalkboard drill</p> <p>Number names and charts</p> <p>Film, filmstrips, flannel board activities</p> <p>Egg cartons, beads, counting frames, flannel cutouts</p> <p>Film: Little Rock Public Schools "Addition is Easy" Addition facts flash cards</p> <p>Textbooks and worksheets Dominoes</p> <p>Structured worksheets Flash cards</p> <p>Teacher prepared activities and worksheets</p>

MATHEMATICS - INTERMEDIATE

BASIC SKILLS	BOOKS AND MATERIALS
5. Check addition	<u>Making Arithmetic Meaningful</u> Winston & Co.
6. Evaluation	<u>New Upton Fuller Grade 3</u> American Book Co.
C. Subtraction	<u>Old Upton Fuller Grade 3</u> American Book Co.
1. Vocabulary and symbol	"Arithmetic We Need" Book Ginn & Co.
2. Facts	"Practice Exercises in Arithmetic" No. 3 Continental Press
3. Without borrowing	<u>Upton Fuller Grade 4</u> American Book Co.
4. With borrowing	
5. Problem solving	
6. Check subtraction	
7. Evaluation	
D. Multiplication	
1. Vocabulary & symbol	
2. Facts	
3. With carrying	

SUGGESTED ACTIVITIES

- 6. Administer Addition Process Test included in this guide to determine child's mastery of addition.
- C. 1. Discuss subtraction as a process of "taking away or from." The minus sign should be introduced and used repeatedly.
- 3. Present many oral problems in which child must use practice in taking away objects. Progress from these concrete experiences gradually to written exercises.
- 4. Provide much chalkboard drill, explaining that subtraction should also be worked in rows. Explain the principle of borrowing without emphasis on place value.
- 5. As in addition, begin with oral problems and much practice with concrete objects. Progress slowly to written problems.
- 7. Administer Subtraction Process Test included in this guide to determine mastery of subtraction.
- D. Begin multiplication only after addition and subtraction are completely mastered.
  - 1. Begin with simple one-place number multiplying, using grouping of concrete objects to enforce conceptual knowledge. Explain the concept of reversals of multiplier, multiplicand, and product. Stress time sign.
  - 2. Administer Multiplication Fact Test.
  - 3. Follow the same procedure as in addition for the explanation of carrying in multiplication. Use much chalkboard drill.

TEACHING AIDS AND RESOURCES

Addition process test

Subtraction Placement Test (included in this guide)

Blocks, beads, counters, structured worksheets

Structured worksheets, textbooks

Teacher-directed activities, worksheets

Subtraction flash cards, Subtraction Process Test

Multiplication Placement Test

Film: Arkansas State Board

"Multiplication Is Easy"

Counters, blocks, beads, structured worksheets

Multiplication Fact Test

Teacher-directed activities and worksheets, textbooks  
Multiplication flash cards

BASIC SKILLS

BOOKS AND MATERIALS

4. Problem Solving

5. Check multiplication

6. Evaluation

E. Division

1. Vocabulary and symbols

2. Facts

3. Short Division

- a. Without remainder
- b. With remainder
- c. Check problems

4. Long Division

- a. Without remainder
- b. With remainder
- c. Checking

5. Problem solving

6. Evaluation

IV. Measurement

Living Arithmetic, Grade 4  
Ginn and Company

Teaching Arithmetic to Slow Learners,  
John Day Company

Understanding and Teaching Arithmetic in the  
Elementary School, Holt, Rinehart and Winston, 1958

Teaching Elementary Arithmetic, New York, Harper & Row  
Publishers, 1962

Arithmetic for Everyday Life, part 4, Madison 3,  
Wisconsin

Basic Arithmetic, Book 4, Harlow Publishing  
Corporation, 1966



SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

4. Repeat procedure for introduction of problem solving as used in addition and subtraction. At this level, include word problems using addition and subtraction as well.
5. Administer Multiplication Process Test to determine mastery of multiplication.
- E. Introduce division only after multiplication is mastered. Explain that division is a separation for groups. Explain and use the two signs indicating division. Stress divisor, dividend, and quotient in introduction.
1. Chalkboard drill will be necessary to show division of groups. Use concrete objects or drawings. Begin with very simple problems and facts, proceeding only as child is confident at lower levels.
  2. Administer Division Fact Test.
  3. Administer Short Division Test.
  4. Utilize a chart to explain Long Division process:
    - Divide
    - Multiply
    - Subtract
    - Compare
    - Bring down
 Use an actual problem to illustrate the mechanics of this process.
  5. Repeat process used in addition, subtraction and multiplication, problems of mixed processes.
  6. Administer long division process test to determine child's mastery of division.
- IV. Reteach and reinforce all concepts taught at lower levels. Use in daily activities.

Textbooks, Teacher-prepared worksheets  
Classroom activities

Multiplication Process Test, flash cards

Division Placement Test  
Filmstrip: Little Rock Public Schools  
"Using and Understanding Division"  
"Objects and Symbols"

Textbooks and workbooks  
Teacher-prepared worksheets

Division Fact Test

Short Division Test

Long Division process

Flash cards - Drill sheets

Long Division process (included in this guide)

16mm Sound Films:

"Arithmetic In the Food Store"

"Arithmetic: Understanding the Problem"  
"Measurement"

"The Story of Our Money System"

Coronet Instructional Films

65 East South Water Street

Chicago, Illinois 60601

**BASIC SKILLS**

**A. Time**

1. Hour - half hour - quarter hour
2. Minute - second
3. Calendar
4. Abbreviations

- a. a.m.
- b. p.m.
- c. hr.
- d. min.
- e. yr.

**B. Length and abbreviations**

1. Inch - in.
2. Foot - ft.
3. Yard - yd.

**C. Weight**

1. Pound
2. Ounces
3. Abbreviation
  - a. lb.
  - b. oz.

**D. Liquid**

1. Pint
2. Quart
3. Gallon
4. Abbreviation
  - a. pt.
  - b. qt.
  - c. gal.

**E. Money**

1. Name and know the value of coins and bills
2. Make change
3. Use of money
4. Use signs correctly in writing

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>A. Extend time concepts to include half-hour, quarter hour, and more comprehensive understanding of days, weeks, months, and years. Introduce a vocabulary to include: minute, hour, month, a.m., p.m., and season.</p> <p>B. Introduce the concept of the yard. Continue to use a 12 inch ruler for comparison and reinforcement. Provide activities in which child may use yardsticks, rulers and tape measures for practical purposes.</p> <p>C. Discuss ways and items to buy by weight. Utilize a weight vocabulary and abbreviations of each.</p> <p>D. Make a list of things that are bought by the pint, quart or gallon. Color cutout and paste pictures of containers on cards. Use these in many ways. Example: Ask children to color the number of pints in a quart.</p> <p>E. Play store and let children practice making change and adding purchases. Emphasize giving the correct change.</p>	<p>Clocks, worksheets, charts, calendars</p> <p>Yardsticks, rulers, worksheets, workbooks, tape measure</p> <p>Filmstrip: Little Rock Public Schools "Units of Measurement" Scales</p> <p>Milk cartons Magazines</p> <p>Play money Money charts Workbooks and worksheets Newspaper (Thursday's), grocery lists and prices, amount paid by pound, dozen, etc.</p>

BASIC SKILLS

BOOKS AND MATERIALS

F. Directions

1. North
2. South
3. East
4. West

G. Temperature

H. Evaluation

V. Roman Numerals

VI. Fractional Parts

1. A whole
2. One-half, one-third, one-fourth
3. Ruler  
Parts from  $1/2$ ,  $1/3$ ,  $1/4$ ,  $1/5$ ,  $1/6$ ,  $1/7$ ,  $1/8$ ,  $1/9$ ,  $1/10$

VII. Vocabulary - Intermediate

- A. Concept of size
1. Tall - taller - tallest
  2. Less than - more than

Upton-Fuller Arithmetic - 3-4  
American Publishing Company

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>F. Playing games; giving and following directions; map reading</p>	
<p>G. Heat and cold should be understood to be measured by a thermometer in degrees. Children might keep a daily temperature record for the week or the month. Temperatures and seasons should be related in the children's minds. Make a tagboard thermometer by which the children can place the temperature each day.</p>	<p>Educational thermometer Milton Bradley Weather Unit (included in this guide)</p>
<p>H. Measurement Inventory included in this guide</p>	
<p>V. Roman numerals should be introduced but not emphasized since their practical use is limited. Chalkboard or chart comparisons with Arabic numbers should be sufficient. Numbers through 12.</p>	<p>Roman numeral clock faces charts</p>
<p>VI.</p> <ol style="list-style-type: none"> <li>1. Hershey candy bar, fruit - classroom activity</li> <li>2. Extend the use of fractions to include one third and one fourth. In the use of fractions, write the fraction <math>1/2</math> on the chalkboard and have children say that the 2 shows how many parts were made of the whole; the 1, how many parts we have. Show a figure having <math>1/2</math> colored. Ask children if they have ever heard anyone ask for a half-dozen cookies, or say, "Give half of your pennies to the Red Cross." Continue by saying, "Suppose Donald has 8 pennies and he decided to give <math>1/2</math> of them to the Red Cross. How many would he give?" Write on the chalkboard, "<math>1/2</math> of the pennies is pennies." Using pennies or counters, separate the 8 into 2 piles, note 4 in a pile; determine that <math>1/2</math> of 8 pennies is 4 pennies. Continue by determining <math>1/2</math> of 6, <math>1/2</math> of 12, as far as needed.</li> </ol>	<p>"Fractions are Fun" Ideal Flannel board cut-outs Worksheets and drill Fractional discs</p>
<p>VII. Vocabulary - Intermediate</p> <p>A. Concept of size</p> <ol style="list-style-type: none"> <li>1. Compare size of pupils in room</li> <li>2. Use lunch money or milk money</li> </ol>	<p>Flannel board Marbles</p>

BASIC SKILLS

- B. Concept of motion
  - 1. Slow - slower - slowest
  - 2. Fast - faster - fastest
  
- C. Concept of amount
  - 1. Same as
  - 2. Equal groups
  - 3. Several
  - 4. Couple as two
  - 5. Expensive and cheap
  
- D. Concept of time
  - 1. Late - later - latest
  - 2. Early - earlier - earliest
  - 3. Ability to tell birthdate

BOOKS AND MATERIALS

Workbooks:

- The Modern Practice Book in Arithmetic, Level 4, Steck-Vaughn Co.
- Working With Numbers, Level 4, Steck-Vaughn Co.
- Moving Along In Arithmetic, Volume III, Whitman
- Along The Way In Arithmetic, Volume IV, Whitman
- Row-Peterson Arithmetic Workbook, Level 4, Second Edition, Harper & Row, Publishers
- New Arithmetic, Levels 3 and 4, McCormick-Mathers, Publishing Co., Inc.
- Teaching Arithmetic To Mentally Retarded Children, Thomas, Janet K., T. S. Dennison & Co., Inc., Minneapolis, Minn., 1968
- Teaching Arithmetic To Slow Learners and Retarded, Feingold, Abraham, The John Day Company, New York, 1965
- Teaching the Educable Mentally Retarded, Garton, Malinda Dean, Charles C. Thomas, Publisher, Springfield, Illinois, 1964

## MATHEMATICS - INTERMEDIATE

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

## B. Concept of motion

1. Drawing (o) on the board by 3 children
2. Classroom walking race--3 children emphasizing speed
3. Use concepts in physical education

## C. Concept of amount

1. Paper cups and plates
2. Making even piles of books, pencils, etc.
3. Making lines on board
4. Marching by two's or in couples
5. Listing prices from a catalog, newspaper and community stores to compare prices

## D. Concept of time

1. Comparing arrival of children
2. Begin with which ever comes more easily
3. Name of month or number of day

Chalkboard

Children in classroom

Construction paper

Books, pencils  
Chalkboard

Catalog, newspaper

Classroom situations  
Clock, calendar

BASIC SKILLS

I. Practice Safety at School

Vocabulary -- door, entrance, exit, fall, fire, games, glass, hall, line, pencil, playground, rules, run, safety, school, stairs, tools, walk, yard

A. School Safety rules

1. Walking not running in buildings and on sidewalks
2. Walking not running around a corner
3. Watching where one is going
4. Taking turns at games, at drinking fountain, etc.
5. Staying in line without cutting in, pushing or shoving
6. Keeping one's feet out of aisles when seated in classroom
7. Remembering not to throw anything in classroom
8. Obeying the Safety Patrol
9. Handling tools with care
10. Opening and closing doors carefully

B. Safety rules on playground

1. Taking turns
2. Playing games according to the rules
3. Watching where one is going

C. Safety rules to and from school

II. Practice Safety at Home.

Vocabulary -- adult, basement, bathroom, bedroom, burn, driveway, fall, garage, garden, knives, kitchen, light, poison, refrigerator, rubbish, scald, sidewalk, stairs, tools, waste, water, yard

A. Safety rules at home

1. Being careful with matches and fire
2. Walking not running on stairs
3. Putting toys and other articles back in their proper place
4. Walking carefully over rugs and slick floors
5. Turning on light before entering a dark room
6. Remembering not to use a chair or weak box for a ladder
7. Being careful with sharp knives and scissors

BOOKS AND MATERIALS

Use available text books

Library books

Buchheimer, Naomi, Let's Go to a Firehouse, Putnam  
 Friedman, Frieda, Pat and Her Policeman, Morrow  
 Greene, Carla, I Want to Be A Fireman, Children's Press  
 Lead, Munro, Safety Can Be Fun, Lippincott  
 Miner, Opal, True Book of Policeman and Fireman, Children's Press

Pamphlets:

"Your Family's Safety" Metropolitan Life Insurance

"Keep Your Christmas Merry", National Board of Fire Underwriters



SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

- I. Make charts illustrating school safety rules that pupils need to know. Emphasize safety rules by writing them on the board and pupils copy them in notebooks.
- A. Discuss reasons for observing rules at school and on playground.
- Suggest ways of improving safety in their school plus in their classroom.
- Illustrate safe use of tools such as: scissors, knives, hammers, etc.
- Emphasize that we do not grab tools out of someone's hands; we put boards with nails in them in a safe place; we don't throw things when we are angry, etc.
- Pupils write or copy a short paragraph summarizing a film or filmstrip on safety.
- B. Tour playground area and note existing hazards: poorly paved areas, broken glass, damaged equipment, etc.
- C. Discuss reasons for observing rules when walking, and on school bus (remaining in seat with head, arms and hands inside window).
- II. Practice Safety at Home.
- A. Have pupils make posters illustrating such rules as:
- Don't play with matches!
  - Keep iron unplugged when not in use!
  - Keep cigarette butts and ashes in ash trays!
  - Don't smoke in bed!
  - Keep floors and feet dry when using electrical appliances!

Reading charts

Picture charts

Films: Arkansas State Education Department

1305 "Safe Living at School"

651 "Safe Use of Tools"

1424 "Safety with Electricity"

1226 "Safety with Everyday Tools"

1350 "Fun on the Playground"

5851 "Safety on the Playground"

1362 "Safety on Our School Bus"

Films: Little Rock Public Schools

885 "Playground Safety"

91 "Safety To and From School"

Jenn Publications: Workforms 1-349 through 1-364

Filmstrip Kit: Little Rock Public Schools

114 "Sing a Song of Safety"

Jenn Publications: Workforms 1-201 through 1-208

Experience charts

Film: Arkansas State Education Department

303 "Fire Prevention in the Home"

Film: Little Rock Public Schools

422 "Fire Safety is Your Problem"

BASIC SKILLS

- B. Proper care of electrical appliances
- C. Common hazards (cupboard doors, skates, Christmas or July 4 hazards).
- D. Causes of home fires and precautions to be taken

E. Proper handling of drugs in the home

III. Practice Safety in Neighborhood

Vocabulary -- bicycle, car, church, care, driveway, fence, fireman, guard, obey, park, playground, policeman, railroad, ride, river, skates, swim, train, water

A. Fire safety rules

1. Know the location of the nearest fire alarm box.
2. Know the telephone number of the nearest fire station.
3. Know how to report a fire.

B. Safety rules in public buildings

1. Know what to do in case of fire.

## SUGGESTED ACTIVITIES

- B. Let each pupil list all electrical appliances in their homes. Talk about and make posters of proper care and hazards.
- C. Make charts showing common hazards in home and school and discuss.
- D. List some common fire hazards in the home and discuss precautions:
- Worn or frayed appliance cords
  - Full waste baskets
  - Waste baskets near a stove or heater
  - Striking of matches
  - Playing with matches
  - Firecrackers or other fireworks
  - Burning of trash or leaves
  - Dish towels hanging over the stove
  - Curtains hanging over the stove
  - Hot grease may catch on fire
  - Overloaded circuits
  - Open-faced heaters
  - Burning cigarettes
- E. Write a story (or copy) about the fireman and draw a picture.
- E. Discuss dangers of excessive use of drugs and problems encountered when used without knowing what or whose they are. Mention some side effects of some drugs.

Teach the word and symbol for "poison."

### III. Discuss who is responsible for neighborhood safety.

- A. Learn fire safety rules.
1. Make a map showing the neighborhood around school. Students write in names of streets. Show the location of the fire station, fire alarm boxes, water plugs.
  2. Look up number of the fire station in their neighborhood and write it near the telephone at home.
  3. Act out reporting a fire over the telephone using an alarm box. Remind pupils about danger of false alarms.
- B. Use cards such as: EXIT, DANGER, KEEP OUT, STOP. Practice reading, saying or acting out what they mean.
- Mount street signs on stands; young students can act out "Stop" and "Go."

## TEACHING AIDS AND RESOURCES

Experience chart

Field trip: Fire station  
 Resource person: Fireman and Policeman  
 Picture set: Little Rock  
 "The Fire Department" 20 pictures  
 "The Police Department" 20 pictures

Film: Little Rock Public Schools  
 1192 "Safety on the Street"  
 885 "Bicycle Safety"  
 1146 "Dangerous Strangers"  
 5693 "Safety Adventures Out of Doors"  
 Toy telephone

Smokey, the Bear - Posters and Pamphlets

"Useful Signs to See and Read," Milton Bradley poster

"Safety on the Street and Sidewalks," Flannel board cutouts, Instructor.

**BASIC SKILLS**

**BOOKS AND MATERIALS**

**C. Safety rules in parks and recreation areas**

1. Know about camp fires.
2. Obey rules and signs for swimmers.
3. Know what to do when outside in a storm or weather disturbance.

**D. Safety rules on the street**

1. Bicycle safety rules
2. Remember not to play in the street.
3. Look in both directions before crossing a street.
4. Cross street only when the light is green.
5. Obey the policeman and safety patrol.
6. Cross a street only at the corner.
7. Keep head, arms and hands inside the car and bus windows.
8. Remember not to speak to strangers.

**IV. Learning about Fire and Civil Defense Preparedness**

Vocabulary -- alarm, fire, fire drill, fireman, smoke, telephone

**A. Drills at school**

1. Learn rules for fire drill.
2. Learn rules for Civil Defense.
3. Study signals.

**B. What to do during an air raid at home or in the street**

National Commission of Safety Education  
 Fire Safety Play  
 "The Prisoner"  
 "Which Little Pig Are You?"

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

## C. Discuss

1. Rules for building and putting out camp fires
2. Swimming and boating rules and making posters like those seen in swimming areas for students to read and understand
3. Procedure when out in weather disturbance. Example: Keep away from tall trees, steel fences, bodies of water

## D. Discuss why rules are necessary. Chart rules under basic skills

1. Pupils list bicycle safety rules:
  - a. Obey all traffic signs; move with green light.
  - b. Keep on right side of street near the curb.
  - c. Always signal before making turns.
  - d. Walk your bicycle across heavy traffic.
  - e. Always ride alone on your bicycle.
  - f. Keep both hands on the handle bars except when you signal a turn.
  - g. Never hold on to a moving automobile.
  - h. Ride on streets with little traffic. Do not ride on side walks.
  - i. Ride single file. Don't weave about in traffic.

8. Without arousing undue fear or curiosity, impress the pupil with the need to be on guard against molesters. Dramatize places and circumstances under which "dangerous strangers" may be encountered.

## IV. Discuss why communities have these procedures

## A. Practice drills

1. Learn fire drill rules and keep posted at all times.
2. Learn Civil Defense rules and keep posted.
3. Practice recognizing fire drill signals and air raid signals with procedure that follows.

## B. Discuss evacuation routes. Use ditto maps of the neighborhood

Film: Arkansas State Education Department  
1250 "Fire Exit Drill at Our School"

Ditto Master Map of Neighborhood

## BASIC SKILLS

## BOOKS AND MATERIALS

## I. Maintaining General Fitness

Vocabulary: bread, butter, cake, candy, cereal, chew, diet, eat, eggs, health, meat, milk, muscles, vegetables, water

## A. Food and nutrition

## B. Exercise and recreation

## C. Prevention of disease

## II. Importance of body cleanliness

Vocabulary: bath, brush, clean, comb, dress, face, germs, hair, hands, handkerchief, mouth, nails, scalp, shampoo, shoes, shower, sweat, toilet, towel, wash

## A. Skin care and appearance

## B. Care of hair

## C. Care of nails

## D. Use of deodorant

## Library books:

Buchheimer, Naomi, Let's Go to the Dentist, Putnam  
 Elting, Mary, First Book of Nurses, Watts  
 Follett, Robert, Your Wonderful Body, Follett  
 Greene, Carla, I Want to Be a Dentist, Children's  
 Press

Greene, Carla, I Want to Be a Doctor, Children's  
 Press

Greene, Carla, I Want to Be a Nurse, Children's  
 Press

Henshaw, Alice, True Books of Your Body and You

Leaf, Munro, Health Can be Fun, Lippincott

Zimm, Herbert, Our Senses and How They Work, Morrow

Zimm, Herbert, What's Inside of Me? Morrow

Use available health books

## ELEMENTARY SCIENCE--HEALTH

## SUGGESTED ACTIVITIES

I. Refer to unit on "Foods": for points to re-emphasize in this area.

- A. Use flannel board materials, magazine pictures, etc., to summarize the reasons we should eat well-balanced meals that are carefully planned and prepared. Emphasize atmosphere as important to digestion.
  - B. Discuss stories (written or copied) and posters to stress the desirability of getting 8 - 10 hours sleep each night, having a regular time for working and studying, providing for regular recreation, and exercising properly.
  - C. Make a list of what causes disease and what prevents it.
- II. Show a film and let students write or copy a report of it.
- A. Discuss complexion problems and what to do for them.
    1. Have pupils list how they care for their skin; include regular washing, bathing, and precautions against sunburn, windburn, chapping.
    2. Advanced pupils may be able to give reports on freckles, acne, warts, etc.
    3. Discuss best ways for bathing and keeping clean.
      - a. Temperature of water
      - b. Necessity of drying skin thoroughly, especially feet (athlete's foot).
      - c. Importance of washing hands before eating
      - d. Importance of washing face and keeping it clean

- B. Discuss and demonstrate correct way to brush hair and massage scalp, best way to shampoo, cause and prevention of dandruff, and how to wash the hair.
- C. Specify and demonstrate the best way to clean and care for nails.
- D. Discuss the need for using deodorant.

## TEACHING AIDS AND RESOURCES

Films: Arkansas State Department  
 1110 Exercise for Happy Living (or 129, L.R. Schools)  
 1129 Good Eating Habits (or 152, L.R. Schools)  
 1090 Sleep for Health

Nutrition charts

Jenn Publications: Workforms, 1-326 thru 1-348

Materials from Extension Service

"Nutrition Set" flannel board cutouts, Instructo  
 "Balanced Meals" flannel board cutouts, Instructo

Experience chart

Films: Arkansas State Department

1008 Care of the Skin

1075 Care of Hair and Nails

Films: Little Rock Public Schools

487 Healthy Skin

489 Healthy Feet

Jenn Publications: Workforms C370, C372, B226, B227

Field trip: Barber or beauty shop

Grooming pictures

## BASIC SKILLS

## III. Caring For Teeth

Vocabulary: brush, cavity, clean, decay, dental, dentist, filling, foods, gums, paste, permanent, smile, teeth, temporary, toothbrush, x-ray

## IV. Studying Good Posture

Vocabulary: posture, sit, stand, walk, lift

## V. Learning About Good Grooming

A. Selection of clothing for appearance

B. Selection of clothing for health

C. Care of clothing

## VI. Studying First Aid

Vocabulary: accident, bandage, bathroom, bite, bleed, burn, careless, clean, cold, cut, classroom, doctor, first aid, home, hospital, medicine, poison, private, public, police, school, sidewalk, wound

A. In the home

"Guide to Good Grooming," S.R.A. Pamphlet

"Dress for Weather," National TB Association



## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

III. Let class outline procedure for preventing tooth decay - assist in making charts to demonstrate this.

- A. Discuss irregular teeth and how they may be corrected.
- B. Discuss causes of bad breath and how to prevent this.
- C. Let students discuss their visits to dentists.

IV. Good and bad points of posture, advantages for good health

- A. Pupils draw stick figures showing good posture in sitting, standing.
- B. Proper care of feet, especially arches, as related to posture
- V. Students collect appropriate newspaper and magazine pictures.

- A. Stress neatness and cleanliness as importance to proper fit in clothing. Discuss need for changing socks and underwear daily as well as outer clothes.
- B. Discuss why we wear certain clothes at certain times (raincoat, shorts, etc.)
- C. Class help list ways of caring for clothes: wash "n" wear, dry cleaning, brushing, airing, mending; checking for buttons, snaps, hooks, straps, loose hems, holes, dust, items in pockets. Discuss proper storage.

VI. Ask school nurse for materials for first aid kit for classroom. Discuss what to do when you have a cold, a skinned knee, a cut finger, a headache, etc.

- A. Dangers
  - Discuss importance of having light on before taking medicine from cabinet at home.

Grooming pictures

Resource person: Dentist, dental nurse, school nurse to demonstrate proper brushing and care of teeth

Films: Arkansas State Department  
1125 Dental Health--How and Why (or 79, L. R. School  
1001 Save Those Teeth

Posters American Dental Association  
Jenn Publications: Workforms C373

Films: Arkansas State Department  
922 Posture Habits

Experience chart

Jenn Publications: Workforms C374

Experience chart

Films: Arkansas State Department  
5690 Rescue Breathing  
586 Your Health at School  
5850 Health in Our Community

Record Kit: Little Rock Public Schools  
312 First Aid Training

ELEMENTARY SCIENCE--HEALTH

BASIC SKILLS

BOOKS AND MATERIALS

B. At school

C. In the community

VII. Caring for the Sensory Parts of the Body

Vocabulary: ears, eyes, nose, mouth, handkerchief

VIII. Learning about Main Body Parts

Vocabulary: heart, stomach, arms, legs, hands, feet, head, brain, bones, muscle, blood

Pamphlets: Metropolitan Life Insurance Company  
"Eyes--Good for a Lifetime--If."  
"Eyesight and Health."

SUGGESTED ACTIVITIES

2. Talk about necessity of keeping insecticides, cleaning fluids, poisons, aspirin out of reach of young children. Teach pupils to recognize poison symbols and labels.
  3. Talk about following doctor's orders when taking medicine. Use a situation involving clocks and telling time to explain this.
- B. Encourage pupils to discuss health problems with the school nurse.
- C. Discuss health services offered by city, county, and state.
- VII. Make charts listing good habits for care of sensory organs: especially eyes, ears.
- A. Stress importance of using a handkerchief when coughing and sneezing.
  - B. Pupils write one good health habit each day in their notebook--use as slogan posted on blackboard.
- VIII. Briefly mention and locate on students or charts these parts: mouth, stomach, liver, heart, intestines, arms and legs, hands and feet, head, brain, bones, muscles, blood.

TEACHING AIDS AND RESOURCES

Clock with movable hands  
Poison labels and symbols

Films: Little Rock Public Schools  
18 Eyes and Their Care  
45 Your Ears  
95 Your Eyes  
Experience chart

Films: Little Rock Public Schools  
548 The Human Machine

BASIC SKILLS

I. Importance of Foods

Vocabulary: balanced, basic, daily, diet, energy, menu, nutrition

- A. Food essential for life
- B. Necessity of a balanced diet
- C. Contributions of a good diet
  - 1. Foods for growth and health
  - 2. Foods for warmth and energy
  - 3. Protective foods

II. Kinds of Food We Eat

Vocabulary: dairy, poultry, ranch, seafood, meat, beef, pork

- A. Plant products
  - 1. Fruits
  - 2. Vegetables
  - 3. Cereals and bread
  - 4. Nuts
  - 5. Sweets
  - 6. Coffee, tea, cocoa, spices

BOOKS AND MATERIALS

Library books:

Alvee, Vera, About the Vegetables on Your Plate,  
Melmont

Bendick, Jeannie, First Book of Supermarkets,  
Watts Press

Goodspeed, M., Let's Go to the Dairy, Putnam  
Goodspeed, M., Let's Go to the Supermarket,  
Putnam

Shannon, Terry, About Food and Where It Comes  
From, Melmont

Available health texts

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

## I. Importance of Foods

A. Discuss: 3 meals a day, what foods we eat, and list foods the students like for each meal.

B. Discuss what foods do for our bodies to keep us strong and full of energy, help us avoid disease, keep us alert and contented.

With flannel board cutouts or teacher-made charts, explain the 4 basic foods and why it is important to eat food from each group daily.

Have pupils classify the foods they eat under 4 basic groups and make charts.

C. Help pupils make posters showing growth and energy foods. Discuss relationship between weight, diet, and health.

Evaluate simple menus. Read menus borrowed from restaurants.

II. Divide foods into 2 main groups--plant and animal products. Decide which plant foods come from leaves, roots, or seeds.

A. Pupils suggest foods for the categories in basic skills.

Pupils make charts or bulletin board displays by drawing or cutting out pictures and pasting them in the proper category.

Pupils learn how wheat is made into flour and then into bread. Pupils list kinds of bread they have eaten or heard about.

Pupils list kinds of nuts they have eaten or heard about.

Pupils learn about sources of sugar and how it is processed.

Pupils find information about coffee, tea, cocoa and spices in books so they may be able to write a short story about them.

Films: Arkansas State Department

1291 "Eat for Health" (or 328 Little Rock Schools)  
1094 "Food that Builds Good Health" (or 149 L. R. Schools)

1129 "Good Eating Habits" (or 152 L. R. Schools)

Jenn Publications: Workforms B374 thru B377

"Balanced Meals" flannel board cutouts, Instructo  
"Nutrition Sets" flannel board cutouts, Instructo

Experience charts--picture of food

Restaurant or teacher-made menus

Films: Arkansas State Department  
685 "Bread"

5393 "Story of Rice"

5440 "The Story of Sugar" (or 243 Little Rock Schools)

963 "Wheat, the Staff of Life, Part III"

"Plants and Foods": flannel board cutouts,  
Instructo

List of plant products with pictures

Pictures of farms and their products

**B. Animal products****1. Dairy foods****2. Meat****3. Fish and seafoods****4. Sweets (honey)****III. Production and Processing of Food**

**Vocabulary: canning, cultivate, distribute, farmer, freeze, local, market, preserve, process, produce, quart, raise, refrigerate, supply**

**A. Food produced locally****B. Food produced elsewhere****C. Food processing**

SUGGESTED ACTIVITIES

B. List foods obtained from animals. Group in the list under basic skills.

Read and learn how we get milk and other dairy products.

Read about cattle ranches. Teach the names of meat we get from cattle, hogs, sheep.

Pupils make scrapbook of animals that give us food.

Stress importance of refrigeration for dairy and meat products.

Pupil learns about honeybees.

III. Processing Foods

A. Pupils find out what fruits and vegetables are produced locally. Discuss influence of climate on crops.

Discuss and describe farms pupils have visited or read about. How does the farmer prepare the soil, plant the seeds, cultivate soil, gather crops?

Plant a small plot of simple plants on the playground or in window boxes. Example: leaf lettuce, radishes.

Pupils write stories about fruits and vegetables they have seen at large supermarkets. Tell where foods come from and which are grown locally.

B. Discuss which foods come into the city by truck, railroad, boat, and plane. Point out refrigeration of these.

Determine how foods get from warehouse to neighborhood stores. Discuss how some perishable foods must have special care (milk, ice cream).

C. Describe ways we care for foods and preserve them--canning, drying, smoking, freezing, cold storage. List and find pictures to illustrate.

TEACHING AIDS AND RESOURCES

Field trip: Dairy, meatpacking plant

Films: Arkansas State Department  
981 "Ice Cream"  
762 "Milk"

List of animal products with pictures  
Pictures of ranches, fisheries, aviaries

"The Dairy Farm Series" 20 pictures, Little Rock  
"Farm Activities" 20 pictures, Little Rock

Field trip: Supermarket, food warehouse

Plot of ground and seeds

Pictures and stories about food preservation

"The Market Series" 20 pictures, Little Rock

## ELEMENTARY SCIENCE--FOODS

## BASIC SKILLS

## BOOKS AND MATERIALS

## IV. Buying Foods

Vocabulary: dozen, fresh, gallon, groceries, ounce, pint, pound, weight

## A. Large supermarkets and small neighborhood stores

## B. How to choose foods

1. Choosing fresh foods
2. Buying fresh foods when in season

## V. Proper Behavior

Vocabulary: digestion, manners



## SUGGESTED ACTIVITIES

- IV. Use newspaper ads to compare prices of foods at different stores. Call attention to weekly specials and have pupils write out a grocery list with costs. Arrange daily arithmetic lesson around ads. Discuss abbreviations used in ads, cost of items, differences in weights and measures, can and package sizes, etc. Explain terms: pound, dozen, quart, pint, gallon, ounce, bunch, etc.
- Students play store with empty boxes and cans, toy money, and cash register.
- Explain to students the use of a scale for obtaining weights and how various items are packaged and priced based on weight.
- A. Discuss the differences between large supermarkets (weekly specials, lower prices because of volume, and fresher produce and stock) and small neighborhood stores (higher prices but convenient).
- Compare paying cash and credit buying.
- Bring price wrappers from prepared items and teach how to read weight and cost.
- B. How to choose foods
1. Judging freshness in foods by  
 crispness (lettuce, celery)                    color (fruits and vegetables)  
 feeling (melons, avocados)                    smelling (melons)
- Use radish to show what happens when fresh vegetables are left unrefrigerated.
2. Discuss how cucumbers, berries, cabbage and other foods can be bought cheaper in season and preserved by canning and freezing.
- Discuss terms "condensed," "evaporated," and "dried," and give examples.
- V. Discuss proper table etiquette: chewing with mouth closed, breaking bread into smaller pieces, keeping elbows off table, etc. Emphasize good atmosphere as important to proper digestion.

## TEACHING AIDS AND RESOURCES

Film: Arkansas State Department  
 5572 "The Food Store"

Filmstrips: Little Rock Public Schools  
 186d "The Grocer"  
 26h "Vegetables for the City"

Newspaper ads  
 Play money and cash register  
 Arithmetic flash cards  
 Scale  
 Wrappers from canned goods and packages  
 Pictures of fruits and vegetables  
 Fresh radish

Experience charts

Field trip: Restaurant  
 Experience chart on table manners

ELEMENTARY SCIENCE---CLOTHING

BASIC SKILLS

I. Why Clothing is Important  
Vocabulary: cocoon, comfort, custom, fabric, factory, flax, occasion, occupations, press, silkworm, style, wool.

- A. Need for health, comfort, and appearance
- B. Desire to be like others
- C. Uniforms for certain occupations

II. Kinds of Clothing We Wear

- A. To suit the occasion
- B. To be in style
- C. Because of custom
- D. Because of occupation
- E. Because of weather

III. Materials for Making Cloth

- A. From plants
  - 1. Cotton
  - 2. Flax
  - 3. Rubber
  - 4. Grass, bark, and leaves

BOOKS AND MATERIALS

Library books:

Jupo, Frank, Nothing to Wear But Clothes, Melmont  
Lazarus, Harry, Let's Go to the Clothing Factory,  
Putnam  
Nighbert, Esther, True Book of Cloth, Children's  
Press  
Rogers, Mathilda, First Book of Cotton, Watts  
Lenski, Lois, Cotton in My Sack

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>I. Next to food and shelter, clothing is a primary need of man.</p> <p>A. Why is clothing important for health, comfort, and appearance?</p> <p>B. Discuss conformity in dress and the extent to carry it. Example: hippies</p> <p>C. Why do certain jobs require uniforms?</p> <p>II. Make notebooks of different types of clothing.</p> <p>A. Clothes for parties and church are not worn for play, etc.</p> <p>B. Certain clothes look good on some people and not others. Example: stripes, short hems</p> <p>C. People in various countries dress according to custom. View films.</p> <p>D. Stress weight and color of cloth for seasonal clothes. Pupils draw their favorite clothes and why they like them. Make simple doll clothes.</p> <p>III. Materials for Making Cloth</p> <p>A. List materials we get from plants. Have samples to be felt and for a scrapbook. Make posters--dressing people with material scraps.</p> <ol style="list-style-type: none"> <li>1. Find out how cotton is picked, ginned, and fibers made into cloth.</li> <li>2. Discuss materials from flax and articles made from linen.</li> <li>3. Learn that rubber comes from the sap of certain trees and how it is extracted. List articles of clothing made from rubber.</li> <li>4. Grass, bark, and leaves were early clothing and still used in some countries.</li> </ol>	<p>Bulletin board</p> <p>Experience charts</p> <p>Film: Arkansas State Department 693 "Children of Holland (76 - L. R.) 694 "Children of Japan (115 - L. R.)</p> <p>Magazine and ditto sheet pictures of various forms of dress.</p> <p>Pictures of occupational people: nurses, servicemen, policemen, scouts, etc.</p> <p>Jenn Publications: Workforms C418</p> <p>Film: State Department 923 "What is Cloth?" 703 "Cotton" 587 "George's New Suit" 758 "Making Cotton Cloth" 490 "Wool" (16 - L. R.)</p>

**B. From animals**

1. Wool

2. Silk

3. Fur

4. Leather

**C. Man-made materials**

**IV. Marketing of Clothing**

A. Home-made

B. Factory-made

C. Tailor-made

D. Clothing stores

**V. Clothing Care**

A. Wash

B. Dry clean

C. Mend

D. Iron

E. Press

F. Other repairs

G. Storage

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>B. List materials we get from animals. Have samples to be felt and for a scrapbook.</p> <ol style="list-style-type: none"> <li>1. Discuss wool clothing and when it is worn. Show how sheep are clipped and wool is processed.</li> <li>2. Explain how the silkworm spins his cocoon and what country is known for this. Draw pictures. List articles of silk clothing.</li> <li>3. How and where is fur obtained? It is used mostly for trim?</li> <li>4. Leather comes from hides of animals and used for shoes, gloves, coats, balls.</li> </ol> <p>C. Discuss sources of other materials (wood, glass, coal, plastic, chemicals, etc.) and their advantages (i.e. iron, quick dry, etc.).</p> <p>IV. Discuss similarities and differences in how and where clothes are made. Discuss where students get their clothing and why. Compare department stores, basement stores, and speciality stores. Also mail order.</p> <p>V. Discuss meaning of washing instructions. Show and practice how to sew on buttons, put in hems and repair tears. Discuss proper storage of clothes. How is size measured?</p>	<p>Material samples Experience charts Newspaper ads for clothing Pictures of animals</p> <p>Jenn Publications: Workforms C417 Newspaper ads</p> <p>Buttons Thread Needles Cloth Washing instructions for new clothes</p>

BASIC SKILLS

I. Why We Need to Communicate

Vocabulary: communicate, courtesy, emergency, entertainment, information, pleasure

- A. Exchange thoughts
- B. Share ideas
- C. Send and receive news
- D. Give and receive information
- E. Pleasure
- F. Health and safety
- G. Carry on business

II. Various Ways People Communicate

Vocabulary: code, conversation, newspapers

- A. Looking
- B. Listening
- C. Talking
- D. Signals
- E. Reading

BOOKS AND MATERIALS

Library books:

Batchelor, J. F., Communications: From Cave Writing to Television, Harcourt

Buchheimer, Naomi, Let's Go to the Post Office, Putnam

Buchheimer, Naomi, Let's Go to the Telephone Company, Putnam

Bulla, C. R., Riding the Pony Express, Crowell

Greene, Carla, I Want to Be a News Reporter, Children's Press

Greene, Carla, I Want to Be a Telephone Operator, Children's Press

McCall, E. S., How We Get Our Mail, Benefic

Scotin, Laura, Let's Go to the Newspaper, Putnam

## SUGGESTED ACTIVITIES

- I. Look up "communication" in the dictionary and discuss its meaning. List different ways of communicating and why we do it (List I). Discuss need for improved and faster communication. People communicate for companionship as well as to be helpful to one another. Education is communication. We give and take thoughts and ideas.

## II. Various Ways People Communicate

- A. Discuss importance of eyes--to see movies, pictures, maps, etc.
- B. Hearing reports, conversation, etc., is best way to receive ideas through listening.
- C. List situations where talking is communication: conversing, telephoning, discussing, etc. (Listening is involved.) Prepare short speeches.
- D. Discuss communication skills in two groups:
- |                     |                      |
|---------------------|----------------------|
| <u>Those We See</u> | <u>Those We Hear</u> |
| signs               | lights               |
| flags               | hand signals         |
|                     | whistles             |
|                     | horns                |
|                     | bells                |
|                     | sirens               |
- E. List things we read. Why do we read (List I)? Stress variety in reading.

## TEACHING AIDS AND RESOURCES

Film: State Department  
 959 "Communication and Our Town"  
 5366 "Story of Communication"

Bulletin board--use looking, listening, etc., with pictures of each

Jenn Publications: Workforms C424, C425

Film: State Department

1396 "Learning About Sound"  
 583 "Sounds All Around Us"  
 79 "Letter to Grandmother"  
 865 "Mailman" (119 - Little Rock Public Schools)

Field trip--City library

Resource person: school librarian

"Sound and Light in Communication"  
 Flannel board cutouts Milton Bradley

## BASIC SKILLS

## BOOKS AND MATERIALS

**F. Writing****III. Ways Animals Communicate****Vocabulary: messages, sounds****A. By sounds they make****B. By actions or mannerisms****C. By feeling vibrations****IV. Communication Long Ago****Vocabulary: alphabet, ancient, invention, Morse Code, Pony Express**



SUGGESTED ACTIVITIES

F. Write various types of letters.  
Talk about the ways we send letters, postage required, how long letters take to arrive, other postage rates, local and out-of-town mail, mail boxes, and pick-up times.

III. List on board student's pets and how they send messages.  
Copy animal riddles in notebooks.

IV. Explain how Indians and other people sent messages.

A. Talk about signaling with flags and smoke.

B. Show pictures of picture writing on caves. Let pupils write a message in picture writing for the class to read.

C. Explain the invention of the alphabet.

D. Explain that the invention of electricity led to printing: thus books, newspapers, etc.

E. Talk about the town-crier--the walking newspaper.

F. Mention dancing, prayer, and music to express feeling. Example: medicine man

G. Compare pigeons, runners, pony express and messenger boys to air mail and postman.

H. Read about Paul Revere and write or copy a paragraph explaining the signals used.

TEACHING AIDS AND RESOURCES

Experience charts:  
Rules for good listening  
Rules for good speaking  
Sample charts on good letter writing  
Chart on U.S. postal rates

Information on school and city library  
"Animals and Their Babies"  
Milton Bradley posters

Peabody Language Kit

Pictures of cave writing

Stories about:

Paul Revere  
Pony Express

Records of tribal dance

BASIC SKILLS

BOOKS AND MATERIALS

V. Communicating in New Ways

Vocabulary: braille, broadcast, cablegram, Conelrad, dial, headlines, micro-film, operator, person-to-person, postal, recorder, selecting, station-to-station telegram, telegraph, television, walkie-talkie, wireless.

A. Motion pictures

B. Telephones

C. Radio

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

V. Have pupils list modern communication methods as under basic skills .

A. Compare family use, educational use, and pleasure in motion pictures .

B. Discuss dependency on telephones for business, pleasure, and emergency .

1. List and copy rules of courtesy on the telephone .

2. Practice dialing the telephone, getting information, and obtaining assistance from the operator .

3. Demonstrate and practice using alphabetical listings and yellow pages in directories .

4. Write or copy paragraphs explaining correct telephone usage .

5. Demonstrate how to use a pay telephone .

6. Call to class's attention how to recognize a place that has a public telephone .

7. Look in the directory for emergency numbers .

8. Dramatize calling a doctor when ill, friends for pleasure, home when you're going to be late, the bus company for travel schedules .

9. Mention traveling telephones, who uses them, and why .

C. Discuss how messages are sent by radio, and how radio programs are brought into homes .

1. List things we learn from radios: news, weather, etc.

2. Mention Conelrad listings for Civil Defense alerts .

"Sound and Light in Communication"  
Flannel board cutouts Milton Bradley

Tele-trainer telephone unit plus films, filmstrips  
and workbooks. Telephone Company

Story of Alexander Graham Bell  
Experience chart on telephone manners

Telephone and pay telephone

Telephone directories

115--Telephone Study Kit--Little Rock

Newspaper radio and television section

Experience chart: Wise Television Habits

## BASIC SKILLS

## BOOKS AND MATERIALS

D. Television

E. Recorders

F. Highway and traffic signals

G. Posters and billboards

H. Telegrams

I. Other modern communication methods

1. Microfilm

2. Sign language

3. Braille

4. Rockets

VI. Importance of Communication in our Modern World

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

- D. Discuss wise use of television through selecting programs and limiting watching time, considering others, and where to sit so not to hurt eyes. Note variety television offers--plays, musicals, westerns, news and weather, historical reviews, present happenings, teaching purposes, etc.
- E. Use tape recordings to record events in the room to be heard at another time. Mention home and business use.
- F. Let pupils draw pictures of highway and traffic signs. Ask them to list the meaning of each symbol. Refer to unit on "Safety."
- G. Mention the various advertising signs we see on highways and in our city.
- H. Comment on what occasions telegrams and cablegrams are used. Discuss how to send and how to word them (briefly with no punctuation). Discuss Morse Code and Samuel Morse.
- I. Other modern communication methods
1. Mention how microfilm records for storage in a small space (city library).
  2. Who communicates with sign language and why?
  3. Talk about Helen Keller and show a Braille book.
  4. Mention rockets communicating by weather station and as a spy-in-the-sky.
- VI. Indicate importance of communication in our modern world for business, learning, news, pleasure, and safety. Have pupils write or copy a paragraph describing what our life today would be like without books, radio, television, telephone, etc.

Tape recorder

"Useful Signs to See and Read"  
Milton Bradley posters"Safety on Streets and Sidewalks"  
Flannel board cutouts, Instructo

Braille Book

Experience charts

BASIC SKILLS

I. What is Weather?

Vocabulary: air, anemometer, barometer, climate, cloud, evaporate, fog, forecast, front, frost, hurricane, ice, predictions, precipitation, pressure, rain, season, snow, temperature, thermometer, vapor, water cycle, weather, weather bureau, weather vane, wind, rain gauge.

A. What are the cold seasons?

B. What are the warm seasons?

II. How is Weather Forecasted?

A. What are the weather instruments?

BOOKS AND MATERIALS

Library books

Fenton, Carrol, Our Changing Weather, Doubleday  
 Jannshill, Ivan, All About the Weather, Random  
 House  
 Meyer, Jerome, Picture Book of Weather, Lathrop  
 Parker, Bertha, Ask the Weatherman, Row, Peterson  
 Parker, Bertha, Clouds, Rain, and Snow, Row,  
 Peterson  
 Parker, Bertha, Our Ocean of Air, Row, Peterson  
 Wylar, Rose, The First Book of Weather, Watts

Use available science texts

## SUGGESTED ACTIVITIES

Write "weather" on the chalkboard and have someone look in dictionary encyclopedia.

Students should have a folder for each lesson so that a book can be made when the study is completed. Pictures can be taken from magazines, etc. When booklet is completed, have students number the pages; make a table of contents; and make an original art cover. Make weather word list.

Watch the noon weather forecast if possible on classroom TV.

A. Discuss: fall brings school time, sap storage and loss of leaves to plants, and heavier coat of fur, storage of foods and migration to animals. Learn the fall months.

Discuss: winter brings cold weather, shorter days, less sun and winter clothes. Learn winter months.

B. Discuss: spring brings equal days and nights, shorter shadows, warmer days, leaves bud and plants grow, butterflies emerge and birds build nests. Learn spring months.

Discuss: summer brings warm weather, long days, more sun, and summer clothes. Learn summer months.

Ask pupils how they know when there will be a change in weather.

A. Use pictures of weather instruments. Discuss how they work and what they are for. Students can tell where they've seen the various instruments: wind-vane, thermometer, rain gauge, barometer, anemometer, etc.

Practice reading thermometers.

Station a thermometer outside and one inside. Using a Milton Bradley Weather Station, students can color in these two temperatures, figure the difference, and chart the temperature on the graph. This should be done at approximately the same day.

Also on this station is month, day, year, sky, wind, clouds, and a general description of the weather.

Young students can add to the daily calendar a picture or word describing the weather each day. Example: cloudy, sun, etc.

Make a barometer for the room.

## TEACHING AIDS AND RESOURCES

"Weather" flannel board cut-outs, Milton Bradley  
"Weather Station," Milton Bradley

Filmstrips: Little Rock Public Schools  
442b "The Seasons"  
46h "Weather"  
158a "Weather and Climate"  
149e "Weather and Seasons"

Field Trips:  
Weather Bureau

Film: State Department  
1266 "How Weather is Forecast"

Jenn Publications: Workforms  
B338, B339, C325, C326, C327, B274

Outdoor thermometer  
Indoor thermometer  
Cardboard thermometer (Ideal)

"Water Cycle" flannel board cut-outs, Instructo

## BASIC SKILLS

## BOOKS AND MATERIALS

B. What natural phenomena affect changes in weather?

1. Precipitation
2. Wind
3. Clouds
4. Fronts
5. Air masses
6. Pressure areas
7. Water cycle
8. Storms

III. The Weather Man -- Who Is He?

IV. How Does Weather Affect People?

- A. How does it affect you?
- B. How does it affect transportation, communication, industries, occupations, and recreation?



## SUGGESTED ACTIVITIES

- B. Add stories, pictures, and other material to students' books.
1. Read and write stories and complete worksheets on rain, sleet, snow, etc., that can be added to student booklets.
  2. Discuss wind and its purpose.
  3. Illustrate the three main types of clouds and the weather they indicate.
  4. Illustrate cold and warm fronts, what weather they bring, and how they are formed.
  5. Illustrate how the poles and equator, with the help of wind, are the main originators of the general air masses.
  6. Illustrate high and low pressure areas, how they are formed, and what type of weather they indicate.
  7. Illustrate evaporation, condensation and precipitation. Students can discuss incidents in which they have witnessed these happenings. Write the story and draw a picture of the life of a raindrop.
  8. Discuss differences in thunder and lightning, tornadoes, hurricanes, (eye) and tropical storms.
- III. Using the weather map from the morning newspaper plus the U. S. flannel weather map, pretend to be the weatherman on TV--putting in fronts, pressure areas, rain, snow, etc. After several days of practice with the teacher doing this, let the students take turns each day. They must fix the weather map and complete the weather station. (Students learn names and location of states in a meaningful way.)
- IV. Discuss if weather makes a difference in personal activities.
- A. Students write teacher-made stories or creative stories concerning themselves in different types of weather--include types of clothing and activities for rainy weather, summer, winter, snow, etc.
  - B. Discuss, write stories, make posters on these topics:
    1. Can house painters work on a rainy day?
    2. Should you use the telephone in an electrical storm?
    3. Is skiing a cold weather or hot weather sport?

## TEACHING AIDS AND RESOURCES

Film: State Department  
1048 "A Story of a Storm"  
5815 "Wind and What It Does"  
Films: Little Rock Public Schools  
98 "What Makes Rain"  
14 "Water Cycle"

Film: Telephone Company  
"The Unchained Goddess"

Jenn Publications: Workforms C323, C324, C335

Resource person:  
A TV weatherman

Film: State Department  
1433 "The Weather Station"  
"U.S. Weather Map" flannel board cutouts,  
Instructo  
Weather maps from daily newspapers

ELEMENTARY SCIENCE--TRANSPORTATION

BASIC SKILLS

BOOKS AND MATERIALS

I. Why We Travel

Vocabulary: distance, transportation, travel

- A. To get things we need, to carry products to and from market
- B. To move from place to place, to obtain work, and travel to and from work
- C. To learn new ideas
- D. For pleasure

II. Land Transportation

Vocabulary: automobile, boxcar, engine, fare, horseback, meter, motorbike, pedestrian, schedule, streetcar, taxi, trailer, truck, wheel

- A. Foot
- B. Horse
- C. Carriage, coach, wagon
- D. Automobile, bus, taxi
- E. Train, passenger and freight

Library books:

Alexander, Anne, ABC of Cars and Trucks, Doubleday

Allison, Dorothy, About Helpful Helicopters, Melmont

Arbutnot, May Hill, Time for Poetry

Benedick, Jeanne, First Book of Automobiles, Watts

Block, Irvin, The Real Book About Ships, Doubleday

Colby, C. B., First Boat, Coward

Lewellin, John, True Book of Airports and Airplanes, Children's Press

McCoy, Jack, Big Book of Real Submarines, Grossett

Posell, Elsa, True Book of Transportation, Children's Press

Zaffc, George, Big Book of Real Trains, Grossett

ELEMENTARY SCIENCE--TRANSPORTATION

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

- I. Stress importance of travel in our modern life. Tie in reasons for travel as listed under basic skills.
- Collect travel pictures for individual books on transportation.
- Read a travel story. Write or copy story and draw pictures.
- Read and copy poems on travel.
- II. Talk about travel long ago. Man had to walk, then tame animals. Discuss importance of wheel.
- List on board different ways pupils come to school. Explain why some pupils walk, ride bicycles, come by car or bus.
- Discuss why we obey traffic rules even when a policeman isn't there. Learn to recognize safety signs (stop, go, etc.).
- Review bicycle rules (refer to unit on "Safety").
- Make bus or train tickets for imaginary trips from cardboard. Bring toy train and construct a terminal.
- Learn such songs as "I've Been Working on the Railroad."
- Share individual experiences from train or bus trips.
- Show how to use a map of the city to find your way; locate places of interest and how to get there.
- Compare city bus rates and conveniences to taxi services
- Plan imaginary bus trip to some other city. Use travel folder, timetables.

Experience charts

Coloring books--to be copied and run off

Little Rock Public Schools  
"Transportation Series" 20 pictures

Bulletin Board: "Transportation: Land-Water-Air"

Field trips: Railroad station, bus station

Cardboard boxes, toy train, city map, travel folder  
Films: Arkansas State Department  
852 "Bus Driver"  
744 "The Passenger Train" (or 364 L.R. Schools)

"Useful Signs to See and Read" posters, Milton Bradley

Filmstrips: Little Rock Public Schools  
116a "Railroad Study Kit"  
98b "History of Land Transportation"  
409b "Transportation of the Past"

Flannel board cutouts, Instructor  
"Simple Transportation"  
"Cars and Trucks"  
"Trains"

## ELEMENTARY SCIENCE -- TRANSPORTATION

## BASIC SKILLS

## BOOKS AND MATERIALS

## III. Water Transportation

Vocabulary: harbor, loading, rowboat, sailboat, steamship, submarine

- A. Passenger ships
- B. Freighter ships
- C. Pleasure boats
- D. National defense ships

## IV. Air Transportation

Vocabulary: baggage, flight, future, hanger, helicopter, luggage, missiles, pilot, rocketship

- A. Airplane and Jet
- B. Helicopter
- C. Space travel--rockets, missiles

## ELEMENTARY SCIENCE--TRANSPORTATION

## SUGGESTED ACTIVITIES

III. Discuss the kinds of water travel the students know about. Pupils can bring model boats to tell about.

Discuss that people can eat and sleep on some boats.

Pupils talk about and draw pictures of small pleasure boats.

IV. Air Transportation--locate the airport on the city maps

A. Discuss how long it takes to fly to nearby cities.

1. Discuss why it is important for pilot to have advance information on weather conditions.

2. What kinds of goods are shipped on planes?

3. Compare basic differences between the airplane and jet.

4. How do you get tickets and check bags? Act out leaving on a plane trip.

B. What are helicopters used for? Draw pictures.

C. What is the purpose of space travel? Show and draw pictures.

## TEACHING AIDS AND RESOURCES

Films: Arkansas State Department  
5771 "Seaport"  
5772 "Boats and Ships (or 73 Little Rock Schools)

Filmstrips: Little Rock Public Schools  
98b "History of Water Transportation  
409e "Water Transportation"

Flannel board cutouts, Instructo  
"Water Transportation"  
"Boat, Ships, and Harbor Series" 20 pictures, L.R.  
"The Cargo Ship Series" 19 pictures, L.R.

Field trip: Airport

Films: Arkansas State Department  
665 "An Airplane Trip" (or 71 Little Rock Schools)  
5774 "An Airplane Trip by Jet"  
330 "Airplane Passenger Flight" (or 376 L.R.)  
939 "Behind the Scenes at the Airport"

Filmstrips: Little Rock Public Schools  
98c "History of Air Transportation"  
239a "The Airplane Changes America"

"Air Transportation: Flannel board cutouts,  
Instructo  
Pictures of air travel  
U.S. Map  
Experience charts

BASIC SKILLS

I. What is the Earth?

Vocabulary: Sun, Earth, Jupiter, Mars, Venus, Saturn, Mercury, Pluto, Uranus, Neptune, solar system, moon, galaxy, orbit, planet, comet, meteorite, space, satellite, star, eclipse, seasons, atmosphere, astronaut.

A. The earth's surface is composed of land and water and is surrounded by air.

B. The earth is very old.

BOOKS AND MATERIALS

Library books

Loomis, Frederic, Field Book of Common Rocks & Minerals, New York, Putnam

Meyer, Jerome, Picture Book of the Earth, New York, Lethrop, Lee & Shepard

Schneider, Herman, Nooks, Rivers & the Changing Earth, New York, Scott

Zim, Herbert, What's Inside the Earth, Dinosaurs, New York, Morrow

Wagner, Harr, Leonard Visits Space, Series with Records

Use available science texts

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

## I. Look up some introductory vocabulary words.

- A. Wave a fan to show air is all around us.  
Examine a globe to show 1/3 of the earth's surface is land.  
Use dishes of salty and fresh water to explore the principal of evaporation.  
Use pictures to illustrate the terms: continents, mountains, hills, valleys, plains, plateaus.  
Cut potato and watch it shrink as water evaporates.  
Use flashlight and globe to show rotation causes light and dark.  
Discuss what changes seasons.
- B. Learn that the fossil is evidence of past life on the earth--that fossils may be found in the form of bones, shells, imprints, skeletons.  
Draw pictures of what you think the earth looked like long ago.  
Collect pictures of prehistoric animals; make clay figures.  
Make fossil prints in clay or plaster of paris.

Jenn Publications: Workforms B278, C339

Films: Arkansas State Department

722 "Our Earth"

1284 "What Causes Seasons"

Filmstrips: Little Rock Public Schools

60a "About Our Earth"

443b "Our Earth"

88a "Day and Night"

47a " Why the Seasons?"

Field trip: Visit museum

Film: Arkansas State Department

1451 "Fossils: Clues to Prehistoric Times"

Filmstrips: Little Rock Public Schools

60d "How Our Earth Began"

212a "Discovering Fossils"

486c "Reptiles Inherit the Earth"

BASIC SKILLS

BOOKS AND MATERIALS

C. Forces within the earth are constantly changing the earth.

D. The crust of the earth is very important to us.

II. Who Belongs to the Earth's Family?



ELEMENTARY SCIENCE - EARTH

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>C. Observe pictures of the national parks in the western United States to show how wind caused erosion.</p> <p>Show how the earthworm helps water and air get into the soil.</p> <p>Discuss the animals that live in the soil and bring particles of rock to the surface.</p> <p>Dig for earthworms and count the number found in a clod of earth--measure depth at which they were found.</p> <p>Place a piece of paper on a table and push each end to show how pressure builds mountains.</p> <p>Discuss the way molten rock from within the earth often pushes through weak spots in the crust (volcanoes) and sometimes fails to reach the surface (minerals are brought to the surface this way).</p> <p>D. Examine soil with a magnifying glass.</p> <p>Observe growth of plants in various soils--sand, clay, loam, etc.</p> <p>Make a collection of rocks.</p> <p>Make posters showing uses of rocks for building.</p> <p>II. The flannel board cut-outs can be used for: lessons, drills after lessons, and left out for students to use individually or independently.</p> <p>Develop the idea that the Earth is the planet on which we live and that it moves around the sun in a regular course called an orbit. There are 8 other planets orbiting the sun which is very large in comparison.</p>	<p>After a rain go with the class to a section of the playground or nearby to observe erosion.</p> <p>Jenn Publications: workform C343</p> <p>Film: Arkansas State Department 5861 "Our Changing Earth"</p> <p>Jenn Publications: workform C338</p> <p>Film: Arkansas State Department 5548 "Rocks for Beginners" 1172 "What is Soil?"</p> <p>Filmstrips: Little Rock Public Schools 352e "Surface of the Earth" 213a "Story of Rivers" 213f "Story of Volcanoes" Jenn Publications: workforms B276, B277, B279, C337, C340, C341, C342, C346</p> <p>Film: Arkansas State Department 1391 "Big Sun &amp; Our Earth" 1393 "What Do We See in the Sky?"</p>

BASIC SKILLS

III. What Do Astronaues Do?

BOOKS AND MATERIALS

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>Place the planets in position without identifying them. Have the class investigate to find the names to help you label them.</p> <p>Discuss sun, star, and moon in relation to earth.</p> <p>I. Look up astronaut in dictionary and/or encyclopedia.</p> <p>Discuss famous astronauts.</p> <p>Collect newspaper and magazine stories.</p> <p>Write or copy stories of astronauts, space travel or satellites.</p>	<p>5602 "The Sun's Family"(or 91g Little Rock Public Schools)</p> <p>"The Earth in Space" flannel board cutouts, Milton Bradley</p> <p>"The Solar System" flannel board cutouts, Milton Bradley</p> <p>Films: Arkansas State Department 5568 "Earth Satellites - Explorers of Outer Space" (or 480 Little Rock Public Schools)</p> <p>5569 "Rockets: How They Work" (or 481 Little Rock Public Schools)</p> <p>Space coloring books - to be copied and run off</p>

BASIC SKILLS

I. What are Plants?

Vocabulary -- desert, grassland, ivy, Johnson grass, moisture, oxygen, petal, shrub, poisonous, sunlight, sunshine, terrarium

A. Trees

B. Flowers

C. Vegetables

D. Vines and weeds

II. Source of Plants

Seeds  
Roots  
Bulbs

III. Parts of Plants

Seed                      Leaves  
Root                      Petals  
Stem

IV. Needs of Plants

Soil  
Air  
Water  
Sunlight

BOOKS AND MATERIALS

Library books:

Kirkus, Virginia, First Book of Gardening, Watts  
Podendorf, Illa, True Book of Weeds and Wildflowers,  
Children's Press

Webber, Irma, Bits that Grow, Scott

Webber, Irma, Thanks to Trees, Scott

Pamphlets from State Conservation Department  
Agriculture Extension Service

Glass terrarium or large glass jars

Experience charts

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>I. Read, write, or copy stories on different plants.</p> <p>A. Walk around school yard and collect leaves from different plants.</p> <p>Collect pictures of different fruits and fruit trees. Make scrapbooks. Learn to recognize and name fruit.</p> <p>B. Make large class posters of flowers from magazines and catalogs. Practice naming and recognizing common flowers.</p> <p>C. Make a vegetable book, using pictures from magazines.</p> <p>Find foods that can be eaten raw and food that must be cooked. Write simple recipes. Put them in a booklet to take to mother.</p> <p>Have each student bring a raw vegetable to school and have a tasting party.</p> <p>D. Put a sweet potato in a glass jar full of water. Watch roots and vines grow.</p> <p>Encourage children to keep weeds pulled from grass and flowers at home.</p> <p>II. Grow different plants in classroom to show growth from seeds, roots, and bulbs.</p> <p>Watch head of dandelion float through the air to demonstrate how some seeds travel. List other ways (wind, birds, insects, etc.)</p> <p>III. Plant seeds in a glass dish and watch plants grow from seeds.</p> <p>Bring in different plants or grow them in classroom to show various parts.</p> <p>Identify plant parts. Use bean plant as model from "Plant Growth Kit."</p> <p>IV. Plant one cup of seeds without water and one with water. Observe growth difference.</p> <p>Plant one plant in sunlight and one in a dark corner. Compare growth.</p> <p>Make a terrarium. Show students how moisture in the terrarium waters the plants. Water is necessary to growth of plants, but too much water will kill them.</p> <p>Using pictures and examples, show how different plants need different amounts of sun and water, and different types of soil.</p>	<p>Bulletin board</p> <p>Experience charts</p> <p>Films: Arkansas State Department of Education</p> <p>5688 "Trees--Our Plant Giants"</p> <p>1452 "Trees--How We Identify Them"</p> <p>Filmstrips: Little Rock Public Schools</p> <p>41a "Flower Garden"</p> <p>71c "How Plants Live and Grow"</p> <p>267a "Plants Grow"</p> <p>144c "Plants and Flowers"</p> <p>289c "The Kinds of Plants"</p> <p>465a "The Kinds of Plants"</p> <p>Pictures of various plants</p> <p>Artificial fruit</p> <p>Seed catalogs, magazines</p> <p>Raw vegetables</p> <p>Sweet potato and glass jar</p> <p>Films: Arkansas State Education Department</p> <p>1403 "Learning About Seeds"</p> <p>755 "Leaves" (or L. R. Public Schools 53)</p> <p>Seeds, roots, bulbs, flower box</p> <p>Experience charts</p> <p>Teaching transparencies, Instructo</p> <p>817-1 "Parts of a plant"</p> <p>817-2 "Parts of a flower"</p> <p>817-3 "From flower to fruit"</p> <p>Jenn Publications: Workforms B244, B246, C349</p> <p>"Study of Plant Growth" flannel board cutouts, Instructo</p> <p>Glass dish. soil, seeds, or plants</p> <p>Experience charts</p> <p>Overhead projector</p>

ELEMENTARY SCIENCE -- PLANTS

BASIC SKILLS

V. Discuss Uses of Plants

- Food
- Clothing
- Shelter
- Beauty

Other items at home and in the classroom

TEACHING AIDS AND RESOURCES

SUGGESTED ACTIVITIES

- V. Discuss how some clothing, parts of automobiles, many household and school items are made from plants.
- Collect pictures of homes made from different types of plants (log cabin, lumber).
- Go for a walk and notice all living and dead plants. Why did the plants die?
- List different types of food we eat and whether it is a bulb, root, or a seed.
- Have each student bring a piece of fresh fruit to school. Have a "Fruit Party."

TEACHING AIDS AND RESOURCES

Field trip: Garden or fruit trees near school  
 Jenn Publications: Workforms 1-294 through 1-309  
 "Plants and Food" flannel board cutouts, Instructo  
 Experience charts

ELEMENTARY SCIENCE--ANIMALS

BASIC SKILLS

I. What are Animals?

Vocabulary: aquarium, dependent, habitat, plus names of animals and babies

- A. Have hair or fur
- B. Breathe with lungs
- C. Can be fed with milk from the mother
- D. Are warm-blooded
- E. Protect their young

II. Pets

III. Animals Usefulness to Man

- A. Food

BOOKS AND MATERIALS

Library books:

- Blough, Glen O., Animals Around the Year
- Hartwell, Marjorie, The Animals of Friendly Farm
- Neurath, Marie, The Wonder World of Animals
- Pistorius, Anna, What Animal Is It?
- Podendorf, Illa, True Book of Animals, Children's Press
- Robinson, Irene, Picture Book of Animals
- Rajankvesky, Feodor, The Great Big Animal Book
- Selsam, Millicent, All Kinds of Babies, Scott
- Small, Mary, The Care and Feeding of Animals
- \_\_\_\_\_, Animal Fun Book, School Products
- \_\_\_\_\_, Homes and Habits of Wild Animals
- \_\_\_\_\_, Friendly Animals, School Products



SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>I. Discuss characteristics that belong to all animals. Refer to basic skills.</p> <p>Mention the many types of animals:</p> <p>Those that live with people--pets and farm animals  Those that live in woods and fields--rats, moles, skunks, rabbits, deer  Those that live in far-off places</p> <p>I. Let pupils tell about their pets and show pictures that they have drawn. Include care and feeding. Write a paragraph. Learn animal sounds.</p> <p>Emphasize that pets should:</p> <p>Be given food and water regularly  Get plenty of fresh air  Be kept clean  Be fed at a regular time and place  Have a regular place to sleep</p> <p>Discuss neglect of pets as harmful to animal and owner.  Discuss what pets are most suited for different living conditions and why.</p> <p>Fish and turtles are not really animals but often pets. See if pupils know why they aren't animals (see Basic Skills I).  Have aquarium in the classroom to observe and care for.</p> <p>I. Compare animals that serve man with those that do not.</p> <p>A. Study cows, milk, and milk products  Learn names of meat from different animals: cows--beef, hogs--pork, etc.</p>	<p>I. "Animals," a Whitman creative drawing book-- can be copied and mimeographed</p> <p>Experience charts</p> <p>II. Jenn Publications: Workforms  1-310 thru 1-321, B250 thru B252, C25, C55, C56, C88, C317, C318, C320, C321, C369, C421</p> <p>Field trip: visit a pet shop  Experience charts</p> <p>Films: State Department  688 "Care of Pets"  1407 "Animals: Ways They Eat" (108-L. R.)  1324 "Animals: Ways They Move" (109-L. R.)  1458 "Little Animals"  "Our Pets" flannel board cutouts, Instructo  "Animals" Science concept chart, Instructo  "Magnetic Pets" Instructo  Aquarium</p> <p>III. Field trips: farm dairy, or fair</p> <p>Films: State Department  960 "Animals of the Farm"  1347 "Animals at Work in Nature (541 - L. R.)  668 "Animals of Modern Life"</p>

BASIC SKILLS

B. Clothing

C. Work

D. Companionship

IV. Zoo, Circus, and Wild Animals

V. Animal Homes

A. On the ground

B. In trees

C. In water

D. Under the ground

E. Provided by man

F. No homes

V. "Zip's Book of Animals"  
A Weekly Reader Practice Book

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>B. Learn how sheep are clipped and wool made into cloth. Ask each pupil to name something he has on made from cows (shoes). List other articles worn made from animals.</p> <p>C. List animals that work for man: horses to ride, pull carriages, wagons, plows; oxen to pull plows; circus animals do tricks; etc.</p> <p>D. Stress that pets serve man only by being a friend.</p> <p>IV. Help pupils to see that we cage animals in zoos so that people can see animals of other places and countries. Let each pupil act like a zoo animal (include making sounds) and the rest of the class guess what he is. Find out what specific animals come from what countries. Have pupils write or copy stories about a trip to the zoo or circus or about specific wild animals.</p> <p>V. Make a chart, draw pictures, and write stories about animals with different homes.</p>	<p>"Animals and Their Young" Milton Bradley posters "Farm Animals" Flannel board cutouts, Instructo "Visiting the Farm," Activity kit stand-ups, Instructo Filmstrips: Little Rock Public Schools 489a "Farm Animals and Pets" 136c "Farm Animals and Pets" Field trip: zoo or circus "Zoo Trip" a Whitman creative drawing book. Can be copied and mimeographed. Films: State Department 987 "The Zoo" (166 - L. R.) 1412 "Zoo Baby Animals" 723 "Elephants" (138 - L. R.) "Circus Day at the Zoo" (193 - L. R.) "Zoo Animals" flannel board cutouts "A Day at the Zoo" Activity kit stand-ups, Instructo Films: State Department 1292 "Animal Homes" (409 - L. R.) 1007 "Animals Growing Up" 1398 "Animals in Autumn" (476 - L. R.) 599 "Animals in Spring" 600 "Animals in Summer" 1076 "Animals in Winter" (30 - L. R.) 1256 "How Animals Defend Themselves" (35 - L. R.) 701 "Common Animals of the Woods" (78 - L. R.) "Sewing Cards" Animals, Milton Bradley</p>

BASIC SKILLS

I. What Are Birds?  
 Vocabulary: abandon, bird, earthworm, feeder, female, grubs, insects, male, nest pair, protection, seeds.

A. Song birds

B. Game birds

C. Scavenger birds

D. Birds of prey

E. Poultry

II. Needs of Birds

A. Homes

B. Foods

C. Protection

III. Usefulness of Birds

BOOKS AND MATERIALS

Library books:

Earle, Olive, Birds and Their Nests, Morrow  
 Earle, Olive, Robins in the Garden, Morrow  
 Lemmon, Robert S., All About Birds  
 Williamson, Margaret, First Book of Birds, Watts

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>I. Have pupils tell what a bird is--look in the dictionary.</p> <p>Keep individual booklets with a picture and a short story of each bird discussed.</p> <p>Make the following chart to refer to with every bird discussed:        Most birds build nests in which to care for their eggs and young birds.        Feet tell how a bird lives        Many birds go south where food is more plentiful in winter.        Birds build homes of different kinds.        Select about 10 to 20 well-known birds plus several unusual ones to concentrate this study. Learn how to name these and identify them according to list under Basic Skills I.</p> <p>II. Discuss that birds and all living things have basic needs--compare to people.</p> <p>A. Emphasize that not all birds build nests and that not all nests are alike.</p> <p>Pupils can look for abandoned nests to bring to class. List material found in nests (twigs, string, mud, hair, and grass) and how they get these materials.</p> <p>Discuss birds that live in cages.</p> <p>B. Discuss what various birds eat and notice that they do not eat the same kind of foods. Most birds feed on seeds, insects, eggs, grubs, and small animals.</p> <p>C. Discuss and show that birds are born from eggs laid by the mother. Female birds usually have duller colored feathers to protect the eggs and young. Show that the size, shape, and color of birds depend on where they live and works as a camouflage in nature.</p> <p>III. List how birds help man (eat insects, sing, etc.).        Also list how man helps birds (winter feeding, provides houses, etc.).        Talk about poultry.</p>	<p>Bulletin board        Experience charts</p> <p>Films: State Department        1254 "Birds Are Interesting" (136 - L.R.)        642 "Five Colorful Birds" (350 - L.R.)        794 "Robin Redbreast" (80 - L.R.)</p> <p>Jenn Publications: Workforms 1-213 thru 1-259        C53, C322</p> <p>"Birds" flash cards, School products        "20 Familiar Birds" Pictures, School products</p> <p>Feed birds around the school</p> <p>Films: State Department        1404 "Bird Homes"        641 "Birds in Winter" (533 - L.R.)</p> <p>Birdnests        Bird pictures        Experience charts</p> <p>Film: Little Rock Public Schools        183 "Little Red Hen"        Experience chart</p>

ELEMENTARY SCIENCE-- INSECTS

BASIC SKILLS	BOOKS AND MATERIALS
<p>I. What is an Insect? Vocabulary: adult, body, blood, characteristic, cocoon, egg, larva, leaves, magnify, microscope, nature, nectar, poisonous, pupa, spider.</p> <p>II. Helpful Insects</p> <p>III. Harmful Insects</p> <p>IV. The Life Cycle and Needs of Insects</p>	<p>Library books: Marcher, Marian, <u>Monarch Butterfly</u>, Holiday Zim, Herbert, <u>Insects</u>, Morrow _____, <u>On Six Legs</u>, Instructo</p> <p>Use available science texts</p>

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>I. Define insect. Make a chart showing characteristics: 3 body parts and 6 legs Display pictures of various insects.</p> <p>Collect insects for a science table; label each and examine these insects with a microscope or magnifying glass to locate body parts.</p> <p>II. Discuss how some insects could help man. List with pupils some helpful insect--bees, some garden insects, etc.</p> <p>Write or copy a story reviewing a film.</p> <p>III. Discuss how some insects need to be controlled by man--flies, mosquitoes, ants, etc. Make a chart of harmful insects and how man controls them. Let pupils tell or write about an experience with harmful insects.</p> <p>Keep a grasshopper in a jar in the room; watch how and what he eats and learn how they make their sounds.</p> <p>IV. Show that some insects (butterfly, moth, housefly, mosquito) go through 4 stages (egg, larva, pupa, adult). Match insects with what they eat (nectar, leaves, other insects, man's food and blood).</p> <p>Show that ants live in tunnels, bees in honeycombs, wasps in paperlike nests, mud daubers in cells of mud, and spiders in webs of thread and trap door nests.</p> <p>Observe, if possible, a colony of ants; talk about how they run and govern their colony.</p> <p>Study ways insects protect themselves (poison, flying, crawling, webs, bites, etc.). Draw pictures and write or copy stories about various insects.</p>	<p>Jenn Publications: Workforms B247 thru B249, C519 Magnify glass, microscope, insects</p> <p>Films: State Department 1012 "Insect Zoo" 5830 "Introducing Insects" 5867 "Secrets of the Ant and Insect World"</p> <p>"Insects" flash cards. School products</p> <p>Film: State Department 671 "How Insects Help Us"</p> <p>Films: State Department 986 "Ants" 1211 "Taking Care of Our Garden"</p> <p>Experience charts</p> <p>Films: State Department 1073 "Monarch Butterfly Story" (132 - L.R.)</p> <p>Films: Little Rock Public Schools 42 "Life Cycle of the Mosquito" 571 "Spider Engineers"</p> <p>Pictures of life cycle of a butterfly Pictures of insects habitats Wasp nests</p> <p>Experience charts</p>

B I B L I O G R A P H Y

- Bernstein, Bebe, Readiness and Reading for the Retarded Child, New York, The John Day Company, 1965.
- Cruickshank and Johnson, Education of Exceptional Children and Youth, New Jersey, Prentice-Hall Inc., 1967.
- \_\_\_\_\_, Bentzen, Ratzebury and Tannhauser, A Teaching Method for Brain-Injured and Hyperactive Children, New York, Syracuse University Press, 1961.
- Durrell and Sullivan, Building Word Power, Dallas, World Book Co., 1945.
- Edginton, Ruth, Helping Children with Reading Disability, Chicago, Developmental Learning Materials, 1968.
- Feingold, Abraham, Teaching Arithmetic to Slow Learners and Retarded, New York, The John Day Company, 1965.
- Garrison and Force, The Psychology of Exceptional Children, Fourth Edition, New York, The Ronald Press Co., 1965.
- Garton, Malinda, Teaching the Educable Mentally Retarded, Springfield, Charles C. Thomas Publishers, 1965.
- Gray, William S., On Their Own in Reading, Chicago, Scott Foresman, 1948.
- Hay, Wingo, Reading with Phonics, Chicago, J. B. Lippincott Co., 1948.
- Ingram, Christine, Education of the Slow Learning Child, New York, The Ronald Press Company, 1960.
- Kirk, Samuel A., Educating Exceptional Children, Boston, Houghton Mifflin Company, 1962.
- Rasmussen, Carrie, Speech Methods in the Elementary School, New York, The Ronald Press Company, 1949.
- Russell and Karp, Reading Aids Through the Grades, New York, Bureau of Publications, 525 W. 120th, 1965.
- Strauss and Lehtinen, Psychopathology and Education of the Brain-Injured Child, New York, Grune & Stratton, 1967.
- Thomas, Janet K., How to Teach and Administer Classes for Mentally Retarded Children, Minnesota, T. S. Denison & Company, Inc., 1968.
- \_\_\_\_\_, Teaching Arithmetic to Mentally Retarded Children, Minnesota, T. S. Denison & Company, Inc., 1968.
- \_\_\_\_\_, Teaching Language Arts to Mentally Retarded Children, Minnesota, T. S. Denison & Company, Inc., 1968.
- \_\_\_\_\_, Teaching Reading to Mentally Retarded Children, Minnesota, T. S. Denison & Company, Inc., 1968.



## C U R R I C U L U M    G U I D E S

- Alabama, State of, Curriculum Experiences and Areas of Study for Special Classes of Mentally Retarded Children, Department of Education, Bulletin No. 7, 1958.
- Edmonton, Alberta, Curriculum Guide for the Teaching of Educable Mentally Handicapped Children, Department of Education.
- Arkansas, Springdale, Curriculum Guide for Exceptional Children, Springdale Public School.
- California, EMR Course of Study, Fifteen Counties Project, Department of Education, Division of Special Education.
- Canada, Toronto, A Reading Programme for Opportunity Classes, The Board of Education.
- Cincinnati Public Schools, Guide to Practice and Procedures for the Slow Learning Program in Elementary Schools, Department of Administration and Personnel, Division of Special Education, 1965.
- Connecticut, Southbury, The Mentally Retarded, Southbury Training School.
- Connecticut, State Department of Education, Regulations Concerning Public School Program for Mentally Retarded Children, Bureau of Pupil Personnel and Special Educational Services, Hartford.
- Cuyahoga Falls City School District, The Slow Learning Program in the Elementary - Secondary Schools, Cuyahoga Falls, Ohio.
- Dallas Independent School District, Special Education Handbook, Dallas, Texas.
- Dallas Independent School District, Special Education for Exceptional Children, Curriculum Bulletin Series.
- Gallagher and Jarecke, The Curriculum Needs of the Mentally Retarded, West Virginia University, Morgantown, West Virginia, 1955.
- Guilford, County Schools, Special Education Curriculum Outline for Educable Mental Retardates, Greensboro, North Carolina, Box 419.
- Little Rock Public Schools, Social Studies Curriculum Guide for Elementary Schools, Little Rock, Arkansas.
- Memphis City Schools, The Handbook for Teachers with Exceptional Children, Department of Instruction and Department of Pupil Services, Memphis, Tennessee.
- North Carolina Public Schools, Guides for Curriculum Development, Educable Mentally Retarded, State Department of Public Instruction, Raleigh, North Carolina, Pub. 401.
- North Dakota, Guides to Special Education in North Dakota, Department of Public Instruction, M. F. Peterson, Superintendent, Bismarck, North Dakota.
- Saint Louis County, Missouri, Curriculum Guide--Educable Mentally Retarded, Special District for the Education and Training of Handicapped Children, 9820 Manchester Road, Rock Hill, Missouri 63119.
- Saint Paul Public Schools, Special Education Instructional Materials Guide, Special Education Program, Publication No. 290-R, St. Paul, Minnesota, 1966.
- Science Research Associates, Program Proposal for Culturally Disadvantaged Pre-School Children, Chicago, Illinois.

## BOOKLETS

- Aaron, I. E., Teaching Word Recognition in Georgia Schools, Atlanta, Georgia, State Department of Education, Division of Instruction, Curriculum Development, 1960.
- Carlson, B. W., Play Activities for the Retarded Child, Abingdon Press, 1961.
- Department of Public Instruction, Here's An Idea, Division of Pupil Personnel Services, 804 North Euclid, Pierre, South Dakota 57501.
- Telephone, Division of Pupil Services, Lowell Bell, Director, Shirley Barnes, Teacher Consultant, Pierre, South Dakota 57501, Guide V, Let's Talk on the Let's Write a Letter, M. F. Coddington, Superintendent, Division of Pupil Personnel Services, Robert L. Hunkins, Director, Pierre, South Dakota 57501.
- Finger Fun, Hayes School Publishing Co., 321 Penwood Avenue, Wilkensburg, Pennsylvania 15221.
- Finger Plays, The Standard Publishing Foundation.
- Pathway School Program, Education Services of the N. Y. Times.
- Russell & Karp, Reading Aids Through the Grades, Bureau of Publications, 525 West 120th Street, New York 27, N. Y.
- Witson, Betty Van, Perceptual Training Activities Handbook, Teachers College Press, Columbia University, New York.
- MAGAZINES
- Grade Teacher, P. O. Box 8414, Philadelphia, Pennsylvania, 19101.
- M. R. (Mental Retardation), American Association on Mental Deficiency, P. O. Box 96, Willimantic, Conn., 06226.
- The Instructor, F. A. Owen Publishing Company, Instructor Park, Dansville, New York.

## CATALOGS

- All-State Supply, Little Rock, Arkansas.
- Catalog of Teaching Aids, Little Rock Public Schools, Little Rock, Arkansas, 1962.
- Exceptional Children Instructional Material, The Continental Press, Inc.
- Film Catalog, State Department of Education, Little Rock, Arkansas, 1965.
- For Exceptional Children, Children's Music Center, Inc., 5373 West Pica Boulevard, Los Angeles, California, 90019.
- Houghton Mifflin Company, Textbook Catalog - Elementary and Secondary Grades, 6626 Oakbrook Boulevard, Dallas, Texas 75235, 1966-67.
- Jenn Catalog, (First Grade), 815-825 East Market Street, Louisville, Kentucky 40206.
- Jenn Catalog, (Second Grade), 815-825 East Market Street, Louisville, Kentucky 40206.
- Materials by Judy, The Judy Company, Minneapolis, Minnesota 55401.
- School Products Company, 824 West 8th Street, Little Rock, Arkansas 72203.
- Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60014.
- Special Education Catalog, Dick Blick, P. O. Box 1267, Gatesbury, Illinois 61401, 1968-69.

## CURRICULUM

Corpus Christi Public Schools, The Program For the Elementary Educable Mentally Retarded, Teaching Guide Level I - III, Corpus Christi, Texas.

Dade County Public Schools, Physical Education, 1410 N.E. 2nd Ave., Miami, Florida 33132.

Denver Public Schools, Developmental Education: A Basic Instructional Guide in Reading and Other Language Arts, Arithmetic, Social, and Occupational Living, Levels I, II, III, IV, V, Board of Education, Denver, Colorado, 1961.

Detroit Public Schools, A Curriculum Guide For Teachers of Mentally Retarded Pupils, Division for Improvement of Instruction, Department of Special Education.

Illinois Plan for Special Education of Exceptional Children, A Curriculum Guide for Teachers of the Educable Mentally Handicapped, The Interstate Printers & Publishers, Inc., Danville, Illinois.

Indianapolis Public Schools, Courses of Study for the Mentally Handicapped, Special Education Department.

Kalamazoo Public Schools, The Structure of the Curriculum of the Kalamazoo Public Schools, Division of Instruction, Guidance and Pupil Personnel, Kalamazoo, Michigan, Bulletin No. c1037, January, 1963.

Memphis City Schools, Course of Study, Program for Educable Mentally Handicapped Schools, Board of Education for the Memphis City Schools, Memphis, Tennessee, Special Education Division.

Oklahoma State Department of Education, A Guide for Teachers of Educable Mentally Handicapped Children, Volume I - Primary, and Volume II - Intermediate, Oliver Hodge, Superintendent of Public Instruction, 1960.

Philadelphia Public Schools, Family Life (Elementary) Curriculum Guide for the Retarded Educable, Division of Special Education, 1962.

## PAMPHLETS

Arkansas State Board of Health, Maternal and Child Health Division, School Health (Selected Pamphlets).

Awareness of Self.

Bicycle Safety in Action, National Commission of Safety Education.

Helping Teachers Understand Children, Washington, D.C., Council on Education.

Safe at Home and in the Community, John Hancock Mutual Insurance Company, Boston.

Series of Safety Plays, National Safety Council

SUGGESTED LIST OF INSTRUCTIONAL AND RESOURCE MATERIALS WHICH CAN BE USED BY TEACHERS OF EXCEPTIONAL CHILDREN AND YOUTH

Intermediate School District Special Education Division,  
Orlando A. Piroli, Director  
Mount Clemens, Michigan

Texas Education Agency, Division of Special Education, Austin, Texas