

R E P O R T R E S U M E S

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A TEACHER'S GUIDE FOR ADULT BASIC EDUCATION.

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MISSOURI STATE DEPT OF EDUCATION, JEFFERSON CITY

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COMPILED AS AN IDEA AND INFORMATION GUIDE FOR TEACHERS OF ADULT BASIC EDUCATION, THIS DOCUMENT INCLUDES DETAILED TEACHING OBJECTIVES, METHODS, AND MATERIALS (FILMS, FILMSTRIPS, BOOKS, TRANSPARENCIES). THE COURSE INCLUDES (1) READING AND COMMUNICATION SKILLS--PHONICS, VOCABULARY, REFERENCE, AND SO ON, (2) SOCIAL STUDIES--GOVERNMENT, GEOGRAPHY, HISTORY, WORLD AFFAIRS, CITIZENSHIP, ECONOMICS, SOCIAL AND POLITICAL PROBLEMS, (3) MATHEMATICS--COMPUTATION, FRACTIONS, MEASUREMENT, GEOMETRY, BASIC ALGEBRA, AND (4) SCIENCE--HEALTH AND SAFETY, BIOLOGY, AND PHYSICAL SCIENCE. EACH LEARNING OBJECTIVE IS REINFORCED WITH SUGGESTED PRACTICAL AND COMMON EXPERIENCE APPLICATIONS. AMONG THE SUGGESTIONS FOR SUCCESSFUL CLASSROOM LEARNING EXPERIENCES ARE--INDIVIDUALIZED STUDY, CREATION OF INFORMAL AND FRIENDLY CLASSROOM CLIMATE, DRAMATIC PRESENTATION OF MATERIAL, UTILIZATION OF PROGRAMED MATERIAL AND TECHNOLOGICAL DEVICES, AND INCLUSION OF SOCIALIZATION OPPORTUNITIES IN INSTRUCTIONAL PROCEDURES. LISTS OF ACHIEVEMENT, DIAGNOSTIC, READING READINESS, AND APTITUDE AND INTEREST TESTS ARE INCLUDED. (THE DOCUMENT INCLUDES A BIBLIOGRAPHY.) (PT)

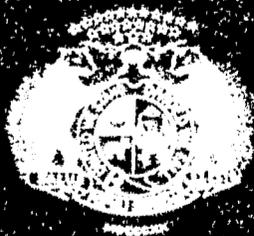
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MISSOURI

ADULT BASIC EDUCATION

A Guide For Teachers



HUBERT WHEELER
Commissioner of Education

ED001340

**A TEACHER'S GUIDE FOR ADULT
BASIC EDUCATION**

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Commissioner of Education**

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TABLE OF CONTENTS

	PAGE
Viewpoint of Adult Basic Education	VI
Purpose of Guide	1
These Are the Things We Believe	2
The Adult Basic Education Program	4
Adult Basic Education Programs Shall Be Designed To	5
Some Suggestions For Successful Teaching	6
Reading and Communication — Level I	10
Reading and Communication — Level II	21
Reading and Communication — Level III	32
Reading and Communication — Level IV	46
Mathematics — Level I	89
Mathematics — Level II	99
Mathematics — Level III	102
Mathematics — Level IV	108
Social Studies — Level I	65
Social Studies — Level II	68
Social Studies — Level III	70
Social Studies — Level IV	75
Science — Level I	110
Science — Level II	114
Science — Level III	124
Science — Level IV	124
Testing	134
The First Day — How to Handle It	138
Bibliography	141

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F O R E W O R D

This guide represents another important step in offering to every individual in Missouri the opportunity to secure education which will meet his needs and desires. It is evident that the committee was interested in new approaches to the age old problem of what to teach, as well as how to teach.

The committee is to be commended for organizing this guide in accordance with the national trends in Adult Basic Education. The Adult Basic Education teacher will surely find this guide helpful in implementing a more effective instructional program. The hard work and committee put into this guide is deeply appreciated.

Hubert Wheeler
Commissioner of Education

A Viewpoint Of Adult Basic Education

Implementation of new ideas and of change are critical factors in education today. Problems related to the process of change are primarily related to interpersonal relationships and the establishment of new roles for people in the changing structure. The need has existed for a change in the basic structure of the Adult Basic Education curriculum and in the people involved at all levels.

In order to accomplish this we must address ourselves to all factors related to change in a total educational endeavor. Also, we must take a long hard look at the content and goals of basic education in this scientific technological age. To assist people to become fully functioning members of the 1970's society, we must concentrate on consumer economics, household sciences and civic responsibility as well as the 3r's. Our goal must be to help people do and THINK in the computerized jet age.

The continued success of the Adult Basic Education Program will depend upon the skill of the teachers as they reshape the lives of the educationally deprived people who find themselves in the poverty cycle but who must learn to relate to the new emerging society.

**Derek N. Nunney
Director of Adult Basic Education
U. S. Office of Education**

**OUR PURPOSE IS TO COMPILE A BOOK
OF IDEAS AND INFORMATION
THAT THE TEACHER WILL REFER TO FREQUENTLY
FOR HELP
WITH WHAT TO TEACH
AND HOW TO TEACH
AND WHERE TO FIND IT.**

THESE ARE THE THINGS WE BELIEVE

**The adult in need of basic education
will not necessarily be helped
by the teacher
who assumes that greater success in life,
material things,
will follow success in basic school subjects,
and who therefore confines himself to being
a teacher!**

**Fears ingrained by background
and lack of confidence
and strangeness around new people
and old failures
and awareness of poor clothes, of poor speech,
and racial discrimination,
and the weight of routine,
may be immovable blocks
to a qualified teacher.**

BUT REMOVABLE BLOCKS TO

a smile that says, "Welcome!"

a smile that introduces a new friend,

a smile that accepts mistakes,

a smile that compliments a good try,

a hand that grasps warmly,

a hand that offers a cup of coffee,

a hand that gives individual help,

a hand that helps with a coat,

a voice that has a first name,

a voice that asks about children,

a voice that says, "Thank you for coming."

a voice that says, "Good! You're doing fine!"

THE ADULT BASIC EDUCATION PROGRAM

Since the beginning of Adult Basic Education in Missouri in 1964 the program has been a growing concern. Why? Because it is a program with a purpose and goal to reach. The 1960 census revealed that of the 2,492,553 persons 25 years of age and over in Missouri, 1,158,362 of them had completed less than nine years of school and an additional 421,879 individuals had completed eighth grade but not high school.

There is a diminishing need for unskilled manpower in today's work force. In reality, automation and machines are replacing unskilled labor at a very rapid pace. Aside from this, the labor force is growing due to the increase in total population. With the majority of work being done by machines and computers, there will be an abundance of free time. The working day will be shortened and longer paid vacations will be a reality.

Adult Basic Education offers opportunity to those who were not able to acquire an education. The unskilled labor force is able to train today for tomorrow's jobs, and better themselves and their families in the process.

Individual citizens will have much free time in the future. Adult education offers a chance to become a well-rounded individual and a challenge to gain new enjoyment and educational experiences.

ADULT BASIC EDUCATION PROGRAMS SHALL BE DESIGNED TO

Offer the adult with little or no formal education the opportunity to initiate or continue his education.

Provide understanding of the responsibilities which accompany his rights as a citizen.

Enable the adult to develop the fundamental skills of communication - listening, speaking, reading, writing, and the basic skill of numbers.

Provide the learner with the opportunity to acquire the elements of health, science, and social studies which will enable him to better understand and join in the life of his community and nation.

Relate learning to the world of work.

Develop the confidence of each adult in his own ability to learn.

Furnish the learner with a constant series of successful learning experiences to better reorient his attitudes.

Seek the maximum development in the minimum time.

SOME SUGGESTIONS FOR SUCCESSFUL TEACHING

Learning is a behavioral change in an individual. Behavioral changes do not become a part of a person until he has reinforced them through use. Remember, students don't learn as a result of what teachers do, but as a result of what teachers get them to do.

A successful teacher in a basic education program must be able to create within the classroom a kind of atmosphere or climate which promotes self-confidence and a desire for self-improvement on the part of each student, to the end that learning becomes a desirable and pleasurable activity. The manner in which this is achieved will depend on the teacher.

A variety of methods, devices, and ideas may be used to achieve desired realistic goals. Whatever approach is used in creating the desired psychological climate. The adult student must realize that he is learning something that he considers to be worthwhile and important to him at every meeting of the class.

SOME SUGGESTIONS FOR CONDUCTING CLASS SESSIONS

Talk over specific objectives with individual students. Teachers and students should agree on those that are worthwhile.

Individualize study and use small group activities.

Provide for informal classroom environment.

Plan each class session as a dramatic presentation.

Provide students with background for what they are learning.

Remember that adult students have a great deal of experience to share.

Plan for continuous pupil participation.

Utilize programmed material and technological devices.

Allow time for socialization and getting to know one another. Socialization should be built into the instructional procedures of the program.

Be prepared for students arriving and leaving throughout the semester.

Be available for discussing problems that affect class work.

MORE SUGGESTIONS

In teaching adults, there are few set rules or established procedures that must be rigidly followed. The course outlines are flexible. What follows in this book is one way.

It is important to remember that a good teacher of adults

- is flexible,
- plans his course of study with the students,
- remains sensitive to the experiences that the adult brings to the classroom.

Most men and women involved in adult learning activities have the choice of dropping out at any time or remaining until the completion of the course. This lack of the compulsory aspect makes adult education a direct challenge to the holding power of the teacher.

- If his classes drag,
- if his techniques are boring,
- if he doesn't maintain the interest of all,
- he may find himself facing an empty classroom!

INSTRUCTIONAL PROGRAM

Reading And Communication Art

Level I	.....	Grades 1- 3
Level II	.....	Grades 4- 6
Level III	.....	Grades 7- 8
Level IV	.....	Grades 9-12

Social Studies

Level I	.....	Grades 1- 3
Level II	.....	Grades 4- 6
Level III	.....	Grades 7- 8
Level IV	.....	Grades 9-12

Mathematics

Level I	.....	Grades 1- 3
Level II	.....	Grades 4- 6
Level III	.....	Grades 7- 8
Level IV	.....	Grades 9-12

Science

Level I	.....	Grades 1- 3
Level II	.....	Grades 4- 6
Level III	.....	Grades 7- 8
Level IV	.....	Grades 9-12

READING AND COMMUNICATION ARTS

LEVEL I

The teacher should begin work in the section of the reading and communication arts that fits the frustration level of the student.

WHAT WE TEACH

Readiness experiences such as the recognition of colors, the ability to make indefinite comparisons and practice of left to right eye movements.

Determination of the extent of sight vocabulary of each student.

Immediate success for the non-reader by building a vocabulary of instantly recognized words.

HOW WE TEACH

Work individually with students to check their knowledge of colors and any indication of color blindness.

Teach such concepts as big, bigger, biggest; small little, smallest, smaller, alike, different.

Show and discuss a picture.

Practice left-right eye movements.

Give practice in grouping designs which are alike.

Using copies of approved word lists, ask students to circle words which they recognize; follow up with oral pronunciation of words to check correctness of their responses.

Use oral reading scales.

Use flashcards to determine the student's knowledge of basic words.

Introduce selected words from a story to the group; students pronounce them repeatedly. Drill. Then read the story.

Have students write words that they are learning.

MATERIALS

Magazine pictures in color comic books; various colored pencils

Various sizes of blocks, beads, or other objects

Steps to Learning - Book I
I Want to Read and Write
Steck-Vaughn

Talking It Over
Follett Publishing Company

Reading Readiness Charts
Ideal Company
Colored Tablets
Kenworthy Company
Dolch Word List
Thorndike's First 500
Words

Oral Reading Paragraphs -
Botel
Reading Inventory
Follett Publishing Co.

Economio Sentence Builder
Milton Bradley

Mott Reading Scale

Learning to Read and
Write
Holt

Reading For A Purpose
Getting Started
Follett

WHAT WE TEACH

Development of confidence and continued success in reading through practice.

Reinforcement of sight vocabulary and identification of words through configuration clues and establishment of finer visual discrimination.

HOW WE TEACH

Use reading machines for individual work.

Provide story charts for reading.

Have students read story from a projected transparency.

Reproduce a story that students have learned to read, but leave some blanks. Ask students to complete the sentences.

Provide a list of common words seen in the community and students are taught to remember them by sight. Example: Stop, Go, Exit, etc.

Divide sentences from a story into two parts. Mix them up and ask students to match the two parts.

Urge students to practice good handwriting habits.

Provide worksheets so that students may pick out differences in long words and short words, capital letters and small letters, short letters and tall letters.

Have students find words that are alike in sets of words. Example: am-an-in-and-an

Teach adults to write the letters of the alphabet; this may be done as letters appear in words or they may be written in sequence.

MATERIALS

Language Master Set 1 -
Word Picture
Program
Bell and Howell

Transparencies - Phonics
6LE
3M Visual Products
Company

English Lessons For Adults
Harcourt Brace Company

Signs From Learning To
Read and Write
Holt

Steps to Learning - Book 2
Steck-Vaughn

The Spy in the Sky
Series I Reading
Behavioral Research
Laboratories

Filmstrip:
Improve Your Handwriting
McGraw Hill

Film:
Milestones in Writing
Series - Pictograph and
Alphabet
Contemporary Films
Division

WHAT WE TEACH

Recognition of words through means of structural analysis and study of root words, word families, prefixes and suffixes.

HOW WE TEACH

Give students experience of picking out the words they have learned by sight from a list of similar words which have not been studied.

Make a game of matching letters of the alphabet.

Flash a letter or words on the screen for reproduction by students on paper.

Devise a sheet so that students supply missing parts of a word.

Give oral directions so that students circle capital or small letters on a prepared sheet.

Have students draw lines between letters that are alike on a worksheet.

Teach students to recognize words that begin with the same letter.

Ask students to find word elements in longer words that are familiar to them.

Ask students to change sentences by rewriting them with an added prefix on a word. Example: The man tied the dog. The man untied the dog.

Assist students to learn to make new words by adding suffixes to roots; for example, er and ing may be added to sing.

MATERIALS

**Reading For A Purpose
Getting Started,
Communications 1
Follett Publishing Company**

**Learning To Read and
Write
Holt**

**Steps to Learning, Books--
1 and 2
I Want to Read and Write
Adult Reader
Steck-Vaughn**

**English Lessons For Adults
Harcourt-Brace Company**

**Programmed Reading for
Adults - Book 1
The Letters of The
Alphabet
McGraw-Hill Company**

**System for Success-Book 1
Follett Publishing Company**

**Building Your Language
Power 1
Silver Burdett Company**

WHAT WE TEACH

Word recognition skill through phonetic analysis such as beginning and ending sounds, rhyming words, and two letter consonant digraphs.

HOW WE TEACH

Supply a study sheet made of two lists of words, the second made from roots of the first. Students draw lines between the related words.

Give exercises for students to divide words into syllables.

Provide work in simple alphabetizing of words.

Present short vowels by sounding them and allowing students to give words that have short vowels.

Use a record and student workbooks for a study of phonics.

Use programmed instruction to teach sounds.

Have students match letters with sounds.

Use phonics charts.

Introduce the study of families of words.

Suggest that students compile a booklet of pictures of words beginning with a common sound.

Show filmstrips and discuss as it progresses. (Vowels and Consonants.)

MATERIALS

Operation Alphabet T.V. Home Study Book
NAPSAE

News For You
Syracuse University

Programmed Reading For Adults Book 3
McGraw-Hill Company

Filmstrip:
Vowel Sound Helps You
Society For Visual Education

American Incentive To Read
AIR

Programmed Reading For Adult-The Sounds of Letters
McGraw-Hill Company

Series I Reading, Books 1,2,3
Behavioral Research Laboratories

Initial and Final Consonants Charts
Ideal

Photo-Phonics Gifted
Teachers Books, Inc.

Basic Primary Phonics, Groups 1,2,3
Society For Visual Education

Phonetic Drill Cards
Phonetic Quizmo
Phonetic Word Analyzer
Milton Bradley, Publisher

WHAT WE TEACH

Recognition of paragraph organization

HOW WE TEACH

Use phonic cards.
Play phonic games.

Show filmstrips to build vocabulary; include rhyming words, synonyms, homonyms, prefixes, suffixes, singular and plural, and beginning to use the dictionary.

Teach sounds using transparencies with overhead projector.

Teach sounds with Language Master.

Teach students to recognize paragraphs in a story.

Discuss and show students how to pick out the main idea in a paragraph.

Point out how sentences in a paragraph should be punctuated and discuss simple rules for capitalization.

Learn to write simple paragraphs.

Write titles for articles from magazines newspapers, periodicals or stories.

MATERIALS

Picture Phono Cards
Kenworthy, Publisher

Group-Size Consonant Cards-Dolch

Filmstrip:
Fundamentals of Vocabulary Building
Eyegate, Publisher

Phonics 1 - LE Initial Consonants
Sounds B to L
No. 2-LE M to Z
No. 3-LE Consonant Combinations
No. 4-LE Review of Vowel Sounds

3M, Visual Products Company

Language Master Phonics Program-Sets 1,2,3

Live and Learn
Noble and Noble Publishing Company

Reading Skills
Fearon

Reading Skill Builders, Grades 1,2,3
Adult Readers Steps 1,2,3
Readers Digest Services

Filmstrip:
Let's Start With Key Words
Society for Visual Education

WHAT TO TEACH

Development of the ability to read with comprehension.

HOW TO TEACH

Teach students about the relative role of heading and subheading.

Using newspapers, discuss paragraphing found in news articles.

Plan for practice in learning to spell common demons.

Through reading and discussion help students to do the following:

- Recognize key thoughts of a story
- Interpret feelings of persons being read about
- Select specific sentences from articles . . . sentences that refer to the picture.
- Recognize implied meanings.
- Be able to find solutions to problem stories.
- Form sensory images of articles
- Identify cause and effect relationship
- Summarize the selection
- Match list of phrases that are similar in meaning but worded differently.

Prepare questions to direct silent reading.

Use reading machines to improve comprehension.

Develop the ability of the students to read and find

MATERIALS

Improve Your Punctuation
McGraw-Hill Company

Transparencies:
Elementary Punctuation,
Part 1
Capitalization 18-E
3M Visual Products
Company

Readers 1-8 (Sullivan)
Programmed Reading
Series 2 (Sullivan)
Why Work Series
Behavioral Research
Laboratories

English Lessons For Adults
Harcourt Brace

Film:
Reading Improvement-
Comprehension
Coronet

Reading For Understanding
Junior Education
Science Research
Associates

WHAT TO TEACH

HOW TO TEACH

MATERIALS

answers by using the following techniques:

- Select words that answer questions
- Use simple true and false quiz
- Justify answers of articles by reading aloud
- Take notes that answer questions
- Read to prove or disprove questions

Assist students in understanding the importance of sequence of ideas by performing the following tasks:

- List facts in order
- Follow sequence of newspaper or magazine articles, telling of unfolding of events.

Increased reading speed

By use of transparencies, teach students to increase their reading speed.

English No. 10-E-S Basic Reading

Part 1

English No. 11 E-S Basic Reading

Part 2

3M Visual Products Company

Administer Reading Time Tests.

Gates Reading Tests (LC, RV, GS, ND)

Teachers College, Columbia, University

Flash sentence cards and require students to recall what they saw.

Use reading machines to increase speed.

Improvement in oral reading

Use a tape recorder for diagnostic purposes.

Use a video tape recorder to record overt behavior and voice for diagnostic purposes.

WHAT TO TEACH

Further development of vocabulary and increased word power.

Advanced skills in attacking new words through structure, phonics, and context.

HOW TO TEACH

Divide the class into small groups and read orally to one another.

Show films and filmstrips on speech, pronunciation and enunciation.

Teach students to recognize punctuation marks as they read.

Learn to read selected articles from the daily newspaper; read orally and discuss.

Before each reading lesson, place a list of words on the chalkboard for discussion and drill.

Learn to use the dictionary by filmstrips, film, and practice in class.

Use flashcards for vocabulary drill.

Create a spelling list from reading lesson and assist students in learning to spell these words.

Use educational word games.

Build a vocabulary of words used in daily living experiences such as words from safety signs, telephone directory, grocery items, advertisements, directional signs, driving.

Discuss, show filmstrips and do exercises to recognize and understand antonyms, homonyms, and synonyms.

MATERIALS

Film:
Speech-Using Your Voice
McGraw Hill

Filmstrip:
Pronouncing Words Correctly
News For You
Syracuse University

Filmstrip:
Dictionary and Other
References
Hearing Sounds in Words
Letters Which Work
Together
Popular Science

Password
Milton Bradley

The Syllable Game
Take
Dolch

Filmstrips:
Synonyms
Jam Handy
Homonyms
Prefixes and Suffixes
Improve Your Punctuation
McGraw Hill

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Suggest that students keep a list of new words they have learned; they learn to write the words in sentences using good usage, punctuation, and capitalization

Provide exercises for making compound words.

Formulate words by having students supply prefixes and suffixes.

Use word cards for students to build sentences.

Give practice in looking up words in a dictionary and determine how to pronounce them by looking at diacritical marks.

Teach students to sound out multi-syllable words.

Provide experiences in using contractions.

Present new words in different content. Students are taught to recognize accented syllables and pronounce.

Discuss the meaning of context and ask students to determine meaning of words from their contextual use in a sentence.

Have students match words with phrases.

Pass out a duplicated selection and ask students to supply missing words.

Tape a short article as it

Word and Phrase Sentence Builders Cards
Kenworthy

Films:
We Discover the Dictionary
Look It Up
Coronet

Filmstrip:
Context Clues
Eyegate

WHAT TO TEACH

Techniques for finding needed information

Opportunities for practice in following directions.

HOW TO TEACH

is read from a textbook. Have the class underline words as it is played back.

Identify the parts of a book and help students to know how to use them. Practice using the telephone directory.

Tour the library and point out how and where books, magazines, newspapers, and other materials are located.

Pass out road maps and study them.

Learn to use the want ad section. Role play a person seeking to answer an ad and one placing an ad.

Give practice in finding geographical places on a globe.

Use, with students, the index of merchandise catalogs; they learn to fill out written orders and make telephone orders. They may practice writing letters about their orders.

Teach students to use all parts of the dictionary.

Give practice in using the encyclopedia.

Drill on alphabetizing.

Use programmed instruction for experience in following directions.

MATERIALS

Lessons for Self-Instruction in Basic Skills (Following Directions)
California Test Bureau

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Supply washing instructions for various garments. Use an opaque projector to show on a screen;
Discuss

Discuss instructions for operating appliances, for taking medicine, for making long distance calls, for sending a telegram by calling. Role play.

Allow students to give and follow directions to find various places in the community.

Pass out sample application forms and let students follow directions in completing them.

Give practice in following directions in cook books.

Give practice in listening.

Make regular trips to the library to select books to read.

Share information gained in the newspaper.

Bring magazines to class for enjoyment of reading.

Bell Telephone Company
Equipment

Sample instruction tags

READING AND COMMUNICATION

LEVEL II

WHAT TO TEACH

Further development of word recognition through structure.

HOW TO TEACH

List on the chalkboard bases of words from which other words are built. Example: Fixus (to set or fix). From this, the words prefix and suffix, arise.

Display at least one "word origin" book explaining what etymology means. Use the dictionary to find other roots from which words are made.

Ask each student to create a vocabulary notebook of roots and related words made from them.

Show filmstrips on aspects of word structure discussing them as the strip is presented.

Discuss the history of the origin of words. Use a dictionary to discover interesting origins.

Show a filmstrip of homonyms. Have students look them up in the dictionary and discover meanings.

On a prepared sheet, list contractions. Ask students to write the words from which they come and to learn to spell them.

Introduce rules for making plurals. Make up plurals from singular nouns.

Show common abbreviations (Days of week, months, measurements,

MATERIALS

Filmstrips:
Unusual Word Origins
Words Derived From
Other Languages
Keys to Word Building
Synonyms, Antonyms, &
Homonyms.
McGraw-Hill

Roots and Shoots
Society for Visual
Education

Film:
Spelling Is Easy
Coronet

Filmstrip:
Plurals
Society for Visual
Education

English That We Need
Frank E. Richards,
Publisher

HOW TO TEACH

Further development of word recognition through likenesses and differences of sounds.

WHAT TO TEACH

titles, names, states) Provide exercises for reinforcement.

Provide experiences for practicing alphabetizing.

Review the 24 consonant sounds (q,p,t,k,ch,b,d,g,j, f,v,s,z,sh,zh,(Jacque), r,b, m,n,ng, (strong), th, (thick), th, (them, y,w, and h.

Review the 15 vowel sounds, Five vowel sounds are short. Five vowel sounds are long. oo (look ou (out) oi (oil) au (haul) and Schwa sound (stir, were, learn, burn, world.)

Show the difference between hard and soft C's and G's.

Example:
Single consonant sounds.

Soft C - cent, city, cycle

Hard C - call, cap, cop

Soft G - gentle, gym, ginger

Hard G - gas, gun, game

Give a list of words; have students place the words in the proper column.

germ	curl
cereal	carry
cyclone	guest
cigar	gypsy

MATERIALS

Help Yourself to Read, Write, and Spell.
Educational Development Corp.
Ginn & Company

3M Transparencies or spirit masters
Phonics 3 - Consonant Combinations and Review of Initial Consonant Sounds
Phonics 4 - Review of vowel sounds
Phonics 6 - Review of vowel and consonant sounds and compound word building.
Phonics 7 - Short Vowels Initial Consonant substitution
Phonics 8 - Long Vowels Initial Consonant

3M Visual Products

Filmstrips:

Hearing Sounds In Words

Consonant Sounds

Tricky Consonant Sounds

Popular Science

Classroom Vocabulary Program IV 4-5-6

Phonics Practice Set 1
Phonics Practice Set 2

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Soft C

Hard C

**Prefix Mastery
Suffix Mastery**

**guard
cotton
gone
geography**

**ceiling
gelatin
civics
cut**

Soft G

Hard G

**Study combinations of con-
sonant blends.**

**Study diphthongs and make
word families of like sound.**

**Example: au oy
 auto boy
 haul destroy
 sauce loyal**

**oo oo ou
boot foot house
school cook found
food look count**

**Make word lists using
various blends.**

**Example:
bl-blank, blend
br-broke, bring
cl-class, claim
cr - crane, crime
dr - drive, dream
fl - flame, flower
fr - friend, frame
gl - glide, glory
gr - grind, grand
pl - please, pleasant
pr - prove, pride
sc - scamper, scarce**

**Filmstrip:
Who's Mispronouncing
Eyegate
Words and Their Ways
Society of Visual
Education**

**English in Action
Tressler
D.C. Heath and Company**

WHAT TO TEACH

HOW TO TEACH

MATERIALS

scr - scream, scroll
sm - smoke, smile
sn - snare, sniper
sp - spurn, spank
spr - spree, sprout
tr - train, tramp

Using Good English
Laidlow Brothers

Study two-letter combinations that make a new sound.

Example:

ch - chair
ph - phone
sh - shower
th - third
wh - while

Essentials of Modern English
Mac Millan

Review long and short vowel sounds. Show how vowel sounds change when followed by R.

Example:

ar - farmer
er - were
ir - girl
or - fortune
ur - hurt

Give sentences in which two letters, a vowel and an R, be filled in to complete a word.

Example:

We use a knife and a f—k to eat.
Her sk—t matches her sweater.
There was no h—m done by the mistake.
There was no h—m done by the mistake.
I have lost my p—se.
Det—gents get out d—t.

Progressive growth in reading comprehension.

Ask students to check for the sentence in a paragraph that best summarizes the reading selection.

Film:
Making Sense With Sentences
Coronet

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Read a story for clues to character. Have students select from a group of statements the ones that correctly interpret a part of the story.

Make two columns (after reading a story) one for cause - the other for effect and have students match the columns.

Compile a list of true and false sentences. Have pupils react to them (oral or written).

For character descriptions, match character names with descriptive phrases.

Discuss punctuation marks as an aid to understanding.

- A. Quotation marks (single and double)
- B. Commas
 - person addressed
 - series
 - in quotations
 - in compound sentences
 - appositives
 - after yes or no
- C. Apostrophe
 - possessions
 - omission
- D. End punctuation
 - period
 - question mark
 - exclamation point

Have students read a story and write a paragraph summarizing it. Point out topic sentences, supporting sentences and concluding sentences.

Skill Builders (Grades 4, 5,6)

Reader Digest Services

Why Work Series Reading Kit

Behavioral Research Laboratories

Practice Readers Books, D. & F.

McGraw-Hill

How to Read Better, I and II

Steck Vaughn

Springboards,

Portal Press, Inc.

Full Speed Ahead

Follett

I Want to Learn English

Steck - Vaughn

Individual Corrective English

McCormack-Mathers

Lessons for Self Instruction in Basic Skills

Punctuation

California Test Bureau

Lessons for Self Instruction in Basic Skills

Capitalization

California Test Bureau

Spoken Drills and Tests in English

An Oral Language Practice Book

Harr Wagner

Filmstrip:

Punctuation Filmstrip Series

McGraw-Hill

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Use oral exercises for reinforcement.

Assist students to develop attention, concentration, accuracy, and self confidence as an aid to understanding.

Use machines to develop phrase reading and unitary seeing.

Develop sentences so that meanings of selected words may be determined by context.

Give practice through oral discussion on finding the main idea. Ask students to write a sentence giving the main thought.

Give students experience in outlining.

Extension of ability to build and use new words and broaden understanding.

Have students read a story written in dialect. Ask them to write, pronounce, and define correct form of the words.

Compile a list of action words. Have students add endings, remembering that the last letter sometimes changes.

Construct two columns headed words and definitions. Have students draw lines to the ones that correspond.

Compile two lists of words, Synonyms and Antonyms. Students write S and A beside each word, respectively.

Classroom Reading
Program IV
Steps 1-2-3-4
Tachest-O-Film
Learning Through Seeing,
Inc.

3M Transparencies
Basic Readings
Visual Products

**HOW TO GET ALONG ON
THE JOB**
Holt

Readers Digest
Reading Skill Builder,
Books 4 & 5
New Practice Readers
Books, D & F
McGraw Hill

Mott Basic Language Skills
600
World Book

Dolch Reading
Word List
Garrard Publishing Co.

Language Master
Bell & Howell

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Have students give the main idea of an article or paragraph with one descriptive word.

Use flash cards to enlarge sight vocabulary of everyday words.

Have students supply missing words in sentences from a vocabulary list.

Dictate a list of words. Have students write them divided into syllables.

Construct a simple crossword puzzle with corresponding words vertically and horizontally.

Compile a list of vocabulary words from an assigned reading. Have students write them in sentences pertaining to the selection.

Have students write words to matching picture emblems.

Example:

Picture of	Word
a star	policeman
a skull & crossbones	poison

Delete several letters from words in a vocabulary list and have students fill in the missing letters.

Build a broader vocabulary through a study of words associated with jobs.

Example:

machinery ----- equipment, safety, etc.

Film:

Build Your Vocabulary
Coronet

On The Job

Frank E. Richards,
Publisher

WHAT TO TEACH

Increased speed and comprehension

HOW TO TEACH

List on the chalkboard new words taken from reading material. Discuss, then use in sentences with appropriate capitalization and punctuation.

Practice in adjusting speed of reading to purpose and nature of materials through oral reading.

Example:

pleasure reading
pursuit of information
special interest

Use the Shadowscope to increase and regulate the rate of speed.

Give students a timed reading lesson followed by a group of written questions to measure speed and comprehension.

Have students read a selection in an allotted time then give an oral version to measure how much was read.

Ask students to read an article in a limited span of time and to list facts read sequentially.

Make flash cards of sentences and phrases. Display for a few seconds. Have students write them or recite orally.

Administer standardized speed tests to establish rate of reading of students.

Use Craig Reader to increase reading speed rate of the students as comprehension improves.

MATERIALS

Learning To Read Better Book 1
Steck Vaughn Company

Shadowscope

Film:
Improve Your Reading
Coronet

Better Reading
Encyclopedia Britannica

S.R.A. Standardized Test

Gates-MacGinite
Speed and accuracy test
Teachers College
Columbia University

WHAT TO TEACH

Application of reading skills to meet the needs of Individuals

Experiences in location skills.

HOW TO TEACH

Use the opaque projector to display labels and instructions taken from various commodities to be read orally by the class.

Have students write directions for accomplishing a feat, getting to a particular location, or assembling appliances or furniture.

Secure sample question sheets from the Motor Vehicle Department. Discuss questions concerning driver's test with class.

Practice in taking notes.

Have students compile lists of various types.
Example: laundry, shopping, etc.

Have students bring clippings pertaining to their special interest or job and read to the class.

Provide lessons in recognizing and being able to read signs encountered in everyday experiences such as those seen in public buildings, on the street, driving, restaurants, etc.

Provide menus, greeting cards, announcements, etc. to be read orally in class using the opaque projector.

Give practice in using Table of Contents, Index Glossaries, Card Catalogues, Footnotes, etc.

Have students make an alphabetical card file.

MATERIALS

**You and Your Needs
You Are Heredity and
Environment**
Follett

How We Live
Noble and Noble

**Why Work Series Kit with
Tapes**
Behavioral Research
Laboratory
Functional Reading Book 8
McGraw-Hill

Transparencies
**Safety Signs On Our
Streets (59333-2)**
**Safety Signs On The
Highway (59333-3)**
Cenco Company

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Have students locate information in encyclopedias.

Have students formulate a bibliography in alphabetical order, from a list given by the teacher.

Give students practice in alphabetizing to the third letter.

Supervise practice in locating materials in the library which includes use of the card file, Readers Guide and other techniques.

Conduct a field trip to the public library, encourage students to secure cards.

Provide experiences where the students have a more extensive use in locating places on the map and globe.

Formulate charts, graphs, and tables from units being studied in class.

Provide lessons in placing accent marks, using pronouncing key and diacritical marks and guide words.

Give practice in filling out checks, application forms, bank slips, check stubs, receipts, schedules.

Give students experience in writing. Short letters, announcements, invitations, condolences, etc. Demonstrate correct way to fold correspondence and give practice in addressing envelopes and cards.

Transparencies:
Using the Library (59333-6)
Cenco Co. # C K 6

Film:
Library Organization
Coronet

Transparencies:
Map Outline of Missouri (59334-144)
I Want A Job (59334-697)

Getting Ready For Pay Day
English That We Need
Frank E. Richards,
Publisher

Film:
Writing Better Social Letters
Coronet

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Improve speech habits by having students give short talks on travel, hobbies, dramatic monologues, radio and T.V. skits.

Provide students with the experience of giving a speech or talk on the tape recorder. Play and evaluate. Emphasize clear enunciation, pronunciation, absence of mannerisms, and a pleasing presentation.

Familiarize students with books according to classification such as fiction, non-fiction, biographies, literature, poetry, etc.

Encourage class to join book clubs.

Provide library books in the classroom at various reading and interest level as independent reading.

Writing Better Business Letters
Coronet

Eight Parts To A Business Letter
Inter. Theatrical and T.V.

Film:
Using Your Voice
Young America

Improve Your Pronunciation
Coronet

Oral Language Practice Book
Harr-Wagner

Newspaper:
News For You
Syracuse University

Weekly Reader - Level 3
Charles E. Merrill Books, Inc.

Film:
Look It Up
Coronet

READING AND COMMUNICATION ARTS

LEVEL III

WHAT TO TEACH

Phonetic and Structural Analysis and Syllabication

HOW TO TEACH

Place words on chalkboard omitting long vowels. Pronounce words for class. Ask students to write the words and fill in the vowel they hear. Use the same procedure for consonants and blends. Check papers by asking someone to go to the board and say the word as he fills in blanks, or teacher may fill in blanks from student dictation.

Examples:

Long vowels

bailing	itinerary
exuberation	eons
hoax	

Short vowels

abstractions	grit
bedlam	knots
gunwales	

Vowels together

maudlin	clue
howitzer	dew
decoy	keel
pawpaw	thief
lain	diehard
breach	grouse
slay	tough
foil	foe

Consonants

bedlam	galley
cadence	hammock
dense	jolt
filtered	keel
meander	registrar
novice	taut
porous	void
quay	waist

MATERIALS

Transparencies:

Initial Consonant Sounds
B-L

Initial Consonant Sounds
M-Z

Consonant Combinations
and Review of Initial
Consonant Sounds

Review of Vowel Sounds

3M Company - Visual Products

Phonograph Record:

Speak Well

Educational Record Sales

Sound and Sense in Spelling

Harcourt, Brace & World

Phonics Wheel

Teachers Publishing Corporation

A Phonetic Approach to Spelling Growth

(Grades 7-8)

The Economy Company

Photo-Phonics Filmstrips: Vowel

Consonants

Consonants Blends

Gifted Teachers Books

Photo-Phonics III and IV

Gifted Teachers Books

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Ask class for ten words heard on radio or television. List on chalkboard and pronounce carefully. Invite class to close eyes as teacher repronounces each word. Ask class to tell how many sounds they heard in each word.

Use this procedure also to give class the opportunity to hear vowels, consonants, and blends. (Closing the eyes may help concentration.)

Write a consonant blended with a vowel on the chalkboard or have prepared on transparency. Pronounce and then ask class to pronounce.

Phonograph Record:
Sounds of Spoken English
Educational Record Sales

Examples:

na	sna
ne	sne
ni	sni
no	sno
nu	snu

Write respellings of words previously studied on chalkboard. Invite students to pronounce the word from the respelling. Use in oral sentences.

Point to and pronounce these endings:

ed	est	ish	ness
er	ful	less	or
en	ing	ly	y

Ask students to say words in which they hear these endings. Write these words on chalkboard and pronounce. Use words in oral

WHAT TO TEACH

HOW TO TEACH

MATERIALS

and/or written sentences.

Use this procedure for

dis	in
fore	re
im	un

Filmstrip:
Roots and Shoots
Society For Visual Educa-
tion

Ask the class to say the names of people they have heard about who have a title. Abbreviate the title on the chalkboard. The list may include the following:

Dr.	Gen.
Pres.	Col.
Rev.	Supt.

(Don't forget Mr. and Mrs.)

Use transparencies or chalkboard to illustrate abbreviations of each day of the week and each month of the year. Read aloud. Dictate to students in mixed order inviting them to look up at board or screen if they are not sure.

Invite class to tell the meaning of each of these abbreviations. Write sentences using each one.

A.M.	B.C.	C.C.	Winston's Dictionary for Schools Holt, Rinehart, and Win- ston
P.M.	A.D.	P.O.	
C.O.D.	R.F.D.	R.R.	
Inc.	U.S.A.	Ltd.	

Dictate sentences to students using words previously studied. Include one contraction in each sentence. You may include couldn't, who's, they're, doesn't, won't. Ask students to dictate sentences including contractions.

Comprehension Skills

Give a brief synopsis and assign a reading. Give in-

SRA Reading Lab-III a
Science Research Associ-
ates

WHAT TO TEACH

HOW TO TEACH

MATERIALS

dividual help. When completed, invite students to suggest outcomes from the events in the reading. Write on chalkboard or overhead projector and discuss.

Reread orally to find words that infer why an act was done. Place on chalkboard. Ask for other meanings of the word and use orally in sentences.

Show gestures a character may have used to help convey his message. Invite students to do this. Ask the class for sentences and expressions that show what the character is doing. Take movies of students as they portray characters. Discuss results.

Write the word "cliche" on the chalkboard and explain that it is an expression used over and over without variation and is poor communication. Give examples:

busy as a bee
beautiful but dumb
poor but proud
ray of sunshine

Ask class for better, more original way to communicate the idea. Write sentences using cliches and rewrite so that the idea is expressed in a fresher way.

Invite the students to tell what they would have done if they were placed in the

Film:
Choosing Books to Read
University of Missouri Library

Readers Digest Readings:
Mott Basic Language
Skills Program Series 900

Film:
Improve Your Reading
University of Missouri Library

Reading Skill Builders
Grades 7-8
Readers Digest

Reading for a Viewpoint
Follett

WHAT TO TEACH

HOW TO TEACH

MATERIALS

same position as a character in the story.

Have students write a paragraph telling what else a character could have done to solve a problem in the reading. If possible, assign different characters to different students.

Remind students that

- a. The first sentence of the paragraph must be indented.
- b. The first sentence usually gives the main idea.
- c. All sentences should tell something about the topic.
- d. The teacher will give individual help with spelling and any other problems.

Show some completed paragraphs with an opaque projector. Discuss these questions:

- a. What is the topic of the paragraph?
- b. What does the writer tell about the topic?
- c. (Have capital letters and punctuation been used correctly in the paragraph? This might be better handled in a separate lesson.)

Draw a line on chalkboard dividing it roughly into parts, one part about one-third, the other part two-thirds. List the characters from an assigned reading in the one-third size part. List sentences telling about events in the two-thirds size part.

Film:

How To Read A Book
University of Missouri Library

English III
Holt, Rinehart, Winston

Filmstrip - 151G
Summarizing
Eyegate

Transparencies:
Punctuation Grouping - 6
packets
3M Visual Products

Filmstrip:
Exploring Punctuation
The Comma - 6 packets
Society For Visual Education

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Ask students to match the characters with the listed events.

After silent reading, ask each student to state the main idea of a paragraph in his own words. Assign paragraphs in order to different students. Use the overhead projector to list each student's idea in same order. Ask if the listed ideas summarize the reading? Discuss with the class.

Show examples of exaggeration such as, "We yelled our lungs out!" Ask students to dictate exaggerations they have heard. Write on overhead projector and discuss meanings.

Ask students to bring newspaper ads to class. Using opaque projector, read orally and discuss these questions:

- a. Can we tell if this is the best price?
- b. What facts do the ad state?
- c. What can we tell about the quality?

Give a synopsis and assign silent reading of fifteen minutes average length. Select fifteen verbs from the reading and list on chalkboard. Ask students to find synonyms for the words listed. Orally reread sentences from the reading substituting the synonyms.

Ask students to dictate sentences telling things

SRA Basic Composition Series Grades 5-8
Science Research Associates

Success In Language/A 8-Unit Booklet Program
Follett

Filmstrips:
End and Other Punctuation
Set of 6 captioned
Society for Visual Education

Far Horizons (Gaining Independence in reading Series)
Chas. E. Merrill Books, Inc.

Winston's Dictionary for Schools
Holt, Rinehart, Winston

Film:
We Discover the Dictionary
University of Missouri Library

Reading Essentials - Series (5-8)
Steck-Vaughn

WHAT TO TEACH

HOW TO TEACH

MATERIALS

they did during the day. Get them started by suggesting sentences such as, "I went to work at seven this morning." After ten sentences have been listed, go back and circle words which are general or vague. Ask students to use dictionaries to find synonyms which would give a clearer picture, or more definite meaning.

Use opaque projector to show at least five full page magazine ads for different cars. Ask individuals to read orally. Underline adjectives, and reread omitting them. Have students write a paragraph on which car they would buy and why. (Review suggestions previously stated for helping students to do this writing.)

Project student's paragraphs on screen. Read aloud and locate topic sentence. Review punctuation as used correctly in these paragraphs, and compliment achievement.

Assign a reading after brief preview. List the main ideas from ten paragraphs on the chalkboard. Ask students to match these ideas with paragraphs from the assigned reading.

Ask questions after silent reading to help students see cause and effect relationships.

Ask questions such as these:

The Newspapers You Read
Follett

New Modern Reading
Skilltexts-Book 2

WHAT TO TEACH

HOW TO TEACH

MATERIALS

- a. Why did John decide to change jobs?
- b. What caused Betty to drop the hot frying pan?
- c. When did Joan decide to take Bill to the doctor?

Have students write a friendly letter. Some of these topics may be helpful:

- A new job
- A new appliance or piece of furniture
- A child recovers from an illness
- A daughter's part in a school play
- A son's participation in athletics
- Moving to another home
- Visiting a friend in the hospital

Use transparency to review these parts of a letter. Illustrate each one.

- a. Names of street, town, state and month
- b. Greeting
- c. Body
- d. Complimentary close
- e. Signature

Give individual help during writing. Use opaque projector for oral reading and to reteach form.

Ask students to dictate sentences that hide true reasons. Write these sentences on overhead projector and discuss what may be inferred.

Example: John heard the

Skilltapes for Adult Reading
Charles E. Merrill Books, Inc.

The Letters You Write
Follett

Advanced Handwriting For Adults
American Southern Publishing Co.

Handwriting Legibility Kit
Peterson System, Inc.

English Exercises
Charles E. Merrill Books, Inc.

Filmstrips:
Steps In Building A Paragraph
Steps 1-3
Steps 4-5
Steps 6-7
Steps 8-9
Loyola University Press

Filmstrips:
How To Write A Narrative
Part 1 A
Part 1 B
McGraw-Hill

Filmstrips:
Uses of the Comma
End Punctuation
Visual Instruction Bureau
University of Texas

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Vocabulary Development and Word Mastery

laughter coming from Fred's yard. "Mary," he called, "I think I'll take a little walk. I need some fresh air."

Encourage students to think about word relationships by writing on chalkboard words brought to mind or implied by other words. Ask students to match words they associate with given words.

Example:

law	order
poverty	hunger (or crime)
vote	?
welfare	?
marriage	?
divorce	?
children	?
religion	?
freedom	?

Ask students to provide "a word or words that make sense" in teacher-prepared sentences.

Prepare on transparency. Be sure you give clues in your sentences.

Example:

- a. Al's efforts to get Mary to the ball game just made her -----.
- b. When Betty asked Bob to ----- he ran out the back door.

Prepare transparency showing headlines and expressions in the news. Read each expression orally. Ask the class, "Does the headline give you a clue to what the article is about?"

Examples:

- a. "Recounts Bracing

Filmstrips:
Fundamentals of Vocabulary Building
Synonyms
Homonyms
Find Another Word
Prefixes and Suffixes
Singular and Plural
Eyegate

Filmstrip:
The Right Word in the Right Place
Society For Visual Education

Filmstrip:
Word Meanings Change
McGraw Hill

Filmstrips:
Increase Your Stock of Words.
Times and People
Change Words
Loyola University Press

Steps to Better Reading - Book 1
Harcourt, Brace, and World

Word Clues - Book G
Educational Development Laboratory

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Compile a list of words in the news. Show on chalkboard, pronounce, and discuss current meaning. Your list may include:

dissent ghetto black-power
inner-city mini-skirt M-16
mod hippies the pill

Have students write sentences using these words that sound alike. See that students have dictionaries when help is needed.

watt	what
scene	seen
him	hymn
steel	steal
feet	feat
meet	meat
Pete	peat

they're	their
peace	piece
groan	grown
through	threw
rode	road
plane	plain
knew	new

The Movies You See
The Television You Watch
Follett

**Winston's Dictionary for
Schools**
Holt, Rinehart, Winston

Functional Reading Skills

List in mixed order five steps in preparing food from a particular cookbook recipe. Ask students to put in correct order according to the recipe.

Write questions on the chalkboard. Ask the students to find those sentences from the reading which support answers to the questions.

Assign a different task for succeeding paragraphs in a cookbook, training manual, or an instructional magazine.

**Betty Crocker's Dinner In
A Dish Cook Book**
Golden Press, Inc.

**Understanding the
Automobile**
Follett

Magazines:
Popular Science
Popular Mechanics
Sports Illustrated
American Home

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Examples:

Encircle the words that tell what ingredients to use.

Underline the sentence that tells where the fuse box is.

Cross out words not needed to understand how to assemble the model.

Select sentences from an instruction sheet or booklet and break into parts. Ask students to rearrange so the parts are in sensible order.

Follow the instructions for ordering from a mail order catalog.

Read orally and follow the instructions on the face of state and federal income tax forms.

Obtain employment applications from cooperating business firms. Practice completing them in accordance with written instructions.

Obtain application blanks for "Industrial" life insurance. Read and complete.

Location Skills

Use transparencies to show the kinds of books available in a library and the important parts.

Fiction
Nonfiction
Magazines
Pamphlets

Outdoor Life

Film:
Know Your Library
University of Missouri
Library

Filmstrip:
The Dictionary and Other
Reference Books
Eyegate

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Encyclopedias
Dictionaries
Atlases
Special
reference books

Title page
Introduction
Appendix
Body of the book

Table of
contents
Index
Bibliography

Show the Dewey decimal
system of classification
so students may find books
for themselves.

Philosophy and behavior	100-199
Religion	200-299
Social Sciences	300-399
Languages	400-499
Natural sciences	500-599
Useful Arts	600-699
Fine arts	700-799
Literature	800-899
Travel, biography, history	900-999
General works	000-099

Discuss how fiction and
nonfiction books are
shelved.

Discuss the card catalog.
Show samples of an author
card, title card, and
subject card. Point out the
call number. Discuss the
use of each card. Place
these words on the chalk-
board. Ask a student to
write after each the kind of
card he would use when
trying to find information.

Film:
Look It Up
University of Missouri
Library

Filmstrips:
Library Research Tools
Selected Reference
Source 1: General
Eyegate

Filmstrips:
Card Catalog
Dewey Decimal System
Readers Guide
Using Reference Material
McGraw-Hill

WHAT TO TEACH**HOW TO TEACH****MATERIALS**

China birds
Mark Twain natural
 resources
radar The Pearl

Arrange with librarian for a special visit by an adult class. After explanation by librarian, arrange for each student to find a needed reference, using the card catalog.

READING AND COMMUNICATION

LEVEL IV

WHAT TO TEACH

The development of vocabulary building through a knowledge of history, form, meaning and usage of words.

HOW TO TEACH

Carry on a systematic study of prefixes, root words, and suffixes to show how each word element can determine the definition part of speech, and use of the word.

Teach the meanings of prefixes.

Example: pre means before

Give a word list. Have student circle the prefix.

Example: precaution, prearrange, prepay

Use dictionary to show students how to find the meaning of whole words.

Have students write a sentence for each word.

Show that many words stem from the same root word.

Example: port means carry; therefore, report, export all have a common root word, but the prefix in each word changes the meaning of each word.

Teach root words.

Example: dic or dict means say or tell

Ask students to find word families by identifying roots that are alike.

Example: prediction, dictionary

WHERE TO FIND IT

Word Study for Improved Reading
Globe Book Company

Language Master - Set 3
Word Building and Word Analysis Technique
Bell and Howell

Word Attack Manual
Educator's Publishing Service

Word Clues Book - Book G
Educational Developmental Laboratory

Filmstrip:
Suffixes and Prefixes
F-1722

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Develop student's ability to recognize how suffixes added to words change the part of speech and the functions of the words.

Using Good English
Laidlaw Brothers

Example: Add the suffix ful to wonder (a noun), the new word is an adjective, wonderful

New Modern Reading Skilltexts
Charles E. Merrill's Books, Inc.

Develop student's skill in recognizing suffix meanings

Example: er, or, ee, ist mean one who

Construct new words by adding suffixes to root words. Encourage students to determine the meaning of each new word by the meaning of the suffix.

Recognizing the Sounds of Words
Charles E. Merrill's Books, Inc.

Example: governor, farmer, actor, employer

Present word list of homonyms.

Have students write a sentence and use each homonym.

Present a word list of compound words.

Have students give the meanings of new compound words and use the words in sentences.

Filmstrip:
Words from Many Lands
Jam Handy

Discuss the history of words we have borrowed from other people.

Example: German - kindergarten, waltz
French - menu, journey

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Divide class into groups and assign research reading to determine origin, meaning, and usage of borrowed words.

Example: ce're al, cereal
Origin - from Latin word cerealiz, from ceres the goddess of corn
Meaning - a grain, or a plant yielding grain
Usage - The manufacture of cereal has become a big business.

Use newspapers and magazines to find words and word roots that have been studied and discussed in class. Give word lists. Have students divide words into syllables.

Use the dictionary to study the diacritical markings of letters.

Stress through oral reading the accented syllables of words. Show that the accent of a word changes as a word changes structure.

Example: pre fer' -pref'
er a ble
pre cede' - prec' e dent

Use chalk board, overhead projector or flash cards for reinforcement.

Development of concepts and skills of correct spelling.

Use word building and dictionary study as an approach to learn spelling.

Check all written work and have students keep a

Essentials of Modern English
Macmillan Company,

Word Attack - Manual
Educator's Publishing Service

3M Transparencies
Phonics - No. 3,4,5,6,7,8
Visual Products Company

Tachist-O-Films
Classroom Vocabulary Program X
Classroom Reading Program X
Learning Through Seeing, Inc.

WHAT TO TEACH

HOW TO TEACH

MATERIALS

	<p>notebook of words that have been misspelled.</p> <p>Make spelling lists from classroom activities.</p> <p>Teach only spelling rules that are consistent enough to be useful in a large number of cases.</p> <p>Carry out a systematic, meaningful review of words.</p> <p>Use spelling tests for diagnostic as well as for achievement purposes.</p> <p>Use word lists that have been compiled by experts.</p> <p>Relate spelling to syllabication and pronunciation.</p>	<p>Films-0-391 Spelling Is Easy Coronet</p> <p>Instructional Tape Our Daily Words Imperial Productions, Inc.</p> <p>Spelling For You McCormick-Mathers</p> <p>1000 Most Used Words Mott Basic Language Skills Series 900 A</p> <p>PAR Kits Reading for Power Reading for Speed Word Study</p> <p>SRA Programmed Reading Kits Science Research Associates</p> <p>English in Action-Tressler D. C. Heath and Company</p>
<p>Comprehension and the rate of reading through a planned program by which the students can evaluate their own progress.</p>	<p>Use reading machines, calculators, Craig readers, projectors or programmed readers to help students accelerate their rate of reading.</p>	
<p>Skills needed for different types of reading - skimming, leisurely or close.</p>	<p>Set up reading exercises in the class to develop skills needed for different types of reading.</p> <p>Examples: Have the students bring a newspaper to class that has not</p>	<p>Essentials of Modern English Macmillan Company</p>

WHAT TO TEACH

HOW TO TEACH

MATERIALS

been previously read. Give two minutes to skim a page. Put the newspapers aside, and have the students make a list of the items of information they got by skimming the page.

Film:
**Newspaper Serves Its
Community**
Film Associates of
California

Have the class read a selection. Discover what skills are needed for full understanding by asking for specific information.

English in Action
D. C. Heath and Company

1. Find the main idea or topic sentence.
2. Name specific details given.
3. What conclusion did you draw from this article?
4. How will you make use of what you have learned?

The relationship between reasoning and the learning process.

Assign a controversial article to be read.

Through class discussion let the students see that there is a difference between fact and opinion.

Show ways by which an author's bias can color his writings.

Ask questions for the students to answer:

1. Does the author use emotionally loaded words?

WHAT TO TEACH

HOW TO TEACH

MATERIALS

2. What do these words prove?
3. What factual information is given?
4. Does the author purposely omit certain information?
5. Does the author have a personal interest in the subject?

Knowledge of syllogisms for determining validity.

Example: All human beings are liable to make mistakes. (Factually accurate). Teachers are human beings. Therefore, teachers are liable to make mistakes. (Valid).

Using Good English
Laidlaw Brothers

Call attention to propaganda and false analogies that appear in all forms of writing - editorials, books, and advertisements.

Assign reports on various advertising commercials.

Have the students give panel discussions on the words and implications that writers use in advertisements.

Give the class a number of statements. Then have them decide which are opinion and which are fact.

Figurative language which will help students form a mental picture of written and spoken material.

Write some similes on the blackboard. Have the students name the objects that are compared.

Show that the words like or as will always be used in a simile.

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Example: The night was as dark as the inside of a coal bin.

Show that a metaphor is an implied comparison. Ask questions about metaphors.

Example: She had a tongue that would clip a hedge. What characteristic did she have?

Continue with the other figures of speech as they appear in different types of reading.

Evaluation of implications portrayed by editorial cartoon and other graphic devices.

Present graphs, charts, and maps to the class for discussion.

Relate the information found in graphs, charts, and maps to life situations of the students.

Have the students keep a chart or graph of their own reading progress.

Reading tests should be given from time to time in order for the teacher and the student to evaluate the progress and to determine areas which need to be strengthened.

A broad understanding of words through vocabulary building, definitions and applied usage.

Review root words, prefixes and suffixes.

Have the class keep a notebook of words they learn.

English in Action-Tressler
D. C. Heath and Company

Reading Kit
Personal Reading Record
PAR Publishing Co.

Reading Record Test
Science Research Lab

Metropolitan Achievement
Test
Harcourt-Brace and World

Iowa Test of Educational
Development
Houghton Mifflin Company

English in Action-Tressler
D. C. Heath and Company

WHAT TO TEACH

The meaning and application of the words compare, contrast, and evaluate.

HOW TO TEACH

Make a card file for new words that have been defined and used in sentences.

Use crossword puzzles to arouse and maintain interest in words.

Use the Reader's Digest section "It Pays to Increase Your Word Power."

Discuss orally words needed to understand literary, social study, science and math assignments.

Example: Compare, contrast, and evaluate the work and life of Louis Pasteur with that of George Washington Carver.

Compare, contrast and evaluate the work and life of Adolph Hitler to that of Abraham Lincoln.

Teach word short cuts by substituting one word for a phrase.

Example: Like measles, smallpox is transmitted from one person to another.

Use the dictionary to find answers to questions based upon the derivation of the underlined words.

Example: Why does the Orient remind us of the sunrise?

Why are September, October, November and December misnamed?

MATERIALS

Reader's Digest

Word Study for Improved Reading
Globe Book Company

WHAT TO TEACH

The development of word fluency.

The mastery of terminology used in all subject and vocational areas.

HOW TO TEACH

Use speed tests in which the class will list all the synonyms and all the antonyms they can think of for a given list of words.

Give vocabulary tests in which the students read a word in context and choose its definition from five choices.

Example: Any day now we expect the resumption of hostilities.

1. announcement
2. complication
3. outbreak
4. renewal
5. success

Increase vocabulary by teaching allusions.

Use an unabridged dictionary and have the students look up allusions as they are met.

Example: Achilles' heel, dog in the manger, seventh heaven, Lillipution

Have students substitute specific words for given generalities in a sentence such as this:

On the stand we found two magazines, a book and some folders.

Have the students take a subject and then write all the words they can think of that would relate to that subject.

MATERIALS

English in Action-Tressler
D. C. Heath and Company

Filmstrip:
Using a Dictionary
McGraw-Hill

Filmstrip:
Times and People Change
Words F-1119
Society for Visual
Education

WHAT TO TEACH

Speech skills that will strengthen communication.

The art of listening as the other half is speaking.

HOW TO TEACH

Show that words and ideas must relate or self-expression will be limited.

Divide class into small groups. Assign a topic for conversation to each group. Have each group carry on its conversation pretending no others are in the room.

Assign interpretative reading.

Construct an original dialogue about social or work situations.

Use video tape recorder or a tap. recorder and let the students hear their own voices as they read and talk in class, and see themselves on video.

Assign formal reports and stress the importance of clear speech, correct grammar, and preparedness.

Stress the importance of looking at the speaker.

Give reasons why listening is important.

Example:

Listen for announcements
Listen for assignments
Listen for directions
Listen for questions
Listen for explanations
Listen for pleasure

MATERIALS

Language Master Set 3
Language Reinforcement
and Auditory Retention
Span
Bell and Howell

Language Master Set 4
Stress and Intonation
Bell and Howell

Instructional Tape:
Elements of Good
American Diction
Imperial Production, Inc.

Filmstrip:
Guideposts to Speaking
and Writing Series
Young America

Film:
Improve Your
Pronunciation
Coronet

LOCATION SKILLS

LEVEL IV

WHAT TO TEACH

The broadening of library skills.

HOW TO TEACH

Have students make a list of all materials that can be found in libraries.

Reference Books - Kinds
Books - Kinds
Maps
Newspapers
Periodicals
Films
Records
Occupational Handbook
Vertical File
Reader's Guide and Card
Catalog

MATERIALS

Assist the students to understand the Dewey Decimal system of classification.

Using Good English
Laidlaw Brothers

Make a story about the Dewey Decimal classification system so that the students can understand how every type of reading material can be found.

Example:

Several years ago Mr. Melvil Dewey devised a system of grouping books by main subjects by imagining himself to be a primitive man. He asked himself questions he thought such a man would ask.

Questions & Subject
Classification - NO.

Where can I find
general information?
General Works - 000

WHAT TO TEACH**HOW TO TEACH****MATERIALS**

Who am I?

Philosophy & Psy. - 100

Who made me?

Religion - 200

Where can I find out about other people?

Social Science-300

Where can I find out about other languages?

Philology - 400

Where can I go for information about nature and the world?

Science - 500

How can I use what I know?

Applied Science-600

Where can I find information Fine Arts and about leisure time?

Recreation -700

Where will I find stories to read?

Literature - 800

How can I leave a record for others to read?

Geography - History -
Biography - 900

Have students browse in a library to examine the various resources.

Film:
Know Your Library
Coronet

Have the librarian discuss and demonstrate each resource and how the books are shelved.

Have the librarian explain the use of the card catalog and the Reader's Guide.

WHAT TO TEACH

An interest in reading by creating conditions that make reading necessary and meaningful.

HOW TO TEACH

Use a film or overhead transparencies in class to further the understanding.

Set up hypothetical library exercises in which the students will have the actual experience of using reference books.

Prepare a "Who Am I" quiz program. In an unabridged dictionary or an encyclopedia find descriptions of three famous persons who have been mentioned in English or social studies classes.

Example:

I am a character in a story written by Washington Irving.

Assign a research paper with practical application to each student. Occupational information about fields of work will require a combination of reading skills.

Example:

Read to find information about field of interest.

Use different reference materials.

Take notes on written materials.

Make an outline about main field and related job areas in which nature of work, training, qualifications, advantages, disadvantages, salary, place of work and advancement are listed.

MATERIALS

Film:
Library Organization
Coronet

Film:
Importance of Making Notes
Coronet

Selective Reading Programs
Achievement in Reading, Inc.

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Organize data in sequential order.

Summarize findings in relationship to self.

Develop functional reading skills by:

1. Analyzing the printed page in newspapers, books, or magazines.
2. Becoming aware of propaganda.
3. Scanning long passages and picking out the key words or phrases.
4. Forming opinions and making decisions.
5. Following directions and solving problems.
6. Reading for information.
7. Reading for pleasure.

Reader's Digest

Correctness of written expression.

Use visual aids to review all types of punctuation, capitalization, sentence structure, and paragraphing.

Film:
Why Punctuate?
McGraw-Hill

Present situations which require useful meaningful written expression.

Example:
Business letters
Friendly letters
Social letters
Job applications
Registration forms
Reports
Original short stories
Original poems

Film:
Business English and Communication
McGraw-Hill

DEVELOPMENTAL READING SKILLS

WHAT TO TEACH

The importance of reading for pleasure and reading for information as an important daily activity.

HOW TO TEACH

Review and reinforce all reading skills.

Develop appreciation for good literature through the study of types of literature. The short story is a good tool to use in beginning appreciation; it offers many opportunities for enrichment and entertainment.

Read many short stories, both humorous and realistic.

Discuss the elements of a short story. Show that, as in life, there are conflicts involved in the story, and many times the author draws upon his own experiences for the story which he tells.

Show that much of the good literature is based on real life situations, and that it relates to other fields of learning.

Read "The Legend of Sleepy Hollow."

Through role playing let the class participate in the humor of this story.

Bring out the historical background on which the superstitions and customs were based.

Assign reference material about Washington Irving.

MATERIALS

Introduction to the Short Story
McCormick-Mathers

Literature for Appreciation
Harcourt-Brace

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Encourage the students to relate superstitions they have heard.

Devote time and discussion to the importance of the characters, the setting, and the plot. Distinguish between fact and fantasy in the story.

Read "To Build a Fire" by Jack London. Show the conflict between man and nature.

Read "The Most Dangerous Game" by Richard Connell. Show the conflict between man and man.

Study the terminology used in each story.

Discuss new words.

As appreciation for the short story grows, introduce the novel to the class.

Show that the same elements that are found in the short story are also found in the novel, but that the writer can move more slowly and with greater depth than he can in the short story.

Pick a novel for the class to read together. "Great Expectations" by Charles Dickens will open many doors for class participation and enthusiasm. Review the life of Dickens. How much of himself did he put into the story?

Adventures in Reading
Harcourt-Brace

Film:
English Literature, 18th
Century

University of Mo. Library
English Literature
Elizabethian Period
Coronet

WHAT TO TEACH

The elements of the novel.

Knowledge of the literary giants, and appreciation for our literary heritage.

HOW TO TEACH

Assign reports on life in England during this period.

Discuss the laws, courts, and punishment for crimes in England.

Show that the novel explores significant values and concepts; that life can be stunted without love, and that no one can escape.

Use the records "Many Voices Recordings" to give realism and depth to certain sections of the story.

Make a book list and place it on the bulletin board. Use the covers from books to illustrate the great variety of reading subjects.

Encourage each student to choose a novel that will fit his interest.

Show that literature makes a picture for every age of man through the authors skilled use of words, images and narrative devices.

Assign a variety of reading material in order to explore the types of literature.

Example: Non-fiction, biography and autobiography

"High School Days" by Edna Ferber
"Lincoln Speaks at Gettysburg"

MATERIALS

Harcourt-Brace Literature
Grades 10-12
Harcourt-Brace

Film:
The Novel: What It Is, What It Is About, What It Does
Encyclopedia Britannica

Steps to Reading Literature
Grades 10-12
Harcourt-Brace

Adventures in American Literature
Adventures in English Literature
Many Voices Recordings
Harcourt-Brace

WHAT TO TEACH

HOW TO TEACH

MATERIALS

by Carl Sandburg
Drama - "Trifles" by
Susan Glaspell

Introduction to Drama
McCormick-Mathers

Assign roles to be played
to the students.

Set up a trial and present
the evidence in the case
and compare it with that
of England as shown in
Great Expectations.

Read poetry aloud in the
class. Narrative Poetry -
"The Death of the Hired
Man" by Robert Frost
Lyric Poetry - "I Hear
America Singing" by
Walt Whitman

Introduction to Poetry
McCormick-Mathers

Discuss the figurative
language, and paraphrase
the poet's ideas and words.

Filmstrip:
You and Your Newspaper
F-1811
Coronet

Have the class make a col-
lection of the poems they
liked best.

Make comparisons of
writers' styles and tech-
niques.

Discuss the editorials as
they reveal significant
ideas.

Show that everyone is di-
rectly or indirectly in-
volved in the editorials and
in international, national,
state, and local happen-
ings.

Investigate different news
magazines.

Life, Look, Saturday
Evening Post, Time,
Kiplingers, U. S. News
and World Report

A planned reading program
which will enable the

Have each student evaluate
different magazines, and

WHAT TO TEACH

student to be well informed and to relate himself with current news as well as past events.

The meaning of Emily Dickinson's words, "There is no frigate like a book, to take us miles away."

HOW TO TEACH

decide which one meets his special need and interest.

Example:

Read a daily newspaper.

Read consistently one news magazine a week.

Make frequent visits to the library.

Read at least one book a month.

Join a book club.

Share reading experiences with each other.

Build a home library.

MATERIALS

SOCIAL STUDIES

LEVEL I

WHAT TO TEACH

An appreciation for the services of the city government.

Taxes and how they are needed at all levels of the government.

How City, State and Federal Government work together.

HOW TO TEACH

Discuss fire and police protection, maintenance of parks and boulevards, transportation, land, other services.

Invite resource persons from the city to talk to students.

Show films of city services.

Have students view television programs dealing with government issues. (any level)

Identify various taxes and discuss the use of income derived from them.

Complete information on various withholding and tax forms.

Simplify newspaper articles for reading in class.

Arrange a visit to city council meetings or their equivalent.

MATERIALS

Film:
Cities, How They Grow
Encyclopedia Britannica

Film:
Defending the Cities Health
Encyclopedia Britannica

Film:
Our Post Office
Encyclopedia Britannica

Film:
Taxes-Their Source and Usage
Progressive Pictures

Film:
Federal Taxation
Coronet

Film:
Property Taxation
Encyclopedia Britannica

Filmstrips:
Local Government
State Government
Federal Courts
Encyclopedia Britannica

Film:
How We Elect Our Representatives
Encyclopedia Britannica

Filmstrip:
Why We Pay Taxes
Popular Science Publishing Company

WHAT TO TEACH

GEOGRAPHY

The geography of the local community.

The geographical features of the State of Missouri.

The history of the community and the state.

HOW TO TEACH

Use city maps to point out geographical features.

Show geographical features such as lakes, mountains, and rivers as they appear on large maps.

Have students who have traveled describe sections they have visited.

Discuss plants which grow in the state.

Name various kinds of work people do.

Identify trees, weeds, plant foods, etc.

Name and discuss animals in the state.

Show films to introduce history of Missouri.

Read stories to the class and discuss. Visit museums, art galleries and places of historical significance.

Discuss various aspects of the history of a particular community.

Invite resource persons to speak.

Let older persons talk about historical events which they have experienced.

Take class to visit the library and look through old newspapers (microfilms) in the community.

MATERIALS

Films:
Reading Maps
Using Maps - Measuring Distance
Encyclopedia Britannica

Missouri-A Living Portrait
Division of Commerce and Industry
Missouri Department of Regional Development

Sound of a Million
Southwestern Bell Telephone

Finding the Right Job
Coronet

Transparencies:
I Want A Job Set
Cenco Company

Film:
Missouri and Its Natural Resources
Missouri Department of Regional Development
This is Missouri
Carson Company

The Problem Method
McGraw-Hill

A.U.S. Community and Its Citizens
United World Film

WHAT TO TEACH

The meaning of Citizenship.

The importance of keeping the laws.

The services of community agencies.

HOW TO TEACH

Make a study of the nationalities of people in the community.

Locate interesting background material about the inhabitants of a community. Present the word, "Democracy", and discuss its origin and its implications for individual responsibility.

Set up a criteria for good citizenship.

Study steps leading to naturalization.

Discuss how citizenship can be lost.

Help students acquire a knowledge of his rights and duties by discussing the values of citizenship.

Formulate a list of rules for being a good citizen in his particular community.

Discuss the need for laws and how they affect people.

Show films and filmstrips of how laws are enforced.

Establish an appreciation, through discussion, for keeping the law.

Secure and read pamphlets from agencies that explain their service and discuss with the class.

Show films that describe the services of community agencies.

MATERIALS

Film:
Wherever You Are
Film Program Service

Film:
Color Of A Man
International Film
Foundation

Filmstrip:
**How Foreigners Become
Citizens**
Popular Science Publishing
Co.

SOCIAL STUDIES

LEVEL II

WHAT TO TEACH

The types of communities in the world and how they are alike.

The effects climate and land forms have on communities.

The effects land forms and climate have on the population of an area.

HOW TO TEACH

Use current events to point out different communities throughout the world.

Show how the community has a direct influence on the type of work that is done in that area.

Make a list of the many types of communities in the world and give advantages and disadvantages of each.

List the different types of climate; compare and contrast with local climate.

Show how the geography of an area has a direct affect on climate.

List different land forms and their location.

Show relationship between climate, dress, and customs.

Point out the importance of water travel in relation to early towns and cities.

Explain the effect that land forms have had on towns, past and present.

Show how people cluster in certain areas because of mineral deposits.

MATERIALS

Our State
American Book Company

Filmstrip:
Living in the Americas
Lands and People
Overseas
Society for Visual
Education, Inc.

Filmstrip:
U. S. Geography Series
McGraw-Hill

Maps:
Desk-Size Geography Maps
Denoyer-Geppert

Filmstrip:
City and Town Series
Young America

Filmstrip:
Cities of Sweden
Cities of Columbia
Eye Gate

Filmstrip:
This Is Korea
Educational Services

Filmstrip:
The Union of Soviet
Socialist Republics
Eye Gate

WHAT TO TEACH

The relationship of climate and land forms to the products a community produces.

HOW TO TEACH

Discuss how certain land forms caused communities to grow in Missouri.

List how climate produces certain types of community recreation.

Show how industry is directly associated with the type of climate and land forms.

Illustrate that many products require a large amount of water for production, thus showing how factories start where there is a good supply of water.

Discuss why many products can only be produced in a few areas.

Point out the diversity of products produced in Missouri.

Name those countries that produce goods similar to those produced in Missouri.

List the large factories in the state and how they got started.

Explain how the varying land forms in Missouri have affected certain industries, show entire world picture.

MATERIALS

Filmstrip:
People and Places of Latin America
Bogota

Filmstrip:
People are People
Young America

Filmstrips:
The People of Russia
Life

Filmstrips:
Industries and Products
Columbia-People and Occupations
The People and Their Work
The Irish Republic
Industries of Norway
Eye Gate

Filmstrip:
Industry
Haesler

SOCIAL STUDIES

LEVEL III

WHAT TO TEACH

The exploration and colonization of America.

The formation and function of government and how it affects the individual.

HOW TO TEACH

Have students spell correctly the names of six early explorers from Spain, France, and England, and discuss the exploration of each.

List at least two reasons why people came to the early British colonies.

Have students locate on a map and spell correctly the names of the thirteen American colonies.

Assign reports on how early colonists supported themselves.

Have class give reasons why the colonists were not satisfied with British rule. Compare this rule with democratic rule.

Have students spell the names of these early American leaders and discuss their role in the War for Independence.

George Washington
Samuel Adams
Thomas Jefferson
Patrick Henry
James Madison
Paul Revere

Have a class discussion on reasons why the Articles of Confederation failed.

MATERIALS

Film:
Colonial Expansion
University of Missouri
Library

Flat pictures
Settling the New World
Harper & Row

American History Study
Lessons
**From Colonial Times To
Independence**
Follett

ABE Series
American History
Holt, Rinehart

Film:
George Washington
University of Missouri
Library

Filmstrip:
**The Story of Thomas
Jefferson**
Society For Visual
Education

U. S. History Can Be Fun
J. W. Walch, Publisher

Profiles in Courage
Young Readers Mem. Ed.
Harper & Row

WHAT TO TEACH**HOW TO TEACH****MATERIALS**

	State two reasons why a stronger American union was necessary.	Our Constitution and What It Means McGraw-Hill
	Have students name and outline the role of each branch of the Federal government.	Film: Government McGraw-Hill
	List these freedoms from the Bill of Rights and discuss with class how each freedom affects the individual's daily life.	Film: How A Bill Becomes A Law University of Missouri Library
	Religion Right to Counsel Speech Petition Press Assembly	Copy of Bill of Rights for each student. Library of Congress
Immigration and westward expansion	List three reasons why immigrants came to America and invite any available foreign immigrant to speak to the class.	Film: The Constitution of the United States University of Missouri Library
	List two contributions each of these groups made to America.	Pamphlet Building the Constitution St. Louis Post-Dispatch
	Irish Italians Negroes Scandinavians Germans French Spanish Polish Chinese Japanese	Film: The Declaration of Independence University of Missouri Library
	Discuss two causes for the westward movement of Americans.	American History Study Lessons The Constitution Follett
	Have students locate on a map and spell correctly the names of the states from the Appalachians to the Mississippi, north of the Mason-Dixon line.	The American Negro Our Oriental Americans McGraw-Hill
The effects climate and land forms have on government.	List and discuss different types of government in different countries and	Filmstrip: People, Education, & Transportation Eye Gate

WHAT TO TEACH

The effects of climate and land forms on agriculture.

HOW TO TEACH

have students locate on a map where these different types of governments are found.

Discuss how climate helps to regulate the type of government activities, (defense, Products, etc.)

Locate on a map those land forms that were once arid but are now irrigated farming lands.

Illustrate how the growing seasons of the world regulate the type of agriculture.

Have students list and spell those countries that produce the same type of agriculture products as the United States.

Identify the varied land forms found in Missouri and what effect they have on agriculture production.

Read orally Lincoln's Gettysburg Address and discuss its meaning.

Have the class write at least four reasons why Abraham Lincoln is considered one of our greatest Presidents.

MATERIALS

Filmstrip:
State Government
Encyclopedia Britannica

Filmstrip:
Farm and City Series
Young America

Filmstrip:
Farm Life In Erie
The American Farmer
Eye Gate

Filmstrip:
Germany, The Land of
Farming
Jam Handy Organ

Filmstrip:
The Four Seasons in Rural
Japan
Agriculture in the
Philippines
Budek

Filmstrip:
The Republic of India
Eye Gate

American History Study
Lessons
Changing America Since
1865
Follett

Film:
The Western Movement
University of Mo. Library

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Discuss reasons why Americans went West after the War Between the States.

Assign research reading to find reasons why the labor of immigrants was needed during the years after 1865.

Have class draw on a map the route of the first railroad from Missouri to California and name the states through which it passed.

Discuss two reasons why the U. S. found it necessary to limit immigration.

On individual maps, have students locate and spell correctly the names of the states west of the Rocky Mountains.

Assign individual reports on hardships and dangers faced by frontier people.

Have students spell the names of these western leaders and explorers and state the role of each in the movement west.

Daniel Boone
David Crockett
Buffalo Bill Cody
Lewis & Clark
Sam Houston
Jim Bowie

Filmstrip:
**The Railroad In
Transportation
Eye Gate**

Film:
Immigration
University of Missouri
Library

**Railroads in the Days of
Steam**
Harper & Row

Filmstrips:
**Great American
Frontiermen**
Daniel Boone, David
Crockett, Lewis & Clark
Society for Visual
Education, Inc.

**American History Study
Lessons**
**Change and Crisis In
American Life**
Follett

Record:
**Immortal Speeches of
Abraham Lincoln**
Read by Raymond Massey

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Discuss two reasons why Thomas Jefferson purchased the Louisiana Territory from France.

Using individual maps, have students locate and spell the states formed from the Louisiana Territory.

Discuss the role of Missouri in the Santa Fe Trail and Pony Express.

Compare and contrast the different ways of living in the North and the South before 1860.

List at least two causes of the War Between the States.

Using individual maps, have students locate on a map and spell the states that joined the Confederacy.

Historical Maps of Civil War Battles
Perfection Form Company

Film:
History of the Negro in America Series
McGraw-Hill

Adventures in the Wilderness
Harper & Row

Film:
The Civil War
Robert E. Lee: A Background Study
University of Missouri Library

American History Study Lessons
Civil War and Reconstruction
Follett

SOCIAL STUDIES

LEVEL IV

WHAT TO TEACH

The major political problems which exist in our present world.

The major social problems which exist in our present world.

HOW TO TEACH

Make a list of current problems which are vital to the peace and welfare of the world

Divide the class into buzz sessions. Discuss which problems are new to this decade and which ones have existed for a longer period of time.

Assign a brief essay on one of the following topics:

- a. The Most Serious Problem the United States Faces Today
- b. What is the World's Greatest Need?

Read and discuss the essays in class.

Classify the essays into social, economic or political categories.

Begin a study of major problems in each category.

Have a panel discussion about the meaning of prejudice.

Make a list of five causes for prejudices.

Analyze the saying, "Birds of a feather flock together."

Place some labeled statements on the blackboard and discuss their connotations.

MATERIALS

The Integration Issue
New York Times

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Example:

They're all alike.
That's the hot rod crowd.
He's colored.
They're Oakies.

Have the class name other labels which are attached to groups of people.

Discuss the meaning of "Social Justice."

Review and discuss Hitler's treatment of the Jews.

The Diary of Anne Frank

Assign a report on the Ku Klux Klan.

Discuss kinds of discrimination.

Assign reports on major demonstrations and riots. Discuss effects.

Reader's Guide

Ask these questions, What is meant by Civil Rights? Do these rights apply to certain groups of people? Explain fully.

Appoint teams to debate topics which are currently in the news.

Example:

Discrimination breeds poverty and ignorance and so weakens the economy and solidarity of a country.

Review the "Bill of Rights" in the Constitution.

Lead the class to analyze each right and to identify

WHAT TO TEACH

The underlying causes and prevention of juvenile delinquency.

HOW TO TEACH

ways in which these rights have been denied to some people.

Ask the class to define freedom and the responsibilities of free men in a democracy.

Review the Civil Rights Act of 1964.

Assign reports on the treatment of criminals in the past.

Compare punishment for law violators of early America to punishment for similar crimes today.

Conduct a study of juvenile crime in your community.

Have students prepare a chart showing the amount of crime committed by juveniles during the past ten years.

Ask the juvenile officer or local law-enforcement officials to talk to the class about delinquency problems.

Arrange a trip to a prison or reformatory for a committee of students.

Consult with prison officials about rehabilitation programs available to the inmates.

Make a study of the probation and parole system in your community and state.

MATERIALS

**Film:
Teenagers on Trial
Films of the Nations**

**Uniform Crime Reports
Federal Bureau of
Investigation**

WHAT TO TEACH

HOW TO TEACH

MATERIALS

	Conduct a survey of recreational facilities for teenagers in your community.	
	Discuss the meaning of moral values as they affect individuals and whole societies.	Goals Of Democracy Macmillan Company
	Assign a panel discussion on the question—"What can I do to help alleviate crime?"	
The economic problems which confront America and other nations of the world.	Study the strengths and weaknesses of Social Security and Medicare.	
	Compare the care of the aged and handicapped today with that of fifty years ago.	
	Conduct a study of kinds of insurance.	
	Have students make a chart showing the main purpose, the important benefits and the costs of basic insurance.	
The purpose of wide spread advertising and the dangers of easy installment buying.	Ask students to collect labels from various brands of canned goods.	Film: Sharing Economic Risks Coronet
	Have the class discuss considerations consumers need to think of when buying.	Film: The Wise Use of Credit Sutherland
	Ask a representative from the Better Business Bureau to talk with the class about the work of his organization.	Film: Phonies Beware Films of the Nations The Hidden Persuaders Pocket Books, Inc.
The implications of Labor-Management Relations.	Show films about Labor-Management Relations.	

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Assign reports about the rise and organization of labor unions.

Appoint a panel to discuss the good and the bad elements of labor unions.

Compare the Wagner Act with the Taft-Hartley Act. Have the class decide the ways these two acts balance each other.

Determine the meaning of collective bargaining and have the class list the typical provisions of a labor agreement.

Have the students discuss the meanings of picketing, strike, boycott, injunctions, closed shops, conciliation or mediation, and arbitration.

Invite a representative from labor and one from management to talk to the class.

Show the main differences between trade unions and industrial unions by having the class design a chart.

Search in current magazines or newspapers for news about labor disputes and labor problems in the United States today.

Films:
Man On The Assembly Line
Arbitration In Action
AFL - CIO

Film:
Working Together
Encyclopedia Britannica

Filmstrip:
Spotlight On Labor
New York Times

The State of the Unions
Atheneum

The Labor Movement in the United States
Public Affairs Pamphlet

The Enemy Within
Harper & Brothers

New York Times

Kiplinger's Changing Times

WHAT TO TEACH

The significance of business enterprises in America.

HOW TO TEACH

Write to the State Department of Labor for a copy of state labor laws. Have students make a brief summary of these laws.

Assign reports about the work of the United States Department of Labor.

Review the history of consolidated business.

Divide the class into groups to chart disadvantages of being a sole proprietor, a partnership owner, or an owner in a corporation.

Have students spell and define the words corporation, monopoly, merger, and holding company.

Relating these words to big business, discuss the strengths and weaknesses of each word.

Assign reports on the Sherman Act, the Clayton Act and the Federal Trade Commission.

Prepare a panel discussion on the topic, "Is Big Business a Threat to the American Way of Life?"

Use the financial page of a newspaper and have the students pretend to buy some stock from a large corporation. Hold the stocks for awhile and sell.

Have the students prepare

MATERIALS

Department of Labor
Publications
Superintendent of
Documents
Government Printing
Office
Washington, D. C.

Problems of Democracy
Ginn and Company

Economics for the Citizen
Holt, Rinehart, and
Winston

Fortune Magazine

Wall Street Journal

WHAT TO TEACH

The importance of conserving our natural resources.

HOW TO TEACH

a report on their loss or gain and the reason why the stock increased or decreased.

Invite a member from your local Chamber of Commerce to talk with the class on ways to attract new industry to your community.

Make a list of our needed natural resources.

Show films on soil erosion, water pollution, flooding and forest fires.

Plan a field trip to areas where waste and destruction of valuable resources are visible.

Assign a report about Theodore Roosevelt and his crusade for conservation.

Have class spell and define the words conservation and reclamation.

Assign research reading on the "Black Thirties" as they related to the dust storms which occurred in many states.

Invite an extension agent to talk with the class about conservation practices.

Make a study of Federal Acts and projects used for the protection and restoration of natural resources.

Review the purpose and work of the United States

MATERIALS

Films:

Look to the Land
Conservation of Natural Resources
Encyclopedia Britannica

Encyclopedia Americana

The Great Depression
Shannon, David A.

Grapes of Wrath
Steinbeck, John

Udall, Stewart L.
The Quiet Crises
Holt

WHAT TO TEACH

The changes in agriculture and the effect of these changes on the economy of the American farmer.

HOW TO TEACH

Atomic Energy Commission.

Discuss ways individuals can encourage the conservation of our natural resources.

Have the class make charts to use as a basis for answering the question- What changes took place in American agriculture between 1940 and 1960?

Assign reports on family type farming and commercial type farming.

Have a panel discussion about the farmer as a victim of forces, both natural and man made.

Discuss ways the Federal Government has tried to help the farmers and the farm situation.

Invite the extension agent to talk to the class about farming opportunities in your county.

Pick a committee to visit a farm co-operative, talk with the manager, and report to the class how co-operatives save money for the farmer.

Discuss the use of surplus commodities in school hot lunch programs.

Have students draw an agricultural map of Missouri, showing where the principal products are produced.

MATERIALS

Storer, John H.
The Web Of Life
Deven-Adair Company

U. S. News and World Report
August 1, 1960

Farms and Farmers in an Urban Age
Twentieth Century

Pamphlets
U. S. Department of Agriculture

Patton, James G.
The Case For Farmers
Public Affairs Press

Problems of Democracy
Ginn and Company

WHAT TO TEACH

The basic political problems Americans face in their attempt to make democracy work.

The problems of Metropolitan Areas.

HOW TO TEACH

Using symbols to indicate what crops are produced in various sections, show the value of these products in dollars.

Compare the ideals of democracy with those of communism.

Review the three branches of U. S. Government and the work of each.

Have class list standing committees of both houses of congress.

Prepare a panel discussion on the topic, "Do Our Representatives Accurately Reflect the Will of the People?"

Assign an essay on the topic, "Do Congressional Investigations Tend to Endanger the Civil Rights of Individuals?"

Have students make a chart showing the U. S. National Product and National Debt.

Discuss the rise in taxes the past ten years.

List the uses the Federal Government makes of tax money and have class discuss sources from which taxes will be obtained.

Discuss reasons why American population has migrated from rural to urban areas.

MATERIALS

Pamphlets
U. S. Agriculture
Department

World Almanac

Readers Guide

Periodicals

Barth, Alan
Government By
Investigation
Viking Press

Filmstrips:
The Federal Budget in
Brief
Bureau of the Budget
Superintendent of
Documents
Washington D.C.
New York Times

WHAT TO TEACH

The international problems—the masses of hungry people, underdeveloped countries, the threat of nuclear weapons, and the prevention of global war.

HOW TO TEACH

Assign Research reading on major problems which beset large cities, and how slums develop.

List problems of adjustment which face declining rural areas, and the growing cities and suburbs.

Provide a map for students to point out those states which have over 65% urban population.

Arrange a debate on the topic "Urban Renewal Programs Sponsored by the Federal Government Does Not Meet the Needs of the Very Needy."

Have the students analyze some important problems faced by their community and describe action that is being taken to solve them.

Show film on communism.

Discuss the goals of communism and the challenge these goals present to the free world.

Assign reports on "The Cold War."

Review the provisions of the International Security Act.

Prepare a graph to show the territorial growth of communism since 1919. Show the number of people who have come under communist domination and

MATERIALS

Filmstrip:
Growing Crisis For the Cities
New York Times

Editors of Fortune
The Exploding Metropolis
Anchor Book, Doubleday

Gordon, Mitchell
Sick Cities
MacMillan

Higbee, Edward
The Squeeze
Morrow

Readers Guide
New York Times

Films:
Communism
Behind the Iron Curtain
Coronet

Readers Guide

World Almanac

WHAT TO TEACH

HOW TO TEACH

MATERIALS

compare these gains with the area and population of the Free World.

Conduct a panel discussion on the topic, "Diplomatic Negotiations With the Communists are a Waste of Time and Effort."

Show a film on food production.

Use a political map of the world and have students locate the countries that are the most densely populated.

Through assigned reading, have class compare the life expectancy of a child born in the Congo, in Italy and in the United States.

Make a graph of population growth since 1900.

Assign a report on Thomas Malthus and his doctrine.

Arrange a panel discussion on the dangers of overpopulation as it relates to social, economic and political issues.

Have the class name reasons why hungry, underdeveloped countries are easy prey for communist promises.

Assign an essay on the topic, "Can the United States Afford to Ignore the Problems of Over Population in Other Parts of the World."

Hoover, J. Edgar
Masters of Deceit
Pocket Books, Inc.

Film:
Food and People
Encyclopedia Britannica

Bureau of Census
National Office of Vital
Statistics

Problems of Democracy
Ginn and Company

Malthus, Thomas
Essay on the Principles
of Population

Readers Guide

Periodicals
Time, Life, U. S. News
and World Report

WHAT TO TEACH

The United States' International Policy.

HOW TO TEACH

Invite a person who has been in the Peace Corp to speak to your class.

Conduct a study of the policies the governments of Japan and India have designed to curb population growth.

After reading about the country, have the students plan an aid program for an over populated, under developed area in Pakistan.

List needs and ways to help people help themselves and have the class apply this plan in whole or in parts to other needy areas.

Show a film to introduce international relations.

Read and discuss the Monroe Doctrine and its implications today.

Assign reports on the responsibility of the President and Congress in determining our foreign policies.

Show how the Department of State, the Cabinet, private experts, and public opinion help and advise the President in particular situations.

Assign reports on the work of ambassadors and envoys, special meetings of foreign ministers, summit meetings, and the United Nations as they relate to foreign policy.

MATERIALS

United Nations Children's Fund

Food and Agriculture Organization

World Health Organization

Agency for International Development

Peace Corp

CARE

Current Magazines

Newspapers

Richard L. Tobin
Some Vital Statistics
The Saturday Review

Film:
Planning Our Foreign Policy
Encyclopedia Britannica

Film:
The Rise of America As A World Power
Current Affairs

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Discuss the organization and purpose of UNESCO.

Assign reading and discussion of the Truman Doctrine and the Marshall Plan.

Read and hold a class discussion on recent treaties and alliances of the United States, their obligations and advantages.

List and discuss the five goals of the United States Foreign Policy.

Hold a panel discussion on the topics "Is Disarmament Possible?" and "Is Civil Defense Futile and Wasted Effort?"

Compare the costs of World War I, World War II and the Korean War.

List the causes and effects of these wars.

Assign an essay on the United States' position in the war in Viet Nam.

Study the background of this war and the conditions with those of the Korean War.

Read and discuss the problems of Red China in relationship to the United States, the United Nations, and the Soviet Union.

Debate the question, "Should Red China be admitted to the United

NATO

OAS

SEATO

Nuclear Test Ban

Department of State-1963

Filmstrip:
Defense and Disarmament
New York Times

WHAT TO TEACH

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Nations in Return for Chinese Co-operation in Working Out a Disarmament Control System?"

Have the students spell and define these words and phrases: nationalism, imperialism, limited war, brush fire wars, subversion, big stick policy, full proof inspection system, and massive retaliation. Apply these terms to current events.

Have each student present his viewpoint on world peace and what he can do to help secure it.

Film:
World Affairs Are Your Affairs

Encyclopedia Britannica

MATHEMATICS

LEVEL I

WHAT TO TEACH

The understanding of the meanings of numbers 1-10,000

The sequential values of numbers. (7 comes after 6, 5 before 6, etc.)

HOW TO TEACH

Teach the following concepts:

- a. Rote counting - 0 meaning not any.
- b. Counting by 2's, 5's, 10's to 100.
- c. Using concrete objects such as books, desks, lights, pencils, coins, etc.
- d. Counting the items by 2's, 5's, 10's orally.
- e. Circling the largest or smallest number in a group.
- f. Semi-concrete symbols -lines, dots, circles-to represent abstract numbers.
- g. Selecting 10's out of a number.

Have students fill in blanks with numbers that come before or after.

_____112 25_____

before after

Have students write numbers in sequence according to groups. (Begin at 10, write to 40)

Have students extend serial order of numbers as needed.

Have student place missing number in blanks.

Have students place flash cards in sequence.

MATERIALS

Filmstrips
**What Numbers Mean
Zero As A Place Holder**
McGraw Hill

Filmstrips:
**What Numbers Mean
Zero As A Place Holder
Numbers and Numerals
More Numbers and
Numerals
Adventures With Numbers
Series
Making Change**
McGraw Hill

WHAT TO TEACH

The development of a quantitative vocabulary

Ordinal numbers and how they are formed.

The correlation between Cardinal and Ordinal numbers.

HOW TO TEACH

Have students distinguish between meanings of terms as; short-long, few-many, more-less, light-heavy, large-small, wide-narrow, etc. Use pictures denoting the above words.

Have students arrange words according to their categories.

Provide exercise to match like words.

Use objects for comparisons.

Have students establish number concept in relation to ordinals: 1-1st, 2-2nd.

Show ways of writing ordinals (first-1st).

Provide experience to match ordinal number with accompaniment. (1 2 3 4 -st, -nd, -rd, -th)

Establish the concept that last is not confined to number but means the end.

Develop a chart depicting the number in relation to the same ordinal and cardinal word—3-three-third.

Have students rote count ordinals in sequence.

Write ordinals in sequence and leave blanks to be filled in by students.

Have the class identify ordinal with numbers.

MATERIALS

Set No. 1:
Naming Numbers
True and False Statements
and Open Sentences
McGraw-Hill

Filmstrips:
Using and Understanding
Numbers
Society for Visual
Education

Using Numbers
Encyclopedia Britannica
Films

Basic Numbers Speed O
Strip
Society For Visual
Education

WHAT TO TEACH

Ability to recognize and write numbers according to their place value.

Terms associated with computation and thought problems using addition and student mastery of the basic one hundred addition facts.

HOW TO TEACH

Use ordinals in class proceedings.

When referring to directions (fifth page, Chapter (4th Chapter) use ordinals.

When referring to words in a spelling list, scores, calendar dates and years use ordinals.

Have students comprehend number places.

Familiarize students with terms.

Explanation chart using value of numbers and its importance.

Explain the difference between 2 place and 3 place numbers with 0 as a place holder.

Example: 23—203

Dictate numbers to class and have them write them.

Have students use the comma to separate thousands and hundreds.

List and discuss words and signs used in adding-addition, addends, sum, plus, equal, digits, and, carrying, decimal point.

Identify words used in addition and point out examples in text books.

MATERIALS

**Basic Essentials of
Mathematics-Part 1
System For Success-
Book 1
Figure It Out
Follett Publishing Company**

**Steps To Learning I
Programmed Math For
Adults - Book 1
Basic Addition
McGraw-Hill**

WHAT TO TEACH

HOW TO TEACH

MATERIALS

	<p>Use objects such as beans, pencils, chips, or other small items to gain an understanding of addition. Begin with small groups such as two and two and progress to more difficult combinations.</p> <p>Play addition games.</p> <p>Have students learn the one hundred basic addition facts.</p> <p>Discuss the use of key words found in thought problems where addition is the necessary process. (Altogether, in all, both and together)</p>	<p>Films: Arithmetic For Beginners Story of Our Number System Coronet</p> <p>Number System Encyclopaedia Britannica Films</p>
<p>Experience in adding numbers (Computation).</p>	<p>Have students practice and drill problems with:</p> <ol style="list-style-type: none">Two addends (one digit each) no carrying.Adding zero to a number.Three one-digit addends - no carrying.Two two-digit addends - no carrying.Introduce carrying.Three two-digit addends with carrying.Adding dollars and cents.Adding by endings.	<p>Programmed Math For Adults, Problems In Basic Addition McGraw-Hill</p>
<p>Experience in solving addition thought problems.</p>	<p>Have students make up thought problems involving addition; the class solves the problems.</p> <p>Use textbook thought problems.</p>	<p>Related Fact Cards Milton Bradley</p> <p>Relationship Cards Ideal</p>

WHAT TO TEACH

The concept of addition used in making change.

Terms associated with the computation of thought problems in subtraction and mastery of the one hundred subtraction facts.

Experience in subtracting numbers.

HOW TO TEACH

Plan an imaginary shopping trip to the grocery store, or other place of business where addition may be involved.

Provide experiences for actually counting money in making change. Use education play money.

Show filmstrip about making change.

List and discuss such words as minus, minuend, subtrahend, difference, take away, from.

Use transparencies (teacher made or commercial) to illustrate subtraction terms.

Use playing card, checkers, or slips of construction paper to teach the concept of subtraction.

Have students learn subtraction facts.

Use educational subtraction games or flash cards.

Practice subtraction using the following order of difficulty: Subtraction of two one-digit numbers with no borrowing; subtracting zero in the subtrahend position; subtracting two-digit numbers with no borrowing; subtracting with zeros in the minuend; subtracting dollars and cents.

MATERIALS

Film:
Arithmetic In A Food Store
Coronet

Place Value Cards
Number Concept Cards
Ideal

Magnetic Enlarges U. S. Coin
(Instructor)

Film:
Making Change
Coronet

Arithmetic Games:
Addo
Imma Whiz
Kenworthy
Combinations Are Fun
Perception Cards
Arithme-Sticks
Quizmo
Milton Bradley
Winning Touch
Add Me
Ideal

Basic Essentials of Mathematics - Part I
Steck-Vaughn

System For Success
Figure It out
Follett

WHAT TO TEACH

Experience in solving subtraction thought problems.

Vocabulary associated with multiplication.

The relationship between addition and multiplication.

Number relationships as revealed through multiples.

Experience in multiplying numbers.

Relationship between multiplication and division.

HOW TO TEACH

Have students make up thought problems involving subtraction; other class members solve problems.

Use textbook thought problems.

Discuss words such as multiplier, multiplicand, product, factors.

Use poker chips, bottle caps, or other items to show the relation of addition and multiplication.

Teach students to count by 2's, 5's and 10's.

Use flash cards for basic combinations (drill).

Have students learn multiplication tables for 3's, 4's, 6's, 7's, 8's, and 9's.

Drills at the blackboard and seat.

Practice multiplication using the following order of difficulty:

- a. Basic multiplication facts.
- b. Multiplying two-digit numbers by one-digit numbers.
- c. Multiplying three-digit numbers by a one-digit number.
- d. Multiplying dollars and cents.

MATERIALS

Arithmetic Filmstrip Series:
Reading and Writing Whole Numbers
Addition and Subtraction
What Are Numbers?
Multiplication And Division
Solving Problems
Meaning Of Fractions
Measurements
McGraw-Hill

Film:
Multiplication Is Easy
Coronet

WHAT TO TEACH

Knowledge of vocabulary associated with division.

Practice in division (computation).

Mastery of thought problems in division.

Functional mathematical understandings.

HOW TO TEACH

Discuss words such as quotient, divisor, dividend, remainder, and illustrate their meaning.

Present practice exercises in the following:

One-digit divisor for two-digit dividend. One-digit divisor for three-digit dividend.

Teach concept of a dozen and a bakers' dozen.

Use a film to show facts of banking as they affect everyday life. Discuss.

Use sample blanks of various kinds to give experience in completing them.

Use a filmstrip or a movie to introduce percentage as used in everyday life.

Discuss or use visual aids to show days of week, month, year and leap year.

Use a transparency, teach information about clocks . . . seconds, minutes, hours, second hands, various types of numerals to indicate the numbers on the face of the clock and teach how to tell time.

Show simple bargraphs and teach students to read them.

Discuss kinds of thermometers and instruct students how to read them.

MATERIALS

Rulers:

Samples of checks and other forms.

Calendar

Transparency:
How to Use the Ruler

A chart of various clock faces.

Films:
How Banks Serve
Money Talks
Pay to the Order of
Using Bank Credit
American Banking
Association

Transparency:
How To Tell Time

Films:
Let's Measure Inches,
Feet and Yards
Coronet

WHAT TO TEACH

Use of number concepts in measuring and locating things, along with a vocabulary sufficient to deal with practical every day experiences.

HOW TO TEACH

Teach about kinds of insurance.

Bring resource persons in to talk about insurance, banking, loans or other topics.

Teach students to compute the week's earnings for regular time and extra time.

Give experiences in measurements—linear, dry, liquid.

Discuss meaning of such measures and terms as inch, yard, foot, pint, quart, local mile, dozen, week, month, penny, nickel, dime, hour, days of the week, months of the year, daily dates, daily schedules, radio, and television schedules, stamps, automobile licenses.

Have students use simple number concepts in measuring, in locating things and in construction work.

Have students use in as many practical situations as possible the following skills: telling time by the clock, daylight saving time, years, leap year, dates on the calendar, length, width, breadth, square, measurement, gallon, pint, quart, bushel, peck, weight in pounds, ton, ounces, grams, degrees on various types of thermometer, mileage.

MATERIALS

Introducing Graphs
McGraw-Hill

Measurement In The Food Store
Coronet

Story of Weights and Measures
Encyclopaedia Britannica

Arithmetic Charts Handbook
Feron Publisher

Arithmetic Games
Feron Publisher

WHAT TO TEACH

Fractional concepts of one-half, one-fourth, three-fourths, one-third in relation to the whole.

HOW TO TEACH

Have students gain practice and experience in these activities:

- a. Learning numbers 1 through 20.
- b. Establishing word vocabulary; width, length, wider, tall, tallest, long, longest, thick, thin, breadth, short, shortest, small, smallest, half, three-fourths one-fourth, more, less.
- c. Making comparisons of prices, sizes of items.
- d. Reading sale signs and ads, evaluating.
- e. Discussing earning, spending and selling.
- f. Reading a variety of scale measures.
- g. Practice in estimating answers.
- h. Reading and recording daily temperatures.
- i. Using various types of thermometers.
- j. Practice in simple thought problems applicable to everyday experiences.

Teach definition of fraction as a number.

Let students cut paper into fractional parts.

Divide class into fractional parts.

Measure how much material has been covered in class books. ($\frac{1}{2}$, $\frac{1}{4}$, etc.)

Use flannel board to represent fractional parts in relation to the whole.

MATERIALS

Arithmetic Learning Activities
Feron Publishers

How To Meet Individual Differences In Teaching Arithmetic
Feron Publishers

Filmstrip:

Count 1-2-3-4-5
The Filmstrip House

Filmstrip:

Building Concepts in Mathematics
Cenco Educational Aids

WHAT TO TEACH**HOW TO TEACH****MATERIALS**

Use ruler charts and have students fill in fractional parts.

Have students shade fractional parts of a whole using geometric figures. (circles, squares, rectangles)

Show fractional concepts in relation to one dollar, i.e., (50¢- $\frac{1}{2}$ dollar, 75¢- $\frac{3}{4}$ dollar.)

Use measuring cup and water to show fractional parts of liquid measure.

MATHEMATICS

LEVEL II

4-6

WHAT TO TEACH

The development of speed and accuracy in addition.

Experiences in making addition more meaningful.

Review of fundamental processes

Development of speed and accuracy.

Practice in checking for accuracy.

HOW TO TEACH

Administer diagnostic test to determine level of attainment. Provide chalkboard drill and practice in the following areas.

- a. Zeros in addition.
- b. Addition with carrying to tens.
- c. Addition with carrying to hundreds.
- d. Addition of whole numbers.
- e. Addition of dollars and cents.
- f. Thought of story problems from a test.

Ask students to submit addition problems from pupils' own experience. Teach terms addend and sum. Students label parts of addition problems.

Review subtraction using practice exercises and chalkboard.

- a. Subtract whole numbers without borrowing.
- b. Subtract with borrowing.
- c. Subtract money.
- d. Borrow with money.

Use speed drills on board and paper. Provide exercises for the following:

Check answers by adding up.

Use zeros in subtraction. Reasoning problems using subtraction from text. Problems from students' own experience.

MATERIALS

Basic Essentials of Mathematics
Book 1
Steck-Vaughn

Programmed Math for Adults
McGraw-Hill Series

Applied Arithmetic Essentials
H. M. Rowe Company

Growing Up With Arithmetic, 5 & 6
Plain Arithmetic, 7
McCormick-Mathers

Filmstrip:
Place Value and Subtraction

Figure It Out
Books 1 and 2
Follett Publishing Company

WHAT TO TEACH

Mastery of the tables so that the facts are readily available.

Correct knowledge of terms used in multiplication.

Meaning of fractions such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, etc.

Fractional terms.

Relation of multiplication and division.

Problems using short division.

Two figure divisors

Two figure divisor with one figure quotient and how to prove correct answers.

HOW TO TEACH

Provide flash cards for drill in the following:

- a. Multiplication tables
- b. Combinations through the 12 tables
- c. Multiplication of whole numbers
- d. Carrying in multiplication using multi-place numbers.
- e. Zeros in multiplication.

Teach terms as multiplier, multiplicand, and product and label such names on a chart.

Use a transparency to show the meaning of fractions.

Practice the writing of fractions.

Use film or filmstrips
Label parts of fractions on a chart for study.

Give problems to show inter-relationships of short division.

Label parts divisor, dividend and quotient on a transparency or chart for study.

Reasoning problems are assigned for drill.

Long division in simple form, i.e., as $24 \div 20$ is provided for practice and drill.

Teach students to correct method of proof for each problem solved with or without a remainder.

MATERIALS

Film:

Multiplication of Whole Numbers
Science Research Institute

Arithmetic of the Whole Numbers
Temac Series
Encyclopaedia Britannica Press

Filmstrips:

Fractional Parts of Groups
Comparing Fractions
Jam Handy Company

Film:

Division of Whole Numbers
Science Research Institute

Basic Mathematics
Books 1 and 2
Addison-Wesley

WHAT TO TEACH

Practice with zero endings,
long and short method.

HOW TO TEACH

Have students to cancel
the same number of final
zeros in both divisor and
dividend for short method.

MATERIALS

Film:
**Fractions Finding the
Common Denominator**
Coronet

MATHEMATICS

LEVEL III

WHAT TO TEACH

A review of the fundamental skills and processes of whole numbers fraction and decimals.

HOW TO TEACH

Administer a diagnostic test.

Project a sample front page of Internal Revenue Form 1040 on overhead projector. Write sums on transparency and have students add and subtract according to instructions on the form.

Provide practice exercises on addition, subtraction, multiplication, division. Watch for slowness and finger counting. Identify students who need more review.

Divide class into ability groups. Demonstrate how each previously assigned practice exercise is worked.

Construct word problems that require adding income tax deductions, multiplying wages and hours, and dividing miles traveled by gallons of gasoline used.

Explain the meaning of integers, mixed numbers, proper fractions, and improper fractions.

Provide practice in adding and subtracting fractions with like and unlike denominators.

Construct word problems that require adding fractional parts of gallons,

MATERIALS

Foundation Mathematics
McGraw Hill

Basic Essentials of Math
Part I
Steck-Vaughn

Film:
Language of Mathematics
Coronet

ASMD Teachers' Manual
with Tests
ASMD Subtraction
Addison-Wesley

7th Grade Mathematics
Temac Series
Encyclopaedia Britannica
Press

Programmed Math for
Adults
Book 2 Advanced Addition
Book 3 Subtraction
Book 4 Multiplication
McGraw-Hill

ASMD Multiplication
Addison-Wesley

Programmed Math for
Adults

WHAT TO TEACH

HOW TO TEACH

MATERIALS

The Use of Percent

and subtracting fractional parts of feet.

Demonstrate multiplication and division of fraction skills. Provide practice exercises as needed. Individualize instruction.

Introduce decimal fractions through demonstration and film.

Arrange for resource person from a bank or savings and loan to explain a mortgage. Demonstrate how to compute the interest.

Show how to find the interest on a \$2,000 automobile loan for three years at 5% interest.

Discuss installment buying. Ask class to name household items they have purchased on time. Have students compute simple installment purchase and monthly payments.

Book 6 Fractions
McGraw Hill

Film:
Multiply and Divide Fractions
Jam Handy

Film:
Meaning of Fractions
Colburn

Film:
Multiplying Fractions
Knowledge Builders

Film:
Decimals Are Easy
Coronet

Filmstrip:
Meaning of Decimals
Encyclopaedia Britannica

Programmed Math for Adults
Book 7 Decimals
Problem Book 7 - Decimals
McGraw-Hill

Film:
Money in the Bank and Out
Churchill Films

Filmstrip:
Making Money Work for You
Popular Science

Filmstrip:
Meaning and Understanding of Percent
Society of Visual Ed.

WHAT TO TEACH

The ability to read, comprehend, and use tables and graphs applicable to daily experiences.

Equations involving ratio
The meaning of proportions

HOW TO TEACH

Project sample pages of Internal Revenue form 1040 showing interest deductions. Write sums on transparencies.

Supply students with time tables of air, rail, and bus travel. Have students plan a trip to a single destination using all three tables. Discuss differences in time among the three.

Use programmed materials for individualized work.

Present practical problems involving the use of formulas.

Use drill and practice in working problems involving formulas.

Divide the class into small groups for more individual work in mastering use of formulas.

Discuss the meaning of how proportion may be used in solving problems in measurements and in finding distances.

Give practice in the application of proportion to everyday life.

MATERIALS

**Basic Essentials of Math
Part II**
Steck-Vaughn

**Using Mathematics Grade
7**
McGraw-Hill

Transparencies:
Set of 3
Bar Graphs
Line Graphs
Picto-Graphs
Curriculum Materials
Corp.

**Programmed Math for
Adults**
Measurements
McGraw Hill
Cards
**Important Ideas in
Algebra**
E. Z. Sort System, Inc.

Films:
Solids in the World
Around Us
Surface Areas of Solids
Volumes of Cubes, Prisms,
and Cylinders
Cenco

Formulas in Mathematics
International Film Bureau

Measuring Areas, Squares,
and Rectangles
Coronet

Film:
Proportion at Work
International Film Bureau

WHAT TO TEACH

Using fractional equations

United States System of linear measurement: foot, yard, rod, furlong, mile

HOW TO TEACH

Show films and filmstrips to reinforce concept of proportion.

Provide drill and practice in proportion.

Introduce the fractional equation and discuss its use in everyday life.

Provide drill and practice

Discuss with the class the area in which each of these measurements are used.

Provide practical exercise using these measurements.

Have students report on United States system of measurements versus other countries' measurements.

Have students bring to class road maps of Missouri to be used in determining distances between two given points. At various speeds have students compute travel time.

Provide short income tax forms for studying. Using a given income, have each student fill in short form and compute tax from table.

Project samples of line, bar, and circle graphs on overhead projector. Discuss with class advantages and disadvantages of each.

MATERIALS

Ratio and Proportion in Mathematics

**Transparency:
Linear Measurement
Curriculum Materials
Corporation**

**Book:
Exploring Mathematics on
Your Own:
The World of
Measurements**

**Film:
Introducing Graphs
McGraw Hill**

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Provide exercises in constructing and interpreting line, bar, and circle graphs.

Example:

- a. Construct a circle graph depicting family expenditures.
- b. Have class keep data on the weekly price of hamburger from newspaper. Plot a line graph depicting the price fluctuations.
- c. Have class keep data on number of cups of coffee consumed by male and female members during breaks over a two week period. Construct a bar graph to depict these two class variables.

Formulas such as rates of interest, areas, unknown quantities.

Discuss the use and meaning of formulas and how they are helpful in everyday life.

**Handbook of Mathematics
Tables and Formulas
McGraw-Hill**

Introduce such common formulas as these and through discussion determine the level of understanding already present in the group $I = PRT$, $a = LW$
 $A = \pi r^2$, $2\pi r = C$.

**Programmed Business
Mathematics
Concepts, Skills, and
Application
McGraw-Hill**

Show films showing how surface areas of solids are determined. Discuss.

**Basic Mathematics and
Basic
Mathematics Measurements
Tema Series
Encyclopaedia Britannica
Press**

U. S. System of linear measurement: foot, yard, rod, furlong, mile.

Discuss with the class the area in which each of these measurements are used.

**Transparency:
Linear Measurement
Curriculum Materials
Corporation**

WHAT TO TEACH

Nautical Measure: knot, league, fathom.

Metric system measure: Millimeter, centimeter, decimeter, meter, kilometer, myriameter.

The use of geometrical figures.

HOW TO TEACH

Provide practical exercises using these measurements.

Have students report on U. S. System of measurements versus other countries' measurements.

Explain to class how knot, league, and fathom measurements are used.

Give problems converting miles per hour to knots, feet to leagues, and feet to fathom.

Have students figure out if a boat is traveling at 10 knots per hour, how long will it take to travel 2,000 miles.

Construct a chart of the areas where the metric system is used.

Have students practice converting metric problems to other types of measurements.

Discuss what products in the U. S. are measured by the metric system.

Assign report to students to find what countries use the metric system, and to what extent it is used.

Show film or filmstrip to demonstrate how geometry is used in our lives.

Break class into groups and have students figure angles, degrees, etc. that can be found in classroom.

MATERIALS

**Exploring Mathematics
On Your Own
The World of
Measurements
McGraw-Hill**

**Programmed Instruction:
Measurement
McGraw-Hill**

**Filmstrip:
Metric System
McGraw-Hill**

**Films:
Metric System
Story of Weights and
Measures
Coronet**

**Filmstrip:
Area
McGraw-Hill
Films:
Lines and Angles
Knowledge Builders
Angles and Their
Measurements
Measuring Squares and
Rectangles
Coronet**

MATHEMATICS

LEVEL IV

WHAT TO TEACH	HOW TO TEACH	MATERIALS
	Administer test to determine level of achievement and diagnosis of individual problems.	California Arithmetic Test California Test Bureau
Review multiplication and division of whole numbers, decimals and fractions.	Compute areas of 2-dimensional plane figures triangles, squares, trapezoids, rectangles. Compute area and volume of 3 dimensional figures and volumetric or cubic measure figures, pyramids, cones, spheres, cubes, rectangular solids.	Lessons for Self-Instructions in Basic Skills California Test Bureau
	Demonstrate and give practice in proportions and ratios.	Algebra - Book 1 Steck-Vaughn Company
	Discuss concepts of compound and simple interest. Give practice problems.	The New Math Made Simple Doubleday and Company
Basic Algebra	Present the concept of an unknown such as the use of interest formula $I=prt$ (I =interest, p =principle, r =rate, t =time) Give practice in addition, subtraction, multiplication and division of monomials.	Making Mathematics Plain McCormick-Mathers
	Provide drill and practice in fractional equations, equation construction, solving for unknowns.	Filmstrips: Topics in Algebra and Coordinate Geometry Geometric Construction with Circles and Polygons
	Explain the structure of plane figures and their constructions.	Introducing Geometric Figures Brain Teasers The Slide Rule
	Demonstrate theorem derivation and its usage in solving plane geometric problems.	Polar and Rectangular Coordinates Trigonometric Functions

WHAT TO TEACH

Basic Trigonometry

Basic concepts of the New Mathematics

HOW TO TEACH

Give practical exercises in solving geometric problems such as the pythagorean theorem.

Explain derivation of the basic functions of trigonometry, sine, cosine, tangent.

Have students use the basic trigonometric functions to solve simple problems in plane trigonometry.

Define sets and bases.

Provide drill for students to learn to count in the different bases, such as base five.

Give practice in addition, subtraction, multiplication and division in bases other than base ten.

MATERIALS

Introduction of Probability
Natural Number System
Fractional Numbers
3M Visual Products Company

Films:
Geometry and You
Measurement
Multiplying Fractions
Polygons
Ratio in Proportion in Mathematics
Similar Triangles
Story of Measuring Time
Quadrilaterals
Pattern in Mathematics
Lines and Angles
Algebra in Everyday Life
Algebra: A Way of Thinking
About Numbers
University of Missouri Library

SCIENCE

LEVEL I

WHAT TO TEACH

Improvement of health and safety in the home through broadened knowledge.

HOW TO TEACH

Bring in resource persons to talk about home nutrition.

Show films or filmstrips about safety precautions in the home.

Discuss preventative health measures that should be taken in family life.

Teach simple first aid.

Use films or filmstrips to teach better care of the body, adjusting to aging, child care and development, chronic diseases, dental health, drug addiction, environmental sanitation, health services, marriage and family life, personal hygiene, prenatal care, quackery, venereal disease, and mental health.

Demonstrate first aid precautions.

Tour neighborhoods to observe environmental conditions.

Discuss what agencies might be contacted when problems of health and safety arise.

Invite a resource person to talk about economical but nourishing meals.

MATERIALS

Films:
The Best Way to Eat
University of Pittsburgh

Focus on Food
Heinz Food Company

Facts About Figures
New York State Health
Department

Electrical Safety in the Home
Kansas State Health
Department

How to Have An Accident at Home
Walt Disney Productions

How to Do Rescue Breathing
Kansas State Health
Department

Body Care and Grooming
McGraw-Hill

Aging: A Modern Social Achievement
Kansas State Health
Department

Seizure
Veteran's Adm.

The Innocent Party
Kansas State Health
Department

WHAT TO TEACH

Knowledge of physical science in one's daily life.

HOW TO TEACH

Discuss health articles which appear in local newspapers.

Invite a resource person to speak about planned parenthood.

Through filmstrips, teach knowledge about heat, sound, electricity and light in the home.

Discuss the use of simple machines in the home.

Learn how to compute water, light, and gas bills.

Discuss how heat and light may be conserved in the home.

Demonstrate time saving machines which are used in the home.

Through films and filmstrips teach simple space science.

Read newspaper accounts of space efforts and discuss in class.

Teach students to recognize and know something about space vocabulary words that are in common use.

Discuss kinds of weather in the area.

Through films and filmstrips teach students to

MATERIALS

A Community Problem
Caterpillar Tractor Company

Cancer
Encyclopaedia Britannica

Fundamentals of Diet
Encyclopaedia Britannica

Filmstrips:
Fundamentals of Science
Sets 7-8-9
Eyegate

Fundamental Elements of Weather
Eyegate

The Space Age
Eyegate

Wonders of the Sky
Eyegate

Films:
Why Seasons Change
Encyclopaedia Britannica

The Work of Rivers
Encyclopaedia Britannica

Hurricane Watch
U.S. Weather Bureau

Magic in the Air
General Motors

States of Matter
McGraw-Hill

WHAT TO TEACH

HOW TO TEACH

MATERIALS

A study of lower life. .

recognize weather conditions such as tornadoes and cloud formations.

Discuss and show class a barometer.

Read the daily weather reports from the newspapers.

Look at local weather reports on television and discuss.

Discuss seasons.

Discuss common insects in the home and their control.

Teach about helpful insects.

Invite an exterminator into the class to talk.

To aid in recognition of harmful plants and first aid that is necessary if they are handled or eaten.

Discussion of the interdependence of life in the world today.

A study of animals used for food.

A study of plants used for food.

Sound and How It Travels
Encyclopaedia Britannica

**Weather: Understanding
Precipitation**
Coronet

Weather: Why It Changes
Coronet

What is Electricity?
Encyclopaedia Britannica

What is Space?
Encyclopaedia Britannica

Films:
The House Fly
Encyclopaedia Britannica

One Bug is Too Many
U. S. Department of
Agriculture

Making Cotton Clothing
Encyclopaedia Britannica

Tour Daily Bread
American Baker's
Association

Filmstrips:
Flowers and Their Purposes
Cenco

Fruits and Plants
Cenco

Beginning Nature Study
Cenco

WHAT TO TEACH

HOW TO TEACH

MATERIALS

**Finding Out About Green
Plants**
Cenco

Role of Flowers and Fruits
(4 strips)
Cenco

LEVEL II

WHAT TO TEACH

Plants in everyday life

HOW TO TEACH

Use filmstrips and charts about plants.

Discuss plants that grow in your area.

Discuss helpful and harmful plants and what plants must have to live.

Show fruit and seed producing plants.

Demonstrate the materials that are made from plants.

Exhibit plants that are edible.

Show regions where different types of plants grow.

Have students read orally and discuss stories about plants. Visit a nursery.

Show the different environment that animals need for survival.

Discuss different kinds of food needed for different animals.

Explain the difference between domestic and wild animals.

Illustrate the life cycle of different animals using the overhead projector.

Plan and make a trip to a livestock market.

MATERIALS

Filmstrip:
How Seeds Travel
McGraw-Hill

Thinking Ahead in Science
(Annotated Edition)
American Book Company

Filmstrip:
How a Plant Grows
McGraw-Hill

Basic Science Series P
SSP 100
(Picture Charts)
Society For Visual
Education, Inc.

Filmstrip:
Plant Life of the Desert
Encyclopaedia Britannica

Filmstrip:
**Trees and Flowers in the
Four Seasons**
Filmfax

**The Science of Living
Things Charts**
Denoyer—Geppert

Filmstrip:
**Finding Out How Animals
Live**
Society For Visual
Education, Inc.

Filmstrip:
Animals and Birds
Encyclopaedia Britannica

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Show and discuss advantages for survival that nature has given to certain animals.

Discuss nature's natural balance.

Exhibit and discuss ways animals benefit man.

Assign reading about animal life. Make reports.

Discuss insects that are beneficial to mankind.

Discuss insects that are harmful to mankind.

Exhibit charts of different kinds of insects, and discuss the differences.

Explain how different insects reproduce.

Explain the life cycle of insects such as fly, grasshopper, and butterfly.

Explain how chemicals such as D.D.T. controls insects.

Divide the class into groups with each group discussing questions as these:

- a. Differences between living and non-living things.
- b. The nature of experimental work.
- c. Major problems facing man that might be solved in biological science.
- d. Plant and animal

Basic Science Series
PSSP200 (Picture Charts)
Society For Visual
Education, Inc.

Life's Science Series
Life Magazine

Filmstrip:
Harmful Insects
Jim Handy

Filmstrip:
Insects That Live in
Societies
Encyclopaedia Britannica

Films:
Tape:
How Animals Fit Their
Climate

Tape:
Exploring the World of
Plants
Imperial Products,
Incorporated

Basic Science Part 1
Steck-Vaughn

Basic Science Part 2
Steck-Vaughn
Readers Digest Science
Blue, Orange, Red and
Green Books

WHAT TO TEACH

Physical science and our lives - Time

HOW TO TEACH

life in the immediate environment.

Take a field trip to study insect life.

Discuss the time zone in the United States.

Use filmstrip to point out why there are time zones.

Show how time zones affect our travel.

Have students discuss why there is a line of Demarcation and Greenwich line.

Use filmstrips to show what is day and a year.

Illustrate on the blackboard why there is a leap year.

Show how the calendar works and discuss the computer calendar.

Discuss different ways of keeping time, such as by light years.

Ask students to bring pictures to use on the bulletin board of different periods of time in earth's formation.

Have students read and make a report on "How the Earth is Born," Reader's Digest Science Reader; Blue Book.

MATERIALS

Basic Science Part 2
Steck-Vaughn

Film:
About Time
Southwestern Bell
Telephone

Film:
How to Measure Time
Encyclopaedia Britannica

Filmstrip:
Daytime and Nighttime
Coronet

Filmstrip:
How Far is Far
McGraw-Hill

Film:
Time
Indiana University

Filmstrip:
Changing Surface of the Earth
McGraw-Hill

Filmstrip:
Fundamentals of Science
Set 9
Eyegate

WHAT TO TEACH

Energy

HOW TO TEACH

Ask the student to name as many different forms of energy as they can.

Illustrate how different forms of energy are produced and used.

Have a resource person give lecture on the uses of the atom and sun as future forms of energy.

Have students discuss how most energy is derived from heat.

Show how everything is made of molecules.

Demonstrate how matter can be changed from one form to another.

Have students make a list locating the sources of different elements.

Produce in class some helpful and harmful chemical changes.

Conduct a simple experiment of testing materials: such as for starch in food.

Discuss with class the formation of the earth.

Bring to class a rock collection and discuss the various kinds.

Have class bring pictures of the various uses of different rocks.

MATERIALS

Filmstrip:
Matter - Energy
McGraw-Hill

Book:
Push and Pull:
The Story of Energy
McGraw-Hill

Film:
Energy
University of Missouri
Film Library

Film:
Energy from the Sun

Film:
Molecules in Motion
Encyclopaedia Britannica

Film:
Energy and Its
Transformation
Encyclopaedia Britannica

Filmstrip:
What Are Elements and
Compounds
McGraw-Hill

Film:
Chemical Changes All
About Us
Coronet

Book:
It's Fun to Know Why:
Experiment with Things
Around Us
Schwartz
McGraw-Hill

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Use **National Geographic Magazine** to discuss forms throughout the world.

Have students bring different kinds of rocks and illustrate how these make up different layers of the earth.

Perform an experiment showing what the freezing and thawing of water does to the earth surface.

Have a "weather man" discuss with class the causes and effects of our weather and forecasting.

Use film to illustrate different types of cloud formation.

Perform some simple experiments with air pressure.

Have class construct a barometer.

Show film on the water cycle of earth.

Use newspaper to work with weather maps.

Film:
Solids, Liquids, and Gases
McGraw-Hill

Film:
Rocks in Our Neighborhood
McGraw-Hill

Film:
Why Do We Still Have Mountains
Encyclopaedia Britannica
Films

Film:
Rocks that Reveal the Past
Film Associates of
California

Filmstrip:
Weather Fronts and Forecasting
McGraw-Hill

Everyday Weather and How It Works
Schneider
McGraw-Hill

Film:
Air All Around Us
McGraw-Hill

Film:
What Makes Rain
Young America Films

WHAT TO TEACH

HOW TO TEACH

MATERIALS

	Have students observe the changes which occur in plants and animals during seasons.	Filmstrip: The Changing Seasons McGraw-Hill
	Discuss with the students some of the superstitions which involve seasons.	Film: Causes of the Seasons Coronet
	Show a film or filmstrip of the sea as source of future food for the world.	Film: Seasonal Changes in Plants McGraw-Hill
	Demonstrate how we may take minerals out of sea water.	Filmstrip: The Seas About Us McGraw-Hill
	Talk about the possibility that life came from the sea.	
The human body in relation to everyday living.	Have class make a list of things their body has done that day, such as: ran, breathed air, remembered things, chewed food, etc. Discuss how we help our bodies to do these things and what is needed to keep it well.	Films: About the Human Body Churchill Films
	Acquaint students with the purposes and methods of inoculation against small pox, diphtheria, polio, and tuberculosis tests.	Human Reproduction McGraw-Hill
	Plan a trip to the local museum with displays of the human body.	Bacteria Encyclopaedia Britannica
Importance of food in everyday life.	Discuss the five main classes of food; carbohydrates, proteins, fats, minerals, and vitamins and how each affects the body.	
	Have students bring in pictures of food and group	

WHAT TO TEACH

HOW TO TEACH

MATERIALS

them into classes, display on charts. Discuss why it is important to balance food diet.

Visit a research laboratory where experiments in nutrition are being carried out; methods may be observed also.

Make a list of advertising claims and brand name products of a particular food item (bread or milk). Discuss them with the class and have them analyze them.

Have students plan a menu for a day using properly balanced diets and discuss.

Discuss with class such problems as "How foods are kept from spoiling." "Where did the foods grow?" "What preparation should be made before eating?"

Invite resource persons from Food and Drug Administration to discuss products with the class.

Take a field trip to local gas company.

The importance of teeth of personal health.

Discuss the importance of periodical dental inspection.

Have students formulate a list of causes of tooth decay and preventative measures they can use.

Films:

Fundamentals of Diet
Encyclopaedia Britannica

Balance Your Diet
For Health and Appearance
Coronet

Filmstrips:

Our Food
Eyegate
Safeguarding Your Health
Eyegate

The Body
7 transparencies
Curriculum Materials
Corporation.

Films:

Our Teeth
Knowledge Builders

WHAT TO TEACH

Common diseases and their effects on the body.

HOW TO TEACH

Have dentist discuss with the class the use of Fluorine and other new discoveries to prevent tooth decay and how bad teeth can affect the entire body.

Secure a chart that explains the structure of the teeth. Ask students to share any unusual experiences they may have had.

Have class make a list of diseases they know about. From the list, the class discusses:

1. What caused it?
2. What it does in the body.
3. How the body fights it.
4. What can be done to help the body fight it.

Discuss common diseases such as viruses, colds, influenza. Ask students for suggestions about contracting the disease, preventatives, care and cure. Make a list for each student to keep.

Have pupils watch newspapers for clippings or new developments in health practices, new drugs and other medical discoveries and bring to class for discussion.

Invite resource person from Health Department or Red Cross to discuss bacteria and diseases, prominent health problems and available health care facilities with students.

MATERIALS

Save Those Teeth
Encyclopaedia Britannica

Infectious Diseases and Natural Body Defenses
Coronet

Film:
Defending the City's Health
Encyclopaedia Britannica

Film:
Infectious Diseases and Man Made Defenses
Coronet

Bulletins:
Life Insurance Company

WHAT TO TEACH

Space Science

HOW TO TEACH

Secure pamphlets telling of various available clinics.

Familiarize students with health laws concerning inspection of foods or questionable drugs and quarantine laws for contagious diseases.

Conduct an informal survey of communicable diseases that have been prevalent in the community. Find out how they are spread and what the public health service does about control.

Discuss other planets in the universe and man's desire to know about them.

Ask students to clip articles about space from local newspapers and bring to class for discussion.

Show filmstrip about gravity and let students discuss it.

Ask individuals to read space stories from science books and make oral reports.

Show a film and discuss the implications of space travel.

Discuss the meaning of satellite and natural and man made ones which are orbiting the earth.

MATERIALS

Health and Safety Bulletin
Local Red Cross

Catalog of Teaching Materials
National Safety Council

Outer Space:
What's Out There?
Readers Digest Science Reader
(Blue Book)

Film:
What is Space?
Encyclopaedia Britannica

Filmstrip:
Force Called Gravity
McGraw-Hill

Film:
American Space Frontiers
SND

Why Satellites Stay Up
Readers Digest Science Reader
(Blue Book)

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Clip pictures of space-ships and bring to class for discussion.

Show a series of filmstrips about life beyond the earth. Let student read strips as they are projected. Discuss.

Appoint a small group to make a report on "The Importance of the Solar System in Life Today."

Visit a planetarium.

Invite resource persons in to hear speakers on selected facets of space program.

Supply calendars for a study of moon phases.

Discuss superstitions, which prevail concerning plant and moon phases.

Earth and Sky Filmstrip Series:

Looking at the Stars

Constellations

The Earth Satellite

A Man Made Moon

Harnessing Solar Energy

The Sun's Family

McGraw-Hill

Filmstrips:

The Solar System and the Universe

Pioneers of Space

Exploration of Space

Atoms in Space

Aviation in the Space Age

The Conquest of Space

Man Travels in Space

Hazards in Space Travel

Destinations in Space

Stations on the Moon

Eyegate

SCIENCE

LEVEL III & IV

WHAT TO TEACH

Earth and It's Surroundings —Rocks and Soil

HOW TO TEACH

Discuss the San Francisco earthquake of 1906 and the cause of earthquakes.

Appoint a group or committees to work on reports about the geology of the earth.

- a. The meaning of geology
- b. Rocks and rock formation
- c. The structure of the earth
- d. Mountain formation
- e. Soil formations

Using an overhead projector, make a diagram of the composition of the earth showing the crust, mantle, outer and inner core, students learn meaning.

Show filmstrips and films about the geology of the world.

Perform an experiment of growing crystals in the classroom. Fill a small pyrex dish with water. Pour this water into a small pot and boil. Then add 3-6 ounces of powdered alum to the boiling water. Add as much alum as will dissolve. Pour solution back into pyrex dish through a circle of filter paper or cheesecloth. Let it cool gradually. Suspend a small piece of thread, with knots, in dish.

MATERIALS

Exploring Our World
Steck-Vaughn

Webster Classroom
Science Library
McGraw-Hill

Earth Science Series:
Filmstrips:
Changing the Face of the Earth
Volcanoes and Earthquakes
Mountains
The Earth's Crust
Common Minerals
Earth A Great Storehouse
The Earth's Diary
Soc. for Visual Ed., Inc.

The Earth and Its
Resources
McGraw-Hill

Fossils in America:
Their Nature, Origin,
Identification and Classification, Guide to Collecting Sites
Harper & Row

WHAT TO TEACH

World of water and air.

HOW TO TEACH

Crystals will form on it. Discuss natural rock formation in the earth.

Discuss how sun, water, and temperature change affect rocks.

Visit a local museum (if available) to see fossils.

Bring in a resource person to talk about conservation of soil.

Use a transparency to show the water cycle.

Discuss with class the influence of humidity on the lives of man (clothes drying, relationship of air, temperature and humidity, etc.)

Through films, teach students to recognize kinds of clouds and learn the kinds of clouds that bring destruction.

Show a film as a basis for a discussion of oceans.

Visit a water plant.

Discuss with the class the effect of ocean tides and currents.

Place a list of words related to water and air on the chalkboard for discus-

MATERIALS

Transparencies:
Earth Science
Topography
Elevation
Instructo Products

Transparency:
Water Cycle
Western Publishing
Educational Service

Film:
The Weather
Encyclopaedia Britannica

Weather
Gateway

Filmstrip:
Clouds and Meteors
UNESCO

Films:
Weather: Understanding
Storms
Coronet

We Explore Ocean Life
Coronet

Filmstrips:
Rivers of Water and Ice
Underground Water
Wind and Waves
Society for Visual Ed., Inc.

Filmstrip:
Air, Wind, and Weather
Eyegate

WHAT TO TEACH

HOW TO TEACH

MATERIALS

sion and understanding. Use dictionaries and other reference materials to learn and understand the meanings of the words.

Earth and Space Science
Holt

Example:

air pressure, altitude, humidity, convection, meteorology, sunspots, sunspot cycle, solar cycle, solar flares, auroras.

Visit or show a filmstrip of the weather bureau to learn how weather conditions are predicted and observe instruments such as the rain guage.

A Visit to a Weather Station
Eyegate

Ask for volunteers to make reports on air and water travel.

Filmstrips:
Transportation by Water
Transportation by Air
Eyegate

Visit the airport; arrange to take a short air trip.

Compare types of transportation as to cost, traveling time, and services supplied.

Scientific Living Today
Steck-Vaughn

Invite an air hostess or other official to class to talk about air travel.

The World of Space

Have students study newspaper stories about moon; display pictures which have been taken in space exploration.

Show a film of the orbit lunar month, occultation of stars, the moon's path in space, and lunar and solar eclipses.

The Moon
Encyclopaedia Britannica

WHAT TO TEACH

HOW TO TEACH

Assign problems in determining light years after a discussion of its meaning (a new measure of distance devised by space — the distance traversed by light in one year. Multiply the speed of light — 186,300 — by the number of seconds in a year.)

Show by transparency the distance in light years of some stars.

Perform experiments of the following theories:

- a. The orbits of planets are ellipses rather than circles.
- b. Gravity and inertia must be in balance in order for a planet or satellite to stay in orbit.
- c. The earth rotates on its axis, set wastebasket on stool, weight being on stick, rotate.
- d. As the moon revolves around the earth, varying portions of its surface are used. View ball from different directions to see phases.

Use a telescope for students to observe and identify stars, galaxies, etc.

Allow students to select subjects for term papers. Such subjects as the following are suggested:

- a. Some interesting facts about planets.
- b. How do planets differ from Earth.

MATERIALS

Transparencies
Eclipses of the Sun and Moon
Space Pictures
Flight
Instructo Products

Science Today
Row, Peterson and Company

pencil, stiff cardboard, loop of string, two thumb tacks, drawing

rotating piano stool, wastebasket, stick, string and small weight

slide projector, large white ball, dark room

Films:
Eyes of Outer Space
Man in Space
Stars and Star System
University of Missouri

WHAT TO TEACH

HOW TO TEACH

MATERIALS

The World of Matter

- c. Meteors and meteorites
- d. Reasons for exploring space

Discuss the principles of rockets.

Ask students to list problems of space travel. Discuss.

Assign students outside reading of magazine articles or books on aspects of space science; students make oral or written reviews.

Discuss the scientific method of approach.

Have panel discussion of what products are made through chemical changes and how chemical changes affect our every day living.

Bring an alchemist to class and have a discussion on the type of work they perform.

Experiment in class with elements and compounds.

Show film or filmstrip on the atomic theory.

Present the word molecule, discuss and relate to everyday living.

Hold class experiments to show physical and chemical changes in the three states.

Filmstrips:
Space and the Atom
Scanning the Universe
Educational Record Sales

Film:
Chemical Changes All About Us
Coronet

Filmstrip:
Fundamentals of Science Set 7
Eyegate

Physical Science
Holt, Rinehart

Filmstrip:
Atomic Theory
McGraw-Hill

Film:
Atomic Energy: Inside the Atom
Encyclopaedia Britannica

Film:
Molecular Theory of Matter
Encyclopaedia Britannica

WHAT TO TEACH

The World of Energy

HOW TO TEACH

Assign individual reports on hydrogen, helium, carbon, oxygen, nitrogen, phosphorus, sodium, metals and non-metals.

Have students make a list of forms of energy.

Show relationship between energy and work.

Demonstrate magnetism and gravity as they affect life and the universe.

Compare and contrast kinetic energy with potential energy.

Conduct a study of the law of the conservation of energy.

Have students define and discuss these words and phrases; velocity, acceleration, air resistance, friction, laws of motion, weight and measures, mass, gravitation, high and low tides.

Discuss units of power and relate to engine and machines.

Assign a report on sound waves and light waves, and how they travel. Call in a resource person to discuss the use and importance of X-ray.

Explain to the students the principles of reflection and refraction and have class develop a list of

MATERIALS

Film:
Energy and Work
Encyclopaedia Britannica

Film:
Gravity
McGraw-Hill

Film:
Magnetic Force
McGraw-Hill

Film:
Conservation of Energy

Everyday Machines and How They Work
McGraw-Hill

Film:
Sound Waves and Their Sources

Film:
Reflection
Refraction
McGraw-Hill

WHAT TO TEACH

HOW TO TEACH

MATERIALS

examples of these from their environment.

From the models brought to class explain and illustrate the differences between concave and convex lens.

Perform the following experiments to illustrate the various uses: light combustible material, demonstrate principle of camera by projection image of window on wall.

Methods of producing electricity static
A.C.
D.C.

Conduct a tour of local power plant.

Through the use of flow-charts show how electricity is brought to the home.

Explain the function of the meter and how to read it.

Have the students make a list of the various places in which an accident with electricity might occur.

The world of living matter

Discuss with the students the cell as the basic unit of life. Conduct a panel discussion on Darwin's theory of evolution.

With overhead projector show enlargement of cell and explain structure.

Film:
Lenses
University of Missouri

Transparencies:
Magnetism and Electricity
Curriculum Materials
Corp.

Transparencies:
Comparison of DC and
AC Power

Film:
Electricity: From Power
Plant to Home
McGraw-Hill

Film:
The Cell: The Structure
of Life
Coronet

Filmstrip:
Photosynthesis
Coronet

WHAT TO TEACH

HOW TO TEACH

MATERIALS

	Show film on Photosynthesis and discuss with class the importance of this process to human life.	Film: Photosynthesis Encyclopaedia Britannica
	Identify and explain the steps in cell reproduction in relation to human reproduction.	Film: Heredity Encyclopaedia Britannica
	Have students make a list of traits that are inherited and discuss relationship of heredity and environment.	Film: Heredity and Prenatal Development McGraw-Hill
	Invite a pediatrician to class to visit with students concerning common misunderstanding of pregnancy and heredity.	Biology, The Science of Life Steck-Vaughn
Functions of the human body.	Identify and locate major organs of human body. Have students list primary functions.	Transparency: The Human Body Milliken
	Discuss how malfunction of major organs affects the body	Film: Human Body: The Skeleton Coronet
	Identify and discuss the following and relate to body functions: Capillaries glands arteries corpuscles antiers bone veins tendons hormones ligaments calorie plasma enzymes : cartilage tissues vessels muscles	Film: Blood
	Have students trace the circulation of blood through major organs of the body.	Film: Hemo Magnificant Bell Telephone System

WHAT TO TEACH

HOW TO TEACH

MATERIALS

Have students trace intake of food and follow it through the digestive system.

Film:
Digestion of Foods
Encyclopaedia Britannica

Film:
How the Body Uses Energy
McGraw-Hill

Film:
Human Body:
Circulatory System
The Digestive System
The Excretory System
Muscular System
The Nervous System
Nutrition and Metabolism
Respiratory System
Coronet

EVALUATION

STANDARDIZED TEST

Standardized test will always be a part of any good educational program and can be valuable if used right, but if misused can become an unforgettable, horrifying experience for the adult student.

Here are some concerns which the teacher **MUST** keep in mind when considering using standardized test with adults.

1. This is perhaps the first time the individual has ever taken a formal test.
2. Individual must understand what is expected of him or the test will be of no value.
3. The teacher needs to be alert at all times to answer all questions.
4. Make sure the individual is physically comfortable and mentally at ease.
5. Explain the results of the test to the individual as soon as possible.

REMEMBER A TEST IS NOT AN END IN ITSELF

Recognizing that the best test selection is made with specific problems and objectives in mind, the teacher should consider the following test suggestions as broad guidelines and not as the final answer.

ACHIEVEMENT TEST

- Basic Reading Inventory** Adults Scholastic Testing Service
- Designed for use with typical groups such as functionally illiterate adults who are retarded readers.
- California Achievement Tests** Grades 1-9 California Test Bureau
- A survey type of test including reading, language, and arithmetic tests.
- Contemporary Mathematics Test** Grades 3-12 California Test Bureau
- Provides an indication of the extent to which any student or class has mastered the course content.
- Durost-Center Word Mastery Test** Grades 9-13 Harcourt, Brace & World
- Measures ability to learn meanings from context.
- Iowa Silent Reading Test** Grades 4-8 Harcourt, Brace & World
- Location of Information
- Iowa Test of Basic Skills** Grades 3-9 Houghton-Mifflin
- Measures achievement in functional skills and samples these skills more deeply than does the California Test.
- Metropolitan Achievement Test** Grades 1-9 Harcourt, Brace & World
- Good for testing achievement in vocabulary, reading, comprehension and arithmetic skills.
- S.R.A. Reading Record** Grades 6-12 Science Research
- Reading rate, comprehension, vocabulary.
- Stanford Achievement Tests** End of first grade through ninth
- Reading, spelling, and arithmetic. From third grade and up, other language arts are included. From fifth grade and upward, tests of social studies and science are given.

APTITUDE AND INTEREST

- Aptitude Tests for Occupations** Adults California Test Bureau
- Intended to aid in vocational counseling of adults by providing useful information on individual aptitudes and potentialities.

Kuder Preference Test **Adults** **Science Research Assoc.**

Suggest promising vocational areas based on personal and social preferences.

Multiple Aptitude Test **Grades 7-13** **California Test Bureau**

This battery is designed to provide differential aptitude data which can be used to help individuals understand their aptitudes.

Occupational Interest Inventory **Adults** **California Test Bureau**

Designed to aid in discovering the individual's basic interest patterns.

**Gordon Personal Profile and
Personal Inventory** **Adults** **Harcourt, Brace & World**

Easily administered instruments yielding dependable measures of eight aspects of personality.

Survey of Interpersonal Values **Adults** **Science Research Assoc.**

Show relative strength of a person's motivational pattern.

**Survey of Working Speed
and Accuracy** **Adults** **California Test Bureau**

Designed to measure skills required in various types of clerical and allied work in offices and factories.

DIAGNOSTIC TEST

California Arithmetic Test **Grades 1-9** **California Test Bureau**

Measures achievement in arithmetic and provides individual diagnosis of learning difficulties.

Diagnostic Reading Scales **Grades 1-8** **California Test Bureau**

These tests are designed to identify reading deficiencies that interfere with adequate reading.

**Diagnostic Tests and Self-Helps
in Arithmetic** **Grades 3-12** **California Test Bureau**

Designed to help diagnose special weaknesses in fundamental arithmetic skills.

**Durrell Analysis of Reading
Difficulty** **Grades 2.5-6** **Harcourt, Brace & World**

Difficulties in the following phases of reading are analyzed in detail: silent and oral reading, listening comprehension, word analysis, phonetics, faulty pronunciation, writing and spelling.

Gates-McKillop All Grades Columbia University

Diagnoses: word perception, phrase perception, blending word parts, giving letter parts, giving letter sounds, naming letters, recognizing visual forms of sounds, auditory blending, spelling, oral vocabulary, syllabication, auditory discrimination.

Gilmore Oral Reading Test Grades 1-8 Harcourt, Brace & World

Performance ratings for accuracy, comprehension and rate grade equivalents for accuracy. Uses graded reading selections.

Gray Oral Reading Test Grades 1-6 Bobbs-Merrill

Provides diagnostic insight through types of errors and check list of observations. Uses graded reading selections.

Stanford Diagnostic Reading Test Grades 3-8 Harcourt, Brace & World

Identification of specific strengths and weaknesses in reading comprehension, vocabulary, syllabication, auditory skills, various aspects of phonics analysis, and rate of reading.

READING READINESS

Frostig Development Test of Visual Development Grade 3 Follett

Measure eye-motor coordination, figure ground, constancy of shape, position in space and spatial relationships.

Gates Reading Readiness Grade 0-1 Columbia University

Picture direction, rhyming, word matching, reading letters, word-card matching.

Lee-Clark Reading Readiness Grade 0-1 California Test Bureau

Matching visual discrimination of similar and different letter symbols, vocabulary and following instructions.

Metropolitan Readiness Test Grade 0-1 Harcourt, Brace & World

Word meaning, listing, matching, alphabet, numbers, and copying.

THE FIRST DAY . . . HOW TO HANDLE IT

WELCOME ACTIVITIES

The teacher introduces himself by writing his name on the board, pronouncing it and telling the class about himself.

Familiarize students with the ABE program by giving information concerning hour and dates for the class, materials to be used, activities which students may look forward to and the certificates which will be offered. Compliment students on their decision to enter school again.

Give information about other classes in operation in the city and state.

INTRODUCTION ACTIVITIES

Place a guide for introduction on the board and ask each student to introduce himself. The guide may include such items as name, address, family, church, club, hobby and work. Emphasize that to provide information for every category is **NOT** necessary; each student chooses information he desires to give.

Group the class in twos and give a few minutes for the pairs to learn about each other. Each person introduces his partner.

Gather information about each student either by letting them write something about themselves or by securing this information verbally from those who cannot write. The teacher then introduces each member of the class.

Have a get-acquainted talk period; then ask persons to tell something interesting about other members of the class. (Students should give their names orally first.)

Involving class members in an activity such as arranging seats, serving coffee or getting supplies moved, relaxes students.

Greet students warmly at the door and write each name on a card. Pass cards out, later, and have student to introduce the person whose cards he draws.

DIAGNOSTIC ACTIVITIES

While students socialize, drink coffee, look at television or browse through magazines or books, the teacher is free to talk briefly or administer diagnostic reading scales to individuals. Students orally read from graded reading exercises until he experiences difficulty. He may be placed in this level.

Use a list of graded vocabulary words. When students experience difficulty the information is recorded.

Prepare a teacher-made test in arithmetic including both computation and reasoning problems. The test should include problems of graded difficulty from simple to more complex. It should include the following skills:

- Addition with no carrying**
- Addition with carrying**
- Addition using dollars and cents**
- Subtraction with no borrowing**
- Subtraction with zero difficulty**
- Subtraction with borrowing, but no zero difficulty**
- Multiplication with one multiplier**
- Multiplication with a two-digit multiplier**
- Long division with a one-digit divisor**
- Long division with a two-digit divisor**
- Addition, subtraction, multiplication and division of fractions**
- Addition, subtraction, multiplication and division of decimals**
- Problems of measurement**
- Percentage problems**

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Bell and Howell Company, 7100 McCormick Road, Audio-Visual Sales Dept., Chicago, Illinois 60645.
Behavioral Research Laboratories, Ladera Professional Center, Box 577, Palo Alto, California.
California Test Bureau, Del Monte Research Park, Monterey, California 93940.
Cenco Educational Aids, 2600 South Kostner Ave., Chicago, Illinois 60623.
Churchill-Wexler Film Productions, 807 North Seward, Los Angeles 38, California.
Columbia University, Bureau of Publications, 120th Amsterdam, New York, New York 10027.
Cooperative Test Division, Educational Testing Service, Princeton, New Jersey.
Coronet Films, Coronet Bldg., Chicago, Illinois 60601.
Current Affairs, Film Division, 527 Madison Ave., New York, New York.
Curriculum Materials Corp., 119 South Roach St., Jackson, Mississippi 39205.
Denoyer-Geppert Company, 5235 Ravenswood Ave., Chicago 40, Illinois.
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Houghton—Mifflin Company, 432 Park Ave., South, New York, New York 10016.
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PAR Company, Providence, Rhode Island.
Perfection Form Company, 214 West Eighth St., Logan, Iowa 51546.
Peterson System, Inc., Greenburg, Pennsylvania 15602.
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New York, New York.
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