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ABSTRACT

The lengthy and detailed curriculum guide is said to form a basis for stimulating development of the young hearing impaired child (age 3 to 6 years) in all aspects of growth. The systematic presentation of the content is thought to help the child integrate into his whole personality the oral communication skills that permit him to function in his environment. Initial topics presented in the guide are educational goals and support factors; neurological and motor, cognitive and emotional-social development of child, aged 30 to 36 months and of child aged 3 to 6 years; and the cognitive approach according to Jean Piaget, modified for pre-primary hearing impaired children. The first curricular unit contains nursery level through grade one activities on expanding concepts through social studies and science. Examined next are the sequential stages in the development of language. The second major unit focuses on developing concepts and skills in reading. Discussion of sequential stages in the development of mathematic concepts then follows. A short section on the sequential stages in the development of speech precedes the unit on dimensions of speech development for the hearing impaired. A brief section on auditory training concludes the guide.

(CB)

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MINNEAPOLIS PUBLIC SCHOOLS  
SPECIAL EDUCATION DIVISION

CURRICULUM GUIDE FOR PREPRIMARY HEARING-IMPAIRED CHILDREN

3-6 YEARS OF AGE

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UNISTAPS\* Early Childhood Education Project for  
Hearing-Impaired Children, 0-6, and their  
Parents (P.L. 90-538)

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State Department of Education  
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## FOREWORD

This curriculum has been formulated by the UNISTAPS Curriculum Writing Team. It includes specific vocabulary, language, mathematics, reading, guidelines for speech and auditory training, and materials related to the total curriculum.

Although each area of the curriculum has specific content, the inter-relatedness of various sections make it essential to use the entire guide for the development of a comprehensive program.

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## PREFACE

This curriculum has evolved to its present stage after being implemented in the classroom and revised by the Minneapolis Public School teaching staff over three years' time. It forms a basis for stimulating development of the young hearing impaired child (age three through six) in all aspects of growth: physical, intellectual, emotional and social.

It should be used in such a way that it becomes flexible enough to suit the various individual needs of the children. The dimensions of the curriculum enable the teacher to program, expand and enrich the learning experiences of all children.

The systematic presentation of the content included in the curriculum will help the child integrate into his whole personality the oral communication skills which will enable him to function in his environment.

The philosophy of the curriculum is "learning by doing". Teachers must plan a variety of interesting and relevant activities that will provide opportunity for total involvement of the child. This total involvement is essential for meaningful learning.

Educational Goals  
Support Factors

The educational goals are the same for all children but a handicap may impose limitations in the attainment of these goals. The hearing impaired child has special needs that require him to develop to the fullest extent all of his sense modalities. He will need to use tactile, visual and motor skills to compensate for his hearing loss.

The learning of these compensatory skills needed to reach the optimal level of the goals of education will require the teacher to use special techniques, to stimulate learning and to modify the support factors.

A. To promote and maintain good physical health by

1. providing food and rest as needed;
2. conducting an appropriate balance of quiet and vigorous activities;
3. using outdoor and gym facilities when possible;
4. securing medical and otological evaluations when needed.

B. To promote good mental health by

1. helping each family respond to his child positively and to accept the child's handicap realistically;
2. varying the expectations for the children on knowledge of the out of school tensions and the child's ability to deal with frustrations;
3. providing a positive model of healthy emotional responses;
4. sympathetic understanding and comfort to the child when he is upset;
5. setting realistic goals of acceptable behavior for the child and helping him meet them.

## Educational Goals - Support Factors

### C. To help the child develop independence by

1. selecting and using equipment and materials that the child can operate independently;
2. encouraging the child to meet his physiological needs without direct supervision;
3. giving assistance only when needed in dressing, clean<sup>up</sup> and eating;
4. arranging materials so they are accessible to the children;
5. arranging furniture and materials so that children work independently as well as in groups;
6. encouraging the child to make decisions--give several options in as many planned activities as possible within the daily schedule;
7. encouraging the child to act responsibly through specific room jobs;
8. encouraging intrinsic motivation by moving from extrinsic rewards, to praise, to child's own realization of self worth and self satisfaction.

### D. To develop a positive self image by

1. helping the child understand his role in his family and at school;
2. taking time to "listen" to the child and responding to his questions;
3. praising the child when justified;
4. setting up activities that will enable the child to succeed and also stimulate the individual special and personal differences within the group.

Educational Goals - Support Factors

E. To promote socialization, understanding and respect for others by

1. providing activities that stimulate interaction of children with each other and with adults;
2. finding ways to involve the isolates in group activities;
3. using materials and activities that will require interaction of more than one child;
4. providing activities which meet individual needs for privacy and independence;
5. helping children discover and use positive ways of interacting without resorting to aggression;
6. providing activities which enables children to find a solution and success through cooperative action.

F. To encourage intellectual growth by

1. using daily life experiences and materials to develop concepts;
2. using a wide variety of learning resources;
3. asking questions which require problem solving, comparing, contrasting and classifying; the questions should encourage imagination and stimulate language growth;
4. responding to the child's questions with answers that will encourage further mental activity.

G. To develop competency in tools of learning by

1. providing meaningful setting for learning;
2. developing skills of observation, concentration and memory;
3. providing a variety of activities for practice to refine skills;

4. providing opportunities to stimulate visual and auditory recall.

H. To develop good receptive and expressive language skills by

1. supplementing the child's activities with rich input of language stimulation;
2. encouraging maximum utilization of residual hearing through training of auditory attention, auditory discrimination and auditory memory;
3. providing many opportunities for imitation of adult language and self initiation of language;
4. encouraging a positive attitude toward speech;
5. specific speech training in meaningful language units using a multisensory approach;
6. encouraging expression of individual differences through the teacher's open-ended questions ("Which one do you like?" "What do you think happened next?" "Which one do you want?").

I. To encourage creativity by

1. providing a variety of materials that will enable the children to develop their talents in individual ways using music, dance, dramatic play and art;
2. accepting the products of the children in a positive way;
3. reading stories and poems that encourage imagination;
4. teaching games and finger plays.

J. To help the child develop gross and fine motor skills by

1. providing appropriate play equipment;
2. allocating specific time for directed activities;
3. encouraging the families to reinforce the use of the gross and fine motor skills developed at school.

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Neurological and Motor, Cognitive  
and Emotional - Social Development  
of Child 30-36 Months

From Lennenberg, Gesell, Ilg, Piaget

(And the Developmental Scales Noted at the End of the Report)

At Completion of Age 30 Months

Neurological and  
Motor

Jumps into air with both feet; stands on one foot for about two seconds; takes few steps on tip-toe; jumps from chair; good hand and finger coordination; can move digits independently; manipulation of objects much improved; builds tower of six cubes. Lennenberg.

Cognitive

Uses language as a tool (Gesell); drawing becomes imitative and image is realistic in intent (Piaget); perseverative age, transitions are difficult, expect a slow adjustment to new materials, a strong holding on, and a slow release even after interest has waned (Gesell and Ilg); verbal handling alone can be used to effect transitions much more successfully than at two, when handling had to be supplemented by physical handling or by a lure (Gesell).

Emotional and  
Social

Imperial domineering ways are sometimes hard for others to accept; he is dictatorial; he insists on order in his environment, is becoming independent; personality includes both poles of shyness and withdrawal on the one hand and approach and aggression on the other. He wants very much to be with other people, both adult and child, but cannot handle them. Plays best with

**At Completion of Age 30 Months**

**14**

**Emotional and  
Social (cont.)**

one child out-of-doors. Process of adjustment to others becomes more urgent at the thirty month period. (Gesell and Ilg)

**Language Development**

Fastest increase in vocabulary with many new additions every day; no babbling at all; utterances have communicative intent; frustrated if not understood by adults; utterances consist of at least two words, many have three or even five words; sentences and phrases have characteristic child grammar, that is, they are rarely verbatim repetitions of an adult utterance; intelligibility is not very good yet, though there is great variation among children. Seems to understand everything that is said to him. (Lennenberg)

**At Completion of Age 36 Months**

**Neurological and  
Motor**

Tiptoes three yards; runs smoothly with acceleration and deceleration; negotiates sharp and fast curves without difficulty; walks stairs by alternating feet; jumps 12 inches; can operate tricycle. (Lennenberg)

**Cognitive**

Attention span increasing; will re-do puzzles more than once; handles pencil with better control; builds tower of 9 or 10 cubes; can fold paper lengthwise and crosswise but not diagonal; uses imagination and thinking for self becomes apparent; conforms to spoken word; can match simple forms (square, circle, triangle); recognizes and joins separated halves even though one is upside down. (Gesell and Ilg)

## At Completion of Age 36 Months

### Emotional and Social

Discovers own identity - becoming man of the world; bargains and understands "after-while"; will go on errands; emotional outbursts are brief; can be very angry and direct an attack against a toy or other object as if it were a person; jealousy and fears affect behavior; tries to make others laugh by his own laughter; likes solitary or parallel types of play; willing to wait and share his toys; beginning to understand "wait your turn"; rebellions are less frequent; uses language instead of physical means to resist; feeds self and rarely spills; pours well from a pitcher; can unbutton, unlace and take off shoes and pants; goes through night without wetting. (Gesell and Ilg.)

### Language Development

Vocabulary of some 1000 words, about 80% of utterances are intelligible even to strangers; grammatical complexity of utterances is roughly that of colloquial adult language, although mistakes still occur. (Lennenberg)

Relation of language and activity, and language relation to others is spreading in many directions. (Metraux)

Child uses regularization to form plurals of words. (S. Erwin)

Neurological and Motor, Cognitive  
and Emotional - Social Development  
of Child 4-6

From Lennenberg, Gesell, Ilg, Piaget

(And the Developmental Scales Noted at the End of the Report)

At completion of age 4 years

Neurological and  
Motor

Jumps over rope or other similar objects; hops on right foot; catches a large ball in his arms; walks a straight line; climbs ladders; can run on tiptoe; skips on one foot; throws ball overhand; balances on walking board; jumps from height of twelve inches; kicks large ball; stands on one foot; walks backward (heel-toe); copies square, traces cross; copies cross on paper; picks up small objects (pins, thread) each eye covered separately; prints a few capitals, usually the initial capital of his first name.

Cognitive

Selects heavier weight invariably; can put together seven piece puzzle in 150"; can stack 5 blocks graduated in sizes in 14"; draws simple house; draws man with three parts; folds and creases paper three times; can match 4 of 16 silhouette pictures.

Emotional and  
Social

Cooperative with children; plays competitive exercise games; builds buildings with blocks, tends to go out of prescribed bounds; enjoys dressing up in adult clothes; understands taking turns; shows concern for younger siblings and sympathy for playmates in distress; needs to finish what he starts to play; dislikes to admit inability.

## At Completion of Age 4 Years

### Self Help

Dresses self except tying; can undress self except for back buttons, laces and ties; brushes teeth; laces shoes; distinguishes back and front of clothes; buttons 2-4 buttons; eats skillfully with spoon and fork; washes hands unassisted, dries face and hands; dry through night.

## At Completion of Age 5 Years

### Neurological and Motor

Greater control over body activity but control over large muscles still more advanced than over small. Likes to activate story and does so with success. Can skip alternately. Tries to roller skate and jump rope. Likes to throw (ball, snow and mud) and begins to use hands to catch more than arms (fails frequently). Can hop 2-3 yards forward on each foot separately. Grips strongly with either hand. Is able to sit longer. Draws a triangle; copies rectangle with diagonal; draws recognizable man with head, trunk, legs, arms, and features; draws simple house with door, windows, roof and chimney; counts fingers on one hand with index finger of other; prints first name in large irregular letters; frequently reverses letters, especially "S"; prints numbers 1-5, uneven and medium sized. Can fold triangle from paper 6" square in imitation of model. Cuts with scissors. Catches a ball 5" in diameter. Copies star (3 of 3 trials).

## At Completion of Age 5 Years

### Cognitive

Can tie a single knot around a pencil with a shoe lace after looking at a model. Learns to lace shoes. Copies star (3 of 3 trials). Places 10 forms of 10 on board in 35". Can count 6-10 objects when asked, "How many?". Places 10 pieces on picture puzzle to complete puzzle. Can tell the number of pieces one has if something is cut in half.

### Emotional and Social

Behaves in a more sensible controlled and independent manner. Continues domestic and dramatic play from day to day. Plans and builds constructively. Chooses own friends. Understands need for rules and fair play. Appreciates meaning of clock time in relation to daily program. Does simple errands. Likes to play house and baby. Gets along well in small groups.

### Self Help

Uses knife and fork. Needs help and supervision washing other than hands and feet. Puts toys away neatly in box. Can brush and comb hair successfully. Uses bathroom by himself.

## At Completion of Age 6 Years

### Neurological and Motor

Very active - prone to be clumsy since over active. Large muscles well coordinated and balanced. Often wrestles, tumbles, plays tag. Likes to make "houses", etc. Greater success in bouncing tossing and catching rubber ball. Interest in simple carpentry, saws and hammers.

## At Completion of Age 6 Years

### Neurological and Motor (cont.)

Paints, colors, plays with clay. Doll play more elaborate. Boys use simple erector sets and tinker sets. Boys dig holes and tunnels. More deliberate and sometimes clumsy. Attempts to sew using large needle and large stitches.

### Cognitive

Prints letters to spell words. Recognizes words and phrases and perhaps sentences. Finds words related to picture or story. Gets clues from lengths of words, beginning sound or letter. Some like to read nursery books - may now read though earlier memorized. Letters may now be apt to be drawn with continuous stroke. Beginning to recognize reversals but may not change. Prints first or both names and may add middle name. Can write numbers 1-20 - may reverse order of digits in teens. Counts to 30 or more. May add correctly within ten - subtraction within five.

### Emotional and Social

Disappointment if expected Christmas or birthday gifts not received. Boasts and brags about number of gifts. Playing school, house and library. Brings to school and may share toys cookies or book with classmates or teacher. In school loves to be busy but avoids things he cannot do. Easily distractable - is aware of what his classmates are doing. When working does not like interference until he needs help. Tries to conform to please teachers and himself. Likes chart of own success but is not ashamed of showing it to classmates even if it has only a few. Likes praise and approval, resents correction.

## At Completion of Age 6 Years

### Emotional and Social (cont.)

Highly emotional, quarrelsome and argumentative. Likes and dislikes to extremes. Runs the gamut of feelings and emotions according to occasion or frame of mind.

### Self Help

May prefer to finger feed, may prefer fork to spoon. Clumsy in spreading. Toileting accidents rare but may need reminder before play-time and then will care for himself. Tends to self during night-time toileting.

May not like bath because of routine - may need to be bathed entirely. May need some help in dressing but may not be willing to accept it. Careless about clothes even though clothes conscious - not responsible about keeping them clean, tidy or put away. Mother may need to choose and lay out clothing.

SUMMARY OF NEUROLOGICAL AND MOTOR:

COGNITIVE AND EMOTIONAL-SOCIAL DEVELOPMENT

AGES 3-6

Age	Neuro-Motor	Cognitive	Emotional-Social	Self-Help
3-4	<p>Good Gross motor coordination (jumps, kicks), balance, copies square, traces cross.</p> <p>Small motor coordination, picks up small object, hops on one foot at a time.</p>	<p>Categorizes size for stacking blocks.</p> <p>Draws man with three parts. Match 4 of 16 silhouette patterns.</p>	<p>Beginning of sympathy and leadership qualities; cooperative play. Concerned with completing projects, expansive physically and in self-image.</p>	<p>Learning lacing, buttoning, zipping.</p> <p>Good utensil use. Has (usually) learned cleanliness habits.</p>
4-5	<p>Greater large muscle control: More complete figure, object drawings; prints large letter.</p> <p>Cuts with scissors; copies star, rectangle, triangle, rote counting. <u>May reverse letters.</u></p>	<p>Lacing ability now in, correct placement of form board items.</p> <p>May count objects when asked. Knows that object in half makes 2 pieces.</p>	<p>More controlled, independent, dramatic, role play common.</p> <p>Learns need for rules - learns clock time, vis a vis activities - plays well with small group of peers.</p>	<p>Uses knife, fork, needs some bathing supervision. Cleans after self - brushes and combs hair.</p>
5-6	<p>Over-active - greater coordination of large muscles. Much artistic activity. Building and constructive activity.</p>	<p>Purposeful printing to form words - may read. Still problem with reversing letters - more counting ability.</p>	<p>Understanding of social pressures, expectations beginning - Seeks peer approval. Independence in working problems. Exploratory - learning ways and doings of the social environment, often emotional to extremes - trying out roles, "how it feels" to be different.</p>	<p>More self-control.</p> <p>Desire to be dependent alternating with regression to earlier behavior, careless of clothes and personal belongings, but self-conscious.</p>



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THE COGNITIVE APPROACH:  
PIAGET: MODIFIED FOR PRE-PRIMARY  
HEARING-IMPAIRED CHILDREN

## PIAGET

The work of Swiss psychologist Jean Piaget regarding the learning processes of children is crucial to the education of all children, regardless of handicap. Hearing impaired children particularly can benefit from application of his work. Piaget's work with infants and young children has consolidated previously fragmented pieces of information.

Other learning theorists assume that the child learns through his use of language--that his verbal abilities help to formulate his thinking habits. In a limited way, there is validity in that view. A child's verbal ability reflects his verbal thinking patterns. As he learns new language, his thinking becomes structured along those lines. But that viewpoint does not adequately explain the spontaneity, creativity and productiveness of human thought which is often expressed in non-verbal ways.

Templin (1966) and Furth (1970) have both conducted experiments and studies of deaf and hearing children based on Piaget's stages of mental growth. Piaget's basic hypothesis has been borne out. That is, intelligent, reasoning behavior is not grounded in verbal ability alone. Rather, intelligence, in Piaget's terms, is a human heritage latent in all human beings, and which unfolds in a natural sequence of structures dependent upon interaction with the environment.

The first stage of intelligence is termed the sensory-motor stage because the infant learns about the world through his own sensations and movements. There are no words, no reflections, but a memory system is begun; consequences of motor activities are retained, and the groundwork is laid for the unfolding of later structures. The implication is that children interpret the world through their own concrete experiences--reflecting their "ego-centrism." They learn verbal skills and may often be quite sophisticated in their language. Their understanding is, nevertheless,

at a non-abstract stage, which may often confuse them. It also frustrates adults, who respond to the words used and not to the conceptual level of the child.

One way of discovering the conceptual level of the child is to apply some of Furth's principles. He says ".... parents and educators need not frantically look for contrived situations or rewards that will make intelligence grow. Intelligence grows from within. Thus the task becomes one of furthering and nourishing this growth by providing suitable opportunities, not by explicit teaching of what to do or what to know." (P. 74)

There is a difference, a profound difference, according to Piaget, between remembering and knowing. A child may remember a list of the presidents, but he knows that a subclass is included in a superior class. That is, apples are fruit--and he doesn't need to work at remembering that. Once he knows it, it is his. Knowing, as Furth says, ".... is independent of particular circumstances". (P. 75) It is the basis for the ability to learn.

If intelligence develops through the child's functioning, why bother to "teach"? The word teach here is critical. In a Piagetian approach, teaching would mean providing an environment which would stimulate the latent growth of the child.

A child does not develop under any and all circumstances--he must be in a situation which presents to him challenge and motivation. A baby learning to walk is a prime example. If the child has never been given the opportunity to use his leg muscles or if that opportunity has been very limited, his walking may be quite poor and delayed. But the baby in a normal environment takes great joy in walking. Why? 1) There is a physical "readiness" which impells him to use the now mature muscles. 2) There is the joy of mastery which provides the motivation. Otherwise,

how do we explain the child's persistence in the face of his first failures-- falling again and again. What adult would continue to try learning to walk after falling every three steps?

Thus, the conditions for developing one's potential include the concept of readiness, physical and mental. The other prerequisite is the intrinsic motivation, of the sheer joy of discovery and movement.

The purpose of the following thinking games is to exercise and challenge the child's thinking processes. Child solutions are not merely verbal labels, therefore, the hearing impaired child can demonstrate some of his reasoning abilities. The games also provide a tremendous opportunity to involve the child in language and speech work. When the teacher knows the exact level of the child, she is aware of what he does not understand, where he needs help. Templin's deaf subjects took longer to develop Piaget's stages than did the hearing subjects. They may also provide the teacher with a new view of the child: that he is a reasoning being who has used his environment to stimulate his growing intellect. Intelligibility of speech, reading and math levels do not necessarily reflect the child's perception of his environment. A hearing impaired child may have many concepts that he cannot verbalize.

Learning tasks proposed by Piaget in the early childhood years are accomplished through "playing" by the children.

A teacher can learn a great deal about the functioning of the child by structuring some of the child's playing into Piaget "games".

As pointed out above, the beginning of intelligence lies in the realm of sensory-motor interaction. The child grows and interprets incoming information according to his own responses and egocentric perception. Some of the tasks are classed under the heading of conservation.

Each conservation task has 3 levels. Stage I -- the child shows an inability to focus on the concept, Stage II -- an inconsistent response

but the beginning of understanding, Stage III -- attainment of the concept.

The following is a game of conservation of number for preschool children.

Take 5 pennies, chips, M & M's, etc., arrange them in a widely spaced single row. A few inches away, take 6 of the same object and arrange them in a closely spaced single row. It should look like this:

```
      o           o
              o
              o
              o
              o
              o
              o
              o
              o
```

Count each row with the child, pointing to each chip as you count. Then, depending upon the child's sophistication and depending on the child's language comprehension level ask, "Which row (of pennies) will buy more candy?" or "Which row would you like to eat (if M & M's)?" or simply, "Which is more?"

Responses may fall into any stage. A stage I response would be choosing the row of 5. If this is given, ask why the child would respond as he did. Check again, have the child count again, block his view of the rows and ask which is more, 5 or 6. If the child doesn't know, discontinue and reduce the number of objects in the rows to 3 and 2 and see if that can be accomplished successfully. In other words, find out what the child's conceptual level is for the task.

Stage II response: the child fluctuates, he recognizes that 6 is more than 5, but he can't shake off the appearance of those rows; he's beginning to understand the conflicting situation.

Stage III response: the child acts as if the adult is pretty silly to think he's be fooled and he responds correctly. Test his response by taking the row of 6 and rearranging it into a circle.

```
      o           o
      o           o
      o           o
      o           o
      o           o
```

Ask the same questions. If the child hesitates, he has not yet fully grasped the concept. But if he is still firm, so that no rearrangement affects his answer, then the child has attained Stage III. Larger numbers of objects may be used, as well, to see how firmly the principle is understood.

Another task is the conservation of substance. Show the child 2 clay balls. They must be exactly the same -- weigh them, to show the child that they are the same. Then roll out one of the balls into a sausage. Ask the child, "Is one heavier?" or "Do they still weigh the same?" or use some language appropriate to the child, "Is one bigger, more, etc., than the other?" Again, responses will fall into 3 stages.

Stage I -- The child chooses according to his own perception -- whichever appears bigger, heavier, etc. The child does not yet comprehend the meaning of measurement, which is vital to completing several other Piaget tasks, for example, the conservation of length, height, distance.

Stage II -- the child is still bound by his perception, but the task represents a problem which challenges him.

Stage III -- check the response by repeating the conditions (2 balls) and making one flat, instead of rolled up. If this is correctly answered, again make 2 clay balls, weigh them, then try to remove some of the clay from one ball as you change its shape and weigh them again. The child will see that the sausage weighs less now.

How can he explain it? If he is doubtful, then he has not fully attained the concept. If he realizes a trick has been played, he understands.

Measurement of weight may be presented to the child by using Furth's (1964) procedure. He used weights with the number of ounces written on them. They were given to the children in pairs, some equal, some not. A scale should be used to allow the child to match the pairs.

Another task appropriate for this age level, which falls generally under the heading of conservation, involves the use of classification.

How does a child make decisions about the kinds of things which "belong" together.

Give the child a group of different objects, for example: some square, some triangular, some rings, some  $\frac{1}{2}$  rings, some letters, some made of wood, some made of plastic. Ask the child to "put things together that are alike." There should be very little direction. Let the child work on his own. All of the objects should be grouped in some way by the child.

The younger children often group according to whim, or by the last object they've handled. There are no "rules" governing their sorting. The older children should have developed some system of rules which are either observable or which they could explain.

The point of this "game" is not to teach the child "correct" ways of classifying (there are several correct ways) but to discover how the child relates to his environment as shown by the classifications.

There are similar experimental games using relative size as a principle. Nesting toys are good for this kind of game. Have the child arrange a set of objects which are different sizes: dolls, balls, etc. Observe if he can go from small to large, or if he groups by other criteria such as color or shape.

Another conservation task which involves measurement is the conservation of liquid. To experiment, use the following procedure.

Equipment: 2 containers for water--one tall and skinny, the other wide and short. A measuring cup.

Fill the measuring cup with water in view of the child. Pour the water into one glass. Refill the measuring cup, showing the child that it is the same amount. Pour into the next glass. Ask the child to tell you if there is the same amount of water in both glasses or if one has more. If the child chooses one over the other, ask why. Again, responses may be at any of the stage levels.

Conservation of Length, is a more difficult problem for this age group, but the youngsters enjoy this game. Use two dowel sticks or pipe cleaners. Place them side by side to show the child that they are equal in length. Then, allowing the child to see, push one stick forward. Ask if they are still the same? Ask if one is longer? If the child says yes, point to the space where the stick was pushed from and show what happened. Repeat the conditions.

A concrete experience which helps to illustrate the concept of relative size is to have the child stand next to the teacher. Ask the child who is taller (bigger). Have the child climb onto a chair. Now ask, "Are we the same size?" Try to help the child understand that he did not "grow" but was helped to become bigger. He's not really bigger than the teacher. Again, this is a difficult concept, not often attained by age 7.

Many of the everyday teaching activities in the classroom involve Piaget's principles, particularly work with sequential activities, sets, and matching games.

Another aspect of the classification games is that young children are not able to pay attention to more than one identifying characteristic. The child may have a good auditory and visual memory for the "big red car" and point to the correct picture or object. But as he must classify objects into groups, different principles apply. Some are big, some are red. The idea of things being both big and red develops later as the child can classify according to two criteria at once.

Sequential Development of Rules: The infant as early perhaps as 10 months, involves "rituals" which foreshadow the beginning of the idea of rules. These rituals arise primarily through repetition of a behavior. The child must have his blanket tucked in just so, because that's the way it was done previously.

When a child first learns about games, there is no understanding what

a winner or a loser is, or of positions relative to another players' moves. The child operates on an egocentric level. He wants to play like the older children he's observed, but if there are rules to follow--he is not bound by them.

Until about age 7, according to Piaget, the child is still incapable of taking an objective point of view. That is, he still cannot bend his actions to conform with predetermined rules. Taking or accepting the point of view of another person has implications beyond the activity of just learning rules. These include social skills, reciprocity, mutual agreements, and reasoning with other arguments that are presented in an exchange. Activities should begin early in exposing the pre-schoolers to these concepts.

Games can be played by a set of rules already existing--then have the children make up their own games. How would they go about it? This may involve the question of where rules come from. It should be pointed out to the child, particularly in disciplining, how his actions affect others. Role playing should involve acting out others' roles--those of parents, teachers and friends, stressing the idea that the child be as like the other as possible. Situations should vary so that "make-believe" can be realistically played. For example: A role-play that should be realistic involves concepts about time duration. If the situation is a bus ride to school--how long does it "really" take. How do people "really sit" on the bus--do they stare straight ahead, bump, read? See Spelin for more ideas on this subject.

Point of view is also a physical phenomenon. Things look different from a distance or from an angle, above or below. Children should be encouraged to look at objects in their environment with new perspective. Present things to them drawn from an unusual angle. Show slides and pictures of objects and have children guess the perspective.

Show things out of focus and have the children guess what the object

might be. Also good for sequencing and memory tasks is to present a series of flashes on the screen, displaying geometric shapes, familiar things, etc. Start out slowing, using two in the sequence, and have the child recall the order. This activity should be used in auditory training also.

Another game involving both visual and auditory memory is a communication game. A "lazy susan" type cardboard circle has a series of pictures around the edge, like circles with dots inside.

Two players hold the circle between them. Then the teacher covers the circle with a screen--so that only one player can see. That player must describe one of the pictures to the other player.

This game can be used on varied levels. The most basic approach might be to set up the circle with 2 matching sides with 3 colored dots on each side

Place 2 children on either side--place the screen in the middle and have one child describe a circle ("I see a red circle.") The other child must find the match on his side.

The game can become more and more complex as the children become more sophisticated--going from colors, to numbers, to letters to abstract pictures.

Another game which is fun for the pre-schooler even though he doesn't yet understand its principle is a probability game. Ten red and yellow marbles are on a table. The teacher takes 8 red and 1 yellow marble and puts it into a bag, shaking it vigorously. The bag is handed around, and each child has to guess the color of the marble he will pick from the bag. After a marble is chosen--the color is written down and it is put back into

the bag. Many variations on this and the other games are possible. The children themselves may develop new approaches.

An important principle to remember about these games is that there is no "correct" answer. How the children approach the problem--solving situation will reveal more about his thinking processes and abilities than will one "correct" answer.

The children should be encouraged to creatively participate in criticising, changing and working around the "games".

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EXPANDING CONCEPTS THROUGH  
SOCIAL STUDIES AND SCIENCE  
FOR THE HEARING IMPAIRED PREPRIMARY CHILD

Some considerations regarding social studies and science:

Focus: "Learning by doing" is to be the basis for planning experimental activities relating to social studies-science units. These activities must involve each child and should be planned to encompass other areas of the curriculum when appropriate.

The social studies-science units for each level will give the teacher opportunities to develop in meaningful context the vocabulary and many of the language principles for each level. There will still be the need for a separate language period to develop specific skills and principles.

Nursery Level

At the beginning of the school year, special letters should be sent home requesting:

1. pictures and names of the immediate family;
2. a picture and description of the family dwelling;
3. a baby picture of the child and a picture of the youngster when he was between one and two years of age.

A newsletter is sent home at the beginning of a new unit listing new vocabulary and concepts to be presented. Ideas for reinforcement by the parents should be given.

Social Studies - Science

Nursery Level

<u>UNIT</u>	<u>CONCEPTS</u>	<u>VOCABULARY</u>
-------------	-----------------	-------------------

UNIT GOALS

I. Development of Self Concept  
 To increase self awareness, self confidence and a sense of belonging to a family and school.

A. Name	We have personal identification.	Children's names
	I have a name.	Teachers' names
	All people have names.	What's your name?
	We all have a family.	house
	Families are not all alike.	home
	My family lives at home.	Daddy
		Mommy (Mama)
		(a) sister (specific names of children in family)
		(a) brother
		baby

B. Family  
 (Be sure you are aware of family status, life style, racial and cultural background before developing this unit.)

C. Sex  
 (Give children  
 initial exposure  
 to the concept:  
 Boys and girls  
 are children.)

Boys and girls are different.  
 Boys wear pants.  
 Girls wear dresses.  
 I am a boy.  
 I am a girl.

(a) boy  
 (a) girl  
 I  
 me

D. Self Image

Each part of my body has a name.

(a) thumb (a) nose  
 (a) mouth teeth  
 fingers ears  
 eyes hands  
 hair feet

I can do many things.

(to) run  
 (to) walk  
 (to) jump  
 (to) fall down  
 (to) clap my hands  
 (to) wash my \_\_\_\_\_  
 (to) open \_\_\_\_\_  
 (to) shut \_\_\_\_\_

UNIT GOALSCONCEPTSVOCABULARY

	(to) spill	
	(to) throw	
	(to) drop	
	(to) sit down	
	(to) stand up	
	(to) see	
	(to) cry	
	(to) smile	
I have feelings.	happy	
I express my feelings by laughing, crying and smiling.	sad	
I can be happy, sad or mad.	mad	
I take care of my body.	(the) bathroom	
I need to keep clean and neat.	(a) comb	
I was my hands	(a) toothbrush	
before eating.	(a) towel	
after going to	(the) soap	
the bathroom.	dirty	
when dirty.		
I comb my hair.		

UNIT GOALS

CONCEPTS

VOCABULARY

I wash my face when dirty.

I blow my nose.

I brush my teeth.

I take care of my hearing aid.

I wear clothes for many reasons.

I rest at school.

UNIT GOALSCONCEPTSVOCABULARY

II. Safety  
 To develop self discipline and  
 self assurance that will enable  
 him to live safely in his  
 environment.

To be safe we must do certain  
 things. red  
 green  
 yellow  
 To be safe we need rules. Stop!

Safety at School

We walk in the halls. Go!

We follow our teacher in line. (a) bus

We do not push in play or in  
 line. (to) walk  
 (to) play

We take turns. (to) push

We share. (to) look

We need to know what to do in a  
 fire drill or civil defense drill. (a) line  
 (a) street

fire (the) teacher

(a) bus (cab)

(a) car

Safety on the Bus

We wait until the bus stops before boarding.

We sit quietly.

We wear seatbelts.

We obey the driver.

Safety on Walks

We follow our teacher in line.

We watch our teacher for directions.

We learn to cross the street safely.

We learn to walk in line.

We learn to look for cars.

UNIT GOALSCONCEPTSVOCABULARY

## III. Autumn

To establish an awareness of seasonal changes; to develop an appreciation of nature.

Things change with the seasons.

We come to school.

Leaves change color.

Leaves fall down.

We wear warm clothes.

Halloween comes.

It gets cold and snow comes

pretty soon.

green

red

yellow

brown

orange

(a) tree

(a) leaf (leaves)

school

squirrel

park

outside

(to) come

UNIT GOALSCONCEPTSVOCABULARY

IV. Clothes To reinforce self identification;

(When teaching to define the function of clothing.

the concept

clothes come in

different sizes,

it is a good time

for initial

exposure to the

concept too big

, and too small.)

People wear clothes.

Clothes have names.

Boys wear different clothes than

girls.

Daddy wears different clothes

than Mommy.

Clothes come in different sizes.

We buy clothes in a store.

shoes blue

(a) shirt green

boots yellow

mitten red

(a) sweater brown

(a) cap (hat) purple

(a) coat orange

pants white

(a) dress black

(a) jacket

store

clothes

big

little (small)

UNITUNIT GOALSCONCEPTSVOCABULARY

V. Halloween To create a festive atmosphere

(Review body for this holiday.

parts, colors  
and sizes.

Halloween is a special day.

(a) pumpkin

Prepare for

We make a jack-o-lantern.

(a) black cat

"Trick or Treat"

We wear costumes.

jack-o-lantern  
(Incidental)

by reviewing safety

We have a party.

ghost

rules for walks.

witch

Contrast pumpkin

bag

and jack-o-lantern.)

candy

orange

orange

42

black

(to) cut

UNITUNIT GOALSCONCEPTSVOCABULARY

## VI. Food

To establish a positive attitude toward food; to understand the difference between solids and liquids.

We eat food.

milk

We drink liquids.

coffee

Food is good.

water

We buy food at the grocery store.

pop

pie

crackers

(a) cookie

(an) apple

ice cream

(some) bread

(some) cake

(some) soup

(some) candy

(a) sandwich

(a) store

(to) eat

(to) drink

UNIT

UNIT GOALS

CONCEPTS

VOCABULARY

VII. Thanksgiving To develop the attitude of  
 (The special thankfulness; to create in the  
 emphasis is on child an awareness of being a  
 manners and participating member of his  
 helping. Do family.  
 some initial  
 classification  
 of food, dishes  
 and furniture by  
 setting the table.  
 Incidental teaching  
 of in and on should  
 be done.)

Thanksgiving is a holiday. in (a) table  
 We have a special dinner on (a) chair  
 Thanksgiving. turkey (to) wash dishes  
 We learn about being thankful. pie (to) eat  
 We use good manners. Thank you. (to) drink  
 We work together. No, thank you.  
 Please.  
 (a) spoon  
 (a) fork  
 (a) knife  
 (a) glass  
 (a) plate  
 (a) cup

UNIT GOALS

CONCEPTS

VOCABULARY

VIII. Christmas\* To expose children to holiday activities that center on school, home and child; to expose the child to the various aspects of toys; to understand that this holiday is a time for giving.

(Decorate a tree. Make Christmas cookies or candy. Have art activities symbolic of Christmas. Visit a toy department to learn about different toys.)

Toys are fun to play with. Christmas

Toys can be used in many ways, i.e., some toys are pushed, some toys go by themselves, some toys are for riding. Santa Claus

There are symbols associated with the holidays and their customs. tree star candy cane stocking cookie (a) toy toys (an) airplane (a) teddy bear (a) drum (a) top

\*Be aware of other special holidays, e.g , Hanukkah.

(a) horn

(a) doll

(a) sled

(a) truck

(a) train

blocks

(a) wagon

etc.

(to) give

(to) play with

(to) make

UNITUNIT GOALS

IX. Winter To establish awareness of  
 (Compare seasonal change and how these  
 clothes worn changes affect our lives.  
 inside and out-  
 side as review  
 of clothing and  
 further classi-  
 fication.)

CONCEPTS

Weather changes.  
 We wear special clothes for  
 winter.  
 We play in the snow.  
 There are safety rules for  
 winter.

sled  
 snow  
 ice  
 (a) snowball  
 snowflake  
 (a) snowman  
 cold  
 wet  
 dry  
 (to) make

VOCA BULARY

X. Valentine's Day      To create a festive atmosphere;  
 (Review:                    to foster the attitudes of sharing  
 Children's names,      and giving.  
 food, manners.)

Valentine's Day is a special day.	red
We make valentines.	white
Symbols of Valentine's Day are	(to) give
hearts, cupids and the colors	(to) make
red and white.	(to) open
	(to) love
	heart
	(a) card
	(a) friend

UNITUNIT GOALS

XI. Circus To build background for greater  
(Review: appreciation of the circus.

Food vocabulary,  
happy and sad  
(clown), big and  
little, colors  
(incidental  
teaching of pink  
and gray).

A circus is a special show.

We see many animal acts at the  
circus.

There are clowns, acrobats and  
animal trainers.

We can buy balloons, ice cream,  
popcorn, peanuts, pop, and candy.  
Animals have names.

(a) clown

elephant

(a) monkey

(a) lion

(a) tiger

(a) balloon

(a) dog

(a) horse

(a) bear

popcorn

candy

happy

sad

funny

CONCEPTSVOCABULARY

UNITUNIT GOALSCONCEPTSVOCABULARY

- XII. Farm Animals To develop the understanding  
 (Review parts that animals are living things.  
 of the body.)

Some animals live on the farm.  
 Animals have babies.  
 Animals have names.  
 Animals have body parts.  
 Animals eat and drink.

(a) cow  
 (a) horse  
 (a) cat  
 (a) dog  
 (a) pig  
 (a) turkey  
 (a) sheep  
 (a) duck  
 (a) chicken  
 (a) barn  
 (a) goat  
 hay  
 corn  
 (to) ride

UNIT GOALS

XIII. Spring To establish an awareness of  
 (Review seasonal change.

clothes and  
 safety rules  
 for walks.  
 Teach outdoor  
 games. Review  
 colors and  
 numbers when  
 dyeing eggs.)

CONCEPTS

Things change with the seasons.  
 Easter is a special holiday.  
 The Easter rabbit (bunny) comes.  
 We dye eggs.  
 We wear new spring clothes.  
 It gets warm.  
 It rains.  
 We wear raincoats.  
 Birds build nests.  
 We play outside.  
 We play special games.  
 We plant seeds.  
 Flowers bloom and grass grows.

VOCABULARY

(a) bird  
 (some) flowers  
 rain  
 (a) raincoat  
 grass  
 seeds  
 eggs  
 the sun  
 kites  
 (a) nest  
 (Easter) basket  
 (Easter) egg  
 (Easter) rabbit (bunny)  
 (to) wear  
 (to) color  
 (to) plant  
 (to) fly  
 (to) dig

UNIT GOALS

CONCEPTS

VOCABULARY

IV. Zoo

To appreciate the zoo as one of  
the many homes for animals.

We see animals at the zoo.  
Some animals are in cages.

elephant  
(a) monkey  
(a) lion  
(a) tiger  
(a) seal  
(a) bear  
birds  
(a) turtle  
(a) fish  
(a) cage

Vocabulary  
Nursery Level

Goals: To develop exact lipreading skills; to encourage exact spontaneous speech rather than imitative speech; to increase listening skills.

The following list forms the minimum lipreading, speech and listening vocabulary for this level:

I. Nouns

A. People

1. Family

- a. mama
- b. daddy
- c. siblings' names

2. Others

- a. teacher's name
- b. teacher
- c. (a) clown
- d. (a) girl
- e. (a) boy
- f. (a) baby
- g. Santa
- h. classmates' names
- i. children

B. Toys

- 1. (a) car
- 2. airplane
- 3. (a) ball
- 4. (a) boat
- 5. (a) balloon
- 6. (a) (teddy) bear
- 7. (a) top
- 8. (a) doll
- 9. (a) sled
- 10. (a) bike
- 11. (a) drum
- 12. (a) bell
- 13. (a) wagon
- 14. (a) train
- 15. blocks
- 16. (a) truck

Vocabulary  
Nursery Level

C. Animals

- |               |                        |
|---------------|------------------------|
| 1. (a) bird   | 10. (a) lion           |
| 2. (a) dog    | 11. (a) fish           |
| 3. (a) cow    | 12. (a) sheep          |
| 4. (a) turkey | 13. (a) turtle         |
| 5. (a) horse  | 14. (a) rabbit (bunny) |
| 6. (a) cat    | 15. (a) squirrel       |
| 7. (a) duck   | 16. (a) tiger          |
| 8. elephant   | 17. (a) bear           |
| 9. (a) monkey | 18. (a) chicken        |
|               | 19. (a) goat           |

D. Food

- |                     |                  |
|---------------------|------------------|
| 1. (some) pie       | 9. (some) soup   |
| 2. (a) cookie       | 10. (some) candy |
| 3. (some) cookies   | 11. turkey       |
| 4. (some) milk      | 12. an egg       |
| 5. apple            | 13. pop          |
| 6. (some) ice cream | 14. water        |
| 7. (some) bread     | 15. (a) sandwich |
| 8. cake             | 16. (a) cracker  |
|                     | 17. popcorn      |

E. Parts of the Body

- |              |          |
|--------------|----------|
| 1. (a) thumb | 6. nose  |
| 2. (a) mouth | 7. teeth |
| 3. fingers   | 8. ears  |
| 4. eyes      | 9. hands |
| 5. hair      | 10. feet |

Vocabulary  
Nursery Level

F. Objects in the Environment

- |                                      |                   |
|--------------------------------------|-------------------|
| 1. (a) comb                          | 19. (a) knife     |
| 2. (a) leaf                          | 20. (a) plate     |
| 3. (a) book                          | 21. (a) cup       |
| 4. (a) toothbrush                    | 22. (a) basket    |
| 5. (a) bus                           | 23. grass         |
| 6. (a) fork                          | 24. soap          |
| 7. (some) water                      | 25. Street        |
| 8. (some) flowers                    | 26. fire          |
| 9. line                              | 27. (a) bus (cab) |
| 10. home                             | 28. (a) car       |
| 11. bathroom                         | 29. (a) truck     |
| 12. (a) chair                        | 30. ice           |
| 13. (a) table                        | 31. snowflake     |
| 14. rain                             | 32. (a) barn      |
| 15. snow [(a) snowman--(a) snowball] | 33. hay           |
| 16. (a) towel                        | 34. seeds         |
| 17. (a) tree                         | 35. nest          |
| 18. (a) spoon                        | 36. cage          |
|                                      | 37. (a) bag       |

G. Clothing

- |                      |                |
|----------------------|----------------|
| 1. (a) coat          | 7. mittens     |
| 2. (a) dress         | 8. (a) shirt   |
| 3. (some) boots      | 9. (a) sweater |
| 4. (a) cap [(a) hat] | 10. (a) jacket |
| 5. (some) pants      | 11. (a) hat    |
| 6. (some) shoes      | 12. clothes    |

Vocabulary  
Nursery Level

H. Places

1. home
2. park
3. school
4. store
5. outside

T. Seasonal Items

1. (a) pumpkin, (a) ghost, (a) witch, (a) black cat
2. (a) (Christmas) tree
3. the Easter rabbit (bunny)
4. heart, card

II. Verbs

Command

- |                    |                    |                |
|--------------------|--------------------|----------------|
| 1. (to) run        | 12. (to) sit down  | 23. (to) look  |
| 2. (to) jump       | 13. (to) open      | 24. (to) come  |
| 3. (to) fall down  | 14. (to) smile     | 25. (to) cut   |
| 4. (to) clap       | 15. (to) stand up  | 26. (to) eat   |
| 5. (to) make       | 16. (to) play with | 27. (to) drink |
| 6. (to) wash _____ | 17. (to) give      | 28. (to) make  |
| 7. (to) cry        | 18. (to) spill     | 29. (to) love  |
| 8. (to) shut       | 19. (to) drop      | 30. (to) ride  |
| 9. (to) march      | 20. (to) see       | 31. (to) color |
| 10. (to) laugh     | 21. (to) play      | 32. (to) plant |
| 11. (to) throw     | 22. (to) push      | 33. (to) fly   |
|                    |                    | 34. (to) dig   |

Vocabulary  
Nursery Level

III. Adjectives

A. Numbers 1-5

B. Colors

- |           |           |
|-----------|-----------|
| 1. blue   | 5. purple |
| 2. yellow | 6. green  |
| 3. red    | 7. orange |
| 4. brown  | 8. white  |
|           | 9. black  |

C. Descriptive Adjectives

1. sick - well
2. old - new
3. sad - happy - mad
4. cold - hot
5. dirty
6. funny
7. wet - dry

D. Size

1. big
2. little (small)
3. long

IV. Pronouns

1. I
2. you
3. we
4. our
5. me

Vocabulary  
Nursery Level

V. Prepositions

1. on
2. in
3. under

VI. Adverbs

1. too

VII. Conjunctions

1. and

VIII. Time Words

1. today
2. tomorrow
3. yesterday

IX. Questions

1. What's your name?

X. Expressions

1. Please.
2. Thank you.
3. No, thank you.

Kindergarten Level

At the beginning of the school year special letters should be sent home requiring:

1. pictures of members of the family including grandparents and pets;
2. a list of the child's household tasks for which he is responsible;
3. a description of the family dwelling (single dwelling, apartment, trailer, etc.);
4. a list of family activities and hobbies;
5. a list of the child's special interests or hobbies;
6. pictures of the child's neighborhood friends.

UNIT GOALS

CONCEPTS

EXPRESSIVE VOCABULARY

I. School

To promote self reliance, self confidence, and develop an attitude of responsibility to the school and classmates; to develop a good attitude toward rules.

A. Self and Others

I have a name.

Children's names

All people have names.

Child's surname

I am a \_\_\_ (boy, girl).

Teacher's name

(child) is a \_\_\_.

Teacher Aide's name

Miss \_\_\_ is a woman.

Principal's name

Mr. \_\_\_ is a man.

(a) school

I go to school.

(a) man

I work and play with others.

(a) woman

Adults help me at school.

(to) push

(to) pull

UNITUNIT GOALS

B. Safety at School  
 (Emphasis is on  
 safety in the school  
 but review the  
 nursery level units  
 "Safety on the Bus"  
 and "Safety on walks".)

CONCEPTS

We have rules for safety.  
 We have rules for working  
 together at school.  
 We have rules for playing  
 together at school.  
 We know what to do in a  
 fire drill or civil defense  
 drill.

EXPRESSIVE VOCABULARY

(the) gym  
 (the) hall  
 outside  
 (the) lunchroom  
 naughty  
 It's my turn.  
 It's \_\_\_\_\_'s turn.  
 I'm first.  
 \_\_\_\_\_ is last.  
 I'm last.  
 I'm sorry.

UNITUNIT GOALSCONCEPTSEXPRESSIVE VOCABULARY

C. C. Activities at School

We develop many skills at school:

We cut.

We paste.

We color.

We draw.

We read.

We count.

We take pride in our work.

We finish our work.

We are proud of our flag and  
country.

(a) scissors

paste

paper

(a) pencil

colors

paints

(a) book

(the) flag

I love the flag.

It is red, white and  
blue.

(to) cut

(to) paste

(to) draw

(to) color

(to) read

(to) paint

UNIT GOALSCONCEPTSEXPRESSIVE VOCABULARY

- II. The Family To develop a positive image of ones self and his family; to develop an attitude of responsibility toward one's family status, life style, and its activities.
- racial and cultural background before developing the unit.
- Send a special letter home to emphasize and encourage the importance of including the child in routine household tasks.
- Suggested Activities:
- Make individual bulletin boards with child's own family, house, etc; have a "family day" and invite parents and siblings; have a pet day, go to the pet store to buy a pet for the

UNIT GOALS

classroom; play  
house, play dress-  
up; role play on  
parents jobs at home.

A. Family Members

I belong to a family.	Names of family members
Families are not all alike.	Pet (Kind of pet: dog, cat, turtle)
Each member of my family has a name.	Pet's name
I love <u>members of family</u> .	Grandma
Some animals are pets.	Grandpa
My pet(s) has a name.	sister
I like <u>(pet)</u> .	brother
	(to) love
	(to) like
	(to) kiss

B. Family Responsibilities

Each member of the family has special responsibilities.	I help Mother. I help Father.
I help	
set the table.	
pick up toys.	
wash the car.	

CONCEPTS

EXPRESSIVE VOCABULARY

UNITUNIT GOALS

C. Family Activities

CONCEPTS

We do things together as a

family.

We work together.

We go to the store.

We play together.

We go to the park.

EXPRESSIVE VOCABULARY

I work.

I play.

UNIT GOALSCONCEPTSEXPRESSIVE VOCABULARY

III. Home To become familiar with the  
 (Rooms that will surroundings in the home; to  
 be taught at this know the specific functions  
 level are bath- of each room and the  
 room, kitchen, appropriate furniture for  
 livingroom and that room.  
 bedroom.)

My home has many rooms. (a) bed (a) toilet  
 Every room has a function. (a) table (a) pan  
 Every room has its basic (a) chair (a) bowl  
 furniture. (a) t.v.  
 (a) rug  
 (a) stove  
 (a) bathtub  
 (a) sink  
 (a) sofa  
 (the) window  
 (the) door  
 (a) bedroom  
 (the) bathroom  
 (to) put \_\_\_\_\_  
 (in, on, under)

UNIT GOALS

CONCEPTS

EXPRESSIVE VOCABULARY

IV. Fall To become aware of the seasonal

(Suggested effects on plants and animals.

Activities:

Go on a nature

walk; observe

squirrels and

ducks in their

natural habitat;

rake leaves, have

a weiner roast.)

Leaves change color.

Leaves fall off the trees.

Birds migrate south.

Squirrels gather food.

Animals hibernate.

We dress for the season.

Father goes hunting.

Football is played in the Fall.

Halloween comes.

(a) squirrel

(a) duck

(a) deer

(a) bear

(a) turtle

(a) lake

(a) football

(a) gun

(to) fly

(to) sleep

(so) kick

(to) throw

(to) catch

(to) go

Review the colors

and clothes learned

at the Nursery Level.

V. Halloween To prepare the children for a  
 (Suggested happy and safe Halloween.

Activities:

Review safety

rules for Halloween;

have a parade;

describe costumes

in relation to size,

color, funny, etc.)

We play special games.

(Bob for apples, pin the

tail on the cat.)

There are special symbols

of Halloween.

(Jack-o-lantern, ghost,

black cat, witch.)

We wear costumes and masks

on Halloween.

looks like a \_\_\_\_\_

(a) Jack-o-lantern

(a) ghost

(a) witch

apple

(to) bite

(to) eat

(to) cut out

(to) put on

(to) buy

I will be \_\_\_\_\_.  
 What:

- VI. Food -- To establish good eating habits;  
 Thanksgiving to promote good table manners;  
 (Send a special letter home about  
 letter home about this unit. It  
 seems very appropriate for the  
 parents to do the majority of teaching  
 of basic food vocabulary. The  
 letter will include the entire unit plan.)

- Food is good for us. (a) turkey  
 Food helps us to grow tall (a) hot dog  
 and strong. (a) hamburger  
 Foods have names. bacon  
 We buy food at the store. cereal  
 We should use good manners (a) cupcake  
 when we eat. jello  
 salad  
 sugar  
 salt  
 pepper  
 corn  
 (to) eat  
 (to) want  
 Please pass \_\_\_\_\_.  
 May I have \_\_\_\_\_.

EXPRESSIVE VOCABULARY

CONCEPTS

UNIT GOALS

peas  
carrots  
(a) banana  
coffee  
cocoa  
(a) cracker  
potatoes  
bread  
jelly  
butter  
peanut butter  
popcorn  
Thank you.  
No, thank you.  
I'm hungry.  
I'm thirsty.  
Review: Dishes

- VII. Christmas To teach the stories and songs associated with the season; to expand the child's awareness of Christmas.
- Shop for a tree and ornaments; decorate the class; have a Christmas play; make and wrap a present for members of the family.)

There are special Christmas songs and stories.  
 Santa comes at Christmas.  
 There are special decorations.  
 This is a time people do things for others.

(a) star  
 an angel  
 (a) present  
 (a) bell  
 bells  
 (a) candle  
 (a) reindeer  
 (a) sleigh  
 (a) candy cane  
 (a) bow  
 Christmas  
 jingle  
 (a) stocking  
 night  
 (to) give  
 (to) bake  
 (to) buy

(to) turn on \_\_\_\_\_

(to) take

(to) sing

(to) get

UNITUNIT GOALSCONCEPTSEXPRESSIVE VOCABULARY

VIII. Winter

To establish an awareness of  
how winter affects the lives  
of birds and animals.

Some animals are hibernating.	peanut butter
Some birds stay all winter.	bread
We should feed the winter birds and animals.	seeds feeder
Animals and birds make tracks in the snow.	tracks ice
Weather affects living things.	winter (to) help

UNITUNIT GOALSCONCEPTSEXPRESSIVE VOCABULARY

## IX. Friends

Develop respect and understanding

(A way to develop and appreciation of children and

this unit could be adults who are "friends"; to

a chart story about encourage behavior that will

what a friend is, develop friendship.

the qualities that

make each child a

friend. Refer to

chart story in

Language Curriculum.)

We have fun with our friends.

friend

We are kind to our friends.

kind

We share with our friends.

happy

We help our friends.

Valentine

We can have many different

(to) love

kinds of friends.

(to) like

Pets and animals can be friends.

(to) help

(to) give

UNITUNIT GOALSCONCEPTSEXPRESSIVE VOCABULARY

X. Circus To develop an understanding

(Write charts of of circus life.

description of

animals and circus

performers; have a

parade.)

Circus animals need special care.

Circus animals work.

Circus people have special jobs.

The people and animals of the

circus have a parade.

There are many kinds of animals

at the circus.

(a) parade

short

fat

thin

tall

Review:

big

little

sad

happy

funny



UNIT GOALSCONCEPTSEXPRESSIVE VOCABULARY

XII. Easter To familiarize the children  
 (Make Easter with the special stories and  
 hats and bunny activities related to Easter.  
 ears; have an  
 Easter parade,  
 egg hunt and  
 dye eggs.)

Many families go to church  
 during Easter.  
 Some people buy new clothes  
 for Easter and spring.  
 We dye Easter eggs.  
 We learn new poems, songs  
 and stories.

socks  
 (a) hat  
 church  
 (a) suit  
 (a) belt  
 (a) tie  
 gym shoes  
 grass  
 (to) find  
 (to) wear  
 Review:

colors and  
 numbers

XIII. Spring

To develop an awareness of spring  
and its effects on all living  
things.

The temperature changes.  
It gets warmer.  
It rains.  
Plants grow.  
Some plants grow from seeds.  
We jump rope, play ball and  
hop scotch.

(a) jump rope  
(a) kite  
seeds  
(to) jump  
(to) dig

UNIT GOALS

CONCEPTS

EXPRESSIVE VOCABULARY

XIV. Farm Animals To develop an awareness of  
(Visit little animal life on a farm.  
farm at a  
shopping center;  
get University  
farm animals  
brought in to  
school.)

There are certain animals that  
live on a farm. (a) sheep - (a) lamb  
(a) hen - (a) chick  
Some farm animals live in a barn. (a) cow - (a) calf  
Farm animals are born in the spring. (a) horse - (a) colt  
(a) goat - (a) kid  
(a) pig  
(a) barn  
hay

UNITUNIT GOALSCONCEPTSEXPRESSIVE VOCABULARY

## XV. Summer

To develop an awareness of summer; to develop an understanding of summer as a time for outdoor activities.

We go swimming.

shorts

We go on a picnic.

(a) swim suit

We wear cool clothes.

kool-aid

We go barefoot.

(a) swing

(a) slide

(a) sandbox

(a) pail

(a) shovel

(to) swim

Vocabulary  
Kindergarten Level

The following list will form the basic vocabulary for this level.  
Review all nursery level vocabulary during the first six weeks.

I. Nouns

A. People

1. Family

- a. Grandma
- b. Grandpa
- c. brother
- d. sister

2. Others

- a. classmates
- b. teacher's names
- c. teacher aide's name
- d. principal
- e. a friend

B. Toys

- 1. (a) jump rope
- 2. (a) pail
- 3. (a) shovel
- 4. (a) sand box
- 5. (a) slide
- 6. (a) swing
- 7. (a) kite

Vocabulary  
Kindergarten Level

C. Animals

- |               |                  |
|---------------|------------------|
| 1. (a) cow    | 12. (a) pet      |
| 2. (a) calf   | 13. (a) hamster  |
| 3. (a) bee    | 14. (a) horse    |
| 4. (a) mouse  | 15. (a) colt     |
| 5. (a) puppy  | 16. (a) goat     |
| 6. (a) lamb   | 17. (a) kid      |
| 7. (a) sheep  | 18. (a) bear     |
| 8. (a) kitten | 19. (a) turtle   |
| 9. (a) chick  | 20. (a) squirrel |
| 10. (a) hen   | 21. (a) duck     |
| 11. (a) pig   | 22. (a) deer     |

D. Food

- |                          |                   |
|--------------------------|-------------------|
| 1. turkey                | 14. potatoes      |
| 2. (a) hot dog           | 15. salad         |
| 3. (a) hamburger         | 16. jello         |
| 4. bacon                 | 17. (a) cupcake   |
| 5. cocoa                 | 18. peanut butter |
| 6. coffee                | 19. jelly         |
| 7. kool-aid              | 20. butter        |
| 8. sugar                 | 21. bread         |
| 9. salt                  | 22. (a) cracker   |
| 10. pepper               | 23. cereal        |
| 11. (a) carrot (carrots) | 24. (a) banana    |
| 12. corn                 | 25. popcorn       |
| 13. peas                 |                   |

Vocabulary  
Kindergarten Level

E. Parts of the Body

- |                  |            |
|------------------|------------|
| 1. face          | 4. knee    |
| 2. foot - feet   | 5. toes    |
| 3. tooth - teeth | 6. leg     |
|                  | 7. fingers |

F. Objects in the Environment

- |                  |                 |
|------------------|-----------------|
| 1. (a) scissors  | 16. (a) chair   |
| 2. paste         | 17. (a) sofa    |
| 3. paper         | 18. (a) bed     |
| 4. colors        | 19. (a) rug     |
| 5. (a) pencil    | 20. (a) t.v.    |
| 6. (a) book      | 21. (a) table   |
| 7. (a) flag      | 22. seeds       |
| 8. (a) toilet    | 23. feeder      |
| 9. (a) pan       | 24. tracks      |
| 10. (a) bowl     | 25. ice         |
| 11. (the) window | 26. parade      |
| 12. (the) door   | 27. dish        |
| 13. (a) stove    | 28. _____ house |
| 14. (a) bathtub  | 29. grass       |
| 15. (a) sink     | 30. hay         |
|                  | 31. (a) gun     |

Vocabulary  
Kindergarten Level

G. Clothes

- |                  |               |
|------------------|---------------|
| 1. (a) hat       | 5. (a) tie    |
| 2. shorts        | 6. some socks |
| 3. (a) swim suit | 7. gym shoes  |
| 4. (a) belt      | 8. (a) jacket |
|                  | 9. (a) suit   |

H. Places

- |                    |              |
|--------------------|--------------|
| 1. (the) gym       | 6. bathroom  |
| 2. (the) hall      | 7. bedroom   |
| 3. (the) lunchroom | 8. church    |
| 4. farm            | 9. (a) barn  |
| 5. our room        | 10. (a) lake |

I. Seasonal

- |                   |                    |
|-------------------|--------------------|
| 1. Halloween      | 11. (a) bell       |
| 2. Jack-o-lantern | 12. (a) candle     |
| 3. ghost          | 13. reindeer       |
| 4. witch          | 14. (a) sleigh     |
| 5. apple          | 15. (a) candy cane |
| 6. Santa Claus    | 16. (a) bow        |
| 7. Christmas      | 17. jingle         |
| 8. (a) star       | 18. (a) stocking   |
| 9. (a) present    | 19. night          |
| 10. an angel      | 20. winter         |
|                   | 21. (a) valentine  |

Vocabulary  
Kindergarten Level

II. Verbs

Each child needs to know the following verbs taught at Nursery Level.

(to) run	(to) sit down	(to) look
(to) jump	(to) open	(to) come
(to) fall down	(to) smile	(to) cut
(to) clap	(to) stand up	(to) eat
(to) make	(to) play with	(to) drink
(to) wash	(to) give	(to) make
(to) cry	(to) spill	(to) love
(to) shut	(to) drop	(to) ride
(to) march	(to) see	(to) color
(to) laugh	(to) play	(to) plant
(to) throw	(to) push	(to) fly
		(to) dig

New Verbs--Kindergarten Level

- |               |                |                  |
|---------------|----------------|------------------|
| 1. (to) bake  | 12. (to) help  | 23. (to) paste   |
| 2. (to) look  | 13. (to) give  | 24. (to) draw    |
| 3. (to) come  | 14. (to) brush | 25. (to) read    |
| 4. (to) eat   | 15. (to) buy   | 26. (to) count   |
| 5. (to) kiss  | 16. (to) swim  | 27. (to) kick    |
| 6. (to) pull  | 17. (to) put   | 28. (to) throw   |
| 7. (to) push  | 18. (to) want  | 29. (to) catch   |
| 8. (to) find  | 19. (to) wash  | 30. (to) go      |
| 9. (to) dig   | 20. (to) wear  | 31. (to) bite    |
| 10. (to) love | 21. (to) jump  | 32. (to) fly     |
| 11. (to) like | 22. (to) cut   | 33. (to) sleep   |
|               |                | 34. (to) cut out |
|               |                | 35. (to) put on  |

Vocabulary  
Kindergarten Level

III. Adjectives

A. Numbers 1-10

B. All Colors

C. Descriptive Adjectives

- |            |           |
|------------|-----------|
| 1. hungry  | 7. slow   |
| 2. thirsty | 8. kind   |
| 3. sorry   | 9. happy  |
| 4. dirty   | 10. short |
| 5. naughty | 11. fat   |
| 6. fast    | 12. thin  |
|            | 13. tall  |

IV. Pronouns

1. I
2. me
3. my
4. you
5. we
6. us

V. Prepositions

VI. Adverbs

1. too

VII. Conjunctions

1. and

Vocabulary  
Kindergarten Level

VIII. Time Words

1. days of the week
2. night

IX. Expressions

Review previous level. Use these continually.

Add:

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. Good bye, _____.             | 11. Please pass the _____.    |
| 2. Come here, _____.            | 12. I'm first.                |
| 3. Go away, _____.              | 13. I'm last.                 |
| 4. Move over, please, _____.    | 14. It's my turn.             |
| 5. Stop it, _____.              | 15. Thank you.                |
| 6. Yes, _____.                  | 16. No, thank you.            |
| 7. No, _____.                   | 17. I'm hungry.               |
| 8. May I _____ ?<br>see go have | 18. I'm thirsty.              |
| 9. I love (my) _____.           | 19. _____ looks like a _____. |
| 10. Don't cry, _____.           | 20. (to) turn on              |

**Social Studies-Science Units**

**Preprimary 1<sup>1</sup> Level**

UNITUNIT GOALS

I. Self Identification To develop a positive self image;  
 (This is a review to understand one's own feelings;  
 unit from nursery- to express feelings in a socially  
 kindergarten. acceptable way.  
 Limit the time  
 spent on it.)

A. Home and Family  
 Suggested Activities  
 (Make a family

notebook using

the specific

concepts listed.

Print a simple

sentence under

each picture.)

CONCEPTSEXPRESSIVE VOCABULARY

I belong to a family.	clothes
My family lives in a _____.	dishes
I have _____ brothers and _____	brother
sisters.	sister
Father goes to work.	leaves
Mother has household chores.	at home
She washes clothes.	(to) wash
She washes dishes.	(to) rake
She cleans house.	(to) work
She makes the beds.	
She sews.	
etc.	
I help at home.	

UNIT GOALS

CONCEPTS

EXPRESSIVE VOCABULARY

I put away my belongings.

I help set the table.

I help dust the furniture.

I help wash the car.

I help rake leaves.

I go to school.

UNIT GOALS

B. Self

Description

Suggested Activities

(After these

concepts have

been established,

a simple story

describing another

child should be

written by the

children.

Example:

John is a boy.

He is seven years old.

He has blue eyes.

He has brown hair.

He has on blue pants.

He has on a red shirt.)

CONCEPTS

My name is

My name is \_\_\_\_\_ (surname)

I am a \_\_\_\_\_.

I am \_\_\_\_\_ years old.

I have \_\_\_\_\_ eyes.

I have \_\_\_\_\_ hair.

I wear clothes.

I wear a hearing aid.

I wear glasses.

We can do many things.

Teach these verbs:\*

walk

run

jump

clap

talk

listen

see

work

play

\*Include these forms:

(to) play

play

\_\_\_\_\_ can play

\_\_\_\_\_ plays

EXPRESSIVE VOCABULARYhead  
chin  
neck

glasses

hearing aid

Review the following parts

of the body from nursery

and kindergarten levels:

face hair

foot - feet nose

tooth - teeth hands

knee ears

(a) thumb toes

(a) mouth (a) leg

arm (a) finger

eyes

(a) blouse (a) slip

(a) skirt pajamas

umbrella (a) bracelet

gloves (a) necklace

(a) scarf (a) ring

(a) raincoat

UNIT GOALS

CONCEPTS

EXPRESSIVE VOCABULARY

Review the following  
clothing from nursery-

kindergarten level:

a coat           mittens

a dress           shoes

some boots       (a) shirt

(a) cap           (a) sweater

some pants       (a) hat

gym shoes       shorts

(a) jacket       (a) belt

socks           (a) tie

(to) talk

(to) listen

I can hear it.

Review all colors  
previously taught in  
nursery-kindergarten  
level.

UNITUNIT GOALS

## C. Feelings

CONCEPTS

I have feelings.  
Everyone has feelings.  
There are many kinds of feeling.  
People show their feelings in different ways.  
I can be happy.  
I can be sad.  
I can be angry.  
My facial expressions and actions tell others how I feel.  
I learn how to deal with my feelings.

EXPRESSIVE VOCABULARY

sad (to) laugh  
angry (mad) (to) smile  
happy (to) cry  
sick  
sleepy  
afraid  
Don't push.  
Stop.  
You're welcome.  
I'm so sorry.  
Pardon me.  
I'm sorry.  
Thank you.  
Please wait.  
Ow! That hurts.  
I'm fine.  
I'm okay.  
Don't cry.

UNITUNIT GOALSCONCEPTSEXPRESSIVE VOCABULARY

II. School To develop good lunchroom manners;  
(The develop- to develop good attitudes toward  
ment of many of school and to adjust favorably to  
these goals will its routine and activities; to  
take the entire become familiar with the school,  
school year. the classrooms, materials and  
This unit is to supplies; to learn the rules of  
provides the safety for gym, playground,  
framework for neighborhood walks, lunchroom  
your teaching and classroom; to become responsible  
but the intensive, for the care of school property  
basic teaching and personal belongings; to increase  
will be done at awareness of others and their  
this time.) feelings; to learn to share in work  
and play; to identify the gym  
teacher, nurse, principal and shop  
teacher.

UNIT GOALS

## A. My School

Room

(Make many

comparisons:

size of class-

rooms, number

of children,

ages, etc.)

CONCEPTS

I go to school.

There are many different

schoolrooms.

I go to a special classroom.

My room has a number.

I have a teacher.

There are many things in my  
room.

I have my own desk and chair.

I wear earphones.

I will learn many things.

EXPRESSIVE VOCABULARY

our room

chalk

(a) desk

eraser

(a) chair

(a) film strip

(a) table

(a) calendar

(a) blackboard

(a) pointer

earphones

(to) sit

upstairs

down

downstairs

(to) color

(a) sponge

(to) watch

kleenex

(to) draw

(a) waste basket

(to) write

(a) movie

(to) read

Turn on the light.

Turn off the light.

Shut the door.

## B. School Helpers

(This is just

exposure. More

stress will be

placed at 1<sup>2</sup> level.)

We have special activities

at special times.

There are many adults to

help us at school.

Names of:

classroom teacher

teacher aide

principal

UNIT

UNIT GOALS

CONCEPTS

EXPRESSIVE VOCABULARY

gym teacher

shop teacher

nurse

gym office

shop library



UNIT GOALS

B. Fall on the

Farm

CONCEPTS

The farmer and his family  
work hard in the fall.  
They dig potatoes.  
They pick apples and grapes.  
They bring in pumpkins and  
squash.  
Mother cans.  
The farmer picks corn.  
He puts hay in the barn.  
Farm children go to school.

EXPRESSIVE VOCABULARY

(a) farm  
(a) farmer  
(a) farmer's wife  
farm children  
hay  
corn  
pumpkins  
potatoes  
grapes  
(a) tractor  
(a) wagon  
(a) barn  
apples  
(to) pick  
  
(a) mask  
costumes  
(a) ghost  
(a) witch  
(a) black cat

C. Halloween

(Have a costume

parade with children

pretending to be

what the costume

UNIT

UNIT GOALS

CONCEPTS

EXPRESSIVE VOCABULARY

depicts. Stress

(to) wear and

(to) pretend.

Work on

descriptions of

costumes (lip-

reading, charts,

etc.). Review

safety rules.)

spooky

(a) Jack-o-lantern

UNIT

UNIT GOALS

CONCEPTS

EXPRESSIVE VOCABULARY

IV. Thanksgiving

To learn the story of the

First Thanksgiving; to understand  
the concept of "long ago".

A. The First

Thanksgiving

The Pilgrims came on a boat.

church

They wore different clothes  
than we do.

Thanksgiving

friends

They built log houses.

(a) turkey

The Indians helped them.

(a) deer

The Pilgrims were thankful.

(a) fish

They walked to church.

nuts

They had a big Thanksgiving

corn

feast and invited the friendly  
Indians.

(a) pumpkin

The Pilgrims hunted, fished  
and they gathered food.

They cooked and ate outside.

UNITUNIT GOALS

## B. Thanksgiving

Today

CONCEPTS

We are thankful.

We have Thanksgiving dinner  
with our family.

We buy our food at the store.

Mother fixes food in the  
kitchen.EXPRESSIVE VOCABULARY

Review appropriate

Thanksgiving foods  
from the nursery and  
kindergarten levels.

UNIT GOALS

V. Christmas To develop an understanding that the entire community participates in Christmas activities.

## A. Christmas

## Activities at

## School

We learn the Christmas Story.

Christmas

songs

We trim the tree.

(a) camel

(a) wreath

We write a letter to Santa.

(a) donkey

Merry

We make Christmas cards.

an angel

Christmas!

We make small gifts for

presents

holly

Mom or Dad.

gifts

Christmas

bells

(a) card

(a) star

## B. Downtown

(An exciting trip:

Take the children

downtown to visit

Santa and eat in a

restaurant. Review

table manners.)

The stores have Christmas displays.

downtown

Many people go shopping.

We see Santa and his helpers.

We use good manners while eating

in a restaurant.

CONCEPTSEXPRESSIVE VOCABULARY

UNIT

UNIT GOALS

CONCEPTS

EXPRESSIVE VOCABULARY

VI. Winter To become familiar with various winter sports; to establish a greater awareness of winter and how it affects our activities.

Go sliding or ice skating at the park. Check temperature and snowfall.)	It is cold.	snowflake
	It snows.	skates
	There are many kinds of winter sports.	skis
	skiing	(a) snowmobile
	sledding	(an) icicle
	making a snowfort	snow pants
	making snow angels	Review clothes.
	skating	
	snowmobiling	
	ice fishing	
	There are rules of safety for winter.	

UNIT

UNIT GOALS

CONCEPTS

EXPRESSIVE VOCABULARY

Lincoln was also a president.

His birthday is February 12.

He lived in a log house.

He was very honest.

UNIT

UNIT GOALS

CONCEPTS

EXPRESSIVE VOCABULARY

VII. Special To appreciate and honor the U.S. Flag;  
Birthdays to contrast past and present; to  
become aware of the President as a  
leader of the country.

A. The Flag

The flag is very special.

the flag

We love the flag.

a flag

The flag's colors are red, white,  
and blue.

stars

stripes

It has stars and stripes.

(to) march

We salute the flag.

- 105 -  
**109**

B. Presidents

We have one President.

birthday

His name is \_\_\_\_\_.

(a) log house

The President loves the flag, too.

He has an important job and he  
works very hard.

Long ago, there were presidents.

Washington was the first president.

His birthday is February 23.

He lived on a big farm.

UNIT

UNIT GOALS

VIII. Senses To develop a keener sense of observation; to understand the intended to various aspects of change.

give the  
children various  
science experiences  
geared to the  
language and interest  
level of the children.  
Example: shadows;  
things float and sink;  
water freezes and  
melts; things burn in  
different ways; objects  
are heavy and light;  
air is important; colors  
(red + blue = purple.)

CONCEPTS

Matter changes under certain conditions.  
Weather changes.  
We can see changes and effects.  
Water, air, light and heat cause changes.  
We can cause changes (shades of colors).

EXPRESSIVE VOCABULARY

Choose vocabulary that is most appropriate and beneficial for the children's learning; do not overburden the child with unnecessary vocabulary for which he is responsible.

UNIT

UNIT GOALS

CONCEPTS

EXPRESSIVE VOCABULARY

IX. Spring  
 To increase awareness of growth  
 and development in human, animals  
 and plants; to develop an under-  
 standing of spring on the farm.

A. Hatching Chicks  
 (A field trip to  
 a farm should be  
 taken. Some of  
 the baby chicks  
 hatched in the  
 room could be  
 taken to the farm  
 to live. Previous  
 arrangements for  
 this trip must  
 be made.)

A baby chick has a mother  
 and a father.  
 A hen lays eggs.  
 Baby chicks hatch from eggs.  
 The eggs are kept warm in  
 an incubator.  
 The chicks peck their way  
 out of the egg.  
 The baby chicks are wet.  
 Soon, they become soft and  
 fluffy.  
 The chicks drink water.  
 They eat oatmeal, eggs and  
 corn meal.  
 They grow.  
 The chick's feathers begin to  
 grow.

(a)hen  
 (a)rooster  
 (a)baby chick  
 warm  
 (a)wing  
 feathers  
 eggs  
 (to) hatch  
 (to) feel  
 (to) grow

UNIT GOALS

CONCEPTS

EXPRESSIVE VOCABULARY

X. Summer  
To become aware of plant changes;  
to understand the seasonal  
changes in clothing and activities  
in the city and on the farm; to  
become more familiar with the zoo  
and its animals.

A. Plants

Plants change in the summer.

Plants mature and bear fruit.

The grass is green. It grows tall.

Flowers bloom and produce seeds.

Trees are plants.

Vegetables are plants.

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B. Summer Activities

We wear cool clothes in the summer.

We go on picnics.

City children play in parks.

They swim in swimming pools.

They ride their bikes.

Country children ride ponies.

(a) swim suit

( a) picnic

kool-aid

(a) sandwich

salad

ice cream

## Vocabulary

### Grade 1<sup>1</sup>

The following lists will form the basic vocabulary for this level. Review all nursery and kindergarten level vocabulary during the first six week period. Vocabulary lists are sent home each week for the parents to review and reinforce.

#### I. Nouns

##### A. People at School

1. Names of "most familiar" teachers
2. Names of children on child's bus
3. Name of physical education teacher
4. Name of integrating teacher
5. Names of children outside child's own class in whom he is interested
6. Name of principal of school
7. Name of teacher's aide
8. A neighborhood friend

##### B. Toys

- |                |                      |
|----------------|----------------------|
| 1. (a) marble  | 5. (a) doll house    |
| 2. (a) truck   | 6. (a) puzzle        |
| 3. (a) train   | 7. (a) game          |
| 4. paper dolls | 8. (a) coloring book |
|                | 9. clay              |

##### C. Animals

- |             |             |
|-------------|-------------|
| 1. animal   | 4. fur      |
| 2. feathers | 5. (a) tail |
| 3. wings    | 6. paws     |

Zoo and Circus Animals

1. (a) snake
2. (a) zebra
3. (a) cage

Farm Animals

- |              |                 |
|--------------|-----------------|
| 1. (a) frog  | 4. (a) squirrel |
| 2. (a) deer  | 5. (a) duckling |
| 3. (a) bunny | 6. (a) goose    |
|              | 7. (a) rooster  |

D. Food -- Teach in groups or classes

- |                 |                   |
|-----------------|-------------------|
| 1. (a) picnic   | 8. some rice      |
| 2. meat         | 9. some beans     |
| 3. chicken      | 10. (a) lemon.    |
| 4. fish         | 11. orange        |
| 5. beef         | 12. some grapes   |
| 6. ham          | 13. some lemonade |
| 7. (a) sandwich | 14. (a) coke      |

E. Parts of the Body

1. Review all previously taught
2. Present the following incidentally through games and activities:
  - a. shoulder
  - b. head
  - c. chin
  - d. neck

Vocabulary  
Grade 1<sup>1</sup>

F. School and Classroom

- |                     |                            |
|---------------------|----------------------------|
| 1. (a) basket       | 11. (a) chalk ledge        |
| 2. (a) waste basket | 12. (a) calendar           |
| 3. (a) light        | 13. (a) windowsill         |
| 4. (a) movie        | 14. kleenex                |
| 5. (a) filmstrip    | 15. (a) sponge             |
| 6. (a) desk         | 16. (a) can                |
| 7. (an) eraser      | 17. headphones (earphones) |
| 8. (a) pointer      | 18. (a) flag               |
| 9. chalk            | 19. The Flag               |
| 10. (a) blackboard  | 20. (a) slide              |
|                     | 21. (a) jungle gym         |

G. Clothing

- |                  |                     |
|------------------|---------------------|
| 1. (a) scarf     | 7. gloves           |
| 2. pajamas       | 8. snowpants        |
| 3. (a) blouse    | 9. (a) bracelet     |
| 4. (a) skirt     | 10. (a) necklace    |
| 5. (an) umbrella | 11. (a) ring        |
| 6. (a) slip      | 12. (a) hearing aid |

H. Places

- |              |               |
|--------------|---------------|
| 1. church    | 6. downtown   |
| 2. office    | 7. upstairs   |
| 3. outside   | 8. downstairs |
| 4. Grandma's | 9. away       |
| 5. shop      | 10. inside    |

Vocabulary  
Grade 1<sup>1</sup>

1. Seasonal Topics -- Present informally through experiences

1. Halloween

- a. (a) costume
- b. (a) mask
- c. spooky

2. Valentine's

- a. a Valentine box
- b. (a) heart

3. Easter

- a. (a) chocolate bunny
- b. colored eggs

4. Thanksgiving

- a. Thanksgiving
- b. friends
- c. clothes
- d. (a) log house

5. Winter

- a. skates
- b. skis
- c. (a) snowmobile
- d. snowflakes
- e. icicle

6. Christmas

- a. (a) gift
- b. Merry Christmas
- c. (a) song
- d. lights
- e. balls
- f. (a) wreath
- g. holly
- h. (a) Christmas card
- i. (a) letter
- j. (a) camel
- k. (a) donkey

Vocabulary  
Grade 1<sup>1</sup>

7. Summer

- a. (a) fishing pole
- b. (a) hook
- c. (a) worm

8. Birthdays

- a. Happy Birthday
- b. (a) birthday card
- c. (a) birthday cake

J. The Farm

- |                      |                |
|----------------------|----------------|
| 1. (a) farmer        | 5. (a) tractor |
| 2. (a) farmer's wife | 6. (a) barn    |
| 3. farm children     | 7. dirt        |
| 4. (a) wagon         | 8. (a) garden  |
|                      | 9. acron       |

II. Verbs

Each child needs to know the following verbs taught at:

Nursery Level

- |                |                |            |
|----------------|----------------|------------|
| (to) run       | (to) sit down  | (to) look  |
| (to) jump      | (to) open      | (to) come  |
| (to) fall down | (to) smile     | (to) cut   |
| (to) clap      | (to) stand up  | (to) eat   |
| (to) make      | (to) play with | (to) drink |
| (to) wash      | (to) give      | (to) make  |
| (to) cry       | (to) spill     | (to) love  |
| (to) shut      | (to) drop      | (to) ride  |
| (to) march     | (to) see       | (to) color |
| (to) laugh     | (to) play      | (to) plant |
| (to) throw     | (to) push      | (to) fly   |
|                |                | (to) dig   |

Vocabulary  
Grade 11

Kindergarten Level

(to) bake	(to) help	(to) paste
(to) look	(to) give	(to) draw
(to) come	(to) brush	(to) read
(to) eat	(to) buy	(to) count
(to) kiss	(to) swim	(to) kick
(to) pull	(to) put	(to) throw
(to) push	(to) want	(to) catch
(to) find	(to) wash	(to) go
(to) dig	(to) wear	(to) bite
(to) love	(to) jump	(to) fly
(to) like	(to) cut	(to) sleep
		(to) cut out
		(to) put on

New Verbs -- Grade 1<sup>1</sup>

1. (to) blow	10. (to) read	19. (to) want
2. (to) talk	11. (to) listen	20. (to) water
3. (to) break	12. (to) work	21. (to) hatch
4. (to) drink	13. (to) rake	22. (to) feed
5. (to) throw	14. (to) climb	23. (to) fly
6. (to) catch	15. (to) skip	24. (to) comb
7. (to) bounce	16. (to) slide	25. (to) hit
8. (to) pick	17. (to) skate	26. (to) watch
9. (to) paint	18. (to) stand (up)	

III. Adjectives

Many more adjectives not specified below are presented informally as the situations arise.

1. fine - okay	6. glad
2. sleepy	7. helpful
3. afraid	8. sick
4. happy	9. angry - mad
5. unhappy - sad	10. rough - sharp - smooth
	11. warm

Vocabulary  
Grade 1<sup>1</sup>

IV. Pronouns

These are presented formally at this level.

1. he
2. she
3. it
4. they
5. our

V. Prepositions

1. to
2. with
3. over

VI. Adverbs

1. fast
2. slowly

VII. Conjunctions

VIII. Question Forms

- |                      |                             |
|----------------------|-----------------------------|
| 1. Who _____?        | 9. How are you, _____?      |
| 2. What _____?       | 10. How old are you, _____? |
| 3. What color _____? | 11. What did _____ do?      |
| 4. When _____?       | 12. What will _____ do?     |
| 5. Whose _____?      | 13. How many _____?         |
| 6. Where _____?      | 14. Is/are _____?           |
| 7. What's your name? | 15. Did _____?              |
| 8. Do _____?         | 16. What is this?           |

Vocabulary  
Grade 1<sup>1</sup>

IX. Time Words

1. yesterday
2. today
3. tomorrow
4. after while

Informally:

- |                   |                 |
|-------------------|-----------------|
| 1. this morning   | 4. after school |
| 2. this afternoon | 5. after lunch  |
| 3. tonight        | 6. after recess |
|                   | 7. last night   |

X. Connected Language

A. All weather and calendar work related to news

- |                        |                         |
|------------------------|-------------------------|
| 1. Today is ____.      | 7. It is raining.       |
| 2. Tomorrow is ____.   | 8. It is very windy.    |
| 3. We will be ____.    | 9. It is cold.          |
| Where:                 | 10. It is hot           |
| 4. Yesterday was ____. | 11. It is foggy.        |
| 5. The sun is shining. | 12. It is cloudy.       |
| 6. It is snowing.      | 13. It is a pretty day. |

B. Games

- |                            |                                 |
|----------------------------|---------------------------------|
| 1. "Tag"                   | 5. "Pin the Tail on the Donkey" |
| 2. "Hide and Seek"         | 6. It is ____ turn.             |
| 3. "Duck, Duck, Gray Duck" | 7. ____ are out (is out).       |
| 4. "Doggy, Doggy"          | 8. ____ is "it".                |
|                            | 9. I'm "it".                    |

C. Nursery Rhymes

Some children will be able to memorize the nursery rhymes--others will need the chart for reinforcement.

- |                          |  |
|--------------------------|--|
| 1. "Jack and Jill"       | 7. "The Old Woman Who Lived in a Shoe" |
| 2. "Jack Horner"         | 8. "Old Mother Hubbard"                |
| 3. "Little Bo-Peep"      | 9. "Jack, Be Nimble"                   |
| 4. "Little Boy Blue"     | 10. "Three Little Kittens"             |
| 5. "Ba, Ba Black Sheep"  | 11. "Humpty Dumpty"                    |
| 6. "Hey, Diddle, Diddle" | 12. Seasonal poems                     |

XI. Expressions

- |                           |                          |
|---------------------------|--------------------------|
| 1. Hello, ____.           | 13. I want to ____.      |
| 2. Good morning, ____.    | be                       |
| 3. Good afternoon, ____.  | have                     |
| 4. Good bye, ____.        | go                       |
| 5. Thank you, ____.       | see                      |
| 6. You're welcome. ____.  | give                     |
| 7. Please, let me see.    | 14. I want to play.      |
| 8. Oh, come out!          | 15. I know that.         |
| 9. I love ____.           | 16. Pardon me, ____.     |
| 10. Ow! That hurts.       | 17. I'm so sorry.        |
| 11. Happy birthday, ____. | 18. Please move.         |
| 12. May I ____.           | 19. I don't know.        |
| go                        | 20. I like that.         |
| see                       | 21. I don't like that.   |
| have                      | 22. Stop it.             |
|                           | 23. Yes, I can hear it.  |
|                           | 24. No, I can't hear it. |
|                           | 25. Turn on the light.   |
|                           | 26. Turn off the light.  |
|                           | 27. Shut the door.       |

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SEQUENTIAL STAGES  
IN THE  
DEVELOPMENT OF LANGUAGE  
IN THE  
HEARING IMPAIRED PREPRIMARY CHILD

Some Considerations in the Development  
of Language Skills

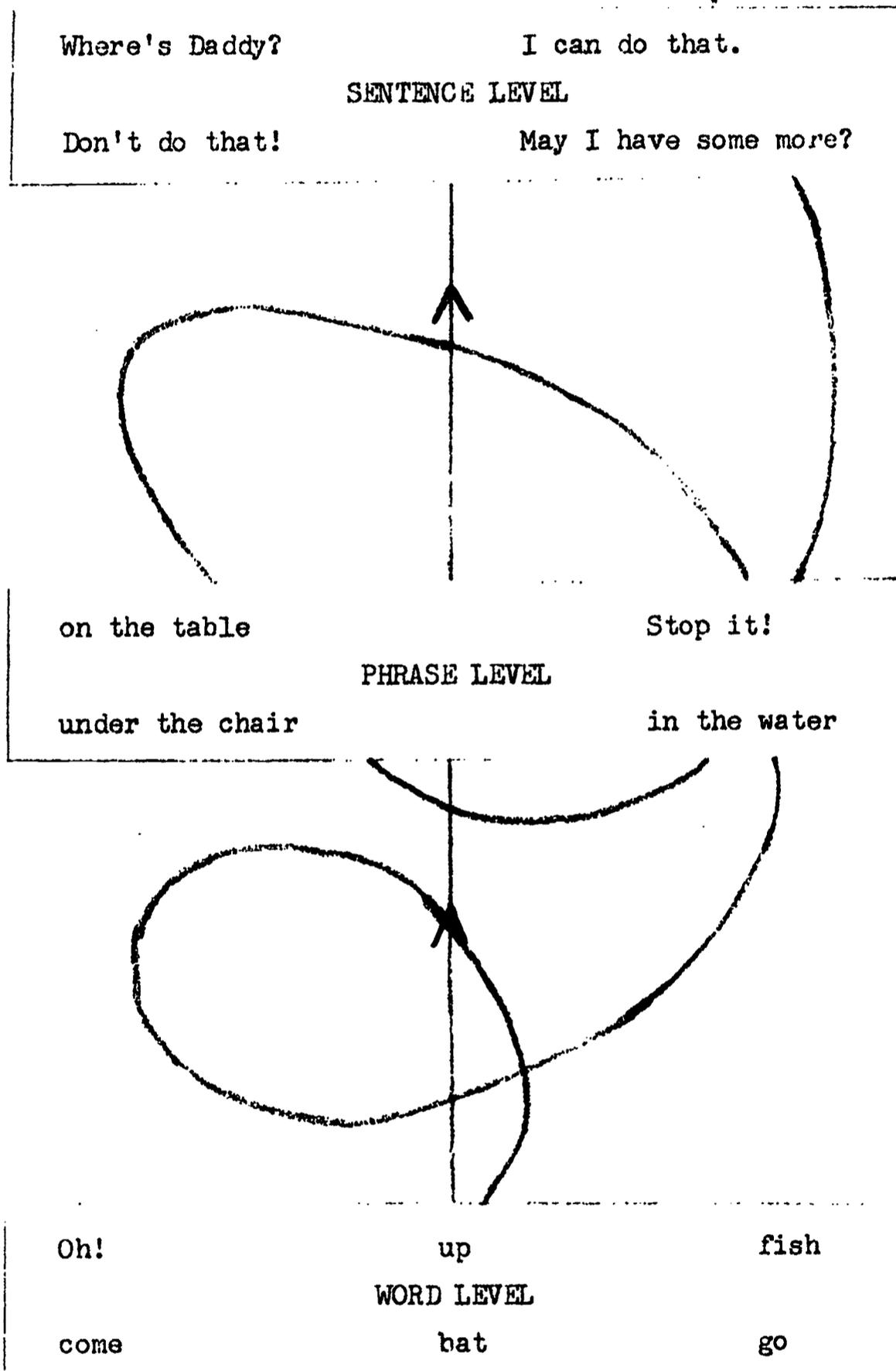
The hearing impaired child requires more intensive and extensive instruction and practice in language than his hearing peers. The major goal for the preprimary program is to help the child gain the confidence and control of language that will give him spontaneous use of language in his world.

1. Teacher creativity and flexibility in teaching is encouraged to make each day an optimal learning experience for each child in the class.
2. The program must provide the kind of experience that will stimulate the use of language. It is our philosophy that children learn by doing.
3. The program must include activities that will provide opportunities for reinforcement of language from previous exposure.
4. The best method for developing good receptive language is by bathing the child in simple, natural language using a multi-sensory approach with a major emphasis on the auditory channel. This would involve stimulating the child with language experiences which are interesting and directed to his understanding level.
5. The language and speech used by the child at these levels may be approximate and is not expected to be precise. Language periods are not formal speech correction periods.
6. The teacher's oral language is a model for the children's language. Therefore, it must be simple enough to understand yet sophisticated enough to broaden the child's language usage and comprehension.
7. The teacher should accompany every activity with appropriate and continuing language that specifically defines the activities. The teacher should encourage spontaneous utterances, words and simple sentences throughout these activities.

Some Considerations in the Development  
of Language Skills

8. There is a need to build-in a formal structured foundation of language.  
This foundation will build confidence in communication, it will help promote language patterns and fluency.
9. There is a need for intensive practice in language each day in both formal and informal settings. A child is expected to use the language he knows at all times. By constant repetition and practice, this language will then become his own.

LEVELS OF EXPECTATION



In educating the hearing impaired child it is necessary to encourage meaningful responses to the language that he is receiving. These responses cover a wide range of expressive language behavior: from vocal play, to words, to phrases and finally to sentences.

The Objectives of the Language Program  
for the Nursery Level

- A. To develop auditory skills which form the receptive basis for language learning in each child.
- B. To involve the child so completely in his activities that natural language becomes meaningful for the child and internalized by him.
- C. To encourage spontaneous use of language according to his functional level of expression.
- D. To provide for effective home-school communication.

The Objectives of the Language Program  
for the Kindergarten Level

- A. To provide an underlying structure for the learning of language so that the child has a tool for manipulating his world.
- B. To encourage the use of language with various levels of expectations: the word level, the phrase level and the sentence level.
- C. To understand connected language in news, experience charts and conversations.
- D. To provide for effective home-school communication.

Objectives of the Language Program  
Preprimary Level 1<sup>1</sup>

These are the main objectives:

Concepts within the Key should be developed gradually and repeatedly.

A. To write short sentences in the correct order using the Key.

1. Who: =

Tom cried.

2. Who: = What:

Mommy made cookies.

3. Who: = How many: What:

Judy has two kittens.

4. Who: = How many: What color: What:

Jimmy has three blue pencils.

5. Who: How many: What kind of: What color: What:

Mary has a pretty red sweater.

6. Who: =

Mrs. E. is sick.

7. When: Who: = What:

Yesterday we made some butter.

8. When: Who: = Where:

Tomorrow my mom will come to school.

9. Semester II

The Social Studies Unit develops occupations and community  
helpers at this time. The language pattern "Who: \_\_\_\_\_  
predicate adj."

(predicate nominative)" may be initiated for this unit.

My dad is a policeman.

My mom is a nurse.

Objectives of the Language Program  
Preprimary Level 1<sup>1</sup>

- B. To use short sentences.
- C. To write two or three sentences in sequence with correct punctuation and capitalization.
- D. To reproduce two or three sentences from memory.
- E. To ask simple questions.
- F. Gradual understanding of question forms is developed from the age of 4½-6½. They are presented formally at the 1<sup>1</sup> level. The teacher asks the question:

Who \_ \_ \_ \_ \_ ?

How many?

What color?

What \_ \_ \_ \_ \_ ?

Where \_ \_ \_ \_ \_ ?

When \_ \_ \_ \_ \_ ?

- G. To know singular and plural forms of common nouns taught with appropriate articles.
- H. To use naturally the expressions listed in the curriculum.
- I. To use the transitive and intransitive verb in the past tense, affirmative, negative and interrogative (exposure to present progressive and future tense of the verb).

To use the following verbs in present tense:

(to) be

(to) want

(to) have

(to) see

(to) like

To have exposure to the verb box.

- J. To know all the nominative pronouns (except second person plural).

I, you, he, she, it, we, they

Objectives of the Language Program  
Preprimary Level 1<sup>1</sup>

- K. To know the objective pronouns.  
me, it
- L. To know the possessive pronoun my.
- M. To know the indirect object us.
- N. To use adjectives preceding the noun and as a predicate adjective.
- O. To use the conjunction and in a compound subject, verb, object and in short compound sentences.
- P. To use time words in conjunction with calendar work, happenings, news and stories and to have an understanding of past, present, and future tenses.
- Q. To use the prepositions in, on, under and over in a complete phrase  
Who? What:  
as a response to the question "Where is \_\_\_\_\_?"

## The Home-School Notebook

The Home-School Notebook serves several purposes:

1. It is a daily two way communication system between home and school.
2. It encourages parental involvement in the child's language.
3. It serves as a record of language oriented activities that are meaningful to the child.
4. It provides the parents with appropriate language to be used as models. It serves as a reinforcer of language.
5. It provides an opportunity for the child to learn responsibility. He must learn to bring his notebook to school everyday and back home each evening.

The Home-School Notebook is a meaningful tool for developing the understanding of the meaning of verbs as action words and the verb tenses, past and future, as well as other language principles.

At the beginning of the year a letter should be sent home to the parents asking for a three-ring loose-leaf notebook.

The teacher then dittos a three week supply of sheets (2 for each school day or 30 sheets per child). These sheets are placed in the notebook.

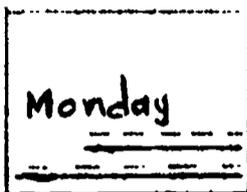
Then another letter should be sent to the parents explaining the purpose of the notebook (see sample letter).

The procedure is:

1. The teacher and the children discuss one high interest activity. The child illustrates the activity on the sheet for the day. The child (if capable) or the teacher prints a simple descriptive

## The Home-School Notebook

sentence. The teacher helps the child say the sentence. Each child has the same sentence for the school activity.



2. The child takes home his own notebook and shows the picture to his parents. He then tells them about the activity of the day.
3. The next step is the parent's responsibility. The parents and the child do an activity. It is illustrated and the parent writes a simple sentence describing the activity. The parent helps the child say this sentence.



4. The next morning the child brings his notebook to school. At this time the children tell each other about their home experiences. This activity is carried out daily throughout the school year. The teacher should encourage the parents to carry on with the notebook through the summer.

## The Home-School Notebook

Dear Parents:

I'm writing to ask you for your support in helping make our new project, The Home-School Notebook, a successful one. It is my hope that we can develop new language concepts and vocabulary meaningfully through the daily use of a Home-School Notebook.

This could be a family-oriented project. Your child will bring home his notebook daily. He will tell you about the activity of the day (which will be illustrated). Then it will be your turn to do your part of this project. The suggested procedure is:

1. Do a simple everyday experience with your child. Examples:

wash the car	buy a new toy
cut the lawn	wash dishes
plant a flower	sweep the floor
rake leaves	play hopscotch
ride a bike	play tag

2. Discuss the activity as you do it.
3. Think of one simple sentence that clearly defines what you and your child have done together. Then say it three or four times to your child while he is listening. Examples:

### Nursery

I hurt my arm.  
I saw a red bird.  
I helped Daddy.

### Kindergarten

I heard an airplane.  
I got a new red toothbrush.  
I fell off my bike. Ow!

### Grade 1<sup>1</sup>

Mom and I planted seeds in the dirt.  
Dad and I washed our new car.  
My family went to the airport.

The Home-School Notebook

4. After your child listens to you, have him try to imitate the sentence several times.
5. Then print the sentence for your child, using capital and small letters wherever needed.
6. Read the sentence and then have your child say it back.
7. Have your child say the sentence with good recall.
8. Let him draw a picture. Be sure he has included all the necessary actions and people to accurately illustrate the sentence. You should help your child with this.
9. Have him show the picture to another member of the family so he can repeat the sentence once more with good recall.

This procedure should take no more than ten minutes once the activity is completed. Please don't go to a lot of fuss! Take a simple action and give your child the language that he needs to talk about it. I realize that you are very busy. Perhaps a brother or sister could help out now and then.

Please help your child remember to take his notebook to school each day.  
Thank you for your cooperation.

Sincerely,

Formal Language Development  
Nursery - Kindergarten

Focus: Incidental teaching, informal teaching and mere exposure of vocabulary and concepts at this level is not sufficient. The child must be held responsible for using the vocabulary and concepts meaningfully and consistently.

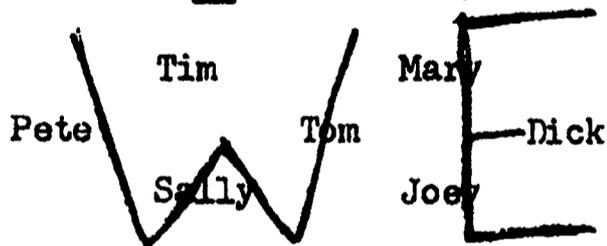
I. Introduction of Pronouns

- A. Introduce I and you as soon as possible in news, lipreading games and commands.

I want you to run.

- B. Introduce the pronoun we.

1. Write all the children's names in the blank.
2. Write in large letters WE over all the names.
3. Show that we means everyone.



- C. Introduce the pronoun us.

Present this pronoun in the same way as the pronoun we.

II. Introduction of Verbs: Action Work, Commands

- A. Introduce the infinitive form: (to) \_\_\_\_\_ incidentally.
- B. Past tense is used after the command is performed by the child.

Teacher: "I want you to run."

Child runs. (Completes the action.)

Teacher: "What did you do?"

Child: "I ran."

Teacher: "Yes, you ran."

Formal Language Development  
Nursery-Kindergarten

- C. Other verb form: can \_\_\_\_\_ (verb)  
In unit on self identification, use the expression "I can \_\_\_\_\_".

D. Vocabulary

Focus: The following common verbs are used throughout the day so that the child understands the action related to the verb. Those verbs that are starred should be taught and learned first so that the child can express his needs and wants.

*(to) run	(to) sit down	*drop
(to) clap my hands	*(to) fall down	pick up
(to) wash my hands	(to) march	*have
(to) throw	(to) open	*see
(to) cough	(to) shut	*want
(to) cry	(to) laugh	turn around
	(to) spill	stand
		drink
		pop

III. Fitzgerald Key Work

Focus: Consistent teaching, lots of contact with the concept of Who: and simple activities will develop the child's understanding. This does take considerable time, however.

A. Developing the child's understanding of the concept Who:. (Semester I)

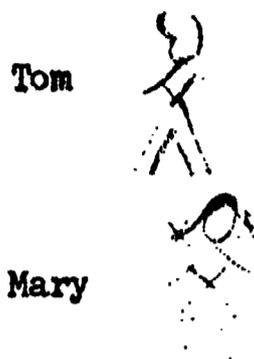
Sequence of Development

1. Use real people at first. Have them stand under the word Who:.
2. Have pictures of people placed under the word Who:.



Formal Language Development  
Nursery-Kindergarten

3. Use pictures of familiar people with the words.



4. Use names of familiar people without pictures.

Mary  
John  
my mother  
my father

Activities

1. Give a name tag to each child in the class.
2. Develop a Who: chart slowly.
3. Transfer the children's names to the chart.
4. Stand in a large box.

Teacher: "Who is in the box?"

Child: "Mary."

5. Using news.

\_\_\_\_\_ has a new brown puppy.  
Who:

6. Family pictures.

This activity relates meaningfully to Social Studies unit  
at this level.

7. Descriptions of the children.

\_\_\_\_\_ has glasses.  
Who:

\_\_\_\_\_ has long brown hair.  
Who:

Formal Language Development  
Nursery-Kindergarten

8. Classroom jobs.

\_\_\_\_\_ passes the milk.  
Who:

\_\_\_\_\_ opens the door.  
Who:

\_\_\_\_\_ holds the flag.  
Who:

\_\_\_\_\_ gets the colors.  
Who:

\_\_\_\_\_ passes the scissors.  
Who:

B. Developing the child's understanding of the concept of What:

(Semester II)

Focus: Provide lots of contact with the concepts of inanimate things and animals under What:. Be aware that the child is still developing the distinction between inanimate and animate objects on a conceptual level. All children experience this confusion. See Piaget The Child's Conception of the World.

1. Use real objects at first. Have children place them under the word What: on the blackboard. Show that inanimate things have no eyes, nose, mouth, etc. Do not use animals at first.
2. Have picture of inanimate objects placed under What: written on the blackboard.

What:



Develop a What: chart.

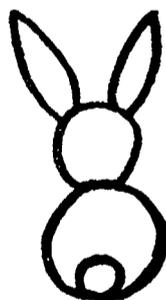
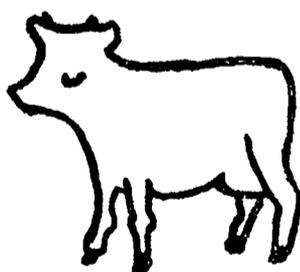
Formal Language Development  
Nursery-Kindergarten

3. Use pictures of inanimate objects with their names.

car



4. For this activity begin by having the children bring their pets to school. Then go to pictures of their pets. Later on add names of animals to the What: chart. Show that they belong under the word What: because
- a. animals have four feet;
  - b. animals are covered with fur or hair;
  - c. birds have wings;
  - d. birds are covered with feathers;
  - e. birds and animals have tails.
5. Show that the pictures of animals are What: words.



6. Use pictures of animals with their names.



bird



squirrel

Formal Language Development  
Nursery-Kindergarten

7. Use names of animals and inanimate things without pictures.

ball

top

car

bird

cow

To be consistent with the development of the Fitzgerald Key as presented in Steps in Language Development for the Deaf, do not use the articles a, an or the on these charts.

IV. Developing News

Focus: News is done on a daily basis. News should be interesting to the children, concerning the children and meaningful to them.

This is a major activity of the curriculum.

News involves:

1. discussion and the development of ideas;
2. beginning key and question work;
3. reading readiness activities;
4. speech reading;
5. auditory training.

A. Procedure for developing news

Focus: Calendar work is also done daily.

1. Calendar work
  - a. Develop the first sentence by discussing and referring to the classroom calendar.

Formal Language Development  
Nursery-Kindergarten

b. Discuss:

Yesterday was \_\_\_\_\_.

Tomorrow is \_\_\_\_\_. We will be \_\_\_\_\_.

Today is \_\_\_\_\_.

Where:

c. Write:

"Today is Tuesday" on the blackboard or chart.

2. Weather work

- a. Refer to the weather chart. Have the children look out the window and discuss the weather through questions. Put the weather symbol on the calendar each day.

Examples:

The sun is shining.



It's raining.

It's snowing.

It's cloudy.



\*Color areas on calendar gray.  
A cloudy day is overcast.

b. Refer to a thermometer

- (1) Discuss the temperature through questions.
- (2) Illustrate gross differences of cold and hot with the thermometer.
- (3) Suggested teaching aid: Wendy, the Weather Girl.

Formal Language Development  
Nursery-Kindergarten

3. News

a. Children's News

Topics should be interesting and of common experience for all the children. The teacher also writes meaningful news on the blackboard using simple language and simple illustrations.

b. Teacher's News

I have a new car.

Let's go outside. You can see it.

- c. Using the Key: Who:, What: and the verb should be marked in the news. The verb symbol is used at this level for exposure only. (See addendum)

Procedure: Underline the Who: phrase (Semester I) and What: phrase (Semester II). Take one idea at a time. Discuss it with the children. Using small printing, write under the line Who: and What:.

Example:

Tim has a new cap.  
Who:                      What:

Use the Fitzgerald Key symbol for a verb () and place it under the verb. The symbol is small (=), not large (==). Do not underline the verb. Limit the use of the Key to the children's news. The sentences in the news are simple and are within the children's expressive language level. The experience chart has many new ideas, natural language, new vocabulary and expanded language and would not be appropriate for Key work.

Formal Language Development  
Nursery-Kindergarten

d. Examples

(1) Use of the Key

Sample news developed on the blackboard:

Today is Friday.



The sun is shining.

Wanda has a new dress.

Who:

What:



(2) Simple question forms

A boy has a band-aid on his knee. The teacher asks what happened and the child formulates the sentence "I fell down". Accept a speech approximation. The teacher discusses this idea with the class and writes on the blackboard:

           fell down.

Who:

Teacher then asks the children the question: "Who fell down?" Teacher asks each child: "Did you fall down?" Children know and understand, after discussion, that Tim fell down.

Tim fell down.

Who:



(3) Expanding concepts

A girl shows that she has new shoes. Teacher talks about the shoes: "What color are your shoes? (black) They are so pretty! Look how shiny they are! And they're brand new!" Here the teacher contrasts new and old. "Sally has black shoes, too. But Sally's

Formal Language Development  
Nursery-Kindergarten

shoes are old. They are not new. Betty has new black shoes."

           has new black shoes.  
Who:           

Follow procedure in section (2) "Simple question forms".

Betty has new black shoes.  
Who:           

Mark in Key:

Betty has new black shoes.  
Who:           

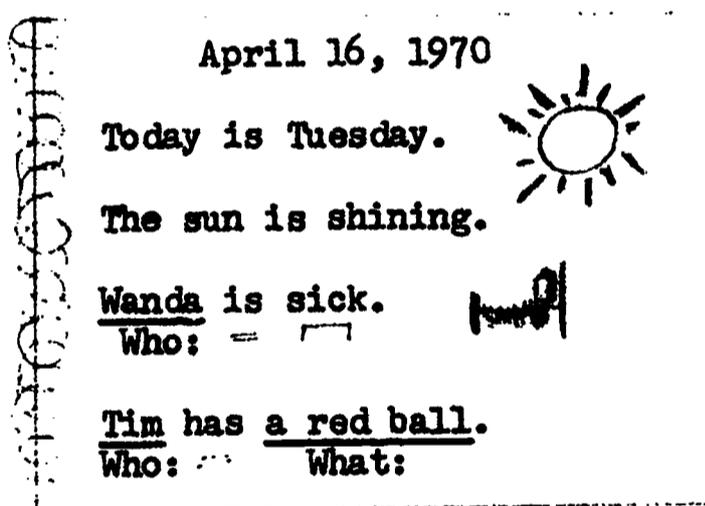
Betty has new black shoes.  
Who:            What:           

Be aware and considerate of children's feelings, especially when referring to the child's appearance, possessions and clothing.

- e. Reinforcing language and reading readiness procedures related to news (kindergarten level)
- (1) Teacher reads and points to each sentence of the news.  
Point out that sentences have varying lengths.
  - (2) Teacher says a sentence and the child points to the whole sentence as it is written on the blackboard.  
Teacher does this with each sentence that is written on the board.
  - (3) Later on teacher says a phrase. Teacher says, "Show me where it says 'new black shoes'." "Who can find the phrase 'a new cap'?" "Where is a yellow coat?" Child finds only the phrase. Child uses pointer and proceeds from left to right.

Formal Language Development  
Nursery-Kindergarten

- f. Auditory training procedures will follow the general outline described for listening and reading readiness procedures.
- g. Follow up activities for news
- (1) The teacher may wish to record the news each day in a small book that is kept on a library table. The teacher would make an exact copy of the news as it is written on the blackboard. She might wish to use the date for her own reference.



- (2) The teacher also writes meaningful news on the calendar using simple language and simple illustrations.



At this level the symbols for verb (   ) and predicate adjective ( [ ] ) are used for exposure.

Formal Language Development  
Nursery-Kindergarten

V. Relating Language and Speech in Individual Speech Periods

Focus: The speech period should be an enjoyable time where one reinforces new vocabulary and language patterns.

A. Direct Objects

1. I have \_\_\_\_\_.  
with object

Objects: bat  
ball  
car

Flash Card

I have \_\_\_\_\_.  
What:

Ask the question: "What do you have?" Child gives answer:  
"I have a ball." Later, the teacher chooses an object. Child  
asks the question: "What do you have?" Teacher answers:  
"I have a car."

2. I see \_\_\_\_\_. (have objects)

Teacher asks: "What do you see?" Child answers with the help  
of flash cards.

I see \_\_\_\_\_.  
What:

Child asks question. Teacher responds.

3. I want \_\_\_\_\_.

Teacher asks "What do you want?" Child answers.

I want \_\_\_\_\_.  
What:

Child asks question. Teacher responds.

B. Subject-Verb-Direct Object with Major Emphasis on Pronoun

Who: \_\_\_\_\_

=

What: \_\_\_\_\_

Formal Language Development  
Nursery-Kindergarten

The questions: What do you have?; What do you see?; What do you want? are used. The child is to respond with the correct pronoun and verb without the use of the flash card.

## Sample News Work

Focus: This is a guideline for approximating the language of each level.  
It also demonstrates how one single experience can be developed  
and extended at each level.

### Children's News

### Nursery

Tuesday

#### News

Brian has a brown puppy.  
Who:                      What:

The puppy came to school.

The puppy ran and played.

### Kindergarten

Tuesday

#### News

Brian has a little brown and white dog.  
Who:                      What:

Brian brought the puppy to school.  
Who:                      What:

We played with the puppy.

### Grade 1<sup>1</sup>

Tuesday

#### News

Brian got a cute little dog Saturday morning  
for his birthday.

He named him Taffy.

He gave him a bath in a big tub.

The puppy splashed Brian.

Brian laughed to himself.

### Teacher's News

Focus: The language of the teacher's news should be slightly above the expressive level of the children but within their comprehension level. Each concept should be explained and discussed thoroughly.

#### Nursery

##### My News

I have a new blue car today.

We will go outside.

We will see my car.

#### Kindergarten

##### My News

I'm so happy!

I have a new blue car.  
Who: = What:

I want you to see my car.

Let's go outside.

Grade 1<sup>1</sup>

Tuesday, March 16

My News

I'm so excited!

I have a brand new blue Ford.  
Who: =

It has air conditioning.

I want you to see it.

Let's walk outside.

I think you're going to like it.

I do!  
Who: =





Formal Language Development

Preprimary Level 1<sup>1</sup>

I. Sentences in the Key

At the first grade level, the child will be responsible for the reading and writing of simple sentences. The first exposure to simple sentences will be through the child's news and action work.

A. Who: =

1. The teacher gives the child a command orally.

I want you to run.

The teacher shows the command written on a flash card.

Run.

2. Have the child do the action.

3. Teacher asks "What did Tommy do?" ("What did you do?")

Child responds "Tommy ran." ("I ran.")

Teacher asks "Who ran?"

Child responds "Tommy."

4. Have the child build a sentence orally about himself in the first person.

"I ran."

5. Place cards in a chart card holder under appropriate Key headings.

6. As soon as the child is able, he should write his own sentence on the blackboard--in the first person.

Who: =

I ran.

7. Teacher asks "Who ran?" Another child erases "I" and writes the child's name.

Formal Language Development  
Preprimary Level 1<sup>1</sup>

Don't drag out the lesson by insisting on perfect speech. Keep a chart handy for the spelling of names and verbs when the children begin writing on the board. Demonstrate that the action is completed and the verb is past tense.

B. Who: = What:

1. The verb "to have" is best taught during the daily news period using things (of possession) the children bring to school.
2. Build a sentence that tells about the child and his toy in the first person. Later on in the news period the teacher writes the sentence in the third person--at the same time eliciting answers to meaningful questions.

Who:	=	What:
------	---	-------

I have a doll.

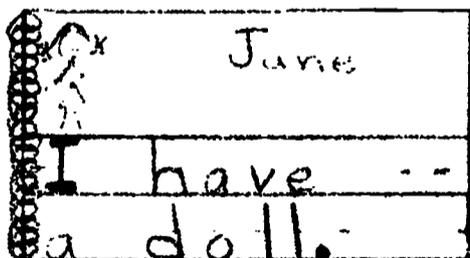
3. Another child then changes the sentence to the third person.

Who:	=	What:
------	---	-------

Jane has a doll.

A pocket chart with printed cards is used for beginners.

4. Individual news books are also very helpful.



The child should consult color, clothing and toy charts for spelling help.

5. Questions should be asked orally but they should also be introduced formally on charts. Have the children write one-word answers. Put the name card in the blank.

What does Jane have? A new dress.

Formal Language Development  
Preprimary Level 11

6. For additional reinforcement, use pictures of children who "have" toys, animals, etc. Name the people in the pictures:  
Tim has a ball. The girl has a book.  
When the children can write, use the blackboard.
7. Continue the basic format for developing other verbs--(to) see, (to) want, (to) make, etc. Note: When teaching the past tense of the verb, be sure the act is completed before changing the card.
8. What: charts use the words that are most needed for reference and spelling.

<u>What:</u>
doll
ball
game
trucks

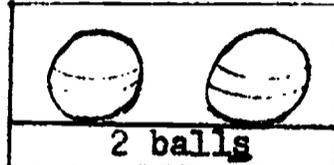
C. Adjectives □

1. To learn the concepts of How many:, What color: and What kind of:, the specific vocabulary should be presented many times and in many contexts before it is written on a chart. These words are then used as modifiers of familiar nouns.

<u>How many:</u>	<u>What color:</u>	<u>What kind of:</u>
1 - one    6 - six    a	red	big        cute
2 - two    7 - seven    some	blue	little    naughty
3 - three    8 - eight    many	green	new        silly
4 - four    9 - nine	purple	sick        funny
5 - five    10 - ten	yellow	pretty

Formal Language Development  
Preprimary Level 1<sup>1</sup>

As soon as number names are familiar, point out that 2 or more requires that the noun must have an s added in most cases.



Match the words and phrases to the pictures.

\*A separate unit for irregular plurals should be developed when necessary.

leaf

leaves

scarf

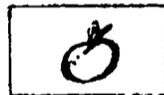
scarves

mouse

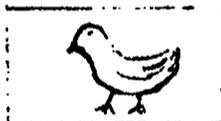
mice

2. Expand the concept by using illustrations and colors names in phrases.

a red apple



a brown bird



3. Write the Key headings and have the children write sentences using cards with the symbols taped on the blackboard.

Who:	=	How many:	What color:	What:
------	---	-----------	-------------	-------

Joe has a red apple.

Jon has three yellow blocks.

Keep the Key as one unit, not interrupted by vertical lines.

Leave the Key up for reference.

Formal Language Development  
Preprimary Level 1<sup>1</sup>

4. Use adjectives naturally everyday but have specific lessons on big-little, old-new, happy-sad, etc. Point out adjectives to the child whenever possible (What kind of:).

Who:	=	How many:	What kind of:	What color:	What:
I	want	two	new	red	pencils.

5. Predicate Adjectives

Refer to the Key headings and teach

Who:	=	□
Danny	is	sick.
Lee	is	sad.
John	is	silly.

D.        and         
Who:    ▽    Who:

Introduce the symbol ▽ for the connective and. It should be pointed out that the function of a connective is to put two things in relationship to each other.

1. Have two children do something together (i.e., run). Ask the question orally, "Who ran?" Point to the two blanks and have a child complete the sentence.

Who:	=	□
and ▽		
Who:	=	□
<u>Jane</u>	and	<u>Dan</u> ran.

Formal Language Development  
Preprimary Level 1<sup>1</sup>

2. Explain that when the first child talks, she gives the other name first. Write the pattern

Who:                      =  
\_\_\_\_\_ and I              ran.

Have both children write the sentence in the appropriate form.

Jane and I ran.

Dan and I ran.

3. Repeat with combinations of two boys; two girls; a girl and a boy.
4. Pronouns can be introduced in this activity--I, she, he, we, you.

You and I ran.

He and I walked.

E. Compound Object

Use basic format and reinforce by using pictures and actual experiences.

Who:                      =                      What:  
Jane      broke      a cup and a plate.

F. Compound Predicate

1. Have a child perform two actions.
2. Ask "What did Joey do?" Elicit a good oral response and have it written on the board.

Who:                      =  
I                      ran and fell.

G. Compound Modifiers

Show the use of and in calendar work.

It is cold and rainy.

It is dark and dreary.

Formal Language Development  
Preprimary Level 1<sup>1</sup>

G. Time Phrases and Prepositions

The concepts of When: and Where: are best developed through experiences. Children become familiar with locations within the school building. Later on charts are developed to point out the following principles. They should be referred to constantly and kept posted in the room at all times. Add to the charts as the concepts are developed.

<u>When:</u>	<u>When:</u>
yesterday	Sunday
today	Monday
tomorrow	Tuesday
after lunch	Wednesday
pretty soon	Thursday
	Friday
	Saturday

<u>Where:</u>		
to Grandma's	to the bathroom	home
to gym	to the library	shopping
to school	to the store	outside
to church	to the dentist	downtown

II. Use of Verb Tenses with Time Phrases

The most commonly used tense to meet the children's needs at this level is the past tense or the future.

A. Verb Tense

In teaching verb tense a section of the blackboard should be set aside for the verb box. When a new verb is introduced in news or in an experience story, the teacher should place the infinitive form on the blackboard at the head of the box. She points out, "This is the name of the verb." As the tenses are developed through questions and discussion, the additional forms of the verbs are placed in the box. When the verb box has been completed, this material is transferred to the children's verb books.

Past	Present	Future
	(to) jump	
jumped		will jump
did not jump		
Did ___ jump?		

The past tense, affirmative, negative and interrogative will be taught to the child but exposure to the future tense will be done through stories, daily plans and news.

B. Time Phrases

There is a definite relationship between the verb tense and the time phrase. This is to be pointed out to the children. These phrases should be transferred to a When: chart after you feel confident that the child understands the time concept associated with each word or phrase. Show the relationships as they develop in news, the plan for the day, and pre-planning experiences.

Formal Language Development  
Preprimary Level 1<sup>1</sup>

When:		
<u>Past</u>	<u>Present</u>	<u>Future</u>
last week		next week

(to) go		
<u>Past</u>	<u>Present</u>	<u>Future</u>
<u>went</u>		<u>will go</u>

C. Supplement

See Home-School Notebook for relevant activities.

## Suggested Language Activities

### Grade 1<sup>1</sup>

The core of language development at this level is (1) news work and (2) experience stories.

- **Teacher's News**

This news is a higher language level and can be considered as initial exposure to new language concepts and structures for the children.

- **Individual Children's News**

This news is appropriate for the introduction of Key work. Parents are responsible for an explanatory note and props relating to the child's news.

- **Group Plans and Experience Stories**

This is probably most valuable for expanding language, discussion and open-ended questions.

**Teacher's News - Written on blackboard on specific section**

My News

I have a surprise for you.



It is in a bag.



I hid it in the room.

You look for it.

My News

I was late for school today.



My car had a flat tire.

I was upset!



Suggested Language Activities  
Grade 11

My News

Last Saturday I moved into a new house.  
It's a big white one with green trim.  
A big van brought my furniture and dishes.  
The movers were such strong men.



Children's News

News

Tom's mom took him to Southdale Saturday  
morning just before lunch.  
She bought him some nice red boots.  
Now he can play in the puddles.  
Jane has a pretty blue umbrella.  
She used it this morning.



Group Plans and Experience Stories -- It is suggested that plans for the  
day are discussed with the children in the morning and written on the  
board. Once an activity is completed, change the verb to past tense.

Plans for the Day

We are going to play inside because it is too  
cold out.  
We are going to see a movie.  
We are going to make popcorn this afternoon.



It should be noted that the child is exposed to "are going to \_\_\_\_\_"  
at this level.

Suggested Language Activities  
Grade 1<sup>1</sup>

Our Popcorn Party

(Cut out pictures  
or use a  
polaroid camera.)

Yesterday afternoon we went to the kitchen.

Miss Jones made some popcorn.

It smelled so good!

Jane put butter on the popcorn.

Then Tommy put salt on it.

We ate it all.

M-m-m! It tasted good!

Every day the teacher copies her news in a permanent form which can be placed in a booklet for the reading table.

The same procedure is followed for the children's news.

Each chart story is kept.

• Miss Jones'  
News  
•

• Our f'  
News X

## Building Language Through Experiences

**Focus:** The language level of the experience stories should be above the child's expressive language level but within his understanding and should incorporate language and concepts the teacher wants the child to learn.

### Experience Chart

#### 1. Rationale

- a. Motivation--children put forth much more effort in activities that they are involved in.
- b. Provides meaningful language related to the child himself.
- c. Develops the receptive language learning.
- d. Helps to increase the child's comprehension of thought units.
- e. Improves all aspects of speech.
- f. Repetition and use teaches structural principles by the process of inference.
- g. Helps develop readiness for reading.
- h. Labels verbally their doings with everyday phenomena.
- i. Develops a favorable self image.

The process is as important as the final product.

The language used should contain a variety of constructions.

The constructions should be used in a variety of contexts.

Use natural language as appropriate.

The process is as important as the final product.

#### 2. Criteria

The teacher should ask herself the following questions while planning an experience.

## Building Language Through Experiences

Is it:

- a. simple? (Can all participate; can the child do the task himself; are materials managable?)
- b. appealing? Is it fun? Does the teacher like to do it? Does completion give the child the feeling of pride?
- c. language? Is it going to be appliable to other experiences?
- d. everydayish? Will it happen over and over again in his life?

The end product of an experience should be:

- a. something to take home;
- b. something to eat;
- c. something to play with at school;
- d. something very personal.

### 3. Procedure

- a. Provide the experience based on actual experience of the children.
- b. Discuss the experience as it is happening.
  - 1) Say the verb while doing, i.e., cut, cut, cut.
  - 2) Motivate the child to communicate verbally and wait for him to initiate the language.
  - 3) Provide the patterns and words for their ideas if necessary.
  - 4) Create situations where the child has a choice.
  - 5) Require the child to ask for what he needs.
  - 6) This is the time for interaction between child and teacher and between child and child.

## Building Language Through Experiences

- c. Write up the experience on the board or overhead with children.  
(Write chart later without children.)
- d. Complete the experience with:
  - 1) finding pictures in magazines;
  - 2) having children dramatize it;
  - 3) having children re-create the experience through art activities.
- e. Present chart story to children (perhaps the day after the experience). Review and reinforce the experiences.
- f. Present the language for the experience aurally.
  - 1) The teacher gives the sentence pattern aurally and visually (three times).
  - 2) The child imitates the pattern.
  - 3) The teacher corrects the rhythm and phrasing--memory for the pattern is being developed.
  - 4) The teacher emphasizes the auditory structure of the sentence (this emphasizes the basis for discrimination).
  - 5) The teacher develops all the language in the manner described above.
  - 6) The teacher isolates two sentences and contrasts these aurally.
  - 7) The child discriminates between these two patterns only.
  - 8) The teacher extends this to include all the sentences.
- g. Present the visual language patterns (Reading).
  - 1) Present the language for the experience written up in its entirety.

## Building Language Through Experience

- 2) Present sentence strips. Have children relate these to the chart. The teacher gives aural pattern. The child selects strip and matches it.
- 3) Have children put the strips in proper sequence.

A new chart should be presented twice a week and reviewed occasionally for a month.

### 4. Examples

The experience chart will not be written in the Key. You may, however, wish to use the topic sentence in your chart story. The stories below are offered examples. Depending on the children's language abilities, they may be expanded or simplified. All language stories should include a time phrase (When:) in the topic sentence. Illustrations, pictures or polaroid snapshots should accompany these stories whenever possible.

#### Nursery

##### Fun in the Leaves

We went outside today.

We jumped in the leaves.



#### Kindergarten

##### Fun in the Leaves

We went outside this afternoon.

We raked a pile of leaves.

We jumped in the leaves.

We had fun.

Grade 1<sup>1</sup>

Fun in the Leaves

This afternoon Miss Jones took us outside  
for some fun.  
We spotted a big pile of leaves.  
We had a ball in there.  
We scattered them all over.  
Miss Jones got real angry.  
She made us put them back in the big pile.

Nursery

The Jack-o-Lantern

Tom has a big pumpkin.  
First we cut out two eyes.  
Then we cut out a big nose and a happy mouth.  
The jack-o-lantern looks happy.

Grade 1<sup>1</sup>

The Jack-o-Lantern

Yesterday morning Tom's dad took him out  
to get a pumpkin.  
He chose a real big one.  
We carved a real silly face.  
Miss Jones put a candle in it and turned out  
all the lights.  
It was spooky.

Nursery

A Witch

We made a witch today.

The witch has a broom.



Nursery

A Clown

We saw a funny clown today.

He had red hair.

He pulled Tom's hair.

Kindergarten

A Big Turkey

We made a turkey this morning.

The turkey has pretty feathers.

The turkey says "gobble-gobble".



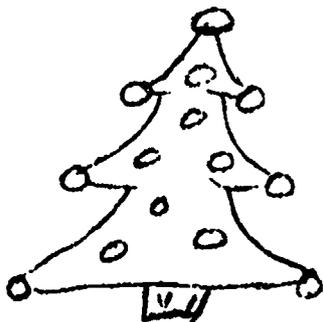
Kindergarten

Pretty Balls

We made some red, yellow and blue balls  
this afternoon.

We put the balls on the Christmas tree.

What a pretty tree.



Kindergarten

Santa

We made a fat Santa yesterday.

He has on a red suit.

He has on black boots.

We put the Santa on our door.

Kindergarten

A Funny Snowman

We went outside yesterday.

We made a big snowman.

We put a funny brown hat on the snowman.



Kindergarten

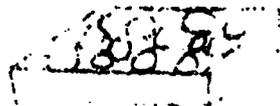
The Snowball

We made some snowballs yesterday.

We put the snowballs in a box.

It was warm.

The snowballs melted.



## Building Language Through Experiences

### Grade 1<sup>1</sup>

#### The Bird Feeders

We had some pine cones.

We put peanut butter in the pine cones.

We put the feeders on a tree.

The birds came.

The birds ate the peanut butter.



### Grade 1<sup>1</sup>

#### The Popcorn Party

We had alot of fun yesterday afternoon.

Judy brought a bag of popcorn.

We went to the kitchen.

We put the pan on the stove.

We took turns shaking the pan.

We heard it go "pop, pop, pop".

We put butter and salt on the popcorn.

It smelled so good.

Suzy thought it was delicious.

She said, "m-m--good!"

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DEVELOPING CONCEPTS AND SKILLS  
IN READING  
FOR THE HEARING IMPAIRED PREPRIMARY CHILD

Pre-Reading Goals  
Nursery and Kindergarten

Focus:

At the nursery-kindergarten level development of pre-reading skills should be a result of rich and varied experiences which will help increase the child's vocabulary and his ability to understand different sentence structures. Pre-reading skills should be developed in conjunction with daily activities in which the child is involved rather than in an isolated drill. The importance of a background of relevant experiences based on the interests of the child as a prerequisite to reading cannot be over emphasized.

It is strongly recommended that Teaching Reading to Deaf Children by Beatrice O. Hart be read during the planning phase of your reading program.

I. Pre-reading Goals (Nursery-Kindergarten)

A. Nursery (Hart, p. 16)

1. "To create an environment where a child can adjust to the school situation; to furnish opportunities for socialization and for mental and physical development; to furnish opportunities for growth toward emotional maturity and independence.
2. To provide rich and varied group and individual experiences, both within the school and in the community.
3. To stimulate an awareness of the existence of language; to stimulate an awareness of the function of language in communication and in the satisfaction of needs.

4. To provide an atmosphere of warmth and acceptance which will encourage a child to develop confidence, interest and direction within himself, with other people and with equipment and materials.
5. To stimulate an interest in books."

B. Kindergarten (Hart, p. 16)

1. "To provide individual and group activities which will arouse curiosity, stimulate thinking, planning, reasoning and experimenting; promote the making of decisions and judgements and evaluating alternatives which will sharpen powers of observation and broaden and deepen interests and appreciations.
2. To encourage oral language development at both the receptive and expressive levels.
3. To guide a child in the creative exploration of materials and events so as to lead him to acts of discovery.
4. To develop improved powers of concentration in both individual and group endeavors.
5. To promote appropriate skills relevant to reading.
  - a. An awareness of sequence--the ability to organize and remember a series of actions, events or ideas in their proper sequence.
  - b. Auditory and visual discrimination.
  - c. Left to right eye movement.
  - d. Hand-eye coordination.
  - e. Casual exposure to print in relation to activities.
  - f. An interest in and love of stories.
6. Following simple directions."

## II. Development of Pre-Reading Skills (Nursery and Kindergarten)

### A. Visual Discrimination

#### 1. Matching

- a. Objects with objects.
- b. Objects with pictures.
- c. Pictures with pictures.
- d. Objects and toys.
- e. Identical animals.
- f. Similar animals.
- g. Geometrical designs.
- h. Colors.
- i. Geometrical colored designs.
- j. Select likenesses and differences.

#### 2. Puzzles

- a. Three piece puzzles.
- b. More complicated jigsaw puzzles.

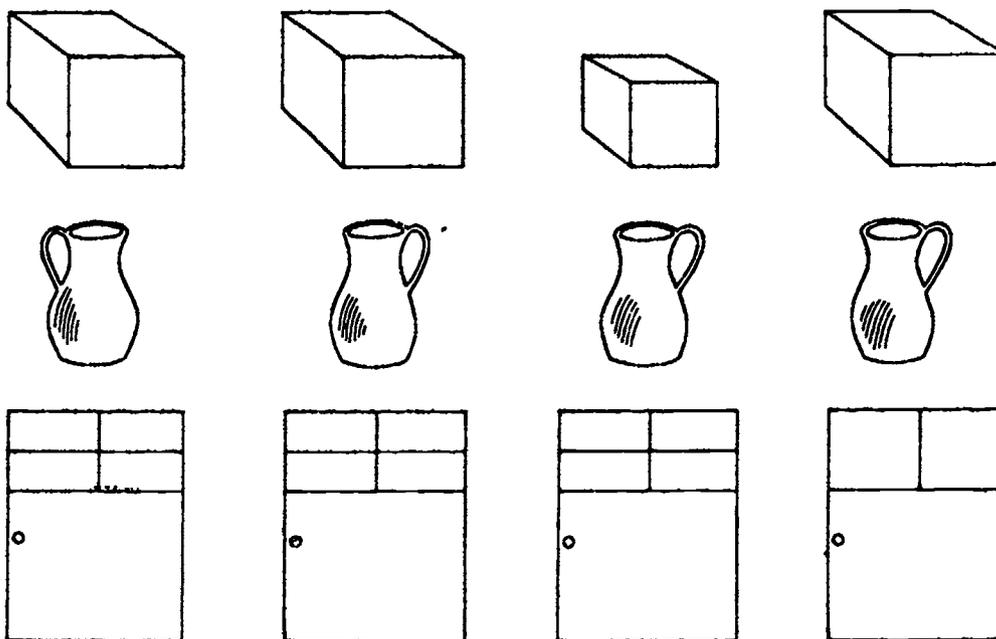
#### Examples:

Visual Discrimination: detecting similarities and differences

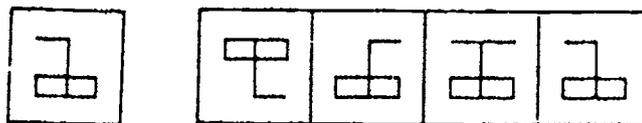
(Hart, p. 31,32)

"Differences may be of size, shape, color, direction, or internal detail (missing parts). These exercises prepare the child to detect the differences between words which look essentially alike.

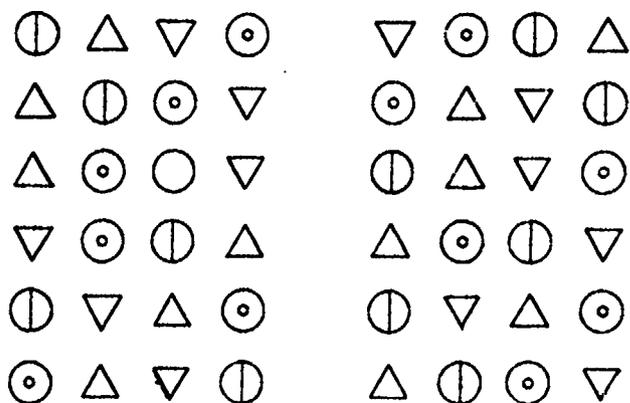
1. Find the one that is different.



2. Find the one that is the same.



3. Draw a line between the groups that are the same.



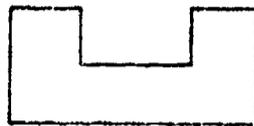
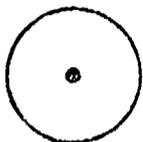
B. Visual Memory

1. Finding duplicate pictures.
2. Finding similar pictures except in detail.
3. Splints and blocks used to make different shapes, etc.
4. Duplicate objects or arrangements of objects or groups.
5. Identify object moved or removed from a collection or an arrangement."

Examples:

Memory (Hart, p. 27, 28)

1. "The teacher may draw a simple design on the blackboard, such as



- expose it for a short while, erase it, and then have the children draw it.
2. Display a series of objects in a row. Children close their eyes while you remove one object, or add one object, or switch two objects around.
  3. Hide several objects around the room while children watch. Give each child a chance to find all the objects, and see who can remember where they all are.
  4. Put five small blocks in a row. Tap them in an irregular sequence, as the child watches. The child then taps the blocks in the same sequence.
  5. Use two identical pictures. Show one and discuss it. Now show the other picture which has had some of the items deleted. The child should identify what is missing.
  6. Play concentration with cards. Cards are lined in rows. Children take turns turning two cards face up. Whenever a child turns up a matching pair, he keeps it and gets another turn.

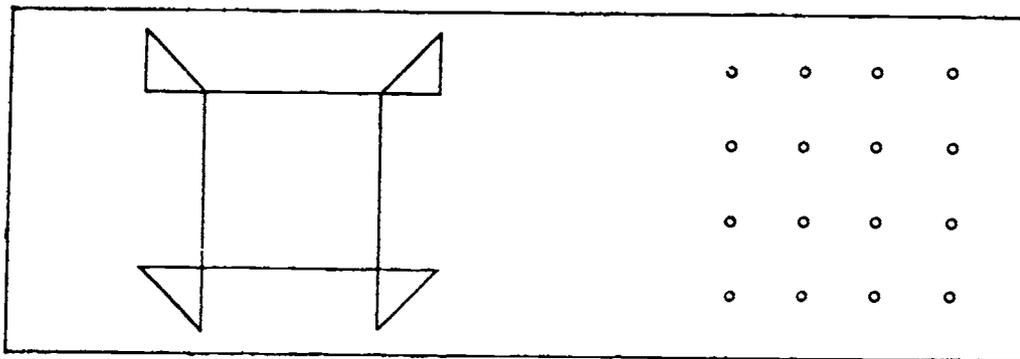
7. This game is played with children who have a fairly good vocabulary. The first child names a toy; the second child repeats this and names another toy, and so on, as far as the children can go. Other categories may be used."

(C. Visual Motor Skills--Involving Hand-Eye Coordination (Hart, p. 32, 33)

1. "Trace the rabbit's trail.



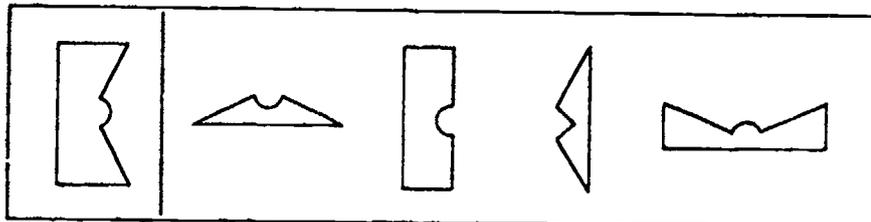
2. Copy the design.



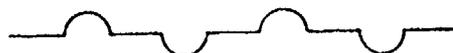
3. Complete the design.



4. Find the part that fits.

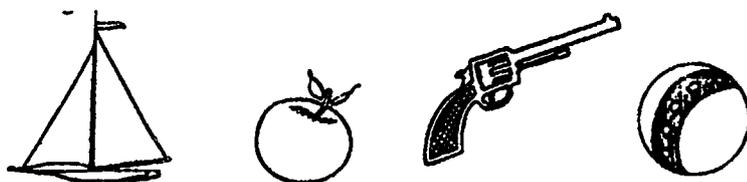


5. Continue the pattern."

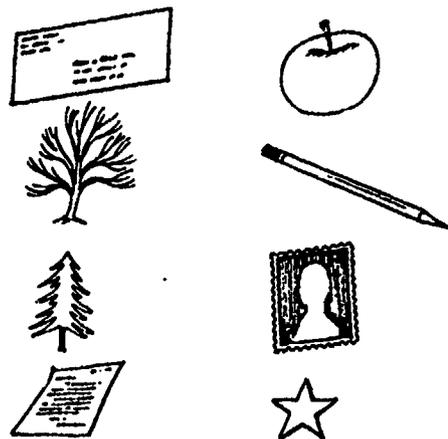


D. Classification (Hart, p. 28, 29)

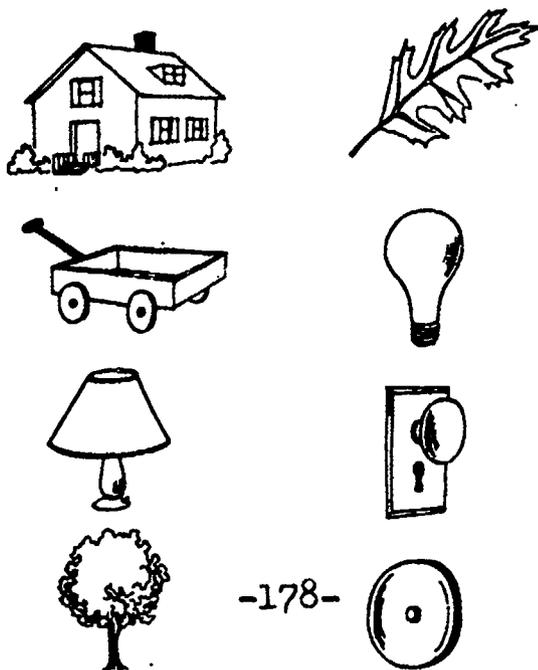
1. "Make scrapbooks or picture dictionaries of foods, articles of clothing, toys, furniture, vehicles, animals.
2. Show a series of pictures, and ask the child to cross out the one that doesn't belong.



3. The child draws a line between the two that go together.



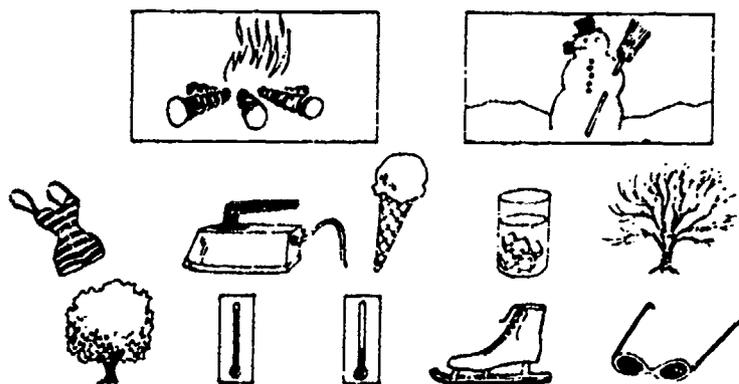
4. Show pictures of a nest, a barn, a dog house, a tepee, an igloo, a garage, a hangar. Have the child put pictures of a bird, a cow, a dog, an Indian, an Eskimo, a car and an airplane where they belong.
5. Show a series of pictures. Have the child match the part to the whole.



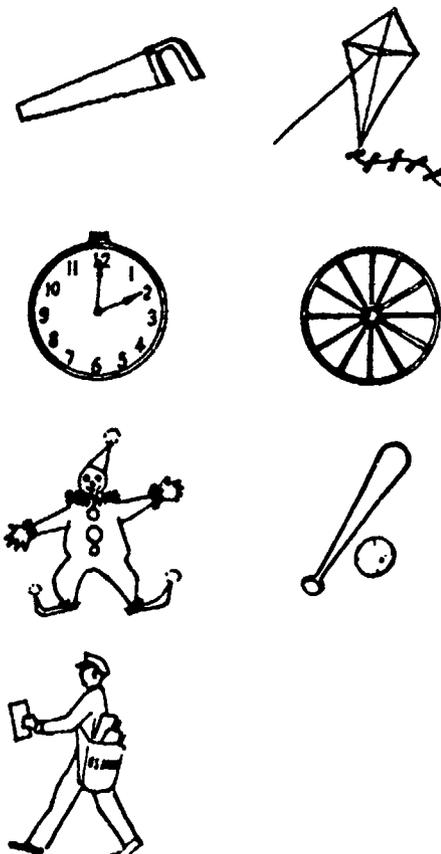
6. Show a picture of a rainy day. Now show pictures of different articles of clothing. Ask the child which would be appropriate to wear when it rains."

d. Generalization (Hart, p. 29-31)

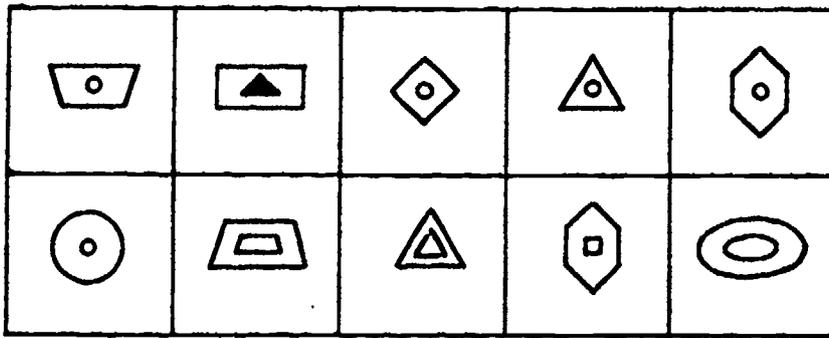
1. "Show pictures of a farm, a zoo, a pet shop. Now show pictures of animals. Have the child put them in their appropriate places.
2. Show pictures symbolizing hot and cold. Show individual items which a child can classify as either hot or cold.



3. Draw pictures of the following objects. Have child cut and paste the right picture in the third box.

4. Cross out the one that is different.



5. Make up riddles such as: A bird and an airplane are alike because they can both \_\_\_\_\_. An apple, a ball, a clock are alike because they are all \_\_\_\_\_. If these cannot be done verbally, use pictures. Ask the child which one doesn't belong and why.



F. Favorable Attitudes

1. Handles book with some degree of care.
2. Looks at book with sustained attention.
3. Follows story with interest.
4. Knows there is a sequence of events in the story.
5. Can relate a picture to his own experiences.
6. Can draw a picture which conveys an idea."

Reading Readiness and Beginning Reading  
Grade 1<sup>1</sup>

Focus:

Providing rich experiences which are relevant and interesting to the child must be continued through this period of reading development. Along with rich experiences a well balanced reading program should include: adequate motivation, provision for evaluation, a wide variety of rich materials, and a well organized sequence of reading activities. It is strongly recommended that Teaching Reading to Deaf Children by Beatrice O. Hart be read during the planning phase of your reading program.

The Reading Material To Be Presented:

The teacher's guide should be followed closely for developing skills and related activities. Suggested guidelines of time allotments and content are flexible and should be adapted to the individuals in your class.

Semester I

Reading Readiness - 15 weeks

Scott Foresman

We Read Pictures - Block I - 5 Weeks

We Read More Pictures - Block II - 5 Weeks

Before We Read - Block III - 5 Weeks

Supplemental and Independent Activities Workbooks:

The Bank Street Readiness Workbooks

Advantage (Prentice Hall, Inc. (good for independent activities)

Buddy's Book of Puzzles (Weekly Reader)

Frostig Materials

Continental Press Reading Readiness

Semester II

Beginning Reading - Preprimers - 20 weeks

Scott Foresman

Sally, Dick and Jane - 5 weeks
Fun With Our Family (15 stories) - 5 weeks
The New Guess Who - 5 weeks
Fun Wherever You Are - 5 weeks

With Accompanying  
Think & Do Workbooks

Supplemental Texts and Workbooks:

Ginn Basic Reading Program

MacMillan Bank Street Readers

- I. Reading Goals for Level 1<sup>1</sup> (Readiness and Beginning Reading)
- A. To continue the development of goals for nursery-kindergarten according to the individual needs of the child.
  - B. To help the child understand that print has meaning.
  - C. To establish in him a desire to interpret print.
  - D. To begin to acquire skills in the mechanics of reading.
    - 1. Ability to control eye movement, reading from left to right.
    - 2. Visual discrimination among letters and words.
    - 3. Recognition of nouns that hold meanings for the children, i.e., names of children and adults in their groups and familiar words found in their vocabulary.

4. Understand and remember a simple plot.
5. Make simple inferences, prediction of outcomes, abstractions and generalizations.
6. Understand word meanings.
7. Comprehend short sentences.
8. Understand sequence in stories.
9. Ability to answer simple printed questions.
  - a. Who \_ \_ \_ \_ ?
  - b. What \_ \_ \_ \_ ?
  - c. What color \_ \_ \_ \_ ?
  - d. How many \_ \_ \_ \_ ?
10. Ability to follow simple printed directions.
  - a. Color \_ \_ \_ \_ .
  - b. Cut out \_ \_ \_ \_ .
  - c. Draw \_ \_ \_ \_ .

E. To help reading become a more meaningful experience through dramatization of news, stories and other activities.

## II. Semester I - Developing a Readiness for Reading

The following reading readiness skills are to be systematically developed through the use of the three readiness workbooks:

We Read Pictures, We Read More Pictures, and Before We Read.

- A. Interpreting individual pictures (seeing relationships within a picture).
- B. Interpreting sequential picture stories (perceiving relationships among pictures).

- C. Perceiving specific kinds of relationships (cause and effect, space, size, class, function, place, shape).
- D. Sensing the emotions, mood or motive of characters.
- E. Forming sensory images (visual, auditory, tactile, kinesthetic).
- F. Making inferences and drawing conclusions, anticipating outcomes.
- G. Developing auditory perception and discrimination.
- H. Developing visual perception and discrimination (including left-to-right progression).
- I. Using aids to memory.
- J. Improving spoken language (vocabulary and sentence structure).
- K. Coordination of eye-hand movements.
- L. Comprehending spoken language.
- M. Associating printed words with spoken words.

### III. Beginning Reading (Grade 1<sup>1</sup>)

#### A. Vocabulary Development

##### 1. Nouns

- a. Label useful objects in child's environment.
- b. Names of adults and children with whom child is associated.
- c. Match words with objects.
- d. Match words with pictures.
- e. Match words with words.
- f. Match upper case print with lower case print.
- g. Written charts used with calendar, weather, etc.

##### 2. Verbs

- a. To have.
- b. To be.
- c. Intransitive action verbs.

d. Transitive action verbs

e. Commands

(1) Printed commands. Expect child to follow command.

Example:

Shut the door.

Wash your hands.

Line up.

(2) Command verbs. Give command, have it written on a card. Flash it. Child does it, turn the card over for past.

Example: Run

Run (back of card) \_\_\_\_\_ ran

Walk (back of card) \_\_\_\_\_ walked

(3) Match all forms of the same verb.

Example:

Ran, run, running, did not run, runs

3. Adjectives

a. Match adjectives with objects.

Example:

"A large hat" with the word "large"

b. Match color with objects.

c. Drill for sequence of modifiers.

Example:

How many; What kind of; What color;

4. Adverbs

Drill with verbs.

Example:

Walk fast.

Walk slowly.

Look down.

Go on and on.

5. Prepositions

Preposition of place--WHERE

Use flash cards for drill with WHERE phrases.

Example:

in \_\_\_\_\_

under \_\_\_\_\_

on \_\_\_\_\_

6. Pronouns

a. Personal pronouns in all cases must be part of the language background for understanding the stories in readers.

b. Other pronouns.

Example: my, his, her, etc.

something, everybody, nobody, etc.

B. Comprehension of Connected Language

1. Sentences

a. Commands

Example:

Shut the door.

Get a chair.

Sit down.

Come here.

b. Questions

Example:

What do you have in the box?

What is your name?

What color is your new puppy?

c. Statements

Example:

It is raining today.

I have a new pet.

John has some new shoes.

You are going home now.

2. Picture Stories

- a. Single sentence stories with pictures. Children select the picture described.

Example:

The boys are playing ball.

The girls are making candy.

The mother dog has four puppies.

- b. Two or three sentence stories. Several pictures with like features. Children select the picture described.
- c. Dramatize single sentence stories.

Example:

A boy threw a ball.

The girl ate some candy.

The dog saw a cat.

- d. Dramatize two or three sentence stories.

Example:

Mother gave John some cake.

He ate it.

It was very good.

3. Sentence Memory

- a. Flash card drill. Flash a different card to each child.

Wait until all know their command then let one at a time do what was commanded.

- b. Flash two commands to a child then have the child do both.

- c. Story telling with a sequence 2-6 pictures. Remember sequence.

4. Experience Stories (See Language Curriculum for specific use of Experience Charts)

Early chart work provides exposure to the printed word, to language structure and to vocabulary. After the foundation for language comprehension and vocabulary has been developed, chart reading may be begun. The child meets partially uncontrolled vocabulary, a variety of language and sentence structure, and the use of many verbs. As the child develops a sight vocabulary, he becomes able to read and comprehend the story on the charts.

- a. Single verb charts

Story using the same verb (based on experience of the children)

Example:

Our Walk to the Park

Mary saw a squirrel.

John saw a tree.

Jim saw a duck.

Painting Pictures

John painted a truck.

Mary painted a girl.

Sue painted a flower.

- b. Charts using two or more verbs (based on experience of the children)

Example:

The Store

We went to the store.

We bought a kite.

It was red, white and blue.

The Park

We went to the park.

We saw many birds.

John and Jim played  
on the swings.

(Gradually increase difficulty of stories.)

- c. Idea of connected events

Example:

John went to the store.

He bought some toys and books.

He gave them to the children.

(Drill for sequence by cutting up story and have children arrange it in order.)

5. Imaginary Stories

These stories use the same vocabulary as the previous charts, but are not based on the child's activities. Pictures or imagination may be used.

Example:

Tommy had an airplane.

He threw it to Jimmy.

It went up, up, up into a tree.

6. Story Completion (Aides imagination and thinking)

a. "What happened" stories.

Example:

John had some money.

He went to the store.

He \_\_\_\_\_ (children finish story).

- b. Tell a simple story. Use three pictures as possible outcome--only one picture being correct. Do the same where more than one outcome could be correct.

7. Picture Interpretation (Hart, p. 25)

A complex skill involving perceptual and conceptual abilities, noting details, discriminating between significant and insignificant details, integrating these details and reading above and beyond them.

- a. The naming level in which items in the picture are identified by name.
- b. The descriptive level in which the action depicted is expressed in sentences.
- c. The interpretive level in which reactions, conversation, and events which are inferred but not depicted are described.

Start with very simple pictures or a picture sequence of two, four or six frames.

8. Story Telling by the Teacher

- a. Read from a book.
- b. Tell the story.
- c. Dramatize using props.
- d. Flannel board story.
- e. Overhead projector story.
- f. Puppets.
- g. Films or filmstrips.

Dramatization of story by children should usually follow.

IV. Expressions for Reading Comprehension

These expressions should be covered during the semester of grade 1<sup>1</sup>.

They are necessary for comprehension of material in the preprimers.

Oh, look at that!

— — — this!

— — — me!

Help \_\_\_\_\_.

Look here.

Come and help me.

Come here.

Look at me.

See me.

Get that \_\_\_\_\_.

Get down!

Jump down!

Run and play.

I want to play.

go.

find you.

I want you to run.

— — — play.

— — — get down.

— — — help me.

Go away!

Find \_\_\_\_\_.

Go help \_\_\_\_\_.

Oh! go away.

You come here.

I can help you.

Come here and help.

play with me.

I cannot find \_\_\_\_\_.

see \_\_\_\_\_.

Away we go!

Here we come!

You cannot go with \_\_\_\_\_.

## V. Reading in Books

Prerequisites for reading in books.

- A. Interest in books and stories; a desire to read.
- B. Awareness that printed symbols can import meaning.
- C. Ability to work independently and in a group.
- D. Ability to concentrate on a task for short periods.
- E. Mastering of pre-reading skills.
- F. A small sight reading vocabulary based on a wide variety of experiences (developed by means of activities and experience chart stories).
- G. A feeling of connected language with some skill in using it.
- H. Knowledge of the language patterns which written symbols represent.
- I. A memory for sentences.
- J. Mechanics of reading.
  1. Following a line from left to right.
  2. Reading from one line to the next.
  3. Recognizing use of period, quotation and question mark.

## VI. Semester II - Building Reading Skills

In addition to the use of the suggested preprimers and accompanying manuals for teaching beginning reading skills, the following special skills must be developed through specific teaching and incidentally through news, Key work, experience stories and charts.

- A. Reading from left to right.
- B. Discrimination among letters and words.

Example:

d \_\_\_\_\_ b      horse -- house

C. Recognition of meaningful printed words.

Example:

Children's names

Familiar words in child's vocabulary

Adults at home and school

Colors

Days of the week

Numbers

Verbs

Places

Expressions

When phrases

D. Exposure to printed meaningful forms through:

1. Dramatization of news.

2. Experience stories.

3. Labeling of objects in the classroom.

Example:

door, desk, window

E. Ability to see likenesses and differences in printed form.

F. Beginning transfer from Yale charts to new words by recognizing certain elements.

G. Recognize simple sentences.

Example:

We will go to gym today.

Johnny is sick.

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H. Developing understanding for sequence of pictures and ideas.

I. Following simple printed directions.

Example:

Color the ball red.

Draw two balls.

Color the cat black.

The girl has on a red dress.

J. Developing understanding of simple conversation met in reading context.

Example:

Dick said, "I will run."

This involves understanding of pronouns (I, you, he, she, we, it) in reading context. The idea of getting meaning from conversation must be developed in experience stories and news before it is encountered in the preprimers.

## Evaluation

Formal as well as informal methods of evaluation should be used to determine whether the reading program is helping each child to reach his maximum growth.

Informal evaluations can be made in the natural reading environment. Teacher observation is perhaps the best means of informal evaluations. Careful perceptual observations can result in a good description of a child's reading habits and attitudes.

Another excellent means of informal evaluation is through dramatization. Hart (p. 7) states that this affords the teacher an opportunity of observing how carefully and accurately the child has grasped what has been read. In dramatizing a story, the chief idea and mood (whether humorous, sad, ironic or suspenseful) will be brought out. The dramatization will also portray the child's notion of sequence and detail. Too often in checking on the accuracy of a pupil's reading, the teacher bombards the student with questions which kill interest in the story. Through dramatization the same matters may be investigated while sustaining a high level of interest.

Teacher made tests are also a valuable means of assessing a child's progress. Such tests should not only check for comprehension and memory of details but also what kind of thinking the child is doing.

Standardized tests should also be used as another measure of a child's reading progress. It must be remembered that a formal test does not assess and that the results must be used in conjunction with other means of evaluation.

The following tests are recommended:

Gates Reading Readiness Tests

Metropolitan Reading Readiness Test

Peabody PIAT (Peabody Individual Achievement Test)

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Hart, Beatrice O. "Teaching Reading to Deaf Children", The Lexington School for the Deaf Education Series, Book IV, Alexander Graham Bell Association for the Deaf, Inc., 1963.

Pugh, Gladys, Mimeographed material distributed to teacher training classes, University of Illinois, 1949.

Quill, Leonora C., Areas of Instruction for Teachers of Children Who Are Deaf, Champaign, Illinois, Community Schools, 1959.

Streng, Alice, "Reading for Deaf Children", The Pennsylvania School for the Deaf, Book III, Alexander Graham Bell Association for the Deaf, Inc., 1964.

### Recommended Readings

Minneapolis Public Schools Reading Guides

1. "Guide to Teaching Reading in the Elementary Schools"
2. "Reading Readiness"

Teacher's Manual for Scott Foresman, Ginn and Bank Street

Ball State Overview Literature Enrichment from Preparatory 1 - Grade 10

SEQUENTIAL STAGES  
IN THE DEVELOPMENT OF MATHEMATIC CONCEPTS  
IN NURSERY, KINDERGARTEN AND GRADE 1<sup>1</sup>

## Focus

Until recent years, teachers have focused on the "what" and the "how" of mathematics and have relied chiefly on repetition in teaching computational skills. However, with the advent of the "new" mathematics, greater stress is now being given to the "why" and emphasis is currently being placed on developing an understanding of the principles involved in fundamental arithmetical operations.

It is in this area of mathematics that the primary teacher has the greatest opportunity to help the child begin to develop his powers of reason. There are untold opportunities for the discovery of relationships and for both inductive and deductive reasoning.

This curriculum utilizes the logical structure of mathematics and the discovery approach to learning. The child's natural curiosity is stimulated and guided toward meaningful learning. The importance of patterns and relationships is stressed as the child moves from concrete experiences to abstract ideas as he applies these ideas in new situations.

## Point of View

### Nursery and Kindergarten Mathematics Curriculum

The teacher of the youngest children must begin the intuitive and logical process of mathematical thinking by maintaining "child-centered" rather than "teacher-centered" activities. The child must be the active participant and "discoverer".

More specifically, the teacher should bear in mind that all concepts at the nursery and kindergarten levels are to be taught through the visual, manipulative approach using meaningful, concrete experiences. Experiences must be designed to extend the child's understanding of the concepts presented. Therefore, it is recommended that no text or formal written activities be used at these levels unless the children exhibit a mastery of these concepts and a readiness for a more formal approach.

It is essential that receptive understanding be the goal of mathematics experiences. The teacher should use precise, consistent mathematical language with the children with the hope of instilling the terminology in them.

The Kindergarten Level Teacher's Guide for the Greater Cleveland Mathematics Program (SRA) is to be referred to as a guide only by the kindergarten teacher. The suggestions and insights provided are extremely helpful. Supplemental experiences include suggestions for integrating the mathematics program with other areas of the curriculum. The use of this guide will provide excellent readiness for use of this book by children in grade 1<sup>1</sup>.

Nursery Level

VOCA BULARY  
**\*Child's expressive  
vocabulary**

CONCEPTS

UNIT GOALS

UNIT

I. Physical  
Geometry  
(Visual)

To observe points, shapes and lines as found in the child's environment; to develop an understanding of size relationships of geometric shapes; to be able to perceive likenesses and differences in shapes, size and colors; to be able to recognize and identify the shapes

Lines can be straight or curved. \* line  
Lines can be short or long. \* long  
There are lines in our environment. \* short  
There are four basic geometric \* circle  
figures; circle, square, rectangle  
and triangle.  
Each shape has a name. \* square  
Each geometric figure can be rectangle  
identified by its shape. triangle  
Geometric figures can be of is longer than  
different size, color or texture. is shorter than  
There are shapes in our environment.  
We can make things using shapes.

is the same size as



UNIT

UNIT GOALS

II. Patterns  
 To be able to recognize patterns that are the same; to be able to recognize patterns that are different; to be able to arrange at least three elements of different size in order of increasing or decreasing size; to get experience in repeating a given pattern of at least 3 objects.

CONCEPTS

VOCABULARY

\*child's expressive vocabulary

Patterns can be made by using different shapes. ( $\Delta O \Delta$ ;  $O \Delta O$ )  
 Patterns can be extended by following a sequence. ( $O O \Delta O O \Delta O O \Delta$ )  
 Shapes of different size and color can be used to make a pattern.  
 Shapes can be arranged in sequence (small to large or large to small).  
 ( $O O O O O O$ )

alike (the same)  
 different  
 \*first  
 next  
 last  
 \*large (big)  
 \*small (little)  
 is smaller than  
 is larger than  
 is the same size  
 as \_\_\_\_\_

UNIT

UNIT GOALS

III. Sets To develop a readiness for the concept of numbers; to begin to develop the idea of sets; to be able to match objects in two sets which have the same number of elements (equivalent sets); to discriminate visually a set which has more and one which has fewer members (non-equivalent sets); to be able to discover the quantitative relationship between two sets by visual inspection; to develop a readiness of one-to-one matching; to develop an understanding that the color, shape and size of elements in sets is not important in establishing a one-to-one correspondence.

CONCEPTS

VOCABULARY

\*child's expressive vocabulary

Sets are in one-to-one correspondence more than  
 if for each member of one set there is less than  
 exactly one member of the other set. not the same as  
 Non-equivalent sets do not have one-to-one correspondence. the same as  
 one correspondence.  
 The quantitative relationship between two sets can be discovered by visual inspection (the set with fewer members and the set with more members can be readily determined).

UNITUNIT GOALSCONCEPTSVOCABULARYIV. Numerals  
and Numbers

To learn to count from 1 - 10; to learn the meaning of numbers from 1 - 10; to learn that a number can be represented by a certain numeral; to recognize numerals from 1 - 10 and relate them to corresponding sets; to learn one by one counting (1 - 10) as a way of identifying the number of a set; to gain the feeling for the natural order of whole numbers 1 - 10; to be exposed to the meaning of one more.

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\*child's expressive  
vocabulary

Sets can be described by identifying  
its elements. 

Every numeral has a name and refers  
to the number of elements in a set.  
The number of elements in a set can  
be counted.

There is a natural order for counting.

When sets have been arranged in natural  
order, each successive set has one more  
element than the previous set had.

\*one                    \*six  
\*two                   \*seven  
\*three                \*eight  
\*four                 \*nine  
\*five                 \*ten

number

one more

(to) count

\*How many \_\_\_\_\_?

UNIT

UNIT GOALS

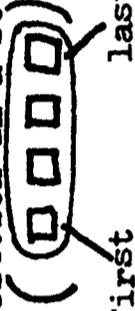
CONCEPTS

VOCABULARY

V. Order and Relations

To be exposed incidentally to the use of numbers as denoting a position (first--last); to be exposed incidentally to "one more" patterns.

\*Child's expressive vocabulary

Each element position in a set has a special name. (  )

- \*last
- \*first
- \*I'm first.
- one more



UNIT

UNIT GOALS

CONCEPTS

VOCABULARY

Each shape has a name.  
Each geometric figure can be identified by its shape.  
A circle is round.  
Geometric figures can be of different size, color or texture.  
There are shapes in our environment.  
We can make things using shapes.

\*child's expressive vocabulary  
\*triangle  
\*is longer than  
\*is shorter than  
\*is larger than  
\*is smaller than  
\*is the same size as  
row

UNIT

UNIT GOALS

CONCEPTS

VOCABULARY

II. Patterns To be able to recognize patterns;  
 (Work in to be able to extend a given pattern  
 developing by at least five objects; to be able  
 left to right to repeat a pattern of at least five  
 movement in objects; to be able to arrange at  
 drawing least five elements of different  
 patterns. size in order of increasing or  
 Help the decreasing size.  
 children work  
 in-a-row from  
 from top row  
 to bottom row.)

Patterns can be made by using  
 different shapes. ( $\Delta$   $\square$   $\square$   $\square$   $\Delta$ )  
 Patterns can be extended by  
 following a sequence. ( $\Delta$   $\square$   $\square$   $\Delta$   $\square$ )  
 Shapes of different size and color  
 can be used to make a pattern.  
 Shapes can be arranged in sequence  
 (large to small or from small to  
 large.)

( $\square$   $\square$   $\square$   $\square$   $\square$   $\square$ )

- \*alike (the same)
- \*different
- \*first
- \*next
- \*last
- \*large (big)
- \*small (little)

UNIT

UNIT GOALS

CONCEPTS

Each shape has a name.  
Each geometric figure can be identified by its shape.  
A circle is round.  
Geometric figures can be of different size, color or texture.  
There are shapes in our environment.  
We can make things using shapes.

VOCABULARY

- \*child's expressive vocabulary
  - \*triangle
  - \*is longer than
  - \*is shorter than
  - \*is larger than
  - \*is smaller than
  - \*is the same size as
- row



UNIT

UNIT GOALS

CONCEPTS

VOCABULARY

III. Sets

To develop a foundation for the concept of number; to develop the idea of sets; to be able to match objects in two sets which have the same number of elements (discovering equivalent sets); to learn the meaning of one-to-one matching and equivalent sets; to understand non-equivalent sets; to discriminate by visual inspection a set which has more and one which has fewer members (non-equivalent sets); to develop an understanding that the kind of elements in sets is not important in establishing a one-to-one correspondence; to be able to discover the quantitative relationship between two sets by visual inspection; to develop the ability to use matching to determine whether a set has more or fewer members than another set.

A. One-to-One  
Matching

Sets are in one-to-one correspondence

more than  
fewer than

\*not the same as  
(different)

\*the same as

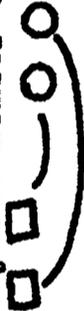
UNIT

UNIT GOALS

CONCEPTS

VOCABULARY

if for each member of one set there is exactly one member of the other set.



Non-equivalent sets do not have one-to-one correspondence.

This quantitative (more than) relationship between two sets can be determined through a one-to-one correspondence.

B. Comparison of Sets

The quantitative relationship between two sets can be discovered by visual inspection (the set with fewer members and the set with more members can be readily determined).

\*Childs Expressive vocabulary

UNIT

UNIT GOALS

CONCEPTS

VOCABULARY

IV. Numbers and

Numerals

To learn the meaning of numbers from 1 - 20; to learn to count from 1 - 20; to recognize numerals from 1 - 20 and to relate them to corresponding sets; to learn that a number can be represented by a specific numeral; to learn one-by-one counting (1 - 20) as a way of identifying the number of a set; to gain the feeling for the natural order of whole numbers; to learn the meaning of one more; to learn to compare two numbers; to learn to understand that relationships between two numbers can be thought of in three ways (greater than or less than, the same as).

Sets can be described by identifying its elements.

Every numeral has a name and refers to the number of elements in a set.

The number of elements in a set can be counted.

There is a natural order for counting.

When sets have been arranged in natural order, each successive set has one more element than the previous set had.

 one

 two

 three

\*(to) count

\*number

numeral

\*one more

greater than

\*one

\*two

\*three

\*four

\*five

\*six

\*seven

\*eight

\*nine

\*ten

\*eleven

\*twelve

\*thirteen

\*fourteen

\*fifteen

\*sixteen

\*seventeen

\*eighteen

\*nineteen

\*twenty

<u>UNIT</u>	<u>UNIT GOALS</u>	<u>CONCEPTS</u>	<u>VOCABULARY</u>
<p>V. Order and Relations</p>	<p>To learn that the use of numbers can denote position; to understand and use next, last, and the ordinals from first - fifth; to learn "one more" and "one less" patterns.</p>	<p>Each element position in a set has a special name.</p> <p>When sets are in natural order, each successive set has one more element than the previous set had.</p> <p>When sets are in natural order, each previous set has one less element than the successive set had.</p>	<p>*Child's Expressive Vocabulary</p> <p>*one more one less *first *second *third *fourth *fifth *next *last *I'm _____ * _____ is _____.</p>

UNIT

UNIT GOALS

CONCEPTS

VOCABULARY

VI. Readiness  
for Addition

To understand the process of joining sets; to be able to join two sets to form a new set; to determine the number of the union of sets; to gain an understanding of a set within a set; to recognize informally the number combinations from 1 - 10; to be able to visualize sets within a set; to learn through informal ways the commutative properties of addition.

\*Child's Expressive  
Vocabulary

A new set is formed when one set is joined to another set.  
The new set contains both of the sets joined and make up the new set.

\*put together  
join (or)  
joining sets  
\*How many?



The order in which two sets are joined does not alter the size of the new set.



<u>UNIT</u>	<u>UNIT GOALS</u>	<u>CONCEPTS</u>	<u>VOCABULARY</u>
VII. Readiness for Subtraction	To learn through informal ways the concept of subtraction; to learn to determine the number remaining when part of a set is removed; to determine how many more are needed to form a set of a given number (union of sets).	Finding a missing addend is a subtracting process. $(\text{out} = 5)$ There is an inverse relation between the operation of addition and subtraction.	*Child's Expressive Vocabulary
		*take away How many more? How many are left?	

UNIT

UNIT GOALS

CONCEPTS

VOCABULARY

VIII. Zero (Associated with an empty set)  
To work informally with the concept of zero; to develop an understanding of the concept of empty sets.

\*Child's expressive vocabulary

There are no elements in an empty set.  $\emptyset$

zero

When there are no more objects needed to make a specific set, zero objects are needed.

## IX. Measurement

A. Linear	To be exposed to activities involving linear measurement.	A ruler can be used to measure the length of an object. An inch and a foot are standard units of measure.	ruler inch foot measure
B. Time	To learn that a clock is used to tell time. To learn how to read the calendar. To learn to understand day and week as a measurement of time.	How long is _____?	

1. The Clock
  - The time on the clock determines time
  - what activities will be at any \*clock
  - given moment. o'clock
2. The Calendar
  - There are seven days in a week. \*day
  - (Seven days measure the same amount \*week
  - of time as a week.) \*Sunday
  - Each day of the week has a different \*Monday
  - name. \*Tuesday

There is an order to the days of the week.

\*Wednesday  
 \*Thursday  
 \*Friday  
 \*Saturday  
 \*today  
 \*tomorrow  
 \*yesterday

C. Money

To be exposed to money as a measurement of value.

Money is used to buy things.

Pennies, nickels and dimes are classified as money.

\*money  
 dime  
 nickel  
 penny



MATH VOCABULARY (EXPRESSIVE)  
NURSERY AND KINDERGARTEN LEVELS

Nursery

one	I'm first.
two	last
three	circle
four	square
five	rectangle
six	triangle
seven	line
eight	long
nine	short
ten	large (big)
first	small (little)
	How many _____?

Kindergarten

six	seventeen	next
seven	eighteen	last
eight	nineteen	I'm _____.
nine	twenty	_____ is _____.
ten	one more	large (big)
eleven	one less	small (little)
twelve	first	the same as
thirteen	second	
fourteen	third	
fifteen	fourth	
sixteen	fifth	

MATH VOCABULARY (EXPRESSIVE)  
NURSERY AND KINDERGARTEN LEVELS

Kindergarten (Cont.)

line	(to) count
straight	number
curved	one more
long	put together
short	How many _____?
circle	take away
round	clock
square	day
rectangle	week
triangle	today
__ is longer than __.	tomorrow
__ is shorter than __.	yesterday
__ is bigger (larger) than __.	Sunday
__ is smaller than __.	Monday
__ is the same size as __.	Tuesday
alike	Wednesday
different (not the same as)	Thursday
	Friday
	Saturday
	money

## Point of View

### Grade 1<sup>1</sup> Mathematics Curriculum

Mathematical concepts at the grade 1<sup>1</sup> level should be presented through the visual, manipulative, discovery approach as they were at the nursery and kindergarten levels. Learning should proceed from the concrete, to the semi-concrete, to the abstract level as the children exhibit a mastery of the concepts and a readiness for a more formal approach. Experiences must be designed to stimulate curiosity and to reinforce and extend understanding of concepts presented.

Before the formal teaching of a specific operation, the foundation should be laid by a rather intensive "introduction". Review is necessary to evaluate the child's mastery of the concepts previously taught. The spiral approach as used in this mathematics curriculum demands that the previously learned concepts be repeated and built upon and, therefore, learned in greater depth and with greater understanding each year.

It is essential that receptive understanding be the goal of mathematics experiences. The teacher should use precise, consistent mathematical language with the children <sup>to better</sup> ~~with the~~ hope of instilling this terminology in them.

Reference should be made to the Kindergarten and Grade 1 Teacher's Guide to Greater Cleveland Mathematics Program, (SRA) as well as the Kindergarten Mathematics Curriculum for Hearing Impaired as a guide in developing the concepts and vocabulary for Grade 1'. The kindergarten level workbook of the GCMP (SRA) Series should be completed by each child during the first part of the year. Upon completion of this, the child then will use the portion of the GCMP (SRA) Grade 1 workbook that is appropriate. It should be noted that some parts of GCMP Grade 1 are inappropriate for Grade 1' and are, therefore, not included in the curriculum for Grade 1'.

UNIT

UNIT GOALS

I. Sets  
To be able to demonstrate the fact that two sets are equivalent; to understand that the kind of elements in the sets are not important in setting up a one-to-one correspondence; to lay a foundation for the ordering of sets; to understand that not all sets have the same number of objects; to be able to join two sets to form a new set as a readiness to addition; to be able to remove objects from a set to form a subset; to be able to identify subsets within a set.

22  
00

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A. One-to-One  
Correspondence

CONCEPTS

VOCABULARY

\*Child's Expressive  
vocabulary

Elements in one environment can be put in sets.  
Two sets can contain entirely different objects and still have a common property.  
The property common to sets is that the objects or elements in them can be paired (one-to-one correspondence).  
Visual discrimination can determine if two sets are in one-to-one correspondence.

one-to-one matching  
\*set  
\*the same  
\*number

UNITUNIT GOALSCONCEPTSVOCABULARY

Elements in two sets can be matched to demonstrate that they are or are not in one-to-one correspondence. The property common to two sets is called a number

**B. Comparison of Sets**

Sets that match in number are equivalent sets.

Sets that do not match in number are non-equivalent sets.

Quantitative relationships between two sets can be discovered by visual inspection.

**C. Subsets**

Sets containing more than two objects contain a subset.

Recognition of subsets help determine by visual inspection the number of objects in a set.

**Subset****D. Joining and Removing Sets  
(Union and Separation)**

The joining of two sets result in a new set whose objects are the total of the objects in the two original sets. The removing of one set from another reduces the total number of objects by the number of objects in the set removed.

**join/joining sets**

UNIT

UNIT GOALS

in many different ways; to learn the place of zero in the order of numbers; to learn that zero is one less than one and that one is one more than zero; to understand and use numbers to denote position; to learn to recognize and use ordinal numbers "first" through "tenth"; to develop skill in the correct formation of the numeral 0; to recognize the numeral 0 and relate it to the number of the empty set; to be able to make quantitative comparisons of numbers without concrete representation of the number (using numerals only).

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CONCEPTS

VOCABULARY

\*Child's Expressive Vocabulary

A. Counting

There is a natural order of whole numbers beginning with zero.  
 A given number is one more than the succeeding number.  
 A given number is the succeeding number +1.  
 Each numeral refers to a specific number.  
 Each numeral is identified by a specific formation  
 The word numeral refers to the symbol representing a number.

- \*number numeral
- \*name
- \*one (through) thirty
- \*one more
- \*more than
- \*plus
- \*less than
- \*What number comes before \_\_\_\_\_?
- What number comes after \_\_\_\_\_?

UNIT

UNIT GOALS

CONCEPTS

VOCABULARY

II. Numbers and Numerals

To recognize the numerals from 1-20 and to relate each to the corresponding set or subsets; to recognize the printed word for numbers 1-10; to learn that a number is represented by a specific numeral; to develop skills in the correct formation of the numerals from 1-30; to be able to count from 1-100; to learn that there is a natural order of whole numbers; to use one-to-one counting as a way of identifying the number of a set; to learn to count the number in a set by recognizing subsets and starting to count with the number in that subset; to develop the ability to compare two numbers---that their relation can be thought of in two ways (greater than, less than); to develop the abstraction of the number concept; to learn the word "numeral" as reference to the mark or written symbol; to learn that the word "number" refers to quantity or how many; to understand the concept of "one-more" by using the plus (+) sign (1+1 to 9+1); to gain an understanding that a number can be represented or written

UNIT

UNIT GOALS

CONCEPTS

VOCABULARY

The word number refers to quantity or how many.

\*Child's Expressive Vocabulary

In joining sets or subsets, if the quantity of one set is recognizable without counting, begin counting from that number and proceed to join the sets.

B. Comparison of Numbers

A given number is one less than the preceding number.

\*greater than  
\*less than

A given number is one more than the succeeding number.

the same as (or):  
equal to

Numbers can be compared to make decisions concerning their relative size (matching sets).

\*smallest  
\*largest

The terms greater than or less than are used to compare non-equivalent sets.

Relationships of greater than and less than are indicated by the use of symbols: greater than  $>$

less than  $<$

For any given pair of whole numbers, one of three statements is true:

$<$ ,  $>$  or  $=$



UNIT

UNIT GOALS

CONCEPTS

VOCABULARY

C. Ordinals

Positions in any row or column have special names.  
Position names can be written in two ways (1st and first).  
A numeral or word can be used to indicate the relative positions in a given set.  
When numerals are used to denote position, there is no concern with the total number of objects in the set, only the position which given objects have within a set.

\*Child's Expressive vocabulary

\*first

\*second

\*third

\*fourth

\*fifth

\*sixth

\*seventh

\*eighth

\*ninth

\*tenth

\*last

\*next

\*row

column

D. The Empty Set  
(Associated with the number "0".)

The numeral "0" represents the number (zero) of the empty set.

\*zero

empty set

\*nothing

(used only in

relation to contents

of empty set)

- III. Addition and Subtraction
- To gain an understanding of the concept of addition and subtraction; to gain an understanding of the inverse relation between addition and subtraction; to learn to write equations which relate to the set representation of addition and subtraction; to learn to solve equations with a missing addend (less than 10); to use the placeholder  $\square$  i.e.  $2 + \square = 3$  and  $\Delta$  i.e.  $2 \Delta 1 = 3$  in different positions in the addition and subtraction equations; to recognize and understand + as the addition sign; to recognize and understand - as the subtraction sign; to determine the operation required in a given notation; to learn the subtraction and addition combinations through 10; to understand the likeness of the mathematical equation (for addition and subtraction) and the vertical notation and to use them interchangeably; to understand and use zero in addition and subtraction combinations; to learn about the

UNITUNIT GOALS

properties of zero; to understand the commutative or order property of addition; to understand the associative or grouping property of numbers (3 addends in equation [sum of 10 or under]); to relate the associative or grouping property to column addition (sum of 10 or under); to understand the associative property as it relates to column addition; to understand and use the process of "scrambling".

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## A. Addition

CONCEPTS

\*Child's Expressive  
Vocabulary

A new set is formed when one set is joined with another.	*add
When joining two sets, the number of the new set is called the sum.	sum
Many numerals can represent the same number.	addition
The equation is a written form of a mathematical sentence.	*How many?
The symbol + is used to indicate addition (plus).	*How many more?
The addition table is a way of reviewing and organizing known combinations.	*plus equation

VOCABULARY

UNITUNIT GOALSCONCEPTSVOCABULARY

Addition and subtraction have an inverse relationship.

Missing addends can be found through the subtraction process.

1. The commutative or Order Properties of Addition

order  
equals (or)  
the same as

The order in which two sets are joined does not alter the cardinal number of the union of the sets.  
The order in which two numbers are added does not alter the sum.

2. The Associative or Grouping Property

The manner of associating or grouping three numbers does not affect the sum of these numbers (addition is associative).  
Addition is a binary operation (on two numbers, only one pair of numbers can be added at a time).

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Scrambling the addends is the process of combining commutativity and associativity.

3. Zero as a Missing Addend

If an empty set is joined to any given set, the new set that is formed has the same number of elements as the given set.  
When zero is subtracted from a given set, the new set formed has the same number as the given set.

UNIT

UNIT GOALS

CONCEPTS

VOCABULARY

IV. Fractional

To understand the fractional number

Numbers

one-half; to recognize  $1/2$  as the

numeral for the number one-half.

\*Child's Expressive

Vocabulary

If an object is separated into two parts of the same size, each part is one-half of the object.

halves

The numeral that names one-half is

$1/2$ .

\*one-half

UNITUNIT GOALS

## V. Measurement

A. Linear To understand the inch and foot as units of measurement; to be exposed to approximation in measurement.

There is a standard unit of measure for an inch.

There is a standard unit of measure for a foot.

A ruler can be used to measure.

Units of measure can be used to find out how long an object is.

Measurement can be given to the nearest inch or foot and are not always exact.

## B. Time

To learn to tell time to the hour; to learn how to read the calendar; to learn to understand day, week and month as a measurement of time.

## 1. The Clock

The time on the clock determines

what activities will be at any given moment.

Time is measured by means of a clock.

\*clock

time

\*o'clock

hour

What time is it?

\*inch

foot

measure

length

\*ruler

almost

CONCEPTSVOCABULARY

UNIT

UNIT GOALS

CONCEPTS

VOCABULARY

The short hand points to the numeral that tells the hour.  
The hour can be expressed as \_\_\_\_\_ o'clock.

\*Child's Expressive Vocabulary  
half past

2. The Calendar

There are seven days in a week  
(Seven days measure the same amount of time as one week).  
Each day of the week has a different name.  
There is an order to the days of the week.  
The days of the week can be named with ordinals.  
A month measures a longer period of time than a day or a week.  
One month does not always measure the same amount of time as another month.  
A month has no regular day of beginning

\*day  
\*week  
\*month  
\*Sunday  
\*Monday  
\*Tuesday  
\*Wednesday  
\*Thursday  
\*Friday  
\*Saturday  
\*today  
\*tomorrow  
\*yesterday  
\*date

UNIT

UNIT GOALS

CONCEPTS

VOCABULARY

C. Money

To learn that money is a measurement of value; to understand the relation between the penny, nickel and dime as units of a measurement value; to learn to recognize and understand the use of the symbol ¢; to learn to work with money having totals of 10¢ or less; to learn the comparative value of different sets of coins whose total is 10¢ or under.

\*Child's Expressiv  
Vocabulary

The value of 5 pennies and a nickel are equal. \*cents  
The value of 10 pennies and a dime are equal. \*nickel  
The value of 2 nickels and a dime are equal. \*penny  
The value rather than number of coins determine the buying power. \*dime  
The symbol ¢ is an abbreviation for the word cents. \*money

MATH VOCABULARY (EXPRESSIVE)

PREPRIMARY 1<sup>1</sup> LEVEL

set	eighth	clock
the same	ninth	o'clock
number	tenth	day
numeral	last	week
name	next	month
one (through) thirty	zero	Sunday
plus	row	Monday
greater than	nothing	Tuesday
less than		Wednesday
more than	add	Thursday
the same as (or) equal to	plus	Friday
smallest -- largest	subtract	Saturday
	take away	date
first	equals (same as)	
second	one-half	today
third		tomorrow
fourth	inch	yesterday
fifth	ruler	
sixth		cent
seventh		nickel
		penny
		dime
		money
		What time is it?

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SEQUENTIAL STAGES  
IN THE  
DEVELOPMENT OF SPEECH  
IN THE  
HEARING IMPAIRED PREPRIMARY CHILD

## Some Considerations Regarding Speech Development

Focus: The normal hearing child develops speech in sequential stages of growth. His speech development depends on what he hears and what he absorbs from his environment. He learns to attach meaning to all the sounds that he has internalized, including the inflectional patterns of the human voice and human speech itself. The first year of life for the hearing infant may well be called "the listening year". It is after a long period of time that the hearing youngster enters into the expressive aspects of speech.

The hearing impaired child's speech develops in sequential stages also. By involving the child in a wide variety of rich and stimulating experiences, the hearing impaired child prepares himself to talk. This year for him becomes a year of absorbing language concepts, developing specific auditory skills and readiness for speech. It is not a time for precise articulation.

It should be noted that the teacher assesses the child's readiness and growth for speech as an on-going aspect of her teaching. If the teacher feels that an individual child can proceed to formal production of phonemes, syllables, words, and sentences, she begins formal work with him.

Developmental Scales of Speech and Language  
in the Normal Hearing Child

**Focus:** These behavioral scales form the basis for the sequential stages of speech and language acquisition in the hearing impaired child. These scales give parents and teachers some realistic expectation levels for the hearing impaired child when we consider the child's "hearing age". By "hearing age" we mean the length of time the child has worn his aid as an effective source of stimulation for perceiving sounds, acquiring speech, and acquiring language.

12 Months

Gives toy on request when accompanied by a gesture (Boone)

Has two words in addition to "mama" and "dada" (Gesell)

Differentiates phonemes by imitation (Piaget)

18 Months

Carries out two directions with a ball (Gesell)

Uses 10-20 meaningful words (Gesell, Travis, Wood)

Identifies simple pictures from names (Cattell)

Asks for wants by naming object, e.g., milk, cookie (Cattell)

Uses vocalization in protest (Metraux)

24 Months

Carries out four directions with a ball (Gesell)

Uses Two-three word sentences (Gesell, Schreiber)

Answers simple questions (Cattell)

Has Common expression: "Mine" (Metraux)

Uses pronouns but not correctly (Gesell)

Nouns predominate; some verbs; few adjectives and adverbs (Irwin)

30 Months

Uses Holophrase; use of pivot and open classes (Bruner)

Uses Regularization to form plurals (Ervin-Tripp)

Gives full name on request (Gesell)

Uses Common expression: "I did" (Metraux)

Understands "just one block" and can respond appropriately when instructed to "Give me just one block". (Cattell)

Refers to self by pronoun, not name (Gesell)

Developmental Scales of Speech and  
Language in the Normal Hearing Child

36 Months

Repeats 6-7 syllable sentence  
(Gesell)

Repeats 3 digits to examiner  
(Robbins)

Uses Compound and complex sentences  
(Van Riper and Schreiber)

Tells...what he's drawn, what  
is happening in a picture, his  
sex (Gesell)

Masters of all vowels (Hurlock,  
McCarthy)

Carries out commands using two  
different prepositions (Gesell)

Uses Common expression: "I wanna"  
(Metraux)

42 Months

Has 90% intelligibility

Uses Sentences 10-11 words (Bellugi  
and Brown)

48 Months

Frequently uses "why" and "how"  
(Gesell)

Has prepositions, past-present-  
future tenses, articles (Schreiber)

Repeats 4 digits to examiner  
(Mecham, Robbins)

Carries out 4 commands using  
different prepositions (Gesell)

54 Months

Gives information about self; may  
be rather boastful (Metraux)

60 Months

Sentence length is 4-5 words  
(Schreiber)

Can identify or name 4 colors  
(Gesell)

Can count 10 objects and tell  
his age (Gesell)

66 Months

Recites numbers 1-30 (Mecham)

Can repeat a 12 syllable sentence  
(Mecham)

Carries out, in order, a command  
of 3 parts (Gesell)

72 Months

Knows left and right (Gesell)

Knows number of fingers on one hand  
and total number on both hands (Gesell)

Can participate in  
Spoken arguments and primitive quarrels  
(Piaget)

General Speech, <sup>Sound</sup> Development

Birth to 1 year:

Undifferentiated reflexive vocalizations;  
babbling, paired syllables (Berry &  
Eisenson, Wood)

1-2 years

Acquisition of vowels: /i/, /I/, /e/,  
/E/, /æ/, /ʌ/, /a/, /ɔ/, /o/,  
/u/, /v/ (McCarthy)

2-3 years

Mastery of above vowels (Hurlock,  
McCarthy)

3-4 years

Consonants: /p/, /b/, /m/, /w/, /h/  
(Berry & Eisenson, Meham)

4-5 years

Consonants: /t/, /d/, /n/, /ŋ/, /j/,  
/k/, /g/ (Berry & Eisenson,  
Mecham)

5-6 years

Consonants: /f/, /v/ (Berry &  
Eisenson, McCarthy)

6-7 years

Consonants: /s/, /z/, /tʃ/, /ʒ/, /dʒ/,  
/t/, /ʒ/, /θ/, /ð/, /kʷ/  
(\_\_\_\_\_)

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Dimensions of Speech Development  
for the Hearing Impaired Child  
at the Preprimary Level

**Focus:** The teacher is the child's model. She must use appropriate language structure and natural speech production following good inflectional contours so the child has a good model for imitation.

Prior to formal speech training, the child should be involved in a wide variety of pre-speech activities. These experiences are a prerequisite for natural speech (marching, listening to a piano, playing in beating a drum, rhythm bands and blowing):

- A. The teacher must remember all the components of speech-- intonation, accent, rhythm and quality as well as articulation. All these aspects of speech should be developed through auditory imitation first.
- B. Imitation is the most important technique used for speech teaching. The child should be encouraged to approximate in speaking what he listens to.
- C. The teacher is asked to be gentle and encouraging in making corrections of a child's speech so that he maintains a desire to communicate orally. She accepts approximations and rewards them.
- D. There should be group speech activities each day.
- E. Each child should have a daily individual speech session.
- F. Make maximum use of the child's personal hearing aid, especially during individual speech periods in order to develop good listening skills.

The Objectives for Speech Development  
at the Nursery Level

1. To develop a listening attitude on the part of the child.  
This means alerting the child to certain relevant sounds in his environment, to his own voice and other's voices, and to human speech itself.
2. To prepare an environment where the child can add meaning to the sounds he hears and learn the appropriate response to them.
3. To encourage oral responses which link him to his activities.
4. To provide a natural, fluent model for speech which he can learn to imitate.

## Formal and Informal Speech Curriculum

### Nursery Level

**Focus:** At the nursery level the emphasis is on the development of oral language and encouraging talkativeness. Additional emphasis is on language input to provide a foundation for speech output. The child is taught to identify relevant sounds in his environment, to respond to other's voices and to become aware of his own voice.

#### Speech Curriculum

1. Speech is based on experiences at this level. The child is encouraged to respond to his activities with oral language. His speech attempts are praised and encouraged. The habit of using speech is instilled. Parents are asked to respond with appropriate language as a part of each experience they share with their child.
2. Speech patterns are given by the teacher when the child needs them. He learns to imitate patterns he is unable to use naturally. Newly learned speech patterns are expected to be used.
3. Speech is associated with the way it can affect behavior and with how it expresses ideas and feelings. The child learns how to request materials and how to relate his needs to the teacher. Once the vocabulary is learned, the child is expected to use it.
4. Activities that are fun for the child are included in speech development whenever possible at the nursery level. Simple songs, nursery rhymes, games and finger plays are good activities to develop speech. Animal sounds can be identified and imitated.

The Objectives for Speech Development  
at the Kindergarten Level

The major emphasis at the kindergarten level is the development of natural speech and natural language. The child should be encouraged to initiate speech and use it functionally. He should be encouraged to:

1. develop awareness of intonation, rhythm, accent and pitch through auditory patterning, and attempt to imitate these variations;
2. attempt some approximation of simple words, phrases, sentences and common expressions;
3. develop some exact speech production in association with formal teaching of certain phonemes through the Northampton Chart, in the sequence suggested in the Formal Speech Curriculum;
4. strengthen self-confidence and encourage the child to express his own personality by communicating his ideas orally.

The Objectives for Speech Development  
at the 1<sup>1</sup> Preprimary Level

The development of good speech in the context of connected rhythmic language is the primary objective at this level. The objectives:

1. To improve rhythm, pitch, inflection, accent and volume control.
2. To encourage clear expression of the vocabulary and language developed at the nursery and kindergarten levels. Songs, poems, and phymes suitable to interest of class should be taught.
3. To review the previous years chart work, primary spellings only.
4. To present secondary spellings of the Northampton Charts as they are needed.
5. To develop recognition and production of all elements not taught in Kindergarten in order to complete the consonants, except for ch, zh, and j.
6. To develop the recognition and production of all the vowel sounds, primary spellings, not taught in Kindergarten.
7. To initiate on the initial consonant r-- and l-- combinations and final -- l consonant combinations.

## Formal Speech Curriculum

### Kindergarten/Grade 1<sup>1</sup>

Focus: The common spellings of English words are grouped according to the sound they represent. Once the hearing-impaired child is able to learn the multiple spellings of a single sound, he is able to unlock the pronunciation of unfamiliar words. He intuitively forms rules of word attack and independent speech skills.

#### 1. Curriculum Outline

The basic approach for the development of speech lies in the Northampton Charts.

The order of presenting sounds to the young hearing-impaired child depends on the child's needs and the ease with which he can imitate and produce the simpler sounds.

By the end of level 1<sup>1</sup>, the child is responsible for producing and recognizing all the elements on the consonant chart except ch, sh, and j, and all the primary vowel spellings.

By the end of level 1<sup>2</sup>, the child is responsible for all the secondary spellings on both the vowel and consonant charts.

#### 2. Order of Presentation of Sounds on Northampton Charts

Those sounds that are simple to imitate and produce are presented first. Once a sound is learned, it is immediately placed in a syllable or word context.

wh	<sup>1</sup> oo	m	b
p	-u-	ee	l
f	s	k	w
<sup>1</sup> th	t	n	ur
a(r)	aw	o-e	
	ou		

## Speech Curriculum

are taught  
short vowels/ as a unit (precede and follow with consonants) ed

-a-                    -e-                    -i-                    -o-                    -u-

th  
sh  
-ng  
ob  
g  
d  
v  
qu  
s  
r---

### 3. Marking Words for Speech According to the Northampton Charts

- a) Underline the letter in the word that is not phonetic. Sometimes, more than one letter may be underlined, but only for the element being taught.  
e.g., bought
- b) Write the correct sound for speech underneath or below the line.  
e.g., bought  
aw
- c) All numbers go above the consonant or vowel they are specifying.  
e.g., to<sup>1</sup>'oth'
- d) Cross out silent letters with an X.  
e.g., Knife
- e) Use this marking for long vowels      (a - e).  
e.g., name      cake
- f) Do not rewrite the entire word for speech work. This is time-consuming and defeats the purpose of the charts.
- g) Point out the secondary spellings and specify by a number when this is applicable. Never rewrite in secondary spellings.  
e.g., <sup>1</sup>each (not ech)    head<sup>2</sup> (not hed)    now<sup>1</sup> (not nou)
- h) Develop the chart one element at a time. Make many associations for the primary and the secondary spellings before you expect the child to know and distinguish them.
- i) Use colors (blue for breath; red for voiced consonants and all the vowels; brown for the nasal consonants) in early primary grades but do not use colors beyond the 1-1 level. Colors should also be used in speech drills at these early levels.

### 4. Marking syllables generally begins at grade 2.

## The Northampton Charts

- I. How to Develop the Vowel Chart and the Consonant Chart
- A. Give the auditory pattern of the sound alone with no visual or tactile clues. Stimulate an awareness of the sound in a meaningful way to the children.
  - B. Reinforce the sound with each child in individual speech period.
  - C. Present the written symbol informally to the group and to each child during individual speech period.
  - D. Put the written symbol on a chart in front of the whole group.  
Never put the written symbol on the chart until the children can produce the sound.
  - E. As the sound occurs in oral and written activities during the day, review the symbol by referring to it on the chart.
- II. Developing Sounds from the Phoneme to Longer Units
- A. The readiness level of the child and his vocabulary needs determine the timing for presenting new sounds.
  - B. When two elements have been learned (a vowel and a consonant), they should be joined into a syllable?  
Example: boō      baw      ba(r)
  - C. Once a syllable is spoken with ease, a breath group of three like syllables should be developed.  
Example: fee    fee    fee  
Then three unlike syllables may be used.  
Example: fee    foo    faw
  - D. Accent is introduced at this time, using instruments for auditory patterning.  
Example: Beat out on the drum.    — — —  
Clap out rhythm. / .. — — —
  - E. As soon as possible, the new sound should be put into words and combined into a phrase or short sentence.

## Consonant Sounds

h —		
wh	w —	
p	b	m
t	d	n
k	g <sup>1</sup>	ng
c		n(k)
ck		
f	v	
ph		
<sup>1</sup> th	<sup>2</sup> th	
<sup>1</sup> s	z	
c(e)	<sup>2</sup> s	
c(i)		
c(y)		
sh	zh	
	<sup>3</sup> s	
	<sup>2</sup> z	
	<sup>1</sup> z	
ch	j	y —
tch	g <sup>2</sup> —	x = ks
	— ge	qu = kwh
	dge	

"In examining the consonant chart it will be noted that the lefthand column is occupied by the English breath consonants; the second line by the voiced forms of the same sounds; the third by the nasal sounds. The horizontal arrangement classifies these sounds according to formation. A dash following a letter indicates that the sound is initial in a word or syllable." Formation and Development of Elementary English Sounds; Yale, Caroline A.

## Vowel Sounds

<sup>1</sup> oo (r)u--e (r)ew	<sup>2</sup> oo	o--e oa --o <sup>2</sup> ow	aw au o(r)	--o--
ee --e <sup>1</sup> ea e--e	--i-- --y	a--e ai ay	--e-- <sup>2</sup> ea	--a--
a(r)		--u-- --a * --ar --er --ir --or --ur --re	ur er ir	

---

a--e ai ay	i--e igh --y	o--e oa --o <sup>2</sup> ow	ou <sup>1</sup> ow	oi oy	u--e ew
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"In the vowel chart, the upper line contains the scale of back round vowels (those modified chiefly by the back of the tongue and the rounded aperture of the lips). The second line contains the scale of front vowels (those modified chiefly by the front of the tongue). The lowest line contains all the diphthongal sounds, for a and o, although previously appearing in the scales to which their radical parts belong, are repeated here as being by their compound nature properly classified with diphthongs." Formation and Development of Elementary English Sounds; Yale, Caroline A.

\* Regional dialect: not represented locally.

## Directions for Speech Development

Grade 1<sup>1</sup>

This speech curriculum is a suggested progression / review and development. to use for

Some groups will need less time for review. Therefore, the teacher should  
for  
program/each child individually according to his level of development.

### I. Review (about 3 months)

- A. Review these elements
- B. Review syllables, combinations and breath groups
- C. Review words taught including these sounds
- D. Develop speech charts as you review

wh  
p  
f  
th  
a(r)  
ob  
-u-  
s  
t  
aw  
ou

### II. Develop ( about 1 month)

m  
ee  
k  
n  
o-e

### III. Develop (about 1 month)

b  
l  
w--  
ur

### IV. Continue to review as you develop (about 1 month)

i-e, a-e, oi, u-e

Teach diphthongs as a unit

h— (Never present h without a vowel following it)

Directions for Speech Development

V. Review and develop (about 1 month)

Teach short vowels as a unit (precede and follow these with consonants). Make "word families" with the children.

-a-/-e-/-i-/-o-/-u-

fat	hop
sat	mop
cat	top
mat	
pat	

VI. Review and develop (about 1 month)

<sup>1</sup>  
th  
sh  
--ng

Teach:

<sup>2</sup>  
oo  
g  
d

VII. During the /remaining months include continuing review and correction of all speech sounds presented as they occur in syllables, words, expressions and simple sentences.

v  
qu  
z  
r--

## Relaxation and Readiness Activities

## Helpful for Speech

## I. Relaxation and Breathing

Focus: It is essential that the child develop a relaxed and interested attitude toward speech oriented activities. Proper breath control is fundamental to fluency in speaking. The following are suggested activities.

## A. Examples of relaxation exercises

1. Stretching.
2. Yawning.
3. Rag doll exercise. (Drop arms and relax entire body and roll head all around.)
4. Arms raised--twist body.
5. Bending over relaxed--flopping arms from side to side.
6. Say p--five times on one breath.
7. Hum.
8. Whisper "up" several times (three up to as many as possible).

## B. Examples of breathing exercises

1. Blow tissue paper across a table. (Make it a game.) Run a race of papers. Don't puff cheeks.
2. Blow out a candle. Blow a puff of air. Then blow a sustained stream of air.
3. Blow ping pong up an inclined board or in a specified direction in a target game.
4. Breathe deeply three times.
5. Sustain a vowel while slowly expelling breath.

## II. Tongue and Lip Exercises

Focus: Tongue and lip control are necessary for precision in speech. Exercises can be useful in gaining that control. The following activities are suggested.

## Speech Readiness Activities

1. Thrust the tongue far out quickly and draw back quickly. Use a mirror if necessary. Make up combinations of this exercise for rapid and slow changes of position.
2. Turn up point of tongue and apply it to different points on the lips, teeth, and roof of mouth. (i.e., center of lip, teeth, roof of mouth, cheek, gum)
3. Turn point down over lip or lower teeth as far as possible.
4. Flap the point as in saying "la la la la".
5. Position the point of the tongue behind the upper teeth. Open and close the teeth while holding the tongue in that position.
6. Open the mouth, narrow the tongue and move it rapidly from side to side.
7. With the mouth open, but not too wide, let the tongue lie soft and flat in the mouth.
8. With mouth open about the width of two fingers, keep the tongue flat and perfectly still. The test to ascertain whether the tongue is under complete control is to place it in any position and hold it perfectly still.
9. Trill the lips using voice.
10. Trill the tongue.
11. Assume the lips positions, without exaggerating them, for the vowels "a(r)", "oo", "aw", "ee".

## III. Voice Development

Focus: Good voice control is essential for good speech intelligibility.

The child needs to utilize effective tactile and kinesthetic cues in order to enhance his auditory monitoring system. Some suggested activities are listed.

## A. Voice Building Exercises

1. Babble (vary from high to low to medium pitches).

## Speech Readiness Activities

2. Say du several times on one breath (work up from three to twelve).
  3. Say gu several times on one breath (work up to twelve, or as many as possible).
  4. Step up on a stool and say "high" with a high pitched voice. (And step down and say "low" in a lower pitched voice.)
  5. Sustain voice for successively longer intervals.
  6. Stretch a rubber band and sustain "ee" (Compare the distance stretched with each child's previous attempt.)
  7. Match against a piano note for pitch, volume and length of tone.
- B. Exercises for Developing Resonance

A few minutes daily is better for drills for oral and nasal resonance than a longer period once or twice a week.

1. Oral resonance exercises.

Practice each consonant with the long vowels as:

bee  
 bee, bo  
 bee, bo, bo  
 bee, bo, bo, boo

2. Exercises for nasal resonance.

a. Repeat a syllable three times

hum, hum, hum	pam, pam, pam
hun, hun, hun	pan, pan, pan
hung, hung, hung	pang, pang, pang

b. Hum the sound of m---.

Keep the lips closed and let the voice vibrate all through the head.

c. To open all resonance chambers in the head, practice the syllable -- dum in breath groups.

## Speech Readiness Activities

### 3. Exercises for oral and nasal resonance.

- a. Practice the syllable "hung" followed by vowels to use contrasting movements. This is a particularly good exercise for lazy velums and to modify a muffled voice quality.

hung. . . . up

hung. . . . on

hung. . . . in

hung. . . . all

### C. Voice Projection Exercises.

After the child can control the pitch, voicing and resonance to some degree, voice projection needs to be developed. Short, daily exercises can be used.

1. Expel all the breath in the lungs at once saying the following:

No! Hey! Look out! Go!

2. The child uses expressions as indicated in the vocabulary guide in a moderately loud voice and within single breath group.

3. Work for a light touch, demanding rapid but distinct speech in the following:

Hip - hop

Pip - pop

Tip - top

Pop - corn

Rub - a - dub

Rub - a - dub

Bubble - babble - bubble

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AUDITORY TRAINING  
FOR THE PREPRIMARY HEARING IMPAIRED CHILD

## INTRODUCTION

The following material is adapted from Doreen Pollack's work, Educational Audiology for the Limited Hearing Infant, and forms the basis for the auditory approach to language development in the Minneapolis infant program. The exercises in the following section were designed to begin with the child who needs to be taught an awareness of sound. It is necessary to establish the child's ability in relation to the sequence in order to develop the skills which the child has not yet attained.

Many children in the nursery-kindergarten grades may still be functioning below the first basic level. These children require an intensive program based on Pollack's sequential steps. The objectives remain constant for the child's auditory needs. The activities, however, must be expanded in order to continually motivate and encourage the child to develop his listening skills as he moves from one auditory level of achievement to the next.

## AUDITORY TRAINING

Audition is a word, an attitude, an atmosphere and a process of listening purposefully in communication with others through conversation.

Goal: The sense of hearing integrated into every aspect of the child's total personality development and his interpersonal relationships. The use of sound for communication.

This primary goal is not attainable by all children. Each teacher must be aware of the individual limitations and strengths of each child to help each of them develop to his own potential.

### Objectives: Teacher

1. An attitude of natural interest, caring and playfulness.
2. An individually prescriptive program for each child in the development of initial auditory skills, moving sequently and freely from babbling and voice games to words and sentences.
3. Activities appropriate to the child's age, developmental and interest level and thus meaningful to him, for encouragement of long-term memory.
4. The guidance of a parent to apply and reinforce appropriate listening behaviors and skills at home.

### Objectives: Parent

1. Ability to capitalize on environmental sounds of potential interest to the child, calling his attention to them and utilizing natural conversation connected with his experiences to develop a listening function.
2. Ability to report the evidence of listening behavior and response to sound by a child in his home and neighborhood.

### Objectives: Child

1. Development of an auditory feedback mechanism so that the child recognizes the sounds he makes and that are made by others: individuals and objects.
2. Ability to monitor his own voice in terms of pitch, duration, intensity, intonation patterns.
3. Development of hearing perception, through the following sequence:<sup>1</sup>

<sup>1</sup>Pollack, Doreen Educational Audiology for the Limited Hearing Infant. Springfield, Illinois. Charles Thomas, 1970.

(from Pollack, D. Educational audiology for the limited hearing infant) p. 75-76.

- A. Awareness of loud and quiet sounds.
- B. Learning to attend, or listen to a variety of sounds.
- C. Localizing the source of these sounds (associating object with sound)
- D. Recognizing these sounds (i.e. knowing the meaning of them).
- E. Reacting appropriately to them.
- F. Imitating or using them.

Important Note:

Prior to any auditory training, two conditions must obtain:

1. The child must show some awareness, a look or a verbal response to sound, including conversation.
2. The child must give evidence of searching for a sound, not true localization but turning and seeming to wonder "what is that?" If he does not, it is a diagnostic warning signal.
3. Diagnostic observation: if the child is intact auditorially but delayed in motor development, keep this in mind. Systematic informal teacher analysis of the child's developmental levels: motoric, intellectual, social, physical determines the objectives and expectations for each child.

The Core of Listening Experiences

(from Pollack, D. Educational audiology for the limited hearing infant) p.76

1. Vocal play
2. Music
3. Noisemakers
4. Other environmental sounds
5. Prespeech activities
6. Speech and language

Activities relate to the developmental level of the child and depend upon a teacher's informal systematic analysis for expansion or modification of activities designed to meet individual behavioral objectives for each child.

Levine, E. Youth in a soundless world, New York, New York University

Press, 1956. Dr. Levine observes that a child becomes a conceptualized

being before he becomes a verbalized being. Sounds, therefore, having meaning -- footsteps, music, rattle, bottle, doorbell, etc., and this auditory experience seems to prepare the child for spoken language, in terms of its having auditory meaning to him.

Depending upon the developmental level of the child when he is fitted with one or two hearing aids, the following activities are samples of appropriate beginnings for auditory training and should be repeated and reinforced.

1. Reflexive level - physiological level of awareness.

Activities:

A. Normal human voice (all around the child)

1. talking
2. singing
3. cooing
4. calling
5. playing games  
(pat-a-cake, peek-a-boo, etc.)

B. Noisemakers

1. crib toys
2. horns
3. bells
4. musical instruments
5. music boxes
6. push-pull toys
7. container (can) of things that rattle

C. Environmental and gross sounds

1. electrical appliances
2. alarm clocks
3. stove timers
4. door bell
5. slamming doors
6. telephone
7. motorcycles
8. running water
9. flushing toilet

10. television
11. radios
12. barking dogs

## 2. Attending to sound

The child is aware there is a sound outside of himself but he may not know its identity or source.

### Activities:

At this point activities revolve around helping the child identify the sound and sound source immediately.

A. Hide noisemakers in a box (horn, bell, musical instrument).  
The teacher, parent or animal puppet makes appropriate sound.  
☞ Child is encouraged to imitate activity.

B. Knocking on door  
☞ Teacher or parent plays game with child knocking on and answering door with appropriate language.

C. Answering telephone  
Stage telephone call from friend having child close by phone. When mother sees child's awareness of ring, she says, "I hear something." "The telephone is ringing." "Do you hear it?" "Let's answer it." "Say, 'hello'".

Similar types of activities can be used to identify all gross sounds which are part of the child's familiar environment.

## 3. Orienting or localizing

The preceding activities can also be used to encourage and teach the child to localize the source of sound.

## 4. Associating sounds with meaning.

Child needs to learn that sounds have meaning.

### A. Environment

He begins to associate mother's voice with mother and certain environmental sounds with their sources.

1. rattle of pots and pans means that mother is washing dishes
2. running water means it's time for a bath
3. power mower means Daddy is cutting the grass

## B. Child's own voice

He needs to learn that he can use his own voice to manipulate his environment, to create change to satisfy himself and others.

## C. Inflections

Eventually the child will be able to discriminate the meaning of inflectional patterns -- joy, anger, questions.

## 5. Distance Hearing

Parent or teacher should begin to increase distance between child and sound source.

### Activities:

- A. Mother calling child from increasing distances.
- B. Play game "Hide and Seek".
- C. Marching to drum (or other musical instrument), stopping on absence of sound.
- D. Alarm clock -- hiding preset alarm clock -- looking for source of ring when it sounds

## 6. Auditory Feedback

Imitative vocal play and babbling. This includes child recognizing sound he makes and monitoring his own voice volume, duration and pitch.

### Activities:

- A. Pretending to be animals (woof, woof, for dog).
- B. Mother says "Up, up, up." Child imitates rising inflection.
- C. Child tries to sing.
- D. Child tries to whisper.

## 7. Discrimination and recognition

As child learns to discriminate and recognize sound he is also taught the proper response (activity).

### Activities:

- A. If child hears a dog barking outside the door he will let him in.
- B. If he hears mother calling he turns around or runs to her.
- C. The child, when exposed to sound of three instruments behind his back can select the one making the sound and reproduce it.

**8. Echolalia and imitation (a pre-symbolic state of imitating or repeating, generally without comprehension.)**

This is an important step in auditory training and should be encouraged.

**A. Imitative vocal play (repeating without meaning)**

1. vowels
2. airplane noise
3. nonsense sounds

**B. Sequence**

1. vocal play
2. babbling
3. vowels
4. consonants
5. multi-syllables
6. words
7. short sentences

**Activities:**

Teacher or child, when engaged in activities such as pouring, sets a pattern and encourages child to imitate ("pour, pour, pour").

Pattern for Adult: speak....pause....wait for child's response (physical)....react (speak again).

Note: imitation refers to total activity, not just sounds.

Example: jumping rope at the time an adult says, "jump, jump, jump" with varied inflection.

**9. Symbolic language**

There is a sequence to the learning of symbolic language.

**A. Functional words**

1. "bye, bye"
2. "no"
3. "come"
4. "up, up"
5. "more"
6. "all gone"

**B. Adjectives**

1. pretty shoes
2. nice mama
3. big ball

C. Verbs (presented initially as a one-word command and gradually expanded.)

1. (Mama) come (come here!)
2. Stop (Stop it!)
3. Go (You can go)

D. Increased vocabulary

1. Naming things
2. Noun phrases
3. Verb phrases
4. Prepositional phrases
5. Complete sentence

Note: It is important to stop and test periodically to see whether child is really listening and associating meaningfully.

10. Development of auditory memory span and auditory sequencing.

Quite a slow process.

Child repeats two word combinations.

"Daddy's shoe....Mama's shoe....Baby's shoe....No shoe!

Teacher, showing picture. "What's that?"

Child: "Whazzat?"

Teacher: "That's a ball".

Teacher: "What's the boy doing?"

Child: "Boy sitting."

Teacher: "What's the boy got?"

Child: "Boy got a ball".

Feeding in the syntactic patterns of our language.

Teacher....Stand back....Child...."tan bah".

In each instance of auditory training, the personality of the child, the degree of family support, the age of onset of loss modify the expected responses. Other factors being equal, the child with a moderate loss should achieve more rapidly.

**A SEQUENCE OF AUDITORY LEARNING OBJECTIVES  
FOR HEARING-IMPAIRED CHILDREN**

The following developmental sequence of auditory behavior is intended to assist the parent-counselor or therapist in developing appropriate expectations for the pre-primary hearing-impaired child.

The Parent-counselor or therapist should expect that initial audiological evaluation has been accomplished and that a hearing aid has been recommended before the child was referred for educational services. Occasionally a child may be referred for diagnostic therapy but in that instance a separate individual statement of objectives should be developed. The sequence of objectives also presupposes a hearing-impaired, not multihandicapped child. In the presence of additional significant handicaps, all expectations must be modified to some extent.

All age expectations have been dated from the time of adequate hearing-aid usage. In some instances the child's chronological age may be an important factor. For example, no matter when hearing-aid usage is established a specified auditory behavior will not appear earlier than the age expectation for normal-hearing children. However, in general, the time sequence subsequently stated is in terms of severity of hearing loss and duration of hearing-aid usage (hearing age). In most cases we should find that the more severe the hearing loss, the earlier the diagnosis and provision of amplification. When a profound impairment is identified very late or a mild one very early, the time sequence based on duration of hearing-aid usage may require extensive alteration.

The suggested time sequence of expectations is based on clinical prediction simply because no other data are available to our knowledge.

We, therefore, can expect to err, but we also have an opportunity to modify our predictions based on empirical observations of children in the program. A word of caution is necessary. Never assume that a child's performance is necessarily limited by the audiogram that describes only one parameter of his hearing impairment. It is unfortunately true that if our expectations are too low the child may not progress as rapidly as his potential would allow.

### Definitions

All labels applied to severity of hearing loss are based on arbitrary definitions and all of the players in this "name game" may vary the rules from time to time. The following labels are based on a three-frequency pure-tone average and assume a stable sensorineural hearing loss of early onset. These labels will not provide a good "fit" for conductive hearing losses, adventitious losses, or unusual audiometric configurations such as the ski-slope, saucer, or peaked curve. All labels apply to the best ear.

Mild:	less than 45 dB pure-tone average (pta) re ISO 1964
Moderate:	45 - 70 dB pta
Severe:	75 - 90 dB pta
Profound:	95 with residual hearing at 1000 cps. or above
Deaf:	vibrotactile responses in the lower frequencies only

### Amplified Hearing

Optimally a hearing aid provides the child with near-normal hearing thresholds. This aided result, however, varies considerably from child to child. The differences appear to be dependent on several factors.

First, the less distortion present in a child's auditory system, the better will be listening performance with a hearing aid. Second, the more a child listens with his hearing aid, the better he will recognize the significance of the various sounds he perceives. Children can learn to recognize minimal auditory differences when sufficient practice is combined with prompt reinforcement of appropriate responses.

When the audiologist evaluates listening performance with an aid, the child's responses to both speech and pure-tone signals may be assessed. Often the child's aided response to speech (speech detection, awareness, or reception threshold) will be better than his aided pure-tone thresholds. In addition, each of these detection measures should improve with more listening practice. For example, a child with a severe hearing loss may give an aided speech detection threshold of 60 dB HL (a loud conversational level) after only one month of hearing-aid usage. The same child, after one year of hearing-aid usage, may give an aided speech detection threshold of 25 dB HL (a whisper level). Discrimination for gross differences in speech will also improve over the same time period.

It is essential to maintain the child's hearing aid in good working order. When the aid is malfunctioning the child not only fails to learn new material but may also learn not to listen. Adequate maintenance requires the combined efforts of parents, therapist, hearing-aid dealer, and audiologist. Parents must check the aid every day to be certain that it is functioning properly. The teacher or therapist should also listen to the aid at every session and if the child fails to respond to average loud conversational speech in a quiet room an inoperable aid should be suspected. The audiologist is responsible for regularly re-evaluating the adequacy of the child's aid for his hearing impairment.

Generally, the use of other amplifying systems (auditory trainers, loop systems, etc.) is not recommended for the preschool child. One reason for limiting training to use of the child's own aid is the uncertainty of transfer of learning from one system to another. In addition, recent studies have indicated that many of the special systems are not as reliable as the individual hearing aid.

#### Use of Auditory Objective Scale

The following list of auditory objectives describes the behavior by which the attainment of a specific skill can be inferred. The time scale is intended for predictive and evaluative use in the sense that progress of an individual child may be rated as unsatisfactory, satisfactory, or superior. The specified time expectation should be considered as an upper limit; if the child falls behind this expectation his status should be re-evaluated. Perhaps other significant handicaps are slowing his progress, or hearing-aid usage is inadequate, or hearing has changed, or his home environment does not reinforce listening. We have not described techniques for developing or teaching these auditory skills. For example, we are not suggesting that the parent or teacher use jargon to develop jargon in the child -- the child produces jargon only after sufficient interesting exposure to well-inflected, connected English speech. Appropriate listening activities are suggested in the curriculum materials.

#### Objectives

1. Adequate hearing-aid usage.

Behaviors: (all of the following)

Full-time usage (all waking hours) within six weeks after aid is

obtained. Properly functioning aid as determined by daily listening trial by parent or substitute, routine check by teacher whenever child is seen, three-month check by hearing-aid dealer, and regularly scheduled check by audiologist.

2. Simple appreciation of amplified sound.

Behaviors: (any one of the following)

- a. vocalization increases when aid is on, decreases when aid is off.
- b. child responds to loud voice at close range when aid is on by cessation of activity and/or searching.
- c. child "complains" when aid is on but inoperable.

A Sequence of Auditory Learning Objectives  
for Hearing-Impaired Children

Expectations: (all based on duration of hearing-aid usage unless otherwise stated)

Mild:	immediate
Moderate:	immediate
Severe:	within 3 months
Profound:	within 6 months
Deaf:	may not

3. Discriminates difference between speech stimulus and ongoing environmental "noise" by searching for human source.

Mild:	immediate
Moderate:	within 6 weeks
Severe:	within 6 months
Profound:	12 - 18 months
Deaf:	may not

4. Discriminates difference between cheerful and angry voice.

Behaviors: (all of the following)

Uses "scolding" voice appropriately.

Responds with appropriate gestures indicating anxiety or pleasure.

**Expectations:**

Mild: immediate  
Moderate: within 3 months  
Severe: within 9 months  
Profound: 18 - 24 months  
Deaf: may not

5. Responds to voice from another room.

**Expectations:**

Mild: immediate  
Moderate: within 3 months  
Severe: 12 - 18 months  
Profound: may not  
Deaf: will not

6. Has learned basic inflectional and other prosodic features of English.

**Behavior:**

Offers jargon with apparent intent to communicate and including question inflection.

**Expectations:**

Mild: immediately, not before age 18 months  
Moderate: immediately, not before age 18 months  
Severe: 6-12 months, not before age 18 months  
Profound: 18 - 30 months  
Deaf: may not

7. Discriminates 1 vs. 2-syllable words in a closed rhythm and duration set without lipreading.

**Behavior:**

Consistently identifies by pointing to or picking out object, or by repeating, etc.

**Expectations:**

Mild: immediately or as soon as words are learned  
Moderate: immediately or as soon as words are learned  
Severe: 12 - 18 months

Profound: 18 - 30 months  
Deaf: may not

8. Discriminates familiar words on basis of vowel differences.

Behavior: same as 7

Expectations:

Mild: immediately or as soon as words are learned  
Moderate: immediately or as soon as words are learned  
Severe: 18 - 24 months  
Profound: within 36 months except for (i, si, e)  
Deaf: may not

9. Discriminates familiar instructions without lipreading.

Behavior:

Consistently performs requested activity.

Expectations:

Mild: immediate  
Moderate: 6 months  
Severe: 18 - 24 months  
Profound: may not, but will perform more consistently with auditory than without in 24 months  
Deaf: will not

10. Discriminates novel instructions (familiar words), without lipreading.

Behavior: same as 9

Expectations:

Mild: 6 months  
Moderate: 12 - 18 months  
Severe: may not, but will perform more consistently with auditory than without in 24 months  
Profound: same as severe in 36 months  
Deaf: will not

11. Localization of sound source -- with binaural amplification only

Behavior:

Indicates sound source by turning or pointing without visual cues.

Expectations:

Mild: within 3 months of binaural amplification  
Moderate: within 6 months of binaural amplification  
Severe: within 12 months of binaural amplification  
Profound: may not  
Deaf: will not

Secondary Objectives

1. Awareness of environmental sounds including train and motor noises, T.V., radio, animal noises, car horn, phone ring.

Behavior: cessation of activity, searching for source, startle, or laughter.

Expectations:

Mild: immediate  
Moderate: immediate for most, 3-6 months for less intense, higher frequency sources  
Severe: 6 months for most, 12 months for less intense, higher frequency sources  
Profound: 6 months - 12 months for low frequency - high intensity sources; 12-24 months for less intense higher frequency sources.  
Deaf: 6-12 months for motor noises, train and airplane; probably will not develop awareness of most other sounds.

2. Recognition of environmental sounds.

Behavior: associates sound with source by pointing, reaching for object or reproducing sound with appropriate source.

Expectations: (approximately same time range but necessarily preceded by 1.)

Mild: immediate  
Moderate: same as 1.  
Severe: " " "  
Profound: " " "  
Deaf: " " "

3. Enjoyment of music.

Behavior: marking time, marching, dancing, "singing"

Expectations:

Mild:	immediate
Moderate:	immediate
Severe:	12-18 months
Profound:	18-30 months
Deaf:	may not

Anticipated Results

Accomplishment of objectives 1 and 2 only (out of 10, p-143-147)

Results in speech: deliberate vocalization (examples: "testing" hearing aid, calling for attention), babbling during play, eventual production of a few highly visible and frequently used words. For older child -- "deaf" speech, usually combined with gesture, that is fairly intelligible to family and partly intelligible to others.

Results in other behavior: more noisy play, better attention span, more "in touch" with ongoing activities, less display of frustration.

Results in communication: dependent on visual information -- lipreading, reading, writing, gesture. May smile and nod to express understanding even when he fails to comprehend.

Accomplishment of objectives 3-8, out of 10 (p.143-147)

Results in speech: jargon-type speech with intent to communicate. For older child -- mostly intelligible to family, less dependent on gesture, fairly intelligible to others despite noticeable speech defect.

Results in other behavior: probably will "talk" incessantly and demand attention to his speech. Begins to distinguish voices of family members.

Results in communication: Will converse with fair to good success depending on familiarity of content. Should be able to hear differences in vowel sounds and some consonant sounds that are visually identical or obscure. Will depend on both lipreading and hearing to understand oral communication. Will understand some familiar spoken messages without lipreading. More likely to request repetition when he fails to understand.

Accomplishment of objectives 9 and 10, also 11 if binaural amplification:

Results in speech: repeats even unfamiliar words with good approximation. Entirely intelligible to family and mostly intelligible to others.

Results in other behavior: not readily distinguished from normal-hearing peers.

Results in communication: As listening practice increases dependency on lipreading decreases -- may not attend to lipreading cues except in difficult listening situations. More willing to converse with strangers. May appear inattentive at times rather than hearing-impaired.

BIBLIOGRAPHY

Pollack, Doreen, Educational Audiology for the Limited Hearing Infant,  
Springfield, Illinois. Charles C. Thomas, 1970.

AUDITORY TRAINING GUIDE

PREPARED FOR USE IN CONJUNCTION

WITH THE NURSERY, KINDERGARTEN AND

1<sup>st</sup> LEVELS SOCIAL STUDIES CURRICULUM GUIDE

## AUDITORY TRAINING

This is a guide for teachers of children enrolled in the Minneapolis Public Schools Programs for the Hearing Impaired, Ages 3-6. It is based on the Curriculum Guide for Nursery, Kindergarten and 1<sup>1</sup> Levels. The ideas are adaptable to all units presented in the Curriculum Guide. However, only two units at each of the Kindergarten and Nursery Levels are presented. Teacher ingenuity and creativity will be called upon to supplement this guide.

This guide will only be effective IF:

- \* all hearing aids/auditory equipment are at maximum performance levels;
- \* all vocabulary has been pre-taught and well learned;
- \* teacher is consistent in demanding listening not lipreading;
- \* teacher expects realistic performance from her group in language and listening;
- \* the children enjoy listening--it must be rewarding for them.

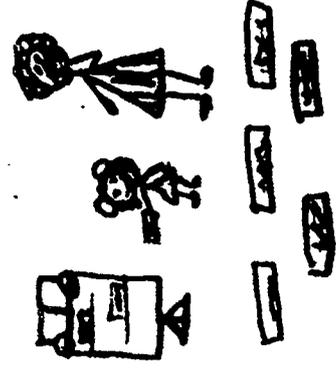
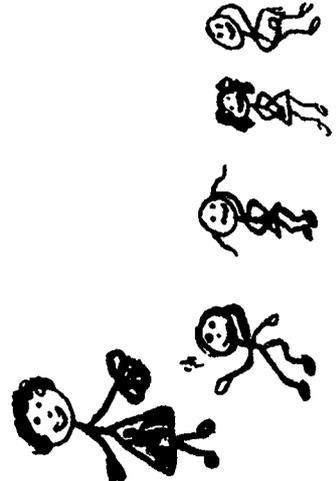
Auditory skills are as important to our children as lipreading skills. Consequently, as much time should be spent in developing the listening ability as is spent on developing the lipreading ability of our children. Below are some suggestions for incorporating auditory training into your regular classroom routine offered by Helen Gladwin:

Begin with attendance taking and a routine question "Can you hear me?" and the child's answer corroborated or corrected by teacher's check of hearing aid function. Same question is to be repeated if children are changed from individual aids to school amplifying equipment. Remind the children to "listen" at least as often as they are admonished to "Watch me--Johnny, you're not watching". Highly predictable instructions--e.g., "Get your mat, it's nap time."--should be offered without lipreading cues for many children. The teacher need not cover her face, just avoid waiting for visual attention. Signal devices can be auditory as well as visual. A bell or handclap followed by calling attention is vastly superior to flashing the lights--at least from my point of view. Unacceptable noise--banging chairs, shouting, chattering (we should be so lucky)--requires teacher's expressive comment about "too much noise" or "that's too loud", etc.

Social Studies - Science

Nursery Level

Self Concept Unit

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
Name	<ul style="list-style-type: none"> <li>* Name cards for all children and teachers</li> <li>* Card for covering mouth</li> <li>* Plymouth Chart</li> </ul> 	<ul style="list-style-type: none"> <li>Names of children in class</li> <li>Name(s) of teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li>- Have children seated in front of teacher, maximum distance of 4 feet</li> <li>- Teacher covers mouth, calls child's name, "Where's John?"</li> <li>- Child must raise hand when he hears his name</li> <li>- Teacher uncovers mouth and says "That's right--I said (name)"</li> <li>- Teacher gives child his own name card from those in chart holder</li> <li>- Proceed with same steps until all cards have been distributed</li> </ul>	5-10 Minutes
Variations:				
			<ul style="list-style-type: none"> <li>*-- Have children seated with their backs to teacher</li> <li>- They can turn around when they hear their name</li> <li>*-- Have name cards in chart holder</li> <li>- Teacher covers mouth and says a name</li> <li>- Any child may raise his hand and choose the correct name from the chart</li> </ul> 	5-10 Minutes

TOPIC                      MATERIALS REQUIRED                      VOCABULARY                      ACTIVITY AND PROCEDURE                      TIME

\*-- Let children play "teacher" and give each a turn to cover his mouth and proceed as in first activity                      10-15 Minutes

\*-- Follow same procedure as main activity using pictures of children rather than printed form of their name                      5-10 minutes

\* Photograph of children



TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
Sex	<ul style="list-style-type: none"> <li>* boys! </li> <li>* girls! </li> <li>* cards:               <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 5px;">                 Bob is a boy. Who               </div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 5px;">                 Gail is a girl. Who               </div> </li> <li>* Plymouth Chart</li> <li>* cards for all children reading:               <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 5px;">                 a boy               </div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 5px;">                 a girl               </div> </li> </ul>	<p>Names of children in class</p> <p>boy</p> <p>girl</p>	<p>(Hopefully, vocabulary has been pre-taught)</p> <ul style="list-style-type: none"> <li>- Have children seated in front of teacher, maximum distance of 4 feet</li> <li>- Have <span style="border: 1px solid black; padding: 2px;">a boy</span> and <span style="border: 1px solid black; padding: 2px;">a girl</span> cards enough to go to all children in the class</li> <li>- Have cards (above) in chart holder</li> <li>- Take one and ask "Who wants this card?"</li> <li>- Give it to the child who raises his/her hand, if it is appropriate. (If not, ask, "Is Gail a boy?" "No")</li> <li>- Repeat until all cards have been distributed</li> <li>- Cover mouth and say "a boy/a girl"</li> <li>- Children with appropriate cards should hold them up</li> <li>- Continue until 90% of class raises proper cards with only auditory stimulus</li> </ul>	10-15 Minutes

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
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Self Image	Pictures of body parts listed in curriculum → Plymouth Chart Mouth cover	Names of parts of body listed in curriculum ( thumb nose mouth tooth arm ears eyes hands hair feet)	(Vocabulary should be pre-taught) - Have children seated in front of teacher, maximum distance of 4 feet - Have pictures of body parts in Plymouth Chart - Teacher covers mouth, names one of the body parts - Child points to body part named (Child raises hand) - Continue until all children can identify most body parts (80%)	5-10 Minutes
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Variations:

- \* Have children seated as above and point to own body part named rather than picture 5-10 Minutes
- \* Have children hold up pictures as teacher calls name (same as above---teacher's mouth covered or standing behind children as she says word) 10-15 Minutes

Packet of pictures for each child of all body parts used



TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
I Can Do Many Things	Verb cards for each of verbs listed in curriculum Plymouth Chart Mouth cover Blackboard	(to) run (to) walk (to) jump (to) fall down (to) clap my hands (to) clap your hands (to) wash my hands (to) wash your hands (to) open _____ (to) shut _____ (to) march (to) throw (to) sit down (to) stand up (to) laugh (to) cry (to) smile	- Using only verbs that children know, continue in same manner as with vocabulary above, having children do action depicted or written on verb card  - Write on board or card <div style="text-align: center;"> <span style="font-size: 2em;">(</span> <span style="font-size: 1.5em;">I ran</span>  <span style="font-size: 1.5em;">walked</span>  <span style="font-size: 2em;">)</span> </div> verb indicating past tense  Variations: * After children have completed actions, write on board: Bobby ran. <u>Bobby</u> Who Suzi hopped. <u>Suzi</u> Who Tommy jumped. <u>Tommy</u> Who Tim washed his hands. <u>Tim</u> Who  - Ask question behind cover: Who ran? Who hopped? etc.  - Have children answer with appropriate name	5-20 Minutes ( Depending on number of verbs covered)

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
			<ul style="list-style-type: none"> <li>* Ask questions behind cover:               <ul style="list-style-type: none"> <li>Who can run?</li> <li>Who can jump? etc.</li> </ul> </li> <li>- Have children answer "I can" and let them do so</li> </ul>	10-15 Minutes
			<ul style="list-style-type: none"> <li>* Have children take turns in first activity</li> </ul>	5-20 Minutes
			<ul style="list-style-type: none"> <li>* Continue with all concepts used in curriculum</li> </ul>	

Social Studies - Science

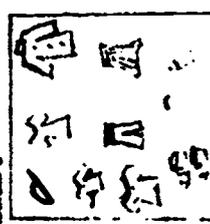
Nursery Level

Clothing Unit

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
Clothing	<ul style="list-style-type: none"> <li>- Pictures of all clothing named in curriculum → including various combinations of colored clothing.</li> <li>- (Peabody clothing kit would be a good starter for materials.</li> <li>- Plymouth Chart</li> <li>- Mouth cover</li> </ul>	<ul style="list-style-type: none"> <li>shoes</li> <li>a shirt</li> <li>boots</li> <li>mittens</li> <li>a sweater</li> <li>a cap</li> <li>a coat</li> <li>pants</li> <li>a dress</li> <li>a jacket</li> <li>blue</li> <li>green</li> <li>yellow</li> <li>red</li> <li>brown</li> <li>purple</li> <li>orange</li> <li>white</li> <li>black</li> <li>big</li> <li>little</li> <li>(anymore that you would like to include)</li> </ul>	<ul style="list-style-type: none"> <li>(All vocabulary should be pre-taught)</li> <li>- Have clothing articles on floor or table in front of group</li> <li>- Cover mouth or stand behind group and ask for articles of clothing, i.e.                             <ul style="list-style-type: none"> <li>Where's a dress?</li> <li>Where's a coat?</li> <li>Where are some boots?</li> </ul> </li> <li>- Have children take turns and pick up articles saying "Here" or "Here it is/Here they are" depending on language level of group</li> </ul>	10-20 Minutes
			<ul style="list-style-type: none"> <li>- After children can consistently identify at least 50% of clothing articles, combine color words, i.e.                             <ul style="list-style-type: none"> <li>I want the blue coat.</li> <li>I want the yellow shoes.</li> </ul> </li> </ul> <p>(At this point, have only one color of each item)</p>	10-20 Minutes

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
			<ul style="list-style-type: none"> <li>- Later have two or three colors for each item, i.e.</li> </ul>	
			<ul style="list-style-type: none"> <li>a green dress      a red dress</li> </ul>	
			<ul style="list-style-type: none"> <li>a blue dress</li> </ul>	
			<ul style="list-style-type: none"> <li>- Ask children for one specific item again having them respond with "Here", etc.</li> </ul>	
			<ul style="list-style-type: none"> <li>- Ask for big _____</li> <li>- Ask for little _____ as above</li> </ul>	
			<ul style="list-style-type: none"> <li>* See who can dress their doll first, boys or girls!</li> </ul>	10-15 Minutes
			<ul style="list-style-type: none"> <li>- Have group divided into two-- boys and girls</li> </ul>	
			<ul style="list-style-type: none"> <li>- Have clothing items and dolls in front of appropriate group</li> </ul>	
			<ul style="list-style-type: none"> <li>- Cover mouth or stand behind group. Call off name of clothing item to one member of boy's group ("John, get the shirt.") and have child put item on doll</li> </ul>	
	Dolls -- boy and girl (Peabody dolls or paper dolls)	Boys and girls clothing items from above list		



TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
			<ul style="list-style-type: none"> <li>- Continue, alternating between girls and boys groups until doll is dressed</li> <li>- Child must respond with correct item before he can dress doll</li> </ul>	
			<ul style="list-style-type: none"> <li>* Have small group or one child get color crayons and worksheet</li> <li>- Sit behind children or cover mouth and give directions: (e.g.) Color the pants blue. Color the shoes red. Etc.</li> <li>- Continue until all items are colored</li> <li>- Have child point to: "the blue pants" "the green skirt" etc.</li> <li>- Continue as above only specifying "the big shoe" or "the little pants"</li> </ul>	10-15 Minutes
	<p>Pictures of clothing items:</p>  <p>or Big and little clothing items</p>  <p>Color crayons</p>			

Social Studies - Science

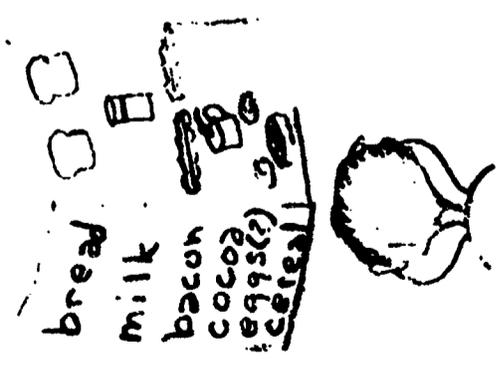
Kindergarten Level

Foods Unit

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
Food	<ul style="list-style-type: none"> <li>- Pictures of foods listed in curriculum or plastic foods</li> <li>- Store-front</li> <li>- Name cards to identify foods</li> <li>- Play money (Optional)</li> <li>- Mouth cover</li> </ul>	<p>turkey hotdog hamburger bacon cereal a cupcake jello salad sugar salt pepper corn milk (to) eat (to) want "May I have _____?" "Thank you" "No, thank you" "Yes," "I don't have any _____." "Do you have any _____." "You're welcome."</p>	<p>(All vocabulary used must be pre-taught)</p> <p><u>Play Store</u></p> <ul style="list-style-type: none"> <li>- Set up store-front with a grocery store containing all mentioned food items on shelves, on tables or on the floor behind the store front.</li> <li>- Have one child at a time be the "grocer" and stand behind store-front.</li> <li>- Teacher and children approach the store-front and behind cover card request a food item in the following way: Teacher: "May I have some bread?" "Can I have some _____?" "I want some _____." Grocer: "Yes." T: "Thank you." G: "You're welcome."</li> </ul>	<p>This may be an ongoing activity all year long. The first exposure may take as long as 30 minutes but may later be "played" for as little as 5 minutes.</p>

A child may take the teacher's place but should follow the same questioning pattern (with covered mouth).

- Have children take turns being the storekeeper.

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
	<ul style="list-style-type: none"> <li>- Table chairs</li> <li>- Menu</li> <li>- Pictures of food groups (i.e., breakfast, lunch, dinner, snacks)</li> <li>- Plastic food items or pictures of foods listed in vocabulary</li> </ul> <p>(Sample breakfast menu)</p> 	See "Store" activity	<p>(All vocabulary should be pre-taught)</p> <p>Variations:</p> <ul style="list-style-type: none"> <li>* Restaurant</li> <li>- Have children seated at table. Give each a "menu".</li> <li>- Have one child act as waitress.</li> <li>- Behind menu have each child "order" some food:</li> </ul> <p>C: "I'm thirsty. May I have <u>some milk?</u>"</p> <p>W: "Yes." Waitress brings appropriate item.</p> <p>C: "Thank you."</p> <p>W: "You're welcome."</p> <ul style="list-style-type: none"> <li>- Have children take turns being waitress.</li> <li>- This activity may be used for only one food item or for ordering a complete meal (depending on the language level of the group):</li> </ul> <p>"May I have <u>some milk and bread?</u> <u>I'm hungry.</u>"</p> <p>"I'm hungry and thirsty. May I have some cocoa, eggs and bacon?"</p>	See previous page

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
	<ul style="list-style-type: none"> <li>- Table and chairs</li> <li>- Table settings</li> <li>- Plastic or paper or real food items</li> </ul>	<p>"Please pass _____."</p> <p>Review dishes</p> <p>Names of food items used</p>	<p>* Meal Time</p> <ul style="list-style-type: none"> <li>- Have children seated at the table</li> <li>- Have food items on the table ;</li> <li>- Taking turns, the children should ask for various food items in such a way that the child next to them must <u>listen</u> not watch for the cue</li> <li>- This activity may be adapted and useful at milk time</li> <li>- This activity may be used at times other than Thanksgiving (see curriculum)</li> </ul>	See previous page



TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
Circus	<ul style="list-style-type: none"> <li>- Pictures of circus animals</li> <li>- Records playing following types of circus music:               <ul style="list-style-type: none"> <li>Slow, even beat (elephants) with deep tones</li> <li>March time</li> <li>Lively music (clowns)</li> </ul> </li> <li>- Pictures of:               <ul style="list-style-type: none"> <li>clowns</li> <li>elephants</li> <li>a parade</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>clowns</li> <li>elephants</li> <li>a parade</li> <li>short</li> <li>fat</li> <li>thin</li> <li>tall</li> <li>Circus animals of your choice</li> <li>Review:               <ul style="list-style-type: none"> <li>funny</li> <li>sad</li> <li>big</li> <li>little</li> </ul> </li> </ul>	<p>(All vocabulary should be pre-taught)</p> <ul style="list-style-type: none"> <li>- Have children listen to "elephant" music</li> <li>- Have them play elephant and move in time with the music</li> <li>- Continue for clown music and marching music</li> <li>- Alternate two kinds of music and have children react with proper movements</li> <li>- Continue for all three</li> </ul>	5-15 Minutes
	<ul style="list-style-type: none"> <li>- Plymouath chart</li> <li>- Word cards for vocabulary used               <ul style="list-style-type: none"> <li>a big elephant</li> <li>a little elephant</li> </ul> </li> <li>- Mouth cover</li> <li>- Pictures of vocabulary used</li> </ul>	<p>Same as previous activity in various combinations:</p> <ul style="list-style-type: none"> <li>"a big clown"</li> <li>"a sad clown"</li> <li>"a funny clown"</li> <li>"a little clown"</li> </ul>	<p>Variations:</p> <ul style="list-style-type: none"> <li>* Have children seated facing teacher</li> <li>- Teacher has word cards on her lap and picture cards in Plymouath chart</li> <li>- One at a time, teacher labels pictures from behind mouth cover</li> <li>- As child recognizes labels, he/she says "I know" and teacher gives appropriate card to child who places it on chart</li> </ul>	10-20 Minutes



TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
	<ul style="list-style-type: none"> <li>- Records (as above) or piano music</li> </ul>		<ul style="list-style-type: none"> <li>* Have a circus parade</li> <li>- Assign children to two groups, elephants and clowns</li> <li>- As music starts, children must identify it and appropriate group must "act like _____"</li> </ul>	5-15 Minutes
			<ul style="list-style-type: none"> <li>* Call out names of groups and, "All the elephants can march" (play music) or "All the clowns can march" (for all groups of children)</li> </ul>	5-15 Minutes



## Additional Comments and Suggestions

### Sex

The auditory discrimination between "a boy" and "a girl" is rather difficult and probably will need modification for some children--e.g., "Where's a big boy?"; "Where's a girl?"; or for more contrast, "Show me a girl." (then inflection will vary from question to command). Generally, phrases or short sentences should be preferred to one or two word stimuli. This is a good place to offer familiarity with the questions form, "Where's \_\_\_\_\_" and simple commands, "show me", "point to", "give me". The vocabulary is taught in this situation by repeated experience.

### Self Image

Use question or command form (both should become familiar and alternate) "Where's your nose? Show me your nose." Use most audible contrasts first in a restricted set. For most children you start with two or three choices--eyes, nose and mouth might be good. If still too difficult, add color of eyes to give one more syllable--"blue eyes"--to provide simpler discrimination task. Note: always construct task where failure is occasional. To simplify, add duration or inflectional cues. For most children "feet", "hair" and "eyes" will be least audible and should not be included in the same set unless additional cues, e.g., brown eyes, two feet, big feet, etc., are given. However, children with sufficiently good discrimination should be given a chance to exercise this skill.

### I Can Do Many Things

Same sequencing and modification as described for sex and self image starting with limited set of varying durations, e.g., "I can jump." "I can clap my hands." Note: "smile" and "cry" may be difficult to discriminate for many children. Provide duration and inflectional cues as needed.

### Clothing

Suggest reverse order, e.g., "Where's the blue coat" versus "Where are the yellow shoes" is an easier discrimination than "Where's the coat" and "Where are the shoes". Note: Difficult discrimination on "cap", "green", "white". Also, may have difficulty on "shirt", "pants". Provide additional cues as needed. "Skirt" and "shirt" are very difficult contrasts if used in same set.

A D D E N D U M

**A Suggested A.M. Nursery Schedule**

<b>Individual Speech Sessions</b>		<b>Group Activities</b>	
(8:20 - 8:30)	1	8:15 - 8:50	Arrival and Structured Play
(8:30 - 8:40)	1		
		8:50 - 9:10	Greeting Group Speech Calendar Weather
			} 2 Groups
(9:10 - 9:20)	1	9:10 - 9:20	Auditory Training
(9:20 - 9:30)	1		Activities and Games
(9:35 - 9:45)	1	9:20 - 9:35	Large Motor Skills
		9:35 - 9:45	Math
		9:45 - 10:10	Milk and Rest
		10:10 - 10:35	Group Language
(10:45 - 10:55)	1	10:35 - 10:45	Lipreading Activities and Games
(11:00 - 11:10)	1		
(11:10 - 11:20)	1	10:45 - 11:00	Reading Readiness M W F Dramatic Play T Th
		11:00 - 11:25	Art Activities Stories Finger Play

Vary the sequence of the children's speech sessions so the same child does not miss the same group activity each day.

A Suggested P.M. Nursery Schedule

**Individual Speech Sessions**

(12:10 - 12:20)      1

(12:35 - 12:45)      1

(12:45 - 12:55)      1

(1:00 - 1:10)          1

(1:55 - 2:05)        1

(2:05 - 2:15)        1

(2:15 - 2:25)        1

(2:25 - 2:35)        1

**Group Activities**

11:45 - 12:20

Arrival and Structured Play

12:20 - 12:35

Greeting  
 Babbling  
 Group Speech  
 Calendar  
 Weather

} 2 Groups

12:35 - 12:45

Auditory Training

Activities and Games

12:45 - 12:55

Math

12:55 - 1:10

Large Motor Skills

1:10 - 1:35

Milk and Rest

1:35 - 1:55

Group Language News or  
 Experience Story

1:55 - 2:05

Lipreading Activities  
 and Games

2:05 - 2:20

Reading Readiness M W F

Dramatic Play T Th

2:20 - 2:40

Art Activities  
 Finger Play  
 Stories

Vary the sequence of the children's speech sessions so the same child does not miss the same group activity each day.

**A Suggested A.M. Kindergarten Schedule**

**Speech Sessions**

**Group Activities**

			8:30 - 8:50	Greeting Babbling Group Speech Calendar Weather	2 Groups
(8:50 - 9:00)	1		8:50 - 9:00	Auditory Training and Rhythms	
(9:00 - 9:10)	1		9:00 - 9:10	Math	
(9:10 - 9:20)	1		9:10 - 9:35	Gross Motor Skills M W F Fine Motor Skills T Th	
(9:20 - 9:30)	1		(Include independent; activities in motor skill areas)	cutting pasting writing coloring	
			9:35 - 10:05	Group Language News or Experience Story	
			10:05 - 10:15	Lipreading Activities	
			10:15 - 10:40	Milk and Rest	
(11:00 - 11:15)	2		10:40 - 11:00	Reading Readiness M W F	
(11:15 - 11:25)	1		2 Groups	Creative Dramatics T Th	
			11:00 - 11:25	Art Activities Finger Play Stories	

Vary the sequence of the children's speech sessions so the same child does not miss the same group activity each day.

## Kindergarten All-Day Schedule

### Individual Speech Sessions

### Group Activities

		8:15 - 8:50	Arrival and Structured Play
8:50 - 9:00	1	8:50 - 9:15	Greeting Group Speech (2 Groups)
9:00 - 9:10	1		Calendar Weather
		9:15 - 9:30	Auditory Training Rhythms
		9:30 - 10:00	Group Language News or Experience Story
10:00 - 10:10	1	10:00 - 10:15	Lipreading Activities
		10:15 - 10:40	Milk and Rest
10:40 - 10:50	1	10:40 - 11:00	Reading Readiness (2 Groups)
10:50 - 11:00	1	11:00 - 11:25	Gross Motor Skills (MWF) Fine Motor Skills (TTH)
		11:25 - 12:00	Lunch Preparation and Lunch
12:00 - 12:10	1	12:00 - 12:30	Structured Play Creative Dramatics
12:20 - 12:30	1	12:30 - 12:50	Rest
		12:50 - 1:10	Arithmetic Activities (MWF) Social Studies-Language Activities (TTH)
		1:10 - 1:30	Gym
1:30 - 1:40	1	1:30 - 1:50	Group Speech (2 Groups)
1:40 - 1:50	1	1:50 - 2:10	Science Activities (MWF) Art (TTH)
		2:10 - 2:35	Finger Play Stories
		2:35 - 2:45	Prepare to Go Home Discuss or Review Work to Take Home

## Suggested Daily Schedule Grade 1<sup>1</sup>

### Morning

8:30 - 11:30 (3 hours)

8:30 - 9:00

Check hearing aids as child arrives.

#### Opening Exercises:

- (1) Greetings, flag salute
- (2) General lipreading
- (3) Group speech: 5 minutes  
Review the charts (or)  
do syllable drills (or)  
present a new sound.
- (4) Calendar and weather

9:00 - 9:15

#### News:

Discuss previous days' experiences.  
Put sentence on calendar in past tense. Anticipate today's plans.  
Write in future tense sentences on the blackboard.

9:15 - 9:30

#### Children's or Teachers News

- (1) Elicit news from each child or a few children
- (2) Discussion, questions and dramatizations.
- (3) Teacher writes news on blackboard. (Teacher tells her news. She writes her news with illustration on a separate blackboard. This language will not be included in the formal lipreading. On days when teachers' news is used calendar and weather can be your formal lipreading material.

**Suggested Daily Schedule Grade 1<sup>1</sup>**

**Morning (cont.)**

**9:30 - 9:40**

**Formal lipreading of written news and auditory training.**

**Teacher gives news item in lipreading.**

**Children read or point out news on blackboard.**

**9:40 - 10:00**

**Prepare for independent activities.**

**10:00 - 10:20**

**Recess and Lavatory**

**10:20 - 10:50**

**Independent activities to develop motor skills:**

**printing**

**drawing**

**coloring**

**cutting**

**pasting**

**Individual speech periods (3)**

**10:50 - 11:30**

**Language - Experience Story:**

**To maintain enthusiasm, motivation and interest the preparation, experience and follow-up should take no more than two language periods.**

## Suggested Daily Schedule Grade 1<sup>1</sup>

### Afternoon

12:30 - 2:45 (2¼ hours)

12:00 - 12:15	Lavatory and rest
12:15 - 12:30	Group Speech - Rhythm - 5 minutes Speech - 10 minutes
12:30 - 12:50	Reading Readiness
12:50 - 1:10	Reading related independent activities. (Take 2 children for individual speech)
1:10 - 1:30	Auditory Training: Use expressions and games.
1:30 - 1:45	Math (M W F)
1:45 - 2:05	Arithmetic related independent activities. (Take 2 children for independent speech)
	Art (T Th)
2:05 - 2:35	Gym
2:35 - 2:45	Clean-up, home.

Vary the sequence of the childrens' speech sessions so the same child does not miss the same independent activity each day.

Nursery Newsletter

October 28, 1970

Dear Parents,

This has been a busy week of Halloween preparations. Jack-o-lantern pictures are on our bulletin board and black cat cut-outs are on our windows.

Today the children helped draw eyes, nose, mouth and ears on our pumpkin. Then we cut them out. The children helped scoop out the seeds. They felt that the seeds were wet and slippery. My note to you yesterday told you of our paper pumpkin hunt. We will repeat that tomorrow. Today we played a matching game using jack-o-lanterns with various expressions.

We have made a point of learning that the large orange vegetable is a pumpkin. When we carve a face on it, it becomes a jack-o-lantern. This festive day gives us words which will be used many times in pumpkin carving or dramatic experiences during "trick or treating":

jack-o-lantern  
pumpkin  
carve  
slippery  
seed  
happy  
sad  
scary  
black cat

} denoting expression of jack-o-lantern

We use our Halloween finger plays each day. Their words, which I sent home earlier this week, should be kept in a handy place while learning them and then the sheet should be placed in your note-book for future reference.

We would appreciate the milk money for November sent on Monday with the child's name and amount on the envelope. The amount is \$.60. It is Billy's turn to bring cookies or crackers for snack.

Is your child missing a red sweater? The bus driver brought a small one in with no name tag.

Please reserve November 25 for an important parent meeting here at school. With this early reminder you will have an opportunity to engage baby-sitters if necessary. We appreciate the really fine turnout we had at our first meeting.

Sincerely,

## Books and the Library

Books should be an important part of any child's life. For a deaf child they should be "special". They can be a wealth of knowledge, a source of relaxation, and kind friends in lonely moments.

Very early in life a child should be taught the care and use of books and helped to enjoy the words and pictures between their covers. When a new book is presented to a small child it should be done in a relaxed, warm manner with mother (or daddy) showing the child each page with interest and enthusiasm. Books the child owns should be chosen with care with special attention to clear, colorful, meaningful pictures which are not too detailed.

It is safe to say that everyone has a library in his community. For this reason no teacher can claim she lacks books for her class to enjoy. A large number can be taken out at a time on a monthly basis so many stories and subjects can be covered regularly.

Preschool children should learn the use of the library very early to formulate a good habit for regular visits in the future. They can learn the section where their books are found, choose a book, check it out and have mother note on the calendar the day it is to be returned. This will not only increase their sense of responsibility but help them to look forward to the trip to the library as an enjoyable, rewarding experience.

## Book List

Book	Author	Publisher
<u>Books To Look At</u>		
World Full of Horses	Dahlov Ipcar	Doubleday & Company
Look	Zhenya Gay	Viking Press
Things we Like to Do	Andre	Abington
I Am A Puppy	Golden Sturdy	Golden Press
I Am A Kitten	Happy Books	"
I Am A Bunny	"	"
What Animals Do	"	"
Words	"	"
Book of Toys	Art Seidens	McLoughlin Brothers
Farm Animals	Gyo Fujikawa	" "
All the Colors	" "	" "
<u>Series To Enjoy</u>		
Angus and the Ducks	Marjorie Flack	Doubleday & Company
Angus and the Cat	" "	" "
Angus Lost	" "	" "
The Little Fire Engine	Lois Lenski	Henry Walck Inc.
The Little House	" "	" " "
The Little Sailboat	" "	" " "
The Little Train	" "	" " "
The Little Farm	" "	" " "
The Little Auto	" "	" " "
Policeman Small	" "	" " "
Papa Small	" "	" " "
Cowboy Small	" "	" " "

Book List

Book	Author	Publisher
Big Little Davy	Lois Lenski	Henry Walck Inc.
Davy and His Dog	" "	" " "
Davy's Day	" "	" " "
Animals For Me	" "	" " "
A Dog Came To School	" "	" " "
Debbie Herself	" "	" " "
The Dog Book	Golden Shape Books	Golden Press
The Cat Book	" " "	" "
The Apple Book	" " "	" "
The Ball Book	" " "	" "
The Hat Book	" " "	" "
The Bunny Book	" " "	" "
The Toy Book	" " "	" "
The Turtle Book	" " "	" "
The Bug Book	" " "	" "
The Bear Book	" " "	" "
The Farm Book	" " "	" "
The Santa Claus Book	" " "	" "
The Snow Man Book	" " "	" "
The Sand Pail Book	" " "	" "
Baby Animals	" " "	" "
<u>Learning Books</u>		
The Hullabaloo ABC	Beverly Cleary and Earl Thollander	Parnassus Press
First A.B.C.	Larrick & Martin	Platt & Munk

Book List

Book	Author	Publisher
Numbers (A First Counting Book)		Platt & Munk
My Counting Book	A Giant Book	Rand McNally
Chicken Little - Count to Ten	Margaret Friskey & Katherine Evans	Childrens Press
My Counting Book	A Star Board Book	Platt & Munk
All the Colors		McLaughlin Brothers
Little Blue - Little Yellow		
Big and Little	A Big Golden Book	Golden Press
The Big Book of Mother Goose		Grosset & Dunlap
What Do I Say	Norma Simon Joe Lasker	Albert Whitman
Red Light Green Light	Golden MacDonald Leonard Weisgard	Doubleday & Company
Mother Goose Rhymes		Platt & Munk
Stop Look Listen		Hampton Publishing Co.
Colors	John J. Reiss	Bradbury Press
<u>Books To Listen To</u>		
Hi Mister Robin	Alvin Tresselt Roger Duvoisin	Lothrop, Lee & Shephard Co. Inc.
Monkeys Are Funny That Way	Dorothy Koch & Don Freeman	Holiday House
My Sister & I	Helen Buckley & Paul Galdone	Lothrop Lee Shepherd & Co.

Book List

Book	Author	Publisher
Andy & the School Bus	Jerrold Beim & Leonard Shortall	Morrow
All Aboard the Train	Ethel & Leonard Keesler	Doubleday & Company
Wake Up Farm	Alvin Tresselt Roger Duvoisin	Lothrop Lee Sherpherd & Co.
What Do You Want To Be?	Fransoice	Scribners
Wait For William	Marjorie Flack	Houghtin Mifflin & Co.
A Walk in the City	Rosemary & Richard Dowson	
Whistle for the Train	Golden MacDonald Leonard Weisgard	Doubleday & Company
Willie Goes to the Hospital	Pauline Vinson	MacMillan Company
Square as a House	Karla Kuskin	Harper & Row
The Rain Puddle	Adelaide Hall Roger Duvoisin	Lothrop & Lee & Shepard Company
Make Way for Ducklings	Robert McCloskey	
Caps for Sale	Eslobodkin	Scott
Harry the Dirty Dog	Gene Zion	Harper
The Carrot Seed	Ruth Krauss	Harper
Where's the Bunny	Ruth R. Carroll	Walck
Where's the Kitty	" " "	"

Books To Feel and Work With

Pat the Bunny	Dorothy Kunhardt	Childcraft Library
All by Herself	Kay Clark	" "
All by Himself	" "	" "
The Touch Me Book	A Golden Answer Book	Golden Press
Wha 's in Mommy's	" " " "	" "

Book List

Publishers' Addresses

Publisher	Address
Abington Press	201 - 8th Avenue South Nashville, Tennessee
Bradbury Press	Englewood Cliffs, New Jersey
Childcraft Library	Childrens Equipment Company New York, New York
Childrens Press Inc.	Jackson Blvd. & Racine Avenue Chicago, Illinois
Doubleday & Company Inc.	Garden City, New York
Golden Press, Inc.	630 Fifth Avenue New York, New York
Grosset & Dunlap, Inc.	1107 Broadway New York, New York
Hampton Publishing Company	711 South Dearborn Street Chicago, Illinois
Harper & Brothers	49 East 33rd Street New York, New York
Holiday House, Inc.	8 West 13th Street New York, New York
Lothrop, Lee & Shephard Co., Inc.	419 Park Avenue South New York, New York
MacMillan Company	640 Fifth Avenue
Now Crowell Collier Publishing Co.	New York, New York
McLoughlin	1107 Broadway
Now Grosset & Dunlap	New York, New York
William Morrow & Co., Inc.	425 Park Avenue New York, New York

Book List

<u>Publisher</u>	<u>Address</u>
Parnassus	Berkeley, California
Platt & Munk Co., Inc.	200 Fifth Avenue New York, New York
Rand McNally & Co.	P.O. Box 7600 Chicago, Illinois
William R. Scott, Inc.	8 West 13th Street New York, New York
Charles Scribner's Sons	597 Fifth Avenue New York, New York
Viking Press, Inc.	625 Madison Avenue New York, New York
Henry Z. Walck, Inc.	101 Fifth Avenue New York, New York
Albert Whitman & Co.	560 West Lake Street Chicago, Illinois

## Finger Plays

The following finger plays have been enjoyed by hearing impaired classes. The repetition of words and choice of subject content give the children an opportunity for meaningful dramatization.

Explicit directions for placement of hands and fingers are left to the discretion of the teacher. It is most helpful to use props or pictures when introducing a new finger play. These should be eliminated after the finger play has been said a few times.

Suggestion:

### My Balls

Here's a ball. (hands form small ball)

Here's a ball. (hands form middle-sized ball)

I see a great big ball. (hands and arms form large ball)

Shall we count them?

Are you ready?

One, two, three. (fingers stand up one, then two, then three)

To encourage vocalization it is often helpful to have two or three children "perform" a familiar finger play before the group. When language ability is strong children enjoy taking turns leading the finger play.

## SELF

### My Hands

Open, shut them, open, shut them,  
Give a little clap.  
Open, shut them, open, shut them,  
Lay them in your lap.  
Creep them, creep them, right up to  
your chin.  
Open wide your little mouth but do  
not let them in.  
Open, shut them, open, shut them,  
To your shoulders let them fly,  
Let them like the little birdies  
flutter to the sky.  
Falling, falling, falling, falling  
almost to the ground.  
Quickly raising all your fingers  
Swirl them round and round - faster - slowly.

### Ten Little Fingers

I have ten little fingers  
And they belong to me.  
I can make them do things  
Would you like to see?  
I can make them jump way high,  
I can make them jump way low,  
I can fold them so quietly,  
And hold them here just so.

## Finger Plays

### I Shake My Hands

I shake, shake, shake, my hands  
I give a little clap.  
I shake, shake, shake, my hands  
And fold them in my lap.

### My Bath

I take my bath in a great big tub,  
I sit in the water and I  
    scrub, scrub, scrub.  
With soap on my wash cloth,  
    I scrub my knees,  
And give my cloth a  
    squeeze, squeeze, squeeze.  
Little drops of water trickle  
    down like rain  
Gurgle, gurgle, gurgle, down the drain.

### Hands

Hands on shoulders, hands on knees,  
Hands behind you if you please;  
Touch your shoulders, now your nose,  
Now your hair and now your toes.  
Hands up high in the air,  
Down at your sides and touch your hair.  
Hands up high as before  
Now clap your hands  
One, two, three, four.

## Finger Play

### Clap Your Hands

Clap, clap, clap your hands,  
Clap your hands together  
Clap, clap, clap your hands,  
Clap your hands together.  
(Vary with "Shake your hands", "Nod your head", etc.)

### My Toothbrush

I have a little toothbrush  
I hold it very tight.  
I brush my teeth each morning  
And then again at night.

### Telephone Pole

Touch your hair  
Touch your knees  
Touch your nose  
Telephone pole -  
Stand up straight and tall.  
Touch your elbows  
Touch your chin  
Touch your toes  
Telephone pole  
Stand up straight and tall.

## Finger Play

### Thumb Man

Where is thumb man?  
Where is thumb man?  
Here I am.  
Here I am.  
How do you do this morning?  
Very well, I thank you.  
Run away, run away.

### Fee, Fie, Fo, Fun

Fee, fie, fo, fun  
See my finger  
See my thumb  
Fee, fie, fo, fun  
Finger's gone  
So is thumb.

### My Hands

My hands upon my head I'll place  
On my shoulders, on my face,  
At my waist and at my side,  
And now behind me they will hide.  
Now I'll raise them up so high  
Till they almost reach the sky  
Now I'll clap them one, two, three  
And see how quiet they can be.

**Finger Play**

**My Little Hand**

**This little hand is my good hand  
And this little hand is his brother  
Both little hands are clean little hands  
Because they wash each other.**

**Finger Play**

**FAMILY**

**Babies Toys**

Here's a ball for baby,  
(make circle with thumb and forefinger)  
Big and soft and round.  
Here is baby's hammer,  
(make hammer with fist)  
Oh, how he can pound!  
Here is baby's music, clapping, clapping so.  
Here are baby's soldiers,  
(fingers up straight)  
Standing in a row.  
  
Here is baby's trumpet  
(pretend to blow trumpet)  
Toot, toot, toot, toot, too.  
Here's the way that baby  
Plays at peek-a-boo.  
(play peek-a-boo with fingers)  
Here's the big umbrella  
(cup hand and stick finger under it for handle)  
To keep the baby dry.  
Here is baby's cradle  
(put hands together)  
Rock-a-baby-bye.  
(rock hands)

**Our Little Baby**

Our little baby has ten toes,  
Two little ears and  
One little nose.

**Finger Play**

**My Family**

**This is Mother**

**This is Father**

**This is Brother tall.**

**This is Sister**

**This is Baby**

**Oh, how we love them all!**

## Finger Play

### SAFETY

#### Stop, Look, Listen

Stop, look, listen,  
Before you cross the street,  
Use your eyes, use your ears,  
Then use your feet.

#### Traffic Lights

Traffic lights we see ahead,  
Sometimes green and sometimes red,  
Red on top and green below  
Red means stop and green means go.

Finger Plays

FALL

Leaves

Leaves are floating softly down;  
They make a carpet on the ground  
Then, swish! The wind comes whirling by  
And sends them dancing to the sky.

The Grey Squirrel

The small grey squirrel  
Goes up the tree  
And throws big acorns  
Down on me.

The Funny Scarecrow

The old scarecrow is a funny old man.  
He flops in the wind as hard as he can.  
He flops to the right -  
He flops to the left.  
He flops back and forth  
'Til he's all out of breath.

His legs swing out  
And his arms swing too.  
He nods his head in a  
"How do you do?"  
He flippity flops when the wind  
blows hard.  
That old scarecrow in our backyard.

## Finger Plays

### The Big Black Cat

The big black cat  
Has a hunched up back,  
His eyes are round and yellow.  
His tail is long,  
His fur is soft,  
He is a scary fellow.

### A Happy Pumpkin

I'm a happy pumpkin,  
Big and orange and round.  
All my friends are pumpkins,  
We grow on the ground.

### A Pumpkin

A pumpkin is big  
A pumpkin is round  
A pumpkin has a great big smile  
But doesn't make a sound.

**Finger Plays**

**CHRISTMAS**

**Christmas**

Hang up your stockings  
Turn out the light  
Get ready for Santa  
He's coming tonight.

**My Toy**

I found a toy on the Christmas tree  
And this is the way it played for me -  
tra la la la la la la  
And this is the way it played for me.

**Santa Claus**

Santa Claus is big and fat  
His coat is red,  
So is his hat.

## Finger Plays

### WINTER

#### The Snowman and the Bunny

A chubby little snowman  
Had a carrot nose.  
Along came a bunny (rabbit)  
And what do you suppose -  
That hungry little bunny (rabbit)  
Looking for his lunch  
Ate that little snowman's nose  
Nibble - nibble - crunch!  
-Pearl H. Watts

#### It's Snowing!

It's snowing, it's snowing, it's snowing all around  
It's whirling, it's whirling, it doesn't make a sound.  
It's blowing, it's blowing, it's blowing all around  
Oo Oo Oo it doesn't make a sound.

#### The Fat Snowman

The snowman fat  
Put on his hat  
And began to dance around.  
The sun came out  
Made the snowman pout  
And he melted to the ground.

**Finger Plays**

**VALENTINE'S DAY**

**When You Send A Valentine**

When you send a valentine - -  
That's the time for fun!  
Push it underneath the door,  
Ring the bell and run, run, run!  
Ring the bell and run!

-Mildred J. Hill

(This verse can be used in circle game  
played like "Drop the Handkerchief")

## Finger Plays

### CIRCUS

#### Jumbo

Jumbo has a great big trunk  
That goes swinging, swinging so,  
And he has tiny, tiny eyes  
To show him where to go.

His huge long ears go flopping  
Flopping up and down,  
As his great big feet go stamping,  
Stamping on the ground.

#### Circus Clown

I'm a funny circus clown  
My nose is painted red.  
I crawl upon my hands and knees  
And stand upon my head.  
And when at last I tumble down  
And bump my head in play  
I jump right up, I turn around  
And run the other way.

#### Big Brown Bear

Big brown bear  
Will you dance for me?  
That is what I'd like to see.

## Finger Plays

### My Balloon

Here I have a new balloon,  
Help me while I blow;  
Small at first, then bigger,  
Watch it grow and grow.  
Do you think it's big enough?  
Maybe I should stop;  
For if I give another blow,  
My balloon will surely pop!

-L. B. Scott

### A Clown

I am a clown  
With a funny hat,  
I have a red nose  
And laugh and laugh.

## Finger Plays

### SPRING

#### Spring

The melting snow says, "drop, drop,"  
The little frog goes, hop, hop,  
The little bird says, "peep, peep"  
The little vine grows, creep, creep,  
The little bee says, "hum, hum,"  
The little flower says, "Spring has come."

#### Itsy Bitsy Spider

Itsy bitsy spider went up the water spout  
Down came the rain and washed the spider out  
Up came the sun and dried up all the rain  
So the itsy bitsy spider went up the spout again.

#### Rain

Rain is falling down.  
Rain is falling down.  
Pitter, patter, pitter, patter,  
Rain is falling down.

#### Two Little Blackbirds

Two little blackbirds  
Sitting on a hill  
One named Jack  
The other named Jill.

(cont.)

## Finger Plays

### Two Little Blackbirds (cont.)

Fly away Jack -  
Fly away Jill -  
Come back Jack -  
Come back Jill.

### Birds

Five little chickadees, sitting in the door,  
One flew away and then there were four.  
Four little chickadees, sitting in a tree,  
One flew away and then there were three.  
Three little chickadees looking at you,  
One flew and then there were two.  
Two little chickadees sitting in the sun,  
One flew away and then there was one.  
One little chickadee, sitting all alone,  
One flew away and then there were none.

### A Little Seed

A little seed so soft and round  
I'll dig a hole and lay you down;  
And you may rest beneath the ground  
Until your leaves come up  
And your roots go down.

### A Little Fish

One two three four five  
I caught a little fish alive  
Why did you let it go?  
Because it bit my finger so.

## Finger Plays

### Seeds (first grade)

Some little seeds have parachutes  
To carry them around.  
The wind blows them  
    swish, swish, swish.  
Then lays them on the ground.

### The Apple Tree

Way up high in the apple tree  
Two little apples smiled at me.  
I shook that tree as hard as I could.  
And down came those apples ---  
M-m-m they were good.

## Finger Plays

### ANIMALS

#### My Kitten

Kitten is hiding under a chair,  
I looked and looked for her everywhere  
Under the table and under the bed;  
I looked in the corner, and when I said,  
"Come, Kitty, come, Kitty, here's milk for you.",  
Kitty came running and calling, "Mew, Mew."

#### Farm Animals

The little white sheep went "Baa",  
And the little grey cat went "Mew",  
And the little black dog went "Bow-wow-wow",  
But they all said, "How do you do?"

Use:       The little cow went,  
              The little hen went,  
              The little duck went,

#### Pinky

Pinky is a rabbit.  
His tail is fluffy white.  
Hop hop hop goes Pinky  
All day and night.

## Finger Plays

### Bunny

This is the bunny with ears so funny,  
And this is his hole in the ground,  
When a noise he hears, he pricks up his ears,  
And goes down in his hole with a bound.

### A Little Turtle

There was a little turtle  
He lived in a box  
He swam in a puddle  
He climbed on the rocks.  
He snapped at a mosquito  
He snapped at a flea  
He snapped at a minnow  
He snapped at me.  
He caught the mosquito  
He caught the flea  
He caught the minnow  
But he didn't catch me.

### Bunny Rabbit

Bunny rabbit hop hop hop  
Your long pink ears  
Go flop flop flop  
Tail so short and fluffy white.  
Hop hop hop with all your might.

## Finger Plays

### TRANSPORTATION

#### The Bus

1. The wheels on the bus go round and round  
round and round  
round and round  
The wheels on the bus go round and round  
All around the town.
2. The people on the bus go up and down.  
(repeat as in first verse)
3. The feet of the people go stamp, stamp, stamp.
4. The money on the bus goes click, click, click.  
(snap fingers)
5. The horn on the bus goes beep, beep, beep.
6. The door on the bus goes bang, bang, bang.
7. The driver on the bus says "move on back."
8. The people on the bus go "yak, yak, yak."
9. The people on the bus sit down.

#### The Air Plane

The air plane has big wings,  
And a propeller that goes round  
And sings Brrrrrrr  
It goes up, up, up.  
And down, down, down.

## Finger Plays

### The Engine

Here comes the engine going down the track.  
Now it's going forward -  
Now it's going back.

Ding-dong the bell does ring.  
Toot - toot the whistle blows.  
What an awful noise it makes  
everywhere it goes.

## Finger Plays

### MISCELLANEOUS

#### Tick-Tock

Big clocks make a sound like TICK-TOCK,

TICK-TOCK; (swing arms like pendulum)

Small clocks make a sound like Tick-tock,

Tick-Tock, Tich-Tock, Tick-Tock; (faster and  
not so loud)

And the little tiny clocks make a sound like

tick-tock, tick-tock, tick-tock;

tick-tock, tick-tock, tick-tock, tic.

(softly and still faster)

#### Here We Go Up

Here we go up, up, up

Here we go down, down, down

Here we go backwards

Here we go forward

Here we go round, round, round.

#### My Book

This is my book

It will open wide

See all the pictures that are inside.

This is my ball

So big and round,

I can roll it on the ground.

Here's my umbrella to keep me dry.

When the rain comes dropping from the sky.

## Finger Plays

Clap, C p, Clap

We clap down low,  
We clap up high,  
We touch the ground,  
We touch the sky.  
We step, step, step  
    and clap, clap, clap  
And then we turn around.  
We step, step, step  
    and tap, tap, tap  
And back without a sound.

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