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ABSTRACT

The first of five volumes, this guide for kindergarten and first grade complements the Chicago Mastery Learning Reading Program or other reading programs, and provides an outline of skills in listening, speaking, and writing. The introductory section contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units on listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section presents units on speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, and methods of delivery. The third section contains writing units on fundamental skills, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) cross references to reading objectives; (5) the teaching/learning strategy; and (6) the criterion for determining mastery of the objective. The appendixes contain a suggested weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography, and a teacher evaluation form. (EL)

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CURRICULUM
GUIDE
IN
COMMUNICATION
ARTS
for
THE
ELEMENTARY
SCHOOL
in
LISTENING,
SPEAKING,
AND
WRITING

*Board of Education
City of Chicago*

**KINDERGARTEN
&
GRADE**

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LEVELS AB

1

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209 176



CURRICULUM GUIDE IN COMMUNICATION ARTS
FOR THE ELEMENTARY SCHOOL

LISTENING, SPEAKING, AND WRITING

KINDERGARTEN

Grade One

Levels A B

RUTH B. LOVE
General Superintendent of Schools

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CITY OF CHICAGO

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PREFACE

The phrase "back to basics" permeates the educational arena. Throughout the nation, emphasis is being placed on the improvement of communication skills, especially that of writing. In order to accomplish this goal, however, all areas of the language arts must be developed. This guide is an attempt to integrate all four language arts areas: listening, speaking, reading, and writing. This integration of skills is vital if effective communication is to be characteristic of today's society.

Concerted efforts have been made to enhance the language arts program by the Chicago public schools. The development of this curriculum guide is the result of many years of intensive work. In the initial stages, a steering committee composed of coordinators, administrators, teachers, and students was formed to identify problems and concerns related to the language arts curriculum. In subsequent research and development, direct feedback from the schools was analyzed to assure the content validity of the communication subskill objectives contained in this guide.

Compiled in this publication is a language arts program stated in behavioral objectives that identifies language arts skills considered essential for competent communication. This guide provides a foundation for a classroom language arts program. This foundation will enable the appropriate staff to utilize materials and strategies for teaching language arts in an efficient and organized manner. The guide delineates specific language arts subskills which should be taught and/or reinforced at the appropriate grade.

As the learners progress through the language arts program of instruction, they gain basic communication skills that will assist them in reaching their fullest potential of academic excellence in all curriculum areas.

Note

Levels indicated in this publication correspond to grades as follows:

<u>Level</u>	<u>Grade</u>
A	Kindergarten
BCD	Grade 1

Some students master Level B skills in kindergarten. First-grade students who do not attend kindergarten must master Levels A, B, C, and D.

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*Titles listed indicate positions held at the time of the preparation of this publication.

INTRODUCTION

A Design and Approach to the Teaching of the Language Arts

The Curriculum Guide in Communication Arts provides an outline of skills in listening, speaking, and writing. It has been designed to integrate, support, and extend the learnings of children who participate in the Chicago Mastery Learning Reading Program, a total basal reader program, a literature program, and/or any other reading program in which the student is participating.

A learner-centered, skill-oriented approach to the teaching of the communication arts is presented in this guide. The skills outlined direct learners to a mastery of the communication arts. Supportive teaching strategies and resources are presented to aid teachers in developing a program which will respond to the instructional needs of learners.

The communication arts guide is comprised of nine books. Each book is composed of three strands--listening, speaking, and writing. Each strand offers a complete program; however, many skills particular to a certain strand may be taught and mastered at one time through an integrative approach. Within each strand there is a breakdown of the subskills appropriate to each area. These subskills are presented in the following order:

Listening, consisting of the subskill strands for attentive listening, informational listening, critical listening, and recreational listening.

Speaking, consisting of the subskill strands for mechanics of speaking, ability to communicate orally, communication techniques, methods of delivery, and style.

Writing, consisting of the subskill strands for fundamental skills, practical writing, and creative writing.

These subskills are fundamental to the learner's success in attaining competency in the communication arts. For each of these subskills, specific objectives are stated in behavioral terms. The objectives for each subskill progress from the fundamental to the advanced.

A section correlating key reading skill items in the reading guide to the objectives in the communication arts is included. Much of this cross-referencing indicates the conceptual process into which the skills are organized.

Suggestions for teaching strategies and/or classroom activities accompany the objectives. These focus upon mastery of the subskill stated in the objectives. Additional teaching/learning strategies found in textual, nontextual, and reinforcement materials may be provided by the teacher on the bottom section of each page. This easy reference device assists teachers in coordinating their materials with the guides. In each instance, a means of determining mastery of the objective is stated in behavioral terms as the criterion for mastery.

Interrelationship of the Communication Skills

Language arts is the basis of communication in all areas. It is the vehicle of expression and the tool of impression by which we acquire knowledge. In understanding and communicating ideas in any phase of the curriculum, the language arts are used.

The listening, speaking, reading, and writing facets of the language arts program are closely related. Listening and reading are considered the intake of the program (the impression); speaking and writing, the output (the expression). The term language arts represents the fusion of the skills of communication--the impression and the expression--taught in relation to each other.

The skills outlined in this language arts guide show an interrelatedness of the expressive areas of the language arts. This relationship becomes evident to the teacher and learner alike as instruction in the language arts evolves. The learner begins to realize and understand that what he/she is able to hear or speak he/she is able to read or write. And the teacher sees an integration of skills as he/she teaches certain skills or experiences in the language arts. Listening, speaking, reading, and writing all involve common experiences, observations, and thinking skills.

The advantage of breaking down these skills into specific strands and subskills is to delineate those skills involved in attaining proficiency in the language arts. As a whole program, these skills feature abundant experiences in the impression (listening and reading) and the expression (speaking and writing) skills of the language arts. They provide ample opportunities for the expression of the learner's innermost feelings, thereby helping him/her to express himself/herself in oral and written communication.

Communication through Listening

Good listening is one of the most important, most frequently used arts and should be developed at all levels of instruction. Every teacher of language arts provides learning situations and experiences which help to develop the listening abilities of the learner.

The four facets or strands of the language arts--listening, speaking, reading, and writing--are so interrelated that no single facet is independent of the others. Therefore, listening experiences are provided within the framework of

the total language arts program rather than in isolation. Special listening experiences devoted to the mastery of particular skills occupy a definite segment of time, but such instruction occurs as an integral part of ongoing learning experiences.

This listening program is based on four major subskills which are fundamental to the learner's success in attaining competency in listening skills. These subskills are Attentive Listening, Informational Listening, Critical Listening, and Recreational Listening. Subskills are categorized according to these four major areas and are stated in terms of behavioral objectives.

Emphasis should be placed on subskills as they become basic to the overall language arts program, since skills in attentive listening, informational listening, and critical listening are pertinent to progress made in speaking, reading, and writing.

Communication through Speaking

Through the speaking program, each learner develops abilities which make speaking an effective means of communication. Varied and meaningful experiences and skills in speaking are provided as a means of fostering a learner's growth in his/her ability to speak and think in a proficient manner. These experiences and skills are emphasized, since the mastery of skills in reading, listening, and writing is to a great extent dependent upon the learner's oral ability and development. The learner and teacher alike become aware of this dependence when the learner's speaking vocabulary becomes a part of his/her reading, listening, and writing vocabularies.

The speaking program evolves from carefully planned experiences integrated with the other facets of the language arts program. Such planning leads to purposeful activities aimed at establishing each learner's competency in the language arts. It also guides the learner toward using friendly, spontaneous oral expression as part of his/her ability to communicate. With practice, the learner will--

participate spontaneously and frequently in classroom conversations and discussions

develop social courtesies and skills essential to discussion and conversation

develop poise and self-confidence in speaking

- develop a practical speaking vocabulary
- develop the ability to speak effectively
- develop originality in expression
- develop various means for oral expression.

Experiences and activities should be organized around the five major subskills. These subskills include the mechanics of speaking, which train the learners in acceptable pronunciation, appropriate volume, and vocal flexibility as produced through variations in stress, pitch, inflection, and rate; the ability to communicate orally, which sets the standards and patterns around which acceptable speech is built; communication techniques, which outline the various modes or practices into which oral expression is organized; the method of delivery, which refers to specific means for delivery of oral expression used in common practice; and the styles of oral expression which are commonly practiced. These subskills need special emphasis as part of the complete language arts program in order for the learner to become more competent in oral expression.

Learners with serious speech disorders should be identified and treated by the speech therapist. Learners whose speech patterns differ from those accepted as standard English should receive special help from the teacher within the regular classroom situation. Regional dialects should be respected and should not be confused with incorrect grammar and usage. Every effort should be made to develop a feeling of acceptance and security--to develop genuine support between teacher and learner.

Communication through Writing

Oral and written expression are interdependent. In the beginning stages of written expression, the development of oral readiness is imperative. The spontaneity and natural urge for expression of the primary cycle child serve as a basis for written expression. Therefore, it is important to recognize that practice in oral communication should precede written expression.

The writing program--

provides favorable climate for writing--a friendly, informal classroom atmosphere

provides enriching first-hand and vicarious experiences to build background and to encourage the desire to speak and write

includes systematic, planned instruction in the mechanics of writing

provides motivation for creative expression

provides situations and centers of interest which promote free expression

encourages learners to express their own ideas and experiences

encourages the use of standard English.

Such a program fosters the development of techniques and skills that facilitate expression. It is characterized by daily, purposeful practice determined by individual needs. Many practical situations in the learner's common experiences motivate and require written expression.

Skill-oriented activities delineated in this writing program provide instructional opportunities for the learner. Self-expression in practical writing and self-expression in creative writing are developed by means of these activities.

In building the fundamental skills of written expression, learners receive instruction in grammar/usage, capitalization, punctuation, sentence structure, paragraph structure, vocabulary, and dictionary usage. Spelling and handwriting are included in this segment of the writing program.

The practical writing strand is composed of oral practice and readiness, dictating and recording information, alphabetizing, sequencing, record keeping, outlining information, and letter composition. Its major focus is upon conveying information, summarizing, using correct format, and selecting appropriate content for friendly, social, and business letters.

The program of creative writing encompasses oral practice and readiness; original stories, poems, plays, and/or scripts; and sentences, captions, and titles as vehicles for written expression. This program is based upon the theory that in first drafts, the free expression of ideas is more important than the mechanics of writing. Recognition and acceptance of varying interests and abilities of learners help the teacher to guide them toward successful writing experiences. Every effort is made to foster the creativity of the learners and to preserve in each limerick or poem, script or story the

qualities which make it original. This presupposes that the teacher will resist any impulse to substitute his/her ideas for those of the learner because he/she is more interested in meeting correct standards than in what the learner writes.

In fostering creative writing ability, the teacher's contributions include reading good literature to the group, providing real and vicarious experiences upon which to build, and allotting sufficient time for reflection and discussion before asking for written interpretation. These aids to growth, surrounded by an atmosphere of freedom and acceptance, allow learners to share inner feelings and reactions through written and oral expression.

**Listen for dear honor's sake,
Goddess of the silver lake,
Listen and save.**

John Milton



LISTENING

Skill	Listening	Level AB
Subskill	Attentive Listening: Responsibility of Listener	Objective No. 1
Objective	Given a teacher/pupil discussion of courteous listening, the learner will participate orally in the development of a "Good Listeners" experience chart.	

Cross Reference
to Reading Objectives AW22

Teaching/Learning Strategy

Read the following story to the learners.

The Boy Who Didn't Listen

John was a little boy who never listened to anyone. He talked all the time. He never stopped. One day his mother decided to teach him a lesson. She called to her three children. She was going to take them to get an ice cream cone. She called once. John's brother and sister ran to their mother, but John kept playing.

After a few minutes, John decided to go in the house to see why it was so quiet. No one was home. When his family returned, his mother told him that she was going to stop repeating everything she said. John decided to be a better listener.

Lead the children in a discussion of the appropriate behavior for effective listening. Explain why such behavior is necessary. Discuss inappropriate listening. Lead the learners in developing a list of rules for good listening. Print the rules on an experience chart similar to the one below:

- A Good Listener
1. Sits quietly.
 2. Holds his/her hands still.
 3. Keeps his/her feet still.
 4. Looks at the speaker.
 5. Does what he/she is asked to do.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level	AB
Subskill	Attentive Listening: Responsibility of Listener	Objective No.	2
Objective	Given a listening situation, the learner will respond accordingly.		

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Make use of all opportunities that will enable and encourage learners to practice courteous listening.

Review and discuss the "Good Listener" rules that were developed by the learners before initiating learning experiences in which listening is to be emphasized. Encourage relaxed listening. Caution the learners to concentrate on the speaker and on what is being said.

Inform the learners when it is time to listen. Interrupt an activity and review the rules for courteous listening with students when there is evidence that they have forgotten.

Remember: A teacher who LISTENS is more likely to be one who is LISTENED TO!

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening

Level AB

Subskill Attentive Listening:
Responsibility of Listener

Objective No. 4

Objective Given an opportunity to participate in an audience situation, the learner will respond appropriately.

Cross Reference BL1
to Reading Objectives

Teaching/Learning Strategy

Reinforce the rules for courteous behavior as indicated on the chart (Objective 1). Do this prior to each occasion when the learners will be participating as members of an audience.

Plan/provide numerous opportunities for the learners to practice being members of an audience, such as during role playing, assemblies, puppet shows, skits, programs, plays, Show and Tell, musical recitals, or while listening to the radio or records.

Invite speakers, older children, or community workers to speak to the children.

Be sure that the subject matter and time allotment are appropriate for the age, sex, and maturity of the learner. Refer to the chart below.

Listening Attention Range¹
5-year-old girls -- 10-12 minutes
5-year-old boys -- 8-10 minutes

¹Gladys G. Jenkins, et. al, These Are Your Children (Glenview, Ill.: Scott, Foresman & Co., 1966).

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening

Level AB

Subskill Attentive Listening:
Standards for Listening

Objective No. 5

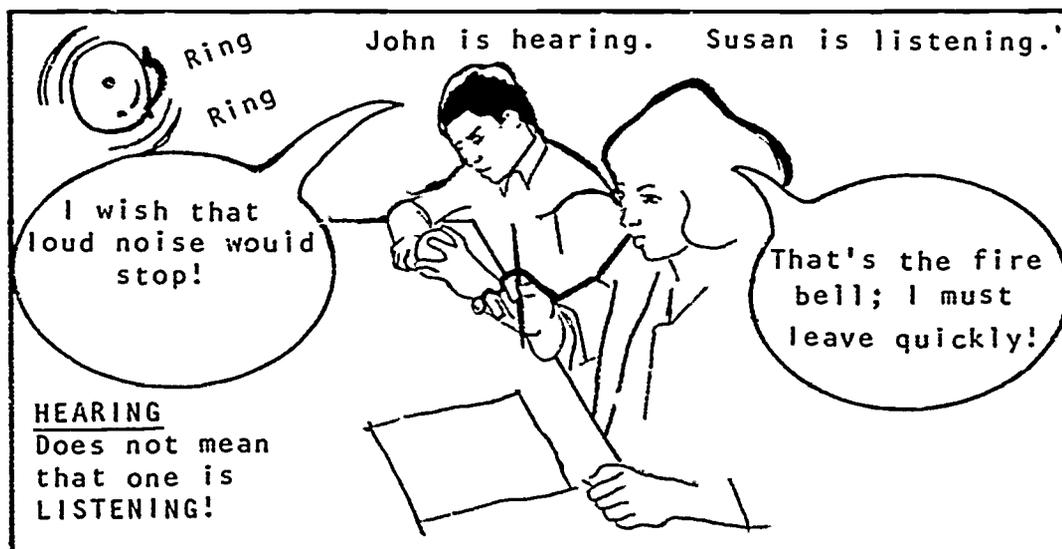
Objective Given an opportunity to discuss standards for listening, the learner will contribute ideas and suggestions for a room experience chart.

Cross Reference

to Reading Objectives AW22, BC1, BC22, BC25, BC30

Teaching/Learning Strategy

Discuss the illustration below with the learners.



Read the caption below the illustration and explain the importance of listening attentively.

Provide many activities, experiences, and opportunities that will require listening and feedback from the learner:

Read a story; then ask questions.

Have a learner read a picture story aloud; then ask questions of the other learners.

Listen to the radio; then discuss the program with the learners. (The Teachers' Guide for WBEZ programs gives excellent questions about each story presented.)

(Continued)

Tell the learners that in order to contribute to a discussion, they must listen. Encourage the learners to tell the things that should be done by members of an audience who are considered good listeners. Record these standards on a wall chart for class use.

Standards for Listening

Look at the Speaker.

React politely.

Answer questions.

Sit quietly.

Respond to requests and suggestions.

Criterion

The learner will make an oral contribution to a class rule chart that lists standards for listening.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____ 21	P. _____	P. _____	P. _____

Skill	Listening	Level AB
Subskill	Attentive Listening: Attention Span	Objective No. 6
Objective	Given listening selections that gradually become longer and more complex, the learner will listen for longer periods of time.	

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide material at the interest/maturity level of the learner. Set the stage for the lesson by preparing the learners for what they are going to hear and what they are going to do.

Provide many fun-type activities that will require the learners to listen to directions for completing a gift, stories, nursery rhymes, poems, radio programs, taped directions, and games. Give directions for completing an errand or for making a treat to eat.

Select a book and read a passage from it each day. Gradually increase the amount of material read.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Attentive Listening: Developing Positive Attitudes	Objective No. 7
Objective	Given an expression of courtesy or a salutation, the learner will respond with an appropriate similar greeting.	

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Begin each school day with a well-structured series of exercises in response to the tardy bell:

Say, "Good morning class." Wait for a response from the learners.

Conduct the "Pledge of Allegiance" and the morning song.

Take attendance and provide for a friendly exchange of news.

Greet learners as they enter each day.

Allow learners to informally greet visitors and/or each other.

Give learners opportunities to hear the teacher use courteous greetings whenever a colleague, parent, custodian, supervisor, or the principal enters the classroom.

Discuss how it feels when someone greets us pleasantly, or unpleasantly.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Attentive Listening: Developing Positive Attitudes	Objective No. 8
Objective	Given a variety of oral selections, the learner will accurately respond to questions related to the selections.	

Cross Reference to Reading Objectives AC5, AC6, AL6, AL8, AL21, AL23, BC12, BC21, BC25, BC30, BL6, BL8, BL12

Teaching/Learning Strategy

Provide many opportunities for the learner to listen to stories and poems. Select materials appropriate for the interests and maturity of the group. Encourage verbal input as to the items selected and request that the learners bring their personal books and poems from home.

Maintain a classroom library table. Procure materials from the school librarian. Take a walking trip to the nearest library with the class. Utilize this opportunity to help the learners apply for library cards.

Play records and tapes to which the learners can listen. Allow them to discuss the selections or draw pictures about them.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening

Level AB

Subskill Attentive Listening:
Recognizing the Need for Listening

Objective No. 9

Objective Given an opportunity to discuss the different occasions when it is necessary to listen, the learner will orally contribute to a chart depicting the various situations.

Cross Reference AW22, AC1, AC3, AL8, BC1, BC29, BC30, BC31, to Reading Objectives BS10, BL6

Teaching/Learning Strategy

Provide a situation which requires listening. Discuss the importance of listening in various situations.

Complete a chart showing different kinds of listening situations, such as--

- listening to understand bell signals
- listening to follow directions
- listening to learn rules for games
- listening to enjoy music, stories, plays, radio, and television.

Compile a chart showing the different kinds of listening situations. Illustrate it with drawings and/or photographs. Display it prominently. Conduct a discussion about each listening experience. Point out the importance of eliminating negative listening behavior.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening **Level** AB
Subskill Attentive Listening: **Objective No.** 10
 Recognizing the Need for Listening

Objective Given a signal that there is an emergency situation, the learner will respond appropriately.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Use a tape recorder to reproduce the warning signals used in the school, such as the fire drill or air raid signal. Play the tape and explain the signals so that the learners will recognize them when they are heard.

Discuss the procedure expected of the learners when such signals are heard. Emphasize that they must do the following:

- Stop everything when a signal is sounded.
- Remain silent so that directions can be heard by all.
- Listen to the directions carefully and follow them exactly.
- Stay with the group at all times.

Plan and conduct practice drills so that the learners can become familiar with the desired routine. Remain calm during drills and insist that the learners remain quiet and orderly.

Discuss each drill with the learners and encourage them to tell why the drill was or was not a good one. Emphasize the fact that the "drill" could have been a real emergency. Discuss what could have occurred if the rules had not been followed.

Criterion

The learner will respond correctly and calmly to emergency signals. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening

Level AB

Subskill Informational Listening:
Following Directions

Objective No. 1

Objective Given one oral direction, the learner will perform the task as directed.

Cross Reference
to Reading Objectives AC1, BC1, BS10

Teaching/Learning Strategy

Ascertain whether the words contained in the direction are part of the learner's vocabulary. Assume that words such as next to or under may be unfamiliar to the learner and explain the meaning of each term, if necessary.

Plan a game in which the learners are required to respond to oral directions.

Seat the learners in a group or circle. Call one learner to perform a designated task, such as "Touch two toes." Tell that learner to perform the task and call on another learner. Tell the first learner to orally specify a task for the second learner to perform. Allow each member of the group to have a turn. Allow the learners to play the game for a while; then speed up the turns in order to add a little suspense.

Play "Messenger."

Choose a learner to act as the messenger. Have him/her whisper a simple message to another learner. Caution the messenger to say it only once. Tell the one who receives the message to act it out. Have the other learners guess what the message is. Ask the last messenger to state the message that he/she received. Have the entire group act it out. Review the importance of listening attentively.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening **Level** AB
Subskill Informational Listening: **Objective No. 2**
 Following Directions
Objective Given a set of two simple oral directions, the learner will perform the tasks.

Cross Reference
 to Reading Objectives AC1, BC1, BS10

Teaching/Learning Strategy

Plan a game in which the learners perform tasks as directed orally. Play "Hide and Find" in which an item is hidden by a learner while all the other learners cover their eyes. Choose another learner to find the item. Provide assistance in the form of two oral directions to which the learner must respond. Give directions such as--

Go to the bookshelf; lift up the yellow book.
 Go to Mary's desk; look at the chair.

Seat the learners in a circle. Move around the circle and have each learner stand and perform two tasks as directed orally. Give directions, such as--

Hop one time; clap your hands.
 Stretch way up high; wave your hand.

Increase the speed as the learners become more familiar with the skill.

Incorporate this skill into daily work. Establish a "teaching/learning" atmosphere. Stop all activity before initiating each lesson. Ascertain that the learner is attentive before beginning any oral instruction.

Criterion

The learners will perform a simple two-step task with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Informational Listening: Following Directions	Objective No. 3

Objective Given directions while listening to an oral story, the learner will perform the tasks.

Cross Reference
to Reading Objectives AC1, BC1, BS10

Teaching/Learning Strategy

Play a simple musical selection containing a variety of rhythm patterns which can be used for marching, skipping, hopping, and galloping. Use a piano, phonograph, cassette player, or other musical instrument to present the selection. Ask the learners to listen for the changes in rhythm during the presentation.

Discuss the selection with the learners stressing the types of motor activities that could be used to accompany the music. Play the selection again. Interrupt the selection during a particular rhythm pattern. Ask a learner to march and/or skip in unison with the music. Have the other learners appropriately clap the rhythm pattern of the selection.

Provide an opportunity for all the learners to perform appropriate tasks responding to the musical selection individually or in small groups.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill	Listening	Level AB
Subskill	Informational Listening: Following Directions	Objective No. 4

Objective Given an opportunity to play a game after receiving oral directions, the learner will play the game correctly.

Cross Reference
to Reading Objectives AC1, BC1, BS10

Teaching/Learning Strategy

Plan a situation in which the teacher explains the procedure for a game such as the following.

Have the learners kneel in a circle on the floor. Select a learner to walk around the outside of the circle and tap each player on the shoulder and say "mouse." Ask the learner to tap a player and say "cat" when he/she is ready to be chased.

Direct the learner to skip quickly around the circle to the open place.

Have the cat follow and try to tap the learner. Ask the learner who is caught to sit outside the circle for the rest of the game.

Have the cat follow the above procedures to continue the game.

Allow the learner to suggest a game. Use games suggested in the basal reader. Incorporate games found in the Curriculum Guide for Physical Education, Kindergarten and Primary Program (Board of Education, City of Chicago) or in physical education books on the professional shelf in the school library.

Criterion

After listening to oral directions, the learner will play a game with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening

Level AB

Subskill Informational Listening:
Following Directions

Objective No. 5

Objective Given oral directions, the learner will listen to a story and draw a picture.

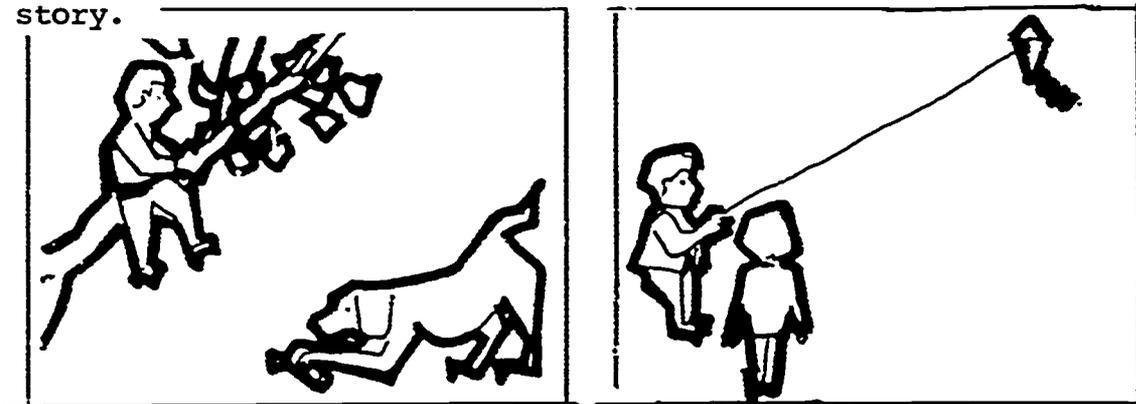
Cross Reference AC1, BC1, BS10, BL7
to Reading Objectives

Teaching/Learning Strategy

Read the following story and instruct the learner to listen for the word pictures in the story.

It was a bright, sunny day. The grass was green. Johnny decided to go outside to play. He climbed up his favorite tree to sit in the leafy green branches. His dog, Skipper, came outside to play, too. His best friend, Tommy, called to him to come and play. Tommy had a kite. Tommy and Johnny played with the kite. The kite went high up in the sky. Its bright, colorful tail was beautiful to see. Then the kite string broke, and the kite flew away. Johnny and Tommy each went home to eat lunch.

Discuss the numerous word pictures in the story and have the learners state what pictures they could draw to illustrate the story.



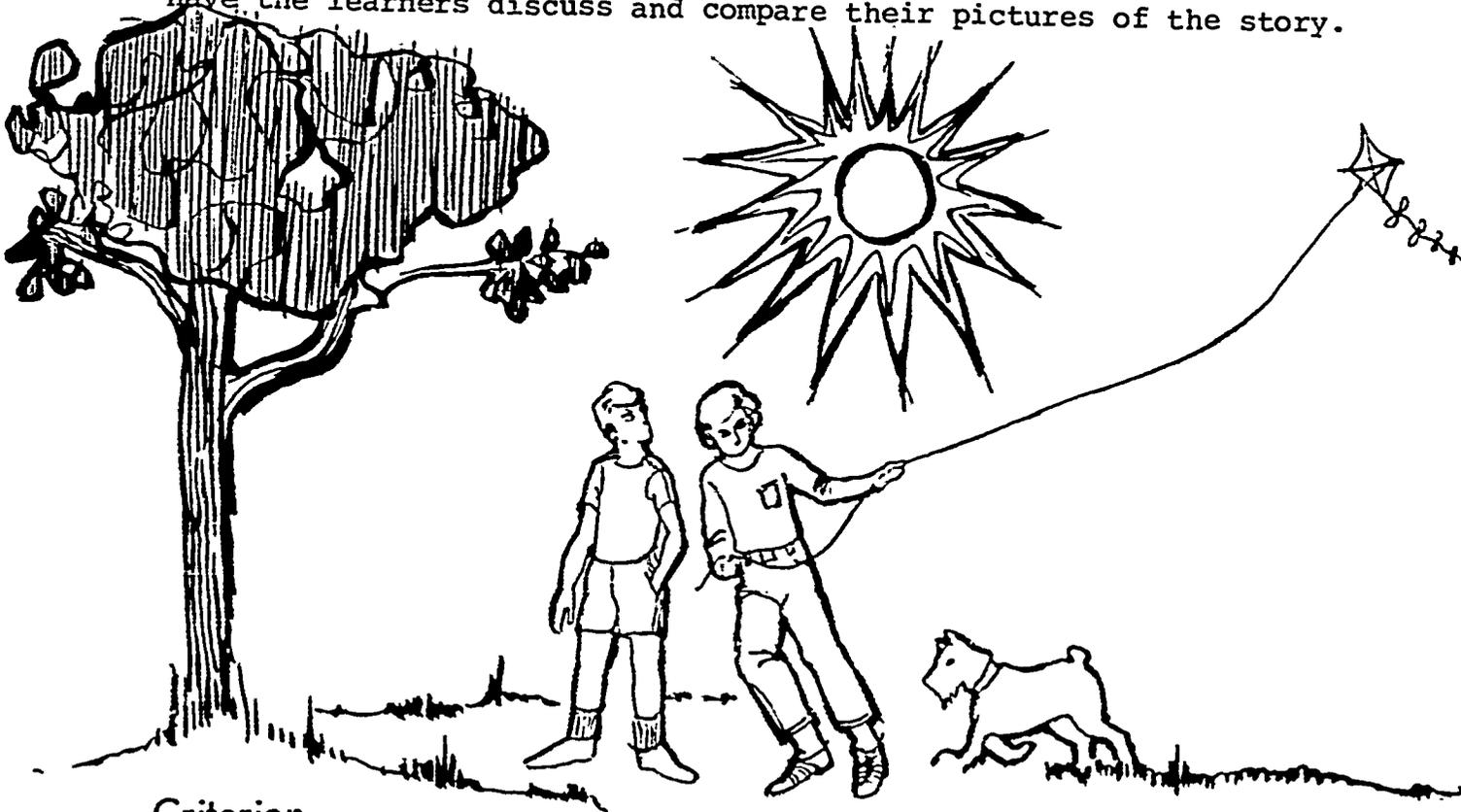
Tape the story, leaving long pauses between each sentence. Distribute paper and crayons and instruct the learners to listen to the cassette tape and draw the items introduced in the story. Give directions to the learners after each sentence, as indicated in the second version of the story given below.

(Continued)

OBJECTIVE NO. AB-5 (cont.)

It was a bright, sunny day. (Draw the sun.) The grass was green. (Draw the grass.) Johnny decided to go outside to play. (Draw Johnny.) He climbed up his favorite tree to sit in the leafy green branches. (Draw the tree.) His dog, Skipper, came outside to play, too. (Draw Skipper.) His best friend, Tommy, had a kite. Tommy and Johnny played with the kite. (Draw Tommy with the kite.) The kite went high up in the sky. Its bright, colorful tail was beautiful to see. (Draw the kite's tail.) The kite string broke, and the kite flew away. Johnny and Tommy each went home to eat lunch.

Have the learners discuss and compare their pictures of the story.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening

Level AB

Subskill Informational Listening:
Following Directions

Objective No. 6

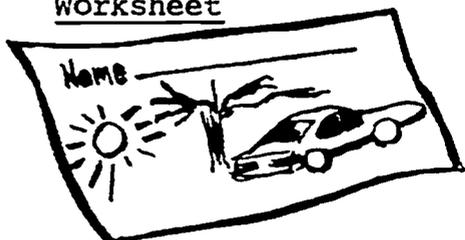
Objective Given oral directions, the learner will correctly mark a worksheet.

Cross Reference to Reading Objectives AC1, BC1, BS10

Teaching/Learning Strategy

Discuss the importance of listening to oral directions for a specific activity. Provide a worksheet which requires the learner to respond to oral directions such as the sample below.

Worksheet



Directions

- Draw a circle around the sun.
- Draw a box under the car.
- Draw some leaves on the tree.
- Draw a dog behind the car.
- Use crayons to color the worksheet.

Make sure the learners are attentive and ready to listen before starting to give directions. Ascertain that the words used are part of the learner's listening vocabulary. Give directions clearly, slowly, and completely.

Have the learners complete the worksheet as directed. Praise correct responses to establish positive attitudes. Make statements such as, "You put a circle around the sun. That is very good. You are a good listener."

Answers

A circle is drawn around the sun. A box is drawn under the car. Leaves are drawn on the tree. A dog is drawn behind the car. The worksheet is colored with crayons.

Criterion

The learner will follow simple oral directions to complete a worksheet with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Informational Listening: Following Directions	Objective No. 7

Objective Given a game stressing oral directions, the learner will perform the tasks as directed.

Cross Reference
to Reading Objectives AC1, BC1, BS10

Teaching/Learning Strategy

Explain the importance of listening to directions before beginning an activity. Tell the learners that they are going to play the game "Chin, Chin, Chin." Ask them to listen to the directions and play the game.

Ask the learners to stand facing a leader. Select a leader and have him/her point to his/her chin and say, "Chin, chin, chin," and continue this procedure with other parts of the body. Direct the learners to point to what the leader says.

Tell the leader that he/she may point to one body part and say another.

Have the learners who do not correctly follow the directions sit down.

Provide an opportunity for every learner to be the leader. Play other games, such as--

Did You Ever See a Lassie?	One, Two, Buckle My Shoe
Go In and Out the Window	Simon Says
The Mulberry Bush	

Criterion

The learner will follow the oral directions in a game with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill Listening **Level** AB
Subskill Informational Listening: **Objective No.** 8
 Following Sequential Order

Objective Given a set of oral directions in sequence, the learner will perform the tasks in the proper order.

Cross Reference AC1, AL23, BC1, BL16
to Reading Objectives

Teaching/Learning Strategy

Direct the learner to perform tasks in sequence. Say, "Mary, stand up, turn around, step on the blue square." Tell the learner to perform the tasks in the designated sequence.

Play "I Say." Use the following directions.

Seat the learners in a circle. Place a red circle, a blue square, and a yellow triangle on the floor in the circle.

Ask a learner to stand in the circle.

Give a set of oral directions, such as, "Stand on the red circle. Hop to the yellow triangle and pick it up.

Have the learner listen to the set of directions before performing the tasks in the correct sequence.

Have the learner select the next player when his/her tasks are completed.

Provide an opportunity for all the learners to participate in the activity. Ask the physical education instructor to provide directions for additional games.

Criterion

Given a set of sequential oral directions, the learner will perform the tasks with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening

Level AB

Subskill Informational Listening:
Following Sequential Order

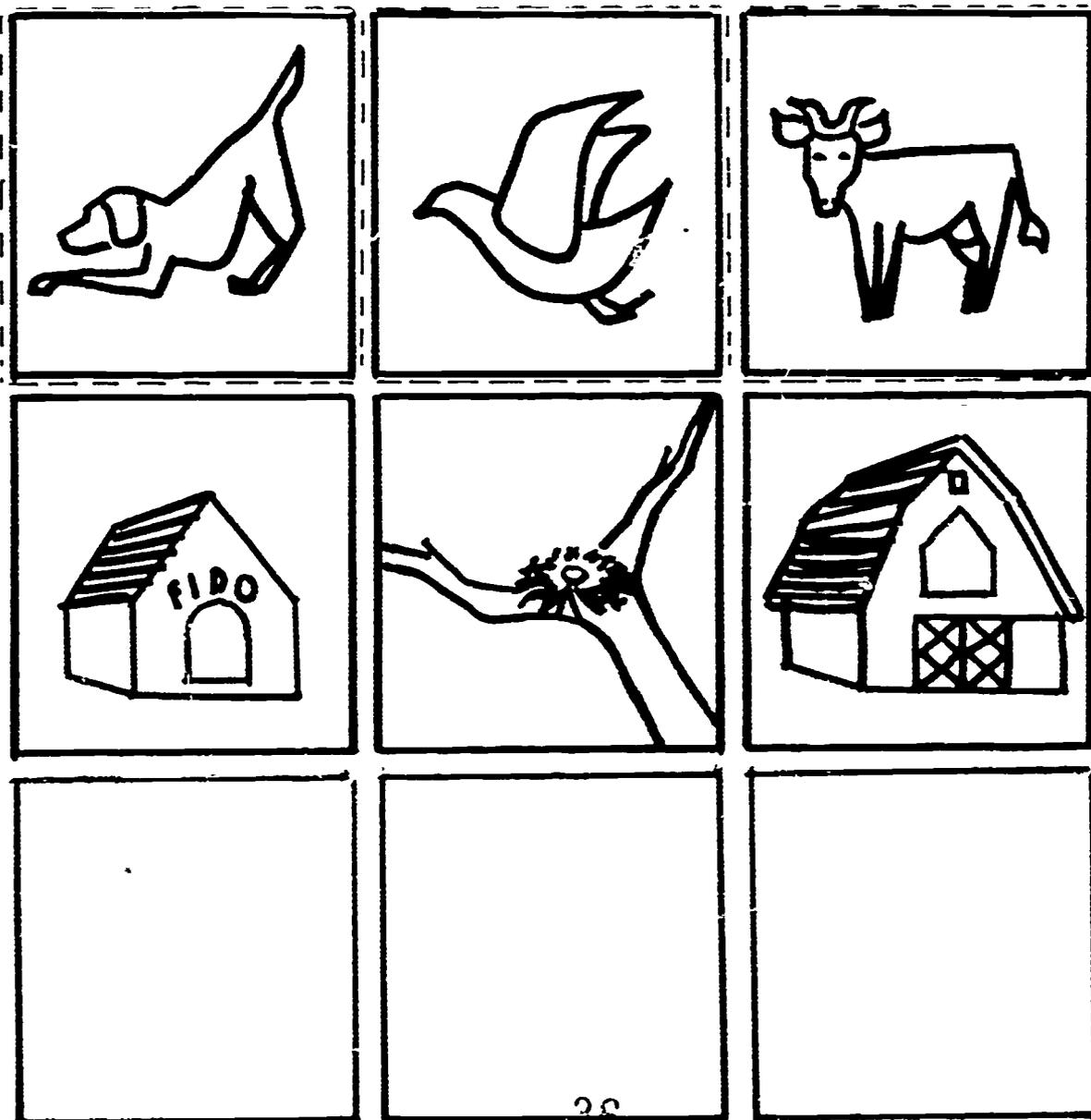
Objective No. 9

Objective Given a set of sequential directions orally,
the learner will mark a worksheet.

Cross Reference
to Reading Objectives AL23, BC6, BL16

Teaching/Learning Strategy

Provide a worksheet which requires the learners to perform tasks in sequential order such as the example below.



Directions for the worksheet:

Color the animals in the boxes.
 Cut out each box with an animal on the dotted line.
 Paste it in the box under the picture that shows
 where the animal lives.

Discuss the worksheet with the learners. Give the directions in sequential order and ask the learners to complete the worksheet as directed.

Answers

The dog is colored; the square is cut out and pasted in the box under the doghouse.

The bird is colored; the square is cut out and pasted in the box under the nest.

The cow is colored; the square is cut out and pasted in the box under the barn.

Criterion

The learner will follow sequential oral directions to complete a worksheet with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Informational Listening: Following Sequential Order	Objective No. 10

Objective Given an out-of-order oral story, the learner will state the events in proper sequence.

Cross Reference
to Reading Objectives AL23, BC6, BL16

Teaching/Learning Strategy

Select a simple story. Rearrange the events and read it to the learners. Ask them to tell the events in proper sequence. Use examples, such as--

- | | |
|---|---|
| (a) Mary has a skinned knee.
Mary was running.
She fell down. | (b) It burst.
I blew it up too much.
I had a new balloon. |
| (c) We decorated the cookies with candy.
Mother baked cookies.
We ate them for lunch. | |

Use additional sources, such as--

- simple nursery rhymes
- simple stories from the pre-primers or basal texts
- simple descriptions of natural events from science texts or guides
- comic strips that are familiar to the learner
- simple recipes from a children's cookbook in the school library
- stories the learners tell about daily procedures, such as, "We went to gym; we came to school; we ate breakfast."

Answers

- (a) Mary was running. Mary fell down. Mary has a skinned knee.
 (b) I had a new balloon. I blew it up too much. It burst.
 (c) Mother baked cookies. We decorated the cookies with candy.
 We ate them for lunch.

Criterion

The learner will rearrange story events in the correct order with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Informational Listening: Identifying the Main Idea	Objective No. 11

Objective Given an oral story, the learner will identify the main idea.

Cross Reference AW22, AL21, BC12
to Reading Objectives

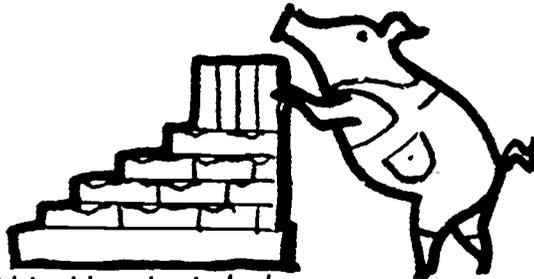
Teaching/Learning Strategy

Read a simple story. Discuss the main idea of the story. Explain that the most important idea in the story is called the main idea. Use stories or sources such as the following or any suggested by the learner.

The Three Pigs
The King, the Mice, and the Cheese
Caps for Sale.

Make story charts identifying the main ideas of written selections. Read a story aloud; discuss the main idea, and print the title and the main idea on the chart. Have learners draw pictures depicting the main idea of the story and place them on the chart. Display the art work in the library corner.

Use the illustration below as a chart model. Review the concept of main idea.



The little pig with the brick house was safe from the wolf.

Criterion

The learner will state the main idea of an oral story with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

The panther kept running,
 He swallowed and he gulped.
 All of a sudden,
 The panther woke up!

Running Blue Jean Things,
Creative Writing Anthology.
 Board of Education of the
 City of Chicago, 1975.

Answers

Possible responses--

Stanza One

A panther in a zoo had a frightening dream.

Stanza Two

The panther dreamed he escaped when the keeper turned his head.

Stanza Three

The panther escaped past the trees, bushes, and grass.

Stanza Four

He thought he was safe until a policeman with a gun
 said, "Stop!"

Stanza Five

The panther woke up and found out that he was dreaming.

Criterion

The learner will state the main idea in a poem that he has heard with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Informational Listening: Identifying Details	Objective No. 13

Objective Given an oral story, the learner will state the details.

Cross Reference to Reading Objectives AC5, AC6, AC14, AL23, BC12, BC26, BC30, BL14

Teaching/Learning Strategy

Plan many lessons during which stories and poems are read to the learners. Ask questions which require the learner to recall details. Pause periodically and ask questions related to the details in the selection.

Read or tell "The Gingerbread Boy." Ask questions :

- Who made the Gingerbread Boy?
- What did he do?
- How did he get out?
- Whom did he meet?
- Who caught him?
- Why did the Gingerbread Boy get caught?

Provide additional activities which require the learner to recall details, Listen to WBEZ's "The Spider's Web." The teacher's guide provides excellent questions.

Pull interesting stories from discarded basal and auxiliary reading materials and add questions at the end of the selection. Have the learners illustrate covers for the stories.

Criterion

The learner will state answers to questions about the details of a story with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Informational Listening: Identifying Details	Objective No. 14

Objective Given a poem orally, the learner will identify the details.

Cross Reference
to Reading Objectives BL12

Teaching/Learning Strategy

Read one or two poems orally and ask the learners to recall details they heard in the poem. Read a poem such as the following.

Mice by Tracy Des Jardins

I think mice are rather nice-
Their tails are long.
Their faces are small.
They haven't any chins at all.

Their ears are pink.
Their faces are white.
They run about the house at night.

They nibble at things they shouldn't touch,
And no one seems to like them much.
But I think mice are nice.

Running Blue Jean Things,
Creative Writing Anthology,
Board of Education of the
City of Chicago, 1975.

Discuss the poem and ask the following questions:

- What color are a mouse's ears?
- Is a mouse's tail long or short?
- What kind of face does a mouse have?
- Who thinks mice are nice?

Criterion

The learner will recall details after listening to poetry with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill	Listening	Level AB
Subskill	Informational Listening: Using Context Clues	Objective No. 15

Objective Given incomplete oral sentences, the learner will state words that complete the thought.

Cross Reference to Reading Objectives AC21, AL1, AL5, BW29, BC29, BC31, BL4, BL5, BL10

Teaching/Learning Strategy

Ask the learners to listen to an incomplete sentence and state the words that complete the thought. Begin with easy sentence frames that can be completed with a few words, such as the examples below:

My favorite toy is _____.
A horse can _____.
The animal I like best is _____.

Point out to the learners that the word(s) they state to complete the sentence frame must make sense.

Plan a "brainstorming" session on a particular topic. Ask the learners to listen to incomplete sentences and supply words or phrases which complete them, such as the examples below:

My favorite activity in school is _____.
To paint I need _____.
For gym I need _____.
At recess I like to _____.

Provide an opportunity for the learners to suggest sentence frames. Ask them to illustrate some of their responses.

Criterion

The learner will state words to complete a sentence with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening

Level AB

Subskill Informational Listening:
Using Context Clues

Objective No. 16

Objective Given incomplete oral sentences, the learner will mark a picture of something which completes the sentence.

Cross Reference BC31
to Reading Objectives

Teaching/Learning Strategy

Provide a worksheet that contains pictures of possible answers. Direct the learner to mark the picture that makes sense in the sentence. Read a statement. Omit a word in each statement, and pause to allow the learner to complete the task.



1. Say, "I can eat an _____."



2. Say, "Blow up the _____."

Select additional statements from the following list:

There is a plane in the sky.

I drink milk.

I play with dolls.

Birds can fly.

Mary wears shoes.

I ride a bike.

I can read a book.

I throw a ball.

Answers

1. apple 2. balloon

Criterion

The learner will mark the correct picture with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening **Level** AB
Subskill Informational Listening: **Objective No.** 17
Using Context Clues

Objective Given an unknown word in an oral poem, the learner will use context clues to define the word.

Cross Reference BL6
to Reading Objectives

Teaching/Learning Strategy

Read a poem such as the one listed below. Discuss the poem and the meaning of the words that are underlined. Assist the learners to use the content of the poem to define the words. Have the learners relate the underlined terms to familiar words with the same meaning.

Autumn Leaves
by Juliette Jordan

I like autumn leaves,
They crackle at your feet,
They swish with the wind,
Dance through the air,
Crackle everywhere,
And sometimes even
Land in your hair.

The Green Taste of Life,
Creative Writing Anthology,
Board of Education of the
City of Chicago, 1977.

Ask the learners to draw a picture illustrating the poem.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening **Level** AB
Subskill Informational Listening: **Objective No.** 18
 Noting Cause and Effect
Objective Given oral sentences containing a cause/effect relationship, the learner will state the cause or effect.

Cross Reference AC22
to Reading Objectives

Teaching/Learning Strategy

Read sentences containing cause/effect relationships. Direct the learner to state the cause or effect described in the sentence. Read statements such as the following:

1. Susie stayed up late watching television; she is tired.
2. Billy didn't do his homework; he did poorly on his test.
3. Mother bought Janie a new bicycle; she is happy.
4. Sandra was running too fast; she fell down.
5. Tom's wagon wheel was loose; it fell off.
6. Mary lost her pencil; she didn't finish her schoolwork.
7. Margaret blew up her balloon too much; it burst.
8. It is Scott's birthday; he received many presents.
9. John left the ice on the table; it melted.
10. Frank practiced batting; he hit a home run.

Ask learners questions to determine their understanding of cause/effect relationships, such as the following:

- Why is Susie tired?
- What happened to Susie because she stayed up late?

Take advantage of situations that occur within the classroom to help the learner understand cause/effect relationships.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. _____	p. _____	p. _____
Nontextual _____	p. _____	p. _____	p. _____
Reinforcement _____	p. _____	p. _____	p. _____

Skill Listening

Level AB

Subskill Informational Listening:
Recalling from Memory

Objective No. 19

Objective Given an oral communication, the learner will recall several related facts.

Cross Reference

to Reading Objectives AC5, AC19, AL13, AL23, BC12, BC30, BL6, BL8, BL14

Teaching/Learning Strategy

Read a short story to the learners. Discuss the story and ask the learners to recall as many facts as possible about the story. List them on the chalkboard or chart paper. Have the learners read the list of facts with the teacher. Retell the story and point out the facts as they are related in the story. Ask the learners to draw a picture illustrating facts from the story. Ask each learner to show his/her picture and explain the facts in the illustration.

Ask the librarian to read a specific story or article to the learners during the library period. Lead a discussion of the story when the learners return. Ask the learners to draw pictures about the story.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Informational Listening: Recalling from Memory	Objective No. 20

Objective Given a set of sentences orally, the learner will answer several related questions.

Cross Reference to Reading Objectives AW22, AL7, AL8, AL23, BW28, BC1, BC12, BC30, BS9, BL6, BL8, BJ20

Teaching/Learning Strategy

Provide lessons such as the following. Say, "This morning I shall read some very short stories and ask questions about them. Listen carefully so that you can remember what happened in the story; then you will be able to answer the questions." Read the following stories. Ask the learner to answer the questions in complete sentences.

1. This time of the year is called winter. We have fun in the winter. We make snowmen. We ice skate and go skiing. We sometimes slide down snow hills.

Questions

What time of the year is it?
Name three things we do in winter.

2. The robin is a bird. It comes to our city in the spring. It builds a nest and lays blue eggs. It spends most of its time feeding its babies.

Questions

What is a robin?
When does it come to our city?
What does it do?

3. The circus is coming to town. We will see animals. We will see clowns and acrobats, too. We will eat peanuts and cotton candy.

Questions

What is coming to town?
What will we see there?
What will we eat there?

(Continued)

OBJECTIVE NO. AB-20 (cont.)

Answers

Responses will vary. Accept answers similar to the following.

1. It is winter. In winter we make snowmen, ice skate, and go skiing.
2. A robin is a bird. It comes to our city in the spring. It builds a nest and lays eggs.
3. The circus is coming to town. We will see clowns and acrobats. We will eat peanuts and cotton candy.

Criterion

The learner will answer related questions with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening

Level AB

Subskill Informational Listening:
Making Comparisons

Objective No. 21

Objective Given an oral list of words, the learner will identify the unrelated word.

Cross Reference
to Reading Objectives AL6, AL14, BW5, BW13, BW14, BW18,
BW19, BW26, BW29, BL19, BL23

Teaching/Learning Strategy

Read the following sets of words aloud and ask the learner to state the one in each set which does not belong. Ask the learner to explain why the particular word does not belong in the list.

1. cat, dog, balloon, fish
2. book, ball, newspaper, magazine
3. pencil, pen, chalk, stapler
4. crayons, paint, blocks, chalk
5. one, tree, ten, two
6. run, hop, walk, book
7. airplane, fish, turtle, snail
8. bird, kite, frog, helicopter
9. ant, grasshopper, ladybug, deer
10. star, banana, apple, orange

Answers

1. balloon 2. ball 3. stapler 4. blocks 5. tree
6. book 7. airplane 8. frog 9. deer 10. star

Criterion

The learner will identify the unrelated word with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill	Listening	Level AB
Subskill	Informational Listening: Making Comparisons	Objective No. 22

Objective Given two poems orally, the learner will identify which one is a nonsense poem.

Cross Reference to Reading Objectives AC19, AL13, AL26, AL28, BC26, BL11, BL13, BL17, BL18, BL23

Teaching/Learning Strategy

Provide the learners with numerous listening and speaking experiences involving poetry. Explain the term nonsense to the learners and show how it is used in various poems. Have the learners discuss some elements of nonsense poems. Compare nonsense poems with other poems. Read poems similar to the following selections and ask the learner to identify the nonsense poem. Direct the learner to give reasons to support his/her choice.

Zoo Animals

by Eddis Stevenson

I like zoo animals.
Lion cubs are playful, soft, and bright,
But when they grow up they might fight.
Do you like zoo animals?
I hope you do.
Because if there weren't any animals
We couldn't go to the zoo!

The Green Taste of Life,
Creative Writing Anthology,
Board of Education of the
City of Chicago, 1977.

Read the poem "Zoo Animals" to the learners and ask questions such as the following:

What is your favorite zoo animal?
Why might you be afraid of a lion or other zoo animal?
Do you like zoo animals?

Read another poem, similar to the following Mother Goose selection. Ask the questions listed below:

1. What types of materials were used to make the sails and the masts?
2. Who were the sailors?
3. What did the captain say when the ship began to move?
4. Could this crew sail a real ship?

(Continued)

I saw a ship a-sailing,
A-sailing on the sea;
And, oh! it was all laden
With pretty things for thee!

There were comfits in the cabin,
And apples in the hold;
The sails were made of silk,
And the masts were made of gold.

The four-and-twenty sailors
That stood between the decks,
Were four-and-twenty white mice
With chains about their necks.

The captain was a duck,
With a packet on his back;
And when the ship began to move,
The captain said, "Quack! Quack!"

Mother Goose

Discuss both poems. Help the learners make comparisons regarding title and content of the poems. Have the learners identify the nonsense poem. Ask them to draw a picture illustrating the nonsense poem from Mother Goose. Make a bulletin board display of the illustrations.

Answers

1. silk and gold 2. mice 3. "Quack! Quack!" 4. no

Criterion

The learner will identify the nonsense poem with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Auditory Perception	Objective No. 1
Objective	Given oral directions, the learner will relate sounds heard at familiar places.	

Cross Reference AW8, BC21, BS10, BL21, BL24
to Reading Objectives

Teaching/Learning Strategy

Prepare a list of familiar places or situations. Give the learners an example from the list and require them to name some of the sounds that would be heard. Give the following examples:

the circus	a train
an assembly hall	a fire drill
a chicken house	a street corner
an expressway	a grocery store
a beehive	a music room

Read the name of a familiar place; then direct the learner to imitate the sound(s) that would be heard in the place/situation named.

Record familiar sounds heard throughout the school building. Play the recording for a small group of learners. Have them identify the places where the sounds were recorded. Ask the learners to discuss the sounds and draw a picture of one of the familiar places where the sounds were recorded.

Criterion

The learner will state the sound(s) heard with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Auditory Perception	Objective No. 2
Objective	Given a recording, the learner will identify the sound.	

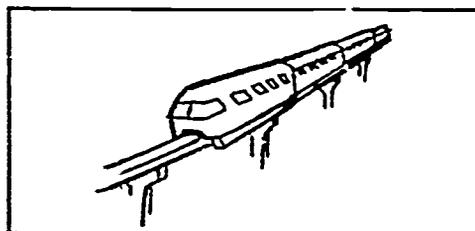
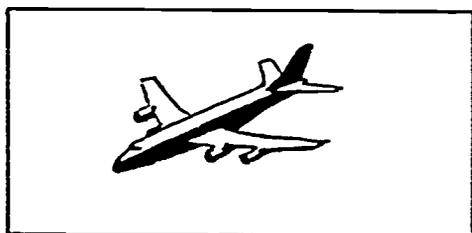
Cross Reference to Reading Objectives AW6, AL7, AL8, BW2, BW16, BW20, BW28, BL8

Teaching/Learning Strategy

Prepare or select a recording of sounds heard in familiar places. Play the recording and have the learners identify the different sounds. Give examples such as the following:

knocking on a door	clicking typewriter
dish washing	piano playing
barking dog	pencil sharpening
ringing bells	moving train
sweeping broom	automobile starting
clapping hands	zooming airplane
whistling kettle	ringing telephone
moving feet	

Ask the learners to draw a picture of an object that makes a particular sound, such as a train or a plane. Have the learners show their pictures to the group and make the appropriate sound of the illustrated object.



Criterion

The learner will correctly name the sound on a recording with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Auditory Perception	Objective No. 3
Objective	Given a group of oral questions, the learner will respond with complete sentences.	

Cross Reference
to Reading Objectives AW22, AL26, AL28, BW26, BC26, BL17, BL23

Teaching/Learning Strategy

Discuss with the learners the importance of speaking in complete sentences. Then ask questions such as the following. After each question, have the learners respond appropriately.

John, do you have a pencil?
At what time do we go to the library?
Carol, have you completed your work?
Billy, did you feed the fish?
Susan, where are the crayons?
Did the recess bell ring yet?
Why did you leave your seat?
How many papers are on your desk?
Why did the book fall off the table?

In a follow-up activity, group the learners into pairs. Have one learner ask a question and the other give the answer.

Criterion

The learner will respond to oral questions with a complete sentence with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Auditory Perception	Objective No. 4

Objective Given a situation in which specific sounds are heard, the learner will state the appropriate sounds.

Cross Reference
to Reading Objectives AL7, AL8, BW2, BW26, BC21, BL24

Teaching/Learning Strategy

Develop a list of occasions, situations, and places associated with sounds. Select several items from the list and have the learners suggest the sounds related to each item. Display pictures of items from the list and ask questions about them. Have learners imitate the sounds associated with the illustrations. Use lists similar to the ones below.

<u>Occasions</u>	<u>Places</u>	<u>Situations</u>
Christmas Day	an airport	a big fire
lunchtime	the zoo	a rainy day
gym period	an assembly	a busy street
music period	a farm	a birthday party
bedtime	a restaurant	a cheering crowd
New Year's Eve	a circus	a marching band

Review and reinforce critical listening skills frequently.

Answer

Responses will vary.

Criterion

The learner will match appropriate sounds to specific occasions and places. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Auditory Perception	Objective No. 5

Objective Given quiet period listening experiences, the learner will orally identify specific sounds.

Cross Reference
to Reading Objectives AW6, AW7, AW8, AC1, AL3, AL4, AL8, BW1, BW2, BL10

Teaching/Learning Strategy

Direct the learners to sit quietly with their eyes closed. Tell them to listen to the sounds inside and outside the school. Wait three or four minutes. Direct the learners to name the sounds heard during the quiet period. Accept responses such as--

bells ringing	whistles blowing
feet moving	children talking
people coughing	doors closing
someone sneezing	birds chirping
car running	dogs barking
tracks rattling	rain or sleet falling
trains running	wind blowing

Write the responses on the chalkboard or on chart paper. Ask the learners to draw a picture illustrating the source of a sound. Have the learners show their pictures to a small group. Request the group to make the sound illustrated on the picture.

Answer

Responses will vary.

Criterion

The learner will name the sounds heard in a quiet period listening experience. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Auditory Discrimination	Objective No. 6
Objective	Given a recording of sounds, the learner will differentiate between those that are near and those that are far away.	

Cross Reference
to Reading Objectives AW7, BS10

Teaching/Learning Strategy

Select or prepare a recording of sounds heard both near and far away. Have the learner listen carefully, then differentiate between the two categories, naming those near and those that are far away. Include sounds such as--

footsteps	faucet running
laughter	clock ticking
fog horn	hammer tapping
automobile horn	birds chirping
railroad whistle	
school bell	

Provide an opportunity for the learners to record sounds at a school activity, such as an assembly program, sports event, or fire drill. Play the recording and have the learners identify the sounds and differentiate between those that are near and those that are far away. Ask the learners to draw pictures illustrating the sources of the sounds. Prepare a bulletin board display of the illustrations.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill Listening **Level** AB
Subskill Critical Listening: **Objective No. 7**
 Auditory Discrimination
Objective Given sounds of different intensity, the learner will orally distinguish between loud and soft sounds.

Cross Reference
 to Reading Objectives AW7

Teaching/Learning Strategy

Assemble a variety of objects, such as pens, bells, paper, books, paint brushes, and scissors.

Direct the learner to listen to discern the difference between two sounds made by the same item and tell whether the sound was loud or soft. Proceed in the following manner.

Pick up a book and place it gently on the desk; then bang it on the desk. Direct the learner to distinguish between the two levels of sound.

Gently cut a piece of cotton; then cut a piece of sandpaper or cardboard. Direct the learner to distinguish between the two levels of sound.

Discontinue the practice of providing two sounds, using the same object as proficiency increases. Provide one sound and direct the learner to orally identify it as loud or soft.

Criterion

The learner will orally label a sound "loud" or "soft" with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Auditory Discrimination	Objective No. 8
Objective	Given a specific sound, the learner will state the name for the sound.	

Cross Reference to Reading Objectives AW22, AW6, ACJ. AL8, BW5, BW13, BW16, BW20

Teaching/Learning Strategy

Explain that there is a difference between a sound and the word that names the sound. Give two or three examples such as the following.

Clap hands together; then say, "That noise was a clap."
Tap a pencil on the desk; then say, "That noise was a tap."

Present two additional examples; ask a learner to give the name of the noise.

Play the "Noise Naming Game." Directions for the game:

Tell the participants to sit in a circle. Make a noise such as whistling. Direct the learner to raise a hand if the noise can be named. The learner who is able to correctly name the noise becomes the leader, proceeds to make a noise, and chooses someone else to name the noise.

Provide a variety of sounds and use any opportunity that arises to discuss new sounds with the learners.

Criterion

The learner will state the verbal name for a sound or noise with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Auditory Discrimination	Objective No. 9
Objective	Given animal sounds, the learner will identify the animal.	

Cross Reference
to Reading Objectives AW6, AC1, AL8, BW2, BW16, BW28

Teaching/Learning Strategy

Select or prepare a recording of representative sounds made by a variety of animals. Direct the learner to listen to a designated sound and name the animal that makes that particular noise. Provide examples such as the ones below:

hisssss - snake	bark - dog
roar - lion	croak - frog
quack - duck	whinny - horse
meow - cat	baa - sheep
moos - cow	oink - pig

Include additional activities such as the ones below:

Have the learner view a picture of an animal and name the sound the animal makes.

Direct the learner to imitate the noise made by a designated animal.

Criterion

The learner will identify animal sounds with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Auditory Discrimination	Objective No. 10
Objective	Given human sounds, the learner will relate them to a feeling or emotion.	

Cross Reference to Reading Objectives AW6, AW7, AW8, AW20, AL6, BW26, BL13

Teaching/Learning Strategy

Explain that there are many human sounds which indicate a particular feeling or emotion. Present examples such as shh, ohhh, eeek. Direct the learner to listen as the sounds are presented. Use a puppet to present sounds such as those given below. Ask the learner to identify the sounds with a feeling or emotion.

cry	yuk
moan	humph
yum	sniff
giggle	weeee
yelp	wail
eeek	

Plan additional activities such as the following:

Encourage the learner to listen for sounds made by an infant relative or friend and demonstrate them for "Show and Tell." Have the other learners associate them with a feeling or emotion.

Locate examples of sounds in a variety of cartoons and comics. Read the sounds in context and have the learners associate them with a feeling or emotion.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Listening **Level** AB
Subskill Critical Listening: **Objective No.** 11
Auditory Discrimination
Objective Given consonant sounds, the learner will state whether they are the same or different.

Cross Reference to Reading Objectives AW20, AL6, BW19, BW26

Teaching/Learning Strategy

Write several pairs of consonants on the chalkboard. Direct the learner to listen to the pronunciation of the consonants. Have the learners repeat the sounds.

Say the letter names of the consonants; then say the sound of each letter. Use examples such as the following:

B - D H - L S - M B - B
M - N M - M J - D T - L

Ask the learner to repeat the example. Play the "Same Name Game," using examples similar to the ones above. Give the following directions for the "Same Name Game":

Assemble learners in a straight vertical line facing forward. Have the learners repeat the sound of two consonants and tell whether they are the same or different. If a learner correctly identifies the relationship between two examples, one step is taken to the right. If not, the position is unchanged. The winners are those furthest away from the original line.

Criterion

The learner will correctly identify the relationship between two selected speech sounds with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Auditory Discrimination	Objective No. 12
Objective	Given pairs of words with the same initial sound and other pairs of words with different initial sounds, the learner will label the pairs <u>same</u> or <u>different</u> .	

Cross Reference to Reading Objectives AW20, AL6, AL14, AL17, AL18, AL19, AL20, AL26, AL28, BW26, BW28, BL17, BL18, BL23

Teaching/Learning Strategy

Develop a list of several pairs of words, some of which have the same initial sound and others that have different initial sounds. Pronounce a pair; then ask the learners to tell if the beginning sound is the same or different.

bed - blue	toe - three
sit - sheet	hop - hush
bat - boy	eat - beat
fat - pat	all - call
think - thank	draw - dog

Play the following game.

Word Race Game

Arrange the learners in two horizontal lines on opposite sides of the room. Pronounce pairs of words similar to the ones above. If a learner correctly identifies a pair of words, that learner may walk over and stand behind a member of the opposite team. The first team to completely change to the opposite side of the room should be designated the winner of the race.

Criterion

The learner will recognize same and different initial sounds in pairs of words with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. _____	p. _____	p. _____
Nontextual _____	p. _____	p. _____	p. _____
Reinforcement _____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Auditory Discrimination	Objective No. 13
Objective	Given a word orally, the learner will recite a word that begins with the same initial <u>sound</u> as the model.	

Cross Reference
to Reading Objectives

AW11, BW1

Teaching/Learning Strategy

Explain that many words begin with the same sound. Direct the learner to listen as a word is pronounced and then state a word that begins with the same sound. Use words found in a word list such as the following:

bun	run	face	talk
hop	bee	go	laugh
top	mother	keep	walk

Use chart paper and draw a picture of a large tree with several limbs but no leaves. Give each pupil two or three small pieces of paper. Direct the learner to draw, color, and cut out a leaf. After a word is given, have the learner supply a word which begins with the same sound. If the answer is correct, write the participant's name on the leaf and place it on the tree.

Criterion

The learner will match the initial sound of a word with a new word he/she gives with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Fact and Fantasy	Objective No. 14
Objective	Given oral sentences containing fact or fantasy, the learner will identify the ones containing fantasy.	

Cross Reference
to Reading Objectives AW22, AC1, AC19, AL26, AL28

Teaching/Learning Strategy

Compile a list of sentences that make statements. Include several statements which are examples of fantasy. Read a group of five sentences and require the learner to identify those that are examples of fantasy.

The boy has two hands.
Apples have green hair.
Crayons are used for coloring.
Mrs. Jones is the teacher.
The ice cube ran down the hall.
The sky is falling.
People live in houses.
The sun is hot.

Discuss the choices and encourage the learner to give reasons for making a particular choice.

Answers:

Apples have green hair.
The ice cube ran down the hall.
The sky is falling.

Criterion

The learner will orally distinguish fact from fantasy with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill Listening

Level AB

Subskill Critical Listening:
Fact and Fantasy

Objective No. 15

Objective Given two poems orally, the learner will identify the factual selection.

Cross Reference
to Reading Objectives AL13, AL14, BL11

Teaching/Learning Strategy

Select two poems, one fact and one fantasy. Direct the learners to listen to both, then identify the factual selection.

Use the following factual poem as an example:

My Home by Gary Conley

My home is a nice place.
My mom is a good cook and my brother is a car collector.
My dad can do almost anything.
My sister Sheila can sing well, and I can write good stories, right?

From The Green Taste of Life,
Board of Education of the
City of Chicago, 1977.

Use the fantasy poem written below as an example:

Be a Tree! by Nancy Schell

Pretend you are a ghost.
Make horrible, ghostly sounds in the wind.
Move in terrifying ways.
Live in deep, dark forests.
Make shadows to scare everyone away.
Grow larger and greater every year.
Swing branches in spooky ways.

From Freckled Fantasies, Board of
Education of the City of Chicago, 1979.

Discuss the selection with the learners. Ask the learners to explain why the poem is fact or fantasy.

Criterion

The learner will distinguish the factual selection when both fact and fantasy are presented orally with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Fact and Fantasy	Objective No. 16
Objective	Given two oral stories, the learner will identify the factual story.	

Cross Reference
to Reading Objectives AC1, AC19, AL26, BC26, BL17

Teaching/Learning Strategy

Read the following stories; then direct the learner to identify the factual one.

Susan's Jellybeans

Yesterday Susan skipped to the store to spend her allowance. She decided to buy a bag of jellybeans. When she arrived home, she ate every bean except one. She planted her last piece of candy under her pillow. When she awakened, she was surprised and delighted to see a whole bag of jellybeans under her pillow.

Billy and the Duck

One day while riding his bike in the park, Billy saw a duck with a broken wing. He picked it up, took it home, and showed it to his family. He gave it food and water. The next day his father took him and the duck to the zoo. The keeper agreed to keep the fowl, and when Billy left him, the duck appeared to be content in his new home.

Lead the learner in a discussion of the stories. Ask volunteers to tell which story is factual and to give reasons for the choice.

Answers

Susan's Jellybeans (fantasy)

Billy and the Duck (factual)

Criterion

The learner will identify a factual story with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	p. _____	p. _____
Nontextual	_____	P. _____	p. _____	p. _____
Reinforcement	_____	P. _____	p. _____	p. _____

Skill Listening

Level AB

Subskill Critical Listening: Relevant and Irrelevant Information

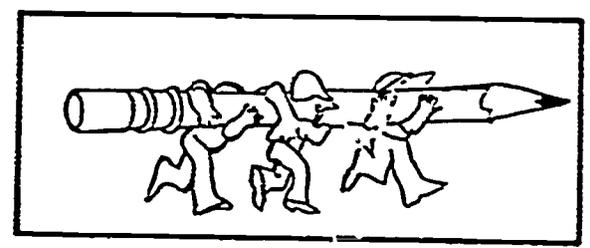
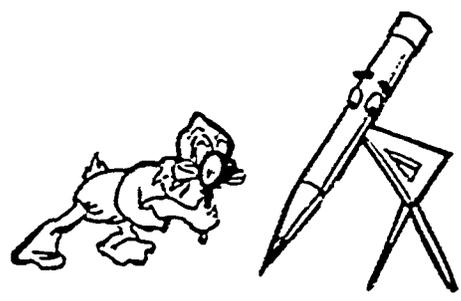
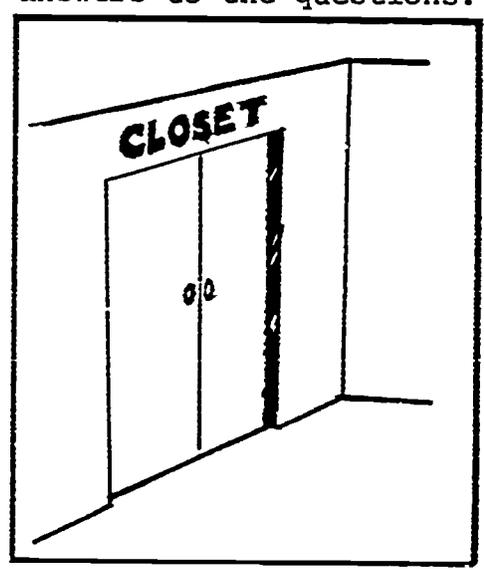
Objective No. 17

Objective Given an oral story and a pertinent picture, the learner will point out the details described in the story.

Cross Reference to Reading Objectives AL25, BS9, EL14

Teaching/Learning Strategy

Show the illustration below to the learners. Then read the story that follows. Tell the learners that they are to look at the pictures carefully and then ask the questions listed at the end of the story. Direct the learners to point to the items that provide answers to the questions.



(Continued)

Ronald and the Pencil Monsters

Carter School had a problem. The children could do no work because someone was taking the pencils out of the school each evening. The principal called Detective Ronald Duck to find the culprits. He brought his trusty magnifying glass and Willy Pencil, his pencil bloodhound. Each evening he remained in school, hid in the closet, and waited for a clue. Finally, he heard a noise. He ran into the hall and discovered three tiny men running down the hall with a pencil. He followed them and discovered a tiny village of elves. They were using the pencils to build a bridge over the river made by the rain. He helped them cut down a bush and complete the bridge. The happy pencil elves never raided Carter School again.

1. Who helped Ronald look for clues?
2. Where did Ronald hide?
3. Where did the elves go?
4. Where did the elves get the pencils?
5. Why were the pencils stolen?

Answers

1. Willy Pencil
2. In the closet
3. To the village
4. From the school
5. To build a bridge

Criterion

The learner will point to details in a picture as he/she answers questions about a story with 90 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Relevant and Irrelevant Information	Objective No. 18
Objective	Given an oral selection, the learner will identify the irrelevant statements.	

Cross Reference
to Reading Objectives AW20, BC12

Teaching/Learning Strategy

Read or tell a familiar story such as "The Three Bears"; include several irrelevant details. Direct the learners to listen to statements about the story. Explain that some of the statements do not tell about the story. Direct the learner to orally identify the irrelevant remarks. Include irrelevant details. (See Answers below.)

Goldilocks got on the airplane.
The bears lived in the woods.
Baby Bear went to the zoc.
The bears had three chairs.
Goldilocks became frightened and ran home.

Discuss the statements and encourage the learner to explain why a particular statement is irrelevant.

Give the learners a picture of children playing ball. Explain that they are to draw several things that would and several things that would not belong on a playground. Allow them to exchange pictures and circle the inappropriate items on a partner's paper.

Answers

Goldilocks got on the airplane.
Baby Bear went to the zoo.

Criterion

The learner will identify irrelevant statements in a familiar story with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Finding Supportive Evidence	Objective No. 19
Objective	Given questions about an oral selection, the learner will state the answers and cite information that supports the answers.	

Cross Reference
to Reading Objectives AW22, AC1, AL7, AL23, BC1, BC12, BC25, BC30

Teaching/Learning Strategy

Read the story of "The Little Red Hen." Question the learner about the story details. Direct the learner to answer the questions and cite information from the story that supports the answer. Ask questions such as the following:

- Were the animals lazy? How do you know?
Yes, they didn't help the little red hen.
- Was the little red hen a good mother? How do you know?
Yes, she was baking bread for her children.
- Do we need wheat to make bread? How do you know?
Yes, the little red hen grew wheat for her flour.
- Did the little red hen grind her own wheat? How do you know?
No, she took it to the miller.
- Do you think the animals will help the little red hen next time? Why?
Yes, they were sad because they didn't have any bread.

Answer

Responses may vary.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Listening **Level** AB
Subskill Critical Listening: **Objective No.** 20
 Making Inferences
Objective Given an oral selection, the learner will answer "why" questions about the events and actions of the characters.

Cross Reference
to Reading Objectives AW22, AC15, AC22, AL27, BC30, BL20, BL21

Teaching/Learning Strategy

Read or tell the story of "Jack and the Beanstalk." Use the following questions to conduct a discussion with the learner.

Why did--

Jack have to help his mother?
 the cow have to be sold?
 Jack's mother throw the beans away?
 Jack climb the beanstalk?
 the housekeeper act frightened?
 Jack hide?
 the giant call for his hen?
 the giant eat so much?
 Jack take the hen?
 Jack call for an ax?

Provide hand puppets or guide the learners in making simple hand puppets. Use the puppets to dramatize the story.

Answers

Answers will vary.

Criterion

The learner will answer "why" questions about story characters and events with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Making Interpretations	Objective No. 21
Objective	Given an oral selection, the learner will state personal feelings about the selection.	

Cross Reference
to Reading Objectives AW22, AC14, AC15, AL15, AL16, BC21, BC25,
 BL20, BL22

Teaching/Learning Strategy

Read or tell a story such as "The Gingerbread Boy." Lead the learner in a discussion of the story. Encourage the learner to describe personal feelings about the events in the story. Accept descriptions such as the ones below.

I felt happy for the old woman because she finally had a little boy.

I was angry with the little boy when he ran away.

It was frightening when the little boy hopped on the fox.

It made me sad when the fox ate the little boy.

Direct the learner to fold a sheet of paper into four parts. Tell the learner to draw a large face depicting personal response to the various events in the story.

Criterion

The learner will express personal feelings about selections read. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	p. _____	p. _____
Nontextual	_____	P. _____	p. _____	p. _____
Reinforcement	_____	P. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Making Interpretations	Objective No. 22
Objective	Given an oral selection, the learner will give personal interpretations.	

Cross Reference
to Reading Objectives AW22, AC6, AC15, AL15, AL27, BC30, BL20, BL21

Teaching/Learning Strategy

Read or tell the story of "The Elves and the Shoemaker." Guide a discussion of personal interpretation by asking the questions below.

What kind of man was the shoemaker?

He was honest and worked hard.

Why did the elves help the old shoemaker?

He was good and kind.

Why were people so pleased with the shoes?

They were well-made with tiny stitches.

How did the shoemaker and his wife feel about the elves?

They felt sorry for them because they had no clothes.

What did the shoemaker do to thank the elves?

He and his wife made shoes and clothes for them.

Direct the learners to tell how they would feel if someone did many nice things to help them. Encourage the learners to relate events and occasions when they benefited from kind actions. Ask the learners whether they responded with words or deeds to show appreciation.

Provide paper and crayons. Direct the learner to draw a picture showing how the elves felt/acted when they received their gifts.

Answers

Responses may vary.

Criterion

The learner will give personal interpretations to oral selections. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Drawing Conclusions	Objective No. 23
Objective	Given an incomplete oral selection and two endings, the learner will select the appropriate ending.	

Cross Reference
to Reading Objectives AW22, AC21, BW29, BC29, BC31

Teaching/Learning Strategy

Read the sample unfinished story and the possible endings below. Direct the learner to state the appropriate conclusion.

Tommy was very excited because he had an important part in the assembly program. He was going to represent his class by reciting a poem. When Tommy's turn came, he moved to the stage and picked up the microphone. Then, to his horror, his mind went completely blank; he couldn't remember the poem! His friends were waiting quietly, and his teacher was smiling at him. He stood there a minute; then he....

Ask the learners which ending would be best:

...turned and left the stage.

...recited another poem that he remembered.

Guide the children in a discussion of various problems that arise in daily life. Encourage them to tell about such problems. Help them to analyze the problems and explore possible alternatives.

Answer

Accept either answer. Have the learner give a reason for his/her choice.

Criterion

The learner will select an appropriate ending to an incomplete oral selection with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Predicting Outcomes	Objective No. 24
Objective	Given an incomplete oral selection, the learner will predict the outcome.	

Cross Reference
to Reading Objectives AW22, AC21, AL1, BW29, BC29, BC31, BL4, BL5

Teaching/Learning Strategy

Read the beginning of the story below. Direct the learners to supply an appropriate ending.

Janet was walking to school with her friend. She was hurrying because the tardy bell would ring soon. Suddenly, her friend stopped because she remembered that her pencils and paper were at home. She wanted Janet to go back with her. Janet knew that she had two pencils in her desk.

Lead the learners in a discussion to explore the possible solutions to the problem. Direct the learners to state an ending and explain the reason for the choice.

Plan to conduct a "Show and Tell" session in which the learner tells part of a personal experience. Encourage the other learners to suggest possible outcomes.

Provide paper and crayons. Allow learners to fold paper in three parts. Direct them to draw pictures showing the beginning, middle, and end of Janet's story.

Criterion

The learner will predict outcomes to incomplete oral selections. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Critical Listening: Listening for Relationships	Objective No. 25
Objective	Given an oral list of words, the learner will identify the unrelated word.	

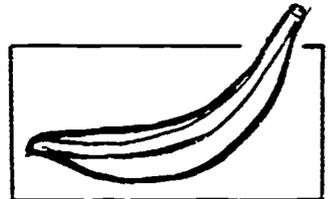
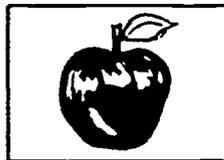
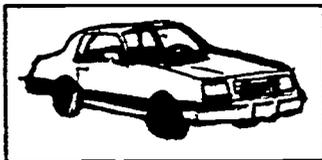
Cross Reference
to Reading Objectives AW20

Teaching/Learning Strategy

Direct the learner to listen to a select group of words. Explain that three words are related in some manner, but one is different. Direct the learner to state the unrelated word. Prepare a list such as the following.

hats, shoes, apples, gloves
pencil, paper, crayon, car
lion, catfish, whale, shark
tree, corn, rose, turtle
house, cabin, room, hut
books, magazines, newspapers, cartoons
running, jumping, sleeping, walking
eyes, mouth, tongue, teeth
stars, sky, moon, planets

Duplicate the sample worksheet. Distribute the sheets to the learners.



Direct the learners to cut out pictures and arrange them so that related items are placed together. Provide time for the learners to explain their choices.

Criterion

The learner will identify the unrelated word included in a group of related words with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Listening

Level AB

Subskill Recreational Listening:
Identification of Rhythm,
Rhyme, and Tonal Quality

Objective No. 1

Objective Given a musical selection, the learner will move in time to the rhythm.

Cross Reference AL2, BL2, BL3
to Reading Objectives

Teaching/Learning Strategy

Select several music books and recordings for the room collection. Order several simple musical instruments. Play a simple march such as "Marching on Parade" in Reinforcing the Reading Program through Music with Emphasis on Phonic Skills, Primary Levels by the Chicago Board of Education. Arrange the learners in a line and direct them to march around the room in time with the music. Ask the music teacher or the gym teacher to reinforce this skill.

Use a drum and drumsticks, the piano, or a ruler and a desk. Direct the learners to stand, listen to the beat, and move their feet in time with the sound patterns; then--

tap very slowly
tap faster
tap very rapidly

tap slowly
tap in staccato

Teach simple body movements and arrange them in a sequence to form a dance. Teach the learners to follow the sequence in time with music. Present the dance at an assembly program. Include movements such as stepping, clapping, turning, swaying in two lines, repeating steps twice, and bowing.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening

Level AB

Subskill Recreational Listening:
Identification of Rhythm,
Rhyme, and Tonal Quality

Objective No. 2

Objective Given a rhythmic selection, the learner will clap in time.

Cross Reference AL4, BL1
to Reading Objectives

Teaching/Learning Strategy

Play or sing a simple song such as "Ten Little Indians." Direct the learners to clap in time with the rhythm.

Read the nursery rhyme "Jack and Jill," and ask the learners to clap the rhythmic pattern.

Prepare a simple program. Ask each learner to sing or recite a favorite selection twice. Ask the other learners to clap the rhythmic pattern the second time.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening **Level** AB
Subskill Recreational Listening: Identification of Rhythm, Rhyme, and Tonal Quality **Objective No.** 3

Objective Given a rhythmic pattern, the learner will use instruments to reproduce the rhythm.

Cross Reference AL3
to Reading Objectives

Teaching/Learning Strategy

Assemble an assortment of simple instruments, such as a triangle, rhythm sticks, maracas, castanets, a tone block, a tambourine, claves, cymbals, a drum, or melody bells. Use blocks, paint brushes, the floor, and metal pie pans or spoons if commercial instruments are unavailable.

Demonstrate the use of the instruments, and allow the learners to practice the manipulation of each. Review the concept of soft and loud (Critical Listening, Objective AB-7, in this Guide). Place a simple pattern on the chalkboard similar to the one below:



Demonstrate the pattern with each of several instruments. Tell the learners to play the heavy marks loudly and the light marks softly. Tell the learners to imitate the pattern.

Organize a rhythm band. Practice several selections. Present a simple concert for an assembly program or for a neighbor's class.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill	Listening	Level AB
Subskill	Recreational Listening: Identification of Rhythm, Rhyme, and Tonal Quality	Objective No. 4
Objective	Given a rhythmic poem orally, the learner will clap or move with the rhythm.	

Cross Reference
to Reading Objectives AL2, AL3, AL4, BL1, BL2, BL3

Teaching/Learning Strategy

Read or play recordings of several nursery rhymes. Encourage the learners to move or clap in time with the poems.

Read a poem similar to the following one several times. Direct the learners to clap in time with the rhythm.

Bobby Shafto's gone to sea,
Silver buckles at his knee;
He'll come back and marry me,
Pretty Bobby Shafto.

Place a chair or chartstand in the center of a large space. Arrange the learners in a circle around the object. Read a Mother Goose nursery rhyme or a poem similar to the one below. Ask the learners to listen the first time. Repeat the poem. Ask the learners to recite the poem and skip around the object in time with the poem's rhythm.

Here we go round the mulberry bush,
The mulberry bush, the mulberry bush,
Here we go round the mulberry bush,
On a cold and frosty morning.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level	AB
Subskill	Recreational Listening: Identification of Rhythm, Rhyme, and Tonal Quality	Objective No.	5
Objective	Given oral words, the learner will identify those that rhyme.		

Cross Reference
to Reading Objectives AW20, AW21, AL5, AL6, BW11, BW25, BW26,
BW27, BW28, BW29, BL4, BL5

Teaching/Learning Strategy

Read several nursery rhymes and other rhyming poems. Teach the learners several poems and musical selections.

Read familiar rhyming poems or songs. Periodically omit a rhyming word. Ask the learners to supply the missing rhyming word.

Prepare word sets similar to the ones shown below. Read each set slowly and ask the learners to identify the rhyming pair in each set.

make, see, take
play, day, tip
hill, hop, top

green, keep, seen
over, wood, stood
by, sky, book

Answers

make/take; play/day; hop/top; green/seen; wood/stood; by/sky

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening

Level AB

Subskill Recreational Listening:
Identification of Rhythm,
Rhyme, and Tonal Quality

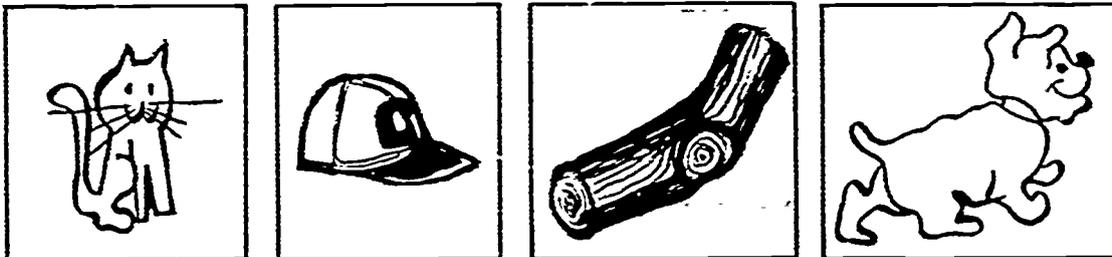
Objective No. 6

Objective Given a picture and a corresponding word orally, the learner will match the picture name with the word that rhymes.

Cross Reference AN21, AL7, AL9, AL11, AL12
to Reading Objectives

Teaching/Learning Strategy

Select pairs of pictures with names that rhyme. Display the pictures in random order. Designate a picture. Ask the learners to locate the picture that has a name that rhymes with the designated one. Display examples such as the following:



Assemble numerous pairs of pictures that have rhyming names. Pass the pictures to the learners. Allow each learner to state the picture name. Direct the learner whose picture name matches the designated one to respond with the picture name, and then stand beside the first learner. Change pictures several times.

Criterion

The learner will match rhyming picture names and words with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Recreational Listening: Identification of Rhythm, Rhyme, and Tonal Quality	Objective No. 7
Objective	Given an oral selection, the learner will identify rhyming words.	

Cross Reference AW20, AW21, AL5, AL6, BW26,
to Reading Objectives BW27, BW28, BW29, BL4, BL5

Teaching/Learning Strategy

Provide numerous rhymes, poems, and games as listening experiences. Incorporate these activities in assembly programs, "Show and Tell," puppet shows, or recitals.

Read a rhyme similar to the following:

Jack be nimble,
Jack be quick,
Jack jump over
The candle-stick.

Jump it lively,
Jump it quick,
But don't knock over
The candle-stick.

Mother Goose

Ask the learners to state two words that rhyme in the poem. Ask the learners to recite a favorite rhyming poem or riddle. Tell the learners to identify the words that rhyme.

Criterion

The learner will identify rhyming words with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill	Listening	Level AB
Subskill	Recreational Listening: Identification of Rhythm, Rhyme, and Tonal Quality	Objective No. 3
Objective	Given an oral riddle with an omitted rhyming word, the learner will state the missing word.	

Cross Reference AL5, BW29, BL4, BL5, BL8, BL9, BL12
to Reading Objectives

Teaching/Learning Strategy

Assemble several familiar objects. Select an item such as a ball. Make several descriptive statements about the ball. Direct the learners to identify the item. Use statements similar to the following:

It's round as a balloon,
It can't change shapes like the moon,
You cannot eat it like pie,
But you can bounce it up high.
Then down, down it will fall.
Can you guess? It's a _____.

Select additional riddles from children's literature books, comic books, cartoons, joke books, or records and write them on chart paper.

Answer

Ball

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill	Listening	Level AB
Subskill	Recreational Listening: Identification of Rhythm, Rhyme, and Tonal Quality	Objective No. 9

Objective Given musical notes, the learner will distinguish between high and low sounds.

Cross Reference AW7
to Reading Objectives

Teaching/Learning Strategy

Use the suggestions in the Critical Listening objectives for Levels AB to review the concept of high and low sounds. Direct the learner's attention to high and low sounds in recordings.

Play a scale on a piano, xylophone, or musical bells. Hum the notes or use filled water glasses if no commercial instrument is available. Repeat the scale several times and direct the learner's attention to the differences in sound. Describe the bass tones as low and label the treble tones as high. Ask the learner to hum the notes. Call the learner's attention to the difference in the sounds. Ask the learner to hum a low or high note.

Provide many exposures of this type until the learner is proficient in the skill. Play a distinctly high or low note. Ask the learner to identify the sound as high or low.

Criterion

The learner will distinguish between high and low sounds with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Listening

Level AB

Subskill Recreational Listening:
Identification of Rhythm,
Rhyme, and Tonal Quality

Objective No. 10

Objective Given a familiar sound, the learner will identify the source.

Cross Reference AW6, BS9
to Reading Objectives

Teaching/Learning Strategy

Lead a discussion about the sounds made by familiar objects. Ask the learners to state several enjoyable, humorous, terrifying, or unpleasant sounds. Ask the learners to name objects that make little or no noise. Tell the learners to supply the names of objects that make a great deal of noise.

Place several items in a box. Choose items such as a stapler, paper, a ball, a ruler, a bell, and a plastic jar with a top. Direct the learners to close their eyes. Select an item and give it to a learner. Signal the learner to manipulate the object. Ask the other learners to point in the direction of the sound. Ask a learner to identify the object which made the noise.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Recreational Listening: Recognition of Main Idea	Objective No. 11

Objective Given an oral selection, the learner will state the main idea.

Cross Reference to Reading Objectives AC4, AC7, BC3, BC9, BC10, BC11, BC13

Teaching/Learning Strategy

Display a picture of a familiar scene, such as people at the beach. Ask the learners to tell what the picture is about.

Tell the learners to listen to a story about a wise mother who saved her chicks by outwitting a fox. Read "The Little Red Hen." Discuss the story with the learners. Encourage the learners to repeat the main idea and state supporting details.

Read a story such as "The Gingerbread Boy." Ask the learners to tell what the story was about. Ask the learners to illustrate the main idea. Display the illustrations.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Listening

Level AB

Subskill Recreational Listening:
Recognition of Plot

Objective No. 12

Objective Given an oral story, the learner will relate the sequence of events.

Cross Reference AC2, AC3, AL22, AL23, AL24, AL25,
to Reading Objectives BC5, BC6, EC15, BL14, BL15, BL16

Teaching/Learning Strategy

Select or illustrate three events in the sequence of a story. Place the illustrations on the chalkboard in the proper sequence. Ask a learner to tell the story. Rearrange the pictures. Ask a learner to tell the story in the correct order and rearrange the pictures in the proper sequence.

Select several simple three-part stories from magazines, comics, or discarded textbooks. Pass one set to the learners. Ask the learners to arrange the pictures in sequence and tell the story.

Read a simple story such as "The Three Billy Goats Gruff." Ask the learners to tell the story and state the first event, a middle event, and the final event.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Listening **Level** AB
Subskill Recreational Listening: **Objective No.** 13
 Recognition of
 Characterization

Objective Given the main characters in an oral selection, the learner will identify two traits.

Cross Reference
to Reading Objectives AC5, AL24, BC17, BC21, BC22, BL19, BL20, BL21, BL22

Teaching/Learning Strategy

Lead a discussion of various school personnel. Encourage the learners to tell why a designated person is liked or is nice. Encourage the learners to name other personalities from TV or radio programs who are liked or disliked. Ask the learners to tell why they feel as they do about the individuals.

Ask the learners to state two things that they like about a favorite relative, neighbor, or school friend.

Discuss various foods. Name a particular food. Ask the learners to state two reasons why they like or dislike a particular item. Give an example such as ice cream. Suggested responses are--

I like ice cream because it is sweet.
 I like ice cream because it is cold.

Read a story such as "Cinderella." Select a character. Ask the learners to tell two reasons why they like or dislike the character.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Listening

Level AB

Subskill Recreational Listening:
Sensitivity to and Recognition
of Mood and Emotions

Objective No. 14

Objective Given two oral poems, the learner will distinguish between the sad and the happy one.

Cross Reference AC12, AC14, AC15, AC16, AL14, AL15, AL16,
to Reading Objectives BC19, BC20, BC21, BC25, BL11

Teaching/Learning Strategy

Prepare the learners by asking them to describe how they feel when something sad or something pleasant happens. Display two pictures. Select one that depicts a sad event and one that depicts a happy occasion. Ask the learners to describe the feelings of the character in each picture.

Read a pair of poems similar to the samples given below. Lead a discussion of the actions and events in each poem. Ask the learners to describe the feelings of the characters in each.

- A) Mary is just a little girl,
Who went to school one day,
Johnny cut her little curl,
And she couldn't go out to play.
- B) Pretty yellow boxes,
Set up under the tree,
I'll open all the boxes,
They're presents just for me.

Answers

A. sad B. happy

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Listening **Level** AB
Subskill Recreational Listening: Sensitivity to and Recognition of Mood **Objective No.** 15

Objective Given oral selections, the learner will identify the mood.

Cross Reference to Reading Objectives AC12, AC14, AC15, AC16, AL14, AL15, AL16, BC19, BC20, BC21, BC25, BL11

Teaching/Learning Strategy

Prepare the learners for the activity by discussing the various feelings they have on different occasions. Provide pictures which illustrate happy, sad, humorous, and serious moods. Display a picture and lead the learners in a discussion. Encourage the learners to designate the mood of the picture. Ask the learners to state details which influence the description. Use pictures of events similar to those given below.

Display pictures illustrative of these moods:

Happy
 birthday parties
 children playing

Sad
 an accident
 a person crying

Humorous
 an animal dressed as a baby
 a flying house

Serious
 a learner reading a book
 a speaker at a microphone

Select stories which exemplify each of the designated moods. Read a selection such as "Henry Penny." Lead a discussion of the story and ask the learners to identify the mood.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill Listening

Level AB

Subskill recreational Listening:
Sensitivity to and
Recognition of Emotions

Objective No. 16

Objective Given an expressive oral selection, the learner will identify the emotion.

Cross Reference to Reading Objectives AC12, AC14, AC15, AC16, AL14, AL15, AL16, BC19, BC20, BC21, BC25

Teaching/Learning Strategy

Present several expressive statements orally. Use expressions similar to these:

Ouch!
Oh, dear!

Ooooooh!
Stop!

Help!
Good!

Discuss the expressions with the learners and ask them to describe or to dramatize situations in which they can use each expression.

Display several simple pictures which depict strong emotions. Ask the learner to identify the emotion in each. Use pictures similar to the following.



HAPPY

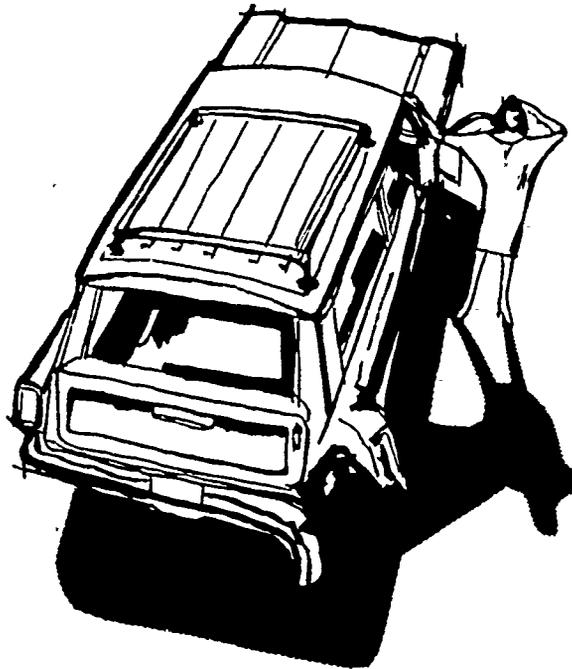


SAD

Read an expressive selection such as the one given below:

Yesterday Mary's mother was hurriedly driving home so that she could be there when her children came home from school. It was raining lightly, and a gray cloud was growing overhead. "Dear, dear, dear," she was saying to herself. All of a sudden she felt a hard bump and heard a horrible crushing noise. "Oh!" she screamed. In a minute, people came running up to help her. She was not hurt, but she was extremely upset. Not only was the car damaged, but she was concerned that the children would be worried about her. They were locked out of the house, and the cold wind was howling.

Lead the learners in a discussion of the story. Ask the learners to identify the character's feelings and tell which expressions help the listener to understand the emotions.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill

Listening

Level AB

SubskillRecreational Listening:
Recognition of Setting

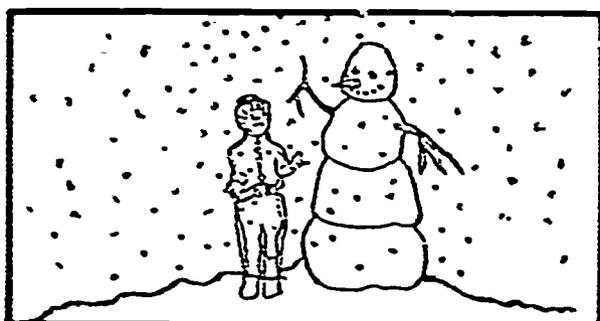
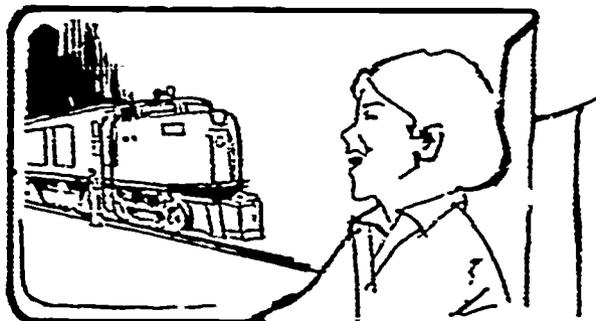
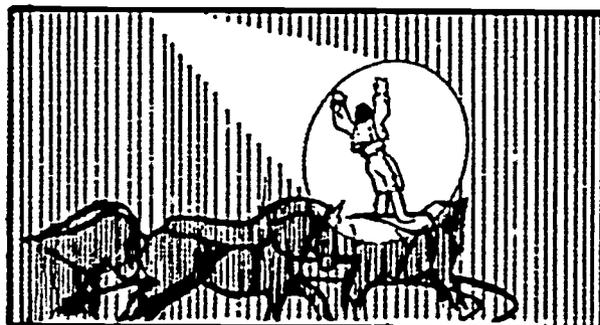
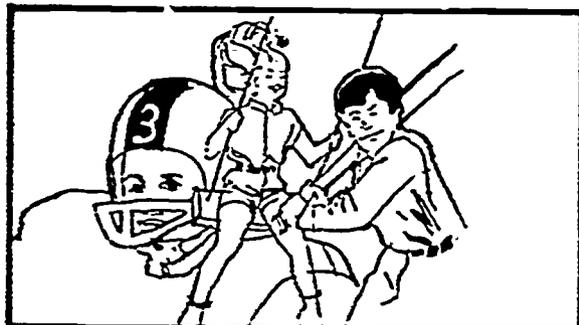
Objective No. 17

Objective

Given an oral poem, the learner will identify the setting.

Cross Reference**to Reading Objectives**AC7, AC9, AC17, AC18, AL17, AL18, AL19,
BC18, BC27, BS9, BL6, BL7, BL8, BL9, BL12**Teaching/Learning Strategy**

Provide pictures of events which take place in various locations. Ask the learners to identify the setting. Display pictures which show people---



Ask the learners to tell where the people are. Lead a discussion of the picture details which convey the concept.

Play a game. Tell the learners to listen to a description of a place. Ask the learner to identify the setting. Use an example such as the following. Allow the learners to identify the place; then provide another example.

There are many people there.
It is very hot and some of the people are wet.
Some of the children are making sand houses.
Everyone is at the _____.

(Continued)

OBJECTIVE NO. AB-17 (cont.)

Read a poem such as the following:

Girls and boys, come out to play,
 The moon doth shine as bright as day;
 Leave your supper, and leave your sleep,
 And come with your playfellows into the street.
 Come with a whoop, come with a call,
 Come with a good will or not at all.
 Up the ladder and down the wall,
 A half-penny roll will serve us all.
 You find milk, and I'll find flour,
 And we'll have a pudding in half an hour.

Mother Goose

Lead a discussion of the poem. Ask the learners to use the clues and tell where the story takes place.

Answers

Game: the beach; poem: the home

Criterion

The learner will identify the setting with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Listening	Level AB
Subskill	Recreational Listening: Figurative Language	Objective No. 18
Objective	Given an oral poem, the learner will identify words which convey the sensory images.	

Cross Reference AC13, AC14, AL8, BC24, BL8, BL9
to Reading Objectives

Teaching/Learning Strategy

Lead a discussion of the senses. Ask the learners to describe favorite sounds, tastes, or smells, such as--

seeing a pretty red apple	smelling perfume
hearing someone laughing	touching a soft piece of cloth
tasting an ice cream cone	

Assemble pictures of various items that stimulate sensory responses. Categorize the pictures and display them on a chart. Ask the learners to bring appropriate pictures. Add the learners' examples to the chart.

Read selections which contain passages or statements that convey strong images. Lead the learners in a discussion of the words that convey the images.. Read the following poem from Mother Goose.

She has hot pies
 And cold pies to sell;
 Wherever she goes,
 You may follow her by the smell.

Lead a discussion of the poem. Ask the learners to describe the images and tell which words help to project them.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening **Level** AB
Subskill Recreational Listening: **Objective No.** 19
 Figurative Language

Objective Given an oral poem, the learner will identify the words that create the word pictures.

Cross Reference AC2, AC3, AC4, AC7, AC11, AC13, AL7, AL9,
to Reading Objectives BC2, BC4, BC5, BC7, BC11, BC16, BC20, BL6,
 BL7, BL8, BL9

Teaching/Learning Strategy

Point out that it is possible to "see" the things described in a story even when there are no pictures. Discuss the words which convey mental pictures. Ask the learners to supply examples.

Provide the learners with paper and crayons. Give several statements which convey vivid images, such as--

six pretty blue buttons
 a big black hat
 a long crooked stick.

Ask learners to draw the items.

Arrange to listen to a radio presentation of a story on WREZ. Discuss the story with the learners. Ask the learners to illustrate a scene or character in a story. Ask the learners to tell which words convey ideas for the pictures.

Read the following poem from Mother Goose:

Chilly December brings the sleet,
 Blazing fire and Christmas treat.

Ask the learners to tell what they "see" when they listen to the poem. Tell them to state the words which project the image.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Listening

Level AB

Subskill Recreational Listening:
Deriving Enjoyment

Objective No. 20

Objective Given oral poems, the learner will differentiate between a humorous one and a serious one.

Cross Reference to Reading Objectives AC12, AC14, AC15, AC16, AL14, AL15, AL16, BC19, BC20, BC21, BC25, BL11

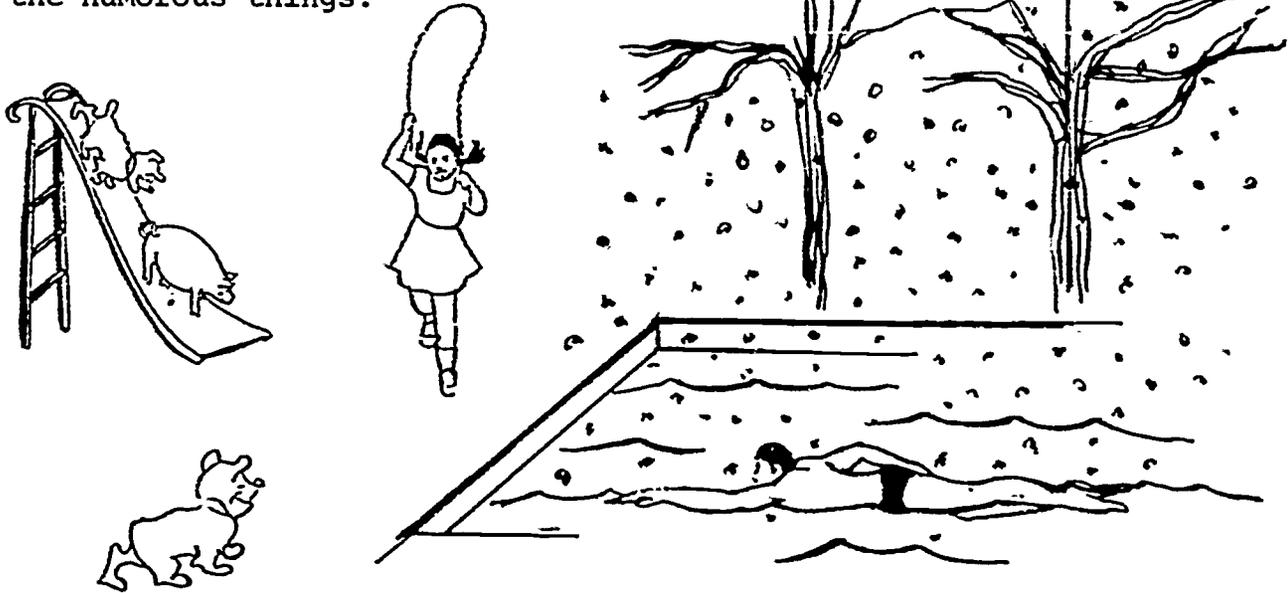
Teaching/Learning Strategy

Lead a discussion about the item or events which make the learner either amused or solemn. Point out that poems can evoke the same feelings experiences can. Ask the learners to describe serious or humorous events. Accept examples similar to the ones below.

Humorous
watching cartoons
dressing in funny clothes
playing tricks

Serious
watching a school awards
assembly
buying shoes
driving a car

Show the learners the illustration below. Have volunteers point out the humorous things.



(Continued)

OBJECTIVE NO. AB-20 (cont.)

Provide the learners with magazines and scissors. Ask the learners to find and cut out examples of humorous and serious pictures. Discuss the pictures and ask the learners to identify the emotion suggested by each.

Read poems similar to the following from Mother Goose.

(a)

Once I saw a little bird
Come hop, hop, hop,
And I cried, Little bird,
Will you stop, stop, stop?

I was going to the window
To say, How do you do?
But he shook his little tail
And away he flew.

(b)

Three young rats with black felt hats
Three young ducks with white straw flats,
Three young dogs with curling tails,
Three young cats with demi-veils.

Went out to walk with two young pigs,
In satin vests and sorrel wigs.
But suddenly it chanced to rain
And so they all went home again.

Ask the learner to differentiate between the two poems.

Answers

Answers will vary. Accept answers such as the following:

- (a) serious: child looking at a bird that flies away:
(b) humorous: rats wearing hats, ducks wearing straw flats.

Criterion

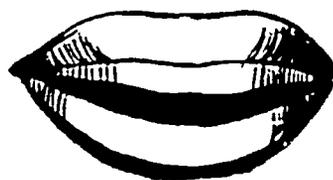
The learner will identify a humorous or serious poem with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

**Speech is a mirror of the soul;
As a man speaks, so is he.**

Publius Syrus



SPEAKING

Skill	Speaking	Level AB
Subskill	Mechanics of Speaking: Articulation	Objective No. 1
Objective	Given various voice inflections and voices, the learner will imitate according to the situations described.	

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Repeat one exclamation and have the learners practice using--

rising inflection--oh
falling inflection--hum
rising and falling inflection--ouch!
rising inflection--no.

Play a game with the learners. Directions for the game follow.

Have the learner tell someone something in a particular situation. Examples of some situations are--

a child telling his/her mother something
while the baby is sleeping
a child telling his/her friend something
in the lunchroom.

Lead the learners to understand that voices and inflections vary according to the situation. Discuss situations similar to the following with the learners; then elicit from them the appropriate response, such as the ones described below.

<u>Situation</u>	<u>Appropriate Voice</u>
the person is near	soft
the room is noisy	loud
the library	soft
the person is far away	loud

Criterion

The learner will imitate various voice inflections appropriate for a given situation. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Speaking **Level** AB

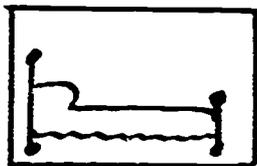
Subskill Mechanics of Speaking: Articulation **Objective No. 2**

Objective Given practice in listening to the sounds of consonants, the learner will use these sounds correctly when speaking.

Cross Reference AW11, BW1
to Reading Objectives

Teaching/Learning Strategy

Make picture cards using various consonant sounds. Refer to old workbooks as a source for picture cards. Pronounce each word correctly; then have the learners identify each picture by saying the word correctly.



bed



cup



hat

Have the learners correctly pronounce as many objects in the classroom as they can.

Have the learners correctly pronounce the names of their family and friends.

Criterion

The learner will reproduce consonant sounds correctly. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking **Level** AP
Subskill Mechanics of Speaking: Articulation **Objective No.** 3

Objective Given practice in producing isolated speech sounds, the learner will correctly pronounce these sounds in words.

Cross Reference AW11, BW1, BW11
to Reading Objectives

Teaching/Learning Strategy

Select a consonant sound and take turns pronouncing words in which the consonant has an initial, final, and medial position.

b in ball, tub, bubble
p in pass, flip, purple
l in like, laugh, call, Paul, falling, yellow
r in ride, rabbit, car, her, Henry, hurry
f in funny, half, ruffle.

Work with a small group of learners. Take one phase of a speech problem at a time and work to eliminate it. Consider such problems as substitutions, omissions, additions, and transpositions.

Provide a practice activity in which the learner repeats the word after the teacher. Some examples are as follows.

Substitutions:

dis for this; dese for these
w for r as in rabbit, race, ride, run

Omissions:

workin for working; jumpin for jumping
walk for walks; make for makes

Transpositions:

hunderd for hundred; littel for little

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	O. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill Speaking **Level** AB
Subskill Mechanics of Speaking: Articulation **Objective No.** 4
Objective Given practice producing consonant sounds, the learner will pronounce these sounds in complete sentences.

Cross Reference
to Reading Objectives AW11, AW22

Teaching/Learning Strategy

Review the sounds that have caused difficulty by repeating sentences similar to the following.

I can say r-r-r in "Ruth rode Red Robbin."
 I can say d-d-d in "Dan's dog did dance."
 Ron rode round the ranch.
 Larry laughed loud and long.

Say nonsense rhymes which emphasize specific sounds that are difficult to pronounce. Begin with rhymes which have easy sounds and progress to ones with more difficult sounds. Use examples similar to the following.

San sut sen to the Sanpo.
 "Fiff, foff, fuff," said the faffy.

Provide an additional activity to include tongue twisters such as the following.

Billy boy bought Bell a box.
 Willie walked wearing Wanda's wonderful wig.
 Valencia valued Valerie's violet valentine.

Have the learners repeat these examples and make up some of their own.

Criterion

The learner will produce consonant sounds correctly in sentences. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Speaking	Level AB
Subskill	Mechanics of Speaking: Correct Pronunciation	Objective No. 5

Objective Given two- and three-syllable words orally, the learner will reproduce the syllables.

Cross Reference
to Reading Objectives ^{AW3}

Teaching/Learning Strategy

Direct the learners to repeat several two- and three-syllable words which are in their oral vocabulary. For example, name the two- and three-syllable objects in the home and the classroom.

Direct the learners to pronounce each word while clapping out the syllables. Begin with--

mom, mother, grandmother	happy, unhappy
sleep, sleeping	kind, unkind, unkindly

Play the game "Follow the Leader." Directions for the game are as follows.

Select a group of pictures representing two- and three-syllable words.

Have a learner name three pictures in any order, pronouncing the names correctly.

Have another learner try to name the pictures in the same order.

Send the learner who makes a mistake in sequence or in pronunciation to the end of the line.

Increase this activity to include five pictures representing multi-syllable words.

Criterion

The learner will correctly pronounce syllables. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Speaking	Level AB
Subskill	Mechanics of Speaking: Correct Pronunciation	Objective No. 6

Objective Given practice in saying short poems or jingles, the learner will pronounce the words correctly.

Cross Reference AW3
to Reading Objectives

Teaching/Learning Strategy

Help the learners understand the importance of using a pleasant voice and clear enunciation in reciting poetry.

Develop an appreciation of the use of words by reciting the following Mother Goose nursery rhymes with the children.

Cock-a Doodle Doo

Cock-a doodle doo!
My dame has lost her shoe,
My master's lost his fiddlestick
And knows not what to do.

Cock-a doodle doo!
What is my dame to do?
Till master finds his fiddlestick,
She'll dance without her shoe.

Wee Willie Winkie

Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown,
Rapping at the window, crying through the lock,
Are the children in their beds, for now it's
eight o'clock?

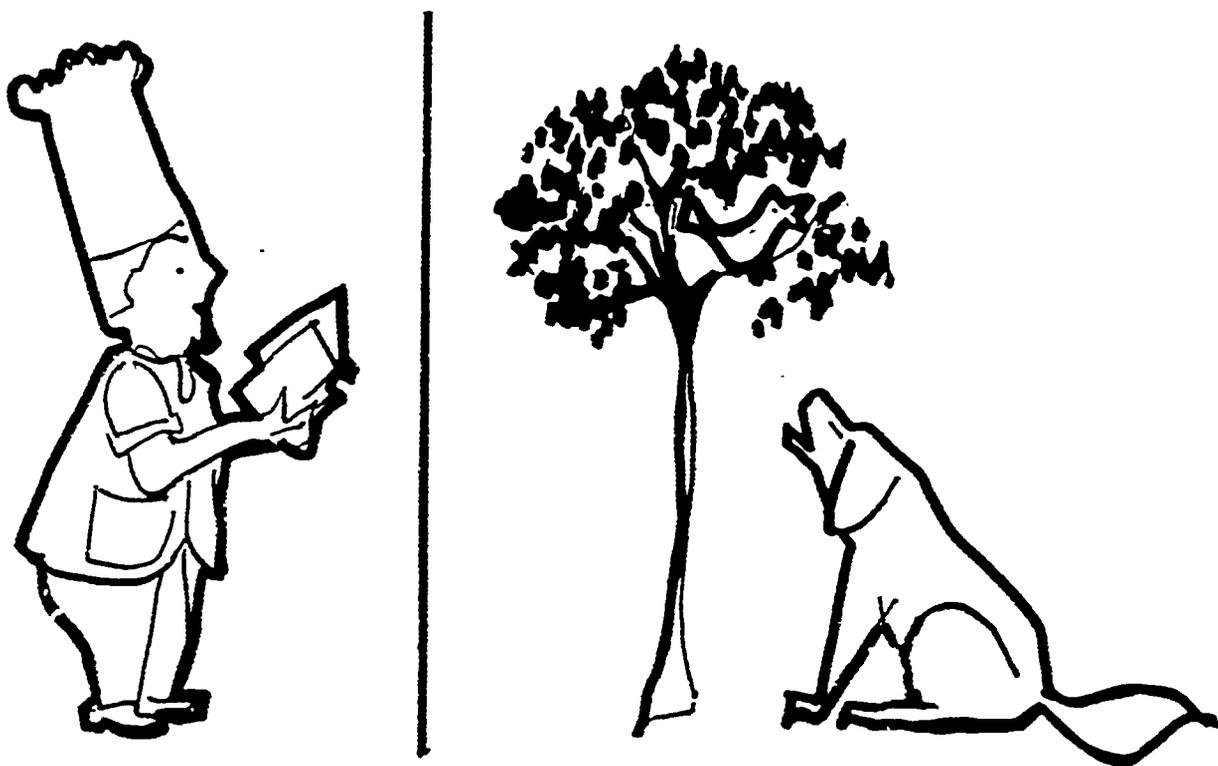
(Continued)

OBJECTIVE NO. AB-6 (cont.)

Form two groups, one of boys and one of girls, or one of high voices and one of lower voices. Have them interpret a short poem or jingle orally. For example:

Boys: Where is the book?
 Girls: The book is with the cook.
 Boys: Look at the cook.
 Girls: The cook has the book.

Low voices: The big brown dog barked.
 High voices: The little blue bird chirped.
 Low voices: Bark, bark, bark.
 High voices: Chirp, chirp, chirp.
 All voices: Spring is here!



Criterion

The learner will correctly pronounce poems or jingles. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Speaking	Level	AB
Subskill	Mechanics of Speaking: Volume Control	Objective No.	7
Objective	Given exercises in good posture and correct breathing, the learner will speak in the appropriate volume for a given period of time.		

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Help the learners understand the importance of using a pleasing voice and clear enunciation.

Guide the learners to recognize the features of a pleasant voice--

correct breathing	variety of pitch and inflection
appropriate volume	range in rate and rhythm

Teach the learners to breathe correctly. Caution them to sit and stand erectly. Give exercises which will promote--

good posture
deep breathing
slow steady exhalation.

Help the learners to associate volume of voice with--

the need to breathe deeply in order to produce enough
volume to be heard
the force necessary to produce a loud sound
volume appropriate to the situation.

Play "I'm going on a trip and I'm taking _____" with small groups of learners. Directions for the game are as follows:

Direct the learner to name an article that he/she will take on a trip.

Ask the next learner to repeat the article(s) stated previously and to add a new article to be taken on the trip.

(Continued)

OBJECTIVE NO. AB-7 (cont.)

Play the game until only one learner is able to repeat and pronounce correctly all of the articles.

Have the learners bring something for "Show and Tell." Ask each learner to describe the article that he/she has brought to class.

Criterion

The learner will speak using the appropriate volume for a given period of time. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Speaking	Level AB
Subskill	Mechanics of Speaking: Use and Control of the Body	Objective No. 8
Objective	Given an opportunity to speak to a group, the learner will stand erect and use appropriate gestures.	

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss the distracting quality of squirming, irrelevant gestures and other actions which can distract a listener's attention from the content of an oral presentation.

Demonstrate the difference between appropriate body control while speaking and distracting body gestures or movements. Discuss how simple movement and control may aid communication and make the content clearer to the audience.

During "Show and Tell" or any other situation in which learners are to speak, review the need for body control. Review the way in which gestures may distract the listener. Some ideas for "Show and Tell" are--

- something that the learner can play with alone
- something to use at the park
- something that the learner has made.

Direct the learner to tell the class about himself/herself, his/her family, or his/her pet.

Criterion

The learner will stand erect and use appropriate gestures when speaking. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking **Level** AB
Subskill Ability to Communicate Orally: **Objective No. 1**
Standards

Objective Given models of clear speech, the learner will discuss speech standards.

**Cross Reference
to Reading Objectives**

Teaching/Learning Strategy

Tell the learner that clear speaking helps the listener understand the speaker. Provide the learner with good speech models. Include teachers, paraprofessionals, and other learners. Utilize WBEZ broadcasts, cassette tapes, records, and other media materials as good speaking models.

Play the "Echo" game with the learners. Directions for the game:

- Ask a learner to say an appropriate word, phrase, or sentence. Choose a learner to repeat the statement.
- Direct the learner who correctly repeats the statement to take the next turn saying a word, phrase, or sentence.
- Continue in this manner until each player has a turn.

Discuss the importance of clear speaking in this activity. Elicit from the learner some of the following responses that indicate an awareness of standards for class speaking:

- Uses appropriate voice
- Pronounces word correctly
- Speaks clearly.

Discuss qualities that contribute to an acceptable speech standard.

Tell the learners a story. Utilize the story as a model of good speech. Have the learners discuss the qualities of good speech. List the qualities on a chart. Display the chart for review and reference.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking

Level AB

Subskill Ability to Communicate Orally:
Responsibility of the Speaker

Objective No. 2

Objective Given an oral presentation, the learner will discuss effective speaking.

Cross Reference
to Reading Objectives

Teaching/Learning Strategy

Provide many opportunities for the learner to hear and discuss oral presentations. Provide examples of good speaking through the following:

explaining a lesson
telling a story

stating directions
reciting a poem

Guide the learners in a discussion of what makes a speech good. Ask the following questions:

Could you hear the speaker?
Was the presentation interesting?
Did the speaker use his voice well? How?
Did the speaker use any gestures?
Did the speaker's gestures help or hinder his/her presentation?

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Speaking **Level** AB
Subskill Ability to Communicate Orally: **Objective No. 3**
 Vocabulary

Objective Given instruction and oral experience in the use of I and me, the learner will use them correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Encourage learners to correctly use the terms I and me in complete sentences. Serve as a model and assist learners to recognize correct grammatical usage.

Play the following game. Have the learners stand in a circle. Ask the learners questions that require either I or me in the answer. Lead learners to respond in complete sentences.

Have the learners tell about themselves.

For example, I am _____.

Have the learners tell about their feelings.

For example, I am happy when _____.

Have the learners tell about their experiences.

For example, I saw a _____.

Have the learners respond to requests using me.

For example: Bring the pencil to me. Bring the book to me.

Have the learners tell about things they have received.

For example: My cousin gave me a balloon.

Make two cards for each learner. On one print I; on the other, me. Say a sentence omitting I or me and clap whenever it is omitted. Direct each learner to hold up a response card and say the word aloud. Lead the group in a repetition of the sentence with the correct word inserted. Suggested sentences follow.

Teacher: "(clap) am going away."

Teacher: "Come to (clap)."

Criterion

Learner: "I am going away."

Learner: "Come to me."

The learner will use I and me correctly in speaking with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking **Level** AB
Subskill Ability to Communicate Orally: **Objective No.** 4
 Vocabulary

Objective Given models of the appropriate use of is and are, the learner will use them correctly in speaking.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Serve as a model to assist the learners in using is and are correctly. Tell the learners that we use is when speaking of one person or object and are when speaking of more than one person or object. Encourage the learners to correctly use is and are in complete sentences.

Ask five learners to form a line in the front of the room. Direct four learners to run in place and one learner to stand still. Say to the class, "Give me a sentence that tells about the four learners." Elicit the following reply: "The four children (or their names) are running." Say to the class, "Give me a sentence that tells about the one learner standing still." Lead learners in a discussion of the correct grammatical usage of is and are. Establish the rules:

The word is is used when talking about one person or thing.
 The word are is used when talking about more than one person or thing.

Make a picture chart showing the correct use of is and are. Display it in the classroom for review and reference.

is
are
 The  is big. The  are big.
Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Speaking **Level** AB
Subskill Ability to Communicate Orally: **Objective No. 5**
 Vocabulary

Objective Given an object, the learner will orally describe the object.

Cross Reference
 to Reading Objectives AW22, AC17

Teaching/Learning Strategy

Discuss with the learners ways to describe an object. Show the learners a familiar object. Explain how to describe the object, using the following categories: color, shape, size, and touch. Ask the learners to describe the object. List appropriate learners' responses on the chalkboard or chart paper.

Have the learners take turns bringing in objects from home in a paper bag. Ask them to describe the object so that the rest of the group can guess what it is. Gradually guide the learners to use more precise descriptions.

Give the learner an unfamiliar object to describe to a small group. Guide the learner to utilize his/her five senses (if appropriate) in examining the object and to express himself/herself clearly when describing the object. Help the learners determine the name of the object.

Provide a mystery box with an object inside. Ask a learner to describe the object but not to name it. The learner who guesses the object correctly can describe the next object.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking

Level AB

Subskill Ability to Communicate Orally:
Vocabulary

Objective No. 6

Objective Given a tasting experience, the learner will describe orally the tastes.

Cross Reference
to Reading Objectives ^{BC24}

Teaching/Learning Strategy

Discuss with the learners the various tastes that they have experienced and have them sample foods that would be classified as sweet, sour, and salty. Show the learners pictures of foods that are sweet, sour, and salty. Suggested foods follow:

candy
cookies

grapefruit
pickles

popcorn
peanuts

Discuss with the learners the words used to describe various tastes. Start with a few words, such as salty, sweet, and sour. Provide flavor samples of each taste and encourage learners to expand the taste samples, utilizing additional vocabulary.

Have a mystery fruit party. Cut up various fruits and place them in cups. Direct the learner to taste each, describe it, and try to identify the taste. Use various types of fruit.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking **Level** AB
Subskill Ability to Communicate Orally: **Objective No. 7**
 Vocabulary

Objective Given oral experiences, the learner will use new words for expressing ideas.

Cross Reference
 to Reading Objectives AW22, AL7

Teaching/Learning Strategy

Show the learners a picture in a small group. Have each learner in turn tell one word that describes the picture. Tell the learners not to repeat responses. Encourage the learners to be good listeners. Show a picture card of a sweater and try to elicit responses, such as blue, bulky, heavy, pullover, soft, thick, warm, or wooly. Accept reasonable responses.

Give sample situations for the learners to describe. Ask them to tell how things look, feel, sound, smell, taste, and move. Encourage the learners to say as much as they can about a particular situation. Suggested situations are--

eating an ice cream cone on a hot day
 walking through a mud puddle in bare feet on a warm
 spring day (squishy, gooey, slippery, yucky)
 waking up in the middle of the night during a loud
 storm.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill	Speaking	Level AB
Subskill	Communication Techniques: Situational Speech	Objective No. 1
Objective	Given a situation, the learner will demonstrate his/her needs, using appropriate gestures and statements.	

Cross Reference
to Reading Objectives AW22

Teaching/Learning Strategy

Discuss with the learners the importance of clear communication skills.

Demonstrate appropriate gestures and speech to communicate personal needs.

Provide an opportunity for the learner to communicate his/her personal needs, using situations similar to the ones below:

asking a question in the classroom
having to sharpen a pencil in the classroom
responding to a question from the teacher
trying to get the teacher's attention on the playground.

Criterion

The learner will use appropriate gestures and statements to communicate his/her personal needs. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Speaking	Level AB
Subskill	Communication Techniques: Situational Speech	Objective No. 2
Objective	Given oral drill experiences citing his/her name, address, and telephone number, the learner will repeat the information.	

Cross Reference AW2
to Reading Objectives

Teaching/Learning Strategy

Encourage the learners to identify themselves by giving their complete names. Call the learners by their complete names; then have them tell a small group their complete names and how they feel. Have the learner say, "My name is John Smith, and I feel very happy today."

Expand this activity to include the learner's address and telephone number. Have the learner memorize an appropriate emergency information phone number if he/she does not have a home phone number.

Provide a large map of the school district for a bulletin board or wall. Have each learner say his/her name and address. Ask the learners to put colored circles or squares for their houses in the appropriate places on the map if they say their names and addresses correctly.

Have learners use play telephones to simulate emergency situations. Direct learners to use the 911 phone number and to tell the operator their complete names, addresses, and telephone numbers and to give the appropriate emergency information.

Criterion

The learner will state his/her name, address, and telephone number with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Speaking	Level AB
Subskill	Communication Techniques: Situational Speech	Objective No. 3
Objective	Given experiences in identifying classmates and the teacher by name, the learner will address them correctly.	

Cross Reference
to Reading Objectives AW1, AW2Z

Teaching/Learning Strategy

Direct the learner to address the teacher as (Mr./Mrs./Miss/Ms.)
_____ instead of as "teacher."

Call the learners by their names. Encourage them to call each other by their names. Divide the class into small groups of five to seven students; have group members learn each others' names. Interchange group members until each learner has been exposed to all the classmates' names.

Play the game "Who Left?" as directed below:

Form a line of four or five learners at the front of the room. Have the others look carefully and then close their eyes. Point to one learner, who then tiptoes back to the desk or behind something. Have learners open their eyes and name the learner who left. Have the learner who correctly names the person who left get in line; then start the game over again.

Have the learners try to call their teacher and all their classmates by their correct names. Prepare a special certificate or award to recognize the learners who are successful.

Criterion

The learner will identify classmates and the teacher by name with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Speaking	Level	AB
Subskill	Communication Techniques: Situational Speech	Objective No.	4
Objective	Given an appropriate situation, the learner will speak in complete sentences.		

Cross Reference AW22
to Reading Objectives

Teaching/Learning Strategy

Encourage the learners to use complete sentences whenever speaking. Model oral language patterns to guide the learners in speaking in complete sentences.

Use complete sentences to give directions for various classroom activities and games such as the following. Encourage learners to respond in complete sentences.

Work in small groups and allow each learner to choose an object. Have the learners listen to a complete sentence describing the object; then repeat the complete sentence. Use the example:

Teacher: Beth has the red ball.
Learners: Beth has the red ball.

Have learners select new objects and then describe them in complete sentences. Facilitate oral communication by asking the learners questions about their objects.

Work in small groups and allow each learner to choose and describe an item.

<u>Teacher</u>	<u>Learner</u>
John, what do you have?	I have a green car.
Marsha, what do you have?	I have a doll.

Criterion

The learner will speak in complete sentences. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill	Speaking	Level AB
Subskill	Communication Techniques: Situational Speech	Objective No. 5
Objective	Given a situation requiring an oral response, the learner will speak in a complete sentence, using a clear and audible voice.	

Cross Reference
to Reading Objectives AW22

Teaching/Learning Strategy

Provide the learner with opportunities that facilitate oral communication. Have the learners tell about themselves, about their favorite toys or foods, or about their families. Guide learners to speak in complete sentences, using a clear and audible voice so that everyone in the group can understand.

Play the game "You're Next," as directed below:

Seat the learners in a circle. Pose a question to the small group. Ask, "What did you have for breakfast?" Hand a beanbag (block, ball) to one learner. Direct the learner to use a complete sentence to answer the question. Have the learner who correctly responded ask a question and hand the beanbag to another learner who in turn answers the question. Continue to play until all the learners have had an opportunity to participate.

Guide the learners to speak in complete sentences using clear and audible voices.

Criterion

The learner will speak in a complete sentence, using a clear and audible voice. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill	Speaking	Level	AB
Subskill	Communication Techniques: Situational Speech	Objective No.	6
Objective	Given instruction in telephone use and courtesy, the learner will answer the telephone courteously and convey a message.		

Cross Reference
to Reading Objectives AW22

Teaching/Learning Strategy

Provide the learners with the experience of using a telephone. Use a play telephone. Have the learners pair off; one is the caller and the other is the person called. Encourage the learners to speak courteously and to give the necessary information in the message. Use a situation similar to the one which follows.

Extending an Invitation to a Birthday Party

Have the learners follow these directions for using the telephone in the above situation:

Learner 1

Lift the receiver.

Make up a four-digit phone number to begin this activity.

(Encourage the learners to use their own phone numbers.)

Dial the phone number.

Lift finger and listen.

Learner 2

Lift the receiver.

Say, "Hello." (Guide the learners to speak courteously on the telephone.)

Learner 1

Identify yourself.

Tell why you are calling.

Give the necessary information.

Learner 2

Thank the caller for the invitation.

Respond to the invitation.

Learner 1

Accept the response to the invitation.

Reverse the roles and have learners make another call.

(Continued)

OBJECTIVE NO. AB-6 (cont.)

Explain the importance of the 911 emergency phone number. Encourage the learners to be specific in giving the nature and the location of the emergency. Tell the learners that the 911 telephone system will automatically trace the origin of the call if the learner sees an emergency situation but does not know the address.

Have the learners use a play telephone to simulate an emergency situation. Have them pair off; one is the caller and the other is the emergency operator. Have the learner follow these directions, using an example situation similar to the one listed below.

There is a fire at 1214 West Jackson Boulevard.

Learner 1

Lift the receiver.

Dial 911.

Lift finger and listen.

Learner 2 (emergency operator)

Answer the phone with the phrase "emergency operator."

Ask for the appropriate information.

Learner 1

Explain the emergency situation. (Direct the learner to be specific and to give all necessary information to the emergency operator.)

Learner 2 (emergency operator)

Dispatch the appropriate rescue team.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking

Level AB

Subskill Communication Techniques:
Situational Speech

Objective No. 7

Objective Given an opportunity to meet new people, the learner will participate in a conversation.

Cross Reference
to Reading Objectives ^{AW22}

Teaching/Learning Strategy

Discuss appropriate behavior when introduced to someone. Simulate a situation in which someone is introduced.

Introduce the learners to one another in a small group. Have the learners introduce themselves to other learners. Suggest some familiar topics which learners could use to begin a conversation.

Stress the importance of the following when being introduced to new people. Have the learners--

- acknowledge all introductions
- exchange names to start a conversation
- pronounce names correctly
- repeat the name of the person being introduced.

Have the learners take turns meeting visitors as they enter the room. Ask them to introduce the visitor to the teacher. Have the learner take the visitor about the room to explain the bulletin boards, learning centers, and the various other projects which the learners are preparing.

Criterion

The learner will meet new people and enter into conversations. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Speaking **Level** AB
Subskill Communication Techniques: **Objective No.** 8
 Situational Speech

Objective Given an opportunity, the learner will tell about personal experiences.

Cross Reference AW22
 to Reading Objectives

Teaching/Learning Strategy

- Have the learner bring an object for "Show and Tell." Guide the learner to use complete sentences in describing the object and in explaining why the object was selected for "Show and Tell."
- Have the learner draw a picture of some recent personal experience. Have the learner show the picture while relating the personal experience to the class.
- Set aside three to five minutes at the start of each day for Eye-Witness News. Have learners sign up to tell an interesting personal experience to the class. Encourage the learners who do not sign up to speak at a special time set aside for them.

Criterion

The learner will tell personal experiences. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill	Speaking	Level AB
Subskill	Communication Techniques: Situational Speech	Objective No. 9
Objective	Given an oral question, the learner will answer the question.	

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide many opportunities for the learner to answer oral questions. Ask the questions in an encouraging manner. Encourage the learner to answer in a complete sentence. Provide additional activities for learners who exhibit immature speech patterns. For example, use objects and have learners repeat oral sentence patterns.

Teacher: The ball is on the table.

Learners: The ball is on the table.

Teacher: Where is the ball?

Learners: The ball is on the table.

Plan various activities which will require learners to ask and answer questions orally.

Narrate an interview show.

Have a learner be a guest on the show. (The learner can be himself/herself, a famous person, a mystery person, or a storybook character.)

Ask the learner questions.

Allow the learner to answer the questions, revealing more about the character he/she is portraying.

Pretend to be lost.

Ask the learner for directions and help.

Have learners direct and help one another.

Criterion

The learner will answer an oral question orally with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Speaking	Level AB
Subskill	Communication Techniques: Oral Interpretations and Descriptions	Objective No. 10
Objective	Given a poem, story, or song orally, the learner will tell how it makes him/her feel.	

Cross Reference to Reading Objectives AC6, AC12, AC14, AC15, AL15, AL16, BL11, BL20

Teaching/Learning Strategy

Sing a simple song. Have learners sing the song with the teacher. Guide learners to understand the words and to feel the rhythm of the song. Ask learners to tell how the song makes them feel.

Encourage the learner to discuss how he/she feels when certain things happen. Have the learners tell how they feel when they receive a gift, feel lonely, are afraid, or are happy.

Read stories or poems orally and ask how particular parts of the story or poem make the learners feel. Select stories or poems that provide a range of feelings to which the learners can respond.

Criterion

The learner will tell how an oral selection made him/her feel. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill	Speaking	Level AB
Subskill	Communication Techniques: Oral Interpretations and Descriptions	Objective No. 11

Objective Given a field trip experience, the learner will describe what he/she saw and his/her reactions.

Cross Reference
to Reading Objectives AC12, BC24

Teaching/Learning Strategy

Have the learners become familiar with new vocabulary words that relate to a planned field trip experience. Share pictures, if available, of the field trip site. Discuss the field trip and ask the learners questions about what they expect to see, hear, and feel during the field trip.

Utilize the experience as a learning activity for vocabulary development, art and music enrichment, safety, science, social studies, and other related curriculum. Provide "hands on" experiences during the trip, if possible.

Arrange follow-up activities, such as dictating and writing stories. Encourage the learners to describe what they saw on the trip and tell how they felt about it. Use the stories to prepare experience charts. Have the learners draw pictures of their favorite part of the trip. Display the pictures. Guide learners in choosing vocabulary words to describe their pictures. Make "pictionaries" of the new vocabulary words.

Have learners express their reactions to the field trip. Encourage the use of descriptive language. Compare and contrast learners' responses.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill	Speaking	Level AB
Subskill	Communication Techniques: Storytelling	Objective No. 12

Objective Given a familiar picture, the learner will interpret it orally to his/her classmates.

Cross Reference AW22, AC13, BC28, BL16
to Reading Objectives

Teaching/Learning Strategy

Choose magazine pictures which show the kinds of activities in which the learners engage. Provide pictures of children helping, playing, reading, walking, and working. Encourage the learners to select a picture and explain it to the class.

Discuss telling a story about a picture. Direct the learner to tell about the people and articles in the picture and to describe the action. Encourage them to suggest events that might precede the picture and to extend the story to events that might follow the picture. Have learners use these techniques to organize ideas and to hold the interest of the listeners.

Provide an opportunity for the learner to bring a familiar picture and interpret it orally to his/her classmates. Guide learners to speak in clear, audible voices and in complete sentences.

Criterion

The learner will interpret pictures orally. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking **Level** AB
Subskill Communication Techniques: **Objective No.** 13
 Storytelling

Objective Given pictures or other stimuli, the learner will tell original stories.

Cross Reference
 to Reading Objectives AW22, AC2, BL14, BL16

Teaching/Learning Strategy

Use everyday situations to stimulate original storytelling. Select a set of pictures of familiar objects or situations. Include pictures of the following: a person brushing his/her teeth, a jacket, an orange, a crayon, a gift-wrapped present. Have the learner make up a story about each picture.

Work from familiar to unfamiliar pictures. Encourage the learner to be creative and to respond in complete sentences.

Provide a variety of pictures for storytelling purposes. Have the learner select a picture and tell a story about the picture. Then encourage two or three learners to work together.

Put an assortment of objects in a "Story Box." Have the learner close his/her eyes and select three or four objects and use them to tell an original story.

Put a variety of costume pieces, such as mustaches, hats, gloves, scarves, beards, or glasses in a box. Have the learners close their eyes, draw out three items, and put them on. Have the learners tell a story suggested by the costume pieces.

Criterion

The learner will tell an original story based on the stimuli. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill

Speaking

Level AB

Subskill

Communication Techniques:
Storytelling

Objective No. 14

Objective

Given a model, the learner will tell the beginning, middle, or end of a story.

Cross Reference

to Reading Objectives

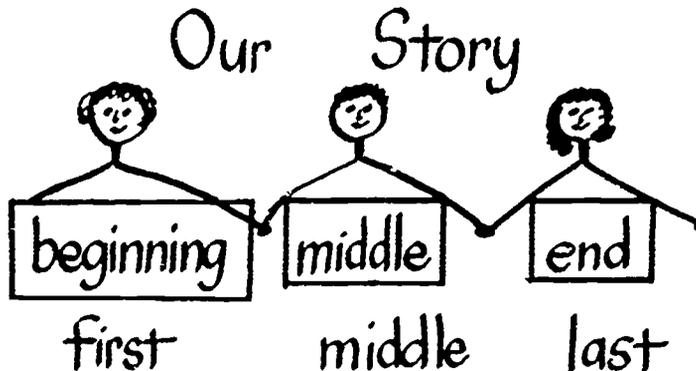
AC3, AS3, AS4, AS5, AL23, BL16

Teaching/Learning Strategy

Structure situations that help the learner understand the parts of a story--beginning, middle, end.

Read an interesting story to the learners. Discuss the parts of the story. Retell each part of the story. Ask the learners to identify the part in which each event happened in the story. Direct learners to respond by saying "beginning," "middle," or "end."

Have a group of three learners work together. Read a story to the learners. Tell the learners their order for retelling the story. Have the first learner stand and tell the beginning of the story. Have the middle learner stand and tell the middle of the story. Have the last learner tell the end of the story. Discuss what goes in the beginning, middle, and end of the story.



Criterion

The learner will tell a beginning, middle, or end of a story. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking **Level** AB
Subskill Communication Techniques: **Objective No.** 15
 Storytelling
Objective Given instruction in story sequence, the learner will tell a story about a personal experience in proper sequence.

Cross Reference AC2, AC3, AL23, BC5
to Reading Objectives

Teaching/Learning Strategy

Encourage the learner to involve sequence organization in storytelling. Explain and reinforce the use of the words first, second, third, and last.

Select familiar situations, and have learners tell their personal experiences as they relate to these situations. Encourage the learners to talk in complete sentences. Use sample situations similar to the ones that follow:

- getting to school on the coldest day of the year
- going to the beach for a day of fun
- preparing for school on a day you have overslept
- visiting relatives overnight.

Have the learners use the words first, second, third, and last to keep the experiences in proper sequence.

Establish a storytelling time for learners. Have them tell about personal experiences. Guide the learners in developing an awareness of sequence. Generate interest in learning about classmates.

Criterion

The learner will tell a story about a personal experience in sequence. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	p. _____	p. _____
Nontextual	_____	P. _____	p. _____	p. _____
Reinforcement	_____	P. _____	p. _____	p. _____



Skill	Speaking	Level AB
Subskill	Communication Techniques: Conversations	Objective No. 16

Objective Given many opportunities to participate in formal conversations, the learner will use acceptable social courtesies.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Explain the use of courtesy words, such as please, thank you, and excuse me.

Encourage the learners to use these courtesy words in formal conversations. Model oral language patterns of formal conversations. Discuss other forms of social courtesies used in formal conversations.

Expose learners to several formal conversations between faculty members or with the principal. Lead learners to discuss the similarities in these formal conversations. Help learners develop standards for formal conversation and use pictures to illustrate these standards on a wall chart. Help the learners to understand the social courtesies essential for large and small group conversations.

Provide learners with opportunities to participate in formal conversations. Include opportunities for learners to talk to a teacher or to try to obtain information from an adult.

Criterion

The learner will use acceptable social courtesies in formal conversation. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill	Speaking	Level	AB
Subskill	Communication Techniques: Conversations	Objective No.	17

Objective Given a declarative sentence, the learner will rephrase it to form an interrogative sentence.

Cross Reference AW22
to Reading Objectives

Teaching/Learning Strategy

Lead learners to understand the difference between a declarative (telling) sentence and an interrogative (asking) sentence. Discuss the differences in sentence structure and vocal inflection. Use oral sentence patterns to direct learners to hear and to understand the difference between declarative (telling) and interrogative (asking) sentences. Have learners repeat the following sentences after the teacher. Help the learners to understand sentence structure and vocal inflection.

Declarative Sentences

Today is Wednesday.
The class is on the trip.
Mrs. Smith is the teacher.

Interrogative Sentences

What day is today?
Where is the class?
Who is the teacher?

Read a declarative (telling) sentence aloud and direct the learner to rephrase it into an interrogative (asking) sentence.

Teacher

I am feeling good.
Bif is a dog.
We are in school.
She wants to swim.

Learner

Am I feeling good? or How am I feeling?
Is Bif a dog? or What is Bif?
Are we in school? or Where are we?
Does she want to swim? or What does she want to do?

Develop many opportunities to practice the interrogative sentence pattern in class.

Criterion

The learner will rephrase a declarative sentence to form an interrogative sentence with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking . **Level** AB
Subskill Communication Techniques: **Objective No. 18**
 Conversations

Objective Given an interrogative sentence orally, the learner will rephrase it to form a declarative answer.

Cross Reference
 to Reading Objectives ^{AW22}

Teaching/Learning Strategy

Read a set of interrogative and declarative sentences and direct the learner to indicate whether the sentence "asks" or "tells."

Discuss the differences in sentence structure and vocal inflection. Have a learner say both interrogative and declarative sentences. Direct learners to indicate whether the sentence "asks" or "tells."

Read an interrogative sentence aloud and ask the learner to rephrase it into a declarative (telling) sentence or answer.

Teacher

Does she sing?
 Do they like to eat?
 Can Laurel ski?
 Is Carol nice?
 Can birds fly?

Learner

She sings.
 They like to eat.
 Laurel can ski.
 Carol is nice.
 Birds can fly.

Criterion

The learner will rephrase an interrogative sentence to form a declarative sentence with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Speaking	Level AB
Subskill	Communication Techniques: Discussions	Objective No. 19
Objective	Given a topic, the learner will contribute ideas to a group discussion.	

Cross Reference
to Reading Objectives AW22, BC14

Teaching/Learning Strategy

Divide learners into small groups of five to seven. Present a common problem to the group of learners to solve. Have the learners brainstorm possible solutions. Direct learners to examine the problem, to present positive solutions, to listen to other learners' responses, to avoid repetitions, and to summarize solutions.

Have a discussion time with the learners. Introduce a topic, such as--

"How To Keep the Room Neater"
"What It Will Look Like on the Moon"
"How To Save Energy."

Guide the learners to--

stay on the topic
listen to each other's responses
take turns speaking.

Criterion

The learner will contribute ideas to a group discussion. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill	Speaking	Level AB
Subskill	Communication Techniques: Oral Reading	Objective No. 20

Objective Given a series of pictures in sequence, the learner will tell a story about them.

Cross Reference AW18, AW22, AC2, AC20, AS3, AS4, AS5,
to Reading Objectives BC5, BL16

Teaching/Learning Strategy

Select a comic strip that does not have dialogue. Discuss the comic strip action with the learners. Cut the comic strips into parts. Have the learner put the comic strip back in order and tell the story to the class.

Have the learners collect pictures related to the seasons or to the growth of a particular plant or animal. Direct the learners to paste the pictures on construction paper and arrange in sequential order. Ask the learners to show the pictures in the correct order and tell a story about them.

Read an interesting story to the learners. Divide the learners into small groups. Direct each group of learners to work together to illustrate a specific part of the story and to prepare to tell their classmates about their illustrations. Coordinate small group activities to conclude at the same time. Bring the class together and have each group tell its part of the story.

Criterion

The learner will interpret pictures to tell a story. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Speaking	Level AB
Subskill	Communication Techniques: Oral Reading	Objective No. 21

Objective Given a picture or a photograph, the learner will answer questions about it.

Cross Reference
to Reading Objectives AW22, BC30

Teaching/Learning Strategy

Have the learners draw or paint a picture about their families, homes, friends, or something with which they are familiar. Display the pictures. Encourage the learners to ask questions about the pictures. Discuss the question words: who, what, where, why, when, and how. Direct the learners to answer questions about their pictures in complete sentences.

Ask the learners to bring photographs to school. Have them show the photographs and ask each other questions about them.

Use a class picture or photographs from a class play or field trip to stimulate questions. Ask the learners a question about the photograph; then give the learner who correctly answers the question in a complete sentence a chance to ask a question. Continue to play until all the learners have had an opportunity to participate.

Criterion

The learner will answer questions about familiar subjects in complete sentences. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill	Speaking	Level AB
Subskill	Communication Techniques: Choral Speaking	Objective No. 22

Objective Given a poem orally with repetitive phrases, the learner will repeat phrases individually and with a group.

Cross Reference
to Reading Objectives AL1, BL10

Teaching/Learning Strategy

Show a Mother Goose book to the class. Invite volunteers to recite the Mother Goose rhymes they know.

Read "Hot Cross Buns" aloud--

Hot cross buns!
Hot cross buns!
One a penny, two a penny,
Hot cross buns!

If you have no daughters
Give them to your sons;
One a penny, two a penny,
Hot cross buns!

Ask learners to join in on repeated lines on the second or third reading. Guide the learners to understand that choral speaking is the oral interpretation of poetry or poetic prose through many voices speaking as one.

Read a poem aloud two or three times. Ask the learners to supply omitted parts. Repeat the poem often enough so that most learners can remember the lines. Divide the learners into two groups. Have each group recite a particular part of a poem. Encourage learners to speak clearly and to use appropriate gestures and vocal inflections.

Read "Ding Dong Bell" aloud--

Ding dong bell
Pussy's in the well.

Who put her in?
Little Tommy Green.
Who pulled her out?
Little Johnny Stout.

(Continued)

OBJECTIVE NO. AB-22 (cont.)

What a naughty boy was that
 To try to drown poor pussy cat,
 Who never did him any harm,
 But killed the mice in his
 father's barn.

Generate an interest in the oral interpretation of poetry. Motivate the learner to enjoy saying simple nursery rhymes alone, in small groups, or in a chorus.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Speaking	Level AB
Subskill	Communication Techniques: Choral Speaking	Objective No. 23
Objective	Given familiar rhymes and songs, the learner will repeat the rhymes and sing the songs in unison.	

Cross Reference AL11
to Reading Objectives

Teaching/Learning Strategy

Guide the learner to understand that choral speaking is the oral interpretation of poetry or poetic prose through many voices speaking as one.

Present Mother Goose rhymes in a variety of ways. Use pictures, worksheets, songs, and dramatizations to motivate learners. Read a Mother Goose rhyme to the learners. Ask the learners to repeat lines on the second or third reading. Guide the learners to say the rhyme with the teacher. Lead the learners to recite the rhyme on their own. Repeat the activity, using familiar rhymes and songs.

Plan a program for an open house or a holiday assembly. Select familiar rhymes and songs appropriate to the program. Have the learners recite or sing in unison. Encourage learners to speak or sing clearly and to use appropriate gestures and vocal inflections.

Criterion

The learner will repeat rhymes and songs in unison. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill Speaking **Level** AB
Subskill Communication Techniques: **Objective No.** 24
 Oral Reports

Objective Given oral instructions concerning his/her age and birthdate, the learner will correctly identify both.

Cross Reference AW22
 to Reading Objectives

Teaching/Learning Strategy

Model oral language patterns which will guide the learner in telling his/her age and birthdate. Have the learner repeat:

Jim is six years old.
 Jim's birthdate is August 3, 1973.

Fill in a large wall calendar by listing learners' names and their birthdates. Begin each new month by having the learners born during that month tell their ages and birthdates.

September

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
	1 Bill Doe	2	3	4 Sally Lee	5	6
7	8	9 Juan Rios	10	11	12	13

Make a giant birthday cake drawing on the wall. Add the learners' names to the cake as they are able to say their ages and birthdates. Celebrate when everyone can say his/her age and birthdate by baking a birthday cake and having a little party at school.

Criterion

The learner will state his/her age and birthdate with 100 percent accuracy.

SKILL MATERIALS

	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. _____	p. _____	p. _____
Nontextual _____	p. _____	p. _____	p. _____
Reinforcement _____	p. _____	p. _____	p. _____

Skill	Speaking	Level AB
Subskill	Communication Techniques: Oral Reports	Objective No. 25

Objective Given a "Show and Tell" period, the learner will report on an object or experience.

Cross Reference AW22, AC13
to Reading Objectives

Teaching/Learning Strategy

Set aside a definite time for "Show and Tell." Have the learners prepare their presentations. Direct learners to speak in complete sentences and to practice good audience manners. Stress taking turns. Help the learners guide their questions so that they will be pertinent to the report given. Encourage discussion after the learner is finished giving his/her report. Monitor the activity to insure that all learners participate.

Set aside a definite time for a "Book Show and Tell." Have the learners go to the school or neighborhood library to obtain appropriate picture books. Request that appropriate picture books be made available to the learners. Direct the learners to report orally on their books. Encourage discussion after the learner's presentation.

Criterion

The learner will report on an object or experience during "Show and Tell." Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Speaking	Level	AB
Subskill	Communication Techniques: Persuasion	Objective No.	26
Objective	Given an opportunity to discuss the uses of persuasion, the learner will role-play a persuasive situation.		

Cross Reference
to Reading Objectives ^{AW22}

Teaching/Learning Strategy

Discuss the uses of persuasion, what it is used for, and how it is effective. Stress that everyone uses persuasion when trying to convince someone of something. Ask the learners:

Do you use persuasion? When? How?
Does it work?
On whom do you use it?

Role-play several situations:

a girl asking to go to a party
a girl asking for a new bicycle
a boy who doesn't want to go to bed
a boy wanting another cookie.

Ask the learners if they watch television. Conduct a discussion on the use of persuasion techniques on television. Motivate the learners to think about how these persuasive techniques affect them. Discuss how the sponsor persuades the audience to buy his/her products. Stress the use of vocabulary, vocal inflections, and the necessity for speaking in complete sentences.

Role-play a situation, such as--

a person selling a box of cereal
a person selling soap
a person selling a car
a person selling a toy.

Criterion

The learner will role-play a persuasive situation. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	p. _____	p. _____
Nontextual	_____	P. _____	p. _____	p. _____
Reinforcement	_____	P. _____	p. _____	p. _____

Skill Speaking

Level AB

Subskill Methods of Delivery:
Creative Dramatics

Objective No. 1

Objective Given a story or poem, the learner will dramatize the selection.

Cross Reference AW22, AL24, AL29, BL15, BL21, BL25
to Reading Objectives

Teaching/Learning Strategy

Tell or read an interesting story; ask the learners to dramatize the sequence of events or one specific part.

Prepare the learners for dramatization of the story by asking questions, such as--

- Where did the story take place? (setting)
- Who are the persons in the story? (characters)
- What happened in the story? (plot)

Choose a learner to narrate the story as other learners pantomime the actions. Guide the learners in pantomiming one scene at a time, taking turns so that all the learners may participate.

Direct the learners to dramatize all or part of a selection. Have the learners speak clearly and use appropriate gestures and vocal inflections.

Set aside a specific time for presenting a play to another group. Organize the learners into different groups: to play the part of characters, to speak in a chorus, to make costumes, or to design props. Encourage the learners to work together. Suggest stories similar to the following: "The Three Bears" or "The Gingerbread Boy."

Criterion

The learner will dramatize familiar stories and poems. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking

Level AB

Subskill Methods of Delivery:
Creative Dramatics

Objective No. 2

Objective Given an opportunity, the learner will role-play everyday activities.

Cross Reference
to Reading Objectives ^{AW22}

Teaching/Learning Strategy

Discuss role-playing activities with the learners. Guide the learners to speak in a clear voice, to use complete sentences, and to use appropriate gestures and vocal inflections.

Suggest familiar situations for the learners to role-play:

buying a loaf of bread
meeting a new person
teaching someone how to play a simple game.

Dramatize a situation in a social studies or a science unit.

Social Studies

working with classmates
identifying family customs
comparing school children
from different lands

Science

identifying sounds
caring for room plants
using the five senses

Criterion

The learner will dramatize everyday activities. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill Speaking

Level AB

Subskill Methods of Delivery:
Creative Dramatics

Objective No. 3

Objective Given role-playing experiences, the learner will appropriately use courteous expressions.

Cross Reference AW22
to Reading Objectives

Teaching/Learning Strategy

Model oral language patterns to guide the learner in using the courteous expressions "please," "thank you," and "excuse me." Provide opportunities for practice by having the learners repeat courteous statements made by the teacher.

Role-play dinnertime at home. Have a learner assume the role of mother to begin this activity.

Mother: Suzanne, please set the table. Ask Billy to help you.
Suzanne: Billy, please help me.
Mother: Ask your brothers and sisters if they need glasses.
Suzanne: Deanna, do you need a glass?
Deanna: Yes, I do, thank you.
Suzanne: Richard, do you need a glass?
Richard: No, thank you.

Discuss the importance of using "please," "thank you," and "excuse me" correctly. Continue the conversation until the table is set.

Choose another familiar situation. Role-play grocery shopping at a busy store. Select learners to portray a cashier, shopper, stock person, and store manager.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking

Level AB

Subskill Methods of Delivery:
Creative Dramatics

Objective No. 4

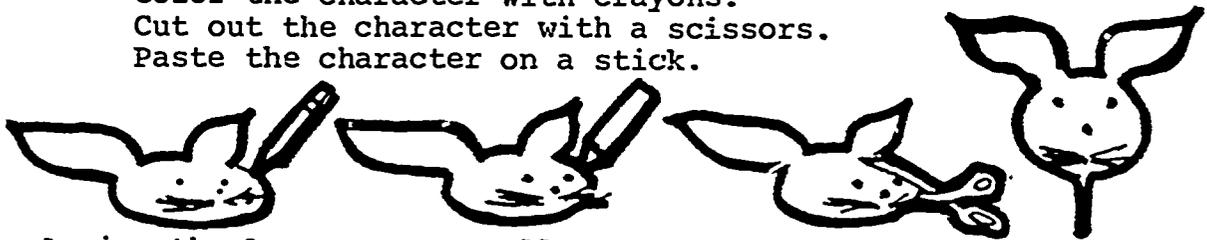
Objective Given a familiar story, the learner will participate in a puppet show based on the story.

Cross Reference AW22, AL23, AL27, AL29,
to Reading Objectives BL16, BL19, BL24, BL25

Teaching/Learning Strategy

Read aloud a simple story with a few characters. Have the learners discuss the events which took place at the beginning, the middle, and the end of the story. Determine how to dramatize them in a puppet show. Guide the learners to understand the characters in the story and ask them to make stick puppets of their favorite characters. Use the directions below for making the puppets.

Draw your favorite story character on construction paper.
Color the character with crayons.
Cut out the character with a scissors.
Paste the character on a stick.



Assign the learners to small groups to prepare a puppet show about the story. Make sure that each group contains the appropriate characters for the show. Guide the learners to speak clearly and to use appropriate vocal inflections.

Read several stories with a few characters. Have the learners select a favorite story. Group the learners together according to the stories they have selected. Have each group prepare a puppet show about its story to present to the class. Set aside a special time for each group to present its puppet show.

Criterion

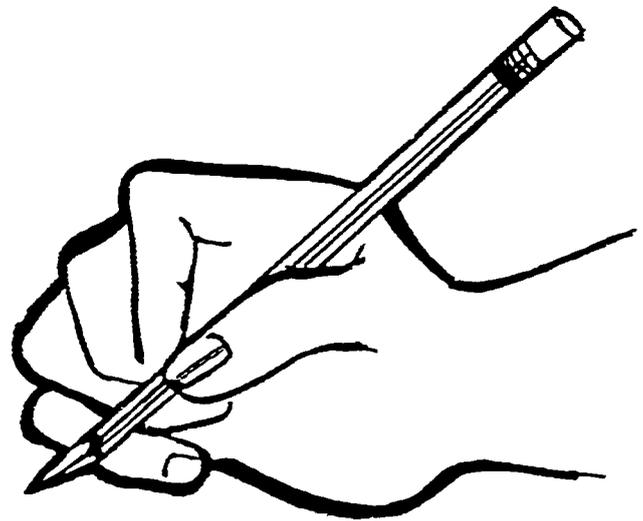
Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

**Reading maketh a full man; conference
a ready man; and writing an exact man.**

Francis Bacon



WRITING

Skill Writing **Level** AB
Subskill Fundamental Skills: **Objective No.** 1
 Handwriting

Objective Given a project, the learner will demonstrate development of eye-hand coordination.

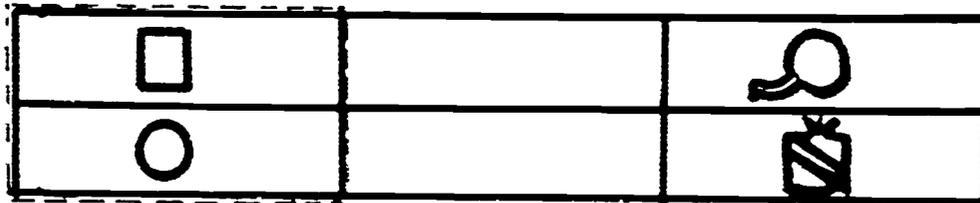
Cross Reference AW4, AW16, AW23, AC7,
 to Reading Objectives BC4, BC16, BC18, BL7, BL9

Teaching/Learning Strategy

Provide opportunities for the learners to work with jigsaw puzzles, hand puppets, paint, beads, clay, and paper and scissors.

Draw a geometric figure on the chalkboard or a chart. Explain the figure to the learners. Provide a large sheet of paper and a pencil or a crayon for the learner. Ask them to draw the figure on the paper and color it. Direct the learners to cut the figure out. Use the learners' figures to make a collage design on the bulletin board for a holiday display.

Prepare a worksheet similar to the following sample. Ask the learners to trace the figures with their fingers and then with a pencil or a crayon. Have the learners color each figure. Ask them to cut out the boxes with the figures on the dotted line. Have them paste the figures in the empty boxes next to the pictures with similar figures.



Direct the learners to finish coloring the pictures on the worksheet when they have completed pasting the figures in the empty boxes.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Fundamental Skills:
Handwriting

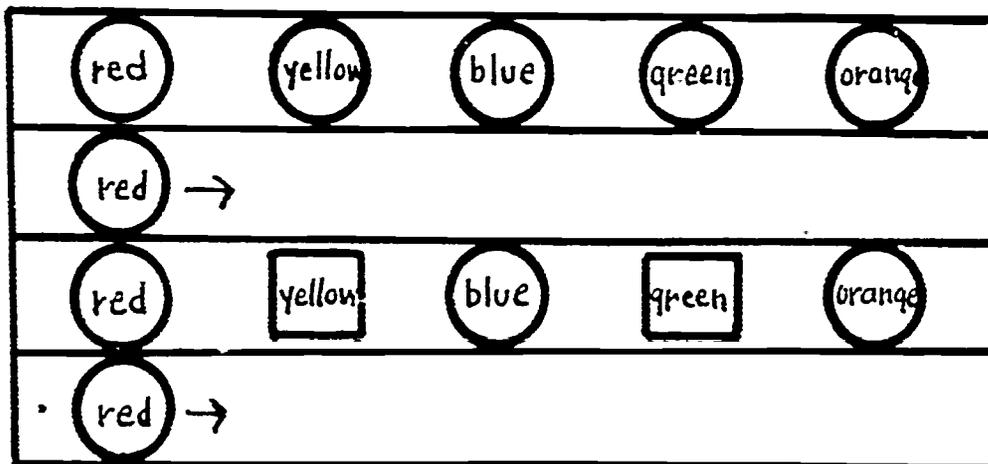
Objective No. 2

Objective Given a set of colored beads, the learner will construct patterns according to a left-to-right sequence.

Cross Reference
to Reading Objectives AW4, AC2

Teaching/Learning Strategy

Assemble beads, pegs, Cuisenaire rods, paper figures, and other materials. Arrange them in a pattern similar to the one below. Provide the learner with similar materials. Direct the learner to arrange the objects in a pattern that is identical to the model, using a left-to-right sequence.



Bead pattern boards may be made using cardboard, beads, and shoestrings. Model patterns may be placed on the chalkboard, charts, or transparencies. Explain the pattern to the learner. Have the learner reproduce the pattern on the chalkboard, on a worksheet, or with a particular type of material.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Writing	Level	AB
Subskill	Fundamental Skills: Handwriting	Objective No.	3

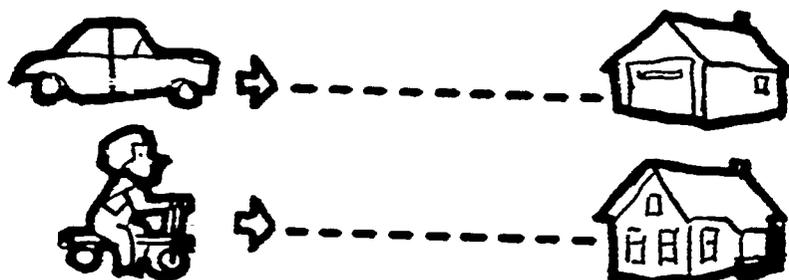
Objective Given a coloring or a writing activity, the learner will demonstrate the use of left-to-right progression.

Cross Reference BS10
to Reading Objectives

Teaching/Learning Strategy

Direct the learner's attention to the left-to-right movement whenever it is necessary to print on the chalkboard. Provide the learners with projects and activities that require the learner to follow a left-to-right pattern.

Provide worksheets such as the following. Tell the learner to place a crayon or pencil on the arrow, car, or boy and draw or trace a line to show where the object is going. Assist the learner if necessary. Display the work.



Plan a cut-and-paste type activity for Halloween or some other holiday. Use colored construction paper. Place one pile of each color on a table in a horizontal line. Direct each learner to begin on the left and take one sheet of each color. Allow the learner to use scissors and paste to complete a project such as a mask, picture, or container. Use the same procedure to allow the learner to select food at a class party.

Criterion

The learner will demonstrate left-to-right motion with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill Writing

Level AB

Subskill Fundamental Skills:
Handwriting

Objective No. 4

Objective Given a model of his/her name, the learner will trace the model.

Cross Reference
to Reading Objectives

Teaching/Learning Strategy

Print the learner's name on a sentence strip. Tape the strip on the learner's desk. Use the following example as a guide.



Have the learners frequently trace their names written on the model.

Show the learner how to hold the pencil between his/her thumb and index finger. Check the position of the learner's paper. Tilt the paper slightly to the left (for left-handed learners to the right). Encourage the learners to sit with their backs in a straight position and feet on the floor for the writing activity. Direct the learner's attention to the spacing of the letters and words.



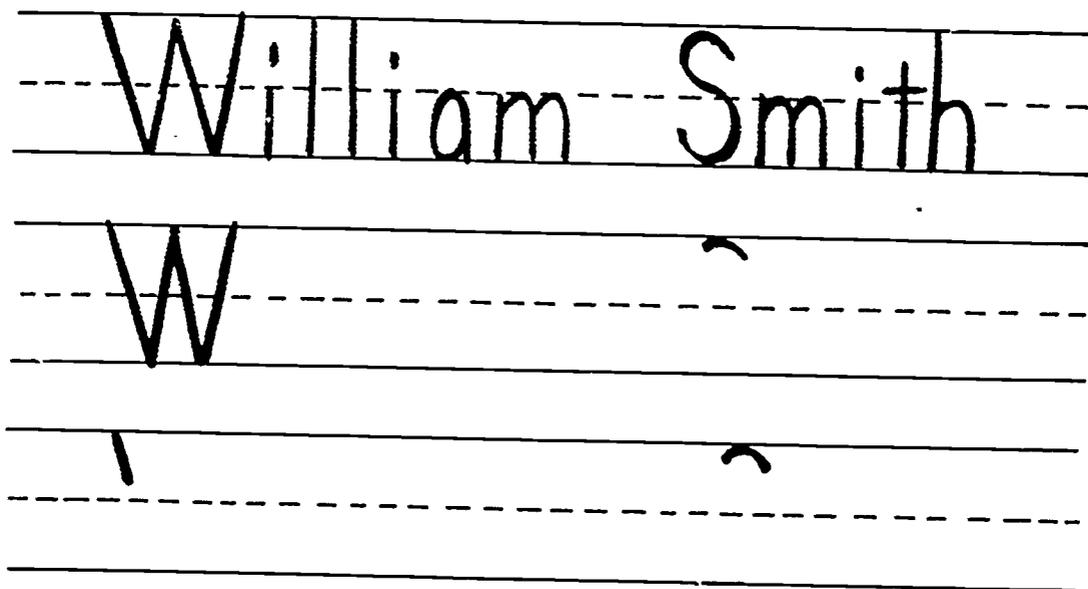
RIGHT-HANDED STUDENT



LEFT-HANDED STUDENT

OBJECTIVE NO. AB-4 (cont.)

Provide a model of the learner's name on a worksheet such as the one shown below. Have the learner use crayon or pencil to complete the worksheet. Show the learners how to hold their pencils or crayons correctly. Check to see that their worksheets are placed in the appropriate position. Assist the learners in completing the writing assignment correctly.

**Criterion**

The learner will trace the model with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Fundamental Skills:
Handwriting

Objective No. 5

Objective Given a model of his/her name, the learner will copy the model.

Cross Reference
to Reading Objectives

Teaching/Learning Strategy

Place a model of the learner's name on his/her desk. Ask the learner to copy the model on appropriate paper. Encourage the learner to use this model whenever it is necessary to print his/her name.

Provide a worksheet similar to the one below. Have the learner print his/her name on the appropriate line. Encourage the learner to hold his/her pencil correctly and to place the worksheet in the correct position.

Name

Oo Oo 

Cc Cc 

OBJECTIVE NO. AB-5 (cont.)

Allow the learners to write on manuscript paper when they demonstrate proficiency in printing their names. Use an activity sheet similar to the following model.

Rose Lopez

O o O o

C c C c

G g G g

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

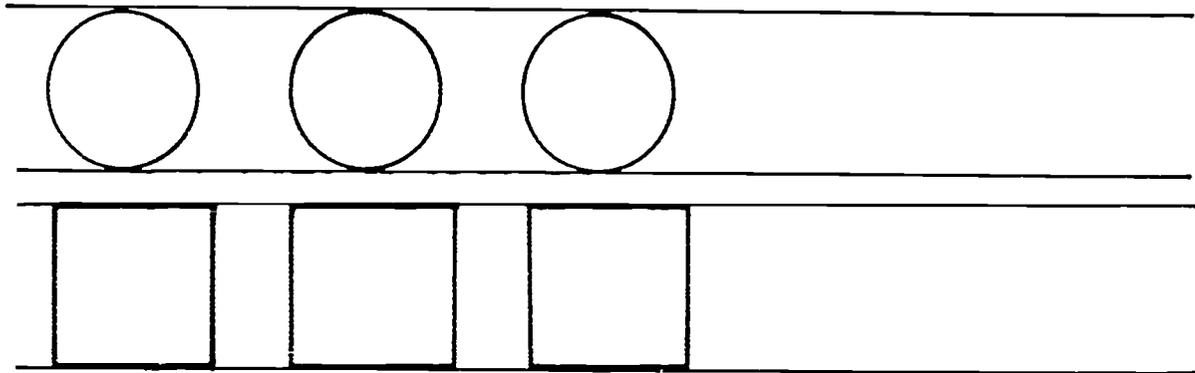
Skill Writing **Level** AB
Subskill Fundamental Skills: **Objective No.** 6
 Handwriting

Objective Given a model of upper-case letters, the learner will copy the letters.

Cross Reference AW12, AW13, AS6, AS7, AS8,
to Reading Objectives BS6, BS7, BS8

Teaching/Learning Strategy

Provide practice in tracing and copying geometric figures. Have the learners practice making squares and circles on the chalkboard and on paper. Use the sample shown below as a guide.

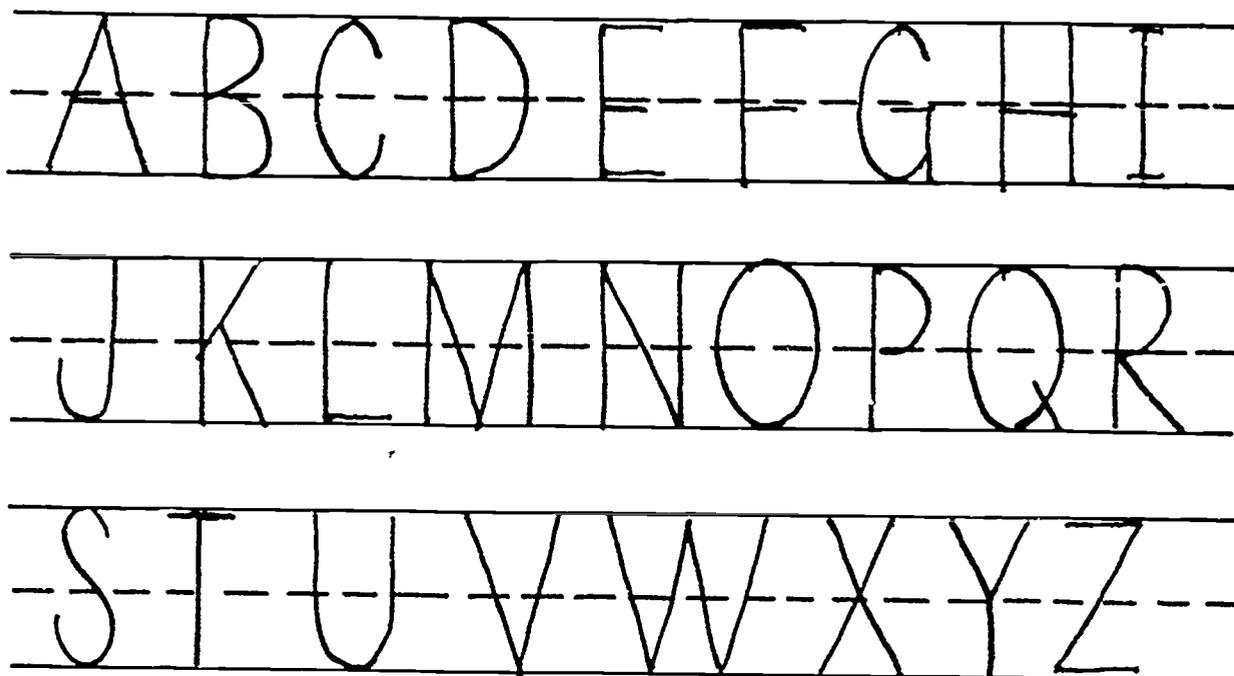


Use an overhead projector or the chalkboard to present the upper-case letters. Demonstrate the correct formation of each letter. Direct the learner to observe and practice writing the letter in the air while holding a pencil correctly. Use pre-cut letters, sandpaper letters, felt letters, and stencils. Provide additional writing experiences. Place a large model of the alphabet on the wall or bulletin board.

Provide each learner with a model of the upper-case manuscript letters. Direct the learners to trace the upper-case letters. Guide the learners in the formation of the letters. Provide the following model of upper case to assist the learners.

(Continued)

OBJECTIVE NO. AB-6 (cont.)



Provide the learner with paper and pencil. Direct the learner to copy the letters that are on the model. Assist and encourage the learner to copy the letters correctly. Stress the importance of holding the pencil correctly and appropriately positioning the writing paper. Encourage the learner to sit erect with feet on the floor.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Writing	Level	AB
Subskill	Fundamental Skills: Handwriting	Objective No.	7

Objective Given a model of lower-case letters, the learner will copy the letters.

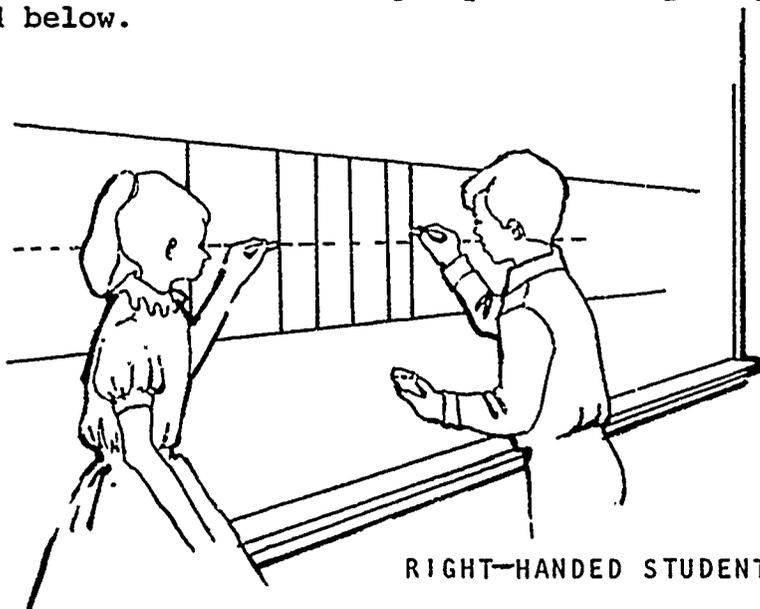
Cross Reference
to Reading Objectives AW12, AW13, AS6, AS7, AS8,
BS6, BS7, BS8

Teaching/Learning Strategy

Place a large model of the lower-case letters on the bulletin board or chalkboard. Prepare a small model of the lower-case letters for each learner. Place it on the learner's desk. Use an overhead projector or the chalkboard to present the lower-case letters. Demonstrate the correct formation of each letter. Direct the learner to observe and practice the letter in the air while holding a pencil correctly. Provide additional writing experiences. Stress the importance of appropriately placing the writing paper on the desk. Encourage the learners to sit erect.

Provide the learners with unlined paper and pencil or crayon. Ask the learners to copy the letters. Help the learners progress to lined paper when they demonstrate readiness.

Show the learners how to hold their chalk when they are writing on the chalkboard. Provide each learner with a piece of chalk that is long enough to be held about one inch from the tip. Ask the learner to hold the chalk lightly but firmly in position as illustrated below.



LEFT-HANDED STUDENT

163

OBJECTIVE NO. AB-7 (cont.)

Provide the following model of lower-case letters to assist the learner.

a b c d e f

g h i j k l m

n o p q r s t u

v w x y z

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

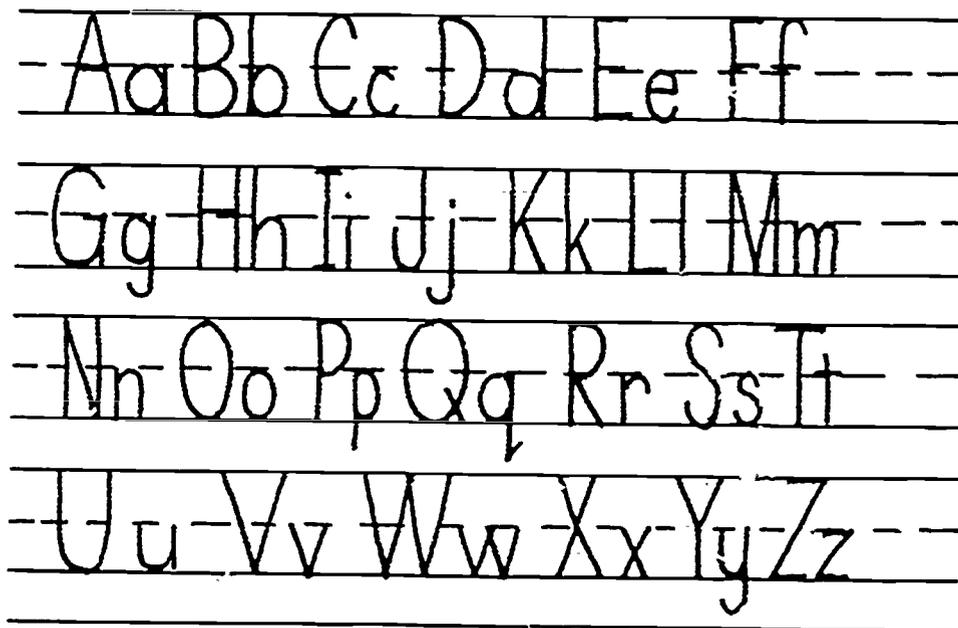
Skill	Writing	Level AB
Subskill	Fundamental Skills: Handwriting	Objective No. 8
Objective	Given a model of the upper- and lower-case letters, the learner will copy the model.	

Cross Reference
to Reading Objectives AW12, AW13, AS6, AS7, AS8,
BS6, BS7, BS8

Teaching/Learning Strategy

Prepare or select a large model of the upper- and lower-case letters of the alphabet. Provide each learner with a small model of the letters. Discuss the differences and similarities of the letters with the learner. Use the example given below as a guide.

Show the learners how the letters are placed on the line. Discuss the formation of the letters. Illustrate how some letters are written below the line,



Provide many opportunities for the learners to practice copying the letters. Use worksheets, workbooks, the chalkboard, or manuscript paper for this purpose.

(Continued)

OBJECTIVE NO. AB-8 (cont.)

Name _____

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn Oo

Pp Qq Rr Ss Tt Uu Vv Ww

Xx Yy Zz

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Fundamental Skills:
Handwriting

Objective No. 9

Objective Given instruction, the learner will print the upper- and lower-case letters of the alphabet without a model.

Cross Reference
to Reading Objectives AW12, AW13, AS6, AS7, AS8,
BS6, BS7, BS8

Teaching/Learning Strategy

Provide opportunities for the learner to trace and copy the upper- and lower-case letters of the alphabet. Provide materials for the learner to practice printing the alphabet. Use unlined, single line, and manuscript paper. Stress letter formation, spacing, height, location on the line, and legibility.

Provide pencils as the tool for writing and discuss why they are the most appropriate tool in most cases.

Give the learner paper and a pencil. Direct the learner to print the upper- and lower-case letters of the alphabet without using a model. Observe and encourage the learner. Check each learner's work and discuss any necessary corrections. Provide the learners with many opportunities for additional practice.

Note: It is suggested that the handwriting certificate located in the appendix of this guide be duplicated and awarded at the teacher's discretion. The standards set by the handwriting system used at the local school may serve as a basis for awarding the certificate. It is recommended that the handwriting system be selected from the Approved List of Instruction Materials for Language Arts.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** AB
Subskill Fundamental Skills:
 Spelling **Objective No.** 10

Objective Given experiences with sight vocabulary words, the learner will copy them correctly.

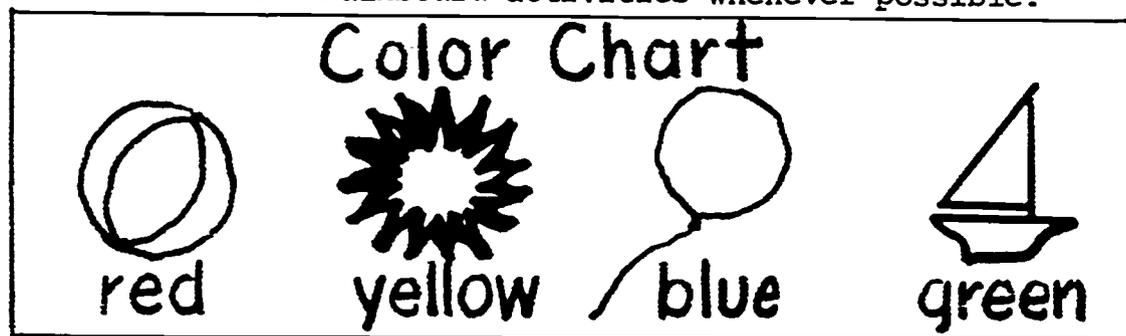
Cross Reference BW2, BW4, BW8, BW15, BW21, BW30, BS7
to Reading Objectives

Teaching/Learning Strategy

Provide many opportunities for the learner to practice using sight vocabulary words. Use materials such as the following:

charts	picture dictionaries
flash cards	songs
bingo games	workbooks
chalkboard games	worksheets
word wheels	learner-made books
poems	stories

Have the learner practice copying appropriate sight vocabulary words on worksheets, workbooks, and chalkboard activities. Direct the learner to copy the words correctly from a model similar to the one below. Use the sight vocabulary in experience charts and chalkboard activities whenever possible.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Writing	Level AB
Subskill	Fundamental Skills: Spelling	Objective No. 11
Objective	Given frequently used words, the learner will spell them correctly.	

Cross Reference
to Reading Objectives BC27, BS7, BL19

Teaching/Learning Strategy

Show the learners that some words have only one letter, such as--

I a

Provide opportunities for the learners to observe these words used on charts, bulletin boards, storybooks, and chalkboard activities. Spell out the letters while writing them on the chalkboard or an experience chart.

Discuss the use of I and a with the learners. Show how the word I is capitalized when used as a pronoun. Ask the learners to dictate sentences using I and a. Write the sentences on the chalkboard. Point out how the words are spelled. Have the learners read the sentences with the teacher. Prepare experience charts stressing the use of these words.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing Level AB
 Subskill Fundamental Skills: Objective No. 12
 Grammar/Usage

Objective Given models of the use of I and me, the learner will dictate sentences using them correctly.

Cross Reference
 to Reading Objectives

Teaching/Learning Strategy

Serve as a model to assist the learners in using I and me correctly when writing or dictating sentences. Place the following simple sentences on the chalkboard or a chart showing the correct use of I and me.

I went to the library.
 The librarian gave me a book.

I went to the circus.
 My mother bought me a balloon.

I had a birthday party.
 My friends gave me presents.

Read the sentences with the learners. Discuss the use of I and me in the sentences. Ask the learners to dictate sentences using I and me correctly. Write the sentences on the chalkboard or a chart. Read the sentences with the learners. Ask the learners to draw a picture illustrating the sentences. Use the illustrations to make an experience chart showing the correct use of I and me. Read the experience chart with the learners.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Writing	Level AB
Subskill	Fundamental Skills: Grammar/Usage	Objective No. 13

Objective Given instruction and experience in the use of is and are, the learner will dictate sentences using them correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Serve as a model to assist the learners in using is and are correctly. Tell the learners that we use is when we write or dictate sentences about one person or object, and we use are when we write or dictate sentences about two or more persons or objects. Write simple sentences on the chalkboard or charts showing the correct use of is and are, such as the following:

Mary <u>is</u> a girl.	The apple <u>is</u> red.
Linda and Ann <u>are</u> girls.	The apples <u>are</u> red.
Michael <u>is</u> a boy.	The ball <u>is</u> round.
Harold and Steven <u>are</u> boys.	The balls <u>are</u> round.

Read the sentences with the learners. Discuss the use of is and are in the sentences. Have the learners dictate sentences using is and are. Write the sentences on the chalkboard or a chart. Read the sentences with the learners. Ask the learner to draw a picture illustrating one of the sentences. Use the illustrations to make an experience chart showing the correct use of is and are. Read the chart with the learners.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Writing	Level	AB
Subskill	Fundamental Skills: Grammar/Usage	Objective No.	14
Objective	Given models of the appropriate use of the principal parts of the verbs <u>do</u> , <u>see</u> , and <u>come</u> , the learner will use them correctly in dictating sentences.		

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Encourage the learners to correctly use the principal parts of the verbs do, see, and come when dictating sentences. Serve as a model and help the learners to recognize the correct grammatical usage of these verbs.

Display several items on a tray. Have the learners discuss what they see. Remove the items; have the learners dictate sentences relating to what they saw. Write an experience chart, using the dictated sentences. Have the learners illustrate the sentences.

Assign several classroom tasks to the learners. Use a chart to indicate who will do each task. Discuss and write an experience chart describing what each learner did to help.

Place sentences similar to the following on the chalkboard. Ask the learners to complete them, using the verb come correctly.

1. I _____ home at four o'clock,
2. I _____ home early on Friday.

Answers

1. come
2. came

Criterion

The learner will use the principal parts of the verbs do, see, and come correctly in dictating sentences. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Writing	Level AB
Subskill	Fundamental Skills: Capitalization	Objective No. 15

Objective Given a writing situation, the learner will capitalize I as a first person pronoun.

Cross Reference AW22
to Reading Objectives

Teaching/Learning Strategy

Lead the learner in a discussion of the use of the first person pronoun I. Point out that this letter is always capitalized when used in writing situations in this manner. Provide examples in poems, stories, and songs.

Provide questions for the learners to answer using I, such as--

Who are you? _____
 Where do you live? _____
 How old are you? _____
 What do you like to do? _____

Prepare a number of sentence strips with the word I missing. Give the learners two word cards, a capital I and a lower-case i. Have them place either in the missing space. Check the learner's response for correct form.

Provide a lesson such as the following. Direct the learner to fill in each blank with either the lowercase or the capital I. Check and discuss the responses.

1. Robby went on a tr_p.
2. _ have a dog.
3. She _s my sister.
4. _ l_ke _ce cream.

Answers

1. trip 2. I 3. is 4. I, like, ice

Criterion

The learner will capitalize I in writing situations with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Writing

Level AB

Subskill Fundamental Skills:
Capitalization

Objective No. 16

Objective Given a writing situation, the learner will begin each sentence with a capital letter.

Cross Reference
to Reading Objectives ^{AW22}

Teaching/Learning Strategy

Lead the learners in a discussion of the manner in which the first letter of a sentence is written. Provide various experiences in which the learners observe the preparation of charts and stories. Point out that each new sentence begins with a capital letter.

Provide opportunities for the learners to copy stories or sentences from a model. Check the first letter in each sentence.

Plan lessons and experiences in which the learners create stories or sentences. Check the learners' work for capitalization of the first letter in the sentence. Display suitable examples.

Criterion

The learner will capitalize the first letter of a sentence with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Writing	Level AB
Subskill	Fundamental Skills: Punctuation	Objective No. 17

Objective Given manipulative experiences, the learner will end sentences with a period or question mark.

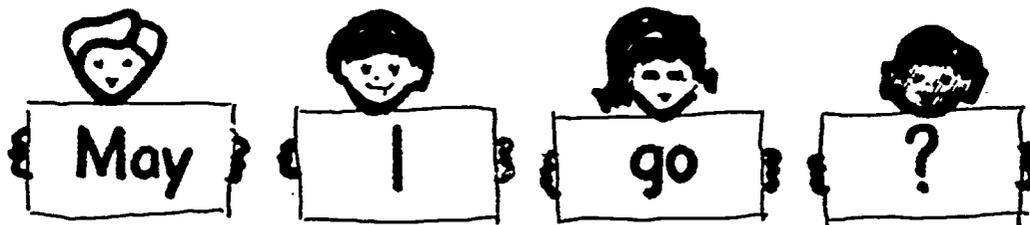
Cross Reference to Reading Objectives

Teaching/Learning Strategy

Explain the punctuation used at the end of a declarative sentence (telling) and an interrogative sentence (asking). Read sentences and help the learners identify the appropriate punctuation for the statement and question. Write sentences on the chalkboard. Ask the learners to place the appropriate punctuation mark at the end of the sentence.

Provide opportunities for the learners to use word cards and punctuation cards with a pocket chart. Have learners select words and appropriate punctuation to form declarative and interrogative sentences.

Use 12 x 12 inch manila tags with a neck string at the top to prepare punctuation and word cards that are in the learners' sight vocabulary. Select a set of punctuation and word cards that form a sentence. Distribute them to the learners. Tell the learners to form a sentence by standing in the correct order. Use this activity to teach sentence structure and punctuation.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Fundamental Skills:
Punctuation

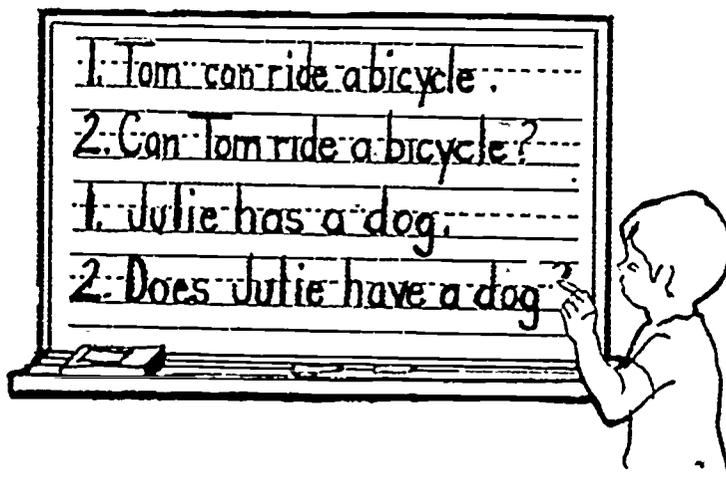
Objective No. 18

Objective Given a writing situation, the learner will end a sentence with a period or question mark.

Cross Reference
to Reading Objectives

Teaching/Learning Strategy

Provide worksheets with declarative (telling) and interrogative (asking) sentences that need punctuation. Read the sentences with the learners. Have the learners place the correct punctuation mark at the end of each sentence. Use words in the learners' sight vocabulary.



Provide many opportunities for the learner to practice writing simple declarative and interrogative sentences. Check the work and help the learner use the correct punctuation at the end of a sentence.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Fundamental Skills:
Sentence Structure

Objective No. 19

Objective Given an object, the learner will use a complete sentence to describe it to the class.

Cross Reference AW22, AC13, BC25, BC28
to Reading Objectives

Teaching/Learning Strategy

Plan numerous "Show and Tell" periods. Ask the learners to tell about their objects brought from home. Encourage the learners to speak clearly and in complete sentences when describing their objects. Provide opportunities for the learners to ask questions about the object. Assist the learner if necessary in the sharing process.

Lead the learners in the development of stories and poems for experience charts related to the sharing period. Have the learners dictate sentences describing a particular object. Emphasize capitalization and punctuation in the development of the chart. Ask the learners to draw pictures illustrating the object. Place the illustrations on the chart. Have the learners read the story with the teacher. Display the charts in the classroom. Use the charts for choral and recitation activities.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Fundamental Skills:
Sentence Structure

Objective No. 20

Objective Given a sentence frame, the learner will complete it orally.

Cross Reference
to Reading Objectives AW22, BC15

Teaching/Learning Strategy

Provide opportunities for learners to finish orally several sentence frames such as those below:

The dog _____.	_____	fly.
Babies _____.	_____	run fast.
The children _____.	_____	hop.
The cat _____.	_____	eat grass.

Play a riddle game: "Who Am I?" or "What Can I Do?"

Teacher says, "_____ can fly. Who am I?"
Learner responds, "A bird can fly."

Teacher says, "The dog can _____. What can I do?"
Learner responds, "A dog can bark."

Answers

Responses will vary.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill	Writing	Level AB
Subskill	Fundamental Skills: Vocabulary	Objective No. 21

Objective Given a writing project, the learner will use new vocabulary words.

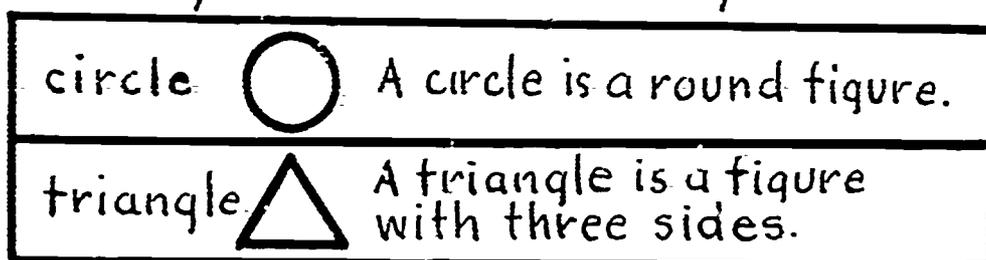
Cross Reference AC13, AC14, BW30, BS2, BS3, BS4, BS5,
to Reading Objectives BS9, BS10

Teaching/Learning Strategy

Help the learners develop picture dictionaries as part of a unit in the content areas: science, social studies, and mathematics.

Provide vocabulary cards (3 x 5 in. or 4 x 6 in.). Assist the learners to write the vocabulary words on the cards and arrange them in alphabetical order. Ask the learners to paste the cards on construction paper in order. Have them draw a picture illustrating the word next to the card. Direct them to dictate or write a simple definition and place it next to the illustration as indicated in the sample below.

My Picture Dictionary



Encourage the learner to use the new vocabulary words whenever possible. Assign writing projects that will provide an opportunity to use the words.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Writing **Level** AB
Subskill Fundamental Skills: **Objective No.** 22
 Dictionary Usage

Objective Given a picture dictionary, the learner will associate the word with the picture.

Cross Reference BC27
to Reading Objectives

Teaching/Learning Strategy

Provide a picture dictionary for the learners. Locate an illustration. Have the learners locate the same illustration and then the word that goes with it. Explain the use of a dictionary:

- to help with spelling
- to locate new words
- to increase vocabulary.

Provide group oral work in dictionary usage.

Provide individual written work in dictionary usage. Plan a worksheet or chalkboard assignment in which the learner lists words from the picture dictionary in categories: toys, clothes, and pets. Have the learner locate words for each category and copy the word and appropriate illustration onto the list.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	p. _____	p. _____
Nontextual	_____	P. _____	p. _____	p. _____
Reinforcement	_____	P. _____	p. _____	p. _____

Skill Writing **Level** AB
Subskill Practical Writing:
 Oral Practice and Readiness **Objective No. 1**

Objective Given a particular subject, the learner will relate a personal experience.

Cross Reference AW22, BC20
 to Reading Objectives

Teaching/Learning Strategy

Provide opportunities for the learner to contribute to oral discussions of various subjects in small group and informal situations.

Provide a specific period of time for group oral communications, such as "Show and Tell," good morning talk period, end of day oral evaluation, daily work planning session, or any regular time for oral participation by the learner.

Provide a topic, such as shopping trips, vacations, parties, and favorite TV programs. Allow the learners to share their personal experiences orally with the group.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** AB
Subskill Practical Writing:
 Oral Practice and Readiness **Objective No.** 2

Objective Given a familiar picture, the learner will identify people and objects in the illustration and tell what is happening.

Cross Reference AW22, AC4, AC9, AC13, BC18
to Reading Objectives

Teaching/Learning Strategy

Provide a large, clear picture of an activity or happening. Ask the learners to observe the details in the illustration. Use the following suggestions to lead a discussion of the picture:

identify people and objects in the picture
 associate people and objects in the picture
 state what is happening in the picture
 tell what might have happened before and what might happen after the activity in the picture.

Have the learners contribute orally to a short statement concerning what is happening in the illustration. Write the statement on the chalkboard or on chart paper. Have the learners read it with the teacher.

Ask the learners to draw a picture showing an event that might have happened before and/or after the event in the illustration. Have the learners show their pictures to the class, identify the people and objects, and explain what is happening in the illustration.

Criterion

The learner will identify the people and objects in the picture and tell what is happening with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Oral Practice and Readiness

Objective No. 3

Objective Given the opportunity to view a film, the learner will answer oral questions about it.

Cross Reference AW22, AC9, AC11, AC15, AC20, AC22,
to Reading Objectives BC26, BC27, BC30, BC32, BL23

Teaching/Learning Strategy

Select films related to units or areas of instruction. Utilize them to stimulate a discussion on a topic related to particular questions. Provide the suggested list of questions to help the learners obtain appropriate information from the film:

Film Title: _____
1. Who was in the film?
2. What happened in the film?
3. Where did the action or event happen?
4. When did the action or event happen?
5. Why did the action or event happen?

Discuss the questions with the learners. Provide an opportunity for the learners to add questions to the list.

Have the learners view the film. Conduct small group discussions on the film. Ask the learners questions during the discussion process.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** AB
Subskill Practical Writing:
 Oral Practice and Readiness **Objective No.** 4

Objective Given a familiar selection, the learner will identify it by title.

Cross Reference AW22
 to Reading Objectives

Teaching/Learning Strategy

Introduce each story, poem, or song to the learners by its title. Write the title of the selection on the chalkboard. Read it to the learners. Have the learners repeat it. Discuss the importance of knowing a title in order to identify a particular story, poem, or song. Use the following title chart to identify selections familiar to the learners. Have the learners draw a picture illustrating a title.

<u>Stories We Know</u>
The Three Bears
Three Billy Goats Gruff
Three Little Pigs
Pinocchio

Ask the learners to use titles when identifying stories, poems, or songs. Read a familiar poem to the learners. Ask the learners to state the title.

Criterion

The learner will identify a selection by its title with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Oral Practice and Readiness

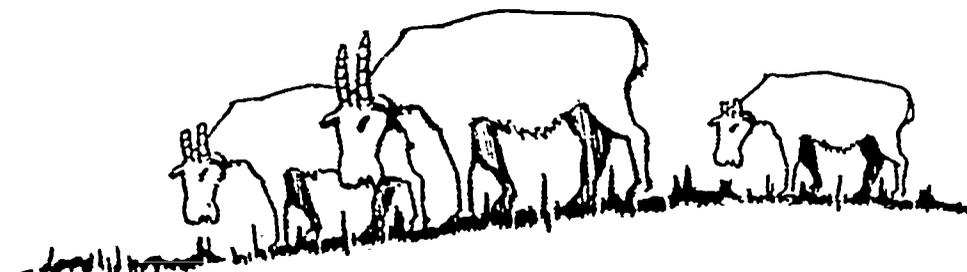
Objective No. 5

Objective Given several oral selections, the learner will identify them by their titles.

Cross Reference AW22
to Reading Objectives

Teaching/Learning Strategy

Read a variety of stories and poems to the learners. Identify each selection by its title as it is presented. Ask the learners to draw a picture illustrating a favorite selection. Have the learners dictate or write the title of the selection on a sentence strip. Place it under the picture.



Three Billy Goats Gruff

Plan a bulletin board display of favorite stories and poems showing illustrations and titles. Provide an opportunity for the learners to discuss the illustrations and titles. Remove a sampling of illustrations from the bulletin board. Tell a brief story about each illustration. Have the learners state the correct titles of the selections.

Criterion

The learner will state the title of a selection with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Writing	Level AB
Subskill	Practical Writing: Oral Practice and Readiness	Objective No. 6
Objective	Given a set of objects, the learner will orally compare and contrast them.	

Cross Reference AW9, AW19, AW22
to Reading Objectives

Teaching/Learning Strategy

Provide game situations that help the learners observe the likenesses and differences of objects.

Display a set of objects, such as--

two blocks and one bead
two crayons and one pencil
any arrangement of three objects.

Have the learners sing the following song:

One of these things is not the same as the others.
One of these things just doesn't belong.
Can you tell which thing is not the same as the others.
Before I continue my song.

Call on one learner to indicate one object and tell how it differs from the others. Allow this learner to arrange a display for the next turn. Continue with activities of this type until the learners can compare and contrast objects.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Oral Practice and Readiness

Objective No. 7

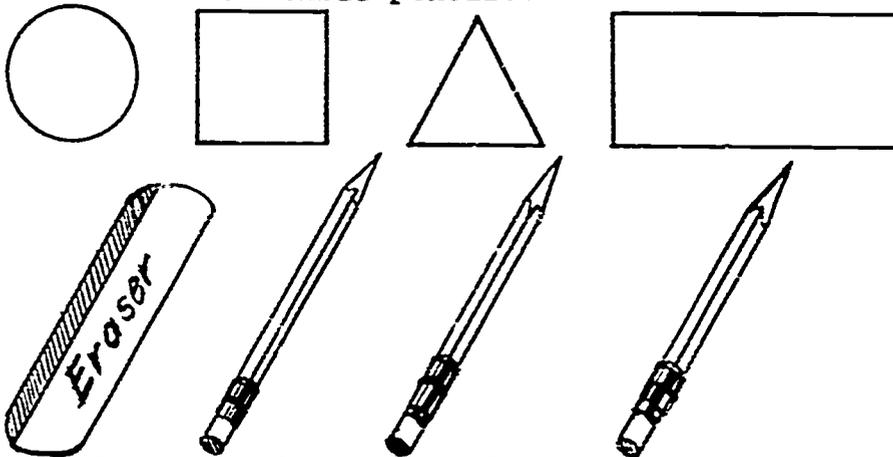
Objective Given a display of objects, the learner will describe and illustrate the objects.

Cross Reference AW9, AW19
to Reading Objectives

Teaching/Learning Strategy

Provide a display of four objects where the learners can see it. Have the learners discuss the display. Use groups of objects such as the following for the display:

three blocks of one color and one of another
two beads of one color and two beads of another
a series of four geometric figures
an eraser and three pencils.



Have the learners observe and discuss a display grouping. Tell the learners to draw the display. Ask the learners to use their pictures to describe the objects to the group.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Writing

Level AB

Subskill Practical Writing:
Oral Practice and Readiness

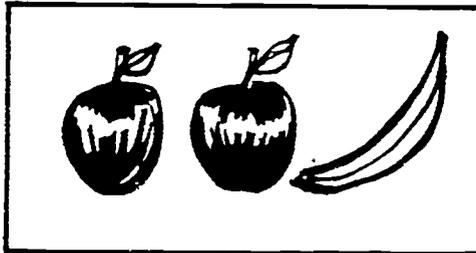
Objective No. 8

Objective Given a set of pictures, the learner will state differences among the pictures.

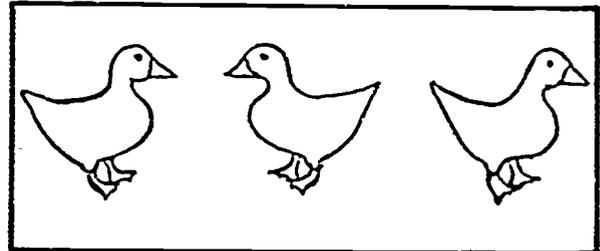
Cross Reference to Reading Objectives AW9, AW19, AW22

Teaching/Learning Strategy

Use pictures of familiar objects to explain likenesses and differences to the learners. Arrange sets of three pictures in which two are alike and one is different, such as:



two apples and one banana



three ducks, one reversed

Have the learners select the picture that is different and tell how it is different. Ask the learner who responds correctly to arrange the next set of pictures and select another learner to explain the differences in the pictures.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Oral Practice and Readiness

Objective No. 9

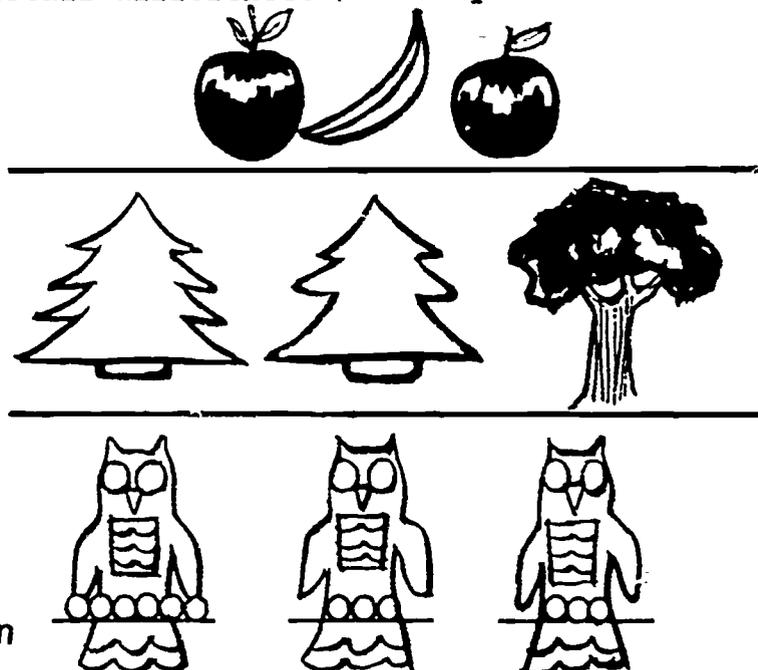
Objective Given a set of pictures, the learner will mark the one that is different.

Cross Reference to Reading Objectives AW9, AW19

Teaching/Learning Strategy

Use a variety of objects and pictures to explain likenesses and differences to the learners. Have the learners discuss how objects are alike and different.

Provide a worksheet illustrating likenesses and differences. Start with easy examples and gradually provide pictures with small detail differences that require skill to detect.



Criterion

The learner will mark the picture that is different with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** AB
Subskill Practical Writing: **Objective No.** 10
 Oral Practice and Readiness
Objective Given a set of letters or words, the learner will mark the one that is different.

Cross Reference AW9, AW19
to Reading Objectives

Teaching/Learning Strategy

Provide a model of the capital and small letters in the alphabet. Discuss the likenesses and differences in the shapes of the letters. Provide appropriate opportunities for the learners to trace and write letters. Label objects in the room so that the learners will recognize how letters are used to form words. Provide worksheets such as the following that contain sets of letters or words that illustrate likenesses and differences. Tell the learners to mark the one in each set that is different.

A	A	V	O	O	o
L	K	L	P	d	d
O	n	O	h	n	h
blue	blue	red	yellow	orange	orange
go	go	get	sun	ryn	sun
now	no	no	up	ppp	up
stop	stow	stow	get	get	wet

Criterion

The learner will identify differences with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Oral Practice and Readiness

Objective No. 11

Objective Given experiences with rhythm band instruments, the learner will state the names of the instruments.

Cross Reference AW22
to Reading Objectives

Teaching/Learning Strategy

Introduce each rhythm band instrument to the learner by name and sound. Show how the instruments are played. Provide opportunities for the learners to use the instruments.

Play What Is It? with the class or a small group. Directions for the game follow:

1. Arrange a collection of rhythm band instruments on a desk or table.
2. Have a learner select an instrument from the collection and play it.
3. Direct the player to select a learner to identify the instrument by name.
4. Ask the learner who correctly identifies the instrument to take the next turn.
5. Continue in this manner until each learner has a turn.

Organize a rhythm band. Allow the learners to play for an audience.

Criterion

The learner will state the names of rhythm band instruments with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Oral Practice and Readiness

Objective No. 12

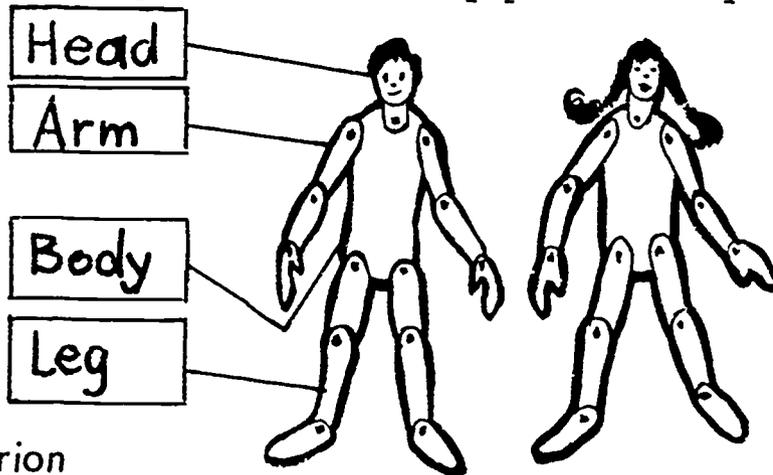
Objective Given experience in naming parts of the body, the learner will identify them correctly.

Cross Reference AW22
to Reading Objectives

Teaching/Learning Strategy

Prepare a bulletin board entitled I Can Move. Cut out a large cardboard girl and boy. Place fasteners at the shoulders, elbows, wrists, thighs, knees, ankles, and at the base of the neck so that joints can be moved. Use the figures to teach the names of the parts of the body. Write the name of each body part on the bulletin board beside the figures. Introduce one body part at a time. Have the learners follow the movement as the figure is maneuvered. Have learners take turns maneuvering the figures.

Obtain a large mirror. Allow the learners to observe themselves and point to their body parts as they are named.



Criterion

The learner will name the parts of the body with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Writing

Level AB

Subskill Practical Writing:
Oral Practice and Readiness

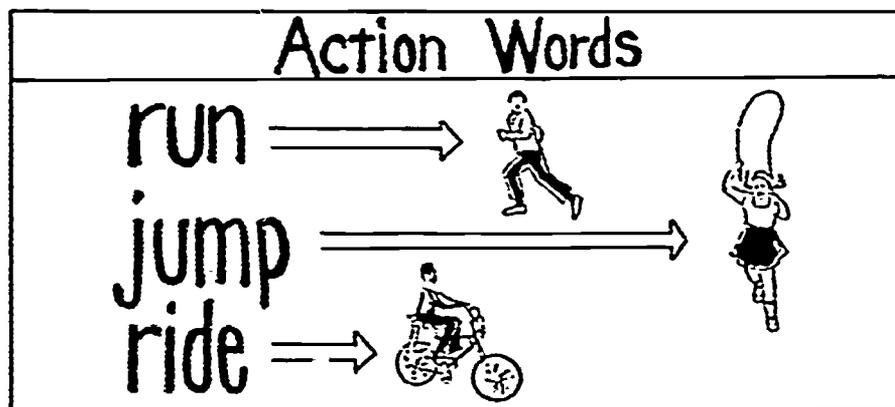
Objective No. 13

Objective Given action words, the learner will perform the action.

Cross Reference AC1, BW30
to Reading Objectives

Teaching/Learning Strategy

Provide opportunities for the learners to demonstrate understanding of action words by dramatizing them. Plan lessons that promote actions related to words that learners must understand. Use a chart such as the following to illustrate action words.



Discuss the chart with the learners. Explain that an action word shows a way of doing something. Provide opportunities for the learners to demonstrate the action in the pictures. Allow the learners to add action words to the chart.

Criterion

The learner will perform an action with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** AB
Subskill Practical Writing: **Objective No.** 14
 Oral Practice and Readiness

Objective Given instruction, the learner will identify his/her right and left sides.

Cross Reference AW5, AW10, BS10
to Reading Objectives

Teaching/Learning Strategy

Provide the learner with points of reference for identifying his/her right and left side, such as, "If you face the flag, your right side is near the chalkboard and your left side is near the window." Develop an awareness of parts to whole through the association of right and left hands and feet with right and left sides of the body.

Plan game situations in which the learners must indicate their right or left side.

Play the "Hokey-Pokey" game and observe to make sure the directions are acted out correctly.

Play "Simon Says." Emphasize the left and right sides of the body.

Label the learners' left and right hands with a bracelet or ring of paper which has left or right written on it. Use a different color for each, i.e., red band with right written on it, yellow band with left written on it.

Ask the physical education instructor to reinforce this skill.

Criterion

The learner will identify his left and right sides with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Oral Practice and Readiness

Objective No. 15

Objective Given instruction and practice, the learner will identify in print what has been said orally.

Cross Reference AW22, BC2, BC3, BC4
to Reading Objectives

Teaching/Learning Strategy

Label objects and places in the classroom, such as door, window, chalkboard, library, piano, and science table. Explain the labels to the learners. Place the following sentences on cardboard strips:

Look out the window.
Shut the door.
Look at the chalkboard.
Go to the library.
Listen to the piano.

Discuss the sentences with the learners and help them identify words in the sentences with words on the labels. Use the sentence strips when giving directions. Have the learners repeat the sentences. Provide the learners with experiences of hearing a sentence and seeing it in print. Give a direction orally. Direct a learner to select the direction in print.

Criterion

The learner will identify in print what has been stated orally with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** AB
Subskill Practical Writing: **Objective No.** 16
 Dictating and Recording Information
Objective Given directions, the learner will state his/her first and last name and the teacher's name.

Cross Reference AW2, AW22
 to Reading Objectives

Teaching/Learning Strategy

Explain the importance of knowing first and last names for identification purposes. Stress the importance of correct pronunciation when stating names. Use complete names to check attendance. Have the learner repeat his/her complete name to indicate presence.

Write your complete name on the chalkboard, such as--

Mrs. Susan Phillips or Mr. John Harris

Say your name and have the learners repeat it using correct pronunciation.

Plan game situations in which the learners respond orally with their complete name and the teacher's.

Use the following dialogue as an example:

Teacher: My name is Mrs. Susan Phillips. Repeat my name and tell me your name.

Learner: Your name is Mrs. Susan Phillips, and my name is Linda Mathias.

Criterion

The learner will state his/her first and last name and the teacher's name with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Dictating and Recording Information

Objective No. 17

Objective Given a model, the learner will write his/her first and last name.

Cross Reference
to Reading Objectives

Teaching/Learning Strategy

Provide an appropriate model of the learner's first and last name. Write the name with a broad felt-tip pen on a sentence strip, such as the following:

Alicia West

Secure this to the learner's desk or table with tape or contact paper. Have the learners trace the model. Provide experiences for the learners to write their names with chalk, charcoal, crayons, paint, and pencils. Prepare activity sheets for the learners to practice writing their names.

Criterion

The learner will write his/her first and last name with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Dictating and Recording Information

Objective No. 18

Objective Given experiences, the learner will write his/her first name and last name independently.

Cross Reference
to Reading Objectives

Teaching/Learning Strategy

Provide a model of the learner's first and last name. Prepare activity sheets that will assist the learners to gradually write their names independently, such as the following:

Alicia West
A W

Design homework materials to provide the learners with additional writing practice. Allow the learners to remove the model when they can write their name independently.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Dictating and Recording Information

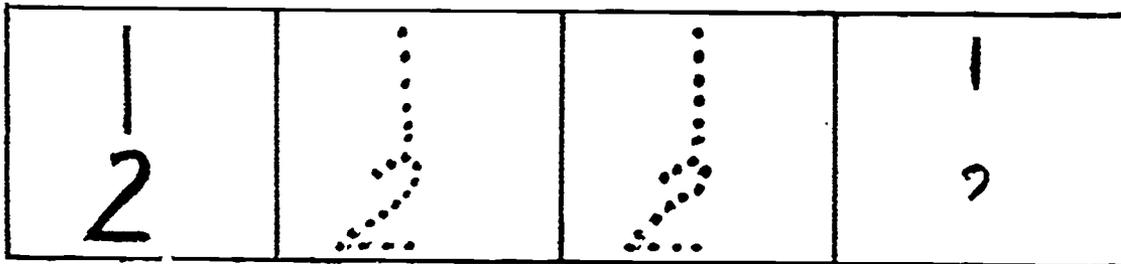
Objective No. 19

Objective Given models of numerals from one through nine, the learner will copy them.

Cross Reference AW14
to Reading Objectives

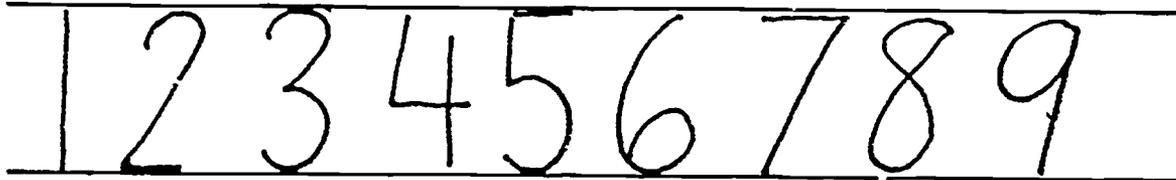
Teaching/Learning Strategy

Provide the learners with a worksheet on which the numerals one through nine have been outlined with a series of dots which can be traced. Explain the procedure for tracing the numerals, using a sample similar to the following.



Direct the learners to appropriately complete the activity.

Provide the learners with a worksheet on which the numerals one through nine are written. Draw boxes or lines next to the numerals for the learner to use in copying them.



Have the learners complete the activity.
Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Dictating and Recording Information

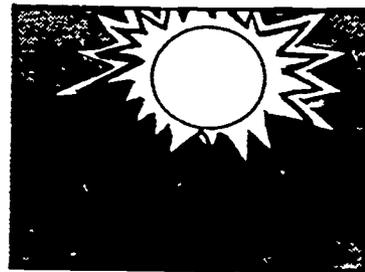
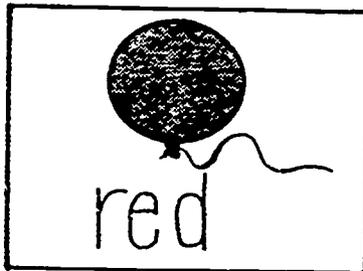
Objective No. 20

Objective Given experience, the learner will identify the following colors: red, yellow, green, white, blue, brown, orange, black, and purple.

Cross Reference AW15
to Reading Objectives

Teaching/Learning Strategy

Prepare a large color chart. Use a figure theme to illustrate the colors as shown in the chart below. Write the color name under each illustration. Introduce one color at a time. Stress auditory memory of the color name.



Provide many experiences with the colors. Use similar cards with different shades of one color. Have the learners match the color cards with objects in the room.

Criterion

The learner will identify colors with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill writing

Level AB

Subskill Practical Writing:
Dictating and Recording Information

Objective No. 21

Objective Given a game situation, the learner will call classmates correctly by name.

Cross Reference AW22
to Reading Objectives

Teaching/Learning Strategy

Teach the "Hello-Goodbye" game and play it daily until the learners know each other's names. Use the following directions to play.

Have each learner turn to the one near him/her at the appropriate time and say hello or good-bye, using the child's name.

Have the learners appropriately greet the teacher, using his/her complete name.

Play "Little Tommy Titlemouse" when learners become familiar with most classmates' names. Reinforce the skill and expand their knowledge of the names whenever possible. Directions for playing the game follow:

1. Have one learner sit on a chair with eyes closed.
2. Have another learner tiptoe behind the chair.
3. Have all say:
Little Tommy Titlemouse lives in a little house.
Someone knocking (learner in back knocks)
Me, oh, my.
Someone saying--
4. Have the learner in back say, "Who am I?"
5. Have the learner on the chair guess who it is from the voice.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** AB
Subskill Practical Writing: **Objective No.** 22
 Dictating and Recording Information

Objective Given experience, the learner will name most of the objects in the classroom.

Cross Reference
 to Reading Objectives AW10, AW22, AS2, BS10

Teaching/Learning Strategy

Label the objects in the room. Include the names of the objects in many activities. Hold up and name an object. Direct the learners to repeat the name. Ask the learners to hold an object and name it correctly.

Play the "Pointing Game" in small groups or pairs. Have a learner point to a familiar object in the room and ask another to name it. Have them change places. Repeat the procedure with each learner.

Label objects such as the following:

aquarium	chart	paper
bookcase	clock	piano
books	crayons	plants
bulletin board	desk	scissors
chair	door	table
chalkboard	eraser	window

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Writing

Level AB

Subskill Practical Writing:
Dictating and Recording Information

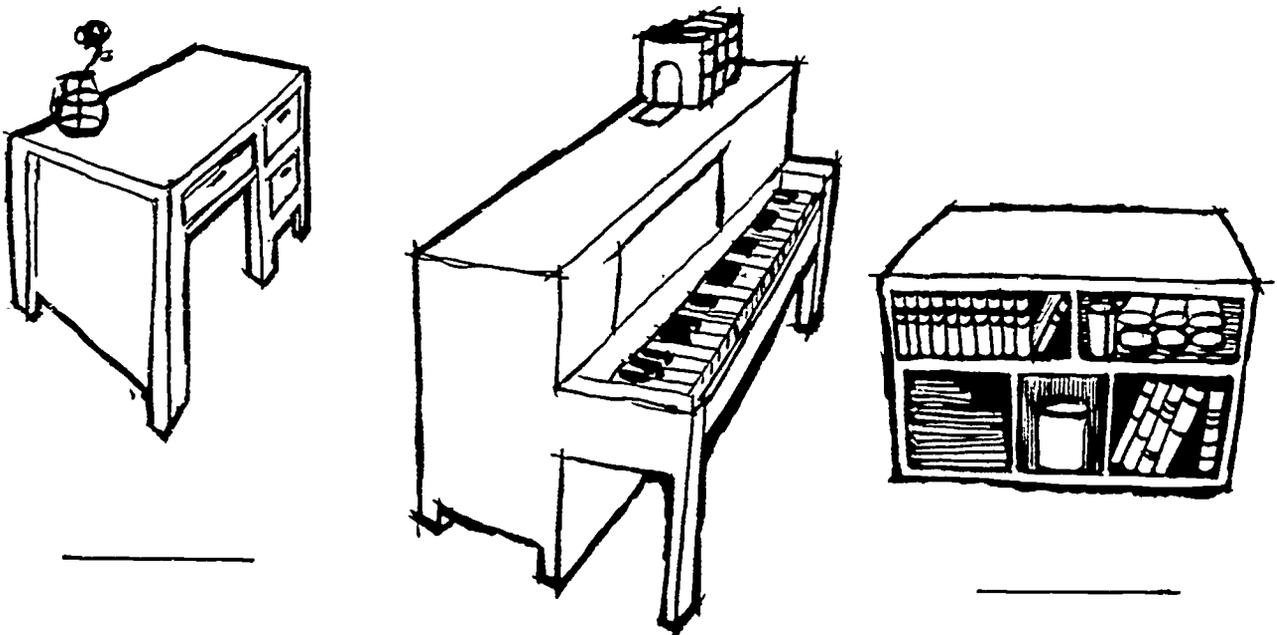
Objective No. 23

Objective Given a worksheet, the learner will copy the names of classroom objects that are labeled.

Cross Reference BW24, BC27
to Reading Objectives

Teaching/Learning Strategy

Provide a worksheet such as the example below. Include various objects in the room that are labeled. Direct the learners to supply the missing word. Ask the learners to use the labels on objects in the room as a model for copying the name.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Dictating and Recording Information

Objective No. 24

Objective Given experiences, the learner will identify and describe the function of various places in the school.

Cross Reference to Reading Objectives AW22, AC11, BC20, BC30, BC32

Teaching/Learning Strategy

Take the learners on a walk around the school. Identify each place and describe its function. Visit places such as the library, gym, lunchroom, and office. Have the learner repeat the name of each place and observe its physical setting.

Return to the classroom. Have the learner draw a picture of one of these places and dictate a sentence about its function. Write the statement on a sentence strip. Prepare a bulletin board display of the illustrations and sentence strips. Provide an opportunity for the learners to discuss the display in small groups. Ask each learner in the group to identify a place in the school and state its function.

The library is a place in our school for reading and looking at books.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Alphabetizing

Objective No. 25

Objective Given a set of four alphabet cards, each showing an upper and lower case letter, the learner will arrange them in correct sequence.

Cross Reference BS6, BS8
to Reading Objectives

Teaching/Learning Strategy

Provide the learner with alphabet cards that may be handled and arranged. Use 3 x 5 inch or 4 x 6 inch index cards or heavy construction paper. Print these cards with a wide felt-tipped pen. Arrange the cards so that they are not in sequential order and give them to the learner.



Have the learner arrange sets of cards in the correct sequential order. Extend these small units to six letters, and so on, until all 26 letters of the alphabet are included.

Criterion

The learner will arrange a group of four letters in alphabetical order with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Alphabetizing

Objective No. 26

Objective Given a set of ten cards, each showing an upper or lower case letter, the learner will arrange them alphabetically.

Cross Reference BS6, BS8
to Reading Objectives

Teaching/Learning Strategy

Provide the learner with a group of ten alphabet cards, as shown below. Ask the learner to arrange them in alphabetical order. Give each learner an individual set of cards to arrange. Increase the number of cards in this activity until all the alphabet letters are included.

Capital Letters

A C E H K M P S T Z

Small Letters

b d f i n r u v w x

Criterion

The learner will arrange ten letter-cards in alphabetical order with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	p. _____
Nontextual	_____	P. _____	P. _____	p. _____
Reinforcement	_____	P. _____	P. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Alphabetizing

Objective No. 27

Objective Given a series of letters on a worksheet, the learner will arrange them in alphabetical order.

Cross Reference BS6, BS8
to Reading Objectives

Teaching/Learning Strategy

Provide a worksheet which contains letters in scrambled order. Have the learners cut out the letters and rearrange them in alphabetical sequence. Tell the learners to paste the letters on the sheet.

Name _____

				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Bb	Ff	Nn	Dd	Hh
Ww	Rr	Xx	Zz	Tt

Criterion

The learner will rearrange letters in alphabetical order with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Alphabetizing

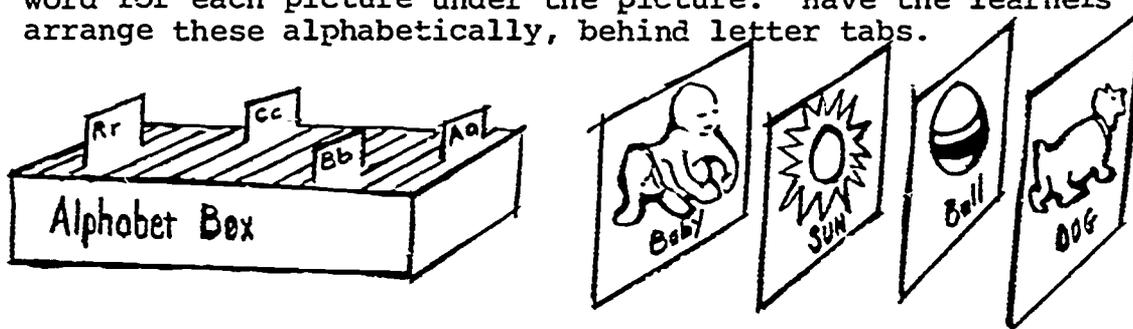
Objective No. 28

Objective Given various pictures, the learner will place them into a file alphabetically by the names of the objects pictured.

Cross Reference BS6, BS8
to Reading Objectives

Teaching/Learning Strategy

Provide various pictures mounted on heavy paper. Construct an alphabet box in which these pictures may be placed. Print the word for each picture under the picture. Have the learners arrange these alphabetically, behind letter tabs.



Encourage the learners to bring pictures from home to mount and file in the same way. Place these materials in an interest center.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Sequence

Objective No. 29

Objective Given oral directions, the learner will perform tasks in sequence.

Cross Reference AC1, AC2, BC1, BC2
to Reading Objectives

Teaching/Learning Strategy

Plan game situations in which the learners perform tasks in a sequence given orally.

Play the game "Simon Says." Use the following directions to play the game.

Simon says hop on one foot, then clap.

Simon says touch the floor, then turn around.

Simon says clap two times, touch your toes, and turn around.

Play relay games. Use directions similar to the following to play the games.

Form teams of six or more learners.

Divide the teams so that one half faces the other half across a space.

Direct the first learner on each team to hop two times, turn around once, and touch the learner next to him/her on the shoulder.

Have the learners perform and relay the tasks to each appropriate team member.

Tell the learners that the team correctly performing the tasks first is the winner.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Sequence

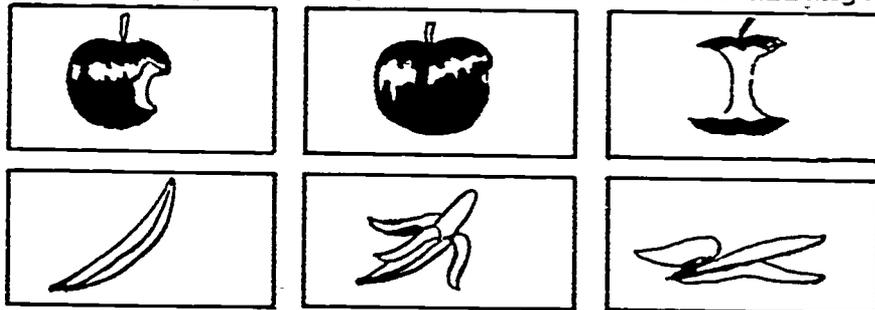
Objective No. 30

Objective Given a group of pictures, the learner will arrange them in sequential order.

Cross Reference AC2, BC6
to Reading Objectives

Teaching/Learning Strategy

Discuss the importance of sequential order in an event or situation. Explain how it may be related to beginning, middle, and end. Use pictures to illustrate sequence of events, such as those shown below. Place them on a chalkboard or a flannel board. Have the learner arrange the pictures in proper sequential order and explain his/her reasons for the arrangement.



Tell a story or discuss a situation and ask the learners to identify the sequence of events. Give the learners art paper. Direct them to divide it into sections. Ask them to draw pictures showing the sequential order of a story or event.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing
Subskill Practical Writing
 Record Keeping

Level AB
Objective No. 31

Objective Given a trip, the learner will dictate a story.

Cross Reference AW22, BC20
to Reading Objectives

Teaching/Learning Strategy

Take a walking trip to the principal's office and two other places in the school. Ask the learners to dictate a story about each place. Write the stories on the chalkboard and read them to the class. Have the learners "read" them with the teacher. Ask the learners to make drawings to illustrate the stories. Write the stories on chart paper. Use the drawings to illustrate the stories on each chart. Display the charts in the classroom. Have the learners read the stories with the teacher.



A Trip to the Library



Our class took a trip to the library. The librarian, Mrs. Hobb, showed us many interesting picture books. She read a story about a little fox. We talked about the story.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Record Keeping

Objective No. 32

Objective Given a topic, the learner will orally contribute to a news story for the school newspaper.

Cross Reference AW22, BC10, BC18, BC20
to Reading Objectives

Teaching/Learning Strategy

Display copies of the school newspaper. Read some of the articles to the learners and show illustrations. Relate the news stories to various school activities. Ask the learners for suggestions for story contributions to the newspaper. Some suggested topics are listed below:

- | | |
|---------------------|---------------------|
| Our Field Trip | Our Favorite Book |
| A Holiday Play | A Class Activity |
| A Classroom Visitor | Our Science Project |

Discuss the topics and select one as the subject for a news story. Have the learners dictate the story. Write the story in the appropriate form for the newspaper. Place the story on a chart. Have the learners read the news story with the teacher.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Record Keeping

Objective No. 33

Objective Given a center of interest, the learner will dictate standards for work habits.

Cross Reference AW22, BC2, BC3, BC4
to Reading Objectives

Teaching/Learning Strategy

Explain the purpose of an interest center to the learners. Show how it is used to reinforce or enrich what they are doing in various classroom learning activities.

Lead a discussion of the work habits to be used in the center. Have the learners dictate some standards for good work habits in the interest center. Print these standards on a chart and post them in the center. Illustrate them with drawings whenever possible. Use the following chart as an example.

<u>Book Corner Manners</u>
Have five people in the center.
Look at books quietly.
Take care of the books.
Put the books back when done.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** AB
Subskill Practical Writing: **Objective No.** 34
 Outlining

Objective Given a picture, the learner will tell the main idea of the illustration.

Cross Reference AW22, BC7, BC8, BC9, BC10
to Reading Objectives

Teaching/Learning Strategy

Help the learners select the main idea of an illustration through identifying the most important thought that is conveyed through the picture.

Mount attractive pictures on heavy paper or use pictures provided in kits. Have the learners study a picture and tell what main idea is illustrated in the picture. Write the main idea on a sentence strip. Have the learners read the main idea with the teacher. Guide the learners to identify main ideas by considering the purpose or use of familiar items or objects in the pictures. Select items from pictures, such as--

a fence	a sidewalk
a pitcher	paste
an umbrella	a zipper
a mirror	a traffic light

Ask the learners to discuss the function of the items and state how they help to identify the main idea of an illustration.

Criterion

The learner will tell the main idea of a picture with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	p. _____	P. _____
Nontextual	_____	P. _____	p. _____	P. _____
Reinforcement	_____	P. _____	p. _____	P. _____

Skill Writing

Level AB

Subskill Practical Writing:
Outlining

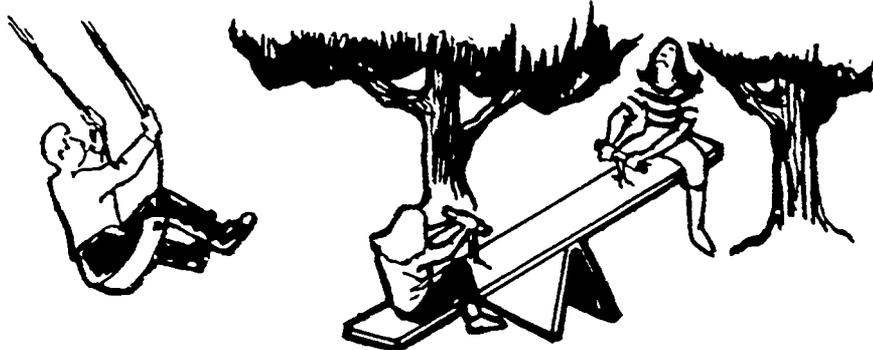
Objective No. 35

Objective Given an appropriate picture, the learner will dictate a title or statement.

Cross Reference BC7, BC8, BC9, BC10, BC11
to Reading Objectives

Teaching/Learning Strategy

Show the learners a picture. Discuss the picture with the learners. Ask them to dictate a title or statement for the picture.



Have the learners contribute captions and titles for room bulletin boards.

Ask the learners to paint or draw a picture on a particular subject or topic. Ask the learner to tell the class a title or statement about the picture. Write it on a sentence strip. Have the learner read the statement with the teacher to the class.

Criterion

The learner will dictate an appropriate title or statement for a picture with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Practical Writing:
Letters

Objective No. 36

Objective Given the occasion, the learner will contribute orally to composing an invitation.

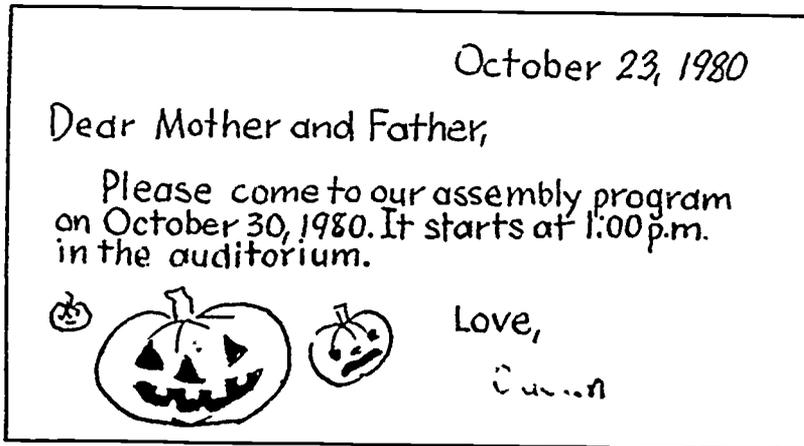
Cross Reference AW22
to Reading Objectives

Teaching/Learning Strategy

Help the learners compose an invitation. Stress the importance of including the necessary information. Print it on the chalkboard. Use any event for this purpose. Use the following suggestions as a guide:

- | | |
|------------|--------------|
| open house | plays |
| assemblies | puppet shows |
| exhibits | science fair |
| parties | book fair |

Ask the learners to copy the invitation on manuscript paper and decorate it with appropriate drawings. Place the invitation on a worksheet that learners may trace and decorate if they cannot write one. Send the invitations to parents and to children in other rooms.



Criterion

Teacher judgment will determine accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Writing

Level AB

Subskill Practical Writing:
Letters

Objective No. 37

Objective Given a social situation, the learner will contribute orally to the composition of a letter.

Cross Reference AW22
to Reading Objectives

Teaching/Learning Strategy

Lead a discussion with the learners on the purpose of writing a letter. Show how content is related to purpose in letter writing. Associate the letter with a particular social situation. Make notes on the chalkboard of the essentials which should be included in the letter as the learners express them. Use the notes to assist in determining the content of the letter. Ask the learners to dictate the letter.

Duplicate the letters. Have learners trace them and take them home. Use the following list of subjects as a guide:

- a note about a school event
- a Mother's or Father's Day greeting
- a report on room plans
- a holiday greeting
- a note to a learner who is ill.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** AB
Subskill Practical Writing: Letters **Objective No.** 38

Objective Given directions and experiences, the learner will compose a friendly letter.

Cross Reference
to Reading Objectives

Teaching/Learning Strategy

Discuss the necessity for and importance of writing letters. Ask the learners to tell how they communicate with relatives and friends who are not nearby. Ask questions which will elicit responses concerning reasons for composing letters such as the following:

- to invite someone to a party
- to share news
- to cheer people up
- to make new friends.

Generate opportunities for letter writing. Use actual situations to provide meaningful learning experiences for letter writing. Have the learners compose a letter to a classmate who is ill. Allow the learners to sign the letter. Mail the letter to the classmate.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____



Skill Writing **Level** AB
Subskill Practical Writing: Letters **Objective No.** 39

Objective Given the information and format, the learner will write a thank-you letter.

Cross Reference
to Reading Objectives

Teaching/Learning Strategy

Provide oral experiences in composing group "thank-you" letters. Discuss their function. State the appropriate times to send thank-you letters. Provide suggestions such as the following:

- a note of thanks for a gift
- a note of appreciation for a kind act
- a note expressing thanks for a visit.

Help the learner write a simple, two-line thank-you letter to send to someone. Stress the need for inclusion of necessary information and for proper format.

June 1, 1980

Dear Aunt Doris,

Thank you for taking me to the picnic yesterday. I had a good time.

Criterion
Teacher judgment will determine proficiency.

Love,
Kathy

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Writing **Level** AB
Subskill Creative Writing: **Objective No. 1**
 Oral Practice and Readiness

Objective Given an opportunity, the learner will relate a story about a personal experience.

Cross Reference AW22, AC12, AC13, AC14, AC17, AL15,
to Reading Objectives BC21, BC25, BL21

Teaching/Learning Strategy

Plan a trip to a zoo, store, nature trail, or an assembly. Ask the learners to describe the trip. Have the learners dictate stories about the beginning, the middle, and the end of the trip. Write the stories on experience charts. Ask the learners to draw pictures depicting various events of the trip. Place the illustrations on the appropriate chart. Arrange the charts in order and read the field trip story with the learners.

Read a poem such as the following.

The Surprise
 Open your mouth and close your eyes,
 I'll give you something to drink,
 I know you'll like my nice surprise,
 The lemonade will disappear quick as a wink.

Lead the learners in a discussion of the poem, taste, and the idea of a surprise. Ask the learners to describe similar experiences and favorite foods. Allow the learners to bring pictures of favorite foods and/or experiences. Direct the learners to label and display the illustrations. Provide an opportunity for the learners to relate a story about their illustrations.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** AB
Subskill Creative Writing:
 Oral Practice and Readiness **Objective No. 2**

Objective Given an opportunity to display personal art work,
 the learner will describe it.

Cross Reference
 to Reading Objectives AC10, BC28

Teaching/Learning Strategy

Plan many opportunities for the learners to work with various art media. Allow the learners to describe the work. Provide suggestions and topics such as the following:

a trip to the doctor	a car ride
a birthday party	a trip to the moon
a food-tasting party	a dream
a summer to remember	an accident

Select a picture of an unusual event from a newspaper or magazine. Lead the learners in a discussion of the event. Display it on a "Current Events" bulletin board. Direct the learner to bring in a picture from the newspaper and describe the event for the class. Have the learner label it and place it on the board.

Direct the learners to draw or paint a picture or comic strip about an exciting experience. Display the pictures. Allow the learners to discuss the illustrations and describe similar personal experiences.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** AB
Subskill Creative Writing: Oral Practice and Readiness **Objective No.** 3

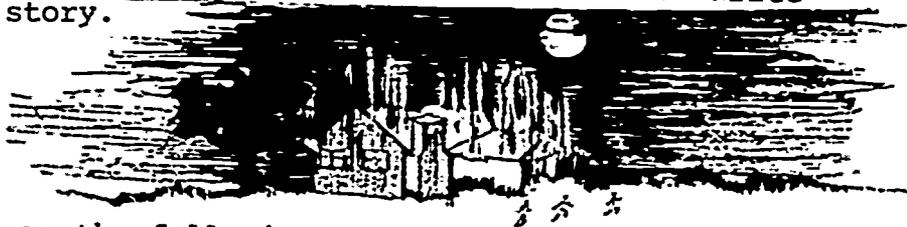
Objective Given an opportunity, the learner will dictate simple stories and poems about personal experiences.

Cross Reference to Reading Objectives AW22, AL15, AL16, BC20, BL22

Teaching/Learning Strategy

Provide opportunities for the learners to compose poems and stories based upon personal experiences. Read a story or poem to stimulate the learners. Use pictures to illustrate the reading selection.

Display the picture below of people rushing from a burning building in the middle of the night. Ask the learners to compose and dictate a story or poem about the event. Write and display the story.



Read a poem such as the following Mother Goose rhyme.

Rain, rain, go away,
Come again some other day.

Ask the learners to describe an occasion when an activity was delayed or cancelled because of rain. Tell the learners to describe their feeling when the activity was delayed or cancelled. Ask the learners to compose stories about the event. Write the stories on chart paper or on the chalkboard. Allow the learners to read the stories.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Writing **Level** AB
Subskill Creative Writing: **Objective No. 4**
 Oral Practice and Readiness

Objective Given an imaginative situation, the learner will dictate an appropriate story.

Cross Reference AW22, AL13, BC27, BL17, BL18
to Reading Objectives

Teaching/Learning Strategy

Lead the learners in a discussion of the concepts of real and make-believe. Remind the learners that a make-believe event is something that cannot happen and a real event is something that can be true.

Encourage the learners to locate pictures, stories, and poems that are examples of fantasy or make-believe. Provide many magazines and library books for this purpose. Allow the learners to dictate stories and poems about the selections. Write and display the examples in a simple scrapbook.

Ask the librarian or music teacher to reinforce this concept by providing additional examples of fantasy in the form of stories, poems, or songs. Allow the learners to discuss the examples.

Read a rhyme such as the following one from the Mother Goose collection. Help the learners to recognize the imaginative situation. Direct the learners to compose a simple poem or story about the situation. Write and display the work.

Peter, Peter, pumpkin eater,
 Had a wife and couldn't keep her;
 He put her in a pumpkin shell
 And there he kept her very well.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Writing	Level	AB
Subskill	Creative Writing: Oral Practice and Readiness	Objective	No. 5

Objective Given related pictures, the learner will dictate a simple story.

Cross Reference
to Reading Objectives AW22, AC2, AC3, AL22, AL23, AL24,
BC5, BC6, BC27, BL15, BL16

Teaching/Learning Strategy

Provide a worksheet that contains a set of three or four related pictures. Use the pictures below as examples. Ask the learners to dictate a simple story related to the pictures. Print the learners' story on the bottom of the sheet. Display the stories.



Select several simple comic strips and separate the frames. Provide the learners with a set of illustrations. Direct the learners to assemble the frames in correct sequence and to describe the events to the other learners.

Provide paper and paint or crayon. Direct a learner to draw three pictures showing the sequence of events in a story about a personal trip, activity, or experience. Display the pictures. Ask another learner to tell a story about the events. Write the story on chart paper. Have the learners read the story with the teacher.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Writing

Level AB

Subskill Creative Writing:
Oral Practice and Readiness

Objective No. 6

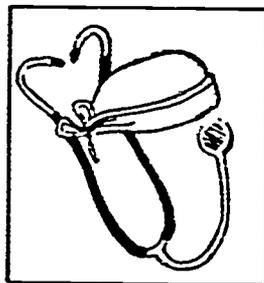
Objective Given a dramatic picture, the learner will describe the emotions in the picture.

Cross Reference to Reading Objectives AW22, AC15, AC16, AL16, BL11

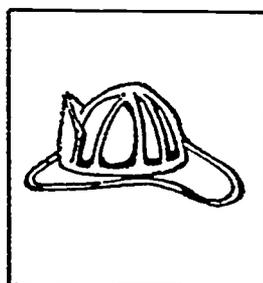
Teaching/Learning Strategy

Provide books in which the faces of people show various emotions, such as loneliness, concern, or happiness. Lead a discussion of the feelings and emotions depicted in the pictures. Ask the learners to describe situations in which they had similar feelings. Tell the learner to stand in front of the classroom mirror and imitate the expressions.

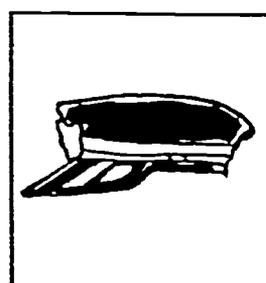
Assemble pictures of hats such as those worn by a doctor, fireman, policeman, or clown. Lead the learners in a discussion of the activities and emotions of the people who have need to wear such hats. Help the learners to prepare and present a skit or play which depicts the roles, actions, and emotions of people who wear the hats.



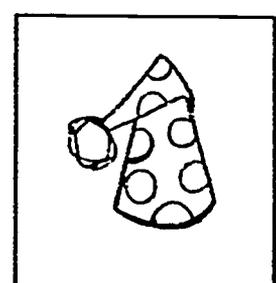
Doctor



Fireman



Policeman



Clown

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** AB
Subskill Creative Writing: **Objective No. 7**
 Oral Practice and Readiness

Objective Given an opportunity, the learner will draw pictures which depict different emotions.

Cross Reference to Reading Objectives AC15, AC16, AL16, BL11

Teaching/Learning Strategy

Provide a sheet of art paper. Direct the learners to fold it in half. Tell two stories and ask the learners to draw a face which illustrates how the person looked in each story.

(1)
 Joann was having a party.
 She invited friends.
 They played games.
 Joann was happy.



(2)
 Johnny had a new kite.
 He flew the kite in the park.
 It hit a tree and broke.
 Johnny was sad.



Read nursery rhymes such as "Mary Had a Little Lamb" or "The Old Woman Who Lived in a Shoe." Lead the learners in a discussion of the feelings of the main characters. Direct the learners to draw a picture which illustrates the emotions of the character(s) in the rhyme.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	p. _____	p. _____
Nontextual	_____	P. _____	p. _____	p. _____
Reinforcement	_____	P. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Creative Writing:
Oral Practice and Readiness

Objective No. 8

Objective Given several opportunities to listen to a poem, the learner will repeat the short poem.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide many opportunities for the learners to listen to simple poems and songs. Record and write the poems. Encourage the learners to read or listen to the poems many times. Plan activities in which the learners can recite the poem as part of a game or assembly program. Use poems similar to the one given below.

The Seed

George planted a little seed,
He watered it and covered it,
But he only grew a tiny weed.

Help the learners to compose poems as part of content area units. Provide opportunities for the learner to recite the poems.

Criterion

The learner will repeat a poem with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** AB
Subskill Creative Writing:
 Oral Practice and Readiness **Objective No. 9**

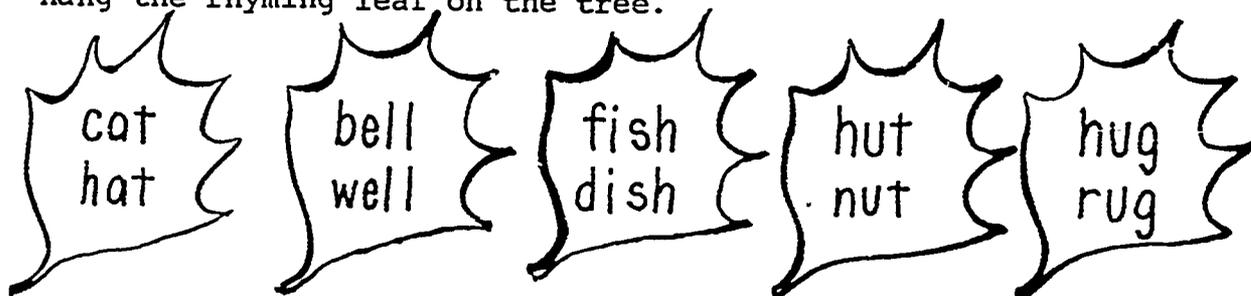
Objective Given an oral nursery rhyme, the learner will identify the rhyming words.

Cross Reference
 to Reading Objectives AW21, AL6, BW27, BW28, BL5

Teaching/Learning Strategy

Review the elements and concept of rhyme with the learners.

Read several nursery rhymes. Have the learners state the rhyming words. Prepare a bulletin board consisting of a silhouette of a tree. Label it "Rhyme Time Tree." Make paper "leaves" on which to write rhyming words. Hold up a "leaf" and say the word. Ask a learner to supply a rhyming word. Write the word on the leaf, and allow the learner to hang the rhyming leaf on the tree.



Prepare and recite a series of word pairs, some of which rhyme and some which do not. Ask the learners to orally identify those which rhyme. Use word pairs such as the following:

top - stop	door - desk	me - tree
up - down	at - bat	mother - other
rule - mule	book - top	jump - stump

Criterion

The learner will state rhyming words with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	P. _____	P. _____	P. _____
Nontextual	_____	P. _____	P. _____	P. _____
Reinforcement	_____	P. _____	P. _____	P. _____

Skill Writing

Level AB

Subskill Creative Writing:
Oral Practice and Readiness

Objective No. 10

Objective Given the name of a simple rhythmic movement, the learner will respond accordingly.

Cross Reference
to Reading Objectives AL2, AL3, AL4, BL1, BL2, BL3

Teaching/Learning Strategy

Plan to use the recess or music period to teach movements such as those listed below. Have the learners identify each movement by name. Ask the physical education and music teachers to help reinforce this skill.

march
hop

skip
run

jump
gallop

Provide rhythm instruments and simple songs to accompany the movement. Teach the proper pattern of rhythm for each song used. Stress the correct pattern for each rhythmic activity. Name the instruments and direct the learners to play them at the same time. Allow the learners to perform at an assembly.

Provide opportunities for the learners to respond to the rhythm pattern with the appropriate movements.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill	Writing	Level AB
Subskill	Creative Writing: Oral Practice and Readiness	Objective No. 11
Objective	Given a poem which contains a rhythmic pattern, the learner will contribute orally a rhyming line.	

Cross Reference
to Reading Objectives AL2, AL3, AL4, BL4, BL5

Teaching/Learning Strategy

Provide the learners with many opportunities to listen to and recite rhymes and jingles.

Read a poem that has much repetition and a strong rhythmic pattern. Encourage the learners to join in on repeated words. Read poems such as the following:

"To Market, to Market"
"Ride a White Horse to Banbury Cross"
"Twinkle, Twinkle, Little Star."

Use rhythm instruments to beat out the rhythms. Direct the learners to skip, hop, or march to the rhythm.

Provide the learners with the first line of a nursery rhyme. Have the learners complete it by supplying a new second line. Use the following sample as a guide.

Twinkle, twinkle, little star. (original line)
Can I reach you in a car? (suitable response)

Encourage the learners to write new words for familiar songs or jokes.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing

Level AB

Subskill Creative Writing:
Oral Practice and Readiness

Objective No. 12

Objective Given a descriptive word, the learner will supply another that means the same.

Cross Reference
to Reading Objectives BC27

Teaching/Learning Strategy

Lead the learners in a discussion of same and different. Provide two or three words which name or describe the same thing. Display the list. Ask the learners to provide comparable examples.

Prepare a list of descriptive words. State a word and ask the learners to state a word that means the same. Use the following list as a guide.

<u>Teacher</u>	<u>Learners</u>
small	little, tiny
large	big, giant
noisy	loud
quiet	silent, gentle
polite	well-mannered
pretty	beautiful

Have learners supply endings to phrases such as the following:

as quiet as _____	as nice as _____
as noisy as _____	as good as _____
as soft as _____	as hard as _____

Read a poem or nursery rhyme. Identify the descriptive words. Ask the learners to name a word that means the same or nearly the same.

Criterion

The learner will state synonyms for descriptive words with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Appendix

SUGGESTED ELEMENTARY SCHOOL
TIME DISTRIBUTION FOR LANGUAGE ARTS

SUBJECT AREAS	WEEKLY TIME DISTRIBUTION IN MINUTES							
	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8
Language Arts (Listening, Speaking, Writing, Reading, Spelling, Handwriting)	820	800	625	500	460	400	300	300
Library Science	60	60	60	80	80	80	80	80
Foreign Language*	80	80	145	145	145	145	145	145

* If foreign languages are not included in the instructional program of the local elementary school, this time may be used for additional language arts instruction.

✓ A LANGUAGE ARTS CHECKLIST FOR ELEMENTARY TEACHERS

- _____ I am aware of the facets of communication that are embraced in the language arts curriculum.
- _____ I am able to explain the interrelationship of listening, speaking, reading, and writing.
- _____ I understand how learners develop preschool language skills and how this development influences language instruction.
- _____ I know how to integrate language arts instruction into the school day.
- _____ I am aware of varied methods and strategies that may be used for effective language arts instruction.
- _____ I know how to select and use language arts materials.
- _____ I understand how to use differentiated grouping patterns in all language arts areas.
- _____ I understand how to correlate instruction in the four language arts areas.
- _____ I am aware of the important role that readiness plays at all levels of language arts instruction.
- _____ I know how to develop oral language skills.
- _____ I understand how to teach listening comprehension skills.
- _____ I understand the mechanics involved in teaching handwriting.
- _____ I am aware of the difference between practical and creative writing.
- _____ I know techniques and strategies for teaching reading.
- _____ I am able to communicate effectively with parents regarding the language arts program.
- _____ I am aware of the National Council of Teachers of English and have read some of their publications as well as other professional language arts materials.

CHICAGO PUBLIC SCHOOLS
HANDWRITING AWARD

This certificate is awarded to

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Teacher



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TEACHER EVALUATION FORM

Curriculum Guide in Communication Arts
for the Elementary School, Kindergarten

Teacher _____ School _____ Grade _____

Please complete this evaluation form. Your comments and suggestions will be used in revising the curriculum guide.

Rate the following items:	Excellent	Good	Fair	Poor
Suitability of the format				
Adequacy of the scope and sequence of the objectives				
Usefulness of the teaching strategies				
Relevance of the suggested activities				
Appropriateness of the evaluation criteria				

Comments:

Please mail questionnaire to--

Mrs. Mattie C. Williams, Director
Bureau of Language Arts, Room 864
Department of Curriculum, Mail Run 84