GOOD PRONUNCIATION (AND) DAILY LOG FOR TEACHING ENGLISH AS A SECOND LANGUAGE USING THE AUDIO-LINGUAL METHOD.

BY- STREIFF, PAUL

ESTRADA, BEATRICE

ARIZONA STATE DEPT. OF PUBLIC INSTRUCTION, PHOENIX

DESCRIBERS- AMERICAN INDIANS, *AUDIOLINGUAL METHODS, BIBLIOGRAPHIES, *ENGLISH (SECOND LANGUAGE), GRADE 1, INTONATION, KINDERGARTEN, LANGUAGE, LESSON PLANS, MEXICAN AMERICANS, PHONETICS, PHONEMES, #PRONUNCIATION, PRONUNCIATION INSTRUCTION, TEACHING, VOCABULARY DEVELOPMENT, VOCABULARY.

THIS GUIDEBOOK WAS DEVELOPED TO ASSIST THE TEACHERS OF NON-ENGLISH SPEAKING YOUNGSTERS WITH THE INSTRUCTION OF ENGLISH. THE 1ST FART OF THE BOOK IS DIVIDED INTO 5 SECTIONS, COVERING INTONATION, FITCH, STRESS, JUNCTURE, AND THE 3 ESSENTIALS OF PRONUNCIATION. A BIBLIOGRAPHICAL REFERENCE SECTION IS ALSO INCLUDED IN THE 1ST FART. THE SECOND PORTION OF THIS GUIDEBOOK IS DEVOTED TO THE AUDIO-LINGUAL METHOD OF TEACHING ENGLISH AS A SECOND LANGUAGE. 59 LESSON PLANS ARE INCLUDED FOR USE WITH PRE-FIRST AND 1ST GRADE CHILDREN. THESE LESSON PLANS WERE DEVELOPED UNDER THE FOLLOWING ASSUMPTIONS--(1) THE MEXICAN-AMERICAN CHILD OR THE INDIAN CHILD WHO COMES TO SCHOOL WITH A COMMAND OF HIS NATIVE LANGUAGE WILL NOT BE ABLE TO UNDERSTAND OR COMMUNICATE WITH HIS TEACHER UNTIL HE HAS LEARNED SOME ENGLISH, (2) A CHILD'S LANGUAGE DEVELOPS THROUGH IMITATION, PRACTICE, RESPONSE, AND REINFORCEMENT THROUGH LISTENING, AND THE VOCABULARY DEVELOPS THROUGH USE OF THE LANGUAGE IN NATURAL STRUCTURAL AND INTONATIONAL PATTERNS, (3) SOUNDS SHOULD NOT BE TAUGHT ONLY IN ISOLATION, BUT SHOULD BE INCORPORATED INTO STRUCTURAL PATTERNS, PHRASES, EXPRESSIONS, AND THEIR COMBINATION, AND (4) ORAL REPETITION IS ESSENTIAL. (ES)
1. GOOD PRONUNCIATION

By Mr. and Mrs. Paul Streiff, Teachers

2. DAILY LOG FOR TEACHING ENGLISH AS A SECOND LANGUAGE USING THE AUDIO-LINGUAL METHOD

By Beatrice Estrada
Language Specialist
GOOD PRONUNCIATION
Mr. & Mrs. Paul Streiff, Teachers

I. THE THREE ESSENTIALS OF PRONUNCIATION:

1. The sounds of a language.
2. The intonation of a language.
3. The rhythm of a language.

II. INTONATION

"The pitch, stress, and juncture phonemes of English give our speech its characteristic "tune" or intonation, quite different from the tune of French, Spanish, German, or any other language. When we learn a foreign language, the hardest thing we have to do is to learn to keep these intonations contours out of our pronunciation of the other language. We may learn to make individual sounds quite exactly but be very difficult to understand; if we speak with the right tune, we can be understood in spite of mishandling of the segmental phonemes. Our tune is difficult for a foreigner to learn when he studies English. As long as he intrudes the pitch, stress, and juncture contours from his own language, he speaks with a "bad accent" and is hard to follow."

Lloyd and Warfel

III. PITCH

A. Pitch refers to the rise and fall of the voice in an utterance.

B. Generalizations

1. There are four distinctive levels of pitch in English.

   4. ___________  O  Emphatic
   3. ___________  O  Raised or High
   2. ___________  O  Normal (monotone)
   1. ___________  O  Low

2. There are three levels of pitch in Spanish.

   3. ___________  O  Emphatic
   2. ___________  O  Raised
   1. ___________  O  Normal
3. Contrasts in matter-of-fact statements:

- The man is coming.

4. Contrasts in emphatic statements:

- El hombre viene.

5. When English-speaking learners carry their English patterns into Spanish, they frequently give the effect of exaggerated forcefulness or brusqueness to their utterances. Conversely, the absence of the fourth level of pitch makes the Spanish speaker sound detached or monotonous.

6. In English, changes in intonation mark changes in the situation. The Spanish speaker may also change the intonation but also the structure to mark situation changes.

   - English: He is going to New York today. Matter-of-fact.
   - English: He is going to New York today. Not someone else.
   - English: He is going to New York today. Although someone denied it.
   - Spanish: Si! Va a Nueva York hoy. Although someone denied it.
English: He is going to New York today.  He's on his way.

Spanish: Va a Nueva York hoy.  He's on his way.

English: He is going to New York today.  Not coming from New York.


English: He is going to New York today.  Not tomorrow or yesterday.

Spanish: Va a Nueva York hoy.  Not tomorrow or yesterday.

7. Rise-and-fall pitch in English is commonly used in:
   a. Statement of fact;
   b. Commands
   c. Questions that do not require "yes" or "no" answers.

   Statement: I'd like to hear it.
   Command: Come with me.
   Question: What did you bring?

8. Rising glide is usually used for questions without a question word or which do require a "yes" or "no" answer.

   Are you there?  Is it safe?

C. Ways to mark changes in pitch.

1. I'd like to hear it:  The voice falls between syllables.

2. What did you bring?  The voice falls within the syllable.

3. Pitch and stress may be marked as follows:
A. Stress refers to the relative loudness of the voice in the utterance. It is a device for distinguishing meaning and signaling structural and lexical contrasts.

B. Generalizations:

1. We use stress to express contrasts between:
   a. a matter-of-fact statement in a conversational situation
   b. vehemence
   c. plaintiveness
   d. didacticism
   e. oratory
   f. drama
   g. lecture
   h. oral reading

2. If not used correctly with pitch, stress may result in using the wrong tone to the wrong person at the wrong time.

3. Four degrees of stress are commonly used in English:
   a. Primary or loudest Marked in dictionary.
   b. Secondary Marked in dictionary.
   c. Tertiary
   d. Weak

4. In Spanish there are only two significant degrees of stress:
   a. Strong
   b. Weak
5. In English there is a tendency for all unstressed vowels to be shortened and to be pronounced as \( \text{\textless} \) or \( \text{\textgreater} \).

   in the morning
   Sunday, Monday, and Tuesday.

6. In Spanish the weak-stressed vowels will be of approximately the same length and degree of loudness, and the vowels do not lose their quality. In any group of words uttered rapidly together there will be only one strong stress. This appears to the English-tuned ear as a staccato or "machine-gun" rhythm.

   To the Spanish ear, the English tertiary, secondary, and primary stress all sound like strong stresses. This requires special attention in teaching.

7. In English stress normally falls on the accented syllable of each content word of two or more syllables or on the single syllable content word. The content words are:
   a. Nouns
   b. Principal verbs
   c. Adjectives
   d. Adverbs of time, place, and manner
   e. Demonstratives
   f. Interrogatives
   g. Indefinite pronouns

V. JUNCTURE

A. Juncture refers to the cuts or joints in utterances and may be thought of as the "clotting" of syllables or the gaps of time between them. It is also used to close utterances or parts of utterances. The identifying characteristic is timing.

B. In English, there are four juncture phonemes.

1. **Internal open juncture** (\( + \)) is the difference in timing that keeps one syllable from running into another and distinguishes word meaning by signalling word boundaries.

   that stuff     I scream     a name     nitrate
   that's tough   ice cream    an aim     night rate

2. **Level juncture** or **level pitch-pause** (/) may be final juncture as indicated in writing by a dash. It may be the gap of time that occurs between natural phrases. It may signal that a closely related group of words follows and is indicated in writing by a common or a semicolon.
one, two, three four-
I used to go / to the movies.
John isn't here; he left.

3. Rising pitch pause or "upturn juncture" (///) is a final juncture that we usually call "question intonation", and may signal that the speaker is not finished.

///two///three///
You’re not going to do that?

4. Falling juncture (\) is the pitch-drop with which we end almost all statements, all answers to questions, all words or word groups spoken alone.

Yes.
You don’t say.
What is that?

C. Generalizations.

1. There is a strong tendency to mark word boundaries in English by using open or plus juncture.

2. Spanish is spoken in syllables rather than words; the syllable boundaries in speech have no necessary relation to the printed word boundaries.

al agua /elagwa/
los hombres /losombreas/
tu y yo /tu/jo?

BIBLIOGRAPHY


Introduction

The Mexican-American child or the Indian child who comes to school with a command of his native language, will not be able to understand or communicate with his teacher until he has some English. The teacher with her few words of the native language or without, must teach the child to speak, understand, and use the English language.

These lessons were developed as an experimental daily lesson plan for teaching useful and meaningful patterns to the pre-first or beginner child.

A child's language develops through imitation, practice, response, and re-enforcement through listening. The vocabulary develops through use of the language in natural structural and intonation patterns.

The learner must develop accurate habits of hearing and reproduction of the English phonetic system with a minimum of interference from his own native language. The teacher must know the sounds which exist in the English language, but which do not exist in the child's native tongue because these are the sounds which prove difficult for the child.

The sounds should not be taught only in isolation, but should be incorporated into structural patterns and phrases and expressions, and their combinations.

Oral repetition by the student cannot be overemphasized. The child must repeat over and over until he has acquired the natural flow of the English language. The teacher should arrange for the utterance to be put to immediate, practical use.

These lessons are worked on the following lesson plan:

I. General Aim: To teach English as a second language using the audio-lingual method.

II. Specific Aim:
   A. Approach - To review;
   B. Lesson (New Vocabulary and patterns.)

III. Procedure:
   A. Teacher says the pattern;
   B. Children repeat in chorus;
   C. Half of class repeat; then other half repeat;
   D. Each child repeats individually;
   E. Reinforcement exercises.

IV. Materials
   A. Review tapes at the end of each unit.

(Tapes mentioned are available through the University of Arizona Bureau of Audio-Visual Services.)
The vocabulary lists used for those lessons were of two types:

A. Useful language: That which is necessary for the student to communicate with his teachers and peers daily;

B. Reading Vocabulary: That which he will need to read in the following grade level.

The format for the daily lessons was that used in: Ellis, Mary J.; and Mayon Atherton; T. S. Dennis and Co., Minneapolis, Minnesota, KINDERGARTEN LOG and FIRST GRADE LOG.

It is hoped that by the time the learner gets into the first grade he will have the speaking vocabulary and the knowledge of the phonetics to learn to read the first grade pre-primers and primers. By the time he enters the second grade he should have acquired the speaking vocabulary for the second grade readers. When he enters the third grade he should have a speaking vocabulary including the words in the third grade readers and by the time he enters the fourth grade he should have the speaking vocabulary and the word attack techniques to enable him to read the fourth grade readers.

The patterns in the first "Guide" were compiled from BASIC VOCABULARY CHECK-LIST FOR NON-ENGLISH SPEAKING CHILDREN, Department of Instruction; Gallup-McKinley County Schools, Gallup, New Mexico; the vocabulary lists in the pre-primers and primers by Scott-Foresman; and the New Mexico Language Arts Bulletin #18: Grades Pre-first-Second, Teacher's Handbook, pub. by the New Mexico Department of Education, 1953. In developing the lessons for first grade the second grade readers, Scott-Foresman; RESOURCE UNITS FOR CLASSES WITH PUERTO RICO PUPILS IN THE FIRST GRADE; Board of Education, City of New York; and AMERICAN ENGLISH SERIES, Charles C. Fries, Book I, were used.

The words were classified according to usage. A unit format which would make the best use of these words was then chosen. The words were then placed into the units; finally meaningful and useful sentences and phrases were constructed. These were then expanded into varied arrangements by changing tense, subject, or re-arranging the modifiers.

It is felt that until something better is developed the Fries, Charles C., AMERICAN ENGLISH SERIES is the best text for the fourth grade and up; adapted to Indian and Mexican-American language problems. Those structures already learned can be quickly reviewed, and those not already learned can be taught thoroughly.

Some tests which can be used at the beginning of each year for taking inventory of a child's language is the Language Expression Test taken from the Fresno, California materials. This test can be found elsewhere in this manual.

1 The following can also be analyzed by the teacher in grouping a child in the first grade:

1. Attention span of 5-10 minutes.
2. Can listen to and interpret directions given by teacher.

1 Board of Education, City of New York; THE PUERTO RICAN STUDY, Teaching English to Puerto Rican Pupils in Grades 1-2.
3. Is able to interpret rhythmic sounds, tapping, clapping, and marching.
4. Is able to count claps of a bell up to three by hearing but not seeing.
5. Is able to identify another child by hearing his voice only.
6. Is able to distinguish between loud and soft sounds.
7. Is able to distinguish like sounding words.

The tentative schedule of time for the parts of the lessons is stated on the last page of the daily lessons.

Daily lesson plans for grades second, third and fourth grade will be developed during the 1961-1962 school year.

DAILY LOG FOR TEACHING ENGLISH AS A SECOND LANGUAGE USING THE AUDIO-LINGUAL METHOD PRE-FIRST

LESSON I

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>Activity</th>
<th>Lit. App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll I.</td>
<td>Specific Aim:</td>
<td></td>
</tr>
<tr>
<td>Call A.</td>
<td>To teach: Come in. We are friends. Have available selection of activity with close supervision. Demonstrate proper methods of play.</td>
<td></td>
</tr>
<tr>
<td>II. Procedure:</td>
<td>Sit down. Say.</td>
<td></td>
</tr>
<tr>
<td>A. Approach: The teacher greets each child with greetings in child's native tongue. (Yatah-N*, Buenos Dias *Sp.)</td>
<td>Allow the children to look around the room and become acquainted with surroundings for 20 minutes or so. Have restrooms open so children can look in.</td>
<td></td>
</tr>
<tr>
<td>B. Teacher sits down in chair in front of circle of chairs. The children will follow. Help them find a place to sit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teacher: Say, &quot;Come in&quot;. (Class repeats)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teacher: Come in, 1/2 of class: Come in, Teacher: Come in, 1/2 of class: Come in.</td>
<td>Repeat 3 times</td>
<td></td>
</tr>
<tr>
<td>3. Teacher: Points to a child and says: &quot;Say&quot;. Come in. (Repeat until all children have repeated.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teacher: (Go to the door and demonstrate.) Have a child come to the door. Say &quot;Come in.&quot; to him. Go around the circle allowing each child to stand outside the door, the other children say &quot;Come in&quot;. The children are standing. Teacher sits down and says:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Arbuthnot, May Hill, TIME FOR POETRY, Scott-Foresman, Chicago; 1961.
Ferris, Helen, FAVORITE POEMS OLD AND NEW, Doubleday and Co., Inc. Garden City, N.J.

* - Navajo  *S - Spanish
LESSON I (Continued from page 3)

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>Activity</th>
<th>Music</th>
</tr>
</thead>
</table>
| 5. Teacher: Sit down.  
1/2 of children repeat: Sit down.  
Teacher: Sit down. (Repeat 5 times)  
1/2 of children stand. Teacher pointing to  
the first child: Sit down.  
Child: Sit down. Points to next child.  
Next child: Sit down. (Repeat all around). |
| 6. Teacher: We are friends.  
Class: We are friends.  
Half of the children repeat after the teacher, then  
other half recites. |
| 7. First child tells the next: We are friends.  
Continue around the circle. |

PHONICS OR PHONETICS

<table>
<thead>
<tr>
<th>Suggested texts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat entire Language Activity Phy. Ed. Rhythms</td>
</tr>
</tbody>
</table>
| 1. Buckley, Marie S.  
PHONOVISUAL METHOD |
| 2. Hay, Julie; Charles E. Wingo,  
READING WITH PHONICS |
| 3. PHONETIC KEYS TO READING,  
The Economy Company |

Phono Visual Products, Inc.  
P.O. Box 5625  
Washington 16, D.C.  
1959

2. Hay, Julie; Charles E. Wingo,  
READING WITH PHONICS  
Lippincott Company  
New York, New York  
1960

3. PHONETIC KEYS TO READING,  
The Economy Company  
Oklahoma City, Oklahoma, 1952
LITTLE BIRD

FREY

LITTLE BIRD COME TALK TO ME. TALK TO ME TO-DAY.

TELL ME OF THE CHILDREN YOU HAVE SEEN ALONG THE WAY.
LESSON II

<table>
<thead>
<tr>
<th>Roll Call</th>
<th>Language</th>
<th>Activity</th>
<th>Lit. Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Aim:</td>
<td>Free choice.</td>
<td>Listen to Poems from TIME FOR POETRY or others.</td>
<td></td>
</tr>
</tbody>
</table>

**A. To Review:** Sit down. Come in. We are friends. Say.

**B. To Teach:** Come to the restroom. (toilet)

**II. Procedure:**

**Approach:** The teacher says to the children: “Come in. Sit down.”

In the review lesson, the teacher should use a normal voice and intonation as well as give special attention to juncture.

1. **Teacher:** Come in.
   **Children:** Come in.
   Repeat 3 times.
   **Teacher:** Come in.
   1/2 of children: Come in.
   **Teacher:** Come in.
   1/2 of children: Come in.
   Repeat 3 times.
   One child at a time around the circle says “Come in.” The child goes to the door and acts out meanings. Continue until each child has had a turn.

2. **Teacher:** Sit down.
   **Children:** Sit down.
   Repeat 3 times.
   **Teacher:** Sit down.
   1/2 of the class: Sit down.
   **Teacher:** Sit down.
   1/2 of the class: Sit down.
   Repeat 3 times.
   Each child tells the child next to him: “Sit down.” He tells the child next to him: “Sit down.” “We are friends.” Continue until each child has had a turn.

3. **Teacher:** (Have the restroom door open.)
   **Restroom.**
   **Children:** Restroom.
   Repeat 3 times.
   **Teacher:** Come to the restroom.
   **Children:** Come to the restroom.
   Repeat 3 times.
LESSON II (Continued from page 6)

<table>
<thead>
<tr>
<th>Language</th>
<th>Activity</th>
<th>Lit. Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll</td>
<td>Teacher: (to girls)</td>
<td></td>
</tr>
<tr>
<td>Call</td>
<td>Come to the restroom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls: Come to the restroom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeat 3 times.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher: (to boys)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come to the restroom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeat 3 times.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(This concept of girls and boys going to separate restrooms can be taught by the teacher putting the children in two lines.)</em></td>
<td></td>
</tr>
</tbody>
</table>

LESSON II

<table>
<thead>
<tr>
<th>Language</th>
<th>Activity</th>
<th>Rhythms</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Repeat A-3 of morning lesson</td>
<td>Free choice, Stamp and clap to the music to develop good listening habits;</td>
</tr>
<tr>
<td>H</td>
<td>Teacher: Come in.</td>
<td>Demonstrate how to use outside equipment.</td>
</tr>
<tr>
<td>O</td>
<td>Children: Come in.</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Repeat 3 times.</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Teacher: Come in. Sit down.</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Children: Come in. Sit down.</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Repeat 3 times.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Teacher: Come to the restroom.</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Children: Come to the restroom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeat 3 times.</td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL BELL

HEAR THE SCHOOL BELL RING-ING CLEAR! DING DONG BELL!
COME O COME IT SEEMS TO SAY! DING DONG BELL!

BOYS AND GIRLS FROM FAR AND NEAR!
LEAVE YOUR WORK AND LEAVE YOUR PLAY.

DING DONG BELL!
DING DONG BELL!
DING DONG BELL!
LESSON III

Language

Specific Aim:

Call

A. To review: Come in.
   Sit down
   We are friends.
   Come to the restroom.

B. To Teach: Come with me.
   Come to eat.
   Go to the restroom.

II. Procedure:

A. Approach:
   Teacher: Come in.
   Children: Come in.
   Repeat 3 times.
   Teacher: Sit down.
   Children: Sit down.
   Repeat 3 times.
   Teacher: Come to the restroom.
   Children: Come to the restroom.
   Repeat 3 times.

B. To Teach:
   Teacher: Come in.
   Go to the restroom.
   Children: Come in.
   Go to the restroom.
   Repeat 3 times.

2. Teacher: Come in. Go to the restroom.
   1/2 of children repeat then other
   1/2 repeat after teacher.

3. One child at a time say to his neighbor: Come in.
   Go to the restroom.

4. Teacher: "Say" Come with me.
   Children: Come with me.
   Repeat 3 times.
   (Teacher demonstrate by taking one
   child and telling him "Come with me"
   and taking him around the room;
   another child to the desk, another
   to his chair and saying "Sit down." This is to demonstrate that "Come
   with me" does not specify place.)

5. 1/2 of class repeat with teacher.
   Second 1/2 of class repeat.

(Continued on next page)
<table>
<thead>
<tr>
<th>Language (Continued from previous page)</th>
<th>Activity</th>
<th>Lit. Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll</td>
<td>6. <strong>Teacher:</strong> (to one child) Come with me.</td>
<td><strong>Rhythms</strong></td>
</tr>
<tr>
<td>Call</td>
<td>Child: Come with me (Demonstrating to his neighbor. Continue around the room.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>P</td>
<td>Continuation of Part B of morning.</td>
<td>Y Clap hands</td>
</tr>
<tr>
<td>H</td>
<td>Review B - 1 - 4</td>
<td>S to music and</td>
</tr>
<tr>
<td>O</td>
<td><strong>B. 5. Teacher:</strong> Come to eat. Demonstrate eating or show a picture.</td>
<td>I stamp feet.</td>
</tr>
<tr>
<td>N</td>
<td>Children: Come to eat.</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Repeat three times.</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td><strong>Teacher:</strong> Come to eat.</td>
<td>A Use rhythm</td>
</tr>
<tr>
<td>ICS</td>
<td>1/2 of children: Come to eat.</td>
<td>L band sticks to</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher:</strong> Come to eat.</td>
<td>beat out</td>
</tr>
<tr>
<td></td>
<td>1/2 of children: Come to eat.</td>
<td><strong>EDUCATION</strong></td>
</tr>
<tr>
<td></td>
<td>Children continue repetition by repeating to each other around the circle -</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Come to eat.</strong></td>
<td></td>
</tr>
<tr>
<td>6. <strong>Teacher:</strong> Come to me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come to eat.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children: Come with me.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come to eat.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeat three times.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Teacher:</strong> Come with me.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come to eat.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/2 of children: Come with me.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come to eat.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Teacher:</strong> Come with me.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come to eat.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/2 of children: Come with me.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come to eat.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeat three times.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children repeat to each other around the circle.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>**7. <strong>Teacher:</strong> Come with me.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come to the restroom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children: Come with me.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come to the restroom.</td>
<td></td>
</tr>
</tbody>
</table>
LESSON IV

<table>
<thead>
<tr>
<th>Language</th>
<th>Activity</th>
<th>Literature Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll I. Specific Aim:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Call A. To review:</td>
<td>Come in.</td>
<td>Free choice.</td>
</tr>
<tr>
<td></td>
<td>Sit down.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We are friends.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come with me.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come to the restroom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come and eat.</td>
<td>Poems about playing.</td>
</tr>
<tr>
<td>B. To teach:</td>
<td>Come and play.</td>
<td></td>
</tr>
</tbody>
</table>

II. Procedure:

A. Approach:

1. Teacher: Come in.
   Children: Come in.
   Repeat three times.

   Teacher: Come in. Sit down.
   Children: Come in. Sit down.
   Repeat three times.

   Teacher: We are friends.
   Children: We are friends.
   Repeat three times.

   Teacher: Come in. Come and eat.
   Children: Come in. Come and eat.
   Sit down.
   Repeat three times.

   Teacher: Come to the restroom.
   Come with me.
   Children: Come to the restroom.
   Come with me.
   Repeat three times.

   Teacher: Come with me.
   Come and eat.
   Children: Come with me.
   Come and eat.

B. To teach:

1. Teacher (Pointing to game area)
   Come and play.
   Children (Pointing to game area)
   Come and play.

   Teacher: (Holding up pictures of children at play.)
   Come and play.

   Children: Come and play.

(Continued on next page)
2. Teacher: Como and play.
   1/2 of class repeat phrase.
   Other 1/2 of class repeat after teacher. Repeat three times.
3. One child at a time say to his neighbor:
   Come and play.
   Repeat until each child has had a turn.

Continuation of B:

4. Teacher: (Taking one child, leads him to the play area and says)
   Come with me. Come and play.
   Children: Come with me.
   The child chooses another child and repeats: Come with me. Come and play. Repeat until all have had a turn.

5. Teacher: Come in. Come and play.
   Children: Come in. Come and play.
   Repeat 3 times.
   Teacher: Come in. Come and play.
   1/2 of children: Come in. Come and play.
   Teacher: Come in. Come and play.
   1/2 of children: Come in. Come and play.

   (Dramatize) Repeat until each child in the circle has had a turn.

Repeat Part B: 1 - 3.

COME AND PLAY WITH ME

WILL YOU COME AND PLAY? WILL YOU COME TO-DAY?

WILL YOU COME AND PLAY TO-DAY WITH ME?
**LESSON V**

<table>
<thead>
<tr>
<th>Language</th>
<th>Activity</th>
<th>Literature Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Specific Aim:</strong></td>
<td><strong>Draw</strong></td>
<td><strong>Poems from</strong></td>
</tr>
<tr>
<td><strong>Call</strong></td>
<td><strong>pictures</strong></td>
<td><strong>either of</strong></td>
</tr>
<tr>
<td>A. To review:</td>
<td><strong>of</strong></td>
<td><strong>the sources</strong></td>
</tr>
<tr>
<td>Come in.</td>
<td><strong>children</strong></td>
<td><strong>working.</strong></td>
</tr>
<tr>
<td>Sit down.</td>
<td><strong>using the new</strong></td>
<td><strong>patterns.</strong></td>
</tr>
<tr>
<td>Come with me.</td>
<td><strong>Come and eat.</strong></td>
<td>****</td>
</tr>
<tr>
<td>Come and play.</td>
<td><strong>Come and work.</strong></td>
<td>****</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>II. Procedure:</strong></th>
<th><strong>B. To Teach:</strong></th>
<th><strong>Music</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Approach:</strong></td>
<td><strong>1. Teacher:</strong> (motioning to one child)</td>
<td>Choose record from 1st grade album with songs about work.</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Come in with me. Dramatize</td>
<td><strong>Learn words for</strong></td>
</tr>
<tr>
<td>Children:</td>
<td>Come with me.</td>
<td><strong>LITTLE BIRD</strong></td>
</tr>
<tr>
<td>Come in. Sit down.</td>
<td>Repeat 3 times.</td>
<td><strong>COME TALK</strong></td>
</tr>
<tr>
<td>Repeat three times. (Allow children to use puppets or paper dolls.)</td>
<td><strong>One child at a time says to his neighbor: Come in with me. (Dramatize)</strong></td>
<td><strong>TO ME,</strong> found on page 5.</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Come with me. Come and eat.</td>
<td>****</td>
</tr>
<tr>
<td>Children:</td>
<td>Come with me. Come and eat.</td>
<td>****</td>
</tr>
<tr>
<td>Repeat 3 times.</td>
<td><strong>Come to the restroom.</strong></td>
<td>****</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Come with me.</td>
<td>****</td>
</tr>
<tr>
<td>Children:</td>
<td>Come with me.</td>
<td>****</td>
</tr>
<tr>
<td>Come in with me.</td>
<td>Repeat 3 times.</td>
<td>****</td>
</tr>
<tr>
<td><strong>1/2 of Class:</strong> Come with me.</td>
<td>****</td>
<td>****</td>
</tr>
<tr>
<td><strong>Teacher:</strong></td>
<td><strong>1/2 of Class:</strong> Come in with me.</td>
<td>****</td>
</tr>
<tr>
<td>One child at a time says to his neighbor: Come in with me. (Dramatize)</td>
<td>****</td>
<td>****</td>
</tr>
</tbody>
</table>
Lesson V (Continued)

<table>
<thead>
<tr>
<th>Language</th>
<th>Activity</th>
<th>Literature</th>
</tr>
</thead>
</table>
| 2. Teacher: *Come and work.*  
Children: *Come and work.*  
Teacher: (Holding pictures of children working) *Come with me. Come and work.*  
Children: *Come with me. Come and work.*  
3. Teacher: *Come and work.*  
Children: *Come and work.*  
Repeat 3 times.  
Teacher: *Come and work.*  
1/2 of children: *Come and work.*  
Teacher: *Come and work.*  
1/2 of children: *Come and work.*  
(Children repeat phrase to each other around the circle.) | | |

Lesson V

<table>
<thead>
<tr>
<th>Language</th>
<th>Activity</th>
<th>Rhythms</th>
</tr>
</thead>
</table>
| P  
Continuation of B: | | Have available box of materials to beat out the rhythm to records. |
| H  
Teacher: *Come and work.*  
Children: *Come and work.*  
Repeat 3 times.  
Teacher: *Come and work.*  
1/2 of class: *Come and work.*  
Teacher: *Come and work.*  
1/2 of class: *Come and work.*  
(Children repeat phrase to each other around the circle.) | | |
| O  
Teacher: *Come and work.*  
Children: *Come and work.*  
Repeat 3 times.  
Teacher: *Come in with me.*  
Come and work.  
Children: *Come in with me.*  
Come and work.  
Repeat 3 times.  
Teacher: *Come in with me.*  
Come and work.  
1/2 of class: *Come in with me.*  
Come and work.  
Teacher: *Come in with me.*  
Come and work.  
1/2 of class: *Come in with me.*  
Come and work.  
Children repeat around the circle.  
Dramatize in two's.  
Repeat Part B: 1-3. | | |
| N | | |
| E | | |
| T | | |
| I | | |
| C | | |
| S | | |

Repeat Part B: 1-3.
LESSON VI

<table>
<thead>
<tr>
<th>Language</th>
<th>Activity</th>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Aim:</td>
<td>Show a picture</td>
<td>Poems from poetry books about names.</td>
</tr>
<tr>
<td>Roll I.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Call</td>
<td>A. To review:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come in.</td>
<td>Show a picture of a boy or girl and tell child to draw (His or her) picture.</td>
</tr>
<tr>
<td></td>
<td>Sit down.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We are friends.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come with me.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come to the restroom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Go to the restroom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come and play.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come and work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come in with me.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come and eat.</td>
<td></td>
</tr>
</tbody>
</table>

B. To Teach: * my name is (Teacher's name)
Your name is (Student's name)
What's my name?
Your name is (Teacher's name)

II. Procedure:
A. Approach: Review: Teacher says each in list above and the class repeats.

Teacher: Come to the restroom.
Child obeys and repeats.

Teacher: Go to the restroom.
Child obeys and repeats.
Repeat for all children in class.

B. To Teach: Teacher: Pointing to self )

1. My name is.

Teacher: (touching child)
Your name is _______.
Continue around the circle.

Teacher: What's my name?
Children: What's my name?
Repeat three times.

Teacher: What's my name?
Children: Your name is (Teacher's)
Repeat three times.

2. Teacher: What's my name?
1/2 of class repeats - then the other 1/2.

Teacher: Your name is _______.
1/2 of class repeats - then the other 1/2.

3. Teacher: My name is _______. What's my name?
Children: Your name is (Teacher's name).
Repeat 3 times.

Music

Listen to records.

Sing: LITTLE BIRD COME TALK TO ME. Page: 5

Teach words to: HOW ARE YOU TODAY? found on page: 16.

* My name is (Teacher's name) and Your name is (Student's name) is taught first in concession to the Indian cultures where the child is reluctant to say his own name.
LESSON VI (Continued from page 15)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Literature</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teacher: Using puppet or paper doll.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Call</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My name is _____.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What's my name?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children: Your name is.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeat for 3 or 4 dolls.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher: (Using puppet or doll to talk to child) Your name is _____.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What's my name?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child: Your name is.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue around the circle until each child has had a turn.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LESSON VI

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rhythms-Physical Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Repeat morning language lesson with emphasis on Review.</td>
</tr>
<tr>
<td>O</td>
<td>Write names on each child's picture.</td>
</tr>
<tr>
<td>N</td>
<td>Have children stamp, clap, and walk to music.</td>
</tr>
<tr>
<td>E</td>
<td>Learn the Happy Song. Last section of this book.</td>
</tr>
<tr>
<td>T</td>
<td>Have them make a picture of teacher.</td>
</tr>
<tr>
<td>I</td>
<td>Write your name under the picture.</td>
</tr>
</tbody>
</table>

HOW ARE YOU TODAY?

```
\text{\textbf{What's your name? What's your name? How are you today?}}
```

```
\text{\textbf{What's your name? What's your name? Do you want to play?}}
```
LESSON VII

<table>
<thead>
<tr>
<th>Language</th>
<th>Activity</th>
<th>Literature Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Call</strong></td>
<td>To review:</td>
<td>Children make their own paper dolls.</td>
</tr>
<tr>
<td>A. To review:</td>
<td>Come in.</td>
<td>Children listen to poems read thus far.</td>
</tr>
<tr>
<td>Sit down.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We are friends.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Say:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come to the restroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come with me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come and eat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go to the restroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come and eat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come and play.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come in with me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come and work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My name is __________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your name is __________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What’s my name?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. To Teach:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What’s her name?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Her name is __________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What’s his name?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>His name is __________.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Procedure:

A. Approach:

1. Teacher: Come in. Sit down.
   Children: Come in. Sit down.
   Repeat three times.

2. Teacher: We’re friends.
   Children: We’re friends.
   Repeat three times.

3. Teacher: Come with me.
   Come and eat.
   Children: Come with me.
   Come and eat.
   Repeat three times.

4. Teacher: Come in with me.
   My name is __________.
   Children: Come in with me.
   My name is __________.
   Repeat three times.

5. Teacher: What’s my name?
   Children: Your name is __________.
   Repeat three times.

B. To Teach: Teacher: (Pointing to a girl)
   What’s her name?
   Children: What’s her name?
   Repeat three times.

Continued on next page.
### LESSON VII

<table>
<thead>
<tr>
<th>Language</th>
<th>Activity</th>
<th>Literature</th>
</tr>
</thead>
</table>
| **Call** | 2. Teacher: What's her name?  
1/2 of class: What's her name?  
Teacher: What's her name?  
1/2 of class: What's her name?  
As the teacher points to each child he repeats: "What's her name?" |  |
|          | 3. Teacher: Her name is  
Children: Her name is  
Repeat three times.  
Repeat all around circle until all girls have been named. |  |

**Continuation of Lesson VII.**

<table>
<thead>
<tr>
<th>Language</th>
<th>Activity</th>
<th>Rhythms</th>
</tr>
</thead>
</table>
|          | 4. Teacher: What's his name?  
Children: What's his name?  
Teacher points to boys.  
Repeat three times. |  |
|          | 5. Teacher: His name is  
Children: His name is  
Repeat three times. |  |
|          | 6. Teacher: What's her name?  
Children: Her name is  |  |
|          | 7. Teacher: Pointing to a boy:  
What's his name?  
Children: His name is  
One child at a time asks what his or her name is until all the children in the class have been named. |  |

Repeat Part B, 1 - 3.

### LESSON VIII

| Roll 1 | Specific Aim:  
To review: Come in.  
Sit down.  
We are friends.  
Say  
Come to the restroom.  
Come with me. - Come and eat.  
Go to the restroom.  
Come and eat. - Come and play.  
Continued on next page. |  |  |

<table>
<thead>
<tr>
<th>Language</th>
<th>Activity</th>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Draw a picture of a boy and girl.</td>
<td>Read stories or poems about boys and girls.</td>
</tr>
</tbody>
</table>
### LESSON VIII (Continued from previous page)

<table>
<thead>
<tr>
<th>Language</th>
<th>Activity</th>
<th>Rhythms</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>B. Continued:</td>
<td>Happy Song</td>
</tr>
<tr>
<td>H</td>
<td>4. Each child asks about a boy.</td>
<td>Choice, Y</td>
</tr>
<tr>
<td>O</td>
<td>He is a boy. What's his name?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>5. Teacher: She is a girl.</td>
<td>S, I, C</td>
</tr>
<tr>
<td>E</td>
<td>Children: She is a girl.</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Repeat three times.</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>6. Teacher: She is a girl. What's her name?</td>
<td>C</td>
</tr>
<tr>
<td>C</td>
<td>Children: She is a girl. Her name is _____</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Repeat three times using hand motions.</td>
<td></td>
</tr>
<tr>
<td>7. Teacher: She is a girl. What's her name?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/2 of class: She is a girl. Her name is _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher: She is a girl. What's her name?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/2 of class: She is a girl. Her name is _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each child asks about a girl. She is a girl.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What's her name?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LESSON IX

<table>
<thead>
<tr>
<th>Roll</th>
<th>Specific Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Specific Aim:</td>
</tr>
<tr>
<td>Call</td>
<td>A. To review:</td>
</tr>
<tr>
<td></td>
<td>Come in.</td>
</tr>
<tr>
<td></td>
<td>Sit down.</td>
</tr>
<tr>
<td></td>
<td>We are friends.</td>
</tr>
<tr>
<td></td>
<td>Say.</td>
</tr>
<tr>
<td></td>
<td>Come to the restroom.</td>
</tr>
<tr>
<td></td>
<td>Come with me.</td>
</tr>
<tr>
<td></td>
<td>Come and eat.</td>
</tr>
<tr>
<td></td>
<td>Go to the restroom.</td>
</tr>
<tr>
<td></td>
<td>Come and eat.</td>
</tr>
<tr>
<td></td>
<td>Come and play.</td>
</tr>
<tr>
<td></td>
<td>Come with me.</td>
</tr>
<tr>
<td></td>
<td>Come and work.</td>
</tr>
<tr>
<td></td>
<td>My name is ______.</td>
</tr>
<tr>
<td></td>
<td>Your name is ______.</td>
</tr>
<tr>
<td></td>
<td>What's my name?</td>
</tr>
<tr>
<td></td>
<td>What's her name?</td>
</tr>
<tr>
<td></td>
<td>Her name is ______.</td>
</tr>
<tr>
<td></td>
<td>What's his name?</td>
</tr>
<tr>
<td></td>
<td>His name is ______.</td>
</tr>
<tr>
<td></td>
<td>He is a boy.</td>
</tr>
<tr>
<td></td>
<td>She is a girl.</td>
</tr>
<tr>
<td></td>
<td>1/2 of class: She is a girl. Her name is _____</td>
</tr>
<tr>
<td></td>
<td>Repeat three times using hand motions.</td>
</tr>
<tr>
<td></td>
<td>Each child asks about a girl. She is a girl.</td>
</tr>
<tr>
<td></td>
<td>What's her name?</td>
</tr>
</tbody>
</table>

Continued on next page.
Lesson IX

**Language**

**Activity**

**Music**

<table>
<thead>
<tr>
<th>Roll Call</th>
<th>Language</th>
<th>Activity</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Continued.</td>
<td>Is he a boy? Yes he's a boy. Is she a girl? Yes, she's a girl. Is she a boy? No, she's a girl. Is he a girl? No, he's a boy.</td>
<td></td>
<td>Listen to records from 1st grade album. Sing two songs learned.</td>
</tr>
</tbody>
</table>

**Procedure:**

**A. Approach:**

Teacher: (Using puppets and speaking for them) What's your name? My name's __________.

Children: Repeat each sentence after the teacher.

1. Teacher: What is he?
   Children: He is a boy.
   Repeat three times.

2. Teacher: What is she?
   Children: She is a girl.
   Repeat three times.

3. Teacher: What is he?
   Children: He is a boy.
   Repeat three times.

4. Teacher: What is she?
   Children: She is a girl.
   Repeat three times.

5. Teacher: Is she a boy?
   Children: No, she is a girl.
   Repeat three times.

6. Teacher: Is she a boy?
   Children repeat after teacher 3 times.

7. Teacher: No, she is a girl.
   Children repeat after teacher three times.

**Correction of A.**

<table>
<thead>
<tr>
<th>Language</th>
<th>Activity</th>
<th>Rhythm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free</td>
<td>Choice</td>
<td>Walk and Run to different tunes.</td>
</tr>
</tbody>
</table>

**PHYSICAL EDUCATION**

8. Teacher: Is she a boy?
   Children: No, she is a girl.
   Repeat three times.

Teacher: Is she a boy?
   1/2 of class: No, she is a girl.

Teacher: Is she a boy?
   1/2 of Class: No, she is a girl.
   Repeat three times. 1/2 of class ask question, other 1/2 answer.

Each child point to someone and asks,
Is she a boy? One child answers, No, she is a girl.
LESSON IX

<table>
<thead>
<tr>
<th>Language</th>
<th>Activity</th>
<th>Rhythm</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Continuation of A.</td>
<td>Free</td>
</tr>
<tr>
<td>O</td>
<td>Children: Is he a girl?</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Repeat three times.</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Teacher: Is he a girl?</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Children: No, he is a boy.</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Repeat three times.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Teacher: Is he a girl?</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>1/2 of class: Is he a girl?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher: Is he a girl?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/2 of class: Is he a girl?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeat for answer. Repeat with each 1/2 doing a part — Question — Answer.</td>
<td></td>
</tr>
<tr>
<td>10. All the boys stand in a group; all the girls in a group. Ask each other; What is she?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is she a girl</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes, she is a girl.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is she a boy?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No, she is a girl.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For Boys: What is he?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>He is a boy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is he a boy?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes, he is a boy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is he a girl?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No, he is a girl.</td>
<td></td>
</tr>
</tbody>
</table>


LESSON X

<table>
<thead>
<tr>
<th>Language</th>
<th>Activity</th>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll 1. Specific Aim:</td>
<td></td>
<td>Play a game using the puppets or the pictures and games.</td>
</tr>
<tr>
<td>Call A. To review:</td>
<td>Play a game using</td>
<td>Poems about boys and girls</td>
</tr>
<tr>
<td>Come in.</td>
<td>boys and girls</td>
<td></td>
</tr>
<tr>
<td>Sit down.</td>
<td>the children</td>
<td></td>
</tr>
<tr>
<td>We are friends.</td>
<td>have drawn.</td>
<td></td>
</tr>
<tr>
<td>Say.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come to the restroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come with me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come and eat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go to the restroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come and play.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come in with me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come and work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My name is (Teacher's)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My name is (Child's)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continued on next page.
Lesson X

Language Activity Literature

Roll Call

A. Continued from previous page.

What's my name?
Her name is____.
What's her name?
Her name is____.
What's his name?
His name is____.
He is a boy.

She is a girl?
What is she?
What is he?
Is he a boy?
Yes, he is a boy.

Is she a girl?
Yes, she is a girl.
Is she a boy?
No, she is a girl.

Is he a girl?
No, he is a girl.

B. To teach:

What's your name?
My name is____.

II. Procedure:

A. Approach:

1. What's my name?
   Children: Your name is____.
   Teacher: to one child:
   What's your name?
   Child: My name is____.
   Repeat with all children three times. Ask each child.

2. Teacher: Ask first child in circle:
   What's your name?
   1st child: My name is____. (Ask next child.)

3. Teacher: What's his name?
   Children: His name is____.
   Teacher: What's her name?
   Children: Her name is____.
   Repeat three times.
   Teacher: Ask one child: What's your name?
   1st child: My name is____.
   What's your name?
   Repeat around circle.
LESSON X (Continued)

<table>
<thead>
<tr>
<th>Language</th>
<th>Activity</th>
<th>Rhythms</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Do lesson on previous page.</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Review tapes mentioned on bottom of page one of this article.</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>Work out a dramatization with the children using the patterns taught thus far.</td>
<td>Tap out the rhythm of the What is your name? My name is _____</td>
</tr>
<tr>
<td>N</td>
<td>PHYSICAL EDUCATION</td>
<td></td>
</tr>
</tbody>
</table>

TENTATIVE TIME SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:05</td>
<td>Roll Call</td>
</tr>
<tr>
<td>9:05 - 9:15</td>
<td>Presentation of language lesson to the entire class.</td>
</tr>
<tr>
<td>9:15 - 10:15</td>
<td>Language to groups (20 minutes per group for 3 groups.)</td>
</tr>
<tr>
<td>10:15 - 10:30</td>
<td>Health Chores</td>
</tr>
<tr>
<td>10:30 - 10:50</td>
<td>Evaluation of seatwork and activity</td>
</tr>
<tr>
<td>10:50 - 11:10</td>
<td>Literature appreciation</td>
</tr>
<tr>
<td>11:10 - 11:20</td>
<td>Music</td>
</tr>
<tr>
<td>1:00 - 1:10</td>
<td>Phonetics or phonics</td>
</tr>
<tr>
<td>1:10 - 1:20</td>
<td>Language for entire class</td>
</tr>
<tr>
<td>1:20 - 2:20</td>
<td>Language in groups (Same as for morning)</td>
</tr>
<tr>
<td>2:20 - 2:30</td>
<td>Evaluation of seatwork with class.</td>
</tr>
<tr>
<td>2:30 - 3:00</td>
<td>Physical education.</td>
</tr>
<tr>
<td>3:00 - 3:10</td>
<td>Activity</td>
</tr>
<tr>
<td>3:10 - 3:30</td>
<td>Rhythms</td>
</tr>
</tbody>
</table>

This material was prepared by Beatrice T. Estrada with assistance by Miss Rhea June Gray, and Mrs. Theodoria Smith.
LESSON 11 - Review Lesson to be taped.

Come in.
Sit down.
We are friends.
Say.
Come to the restroom.
Come with me.
Come and eat.
Go to the restroom.
Come and play.
Come in with me.
Come and work.
My name is (Teacher's name)
Your name is (Student's name)
What's my name?
Your name is (Teacher's name)
What's her name?
Her name is ____.
What's his name?
His name is ____.
He is a boy.
She is a girl.
What is she?
What is he?
Is he a boy?
Yes, he is a boy.
Is she a girl?
Yes, she is a girl.
Is she a boy?
No, she is a girl.
Is he a girl?
No, he is a boy.
What's your name?
My name is ____.

LESSON 12

Do you ride the bus?
Yes, I ride the bus.
No, I don't ride the bus.

LESSON 13

Where do you get on the bus?
I get on the bus at ____.
No, I don't ride the bus.

LESSON 14

Where do you get on the bus?
I get the bus at ____.
Where does she get on the bus?
She gets on the bus at ____.
When does he get on the bus?
He gets on the bus at ____.
Where do I get on the bus?
I get on the bus at ____.

LESSON 15

Where do you get off the bus?
I get off the bus at ____.
Where does she get off the bus?
She gets off the bus at ____.

LESSON 16

Where does he get off the bus?
He gets off the bus at ____.
Where do I get off the bus?
I get off the bus at ____.

LESSON 17

Who is your bus driver?
My bus driver is ____.
Who is (her, his, or my) bus driver?
(Her, His, Your) bus driver is ____.

LESSON 18

How do you come to school?
I come to school on the bus.
I walk to school.

LESSON 19

He missed the bus.
Have you missed the bus?
Yes, I have missed the bus.
No, I haven't missed the bus.
Has she missed the bus?
Has he missed the bus?
The bus is late. The bus was late.

LESSON 20

Be careful when you get on the bus.
Are you careful?
Yes, I'm careful.
Is he careful?
Yes, he's careful.
Is she careful?
Yes, she's careful.
LESSON 21
Be careful, look both ways.
Do you look both ways?
Yes, I look both ways.
Does he look both ways?
Yes, he looks both ways.
Does she look both ways?
Yes, she looks both ways.

LESSON 22
Are you ready to go home?
Yes, I'm ready to go home.
Is he ready to go home?
No, he's not ready. (Yes, he's ready.)
Is she ready to go home?
Yes, he's ready. No, he's not ready.

LESSON 23
Do not come to school late.
Be ready for the bus.

LESSON 24
Be ready for the bus.
Don't be late for the bus.
Be ready to go home.

LESSON 25
Be ready for the bus.
Look both ways to cross the road.
When you cross the road look both ways.

LESSON 26
Get ready for the bus.
Put on your coat.
Put on your sweater.
Get on the bus.

LESSON 27
Review Lesson - To be taped.

Where do you live?
I live at ________.
Do you ride the bus?
Yes, I ride the bus.
No, I don't ride the bus.
I walk to school.
Where do you get on the bus?
I get on the bus at ________.
Where do you get off the bus?
I get off the bus at ________.
Who is your bus driver?
My bus driver is ________.
I missed the bus.
He missed the bus.
She missed the bus.
You missed the bus.
The bus is late.
The bus was late.

Be careful when you get on the bus.
Be careful when you cross the road.
Get ready to go home.
Do not come to school late.

Be ready for the bus.
Put on your coat.
Put on your sweater.
Get on the bus.

LESSON 28
I'm hungry.
Are you hungry? Yes, I'm hungry.
No, I'm not hungry.
Is (she, he) hungry? Yes, he's hungry.
No, he's not hungry.

LESSON 29
Get ready for lunch.
Are you ready for lunch?
Yes, I'm ready for lunch.
Is (he, she) ready for lunch?
Yes, (she, he) is ready for lunch.
No, (she's, he's) not ready for lunch.

LESSON 30
Let's go to the lunch room. (cafeteria)
Are you ready to go to the lunch room?
Yes, I'm ready.
Let's go to the lunch room.
I'm hungry.
I'm ready.

LESSON 31
Let's go eat.
Let's go to the lunchroom.
LESSON 32
Please give me some lunch.

LESSON 33
I want some milk.
Please give me some milk.
Do you have some milk?
Yes, please.
No, thank you.

LESSON 34
I want some beans.
Do you have some beans?
Yes, thank you. No, thank you.
Please give me some beans.

LESSON 35
Do you want some salad?
Yes, please. No, thank you.
I want some salad.
Please give me some salad.

LESSON 36
Do you want some pudding?
Yes, please. No, thank you.
I want some pudding.
Please give me some pudding.

LESSON 37
Do you want some ice cream?
Yes, please. No, thank you.
I want some ice cream.
Please give me some ice cream.

LESSON 39
How much salad do you want?
I want a little.
I want a lot.
I have enough, thank you.

LESSON 39
Do you want more beans?
Yes, please. No, thank you.
I have enough.

LESSON 40
The soup is good.
Do you want some more soup?
Yes, please. No, thank you.
I have enough.

LESSON 41
The bread is good.
Do you want another piece?
No, thank you. I have enough.
Yes, please.

LESSON 42
Do you like butter?
Do you like butter on bread?
Yes, I like butter.
Please put some on my bread.
No, I don't like butter.
Don't put any on my bread.

LESSON 43
The fruit is good.
Do you like fruit?
Yes. No, I don't like fruit.

LESSON 44
The orange is good.
Do you like oranges?
Yes, thank you. No, I don't like oranges.

LESSON 45
I have an apple.
The apples are good.
Do you want an apple?
Yes, please. No, I don't like apples.

LESSON 46
Apples and oranges are fruit.

LESSON 47
The meat is good.
I have some meat.
Do you want some meat?
Yes, please. No, thank you.
LESSON 48
I have some vegetables.
Do you have some vegetables?
Yes. No.
The vegetables are good.
Beans are vegetables.

 LESSON 49
The cookie is good.
Do you have a cookie?
Yes. No.
I have a cookie.

 LESSON 50
The cookies are good.
Do you have some cookies?
Yes. No.
I have some cookies.

 LESSON 51
Do you have a piece of cake?
Yes, I have a piece of cake.
No, I don't have a piece of cake.
The cake is good.
I have some cake.

 LESSON 52
Do you have a napkin?
Yes, I have a napkin.
No, I don't have any. (one)
Get a napkin.

 LESSON 53
Does he have a napkin?
Yes, he has a napkin.
No, he doesn't have a napkin.
Does she have a napkin?
Yes, she has a napkin.
No, she doesn't have a napkin.
Don't have a napkin.
Please get me one.

 LESSON 54
Do you have a spoon?
No, I don't have a spoon.
Yes, I have a spoon.
Does he have a spoon?
Yes, he has a spoon.
LESSON I

Language

<table>
<thead>
<tr>
<th>R</th>
<th>9:05 - 10:05</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>10:05</td>
</tr>
<tr>
<td>L</td>
<td>10:15</td>
</tr>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>10:15</td>
</tr>
<tr>
<td></td>
<td>L</td>
</tr>
<tr>
<td></td>
<td>11:25</td>
</tr>
</tbody>
</table>

Enrichment

<table>
<thead>
<tr>
<th>H</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10:15</td>
</tr>
<tr>
<td>L</td>
<td>11:25</td>
</tr>
</tbody>
</table>

Activity

<table>
<thead>
<tr>
<th>Specific Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review: (A complete review of previous year's lessons may be reviewed. Therefore tapes of previous year's lessons may be reviewed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrichment</td>
</tr>
<tr>
<td>Activity</td>
</tr>
<tr>
<td>Specific Aim</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>Review Tape I from pre-first.</th>
</tr>
</thead>
</table>

1. The children repeat after the teacher: "What's your name?"
   Children answer: My name is .
   Repeat 3 times.

2. The children repeat after the teacher:
   What's his name?
   His name is .
   Repeat three times.

3. The children repeat after the teacher:
   What's her name?
   The children answer: Her name is .

4. 1/2 of the children: What's your name?
   1/2 of the children: My name is .
   Repeat three times. Allow groups to exchange parts.

   The first child in the circle asks the next child around the circle.
   What's my name?
   Repeat #4 of each pattern.

5. Ask the child to repeat to teacher:
   the patterns reviewed.
# FIRST GRADE

## LESSON I

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 - 2:00</td>
<td>2:00 - 2:10</td>
<td>2:10 - 2:30</td>
<td>3:00 - 3:20</td>
</tr>
<tr>
<td>U Repeat B of Language</td>
<td>Continue listening to Tape 1 of pre-first</td>
<td>Book one</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>N lesson</td>
<td>C</td>
<td>H</td>
<td></td>
</tr>
</tbody>
</table>

### Enrichment Activity

- **10:15** Listen to Tape II from Pre-First Review language lesson on tape.

### Social Studies

- **3:20 - 3:30** Present regulations

### Music

## LESSON II

### Language

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:05 - 10:05</td>
<td>10:05 - 10:15</td>
<td>H</td>
</tr>
<tr>
<td>10:15</td>
<td></td>
<td>A = 1:25</td>
</tr>
</tbody>
</table>

### Enrichment Activity

- **10:15** Listen to Tape II from Pre-First Review language lesson on tape.

### Specific Aim

- **A.** Review Lesson I. Continue to review lessons from the previous year.
- **B.** Procedure
  - **1.** Review Lesson I by asking each child to repeat around the circle asking each other:
    - "What's your name?"
    - Child answers: "My name is _____."  
  - **2.** Make two rows, one of girls and one of boys.
    - a. Have first girl ask the boys: "What's his name?"

### Review

- **Where do you live?** I live at _____.
- **Where does he live?** He lives at _____.
- **Where does she live?** She lives at _____.
- **Where do I live?** You live at _____.
- **Where do you live?** I live at _____.
- **Who's your neighbor?** My neighbor is _____.
- **Who's my (his, her) neighbor?** My (his, her) neighbor is _____.
FIRST GRADE
LESSON II (Continued from Page 30)

<table>
<thead>
<tr>
<th>Language Activity</th>
<th>Enrichment Activity</th>
<th>Science Activity</th>
<th>Numbers</th>
</tr>
</thead>
</table>

Boys: His name is ____.

b. Have first boy ask the
   girls: What's her name?
   Girls: Her name is ____.

Alternate 1 and 2.

c. Teacher asks one child to
   come to the front of the room
   with her. This child is "it".
   Child: What's my name?
   2nd Child: Your name is ____.

Continue until all the children have had a turn at being "it".

3. Using a large teacher constructed
   map, review:
   1st child: Where do you live?
   2nd child: I live at ____.
   Continue all around the circle having
   each child point to where he lives.

4. Make two circles, one of boys and
   one of girls.
   1st girl: (Pointing to another girl)
   Where does she live?
   All girls: She lives at ____.
   Continue until all the girls have asked the
   question.

5. One child is chosen and
   goes to the map. Another
   child asks: Where do I live?
   Child at Map: I live at ____.

   B. To Teach.

   Who lives here?
   Who's Mary's neighbor?
   Who's your neighbor?
   My neighbor is ____.
   Mary's neighbor is ____.

   Continue to Book II
   Listen to Tape II
   From Pre-First Grade.

   P Social Studies
   Y S I C A L E D U C A T I O N
### Lesson II

<table>
<thead>
<tr>
<th>Language Activity</th>
<th>Enrichment Activity</th>
<th>Science Book</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to listen to Tape</td>
<td>II from pre-</td>
<td>One</td>
<td>P</td>
</tr>
<tr>
<td>Point to an area on the map</td>
<td>II</td>
<td>H</td>
<td>Book I</td>
</tr>
<tr>
<td>where several children live</td>
<td>first</td>
<td>II</td>
<td>Lesson II</td>
</tr>
<tr>
<td>and ask: Who lives here?</td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>Children: Mary and Ellen live there.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher explains: Mary and Ellen are neighbors. Ask Mary: “Who is your neighbor?”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary: My neighbor is</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher: Who is her neighbor?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children: Her neighbor is (Repeat 3 times).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First 1/2 of children: Who is her neighbor?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second 1/2 of children: Her neighbor is</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make two rows of children. First row asks: “Who is her neighbor?”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Ask this of child in second row)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second row asks: Her neighbor is</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(If there is no neighbor, the children say:) She doesn’t have a neighbor. (Repeat three times by groups when introduced. Continue until everyone has been asked.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher: Who is your neighbor?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child: My neighbor is</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Continue around circle, Children ask each other around circle.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Lesson III

<table>
<thead>
<tr>
<th>Language Activity</th>
<th>Enrichment Activity</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Aim: To Review: What’s your name? My name is</td>
<td></td>
<td>Book I</td>
</tr>
<tr>
<td>his</td>
<td>His</td>
<td></td>
</tr>
<tr>
<td>What’s her name? Her name is</td>
<td></td>
<td>Lesson III</td>
</tr>
<tr>
<td>your</td>
<td>My</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Your</td>
<td></td>
</tr>
<tr>
<td>Where do you live? I live at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where does she live? He lives at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>he</td>
<td>She</td>
<td></td>
</tr>
<tr>
<td>Who lives here? lives there.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>his</td>
<td>His</td>
<td></td>
</tr>
<tr>
<td>Who’s your neighbor? My neighbor is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>her</td>
<td>Her</td>
<td></td>
</tr>
</tbody>
</table>
### LESSON III  
**Language (Continued from page 32)**

<table>
<thead>
<tr>
<th>R</th>
<th>To teach: What's the name of our school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>The name of our school is _____</td>
</tr>
<tr>
<td>L</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>you</td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>you</td>
</tr>
<tr>
<td>L</td>
<td>We go to school at _____?</td>
</tr>
<tr>
<td></td>
<td>He</td>
</tr>
<tr>
<td></td>
<td>She goes to school at _____?</td>
</tr>
</tbody>
</table>

II. **Procedure:**

**A. Review**

1. The children ask around the circle:
   - What's your name?
   - First child answers and asks the following:
2. Same procedure as A.
   - First child: Where do you live?
   - Second child: I live at _____.
     Where do you live?
3. Teacher chooses one child who asks:
   - a. What's his name?
   - Class: His name is _____.
     Where does he live?
     He lives at _____.
     Who's his neighbor?
     His neighbor is _____ OR/
     He doesn't have any neighbors.
     Continue until the "leaders" have asked about each child.

### LESSON III  
**Language (Continued from above)**

<table>
<thead>
<tr>
<th>B</th>
<th>Teacher: What's the name of our school?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The name of our school is _____</td>
</tr>
<tr>
<td></td>
<td>(Repeat three times)</td>
</tr>
<tr>
<td>2</td>
<td>First child in row to next:</td>
</tr>
<tr>
<td></td>
<td>What's the name of our school?</td>
</tr>
<tr>
<td></td>
<td>Second child: The name of our school is _____</td>
</tr>
<tr>
<td></td>
<td>What's the name of our school?</td>
</tr>
<tr>
<td></td>
<td>(Continue around the circle,)</td>
</tr>
</tbody>
</table>

**Enrichment Activity**

- Continue listening to tape I.

**Science**

- Book 1
- Lesson 3
### LESSON III

(Continued from page 53)

<table>
<thead>
<tr>
<th>Language</th>
<th>Enrichment Activity</th>
<th>Science</th>
</tr>
</thead>
</table>
| **3. Teacher:** Where do you go to school?  
(children repeat)  
Children: We go to school at _____.  
Repeat three times.  
Teacher: Where does he go to school?  
Children: He goes to school at _____.  
Repeat 3 times.  
Teacher: Where does she go to school?  
Children: She goes to school at _____.  
Repeat three times.  
Teacher: Where do I go to school?  
(Children repeat)  
Children: You go to school at _____.  
Repeat three times.  
| Continue listening to Tape I. | Book I  
Lesson III |
| **4. Going around the circle:**  
1st child: Where do you go to school?  
2nd child: I go to school at _____.  
Where do you go to school?  
| | |
| **5. Groups of THREE.**  
1st child: What's the name of our school?  
2nd child: The name of our school is _____.  
3rd child: We go to school at _____.  
Where do you go to school?  
1st child: I go to school at _____.  
Where does (He, she) go to school?  
pointing to 3rd child  
2nd child: (He, she) goes to school at _____.  
| | |

### LESSON IV

<table>
<thead>
<tr>
<th>Language</th>
<th>Enrichment Activity</th>
<th>Numbers</th>
</tr>
</thead>
</table>
| **R 1. Specific Aim:**  
O A. Review: Lessons I - IV.  
L B. To teach: Who's (my, your, his) teacher? (His, my, her, your)  
C teacher is _____.  
A Who's the principal?  
L The principal is _____.  
L Who's the janitor?  
C The janitor is _____.  
L Who's the cook?  
| Review  
Tape II, Pre-first. | H Book 1  
E Lesson 4 |
| **T H O R E S** | |
II. Procedure:

A. Review: As in Lesson III including the new patterns in #5.

B. To teach:
1. Teacher: I'm (Miss, Mr., or Mrs.)
Children: I'm your teacher.
Teacher: Who's your teacher?
Children: My teacher is ______.
Teacher: My teacher is ______.
Repeat 3 times.

2. Teacher: ______ is your principal.
Children: ______ is your principal.
Teacher: Who's your principal?
Children: Who's your principal?
Repeat 3 times.
Teacher: Our principal is ______.
Children: Our principal is ______.
Repeat 3 times.
1/2 of children repeat, then other
1/2 repeat.
Each child asks his neighbor all
around the circle.

3. Teacher: ______ is the janitor.
Children: Repeat 3 times.
Teacher: Who's the janitor?
Children: Who's the janitor?
Children repeat 3 times.
1/2 of children repeat, then other
half of children repeat. Ask each
other around the circle.

4. Teacher: The cook is ______.
Children: The cook is ______.
Teacher: Who's the cook?
Children: Who's the cook?
Repeat 3 times. 1/2 of children
repeat then other 1/2 repeat. Ask
each other around the circle.
LESSON IV

Language

<table>
<thead>
<tr>
<th>Lesson IV - morning.</th>
<th>Draw or paint large pictures of the workers.</th>
<th>Lesson IV, Book 1</th>
</tr>
</thead>
</table>

U 5. Asking around circle:
N 1st child: Who's your teacher?
C 2nd child: My teacher is_____.
H Go around the room.

Do the same for each:
Who's our principal?
Our principal is_____.

Who's the janitor?
The janitor is_____.

Who's the cook?
The cook is_____.

Enrichment Activity

Paste on the bulletin board.

Science

Science Lesson, Book 1.

LESSON V

<table>
<thead>
<tr>
<th>Specific Aim</th>
<th>Review tape V from the pre-first.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. To review lesson I through IV.</td>
<td></td>
</tr>
<tr>
<td>B. To teach: The teacher is in the room. The principal is in the office. The janitor is in his office. The cook is in the kitchen.</td>
<td></td>
</tr>
</tbody>
</table>

The teacher is in our room. The principal's office is down the hall. The janitor office is across from the principal's office. The kitchen is in the middle of the school (or in the cafeteria or lunch room.)

1. The teacher shows the children a map of the school. Teacher: The principal is in the office. (points to the principal's office and shows the children a picture or drawing of the principal.) Where is the principal? Children: The principal is in the office.
### LESSON V (Continued from page 36)

<table>
<thead>
<tr>
<th>Enrichment Activity</th>
<th>Health Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review tape V from the pre-first.</td>
<td>Book i Lesson V</td>
</tr>
</tbody>
</table>

#### Enrichment Activity

<table>
<thead>
<tr>
<th>Role</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher: Where's the principal?</td>
<td>Review tape V from the pre-first.</td>
</tr>
<tr>
<td>1/2 of the class: The principal is in the office. The other 1/2 of the class answers.</td>
<td></td>
</tr>
<tr>
<td>1/2 of class: The teacher is in the room. Other 1/2 of the class repeat.</td>
<td></td>
</tr>
<tr>
<td>1/2 of class: The janitor is in his office. The other 1/2 of class repeat.</td>
<td></td>
</tr>
<tr>
<td>Teacher: Where's the cook?</td>
<td></td>
</tr>
<tr>
<td>Children: In the kitchen.</td>
<td></td>
</tr>
<tr>
<td>Repeat three times.</td>
<td></td>
</tr>
</tbody>
</table>

#### Lesson V

<table>
<thead>
<tr>
<th>Language</th>
<th>Enrichment Activity</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>L B. (Continued from above)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U 5. The teacher is in our room.</td>
<td></td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>N 6. The principal's office is down the hall.</td>
<td></td>
<td></td>
<td>H</td>
</tr>
<tr>
<td>C 7. The janitor's office is across the hall from the principal's office.</td>
<td></td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>8. The kitchen is in the middle of the school. (or in the cafeteria or lunch room.)</td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>5. Teacher: Where's the teacher?</td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Children: The teacher's in our room. Repeat three times.</td>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>1/2 of class Where's the teacher?</td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>other 1/2 The teacher is in our room.</td>
<td></td>
<td></td>
<td>L</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D</td>
</tr>
</tbody>
</table>
LESSON V  (Continued from page 37)

<table>
<thead>
<tr>
<th>Language</th>
<th>Enrichment Activity</th>
<th>Science</th>
</tr>
</thead>
</table>
| "L 6. Where is the principal's office?" Children: The principal's office is down the hall.
| "U 7. Teacher: Where's the janitor's office?" Children: The janitor's office is across from the principal's office. Teacher: Where is the janitor's office? 2nd child: The janitor's office is across the hall. Continue until every child has had his turn.
| "H 8. Teacher: Where is the kitchen?" Children: The kitchen is in the middle of the school (or in the cafeteria). Teacher: Where is the kitchen? 1st child: The kitchen is in the cafeteria. 2nd child: Where is the kitchen? Continue until every child has had his turn." | "PHYSICAL" |

"P PHYSICAL"

"ED."
"LET'S GO FOR A WALK"

(Each line is said by the leader while patting his knees in rhythm. The echo must follow exactly in rhythm, leaving "rest beats" where called for.)

**LEADER**

Let's go for a walk
Come on
Let's go
I see a swan*
Can't go under*
Can't go around*
Have to go through

I see a river*
Can't go under*
Can't go around*
Let's swim over (swimming motion)

I see a bridge
Can't go under
Can't go around
Let's go over (stamping noise by slapping chest)

I see a tree
Can't go under
Can't go through
Let's climb up (snapping fingers in climbing motion)

(No need to pat knees, keep free and dramatic)

I see a cave
There's a cave down there. (be sure the accent is on CAVE)
Let's go down. (snap fingers climbing down)
SAY! (shading eyes)
It's dark in here.
I see something!
It feels like a bear!
It looks like a bear!
It IS A BEAR!
Let's run home! (go back through motions in reverse)

**ECHO**

(Let's go for a walk)
(Come on)
(Let's go)
(I see a swan)
(Can't go under)
(Can't go around)
(Have to go through) (as if digging with fingers in rhythm)
(Continue with echo as before.)

NOTE Underlined words are practice words especially for Spanish and some Indian language speakers, especially for short vowel sounds. "V" in river and over the "TH" is something.
GREETING SONG

Hello! Hello! Hello! We are glad to meet you.

We are glad to greet you Hello, Hello! Hello Hello.
CHOOSING GAME SONG

Pre-First

I see you, I see you, Tra, la, la, la, la, la;

I see you, I see you, Tra, la, la, la, la, la;

(add st.)

You see me and I see you, Then you take me and I'll take you.

You see me and I see you, Then you take me and I'll take you.

GREETING

Happy Birthday! Happy Birthday!

(Merry Christmas can be used to replace Happy Birthday)
THE TRAIN

Special Instructions
Increase speed on first verse - Slow to stop on second verse.

CHUFF! CHUFF! Now the train is going
Now the train is stopping

Toot! Toot! Hear the whistle blowing
Now the gates are dropping

Faster! Faster! Now the bell is ringing
Slow - er! Slow - er! Hear the bell a ting - ing

Ding, ding, dong!
Ding, ding, dong!