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PROSPECTUS FOR EQUITABLE EDUCATIONAL OPPORTUNITIES FOR
SPANISH-SPEAKING CHILDREN.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

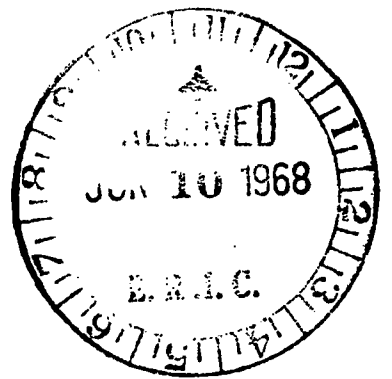
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THE DEMONSTRATED EFFECTIVENESS OF HEADSTART AND OTHER PRESCHOOL PROGRAMS IN EXPOSING DISADVANTAGED CHILDREN TO EXPERIENCES THAT DEVELOP LANGUAGE AND CONCEPTUAL GROWTH HAS LED TO A CALL FOR AN EXTENSION OF THIS PROGRAM INTO THE SEQUENTIAL SCHOOL YEARS. THIS PROSPECTUS SEEKS--(1) TO PROVIDE AN EXTENSION OF THESE EXPERIMENTAL PROGRAMS FROM KINDERGARTEN THROUGH THE SECOND GRADE, (2) TO PROVIDE FLEXIBLE GUIDELINES FROM WHICH SUCCESSFUL LANGUAGE EXPERIENCE PROGRAMS FOR SPANISH-SPEAKING PUPILS IN THESE GRADE LEVELS CAN BE DEVELOPED, AND (3) TO PERMIT AN EASIER TRANSITION FOR THESE PUPILS INTO THIRD GRADE. GUIDELINES ARE PROVIDED FOR THE SELECTION AND IDENTIFICATION OF PUPILS, TEACHERS, AND TEACHER AIDES, AS WELL AS SUGGESTED ACTIVITIES AND METHODS FOR DEVELOPING NECESSARY LANGUAGE SKILLS. APPENDICES INCLUDE LISTS OF CURRENT INSTRUCTIONAL MATERIALS, SELECTED REFERENCES, AND MULTIPLE LANGUAGE MEDIA PUBLISHERS AND DISTRIBUTORS. (DK)

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Prospectus

**for Equitable Educational Opportunities
for Spanish-Speaking Children**

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Max Rafferty—Superintendent of Public Instruction
Sacramento 1967

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**Prospectus for
Equitable Educational Opportunities
for Spanish-Speaking Children**

Prepared by

**Mexican-American Education Research Project
California State Department of Education
John Plakos, Coordinator**

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Foreword

We, the people of the United States of America, maintain public schools for several purposes, all of which may be wrapped in one package and labeled "To maintain the American way of life." We value our heritage and are determined to make the best use of it. We know the problems with which we are living and are determined to find sound and satisfying solutions to them. We look to the future and realize that we must be prepared to solve problems that are quite unlike any of those that we have previously faced or are facing now. We know that, to be successful in our efforts to maintain our American way of life, we must develop all our human resources to the fullest extent possible. We know that, to develop these resources, we must treat every member of our society as an individual and provide for him the education he needs to develop his ability to think intelligently and to make sound judgments, to act wisely and with purpose, to move freely and independently, and to live harmoniously in our society.

Prospectus for Equitable Educational Opportunities for Spanish-Speaking Children points up certain of the considerations that should be given to this part of our total population. These considerations need the attention of all who are in any way responsible for the successful education of young Spanish-speaking children in the public schools; for if we are to reap the reward of our investment in education, the public schools must provide for the development of the full potential of every member of our society.



Superintendent of Public Instruction

Preface

We have become poignantly aware that some people, despite great prosperity and rising levels of aspiration among the majority, remain poor. They cannot better themselves or contribute to the economy. In this segment of society are many Mexican-Americans.

Consequently, in keeping with its stated goals of respect for the unique worth of each individual, of the development of each student to his fullest potential, of equality of opportunity for all, and of providing education as the means of upward social mobility; and in accordance with SB 53, which amends Education Code Section 71 and permits public school children to be instructed in a language other than English; the California State Department of Education has taken under review the various programs of education for Mexican-American children.

This prospectus deals with kindergarten and the first two grades. This document does not pretend to answer all the questions; nor does it cover every concern the schools may have about these Spanish-speaking children. Rather, it is a sincere effort to recognize the educational needs which are presented as children bring into our schools another language, another heritage, and another self-concept -- all of which, historically, have been woven into the rich fabric of Americana.

EUGENE GONZALES
Assistant Superintendent
of Public Instruction

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Coordinator
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Chapter 1

Introduction

Like all children, Spanish-speaking children demonstrate a variety of individual differences. There are many pupils from the Mexican-American community whose backgrounds of experience and language are excellent. Many Spanish-speaking pupils from low-income families, however, have serious deficits in experience, concept development, and language which prevent their coping with the traditional school program. It is for these pupils that this prospectus has been developed.

Among the possible causes of scholastic failure of Spanish-speaking pupils are:

- A lack of experiences out of which concepts may grow
- An inadequate command of English, which is the language of the instructional program
- A lowered self-confidence as a result of repeated frustration and failure
- An unrealistic curriculum which imposes reading and writing requirements in English before skills in listening comprehension and in speaking fluency have been gained

Head Start programs, nursery schools, and various other preschool education movements throughout the state have demonstrated the effectiveness of experiences that stimulate language development and promote conceptual growth of children whose economic or cultural environments may have been deficient in opportunities for preschool learning. The bright promise of these successful endeavors must be carried further by kindergarten and primary teachers if the full potential of these children is to be realized. Therefore, this prospectus has been developed to extend the excellent objectives of preschool programs to the sequential school years, to provide flexible guidelines from which successful language experience programs for Spanish-speaking pupils in kindergarten through grade two can be developed, and to permit an easier transition for these pupils into third grade. The ultimate goal is educational success for Spanish-speaking children.

This prospectus suggests broad guidelines for a plan of action and a partial framework for programs. The purpose of this prospectus is three-fold:

1. To suggest educational opportunities that will help Spanish-speaking pupils to achieve within the English-speaking educational program

2. To suggest Spanish language activities that enhance the image of Mexican-American children
3. To show ways of involving parents and to encourage them to:
 - Reinforce and continue the child's learning experiences at home
 - Nurture attitudes necessary for the child's success in school
 - Improve their own skills in English
 - Better their social and economic position through education

The plan of action that follows hopefully will provide Spanish-speaking pupils with initial success in the primary grades and further success in the regular English-speaking curriculum. For the teacher and the administrator, it will suggest experimentation with the distinct components that will more effectively involve Spanish-speaking children and their parents in programs of primary grades that include numerous Spanish-speaking pupils. These components are:

- Conceptual growth of children through firsthand experiences
- Utilization of Spanish as the children's bridge to school success
- Audiolingual approach to communication skills in Spanish and in English
- Two-way involvement of the school with the children and their parents
- Inservice training of teachers and teacher aides
- Alternative plans for organizing and implementing the program
- Identification of materials appropriate to the needs of these children

The various strands of the total plan are offered as suggestions for teachers of Spanish-speaking pupils and for the administrators of elementary schools with a large proportion of Spanish-speaking pupils in the primary grades. Educators whose school population includes Mexican-Americans are encouraged to explore these ideas, to try those which appear useful, and to continue the search for means of providing equitable educational opportunities for all Spanish-speaking pupils.

Chapter 2

Persons Involved in the Program

The program of education for Mexican-American children described in this prospectus involves pupils, teachers, teacher aides, and the parents.

Identification of Pupils

The Spanish-speaking pupils for whom this program has been designed can be identified only as those who live in a low socioeconomic, urban environment and who speak Spanish as their native language. They are between the ages of five and eight years and are in kindergarten through grade two.

Identification of Specialist Teachers

Specialist teachers of Spanish-speaking pupils should possess the personal qualities of effective primary teachers, particularly the following abilities, and certain professional qualifications in addition to those of teachers of English-speaking pupils:

- **Personal abilities**

- To be sensitive to, interested in, and enthusiastic about their pupils' ideas and cultural differences

- To sustain empathetic behavior

- To accept all children and their variances in abilities and values

- To raise their level of expectations as pupils attain success and are freed from failure

- To provide direction toward positive attitudes

- To learn to initiate and continue communication with the parents in the home

- **Professional qualifications**

- Knowledgeable appreciation of the cultural background of Mexican-American children and children of Central and South America

- Fluency in Spanish and English

- Skill in the manipulation and utilization of instructional materials

- Experience in community action projects

- Participation in workshops or institutes especially oriented to the educational and attitudinal concerns of Mexican-American children

Teachers' Inservice Training

To assure more effective implementation of the educational program for Spanish-speaking pupils and to assist their teachers, who already possess the personal abilities and professional qualifications previously listed, administrators of this program have the particular responsibility of providing regularly and frequently scheduled inservice training workshops prior to and throughout the presentation of the program, with sequential training in methodology, instructional materials, and applied linguistics:

- Methodology

All teachers of English as a second language should have specific training, with demonstration and practice teaching, in the following:

Techniques for developing pupils' ability to conceptualize according to their learning rate and potential
Application of linguistic principles to the learning of a second language in audiolingual sequence -- listening-comprehension, speaking, reading, and writing -- with the use of appropriate dialogues, pattern drills in sound and structure, and complementary linguistic materials

- Materials and educational media

All teachers should have exposure to, demonstration of, and actual practice in the use of instructional materials of proven value.

- Applied linguistics

All teachers of English as a second language should have a basic knowledge of the sound and structure of Spanish and English, linguistic conflicts, and the correction of linguistic interferences in sound and structure.

- Psychology and culture

All teachers of Spanish-speaking pupils should develop:

Understanding of the psychological and cultural differences between the "average" American home and the Mexican-American home
Empathy for Mexican-American children who "live in two languages"
Ways in which such understandings may reinforce mutual respect between teachers and pupils and may facilitate successful, enriching learning experiences
Techniques which will enable teachers to make successful home visits and other contacts with parents and community

It is suggested that these inservice training workshops be conducted by experts who are themselves Mexican-Americans or who have lived with or taught Mexican-Americans and knowledgeable persons who have produced valid studies in these training areas.

Inservice training workshops should emphasize teacher participation which provides for the sharing of successful interpersonal experiences the teachers have had with pupils and their families.

Identification of Teacher Aides

Teacher aides are uncertified, paid personnel who always work under the supervision of the teacher or other person they are assigned to assist. Teacher aides are most effective in this program when they are selected from the Mexican-American community or are closely associated with it. It is most helpful to Spanish-speaking pupils and their parents when parents are selected as teacher aides.

Often, teacher aides are potential specialist teachers who themselves can benefit from their experience in the program.

Inservice Training for Teacher Aides

Teacher aides can help to give Spanish-speaking pupils the extra personal attention they need, to involve their parents in the program, and to recruit responsible support from the community. Regularly scheduled inservice training will acquaint aides with California laws regarding responsibility for children and will increase effectiveness in the following teacher aides' tasks:

- Clerical assistance

- Checking roll and maintaining attendance records
 - Recording grades

- Supervision of pupils

- Accompanying young pupils to restroom, water fountain, and lunchroom
 - Accompanying pupils on study trips with teacher
 - Supervising playground activities
 - Directing organized play
 - Applying first aid

- Assistance with instructional materials

- Keeping equipment and materials ready for use
 - Passing out and returning instructional materials
 - Operating audio-visual and audiolingual equipment

Preparing charts and other visual aids
 Setting up and dismantling demonstrations and bulletin boards
 Assisting in the preparation of puppets
 Mounting pictures for classroom picture file
 Making word blocks

- Classroom activities

Supervising small groups while teacher works with other groups
 Telling stories
 Drilling pupils who need additional practice after teacher has established a pattern for practice
 Helping small groups with dramatizations
 Listening to pupils read
 Giving individual attention to pupils who need assistance
 Serving as an additional interested audience

- Community activities

Accompanying teacher to pupils' homes
 Soliciting the community for supplementary materials and support

Suggested Ways to Involve Parents

Any program that is designed to improve children's success in school, in their neighborhood, and at home must involve their parents. Suggested ways to involve parents are as follows:

Select parents as teacher aides.
 Provide baby-sitting and other services to allow parents to attend the class and share their child's learning experiences.
 Meet with groups of parents in their homes.
 Set up an advisory group of parents who can contribute to the policies and activities of the program.
 Assign a teacher, community coordinator, or social worker to service and follow up needs of pupils and their parents.
 Schedule pupil-parent experiences (e.g., camping, attending musical performances, visiting the fire station).
 Utilize parents as resource persons for specific projects (e.g., cement finishers, musicians, agricultural workers).
 Encourage father-son experiences (e.g., watching a high school football game, attending a baseball game, going with father to his work).
 Encourage mother-daughter experiences (e.g., baking, shopping, attending a school-sponsored fashion show together).
 Take community service personnel to the homes (e.g., nurse, welfare worker, employment officer).
 Provide special instructional classes for parents (e.g., English, citizenship, consumer education).
 Encourage parents to meet on school premises for neighborhood, club, social, or recreational gatherings.

Set up special instructional programs in neighborhood homes, churches, or other meeting places to meet specific needs of a specific group.
Allow parents to contribute time, effort, and money to improve the school facilities.

Assist parents and community in applying for private, business, foundation, and federal funds to meet needs of the child, the home, and the community.

Chapter 3

The Program

The educational program for these Spanish-speaking pupils must provide:

- Experiences which will lead to pupils' improved ability to conceptualize
- An opportunity for pupils to maintain and develop their native Spanish
- An opportunity to develop skills in English -- listening-comprehension, speaking, and eventually reading and writing
- An opportunity to maintain an awareness of their Spanish heritage and to develop an awareness of the American culture
- Interest and enthusiasm for pupils' ideas and differences
- Recognition of the value system of the culture from which the pupils come
- A tempering redirection from attitudes which deter pupils' progress and limit their goals
- An opportunity for pupils to learn to respect themselves and each other
- Opportunities for pupils to experience repeated success and recognition
- Involvement of parents
- Involvement of the community, using parents as an advisory group, to service the needs of the children and to assist in continuing evaluation of the program

These are suggested aims; other aims may evolve as the program progresses or as regional or local needs indicate.

Abilities to Be Developed

The program is based on the development of the following abilities, which are the common denominators of the conceptual and language experiences (in communication skills) in the primary grades:

Formation of sensory images
Adjustment to size and form of materials
Perception of expressed and implied relationships
Expression of relationships
Perception and production of the sounds of language
Awareness of voice quality, rhythm, rate, and volume
Production of effective rhythm and rate in language
Sensitivity to phrasing, cadence, inflection, and stress
Comprehension of meaning indicated by syntax
Expression in acceptable syntax
Identification of language structure

Association of meanings with spoken and printed words
 Comprehension of the function of punctuation
 Accurate production of symbols
 Memory of word forms
 Left-to-right progression in reading
 Identification of another's purpose or viewpoint
 Adjustment to different situations and persons
 Sensitivity to emotions and moods
 Organization and summarization of ideas
 Anticipation of sequence of ideas or outcome
 Evaluation of ideas and the making of judgments
 Correlation of old and new learning

The Classroom Environment

The classroom should reflect the positive interest of the community and the school for the pupils. Although classrooms differ according to the resources, plant, and personnel of each school district, attractive, clean, safe, and functional physical facilities and a warmly accepting and cheerful emotional climate for learning are minimum prerequisites for the success of these plans.

Procedures for Developing Language Skills

The procedures for developing skills in Spanish and in English should be audiolingual in sequence, with experiences in listening and speaking preceding those of reading and writing.

The audiolingual aspect of language is a speaker-hearer process which can operate independently of a writing system whenever there are a speaker and a hearer.¹ In the classroom, the pupils must:

- Listen to speech that is authentic
- Listen more than they speak
- Hear and speak principally the language chosen for the activity while participating in that learning activity (During an English-language activity, Spanish should be used only for necessary directions or explanations.)
- Be free of translation experiences, word lists (e.g., nouns only), or word activity out of context
- Eventually read only what they have spoken
- Copy and write only what they have read

¹Nelson Brooks, Language and Language Learning: Theory and Practice. New York: Harcourt, Brace and World, 1960.

Meaning and structure are interdependent. Pupils who are simply repeating sounds or combinations of sounds, without a referent in their stock of concepts, may be passive or bored as well as limited in their perception of word order or pattern. Moreover, initial learning experience in meaning should be derived not from the written word but from encounters, pictures, charts, objects, and gestures. The written word cannot faithfully reproduce the sound system of a language, for there is often a conflict between speech and print. For example, Spanish vowels and English vowels are identical in their written form but are not the same in their oral form. Therefore, too early an exposure to written English will serve to confuse Spanish-speaking learners.

The procedures for promoting growth in concepts should be those that are natural to the age and maturity of the pupils and should be as carefully planned as those for the development of the skills of communication.

Distribution of Time

For years programs planned for Mexican-American pupils have used English as the only medium of instruction for all of the content areas. The high dropout rate of Mexican-Americans and their low achievement scores in statewide testing programs suggest these pupils cannot succeed in school if they are required to use English exclusively in their early schooling. Therefore, in order to use the language strengths of these children, the following time distribution of English and Spanish is suggested:

<u>Level</u>	<u>Language</u>	<u>Percent of time</u>
Kindergarten	Spanish	80
	English	20
First grade	Spanish	60
	English	40
Second grade	Spanish	30
	English	70

These recommended percents are not intended to be prescriptive; rather, they merely suggest the need to use the pupils' native Spanish as a bridge to successful school experiences. Furthermore, use of either Spanish or English should be adapted to the language strengths of the pupils in each school district. Finally, gradual development of skills in English must be accompanied, as well, by improvement of skills in the Spanish spoken by the pupils when they entered school.

The progress of pupils should be evaluated continually so that the percent of time in either language can be carefully appraised and adjusted as the pupils gain proficiency in both languages.

Suggested Activities

Spanish-speaking children enter kindergarten with the same ability to speak in short sentences arranged in the proper word order as do their English-speaking peers. However, their Spanish vocabulary may be inadequate if they have been deprived of varied experiences out of which concepts and vocabulary grow. Therefore, activities to enlarge their stock of concepts and to develop their language are most essential features of a total school program from kindergarten through grade two. Early lessons should lead to reading and writing in Spanish in the first and second grades.

These same Spanish-speaking children come to school with relatively no command of English. For this reason, they must be immersed in learning experiences which enable them to build not only concepts but also a phonological and structural command of English. Eventually, in the second grade, they can be advanced to the more complex skills of reading and writing in English after they attain sufficient listening comprehension and speaking fluency in English.

There are many curriculum guides for detailed instructional planning in kindergarten through grade two.² These guides may serve as rich resources of activities, materials, and procedures that may be adapted for urban children who come from low-income homes and speak Spanish. The activities listed in this prospectus promote growth in concepts and stimulate acquisition of language. Language grows through experiences and accumulates in the communication skills of listening-comprehension, speaking, and -- eventually -- reading and writing, in that order.

Since the pupils in this program will be improving their skill in their native Spanish and will be adding a second language -- English -- activities are performed using the language that meets the pupils' needs and the requirements of the learning task. The language recommended for the most efficient conceptual and linguistic development is designated for each activity on the instructions for each activity. The designated language (S for Spanish, E for English, and S-E for both languages) can be used by the teacher or pupils or teacher and pupils, with Spanish the first language to be used.

The classroom teacher should develop both Spanish and English in any activity according to the needs of the pupils as identified through his careful appraisal of their background, maturation, and developmental levels. The list following is neither comprehensive nor exclusive, but it is presented to suggest how language skills and concepts can be developed in activities already familiar to teachers in the primary grades. Materials helpful in implementing these suggested activities are listed in Appendix A.

²Representative guides are obtainable from the offices of the superintendents of schools of many counties -- among them, Alameda, Kings, Sutter, and Yuba counties.

Activities for Kindergarten

- Playing with large square blocks and wooden balls (S)
- Hand-weighing large and small toys (S)
- Fitting together puzzles formed of large pieces (S-E)
- Identifying members of the immediate family (S-E)
- Viewing self in a full-length, then a three-way, mirror (S)
- Identifying self in individual, then group, photograph (S)
- Recording a group song on tape (S)
- Recording own voice on tape (S)
- Reciting a familiar rhyme in unison (S-E)
- Identifying different pets; choosing a classroom pet and caring for it (S)
- Discussing the daily weather and recording it on a weather chart (S-E)
- Identifying vegetables, fruits, and flowers; planting seeds and growing samples (S-E)
- Counting the boys and girls in the classroom (S-E)
- Learning own age and telling it to classmates (S-E)
- Taking a short trip and discussing it with the group (S)
- Naming objects in the classroom (S-E)
- Learning, reviewing, and singing "Happy Birthday" to classmates (S-E)
- Molding clay objects (S)
- Constructing a fort or playhouse with floor blocks (S)
- Meeting the crosswalk guard; crossing the street with him (E)
- Building a car or ship with large blocks (E)
- Brushing teeth (S)
- Taking a rest in the classroom (S)
- Eating a midmorning snack (S-E)
- Identifying rhythm instruments; experimenting with them individually, then as a group (S-E)
- Playing "London Bridge" (E)
- Listening to music for children (S-E)
- Marching to "Stars and Stripes Forever" (E)
- Cooperatively painting an airplane (S)
- Individually painting airplanes (S)
- Learning to work together cleaning up the classroom or work corner (S)
- Helping each other put toys away (S-E)
- Retelling a familiar story (S)
- Learning a few short proverbs (S-E)
- Planning to celebrate and celebrating a birthday, Christmas, Thanksgiving, Los Posadas (S)
- Listening to legends told by a teacher aide (S)
- Learning to climb the jungle gym (S)
- Tasting unfamiliar juices and fruits (E)
- Helping the teacher make gelatin or cookies (E)
- Identifying familiar sounds (of people, animals, vehicles) (S-E)
- Watching television (E)
- Discussing a television program (S)
- Imitating the teacher's speech (S-E)
- Following directions to make a large cutout (S-E)

Following one-step and two-step commands from the teacher (S-E)
 Saying "please" and "thank you" (S-E)
 Learning and telling the seasons of the year (S-E)
 Meeting visitors at school and home (S-E)
 Repeating everyday sounds (S)
 Adding to cumulative stories told by the class (S)
 Cutting out paper bag masks (E)
 Playing storekeeper (S)
 Chanting or clapping the rhythm of a short poem or rhyme (S-E)
 Describing pictures of animals (S)
 Playing with coins, then learning to count them (E)
 Asking simple questions (S-E)
 Refusing an invitation politely (S)
 Making simple requests (S-E)
 Looking at comic strips in the newspaper (E)
 Painting what they want to paint (S-E)
 Cutting and pasting as they choose (S-E)
 Participating in unorganized, free dancing (S-E)
 Telling about special festive days (S)

Activities for First Grade

Many of the activities suggested for kindergarten should be continued and expanded, with greater emphasis upon using English. The following activities are also appropriate for the first grade:

Learning and beginning to write own address and phone number (S)
 Recognizing own name in manuscript (E)
 Painting a mask independently (S)
 Helping friends put their toys away (S-E)
 Planning a large block structure and building it with several classmates (S-E)
 Telling group what happened on the way to school (S)
 Visiting the post office on a study trip (S-E)
 Developing a cooperative story about the trip (S)
 Beginning to read Spanish-language preprimers (S)
 "Reading" and illustrating short chart stories (S)
 Recognizing upper- and lowercase letters (S)
 Using puppets for dramatic play or role-playing (S)
 Playing singing games (S-E)
 Listening to stories independently at the listening post (S)
 Retelling a story to the group (S)
 Decorating a box to store personal possessions in (S)
 Identifying and classifying foods (fruits, vegetables) (S)
 Repeating phrases and short sentences in unison (S-E)
 Giving classmates permission to use personal toys (S)
 Reciting rhymes together (S-E)
 Identifying words as the teacher says them (S)
 Matching words and pictures (S)
 Selecting the correct ending for a picture story (S)

- Retelling a story as flannel cutouts are placed sequentially on the flannel-board (S)
- Clapping to the rhythm of a march or poem (E)
- Connecting objects by tracing left to right (S)
- Drawing self- and family portraits (S)
- Drawing large and small circles according to teacher directions (S)
- Learning to draw long and short lines (S)
- Choosing a picture, word, or phrase card that completes a sentence given by the teacher (S)
- Guessing the end of a story pantomimed by the teacher (S)
- Matching common signs with verbal clues (e.g., "Walk," "Railroad Crossing," "Slow," "Stop," and so forth) (S-E)
- Completing a verse cooperatively when the teacher has started it (S-E)
- Matching verbal clues with rooms and signs in the school (e.g., "Cafeteria," "Exit," "Library," "Office," "Principal's Office," "Boys," and so forth) (E)
- Identifying the colors of classmate's clothes (S-E)
- Guessing orally an action word that completes a sentence (e.g., "John was _____ his shoe.") (S-E)
- Identifying the letter that the teacher sounds (S)
- Saying rhyming words (e.g., jump, bump) (S-E)
- Copying three times a short sentence which the teacher has put on the boards
- Following the teacher's instructions (e.g., "Hop over a book.") (S)
- Writing the word which a spinner points to (S)
- Learning the names and sounds of letters (S)
- Raising hand to indicate when the teacher's voice rises for a question (E)
- Raising hand to indicate the difference between sounds (e.g., sit and seat, bat and back) (E)
- Building own dictionary, with words in context according to function, relationship, and so forth (S)
- Raising hand to indicate when the sound of r or l changes in a series of words the teacher has said (e.g., red, rōsy, rojo; look, lapiz, libro) (S-E)
- Raising hand to indicate when the ending sound changes in a series of words presented on tape (e.g., Kay, Kay, Kate; bay, bay, bait; buy, bite, buy; low, low, load; cue, cue, cute; see, seem, see; row, row, rode) (E)

Activities for Second Grade

Many of the activities of kindergarten and the first grade should be continued and expanded in the second grade, with major emphasis upon the development of control of the English language. The following activities should be added:

- Reading Spanish primers suitable to individual achievement level (S)
- Reading Spanish preprimers or primers independently (S)

Participating in first-grade activities that can be adapted to develop English reading and writing skills (E)
 Writing group and individual creative stories (S)
 Using manipulative materials to develop number concepts (S-E)
 Adding English vocabulary to a picture dictionary (E)
 Making up, writing, reading, and telling simple riddles (S-E)
 Playing a simplified form of anagrams (S-E) (E late in year)
 Making up titles for stories (S)
 Finding synonyms and antonyms (S)
 Putting endings on verbs and nouns within context (S)
 Making compound words from two short words (e. g., fire, man to fireman; cow, boy to cowboy)
 Asking questions for the teacher's answers and giving answers to the teacher's questions (S)
 Choosing common prefixes and suffixes, inflectional endings, and common roots to derive meaning (S)
 Guessing the meaning of a new word from a sentence the teacher says or writes on the board (S)
 Matching words with pictures (S-E)

Alternative Implementations

The realities of situational problems in every school district suggest that alternatives to the implementation of the program may be necessary in order to allow reflection of local needs, conditions, and resources. Some alternative methods of implementing language development are listed below. The last two concern Spanish-speaking pupils in classes with a majority of English-speaking pupils.

- Team teaching to assure meeting the language requirements of the program. If the classroom teacher does not possess adequate bilingual skills, qualified primary teachers in the school could share responsibilities for the communications skills.
- Group teaching basic to the problems of Spanish-speaking pupils within the English-speaking group. Here, the teacher provides listening and speaking experiences with the use of the tape recorder and listening posts. The teacher also seeks to provide small-group learning activities through careful planning and with the help of a teacher aide.
- Separation of Spanish-speaking pupils from the English-speaking group for part-time instruction in language skills. This "pull-out" system is also used to teach Spanish-speaking pupils other subjects in their native language. The intent of this system is not to isolate these pupils from the mainstream of school life but to permit extra instruction and additional language practice which eventually will permit them to participate in the total school program.

Chapter 4

Program and Pupil Evaluation

The success of the pupils is the measure of the effectiveness of the program. However, each component of the program should be examined for its contribution to the whole. Seven components have been identified as follows:

1. Activities that lead pupils to conceptual growth and communication skills in Spanish and English
2. Materials that are suited to the maturity, background, and interests of the pupils in kindergarten through grade two and are compatible with the procedures
3. Teacher and aide inservice training that leads teachers and aides to increased competency and effectiveness in the classroom and in their relationships with the home
4. Time distribution that reflects the effect of teaching of Spanish initially and increasing the use of English
5. Alternate implementations that provide for adapting the program to various administrative organizational plans
6. Parental involvement that contributes to the security and growth of the pupils and their parents
7. Summary statements resulting from conferences held with parents

Data on the above components can be gathered by such devices as reports by teachers; questionnaires; structured interviews with administrators, teachers, teacher aides, parents, and pupils; rating scales; anecdotal records; and follow-up conferences. Other evaluative possibilities may evolve as the pupils, parents, teacher aides, teachers, and administrators interact in the program.

This evaluation is primarily concerned with the pupils' growth as they prepare for full participation in the regular school program. Two main objectives are sought for Spanish-speaking pupils: (1) an improved concept of self; and (2) increased competence in Spanish and English. The following evaluative techniques attempt to reflect these aims:

Comparing pupils' initial drawings of themselves with later drawings
Checking their attendance and tardiness records
Observing their participation in classroom activities
Reading teacher reactions
Hold parent conferences
Observing pupils' adjustment to school routines and environment
Listening to their use of Spanish and English in formal and informal speech
Eliciting teacher aide reactions

Reading receiving teacher's observations of pupils' progress in his class
 Providing brief checklists of pupils' progress
 Maintaining and analyzing anecdotal records
 Giving informal, teacher-administered tests.

The checklist method of evaluation concerns itself with the pupils' growth in terms of their individual development. Moreover, it indicates a profile of each pupil's progress. If a checklist is used, it is essential that parents be contacted personally to discuss the progress of their children. A checklist must be given personally to parents at home or at school, rather than be sent through the mail.

A series of informal tests by the teacher will indicate his effectiveness and provide information on each pupil's achievement. Informal tests may include the teacher's asking a pupil to:

Give information to determine the extent of his awareness
 Read a paragraph or a series of graded paragraphs from basal readers to establish his instructional reading level
 Discriminate a series of sounds
 Respond to pictures to assess his vocabulary and comprehension levels
 Use words in context
 Spell words

An effort to provide meaningful learning experiences and evaluation of them should give teachers:

An increase in the knowledge of the background of low-socioeconomic, urban Spanish-speaking children and their families
 An improved attitude toward accepting these children as they are
 A greater awareness of some teaching strategies that are workable with these children

A periodic review of each pupil's needs, an assessment of improvement in performance, and a thorough documentation of the most productive activities should be made a matter of record.

It is important to remember Spanish-speaking children are having experiences in both Spanish and English and consequently will achieve at a different rate from that of children who speak only English. Therefore, the teacher who receives Spanish-speaking pupils as they enter the third grade must be realistic in his appraisal of their achievement levels. It is most essential that the third-grade program of instruction begin at a level appropriate for the pupils' skills in English at this point in their English language acquisition, just as appropriate levels are chosen for native speakers of English. Continual appraisal of school progress throughout the grades is desirable and necessary.

Appendix A

Instructional Materials

The experiences of the children who are rapidly extending their conceptual and linguistic horizons serve as the most ideal sources for materials. The natural curiosity of the pupils and the creative approaches of teachers can convert each encounter and every situation into vehicles for learning. There are conversations, concepts, information exchanges, language patterns, emotional responses, and factual data that can be drawn from clothing, games, toys, home, neighborhood, and the countless activities of primary pupils.

Many curriculum guides for early childhood education provide lists of materials and the addresses of their publishers and manufacturers. Because the guidelines in this publication suggest listening, speaking, reading, and writing in both English and Spanish according to the developmental task capabilities of the learners, some additional materials are proposed here for use and adaptation in either English or Spanish, as the learning task may require. The materials are listed by grade level, language, and publisher.

English Books

Grade 1

BENEFIC PRESS:

Chandler, Edna Walker

Cowboy Sam

Cowboy Sam and Big Bill

Cowboy Sam and Dandy

Cowboy Sam and Flop

Cowboy Sam and Freckles

Cowboy Sam and Freddy

Cowboy Sam and Miss Lily

Cowboy Sam and Porky

Cowboy Sam and Shorty

Cordts, Anna D.

Tommy O'Toole and Larry

Darby, Gene

Becky, the Rabbit

Pudgy, the Beaver

Sally, the Screech Owl

Sandy, the Swallow

Skippy, the Skunk

Squeaky, the Squirrel

Derman, Sarah

Big Top

Monkey Island

Poker Dog

Pony Ring

Pretty Bird

Surprise Egg

Hurley, William

Dan Frontier Goes Hunting

Dan Frontier with the Indians

Dan Frontier and the New House

Dan Frontier, Trapper

McCall, Edith S.

Butternut Bill

Butternut Bill and the Bear

Butternut Bill and the Bee Tree

Butternut Bill and the Catfish

Butternut Bill and Little River

The Buttons -- Bucky Button

The Buttons and Mr. Pete

The Buttons and the Pet Parade

The Buttons See Things to Do

The Buttons Take a Boat Ride

The Buttons and the Whirlybird

The Buttons at the Zoo
Wasserman, Selma, and
Jack Wasserman
Moonbeam and Dan Starr
Moonbeam Is Caught
Moonbeam at the Rocket Port
Moonbeam and the Rocket Ride
Sailor Jack
Sailor Jack and the Ball Game
Sailor Jack and Bluebell
Sailor Jack and Bluebell's Dive
Sailor Jack and Eddy
Sailor Jack and Homer Pots
Sailor Jack and the Jet Plane
Sailor Jack's New Friend

GARRARD PUBLISHING CO.

Dolch, Edward W.
Big, Bigger, Biggest
Dog Pals
Friendly Birds
I Like Cats
Monkey Friends
On the Farm
Once There Was a Bear
Once There Was a Cat
Once There Was a Dog
Once There Was an Elephant
Once There Was a Monkey
Once There Was a Rabbit
Some Are Small
Tommy's Pets
Zoo Is Home

GOLDEN PRESS, INC.

Three Favorite Fairy Tales
Baker, Marybob
The Smiley Lion Book
Barton, Patricia
The Happy Rabbit
Bedford, Annie North (adaptor)
Mary Poppins
Blair, Mary
Up and Down
Bradfield, Roger, and Joan Bradfield
The Big Happy 1 2 3 (2 copies)
Brown, Margaret Wise
The Color Kittens
The Golden Bunny
The Golden Egg Book

Crawford, Mel
The Turtle Book
Daly, Kathleen
The Cat Book
Little Tiger Colors Everything
Little Tiger Learns His ABC
(2 copies)
Little Tiger Takes a Trip
Davis, Daphne
The Baby Animal Book
The Donald Duck Book
Dugan, William
The Ball Book
The Bug Book
Federico, Helen
The Golden Happy Book of ABC
The Golden Happy Book of Numbers
The Sunshine Book
Fisher, Ellen
Tell Me, Cat
Hall, Bill
Whatever Happens to Baby Horses?
Kalish, Muriel, and Lionel Kalish
Willy's Silly Glasses
Kaufman, Joseph
The Snowman Book
The Toy Book
Lear, Edward
The Owl and the Pussycat
The Toy Book
Lowrey, Janette Sebring
The Poky Little Puppy
Mamlok, Gwyneth
Betsy's Adventure
Martin, Dick
The Apple Book
The Fish Book
The Sand Pail Book
Nicholas, Charles
The Elephant Book
Parker, Bertha
My First Golden Learning
Library (A-E)
My First Golden Learning
Library (F-L)
My First Golden Learning
Library (M-R)
My First Golden Learning
Library (S-Z)
Pezzi, Mari Pia

Curly the Pig
 Pfloog, Jan
The Bear Book
The Dog Book
The Farm Book
 Potter, Marian
The Little Red Caboose
 Reit, Seymour
Where's Willie?
 Risom, Ole
Sam, a Mouse
 Scarry, Patsy
My Nursery Tale Book
 Scarry, Richard
Animal Mother Goose
The Bunny Book
Busy, Busy World
The Golden Book of Happy Animals
 Schuchmann, Mary
Wild Animal Babies
 Shapiro, Irwin
Jonathan and the Dragon
 Shortall, Leonard
The Hat Book
 Simpson, Jean
The Humpty Dumpty Book
 Stevenson, Robert Louis
A Child's Garden of Verses
 Tibor, Gergely
The Parrot Book
 Tinkleman, Murray
Who Says Hoo?
 Watts, Mabel
Come Play with Me
 Werner, Jane
The Fuzzy Duckling
 White, Al
Mickey Mouse Book
 Wright, Betty
Good Morning Farm
I Want to Read
 Zilboorg, Margaret
Jeremiah Octopus

HOLT, RINEHART & WINSTON, INC.

Allen, Laura Jean
Mr. Jolly's Sidewalk Market
 Blair, Susan
The Three Billy Goats Gruff
 Blomquist, David
Daddy Is Home!

Considine, Kate, and Ruby Schuler
One, Two, Three, Four

Fehr, Howard
Five Is Five
This Is My Family

Haines, Frank
Old Mother Goose

Hall, William
Captain Murphy's Tugboats

Jacobs, Leland
Good Night, Mr. Beetle

McClure, Herbert
Children of the World Say "Good Morning"

Miller, Patricia, and Ivan Seligman
Baby Elephant

Big Frogs, Little Frogs
Joey Kangaroo

You Can Find a Snail
 Otto, Margaret G.

Three Little Dachshunds

Pavel, Frances K.
The Elves and the Shoemaker

Goldilocks and the Three Bears
Little Red Riding Hood

The Wolf and the Seven Little Kids

Quackenbush, Robert
Poems for Counting
Poems for Galloping

Riswold, Gilbert
Poems for Weather Watching

Rossetti, Christina
What Is Pink?

Sullivan, Joan
Round Is a Pancake

Wellesley, Howard
All Kinds of Neighbors

Wing, Henry Ritchet
Ten Pennies for Candy
What Is Big?

Wittram, H. R.
My Little Brother

HOUGHTON MIFFLIN CO.

Flack, Marjorie
William and His Kittens (2 copies)

PRENTICE-HALL, INC.

Mason, Miriam
The Birthday Cake
Little Bunny Little

The Pink Pig

RANDOM HOUSE, INC.

Berenstain, Stanley, and

Janice Berenstain

The Big Honey Hunt

Chandler, Edna Walker

Cowboy Andy (2 copies)

Eastman, P. D.

Are You My Mother?Go, Dog, Go! (2 copies)

Farley, Walter

Little Black Goes to the Circus(2 copies)

Heilbroner, Joan

Robert, the Rose Horse

LeSieg, Theo.

Ten Apples up on Top (3 copies)

Lopshire, Robert

Put Me in the Zoo

Palmer, Helen

A Fish out of Water

Seuss, Dr.

Green Eggs and Ham (2 copies)Hop on Pop (2 copies)

SCIENCE RESEARCH ASSOCIATES

Senesh, Lawrence

Our Working World

SCHRIBNER'S, CHARLES, SONS

Kopczynski, Anna

Jerry and Ami

SILVER BURDETT COMPANY

Jackson, Kathryn

Pets Around the World

Grade 2

BENEFIC PRESS

Bamman, Henry, and

Robert Whitehead

Flight to the South PoleThe Lost Uranium Mine

Chandler, Edna Walker

Cowboy Sam and the FairCowboy Sam and the RodeoCowboy Sam and the RustlersCowboy Sam and Sally

Cordts, Anna

Tommy O'Toole at the Fair

Corson, Hazel

Peter and the Big BalloonPeter and the Rocket Fishing TripPeter, the Rocket SitterPeter and the Rocket TeamPeter and the Unlucky Rocket

Hurley, William

Dan Frontier and the Big CatDan Frontier Scouts with the ArmyDan Frontier, SheriffDan Frontier and the Wagon Train

McCall, Edith S.

The Buttons and the Boy ScoutsThe Buttons Go Camping

Wasserman, Selma, and

Jack Wasserman

Sailor Jack Goes North

GARRARD PUBLISHING CO.

Dolch, Edward

In the Woods

Dolch, Edward, and Marguerite Dolch

Animal StoriesBear StoriesCircus StoriesDog StoriesElephant StoriesFolk StoriesHorse StoriesIrish StoriesLion and Tiger StoriesLodge StoriesMore Dog StoriesNavaho StoriesPueblo StoriesTepee StoriesWigwam Stories"Why" Stories

GOLDEN PRESS, INC.

Bradfield, Roger

There's an Elephant in the Bathtub

Brown, Margaret Wise

The Wonderful House

Crampton, Gertrude

The Large and Growly Bear

Douglas, Michael

- Round Round World
 Holl, Adelaide
Sylvester, the Mouse with the Musical Ear
 Jacobs, Leland
Belling the Cat and Other Stories
 Leitner, Irving A.
Pear-Shaped Hill
 Lewis, Evelyn
Goodnight, Sherbert
 Moore, Lilian
A Pickle for a Nickel
Too Many Bozos
 Norris, Kenneth
The Whale Hunt
 Parker, Bertha
Fall Is Here
Spring Is Here
Summer Is Here
Winter is Here
 Ponset, Maue
The Fairy Tale Book
 Reynolds, Suzanne
Snowy, the Little White Horse
 Sherman, Nancy
Gwendolyn, the Miracle Hen
Gwendolyn and the Weathercock
 Wessels, Katherine
The Golden Song Book
- HOLT, RINEHART & WINSTON, INC.
 Ames, Jocelyn, and Lee Ames
City Street Games
 Anderson, Hans Christian
The Steadfast Tin Soldier
 Barber, Martha
The Funny Old Man and the Funny Old Woman
 Beatty, Barbara
Living in Pioneer Days
 Brock, Emma
Good Old Kristie
 Bryant, Sara Cone
The Burning Rice Fields
 Buckley, Peter, and Hortense Jones
William, Andy, and Ramon
 Butterfield, Carole
Let's Talk About the World
 Cooke, Donald E.
The House That Jack Built
The Old Woman and Her Pig
- Cox, Mary
The Care and Feeding of Animals
 Engelbrektson, Sune
Gravity at Work and Play
The Sun Is a Star
Why Satellites Stay in Orbit
 Fehr, Howard
If You Can Count to 10
 Firethunder, Billy
Mother Meadowlark and Brother Snake
 Ford, Henry W.
Fun with the Calendar
 Gaulke, Gloria
Where Is My Shoe?
 Gould, Carmen, and Luise Ely
Showtime with Hoky Horse
 Grant, Eldon
Twenty White Horses
 Grimm
Little Red Cap
 Grossman, Jill, and Lawrence Grossman
Bicycle Songs of Safety
 Gunderson, Harvey
The Wonder of the Monarchs
 Hawkins, Gerald
The Sun and Its Planets
 Israel, Leo
Our New Home in the City
 Jacobs, Leland
Delight in Numbers
Old Lucy Lindy
 Jacobs, Leland, and Sally Nohelty
Poetry for Young Scientists
 Jarvis, Lindle
How to Be a Better Athlete
 Johnson, Johanna
Long Ago in Colonial Days
 Martin, Bernard
How Birds Keep Warm in Winter
 Martin, Bill, Jr.
Knots on a Counting Rope
 Miller, Patricia, and Ivan Seligman
At Home on the Ice
 Nohelty, Sally
Eleven and Three Are Poetry
 North Shore Committee on the Older Adult
Growing Up, Growing Older
 O'Brien, Thomas

To Know a Tree
 Pavel, Frances
The Frog Prince
Jack and the Beanstalk
Peter and the Wolf
The Ugly Duckling
 Polgreen, John, and Cathleen
 Polgreen
Good Morning, Mr. Sun
 Rossetti, Christina
Adding: A Poem
 Simon, Leonard
Counting Lightly
Stretching Numbers
 Sollers, Allan
A Fox Story
 Steel, Flora Annie
The Tiger, the Brahman, and
the Jackal
 Stull, Edith
My Turtle Died Today
 Swim, Robert
Paulossie, an Eskimo Boy
 Wayne, Harry Randolph
Here Comes Jimmy! Here Comes
Jimmy's Dog!
 Whitman, Doris
When Christmas Comes
 Wittram, H. R.
Going Up, Going Down
 Wright, H. R.
Four Threes Are 12

 HOUGHTON MIFFLIN CO.
 Burton, Virginia Lee
Mike Mulligan and His Steam
Shovel

 KNOPF, ALFRED A., INC.,
 Bowen, Estzabed
The Good Tiger
 Brenner, Barbara, and Sy Katzoff
Amy's Doll
 Brock, Emma L.
The Topsy Turvy Family
 (2 copies)
Surprise Balloon
 Duvoisin, Roger
Our Veronica Goes to Petunia
Farm

Katzoff, Betty, and Sy Katzoff
Cathy's First School
 Kleim, Leonore
Tom and The Small Ant
Mud! Mud! Mud!
 Pack, Robert
How to Catch A Crocodile

 LANTERN PRESS, INC.
 Elam, Richard
Science Fiction Stories
 (Young Readers)

 LYONS & CARNAHAN
 Fay, Leo C.
The Flying Squirrels & Other
Stories

 MACMILLAN CO.
 Brown, Myra Berry
Somebody's Pup
 Elkin, Benjamin
Lucky and the Giant
Six Foolish Fishermen
 Marino, Dorothy
Moving Day

 RANDOM HOUSE, INC.
 Berenstain, Stanley, and Janice
 Berenstain
The Bike Lesson
 Cary, Barbara
Meet Abraham Lincoln (2 copies)
 Cerf, Bennett
Book of Laughs
Book of Riddles (2 copies)
 Eastman, P. D.
Sam and the Firefly
 Freeman, Mac, and Ira Freeman
The Sun, the Moon, and the Stars
 Gurney, Nancy, and Eric Gurney
The King, the Mice and the Cheese
 Holland, Marion
A Big Ball of Fire
 Hornblow, Leonora, and Arthur
 Hornblow
Animals Do the Strangest Things
Birds Do the Strangest Things
 Lauber, Patricia
The Runaway Flea Circus
 (2 copies)

LeSieg, Theo.

I Wish That I Had Duck Feet

Low, Alice

Summer (2 copies)

McClintock, Mike

A Fly Went By (2 copies)

Moore, Lilian

The Snake That Went to School

Moore, Lilian, and Leane Adelson

Old Rosie, the Horse Nobody

Understood

Palmer, Helen

Do You Know What I'm Going to

Do Next Saturday?

I was Kissed by a Seal at the

Zoo (2 copies)

Phleger, Fred

Ann Can Fly (2 copies)

The Whales Go By (3 copies)

Seuss, Dr.

The Cat in the Hat

The Cat in the Hat Comes Back

White, Nancy Bean

Meet John F. Kennedy

SCRIBNER'S, CHARLES, SONS
Françoise

Jeanne-Marie at the Fair

Springtime for Jeanne-Marie

The Thank-You Book

Snyder, Dick

One Day at the Zoo (2 copies)

SILVER BURDETT COMPANY

Scarry, Patsy

Fun Around the World

Spanish Books

Grade 1

HOLT, RINEHART & WINSTON, INC.

Curro, Evelyn Malone

The Great Circus Parade

Eitzen, Allen

Birds in Wintertime

Gilbert, Elliot

A Cat

Heller, Aaron

Let's Take a Walk

Peterson, John

Tulips

PANTHEON BOOKS, INC.

Wondriska, William

1, 2, 3, A Book to See

Primary Level (Grades 1-2)

PITA, JESUS GONZALES, FOREIGN

LANGUAGE BOOKS

A. J. M.

A B C ...XYZ

(Globo Rojo)

El Campo

(Globo Rojo)

El Cielo

(Globo Rojo)

El Circo

(Globo Rojo)

La Ciudad

(Globo Rojo)

Los Horas del Dia

(Globo Rojo)

El Libro de los Animales

(Globo Rojo)

El Mar

(Globo Rojo)

La Tierra

(Globo Rojo)

Los Vehiculos

(Globo Rojo)

Almendros y Alvero

Lengua Espanola--Primer Curso

Lengua Espanola --Segundo Curso

Minor-Primer Diccionario

Arrechea Rod, Elio

Nuestro Mundo--Vol. I

Nuestro Mundo--Vol. II

Espinos, Luis Perez

Pepin en Primer Grado

Pre-Primerio de LecturaPrimerio de Lectura

Jones, E.

Mi Primer Libro de la Salud
(Health)

Lay-Cabrera, Lopez

Buenos AmigosBuenos Amigos--WorkbookElena y DaniElena y Dani--Workbook

Munoz, Armando

Victoria-Primerio de Lectura

Suarez, Calixto

La Ciencia y Tu--Vol. ILa Ciencia y Tu--Vol. II

Tejera, Gomez

Amigos de Aqui y de Alla(Reading, Basal)Amigos de Aqui y de Alla--Teachers Manual

Tejera, and Others

Pueblo y Campo(Reading, Basal)Pueblo y Campo--Teachers Manual**Primary-Intermediate Level**
(Grades 1-4)**PITA, JESUS GONZALES, FOREIGN**
LANGUAGE BOOKS

A. J. M.

Dias sin Colegio(Globo Azul)La Familia(Globo Rojo)

Bolinaga, Josefina

Solo para Ninas(Globo Azul)

Colombini, Jolanda

Dos Monas y un ConejitoEl Que la Hace la PagaEl Gran AmigoMasquerino, Perrito Feito

Fortun, Elena

El Bazar de Todas las Cosas(Globo Azul)

Gasset, Angeles

Titeres con Cabeza(Globo Azul)

Gil, Bonifacio

Jugar y Cantar(Globo Azul)

Landi, A. Jimenez

Las Cosas que Vemos(Globo Azul)Historias con Animales(Globo Azul)

Lindgren, Astrid

Nos Ninos en la Jungla

Lofgren, Ulf

Buenos Dias, Rey Caspio

Miranda, Maria Rosa

El Libro del Principio y el Fin(Globo Azul)

Soler, Carola

Juegos para Todos(Globo Azul)El Libro de los Juegos(Globo Azul)El Pajaro de Nieve(Globo Rojo)El Pajaro Pito(Globo Rojo)

Tejera, G., and Others

Sorpresas y Maravillas(Reading, Basal)Sorpresas y Maravillas--Teachers Manual

Games

Game	Kinder- garten	Grade one	Grade two
AMERICAN GUIDANCE SERVICE, INC. Peabody Language kits	x	x	x
AMERICAN SEATING CO. Teach Me Games--Dominoes 4101 Picture Alphabet Dominoes 4102 Picture Word Dominoes 4103 Beginning Number Dominoes 4104 Alphabet and Object Dominoes			
BECKLEY-CARDY & HARTER CO. Alphabet flash cards	x	x	x
BLOCKCRAFT, INC. Construction blocks	x	x	x
BRADLEY, MILTON, CO. Beads and laces "Funny Felts" *"Link" letters Parquetry design blocks Phonetic "Quizmo" Phonetic word wheel Picture word-builder Picture-word "Lotto"	x x x x	x x x x x	x x x x x x
ED-U-CARDS MANUFACTURING CORP. Animal dominos Picture dominos Word "Rummy"	x x	x x x	x x x
FOLLETT PUBLISHING COMPANY Smith, Gale The Magic Teacher Puzzle Plan		x	x
GARRARD PUBLISHING CO. Dolch, E. W. Basic sight word cards Consonant "Lotto" Group-size consonant cards Group sounding game Group word-teaching game		x x x x	x x x x x

*Starred items are published in Spanish and English; all others, in English only.

Game	Kinder- garten	Grade one	Grade two
Dolch, E.W. Match		x	x
Picture readiness game	x	x	x
Picture word cards	x	x	x
"Popper" words		x	x
Sight phrase cards		x	x
Vowel "Lotto"			x
"What the Letters Say"	x	x	x
"Who Gets It?"	x		
IDEAL SCHOOL SUPPLY COMPANY Pegboards with pegs	x	x	x
JUDY COMPANY "Seequeue" puzzles	x	x	x
LAKESHORE Ben-G Educator Puzzles	x	x	x
McCORMICK-MATHERS PUBLISHING CO. Armstrong, Leila, and Rowena Hargrave <u>Building Reading Skills</u>	x	x	x
PHONOVISUAL PRODUCTS, INC. *Phonovisual Method		x	x
PLAYSCHOOL PRESS Hammer and nail set	x	x	x
Standard "make-it" set	x	x	x
PRIMARY PLAYHOUSE Phelps, Victor N., and Jessie M. Arrowsmith Mnemonic phonics "Phonics Flip-It"		x x	x x
SCIENCE RESEARCH ASSOCIATES, INC. Parker, Don H. *SRA Reading Laboratory (primary) (word games kit)	x	x	x
SCHOOL SUPPLY SPECIALISTS "Spin-a-Test" (Chalkboard spinner)	x	x	x
SCOTT, FORESMAN & CO. Stolpen, Tyler, and Pounds *The Rolling Reader (blocks) Linguist Block Series	x	x x	x x
SIFCO CO. Coordination board	x	x	x

Game	Kinder- garten	Grade one	Grade two
Nursery rhyme puzzles			
"Billy Goats Gruff"	x	x	x
"Three Little Pigs"	x	x	x
"Old Woman in the Shoe"	x	x	x
"Mary Had a Little Lamb"	x	x	x
"Timmy Time Clock"	x	x	x
FRY, EDWARD BERNARD "Instant Words"		x	x
TEACHER RESOURCES, INC. Adams, William A. *"Puzzees"	x	x	

Pictures

Picture	Kinder- garten	Grade one	Grade two
ALLYN & BACON, INC. Pictures and words		x	x
CHANDLER PUBLISHING CO. *Black and white pictures	x	x	x
ECONOMY CO. Tag stories		x	x
GINN & COMPANY *Language Kit A *Language Kit B	x	x x	x
HOUGHTON MIFFLIN CO. Pictures accompanying <u>Introducing English</u>		x	x
INSTRUCTO PRODUCTS *Foreign language kits "The Body" "The Community" "The House" "Numbers" *Flannelboard story kits	x x	x x	x x
McGRAW-HILL BOOK COMPANY Scott, Louise Binder, and Morell Kresser *"What They Say" cards (letters with pictures)		x	x

Picture	Kinder- garten	Grade one	Grade two
MERRILL, CHARLES E., BOOKS, INC. Pictures and words "Sound Off!" "Speed Up!" "Stand Up!"	x	x x x	x x
OPEN COURT PUBLISHING COMPANY *Large pictures with letters	x	x	x
SCOTT, FORESMAN & CO. *Picture dictionaries *Pictures accompanying <u>Reading Series</u>	x x	x x	x x
STECK-VAUGHN CO. Pictures with words	x	x	x

Charts

Chart	Kinder- garten	Grade one	Grade two
ALLYN & BACON, INC. Phonics charts	x	x	x
ECONOMY CO. Tag stories		x	x
EDUCATORS PUBLISHING SERVICE, INC. Phonics charts		x	x
GINN & COMPANY Charts to accompany <u>Reading Series</u> Health charts	x x	x x	x x
HOUGHTON MIFFLIN CO. Charts to accompany <u>Reading Series</u>	x	x	x
IDEAL SCHOOL SUPPLY COMPANY Phonics charts *Readiness charts	x	x x	x
INITIAL TEACHING ALPHABET PUBNS. *Picture charts		x	x
McGRAW-HILL BOOK COMPANY *Pictures, phonics charts		x	x

Chart	Kinder- garten	Grade one	Grade two
O'CONNOR REMEDIAL SERVICES Audio-visual charts (phonics) Corrective reading roll-up charts		x x	x x
OPEN COURT PUBLISHING COMPANY *Pictures, phonics charts		x	x
OWEN, F. A., PUBLISHING COMPANY Noon, Elizabeth F. <u>Basic Phonics Series</u>		x	x
PHONOVISUAL PRODUCTS, INC. Phonics charts (some with pictures)		x	x
READING HOUSE, INC. *Pictures, phonics charts		x	x
SCIENCE RESEARCH ASSOCIATES Phonics charts		x	x
SCOTT, FORESMAN & CO. <u>Reading Series</u> charts		x	x

Toys

Toy	Kinder- garten	Grade one	Grade two
AMERICAN GUIDANCE SERVICE *Puppets (2) for Peabody Language Kit No. 1	x	x	x
HOUGHTON MIFFLIN CO. Set of red plastic toys	x	x	x
McGRAW-HILL BOOK COMPANY *"Soundie" puppet	x	x	x

Filmstrips

Filmstrip	Kinder- garten	Grade one	Grade two
GINN & COMPANY <u>Sounds We Use</u> Set 1--Consonant Sounds Set 2--Vowel Sounds		x x	x x
HOUGHTON MIFFLIN CO. <u>*Learning Letter Sounds</u>		x	x
McGRAW-HILL BOOK COMPANY <u>New Spelling Goals</u> <u>Talking Time</u>		x x	x x

Recordings

Recording	Kinder- garten	Grade one	Grade two
AUDIO EDUCATION, INC. <u>Pathways to Phonic Skills</u> (3 albums of 2 LP's)	x	x	x
BENEFIC PRESS <u>Animal Adventure Series</u> (1 album)		x	x
BREMNER-DAVIS PHONICS Bremner, A. J., and Josephine F. Davis <u>The Sound Way to Easy Reading</u> (4 records and 7 cards)		x	x
HOUGHTON MIFFLIN CO. <u>Listen and Do</u>		x	x
KING COMPANY, PUBLISHERS Smith, Mary C. <u>Reading Made Easy with Phonics</u> (1 LP record with flash cards)		x	x
McGRAW-HILL BOOK COMPANY Scott, Louise Binder <u>Listening Time</u> (3 albums of stories)	x	x	x

Recording	Kinder- garten	Grade one	Grade two
OPEN COURT PUBLISHING COMPANY Sounds from A to Z (2 records)		x	x
WESTON WOODS STUDIOS Picture Book Parade Series (7 sets, each consisting of 7 filmstrips and 1 record)		x	x

Equipment

Bell & Howell Language Master	Polaroid camera
Cyclo teaching wheel	Primary typewriter
Filmstrip projector	Record players
Hand mirrors	Small rugs
Listening post	Tachistoscopes
Overhead projector	Tape recorders
Viewmasters	

Appendix B

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Appendix C

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