A summer educational program for the children of migratory Spanish Americans in the Greeley area of Colorado is presented. Philosophically, the approach is one of continuous progress; organizationally, it is nongraded, with emphasis on individualized instruction. Three levels are discussed: Early Primary (ages 5-8), Primary (ages 7-10), and Intermediate (ages 10-14). Each level develops the areas of Communicative Skills, Social Living and Science, Mathematics, Fine Arts, and Music. The Intermediate Level illuminates the Science Program while adding Home Economics and Crafts. With each program discussed, an introduction is followed by an outline of activities and materials. As reported, the course of study described, although designed for migrant child, is equally applicable to all children of Spanish American background. In addition, the course of study may be used "with predictable success with all children identified as needing other than a regular instructional environment." Photographically illustrated, this document also includes an 8-item bibliography oriented to problems encountered in teaching Spanish American students. (MB)
Migrant Education Guide

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FEBRUARY, 1971
DENVER, COLORADO

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Acknowledgements

In an effort to provide a meaningful program for the children of migratory farm workers in the Greeley area, the program outlined in this publication was developed and implemented at the East Memorial Elementary School in Greeley, Colorado. Philosophically the approach is one of continuous progress. The organizational plan is nongraded, with specific emphasis on individualized instruction.

It is felt that the program was successful and worth sharing with other educators.

This publication was made possible through the efforts of Dr. Nick Rossi, formerly with the Colorado Department of Education and the following educators:

James E. Eager   Gail E. Bennett
Thomas W. Trumbull  Betty J. Lindauer
Foreword

The purpose of this guide is to enable teachers of children with Hispanic backgrounds to plan a meaningful program of instruction and to create an atmosphere in which successful learning is promoted.

One of the outstanding educational programs for children of migratory agricultural workers has been operating with great success during the past several years at East Memorial Elementary School in Greeley, Colorado. It has received national attention and has been utilized as a demonstration center many times for both Colorado and nationally recognized educational leaders. That program is discussed in this publication.

The program of studies was developed with the migrant child in mind, but it is equally applicable to all educational situations designed for children of Spanish-American background. The course of study described may also be used with predictable success with all children identified as needing other than a regular instructional environment or with children who require varying degrees of compensatory education, excluding special education.

The staff of East Memorial Elementary School is to be commended for developing and using this course of study. The Migrant Education Program of the Colorado Department of Education gave encouragement and assistance in the development of this guide.

This program of studies is recommended without reservation as an effective and productive method of teaching children with language and related learning difficulties.

Byron W. Hansford
Commissioner of Education
Program Prerequisites

Enrollment

In organizing a summer program for migrant students, the attendance area must first be defined. Family contact personnel should be employed to survey the area for potential migrant pupils.

A proven way to define the area is to keep a current map of locations of migrant housing. The map is mounted on a bulletin board in an area where pins can be easily inserted and notations can be conveniently written. A source of recommended maps is the United States Geological Survey, Denver, Colorado. These maps are on a 2½” scale, which is the smallest feasible size.

As migrant families move into the housing area, family contact personnel initiate the following procedure:

1. Conduct a family interview in the home, explaining the purpose and philosophy of the school.
2. Complete the required enrollment forms, getting all necessary academic and health information, special interests, and noteworthy abilities of each student.
3. Have parents sign the permission forms.
4. Instruct the family on school hours, regulations, and busing procedure.
5. Record the family on the attendance map, using colored map pins, coding those individuals needing special attention.

Attendance

Family contact personnel and bus drivers are indispensable in obtaining good attendance for the program. Bus drivers should be informed regarding the importance of good attendance and alerted to the need for soliciting regular attendance of the pupils. They often find it necessary to step to the door of the home to offer encouragement. This requires patience on the part of the driver, and sometimes causes delays in his schedule.

Bus drivers also need to be observant regarding housing, families moving in or out, and other significant occurrences. Information provided by bus drivers is recorded on the map, and the family contacts act as follow-ups.

Positive identification of youngsters is necessary from the first day of school. It is difficult for younger children to remember their proper bus and the teacher's name. The bus drivers can use a felt marker to print the child's number on his hand. This usually will not wash off for a few days, and it gives the smaller students a mark of status. The drivers must also be alert to the number of children riding their buses and quickly become acquainted with their faces. Generally the drivers accept this challenge very well if assigned this responsibility before school begins.

Facilities and Equipment

It has been a policy in Colorado to try to provide a school day of eight and one-half hours during the Summer Migrant Education Program. Ideally, although not always possible, one fully equipped classroom should be provided for each fifteen or twenty students. Recreational facilities, a cafeteria, and a health center are also needed. Facilities for satellite services such as library training, swimming, speech therapy, music, home economics, industrial arts, and arts and crafts are desirable.

It is important that all children from the entire school are given regular library visitation periods and a daily physical education program. The latter program should include daily showers. Kwell Shampoo for hair should be used weekly for hygienic purposes.

A regular nurse, although not necessarily full time, should be responsible for the immunization program. Records of shots are quite important in preventing the children from receiving the same shots repeatedly. The nurse does the screening for eye, ear,
and other health problems. Every child who has any cut or abrasion should be sent to the nurse for treatment as the risk of blood poisoning is great and, since many minor cuts go untreated at home. It is also helpful for the nurse to make home visitations to explain the importance of cleanliness and proper nutrition.

**Community Support**

Community support and assistance are mandatory to an effective summer migrant program. By informing church and service organizations of the objectives of the local program, the staff may gain this assistance. Transportation to medical services and time donated by professional people are some of the ways local people are willing to contribute to the program. Food and clothing for certain hardship cases are generally available through churches and civic organizations.

**Food Services**

Most food services are provided free for the children; however, each child is encouraged to bring 10 cents per day if possible. It is surprising how many students bring the money. Breakfast generally consists of milk, juice, toast, and cereal. The noon meal is a usual school lunch which furnishes one-third of the child's required nutrients per day. Before they board the bus to return home, milk and cookies are served to each child.

**Organization of the School**

Conducting a summer migrant program requires considerable time and planning by an administrator and a team composed of teachers, paraprofessionals, community volunteers, and parents, all of whom are committed to providing the appropriate instructional program for migrant children. Because of the educational background of these students, it is imperative that the program be directly related to their needs.

The teacher is the crucial person in the success or failure of any instructional program. Therefore, the teachers employed must be dedicated to the task, have empathy for migrant children, and have a sincere desire to teach the migrant child. Keeping a balance between experienced teachers and beginning teachers is important. It is of equal importance that new teachers, through preservice training, gain a knowledge of the culture of the Spanish American as well as a knowledge of the methodology for successful classroom teaching.

The teacher should also become involved in all non-classroom activities of the program — breakfast, lunch, playground, and extra-curricular activities.

The challenge to staff members teaching in the Migrant Program is great. Because of the short summer term, children need to be appropriately and quickly placed in the instructional program. The traditional approach to instruction has resulted in many failures, especially for migrant children. Appropriate curricula and methods must be employed to insure full participation in the learning process and to guarantee that the program is meaningful to each participant.

Curriculum content alone cannot provide the stimulus for successful learning. Many sensory avenues need to be used in the teaching process. One major concern is that instruction in all areas should be carried on at each child's instructional level, rather than at his frustration level. In order for this plan to become a reality, grouping must be highly flexible. A continuous progress approach to the learning process proves far superior to the traditional graded school plan.

For the preceding reasons, students should be placed in one of the following groups: early primary, primary, or intermediate. The supervising teacher in each section must develop objectives for a flexible plan which provides meaningful instruction.

The staffing of each section, in addition to the supervising teacher, should include one certified teacher and one instructional aide for each twenty children. An experienced aide can be used effectively as a head aide in each section, assisting the supervising teacher in coordinating the efforts of the instructional aides. Developing various
interest centers and extended learning areas is one critical responsibility of the aides.

Research points out the profound effects of the affective domain upon the process of learning. This is evident with the migrant child. Built-in success, encouragement, and positive reinforcement offer many opportunities for the student to develop the intrinsic motivation often lacking in the migrant child.

**Records and Reports**

Record-keeping has always been a difficult problem. For this reason, a few sample pages of the student booklet are enclosed for your consideration. See p. 82 ff.

The desired objective is one of self-identity: the student's likes, dislikes, and family. It may be filled out by the child himself, with an aide's assistance.

The booklet may also contain space for pictures, medical information, illustrations, souvenirs of field trips, samples of class material, or perhaps a map of the region the child has traveled.

The booklet can be enclosed in an instant plastic binder and is an ideal place to keep the student's copy of his Uniform Migrant Student Transfer Form.
Early Primary Level

I. General purpose

Children at this level are usually from five through eight years of age. Before they can make any academic progress, each child must develop a positive self-image and a sense of personal security. One way to encourage a more positive concept of self is to provide activities in which the child can function as successfully and independently as possible.

Another essential step is to diagnose immediately, through various means, where each child is on the academic ladder of development, with the gaining of competence in oral communication being considered of prime importance. All activities should be organized first to develop and then to enlarge a fluent oral vocabulary.

To develop listening skills, the children should be in small groups when new concepts are presented. Such grouping is desirable as it affords more individual opportunities for oral expression. As oral language is developed, emphasis should be upon sensitizing the child's ear to English sounds so that he will discriminate among them, particularly those which are new or different from those in the Spanish language.

In order for the student to make progress in all areas, the atmosphere of the classroom, as well as the activities and materials, must arouse the child's curiosity and stimulate intrinsic motivation so that he will respond favorably to the learning of concepts necessary for successful living in American Society.

Therefore, many different levels and varieties of interest centers should be provided, without imposing a rigid set of guidelines and goals, thus allowing each child to develop his full expression of creativity. He should be able to engage in a number of self-learning activities at his own level of maturity and should proceed in his own way and at his own speed. Each center should contribute to his learning of the fundamental skills as well as to other areas of interest.

II. Orientation and placement

A. Classroom setting

1. General atmosphere pleasant, friendly, informal, attractive, and tension-free
2. Interest centers and other learning areas
   a. Arrangement
      1) Several supervised small-group learning areas set apart by small partitions
      2) Teacher assigned to each area with children in academic groups
      3) Three groups at a time rotate through area for development of oral language, number concepts, and visual discrimination
   b. Equipment
      1) Materials of high interest level
      2) Objects familiar to children
      3) Articles that can be manipulated independently or with a minimum of instruction and supervision
      4) Materials with which each child can experience independent success
      5) Materials that are challenging and that can, with the help of the teacher, motivate interest and curiosity and help each child develop a self-learning approach
      6) Materials dealing with science, social living, and art media to aid the development of gross and fine motor skills along with oral language skills, especially effective with immature groups

3. Staff
   a. Qualities of being understanding, friendly, empathetic, with a keen desire to know and teach migrant children and make them feel
wanted by both classmates and teachers
b. Ability to understand or use some Spanish
c. Responsibility for helping each child develop proper attitudes
   1) Development of a positive self-image and intrinsic motivation for learning
   2) Development of empathy and a positive attitude towards others so that he is willing to share with them and socialize freely and happily
   3) Accepting responsibility and taking pride in the care of public and private property
   4) Accepting change and understanding the reason for it
   5) Learning to give and receive love
d. Responsibility for providing successful learning experiences for each child in a secure and tension-free environment

B. First-day activities

The first impression that children in the early primary level gain of school is a very important one, as it may determine whether they will be eager to return.

Therefore, the surroundings and activities need to be carefully planned, with the migrant children and their probable experiences in mind. At the same time, these plans should provide the teachers with some pertinent information concerning the children.

1. Staff duties
   a. Be familiar with "Helpful Spanish Vocabulary"
   b. See that each child, when he arrives, is greeted by Spanish-speaking members of the staff
   c. Find out child's name and provide name tag, color-coded, so close friends can be in same group
   d. Place child's name on temporary enrollment sheet
   e. Take children into play areas and interest centers
   f. Converse with child by naming articles he is using and encouraging him to repeat these names and to tell what he is doing
   g. Teach proper care of equipment
   h. Help child become interested in various activities in which he can succeed independently, thus overcoming his anxiety
i. Show how to use drinking fountain
j. Escort to restroom and show how to use toilets, wash hands, and keep restroom clean
k. Be positive in comments on cleanliness and show how to use toothbrush, comb, mirror—articles which have been placed in child's totebox

2. Grouping procedure
   a. Informal interview with each child by bilingual teacher
   b. Division of children into sub-groups of approximately eight each, corresponding to their English language development
   c. Regrouping after initial placement
      These groupings are developmental steps through which Spanish-speaking children will need to progress before they are ready for the first level of the normal kindergarten curriculum. The following criteria are used:
      1) Child speaks limited Spanish, but does not speak or understand English
      2) Child has English listening vocabulary adequate to follow directions but does not speak English
      3) Child understands and speaks limited English
      4) Child is able to express himself in English
      5) Child has adequate English vocabulary and sufficient understanding of numbers, letters, and beginning sounds to begin reading readiness activities
   d. First diagnostic step
      Converse with and observe each child to determine whether he comprehends English. In this type of interview, the teacher must be very sensitive to the child's frustration level of testing and stop immediately when this point is reached, since the objective is to determine at what level he should begin instruction. The following sample inventory, is taken from "Preschool Instructional Program for Non-Eng

The criteria used in determining the independent, instructional, and frustration levels are set up according to Betts' standards.

1) Hello. What is your name? Are you a boy or girl?
2) Where do you live?
3) Tell me your father's name. Tell me your mother's name.
4) Do you have brothers? What are their names?
5) Do you have sisters? What are their names?
6) How old are you?
7) What do you wear on your feet? What is this? (dress or shirt). What color is it?
8) What is this? (Have pictures of common objects and give him credit for each success as he names each picture.)
9) What would you like to do in school?
10) What kind of work does your father do?
11) Does your mother work?
12) What do you like to play?
13) What am I doing? (Ask him to tell what you are doing when you demonstrate standing or sitting, closing a door, handing him a pencil, picking up a book.)

Evaluation Time

e. Second diagnostic step
1) Recognition of eight common colors
2) Individually recognizing numbers by counting, pointing, printing, and naming values
3) Recognizing and printing letters
4) Recognizing beginning consonant sounds

Lunch Time
3. Lunch time

This time provides a natural setting for teaching the children table manners and for exposing them to a variety of foods. Based on previous experiences with these children, members of the staff have found that they need to be taught the value of good nutritious food. Because of the limited knowledge the families have of food essentials and because of inadequate refrigeration, much of the child's home diet consists of lard, tortillas, beans, chili, pop, candy, and gravy. This is also a good time to teach them the proper way to eat many of the common foods.

a. Serve some Mexican foods familiar to the children
b. Have children eat at tables with a teacher or aide as host, if possible
c. Encourage children to try all new foods, showing them how to eat with table service, if they need assistance
d. Encourage them to display good manners
e. Have students repeat in English, after the teacher, names of the food they are eating and names of articles in the table service they are using

4. Nap time

At this age, the child has little concept of time, so nap time, to which he may not be accustomed, can be a traumatic experience, particularly the first day. So staff members should make this period a quiet time, with one or more teachers and aides playing soft music and moving among the children to reassure them. Rubbing their foreheads and backs helps some children who need to relax. Occasionally, rocking a child helps to give him a feeling of security. Under no circumstances, should a child be allowed to cry himself to sleep.

Materials needed for nap time are plastic-covered physical education mats, which should be wiped daily with disinfectant; towels for bedding, laundered daily; a record-player with lullaby-type records; and a rocking chair.
Development of Communicative Skills

I. Introduction

In order for a child to develop an adequate background and to function successfully in our public schools, he must master a sequential pattern of skills in his early years of development.

Communicative skills begin with the development of: (1) gross motor skills; (2) eye coordination with fine motor skills; (3) visual, auditory, and the spoken language perception of the child.

The increased mastery of the motor and sensory (visual and auditory) skills lends increased confidence for language development. Therefore, each teacher must be familiar with and aware of the importance of the development of the pupils through these early sequential developmental stages.

The following pages describe the sequential stages of the skills and the materials used to develop each skill. First, each particular skill is listed in order of difficulty; then activities and materials are listed which can be used to help the child master each one. Many of the activities can be used in different areas.

The activities are categorized into “loud” and “quiet” activities. Both of these, in turn, are then subdivided into independent and supervised groups so that they can be utilized more effectively in the particular parts of various schedules.

II. Gross motor skill development

A. Objective: to develop upper torso, lower torso, and strength and flexibility of trunk

B. Activities in progression of difficulty
   - Crawling
   - Stretching
   - Walking (straight line)
   - Swinging arms
   - Bending
   - Running
   - Simple jumping
   - Tiptoeing
   - Clapping
   - Rocking
   - Swaying
   - Mastery of balance boards
   - Throwing ball
   - Catching ball
   - Whirling
   - Skating
   - Marching
   - Galloping
   - Twisting
   - Hopping
   - Seesawing (squat position)
   - Trotting
   - Skipping
   - Bouncing ball
   - Walking and swinging arms
   - Marching and clapping
   - Walking backward
   - Jumping rope
   - Somersaulting

C. Materials needed to develop gross motor skills

1. Objects for supervised loud activities
   - Balls
   - Jump rope
   - Twist board
   - Records
   - Estamae’s Albums
   - Let’s Have Fun Dancing—Easy couple dance
   - Let’s Have Fun Dancing
     Social and variety dancing
   - Circus Fun and Ball Bouncing
     Estamae
     c/o Dorothy MacFarlane Hubersberger
     P.O. Box 1507
     2401 Grand Avenue
     Pueblo, Colorado 81003
   - CRG—a division of the American Recording Society
     My Playful Scarf—78 RPM
     Young People’s Record—45 RPM—Capitol
Developing Gross Motor Skills

Dances from the Ballet—Side 2

Let's All Join In—
Mercury Childcraft
Children's Record Guide
27 Thompson Street
New York, New York 14623

2. Objects for independent loud activities
Balance board
Blocks
Wobble board
Steps

Twister board
Seesaw
Trucks
Indoor exerciser
Doorway gym bar
Beanbag games
Wagon
Wheelbarrow
Balls
Rocking horse
Tricycle
Tunnel of fun
Variplay triangle set

Variplay Triangle Set
3. Objects for supervised quiet activities
   Bean bags for various games

4. Objects for independent quiet activities
   Footstep designs
   Blocks
   Puzzles
   Pump and innertube
   Pegboards
   String beads
   Rising towers
   Wood construction set

III. Fine motor skill development

A. Objective: to develop eye-hand coordination for fine motor skills

B. Activities and materials

1. With and without instruments
   Carrying objects
   Pounding with hammer
   Tearing paper, etc.
   Snapping (clothes)
   Buttoning
   Using simple tools
   Zipping
   Lacing
   Tying
   Folding paper
   Tracing with hand or finger
   Working simple manipulative devices (puzzles, etc.)

2. With writing instruments
   Special consideration should be given to the left-handed child so that the placement of his paper will be slanted opposite from that of the right-handed child.
   Proper grasp of writing instrument
   Free movement of elbow and shoulder
   Proper placement of paper (parallel with arm)
   Proper arm movement: vertical, horizontal, circular
   Left-to-right movement
   Tracing with writing instrument
   Learning to work within certain lined areas (coloring)
   Cutting and pasting
   Outlining shapes
   Following dots

3. Supervised loud activities with materials
   Art activities
   Coloring
   Cutting and pasting
   Finger painting
   Painting with brushes, sponges, etc.
   Mathematics Learning Laboratory No. 110 (different sized geometric shapes)
   Carpentry

4. Independent loud activities
   Clay modeling
   Painting
   Cutting and pasting
   Using wonder art board
   Twist-eez
   Using rising towers
   Coloring
   Using vari-chimes tower
   Using pianola
   Using Xylophone
   Using magnets
   Using D-Stix

5. Supervised quiet activities when introducing new skills
   Cutting
   Pasting
   Coloring
   Painting
   Distinguishing between likenesses and differences (visual perception)
6. Independent quiet activities

- Coloring
- Painting
- Paste-and-cut
- Working puzzles
- Using trace board

Stringing beads
- Using Bolt-It-Toy
- Using peg boards
- Using No-Mess finger paint
- Distinguishing between likenesses and differences in pictures and objects

IV. Development of visual, auditory, and spoken-language perception (listening skills)

At first, visual, auditory, and language perception skills are best developed with recognition and identification of actual environmental 3-D objects before progressing to colored pictures and, finally, to pictures in the black and white media. At this time, to master visual and auditory discrimination, the child needs only to point to the correct object or to perform the directional task to indicate that he understands the concept being presented.

A. Developing visual perception

1. Recognition of objects

a. Environmental objects that he encounters
   Example: actual car, dog, desk
b. Manipulation of 3-D objects
   Example: play car, dog, desk
c. Pictures in color
   Example: pictures of car, dog, desk
d. Pictures in black and white
   Example: pictures of car, dog, desk, using pictures related to knowledge learned in preceding unit on environmental and 3-D objects

2. Identification of certain objects to develop fine discriminatory observation

a. Shapes: round, square, etc.
b. Sizes by comparison: large, small, etc.
c. Colors: red, yellow, blue, light, dark
d. Textures: rough, smooth
e. Similarities in shape, size, color, texture
f. Differences in shape, size, color, texture
g. Left-to-right sequence; repeated pattern; story sequence

B. Developing auditory perception individually
1. Recognizing own first name
2. Recognizing numbers 1-10
3. Following simple directions

C. Additional beneficial materials to use in both visual and auditory perception

Frostig Visual Perception by Frostig and Home
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

Miami Visual Perception Skills, Match and Check Sets
Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Classroom Materials Filmstrips
Classroom Materials Company
93 Myrtle Drive
Great Neck, New York 11021

The SRA Learning to Think Series
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

First Step and Second Step of the
R.E.A.D. Series
American Book Company
55 Fifth Avenue
New York, New York 10003

The Junior Listen-Hear Program
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

The Physiology of Readiness—An Action Program for the Development of Perception for Children by Gettman and Kane
Programs to Accelerate School Success
P.O. Box 1004
Minneapolis, Minnesota 55440

D. Developing spoken language perception
1. For the non-English-speaking child, using teaching aids and methods designed to establish and develop the foundation of communication
   a. Materials
      1) Vocabulary lists of words, phrases, and sentences in both English and Spanish compiled from high-frequency words necessary in giving directions to the child
         Example: Make up three cards with same picture on each one, using them in sequence
            First card: Esta es una pera
            Second card: Esta es una pera
            Third card: This is a pear
   2) Language-Master

       Independent Use of Language-Master

Vocabulary List in Both English and Spanish

What's your name?—¿Cómo te llamas?
Thank you—Muchas gracias
You're welcome—De nada
Please—Por favor
How are you?—¿Cómo estás?
Well done—Bien hecho
Tomorrow—Mañana
Yes—Sí
No—No
Round—Redondo
Little—Chiquito
Big—Grande
Help me—Ayúdame, ayúdenme
Put away—Alza, Alzen
Pick up—Recoge, recojan
Give it to me—Déme
Get into line—Póganse en una línea
Guess what?—¿Adivina?¿Adivinen?
What is this?—¿Qué es esto?
This is a—Esto es
Do you understand?—¿Comprendes?
Pretty—Bonita
Nice, kind—Simpático
Good—Bueno
Water—Agua
Food—Comida
Eat this—Come esto
Eat it all—Come todo esto
Right here—Aqui
Come here—Ven acá, vengan acá
Let’s go—Vamos
Hurry—Pronto
Not too fast—No muy recio
Stop—Párate, parense
Bus—Autobús
House—Casa
Bathroom—Escusado
Soap—Jabón
Listen—Escúchame, escúchenme
Nap—Siesta
Sing—Canta, canten
Repeat—Repite, repitan
Sit down—Sientate, síentense
Walk—Anda, anden
Don’t run—No corran
You will like it—Te gustará
I do not understand—No comprendo

1) Keep children interested and active by making lessons interesting, showing enthusiasm in conversation, encouraging quiet ones without being demanding, listening without interrupting so child will begin gradually to express himself, sing with group, and talk or sing with no audience
2) Encourage self-expression in Spanish or English
3) Sing songs in English and Spanish with guitar accompaniment
4) Teach songs to build concepts
   a) In health—This Is the Way We Wash Our Hands
   b) In counting—Ten Little Indians
   c) In Spanish and English cultures—Mary Had a Little Lamb
5) Record child’s voice
6) Video-tape child
7) Put story on tape and use with pictures for listening; then have child retell story in own words

3) Introducing English, An Oral Pre-Reading Program for Spanish-Speaking Primary Pupils by Louise Lancaster
   Houghton Mifflin Company
   1900 South Batavia Avenue
   Geneva, Illinois 60134
4) Tape recorder
5) Peabody Language Development Kit Nos. P and I, basic lessons
   Deals with parts of body, clothes, animals, colors, foods, geometric designs
6) Films and filmstrips
7) Telephon-es
8) Video-tapes
b. Methods

c. Spoken language development which is evolved from oral responses in English, using context words (nouns, verbs, adjectives, adverbs) in connection with the objects already presented
1) Environmental objects
2) 3-D objects
3) Pictures in color
4) Pictures in black and white
5) Objects to develop fine discriminatory vocabulary
2) Peabody Language Development Kit Levels P and I, basic lessons

3) Continental Press Visual Discrimination Levels 1 and 2

4) Language Lotto games
   (a) For developing and stressing complete thoughts and sentences
   (b) For concept-building of actions and relationships
   (c) For using compound sentences
   (d) For gaining meaning through discussion of pictures and use of real objects to explain unfamiliar articles

5) Stories, illustrated and non-illustrated, in books, and on tapes and records

6) Films and filmstrips

c. Specific materials and activities for developing oral language skills

1) Supervised loud activities
   (a) Peabody Kit Levels P and I
      American Guidance Service, Inc.
      Publisher's Building
      Circle Pines, Minnesota
   (b) Show and Tell
   (c) Weekly surprise
   (d) Childcraft Encyclopedia
   (e) Storybooks with familiar concepts. Child will fill in last word
   (f) Films
   (g) Filmstrips
   (h) Ginn Readiness Kit
      Ginn and Company
      Dallas, Texas 75229 or
      Palo Alto, California 94304

2) Independent loud activities
   (a) Language-Master (no earphones)
   (b) TV set (capty)
   (c) Store
   (d) House and furniture
   (e) Set of communicating telephones
(f) Free play
(g) Puppets
3) Supervised quiet activities
   (a) Puppets
   (b) Show and Tell
   (c) Peabody Kit
   (d) Language Lotto (to introduce new game)
4) Independent quiet activities
   (a) Record player (with earphones)
   (b) Chalkboard
   (c) Tapes with earphones
   (d) Language-Master with cards (earphones)
   (e) Books
   (f) Manipulative bulletin boards
   (g) Twelve Judy story sequence puzzles (see Quees-Sequence Story Board, Series 12)
      Goats Gruff
      Three Pigs
      Goldilocks
      Gingerbread Boy
      Going to School
      A Trip to the Zoo
      The Story of Milk
      Grocery Shopping
      Building a House
      Jack and the Beanstalk
      Choosing a Pet
      Birthday Party
   (h) Set of telephones

4. Additional general materials for oral language skills
   1) Book
      Preschool Instructional Program for Non-English-Speaking Children by Louise Lancaster
      Bulletin 642, March, 1964
      Texas Education Agency
      Austin, Texas 78711
   2) Records
      Where Do Songs Begin? 78 RPM
      B. Landeck—Capitol
      Record Readers 45 RPM
      Capitol
      I'm A Little Teapot John Britton
      The Three Billy Goats Gruff
      Frank Luther—Decca
      Nothing to Do—CRG

Independent Conversation
3) Filmstrips
   Lady and Tramp
   Dumbo
   Lambert the Sheepish
   The Ugly Duckling
   Kathy's Kitten
   Paul's Puppy

4) Concrete vocabulary words
   The following lists of words have been selected because of their cruciality and their frequent use. They are placed into teachable units which are adaptable to various programs for development of basic oral communication.
UNIT I

Myself, My Family, and My Friends

Nouns

<table>
<thead>
<tr>
<th>Child</th>
<th>Father</th>
<th>Mother</th>
<th>Brother</th>
<th>Grandmother</th>
<th>Grandfather</th>
<th>Sister</th>
</tr>
</thead>
<tbody>
<tr>
<td>baby</td>
<td>daddy</td>
<td>son</td>
<td>brother</td>
<td>grandmother</td>
<td>grandfather</td>
<td>daughter</td>
</tr>
</tbody>
</table>

Verbs

<table>
<thead>
<tr>
<th>Verb</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>babysit</td>
<td>like</td>
</tr>
<tr>
<td>come</td>
<td>live</td>
</tr>
<tr>
<td>go</td>
<td>love</td>
</tr>
<tr>
<td>have, has</td>
<td>see</td>
</tr>
</tbody>
</table>

Opposites to Use

<table>
<thead>
<tr>
<th>Adj</th>
<th>Opposite</th>
</tr>
</thead>
<tbody>
<tr>
<td>fat</td>
<td>thin</td>
</tr>
<tr>
<td>laugh</td>
<td>cry</td>
</tr>
<tr>
<td>play</td>
<td>work</td>
</tr>
<tr>
<td>larger</td>
<td>smaller</td>
</tr>
<tr>
<td>big</td>
<td>little</td>
</tr>
<tr>
<td>smile</td>
<td>frown</td>
</tr>
<tr>
<td>right</td>
<td>left</td>
</tr>
<tr>
<td>sad</td>
<td>happy</td>
</tr>
<tr>
<td>tall</td>
<td>short</td>
</tr>
</tbody>
</table>

Clothing Nouns

Man

cloak | raincoat | slacks

gloves | shirt | suit

hat  | dress | swim trunks

dress executive | shoes | tie, necktie

pants | -work | vest

Woman

apron | gloves | purse

beads, jewelry | hat | shoes

blouse | necklace | slip

cloak | nightgown | stockings

dress | nylons | swimsuit

Parts of Clothing

buckle | lace | shoe string

collar | pantlegs | sleeves

cuffs | pocket | straps

hem | seam | veil

Other Apparel

barrette | diamonds | rubber bands

bathrobe, | glasses | silver

bedroom | gold | umbrella

slippers | housecoat | watch

bobby pins | jewelry | wrist watch

clip | rings |

Clothing Verbs

buckle | clean | shine

button | fasten | straighten

carry | iron, press | tie

change | mend | wash

(clothes, diapers) | sew | zip

Clothing Opposites

<table>
<thead>
<tr>
<th>Opposite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>long</td>
<td>short</td>
</tr>
<tr>
<td>loose</td>
<td>tight</td>
</tr>
<tr>
<td>dark</td>
<td>light (color)</td>
</tr>
</tbody>
</table>

Description Opposites

<table>
<thead>
<tr>
<th>Adj</th>
<th>Opposite</th>
</tr>
</thead>
<tbody>
<tr>
<td>heavy</td>
<td>light</td>
</tr>
<tr>
<td>new</td>
<td>old</td>
</tr>
<tr>
<td>pretty</td>
<td>ugly</td>
</tr>
<tr>
<td>beautiful</td>
<td>plain</td>
</tr>
<tr>
<td>same</td>
<td>different</td>
</tr>
<tr>
<td>soft</td>
<td>hard</td>
</tr>
<tr>
<td>smooth</td>
<td>rough</td>
</tr>
</tbody>
</table>
General Opposites

day — night
dirty — clean
early — late
in back of — in front of
inside — outside
morning — afternoon
off — on
without — with

UNIT II
Home

Inside Nouns and Verbs

Living Room

<table>
<thead>
<tr>
<th>chair</th>
<th>piano</th>
<th>table lamp</th>
</tr>
</thead>
<tbody>
<tr>
<td>couch</td>
<td>picture</td>
<td>television</td>
</tr>
<tr>
<td>curtain</td>
<td>radio</td>
<td>vase</td>
</tr>
<tr>
<td>fireplace</td>
<td>rug</td>
<td>venetian</td>
</tr>
<tr>
<td>floor</td>
<td>sofa</td>
<td>blinds</td>
</tr>
<tr>
<td>floor lamp</td>
<td>end table</td>
<td>visitor, guest</td>
</tr>
<tr>
<td>living room</td>
<td>coffee table</td>
<td>window shade</td>
</tr>
</tbody>
</table>

listen to the radio
play the piano
sit
visit with friends
watch TV
read

Dining room

<table>
<thead>
<tr>
<th>bowl</th>
<th>fork</th>
<th>plate</th>
</tr>
</thead>
<tbody>
<tr>
<td>cup</td>
<td>glass</td>
<td>platter</td>
</tr>
<tr>
<td>chairs</td>
<td>knife</td>
<td>saucer</td>
</tr>
<tr>
<td>dining table</td>
<td>place mat</td>
<td>silverware</td>
</tr>
<tr>
<td>dishes</td>
<td>napkin</td>
<td>spoon</td>
</tr>
<tr>
<td>food</td>
<td>pitcher</td>
<td>teapot</td>
</tr>
<tr>
<td>tablecloth</td>
<td>mug</td>
<td></td>
</tr>
</tbody>
</table>

clear the table
eat
fill
hand me, pass to me
pour
set the table
spill
upset the table
upset a glass
put

Bedroom

<table>
<thead>
<tr>
<th>bed</th>
<th>clock</th>
<th>mirror</th>
</tr>
</thead>
<tbody>
<tr>
<td>bedroom</td>
<td>closet</td>
<td>pillow</td>
</tr>
<tr>
<td>bedsheets</td>
<td>clothes</td>
<td>pillowcase</td>
</tr>
<tr>
<td>blanket</td>
<td>crib</td>
<td>quilt</td>
</tr>
<tr>
<td>bureau</td>
<td>clothes hanger</td>
<td>rocking chair</td>
</tr>
<tr>
<td>chest of drawers</td>
<td>mattress</td>
<td>sheet</td>
</tr>
</tbody>
</table>

change clothes
get dressed
dress
get up
go to bed
go to sleep
hang up the clothes
lie in bed
make a bed
sleep
telephone
wake up

Bathroom

<table>
<thead>
<tr>
<th>aspirin</th>
<th>lavatory</th>
<th>toilet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band-Aid</td>
<td>lotion</td>
<td>toilet paper</td>
</tr>
<tr>
<td>bathmat</td>
<td>medicine</td>
<td>toothbrush</td>
</tr>
<tr>
<td>bathtub</td>
<td>medicine cabinet</td>
<td>toothpaste</td>
</tr>
<tr>
<td>comb</td>
<td>mirror</td>
<td>towel</td>
</tr>
<tr>
<td>commode</td>
<td>poison</td>
<td>washcloth</td>
</tr>
<tr>
<td>cough syrup</td>
<td>shower stall</td>
<td>water</td>
</tr>
<tr>
<td>hand mirror</td>
<td>soap</td>
<td></td>
</tr>
</tbody>
</table>

brush (hair, teeth)
comb
dry
flush
lather up
put on
rinse
rub
scrub
shave
shine shoes
take a bath
turn off

Kitchen

<table>
<thead>
<tr>
<th>bowl</th>
<th>dishes</th>
<th>kettle</th>
</tr>
</thead>
<tbody>
<tr>
<td>burners</td>
<td>dishpan</td>
<td>kitchen</td>
</tr>
<tr>
<td>cabinet</td>
<td>dish towel</td>
<td>kitchen stool</td>
</tr>
<tr>
<td>can opener</td>
<td>drainboard</td>
<td>kitchen table</td>
</tr>
<tr>
<td>cleaning</td>
<td>egg beater</td>
<td>oven</td>
</tr>
<tr>
<td>powder</td>
<td>fire</td>
<td>pan</td>
</tr>
<tr>
<td>coffee pot</td>
<td>icebox</td>
<td>pot</td>
</tr>
</tbody>
</table>
refrigerator  shelf (shelves)  stove
saucepan  sink  gas
shaker  skillet  electric
salt  soap  wood
pepper  spatula  teakettle  toaster

bake  carry  clean  cook
drain dishes  dry the dishes  fix breakfast
heat  make a cake  put away
warm  wash the dishes

Household

bake  carry  clean  cook
drain dishes  dry the dishes  fix breakfast
heat  make a cake  put away
warm  wash the dishes

Basket  flashlight  spool of thread
bottle  iron  straight pins
box  ironing board  thermos
broom  jar  thimble
brush  jug  thread
bucket  key  vacuum cleaner
can  mop  washing machine
candle  needle  washtub
clothespin  nail  wastebasket
dust cloth  safety pins  yarn
dustpan  sewing machine

clean  dust  iron  knit
mend  mop  polish furniture
scrub  sew  sewing
sweep  wash clothes

Food Nouns

breakfast  lunch  dinner
snack  supper

apple  grapes  peach
banana  lemon  pear
cherries  lime  pineapple
grapefruit  oranges  strawberries

watermelon  corn  pumpkin
beans (dry)  jack-o-lantern  radish
beans (green)  lettuce  rice
beets  onion  spinach
kabbage  peas  squash
carrots  potato (white)  tomato
celery  potato (sweet)  turnips

Breakfast

bacon  milk (white)  toast
cereal  orange juice  waffles
eggs  pancakes

Lunch and Dinner Courses

beans (green)  Jello  pork chops
beans (baked)  macaroni and cheese
beef (roast)  baked potatoes
biscuits  meat  potatoes
bread  pickle  french fries
butter  pie  salad
cake  apple  soup
corn  cherry  vegetable

Snacks

beef burger  doughnuts  peanut butter
carrot sticks  hot dog  popcorn
cookies  nuts  sandwich
cupcakes

Sundries

candy  milk (chocolate)  soft drink
carton  peanuts  sugar
gum  pepper  water
ice cream  salt

Food Verbs

buy  eat  pick
chew  gather  sell
cook  like to eat  slice
drink

Outside Nouns

attic  flowerbed  ladder
axe  flowers  lawnmower
garage  garage  lock
basement  garbage can  mail
building  hammer  mailbox

carport  chimney  hose

clothesline  clothesline  nails

door  hose (water)  padlock

driveway  house  pick

driver  house number  rake
UNIT III
Toys

Nouns

airplane  engine  playfarm  bell
airport  fairy  playhouse  letter
badge  filling station  raffle  school
ball  football  rifle  chalk
balloon  game  road  chalkboard
hat  garage  rope  Christmas
goose  ghost  sailboat  card
beanbag  gloves(boxing)  sandbox  circle
bicycle  golf  ship  clay
blocks  gun  skates  clown
goat  helicopter  sled  cook
guyst  holsters  stairs  cowboy
bucket  sandboxes  saw  crayon
caboose  horn  string  fan
bike  jack-in-box  teddy bear  flag
cabooses  jacks  telephone  flagpole
bus  jump rope  tent  fountain

draught  jump rope  tent  (drink)
dishes  jump rope  tent  friend
doll  kite  toys  game

doll bed  log cabin  trailer  Indian

doll buggy  marble  train  janitor
doll dress  paperdolls  train station  king

doll house  paperdoll  truck  lavatory
dominoes  parachute  wagon  ask

driver  piano  wheels  call

drum  pilot  Yo-Yo  be (forms of)

UNIT IV
School

Nouns

letter  school  scissors
book  library  secretary
bookshelf  light  shade
chalk  line  slide
chalkboard  magazine  sidewalk
Christmas  name  song

card  newspaper  story

circle  noise  stripe
clay  nurse  swing
clown  office  table
cook  paint  teacher
cowboy  partner  telephone
crayon  pencil  toilet
desk  pencil  toilet paper
door  paper  towel
eraser  paint  tray
fan  sharpener  typewriter
tie  picture  valentine
flag  playground  vases
flagpole  principal  violin
fountain  recess  wagon

(drink)  record
friend  recordplayer

game  rest room
Indian  room
janitor  room
king  room
lavatory  rope

Verbs

bell  float  ride
book  fly  ring
blow  hit  roll
bounce  hold  sail
break  juggling  shoot
build  load  skate
carry  pop  spin
catch  pull  throw
climb  punch (play)  tie
cut the grass  push  toss
eat  trim the yard  wind

UNIT III
Outside Verbs

Verbs

have fun  rake
hoe  saw
keep clean  sleep
knock (on the door)  sweep
cut the grass  take care of
eat  lock
gather  mow
hammer  push
hang the clothes  wash the car

UNIT IV
Verbs

UNIT IV
Verbs

FILE: 26:3

ERIc
UNIT V
Health

Body Parts

<table>
<thead>
<tr>
<th>Ankle</th>
<th>Feet</th>
<th>Lips</th>
<th>Mouth</th>
<th>Neck</th>
<th>Shoulder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arm</td>
<td>Finger</td>
<td>Fingernails</td>
<td>Foot</td>
<td>Hair</td>
<td>Stomach</td>
</tr>
<tr>
<td>Back</td>
<td>Hair</td>
<td>Hand</td>
<td>Heel</td>
<td>Elbow</td>
<td>Eye</td>
</tr>
<tr>
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<td>Heel</td>
<td>Eye</td>
<td>Face</td>
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<tr>
<td>Tongue</td>
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</table>

Verbs

| Bend (your back) | Rub (your foot) | Blow (your nose) | Shake (your hands) | Close (your eyes) | Show (your teeth) | Flip (your wrist) | Stretch (your toes) | Kiss (with your lips) | Swing (your arms) | Move (your leg) | Touch (your elbow) | Move (your leg) |

UNIT VI
Arithmetic

Numbers

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<td>Eight</td>
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<td>Twenty-seven</td>
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</tr>
<tr>
<td>Fourteen</td>
<td>Twenty-eight</td>
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</tr>
</tbody>
</table>
**Ordinal Numbers**

- first  
- second  
- third  
- fourth  
- fifth  
- sixth  
- seventh  
- eighth  
- ninth  
- tenth  

**Shapes**

- circle  
- cross  
- diamond  
- oval  
- rectangle  
- square  
- star  
- triangle  

**Money**

- penny  
- dime  
- quarter  
- half-dollar  
- dollar  
- quarter  
- half-dollar  

**Time**

- after  
- afternoon  
- clock  
- day  
- evening  
- hands  
- hours  
- minutes  
- morning  
- night  
- noon  
- o'clock  

**Measurement**

- foot  
- inch  
- count  
- measure  
- ruler  
- yardstick  

**Colors**

- black  
- blue  
- brown  
- gray  
- green  
- orange  
- pink  
- purple  
- red  
- violet  
- white  
- yellow  

**UNIT VII**

**Community**

**Nouns and Verbs**

- barbershop  
- cafe  
- church  
- dairy  
- drugstore  
- dump  
- fire station  
- buy  
- carry  
- gas pump  
- gas station  
- groceries  
- grocery store  
- hospital  
- lighthouse  
- office  
- mail  
- pay  

**Community Helpers**

- barber  
- carpenter  
- chef  
- clerk  
- dentist  
- doctor  
- druggist  
- foreman  
- garbage man  
- gardener  
- gas station  
- attendant  
- lifeguard  
- mailman  
- milkman  
- painter  
- playground  
- attendant  
- policeman  
- saleswoman  
- soldier  
- street cleaner  
- waiter  
- whistle  

**Transportation**

**Boats**

- aircraft  
- carrier  
- canoe  
- freighter  
- rowboat  
- sailboat  

**Cars**

- jeep  
- police car  
- racing car  
- station wagon  

**Planes**

- helicopter  
- jet plane  
- seaplane  
- spaceship  

**Trucks**

- concrete mixer  
- lumber truck  
- mail truck  
- tow truck  

**Miscellaneous**

- ambulance  
- bicycle  
- bridge  
- house trailer  
- motorcycle  
- road  
- school bus  
- scooter  
- siren  
- steam shovel  
- taxi  
- tire  
- train  
- tricycle  
- wheel  

**UNIT VIII**

**Animals**

**Pets**

- canary  
- cat  
- dog  
- doghouse  
- kittens  
- parakeet  
- puppy  
- parrot  
- whiskers  

**Farm**

- bale  
- barn  
- barnyard  
- bee  
- cage  
- calf  
- chain  
- chicken  
- duck  
- farmers  
- crops  
- donkey  
- country  
- feather  
- cow  
- fence
Since the following list of words consists of 75 percent of the primary reading vocabulary, it is extremely important to introduce these words with meaningful comprehension into the oral vocabulary of each student during the time he is developing an adequate English vocabulary.

Imitate the sounds the animals make.

UNIT IX
Science

Nouns

field  fishing rod  fleece  garden  gate  goat  goose  haystack  hen  hook  horse  lamb  lariat  lasso

bath  fish  beaver  bear (black)  butterfly  chipmunk  crow  bat  beaver (black)  butterfly  chipmunk  crow  deer

alligator  gorilla  penguin  bear (polar)  hippopotamus  seal  cage  camel  elephant  giraffe

Zoo

air  birdhouse  bush  cloud  day  direction  dirt  earth  east  fall (season)  flower  flowerbed  fog

forest  garden  grass  ground  hail  hill  lake  leaf  leaves  limb  moon  nest  net

plant  rain  rainbow  rocks  season  seed  shade  shadow  shell  sky  soil  south

north  plant  rain  rainbow  rocks  season  seed  shade  shadow  shell  sky  soil  south

thorn  west  tree  whistle  valley  wind  vine  wings  weather  winter  week  woods

Verbs

bloom  fall  plant  blow  grow  sow

did  green  about  do  grow  after  does  again  done  had  all  don't  has  always  down  have  am  drink  he

an  draw  help  and  her  any  eat  here  are  eight  him  around  every  his  ask  fall  hot  at  fast  how  ate  far  hurt

away  find  first  I  be  five  if  because  fly  into  been  for  is  before  found  it  best  four  its  better  from  big  full  jump

call  came  gave  keep  can  get  kind  carry  give  know  clean  go  clean  cold  goes  laugh  come  going  let  could  good  light  cut  got  like
Frostig materials and similar ideas can be used with children in need of this type of training. The school psychologist can also help these children and the speech teacher by suggesting various methods of approach and various types of therapy that can best alleviate the problems which these children have. Exercises which encompass laterality, body image, position in space, and position correlation are helpful.

A great deal of time is needed, however, in order for the children to develop and improve the necessary skills, so this area of education should be integrated into the regular classroom schedule. Stimulating therapy and examples of good speech should be provided often.

The preprimary child attains greater success in small group responses than in individual ones, as he is less reticent, and he gets more practice as well as more drill in listening to the sounds as others produce them. Usually these children become aware of and acquire the correct production of sounds in a relatively short time.

A. Commercial materials

Go-Mo Products, Inc. ($1.00 per exercise)
Waterloo, Iowa

Ed-U Cards
Long Island City
New York, New York

Peobody Language Development
Kit No. 2
Whitehaven Sound Spinners
Whitehaven Publishing Company
Box 2
New Richmond, Wisconsin  54017

B. Self-made materials

Booklets emphasizing positions and production of different sounds

Children cut and paste pictures in the booklets. With the use of magnets, they pick up pictures and give clues as to the identification of the pictures. Then they produce a sentence using the name of the picture and emphasize the sound in the name. With younger children, indirect methods of approach can be used.
VI. Development of reading skills

When the child masters the previously listed skills in the oral language program, he should be able to begin successfully the reading readiness program. The teacher must be sure that he understands directional concepts, and he must also be familiar with the words. Otherwise, he may misunderstand the purpose that the teacher has in mind.

For example, this situation might develop when the beginning m sound is introduced:

The words used might be mice, mother, motor. The teacher might ask the question, “How are these words alike?” The child might first think of the different sounds each makes as mice squeak, mother yells, motor roars. So he must also be familiar with the word alike before he can begin matching the beginning sound.

When the child understands the necessary directional words such as alike, same, different and the names mice, mother, and motor, he will then comprehend the meaning of the lesson. Then the following methods can be used effectively:

A. Materials
1. Object boxes
2. Language-Master
3. Filmstrips
4. Peabody Kit Levels P and I (to explain meaning of alike)
5. Continental Booklets
6. Flannelboard mouth

B. Methods and activities
1. Stress position of mouth
   a. Have children hum
   b. Have them use mirror to see position of mouth
   c. Have them watch teacher as she describes the position of lips, tongue, and teeth and refers to the flannelboard mouth which shows these positions
      Example:
      Lips closed with teeth slightly apart
   d. Use simple chart for mouth positions of letter-sounds production

   Chart for Mouth Positions

   | Lips Open | Tongue Down |
   | Lips Open | Teeth Apart |
   | N          | G           |
   | L          | C - K       |
   | D          | more air    |
   | T          | expelled    |
   |            | Teeth Apart |
   | Mouth Closed |
   |             |
   | Lip, Tongue |
   | Teeth Apart |
   | M           | V           |
   | B           | F           |
   | P           | more air    |
   |            | expelled    |
   |            | Teeth Apart |
   | Lip, Tongue |
   | Teeth Together |
   | Z           | W           |
   | S           | R           |
   |            | Qu more air |
   |            | expelled    |
   |            | Teeth Apart |
   | Lip, Tongue |
   | (relaxed)   |

   e. Ask: “What does a cow say?” MOO
   f. Pass out M & M’s: “Mmm, they are delicious!”
   g. Repeat: Mice—moo, mother—moo, motor—moo
   h. Ask: “How are they alike? Do they begin with the same sound?”
   i. Print on board: Mice, Mother, Motor; introduce sound of M as the sound in moo
   j. Use filmstrips and compare sounds
   k. Repeat use of object box, comparing objects with moo
   l. Use battery boards
   m. Use worksheets which are learning sheets to be completed with teacher and pupils working together
n. Begin use of reading readiness book if child is successful

1) Reading readiness materials needed to develop reading readiness skills

(a) Supervised loud activities
- Booklets
- Filmstrips (letter sounds)
- Houghton-Mifflin Manual
- Ginn Consonants Program

(b) Independent loud activities
- Battery boards
- Language-Master (no earphones)
- Object boxes
- Books
- Print set

(c) Supervised quiet activities
- Reading readiness booklets
- Object box when introducing new letters
- Library time
- Typewriter
- Filmstrips of beginning letter sounds by Houghton-Mifflin

(d) Independent quiet activities
- Language-Master (with earphones)
- Battery boards
- Printed signs on bulletin boards
- Magnetic letters and board
- Manipulative bulletin boards
- Weekly Reader games
- Object boxes
- Books
- Print set
- Typewriter

Scott, Foresman Talking Alphabet
Big books
Object boxes

Social Living And Science Program

I. Introduction

In the social living area, the program should incorporate the concepts needed for positive acculturation so that each child is able to function successfully in today's society. The children need to understand as much as possible the economics of our society so that they are able to take care of their money transactions satisfactorily. They should be able to use the common social amenities such as those required in telephone conversations, introductions and negotiation of business transactions. They should also learn at this early age the importance of punctuality.
In the science program, the children need to learn the concepts dealing with their health, safety, and general well-being. Here also, they should have the opportunity to satisfy their curiosity concerning the physical world around them.

Several of the activities and materials given here are suggestions only, as various ideas for teaching the same concepts may be substituted for them or presented in addition to them if they seem more practical in some of the regions where this handbook is used.

II. Social living concepts

A. The role of the child in the various phases of everyday living
1. Family
2. Community
3. School
4. Economic component as related to the farm and money values
5. Spanish cultural component as related to its contributions to our society, thus giving the child a broader understanding of Spanish history and background
6. Social amenities
   a. Introductions
   b. Telephone manners
   c. Tact in dealing with conflicting situations
   d. Importance of punctuality and reliability
   e. Dangers of slander and gossip

7. Geography and history components
   Use of maps and globes to learn about different regions in the United States

B. Methods
1. Use of video taping, still and movie camera shots, recommended to strengthen the concept of self
2. Use of material which will begin with the child's present situation so he can experience success
   Example: Use ideas about farm, not city
3. Use of direct experiences rather than material in books where possible
a. Learning about self and family customs
b. Field trips to museum, airport, supermarket, etc., being sure to have previously-set direct objectives and plans for following-up such trips, using resource people where needed

4. Use of vicarious experiences
a. Movies
b. Filmstrips
c. Slides
d. View-Master

5. Emphasis on understanding and on building a meaningful background

C. Activities and materials used to develop social living concepts
1. Supervised loud activities
a. Going on field trips
b. Making of tortillas by Mexican mother
c. Tasting party with fruits and vegetables
d. Making home-made ice cream
e. Popping corn, using popper which enables children to see corn pop
f. Having Mexican party
g. Using tricycle to teach safety signs
h. Discussing problems child encounters

2. Independent loud activities
a. Using View-Master
b. Using globes and maps
c. Explaining safety signs with help of teacher
d. Using boy dolls and ethnic dolls with dollhouse and furniture
e. Arranging for grocery store
f. Using telephones provided by Mountain States Telephone Company
g. Working puzzle sequences and stories
h. Using set of community workers and community builders

3. Supervised quiet activities
a. Developing calendar skills
b. Introducing View-Master pictures

4. Independent quiet activities
a. Using View-Master

b. Using set of families
c. Using set of community workers
d. Using maps and globes
e. Using mirrors
f. Using Childcraft
g. Making adobe house of clay
h. Working puzzle of U.S.A.

5. General materials
a. Movies
   Three Little Kittens
   Puss in Boots
   The Mailman
   Spring on the Farm
   The Talking Car
   Play in the Snow
   Airplane Trip by Jet
   Passenger Train
   "Wellbe" Bus Safety
   Little Bruins
   A Visit with the Cowboys
   Boats and Ships
   The Policeman
   Summer on the Farm
   Circus Day in Our Town
   Little Black Lamb
   
   b. Filmstrips
   The Firehouse
   Helping Mother
   Brothers and Sisters
   Our Job in School
   Ann Visits the Zoo
   
   c. Records 78 RPM
   Grandfather's Farm by B. Landeck
   The Chugging Freight Train by Evelyn Hunt
   A Visit of My Little Friend by Mary Robinson
   The Little Engine That Could
   Winnie the Pooh Stories
   RCA Camden
   Young People's Record
Side 1: Shhh-h-h Bang by Margaret Wise Brown
Penny Whistle by Berry Brant
Waltzing Elephant by North and Graham

Side 2: Dances from the Ballet
Muffin in the Country by Margaret W. Brown
Muffin in the City by Margaret W. Brown

III. Science Concepts

A. Health
   1. Personal cleanliness
      a. Self
      b. Home
         1) Toilets
         2) Body insects
      c. Water supply

   2. Nutritious food

   3. Safety techniques at the child’s level of understanding
      a. Home hazards
         1) Electrical dangers
         2) Insect and animal bites
         3) Poisons—medicine
      b. First-aid techniques in certain situations
         1) Burns
         2) Drowning
         3) Injuries
         4) Poisoning
      c. Traffic safety rules
      d. Benefits of medical attention when needed

B. Development of curiosity to understand the physical world around them
   1. Plants
   2. Animals
   3. Physical science concepts
   4. Seasons

We Are Curious

30
C. Activities and materials to develop science concepts

1. Supervised loud activities
   a. Taking trips and making collections
   b. Allowing pets to visit school
   c. Planting and watering seeds
   d. Cooking pumpkin or a similar vegetable
   e. Heating ice to make water, then steam

2. Independent loud activities
   a. Using View-Masters and magnifying glasses
   b. Playing with and examining school pets such as duck, chicken, hamster, fish
   c. Using Tonator
   d. Using xylophone and accordion

3. Supervised quiet activities
   a. Planting and watering seeds
   b. Cleaning pumpkin or similar vegetable
   c. Using six basic machines
   d. Watching examples of gravitation
   e. Paddling boat magniks

   Silver Burdett Picture Kit
   Silver Burdett Company
   Park Avenue and Columbia Road
   Morrison, New Jersey 07960

   Small magnifying glasses
   Animals
   Science puzzle
   Science bulletin boards
   "Feel" boards
   "Smell" bottles
   Pump and leaky innertube
   Doctors' and nurses' kits and uniforms
   Mystery box
   Prism
   Magnets
   Six basic machines
   Inclined plane
   Lever
   Gears
   Wheel and axle
   Screw
   Pulley

   Many of these articles may be secured at the address below:
   American School Supply Company
   2301 Blake Street
   Denver, Colorado 80205

   Six Basic Machines

4. Independent quiet activities, using materials listed below
   View-Masters
   Giant stand magnifier
   Science jars for items
   Aquarium

5. Movies
   Soapy the Germ Fighter
   Gray Squirrel
   In Case of Fire
   Raccoon's Picnic
   Animals Growing Up
   Eat for Health
   Living Things Are Everywhere
   Adventures of a Chipmunk
   The Beaver
Milk
Mother Deer and Twins
Zoo Baby Animals
Tad the Frog
Robin Redbreast
Teeth Are to Keep
Children in Spring
Your Friend the Water
Films on Health
Films on Food
Films on Flies
Dirty Charlie
Animal Beginnings
Your Friend, “Welibe”
Defense Against Invasion (Infection)

6. Records
Creepy, The Crawly Caterpillar 78 RPM by Robinson-Goehr
The Carrot Seed 45 RPM by Ruth Krauss
Walt Disney’s The Grasshopper and the Ants
Smokey, The Bear Decca
The Glob by Frank Luther Decca

IV. Field trips

Throughout the year, field trips can be very beneficial in both the social living and science areas. They give the children a chance to conduct themselves properly in public as well as an opportunity to enjoy firsthand experiences with the materials which they have studied in the classroom.

Taking still and moving pictures on all of the trips is an exciting way to reinforce important newly-learned concepts when the pupils are back in the classroom and are enjoying talking about their experiences.

It is an ideal time during the out-of-town trips to allot each child a nickel and a stamp so that he can select a picture post card and mail it back to his own address. For children of this age, the names and addresses must be prepared on gummed labels before the trip so that they can easily be glued to the post cards.

A. Park and zoo
1. Children observe animals and perhaps feed them
2. Use playground equipment
3. Eat a picnic lunch

B. Fire station
1. Children examine trucks, hoses, and accommodations for firemen
2. In follow-up lessons, explain necessity for fire stations

C. Police or sheriff’s office
Visit to classroom by official, if possible, before trip to help establish friendly atmosphere, as many of these children have a fear of anyone connected with the law

D. Turkey farm
Children observe how turkeys are housed, fed, and cared for until ready for market

E. Mountain
1. 1’ay be a first time to see the mountains for many children, so they will need time to view surroundings
2. May observe rocks, trees, fish, a mountain stream, a mountain road

F. Airport
1. Children may board plane so they can experience feeling of being passengers
2. May go up on observation deck and watch planes take off and land

Mathematics Program

I. Introduction
Numerical concepts should be developed in relation to measuring quantities, time, money, and geometric shapes. It is essential to begin with concrete objects, then progress to the semi-concrete objects before using abstract symbols. If retention and application are to be mastered, new concepts should be built in the following order:

II. Activities and materials
A. Recognition of geometric shapes in this order: circle, square, triangle, rectangle

B. Pointing and counting in rhythm
C. Recognition and meaning of sets
D. Recognition and meaning of numerals
E. Printing numerals
F. Recognition of equivalent and non-equivalent sets
G. Materials needed to develop numbers concepts
   1. For supervised loud activities
      Booklets
      Number lines
   2. For independent loud activities
      Print set
      Chalk board
      Stern's kit
      Dominoes
      Pegboards
      Counting discs
      Magnetic boards and numbers
      Tape
      Clocks
      Rods
   Calendar
   Cuisenaire Rods by Gettagno
   Cuisenaire Company of America, Inc.,
   9 Elm Avenue
   Mt. Vernon, New York
   SRA Workbooks and Inquisitive Games
   by Herbert Sprigle
   Science Research Associates
   259 East Erie Street
   Chicago, Illinois 60611

   Calendar Skills
   Experimenting with Numbers Kit by
   Catherine Stern
   Houghton-Mifflin Company
   1900 South Batavia Avenue
   Geneva, Illinois 60134
   2. For independent loud activities
      Print set
      Chalk board
      Stern's kit
      Dominoes
      Pegboards
      Counting discs
      Magnetic boards and numbers
      Tape
      Clocks
      Rods
   Magnetic geometric shapes
   Number lines
   Counting frames
   Educational thermometer
   Number fit-ons
   Shake-number sets
   Number concept frames
   Addco
   Counting cubes
   Flannel board and numbers
   Play money and store
   Enterprise West, Inc.
   2639 Hermes Circle
   Salt Lake City, Utah 84117
   (For Number Concept Frames)
3. For supervised quiet activities
   Number booklets
   Number games (listed under independent activities)

4. For independent quiet activities
   Language-Master with earphones
      (practice numbers)
   “See-thru” clock
   Chalk board
   Mathematics Learning Lab No. 100
      (plastic and rubber shapes)
   Rods

   Educational thermometer
   Play money
   Print set
   Pegboards
   Counting frames
   Number lines
   Dominoes
   Shake-number sets
   Tape
   Magnetic boards with numbers
   Flannel boards
   Stern's kit
   Number fit-ons
   Manipulative bulletin boards
   Clock
   Counting cubes
   SRA Inquisitive Games

Manipulative Devices Are Emphasized Continuously in the Migrant Curriculum
The Fine Arts Program

I. Introduction

The fine arts program for the child should be incorporated into many learning experiences as well as in the free self-expression experiences of each one. Through this media it is possible for him to express himself more adequately and freely in a way that enables him to feel positively identified with all peer groups. This feeling of identification, in turn, helps to create a better feeling of self-adequacy and self-worth for each child.

The program should enhance appreciation for the "Great Works" when they are introduced as pleasurable visual auditory experiences.

There is no absolute grade level of achievement to be attained before a progression of more difficult skills can be introduced into the program. However, the following art experiences are listed in a sequential order of difficulty for the child's mastery.

II. Activities and materials

A. Use of hands only for manipulation of finger paint and clay designs as well as for tearing and pasting paper

B. Use of manipulative materials with instruction from teacher if such aid is necessary for the child to experience success

C. Art projects

1. Finger painting by autotelic experience
   a. First experience
      1) Have each child use one primary color
      2) Teacher converses with each child and encourages him to repeat name of color several times in conversation
      3) Encourage use of whole hand and the covering of whole sheet of paper
      4) Encourage each pupil to find as many objects as possible to match color used
   b. Second and third experiences
      1) Repeat first experience with the second and then third primary colors
      2) Repeat step 2), then 3), then 4)
   c. Fourth, fifth, and sixth experiences
      1) Child mixes two primary colors which allows him to discover a secondary color
      2) Repeat mixing of all primary colors until all secondary colors are discovered and identified

2. Clay modeling
   a. Encourage child to keep clay in one chunk, rolling and pounding it
   b. Have him make his own creations, using no molds
   c. Relate projects to unit on Mexican pottery

3. Tearing and pasting
   a. Encourage child to use free andmulticolor designs
   b. Instruct him to apply paste to small pieces of paper to be pasted onto
larger pieces, as results will be more pleasing than if pasting is done in opposite manner

4. Using crayons
   Encourage child to use free-sweeping movements
   b. Trace parts or whole body
      1) Can be group project
      2) May draw whole self or only elbow, hand, foot, etc.
      3) Should fill inside the lines
   c. May draw figures in family
   d. May make simple color build-ups

5. Painting with brushes, sponges, wet chalk
   a. Again encourage child to use free-sweeping movements
   b. Encourage him to create own expressions and interpretations from stories, songs, experiences on field trips

6. Using oral expression to describe finished product
   The teacher may help him by saying, "Tell me about your picture," not "What is that?"

7. Using scissors with assistance from teacher in how to hold and cut with them
   a. Secure "Lefty" scissors for left-handed children
   b. Encourage child to use free cutting and ignore lines at first
   c. Have him cut geometric designs
   d. Have him then combine cutting with pasting

8. Using papier-mache
   a. Teacher demonstrates how to make papier-mache animals, etc., over bottles or balloons
   b. Encourage him to work out own designs, requiring no conformity to a particular pattern

9. Using carpentry tools
   a. Teacher gives child complete freedom of design and media
   b. Teacher emphasizes safety at all times
   c. Child may combine this activity with pasting, painting, and coloring if he desires

10. Using felt-tipped pens with big figures and designs, as they are good to illustrate this medium

11. Using stitchery
   a. Encourage child to develop own design
   b. Have him use dull-pointed needles and yarn

D. Materials for teacher of pre-primary children

Craft Guides—For each grade, K-6 $1.35 each

Art Guides —For each grade, K-6, by Carvel and Lorita Lee, $1.35 each
T. S. Denison and Company, Inc.
Minneapolis, Minnesota 55415

Music Program

I. Introduction

The music program can serve many purposes in the pre-primary area, since it can easily be coordinated with most of the other parts of the general program. The chief purpose, however, is enjoyment of music as one of the arts. One of the other goals may be to provide entirely new experiences, while another may be to aid in reinforcing learning concepts in other areas. Suggested specific objectives are listed below:

Learning of songs most American children know
Learning to respond to music, such as running when the music seems to "run"
Gaining some concept of meter by playing instruments in time to music
Learning some familiar folk games and dances
Developing the ability to listen for pronunciation of words and the rhyming of words, and hearing their likenesses and differences
Gaining additional vocabulary
Learning to express thought and feeling
Expressing the rhythm of words and melody

II. Activities
A. Listening experiences which are basic to all music experiences
1. Listen to someone singing, accompanying, or playing records before trying to sing song
2. Listen to explanation of word content for meaning
3. Listen to records while looking at pictures pertaining to the sounds
4. Interpret music with body movement, painting, coloring, etc.

B. Singing experiences
1. Discovering various qualities of voice by comparing whispering voice, inside and outside talking voice, shouting voice, and humming and singing voice
2. Developing feeling of freedom in quality so one can sing with clearness and self-expression

C. Methods in further development of activities
1. Choosing songs with appropriate word content for specific development of child and containing repetition of words and melody
2. Dividing listening time into short periods of not more than twenty minutes in order to accommodate short listening span of children
3. Having children count and clap to rhythms
4. Using rhythm band activities, encouraging child to respond to different meters
5. Having children clap and march simultaneously
6. Selecting activities where all can participate and changing those activities frequently
7. Using children's favorite selections such as Hokey-Pokey; The Little Red Caboose; Spanish Counting Song, Mi Perrito

D. Materials
1. Appropriate primary songs: nursery rhymes, name songs, singing games, number songs, question and answer songs, folk songs
2. Specific selections
   - Little Red Caboose
   - Ten Little Indians
   - Trot My Pony
     A record called "Headstart with Music"
   - Exercise Song
     Music for Young Americans — Book 1, page 8
   - Spanish Counting Song, Mi Perrito
   - Hola Vamos a Cantar a book
   - Eency Weency Spider, Clap Your Hands, Did You Ever See a Lassie?
     From memory
   - Gretel Pastatel (Senorita Garcia) page 26 Follett Publishing Company
   - The Drum Song
     In Music for Young Americans, Book 1, page 98
3. Folk dances and games
   - London Bridge
   - Hokey-Pokey
   - Looby Loo
   - Hickory Dickory Dock
   - Let Your Feet Go Tap, Tap, Tap
   - The Farmer in the Dell
4. Movie
   - Toot, Whistle, Plunk, Boom
5. Filmstrips — Same as those listed earlier, including Lady and the Tramp and others
6. Records
   - Rusty in Orchestraville—Capitol
     Written and produced by Alan Liv-
ingston; talking and singing sound
by Sonovox

Reading Readiness and Number Readiness
Rhythm Record Company
9203 Nichols Road
Oklahoma City, Oklahoma 73120

Music for Young Americans — Album
BM-K

Recorded Songs for Kindergarten —
Audio Education, Inc.
American Book Company
55 Fifth Avenue
New York, New York 10003

Sparky's Magic Baton
Record Readers
Capitol Records 45 RPM

The Little Tune That Ran Away by
Peter Lind Hayes

Creative Movement for the Developing Child by Clare Cherry
A nursery school handbook for non-musicians
Fearon Publishers
2165 Park Boulevard
Palo Alto, California 94306
Primary Level

I. Introduction

The child who is able to express himself adequately in the English language, who shows signs of readiness for reading, or who is reading, can be placed in the primary level. These children are approximately from seven to ten years of age. Here, as in the early primary level, the child needs to feel that the members of the staff realize that he is important as a person, that they are friendly, and that they are eager to know and work with him.

The staff members for approximately forty-five children should probably consist of three teachers, three aides, and a number of volunteers. They should possess the same qualities and characteristics of any good teacher, but should have a greater understanding of the migrant child and his particular difficulties. The ability to speak and understand some Spanish is of inestimable value in this situation.

The physical make-up of the classroom can be quite similar to that of the pre-primary area, except there is less need for as many manipulative devices for motor skill development. Otherwise, the provision for interest centers is equally important.

The same general procedures usually may be followed as those which are employed in the preceding level. The staff members take an inventory of the child's abilities and stage of development before placing him in a particular group where they feel that he can make the most progress. The methods and materials used are those which interest the child, which add to his feelings of confidence and security, and which will motivate him to achieve success.

II. Orientation and placement

For the first two or three days the teachers and aids, in addition to helping the child to become pleasantly oriented, should use tests and procedures which will indicate where he is academically in his development and show his strengths and weaknesses, especially in the English and mathematics skills. Learning as much as possible about his family and home life will also prove valuable to staff members in helping them to understand him and to place him in the proper group.

Usually, the inventory procedures take place in the morning, and regular classroom activities follow in the afternoons. While teachers administer the inventory, the aides guide and assist the other students at the prepared interest centers.

Since migrant students enter and leave school rather frequently, a new student who enters after the term has begun can be assigned temporarily to a teacher for the diagnostic tests, which should be continued over a period of several days. This procedure affords the teachers an opportunity to meet together and decide in what group the child should be placed.

A. Methods and materials for taking the inventory

1. To determine word-attack instructional level, administer the Silvaroli Reading Test on a one-to-one basis, which requires approximately fifteen minutes per child

2. To determine comprehension level, allow child to choose books he would like to read from a series of books covering a range of comprehension and interest levels, thus giving an insight into his comprehension and interest levels

3. To test basic mathematics skills, use teacher-made devices which are fun for the child and which are unique and more desirable than pages of problems

4. To discover facts about child's background, his strengths and weaknesses, and his interests, the informal individual interview is of most value
   a. Discussing his family and home life
   b. Observing his strengths and weak-
nesses in communication, in English comprehension, in academic skills

c. Discovering his likes and dislikes in academic work and in social activities

B. At conclusion of interviews, teachers meet to discuss language abilities of students and group them accordingly into one of the following levels:

1. Reading Readiness
2. Preprimer
3. First Reader 1
4. Second Reader 1
5. Second Grade First Semester Reader 1
6. Second Grade Second Semester Reader 2

Communicative Skills Program

I. Introduction

Since children at this level are able to express their ideas in English so that they can be understood, this program in developing communicative skills is concerned mainly with their improvement in these skills. They will continue to need a program which provides sequential patterns for this development.

After the pupils are placed in the proper group, appropriate activities and materials should be employed to sustain each child's interest, to aid him in mastering the skills needed at his level of ability, and to stimulate his motivation for achievement. The main areas which are covered in this program are: the development of visual perception, or the fine motor skills; the development of oral language skills, including the building of an effective vocabulary; the offering of speech correction where needed; the development of reading skills and writing skills.

II. Development of visual perception (fine motor skills)

A. Methods to involve the senses

1. Visual, including visualizing with eyes closed
2. Kinesthetic, tracing in the air
3. Tactile, tracing with the finger and matching perceived image with one on a worksheet, then constructing the image on paper

B. Suggested materials

Developing Cognitive Skills in Young Learners Set of seven filmstrips
Classroom Materials Company
93 Myrtle Drive
Great Neck, New York 11021

Visual Perception Set of seven filmstrips
—$49.00
Classroom Materials Company

Frostig Perception Materials, Worksheets
Divide room into two groups, one having a lesson using filmstrip; second group doing follow-up worksheet lesson

Hitting a Swinging Ball
III. Development of oral language

Development of this phase of the communicative skills necessitates a pleasant, tension-free atmosphere in the classroom. From the first day, the staff members should establish good rapport between the pupils and themselves before beginning any developmental oral language activity.

The topics for the activities should be in a context very familiar to the children concerned, as there will be no spontaneous response if the setting is strange. The teachers and aides should accept all that is said without reservation, making no criticism.

Encouraging the children to communicate with each other, with the teacher acting as a member of the group, will tend to develop ease and spontaneity of expression. Once this atmosphere is created, the children will be more easily motivated to respond in various group activities.

A. Activities and materials
   1. Vocabulary lists
      a. List which children should learn to use with meaning, with the present, present progressive, and past forms of some verbs being taught as needed

| afternoon | chair | face |
| airplane | chalk | family |
| another | chicken | farmer |
| apple | children | father |
| arm | choose | feed |
| church | feet |
| baby | circle | field |
| bad | clap | finger |
| ball | clay | fingernails |
| Band-Aid | clock | fix |
| basket | clothes | flag |
| beans | clouds | floor |
| bed | coat | flower |
| begin | color | flush |
| bell | comb | food |
| big | cook | foot |
| bird | cotton | fork |
| birthday | cough | fountain |
| bite | count | friend |
| blackboard | cover | fruit |
| blanket | cow | fun |
| bleeding | crayon | |
| block | cross | game |
| blow | cry | garage |
| book | cup | garden |
| boots | cut | girl |
| bounce | |
| box | daddy | good-bye |
| boy | dark | good morning |
| bread | day | grandfather |
| breakfast | different | grandmother |
| bring | dime | grass |
| bring | dolly | ground |
| бroоm | dirty | hair |
| бrothеr | dishes | hall |
| brush | dog | hammer |
| buggy | doll | hand |
| build | dollar | handkerchief |
| building | don't | hang |
| bus | door | happy |
| butter | dress | hat |
| button | drum | have |
| button | dry | head |
| cabin | ear | hear |
| cafeteria | egg | hello |
| cake | end | hers |
| camp | erase | hide |
| car | eraser | high |
| careful | everyone | hit |
| cat | excuse me | hole |
| catch | eye | home |
b. Second list, called "Signs of Everyday Life," and selected because of their cruciality to social living, should be mastered orally with meaning.

1) May be purchased as printed signs

The Rocky Mountain Special Education Instructional Materials Center (RMSEIMC)
University of Northern Colorado
Department of Special Education
Greeley, Colorado 80631

2) May be a project for class to make them by using a print set, with pictures cut from magazines and pasted on pages to serve as illustrations.

| Hop | Horse | House | Ice cream | Irrigate | Kleenex | Knee | Knife | Lake | Last | Learn | Leaves | Left | Let's | Letter | Lie | Line | Listen | Look | Loud | Love | Low | Lunch | Mail | Man | Mark | Mat | Meat | Men | Milk | Minutes | Miss | Money | Moon | More | Morning | Mother | Mouth | Move | Nail | Name | Napkin | Neck | Need | Next | Nickel | Night | Nine | No swimming | Do not touch | Out of order | Use other door | Handle with care | No splitting | Barbershop | Ladies' toilet | Men's toilet | Watch your step | Public telephone | Help wanted | Beware of dog | Ice not safe | Fire extinguisher | Closed for repairs | Waiting room | Railroad | Caution | Explosives | Bank | Nickname | Need | Next | Nickel | Night | Nine | Salute | Same | Say | School | Scissors | Sell | Set | Share | Shelf | Shirt | Shoe | Short | Show | Shower | Shut | Sick | Sister | Skip | Sky | Soap | Something | Song | Soup | Stick | Stomach | Store | Story | Spoon | Sun | Money | Quiet | Talk | Teacher | Teeth | This | Those | Three | Throw | Tie | Time | To | Today | Toilet | Tomorrow | Toothbrush | Top | Towel | Town | Wait | Work | Toy | Wake | Write | Tractor | Water | Train | Way | Tree | Wet | Yellow | Yes | Turn | Window | Yesterday | With | You | Until | Wipe | Your | Wood |
keep out  air raid  up
keep off  shelter  gentlemen
drop-off  high voltage  first-aid
(noun)  no admittance  tickets
no fishing  for rent  waste
fragile  information  cafe
quiet  men  out
in  exit  poison
stairway  wet paint  emergency
fire alarm  warning  employees
deep water  women  lavatory
gasoline  bus stop  balcony
no smoking  entrance  flammable
no hunting  lunchroom  pay—enter
live wires  wanted  pay—leave
fresh paint  dentist  hands off
courthouse  private  pull
women's toilet stop  city hall

Children can make giant stuffed pictures of animals and people

9. Telephone
a. Learn to dial
b. Carry on conversation
c. Take messages
d. Dial emergency numbers and relay proper information

10. Learning specific skills of finishing a story
a. By listing events in sequence
b. By drawing a conclusion after listening to portion of story

11. Describing people

12. Giving directions

13. Telling story of picture

14. Sharing experiences

15. Listening experiences which can be practiced in all of the activities listed above and in the library

16. Oral language filmstrips
Tortoise and Hare
Little Hiawatha Series
Walt Disney 496-509
Ugly Duckling
Big and Small, Short and Tall
Lazy Jack
Gingerbread Boy
Peter Rabbit
Brave Engineer
R' Coon Dog
A Ducky Decision
Ferdinand
Snow White
Pluto's Fledgling
Chicken in the Rough

IV. Speech and language correction
In this area it is important that the difficulties be noticed and diagnosed early in the term so that speech correction methods may be applied immediately. Many of the same materials used at the pre-primary level will prove beneficial at this level, but a more direct approach in applying them is more effective. The teacher should emphasize more the mouth structure, tongue placement, and adequate breath supply.

Because these children are older, their in-
correct production of sounds is more stabilized. Therefore, it is sometimes difficult to notice improvement, as their patterns of speech have become a habit that takes much longer to overcome. After they hear a sound in the initial, medial, and final positions, they have a better understanding of the difference between the sound they are producing and the one they hear. Then when they can see the correct placement of the lips, tongue, and teeth, and learn whether the sounds are made in the forward part of the mouth, in the middle, or in the back, they are more able to understand what they are attempting to do.

The correction of errors that have become a part of a child's speech, like an error in any other field, is much more time-consuming than the teaching of the correct form in the first place. The teacher must have a great deal of patience and work with the child in short periods of time in order to retain his interest and motivate him to continue the work. As in the early primary level, group responses may prove more helpful at times than working with the individual.

A. For beginning reading skills

1. Master as a sight-reading vocabulary
   Basic Sight Vocabulary of 220 Words compiled by E. W. Dolch
   This list was presented to be learned as an oral vocabulary in the early primary level.

2. Master as much as possible of the crucial word list as a sight vocabulary

3. Use Readiness, pre-primer level for ages 7, 8, 9

4. Use Development of Organic Vocabulary
   Uses Sylvia Ashton-Warner approach, one that the author used successfully with Maori children in New Zealand
   a. Word list composed of words child has selected because he uses them in his own speech and wants to learn them
   b. New words added each day, keeping the list a very personal sight vocabulary that is meaningful to him
   c. Method of learning words
      1) Teacher writes word on a card
      2) Child traces it in the air or on card

5. Use language experience charts as a sequence to Organic Vocabulary Development
   Excellent for developing successful and positive motivation with children of different cultural background; results in eagerness of children to relate experiences
   a. Teacher records story on chart as child relates his experiences
   b. Children share their experiences, illustrate them, and take work home to read
   c. Stories developed on such subjects as: Poncho, My Dog; My Family; Work in the Beets; A Visit to Denver; All About Me
   Example: My dog is Poncho.
   Poncho is black and white.
   He is little.
   Poncho likes to run and bark.
   I like my dog.
B. Beginning phonics work

After adequate sight vocabulary is developed, phonetic work is begun, and the child begins to read trade books. The following sounds are introduced in sequential order, with the underlined groups particularly emphasized for mastery. The vowel sounds are difficult, so much time must be spent stressing especially the long and short sounds in reading.

1. Single consonants (sound and form)
   j, d, f, g, b, s, t, v, w, n, p, c, k, l, r, y
2. Speech consonants
   ch, sh, th, wh. Use of context and initial letters
3. Substitution
   d, r, g, s, p, w, l, t, h, c, b, f, k, m, n, ch, wh, th, sh
4. Consonant blends
   tr, fl, str, fr
5. Substitution
   y, v, tr, str
6. Word endings
   s
7. Initial consonants and consonant blends
   bl, cr, z, st, thr, gr, pr, cl, br, pl, and soft c
8. Substitution (consonant blends)
   fr, bl, st, fl, gr, cl, br, pl
9. Word endings
   ed (t and d sounds), ing
10. Consonant blends
    sm, gl, sn, dr, tw, sc
11. Substitution (consonant blends)
    dr, gl, thr, pr, sm, sn
12. Word endings
    er, es, est, y, ly
13. Initial consonants and consonant blends
    qu, spr, soft g
14. Vowels and vowel combinations, long and short
    a, e, i, o, u, ai, ay. Short ea, long ea, ee, oa (with long o), oo, ou, ow (a: in cow), ow (as in show), ou sounds, vowels with silent e, vowel combinations ie, ue, etc.
15. Word endings
    le, e, en, ful
16. Substitution
    spr, e, i, e3, a, ai, oo, ou, ow, oa, ee, o
17. Prefixes
    un

C. General materials and methods for teaching reading

1. Books
   Miami Linguistic Readers
   Trade books
   Buttons Series
   Cowboy Sam Series
   Follett Beginning-To-Read Series
   Dan Frontier Series
   Stanwix House Readers
   Miscellaneous books
   Open Highway Series
   Varied topics with interest appeal to all children. Relates story activities which open doors for numerous language development exercises when the activity is shared upon completion of reading. Contains new material
   McKee's Readers
   Houghton-Mifflin Company
   1900 South Batavia Avenue
   Geneva, Illinois 60134
2. Filmstrips
   Learning Letter Sounds (N)
   Learning Letter Sounds (1+)
Reading Filmstrips

3. Audio-visual materials
   Controlled Reader (filmstrips)
   Crucial Words (Set of 60, listed on a previous page)
   Frostig materials and exercises
   Headsets for listening to tapes, records
   Filmstrip projector for picture reading and reading of stories
   Tape recorder for taping child’s reading
   Homemade devices such as a battery board for initial sounds;
   Language-Master for whole-word recognition.
   Master for whole-word recognition
   Rhyming picture cards
   Letter cards to match beginning sounds with picture cards

Letter cards to match ending sound picture cards
Vowel tapes on which child can mark the word in which he hears the individual vowel sound
Story tapes to which children can listen while following the words in the book
Couple reading—two children read to each other
Playing hopscotch with children working in pairs; one jumps and other says the words from list taken from reader or other materials at the level at which they are reading

VI. Development of written language skills

Handwriting and spelling are important skills for the young child to begin early, as they will also facilitate his understanding of the language.

A. Methods and materials for developing handwriting skills
1. Review all manuscript letters
2. Introduce and proceed with cursive letters
   a. Use of overhead projector for penmanship lessons; a good motivating procedure
   Dittos for these lessons may be made or purchased
   Jenn (A Division of Allied Manufacturing Company)
   815-825 East Market Street
   Louisville, Kentucky 40206
b. Use of stories about field trips, experiences, and events as subject material
c. Use of his own booklet in which he keeps information about himself and his work
d. Thank-you notes when applicable

Writing Time

B. Methods for teaching spelling
1. Use of tapes
2. Botel: Spelling and Handwriting Programs A & B
   Discovery-approach method, with much self-teaching
3. General procedure for identification of figures, words, numerals, etc.
   a. Name word, saying aloud the name of the letters
   b. Visualize it with eyes closed or looking away and then check with copy
   c. Trace it in the air and check with copy (kinesthetic)
   d. Circle it on a worksheet and check with copy (matching)
   e. Trace over it o i worksheet, making sure the finger comes in contact with paper (tactile)
   f. Make one like it while not looking at copy and then check with copy (visual memory)
   g. Repeat as necessary any of the preceding steps

Social Living And Science Program

I. Introduction
The social living program can be related very closely to the language program, as many of the actual experiences which the students have in this field furnish topics for them to discuss. Since the program deals with their home life and their life in the school and community, these are also the subjects in which they have the greatest interest. Children enjoy talking about their experiences which occur outside the classroom.

This program is mainly concerned with broadening the child’s experiences in his own community and helping him develop his own concepts for living as a part of his immediate surroundings. At this age, he can begin to gain some feeling of responsibility for doing his share of work at home, in group work at school, and in play activities.

Some phases of this program may also suggest to him an appreciation of the important elements of his culture of which he can be proud, thus strengthening his self-image.

In the science area, he discovers the physical world around him, chiefly through interesting activities and projects in which he takes part as an individual or in a group. Efforts to help the children establish good health habits is one of the most important aspects of this program.

II. Activities and materials for social living program
A. Role-playing
   1. Introducing friends
   2. Introducing strangers
   3. Resolving conflicts with peers
   4. Meeting disappointments and success in daily experiences
B. Field trips
   All field trips should be carefully planned and include follow-up learning
activities. The places visited should be selected so that they will enable the child to identify himself as an interested and participating member of the group.

Some follow-up activities that can be employed are: the writing of thank-you letters, making picture booklets, role-playing, making clay models, singing about various community helpers, seeing related films and filmstrips, and finding library books dealing with the subjects. These are merely suggestions, as individual teachers may have other ideas which they feel will be of interest and of help in acquainting the children with their surroundings.

1. Grocery store
   If the tour guide is able to speak in Spanish, the children will gain more from the experience. The tour should include the entire store such as the regular canned goods department, the fresh vegetables area, the bakery, and the meat-packing department.

2. City complex
   This visit should include the fire station, police station, public library, and the museum. It is helpful if the guide is a friendly, kind person who understands small children and can use very simple terminology. The children will then be more inclined to ask questions.

3. City tour
   Before beginning this tour, make a list of the places that the children want to see. If a portable loudspeaker is available, take it along so that everyone can hear about the points of interest. This trip seems to be one of the most interesting ones to the group.

4. Potato chip factory, pretzel factory, a dairy, and the post office
   Visits to all of these places are very worthwhile.

5. Bank
   Members of the banking personnel are usually very friendly and helpful, thus providing beneficial results for the children.

6. A Sioux Indian performance
   Children can play the roles of Indians by making and wearing headbands, and perhaps many of them can join in a dance.

7. Theatre showing of an appropriate film
   Have change ready so that each child can buy his own ticket, thus helping to establish an important self-image.

8. Park and zoo
   The children can take picnic lunches on this visit and can play on the playground equipment. A nature walk will be of interest, as the children can collect many treasures that can be studied later at school. If there is a zoo in the park, the children will always enjoy watching the animals. For a visit to a large park, there should be a number of adults serving as sponsors so that each person has only a few children for whom to be responsible.

9. Airport
   This trip usually proves to be the most fascinating one. It can be taken jointly with the early primary level. If taken this way, several adults should help as sponsors. As with the early-primary group, the children can board a plane for a few minutes and can go up on the observation deck to watch planes land and take off.

C. Social living films
   Mexican Children
   An Airplane Trip to Mexico
   The Policeman
   The Mailman
   Our Community
   Neighborhoods Are Different
   Cattleman Rancher's Story
   The Food Store
   You and Your Food
   Bread
   Milk
   Ways to Good Health Habits
   Mealtime Manners
   American Flag
   The Oregon Trail
   Boats and Ships
Wool
Animals Useful to Me
Let's Share with Others
Middle States
Appreciating Our Parents

D. Social living filmstrips
Policeman at Work
Fireman at Work
Post Office Workers
Beef from Store to Table
Your Daily Bread
Independence Day

III. Activities and materials for the science program

A. Science and health projects
1. Make rainbow with glass prism; draw and label all the colors
2. Place water cycle in shoe box or hat box; observe evaporation, etc.
3. Study characteristics of air, as in wind, water; as a space-filling agent; its invisible quality; its necessity for life
4. Study division of day and night, using glove, flashlight, dark room for demonstration
5. Study of weather, stressing importance of wearing appropriate clothing for various kinds of weather in order to promote good health; children may dress dolls accordingly and explain their dress to group
6. Learn importance of keeping good teeth through proper brushing; child may bring record to play while brushing teeth; helps give him feeling of importance and encourages more verbalization through use of music

B. Science films
Zoo Baby Animals
Farm Animals
Mother Deer and Her Twin
Elephant Baby
Life in the Desert
Animals at Work in Nature
Animals: Tracks and Signs
Animals Growing Up
Adventure of the Chipmunk: Family
Gray Squirrel
Living Things Are Everywhere

The Honeybee
Eat for Health
Soapy, The Germ Fighter
Life Story of a Snake
How Nature Protects Animals
Our Shrinking World
The Beaver

C. Science filmstrips
Breads You Make with Yeast
Keeping Neat and Clean
Health Helpers
Roger's Rabbit
Care of Animals

I. Introduction

The children in the primary level are usually closer to their grade level in mathematics than in the other areas. This program should be primarily of practical help to the children, aiding them in learning concepts which they are already meeting in daily living. Most of their experiences deal with the learning and developing of skills necessary in various monetary transactions or in following directions.

They can begin learning addition and subtraction, simple measurements, telling time, and learning the value of some of the smaller denominations of money as they use them in buying some articles which they may have in their classroom store.
II. Developing skills

A. In addition and subtraction
1. Use addition-subtraction light-up board
2. Listen to records and tapes relating to number concepts

B. In measurements, using actual measuring unit
1. Telling time
   a. Hour and half-hour
   b. Time to get up, go to bed, swim, eat, go to music, lunch, recess, paper, breakfast, midnight, noon
   c. Experience of a second's time by doing something for a second; for one minute, as whistling; one-half hour, as reading; or an hour of working independently or in a group in an interest center
   d. Making a paper watch, with moveable hands to wear; making a clock with moveable hands, with paper plate for dial
   e. Counting time by 5's
   f. Learning numbers on calendar and their meaning, using the current month each time

2. Using money
   a. Learning value of a penny, a nickel, a dime
   b. Playing store with play money
   c. Using real money to make transaction more meaningful
   d. Role-playing, using coins to solve on-the-spot problems
   e. Counting by 1's, 5's, 10's or by combination of all

3. Learning linear measurements
   Measuring height of doorknob; desk, table; the students themselves, finding height of tallest one in class; the ceiling

4. Learning liquid measurements
   Gallon, quart, pint, glass

5. Learning weight measurements
   Pencil, toy car, the students themselves

6. Learning the measurements of temperature, using a graph to record daily temperatures

7. Developing skill in using fractions
   \( \frac{1}{2}, \frac{1}{3}, \frac{1}{4} \)
   a. Use of flannel board
   b. Use of cardboard objects and pieces

C. Additional materials

Sadlier Workbooks
Allows more advanced groups to work independently, with aids and teachers checking their completed work

SRA Worksheets
Allows the less advanced groups to progress at their own speed, better than Sadlier, with the aids and teachers checking the completed lessons

Fine Arts Program

I. Introduction
Art work is coordinated with nearly all of the other subjects. It helps to make those subjects more interesting and more meaningful, and, at the same time, develops visual and motor skills in the individual child. He also becomes more aware of examples of art in nature and then begins to develop a greater awareness of and appreciation for various forms of art in his surroundings.

II. Some additional suggestions of activities and materials

A. Use of pop-art
   Decorate pop bottles in patriotic red, white, and blue colors so they can be used to decorate rooms at home

B. Make footprint pictures to stimulate creativeness

C. Collect pictures in various colors of different objects or scenes for the bulletin board

D. Draw pictures of leaves or other objects, color them and then paste on paper or fasten to bulletin board

E. May use many ideas suggested in the early primary program
Music Program

I. Introduction

The music program at this level, as at the early primary level, is presented chiefly for enjoyment, although it also is coordinated with most of the other areas.

The main goals of this program, in addition to all of those listed in the pre-primary level, include learning to play the autoharp, bells, guitar, and ukelele; learning to listen carefully to music and to enjoy hearing it; learning to feel different meters by bouncing a ball or skipping a rope to the rhythm; learning to identify a number of different instruments by seeing them, hearing them, and listening to them on records.

During the first few days, an inventory should be taken to determine each child’s span of attention, his singing ability, and to find out what he likes to do in music class. To gain this information, the children may be given a rhythm instrument and encouraged to sing and play a familiar song such as Ten Little Indians.

A weekly schedule can then be planned for both the early primary and primary sections, such as the following:

Monday — Rhythm Band Day
Tuesday — Children’s Choice
Wednesday — Music Appreciation
Thursday — Musical Games and Dances
Friday — Review

II. Activities and materials

A. Listening to musical performances or practices
1. Attending the rehearsal of a musical comedy or an orchestra or band when explanations are being given
2. Observing a college or high school vocal or instrumental group during a practice time

B. Participating in activities
1. Singing Are You Sleeping? as a round
2. Doing exercise songs
3. Listening to or singing Ten Little Indians while walking, skipping, etc., in time to the music
4. Listening to music and clapping the beat in time and learning the change from double to triple meter
   a. While listening to a certain beat such as three beats to the measure, watch teacher draw example on the chalk board
   b. Students then search for similar measure in one of the music books
5. Bouncing a ball in time to music
6. Singing The Safety Song from Headstart with Music
7. Listening to descriptive music and then trying to illustrate it
   Example: Teacher explains descriptive music, then plays The Swan without telling the name of it; have pupils draw what they think they see, or what they think the composer is trying to describe
8. Learning what staff, treble, and bass clefs are and a few types of notes
   Use of a filmstrip and the overhead projector will help the students to learn these objects
9. Playing musical games which are usually used successfully
   Musical Chairs
   La Raspa — in a Mexican Folk Dance Album
   Nageela — in sixth grade Music for Young Americans
   The Muffin Man
   Schottische
   Pasa La Pelota in Hola, Vamos a Cantar — a book
   Hokey-Pokey
10. Rhythmic activities, using records
    The Four Bears
    The Rhythm Band in Headstart with Music
    The Indian Drum
    Rhythm Orchestra in Creative Rhythms for Children R-47, AED 20B
    Favorite Action Songs R-45
    Chopsticks in More Learning As We Play
    Farm Rhythms R-41
    Combined Free Rhythms AED 2
    Basic Rhythms R-20
    Music for Young Americans, Book One, pp. 57-101
Skip and Whirl, etc. R-43  
Side One of More Learning As We Play  
Hey! Betty Martin  

11. Singing songs which are usually used successfully  
Jack and Jill  
Color Game  
Exercise Song, Music for Young Americans, Book I  
Safety Song  
When Johnny Comes Marching Home  
Little Red Caboose  
Summer Day  
Ten Little Indians  
Sho Dolly from Headstart with Music  
Michael, Row the Boat Ashore from record, You, Too Can Sing R-135  
Who Did?  
Fat Man, from the record, The Circus Comes to Town  
Do Re Mi from Sound of Music  

Hush, Little Baby from You, Too, Can Sing  
Pobre Pedro from the book, Hola, Vamos a Cantar  

12. Developing music appreciation  
One day each week filmstrips can be used to give musical experiences; these records can be used in pre-primary, primary, and intermediate  
America the Beautiful  
Star-Spangled Banner  
John Henry  
Peter and the Wolf  
Wind and Strings (all levels)  
Sleeping Beauty  
The Firebird Suite  
William Tell Overture  
The Nutcracker Suite (pre-primary and primary)  
Introduction to Music Reading  
Stephen Foster
Intermediate Level

I. Introduction

The intermediate area should be designed to meet the needs of students ten through fourteen years of age. One large room can be used as a resource center so that students can become acquainted with various kinds of visual aids and interest centers during the first two days of school.

Fifteen interest centers may be planned so that students can move to a different one every twenty minutes. Movies and art projects may also be presented at various intervals during this time. This plan makes it possible for two teachers to have a personal ten-minute interview with each student.

The interest centers may be further developed later by utilizing various materials.

Films (headphones)

Filmstrips (cardboard box turned on side with white construction paper in the bottom for the screen, small projector — $33.00)

Filmstrip record set obtained from Society for Visual Aids

Tape and book (teacher-made)

Records (stories and music)

View-Masters

Tapes and slides (teacher-prepared programs)

Paper, scissors, glue

Play-dough

Wet clay

Puzzles

Crayons, paper

Printing set

Games (checkers, scrabble, dominoes — picture and number, Spellmaster, Recall)

Math aids (Quizmo, flash cards, clock, cuisine rods, Arithmetic)

If the large room can be available during the day, a moveable wall can be used as a partition between the more quiet interest centers and the others. The room also affords a place for parents to come on Friday afternoons or evenings and actually see their children's projects.

These projects might include a variety of activities:

Leatherwork

Ceramics

Weaving

Painting

Sewing (handwork)

Sculpturing

Metalwork

Woodworking (re-doing old furniture)

Shop (motorcar)

Cardboard carpentry

II. Orientation and Placement

At this level, as in the earlier ones, the children need a friendly, interesting atmosphere—one that will motivate them to take part in the various learning procedures.

A. Steps in diagnosis for the purpose of placing the students in the groups where they can make the most progress

1. Informal ten-minute interviews, using a questionnaire such as the one given below:

Name ...........................................

Age ............................................

Where did you last go to school? ........

What grade were you in? .................

Family:

Mother's name ................................

Father's name .................................

How many brothers and sisters? .......

What do you like about school? .......

What don't you like about school? .......

Is there anything you would especially like to learn about? .................................

Oral reading level (informal reading inventory) ........................................
Mathematics (informal inventory) .......
Is there anything else you would like to tell me about you or your family?

2. Perhaps other diagnostic tests which will show the reading comprehension of the student as well as his ability to use the language orally, keeping them as simple and informal as possible in order to relieve any anxiety the student might have concerning tests

B. Placement

As a result of the informal interviews and tests, one or more teachers decide where the child should be placed, basing the decision on his chronological age, physical maturity, social maturity, and academic achievement. Older boys should be placed with a male teacher and older girls with a female teacher. At this time the teachers note any special needs of the students such as those concerning speech, vision, or other health problems. They also observe whether any of the children need clothing.

The groups should be as flexible as possible so that each child may move to another group if his teacher feels that he will profit more from the experiences he may have in the other group.

Language Arts Program

I. Introduction

The language arts program should be developed around three main objectives: (1) to increase oral expression; (2) to increase enjoyment; (3) to improve reading comprehension. These objectives can be achieved through the development of skills by providing rich and meaningful experiences in which a child may actually participate.

The sequence for developing skills in communication is listening, speaking, reading, and writing, although often these areas are interwoven. Once the child begins to develop skill in speaking, as well as listening, he will gain a feeling of self-confidence and a more positive self-image. The first week should be spent almost entirely in listening, talking, and getting acquainted with books. A library and a librarian are great assets to the language arts program.

The following suggestions will provide experiences for the child that are rewarding, varied, and challenging, yet nonthreatening. The entire program is based on success—success felt by each child, regardless of his reading level.

II. Suggested materials and activities for developing skills in communication

A. Listening

1. Stories to be read aloud by the teacher
   a. Poppy Seeds by Clyde Bulla
      Crowell, Collier, and Macmillan, Inc.
      866 Third Avenue
      New York, New York 10022
   b. Hero by Mistake by Anita Brenner
      W. R. Scott, Inc.
      333 Avenue of the Americas
      New York, New York 10014
   c. The Story of Pablo, A Mexican Boy
      by Carol Amescua
      Encyclopedia Britannica, Inc.
      Educational Division
      425 North Michigan Avenue
      Chicago, Illinois 60611
d. Chitty Chitty Bang Bang
   by Ian Fleming
   Random House, Inc.
   457 Madison Avenue
   New York, New York 10022

e. Stories from Mexico
   by Edward W. Dolch
   Garrard Publishing Company
   1607 North Market Street
   Champaign, Illinois 61821

f. Sam, Bangs, and Moonshine
   by Evaline Ness
   Holt, Rinehart, and Winston, Inc.
   4640 Harry Hines Boulevard
   Dallas, Texas 75235

g. Theodore Turtle
   by Ellen MacGregor
   Hill Book Company, Inc.
   330 West 42nd Street
   New York, New York 10026

h. Nine Days to Christmas
   by Marie Hall Ets
   Viking Press, Inc.
   625 Madison Avenue
   New York, New York 10022

i. Dorrie and the Weatherbox
   by Patricia Coombs
   Lothrop, Lee, and Shepard Company, Inc.
   419 Park Avenue S
   New York, New York 10016

j. Two Pesos for Catalina
   by Ann Kirn
   Rand McNally and Company
   Box 7600
   Chicago, Illinois 60680

k. Nobody Listens to Andrew
   by Elizabeth Guilfoilo
   Follett Educational Corporation
   1010 West Washington Boulevard
   Chicago, Illinois 60607

A book for the teacher:
Storytelling with the Flannel Board
by Paul S. Anderson
T. S. Denison and Company, Inc.
315 Fifth Avenue S
Minneapolis, Minnesota 55415

2. Record and book combinations
a. Where the Wild Things Are
   by Maurice Sendak
   Harper and Row Publishers, Inc.
   2500 Crawford Avenue
   Evanston, Illinois 60201

b. Picture Book Parade
   Weston Wood
   Weston, Connecticut 06883

3. Tape and book combination
   Ride on the Wind
   by Alice Dalgiesch
   Charles Scribner's Sons
   597 Fifth Avenue
   New York, New York 10017

4. Story records
   a. 20,000 Leagues under the Sea
      Walt Disney Productions
   b. Rumpelstiltskin
      Society for Visual Education, Inc.
      1345 Diversey Parkway
      Chicago, Illinois 60614
   c. The Jungle Book
      Walt Disney Productions

5. Story tapes (school-made)
   a. Pinocchio
   b. 101 Dalmatians
   c. Winnie the Pooh
   d. Cinderella
   e. Dumbo

6. Recorded music
   a. Great Music for Relaxation
      Educational Record Sales
      157 Chambers Street
      New York, New York 10007
   b. A Child's World of Poetry
      Picture Story Study Prints
      TSP-11R (Pictures and two records)
      Society for Visual Education, Inc.
      1345 Diversey Parkway
      Chicago, Illinois 60614

B. Talking

1. Experience charts; the expression of anything that happens during the school day or after school

2. Creative dramatics
   a. Acting out stories, poems, and songs, using puppets, felt figures, and felt board
Puppets Are Fun and Can Be Helpful, Too

b. Pantomimes
c. Diorama,
d. Movies with or without scripts, using cardboard TV set
e. Murals
f. Pictures, using opaque projector
g. Taping a play to be replayed for class or over the intercom for the entire school, using an amplifier with students’ oral presentation, if needed
h. Visiting an adult “Children’s Theater,” if arrangements can be made

3. Dramatic play
a. Role-playing such as in setting up situations to solve problems, meet new situations, learn social amenities
b. Taking part in interviews and telephone conversations

4. Pictures
a. Categories: pictures of things that move, things that fly, things made of cloth
b. Description: “Tell me what you see in the picture.”
c. Interpretation: “Tell what you think will happen next. How you think the people in the picture feel?”
d. Comparison of articles that are smooth and rough, heavy and light, thin and thick

5. Films: Playing films without sound, followed by discussion, or using films that have no dialogue

6. Filmstrips: A rich source of language stimulation, as they can be used by children for conversation as an independent activity

7. Choral readings, using the book, Let’s Say Poetry Together, by Carrie Rasmussen

8. Learning to use standard sentence patterns
a. Using sentence-building game
   Distribute tagboard cards on which are written words to make a sentence; have children stand so that the cards held in front of them make the sentence
b. Completing open-ended sentences
   Have children complete sentences such as “I hunted and hunted for my shoes, and I finally found them . . .” (Children tell where they found them.)
c. Expanding short sentences
   Have children expand such sentences as “A fire burned . . .”; “A door opened . . .”
d. Discovering patterns
   Read the books listed, each of which has a repeated pattern. After leading the children inductively to discover the pattern, help them to write a class book, using it.
   1) “The House That Jack Built”
      “This is the birthday cake that Jimmy ate. This is the girl who baked the birthday cake that Jimmy ate,” etc.
   2) “The Old W’man and Her Pig”
      Each narrator repeats the preceding action and adds another step

e. Reading orally
   Read orally from the book, Tell a Tall Tale, by Kent Salisbury
   Western Publishers, Ltd.
   810 West 11th Street
   Los Angeles, California 90015
f. Listening to taped sentences and finding words which say the same ideas on their worksheets
C. Reading

1. Reading inventories
   a. Have available selections from the basal series being used. Primary selections should be 150 words in length. The student should not miss more than five words and should be able to answer three comprehensive questions on the selection.
   b. “Classroom Reading Inventory,” by Nicholas J. Silvaroli, 1965
      This inventory is composed of two main parts: graded word lists and graded oral paragraphs. A graded spelling survey is also listed in Part III. This inventory provides the teacher with information concerning the child’s independent, instructional, frustrational, and hearing capacity reading level.
      William C. Brown and Company
      155 South Locust Street
      Dubuque, Iowa 52003
   c. “The Botel Reading Inventory Tests”
      These tests can be used to determine three reading levels of a child:
      1) The instructional level at which a child can read effectively only with the teacher’s help
      2) The frustrational level at which he cannot read profitably, even with the teacher’s help
      3) The independent reading level at which the child can read easily without the teacher’s help
   d. The McKee “Inventory of Phonetic Skills” (Test Three)
      This is a group test that is an aid in diagnosing pupil mastery of the phonetic elements that are taught in the primary program of the McKee Reading for Meaning Series
      Houghton Mifflin Company
      1900 South Batavia
      Geneva, Illinois 60134

2. Reading skills
   These specific reading skills are felt to be the most crucial for the Spanish-American child. They can be developed to different levels of mastery according to individual needs. Workbooks available from various grade levels will provide appropriate pages that can be used to meet individual needs.

   Older Student Tutoring Primary Student —
   A Rewarding Experience for Both

   Instruction Time Can Be Game Time
   a. Phonic analysis
      Words taught in the oral language program in the primary section may also be used or reviewed in the reading program at this level
      1) Single consonants — m, d, f, g, b, s, t, v, w, n, p, c, l, j, h, l, r, y
      2) Speech consonants — ch, sh, th, wh
      3) Initial consonants and consonant blends — bl, cr, z, st, thr, gr, pr, cl, br, soft c
      4) Word endings — s, ed (t and d sounds), ing
5) Vowels and vowel combinations
— long and short sounds a, e, i, o, u, ai, ay, ea, ee, oo, ou, ow as in Cow and in snow, vowels with silent e, combinations ie, ue, etc.

6) Syllables
b. Using alphabetical order
c. Using the dictionary
d. Getting the main idea

3. Materials
a. The Open Highways Reader, Books 3, 4, 5, 6, and workbooks
   Scott, Foresman and Company
   1900 East Lake Avenue
   Glenview, Illinois 60025
b. Reader's Digest Reading Skill
   Builder, Book 1, Part A, through Book 6, Part 3
   Reader's Digest Services, Inc.
   Pleasantville, New York 10570
c. Barnell Loft’s Specific Skill Series
   Getting the Main Idea, Level 1
   Using the Context, Levels 1-6
   Working with Sounds, Levels 1-4
   Following Directions, Levels 1-6
   Locating the Answer, Levels 1-6
   Getting the Facts, Levels 1-6
   Drawing Conclusions, Level 1
   Barnell Loft, Ltd.
   111 South Center Avenue
   Rockville Centre, New York 11570
d. The Macmillan Reading Spectrum
   Word Analysis, Vocabulary Development, Reading Comprehension
   The Macmillan Company
   539 Turtle Creek South Drive
   Indianapolis, Indiana 46227
e. Word Games Reading Laboratory I
f. Reading Laboratory Ic and Ii
g. Pilot Library Ha
h. Junior Reading for Understanding
   An introductory course in critical thinking
   Science Research Associates
   259 East Erie Street
   Chicago, Illinois 60611
i. Spelling and Word Games
   Lyons and Carnahan
   2085 Foothill Boulevard
   Pasadena, California 91105
j. Children's books about Mexican Americans
   Bannon, Laura. Hat for a Hero.
   Bannon, Laura. Manuela’s Birthday.
   Behn, Harry. The Two Uncles of Pablo.
   Buff, Mary and Conrad. Magic Maize.
   Bulla, Clyde. Benito.
   Clark, Ann Nolan. Paco’s Miracle.
   Ets, Marie Hall, and Lavastida, Aurora.
   Nine Days to Christmas.
   Flora, James. The Fabulous Firework Family.
   Forsee, Aylesa. Too Much Dog.
   Gates, Doris. Blue Willow.
   Garthwaite, Marion and Mario.
   A Mexican Boy’s Adventure.
   Hader, Berta and Elmer. The Story of Pancho and the Bull with the Crooked Tail.
   Johnson, A. and E. The Rescued Heart.
   Kirn, Ann. Two Pesos for Catalina.
   Krumgold, Joseph. And Now Miguel.
Morrow, Elizabeth.
The Painted Pig.
New York: Knopf, 1930.

Parish, Helen Rand.
Our Lady of Guadalupe.

Politi, Leo and Pečro.
The Angel of Olvera Street.
New York: Scribner's, 1946.

Politi, Leo.
Juanita.
New York: Scribner's, 1948.

Song of the Swallows.

Rhoads, Dorothy M.
The Corn Grows Nine.

Ritchie, Barbara.
Ramon Makes a Trade.

Rydberg, Ernie.
Bright Summer.
New York: Longmans, 1931.

Sawyer, Ruth.
The Least One.

Simon, Charlie Mae.
Popo's Miracle.

Soinmerfelt, My Name Is Pablo.

Tarshis, Elizabeth.
The Village That Learned to Read.

Yomans, Ben.
Roberto, The Mexican Boy.

Young, Bob and Jan.
Across the Tracks.

Blatt, Gloria T. "The Mexican American in Children's Literature,"
Elementary English,

D. Writing
1. Story endings
   Have students write ending of stories after teacher has read aloud to an appropriate point in stories

2. Pictures
   Select special pictures students can relate to and write about

3. Field trips
   Students write about experiences and illustrate

4. Books
   Have students write their own ABC books or illustrate books

5. Letters
   Students write letters to friends or relatives in Texas or other states

6. Thank-you notes
   Write notes to resource people who visited class

7. Poetry
   Have students paint flowers in water colors and write haiku in black over flowers
   Use: A Cloud of Summer
   by Doris Johnson
   Follett Publishing Company
   1010 West Washington Boulevard
   Chicago, Illinois 60607

8. Spelling
   Have students and teacher locate misspelled words in students' writing. Write these on file cards with not more than five words on a card for each student. Keep these in a file box. After the student has had time to study the words, the teacher or aide can test
him. When he is able to spell all five correctly, discard them and go to the next file card. A spelling bee at the end of summer school is fun. Use words students have worked on during the summer. The prize could be a notebook, paper and pencil, or an appropriate game.

Botel Spelling and Writing Patterns
(A Multilevel Program)
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

III. General language arts materials

A. Films

The Loon's Necklace
Brings to life a charming Indian legend of how the loon, a water bird, received his distinguished neckband; characters established by authentic ceremonial masks carved by Indians of British Columbia and used to portray Indians' sensitivity to moods of the native — 11 minutes — Color

The Oregon Trail
Recreates the tremendous saga of the westward movement by dramatizing the experiences of a pioneer family migrating to Oregon in a wagon train — 25 minutes — Black and white

Claudius, Boy of Ancient Rome
Offers colorful highlights of life and customs in ancient Rome by dramatizing the story of a Roman boy's friendship with a young slave in his father's household — 17 minutes — Color

Puss in Boots
A well-known fairy tale retold with animated puppets — 11 minutes — Black and white

Hunter and the Forest
A story, without words, of an unusual encounter between a hunter and a family of deer in the forest, told with photography, natural sound effects, and an original music score — 11 minutes — Black and white

Autumn Color
A story without words — 7 minutes — Color

Mexican Boy — The Story of Pablo
A story of a little Mexican boy, telling in his own words how he worked to make a wish come true — 22 minutes — Color

Ways to Find Out
Experiences of a young child on a rainy afternoon with the wet world around him — 11 minutes — Color

One Road
A colorful 15,000-mile trip — 30 minutes — Color

Japanese Boy — The Story of Taro
Tells the touching story of a Japanese child who loses a friend, gains a treasured possession, and learns that growing up often means sacrificing one end to gain another — 20 minutes — Color

Rainshower
Letter to Grandmother
Gold Rush Boy
You'll Find It in the Library
An explanation of how one can find any book he wants in the library when he knows only the title, author, or subject — 15 minutes — Color

B. Filmstrips

Peter Pan
Lady and the Tramp
The Adventures of Johnny Appleseed
The Adventures of Pecos Bill
The Adventures of Mr. Toad
The Legend of Sleepy Hollow
Peter and the Wolf
The Brave Little Tailor
Ben and Me
The Wonderful World of the Brothers Grimm
Glad Book — Sad Book
(record included)

Look It Up
Story of the Star-Spangled Banner
(record included)
Social Living Program

I. Introduction

This program is concerned chiefly with three main ideas: (1) the child's learning about himself and his personal and social development; (2) vocational and avocational aspects of his development; (3) the child's heritage.

The program can be developed through the use of interest centers. One approach is placing students with teachers and aides in one large open area. The students are then divided into groups with approximately eight in each group.

A teacher and an aide are responsible for an area which they supervise all week. The groups of students move to a new interest center each day, thus keeping their interest high and providing for more individualized instruction.

Suggested activities and materials for the interest centers are: using filmstrips, films, records, tapes, slides and tapes, the microscope, caring for science equipment, manipulating a plastic model of the human torso, planting a garden, using science charts, human body booklets, a heart puzzle, working with maps, studying globes, using map skill booklets, working on art projects, songs and dances.
A culminating activity could be a program including the following: A creative dramatics presentation of *Pablo, A Mexican Boy*, for which students have painted the scenery; a demonstration of bargaining at the market place; a discussion of maps they have made; songs, dances, and the breaking of the piñata.

The art and music programs may be closely and effectively coordinated with the social living program in these activities.

II. Physical development

A. Systems of the body and how they function

1. Digestive system
   a. Path the food travels
   b. What happens to the food in the stomach and small intestine
      1) Bacteria—harmful and beneficial
      2) Digestive juices
      3) Parasites and how to get rid of them
   c. Food
      1) Foods easy to digest
      2) Foods difficult to digest
      3) Important supplements to the diet to correct vitamin or other deficiencies
   4) Care of food
      a) Refrigeration
      b) Contamination by flies, etc.
      c) Dangers in spoiled foods
   d. Filmstrips
      *Your Digestion*
      *The Mouth — Digestion and Respiration*

2. Circulatory and respiratory system

   a. Path of the blood through the heart, lungs, arteries, veins, capillaries
   b. Materials on the circulatory and respiratory system
      1) *Heart Puzzle*
         Colorado Heart Association
         1375 Delaware
         Denver, Colorado 80204
      2) Books
         *What Makes Me Tick*
         by Hyman Ruchlis

3. Reproductive system, a characteristic of all living things, as life comes from life

   a. Similarities and differences in the reproduction of plants and animals
      1) Plants
         a) Examples of asexual reproduction
            1) Vegetative propagation—geranium cuttings, potatoes, strawberries
            2) Budding of yeast as viewed through microscope
         b) Sexual reproduction — pollination of flowers
      2) Animals
         a) Asexual reproduction
            1) Division of cells — paramecia and amoeba
            2) Budding of hydra
               Sample may be secured from nearby lake and observed under microscope
            (3) Regeneration — planaria
               Specimens may be obtained from a stream.

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Z. E. Harvey, Inc.
Harvey House Publishers
Irvington-on-Hudson,
New York 10533

*Your Heart and How It Works*
by Herbert Zim
William Morrow and Company
425 Park Avenue S
New York, New York 10016

3) Films
   *The Heart and How It Works*
   Colorado Heart Association
   1375 Delaware
   Denver, Colorado 80204

*Hemo the Magnificent*
Bell Telephone Company
Greeley, Colorado 80831

4) Filmstrips
   *Your Blood System*
   *How You Breathe*
   *The Mouth — Digestion and Respiration*
b) Sexual reproduction

1) Fertilization of egg outside of body, as with frogs

2) Fertilization of egg inside of body, but egg developing outside, as with chickens

3) Fertilization of egg inside the body and development of embryo inside of the body, as with man

Young Scientists at Work

b. Materials on the reproductive system

1) Books and pamphlets

The First Book of Microbes
by Lucia Lewis
Franklin Watts, Inc.
575 Lexington Avenue
New York, New York 10022

The First Book of Plants
by Alice Dickinson
Franklin Watts, Inc.
575 Lexington Avenue
New York, New York 10022

Very Tiny Living Things
by Harold Tannenbaum
Webster Publishing Company
2235 Briarcliff Road NE
Atlanta, Georgia 30306

Young People's Science Encyclopedia
Children's Press, Inc.
1224 West Van Buren Street
Chicago, Illinois 60607

The Human Story, Facts on Reproduction, Birth, Growth
by Sadie Hofstein
Scott, Foresman and Company
Glenview, Illinois 60025

A Story about You
by Marion Lerrigo
American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Into Manhood
by Roy E. Dickerson
Association Press
291 Broadway
New York, New York 10007

A Boy Today—A Man Tomorrow
by M. V. Hayes
Optimist International
4494 Lindell Boulevard
St. Louis, Missouri 63108

Growing Up
by Charles Wilson
Bobbs-Merrill Company, Inc.
Indianapolis, Indiana 46206

All about Heredity
by Judith Randall
Random House, Inc.
457 Madison Avenue
New York, New York 10022

Who Do You Think You Are?
by Marguerite Lerner
Deals with heredity
Prentice-Hall, Inc.
Englewood Cliffs,
New Jersey 07632

2) Films

Learning about Flowers
11 minutes — Color

Learning about Seeds
11 minutes — Color

Microscopic Life
The world of microscopic plants and animals in a jar of ordinary pond water explored by world of the invisible

Tad the Frog
Shows Tad as he hatches from a tiny egg into a tadpole, and then develops into a full-grown frog

Boy to Man
Concerned with the physical
changes in the hope that improved understanding may lessen tension and fears

**Girl to Woman**
Presented to develop an understanding of the physical changes which occur during adolescence — 18 minutes — Color

**It's Wonderful Being a Girl!**
20 minutes — Color
All of above films obtainable from:
Visual Products Division
Box 3344, 3M Center
St. Paul, Minnesota 55101

3) Filmstrips
**Reproduction in Flowers**
**Human Reproduction**
(Correlated charts available)
Eye-Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

**Especially for Boys**
(record included)

4) Transparencies
**Body Changes at Puberty**
No. 4767

**How Life Begins**
No. 4765

**Heredity**
No. 4766
(All transparencies available from School Health Education Catalogues)

B. Care of the body
1. Prevention of diseases by inoculation; discussion of shots
2. TB — the tine test
3. Care of bodily injuries, such as cut fingers, burns, etc.
4. Influence and effects of smoking, use of drugs and alcohol on the body
5. Materials about the body and its care
   a. Charts
      **Science Charts** by Ira C. Davis and Leroy C. Smith
      A. J. Nystrom Company
      3333 Elston Avenue
      Chicago, Illinois 60618

   b. Films
      **Food That Builds Good Health**
      Shows the relationship of good health to the foods children eat and what those foods are; in contrast, shows irritability, lack of energy, and physical weakness as a result of a poor, unbalanced diet; also shows how eating right foods in right amounts regularly contributes to building of strong,
III. Personal and social development

A. Personal hygiene regarding cleanliness, grooming, care of clothing

1. Have a full-length mirror available

2. Provide kit or box for each child, labeled with his name and picture, and containing soap, toothbrush, small comb, mirror, washcloth, crayons, coloring or activity book, paint box, and scissors

   These materials are to be kept by the child and taken with him when he leaves.

3. Have a beautician and a barber come to classroom and show students how to wash their hair; beautician can show girls how to set hair and discuss hairstyles with them

4. Use qualified resource person to show how to iron shirts, pants, dresses, and how to mend clothes

5. Discuss bathing and use of deodorant

6. Decide as a group how many hours of sleep are needed for healthy, sparkling, alert appearance and feeling of well-being

7. Show how to brush teeth properly

8. Additional materials on personal hygiene

   a. Posters on Dental Health

      Professional Services Division
      Proctor and Gamble Company
      301 East Sixth Street
      Cincinnati, Ohio 45202

   b. Books and pamphlets

      World of a Girl
      Scott Paper Company
      Home Service Center
      International Airport
      Philadelphia, Pennsylvania 19153
Through the Looking Glass for Girls
Home Economics Department
Proctor and Gamble Company
301 East Sixth Street
Cincinnati, Ohio 45202

My Fair Lady
Dairy Council of Detroit
704 New Center Building
Detroit, Michigan 48202

How Am I Doing?
For both boys and girls
National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

Keeping Clean by Newath
Sterling Publishing Company, Inc.
419 Fourth Avenue S
New York, New York 10016

Let's Go to a Dentist
by Naomi Buchheimer
G. P. Putnam's Sons
210 Madison Avenue
New York, New York 10016

c. Films
Teeth Are to Keep
Explains essentials of dental hygiene in an animated cartoon story
— 11 minutes — Color

Sleep for Health
Presents the importance of regular sleeping habits from the viewpoint of a child

Ways to Good Habits
Demonstrates how to substitute good habits for bad ones

B. Social amenities
1. General courtesies
   a. Discuss basic principles of good manners as consideration for others and not just a meaningless set of rules
   b. Use courteous words such as “I'm sorry,” “Thank you,” “Please” in practice situations
2. Serving and eating food
   a. Have students set a table and serve finger foods such as lunch meat and bread and butter
   b. Show how to use napkin, how to cut meat with knife and fork
   c. Show how to read a menu
   d. Have group members take turns serving afternoon snacks
3. Making introductions, including how to introduce themselves, using role-playing

Becoming Introduced to the Principal Is Something Very Special, Especially When You Know How It Is Done

4. Materials on social amenities
   a. Charts
      Good Manners Charts
      Nos. 553 and 554
      American School Supply Company
      2301 Blake Street
      Denver, Colorado 80205
   b. Films
      Getting Along with Others
      Shows children putting on a class play successfully after they have learned to take turns, play, and help one another
      Mealtime Manners and Health
      Shows that Phil learns there is more to good mealtime manners than the simple courtesies at the table

C. Safety
1. Discussion of dangers of irrigation ditches
2. Discussion of dangers of faulty electric wiring
3. Explanation of signs at pedestrian and train crossings, followed by discussion of proper precautions to be taken regarding them
4. Discussion of dangers of driving when under the influence of alcohol
5. Materials on safety
   a. Charts
Safety Charts Nos. 555 and 556
American School Supply Company
2301 Blake Street
Denver, Colorado 80205

b. Books
Safety Can Be Fun by Munro Leaf
J. B. Lippincott Company
East Washington Square
Philadelphia, Pennsylvania 19105

c. Films
Safety with Electricity
Demonstrates that electricity can be dangerous
Safety in Our School Bus
For all students who ride buses
Safety with Everyday Tools
Helps youngsters avoid accidents with everyday tools

D. General materials on personal and social development
Films
Developing Responsibility
The appealing story of a boy and of the dog to which he wants very much to teach lessons on responsibility

Good Sportsmanship
Examples illustrating the basic skills in being a good sport

Respect for Property
Presents three concepts basic to building respect for property

The Dangerous Stranger
Warns children about strangers who might approach them while they are going to and from school

Our Community:
Depicts police and fire protection, health safeguards, and park and recreational facilities

School Rules: How They Help Us
Demonstrates school rules in action

Beginning Responsibility:
Being on Time
Shows how Jimmy misses out on things because he is not on time

Helpers at Our School
Shows youngsters meeting the custodian, lunchroom cook, and other seldom-seen members of the staff

Community Helpers
Shows work of Sanitation Department and gives reasons why one should not be a litterbug

IV. Vocational and avocational experiences
A. Reading experiences
1. Reading want-ad section in the newspaper

What Jobs Are Available?

2. Discussing qualifications necessary for various jobs, and importance of being punctual

3. Practicing filling out job application forms from employment office

4. Taking part in an interview for a job, using the role-playing situation

5. Reading through and discussing the driver's license booklet

6. Discussing what to do if one gets a ticket from a policeman, including the legal rights and laws

7. Suggested field trips
Factory
Dairy
City Complex
Service Station — Garage
Five- and Ten-Cent Store
Post Office
Bank
Department Store
Newspaper Office
Grocery Store and Bakery
Courthouse
Jail
Turkey Farm
Hospital and Health Department
Beauty School

B. Avocational experiences

1. Visits to various places
   College Art Show
   Historical Monuments
   City Park
   Museum
   Fish Hatchery
   Pottery Factory
   Theater
   National Park
   Miniature Golf Range
   Meal at a Restaurant
   Bowling Lanes
   Tour of City

2. Evening programs for parents enabling them to see their children's activities as well as their academic work
   a. Physical education activities such as games, dances, swimming, etc.
   b. Music program in which students may play instruments or sing songs they have learned
   c. Home economics programs such as the presentation of a style show and serving of refreshments students have prepared
   d. Video-taped performances illustrating some of the children's daily activities as well as some phases of their academic work
   e. Art work on display
   f. A combination of the work of several or all of the departments presented in some of the programs

3. An overnight trip to the mountains
   a. Preparation
      1) Arrangements for camp site including renting of cabin with sufficient number of beds, tables, benches, and getting copy of inventory of equipment
      2) Planning supplies
         a) Sleeping bags — some made of paper available through the government at about $2.00 each
         b) Personal items including kit for each student with soap, towel (borrowed from PE Department), comb, toothbrush, toothpaste, mirror, all of which may be put in large baggies if no other container is available
         c) General items
            First aid kit
            Ten sets of clothing for emergencies — five for boys and five for girls
            Mosquito repellent
            Wood for fire
            Drinking water and paper cups
            Food and necessary equipment for preparing it
            Extra blankets
            Toilet paper
            Sanitary napkins
            Plastic sheets (If any child is known to have a problem, check with nurse or teacher.)
   b) Planning with students regarding help with cooking, clean-up, and recreation
   c) Discussing what a child should do if he gets lost
d) Leaving cabins in order with kitchen cleaned, doors locked, gas and electricity turned off

e) Leaving camp in orderly condition, picking up all trash, and putting water and sand on fires

4) Planning evening recreation
   a) Songs from Campfire Booklet
   b) Skits
      (1) Some provided by teachers or leaders such as those given in detail on the following pages
      (2) Others planned creatively by students, with or without help of group leaders, perhaps using popular fairy tales as themes, or the idea of cowboys and Indians, or a feud such as that between the Martins and the McCoys, or an original idea from the students

C. Resource people for vocational and avocational experiences:
   Sheriff
   Mayor
   Nurse
   Fire Chief
   Square Dancing Instructors
   Other local people who are able to give programs on Spain and Mexico

SUGGESTED PREPARED SKITS

Growing Machine

Have a blanket spread over some chairs with a big sign above saying "Growing Machine." An aide or teacher can play the role of a wizard. He explains that he has invented the growing machine and can make anything grow. He tosses in a small rock, and someone hiding in the machine tosses out a large one. He then throws in a small stick, and a large one comes out. He throws in a cup and out comes a bucket. (Several cans with pebbles in them can be shaken by a person inside for sound effects of the machine.) After the demonstration of his machine, a mother (played by a student) approaches the wizard and pleads with him to make her baby grow. Her baby is twelve years old and has never grown. She hands the wizard a doll. The wizard consents to try, although he is not too sure he will succeed. The machine shakes and makes many noises. Finally, out jumps a large person wearing a diaper over his clothing. (It would be suitable to use a tall boy.)

There's A Bear Over There

One teacher or aide asks for volunteers. At least ten students should be used. The children are instructed to stand with their shoulders touching and to tell the next person in line just what has been told. The teacher begins by saying, "There's a bear over there." As she says this, she kneels on her right knee and points with her right hand. Each child in turn does this, so that after it has passed on down the line, everyone is kneeling and pointing. The teacher then says, "And there he is!" and she pushes the line of people to the right, throwing them off balance and knocking them over.

Mary Had A Little Lamb

Characters: Little girl, mother, father, brother, and sister, played by five students

Little Girl: The first day I went to school, my teacher said, "Angela (use the person's name playing the part), stand up and recite 'Mary Had a Little Lamb.'" I was so scared, I stood up and my knees shook. I said, "Teacher, I don't know how to say it." My teacher told me to go home
and not to come back until I learned how to say "Mary Had a Little Lamb." So I went home and said, "Mommy, Mommy, you've just got to tell me how to say, 'Mary Had a Little Lamb.'"

Mother: (Very busy scrubbing floor on her hands and knees and continues to scrub as she recites the poem.)

Angela: (Not quite sure that all that scrubbing is the proper way to say "Mary Had a Little Lamb," asks her father, then her brother, and, finally, her sophisticated sister.)

Father: (Recites the poem while reading his paper and keeps spitting throughout the recitation.)

Brother: (Practices his boxing while he recites.)

Sister: (Very sophisticated, speaks in a whisper as she puts on her make-up.)

Angela: (Thoroughly confused by the four different ways she has been told, she returns to school and tries to recite it, combining the four different ways.)

(Scrubbing):
"Mary had a little lamb"

(Reading and spitting):
"His fleece was white as snow"

(Boxing):
"And everywhere that Mary went"

(Very sophisticated):
"The lamb was sure to go."

I Gotta Cold

Procedure: Two teachers or aides recruit volunteers from the children until they have quite a line of them. One teacher stands at each end. As something is whispered (loud enough so the audience can hear), each child repeats it to the one standing next to him.

First Teacher:
I saw a ghost. (Down the line)

Second Teacher:
Where? (Back up the line)

First Teacher: Over there.

Second Teacher: How big was he?

First Teacher: Oh, this big. (Holds hands up, measuring size)

Second Teacher: How long ago?

First Teacher: Yesterday.

Second Teacher: Why are we whispering?

First Teacher: I gotta cold.

Horace

One person tells the story. The other stands behind him with his head down and is covered by a blanket so that he can't be seen. A robe is put in front of the first person to hide his arms. The person behind him extends his arms around and through the arms of the robe. He does all of the arm movements. The first person looks funny because the arms do not appear to be in the correct place on his body. Then the hand movements can go along with the story in some places, while in others, they agitate the first person, since he has no control over what the hands are doing. The storyteller can ad lib. The idea is as follows: "I had a pet lion named Horace. One day when I went to school, I said, 'Now Horace, I want you to take good care of my mother, and my father, and my brother, and my sister.' Horace looked soo-o-o sad, but he knew what I meant. Well, I went to school, and when I came home, there were my mother, my father, my brother..." and... WHERE WAS MY SISTER? I said, "Where is Horace?" And when I saw him, he looked so pleased and so fat, I knew he had eaten my little baby sister! And it made me so mad! (Hands beat on chest)

Repeat this for a story sequence of three days. Each day Horace has eaten another member of the family. After these four trying days, the little girl goes to school very sad. But when she comes home, she says, "There was my father, and there was my mother, and there was my brother, and there was my sister! And I was so glad to see them! I threw my arms around them and hugged them so tight! Then I looked
around and saw Horace sitting there so unhappy... so very, very sad... Horace had burped!"

V. The migrant child's heritage
A. Similarities and differences between home base and temporary residence
   1. Geographical location
   2. Topography
   3. Crops
   4. Schools
   5. Family life
B. Similarities and differences between the United States and Mexico
   1. Geographical location
   2. Industries
      a. Stores
      b. Market places
   3. Art
   4. Songs and dances
   5. Public buildings and parks
   6. Recreation
   7. Christmas festivities

C. Materials on the migrant child's heritage
   1. Books
      Picture Book of Colorado, Texas, Oklahoma, California, Arizona, Michigan, New Mexico by Bernadine Bailey
      Albert Whitman and Company
      560 West Lake Street
      Chicago, Illinois 60606
      All About Our 50 States by Margaret Ronal
      E. M. Hale and Company
      1291 South Hastings Way
      Eau Claire, Wisconsin 54702
   2. c. Handcrafts
   3. d. Machine-made products, including comparison of prices and bargaining
   4. Art
   5. Songs and dances
   6. Public buildings and parks
   7. Christmas festivities

[Image: An Interest Area with Varied Learning Materials]

Our 50 United States by Eugene Rachils
Golden Press
850 Third Avenue
New York, New York 10022
First Book of Mexico by Samuel Epstein
Franklin Watts, Inc.
575 Lexington Avenue
New York, New York 10022
Getting to Know Mexico by Barbara Gomez and Howard McCann
Mexico by Ralph Hancock
The Macmillan Publishing Company
866 Third Avenue
New York City, New York 10022

A Trip to Mexico by Terry Shannon
Children's Press
1224 West Van Buren Street
Chicago, Illinois 60607

About Mexico's Children by Richard M. Marx
Melmont Publishers, Inc.
310 South Racine Avenue
Chicago, Illinois 60607

Mexico by Patricia Ross
Fidelier Company
31 Ottawa Avenue NW
Grand Rapids, Michigan 49502

2. Films

Cattleman
A rancher's story highlighting activities during the four separate seasons of life on a large cattle ranch 22 minutes Color

The Wheat Farmer
Captures the flavor of life and work on a wheat farm 14 minutes Black and white

A Visit with Cowboys
Shows a city boy visiting a western ranch

Southwestern States
Explains geographical features and occupational activities 11 minutes Color

An Airplane Trip to Mexico
Tells a story of two American youngsters who visit friends in Baja, California, and Mexico (Spanish version: Un Viaje a Mexico)

Mexican Children
Illustrates the contrasts of Mexico, Mexican children at home, at school, and at play 11 minutes Black and white

Mexico—The Land and the People
Illustrates the contrasts of Mexico, between aristocrat and farmer, city and village, and the old and new methods in industry and agriculture

Arts and Crafts of Mexico: Part I—Pottery and Weaving
14 minutes Color

Arts and Crafts of Mexico: Part II—Basketry, Stone, Wood, and Metals
Reveals a variety of places and skills and traditions, which are all part of the story of the Mexican craftsman at work

3. Filmstrips

Our Colorado Series by Frandsen
Southwestern States Series: The People and Their History, Life and Culture
Culture of American Southwest Series
Prehistoric Culture of the Southwest
Pueblos of New Mexico
Mission Churches of New Mexico
Mexico
Mexican Children
Changing Mexico

4. View-Master Reel
Colorado

5. Maps and globes

Western Hemisphere
Outline maps (liquid duplicator)
Continental Press, Inc.
Elizabethtown, Pennsylvania 17022

Aero Relief Map of North America
Recipe for material:
Four parts salt to one part flour; add water. Before map dries, insert nails or toothpicks in places that will be labeled; may paint with Tempera after it dries; students able to make individual maps or one large one; mount on cardboard or plywood

Globes
Road Maps obtained from service station

Map and Globe Skills Kit MGII
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Map Skills for Today Grades 4 and 5
My Weekly Reader
Education Center
Columbus, Ohio 43216
6. Other materials
Slides and a Tape Program on Mexico Living in Mexico Today
Four filmstrips, two records, and guides
Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Mathematics Program
I. Introduction
In the mathematics program, the student's feeling of success is of the utmost importance. He should also feel that the knowledge that he is gaining will have practical value for him. Therefore, in addition to whole number and fractional computations, other aspects of the program should be included, such as measurements, telling time, using money, and solving relevant thought problems which the student may encounter in everyday living.

The interest centers may be used advantageously, with the students being divided into small groups and moving from one center to another. The area should be supervised by classroom teachers and aides.

The teachers should develop the mathematics concepts through instructional methods, moving from the concrete to the semi-concrete to the more abstract. The aides can then further develop and strengthen the understanding of the concepts through games, visual aids, and actual experiences.

To help develop a more positive feeling toward mathematics by relieving any anxiety concerning results of tests, no pretests should be given during the first week of school. The compass and the circle may be introduced along with other geometric figures. Making colorful designs, using various geometric shapes, is a good activity for students at the beginning.

During the second week a short pretest should be given to aid in placing the student in an individualized program that is specifically developed for the Migrant Education Program and that includes the concepts mentioned.

In working with computations, especially with fractions, a completely visual-aid approach will contribute effectively to the discussion. All computations should be expressed orally, with each student having his own fraction disc set.

Likewise, in working in the areas of telling time, learning measurements, and using money, the use of actual articles that the students can see and handle will prove invaluable in the learning procedure. Then the students will be more nearly ready for the solving of thought problems.
II. Materials and activities for the program in mathematics

A. Charts and demonstration devices

Pupil's Place Value Chart
Pupil's Number Line No. 780
Ideal School Supply Company
11000 La Vergne
Oak Lawn, Illinois 60453

No. 220 Instructo
A felt circle for teaching fractions

No. 251 Instructo
A felt fractional number line
American School Supply
2301 Blake Street
Denver, Colorado 80205

Cardboard Fractional Discs
Milton Bradley Company
443 Shaker Road
East Longmeadow, Massachusetts 01028

Dry Measure Set No. 774
Demonstrates quarts, pecks, bushels; may be used by popping popcorn then putting it in quart and peck measures (Popcorn may then be enjoyed by students)
Ideal School Supply Company
11000 La Vergne
Oak Lawn, Illinois 60453

B. Demonstration ideas

Using yardsticks and rulers
Measuring various items in the room, such as books, desks, and the room itself

Using scales in learning to weigh articles
Learning units of weight, such as ounces and pounds, by weighing books, shoes, the students themselves

Money
Setting up a store in the room for play so students may learn the value of money and how to use it

C. Games

Quizmo and Addo
Milton Bradley Company
443 Shaker Road
East Longmeadow, Massachusetts 01028

Winning Touch No. 702
Ideal School Supply Company
11000 La Vergne
Oak Lawn, Illinois 60453

Clock Game
Have students make clocks and wristwatches from construction paper.
Make two identical sets of clocks 2' square, each telling a different time.
Divide the class into two teams. Distribute a set of clocks to each team.
Have two Judy clocks (clocks made of wood with movable hands) in the front of the room. The teacher designates a certain time. Whichever team holds up a card with that time first gets to move the hand five minutes on one of the clocks. The team which covers the most time is the winner. Have a scorekeeper from each team move the hands on the clocks.

**Baseball for Drill**

Divide the class into two teams. Arrange four chairs for bases. Choose a scorekeeper and a timekeeper. The teacher or child pitches a question. The batter must give the correct answer in a given time. Using a stopwatch and bell for the timekeeper will make the game more fun. A correct answer sends the batter to first base, and the next batter is up. As a second batter comes to first base, the first batter moves on. If a batter gives the wrong answer, he is out. After three outs, the other team comes to bat.

**Travel**

One student stands behind another one. The teacher holds up a flash card. Both the child standing and the one sitting compete to give the correct answer. If the standing one answers first, he moves to the next sitting student. If the one sitting answers first, he may stand up, and the student who was standing must sit down. The one traveling the farthest is the winner.

**Buzz**

Decide on a number to use, such as 7. The children stand in a circle and start counting with 1; the next child says 2, etc. When they get to 7 or any multiple of 7, the person whose turn it is must say Buzz. If he does not, he is counted out and must sit down. Another variation might be for the student to say Buzz for any number with a 7 in it.

**Magic Squares**

Children must arrange numbers 1 through 9 so that when they add the numbers in any direction, they will get 15.

Answer: 8 1 6
     3 5 7
     4 9 2

**Suggested thought problem**

In traveling to Greeley, Colorado, from Texas, Manuel Cerva and his family averaged 40 miles an hour. It took them 24 hours to make the trip. How many miles did they travel?

**D. Books**

Sadlier Contemporary Mathematics
William H. Sadlier
11 Park Place
New York, New York 10007
A handbook for teachers of elementary arithmetic
Educational Service, Inc.
Benton Harbor, Michigan 49022

**E. Record**

Jiminy Cricket and Kica Moore by Walt Disney 1963
Addition and subtraction
Walt Disney Productions

**F. Tapes**

100 Basic Facts
A learning tape made by teacher
100 Basic Facts
A testing tape made by teacher

**G. Films**

What Are Fractions? 17 minutes Black and white
The Calendar—Our Record of Time 11 minutes Color
Story of Our Number System

**H. Filmstrips**

Addition and Subtraction
Multiplication and Division
Meaning of Fractions
Working with Fractions
Measurement
Telling Time
Percentage and Using Money

**I. Duplicating materials**

Number Concepts
Measurement
Time
U.S. Money
Continental Press, Inc.
Dallas, Texas 75207
Home Economics Program

I. Introduction

As is shown in the outline on social living, the home economics program can be coordinated especially well in the area of personal and social development. The curriculum should be concerned with five main areas: grooming, social amenities, sewing, foods, and 4-H work. Probably not all of the suggestions given here can be covered in one term, but those can be selected which are particularly appropriate for the group of students taking the course.

This program may be staffed by one teacher, two aides, and well-qualified volunteers from local 4-H clubs.

II. Activities and materials

A. Grooming

1. Cleanliness
   a. Bathing and use of deodorant
   b. Use of toothbrush and mouthwash
   c. Care of skin and nails

2. Hairstyling

3. Relationship of good food habits to good looks

4. Overall appearance, including weight, posture, grace

5. Care of clothing

6. Proper dress for various occasions

B. Social amenities

1. Introductions

2. Telephone conversations

3. Importance of an audible and pleasing voice

4. Importance of good manners, especially in showing respect for adults and other students

C. Sewing

1. Learning to operate sewing machine

2. Mending, hemming, sewing on buttons

3. Making a “three-armhole” dress
   a. Discussing suitable color and design

b. Selecting fabric, trim, thread, and pattern at a department store

c. Tracing pattern on butcher paper so student can take pattern home

d. Learning how to use skirt from old dress to make a “three-armhole” dress

4. Learning to wash, dry, and iron clothing
   a. Sorting
   b. Use of laundromats
   c. Use of soaps, detergents, bleaches

D. Foods

1. Learning to read recipes

Following the Recipe is Important When Learning How to Cook

2. Learning proper measuring and abbreviations for measuring equipment

3. Using left-overs

4. Learning importance of personal cleanliness, of clean equipment and surroundings during food preparation

5. Planning meal, purchasing necessary foods, figuring cost of items, total cost of meal, and average cost per person

6. Learning to prepare such foods as cookies, pancakes, syrup, cocoa, fried mush, cooked cereals, macaroni products, tortillas, tacos, enchiladas, gelatine salads, fresh fruits, vegetables, beans (bean soup, ham hocks and beans, baked beans, bean salad), use of dry milk
The main objectives of this program are to provide enjoyment, develop creative ideas, and help the students learn to see and appreciate art in nature and in the ordinary things around them.

II. Activities and materials for this area

A. Suggested projects

1. Felt mosaics
   Provide each child with a piece of white poster board and a pile of brightly colored pieces of felt. The child glues the felt on the poster board, making sure the pieces do not touch.

2. Chalk on burlap
   Provide each child with a piece of colored burlap and colored chalk. After he has finished coloring the burlap, spray with a fixative.

3. Yarn and burlap
   Provide each child with a piece of colored burlap, a large needle, and yarn. Use simple stitch to make picture.

4. Tile mosaics
   Provide each child with a piece of wood and many small pieces of tile. Glue the tile on with Elmer’s Glue.

5. Chalk and wet paper
   Cover desks with newspapers. Dip 12” by 18” piece of paper into water. While paper is wet, fill it with color, using chalk. After it has dried, use black India ink and brush to draw an outline picture over the color.

6. Wire sculpturing
   Provide each student with a piece of wire he can bend easily, 24” in length. After project is finished, insert one end of wire into paper cup filled with unhardened plaster of paris.

7. Weaving
   Cover desks with newspapers. Dip 12” by 18” piece of paper into water. While paper is wet, fill it with color, using chalk. After it has dried, use black India ink and brush to draw an outline picture over the color.

   Cut plastic straws in half. Give each student five pieces of the straws and five pieces of yarn, 2” in length. Put yarn through straw and tie knots on one end so yarn cannot go through the straw. Then give each child a small ball of yarn. Tie the yarn to one straw, then weave it in and out around the five straws.
8. Collages
Mount seeds, colored gravel, macaroni, popcorn, or beans on cardboard or plywood

9. Pottery
Use wet clay, and, if possible, a potter's wheel. Let objects dry a week. Then fire them, paint on a glaze, and fire again.

10. Stitchery on paper plates
Provide each child with a paper plate in either plain white or a vivid color, a large needle, and several colors of yarn. He may then stitch any design he likes.

11. Plastic braiding
Supply children with three pieces of braid 36" in length and a swivel snap

B. Materials on films

What Is Art?
As an introduction to the Art in Action Series, a film listing the elements of art—color, line, form, light and dark, texture—and analyzing the nature and function of each

Autumn Color
A story without words, showing the colors of the autumn scene

Backyard Artist
Shows two boys drawing some birds from life; may be followed with efforts of students to draw a picture of a real bird the teacher has supplied

Music Program

I. Introduction
Music knows no class, creed, or racial distinction. It is a universal language and, therefore, brings children together for positive social experiences and opportunities for self-expression. This is another area which can be easily coordinated with the program in social living.

The main ideas to be stressed in this program are the enjoyment, understanding, and appreciation of music through participation in many different activities.

II. Activities and materials

A. Singing
1. Folk songs of the United States and Mexico sung in both English and Spanish
2. Patriotic songs
3. Selections from Sound of Music and Mary Poppins
4. Booklet of Campfire songs which should be available from the school so that each student can have his own copy to take on field trips to use for singing on the bus and on overnight trips
5. Music for Young Americans Series
American Book Company
55 Fifth Avenue
New York, New York 10003

6. Records to encourage singing
Songs in Spanish for Children
Elena Paz Travesi
Columbia Records No. CL 1897
Canciones para la Clase de Español
Bowman record, with a booklet included containing songs
Mi Testamento — Alex Chavez
Concerns folklore of the San Luis Valley
Folklore Society of New Mexico
A Golden Treasury of Hootenanny, U.S.A.
Golden Records
Dept. H.G., 630 Fifth Avenue
New York, New York 10019
Folk Songs of the New World
Roger Wagner Chorale from Capitol Records
Sound of Music
An original sound track recording by RCA Victor

B. Rhythm activities
1. Making up rhythmic patterns, with other children echoing them and teacher writing them on the board
2. Responding to drum beat, songs, recordings
   Clapping
   Tapping hand or foot
   Nodding of head
   Finger-snapping
   Stamping
   Slapping the thigh
   Bouncing a ball
   Jumping rope
   Hopping
   Sliding
   Running
   Galloping
   Bending
   Swaying
   Twisting

3. A rhythm record
   Rhythm Is Fun
   Bowmar Records
   622 Rodier Drive
   Glendale, California 91201

C. Listening
1. Dramatizing and pantomiming musical selection
2. Writing new words to familiar songs
3. Composing songs
4. Illustrating musical selections
5. Drawing, painting, and writing to music
6. Listening records
   Animals and Circus
   American Scenes
   Bowmar Records
   622 Rodier Drive
   Glendale, California 91202

D. Folk dancing
   Records to use for folk dancing
   Mexican Folk Dances
   Bowmar Records
   622 Rodier Drive
   Glendale, California 91202
   Happy Folk Dances LPM-1620 RCA Victor
   Let's Square Dance
   A “How-to-do-it” series Albums 1, 2, 3 RCA Victor
   Las Chispas Bronco Records
   #F-2646
   Falcon Record Company
   Box 164
   McAllen, Texas 78501

E. Instrumental activities
1. Give children opportunity to play various instruments
   Piano
   Drums
   Claves
   Bells
   Triangles
   Guitar
   Ukelele
   Maracas
   Castanets
   Autoharp
2. Have children make simple instruments
   Maracas
   Materials required:
   two old light bulbs, papier mache, paint
   Cover light bulbs with papier mache and let dry; break light bulb to form rattles
Tambourines
Materials required:
two tin or aluminum pie plates; tin pop bottle caps or tin roof nail shields; a hammer; soft copper wire
Punch holes in bottle cap with nail; wire two bottle caps with copper wire between pie tins; space evenly

Rattles
Materials required:
tin cans, baby food jars, plastic bottles, and beans, grain, gravel, and pebbles to fill them

Finger Cymbals
Materials required:
two pop bottle caps, two rubber bands, nail, hammer
Punch two holes with nail in bottle caps; string rubber bands through holes
To use cymbals, place one cymbal on thumb and one on middle finger

Sand Blocks
Materials required:
two blocks for each set of blocks, sandpaper, glue, or thumbtacks
Provide blocks of wood long enough for child to handle easily; glue or tack sandpaper to each block

F. Additional materials for the various activities

1. Film
Toot, Whistle, Plunk, and Boom
A Walt Disney film showing history of musical instruments in cartoon form 11 minutes Color

2. Filmstrips
America the Beautiful — With record
A Patriotic Sing-Along — With record
Story of the Star-Spangled Banner — With record
John Henry — With record
Musical Notes

3. Tapes
Sound Patterns
Folk Songs of Mexico
Folk Music

4. Posters
Meet the Instruments
25 full-color posters, 14"x22"
Instruments pictured singly, in family groups, and in playing position
Bowmar Records
622 Rodier Drive
Glendale, California 91202
Staff Orientation

The staff must have an understanding of those factors in our educational system that assist students to be self-sufficient members of society. The following bibliography can be helpful in orienting staff members to the problems encountered in teaching Spanish-American students:


Me
About Me

My name is ________________________________

I am ___________ years old.

My birthday is ________________________________

I live in ________________________________

My address is ________________________________

My teacher's name is ________________________________

My school's name is ________________________________

Date ________________________________
About My Family

My father's name is ______________________

My mother's name is ______________________

My brother's name is ______________________

My sister's name is ________________________
ENROLLMENT CARD

(Front)

House No.

Family ____________________________  Father  Mother

Local Address ____________________________________________

Location ____________________________ Phone ________

Home Base Address _______________________________________

Home Base School ____________________________ Dist. No.______

Children  Age  Birthdate  Grade-Room  Enrolled--Withdraw:

__________________________  ____________  ____________  ____________  ____________  ____________  ____________

__________________________  ____________  ____________  ____________  ____________  ____________  ____________

__________________________  ____________  ____________  ____________  ____________  ____________  ____________

__________________________  ____________  ____________  ____________  ____________  ____________  ____________

__________________________  ____________  ____________  ____________  ____________  ____________  ____________

__________________________  ____________  ____________  ____________  ____________  ____________  ____________

I give my consent for whatever examinations, treatment, immunization, and emergency care necessary for protecting the health of my child/children.

Doy mi permiso para cualquier examinación, tratamiento, y atención en una emergencia necesaria para proteger la salud de mi (mis) hijo (hijos).

I request that my child/children be permitted to take part in all school and extraschool activities related to this school. This includes field trips.

Yo encargo que a mi (mis) hijo (hijos) se les permita participar en todas las actividades de la escuela. Esto incluye viajes especiales.

__________________________  _________________________

Parent’s signature

(Back)
My son/daughter, ________________, is participating in the Migrant Education Program conducted by School District _______________ in County. I therefore request that my child be permitted to take part in all school and extracurricular activities related to this program. Such activities may include, but not be limited to, swimming, field trips, and visits to nearby towns.

When transportation to and from the activity is required, such transportation may be provided by a person authorized by the school district. It is my understanding that all school-sponsored activities have been selected to meet the needs of my child.

______________
Parent or Guardian

______________
Town of Residence

Mi hija/hijo, ________________, está participando en el programa de educación para los migratorios que está conductando el distrito de escuela número _______________ en el condado _______________. Por lo tanto deseo que permitan a mi niño que tome parte en todas las actividades que tengan en la escuela y afuera de la escuela. Estas actividades pueden ser tal cosas como (pero no exclusivamente) nadando, excursiones al campo y visitas al pueblo. Cuando transporte sea requerida, cualquier persona autorizada por el distrito de escuela tiene mi permiso para transportar a mi niño (niños) a todas actividades. Es mi entendimiento que todas las actividades propuestas por la escuela han sido seleccionadas para ayudarle a mi niño con sus clases en la escuela.

______________
Pariente o Guardian

______________
Pueblo de Residencia

Ernest Maestas 6-70