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ABSTRACT

This publication completes the first year experimental language development program which has been devised for use with young aboriginal children in Queensland. Two sections of suggested activities are included featuring two themes, transport and travel, and the world around us. Suggested activities include oral use of language units, reading, perceptual skills, and discovery. Summaries are given on the oral use of language and reading and on perceptual skills. Seven appendixes list: special equipment specifications; other equipment; recommended books to read to children; recommended reading books for children; selected reference books for teachers; an index of first lines and titles of rhymes; and an index of language games. (LL)

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**DEPARTMENT OF EDUCATION
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**HANDBOOK
FOR
FIRST YEAR EXPERIMENTAL
LANGUAGE DEVELOPMENT PROGRAM
BOOK THREE**

MAY, 1973

*Department of Education,
P.O. Box 33,
NORTH QUAY, Brisbane, 4000.
Queensland, Australia.*

FOREWORD

This publication completes the first year experimental language development program which has been devised for use with young Aboriginal children in Queensland.

It results from the experimental activities undertaken at the Cherbourg and Palm Island schools and has been assisted by a grant from the Bernard Van Leer Foundation.

The work of the project from its inception has been supervised by a committee consisting of Dr N.W.M. Hart, Miss E.M. Outridge and Dr B.H. Watts. Together with the field staff which at present are Mrs J.V. Bennett, Miss J. Blacklock and Miss J. Koppe, the committee has worked with the teachers, children and parents at the two communities to devise the program now being made available for wider use.

Again I gratefully acknowledge the innovative contributions of Miss Koppe who has been primarily responsible for the compilation of the program. She has been competently supported by Miss Blacklock.

Our office staff, Miss R. Hendriksen and Mrs J. Murray, have also been invaluable members of the team which it is a pleasure to record has received the utmost cooperation from a wide range of persons and organisations including particularly the Department of Aboriginal and Island Affairs in Queensland and the Research and Curriculum Branch of the Department of Education.

It is our earnest wish that the experimental program will prove beneficial to many youngsters, especially the Aboriginal children of Queensland, and perhaps elsewhere.

N. D. Alford

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BERNARD VAN LEER FOUNDATION PROJECT
HANDBOOK FOR FIRST YEAR EXPERIMENTAL LANGUAGE
DEVELOPMENT PROGRAM - BOOK THREE

CONTENTS

	Page
<u>SUGGESTED ACTIVITIES: BLOCK F - WEEKS 26 - 30</u>	435
SUMMARIES	
(A) ORAL USE OF LANGUAGE AND READING	436
(B) PERCEPTUAL SKILLS	437
1. ORAL USE OF LANGUAGE UNITS	456
2. READING	487
3. PERCEPTUAL SKILLS	505
4. DISCOVERY	517
 <u>SUGGESTED ACTIVITIES: BLOCK G - WEEKS 31 - 35</u>	 541
SUMMARIES	
(A) ORAL USE OF LANGUAGE AND READING	542
(B) PERCEPTUAL SKILLS	543
1. ORAL USE OF LANGUAGE UNITS	562
2. READING	581
3. PERCEPTUAL SKILLS	600
4. DISCOVERY	614
 <u>APPENDIX A</u>	
SPECIAL EQUIPMENT SPECIFICATIONS	639
 <u>APPENDIX B</u>	
OTHER EQUIPMENT	643
 <u>APPENDIX C</u>	
RECOMMENDED BOOKS TO READ TO CHILDREN	661
 <u>APPENDIX D</u>	
RECOMMENDED READING BOOKS FOR CHILDREN	672

	Page
<u>APPENDIX E</u>	
SELECTED REFERENCE BOOKS FOR TEACHERS	676
<u>APPENDIX F</u>	
INDEX OF FIRST LINES AND TITLES OF RHYMES	677
<u>APPENDIX G</u>	
INDEX OF LANGUAGE GAMES	687
ACKNOWLEDGEMENTS	692

SUGGESTED ACTIVITIES

BLOCK F - WEEKS 26 - 30

THEME: TRANSPORT AND TRAVEL

The theme, "Transport and Travel", may serve to extend children's interest in a wider social environment. The importance to the children of relatives and friends who live in other centres provides one basis for developing the theme. Because of their families' mobility, some children may be able to share with others their experiences of travelling and of living in other communities. Activities may also develop from children's interest in transport within their community and services which link the community with other centres.

SUMMARIES

(A) ORAL USE OF LANGUAGE AND READING

Theme: Transport and Travel					
Week	26	27	28	29	30
<u>ORAL USE</u> Listening to new units	possessive "s" e.g. Mummy's dress possessive pronoun - my* phrases introduced by "to", e.g. to town to the jetty	possessive pronouns - my his her	use of "has" and "have" present tense, e.g. I have 2 eyes. Barbie has ..	possessive pronoun - your	
Using new units	phrases introduced by "to", e.g. to town to <u>the</u> farm	possessive "s" possessive pronoun - my*	possessive pronouns - his her my use of "the" e.g. the sun		REVISION
<u>READING</u> Language units	is he/she ...? They are	are you/ they ...? (noun) are	name + possessive "s" e.g. Daddy's car Betsy's cat in the water	(noun/ pronoun) can e.g. We can .. Mummy can ..	
Additional vocabulary	car going	my to red	boat	can the	

* "my" may already be used in standard form by many children

(B) PERCEPTUAL SKILLS

(i) Auditory Skills

Non-Vocal Sounds

Recording sounds, some of which relate to the current "transport" theme, during excursions and other activities.

Identifying and discussing those and other related sounds, e.g. a boat anchoring, a rocket countdown and "blast-off".

Listening to tapes of transport and other sounds to find "which sound does not belong".

Vocal Sounds

Listening to and participating in songs, stories and rhymes which stress particular sounds.

Playing the game "*Which Sound Does Not Belong?*" using tapes of both transport and vocal sounds.

Continuing auditory discrimination activities which demand a finer level of discrimination. Small group activities may cater for a range of ability levels.

Playing "*Phonic Circling*" in which any initial sound may be selected for special attention.

The introduction of *Willy Wombat*. Playing the game "*Willy Wombat likes ...*" Taking *Willy Wombat* on a walk and starting his collection, then his book. Continuing activities with previously introduced puppets.

Extending the game, "*Susie Seasnake likes ...*" to include children in the group. For example names of vehicles, depending on the initial sound, may be associated with children or puppets, e.g.

Henry likes helicopters.

Bobbie likes buses, boats and bikes.

Providing children with the increased opportunity to establish relationships between sounds and symbols by:

preparing summary charts of what each puppet likes following sorting and labelling activities;

distributing to puppets the "medals" with their own initial letter;

labelling each puppet's property with his or her initial letter;

sorting "Treasure Box" contents in terms of sound and matching things that "belong" to puppets with the appropriate lower case letter card;

writing beside objects in the "*Phonic Circling*" game, the letter which represents the particular initial sound;

using developing sound-symbol associations to predict what a word will be as the teacher writes.

Playing the auditory discrepancy games "*What was Silly?*", "*Which One is Right?*" and "*Mistakes*".

Listening critically to connected stories to discover inconsistencies and absurdities;

Playing auditory memory games including following a series of instructions incorporating spatial terms.

Rhyme

Listening to, saying and dramatizing rhymes.

Inventing and completing rhymes, some of which may be recorded in books or on charts.

Re-reading number rhymes to develop recognition of numerals and words.

Playing a version of "*What is it?*" in which rhyme is used as a clue, e.g.

"You sleep in it. It rhymes with 'red'. What is it?"

Developing auditory skills through word matching with strip books of rhyming words.

Playing "*Do They Rhyme?*" as a pencil and paper activity with individual worksheets.

Listening to stories which accentuate rhyme.

Visual

Tachistoscopic Program

Sequencing of shapes (Set B) may be continued.

Matching, tracing and vocal response to projected words may occupy an increasing proportion of time in the visual skills program.

Building and reading sentences constructed by matching cards with successive slides.

Other Training Activities

Continuing familiar visual discrimination, discrepancy, sequencing and association activities with appropriate increase in level of difficulty.

MORNING TALK

LANGUAGE 1

DAY 1

Henry-finding Henry
Henry's horse, Henry's hat etc.
Day, weather-"Is it...?"
Colour of the day -
"...Tommy's shirt" etc.
Number of the day
(pp.382-3)-encourage generalizations
Talk about transport-children's experiences
Captions
News and chart (perhaps including "he" with lower case "he")
Attendance, board (p.387) -
"Is Tina here?" etc.

directional use of "to"
1. Discussing questions posed by teacher to provide experiential use of "to" e.g. "Where would you go to buy meat/look for gum...?"
"How would you go to town/to Bamboo Creek/ to the bottom of the sea"

ORAL

READING

WRITING

"car", "he"
1. Discussing advertising brochure for car-captions picture(s)
2. Associating single word "car" with actual object (pp.355-6) and picture on wall card (p.348)
3. Story-telling through moving picture talk-figures of people,cars, etc. on magnetic board
Experience reading record of activity-including use of "he"

1. Adding word "car" to personal word books (p.504)
2. Group and individual activities-"circling" or tracing cards/worksheets (pp.353-4) - "is", "car", "he" etc.; playing word games reading to teacher etc.

DAY 2

Henry-"Look in Henry's house" etc.
Day, weather, birthdays etc.
"...Jenny's birthday"
Colour of the day-
"...Joy's dress", "...my shirt"
Number of the day-
"...5 buttons on Clive's shirt" etc. (pp.382-3)
Talk about transport-children's families e.g. "Paulie's Daddy has a motor bike."
Captions
News and chart (p.456)
Attendance, board (p.387)

Inversion, possessive "s"
"my"
1. Sorting objects on magnetic board-Mummy's/Daddy's/The Baby's things e.g. "That's Daddy's pipe."
"This is Mummy's purse."
2. Parts of the Body (p.462). "...my knees" etc.
3. Question-and-Answer Games (pp.330-1) -
"Is.....?"

"is he.....?"
1. Reading sentences with pictures prepared by teacher e.g. "is he big?" (pp.487-8) answering orally and with printed word "yes"/"No"
2. Child asks question about another picture-orally then in writing e.g. "is he....?"
3. Answering question by another member of the group
4. Talk about question mark

1. Reading worksheet with guidance; answering by writing "Yes" or "No" e.g. Yes or No
is he big?
is he little?
is he a dog?
2. Individual and group activities e.g. word games-"Pairs" (p.352) or "Word Lotto" (p.351) covering words (8d -351) "Word Check" (p.353) word wheels, jigsaws (p.354)

<p>DAY 3 Henry-"Is he...?"-include terms "above", "below" Colour of the day - include possessive forms Number of the day Talk-transport theme "Tell Me" Time - e.g. "What goes fast?" "Captions, arrow cards News and chart Attendance-"Is Lionel here?" "She's in hospital" etc.</p>	<p>Inversion, possessive "s" 1. "What's in My Hand?/ What's in Her Pocket?" (pp.461,331-2) 2. Question-and-Answer Games (pp.330-1) 3. "Where is Mummy/Daddy?" etc.-one child holds a picture, others guess where character is e.g. "Is she at home?"</p>	<p>1. Manipulating units - constructing and answering questions from previous activity e.g. "Is he in a tree? No" 2. Group activities including teacher-guided manipulation of units</p>	<p>1. While some children work with teacher, others write on board or use worksheets or "Word Check" books 2. Free activity including use of word jigsaws and word wheels (p.354) circuit boards, word-picture cards, picture dictionaries, word games on mat</p>
<p>DAY 4 Day, weather etc - "Is it cloudy today?" Colour of the day Number of the day Talk-travel theme- "I'm going" Caption picture, re-read captions News and chart "What's Different?" Attendance board (p.387) "Peep-hole"</p>	<p>possessive "s", directional "to" 1. Association activity-objects with people or animals e.g. "The calf is the cow's baby." 2. Responding to directions incorporating "to" e.g. "Jump to the door"- Group chants rhythmically e.g. "He's jumping to the door." (pp.486,459) 3. Miming-transport theme-"I'm/We are going...."</p>	<p>"going" 1. Captioning suitable transport picture e.g. "He's going in a car" "She's going in a plane" 2. Recognition activities particularly with "going" matching "going" card with word in context; "Picking" (p.351) "Rubbing Out" (p.351) matching using strip book (p.115), vocal response</p>	<p>1. Guided writing e.g. "I'm going in a car." -children read a story, write one word at a time after watching teacher, then read and illustrate completed story 2. Free activity-some children may read to teacher</p>
<p>DAY 5 Henry -"Is he above the - or below it?" Day, weather, birthdays Colour of the day Number of the day Talk related to theme Captions News and chart (p.456) Attendance, board (p.387)- "more boys or more girls?"</p>	<p>"to..", "they are" 1. "What are they?" (p.331) 2. Discussing pictures (p.327), captioning e.g. "They are in a car. They are going to Brisbane" (p.495) 3. Mime-"What are they doing?" (p.335)</p>	<p>"They are" 1. Classifying pictures or actual objects, pasting on card and labelling "They are round" "They are square" (p.492) 2. Re-reading captions then sentence-making on magnetic board</p>	<p>1. Children fold paper in half, write "They are big" in one section and "They are little" in the other. 2. Drawing appropriate items in each labelled cell 3. Free activity e.g. reading games, "Word Check" (p.353), reading to teacher</p>

SUGGESTED DAILY PROGRAM - WEEK 26

PERCEPTUAL SKILLS	DISCOVERY	OTHER
<p><u>DAY 1</u> <u>Auditory</u></p> <ol style="list-style-type: none"> 1. Saying, listening to rhymes which stress possessive "s" (pp.470-3) 2. "Pointing" (p.505) 3. Auditory discrepancy- encourage explanation (pp.510-11) 4. Puppet activities including preparation of an illustrated list summarizing what Susie Seasnake likes (p.506) 	<ol style="list-style-type: none"> 1. Rhythmic counting (p.295) 2. Saying, dramatizing number rhymes including "Up in Danny's Mango Tree" (p.473) 3. Constructing sets, comparing number then associating numerals with sets, writing number in the air or on paper 4. Arranging number cards in order- encourage discussion 5. Missing number activity from the board e.g. 1 2 3 . 5 6 6. Using worksheets-missing numbers then ordinal number e.g. "Draw a circle on the second child." 	<p><u>Craft</u></p> <p>making paper chains</p> <ol style="list-style-type: none"> 1. Cutting coloured paper streamers into pieces "as long as" a card-board strip 2. Gluing ends of strips to make chains-comparison of length (and number) may be encouraged e.g. "John's chain is longer than Frankie's" <p><u>Story</u></p> <p>Listening to story relating to current theme or stressing new language units (pp.483-485)</p>
<p><u>DAY 2</u> <u>Visual</u></p> <ol style="list-style-type: none"> 1. Visual association e.g. "...baby's/Mummy's/Daddy's things" providing experience with possessive "s" 2. Group tachistoscopic work while others use visual discrimination worksheets, e.g. "Circling" (p.354) or "Hidden Pictures" (p.197)- locating and outlining objects 	<ol style="list-style-type: none"> 1. Idea of "equal" shares applied to discrete number <ol style="list-style-type: none"> a. counting objects and writing number b. sharing objects between 2 children-encourage discussion as children share, including terms "equal", "fair" share etc. c. sharing other groups similarly, between 2 or among 3 or 4 children 2. Idea of "equal" shares applied to continuous quantity e.g. sharing an apple, lolly, stick, liquid- children carry out their suggestions and discuss 3. Estimating which of 3 tins (lids on) is "empty"/"full"/"half-full" of water, then checking visually 	<p><u>Music</u></p> <ol style="list-style-type: none"> 1. Moving to music including stretching "up high" with ascending scales, and free movement 2. Singing familiar songs which relate to current theme (e.g. A2, B5) or stress new units (p.480) 3. Learning new song (pp.480,482) 4. Listening to songs or other music which relates to current theme e.g. tape C3

<p><u>3 Auditory</u></p> <p>Saying, listening to rhymes</p> <ol style="list-style-type: none"> "Build this Picture" (p.367) "Which Word Does Not Belong?" (p.505) Puppet activities including introduction of "Medals" (p.507) and preparation of a list for Mumma Moo (p.506) Rhyming Pairs (p.372) 	<p>1. Naming, describing abstract shapes</p> <p>2. Playing "Similarities and Differences" (p.328) using plane shapes or solids, using terms "longer", "thinner" etc.</p> <p>3. Following directions involving number and spatial terms</p> <ol style="list-style-type: none"> using magnetized figures using worksheets e.g. "Find the shortest girl. Draw a flower in her hand." 	<p><u>Outdoor Activities</u></p> <ol style="list-style-type: none"> "Are You the Leader?" (pp.333-4) "Counting-out" rhyme (pp.385-6) to decide who is "it" Treasure hunt-while selected child covers eyes, others hide object then, as child searches, give clues involving spatial terms e.g. "You are getting closer" "It's not under there." Singing game e.g. "Round and Round the Village"
<p><u>DAY 4 Visual</u></p> <ol style="list-style-type: none"> Visual discrepancy- discussing picture (p.375) Using projected words-responding vocally, matching, writing in air etc. (p.350) Continuing activity with small group-responding vocally, tracing on screen etc. while others use association worksheets involving tracing of path (p.289) 	<ol style="list-style-type: none"> Counting activities (pp.522-4) Building "trains" of rods as directed; constructing "equal" trains; "reading" trains e.g. "red and blue and..." (p.524) Seriation of rods-discuss using terms "shorter than" etc. Identifying and locating rods by feel Estimating which rod equals various special trains e.g. 5 red or 2 pink rods Free play with rods-encourage discussion 	<p><u>Dramatic Play</u></p> <ol style="list-style-type: none"> Sorting items in dressing-up corner. "Mummy's shoes", "the Skipper's cap" etc. (p.469) Acting roles of shoppers and store-keeper in playstore Free dramatic play or selection of puzzles, books etc. <p><u>Art</u></p> <p>Picture or pattern making using coloured paper shapes</p>
<p><u>DAY 5 Auditory</u></p> <ol style="list-style-type: none"> Saying, listening to rhymes Phonic Story Completion Game (pp.505-6) Puppet activities including introduction of Willy Wombat (p.506), "Medals" (p.507) and sorting items for several puppets - "...Pippo's purse" etc. Providing sound effects as familiar story is retold by members of group 	<ol style="list-style-type: none"> Saying, dramatizing number rhymes (pp.473,472,262,296) Estimating number using number slides or cards, locating numeral on number line Checking estimates by counting -children write number Group activities e.g. classification then comparison of number using grid (p.383) using cubes, pegs etc. to construct number groups- associating numeral (pp.376,385) using number cards (p.295) 	<p><u>Music</u></p> <ol style="list-style-type: none"> Listening to "transport" music (e.g. tape C3) Inventing transport song - group decides on words, teacher writes words while group reads e.g. "We are going in a truck We are going in a truck We are going in a truck to see the pigs." children find tune for song Singing familiar songs Moving to music

MORNING TALK	ORAL	LANGUAGE 1	WRITING
<p><u>DAY 1</u> Henry-"Here's Henry" (pp.461,168)-"Here's his hat." Colour of the day - "My dress is red." "Jack's shirt...", ".her ribbon" etc. Number of the day Talk-transport theme Captions (p.495) News and chart- encourage children to bring items to show (p.456) Attendance</p>	<p>directional "to", possessives 1. Examining pictures- "Where is he/she going?" -use of "to" (pp.460-1) 2. "I Spy"-...something that is Tom's." "Is it his...?" 3. Playing "What is he/she saying?" (p.461) using picture of baby and adult animals- write direct speech e.g. "He is my Daddy."</p>	<p>READING "my" 1. Recognition activities e.g. finding "my" in sentences, word matching responding vocally, writing in air, taking photo, rubbing out etc. (pp.350-3) 2. Reading teacher-prepared story 3. Group activities including teacher-guided manipulation of units</p>	<p>1. While one group reads with teacher, others read then write on board, use worksheets, or read then write and illustrate sentences e.g. <u>Read and Draw</u> my dog is big, my cat is little 2. Free activity-puzzles, book corner etc.</p>
<p><u>DAY 2</u> Henry-"Is he in his house?" etc. Day, weather, birthdays Colour of the day - "David's house/his house is red." etc. Number of the day Talk related to theme Caption picture, re-read captions News and chart - use possessive forms if possible (pp.490,456) Attendance</p>	<p>possessive "s", "my", "his" "her" 1. Parts of the Body (p.462) "These are my feet." etc. 2. Assembling magnetized or other figure (p.463) "Here's her nose." etc. 3. "What's in My Hand?" "What's in His Pocket?" (pp.461,331-2)</p>	<p>"red" 1. Reviewing then adding to "red" book e.g. "That's a red plane." "my train is red" 2. Recognition activities, "red", "my" etc. - matching word "red" with red objects, other activities as for Day 1, above 3. Practice reading e.g. <u>Yes or No</u> a cat is red a tree is red a ball is red</p>	<p>1. Guided writing e.g. "Look at my red car." 2. Reading then illustrating completed sentence 3. Free activity e.g. word jigsaws (p.354) "Naming"(pp.352-3) "Dominoes" (p.352) "Word Check" (p.353) Word Wheels (p.354) book corner materials including picture dictionaries (p.504)</p>

Henry - "Henry's hat" etc.
 y, weather etc.
 Colour of the day -
 ".my/her dress" etc.
 Number of the day
 Talk related to theme
 Captioning picture
 Re-reading captions,
 arrow cards
 News and chart (p.490)
 "Peep-hole" (p.171)

"(noun) are"

1. Missing words- "Blocks are..."etc. (p.329)
2. Definitions (pp.334-5) "Clothes are..." etc.
3. Classification activity on magnetic board-constructing sets e.g. of animals, plants, toys, vehicles

"(noun) are"

1. Summarizing classification activity on experience reading chart e.g. "cats are animals", "dogs are animals"
2. Re-reading chart
3. Group activities including teacher-guided recognition activities and practice reading (e.g. p.496)

1. While groups in turn work with teacher, others construct sentences with word and unit cards, write stories or use worksheets e.g. "Circling" (pp.353-4) "Yes or No" activity or "Read and Draw" (p.361)
2. Free activity- word games, book corner etc.

DAY 4

Henry-"his horse" etc.
 Colour of the day
 Number of the day
 Talk related to theme
 Captions
 News and chart
 Birthdays, ages etc.
 Attendance
 Secret messages (pp.456-7)
 e.g. "We are going to the boat shed."

directional "to"

1. Moving picture talk- driving car "to town" etc.
2. Memory game- "I went to the circus and I saw ..." (p.462)
3. Following directions e.g. "Hop to the door" (p.459), chanting by group (p.486)
4. Signposts-pointing "to the store" etc., constructing and reading signs (p.466)

"to"

1. Re-reading appropriate captions e.g. "She's going to the store."
2. Recognition activities- "to", "my", "red", "at" "car", "is" etc.- responding vocally, matching, rubbing out etc. (pp.350-3)
3. Group activities e.g. teacher-guided practice reading using sentence-structure strip books (pp.276-7)

1. Children read worksheet sentence to teacher e.g. "We are running to school"
2. While one group works with teacher, others copy and illustrate sentence or use "Circling" sheets or cards (p.354)
3. Free activity e.g. using book corner, puzzles, word games, "Word Check" (p.353) word wheels (p.354)

DAY 5

Henry, day, weather
 "What's Different?"
 Colour of the day
 Number of the day
 Talk about 2 model vehicles e.g. car and bike - basis for game
 Similarities and Differences (p.328)
 Captions
 News and chart

"Are...?" questions

1. Question-and-Answer Games (pp.330-1) - "Are...?"
2. "What are They?" (p.331)
3. Miming-children guess using "Are you..." structure e.g. "Are you a cat?"

"are you/they"

1. Recording guesses from previous activity on experience chart e.g. "are you a cat?" re-reading chart
2. "Yes or No"-reading and answering teacher-prepared sentences e.g. "are they cats? are you a man?"
3. Rhythmic reading of "Climb in the Rocket." (p.259), "Is that you?" (p.338)

1. Reading worksheets to teacher
2. While most children complete worksheets, weakest readers play word games with teacher e.g. "Rubbing Out" (p.351) covering (p.351) or locating words (p.353) "Naming" (p.352)
3. Free activity

PERCEPTUAL SKILLS	DISCOVERY	OTHER
<p><u>DAY 1</u> <u>Auditory</u> 1. Saying, listening to rhymes 2. Briefly reviewing puppets' collections e.g. "Here's Susie's sock, Here's her singlet." 3. Preparing new puppet list (p.506) and reviewing those made previously 4. Distributing medals (p.507) then placing Susie's letter beside "her" things on magnetic board (p.507) 5. "Phonic Circling" worksheets - children name objects then write Susie's letter beside Susie's things</p>	<p>1. Estimating size relationships in terms of proposed fit e.g. "Will Ila's car fit under the cupboard?" (p.520) 2. Checking estimates 3. Set activities (pp.527-8) including idea of "the empty set" and game "Mistakes" (p.528) 4. Group investigation-each of several small groups investigates a given object - noting colour, shape, "feel", size (perhaps measuring or comparing with another object), composition, action (roll, bend etc.) 5. Reporting, demonstrating by each group to class-encourage discussion.</p>	<p><u>Art</u> 1. Talking about things that belong to the children or things that they have at home 2. Painting pictures related to discussion 3. Dictating captions (perhaps containing "my") then reading captions 4. Sharing paintings in group situation, discussing - "....Cindy's...." "...hex...." <u>Singing Game</u> Playing singing game e.g. "Jack in the Box", or "Punchinello"</p>
<p><u>DAY 2</u> <u>Visual</u> 1. Visual association activity - pairing pictures and giving explanations 2. Tachistoscopic activities - matching sequence of abstract shapes (Set B) 3. Group activities - some children continue tachistoscopic work while others use visual association worksheets or puzzles 4. Free activity including use of "Same or Different?" cards (p.288)</p>	<p>1. Rhythmic counting stressing even numbers (p.522) 2. Examining number pictures providing natural dichotomy determining if there are "many" (p.525) 3. Group activities e.g. continuing sorting of number cards with teacher guidance - "many", "a few" (p.525); using cubes, number patterns and mats (p.525) - associating numeral (number caps/cards); constructing number groups e.g. of pegs, cubes or beads in boxes; measurement of volume using arbitrary units and comparing capacity of containers to find which hold "the most"; using puzzles, etc.</p>	<p><u>Music</u> 1. Listening, discussing, moving to music 2. Singing familiar songs, particularly those stressing new units or related to theme (pp.480-2) 3. Learning new songs (pp.480-2) 4. Singing, using rhythmic reading chart e.g. song composed by group (see Day 5, p.443) or as listed on p.503 <u>Dramatic Play, Art etc.</u> Free dramatic play using "transport" props e.g. steering wheel fixed to "car" made by group; some children may select art activities or use puzzles</p>

<p><u>DAY 3</u> <u>Auditory</u></p> <ol style="list-style-type: none"> 1. Saying, listening to rhymes, including some with "Willy's sound" (pp.508-9) 2. Puppet activities including associating items in given class e.g. "vehicles" with various puppets or children (p.506) 3. "Which One is Right?" (p.511) 4. "Do they Rhyme?" (p.515) 5. Completing or inventing rhymes-teacher records on experience chart (pp.512-3) 	<p>1. Counting activities including rhymes, use of number ladder and joining in rocket "blast-off" (p.523)</p> <p>2. Rolling large dice and jumping along number line (p.525)</p> <p>3. Arranging objects in order, matching sets-using possessive and ordinal terms (pp.458-9)</p> <p>4. Making pictures for "Number of the Day" using coloured discs or squares-displaying-discussing pictures (p.530)</p>	<p><u>Art and Craft</u></p> <ol style="list-style-type: none"> 1. Creating models-cars, houses, hairy men etc.-using boxes, lids, cotton reels, cylinders, string etc. (pp.535,463) 2. Discussing, labelling some items e.g. "Cheryl's train" <u>Planning Excursion</u> <p>Discussing proposed trip e.g. to the boat shed/garage</p>
<p><u>DAY 4</u> <u>Visual</u></p> <ol style="list-style-type: none"> 1. Visual association e.g. matching workers with tools of trade-encourage explanation and use of possessive forms (p.460) 2. Tachistoscopic activities - (a) matching single slides - reduce exposure (b) matching sequences (c) continuing activities with small group while others use circuit boards, puzzles etc. 	<ol style="list-style-type: none"> 1. Naming shapes then following directions e.g. "Put a square on the second man." 2. Activities with Cuisenaire rods e.g. a. identifying, describing rods e.g. "Black is shorter than orange" b. estimating, checking which rod "equals" given train c. estimating, checking how many rods of particular colour "equal" given rod (p.520) d. estimating, checking whether trains are equal (p.524) 3. <u>building mats</u> (p.525), staircases etc 	<p><u>Music</u></p> <ol style="list-style-type: none"> 1. Describing sounds -"high/low", "soft/loud", "like a train" etc. 2. Moving to music 3. Learning new song (pp.480-2) 4. Singing familiar songs, some with percussion accompaniment
<p><u>DAY 5</u> <u>Auditory</u></p> <ol style="list-style-type: none"> 1. Producing speech sounds - blowing out candles, "sh! the baby's asleep" etc.- feeling throat, watching in mirror 2. "Rhyming Pairs" (p.372) 3. Puppet activities including "Willy's book", "Medals" 4. "Phonic Circling" worksheet-catching Willy's things, writing Willy's letter (p.507) 	<ol style="list-style-type: none"> 1. Counting steps taken from marked point <u>to</u> the door/Treasure Box" etc. (p.457) 2. Locating number on number line, writing number 3. Rhythmic counting, counting objects e.g. "feet" by 2's (pp.522-3) 4. Number operations using concrete objects and number trains (pp.387,524) 5. Group activities-puzzles, "mats" of cubes (p.525) number worksheets etc. 	<p><u>Making Picture Dictionaries</u></p> <ol style="list-style-type: none"> 1. Locating, cutting out, discussing pictures for word books (p.504) 2. Labelling pictures as determined by children, reading labels <p><u>Outdoor Activities</u></p> <ol style="list-style-type: none"> 1. Responding to directions e.g. "Hop to the swings" (pp.459,502) 2. Activities involving numbered stumps, steps, circles, number ladder and line (pp.535-6,524) 3. Physical skills, e.g. ball throwing, circling, jumping (p.535) 4. "Hopscotch" (p.536)

MORNING TALK	ORAL	READING	WRITING
<p><u>DAY 1</u></p> <p>Henry- "...in his house" "Medals" (p.507) "What's Different?" Day, weather- "Is it...?" Colour of the day e.g. "...Jimmy's/ his pants." Number of the day- compare generalizations Talk-travel over water- boats, bridges etc. Cautions Maps and chart "Tell Me" Time (p.462) "...something that has wheels"</p>	<p>"have/has", possessive forms</p> <ol style="list-style-type: none"> 1. "Parts of the Body" (pp.462-3) ending in rhythmic activities (p.486) e.g. "These are my feet I have 2 feet....." Rhyme-"I Have a Dog" (p.475) 3. "What am I?" (p.464) 4. "I have 6 legs..." etc. 4. "Yes or No" (pp.466-7) 5. Picture Elimination Game (p.488) 	<p>inversion, "boat"</p> <ol style="list-style-type: none"> 1. Manipulating units- children construct questions about pictures - orally then in writing e.g. "is she at school?" 2. Answering questions, orally then in printed form, by other children 3. Discussing picture of boat, labelling with single word 4. Recognition activities- "boat", "my", "boy" etc. 5. Starting experience book or chart about boats (p.496) 	<ol style="list-style-type: none"> 1. Adding word "boat" to personal word books (p.504) 2. Free activity including "Word Time" (p.504)
<p><u>DAY 2</u></p> <p>Henry- "Here's his....." "Medals" (p.507) Day, weather - "Is it...?" Colour of the day- use possessive forms Number of the day Talk- travel over/through water Captions Maps and chart-use possessive "s" if possible (pp.490/504) Observing, describing actual animal- "His cars..." etc. (p.457)</p>	<p>possessive forms, "in the..."</p> <ol style="list-style-type: none"> 1. Naming parts of the body using (a) picture; assembling figure (p.483) e.g. "I have a bar chain." (b) location of jumping, guessing. e.g. "...under the smallest/biggest/ middle-sized box" 2. "Tell Me" Time- animals that live in the water 	<p>"in the water"</p> <ol style="list-style-type: none"> 1. Summarizing "Tell Me" chart then re-reading (p.492) 2. Manipulating units using pictures on magnetic board e.g. "They are in the water." 3. Group activities e.g. teacher-guided recognition activities, then constructing, reading stories about pictures on magnetic board (p.488) 	<ol style="list-style-type: none"> 1. Reading story to teacher e.g. "my dog is in the water". 2. While some children work with teacher, others write and illustrate story or use word-tracing work-sheets (pp.353-4) 3. Selecting activities e.g. "Word Check" (p.353) word wheels, jigsaws and insets (p.354) "pairs" (p.352) word dominoes using book corner

<p>DAY 3</p> <p>Henry - possessive forms and spatial terms Day, weather etc. Colour of the day Number of the day News and chart - discuss, display items brought by children - use possessives, "has" (p.456) Captions "Tell Me" Time (p.462) e.g. "....that has a handle." "Medals" (p.507)</p>	<p>"have/has" 1. "Yes or No" (pp.466-7) e.g. "Birds have wings" 2. Choose the Right Picture (pp.463-4) 3. "I'm Thinking" (pp.455-6)</p>	<p>1. Reviewing words displayed with illustrations e.g. "boat" "man", "red" (pp.348-9) 2. Matching, reading, "picking" words and units (pp.350-1) 3. Labelling illustration of "water"-reading matching word etc. 4. Outdoor activity- (a) following directions e.g. run to Malcolm (b) reading, dramatizing (p.502)</p>	<p>1. Writing in sand or dirt after responding vocally to word cards- "to", "at", "my", "red" etc. 2. Number game e.g. throwing seeds into circle - children count, teacher writes score e.g. "John's number is 8"</p>
<p>DAY 4</p> <p>Henry - "...in his house" "Henry's medal" (p.507) Day, weather-"Is it...?" Colour of the day, "Julie's dress is blue." etc. (p.490) Talk related to theme Captions News and chart "Tell Me" Time (p.462) e.g. "...that has 4 legs"</p>	<p>possessive "s" 1. Saying, listening to rhymes stressing possessive "s" (pp.472,470) 2. Picture Elimination Game including possessive "s" (p.465) 3. "Drawing Straws" (p.465) 4. Sorting pictures- Mummy's/Daddy's things -label e.g. "That's Daddy's pipe"</p>	<p>name + possessive "s" 1. Re-reading record of preceding classification activity 2. Distributing reading booklets (p.496) completing sentence on each book-"This is..... book" by adding name + possessive "s" as child watches (p.488) 3. Discussing, reading booklet 4. Group activities- teacher-guided practice reading, word games etc.</p>	<p>1. While some children work with teacher, others write on board, use worksheets or construct sentences with word and unit cards and perhaps writing (p.497) 2. Free activity e.g. reading to teacher, using "Word Check" and word/sentence matching stripbooks, reading puzzles, word games etc.</p>
<p>DAY 5</p> <p>Henry- "Henry's horse" etc. "Medals" (p.507) Day, weather etc. Colour, number Talk related to theme Captions News and chart Attendance-number of boys, girls, children (p.387) "Tell Me" Time (p.462) e.g. "...that has more than 4 legs."</p>	<p>1. Signposts (p.466) - "to....." 2. Picture talk and Question-and-Answer Games (pp.467-8) 3. Missing Words (p.468) 4. Listen and Think (p.469)</p>	<p>1. Rhythmic reading e.g. "...Foxy's Hole" (pp.503, 339) 2. Playing "Here's Henry", recording activity on folding experience book (p.491), re-reading book 3. Group activities e.g. teacher-guided manipulation of units, then "missing word" activity (p.502)</p>	<p>1. While some children work with teacher, others use writing cards-read story then trace or write, advanced children may use "Yes or No" or "Read and Draw" worksheets (pp.361, 502) 2. Free activity-word games, puzzles, books etc.</p>

SUGGESTED DAILY PROGRAM - WEEK 28

PERCEPTUAL SKILLS	DISCOVERY	OTHER
<p><u>DAY 1</u> <u>Auditory</u> 1. Saying, listening to rhymes 2. Watching others and self in mirror saying words with "th" sound, e.g. "the", "they", "father" (poke tongue out) 3. Puppets - sorting on magnetic board (pp.283-4), constructing new list (p.507) and reviewing previous lists - "Tottie's things" etc. 4. "Pointing" (p.505) 5. "I Spy" -phonic version (p.282)</p>	<p>1. Building patterns of cubes demonstrating day's number, stating what is observed e.g. "3 and 2 equals 5" (p.525) 2. Using pegboard to make different coloured rows of day's number, discussing then regrouping (pp.528-9) 3. "What's My Number?" (pp.461,332) - after several items children may arrange number cards "in order" 4. "Set" activities (pp.527-8) including experience with number operations, idea of "the empty set" and allocation of additional items to appropriate set, giving explanations 5. "Mistakes"-set ideas (p.528) 6. Worksheets-adding items to sets, discussing (p.528)</p>	<p><u>Music</u> 1. Listening to, describing sounds 2. Answering rhythms using percussion instruments or body percussion 3. Rhythmic reading as children sing "The Tugboat" (A2) - p.503 4. Singing familiar songs 5. Learning new song (p.480) <u>Art</u> 1. Making people or other animals by gluing shapes, modelling clay, or creating from rolled newspaper string, cloth scraps etc. (pp.463,535) 2. Displaying, describing figures (p.535)</p>
<p><u>DAY 2</u> <u>Visual</u> 1. "Construction" (pp.532,373-4) 2. Responding to word slides-vocally and by writing in the air, on paper and tracing on screen, taking "photograph" (p.351) etc. include repeated flashing of some slides as fast-moving activity 3. Matching projected words/units with cards, sequencing to form a sentence 4. Reading completed sentence</p>	<p>1. "Choose the Right Word" (p.537) presenting several actual objects, then verbal reference only 2. Handling, naming, rotating shapes including various types of "triangles" oriented in various ways (p.533)-some shapes may be nailed to wall or post for rotating and matching by children 3. Participating in activities designed to develop shape constancy (pp.533-4) 4. Group and individual activities e.g. making shapes with geoboard or by threading "whole" and "half" milk straws (p.533); constructing number patterns (mats) with cubes - associating numeral; using number and spatial puzzles, worksheets etc.</p>	<p><u>Outdoor Activity</u> 1. Races starting with "One to Get Ready" rhyme (p.296) 2. "Sidedness" activities and terms "right", "left" e.g. "Touch your left ear." 3. "Signposts" (p.466) and following directions in oral and printed form e.g. <div style="border: 1px solid black; padding: 2px; display: inline-block;">run to the tree.</div> "Jump on a green square." (pp.459,502) 4. Counting number of big steps each child takes to cover, marked distance-recording on chart, discussing 5. Creating number record of people, animals, vehicles passing by suitable point (p.526)-singing while waiting</p>

<p><u>DAY 3</u> <u>Auditory</u></p> <ol style="list-style-type: none"> 1. Imitating sounds - train, plane, clock etc. 2. Identifying sounds <ol style="list-style-type: none"> a. taped sounds including vehicles b. playing sound game (p.281) 3. Using strip book with rhyming words-naming, matching, noticing initials, sounds and letters (p.514) 4. "Mistakes" (p.511) 	<p><u>Group Activities</u></p> <p>Building mats with cubes, stating what is found (p.525), other activities with cubes (e.g. pp.524, 519); sorting items into sets-containing sets with hoops or cord (p.528), comparing number in sets e.g. using grid (p.383) or by linking (p.530); measuring using arbitrary units e.g. strings of cars, fixed in position and numbered (p.520); using spatial materials, continuing design (p.534), covering shapes etc.</p>	<p><u>Food Preparation</u></p> <ol style="list-style-type: none"> 1. After hand-washing, children begin making gingerbread men - measuring ingredients counting out eyes, buttons etc. (pp.463, 520-1) 2. While gingerbread men are cooking, children may retell story of "The Gingerbread Man" and sing the song (A4)
<p><u>DAY 4</u> <u>Visual</u></p> <ol style="list-style-type: none"> 1. Visual discrepancy - discussing picture (p.375) 2. Tachistoscopic activities - matching single slides, then sequences (Set B) 	<ol style="list-style-type: none"> 1. Rhythmic counting (pp.522,295) 2. Counting by 2's-rhythmic counting etc. (p.523) 3. "Odd Socks" (p.526)-making "pairs" counting socks 4. Constructing, describing 2 equivalent magnetized groups of different colours (p.529) 5. Rearranging 1 group-discussing, demonstrating equivalence e.g. linking with magnetic string 6. Using worksheets (p.526) estimating whether numbers are "equal", checking by linking (pp.526-7) 	<p><u>Craft</u></p> <p>Constructing model vehicles e.g. matchbox trains and large constructions made from cartons, cylinders, plastic icecream containers and lids etc.</p> <p>Some constructions may be covered with pieces of paper and painted with poster colour (p.535)</p> <p>Encourage discussion e.g. "Norman's train is the largest." "We need 4 circles for wheels."</p>
<p><u>DAY 5</u> <u>Auditory</u></p> <ol style="list-style-type: none"> 1. Saying, listening to rhymes 2. "Same or Different?" (p.505) 3. "Build this Picture" (p.367) 4. Reviewing puppet lists 5. "Rhyming Pairs" (p.372) 6. Playing "What is it?" with rhyme as clue (p.513) 7. Listening to story which stresses rhyme (p.515) 	<ol style="list-style-type: none"> 1. Number activities e.g. rhythmic counting, counting by 2's, grouping "shoes" or "socks" in "pairs" (pp.523,526) using number ladder, number line etc. 2. Missing numbers-using written sequence e.g. 3 . 5 6 7 3. Dividing quantities in "half"-using terms "half", "equal", "the same" (p.521) 4. Group and individual activities- see previous suggestions 	<p><u>Story and Art</u></p> <ol style="list-style-type: none"> 1. Listening to story 2. Discussing story then painting picture or modelling some aspect using plasticine or clay (when modelling, children may experiment with creating designs or objects from long "snakes" of clay or plasticine) <p><u>Outdoor Games</u></p>

MORNING TALK	ORAL	LANGUAGE 1	WRITING
<p><u>DAY 1</u> Henry Day, weather - "It is Monday." "Is it a cloudy day?" etc. Colour of the day - Number of the day - including groups of selected number e.g. pegs on line, bars of cubes News and chart - encourage bringing of items to show group - record on experience chart or caption e.g. "They are tadpoles" (p.495) "Raymond's Possum" (p.494) "Medals" (p.507)</p>	<p><u>ORAL</u> 1. Detective Game - "They are..." etc. (pp.329-30) 2. Reviewing, adding to "They are..." classification cards (p.492) 3. Missing words (p.468) 4. "Yes or No" (pp.466-7) including some "can" items e.g. "Cats can fly." "Mummy can cook"</p>	<p><u>READING</u> "(noun) can" 1. Watching as teacher presents more "Yes or No" items, this time in printed form e.g. "dogs can run" "trees can run" 2. Reading items aloud, answering orally and with "Yes" or "No" card 3. Recognition activities, particularly with "can" include labelling of object which children call "can" e.g. soft drink can 4. Group activities</p>	<p>1. While some children read with teacher, others use worksheets e.g. writing words under pictures (p.503) - less advanced children may use worksheets involving one word only (pp.363,354) 2. Free activity - some children read "take-home" cards (p.189)</p>
<p><u>DAY 2</u> Henry - possessive, spatial terms "Medals" (p.507) Day, weather, birthdays, ages - "I'm six" etc. Colour of the day - "Deanna's beetle is blue" ".....her blue buttons." Number of the day - identify number, write in air, clap etc. Talk e.g. people who make cars, fix engines Captions News and chart "Tell Me" Time (p.462) - "...that has fur/feathers/scales"</p>	<p>directional "to" 1. Picture talk using contrasted pictures - questioning to elicit directional "to" (pp.460-1) 2. Signposts (p.466) 3. Using maze overlays on magnetic board, children move people or vehicles, tracing paths "to" various places (p.460) 4. Following directions e.g. "Point to the ceiling" "Fly to the book corner." 5. Rhythmic activities - moving, chanting e.g. "Jump to the door..." (p.486)</p>	<p>"can", "We can..." 1. "What is he saying?" discussing pictures, suggesting direct speech then reading speech added by teacher as dictated e.g. "We can make boats" "We can swim" (pp.461,359) 2. Brief recognition activities "to", "can" "is", "are" etc. - including, reviewing of wall pictures illustrating words (pp.348-9) "Picking", "Which One Went Away?" (p.352) etc. 3. Group activities e.g. teacher-guided manipulation of stories (pp.497,487)</p>	<p>1. While some children work with teacher, others write words under pictures (pp.503,363) or use "Circling" cards or sheets 2. Checking worksheets, cards with teacher 3. Free activity e.g. "Word Check", word-matching strip books, word wheels, dominoes, jigsaws, book corner</p>



<p>DAY 3 Henry Day, weather Colour of the day - record on chart (p.490) Number of the day News and chart Talk-health topic e.g. about ears Caption picture, re-read captions Attendance, "Medals"</p>	<p>possessives, "(n/p) is/are" 1. Picture Elimination Game (p.465) 2. Sequences (p.168) "This is..." etc. 3. Parts of the Body - "...my shoulders", "...his shoulders" etc. (pp.462-3) 4. Rhythmic activities stressing "is", "are", plural "s" (e.g. pp.486, 346)</p>	<p>"the" 1. Rhythmic reading of "Daisy, daisy" (p.478) - forming daisy with hands 2. Labelling "the sun" and "the moon" in pictures (p.349) 3. Recognition activities, "the"-responding vocally (tongue out), tracing word written on sandpaper (p.350), writing in the air, taking photo, matching etc.</p>	<p>1. Individual and group activities e.g. writing on board, reading books, using word wheels, "Word Check", word dominoes and jigsaws, strip books, playing "Pairs" etc. (pp.350-6) 2. Free activity including "Word Time" (p.504)</p>
<p>DAY 4 "What's Different?" Henry - "Is he....?" Day, weather Colour of the day Number of the day News and chart Captions, arrow cards Attendance Talk-examine actual vehicle, name parts, notice shapes etc.</p>	<p>1. "Drawing Straws" (p.465) "Jack's piece is the longest" etc. 2. Choose the Right Picture (pp.463-4) 3. "Yes or No"-pictures used as basis for some items (pp.466-7) 4. Detective Game - "What are they?" - written answers stressing plural "s" (pp.329-30)</p>	<p>1. Re-reading records of classification e.g. "That is a..... That's a..... They are....." (pp.496-7) 2. Recognition-repeated flashing of projected words-responding vocally writing in the air, taking photo etc.(p.350) 3. Small group-continuing activity with teacher then practice reading (pp.495-501)</p>	<p>1. While one group at a time works with teacher, others use worksheets or cards e.g. "Circling" or tracing (p.354), or "Read and Draw" (p.361) Advanced children may construct then write own story (p.497) 2. Free activity- word games, puzzles etc.</p>
<p>DAY 5 Henry-"Is Henry in his house?" Day, weather-"Is it...?" Colour of the day- song "Mary Wore a Red Dress" (M1) Number of the day Talk related to theme e.g. relatives' travels Captions News and chart Detective Game, arrow cards (pp.256, 270) "Medals" (p.507)</p>	<p>1. Rhymes stressing new units (pp.468-480) 2. Descriptions (p.461)e.g. describing mythological characters such as a Junjidee or Hairy Man- "...his eyes..." similarities and differences using pairs of pictures in book- discussing, captioning (p.491) 4. "Tell Me" Time-".... something that can run."</p>	<p>"(noun/pronoun) can" 1. Summarizing "Tell Me" Time on experience chart e.g. "a lizard can run." "a man can run...." 2. Re-reading chart then locating "can" matching word in context using word card 3. Groups in turn with teacher-manipulating units, then completing "missing word" items (p.502)</p>	<p>1. Reading story on board, worksheet or card 2. Copying or tracing story 3. Free activity- word games, puzzles, book corner etc.</p>

PERCEPTUAL SKILLS	DISCOVERY	OTHER
<p><u>DAY 1</u> <u>Auditory</u></p> <ol style="list-style-type: none"> 1. Identifying, discussing taped sounds 2. "Which Sound Does Not Belong?" 3. Saying, listening to rhymes 4. Puppet activities-sorting on magnetic board (pp.283-4) constructing new list. (p.507) and reviewing previous lists 5. "Phonic Circling" worksheet-writing puppet's letter beside pictures (p.507) 	<ol style="list-style-type: none"> 1. Counting activities including number rhymes 2. Building patterns of cubes demonstrating day's number, stating what is observed e.g. "4 and 4 make 8." 3. Activities contributing to conservation of number- include linking of magnetized figures (pp.528-530) 4. Estimating involving number relationships (pp.519-520) 5. Group and individual activities e.g. finding "heaviest", and "lightest" of several objects- estimating, checking with balance (p.519), number operations using shells, cubes etc. on mat, with teacher guidance (p.520); number cards (p.295) 	<p><u>Free Activity</u></p> <p>Participating in preparation of blocks for printing-gluing to wood or heavy card items such as seeds, lengths of string, pieces of polystyrene or plastic foam; Using puzzles, book corner, number equipment etc; cutting pictures from magazines to illustrate spatial concepts (p.536)</p> <p><u>Story</u></p> <ol style="list-style-type: none"> 1. Listening to, discussing "discovery" story (pp.538-6) 2. "Think of a Word" (p.537) - Items related to story
<p><u>DAY 2</u> <u>Visual</u></p> <ol style="list-style-type: none"> 1. "Which Two are the Same?" (p.611) - increasing fineness of discrimination required 2. Reconstructing a linear arrangement of shapes 3. "Construction" (pp.532, 374) 	<ol style="list-style-type: none"> 1. Reviewing sorting-"many"(lots), "a few" (p.525) 2. Group activities e.g. constructing mats using cubes-teacher encourages stating of relationships (p.525) constructing rod mats by making trains of "equal" length (p.524) teacher-guided counting, synchronizing pointing and saying number-using number trains, selecting numerals (p.527) copying patterns constructed from coloured shapes and extending patterns (p.534) playing dice game (p.525) selecting puzzles etc. 	<p><u>Music</u></p> <ol style="list-style-type: none"> 1. Singing favourite songs 2. Referring to a rhythmic reading chart as one song is sung 3. Learning new song 4. Relaxing, closing eyes and listening to music <p><u>Paper Folding and Cutting</u></p> <ol style="list-style-type: none"> 1. Listening to rhymes, "Snip, Snip, Snip" (p.475) 2. Paper folding, cutting- predicting discussing number, shape 3. Experimenting further with paper folding and cutting or using shapes as templates to draw around, then cut out pictures (p.533)

<p><u>DAY 3</u> <u>Auditory</u></p> <ol style="list-style-type: none"> Saying rhymes-some with Willy's sound Puppet activities-Medals, lists (p.507) etc. Completing rhymes (p.513) Playing "What is it?" with rhyme as clue (p.513) Using strip book with rhyming words- naming, matching, noticing initial sounds and letters (p.514) Listening to story which stresses rhyme (p.515) 	<ol style="list-style-type: none"> "Tell Me" Time-..things that are yellow/heavy" etc- producing rapid flow of ideas (p.517) "Similarities and Differences" pairs of cylinders etc. (p.518) Listening to rhyme "Dogs"(p.518) Rhythmic counting, counting by 2's, e.g. socks on clothesline, children's hands, "feet", ears etc. recording on experience chart (pp.523,526) Free activity-constructing number patterns, floor mosaics, using puzzles etc. 	<p><u>Outdoor Activities</u></p> <ol style="list-style-type: none"> "Signposts" (p.466) Vigorous rhythmic counting (pp.522,295) Responding to directions in oral and written forms (pp.459, 502) Drawing shapes in dirt <ol style="list-style-type: none"> copying displayed shapes drawing nominated shapes "Pigs Fly" (pp.462,31-2) Activities involving seriated stumps etc. (pp.535-6)
<p><u>DAY 4</u> <u>Visual</u></p> <ol style="list-style-type: none"> Responding vocally to repeated flashing of word slides-also writing some words in the air, on paper, trace on screen or word written on sandpaper with crayon Watching teacher begin to write one of the words previously flashed, using developing sounds-symbol association to predict the word as it is written (pp.507-8) 	<ol style="list-style-type: none"> Sorting, naming magnetized shapes Comparing number-by linking or aligning (p.524), including use of grid (p.383), then associating numeral Series-arranging magnetized figures "in order" -discussing Attempting to find a second way of arranging figures "in order" (pp.378-9) Serializing towers of cubes-arranging, discussing, number relationships (p.519)-using ordinal terms of reference (p.519) 	<p><u>Art and Craft</u></p> <p>Experimenting with block printing (See Day 1, p.454)</p> <p>Beginning cooperative development of a "where" creation, with spatial labels attached as suggested by group (p.536)</p> <p><u>Drama</u></p> <p>Dramatizing a favourite story - discussing, props-"...his boots" etc.</p>
<p><u>DAY 5</u> <u>Auditory</u></p> <ol style="list-style-type: none"> Increasing awareness of Tottie's sound and letter at end of words e.g. (a) saying rhymes "Daddy's Hat" (p.512) and "Rat-a-tat-tat" (p.127) then rhythmic reading of same rhymes <ol style="list-style-type: none"> using word-picture cards name picture, decide if Tottie's sound at end, then check word for Tottie's letter using rhyming strip book (p.514) "Do They Rhyme?" worksheets (p.515) 	<ol style="list-style-type: none"> Counting activities-rhythmic counting, matching numerals with groups, "pairing" socks (pp.523, 526) and counting by 2's etc. Number rhymes including counting by 2's (p.512) Playing "Choose the Right Picture" (pp.518,463-4) responding to terms of size, shape or number Making pictures for "Number of the Day", using coloured discs, or squares-displaying, discussing pictures (p.530) 	<p><u>Outdoor Activity</u></p> <ol style="list-style-type: none"> Looking for "long" leaves and "wide" leaves Tagging of each child's leaf e.g.  Discussing, comparing leaves - using possessives, comparatives and superlatives (p.458) <p><u>Art and Craft</u></p> <p>Contributing to spatial frieze(p.537) or making crayon leaf rubbing-placing large leaf under paper and applying crayon</p>

1. ORAL USE OF LANGUAGE UNITS(a) Listening Experience

Possessive forms used by many Aboriginal children which compete with the S.E. possessive "s" marker and with the pronouns "his" and "her" are among the constructions which have been found most resistant to change. By contrast, the possessive "my" is already used by most children.

Listening experience in the use of new language units may be provided as suggested previously, e.g. through listening units, tapes of children's language, stories, language games and the teacher's own language. It is expected that extensive listening experience with the possessive "s" and with "his" and "her" will be required over a considerable period.

(b) Informal Discussion

Many opportunities for providing experience with possessive pronouns and the possessive "s" will arise during informal discussion. Situations may include distribution of materials, the returning of property to owners, examining of objects displayed by children, admiring of children's creations, acknowledgment of birthdays, and "turns" in various activities, e.g.

"Here's Vincent's book."

"Is this her ribbon?"

"It's my turn next and then it will be Allan's turn."

During news time, references by children to possessions or to members of their families may arise. Practice in the use of possessive forms and the construction "(noun/pronoun) have/has" may result as further discussion is encouraged. Often, the new forms may be written on news charts after being used orally by children, e.g.

"Stafford's Daddy has a motor bike.

Stafford went for a ride on it."

"Violet can bath her baby brother.

He likes kicking in his bath."

"Carmelia's sister went to Brisbane.

She went on the bus."

"Secret messages" may contain language structures which are currently being stressed, e.g. "to ...", use of "the" and possessive forms in the following:

We are going to the boat shed.

Informal Discussion (cont.)

Stafford's Daddy is bringing his bike
to show us.

During discussions relating to transport and travel, the teacher may lead children to use possessive forms, e.g.

Teacher: Who has a boat?

Child: Charlie daddy.

*Teacher: Charlie's daddy? Has he?
Tell me about his boat.*

As travel experiences of the children or members of their families are discussed, directional use of "to" may arise, e.g.

Child: 'e bin go town.

*Teacher: He went to town?
Let's all say it.*

All: He went to town.

Descriptions of people or other animals may provide experience with present tense usage of "has" and "have". As children describe, they may be encouraged to use possessive forms, e.g.

"His ears are long."

"His fur is soft."

"He has a long tail."

Measurement and comparison of size provide opportunities for practice of possessive forms, e.g.

*"We need three jars of water to fill
Brian's tin."*

"My foot is longer than her foot."

Her foot is shorter than my foot."

Practice in the directional use of "to" may be given as children pace out distances, e.g. "to the door", counting their steps.

Through a similar activity, concepts of time may be developed. While one child runs, e.g. "to the gate, then back to us", count may be kept of some action which a member of the group carries out at fairly regular speed - perhaps transferring pegs from one peg board to another.

Informal Discussion (cont.)

During outdoor activities, children may be asked to collect certain objects, e.g. "a straight stick, a smooth round stone, and a wide leaf".

As collections are inspected, discussion involving the use of possessive forms and "(noun/pronoun) have/has" may be encouraged. Listening experience in the use of "the" preceding superlatives may also be provided, e.g.

*"Peggy's leaf is the widest."
"Warren has a pink stone."*

Having completed *seriation* activities, children may sometimes review an arrangement, e.g.

*"Jamie's bridge is wider than Darwin's."
"Darwin's bridge is wider than Anthony's."
"Anthony's bridge is wider than John-Paul's."*

Comparison of number may involve use of possessive forms as well as the language unit "(noun/pronoun) have/has", e.g.

*"There are six tadpoles in Averil's bottle.
Kurt caught four in his bottle.
Averil's bottle has more tadpoles
than Kurt's bottle."*

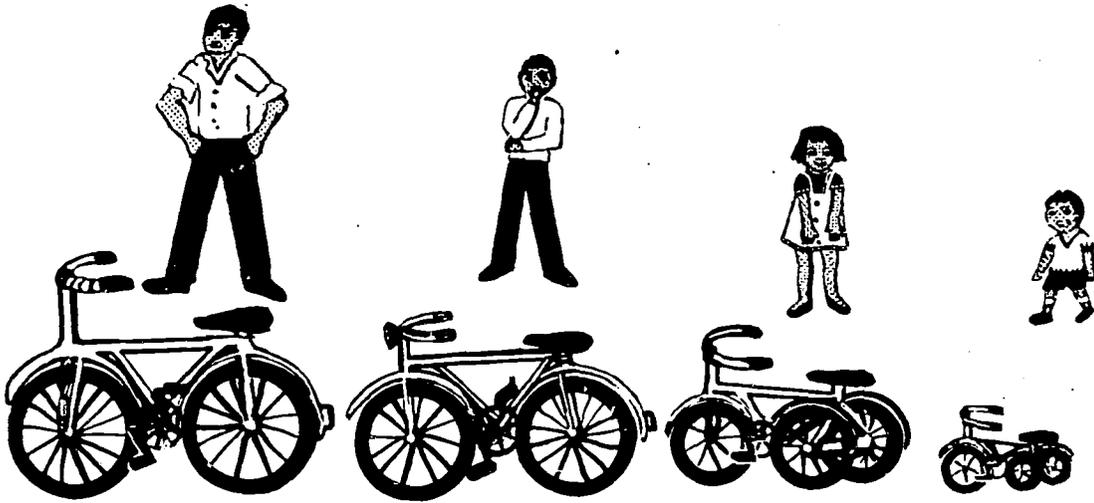
Counting activities and generalizations involving number (p.382) provide similar opportunities, e.g.

*"This cat has three kittens."
"Cows have four legs."
"Triangles have three sides."*

Practice in the use of possessive forms may be provided during *one to one correspondence* activities, particularly when matching is not based on number alone, e.g.

toys with children of appropriate ages;
shirts with men and boys;
prizes with competitors in a race
("best" prize for "first").

Language similar to the following may occur during matching -

Informal Discussion (cont.)

"That's the father's bike."

"This is his bike."

"The little boy has the smallest bike.

His bike is smaller than the little girl's bike."

Following directions may provide practice with new language structures and with spatial and number terms. As well as carrying out directions, children may be encouraged to state what was done and discuss the actions, e.g.

Teacher: Hop to the door. (pause)
Where did Stella hop to?

Child: 'e go door.

Teacher: She hopped to the door. Yes.
Let's all say it.

As children respond to directions, various materials may be used, e.g.

magnetized figures

"Point to the third child.
Put a triangle on her box."

other concrete objects

Teacher: Put half of these shells on Betsy's table.

Teacher: What did Christine do?

Child: She put three shells on Betsy's table.

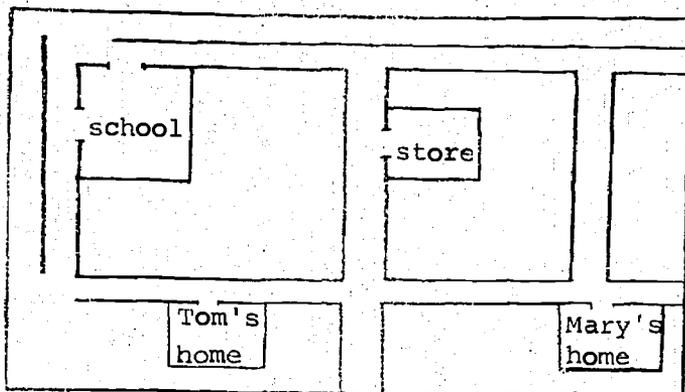
Informal Discussion (cont.)worksheets

"Point to the tallest man.

Draw a hat on his head."

"Mark the animals that have horns."

Mazes may be prepared on paper overlays for use on the magnetic board. Oral practice in the use of "to" may be provided as children move magnetized figures or vehicles and discuss the "shortest" path between two points. Tracing of paths on prepared worksheets may contribute to the development of manipulative skill (p.289), e.g.



Visual association exercises, e.g. matching workers with tools, provide opportunities for the practice of possessive forms:

"That's the dentist's little mirror."

"That's her typewriter."

(c) Picture Talks

Pictures which contribute to the development of the theme, "Transport and Travel", may be among those discussed by children. A supply of advertising materials from manufacturers of cars, trucks and boats, and from transport companies, particularly air and shipping lines, may prove to be useful for discussion and for classification activities. For other suitable pictures, refer to "Equipment Appendix", p.644.

As well as pictures relating to the theme, teachers may select pictures which lend themselves to practice of new language structures. Questioning by the teacher may stimulate speculation as to where various characters or vehicles are going or have been, providing practice in the use of directional phrases introduced by "to". Pairs or sets of contrasted pictures may sometimes be discussed in this way and then captioned, as suggested by the children, e.g.

Picture Talks (cont.)

"They are going to the post office."

"They are going to the pictures."

"These are the boy's clothes."

"These are the girl's clothes."

The activity, "What is he saying?", may be continued as suggested previously (pp.24-5). Direct speech suggested by children may sometimes contain structures to be given special attention. The writing of captions may give added prominence to new structures, e.g.

(d) Language Games

New language games as well as familiar ones, sometimes in modified form, may provide experience with selected language structures. The following games are suggested -

Program Page	Language Game	Type of Language Outcome
148	<i>Here's Henry!</i>	possessives - 's, my, his, her Here's Henry's hat. Here's his horse. He's in his house.
166	<i>Here's Tottie!</i>	Here's Tottie's tin. Here's her table.
331-2	<i>What's in My Hand? / What's in Her Pocket?</i>	... in my hand. ... in her/his/Jack's pocket.
332	<i>What's My Number?</i>	... my/his/her number? Carmie's number is bigger than Cindy's.
334, 292	<i>Descriptions</i>	His teeth are sharp.

Language Games (cont)

Program Page	Language Game	Type of Language Outcome
335 368-9 283-4	<i>Discrepancy</i> <i>Phonic Circling</i> and puppets' use of dictionaries	<u>possessives - 's, my, his, her</u> The watch is on his leg. Find <i>Googa's</i> things. These are <i>Henry's</i> things.
328 80 373-4 382-3	<i>Similarities and Differences</i> <i>"Tell Me" Time</i> <i>Construction</i> <i>Number of the Day</i>	<u>(noun/pronoun) have/has</u> They both have four sides. This one has something that has wheels. It has three points. Bees have six legs.
166 33-4	<i>Mummy Went to the Store/ I Went to the Circus/ Hospital/Rodeo, etc.</i> Plurals Activity	<u>directional phrases introduced by "to"</u> Mummy went to the store ... I went to the rodeo and I saw ... Run to ... "tree".
31-2	<i>Pigs Fly</i>	<u>theme</u> Speedboats go fast.

Parts of the Body (pp.168-9)

(Language: possessive pronouns "my", "his", "her" and possessive "s")

Naming parts of the body, either their own or those in pictures*, affords children practice in the use of possessive pronouns "my", "his" and "her", e.g.

* The set of charts entitled *English Around the World* (Scott Foresman, 1970) includes an excellent picture for this game.

Language Games (cont.)

"This is my chin."

"These are my feet."

"This is her face."

"These are his shoulders."

As children locate parts of the body in response to the teacher's directions, awareness of the possessive "s" may be increased, e.g.

Teacher: Show me the boy's mouth.

Teacher: Good. Tell me about it.

Child: That's 'e mout'.

Teacher: That's his mouth. Yes. Let's all say it.

All: That's his mouth.

Assembling of magnetized figures or completing jigsaw or inset puzzles provides similar practice. Creative work of many types may also be undertaken, e.g. painting or making collage figures, combining geometric shapes, modelling in plasticine, clay or papier mache, creating dolls, puppets or other figures from scrap material - cotton reels, cardboard rolls and boxes, rolled newspaper, pipecleaners, rope, pieces of wood.

A favourite related activity, providing experience in language and with mathematical ideas, is the modelling and cooking of gingerbread men or other figures.

Choose the Right Picture

{Language units: phrases introduced by "to"; possessive "s" and possessive pronouns: [noun/pronoun] have/has; previously introduced units)

In response to the teacher's spoken language, children may select the correct picture from among several, depicting either scenes or individual objects. The teacher's language may provide experience with selected language units. Consecutive items may sometimes be in contrast, e.g.

Series 1 (Refer to Item 1 p.464)

BLOCK F

Language Games (cont.)

1. (a) The little boy is running to his father.
(b) The little boy is running after his father.
(c) The little boy is running beside his father.
2. (a) Mummy is holding her bag.
She is going to the store.
(b) Mummy is holding her bag.
She is going home from the store.
(c) Mummy's bag is on the table.
3. (a) The children are going to school.
(b) The children are going to the creek.
(c) The children are going to town.
4. (a) The little girl cut her finger.
(b) The little girl cut her toe.
(c) The little girl cut her knee.
(d) The little girl has a cat on her head.
5. (a) This vehicle has three wheels.
(b) This vehicle goes faster than the jeep.
(c) This vehicle has four wheels. It can carry more people than the other vehicles.

"Who am I?", "What am I?", "What is it?", "What are they?"

(Language: {noun/pronoun} have/has; possessives; phrases introduced by "to" and other units)

Using items which provide practice with selected language structures, these guessing games may be played as suggested previously (pp.27-30; 169; 170; 329-331), e.g.

*I have six legs.
I have wings.
I am smaller than a butterfly.
My house is called a hive.
What am I?*

*I have lots of tools for doing my work.
I have a saw for cutting wood.
I have a hammer for banging in nails.
I have a drill for making holes in wood.
Who am I?*

*It's small and round.
You might find it in Daddy's pocket.
Mummy might have it in her purse
when she goes to the store.
What is it?*

Language Games (cont.)

*This is made of felt.
It is something that Daddy wears.
He wears it on his head.
What is it?*

*I'm thinking of something that is Benny's.
It's on his table.
It has a stripe around the middle.
What is it?*

Picture Elimination Game (pp.29-30)

(Language: possessive "s"; pronouns "my", "his", "her"; [noun/pronoun] have/has; phrases introduced by "to")

When this game is played as suggested previously, clues given by the teacher may contain new language units, e.g.

*"It would fit into Daddy's pocket."
"Mummy might wear it around her neck."
"You need it when you go to the store."
"When you go to the hospital you see it."
"It has a lid on it."*

"Drawing Straws"

(Language: possessive "s"; pronouns "my", "his", "her", definite article associated with superlatives)

This traditional game may be played to provide experience with new language units and with terms of size, particularly comparatives and superlatives, e.g. "longer", "shortest".

Children may take turns as leader, collecting grass stems or other suitable material. The tops of the stems having been aligned, each child selects one. Discussion may be encouraged as children make comparisons of length and locate the "winner", i.e. the child with "the longest" stem, e.g.

"His piece is longer than mine."
"Janie's piece* is the shortest."*

"I'm Thinking" (p.32)

(Language unit: [noun/pronoun] have/has)

In this game, children nominate objects located within a given class (p.34). The following items, some of which are related to the theme, are suggested -

* Refer to lengths as "pieces" or "bits" as the use or omission of the possessive is not clear when followed by a word beginning with "s", e.g. "John's straw" could be "John straw".

BLOCK F

Language Games (cont.)

"I'm thinking about ..."

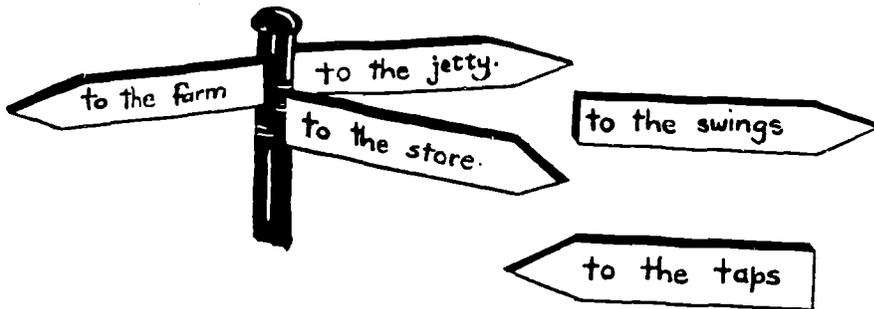
a vehicle
a vehicle that has two wheels
a container
a container that has a lid
an animal that has four legs
a vehicle that is bigger than a truck
a shape that has three straight sides
something that floats
something that travels through the air

Signposts

(Language unit: phrases introduced by "to")

To provide experience with directional phrases introduced by "to", children may play games with signposts. After pointing the way "to the jetty" or "to the store", children may suggest labels which they would like included on a permanent signpost. As the labels are "read", children may turn themselves into signposts, pointing the way to various places in their community or beyond.

In addition to the use of large signposts, small signs may be attached to walls or posts around the school. Both in suggesting and later reviewing their signs, children may gain experience in the use of "to ...", e.g.



"Yes or No"

(Language units: [noun/pronoun] have/has; possessive "s"; pronouns "my", "his", "her"; phrases introduced by "to")

Children may listen to a series of statements after being warned that some may not be true, e.g.

Language Games (cont.)

*Birds have four legs.
 Dogs have four legs.
 Boats fly in the air.
 Trucks have wheels.
 Cats have whiskers.
 If you are sick, you go to the hospital.
 If you want some meat, you go to the baker's shop.
 A cow's baby is called a chicken.
 A horse's baby is called a foal.
 A kangaroo's baby is called a joey.
 The kangaroo carries her baby in her pouch.
 A chicken's baby is called a hen.
 A cat uses her tongue to wash herself.*

A picture may sometimes be used in this game, children studying it carefully as they listen to the teacher's statements, e.g.

*The little girl is cleaning her teeth.
 The boy's boat is bigger than the girl's boat.
 She's running to her mother.*

As well as answering "Yes" or "No", children may be encouraged to comment on statements, particularly those that are false.

Question-and-Answer Games

(Language: new and previously introduced structures)

A series of pictures may be displayed and discussed before being used in some question-and-answer games. Rhythmic group responses (pp.330-1) or answers by individual children may be given to items of the following type -

*Leader: Who went to town?
 Group: The girls went to town.
 Leader: Who went to the creek?
 Group: The boys went to the creek.
 Leader: Who crashed his bike? ...*

Games involving spatial ideas may also provide practice with new units, e.g.

*Leader: Where are her feet?
 Group: Her feet are on the triangle.
 Leader: Where are his feet?
 Group: His feet are on the circle.
 Leader: Where are her hands?
 Group: Her hands are on the square.
 etc.*

Language Games (cont.)

- or - Leader: *Where is the rectangle?*
 Child 1: *The rectangle is on Jenny's table.*
 Leader: *Where is the circle?*
 Child 2: *The circle is on Harold's table.*
 etc.

Missing Words

(Language: new and previously introduced structures)

Missing word items consisting of individual sentences or of connected stories may be used. Some of these may be familiar stories which the teacher retells or they may be stories based on pictures. Whereas children may initially be required to provide only a single word to complete an idea, as they become more experienced in the use of a new construction, a phrase rather than a single word may be supplied, e.g.

(a) *Mummy's hat is on her ...*

(b) *Mummy's hat is ...*

A. individual items

The little boy is brushing his ...
The girl is washing her ...
Daddy's money is in his ...
Mummy's money is in her ...
He's putting marbles in his ...
She's brushing her hair with ...
He hurt his leg so he's going to the ...
She wants some fruit so she's going ...
We could go to the moon in a ...
We could go to Townsville/Brisbane in a ...
Dogs have puppies but cats have ...
Cars have wheels but people have ...
A possum has fur but a bird has ...
A man has arms but a fish has ...
Cliffie's pants have a zip but his shirt has ...

B. connected stories

One day Frankie said, "I'm going to the farm to see the brown cow's new calf." It was a cold morning so Frankie put on his ... As he walked along the road, he saw Harry. "Hello, Harry", he said. "I'm going ... to see the brown cow's new ... Will you come with me?"

Language Games (cont.)"Listen and Think"

(Language: new and previously introduced structures)

After listening to a brief story, sometimes only one or two sentences, children may be questioned about the meaning, and asked to make inferences, e.g.

A. *"Matilda cut her foot on a broken bottle."*

1. What happened to Matilda?
2. Did her foot bleed?
3. What do you think Matilda did next?

B. *"Bobbie ran to the store to get some matches for his father."*

1. Where did Bobbie go?
2. What did he get?
3. Who wanted the matches?
4. Do you think Bobbie took a long time?
5. Why do you think Bobbie's father wanted the matches?

Drama

(Language: possessive forms, phrases introduced by "to")

During dramatic play, children may make preparations for trips and dramatize travel and sightseeing. The supply of props available in the dressing-up corner may be supplemented. Labelling of these items may sometimes be revised by the children, e.g.

Mummy's handbag
 Daddy's tools
 the driver's cap
 tickets and luggage labels
 food containers - Daddy's mug
 Mummy's mug

Children may also dramatize familiar stories or those which they invent themselves, or situations suggested by members of the group. As they do so, opportunities for practising the directional use of "to" will arise. Allocation of roles may provide experience with possessive forms, e.g.

*"They are going to the bottom of the sea in a submarine."
 "She's the mother and Jason is her baby."*

During outdoor activities, children may sometimes enact a situation or mime a role suggested by the teacher, e.g.

BLOCK F

Language Games (cont.)

*Be Daddy when he's doing his work.
 Be Daddy when he's riding his bike/horse.
 Be a pilot who is flying his plane to Townsville/
 Brisbane.
 Be a cow who has lost her calf.
 Be the calf that is looking for his mother.*

(e) Poems, Songs and Stories

Poems, songs and stories which either provide experience with new language units or contribute to the development of the theme, "Transport and Travel", may be included. Familiar rhymes are among those which are suggested -

Rhyme	Page	Rhyme	Page
<u>possessive "s"</u>			
<i>Henry's House</i>	64	<i>I Stir My Pudding</i>	194
<i>Rat-a-tat-tat</i>	127	<i>Put Your Finger in Foxy's Hole</i>	339
<i>Here is Daddy's Razor</i>	174	<i>Piggy on the Railway</i>	339
<i>Tottie Turtle</i>	194	<i>Molly the Cow</i>	340
<u>possessive pronoun - "my"</u>			
<i>My Nose</i>	36	<i>Rat-a-tat-tat</i>	127
<i>My Motor is Humming</i>	36	<i>My Daddy</i>	172
<i>Can Anyone Tell Me?</i>	37	<i>This is My Saucer</i>	173
<i>I'm Looking in the Mirror</i>	37	<i>My Skin is Green</i>	260
<i>I Like Cake</i>	38	<i>Look at Me</i>	286
<i>I Sit on the Ground</i>	38	<i>What Do You Suppose?</i>	286
<i>My Hands</i>	64	<i>The Broken Chair</i>	286
<i>The Boys and Girls ..</i>	109		

Poems, Songs and Stories (cont.)

Rhyme	Page	Rhyme	Page
<u>possessive pronoun - "his"</u>			
<i>Simon Snail</i>	64	<i>What's Become of John Boy?</i>	175
<i>Henry's House</i>	64	<i>I Saw a Slippery Slithery Snake</i>	285
<i>Tommy the Cat</i>	127	<i>The Seagull</i>	337
<i>Here is the Emu</i>	174	<i>Poor Little Puppy</i>	369
<u>possessive pronoun - "her"</u>			
<i>Singing Songs</i>	64	<i>Cluck! Cluck!</i>	263
<i>Little Arabella Miller</i>	65	<i>The Pocket</i>	339
<i>Tottie Turtle</i>	194	<i>Little Bo Peep (traditional)</i>	-
<i>I Like Gumleaves</i>	263	<i>Little Miss Muffet (traditional)</i>	-
<u>phrases introduced by "to"</u>			
<i>Trees in the Wind</i>	64	<i>Kangaroos</i>	139
<i>Where are You Going?</i>	128	<i>My Mother</i>	172
<i>Who's that Knocking?</i>	128	<i>Climb in the Rocket</i>	259
<i>Ladder Climbing</i>	128		
<u>(noun/pronoun) have/has</u>			
<i>I Have Ten Little Fingers</i>	202	<i>The Pocket</i>	339
<i>A Bird has Two Legs</i>	296		
<u>use of "the"</u>			
<i>Trees in the Wind</i>	64	<i>I Like to Stay at Home</i>	339
<i>Rain on the Roof-top</i>	128	<i>Let's Be Firemen</i>	340
<i>Bang Goes the Hammer</i>	127	<i>Put the Popcorn in the Pan</i>	369
<i>Grubs in the Grass</i>	285	<i>Roll Over</i>	386
<i>I'm Peeping Through the Railings</i>	337		
<i>The Seagull</i>	337		

Poems, Songs and Stories (cont.)

Rhyme	Page	Rhyme	Page
	content		
<i>Watching</i>	38	<i>This is the Sun</i>	173
<i>The Train</i>	127	<i>Climb in the Rocket</i>	259
<i>This is the Ship</i>	173	<i>You are So Fast</i>	336-7

Suitable new rhymes include:

*See the baby's cradle,
Rocking to and fro;
Listen to my lullaby,
Soft and sweet and low.*

(Language unit:
possessive "s")

The Ball

*Baby's ball is big and round,
See it bounce upon the ground.
Baby is so very small,
But very big is baby's ball.*

(Language unit: possessive "s")

*Who took the glue from Phillip's table?
Who has the bottle of glue?
Here it is on Emily's table.
Will she lend her glue to you?*

(Language: possessive "s", her,
pronoun has)

*Flowers are yellow
And flowers are red,
Frost* is as white
As an old man's head.*

(Language unit:
possessive "s")

*Big shirts and little shirts
Are hanging on the line.
Three of them are Johnny's,
Three of them are mine,
Three of them are Daddy's,
And that makes nine.*

(Language: possessive form)

*I kiss my Mummy very slow,
I kiss my Daddy quickly.
Because Mum's face is soft, you know,
And Daddy's face is prickly.*

(Language: possessive "s")

*Way down South where bananas grow,
A grass hopper stepped on an elephant's toe.
The elephant said, with tears in his eyes,
"Pick on somebody your own size."*

(Language: possessive "s", his)

* If frost is unfamiliar, substitute a suitable item suggested by children in a "Tell Me" Time about "white".

Poems, Songs and Stories (cont.)

Up in Danny's mango tree
Ten ripe mangoes I can see.
Some for you and some for me,
Pick a mango from the tree.*

1, 2, 3, 4, 5, 6, 7, 8, 9

*Up in Danny's mango tree
Nine ripe mangoes I can see.
etc.*

Last verse -

*Up in Danny's mango tree
One ripe mango I can see.
One for you but none for me.
Pick the mango from the tree.*

(Language: possessive "s", use of "the")

*It's made from flour, eggs and fat,
There's icing on the top.
It's mixed in Mummy's kitchen
Or in the baker's shop.*

(Language: possessive "s")

*Diddle, diddle dumpling, my son John
Went to bed with his trousers on,
One shoe off and one shoe on,
Diddle, diddle dumpling, my son John.*

(Language: my, his, to ...)

*Once I saw a little bird
Come hop, hop, hop,
So I said, "Little bird,
Will you stop, stop, stop?"*

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

(Language: his, to the ...)

*Monkey, monkey is sitting on the rail,
Picking his teeth with the end of his tail.*

(Language: his)

* Use the name of the child who sets up the "tree", e.g. on the magnetic board.

Poems, Songs and Stories (cont.)

*I had a mule
His name was Jack.
I rode his tail
To save his back.
His tail got loose
And I fell back.
Whoa, Jack!*

(Language: his)

*Mary lost her coat,
Mary lost her hat,
Mary lost her fifty cents -
Now what do you think of that?*

*Mary found her coat,
Mary found her hat,
Mary found her fifty cents -
Now what do you think of that?*

(Language: her)

*Fanny's food is on her face,
Because she eats in such a race.
She puts her fingers in the fish,
And sometimes overturns her dish.
Down from her bread the honey drips
All over Fanny's chin and lips.
For when she eats, she likes to talk
And will not use her knife and fork.*

(Language: her, possessive "s")

*Hands on shoulders, hands on knees,
Hands behind you, if you please;
Touch your shoulders, now your nose,
Now your hair and now your toes;*

*Hands up high in the air,
Down at your sides, now touch
your hair;*

*Hands up high as before,
Now clap your hands, one, two,
three, four.*

(Language: your -
children listen and carry out
actions)

*Little Tommy Tadpole
Began to weep and wail
Because poor Tommy Tadpole
Had lost his little tail
And his mother did not know him
As he sat upon a log.
For he wasn't Tommy Tadpole
He was Mister Thomas Frog.*

(Language: his)

*Can a parrot
Eat a carrot
Standing on his head?
Can a spider
Sleep inside
A bottle for his bed?*

(Language: his)

The Cat

*The black cat yawns,
Opens her jaws,
Stretches her legs,
And shows her claws.*

*Then she gets up
And stands on four
Long stiff legs
And yawns some more.*

*She shows her sharp teeth,
She stretches her lip,
Her slice of a tongue
Turns up at the tip.*

*Lifting herself
On her delicate toes,
She arches her back
As high as it goes.*

*She lets herself down
With particular care,
And pads away
With her tail in the air.*

(Language: her -
listening only)

Poems, Songs and Stories (cont.)

Children may provide actions for the next two rhymes. For the first, each child may use his hands to make rabbit shadows on the ground or on a wall.

*These two rabbits
Have ears so tall;*

*These two rabbits
Have eyes so small;*

*These two rabbits
Have whiskers that wiggle;*

*These two rabbits are the
smallest of all
They both curl up tightly in
a round furry ball.*

(Language unit: [noun] have)

*Timothy Tim,
Has ten little toes
And ten little toes
Has Timothy Tim.
They go with him
Wherever he goes
And wherever he goes
They go with him.*

*Timothy Tim
Has two brown eyes
And two brown eyes
Has Timothy Tim.
They cry with him
Whenever he cries
And whenever he cries,
They cry with him.*

(Language unit: [noun] has,
listening only)

*A young man who owned a balloon
Decided to fly to the moon
Despite every warning
He left in the morning
But returned in the afternoon.*

(Language: use of "the",
phrases introduced by "to" -
listening only)

*Mummy has scissors - snip, snip,
snip.*

*Mummy has cotton - stitch, stitch,
stitch.*

*Mummy has buttons - one, two,
three.*

*She's making a dress (shirt)
Just for me!*

(Language unit: [noun] has)

*Rose, Rose
Has ten toes.
They go with her
Wherever she goes.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10.*

(Language unit: [noun] has)

A Tail

*I haven't got a tail,
And I really wonder why,
When the cat has a tail
And the rat has a tail,
When they all have a tail
Then why haven't I?*

(Language unit: [noun] has)

*Run to the gate,
Hop to the tree
Skip to the fence,
Then fly back to me.*

(Language unit: to the ...)

*Drip, drip, drip came the raindrops
Down from the dark, dark sky.
Drop, drop, drop came the raindrops
Down to the ground so dry.*

(Language units: to the ...,
the [noun])

Poems, Songs and Stories (cont.)

*Stanley wants to post a letter,
Post a letter to a friend,
But the postman says, "A letter
With no stamps, you can not send."*

(Language: phrases introduced by
"to" - listening only)

*A bear and a bunny
Had plenty of money.
They went to the store
For carrots and honey.*

*When the bear and the bunny
Said, "Carrots and honey",
The man in the store
Said, "Where is your money?"*

*How strange, and how funny!
They really had money -
And that's how they bought
Their carrots and honey!*

(Language: phrases introduced by
"to")

*There's sun on the clover
And sun on the log,
Sun on the fish pond
And sun on the frog.
Sun on the honeybee,
Sun on the crows,
Sun on the clothesline
To dry the clean clothes.*

(Language: use of "the")

*The little chickens on the ground
Were pecking at the corn they found;
While Mother Hen tucked up her legs
And gently sat upon her eggs.*

(Language: use of "the", "her")

*Creep to the window -
Look out at the night,
See the moon shining
And the stars gleaming bright.
The owl blinks down
From his perch in the tree,
And all around
Is as quiet as can be ...*

(Language: to the; use of "the")

*Fill up the cup,
Fill up the can,
Fill up the kettle
As full as you can.
Fill up the saucepan,
Fill up the mug,
Fill up the teapot
And fill up the jug.*

(Language: use of "the")

*Slowly, slowly, slowly
Up the hill we go.
Roly-poly-poly.
Down the hill we go.*

(Language: use of "the")

*Now I'm tall enough
To reach across the bed.
I put my toes on one side,
On the other is my head.*

(Language: use of "the", "my")

The Funny Fly

*"Ho!" buzzed the fly,
"I'm such a clown."
And he walked on the ceiling
Upside down.*

(Language: use of "the")

Poems, Songs and Stories (cont.)

Lullaby

*The moon and the stars and the wind in the sky
All night long sing a lullaby,
While down in the ocean so dark and so deep
The silvery waves rock the fishes to sleep.*

(Language: use of "the" - listening only)

Children may provide suitable actions for the following fingerplays -

*Daisy, daisy,
Open your eye.
The sun is shining
So high in the sky.*

*Daisy, daisy,
Close your eye.
The moon is shining
So high in the sky.*

(Language: use of "the"
and "your")

*Flicker, flicker, flack,
Flicker, flicker, flack,
The wiper on the car goes
Flicker, flicker, flack.
The rain falls flick
And the rain falls flack
And the wiper on the car goes
Flicker, flicker, flack.
Flick!*

Flack!

(Language: use of "the")

*Here is the beehive. Where are the bees?
Hidden away where nobody sees.
Soon they come creeping out of the hive -
One! - two! - three! - four! - five!*

(Language: use of "the")

*Click, clack, click, clack,
The little red train
Is on the track.
Now he has gone,
But he'll soon be back.
Click, clack, click, clack.*

(Language: use of "the")

*Zooming across the sky,
Like a great bird you fly,
Aeroplane,
Silvery white
In the light.*

(Language: use of "the")

*The engine on the line
Goes chuff, chuff, chuff.
Smoke from the funnel
Goes puff, puff, puff.*

(Language: use of "the")

*There's a humming in the sky,
There's a shining in the sky,
Silver wings are flashing by,
Silver wings are shining by.*

*Aeroplane
Aeroplane*

Flying - high.

(Language: use of "the")

Among the following rhymes, included for content, are some which give additional practice in the use of previously introduced units -

Zoom! Zoom!
High overhead
Hums a plane
of flashing red.

Chuff, chuff, chuff, chuff.
This is how the engine goes.
Chuff, chuff, chuff, chuff.
This is how the engine goes.

The Goods Train

Chuff, chuff; chuff, chuff;
Why are they so slow?
Chuff, chuff; chuff, chuff;
It's time for us to go!

Toot-too! Toot-too!
There's my whistle's blast!
Toot-too! Toot-too!
Off we go at last!

Chuggalug; Chuggalug;
Puffing merrily,
Chuggalug; Chuggalug;
Along beside the sea.

Toot-too! Toot-too!
Through the tunnel wide,
Chuggalug; Chuggalug;
Out the other side.

Chuff, chuff; Chuff, chuff;
Slowly - home we - puff;
Chuff, chuff; Chuff, chuff;
Now - we've had - enough!

(For listening and
dramatization)

Grmm! Grmm! Grmm! Grmm!!
I can hear a truck.
Grmm! Grmm! Grmm! Grmm!
I can hear a truck.

Chug, chug, chug, chug,
I can hear a tug.
Chug, chug, chug, chug,
I can hear a tug.

I am an aeroplane
Up in the sky.
See how fast
I can fly.

I am a big train
Chuffing down the track.
I'll take you to Brisbane
And then I'll bring you back.

I am a speedboat.
I go very fast.
See my motor shining
As I go speeding past.

I am a big bus.
You can get inside.
Give your money to the driver
And we'll take you for a ride.

I am a red car.
To start, you turn the key.
We stop at red lights,
go at green.
Your daddy might drive me.

I ride on a horse,
I ride on a train,
I ride on a bus,
I ride on a plane.
I ride on a ferry,
I ride in a car,
I ride on my skates -
But not very far.
But best of all,
The ride I like
Is down the street
On my brother's bike.

BLOCK F

Poems, Songs and Stories (cont.)

*Clip, clop, clip, clop,
I can hear a horse.
Clip, clop, clip, clop,
I can hear a horse.*

*Putta, putta, putta, putta,
I can hear a motor bike.
Putta, putta, putta, putta,
I can hear a motor bike.*

Children and teacher may create new songs or additional verses for those which are familiar. Actions may often accompany or follow the singing of such songs, e.g.

Can You Tell Me? (B4)

*Can you tell me,
Can you tell me,
What the bush pilots do?
They are flying,
They are flying,
So I will fly too.*

The Tugboat (A2)

Verse 2:

*Beep, beep, beep,
I'm a little jeep,
I carry passengers,
Beep, beep, beep.*

Verse 3:

*Float, float, float,
I'm a little boat,
I'm on the water,
Float, float, float.*

The following songs are also suggested -

Language Unit	Song
possessive "s"	<i>The Koala (F1)</i> <i>Where are You, Phillip's Shoes? (F2)</i> <i>Here are Mother's Knives and Forks (Miller & Zaján, p.43)</i> <i>Here's a Ball for Baby (Miller & Zaján, p.23)</i> <i>Peter Possum (Brumby 1, pp.5-6, tape C3)</i> <i>Hide and Seek (record - The Square Song W. & G. Distributing Co., Melbourne)</i> <i>Get a Bucket of Water (F4)</i>
possessive pronoun - "my"	<i>My Eyes Can See (B2)</i> <i>Can You Dance? (B6)</i> <i>Good Morning Little Yellow Bird (E1)</i> <i>On My Head (Miller & Zaján, p.11)</i> <i>My Big Blue Boat (Puffin, p.111)</i>

Poems, Songs and Stories (cont.)

Language Unit	Song
possessive pronoun - "his"	<i>The Koala</i> (F1) <i>The Green Dress</i> (F3) <i>Six Little Ducks</i> (N3) <i>My White Mouse</i> (W2)
possessive pronoun - "his"	<i>Jonathan Wingo</i> (ABC Teachers' Handbook, 1970, p.20) <i>First He Walks upon His Toes</i> (Puffin, p.146)
possessive pronoun - "her"	<i>The Green Dress</i> (F3) <i>The Three Bears</i> (G1)
possessive pronoun - "your"	<i>Clap, Clap, Clap</i> (record - <i>The Square Song</i> W. & G. Distributing Co., Melbourne) <i>Clap Your Hands</i> (F5) <i>Raise Your Hands</i> (Puffin, p.124) <i>Johnny Get Your Hair Cut</i> (M4) <i>Put Your Finger on Your Nose</i> (F6) <i>Rub Your Tummy, Everybody Wash,</i> <i>The People in Your Neighbourhood</i> (record - <i>The Songs of Sesame Street</i> , Children's Television Workshop)
[noun/pronoun] have/has - (present tense)	<i>I'm a Great Big Tiger</i> (McHenry, p.5) <i>Ten Little Fingers</i> (Miller & Zajan, p.5) <i>I have a Little Rooster</i> (C9 - tape C3) <i>My White Mouse</i> (W2)
phrases introduced by "to"	<i>I'll race You to the Jetty</i> (L1) <i>Left to the Window</i> (Miller & Zajan, p.19) <i>The Three Bears</i> (G1) <i>Wind the Bobbin Up</i> (Puffin, p.122)

BLOCK F

Poems, Songs and Stories (cont.)

Language Unit	Song
use of "the"	<p><i>The Cat is in the Plum Tree</i> (T1)</p> <p><i>Tea Leaves</i> (Q11)</p> <p><i>Blast-off</i> (<i>Space Songs</i> by Jean McKinlay, Nelson, 1967, p.5)</p> <p><i>Down by the Station</i> (T3 or Puffin, p.67)</p> <p><i>Left to the Window</i> (Miller & Zajan, p.19)</p> <p><i>All the Fish</i> (T2 or ABC Teachers' Handbook, 1971, p.11)</p> <p><i>All the Little Ducklings</i> (T4)</p> <p><i>The Little Red Bird</i> (T5)</p>
content only	<p><i>The Tugboat</i> (A2)</p> <p><i>The Little Red Engine</i> (B5)</p> <p><i>The Train</i> (C2)</p> <p><i>When the Train Comes Along</i> (M7)</p> <p><i>I'm on My Way</i> (A10) - additional verses may also be created.</p> <p><i>The Little Red Wagon</i> (C8)</p> <p><i>Buses and Trams and Trains and Trucks</i> (Brumby 1, pp.9-10, tape C3)</p> <p><i>The Wheels of the Bus</i> (Miller & Zajan, p.29)</p> <p><i>My Aeroplane</i> (McHenry, p.10)</p> <p><i>Choo Choo</i> (McHenry, p.15)</p> <p><i>The Little Ship</i> (ABC Teachers' Handbook, 1971, p.12)</p> <p><i>Little Red Caboose</i> (ABC Teachers' Handbook, 1971, p.23)</p> <p><i>Bicycles</i> (N1)</p>

Discussion of the texts of the following books provides opportunities for practice of new structures, especially possessive forms. Many other stories may also provide suitable language experience.

Poems, Songs and Stories (cont.)

Language Unit	Story
<u>possessive "s", my, her, his</u>	
possessive "s"	<i>I am happy</i> by Maryann J. Dotts (Abingdon Press, 1971)
possessive "s"	<i>Mrs. Mopple's Washing Line</i> by Anita Hewett (Penguin, Picture Puffin, 1970)
possessive "s"	<i>Rich Cat, Poor Cat</i> by Bernard Waber (Scholastic Book Services, 1969)
possessive "s"	<i>My Hands</i> by Miki (Adam & Charles Black, 1968)
possessive "s", my	<i>Who Took the Farmer's Hat?</i> by Joan L. Nødset (Scholastic Books, 1968)
possessive "s"	<i>I Want to Be a Postman</i> by Carla Greene (W. & R. Chambers, 1967)
possessive "s"	<i>The Wonderful House</i> by Margaret Wise Brown - A Golden Beginning Reader (Golden Press, 1969)
possessive "s"	<i>Furry Boy</i> by Marion W. Crume, Bowmar Early Childhood Series (Bowmar, 1969)
possessive "s", his	<i>Patrick Will Grow</i> by Gladys Baker Bond (Whitman, 1966)
possessive "s", his	<i>Where's Willie?</i> by Seymour Reit - A Golden Beginning Reader (Golden Press, 1961)
possessive "s", his	<i>Kenny's Monkey</i> by Susan Singer (Scholastic Book Services, 1963)
possessive "s", his	<i>Bill and his car</i> by June Melser - Collins Minibooks Step 3, Book 2 (Collins, 1968)
possessive "s", her	<i>Mandy and her doll</i> by June Melser - Collins Minibooks Step 3, Book 1 (Collins, 1968)
my	<i>My Book About Me</i> by Dr Seuss and R. McKie (Collins & Harvill, 1971)
my	<i>The Ear Book</i> by Al Perkins (Collins & Harvill, 1969)
my, his	<i>The Eye Book</i> by Theo Le Sieg (Collins & Harvill, 1969)
his, my	<i>Put Me in the Zoo</i> by Robert Lopshire (Collins & Harvill, 1964)
his, her	<i>The Foot Book</i> by Dr Seuss (Collins & Harvill, 1969)

BLOCK F

Poems, Songs and Stories (cont.)

Language Unit	Story
his, possessive "s"	<i>Where Did Everybody Go?</i> by Norah Smaridge A Golden Preschool Learning Book (Golden Press, 1971)
his, possessive "s"	<i>Benny's Four Hats</i> by Ruth Jaynes Bowmar Early Childhood Series (Bowmar, 1968)
his	<i>The Man Who Didn't Wash His Dishes</i> by Phyllis Krasilovsky (Scholastic Book Services, 1967)
her, my	<i>Are You My Mother?</i> by P.D. Eastman (Collins & Harvill, 1962)
her, my	<i>Where's My Baby?</i> by H.A. Rey (Chatto & Windus)
his, her	<i>Joey Kangaroo</i> by P. Miller in <u>Sounds of Laughter</u> by Bill Martin Jr. (Holt, Rinehart & Winston, 1966), pp.104-121
his, her	<i>Whoa Joey!</i> by D. Hogstrom (Whitman, 1968)
her, his	<i>Two New Babies</i> by Agnesann McRobert A Whitman Small World Library Book (Whitman, 1967)
(noun/pronoun) have/ has - present tense	<i>Me and Telling Tails</i> by Beth Clure and Helen Rumsey Bowmar Early Childhood Series (Bowmar, 1968) <i>My Book About Me</i> by Dr Seuss and R. McKie (Collins & Harvill, 1971) <i>Pockets</i> by Lucy Ozone Tell-a-Tale Books (Whitman, 1955) <i>That's Where You Live!</i> by Mary Prescott Vogels A Whitman Tell-a-Tale Book (Whitman, 1970) <i>The Toolbox</i> by Ann & Harlow Rockwell (Hamish Hamilton, 1971) <i>Baby Elephant</i> by P. Miller & I. Seligman in <u>Sounds Around the Clock</u> by Bill Martin Jr. (Holt, Rinehart & Winston), pp.22-37 <i>A Tale of Tails</i> by Elizabeth MacPherson A Big Golden Book (Golden Press, 1971) <i>Who Are We?</i> by Eileen Ryder A Head-Start Book (Burke Books, 1972)

Poems, Songs and Stories (cont.)

Language Unit	Story
phrases introduced by "to"	<p><i>Three Little Dachshunds</i> by Margaret Otto in <i>Sounds of Numbers</i> by Bill Martin Jr. (Holt, Rinehart & Winston, 1966), pp.12-29.</p>
use of "the"	<p><i>Indian Two Feet and His Horse</i> by Margaret Friskey (Scholastic Book Services, 1970)</p> <p><i>Where is Home?</i> by Beth Clure and Helen Rumsey Bowmar Early Childhood Series (Bowmar, 1968)</p> <p><i>Bears in the Night</i> by S. & J. Berenstain (Collins & Harvill, 1972) - excellent usage of "the" except in title</p> <p><i>The Pond</i> by Dorothy Z. Seymour An Early-Start Preschool Reader (Wonder Books, 1965)</p>
content	<p><i>Going and Coming</i> by Muriel Stanek (Experiential Development Program, Benefic Press, 1967)</p> <p><i>My Tricycle and I</i> by Ruth Jaynes Bowmar Early Childhood Series (Bowmar, 1969)</p> <p><i>If I Were a Driver</i> by Miriam Young (Blackie, 1971)</p> <p><i>The Little Red Engine Goes to Market</i> by Dianna Ross (Faber and Faber, paper edition, 1967)</p> <p><i>The Big Book of Wheels</i> by Felix Sutton (Grosset & Dunlap, 1953)</p> <p><i>Learn About Vehicles</i> (McGraw-Hill Far Eastern Publishers, 1971)</p> <p><i>I Want to Be a Postman</i> by Carla Greene (W. & R. Chambers, 1967)</p> <p><i>I Want to Be a Mechanic</i> by Carla Greene (W. & R. Chambers, 1967)</p> <p><i>How Do You Travel</i> by Miriam Schein (Abingdon Press, 1954)</p> <p><i>Going on Wheels</i> by Althea (Souvenir Press, 1972)</p>

(f) Rhythmic Activities

Rhythmic activities may provide practice with new and previously introduced language structures and may often relate to the present theme. Children may chant as they carry out actions or accompany the actions of others, e.g.

*I'm going to Gympie;
I'm going to Gympie;
I'm going to Gympie
In the bus.*

*These are my feet;
I have two feet;
These are my toes;
I have ten toes.*

*We are in a plane;
We are in a plane;
We will fly to Townsville
In a plane.*

*Run to the tree;
Run to the tree.
He's running to the tree;
He's running to the tree.*

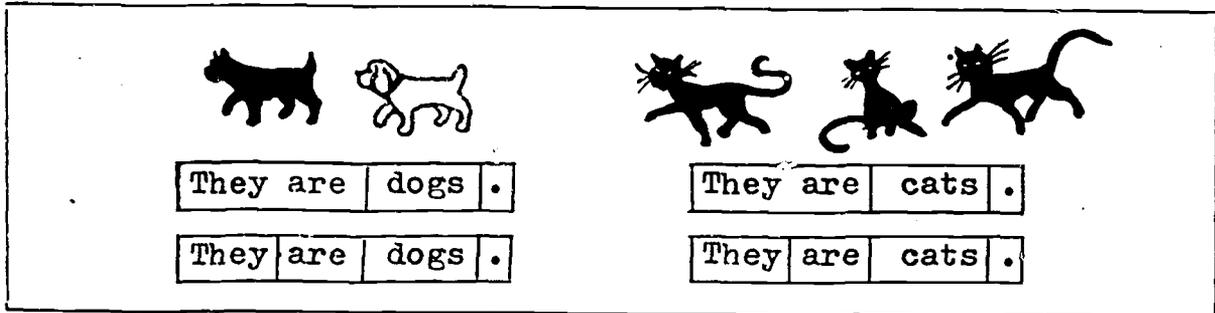
*We are going to Brisbane;
We are going to Brisbane;
We are going to Brisbane
In the train.*

*Hop to the gate;
Hop to the gate.
She's hopping to the gate;
She's hopping to the gate.*

Refer also to previous suggestions (e.g. p.346), particularly for use of the definite article in association with superlatives.

2. READING(a) Manipulation of Language Units

The new printed unit "They are" may be introduced in sentence making activities following oral practice. For example, children may sort pictures on the magnetic board, labelling groups first orally, and then by combining language unit cards. As the new unit becomes familiar, individual word cards may be used for copying, and then for constructing sentences, e.g.



Before the inverted unit "is he" is introduced in printed form, children's attention may be drawn to the word "he" beginning with a small "h", as it appears in experience rhythmic reading material.

Following oral practice with the unit "is he", e.g. in question-and-answer games, children may read and answer questions prepared by the teacher, e.g.

is	he	a man	?
----	----	-------	---

is	he	big	?
----	----	-----	---

is	he	running	?
----	----	---------	---

is	he	at home	?
----	----	---------	---

Children may then be encouraged to ask their own questions in printed form. Others in the group may provide answers. As they gain experience in constructing, reading and answering questions, children may sometimes re-order the elements in their sentences to provide answers. To facilitate re-ordering, capital letters may be dispensed with for sentence construction of this type, e.g.

Manipulation of Language Units (cont.)

is	he	big	?
----	----	-----	---

is	she	in a tree	?
----	-----	-----------	---

he is big	.
-----------	---

Yes	she	is	in a tree	.
-----	-----	----	-----------	---

Other inverted forms may gradually be introduced. It is expected that children will require considerable experience with inversion; sentences may be constructed with teacher guidance in small group situations.

Following oral use of the unit "(noun/pronoun) can", a child may be invited to "tell his story in writing". Children's attempts may include use of the printed unit "I can", with a word being superimposed on "I", or the suggestion to cut the units may be made (p.347). Children's proposals may be carried out including the cutting of units, suggested after prompting by the teacher if necessary.

Sentence construction with both intact units and separated words may continue. Children's attention may be increasingly focused on single words which have been separated, as recognition of these words, "can", "we", "is", "are", etc., now becomes important for construction of sentences.

The use of the possessive "s" in printed form may be introduced after a great deal of oral experience. At first it may occur in experience reading material, e.g. when naming children's books and toys which they have made (pp.489; 189), in news charts (p.490), captions for paintings, or in labels for displays (p.494). It may then be introduced in association with "Mummy", "Daddy" and the children's names in sentence construction activities. Its use with words such as "cat", "baby" and "dog", which take a plural form, may be avoided when manipulating units and words, unless requested by a child.

The new printed unit, "in the water", may be introduced after further oral experience with phrases beginning with "in the ...". The phrase, "in the water", may be used at first in experience reading material: a summary of "Tell Me" Time entitled "*These things live in the water*"; an experience reading book about boats; or a record of children's investigations as they sort things that either sink or float (p.493). The new unit may then be used in sentence construction activities as children work at the magnetic board or use their individual sets of cards.

During small group activities, children may sometimes construct a printed "story" about a new scene set up on the magnetic board by another child or the teacher. Children may also use magnetized figures

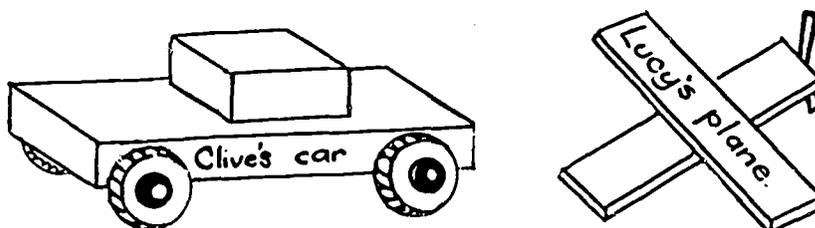
Manipulation of Language Units (cont.)

to create a scene in response to another child's "story".

(b) Introduction of Additional Vocabulary

Additional vocabulary for the current period includes some words which have previously been introduced as part of language units, e.g. "going", "to" and "can". Children's attention may be drawn to these words as they are met in context. After reading sentences containing the words, children may often be asked to locate or identify and then to match them. During recognition activities which follow, intensive attention may be given to the words. In this way, recognition may gradually become secure, and the range of sentences which children are able to construct will consequently be expanded.

Words suitable for displaying with illustrations include "boat", "car" and "red". (Refer to previous suggestions, pp.348-9.) These words may also be met in experience reading material, e.g. classification and labelling of transport pictures, experience reading books about cars and boats, and in "colour" books (p.54). Captioning of paintings and other pictures; and labelling of property, including children's creations, e.g. wooden toys, may provide experience with the possessive "s" and with "my" as well as with additional reading vocabulary -



The word "my" has already occurred fairly frequently in printed form, e.g. in personal books (p.53) and when writing direct speech following discussion of pictures (p.461). Additional material of this type may be used to focus attention on "my".

(c) Recognition of Words and Units

At this stage, many children should have formed associations between some sounds and printed symbols. Children may be encouraged to use their rudimentary word attack skills. For example, they may examine the rhyming words "man" and "can", noting that "man" begins with "m", *Mumma Moo's* sound. Similarly, children may distinguish between the phrases "at home" and "at school", noting *Henry's* letter in the final word of one phrase and *Susie's* in the other. The phrases "at school" and "to school" and the isolated words "at" and "to" may also be examined. Children may notice that "to" begins with "t" while "at" ends with it.

* Continue referring to letters by sound, not letter name.

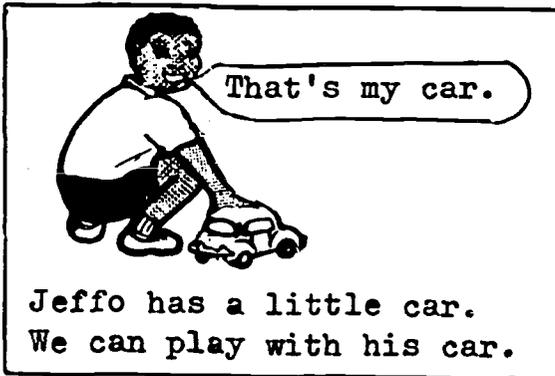
BLOCK F

Recognition of Words and Units (cont.)

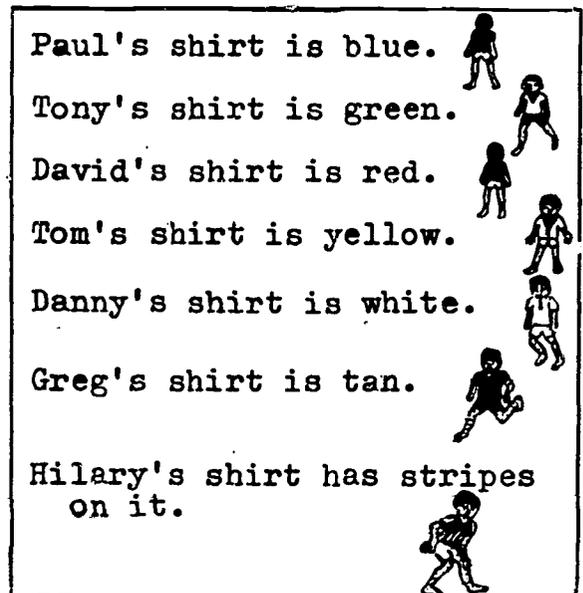
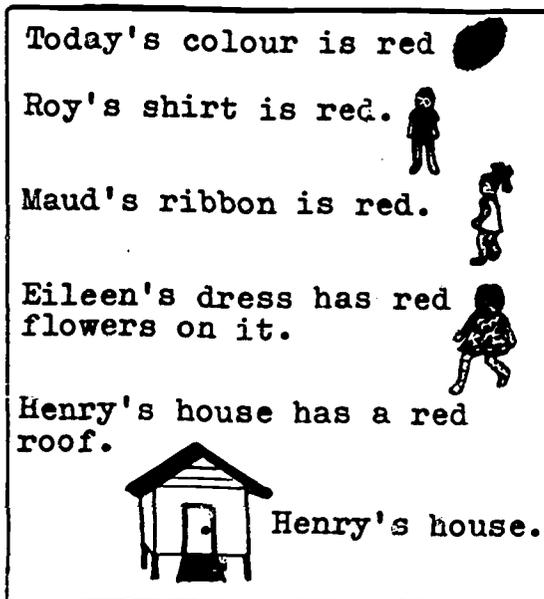
In planning recognition activities, teachers may refer to previous suggestions (e.g. pp.350-6). Particular attention should be devoted to securing recognition of those words previously introduced which are now being used in inverted question form or in other new combinations, e.g. "is", "he", "she", "are", "you", "they" and "can". Additional vocabulary selected for the present block, as well as previously introduced words, may also be emphasized.

(d) Experience Reading

The daily recording of news items on experience reading charts provides many opportunities to give added experience with new structures, e.g.

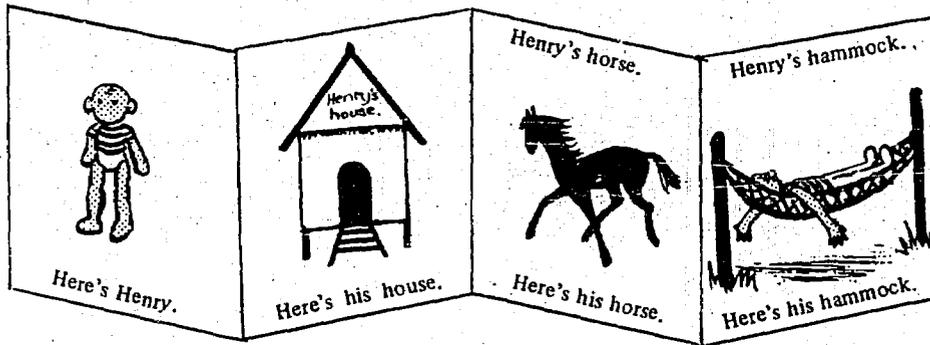


Brief experience reading records, illustrated by the children and teacher, may sometimes result from "colour of the day" activities. Experience with the possessive "s" may be gained as records are prepared and re-read, e.g.

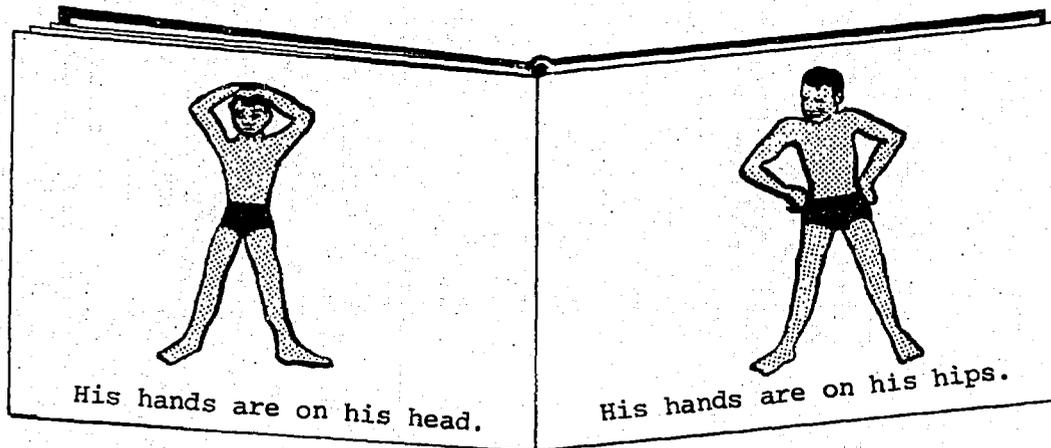


Experience Reading (cont.)

An experience reading book based on the language game, "*Here's Henry/Googa*" (pp.461; 168), provides experience with printed possessive forms. It may also contribute to the development of sound-symbol associations since the same initial letter is stressed in each sentence about a given character, e.g.



Pairs of pictures drawn or pasted on to facing pages of a book may be used for the game, *Similarities and Differences* (p.328). Following discussion, these may be captioned, e.g.



Activities relating to the current theme may form the basis for some experience reading material. These may include captioning of pictures as suggested by the children. (Teacher's questioning may help to elicit language units currently receiving emphasis.) Experience books or charts may also be prepared as a result of excursions, e.g. to the boat shed; to see a tractor at work; or to examine the parts of a car. Children's discussions of such experiences, particularly relating to cars and boats, may provide opportunities to extend concepts of time, distance, and speed, e.g.

Experience Reading (cont.)

<u>boats</u>	
	That boat is big. It is going a long way.
	That boat is little. It is a slow boat.
	That boat is red. It can go fast. It has a motor.
	I can make a boat.
	That's my boat in the water.
	

"Tell Me" Time may both involve the present theme and provide practice in the use of new language structures. Sometimes experience reading records may be kept of the activity. Suitable topics include

- things that have wheels/wings/ 4 legs (p.294);
- things that go fast/slow;
- things that live in the water;
- animals that like/do not like getting in the water;
- things that we can do in the water;
- things that I can do with my hands.

Experience reading cards may result from various classification activities and may provide reading practice with the new unit, "They are". Actual objects as well as pictures may be sorted, e.g. on the basis of "feel" or colour. Some of these may be pasted on to cards while others may be sorted into boxes (p.199) with labels of the following type:

- | | |
|-----------------------------|--|
| "They are round."; | "They are square." |
| "They are hard."; | "They are soft." |
| "They are rough."; | "They are smooth." |
| "They are big."; | "They are little." |
| "They are red."; | "They are blue."; "They are green." |
| "They are animals."; | "They are plants." |
| "They are fruit."; | "They are vegetables." |
| "They are Daddy's things."; | "They are Mummy's things." |
| "They are cars."; | "They are trucks."; "They are buses." etc. |

Books or charts may summarize investigations by the children. Sometimes these may provide further experience with new printed language units and additional vocabulary. Activities summarized in this way may

Experience Reading (cont.)

include sorting of things that do/do not float; do/do not dissolve "in the water", e.g.

We put things in the water.



We put a ball in the water.



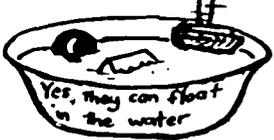
We put a car in the water.
Can it float? No.



We put a boat in the water.
Can it float?
Yes, that boat can float.



Look at me.
I'm in the water.
I can float.



Yes, they can float in the water.

Can they float?



No, they can not float in the water.

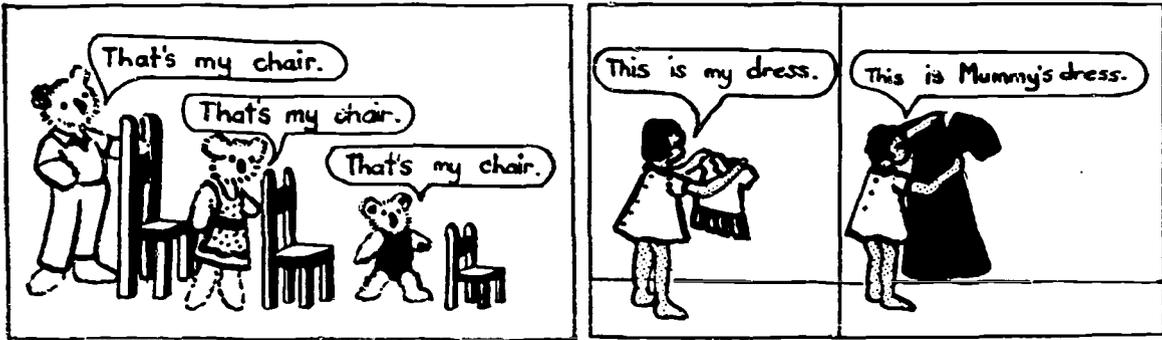
As children discuss preparations for an imaginary journey, an experience reading chart may summarize proposed activities. This may be "read" immediately and referred to later as children embark on their "journey".

Following mime, solutions may sometimes be written by the teacher and read by the children after someone has identified the characters or guessed what they were doing. In this way, additional experience with new language structures may be provided, e.g.

He's riding his bike.

They are in a train.
They are going to Brisbane.

Captioned illustrations of one to one correspondence and association activities (pp.458; 460) may sometimes be prepared, e.g.

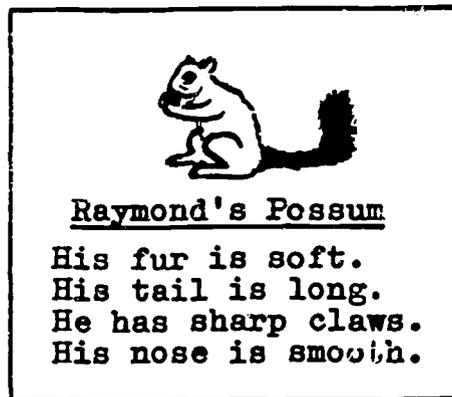
Experience Reading (cont.)

Following oral practice with possessive forms in the game, *Parts of the Body* (pp.462-3), labels with the sentences used by the children may be attached to or written on a large illustration of a child, e.g. "These are my fingers.", "This is my nose." Other experience reading material may also result from this activity. Text accompanying illustrations on a chart which summarizes the game may provide experience with printed words and structures that require practice, e.g.

These are my eyes.
I have two eyes.
I can see with my eyes.
I can wink with my eyes.

These are my ears.
I have two ears.
I can hear with my ears.
My ears are little.
... and so on.

Possessions of the children may sometimes be brought from home to show the group or may be seen during class excursions. Those which particularly interest the group may provide the subject for an experience reading record, e.g.

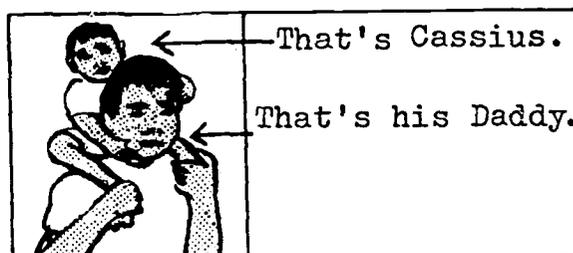
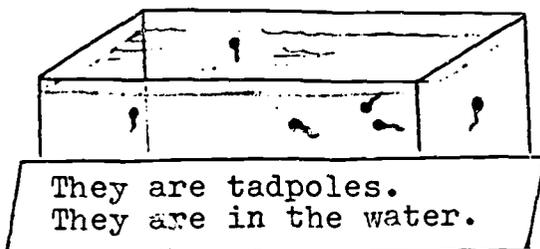


Displays of objects collected or created by the children may include paintings, model figures (p.463) and wooden boats, cars, planes and bridges. Captions for such a display may incorporate many new language structures, e.g.

Experience Reading (cont.)

Look at our feathers. They are soft.

 That's Jack's feather.
 That's Brenda's feather.
 That little feather is Maud's.
 Look at that big one.

(e) Practice Reading

Captioning and re-reading of captions which children have dictated may continue to be included in each day's activities. While captions containing a wide variety of structures and words may be used in experience reading material, the teacher may contrive to obtain from the children some captions which are composed largely of units and words that have been introduced into the reading program, e.g.

"They are running to school."	"are they cars?"
"They are running home."	Yes, they are."
"They are in a big boat. They are going to Townsville."	"is he big? Yes, he is."
"Look at me. I'm playing in the water."	"That's Betsy's cat. She's up in a tree."

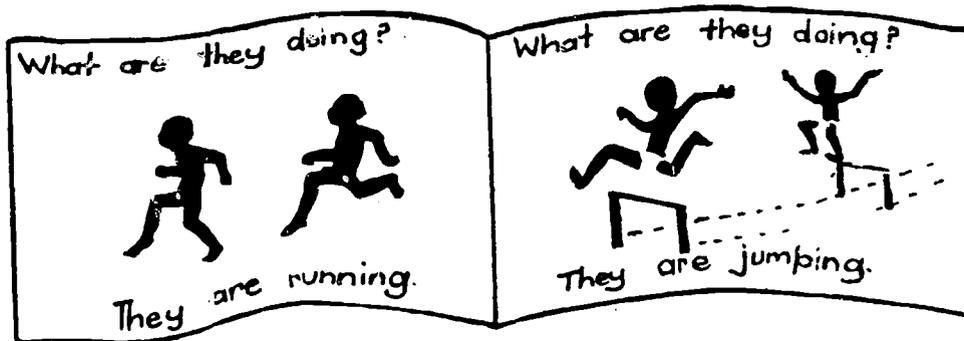
Teacher-prepared stories in chart or book form may be used for practice reading (p.359). Children may be encouraged to read the whole story for themselves before it is read and discussed in a group situation. To cater for differential rates of progress by children, the difficulty level of stories should be varied. Sometimes, a response from children may be added to stories of this type, e.g.

Practice Reading (cont.)



Look at Mummy.
is Mummy at home? No.
is Mummy at school? No.
is Mummy in a car? No.
is Mummy in a tree? No.
is Mummy in a boat? Yes.
She is in a little boat.

While materials for practice reading may generally become progressively more varied in their structural content (p.360), some books or charts which provide repetition of one or two main structures may continue to be used, e.g.



What are they doing?
They are running.

What are they doing?
They are jumping.

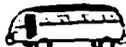
Reading booklets prepared for use may include a "transport" book which gives practice with the units "That's" and "They are" as well as with plurals, e.g.

"That's a truck."
"They are trucks."

Records of children's classification experiences may sometimes be suitable for practice reading involving only a few structures, e.g.

Practice Reading (cont.)

	That's a shirt.
	That's a dress.
	That's a sock.
	That's a hat.
   	
They are clothes.	

	That's a car.
	That's a truck.
	That's a bus.
	That's a bike.
   	
They are vehicles.	

Sentence Structure Strip Books

Strip books of the types suggested previously (e.g. pp.276-7) may be constructed to provide experience with recently-introduced printed units and words. When using strip books in which sentence beginnings and endings are combined at random, the possibility of constructing some absurd combinations tends to enhance rather than detract from children's interest in the activity. The following are two examples of such books -

beginning	ending
They	are playing
the cats	are big
the girls	can run
We	are at school
the cars	are in the water
my dogs	are running to Daddy
You	are at home
the dogs	are up in a tree
the boys	are red
the boats	are going home
	are going to school

beginning	ending
my cat	is little
Daddy	can jump
that girl	is going home
my ball	is in the water
my little car	is jumping
Daddy's boat	is red
the big car	is going to school
that tree	can run
my dog	is jumping up
Mummy	is running to me
that boy	is at home

After sentences with language unit and word cards have been constructed, children's stories may sometimes be recorded in their personal books. Children may re-read their stories quietly to themselves, to the teacher, and sometimes to other children and visitors to the school.

Re-reading of some of the children's earlier books may also be encouraged. As they review appropriate books, children's attention may be directed to selected words or structures, e.g.

Practice Reading (cont.)

"This is my number book."

"This is Jack's book."

Books prepared by the teacher or by the children and teacher should be available in the book corner. These may include photographic books in which the children themselves are featured. Such books may result from a series of photographs planned to incorporate into captions new and familiar printed units and words.

Some commercially produced reading materials may also be used, either for practice reading in small groups or by individual children. Books in the following list and those suggested previously (pp.362-3; 278-280) may be suitable for some of the children in the group.

Language Unit	Story
<p><u>they are</u> Here is .. Where are .. Here they are</p>	<p><i>Where are the children?</i> Methuen Caption Book Blue Books (Methuen, 1966) - advanced</p>
<p><u>You are</u> Here you are, little .. You are</p>	<p><i>Dinner Time</i> Methuen Caption Book Red Books (Methuen, 1970)</p>
<p><u>inversion</u> Are you, in a .. Where are you going? home Is Tim ..</p>	<p><i>Where do you live?</i> Read It Yourself Book Set B, No. 4 (Reed Education, 1972) <i>Where are you going?</i> Methuen Caption Book Blue Books (Methuen, 1969) <i>Tim Pretends</i> Commonwealth Reader Red Books (Kea Press)</p>
<p><u>(noun/pronoun) can</u> Baby can. baby can A (noun) can jump A (noun) can fly We can play</p>	<p><i>Baby</i> P.M. Instant Readers 1R15 (Kea Press, 1970) <i>here is the family</i> Beginning to Read Series No. 5 (Rigby, 1967) <i>What can jump?</i> Read It Yourself Book Set A, No. 5 (Reed Education, 1972) <i>What can fly?</i> Read It Yourself Book, Set A, No. 7 (Reed Education, 1972) <i>We go to School</i> Dominoes Series, Stage 1 (Oliver & Boyd, 1972) - advanced.</p>

Practice Reading (cont.)

Language Unit	Story
(noun/pronoun) can mother can	<i>here is the family</i> Beginning to Read Series No. 3 (Rigby, 1967)
<u>possessives - "s", "my"</u> my Look at my .. possessive "s" - Simon's, Sally's possessive "s" - Martin's, Jill's my, Daddy's I like .. my, Here are I look after my .. my boots/socks, etc.	<i>My Family</i> P.M. Instant Readers 1R10 (Kea Press, 1970) <i>Now I Am Five</i> Book 2 (Standard Stationers, 1969) <i>Wheels</i> Blue Budgie Books (W. & A.K. Johnson and G.W. Bacon Ltd, 1967) - advanced <i>Martin's Toys, "Jill's Toys"</i> First Words Series (Macmillan Education, 1971) <i>What I like - for boys</i> Read It Yourself Books, Set B, No. 1 (Reed Education, 1972) <i>My Mouse Family</i> The Mouse Family, Book 2, (A.H. & A.W. Reed, 1971) <i>Pets</i> P.M. Instant Readers 1R24 (Kea Press, 1970) <i>Do you know this word? - my</i> Do You Know Word Books (Methuen Educational, 1972)
<u>phrases introduced by "to"</u> to the .. to school, to the shop I am, in a .. I am going	<i>Visits</i> P.M. Instant Readers 1R21 (Kea Press, 1970) <i>I am in a tent</i> Collins Minibooks, Step 1, Book 6 (Collins, 1967)
<u>use of "the"</u> the girl is .. the boy is .. up, down the sun the moon, etc. in the sun in the boat, etc.	<i>Up and Down</i> Little Picture Books (Warne, 1971) <i>Do you know this word? - the</i> Do You Know Word Books (Methuen Educational, 1972) <i>Do you know this word? - in</i> Do You Know Word Books (Methuen Educational, 1972)

BLOCK F

Practice Reading (cont.)

Language Unit	Story
<u>use of "the"</u>	
the big ..	<i>Do you know this word? - big</i> Do You Know
a big ..	Word Books (Methuen Educational, 1972)
I like the ..	<i>Animals at the Zoo</i> P.M. Instant Readers 1R23
	(Kea Press, 1972)
Look at the ..	<i>Oh Look at this!</i> P.M. Instant Readers 1R5
	(Kea Press, 1970)
We went to the ..	<i>Visits</i> P.M. Instant Readers 1R21
	(Kea Press, 1972)
Here is the ..	<i>Farm Animals</i> P.M. Instant Readers. 1R1
	(Kea Press, 1969)
We are going	<i>Travelling</i> P.M. Instant Readers 1R18
in the car/boat, etc.	(Kea Press, 1972)
The ___ is here	<i>People We Know</i> P.M. Instant Readers 1R16
	(Kea Press, 1970)
in the water,	<i>Me</i> P.M. Instant Readers 1R9
on the swing, etc., I am	(Kea Press, 1971)
He is	<i>Big Brother</i> P.M. Instant Readers 1R14
The dog/car, etc.	(Kea Press, 1970)
She is	<i>Big Sister</i> P.M. Instant Readers 1R13
The baby/table, etc.	(Kea Press, 1970)
This is the ..	<i>Round the House</i> P.M. Instant Readers 1R3
	(Kea Press, 1970)
the sun/moon/sky	<i>I'm Drawing the Sun</i> Islands Readers A9
I'm, He's, She's	(Reed Education, 1972)
"I can ..,"	<i>I run; I fly; I jump; I crawl; I climb;</i>
said the ..	<i>I swim</i> This is the way I go
	(Longman, 1971)
The (noun) is ..	<i>Tim Pretends</i> Commonwealth Readers
(noun) is ..	Red Books (Kea Press)
jumping, running	
Here is the ..	<i>At the Zoo</i> Blue Budgie Books
	(W. & A.K. Johnson & G.W. Bacon Ltd, 1967)
Here is the red ..	<i>The Red Book</i> What Colour Is This? Series
A ___ is red	(A.H. & A.W. Reed)
Here is the white ..	<i>The White Book</i> What Colour Is This? Series
	(A.H. & A.W. Reed)

Practice Reading (cont.)

Language Unit	Story
<p><u>use of "the"</u></p> <p>Look at the ..</p> <p>Here are the .. cars, bikes, etc. Here is the ..</p> <p>Can you see the .. Look at the .. at the zoo, I am</p> <p>the plane/pilot He is, (noun) is</p>	<p><i>The Light Green Book</i> What Colour Is This? Series (A.H. & A.W. Reed)</p> <p><i>The Road</i> Methuen Caption Book, Red Books (Methuen, 1970)</p> <p><i>I see a giraffe</i> Collins Minibooks, Step 1, Book 2 (Collins, 1966)</p> <p><i>Who are you at the zoo?</i> Methuen Caption Books - The Blue Books (Methuen, 1966)</p> <p><i>In the Plane</i> Reeds Springboard Readers, Book 2 (A.H. & A.W. Reed) - advanced</p>
<p><u>miscellaneous</u></p> <p>Here is a car/..</p> <p>here is a boy/ a girl/a cat, etc.</p> <p>a red car, a big ball, etc.</p> <p>a big pig pigs, etc.</p> <p>one shoe, two shoes</p> <p>one little duck two little ducks</p> <p>a big/little ball .. balls</p>	<p><i>Traffic</i> P.M. Instant Readers 1R2 (Kea Press, 1969)</p> <p><i>here is the family</i> Beginning to Read Series, number 2 (Rigby, 1967)</p> <p><i>This Is A Big Box</i> Islands Readers A16 (Reed Education, 1972)</p> <p><i>Pigs</i> Little Picture Books (Warne, 1971)</p> <p><i>Shoes</i> Little Picture Books (Warne, 1971)</p> <p><i>Ducks</i> Little Picture Books (Warne, 1971)</p> <p><i>A ball book</i> Little Picture Books (Warne, 1971)</p>

For reading practice in small groups, "Yes or No" exercises may sometimes be prepared on the magnetic board. With more advanced readers, each member of the group may have a "Yes" and a "No" card, one of which is held up in response to a story read silently by the children. The sentence may then be read aloud, e.g.

Practice Reading (cont.)

	is	he	a	man	?
	are	they	dogs	?	
	is	she	in the water	?	
	are	you	a	boy	?

"Missing words" exercises may also be structured on the magnetic board. When magnetized units and words are used by a small group with teacher guidance, several sentences constructed and re-read by the children may be left in position. While children close eyes, the teacher (or later, another member of the group) removes a word or unit from each sentence and arranges these randomly. Children then reconstruct and read sentences. Later, the practice of reading intact sentences, before their use in "missing words" exercises, may be discontinued.

Worksheets for practice reading may include teacher-prepared stories and exercises involving matching of pictures and sentences as well as "Yes or No" and "Read and Draw" exercises (pp.360-1). Use of "take-home" cards which provide repetition of selected language units may also be continued as suggested previously (p.189).

The following of directions, suggested as an oral activity (p.459), may sometimes involve printed forms, e.g.

run to me.

jump to the tree.

During drama, sentences similar to the following may sometimes be read before actions are carried out -

We are in a boat.

We are going in a car.

We are little cats.

We are going to the moon.

(f) Rhythmic Reading

The words of songs which are suitable for rhythmic reading may be prepared on charts or in large class books. As the children "read" with natural language rhythm, the teacher may point. Among the songs used may be included *The Tugboat* (A2): verse 3 (p.480) is particularly appropriate.

*Float, float, float,
I'm a little boat.
I'm on the water,
Float, float, float.*

The following songs and rhymes are also suitable -

- | | |
|---|---|
| <i>Can You Tell Me?</i> (B4) | <i>Climb in the Rocket</i> (p.259) |
| <i>I'm Jumping</i> (A1) | <i>Hairy Man</i> (p.339) |
| <i>Can You Dance?</i> (B6) | <i>Is that You?</i> (p.338) |
| <i>Jump, Jump, Jump</i> (M2) | <i>Corroboree</i> (p.338) |
| <i>The Koala</i> (F1) | <i>Put Your Finger in Foxy's Hole</i> (p.339) |
| <i>The Cat is in the Plum Tree</i> (T1) | <i>You are So Fast</i> (p.337) |
| <i>Left to the Window</i>
(Miller & Zajan, p.19) | <i>Look at all the Girls and Boys</i> (p.338) |
| <i>Here's a Ball for Baby</i>
(Miller & Zajan, p.23) | <i>I'm Peeping through the Railings</i> (p.337) |
| | <i>I am an Aeroplane</i> (p.479) |

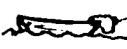
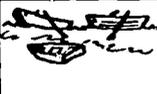
(g) Writing

Writing activities of the types suggested previously (e.g. pp.353-4; 280) may be continued. Some of these activities may become more demanding in terms of word recognition, as in the following worksheets requiring matching of single-word labels with appropriate pictures -

Write the word under the picture:

		
		
cat	can	car
ball	man	boat

Write the word under the picture:

		
		
car	tree	boat
cars	trees	boats

Writing (cont.)

During many activities, notably experience reading, the children may be encouraged to watch actively and to comment as the teacher writes. In particular, children may watch for *Susie's* letter as children's names with possessive "s" marker are written, e.g.

"Ashley's car is red."

Writing experience may be provided as children make entries in personal word books. After copying from a card or slip of paper the word which he requires, the child adds an illustration and reads his word to others in the group. Words may include those introduced into the reading program and any other words which interest the particular child.

Words of the latter group may be requested spontaneously or during a short "Word Time" when each child in turn tells the teacher his selected word and receives it on a slip of paper. (For a detailed description of this approach, refer to *Teacher* by Sylvia Ashton-Warner, Penguin Books, 1966.)

A collection of class word books made cooperatively by children and teacher may also be developed. These may sometimes result from classification activities as pictures are organized into groups, e.g. "animals", "food", "clothes", "vehicles", "tools", "things I can do", "things for a baby".

Children's interest in developing their own word books may be increased by availability in the book corner of suitable commercially produced picture dictionaries and word books. As well as those suggested previously (p.284), the following titles are recommended:

Parts of the Body Words and Pictures, No. 9
(Frederick Warne, 1972)

The Alphabet Book Scott Foresman Reading Systems, Level 1,
Book E (Scott Foresman, 1971)

Colours Scott Foresman Reading Systems, Level 1,
Book B (Scott Foresman, 1971)

My Pictionary by Marion Monroe *et al*
International Edition (Scott Foresman, 1972)

Presents, Paint, The Red Balloon, In the Rain
Robin and Jane Picture Books by Cecilia & Jean Hinde
(Oliver & Boyd, 1971)

Going Shopping and In the Garden Yellow Budgie Books
(A. & A.K. Johnston & G.W. Bacon, 1967)

3. PERCEPTUAL SKILLS(a) AuditoryInvestigating, Recording, and Identifying Sounds

As the present theme is developed, excursions may provide opportunities for recording sounds which are later replayed for identification and discussion by the children. (Refer to previous suggestions, p.365.) Other sounds related to the theme may also be introduced, e.g. a boat anchoring, a plane taking off, a rocket count-down and "blast-off".

Tapes incorporating transport sounds may be prepared for use in the activity "*Which Sound Does Not Belong?*" (pp.365; 191-2).

Auditory Discrimination

Many of the auditory discrimination activities suggested previously may continue to be used, finer discriminations generally being expected. Items in which successful performance depends only on relatively gross discrimination may continue to be necessary for some children. Additional small group experience with material easier than in the following examples may therefore be provided.

"Same or Different?" (pp.366; 282)

boats, boats; toot, tooth; wheel, reel; fast, fast;
bat, but; frogs, frogs; wet, when; pot, pat.

"Pointing" (pp.366; 282)

money, honey; rock, lock; dogs, togs; plane, train; pram, tram;
rocket, pocket; Karen, Daren; tree, three; throw, row; boat, goat.

"Which Word Does Not Belong?" (pp.366; 282; 192)

Magnetized figures, worksheets or pictures mounted on card may be used in this activity, as suggested previously. Word combinations may include:

pear, box, purse, pan
sheep, shark, jug, shell
cat, cup, cot, girl
wire, net, wool, water

Phonic Story Completion (pp.366; 282; 192)

Connected stories as well as individual items of the following types may be used -

*I went to the store to buy some f...
When it rained, I got all w...
This is not soft, it's h...
The biggest animal in the world is a w...*

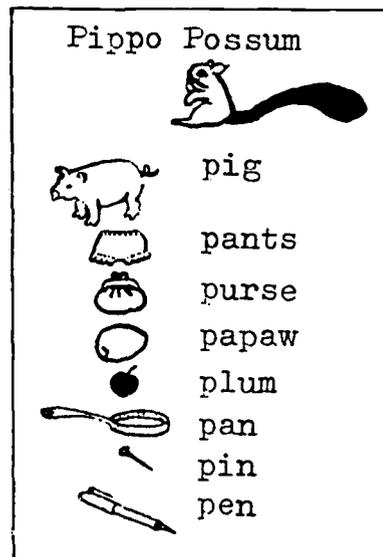
Auditory (cont.)

*Bees make h...
Daddy's shoes are bigger than m...
Maggie went for a ride in a b...*

Sounds other than those associated with familiar phonic figures may sometimes be selected for attention in the auditory discrimination game, "Phonic Circling" (pp.368-9). Other auditory games which may be continued include "Build this Picture" (p.367), Phonic Memory Game (p.63) and the phonic version of "I Spy" (p.282).

Phonic Puppets

Activities of the types suggested previously may be continued with the new puppet, *Willy Wombat*, as well as with those introduced previously. Charts summarizing what each character likes may be prepared, following sorting and labelling activities on the magnetic board (pp.283-4). Such charts provide further experience from which children may base generalizations about relationships between sounds and printed symbols -

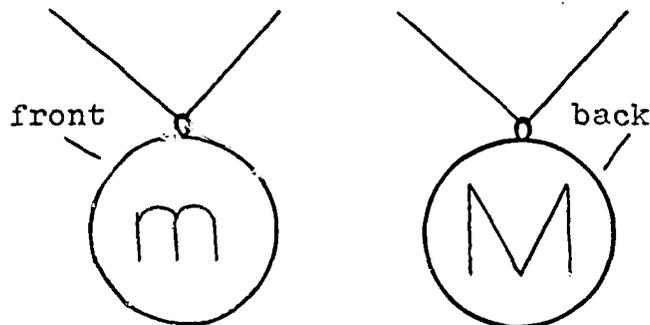


The game, "*Susie Seasnake likes ...*" may sometimes be extended to include children in the group as well as puppets. For example, vehicles illustrated in a transport reading booklet (p.496) may be associated with children or puppets, depending on the initial sound -

*Henry likes helicopters.
Susie likes submarines.
Mumma Moo likes motor bikes.
Bobbie likes buses, boats and bikes.
etc.*

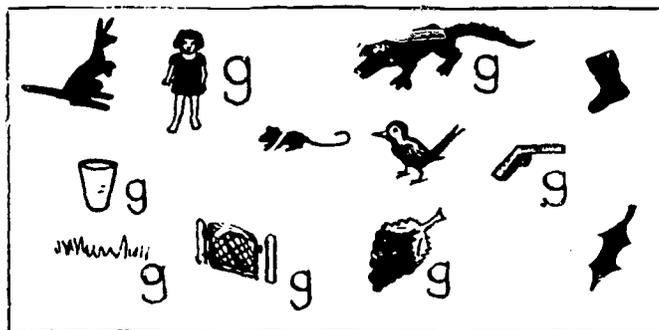
Auditory (cont.)"Medals"

To assist in establishing further the association between letters and sounds, a medal bearing the appropriate letter may be made for each puppet. These medals should be identical except for the letters on them - lower case on the front and upper case on the back. (Either the letter or surface on the backs of medals may be a different colour from the front.) e.g.



Every morning, children find the right medal to hang around each puppet's neck. To do this, they must distinguish letters from one another and make the correct association. Other property belonging to puppets may also be labelled with a letter. For example, puppets' boxes may be labelled in this way. The place where a puppet is usually located may also be marked with his or her letter.

Sets of cards bearing the lower-case letter associated with puppets may be used as children sort Treasure Box contents in terms of initial sound. As well as stating which puppet likes a particular object, a child may place the appropriate letter card beside it. Similarly, when playing the "Phonic Circling" game (pp.506; 368-9), children may sometimes write the letter beside each picture correctly located, either working from the chalkboard in a group activity or using individual worksheets -



As a recognition activity, children may sometimes watch the teacher write a word, commenting on sounds and predicting what the word will be. This applies especially to words beginning with the sound and symbol of one of the phonic characters, e.g.

Auditory (cont.)

<i>Willy Wombat</i>	-	We, we, water, woman
<i>Pippo Possum</i>	-	play, playing
<i>Googa Goanna</i>	-	going, girl, girls
<i>Tottie Turtle</i>	-	to, tree
<i>Mumma Moo</i>	-	Mummy, Mummy's, my, me, man
<i>Susie Seasnake</i>	-	school
<i>Henry</i>	-	He, he, home

Comment on word endings may also be encouraged, e.g.

<i>Susie Seasnake</i>	-	possessive and plural "s"
<i>Pippo Possum</i>	-	up
<i>Tottie Turtle</i>	-	at, cat, boat

Rhymes and Finger Plays

Saying and listening to rhymes may continue to develop children's awareness of sound similarities and differences. Among the rhymes used for this purpose should be some which stress *Willy Wombat's* "w" sound, e.g.

<i>Trees in the Wind</i> , p.64	<i>The Pocket</i> , p.339
<i>A Little Boy Went Walking</i> , pp.175-6	<i>Wouldn't It Be Funny</i> , p.339
various rhymes, p.259	<i>Way Down South</i> , p.472
<i>What Do You Suppose?</i> p.286	<i>Here is the Beehive</i> , p.478
<i>Twinkle, Twinkle Little Star</i> , p.337	

The following rhymes may also be introduced -

Windy Weather and whistling wind,
Whoo.....Whoo.....Whoo.
Windy weather and whispering wind,
Whoo.....Whoo.....Whoo.

Willy

Willy will not wait for me,
Willy hurries home for tea.
Everywhere that Willy goes
I will follow, this he knows,
But he never waits for me,
He always hurries home for tea.

Winter (listening only)

Listen to the wind,
On a cold winter's day
Whistle around the corners
And listen to it say -
"Whoooo will you come and play?
Will yoooooooo?
Will yoooooooo?
Will yoooooooo?"

Auditory (cont.)

*This little pig went to market,
 This little pig stayed at home,
 This little pig had roast beef,
 This little pig had none.
 This little pig cried "Wee-wee-wee",
 All the way home.*

(Children may be encouraged to play this game with the baby at home.)

*What will Willy Wombat wear
 When the wind blows through his hair?
 Will he wear warm woolly clothes?
 Willy says, "I won't wear those."
 When the wind blows in a storm
 Willy's whiskers keep him warm.*

*When I clean my windows,
 I make them clear and bright;
 I wash them well, and dry them,
 And rub from left to right.*

*Willy Wally Wombat
 Whispers when he talks.
 Willy Wally Wombat
 Waddles when he walks.*

*Walking through the jungle
 What did I see?
 A wild lion staring
 At me, at me.*

*Play on the seashore
 And gather up shells,
 Kneel in the damp sand,
 Digging wells.*

*Walking through the jungle
 What did I see?
 A big owl winking
 At me, at me.*

*Run on the rocks
 Where the seaweed slips,
 Watch the waves
 And the beautiful ships.*

(Children suggest additional verses)

Children may listen to stories stressing various sounds, particularly the "w" sound. *The Little Indian Boy* ("This Little Puffin", pp.162-3) may be read by the teacher, as appropriate actions are provided by children. Rhymes and stories which feature characters with alliterative names or names beginning with "w" (*Willy's* friends) may contribute to children's awareness of sound, e.g.

Auditory (cont.)

Character	Rhyme or Story
Wee Willie Winkie	Traditional rhyme
Old King Cole	Traditional rhyme
Choo Choo	<i>Choo Choo: The Story of a Little Engine Who Ran Away</i> by Virginia Lee Burton (Faber, paper edition, 1971)
Mike Mulligan	<i>Mike Mulligan and His Steam Shovel</i> by Virginia Lee Burton (Faber, paper edition, 1967)
Mrs Mopple	<i>Mrs Mopple's Washing Line</i> by Anita Hewett (Penguin, Picture Puffin, 1970)
Zozo	<i>Zozo Rides a Bike</i> by H.A. Rey (Chatto and Windus, 1954)
Babar Mr Moustache	<i>Babar Loses His Crown</i> by Laurent De Brunholt (Collins & Harvill, 1968)
Little Toot, the tug	<i>Little Toot</i> by Hardie Gramatky (Worlds Work, 1970)

Songs stressing the "w" sound include -

I Went to School This Morning (Puffin, p.145)

What Will We Do? (Puffin, p.179)

Papaw Patch "Folk Dancing" (Dept. of Education, Queensland, 4th ed., 1965), p.52

Auditory Discrepancy

Auditory discrepancy activities of the type suggested previously (pp.370-1) may be continued, e.g.

"What was Silly?"

1. My cat has six puppies.
2. The baby threw our refrigerator out of the window.
3. Our dog likes to sleep in a cup.
4. Before we eat lollies, we clean our teeth.
5. The koala bear wagged his tail because he was so happy.
6. I need some salt to make my tea sweet.
7. I want a big round square.
8. A wild butterfly is chasing me.
9. Those white feathers came from a sheep.
10. Mummy said, "Don't get wet when you go for a swim."

Auditory (cont.)"Which One is Right?"

1. A banana is a fruit.
A banana is an animal.
2. Trees can fly.
Bees can fly.
3. You can ride in a horse.
You can ride on a horse.
4. You put butter on bread.
You put bread on butter.
5. Wool is hard.
Iron is hard.
6. Bags have handles.
Balls have handles.
7. Babies are old.
Babies are young.
8. You can see the sun in the day.
You can see the sun at night.
9. A frog is bigger than a cat.
A cat is bigger than a frog.
10. I have one nose.
I have one ear.

"Mistakes" is another game involving auditory discrepancy. The teacher warns children that she may make a mistake. She then says a well-known rhyme or retells a familiar story. Children listen and indicate any errors, e.g.

*Humpty Dumpty sat on a ball,
Humpty Dumpty had a great fall,
All the King's turtles and all
the King's men,
Couldn't put Humpty together again.*

Connected stories may sometimes be used for auditory discrepancy. Particularly suitable is -

Willy the Wisher and Other Thinking Stories
by Carl Bereiter and Valerie Anderson
(Open Court Publishing Company, 1970)

Auditory Memory

Children may follow series of instructions, some of which involve an understanding of spatial terms, e.g.

Auditory (cont.)

"Stand behind your chair then put your right hand on your head."
"Boys, stand near the door then turn around three times."
"Joanie, sit between two boys, then hold up your picture."
"Hop to the door then wave your left hand."
"Run to the fence; pick up a leaf then jump over the rope."

Rhyme

Saying and listening to rhymes may be continued. Among the rhymes used are some which may serve a purpose other than developing auditory skills. For example, some of the following rhymes provide early experience with counting by 2's -

Two, four, six, eight.
Meet me at the garden gate.
If I'm late, don't wait.
Two, four, six, eight.

All the feet
Of five tall men -
Count them:
2, 4, 6, 8, 10.

Come to the zoo, do do do.
Feed the elephants and monkeys too,
Look at the peacock's feathers of blue,
See the lions and the kangaroo.
There's fun for you too
At the zoo, zoo, zoo.

2, 4,
6, 8, 10.
Ten feet
On five tall men.

Daddy's hat
Looks like that -
Big and round
With a brim that's flat.

Inventing and Completing Rhymes

Children may be encouraged to invent rhymes, some of which may be recorded on experience reading charts or in books. Re-reading of number rhymes may contribute to developing recognition of numerals and words, e.g.

1, 2, 3, 4 Little girls are at the store.	
1, 2, 3, 4, 5, 6 That's my cat, See how she licks.	
1, 2 I like you.	

Auditory (cont.)

Completion of rhymes may be continued as suggested previously (pp.372; 286-7). The following new rhymes are suggested -

*Fast, fast,
I'm a plane,
Slowly, slowly,
I'm a (train).*

*This thing moves
Above the floor,
Opening and closing -
It's the (door).*

*It has oars
And it can float.
You can row
This little (boat).*

*He's small and grey,
He scampers away;
A cat in the house
Frightens the (mouse).*

*My feet will take me
Near or far.
But wheels, not feet
You'll find on a (car).*

*What is white?
The stars at (night).
The lettuce I've seen
Is always (green).
Yellow is a papaw
That is sweet,
Yellow is the papaw
Ripe enough to (eat).*

*To cross deep water
We go by boat.
A car would sink
But a boat can (float).*

Supplying Rhyming Words

A version of the language game, "What is it?", in which rhyme is used as a clue may be played, e.g.

*You sleep in it,
It rhymes with "red".
What is it?*

*You wash dishes in it,
It rhymes with "pink".
What is it?*

*It can swim,
It rhymes with "dish".
What is it?*

*It shines at night,
It rhymes with "bright".
What is it?*

*It smells nice,
It rhymes with "nose".
What is it?*

*It shines in the sky,
It rhymes with "car".
What is it?*

*It purrs,
It rhymes with "hat".
What is it?*

*It gallops,
It rhymes with "sauce".
What is it?*

*You sit on it,
It rhymes with "bear".
What is it?*

*You put things in it,
It rhymes with "rocket".
What is it?*

BLOCK F

Auditory (cont.)

Word matching strip books have been recommended previously in reading and visual skills sections of the program (e.g. p.132). By combining rhyming words in strip book form, suggested activities may also contribute to the development of auditory skills. For example, books containing the following word combinations may be among those prepared -

cat	big	run	can	tin	hen	muq	ring
mat	pig	sun	man	pin	men	huc	sing
hat	tig	gun	tan	fin	pen	tug	wing
pat	wig	fun	pan	bin	ten	jug	king
fat	fig	bun	fan	win		rug	
bat	dig	nun					
rat							

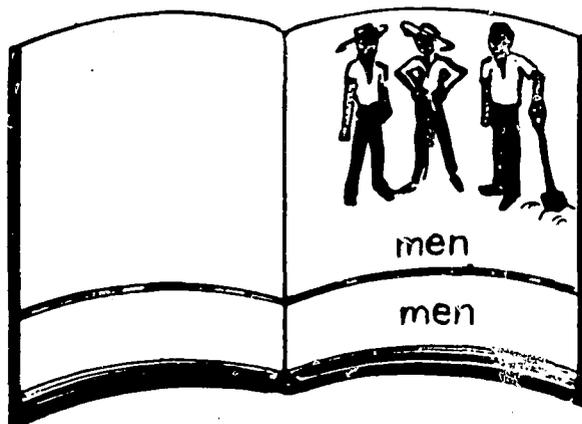
Pictures for possible inclusion in strip books may be discussed by children and teacher to ensure that children's labelling of selected pictures does not conflict with the printed labels, e.g. "rug" for "mat", "hug" for "kiss", etc. The meaning which children give to words such as "can", "tin"; "rug", "mat" etc. may also be investigated through use of descriptive language games, e.g.

Descriptions (p.334)

Is It Like This? (p.334)

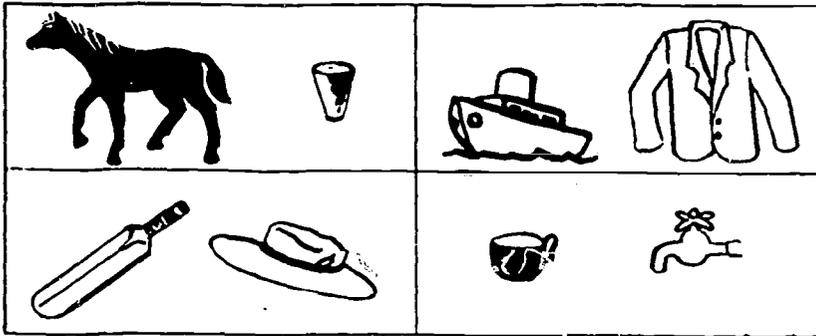
Definitions (pp.334-5)

As the rhyming words in the upper section of a completed book are reviewed, children may say each word, and listen while others say it. In addition, as attention is drawn to the initial sound, the associated letter may be noticed. Children may then match each illustrated word with the corresponding word in the lower section of the book, e.g.



Auditory (cont.)"Do They Rhyme?" (p.287)

Pairs of pictures, the names of some of which rhyme, may be duplicated for use in a pencil and paper activity. The objects in each pair are named. Children say each pair of words and listen while others say them. They then decide whether or not the words rhyme, e.g.



Children may listen to *stories* which provide further experience with rhyming words, e.g.

Fire! Fire! said Mrs McGuire adapted by Bill Martin Jr.
(Holt, Rinehart & Winston, 1970)

A Dragon in a Wagon. by Janette Rainwater (Golden Press, 1966)

The Together Book by Revena Dwight, A *Sesame Street Book*
(Golden Press, 1971)

Hop on Pop by Dr Seuss (Collins & Harvill, 1964)

The Nose Book by Al Perkins (Collins & Harvill, 1971)

The First ABC by Frank Waters (Franklin Watts, 1970)

(b) VisualTachistoscopic Program

Sequencing of shapes (Set B) may be continued as suggested previously (pp.373; 288). Matching, tracing and vocal response to projected words may become increasingly prominent in the visual skills program. (Refer to pp.373; 350; 271-2.) Sometimes children may build, then read sentences as they match several slides in succession, e.g.

Daddy	is	big	.
-------	----	-----	---

Visual (cont.)

Visual Discrimination

Items presented in familiar activities may require finer discrimination by the children, e.g. "can", "car"; "bat", "hat". Word matching using strip books of rhyming words provides one means of introducing fine visual discrimination. For other suitable activities, involving visual discrimination, discrepancy, sequencing and association, refer to previous suggestions (e.g. pp.373-5; 460; 289-290).

4. DISCOVERYColour

Naming of colours may continue to be encouraged during many activities. "Tell Me" Time may provide opportunities for incidental comment on colour as well as colour identification. This activity may also increase children's experience with the language units, (noun) are, and (noun) is, e.g.

"Lemons are yellow."
"Our flowers are yellow."
"The sun is yellow."
"A crow's beak is yellow."

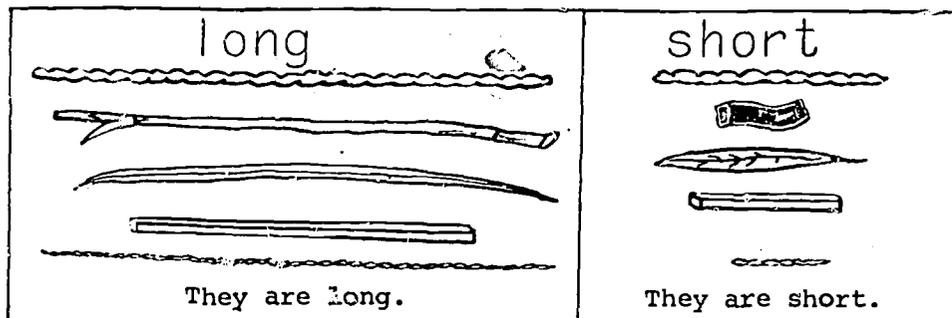
Size

Activities designed to develop concepts of size may be continued as suggested previously (e.g. pp.376-8). During all such activities, children may be encouraged to express their observations. Global terms of size such as "big" and "small" may be expected to occur less as children develop more refined concepts of length, height and width.

After the children's exposure to a term in a variety of meaningful situations, a more structured activity may be introduced to check children's acquisition of the concept and provide further experience for those who are uncertain.

Using two contrasting terms, e.g. "long" and "short", children may sort objects into two heaps. By omitting from the collection objects whose lengths (or heights) are in the middle range, the teacher may provide a natural dichotomy for the children, thus avoiding the need for arbitrary assigning to groups.

As children sort, each item is labelled orally, e.g. *"This is long."* Written labels may sometimes be displayed with completed groups while occasionally objects may be glued or stapled on to classification cards (p.492) or experience charts or books, e.g.



Size (cont.)

Reference to more than one attribute of an object may be encouraged. It is expected that at this stage most children will use separate statements to comment on each of two attributes. The teacher, and perhaps advanced children in the group, may provide experience with statements of a more advanced type, e.g.

Teacher: Tell me about this one.

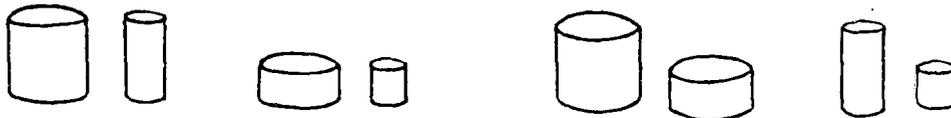
Child 1: It is tall.

Child 2: It is skinny.

Teacher: Yes, it is tall and skinny.

The game, "Similarities and Differences" (p.328) may be structured to provide experience of the above type. This may be achieved by providing several pairs of objects which are left on display as each of the pairs is discussed in turn. Pairs of objects may include tins or wooden dowelling cylinders that are :

tall and fat/thick/wide, tall and skinny/thin/narrow;
short and fat/thick/wide, short and skinny/thin/narrow;
tall and fat/thick/wide, short and fat/thick/wide;
tall and skinny/thin/narrow, short and skinny/thin/narrow, e.g.



As well as using terms of size to describe objects, children may respond to such descriptions as the games "Construction" (pp.373-4) or "Choose the Right Picture" (pp.463-464) are played. Following the teacher's directions (p.459) may also provide experience of this type, e.g.

"Run to the big yellow rectangle."

Children may listen to the following rhyme and later locate or create pictures or models of the dogs described -

Dogs

*The dogs I know
Have many shapes.
Some are big and tall,
And some are long,
And some are thin,
And some are fat and small.
And some are little bits of fluff
And have no shape at all.*

Seriation

During seriation activities, statements from the children as they manipulate materials may continue to be encouraged. Ordinal terms may more frequently be introduced during such activities as children either use the terms themselves or respond to the terms, e.g.

Teacher: What colour is the first tower?

Child: It's red.

*Teacher: Yes, the red tower is first.
The blue tower is _____.*

Some seriation in terms of weight may be introduced, using only three or four objects of fairly gross weight difference. Children first handle the objects estimating their relative weight and discussing which is "heaviest" and which "lightest". After arranging objects in order, children may further investigate weight relationships as they use a balance and discuss what happens.

To introduce cardinal number into seriation, bars or towers of interlocking cubes or blocks, or strings of identically-sized beads may be used. It is recognized that children's seriation will depend upon perception of length difference and not on discrete number. However, after arranging bars, towers, or strings, children's attention may then be focused on the number in each.

Number cards for each bar or tower may be selected and the bars with the "biggest" and "smallest" numbers may be identified. Children may be encouraged to use the terms "more" and "most". Some listening experience may also be provided in the use of the term "fewer than".

Estimation

Estimation continues to be important in developing concepts of quantity and should also support children's development of favourable self concepts as each child's opinions are perceived to be valued.

A great deal of meaningful experience may be provided with the term "equal", including negative instances and the expression "... not equal". The language of the teacher and of some children may help others in the class relate the term "equal" to other terms which may be more familiar to them, e.g.

"Yes, they are the same. They are equal."

During many activities, children may estimate whether two objects are equal in height or length. After checking by direct comparison, they may estimate what, if anything, needs to be added to one length to make it "equal" the second. Children may also locate an object or combine several objects which they think will "equal" the length or height of a given article.

Estimation (cont.)

When units such as interlocking cubes, Cuisenaire rods, or magnetized discs are used, children may estimate how many should be added or subtracted from one quantity to make it "equal" to another. They may also estimate how many rods of a particular colour "equal" another rod or combination of rods.

Children may examine a number group, e.g. shells on the mat, pictures on the magnetic board, or a bar of interlocking cubes, and estimate how many must be added or subtracted to result in a given number -

Child: There are three shells.

Teacher: How many more will you get to make five?

Estimating size relationships may be extended to include evaluation in terms of proposed fit, e.g.

"Can we put Jenny's boat inside this box?"

"Will Frankie's car fit under the cupboard?"

"Will all of our big blocks fit into this box?"

"Will the red box fit inside the blue box?"

"Will the blue box fit inside the red box?"

As they check their estimates, children may be encouraged to use the expressions "too long/wide" etc. and "high/wide enough", e.g.

"Frankie's car is too high to fit under the cupboard."

"The yellow box is big enough for the puzzle."

Other activities, including estimation of number and number relationships, may be continued as suggested previously (pp.380; 293).

Measurement

Children may continue to be involved in measuring activities of the types suggested previously (e.g. pp.381-2). Following measurement activities with discrete units of length, children may sometimes measure using arbitrary units consisting of strings of paper cut-outs, e.g.



Simple food-preparation activities may provide highly meaningful measurement experience and may contribute to the development of many types of mathematical concepts, e.g.

Measurement (cont.)

"half"

cutting cherries into halves for noses of gingerbread men;
 cutting oranges into halves to prepare orange drinks;
 dividing continuous quantities into "half", e.g. milk, dough, biscuit mixture, sometimes colouring halves differently with food colouring;
 cutting cheese squares into halves;

one to one correspondence:

matching glasses of juice with children;
 matching cherry noses with gingerbread men;
 checking to see if the number of red jellies equals the number of yellow jellies;

one to many correspondence:

providing two currant eyes for each gingerbread man;
 two cups of milk for each dish of junket.

Purposeful measurement experience for children in the upper school may include weighing and selling suitable food, e.g. small quantities of dried fruit wrapped in plastic film or portions of cheese produced by repeated halving of a large block. Interest of young children may be stimulated as they watch older children preparing and selling food.

Experiences which introduce ideas about the need for measuring may be continued. In one such activity, children may be shown a frame representing a window. Using paper as "glass", children then attempt to cut a piece that would fit the "window". They may check their attempts and discuss ways of improving the fit of their "window-panes".

Number

Previously suggested number activities may be continued as is appropriate for the children in the group. Experiences of the following types may be included:

BLOCK F

Number (cont.)

Program Page	Activity
382-3	"Number of the Day"
382	counting concrete objects
382; 294-5	writing numbers
295	responding to numerals
138	responding to oral instructions involving number terms
385; 383	using a number line
295	rhythmic counting
512; 386;	saying number rhymes
296; 202;	
139-140	
386; 139	dramatizing number songs and games
294	investigating number properties of environmental materials
294; 138	compiling number books
294-5; 203	reviewing number pictures and books
383-4; 78-9	comparison of number
380; 296-7	meaningful listening experience and oral use of terms, e.g. "more than", "most", "equal", "not equal", "fewer than", "as many as"
386; 322;	adding, subtracting and halving using concrete materials
296	
380; 293	estimation of number
384-5; 294;	playing number games and using puzzles
332; 204;	
201	
294; 203	using worksheets and card material

Counting by twos may be introduced through various activities. Rhythmic counting (p.295) may provide appropriate experience as children count and stress even numbers vocally, through phrasing, and by percussion, e.g. clapping, drumming, or tapping rhythm sticks. As the accent on even numbers is increased, that on odd numbers may be reduced to a whisper and then become subvocal as they are mouthed by the children, e.g.

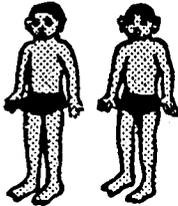
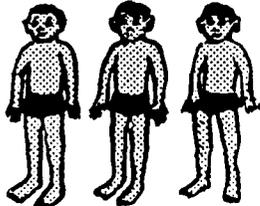
/ / / /
1, 2, 3, 4, 5, 6, 7, 8 ..

Number (cont.)

Rhythmic counting of this type may then be applied to counting actual objects, e.g. beads in a counting frame or a long bar of interlocking cubes grouped in twos by colour.

Through such practice and through experience with number rhymes involving counting by twos (p.512), children may progress to counting groups of two, rather than counting by ones with stress on even numbers.

Objects which normally occur in twos may be selected for further practice in counting by twos. This may include counting the feet of a row of children, and counting their hands, ears, eyes, arms and legs. By encouraging the children to comment, the teacher may help them to observe patterning in numbers. Occasional written records may provide further opportunities of this type as well as concentrated practice with plural forms, e.g.

		
1 boy has	2 boys have	3 boys have
2 feet	4 feet	6 feet
2 hands	4 hands	6 hands
2 ears	4 ears	6 ears
2 eyes	4 eyes	6 eyes
2 arms	4 arms	6 arms
2 legs	4 legs	6 legs

Other pictorial representations used for counting by twos may include magnetized pictures of pairs of shoes, cut from magazines or made by paper folding and cutting. Shoes may be grouped in correct "pairs", sorted, and counted. Children may be encouraged to use a second basis for classification. For example, after sorting in terms of colour, shoes may be reclassified as men's, women's, or children's shoes, numbers in each group being counted by twos and, to verify the total, by ones.

"Socks" of various sizes and colours may be cut from coloured card or paper and pegged in pairs on a "clothesline" for number activities. Pairs of the hand- and footprints of children in the group may provide further practice in counting by twos.

Experience in repeated subtraction of 1, i.e. counting backwards, may be provided through use of concrete materials and sometimes through pictorial representation, e.g. using magnetized pictures. Other activities may include joining in with a recorded rocket "blast-off" and

Number (cont.)

counting up and down a number ladder. In schools that have stairs, numbers may be painted so that correct orientation of the symbol is provided as children ascend or descend. A large number line and a series of numbered circles, painted on cement or on a verandah, may be used to provide experience in both counting backwards and counting by twos.

Comparison of number may often be preceded by estimating whether the number of objects in two groups is "equal" and, if not, estimating which group has "more". Checking by one to one correspondence, sometimes using a 10 x 10 grid or mat, may follow. Similarly (pp.383-4) children may examine three groups of objects, attempting to identify the group that has "the most". Children then check by aligning objects, discussing what they observe.

Comparison of number may follow the teacher's naming or writing of two numbers, and asking the children which is "bigger" or means "more". Discussing problems of this type may challenge advanced children to deal with abstract number. Checking with concrete materials provides feedback for these children while continuing experience with concrete number for others in the group.

Experience with number operations may be provided through activities of many types. As sets of objects are combined, children may check the total by counting aloud or by other forms of one to one correspondence, e.g. by using match-box number trains (p.387) or, when the elements of the set are large, by using a series of numbered circles. Through use of Cuisenaire rods, children may gain experience with the idea of equality related to addition. Expression of relationships using the term "equal" may be encouraged, e.g.

"Red and yellow equals black."

As well as finding the rod which equals a given combination and building "trains" that equal a given rod or rod train, children may be asked to find out whether one train of rods "equals" another rod or train, e.g.

"Are these yellow rods equal to two black rods?"

When using interlocking cubes, particular number groups may be indicated by combining cubes of the same colour. Activities may include using cubes of one colour to build a bar "equal" to a given combination. Children may become accustomed to stating what they discover, using the term "equal", e.g.

"Two and three equals five."

BLOCK F

Number (cont.)

"Odd Socks"

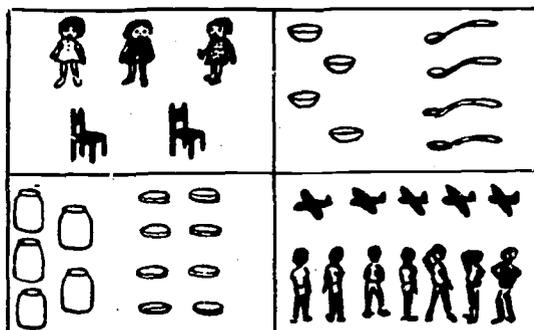
Children examine a collection of "socks" on the magnetic board and estimate whether or not there will be an "odd" sock after making "pairs". As children gain experience in estimating, pairing objects and reporting what they have found, the term "odd" may gradually become identified with the number that results in an "odd" sock. Similar activities may involve pairing of other objects, e.g. building blocks.

One to One Correspondence

Representing each of several animals or things with a model or picture may further develop children's understanding of one to one correspondence. In one such activity, children may sit under a tree in a busy part of the community to observe how many cars, people and dogs go past. Rows of plastic figures are extended as a model is added for each of these items. Children may be encouraged to estimate which of two groups has "more" and which of all the groups has "the most". They may also be asked to find a way of showing this, i.e. by matching.

As children become accustomed to using models in number activities, they may be confronted with situations in which detailed models are unavailable. This may lead to suggestions for use of available materials. For example, if houses in the community are painted, children may wish to demonstrate the number of houses of various colours in which members of the group live. As suitable units for representing houses, children may select coloured blocks, or small boxes may be painted or covered in coloured paper by the children.

Worksheets for one to one correspondence activities may be prepared, e.g.



Children examine an item and estimate whether the number in the two sets is "equal" or whether one of the sets has "more". They then draw

One to One Correspondence (cont.)

lines linking pairs of objects and discuss what they find, using terms such as "enough", "too many*", "more" and "equal".

Opportunities which arise incidentally may continue to provide experience in one to one correspondence. When materials are being distributed, a child may be asked to bring the exact number of items for the members of his group. As children comment on the result, they may gain experience with terms such as "enough", "too many" and "more".

Other one to one correspondence activities may be continued as suggested previously (e.g. pp.525; 386-7). In particular, the teacher may assist slower children to ensure synchronization of pointing and counting. Placing objects in carriages of a "number train" (p.387) may also aid this development.

Sets

Increased understanding of addition may result from continued experience in the union of disjoint sets. As they work, children should verbalise the operation, e.g. as two disjoint sets are combined:

"Four boys and two boys equals six boys."

Children may continue to name sets which have been structured and to structure sets which the teacher nominates, e.g.

"Make a set of four vehicles."

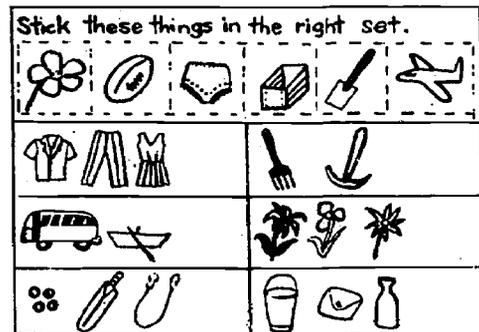
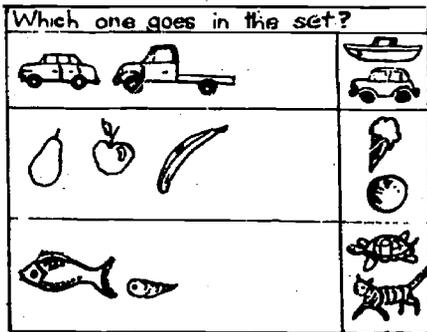
Children may also select items to form a set of their choice, explaining why the particular members were selected. Attribute blocks may be used in some activities of this type.

Given two different sets of concrete objects or magnetized pictures, children may allocate a series of additional members to the appropriate set, explaining their choice on each occasion. Similarly, children may select from several objects the one which belongs in a given set.

Use of worksheets may sometimes follow other "set" activities, e.g.

* The term "too many" is sometimes used by Aborigines to express the idea of an approved large quantity rather than indicating a surplus in a specific situation.

Sets (cont.)



During classification activities, children may enclose their sets with cord or hoops on the mat, or with magnetic string on the magnetic board. As this becomes familiar, experience with subsets may be introduced. Children may (a) construct subsets as directed, and (b) may suggest subsets which could be formed, e.g.

- (a) *Inside your big set of animals, can you make a little set of farm animals?*
- (b) *Look at our set of people.
Who could make a little set inside our big set?*

The idea of "the empty set" may be introduced, thus extending the children's concept of "zero".

The auditory discrepancy game, "Mistakes" (p.511), may be applied to set activities. The teacher names elements in a given set, after warning that she may make a mistake. Children listen carefully and indicate immediately an error is made, e.g.

*"I'm thinking about a set of animals -
pig, horse, cow, table ..."*

Classification activities of the types suggested previously (e.g. pp.388; 324; 492; 464-5; 269) may be continued. This may include "Tell Me" Time activities during which children enumerate items which belong in a given class, e.g.

*"Tell me something that is a container/vehicle/
food/a fruit/a vegetable." etc.*

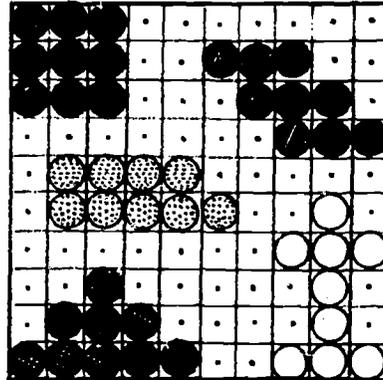
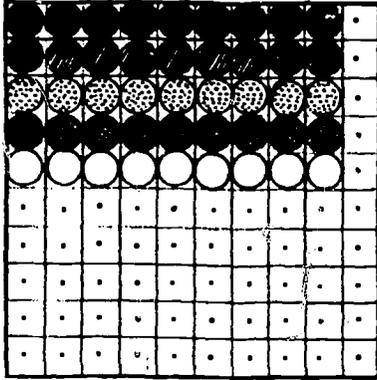
Conservation

Experiences which contribute to the development of conservation of number may include regrouping coloured plastic pegs on a pegboard or blocks or interlocking cubes on a 10 x 10 plastic grid (pp.383-4).

A child begins by making several rows of equal number, selecting a different colour for each row. After counting each row, stating the number in each and agreeing that numbers in the rows are "equal" or

Conservation (cont.)

"the same", pegs of each colour may be regrouped in a new configuration and the new groups discussed, e.g.



In a similar group activity, children may use magnetized units of different colours. These may be aligned and the number and equivalence discussed. Statements may include -

"There are 4 blue triangles and 4 yellow triangles."

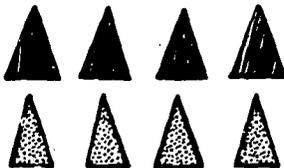
"There's the same number of yellow triangles and blue triangles."

"The number of blue triangles is equal to the number of yellow triangles."

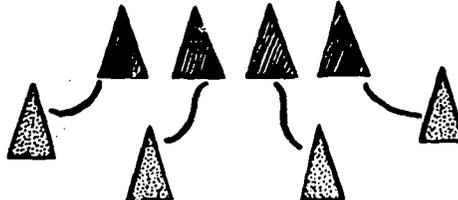
"They both have the same number."

One or both of the groups may then be rearranged, without adding to or subtracting from either group. Children may discuss the new configurations, particularly in terms of cardinality and equivalence. In an attempt to demonstrate equivalence by one to one correspondence, children may use lengths of magnetic string to connect each object with one in the other set, e.g.

(a) original configuration



(b) second configuration



At the end of each such activity, objects may be returned to the original configuration.

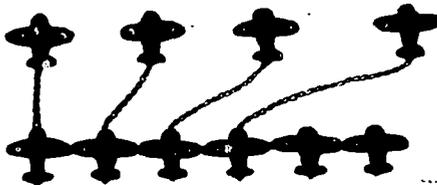
Similarly, children may work on the mat aligning, rearranging and connecting objects such as coloured lids.

Conservation (cont.)

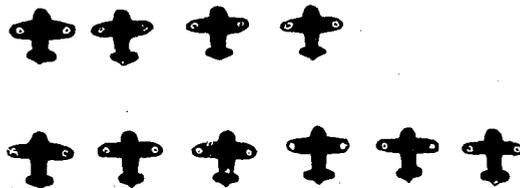
Occasionally two groups of objects with quite dissimilar numbers in each may be arranged by the teacher so that each group occupies a similar area or the group with the smaller number occupies a greater area. Children may discuss the groups, particularly in terms of equivalence of number. They may then be asked to demonstrate concepts of equivalence. This may include:

- (a) using cord or magnetic string to link pairs of objects, and
- (b) realigning objects in spatial one to one correspondence, e.g.

(a) linking



(b) realigning



Using units such as small coloured paper squares or gummed discs, each child may count out a specified number. He then arranges his units on a sheet of paper, glues them into place, and writes the numeral. Children's pictures for a particular number may then be displayed on a chart or notice board and discussed, e.g.

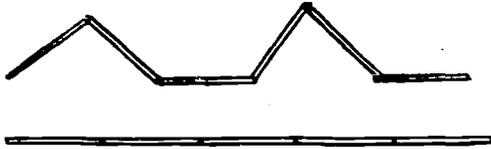
Look at our pictures for 8.

Experiences for developing conservation of length may involve children in cutting equal lengths of cord which are then used on the mat for pattern making, e.g. spirals, zig-zags and outlines of simple geometric figures. As designs are produced, children may talk about the lengths and, at intervals, return each length to a straight line to demonstrate equality of length.

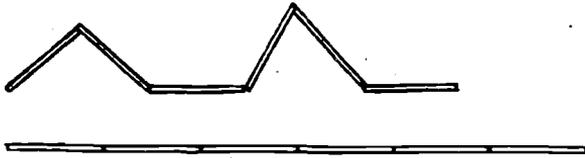
Using objects of uniform length, e.g. coloured kindergarten sticks, match sticks, or plastic straws, the children may measure a line representing a curved road. The children are told that a little boy walks all the way along the winding road. A little girl walks the same distance but she goes on a straight road. Children are asked to make the little girl's straight road under the little boy's winding one.

Conservation (cont.)

While a child who is developing ideas of conservation will attempt to use the same number of units for each "road", many children in their first year at school will produce a road similar in length to the straight line connecting the ends of the first "road", e.g.



Children may then be asked to straighten the first road and may be encouraged to comment. The original problem may then be reintroduced, perhaps resulting in the correct solution:



Children may agree that although the little girl's road *looks* longer, the little boy had to walk just as far.

A variety of experiences of the preceding type may be provided. Activities may include small group work in which children thread a given number of coloured drinking straws on to stiff string, fishing line or fine plastic tubing. Children may see how many different patterns they can make, comparing their patterns, counting the straws, and periodically returning their straws to a straight line.

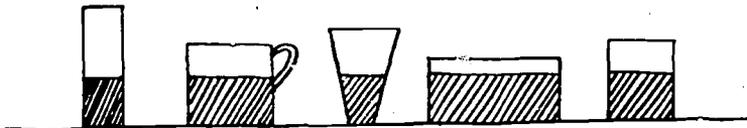
Activities which contribute to developing ideas of conservation related to mass may be continued. Such activities may involve the use of identical balls of plasticine. The relative mass of the two balls may be judged as the children handle the plasticine and may be checked with a balance and discussed. Children may then be asked to make one of the balls "flat". Discussion of relative weight may be based on visual experience, on estimation by handling the two masses and finally by weighing. At the end of the activity, both masses may be returned to their original shape.

Plastic drinking vessels of various shapes may be used in activities designed to promote ideas of conservation of volume. A large transparent plastic bottle or jug may contain fruit juice, cordial or water coloured with food dye to represent juice.

Children could be asked to share the liquid among a given number of people so that each person gets an equal amount. Children watch closely as a child pours the liquid, discussing the fairness of sharing. As well as expressing their views about equality of shares, children may be encouraged to suggest means of checking.

Conservation (cont.)

To increase children's doubt as to the equivalence of shares when levels of fluid are matched, gross shape differences among containers should exist, e.g.



Other activities, suggested previously (e.g. pp.380; 205-6) or devised by the teacher, may contribute to the development of ideas of conservation. The following rhyme may also be read to children as an appropriate summary of a variety of activities.

*Water in bottles,
Water in pans,
Water in kettles,
Water in cans -
It is always the shape
Of whatever it's in,
Bucket or kettle
Or bottle or tin.*

Spatial Knowledge

Activities of the types suggested previously may be continued. (Refer to pp.388-9; 382; 297-8.) In particular, opportunities may be provided for children to investigate relationships among items in sets of plane figures and in sets of solids. Experience in the investigation of relationships may result from informal instruction activities as well as from the game "*Similarities and Differences*" (pp.328; 462). Classification activities may sometimes follow.

Children may be encouraged to talk about shapes, thus increasing their need to code attributes. This experience can be gained through the game "*Construction*" (pp.373-4). Handling and discussing new coloured shapes* may serve a similar purpose. These shapes may then be contrasted with others and discussed, as in the game "*Similarities and Differences*" (pp.328; 462), e.g.



* Refer to Equipment Appendix, p.651

Spatial Knowledge (cont.)

Drawing or constructing geometric figures may help children to focus their attention on attributes of shape. A shape *named* by a member of the group may be drawn by children on paper or in the sand or dirt, or may be outlined with sticks or constructed with threaded drinking straws provided in two sizes, "whole" straws and straws cut in "half". Shapes may also be produced on a geo-board.

In the same way, children may draw or construct the shape of an object which is displayed, e.g. a lid, handkerchief, book, pennant, or a coloured plastic shape. As children discuss their attempts, they may be encouraged to use spatial terminology.

The teacher may enquire if children's younger brothers and sisters can draw shapes. This may lead to some children continuing the activity after school as they teach the younger children. Such experiences may contribute to the conceptual and skill development of both preschool and school children.

When cutting pictures from magazines for various purposes, children may sometimes discuss what shape should be cut. Various templates of clear perspex* could be tried before tracing and cutting. Children may also cut various shapes when working independently, using sets of perspex or plastic shapes to cover objects before tracing and cutting, e.g.



Experiences may be introduced to ensure that children correctly apply the terms "triangle" and "rectangle" to a variety of these figures. (The term "triangle" is applied by some children only when the figure is presented with its base horizontal. For others "triangle" is associated only with isosceles triangles.) After teacher-guided activities, independent sorting of shapes may be used to check children's application of terms.

As well as developing familiarity with different types of triangles and rectangles, children may gain experience with the same shape presented by rotation in various ways.

A shape which children identify as a square may be rotated through 45° as children watch. In early experiences of this type, some children may deny that the shape is still a square. Activities which contribute to eventual recognition of shape constancy include:

* Refer to Equipment Appendix, p.651

Spatial Knowledge (cont.)

using coloured plastic or wooden shapes on the mat to exactly cover shapes with those that are identical;

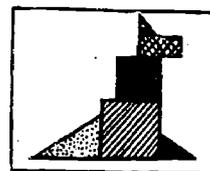
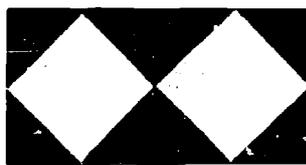
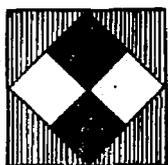
matching magnetized shapes on the magnetic board;

using coloured cardboard shapes similarly, children may match shapes with duplicates attached to walls, cupboards, notice boards, etc. (Displayed shapes attached with drawing pins may be frequently rotated by children to vary the activity.);

drawing around plastic shapes and later replacing shapes on the appropriate figure, or asking a friend to do so;

rotating shapes to fit spaces in shape inset puzzles and in shape posting boxes;

using work cards with pictures or patterns comprised of geometric shapes, children may construct a copy with matching shapes or may superimpose theirs on the prepared design. Sets of commercially-prepared cards and shapes*, including parquetry sets, may be used. A parents' group may perhaps prepare work cards by tracing plastic shapes on to gummed paper of matching colour and cutting and pasting shapes to form pictures or patterns, e.g.

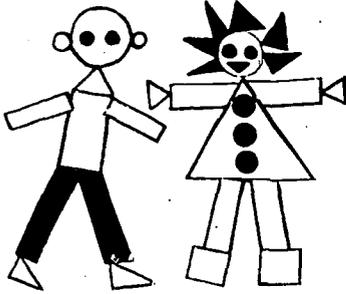


Games which develop cognitive skills may involve the children in watching the teacher build a pattern and then attempting to continue the design. Difficulty of such patterns may be varied to suit the particular group with whom the teacher is working, e.g.



Activities with shapes may include free mosaic work and picture making on mat, table, or magnetic board. Children may sometimes be encouraged to use spatial terminology as well as practise appropriate language structures as they tell about their creations or discuss those of others, e.g.

* Refer to Equipment Appendix, p.651

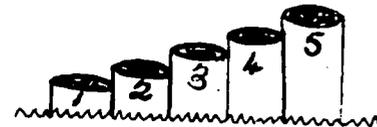
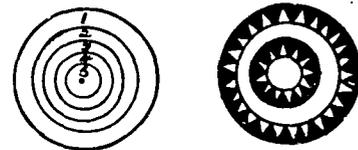
Spatial Knowledge (cont.)

"His legs are long skinny rectangles
His feet are yellow triangles.
Her feet are little blue squares.
She has a big triangle for her dress."

Model making with cardboard boxes, cylinders and other materials, may increase children's awareness of shape in three dimensional space. After children have made models of their homes or other structures, pieces of paper may be pasted to the models for added strength. Later, children may paint their creations with thick poster paint.

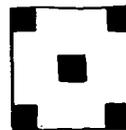
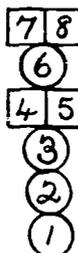
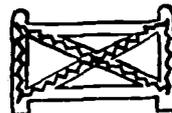
The children's outdoor play area at school, and perhaps the community playground, may be used to contribute informally to the development of mathematical ideas. Incorporated in the grounds may be:

- (1) *ball targets* of concentric circles, both with and without numbers for scoring;
- (2) *seriated stumps* sunk into the ground with painted numbers added, for counting (p.524) and balancing activities;
- (3) *stepping stones*, with or without numbers, made of cement or cut from wooden blocks may be spaced (a) equally and (b) at intervals of progressively increasing length.
- (4) *painted lines for jumping*, including series of lines spaced (a) at equal intervals and (b) at progressively increasing intervals;
- (5) *large drums or pipes* wedged securely in position for going "through", "on top of", and "into" during play;
- (6) *straight lines, beams or secured logs* for balancing;



Spatial Knowledge (cont.)

- (7) *coloured shapes* painted on the cement, attached to the fence, or produced by outlining in paint intersecting horizontals, verticals, and diagonals of timber constructions, e.g. gates;
- (8) *painted designs* for games, e.g. "Hopscotch" and "Pussy in the Corner" (see illustration);
- (9) *number ladders* (pp.523-524), *number lines* (p.524) and *numbered circles* (p.524);
- (10) ring toss games.



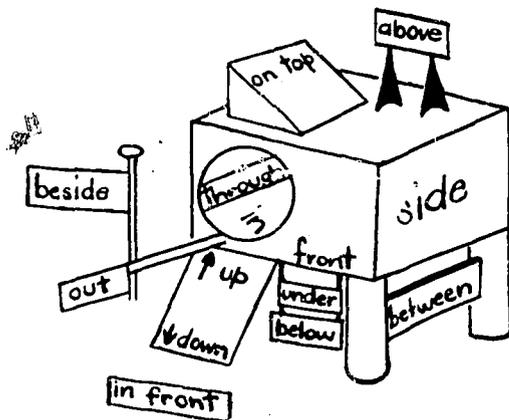
For further suggestions on provision of stimulating play areas, refer to "adventure playground" publications, e.g. *Adventure Playgrounds for Primary Schools*. Physical Education Branch, Queensland Department of Education.

Use of movable figures and background pictures on the magnetic board may serve to focus attention on positional concepts, e.g.

"Where is the middle-sized goat?"
 "Who is beside the jeep?"
 "Who is going towards the boat?"

Henry and the *jumping bean* or other small figures may be used in activities which provide experience with positional terms, e.g.

"Put *Henry* beside his house."
 "Is the *jumping bean* under the biggest cup?"



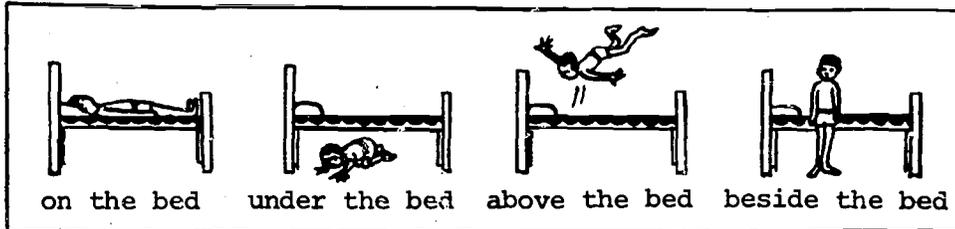
A gaily painted construction may be created by children and teacher from boxes, cylinders and other materials. Word labels for positional concepts may be attached to the building as they are suggested by the children during games with *Henry* or other characters.

Children may use magazines to locate pictures which illustrate spatial concepts. These may be discussed, ordered and pasted into books by the children. Captions dictated by members of the group may then be added by

Spatial Knowledge (cont.)

the teacher.

Children may construct colourful wall pictures to illustrate spatial concepts. These may result from a cooperative effort as children discuss and arrange items which group members have made by paper tearing or cutting, e.g.



Picture dictionaries which illustrate spatial terms may be provided. With a small group of children, the teacher may review a suitable book of this type, e.g.

Jilap Picture Dictionary, Stage 1 (Jacaranda Press, 1972)

Abstract Thinking Skills

As the program develops, increasing emphasis may be placed on abstract thinking. The following activities may be included -

"Choose the Right Word"

The teacher displays an actual object and asks the children to select from two or three spoken words the one that tells about it. To help children understand what is required, early items may be very simple. Well known labels for attributes of colour, size and shape may be among the words used, e.g.

"Which word tells me about this - blue, red?"

Later, more difficult attribute and class terms may be used. Often, verbal reference instead of an actual object may indicate the subject for discussion, e.g.

*"I'm thinking about an apple.
Which of these words tells about it -
toy, food, drink?"*

"Think of a Word"

In the previous activity, children choose the most appropriate from two or three given words. This time, a suitable word must be supplied by the child, e.g.

Abstract Thinking Skills (cont.)

- "Think of a word that tells about the sea."
- "Think of a word that tells about the weather."
- "Think of a word that tells about a lion."
- "Tell me a word that is the name of a tree."

"Tell Me" Time

A brief "Tell Me" Time activity may continue to be included in each day's program. This may often arise as children are invited to build on an idea which arises in another activity, e.g.

- "Tell me something else that is heavy/light."
- "Tell me something that is about as heavy as you."
- "Tell me something that is near to you."
- "Tell me something that is above us."
- "Tell me something else that has sharp points."

"Discovery" Stories

Story	Concepts or Terms stressed
<p><i>Looking for Shapes</i> by Judith M. Taylor (Basil Blackwell, 1969)</p>	<p>shape - triangle, triangular, circle, circular, square, side, corner, equal</p>
<p><i>Come and Count Book 1</i> by M.E. Williams (Macmillan, 1971)</p>	<p>set ideas - each, enough, too many, too few cardinal number - 1 to 5</p>
<p><i>Where Did Everybody Go?</i> by Norah Smaridge A Golden Preschool Learning Book (Golden Press, 1971)</p>	<p>spatial terms</p>
<p><i>Up and Down the Escalator</i> by Bill Martin Jr. (Holt, Rinehart & Winston, 1970)</p>	<p>spatial - up, down, in, out, on, off, over, under, around</p>
<p><i>Five is 5</i> by Howard F. Fleur and Robert & Jack Strimban (Holt, Rinehart & Winston, 1963)</p>	<p>five, set how many, how much</p>
<p><i>Play School Red Book</i> (Australian Broadcasting Commission, 1971)</p>	<p>colour, counting, shape - round, square, arched visual association</p>
<p><i>My Hands</i> by Aliko (Adam & Charles Black, 1968)</p>	<p>right, left; middle, side-to-side thickest, longest, smallest, different; push, pull; smooth, rough</p>

"Discovery" Stories (cont.)

Story	Concepts or Terms stressed
<p><i>The Foot Book</i> by Dr Seuss (Collins & Harvill, 1969)</p>	<p>left, right; front, back; high, low; up, down; small, big; quick, slow; how many; more</p>
<p><i>Everyday Things</i> by Seymour Reit (Purnell, no date given)</p>	<p><i>classification and contrasts, e.g.</i> things with wheels; tools; left, right; hot, cold;</p> <p><i>number</i> - once, first; second, third</p> <p><i>spatial</i> - high, far</p>
<p><i>The Sand Pail Book</i> by Dick Martin A Golden Shape Book (Golden Press, 1971)</p>	<p><i>classification</i> - containers</p>
<p><i>Fast Things and Slow Things</i> by Marguerite Turnbull (Hutton Educational Publications, 1972)</p>	<p><i>speed and time</i> - fast, slow; short time, long time;</p>
<p><i>Early to Number Book 1</i> by A.E. Tansley (E.J. Arnold, 1970)</p>	<p><i>spatial and number terms</i></p>
<p><i>Early to Number Book 2</i> by A.E. Tansley (E.J. Arnold, 1970)</p>	<p><i>spatial and number terms</i></p>

SUGGESTED ACTIVITIES

BLOCK G - WEEKS 31 - 35

THEME: THE WORLD AROUND US

The theme, "The World Around Us", may serve to stimulate children's curiosity in their physical environment. For discussion and investigation based on immediate experience, many outdoor activities, in the schoolgrounds and beyond, may be planned. On excursions, the teacher may share with the children experiences which are familiar to them, thus gaining valuable insight into the world of each child as he perceives it and the language which he may use to describe it.

As well as learning from the children, the teacher may help them to acquire increased understanding of the physical world, by focusing attention on a wide range of attributes of familiar experience, and by encouraging children to verbalize, to consider their experiences, to speculate and to investigate.

SUMMARIES

(A) ORAL USE OF LANGUAGE AND READING

Week	31	32	33	34	35
<u>ORAL USE</u> Listening to new units	use of "not", e.g. It's not round.	simple past tense forms, e.g. I <u>jumped</u> ..	(noun/pronoun) don't, e.g. I don't* want/ like/know .. Cars don't float.	pronouns of the objective case* him, her, us, you, them	
Using new units	use of "not", e.g. It's not round. inversion-questions beginning with "can"			(noun) don't* e.g. Circles don't have corners.	REVISION
Using familiar units	phrases introduced by "with"		use of "and", e.g. Mummy and Daddy <u>are</u> ..	(pronoun) don't* e.g. I don't want ..	
<u>READING</u> Language units	can you .. with a ball	can (noun) e.g. can Daddy run? can a tree run? can the school jump?	Mummy and Daddy	(noun/pronoun) .. looking for, e.g. I'm looking for my dog.	
Additional vocabulary	with	baby	and	looking for	

* already used in standard form by many children.

(B) PERCEPTUAL SKILLS

(i) Auditory Skills

Non-Vocal Sounds

Developing auditory skills and concepts of number and space through investigation and identification of sounds. Some auditory games may provide experience with relevant terms, e.g. empty, full; shortest.

Investigating the sounds produced by the movement of solids in the game "*Sounds and Shapes*"; relating them to the shape and size of the object.

Identifying the shape of an object by its sound as it is moved inside a closed container.

Recording and identifying random sounds and groups of sounds classified by the children in terms of shape, size and motion.

Vocal Sounds

Listening to and participating in songs, stories and rhymes which stress particular sounds.

Continuing auditory discrimination activities which demand a finer level of discrimination, sometimes modified to give experience in the usage of elaborated sentence structure, e.g. I spy.

Producing vocal imitations of familiar sounds, particularly by using isolated speech sounds, e.g.

hh! hh! hh! (dog panting)

Investigating the production of speech sounds - auditorily, tactually by feeling nose and throat, and visually by observing one another and using a mirror to watch themselves.

The introduction of *Foofle*. Playing the game "*Foofle likes ...*" Taking *Foofle* on a walk and starting his collection, then his book. Developing *Foofle's* personality through interaction with him and discussion about him.

Continuing puppet activities such as matching medals with puppets, phonic sorting on the magnetic board and summarizing sorting in illustrated word lists. Children in the group may sometimes be the central characters for such activities.

Using developing sound-symbol associations in activities such as "Which Word?", in which children match a word with one of several pictures.

Listening to and repeating alliterative "tongue twisters".

Completing two-word "tongue twisters", e.g.

shiny sh...

long l...

Playing auditory association games, some of which may provide experience in the use of current language units, e.g.

I cut with a knife; I stir with a ...

Playing the auditory discrepancy games "What was Silly?", "Which One is Right?" and "Mistakes", which may be modified to include experience with current language units.

Rhyme

Listening to, saying and dramatizing rhymes.

Listening and responding to items in the game "Rhyming Questions" which provides experience in decoding of standard English question forms as well as contributing to awareness of sound similarity in the form of rhyme, e.g.

"Can a pig dig?"

"Do chooks read books?"

Continuing the invention and completion of rhymes, including completion of "Rhyming Game" items which involve relational thinking as well as auditory skill, e.g.

Happy and sad,
Good and ...(bad).

Playing a version of "What is it?" in which rhyme is used as a clue.

Providing words which rhyme with a given word.

Developing auditory skills through word matching with strip books of rhyming words. Advanced children may attempt to *identify* words using their increasing range of sound-symbol associations, later checking each attempt with the illustrated duplicate of the word.

Listening to stories which accentuate rhyme.

(ii) Visual

Matching of shape sequences may be continued. Matching of individual abstract shapes as a fast-moving activity may also be continued but less often than previously.

Building and reading sentences constructed by matching cards with successive slides.

Matching, tracing and vocal response to projected words at a rate commensurate with ability grouping.

Continuing visual discrimination activities with usage of appropriate materials, particularly those which contribute to an awareness of laterality. Copying and extending patterns of shapes.

Continuing visual memory and discrepancy games.

Expanding associative networks through discussion of experiences gained in a variety of activities, some of which are already familiar.

Using "cut-and-paste" association worksheets.

Continuing visual discrepancy activities of the types suggested previously.

MORNING TALK

LANGUAGE 1

DAY 1

Henry - "He's not behind..."
 Day, weather etc. (p.562)
 Colour of the day - as
 guessing game (p.562) -
 "No, it's not blue." etc.
 Number of the day -
 include regrouping of
 concrete materials, e.g.
 "3 and 5 are 8"
 "4 and 4 are 8"
 "2 4s are 8" etc.
 Talk related to theme
 Captions
 News and chart, also
 re-reading of some
 previous news charts

ORAL

- use of "not"
- Vocabulary extensions -
 handling, discussing
 object, e.g. "telescope"
 then applying or
 rejecting term as
 further objects or
 pictures are examined
 (pp.563-4)
 - Reviewing preceding
 activity in form of
 "Sequences" (p.566) -
 "This is a ..
 This is not a .." etc
 - "Who am I?" - clues
 including "not"
 (pp.564;566-7)

DAY 2

Henry - "Where is Henry's
 horse?" etc.
 Day, weather, etc. e.g.
 "It's not raining" (p.562)
 Colour of the day -
 "The sky is blue."
 "Are apples blue?"
 "Apples are not blue." etc
 Number of the day
 Talk related to theme or
 other interest
 Captions
 News and chart - children
 continue suggesting direct
 speech for chart (p.586)
 Attendance, board, etc.
 (p.387)
 "Medals" (p.507)

- "What's in My Hand?" -
 "Can you eat it?"
 "Is it made of wood?"
 etc. (pp.331-2)
- Listening to rhyme -
 "Can You Jump Like a
 Joey?" (p.574)
 Reviewing experience
 reading material which
 stresses "I can .."
- Question-and-answer
 activity - teacher
 directs "Can you .."
 questions to individual
 children, e.g.
 "Can you draw?"
 "Yes I can."

READING

- Re-reading of
 experience reading
 material, e.g. "Tell Me"
 chart, week 29,
 day 5 (p.453)
- Locating occurrences of
 nominated words, e.g.
 "can" in experience
 chart or book
- Brief recognition
 activities
- Group activities
 including "Secret
 Pictures" - guided
 reading (pp.591-2)

WRITING

Individual and group
 activities may include
 writing on chalkboard;
 reading then writing
 sentences from cards.
 Constructing sentences
 independently (p.572),
 using books.
 Using "Word check"
 word dominoes and
 jigsaws;
 playing "Pairs", "Naming"
 etc. (pp.350-6)

"can you"

- Asking and answering
 questions in both oral
 and printed forms, e.g.
 "can you jump?"
 "Yes I can."
- Re-reading sentences
 accumulated on
 magnetic board
- Rhythmic reading of
 "Can you tell me",
 song B4 (p.597)

- "Word Time" (p.504)
- Adding to class books
 or personal word
 books (p.504)
- Free activity - using
 puzzles, books, etc.
 playing games, e.g.
 "Naming" (p.352)
 "Word Check" (353)
 "Pairs" (p.352)

<p><u>DAY 3</u> "What's Different?" Henry - "He's not at home" etc. Day, weather, etc. (p.562) Colour of the day Number of the day - include grouping of concrete materials as for Day 1, (p.546) Talk related to theme Captions News and chart Attendance - "I'm here." "Is Janie sick?" etc.</p>	<p>"Feel Bag" activity providing practice with "not" - "Feel It" (p.565) 2. "Missing Words" (p.567) 3. Question-and-Answer Games (pp.330-1; 565) "Are babies strong?" "No, they are not." 4. "Tell Me" Time - instances and non- instances of concept, e.g. "animal" - "A chair is not an animal." (pp.569-70)</p>	<p>1. Summarizing instances and non-instances of "animal" concept (p.588) 2. Recognizing activities - repeating vocally, matching, rubbing out, "picking", "Which One Went Away?" etc. (pp.350-3) 3. Group reading- teacher- guided groups in turn read story stressing "can you" structure (p.589)</p>	<p>While some children work with teacher, others use worksheets, word wheels, word jigsaws and dominoes, book corner materials, etc. or construct sentences independently (p.582)</p>
<p><u>DAY 4</u> Henry - "Is he beside the basket?" "No, he's not there." etc. Day, weather, birthdays Colour of the day - include Number of the day - include partitioning of concrete group in various ways Talk related to theme Captions News and chart Detective Game, arrow cards (pp.256,270) "Medals" (p.507)</p>	<p>1. Saying, listening to rhymes stressing "not" or "can.." questions 2. "Which One Does Not Belong?" - locating odd member in set constructed by teacher, explaining selection "It is not.." etc. (p.563) 3. Auditory association theme - "with.." phrases, etc. (p.605) e.g. "I paint with a brush. I write with a .."</p>	<p>"with a ball" 1. Defining a ball - summarizing on experience reading chart ("Definitions", p.334) 2. Constructing sentences about magnetized pictures (p.581) 3. Using accumulated sentences for "missing words" activity (p.502)</p>	<p>1. Guided writing, e.g. "I can play with a ball." - children read story, write one word at a time after watching teacher write it, then read and illustrate completed story 2. Free activity -some children may read to teacher</p>
<p><u>DAY 5</u> Henry, day, weather, etc. Colour of the day - "...her/Peggy's ribbon" Number of the day - generalizations (pp.382-3), partitioning set Talk related to theme - displaying, discussing items brought by children, e.g. rocks of different colours News and chart "Peep-hole" (p.171)</p>	<p>1. Visual association activities, e.g., "The - goes with the -" 2. Discussing what children do in the company of various family members - "... with Daddy/Nanna" etc. 3. Preparing series of illustrations and labelling "with Daddy", "with Mummy" etc. (p.583)</p>	<p>"with" 1. Re-reading of "with.." phrases from previous activity 2. Reading and answering "Yes or No" items about a picture, e.g. "is the little girl playing?" "is she with Mummy?" 3. Group reading - using scene on magnetic board, teacher-guided group matches word cards with objects then constructs sentences (pp.581-2)</p>	<p>1. Group and individual activities may include constructing sentences independently (p.582); playing word games, e.g. covering with matching words (pp.351,272) "Naming" (p.352) "Pairs" (p.352) using word wheels, dominoes, jigsaws, circuit boards, book corner material, etc.</p>

PERCEPTUAL SKILLS	DISCOVERY	OTHER
<p><u>DAY 1</u> <u>Auditory</u> 1. Listening game - handling closed tin, guessing how many beads, etc. are inside - leader writes estimates before children check visually (p.600) 2. Introduction of Foofle - discussing Foofle's appearance, age, personality, family and friends (p.602) 3. Providing Foofle's name card and playing "Foofle likes .." 4. Learning rhyme with Foofle's sound (p.605) 5. "Which Word?" (pp.602-3) 6. "What was Silly?" - giving explanations (pp.606,510)</p>	<p>1. Saying, dramatizing number rhymes (pp.626-7) 2. "Build This Story" (p.623) 3. Constructing bar of 10 cubes by each child - comparing bars then breaking off estimated number as directed by child leader - checking estimates, discussing remainders (p.617) 4. Using unbreakable transparent containers, children add water so that containers are "half full" or "full" 5. Predicting what will happen when pebbles are dropped into the water (p.616) 6. Observing, discussing outcome as children add pebbles to water (p.616)</p>	<p><u>Music</u> 1. Singing favourite songs, some with percussion accompaniment and actions 2. Singing the nonsense song "The Cat is in the Plum Tree" (T1, p.606) - children invent extra verses which teacher writes on illustrated chart, e.g. "The boat is in the palm tree." 3. Listening to, then joining in singing the action song "The Not Song" (Peabody - Level P) 4. Playing "Musical Numbers" (p.625) <u>Free Activity</u> Selecting art activities, dramatic play, puzzles, books, etc.</p>
<p><u>DAY 2</u> <u>Visual</u> 1. Responding to word slides - vocally, by writing in air/on paper, taking "photo" (p.351) - include repeated flashing of some slides 2. Attempting to write word from memory after flashing - checking as word is returned to screen 3. Group activities, include using word/unit cards, matching projected words/units, sequencing and reading sentence (p.610); locating picture absurdities (p.613); using puzzles; playing "Kim's Game" (p.134)</p>	<p>1. Checking containers of pebbles and water - discussing (p.616) 2. Discussing what might happen to other substances added to containers of water - experimenting, discussing (p.616) 3. Group activities, e.g. playing "Hold It Up" (p.570), then "Build This Story" (p.623) with teacher guidance; making shapes with geo-board or by threading "whole" and "half" milk straws (p.533); playing "Construction" (p.518); constructing number patterns (mats) with interlocking cubes, associating numeral; using puzzles, etc.</p>	<p><u>Art</u> 1. Discussing recipe for dough, prepared in pictorial form (p.633) 2. Working in small groups, children measure ingredients and mix dough, referring to chart 3. Modelling with dough, listening to rhyme (p.634) <u>Story with Sound Effects</u> 1. Listening to traditional story (pp.601-2) 2. Providing sound effects as story is retold (p.601)</p>

<p><u>DAY 3</u> <u>Auditory</u> 1. Investigating and recording sounds produced by moving objects of various shapes - spheres, cylinders, discs, cubes, etc. (p.600) 2. Puppet activities - Foofle's collection and book, etc. 3. Repeating "tongue twisters" (p.603) 4. "Which Word?" (pp.602-3) 5. "Mistakes" using unfamiliar stories (p.606) 6. Listening to story stressing rhyme (pp.609-610)</p>	<p>1. Number activities including "What's My Number?" (pp.332, 565) and adding objects to, or subtracting from, a tin or bucket (pp.623-4), rhyme (p.627) 2. "What Goes in Both Rows?" (pp.631-2) using relatively simple items, e.g. intersection of "things that are blue" and "things that are square" 3. Group activities including teacher-guided number operations (p.624), constructing number patterns, using worksheets, puzzles 1. Using arbitrary units of weight, e.g. tennis balls, finding how many units equal the weight of various objects, recording results by labelling objects (p.620) 2. Examining mixture of 2 substances, e.g. dried peas and rice; suggesting means of separating, carrying out suggestions (including use of sieve, (pp.615-6) 3. Group and individual activities, shape constancy activities (pp.533-4); teacher-guided number activities (p.624), etc. <u>Activities with Cuisenaire Rods</u> 1. Responding to spatial terms - "a red rod between 2 blue rods" etc. (p.634) 2. Identifying and locating rods by "feel" 3. Building "trains" as directed; constructing train "as long as" given train; "reading" trains, e.g. "red and blue and .." (p.524) 4. Estimating which rod is needed to fill given space and which rod equals various special trains, e.g. 3 light green rods 5. Discussing seriation with rods 6. Free construction - discussing</p>	<p><u>Outdoor Activities</u> 1. Running, jumping over "wide" and "narrow" rivers - observing movement of shadows as people move 2. Playing ball games (p.581) 3. Using gravel, sand, and water in various activities (pp.615-6) e.g. experimenting with sieves and funnels 4. Listening to, discussing story selected for conceptual content (pp.636-8)</p>
<p><u>DAY 4</u> <u>Visual</u> 1. Tachistoscopic activities - matching single abstract shapes 2. Tachistoscopic activities - matching sequence of abstract shapes</p>	<p>1. Applying wash to reveal words written in wax - identifying words 2. Displaying and reading words in group situation <u>Listening to Recorded Songs</u> 1. Listening to songs from "Sesame Street", e.g. "One of These Things is <u>Not</u> Like the Others" (p.575) 2. Free activity as further records are played</p>	<p>"Magic Words" (p.586) 1. Applying wash to reveal words written in wax - identifying words 2. Displaying and reading words in group situation <u>Listening to Recorded Songs</u> 1. Listening to songs from "Sesame Street", e.g. "One of These Things is <u>Not</u> Like the Others" (p.575) 2. Free activity as further records are played</p>
<p><u>DAY 5</u> <u>Auditory</u> 1. Saying, listening to rhymes 2. Listening game using a geometric solid in closed container (p.600) 3. Puppet activities including sorting on magnetic board (pp.283-4), reviewing lists (p.507) and repeating "tongue twisters" (p.603) 4. Using strip books with rhyming words - naming, matching, noticing initial sounds and letters (pp.609,514)</p>	<p><u>Story</u> Listening to and commenting about story stressing new units or relating to current theme (pp.576-7) - predicting action and commenting on suggestions may be encouraged (p.606) <u>Outdoor Activities</u> 1. Number game with written scores, e.g. "Bowls" (p.625) 2. Activities involving numbered stumps, circles, etc. (pp.535-6,524) 3. Favourite game</p>	<p><u>Story</u> Listening to and commenting about story stressing new units or relating to current theme (pp.576-7) - predicting action and commenting on suggestions may be encouraged (p.606) <u>Outdoor Activities</u> 1. Number game with written scores, e.g. "Bowls" (p.625) 2. Activities involving numbered stumps, circles, etc. (pp.535-6,524) 3. Favourite game</p>

MORNING TALK

DAY 1

Henry - "He's not in his house/under the mat" etc.
 Day, weather etc. (p.562)
 Colour of the day - as guessing game (p.562)
 Number of the day
 Talk related to theme
 Captions
 News and chart
 Examining, discussing shadows - of self and others in group (p.616)

ORAL

use of "not"; can ...?
 1. "Similarities and Differences" (pp.329,565)
 2. "What am I?", "What is it?" (pp.566-7)
 3. "Yes or No" - "Can ...?" items - children act as leaders: (p.581)

READING

can ...?
 1. As appropriate "Yes or No" question is asked, child is invited to construct printed sentence (p.581)
 2. Re-reading of accumulated questions and "Yes" or "No" answer cards
 3. Outdoor activity - (a) following directions e.g. Jump to me. (b) reading, dramatizing (p.502)

WRITING

Outdoor Activity
 1. Writing in sand or dirt after responding to word cards
 2. Examining, discussing shadows - observing size variation with time (p.616)

LANGUAGE 1

DAY 2

Henry, day, weather
 Colour of the day - may include discussing colour of boys' shirts and summarizing pictorially (p.629)
 Number of the day
 Talk related to theme, e.g. the sky
 Captions
 News and chart
 "Medals"
 Attendance, board (p.387)

1. "Tell Me" Time - instances and non-instances of concept, e.g. "plant" - "Pots are not plants." etc. (pp.569-70)
 2. "Choose the Right Picture" - "Find something that is square/is not square" - children "tell about" item located (pp.568-9)
 3. "Missing Words" - connected story (p.568)
 4. Listening to "Opposites" rhyme (p.573) - supplying missing words

1. Reading teacher-prepared story, dictating completion then reading whole story (p.589)
 2. Recognition activities - including "Which Word?" (pp.602-3) using familiar words - "can", "car", "cat", "boat", etc
 3. Group and individual activities, e.g. teacher works with children using sets of word and unit cards, individually constructing sentences, reading aloud, and sometimes writing (p.598)

1. Group and individual activities may include constructing sentences independently (p.582), using word discrimination worksheets (p.363) - writing under each picture the appropriate word, e.g. "cat", "can", "car"
 2. Free activity - using puzzles or books; adding to personal books; playing word games, etc.

<p>3 ory - "Is he ...?" ... 's not." Day, weather etc. (p.562) Colour of the day Number of the day Talk related to theme - discussing items brought by children - displaying, labelling (p.588) News and chart Secret message, e.g. about excursion</p>	<p>1. Picture Elimination Game (pp.564,29-30) "Shirts are not food." etc. 2. Discussing theme - related topic 3. "Descriptions" (p.334) arising from discussion e.g. of rainbows 4. "Is It Like This?" (p.334) - extending "Descriptions" activity</p>	<p>1. Re-reading of experience book or chart selected by children (p.589) 2. Practice reading using sentence structure strip books (pp.590,497,276-7) 3. Recognition activities then guided reading by small group working with teacher - others discuss worksheet before working independently</p>	<p>1. Briefly discussing work- sheet, reading 2-word labels then copying, e.g. "the sun", "the moon" (p.597) 2. Free activity including reading individually to teacher or alone, using puzzles, word and sentence wheels, etc; using work- sheets or cards, e.g. "Yes or No"</p>
<p>DAY 4 Henry - Henry's hat etc. Day, weather, birthdays, ages, etc. Colour of the day Number of the day - include regrouping of concrete objects Talk related to theme News and chart "Medals" (p.507) Reading arrow cards and stamps (p.466) Attendance, board (p.387)</p>	<p>1. "I'm Thinking" (pp.465-6) e.g. "...something that is not an animal but has legs." 2. Listening to, then saying rhyme stressing new structure (pp.571-4) 3. Mime as guessing game (p.564), audience asks for clues, e.g. "Are you working?" "No, I'm not working."</p>	<p>"baby" 1. Discussing "baby" picture dictating caption 2. Referring to wall picture illustrating isolated word - "baby" (p.583) 3. Recognition activities - using scene on magnetic board, teacher-guided group matches words with objects then constructs sentences (pp.581-2)</p>	<p>1. Group and individual activities may include constructing sentences independently (p.582), adding word "baby" to personal word book (p.504) and illustrating; using "circling" or tracing cards or work- sheets (pp.353-4) 2. Free activity - books, puzzles, word and sentence wheels, etc.</p>
<p>DAY 5 Henry - spatial terms Day, weather, etc. - "It is not ..." (p.562) Colour of the day - as guessing game (p.562) Number of the day Talk and captions News and chart, also re-reading of some previous news charts</p>	<p>inversion "not", past tense 1. "Missing Words" including past tense items (p.567) 2. "Yes or No" - children act as leaders, using inverted question forms (pp.581,565) e.g. "Can a duck swim?" "Is ice hot?" "Are balls square?"</p>	<p>1. "What is he saying?" - discussing pictures, dictating direct speech, then reading (p.461) 2. Recognition activities - using word matching strip books, tracing in d. r. responding vocally, etc. 3. Group reading including teacher-guided word recognition - "Word Lotto" etc. (pp.350-3) then "Newspaper Game" (p.585)</p>	<p>1. Reading sentence then writing on chalkboard, writing card or work- sheet; or constructing sentences independently (p.582) 2. Free activity including "Word Check" (p.353), word and sentence wheels; "Pairs" (p.352) etc.</p>

PERCEPTUAL SKILLS	DISCOVERY	OTHER
<p><u>DAY 1</u> <u>Auditory</u></p> <ol style="list-style-type: none"> 1. Saying, listening to rhymes 2. Repeating "tongue twisters" (p.603) 3. Completing 2-word "tongue twisters" e.g. "fat f.." (p.604) 4. Puppet activities including sorting on magnetic board and starting Foofle's lists (pp.507,602); 5. "Which Word?" (pp.602-3) 6. Rhyming Questions, particularly "can .?" items (p.607) 7. "Rhyming Pairs" (p.372) 	<ol style="list-style-type: none"> 1. Estimating number relationships - checking, discussing (pp.617-8) 2. Estimating relative length or height of pairs of objects - checking estimates by direct comparison and/or by using units of measurement - discussing, including use of "negative pole", "shorter than" (p.614) 3. Discussing worksheets (p.615) involving nonsalient aspects of size comparison and ordinal terms 4. Group activities including: using duplicated picture sheets, enclosing groups of given number, e.g. making 3's; arranging number cards "in order"; measuring (pp.619-20) 	<p><u>Music</u></p> <ol style="list-style-type: none"> 1. Answering rhythms using percussion instruments or body percussion 2. Learning new song (p.575) 3. Singing familiar songs 4. Inventing simple song based on current interests - teacher writes children's words on chart, children find tune and sing song 5. Moving to music <p><u>Art</u></p> <ol style="list-style-type: none"> 1. Paper folding after applying blob of finger paint to "centre" of paper (p.636)
<p><u>DAY 2</u> <u>Visual</u></p> <ol style="list-style-type: none"> 1. Responding to word slides - vocally, by writing in air/on paper, taking "photo" (p.351), tracing on screen - include repeated flashing of some slides 2. Watching teacher begin to write a previously flashed word - using developing sound-symbol associations to predict word as it is written (pp.507-8) 3. Attempting to write word from memory after further flashing and vocal response - checking attempt as word is returned to screen 	<ol style="list-style-type: none"> 1. "What Goes in Both Rows?" (pp.631-2) 2. Group investigations - <ol style="list-style-type: none"> a. Using an assigned collection of objects, each small group investigates items in terms of specified property, sorting into 2 subsets, e.g. things that: float/sink; roll/do not roll; bounce/do not bounce; magnet can/can not pick up b. Explaining completed subsets by investigating group to class c. Using one group's subsets for mapping activity (p.631) after further investigation by class 	<p><u>Story and Drama</u></p> <ol style="list-style-type: none"> 1. Retelling of familiar story by children 2. Dramatizing story 3. Listening to new story <p><u>Free Activity</u></p> <p>Selected activities may include: dramatic play in "dressing up" corner and play store; using puzzles and books, e.g. "Zero" books (pp.637-8); playing number games e.g. dice games and "Bowls" (p.625); adding to personal or class books e.g. picture dictionaries (p.505) and puppets' books</p>



<p><u>DAY 3</u> <u>Auditory</u></p> <p>1. Using magnetized pictures, finding Foofle's things and placing his letter beside each (p.507)</p> <p>2. "Which Word?" (pp.602-3)</p> <p>3. "Tongue Twisters" (pp.603-4); repeating sentences, completing 2-word descriptions</p> <p>4. Group activities including illustrating, labelling 2-word "tongue twisters" (p.544)</p>	<p>1. Counting activities e.g. rhythmic counting, use of number ladder, number rhymes, etc.</p> <p>2. Estimation of number - locating estimate on number line</p> <p>3. Checking estimates by placing objects in "number train" (p.387) discussing, e.g. ". more than 4"</p> <p>4. Deducing cardinality of set from known cardinality of second set demonstrated to be equivalent (p.629)</p> <p>5. Playing "Choose the Right Picture" (pp.518,463-4) responding to terms of size, shape or number</p> <p style="text-align: center;"><u>Group Activities</u> e.g.</p> <p>Constructing mats using cubes - teacher encourages stating of relationships (p.525); finding "the heaviest" and "the lightest" of several objects - estimating, checking with balance, copying patterns constructed (p.519); from coloured shapes and extending patterns (p.534) using "pie" puzzles and floor mosaics - covering shapes with others, etc. (pp.388,382); teacher-guided counting, synchronizing pointing with saying number, using number trains, selecting numerals (p.527)</p>	<p style="text-align: center;"><u>Film Related to Theme</u></p> <p>1. Watching film related to theme - discussing, e.g. ".the sun", ".the deep water" (p.587)</p> <p>2. Listening to recorded sounds related to theme - rain, thunder, wind, the sea, etc.</p> <p style="text-align: center;"><u>Art</u></p> <p>1. Painting pictures relating to preceding activities - dictating captions</p> <p>2. Sharing paintings in group situation</p>
<p><u>DAY 4</u> <u>Visual</u></p> <p>1. Tachistoscopic activities - matching single abstract shapes then shape sequences</p> <p>2. Small group continues above activity as others use discrimination worksheets or cards, e.g. "Circling" or tracing (p.354) or discrimination puzzles (p.611) - "Fizzog", word dominoes, etc.</p>	<p style="text-align: center;"><u>Excursion</u></p> <p>Developing theme through excursion in locality may include: observing, discussing physical features - hills, creek, rocks, tide, etc; collecting items for class display - coloured stones, "smooth" pebbles, seed pods, "heavy" things and "light" things etc. (p.616); filling identical containers with various substances (p.616); investigating depth of puddles, girth/thickness of trees etc. (p.619); "Listening Time" - eyes closed; identifying sounds; imitating sounds (p.601)</p>	<p style="text-align: center;"><u>Outdoor Activities</u></p> <p>1. Story stressing new unit (pp.576-9)</p> <p>2. Locating tree in school grounds with the "thickest" trunk (p.619)</p> <p>3. Using hands to measure around own and other children's limbs - discussing results, speculating about members of families, e.g. Daddy's knee/wrist, etc. encouraging checking (p.619)</p> <p>4. Making number pictures in the sand or on the grass (p.633)</p>
<p><u>DAY 5</u> <u>Auditory</u></p> <p>1. Saying, listening to rhymes including some stressing -ed past tense (pp.572-3)</p> <p>2. Puppet activities - medals, lists, etc.</p> <p>3. "Rhyming Questions" (p.607)</p> <p>4. Providing words which rhyme with given word - summarizing in list form (p.609)</p> <p>5. "I Spy" - phonic version using children's names (p.601)</p>	<p>1. Sorting, arranging, discussing items collected during excursion - include seriation of some items (p.616), labelling of display</p> <p>2. Using identical closed containers "full of" various substances (pp.616,618)</p> <p>3. Group activities, e.g. covering grids with squares, sorting grids into groups of same number (p.617); number operations, estimation (pp.617-8); writing numerals for sets on worksheets</p>	

MORNING TALK

LANGUAGE 1

DAY 1

Henry, day, weather, etc.
 Colour of the day
 Number of the day -
 include partitioning of
 sets 2 and 6; 3 and 5, etc-
 teacher writes summary
 Talk related to theme
 Captioning picture related
 to theme
 Re-reading captions and
 labels with displayed items
 "Tell Me" Time - instances
 and non-instances of
 concept e.g. "clothes" -
 "Pencils are not clothes."
 (pp.569-70)
 Attendance

ORAL

1. "Parts of the Body" -
 include "sidedness"
 practice, e.g.
 "This is my right knee.
 This is my left knee."
 (pp.462-3)
2. "Listen and Think"
 (p.469)
3. Talking drum, rhythmic
 activities -
 "She is jumping."
 "We are flying." etc.

READING

1. Identifying word cards,
 matching with words
 displayed around room,
 then playing "Which One
 Went Away?" (p.352)
2. Practice reading using
 sentence structure
 strip books (pp.590,
 497,276-7)
3. Guided reading with
 several small groups in
 turn, varying stories to
 suit group
 (pp.592,591)

WRITING

1. Group and individual
 activities may include
 reading sentence card
 or strip, then writing
 sentences; constructing
 sentences independently
 (p.582); matching word
 with picture and word
 board; playing word
 games e.g. "Naming"
 (pp.352-3); using "Word
 Check" and strip books,
 word or sentence
 wheels; using puzzles
 and books

DAY 2

"What's Different?"
 "Where is Henry Hiding?" -
 "He's not behind the .."
 Day, weather, etc. (p.562)
 Colour of the day -
 ".Naomi's/her dress"
 Number of the day - stating
 number generalizations etc.
 (pp.382-3)
 Discussing then captioning
 theme-related picture
 Re-reading captions
 News and chart
 "Medals" (p.507)
 Attendance, including
 discussion of board
 (p.387)

1. "Choose the Right
 Picture"(pp.568-9)
2. "Who am I?" "What are
 they?" etc.(pp.566-7) -
 including items with
 "(noun/pronoun) Go't"
 structure
3. Visual association
 activity using pictures
 on magnetic board -
 children complete
 analogy, e.g.
 "boy and shirt,
 girl and _____"
 (p.583)

and

1. Preparing wall pictures
 from visual association
 activity - adding word
 "and", completing
 picture pair (p.583)
2. Recognition activities
 involving "and" as well
 as other words - using
 word matching strip
 books, responding
 vocally, "picking",
 rubbing out, etc.
 (pp.350-3)
3. Beginning "and" sheet
 for modified "Newspaper
 Game", cutting and
 pasting word "and"

Free activity, e.g.
 selecting books or
 puzzles; writing in
 plasticine; using
 finger to trace words
 written in crayon on
 sandpaper and
 identifying words to
 teacher (p.350)

<p><u>DAY 3</u> Henry - spatial terms Day, weather - "It's not ..." Colour of the day Number of the day - including partitioning set, stating observations News and chart Talk, captions "Think of a word" (p.537) - theme related items, e.g. a puddle, the ocean, flowers, rocks Attendance, board (p.387)</p>	<p>(name) and (name) are 1. "What Goes in Both Rows?" (pp.631-2) - explaining, discussing 2. Miming, performing actions by pairs of children - audience tells about action, e.g. "Ebby and Lindsay are painting." (p.581)</p>	<p>(name) and (name) 1. Summarizing previous activity by constructing each sentence on magnetic board, then re-reading 2. Adding suitable photographs to class book, captioning 3. Group activities including teacher-guided word recognition then "Newspaper Game" (p.585)</p>	<p>1. Choosing appropriate words and writing under pictures (pp.597,363); using "missing words" worksheets (p.598) 2. Free activity including reading individually to teacher</p>
<p><u>DAY 4</u> Day, weather, Henry Colour of the day Number of the day Discussing what happens to various substances when left out in the sun - testing effect using lids with water, salt, butter, plastic, milk, etc. News and chart Detective Game, arrow cards (pp.256,270) "Medals" (p.507)</p>	<p>1. Saying, listening to rhymes stressing new and previous units 2. "Signposts" (p.466) - "to .." 3. Using maze overlays on magnetic board, moving people/vehicles "to" various places by "shortest" path (p.460) 4. Following directions, e.g. "Point to the clock." 5. Rhythmic activities, e.g. "Hop to Henry." "Fly to Foofle." (p.486)</p>	<p>1. Re-reading of some recently prepared charts and books 2. Manipulation of language units 3. Recognition activities (pp.350-353) 4. Group activities including reading of "What is it?" or "What am I?" cards with teacher guidance (p.589)</p>	<p>1. Group activities, e.g. using visual association worksheets, discussing, cutting and pasting pictures, tracing and reading connective, "and" (p.583) 2. Free activity, e.g. using books and puzzles; playing word games - "Word Lotto", "Naming" etc.</p>
<p><u>DAY 5</u> Henry - use of "not", possessive and spatial terms Colour of the day Number of the day Talk related to theme Captions News and chart Attendance, board (p.387)</p>	<p>1. Rhythmic reading (pp.596-7) 2. Re-reading of recently prepared charts and books 3. "Missing Words" activity on magnetic board (p.502) 4. Practice reading with teacher guidance by small groups or individuals (pp.592-6)</p>	<p>Group and individual activities may include: constructing sentences independently (p.582); playing "Newspaper Game" (p.585); using "missing words" worksheets (p.598); using word matching strip books, attempting to identify words on lower strips (p.609); using book corner and puzzles</p>	<p>Group and individual activities may include: constructing sentences independently (p.582); playing "Newspaper Game" (p.585); using "missing words" worksheets (p.598); using word matching strip books, attempting to identify words on lower strips (p.609); using book corner and puzzles</p>

PERCEPTUAL SKILLS	DISCOVERY	OTHER
<p><u>DAY 1</u> <u>Auditory</u> 1. "Build this Picture" (p.367) - encourage relating sounds with letters in initial and final positions 2. Group activities, e.g. locating objects for puppets, using Treasure Box, placing puppet's letter card beside each of his or her things; playing "Which Word?" (pp.602-3); using word-matching strip books, attempting to identify words in lower section (p.609); re-reading of puppets' books and lists; lists of rhyming words, etc. (p.609); finding magazine pictures for puppets' books</p>	<p>1. Discussing results obtained by children measuring limbs, waists, etc. of family (p.619) 2. Using and responding to spatial terms - discussing pictures, orienting self in space, etc. (p.634) 3. Saying, inventing spatial action rhymes - "The roof is above .." etc. (p.635) 4. Filling in appropriate number of pictorial symbols - group works from chart (p.630) 5. Group/individual activities, e.g. "Hold It Up" (p.570) then "Build This Story" (p.623) with teacher; building cube "mats", stating what is found (p.525); playing number games, e.g. throwing seeds into circle, writing scores</p>	<p><u>Magic Writing</u> 1. Applying wash to reveal sentence written in wax - reading sentence (p.586) 2. Displaying and reading sentences in group situation <u>Free Activity</u> Selected activities may include printing, using geometric shapes (p.635); re-reading of class books; using floor mosaics and various puzzles; finding pictures for "few" - "many" book (p.626) playing "Noughts and Crosses" (p.626)</p>
<p><u>DAY 2</u> <u>Visual</u> 1. Copying simple abstract line drawings - geometric figures etc. (p.612) 2. Copying writing patterns, continuing the design (p.612) 3. Individual and group activities, e.g. matching projected words, sequencing to form sentences (p.610); locating absurdities in visual discrepancy puzzles (p.613); playing "Construction" (p.523); sorting "Same or Different?" cards (p.288) other association or discrimination activities, e.g. p.611</p>	<p>1. Measuring and recording in pictorial form (p.620, type C) 2. Reviewing concept of "pair" e.g. playing "Odd Socks" (p.526), completing rhythmic reading chart (p.580) 3. Number activities including rhythmic counting and estimation involving number operations (p.618) 4. Number worksheets - discussing and filling in appropriate number of pictorial symbols then writing numerals for each row (p.630) 5. Free activity - puzzles, dice games, etc.</p>	<p><u>Outdoor Activities</u> 1. Making bark rubbings by applying crayon to paper placed on tree trunks - discussing, using terms "rough", "smooth", etc. 2. Collecting pieces of fallen bark, feathers, leaves, etc., then using collected items for printing - after pressing on to paint-saturated pads 3. Collecting stated number of objects by each child, then using collections to play "Hold It Up" (p.570) 4. Listening to story</p>



AY 3 Auditory

- 1. Saying, listening to rhymes - "Rhyming Questions" (p.607)
- 3. "Sounds and Shapes" (p.600)
- 4. Completing auditory association items (p.605)
- 5. "Which Word?" (pp.602-3)
- 6. "Phonic Circling" worksheets - naming objects, identifying Foofle's things and writing his letter beside them

DAY 4 Visual

- 1. Tachistoscopic activities - matching sequences of abstract shapes
- 2. Checking condition of substances left out in sun (see morning talk), discussing results in terms of predictions (provide experience with -ed past tense - "melted", "dried" up, etc.)

DAY 5 Auditory

- 1. Discussing, identifying recorded sounds
- 2. Imitating sounds, feeling and seeing themselves produce sounds (p.601)
- 3. "I Spy" - phonic version using elaborated structure to give additional clues (p.600)
- 4. Puppet activities including reviewing lists and sorting items for some children (p.602)
- 5. "Rhyming Game" (p.607)

- 1. Number activities including ordinal number, e.g. "What colour is the third shape?"
- 2. Sorting items of 2 shapes and 2 sizes on magnetic board - discussing, labelling with printed cards - "big and round", "little and round", "big and square" etc.
- 3. Group activities, e.g. enclosing groups of given number, e.g. 4's, on duplicated picture sheets; using puzzles, e.g. conservation dominoes (p.633); measuring (pp.619-620)

1. Discussing recent observations

- of shadows:
 - (a) people of different height; times - summarize on experience chart (pp.588,616)
 - (b) same person at different times - summarize on experience chart (pp.588,616)
- 2. "Similarities and Differences" commenting on 2 attributes using "and" conjunction, e.g. "tall and fat", "short and fat" (pp.583,518)
- 3. Sorting objects using labels from preceding activity - preparing labels and chart (pp.583-4)
Free activity - puzzles, etc.

- 1. Discussing, completing analogies using items set up on magnetic board - including word card "and" (p.613)
- 2. Group and individual activities, e.g. number operations and estimation using cubes, shells, etc on mat with teacher guidance (pp.617-8,624,520); using named lids, constructing groups as child leader directs (p.625); making pictures for "Number of the Day" using gummed discs or squares (p.530); using number cards, etc. (p.295)

Discussion, Art

- 1. Listening to rhyme "One, Two, Me and You" (p.296)
- 2. Talking about the things children do with a friend (p.586)
- 3. Painting or drawing self with friend (p.586)
- 4. Sharing pictures in group situation - captioning, e.g. "Lizzie and Sonya are building." (p.586)
- 5. Re-reading captions

Music

- 1. Listening to music then playing "Think of a Word" (pp.537-8) based on music
 - 2. Rhythmic reading, e.g. singing to "The 'Not' Song" - referring to chart and performing actions ("not" may be written in different colour from remaining text)
 - 3. Singing familiar songs
 - 4. "Musical Numbers" (p.625)
 - 5. Relaxing, closing eyes and listening to music
Free Activity
- Activities may include dramatic play - dressing up, using play store, etc (p.585)

Cutdoor Activities

- 1. Collecting leaves that grow in "groups"
- 2. Discussing leaves (p.621)
- 3. Using leaves for spattering or printing (p.621)
- 4. Games, including: spatial action game - "Who can stretch the highest?" etc. (p.635); "Are You the Leader?" (pp.333-4) "sidedness" activities; running games, e.g. "The Cat and the Mouse"

MORNING TALK	ORAL	LANGUAGE 1	WRITING
<p><u>DAY 1</u> Day, weather Colour of the day Number of the day including partitioning set - 4 and 6; 6 and 4; 5 and 5, etc. News and chart - predicting words as teacher writes (p.602) Re-reading captions Attendance, board (p.387) Outdoor activity - relating own height to length of shadow - outlining one and another's shadows, etc. (p.616) - repeating later in the day</p>	<p>(noun/pronoun) don't 1. Responding to auditory discrepancy items in "Which One is Right" and "What Was Silly" (p.568) - explaining solutions 2. Classification activity e.g. from set of animals on magnetic board, create specified subsets - "animals that fly" etc. - "Cats don't fly" (p.563) 3. "Tell Me" Time, e.g. "... have fur"/". don't have fur" (pp.569-70)</p>	<p><u>READING</u> 1. Re-reading previous experience reading material (p.589) 2. "Which Word?" (pp.602-3) 3. Recognition activities, using word matching strip books, "Rubbing Out" (p.351), playing "Which One Went Away?" (p.352) 4. Group activities - using scene on magnetic board, teacher-guided group matches word cards with objects, then constructs sentences (pp.581-2)</p>	<p>1. Group and individual activities may include constructing sentences independently (p.582); using worksheets; copying writing pattern cards, continuing design (p.612) 2. Free activity, e.g. using puzzles, playing "Noughts and Crosses" (p.628)</p>
<p><u>DAY 2</u> Henry - "Is he under ...?" "He's not under ..." etc. Day, weather Number of the day Colour of the day - include discussion of favourite colour, selecting cube by each child and combining cubes to demonstrate class preferences (p.629) News and chart "Tell Me" Time - instances and noninstances of concept, e.g. "vehicle" - "A hat is not a vehicle." (pp.569-70) "Medals"</p>	<p>1. "What Goes in Both Rows?" (pp.631-2) - explaining, discussing selections and rejections 2. "What's in My Hand/ Her Pocket?" etc. (pp.565,331-2) - encourage questioning of leader, e.g. "Is it made of metal?" "Can you eat it?" 3. "What are they?" (p.566) - solutions written by teacher, illustrated and read by children, e.g. "They are houses."</p>	<p>I'm looking for 1. Discussing pictures, deciding what each character is looking for, dictating direct speech, e.g. "I'm looking for my dog." 2. Manipulating units - constructing and reading sentences, using pictures, words, units on magnetic board. 3. Group activities including guided reading, e.g. "Secret Pictures" (pp.591-2)</p>	<p>1. Group activities, e.g. writing on board; playing "Newspaper Game" (p.585); constructing sentences independently (p.582); reading then copying sentence strips (p.598); using worksheets, e.g. p.598 2. Free activities, e.g. using books, puzzles, or reading to teacher</p>

Henry
 Colour of the day
 Number of the day
 Birthdays, ages, etc.
 Talk related to theme
 Discussing, captioning of picture
 News and chart - predicting words as teacher writes (p.602)
 "Think of a Word" (p.537) relating to theme, e.g.
 "...about the sun"

DAY 4
 Henry "He's not between .."
 "Is he beside the .." etc.
 Colour of the day - "more red dresses or blue dresses," etc.
 Number of the day
 News and chart
 Re-reading captions and arrow cards
 Vocabulary extension activity - handling, discussing actual objects (pp.563-4)

DAY 5
 Henry - "Here's his hat", "Here is Henry's horse" etc.
 Colour of the day
 Number of the day - partitioning set, etc.
 Talk - discussing likes and dislikes (p.564)
 News and chart
 Reviewing captions, labels for displays, etc.
 "Tell Me" Time (pp.569-70)

1. Saying, listening to rhymes stressing new and previous units
 2. Question-and-Answer Games (pp.330-1)
 3. "Which One Does Not Belong?" - locating odd member in set constructed by teacher explaining selection
 4. Playing "Mistakes" involving set ideas (p.528)

1. Rhythmic activities, talking drum
 2. "Missing Words" (pp.468,567)
 3. "Choose the Right Picture" (pp.463-4)
 4. "I'm Thinking" (pp.465-3, 563) - "Pigs don't live in the water." etc.
 5. Re-reading experience summaries of language games, e.g. p.491 - "Here's Henry", "Similarities and Differences"

1. Detective game (p.256) - "What's that?", "Who are you?", "What are they?" - re-reading, experience summary (p.453, Day 4) - "What are they? They are ..."
 2. "What is it?", "What am I?" etc., clues including "not" (pp.564, 566-7) and some items presented in printed form (p.589)
 3. "Yes or No" - children ask inverted questions

1. Examining sets constructed by teacher on magnetic board, then selecting sets which could go together
 2. Summarizing union of sets on experience chart (p.589) e.g. "cats and dogs are animals"
 3. Word-building activity involving singular and plural forms, e.g. making "cats" from "cat"

(n/p) is/are looking for
 1. Reviewing recent reading materials
 2. Discussing pictures, deciding what characters are looking for - captioning, e.g. "She is looking for her ball."
 3. Studying words "looking" and "look", then making each word from the other

for
 1. Re-reading captions from yesterday's reading activities
 2. Locating nominated words in context, particularly "for"
 3. Recognition activities with "for" and other words, taking "photo", writing, matching, circling, etc. - associating sounds with letters in initial and final positions, relating to puppets

1. Read, write and draw activity - children read aloud before writing, e.g.
 2 boats
 4 boys
 1 baby
 8 balls
 5 girls
 While most children write, small group reads to teacher
 2. Checking completed work
 3. Free activity including "Pairs" (p.352) word wheels (p.354) etc.

1. Guided writing of sentence arising from captioning activity
 2. Free activity, e.g. playing word game, adding to personal book or word books (p.504); reading individually to teacher; using puzzles, etc.

1. Writing "for Mummy", "for Daddy", "for baby" and "for me" on cards to be used for sorting activity (p.584) or as gift tags
 2. "Word Time" (p.504)
 3. Free activity - selecting books, puzzles, word games, writing on board, etc.

PERCEPTUAL SKILLS	DISCOVERY	OTHER
<p><u>DAY 1</u> <u>Auditory</u></p> <ol style="list-style-type: none"> Saying, listening to and dramatizing rhymes, e.g. "Trees in the Wind" (p.64), "Go Wind Blow" (p.606) Completing rhymes (p.608) "Rhyming Questions" (p.607) Providing words which rhyme with given word - summarizing in list form (p.607) "Tongue Twisters" (pp.603-4) "Which Word Does Not Belong?" (p.505), checking selection visually as teacher writes word sequence 	<p>1. "Lucky Dip" - several children draw object from "Feel Bag" - tell all that they can about it then pass it around group for further discussion - encourage comment on size, shape, colour, weight, composition, number attributes, possible function, etc.</p> <p>2. "Choose the Right Word" (p.537) - responding to terms of quantity, space, etc.</p> <p>3. Discussing leaf scatterings or prints - arranging and labelling (p.621)</p> <p>4. Number worksheets - discussing and filling in abstract symbol for each depicted item of a given class - discussing cardinality and equivalence (p.630)</p>	<p><u>Outdoor Activities</u></p> <ol style="list-style-type: none"> Shadow observations - standing on shadow drawings, making new outlines and noticing change of size and direction - relating to position of "the sun" (p.616) Using seesaw for weight comparison - recording results by children and teacher (p.620) - later displaying and discussing labelled sketches in classroom <p><u>Adding to Class Books</u></p> <p>Cutting out magazine pictures for puppet's books, word books (p.504) or to illustrate spatial concepts in book or frieze form (pp.536-7)</p>
<p><u>DAY 2</u> <u>Visual</u></p> <ol style="list-style-type: none"> Visual discrepancy activity - locating, explaining absurdities (p.613) Tachistoscopic activities - matching single abstract shapes Tachistoscopic activities - matching sequences of abstract shapes <ol style="list-style-type: none"> using composite slides; using single slides presented in sequence of time before matching begins (p.610) 	<p>1. Number activities including - writing numerals for various sets; adding missing numbers to series; estimating which of 2 groups "has more" - checking by linking or using grid; determining which of 2 numerals "means more" - checking by constructing and comparing groups (p.617)</p> <p>2. Counting by 2's - concrete objects, rhythmic counting, counting rhymes (pp.627,512, 628 - "Two Little Ducklings")</p> <p>3. Exploring numbers composed of 2's - summarizing additions on experience chart (p.622)</p> <p>4. Cut-and-paste worksheets - discussing, then completing analogies (p.613)</p>	<p><u>Music</u></p> <ol style="list-style-type: none"> Listening to musical excerpts, selecting one of two contrasting descriptive terms, e.g. high, low; loud, soft/quiet; happy, sad; strong, weak Singing familiar songs, referring to experience chart for one or more songs, e.g. "The Cat is in the Plum Tree" (Week 31, day 1) Learning new song (p.575) Moving to music Playing "Musical Numbers" (p.625)

<p><u>DAY 3</u> <u>Auditory</u></p> <ol style="list-style-type: none"> 1. "Tongue Twisters" (pp.603-4) 2. "What is it?" with rhyme as clue (pp.608-9) 3. Summarizing phonic sorting of items for some children (p.602) 4. Group/individual activities, e.g. playing "Which Word?" (pp.602-3) with teacher; using listening unit; using "Word Check" and word matching strip books 	<ol style="list-style-type: none"> 1. Preparing chart of favourite colours, each child selecting and writing name on paper square of favourite colour (p.629) 2. Saying, dramatizing number rhymes, e.g. p.629 3. Naming coins, discussing relative value ("worth more/the most"), discussing prices 4. Shopping activity including reading of suitable labels, e.g. "meat for dogs", and using terms of size, weight, etc. (pp.585,615) 	<p><u>Discussion, Art, Experience</u> <u>Reading</u></p> <ol style="list-style-type: none"> 1. Discussing "day and night" 2. Drawing "the night" in crayon, applying black wash over picture (p.587); children completing painting may also draw "the day" 3. Developing frieze or book using some drawings and paintings - children suggest accompanying text which teacher writes and children then read (p.587)
<p><u>DAY 4</u> <u>Visual</u></p> <ol style="list-style-type: none"> 1. Playing "Which Two are the Same?" (p.611) 2. Using individual word cards to match projected words - identifying word after matching (p.610) 3. Attempting to write word from memory after repeated flashing - checking as word is returned to screen 	<ol style="list-style-type: none"> 1. Constructing sets as directed - include experience with "the empty set", "zero" 2. Combining sets, summarizing in illustrated experiences (p.622) 3. Group/individual activities, e.g. using balance to make clay or plasticine balls of "equal" weight (p.634); using 1 to 1 correspondence worksheets - discussing (p.526); investigating strength of magnets, recording in sketch form (p.622); using puzzles, etc. 	<p><u>Investigating How Things Work</u></p> <ol style="list-style-type: none"> 1. Working in small groups of children, investigate several items in turn, e.g. springs, spirit level, rotary egg beaters, pulleys, old clock (p.612) - teacher encourages discussion and further investigation 2. Class discussion of preceding activity <p style="text-align: center;"><u>Story</u></p> <p>Listening to story selected for conceptual content (pp.636-8)</p>
<p><u>DAY 5</u> <u>Auditory</u></p> <ol style="list-style-type: none"> 1. Playing discrimination games, e.g. "Pointing" (p.505), "Build This Picture" (p.367); Phonic Story Completion (pp.282,192) 2. Saying, listening to rhymes 3. "Rhyming Game" (pp.607-8) 4. Reviewing list of rhyming words (pp.609;560,Day 1), developing key lists 5. Completing auditory association items (e.g. p.605) 	<ol style="list-style-type: none"> 1. Reviewing recent activities 2. Handling, naming, discussing tools of various types 3. Reviewing set of tools by playing "Sequences" (p.566) 4. Creating subsets, e.g. tools for building/for cleaning/for cooking - labelling subsets with printed cards (p.584) 5. Summarizing activity in experience book of tools (p.584) 6. Free activity, e.g. using puzzles; investigating strength of magnets (p.622) 	<p><u>Outdoor Activities</u></p> <ol style="list-style-type: none"> 1. Vigorous rhythmic counting 2. Target game - children accumulate interlocking cubes, Peabody chips or beads (p.625) 3. Favourite game, e.g. "Are You There, Mr Bear" 4. Listening to story 5. Copying shapes, drawing in dirt or sand (p.612); or playing "Noughts and Crosses" in the dirt (p.626)

1. ORAL USE OF LANGUAGE UNITS(a) Listening Experience

During the present period, emphasis is placed on the use of "not". While this negative form is used by Aborigines who speak nonstandard dialect, it is often not accompanied by the appropriate verb, e.g. *"That not a square."* Experience with negation will therefore incorporate continued practice in the use of present tense forms of the verb "to be".

Many opportunities may also be taken to provide listening experience in the use of simple, regular past tense, e.g. *"We washed the brushes."* Stress on the past tense inflection, e.g. *"washed"*, may be necessary, especially for children with hearing loss.

Listening experience should include not only use of new units, but also further experience with those previously introduced. In particular, continued experience with possessive forms will be necessary, as these are among the most difficult structures to establish.

Means of providing listening experience through either the children's language or that of the teacher have been suggested previously. (Refer to pp.322-3.)

(b) Informal Discussion

Activities designed to develop thinking skills may provide opportunities for the use of language structures relevant to the current block.

The use of "not" has already received informal practice, e.g. through classification experiences and activities involving inverted question forms (pp.323-5). In continuing these activities, added stress may now be placed on responses involving negation.

"Colour of the Day" (p.70) may become a brief guessing game, providing practice in the use of "not" as a child leader responds to guessing by others in the group, e.g.

Child 1: Is it blue?

Child 2: No, it's not blue.

Weather and day of the week may be included for discussion in each morning session, e.g.

"No, it's not Thursday."

"It's not raining this morning."

"I don't think that it will rain today."

"Opposites" may receive emphasis at the same time as the use of "not" is practised in various informal situations, e.g.

"He's not short, he's tall."

"Ice is not hot, it's cold."

Informal Discussion (cont.)

Classification activities of many types may provide practice in the use of "not". Children's expression of non-instances of concepts may include:

identity statements, e.g. of the type

"This is not a pencil."

"They are not nurses."

higher level classification, expressed by superordinates, e.g.

"That is not a tool."

"These are not clothes."

reference to physical attributes, e.g.

"This is not sharp."

"They are not old."

reference to attributes of function, e.g.

"This will not roll."

"They cannot cut."

Children's expression of non-instances of concepts may often result from the teacher's questions and directions or encouragement of children to explain groupings which they have made, e.g.

"Is this a pencil?"

"Are all of these things containers?"

"How many of these are not round?"

"Make a set of animals that are not cats."

"Will this one go in your set? ... Why not?"

Practice in the use of "don't" may also be provided during classification activities as children exclude some items from membership of a particular set, e.g.

Class	Type of Language Outcome
animals that fly	Horses don't fly.
animals that have pouches (marsupials)	Dogs don't have pouches.
shapes that have 4 sides	Triangles don't have 4 sides.
birds	Bats don't have feathers.

Vocabulary extension activities involving discussion of actual objects ("thermometer", "torch", "spanner", etc.) or of pictures ("crane", "tricycle", "orchestra", etc.) may be reviewed by judging various items as instances or non-instances of the concept, e.g.

Informal Discussion (cont.)

"This is a tricycle."

"This is not a tricycle."

Children's opinions about or reactions to various situations or objects may provide practice in the use of both "don't" and "not". As well as visual and aural experiences, those of touch, taste, and smell may be included.

Children may be encouraged to relate each particular experience to others and to express subjective generalizations, e.g.

"I don't like this one. It's not as sweet as the others. I like fruit that is sweet."

"I don't like frogs because they are cold."

"I think that this one is the best."

I don't like that one."

(c) Picture Talks

By questioning, the teacher may guide discussion of pictures to provide experience in some selected language units. By encouraging children to speculate about past or future action, some new units may be practised, e.g.

"She's not going to eat it."

"I don't think that the dog took it."

(d) Language Games

New language units may be stressed as many familiar language games are played. In particular, guessing games may provide practice in the use of "not", sometimes when children give clues as well as when responding to guesses -

Page	Language Game	Type of Language Outcome
27-9	<i>Who am I?</i> <i>What am I?</i>	use of "not" <u>clues*</u> : I work at the hospital but I'm not a doctor. <u>guessing</u> : No, I'm not a dentist.
465 29-30	Picture Elimination Game	A pin is not a container.
256	Mime	We are not frogs. She's not sewing.
32-3	<i>Where is Henry Hiding?</i>	He's not behind the clock.

* See additional items, p.566

Language Games (cont.)

Page	Language Game	Type of Language Outcome
169-70	<i>What is it?</i>	It has legs but it's not an animal.
170	<i>I Spy</i>	It's not Lallo's car.
171	<i>Who is he?</i> <i>Who is she?</i>	No, it's not Stella.
329	<i>Similarities and Differences</i>	This one is not smooth but this one is.
330-1	Question-and-Answer Games	Are babies strong? No, they are not.
331-2	<i>What's in My Hand?</i>	Is it a toy? No, it's not a toy.
332	<i>What's My Number?</i>	It's not five.
332-3	<i>Is This It?</i>	That's not it.
333	<i>Feel it</i>	It's not a boat.
373-4	<i>Construction</i>	It's not square but it has points.
466-7	<i>Yes or No</i>	A peg is not a fruit.
31-2	<i>Pigs Fly</i>	<u>(noun/pronoun don't)</u> Worms don't gallop.
510-511	Visual and Auditory	Dogs don't have kittens.
320-1;	Discrepancy Items	You don't drink cheese.
68		
466-7	<i>Yes or No</i>	You don't sweep with a comb.
31-2	<i>Pigs Fly</i>	<u>Inversion - "Can ...?"</u> Can helicopters fly?
510-511	Visual and Auditory	Can stoves keep food cold?
320-1;	Discrepancy Items	
68		
329	<i>Similarities and Differences</i>	Can the marble bounce?
331-2	<i>What's in My Hand?</i>	Can you eat it?
334	<i>Descriptions</i>	Can they swim?

Language Games (cont.)

Page	Language Game	Type of Language Outcome
134-5	Visual Association Items	<u>phrases introduced by "with"</u> The knife goes with the fork.
465; 29-30	Picture Elimination Game	You cut with it.

Modifications of familiar games may also be introduced:

"Sequences" (p.168)

(Language: use of "not", [noun/pronoun] don't)

When playing this game, children may examine a sequence of actual objects or pictures, and determine whether or not each belongs in a given category (toys, food, containers, birds, vehicles, etc.) or possess a particular characteristic (square, blue, shiny, cold, etc.). After discussion of each item, the entire sequence may be reviewed, e.g.

*"This is a vehicle.
This is a vehicle.
This is not a vehicle.
This is a vehicle."*

"Who am I?", "What am I?", "What is it?", "What are they?" etc.

(Language: use of "not"; [noun/pronoun] don't; use of "with")

Pictures may sometimes provide subjects for the above guessing games. A child leader selects a picture which he alone sees. As other children attempt to guess the subject of his picture, the leader provides experience in the use of negatives, in both giving clues and responding to guesses, e.g.

Leader: They are animals but they are not furry.

Child 1: Are they pigs?

Leader: No, they are not pigs.

Child 2: Do they climb trees?

Leader: No, they don't climb trees.

Items of the following type may be presented by the teacher and sometimes by children -

*I have grey fur.
I live in a tree.
I'm not a possum.
What am I?*

*I like to play with children
but I don't like dogs.
I'm not as big as a horse.
What am I?*

Language Games (cont.)

*It's very sharp.
You cut things with it.
It's not a knife.
What is it?*

*You write with this
but it's not a pencil.
What is it?*

*I work with cars
but I don't drive them.
Who am I?*

*They are small but heavy.
They are small and round.
What are they?*

*It has four legs but it's not alive.
It's made of wood.
It is bigger than a chair.
What is it?*

*It has wheels but it's not a car.
It's longer than a bus.
What is it?*

*I go to school each day
but I'm not a child.
Who am I?*

*It's not an animal but it has teeth.
It helps to keep us tidy.
What is it?*

Missing Words

(Language: new and previously introduced structures)

A. Individual items

use of "not" (see also p.258)

Lemons are not sweet, they are ...
Your pencil's not sharp, it is ...
Flowers are not heavy, they are ...
Apples are not toys, they are ...
She is not kind, she is ...

He is not fat, he is ...
We are not at home, we are ...
This rope is not long, it is ...
Look at the seesaw. The boy
is not up. He is ...

(noun/pronoun) don't

Marbles don't float, they ...
Worms don't go fast, they go ...
Cats don't bark, they ...
Wombats don't live in trees,
they live in ...
Knives don't go with combs,
knives go with ...

Dogs don't fly, they ...
People don't have wheels,
they have ...
People don't have wings,
they have ...
We don't get jam in boxes,
jam comes in ...

phrases introduced by "with"

You light fires with ...
You dig the garden with ...
You stir the soup with ...
You mend clothes with ...

You cut paper with ...
You cut meat with ...
You cut wood with ...
You cut grass with ...

past tense (refer also to picture sequence, p.167)

We climbed up to the top of that ...
Last night, I looked out of the
window and I saw ...
I opened the box and out
jumped a ...

I closed the ...
I washed my ...
I brushed my ...
He dived into ...

Language Games (cont.)B. Connected stories

Connected stories may provide experience with various structures introduced during the current period or in preceding blocks, e.g.

"Once there was a little boy who was feeling very happy. His sister was not happy. She was ... She had fallen over and had mud on her new dress. Now it was not clean. It was ... It did not look pretty any more. It looked ... Her brother said 'Take it off and we will wash it.' 'No', she said, 'I'm going to keep it ... I would be too cold if I took it off.' 'Don't be silly', said her brother. 'It's not cold today. I think it's ...' Just then, their mother came home from the store. 'Don't cry', she said, 'I have washed another dress for you. Here you are.' Now the little girl was not sad any more. She was ..."

Discrepancy

(Language: use of "not", [noun/pronoun] don't)

Practice in the use of "not" and "don't" may be provided as children give explanations of discrepancy items, both auditory and visual. Discussion of visual discrimination exercises may serve a similar purpose.

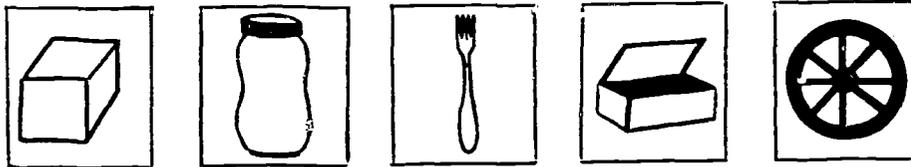
The following familiar games are suggested:

Page	Game
510; 370	<i>What was Silly?</i>
511; 370-1	<i>Which One is Right?</i>
511	<i>Mistakes</i>
375; 335; 68	Visual Discrepancy
69	<i>What's Different?</i>
67	<i>Which One is Different?</i>
133	<i>Which Two are the Same?</i>
197	<i>Hidden Pictures</i>

Choose the Right Picture (pp.463-4)

(Language: use of "not"; [noun/pronoun] don't; phrases introduced by "with")

Using a series of pictures, children may locate several items in turn as directed by the teacher, e.g.

Language Games (cont.)

- (a) *"Find one that is square."*
- (b) *"Find one that is not square."*
- (c) *"Find one that is not a container."*
- (d) *"Find one that is a container."*
- (e) *"Find two things that don't have lids."*
- (f) *"Find one that is not a fork."*

As a picture is located, children may be encouraged to "tell about" that item, e.g.

"The wheel is not square."

Duplicated sheets of pictures may sometimes be used in this activity. By sometimes providing more than one item which meets the teacher's description, a particular language construction may often be repeated, e.g.

Teacher: You cut with it.

Child 1: You cut with a knife.

Child 2: You can cut with an axe.

Child 3: You can cut with a razor.

"Tell Me" Time

(Language: use of "not"; [noun/pronoun] don't; use of "with")

At the conclusion of some "Tell Me" Time sessions, the teacher may introduce a change of focus in which the concept, e.g. "square" is expressed in a language form involving negation, i.e. "not square". As for the preceding positive form, the teacher may attempt to elicit a rapid succession of ideas.

Since the use of a language structure involving a negative greatly increases the difficulty of this game, the teacher should select concepts which are generally well understood by the children.

Responses by advanced members of the group may set a pattern which assists the other children, e.g.

Teacher: Now tell me something that is not an animal.

Child 1: A car is not an animal.

Child 2: A spoon not an animal.

*Teacher: A spoon is not an animal. That's right.
Now tell me something else that is not
an animal.*

Language Games (cont.)

The following "Tell Me" Time topics are among those suitable for providing experience with negation -

(a) Affirmative	(b) Negative
is square	is not square
is a boy	is not a boy
are vehicles	are not vehicles
are fruit	are not fruit
have wings	don't have wings
eat meat	don't eat meat
can fly	cannot fly

"Hold It Up"

(Language: use of "not"; [noun/pronoun] don't; use of "with")

This game is best played in a small group. The contents of a box of coloured geometric shapes or other items, perhaps from the Treasure Box, are divided equally among the players. (Encourage comparison of number, etc.) The teacher then directs children to hold up items of various types. Each child who has an appropriate object holds it up. In turn each of these players "tells about" his displayed object and, if the group accepts the item, he returns it to a central "kitty", e.g.

Teacher: Hold up something that is not red.

Child 1: This is not red.

Child 2: This triangle is not red.

The first child to return all of his objects to the "kitty" may be declared the winner. The game continues until each player has disposed of his collection.

(e) Poems, Songs and Stories

Experience with new language units may be provided through poems, songs and stories, including the following which are familiar -

Language Unit	Rhyme	Page
use of "not"	<i>Put your finger in Foxy's hole</i>	339
	<i>Piggy on the Railway</i>	339
	<i>Shoes have Tongues</i>	475
	<i>Here is a Puzzle</i>	337
	<i>Little Tommy Tadpole</i>	474
	<i>Stanley Wants to Post a Letter</i>	477
	<i>I Ride on a Horse</i>	479
	<i>Willy</i>	508
	<i>Go Wind, Blow</i>	606
(noun/pronoun) don't	<i>Bees</i>	38
	<i>I Don't Know Who You Are</i>	338
	<i>My Mother Said</i>	339
	<i>Piggy on the Railway</i>	339
inversion - "Can ...?"	various rhymes	106-8
	<i>Cats</i>	261
phrases introduced by "with"	<i>We Are Cutting With Our Scissors</i>	259
	<i>Cats</i>	261
	<i>In the Morning</i>	372
past tense	<i>What's Become of John Boy?</i>	175
	<i>I Saw a Slippery Slithery Snake</i>	285
	<i>One Two Three</i>	371
	<i>Roll Over</i>	386

Poems, Songs and Stories (cont.)

*It rained on Anne,
It rained on Dan,
It rained on Arabella,
but -
It did not rain
On Mary Jane -
She had a huge umbrella.*

(Language: use of "not";
past tense)

*I'm not frightened of pussy cats,
They only eat up mice and rats.
But a wild rhinoceros
Could get the lot of us.*

(Language unit: I'm not)

Five Years Old

*Please, everybody, look at me!
Today I'm five years old, you see!
And after this, I will not be four
Not ever, ever, any more!
I will not be three - or two - or one,
For that was when I'd first begun.
Now I'll be five awhile, and then
I'll soon be something else again.*

(Language: use of "not" -
listening only)

*I'm round and I'm small
But I'm not a ball.
I'm made out of glass
But won't break when I fall.*

(Language unit: I'm not)

*This bull is big. His eyes are round.
He makes a very scary sound.
But I am not afraid, you see,
I'm six years old and he's just three.*

(Language unit: I am not)

Jack Sprat's Pig

*Little Jack Sprat
Once had a pig.
It was not very little,
It was not very big.
It was not very thin,
It was not very fat.
"It's a good pig to grunt",
Said little Jack Sprat.*

(Language: use of "not")

*"I can't bite
like a dog",
said the bright
green frog.*

*"I can't nip,
I can't squint,
I can't spit,
I can't hurt.*

*All I can do
is hop and hide
when enemies come
from far and wide.*

*I can't scratch
like a cat,
I'm not fierce
like a rat. .*

*I can't sting,
I can't scare,
I can't frighten
With my stare.*

*All I can do
My whole life through
is hop", said the frog,
"and hide from view."*

*And that is what
I saw him do.*

(Language unit: I'm not)

Poems, Songs and Stories (cont.)What am I?

I have four legs
But I'm not a cat.
I'm not a dog,
And I'm not a rat.

In the middle of the day,
When the sun shines bright,
I don't like to play,
But I do come out at night.

I like to eat fruit
But I don't eat meat.
I have sharp claws
On my four little feet.

But I won't hurt you.
I won't scratch or bite.
I'll curl up in my tree
And sleep until it's night.

(Language: use of "not", don't)

Opposites

That's not hard, it is (soft).
She's not young, she is (old).
He's not fat, he is (thin).
That's not hot, it is (cold).
She's not happy, she is (sad).
She's not short, she is (tall).
It's not good, it is (bad).
He's not big, he is (small).

(Language; use of "not")

I'm not very big
But I'm bigger than small.
I don't climb trees
And I'm not very tall.

I bark quite a lot.
I like to eat meat,
I have four paws
Instead of four feet.

(Language units: I'm not,
I don't)

My little dog
Is full of fun.
He's not very big
But he can run.

My little cat
Is fluffy and white.
She's not very big
But she can bite.

My little dog
And my little cat,
I love them both.
How about that!

(Language: use of "not")

If you had some money
What would you buy?
Socks or a story book,
A cake or a pie?

I don't want socks,
I don't want a pie,
But I do want a story book.
That's what I'll buy.

(Language unit: I don't)

I like figs,
I like them fat.
But I don't like those
And that is that!

(Language unit: I don't)

A blackbird with a yellow bill
Hopped upon my window sill.
He cocked his little head
And said,
"Aren't you ashamed
You sleepy head?"

(Language: past tense)

Poems, Songs and Stories (cont.)The Snake

A snake slipped through
 the thin green grass,
 A silver snake
 I watched it pass.
 It moved like a ribbon
 Silent and slow.
 I think it smiled
 As it passed my toe.

(Language: past tense)

A little rabbit on a hill
 Was jumping up and down.
 His fluffy tail was round and white,
 His pointed ears were brown.

But when he heard a tiny sound,
 His eyes flashed black as coal,
 His little whiskers trembled, and
 He scuttled down his hole.

(Language: past tense, his -
 listening only)

Can you hop like a joey?
 Can you jump like a frog?
 Can you walk like a duck?
 Can you run like a dog?
 Can you fly like a bird?
 Can you swim like a fish?
 Can you keep as still
 As a stone, when you wish?

(Language unit: can you)

The following rhymes are included for their content -

It's what I breathe to keep me alive.
 It's what bees fly through to reach
 their hive.
 It's what I blow in a sailboat race,
 It's what I move when I fan my face.
 You can't see it, but it's always
 there
 All around us. It is air.

I like water in a cup,
 I like it in the sea.
 I even like the water
 When the rain pours down on me.

Incey Wincey Spider
 Climbed up the water spout.
 Down came the rain
 And washed the spider out.
 Out came the sunshine
 And dried up all the rain
 So Incey Wincey Spider
 Climbed up the spout again.

(Language: past tense)

This is what I did today:
 I played in the water.
 I dived off the drum.
 I walked past the dam
 And I looked for gum.
 I climbed up trees
 And jumped down again.
 I sat near a building site
 And watched the men
 As they measured and painted
 And hammered and sawed.
 And then I went home,
 Curled up on Dad's knee,
 And listened to the stories
 That he told - for me.

(Language: past tense, his -
 listening only)

Toolii looked at the moon,
 Toolii looked at the stars,
 Toolii jumped in a rocket,
 Toolii went up to Mars.

(Language: past tense - use
 names of children in the group)

Pull, pull, see me pull,
 I'm a magnet, as strong as
 a bull.
 I can pick up nails and pins,
 Metal lids and little tins.
 I pick up all sorts of things,
 But not rubber, fur or strings.

Sun and rain
 and wind and storms
 and thunder go together.
 There has to be a little bit
 of each to make the weather.

Poems, Songs and Stories (cont.)

The following songs are suggested -

Language Unit	Song
use of "not"	<i>The "Not" Song</i> (Peabody Kit - Level P) - a good action song involving "Parts of the Body" game <i>One Of These Things Is Not Like The Others</i> Sesame Street record, e.g. <i>The Songs of Sesame Street</i> , Children's Television Workshop
(noun/pronoun) don't	<i>Shoo Fly</i> (H1) <i>The Mocking Bird</i> (H3) <i>The Little Ship</i> (ABC Teachers' Handbook, 1971, p.12)
inversion - questions beginning with "can"	<i>Can You Tell Me?</i> (B4) <i>Can You Dance?</i> (B6) <i>Can You Walk on Two Legs?</i> (This Little Puffin, p.143)
phrases introduced by "with"	<i>Johnny Works with One Hammer</i> (Miller & Zajan, p.21) <i>Let Everyone Clap Hands</i> (C6) <i>A Frog Went Walking</i> (P2)
use of "and"	<i>Six Little Puppies</i> (D1) <i>Five Little Candles</i> (D4) <i>The Wheels of the Bus</i> (Miller & Zajan, p.29)
simple past tense e.g. "I <u>jumped</u> "	<i>This Old Man</i> (ABC Teachers' Handbook, 1971, p.24) <i>Mr. Frog Jumped Out</i> (ABC Teachers' Handbook, 1971, p.33) <i>When All the Cows were Sleeping</i> (Puffin, p.86) <i>Elephant Song</i> (N5)

Poems, Songs and Stories (cont.)

Retelling of favourite stories by the children may provide practice in the use of simple past tense forms. The following stories are also suggested -

Language Unit	Story
use of "not"	<p><i>What is that?</i> by Denman Hampson (Wonder Books, 1961)</p> <p><i>What is Big?</i> by H. Wing in <u>Sounds of Numbers</u> by Bill Martin Jr. (Holt, Rinehart & Winston, 1966) pp.36-57</p> <p><i>My Box and String</i> by Betty Woods (Scholastic Book Services, 1965)</p> <p><i>Not this Bear!</i> by Bernice Myers (Scholastic Book Services, 1967)</p> <p><i>The Square Ben Drew; The Line Sophie Drew; and The Circle Sarah Drew</i> by P. & S. Barrett (Ward Lock, 1970)</p> <p><i>Green Eggs and Ham</i> by Dr Seuss (Collins & Harvill, 1962)</p> <p><i>The Bike Lesson and The Bear Scouts</i> by S. & J. Berenstain (Collins & Harvill, 1967 & 1968 resp.)</p> <p><i>A Fish Out of Water</i> by Helen Palmer (Collins & Harvill, 1963)</p> <p><i>Put Me in the Zoo</i> by Robert Lopshire (Collins & Harvill, 1964)</p> <p><i>Ten Apples Up on Top</i> by Theo LeSieg (Collins & Harvill, 1963)</p> <p><i>The Bear Who Wanted to be a Bird</i> by A. & C. DeLeeuw in "Tell Me a Story" by Eileen Colwell (Puffin-Penguin, 1962)</p> <p><i>Baby Elephant</i> by P. Miller & I. Seligman in <u>Sounds Around the Clock</u> by Bill Martin Jr. (Holt, Rinehart & Winston, 1966) pp.22-37</p> <p><i>The Country Cat</i> by Norman Bridwell (Scholastic Book Services, 1969)</p> <p><i>Emily's Moo</i> by Tibor Gergely A Golden Beginning Reader (Golden Press, 1969)</p> <p><i>Come on! Play Ball!</i> by Ilse-Margret Vogel A Golden Beginning Reader (Golden Press, 1969)</p>

Poems, Songs and Stories (cont.)

Language Unit	Story
(noun/pronoun) don't	<p><i>Animals We Know</i> by Muriel Stanek Experiential Development Program (Benefic Press, 1967)</p> <p><i>One, Two</i> by Annie DeCaprio Wonder Books (Grosset Dunlap, 1965)</p> <p><i>The Bear Scouts</i> and <i>The Bears' Holiday</i> by S. & J. Berenstain (Collins & Harvill, 1968, 1969 resp.)</p>
inversion - questions beginning with "can"	<p><i>Things to Touch</i> by Henry Pluckrose (Franklin Watts, 1971)</p> <p><i>Ten Apples Up on Top</i> by Theo LeSieg (Collins & Harvill, 1963)</p> <p><i>Ask Mr. Bear</i> by Marjorie Flack (Collier Books, 1971)</p>
simple past tense, e.g. "I <u>jumped</u> "	<p><i>The Frog</i> by Katherine Morris (Whitcombe & Tombs, 1968)</p> <p><i>Kangaroo Dance</i> - Legends of the Aborigines by Isobel Weir (Reed, 1970)</p> <p><i>King of the Mountain</i> by Bill Martin Jr. (Holt, Rinehart & Winston, 1970)</p> <p><i>Harry the Dirty Dog</i> by Gene Zion (Penguin, Picture Puffin, 1968)</p> <p><i>The Country Cat</i> by Norman Bridwell (Scholastic Book Services, 1969)</p> <p><i>The Little Fish That Got Away</i> by Bernadine Cook (Scholastic Book Services, 1965)</p> <p><i>Flap Your Wings</i> by P.D. Eastman A Collins Early Bird Book (Collins, 1970)</p> <p><i>The Longest Journey in the World</i> by William Barrett Morris (Holt, Rinehart & Winston, 1970)</p> <p><i>Follow this Line</i> by Michael O'Leary (Abelard-Schuman, 1967)</p> <p><i>The Pirates' Tale</i> by Janet Aitchison (Penguin, Picture Puffin, 1970)</p>

Poems, Songs and Stories (cont.)

Language Unit	Story
<p>simple past tense, e.g. "I <u>jumped</u>"</p>	<p><i>The Carrot Seed</i> by Ruth Krauss (Scholastic Book Services, 1971)</p> <p><i>The Great Big Enormous Turnip</i> traditional story by Alexei Tolstoy, illustrated by Helen Oxenbury (Heinemann, 1968); story also occurs as <i>The Turnip Turnip Tales</i> (Basil Blackwell, 1968)</p> <p><i>Joe and the Nursery School</i> and <i>Joe Moves House</i> by Alison Prince and Joan Hickson (British Broadcasting Corp. and Methuen Children's Books, 1972)</p> <p><i>The Egg</i> by Dick Bruna (Methuen, 1970)</p> <p><i>Ask Mr Bear</i> by Marjorie Flack (Collier Books, 1971)</p> <p><i>Just Me</i> by Marie Hall Ets (Scholastic Book Services, 1970)</p> <p><i>Just Follow Me</i> by Phoebe Erickson Beginning-to-Read Books (Ernest Benn Ltd, 1968)</p> <p><i>Too Much Noise</i> by Ann McGovern (Scholastic Book Services, 1971)</p>
<p>pronouns of the objective case</p>	<p><i>The Eye Book</i> by Theo LeSieg (Collins & Harvill, 1969)</p> <p><i>Animals We Know</i> by Muriel Stanek Experiential Development Program (Benefic Press, 1967)</p> <p><i>Green Eggs and Ham</i> by Dr Seuss (Collins & Harvill, 1962)</p> <p><i>The Telephone Book</i> by Joe Kaufman A Golden Shape Book (Golden Press, 1963)</p> <p><i>How Many Apples</i> in <u>Sounds of Home</u> by Bill Martin Jr. (Holt, Rinehart & Winston, 1966) pp.44-5</p>

Poems, Songs and Stories (cont.)

Language Unit	Story
content only	<p><i>Things to Touch</i> by Henry Pluckrose (Franklin Watts, 1971)</p> <p><i>What's Inside?</i> by May Garelick (Scholastic Book Services, 1968), originally published as <i>What's Inside the Egg?</i> (Young Scott Books, 1955)</p> <p><i>Green is for Growing</i> by Letitia Parr (Angus & Robertson, 1968)</p> <p><i>Listen!</i> by Marion W. Crume, Bowmar Early Childhood Series (Bowmar, 1968)</p> <p><i>An Apple is Red</i> by Nancy Curry Bowmar Early Childhood Series (Bowmar, 1967)</p> <p><i>Watch Me Outdoors</i> by Marion W. Crume Bowmar Early Childhood Series (Bowmar, 1968)</p> <p><i>The Seed</i> by Pamela Nash A See How It Grows Book (Macmillan, 1971)</p> <p><i>Butterflies</i> Macdonald Starters (Macdonald, 1972)</p> <p><i>Colour</i> Macdonald Starters (Macdonald, 1972)</p> <p><i>The Rainbow</i> by Hiltrud Lind & Erika Klein (W. & R. Chambers, 1970)</p> <p><i>Water</i> by Althea (Souvenir Press, 1972)</p>

(f) Rhythmic Activities

Movement and the use of percussion instruments may accompany chanting or singing in which new language structures are stressed. For example, the game "*Sequences*" (p.566) may sometimes be treated in this way.

Written summaries of activities may occasionally be used for rhythmic reading. In a summary of the following type, the word "not" may be printed in a different colour from the remainder of the text, e.g.

	<u>Can you see a pair?</u>
	This is a pair.
	This is not a pair.
	This is not a pair.
	This is not a pair.
	This is a pair.

Songs and chants similar to "*The Not Song*" (p.575) may also be invented by the children and teacher.

2. READING(a) Manipulation of Language Units

Sentences beginning with "can" may be constructed on the magnetic board following appropriate oral activities, e.g. "Yes or No" (pp.466-7). In this game, several children in turn may act as leader, addressing questions to the group. When a suitable question arises, a child may be invited to ask his question in writing (p.487). If necessary, the teacher may prompt children to elicit suitable questions, e.g.

Teacher: Now ask us about a tree.

Child: Can a tree run?

Sentence making on the magnetic board may sometimes follow mime or rhythmic activities performed by pairs of children. Sentences may be allowed to accumulate on the magnetic board. As they are constructed and later re-read, experience with the construction "(name) and (name) are..." may be provided, e.g.

Cliff	and	Patrick	are	jumping	.
-------	-----	---------	-----	---------	---

Look at	Jenny	and	Keith	.
---------	-------	-----	-------	---

They are	in	a	car	.
----------	----	---	-----	---

The unit "with a ball" may be introduced during discussion which follows outdoor games. Suitable magnetized pictures may stimulate further sentence making with this and with other words and units, e.g.



He's	playing	with a ball	.
------	---------	-------------	---

The	ball	is	red	.
-----	------	----	-----	---



We	can	play	with a ball	.
----	-----	------	-------------	---

We	can	play	in the water	.
----	-----	------	--------------	---

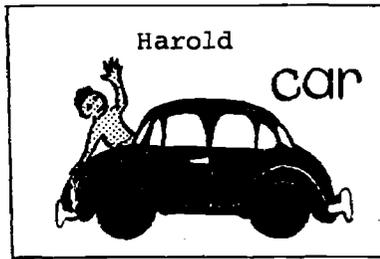
Large pictures spread on the magnetic board may be used for both word recognition and sentence-making. After securing the picture with magnetic strips or corners, a small group of children may match word cards with objects in the picture, saying the words as they do so. With teacher guidance, children may discuss the picture and construct sentences about it, e.g.

Manipulation of Language Units (cont.)

advanced child

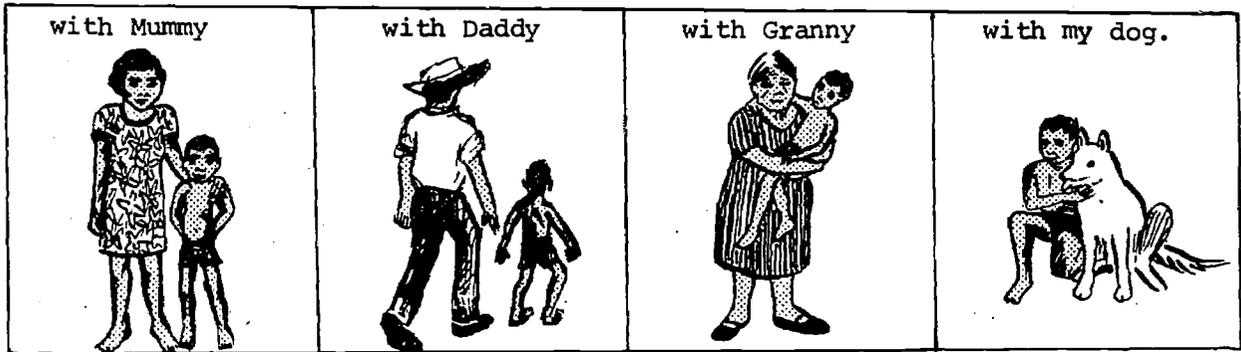


less advanced child

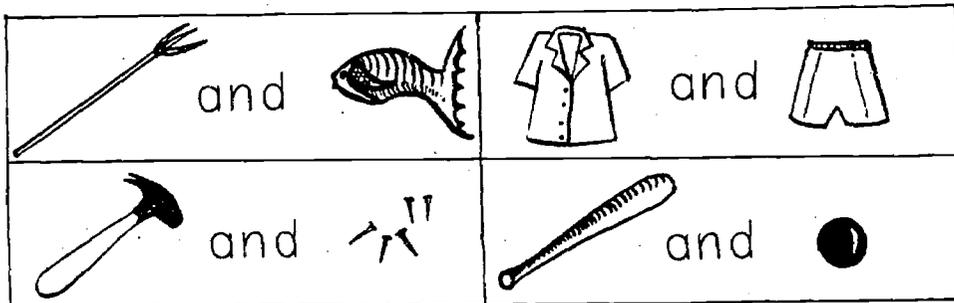


(b) Introduction of Additional Vocabulary

As additional vocabulary is introduced, new words may be prominently displayed, with illustrations where appropriate. This may include words such as "with", "for", and "and" as well as nouns such as "baby" (pp.348-9), e.g.



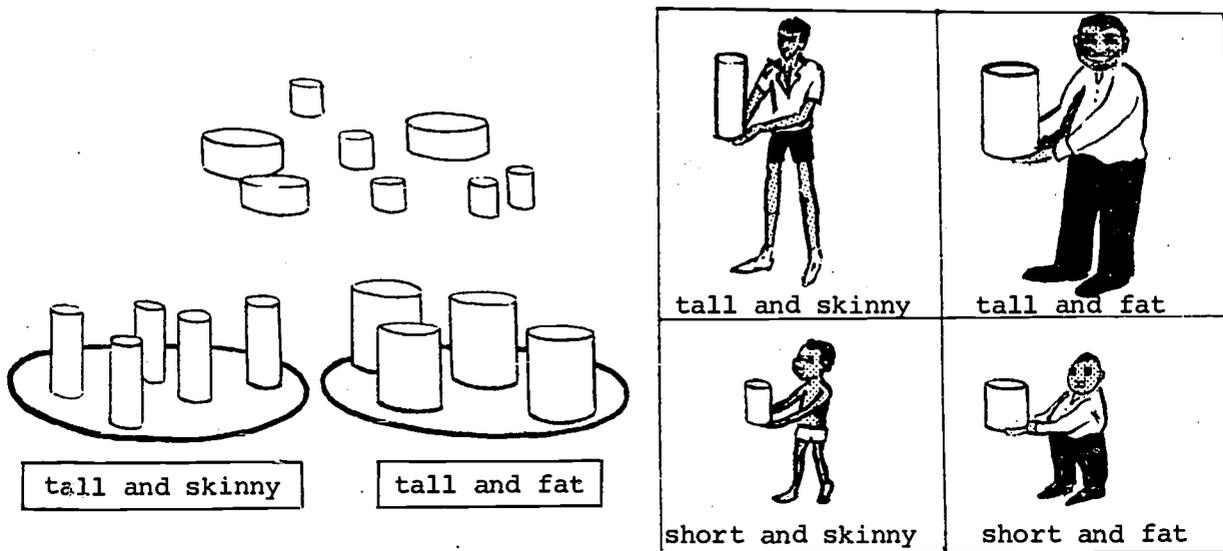
Experience with the new word "and" may be provided through association exercises. Wall pictures may result from a group activity; children may also cut and paste pictures on individual worksheets. As pictures are paired, children may read and trace over the connecting word, "and", e.g.



Through various activities, children may gradually become accustomed to using the conjunction "and" when commenting on two attributes of objects, e.g. "big and round" (p.518). Labels in this form may sometimes be associated with groups as children classify objects. Summaries of

Introduction of Additional Vocabulary (cont.)

some activities involving classification and description may be read and displayed to provide further experience with the word "and" in printed form, e.g.



After experience in reading the construction, "... looking for", the individual words may be used in other contexts. In particular, "for" may be used in classification activities. Sorting boxes (p.199) may sometimes be used with labels for such as "for Daddy", "for Mummy", "for me", "for a baby".

Children may also locate pictures of objects within a given class, e.g. "tools". These may be further classified and pasted into experience books or on to charts by the children and labelled. Such records may be expanded as children later locate further items which belong in each class, e.g.

tools "for building", "for cooking", "for cleaning".

(c) Recognition of Words and Units

Recognition activities of the types suggested previously may be continued. Children may be encouraged to make increasing use of their developing sound-symbol associations to identify words.

Selected "environmental" reading materials may provide children with practice in word recognition and may further stimulate children's interest in reading. Suitable materials with lower-case lettering may be located from the following sources:

Recognition of Words and Units (cont.)

Source	Type of Reading Content
packages (e.g. food, toiletry items) cardboard cartons	"meat <u>for</u> dogs" (PAL) "Samboy", "big" "baby powder", "baby oil", "for baby"
display cards	"can", "big", "for you" (soft drink)
magazines and newspapers, e.g. clothing advertisements	"for boys", "for girls", "for baby" "Woman's Day"
sales brochures, e.g. cars, boats and car hire brochures	"car", "cars", "boat", "boats", "for you"

"Newspaper Game"

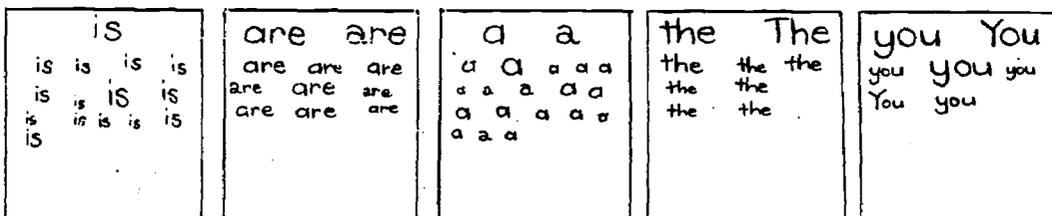
In the "Newspaper Game" a child is given a page or selected sections from a newspaper or magazine. Before starting work, he identifies a word which the teacher writes for him on a slip of paper or at the top of his page. Using a ballpoint or fine felt-tipped pen, the child then sees how many times he can locate the given word.

After circling the occurrences of one such word, the child checks with his teacher and may then receive a new word and differently coloured pen with which to repeat the activity.

By collecting pages with some large lower-case lettering, the teacher may provide recognition practice with many high frequency words, recognition of which becomes increasingly important. Words may include:

*is, the, a, are, with, and, in, at, to, that, can,
for you, they, we, he, she*

Modifications of the "Newspaper Game" may include a group activity in which children use text in large type to locate occurrences of several words. Each of the located words is cut out and pasted by the children on to the appropriate displayed sheet. Word collections may be expanded over a period of weeks as children locate further examples of familiar words, e.g.



Recognition of Words and Units (cont.)

Magic Words

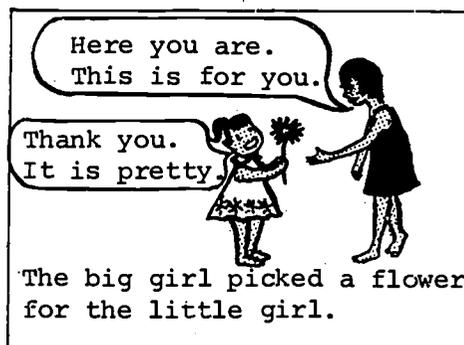
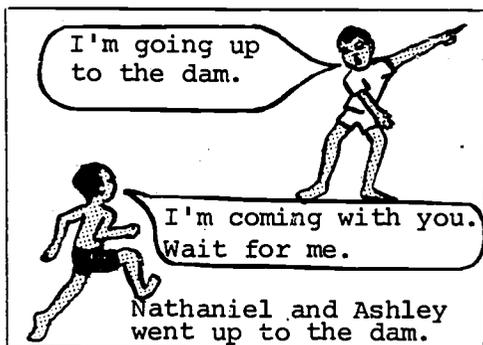
The teacher uses a large white candle or piece of paraffin wax to write a word or sentence on each of a stack of papers. Children select papers and paint the surface with poster colour to reveal the "magic" writing. Each child identifies his word or reads his story, with help if necessary.

At the end of a session sheets may be displayed and read in a group situation.

For further word attack activities, refer to previous suggestions (e.g. pp.489-90; 350-6; 581-2).

(d) Experience Reading

Daily news charts and picture captioning may provide experience in reading printed words and units which have recently been introduced. As suggested previously, children may be encouraged to provide direct speech for the characters depicted, e.g.

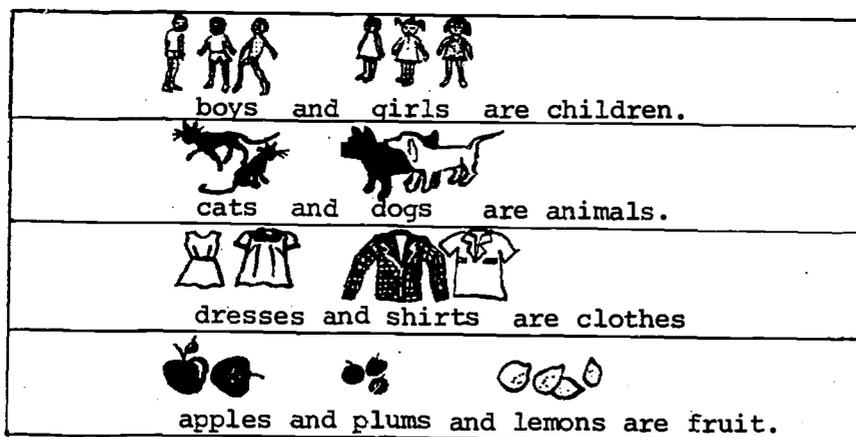


Experience reading which provides practice with the construction "(name) and (name) are ..." may be based on talks about the things that children do with a friend. Children may also listen to the related rhyme, "One, Two, Me and You" (p.296). Captioned drawings or paintings which result may be displayed and shared in a group situation, e.g.



Experience Reading (cont.)

Experience reading charts or books may summarize some number activities (p.622) and classification experiences, e.g.

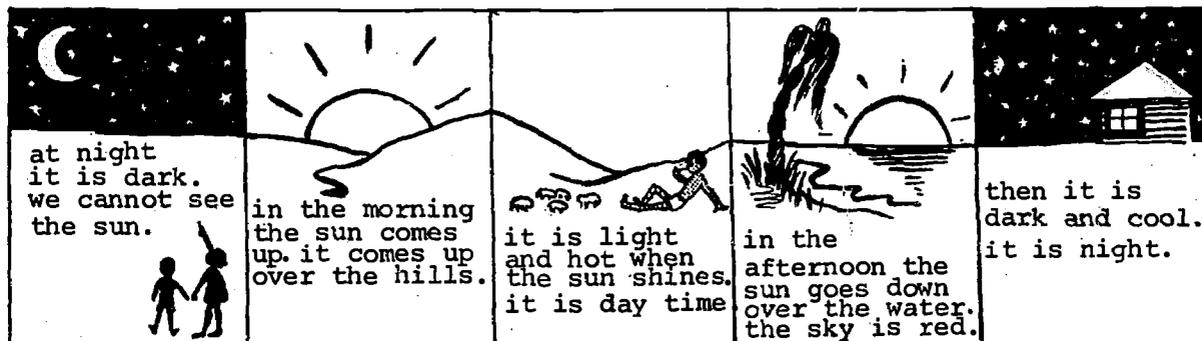


As the current theme is developed, children may investigate and discuss many aspects of their physical world. Films, pictures, stories and sometimes taped sounds may extend their interest in topics such as:

day and night; the sun, the moon, the stars; shadows; fire; the wind; the rain; thunder and lightning; water; soil and sand; rocks; plants; what can move?; what grows?; what is alive?

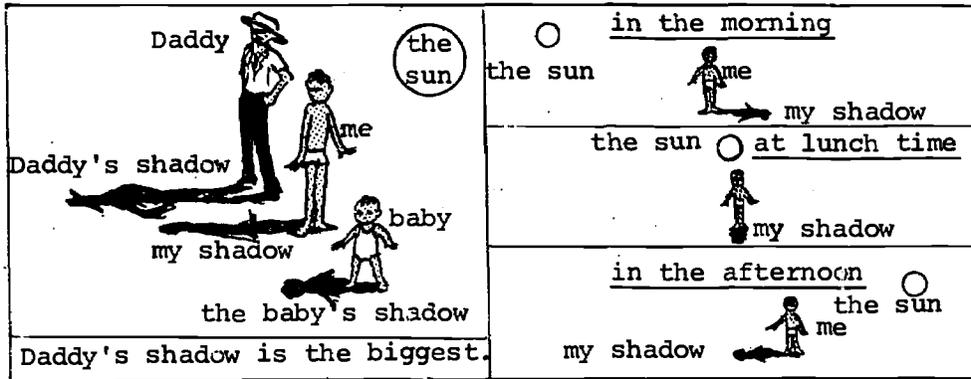
Experience reading material may develop from children's interest in such topics and may provide opportunities for practice with oral and written forms of the definite article, e.g. "the sun", "the moon", "the sea/ocean", "the deep water".

Children's paintings may be captioned as dictated by the children and may include crayon drawings of "the night", over which children apply a black wash of poster paint. The topic "day and night" may also result in a class book, frieze, or continuous band in which children's ideas are presented, e.g.



Experience Reading (cont.)

Captions for items collected and sorted by the children may be provided, e.g. "sand", "little stones", "big stones", "the biggest stone". Diagrams resulting from observation of shadows may also be prepared, e.g.



Written summaries may be kept of some "Tell Me" Time sessions which focus on instances then non-instances of a concept (pp.569-70), e.g.

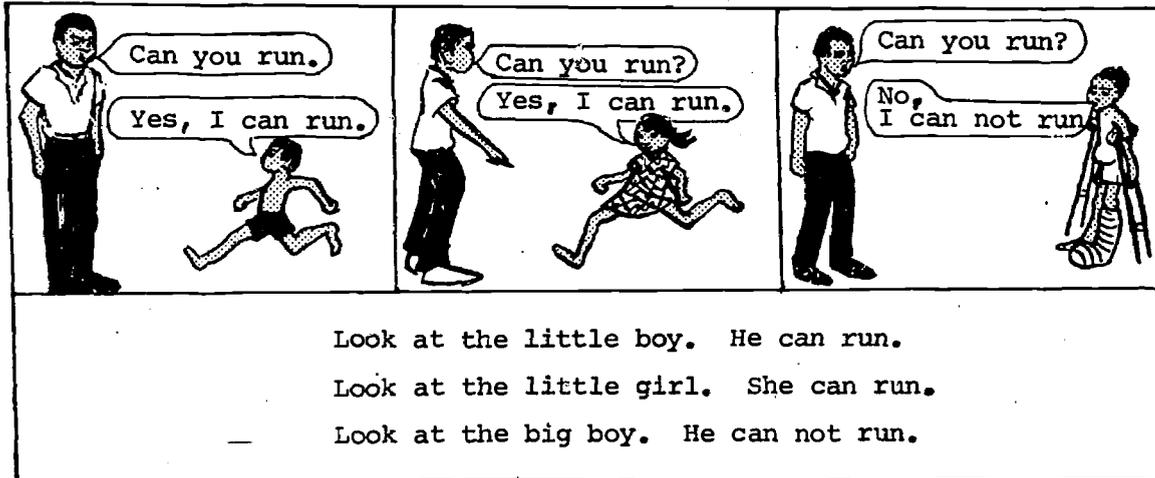
is it an animal?	
Yes	No
<p>a kangaroo is an animal.</p>	<p>a tree is not an animal.</p>
<p>a pig is an animal.</p>	<p>a ball is not an animal.</p>
<p>a duck is an animal.</p>	<p>a book is not an animal.</p>
<p>a dog is an animal.</p>	<p>a car is not an animal.</p>
<p>a snake is an animal.</p>	<p>a banana is not an animal.</p>

During many experience reading activities, awareness of word attack strategies may be developed. As long as it does not detract from children's interest in an activity, they may be encouraged to notice puppets' letters, similarities between words and also "little words inside big words", e.g. "in" within "into" and "inside", "a" in "away" and at the end of familiar names - *Googa Goanna*, *Mumma Moo*, *Fiona*, *Katrina*.

(e) Practice Reading

Captioning and re-reading of captions may be continued as suggested previously (p.495). Short periods may also be devoted to re-reading other favourite experience reading materials in a group situation. In addition, children may be encouraged to use such material for independent re-reading.

Stories on charts or in duplicated booklets may be prepared for practice reading. The cartoon convention for presenting direct speech may be continued in much of this material, e.g.



By combining experience and practice reading approaches, children may read an incomplete teacher-prepared story and, after discussion, may dictate their completion to the teacher. This may sometimes take the form of adding direct speech after reading the text to help determine what the characters might say.

Placed in a large folder of transparent plastic, stories for completion may be re-used. Children's dictated sentences may be written on to the plastic surface using erasable water-based felt pens, suitable crayon, or thick chinograph pencil.

Cards may be prepared for the oral language activity, "*What is it?*", "*What am I?*" (pp.566-7). When these contain a high proportion of familiar printed units and words, children may join with the teacher in reading aloud the clues, e.g.

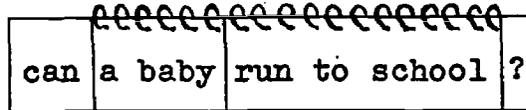
You play with me.
 I am little and red.
 I can go up high.
 What am I?

I swim in the water.
 I am not a fish.
 I have 10 legs.
 What am I?

BLOCK G

Practice Reading (cont.)

Sentence Structure Strip Books (pp.497; 276-7) may continue to be used for practice reading. New strip books may include one presenting "can" questions in these segments, the final two of which may be varied, e.g.



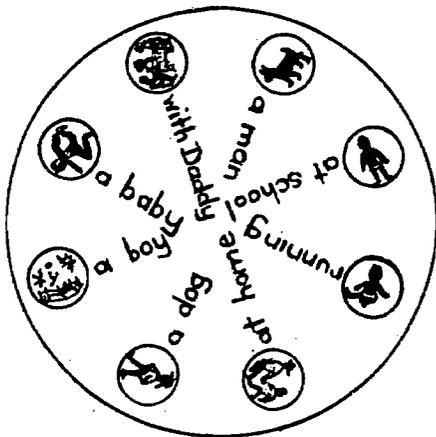
Strip books which contain suitable combinations are as follows:

beginning	middle	ending
can	you	run to school
	a baby	jump
	boys	play with a ball
	a tree	run home
	girls	play in the water
	a car	run and jump
	dogs	play with cats
	a man	run

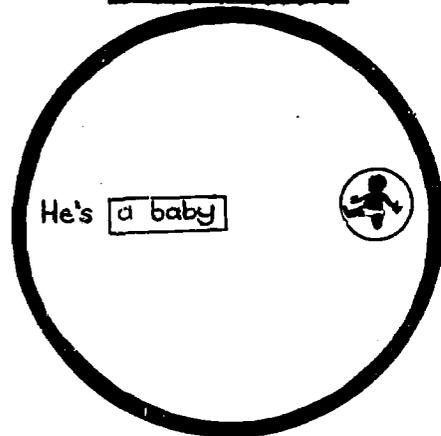
beginning	ending
She is	little
We are	playing
my dog is	at school
a baby is	in the water
They are	big
Daddy is	at home
You are	in the car
I am	running
the boys are	with Mummy

Sentence Wheels may be used to provide practice in reading a beginning or ending structure combined with a variety of other structures or words, e.g.

(a) lower disc.



(b) completed wheel



Combinations for sentence wheels might include the following:

Practice Reading (cont.)

<u>Card 1</u> I'm Mummy Daddy a boy a girl a cat a dog big little	<u>Card 2</u> He's a baby a boy a dog at home running at school a man with Daddy	<u>Card 3</u> She's a girl in a tree at school a woman in the water a baby at home in the car	<u>Card 4</u> That's my dog my ball a red ball a big car my cat Daddy's car a little one a boat
<u>Card 5</u> They are little cats jumping at home dogs girls running boys	<u>Card 6</u> I can run jump in the water play with my ball run to school play with the baby run to Daddy play with my boat play with the dog	<u>Card 7</u> Mummy is in a boat with Daddy playing with me at school in the water looking for me running at home	

Reading practice may sometimes take the form of *guided reading* with small groups of children. In response to the teacher's questions, children read silently or quietly to themselves to provide answers.

"Secret Pictures"

In some guided reading sessions, a "secret" picture may be covered and placed before the group. One or two sentences about the picture may be written on a chart, chalkboard or strip of card. Children's attention may be directed to the beginning of the story, e.g.

Daddy is in the water.

Teacher: Let's read this story (indicates) and find out who is in our picture. (pause) Who is it?

Child 1: It's about Daddy.

Teacher: Who thinks it's about Daddy?

Ronnie, show us the word that told you that. (pause)

Good. Read us your word.

Child 1: Daddy.

Teacher: Now we'll all read the story and find out where Daddy is. (pause) Where is he?

Child 2: In the water.

Practice Reading (cont.)

*Teacher: Who thinks Patsy is right?
Patsy, show us the words that told you. Good.
Who could read the whole story about Daddy?*

Child 3: Daddy is in the water.

*Teacher: Good. Now, who's going to turn the picture over
so that we can see if we are right?*

etc.

Children examine the picture to check their answers. The story is then read aloud by several children individually and by the groups. During a brief discussion of the picture, children's ideas may sometimes be written by the teacher for the group to read, e.g.

"He's going to spear a big fish."

Guided reading activities, designed to suit the needs of various groups of children may play an important part in developing reading comprehension skills. In addition to "secret pictures", illustrated stories on charts, worksheets or booklets may be used. For the more advanced readers in the class, "stories" may consist of several sentences, e.g.

Look at my dog.
He is jumping up.
He's going to play with me.
We are going to play with my ball.

Sentences which have been used for guided reading may be re-read on another occasion to provide further reading practice. If sentences on cardboard strips are used, children may match strips with appropriate pictures as sentences are read.

Commercially-produced reading materials may be used with teacher guidance by small groups or by individual children. Independent reading of books constructed by the group or produced commercially may be extended as children's reading skills develop.

For all children, independent use of book corner materials may be encouraged. Less advanced readers may often select simple books with repetition of one language structure. They may also use picture dictionaries and other word books.

Previous lists of commercially-produced reading books included some titles which were suitable for the most advanced readers in the class. Such titles from these lists (pp.278-280; 362-3; 454-7) may now be appropriate for more of the children in the group. The following books may also be appropriate for some of the children at this stage:

Practice Reading (cont.)

Language Unit or Content Words	Story
<p><u>Can</u> (noun/pronoun)</p> <p>Can you see a ... Yes I can I can see a ...</p> <p>Can she, Can he</p> <p>Can you</p> <p>Can you, and, trees</p> <p>Can you jump?</p> <p>Can you, I am (noun/pronoun) can</p> <p>Can you?</p> <p>Can you ...</p> <p>Can you ... I can</p>	<p><i>Can you see a flower?</i> Islands Readers A22 (Reed Education, 1967)</p> <p><i>Look At Mata. Can She Swim?</i> Islands Readers A24 (Reed Education, 1972)</p> <p><i>Can You See A Pig?</i> Islands Readers A23 (Reed Education, 1972)</p> <p><i>What can I do?</i> Read It Yourself Books, Set A, No. 6 (Reed Education, 1972)</p> <p><i>What can jump?</i> Read It Yourself Books, Set A, No. 5 (Reed Education, 1972)</p> <p><i>Playing outside?</i> Dominoes Books, Stage 1 (Oliver & Boyd, 1972) advanced</p> <p><i>I run; I jump; I fly; I climb; I crawl; I swim; This is the way I go Series</i> (Longman, 1971)</p> <p><i>What I like - for boys</i> Read it Yourself Books, Set B, No. 1 (Reed Education, 1972)</p> <p><i>I see a giraffe</i> Collins Minibooks, Step 1, Book 2 (Collins, 1966)</p>
<p><u>and</u></p> <p>The (noun) and the (noun) are ... The (noun) is ...</p> <p>I can see a ... and a ... a man/woman/boy/ girl/car</p> <p>a big boy and a little boy, etc.</p> <p>Mummy and Daddy, (noun) and (noun)</p> <p>Up and down, big and little, etc.</p> <p>and a big ...</p>	<p><i>Thirty Words</i> by Mollie Clarke The Berry House Books, Book 1 (Wheaton-Pergamon)</p> <p><i>I Can See A Boy</i> Islands Readers A21 (Reed Education, 1967)</p> <p><i>big and little</i> Breakthrough to Literacy (Longman, Schools Council Publications, 1970)</p> <p><i>A boy and a girl</i> Collins Minibooks, Step 1, Book 7 (Collins, 1967)</p> <p><i>Do you know this word? - and</i> Do You Know Word Books (Methuen Educational, 1972)</p> <p><i>Do you know this word? - big</i> Do You Know Word Books (Methuen Educational, 1972)</p>

Practice Reading (cont.)

Language Unit or Content Words	Story
<p><u>and</u></p> <p>(noun) go up and down</p> <p>The (noun) is ... and ...</p> <p>Up and down, the (noun) is ...</p> <p>Here are my ... and ...</p> <p>This (noun) and (noun) are blue</p> <p>three little pigs and baby pig, etc.</p> <p>cups and saucers a ... cup and saucer</p> <p>Come and look at a brown ...</p>	<p><i>Now I Am Five</i> Book 5 (Standard Stationers, 1969)</p> <p><i>The Alphabet Book</i> by Mollie Clark, Looking at Words, Book 1 (Rupert Hart-Davis Educational Publication, 1971)</p> <p><i>Up and down</i> - Little Picture Books (Warne)</p> <p><i>My Mouse Family</i> - The Mouse Family, Book 2 (A.H. & A.W. Reed, 1971)</p> <p><i>The Blue Book</i> What Colour is This? Series, Book 9 (A.H. & A.W. Reed)</p> <p><i>The Pig Family</i> - Little Picture Books (Frederick Warne, 1971)</p> <p><i>Cups and Saucers</i> - P.M. Felt Books, FB5 (Kea Press, 1969) - advanced</p> <p><i>The Brown Book</i> - What Colour is This? Series Book 8 (A.H. & A.W. Reed) - advanced</p>
<p><u>with</u></p> <p>with</p> <p>We can</p> <p>with water/sand, etc.</p> <p>with Mummy/Daddy</p> <p>with my ball, etc.</p> <p>We can ...</p> <p>with clay</p> <p>at school</p>	<p><i>We go to School</i> Dominoes Series, Stage 1 (Oliver & Boyd, 1972)</p> <p><i>Look at me</i> Collins Minibooks, Setp 2, Book 3 (Collins, 1967)</p> <p><i>Things we do at School</i> Dominoes Series, Stage 1 (Oliver & Boyd, 1972) advanced</p>
<p><u>baby</u></p> <p>baby, and</p> <p>baby can ...</p> <p>Baby can ...</p>	<p><i>Mother Animals and Baby Animals</i> - Scott Foresman Reading System Level 1, Book C (Scott Foresman, 1971)</p> <p><i>here is the family</i> - Beginning to Read Series No. 5 (Rigby, 1967)</p> <p><i>Baby</i> P.M. Instant Readers 1R15 (Kea Press, 1970)</p>

Practice Reading (cont.)

Language Unit or Content Words	Story
<p><u>for</u></p> <p>Wheels for ...</p> <p>for a mouse Here is a ... my home</p> <p>for me/Mother here's a cup</p> <p>Jugs for milk Jugs for cream</p>	<p><i>Wheels</i> Blue Budgie Books (W. & A.K. Johnston & G.W. Bacon, 1967)</p> <p><i>A Home for a Mouse</i> - The Mouse Family, Book 6 (A.H. & A.W. Reed, 1971)</p> <p><i>Cups and Saucers</i> P.M. Felt Books, FB5 (Kea Press, 1969) advanced</p> <p><i>Jugs</i> P.M. Felt Books, FB6 (Kea Press, 1969) - advanced</p>
<p><u>miscellaneous</u></p> <p>a (noun), and</p> <p>a little (noun), and</p> <p>This is a big/ little</p> <p>trains ... a red train, etc.</p> <p>one dog, two dogs, etc.</p> <p>a big house a little house</p> <p>(noun) is big (noun) is little</p> <p>Look at this/that That's a, This is a</p> <p>This is the That's the</p> <p>This is, That's a boy/girl/man/ woman, etc.</p> <p>This is a red ...</p> <p>a (noun) is ...</p>	<p><i>Do you know this word? - a</i> Do You Know Word Books (Methuen Educational, 1972)</p> <p><i>Do you know this word? - little</i> Do You Know Word Books (Methuen Educational, 1972)</p> <p><i>Big and Little</i> P.M. Felt Books, FB1 (Kea Press, 1969)</p> <p><i>Trains</i> Little Picture Books (Frederick Warne, 1971)</p> <p><i>One, two</i> Little Picture Books (Frederick Warne, 1971)</p> <p><i>Houses</i> Little Picture Books (Frederick Warne, 1971)</p> <p><i>My Big and Little Book</i> Companion Series to <i>Now I Am Five</i>, Book 2 (Standard Stationers, 1969)</p> <p><i>Look At This. This Is A Pencil.</i> Islands Readers A15 (Reed Education, 1972) advanced</p> <p><i>This Is The Door</i> Islands Readers A8 (Reed Education, 1972) advanced</p> <p><i>This Is A Boy. That's A Girl.</i> Islands Readers A7 (Reed Education, 1972) advanced</p> <p><i>Now I Am Five</i>, Book 14 (Standard Stationers, 1969)</p> <p><i>The Yellow Book</i> What Colour is This? Series Book 5 (A.H. & A.W. Reed)</p>

BLOCK G

Practice Reading (cont.)

Language Unit or Content Words	Story
<p><u>miscellaneous</u></p> <p>This is a Here is a/the ...</p> <p>This is a</p> <p>I can</p> <p>I am, she is at school, we are, my, and</p> <p>(noun) is ... This is ...</p> <p>a, the, Daddy's</p> <p>I am ..., I hop up and down, etc.</p> <p>Here is ... Where are ... Here they are.</p>	<p><i>This is a horse</i> Collins Minibooks, Step 1, Book 1 (Collins, 1966) advanced</p> <p><i>At the Zoo</i> Photographic Books (Oliver and Boyd, 1969) advanced</p> <p><i>things I can do</i> Breakthrough to Literacy (Longman, Schools Council Publications, 1970) advanced</p> <p><i>my teacher</i> Breakthrough to Literacy (Longman, Schools Council Publications, 1970) advanced</p> <p><i>Run Rabbit Run</i> Commonwealth Readers (Kea Press) advanced</p> <p><i>Where shall I hide?</i> Read It Yourself Books, Set B (Reed Education, 1972) advanced</p> <p><i>Henry</i> Red Readers (Bay Books, 1971) advanced</p> <p><i>Where are the children?</i> Methuen Caption Books The Blue Books (Methuen, 1966) advanced</p>

Other practice reading activities may be continued as suggested previously. These may include missing word exercises on the magnetic board, use of worksheets, and response to printed directions. (Refer to pp.502; 501; 497.)

(f) Rhythmic Reading

Rhythmic reading of suitable songs and rhymes may provide experience with various language structures and words which have been introduced into the reading program. The following rhymes and songs are suggested:

Rhythmic Reading (cont.)

Word or Unit	Song or Rhyme
and	<i>Bouncing Balls</i> (J1) <i>The Wheels of the Bus</i> (Miller & Zajan, p.29) <i>Five Little Candles</i> (D4) <i>Stir the Soup in the Pot</i> (Handbook, p.472) <i>Big Shirts and Little Shirts</i> (Handbook, p.428) <i>Sun and Rain</i> (Handbook, p. 530)
with	<i>Johnny Works With One Hammer</i> (Miller & Zajan, p.21)
can you	<i>Can You Glide?</i> (B7) <i>Can You Tell Me?</i> (B4) <i>Can You Dance?</i> (B6) <i>Can You Walk on Two Legs?</i> (Puffin, p.143)

(g) Writing

As suggested previously, the introduction of new words and units may be followed by writing experience in various forms - writing in the air, tracing with fingers, pencils or crayons, writing on the chalkboard, in dirt or sand. (Refer to pp.503; 363-4; 361; 350-4.)

To provide practice in discrimination and thence recognition of visually similar words, children may write the appropriate word under worksheet pictures (p.363). Word groups such as the following may be used: *boat, ball, baby; balls, boats; car, can; cat, car, can; cats, cars; boy, dog; baby, boy; man, can.* (Agreement should be reached with the children as to what is a "can." In some areas this may be a soft drink can and in others a large milk can.)

Two-word labels associated with worksheet pictures may be traced or copied. In this way practice in word recognition and oral use of structure words may be provided. Pictures of familiar items may be used to reinforce appropriate usage of "the", e.g.



Writing (cont.)

After a child has read to the teacher a sentence which he has constructed with language unit and/or word cards, he may sometimes write his story. Some such stories may be collected in a folder or written by the child into his personal book. These may be reviewed by the child with his teacher and may also be read to others, especially visiting parents.

Some samples of children's writing should also be taken home, either as individual pieces of work or collected over a short period and stapled as a booklet.

Through maintaining and developing informal contact with children's families, the teacher, the child's parents and possibly grandparents, may together encourage the child in developing reading and writing skills. Increased opportunity for this to occur should result if the teacher invites greater parental involvement in the school and the child perceives his school work as being valued by his family.

Worksheets which provide writing experience may include simple missing word activities. At first, these may require the addition of a word in the final position only. More difficult types with gaps occurring in other positions may later be used by some of the children, e.g.

Put in the missing words.



I'm playing with my _____.

I'm playing with the _____.

baby cat ball

Put in the missing words.



He _____ run.

Mummy is at _____.

a _____ is big.

tree can home

Some children may read "missing word" sentences to themselves before locating the correct word to fill the gap. Slower readers, and sometimes advanced members of the group, may read a sentence aloud completing it with each of the provided words in turn to determine which makes the "right" story.

Sentence strips prepared for reading practice, including guided reading (p.591), may sometimes be read by a child, then copied or traced. The child may then add his illustration.

Guided writing sessions may be provided occasionally (p.591). This may heighten children's awareness of letter shape and may emphasize use of letter-formation sequences involving left to right progression.

Other writing activities may include adding answers to questions on "Yes or No" worksheets, writing or tracing words or sentences in

Writing (cont.)

"Read, Write and Draw" activities and experimentation with a typewriter. Other previously suggested activities may also be continued. (Refer to pp.581-2; 503; 363-4; 350-4.)

3. PERCEPTUAL SKILLS(a) AuditoryInvestigating, Recording, and Identifying Sounds

Investigation and identification of sounds may continue to contribute to the development of auditory skills and to the formation of various concepts, e.g. empty, full; high, low; shortest; in order. (Refer to pp.281; 365.)

Auditory activities may sometimes involve number concepts. In one such activity, children may guess how many marbles or large seeds are in a closed tin which they handle.

The following auditory game, which provides experience with spatial terms, may also be introduced:

"Sounds and Shapes"

As children investigate the sounds produced by moving objects, they may be encouraged to relate sound to shape as well as to size (p.281). Geometric solids, metal discs and common objects such as a pencil, soft drink can and marble may be moved on both inclined and horizontal planes.

As the similarity of sound and of movement of similar-shaped objects becomes apparent to the children, they may be encouraged to classify items. Tape-recordings of objects which children have grouped together and of items presented in random order for later identification may be prepared by the class.

Identification of shape by sound may also be attempted as children move a geometric solid inside a closed container. In a variation of this game, they may sometimes locate from among several containers that which holds a particular shape, e.g.

"Find the sphere - the one that looks like this."

Auditory Discrimination

Activities involving auditory discrimination and response to auditory cues may be continued as suggested previously (e.g. pp.505-6). As well as appropriately increasing the difficulty of items in familiar games, some modifications may be introduced. In the phonic version of "I Spy" (p.282), the leader may give additional clues and in so doing may use an elaborated sentence structure, e.g.

"I spy with my little eye something beginning with 'p' that has wheels."

*"I spy with my little eye something tall and skinny that begins with 'f' *."*

* referred to by sound, not letter name.

Auditory (cont.)

The initial sounds of children's names may also be used in phonic "I Spy", e.g.

"... someone whose name begins with 'w'."

Imitating Sounds

Games involving production of isolated speech sounds may contribute to the development of auditory discrimination skills. In such activities, children may be encouraged to provide their own imitations of sounds which they have heard. Children may also imitate sounds produced by one of the members of the group. Sounds may include:

p - p - p - p	(water dripping from a tap)
p-p-p-p-p-p-p	(pouring water from a bottle)
ch - ch - ch - ch - oo! - oo!	(train, see p.126)
Sh!	(when the baby's asleep)
Chp, chp! Chp, chp!	(bird)
ark! ark! ark!	(bird)
t - t - t - t	(big clock)
t -t -t -t -t	(smaller clock)
t-t-t-t-t-t-t	(watch - <u>the smallest</u> clock)
hhsh! hhsh! hhsh!	(possum)
hh! hh! hh!	(dog panting)
kk! kk! kk!	(variety of possum)
zzzzzzzz ZZZZZ	(mosquito "far" away, coming "nearer")
mmmmmmmm tp! tp! tp!	(plane approaching, taxiing in)
fffffffffffffff	(steam from a kettle)

Children may sometimes be encouraged to watch themselves in the mirror as they produce sounds. They may also lightly place fingers on throat or nose to see where they can feel the sound produced. The mirror may be of particular value as children attempt to articulate sounds which occur less frequently in Aboriginal speech than in Standard English, e.g. "th" as in "tooth", "throw".

Sound effects, both vocal and non-vocal, may be provided for dramatization and story telling. Many traditional Aboriginal and Torres Strait Island legends lend themselves to such treatment. The language used in most published material of this type needs modification when used with young children. Among the sources of suitable material are the following -

The Frog by Katherine Morris (Whitcombe & Tombs, 1968)

Identity, Quarterly magazine published by the Aboriginal Publications Foundation - contains legends in each issue.

Stradbroke Dreamtime by Kath Walker (Angus & Robertson, 1972)

Cirroo Gurrll by G.J. Henry (W.R. Smith & Paterson, 1967)

Legends of the Goundirs by Sylvia Cairns (Jacaranda Press, 1967)

Auditory (cont.)

Aboriginal Legends from Eastern Australia by Mildred Norledge
(A.H. & A.W. Reed, 1968)

Tales from Torres Strait by Margaret Lawrie
(University of Queensland Press, 1972)

Phonic Puppets

The new phonic character, *Foofle**, may be introduced and previously suggested activities, e.g. use of medals, may be continued. Children may attribute personality characteristics to *Foofle* as they discuss his behaviour, and appearance, e.g.

Foofle is a fat fellow with fawn fur and four (flat) feet. He has a funny face with fuzz on it and wears a finger-ring.** There are five in his family, *Foofle* and four others.

(Children may suggest their names).

Foofle is usually friendly but sometimes gets very fierce and frightens people by saying "*Fee-Fi-Fo-Fum*".

Foofle goes fast and comes first in every race.

He plays football with his friends and sometimes goes fishing.

(*Foofle's* favourite food is fried fish.) etc.

Illustrated word lists, prepared previously after phonic sorting activities on the magnetic board, may be reviewed (pp.284; 506) *Foofle*, and then some of the children in the group, may in turn become the central character in such activities. (At this stage, avoid names such as *Cindy* in which the initial letter is inconsistent with children's developing sound-symbol associations.)

As children's association of sounds with symbols becomes more secure and involves more symbols, children may be encouraged to make use of their developing skills in word attack. A previously suggested means is to encourage attempts to identify a word as it is being written by the teacher (p.504). The following extensions of this activity may also be introduced.

"Which Word?"

Cards*** with picture on one side and word on the other are used in this word attack game. Several pictures are displayed, e.g. on a chalkboard ledge, and are named by the children. After reviewing the oral labels, saying the words distinctly, and listening to others say them, children watch as the teacher writes one of the words.

* short "oo" sound as in "look".

** "finger-ring" should be accepted as a label if it is used by most of the children.

*** Refer to Equipment Appendix, p.644

Auditory (cont.)

Since all of the words selected for the activity contain a puppet's sound and associated letter, children may identify the picture by using their developing auditory skills and knowledge of sound-symbol relationships. The card identified by children is turned over and the word label checked against the word written by the teacher.

As each word is correctly identified, the teacher helps children to relate auditory and visual experience by indicating the appropriate parts of the word as it is read by the children.

The following words, presented in groups of five are suggested for this activity. Other words which are of interest for a particular group of children may be added or substituted.

mug, sock, tap, goanna, hand; man, hat, dog, spear, fire;
 fish, ten, meat, cat, horse; pig, milk, wet, snake, turtle;
 hop, sleep, pat, dig, wag; can, pot, bag, mango, six;
 tig, fan, plum, store, hospital; pin, mat, school, leg, flower;
 goat, possum, sand, mop, tin; pan, net, swing, hill, woman;
 fat, hot, big, little, square; sun, bat, peg, football, cup;
 tree, rug, pants, men, hug; bus, jeep, taxi, house, nut;
 cot, purse, five, dam, wedding; fly, gum, rat, sit, puppy;
 home, teapot, four, drum, suck; fig, cut, jam, pipe, sick;
 plane, foot, hit, money, jug; magnet, kitten, glass, happy, sad;
 see-saw, coat, hammer, paint, moon; fruit, window, table, scissors, paper;
 pink, tan, green, white, silver

Tongue Twisters

Children may repeat suitable tongue twisters which stress a particular sound. Some children may also begin to create tongue twisters, e.g.

*Foofle is a fat fellow.
 Foofle's feet are furry.
 Foofle fell off the fence.
 Fifty fierce foxes followed Foofle.
 Peter's paper is in his pocket.
 Pippo Possum pinched a papaw.
 I see Susie sitting on the see-saw.
 Susie Seasnake eats six sausages for supper.
 Windmills whirl in the whistling wind.
 Wee Willie Winkie went to a wedding.
 We went to Warwick with William.
 Tommy talked to two turtles.*

Auditory (cont.)

Another version of this alliteration game may also be introduced. Two-word descriptions are created, both words in the pair beginning with the same sound, e.g. big bus, purple plum, fat fish. These descriptions may be referred to as "tongue twisters".

shiny	sh...	little	l...	tall	t...
big	b...	funny	f...	round	r...
red	r...	cheeky	ch...	bouncy	b...
soft	s...	dirty	d....	muddy	m...
fat	f...	wet	w...	long	l...

To provide experience in seeing as well as hearing beginning similarities in two-word tongue twisters, illustrations may sometimes be provided by the teacher or children. The two-word labels are then written as children watch and are then read by the group.

After practice in completing tongue twisters, some children may begin to devise their own. Children may also listen to stories specially created or selected for the activity, and report any tongue twisters that they hear.

While teacher-devised material may predominate in such activities, some commercially available material may also be used. The following books provide suitable listening experience with sound similarity in the form of alliteration:

Read and Play Set 1, Book 1; Set 1, Book 2; Set 2, Book 1
by James Humphrey and Virginia Moore (Frederick Muller, 1962)

Four Fur Feet by Margaret Wise Brown (William R. Scott)

Rhymes and Finger Plays

Saying and listening to rhymes, particularly those which stress *Foofle's* sound, may continue to be an enjoyable means of developing auditory skills. The following rhymes, some of which are familiar, are among those which are suitable -

<i>Four and Five</i>	p.36
<i>Fanny's food is on her face</i>	p.474
<i>Fill up the cup</i>	p.477
<i>The engine on the line</i>	p.478
<i>Flicker, flicker, flack</i>	p.478
<i>Chuff, chuff, chuff, chuff</i>	p.479
<i>The Goods Train</i>	p.479
<i>Five Years Old</i>	p.572
<i>Figs</i>	p.573

Auditory (cont.)

*Fly feathers fly
Far off in the sky -
Fly! Fly! Fly!*

*Freddie Frog is funny and fat.
When he hops,
He flops - like that.*

*Fee, fi, fo, fum!
Look out Foofle,
Here I come.
Fee, fi, fo, fum!*

*Flatten that fly!
Flatten that fly!
He makes us sick
He's a dirty old fly.
Flatten that fly!
Flatten that fly!
Put the food away
So the flies can't find it.
Then they can't put
Their dirty feet on it.
Flatten that fly!
Flatten that fly!*

*Puff, puff,
Puff, puff.
I'm not going fast enough.*

*Puff, puff
Puff, puff.
This big hill is really tough.*

*Follow the leader, follow the leader
Follow the leader after me.
Follow him up to the top of the hill
And follow him down to the sea.*

Funny Fish

*Fiatfish are flat,
And flying fish fly,
And swordfish look like
swords swimming by.*

*But catfish don't purr,
And dogfish don't bark,
And starfish don't twinkle
Down in the dark.*

(Listening only)

Auditory Association

Association activities may include orally presented *Missing Word* items providing experience in the use of "with ..." phrases, e.g.

*I cut with a knife; I stir with a ...
I clap with my hands; I kick with my ...
Birds fly but dogs ...
A mother is a woman; a father is a ...
Cats bite with their teeth and scratch with their ...
We paint pictures; we write ...*

Auditory Discrepancy

Auditory discrepancy experiences may take many forms. Some may be initiated by the teacher during discussion with the children, e.g.

"Will we leave our ice-cubes on the table and eat them after lunch?"

Auditory (cont.)

As stories are told, children may sometimes predict future action and may comment on suggestions. They may be encouraged to explain their rejection of some proposals, e.g.

Teacher: He might keep the snake in his pocket.

Child 1: No, it can bite him then.

Child 2: It's too big for his pocket.

Additional items for previously described auditory discrepancy games, "What was Silly?" (p.510) and "Which One is Right?" (p.511) may be devised by the teacher. Many of these items may provide experience with "not" and "don't" as children attempt to give explanations.

"Mistakes" (p.511) may be extended to include stories or rhymes which are not as yet familiar to the children. Before beginning, children should be warned to listen for mistakes, e.g.

One day, Mummy said to Sharon, "Go down to the store and see what fruit there is." Sharon went quickly down the road to the store and had a look. When she got home she said to Mummy, "I saw lots of fruit. I saw big oranges, ripe bananas, bread, and apples."

Enjoyment of nonsense rhymes and songs may sometimes lead to creation of further absurdities by the children. In the song, "The Cat is in the Plum Tree" (T1), children may invent new verses such as:

*"Lady, come out and see,
The truck is in the gum tree."*

Rhyme

Saying and listening to suitable rhymes may be continued.

In addition to rhymes suggested previously for various purposes, the following may be used:

*Go wind, blow.
Push wind, swoosh.*

*Shake things
Take things
Make things
fly.*

*Ring things
Swing things
Fling things
high.*

*Go wind, blow.
Push things - whoosh
No, wind, no.
Not me -
Not me.*

Soap Bubbles

*Fill the pipe!
Gently blow -
Now you'll see
The bubbles grow!
Strong at first,
Then they burst!
Then they go to
Nothing - oh!*



Auditory (cont.)

*Flutter, flutter
In the sky
Black bats fly.*

*Creep and scamper
Through the house
Little mouse.*

*Hop and croak
Upon a log
Mr. Frog.*

Rhyming Questions

Children's awareness of sound similarity may be increased as they listen and respond to questions which are in rhyme form -

Can a gun run?	Can cooks read books?
Can a boat float?	Can chooks read books?
Can you sew with your toe?	Do whales/snails have tails?
Can you shoot with a boot?	Do seals/eels have wheels?
Can you chop with a mop?	Do kings have wings?
Can a shark bark?	Can ants crawl on plants?
Can a pig dig?	Can you eat meat?
Do ants wear pants?	Can you run to the sun?
Do rocks wear socks?	Can a cat catch a rat?
Do eggs have legs?	Can you lie in a pie?
Do boys play with toys?	Is a ball tall?
Do socks have locks?	Is a bear square?
Do doors have paws?	Is wheat sweet?
Does a seat have feet?	Is an arrow narrow?
Do sheep go to sleep?	Can trees sneeze?
Do stores have doors?	Can you fly if you try?

Completing and Inventing Rhymes

Activities of the types suggested previously (pp.512-3; 372) may be continued. The following game which involves relational thinking as well as auditory skill may also be introduced:

Rhyming Game

Big and small, Short and ... (tall);	Fat and thin, Out and ... (in);
Yes and no, Stop and ... (go);	Fast and slow, Yes and ... (no);
Happy and sad, Good and ... (bad);	Lost and found, Square and ... (round);
Hot and cold, Young and ... (old);	Dull and bright, Left and ... (right);

Auditory (cont.)

Black and white,
Day and ...(night).

Late and early,
Straight and ...(curly).

The following rhymes may also be completed -

*If there's a mouse
That you want to please,
Just give him
A piece of (cheese).*

*You never buy one
At a time. Always two.
I've a heel and a toe.
Can you guess? I'm a (shoe).*

*You're in the dark -
My head you scratch.
You want a light -
You strike a (match).*

*I'm long and straight,
I can go far or near
If a strong person throws me.
I am a (spear).*

*I buzz as I fly
I make honey too.
Don't try to touch me
Or I might sting you.
I'm busy, you see.
Who guessed I'm a (bee)?*

*Hit me on my head
And I won't mind.
Drive me in a wall
You won't be unkind.
Surely you can't fail
To guess I'm a (nail).*

*I hiss and I steam,
I may whistle too.
If you think I'm a train,
then I've fooled you.
I'm made of metal -
I am a (kettle).*

*As day becomes night
You'll see me appear.
You need a spaceship
To visit me here.
Try to come soon
And explore the (moon).*

*If you wanted
To buy some honey,
First you'd have
To bring some (money).*

*When there's a storm
Or the air's too warm,
I rumble. I wonder
Who knows I'm (thunder).*

Supplying Rhyming Words

Providing rhyming words in response to "What is it?" items or other riddles may be continued. The following items, as well as those invented by the teacher or located from other sources, may be used:

*They go on your feet
and rhyme with "rocks".
What are they?*

*It's wet and cold.
It rhymes with "mice".
What is it?*

*They lay eggs
and rhyme with "pens".
What are they?*

*It is warm to wear
and rhymes with "boat".
What is it?*

*It's a piece of fruit.
It rhymes with "gum".
What is it?*

*You drink out of this.
It rhymes with "hug".
What is it?*

Auditory (cont.)

*You can tie things with it.
It rhymes with "thing".
What is it?*

*It's square and hard.
It rhymes with "clock".
What is it?*

As well as *nominating* rhyming words in a spoken sequence (p.287), children may provide words which rhyme with one suggested by a child or the teacher. A list, with illustrations where appropriate, may result from such activities. Re-reading of such lists may provide opportunities for advanced children to acquire elementary word attack skills. For others in the group, these activities may contribute to the development of auditory skills which serve as a foundation for later development of reading skills.

As suggested previously (p.514), *word-matching strip books* featuring rhyming words may be used to increase awareness of rhyme and to focus attention on discrimination of different initial sounds.

After verbal labelling and word matching, advanced children may attempt to *identify* words in the lower section of the book, using their increasing range of sound-symbol associations to do so. In order that opportunities for successful word identification be maximized, many of the words included in these books should begin with sounds given prominence through their association with phonic characters; i.e. "h", "s", "m", "t", "g", "p", "w" and "f". For example, a book may contain "hat", "mat", "fat" and "pat".

Children may check each attempt at word identification by matching the word with its illustrated duplicate. Activities of this type may be introduced with teacher-guided groups and may then be used increasingly by pairs of more advanced children working together.

Suitable *stories* which provide experience with *rhyme* include:

My Box and String by Betty Woods
(Scholastic Book Services, 1965)

Still Being Me by Elaine M. Ward (Abingdon Press, 1971)

Three by Three by James Kruss (Methuen, 1965)

I Know an Old Lady by Rose Bonne
(Scholastic Book Services, 1968)

Come On! Play Ball! by Ilse-Margaret Vogel
A Golden Beginning Reader (Golden Press, 1969)

Whistle Mary Whistle adapted by Bill Martin Jr.
(Holt, Rinehart & Winston, 1970)

Come Over to My House by Theo Le Sieg (Collins & Harvill, 1967)

Every-day Things by Seymour Reit
Adventures in Learning Series (Parnell)

Auditory (cont.)

This is ... by Gloria Patrick (Carolrhoda Books, 1970)

To the moon by G. Palmer & J. Ellison - A Red Reader
(Bay Books, 1971)

Other auditory activities of previously suggested types may also be continued. Refer to pp.505-515; 365-373; 281-287.

(b) Visual

Tachistoscopic Program

Matching of individual abstract shapes, included less frequently than in earlier blocks, should be a fast-moving activity in which children are challenged to attend very carefully and match at reduced speed. Feedback to children on their progress may also provide needed language experience, e.g.

"Good. Now you are *as fast as* last time."

"Gavin, that was *faster than* you went last week."

"That's *the fastest* one we've had when everybody was right."

Matching of shape sequences may include those presented simultaneously through use of composite slides. Occasionally, separate slides may be presented consecutively before matching begins.

As projected words or language units are matched, they may sometimes be sequenced to form a sentence which children then read. (Refer to previous suggestions pp.373; 351; 271.)

Speed of presentation of projected words may usually be sufficient for all members of the particular group to manage the matching task comfortably, since decoding as well as matching is required. However, children may sometimes be pressed closer to the limit at which they can function successfully. This may be particularly appropriate when children select from a small number of visually dissimilar words requiring recognition practice, e.g. "is", "are", "the", "baby".

Visual Discrimination

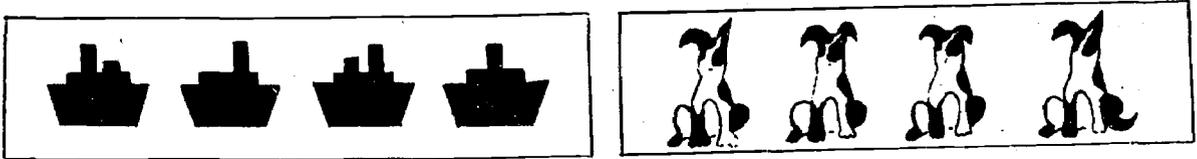
Development of skills in visual discrimination may be promoted through the tachistoscopic program and other activities of previously suggested types, e.g.

Visual (cont.)

Program Page	Activity
512; 351-354	word matching with rhyming strip books, word dominoes, and in games such as "Pairs", "Circling" and "Word Lotto"
363	associating and writing of visually similar words with appropriate pictures
328	playing "Similarities and Differences"
489	noticing puppets' letters in words
588	noticing little words in big words helping to make simple picture dictionaries, noticing initial letter as well as sound for determining placement of each word
352-5	attempting word identification using self-corrective word-picture matching materials, e.g. word wheels, circuit boards and "Naming" cards
382	using "pie" puzzles, mosaics and shape jigsaws
379; 292	using seriation insets and jigsaws
378-9	participation in other seriation activities pairing identical shapes or pictures using shape or pattern dominoes or playing games such as "Pairs" with picture cards* requiring fine discrimination
133; 68	playing games such as "Which Two are the Same?" and "Same or Different?", items being set up using cards from commercially produced sets**
197	Hidden pictures, e.g. using chinograph pencils and picture puzzles from children's magazines, protected in plastic folders
518	playing "Construction" using other commercially produced puzzles and card games which involve visual discrimination

Puzzles*** which demand finer discrimination may include some which contribute to awareness of laterality. Commercially produced puzzles such as "Fizzog"**** and inset puzzles of the following type may be used:

- * Refer to Equipment Appendix, pp.657-8
- ** Refer to Equipment Appendix, pp.657-8
- *** Refer to Equipment Appendix, p.657
- **** Refer to Equipment Appendix, p.653

Visual (cont.)

Children may occasionally attempt to draw copies of simple abstract line drawings. They may also copy and extend writing patterns, e.g.



In the latter activity, a child may select a pattern card to copy. He may be encouraged to critically examine his completed work. He may also ask a friend to look at it and then attempt to find from a group of pattern cards the one which was copied.

Since strategies used in many visual discrimination activities are now familiar, children may work with increasingly greater independence, either individually or in small group situations. This may often take the form of free choice of puzzle material when children have completed other activities.

Visual memory as well as visual discrimination may be developed through matching projected sequences and through activities such as "*Construction*" (p.518), "*Kim's Game*" (p.134) and "*Reconstruction*" (p.134).

Visual Association

Children's associative networks may continue to be expanded through direct experience gained through a wide variety of activities, e.g.

- cooking and experimenting with implements - beaters, sieves, funnels, wooden and metal spoons, etc.;
- using tools for carpentry, gardening, art and craft, etc.;
- studying the functioning of tools and simple machines, e.g. rotary egg beaters, spirit level, bottle opener, tin opener, wood plane, bicycle, springs, pulleys;
- investigating and taking apart old machines, e.g. clock, discarded parts from car engines, etc.;
- construction of toys as models;
- observing the growth of seeds and plants.

Visual (cont.)

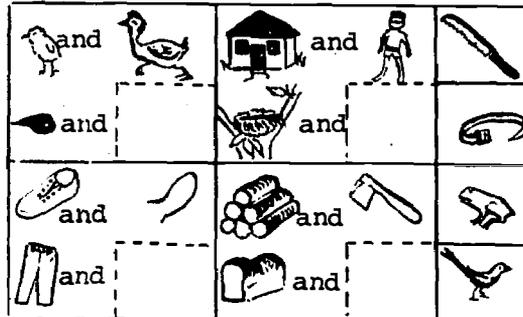
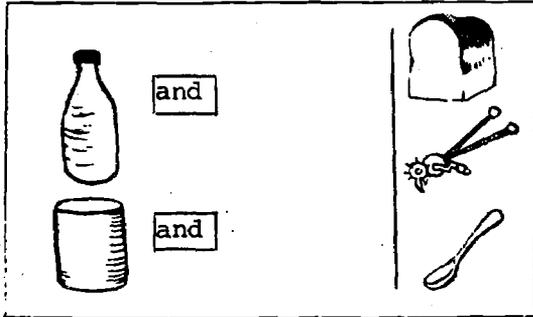
During all activities of the preceding type, discussion by the children is of vital importance. The teacher may often guide discussion to focus attention on a particular type of relationship, e.g. whole - part.

Through visual association activities, oral language and reading experience in the use of "and" and "with" may be provided. (Refer to p.583.)

As well as simple association exercised with picture cards, worksheets, and sometimes circuit boards, children may be given some experience with analogies. Magnetized pictures may be used to set up items which children discuss, complete and explain. Cut-and-paste worksheets, discussed with teacher guidance, may also be prepared, e.g.

(a) magnetic board

(b) worksheet



Visual Discrepancy

Activities of the types suggested previously may be continued. (Refer to pp.568-9; 463-464; 375; 198.) Materials may include picture puzzles cut from children's magazines, mounted on card, and protected in bank book covers or other plastic folders. Children may use chinograph pencils to mark absurdities or add missing parts. They may also be encouraged to show and explain completed work to a friend or perhaps to an assisting relative.

4. DISCOVERYColour

Colour may continue to be one of the attributes which children use as a basis for classification. Colour may also play an important role in logic games, e.g. continuing patterns (p.534).

Size

Activities of the types suggested previously may be continued and developed (refer to pp.517-9; 376-9). In particular, children may be encouraged to refer to more than one attribute of size or shape of any object under discussion (p.518).

Experience in responding to as well as using terms of size may be continued. Many opportunities for such practice may be provided during handcraft activities, e.g. making paper chains and paper concertinas for jack-in-the-boxes or decorations. Directions such as the following may be used:

*"Point to the short side of your table.
Now cut two streamers of different colours.
Make them as long as that side of your table."*

Children may be encouraged to talk about their constructions and to help one another. As children comment on their own and other children's work and also express their needs in language, terms of size may arise, e.g.

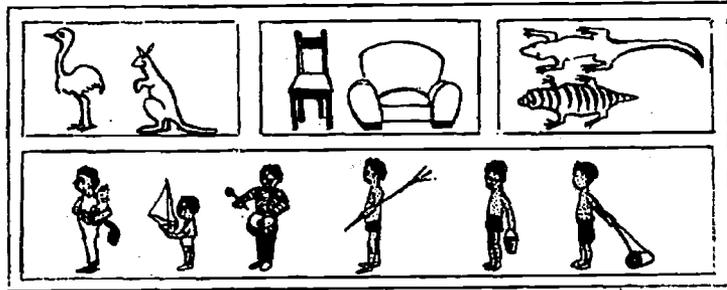
*"I need two more red ones as long as this."
"Johnny's chain is the longest."
"This piece is too short for my chain."*

Response to terms of size, shape and position may sometimes involve use of magnetized figures (p.536), e.g.

"Put a red triangle under the widest bridge."

When expressing size comparisons, children may be encouraged to use the "negative" poles - "smaller than", "shorter than", "lower than", etc. as well as their more salient reciprocals - "bigger than", "longer/taller than", "higher than". Activities may involve concrete objects, magnetized pictures and finally, worksheets which provide experience with terms of size, space and number.

In worksheets of the following type, the teacher's language may lead children to comment on nonsalient aspects of size comparison and also to use and respond to ordinal terms, e.g.

Size (cont.)

*"Think about the size of the two lizards.
Now point to the stripey lizard. Tell me about him."*

*"Put your finger on the boy who has a boat.
Tell me all about him."*

"Point to the fourth boy. What is he holding?"

Shopping activities may contribute to children's concepts of size and quantity - both continuous and discrete, and may also promote skill and interest in reading. (Refer to p.584.)

As roles of customer and shop assistant are played in turn by each child, experience may be gained in both appropriately using and responding to terms such as "large", "small", "smallest", and "medium" or "middle-sized."

Children may be encouraged to investigate, predict, experiment, and attempt explanation in a variety of situations. The teacher may ensure that all children become active investigators not merely observers in activities.

Funnels and sieves of various sizes may be used with sand and gravel. As children predict or describe what happens, they may express size relationships of objects and holes using terms such as "too big", "big enough", "too small", "small enough". (Refer to p.527 for note on use of "too ...".)

More advanced activities of the above type may include using a mixture of sand and gravel with a stack of two or more sieves of different size. Discussion of results may provide opportunities for use of comparatives and superlatives, e.g.

"The smallest bits went right through to the bottom."

"The biggest stones are in the top sieve."

"The middle sized stones are in the middle sieve."

Children may be encouraged to apply ideas arising from their experience with sieves. For example, they may be asked if they could use

Size (cont.)

a sieve to sort marbles of two sizes*. If children conclude that they do not have a sieve with holes that are "big enough", they may be asked if they could think of a way to make one (e.g. by making a hole or holes in a cardboard carton or plastic icecream container).

One of the children may be asked to get a jar "half full" of water. The group may then be asked to predict what would happen if pebbles are dropped into the water. Children may then proceed to find out. (At the end of the activity, children may be asked what would happen to the pebbles if they were left in water all night, as some children may believe that all stones dissolve. This investigation may lead to others using substances such as sugar cubes, salt, chalk, soap, wood, metal, cardboard, stones of many types, lumps of dirt, and sand.)

Children's interest in their shadows may contribute to the development of size concepts and skills in reporting. Activities may include observing size variation (and directional change) of shadows with time and comparing the size of two children's shadows at the same point of time. Children may also be asked to relate their own height to the length of their shadows. Means of comparison which arise might include outlining in chalk of one child's shadow by another member of the group. The child whose shadow was drawn may then lie on his shadow drawing while friends check relative size. This activity may be carried out at various times during the day.

Seriation

Seriation activities of the types suggested previously may be continued. (Refer to pp.519; 378-9.) Materials used may include items which the children collect as the present theme is developed. Among these may be feathers, seeds, seed pods, leaves, nuts, shells, as well as pebbles and rocks which children have sorted in terms of colour, shape or composition. If wooden discs cut from branches and trunks of trees can be obtained, they may be used in seriation activities after being examined and discussed by the group.

In some seriation activities, objects of similar appearance but clearly differing weights may be used. These may include milk tins which children have previously filled with a variety of substances, e.g. grass, sawdust, wheat, cotton wool, sand, stones, water, dry dirt, mud. Three or four tins from this collection may be arranged by the children in order of weight, either by estimation alone or by estimation followed by use of a balance.

As the relative weight of each pair of objects is judged, children may be encouraged to use the comparative terms "heavier", "lighter" and "weighs more". To facilitate discussion and encourage use of reading

* For a commercially produced size sorter which could be used after children have made their own, refer to Equipment Appendix, P.653

Seriation (cont.)

skills, word labels may be added to tins.

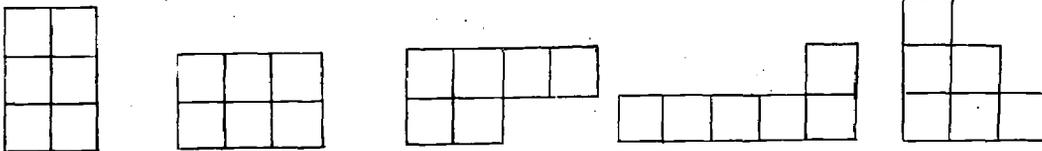
Estimation

Estimation of number may be continued using concrete objects as well as cards or slides of number groupings. Checking of estimates may provide counting practice while writing of estimates and results of counting may extend children's experience with numerals. After checking estimates, children may sometimes use a number line to find out how "close" their estimates were to the actual number counted.

Using interlocking cubes, each child in a group may start with a long bar, say of ten cubes or sometimes more. Without counting, children may attempt to break off the number nominated by a member of the group. Approximations may be checked and adjusted. Children's attention may also be focused on remainders.

Estimation activities may contribute to children's developing understanding of equivalence of number when units of area are used. Suitable activities include use of card or plastic unit squares with grids ruled on card or cut from plastic mesh*. Children estimate the number of squares needed to fill a particular grid, and then check their estimates.

Children's appreciation of equivalence may develop out of experience with a variety of patterns for a given number, e.g.



Estimation involving number relationships between two groups may be continued. This may take a variety of forms:

- estimating whether or not the number in two groups is "equal" or "the same";
- estimating which of two groups has "more" or which of two numbers is "bigger" and which is "smaller";
- estimating how many objects in one group will be "left over" after matching with a second group;

* Refer to Equipment Appendix, p.656

Estimation (cont.)

estimating involving number operations, e.g.

"Is 3 equal to 2 and 2?"

"I had 4 beetles. Three got away.

How many are left?"

*"How many more boxes do we need so
that these six girls can have one each?"*

estimating whether there are "enough"* items for a given purpose, e.g.

*"Are there enough books for these boys to
get one each?"*

*"Are there enough apples for Clayton and Dusty
to have three each?"*

Following estimation, checking may be carried out as children use concrete materials to demonstrate the number relationship.

Children may be asked to locate objects of the same height, length or weight as a given object or space, e.g.

*"Find something that is just long enough to fit
between these two legs of the table."*

As well as locating objects whose height, weight or length equal that of a given object, children may locate items which differ from an object in a specified way, in response to the teacher's usage of terms such as "longer", "shorter", "lighter", "heavier", "weighs more". Outdoor activities may include estimating and investigating the relative weights of children, using a seesaw.

For seriation activities, use of identical closed containers, each "full of" a different substance was suggested (p.616). After experience of this type, children may use the tins to gain further estimation experience.

The contents of perhaps three such containers may be examined before tops are closed, "shuffled", and word labels faced away from the group. Using weight as a criterion, children may then attempt to identify one of the tins or locate a given tin.

As a variation of the preceding activity, identical large tins containing different amounts of the same substance, e.g. water, may be used. Children may attempt to locate the tin which is "full", "half full", "nearly empty" or "empty".

* Some children tend to use "enough" when sets are equivalent but not when a surplus exists.

Measurement

Measurement activities which develop out of children's interests may include food preparation (e.g. pp.520-1), art, handcraft and other construction activities, e.g. making paper chains (p.614), cubby houses, and mixing dough for modelling as well as a variety of theme-related experiences.

On excursions, children may speculate about the depth of any puddles which they see and may be asked to think of ways for checking their guesses. Children's ideas may include standing in puddles and noting the water level on their legs; using their hands to measure; or perhaps a child may think of using a dipstick. If this last suggestion does not arise, it may result from another activity in which children investigate water levels in translucent containers.

Excursions may provide opportunities for children to compare thickness (or girth) of tree trunks. As well as estimating relative thickness of trunks, children may be encouraged to devise measurement techniques which allow them to demonstrate relationships.

Children's strategies may include measuring by putting their arms or hands around trees. For very thick trees around which one child cannot reach, a number of children may measure cooperatively while others observe and report what was found.

Arising from this activity, children may use hands and arms in other measurement related activities, e.g. discovering around which parts of their limbs, thumb and forefinger meet. (Later children may oppose thumb with other fingers to measure the same object, thus finding out which of the circles created is "the smallest" and which is "the biggest.") After measuring around their own limbs, children may measure one another, and may perhaps measure members of their families at home. During discussion of these activities children may be encouraged to use and respond to names for parts of the body, terms of space and quantity and may also gain incidental experience with new language structures, e.g.

"Can your hand fit around your arm above/below the elbow?"

"My two hands fit around Daddy's knee."

"Daddy's two hands fit around my waist."

Tins "full of" various substances may be weighed by the children both by comparing weights of two tins using a pan balance and by measuring with arbitrary units, e.g. wooden blocks, bolts, marbles, tennis balls or unopened packets of plasticine. Using a pan balance and plastic bags to hold various substances, children may find out how much of one substance weighs the same as a given amount of another substance.

Children who have not yet gained an appreciation of reiteration may continue to measure using several units instead of one unit several times. Experiences designed to develop an understanding of reiteration may also be provided. Such experiences may include comparing the length of two strips

Measurement (cont.)

of paper, one cut after measuring with several units laid end to end and a second strip cut after using the same unit several times. Similarly, children may compare volumes which they have measured into identical transparent containers using two methods: (a) filling several units and (b) using the same unit several times.

An important aspect of volume measurement should be developing the concept of reversibility. Children's involvement in activities as they measure for themselves provides a basis for establishing this concept. Sometimes the teacher's questions and suggestions may help focus attention on reversibility, e.g.

Teacher: *How many mugs did we fill from the big jug full of water?*

Child: *We fill five.*

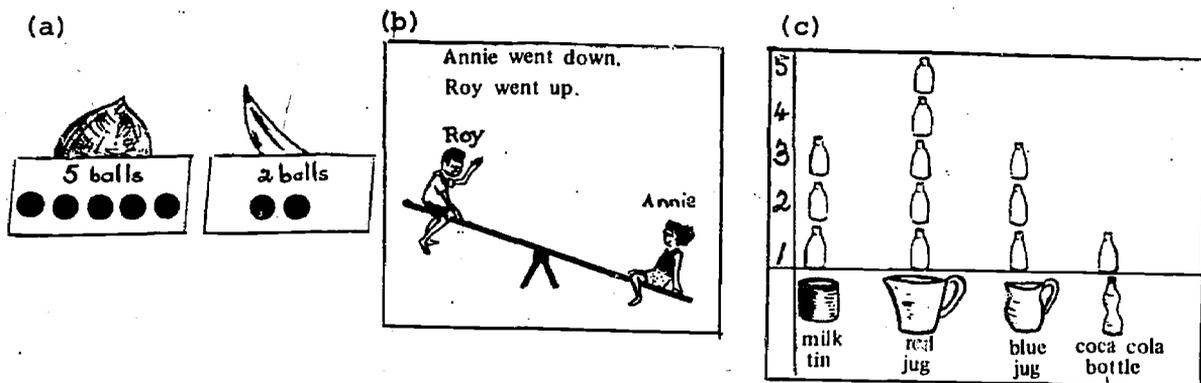
Teacher: *Yes, we filled five.*

Now let's fill the jug again.

How many mugs of water do we need to fill the jug?

Various forms of recording may be used in measurement activities. This may include:

- (a) labelling actual objects with the number of units needed to measure their volume or weight.
- (b) pictorial representation* showing the position of a seesaw or pan balance when weighing;
- (c) diagrammatical representation* with units expressed in pictorial or bar graph form, e.g.



* An excellent treatment of pictorial representation is provided in both of the following: "Mathematics: The First Three Years" Nuffield/CEDO (W. & R. Chambers/John Murray, 1970). "Mathematics for Younger Children" by Edith Biggs (Macmillan, 1971)

Measurement (cont.)

Many opportunities arising throughout the day may be used to extend children's measurement vocabularies. The following terms may be among those in which meaningful experience is provided:

more, less, the most; all of, half of; full, empty;
thick, thin; shallow, deep; wide, narrow; high, low;
as tall as; taller than, etc.

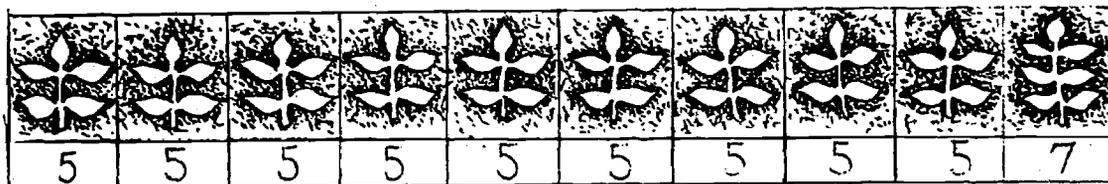
Number

Many of the number activities described previously may be continued, either in their suggested forms or modified to meet the present needs of various children in the group. (Refer to pp.521-525; 382-7; 294-6.)

Children may be encouraged to notice and comment on number attributes of various materials and events, as opportunities arise throughout the day. An interest in the number properties of plants may develop from investigation of some items. Children may notice interesting regularities in the grouping of leaflets and petals. In particular, "fiveness" may become a focus of attention.

Children may be encouraged to investigate variability in the number of petals or leaflets in a group. Simple records of some such investigations may be kept, using actual pressed flowers and leaves, or children's leaf prints or spatter paintings, e.g.

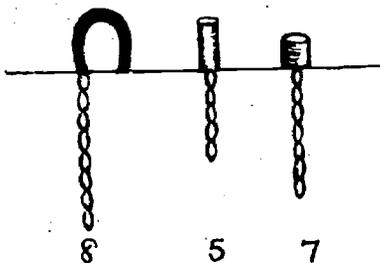
We brushed paint on top of these leaves.



Other aspects of patterning in plant life may also be noticed, e.g.

size gradation of leaflets;
symmetry of leaves;
arrangement of leaves in 'pairs' or in spirals;
number of points or segments of leaves;
number and relative size of segments in grass stems;
number, and spacing of concentric rings in wooden discs (p.616)
or ends of logs.

Number (cont.)



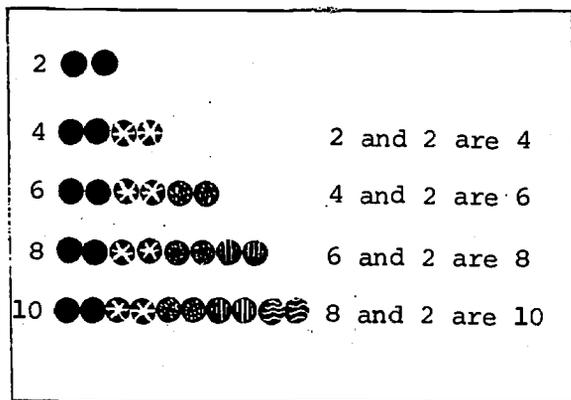
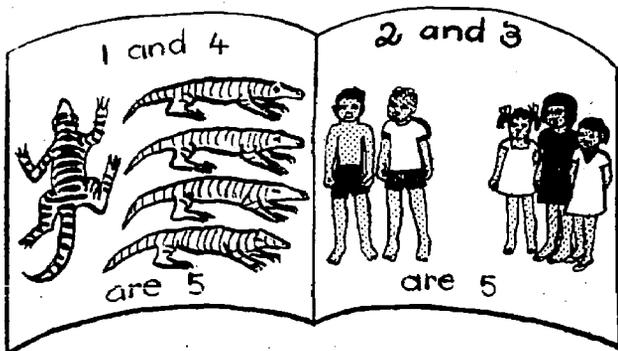
Children's investigations of magnets and the materials which they attract may lead to investigating the relative strength of several magnets by finding which can hold "the most" paper clips in a string. This activity may provide experience in counting, comparison of number, and perhaps recording as children attempt to draw each magnet with the appropriate number of units attached. (A guide line on which to draw magnets may facilitate comparison.)

Experience with the term "the most" may be continued in many other situations when children examine several groups of objects (e.g. pp.524; 383-4). They may also begin determining which of several numerals "means the most." Discussion of ball game scores (p.625) may provide an intermediate stage as these numbers arise from experience with concrete number. Children may then progress to examining several numerals, deciding which means "the most" and finally checking with concrete objects by matching.

Experience in number operations may continue to be provided as suggested previously, e.g. pp.524-5. This should include activities with structured materials as well as with other concrete objects. In the latter case, experience may frequently be provided incidentally as opportunities arise, e.g.

*Child: You can take two of my crayons, Sonya.
Teacher: How many will you have then, Barbie?*

Simple recording of experiences in number operations may result in number books and charts which also provide reading practice with the printed word, "and", e.g.



Number (cont.)"Build This Story"

Practice with number operations may sometimes be provided through telling of stories which stress ideas of number, either by the teacher or, later, by a child. Concrete objects may be used by the listening children to "build" the story as it is related. Each child may first be equipped with a collection of materials, e.g. 10 cubes, a box of seeds or pebbles, six lids and a box of Cuisenaire rods or used matchsticks. These may be distributed by children before the story begins, thus providing experience both in one to one and one to many correspondence.

As the story is told, children select units to represent characters or objects and add or subtract appropriate numbers as the story develops, e.g.

"... and along came two more tigers ..."

"... The six little ants hurried about on the hot rock. A big frilly lizard was sneaking around and he crawled down on to the hot rock and gobbled up all of the ants ..."

Numbers of objects may be checked at the end of the story and perhaps at occasional pauses as the story develops.

Although this activity should usually involve each child in manipulating his own set of materials, stories may sometimes be told similarly while the changing scene is constructed on the magnetic board by some of the children. This type of activity may be particularly useful in an abbreviated form with a small group of children, since participation by all members of the group then becomes feasible.

Materials used for *"Build This Story"* may include number rhymes and songs, stories invented by members of the group or selected from published material, e.g.

One Two Three Going to Sea by Alain
(Scholastic Book Services, 1966)
Three Jellyfish (Puffin, p.110)
Roll Over (N2)
Five Little Candles (D4)
Two Little Ducklings (p.628)

Children's gradual progress towards abstraction in number operations may be reflected in their reduced need to rely on immediate visual information. Activities should provide opportunities for children to operate at the highest level of abstraction at which they can succeed. In a suitable activity of this type, a tin or bucket into which children cannot see may be used. Large units such as plastic lids may then be dropped into the container as children watch and comment. More objects may then be added or subtracted as children attempt to compute the number in the container. A visual check may then be made by the children.

Number (cont.)

Since it is to be expected that performances from children in the group will vary greatly, the above activity may sometimes be used for a few minutes with a small number of the children during group work.

As addition operations are discussed, meaningful listening experience in the use of the term "plus" may be provided, equating it with the earlier term "and" which should also continue to be used.

Experience in estimating "half" may be provided with both continuous and discrete quantities. After attempting to halve bars of interlocking cubes, children may be encouraged to state what they have found.

Child: I got three here and three here.

Teacher: How many did you have before?

Child: Six.

Teacher: Hold up one half. Now tell us about half of six.

Child: Half of six is three.

Number operations may sometimes be carried out in directed activities as each child uses a set of concrete materials and reports what he finds. Items of the following types and those suggested previously, e.g. pp.524-5, may be used:

- (1) Put four lids in front of you.
Now put two bean seeds into each lid.
Find out how many seeds you need altogether.
- (2) Put out this number **9** of seeds.
Now put out this many **3** of lids.
Who could share out the seeds into the lids so that each lid has the same number?
- (3) How many boxes of plasticine are here? ...
I'm going to share these boxes between Sandra and Malcolm. Watch and tell me if the shares are equal or not equal. ...
I had ten boxes. You get that many cubes and show how you make two equal shares.
- (4) There were three caterpillars on a leaf.
Put out some sticks and pretend they are the three caterpillars. ... Now be a hungry bird coming along and eat up three of these caterpillars.
How many caterpillars are left on the leaf?

Practice in associating numerals and number groups may continue, both by writing (or selecting) numerals in response to groups of things or actions and responding to numerals through action or by structuring groups of objects. Experience of the latter type may include shopping activities in which children use a purse of one cent pieces, counting out the required number in response to price labels.

Number (cont.)

Number games may be among the means used to provide experience of both the above-mentioned types, e.g.

"Skittles" may be played with children recording scores;

"Bowls", modified so that children score one point for each ball* which they knock from a line, may also provide experience in writing scores;

"Dice games" may provide experience in making the required number of moves in response to a numeral. Games may be played using a prepared board (p.525), a number line or ladder.

In *target games* played either with bean bags on a horizontal target or balls on a vertical one (p.535), children identify the number which they hit and respond by getting that number of units, e.g. beads, chips or interlocking cubes. Each player may have several turns and may attempt to keep count of his total number of units, with help from the group as required.

"Musical Numbers"

Children move about rhythmically in an open space as music is played. The teacher then stops the music and calls out a number, simultaneously holding up the appropriate numeral card. Children join hands to form groups of that number. Each child moves quickly so as not to be "left over" after groups of the required number are formed. Further brief experience with mathematical language may be provided as the game progresses, e.g.

"We have six threes and one person left over."

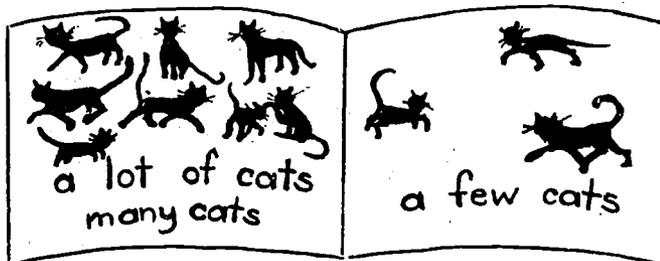
In a later variation of the game, the teacher holds up a large numeral card and the *children* call out the number before grouping themselves.

Interest in the varying number of children who are "left over" may be fostered. This may lead to another activity, this time involving one to one correspondence as well as quotient. Instead of grouping themselves, children may, in the place of each child, use a lid or box labelled with his name. Children may experiment with groups of various numbers, sometimes guessing how many "whole" groups they can make and predicting whether or not there will be "any left over". (If the class is large, the number used may be limited to a small group involved in the activity or to lids or boxes representing either the boys or girls in the class.)

* "Scoots" may also be used. Refer to Equipment Appendix, p.650

Number (cont.)

Experience with the terms "few" and "many" has previously been provided incidentally and by sorting of number cards which fall into a natural number dichotomy (p.525). Such activities may be continued and may also lead to the preparation of a book which summarizes these experiences, e.g.



The game "Noughts and Crosses" or ("Tic Tac Toe") may be introduced. As well as providing number and spatial experience, this game may foster cognitive skills by stimulating children to plan actions and anticipate those of others. Manipulative skills may also be promoted as children draw either on paper or, to increase the game's out-of-school appeal, in the dirt.

Rhymes, some with actions, may continue to provide number experience. The following rhymes are suggested:

Rhyme	Page	Rhyme	Page
<i>All the Feet</i>	512	<i>One, Two, Me and You</i>	296
<i>Two, Four, Six, Eight</i>	512	<i>Who's That Knocking?</i>	128
<i>Here is the Beehive</i>	478	<i>A Bird has Two Legs</i>	296
<i>Rose, Rose</i>	476	<i>Six Ripe Plums</i>	262
<i>Timothy Tim</i>	476	<i>One and One are Two</i>	262
<i>Up in Danny's Mango Tree</i>	473	<i>Counting Toes</i>	202
<i>Big Shirts and Little Shirts</i>	472	<i>Jump with Two Feet</i>	202
<i>Roll Over</i>	386	<i>I have Ten Little Fingers</i>	202
<i>Great Big Bullfrog</i>	386	<i>One Mother Hen</i>	202
<i>One Potato, Two Potatoes</i>	385	<i>Mangoes</i>	140
<i>One, Two, Three</i>	371	<i>Kangaroos</i>	139
<i>Apple Picking</i>	370	<i>In the Tree</i>	107
<i>Five Little Possums</i>	340		

*We're inside the rocket
 There's just enough room.
 Here comes the countdown -
 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0,
 And Zoooooooooom!*

*1, 2, a pair for you,
 3, 4, knock at the door,
 5, 6, pick up sticks,
 7, 8, lay them straight,
 9, 10, a big fat hen.*

Number (cont.)

*The busy hens will cluck and lay
Big brown eggs in the nest each day.
Sometimes one, sometimes two (etc.
to 10)*

*Here's my basket, round and wide,
I will put the eggs inside.*

*(Children count "eggs" as they
are placed in the basket)*

2, 4, 6, 8

*Bruce is waiting at the gate.
He has bottles in a crate,
2, 4, 6, 8.*

*How many puffs
Will tell the time
From this fat, fluffy
Dandelion?*

*(Group counts as one child
blows the "dandelion")*

*One, two, three, four, five,
Thumb and fingers all alive,
Stretch them out straight
Then curl them up tight.
Five on my left hand
And five on my right.*

*"Count up my eggs", said Mother Hen,
"See, there are 2, 4, 6, 8, 10."*

*One red engine is puffing down the track,
One red engine is puffing back.
Two red engines are puffing down the track,
Two red engines are puffing back. etc.*

*(Repeated addition is followed by repeated
subtraction. "Engines" may be children
or sometimes red rods.)*

*Show me 10 little children standing up straight.
Show me 9, show me 8
Show me 7 little fingers lying on the table.
Show me 6, show me 5, if you are able.
Show me 4 little birds sitting on a wall,
Show me 3, show me 2.
Show me 1 little finger touching your head
Now clap them all together,
And put them to bed.*

Number (cont.)

One puppy, two puppies,
Three puppies, four
Are fast asleep on the kitchen floor.

One kitten, two kittens,
Three kittens, four
Wake the puppies on the floor.

With one yap, two yaps,
Three yaps, four,
They chase the kittens
Through the door.

Farmer Brown has one little dog,
"Woof!"

Farmer Brown has two little cats,
"Miaow!" "Miaow!"

Farmer Brown has three little goats,
"Maa!" "Maa!" "Maa!"

Farmer Brown has four little cows,
"Moo!" "Moo!" "Moo!" "Moo!"

Farmer Brown has five little ducks,
"Quack!" "Quack!" "Quack!"
"Quack!" "Quack!"

(Children may suggest other animals
and sounds)

Two little ducklings
Were waddling off to swim
Along came another two
Then four went splashing in.

Swim to the island,
Swim in and out,
Swim little ducklings,
All round about.

Four little ducklings
Were waddling off to swim,
Along came another two
Then six went splashing in.

etc.

(Continue with refrain and
additional verses)

Get one stone and drop it in,
How many stones are in the tin?

Get three more stones and drop
them in,
How many stones are in the tin?

Take one stone out of the tin
How many stones are still left in?
etc.

(Numbers of stones added to or
subtracted from the tin may be varied.
Children calculate the total number
in the tin as each operation is
performed - p.623)

Number (cont.)

*There are 10 big buns in the baker's shop,
Sticky and sweet with sugar on top,
Eileen came in with two cents to pay,
She bought one bun and took it away.*

*There are 9 big buns in the baker's shop,
etc.*

Last verse -

*There are no big buns in the baker's shop
Sticky and sweet with sugar on top,
Vincent came in with two cents to pay,
But no buns were left so he went away.*

(Children use actual 1 cent coins with which to buy "buns")

One to One Correspondence

Valuable experience in one to one correspondence may continue to be provided incidentally, e.g. as children check that there are "enough" pieces of dough for each member of the group. Similar activities may be used to provide informal experience in one to many correspondence. Such activities may sometimes involve children in grouping themselves "in pairs" or "in threes" to share items of equipment.

Frequent opportunities may be provided for children to deduce cardinality of a set from the known cardinality of a second set which has been demonstrated as equivalent. Verbalization of such ideas may be encouraged, e.g.

Teacher: How many boys did you count?

Child: Five boys.

*Teacher: Each boy is holding a book.
How many books are there?*

Through pictorial or other diagrammatical representation of number relationships, children's experience in one to one correspondence may be extended. For detailed suggestions refer to books listed on p.576 and activities described on pp. 620; 622; 526; 387. Diagrams resulting from investigations such as the following may also be produced:

colour of clothes - After discussing colour of clothing, children may use coloured cloth to prepare collage pictures of themselves. (Papers of identical size should be used.) Children then paste their drawings in columns or rows according to colour of clothes.

favourite colour - From a box of assorted Unifix cubes (or coloured beads or blocks of uniform size), each child selects one which is of his favourite colour. Units of the same colour are then made into columns and numbers compared. A permanent record of favourite colour may result as each child selects a coloured paper square, writes his name on it, and adds it to others of the same colour to form a row or column.

One to One Correspondence (cont.)

pets - Each child makes a picture of each pet in his household, using a paper or papers of uniform size on which to draw. The names of pets may be added by the child or teacher before pictures are sorted into groups - cats, dogs, possums, horses, etc., and pasted in columns or rows.

Using worksheets, children may colour in a pictorial or abstract symbol for each illustrated item of a particular class. If a child is unsure of the accuracy of his matching, he may draw a line to link each coloured symbol to a corresponding object illustrated in context. Children may then discuss their completed diagrams in terms of cardinality and equivalence of sets, such discussion providing further experience with mathematical terms, e.g. "the same number", "equal", "not equal", "more than", "the most", "the biggest/smallest number". The number of items in each set may also be written:

3 horses	● ● ● ● ● ● ● ●
6 pigs	○ ○ ○ ○ ○ ○ ○ ○
trees	● ● ● ● ● ● ● ●

3 dogs	● ● ● ● ● ● ● ●
0 cats	○ ○ ○ ○ ○ ○ ○ ○
6 boys	● ● ● ● ● ● ● ●
6 girls	○ ○ ○ ○ ○ ○ ○ ○

Sets

Activities providing experience with "set" ideas may be continued as suggested previously, e.g. pp.563; 387-8. Language practice in the use of "not" and "don't" may be provided through some such activities, particularly partitioning of sets. For example, a set of animals may be divided into subsets of "animals that can/cannot fly".

Children may be encouraged to sometimes draw sets which they have constructed, experience in one to one correspondence being provided as they do so.

As a group activity, children may sometimes use arrows to link elements in two sets. For example, elements in a set of people may be linked to those in a set of clothes, indicating the relationship, "wears". After linking, children may express the relationship for each pair of items, e.g.

"The man wears the riding boots."

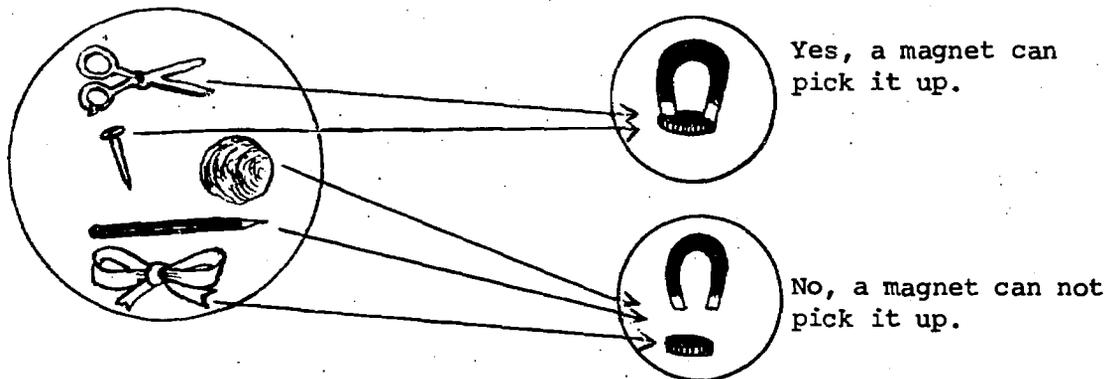
"The baby wears the nappy."

etc.

Sets (cont.)

Use of simple mapping* techniques for recording partitioning of sets may also be introduced, particularly as summaries of discovery activities. Arrows of a different colour may be used for each subset which should also be bounded in that colour, e.g.

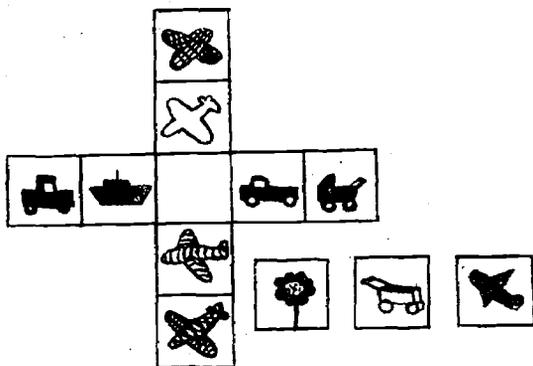
Can a magnet pick up these things?



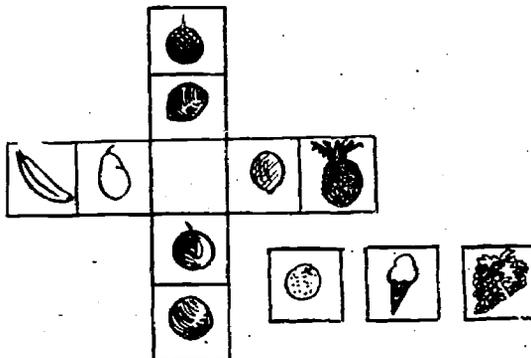
"What Goes in Both Rows?"

In this logic game, children select the appropriate picture to fill the gap at the intersection of two rows of pictures, e.g.

Item 1



Item 2



The grid used in this game may be prepared on a backing sheet and held in place with magnetic tape on the magnetic board. Pictures provided for structuring of intersecting rows should be suitable for classification on the basis of criteria such as the following:

* Suggestions for the use of mapping with young children are provided in the following Nuffield/CEDO publications: *Mathematics Begins* and *Mathematics: the First Three Years* (W. & R. Chambers & John Murray, 1967 and 1970 resp.)

BLOCK G

Sets (cont.)

- colour* - things that are red; things that are black;
- shape* - things that are square; things that are round;
- size* - things that are very big/small/long/short/tall;
- other physical characteristics* - things that are hot/soft/hard/striped;
things that have wheels/lids; animals that have horns;
- function* - things that cut; containers; things that we write with;
things used for cleaning/cooking; things that you throw;
things used to make music;
- identity* - (ranging from easy items using narrow classes to more
difficult ones involving superordinates) - dogs; horses;
cakes; trousers; shoes; apples; trucks; boats; houses;
children; people; animals; baby animals; fruit; food;
toys; vehicles; tools; clothes;
- whole - part* - parts of a house/car/plant/stove;
- common association* - things for a baby; things that you see in the sky;
animals that live in the water.

The difficulty of this game may be controlled by the amount of teacher-guidance and by the selection of particular bases of classification. In the early stages, colour, shape, identity and function may provide the major bases for structuring "rows that go across" and "rows that go down". Early intersections may include:

planes and red things (item 1); fruit and round things (item 2)
green things and things used for cooking.

Teacher guidance in naming the set in each row and checking rows after completion may become less necessary as children gain experience in the game and produce more spontaneous verbalizations about the problem and proposed solution. It is expected that simple items will be used at this stage with children progressing to more difficult items during the second year of the program.

Conservation

The teacher may promote progress towards ideas of conservation by focusing children's attention on invariance in a wide range of situations and by encouraging children to verbalize about activities. As well as previously suggested experiences, e.g. pp.528-9 activities such as the following may contribute to the development of ideas of conservation.

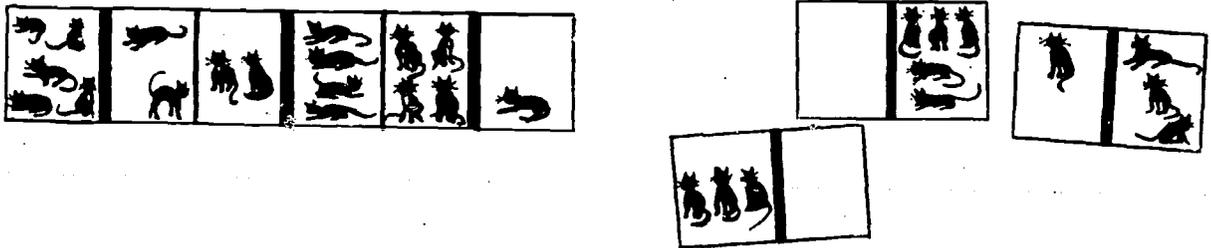
Conservation (cont.)Randomly arranging equivalent groups

Children receive an equal number of units such as seeds, frangipani flowers or bottle tops. Each child then creates random arrangements by dropping his collection on to damp sand on the beach or in another outdoor play area. When each child has an arrangement to his liking, he may attempt to preserve it by pressing the objects into the sand. Children examine and talk about one another's arrangements, while the teacher sometimes draws attention to equivalence.

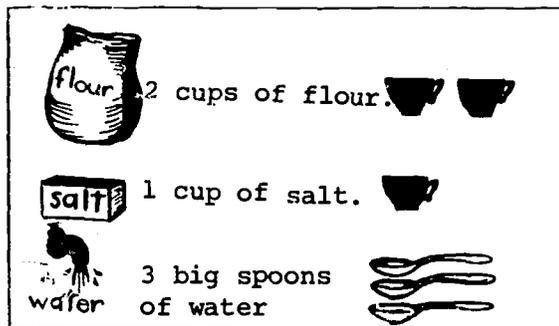
In a similar activity, children may work on surfaces of equal area, e.g. large ice cream lids or pieces of paper, preserving arrangements by gluing to form a collage.

Using conservation dominoes

Children may use sets of number dominoes* in which they match groups that have the same number of items but different configurations, e.g.

Preparing dough for modelling

Children carefully measure flour, salt, and water into bowls, guided by a recipe in pictorial form which has been discussed, e.g.



* Packets of gummed paper "cut-outs" may be used for preparing dominoes, perhaps by the teacher and a group of mothers working together.

Conservation (cont.)

After mixing the dough, a balance may be used by the children to check that balls of dough "weigh the same". Similarly, when using clay, children may work with identical masses prepared by the group, using a pan balance. After selecting one piece of clay as a standard, children add to or subtract from others to produce equal masses.

During modelling with clay or dough, the following rhyme may be introduced:

Clay

*Oh! There are so many things to make -
A dog and a basket, a cat and a snake:*

*I'm rolling,
I'm pushing,
I'm squeezing,
I'm squishing,
I'm poking,
I'm pinching,
I'm twisting,
I'm wishing,*

*A piece of clay into a ring,
a face,
a flower -
everything!*

Spatial Knowledge

Experience with spatial terms should continue to involve children in:

responding to terms by orienting themselves in space;
using terms which describe their own relationship with other objects in space;
responding to terms by orienting objects in space;
describing the relationship of people and things in space;
determining whether objects are in a given spatial relationship;
locating actual objects or pictures demonstrating a particular spatial relationship.

Language which arises during such activities might include:

*"Stand between two boxes."
"I'm between Joseph and Goomi. I'm in the middle."
"Put a red rod between two blue rods."
"Judy is behind Eddie."
"Look at these three animals. Is the koala bear in the middle?"
"What can you see that's above the fence?"*

Spatial Knowledge (cont.)

Action rhymes and finger plays may be used to provide spatial experience, particularly during outdoor activities. The following rhymes are suitable:

*Under and up,
Under and up,
That's how a diver goes -
Under and up.*

*Around and around,
Around and around,
The wheels of a bike go
Around and around.*

*Stand in between,
Stand in between,
With a friend on each side,
Stand in between.*

*Up and then through,
Up and then through,
When I go through a hoop
I jump up and then through.*

*Joe is in front,
Joe is in front.
Paul is behind
And Joe is in front.*

*In, through and out,
In, through and out,
A train near a tunnel will go
In, through and out.*

*The roof is above, (point)
The roof is above.
We are below
And the roof is above.*

(Additional verses may be
invented by the group.)

*Who can stretch the highest?
The highest, the highest?
Who can stretch the highest?
I'm the one who can.*

*Who can bend the lowest? etc.
Who can stretch the widest? etc.
Who can curl up smallest? etc.*

*Around and about
Around and about
Over and under
And in and out.*

*Rush through the long grass
Swim in the sea
Slide down a mountain
Climb up a tree.*

*It's funny how beetles
And creatures like that
Can walk upside down
As well as walk flat:*

*They crawl on a ceiling
And climb on a wall
Without any practice
Or trouble at all,*

*While I have been trying
For a year (maybe more)
And still I can't stand
With my head on the floor.*

Experience with shapes may include printing with felt or foam plastic shapes which the group has prepared.* Vegetable cuts and cross sections of fleshy stems or other suitable materials may also be used.

As children gain experience in printing, the shapes of their papers may sometimes be varied, to include rectangular, square, triangular and possibly circular printing surfaces.

* For commercially produced sets of stamps, refer to Equipment Appendix, p.652

Spatial Knowledge (cont.)

Frequent experiences with painting and other art forms may contribute to the development of spatial skills as well as serving a primary function of creative expression. Painting provides experience in covering surface area and may reveal a developing awareness of symmetry.

Other activities which contribute to a feeling for symmetry include investigation of leaves (p.621), paper folding and cutting, paper folding after applying paint, and using puzzles* which involve matching picture-halves to form symmetrical objects, e.g. faces or leaves.

For other spatial activities, refer to previous suggestions, particularly pp.532-537.

"Discovery" Stories

Story	Concept or Terms Stressed
<i>I Keep Changing</i> by Bob Gill (A. & C. Black, 1971)	<i>relativity</i> - strong, weak; slower than; so much, so little; end, beginning
<i>Make A Bigger Puddle Make A Smaller Worm</i> by Marion Walter (Andre Deutsch, 1971)	whole; far apart, close together; taller; bigger; wider; smaller; shorter, longer; fat, thin; many, few; more; another
<i>Monday, Monday I like Monday</i> by Bill Martin Jr. (Holt, Rinehart & Winston, 1970)	week - 7 days <i>naming days</i> <i>ordinal</i> - 1st to 7th; <i>counting</i>
<i>Ten Little Squirrels</i> adapted by Bill Martin Jr. (Holt, Rinehart & Winston, 1970)	<i>ordinal</i> - 1st to 10th
<i>City Song</i> by James Steel Smith (Holt, Rinehart & Winston, 1970)	many
<i>The Longest Journey in the World</i> by William Barrett Morris (Holt, Rinehart & Winston, 1970)	<i>spatial</i> - deep, high, wide, around, huge, under, over, through
<i>Sizes and Numbers</i> by T. Thornburn and E. Clark Adventures in Learning Series (Purnell, 1963)	various concepts of number, size, and space

* Refer to Equipment Appendix, p.653

"Discovery" Stories (cont.)

Story	Concept or Terms Stressed
<p><i>6 is Six</i> and other titles from Methuen Number Cards by Doreen Coates & Jill McDonald (Methuen Educational, 1968)</p>	<p>various concepts of number, size, and space</p>
<p><i>Come and Count</i>, Book 2 by M.E. Williams (Macmillan, 1971)</p>	<p>seriation - ordinal - recognition of digits; set ideas</p>
<p><i>Numbers We Discover Mathematics Series</i> by R.H.C. Fice and I.M. Simkiss (E.J. Arnold, 1971)</p>	<p>number concepts</p>
<p><i>Numbers of Things</i> by Helen Oxenbury (Heinemann, 1970)</p>	<p>cardinal number - 1 to 10 and decades 20 to 50</p>
<p><i>Round and Round and Square</i> by Fredun Shapur (Abelard-Schuman, 1972)</p>	<p>spatial - high, over, under, middle, corner, point, triangle, circle, across, square partition</p>
<p><i>The Adventures of Three Colours</i> by Annette Tison & Talus Taylor (Frederick Warne, 1971)</p>	<p>colour mixing perceptual flexibility</p>
<p><i>One Two Three Going to Sea</i> by Alain (Scholastic Book Services)</p>	<p>addition and subtraction in story form</p>
<p><i>Numbers</i> by Robert Allen (Platt & Munk, 1968)</p>	<p>cardinal number and counting one to one correspondence (objects with objects; objects with numerals) conservation of number relative size and number addition</p>
<p><i>Rooster Sets Out to See the World</i> by Eric Carle (J.M. Dent, 1972)</p>	<p>cardinal number and counting diagrammatic representation of number one to one correspondence comparison of number addition and subtraction sets</p>
<p><i>In the Jungle</i> by Peter Usborne Macdonald Zero Books (Macdonald Educational, 1972)</p>	<p>visual discrepancy and discrimination sets and cardinal number colour spatial -</p>

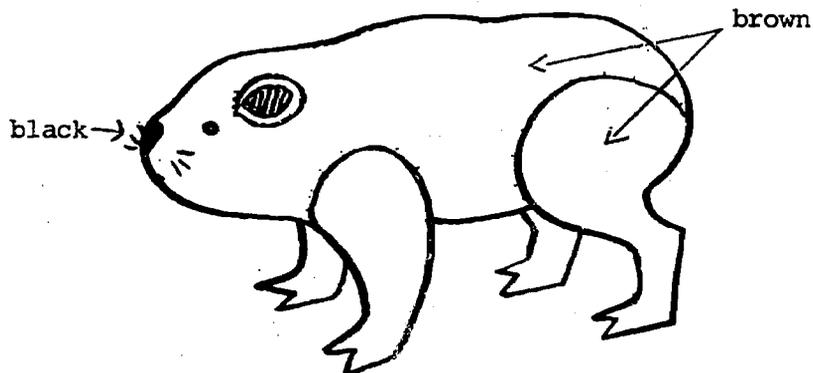
"Discovery" Stories (cont.)

Story	Concept or Terms Stressed
<p><i>In the Park</i> by Peter Usborne Macdonald Zero Books (Macdonald Educational, 1972)</p>	<p><i>visual discrepancy and discrimination</i> <i>sets and cardinal number</i> <i>ordinal number - 1st to 4th</i> <i>size - tall, short; biggest</i> <i>laterality - towards, away from</i> <i>spatial - on, under, over, out</i> <i>shape - square, circle, triangle</i></p>
<p><i>At the Zoo</i> by Peter Usborne Macdonald Zero Books (Macdonald Educational, 1972)</p>	<p><i>visual discrepancy and discrimination</i> <i>sets and cardinal number</i> <i>size - long, tallest, shortest</i> <i>spatial - in, outside, on, over, under</i></p>

APPENDIX A
SPECIAL EQUIPMENT SPECIFICATIONS

1. PHONIC PUPPETS

(c) Instructions for Making Willy Wombat

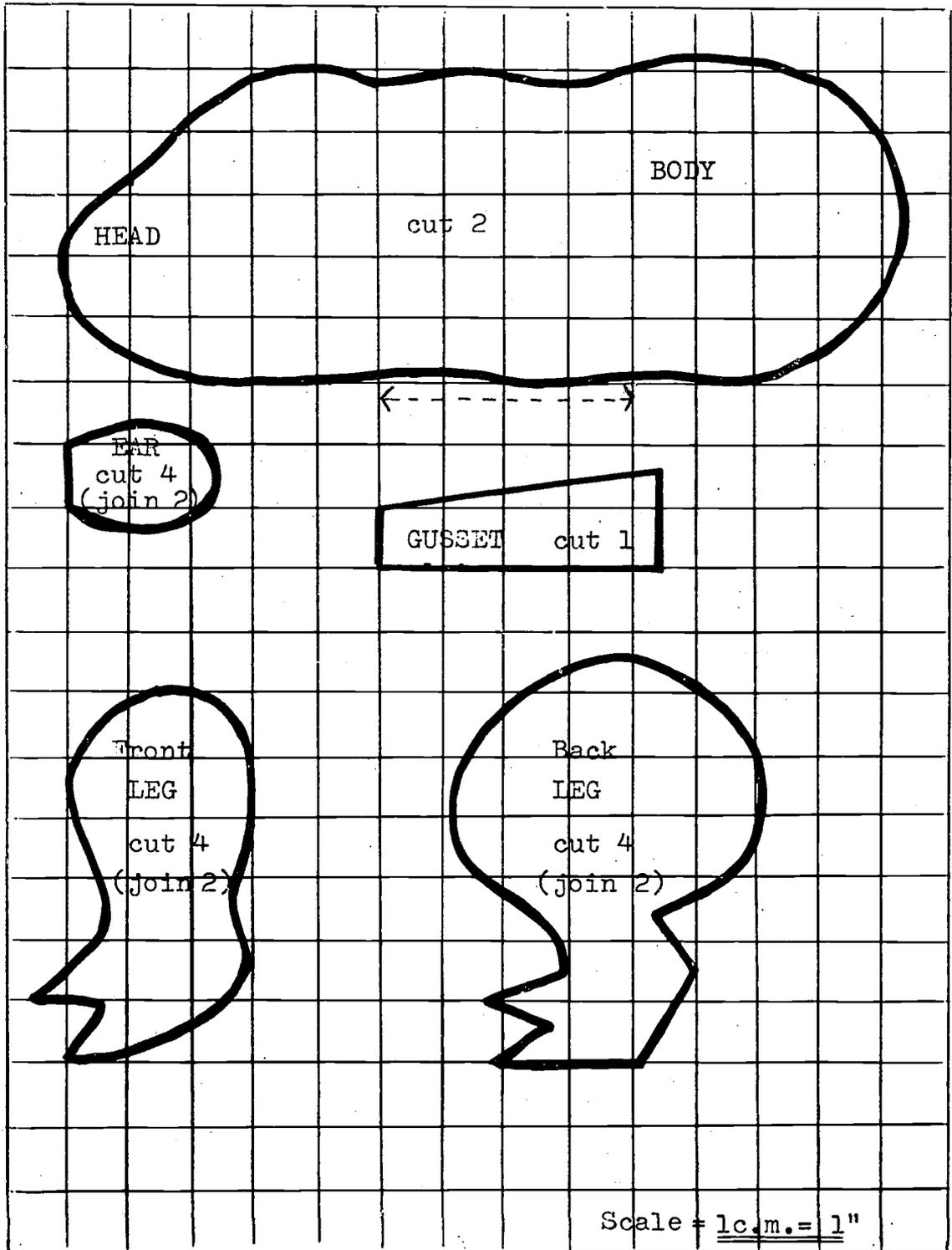


Materials: Quantities of brown felt, small quantity of black thick wool for nose and whiskers, two brown buttons for eyes. Foam to stuff legs.

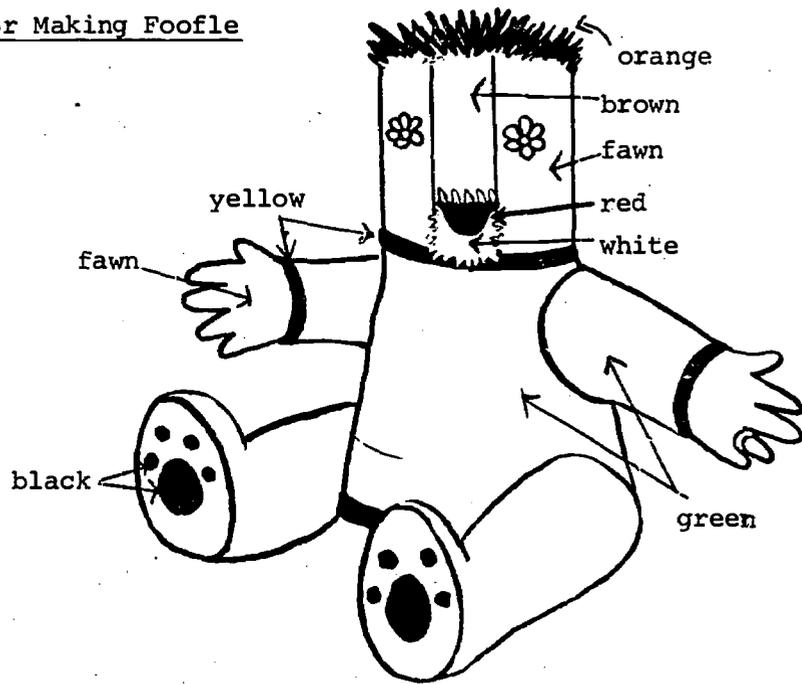
Method: Cut parts to pattern as indicated. On wrong side, join together piece to form body, legs and ears, leaving legs opened at one end for stuffing, and leave slit 4 inches long across underside of body, behind front legs. Neaten edge. Turn right side out.

Stuff legs and join to body. Sew ears onto head. Using strands of black wool, sew nose and whiskers on to face. Sew on eyes.

Pattern: Willy Wombat



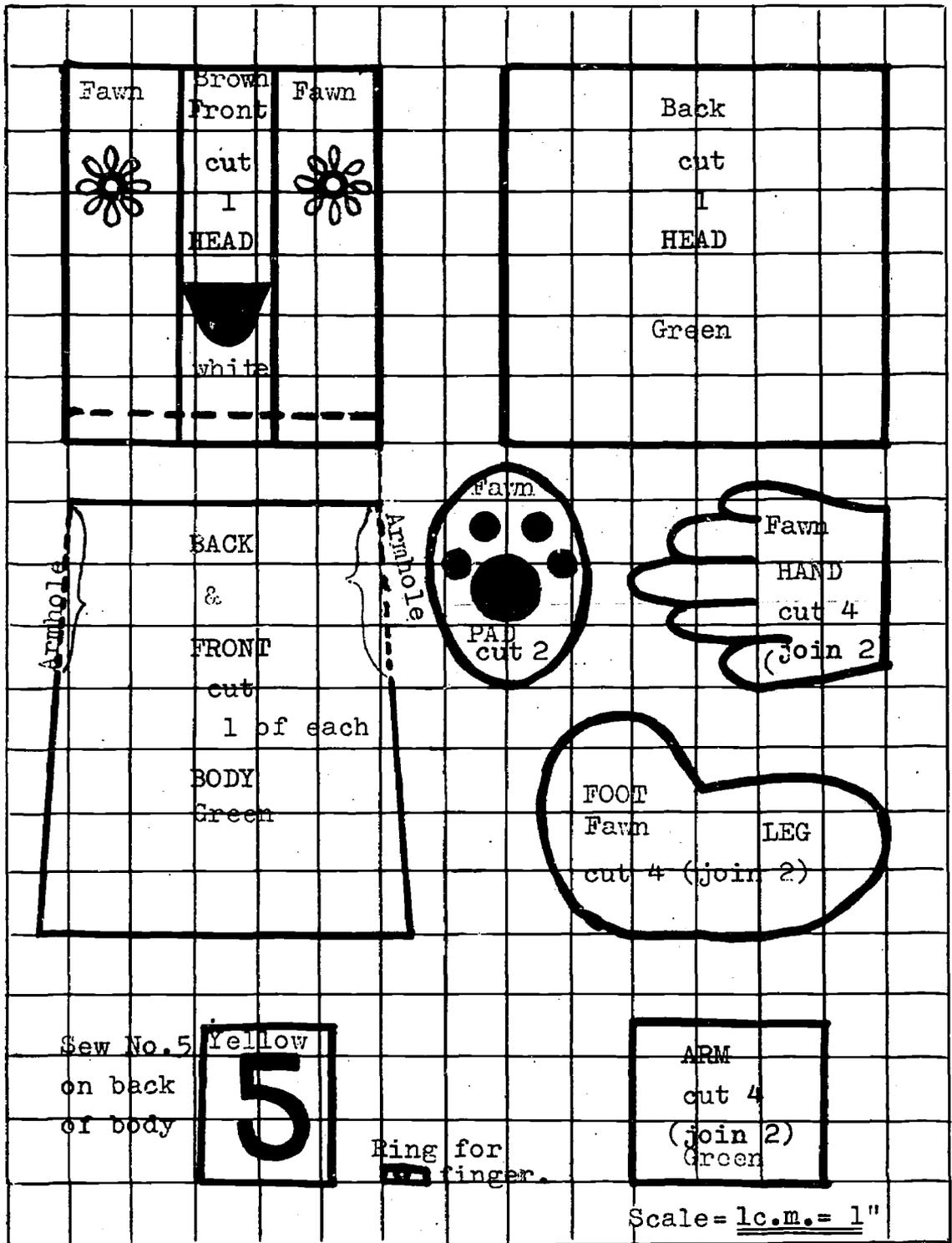
(d) Instructions for Making Foofole



- Materials:
- Quantity of fawn fur for head, pads, legs, feet and hands
 - Black vinyl for figure 5 and five round pads for Foofole's feet
 - Green felt for body (shirt) and arms
 - Orange fur or felt strips for Foofole's hair
 - Yellow felt square for back of body (shirt) on which to place figure 5
 - Red felt for tongue
 - Two daisy flowers for eyes
 - Brown fur for nose
 - White fur for fuzz on his chin
 - Silver strip for finger ring
 - Foam for stuffing legs and hands

- Method:
- Cut parts to pattern as indicated. Sew nose and chin onto fawn sides of face, leaving opening for mouth to insert tongue. Sew sides of back and front of head, body (leaving armholes opened), arms, hands, feet (leaving opened for stuffing). Turn right side out. When stuffed, sew pads onto feet and sew 5 vinyl circles onto each pad. Sew hair on top of head. Sew fuzz onto chin. Sew eyes onto face. Stuff hands marking five fingers with sewing stitch. Sew onto arms. Sew arms onto body, sew head onto neck of body. Stitch long strip of vinyl onto inside end of body, join legs to outside edge of body. Sew figure 5 onto yellow felt and sew onto back of body. Sew tongue into mouth. Sew finger ring onto finger.

Pattern: Foofle



APPENDIX B

OTHER EQUIPMENT

Much of what is of most value in the classroom is that produced by the teacher, children, their relatives and community members; these people may indeed be seen to be the teacher's most valuable resources.

However some commercially produced items, a number of which are listed on the following pages, are particularly suited to the needs of Aboriginal children and may be purchased from recognized retailers of educational supplies. It may be noted that the listed prices are those current at the time of this handbook's publication. It is expected these will vary from retailer to retailer and during the passage of time.

Some pieces of equipment although listed for use in a particular area may be used for a variety of activities and where possible, each piece has been referenced in each section. It is recognized that teachers may find further uses for such equipment according to each group of children's needs.

This appendix is an attempt to provide teachers with some knowledge of available equipment and some ideas concerning the preparation of other items. The listing is by no means comprehensive although an attempt has been made to include in each area more than one item of the same kind from which a choice may be made.

It may also be observed that most of this equipment is not essential to the implementation of the Van Leer Program in schools except where items have been asterisked as important to a particular activity.

For economy of space, the brand names of commercially produced equipment have been abbreviated. A key to the coding is given below.

Dep - on Departmental Supply

DLM - Developmental Learning Materials

E.J.A. - E.J. Arnold

Galt - James Galt and Company Ltd - Early Stages

Inv - Invicta

N.V.D.E. - N.V.D.E. School Centrale, Hilversum

Phil - Phillip and Tacey

P.B. - Peabody Language Development Kits - Level P

ORAL LANGUAGE

(a) Language Game Materials

Sequential Picture Cards 1 (DLM) No. 127	\$1.80
*Little Picture Cards (Scott Foresman) No. 02597-67 p.602	1.98
"Learning to Think" Series (S.R.A.)	9.50 set
"Learning to Think" Manuals (S.R.A.)	2.10 each
"English Around the World" Display Cards (see ORAL LANGUAGE (b))	
*"English Around the World" Level 1 Posters (see ORAL LANGUAGE (b)) p.462	
Project Me Filmstrips (see ORAL LANGUAGE (b))	
Kindle Filmstrips (see ORAL LANGUAGE (b))	
"Guess what I am" (Galt) N.1129	1.25
Zoo Forms (Inv) IP1354	2.95
Sequences (N.V.D.E.)	4.95
Tactile Sense Training Pairing Bridges (Phil) S 316-1	5.95
self made with different materials, e.g. sandpaper cut to same size and pasted in identical plastic lids, providing two of each material	
Detective stick - self prepared from wood or card (see p.256)	
"Match" - Set 1 and 2 (Garrard Publishing Co.)	1.42 set
"I Can Speak English" Jilap Series (Jacaranda Press, 1972)	1.50

(b) Pictures and Posters

Aborigines in Industry (Commonwealth Government Printer)	free
*"English Around the World" Posters - Level 1 (Scott Foresman) No. 02224-70, pp.462,460	11.25 set
*"English Around the World" Display Cards (Scott Foresman) No. 02225-70, p.460	9.00 set
"Community Helpers" (Standard Publishing Co., 1966)	3.50 set
Teaching Pictures (Child's World) (see p.326)	7.95 set
Teaching Pictures (David C.Cook Publishing Co.)(see p.326)	3.50 set
"Health and Safety Highlights" (Scott Foresman) No. 01899-70	10.20 set
"Moods and Emotions" (David C. Cook Publishing Co.)	4.95 set
"Australian Wildlife Cards: Mammals" by Eric Worrell (Angus & Robertson, 1969)	2.00 set
Health Posters (Health Education Council)	free
Stimulus Cards (P.B.)	-
*Transportation (David C. Cook Publishing Co.) 30635, (p.460)	3.50 set

Filmstrips

Project Me 1 filmstrip plus cassette/record (Bowmar) 12.00 approx.
 I'm a boy/I'm a girl/Match up kids/
 Magic Colour boy's face/Magic Colour girl's face/
 What is missing - girl?/What is missing - boy?/
 This is the way we get up in the morning/
 Can you do what I do?/Simple Simon plays a game.

Kindle (Scholastic Sound Filmstrips, Scott Foresman) 37.50 set
 Set 1 "Who am I?" (5 filmstrips plus LP/cassette and manual)

The Joy of Being You/Nothing is Something to do/
 People Packages/All Kinds of Feelings/
 Do You Believe in Wishes?

Set 2 "How Do I Learn?"

Who's Afraid/Do You Forget/Figuring Things Out/
 What Next/Making Mistakes

Tadpole Sets 1 and 2 filmstrips plus LP record and manual (Denoyer-Geppert Audio-Visuals) 75.00 set

Set 1 600551

Round Is the Way Things Go/Nothing Stays the Same/
 A Doughnut is a Hole with Something to Eat All Around It/
 Who Needs Pointy Shapes?/Yipes! Stripes!

Set 2 600611

Can You See the Empty?/Up to Here/How Do You Get There?/
 Finding Your Way/Far Apart.

(c) Rhythm Instruments-

Tambourine - wood shell 7½" diameter	19444	1.25
Tambourine - wood shell 9" diameter	19446	1.75
Tambourine (Embassy)		.90
Tambourine (Romper Room Product)		1.05
Tom Toms 6" x 3" wooden shell (Dulcet)		2.90
Bongo Drums		from 5.00
self made from heavy plastic stretched across a plastic container		
self made from hollowed log		
Cymbals 6" pair	19218 A	1.27
Cymbals 7" pair	19220 A	1.87
Cymbals 8" pair	19222 A	2.00
Triangles 6" and beater	19604 A	1.00
self made from bent metal		
Hand castanet	19265 A	0.47
Finger clappers	19262 A	0.33

Bamboo shakers 19050	2.25
self made from bottle tops on sticks	
seeds in plastic containers	
gourd fruit	
Drum shaped shaker	0.65
Coconut clappers - self made	
Scrapers - self made	
Click sticks - pair	0.70
self made from dowelling	
Xylophone (Dulcet Scholar) 17350	3.25
Matchbox seed shaker (dance rattle)	2.50

READING

(a) Reading Materials

Word matching strip books - self made, pp.276-7	
Sentence Structure Strip Books	
self made, pp.497, 590	
3-of-a-Kind Strip Books (Phil) 1965	0.63
E - These are running (animals)	
H - These are - things (colour)	
Word Check Books - self made, p.353	
Word Wheels - self made	
Sentence Wheels - self made, pp.590-1	
Word Lotto cards - self made, p.351	
*Word Picture Cards	
Little Picture Cards (see ORAL LANGUAGE (a))	
"Match" - by E. Dolch (see ORAL LANGUAGE (a)), p.352	
Richmond Phonogram Picture and Word Grouping Cards	
by P. Rodner, Boxes 1 - 3 (Phil) R27-3	3.85
Animal, bird, fish Card Game - Ed-U-cards (Sands)	0.45
Word Picture Inset Puzzles	
Wooden Playboard (Simplex) No. 1180	2.98
(N.B. check children's labelling and then print labels)	
7 piece Preschool Puzzle - "Things that go" (Sands)	
No. 4542	0.50
Wooden Animal Inset Puzzle (see VISUAL (d))	
self made from plywood.	
"Actions Picture and Word-Making Cards" by J. Noel (Phil)	
R83-1 Boxes 1-2	
R83-2 Boxes 3-4	1.13 set
"Picture and Word Snap" (E.J.A.) KG346	1.99

"Name It" (Galt) N1128	1.10
Word Conservation Grouping Cards by J. Noel (Phil) TRG 173-B	0.69
"Phonic Couplets" - double sided picture/word matching cards, (Galt) N1119	
Consonant Vowel Blend Matching Cards (Phil) R238, Box 1	1.30
"Double Action" Sets 1 & 2 (Galt) N1116	1.00 app.

Magnetized Picture Pairs

self made from identical pictures pasted on card and backed with magnetic tape
 self made from commercially produced picture pairs (see VISUAL (a))
 self made from coloured magnetic sheeting (see MISCELLANEOUS)

(b) Listening Books

Listening books

self made using photographs of the children and their environment

<i>Animal Friends</i> BW/B40 (Brown Watson Ltd, London)	0.50
<i>My Book of Animals</i> BW/B39 (Brown Watson Ltd., London)	0.50
<i>My Toys</i> (Platt & Munk, 1972) No. 6174	0.75
<i>Things I see</i> Books 1 - 4 (Waterman Co. Pty.Ltd, 1968)	0.50 ea.
<i>First Things</i> by Thomas Matthiesen (Collins, 1967)	1.50
<i>#Visiting Animal Families</i> (Froebel-Kan Co. Ltd) 1966	0.60
<i>Numbers of Things</i> by Helen Oxenbury (Heinemann, 1970)	2.60
<i>#My Counting Book</i> (Platt & Munk, 1972) No. 6175	1.70
<i>#My Zoo Book</i> (745:0100) A Platt & Munk De Luxe Cloth Book, 1968	0.85
<i>#Animal Picture Book</i> (744:0100) A Platt & Munk De Luxe Cloth Book, 1968	0.85
<i>#My Counting Book</i> (746:0100) - A Platt & Munk De Luxe Cloth Book, 1972	0.85
<i>My Farmyard Friends</i> (Australian University Press, 1970)	0.29
<i>Things I Like To Do</i> by Beth Clure and Helen Rumsey (Bowmar Early Childhood Series, 1968)	4.50
<i>Little Big Bigger</i> by Beth Clure and Helen Rumsey (Bowmar Early Childhood Series, 1968)	4.75
<i>The Alphabet Book</i> by Thomas Matthiesen (Collins)	1.50

Text that does not contain appropriate language structures may be obliterated or a suitable text may be superimposed.

NUMBER

(a) Counters

Plastic lids	
Everyday Objects Counters (Phil) N5-2	0.80
Ivory Counters (Dep)	
Plastic Colour Chips (P.B.)	-
Packet 250 counting toys (E.J.A.) KN883	2.80
Real Things Profile Counters (Phil) TN286-2	1.05
Grouping and Setting Shapes (see CLASSIFICATION)	
Packet 200 Number Pegs, 10 colours (Inv) IP725	1.80
Packet 1000 Number Pegs, 10 colours (Inv) IP726	6.00
Packet 100 Number Pegs (E.J.A.) KN071400	0.90
Packet 100 Number Pegs (E.J.A.) KN071015 (to accompany 100 peg board KG229)	1.00
Large Peggy Bead (Kinder Toy)	0.07 ea.
Packet 145 Banja Beads	1.85
Wooden Beads (Dep)	
Wooden Counting Sticks (Dep)	
Wooden Counting Sticks (E.J.A.) per 100 - coloured	
KN062115 - 1" long	0.75
KN062215 - 2" long	0.90
KN062315 - 3" long	1.20
KN062415 - 4" long	1.65
Wooden Icecream Sticks - large bag	1.85
Packet Jumbo Coloured Match Sticks	0.20

(b) Counting Frames

Beads on Pegs (E.J.A.) KN011	1.65
self made from dowelling and cotton reels/ plastic lids, p.77	
Approach 0 - 5 Bead Counting Posts (Phil) TN370	2.00
Sturdy 1 - 5 Post and Tablet Fitting Board (Phil) N36	3.95 app.
The Sturdy 1 - 5 Peg Board (Phil) N170	3.75 app.
1 - 10 Basic Rods and Counters (Phil)	
N111-1 1 - 10 in 1 piece	3.95 app.
N111-2 1 - 10 in 10 separate pieces	3.95 app.
10 x 10 Plastics Peg Board (Inv) 1P114	0.45
Number Ladders 1 - 20 (Inv) IP623	2.95
self made with plastic straws	

Unifix 10 x 10 Number Tray TN42-16	2.95 app.
Peg Board 10 x 10 - wooden (E.J.A.) KG229	2.99
self made from plywood/polystyrene and golf tees/plastic pegs/matchsticks	
<u>(c) Number-Numeral Association</u>	
24 Playskool Match-Ups (Playskool) No. 7103	0.75
One to Ten Plaques (E.J.A.) KN282	2.45
Number-Numeral Association Peg Boards	
self made from wood pieces (p.77) and golf tees/ number pegs	
Unifix Inset Pattern Boards (see NUMBER (d))	
Jigsaw Numerals (E.J.A.) KN075	3.05
self made from plywood/polystyrene foam, p.385	
Learning Numbers (Child Guidance Products) No. 807	1.97
Chelsea Number Picture Matching Cards (Phil) N48-2	1.15
Croydon Number and Picture Matching Tray (Phil) N43	3.45
Conservation of Number Sorting Cards (Phil) N194 - set of 2 boxes	1.70
Jigged Number Plaques, 1 - 10 (E.J.A.) KN742	3.55
Numeral Cards	
self made	
New Maths Picture and Symbol Cards (Phil)	
Box E (see CLASSIFICATION)	
Plastic Numerals: pkt. of 10 (E.J.A.) SB360100	1.05
Threading Bead Numbers - plastic numerals (4 sets of 0 - 9) (Inv) IP144	1.50
Fun with Sums (J.W. Spear & Sons Ltd)	2.80
<u>(d) Unifix</u>	
Unifix Interlocking Plastic Cubes (Phil):	
TN 42 - 25 Box of 100 - 10 each of 10 colours	2.95 app.
TN 42 - 21 Box of 500 - 50 each of 10 colours	15.95
TN 42 - BK Box of 1,000 - 100 each of 10 colours (minimum)	29.50
Unifix 1 - 10 Inset Pattern Boards (Phil):	
TN 42 - 34 domino pattern	2.70
Tn 42 - 39 two's pattern	2.70
Unifix 1 - 10 stair (Phil) TN 42 - 17 - 1	1.40
Unifix 1 - 10 Value Boats (Phil) TN 42 - 17 - 2 (p.296)	1.70
Unifix Number Indicators (Phil) TN 42 - 27	2.85 app.
Unifix 100 Track (Phil) TN 42 - 31	2.95
Unifix Century 1 - 100 Counting and Multiplication Board (Phil) TN 42-50	2.50 app.

Unifix 10 x 10 Number Tray (see NUMBER (b))

(e) Other Number Materials

Number Posting Boxes - self made (see p.204)

Logic People (Inv) IP 1287	6.50
Heinevetter's Programmed Quantity	4.75
Arithmetic Readiness Cards Set 1: Grouping (Scott Foresman) No. 2004	5.50 set

(f) Number Games

Giant Number and Arithmetical Plastic Dice (Phil)	0.20
N95-6 1 - 6 two's pattern	
N95-7 5 - 10 two's pattern	
N95-8 1 - 6 domino pattern	
N95-9 5 - 10 domino pattern	
Giant Decision Maker Dice - 4" white plastic	0.70
Spinning Top (E.J.A.) KN277	0.40
Spinners (Inv) IP 1329	1.25
Giant Floor Dominoes (E.J.A.) KN943	12.60
Dominoes Double Six Set (E.J.A.) KN278	1.20
Skittles (Dep)	
self made from plastic containers	
*Scoots (Parker Bros. Inc.) No. 581G, p.625	0.18
Spin-a-top Number Game	2.25
Hi-Ho! Cherry-O (John Sands)	1.35
*Home you go! (J.W. Spear and Sons Ltd) No. 1190 p.525	1.35 app.
self made from card	
Tiddly Winks (J.W. Spear and Sons Ltd)	0.60
Noughts and Crosses Games	
Space Lines (Inv) IP 1176	3.75
Noughts and Crosses (Playtime Toys Pty Ltd)	0.55
tic-tac-toe (magnetic version)	0.24
Qubic (Gordon and Gotch)	2.03
Ten Piccaninnies (Ferd Piatnik & Sohne 1965) No. 276 (N.B.) Remove "Mammy" cards)	1.10

SPATIAL

*(a) <u>Mosaics and Shapes</u> pp.382;532	
*Mosaic Shapes (Inv) IP 143 p.382	4.75
self made - see Equipment Appendix A Item 2	
Designer Plastic Mosaics (Phil) TS 56-1	1.85
Basic Shapes Set (Inv) IP 140	5.00
Heros Mosaic	
621-1175 (small size)	2.35
621-1245 (large size)	3.75
40 piece Wooden Mosaic (Dominie) KN043	1.35
Parquetry Set (Lorenz) No.4220 - coloured wood	6.50
Tri-Pat Pattern Making Tiles (Phil) TS 258	1.95
Multipat Pattern Making Tiles (Phil) 217-4 (not available at time of printing)	
Honeycomb Floor Mosaics (Phil) TS 51	2.25
*Large Parquetry Set (DLM), p.534	5.00 app.
*Design Cards for Large Parquetry (DLM), p.534	3.00 app.
*Mr Space Game (Dominie) KG132, p.534	1.99
*Space Race Games (Phil) N.485 (set of 2), p.534	5.70
*Tangram Puzzles and Work Cards (Inv) IP 207, p.534	3.95
Protan Magnetic Geometric Shapes and Base Board (Phil) N266-3	3.60
Paper Shapes (Dep)	
Practice-Maths Discovery Gummed Paper Shapes (Phil) TN-336	2.30
*Shape Tracer and Recognition Set - clear perspex (Inv) IP 134, p.533	1.50
Sets of Geometric Shapes (see SPATIAL (b))	
*Matrix (see SIZE AND SERIATION (a)) p.382	
(b) <u>Geometric Solids</u>	
Attribute blocks (Dep)	
Geometric solids (Dep)	
Sets of Geometric Shapes - can be made into solids (Inv) IP 341	9.95
self made from wood off cuts	
self made from polystyrene foam	
Polystyrene spheres, cones, eggs, rods in assorted sizes	0.03 to 0.22

Geometric foodstuffs, e.g. sugar and cheese cubes/
spherical fruit

(c) Construction Toys

10 Drums (Europlastic) No. E552	1.25
Coloured Blocks (Playskool) No. 645	6.25
Natural Blocks (Playskool) No. 655	5.25
Building Cubes 9 (Europlastic) No. E332	1.75
Roundabouts (Romper Room Product - Toltoys) No. 9002	4.50
Playplax Squares - coloured perspex KG385	4.99
Playplax Rings - coloured perspex KG445	5.50
Banhchen (Schildbröt Spielzeng) No. 4000-64	2.60
Large Peggy Beads (see NUMBER (a))	
Banja Beads (see NUMBER (a))	
Unifix Interlocking Plastic Cubes (see NUMBER (d))	
Lego System - Basic Set No. 022	4.45
Zoo forms (see ORAL LANGUAGE (a))	

(d) Puzzles and Games

Shape Dominoes (Inv) IP 1308	2.30
Geometric Dominoes (Galt) N1159	0.80
Colour Segment Dominoes (Dominie)	3.50
Forms Dominoes (Kellner)	2.75
Discrim Picture and Shape Sorting Cards - set of 6 (Phil) S216-1	4.20 set
Cogito (see CLASSIFICATION)	
Positional Word and Picture Matching Cards - Boxes 1 - 4 (Phil) R75-14	4.60 set
Rabbits and Lettuce Spatial Matching Game (N.V.D.E.)	5.00
Birds and Nest Spatial Matching Game (N.V.D.E.)	5.00
*Basic Pattern Making Stamps (Phil) A139, p.635	1.25 app.
*Diaplex Rubber Stamp Printing Motifs (Phil) S201, p.635	-
Geo Strips (Inv) IP141	7.50
Pie Puzzles (Dominie)	3.30
self made from cake tins and cut wooden shapes, p.388	
Shape Inset Puzzles	
Space Matchers - set of 4 (Inv) IP865	2.40
Inset Shapes Board Set A (see SIZE AND SERIATION (a))	
Inset Shapes Board Set B (see SIZE AND SERIATION (a))	
Geometric Inset Board - Basic Shapes (E.J.A.) SD639	1.95

Inset Shapes (Rigby Playcraft)	2.10
Shape Posting Boxes	
Shape-O (Tupperware)	2.98
*Symmetry Puzzles, p.636	
*Fizzog (Galt) L603, p.611	2.10
Symmetry Dominoes (Dominie) SD656	2.80
Symmetry Patterns (Dominie) SD630	2.10
Symmetry and Reversal Pairing Cards (Phil) N320 (set of 4)	5.35 set
Symmetrical Leaves Completion Puzzle (N.V.D.E.)	4.25
Chembos (Inv) IP 1358	2.30
Alike and Unalike Strip Books (Phil) N197-1 (Set of 4 books A-D)	3.10 set

SIZE AND SERIATION

(a) Puzzles and Activities

Seriation Inset Boards

Inset Shapes Boards - Set A (4 in set) (Inv) IP1116	4.00
Inset Shapes Board - Set B (Inv) IP1189	2.40
Animal Inset Boards (E.J.A.)	3.99 ea.
KG 154 Cats	
KG 155 Dogs	
KG 156 Rabbits	
Variform Inset Placing Trays (Set of 3) (Phil)	1.85
S234-1 squares, triangles, circles	
S234-2 ovals, rectangles, triangles	

Seriation Jigsaw Puzzles

Wooden Seriation Jigsaw (E.J.A.)	
KG274 - Fish	1.95
KG275 - Teddies	2.20
Counting and Ranging Puzzles (Didago)	2.25
No.5 - Flower Pot	
No.15 - Christmas Tree	
self made from plywood, p.379	
Seriated Hens and Chickens Matching Puzzle (N.V.D.E.)	3.85
Seriated Dogs and Kennels Matching Puzzle (N.V.D.E.)	3.85
*Colour Sorter (Toltoy Child Guidance), p.616	1.15
Matrix (Inv) IP1311	4.90

(b) Graduated Tumblers and Constructions

Towers, etc. made by construction toys (see SPATIAL (c))

Building Cubes (E.J.A.) KG581 2.25

Pile Up (E.J.A.) KG584 2.85

Building Cups (Playskool) No. 1039 1.29

Nesting Bowls (Playskool) No. 1037 1.29

Chicken in the Eggs (Kiddicraft) No. 2-333 3.98

Chicken in the Eggs (Playskool) No. 1033 1.29

Billie and His Barrels (Kiddicraft) No. 2-285 3.50
(Playskool) No. 1038 1.29

Beads on Pegs (see NUMBER (a))

Approach 0 - 5 Bead Counting Posts (see NUMBER (b))

Wooden seriated cylinders - self made from dowelling
in assorted sizes

(c) Other Graduated Materials

Packet 50 assorted nuts and bolts 0.40

Plastic straws (cut to size) (see DISCOVERY - MISCELLANEOUS)

Buttons

Marbles

Cotton reels

Metal washers (100 per packet of 6 sizes) (Embassy) 0.40

Curtain rings

Wood off-cuts

Cardboard cylinders

Lengths of wood/coloured paper/straw/raffia/ribbon/
wool/string

Plastic lids

Environmental materials

CLASSIFICATION

Packet 250 counting toys (see NUMBER)

Grouping and Setting Shapes - plastic shapes in 6 colours
(Inv)

IP1210 pack of 144 (animals) 5.75

IP1386 pack of 72 (transport) 2.20

IP1362 pack of 100 (assorted shapes) 3.00

Logic People (see NUMBER (e))

Hoops (Dep)

Magnetic String (see READING)	
Venn Diagram Tinted Plastic Circles (Phil) N304	2.60
Grouping Circles - set of 3 (Inv) IP1286	1.30
self made from threaded plastic straws	
Attribute blocks (Dep)	
Geometric Shapes (see SPATIAL (b))	
New Maths Picture and Symbol Cards (Phil) N398	3.95 set
Box A - 32 Geometrical Shape Cards	of six
Box B - 24 Pictorial Cards	boxes
Box E - 40 Numeral Cards	
Cogito (Inv) IP1313 - spatial concept cards	3.15
Association Picture Cards 1 (DLM) No. P124	1.80
Association Picture Cards 11 (DLM) No. P156	1.80
Association Picture Cards 111 (DLM) No. P157	5.50
Plate of Fruit (difficult) (N.V.D.E.)	4.25
Vehicles (N.V.D.E.)	5.00
English Around the World Display Cards (see ORAL LANGUAGE (b))	
Assorted objects, e.g. plastic fruit; metal washers, nuts, screws, bolts; doll's clothes; coloured lids; small pieces of fabric; toys; plastic flowers and shapes	
3-of-a-Kind Strip Book (Phil) 1965	0.63
E - colour	
F - different substances	
G - families of animals	
H - animal movements	

MEASUREMENT

(a) Volume

Clear Plastic Litre Set - 5 containers per set (Inv) IP1205	9.75
Large Displacement Can with overflow spout (Inv) IP661	3.80
Plastic Jug (Dep)	
Plastic Containers, e.g. dairy products/household cleansers/foodstuffs	

(b) Length

Wooden counting sticks (see NUMBER)	
Wooden icecream sticks (see NUMBER)	
Packet of Jumbo match sticks (see NUMBER)	
Coloured paper streamers - set of 5 (Embassy)	0.25

Pipe cleaners - packet of 8 (E.J.A.) KE339	0.08
packet of 75 Chenille Kraft Stems - approx 12" (Bryco)	1.40
packet of 12 Multi-coloured pipe cleaners 18" (Dominie)	0.45
Plastic straws - box of 5000 (Premier)	3.90
Plastic tubing - various thicknesses per yard	0.01 to 0.25
Plastic clothesline (Embassy) - 30 ft.	0.30
Laces. (Dep)	
Measuring poles - self made from dowelling	
(c) <u>Weight</u>	
Pan Balance (Dep)	
Simple Scales (Inv) IP272	5.60
simple scales (Dep)	
self made from sponge tins and coathanger	
<u>MISCELLANEOUS</u>	
Mirror - 48" x 18" plus cost of despatch	15.00 appr.
Telephones:	
Kindy Phones - plastic shell	1.00 ea.
Magneto Phones - phones that function with a 3 volt battery	2.00 each
*Magnifying glass (Dep), p.292	
Chinograph pencils (Dep - State Stores)	0.75 doz.
Circuit Boards - self made (see p.222)	
Touch and Match (Systematic Learning Corp) No. 8002	7.65
Vinyl - for mats and "Feel Bag" 54" wide	2.00 yd.
Felt - for puppets and printing 36" wide	2.25 yd.
*Colour paddles - perspex (Inv) IP353, p.291	0.70
*Plastic Grids - self made from gardening mesh Tricel self made from vinyl/canvas painted in squares, p.617	0.90 ft.
Magnets (Dep)	
Horseshoe Magnet 4" (E.J.A.) KN651	0.80
Bar Magnet 3" (E.J.A.) KN648	1.60
Oblong Magnet (E.J.A.) KN647	0.40
Plasticine (Dep)	
Jumping Bean (Jette Viby)	0.75

Brown dolls:

Flatsy - brown pliable doll 5" (Ideal) 2A-0078	1.60 (Tax exempt)
Piccaninny - 10" Aboriginal doll (Metti) SP15	2.88 (Tax exempt)
Cindy Lou - 15" brown toddler (Metti)	4.00 (Tax exempt)
Sasha Black Baby (Trendon Ltd)	10.00 app.
Sasha Baby - brown hair/light brown skin (Trendon Ltd)	10.00 app.
Sasha Doll "Caleb" - black boy doll (Trendon Ltd)	13.50 app.

VISUAL

(a) Visual Discrimination

Items from:

<i>Let's Start Reading</i> - an Endeavour Book (Jacaranda Press Pty Ltd, 1968)	0.60
<i>Learning to Think</i> (see ORAL LANGUAGE (a))	-
Macdonald Zero Books by Peter Usborne (Macdonald Educational, 1972)	1.20 ea.
** <u>Puzzles</u> , pp.611, 288	
***Cottage Boards (E.J.A.) KN797, p.611	2.25
***Cottage Boards (K & K), p.611	1.39
***Hereward Observation Test Matching Cards Gd 1 Boxes A-D (Phil) S124-1, p.611	2.55 set
***Find a Pair (Galt), p.611	0.95
N1108 - puppy	
- house	
- dolls	
- man-in-the-moon	
***Birds and Nest Spatial Matching Game (see SPATIAL (d)), p.611	
***Rabbits and Lettuce Spatial Matching Game (see SPATIAL (d)), p.611	
Discrim Picture and Shape Sorting Cards (see SPATIAL (d))	
Association Picture Cards 111 (see CLASSIFICATION)	
Colour Segment Dominoes (see SPATIAL (d))	
Vehicles (see CLASSIFICATION)	
Dominoes Double Six Set (see NUMBER (f))	
Picture Dominoes (Galt) L134	1.85
SNAP and Watch It (Piatnik) No.284	0.95
Snappy Lotto (E.J.A.) KG046	2.80

Snappy Snap Cards (E.J.A.) KG045	1.85
Picture and Picture Matching-Toys (E.J.A.) KG651	2.10
Educational Children's Picture Dominoes (K & K) No. 200	1.53
Memory (John Sands) No. 4664	2.00 app.
*Symmetry Puzzles, p.611 (see SPATIAL (d))	
Find It (Galt) L551	2.25
Alike and Unalike Strip Books (see SPATIAL (d))	
(b) <u>Visual Discrepancy</u>	
Items from:	
<i>Let's Start Reading</i> (see VISUAL (a))	
<i>Learning to Think Series</i> (see ORAL LANGUAGE (a))	
Macdonald Zero Books (see VISUAL (a))	
Puzzle section of various children's magazines (cut out, paste on card and place inside plastic folders)	
(c) <u>Visual Association</u> , p.289	
<u>Puzzles</u>	
Motor Expressive Cards 1 (D.L.M.) No. P159	1.80
Motor Expressive Cards 2 (D.L.M.) No. P160	1.80
Mixies - Ed-U-Cards (John Sands)	0.45
Match Bits (Lincoln) No. 3404	1.18
Build-a-Shape Pelmanism Games - set of 4 (Phil) R244	3.90
Matching Pairs (Chad Valley) No. G277	1.50 app.
Picture Association Cards - Fold Outs (Child's World)	2.75 ea.
Guess whose feet	
What belongs where	
What goes with what	
Picture Matching Series (E.J.A.)	3.50 ea.
KG003 Which go together	
KG004 Who uses what	
What Goes With What (P. & M. Abbott)	1.55
Object Puzzle Dominoes (P. & M. Abbott)	1.55
Animal Puzzle Dominoes (P. & M. Abbott)	1.55
Circuit Boards (see MISCELLANEOUS)	

(d) Other Materials

Inset Jigsaw Puzzles:

Aboriginal Boy by J. Jokic	1.67
Aboriginal Girl by J. Jokic	1.67
Kangaroo and Joey by J. Jokic	3.15
Two Kookaburras by J. Jokic	3.15
Simplex Small Inset Puzzles (Didago)	12.50 for 20 3.15 for 5
Simple Jigsaw (Kiddicraft):	2.50 ea.
Rooster/Ship/Tractor/Elephant	2.50 ea.
Kangaroo and Baby (E.J.A.) KG450002	2.99

Inset Puzzles:

Wooden Animal Inset Puzzle (Rigby Playcraft)	1.95
Inset picture trays (E.J.A.):	4.65 ea.
KN946003 Tommy the Tortoise	
KN946004 The Duck Family	

AUDITORY

(a) Auditory Game Material

Items from:

<i>Let's Start Reading</i> (see VISUAL (a))	
<i>We Discover Sounds and Letters</i> (Random House, 1972)	2.50 app.
<i>Learning to Think</i> Series (see ORAL LANGUAGE (a))	

(b) Puppets

self made from fabric (see MISCELLANEOUS)	
made to order by Eileen Maclean (K & K Orana Toys)	2.25 app.
Medals - self made by lettering cardboard or metal discs	

(c) Tapes and Records

<i>Music for Dance</i> Series A, Record 1 (Macdonald and Evans Educational Recordings Ltd)	1.95
<i>The Sesame Street Book and Record</i> (Children's Television Workshop, Columbia Records) SBR 235402	5.95
<i>The Square Song - Sesame Street</i> (W & G Records) WG.25/S/5509	2.98
Songs for Language Development Records 5 & 6 (P.B.)	
<i>Music for Movement</i> Vol 2 by M. Champion Crespigny (Side 11 - Transport sound effects) (W & G Records WG-25/5128)	2.98

<i>Play Your Instruments and Make a Pretty Sound</i> Ella Jenkins (Folkways Records) FC 7665	5.84
<i>Sounds I Can Hear</i> - 4 records accompanying picture cards and charts (Scott Foresman) 02765-66	16.50
<i>Sounds Around Us</i> (P.B.)	
Record 6 <i>Sounds of Animals 1</i>	
7 <i>Sounds of Animals 2/Sounds of Home</i>	
8 <i>Sounds of Toys/Sounds of Ways to Travel</i>	
9 <i>Sounds of People 1/Sounds of People 2</i>	
Auditory Training Familiar Sounds (D.L.M.) No. T139	7.50
<i>Arnhem Land</i> Vol 1 (His Master's Voice, EMI Aust Ltd) OALP 7504	
<i>Drums of Lockhart</i> - Aboriginal Music Old and New Vol 2 (St James Church Council - R.C.A.)	4.10
<i>Australian Children's Stories</i> - Aboriginal legends told by Clive Waters (W & G Records) GEM-65	2.98
<i>Songs from Yarrabah</i> Collected by Alice M. Moyle and P.C. Griffin AIAS/7	3.00
<i>Songs from North Queensland</i> Compiled by Alice M. Moyle AIAS/8	3.00
<i>Traditional Music of Torres Strait</i> Collected by Jeremy Beckett, additional material from La Mont West AIAS/11	3.00
<i>The Land of the Morning Star</i> - songs and music of Arnhem Land (His Master's Voice, EMI Aust Ltd) OCLP 7610	5.95
<i>Mornington Island Corroboree Songs</i> (W & G Records WG - B. 5007) - highly recommended for movement as well as for listening	5.98
Further material of this nature is in preparation and may be obtained from the Australian Institute of Aboriginal Studies, Canberra, on request	

APPENDIX C

RECOMMENDED BOOKS TO READ TO CHILDREN

Title	Page, Program Block and Type of Activity*	Cost**
Aboriginal Legends from Eastern Australia	602; G - aud	\$ 0.85
About Our School	345; E - th	0.70
The Adventures of Three Colours	637; G - dis	4.25
The Alphabet Book	504; F - dis	set 1.23
Animal Daddies and My Daddy	267; D - th	0.25
Animal Families 1, 2, 3	267; D - th	0.55
Animals	266; D - th	0.75
Animals We Know	266; D - lan; 577; G - lan; 579; G - lan	0.85 0.70
Anybody at Home?	344; E - lan	1.30
An Apple is Red	578; G - th	3.95
Are You My Mother?	267; D - th; 343, 344; E - lan 484; F - lan	1.50
Ask Mr Bear	577; G - lan; 578; G - lan	0.95
At the Zoo	638; G - dis	1.20
Australian Reptiles in Colour	268; D - th	3.50
Australia's Insect Life	268; D - th	1.60
Australia's Insects	268; D - th	4.50
Baby	179; C - th	0.50
The Baby Echidna	179; C - lan	0.30
Babar Loses His Crown	510; F - aud	1.50
The Bear Scouts	576; G - lan; 577; G - lan	1.50
The Bear's Holiday	343; E - lan; 577; G - lan	1.50
Bears in the Night	485; F - lan	1.50
Benny's Four Hats	484; F - lan	3.95

* Abbreviations:

aud = auditory
rh = rhyme

dis = discovery
th = theme

lan = language
wd bk = word book

** Approximate undiscounted retail price, 1972

Title	Page, Program Block and Type of Activity	Cost
The Best Nest	266; D - th	1.50
The Big Book of Wheels	485; F - th	1.15
Big Brother	111; B - lan; 179; C - th	0.50
The Big Happy ABC	284; D - aud	1.00
The Big Happy 1-2-3	299; D - dis	1.00
The Big Honey Hunt	343; E - lan	1.50
Big Sister	178; C - lan	0.50
The Bike Lesson	178; C - lan; 343; E - lan; 576; G - lan	1.50
Bill and his car	483; F - lan	0.25
The Bird	267; D - th	0.50
The Birth of Sunset's Kittens	267; D - th	3.00
Breakfast in Bed	41; A - lan	0.50
Breakfast on the Farm	41; A - lan	0.50
Brown Bear, Brown Bear, What Do You See?	299; D - dis	3.20
Buttons	73; A - dis	
Butterflies	579; G - th	1.20
Calico Pie	344; E - lan	2.50
The Carrot Seed	578; G - lan	0.40
The Cat in the Hat Beginner Book Dictionary	284; D - aud (wd bk)	2.95
Chicken Little	112; B - lan	1.00
Child's First Dictionary	284; D - aud (wd bk)	1.00
Choo Choo: The Story of a Little Engine Who Ran Away	510; F - aud	0.85
The Circle Sarah Drew	344; E - lan; 576; G - lan	2.35
City Song	636; G - dis	3.20
Colour	265; D - lan; 579; G - th	1.20
Colours	266; D - lan	3.95
Colours	504; F - dis (wd bk)	(set) 1.23
Come and Count Book 1	538; F - dis	0.80
Come and Count Book 2	537; G - dis	0.80
Come On! Play Ball!	576; G - lan; 609; G - rh	1.50
Come Over to My House	609; G - rh	1.50

Title	Page, Program Block and Type of Activity	Cost
Community Friends	343; E - lan; 345; E - th	0.85 0.70
Count With Me	389; E - dis	2.00
The Country Cat	576, G - lan; 577; G - lan	0.50
Do you know about .. CLAWS?	267; D - th	1.15 1.00
Do you know about .. TAILS?	267; D - th	1.15 1.00
Do you know about .. WINGS?	267; D - th	1.00 1.15
Doctors and Nurses - What Do They Do?	345; E - th	2.50
The Dot	390; E - dis	2.80
A Dragon in a Wagon	515; F - rh	0.50
The Ear Book	42; A - th; 179; C - lan; 483; F - lan	1.50
The Egg	578; G - lan	1.35
The Egg and the Chicken	266; D - th	2.35
Eggs	267; D - th	1.00
Emily's Moo	576; G - lan	1.50
Everyday Things	539; F - dis; 609; G - rh	1.70
The Eye Book	42; A - th; 483; F - lan; 579; G - lan	1.50
Farm Animals	178; C - lan	0.50
Farmyard Friends	268; D - th	0.29
Fast Things and Slow Things	539; F - dis	1.75
Father	345; E - th	0.50
Father is Big	179; C - th	3.95
Find Out by Touching	110; B - lan	2.05
Fire! Fire! said Mrs McGuire	344; E - lan; 515; F - rh	3.20
The First ABC	515; F - rh	0.80
The First Counting Book	389; E - dis	0.80
A Fish Out of Water	73; A - dis; 298; D - dis; 576; G - lan	1.50
Five is 5	538; F - dis	2.25
Flap Your Wings	267; D - th; 577; G - lan	1.50
A Fly Went by	343-4; E - lan	1.50

Title	Page, Program Block and Type of Activity	Cost
Follow this Line	577; G - lan	2.20
Follow Your Nose	42; A - th	2.05
The Foot Book	483; F - lan; 539; F - dis	1.50
Four Fur Feet	604; G - aud	4.50
The Frog	577; G - lan	2.25 approx.
Furry Boy	483; F - lan	3.95
Girroo Gurrll	601; G - aud	1.85
Go Dog Go	42; A - lan; 73; A - dis; 343; E - lan; 285; D - aud	1.50
Going on Wheels	485; F - th	1.30
Going to School	41; A - lan; 110; B - lan	0.85 0.70
Going and Coming	485; F - th	0.85 0.70
Going Shopping	504; F - dis (wd bk)	0.35
Going Swimming	111; B - lan	0.50
Goldilocks and the Three Bears	42; A - lan; 178; C - lan; 179; C - lan	2.20
Grandmother and I	178; C - lan	4.80 approx.
The Great Big Enormous Turnip	578; G - lan	3.40
Green Eggs and Ham	343; E - lan; 579; G - lan	1.50
Green is for Growing	578; G - th	2.25
Grown Ups	41; A - lan; 345; E - th	0.50
The Guinea Pigs that went to School	267; D - th (set of 6)	12.99
Hand, Hand, Fingers, Thumb	45; A - lan; 287; D - rh	1.50
Harry the Dirty Dog	577; G - lan	0.60
The Hen	267; D - th	0.50
Hop Little Kangaroo	267; D - th	0.25
Hop on Pop	515; F - rh	1.50
How Big is a Baby?	267; D - th	0.19
How Do You Travel?	485; F - th	2.50
How Does It Feel?	111; B - lan; 266; D - lan	4.75

Title	Page, Program Block and Type of Activity	Cost
The How Many Book	389; E - dis	2.65
I am a Frog	41; A - lan; 267; D - th	0.75
I am a Giraffe	267; D - th	0.75
I am Happy	483; F - lan	3.00
I am Here	41; A - lan	0.85 0.70
I Can Do It	110; B - lan	0.85 0.70
I Keep Changing	636; G - dis	2.55
I Know an Old Lady	609; G - rh	0.75
I Made a Line	111; B - lan	0.85
I Want to Be a Mechanic	485; F - th	1.75
I Want to Be a Postman	483; F - lan; 483; F - th	1.75
I Want to Be an Architect	345; E - th	1.75
I Want to Be a Secretary	345; E - th	1.75
I Want to Read	373; E - rh	1.00
Identity	601; G - aud	0.30
If I Were a Driver	345; E - th; 485; F - th	3.15
In and Out	389; E - dis	2.90
In the Garden	504; F - dis (wd bk)	0.35
In the Jungle	637; G - dis	1.20
In, On, Under and Through	41; A - lan; 42, A - lan; 207; C - dis	0.19
In Our Class	111; B - lan; 179; C - lan	0.85 0.70
In Our School	265; D - lan; 345; E - th	0.85 0.70
In the Park	638; G - dis	1.20
In the Rain	504; F - dis (wd bk)	1.20
Indian Two Feet and His Horse	485; F - lan	0.60
Is This You?	343; E - lan	0.60
Jamie Visits the Nurse	345; E - th	4.05
Joe and the Nursery School	578; G - lan	2.25
Joe Moves House	578; G - lan	2.25
Just Follow Me	578; G - lan	1.45 0.65

Title	Page, Program Block and Type of Activity	Cost
Just Me	578; G - lan	0.50
Just Suppose	287; D - rh	0.60
Kangaroo Dance	577; G - lan	0.30
Kenny's Monkey	483; F - lan	0.50
King of the Mountain	577; G - lan	3.20
The Large and Growly Bear	265; D - lan	0.39
Learn About Vehicles	485; F - th	0.40
Legends of the Goundirs	601; G - aud	3.20
The Line Sophie Drew	179; C - lan; 344; E - lan; 576; G - lan	2.35
Listen!	578; G - th	3.95
The Listening Walk	42; A - th	2.05
Little, Big, Bigger	298; D - dis	4.75
Little Black Sambo	41; A - lan; 112; B - lan	2.05
The Little Fish That Got Away	577; G - lan	0.60
The Little Gingerbread Boy/ The Gingerbread Man	41; A - lan	1.75
The Little Kangaroo	266; D - th	0.40
The Little Red Engine	111; B - lan	0.85
The Little Red Engine Goes to Market	485; F - th	0.85
The Little Red Hen (Ladybird Books)	344; E - lan	0.50
Little Toot	510; F - aud	3.40
The Longest Journey in the World	577; G - lan; 592; G - dis	3.20
Looking for Shapes	538; F - dis	2.55
Make a Bigger Puddle Make a Smaller Worm	636; G - dis	2.60
The Man Who Didn't Wash His Dishes	484; F - lan	0.50
Mandy and her doll	483; F - lan	0.25
Me	42; A - th; 484; F - lan	3.60
Me	41; A - lan	0.50
Mike Mulligan and His Steam Shovel	510; F - aud	0.85

Title	Page, Program Block and Type of Activity	Cost
Monday, Monday I like Monday	636; G - dis	3.20
More Animal Families	267; D - th	approx. 1.00
Mother	180; C - th	0.50
Mother Animals and Baby Animals	267; D - th	(set) 1.23
Mouse Looks for a Friend	344; E - lan	1.10 0.80
Mouse Looks for a House	344; E - lan	1.10 0.80
The Mouse Who Learned to Read	112; B - th	1.95
Mr Brown Can Moo, Can You?	111; B - lan	1.50
Mrs Mopple's Washing Line	266; D - lan; 483; F - lan; 510; F - aud	0.60
My Book About Me	41; A - lan; 483; F - lan; 484; F - lan	2.50
My Box and String	576; G - lan; 609; G - rh	0.60
My Family and I	179; C - th	0.85 0.70
My Five Senses	110; B - lan	2.05
My Friend the Doctor	345; E - th	1.70
My Friend the Policeman	345; E - th	1.70
My Friends and I	41; A - lan; 111; B - lan	0.85 0.70
My Hands	483; F - lan; 538; F - dis	2.05
My Pictionary	325; E - dis (wd bk); 504; F - dis (wd bk)	1.38
My Tricycle and I	505; F - th	3.95
The Nicky Books	325; F - dis	-
Night	344; E - lan	1.20
The Nose Book	42; A - th; 515; F - rh	1.50
Not this Bear!	576; G - lan	0.60
Numbers	637; G - dis	3.40
Numbers	637; G - dis	1.10
Numbers of Things	637; G - dis	2.60
Old Hat, New Hat	298; D - dis	1.50

Title	Page, Program Block and Type of Activity	Cost†
One Fish, Two Fish, Red Fish, Blue Fish	266; D - lan	1.50
One Happy Family	389; E - dis	1.95
One, Two	287; D - rh; 577; G - lan	0.50
One, Two, Three for Fun	266; D - lan; 389; E - dis	2.00
One Two Three Going to Sea	637; G - dis	0.50
Out and In	299; D - dis	0.50
The Owl and the Pussycat	343; E - lan	2.50
Paint	504; F - dis (wd bk)	1.20
Parts of the Body	504; F - dis (wd bk)	0.65
Patrick Will Grow (at present out of print)	179; C - th; 483; F - lan	1.00
The Pear Shaped Hill	287; D - rh	0.39
Picture Dictionary, Stage 1, J.I.L.A.P.	284; D - aud (wd bk) 534; F - dis	1.20
Pictures and Sounds a.b.c.	284; D - aud (wd bk)	1.20
The Pirates' Tale	577; G - lan	0.75
Planes	41; A - lan	0.50
Play School Red Book	538; F - dis	1.50
P.M. Listening Skill Builders	284; D - aud (wd bk)	0.20
Pockets	484; F - lan	0.19
The Pond	485; F - lan	0.50
Post	345; E - th	1.20
Presents	504; F - dis (wd bk)	1.20
Put Me in the Zoo	110; B - lan; 298; D - dis; 343; E - lan; 483; F - lan; 576; G - lan	1.50
The Rainbow	579; G - th	1.40
The Rain Puddle	344; E - lan	0.60
Read and Play	604; G - aud	0.70
The Red Balloon	504; F - dis (wd bk)	1.20
Rich Cat, Poor Cat	483; F - lan	0.65
Robert the Rose Horse	179; C - lan	1.50
Rooster Sets Out to See the World	637; G - dis	4.30

Title	Page, Program Block and Type of Activity	Cost
Rosie's Walk	179; C - lan; 207; C - dis	0.60
Round and Round and Square	637; G - dis	3.50
Round the House	179; C - lan	0.50
Round Things Everywhere	298; D - dis	4.05
The Sand Pail Book	539; F - dis	0.29
The Secret	343; E - lan	0.50
The Seed	578; G - th	0.70
6 is Six	637; G - dis	0.40
Sizes and Numbers	343; E - lan; 636; G - dis	1.25
Sounds Around the Clock	42; A - lan; 111; B - lan; 266; D - lan 345; E - th; 389; E - dis; 484; F - lan 179; C - lan	3.25
Sounds of Home	287; D - rh; 288; D - rh; 579; G - lan	2.25
Sounds of Laughter	180; C - th; 484; F - lan	3.45
Sounds of Numbers	42; A - lan; 111; B - lan; 299; D - dis 485; F - lan; 576; G - lan	3.05
The Square Ben Drew	179; C - lan; 344; E - lan;	2.35
Still Being Me	609; G - rh	approx. 3.00
Stradbroke Dreamtime	576; G - lan; 601; G - aud	3.95
A Tale of Tails	484; F - lan	1.00
Tales from Torres Strait	602; G - aud	1.50
Teeth	266; D - lan	1.20
The Telephone Book	579; G - lan	0.29
Tell Me a Story	576; G - lan	0.70
Telling Tails	110; B - lan; 267; D - th; 484; F - lan	4.00 appr.
Ten Apples Up on Top	42; A - lan; 110; B - lan; 298; D - dis 577; G - lan; 567; G - lan	1.50
Ten Little Squirrels	636; G - dis	3.20
That's What I'll Be	265; D - lan	set 6.10
That's What It Is	178; C - lan; 265; D - lan	3.75
That's Where You Live!	484; F - lan	0.19
Things I Like to Do	42; A - th; 345; E - th	4.50
Things to Touch	577; G - lan; 578; G - th	1.05

Title	Page, Program Block and Type of Activity	Cost
Things We Like to Do	373; E - rh	1.85
This ...	610; G - rh	3.98
This is the way I go Series:		
I run; I fly; I jump; I crawl; I swim; I climb	111; B - lan	set 2.50
Three Baby Chicks	267; D - th	3.95
The Three Billy Goats Gruff	112; B - lan; 344; E - lan	1.05
Three by Three	609; G - rh	3.50
Time for a Rhyme	287; D - rh	0.79
To the moon	610; G - rh	0.30
The Together Book	515; F - rh	0.25
Tom is Sick	111; B - lan	0.40
Too Many Names	112; B - th	0.19
Too Much Noise	578; G - lan	0.60
The Toolbox	345; E - th; 484; F - lan	2.95
Toys	343; E - lan	1.20
Traffic	178; C - lan	0.50
Two Hungry Mice	344; E - lan	1.10 80
Two New Babies (at present out of print)	484; F - lan	1.00
2000 Words	284; D - aud (wd bk)	1.40
The Up and Down Book	42; A - lan; 111; B - lan; 266; D - lan	.75
Up and Down the Escalator	538; F - dis	3.20
The Very Hungry Caterpillar	267; D - th	2.85
The Very Little Girl	42; A - th; 73; A - dis (paperback)	1.10
The Very Little Boy	42; A - th; 73; A - dis (paperback)	1.10
Wake Up Father	179; C - th	0.50
Watch Me Indoors	110; B - lan; 180; C - th	3.95
Watch Me Outdoors	578; G - th	3.95
Water	579; G - th	1.30
What can I do?	111; B - lan	0.25
What can jump?	111; B - lan	0.25
What Colour Is It?	266; D - lan	1.50
		1.20

Title	Page, Program Block and Type of Activity	Cost
What Happens Next?	266; D - lan	2.90
What is big?	111; B - lan	0.25
What is little?	111; B - lan	0.25
What is that?	178; C - lan; 287; D - rh; 576; G - lan	0.39
What's Inside?	578; G - th	0.60 4.30
Where Did Everybody Go?	483; F - lan; 483; F - dis	1.95
Where Do You Live?	265; D - lan	0.39
Where is Home?	266; D - th; 485; F - lan	3.60
Where's My Baby?	266; D - lan; 484; F - lan	0.95
Where's Willie?	483; F - lan	0.39
Whistle for Willie	112; B - th; 179; C - lan	0.65
Whistle Mary Whistle	609; G - rh	3.20
Who Are We?	265; D - lan; 484; F - lan	1.20
Who Are You? (at present out of print)	42; A - th; 343; E - lan;	1.00
Who Took the Farmer's Hat?	344; E - lan; 483; F - lan	0.90
Whoa Joey!	484; F - lan	0.19
Whose Little Bird Am I?	343; E - lan	1.70
The Wonderful House	344; E - lan; 483; F - lan	0.39
ZoZo Rides a Bike	510; F - aud	2.80

APPENDIX D
RECOMMENDED READING BOOKS FOR CHILDREN

Title	Page, Program Block and Type of Activity	Cost
		\$
The Alphabet Book	504; F - dis (wd bk)	set 1.23
The Alphabet Book	594; G	0.65
Animals at the Zoo	500; F	0.50
At School	362; E; 363; E	set 0.75
At the Zoo	596; G	set 1.20
At the Zoo	500; F	0.35
*Baby	498; F; 594; G	0.50
A ball book	501; F	0.35
Big and Little	595; G	0.25
big and little	280; D; 593; G	set 1.65
*Big Brother	279; D; 500; F	0.50
*The Big Happy ABC	284; D - aud (wd bk)	1.00
*Big Sister	279; D; 500; F	0.50
The Blue Book	594; G	0.25
A boy and a girl	593; G	0.25
The Brown Book	594; G	0.25
Busy	278; D	0.50
Can you see a flower?	593; G	0.10
Can You See A Pig?	593; G	0.10
*The Cat in the Hat Beginner Book Dictionary	284; D - aud (wd bk)	2.95
*Child's First Dictionary	284; D - aud (wd bk)	1.00
*Colours	504; F - dis (wd bk)	set 1.23
Cups and Saucers	594; 595; G	0.25
Dinner Time	498; F	set 0.75
Do You Know Word Books	499; F; 500; F; 593; G	set 2.60
Ducks	501; F	0.35
*Farm Animals	500; F	0.50
*Father	362; E	0.50

* occurs in both lists

Title	Page, Program Block and Type of Activity	Cost
Father Mouse	362; E	0.20
*Going Shopping	504; F - dis (wd bk)	0.35
*Grown Ups	278; D	0.50
Henry	596; G	0.30
here is the family series	362; E; 498; F; 499; F 501; F; 594; G	set 1.00
He's Hopping	279; D	0.10
A Home for a Mouse	594; G	0.70
Houses	595; G	0.35
I am Busy	278; D	set 2.20
I am in a tent	278; D; 499; F	0.25
I am a Mouse	278; D	0.20
I Can See A Boy	593; G	0.10
I see a giraffe	279; D; 501; F; 593; G	0.25
I'm dancing	278; D	0.10
I'm Drawing the Sun	279; D; 500; F	0.10
I'm Kimi. I'm A Boy	279; D; 362; E	0.10
*In the Garden	504; F - dis (wd bk)	0.35
In the Plane	501; F	0.22
*In the Rain	504, F - dis (wd bk)	1.20
Jugs	594; G	0.25
The Light Green Book	279; D; 501; F	0.25
Look At Mata. Can She Swim?	593; G	0.10
Look at me	279; D; 594; G	0.25
Look at This. This is a Pencil	280; D; 595; G	0.10
*Me	278; D; 500; F	0.50
*Mother	362; E	0.50
*Mother Animals and Baby Animals	267; D; 594; G	set 1.23
Mother Mouse	362; E	0.20
My Big and Little Book	595; G	set 5.00

Title	Page, Program Block and Type of Activity	Cost
My Family	499;	0.50
My First Book	593; G	0.50
My Mouse Family	499; F; 594; G	0.20
*My Pictionary	325; E - dis (wd bk); 504; F - dis (wd bk)	1.38
my teacher	596; G	set 1.65
*The Nicky Books	325; F - dis	-
Now I Am Five	499; F; 594; G; 595; G	set 5.00 approx.
Oh Look at This!	279; D; 500; F	0.50
One, two	363; E; 595; G	0.35
*Paint	504; F - dis (wd bk)	1.20
*Parts of the Body	504; F - dis (wd bk)	0.65
People We Know	362; E; 500; F	0.50
Pets	499; F	0.50
*Picture Dictionary - Stage 1 J.I.L.A.P.	284; D - aud (wd bk)	1.20
*Pictures and Sounds abc	284; D - aud (wd bk)	1.20
The Pig Family	594; G	0.35
Pigs	501; F	0.35
Playing outside	593; G	set 2.60
*PM Listening Skill- builders	284; D - aud (wd bk)	0.20
*Presents	504; F - dis (wd bk)	1.20
*The Red Balloon	504; F - dis (wd bk)	1.20
The Red Book	500; F	0.25
The Road	501; F	set 0.75
*Round the House	500; F	0.50
Run Rabbit Run	596; G	0.24
Shoes	501; F	0.35
Simon's Day	278; D	0.35
things I can do	596; G	set 1.65
Things We Do at School	594; G	set 2.60

* occurs in both lists

Title	Page, Program Block and Type of Activity	Cost
This is a Big Box	280; D; 501; F	0.10
This is a Boy. That's a Girl	280; D; 595; G	0.10
This is the Door	280; D; 595; G	0.10
This is a horse	596; G	0.25
This is Manu. He's a boy. He's running.	279; D	0.10
*This is the way I go Series	279; D; 500; F; 593; G	set 2.50
Tim Pretends	498; F; 500; F	0.24
*Traffic	501; F	0.50
Trains	595; G	0.35
Travelling	362; E; 500; F	0.50
*2000 words	284; D - aud (wd bk)	1.40
Up and Down	499; F; 594; G	0.35
Visits	499; F; 500; F	0.50
We go to School	498; F; 594; G	set 2.60
What are we doing?	362; E	set 1.20
What are we making?	362; E	set 1.20
*What can I do?	279; D; 593; G	0.25
What can jump?	279; D; 498; F; 593; G	0.25
What I like - for boys	499; F; 593; G	0.25
*What is big?	362; E	0.25
*What is little?	362; E	0.25
Wheels	499; F; 595; G	0.35
Where are the children?	498; F; 596; G	set 0.75
Where are you going?	498; F	set 0.75
Where shall I hide?	596; G	0.25
Which are you?	278; D; 363; E	0.25
The White Book	500; F	0.25
Who are you at the zoo?	278; D; 501; F	set 0.75
The Yellow Book	595; G	0.25

* occurs in both lists

APPENDIX E

SELECTED REFERENCE BOOKS FOR TEACHERS

- "Aborigines and Education" edited by S.S. Dunn & C.M. Tatz
(Sun Books, 1969) \$3.75
- "Beginnings" Nuffield Mathematics Project (W & R Chambers &
John Murray, 1967) \$3.10
- "Discovering the Physical World" by Alice Yardley
"Young Children Learning" Series (Evans, 1970) \$3.15
- "Exploration and Language" by Alice Yardley
"Young Children Learning" Series (Evans, 1970) \$3.15
- "Freedom to Learn: An Active Learning Approach to Mathematics"
by Edith E. Biggs & James R. MacLean (Addison-
Wesley (Canada) Ltd., 1969) \$6.90
- "Mathematics for Younger Children" by Edith Biggs "British
Primary Schools Today" Series (Macmillan
Education, 1971) \$1.80
- "Mathematics: the First Three Years" Nuffield/CEDO
(W & R Chambers & John Murray, 1970) \$4.00
- "Reaching Out" by Alice Yardley "Young Children Learning"
Series (Evans, 1970) \$3.15
- "Report on The National Workshop on Aboriginal Education:
Priorities for Action and Research" edited by Betty H. Watts
(Department of Education, University of
Queensland, 1971)- available from Office of
Aboriginal Affairs, Canberra
- "Special Schools Bulletin" - periodical (Aboriginal Education
Branch of Welfare Division, Northern Territory
Administration, Darwin)
- "Teacher" by Sylvia Ashton Warner (Penguin, 1966) \$1.00

APPENDIX F

INDEX OF FIRST LINES AND TITLES OF RHYMES

- | | |
|--|-----------------------|
| 1. All the feet | pp.512, 626 |
| 2. The ants are walking under the ground | p.260 |
| <i>Apple Picking</i> No. 110 | pp.370, 626 |
| 3. Around and about | p.635 |
| 4. Baby's ball is big and round | p.472 |
| <i>The ball</i> No. 4 | p.472 |
| 5. Ball, ball | p.371 |
| 6. Bang goes the hammer | pp.127, 471 |
| 7. A bear and a bunny | p.477 |
| <i>Bees</i> No. 80 | pp.38, 571 |
| 8. Big shirts and little shirts | pp.472, 626 |
| 9. A bird has two legs | pp.296, 472, 626 |
| 10. A blackbird with a yellow bill | p.573 |
| 11. The black cat yawns | p.474 |
| <i>Boys</i> No. 232 | p.259 |
| 12. The boys and girls who stay at home | pp.109, 336, 470 |
| 13. Boys' boots are big | p.259 |
| <i>The Broken Chair</i> No. 144 | pp.286, 470 |
| 14. The busy hens will cluck and lay | p.627 |
| 15. Can anyone tell me, does anyone know | pp.37, 470 |
| 16. Can a parrot | p.474 |
| 17. Can you hop like a joey | p.574 |
| <i>The Cat</i> No. 11 | p.474 |
| <i>Cats</i> No. 18 | pp.261, 571 |
| 18. Cats are climbing on the roof | pp.261, 571 |
| 19. Chuff, chuff, chuff, chuff | pp.479, 604 |
| 20. Chuff-chuff; Chuff-chuff | pp.479, 604 |
| <i>Clay</i> No. 152 | p.634 |
| 21. Click, clack, click, clack | p.478 |
| 22. Climb in the Rocket | pp.259, 336, 471, 472 |
| <i>Cluck! Cluck!</i> No. 23 | pp.263, 336, 471 |
| 23. "Cluck! Cluck!" called the hen | pp.263, 336, 471 |
| 24. Coconuts are tasty. | p.260 |
| 25. Come to the zoo, do do do | p.512 |

	<i>Corroboree</i> No. 207	pp.338, 503
26.	"Count up my eggs", said Mother Hen <i>Counting Toes</i> No. 181	p.627 pp.202, 626
27.	Creep to the window	p.477
28.	Daddy's hat	p.512
29.	Daisy, daisy	p.478
30.	Diddle diddle dumpling, my son John	p.473
31.	Dig a little hole	p.370
32.	The dogs I know	p.518
33.	Drip, drip, drip came the raindrops	p.476
34.	The engine on the line	pp.478, 604
35.	Fanny's food is on her face	pp.474, 604
36.	Farmer Brown has one little dog	p.628
37.	Fee, fi, fo, fum! <i>Figs</i> No. 91	p.605 pp.573, 604
38.	Fill the pipe	p.606
39.	Fill up the cup	pp.477, 604
40.	Five little possums	pp.340, 626
41.	Five ripe mangoes <i>Five Years Old</i> No. 172	pp.140, 264, 626 pp.572, 604
42.	Flatfish are flat.	p.605
43.	Flatten that fly	p.605
44.	Flicker, flicker, flack	pp.478, 604
45.	Flowers are yellow	p.472
46.	Flutter, flutter	p.607
47.	Fly feathers fly	p.605
48.	Follow the leader, follow the leader <i>Four and Five</i> No. 216	p.605 pp.36, 604
49.	Freddie Frog is funny and fat <i>Funny Fish</i> No. 42 <i>The Funny Fly</i> No. 68	p.605 p.605 p.477
50.	Gallop pony gallop now	pp.285, 369
51.	Get one stone and drop it in	p.628
52.	Gilly Gull <i>Girls</i> No. 233	p.285 p.259

53.	Go and get some gum	p.285
54.	Go! Go! Go!	p.285
55.	Go wind, blow	pp.606, 571
	<i>The Goods Train</i> No. 20	pp.579, 604
56.	Googa Goanna goes to wait	p.285
57.	Great big bullfrog	pp.386, 626
58.	Grrm! Grrm! Grrm! Grrm!	pp.479-80
59.	Grubs in the grass	pp.285, 471
	<i>Hairy Man</i> No. 62	pp.339, 503
	<i>The Hammer</i> No. 6	pp.127, 471
60.	Hammers are tools	p.269
	<i>Hands on Shoulders</i> No. 61	p.474
61	Hands on shoulders, hands on knees	p.474
62.	He is creeping	pp.339, 503
63.	Here is the beehive. Where are the bees	pp.478, 508, 626
64.	Here is Daddy's razor	pp.174, 470
65.	Here is the emu straight and tall	pp.174, 471
	<i>Henry's House</i> No. 66	pp.64, 470, 471
66.	Here is Henry	pp.64, 470, 471
67.	Here is a puzzle	pp.337, 571
68.	"Ho!" buzzed the housefly	p.477
69.	Hop, hop, kangaroo	pp.107, 263, 369
70.	A house is on fire	pp.340, 471
71.	How many puffs	p.627
72.	Humpty Dumpty sat on a ball	p.511
73.	I am an aeroplane	pp.479, 503
74.	I am striding like a giant	pp.37, 336
75.	I beg your pardon, Mrs Bardon	pp.172, 336
76.	I can jump, jump, jump	pp.107, 336
77.	I can see a butcher	p.340
78.	I can't bite	p.572
79.	I don't know	pp.338, 571
80.	I don't like bees	pp.38, 571
81.	I had a mule	p.474
82.	I have a dog	p.475

83. I have four legs	p.573
84. I have a shirt	p.475
85. I have ten little fingers	pp.202, 471, 626
86. I haven't got a tail	p.476
87. I hide my hands	pp.64, 470
88. I jump up and down	pp.286, 470
89. I kiss my Mummy very slow	p.472
90. I like cake and I like candy	pp.38, 470
91. I like figs	p.573, 604
92. I like gumleaves	pp.263, 471
<i>I like Plums</i> No. 93	pp.38, 369
93. I like red plums	pp.38, 369
94. I like to stay at home and put	pp.339, 471
95. I like to watch the puffs of smoke	pp.38, 472
96. I like water in a cup	p.574
97. I ride on a horse	pp.479, 571
98. I saw a slippery, slithery snake	pp.285, 336, 471, 571
99. I sit on the ground	pp.38, 470
100. I stir my pudding, stir it so	pp.194, 369, 460
101. I take my scissors	p.475
102. I think mice	p.261
103. If you had some money	p.573
104. I'm busy, busy, busy	p.340
105. I'm a frog, I'm little	pp.37, 336
106. I'm looking in the mirror	pp.37, 470
107. I'm not frightened of pussy cats	p. 572
108. I'm not very big	p.573
109. I'm peeping through the railings	pp.337, 471, 503
110. I'm picking apples from a tree	p.370
111. I'm a policeman	pp.37, 336
112. I'm round and I'm small	p.572
113. In the morning	pp.372, 571
114. In the tree	pp.107, 626
115. Incey Wincey Spider	p.574
116. Is that you	pp.338, 503
117. It doesn't breathe	pp.36, 470

118.	It has two wheels and handlebars	p.475
119.	It rained on Anne	p.572
120.	It's funny how beetles	p.635
121.	It's made from flour, eggs and fat	p.473
122.	It's what I breathe to keep me alive	p.574
	<i>Jack Sprat's Pig</i> No. 132	p.572
123.	Jeremiah, blow the fire	pp.64, 369
124.	Jump with two feet	pp.202, 626
	<i>Kangaroo</i> No. 69	pp.263, 369
	<i>Kangaroos</i> No. 157	pp.139, 471, 626
125.	Kangaroos are tall and strong	p.261
	<i>Ladder Climbing</i> No. 223	pp.128, 471
	<i>Let's Be Firemen</i> No. 70	pp.340, 471
126.	Listen to the wind	p.508
127.	Little Arabella Miller	pp.65, 263, 336, 471
	<i>Little Balls</i> No. 128	p.260
128.	Little balls are bouncing	p.260
129.	The little boy wanted a friend	p.337
130.	A little boy went walking on a lovely summer's day	pp.175-6, 508
131.	The little chickens on the ground	p.477
132.	Little Jack Sprat	p.572
133.	A little rabbit on a hill	p.577
134.	Little red see-saw	p.338
135.	Little Tommy Tadpole	pp.474, 571
136.	Look at all the girls and boys	pp.338, 503
	<i>Look at Me</i> No. 88	pp.286, 470
	<i>Lullaby</i> No. 141	p.478
	<i>Mangoes</i> No. 41	pp.140, 264, 626
137.	Mary lost her coat	p.474
	<i>Mice</i> No. 102	p.261
138.	Mix a pancake	p.369
139.	Molly the cow said, "Moo! Moo! Moo!"	pp.340, 470
140.	Monkey, monkey is sitting on the rail	p.473
141.	The moon and the stars and the wind in the sky	p.478
142.	Mummy has scissors - snip, snip, snip	p.476
143.	My buttons are bright	p.262

144.	"My chair! My chair!"	pp.286, 470
	<i>My Daddy</i> No. 145	pp.172, 470
145.	My Daddy's tall	pp.172, 470
146.	My feet are still	p.261
	<i>My Hands</i> No. 87	pp.64, 470
147.	My little dog	p.573
148.	My motor is humming	pp.36, 470
	<i>My Mother</i> No. 196	pp.127, .471
149.	My mother said	pp.339, 571
	<i>My Nose</i> No. 117	pp.36, 460
150.	My skin is green	pp.260, 460
151.	Now I'm tall enough	p.477
152.	Oh, so many things to make	p.634
153.	Old King Cole	p.510
154.	Once I saw a little bird	p.473
155.	One and one are two	pp.262, 626
156.	One is one	pp.296, 586
157.	One little Joey	pp.139, 471, 626
158.	One mother hen is scratching all about	pp.202, 626
159.	One potato, two potatoes	pp.385, 626
160.	One puppy, two puppies	p.628
161.	One red engine is puffing down the track	p.627
162.	One to get ready	p.296
	<i>One, Two, Me and You</i> No. 156	pp.296, 586, 626
163.	1, 2, a pair for you	p.626
164.	One, two, three	pp.371, 571, 626
165.	One, two, three, four, five	p.627
	<i>Opposites</i> No. 201	p.573
166.	Pad - Pad - Paddipaws is my cat	p.370
	<i>Paints</i> No. 244	pp.291, 369
167.	Parrots play as they fly past	p.369
168.	Peter likes porridge	p.370
169.	Piggy on the railway	pp.339, 369, 470, 571
170.	Pitter patter	p.369
171.	Play on the seashore	p.509
172.	Please, everybody, look at me	pp.572, 604

<i>The Pocket</i> No. 217	pp.339, 471, 508
<i>The Policeman</i> No. 111	pp.37, 336
173. Poor little puppy!	pp.369, 471
174. Pretty Polly Parrot	p.369
175. Puff, puff	p.605
176. Pull, pull, see me pull	p.574
177. Put the popcorn in the pan	pp.369, 471
178. Put your finger in Foxy's hole	pp.339, 369, 470, 503, 571
179. Rain on the roof-top	pp.128, 470
180. Rat-a-tat-tat	pp.127, 470
<i>Roll Over</i> No. 203	pp.386, 471, 571, 626
181. Rosalie Rose	pp.202, 626
182. Rose, Rose	pp.476, 626
183. Run to the gate	p.476
184. Scratch, scratch goes Tommy the cat	pp.127, 471
185. The seagull curves his wing	pp.337, 471
186. See the baby's cradle	p.472
187. Sh! ... Listen! ...	pp.261, 369
188. Shoes have tongues	pp.475, 571
189. Show me 10 little children standing up straight	p.627
190. Sidney sings a song at supper	pp.64, 471
<i>Simon Snail</i> No. 191	pp.64, 471
191. Simon Snail goes walking	pp.64, 471
<i>Singing Songs</i> No. 190	pp.64, 471
<i>Six Little Ducks</i> No. 192	pp.65, 336
192. Six little ducks went out one day	pp.65, 336
193. Six ripe plums	pp.262, 369, 626
194. Slowly, slowly, slowly	p.477
<i>The Snake</i> No. 195	p.574
195. A snake slipped through the thin, green grass	p.574
<i>Soap Bubbles</i> No. 38	p.606
196. Sometimes, she's looking after Baby	pp.172, 471
197. Stamp, stamp, heavy and slow	p.261
198. Stanley wants to post a letter	pp.477, 571
<i>Stars</i> No. 221	p.371

199. Stir the soup in the pot pp.64, 369
Stirring No. 199 pp.64, 369
200. Sun and rain pp.574, 597
Sun on the Clover No. 205 p.477
A Tail No. 86 p.476
201. That's not hard, it is (soft) p.573
202. There are 10 big buns in the baker's shop p.629
203. There were ten in the bed pp.386, 471, 571, 626
204. There's a humming in the sky p.478
205. There's sun on the clover. p.477
206. These two rabbits p.476
207. They are dancing pp.338, 503
208. This bull is big. His eyes are round p.572
209. This is Fred pp.108, 263, 336
210. This is my saucer pp.173, 470
211. This is the ship pp.173, 472
212. This is the sun pp.173, 472
213. This is what I did today p.574
214. This little pig went to market p.509
215. Timothy Tim pp.476, 626
216. Today I'm four pp.36, 604
217. Today when I pp.339, 471, 508
Tommy the Cat No. 184 pp.127, 471
218. Tooli looked at the moon p.574
Tottie Turtle No. 258 pp.194, 470, 471
The Train No. 219 pp.127, 369, 472
219. The train is going up the track pp.127, 369, 472
Trees in the Wind No. 253 pp.64, 471, 508
220. Turn the tap pp.194, 369
221. Twinkle stars in the sky p.371
222. Twinkle, twinkle, little star pp.337, 508
223. Two busy feet pp.128, 471
224. 2, 4, 6, 8 p.627
225. Two, four, six, eight pp.512, 626
226. Two little ducklings p.628
227. Under and up p.635

	<i>Up In The Air</i> No. 262	p.478
228.	Up in Danny's mango tree	pp.473, 626
229.	Walking through the jungle	p.509
	<i>Watching</i> No. 95	pp.38, 472
230.	Water in bottles	p.532
231.	Way down South where bananas grow	pp.472, 508
232.	We are boys	p.259
233.	We are girls	p.259
234.	We are cutting with our scissors	pp.259, 369, 571
235.	We are men	p.259
236.	We are possums	pp.259, 369
237.	Wee Willie Winkie	p.510
238.	We're inside the rocket	p.626
	<i>What am I?</i> No. 83	p.573
239.	What do you suppose	pp.286, 336, 470, 508
	<i>What Will They Be?</i> No. 242	pp.262, 336
240.	What will Willy Wombat wear	p.509
241.	What's become of John boy	pp.175, 471, 571
242.	When Craig grows up	pp.262, 336
243.	When I clean my windows	p.509
244.	When I put yellow	pp.291, 369
245.	When you are walking by yourself	p.337
246.	Where are you going	pp.128, 471
247.	Where is Tottie	p.338
	<i>Who am I?</i> No. 74	pp.37, 336
248.	Who can stretch the highest	p.635
249.	Who took the glue from Phillip's table	p.472
250.	Who's that knocking	pp.128, 336, 471, 526
	<i>Willy</i> No. 252	pp.508, 571
251.	Willy Wally Wombat	p.509
252.	Willy will not wait for me	pp.508, 571
253.	The wind blows high	pp.64, 471, 508
	<i>Windows</i> No. 243	p.509
254.	Windy weather and whistling wind	p.508
	<i>Winter</i> No. 126	p.508
255.	Workman, Workman	p.341

- | | |
|--|---------------------------------|
| 256. Wouldn't it be funny | pp.339, 508 |
| 257. You are so fast | pp.336-7, 472, 503 |
| 258. You can't touch Tottie's tummy
<i>You Do It Too</i> No. 76 | pp.194, 470, 471
pp.107, 336 |
| 259. A young man who owned a balloon | p.476 |
| 260. Zero zero fat and round. | p.296 |
| 261. Zoom! Zoom! | p.479 |
| 262. Zooming across the sky | p.478 |

APPENDIX G

INDEX OF GAMES

Title	Page, Program Block and Type of Activity
"Are You the Leader?"	333-4; E - lan
"Build this Picture"	506; F - aud; 367; E - aud
Choose the Right Picture	568-9; G - lan; 518; F - dis; 463-4; F - lan
"Choose the Right Word"	537; F - dis
Circling	611; G - vis; 374; E - vis; 353; E - rdg
"Colour of the Day"	562; G - lan
Completing Rhymes	607; G - aud; 512-3; F- aud; 372; E - aud; 286-7 D - aud
"Construction"	612; G - vis; 565; G - lan; 532; F - dis; 518; F - dis; 462; F - lan; 389; E - dis; 373-4; E - vis
Day of the Week	562; G - lan
Definitions	514; F - aud; 388; E - dis; 358; E - rdg; 334-5; E - lan
Descriptions	565; G - lan; 514; F - aud; 461; F - lan; 388; E - dis; 358; E - rdg; 334; E - lan
Detective Game	329-30; E - lan; 277; D - rdg; 270; D - rdg; 269; D - lan; 256; D - lan
Dice Games	625; G - dis; 525; F - dis
Discrepancy	568; G - lan; 462; F - lan; 335; E - lan
"Do They Rhyme?"	515; F - rh; 373; E - rh; 287; D - rh
Drama	469; F - lan; 269; D - lan; 257; D - lan
"Drawing Straws"	465; F - lan
"Feel It"	565; G - lan; 388; E - dis; 333; E - lan
Here's Henry/Tottie ... etc.	491; F - rdg; 461; F - lan
"Hidden Pictures"	611; G - vis; 568; G - lan; 374; E - vis
"Hold It Up"	570; G - lan
"I Spy"	600-1; G - aud; 565; G - lan; 506; F - aud; 367; E - aud; 328; E - lan; 282; D - aud; 258; D - lan
"I'm Thinking"	465-6; F - lan
Imitating Sounds	601; G - aud; 366; E - aud; 281; D - aud

Title	Page, Program Block and Type of Activity
Introductions	258; D - lan
Inventing Rhymes	607; G - aud; 512; F - aud; 286-7; D - aud
"Is It Like This?"	514; F - aud; 334; E - lan
"Is This It?"	565; G - lan; 389; E - dis; 388; E - dis; 332-3; E - lan
"Kim's Game"	612; G - vis; 374; E - vis
"Listen and Think"	469; F - lan
Locating nominated words	353; E - rdg
Magic Words	586; G - rdg
"Matching"	374; E - vis; 351-2; E - rdg; 271-2; D - lan
"Medals"	507-8; F - aud
Mime	564; G - lan 335; E - lan; 271; D - rdg; 256; D - lan
Missing Words	605; G - aud; 567-8; G - lan; 502; F - rdg; 389; E - dis; 468; F - lan; 329; E - lan; 258; D - lan
"Mistakes"	606; G - aud; 568; G - lan; 528; F - dis 511; F - aud
"Mummy Went to the Store"	462; F - lan; 258; D - lan
Musical Numbers	625; G - dis
"Naming"	611; G - vis; 352-3; E - rdg
"Newspaper Game"	585; G - rdg
Nominating Rhyming Words	608-9; G - aud; 373; E - aud; 287; D - aud
"Noughts and Crosses"	626; G - dis
"Number of the Day"	522; F - dis; 462; F - lan; 382; E - dis
"Odd Socks"	526; F - dis
"Opposites"	562; G - lan
"Pairs"	611; G - vis; 352; E - rdg
Parts	289; D - vis
"Phonic Circling"	506; F - aud; 462; F - lan; 368; E - aud
Phonic Memory Game	506; F - aud; 367; E - aud
"Picking"	374; E - vis; 351; E - rdg
Picture Elimination Game	566; G - lan; 564; G - lan; 465; F - lan

Title	Page, Program Block and Type of Activity
"Pigs Fly"	565; G - lan; 462; F - th
Plurals Activity	462; F - lan
"Pointing"	505; F - aud; 366; E - aud; 282; D - aud
Question-and-Answer Games	565; G - lan; 467; F - lan; 388-9; E - dis; 346; E - lan; 330-1; E - lan
"Reconstruction"	612; G - dis
Rhyming Game	607-8; G - aud
Rhyming Pairs	372; E - aud
Rhyming Questions	607; G - aud
"Rubbing Out"	351; E - rdg; 374; E - vis
"Same or Different?" (visual)	611; G - vis; 374; E - vis; 327; E - lan; 288; D - vis
"Same or Different?" (auditory)	505; F - aud; 366; E - aud; 327; E - lan; 288; D - vis
Secret Messages	456; F - lan; 325; E - rdg; 272; D - rdg
"Secret Pictures"	591-2; G - rdg
"Sequences"	580; G - lan; 566; G - lan
Signposts	466; F - lan
Similarities and Differences	611; G - vis; 565; G - lan; 532; F - dis; 518; F - dis; 491; F - rdg; 462; F - lan 388-9; E - dis; 328; E - lan
"Smell It"	333; E - lan
Sound identification game	282; D - aud
"Sounds and Shapes"	600; G - aud
Supplying Rhyming Words	608-9; G - aud; 513; F - aud
"Susie Seasnake likes ..." (Pippo Possum/Googa Goanna/ Willy Wombat/Foofle)	283; D - aud
Tachistoscopic Program	610; G - vis; 515; F - vis; 389; E - dis; 373; E - vis; 288; D - vis
Telephone Conversations	327; E - lan; 257; D - lan
Television	257; D - lan
"Tell Me" Time	588; G - rdg; 569-70; G - lan; 537-8; F - dis; 528; F - dis; 492; F - rdg; 462; F - lan

Title	Page, Program Block and Type of Activity
"Think of a word"	537-8; F - dis
Tongue Twisters	583; G - aud
Tracks	374; E - vis; 288-9; D - vis
Weather	562; G - lan
"What am I doing?" Mime Game	327; E - lan
What are They?	566-7; G - lan; 464-5; F - lan; 388; E - dis; 331; E - lan; 329; E - lan
"What am I?"	589; G - rdg
"What is it?"	589; G - rdg; 566-7; G - lan; 565; G - lan
"What is he saying?"	461; F - lan
"What was Silly?"	606; G - aud
What Goes in Both Rows?	631; G - dis
"What's Different?"	568; G - lan
"What's Henry/She/He Going to Do?"	271; D - rdg; 272; D - rdg; 257; D - lan
"What's in My Hand/Her Pocket?"	565; G - lan; 461; F - lan; 388-9; E - dis; 358; E - rdg; 331-2; E -lan
"What's My Number?"	565; G - lan; 461; F - lan; 332; E - lan
"What's She Going to Do?"	271-2; D - rdg; 257; D - lan
"Where is Henry Hiding?"	564; G - lan; 327; E - lan
Which One is Different?	568; G - lan; 374; E - vis
"Which One is Right?"	606; G - aud; 568; G - lan; 511; F - aud; 370-1; E - aud
"Which One Went Away?"	352; E - rdg
"Which Sound Does Not Belong?"	505; F - aud; 388; E - dis; 365; E - aud; 281; D - aud
"Which Two are the Same?"	611; G - vis; 568; G - lan; 374; E - vis
"Which Word"	602; G - aud
"Which Word Does Not Belong?"	505; F - aud; 366; E - aud; 282; D - aud
"Which Word Does Not Rhyme?"	373; E - rh; 287; D - rh
"Who am I?" - Voice Identification Game	333; E - lan
"Who am I?", "What am I?"	589; G - rdg; 566-7; G - lan; 564; G - lan; 464-5; F - lan; 327; E - lan

Title	Page, Program Block and Type of Activity
"Who is he?" "Who is she?"	565; G - lan; 328; E - lan
"Who Said It?"	328; E - lan
"Whose Tracks are These?"	289; D - vis
"Word Check"	353; E - rdg
"Word Time"	504; F - rdg
"Word Lotto"	611; G - vis; 351; E - rdg
"Yes or No"	581; G - rdg; 565; G - lan 501-2; F - rdg; 466-7; F - lan

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As well as the original rhymes presented in this program, other rhymes, some in adapted form, have been used.

Every reasonable precaution has been taken to trace the owners of copyrighted material and to make due acknowledgement. Any omissions will be gladly rectified in future publications.

Known sources of the rhymes indicated by the numbers shown in Appendix F (pp.677-86) are gratefully acknowledged as follows:

ABC rhymes by Katherine Blowen (Dominie, 1967) - Rhymes Nos. 27, 187.

Action Poems and Plays for Active Little People by Katherine Blowen (Dominie, 1969) - Rhymes Nos. 69, 221.

All Around You compiled by T.H. Parker (Blackie, 1970) - Rhyme No. 102.

A Beginning Book of Poems selected by Marjory Lawrence (Addison Wesley, 1967) - Rhymes Nos. 152, 200, 244.

Father Gander compiled by Charlotte Huck (Scott Foresman, 1971) - Rhyme No. 188

Favourite Poems to Read Aloud selected by Dr. M.B. Parke *et al* (Wonder Books, 1958) - Rhyme No. 155

Finger Play for Nursery Schools by Hilda I. Rostron (Pitman, 1954) - Rhymes Nos. 6, 29, 100, 109, 110, 184, 186, 191, 210, 211, 223, 243, 253.

Finger Plays by Adelaide Hall (Golden Press, 1964) - Rhymes Nos. 61, 63, 111.

Finger Plays and Action Jingles compiled by Senior Kindergarten Students - Supplement to *N.Z. Speech Therapists Journal*, May 1956 (Speech Clinic, Christchurch) - Rhymes Nos. 63, 130, 192, 219, 250.

Finger Plays and Action Rhymes by Yvonne Winer (Angus and Robertson, 1970) - Rhymes Nos. 57, 87, 99, 101, 128, 206, 212.

In The Middle Of The Trees by Karla Kuskin (Harper and Row, 1958) - Rhyme No. 195.

Junior Verse in Action - Book 1 by C.V. Burgess (University of London Press, 1964) - Rhyme No. 138.

Keep a Poem in Your Pocket compiled by Charlotte S. Huck *et al* (Scott Foresman, 1971) - Rhymes Nos. 55, 76, 149.

Mime and Rhyme by Frances Wilkins (Blackie, 1962) - Rhymes Nos. 166, 248.

More Good Speech by Margaret Clarke (Oldham's Press, 1961) - Rhyme No. 144

My Poetry Book edited by June Pierce (Wonder Books, 1954) - Rhymes Nos. 171, 172.

Nicky and the Duck by Mavis Hampson (Sounds and Rhythm 1, Ginn, 1969) - Rhymes Nos. 4, 13, 35, 86, 90, 216, 220.

Now We Are Six by A.A. Milne (Methuen, 1927) - Rhymes Nos. 215, 241.

- Number Rhymes and Finger Plays* by E.R. Boyce and K. Bartlett
(Pitman, 1941) - Rhymes Nos. 40, 65, 85, 162, 178, 131, 133.
- The Ombley-Gombley* by Peter Wesley-Smith (Angus and Robertson, 1969) -
Rhyme No. 259.
- People in the Neighbourhood* by Jane Bells Moncure
(The Child's World, 1969) - Rhyme No. 70.
- Poems and Rhymes*, Vol 1 Childcraft (Field Enterprises Educational
Corporation, 1971) - Rhymes Nos. 10, 30, 32, 81, 151, 185, 208, 222.
- Poetry is all around* by Phyllis Flowerdew (Oliver and Boyd, 1967) -
Rhyme No. 42.
- A Rocket In My Pocket* compiled by Carl Withers (Bodley Head, 1969) -
Rhymes Nos. 137, 140, 164, 225, 231.
- The Secret Place and Other Poems* by Dorothy Aldis (Scholastic Magazines,
1962) - Rhymes Nos. 117, 245.
- Silly Verse For Kids* by Spike Milligan (Dennis Dobson, 1959) -
Rhymes Nos. 16, 107.
- Sixes* compiled by Marjorie Stephenson (Frederick Warne, 1968) -
Rhyme No. 11.
- A Snail With a Cold* by Maris Hampson (Sounds and Rhythm 3, Ginn, 1969) -
Rhymes Nos. 84, 198.
- Sounds Around the Clock* selected by Bill Martin Jr. (Holt, Rinehart and
Winston, 1966) - Rhyme No. 205.
- Sounds of Numbers* selected by Bill Martin Jr. (Holt, Rinehart and
Winston, 1966) - Rhyme No. 82.
- Speak Clearly* by Katherine Blowen (Dominie, 1967) - Rhymes Nos. 25, 254.
- Speech Rhymes* - Introductory Book - edited by Clive Sansom
(A. & C. Black) - Rhymes Nos. 50, 123, 132, 148, 170, 180, 199, 230.
- Speech Training Rhymes and Jingles Part 1* - Supplement to *N.Z. Speech
Therapists Journal* 1959 (Speech Clinic, Christchurch) - Rhymes Nos. 21,
33, 34, 39, 93, 126, 143, 168, 174, 175, 194.
- This Little Puffin* compiled by Elizabeth Matterson (Penguin Books, 1969) -
Rhymes Nos. 98, 127, 169, 214, 239.
- Time For Poetry* compiled by May Hill Arbuthnot (Scott, Foresman, 1959) -
Rhyme No. 246.
- The Treasure Ship* by Mavis Hampson (Sounds and Rhythm 2, Ginn, 1969) -
Rhymes Nos. 190, 252.
- V Is for Verses* by Odille Ousley (Ginn, 1964) - Rhymes Nos. 5, 7, 68,
97, 119, 134, 256, 261, 262.
- We Play and Grow* - Book 2 - *Rhymes For Me To Speak* by Maisie Cobby
(Pitman) - Rhymes Nos. 36, 115, 154, 229.
- We Play and Grow* - Book 3 - *Rhymes For Me To Speak* by Maisie Cobby
(Pitman) - Rhyme No. 77.

We Play and Grow - Book 4 - *Rhymes For Me To Speak* by Maisie Cobby
(Pitman) - Rhyme No. 160.

The Young Puffin Book of Verse compiled by Barbara Ireson
(Penguin Books, 1970) - Rhyme No. 120.

The Zoo that Grew by Ilo Orleans (Henry Z. Walch) - Rhyme No. 217.