Presented is a curriculum guide for mainstreaming educationally handicapped elementary school children. Activities are provided for the following skill areas: listening skills (including recognizing different types of sounds and understanding oral directions), visual perception (including figure-ground perception and form constancy), general concept development (including time and "set" concepts), quantitative concept development (including addition and subtraction), and miscellaneous curriculum sequences (including spelling and geography). It is explained that the activities emphasize sequencing and self-correcting techniques. (CL)
Curriculum Ideas
For Mainstreaming
Exceptional Children

TITLE VI
1974-1975

Donald F. McHenry
Project Manager

Richard W. Cansdale
Teacher Consultant
CURRICULUM IDEAS
FOR THE
ELEMENTARY EDUCATIONALLY HANDICAPPED STUDENT

Mainstreaming of Exceptional Children
1974-75 School Year
Clark County School District
Las Vegas, Nevada

Donald F. McHenry
Project Manager

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Background Information

The curriculum ideas included in this book were selected from the materials submitted by experienced teachers of educationally handicapped students enrolled in classes taught by Dr. Alice Thompson, Project Director - Learning & Behavior Problems Project  Associate Professor of Psychology - California State College at Los Angeles. Credit is given to all students where this information was available.

The compilation of these submitted materials has several purposes - with the major purpose being to give resource teachers in the District some ideas on the types of materials developed by other experienced teachers. Additionally, emphasis is placed on sequencing and self-correction techniques. (When a child experiences frustration with a concept - "sequence it.") If the sequencing can be corrected by the student himself, it will leave more time for the teacher to help others.

I hope the curriculum ideas included in this book will be beneficial in aiding the resource teachers in developing an effective learning program for the children participating in the Mainstream Project.

Richard W. Cansdale
DEVELOPING LISTENING SKILLS

The ability to listen is of more importance than the ability to read. Most of our daily communication involves listening. Children who have reading problems need to rely on this skill even more than the academically able child.

Listening is not just hearing, but also understanding, associating, inferring and in general, acting upon what is heard.

Example a - pages 2 - 3
   Retaining and recalling information

Example b - pages 4 - 6
   Recognizing different types of sounds

Example c - pages 8 - 10
   Identifying sense from nonsense in sounds

Example d - pages 11 - 14
   Ability to respond to the spoken word

Example e - pages 15 - 17
   Understanding oral directions
AUDITORY MEMORY

GOAL: To give the child the ability to retain and recall general auditory information.

OBJECTIVES:
1. To teach the child what he is hearing is important.
2. To teach the child he will be expected to recall what he has heard.
3. To teach the child to relate what he has heard.

I. Repeat after me:
   a. I see a bird.
   b. I see a bird and a cat.
   c. I see a blue bird and a cat.
   d. I see a blue bird and a white cat.
   e. I see a blue bird and a white cat fighting.

II. Do tapping sequence with pencil. Child repeats what he has heard.
   ..
   ..
   ..
   ..

III. I will say these numbers. Child then repeats.
   a. 4-3
   b. 7-1-2
   c. 6-4-8-5
   d. 0-1-4-9-5

IV. I will name fruits. Child will recall the ones mentioned.
   a. apples
   b. oranges, apples
   c. apples, oranges, bananas
   d. grapes, plums, cherries
   e. prunes, grapes, apples, lemons, bananas

V. a. I went to the store and bought milk, bread and butter.
     What did I buy?
   b. Mr. and Mrs. Smith live in the city of San Francisco.
     Who lives in the city?
     What city do Mr. and Mrs. Smith live in?

by
Bobbie Alexander

Aa 2
VI. Spell out various words, child writes down what they are heard as:
    back  stick  trick  shack

VII. Oral directions on tape
    a. Color the car. Draw a circle around boy.
    b. Draw a line from car to the tree and from tree to boy.

VIII. Game: Use many ways
    I'm going on vacation.
    I plan to take apples.
    Next: I'm going on a vacation and I plan to take apples and an ax.

IX. Read a poem, then ask questions
    If I had a hundred dollars to spend
      Or maybe a little more
    I'd hurry as fast as my legs would go
      Straight to the animal store.

    How much money did he wish he had?
    Where would he go?
    What kind of store?
    How would he get there?

X. Child listens to story on tape. He, in turn, tells you the story.
    It was a beautiful day and it was the first day of summer vacation.
    John and Tom decided to go fishing. They took their poles and rode
    their bikes over to the reservoir. John and Tom were lucky. They
    caught ten fish.
**GROSS SOUNDS**  
*(Primitive level)*

**Specific Objectives:** The specific objectives of this program are to develop the child's ability to:

a. attend to gross sounds  
b. recognize sounds as being near-far, loud-soft  
c. match correctly the object and the sound it produces  
d. recognize sameness and difference in sounds

**A. ATTEND TO GROSS SOUNDS**

1. **Materials:**
   a. tape recorder or records  
   b. taped sounds - electronic sound recordings

2. **Procedure: (primitive level)**
   At this level, the sound presented need not be familiar to the child's environment. The purpose at this point is to arouse interest and stimulate listening.

   There are commercial tapes and records available. An excellent record published by Vanguard records is "in sounds from way out", by Perry and Kingsley. Electronic sounds at intervals and at a high level of loudness tend to hold the child's interest. During the intervals, the teacher should ask such questions as:
   a. What did you think that sound was?  
   b. What did it make you think of?  
   c. What have you heard that sounded like that?

   This lesson should be presented several times with new sets of questions about the sounds at each presentation. Physical participation can take place by having the child act out his concept of the sound. For example, some children have pretended they were rockets in outer space; others felt like a pogo stick and jumped up and down. After the children have experienced and learned to attend to unfamiliar sounds, the teacher should introduce the second specific objective.

**B. RECOGNIZE SOUNDS AS NEAR-FAR, LOUD-SOFT.**

1. **Materials:**
   a. tape recorder or records  
   b. tapes of sounds which are presented in pairs. The first sound of a pair should be very loud. The second sound should be soft.
2. Procedure:

A pair of sounds are presented to the children. The teacher asks such questions as:

a. Was the first sound louder than the second?
b. Which sound seemed to be the loudest -- the first one or the second one?
c. Did the first sound seem to be closer?
d. Did the second sound seem to be far away?

When the teacher is certain that this concept has been established, the third objective can be presented. This can be introduced by saying, "Now we are going to listen to some sounds that we hear around us every day."

C. MATCHING A SOUND WITH SPECIFIC OBJECTS

1. Materials:
   a. tape recorder or records
   b. taped sounds of noises in the child's environment
      1. telephone ringing
      2. whistle
      3. clattering of pots and pans
      4. water running from a faucet
      5. fire engine siren
      6. vacuum cleaner
      7. other sounds recorded by the teacher
   c. Large picture cards or each object presented on the tape (actual objects could be used)

2. Procedure:

The teacher starts this lesson by saying, "Today we are going to listen to some sounds that we hear around us. Then, we will play a game to see who can pick out the picture that goes with the sound." After this activity, the teacher can test the children to see if the concept has been internalized by giving each child a mimeographed sheet with three pictures for each sound. Only one picture would match the object for each sound. As the tape is played, the child is asked to draw a circle around the picture that represents the object making the sound (see sample work sheet). When this concept has been internalized by all of the children, the teacher should move to the final objective of recognition of the difference and sameness of gross sounds.
D. RECOGNITION OF SAMENESS OR DIFFERENCE IN SOUNDS

1. Materials:
   a. tape recorder or records
   b. taped sounds presented in pairs -- some pairs will be alike; other pairs will be different

   Example: 1. horn - horn
             2. bell - horn
             3. bell - bell
             4. dog's bark - cat's meow

2. Procedure:
   The teacher presents one pair of sounds at a time and asks, "Were those two sounds alike?" At other times, the teacher asks, "Were those two sounds different?" The child may also say what objects make the sounds.

CULMINATING ACTIVITY

Story with sounds.
   Example: Tape record the sound of footsteps growing louder, then the sound of knocking on a door, the sound of a dog barking, then the sound of other footsteps and the door opening and closing followed by heavy and light footsteps in a room. No verbalization is used. The teacher asks, "Who can tell what is happening?" The children may also act out the sound story.

A WORD OF CAUTION: The teacher must be sure that the children are not handicapped by a severe physical hearing impairment.

TRANSITION

From this primitive level of gross sounds the child should be able to move to the more sophisticated task of learning the sounds of English.
SAMPLE

Ab 7
AUDITORY DISCRIMINATION

Objectives:

1. to assist the child in learning to differentiate between nonsense syllables
2. to be able to differentiate between isolated sounds
3. to be able to differentiate between whole words

The following sets of sounds may either be given directly by the teacher to the child or put on a tape and used with the ear phones. Do the first two with the child.

1. Nonsense syllables:

   (Teacher: If these sounds are the same, circle "yes"; if these sounds are different, circle "no")

Set #1
1. boo ----- boo
2. biz ----- breek
3. taz ----- taz
4. mtz ----- bab
5. vim ----- mof
6. lug ----- lug
7. lob ----- lob
8. cus ----- sab

Set #2
1. vilfo ----- vilfo
2. ort ----- orf
3. zla ----- zla
4. rel ----- rab
5. chim ----- cher
6. cham ----- rim
7. brub ----- brub
8. eck ----- ick

Set #3
1. drom ----- drom
2. brub ----- ftz
3. mft ----- mft
4. sweez ----- sweez
5. glup ----- glip
6. ostis ----- ostis
7. eck ----- ack
8. scrill ----- scrid

Set #4
1. plill ----- plill
2. sweem ----- meez
3. whab ----- mab
4. arps ----- arps
5. grat ----- grat
6. swooz ----- zoows
7. sidab ----- dabis
8. tion ----- tation
2. **Isolated sounds:**

Set #1

1. auh ----- auh
2. uh ----- grrrr
3. sss ----- sss
4. vvv ----- vvv
5. lll ----- lll
6. ksss ----- buh
7. nnn ----- puh
8. err ----- err

Set #2

1. sss ----- wuh
2. fff ----- sss
3. tuh ----- buh
4. kuh ----- kuh
5. thh ----- err
6. buh ----- ahh
7. ahh ----- ch
8. mnn ----- nnn

Set #3

1. fff ----- lll
2. shh ----- mnn
3. baa ----- baa
4. wuh ----- prr
5. grr ----- grr
6. aaa ----- kuh
7. tuh ----- tuh
8. kuh ----- guh

Set #4

1. cll ----- crr
2. thh ----- thh
3. whh ----- grr
4. mnn ----- shh
5. sss ----- slll
6. err ----- err
7. buh ----- puh
8. fuh ----- lll

3. **Whole words:**

If the sets of words are the same, have the child circle "yes"; if different, circle "no". It is important for the teacher to keep an even rhythm allowing about 3 seconds after each row. As the child progresses, allow only 2 seconds. Be careful not to drop your voice at the end of the row.

Set #1

1. house - house - house
2. house - ball - house
3. hat - shoe - hat
4. car - car - car
5. car - bus - car
6. pie - pie - pie
7. toe - toe - toe
8. bell - soap - bell

Set #2

1. cost - coat - cost
2. cat - mat - cat
3. coin - coin - coin
4. key - see - key
5. cap - nap - cap
6. cart - cart - cart
7. coat - oat - coat
8. dish - wish - dish

Set #3

1. jack - sack - jack
2. jail - psil - jail
3. jet - jet - jet
4. jug - mug - jug
5. jar - jar - jar
6. lace - lace - lace
7. whip - sip - whip
8. pen - wren - pen

Set #4

1. nut - cut - nut
2. nose - toes - nose
3. knot - knot - knot
4. nail - nail - nail
5. leaf - beef - leaf
6. net - bet - net
7. purse - purse - purse
8. pear - fair - pair
Whole words (continued)

Set #5
1. thin - pin - thin
2. thorn - worn - thorn
3. thief - thief - thief
4. thumb - numb - thumb
5. thong - thong - thong
6. shark - mark - shark
7. shell - shell - shell
8. ship - ship - ship

Set #6
1. shed - head - shed
2. cab - cash - cab
3. knob - knob - knob
4. bib - bill - bib
5. crab - crab - crab
6. knob - knock - knob
7. cab - cab - cab
8. sack - sash - sack

Set #7
1. stream - stream - stream
2. stripe - tripe - stripe
3. strap - scrap - scrap
4. string - string - string
5. stream - steam - stream
6. stripe - stripe - stripe
7. badge - batch - badge
8. ram - rap - ram

Set #8
1. gold - gold - gold
2. elf - elk - elf
3. child - child - child
4. gold - goal - gold
5. child - chide - child
6. elf - elf - elf
7. lamp - lamp - lamp
8. pump - pup - pump

Set #9
1. jump - jump - jump
2. camp - can't - camp
3. lamp - lamb - lamp
4. pump - pump - pump
5. gum - gun - gum
6. mouth - mouse - mouth
7. tooth - tooth - tooth
8. wing - wing - wing

Set #10
1. tack - task - task
2. tusk - tusk - tusk
3. mask - mass - mask
4. flask - flax - flask
5. tasks - tux - tusks
6. coat - coat - coat
7. mice - mouse - mice
8. tacks - tasks - tacks
AUDITORY DECODING

Objectives: Develop the ability to respond to spoken words.

A. Learn to follow simple verbal instructions

1. Simple directions: Open door; walk around room; find arithmetic book on second shelf; put your hand on head and skip to the desk and back; turn off lights; walk to the door, etc.

   When successful, combine into two-step directions: Hop to the door and turn off the lights. Gradually increase number of steps in directions. Then have the child describe verbally what he has done after completing series of tasks.

2. Action records: Play rhythm and activity records such as "Dance a Story" and teach children to carry out directions.

3. Book exercises: Locate p. 320, show me third paragraph on this page. Point out first word on last paragraph on page 1.

4. Drawing and marking exercises: Special ditto worksheet and record instructions for listening post use, e.g., mark first circle in top row, etc.

5. Sock-it-to-me time: Children take crayon and draw picture of themselves on sheet of paper. When done, listen to pairs of words teacher says and pick out one she makes a mistake on. If they succeed, allow to make black mark across drawing. Teacher says: "Here is part of my hand-thumb-fun. Which one was right? Yes, first time I said it was right. There is part of my face-chin-shin. Yes, Mary, that is right. You get to draw a mark."

B. Respond by gestures to auditory stimuli

1. Clues: Arrange assorted objects or pictures on table. Teacher says: "What is big, round, and bounces?" "What is small, long, sharp?" Child points out object.

2. Charades: Children divide into teams and select names of books, movies, events (Pinocchio, Mary Poppins, Halloween, etc.) to act out for other side to guess. Show how to open door, cut with knife, sweep floor, etc.

3. Symbol association: Arrange mixed letters, numbers, simple words in chalk tray. Teacher says "a", "I", "cat", etc. and child points out symbol. "Show me a letter that comes before N. Give me a number that comes after 14." Use phonetic records and formal phonic training program.
C. Respond by word to auditory stimuli


2. True or false response: Read a story or textbook assignment aloud. Prepare series of true-false questions to be presented in spell-down fashion.

Tapes may be used and children may have earphones and respond on ditto sheets.
AUDITORY VOCAL ASSOCIATION

Specific Objective: To develop the ability to complete a sentence.

(Exercises and examples given here are not necessarily the complete range of material to be used, but merely included for illustration purposes.)

I. Give simple sentences with an obvious word missing. The teacher presents the partial sentence orally and encourages the child to respond.

My name is ____________ .
I sleep in a ____________ .
My dog can ____________ .
Daddy works and ____________ .

II. This exercise may be taped or given orally. These responses require more thought.

A fire feels ____________ .
The wind is ____________ .
The whistle sounds ____________ .
A kitten feels ____________ .

III. Follow the Leader Game

The teacher may be the leader. The teacher gives a sentence related to normal activities of the child. The child repeats and substitutes the word of his choice for the final word in the given sentence.

I like ice cream. The child may say, "I like candy."
The dog ran. The dog played.
I run to Mother I run to Daddy.

IV. Provide materials so the child may engage in an activity. Use the same sentence varying the noun or subject. Vary activity as needed.

Give the child a paper and crayon supply. As he uses these, ask him to tell what he is doing. Encourage a simple sentence response, such as, "I am coloring." Who else may color? Encourage use of other subjects with the same activity as the predicate.

V. Repeating sentences. Ask the child to repeat a sentence by beginning with filling in one word and then progressing to the complete.

My daddy plays ball.
My daddy plays ____. 
My daddy ____ ______.
My ____ ______.

8

Ad 13
VI. Show pictures (cut from magazines, drawn, etc.) of action. Encourage the child to tell about the picture in simple sentence.

The girl runs.

VII. I'm Thinking Game

Give the child oral clues about an object in the room. He is encouraged to identify the object orally in a full sentence.

Example: It is white.
           It is on the table.
           I write on it.
           What is it? or, I'm thinking of _________.
           Response may be: "It is paper".

VIII. Primary game for verbal fluency - sentence.

Materials:
small plastic objects from toy store. (plane, car, doll, ball, boat, etc.)

Place several objects where the child may see them. As the child identifies the item in the display by using a full sentence, he may put the object on his desk.

Possible responses: I want the car.
                   I like the car.
                   The car is blue.
                   I like the car.
AUDITORY DECODING - Following Commands

Basic Goal: To aid the child in developing his ability to understand and interpret oral directions.

Specific Objectives:

1. To follow simple instructions or commands
2. To interpret and indicate by gesture the meaning or purpose of auditory stimuli
3. To interpret verbal stimuli by simple yes and no response
4. To interpret verbal stimuli with a graphic (paper, pencil or crayon) response

Final Evaluation: Child is able to retain and recall general auditory directions for a reasonable length of time.

Rationale: Children with specific learning disabilities in acquiring and using information or skills that are essential to problem solving will be in this class. The ability to hear and interpret, or understand, a command is essential to progress in the classroom since much of our daily program is verbal. The following program attempts to identify each step in the development of the child and to follow a sequence. Each task is presented, reinforced, and is then incorporated in the next step. Each step should use a reward system as an aid to insuring success in learning.

The following are examples of a program to develop the ability to follow directions when heard. These exercises were developed to be taped.

Before the child is placed in front of the tape recorder, it is necessary to take a little time to see if the child knows his colors. Sit with the child and a box of colored blocks. Ask the child to hand you a colored block. "Hand me a red block." "Hand me a blue block." etc. Then ask the child to find a red block and place the red block in a box which you have in front of you. After you feel he understands what is required of him place him in front of the tape recorder.

On the tape recorder:

1. First day: In front of you is a box of colored blocks. Find a red block. Find a blue block. Find a yellow block. Now place them on the table in front of you the red block, the blue block and the yellow block. Stop the tape recorder and come to me.

2. Second day: In front of you is a box of colored blocks and a box, a basket, and a dish. Now find a red block and put a red block in the box. Put a blue block in the basket. Put a yellow block in the dish. Stop the tape recorder and bring the box, the basket, and the dish to me.

by Florence Bergman
Virginia Gross
3. **Third day:** In front of you is a box of colored blocks and a box, a basket, and a dish. Find a red and blue block and put in the box. Find a blue and yellow block and put in the basket. Find a red and yellow block and put in the dish. Stop the tape recorder and bring the box, the basket, and the dish to me.

4. **Fourth day:** In front of you on the table are three pieces of paper. At the top of the paper is a number. Look for the paper with number one at the top. Draw a tree on the paper. Stop the tape recorder. Now find the paper with number 2 at the top of the paper. Draw a purple tree on the paper. Stop the tape recorder. Did you draw the purple tree? Find the paper with number 3 at the top. Draw a purple and brown tree on the paper. Stop the tape recorder.

**Assumptions:** The following is Stage II in a continuing program. The children have previously mastered materials involving one and two part commands.

The following directions will be placed on tape so the teacher is free to work elsewhere in the room. Give the child the picture of the miner.

**On the tape recorder:**

Look at the picture in front of you. Be sure you have a pencil and a box of crayons. If you need to go get your crayons or pencil, turn the tape recorder off and go for them.

Now we are ready. Let's color the picture of the miner together.

Turn off the tape recorder each time you color.

Find your brown crayon. Color the man's hat brown.

Did you color the hat brown?

Find the trunk of the big tree. Color it brown too.

Did you make the tree trunk brown?

Find your blue crayon. Color the man's shirt blue.

Does the man have a blue shirt?

Find your black crayon. Color his pants black.

Are the pants black?

Find your green crayon. Color the trees on the right hand side of your paper green.

Did you make the little trees green?

Find your yellow crayon. Color the pan yellow.

Is the pan yellow?

Find the orange crayon. Make the gold in the pan orange.

Did you make the gold orange?

Now you may finish the picture using any crayons you choose.

When you are finished, raise your hand so your teacher may check your paper.

Now turn the tape recorder off and finish your picture.
Panning for Gold
Section B

VISUAL PERCEPTION

Ninety percent of the information we receive through our senses comes through vision. The ability to perceive the letters of the alphabet, for instance, is not an inborn quality, but rather a developmental, learned attribute. When some problem exists, not in the area of vision, but in the realm of understanding and associating the viewed symbol, and making sense out of a set of straight and curved lines, then there is a visual perceptual problem. Seldom do we find a child who can not see the symbols, more often we find one who can not make sense out of these symbols he does see.

This section gives practice in various fields of using the information provided by the eyes.

Example a - pages 23 - 26
Figure-ground exercises with numbers

Example b - pages 27 - 31
Pictomorphs - words shaped like what they describe

Example c - page 32
Figures in space

Example d - pages 33 - 40
Ability to choose similar shapes - Form constancy

Example e - pages 41 - 46
Association of shape and location
Trace the dots!

What numbers do you see?
Can you find 9 numbers?

Trace the dots.
What numbers do you find?
Trace the dots to see what the 8, 4, and 6 make.
YOUR POP?

Put the numbers here.
A WISE OLD OWL...

How many 4's are there? □
How many 3's? □
What other numbers are there?
There are □ 1's.
There are □ 0's.

There are □ 7's. What other numbers do you see?
PICTOMORPHS

CONCEPT DEVELOPMENT SEQUENCE

by

D.E. Schmalzried

Bb 27
See Look

See Look

See Look
Visual Perceptual Skill Merged with Reasoning

Instructions to the Teacher

Figures may be provided in foldable shape for motor reinforcement.

Instructions to Pupil

Look carefully at figure at the left. It is folded up like a box. Mark an "X" through the figure at the right which the box will look like if it is unfolded and spread out flat.

by:

Fred Stumpp
On each of the following pages, outline all examples of the figures shown at the top as was done in the example below.

EXAMPLE

- Square
- Circle
- Cross in a square
- Half-circle in a square
- Triangle
VISUAL - PERCEPTUAL CODING

SAMPLE

FIGURE A

FIND THE LETTER IN FIGURE A WHICH IS IN THE SAME SPACE AS THE NUMBER IN FIGURE B AND WRITE IT BELOW.

FIGURE B

by:

Matt Glavich
DECODE THIS STORY

WOULDN'T IT BE FINE AND DANDY

Be 42
Be 43
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NOW WRITE THE STORY YOU HAVE DECODED

```
VISUAL PERCEPTION

Draw This Design Below — — — —

Be 45

by:
Matt Glavich
Draw This Design Below
Section C

GENERAL CONCEPT DEVELOPMENT
(SETS, TIME, SEQUENCING)

The ability to reason, classify, link, associate or otherwise 'make sense' out of certain connected facts or figures is a very necessary ability in order to learn. Many educationally handicapped students have not developed this quality and need exercises to allow them to progress. To understand that a monkey and dog are both animals, or that a shoe and a glove are both clothing are simple abstractions that most children learn through normal growth experiences. The e. h. child frequently has missed this link in education. Some of the following exercises will be useful to those children who have a concept development deficit.

Example a - pages 49 - 52
Exercises in reasoning, generalizing and concept forming

Example b - pages 54 - 70
Time concept - Months of the year

Example c - pages 72 - 79
The concept of "Set" and "Quantity"
Sample exercises in concept formation, generalization, reasoning.

Pattern Completion

1. .↑↓←.↑↓←.↑↓←__

2. # + × T T × + # + × T__

3. □ O △ □ ___ △ □ O ___ O __

4. ♫ ♫ ♫ ♫ ♫ ♫ ♫ ♫ ♫ ♫ __

5. ☺ ☺ ☺ ☺ ☺ ☺ __ ☺ ☺__
EACH OF THE FOLLOWING IS A PART OF WHAT?

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UNDERLINE THE CORRECT ANSWER

1. A dog is (an animal, bark, black).
2. Fire is (cold, hot, big.)
3. A doll is a (dress, girl, toy).
4. An orange is a (fruit, vegetable, candy).
5. A flower is a type of (animal, plant, vegetable).
SENTENCE SEQUENCE

Put the following sentences in order

1. The monkey waved back.
2. Billy went to the zoo.
3. He threw the monkey a peanut.
4. Billy was tired and went home.
5. Billy left home in the morning.
6. He saw a monkey.
7. Billy waved goodbye to the monkey.
8. The monkey ate the peanut.
There are 12 months in one year.

It takes the earth 12 months to go around the sun.

It takes _______ year for the earth to go around the sun.

A PROGRAMMED TIME - SEQUENCE SERIES

by: Nancy Raye
Sylvia Vandermeer
Caro Wood
The 12 months have names
On what day did the month begin? ________________________
On what day will the month end? ________________________
On what day is the 10th of the month? _____________________
On what day is the 14th of the month? _____________________
On what day is the 2nd of the month? ______________________
On what day is the 21st of the month? ______________________
On what day is the 5th of the month? ______________________
On what day is the 19th of the month? _____________________

HOW MANY?

How many Sundays in the month? ________________________
How many Mondays in the month? _________________________
How many Tuesdays in the month? _______________________  
How many Wednesdays in the month? _____________________
How many Thursdays in the month? ______________________
How many Fridays in the month? _________________________
How many Saturdays in the month? _______________________
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Make a calendar for this month and color each week a different color.
The names of the months are:
1. January

COLOR

January - white

2. February

February - ❤

3. March

March - green

The 1st month is __________
The 2nd month is __________
The 3rd month is __________

February

January

March

1st __________

2nd __________

3rd __________

January — 2nd

February — 3rd

January brings the snow

Makes our feet and fingers glow.

Which month?

February is the time

For you to be my valentine.

Which month?

March, a shamrock colored green

The day St. Patrick makes the scene.

Which month?
Whose fool are you?

The next month is APRIL.
Sometimes it showers.
But be not dismayed
For MAY brings flowers.

JUNE

June brings tulips lilies and roses,
And fills the children's hands with posies.
WHICH MONTH?

brings showers?

brings flowers?

brings bugs?

BRAIN TEASERS

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<th>5th</th>
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1. _____________ is the 4th month.
2. In _____________ the flowers bloom.
3. The _______ of __________ is April Fools Day.
4. May is the ___________ month.
5. _____________ is the month before February.
6. I like ___________ (which month) the best.

Make a picture of you lighting firecrackers.

Which month? ____________

Draw lots of children swimming in the lake.

Which month? ____________

Draw you on the first day of school.

Which month? ____________
Write the months from January to June

1. ____________________ 2. ____________________
3. ____________________ 4. ____________________
5. ____________________ 6. ____________________

Write the name of the month that rhymes with day. ____________ May
Write the name of the month that rhymes with moon. ____________ June
Name the month that tells what soldiers do. ________________ March
What two months end with "ary"? ________________ January February
What month has a foolish day? ________________ April

YES OR NO

September comes after August. ____________ Yes
June and July are the 6th and 7th month. ____________ Yes
April comes before February. ____________ No
The month after May is July. ____________ No
School is out in March. ____________ No
The flowers bloom in May. ____________ Yes
There is no school in July and August. ____________ Yes
School starts in February. ____________ No
It snows in July. ____________ No
January comes before February. ____________ Yes
Trees get leaves in January. ____________ No
Cut out the names of the month. Paste them in order.

1st
2nd
3rd
4th
5th
6th
7th
8th
9th

What a witchy month!

AugustSeptember

_________ is after September

The 10th month is ____________________
The 9th month is ____________________
The 8th month is ____________________

AugustSeptember
Who comes in November?  
He says "gobble, gobble".  
We eat him for dinner.  
Who is he?  
Draw his picture!

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Christmas!

Can you name this month?

_e_e_e_e_e_
Which month do we:

10th  O   Trick or Treat?

11th  N   eat Turkey

12th  D   have Christmas

1st  2nd  3rd  4th  5th  6th  7th  8th  9th  10th  11th  12th

October is the ________ month
November is the ________ month
December is the ________ month

December  October  November

10th____________________
11th____________________
12th____________________

November  October  December

10th____________________
11th____________________
12th____________________

December  November  October

10th____________________
11th____________________
12th____________________
Write the months from June to December

6th
7th
8th
9th
10th
11th
12th

August comes before
September comes after
September comes between
and
November comes before
October comes after
November comes after
September comes before

WAY BACK

January
February
March
April
May
June
July
August
September
October
November
December
ACROSS
1. The 7th month
4. The month before September
6. The month we give out valentines
9. The month of pumpkins and witches
11. The last month of the year
12. The month between February and April

DOWN
2. The month school is out
3. The month that rhymes with play
5. The month school begins
8. The first month of the year
9. The month after October
On the lines below, write the names of the twelve months of the year.

1.  __ __ __ __ __ __ __
   1  2  3  4  5  6  7

2.  __ __ __ __ __ __ __
   8  9 10 11 12 13 14 15

3.  __ __ __ __ __ __ __
   16 17 18 19 20

4.  __ __ __ __ __ __ __
   21 22 23 24 25

5.  __ __ __ __ __ __ __
   26 27 28

6.  __ __ __ __ __ __ __
   29 30 31 32

7.  __ __ __ __ __ __ __
   33 34 35 36

8.  __ __ __ __ __ __ __
   37 38 39 40 41 42

9.  __ __ __ __ __ __ __
   43 44 45 46 47 48 49 50 51

10. __ __ __ __ __ __ __
    52 53 54 55 56 57 58

11. __ __ __ __ __ __ __
    59 60 61 62 63 64 65 66

12. __ __ __ __ __ __ __
    67 68 69 70 71 72 73 74

Copy the correct letters in the lines below.

29  __  __  __  __  __
    25 28 5 3 6 7

30  __  __  __  __  __
    39 40 41 46 2 6 9

31  __  __  __  __  __
    71 32 6 7 2 8 4 2 3 2 1 1

33  __  __  __  __  __
    34 35 2 4 3 4 3 4 3

34  __  __  __  __  __
    6 7 2 3 1 6 7 2 4 3 9 4 4 3 4 6 3 0 4 1 1 9 2 9 4 1 2 5 8

35  __  __  __  __  __
    5 6 7 2 4 3 1 6 7 2 4 3 9 1 9 5 5 6 7 3 2 6 7

36  __  __  __  __  __
    6 3 3 2 4 1 4 1 1 3 3 9 9 4 1 2 4 4 1 8 4 3
SEQUENCE: COGNITIVE

The following sequence deals with the concept of sets and the properties of sets.

Mathematics is a natural sequential learning experience. However, it may be difficult for the child with learning disabilities to grasp the concept of the term "set" and truly understand what it means.

Therefore, a basic sequential series could be used. This series is composed of members of gradual difficulty and has a review section.

by Steven Fasteau
Sets: Thinking about collections of things.

1. This picture shows a collection of ________.

2. This picture shows a collection of boats.

3. Here is a collection of hats.

4. This picture stands for a collection of numbers. There are all numbers in this collection ________.

   61358
In mathematics we think of any collection of things as a set.

1. A set may be thought of simply as a col_______ of things.

2. This is a picture of a collection, or set of coins.

   ![Coins](image)

   The coins above belong to a s______.

3. ![Drawing of toys](image)

   Here is a drawing of some toys. It shows a set of toys. When we draw a set, we draw a line or box around it.

5. The things that belong to the set shown above are:

   ![Drawn toys](image)

   and __________ (draw your own)
1. **This is a picture of a collection of** _____________.

2. A collection of books is a s__, even when they do not look alike.

3. Here is a ____________ of dishes.

4. Any collection of things may be thought of as a ____________.

5. Could a collection of elephants be a set? ____________.

6. A collection of numbers can be called a ____________ of numbers.

7. A collection of pictures can be called a set of p___________.

---

A set is a collection of any-old-things
Including, names, numbers, animals or kings
Sets and Members of Sets

Here is a picture of all the members of a set of coins.

1. The money shown in this picture is a collection of coins that can also be called a _____ of coins.

2. This set is made up of coins. It shows a quarter, a dime and a p______.

3. The members of this set are: a quarter, a _____ and a penny.

4. How many members are in this set? _____

5. The set shown above has three m______.

6. Draw a picture of the members of this set of coins.
Here is a picture of a set of musical instruments.

1. How many instruments belong to this set of musical instruments? _____

2. The drum belongs to this ___ of musical instruments.

3. The drum is a mem ___ of this set.

4. One member of the set is the drum. This set has three other ________.

5. Besides the drum, the three other members of this ________ are the saxophone, trumpet and the piano.

6. The set of instruments shown above has four m ________.

Anything that belongs to a set is called a member of the set.
1. How many members are there in this set of letters? ____________

2. The letter "T" belongs to this _____ of letters.

3. The letter "T" is a ________ of this set of letters.

4. The members of this set of letters are:
   ________, ________, ________, ________, and ________.

5. The members of this set are:
   + ☐ ☐
   and ________ (draw it)

6. The numbers 1, 5, 3, 6, 7, 8, 9, and 0 are the ________ of the set of numbers shown in this picture.

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1. The set of ________ has two members.

2. The set of months has ________ members.

3. The set of numbers has ________ members.

4. The set of ________ has the same amount of members as the set of numbers.

5. A set of the days of the week has how many members? ________

6. The set of people in this class has how many members? ________

7. A ________ may be made up of any number of members.
Some sets have only one member.

1. Wednesday is the day of the week whose name begins with the letter _____.
2. The set made up of the days of the week whose names begin with "W" has only one member.
3. [Diagram of a set with one member]
   How many members does this set have? ______
4. [Diagram of a set with one member]
   This is a picture of a set having only one member.
5. How many even numbers come between 3 and 5? ______
6. The one member of the set of even numbers between 3 and 5 is the number ______.
7. 4 is the only ______ of the set of even numbers between 3 and 5.

Some sets have no members

1. [Diagram of an empty set]
   This is a picture of a set that has no members.
2. Think of the set of pupils in your class who are over ten feet tall. This ______ has no members.
3. There are ______ members belonging to the set of pupils in your class who are over ten feet tall.
4. [Diagram of an empty set]
   Here is a picture of the set of pupils who are ten feet tall. The picture shows no ______.
5. There are ______ days of the week whose name begins with the letter "X".
6. No members belong to the ______ of the days of the week whose names begin with "X".
7. A ______ that has no members is called an empty set.
REVIEW:

1. The collection of money shown here can be called a ___ of money.

2. Each letter that belongs to the set shown in this picture is called a ___ of the set.

3. Some sets have several members. This set has how many members?__________

4. Here is a set that has only ____ member.

5. Here is a set that has _____ members.

6. We call a set that has no members a null set or an e ___ set.

7. A n ___ set has no members.

8. An e ___ set has no members.

9. Two different terms for a set having no members are ___ set and ___ set.
Exercises in this section are not needed by all educationally handicapped students. Not infrequently, teachers will find that quantitative or computational ability are not problems to specific E.H. children. Where there is a problem, the teacher should assess the students' level of understanding of quantity and provide exercises that will allow him to progress, in very small steps, up through the more abstract, complex facets of quantitative concept skills.

Obviously, the exercises included herein represent neither a sequential series of tasks nor a complete one. These are merely a few ideas of the way certain quantitative concepts may be presented in an interesting, challenging format.

Quantitative concepts are the easiest to sequence since there is generally a logical learning progression.

Example a - pages 82 - 83
Two short exercises - Logic and Reasoning
Battleship - Quantitative Memory

Example b - pages 84 - 88
Borrowing and Carrying

Example c - pages 89 - 111
Rewriting State Text for E.H. students

Example d - pages 91 - 94
Dune Buggy - Understanding number concepts and relationship between addition and subtraction

Example e - pages 95 - 115
Measuring with the ruler - 1" to 6"

Example f - pages 116 - 118
Addition and Subtraction combinations

Example g - pages 119 - 126
Reasoning skills - quantity and size

Example h - pages 127 - 143
Numerical reasoning - greater or less
Logic and Reasoning

1. If Don is taller than Ray, but Ray is taller than Bob, then:
   a) Ray is the shortest
   b) Bob is taller than Don
   c) Don is taller than Bob

2. Sharon is 12 years old. If Sharon is five years older than her sister Kay, and Kay is two years older than her brother Jon, then Jon is:
   a) 6 years old
   b) 5 years old
   c) 4 years old

3. Find the area of a circle with a 2 inch radius.
LONG TERM MEMORY

ACTIVITY: Game - Battleship

PURPOSE: The purpose of the game is to help students learn and remember their multiplication tables. This game provides practice with the multiplication tables in an enjoyable situation and will facilitate learning and memory.

BATTLESHIP

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1. Draw ten battleships in any ten blocks on the above chart.
2. The teacher will then call off the selected numbers to be multiplied.
3. Record proper product in all blank blocks.
4. If the block is occupied by a battleship, then the battleship is sunk by crossing it out.
5. The first student to sink all ten battleships is the winner.
6. All multiplication must be correct.

GOOD LUCK!
Development of the Concepts of Borrowing and Carrying

Instructions for the Teacher

Carrying: This section is designed to reinforce the concept of 10 ones = 1 ten. The manipulative (TEN box) may be used by the student if it is needed.

This visual aid is used on the introductory pages and can be extended when necessary.

1 ten is 10 ones

ten ones = 1 ten

by

Chet
Janis
Marge
Development of the Concept: of Borrowing and Carrying

The Teacher section is designed to reinforce the concept of 10 ones = 1 ten. The manipulative device used by the student if it is needed is used on the introductory pages and can be extended when necessary.

TENS

ONES

1 ten is 10 ones

Ten ones = 1 ten

by

Chet Caldeira
Janis VanTilburg
Marge Ross
Instructions for the Teacher

Borrowing: This section is designed to introduce and expand the concept of borrowing. These are not inclusive and it is anticipated that the teacher will have to expand upon the materials provided.

1 ten is 10 ones

1 ten = 10 ones
This section is designed to introduce and expand the concept of borrowing. These materials are intended to help the teacher expand upon the materials present.

1 ten is 10 ones
1 ten = 10 ones
1 ten and 13 ones = 2 tens and 3 ones = 23

2 tens and 14 ones = _______ tens and _______ ones = _______

3 tens and 11 ones = _______ tens and _______ ones = 90
13 ones = 2 tens and 3 ones = 23

3 tens and 4 ones = 34

4 tens and 1 one = 41
and ones

Tens and ones

and ones

Tens and ones
23 = 2 tens and 3 ones = 1 ten and 13 ones

35 = 3 tens and 5 ones = 1 ten and 15 ones
s and 3 ones = 1 ten and 13 ones

tens and 5 ones = 1 tens and 15 ones
TEACHING STORY PROBLEMS
from
Greater Cleveland Mathematics California State Series, Grade 3

In a Title I third grade, over half of the children are from one to two years below grade level in reading with some children unable to read a first grade book when they come to the third grade.

These same children can learn math at third grade level with little help except for the story problems. The math in the story problems is very simple but the children can't read the paragraphs.

The following is an example of changing the material by reducing the reading level. Lessons are typed on a primary typewriter.

MR. RIDDLEMAN

Page 192

1a. Polly was the first to answer the fourth riddle. At a carnival each of 6 clowns sold 8 balloons. ________ balloons were sold.

1b. Four clowns sold 2 balloons. ________ balloons were sold.

2a. Dick answered the fifth riddle. A king had 56 pearls. He wanted to have the same number of these jewels set in each of 7 crowns. Each crown would hold ________ pearls.

2b. A king had 7 crowns and 56 pearls. There were ________ pearls for each crown.

3a. Peter gave the answer to the sixth riddle. Each of 5 rabbits ate 2 bunches of carrots. In each bunch were 4 carrots. The rabbits ate ________ carrots.

3b. Five rabbits ate 2 bunches of 4 carrots each. ________ carrots were eaten.

4a. George gave the answer to the last riddle. A bus started out with 4 passengers. The bus made 6 stops. At each stop it took on 9 passengers and dropped off 4 passengers. ________ passengers were now on the bus.

4b. Four passengers were on a bus which made 6 stops. At each stop 9 passengers got on and 4 got off. ________ passengers were left.

by
Leonard Wood

Dec 89
1a. The third-grade girls found a box of 25 jacks. They counted out 5 sets of jacks with the same number in each set. In each set there were _______ jacks.

1b. The girls had 25 jacks which they counted out in 5 sets. There were _______ jacks in each set.

2a. Janet picked up 2 jacks each time she bounced the ball. She bounced the ball _______ times to pick up 8 jacks.

2b. Janet picked up two jacks each turn. Janet had _______ turns to pick up 8 jacks.

3a. Sally picked up 3 jacks each time she bounced the ball. To pick up 9 jacks, she bounced the ball _______ times.

3b. Sally picked up 3 jacks each turn. She had _______ turns to pick up 9 jacks.

4a. Alice played 3 games and picked up 4 jacks each game. She picked up _______ jacks.

4b. Alice picked up 4 jacks in each of 3 games. She picked up _______ jacks.

5a. Molly bounced the ball 6 times and picked up 12 jacks. She got the same number of jacks each time. Molly picked up _______ jacks on each bounce.

5b. Molly picked up 12 jacks in 6 turns. She picked up _______ jacks each turn.
This is a simple device to help clarify for children the problems encountered when a teacher attempts to teach $\square - 1 = 4$, or other similar combinations.

A car with front ends in both directions is constructed of sturdy cardboard. Slots are cut as indicated on the attached model to permit the two-legged slider to be inserted and to slide up and down. The slider is prepared as indicated on the model, with the symbols in the places indicated.

In addition the teacher prepares three or four alternative inserts to place horizontally for more illustrations of the principle such as the $6 1 5$ and $8 4 4$ shown on the attached plans. He also prepares blank tabs, as illustrated.

The teacher holds the car up, with a blank tab inserted to cover the 5, and says, "You see, this says 'what $\square$ - 1 = 4. The arrow here (pointing to it) points in the direction in which we read the number sentence.'"

If we don't know what this missing number is, by reversing directions - going the other way - we can find out." The teacher pushes the two-legged slider downward until the sentence reads $\square = 1 + 4." Now you see the arrow goes the other way, so we read the equation in reverse. We know what $4 + 1$ is." Teacher waits for the answer, then removes the blank tab to expose the 5. Slide the slider up and down slowly, several times, so that the child sees the equation written and read in both directions.

The tab can be used over any of the three numerals, one at a time. With the tab placed in the middle, the sentence reads (with the slider up) $5 - \square = 4$. The teacher says, "Let's make it go the other way and see what it says." With the slider down it reads $5 = \square + 4$. Children who have enough skill development to cope with basic number facts will be able to see the principle of equation reversal after several trials.

by Inez Griffith
Dune Buggy

The actual car should be twice this long with an identical front end facing the other direction, joined together. Car should be made of tagboard.
Dune Buggy Parts
NOTE TO TEACHERS: A., B., and C. are all horizontal slides to be inserted in the DUNE BUGGY, one at a time, to teach the various number combinations. Separate cards are needed for each combination. D. and E. are Flank Tabs that cover the number that will show the answer. F. (Below) in the vertical, two legged slider that changes the method from addition to subtraction.
A., B., and C. are all horizontal slides to be inserted in the DUNE BUGGY, one at a time, to teach the various number combinations. Separate cards are needed for each combination. D. and E. are Flank Tabs that cover the number that will be the answer. F. (Below) in the vertical, two legged slider that changes the task from addition to subtraction.
This is a curriculum modification sequence for measuring with a ruler from one to six inches. Each jump of 10 pages in the sequence. Rulers may be used by the child to help determine the measure sequence may be used with plastic overlays and red, green, and blue grease pencils. It can easily for additional reinforcement.

Circle in red another line that is 1 in

\[\text{1 inch}\]
modification sequence for measuring with a ruler from one to six inches. Each paper represents the sequence. Rulers may be used by the child to help determine the measurements. This with plastic overlays and red, green, and blue grease pencils. It can easily be programmed for cement.

red another line that is 1 inch long.
Circle in green any lines shorter than
green any line shorter than 1 inch.
Circle in blue any lines longer than 1 inch.
blue any lines longer than 1 inch.
Circle in blue any lines longer than 1 inch.

Circle in green any lines shorter than 1 inch.
blue any lines longer than 1 inch.
green any lines shorter than 1 inch.
Circle in blue any lines longer than 1 inch long.
Circle in green any lines shorter than 1 inch long.
Circle in red any lines 1 inch long.
blue any lines longer than 1 inch.
green any lines shorter than 1 inch.
red any lines 1 inch long.
Circle in red and label any lines 1 inch long.

Circle in red and label any lines 2 inches long.

1 inch

2 inches
ed and label any lines 1 inch long.
ed and label any lines 2 inches long.

2 inches
Circle in red and label any lines 2 inches.
Red and label any lines 2 inches long.
Circle in blue any lines longer than 2 inches.
Circle in green any lines shorter than 2 inches.
In blue any lines longer than 2 inches.

In green any lines shorter than 2 inches.
Circle in blue any lines longer than 2
Circle in green any lines shorter than 2
Circle in red and label any lines 2 inches long
blue any lines longer than 2 inches.
green any lines shorter than 2 inches.
red and label any lines 2 inches long.

2 inches
Circle in red and label any lines 3 inches long.
red and label any lines 3 inches long.
Circle in blue any lines longer than 3 inches.
Circle in green any lines shorter than 3 inches.
Circle in red and label any lines 3 inches long.

3 inches
blue any lines longer than 3 inches long.
green any lines shorter than 3 inches long.
red and label any lines 3 inches long.

3 inches

3 inches
Circle in red and label any lines 1 inch 

Circle in red and label any lines 2 inches 

Circle in red and label any lines 3 inches
red and label any lines 1 inch long.
red and label any lines 2 inches long.
red and label any lines 3 inches long.
Circle in red and label any lines 4 inch
red and label any lines 4 inches long.
Circle in blue any lines longer than 4 inches.
Circle in green any lines shorter than 4 inches.
Circle in red and label any lines 4 inches long.
blue any lines longer than 4 inches.
green any lines shorter than 4 inches
red and label any lines 4 inches long.
Circle in red and label any lines 1 inch, 3 inches or 4 inches long.
red and label any lines 1 inch, 2 inches, or 4 inches long.

- 2 inches
- 3 inches
- 4 inches
Circle in red and label any lines 5 inches.
red and label any lines 5 inches long.
Circle in blue any lines longer than 5 inches.
Circle in green any lines shorter than 5 inches.
Circle in red and label any lines 5 inches long.
blue any lines longer than 5 inches.
green any lines shorter than 5 inches.
red and label any lines 5 inches long.
Circle in red and label any lines 1 inch, 2 inches, 3 inches, 4 inches, or 5 inches long.
In red and label any lines 1 inch, 2 inches, 4 inches, or 5 inches long.
Circle in red and label any lines 6 inches
Red and label any lines 60 inches long.
Circle in blue any lines longer than
Circle in green any lines shorter than
Circle in red and label any lines 6 inches
blue any lines longer than 6 inches.
green any lines shorter than 6 inches
red and label any lines 6 inches long
Circle in red and label any lines 1 inch, 3 inches, 4 inches, 5 inches, or 6 inches long.
red and label any lines 1 inch, 2 inches, 4 inches, 5 inches, or 6 inches long.
IMMEDIATE REINFORCEMENT FOR NUMBER FACTS

The following pages illustrate one of the several ways in which this drill plan can be constructed. The teacher will probably want to make the charts larger, using felt pens for numerals. If the children are to use the chart on their desks, it should not be too large for convenience. 12 X 18 construction paper is usable.

In order to include all the possible numeral combinations, both addition and subtraction, it would be necessary to make about six of the charts.

Same size answer sheets are prepared. A sample answer page for "fives" combinations is included here. The boxes containing the fives are cut out of the answer sheet, so that if it is laid over the chart all of the fives combinations would be exposed.

The teacher will prepare separate answer sheets for 1's, 2's, 3's, 4's, 6's, 7's, 8's, and 9's. By being sure to place all of the 4's combinations, or 7's combinations, etc. in the same spots on all of the charts, one answer sheet for each of the 9 numerals will serve all of the charts instead of only one chart.

The teacher also prepares a number of colored squares the same size as the squares containing the numerals. The child is given several of the colored squares. The child is then asked to cover each of the "fives" (or any other number) combinations on his chart with the colored squares. When he has all he thinks would make five, the "fives" answer sheet is laid over his chart. The correct combinations, covered by the colored squares, would be immediately exposed. If he has missed any, the combination will show instead of the colored cover. If any answers are incorrect, the colored square shows faintly through the answer sheet.

Teachers are cautioned not to use the device competitively because many children with learning problems readily become excitable and/or contentious with competitive pressure.

As the child gains confidence, it may be an added incentive to let him time himself on a timer and set out to beat his previous records. Sometimes children can help each other, and thus both help themselves and save the teacher's time.

by

Inez Griffith
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EQUAL?

REASONING - QUANTITY - SIZE

by

James Tana
EQUAL?

REASONING - QUANTITY - SIZE

by

James Tanaka
EQUAL?
WHICH IS HEAVIER?
HICH IS HEAVIER?
WHICH IS HEAVIER?
Which is heavier?
WHICH HAS MORE?
WHICH HAS MORE?
WHICH HAS MORE?
WHICH HAS MORE?
WHICH HAS LESS?
WHICH HAS LESS?
Place correct sign in the circles to indicate which one is larger. Fold back and cut right margin for self-correction.
Correct sign in the circles to indicate left or right. Fold back and cut right for correction.
Which is the greater amount?

1. or

2. or

3. or

4. or

5. or

Dh 143
Almost any learning assignment can be sequenced. When a child is frustrated by a learning task that is too difficult for him to learn in one step -- sequence it. The two lessons included here are symbolic of the type of adoption that must be made by a teacher to individualize a student's work.

The sequence on geography should start from what is already known and progress to the more global framework. A child who knows a local river, or city or county should be given materials to cover this concept then progress on to "Bay Area", "State", "Nation", "Continent", etc. In each one of these steps, the teacher should bring in as many familiar ideas as possible, such as State Flag, local products, rivers, etc.

Spelling can easily be sequenced, not only by difficulty of words, but also by associated or similar words and sounds. These lessons are intended to be symbolic of the type of creative work a teacher may construct to 'break down' learning units to small components.

Example a - pages 146 - 149
  Spelling "enough"

Example b - pages 150 - 158
  Geography
Learning to spell-
- enough
- though
- thought
- rough

Fill in the missing letters and check with the model if necessary.
_nough

e_ough

enoug_
en_ugh
enough
enough
enough
enough
enough
Did you have time to get back home?

Leave to eat?

Follow the same procedure with the words "though," "thought," and "rough."
DIRECTIONS: Each map should be reproduced without products, rivers, state plants, trees, animals, etc. according to states, capitol, etc. The maps are to be filled out by the teacher. Numerous maps can be reproduced by students with the entire United States. The maps are to be filled out by the students. The maps can be reproduced by states, regions, etc.
United States Leading Farm Animals

- Beef Cattle
- Dairy Cattle
- Chickens
- Hogs
- Sheep
HAWAII - The 50th State (principal islands)
Japanese

From the United States

Chinese

Filipinos

Polynesian

Puerto Ricans

Chinese

Polynesian

Japanese

From the United States

Hawaii

The 50th State (principal islands)