ABSTRACT

The manual for the remediation of perceptual handicaps at the early childhood level provides information on child development, identification and testing procedures, training procedures, 20 lesson plans, and a listing of instructional materials. It is explained that the instructional program can be used in individual tutoring or small group settings, can usually be completed in 20 to 25 weeks, includes techniques borrowed from the education of deaf or aphasic children, and is appropriate for use by parents or non-specialist teachers.Outlined are the developmental sequences of normal child development in the motor, sensory-perceptual, and language-conceptual areas. Recommended for the identification of children with interrupted development are procedures such as a checklist of student characteristics, and a battery of tests in the areas of motor perception, auditory perception, visual perception, and language. Stressed for training the auditorially handicapped child is teaching language related to the calendar to develop time concepts. Among suggested activities for perceptual training are identifying body parts (motor), identifying location of sounds (auditory perception), and reproducing figures (visual perception). Also provided are activities for the development of receptive, expressive, visual receptive, and visual expressive language including a phonic multisensory reading method. Given for each lesson plan are activities in areas such as color, form, perceptual-motor development, auditory perception, phonics, language, number, writing, and classification. Also included is a sample progress report; a listing of instruction materials (with sources), three associations concerned with learning disabilities, three periodicals, and five publications for parents; and a bibliography of approximately 60 items. (DB)
DEVELOPING A CHILD'S POTENTIAL

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This manual is submitted as a supplement to the Title III, ESEA 89-10 70-13 Final Report on the Auditory Perceptual and Language Development Training Program.

The method and the handmade materials were developed prior to the Title III Project, but were used in connection with the auditory perceptual and language development training and the in-service training program under Title III, ESEA 89-10 70-13.
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The perceptually impaired children who inspired us, and whose progress has been a source of continuous pleasure and satisfaction.

With deepest gratitude

Ethel S. Jordan
Project Coordinator
DEDICATED

To the perceptually impaired children,
who are anxiously awaiting your help!
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This manual of methods and materials was constructed for the use of parents and teachers who are confronted with children who are "different".

These children, from all outward appearances, are perfectly normal. They have average or above average intelligence; their physical growth proceeds at a normal rate; they have normal hearing acuity; they have 20/20 visual acuity; they are friendly and relate well to people. But for some reason they do not learn as other children learn; they have a hidden handicap.

When these children are observed carefully, they are found to have dysfunctions in the motor, sensory, and language areas of development, and these dysfunctions might range from mild to severe. They differ widely in their individual patterns of development, but most of them have disturbances in all of the following areas to a degree, even though there might be, and usually is, one primary area of dysfunction:

a. Body image
b. Tactile discrimination
c. Kinesthetic perception
d. Auditory perception
e. Visual perception
f. Motor coordination
g. Visual-motor coordination
h. Figure-ground discrimination
i. Spatial orientation
j. Temporal sequencing
k. Language development

l. Integration

m. Memory

These difficulties make it almost impossible for these children to cope with the learning tasks for which they are not ready, developmentally.

It has not been fully determined at this time why these children do not develop normally. It appears that the problem is neurophysiological, and that in many cases it is genetic. It affects more boys than girls on a ratio of about 5/1.

But it has been established that, through certain diagnostic procedures, whether they are specific diagnostic tests or diagnostic teaching, for some reason the incoming sensory information is not processed properly, so that the outgoing responses are organized and appropriate. In other words, these children do not function normally. Their achievement level in academic subjects is low, even though they might have superior intelligence. It is this discrepancy between achievement and ability that constitutes a learning disability.

When children have learning disabilities, they cannot learn in the same way that normal children learn; they have to have a different approach to learning. They have to be taught what other children learn naturally.

It is generally agreed that there is a definite sequence in the process of growth and development and a systematic progression in the learning process. It does not necessarily follow that all children must complete each stage of development within a certain
time or at the same age, but they should go through the sequence progressively to reach their full potential. If they do not develop fully through each stage, before going on to the next stage, they probably will never mature completely.

These children can overcome their disabilities, but they need to go back and catch up on all of the important basic functions, and integrate them into a meaningful and solid foundation for all later learning. They can do this only if their difficulties are recognized early, and an intensive training program that builds the basic developmental skills sequentially is structured for them.

This presents an extremely complex educational problem, because it is estimated that approximately 20% of the children sitting in classrooms in our public schools are educationally handicapped. These children must be identified and provided the type of training that is necessary to alleviate their learning problems, regardless of the cause of their dysfunctions. The classroom teacher cannot be expected to give individualized instruction to these children when there are twenty or twenty-five other children in her classroom.

Conversely, there will probably never be enough trained specialists to treat these children on an individual basis, and if there were, the cost to the school district would be prohibitive. Therefore, the type of program and the intensity of the service provided for these children in a public school setting must be planned to match the severity of their dysfunctions. For those with relatively mild developmental deficits, a resource type program on an individual or small group basis with specially
trained itinerant personnel for forty-five minutes a day will be adequate. For those with moderate to severe dysfunctions, self-contained classrooms must be established, where intensive training is provided through a structured and sequential developmental program all day every day. The classroom should be of regular size, and no more than fifteen children should be in the class. The teacher must have had training in the developmental program to be most effective.

Ideally, the children should be identified in their pre-school years and parents should be alerted to the importance of the early training in the basic developmental skills which are necessary for the later learning of academic skills. Unfortunately, the physicians, who are usually the first professional people to examine the very young children, do not generally find neurological evidence of impairment in these learning disabled children, and they are not generally cognizant of their educational deficits. Therefore, there is little possibility of the identification of children with learning disabilities until they move into some sort of educational setting. Even then, teachers generally are not cognizant of their learning deficits, and very often there are no specialists that they can call upon for help.

At the present time there is great emphasis on early childhood education, and hopefully, the child development centers that are being established nationwide will provide specific training in the basic developmental skills for all children who are enrolled in them. Certainly, the training will not harm the children who do not especially need it, and those children with mild dysfunctions,
who are so often overlooked, would have the benefit of the training. Those children who so desperately need the training would receive it at a time when the chance for success in remediation is the greatest.

By employing a structured, sequential, developmental program in a pre-school situation and/or first grade classrooms, the identification and diagnosis of learning problems is continuous. Whenever the children cannot complete an activity within a sequence efficiently and successfully, the teacher may repeat the activity by varying and expanding it within the sequence until the children do experience success and satisfaction. This becomes a form of diagnostic teaching, which allows for filling in all of the deficits in the learning process; many of which are not detected even with the most sensitive diagnostic tests that are available to educators at the present time.

Since optimum learning takes place through intersensory functioning, the method presented in this manual is structured upon a multi-sensory approach, beginning at the lowest sensory-motor stage and training each sensory system singly and integrating it with the other sensory systems to achieve an automatic level of performance. It proceeds in step by step progression through the natural sequence of development, and incorporates the language related to each phase of the developmental sequence consistently and continuously, and this leads to the acquisition of the academic skills of listening, speaking, reading, writing, and spelling. By beginning the training at the basic levels of development and build-
ing in a chronological sequence, the weakness in any one sensory channel, or in the integration process for concept formation and retention, is ameliorated by the association of all sensory pathways to complete the final integrative processing.

Even when older children with learning disabilities are not identified until after they have experienced failure in a school situation, it is essential that their training, too, be initiated at the lowest levels of sensory-motor perception and proceed through the developmental sequence to achieve their total development. It might be likened to dropping a stitch in a sweater. In order to perfect the garment, it is necessary to go back, pick up the stitch, and integrate it with all of the other stitches. Likewise, the total development in children is accomplished through the continuous interweaving of all in-coming sensory information, because activity in any one sensory system affects all of the other sensory systems in the total integrative process.

Therefore, training should begin at the lowest level of sensory-motor functioning in all areas simultaneously to accomplish the necessary integration as the training progresses. This is imperative whether the children are pre-school age or young adults. It is also true regardless of the nature or extent of the dysfunctions. Training just in the specific deficit areas does not accomplish the major objective of developing a child's full potential. The approach must be a total educational approach based upon the developmental learning theory that children develop through successive levels, and each level is dependent upon the completion of the one that preceded it.
There will be some opposition to this philosophy, and there will be the argument that it is not necessary to go back to basic skills with older children. However, if one wants to learn to play a musical instrument, he must begin by learning the notes and practicing the scales, regardless of his age at the onset of his training. Also when training is begun above the disruption in the developmental sequence, the child experiences failure, and he still has to go back further in the sequence to effect a change in his learning pattern. His problems are compounded, then, through his failure to perform, and much more time is required to go back and reconstruct a training program for him than to begin at basics and work up. If a child functions successfully at basic level, it is not necessary to train at that level. A perceptive teacher will be able to move skillfully to the next level in the sequence, and challenge the child's ability to perform.

If, however, the child experiences any difficulty at any level, the teacher may plan a variety of additional activities to expand and enhance the training within the sequence, until the child has gained mastery at that particular level of development. The teacher, then, detects and corrects any deviancy that might cause later learning problems.

In this type of approach the child functions within a success pattern every step of the way, gains confidence in his ability to perform, and develops a love of learning. It is the cultivation of the child's feeling of success that builds his self-esteem and a positive self-image, which is really the ultimate goal in any
system of education. If the child feels that he is a successful learner, he will enjoy the learning, and gain satisfaction from it. No other motivation is necessary.

The method was employed successfully in a Title III ESEA project entitled, "Auditory Perceptual and Language Development Training Program", which was implemented in the Boise Public Schools in the fall of 1969 and continued through June, 1972.

The research project operated as a resource type program with speech and hearing personnel conducting classes with two children in each class for one half hour each day for four days each week.

The experimental program, which was an outgrowth of the Title III project, operated as a self-contained classroom. It was a developmental first grade class taught by a regular classroom teacher, who had had the advantage of the in-service training provided by the Title III project staff.

The final report of the project which explains the development of the project, the objectives, the activities, the educational strategies, and the outcomes, which were substantiated by statistical data, is available through the Title III Office of Dissemination, State Office Building, State Department of Education, Boise, Idaho 83707.

This manual, "Developing A Child's Potential", is submitted as a supplement to the Final Project Report in the hope that it will serve as a guide to parents and teachers, who have an earnest desire to train these handicapped children who so desperately need their help. It is not intended to be a scientific treatise on
learning problems, and therefore, it is presented in simple language that the layman can understand and follow.

The method of presentation is structured on the developmental sequence of learning, and although it is not intended as the only approach to training, it should not be combined with other techniques of training until the basic skills necessary for further learning have been firmly established. This can usually be accomplished with a group of pre-school or first grade children with normal intelligence in a period of twenty to twenty-five weeks. However, for those children, who have experienced repeated failures and learned to compensate for their dysfunctions, the time will be greatly extended. For those children who have reached third or fourth grade levels, the success of the training is problematical. Two or more years of training are required before they can function independently in the classroom. Prevention is infinitely more beneficial than remediation!

Most of the techniques presented in the manual are not original. They have been gathered from many varied sources, but particularly from those related to the education of deaf and/or aphasic children. They have been structured in a sequence for those parents and teachers who do not have the time nor the sophistication required to review the literature, gather, and sort the teaching strategies and materials, and construct a program for training learning disabled children. Highly trained and certified specialists in all areas are not available to most teachers and rarely to the parents.

However, the manual by itself is not sufficient to accomplish the results that are possible from using the techniques presented.
Every teacher and parent should acquire some skill in the use of the techniques through observation and/or training. Hopefully, such training will be made available through adult education in the colleges and in the community schools within the near future. Until that time, anyone using the method should practice the techniques prior to employing them with children.

Also, everyone attempting to work with learning disabled children should obtain all of the additional information possible by referring to the bibliography. Much valuable information from a wide variety of sources is also available through the current periodicals that are listed in the back of the handbook, from the U.S. Department of Health, Education, and Welfare, and from the Association for Children with Learning Disabilities and its state affiliates, particularly the California Association for Neurologically Handicapped Children (CANHC).

The handbook is made up of the educational information that was presented in the in-service training program for all Title III project personnel, speech and hearing clinicians, and five teachers from the parochial schools within the Boise area.

The information is presented in outline form to facilitate its use, and the various phases of the program are color coded for ready reference. The outlines present the vertical program in the sequence of development, and each level must be mastered before moving to the next level.

The horizontal program, introducing all phases of the vertical program concurrently, is presented in the lesson plans. No time
limit has been set on the completion of each lesson plan, because the material in each one must be mastered to the point of independent functioning, whether it takes a day, a week, or a month. Some children will move swiftly through some of the activities, but have to spend a great deal of time on others.

The program is designed to develop only the basic skills necessary for later learning. It may be supplemented by other perceptual-motor, visual perceptual, and auditory perceptual programs that have been produced commercially, as long as they remain within the sequence of development. The phonics program may be followed successfully by the Open Court Method, or the Phono-Visual Method, both of which are correlated language arts programs based also upon the Yale Chart spellings. The Key to Straight Language should be developed beyond what is presented in the outlines, which contain only the beginnings of the language structure presented in Edith Fitzgerald's "Straight Language for the Deaf", Washington, D.C.: Volta Bureau, 1969.

Before beginning the training with a perceptually impaired child, it is important that the person working with him has some general knowledge of the rationale of learning problems, in order to approach him with the proper attitude. Therefore, the following observations and conclusions, which have been reached through long association with perceptually impaired children, are listed with some repetitions for the benefit of the newcomers to the field of learning disabilities:

1. The child needs to know that he has a learning problem.

2. All children want to learn, and most children will learn by any method.
3. There is a percentage of children who cannot learn by the usual methods employed in the classroom, because they have not attained the perceptual development necessary for formal learning.

4. Perception is learned, and therefore, it can be trained.

5. Why most children learn naturally, and others must be taught the basic skills is a question. The problem appears to be a neurophysiological dysfunction; that is, the problem arises from within the child, and in many cases it appears to be genetic. Or it might be due to environmental factors which preclude the essential early training in the home.

6. Whatever the cause, children with perceptual deficits are not oriented in time-and-space. Their concept of the world is confused, and they suffer frustrations all day long. They learn to compensate for their lack of development in the perceptual skills by making continuous adjustments, but learning to compensate is not developing their potential intellectual capacity. They get further behind in their academic skills as they move through the grades. If they are not clever enough to compensate, they become so frustrated that they develop emotional and psychological problems. These children usually work harder to achieve at any level in the classroom than normal children, and they never feel comfortable and enjoy learning as those children who do not have these dysfunctions.

7. The reported percentage of children with perceptual impairments is increasing. This might be due to:
a. The improved identification and diagnostic measures that are available to teachers and specialists.

b. Relatively recent changes in the pattern of living, which have been brought about by working mothers and commuting fathers. They do not have the time to spend with their children to develop the perceptual skills, to read to them, or to converse with them.

c. The advent of television. Children spend a great deal of their time watching television. This reduces the amount of physical activity which they get, and therefore, they do not develop the perceptual-motor skills that they need for later learning. Also watching television is a passive activity. The children do not have to make any immediate responses, and they do not have to remember and respond at a later time. Consequently, they do not process and integrate incoming sensory information, and they do not develop adequate auditory and visual memory.

d. The many restrictions placed upon children which interfere with their perceptual-motor development. Babies are confined to cribs and play pens, and they are not allowed to be on the floor, where they can learn to crawl and creep. Children live in neighborhoods where they are not permitted, or do not have the opportunity, to climb trees, walk fence rails, jump rope, roller skate, play hop-scotch, etc., to develop motor coordination.
8. Parents should be alerted to the importance of sequential development, so that they can train their children in the perceptual skills in the early years of life. Some good sources of information are:

- Crosby - The Waysiders
- Delacato - Diagnosis and Treatment of Speech and Reading Problems
- Englemann - Give Your Child A Superior Mind
- Gesell - First Five Years of Life
- Kephart - The Slow Learner in the Classroom
- Montessori - Own Handbook (Paperback)
- Orton - Reading, Writing, and Speech Problems in Children
- Vallett - Prescriptions for Learning

9. Educators must be made aware of perceptual impairments, and they must realize that the public schools have a responsibility to educate children with learning problems resulting from perceptual deficits. They must recognize the magnitude of the problem, and provide for developmental training as early as possible.

Ideally, training should begin in kindergarten, so that these children do not experience failure in the first grade. Kindergarten programs should be structured for sequential developmental training, because perceptually impaired children must have their environment structured for maximum learning. Where there are no kindergartens, train-
ing must begin right where the children are. More progress is made with first and second grade children, and recovery drops sharply with third and fourth grade children.

It follows, then, that if perceptually impaired children are not identified early and given the proper placement and training, rather than the customary social promotions, they become the high school "drop-outs", and a large percentage of them wind up in the juvenile courts. Dr. Chester D. Perembo, Director, Department of Psychology, Children's Hospital, Denver, Colorado reported at the Association for Children with Learning Disabilities Convention at Tulsa, Oklahoma in 1966, that he had spent ten years as chief psychologist of the Denver Juvenile Court, and he said, "In my experiences there I have come to feel very strongly that many (as high as 50%) of the children that we were seeing were experiencing specific learning disabilities." (Selected Conference Papers, 1966, p. 145). Recent studies indicate that 80% of juvenile delinquents have perceptual impairments. The implications here are that the public schools face the responsibility for the social maladjustment of learning disabled children as well as their education.

10. Teachers must understand that:

a. There is a developmental sequence in learning, and the child with learning disabilities has suffered a breakdown in the sequence.

b. There is some cause for the child's inability to learn,
and it is not because "he is lazy", "stubborn", "won't pay attention", "doesn't want to do it", or "isn't trying."

c. The child with perceptual impairments often develops an emotional overlay, because of his continuous confusion and frustration, and he either withdraws or becomes a behavior problem. Unless something is done to help him, he may develop a full fledged emotional problem.

d. The teacher's attitude toward the child is all important. She must believe in him and expect him to learn. She must use praise for correct responses, and she must work within a success pattern so that he makes correct responses.

e. There will probably never be enough specialists to train these children in the perceptual skills, so the classroom teachers must become aware of perceptual deficits; know how to recognize them; and know the strategies employed in the training to alleviate them.

This manual is submitted with the fervent hope that it will assist parents and teachers to identify a child suffering with perceptual impairments early in his childhood, and give him the appropriate training to allow him to develop his full potential.

Ethel S. Jordan
PART II

CHILD DEVELOPMENT
CHILD DEVELOPMENT

Educators generally recognize that there is a definite developmental sequence, or a systematic progression, in the learning process. The basic premise in this philosophy is that a child develops through the first stage and gradually moves to each succeeding stage. If he does not develop fully through one stage before moving to the following stage, he experiences difficulties in all successive stages of his development.

The child suffering from perceptual impairments has not progressed through the sequential steps in the learning process, and by the time he enters school, his difficulties are evidenced in his interpersonal relationships as well as his lack of achievement in his school work.

Before it can be determined where the breakdown in the sequence occurred, it is necessary to trace the normal child's progression from the earliest motor experimentation to the establishment of abstract concepts.
There are three stages in the developmental sequence of learning:

Motor

Sensory - perceptual ⊂ Continuous interweaving

Language - conceptual

I. Motor - movement

A. Reflexive

B. Motility - random movements - moves arms and legs aimlessly

C. Mobility - begins to move
   1. Rolls over
   2. Crawls - homolateral pattern
   3. Creeps - cross pattern
   4. Walks - cross pattern
   5. Runs
   6. Jumps
   7. Hops
   8. Skips - highest order of coordination of both sides of body

D. Concurrent with movement patterns the child develops:
   1. Eye muscle control
   2. Dominance of right or left side of the body
   3. Body image - imagery
      a. A good body image is necessary for the child to:
         1. Distinguish one part of the body from another
         2. Distinguish between the upper and lower parts of the body (Horizontal midline)

*Adapted from The Slow Learner in the Classroom, Newell C. Kephart, Charles E. Merrill Publishing Company: Columbus Ohio, 1960
3. Distinguish between right and left sides of the body (Vertical midline)

4. Initiate movement

5. Judge the space that the body occupies

6. Develop laterality

"Laterality is the internal awareness of the right and left sides of the body and their difference"
(Kephart, p. 44)

7. Develop directionality

Laterality must be established before it can be projected into space — into directionality

   a. There are three kinds of space:

      1. Near space — body to 10 inches
      2. Mid-space — intermediate — as far out as I can reach
      3. Far space — beyond where I can reach

         (The eye is responsible for spatial organization beyond the fingertips)

   b. Directionality is very important for the development of the language that relates to all spatial organization:

      1. "I" am the center of my universe, and there are six spatial positions in relation to my body. The language for these positions is that everything is either:

         in front of    above    at the right
         behind      below     at the left
2. The language that relates to the body itself is:
   right side  top  upper  front
   left side  bottom  lower  back

3. The language in spatial relationships - one object to another and to my body - is:
   under  right  in front of  near
   over  left  behind  far

4. The language in movement is:
   forward  sideward  upward
   backward  downward

b. Good body image is important then, because it is the:
   1. Basis for the development of all perceptual skills
   2. Basis for all psychological functions

   a. It determines how a child feels about himself
      1. Self-identification - "I"
      2. Sense of security
      3. Self-confidence
      4. Self-esteem
      5. Feeling of self-worth
      6. Self-image

Note: An excellent manual for child development from birth to three years of age is Freedom of Movement and Learning, Copyright 1972 by Merle Stoddard, Easter Seal Center, 1527 Laurel Avenue, Twin Falls, Idaho 83301.
II. Sensory - perceptual

Perception is attaching meaning to what is received through the various senses:

- **Kinesthetic** - sensation of movement
- **Tactile** - touch - feels.
- **Auditory** - hears
- **Visual** - sees
- **Gustatory** - tastes
- **Olfactory** - smells

Perception develops in a sequential order:

A. **Kinesthetic and tactile perception** -- Begins slightly later than the initial movement stage. It is so difficult to distinguish between kinesthetic and tactile perception that there has been a new word used in recent literature that includes both. The word is "haptic". There is feeling and sensation involved in movement, so certain perceptual information is automatically generated during movement. Perceptual-motor integration takes place concurrently with movement and continues through many levels in the process of development.

B. **Auditory perception**

Auditory perception is the temporal aspect of learning. It is attaching meaning to what is received through the ear -- to what is heard. It is more than hearing; it is recognizing, processing, and integrating what is heard. It is possible to hear sound perfectly, but not be able to interpret what
is heard. Auditory perception develops sequentially:

1. Recognition - awareness - hear the sound
2. Identification - what the sound is
3. Localization - where the sound is coming from
   a. Involves direction and distance
   b. Involves time - speed at which the sound is received
4. Figure-ground
   a. Distinguish between specific sounds among others
   b. Separate one sound from background noise
5. Discrimination
   a. Ability to detect likenesses and differences between sounds
      1. Gross sounds
      2. Environmental sounds
      3. High and low tones
      4. Soft and loud sounds
      5. Long and short sounds
      6. Speech sounds

C. Visual perception

Visual perception is the spatial aspect of learning.

It is attaching meaning to what is received through the eye -- to what is seen. It is more than seeing; it is organizing, processing, and integrating what is seen.
There are three levels in the development of visual perception:

1. Color discrimination
   a. Color is constant

2. Form discrimination
   a. Concrete objects
   b. Representational forms

   Form perception is more difficult than color, because it changes with size, tilt, brightness, and distance.

   1. There are three basic geometric forms:

      \[ \bigcirc \ \bigbox \ \triangle \]

      a. These three forms contain all the lines that form all written symbols:

      1. Curved line (open or closed)
      2. Straight line
      3. Oblique or diagonal line

      All of our letters and numbers are forms, so if a child cannot discriminate between a circle, a square, and a triangle, he won't be able to discriminate between the letters of the alphabet, or to discriminate between the numerals.

3. Size discrimination

   Auditory and visual perception also develop concurrently with motor perception and with each other, and all are interrelated as they develop.
III. Language - conceptual

Language involves concept formation, and it is built upon perception and memory. Initial concepts are the outgrowth of generalized similarities of perception.

Language is the representational level where the child thinks; develops abstract concepts; has creative ideas and imagination. He uses symbols to represent objects, actions, and feelings in the form of gestures, sounds, words, pictures, letters, and numerals.

He develops the conceptual skills of comprehension (concrete to abstract); classification (general information); categorization (objects, animals, fruits, etc.); and abstract reasoning.

A. There are four levels of language development:

1. Non-verbal language
   a. Ability to understand and use gestures

2. Verbal language
   a. Ability to understand and speak the spoken word

3. Reading
   a. Ability to relate the spoken word to the written word (Auditory – visual association)

4. Writing (Involves spelling)
   a. Ability to produce the graphic representation of the spoken word
   b. Spelling is the ability to remember – re-auditorize (hear in the mind) and re-visualize
(see in the mind) the sequence of the letters that form the word

Spelling is the highest order of integration

Conclusion:
All three stages in the developmental sequence - motor, sensory, and language - are interwoven. They do not occur in isolation, and they do not follow each other; there is continuous overlapping and integration.

A child's development can breakdown at any one of the three stages, and wherever that breakdown occurs, it interferes with all successive levels of development.
III

IDENTIFICATION AND TESTING PROCEDURES
CHECK LIST FOR IDENTIFICATION OF A CHILD WITH A LEARNING DISABILITY

1's Name_________________________________ Birth Date________________

ol____________________ Grade____ Age____________

her's Name_________________________________ Date________________

1. Does he have average or above average intelligence?

2. Is he repeating or has he repeated a grade? Which grade?____

3. Does he have poor body image?

4. Does he have poor coordination?
   ___ a. Is he awkward, clumsy, and bumps into things?
   ___ b. Does he have difficulty in walking, hopping, skipping, throwing and catching a ball?
   ___ c. Does he have poor balance?
   ___ d. Does he have difficulty handling a pencil, scissors, etc.?
   ___ e. Does he have difficulty writing?

5. Does he have poor visual perception?
   ___ a. Does he see figures, letters, or numbers reversed, inverted, or rotated? b-d, p-q, u-n, n-h, m-w, 6-9, etc.?
   ___ b. Does he see letters and numbers transposed? no-on, was-saw, 12-21?

6. Does he have poor auditory perception?
   ___ a. Can he distinguish between high and low tones?
   ___ b. Can he discriminate between speech sounds? p-t, t-k, f-th, th-s?
   ___ c. Does he confuse words that sound alike?

7. Does he have poor memory?
   ___ a. Does he have difficulty in following directions?
   ___ b. Does he have difficulty in copying material from the board?
   ___ c. Does he have difficulty in retaining and recalling what he has learned?

8. Does he have developmental defects in speech and language?
   ___ a. Does he omit or substitute sounds in words?
   ___ b. Does he substitute one word for another?
   ___ c. Does he have difficulty with pronouns and verbs?
   ___ d. Does he have difficulty with classifications and categories?
   ___ e. Does he have difficulty in expressing his thoughts?

9. Does he have difficulty with relationships?
   ___ a. tall-short, thin-thick, etc.
   ___ b. tall-taller-tallest, etc.

10. Does he have poor directionality?
    ___ a. Does he have difficulty learning left-right, up-down, forward-backward?
    ___ b. Does he have difficulty in learning which way the hands on the clock turn?

11. Does he have specific learning difficulties in reading, writing, or spelling?

Put a heavy check mark by each item that you feel is applicable to the child.
IDENTIFICATION

The early identification of children, whose natural development has been interrupted, is essential in order to recognize and correct any deviancy that might cause future learning problems. Ideally, screening tests should be administered to all pre-school children prior to placement in a first grade classroom. Then those children found to have perceptual impairments could be placed in a classroom with a teacher trained in the techniques for perceptual development. Unfortunately, in most schools, children entering the first grade are placed in heterogeneous groupings where all receive the same approach to learning. This is devastating to the children with perceptual deficits, who cannot learn by the usual methods employed in the regular classroom. They require specific perceptual training to lay the foundation for formal learning.

Children enter school with a wide range of perceptual abilities, and those with dysfunctions severe enough to be handicapping should be identified and given the type of training necessary to develop the basic skills before formal training is introduced.

Most first grade teachers are familiar with the Metropolitan Readiness Test, which is a good screening device, if it is interpreted properly, but they do not generally have any means of identifying those children with specific areas of dysfunction. Therefore, the following one-page checklist of behavioral symptoms for the identification of a child with learning disabilities is included to assist teachers in identifying children with learning problems in their classrooms.
TESTING PROCEDURES

After the check list has been completed, more specific information may be obtained by using the following battery of tests to assess the child's abilities and disabilities in the four major areas for consideration:

I. Motor perception

A. Body image

1. Draw-a-Man Test

   a. Drawing should be well proportioned
   b. Major body parts should be hooked together properly
      (Age 5)
   c. Child will not include a part unless he has body imagery

2. Identify parts of the body

   Show me your:
   shoulders      eyes      front
   hips           ears      back
   knees          sides
   feet

   Touch your:
   nose           elbow
   mouth          wrist
   head           ankle

   Note if he is unable to identify
   Note hesitancy or confusion

B. Laterality - Crossing midline (Universal problem in L.D. children)
Directions:

"Close your eyes"

"Put your right hand over your left eye"

"Put your left hand on your right knee"

"Stand on your right foot and raise your left hand"

Note inability to perform

Note hesitancy or confusion

C. Eye muscle control

1. Ocular pursuit
   a. Use pen with colored tip
   b. Hold 18" from eyes
   c. Say, "Look at the colored tip on the pen. Watch it while I move the pen. Try not to lose it"

Note inability to hold target

Note jerky or uneven movements

Both eyes
   \{ Lateral movements
   Diagonal movements
Right eye
   \{ Vertical movements
Left eye \{ Rotary movements

2. Fusion or convergence
   a. Hold pen about 18" from eyes
   b. Ask child to look at colored tip
   c. Slowly move to within 6 inches of eyes

Note whether both eyes move together toward nose

Ask, "How many do you see?"

D. Dominance

1. Hand
a. Observe which hand he uses to write, color, cut, eat, throw.

b. Does he use one hand to write with and the other to throw?

2. Eye

a. Make circles with thumb and index finger on each hand.
   Put one circle over the other.
   Have child imitate.
   Say, "Look at me through the hole."
   Note with which eye he looks through the hole.

b. Use card with hole about 1/4" in diameter in it.
   Have child hold card with both hands.
   Ask him to hold card at arms length.
   Look at an object through the hole.
   Slowly draw the card up to eye, while he keeps object in view.
   Note which eye he uses at far point and near point.

c. Tube or kaleidoscope.
   Ask child to hold in both hands and look through the hole.
   Observe which eye he uses.

3. Foot

   Ask child to stand with his back to the wall.
   Say, "Hop on one foot across room.
   Turn around and hop back."

Observe which foot he hops on. Sometimes hops across room on one foot – changes to other foot to hop back

b. Hold your hand about height of child's shoulder

Ask him to kick your hand

Observe which foot he kicks with

c. Place large ball on the floor in front of child

Ask child to kick ball

Observe which foot he uses to kick the ball

E. Coordination

1. Ask child to:

   Walk
   Run
   Jump
   Hop
   Skip

   Note ability to perform tasks

F. Balance

1. Say, "Close your eyes

   Stand on one foot
   Touch your nose"

   Note ability to perform task
II. Auditory perception

A. Sound discrimination test

1. Detect similarities and differences between speech sounds:
   Ask child to turn, so that he gets no visual clues
   Say, "I will make two sounds
   If they are the same, say 'Yes'
   If they are not the same say, 'No'"
   
   p - p  oo' - oo
   p - t  oo - aw
   t - k  aw - ee
   k - k  ee - ee
   f - f  ar - ar
   f - s  ar - aw

   Note number of errors

2. Detect similarities and differences between sounds in words:
   "I will say two words
   If they are the same, say 'Yes'
   If they are not the same, say 'No'"
   (One phoneme different)
   moon - noon  pig - big  set - sit
   pet - pat    will - well  art - ark
   leaf - leave  cat - cap   pin - pan

   Note number of errors

3. Detect similarities and differences in tones:
Use pitch pipe

"I will make two sounds.
If they are the same, say 'Yes'
If they are not the same say 'No'."

Have child close his eyes

Produce two tones:

- high - high    loud - soft    short - long
- high - low     loud - loud    short - short
- low - low      soft - soft    long - long
- low - high     soft - loud    long - short

Note number of errors

B. Auditory memory test

1. Repeat a list of words:

Say, "I will say four words. Listen and say the words in the same order that I say them. Ready. Listen."

   bed           airplane      helicopter
   house         railroad      refrigerator
   shoe          hammer       escalator
   car           bedroom      telescope

Note number of errors.

2. Repeat a sentence:

Say, "I will say a sentence. Listen and say the sentence the same as I say it."

   "I see a door and two windows"
   "He doesn't know where to put the boxes"
   "She went shopping for a dress, a coat, and some shoes"
"The astronauts saw many interesting things on their trip to the moon"

3. Follow oral directions:

Say, "I am going to tell you to do something. Listen carefully and do just what I tell you to do."

a. "Walk to the door"
b. "Run to the window, and then turn around"
c. "Stand up, fold your arms, and stamp your foot"
d. "Go to the desk, get a piece of white paper, a blue pencil, and a paper clip."

Note child's ability to follow the directions in the order given.
III. Visual perception

Developmental Drawings Test*

1. Circle (3-3½) - goes counterclockwise
2. Cross (4) - top to bottom - left to right
3. Square (4-5) - begin upper left corner - go down
4. Triangle (5) - begin at top and go left
5. Divided rectangle (6-6) - begin upper left corner - go down
6. Vertical diamond (7) - begin at top and go left
7. Horizontal diamond (7) - begin at top and go left

Ability to copy forms is good predictor of 1st grade achievement

A. Materials
1. 7 geometric forms
2. Plain white paper - 8½ x 11
3. Two pencils

B. Procedure:
1. Sit directly across table from child
2. Present forms one at a time
3. Lay the form flat on the table just above top of paper directly in front of the child
4. Say, "Make one like this"
   If child asks where to position it on the paper say,
   "I'm going to give you (4, 5, or 6) of these forms
   You'll need room for the others, so you put it wherever you think it should go."

*Adapted from the Purdue Perceptual - Motor Survey, Roach and Kephart, Columbus, Ohio: Charles E. Merrill Publishing Co. 1966. pp. 66-68.
C. Rating

Notice how he makes the figure

a. Should draw the figure as a whole without lifting pencil from the paper - good form perception

b. Should organize the drawings on the page - good spatial organization
   1. Figures go from top to bottom
   2. Figures go from left to right

c. Observations:
   1. Did he close the circle?
   2. Did he reverse?
   3. Did he segment the figure?
      Did he draw one line at a time?
      (Can't see the whole figure)
   4. Did he make the figure approximately the same size?
   5. Did he position it well on the paper?
   6. Did he have a method of organization?
   7. Did he keep his pencil on the paper?
   8. Did he rotate his paper?
   9. Did he make "dog ears" on the diamond?
  10. Did he continue the diagonal line through the center of the divided rectangle? Or did he draw the diagonal lines to the center? If he did, his form perception is segmented.

Note: Slowness in copying indicates poor visual perception (not acuity) and recall.
IV. Language

The child who has difficulty with any of the auditory perceptual tests will have specific disabilities in language development. Therefore, the auditory perceptual tests will indicate:

A. Ability to discriminate between speech sounds.
B. Ability to understand word meaning.
C. Ability to understand meaning of sentences varied by the change in tone or pitch of the voice.
D. Ability to retain the serial order of words.
E. Ability to maintain the syntax of a sentence through repetition.
F. Ability to understand and follow directions in the order given.

Note ability to perform in each area
PART IV
TRAINING PROCEDURES
GENERAL INFORMATION

The child with auditory perceptual impairment does not absorb and understand the language relative to his personal identity and his family relationships. Therefore, it is necessary to teach him the language that the normal child learns naturally.

This child also has great difficulty learning the language related to the calendar, because it involves the temporal aspect of learning. The concept of time is abstract, and the child who has not learned to deal with abstractions cannot learn the language associated with temporal sequencing, incidentally. Therefore, teaching the language related to the calendar is basic for the development of the concept of time and time relationships.
PERSONAL AND FAMILY

The personal and family information should be taught orally, and complete sentences should be elicited for each response.

Begin with the greeting.

Add one question at a time as rapidly as the child can learn the correct answer.

1. "Good morning, child's name"
   "Good morning, teacher's name"
2. "What is your name?"
   "My name is first last"
3. "How old are you?"
   "I am years old"
4. "When is your birthday?"
   "My birthday is month day"
5. "Where do you live?"
   "I live house number street"
6. "What is your telephone number?"
   "My telephone number is"
7. "What is your mother's name?"
   "My mother's name is"
8. "What is your father's name?"
   "My father's name is"
9. "How many brothers/sisters do you have?"
   "I have brothers/sisters"
   Teach "family" - collective noun
10. "How many people are there in your family?"
    "There are in my family"
CALENDAR

The calendar that is presented initially should show the year, the name of the month and the names of the days. Slots should be made to hold the names of the months and the numbers. The numbers should be added one at a time as the month progresses to provide a graphic representation, and generate a feeling for the elapsing of time.

<table>
<thead>
<tr>
<th>1972</th>
<th>SEPTEMBER</th>
<th>1972</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td>Mon</td>
<td>Tues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Each day the new number should be placed in the slot as the teacher says, "Today is_______", and points to the name of the day on the calendar. Then she says, "Show me today." The child points to the number and the name of the day on the calendar.

Begin with the first question. Add each succeeding question as the child masters the preceding one. Elicit a complete sentence for each response.

1. Days
   a. "What day is today?"
"Today is ________"

b. "What day was yesterday?"

   "Yesterday was ________"

c. "What day will tomorrow be?"

   "Tomorrow will be ________"

d. "Name the days of the week"

   "The days of the week are ________ ________ ________ ________ ________ ________

   Use fingers, if necessary

e. "How many days are there in a week?"

   "There are seven days in a week"

2. Months

"Show me this month," etc.

Elicit a complete sentence for each response

a. "What month is this month?"

   "This month is ________"

b. "What month was last month?"

   "Last month was ________"

c. "What month will next month be?"

   "Next month will be ________"

d. "Name the months of the year"

   "The months of the year are ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________", etc.

e. "How many months are there in a year?"

   "There are twelve months in a year"

3. Seasons - More abstract

Associate with visual clue. Use pictures (snow - winter)
Elicit complete sentence for each response

a. "What season is this season?"

b. "What season was last season?"

c. "What season will next season be?"

d. "How many seasons are there in a year?"

e. "Name the seasons"

f. "Name the months in (winter, spring, summer, fall)"

g. "What season do you like best?"

h. "Why do you like__________best?"
PERCEPTUAL TRAINING

This method of perceptual training is based upon the developmental theory that there is a sequence in the development of all sensory systems, and unless the basic skills are developed fully through each stage of development all subsequent learning will be disrupted.

The training begins at the basic level of each sensory modality, but very few activities are designed to develop just one sensory channel. All the processes of learning are interrelated, and normally the motor, sensory, and language abilities develop concurrently. Therefore, most of the activities overlap and develop several senses at once. Language develops continuously as the perceptual training progresses, and memory also develops with the continuous repetition and reinforcement provided through the various activities.

This type of training is not a new approach. Maria Montessori developed didactic materials for sequential perceptual training for mentally retarded children before the turn of the century. She later used the materials with normal children with great success.

Carolyn Yale, a teacher at the Clarke School for the Deaf at Northampton, Massachusetts, developed a structured and sequential method for teaching deaf children, and she employed many of the Montessori materials for what she termed "sense training". The Clarke School for the Deaf, and the teacher training program there, still rank among the highest in the world, which is certainly a tribute to the success of the training.
Mildred McGinnis developed a highly structured and sequential method for teaching aphasic children. She based her system of teaching phonics on the Yale Charts and employed many of the strategies and materials used at Clarke School to teach language to deaf children. Her Association Method* is employed successfully in many clinics and special education classes throughout the United States.

Newell Kephart and his associates developed a structured and sequential method for perceptual-motor training, which is now recognized by many educators as basic to the learning processes.

The method presented in the outlines incorporates parts of all of these methods for training children with learning disabilities. Since these children have perceptual impairments, they also require a structured and sequential developmental program to establish a basis for processing the data that will be necessary for all subsequent learning.

The primary purpose is not to teach academic skills but to develop the basic skills necessary for the total development of the child. The method is not curriculum based; no text books are introduced until the material presented in the outlines has been thoroughly mastered. By that time listening, speaking, reading, writing, and spelling will have been a natural outcome of the training, and the children will be prepared for the more complex activities required in the regular classroom. They will be capable of developing their full potentials!

The feedback information allows the child to know whether his response is appropriate or inappropriate, and it alerts him to the need to improve his performance when his behavior is not appropriate.
MOTOR PERCEPTION

Motor-perceptual training is essential to develop the basic skills necessary for the activities that follow later in the program. The purpose of the training is not for developing motor skills alone, but also for integrating all sensory systems. For instance, if a child cannot identify a part of the body, it is not known whether he doesn't know where the part of the body is, or whether he doesn't understand the words that are used. Likewise the child's responses with bodily movements to words and phrases spoken by others indicate whether he understands the words and phrases and associates them with the parts of the body and body movements.

I. Perceptual–motor development
   A. Imitation of movements
      1. Bilateral
         Arms extended – elbows straight
         a. Sides
         b. Front
         c. Up
         d. Diagonally
      2. Right side
         a. Arm extended
         b. Leg extended
         c. Arm and leg extended
      3. Left side
         a. Arm extended
         b. Leg extended
         c. Arm and leg extended
4. Cross midline (trouble area)
   a. Right arm - left leg extended
   b. Left arm - right leg extended

5. Arm movements
   Imitate with smooth controlled movements without jerking or lowering of arms. (Preparation for writing)
   a. Bilateral circles - count to ten
   b. Bilateral horizontal movements - count to ten
   c. Bilateral vertical movements - count to ten

6. Finger movements

7. Lip and tongue movements (Use mirror)

B. Body image

1. Draw a picture of self
   (Keep for future reference)

2. Draw a pattern of body
   a. Put paper on floor
   b. Child lies on paper
   c. Teacher outlines body
      1. Match parts of body to drawing
      2. Child fills in features and clothing to match his own

3. Identify body parts
   (Attach meaning to words that he hears - perception)
   Child faces a full length mirror
   a. Body surfaces
      "Show me your_____"
1. Front
2. Back
3. Sides

b. Major parts
1. Head
   - eyes
   - mouth
   - ears
   - nose
2. Shoulders
3. Arms
4. Hands
5. Hips
6. Legs
7. Knees
8. Feet

c. Minor parts
1. Neck
2. Elbow
3. Wrist
4. Ankle
5. Fingers
6. Toes

4. Name body parts

"Show me your_____"

Child points to body part(s) and responds in a complete sentence

"This is my nose/mouth" - Singular form

"These are my eyes/arms" - Plural form
Movable Melvin*

1. Child matches parts to own body and to the body parts on his own picture
   a. Assemble - reassemble
   b. Add features - nose, mouth, hair, etc.
   Color (dress him)
   c. Imitate movements

2. Identify body parts
   a. Facing same direction as child
   b. Facing opposite direction from child

3. Name body parts
   (Use complete sentences)
   "This is Melvin's head
   This is his face" etc.

The manual for use with Movable Melvin, "Developing Learning Readiness", has many additional activities with Melvin.

C. Laterality

1. Identify parts on right side of body
   Child responds with complete sentence
   a. "Show me your right_____"
      "This is my right_____"

2. Identify parts on left side of body
   a. "Show me your left_____"
      "This is my left_____"


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3. Cross over midline
   a. "Put your left hand on your right______" "I put my left hand on my right______", etc.

4. Crossed arm activities
   a. "Cross your arms"
      "Move your right thumb," etc.

5. Crossed leg activities
   a. "Cross your legs"
      "Move your left foot"
      "Move your right foot"

D. Directionality
   1. Handprints
   2. Footprints
   3. Arrow
   4. Hand with pointing finger

E. Eye muscle training - short periods each day - two minutes
   1. Follow target held 18" from eyes without moving head:
      a. Horizontal movements
      b. Vertical movements
      c. Diagonal movements
      d. Circular movements
   2. Follow finger as it's moved along edge of table
   3. Follow toy that sparks
   4. Follow light
   5. Follow ball suspended on a string
   6. Follow a pointer
   7. Use own thumb for target (visual-motor tracking)
8. Fusion
   a. Hold target about 18" from nose
   b. Bring target in to nose

   Refer for visual examination, if eyes do not fuse

F. Dominance (controversial)
1. Dominance is usually established by age 6.
2. If dominance of hand has not been established,
   determine dominant eye and encourage use of
   hand on same side
3. If ambidexterous, encourage use of right side
   (Right handed world)

G. Balance
1. Walk on straight strip of 2" tape — tandem walking
   a. Forward
   b. Backward

2. Walk on string laid out in forms on the floor
   a. Circle
   b. Square
   c. Triangle

3. Balance beam
   a. Forward
   b. Backward
   c. Sideward

4. Carry book on head, while walking on strip of tape
   on floor.

5. Carry part of tower, while walking on strip of
   tape on floor.
REFERENCES

Additional information and training activities may be found in:

Braley, et al - Daily Sensorimotor Training Activities
Cratty - Sequential Perceptual Motor Activities
Cratty - Active Learning
Frostig - Move-Grow-Learn
Getman, et al - Developing Learning Readiness
Helfenbein, et al - Manual of Primary Perceptual Training
AUDITORY PERCEPTION

Auditory perceptual training follows the developmental sequence:

1. Match the sound to object or action that produced the sound
2. Identify object or action that produced the sound
3. Name the object or action that produced the sound
4. Localize the sound; determine the direction and distance from which the sound originated
5. Name the object or action that produced the sound within the visual field
6. Name the object or action that produced the sound in the environment when the object or action is not seen.
7. Discriminate tones
8. Discriminate loudness
9. Discriminate duration
10. Sequence sounds
11. Discriminate speech sounds
12. Associate and relate speech sounds and spoken words to symbols and written words, which is the beginning of the phonic instruction and the structured language program.

The exercises provide for the development of the basic listening skills and their integration with the motor and visual perceptual skills.

The language related to the auditory perceptual training is developed continuously through the sequence of auditory perceptual development.
I. Auditory perceptual training
   A. Non-verbal sounds
      1. Gross sounds
         a. Objects
            1. Match sound to object (attach meaning to sound)
               Begin with two and add one at a time
               a. Produce sound with clicker (broken sound)
               b. Produce sound with whistle (continuous sound)
                  "Are they the same?"
            2. Identify the object
               Have child turn around
               a. Produce sound with object
                  "Show me which one you heard"
               b. Child points to object
            3. Name the object
               Produce sound with clicker
               "This is a clicker"
               Produce sound with whistle
               "This is a whistle"
               Have child turn around
               a. Produce sound
                  "What did you hear?"
               b. Child names object (complete sentence)
                  "I heard a_____"
Objects:
Horns Maracas
Bells Tone blocks
Drums Sticks
Squeaky animals Coins

4. Sound boxes (Montessori)
a. Match sound boxes
b. Select the one that has same sound
c. Gradation—Gross to fine

b. Action Sounds
1. Match sound with action
   Say, "Listen"
   Clap your hands
   "I clapped"
   Child imitates action
2. Identify sound with action
   Child turns around
   "Listen"
   Clap your hands
   "Do what I did"
   Child imitates the action
3. Name the sound
   Child turns around
   Clap your hands
   Ask, "What did I do?"
   "You clapped"
Actions:
Cough
Laugh
Hum
Knock on table
Scrape feet
Stamp feet

c. Environmental sounds

1. Localization

   a. Direction

      1. Produce sound with noise maker:

         a. In front of child
         b. Above child's head
         c. Behind child
         d. At right of child
         e. At left of child

         Child points in the direction of the sound

      2. Child closes his eyes (or puts on blind fold)

         a. Repeat exercises for direction

            (If child has difficulty, have him open his eyes to locate noise maker)

   b. Distance

      1. Produce sound with noisemaker near child

         "The sound is near you"
2. Produce sound far from child
   "The sound is far from you"
3. Child closes eyes
4. Produce sound with noisemaker
   "Is the sound near or far?
   "It is____"

2. Discriminate sounds in the environment (Figure-ground)
   Involves localizing - identifying source of sound
   a. Within the room
      "Listen. What do you hear"
      "I hear_______"
   b. Within the house
      1. Use tapes or records with corresponding picture cards (DLM)*
         Telephone
         Vacuum cleaner
         Running water
         Knocking on door
         Door bell
         Dishwasher
         Disposal
         Footsteps, etc.
   c. Outside the room
      "What sounds can you hear in the hall?"
      Child listens and names sounds

*Developmental Learning Materials
d. Outside the house

1. "What sounds can you hear outside?"
   "I hear_____"

2. Tapes or records
   Car horn
   Police siren
   Fire engine
   Barking of dog, etc.
   (DLM Auditory-Familiar Sounds)

2. Tone discrimination
   a. Discriminate tones
      1. Pitch pipe
         High
         Low
         Soft
         Loud
      2. Xylophone (toy)
         Low tone
         High tone
         Soft
         Loud

         Repeat sequence (auditory memory)
         1, 2 tones
         1, 2, 3 tones
         Play a tune

   3. Tone bells
      1. Reproduce sound
      2. Repeat a sequence
3. Sequence sounds (involves auditory memory)
   a. Buzzer Board (DLM)
      1. Repeat pattern (auditory)
         "", ", , ", ", "
         a. Teacher - child
         b. Child - child
      2. Reproduce pattern (auditory-visual)
         a. Reproduce auditory pattern from Buzzer Board Pattern Cards (DLM)
         b. Identify pattern card from auditory pattern produced on Buzzer Board
      3. Clap pattern - short (dot); long (dash)
         a. Reproduce clapping pattern
         b. Clap pattern produced on Buzzer Board (auditory-motor)
         c. Clap pattern shown on pattern cards (visual-motor)

B. Verbal sounds

Many children can discriminate gross sounds that cannot discriminate speech sounds

1. Speech sounds (no visual clues)
   Detect similarities and differences
   a. Consonants
      "Are they the same?"
      p - p    b - b
      p - t    b - d
      t - k    d - g
      f - th    v - th
b. Vowels

"Are they the same?"

a - a   i - a
o - a   a - e
u - u   e - e
i - u   i - e
u - e   e - u
e - i   u - a

2. Words

a. Same or different

"Are they the same?"

can - pan   man - man
noon - moon   cat - pat
pass - path   bet - pet

3. Repeat series of words

"Say what I say"

pin   hut   sit   pit
pen   hat   sat   pet
pan   hot   set   pot

4. "When you hear a word with -a- raise your hand"

ten

							
tin

tan, etc.

C. Auditory - visual - motor integration

1. Associate and relate sounds and spoken words to symbols and written words
a. Live voice (Teacher gives directions)
   1. Commercial materials
      a. Auditory Stimulator
         Workbook and Teacher's Guide
      b. Reading Readiness Series
         Dittos and Teacher's Guide
      c. Perceptual Communication Skills
         Workbook and Teacher's Guide

b. Pre-recorded taped programs
   1. Commercial materials
      a. Auditory Perception Training (DLM)
         Dittos and tapes
      b. Sound Order Sense
         Workbooks and records
      c. Tapes Unlimited
         Dittos and tapes
      d. Competing messages
         Workbooks and tapes

2. Associate and relate musical sounds and rhythms to body movements
   a. Early Childhood Record Albums
      1. Learning Basic Skills Through Music - Volume 1
         and Volume 2 - Hap Palmer
      2. Learning Basic Skills Through Music - Building Vocabulary - Hap Palmer
      3. Dancing Numerals - Hap Palmer
4. Basic Awareness Through Music – Stallmann and Susser
5. Pre-Square Dance – Stallman and Susser
6. Dance a Story – Ann Leaf Barlin
7. Body Parts – Ann Leaf Barlin
8. Sounds, Words, and Actions – Cratty
9. Basic Concepts Through Dance Series – Carr
10. Alphabet and Number Manipulations
REFERENCES

Additional information and training activities may be found in:

Dunn, et al - Peabody Language Development Program
Montessori - Dr. Montessori's Own Handbook
Oakland, et al - Auditory Perception
Schoolfield - Better Speech and Better Reading
Semel - Sound-Order-Sense Cards
Trimble - Handbook for Perceptual Training
Whitehurst - Auditory Training for Children
Zigmond, et al - Auditory Learning
VISUAL PERCEPTION

Visual perceptual training begins with three dimensional objects and proceeds to their two dimensional representations through the sequence of perceptual development:

1. Match
2. Identify
3. Name from memory
4. Trace
5. Copy
6. Reproduce
7. Describe

The concrete objects and their representational forms provide the framework for the discrimination of color, form, color and form combined, dimension, vertical and horizontal planes, size, length, width, height, weight, thickness, speed, distance, volume, and number.

Activities are also included for the training of touch, taste, and smell.

The exercises for the development and integration of the motor, auditory, and visual perceptual skills begin with the basic skills that form the foundation for learning, and proceed from the simple to the complex; from the concrete to the abstract; and from gross to fine.

The language associated with all perceptual training is developed continuously, and includes auditory and visual reception, auditory and visual association, auditory-visual-motor association, and verbal and written expression. Complete sentences are elicited for all responses.
I. Visual perceptual training

A. Color alike in shape (color is constant)
   Begin with three primary colors - add one at a time

1. Worsteds (colored yarn tufts - no particular shape)
   a. Match (associate with meaning)
      i. Hold up two of same color
         "I have two red"
         "I have two blue"
         "I have two yellow"
      ii. Hold up one color
          "Find one like this"
          Child finds matching color
      iii. Hold up two different colors
          "Find two like these"
          Child finds matching colors
   b. Identify
      i. Child points to color named
         "Show me_____
      c. Name (complete sentence)
         i. Hold up one worsted
            "What color is this?"
            "That is_____
            "Is this_____
            "No, it is not_____
            (Introduce negative form)
d. Identify

1. Child points to color(s) named
   "Show me_______"
   a. One color
   b. Two colors
   c. Three colors

(Auditory memory)

e. Find color shown

1. Hold up one worsted
   Then put it out of sight
   Child finds matching color(s)
   a. One color
   b. Two colors
   c. Three colors

(Visual memory)

2. Colored strips of paper (alike in shape)
   a. Match
      "What color is this_______?"
      "That is_______"
      "Is this_______?"
      "No, that is not_______"

3. Color charts for shades of color
   a. Match duplicate to color chart
      "This is light_______"
      "This is dark_______"
      "This is medium_______"
      "What color is this?"
"That is light_____"
"That is medium_____"
"That is dark______"

b. Color (unlike in shape)
1. Match worsteds to strips of paper
2. Match worsteds to articles of clothing
3. Match worsteds to objects in room
4. Match worsteds to color cards
   a. Identify
      Place color cards on chalk ledge
      "Show me_____"
      1. One color
      2. Two colors
      3. Three colors

5. Game - Find one shown (memory)
   a. Hold color cards
      Select and show one color
      Mix cards
      "Find the one that you saw"

6. Game - "What's missing?" (closure)
   a. Place color cards on chalk ledge
   b. Have child close eyes
   c. Remove one color, two colors, etc.
      "What's missing?"
      "The_____one is missing"
      "The_____one and the_____one are missing"
7. Match written words to color cards

Begin with three - add one at a time

a. Place color cards on chalk ledge
b. Place written word cards on chalk ledge under corresponding colors
   "This is red"
   "This is blue"
   "This is yellow"
c. Remove word cards
d. Hand one word card at a time to child
e. Child matches word card to color card
   "This is___"
f. Remove word cards
g. Hand all word cards to child
h. Child places all word cards on corresponding color card
   "This is___"

8. Strip chart

a. Construct strip chart with heading
   *What color?*
b. Write color names on strip chart
c. Have child match word cards to words on chart
   "This is___"

Keep chart in view for ready reference
B. Form

Three dimensional objects - Concrete - Basic

1. Geometric solids

Begin with three. - add one at a time

- Cube
- Pyramid
- Hemisphere
- Sphere
- Ellipsoid

Follow same sequence until all five are known

a. Match (Associate with meaning)

1. Hold up two like solids
   "I have two spheres"
   "I have two cubes"
   "I have two pyramids"

2. Hold up one solid
   "Find one like this"
   Child finds matching solid

3. Remove matching solids
   Hold up one solid at a time
   "This is a _____"

b. Identify

1. Place three solids on table
   "Show me________"  
   Child points to solid named

c. Name

1. Point to one solid
   "What is this?"
   "That is a _____"
d. Rearrangement of solids (sequencing - memory)
   1. Child closes eyes
   2. Rearrange sequence
   3. Child reproduces original arrangement

e. Game - "What's missing?" (closure)
   1. Child closes eyes
      a. Remove one solid from arrangement
         "What's missing?"
         Child names the missing one

f. Haptic perception (tactile - kinesthetic)
   Very important - integrates all senses
   1. Geometric solids
      Begin with three - add one at a time
      a. Feel solid
         "This is a sphere
          It is round"
         "This is a cube
          It is square"
         "This is a pyramid
          It is flat on the bottom and
          pointed at the top"
      b. Put into opaque bag
         "Find the_____"
         Child finds the solid named
         "This is a_____
         "It is_______"
         Continue description:
"This is a sphere
It is round
It is made of wood
It is hard
It can roll"

2. Objects (used later in program)
   Follow same sequence
   a. Unlike in shape
      Pencil
      Key
      Comb
      Spoon, etc.
   b. Similar in shape
      Follow same sequence
      1. Fruits:
         a. Orange
         b. Grapefruit
         c. Apple
         d. Peach
      c. Same shape - different size, thickness, and weight
         Follow same sequence
         1. Coins:
            a. Dollar
            b. Half dollar
            c. Quarter
            d. Nickel
            e. Dime
            f. Penny
2. Plane figures

Transfer to two dimensional solid black figures
(Concrete to abstract)

a. Explain dimension

   1. Geometric
      a. Length
      b. Width
      c. Height

   2. Match solid form to two dimensional solid
      black figure on 4" x 4" cards
      a. Length
      b. Width

b. Associate with meaning (Name)

   Hold up one card at a time
   "This is a circle"
   "This is a square"
   "This is a triangle"

   c. Put on chalk ledge

   1. Identify
      a. "Show me the_____"

      Circle
      Square
      Triangle
      Oval
      Half-cir

   2. Name
      a. "What is this?"

      "That is a_____"
3. Games
   a. "What's missing?" (Closure)
   b. Reproduce sequence - rearrange in order
   c. Show and find
   d. Match solid black figures on 7" x 7" cards
      Place one set on chalk ledge
      Hand one matching card at a time to child
      Child matches to one on chalk ledge
   1. Identify
      a. "Show me the____"
         Child points to one named
   2. Name
      Point to one on chalk ledge
      a. "What is this?"
         "That is a____"
   e. Match outline figure to solid black figure
      Place solid black figures on chalk ledge
      1. Present outline figure on 7" x 7" cards
         a. "This is an outline
            It is the same shape as____"
            Point to solid black figure
            Hand one card at a time to child
      2. Child matches outline figure to solid figure
      3. Trace outline figure
         Hold form card facing child
Child traces figure \{ top - bottom \} and names \{ left - right \}

"This is a______"

3. Templates (Large Plastic Templates - DLM)
   a. At chalkboard
      Place template against chalkboard (Vertical plane)
      1. Child traces inside template with chalk
         "What is that"
         "That is a______"
   b. At table (Montessori metal templates - ETA)
      Hold template in vertical plane
      1. Child traces with finger - eyes follow and
         "This is a______"
      Place inset in middle of 8½" x 11" paper on table
      (Horizontal plane)
      1. Child traces inside template with pencil
         (primary pencil without eraser) several times
      Remove template from paper (Figure - ground)
      "What do you see"
      "I see a______"

4. Outline forms (Pages 76-78)
   a. Preparation for writing at table
      1. Posture very important
         Child sits with both feet on floor
         Back straight
         Head elevated distance from elbow to fist
         as elbow rests on table
2. Position of paper - 6" from edge of table
   □ □ Left handed or right handed

3. Holding pencil
   Index finger should be fairly straight
   and relaxed, and wrist should be straight

4. Hold arm up off paper about one inch - elbow
   should be near body

5. Fill in entire form with smooth even movements
   without lifting pencil from paper
   a. Follow pencil with eyes
      "... is a circle" etc.
      1. Cut apart and present one form at
         a time
      2. Present sheet with three forms
      3. Present each new form one at a
         time
      4. Present comparative forms on half
         sheets at first
      5. Present forms in vertical and
         horizontal planes on half sheets
         at first
         "This is a vertical rectangle"
         "This is a horizontal rectangle" etc.

Note: Start at top and go counter clockwise on
circle and oval. Start in upper left hand corner
on square and rectangle and go top to bottom and
left to right. Stop at each corner.

Complete form without lifting pencil
Have child cut out forms after completion for practice in cutting.
5. Copy outline forms from cards at chalkboard
   a. Trace (Forms in velour paper for tactile)
   b. Copy
      1. Direction
         a. Top to bottom
         b. Left to right
6. Reproduce from memory
   a. Verbal directions
      "Draw a circle", etc.
      1. At chalkboard
         a. Note direction
         b. Note size
   2. At table
      a. Note:
         1. Posture
         2. Position of paper
         3. Direction
         4. Size - (approximately same)
         5. Arrangement on paper
7. Match written words to form cards
   Begin with three - add one at a time
   a. Place form cards on chalk ledge
   b. Place written words on chalk ledge under corresponding form
      "This is a circle"
      "This is a square"
      "This is a triangle"
c. Remove word cards
d. Hand one word card at a time to child
e. Child matches word card to form card
   "This is a_____"
f. Remove word cards
g. Hand all word cards to child
h. Child places word cards on corresponding form cards
   "This is a_____"

C. Color and form
   1. Same form - different color
      a. Colored inch cubes
         1. Child sorts cubes into color groups
         2. Put three cubes in primary colors on table in front of you

Vertical Plane
   1. Place red cube on top of yellow cube
      "I put a red cube on top of a yellow cube"
      "Make one like this"
      Child reproduces pattern
   2. Verbal directions
      "Put a red cube on top of a green cube"
      Child executes command
      "What did you do?"
      "I put a red cube on top of a green cube"
      Continue through first five patterns on Design Cards for Colored Inch Cubes (DLM)
3. Introduce Design Cards for Colored Inch Cubes (DLM)

1st Pattern

Hold design card in vertical plane

a. Child reproduces and describes

"I put the green cube on top of the red cube"

b. Ask questions

Child answers in complete sentences

1. "How many cubes are there?"
   "There are two cubes"

2. "What color is the cube on the top?"
   "The cube on the top is green"

3. "Where is the green cube?"
   "The green cube is on top of the red cube"

4. "Which one is on the bottom/top?"
   "The one is on the _____"

2nd Pattern

a. Same sequence

   Language - between

   "The purple cube is between the red cube and the green cube"

   Might be necessary to demonstrate

   between

   1. Put a paper between two books

   2. Put a pencil between two boxes, etc.
b. Questions

1. "How many cubes are there?"
   "There are three cubes"

2. "What color is the cube between the red cube and the green cube?"
   "The cube between the red cube and the green cube is purple"

3. "Where is the purple cube?"
   "The purple cube is between the red cube and the green cube"

4. "Where is the red cube?"
   "The red cube is on the bottom"
   "The red cube is under the purple cube" etc.

5. "Which one is_____?"
   "The green one is_____"
   "The red one is_____"
   "The purple one is_____"

c. Reverse the order by turning the design card upside down

3rd Pattern

a. Same sequence

Present design card in vertical position

Child reproduces the pattern with cubes

"The red cube is on the bottom"
"The blue cube is between the red cube and the yellow cube"
"The blue cube and the yellow cube are between the red cube and the green cube. The green cube is on the top."

b. Questions

Elicit complete sentences

1. "Where is the____cube?"
2. "Which one is____between____?"
3. "What color____is____between____?"
4. "Which one is under the____one?"
5. "Which one is on top of the____one?"
6. "Which one is on the bottom?"
7. "What color____is____the one between the____one and the____one?"

c. Reverse the order by turning design card upside down

4th Pattern

a. Same sequence

Present pattern in vertical position

Child reproduces pattern with cubes

Language - left - right - corner

"The green cube is in the corner
It is under the red cube
It is at the right of the orange cube
The orange cube is at the left of the green cube"
a. Questions
1. "What color is the cube under the red cube?"
2. "Which ones are on the bottom?"
3. "Which one is at the right of the orange one?"
4. "Which one is in the corner?"
5. "What color is the one on top of the green cube?"
6. "Where is the_______one?"

b. Change order by turning design card

5th Pattern

a. Same sequence

Child reproduces pattern

Language

\[
\begin{align*}
\text{upper right} \\
\text{upper left} \\
\text{lower right} \\
\text{lower left}
\end{align*}
\]

"The orange cube is in the lower right corner"
"The purple cube is in the lower left corner"
"The red cube is in the upper left corner"
"The blue cube is in the upper right corner"

b. Ask questions
4. Reproduce patterns from memory

Exposure design card for five seconds

Remove design card

Child reproduces pattern

Horizontal plane

Concept changes

The one on top is away from the child

The one on the bottom is near the child

Upper - away from

Lower - near

1. Place design card on table in horizontal position

Follow same sequence

2. Child reproduces pattern

a. On design card

b. Design card at left/at right

c. Design card above

3. Language

a. "What color is the cube on the right/left?"

b. "Where is the_______one?"

c. "Which one is on the left/right?"

d. "Which one is between _____and the_____?"

e. "Which one is on top of_______?"

f. "What color is the cube in the upper right corner?"

g. "What color is the one in the lower left corner?"
4. Reproduce patterns from memory

**Vertical to horizontal plane**

Preparation for copying from chalkboard

Many children have difficulty transferring from vertical to horizontal plane

1. Present design card in vertical plane
   Child reproduces pattern in horizontal plane

2. Language
   a. Vertical plane
      Top
      Bottom
      Over
      Under
   b. Horizontal plane
      Over - on top of
      Over - above - away from the child
      Under - beneath
      Under - below - near the child
   c. Vertical and horizontal positions in vertical plane
      Oval
      Rectangle
      Diamond

1. Use metal templates to demonstrate
   a. Vertical plane
      1. Vertical position - top - bottom
      2. Horizontal position - left to right
3. Draw forms in vertical and horizontal positions on chalkboard (vertical plane)

   d. Vertical and horizontal positions in horizontal plane at table

   1. Use metal templates to demonstrate

   a. Horizontal plane

      1. Vertical position - top to bottom
      2. Horizontal position - left to right

   3. Present paper outline forms

      a. Place templates over paper forms
      b. Remove template
      c. Child fills in outline form

2. Confusion in language when papers are in horizontal plane on table

   a. "Draw a circle around the boy" (horizontal plane)

      1. "I can't go around him"

   b. Demonstrate

      1. Have child stand up (vertical plane) Walk around him
      2. Have child lie down on floor (horizontal plane) Walk around him
b. Puzzles

Making a whole from parts

1. Two parts
2. Three parts
3. Four parts

a. Dissected circles

1. Count pieces
   "There are ____ parts to this circle"
2. Child constructs circle
   "This is a circle"

b. Large Form Puzzles (TR)*

1. Child constructs colored square on white background
   "This is a ____ square on a white background"
2. Reverse background (figure - ground)
   "Make a white square on a ______ background"
3. Superimpose Montessori template to show tilt

c. Small Form Puzzles (TR)
d. Animal Puzzles (TR)
e. Fruit Puzzles (TR)
f. People Puzzles (DLM)

c. Peg boards and pegs (Ideal)

1. Child sorts pegs into color groups
2. Construct design with pegs on board

*Teaching Resources
3. Child reproduces design

4. Introduce Peg Board Design Cards (DLM)
   a. Child reproduces patterns from Design Cards in sequence

5. Form cards (Geometric Shapes - TR)
   a. Child sorts cards
      1. Same color - different form
      2. Same form - different color

2. Different form - different color
   a. Large Parquetry Blocks (DLM)
      1. Sort blocks in same forms - different colors
      2. Introduce Parquetry Design Cards (DLM)
         a. Child reproduces pattern
            1. On design card - horizontal plane
            2. Design card at left/right - horizontal plane
            3. Design card above - horizontal plane
            4. Design card above - vertical plane
            5. Make original patterns
   b. Small Parquetry Blocks (DLM)
      1. Same sequence
   c. Association Cards - classification (TR)
      1. Child sorts cards
         Round things
         Square things
         Oval things, etc
d. Association Cards - categories (DLM)

1. Child sorts cards
   - Chairs
   - Leaves
   - Cars, etc.

3. Relationships
   a. Size - Begin with concrete objects graduated in size
      1. Language - Associate with meaning - Opposites
         "This is big" small - large
         "This is little" smaller - larger
         "This is bigger" smallest - largest
         "This is littler"
         "This is the biggest/littlest"
         "This is the middle size"
         "This is a medium size"
      2. Identify
         "Show me the______"
      3. Name
         "This is the______"
      4. Arrange according to size
      5. Rearrange in order
      6. Game
         "Which one is missing?"
      7. Tactile
         Put one of each size in touch bag
         "Find the biggest one"
         "This is_____"
"Find the littlest one"
"This is____," etc.

a. Three dimensional objects

Marbles

Cubes

1. Horizontally
2. Vertically - tower

Rubber bottle stoppers - graduated in size
1. Horizontally
2. Vertically - tower

Questions with visual clues:

a. "Which is the largest/smallest?"
   1. Gradation
      a. "Which is larger?" etc.

b. Two dimensional objects - diameter

Follow same sequence

1. Felt pieces - same shape
   Circles  Triangles
   Squares  Rectangles
      a. Same color
      b. Different color

2. Coins
   Penny  Quarter
   Nickle  Half dollar
   Dime  Dollar
      a. Teach value - abstract
         1. One cent
         2. Five cents, etc.
b. Questions:

1. "How many cents are there in
   a____?"

2. "How many____ make a____?"

c. Questions with visual clues:

1. "Which is the largest/smallest?"

   a. Gradation
      1. "Which is larger?" etc.

d. Questions without visual clues - (Auditory differences)

1. "Which is larger a____ or a
   ___ ____?"

2. "Which is worth more a____ or
   a____?"

b. Length - Associate with meaning - Opposites

   long - short

   longer - shorter

   longest - shortest

c. Height - Associate with meaning - Opposites

   high - low

   higher - lower

   highest - lowest

   tall - short

   taller - shorter

   tallest - shortest

d. Width - Associate with meaning - Opposites

   wide - narrow

   wider - narrower

   widest - narrowest
e. Weight - Associate with meaning - Opposites
   heavy - light
   heavier - lighter
   heaviest - lightest

f. Thickness - Associate with meaning - Opposites
   thick - thin
   thicker - thinner
   thickest - thinnest

g. Texture - Associate with meaning - Opposites
   rough - smooth
   rougher - smoother
   roughest - smoothest

h. Speed - Associate with meaning - Opposites
   fast - slow
   faster - slower
   fastest - slowest

i. Distance - Associate with meaning - Opposites
   close - far
   closer - farther
   closest - farthest
   near - far
   nearer - farther
   nearest - farthest

j. Time - Associate with meaning - Opposites
   early - late
   earlier - later
   earliest - latest

k. Volume - Associate with meaning - Opposites
   full - empty
   fuller - emptier
   fullest - emptiest
1. Touch - Associate with meaning - Opposites

Language:

"How does _____ feel?"

hot - cold  rough - smooth
wet - dry   thick - thin
sharp - dull hard - soft

m. Taste - Associate with meaning - Opposites

Language:

"How does _____ taste?"

sweet - sour
sweet - salty
sweet - bitter
good - bad
good - nasty

Tastes like_____ (Association)

n. Smell - Associate with meaning - Opposites

Language:

"How does _____ smell?"

sweet - sour
good - bad
fresh - stale

Smells like_____ (Association)

4. Number

a. Counting - one to ten

1. Objects

<table>
<thead>
<tr>
<th>Cubes</th>
<th>Coins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sticks</td>
<td>Buttons</td>
</tr>
<tr>
<td>Pegs</td>
<td>Pencils</td>
</tr>
<tr>
<td>Number rods</td>
<td>Books</td>
</tr>
</tbody>
</table>
b. Grouping

1. Objects

"Show me three____" etc.
"How many_____are there?"

2. Counting frame and/or abacus

a. Move number of beads to right
Return beads to original position
Child shows number of beads shown previously
"Show me_______"
Child moves number of beads named
"How many are there?"
"There are_______"

3. Number (Representational)

```
  1  2  3  4  5
```

a. Put cards on chalk ledge
Match object(s) to number card
"This is one" etc.

b. Match number words to cards

"Show me_______"
"How many are there?"

4. Numerals

a. Match numeral card to objects

```
  1  2  3  4  5
```

Hold up card
"Show me this many"
Child groups number of objects

Cubes
Coins
Sticks
Beads on abacus
b. Identify numerals
   Place numeral cards on chalk ledge
   "Show me______"

c. Name numerals
   Point to numeral card
   "What number is this?"
   "That is______"

5. Match numerals to number cards

6. Match number word cards to numeral cards

7. Touch bag
   a. Put wooden numerals into bag
   "Find the______"
   "This is the______"

8. Trace numerals - Multi-Sensory Numerals (Ideal)
   a. Hold numeral cards in vertical position
      Child traces
      "This is______"

9. Dictation of numerals at chalkboard
   a. Dictate numerals one at a time
      "Write______"

10. Read numerals written on chalkboard in random
    order in vertical column
        2  4  7  6
        5  1  9  4
        3  6  8  5

11. Read numerals written on chalkboard in random
    order in horizontal line
        1  6  4  3  9  5  2

110
12. Dictation of numerals in random order at chalkboard in vertical column
13. Dictation of numerals in random order in horizontal line at chalkboard
14. Dictation of numerals at table
15. Computation

When the child has completed the perceptual training, he can:

1. Distinguish identities from differences
2. Distinguish extreme differences from fine gradations
3. Distinguish between vertical and horizontal planes
4. Classify according to:
   Sounds            Speed
   Color             Distance
   Form              Time
   Color and form    Volume
   Dimension         Touch
   Size              Taste
   Weight            Smell
   Texture           Number
   Surfaces

5. Understand and use the language associated with all of the perceptual training

"Language learned now comes to fix, by means of exact words, the ideas which the mind has acquired" - Montessori.
REFERENCE

Addtional information and training activities may be found in:

Clarke School for the Deaf - Sense Training Exercises
Getman, et al - Developing Learning Readiness
McQuarrie - A Perceptual Testing and Training Guide for Kindergarten Teachers
Montessori - Dr. Montessori's Own Handbook
Trimble - Handbook for Perceptual Development

The manuals and the instruction sheets included with the commercial materials provide many suggestions for additional training activities that might be used to expand the program for those children who require more extensive training than is presented in the outlines.
LANGUAGE DEVELOPMENT

Language is the communication of thoughts, ideas, and/or feelings from the sender(s) to the receiver(s), so communication is always a two-way process. All aspects of communication are interrelated and involve sequential development of concept formation through the use of the symbols of language.

Most children develop a facility for the use of symbols without any specific training, but the child suffering from perceptual impairment must be taught the skills of listening, speaking, reading, and writing, which make up the structure of language development.

There are four areas of language that must develop sequentially prior to adequate communication.

I. Receptive language – to interpret and understand the communication of the thoughts, ideas, and/or feelings from others. This involves the central processing of all information received through the sensory channels.

   A. Non-verbal; non-vocal

      1. Body language (Silent language)

         a. Wave hand
         b. Smile
         c. Shake head, "No"
         d. Nod head, "Yes"
         e. Pucker lips
         f. Frown
         g. Shrug shoulders
h. Raise eyebrows
i. Posture
j. Hesitations
k. Wink
l. Eye movements
m. Foot movements
n. Finger movements
   1. Thumbs down
   2. Pointing
   3. Finger spelling
o. Gestures
   1. Sign language
p. Lip-reading
q. Facial expressions
   1. Surprise
   2. Sorrow
   3. Sympathy
   4. Happiness
   5. Anger
   6. Enthusiasm

Body language is a very important part of lip reading
Body language is also the subtle communication of
approval or disapproval
a. Some children can "read" people through body
language
   1. Children with learning disabilities often have
difficulty interpreting body language (Social
perception)
B. Non-verbal; vocal

1. Oral language
   a. Um hum - positive or negative
   b. Grunt
   c. Moan
   d. Sigh
   e. Cry
   f. Scream
   g. Inflection in voice
   h. Tone of voice (friendly or angry)

C. Verbal receptive language - interpret and comprehend what is spoken

Whenever one speaks, he speaks a language. He learns to speak by repeating what he hears:

<table>
<thead>
<tr>
<th>Language</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Dutch</td>
</tr>
<tr>
<td>German</td>
<td>French</td>
</tr>
</tbody>
</table>

Receptive language develops in successive stages

1. Interpret single sounds
   a. The smallest segment of language is the phoneme - (a single speech sound)

2. Discriminate between two phonemes

3. Discriminate between combinations of phonemes as they acquire meaning "Bah" "Ugh"

4. Discriminate between the phonetic patterns of words
   a. The phonetic patterns of words acquire meaning as they are associated with objects, actions, and/or feelings
b. The listener does not hear each sound separately; he hears groups of sounds which overlap.

c. To fully comprehend he must learn to discriminate sounds in words, temporal sequence of the sounds, and to contrast meanings with the same sounds in different sequences as stop, spot, pots, tops.

d. He must learn to interpret the sequence of words in sentences:
   1. "The pigeon ate a worm" is not reversible with logical meaning as, "The worm ate a pigeon"
   2. "The dog chased the man" is reversible with logical meaning, "The man chased the dog"

e. He must learn to understand multiple meanings of words:
   1. Stamp your feet
      Stamp the letter
      Stamp the book
   2. Over the door
      Over the lake
      Over the eye

f. He must learn that sometimes a word is a noun and sometimes it is a verb:
   1. Hold my hand
   2. Hand me a pencil

f. He must learn that some words sound alike but have different meanings (homonyms):
   1. There - their
2. Red - read
3. Blue - blew

h. He must learn to respond appropriately to verbal commands, instructions, explanations, and questions

II. Expressive language - to communicate to others the individual's thoughts, ideas, and/or feelings

As receptive language is understood and integrated meaningfully, the child begins to express what he has learned

A. Non-verbal; non-vocal
B. Non-verbal; vocal
C. Verbal expressive language

1. In order to speak, the child must be able:
   a. To hear speech sounds
   b. To discriminate between speech sounds
   c. To produce the speech sounds
   d. To sequence the speech sounds in temporal order
   e. To combine or synthesize the speech sounds into words
   f. To associate the words with meaning

2. The child learns to speak only after he has learned words to speak
   a. Input always precedes output

3. The child who has good receptive language, but whose language disorder is an expressive one, needs intensive training in expressive language
III. Visual receptive language

When verbal language has developed sufficiently, the association of the auditory symbols must be made with the visual symbols. It is the integration of the two channels - the auditory with the visual - that presents the greatest difficulty for children with learning disabilities.

A. Reading - superimpose the visual symbol system upon the already established auditory symbol system:

1. Associate the sound with the letter that represents it
2. Discriminate between the visual symbols
3. Sequence the visual symbols in proper order to make words
4. Discriminate between combinations of visual symbols that make words
5. Associate the visual patterns with the auditory phonetic pattern of words
   a. Associate the written word with the spoken word
6. Associate the visual patterns with the objects, actions, and/or feelings that these new symbols represent.
   a. The printed word is the visual stimulus that arouses the auditory sound pattern of the spoken word with the recognition of its meaning.

IV. Visual expressive language

A. Writing - the graphic representation of the spoken or remembered sound of the letter or word (reauditorization) which, in turn, arouses the associated visual memory (revisualization) of a particular letter or group of letter
symbols and the kinesthetic memory of their writing patterns and leads to the motor act of writing, which involves spelling (the sequencing of letters in proper order).

Spelling is the highest order of integration.

<table>
<thead>
<tr>
<th>Receptive</th>
<th>Hearing</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressive</td>
<td>Speaking</td>
<td>Writing (Spelling)</td>
</tr>
</tbody>
</table>

The auditory learning develops first and each sequential step in the development of spoken and written language depends upon the association and integration of each of the previous steps.

If a child's language has developed sequentially through all of the perceptual stages, his verbal language has developed sufficiently for his communication to be meaningful and adequate for his complete adjustment to the classroom, and he is ready for the next sequential steps—reading and then writing.

The child with learning disabilities has suffered a breakdown in the sequential development, so it is necessary to go back to the basic elements of language learning, and proceed step by step through all of the processes involved in the total development of language.

Preparation for writing is begun at the level of perceptual-
motor training with:

a. Imitation of arm movements
b. Arm movements at chalkboard
c. Templates at chalkboard
d. Templates at tables
e. Filling in outline forms at tables

1. Posture
2. Position of paper for right handed and left handed
3. Holding pencil with wrist straight
4. Holding arm up off paper with elbow near body

Concurrently, writing exercises at the chalkboard (without lines) include tracing with the chalk, copying, and then writing independently. Then the exercises are transferred to specially lined paper for tracing, copying, and independent writing at tables:
Tracing letters during the phonic exercises, is followed by copying the letters on the chalkboard, and then writing from pre-set copy on specially lined paper at the tables. The same sequence is followed:

1. Tracing the pre-set copy
2. Copying
3. Independent writing of letters

An arrow or a dot is placed on the left side of the line to indicate the starting point and insure left-right progression.

Cursive writing is employed from the beginning, because:

1. It involves gross motor movement, which provides the kinesthesia (the feel of the entire form of the letter) which is so effective in the training.
   a. The child with perceptual problems has difficulty perceiving the whole form, and the purpose of all the basic motor-perceptual training in the production of forms is to overcome the problem of segmentation.
   b. In manuscript writing there is no kinesthesia of the whole letter. Each segment of the letter is produced separately; the letter is segmented.

2. It prevents confusion of similar letter forms.

3. It does not allow for reversals. Once the motor act of writing is initiated at a designated point at the left side of the chalkboard or the paper, there is a continuous movement from left to right.

4. The letters in each word are joined together as a unit in a continuous flow of movement.
Later in the program the combinations, words, and sentences are written from dictation at the chalkboard and then on paper. Finally, the children write original statements and experience stories.

It is essential that children learn to write, since handwriting extends into all written communication both in school and out. Both manuscript and cursive writing will be necessary for adequate communication throughout life, so both should be taught.

Cursive writing should be taught initially to effect the intersory integration, and then the transfer to manuscript is made very easily.
PHONIC METHOD

The structured language program is patterned after the method developed by Carolyn A. Yale to teach deaf children at the Clarke School for the Deaf. It begins with a phonic method with an alphabetic-phonetic-structured-sequential-linguistic multi-sensory approach, employing both manuscript and cursive letters. The black letters are on 6" x 9" pieces of heavy white cardboard. The manuscript letter is on one side of the card, and the cursive letter is on the other side of the card. The manuscript letter is used to name the letter, and the cursive letter is used for tracing the letter, while the sound is produced simultaneously.

The cursive letters are made large to provide maximum kinesthesia during the tracing and to internalize the "feel" of the form of the letter.

The letters are made straight up and down to aid those children who have difficulty with visual rotation of forms, and to allow for their use with either right handed or left handed children. When the children begin to write independently, they will develop their own style of handwriting.

The cursive letters are made with strokes leading into the letters to facilitate the combinations of the letters.

The letters are always presented first in vertical plane for tracing, copying, and independent writing. The copying and independent writing are done initially at the chalkboard (vertical plane) with free arm movement. The chalkboard should be unlined.

The multi-sensory approach provides for systematic drill in
each perceptual area, integrates the visual, auditory, tactile, and kinesthetic processes and develops attention, retention, and recall. It utilizes the stronger modality of visual perception for support until the auditory perception is developed sufficiently for adequate functioning, and then the visual clues are gradually withdrawn.

The manipulation of the letter cards provides an excellent means of training:

a. Auditory and visual discrimination
b. Auditory and visual sequencing
c. Auditory and visual synthesis
d. Auditory and visual closure
e. Auditory and visual analysis
f. Auditory and visual memory

Each phoneme/grapheme is introduced through a sequence of seven steps similar to those presented by Mildred McGinnis in her Association Method:

1. Name the manuscript letter
2. Associate sound with visual symbol
3. Trace or copy letter and produce sound simultaneously
4. Identify cursive letter from visual stimulus
5. Identify cursive letter from auditory stimulus
6. Produce sound from memory following visual stimulus
7. Write cursive letter from auditory stimulus without visual clue (memory)

The continuant consonants are chosen for the initial presentation, because of the continuous auditory stimulus and kinesthesia
(the "feel" of the articulators during sound production).

The three continuant consonant sounds m, f, and s are the first to be presented one at a time, through the sequence of the seven steps.

I. Name manuscript letter
   A. Teacher holds manuscript letter card facing child and gives the name of the letter 
      "This is____"

II. Associate with meaning
   A. Associate the sound with the visual symbol 
      Teacher turns letter card over to cursive letter 
      "It says____," traces and produces sound simultaneously.

III. Trace
   A. Child traces letter and produces the sound simultaneously
   B. Teacher places letter card on chalk ledge with cursive letter exposed

IV. Visual (lip-reading) - Identify cursive letter from visual stimulus 
   A. Teacher produces the sound inaudibly, while child watches the lips
   B. Child identifies the letter that represents the sound, traces, and produces the sound simultaneously.

V. Auditory - Identify cursive letter from auditory stimulus
   A. Teacher produces the sound audibly, while child is not watching her lips (is turned around or has eyes closed).
   B. Child identifies the letter, traces it, and produces the sound simultaneously.
VI. Saying from memory - Produce sound from memory following visual stimulus.

A. Child turns away from chalkboard, and produces the sound from memory.

VII. Writing from memory

A. Teacher produces the sound audibly

B. Child writes the letter on the chalkboard without any visual clues. (Dictation)

The seventh step is not included until the child has learned to copy the letter from the card without any difficulty. Writing the letter in the air with eyes closed facilitates memory for the form of the letter prior to independent writing.

After two sounds have been introduced through the sequence of the seven steps, the letter cards are placed on the chalk ledge with cursive letter exposed for auditory and visual discrimination.

After the third sound is introduced through the sequence of the seven steps, all three letter cards are placed on the chalk ledge for auditory/visual discrimination.

After the three continuant consonant sounds (m, f, s) are learned, the short vowel sound -a- is introduced through the same sequence with the letter cards.

Sound blending

A letter card with a consonant and a card with the vowel are placed on the chalk ledge.
The teacher traces each letter, and produces the sound simultaneously. Then she makes a continuous movement with her finger going from the consonant to the vowel and blending them together as she produces them. The child imitates the teacher through the sequence.

The child turns away from the chalkboard and repeats the sounds, separately and then smoothed, as the teacher indicates with her thumb and index finger the sequence of the sounds and uses a sweeping motion of the thumb to indicate the blending of the two sounds.

Note: The teacher must make sure that her hand is turned to proceed from the child's left to right.

The same procedure is followed with all three consonants in the initial position with the vowel, making consonant-vowel combinations. Then the order is reversed, and the vowel is placed in the initial position with all three consonants, making vowel-consonant combinations. The same procedure is followed through step by step with all three consonants.

A second consonant is then added to the combination making a consonant-vowel-consonant combination.

The same step by step procedure is followed with all possible consonant-vowel-consonant combinations with the three consonants.

The first sound/letters are the most difficult. After the consonant-vowel-consonant combinations with the vowel -a- have been over-learned, the second vowel will be learned in half the time.
Each new phoneme/grapheme is introduced through the same sequence until all of the voiceless consonants and the five short vowels have been introduced and used in the blending process in all possible consonant-vowel, vowel-consonant, and consonant-vowel-consonant combinations.

The Yale Charts* are then introduced and explained to the children. The letter cards are matched to the spellings on the charts and sounded simultaneously.

The remaining phonemes/graphemes with their secondary spellings are introduced one at a time until all have been mastered. The secondary spellings are written in red to distinguish them from the primary spellings.

The order in which the additional consonants and vowels are introduced with their secondary spellings is:

-o-, l, n, p, t, k, -u-, h-, th, sh, ch, r-, -i-, -e-, wh, ee, w-, b, d, g, v, ñ, z, j, ng, oo, oʊ, ar, aw, o-e, a-e i-e, u-e, ur, ou, y-, oi, q, qu, and x.

As they are learned they are placed upon the consonant and vowel charts (Yale Charts), which are always kept in view for ready reference as the written exercises progress.

The Yale Charts were designed by Carolyn A. Yale at the Clarke School for the Deaf for teaching the English sounds to deaf children. They are structured scientifically on a phonetic base utilizing traditional orthography, and they are phono-visual. On the consonant chart the first vertical column contains all of the voiceless consonants and their secondary spellings; the second vertical column contains their voiced equivalents and their secondary spellings; and the third vertical column contains the nasal sounds. The horizontal arrangement classifies the consonants according to the formation of the sounds. A dash following a letter indicates that the letter has that particular sound only when it appears in the initial position of a word or syllable.

The vowel chart is so constructed that all of the primary and secondary spellings for the back-round vowels appear in the first horizontal row; the primary and secondary spellings for the front vowels appear in the second horizontal row; and the lowest line contains the primary and secondary spellings for the diphthongs. The diphthongs o-e and a-e appear in the scales to which their radical parts belong, and may or may not be included again with the diphthongs in the bottom row on the chart.

The rules for pronunciation on both charts are indicated by dashes and numerals. The dashes on the consonant chart stand for the vowel following the consonant. On the vowel chart the dashes stand for consonants. For instance, -a- has the sound of ā (hat) while a-e has the sound of ā (hate). Dashes
preceding letters or spellings indicate that the letter (or group of letters) has that particular sound only when appearing at the end of a word or syllable; a short dash (-) indicates a one syllable word and a long dash (—) indicates a word with more than one syllable.

The numerals (1) or (2) appear above a spelling when that particular spelling has more than one sound. For example, oo (mōon) is a long vowel and o (bōok) is a short vowel; e (eat) is a long vowel and e (head) is a short vowel; ow (cow) sounds the same as ou (out) and ow has the same sound as o-e (home).

The letter r- (initial position) appears on the consonant chart, and the sound of ur and the secondary spellings appear on the vowel chart. The --ar, --or, and --re indicates that these three spellings have the sound of ur only when they appear at the end of a multi-syllabic word.

The use of the charts eliminates the necessity for teaching phonic "rules", which are too abstract for the children to comprehend and apply.

Sounds in words that do not have phonetic spellings should be underwritten with the primary chart spellings for pronunciation. For example, sho and won.

Silent letters, as b in thumb, should be crossed out, as thumb.

Exceptions to the chart spellings are taught as they arise in vocabulary building. Diacritical marks may be introduced later when the dictionary is presented.
Consonant Sounds
(Yale Chart)

h-

wh w-

p b m

t d n l r-

k g ng ck

c

f v ph

th th

s z c(e) c(t) c(y)

sh y-

ch j tch g(s) g(i) g(y) dge

x-ks qu-kwh

# Vowel Sounds
(Yale Chart)

<table>
<thead>
<tr>
<th>Vowel</th>
<th>Symbol</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>oo</td>
<td>«oo»</td>
<td>(r)u-e, (r)ew</td>
</tr>
<tr>
<td>o-e</td>
<td>»o-e «o»</td>
<td>o, o(r)</td>
</tr>
<tr>
<td>aw</td>
<td>»aw «o»</td>
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</tr>
<tr>
<td>-o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ee</td>
<td>«ee »</td>
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<tr>
<td>-e-e</td>
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<td></td>
</tr>
<tr>
<td>a(r)</td>
<td>»a(r) «a»</td>
<td>a-r, a-e</td>
</tr>
<tr>
<td>-u</td>
<td>»-u »</td>
<td>-u, -a, ur, er, ir, ar, or, re</td>
</tr>
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<td>»i-e »</td>
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</tr>
<tr>
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<td>»ou »</td>
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<tr>
<td>oi</td>
<td>»oi »</td>
<td>o, oy</td>
</tr>
<tr>
<td>u-e</td>
<td>»u-e »</td>
<td>ew</td>
</tr>
</tbody>
</table>

Adapted from Formation and Development of Elementary English Sounds, Carolyn A. Yale, Northampton, Mass: The Clarke School for the Deaf, 1914, p. 11.
As the children recognize word meanings from the combinations of sounds, they are associated with the objects, actions, or feelings that they represent.

In this way a spoken and written vocabulary is built as the phonic program progresses, and reading and spelling are learned through writing.

Strip charts are made of colors, numbers, nouns, verbs, and adjectives for ready reference until they are thoroughly mastered. Headings for the charts include the question forms and the symbols used in the Key to Straight Language:


No basic readers are introduced until phonics have been mastered, and the ability to decode the major part of the language which is phonetic has been developed. Then the Open Court Method and/or the Phonovisual Method, which are also based on the system of phonetics structured on the Yale Charts, provide an excellent introduction to text book reading, and also provide a correlated language arts program. However, the phonic skills learned in this program combined with any resource reading materials, which follow a developmental reading program, provide a firm foundation for the normal child as well as the perceptually impaired child.
How many:

one
two
three
four
five
six
seven
eight
nine
ten

What color:

red
green
yellow
blue
white
black
orange
brown
purple
pink
gray
Who:

- a boy
- a girl
- a man
- a woman
- a baby
- people
- Daddy
- Mama
- Father
- Mother

Names of children:
- a principal
- a teacher
- a custodian
- a nurse
- a doctor
- a dentist
- a barber
- a policeman
- Santa Claus
What:

arms
eyes
ears
hair
mouth
nose
hands

a tree
a leaf
a flower
a plant
a seed
the grass
the sky

a truck
a train
a bus
a boat
an airplane
a car
a trailer

an apple
an orange
a banana
a grapefruit
a peach
a pear
grapes
<table>
<thead>
<tr>
<th>What:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a ball</td>
<td>a bee</td>
</tr>
<tr>
<td>a car</td>
<td>a cat</td>
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<tr>
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<td>a dog</td>
</tr>
<tr>
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<td>a fish</td>
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<tr>
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<td>a basket</td>
</tr>
<tr>
<td>a belt</td>
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## Adjectives:

<table>
<thead>
<tr>
<th>big</th>
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<tr>
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<tr>
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</tr>
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<td>thin</td>
<td>fat</td>
</tr>
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<tr>
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<td>dry</td>
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<td>dead</td>
<td>loud</td>
</tr>
<tr>
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<td>alive</td>
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<tr>
<td>heavy</td>
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<td>pretty</td>
</tr>
<tr>
<td>light</td>
<td>late</td>
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</tr>
</tbody>
</table>
KEY TO STRAIGHT LANGUAGE

Just as the learning disabled child has difficulty in sequencing sounds in words and syllables in words, he also has difficulty in sequencing words in sentences. Therefore, some means must be provided to give him a concrete, graphic representation of the structure of a sentence. The Key to Straight Language* is invaluable for this purpose. It was developed by Edith Fitzgerald, a deaf woman, for teaching language to deaf children.

The Key words and symbols are painted with yellow poster paint at the top of the chalkboard, where they are always visible for ready reference, and act as a guide to straight language.

In the beginning, only Who: (verb symbol) are painted on the chalkboard. Chalk lines are drawn vertically 16" apart on the chalkboard. At first only the subject and intransitive verb are introduced.

The teacher gives a verbal command, "Run"

The child executes the command (experiences the action), and then he stands with his back to the chalkboard under the word Who:

The teacher asks the question, "Who ran?"

The child answers, "I ran"

The teacher points to the word Who: and the verb symbol and says, "You ran"

The pronoun and verb charts are begun with headings:

<table>
<thead>
<tr>
<th>Pronouns:</th>
<th>Verbs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who:</td>
<td>ran</td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>You</td>
<td></td>
</tr>
</tbody>
</table>

Another child talks to the child who performed and says, "You ran"

Then he turns around, uses the child's name, and says "____ ran"

The first child is given a second command, "Walk"

The same procedure is followed, except the second child, describing the action, uses the pronoun "He (or "She") walked"

The new words are then written on the charts.

<table>
<thead>
<tr>
<th>Pronouns:</th>
<th>Verbs:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who:</strong></td>
<td>____</td>
</tr>
<tr>
<td>I</td>
<td>ran</td>
</tr>
<tr>
<td>You</td>
<td>walked</td>
</tr>
<tr>
<td>He</td>
<td></td>
</tr>
<tr>
<td>She</td>
<td></td>
</tr>
</tbody>
</table>

The plural nominative pronouns are introduced by having two children perform an action simultaneously, and having each child in the group describe it:

____ and I

We

____ and____

They

The pronoun chart is built up as the pronouns are introduced or needed, and it serves as a ready reference when the child wants to use a specific pronoun in his expressive language later.
**Pronouns:**

<table>
<thead>
<tr>
<th>Who:</th>
<th>Whom:</th>
<th>Whose:</th>
<th>Whose____?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
<td>my_____</td>
<td>Mine</td>
</tr>
<tr>
<td>You</td>
<td>you</td>
<td>your___</td>
<td>Yours</td>
</tr>
<tr>
<td>He</td>
<td>him</td>
<td>his___</td>
<td>His</td>
</tr>
<tr>
<td>She</td>
<td>her</td>
<td>her___</td>
<td>Hers</td>
</tr>
<tr>
<td>We</td>
<td>us</td>
<td>our___</td>
<td>Ours</td>
</tr>
<tr>
<td>You</td>
<td>you</td>
<td>your___</td>
<td>Yours</td>
</tr>
<tr>
<td>They</td>
<td>them</td>
<td>their___</td>
<td>Theirs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What:</th>
<th>What:</th>
<th>Whose:</th>
</tr>
</thead>
<tbody>
<tr>
<td>It</td>
<td>it</td>
<td>its___</td>
</tr>
<tr>
<td>They</td>
<td>them</td>
<td>their___</td>
</tr>
</tbody>
</table>
The written form of the command is presented on a card the day following the initial presentation. The teacher holds up the card, "Run". The child reads the command and performs the action, stands at the chalkboard under *Who:* and describes the action. Two children are asked to read and execute the command for practice on plural pronouns.

The teacher points out that the command is in the present tense, and the past tense is used after the action is completed.

Several intransitive verbs are introduced through the same procedures, and all nominative pronouns are reviewed with the presentation of each new verb.

The third Key word *What:* is added at the right side of the third column, and the direct object is introduced.

The teacher gives an oral command, "Throw a ball".

The child executes the command, stands under the Key word *Who:*, and the teacher places the ball on the chalk ledge under the Key word *What:*

The teacher asks the question, "What did you throw?" as she points to Key word *What:*

The child says, "I threw a ball"

A second child says to the first child, "You threw a ball"

Then he turns away from the child and says "____threw a ball", using the child's name.

The teacher asks the second child a question, pointing to the Key word, "Who threw a ball?"

The child answers in a complete sentence. "____threw a ball"
The teacher asks a second question, pointing to the Key word "What did ___ throw?"

The child answers in a complete sentence using the pronoun, "___ threw a ball"

The teacher calls attention to the change in the form of the verb in the last question.

The new verb is written on the chart, and the noun is written on the new strip chart under What:

The following day the written form of the command, "Throw ___ ___" is presented.

The child reads, executes the command, and describes the action orally.

Two or more children are asked to read, execute, and describe the action for practice with plural pronouns and nouns.

Several transitive verbs are introduced through the same procedure, and the new words are placed on the respective charts for future reference.

The fourth Key word Where: is then painted at the top of the chalkboard in the center of the fourth column, and prepositional phrases and words designating place are introduced. Only one preposition is introduced at a time.

The teacher gives a command, "Put a book on a table"

The child performs the action, stands under the Key word Who:, and describes the action, as the teacher points to the Key words and symbols.

The teacher writes the preposition on the strip chart under Where: on ___ ___
Where:
on_______
in_______
under_____
over______
to_______
at_______
around_____
between_____
behind_____
in front of_____
beside_______
off_______
out of______
away
downtown
outdoors
home
upstairs
downstairs

When:
Yesterday
Today
Tomorrow
Day before yesterday
Day after tomorrow
After a while
This_______
Last_______
Next_______
Then_______
A long time ago
One day
One day in_____
Many years ago____
All__________
Soon__________
In a little while____
At night__________
At noon___________
Once upon a time_______
Every day__________
The next day__________
The teacher asks questions about each action after it has been performed and described, as she points to the Key words on the chalkboard:

The child answers in complete sentences

"Who____ ____?"
"What____ ____?"
"Where____ ____?"

Some additional questions might be:

"Where is____?"
"Is____on____?" using a wrong designation

The question requiring the negative form is used to give the child practice in formulating negative statements.

The teacher explains that the verb sometimes reverses its position when the sentence changes from a declarative sentence to an interrogative sentence.

The child is taught to ask the questions through the sequence as the language building progresses.

The entire Key is built up in the same way, and the Key words and symbols painted at the top of the chalkboard act as a constant guide to straight language. In eliciting the proper syntax of a sentence through spontaneous speech, the teacher points to the appropriate Key words in sequence as the child speaks.

The Key paper, which shows the progression of the structure of the Key to Straight Language, is included for reference.
<table>
<thead>
<tr>
<th>Who:</th>
<th>Whom:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What:</td>
<td>What:</td>
</tr>
</tbody>
</table>

Adapted from Straight Language for the Deaf, Edith Fitzgerald, The Volta Bureau, Washington, D.C. 1949
|-----|------|-------|--------|-------|--------|

from Straight Language for the Deaf, Edith Fitzgerald, The Volta Bureau, Washington, D.C. 1949
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>walked</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bobby</td>
<td>ran</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>jumped</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sally</td>
<td>stood up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>She</td>
<td>sat down</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and I</td>
<td>marched</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and</td>
<td>laughed</td>
<td></td>
<td></td>
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<tr>
<td>They</td>
<td>skipped</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and</td>
<td>threw</td>
<td></td>
<td></td>
<td>a ball</td>
</tr>
<tr>
<td>He</td>
<td>bounced</td>
<td></td>
<td></td>
<td>it</td>
</tr>
<tr>
<td>and</td>
<td>rolled</td>
<td></td>
<td></td>
<td>marbles</td>
</tr>
<tr>
<td>They</td>
<td>shot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and</td>
<td>put</td>
<td></td>
<td></td>
<td>a book on a table</td>
</tr>
<tr>
<td>She</td>
<td>put</td>
<td></td>
<td></td>
<td>a block on the floor</td>
</tr>
<tr>
<td>held</td>
<td>Jimmy.</td>
<td></td>
<td></td>
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<tr>
<td>He</td>
<td>carried</td>
<td></td>
<td></td>
<td>him.</td>
</tr>
<tr>
<td>handed</td>
<td>Mary</td>
<td></td>
<td></td>
<td>a pencil</td>
</tr>
<tr>
<td>She</td>
<td>handed</td>
<td></td>
<td></td>
<td>her</td>
</tr>
<tr>
<td>gave</td>
<td>and</td>
<td></td>
<td></td>
<td>some candy</td>
</tr>
<tr>
<td>He</td>
<td>gave</td>
<td></td>
<td></td>
<td>them</td>
</tr>
</tbody>
</table>

From Straight Language for the Deaf, Edith Fitzgerald, The Volta Bureau, Washington, D.C. 1949
<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object/Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>saw</td>
<td>Tim</td>
</tr>
<tr>
<td>I</td>
<td>have</td>
<td>Fred</td>
</tr>
<tr>
<td>He</td>
<td>has</td>
<td>a boy</td>
</tr>
<tr>
<td>He</td>
<td>have</td>
<td>Tim</td>
</tr>
<tr>
<td>I</td>
<td>have</td>
<td>a girl</td>
</tr>
<tr>
<td>They</td>
<td>have</td>
<td>Fred</td>
</tr>
<tr>
<td>He</td>
<td>is</td>
<td>a boy</td>
</tr>
<tr>
<td>He</td>
<td>is</td>
<td>Fred</td>
</tr>
<tr>
<td>I</td>
<td>am</td>
<td>a girl</td>
</tr>
<tr>
<td>I</td>
<td>am</td>
<td>pretty</td>
</tr>
<tr>
<td>Fred</td>
<td>is</td>
<td>brown eyes</td>
</tr>
<tr>
<td>Fred</td>
<td>is</td>
<td>brown hair</td>
</tr>
<tr>
<td>Fred</td>
<td>is</td>
<td>long hair</td>
</tr>
<tr>
<td>Fred</td>
<td>has</td>
<td>blue eyes</td>
</tr>
<tr>
<td>Fred</td>
<td>has</td>
<td>blonde hair</td>
</tr>
<tr>
<td>Fred</td>
<td>has</td>
<td>brown eyes</td>
</tr>
<tr>
<td>Fred</td>
<td>is</td>
<td>tall</td>
</tr>
<tr>
<td>Fred</td>
<td>is</td>
<td>tired</td>
</tr>
<tr>
<td>Fred</td>
<td>is</td>
<td>sleepy</td>
</tr>
<tr>
<td>Fred</td>
<td>is</td>
<td>a boy</td>
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<tr>
<td>Fred</td>
<td>is</td>
<td>a girl</td>
</tr>
<tr>
<td>Fred</td>
<td>has</td>
<td>a boy</td>
</tr>
<tr>
<td>Fred</td>
<td>has</td>
<td>a girl</td>
</tr>
</tbody>
</table>

**Notes:**
- "fl" and "90" appear to be random numbers and are not relevant to the text.
- The text seems to be incomplete or fragmented, possibly from a children's writing exercise.
<table>
<thead>
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</tbody>
</table>

From Straight Language for the Deaf, Edith Fitzgerald, The Volta Bureau, Washington, D.C. 1949
Regular and irregular verbs are conjugated and then placed in verb boxes - an outline showing past, present, and future tenses in positive, negative, and interrogative forms.

Later the progressive forms are introduced and added to the outlines as needed. The verb outlines are included for reference.

The child is encouraged to tell about himself, his family, and his experiences.

As soon as his writing has progressed sufficiently, he is encouraged to write about himself, his family, and his experiences.

Original statements and experience stories are not written on Key paper. The Key words and symbols, which are always visible at the top of the chalkboard, serve as the guide to straight language.

By following these procedures systematically and sequentially, the child builds up a spoken and written language background. He learns to read through writing, and what he reads has particular meaning for him, because everything that he writes is within the range of his own experience.
<table>
<thead>
<tr>
<th>Verbs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ran</td>
</tr>
<tr>
<td>walked</td>
</tr>
<tr>
<td>bowed</td>
</tr>
<tr>
<td>jumped</td>
</tr>
<tr>
<td>hopped</td>
</tr>
<tr>
<td>skipped</td>
</tr>
<tr>
<td>stood up</td>
</tr>
<tr>
<td>sat down</td>
</tr>
<tr>
<td>fell</td>
</tr>
<tr>
<td>laughed</td>
</tr>
</tbody>
</table>
Regular Verb

to walk

<table>
<thead>
<tr>
<th>PAST</th>
<th>PRESENT</th>
<th>FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>walked</td>
<td>walk</td>
<td>shall walk</td>
</tr>
<tr>
<td></td>
<td>walks</td>
<td>will walk</td>
</tr>
<tr>
<td>did not walk</td>
<td>do not walk</td>
<td>shall not walk</td>
</tr>
<tr>
<td></td>
<td>does not walk</td>
<td>will not walk</td>
</tr>
<tr>
<td>Did____walk?</td>
<td>Do____walk?</td>
<td>Shall____walk?</td>
</tr>
<tr>
<td></td>
<td>Does____walk?</td>
<td>Will____walk?</td>
</tr>
<tr>
<td>was walking</td>
<td>am walking</td>
<td>shall be walking</td>
</tr>
<tr>
<td>were walking</td>
<td>is walking</td>
<td>will be walking</td>
</tr>
<tr>
<td></td>
<td>are walking</td>
<td></td>
</tr>
</tbody>
</table>

169
Irregular Verb

to run

<table>
<thead>
<tr>
<th>PAST</th>
<th>PRESENT</th>
<th>FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ran</td>
<td>run</td>
<td>shall run</td>
</tr>
<tr>
<td></td>
<td>runs</td>
<td>will run</td>
</tr>
<tr>
<td>did not run</td>
<td>do not run</td>
<td>shall not run</td>
</tr>
<tr>
<td></td>
<td>does not run</td>
<td>will not run</td>
</tr>
<tr>
<td>Did ____ run?</td>
<td>Do ____ run?</td>
<td>Shall ____ run?</td>
</tr>
<tr>
<td></td>
<td>Does ____ run?</td>
<td>Will ____ run?</td>
</tr>
<tr>
<td>was running</td>
<td>am running</td>
<td>shall be running</td>
</tr>
<tr>
<td>were running</td>
<td>is running</td>
<td>will be running</td>
</tr>
<tr>
<td></td>
<td>are running</td>
<td></td>
</tr>
<tr>
<td>PAST</td>
<td>PRESENT</td>
<td>FUTURE</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>stood up</td>
<td>stand up</td>
<td>shall stand up</td>
</tr>
<tr>
<td></td>
<td>stands up</td>
<td>will stand up</td>
</tr>
<tr>
<td>did not stand up</td>
<td>do not stand up</td>
<td>shall not stand up</td>
</tr>
<tr>
<td></td>
<td>does not stand up</td>
<td>will not stand up</td>
</tr>
<tr>
<td>Did____ stand up?</td>
<td>Do____ stand up?</td>
<td>Shall____ stand up?</td>
</tr>
<tr>
<td></td>
<td>Does____ stand up?</td>
<td>Will____ stand up?</td>
</tr>
<tr>
<td>was standing up</td>
<td>am standing up</td>
<td>shall be standing up</td>
</tr>
<tr>
<td>were standing up</td>
<td>is standing up</td>
<td>will be standing up</td>
</tr>
</tbody>
</table>

Double Verb

to stand up
### Auxiliary Verb

**to be**

<table>
<thead>
<tr>
<th>PAST</th>
<th>PRESENT</th>
<th>FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>was</td>
<td>am</td>
<td>shall be</td>
</tr>
<tr>
<td>were</td>
<td>is</td>
<td>will be</td>
</tr>
<tr>
<td>was not</td>
<td>am not</td>
<td>shall not be</td>
</tr>
<tr>
<td>were not</td>
<td>is not</td>
<td>will not be</td>
</tr>
</tbody>
</table>

| Was_____? | Am_____?  | Shall_____? |
| Were_____? | Is_____?  | Will_____?  |

| was being | am being | shall be being |
| were being| is being | will be being  |
### Auxiliary Verb

#### to have

<table>
<thead>
<tr>
<th>PAST</th>
<th>PRESENT</th>
<th>FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>had</td>
<td>has</td>
<td>shall have</td>
</tr>
<tr>
<td></td>
<td>have</td>
<td>will have</td>
</tr>
<tr>
<td>did not have</td>
<td>do not have</td>
<td>shall not have</td>
</tr>
<tr>
<td></td>
<td>does not have</td>
<td>will not have</td>
</tr>
<tr>
<td>?</td>
<td>Do____ have?</td>
<td>Shall____ have?</td>
</tr>
<tr>
<td></td>
<td>Does____ have?</td>
<td>Will____ have?</td>
</tr>
<tr>
<td>was having</td>
<td>am having</td>
<td>shall be having</td>
</tr>
<tr>
<td>were having</td>
<td>is having</td>
<td>will be having</td>
</tr>
<tr>
<td></td>
<td>are having</td>
<td></td>
</tr>
</tbody>
</table>
### Auxiliary Verb

**to do**

<table>
<thead>
<tr>
<th></th>
<th>PAST</th>
<th>PRESENT</th>
<th>FUTURE'</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>did</strong></td>
<td><em>did</em></td>
<td><em>do</em></td>
<td><em>shall do</em></td>
</tr>
<tr>
<td></td>
<td><em>does</em></td>
<td></td>
<td><em>will do</em></td>
</tr>
<tr>
<td><strong>did not do</strong></td>
<td><em>did not do</em></td>
<td><em>does not do</em></td>
<td><em>shall not do</em></td>
</tr>
<tr>
<td></td>
<td><em>does not do</em></td>
<td></td>
<td><em>will not do</em></td>
</tr>
<tr>
<td><strong>Did</strong></td>
<td><em>Did</em> do?</td>
<td><em>Do</em> do?</td>
<td><em>Shall</em> do?</td>
</tr>
<tr>
<td></td>
<td><em>Does</em> do?</td>
<td></td>
<td><em>Will</em> do?</td>
</tr>
</tbody>
</table>

| **was doing** | **am doing** | **shall be doing** |
| **were doing** | **is doing** | **will be doing** |
| **are doing**  |             |                |

17.1
IRREGULAR VERBS

PRESENT

run
stand up
sit down
fall
see
drink
eat
tie
bring
put
tear
blow
feel
find
draw
carry
choose
come
bite
go
give
lose
hurt
steal

PAST

ran
stood up
sat down
fell
saw
drank
ate
tied
brought
put
tore
blew
felt
found
drew
carried
chose
came
bit
went
gave
lost
hurt
stole
Additional guides to straight language are written on charts for ready reference:

<table>
<thead>
<tr>
<th>How many:</th>
<th>What:</th>
</tr>
</thead>
<tbody>
<tr>
<td>three</td>
<td>books</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What color:</th>
<th>What:</th>
</tr>
</thead>
<tbody>
<tr>
<td>black</td>
<td>hair</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many:</th>
<th>What color:</th>
<th>What:</th>
</tr>
</thead>
<tbody>
<tr>
<td>five</td>
<td>red</td>
<td>apples</td>
</tr>
</tbody>
</table>

**Plurals - regular**

- **s**
- **es**

**Plurals - irregular**

- a man, men
- a woman, women
- a child, children
- a baby, babies
- a tooth, teeth
- a foot, feet
- a sheep, sheep
- a fish, fish
- a mouse, mice
- a leaf, leaves
- a fly, flies
- a puppy, puppies
Classification of nouns under the headings:  
Toys  
Animals  
Clothing  
Vegetables  
Fruit, etc.  

Parts of things:  
the back of a chair  
the top of a table, etc.  

Nouns requiring a modifying phrase:  
a piece of_____  
a box of_______  
a can of_______  
a glass of_______  
a package of_______etc.  

The expletive "There" with to be  

too and either:  
_____went_____  
_____did not go______  
_____went_____, too  
_____did not go, either  

One_______, and the other_______.
One_______, and the others_______.
One_______, one_______, and the others_______.

Another__________ One of them ____________
Some of it________ Some of them ____________
REFERENCES

Additional information and activities for language development may be found in:

The Young Aphasic Child - Hortense Barry
Straight Language for the Deaf - Edith Fitzgerald
Aphasic Children - Mildred A. McGinnis
Formation and Development of Elementary English Sounds - Carolyn A. Yale
PART V

LESSON PLANS
**Lesson Plan # 1**

**Greeting:** "Good morning," "Good morning,"

**Personal information:** "What is your name?" "My name is," Present name cards

**Calendar:** "Today is," "What day is today?" "Today is"

---

**Materials:**
- Worsted (yarn balls)
- Paper strips

**Color**
- Introduce color with worsteds
- Begin with three primary colors: red, yellow, blue
- "I have two"
- Teacher matches each color
- "I'd like this"
- Child matches each color

**Identify:**
- "Show me"
- Child points to color named

**Name:**
- (Use complete sentences)
- "What color is this?"
- "That is"
- "Is this?"
- "That is not"
- It is

**Add:** white, black, green
- (Follow same procedure)

**Match:**
- (one color)
- (two colors)
- (three colors)

**Identify:**
- (Use complete sentences)
- "What color is this?"
- "That is"

**Add:** orange, purple, pink, brown

**Match worsteds to strips of colored paper**

**Match worsteds to color in clothing and objects in room**

**Rearrangement of colors**
- Teacher arranges colors in row (begin with three)
- Child covers his eyes
- Teacher changes order of colors
- Child rearranges colors in original order

<table>
<thead>
<tr>
<th><strong>Materials:</strong></th>
<th><strong>Materials:</strong></th>
<th><strong>Materials:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Worsted (yarn balls)</td>
<td>Geometric solids:</td>
<td>Daily Sensorimotor Activities*</td>
</tr>
<tr>
<td>Paper strips</td>
<td>Sphere, cube, pyramid</td>
<td>Paper and pencil</td>
</tr>
<tr>
<td>Corduroy cloth bag</td>
<td>Color</td>
<td>Full length mirror</td>
</tr>
</tbody>
</table>

**Form**
- Use geometric solids
- Present sphere, cube, pyramid
- "I have two"
- Teacher matches each solid
- "Find one like this"
- Child matches each solid

**Identify:**
- "Show me the"
- Child points to form named

**Name:**
- (Use complete sentences)
- "What is this?"
- "That is"

**Tactile:**
- Teacher feels form of solid
- "This is a sphere"
- "It is round"
- Child feels form of solid
- "This is a sphere"
- "It is round, etc.
- Teacher places three forms in corduroy bag
- "Find the"
- Child finds form from touch

**Name and describe:**
- (Use complete sentences)
- "What is that?"
- "This is a sphere"
- "It is round"
- "This is a cube"
- "It is square"
- "This is a pyramid"
- "It is flat on the bottom and pointed at the top"

**Rearrangement of solids**
- Teacher arranges solids in row
- Child covers his eyes or turns around
- Teacher changes order
- Child rearranges solids

**Perceptual-Motor**

**Imitation of movements**
- Child imitates movements of teacher:
  - Both arms out at sides, out front, up, diagonally
  - (Keep elbows straight)

- Right arm out at side - down
- Right leg out at side - back
- Right arm and leg out at side
- Left arm out at side - down
- Left leg out at side - back
- Left arm and leg out at side

**Cross over midline:**
- Right arm and left leg out
- Left arm and right leg out

**Body image:**
- Child draws picture of self
- (Keep for future comparison)

**Body surfaces:**
- Teacher touches body surfaces
- "This is my front"
- "This is my back"
- "These are my sides"

**Child stands in front of full length mirror**

**Identify:**
- "Show me your front"
- "Show me your back"
- "Show me your sides"

**Name:**
- Child touches body surfaces
- "This is my front"
- "This is my back"
- "These are my sides"

**Identify body parts:**
- Daily Sensorimotor Training Activities - Part 3

*See References
<table>
<thead>
<tr>
<th>Materials:</th>
<th>Materials:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whistle, clicker, hand drum, tone block and mallet, bell, and triangle</td>
<td>Manuscript and cursive letter cards 6” x 9”</td>
<td>Straight Language for the Deaf* Pronoun chart Strip charts Name cards</td>
</tr>
</tbody>
</table>

### Auditory

**Discriminate gross sounds:**
Present two at a time
- Teacher sounds:
  - whistle - clicker
  - drum - tone block
  - bell - triangle
- "Are they the same?"
- Teacher associates and cursive letter cards.

**Identify gross sounds:**
- Child turns around
- Teacher sounds object:
  - "Show me what made the sound"
- Child points to object
- Teacher associates name with object:
  - "This is a whistle"
  - "This is a clicker"
  - "Show me the__"  

**Name:**
- Child turns around
- Teacher sounds object:
  - "What did you hear"
  - "I heard___"

**Imitate for sound of:**
- clapping
- laughing
- coughing
- humming

**Teacher performs action**
**Child imitates action**

**Phonics**

**Introduce one letter at a time**
- Teacher names manuscript letter
- "This is m"
- Teacher sounds and traces cursive letter
- Child sounds and traces letter
- Teacher places letter card on chalkledge with cursive letter exposed
- Teacher produces sound audibly
- Child identifies, traces, and sounds letter (Visual identification)
- Teacher produces sound audibly
- Child identifies, traces, and sounds letter (Auditory identification)
- Letters in order of introduction: m, f, s, a-

**Introduce sound blending**
- Combine consonant-vowel and vowel-consonant on chalkledge
- All possible combinations:
  - ma
  - fe
  - sa
  - as
  - fa
  - af

**Sequence and blend**
- Use fingers for recall (No prompting)

**Introduce consonant-vowel-consonant combinations**
- All possible combinations:
  - fam
  - sas
  - mas
  - fam
  - sam, mas, etc.

**Sequence and blend**
- Use fingers for recall (No prompting)

**Note:** Teacher must hold hand so the order of fingers is from child’s left to right

### Language

**Introduce the Key to Straight Language**
- Teacher writes at top of chalkboard
  - Who: ___ (verb symbol)

**Teacher gives oral command**
- "Run"

**Child executes command**
- Child turns around and uses child’s name and describes the action
  - "I ran" as teacher points to Who: ___ on chalkboard

**Another child talks to him**
- "You ran"

**Then he turns around and uses child’s name and describes the action**
- "__ ran"

**Teacher performs action**
**Child imitates action**

**Name:**
- Child turns around
- Teacher performs action:
  - "What did you hear"
  - "I heard__"

**Imitate for sound of:**
- clapping
- laughing
- coughing
- humming

**Teacher performs action**
**Child imitates action**

**Pronouns**
- I
- You

**Teacher presents four intransitive verbs through same procedures**
- Teacher writes verbs in past tense on strip chart with verb symbol at top
  - Who: ___

**Teacher writes names on strip chart**
- Teacher matches name cards to names on chart
**Lesson Plan # 2**

**Greeting:** "Good morning."

**Personal Information:** "What is your first/last name?" "My first/last name is_

**Calendar:** "What day was yesterday?" "Yesterday was_

---

### Materials:

**Worsted**
- Color cards and words

**Materials:**
- Sphere, cube, pyramid
- Corduroy bag

### Color

- Review color exercises
  - Match:
    - one color
    - two colors
    - three colors
  - Identify:
    - Name:
    - Identify missing color(s)
      - Visual memory
      - Teacher removes color(s) from group and puts behind her
      - Child finds matching color(s)
        - one color
        - two colors
        - three colors
    - Name missing colors
    - Match worsteds to color cards on chalk ledge
    - Match words to color cards - red, yellow, blue, black, white, green, brown, orange, purple, pink
    - Rearrangement of colors:
      - Teacher arranges colors in a row
        - Begin with three
      - Child observes order
      - Teacher places shield between child and colors and rearranges colors
      - Child puts colors in original order
      - Child names colors in sequence

### Form

- Review form exercises
  - Identify:
    - Name:
    - Tactile:
      - (Use touch bag)
      - Find:
      - Describe:
        - "This is a sphere
        - It is round
        - It is natural color.
        - It is made of wood,
        - "This is a cube
        - It is square
        - It has six sides
        - It has eight corners
        - "This is a pyramid
        - It is flat on the bottom
        - and pointed at the top
        - It has three sides
        - It is made of wood
    - Name missing solid
      - Teacher arranges solid in a row
      - Child closes eyes
      - Teacher removes one solid
      - "What's missing?"
      - Child names missing solid
        - "The is missing"
    - Present the three dimensions
      - Teacher gives three dimensions of solids:
        - length
        - width
        - depth - height
    - Teacher follows length of solid with her finger
      - "What dimension is this?"
      - "That is_

### Percentage-Motor

- Review imitation of movements
  - Child imitates movements of teacher:
- Review all movements
  - Imitate movements of teacher:
    - Bilateral circles with arms out straight in front
    - Horizontal movements with arms out 50° at sides
    - Vertical movements with arms out straight in front
    - "Body image:
      - Identify body parts
      - Daily Sensorimotor Training Activities Page 4
  - Basic body movements
    - Daily Sensorimotor Training Activities Pages 45-46
  - Child lies on back on the floor
    - Teacher places hands on child's shoulders to inhibit movement as child lifts head from floor, and as child turns head from left to right
### Materials:
- Two bells - different tones
- Two squeaky toys - different sounds - two kinds of paper

### Auditory

#### Discriminate gross sounds:
- Present two at a time
- Teacher sounds two bells with different tones
  "Are they the same?"
- Teacher sounds two squeaky animals with different sounds
  "Are they the same?"

#### Identify:
- Child turns around
- Teacher sounds object
  "Show me which one made the sound"
- Child points to object

#### Name:
- Child turns around
- Teacher sounds object
  "What did you hear?"
  "I heard"

#### Discriminate environmental sounds:
- Teacher produces sounds by:
  - knocking on table
  - stamping foot
  - snapping fingers, etc.
- Child watches and listens
- Child turns around
- Teacher performs action
  "What did I do?"
  "You knocked on the table," etc.

### Phonics

#### Introduce new sounds: -o-, 1, and n through the sequence:
- Name manuscript letter
- Sound and trace cursive letter
- Visual identification
- Auditory identification
- Say from memory
- Write from memory
- Teacher dictates single sounds
- Child writes each sound on chalkboard in cursive writing and produces sound simultaneously
  (Trace if necessary)
- Combine -o- with consonants, sequence, and blend all possible combinations:
  ```
  mo
  so
  fo
  lo
  no
  ```
- Combine consonant-vowel-consonant, sequence, and blend combinations:
  ```
  fon
  mof
  som
  mom
  lom
  nom
  ```

### Pronouns

Review exercises for pronouns
(I, You) and verbs (ran, walked, jumped, bowed) in Key at chalkboard

#### Introduce pronouns:
- **He**
- **She**

- Teacher gives oral command to a boy
- The boy executes command, stands in front of chalkboard, and describes action, "I"
- Another child describes action using child's name "Randy"

#### Teacher writes in Key on chalkboard
"Randy"

- Teacher gives another oral command to same boy
- He executes command, stands in front of chalkboard, and describes action
- Another child describes action, using pronoun "He"

- Teacher writes in Key
  "He"

#### Introduce the pronoun "She" through same procedures
"Catherine"
"She"

#### Teacher writes pronouns on chart

<table>
<thead>
<tr>
<th>Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who:</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>You</td>
</tr>
<tr>
<td>He</td>
</tr>
<tr>
<td>She</td>
</tr>
</tbody>
</table>
Lesson Plan #3

Greeting: "Good morning."
Personal Information: "What is your full name?" "My full name is___.
Calendar: "What day will tomorrow be?" "Tomorrow will be___.

Materials:
Color cards and words
Strip chart - What color:
Color chart and duplicates

| Color Review color words
Match words to color cards
Teacher places color cards on table
Teacher hands child up color card
Child selects matching word
"This is___." Introduce another color: chart
Teacher presents a strip chart (6" wide) with color names
What color:
red yellow blue green orange black white brown purple pink
Match word cards to color chart
Teacher hands child color word card
Child matches word card to color name on chart
Child reads color names
Introduce shades of color
Teacher presents color chart
Child matches duplicates to color chart with shades of color
Identify:
"Show me light___.
"Show me dark____.
"Show me medium____.

Name:
"What color is this?"
"That is light____.
"That is dark____.
"That is medium____.

Materials:
Sphere, cube, Pyramid
Plane forms: circle, square, triangle Touch box

Form
Review all forms
Name: \{Sphere
\{cube
\{Pyramid
Tactile:
(Lie touch box)
Find: \{Sphere
\{cube
Describe: \{Pyramid
"This is a sphere.
It is round.
It is natural color.
It is made of wood.
It can roll," etc.
Transfer to two dimensional figures
Teacher introduces plane figures in solid black
Teacher matches solid forms to plane figures:
"This is a circle.
This is a square.
This is a triangle"
Teacher explaining two dimensions on form cards
"This is length," etc.
Teacher places form card on chalkboard ledge
Identify:
"Show me the___.
Name:
Teacher points to form card
"What is this___?"
"That is a___," etc.
Rearrangement of cards
Child closes eyes
Teacher rearranges cards
Child puts cards in original order

Materials:
Daily Sensorimotor Training Activities

Imitation of movements
Child imitates movements of teacher
Review all movements

Bilateral circles with arms straight
Horizontal movements with arms straight
Vertical movements with arms straight
Teacher and child count from one to ten as movements are executed

Body image
Daily Sensorimotor Training Activities - Pages 5-6

Basic body movements
Daily Sensorimotor Training Activities Page 46

184
**Materials:**
- Typing paper, tissue paper, newspaper
- Three different squeaky toys

**Auditory**

Discriminate gross sounds:
- Present sounds of three kinds of paper as child listens
  - "This is typing paper"
  - "This is tissue paper"
  - "This is newspaper"

Identify:
- Child turns around
- Teacher produces sound of two/three kinds of paper
  - "Show me the one that you heard"
- Child turns around and points to the one that he heard

Name:
- Child turns around
- Teacher produces sound
  - "What did you hear?"
  - "I heard ___"

**Phonics**

Introduce new sounds:
- \( p, t, k, -u-, \) and \( h \) through the sequence
- Sound blending with letters
- Consonant-vowel-consonant combinations with the three vowels
  - \( -a-, -o-, -u- \)
  - fam fon fum
  - sal sol sul
  - maf mof muf
  - lan lon lun
  - nas nos nus
  - pat pot put
  - hap hop hup

Dictate single sounds at chalkboard
- \( m, f, s, -a-, l, n, -o-, p, t, k, -u-, h \)
- Teacher produces each sound
- Child names objects in sequence
  - "What did you hear?"
  - "I heard the newspaper, the tissue paper, and the typing paper," etc.

**Language**

Key to Straight Language

Introduce pronouns
- We
- They

- Teacher gives an oral command to two children
- Children execute command and stand in front of chalkboard under Who:
  - Each child describes action
  - "___ and I ___"
- Teacher gives another command to same two children
- Children execute command, stand under Who:
  - and describe, using pronoun
  - "We ___"
- Another child describes action and uses pronoun
  - "They ___"
- Teacher writes pronouns on chart

**Pronouns**

- Who:
  - I
  - You
  - He
  - She
  - We
  - They
Lesson Plan #4

Greeting: "Good morning (afternoon), 

Personal information: "How old are you?" "I am__ years old" "When is your birthday?" etc.

Calendar: "What day?" "The days of the week are____,____,____,____,____

Place names of days in slot chart. Today is____ Yesterday was____ Tomorrow will be____

**Materials:**
- Colored Inch Cubes*
- Solid black figures
- Outline figures - circle, square, and triangle

<table>
<thead>
<tr>
<th>Color and Form</th>
<th>Form</th>
<th>Perceptual-Motor</th>
</tr>
</thead>
</table>
| Combine color and form: Teacher explains that cubes are all the same form but different colors. Teacher places a red cube on top of a green cube "I put the red cube on top of the green cube." Child reproduces pattern. Teacher asks questions Child answers in complete sentences "What did you do?" "What color is the cube on the top?" "Where is the ___cube?" "Which one is on the bottom?" Teacher builds tower with three and then four blocks Child reproduces patterns Teacher adds questions: "What color is the cube between the ___cube and the ___cube?" "What color are the cubes between___and___?" "Which one is between the red one and the ___one?" "Which ones are between the ___one and the ___one?"

Might be necessary to demonstrate between Have child stand between two chairs Put a paper between two books

*Developmental Learning Materials

Materials: Daily Sensorimotor Training Activities

Chalkboard activities:
- Bilateral circles: Teacher places X on chalkboard on a level with child's nose. Child keeps eyes on X and draws big circles with both hands at same time.

Bilateral horizontal movements

Bilateral vertical movements

Body image:
- Daily Sensorimotor Activities Pages 7-8
- Symmetrical Activities Pages 87-88

Basic body movements:
- Child lies on stomach on the floor with right arm and right leg flexed and head turned to right side with ear on floor. The left leg is straight with toes on floor. The left arm is straight down at left side of body with palm of hand turned up.

Teacher checks position
- If child is unable to assume proper position, teacher assists in placement.
- Child reverses position with left arm and left leg flexed and head turned toward left side.

Materials: Materials: Materials:
<table>
<thead>
<tr>
<th>Materials:</th>
<th>Materials:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montessori sound boxes</td>
<td>Manuscript and cursive letter cards</td>
<td>A ball, a shoe, a bean-bag</td>
</tr>
<tr>
<td>Noise makers</td>
<td></td>
<td>Noun strip chart What:</td>
</tr>
<tr>
<td>Blindfold</td>
<td></td>
<td>Printed command cards</td>
</tr>
</tbody>
</table>

### Auditory

<table>
<thead>
<tr>
<th>Introduction of sound boxes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match sound boxes</td>
</tr>
<tr>
<td>Teacher produces sound</td>
</tr>
<tr>
<td>with grossest sound box</td>
</tr>
<tr>
<td>Child finds box with same sound</td>
</tr>
<tr>
<td>Teacher produces sound</td>
</tr>
<tr>
<td>with finest sound box</td>
</tr>
<tr>
<td>Child finds box with same sound</td>
</tr>
</tbody>
</table>

### Phoneics

<table>
<thead>
<tr>
<th>Introduction of digraphs th and sh through the sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review blending of all consonant-vowel-consonant combinations with the three vowels, and add th and sh</td>
</tr>
</tbody>
</table>

\[-a-\]  \[-o-\]  \[-u-\]

### Language

<table>
<thead>
<tr>
<th>Key to Straight Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add third column</td>
</tr>
<tr>
<td>(Make columns 16&quot; apart)</td>
</tr>
</tbody>
</table>

Add Key word What: What:

Teacher gives oral command "Throw ________"

Child executes command and stands under Who: ________

Teacher places object on chalk ledge under Key word What: ________

Child describes action "I threw ________"

Another child describes action "______ throw ________"

Teacher writes sentence in Key "______ throw ________"

Teacher writes verb on strip chart under ________

Teacher writes new nouns on strip chart under What: a ball a shoe a bean-bag, etc.

Teacher presents printed command cards one at a time

Child executes command and describes action

Run Walk Jump Hop March
### Lesson Plan #5

**Greeting:** "Good morning, ________"  
**Personal information:** "Where do you live?" "I live at _____"  
**Calendar:** "Name the days of the week" "The days of the week are ____, ____, ____, ____, and ____"

<table>
<thead>
<tr>
<th>Color and Form</th>
<th>Form</th>
<th>Perceptual-Motor</th>
</tr>
</thead>
</table>
| **Introduce design cards for colored inch cubes in vertical position**  
Teacher holds design card #1 in vertical position  
"Build a tower that looks like this one"  
Child reproduces pattern  
Teacher asks questions  
Child answers in complete sentences  
"What color is the cube on the bottom?"  
"What color is the cube under the one?"  
"Where is the one?"  
"Which one is ______?"  
**Introduce design cards #2 and #3 in vertical position**  
Follow same procedure  
Add questions using between  
"What color is the cube between ______ and ______?"  
"Which one is between the ______ and the one?"  
"Which ones are between the one and the one?"  
"Is the one on the top green?"  
"No, the one on the top is not green"  
"Is the one in the middle blue?"  
"Where is the one?" | **Introduce templates**  
Teacher holds template in vertical position  
Child traces inside template  
Teacher holds circle template against chalkboard at level of child's nose  
Child draws around inside of template  
Teacher removes template  
"What is that?"  
"That is a circle"  
(Figure - ground)  
Teacher holds square template against chalkboard  
Child draws inside of template  
Teacher removes template  
"What is that?"  
"That is a square"  
Teacher holds triangle template against chalkboard  
Child draws inside triangle  
Teacher removes template  
"What is that?"  
"That is a triangle"  
Teacher repeats the exercise with the square and the triangle held against chalkboard in different positions  
Child draws inside the template  
Teacher explains that the forms are tilted, but are the same forms | **Review all arm movements at chalkboard**  
Review body movements with child on stomach on floor  
Teacher gives verbal command "Shift"  
Child shifts body from right side with arm and leg flexed and head turned toward right to the left side with left arm and left leg flexed and head turned to the left  
Teacher gives verbal command "Shift"  
Child reverses position  
Repeat until movement is smooth |

**Materials:**  
Colored Inch Cubes  
Design Cards for Inch Cubes*  
Large Plastic Templates*  
(circle, square, triangle)  
Daily Sensorimotor Training Activities  
*Developmental Learning Materials  
*Developmental Learning Materials
### Materials:
- Pitch Pipe
- Xylophone

### Auditory
- Teacher presents pitch pipe
- "This is a pitch pipe"
- "What is this?"
- "That is__"
- Teacher produces high tone
- "This is the high tone"
- Teacher produces low tone
- "This is the low tone"
- Child closes eyes
- Teacher produces high tone
- "What did you hear?"
- "I heard the high tone"

Teacher presents xylophone
- Teacher produces high and low tones through the same sequence
- Teacher hands mallet to child
- "Make the low tone"
- Child strikes low key
- "This is the low tone"
- "Make the high tone"
- Child strikes high key
- "This is the high tone"

Teacher introduces middle tone through same sequence
- Teacher strikes all keys
- "I went from high to low"
- Teacher strikes all keys
- "I went from low to high"
- Child closes eyes
- Teacher strikes keys
- "What did I do?"
- "You went from__ to__"

Let children take turns producing tones in the sequence

### Phonics
- Introduce ch through sequence
- Teacher dictates single sounds at chalkboard
- Child produces single sound as he writes it in cursive writing on the chalkboard

### Language
- Key to Straight Language
- Teacher presents command card
- "Throw__"

Teacher matches word card to word on written command card
- Child produces each sound as he writes the cursive letter on the chalkboard. Then he blends them together as he makes a continuous motion going from left to right with his index finger

Review all written commands:
- Run
- Walk
- Jump
- Bow
- Hop
- March
- Throw__
Lesson Plan # 6

Greeting: "Good morning, ___ " "Goodbye, ___"

Personal information: "What is your telephone number?" "My telephone number is ___"

Calendar: "What month is this month?" "This month is ___"

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Materials:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colored Inch Cubes</td>
<td>Montessori metal insets-</td>
<td>Daily Sensorimotor Training</td>
</tr>
<tr>
<td>Design Cards for Inch Cubes</td>
<td>circle, square, triangle</td>
<td>Activities</td>
</tr>
<tr>
<td></td>
<td>Paper 8 x 11 Primary pencil</td>
<td>Pencil with yellow tip</td>
</tr>
</tbody>
</table>

**Vertical Plane**

Introduce design card #4

Teacher holds design card in vertical position;
Child reproduces pattern with blocks;
Teacher explains:
"The cube at the right of the orange cube is green";
"The cube at the left of the green cube is orange";
"The green cube is in the corner";
Teacher says:
"Show me the cube on the right side of the orange cube";
Child points to proper cube:
"This cube is on the right side of the orange cube";
Teacher asks questions:
Child answers in complete sentences:
"What color is the cube at the right of ___?";
"Which cube is at the left of ___?";
"What color is the cube in the corner?";
"Where is the ___ cube?"

**Form**

Introduce templates at table one at a time;
Teacher places paper on table;
Teacher explains posture for all future paper and pencil activities:
Position of paper:

```
   ____________
  |           |
  |   Left    |
  |___________|
  |           |
  |   Right   |
  |___________|
```

- Left hand
- Right hand

Child holds pencil loosely with index finger fairly straight and keeps wrist straight;
Child holds arm fairly close to body and elevated about 1" above table;
Child holds head up the distance from elbow to chin as elbow rests on table;
Teacher holds template in vertical position;
Child traces inside with finger;
Teacher places template in center of paper;
Child traces inside of template with his pencil:
"This is a circle";
Teacher removes template:
"What do you see?"
"I see a circle" etc.

Follow same procedure for square and triangle

**Perceptual-Motor**

Review basic body movements for shifting from right to left, while on stomach on the floor;
Teacher gives command "Left" "Right";
Child shifts from right to left and from left to right in smooth movement and says, "Left" "Right";

Basic body movements

Daily Sensorimotor Training Activities Page 47

Introduce exercises for binocular eye muscle training (not more than two minutes);

Teacher holds pencil with yellow tip about 18" away from child's eyes and moves it horizontally, vertically, and diagonally;
Child's eyes follow target;

Child holds thumb about 18" from eyes and moves in all directions;
Eyes follow thumb;
Materials: Buzzer Board
Materials: Manuscript and cursive letter cards
Materials: a book
a pen

### Auditory
Introduce Buzzer Board for sequencing sounds and auditory memory
Teacher presses button sharply
"This is a dot"
Child reproduces sound with opposite button
"This is a dot"
Teacher holds button down
"This is a -- " (dash)
Child reproduces sound with opposite button
"This is a -- " (dash)
Teacher presents the auditory patterns
Child listens, watches, and reproduces the patterns

### Phonics
Introduce r— through the sequence
Teacher explains that the dash following the letter r— means that the letter has that sound only at the first of a word or syllable
Teacher places r— in initial position in combinations with all three vowels
Child traces and blends all combinations
Teacher introduces first and last for word analysis with consonants in initial and final positions
"What is the first sound?"
"What is the last sound?"
"What is the vowel sound?"
"How many vowels are there?"
"How many consonants are there?"

### Language
Key to Straight Language
Introduce fourth column in Key
Teacher adds 16" column
Teacher writes Where: at top of column
Teacher gives oral command "Put a book on a table"
Child executes command, and describes action
Teacher writes verb on strip chart
Teacher writes noun on chart What:
Teacher writes on strip chart Where:
Teacher gives second oral command "Put a pen on a table" (Follow same procedure)
Teacher presents written command cards
"Put____ on____"
Teacher includes new command cards with those learned previously

*Developmental Learning Materials*
Lesson Plan #7

Greeting: "Hello, ______. How are you?" "I'm fine, thank you.

Personal information: "What is your mother's/father's name?" "My mother's/father's name is _________."

Calendar: "What month was last month?" "Last month was _________."

<table>
<thead>
<tr>
<th>Materials:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Colored Inch Cubes</td>
<td>Paper forms with double lines</td>
<td>Daily Sensorimotor Training Activities</td>
</tr>
<tr>
<td>Design Cards</td>
<td>circle, square, triangle</td>
<td></td>
</tr>
<tr>
<td>Vertical Plane</td>
<td>Form</td>
<td>Perceptual-Motor</td>
</tr>
</tbody>
</table>

**Vertical Plane**

- Introduce design card #5
  - Teacher holds design card in vertical position
  - Child reproduces pattern with blocks
  - Teacher explains:
    - The orange cube is in the lower right corner
    - The blue cube is in the upper right corner
    - The purple cube is in the lower left corner
    - The red cube is in the upper left corner
  - Teacher says "Show me the cube in the ______ corner"
  - Child identifies proper cube
  - Teacher asks questions relative to design
  - Child answers in complete sentences
  - Teacher exposes each of five patterns for five seconds
  - Child reproduces pattern from memory

**Form**

- Introduce paper forms with double lines
  - Teacher places one form at a time in front of child in proper position
  - Teacher checks the child's posture and position of pencil
  - Teacher gives directions for each form
    - "This is a circle. Start at the top and go around until you fill in between the lines. Try not to go outside of the lines"
    - Child fills in each form as he says "This is a ______"
  - Teacher presents three double lined forms on one sheet of paper
    (Follow same procedure)

**Perceptual-Motor**

- Review all exercises for binocular eye muscle training:
  - Horizontal movements
  - Vertical movements
  - Diagonal movements
  - Circular movements
- Introduce exercises for monocular eye muscle training
  (not more than two minutes)
  - Teacher asks child to cover one eye with the palm of his hand
  - Teacher holds pencil 18" away from other eye and asks child to follow the pencil as it is moved in all directions
  - Teacher repeats exercises with other eye
  - Child follows own thumb with each eye as he moves it in all directions
<table>
<thead>
<tr>
<th>Materials:</th>
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<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buzzer Board</td>
<td>Manuscript and cursive letter cards</td>
<td>Name cards in cursive writing</td>
</tr>
<tr>
<td>Buzzer Board Pattern Cards*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Auditory-Visual

- **Introduce Buzzer Board Pattern Cards for sequencing and memory**
- Teacher makes the auditory-visual association with Buzzer Board and pattern cards
- **Teacher holds up card #1**
  - "This is a dot"
- Teacher presses button on Buzzer Board sharply
  - "This is a dot"
- Teacher holds up card #2
  - "This is a dash"
  - Make the sound on the Buzzer Board"
- Child holds button on Buzzer Board down for dash
  - "This is a dash"
- Teacher explains
  - "The dot means a short sound and the dash means a long sound"
- Teacher holds up each pattern card
- Child reproduces pattern on Buzzer Board
  - (Pattern Cards #1-14)

### Phonics

- **Introduce short vowels -i- and -e- through the sequence**
- Teacher places -i- card in all possible consonant-vowel-consonant combinations
- **Child traces and blends combinations**
- **Dictation of consonant-vowel-consonant combinations with -i- at chalkboard**
- Teacher gives three sounds separately then blended together
- Child produces each sound as he writes the letters and then blends them together
- **Teacher repeats exercises with short vowel -e-**

### Writing

- **Introduce name cards in cursive writing**
- Teacher presents name of each child in manuscript then turns card over and presents name in cursive writing
- **Teacher holds up each name card in cursive writing**
  - "Who is this?"
  - Child whose name appears on the card stands up, traces his name, and speaks it
- **Introduce cursive writing exercises at a chalkboard without lines on it**
- Teacher makes row of pre-writing exercises across the chalkboard
  - \[ \text{MMMMMMMM} \]
  - \[ \text{EEEEEEEEEE} \]
  - \[ \text{CCCCCCCCCCC} \]
  - \[ \text{aaaaaa} \]
- Child traces and then copies the exercise
- Teacher observes arm movements
  - Elbow should be down and fairly close to body
  - Wrist should be straight
- Teacher observes the movement of the child's feet as he progresses across length of the chalkboard
  - Right foot should move first and left foot follow to keep body balanced
  - (Most children cross left foot over right foot)

*Developmental Learning Materials*
Lesson Plan # 8

Greeting: "What do we say in the morning?" "We say, Good morning"

Personal information: "How many sisters/brothers have you?" "I have ___ sisters/brothers"

Calendar: "What month will next month be?" "Next month will be ___"

<table>
<thead>
<tr>
<th>Materials:</th>
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<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colored Inch Cubes</td>
<td>Dissected circle in solid black</td>
<td>Daily Sensorimotor Activities</td>
</tr>
<tr>
<td>Design Cards</td>
<td>Large Form Puzzles*</td>
<td>Pen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Horizontal Plane</th>
<th>Form</th>
<th>Perceptual-Motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce design card #1 in horizontal position</td>
<td>Introduce large form puzzles (Reversible)</td>
<td>Review exercises for monocular and binocular eye muscle training</td>
</tr>
<tr>
<td>Teacher explains vertical and horizontal planes</td>
<td>Teacher presents a circle in solid black and circle cut into two pieces, four pieces, and six pieces</td>
<td>Introduce lazy eight at chalkboard</td>
</tr>
<tr>
<td>Teacher demonstrates by having child stand up (vertical position) and then lie down on the floor (horizontal position)</td>
<td>Child assembles parts to make complete circle &quot;This circle has ___ parts&quot;</td>
<td>Teacher makes lazy eight on chalkboard</td>
</tr>
<tr>
<td>Child reproduces pattern on the design card</td>
<td>Teacher presents Large Form Puzzles</td>
<td>Child traces lazy eight ten times with rhythmic flow of movement</td>
</tr>
<tr>
<td>Child reproduces pattern with design card placed on left side, right side, and above blocks</td>
<td>&quot;Make a red square&quot;</td>
<td>Body image</td>
</tr>
<tr>
<td>Teacher demonstrates and explains new language &quot;In vertical position the one on the top is up&quot; &quot;The one on the bottom is down&quot; &quot;In horizontal position the one on the top is away from you and the one on the bottom is near you&quot;</td>
<td>Child assembles parts into square</td>
<td>Daily Sensorimotor Training Activities Pages 11-12</td>
</tr>
<tr>
<td>Teacher asks questions &quot;What color is the one on the top? bottom?&quot; &quot;Which one is on the top? bottom?&quot; &quot;Where is the one?&quot;</td>
<td>Teacher asks &quot;What do you see?&quot; &quot;I see a red square&quot;</td>
<td>Basic body movements</td>
</tr>
<tr>
<td>Teacher says &quot;Yes, the red square is on a white background. Now make a white square on a red background&quot; Child reverses puzzle</td>
<td>Teacher asks &quot;What do you see?&quot; &quot;I see a white square on a red background&quot;</td>
<td>Daily Sensorimotor Training Activities Page 48 - #1</td>
</tr>
</tbody>
</table>

*Teaching Resources
<table>
<thead>
<tr>
<th>Materials:</th>
<th>Materials:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buzzer Board</td>
<td>Yale Chart (Consonants)</td>
<td>Wide and narrow lined paper</td>
</tr>
<tr>
<td>Buzzer Board Pattern Cards</td>
<td>Letter cards</td>
<td>Primary pencils without erasers</td>
</tr>
</tbody>
</table>

### Auditory

- Review Pattern Cards #1-14
- Add Pattern Cards #15-29
- Teacher presents pattern card
- Child reproduces pattern on Buzzer Board
- Child presents pattern card
- Another child reproduces pattern on Buzzer Board
- Teacher places pattern cards on table
- Teacher produces auditory pattern and child identifies the corresponding visual pattern
- Child produces auditory pattern
- Another child identifies corresponding visual pattern
- Introduce Pattern Cards #30-62 through the same procedures

### Phonics

- Introduce wh through the sequence
- Teacher places wh card in initial position in consonant-vowel-consonant combination
- Child produces each sound as he traces the letters and blends them together
- Dictation of all combinations with short vowels at chalkboard
- Introduce Yale Chart (Consonants)
- Teacher presents consonant chart
- Teacher matches letter cards to letters on chart and sounds the letters
- Teacher explains that all of the sounds in the first vertical column are voiceless sounds
- Teacher produces each sound as he points to corresponding letter on chart
- Child produces each sound as teacher points to corresponding letters in random order

### Writing

- Introduce writing exercises at table
- Teacher presents paper with pre-set writing exercises between wide lines at top of paper and a mark or arrow on each line at the left side of paper to assure left-right progression
- Child traces over set copy and copies same exercise in next two wide lines on paper
- Teacher turns paper over
- Copy is pre-set between narrow lines
- Child follows same procedure to complete exercise
Lesson Plan # 9

Greeting: "What do we say in the afternoon?" "We say, Good afternoon"

Personal information: "What is your sister's name?" "My sister's name is ___"

Calendar: "Name the months of the year" "The months of the year are _______ ________ _______ _______ _______ _______"

Place names of months in slot chart. This month is __. Last month was __. Next month will be ___.

Materials:
- Colored Inch Cubes
- Design Cards

Materials:
- Geometric solids - ellipsoid
- hemisphere
- Touch bag
- Double lined forms
- Pencil

Materials:
- Daily Sensorimotor Training Activities
- Movable Melvin*

<table>
<thead>
<tr>
<th>Horizontal Plane</th>
<th>Form</th>
<th>Perceptual-Motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce design cards #2, #3, #4, and #5 in horizontal position</td>
<td>Introduce ellipsoid through the sequence followed for first three geometric solids</td>
<td>Review exercises for monocular and binocular eye movements</td>
</tr>
<tr>
<td>Teacher places each design card on the table in front of the child</td>
<td>Transfer to plane form &quot;This is an oval&quot;</td>
<td>Child follows his own thumb with his eye(s) as he moves his thumb in all directions</td>
</tr>
<tr>
<td>Child reproduces the pattern with the cubes</td>
<td>Present template at table Present double lined form</td>
<td></td>
</tr>
<tr>
<td>Teacher asks all questions relative to the position of the cubes in the pattern</td>
<td>Introduce hemisphere through same sequence Transfer to plane figure &quot;This is a half circle&quot;</td>
<td>Body image</td>
</tr>
<tr>
<td>Child answers in complete sentences &quot;What color is(are) the cube(s) on the top/bottom? &quot;Which one(s) is(are) between under on top of at right of at left of in lower right corner in upper right corner in lower left corner in upper left corner&quot;</td>
<td>Introduce cross in two dimensional form at chalkboard &quot;This is a cross&quot; Teacher traces cross going from top to bottom and left to right Child traces cross &quot;This is a cross&quot; Teacher presents double lined cross at table Child fills in cross &quot;This is a cross&quot;</td>
<td>Daily Sensorimotor Training Activities Pages 13-14</td>
</tr>
<tr>
<td>Teacher identifies body parts</td>
<td>Teacher disassembles Melvin Child reassembles Melvin</td>
<td></td>
</tr>
<tr>
<td>Child follows his own thumb with his eye(s) as he moves his thumb in all directions</td>
<td>Basic body movements</td>
<td></td>
</tr>
<tr>
<td>Introduce Movable Melvin</td>
<td>Daily Sensorimotor Training Activities</td>
<td>Repeat exercises Page 48 #1 Continue until movements are smooth and eyes follow hand that moves forward</td>
</tr>
<tr>
<td>Teacher identifies body parts</td>
<td>Teacher disassembles Melvin Child reassembles Melvin</td>
<td></td>
</tr>
<tr>
<td>Basic body movements</td>
<td>Daily Sensorimotor Training Activities</td>
<td>Repeat exercises Page 48 #1 Continue until movements are smooth and eyes follow hand that moves forward</td>
</tr>
</tbody>
</table>

*Developing Learning Readiness
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<th>Auditory</th>
<th>Phonics</th>
<th>Writing</th>
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</thead>
<tbody>
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<td><strong>Materials:</strong></td>
<td><strong>Materials:</strong></td>
</tr>
<tr>
<td>Buzzer Board</td>
<td>Yale Chart (Vowels)</td>
<td>Wide and narrow lined paper</td>
</tr>
<tr>
<td>Buzzer Board Pattern Cards</td>
<td>Letter cards</td>
<td>Primary pencils</td>
</tr>
<tr>
<td><strong>Introduce clapping patterns</strong></td>
<td><strong>Introduce Yale Chart (Vowels)</strong></td>
<td><strong>Introduce all writing movements</strong></td>
</tr>
<tr>
<td>Teacher claps hands sharply for dot</td>
<td>Teacher presents the vowel chart</td>
<td>for vowel letters at chalkboard (one at a time)</td>
</tr>
<tr>
<td>&quot;This is a dot&quot;</td>
<td>Teacher matches vowel letter cards to short vowels on the chart and produces the sound simultaneously</td>
<td>Teacher presents paper with pre-net copy between wide lines on one side and pre-net copy between narrow lines on the other side</td>
</tr>
<tr>
<td>Child imitates</td>
<td>Teacher presents the vowel card ee and matches it to the corresponding letters on the chart</td>
<td>Child traces the copy, and completes exercise on each side of the paper</td>
</tr>
<tr>
<td>Teacher separates hands further and claps for dash</td>
<td>Teacher explains that the secondary spellings -e, ee, e-e all have the same sound</td>
<td></td>
</tr>
<tr>
<td>&quot;This is a dash&quot;</td>
<td>Teacher presents ee card in consonant-vowel combinations</td>
<td></td>
</tr>
<tr>
<td>Teacher claps patterns and child imitates</td>
<td>Child traces and produces each sound simultaneously and blends together</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher produces a pattern on Buzzer Board</strong></td>
<td>Teacher presents ee card in consonant-vowel-consonant combinations</td>
<td></td>
</tr>
<tr>
<td>Child claps the pattern from auditory stimulus (auditory-motor)</td>
<td>Child traces and produces each sound simultaneously and blends</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher presents Buzzer Board Pattern Cards</strong></td>
<td><strong>Dictation of consonant-vowel-consonant combinations at chalkboard</strong></td>
<td></td>
</tr>
<tr>
<td>Child claps corresponding patterns from visual stimulus (visual-motor)</td>
<td></td>
<td></td>
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</tbody>
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Lesson Plan #10

Greeting: "What do we say when we go to bed at night?" "We say, 'Goodnight'"
Personal information: "What is your brother's name" "My brother's name is ___"
Calendar: "How many months are there in a year?" "There are twelve months in a year"

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Materials:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colored Inch Cubes</td>
<td>Metal template - oval</td>
<td>Daily Sensorimotor Activities</td>
</tr>
<tr>
<td>Design Cards</td>
<td>Paper forms - oval</td>
<td>Developing Learning Readiness</td>
</tr>
<tr>
<td></td>
<td>Pencil</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vertical-Horizontal Plane</th>
<th>Form</th>
<th>Perceptual-Motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce the transfer from vertical to horizontal plane (Preparation for copying from chalkboard)</td>
<td>Introduce vertical and horizontal oval in vertical plane and then horizontal plane with the metal template (Same size as paper form)</td>
<td>Body image</td>
</tr>
<tr>
<td>Teacher holds design cards in vertical plane</td>
<td>Teacher holds template in vertical plane with oval going up and down and traces with finger</td>
<td>Daily Sensorimotor Training Activities</td>
</tr>
<tr>
<td>Child reproduces pattern with cubes in horizontal plane</td>
<td>&quot;This is a vertical oval It goes up and down&quot;</td>
<td>Pages 18-20</td>
</tr>
<tr>
<td>Teacher explains relative position of cubes in vertical and horizontal planes</td>
<td>Teacher turns template so that it is lengthwise and traces with finger</td>
<td>Basic body movements</td>
</tr>
<tr>
<td>Child describes relative position of cubes</td>
<td>&quot;This is a horizontal oval It goes from left to right&quot;</td>
<td>Daily Sensorimotor Training Activities</td>
</tr>
<tr>
<td>Teacher asks questions relative to position of cubes in vertical and horizontal planes</td>
<td>Teacher places template on table in horizontal plane</td>
<td>Pages 52-54</td>
</tr>
<tr>
<td>&quot;What color is the cube above the ___ cube?&quot; &quot;Which one is below the ___ one?&quot;</td>
<td>&quot;This is a vertical oval It goes from top to bottom&quot; &quot;This is a horizontal oval It goes left and right&quot;</td>
<td>Movable Melvin</td>
</tr>
<tr>
<td>&quot;Which ones are in the middle of the top (bottom) row?&quot;</td>
<td>Teacher places template over double lined forms</td>
<td>Developing Learning Readiness</td>
</tr>
<tr>
<td>&quot;What color is the one in the upper right corner?&quot; etc.</td>
<td>&quot;This is a ___ oval&quot; Child fills in forms</td>
<td>&quot;This is a vertical oval&quot; &quot;This is a horizontal oval&quot;</td>
</tr>
</tbody>
</table>
Materials:
Buzzer Board
Buzzer Board Patterns

Materials:
Yale Charts
Letter cards

Materials:
Wide and narrow lined paper
Primary pencils

<table>
<thead>
<tr>
<th>Auditory</th>
<th>Phonics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review clapping patterns</td>
<td>Introduce new sounds y-, b, d, e, v, ch, z, l on letter cards</td>
<td>Introduce writing movements for consonant sounds b, d, l, h one at a time on paper at table</td>
</tr>
<tr>
<td>Teacher claps pattern</td>
<td>Teacher produces each sound and places letter card on chalk ledge</td>
<td>Teacher presents paper with pre-set copy and associates the sound with the letter as she presents the paper</td>
</tr>
<tr>
<td>Child imitates</td>
<td>Teacher explains that these sounds are voiced sounds</td>
<td>Child traces pre-set letters copies them, and completes exercises on each side of paper</td>
</tr>
<tr>
<td>One child presents auditory pattern on Buzzer Board</td>
<td>Teacher compares them with voiceless sounds wh, p, f, k, f, th, g, ch on the consonant chart</td>
<td></td>
</tr>
<tr>
<td>Another child claps pattern</td>
<td>Teacher places letter card -a- on chalk ledge</td>
<td></td>
</tr>
<tr>
<td>Teacher presents pattern card</td>
<td>Teacher makes consonant-vowel-consonant combinations with new sounds</td>
<td></td>
</tr>
<tr>
<td>Child claps pattern</td>
<td>-bad, vag, gaz, Jad, vab, dag</td>
<td>Child produces sound of each letter as he writes it</td>
</tr>
<tr>
<td>Child identifies visual pattern</td>
<td>Child matches letter card to corresponding letter on chart and produces the sound</td>
<td></td>
</tr>
<tr>
<td>Teacher places letter card</td>
<td>Teacher places letter card</td>
<td></td>
</tr>
<tr>
<td>Child identifies visual pattern</td>
<td>-a- on chalk ledge and makes consonant-vowel-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>consonant combinations with new sounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bad, vag, gaz, Jad, vab, dag</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Child traces, produces each sound, and blends them together</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dictation at chalkboard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher produces each sound separately and blends</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Child produces each sound as he writes it and blends all together</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher explains that in writing y, b, and y the line (&quot;arm&quot;) on right side of the letter goes to the top of the following letter</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan #11

**Lesson Plan #11**

Greeting: "Good morning. How are you?"

Personal information: "How many are there in your family?" "There are___."

Calendar: "What day comes before___." "What day comes after___."

---

### Materials:

- Popsicle sticks (10)
- Counting frame (10 beads)

### Materials:

- Metal template - rectangle
- Paper forms - Pencil

### Materials:

- Daily Sensorimotor Activities
- Developing Learning Readiness

<table>
<thead>
<tr>
<th>Number</th>
<th>Form</th>
<th>Perceptual-Motor</th>
</tr>
</thead>
</table>
| Teacher presents popsicle sticks
  "Let's count the sticks"
  Child counts with teacher from one to ten
  Teacher holds certain number of sticks
  "How many sticks are there?"
  "There are___ sticks"

| Teacher presents counting frame
  Child counts beads 1-10
  Teacher separates beads into groups
  "How many are there?"
  "There are___" |

| Introduce number cards
  Teacher places number cards from 1-10 on chalk ledge |

| Introduce vertical and horizontal rectangle in vertical plane and then horizontal plane with metal template
  Teacher holds template in vertical plane with rectangle going up and down
  Teacher traces inside template with index finger
  "This is a vertical rectangle. It goes up and down."
  Teacher turns template so that the rectangle is lengthwise and traces with finger
  "This is a horizontal rectangle. It goes from left to right."
  Child traces template
  "This is a vertical rectangle."
  "This is a horizontal rectangle."

| Teacher presents double lined forms in horizontal plane
  Child fills in vertical and horizontal forms on paper
  "This is a vertical rectangle."
  "This is a horizontal rectangle." |

| Teacher associates popsicle sticks with number cards
  "Show me three" etc.
  Child identifies number named by pointing to the appropriate number card |

| Teacher places number word cards on chalk ledge in front of appropriate number card
  Child reads number words |

| Teacher removes word cards and hands one at a time to child
  Child matches word to number card |

---

Daily Sensorimotor Training
- Space and direction
  Pages 18-20

- Basic body movement
  Pages 52-54

Developing Learning Readiness
- Activities for Movable Melvin
<table>
<thead>
<tr>
<th><strong>Materials:</strong></th>
<th><strong>Materials:</strong></th>
<th><strong>Materials:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Buzzer Board and Patterns</td>
<td>Yale Charts</td>
<td>Wide and narrow lined paper</td>
</tr>
<tr>
<td>Hand drum</td>
<td>Letter cards</td>
<td>Pencils</td>
</tr>
</tbody>
</table>

**Daily Sensorimotor Activities**

**Auditory**

- Introduce tapping patterns on table or hand drum
  - Teacher taps out pattern on table or hand drum
  - Child reproduces pattern
  - Teacher presents pattern on Buzzer Board
  - Child taps out pattern on table or hand drum
  - Teacher presents visual pattern
  - Child taps out pattern on table or hand drum
  - Teacher claps pattern
  - Child taps out corresponding pattern on table or hand drum

**Phonics**

- Review all voiced consonants in combinations with all short vowels
  - bad, dob, thag
  - vej, gud, zed
  - wog, jib, jaz
  - for tracing and blending with letter cards
  - Dictation of consonant-vowel-consonant combinations at chalkboard
  - Teacher produces each sound and blends all together
  - Child produces each sound as he writes it and blends all together

**Writing**

- Introduce writing movements for i, u, e, a, o on paper at table
  - Teacher presents pre-set copy and associates sound with each letter
  - Child traces and then copies each letter, and produces each sound as he writes it
  - Child completes exercises on each side of paper
  - Child writes name at top of paper in cursive writing
Lesson Plan # 12

Greeting: Review as necessary
Personal information: Child begins notebook about himself and family
Calendar: "What month comes before___?" "What month comes after?"

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Materials:</th>
<th>Perceptual-Motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeral cards</td>
<td>Metal templates - trapezoid</td>
<td>Daily Sensorimotor Training</td>
</tr>
<tr>
<td>Popsicle sticks</td>
<td>pentagon</td>
<td>Developing Learning Readiness</td>
</tr>
<tr>
<td>Counting frame</td>
<td>Paper - pencil</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Form</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce numerals</td>
<td>Introduce trapezoid with metal</td>
<td></td>
</tr>
<tr>
<td>Teacher places numeral cards</td>
<td>template in vertical plane</td>
<td></td>
</tr>
<tr>
<td>1-10 on chalk ledge</td>
<td>&quot;This is a trapezoid</td>
<td></td>
</tr>
<tr>
<td>Teacher holds appropriate</td>
<td>It is slanted on the sides</td>
<td></td>
</tr>
<tr>
<td>number of popsicle sticks</td>
<td>It is long on the bottom</td>
<td></td>
</tr>
<tr>
<td>and associates number with</td>
<td>and short on the top</td>
<td></td>
</tr>
<tr>
<td>numeral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher holds up a certain</td>
<td>Child traces inside template</td>
<td></td>
</tr>
<tr>
<td>number of popsicle sticks</td>
<td>&quot;This is a trapezoid</td>
<td></td>
</tr>
<tr>
<td>Child points to appropriate</td>
<td>It is slanted on the sides</td>
<td></td>
</tr>
<tr>
<td>numeral on chalk ledge</td>
<td>It is long on the bottom</td>
<td></td>
</tr>
<tr>
<td>Teacher groups certain number</td>
<td>and short on the top</td>
<td></td>
</tr>
<tr>
<td>of popsicle sticks on table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child points to appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>numeral on chalk ledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Horizontal to vertical)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher moves certain number</td>
<td>Teacher places template on</td>
<td></td>
</tr>
<tr>
<td>of beads on counting frame to</td>
<td>the table</td>
<td></td>
</tr>
<tr>
<td>one side</td>
<td>Child traces inside template</td>
<td></td>
</tr>
<tr>
<td>Child identifies corresponding</td>
<td>with finger</td>
<td></td>
</tr>
<tr>
<td>numeral on chalk ledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher places template on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Child traces inside with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pencil</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;This is a trapezoid&quot;</td>
<td></td>
</tr>
</tbody>
</table>

Introduce pentagon
Follow same procedures
Date

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Materials:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Sensorimotor Activities</td>
<td>Yale Charts</td>
<td>Wide and narrow lined paper</td>
</tr>
<tr>
<td>Record player</td>
<td>Letter cards</td>
<td>Primary pencils</td>
</tr>
<tr>
<td>Records</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Auditory</th>
<th>Phonics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Sensorimotor Activities</td>
<td>Review all consonant digraphs</td>
<td>Introduce writing of</td>
</tr>
<tr>
<td>Pages 65-67</td>
<td>wh, th, nh, nh, ch</td>
<td>P, f, &amp; g on paper at</td>
</tr>
<tr>
<td>Teacher places all consonant</td>
<td>Teacher places all consonant</td>
<td>table</td>
</tr>
<tr>
<td>digraph cards on chalk</td>
<td>digraph cards on chalk</td>
<td>Teacher presents pre-set</td>
</tr>
<tr>
<td>ledge and explains that</td>
<td>ledge and explains that</td>
<td>copy on both sides of</td>
</tr>
<tr>
<td>two letters and sometimes</td>
<td>two letters and sometimes</td>
<td>paper</td>
</tr>
<tr>
<td>three letters coming to-</td>
<td>three letters coming to-</td>
<td>Child completes exercises</td>
</tr>
<tr>
<td>gether make only one sound</td>
<td>gether make only one sound</td>
<td></td>
</tr>
<tr>
<td>Introduce ng</td>
<td>Introduce ng</td>
<td>Introduce writing of</td>
</tr>
<tr>
<td>Teacher presents letter card,</td>
<td>Teacher presents letter card,</td>
<td>consonant-</td>
</tr>
<tr>
<td>traces and produces sound</td>
<td>traces and produces sound</td>
<td>vowel combinations of letters</td>
</tr>
<tr>
<td>Child traces and produces</td>
<td>Child traces and produces</td>
<td>on paper at table</td>
</tr>
<tr>
<td>sound</td>
<td>sound</td>
<td>ma, mi, mu, me, mo</td>
</tr>
<tr>
<td>Child writes sound on chalk-</td>
<td>Child writes sound on chalk-</td>
<td>Teacher presents pre-set</td>
</tr>
<tr>
<td>board</td>
<td>board</td>
<td>copy on both sides of</td>
</tr>
<tr>
<td>Teacher includes ng letter card with consonant</td>
<td>Teacher includes ng letter card with consonant</td>
<td>paper</td>
</tr>
<tr>
<td>digraphs</td>
<td>digraphs</td>
<td>Child completes exercises</td>
</tr>
<tr>
<td>Teacher dictates consonant-</td>
<td>Teacher dictates consonant-</td>
<td>Child writes name in cursive</td>
</tr>
<tr>
<td>vowel-consonant combina-</td>
<td>vowel-consonant combina-</td>
<td>writing at top of paper</td>
</tr>
<tr>
<td>tions with ng in final</td>
<td>tions with ng in final</td>
<td></td>
</tr>
<tr>
<td>position at chalkboard</td>
<td>position at chalkboard</td>
<td></td>
</tr>
<tr>
<td>rang song hung wing</td>
<td>rang song hung wing</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan #13

Greeting: Review
Personal information: Child continues personal notebook
Calendar: "What season is this?" "How many months are there in a season?"

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Number word cards</th>
<th>Numeral cards</th>
<th>Counting frame</th>
<th>Touch bag</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Form</td>
<td>Perceptual-Motor</td>
<td></td>
</tr>
<tr>
<td>Review association of numeral with number of beads on counting frame</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher associates number word card with numeral card</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher places numeral cards on chalk ledge and places the corresponding number word cards with them</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image.png" alt="Number cards" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher removes word cards, and hands one at a time out of sequence to child</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child matches number word card to corresponding numeral</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher places wooden numerals in touch bag</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Find the_____&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child finds numeral from touch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;This is_____&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Outline form cards 4½&quot; x 6½&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce outline forms made of velour contact paper and mounted on 4½&quot; x 6½&quot; cardboard</td>
<td></td>
</tr>
<tr>
<td>Teacher places all form cards on chalk ledge</td>
<td></td>
</tr>
<tr>
<td>&quot;Show me the_____&quot;</td>
<td></td>
</tr>
<tr>
<td>Child points to appropriate form</td>
<td></td>
</tr>
<tr>
<td>&quot;This is a_____&quot;</td>
<td></td>
</tr>
<tr>
<td>Teacher removes cards from chalk ledge</td>
<td></td>
</tr>
<tr>
<td>Teacher holds one card at a time</td>
<td></td>
</tr>
<tr>
<td>Child traces it</td>
<td></td>
</tr>
<tr>
<td>&quot;This is a_____&quot;</td>
<td></td>
</tr>
<tr>
<td>Child reproduces form on chalkboard</td>
<td></td>
</tr>
<tr>
<td>Teacher notes direction of movements (top to bottom, left to right) and size (approximately same size)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Daily Sensorimotor Training Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Sensorimotor Training</td>
<td></td>
</tr>
<tr>
<td>Space and direction</td>
<td></td>
</tr>
<tr>
<td>Pages 24-25-26</td>
<td></td>
</tr>
<tr>
<td>Basic body movement</td>
<td></td>
</tr>
<tr>
<td>Pages 58-59</td>
<td></td>
</tr>
<tr>
<td>Introduce arrow</td>
<td></td>
</tr>
<tr>
<td>Teacher presents arrow on card</td>
<td></td>
</tr>
<tr>
<td>Teacher holds arrow pointing different directions</td>
<td></td>
</tr>
<tr>
<td>&quot;This arrow points up&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;This arrow points down&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;This arrow points left&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;This arrow points right&quot;</td>
<td></td>
</tr>
<tr>
<td>Teacher holds card</td>
<td></td>
</tr>
<tr>
<td>&quot;What direction is this arrow pointing?&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;That arrow is pointing_____&quot;</td>
<td></td>
</tr>
<tr>
<td>Teacher dictates directions</td>
<td></td>
</tr>
<tr>
<td>&quot;Draw an arrow pointing_____&quot;</td>
<td></td>
</tr>
<tr>
<td>Child draws arrow on chalkboard</td>
<td></td>
</tr>
<tr>
<td>&quot;This arrow is pointing_____&quot;</td>
<td></td>
</tr>
<tr>
<td>Auditory</td>
<td>Phonics</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Daily Sensorimotor Activities</td>
<td>Dictation of all consonant digraphs at chalkboard</td>
</tr>
<tr>
<td>Continue music</td>
<td>Dictation of combinations with consonant digraphs and short vowels at chalkboard</td>
</tr>
<tr>
<td>Teacher presents Hap Palmer records</td>
<td>when shut thick rang chop dish</td>
</tr>
<tr>
<td>&quot;Learning Basic Skills Through Music&quot; - Vocabulary</td>
<td></td>
</tr>
<tr>
<td>&quot;Learning Basic Skills Through Music&quot; Vol. III</td>
<td></td>
</tr>
<tr>
<td>&quot;Dancing Numerals&quot;</td>
<td></td>
</tr>
</tbody>
</table>

Materials:
- Daily Sensorimotor Activities
  - Record player
  - Records

Materials:
- Yale Charts
  - Letter cards

Materials:
- Wide and narrow lined paper
  - Primary pencils

Materials:
- Dictation of all consonant digraphs at chalkboard
- Dictation of combinations with consonant digraphs and short vowels at chalkboard when shut thick rang chop dish
- Introduce oo and oo
- Teacher presents letter cards and explains that oo has two sounds
  - When it is long oo a (1) is placed over it
  - When it is short oo a (2) is placed over it
- Child traces and produces sounds
- Teacher dictates sounds
- Child produces each sound as he writes it on the chalkboard

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Lesson Plan # 14

Greetings: Review
Personal information: Child continues personal notebook
Calendar: "What months are in this season?"
(Use pictures to illustrate)

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Materials:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strip Chart How many:</td>
<td>Paper with double lined ovals and rectangles</td>
<td>Daily Sensorymotor Motor Activities</td>
</tr>
<tr>
<td>Counting frame</td>
<td>Pencils</td>
<td>Walking beam</td>
</tr>
<tr>
<td>Abacus</td>
<td></td>
<td>Hand prints: Foot prints</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Form</th>
<th>Perceptual-Motor</th>
</tr>
</thead>
</table>

**Introduce number strip chart**

- **How many:**
  - one
  - two
  - three, etc.

- Teacher presents number word cards one at a time out of sequence
- Child matches word card to word on strip chart
- Teacher presents counting frame
- Child counts beads

**Introduce abacus**

- Teacher matches ten beads on counting frame to first row of ten beads on abacus "Show me ten"
- Child moves first row of beads to right side of abacus "This is ten"
- Child fills in forms in horizontal position with pencil
  - "This is a vertical ___"
  - "This is a horizontal ___"

**Review all forms**

- Teacher gives verbal command "Draw a ___"
- Child produces form on chalkboard from memory
- Teacher presents double lined horizontal and vertical ovals and horizontal and vertical rectangles on same paper

**Daily Sensorimotor Training**

- Balance
  - Pages 29-30
- Symmetrical Activities
  - Pages 77-78

**Introduce hand prints and footprints**

- Teacher presents hand prints
- Child places hands on corresponding hand print and says, "Right" - "Left"
- Teacher places foot prints on floor
- Child walks on foot prints and says, "Right" - "Left" as he places his foot on corresponding print
- Teacher presents colored paper and traces around child's hands
- Child cuts out hand prints
- Child places hand in prone position on corresponding hand print and says, "Right" "Left"
- Teacher reverses hand prints
- Child turns hands in supine position, places on corresponding hand prints, and says, "Right" - "Left"
### Materials:
- **Daily Sensorimotor Activities**
  - Record player
  - Records

- **Yale Charts**
  - Letter cards

- **Wide and narrow lined paper**
  - Primary pencils

### Auditory
- **Daily Sensorimotor Activities**
  - Page 75
  - Continue music
  - Teacher presents records in Anne Leaf Barlin Series "Dance a Story" "Little Duck" "Balloons"
  - Teacher presents Stallman and Susser Record "Basic Awareness Through Music"

### Phonics
- Introduce sound blending with **oo** and **oo**
- Teacher places letter cards on chalk ledge in consonant-vowel-consonant combinations
- Child traces and sounds each letter and blends all together
- Child turns away from chalk ledge, sounds each letter, and blends as teacher indicates order with thumb and fingers
- Dictation of consonant-vowel-consonant combinations with **oo** and **oo** at chalk board
  - moon
  - look
  - room
  - hood

### Writing
- Introduce writing of digraphs at table
- Teacher presents pre-set copy on both sides of paper **wh**, **th**, **sh**, **ch**, **ck**, **nr**
- Child completes exercises

- Introduce writing of vowel-consonant combinations
- Teacher presents pre-set copy **am**, **on**, **in**, **um**, **en**
- Child completes exercises
Lesson Plan # 15

Greeting: Review
Personal information: Child continues personal notebook
Calendar: "Last season was____" "The months in____are____.__." 

Materials: Sticks Cubes Coins Materials: Metal template - diamond Paper forms - diamond Form boards

<table>
<thead>
<tr>
<th>Number</th>
<th>Form</th>
<th>Perceptual-Motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review counting from 1-10</td>
<td>Introduce diamond</td>
<td>Daily Sensorimotor Training</td>
</tr>
<tr>
<td>Teacher writes numerals in random order in vertical column on chalkboard</td>
<td>Teacher holds template in vertical plane going up and down and traces inside with finger</td>
<td>Balance Pages 31-32</td>
</tr>
<tr>
<td>Child reads numbers</td>
<td>&quot;This is a diamond All four sides are slanted When it is up and down it is a vertical diamond!&quot;</td>
<td>Symmetrical Activities Pages 79-80</td>
</tr>
<tr>
<td>3 4 9</td>
<td>1 2 3</td>
<td>6 5 1</td>
</tr>
<tr>
<td>8 7 6</td>
<td>6 5 1</td>
<td></td>
</tr>
</tbody>
</table>

Introduce addition

Teacher groups objects
sticks cubes coins
"How many____are there?"
Child adds groups of objects
X + X
X + XX
XX + X
X + XXX, etc.

Introduce form board (recessed with matching insets) for tactile training
Teacher presents each form
Child feels form and names it
Child feels matching recession on board and names it

Teacher blindfolds child, and hands him one form at a time
Child feels form, names it, and finds corresponding recessed form on board from touch, and places inset into recession.
Materials:  
- Record player  
- Records  
- Yale Charts  
- Letter cards  
- Wide and narrow lined paper  
- Primary pencils

<table>
<thead>
<tr>
<th>Auditory</th>
<th>Phonics</th>
<th>Writing</th>
</tr>
</thead>
</table>
| Continue music  
Teacher presents  
Mtap Palmer records:  
"Mod Marches"  
"Folk Song Carnival"  
Teacher presents Carr record  
"Basic Concepts Through Dance" | Introduce ar through the sequence  
Teacher places letter cards on chalk ledge in consonant-vowel-consonant combinations  
Child traces and sounds each letter and blends  
Child turns from chalkboard, sounds each letter and blends as teacher indicates order with thumb and fingers  
Dictation of consonant-vowel-consonant combinations at chalkboard | Introduce writing of consonant-vowel-consonant combinations  
Teacher presents pre-set copy on both sides of paper  
Child completes exercises  
fan  that  
run  sit  
dog  bath  
teeth  wheel  
fool  shark  
shawl  march |
Lesson Plan #16

Greeting: Review
Personal information: Child continues personal notebook
Calendar: "Next season will be ______. The months in _____ are _______.
(Use pictures to illustrate)

Materials:
- Multisensory Numeral Cards
- Outline form cards
- Daily Sensorimotor Training
- Walking Board

<table>
<thead>
<tr>
<th>Number</th>
<th>Form</th>
<th>Perceptual-Motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce writing of numerals</td>
<td>Review all forms with two positions</td>
<td>Daily Sensorimotor Training</td>
</tr>
<tr>
<td>Teacher presents multisensory numeral cards</td>
<td>Teacher presents form cards one at a time</td>
<td>Balance</td>
</tr>
<tr>
<td>Child traces numeral</td>
<td>&quot;What is this?&quot;</td>
<td>Pages 33-34</td>
</tr>
<tr>
<td>&quot;This is ______&quot;</td>
<td>Child traces and names each form</td>
<td>Symmetrical Activities</td>
</tr>
<tr>
<td>Dictation of numerals</td>
<td>&quot;This is a vertical ______&quot;</td>
<td>Pages 81-82</td>
</tr>
<tr>
<td>Teacher holds numeral card in vertical position</td>
<td>&quot;This is a horizontal ______&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;Write ______&quot;</td>
<td>Teacher gives verbal command</td>
<td></td>
</tr>
<tr>
<td>Child writes numeral on chalkboard</td>
<td>&quot;Draw a vertical ______&quot;</td>
<td></td>
</tr>
<tr>
<td>(Traces, if necessary)</td>
<td>&quot;Draw a horizontal ______&quot;</td>
<td></td>
</tr>
<tr>
<td>Teacher removes card</td>
<td>Child draws the form on the chalkboard from memory</td>
<td></td>
</tr>
<tr>
<td>&quot;Write ______&quot;</td>
<td>Teacher notes direction of movement and size of figure</td>
<td></td>
</tr>
<tr>
<td>Child writes numeral in air</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child writes numeral on chalkboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child writes numeral on paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Ideal - Special Education
<table>
<thead>
<tr>
<th>Materials:</th>
<th>Materials:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record player Records</td>
<td>Yale Charts Letter cards</td>
<td>Wide and narrow lined paper Primary pencils</td>
</tr>
</tbody>
</table>

### Auditory
- Continue music
- Teacher presents records in "Dance a Story" Series: "Brave Hunter", "The Toy Tree"
- Teacher presents record "Alphabet and Number Manipulatives"

### Phonics
- Introduce o-e through the sequence
- Teacher presents letter card and explains that "e" coming at the end makes the sound long
- Child traces and sounds
- Teacher places letter card on chalk ledge with consonants in initial position
- Child traces, sounds, and blends
- Teacher places consonants in final position and explains that the dash between the "o" and "e" stands for a consonant
- Child traces, sounds, and blends
- Dictation of consonant-vowel combinations at chalkboard
- Teacher produces single sounds and blends
- Child writes combinations on chalkboard and blends
- Dictation of vowel-consonant combinations at chalkboard
- Teacher produces single sounds and blends
- Child writes consonant in place of dash and blends
- Ope oke ole
- Ose ome ote
- Dictation of consonant-vowel-consonant combinations at chalkboard
- Teacher produces single sounds and blends
- Child writes combinations on chalkboard and blends
- Rope poke sole
- Nose home tote

### Writing
- Introduce dictation at table
- Teacher presents paper
- Teacher produces single consonant sound
- Child writes corresponding letter
- Teacher produces single vowel sound
- Child writes corresponding letter(s) on paper
- Teacher produces consonant-vowel sounds separately and then blended
- Child writes consonant-vowel combination on paper
- Ma bo
- Ti lu
- Fee no, etc.
Lesson Plan #17

Greeting: Review
Personal information: Child continues personal notebook
Calendar: "There are four seasons in a year. They are _____, _____, _____, and _____"

**Materials:**
- Numeral cards

**Number**
- Introduce reading of numerals
  - Teacher presents numeral cards in random order
  - Child reads numerals
  - Teacher writes numerals on chalkboard in random order in vertical column
  - Child writes numerals

**Color and Form**
- Introduce same form different color with peg boards
  - Teacher presents pegs and peg boards
  - Child sorts pegs into color groups
  - Child counts pegs in color groups
  - "There are ten green pegs"

**Perceptual-Motor**
- Daily Sensorimotor Training
  - Balance
  - Pages 35-36
  - Symmetrical Activities
  - Pages 83-84

**Daily Sensorimotor Activities**
- Page 99
- Teacher presents Peg Board Design Cards in sequence
- Child reproduces pattern from the design card placed at left/at right

*Developmental Learning Materials
<table>
<thead>
<tr>
<th>Auditory</th>
<th>Phonics</th>
<th>Writing</th>
</tr>
</thead>
</table>
| Continue music  
Teacher presents  
Hap Palmer records:  
"Modern Tunes for Rhythms and Instruments"  
"Simplified Folk Songs" | Introduce a-e through same sequence as o-e  
Introduce i-e through same sequence as o-e  
Introduce u-e through same sequence as o-e  
Dictation of vowel-consonant combinations with o-e, a-e, i-e, and u-e at chalkboard  
Teacher produces single sounds and blends  
Child writes combinations on chalkboard and blends  
Note: If children have difficulty with these vowels, color code to show that the final "e" belongs with the vowel letter and makes it long | Dictation of final consonants with oo, oo, ar, aw at tables  
Teacher produces vowel-consonant sounds and blends  
Child writes vowel-consonant combinations on paper and blends  
\[
\begin{align*}
dob & \quad \text{eeth} \\
ap & \quad \text{awl}
\end{align*}
\]  
Dictation of consonant-vowel-consonant combinations with short vowels  
Teacher produces single sounds and blends  
Child writes combinations on paper and blends  
\[
\begin{align*}
\text{map} & \quad \text{mush} \\
\text{rat} & \quad \text{run} \\
\text{fan} & \quad \text{bug} \\
\text{chick} & \quad \text{dog} \\
\text{ship} & \quad \text{chop} \\
\text{with} & \quad \text{not}
\end{align*}
\]
Lesson Plan #18

Greeting: Review
Personal Information: Child continues personal notebook
Calendar: "Name the seasons" "How many seasons are there?"

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Materials:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numerals</td>
<td>Large/Small Parquetry Blocks &amp; Design Cards*</td>
<td>Daily Sensorimotor Training Walking Board Ball Rope</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Color and Form</th>
<th>Perceptual-Motor</th>
</tr>
</thead>
</table>
| Dictation at chalkboard
  Teacher dictates two, three, four numbers in random order
  Child writes numbers in vertical column |
| Teacher dictates two, three, four numbers in random order
  Child writes numbers in horizontal line |
| Dictation at tables
  Teacher dictates two, three, four numbers in random order
  Child writes in vertical column on paper |
| Teacher dictates two, three, four numbers in random order
  Child writes numbers in horizontal line on paper |
| Introduce different colors - different forms
  Teacher presents Large Parquetry Blocks
  Child sorts blocks by form by color
  Child counts blocks by form by color
  "There are ___ squares"
  "There are ___ red squares" |
| Teacher presents Design Cards
  Child completes pattern on design card |
| Teacher presents Large/Small Parquetry blocks
  "These are large/small parquetry blocks"
  Teacher mixes all blocks
  "Sort the large parquetry blocks and the small parquetry blocks"
  Child sorts parquetry blocks into two groups
  "These are large parquetry blocks"
  "These are small parquetry blocks" |
| Teacher presents Small Parquetry Design Cards
  Child completes patterns through same sequence as for Large Parquetry |

*Developmental Learning Materials

Daily Sensorimotor Training Balance
Pages 37-38

Symmetrical Activities
Pages 85-86
Materials: Auditory Stimulator Workbooks and Manual

Auditory

Introduce Auditory Stimulator
Teacher explains language used in Manual by illustrating on chalkboard:
- "Make a dot"
- "Make an X"
- "Circle it"
- "Trace it"
- "Underline it"
- "Mark it"
- "Box it"

Teacher gives directions from Manual
Child completes first five pages in Workbook

Phonics

Introduce ur through the sequence
Dictation of consonant-vowel-consonant combinations at chalkboard

Introduce ou through the sequence
Dictation of consonant-vowel-consonant combinations at chalkboard

Introduce y
Teacher presents letter card y through sequence
Teacher explains that y (initial position) on consonant chart and -y (final position) on vowel chart have different sounds (Refer to charts)
Teacher places letter cards with y in initial position in combinations on chalk ledge
Child traces, sounds and blends

Writing

Dictation of consonant-vowel-consonant combinations with a-e, a-e, i-e, u-e, at table
Teacher produces single sounds and blends
Child writes combinations on paper

rope lake kite fuse
tone hate life mute
home tape pipe mule
nose whale white mule
Lesson Plan #19

Greeting: Review
Personal information: Child continues personal notebook
Calendar: "Name the months in______"

Materials:
<table>
<thead>
<tr>
<th>Numeral cards</th>
<th>Cubes</th>
<th>Rubber tower*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sticks</td>
<td>Cubes</td>
<td>Marbles</td>
</tr>
<tr>
<td>Coins</td>
<td></td>
<td>Coins</td>
</tr>
</tbody>
</table>

Number
-
Introduce addition
- Teacher groups objects
- Child selects corresponding numeral card
- Teacher groups objects 1 + 2
- Child adds objects
- Teacher presents corresponding numeral cards
- Child adds numerals
- Teacher writes number combinations on chalkboard in vertical column and explains "4"

| 1 | 1 | 1 | 2 | 3 | +1 | +2 | +3 | +1 | +1 |

Child writes answers

- Teacher writes combinations in horizontal line 1 + 1= and explains "=

Child writes answers

Relationships
-
Continue size relationships
- Teacher presents two marbles "This marble is big"
- "This marble is little"
- Child identifies "Show me the___one"
- Teacher adds a third marble "This marble is middle size"
- Child identifies "Show me the___one"
- Teacher points to each marble "What size is this marble?"
- "That marble is___"
- Teacher adds fourth marble "This marble is medium size"
- Teacher explains that when three objects are related in size the third one is middle size. When there are four or more objects related in size those between the biggest and smallest are medium size.
- Child identifies "Show me the biggest one"
- "Show me the smallest one"
- "Show me a medium size one"
- Teacher points to each marble "What size is this marble?"
- "That marble is___"
- Repeat procedures with other objects

Perceptual-Motor
-
Daily Sensorimotor Training
- Balance
- Pages 39-40
- Eye hand coordination
- Pages 93-94

*Educational Teaching Aids
## Materials:
- Auditory Stimulator
- Workbooks and Manual

### Auditory
- Continue Auditory Stimulator
  - Pages 6-11

### Phonics
- Introduce _oi_ through the sequence
- Dictation of consonant-vowel-consonant combinations with _oi_ at chalkboard
  - Soil, boil, foil
- Dictation of consonant-vowel-consonant combinations with _ee_ at chalkboard
  - Sheep, soon, park, hawl
- Dictation of consonant-vowel-consonant combinations with _ur_ at chalkboard
  - Burn, loud, foil

### Writing
- Dictation of consonant-vowel-consonant combinations with _ee_ at table
  - Teacher produces single sounds and blends
  - Child writes combinations on paper
- Dictation of consonant-vowel-consonant combinations with _oi_ at table
  - Jean, tobl, chart, hawl

### Note:
- Additional word lists may be found in *Better Speech and Better Reading - Schoolfield*
Lesson Plan # 20

Greeting: Review
Personal information: Child continues personal notebook
Calendar: "What season do you like best?" "Why _____?"

Materials:
Paper
Pencils

<table>
<thead>
<tr>
<th>Number</th>
<th>Classification-Categories</th>
<th>Perceptual-Motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce addition at tables</td>
<td>Teacher presents pre-set copy with numerals in vertical column</td>
<td>Daily Sensorimotor Training</td>
</tr>
<tr>
<td>1 1 1 2 3 2 3</td>
<td>+1 +2 +3 +1 +1 +2 +2</td>
<td>Balance</td>
</tr>
<tr>
<td>Child writes answers</td>
<td>&quot;Child sorts cards into round things, square things, oval things, etc. &quot;These things are _____&quot;</td>
<td>Eye-hand coordination</td>
</tr>
<tr>
<td>Teacher presents pre-set copy of numerals in horizontal line</td>
<td>&quot;Child sorts cards &quot;These are chairs&quot; &quot;These are leaves&quot; &quot;These are cars&quot;</td>
<td></td>
</tr>
<tr>
<td>1 + 1 = 2</td>
<td>1 + 2 = 3</td>
<td>Pages 95-96-97-98</td>
</tr>
<tr>
<td>Introduce categories</td>
<td>Teacher presents Association Cards (DLN)</td>
<td></td>
</tr>
<tr>
<td>Child sorts cards &quot;These are chairs&quot; &quot;These are leaves&quot; &quot;These are cars&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Teaching Resources
**Developmental Learning Materials

Introduce worksheets Happy Trails in Numberland Grade I
(Manuel and Pre-printed Masters for Liquid Duplicator from the Continental Press, Inc.)
### Auditory

- **Materials:**
  - Auditory Stimulator
  - Workbooks and Manual

- **Continue Auditory Stimulator Pages 12-17**

- **Note:** The next step in the progression is to present pre-recorded tapes with worksheets or workbooks:
  - The Auditory Perception Training Program (Tapes and Spirit Masters) from Developmental Learning Materials
  - Tapes Unlimited (Tapes and Spirit Masters)
  - Sound-Order-Sense (Records and Workbooks)

### Phonics

- **Materials:**
  - Yale Charts
  - Letter cards

- **Introduce consonant blends in initial and final positions with short and long vowels at chalkboard**

- **Teacher places four letter cards on chalk ledge**

- **Child sounds, traces, and blends**

- **Child turns away from chalkboard and blends as teacher indicates sounds with fingers**

- **Child turns away from chalkboard and blends as teacher indicates sounds with fingers**

- **Dictation of four sounds with consonant blend in initial and final position at chalkboard**

- **Review analysis of combinations**
  - "What is the first sound?"
  - "What is the last sound?"
  - "How many sounds are there?"
  - "How many vowels are there?"
  - "How many consonants are there?"

- **Introduce Open Court Storybooks**

### Writing

- **Materials:**
  - Wide and narrow-lined paper
  - Letter cards

- **Dictation of consonant blends in initial and final position with short and long vowels at table**

- **Teacher produces single sounds and blends**

- **Child writes combinations on paper**

- **Dictation of consonant blends in initial and final position with short and long vowels at table**

- **Teacher produces single sounds and blends**

- **Child writes combinations on paper**

---

**Note:** Additional word lists may be found in Remedial Reading Drills - Hegge, Kirk, and Kirk
# General Information & Calendar

<table>
<thead>
<tr>
<th>I - Introduced</th>
<th>X - Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td><strong>Status</strong></td>
</tr>
<tr>
<td>John</td>
<td>X X X X X X X X X X</td>
</tr>
<tr>
<td>Bob</td>
<td>X X X X X X X X X X X</td>
</tr>
<tr>
<td>Mary</td>
<td>X X X X X X X X X X X</td>
</tr>
<tr>
<td>Lisa</td>
<td>X X X X X X X X X X X</td>
</tr>
<tr>
<td>Jerry</td>
<td>X X X X X X X X X X X</td>
</tr>
<tr>
<td>Karen</td>
<td>X X X X X X X X X X X</td>
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<tr>
<td>Bumble</td>
<td>X X X X X X X X X X X</td>
</tr>
<tr>
<td>John</td>
<td>X X X X X X X X X X X</td>
</tr>
<tr>
<td>Rodger</td>
<td>X X X X X X X X X X X</td>
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<tr>
<td>Corbett</td>
<td>X X X X X X X X X X X</td>
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<td>Brenda</td>
<td>X X X X X X X X X X X</td>
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<tr>
<td>Carolyn</td>
<td>X X X X X X X X X X X</td>
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<tr>
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# PROGRESS REPORT

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<table>
<thead>
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<th>#</th>
<th>Name</th>
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<tbody>
<tr>
<td>1</td>
<td>Dale</td>
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<tr>
<td>2</td>
<td>Randy</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Pam</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Lena</td>
<td>X</td>
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</tr>
<tr>
<td>5</td>
<td>Terry</td>
<td>X</td>
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</tr>
<tr>
<td>6</td>
<td>Kristin</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Eliza</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Kim</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Barrie</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>John</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Rodney</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>12</td>
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<td>13</td>
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<td>14</td>
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<td>X</td>
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<tr>
<td>15</td>
<td>Camille</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Eldon</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Solids Forms</td>
<td>Planes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cube - Sphere - Pyramid</td>
<td>Hemisphere - Oval</td>
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<tr>
<td>Rectangular</td>
<td>Vertical - Horizontal</td>
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<tr>
<td>Prism - Pyramid</td>
<td>Trapezoid - Pentagon</td>
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<tr>
<td>Rhombus - Parallelogram</td>
<td>All Forms - Memory</td>
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<td></td>
</tr>
<tr>
<td>Cross - Triangle</td>
<td>Directionality</td>
<td></td>
<td></td>
</tr>
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- Cube - Sphurr - Pyramid
- Rectangular Prism - Pyramid
- Rhombus - Parallelogram
- Cross - Triangle
- Square - Pentagon
- Hexagon - Hexagram
- Hemispheres - Oval
- Vertical - Horizontal
- Trapezoid - Pentagon
- Diamond - Form Based
- Directionality
- Memory
- All Forms

- Name:
- Description:
- Arrangement:
- Observation:
- Missing Dimension:
- Two-dimensional Figure:
- Cube - Sphere - Pyramid:
- Rectangular Prism - Pyramid:
- Rhombus - Parallelogram:
- Cross - Triangle:
- Square - Pentagon:
- Hexagon - Hexagram:
- Hemispheres - Oval:
- Vertical - Horizontal:
- Trapezoid - Pentagon:
- Diamond - Form Based:
- All Forms - Memory:
- Directionality:

- Completed
## Relationships

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**Legend:**

- **/** - Introduced
- **X** - Completed

**Note:** The chart is too complex to accurately transcribe into a readable format.
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| 2 | Randy | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 3 | Pam | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 4 | Sam | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 5 | Jerry | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 6 | Kristin | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 7 | Peter | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 8 | Kim | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
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| 12 | Bill | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
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| 15 | Carmello | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 16 | Eldon | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
### PROGRESS REPORT

**Phonics - Sound Blending**

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Reminders

1. Study the manual periodically to make sure that new material is introduced in and through the sequence of development.

2. Refer to the references at the end of each section and the bibliography for additional information.

3. Be sure that responses are exact for specific learning tasks.

4. Correct mistakes on the spot to prevent repetition of incorrect responses.

5. Be sure that the child completes each activity successfully before going on to another activity.

6. Stay within the sequence until each progressive step is overlearned, so that it will be remembered. Much repetition and reinforcement might be necessary, but the activities may be varied within the sequence to maintain interest.

7. When hand dominance is not established, determine the dominant eye and encourage the child to use the hand on the same side. If the child is ambidexterous, encourage the use of the right side. (Right handed world)

8. Encourage the use of the hand that is being trained for all activities.

9. Introduce each new sequential step with concrete objects that can be physically manipulated, and then make the transfer to their representational forms.

10. Construct all designs with concrete objects in vertical plane, initially, and then in horizontal plane.
11. Introduce design cards for reproduction with concrete objects in vertical plane and then transfer to horizontal plane.

12. Introduce all pre-writing and writing exercises at the chalkboard (vertical plane), initially.

13. Insist that the child maintains correct posture for all pre-writing and writing exercises at the chalkboard and at the tables. The elbow should be near the body and the wrist should be straight.

14. Insist upon specific and accurate performance in all pre-writing and writing exercises for the kinesthetic reinforcement.

15. Develop the language related to all perceptual training.

16. Elicit complete sentences for all verbal responses.

17. Accept only accurate and precise articulation in the phonic drills, so that the child develops correct kinesthesia for the sound.

18. Introduce the letter cards in vertical plane.

19. Insist that the child traces each letter exactly for kinesthetic reinforcement, and have him continue the tracing until he can write the letter in the air and on the chalkboard from memory.

20. Make sure that the child stands directly in front of the letter that he is tracing.

21. Use fingers for sequence of sounds for rate and recall of sounds and blending of sounds.

22. Make sure that the child faces you directly and that the back of your hand is toward the child to ensure that progression of the lifted thumb and fingers is from the child's left to right.
23. Introduce each phoneme/grapheme with the primary spelling and practice blending with the primary spelling, initially. Then introduce the secondary spelling(s) through the sequence.

24. Move through each sequence as quickly as possible to maintain interest and challenge the child, but always work within a success pattern.

25. Use honest praise.
PART VI

INSTRUCTIONAL MATERIALS
INSTRUCTIONAL MATERIALS

American Guidance Service (AGS)
Publications Building
Circle Pines, Minnesota 55014

Peabody Language Development Kits
   Primary
   Level I
   Level II

American Printing House for the Blind, Inc.
Box 6085
Louisville, Kentucky 40206

Specially lined writing paper 8½" x 11"

Continental Press, Inc.
Elizabethtown, Pennsylvania 17022

Books for Liquid Duplicators:
   Thinking Skills - Level A
      (Transparencies - Level A)
   Thinking Skills - Level B
   Thinking Skills - Levels 1 and 2
   Beginning Sounds - Levels 1 and 2
   Visual Readiness Skills - Level 1
   Useful Language - Level 1
   Long and Short Vowels
   Reading - Thinking Skills -
      Pre-Primer Levels 1 and 2
   Reading - Thinking Skills -
      Primer Levels 1 and 2
   Rhyming - Levels 1 and 2
   We Work with Numbers - Part 1, 2, 3

Creative Playthings
Princeton, New Jersey 08540

   Color Paddes
   Sound Cylinders
   Plane and Solid Geometric Forms
   Form Boards
   Dissected Circles
   Hand Prints
   Foot Prints
   Number Rods
   Cylinder Sets (4)
   Shaded Color Tablets

210
Developmental Learning Materials (DLM)
7440 North Natchez Avenue
Niles, Illinois 60648

Body Concept Spirit Masters I and II
Clear Stencils
Colored Inch Cubes
Design Cards for Colored Inch Cubes
Rhythm Band Instruments
Buzzer Board
Buzzer Board Pattern Cards
Large Parquetry
Design Cards for Large Parquetry
Small Parquetry
Design Cards for Small Parquetry
Pegboard Designs
Peg Pads
Color Association Picture Cards
Association Picture Cards I, II, III
Motor Expressive Language Picture Cards I and II
Sequential Picture Cards I, II, III
Desk Chart (small pocket chart)
Counting Picture Cards
Same or Different Size Cards
People Puzzles
Animal Puzzles
Auditory - Familiar Sounds
(Pre-recorded Tapes and Flash Cards)
Auditory Perception Training (Total Program)
(Pre-recorded Tapes and Duplicator Sheets)

Early Learning
Lauri Enterprises, Mfrs.
Phillips-Avon, Maine 04966

Feel and Match (Textures)

The Economy Company
Oklahoma City, Oklahoma 73101

Visual Aids Language Development
Cards - Group B
Visual Aids Pocket Chart (Calendar)

Educational Activities, Inc.
Freeport, New York 11520

Records:
Learning Basic Skills Through Music
Volumes 1 and 2 - Hap Palmer

241
Learning Basic Skills Through Music -
Building Vocabulary - Hap Palmer
Dancing Numerals - Hap Palmer
Sounds, Words, and Action - Cratty
Basic Awareness Through Music -
Stallman and Susser
Basic Concepts Through Dance Series -
Carr
Alphabet and Number Manipulatives

Educational Record Sales
157 Chambers Street
New York City, N.Y. 10007

Records:
Dance a Story - Ann Leaf Berlin
Body Parts - Ann Leaf Berlin

Educational Teaching Aids
A. Daigger and Co.
159 W. Kinzie Street
Chicago, Illinois 60610

Pink Tower (Cubes)
Rubber Tower
Metal Inset
Sound Sight Skills
(Pre-recorded Tapes and Workbooks)
Daily Sensorimotor Training Activities
(A Handbook for Teachers and Parents)

Educators Publishing Service, Inc.
75 Moulton Street
Cambridge, Massachusetts 02138

Remedial Training for Children with Specific
Disability in Reading, Spelling, and
Penmanship - Gillingham and Stillman
(Manual and Phonics Drill Cards)

Follett Educational Corporation
1010 West Washington Blvd.
Chicago, Illinois 60607

Move, Grow, and Learn Program - Frostig
Developmental Visual Perception Program - Frostig
Sound Order Sense - Semel
(Developmental Program in Auditory Perception)
(Records and Workbooks)
Ideal - Special Education
Washington School Supply Company
500 Westlake Avenue North
Seattle, Washington 98109

Colored Sticks
Ezicount
Pupil's Counting Frame
Plastic Counters
Multi-sensory Numerals
Number Rods
Formboards - Shapes
Formboards - Size
Peg Boards and Pegs
Weaving Mats
Perceptual Development Cards
Grove-Tex Money Kit
Pyramid Puzzles
Action Pictures
Alphabet Desk Cards
Chart Rack

Instructional Materials and Equipment Distributors
1415 Westwood Blvd.
Los Angeles, California 90024

Perceptual Communication Skills
(Developing Auditory Awareness and Insight)
(Manual and Workbooks)

Instructo
1635 North 55th Street
Philadelphia, Penn. 19131

My Face and Body - Flannel Board
Opposite Concepts - Flannel Board

Mafex Associates, Inc.
111 Barron Avenue
Johnstown, Pa. 15907

Manual for Perceptual-Motor Activities
Manual of Primary Perceptual Training
Auditory Stimulator Program
(Manual and Workbooks)

McGraw Hill/Early Learning
Paoli, Pennsylvania 19301

Vowel Combination Playing Cards
Consonant Combination Playing Cards
McGraw Hill Book Company
Webster Division
Manchester Road
Manchester, Mo. 63011

Developing Learning Readiness Program
(Includes Movable Melvin)

Milton Bradley Company
Springfield, Massachusetts 01101

Perceptual Development Kits

Phonovisual Products, Inc.
Washington, D.C. 20016

Better Speech and Better Reading - Schoolfield
Vowel Picture-Pack and Consonant Picture-Pack
Phonic Rummy Games - Sets A, B, C

Prentice-Hall, Inc.
Englewood Cliffs, N.J. 07632

Kindergarten Fun
(Manual and Workbooks)

Tapes Unlimited
A Division of Education Unlimited Corp.
Detroit, Michigan 48232

Auditory Perception Program
(Pre-recorded Tapes and Spirit Masters)

Teaching Resources Corporation
100 Boylston Street
Boston, Massachusetts 02116

Colored Beads and Pattern Cards
Graduated Cylinders
Tactile Finger-Tracing Cards
Form Puzzles
Geometric Shapes
Association Cards
Fruit and Animal Puzzles

Approaches to Learning
(Pre-service and In-service Training for Teachers)
The following materials may be hand made or purchased at a local variety store or department store:

- Bean bags
- Jump ropes
- Yarn for worsteds
- Strips of colored paper
- Color charts and duplicates for shades of color
- Strip charts
- Noise makers: clickers, whistles, bells, etc.
- Pitch pipe
- Objects: toy animals, dishes, silverware, etc.
- Opaque touch bag (corduroy)
- Form cards
  - Solid black forms on 4" x 4" cards
  - Outline forms on 4" x 4" cards
  - Solid black forms on 8" x 8" cards
  - Outline forms on 8" x 8" cards
  - Outline forms on 8½" x 11" paper
- Arrow for directionality
- Hand with pointing finger for directionality
- Hand prints
- Foot prints
- Form boards - recessed with matching insets (Tactile training)
- Touch tablets
- Texture - matching pieces of material 2" x 3" - leather, foam rubber, velvet, satin, wool, silk, etc.
- Surface board with pieces of various materials pasted on both sides but in different position
- Taste box
- Smell box
- Objects for counting: sticks, pencils, marbles, coins, buttons, etc.
- Geometric shapes - size discrimination
- Felt pieces cut into graduated sizes: circles, squares, triangle, rectangles, etc.
- Rubber bottle stoppers - Graduated sizes
- Pocket charts
- Calendar - pocket chart
  - Calendar word and number cards
Word cards to match color cards, form cards, noun cards, number cards
Written command cards 1¼" x 9½"
Run, Jump, etc.
Manuscript and cursive letter cards 6" x 9"
(Copyright 1972 by Ethel S. Jordan)
Yale Charts

Equipment:
Full length mirror
Walking beam
Slant board
Chart rack
Language Master
Stereo tape recorder and headphones
Cassette tape recorder
Record player
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<td>Oral Language-A Breakthrough to Reading</td>
<td>Ohio State University Department of Photography 156 West 19th Ave. Columbus, Ohio 43210</td>
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<td>Joy of Learning</td>
<td>Columbia Forum Productions 10621 Fable Row Columbia, Md. 21043</td>
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<td>Health and Welfare Division Metropolitan Life Insurance Co. 600 Stockton Street San Francisco, Calif. 94120</td>
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<td>Visual Perception and Failure to Learn</td>
<td>Visual Aids Service 1325 South Oak Champaign, Ill. 61820</td>
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<td>Visual Perception Training in the Regular Classroom</td>
<td>Aims Instructional Media Services P.O. Box 1010 Hollywood, Calif. 90028</td>
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<td>I'm Really Trying (Marcus Welby Series)</td>
<td>Association for Children with Learning Disabilities 2200 Brownsville Road Pittsburgh, Pa. 15210</td>
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ASSOCIATIONS

Association for Children with Learning Disabilities
2200 Brownsville Road
Pittsburgh, Pa. 15210

Council for Exceptional Children (Division for Learning Disabilities)
1411 S. Jefferson Davis Highway - Suite 900
Arlington, Virginia 22202

California Association for Neurologically Handicapped Children
P. O. Box 604 Main Office
Los Angeles, California 90053

PERIODICALS

Academic Therapy (a quarterly)
1539 Fourth Street
San Rafael, Calif. 94901

Journal of Learning Disabilities
5 N. Wabash
Chicago, Illinois 60602

Children's House
P.O. Box 111
Caldwell, N. J. 07006

PUBLICATIONS FOR PARENTS

The Exceptional Parent
P.O. Box 101, Back Bay Annex
Boston, Mass. 02117

ABC Expectations
300 Wilder Bldg.
St. Paul, Minnesota 55102

CANHC-Gram
P.O. Box 604, Main Office
Los Angeles, Calif. 90053

"Closer Look"
Newsletter
Special Education Information Center
U.S. Department of Health, Education, and Welfare
Box 19428
Washington, D.C. 20036

ACLD
Items of Interest (Newsbriefs)
67 Patti Lynn Lane
Houston, Texas 77024
PART VII

BIBLIOGRAPHY
BIBLIOGRAPHY


Bush, W. and Giles, M. AIDS TO PSYCHOLINGUISTIC TEACHING. Columbus, Ohio: Charles E. Merrill, 1969.


Johnson, O. EDUCATION FOR THE SLOW LEARNER. Columbus, Ohio: Charles Merrill, 1960.


Kephart, N. THE SLOW LEARNER IN THE CLASSROOM. Columbus, Ohio: Charles E. Merrill, 1960.


Rupert, H., Jr. A SEQUENTIALLY COMPILED LIST OF INSTRUCTIONAL MATERIALS FOR REMEDIATIONAL USE WITH THE ITPA. Greeley, Colorado: Rocky Mountain Special Educational Instructional Materials Center.


Smith, R. TEACHER DIAGNOSIS OF EDUCATIONAL DIFFICULTIES. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969.


Developing a Child's Potential 207 pages 00064-01
Set of Phonics Cards 90 pages 00064-02
Auditory Perceptual and Language Development Training Program 169 pages 00064-03

For other instructional units from this same project, see:

notes
This program utilizes films, slides, videotapes, and various standardized tests. Other materials which proved most beneficial in the program's implementation include: Montessori methods and materials, Peabody Language Development kits and manuals, Developmental Learning materials and manuals, Teaching Resources materials and manuals, Frostig materials and manuals, Karnes materials kits and manuals, Trimble Handbook for Perceptual Development, Kaplan Auditory Stimulator workbooks and manuals, Herr Auditory Awareness workbooks and manual, Semel Sound Order Sense workbooks and manual, Brady-Konicki-Leedy Daily Sensorimotor Training, Gillingham-Stillman Remedial Training manual and materials, Phonovisual Method manuals and materials, Schoolfield Better Speech and Better Reading, and Open Court Method manuals and materials. Included in this package of materials are original phonics cards which should be reproduced and utilized if the program is implemented.

Project Evaluation. This program has not been formally evaluated, but has been informally evaluated on several occasions with positive results. The informal evaluation statements are included with the materials.
Special Education. Ethel S. Jordan and Idaho State Department of Education, 517 Coston Street, Boise, Idaho 83702. ESEA Title III. 1972.

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<td>1-4</td>
<td>Perceptually Handicapped Students</td>
<td>Single Teacher Special Education Teachers Clinical Diagnosis Clinical Personnel (School)</td>
<td>Listening Speaking Writing Reading</td>
<td>Pretesting Post Testing Standardized Tests</td>
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<td>Perceptually Handicapped Students</td>
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Abstract

This program was implemented in order to identify, diagnose, and train children exhibiting academic learning problems due primarily to disturbances in auditory perception and language development. Children are selected through screening and tests administered by speech and hearing specialists. The children selected learn the training of body movements and the discrimination of colors, forms, and gross sounds and tones; they also develop the language associated with all these activities. An alphabetic-phonetic-structured-sequential method of teaching reading, writing, and spelling, along with a multi-sensory approach, is employed and coordinated with a highly structured system of teaching written language. The procedures include training in motor perception, auditory perception, and visual perception, and on-going training in language skills and auditory and visual memory. In this approach the child functions within a success pattern each step of the way, gains confidence in the ability to perform, develops a love of learning, and builds self-esteem and a positive self-image. Developing a Child’s Potential contains complete and detailed information on the nature of learning disabilities, the means for identifying children with learning disabilities, testing procedures, and the training program. Included are the methods and materials presented in inservice training workshops, a complete bibliography, and a list of the sources for materials used in the project.

Critical Annotation

Critical annotations are the express views of the reviewer.

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