The curriculum guide sets forth skills and learning activities in ungraded intermediate reading I for educable mentally handicapped students in junior and senior high school. Facilitating activities, suggested materials, and behavioral objectives are listed for 14 language arts skills: recognizing and reading words ending in silent 'e;' identifying sight words; using consonant blends; recognizing vowel digraphs; reading words containing consonant digraphs; reading r-controlled words; using word endings 'ing,' 's,' 'es,' 'ed;' changing singular nouns to plurals; recognizing the capitalization of proper nouns; recognizing interrogative sentences; identifying words of opposite meaning; forming compound words; forming contractions; and recalling factual information.
EDUCABLE MENTALLY HANDICAPPED (EMH): LANGUAGE ARTS--LEVEL IV

1976

JEFFERSON COUNTY PUBLIC SCHOOLS

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AN EQUAL OPPORTUNITY EMPLOYER
FOREWORD

The opportunity to restudy the curriculum and to assess it in terms of relevance for the students of today has been the most significant aspect of the year-round plan of school organization.

During the implementation of the Elective Quarter Plan (EQP) our curriculum has been studied, evaluated and rewritten into sixty-day instructional units based on the needs and interests of the students. Many of these courses are still in a preliminary draft and subject to study and review.

The process of curriculum development is continuous. Stated objectives must be tested and evaluated in the classroom to provide the feedback necessary for valid revision. Only through the ongoing assessment of need, with adjustments and redesign based on new input, interaction and tryout, can we reach our goal of maintaining a curriculum sensitive to the ever-changing requirements of the system.

Ernest C. Grayson
Superintendent
Jefferson County Public Schools
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Book Selection and Reevaluation Policy
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Citizen's Request for Reevaluation of Material
ACKNOWLEDGMENTS

KWL: Language Arts--Level IV has been prepared by the teachers listed below under the supervision of James Rosenfield.

Susan Canfield  O. M. Lassiter Middle School
Cinda Darbro  Lairdale High School
Nancy Seewer  Jeffersontown High School
We believe that it is our responsibility as special education teachers to provide experiences that will meet the needs of the individual in the following ways:

Create a program which has purpose, meaning, and utility for children at each stage of their development.

Help each student develop a realistic, positive self-image.

Assist the student in developing the potential to make academic progress and emotional, physical, and social adjustment in society.

By incorporating a "total approach" concept, we seek to meet a wide variety of student needs through a balanced program of affective, cognitive, and psychomotor development.

We believe, furthermore, that we must attempt to provide personal counseling for each student and his/her family in order to enhance the student's own understanding of his/her ability to cope with own limitations. Our counseling includes prevocational and vocational guidance, the promotion of sound mental health, working with social, therapeutic, and mental health agencies in the community, and helping in job placement with follow-up procedures to assure a higher degree of independence, security, success and happiness for each student.

We believe that these objectives can be realized through a curriculum which stresses learning by doing, perceptual knowledge and sensation, the utilitarian character of learning, an emphasis on training for life adjustment, a variety of practical facilitating activities and multi-sensory activities.

Our aim is to provide the practical educational experiences which will produce aware, involved and self-sufficient citizens of our community.
INTRODUCTION

A public school system must take the responsibility of educating all of its pupils. The educational process, however, must be in accord with the student's needs and abilities as an individual. For this reason, public education has provided for special education classrooms in which the students who have been diagnosed as educable mentally handicapped can function in an instructional program that proceeds along lines which are progressive, sequential, and in accordance with the needs and abilities of the individual to be instructed.

The Jefferson County Board of Education recognizes the importance of providing the educable mentally handicapped student with an educational program based upon individual needs, interests, and abilities. This program strives to promote maximum development of each student and attempts to assist him/her in daily living, so that he/she may become a contributing and self-sufficient member of society. Education is planned to enable the student to develop the elementary skills and attitudes which are fundamental to the social and economic adjustment of the mentally handicapped. Each child must be accepted as an individual and given the opportunity to progress to the limits of his/her ability with respect for individual worth.

The educable mentally handicapped student is one who has failed to function successfully in a regular instructional program due to a variety of factors. It must be noted that the educable mentally handicapped student has the same emotions, desires, needs and frustrations as the average student. The EMH student, however, differs as to the rate and the degree of his/her development, particularly in academic areas. Therefore, emphasis should always be placed upon the learner and the academic level at which he/she is presently functioning.

The educable mentally handicapped student has been tested and has attained an intelligence quotient score within the range of 50-75. Although mental retardation is the student's major handicap, he/she has further been diagnosed as having exhibited one or more of the following characteristics:

**Intellectually** he/she has limited capabilities; difficulty in using symbols in reading, writing, and arithmetic; limited ability to perceive cause and effect; limited ability to solve problems; and difficulty in oral and written expression.

**Emotionally** he/she has a poor self-image; inability to realistically evaluate own strengths and weaknesses; and a restricted maturity level.

**Physically** he/she may have additional handicaps such as speech, hearing and visual defects and poor motor coordination.

**Socially** he/she frequently comes from an environment where education has not been highly valued; has some difficulty in participating, understanding, and meeting everyday problems and/or has limited life experiences upon which to base academic learning; and may have had adjustment problems in school.
Due to class size the EMI program has either been able to meet these individualized needs and provide training in basic academic skills, habits, and social attitudes; or has provided prevocational and vocational training geared to the individual. This does not exclude, however, the possibility of later integrating the EMI student back into the regular program in areas in which he/she can achieve successfully. The ultimate goal of special education is to produce a happy, well-adjusted, socially acceptable, civically responsible individual who can become an involved member of society.

Explanation of LEVELS in the program for the Educable Mentally Handicapped

Level I: Readiness
Level II: Extension
Level III: Beginning of reading for years six, seven and eight
Level IV: Ungraded Intermediate Reading I
Level V: Ungraded Intermediate Reading II
GENERAL OBJECTIVES

Middle School and Junior High School

Develops individual reading readiness congruent with present level and capacity for learning.

Develops skills in language arts involving the functional and practical words most commonly used in experiential areas.

Develops individualized arithmetic concepts based on the need of the student to function in society as a consumer.

Develops the communicative skills necessary to participate in society.

Develops an awareness and understanding of the opportunities and responsibilities of a citizen.

Develops an understanding of the world in which one lives and his/her relationship and adjustment to it.

Develops an understanding of his/her own limitations and the ability to plan a realistic program commensurate with own skills and abilities.

Senior High School

Continues the development of skills, objectives and behavior patterns previously established.

Develops more mature behavior so that he/she may better cope with and function in society.

Acquires occupational information concerning the importance of all work and especially the work available in his/her own community.

Becomes able to measure own abilities against the requirements of a job in which he/she is interested and to balance desire with potential.

Acquires vocational training (at home, in school or at a "referred" location) in required manual and nonmanual skills.

Attempts to obtain a job.

Becomes familiar with social agencies and community services that will be available to him/her after leaving the school setting.

Continues enrichment activities and leisure time interests in order to achieve a more fulfilling life.
OUTLINE OF COURSE CONTENT--LEVEL IV*

I. Recognizing and reading words ending in silent e

II. Identifying sight words

III. Using consonant blends: br, cr, dr, fr, gr, pr, tr, wr, tw, sc, sk, sm, sn, sp, st, sw

IV. Recognizing vowel digraphs ai, ay, ea, ee, ea, ee, ea, ie, ie

V. Reading words containing consonant digraphs ch, sh, ph, wh, th, wh

VI. Reading r-controlled words

VII. Using word endings ing, s, es, ed

VIII. Changing singular nouns to plurals

IX. Recognizing the capitalization of proper nouns

X. Recognizing interrogative sentences

XI. Identifying words of opposite meaning

XII. Forming compound words

XIII. Forming contractions

XIV. Recalling factual information

*The area(s) of language arts emphasized in each facilitating activity is indicated in parenthesis following the activity.
Skill 1: Recognizing and reading words ending in silent \( \text{e} \)

Behavioral Objective: Given a written list of ten one-syllable words, each containing a long, medial vowel sound and ending in a silent \( \text{e} \), the student will orally read each word as it is listed.

Facilitating Activities

1. Show word picture cards of objects whose names contain the medial long vowel sound of \( \text{a}, \text{e}, \text{i}, \text{or u} \). Have the student repeat the name of the object after the teacher pronounces it. Stress the long vowel sound. (Listening and Speaking)

2. Play tape recording of words containing the long medial vowel sound. Have the student write the letter representing the medial vowel he/she hears. (Writing and Listening)

3. Use the Language Master. Have the student repeat the word he/she hears. (Listening and Speaking)

4. Write on chalkboard a list of one-syllable words each containing the short medial vowel \( \text{a}, \text{e}, \text{i}, \text{or u} \). Beside each word, write the same word adding silent \( \text{e} \), and read orally the newly formed word. Have the student say each word. (Listening and Reading)

Examples:

- pan
- cap
- pin
- cub
- ton

- pane
- capa
- pine
- cube
- tone

Suggested Materials

- Word picture cards
- Duplicating Masters: Masters and Masks: Vowels
- Charts: Vowel Sounds Chart, Vowel Charts
- Tape recorder
- Paper
- Pencil
- Poster Cards: Vowel Poster Cards
- Teaching Machine: Language Master
- Paper
- Pencil
- Cassettes: Vowels, Cassettes for Sound Learning
- Chalkboard
- Chalk
- Cards: Magic Cards: Vowels, Vowel-Life Poster Cards
- Kit: First Experiences with Vowels
- Pictures: Vowel Pictures for Peg Boards
Skill 1

Facilitating Activities

5. Show a picture card of an object whose name contains a long medial vowel. Under the picture card, show the name of the object, omitting the medial vowel. Have the student identify the object and say the missing vowel. (Reading and Speaking)

Example:

![Picture Card]

6. Say the long vowel sound of a, i, or u. Have the student name a word containing that vowel. (Listening and Speaking)

7. Write on the chalkboard a list of one-syllable words, each containing the short medial vowel of a, i, e, or u. Have the student add e to each word and say the word. (Reading and Speaking)

8. Distribute sets of picture cards of objects whose names have the long medial vowel. Have the student sort the cards, putting pictures whose names contain the same long vowel in separate piles. (Reading)

9. Say a word containing a long, medial vowel. Have a student say another word containing the same medial vowel. (Listening and Speaking)
Skill 1

Facilitating Activities

11. Group students. Assign each group one vowel (a, i, o, or y). Have students cut from magazines, pictures whose names contain their assigned medial vowel and use their pictures to make booklets. (Reading)

12. Distribute work sheets containing a set of pictures and a set of words. Have the student match the pictures to the corresponding words. (Reading)

13. Distribute work sheets containing twenty words each with a long medial vowel. Have the student rewrite the words, grouping them according to word families. (Reading and Writing)

Example:

<table>
<thead>
<tr>
<th>Work Sheet</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>pile</td>
<td>make</td>
</tr>
<tr>
<td>lake</td>
<td>tile</td>
</tr>
<tr>
<td>make</td>
<td>cake</td>
</tr>
<tr>
<td>mile</td>
<td>file</td>
</tr>
<tr>
<td>cone</td>
<td>lake</td>
</tr>
<tr>
<td>take</td>
<td>mile</td>
</tr>
<tr>
<td>tile</td>
<td>Jane</td>
</tr>
<tr>
<td>cane</td>
<td>file</td>
</tr>
</tbody>
</table>

14. Write a master word, such as lake, on the chalkboard. Distribute envelopes containing word cards. Have the student find word cards rhyming with the master word. (Reading)

15. Distribute picture cards of objects whose names contain the long medial vowel of a, o, i, or y. Have the student write the name of the object shown in each picture. (Reading and Writing)

Suggested Materials

- Cards: Tray Puzzle Phonics
- Magazines
- Scissors
- Paste
- Paper
- Work sheet
- Duplicating Master: Vowel Duplicator Workbook
- Work sheet
- Pencil
- Transparencies: Vowel Transparencies
- Duplicating Master: Long and Short Vowels Spirit Duplicating Masters Book
- Chalkboard
- Chalk
- Word cards
- Word cards
- Paper
- Pencil
- Kit: The Phonics Story Series.
Facilitating Activities

16. Distribute a worksheet with four words in each row. Have the student circle the word that has the same long medial vowel as the first word in each row. (Reading)

Example:

1. cake time **tame** cone
2. bite same cube **time**

17. Write a list of one-syllable nonsense words ending with silent e on the chalkboard. Have student read each word orally. (Reading and Speaking)

18. Distribute work sheets with numbered rows of words. Say the long vowel sound of a, o, i, or u. Have student circle the word or words containing the long vowel pronounced. (Listening and Reading)

Example:

Teacher says-- Student circles--

\[ \begin{array}{ll}
\text{ā} & 1. \text{cake} \hspace{1cm} \text{mile} \hspace{1cm} \underline{\text{tame}} \hspace{1cm} \text{can} \\
\text{ō} & 2. \text{pile} \hspace{1cm} \text{pin} \hspace{1cm} \underline{\text{cone}} \hspace{1cm} \text{cute} \\
\end{array} \]

Variation: Teacher says the word and has the student circle another word with the same vowel sound.

19. Make a deck of fifty-two word cards with groups of four cards having words in the same language family, such as *ake, ate, ame, age, au, id, ile, ime, ine, one, op, ut, ade*. Use the cards to play a game like "Fish." The winner has the most set of word cards. (Reading)

Games:

- Sea of Vowels
- Dolch, Edward W. *Vowel Lotto*
- End-in-E-Game

20. Give a newspaper column to each student. Have the student circle all words ending with silent e. (Reading)

Newspapers
Facilitating Activities

21. Distribute work sheets containing three columns of one-syllable words containing the long medial vowels. Assign a vowel to each row of students. Have the students circle all words containing the given vowel. (Reading)

22. Distribute work sheets containing five words in each line (four words the same and one different). Have student circle the word that is different. (Reading)

Example:

cake  cake  cake  cake  cake

23. Write on the chalkboard a one-syllable word containing the long medial vowel a, o, i, or u. Underline the medial vowel. Have student substitute other vowels for the underlined vowel and circle all real words. Discuss how each word changed.

Example:

cake  male  coke  mile  cike  mole  cuke  mule

Variation: Have the student substitute other consonants for the final consonant.

Example:

cake  cape  came  cage

24. Refer to Activity 23. Have the student write sentences containing the real words. (Reading and Writing)

Chalkboard  Chalk  Paper  Pencil

25. Have the student cut from magazines words ending in silent e and paste them randomly on construction paper. (Reading)

Construction paper  Paper  Scissors  Glue  Magazines

EMI: Language Arts--Level IV

Suggested Materials

Work sheet  Pencil

Work sheet  Pencil

Chalkboard  Chalk

Chalkboard  Chalk

Paper  Pencil

Construction paper  Paper  Scissors  Glue  Magazines
Facilitating Activities

26. Distribute a work sheet containing incomplete sentences and a choice of two answers, one of which has the short medial vowel and the other, the long medial vowel. Have the student write the word which contextually completes each sentence. (Reading and Writing)

Example:

1. The mother fox has a baby ________.
   cub, cube

2. Go fly a ________.
   kit, kite

27. Distribute seek and find work sheets containing one-syllable words, some of which contain a long medial vowel. Have the student circle the words containing the long medial vowel. (Reading)

28. Distribute work sheets containing sentences. Have the student complete the words containing blanks by supplying missing vowels. (Reading)

Example:

The child h_s a _d _p.

29. Distribute written lists of ten one-syllable words containing the long medial vowel a, o, i, or u and ending in silent e. Have the student read each word orally. (Reading)

Suggested Materials

Work sheet
Pencil

Work sheet
Pencil

Work sheet
Skill 2: Identifying sight words

Behavioral Objective: Given the sight words listed below, presented one at a time, the student will name each word as it is presented.

cut  dog  hat  ten  oh  boy
fun  sat  very  they  age  cow
house  bird  ask  buy  far  hid
pet  was  two  feel  pay  tie
too  hurt  bad  cap  put  wet
quite  air  way  our  food  arm
burn  bag  come  find  led  set
small  dig  old  them  snow  say
ate  how  brown  girl  nor  but
dry  hen  pan  top  came  gave
name  these  being  open  know  egg
ham  I'll  key  look  Mrs.  one
room  sent  want  card  late  ride
use  oven  oil  write  cold  end
I'm  kind  low  most  own  round
sew  went  face  made  same  about
ever  today  three  dark  gas  help
ink  last  many  must  poor  rub
son  were  fine  make  side  ago
they  any  door  glad  here  its
left  milk  near  pot  rug  soon
west  fire  mine  take  away  draw
toy  best  hold  job  lid  Miss
net  read  said  tell  white  five
more  time  baby  only  few  knew
book  east  gun  ill  just  live
Mr.  rest  send  walk  with  may
boat  cut  moon  car  bell  flag
leg  sing  sleep  ice  sea  both

Facilitating Activities

1. Refer to EMH: Language Arts--Level II, Skill 2.

2. Refer to EMH: Language Arts--Level III, Skill 12.

Suggested Materials

Jefferson County Public Schools. EMH: Language Arts--Level II.

Jefferson County Public Schools. EMH: Language Arts--Level III.
Skill 2

Facilitating Activities

3. Have the student alphabetize ten sight words. Increase the number of sight words as the student progresses. (Reading)

4. Use sight-word flash cards for drill. Have the student practice reading word cards. (Reading)

Suggested Materials

Ibid.
Jefferson County Public Schools. EMH: Language Arts. Level IV.
Teacher-made word cards
Skill 3: Using consonant blends br, cr, dr, fr, gr, pr, tr, wr, dw, cv, sc, sk, sm, sn, sp, st, and sw

Behavioral Objective: Given a written list of twenty incomplete sentences containing words from previously taught vocabulary, each followed by a pair of words, both of which begin with a consonant blend of br, cr, dr, fr, gr, pr, tr, wr, dw, cv, sc, sk, sm, sn, sp, st, or sw, the student will write the blended word which contextually completes each sentence.

Facilitating Activities

1. Introduce each new blend group such as br, cr, dr, fr, gr, pr, tr, and wr, one at a time. (Listening and Speaking)

2. Refer to EMH: Language Arts--Level III, Skill 11, Activities 1-4.

3. Provide oral practice with blends.
   Say: I'm thinking of a word which begins with pl.
   Have student say a word containing the given blend. (Speaking)
   Variation: Use word cards to display examples of each blend.

4. Write a consonant on the chalkboard. Have the student add consonants to form blends. (Speaking)

5. Assign each student a consonant blend. Have the student draw pictures of four objects which begin with the assigned blend. (Speaking and Reading)

6. Distribute work sheets containing five words on each line. Have the student circle the word or words which begin with the same blend as the first word in each line. (Reading)

Example:

| blue  | ball  | blue      | black    | bug  |
Facilitating Activities

7. Play a tape recording of the consonant blend sounds. Give the student a set of ten word cards. Have the student pick up the card which begins with a given consonant sound. (Reading and Listening)

8. Distribute cardboard or poster board which has been marked off into areas containing blends. Have the student cut magazine pictures of objects whose names begin with designated consonant blends and glue them on the cardboard in collage form. (Reading)

Example:

```
 bl  cl
 st  tt
```

9. Play "Blend Bingo." Distribute cards divided into twenty-five squares, each square containing the letters which represent a consonant blend. Say a word beginning with a consonant blend. Have the student cover the consonant blend if it is on his/her card. Win as in "Bingo." (Listening and Reading)

Example:

```
<table>
<thead>
<tr>
<th>br</th>
<th>cl</th>
<th>pr</th>
<th>dw</th>
<th>fl</th>
</tr>
</thead>
<tbody>
<tr>
<td>st</td>
<td>iw</td>
<td>fl</td>
<td>cr</td>
<td>sk</td>
</tr>
<tr>
<td>fr</td>
<td>gl</td>
<td></td>
<td>sm</td>
<td>tw</td>
</tr>
<tr>
<td>sw</td>
<td>br</td>
<td>sp</td>
<td>sc</td>
<td>gr</td>
</tr>
<tr>
<td>wr</td>
<td>dw</td>
<td>sn</td>
<td>dr</td>
<td>sp</td>
</tr>
</tbody>
</table>
```
Facilitating Activities

10. Distribute work sheets containing words, some beginning with consonant blends and some without blends. Have the student circle all words containing initial consonant blends. At the bottom of the page, have the student write in groups the words having the same consonant blends. (Reading and Writing)

Example:

<table>
<thead>
<tr>
<th>brown</th>
<th>flower</th>
<th>frog</th>
<th>mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>flag</td>
<td>fish</td>
<td>blue</td>
<td>dog</td>
</tr>
<tr>
<td>tree</td>
<td>(dwell)</td>
<td>drop</td>
<td>girl</td>
</tr>
<tr>
<td>flip</td>
<td>grass</td>
<td>goes</td>
<td>clown</td>
</tr>
<tr>
<td>play</td>
<td>child</td>
<td>clap</td>
<td>skate</td>
</tr>
<tr>
<td>stairs</td>
<td>brother</td>
<td>stop</td>
<td>did</td>
</tr>
</tbody>
</table>

Bottom:

| 11. Have the student write five nonsense sentences in which each word of one sentence begins with the same consonant blend. (Reading and Writing) |
|---|---|---|---|
| br | fl | cl |
| brown | flower | clown |
| brother | flag | clap |
| flip |

Examples:

Green grass grows gray.
Try tripping trains.
Facilitating Activities

12. Prepare the following work sheet. It may be titled "The House That Jack Built."

Say:

Use the blends at the top of the work sheet to help Jack build his house.

Have the student fill in the blank in each log or shingle, using a blend to make a word, and write a list of the words he/she made.

Example:

1. bl fl cl pl sl st
2. br dr cr pr gr tr
3. sp tw qu gl sk

13. Distribute work sheets containing riddles. Have the student write the answers. (Reading and Writing)

Example:

I am green.
I grow on the ground.
I begin with gr.
What am I? (grass)
Skill 3

Facilitating Activities

14. Play "Password" using words with blends. (Reading)

15. Distribute work sheets containing incomplete sentences and a list of words beginning with blends. Have the student write a word from the list which contextually completes the sentence. (Reading and Writing)

Example:

1. Father cut the ______.
2. Mother has on a ______ dress.

List:

blue
truck
flower
star
grass

16. Write on the chalkboard a list of scrambled words, some of which contain blends. Have the student unscramble the words and circle the words beginning with blends. (Reading and Writing)

17. Play "Word Trail." Draw a margin around a sheet of tagboard. Divide the margin into spaces, each containing a word beginning with a blend. Insert randomly, rewards and penalties such as "take another turn" or "go back three steps." Have players roll dice to determine the number of spaces to move their cars, reading each word as they travel along. If the student fails to read a word, have her/him stop on the space behind the word and wait for another turn. The first player around the board wins. (Reading)

Suggested Materials

Word cards (blends)
Work sheet
Pencil
Paper
Chalk
Chalkboard
Tagboard
Die
Markers

Ekwall, Eldon E. Locating and Correcting Reading Difficulties, p. 52.
Skill 3

Facilitating Activities

18. Play "Any Card." Make a deck of thirty-six to fifty-two cards with words beginning with blends. Give each player five cards. Have first card in the deck read orally, and the next player play a card containing a word that rhymes with or begins with the same blend as the first card. If a player cannot play, have her/him draw from the pile until she/he can play or has drawn three times. If the student draws a card with Any Card written on it, have her/him play this card and name a word that can be played on it. The winner is the first person to run out of cards. For example: If first card is "track," she/he must draw a card that says "crack" or "trip."

19. Distribute cards, each containing a consonant letter. Have each student find a partner whose card contains a letter that can be paired with own to make a blend. Have the partners write five different words which begin with their blend and write a sentence with each of the five words. (Reading)

20. Distribute work sheets, each containing a list of words beginning with the same blend. Have student write the words in alphabetical order. (Reading and Writing)

21. Write on the chalkboard four sentences, each containing a word beginning with a blend. Allow the student to study the sentences for a few minutes. Erase the sentences. Ask the student to write the word which began with a blend from each sentence. (Reading and Writing)

22. Distribute work sheets with incomplete sentences, each having for completion a choice of two words beginning with the blends br, cr, dr, fr, gr, pr, tr, vr, dw, tw, sc, sk, sm, sn, sp, gr, or sw. Have the student write the word which contextually completes each sentence. (Reading and Writing)

Suggested Materials

Ibid., pp. 52, 53.

Teacher-made deck of cards

Cards:
Consonant Blends and Digraphs Playing Cards.

Letter cards
Paper
Pencil

Work sheet
Pencil

Chalkboard
Chalk
Paper
Pencil

Work sheet
Paper
Pencil
Skill 4: Recognizing vowel digraphs

Behavioral Objective: Given a written list of eighteen incomplete sentences from previously taught vocabulary, each followed by a pair of one-syllable words containing a vowel digraph ai, ay, ee, ea, oe, ea, ie, or ie, the student will write the word which contextually completes each sentence.

Facilitating Activities

1. Use the overhead projector. Make a transparency of one-syllable words each containing a short medial vowel. Have the student read the first word orally. Under the first word, write that same word, adding a letter to form a vowel digraph. Ask the student how the word has changed. Explain that when two vowels are side by side, the first vowel says its name, and the second vowel is silent. (Listening and Speaking)

Examples:
cot met ran fed net did
coat meat rain feed neat died

2. Show pictures of objects whose names contain vowel digraphs. Have the student orally say the name of the object and the vowel which he/she hears. (Listening)

3. Play tape recordings of words containing vowel digraphs. Have the student write the letter which represents the vowel he/she hears. (Listening and Writing)

4. Write on the chalkboard letters which represent vowel digraphs. Have the student say the sounds of each vowel digraph. (Speaking)

Suggested Materials

Cards:
Dolch Group-Size Vowel Cards.

Chart:
Vowel Combinations
Wall Reference Charts.

Duplicating Masters:
Vowel Combinations Spirit Duplicating Book.

Cassettes:
The Phonetics Factory.

Transparencies:
Listen and Learn with Phonics, Book III.
Facilitating Activities

5. Distribute work sheets containing numbered rows of three sets of vowel digraphs per row. Read orally a list of one-syllable words, pausing after each word. Have the student circle the letters which represent the vowel digraph in the given word. (Listening and Reading)

Example:

Teacher says--

boat

tree

Work Sheet--

1. ea  ai  oa
2. ee  ay  oa

6. Distribute sets of picture cards showing objects whose names have medial vowel digraphs. Have the student sort the picture cards and arrange, in groups, the cards containing the same vowel digraphs. (Reading)

7. Distribute work sheets containing lines of three words each. Say the sound of a vowel digraph. Have the student circle a word containing the same vowel digraph. (Reading and Listening)

Example:

Teacher--

3a

Work Sheet--

1. coat  but  beat
2. 
3. 

8. Distribute picture cards showing objects whose names contain a vowel digraph and under each picture the silent letter in the vowel digraph. Have the student write the missing letters of the name of the object. (Reading and Writing)

Example:

Cards:

- Match the Vowel.
- Phonie Rummy. Sets B and C.
Facilitating Activities

9. Distribute work sheets containing lines of three words each. Say a word containing a vowel digraph. Have the student circle the word having the same vowel digraph. (Reading and Listening)

Example:
Teacher says--  Work Sheet--

rain

1. team (pail) boat
2.
3.

10. Distribute work sheets containing words, some of which have vowel digraphs. Have the student mark the words containing vowel digraphs by placing a macron (―) over the letter which represents the long vowel sound and crossing out the letter which represents the silent vowel. (Reading)

Example:

bēxt
but
fāxīl

11. Write on the chalkboard a list of words, each containing a vowel digraph. Have the student copy the words and write a rhyming word for each of the words on the board. (Reading)

12. Write on the chalkboard letters which represent a vowel digraph. Have the student write words containing the vowel digraph. (Reading)

Example:

oa  ae  ai  oe  oe
(coat)
Facilitating Activities

13. Write on the chalkboard a word containing a vowel digraph. Have the student tell the meaning of the word and orally or manipulatively use the word in a sentence. (Reading and Speaking)

14. Write on the chalkboard a list of nonsense words, each containing a vowel digraph. Have the student read each word orally. (Reading)

Example:

boat  tay  least

15. Distribute work sheets, each containing a list of words that have vowel digraphs. Have the student group the words according to the same vowel digraph and write each group of words in alphabetical order. (Reading and Writing)

Example:

<table>
<thead>
<tr>
<th>coat</th>
<th>tail</th>
</tr>
</thead>
<tbody>
<tr>
<td>rain</td>
<td>seat</td>
</tr>
<tr>
<td>meat</td>
<td>boat</td>
</tr>
<tr>
<td>tree</td>
<td>died</td>
</tr>
<tr>
<td>seed</td>
<td>coal</td>
</tr>
<tr>
<td>foam</td>
<td>tied</td>
</tr>
<tr>
<td>team</td>
<td>feel</td>
</tr>
<tr>
<td>fried</td>
<td>paint</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>boat</th>
</tr>
</thead>
<tbody>
<tr>
<td>coal</td>
</tr>
<tr>
<td>coat</td>
</tr>
<tr>
<td>foam</td>
</tr>
</tbody>
</table>

16. Distribute work sheets containing nonsense questions, each question having several words containing vowel digraphs with yes or no following each question. Have the student read each question and circle yes or no in response. (Reading and Writing)

Example:

1. Do green beans need rain? yes  no
2. Could you sprain your brain on a steep stair? yes  no
3. Do flies have three feet? yes  no
Facilitating Activities

17. Read orally, a list of one-syllable vowel digraph words from previously taught vocabulary. Have the student write each word as it is given. (Reading and Writing)

18. Read orally sentences from previously taught vocabulary, each sentence containing a vowel digraph word (pause after each sentence). Have the student write each sentence as it is given. (Listening and Writing)

19. Distribute work sheets with incomplete sentences and a choice of one-syllable vowel digraph words to complete the sentences. Have the student read and contextually complete each sentence. (Reading and Writing)

Example:

```
tree  feet  meat  boat
rain  coat  peas  pail
```

1. The apple _____ is three _____ tall.
2. The _____ is on the sea.
3. We ate green _____.

20. Distribute work sheets containing incomplete sentences from previously taught vocabulary, each followed by a pair of one-syllable words, both of which contain the vowel digraph ai, ay, ee, ea, oe, oa, au, ui, or ie. Have the student write the word which contextually completes each sentence. (Reading and Writing)
Skill 5: Reading words containing consonant digraphs

Behavioral Objective: Given a written list of twelve words from previously taught vocabulary, each containing a consonant digraph ch, sh, ph, th, or wh, the student will read each word orally as it is listed.

Facilitating Activities

1. Discuss the concept of digraphs. Say:

   When two consonants are put together and we hear both of their sounds, the two consonants make a blend. Let's make sure I am correct.

   Let's say the sound that b makes. Now let's say the sound that l makes. Now let's put them together in the word blue. Do you still hear the b and the l sounds?

   Both letters still make their sounds; so they are blends.

   Explain that when two consonants are put together and lose their usual sound but make one new sound, the result is called a digraph. Say:

   Try this with me. Make the hard c sound. Now make the sound of h. Say the sound of c followed by the sound of h. (Say the strange two sounds with the class.) Say:

   Look at the word I write on the chalkboard and raise your hand if you can read it. (Write in manuscript the word chair.) Read the word. chair. (Emphasize the beginning digraph and circle it.) Ask:

   What does the ch sound like at the beginning of the word chair?

   Does it sound like what we said a c and an h together should sound? Do c and h together make one new sound?

   Say the c and h together.

Suggested Materials


Charts:
Blends and Digraphs Charts.

Transparencies:
Blends and Digraphs Transparencies.

Cards:
Magic Cards--Blends and Digraphs.

Form-A-Sound.

Cassettes:
The Phonetics Factory.

Duplicating Masters:
Masters and Masks: Consonants.

Cards:
Dolch Group-Size Consonant Cards.

Rainbow Word Builders.

Duplicating Masters:
Consonant Blends and Digraphs.

Puzzle:
Tray Puzzles--Phonics.
Facilitating Activities

Explain that "ch" as in chair is a digraph.

Ask:

What is the new sound that a c and h together make? (ch) Say:

When two consonants put together make one sound, this is called a digraph. (Wait for students to supply the word digraph.)

Use a similar procedure to help the students understand additional digraphs (e.g., sh, th, wh). (Listening and Speaking)

2. Write the ch words listed below on a chart, chalkboard, or transparency. Point to the words and have the students listen to each word as you pronounce it. Pronounce each word again, and have students say the words after you. Have various students come to the chalkboard, frame the digraph, and pronounce the word. Repeat the procedure for sh words; then for wh words. Work with only one group of words per day. (Listening and Speaking)

ch: cherry children chair
chimney chicks church

sh: she sheep shake shall
shout shoe ship shirt

wh: what white where
wheat whistle whisper
wheel why when

3. Write two of the digraphs (e.g., th and wh) in various places on the chalkboard. Have the students listen as you say a word, and stand if they know whether it begins with a th or wh. Have a student circle the letters beginning the word he/she heard you say and then repeat the word. (Listening and Speaking)

4. Refer to Skill 3 of this guide and adapt activities for blends to apply to consonant digraphs.

Jefferson County Public Schools. Learning Difficulties: Reading--Level IV, Skill 7, Activity 1, p. 40.

Chalkboard
Chalk
Chart, transparency
Overhead projector

Cassettes:
Blends and Digraphs
Consonants and Digraphs


Chalkboard
Chalk
Skill 5

Facilitating Activities

5. Read orally a list of words which have a consonant digraph either at the beginning or at the end of a word, pausing after each. Have the student tell where he/she hears the consonant digraph and what letters represent the digraph. (Listening and Speaking)

6. Read orally a list of words, some of which contain the same consonant digraph. Have the student clap, stand up, or raise hand when he/she hears a word containing a consonant digraph. (Listening)

7. Draw a consonant digraph wheel on the chalkboard. Say a word containing a consonant digraph. Have the student point to letters which represent the consonant digraph on the wheel. If the student is correct have him/her write own name under the digraph. (Listening)

Example:

```
          wh
     ch        ng
     rh
     sh
```

Teacher says phone. Child writes own name under ph.

8. Distribute a set of cards picturing objects containing consonant digraphs. Have the student group the cards according to consonant digraphs and place them on the pegboard in the columns under the correct headings, such as wh, ch, sh, or th. (Reading)

Suggested Materials

Wallace, Gerald, and Kaufman, James M.
Teaching Children with Learning Problems, p. 179.

Charts:
Digraph and Diphthongs.

Chalkboard
Chalk

Phonetic Word Wheel.

Duplicating Masters:

Cassettes:
Sound Blending Program.

Pictures for pegboard cards
Pegboard

Cards:
Blends and Digraphs
Pictures for Pegboards.
Skill 5

Facilitating Activities

9. Have the student name objects beginning with the consonant digraph sh or th.
   Choose objects which can be purchased at a department store. (Speaking)

10. Distribute work sheets, each containing a list of words and a picture of an object, all of which begin or end with the same consonant digraph. Have the student practice reading the words orally. Review words missed, using flash cards. (Reading)

Example:

<table>
<thead>
<tr>
<th>ch</th>
<th>match</th>
</tr>
</thead>
<tbody>
<tr>
<td>chop</td>
<td>ranch</td>
</tr>
<tr>
<td>chat</td>
<td>check</td>
</tr>
<tr>
<td>church</td>
<td>church</td>
</tr>
<tr>
<td>chin</td>
<td>inch</td>
</tr>
<tr>
<td>rich</td>
<td>punch</td>
</tr>
<tr>
<td>such</td>
<td>chick</td>
</tr>
<tr>
<td>chip</td>
<td>chick</td>
</tr>
<tr>
<td>chap</td>
<td>lunch</td>
</tr>
<tr>
<td>chill</td>
<td></td>
</tr>
</tbody>
</table>

11. Place a set of ten word cards containing blends and consonant digraphs on a table. Say a word and have the student select the word card which contains the same word as the given word. (Listening and Reading)

12. Distribute work sheets, each with a drawing of a large shoe, church, or thimble. Have the student write as many words as he/she can containing the consonant digraph of sh, ch, or th, within the drawing. (Reading and Writing)
Skill 5

**Facilitating Activities**

13. Say a word containing a consonant digraph. Have the student draw a picture illustrating the word and write the word under the picture, circling the consonant digraph. (Reading and Writing)

Example:

Teacher says *watch*. Student draws--

![Image of a pencil labeled with the word watch]

14. Distribute a work sheet containing a written story composed of as many previously taught words with consonant digraphs as possible, and ten incomplete sentences. Have the student silently read the story and contextually complete the sentences, using words from the story. (Reading and Writing)

15. Distribute work sheets of a two-paragraph story from previously taught vocabulary, using many words containing consonant digraphs. Have the student circle all words containing a consonant digraph and write those words. (Reading and Writing)

**Suggested Materials**

- Paper
- Pencil

---

Facilitating Activities

16. Distribute work sheets of questions containing words with consonant digraphs from previously taught vocabulary. Have the student silently read the questions and answer with a yes or no. Then have the student group, by writing in a column, words which contain the same consonant digraph. (Reading and Writing)

Example:

1. Can a little chick hatch an egg? yes  
2. Does a bath make you thin? yes  
3. Must you be strong to sing a long song? yes

<table>
<thead>
<tr>
<th>sh</th>
<th>ch</th>
<th>th</th>
<th>wh</th>
<th>ng</th>
</tr>
</thead>
<tbody>
<tr>
<td>chick</td>
<td>bath</td>
<td>thin</td>
<td>strong</td>
<td>long</td>
</tr>
</tbody>
</table>

17. Distribute work sheets containing two columns. In the first column, list consonant digraphs. In the second column, list phonograms. Have student match the two columns, drawing connecting lines to form words. (Reading and Writing)

Example:

<table>
<thead>
<tr>
<th>ch</th>
<th>ph</th>
<th>th</th>
<th>wh</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>air</td>
<td>ich</td>
<td>is</td>
</tr>
</tbody>
</table>

18. Show at least twelve flash cards of previously taught words containing consonant digraphs. Have the student orally read each word as it is presented. (Reading)
Skill 6: Reading r-controlled words

Behavioral Objective: Given a written list of fifteen one- and two-syllable previously taught words, containing a vowel followed by r, the student will orally read each word as it is listed.

Facilitating Activities

1. Write the word am on the chalkboard. Below the word am, write the word arm. Explain to the student that when r follows a vowel, it changes the vowel sound. Stress that when the vowel a is followed by r, the short a sound is hardly heard and the r says its own name. Say each of the following words, one at a time. Have the student orally repeat each word. (Listening and Speaking)

   ham  at  had  cat  pat
   harm  art  hard  cart  part

2. Distribute work sheets with numbered rows of a and ar on each line. Read orally a list of one-syllable words containing either the short medial vowel a or ar, one at a time. Have the student circle the a or ar corresponding to the given word. (Listening)

Example:

<table>
<thead>
<tr>
<th>Teacher says --</th>
<th>Work sheet --</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. harp</td>
<td>1. a (ar)</td>
</tr>
<tr>
<td>2. bat</td>
<td>2. a ar</td>
</tr>
<tr>
<td>3. tag</td>
<td>3. a ar</td>
</tr>
<tr>
<td>4. yarn</td>
<td>4. a ar</td>
</tr>
<tr>
<td>5. star</td>
<td>5. a ar</td>
</tr>
<tr>
<td>6. rat</td>
<td>6. a ar</td>
</tr>
<tr>
<td>7. park</td>
<td>7. a ar</td>
</tr>
<tr>
<td>8. ham</td>
<td>8. a ar</td>
</tr>
<tr>
<td>9. jar</td>
<td>9. a ar</td>
</tr>
<tr>
<td>10. farm</td>
<td>10. a ar</td>
</tr>
</tbody>
</table>
Skill 6

**Facilitating Activities**

3. Show picture cards of objects containing r-controlled a, one at a time. Have the student orally name each object. (Speaking)

Example:

Student says *star*.

4. Show picture cards of objects containing r-controlled a, one at a time. Have the student orally name each object, say the ar sound, and name the letters which represent the ar sound. (Speaking)

Example:

Student says *arm*.

ar

arm

5. Distribute work sheets of one-syllable r-controlled a words, omitting the ar. Have the student write the letters ar to complete each word. (Reading and Writing)

Example:

1. h __ m
2. st __ t
3. d __ t
4. c __ t
5. j __
6. y __ n
7. h __ p
8. b __ n
9. f __ m
10. p __ t

**Suggested Materials**

Picture cards

Kottmeyer, William A., and Ware, Kay. *Conquests in Reading*, p. 76.
Facilitating Activities

6. Distribute work sheets of incomplete, one-syllable words. Read the words orally, pausing after each. Have the student complete each word by writing either a or ar in the blanks. (Reading and Writing)

Example:

Teacher says-- Work Sheet

- harm
- tag
- harp
- star
- bat
- yarn

- h ___ m
- t ___ g
- h ___ p
- st ___
- b ___ t
- y ___ n

7. Use Language Master. Have the student repeat words as presented on the Language Master card. (Reading and Speaking)

8. On flash cards write words containing ar (r-controlled a). Have the student choose a partner and take turns reading the words. (Reading)

9. Make r-controlled a word flash cards, omitting either the a or a. Have the student work with a partner. Have one student flash the card and the other student say the omitted letter. (Reading)

Example:

- Student says a.
Facilitating Activities

10. Read orally the following statements, omitting the final word and pausing after each sentence. Have the student say the missing word and orally spell the word. Write the word on the chalkboard. (Listening and Speaking)

1. The boy throws with his ___(arm)___.
2. After February comes ___(March)___.
3. Soft is the opposite of ___(hard)___.
4. We knit with ___(yarn)___.
5. A ___(star)___ shines at night in the sky.
6. If you don’t eat, you will ___(starve)___.
7. An automobile is a ___(car)___.
8. A barn is on a ___(farm)___.
9. A dangerous fish is a ___(shark)___.
10. Children play in a ___(yard)___.

11. Distribute work sheets, each containing a list of r-controlled a words in scrambled order. Have the student unscramble and write each word, using it in a sentence. (Reading and Writing)

12. Divide class into two teams. Have the two teams line up perpendicular to the chalkboard. Say an r-controlled a word. Have one student from each team go to the chalkboard and write the word. The first one with the correct spelling earns a point. The team with the most points wins. (Listening and Writing)
Facilitating Activities

13. Make work sheets containing the words listed below. Explain that \( sk, \ sr, \ jr, \) have identical sounds. Have the student practice reading the words. Refer to previous activities for practice on r-controlled \( s, \ i, \ u, \) and \( a \) words.

**Work sheet:**

<table>
<thead>
<tr>
<th>car</th>
<th>her</th>
<th>bird</th>
<th>for</th>
<th>turn</th>
</tr>
</thead>
<tbody>
<tr>
<td>harm</td>
<td>fern</td>
<td>girl</td>
<td>fork</td>
<td>church</td>
</tr>
<tr>
<td>scar</td>
<td>winter</td>
<td>shirt</td>
<td>cork</td>
<td>curve</td>
</tr>
<tr>
<td>card</td>
<td>farmer</td>
<td>first</td>
<td>sport</td>
<td>purse</td>
</tr>
<tr>
<td>start</td>
<td>germ</td>
<td>dirt</td>
<td>short</td>
<td>curb</td>
</tr>
<tr>
<td>dark</td>
<td>finger</td>
<td>thirty</td>
<td>horn</td>
<td>fur</td>
</tr>
<tr>
<td>farm</td>
<td>teacher</td>
<td>skirt</td>
<td>storm</td>
<td>curl</td>
</tr>
<tr>
<td>barn</td>
<td>hunter</td>
<td>birth</td>
<td>corn</td>
<td>burn</td>
</tr>
<tr>
<td>star</td>
<td>painter</td>
<td>air</td>
<td>fort</td>
<td>nurse</td>
</tr>
<tr>
<td>jar</td>
<td>perch</td>
<td>thirst</td>
<td>port</td>
<td>hurry</td>
</tr>
<tr>
<td>park</td>
<td>term</td>
<td>fir</td>
<td>north</td>
<td>blur</td>
</tr>
<tr>
<td>part</td>
<td>jerk</td>
<td>chirp</td>
<td>horse</td>
<td>burst</td>
</tr>
<tr>
<td>tar</td>
<td>hammer</td>
<td>firm</td>
<td>cord</td>
<td>blurt</td>
</tr>
<tr>
<td>yarn</td>
<td>herd</td>
<td>twirl</td>
<td>sort</td>
<td>churn</td>
</tr>
<tr>
<td>dart</td>
<td>clerk</td>
<td>third</td>
<td>spur</td>
<td></td>
</tr>
<tr>
<td>march</td>
<td>silver</td>
<td>flair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Distribute work sheets of five columns, with the headings: **car, her, bird, for** and **turn**. Have the student write as many words as he/she can in the columns corresponding to r-controlled \( a, \ a, \ i, \ o, \) or \( u \). (Reading and Writing)

15. Use work sheets from Activity 13. Distribute another work sheet containing incomplete sentences from previously taught vocabulary. Have the student contextually complete each sentence by writing an r-controlled \( a, \ a, \ i, \ o, \) or \( u \) word. (Reading and Writing)

16. Distribute work sheets, each with a written list of fifteen r-controlled words. Have the student read each word orally as it is listed. (Reading)
Skill 7: Using word endings ing, a, ed, and ed

Behavioral Objective: Given a written list of twenty incomplete sentences from previously taught vocabulary, and given a regular verb, such as work or play, for each sentence, the student will contextually complete each sentence using the verb and the ending ing, a, ed, or ed.

Facilitating Activities

1. Write a regular verb on the chalkboard. Under the verb rewrite it with each ending of a, ed, and ing. Read orally each word. Have student repeat the word as given. (Listening and Reading)

Example:

work
works
worked
working

2. Hold a cup under the faucet and say: I fill the cup. Have the student tell what is happening. Have another student tell what happened.

Example:

Teacher—I fill the cup.
Student 1—You are filling the cup.
Student 2—You filled the cup.

3. Distribute work sheets, each with a list of regular verbs having the endings of a, ed, or ing. Have the student underline the endings. (Reading)

Variation: Assign a color code to each ending (e.g., Red—a, Blue—ing, Yellow—ed).

Suggested Materials

Chalkboard
Chalk
Charts:
Spelling Generalization Charts
Transparencies:
Spelling Generalization Transparencies
Cassette:
Word Endings

Work sheet
Pencil
Cards:
Word Suffixes
Facilitating Activities

4. Distribute work sheets, each with a list of regular verbs having the endings of -ed, -ing, or -ed. Have the student group the words according to word endings by writing in columns. (Reading and Writing)

Variation: Use word cards and have the student sort the cards.

5. Write on the chalkboard a list of regular verbs. Have student write the verb in its regular form and with each of its endings. (Reading and Writing)

Example:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Student writes--</th>
</tr>
</thead>
<tbody>
<tr>
<td>work</td>
<td>work</td>
</tr>
<tr>
<td>lift</td>
<td>works</td>
</tr>
<tr>
<td>fill</td>
<td>worked</td>
</tr>
<tr>
<td>jump</td>
<td>working</td>
</tr>
<tr>
<td>call</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lift</td>
</tr>
<tr>
<td></td>
<td>lifts</td>
</tr>
<tr>
<td></td>
<td>lifted</td>
</tr>
<tr>
<td></td>
<td>lifting</td>
</tr>
</tbody>
</table>

6. Distribute work sheets each containing a written list of regular verbs. Play tape recording of the verbs using the different endings. As a word is given on the tape, have student write the ending he/she hears. (Listening, Reading and Writing)

Example:

Tape says-- WORK sheet--

| 1. walked    | 1. walk___ |
| 2. killing   | 2. kill___ |
| 3. limps     | 3. limp___ |
| 4. camped    | 4. camp___ |
| 5. landing   | 5. land___ |
| 6. asked     | 6. ask___ |

7. Distribute work sheets with numbered rows of four verbs, three of which have the same ending. Have student circle the verb which has the different ending. (Reading)

Example:

1. working (played) killing limping
Facilitating Activities

8. Play "Go Fish." Make a deck of cards using the four forms of a verb for each particular verb used (e.g., work, works, worked, working). Deal four cards to each player and put the remainder of the cards face down on the table. Have each player take turns asking another player for a card to complete his/her book (a book consists of four cards containing the four forms of a particular verb). If he/she receives the card, have him/her ask Win. If the student does not have the card, have him/her "Go Fish" by drawing a card from the pile. If he/she draws a card he/she asked for, have him/her ask another player for a card. If he/she does not draw his/her card, then it is the next player's turn. Winner is the player with the most books. (Listening and Reading)

9. Distribute work sheets with numbered rows of three regular verbs, each set of three words having the same ending. Have the student write a fourth word for each set using the same ending. (Reading and Writing)

Example:

1. jumps fills calls __________
2. lifting playing adding ______
3. limped called killed ________

10. Explain noun-verb agreement, using the words is--are, was--were, and has--have. Have the student practice using these words in sentences. Progress to using the words with other verbs, such as was looking, are going, is kissing, and others. (Reading)
Facilitating Activities

11. Distribute work sheets based on the following model and containing a regular verb. Have the student write the correct form of the verb in each blank.

Example:

I ____________  We ______________
You ____________  John ______________
He ____________  Sue ______________
She ____________  The bird __________
It ____________  The boys __________
They ____________  The children __________

Variation: Use the same model work sheet for other verb endings.

12. Distribute work sheets containing pictures and two sentences from previously taught vocabulary with each picture. Have the student circle the sentence which uses the correct form of the verb. (Reading)

Examples:

He add._
He adds.

They fill the cup.
They fills the cup.

She kick the ball.
She kicks the ball.
Facilitating Activities

13. Divide class into two teams. Give each team a set of regular verb cards, one verb on each card. Have the first team hold up one of its cards and say: Send (student's name) over. Have that student say the four forms of the verb correctly. If he/she is correct have him/her choose one member of the other team to be on his/her side. If he/she is incorrect, have him/her join the opposing team. The team with the most players wins. (Reading)

14. Write on the chalkboard a list of regular verbs. Make a deck of cards, each card containing a word ending (-ed, -ing). Divide the class into two teams. Have a member from the first team draw a card from the deck, add the ending to a word on the chalkboard, and orally read the word. If the student says the word correctly, he/she scores a point. If the student says word incorrectly, the other team scores a point. Winner is the team with most points. (Reading)

Suggested Materials

Ekwall, Eldon E. Locating and Correcting Reading Difficulties. p. 60.

Word cards

Ibid., p. 67.

Teacher-made cards

Chalkboard

Chalk
Facilitating Activities

15. Write the following verbs on the chalkboard. Explain that words ending in a, en, or oo use ee as a verb ending. Review previous activities for practice. (Reading)

Example:

fix  catch  kiss
mix  match  fish
wish  pitch  wash

16. Write on the chalkboard the following sentences. Have the student add the ee ending to each verb and complete each sentence. (Reading)

Example:

He fix _____.  She wash _____.  She pitch _____.
He mix _____.  She catch _____.  He kiss _____.
He wish _____.  She match _____.  He fish _____.

17. Distribute a column of a newspaper to each student. Have the student circle all verb endings. (Reading)

18. Write on the chalkboard the following sentences. Have the student write the correct verb ending for each sentence. (Reading and Writing)

Example:

Today
I am walk___ to school.
He was play___ ball.
We are jump___ up.

Yesterday
I walk___ to school.
He play___ ball.
We jump___ up.
Skill 7

Facilitating Activities

19. Distribute work sheets containing incomplete sentences from previously taught vocabulary, each followed by a verb with three endings. Have student write the verb form which contextually completes each sentence. (Reading and Writing)

Example:

1. Mother is __________________ the table.
   (dusted, dusting, dusts)

2. The boy __________________ in the door.
   (looks, looking, looked)

20. Distribute work sheets, each containing a written list of twenty incomplete sentences from previously taught vocabulary, and a regular verb for each sentence. Have the student write an ending (ing, ed, or ed) to the word to contextually complete the sentence. (Reading and Writing)

Example:

1. Jim ______ at me
   look

2. He is ______ up the dog.
   pick

3. She ______ me two times a day.
   call
Skill 8: Changing singular nouns to plural

Behavioral Objective: Given a written list of twenty words in the singular form, from previously taught vocabulary, the student will write the plural of each word, as it is listed.

Facilitating Activities

1. Refer to EMH: Language Arts--Level III, Skill 8.

2. Make a poster with the rules for changing a singular noun to the plural.
   1. Add a to make most nouns plural.
   2. If a word ends in a, add ee (fish, kiss, six).
   3. If a word ends in a consonant and y, change y to i and ee (baby, lady, city). (Reading)

3. Write on the chalkboard a list of singular words which end in a or sound like a. Write the plural form of each noun next to that noun. Say each word to the class. Have the students repeat the singular and plural of each noun. (Speaking and Reading)

Example:

match matches
inch inches
bush bushes
patch patches
pass passes
lunch lunches
glass glasses
wish wishes
mix mixes
beach beaches
box boxes

4. Use the words from Activity 3 above. Write on the chalkboard the singular forms of each word. Have the student write the corresponding plurals. (Reading and Writing)
Skill 8

Facilitating Activities

5. Distribute work sheets, each containing a list of singular words and their plurals. Have the student write all singular words in one column and all plural words in a second column. (Reading and Writing)

6. Write on the chalkboard a list of singular words which end in -a consonant and y. Beside each noun, write its plural form. Say the singular and plural form of each noun. Have the student repeat each word. (Listening, Speaking, and Reading)

Example:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>sky</td>
<td>skies</td>
</tr>
<tr>
<td>story</td>
<td>stories</td>
</tr>
<tr>
<td>fairy</td>
<td>fairies</td>
</tr>
<tr>
<td>fly</td>
<td>flies</td>
</tr>
<tr>
<td>army</td>
<td>armies</td>
</tr>
<tr>
<td>dairy</td>
<td>dairies</td>
</tr>
<tr>
<td>family</td>
<td>families</td>
</tr>
<tr>
<td>penny</td>
<td>pennies</td>
</tr>
<tr>
<td>body</td>
<td>bodies</td>
</tr>
<tr>
<td>carry</td>
<td>carries</td>
</tr>
<tr>
<td>butterfly</td>
<td>butterflies</td>
</tr>
<tr>
<td>county</td>
<td>counties</td>
</tr>
<tr>
<td>lady</td>
<td>ladies</td>
</tr>
<tr>
<td>city</td>
<td>cities</td>
</tr>
</tbody>
</table>

7. Repeat Activities 4 and 5 using the words in Activity 6. (Reading)

8. Explain to the class that some words do not form plurals by adding s or es. Read orally each word. Have the student repeat them as they are given. (Speaking, Listening and Reading)

Example:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>men</td>
</tr>
<tr>
<td>woman</td>
<td>women</td>
</tr>
<tr>
<td>mouse</td>
<td>mice</td>
</tr>
<tr>
<td>foot</td>
<td>feet</td>
</tr>
</tbody>
</table>

9. Play tape recording of singular and plural words, one at a time. Have the student write 1 if the word is singular and 2 if the word is plural. (Listening)
Facilitating Activities

10. Distribute work sheet containing one column of the singular form of words and a second column of the plural forms of the same words in random order. Have the student match the singular form of a noun with its plural. (Reading)

Example:

1. city bodies
2. kiss boxes
3. bug feet
4. man cities
5. lady inches
6. box men
7. patch kisses
8. foot ladies
9. fly passes
10. body flies
11. inch patches
12. pass bugs

11. Distribute work sheets containing a list of words in the plural form. Have the student write the singular form of each word. (Reading and Writing)

Example:

1. butterfly butterflies
2. box boxes
3. foot feet

12. Distribute work sheets containing pictures of objects in the plural form. Below each picture write the plural word in two variations, one of which is incorrect. Have the student circle the correct form of the plural. (Reading)
Facilitating Activities

13. Distribute work sheets containing a two-paragraph story, from previously taught vocabulary, using singular and plural forms of words. Have the student circle all the words having the plural forms. (Reading)

14. Distribute work sheets, each containing a list of words in the plural form, using, s, es, and ies. Have the student circle the plural ending of each word. (Reading)

Example:

ladies (es) 
box(es) 
church(es) 
cities (es) 
penneys (es) 

15. Distribute work sheets, each containing a column of words in the singular form and three plural endings (s, es, ies) for each word. Have the student circle the correct ending for each word and then rewrite the word, using the plural ending. (Reading and Writing)

Example:

1. lady s es ies
2. box s es ies
3. cherry s es ies
4. penny s es ies
5. inch s es ies
6. bug s es ies
7. toy s es ies
8. fly s es ies
Facilitating Activities

16. Distribute work sheets containing incomplete sentences, from previously taught vocabulary, each sentence followed by the singular form of a word. Have the student write the form of the word which contextually completes each sentence. (Reading and Writing)

Example:

The ________ is pretty. (lady)
I have two ________ of candy. (box)
Three ________ are talking. (woman)

17. Distribute work sheets containing a list of twenty-five words in the singular form. Have the student write the plural form of each word. (Reading and Writing)
Skill 9: Recognizing the capitalization of proper nouns

Behavioral Objective: Given ten written sentences from previously taught vocabulary, containing uncapitalized proper nouns, such as days of the week, months, names, streets, cities, states, and holidays, the student will rewrite each sentence, capitalizing the first word of each sentence and all proper nouns within each sentence.

Facilitating Activities

1. Make a chart on poster board for each of the following: days of the week, months, holidays, cities, streets, and states. Hang the chart in the classroom for easy referral. (Reading)

2. Write on the chalkboard the days of the week, uncapitalized. Have the student rewrite the words using a capital letter at the beginning of each word. (Reading and Writing)

Variation: Use same activity for months, streets, names, cities, states, and holidays.

3. Write on the chalkboard a list of months and a corresponding holiday for each month. Have the student copy the months and holidays. (Reading and Writing)

4. Distribute work sheets containing the names of the months and the holidays in random order. Have the student match the corresponding month to the holiday. (Reading)

5. Distribute a written one-paragraph story from previously taught vocabulary. Have the student circle all proper nouns. (Reading)

Variation: Use a newspaper article.

Suggested Materials

- Poster board
- Felt-tip markers
- Crayons
- Study Prints: Holidays and Seasons
- Chalkboard
- Chalk
- Paper
- Pencil
- Calendar: Day by Day Calendar
- Poster: International Days of the Week
- Chalkboard
- Chalk
- Paper
- Pencil
- Work sheet
- Pencil
- Posters:
  - Monthly Posters
  - Months of the Year
  - Work sheet
  - Pencil
Facilitating Activities

6. Have the student write the names of five friends, using capital letters. (Writing)

Variation: Have the student write names of pets, family members, and cars.

7. Show a picture of a famous American. Have the student say the name of the person, write on chalkboard the name of the person, uncapitalized. Have the student go to chalkboard and rewrite the name using a capital letter at the beginning of each word. (Reading and Writing)

8. Each day, have the student write his/her name, address, and date at the top of his/her paper. (Writing)

9. Have the student practice writing the following, using the days of the week:

Today is ______________.
Yesterday was ______________.
Tomorrow will be ______________.

(Reading and Writing)

10. Distribute work sheets containing sentences, from previously taught vocabulary, in which all proper nouns are underlined. Have the student orally read each sentence and tell why the underlined words are capitalized. (Reading and Speaking)

Example:

Jim and Mary went to school on Wednesday.

Suggested Materials

Paper
Pencil
Chalkboard
Chalk
Study Prints:
Famous Black Americans.
The Presidents.
Posters:
Great Americans of the 20th Century Poster Series.

Plastic Calendar.

Wooden Calendar.

Kit:
All Year Classroom Calendar.

Work sheet
Facilitating Activities

11. Have the student make his/her own calendar for each month, using the names of the month, days of the week, and any holidays during that month. Have the student decorate his/her calendar. (Reading and Writing)

12. Have the student write the brand names of five items from a grocery store. (Reading and Writing)

13. Distribute a section of a map of the United States to each student. Have the student write the names of cities and states. (Reading and Writing)

14. Show pictures related to a holiday. Have the student write the corresponding holiday and the month. (Reading and Writing)

15. Distribute work sheets of ten sentences containing uncapitalized proper nouns. Have the student rewrite each sentence, capitalizing the proper nouns. (Reading and Writing)
Facilitating Activities

16. Refer to materials listed under Suggested Materials for additional activities useful for developing rules of capitalization.

Suggested Materials

Study Print:

Holidays

Posters:

Afro-American History
Poster Cards
Holidays of the Year
Holiday Scenes
Seasonal Poster Set
Poster-of-the-Month Set
Monthly Highlights Series
Holiday Poster Set
20 Holidays and Special Days Posters for the School Year

Calendars:

Judy Calendar
Famous Black Americans

Study Prints:

American Inventors
Presidential Posters

Moyer, John. Famous Frontiersmen
Skill 10: Recognizing interrogative sentences

Behavioral Objective: Given a written list of ten declarative and interrogative unpunctuated sentences from previously taught vocabulary, the student will punctuate each interrogative sentence with a question mark and each declarative sentence with a period.

Facilitating Activities

1. Ask the student questions about objects in the room. Have the student answer each question in a complete sentence. Emphasize that a question requires a response. (Listening and Speaking)

2. Read orally a list of interrogative and declarative sentences. Have the student raise her/his hand when she/he hears a question. (Listening)

3. Read orally three sentences, one of which is a question. Have the student repeat the question. (Listening and Speaking)

4. Show a picture to the class. Have the student ask questions about the picture. Record the questions on an experience chart. (Speaking)

5. Have one student say a declarative sentence. Have another student orally change the sentence into an interrogative sentence. (Listening and Speaking)

Example:

   Student 1--Jim is on the bike.
   Student 2--Is Jim on the bike?

6. Distribute magazines. Have the student cut out five questions and glue them on a sheet of paper. (Reading)

7. Use word cards. Have the student assemble the word cards to form questions. (Reading)

Suggested Materials

Cutouts: Punctuation Pointers

Game:
   Punctuation--Periods,
   Question, and
   Exclamation Marks.

Picture cards
Newspaper
Felt-tip markers

Cassette:
   Rules of Punctuation.

Magazines
Scissors
Glue or paste
Paper

Cards:
   Economol Sentence Builder.
Facilitating Activities

8. Distribute a work sheet with groups of three sentences, from previously taught vocabulary, one of which is an interrogative sentence. Have the student circle the interrogative sentences. (Reading)

9. Write on the chalkboard a list of words such as who, what, where, and when. Have the student write a question using each word. (Reading and Writing)

10. Distribute work sheets containing a two-paragraph story from a student reader. Have the student silently read the story and write three questions about the story. (Reading and Writing)

11. Distribute work sheets, each containing ten declarative and interrogative, unpunctuated sentences from previously taught vocabulary. Have the student punctuate each declarative sentence with a period and each interrogative sentence with a question mark. (Reading and Writing)

Examples:

1. Mother is at the store
2. Do you like candy
3. Where is Jim going

Suggested Materials

Work sheet
Pencil

Chalkboard
Chalk
Paper
Pencil

Work sheet
Paper

Work sheet
Pencil
Skill II: Identifying words of opposite meaning

Behavioral Objective: Given a written list of twenty previously presented words in a column, and given the antonyms to those words in random order in a second column, the student will draw lines matching at least fifteen pairs of antonyms.

Facilitating Activities

1. Write on chalkboard the word antonym and explain that it means opposite. Name words that are opposites, such as hot--cold, girl--boy, big--little, and others. (Listening)

2. Show word-picture cards which have opposites. Have the student name the opposite of the picture. (Speaking)

Example:

![father]

3. Distribute work sheets divided into six sections. Have the student draw pictures of three pairs of antonyms and label each picture. (Writing)

4. Read orally incomplete sentences, one at a time. Have the student orally say an antonym to contextually complete each sentence. (Listening and Speaking)

Example:

A mouse is (little) and an elephant is (big).

Summer is (hot) and winter is (cold).

Suggested Materials

- Chalkboard
- Chalk
- Charts: Antonym Poster Cards,
- Opposites Flannel Aid.
- Flannelboard Set: Opposite Concepts.
- Kit: Comparing Opposites.

- Work sheet
- Pencil
Facilitating Activities

5. Distribute work sheets containing a list of words and their antonyms. Read each pair of words one at a time, and have the student repeat. (Reading and Speaking)

Example:

- off--on
- yes--no
- man--woman
- hard--soft
- rough--smooth
- run--walk
- come--go
- open--close
- sit--stand
- awake--asleep
- bright--dark
- goodbye--hello
- tall--short
- fat--skinny
- full--empty
- above--below
- over--under
- hot--cold
- slow--fast
- black--white
- little--big
- sharp--dull

- give--take
- clean--dirty
- all--none
- out--in
- long--short
- first--last
- healthy--sick
- cooked--raw
- happy--sad
- null

6. Distribute work sheets containing the words from Activity 5 in random order. Have the student pair the corresponding antonyms by writing the two words side by side. (Reading and Writing)

Example:

<table>
<thead>
<tr>
<th>Work sheet</th>
<th>Student responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>off</td>
<td>off--on</td>
</tr>
<tr>
<td>yes</td>
<td>yes--no</td>
</tr>
<tr>
<td>man</td>
<td>man--woman</td>
</tr>
<tr>
<td>hard</td>
<td>hard--soft</td>
</tr>
<tr>
<td>on</td>
<td></td>
</tr>
<tr>
<td>woman</td>
<td></td>
</tr>
<tr>
<td>soft</td>
<td></td>
</tr>
<tr>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>

7. Have the students bring to class objects representing a given antonym, such as hard, soft; rough, smooth. Ask a student to show one object and have the class name its antonym. (Listening and Speaking)

Cassette: Synonyms/Antonyms (response sheets)
Facilitating Activities

8. Distribute work sheet containing three words per row, two of which are opposite in meaning. Have the student circle the two opposites. (Reading)

Example:
1. fat in skinny
2. fast black white
3. rough smooth first

9. Have the student draw a card from a word-card box. Have the student say the opposite of the word and have another student guess the word drawn from the box. (Listening and Speaking)

Example:

black Student says white.

10. Play Antonym Relay. Divide class into two teams. Say a word. Have a member from each team go to the chalkboard and write the opposite of the given word. The first student who writes the word correctly, scores a point. The team with the most points wins. (Listening, Reading and Writing)

11. Distribute work sheets with four words per row, three of which have an opposite. Have the student circle the word which does not have an opposite. (Reading)

Example:

1. sad first mouth short
2. fish off all big
Facilitating Activities

12. Distribute work sheets containing a key sentence and three other sentences from previously taught vocabulary, each sentence having one underlined word. Have the student read the four sentences and circle the underlined word which is the opposite of the underlined word in the key sentence. (Reading)

Example:

The red light says stop.
1. Mother is not here.
2. I like to play ball.
3. He can go fast.

13. Distribute work sheets containing sentences from previously taught vocabulary, with one underlined word in each sentence. Have the student rewrite each sentence changing the underlined word to its opposite. (Reading and Writing)

Example:

1. Mary is a little girl.
2. Jim can run fast.

14. Distribute work sheets, each containing a list of twenty words, from previously taught vocabulary, in a column and their corresponding antonyms in a second column, in random order. Have the student match the words in the first column to their antonyms in the second column. (Reading)
Skill 12: Forming compound words

Behavioral Objective: Given a written list of twenty words, from previously taught vocabulary, in a column and given a second column of twenty words, in random order, which can be matched to the first column to form compound words, the student will match at least fifteen compound words by drawing a line from a word in the first column to a word in the second column.

Facilitating Activities

1. Show pictures of objects, whose names are compound words. Have the student name the object and say the two words which form the compound word. (Listening and Speaking)

Example:

1. airplane
2. football
3. sailboat
4. butterfly
5. watermelon
6. toothbrush
7. rainbow
8. bathtub
9. lighthouse

Suggested Materials

Magazine pictures
Picture cards

Cards:
Syllables and Compound Words.

Posters:
Compound Words.
Facilitating Activities

2. Explain that a compound word is two words combined. Show word picture cards of objects whose names are compound words. Have the student name the object and write the corresponding compound word. (Reading and Writing)

Example:

- Student says, "Sailboat."
- Student writes sailboat.

3. Distribute work sheets divided into four columns, labeled A, B, C, and D. In columns A and B, list the two words respectively which form the compound word. Have the student write the compound word in column C, and draw a picture of it in column D. (Reading and Writing)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>1. base</td>
<td>ball</td>
<td>(baseball)</td>
<td></td>
</tr>
<tr>
<td>2. cow</td>
<td>boy</td>
<td>(cowboy)</td>
<td></td>
</tr>
<tr>
<td>3. mail</td>
<td>box</td>
<td>(mailbox)</td>
<td></td>
</tr>
</tbody>
</table>

4. Read orally a list of compound words, one at a time. Have one student say the first word and another student say the second word which forms the compound word. (Listening and Speaking)

5. Write on chalkboard a list of compound words. Have the student write on chalkboard the two words which form each given compound word. (Reading and Writing)
Facilitating Activities

6. Distribute word cards which contain half of a compound word. Have the student find a partner whose word will combine to form a compound word. Have each student orally say a sentence including the compound word. (Reading and Speaking)

7. Distribute work sheets containing word-picture combinations which can form a compound word. Have the student write each compound word, and write a sentence using each word. (Reading and Writing)

Example:

1. base  (baseball)
2. boy  (cowboy)
3. rain  (rainbow)

8. Distribute work sheets, each containing eight words per row in random order, each word being part of a compound word. Have the student write the four compound words which can be formed in each row. (Reading and Writing)

Example:

1. boy fire cow cracker way hall father grand

  firecracker
cowboy
downway
grandfather

Suggested Materials

Word cards


Pencil
Work sheet

Work sheet

Pencil
9. Write on the chalkboard a list of words, each of which is the first word in a compound word. Have the student write the word which combines with the given word to form a compound word. (Reading and Writing)

Example:

1. mail
2. pine
3. snow
4. tooth
5. fire

Variation: Give the second word and have the student write the first word.

Example:

1. ball
2. corn
3. hopper

10. Distribute work sheets each containing four words per line. Have the student circle a word which will combine with the first word to form a compound word. (Reading)

Example:

1. birth party day way
2. drug house book store
3. air port day light
Facilitating Activities

11. Distribute work sheets divided into nine sections, each containing one word, all of which are the first words in compound words. Distribute envelopes containing the nine word cards which can be combined with the nine given words, to form compound words. Have the student glue the word card in one of the nine sections to form a compound word. (Reading)

Example:

Words on cards--


<table>
<thead>
<tr>
<th>hot</th>
<th>air</th>
<th>corn</th>
</tr>
</thead>
<tbody>
<tr>
<td>water</td>
<td>row</td>
<td>pea</td>
</tr>
<tr>
<td>down</td>
<td>chalk</td>
<td>blue</td>
</tr>
</tbody>
</table>

12. Make and distribute a seek and find work sheet using compound words. Have the students circle the compound words. (Reading)

13. Distribute work sheets containing numbered rows of four words, one of which is a compound word. Have the student circle the compound word. (Reading)

Example:

1. news newest newspaper newer
2. baseball based bases basement
3. drives driving driveway drive
Facilitating Activities

14. Write on the chalkboard a list of words which can be part of compound words. Have the student write as many compound words as he/she can, using the given word. (Reading and Writing)

Example:

<table>
<thead>
<tr>
<th>base</th>
<th>play</th>
<th>over</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseball</td>
<td>playground</td>
<td>overboard</td>
</tr>
<tr>
<td>baseman</td>
<td>playmate</td>
<td>overcoat</td>
</tr>
<tr>
<td>baseboard</td>
<td>playtime</td>
<td>overnight</td>
</tr>
<tr>
<td></td>
<td>plaything</td>
<td></td>
</tr>
</tbody>
</table>

15. Distribute work sheets containing a two-paragraph story from previously taught vocabulary, using compound words. Have the student circle all compound words. (Reading)

16. Play "Concentration." Place, face down, twenty-four word cards, each containing half of a compound word, and having a number on the back of the card. Have the student say two numbers, and turn the cards face up. If the two words combine to form a compound word, have the student keep the cards and continue until he/she has a mismatch. Winner has the greatest number of pairs of cards. (Reading)

17. Distribute work sheets containing a one-paragraph story from previously taught vocabulary, containing incomplete compound words. Have the student write a word which contextually completes each compound word. (Reading and Writing)

Example:

Mary and Mother made cup (cakes). They gave one to grand (father). He packed it in his lunch (box) along with his flash (light) and got into his sail (boat). He sailed to the light (house) for a picnic. He had a nice after (noon).
Facilitating Activities

18. Distribute work sheets, each containing a numbered list of compound words in one column, and the definitions of those words in random order in a second column. Have the student write the number of the compound word next to its definition.

(Reading)

Example:

| 1. grandmother | (5) place where ballplayers sit |
| 2. broomstick | (6) land along the sea |
| 3. doorstop | (2) handle of a broom |
| 4. handsome | (1) father's mother |
| 5. dugout | (6) good-looking |
| 6. seacoast | (3) the thing used to stop a door |

19. Distribute work sheets, each containing a list of compound words, each followed by a choice of two definitions. Have student underline a definition which best describes the word. (Reading)

1. Rainbow
   A. a bow that is wet
   B. pretty colors in the sky after it rains

2. Blueprint
   A. building plans
   B. write with blue ink

3. Steamroller
   A. a curler for your hair
   B. heavy roller used to crush rock and dirt in making roads
Facilitating Activities

20. Distribute work sheets containing pictures of objects which represent compound words. Have the student write the compound word under each picture. (Reading and Writing)

Example:

(toothbrush) (flashlight) (mailbox) (windmill)
(checkerboard) (butterfly) (beehive)
(horseshoe) (firecracker) (snowman)

21. Distribute work sheets, each containing a list of twenty words from previously taught vocabulary in one column, and twenty words in random order in a second column, which can be matched to the first column, to form compound words. Have the student match compound words by drawing a line from a word in the first column to a word in the second column. (Reading)
Skill 13: Forming contractions

Behavioral Objective: Given a written list of twenty contractions, from previously taught vocabulary, the student will write the two words which correspond to each contraction.

Facilitating Activities

1. Explain that a contraction is two words combined in which a letter(s) is omitted, and replaced by an apostrophe. Stress that a contraction is easier to say than the two words it represents. (Listening)

2. Show two word cards which can be combined to form a contraction. Cut out a letter and replace it with an apostrophe. Say the new word and have the student repeat it. (Listening and Speaking)

3. Use the Language Master. Have the student listen and repeat the given contraction and the two words which represent it. (Listening and Speaking)

4. Write on the chalkboard a list of contractions and the words which combine to form each contraction. Say each word. Have the student repeat and then write each word. (Listening, Speaking, and Writing)

Example:

1. haven't have not
2. don't do not
3. doesn't does not
4. couldn't could not
5. wouldn't would not
6. can't can not
7. didn't did not
8. isn't is not
9. we're we are
10. weren't were not

11. aren't are not
12. wasn't was not
13. that's that is
14. let's let us
15. won't will not
16. it's it is
17. I'm I am
18. I'd I would
19. I've I have
20. I'll I will

Suggested Materials

Word cards
Scissors
Cards:
Plurals and Contractions.
Teaching Machine:
Language Master.
Language Master cards
Chalkboard
Chalk
Paper
Pencil

5. Distribute work sheets each containing a paragraph of previously taught vocabulary, including contractions. Have the student circle all contractions. (Reading)
Facilitating Activities

6. Hold up flash cards with two words which can form a contraction. Have the student say the contraction. (Reading and Speaking)

Example:

**do not**

Student says **don't**.

7. Distribute work sheets with four words per row. Have the student circle a word which can be combined with the first word to form a contraction, and then write the contraction. (Reading and Writing)

Example:

1. I **not** is **I'm**
2. can **is would not** **can't**
3. that **is not am** **that's**
4. was **is am** **wasn't**

8. Distribute work sheets each containing a list of contractions. Have the student write the letter(s) represented by the apostrophes. (Reading and Writing)

Example:

<table>
<thead>
<tr>
<th>isn't</th>
<th>was't</th>
<th>let's</th>
<th>I've</th>
</tr>
</thead>
<tbody>
<tr>
<td>(o)</td>
<td>(o)</td>
<td>(u)</td>
<td>(ha)</td>
</tr>
</tbody>
</table>

9. Distribute work sheets containing sentences from previously taught vocabulary, each sentence having two words which can be combined to form a contraction. Have the student rewrite each sentence using the contraction. (Reading and Writing)

Example:

1. Jim is not at school.
   
   **(Jim isn't at school.)**

2. We are late.
   
   **(We're late.)**
Facilitating Activities

10. Distribute work sheets containing incomplete sentences from previously taught vocabulary, each sentence followed by two contractions. Have the student write the contraction which contextually completes the sentence. (Reading and Writing)

Example:

Mary ________ be here today. (won't, isn't)
_______ going outside. (I've, I'm)
_______ go home. (That's, Let's)

11. Distribute work sheets each containing a list of contractions and pairs of words which can form contractions. Have the student write the two words represented by the given contraction and write the contraction corresponding to the given pairs of words. (Reading and Writing)

Example:

let's (let us)
could not (couldn't)
I'd (I would)
won't (will not)
do not (don't)
can not (can't)
wasn't (was not)
we are (we're)
that's (that is)

12. Distribute work sheets containing sentences from previously taught vocabulary. Have the student rewrite the sentence, using a contraction to form a sentence which is opposite in meaning to the given sentence. (Reading and Writing)

Example:

1. It is raining. (It isn't raining.)
2. The rainbow was pretty. (The rainbow wasn't pretty.)
3. The baby could walk. (The baby couldn't walk.)
Skill 13

Facilitation Activities

13. Distribute work sheets containing a list of paired-words, each of which can be combined to form contractions. Have the student write the contraction and a sentence including the contraction. (Reading and Writing)

Example:

does not--doesn't--She doesn't like rain.

14. Distribute a written list of twenty contractions from previously taught vocabulary. Have the student write the two words which correspond to each contraction. (Reading and Writing)

Suggested Materials

- Work sheet
- Pencil
Skill 14: Recalling factual information

Behavioral Objective: Given a written four-paragraph story from previously taught vocabulary, and ten written questions of who, when, where, how, what, and why, the student will write the answer to each question.

Facilitating Activities

1. Refer to ESL: Language Arts--Level III, Skills 5 and 9.

2. Show a picture. Write on chalkboard four sentences, one of which pertains to the picture. Have student silently read the sentences and write the one sentence which corresponds to the picture. (Reading and Writing)

3. Have the student tell a story. Ask questions about the story. Have another student orally answer questions about the story. (Listening and Speaking)

4. Have the student read silently a three-paragraph story from previously taught vocabulary and draw a picture describing the setting of the story. Compare the drawings and discuss the similarities and differences. (Reading)

5. Have the student read silently a three-paragraph story from previously taught vocabulary. Distribute work sheet containing factual questions. Have the student draw a picture to answer each question. (Reading)

6. Read orally a story. Ask such questions as when in the story did something funny happen or when did they first know Sally was sad. Have the student orally answer each question. (Listening and Speaking)

Suggested Materials

Jefferson County Public Schools. ESL: Language Arts--Level III.

Chalkboard
Chalk
Paper
Pencil
Picture cards

Facilitating Activities

7. Distribute work sheets containing the headings who, where, when, why, and how, and a list of phrases from previously taught vocabulary at the bottom of the sheet. Have the student write the phrase under the corresponding heading. (Reading)

8. Play "Riddles." Write short stories describing an object or animal. Have the student read silently the story and tell what animal or object the story is describing. (Reading and Speaking)

Example:

My home is in the country,
I live on a farm.
The farmer's children take care of me.
They give me grain and water.
I give them eggs.
I am a good friend of yours.
What animal am I?

9. Have the student orally read a four-paragraph story from previously taught vocabulary. Periodically stop the student and ask a question about the story. Have the student orally answer. (Reading, Listening and Speaking)

Example:

What color was the cat?
Was it large or small?
How do you know whether it was large or small?

10. Read orally a story to the class. Discuss the important details and the main idea. (Listening and Speaking)

11. Have the student read silently a four-paragraph story from previously taught vocabulary. Discuss and select the main idea. Have the student write five details which describe the main idea. (Reading and Writing)
Facilitating Activities

12. Have the student read silently a four-paragraph story from previously taught vocabulary. Ask questions, one at a time, and have the student write the word(s) which answer each question. (Reading and Writing)

Example:

1. Find the word in the second paragraph which describes Joe's dog.
2. What word in the third paragraph describes how Joe felt?

13. Have the student read silently a four-paragraph story from previously taught vocabulary and write the events as they occurred in the story. (Reading and Writing)

14. Have the student read silently a story from previously taught vocabulary. Write on the chalkboard a list of phrases and/or sentences some of which do not pertain to the story. Have student write the phrases and/or sentences which pertain to the story. (Reading and Writing)

15. Read orally a story to the class. Have the students discuss how they would react if they were characters in the story. Use such questions as what would you do, how would you feel, would you like it if... (Listening and Speaking)

16. Distribute work sheets each containing a four-paragraph story from previously taught vocabulary, having incomplete sentences. Have the student write the words which contextually complete the story. (Reading and Writing)

17. Distribute work sheets containing paragraphs from previously taught vocabulary, each paragraph followed by three sentences about the paragraph. Have the student underline the one sentence which is the main idea of the paragraph. (Reading)
Facilitating Activities

18. Have the student silently read a four-paragraph story from previously taught vocabulary and list details. Write on the chalkboard the words *Important* and *Not Important*. Have the student write the details under the corresponding words. (Reading and Writing)

19. Distribute work sheets each containing a four-paragraph story from previously taught vocabulary and ten written questions of *who, where, when, how, what,* and *why.* Have the student write the answer to each question. (Reading and Writing)
NONPRINT MEDIA

Cards/Card Sets

Blends and Digraphs Pictures for Peg Boards. Ideal School Supply Company, n.d. 80 picture cards and 26 consonant cards. 3 3/4" x 4". Color.


Long Vowels. Wipe-off cards. Trend Enterprises, Inc., n.d. 12 reusable cards with long vowel sounds and pictures. 8" x 11".


Phonetic Drill Cards. Milton Bradley Company, n.d. 23 hinged cards forming 15 words each. 8" x 9 7/8".


Picture Card Collection. McGraw-Hill/Early Learning, n.d. Contains 104 illustrations to identify a group by initial sound. 5 1/2" x 8 1/2". Color.

Plurals and Contractions. Language Activity Cards. Weber Costello, n.d. 8 cards. 10 1/2" x 13 1/2". Color.


Syllables and Compound Words. Language Activity Cards. Weber-Costello, n.d. 8 cards. 10 1/2" x 13 1/2". Color.


Vowel Pictures for Peg Boards. Ideal School Supply Company, n.d. 103 picture cards, 220 word cards and 24 vowel symbol cards. 3 3/4" x 4". Color.


Charts/Posters/Study Prints


Antonyms. Power with Words. Vanguard Visuals Company, n.d. 4 posters. 8 1/2" x 22". Color.


Calendar Chart. Ideal School Supply Company, n.d. 20" x 26" chart to develop number and time concept. Color.

Compound Words. Vanguard Visuals Company, n.d. 4 posters. 8 1/2" x 22". Color.


Great Americans of the 20th Century Poster Series. Instructor, n.d. 10 posters. 17" x 22". Color.

Holiday Poster Set. Instructo, n.d. 10 posters. 21" x 27". Color.

Holiday Posters. Trend Enterprises, n.d. 10 posters. 21" x 29". Color.


Holidays of the Year. Vanguard Visuals Company, n.d. 10 posters. 12" x 18". Color.


International Days of the Week. Vanguard Visuals Company, n.d. 7 posters. 9" x 12". Color.


Monthly Highlights Series. Instructo, n.d. 7 posters. 17" x 22". Color.

Monthly Posters. Trend Enterprises, n.d. 10 posters. 21" x 29". Color.

Months of the Year. Vanguard Visuals Company, n.d. 12 posters. 12" x 18". Color.

Poster-of-the-Month Set. Instructo, n.d. 10 posters. 21" x 27". Color.

Presidential Posters. Vanguard Visuals Company, n.d. 36 posters. 8 1/2" x 11". Color.

Punctuation. Vanguard Visuals Company, n.d. 8 posters. 8 1/2" x 11". Color.

Seasonal Poster Set. Instructo, n.d. 8 posters. 17" x 22". Color.


20 Holidays and Special Days Posters for the School Year. Instructor Curriculum Materials, n.d. 20 posters. 13" x 19". Color.


Vowel-Links Poster Cards. Milton Bradley Company, n.d. Illustrated poster cards containing a picture and a word with missing vowel or vowels to identify. 11 1/4" x 14". Color.

Vowel Poster Cards. Milton Bradley Company, n.d. 30 illustrated cards. 11 1/4" x 14". Color.


Other

Day By Day Calendar. Milton Bradley Company, n.d. Calendar in color with easy-to-change date cards. 21" x 20".


Opposites Flannel Aid. Milton Bradley Company, n.d. 64 illustrated cards consisting of 32 opposites. 2 7/8" x 4 1/4". Color.

Judy Calendar. Judy Company, n.d. Interchangeable wood units on a 21" x 23" wood frame. Updated units for five years are included.

Perpetual-Seasons Calendar. Vanguard Visuals Company, n.d. 32" x 22" colored board calendar. Months and days cutouts are included.

Plastic Calendar. Trend Enterprises, n.d. 21" x 24" calendar with interchangeable numeral discs for monthly adjustment.

Punctuation Pointers. Trend Enterprises, n.d. 12 colored cutout figures ranging to 19 1/4".

Vowel Combination Puzzles. Instructo, n.d. 6 color-coded puzzles.

Vowel Wheels. Milton Bradley Company, n.d. 10 word wheels, 3/4" x 5".

Wood Calendar. Playskool, n.d. 17 1/2" wide, 25 1/4" high with removable days, months, and years through 1976.

Games

The Caveman Plurals Center. Instructo, n.d. Contains manipulative wheels to form plural endings, a game board, and work sheets.


Epi-in-G Game. Ideal School Supply Company, n.d. Uses hinged cards to teach the concept of the silent g.


Kits

All Year Classroom Calendar. Bemiss-Jason Corporation, n.d. Includes ten 23" x 35" calendar backgrounds, cards and cutouts.


**First Experiences with Vowels.** Mcgraw-Hill/Early Learning, n.d. Contains a record-picture set, a duplicating masters book, colored picture cards (5 1/2" x 8 1/2"), colored reference charts (8 1/2" x 11"'), and 5 blocked letter cards (5 1/2" x 8 1/2").

**Long Vowel Sounds.** O'Hare Star site Program. Allied Education Council, n.d.

**The Phonetics Factory.** Ideal School Supply Company, n.d. 6 cassettes with 34 lessons and spirit duplicator sheets.

**The Phonics Story Series.** Opportunities for Learning, Inc., n.d. Contains 10 color filmstrips, 5 cassettes, 10 spirit master work sheets, 10 color wall charts (11 1/4" x 23''), and a teacher's manual.

**Second Experiences with Consonants.** Mcgraw-Hill/Early Learning, n.d. Contains picture album of blends and digraphs, dramatic play unit, consonant blends and digraphs wall reference charts (8 1/2" x 11"'), four spirit duplicating books, consonant blends and digraph playing cards.


**Vowel Series.** Look, Listen and Learn Program. Opportunities for Learning, Inc., n.d. 6 units each containing 4 transparencies, 16 duplicating masters, and teacher's guide.

**Vowel Sounds/Self-Instructional Modalities.** Milton Bradley Company, n.d. Includes 10 lessons on 5 cassette tapes, 5 vowel wheels, and 10 packs of individual response sheets.

**Records/Tapes**

**Blends and Digraphs.** Cassettes for Sound Learning. Opportunities for Learning, Inc., n.d. 5 cassettes (10 lessons), spirit master work sheets, and teacher's manual.

**Classification-Opposites-Sequences.** Cassettes for Sound Learning. Opportunities for Learning, Inc., n.d. 5 cassettes (10 lessons), spirit master work sheets, and teacher's manual.

**Consonants and Digraphs.** Cassettes for Sound Learning. Opportunities for Learning, Inc., n.d. 8 cassettes (16 lessons), spirit master work sheets, and teacher's manual.

Listen and Do: Vowels. Houghton Mifflin Company, n/d. 11 cassettes (22 lessons), 22 duplicating master work sheets, and teacher's guide.


Sound Blending Program. Opportunities for Learning, Inc., n.d. 2 cassettes (12 lessons) and a duplicating master workbook.


Duplicating Masters/Transparencies


Workbook

BIBLIOGRAPHY


BOOK SELECTION AND REEVALUATION POLICY

Objectives

The primary objective of the school materials center is to implement, enrich and support the educational program of the school.

The school materials center should contribute to the social, intellectual, cultural and spiritual development of the students.

Selection

Materials for the school materials center should be selected by librarians in consultation with administrators, supervisors, faculty members, students and parents.

Reputable, unbiased, professionally prepared selection aids should be consulted as guides.

Criteria for selection

Selection should consider the needs of the individual school based on a knowledge of the curriculum and on requests from administrators and teachers.

Consideration should be given to individual students based on a knowledge of elementary and secondary youth and on requests of parents and students.

Selection should provide for a wide range of materials on all levels of difficulty, with a diversity of appeal and the presentation of different points of view.

The instructional materials should have high literary value.

Materials should have superior format.

BOOK SELECTION AND MATERIAL REEVALUATION PROCEDURES

Revised June 27, 1969

We seek to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning and in which academic freedom for teacher and student is encouraged.

It is further recognized that there are areas of such a controversial or questionable nature that some restraints upon complete academic freedom are necessary.

The Jefferson County Board of Education wishes to meet ignorance, hatred and prejudice not with more ignorance, hatred and prejudice; but with understanding, goodness, and reason. Therein no individual will be allowed to impose his personal views in any subject area, and the best professional behavior and individual thought will be expected at all times. When political, moral or social problems arise within the classroom as topics of discussion or study, opportunities for opposing points of view must be provided.

The Board of Education does not advocate a policy of censorship, but a practice of judicious selection of materials to be used with students in the classrooms of Jefferson County Public Schools, and wants only what is helpful to the teachers in providing good learning experiences for boys and girls. Teachers shall use prudent judgment in determining whether materials are of such nature and shall submit items to their principal and supervisors for approval before inclusion in their instructional programs. Should such material be selected for inclusion in a teacher's curriculum guide, and objections to same evolve, the Board insists upon the following.

Individuals involved will be provided an opportunity to discuss the matter fully with local school personnel.

The materials reevaluation procedure will be initiated and conclusions reported to the school and individuals involved. See attached BOOK SELECTION AND MATERIALS REEVALUATION POLICY.

With reference to library books per se and book selection, the form used in 1963-69 and the years before may be used. See attached CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL.

Furthermore, in recognition of the scope of this problem, the Board encourages the administrations of the local schools to form panels of qualified persons, appointed fairly (e.g., teacher, parents and other school and community representatives) to consider materials to be used in the curriculums that might have an adverse effect on students. In addition, the Board suggests that individual school departments be encouraged to consider, read and review all supplementary curricular inclusions that might be offensive politically, socially or otherwise.
Individuals, organizations, or groups who challenge or criticize instructional materials shall be asked to complete the form *Citizen's Request for Reevaluation of Material* comparable to that suggested by the National Council of Teachers of English.

After completing the above mentioned form, a school committee composed of the teacher in the subject area, the principal, the supervisor and the librarian shall review with the complainant the written criticisms and attempt to reach a decision concerning the complaint.

If a decision is not reached which is satisfactory to the complainant, the principal shall request the Associate Superintendent for Instruction to delegate a central committee to review and make a final decision concerning the disposition of the complaint. This decision will be reported back to the principal by the Associate Superintendent for Instruction. This central committee shall be composed of an administrator, a supervisor in the subject area under question, a classroom teacher in the subject area, the Coordinator of Library Services and a mature parent, preferably from the school district from which the complaint originates. No member of the central committee shall have been a member of the local school committee with the exception of the supervisor.

The materials involved shall have been withdrawn from general circulation and use pending a decision in writing by the central committee.

However, in the event the complainant does not concur with the decision, he may request that this child be excused from any contact with the objectionable subject matter. Such requests will be honored.

*The word *mature* in this context applies to all members of the committee and means highly developed or advanced in intellect, moral qualities and outlook.

The materials center in each school should have on file "Citizen's Request for Reconsideration of a Book" from *The Students' Right to Read*. Reprinted by permission of the National Council of Teachers of English, October 16, 1963.
CITIZEN’S REQUEST FOR REEVALUATION OF MATERIAL

Type of Material

Book  Filmstrip  Lecture

Film  Record  Other

Author (if known) ______________________________________________________

Title ________________________________________________________________

Publisher (if known) _________________________________________________

Request initiated by __________________________________________________

Telephone __________________________ Address _________________________

Complainant represents:

________ himself

________ organizations (Name) __________________________________________

________ other group (Name) __________________________________________

1. To what in the material do you object? (Please be specific) ____________

2. What do you feel might be the result of exposure to the material? ______

3. For what age group would you recommend this material? _______________

4. Is there anything good about this material? __________________________

5. Did you inspect all of this material carefully? ___ What parts? ______

6. Are you aware of the judgment of this material by critics? ____________

7. What do you believe is the theme or main idea in this material? ______

8. Which of the following would you like the school to do with this material?

_____ refrain from assigning it to your child

_____ withdraw it from all students

_____ refer it to the committee for reevaluation

9. In its place, what material, if any, would you recommend that would convey

as valuable a picture and perspective of our civilization? ________________

Signature of Complainant ____________________________________________