
By December of the 1992-93 school year, 433 children were being served by the Chapter 1 Prekindergarten Program of the Saginaw, Michigan school district. A process evaluation was conducted to monitor the program and assess whether the program was being implemented as planned. The process evaluation consisted of a half-day classroom observation in 14 classrooms. An activity checklist and observation instrument were used to determine whether cognitive, psychomotor, parent participation, and education activities were being carried out and to explore classroom practices and teacher behaviors for encouraging pupils' language behavior. Observations revealed that: (1) activities to meet the program's daily objectives took place in all classrooms; (2) a record of parent participation was maintained in all classrooms; (3) labels were posted on objects throughout the classrooms to assist in word recognition; and (4) teachers used language production and enhancement techniques. Overall, the program was operating as planned. Suggestions for improving some areas of the program are offered. Appendixes include a list of program participants, copies of the activity checklist and observation instrument, and a table listing teachers' use of language production and enhancement techniques. (MM)
PREKINDERGARTEN PROGRAM
PROCESS EVALUATION REPORT
1992-93

An Approved Report of the
Department of Evaluation, Testing, and Research

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School District of the City of Saginaw

December, 1992
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</tr>
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<td>Number of Times a Teacher Employed Language Production/Enhancement Techniques by Time Period and Total Classroom Observation for Each Site, November/December, 1992</td>
<td>27</td>
</tr>
</tbody>
</table>
INTRODUCTION

Saginaw's Prekindergarten program is currently in its twenty-third year of operation. The program is funded through Chapter 1 of the Education Consolidation and Improvement Act (ECIA). It is designed to provide four year olds with an environment that will enable them to develop skills needed for future success in school. Most of the children come from the inner city and lack the backgrounds which would provide them with the skills needed to be successful in kindergarten.

By December 3, 1992, 433 children had been screened into the program using the standardized 27 item Prekindergarten Readiness Screening Device (PRSD) which was individually administered.* Any student who received a raw score of 18 or below was selected to participate in the program initially and those scoring higher were granted entry on the basis of need (the next most needy score) at the conclusion of the general screening. This year, the program operated in 13 elementary buildings (Webber Elementary 1.5 full-time equivalent classrooms). The staff consists of a staff supervisor, 14 teachers, 13 teacher aides, and one clerical aide.

The Prekindergarten program has a well established set of procedures that has guided its operation over its past twenty-three years of operation.

*See Appendix A for a count of participants by building.
The process evaluation was conducted to monitor the program and assess whether the program was being implemented as planned. The evaluation results also assist decision makers responsible for the program with information relative to its operation. By reviewing midyear data, it is possible to identify overall program strengths and weaknesses that might influence program outcomes.

This year the process evaluation consisted of a half-day classroom observation in each teacher's classroom. The classroom observations were made to determine if cognitive, psychomotor, and parent participation/education activities proposed by the program were being carried out. In addition, classroom practices and teacher behaviors to encourage language behavior of pupils were explored.

The classroom observations were scheduled for November 23 through December 15, 1992. One of three evaluators conducted each observation using the Chapter 1 Prekindergarten Activity Checklist and Associated Language Observation Instrument (see Appendix B for copy). Evaluators were trained in the use of the checklist/observation instrument and inserviced over the various components of the prekindergarten program to help ensure consistency of the observations at the various sites.
PRESENTATION AND ANALYSIS OF PROCESS FINDINGS

One entire classroom session for each of the 14 prekindergarten teachers was observed from November 23 through December 15, 1992. Three evaluators were involved in conducting the half-day observations using the Chapter 1 Prekindergarten Activity Observation Checklist and Associated Language Observation Instrument (see Appendix B for a copy). The primary focus of the observation was to determine if program activities related directly to cognitive, psychomotor, and parent participation/education product objectives were being provided. The other focus of the observations was the two language observational items related to labels on objects/shelves, and language production/enhancement techniques employed by the preschool teachers.

Each evaluator spent an average of 160.8 minutes observing in each classroom compared to maximum possible of 163. There were between 10 to 20 pupils in attendance per classroom observed with the modal number of children being 14. Eleven of the 14 (78.6%) had one or more parents helping out in the classroom. The tabulated results are presented below.

Cognitive, Psychomotor, and Parent Participation/Education Activities

Table 1 below presents the observational data related to cognitive, psychomotor, and parent participation/education activities by component and objective.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity</th>
<th>Number and Percent of Teachers (N=14) Conducting Each Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Properties of Object; i.e., shape, color, hardness (five senses)*</td>
<td>14 100.0</td>
</tr>
<tr>
<td>2</td>
<td>Social Knowledge (i.e., work roles)</td>
<td>14 100.0</td>
</tr>
<tr>
<td>3</td>
<td>Grouping and Regrouping (i.e., classification)*</td>
<td>14 100.0</td>
</tr>
<tr>
<td>3A</td>
<td>One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections) [Subskill of 3]</td>
<td>14 100.0</td>
</tr>
<tr>
<td>4</td>
<td>Transitive Relations (i.e., length, height, weight, shades, hardness)</td>
<td>14 100.0</td>
</tr>
<tr>
<td>5</td>
<td>Temporal Ordering of Events</td>
<td>13 92.8</td>
</tr>
<tr>
<td>6</td>
<td>Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)</td>
<td>14 100.0</td>
</tr>
<tr>
<td>7</td>
<td>Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)</td>
<td>11 78.6</td>
</tr>
<tr>
<td>8</td>
<td>Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)</td>
<td>13 92.8</td>
</tr>
<tr>
<td>9</td>
<td>Expressive Language: Plot Extension (i.e., predictions, cause and effect, conclusions)</td>
<td>13 92.8</td>
</tr>
<tr>
<td>10</td>
<td>Eye-Hand Coordination (Gross and Fine Motor and Manipulative)*</td>
<td>14 100.0</td>
</tr>
<tr>
<td>11</td>
<td>Linear Order (i.e., straight lines, counting)</td>
<td>14 100.0</td>
</tr>
<tr>
<td>12</td>
<td>Copying Specific Shapes (i.e., cutting, pantomime, drawing)</td>
<td>14 100.0</td>
</tr>
<tr>
<td>13</td>
<td>Gross Motor Coordination*</td>
<td>14 100.0</td>
</tr>
<tr>
<td>14-16</td>
<td>Record of Parental Participation Being Maintained</td>
<td>14 100.0</td>
</tr>
</tbody>
</table>

*These activities are to take place daily in all classrooms.
As can be seen in Table 1 above, the following points can be made:

- All activities (1, 3, 10, and 13) that were to take place on a daily basis according to the proposal were observed in all 14 (100.0%) classrooms.

- All classrooms (100%) carried out activities during the observations related to objectives 1, 2, 3, 3A, 4, 6, 10, 11, 12, and 13.

- Of the remaining cognitive and psychomotor activities, objectives 5, 7, 8, and 9 had better than 78 percent occurrence with 92.8, 78.6, 92.8, and 92.8 respectively.

- An up-to-date record of parental participation/education in the form of wall charts was observed in all 14 (100.0%) of the teachers' classrooms.

Language Development

The Chapter 1 Prekindergarten program also has a strong emphasis on increasing language production of preschoolers as well as displaying words throughout the classrooms to generate interest in and recognition of words and concepts. The last two items of the observation instrument dealt specifically with these issues. The items and the observational findings related to each are presented below. Following these findings a short discussion will highlight the main conclusions stemming from a review of each.
Findings Related to Language Items.

1A. Are labels posted on objects throughout the classroom?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>Yes</td>
<td>14</td>
</tr>
</tbody>
</table>

Common Set of 25 Labels Posted

- Books
- Clock
- Door
- Lights
- Puzzles
- Refrigerator
- Window
- Blocks
- Desk
- Chairs
- Closet
- Cupboard
- Flag
- Sand table
- Sink
- Work bench
- Chalkboard
- Heater
- Housekeeping
- Painting
- Table
- Bathroom
- Record player
- Science
- Truck

<table>
<thead>
<tr>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>14</td>
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<tr>
<td>11</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>

Additional Labels Posted

- Color poster
- Cabinet (file)
- Shapes poster
- Stove
- Calendar
- Pencil sharpener
- Wall
- Rocking chair (rocker)
- Homework
- Airport
- Paper towel

<table>
<thead>
<tr>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>
Each of the following labels were posted in a single classroom:
- art center
- buggy
- doll corner
- dress up
- hoops
- paper
- art supplies
- pictures
- piano
- parent game
- booster chair
- time-out chair
- high chair
- grocery store
- milk
- snack area
- newspaper
- carrots
- cash register
- soup
- snack
- library
- magazine
- turkey
- Monday
- Tuesday
- December
- garbage pail
- outdoors (weather)
- typewriter
- slide
- water table
- number poster
- Summer
- Spring
- Winter
- Fall
- Thanksgiving
- tree
- island
- cornucopia
- Indian corn
- pilgrim
- Indian
- log cabin
- pumpkin
- metal cabinet chest
- math
- village
- fire extinguisher
- legos
- hooks
- construction paper
- outlet
- bus
- water table
- Indian village
- puppets
- fire truck
- airplane
- helicopter
- couch potatoe
- apples
- divider
- white
- curtain
- ceiling
- new rug
- brown rug
- five senses
- alphabet
- crayons
- wash
- easel
- paint
- scissors
- coloring table
- play d&g
- soap and bowl
- hutch
- drawers
- dresser
- bed
- mailboxes
- toy box
- plastic
- train
- and ironing board.

1B. If shelves are labelled check the one that best describes this labelling.

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture labels on shelves storing items</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>Word labels on shelves storing items</td>
<td>5</td>
<td>35.7</td>
</tr>
<tr>
<td>Picture and word labels on shelves storing items</td>
<td>7</td>
<td>50.0</td>
</tr>
</tbody>
</table>

2. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period.

Tables 2 and 3 below present the data by average and lowest/highest number of times respectively for the first five 30-minute blocks of time during the observation period. The sixth block of time was excluded because of variations in length of this last time block. The actual number of times language production/enhancement techniques were employed by site can be found in Appendix C.
TABLE 2. AVERAGE NUMBER OF TIMES TEACHERS EMPLOYED EACH LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUE BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION.

<table>
<thead>
<tr>
<th>Language Production/Enhancement Technique</th>
<th>30-Minute Period</th>
<th>Total For Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td>• Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Open-Ended</td>
<td>18.7</td>
<td>14.1</td>
</tr>
<tr>
<td>- Closed-Ended</td>
<td>20.0</td>
<td>22.7</td>
</tr>
<tr>
<td>• Restatement of Student Produced Responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Exact Statement</td>
<td>11.4</td>
<td>9.2</td>
</tr>
<tr>
<td>- With Extension</td>
<td>10.4</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Questions</td>
<td>38.7</td>
<td>36.8</td>
</tr>
<tr>
<td>- Restatements</td>
<td>21.8</td>
<td>17.5</td>
</tr>
</tbody>
</table>

TABLE 3. UNCORRECTED LOWEST AND HIGHEST NUMBER OF TIMES A TEACHER EMPLOYED EACH LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUE BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION.

<table>
<thead>
<tr>
<th>Language Production/Enhancement Technique</th>
<th>30-Minute Period</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td></td>
<td>Lowest</td>
<td>Highest</td>
</tr>
<tr>
<td>• Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Open-Ended</td>
<td>4</td>
<td>61</td>
</tr>
<tr>
<td>- Closed-Ended</td>
<td>7</td>
<td>32</td>
</tr>
<tr>
<td>• Restatement of Student Produced Responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Exact Statement</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>- With Extension</td>
<td>1</td>
<td>43</td>
</tr>
</tbody>
</table>
Conclusions Related to the Language Items

A study of the language development data presented above identifies a number of possible major findings. These findings include the following:

- All 14 of the classrooms posted seven of the 25 (28.0%) common labels. These labels were the following: blocks, clock, door, lights, puzzles, refrigerator, and window.

- Half of the classrooms (50.0%) employ both pictures and labels on shelves where various objects are stored for classroom activities.

- Teachers employed a variety of language production/enhancement techniques to encourage children to talk more. Some interesting points relative to these techniques included:
  - Closed-ended questions are used approximately 50% of the time while open-ended questions are used approximately 42% of the time.
  - Restatement with extension accounted for approximately 50% and restatement of the exact statement accounted for the remaining 50% of all restatements of student produced responses by preschool teachers.
  - There was a wide variation between teachers in the frequency with which they employed language production/enhancement techniques (i.e., low total of 76 and high total of 520) for complete details, see Appendix C.
SUMMARY

The Chapter 1 Prekindergarten program operated in thirteen buildings. This is the twenty-third year the School District of the City of Saginaw has operated the federally funded Chapter 1 program for "educationally disadvantaged" preschoolers. During the first half of the 1992-93 school year, 433 children were served. Any student whose raw score was 18 or below on a standardized screening test was able to participate in the program.

The process evaluation activities consisted of an on-site half-day classroom observation at all 14 prekindergarten classrooms. The observation instrument focused on cognitive, psychomotor, parent participation/education, language development, and scheduling activities in the classrooms.

The observations of the classroom revealed the following: 1) activities to meet the objectives which are supposed to occur daily were taking place in all classrooms; 2) a record of parent participation was being maintained in all 14 of the classroom sites; 3) labels were posted on objects throughout the classrooms to assist in word recognition, however, more work is necessary to maintain the use of the common set of 25 objects; and 4) teachers were employing language production/enhancement techniques but with wide variation in frequency by site.

Overall, the program is operating as planned, however, there are some areas that can be improved. Therefore, the following section presents recommendations which will help refine Saginaw's prekindergarten program.
RECOMMENDATIONS

Based upon the results of the on-site classroom observations and a review of the Chapter 1 proposal, the following recommendations are suggested to improve the operation of the Prekindergarten program in the future.

- Purchase the necessary items for the common set of 25 labels for teachers to use to name objects in their rooms so there will be more consistency between sites. A daily inspection by the teacher and/or aide is necessary to maintain the labels throughout the classroom.

- The frequency of exact statement to restatement with extension of students by teacher (50/50) seems good, however, a target of 40/60 would help encourage more language for children. An inservice on how to increase the frequency of restatement of student produced responses with extension may be warranted.

- Parents need to be exposed, as well as, teachers and aides re-exposed to the basics of encouraging oral language production in preschoolers through challenging them in relation to their experience and environment. Listed below are a set of readings in this area that may be useful for parents, teachers, and aides. Copies/reprints of these articles are available upon request from the Department of Testing, Evaluation, and Research and the bibliography at the end of this report gives further details related to each article.

  -- Burke's article entitled "The ABC Snake": A Language Story,

  -- Fuch's paper entitled "Pre-Reading and Reading Skills in Pre-schools: A Preliminary Report,

  -- Genishi's article titled "Children's Language: Learning Words from Experience,"

  -- Koeller's writing called "Challenging Language Experiences: The Project Approach vs. 'Reeling and Writhing,'

  -- Krogh's Chapter 4 in The Integrated Early Childhood Curriculum,
— Lazarus' article called "What Children Know and Teach About Language Competence",

— Ostrosky and Kaiser's article entitled "Pre-school Classroom Environments That Promote Communication," and

— Schickedanz and Sullivan on "Mom, What Does U-F-F Spell?"
# APPENDIX A

**PREKINDERGARTEN PARTICIPANTS BY BUILDING AS OF DECEMBER 4, 1992.**

<table>
<thead>
<tr>
<th>Elementary Building</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Baillie</td>
<td>24</td>
</tr>
<tr>
<td>Coulter</td>
<td>28</td>
</tr>
<tr>
<td>Emerson</td>
<td>37</td>
</tr>
<tr>
<td>Nelle Haley</td>
<td>31</td>
</tr>
<tr>
<td>Heavenrich</td>
<td>39</td>
</tr>
<tr>
<td>Houghton</td>
<td>37</td>
</tr>
<tr>
<td>Jones</td>
<td>28</td>
</tr>
<tr>
<td>Longfellow</td>
<td>40</td>
</tr>
<tr>
<td>Jessie Loomis</td>
<td>40</td>
</tr>
<tr>
<td>Morley</td>
<td>20</td>
</tr>
<tr>
<td>Jessie Rouse</td>
<td>33</td>
</tr>
<tr>
<td>Salina</td>
<td>17</td>
</tr>
<tr>
<td>Webber Elementary</td>
<td>59</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>433</strong></td>
</tr>
</tbody>
</table>
**APPENDIX B**

**CHAPTER 1 PREKINDERGARTEN ACTIVITY OBSERVATION CHECKLIST**

1992-93

Teacher's Name ___________________ Observer's Name ___________________

Aide's Name ___________________ Date ___________________

School ___________________ Length of Observation ___________________

Number of Preschoolers ______ _______ Number of Parents ______ _______

<table>
<thead>
<tr>
<th>Product Objective Referent Number</th>
<th>Type of Activity*</th>
<th>Check if Activity Occurred During Observation Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Properties of Object; i.e., shape, color, hardness (five senses)**</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Social Knowledge (i.e., work roles)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Grouping and Regrouping (i.e., classification)**</td>
<td></td>
</tr>
<tr>
<td>3 (Sub-Skill)</td>
<td>One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Transitive Relations (i.e., length height, weight, shades, hardness)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Temporal Ordering of Events</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

*Refer to ECIA Chapter 1 Prekindergarten Examples of Prekindergarten Activities Sheet for a detailed explanation of the types of activities.

**These activities plus some aspect of work on physical knowledge should be part of the daily classroom activity.

✓ - Occurred

15  (?)
<table>
<thead>
<tr>
<th>Product Objective Referent Number</th>
<th>Type of Activity*</th>
<th>Check if Activity Occurred During Observation Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)</td>
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<tr>
<td>8</td>
<td>Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)</td>
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<tr>
<td>9</td>
<td>Expressive Language: Plot Extension (i.e., predictions cause and effect, conclusions)</td>
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<tr>
<td>10</td>
<td>Eye-Hand Coordination (Gross and Fine Motor and Manipulative)**</td>
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<tr>
<td>11</td>
<td>Linear Order (i.e., straight lines, counting)</td>
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<tr>
<td>12</td>
<td>Copying Specific Shapes (i.e., cutting, pantomine, drawing)</td>
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<tr>
<td>13</td>
<td>Gross Motor Coordination**</td>
<td></td>
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<tr>
<td>14-16</td>
<td>Record of Parental Participation Being Maintained</td>
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</tbody>
</table>

*Refer to ECIA Chapter 1 Prekindergarten Examples of activities for a detailed explanation of the types of activities.

**These activities plus some aspect of work on physical knowledge should be part of the daily classroom activity.
APPENDIX B

ASSOCIATED LANGUAGE OBSERVATION INSTRUMENT
1991–92

1. Are labels posted on objects throughout the classroom?

   ____ No

   ____ Yes  If yes, please check those listed.  Others (Please specify)

   ___ work bench
   ___ puzzles
   ___ flag
   ___ closet
   ___ painting
   ___ chalkboard
   ___ science
   ___ housekeeping
   ___ cupboard
   ___ heater
   ___ table
   ___ truck
   ___ bathroom
   ___ lights
   ___ clock
   ___ sand table
   ___ sink
   ___ record player
   ___ desk
   ___ blocks
   ___ chair
   ___ window
   ___ refrigerator
   ___ door
   ___ books

   If shelves are labeled check the one that best describes this labeling.

   ___ picture labels on shelves storing items
   ___ word labels on shelves storing items
   ___ picture and word labels on shelves storing items
APPENDIX B

2. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period. Record the major learning activities during each period.

A. First 30 minutes:

   Questions -
   Open-ended (thought provoking):

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   Closed-ended (right answer):

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   Restatements of student produced responses -
   Exact statement:

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   With extension:

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   Major learning activities:

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</table>
APPENDIX B

B. Second 30 minutes:

Questions -
Open-ended (thought provoking): ________________________________

________________________

________________________

________________________

________________________

Closed-ended (right answer): ________________________________

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Restatements of student produced responses -

Exact statement: ________________________________

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With extension: ________________________________

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Major learning activities: ________________________________

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19
APPENDIX B

C. Third 30 minutes:

Questions -
Open-ended (thought provoking):

Closed-ended (right answer):

Restatements of student produced responses -
Exact statement:

With extension:

Major learning activities:
APPENDIX B

D. Fourth 30 minutes:
   Questions -
   Open-ended (thought provoking):
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   Closed-ended (right answer):
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   Restatements of student produced responses -
   Exact statement:
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   With extension:
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   Major learning activities:
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APPENDIX B

E. Fifth 30 minutes:
Questions -
Open-ended (thought provoking):

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Closed-ended (right answer):

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________________________________________
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________________________________________

Restatements of student produced responses -
Exact statement:

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With extension:

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Major learning activities:

________________________________________
________________________________________
________________________________________
________________________________________
APPENDIX B

F. Sixth 30 minutes:
Questions -
Open-ended (thought provoking):

Closed-ended (right answer):

Restatements of student produced responses -
Exact statement:

With extension:

Major learning activities:
APPENDIX B
(Key for Classroom Activity Observation Checklist)

ECIA CHAPTER 1 -- PREKINDERGARTEN

Example of Prekindergarten Activities According to Product and Process Objectives

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Activity Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1 - Physical Knowledge: Properties of and Appropriate Behavior for Exploring Properties of an Object (Shape, color, hardness—using the five senses. Changing shades, measuring weighing.)</td>
<td>-Making apple sauce, soups, cookies, etc. -Smelling and handling Fruits and vegetables -Sawing wood -Tinkertoys -Sand paper activities -Feeling activities -Snacks—(mixtures) -Snow experiments -Bubble blowing -Straw painting -Furry and other textured toys -Past and slow inclined plane -Paper mache -Growing plants from seeds -Cutting -Freezing -Heating -Rolling -Twisting -Frosting -Jello -Butter -Cakes -Paint mixing -Sinking and floating -Color macaroni -Play dough</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2 - Social Knowledge: (World of work and roles of workers)</th>
<th>-Books -Field trips -Films -Visitors -Role-playing -Helpers in the room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 3 - One Criterion Classification: Shifting to a Second Criterion Among an Array of Objects (grouping shifting from one criterion to another).</td>
<td>-Color—blocks -Shape -Size -Texture -Tone -Utility -Smell! -Taste -Calendar -Sorting -Attendance—number of girls -Attendance—number of boys -Putting toys away -Doll house -Doll dishes</td>
</tr>
</tbody>
</table>

<p>| Sub Skill for Objective 3 - Conservation of Number by One-to-One Comparison (gross comparison between collections; comparisons by one-to-one correspondence) | -Collections—rearrangement of -Lunch activities -Setting table -Matching -Calendar -Passing anything -Weather -Getting coats -Right boot -Pouring activities |</p>
<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Activity Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 4 -</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Seriation:</strong></td>
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<tr>
<td>Relations Among</td>
<td>Length</td>
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<tr>
<td>Transitive Relation-</td>
<td>Height</td>
</tr>
<tr>
<td>ships (seriation—</td>
<td>Weight</td>
</tr>
<tr>
<td>comparing and arranging things according to a given dimension by transitive relations)</td>
<td>Shades of color</td>
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<tr>
<td></td>
<td>Hardness</td>
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<tr>
<td></td>
<td>Softness</td>
</tr>
<tr>
<td></td>
<td>Cuisenaire rods</td>
</tr>
<tr>
<td></td>
<td>Block tower building</td>
</tr>
<tr>
<td></td>
<td>Texture activities</td>
</tr>
<tr>
<td><strong>Objective 5 -</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Temporal Ordering:</strong></td>
<td></td>
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<tr>
<td>of Three or Four Events (Structuring Time)</td>
<td>Show and tell</td>
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<tr>
<td></td>
<td>Story—book</td>
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<tr>
<td></td>
<td>Role-playing</td>
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<tr>
<td></td>
<td>Science experiments</td>
</tr>
<tr>
<td></td>
<td>Calendar</td>
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<tr>
<td></td>
<td>Preparation art, lunch, cleanup home bound</td>
</tr>
<tr>
<td><strong>Objective 6 -</strong></td>
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<tr>
<td><strong>Expressive Language:</strong></td>
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</tr>
<tr>
<td><strong>Labeling</strong></td>
<td>Naming pictures in storybook</td>
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<td></td>
<td>Naming items in catalogues</td>
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<td>Naming objects in house</td>
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<td></td>
<td>Naming items in classroom</td>
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<td><strong>Objective 7 -</strong></td>
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<tr>
<td><strong>Expressive Language:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>MLU (Mean Length of Utterance)</strong></td>
<td>Retelling a story</td>
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<tr>
<td></td>
<td>Expounding child's sentence (i.e., apple--eat apple-- I eat apple--I eat an apple</td>
</tr>
<tr>
<td><strong>Objective 8 -</strong></td>
<td></td>
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<tr>
<td><strong>Expressive Language:</strong></td>
<td></td>
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<tr>
<td><strong>Semantics</strong></td>
<td>Flannel board stories</td>
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<tr>
<td></td>
<td>Language stories</td>
</tr>
<tr>
<td></td>
<td>Emphasizing specific</td>
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<tr>
<td></td>
<td>Grammatical structures: such as ing, past tense, personal pronouns and copulas (verb &quot;to be&quot;) and descriptors</td>
</tr>
<tr>
<td><strong>Objective 9 -</strong></td>
<td></td>
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<tr>
<td><strong>Expressive Language:</strong></td>
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<tr>
<td><strong>Plot Extension</strong></td>
<td>Completing unfinished sentence</td>
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<td></td>
<td>Adding endings to stories</td>
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<tr>
<td></td>
<td>Drawing inferences</td>
</tr>
<tr>
<td>Type of Activity</td>
<td>Activity Examples</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Objective 10 - Fine Motor Activities:</strong> Eye-Hand Coordination (use of classroom tools and materials—cutting, pasting, tearing)</td>
<td>- Art work&lt;br&gt;- Writing on the board&lt;br&gt;- Finger painting&lt;br&gt;- Folding&lt;br&gt;- Stirring pudding&lt;br&gt;- Pegboards&lt;br&gt;- Pouring&lt;br&gt;- Geoboards&lt;br&gt;- Puzzles&lt;br&gt;- Cuisenaire rods&lt;br&gt;- Sorting beads and buttons&lt;br&gt;- TRY&lt;br&gt;- Building blocks&lt;br&gt;- Lacing&lt;br&gt;- Weaving&lt;br&gt;- Chalkboards&lt;br&gt;- Flannel boards&lt;br&gt;- Clay&lt;br&gt;- Sand box&lt;br&gt;- Water play&lt;br&gt;- Spreading peanut butter&lt;br&gt;- Coats—button and zippers&lt;br&gt;- Clean up time&lt;br&gt;- Finger plays&lt;br&gt;- Using musical instruments</td>
</tr>
<tr>
<td><strong>Objective 11 - Topological Relationships Concerning Linear Order (Structure of Space)</strong></td>
<td>- Games—straight line&lt;br&gt;- Role-playing&lt;br&gt;- Manipulation of Object (rods, blocks, toys)&lt;br&gt;- Poetry&lt;br&gt;- Prose&lt;br&gt;- Counting days till____&lt;br&gt;- Finger plays&lt;br&gt;- Bear hunt&lt;br&gt;- AAA&lt;br&gt;- Ten Little Indians</td>
</tr>
</tbody>
</table>
| **Objective 12 - Copying of Specific Shapes** | - Line drawings<br>- Sand drawing<br>- Paper cutting<br>- Cookie cutting with clay<br>- "Simon Says"
- Tracing<br>- Rubbing<br>- Pegboards<br>- Geoboards<br>- TRY<br>- Writing chalkboard<br>- Directed copying activity<br>- Pantomime<br>- Exercises |
| **Objective 13 - Gross Motor Coordination:** (large body movements, climbing, walking, rolling) | - Rhythms<br>- Dancing<br>- Jungle gym<br>- Free play activities<br>- Balance beam<br>- Mats—tumbling<br>- Play all equipment<br>- Jumping jenny<br>- Jump roles—forming circles with activities<br>- Jumping Jacks<br>- Duck Duck Goose<br>- Squirrel in tree<br>- Johnny works with one hammer<br>- Bear hunt<br>- Acting out Mother Goose rhyme<br>- Rhythm Estamae<br>- Dodge ball<br>- Balls and skateboard<br>- Play house<br>- Roller skates<br>- Snowman activities<br>- Up the steps |
APPENDIX C

TABLE C.1. NUMBER OF TIMES CHAPTER 1 TEACHERS EMPLOYED LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUES BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION FOR EACH SITE, NOVEMBER/DECEMBER, 1992

<table>
<thead>
<tr>
<th>Thirty-Minute Period</th>
<th>SITE</th>
<th>1</th>
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<td>Enhancement Techniques</td>
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<td>20</td>
<td>15</td>
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<tr>
<td>D - Fourth</td>
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*One classroom site per teacher was observed.
BIBLIOGRAPHY


