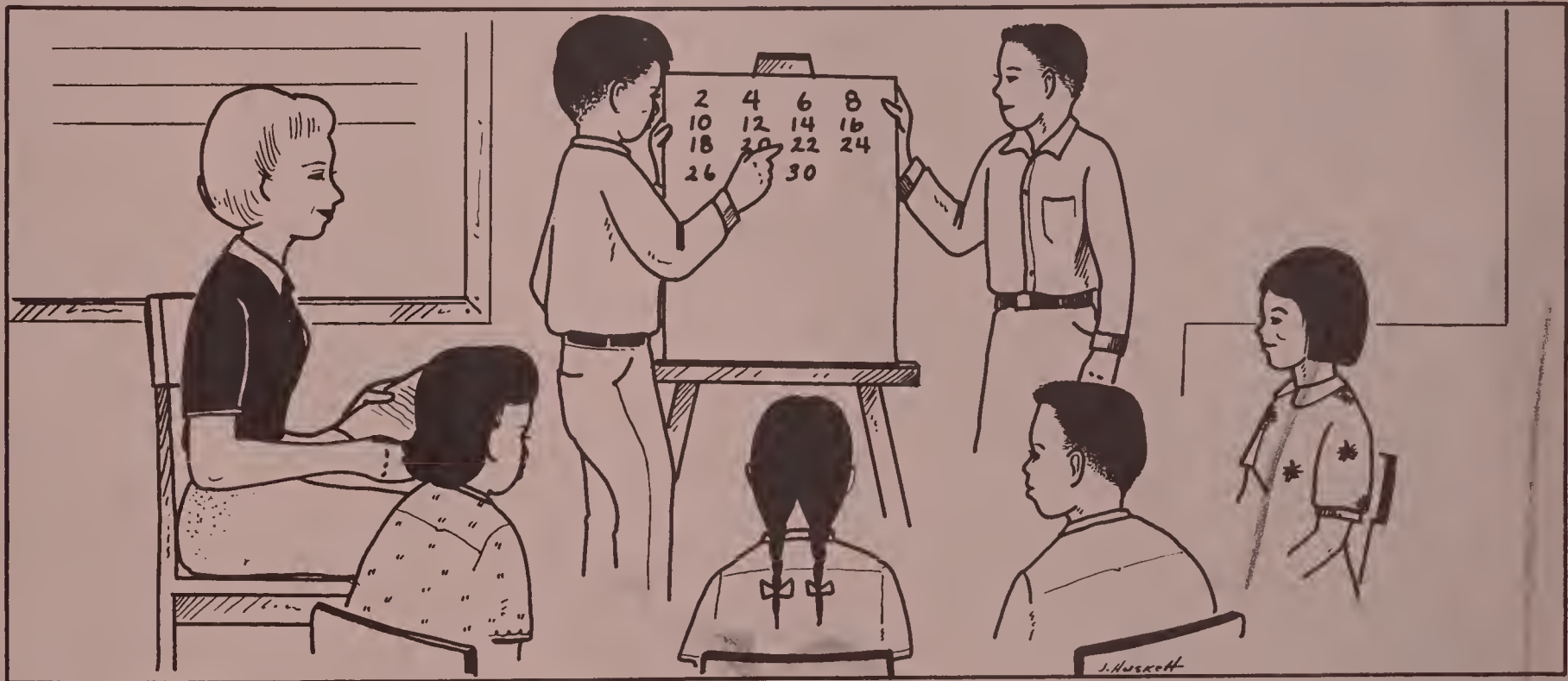






BASIC GOALS FOR ELEMENTARY CHILDREN



LEVELS TWO AND THREE

BUREAU OF INDIAN AFFAIRS
DEPARTMENT OF THE INTERIOR

UNITED STATES
DEPARTMENT OF THE INTERIOR

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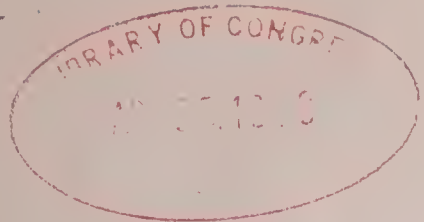
B A S I C G O A L S
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f o r
E L E M E N T A R Y C H I L D R E N

LEVELS TWO and THREE

VOLUME II

Prepared by
Bureau of Indian Affairs

1966



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I N T R O D U C T I O N

Bureau teachers, counselors, administrators, education specialists, and others interested in Indian education, long have been engaged in developing and revising guides based on needs and common experiences of Indian children to provide a framework for planning curriculums. A committee of educators from eight Areas and the Central Office, prepared this 1966 revision of the guides, Basic Goals for Elementary Children, composed of four volumes, and a scope and sequence chart in three sections. Acting as consultants to the committee, for varying lengths of time, were two tribal councilmen and two linguists, one of the latter from the Bureau and one from the Center for Applied Linguistics.

Basic Goals for Elementary Children, from the beginners level through the eighth, are guides only, to be used by teachers and other staff members in planning and organizing curriculum to meet the specific needs and interests of the children of their schools. The structured content reflects concepts, attitudes, and skills believed to be realistic and essential for Indian children to acquire in order that they may cope adequately with their environment and further their education.

These guides are not intended to be restrictive nor limiting, nor to be the final word in Bureau elementary curriculum. School staffs are urged to use them, to examine them for strengths and weaknesses, and to determine needed changes in content and format for future revisions.

In developing the guides, much effort has been put forth to indicate and to suggest learning content at each level, which will prepare Indian children to compete favorably with their peers in other school situations, which is compatible with the maturity of the children, and which takes into account both the rich cultural heritage of the children and their unfamiliarity with culture groups other than their own.

Throughout the total framework of the Basic Goals for Elementary Children, from the beginning year through the eighth level, there can be traced many important themes or basic concepts that should be developed with children as they progress through the years. Such structuring and sequencing of content gives direction to planning and organizing the local curriculum, yet permits much freedom for varying the emphases to accommodate the needs and interests of children of any particular school.

School staffs and individuals will find various ways to use the guides in their curriculum work. Some committees may find it helpful in using the three sections of the chart and the manuals to begin by:

1. Identifying an important theme, tracing it from the beginner through the eighth levels, or occasionally reversing the order and naming the theme appropriately.
2. Setting aside, for working purposes, goals in each level which reflect this theme and using these goals to serve as the nuclei of teaching units at each level.

Skillful development of these units with the children at each level will help them to deepen and extend their experiences, insights, understanding and skills, and advance their development of concepts related to a particular theme.

Another approach might be to:

1. Clearly identify, without referring to the guides, an important concept which teachers and parents believe children should develop.
2. Study the chart to determine if this concept can be traced from level to level; record the goals that manifest this concept or theme; write in additional goals that are needed to help guide the children in exploration and concept development.
3. Use relevant goals at each level as the nucleus for unit development. At times a single goal may be broad enough for the nucleus around which a great deal of learning can be acquired. More often, related goals may be selected from the various learning areas and clustered to form the nucleus of a unit.

The suggestions on activities, techniques, and bibliographies are not assumed to be exhaustive in any instance. While many good suggestions have been made, they must through necessity be limited in these guides. These are offered to help the teacher get started. It is expected that he will make additions and deletions to better achieve his purposes. Teachers will note changes in the format of the Basic Goals. Currently there are four volumes. The goals are arranged within content fields and a carefully prepared bibliography follows each subject area in each volume. These changes came about as a result of committee work in which individuals worked in the areas of their greatest competence and submitted goals by areas and levels. It is hoped that the more compact volumes with easy, ready reference, and useful bibliographies, may offset some apparent disadvantages such as fragmentation of goals, which makes it difficult to recognize flow from level to level and from subject area to subject area.

To function in English, the language of the school, Indian children must be able to communicate in English. To communicate in English requires mastery of language items to the extent that they can be produced spontaneously and automatically in correct context.

Communication in English involves real responses to real situations. For the Indian child coming to school speaking little or no English, or substandard English, his responses are an outgrowth of learning and the application of pre-arranged pattern drills. Time and effort must be devoted both to the sequential and structural practice of English and to the use of this English in other subject areas.

No attempt has been made in this guide to develop a structured sequence for the teaching of English as a second language. However, a number of suggestions appear for the use of situational or functional English. In addition to suggestions in Speaking, sample language implications appear at each level and in each subject to indicate how there may be carryover of patterns learned, or being learned, into all areas of work. Patterns developed through sequential practice should be related to children's activities and experiences such as those in the dining room, the dormitories, and on the playground. To have a quality program in English as a second language, emphasis must be placed on communicating in English throughout the school day.

BUREAU EDUCATIONAL PHILOSOPHY

The basic philosophy of the Bureau of Indian Affairs encompasses the belief that all Indian children must have the opportunity to realize their full potential and to become useful members of society.

The great explosion of knowledge demands from each child independence and self-initiative. To facilitate ongoing and independent learning, teachers should have access to widespread and well-organized materials and services. They should bend their energies toward developing attitudes of discovery, problem-solving, research, and experimentation leading to creative and critical thinking. More specifically, the Bureau objectives for Indian education are as follows:

- A. To provide a climate conducive to aesthetic, social, and intellectual development
- B. To develop communication skills
- C. To develop and maintain sound health of body and mind
- D. To develop a feeling of belonging, a feeling of importance, and a sense of security coincident to an adequate self-image in both the Indian and non-Indian society
- E. To maintain pride in Indian heritage and to develop awareness, understanding, and respect for other cultures
- F. To develop a code of values acceptable to the student and to the society in which he lives; and to motivate in him a desire to practice it
- G. To develop economic competency
- H. To develop an inquiring mind.

G U I D A N C E

L E V E L T W O

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Shows self-control in many situations

The outcome of this goal is to gain the self-concept: "I can control myself." This, too, is a goal which can be implemented throughout the day in many routine activities with such standards as:

I can control myself when I am angry.

When I think of hitting someone, I control myself.

I do not hurt another person when I am angry.

When I am very happy, I do not disturb others with my laughter.

I may feel like running, but I control myself instead, and walk quietly.

Goal 2: Initiates actions to help new pupils and visitors feel welcome

There will be occasions when new pupils are admitted to school. When a new pupil enters, the teacher should introduce him to the group, telling them where he has gone to school before coming to this class. He may then say, "John, you may help Frank today. Show him we are happy that he came to our school."

With the group, the teacher may discuss what should be done to make new pupils feel happy. Out of such a discussion should grow some of the following standards:

1. We show new pupils where to get books, paper, crayons and pencils.
2. We show new pupils where to put coats and caps.
3. We show new pupils where to get a drink.
4. We ask new pupils to play with us.

These standards should be placed on a chart where they may be read or referred to frequently. When a member of the group acts unfriendly toward a new pupil, that member should be privately referred to the chart to review the standards of behavior toward new pupils.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

It is well to let children have the experience of greeting people at the door. Children may take turns in serving as classroom hosts or hostesses. They should be taught to greet the visitor with "Good morning" or "Good afternoon" and then say to the visitor, "Please have a chair." In quiet tones they should inquire, "Would you like to see some of our work?" or "Would you like to listen to us?" Children may show the visitor pets, written work, and charts, or allow him to listen to the class in progress.

If the visitor is not acquainted with the teacher, he is introduced.

Standards of behavior in entertaining visitors should be discussed with the group. After the group has decided upon the proper standards, those standards should be written on a chart, and referred to frequently.

Goal 3: Begins most tasks, in play or work, with minimum supervision

The child has been guided at Level One in beginning his work promptly. Even though a child begins promptly, he may linger over his work and thus take more time than is necessary to finish a piece of work. Until habits of industry are established, the teacher should work frequently with the group on carrying out activities without wasting time, and guide them in formulating standards such as:

1. We begin our work promptly
2. We do our work well.

After the child has finished, he should evaluate his work, and if he has met standards, he should be permitted to engage in an activity of his own choosing such as using the easel to paint, carving soap figures, or reading interesting story books. Anticipating the privilege of engaging in an interesting activity of his own choosing often spurs a child on, so that he doesn't trifle over his work. Such positive measures are much more fruitful of desirable results than teacher admonitions or scolding.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: Helps to plan for and to carry out his share of routine school tasks

Making a youngster feel useful encourages a healthy attitude toward work. The alert teacher should:

1. Watch for a child's first attempts to help others or to do things for himself, and encourage these attempts.
2. Praise a child for trying to help.
3. Avoid criticizing or condemning poor results, but gradually and tactfully steer the child toward better results.
4. Plan routine duties so that all pupils have opportunities to perform routine tasks.
5. Display enjoyment of work.
6. Begin to develop respect for the dignity of work.

Goal 5: Shows growth in managing and using materials, supplies, and building facilities

The child has been taught during the Beginner Level and Level One that orderliness is a part of his routine. He has been guided in keeping supplies in order, putting away materials in order after use, handling clay and paint without mess, and in cleaning up after himself or his group when a piece of work is finished. Some children will now need a minimum of guidance in this area. For those who need further help, the teacher and group may discuss how untidy desks spoil the appearance of the room; how it takes longer to find things in a disorderly desk, and how it keeps one from beginning his work promptly. Following such discussion, a set of standards should be formulated and placed on a chart; e.g., We keep our desks clean and in order. The child who fails to meet a standard may be reminded by having him read the chart, and evaluate his performance in terms of the standard listed on it.

Much of the scratching or marking on furniture is done because of lack of something better to do. Children will use their hands, either destructively or constructively. The teacher who sees that the hands are busy with constructive activities has less difficulty with this problem. Respect for furniture should be developed by encouraging the children to participate, as far as their abilities will allow, in making their room attractive. If it

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: (Continued)

is necessary to stand on a chair to reach something, as a child this age will sometimes need to do, first have him remove his shoes, or put a paper on the chair to protect the surface.

The teacher may also discuss and set standards with the group about keeping hands off the walls. He may point out the reasons for keeping away from flower beds and plants and stress reasons for refraining from spitting on walks.

Sample Language Implications for this Goal

When	is are	Name he she you	going to	sweep erase the board water the plants feed the fish dust	?
I'm going to		sweep erase the board water the plants feed the fish dust	on	Monday Tuesday Wednesday Thursday Friday	.

Goal 6: Shows growth in proper care of property

The teacher should guide children in assuming responsibility for reporting property that needs repair; help them to set standards for the care of property; and review proper methods for handling books.

G U I D A N C E

L E V E L T H R E E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Understands he can be a contributing group member

At former levels, the pupil has been aided in belonging to the group. Assuming that this has been accomplished, the next step is that of contributing to, rather than being a passive member of, the group. The teacher can implement this goal throughout the school day by encouraging not only participation in, but also an aggressive contribution to, the group activity. If a pupil can begin to develop aggressive interaction at this level, he may not lapse into an ineffective passiveness at a later level. He must be helped to feel that he is worthy of contribution, that he has value, and that his opinion is worthwhile. /Bauer (1), Smith (14), and Weitz (18).

Goal 2: Understands he is a capable person

This, too, is an attitude or self-concept which is not to be taught, or learned, as a single isolated fact, but is to be stressed and interwoven through the social studies curriculum, through emphasis on the cultural heritage of the child, through the fine arts, and through physical fitness classes. The point to be gained is: "I may not be capable in all of these areas; but like all people, I am capable in something. I am the best, the biggest, or the fastest in something." Achievement at this level may go a long way in helping the child to be a more effective and self-actualizing individual as he proceeds to higher levels.

Goal 3: Plays and works unsupervised at least a part of every day

This goal implies that children have been taught a sufficient number of games to choose from, and that they have played these games often enough to know the procedure and rules. It also implies that children have had some experience in helping to set up standards for playground behavior, and in evaluating their behavior as a group. At this level, children can be expected to start playing group games without the teacher. This does not mean that there need be no adult on the playground. For safety reasons, adult supervision is necessary. /Foster (6), and Slobodkin (12), (13).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: Assumes some personal responsibility in completing work tasks promptly and in cooperating with others in play

Each day affords opportunities to meet this goal, including such activities as playing games in the classroom, dormitory, or on the playground.

Children should be drawn into discussions concerning kinds of conduct necessary in unsupervised play, at parties, and on trips, and helped to set standards for behavior in these situations. A short period of evaluation of their progress in such activities helps children to build pride in their achievements; to recognize instances that do not meet their standards; and to revise plans for achieving success in future activities. /Foster (6), Slobodkin (12), (13), and Udry (15).

Sample Language Implications Related to this Goal

Situation: Two pupils are giving out equipment as children are going outdoors to play.

Child A: Name and I are going to play on the swings.

Child B: Name and I want to jump rope.

Child C: Give Name and me the jump rope.

Child B: Who wants to jump rope? Come on.

Child D: We want to play dodge ball.

Child E: We need the bat and ball.

Child C: Give Name and Name the bat and ball.

Child E: Who's going to play ball with us?

Goal 5: Extends ability to make choices

Each child needs practice in making intelligent choices, again and again and again. The effective teacher can be ever alert to giving each child opportunities to make choices and to guiding him to face the consequences of his choices. /Weitz (18).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Begins work promptly with little supervision

Standards of previous levels pertaining to time should be reviewed. The child, with the help of the teacher, can set standards for work habits. Work habits should be evaluated to determine if the standards have been met. Bulletin boards with stories, drawings, and pictures showing good work habits may be prepared. /Bauer (1), Bendick (2), Foster (6), and Ziner (19).

Goal 7: Learns that rewards result from successful accomplishments

Children tend to do that which makes them comfortable and avoid doing that which makes them uncomfortable. However, as soon as they begin to relate accomplishments with rewards, they may be motivated toward achievements even though they may be in uncomfortable stress. It is not always possible nor desirable to use material rewards to develop this concept, so the teacher must use praise intelligently as a reward. The teacher should know which tribes react negatively to praise and should be aware that this is a cultural trait for some.

The teacher should continue in his attempts to develop a favorable attitude toward work.

Goal 8: Shows improvement in neatness, orderliness, and courtesy in sharing materials

Clean, neat, and orderly work, on a non-compulsive basis, should be encouraged by the teacher, as this is desirable in our society. Sharing materials and showing respect for the work and rights of others are essential work habits. /Slobodkin (12), (13), and Udry (15).

Goal 9: Avoids marring school furniture, walls, and buildings

Furniture and equipment in school rooms, as well as in other areas of the campus, should be observed and findings reported. Together, teacher and pupils may set standards for the care of public and private property. Group and individual responsibilities should be determined.

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S O C I A L S T U D I E S

L E V E L T W O

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Knows there are various ways people communicate

Children need to begin to develop an understanding of the importance and necessity of communication in the world in which we live today. They may study the following ways of communicating:

1. Talking - correlate with oral language.
2. Signaling - discuss and demonstrate ways Indians communicated (drums, smoke signals, sign language).
3. Writing letters - write and mail a letter and use a map to trace it to its destination. Discuss why postage is necessary and make a collection of stamps. List ways in which children can help the postman.
4. Telephoning - provide opportunities for children to make a telephone call. Emphasize proper etiquette.
5. Newspapers, books and magazines - talk about these as types of communication.
6. Telegrams - develop simple concept of telegram.
7. Radio - discuss radio programs and report news stories heard on radio.
8. Television - assign special television programs for children to watch and to report on.

After studying about various ways people communicate, the children may plan and make a mural portraying the information they acquired.

Goal 2: Becomes acquainted with simple maps of his classroom, playground, neighborhood, and community through making and interpreting maps

Through a study of their classroom, through walks around the school, and through field trips within the community, children may develop a broader understanding of their physical environment. As children visit various places in their community, or in a nearby community, they should become cognizant of the function of such institutions as the church, post office, bank, and store. Filmstrips, films, and pictures should be used to reinforce these concepts.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

After children have been on walks and trips, through the use of dramatization and props, they may be guided in making simple maps. Later they may draw rudimentary maps of their classroom or community, using symbols which have meaning to them. To introduce physical maps, the teacher may help children make a map on a sand table or in a large box of sand, to show physical features related to their environment.

Goal 3: Knows some of the different kinds of work carried on in the community and associates individuals with each kind of work

Pupils should talk about the different workers in the community and tell of the kind of work each does. They may tell how workers help each other and what some do with the things they make or raise. Visits may be made to such places as the hospital, shop, post office, trading post, dairy barn, farm, the home of a woman making baskets, or the place where any other work is done.

Letters, dictated to the teacher by the children, may be written to ask permission to make the visit, and thank-you notes should be written after the visit. Charts, booklets, posters, and friezes depicting what was seen may be made to strengthen concepts being developed.

Goal 4: Identifies some of the types of work that are traditional in his own culture and kinds acquired through contact with other people

An older member of the community may be invited to tell the class about traditional types of work carried on by his people, and a younger member of the community may be asked to tell about types of work that have been learned from other people.

Children may take field trips to see different types of work in progress. The teacher may develop with the class simple experience stories about such subjects as:

Work My Grandfather Does.
Work My Father Does.

The children may illustrate their stories. Older members of the community may act as resource persons.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

The class may make a collection of tools used in the traditional world of work, and a collection of pictures of modern tools and equipment being used in the community.

The children may draw illustrations of both traditional and modern tools which they have seen used. They should tell about their pictures.

Goal 5: Understands that his family and the school both have certain responsibilities for him; that some responsibilities are shared by both; that he has certain responsibilities, which he can identify, toward his family and the school

Through discussion with the child, an understanding of his responsibilities at school should be established. The teacher may develop with pupils an understanding of their responsibilities at home. They may talk about things their fathers and mothers do for them, with stress on such activities as daily preparation of meals, provision and care of clothing, and supervision when they are not in school.

Pupils may engage in role playing to portray those activities which properly belong in the home and those which belong in the school.

Children may make picture albums showing home activities and school activities.

The teacher may develop with pupils such topics as:

Things I Do at Home.
Things My Father Does for Me.
Things My Mother Does for Me.

Goal 6: Begins to develop appreciation for differences in family patterns in other cultures

Children may:

1. Study and discuss pictures of family groups in other cultures such as Japanese and Spanish.
2. Listen to or read stories about families in other cultures and compare these families with their own.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: (Continued)

3. If families of different cultures live in the community, pupils may invite them to visit. They may compare their family patterns with their own.

Goal 7: Understands and discusses how people and things travel from place to place

Children usually are informed concerning local travel. Many of them travel to school on a bus. Now, many Indians on reservations have their own cars or pickups. Some travel in wagons. Others ride horseback. Bicycles are used on some reservations. Through pictures, films, and strips, other modes of travel - plane, train, bus, ship - may be introduced. Pupils may cut out and mount pictures of different modes of travel and tell about them. They may make trains, cars, and busses from cardboard cartons and use them in dramatic play.

Pupils may tell and write stories about trips they have taken.

With the assistance of the teacher they may make illustrated charts showing different means of travel.

Sample Language Implications Related to this Goal

My brother rides a horse.

My family drives a pickup to town.

I ride a bus to school.

My (sister) rode a big bus to (City).

Some people fly in an airplane from (City) to New York City.

A train carries people from (City) to (City).

Ships carry passengers across the ocean.

Airplanes fly across the ocean, too.

Spaceships carry men high above the earth.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 8: Learns some of the ways in which the heritage of his people has contributed to the lives of others

Activities related to this goal which were introduced at Level One should be reviewed and extended.

Goal 9: Identifies some of the major economic needs and wants of children

At Level One children were introduced to some of their basic needs. These should be reviewed. Children should be led to express themselves to the best of their ability concerning things they believe they need and things they want. The teacher should attempt to develop some understanding of the difference between wants and needs.

S O C I A L S T U D I E S

L E V E L T H R E E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Knows neighboring communities and how they help each other

Generally, a pupil at this level is acquainted with the world about him and is ready to move beyond his immediate community. He needs to learn about people living in other communities. A discussion of places where pupils have visited or lived could serve as an introduction to a unit centered on the neighboring community. The following activities might be developed cooperatively by the children and teacher.

1. Learning names of nearby towns, villages, or cities.
2. Planning a trip to a neighboring community.
3. Tracing a journey on the State map.
4. Making a list of special places to visit while in a community.
5. Discussing and comparing the size, physical features, homes, means of making a living of the community visited with the community in which they live.
6. Making a mural showing how people of the community make a living.
7. Making a booklet of neighboring community helpers.
8. Determining what commodities are found in a neighboring community.
9. Showing how communities are dependent upon one another.
10. Noting some of the things all communities might have.

Goal 2: Compares his way of living today with that of his grandparents' day

Children might talk about some of the things used today to help with work; some of the things used today to make clothing and homes; some of the ways to have fun; some of the ways to send messages to other people; some of the things used for food; some of the ways to get people and materials from place to place. Then they might invite an older person of the community to tell how the Indians lived when he was a boy or how they lived during his parents' early life. In a review of the above items, children may compare the way things were done when grandmother and grandfather were little with the way they are done now.

The teacher should help children understand that many of the things they have today are due to the hard work of their grandparents and parents, and

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

the parents and grandparents of others; and that this is a responsibility that many accept to try to make the country better for others who follow.

Sample Language Implications Related to this Goal

My grandfather and grandmother rode in a wagon, but we ride in a car.
My grandfather and grandmother used candles for light, but we have electric lights.

My grandmother washed clothes in a washtub; we have a washing machine.

Goal 3: Knows significant history connected with outstanding holidays and special days: Columbus Day, Veterans Day, Thanksgiving, Christmas, Lincoln's Birthday, and Washington's Birthday

As each holiday is celebrated during the year, the teacher may make use of the occasion to teach simple history connected with it. Many of the language goals can be related and used in the work done with holidays.

Columbus Day. The teacher may tell in simple story form the facts connected with the discovery of America, omitting much of the detail, but stressing the important points; such as, what Columbus believed about the shape of the earth, where he lived, who helped him get ready for the voyage, how the voyage was made, how long it took, what he found. At this level time will mean little as far as years are concerned, but the teacher can stress that it happened a long time ago. In providing activities to fix some of the ideas, the children may look at pictures showing the ships, the ocean, and the landing. They may make illustrations of their own. The teacher may use the globe in showing where Columbus lived and the voyage he made. Many stories can be found in readers and history books to be read to the children. The children may retell these stories.

Veterans Day. Since this is a national holiday, and is observed in the schools, the teacher should tell the children why it is observed. He can tell them that on this day a big war ended. They may be told that many men gave their lives to protect our country. Children might give the flag salute by standing erect, left hand at side, placing the right hand over the

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

heart and repeating the Pledge of Allegiance in unison. They can learn that the Star Spangled Banner is our country's song. They may listen to it sung by others, or played on a record player. They should be taught to recognize its beginning and to stand as soon as it starts.

Thanksgiving Day. Many stories can be found about the first Thanksgiving. The children may dramatize incidents from the Thanksgiving story. They may find out what new foods the Pilgrims received from the Indians. Pupils may learn that the Pilgrims had to learn to like these new foods just as they have to learn to like new foods. They may find out if the way the Pilgrims and the Indians made friends are ways they can make friends. Pupils may compare the way the Pilgrims dressed with the way people dress today. They may learn how hard the Pilgrims had to work to keep alive.

Christmas. The teacher may tell or read in simple language the story of the First Christmas. The teacher should help children to understand that the spirit of Christmas is the spirit of giving and that joy at Christmastime may come from giving and sharing with others.

Lincoln's Birthday. There are many stories that the teacher can tell or read about Lincoln's boyhood. The teacher may tell the stories and the children may retell or write them, or dramatize them, or make murals and illustrations. Throughout all the teaching, the fact should be stressed that Lincoln worked hard to make a living, that he was honest, and that he helped to make our country a good country.

Washington's Birthday. The children should be taught that our country has a birthday and that its birthday is July 4. When the new country was made, it was named the United States. The new country needed a president. The people chose George Washington to be the first President of the United States. The President today is _____. Any activity appropriate to the day and on the ability level of children of this age may be carried on to establish

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

these understandings. If a program were given, it could include things learned about both Washington and the flag.

Goal 4: Knows about other Indian tribes in the United States and in other parts of the hemisphere

This study should follow that of the child's own tribal group. From the study of their own people, children may acquire an interest in studying other Indian groups and how they live. Their food, shelter, clothing, language, means of travel, amusements and tribal government may be examined. Some of the activities that may be used in a social-studies-centered unit related to other Indian tribes are:

1. Identifying children who represent other tribal groups.
2. On a large outline map of North America, placing pictures of the Plains Indians, Forest Indians, Southwest Indians, Alaskan Indians, and Eskimos, showing area inhabited by each group.
3. Reading and discussing stories about each of these groups.
4. Showing films and filmstrips portraying the way of life of each of these groups.
5. Making comparisons of characteristics of Indian groups and determining how the area inhabited affected their modes of living.
6. Exploring areas or problems pertinent to each tribe.
7. Planning a sand table of a Plains Indian farm.
8. Constructing a Forest Indian scene or village.
9. Building an adobe house.
10. Carving or drawing totem poles.
11. Listening to recordings of Indian music.

Goal 5: Extends his understanding that duties and responsibilities of family members vary in other cultural patterns

Indian children need to continue the study of the family - theirs and that of the culture to which they are being introduced. Stories about families may be read. Films and strips about families should be shown. The teacher should help children extend their comprehension of responsibilities they have to their own families and of some of the responsibilities other children have to their families.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Develops some basic understanding about ways his country educates its people

If possible, field trips may be taken to other schools. It would be helpful in developing an elementary concept of public education if children could visit a public elementary school, or if activities could be planned in which children from a Bureau school and a public school could participate. Exchange assembly programs might aid in the development of some understanding of the way children are educated.

If actual experiences are not possible, films should be shown which relate to school activities. Such films would be valuable, too, for broadening concepts built from concrete experiences.

Goal 7: Understands that in his own culture there are important people whose contributions deserve recognition

Pupils may invite members of the tribal government; teachers, or other professional people who are members of their tribe; and tribal staff members from Welfare, Law and Order, or some other branch of the Federal Government who render service to the community, to visit their class and tell something about their work and how they help people.

Children may be able to tell incidents of someone helping them or their families. A concept of service may stem from experiences of helping in the classroom.

Goal 8: Extends and reinforces understanding of maps and globes

Pupils' understanding of maps and the globe and their ability to interpret maps should be inventoried and evaluated. On the basis of this evaluation, map skills should be reinforced and extended.

Some children may be ready to be introduced to cardinal directions on the basis of their understanding of right and left, and front and back.

Pupils may continue to make simple maps of natural and man-made features of their surroundings. Through a combination of dramatization and discussion, children may be led to an understanding of special relationships of their community or of their school area. To develop a sense of land formations,

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 8: (Continued)

they may make maps on a sand table or in a large, shallow box filled with sand.

Some children may be ready for map reading. To build background for map reading, it is suggested that films be shown on making maps. Aerial maps are the easiest to comprehend because they are pictures of actual areas. Picture maps and symbolized maps may be introduced when children have developed sufficient understanding to read them.

Children should continue to gain familiarity with the globe, learning to distinguish the continents and the oceans, and the approximate location of their home area.

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MUSIC

LEVEL TWO

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Learns to listen quietly and appreciatively to music played at assemblies

In preparation for listening attentively and imaginatively at music assemblies or at concerts, children may:

1. Note contrasts of loud-soft, high-low, fast-slow, and gay-sad.
2. Point out tone quality, moods, and phrasing.
3. Follow melodic patterns and lines.

If opportunities present themselves, children should be taken to concerts. Pupils may be alerted to what they might listen for in music which may be part of an assembly program. Followup activities related to music children hear at assembly programs may aid them in developing an appreciation for music.

Sample Language Implications Related to this Goal

I went to the band concert.

I listened to the music.

The band played marching music and dancing music.

I liked the

marching
dancing

music best.

Goal 2: Sings songs from many sources, developing a greater range of facility and creativity

New songs which relate to the immediate interest of the pupils, including hymns, songs of everyday experiences, patriotic songs, songs with seasonal themes, humorous ideas, and popular songs should be taught.

Attention should be paid to the vocabulary of the songs. Background should be developed before the song is taught so that it will have meaning for the children. /Landeck (2), Leonhard (4), and Pitts (6).

Goal 3: Begins the transition from rote to note by learning to read music from books

It is suggested that a graded music series be used in teaching note reading. /Landeck (2), Leonhard (4), and Pitts (6).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

- Goal 4: Responds to rhythm To extend ability to react to rhythm, pupils may practice responding through bodily movement and through chanted verse.
- Goal 5: Begins keyboard and string instruction Children who display special interest or talent may be taught the keyboard or a string instrument.

MUSIC

LEVEL THREE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Listens to himself and others for improvement in tone quality, and listens to music for enjoyment

Children may enjoy listening to recordings of their own songs or other musical activities. They should be provided with many opportunities to listen to recordings and to music on radio or television. When possible, they should attend school or public concerts.

Goal 2: Learns to appreciate people through their songs, their customs, and their festivals

Songs may be integrated with social-studies-centered units. There are many good music series published which introduce children to the music and songs of other lands. /Landeck (3), Pitts (5), and Sur (7).

Sample Language Implications Related to this Goal

We have neighbors all around the world.
 Our neighbors like to sing and dance.
 Canada and Mexico are our neighbors.
 We like their songs and dances.
 We enjoy "The Igloo," a song from Canada.
 We like "Chiapanecaz," a song from Mexico.
 The people of Argentina like their farms.
 We like "My Farm," a song from Argentina.
 We enjoy "My Gondola," a song from Italy.

/Sur (7).

Goal 3: Learns songs which tend to strengthen citizenship, patriotism, and spiritual values

Children should learn to sing and enjoy from memory the first verse of The Star Spangled Banner, America, and America the Beautiful.

Singing Christmas carols may help them develop a spiritual feeling for music. /Landeck (3), Pitts (5), and Sur (7).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: Interprets note values

Children may learn to interpret note values by walking to quarter notes and running to eighth notes:

(walk walk walk walk) (run run run run run run run run)



(walk run run walk walk)



/Landeck (3), Pitts (5), and Sur (7).

Goal 5: Performs in a group with simple instruments

Children who have learned to play instruments should have an opportunity to play in programs or at other group gatherings.

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L A N G U A G E A R T S - L I S T E N I N G

L E V E L T W O

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Discovers and identifies new ideas

The teacher may ask a question and read a brief selection that contains the answer. Pupils may then be guided in discovering the answer. A filmstrip may be used for the same purpose.

Goal 2: Listens to all parts of a word and notes syllable stress

Placing proper stress on some words may be difficult for some pupils. If such difficulty is observed, the teacher should work individually with these children. Using the words with which they are having a problem pronouncing, he may place special emphasis on the stressed syllables and have the children repeat the words. They should then be mimicked with normal stress in sentences which are meaningful to the children.

Pupils may play a chalkboard game with two-syllable words, in which they write one for words which are stressed on the first syllable and two for those stressed on the second syllable.

LANGUAGE ARTS - LISTENING

LEVEL THREE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Listens to develop skill in determining sequence in a story

Children should be given many opportunities to tell and retell stories they have heard or read. They should be encouraged to relate happenings in proper sequence.

Goal 2: Listens to obtain information for a particular assignment

Many opportunities should be provided for children to gain information about various kinds of assignments from oral directions. They will need to be questioned about the directions to insure understanding.

After showing a film, the teacher may question children regarding information they would have gained from the film, from listening.

Goal 3: Listens to enjoy the humor in amusing stories

Uncle Remus Stories, Coyote Tales, Winnie the Pooh, and the Dr. Seuss books are examples of humorous stories which might be read to children.

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L A N G U A G E A R T S - S P E A K I N G

L E V E L T W O

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Expresses himself orally

Each pupil will need much practice in listening to the sounds, intonation, rhythm, and stress of English speech, and in imitating what he thinks he hears. Children who entered school speaking little or no English and those who speak substandard English will need ample time to practice sentence patterns in some ordered sequence. In addition to sequential practice, children need to master the situational English related to their classroom work. It is suggested that situational English learned at previous levels be reviewed before new items are introduced.

1.a: Tells where he lives

In answer to the question "Where do you live?" children should be taught to respond "I live at _____." or "I live near _____." and to understand the difference between the two responses.

1.b: Uses past tense correctly to relate what he has done

Pupils should gain facility in the use of such sentences as:

I We	worked played talked	-	-	I We	didn't	read tell a story sing a song paint a picture
---------	-----------------------------------	-------	---	---	---------	--------	---	---

They should develop an understanding of the questions:

What else did

we
you
Name

 do?

When did we

work
play
talk
...

 ?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.b: (Continued)

Where did

they
you
Name(s)

play
work
...

 ?

Meaningful and correct responses to the questions should be repeated frequently.

1.c: Develops an understanding of the use of going to as it denotes future time

Pupils should drill first on responding to questions containing going to as it denotes future time and then develop skill in asking questions containing going to.

Simple questions and responses are:

What

are
is

they
you
we
she
he
Name

 going to do

today
tomorrow
...

 ?

Is

he
she
Name

 going to

read
sing
talk
...

 this morning

tomorrow
afternoon

 ?

Are

you
they

 .

I'm
We're
He's
She's
Name's

 going to

read
sing
talk
...

 .

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.c: (Continued)

Later questions involving an understanding of when someone is going to do something may be asked and answered.

1.d: Continues to drill on English related to number concepts being developed

In the development of comprehension of the relative value of coins, the teacher may ask:

Who has a

penny
nickel
dime
quarter
half dollar

 ?

The children may respond:

He
She
Name

 has a

penny
nickel
dime
quarter
half dollar

 . or

He
She
Name

 doesn't have a

penny
dime
nickel
...

 .

Other questions to which the children may respond are:

How much money

do
does

you
he
she
Name

 have?

How much

is
are

 the

red car
apple
...
oranges
bananas
...

 ?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.d: (Continued)

How much

is
are

this
that
they
those
these

 ?

1.e: Talks about things related to grooming and to health

In checking grooming, children may ask one another:

Are your

shoes
pants
hands
...

 clean? Is your

face
...

 clean?

They should be directed in answering:

My

shoes
pants
hands
...

 are

clean
dirty

 . My

face
...

 is

clean
dirty

 .

In response to: Did

you
he
she
Name
...

 take a

bath
shower

 ?

They should answer: Yes,

I
he
she
Name
...

 did .

I
He
She
Name
...

 took a

bath
shower

 .

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.e: (Continued)

They might also answer:

No,

I
he
she
Name
...

 didn't .

I
He
She
Name
...

 didn't take a

bath
shower

 .

Similar questions might be asked regarding wearing a coat, drinking milk, eating various foods, going to the clinic, and so on.

1.f: Gains facility in using possessive adjectives and pronouns

In answer to the question: Whose

pencil(s)
book(s)
desk(s)
table(s)
...

is
are

this
that
these
those

 ?

Children should first drill on answering:

This is
It's
That's
Those are
These are

Name's
my
your
his
her
our
their
...

pencil(s)
book(s)
table(s)
desk(s)
...

 .

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.f: (Continued)

Then they should learn:

This	book	is	mine	.	It's	mine	.
That	pencil		yours			yours	
These	desks	are	his		They're	his	
Those	tables		hers			ours	
	...		ours			theirs	
			theirs				

1.g: Develops a broader understanding of the work of community helpers through talking about them

The teacher might ask:

What

was

 the

doctor
dentist
trader
cooks
teachers
...

 doing?

were

The children should be taught such replies as:

He	was	pulling a tooth	.	They were	making fried bread
		selling oranges			writing our names
She		weighing the boys			...
		...			

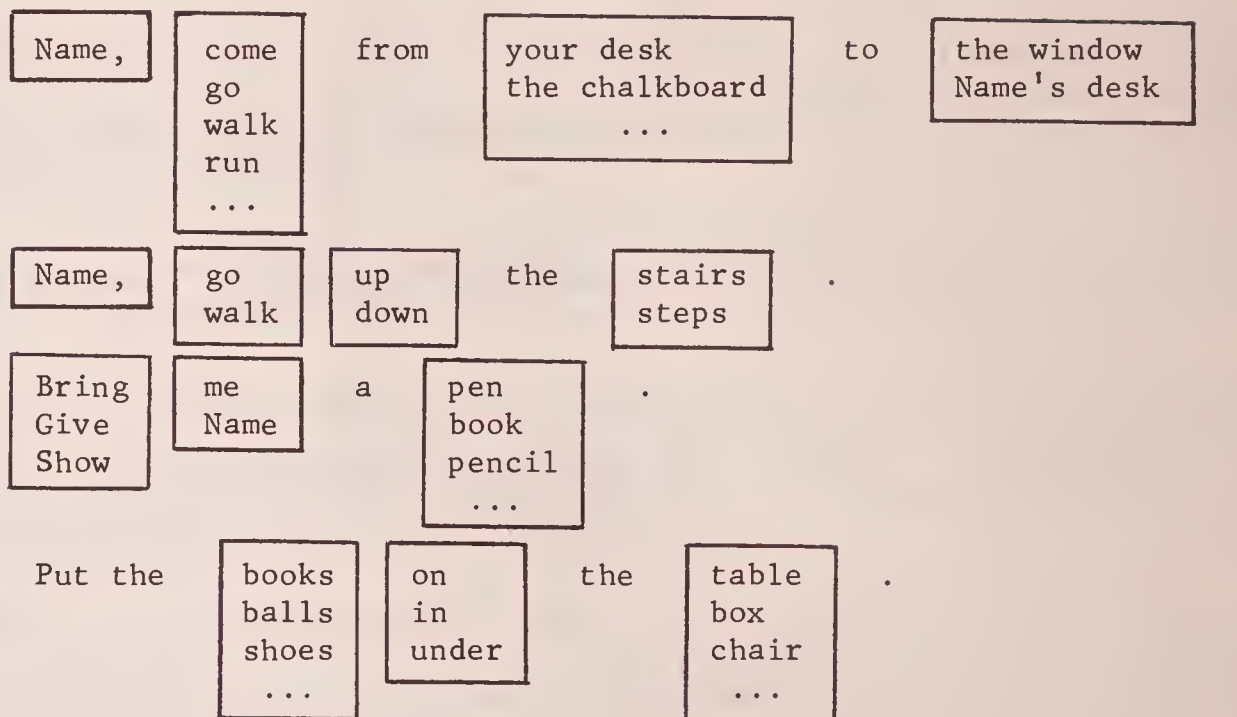
1.h: Gives oral directions

Children should practice giving and following directions, similar to those listed. They should determine that they are understood.

Name,	come	to	the chalkboard	.
	go		your desk	
	run		...	
	walk			
	...			

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.h: (Continued)



1.i: Participates in other classroom activities requiring the use of English

Some other activities in which the teacher may help children in speaking English are:

1. Playing games such as picture and word lotto, and exercises with flash cards and puppets.
2. Talking about things pertinent to their adjustment to the school environment; such as chores in the classroom, codes of behavior, and class and playground behavior.
3. Telling about pictures of things with which children are familiar; interpreting a picture and inferring from a picture.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.i: (Continued)

4. Sharing ideas for a group report or story.
5. Telling about suitable, interesting or comical things that happen to them on the playground, at school, in the dormitories, or at home.
6. Selecting "asking" and "telling" sentences from books and reading them with correct intonation.
7. Using the toy telephone properly.
8. Telling stories from pictures arranged sequentially. (Children should take time to think through and to practice what they are going to say before they tell their stories to a group.)
9. Using a shadow screen to help gain confidence in telling a story.

The teacher should encourage free conversation whenever the opportunity presents itself. Children should be encouraged to start a conversation with the teacher without disturbing other children at work.

Goal 2: Converses audibly at ever-increasing levels of achievement

Children at this level still need to be directed in speaking audibly and clearly in all situations. The teacher should assist both the English-speaking child and the one who is learning English as a second language to speak increasingly audibly and clearly.

He may devise games and exercises to assist the child in his improvement of oral English. An attempt should be made to secure correct pronunciation, but tact should be used in correcting children. An effective game is playing "parrots." The children play the part of "parrots" and the teacher the "parrot trainer." Each word the "trainer" says must be spoken clearly so the "parrots" can hear it and repeat it. After the children are well

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

acquainted with the game, they may take turns being the "parrot trainer." When children fail to speak audibly, they might be reminded that they are "parrot trainers." Such suggestions are more effective than telling them to speak clearly.

The teacher should continue to stress acceptable audibility in social speech and provide opportunities for children to converse in various situations with different people.

Goal 3: Dramatizes stories, poems, and tales he enjoys

Dramatization may provide a motive for extended use of English. Children at this level should be guided in their dramatizations from the time of selection of the story or verse to be dramatized through its presentation. As experience is gained in this type of activity, children may be encouraged to assume some responsibility for presentations.

Goal 4: Participates in assembly programs based on classroom learning

Information gained about such things as holidays, table manners, community helpers, arts and crafts of the children's tribes, foods, plants, animals, and various properties of number may be shared with other classes in assembly programs. Simple charts, murals, stick and potato puppets, and a variety of concrete objects may be used to help the audience visualize the information being presented.

Simple choral readings may be given.

L A N G U A G E A R T S - S P E A K I N G

L E V E L T H R E E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Expresses himself orally

Pupils who entered school as non-English speakers, or as speakers of sub-standard English, will need continued training in speaking English as a second language. This training should be both sequential and situational.

Where materials have been developed for the purpose of sequentially teaching the structure of English, it is recommended that they be used in conjunction with the suggestions listed here for the development of speech related to school situations. Where materials have not been developed for the above purpose, it is suggested that commercial materials be selected, adapted to the needs of the children, and used in conjunction with the suggestions listed here.

1.a: Extends ability to relate personal information

Children of this level should know their birthdays and those of some of their friends. They should know their school address, and their home address, and should be able to give this information when asked for it.

1.b: Uses sentence patterns he has mastered in talking about his work and play

The following kinds of statements and questions may be elicited from children:

Give

me
her
them
us

 the

book(s)
paper(s)
broom
dustpan
volleyball
basketball
bat
jump rope
...

 .

Who gave

him
her
...

 the

volleyball
bat
...

 ?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.b: (Continued)

What did Name
... give him
her
... ?

Did Name
... give him
her
... a volleyball
book
broom
... ?

Please get a book
ball
broom
... for Name
me
them
... .

May I borrow a pencil
book
piece of paper
... from Name
him
her
... ?

Borrow a pencil
book
... from Name
him
her .

1.c: Continues to use the English sentence patterns he has mastered when conversing about work with numbers

In working with measurements, children may ask such questions as:

How long
wide
tall is the table
the desk
the paper
Name ?

Is Name taller
shorter than Name ?

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.c: (Continued)

Is the

table
desk
...

 longer shorter wider than the

desk
table
...

 ?

They may answer:

The
This

table
desk
paper

 is

4 feet long
24 inches wide
3 yards long
...
45 inches tall
...

 .

Name is
She's
He is

This piece of paper is

wide
narrow

 .

Name
The table
The desk
...

 is

taller
longer
shorter
wider

 than

Name
the desk
the table
...

 .

Yes,

he
she
Name

 is.

Name

 is

taller
shorter

 .

No,

he
she
Name

 isn't.

Name

 isn't

shorter
taller

 .

Name

 isn't as tall as

Name

 .

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.c: (Continued)

Similar questions and statements concerning geometric shapes may be developed.

Which

circle
triangle
square

 is the

biggest
smallest
largest

 ?

The

first
second
third

circle
triangle
square

 is the

biggest
smallest
largest

 .

1.d: Extends ability to give and follow oral one- and two-step commands

To extend skill in listening as well as in speaking, children should be guided in giving and in following two-step commissions, such as:

Walk away from your desk.
Take

three
...

 steps toward the door.

1.e: Talks about what he ate at the dining room

Children should be directed in asking each other questions, such as:

Did you

eat
drink

some
any

carrots
milk
...

 ?

They may answer:

Yes, I

drank
ate

 some

milk
carrots
...

 .

No, I didn't

eat
drink

 any

milk
carrots
...

 .

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

1.f: Makes oral contributions to discussions of other classroom activities

At this level, children may be assigned reports to give to the class on individual or group experiences.

They may continue to tell stories from a single picture and some should be able to imagine the sequence of events which lead up to the incident portrayed, and to project other incidents which might happen.

They should be guided in sharing ideas for group reports related to science or social studies.

The teacher should continue to encourage children to tell of suitable interesting or comical incidents that happen on the playground, at school, or at home.

Pupils should be provided opportunities to direct class activities; e.g., a science or arts and crafts demonstration, giving directions for playing a game.

They should continue to use the toy telephone and to improve in their use of it.

The teacher should encourage children to tell stories with and without the use of a sequence of pictures.

Teacher-pupil, pupil-pupil, and pupil-guest conversations should be encouraged continually.

Goal 2: Converses audibly at ever-increasing levels of achievement

Dramatization or shadow plays may be used to encourage children to speak audibly at an ever-increasing level of achievement. Pupils may dramatize and record playlets in which obviously different pitch, tone, and rhythm are used.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

A child may pretend that he is a teacher, a coach, a minister, or some other person whom he has observed in his everyday experiences, and attempt to reproduce his speech.

Puppets of story characters may be used in a dramatization of simple and familiar stories.

Children may create and dramatize a story centered around an inarticulate character.

In dramatization, children need to be alert to the necessity of a speaker being aware of his audience, and speaking clearly and audibly enough that his audience can hear and understand him.

After children attend assemblies, they may evaluate the clarity and audibility of the speakers. Such an evaluation should help them to comprehend the frustration that exists for listeners when they cannot hear or understand what is said.

Tape recordings may be used to provide a consistent model for children to imitate. Tape recordings also provide a variety of voices for children to apprehend and to mimic. Pupil-made tapes can be used by the teacher to evaluate a pupil's accuracy of speech, and to determine his deviation from the set standard.

However, it is only after pupils have gained considerable facility with English and acquired an understanding of its sound system that they can begin to detect their own mistakes or notice ways in which their utterances differ from those of the model. Pupils left alone to imitate a recording and to monitor their own imitations will continue to mispronounce, because they hear the model in terms of their native habits of sound discrimination and

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

structure. Until a child speaks with some fluency, he will need an understanding and knowledgeable teacher to point out his errors to him.

Indistinctness in the speech of Indian children may be due to over-use of the throat and not enough use of the teeth, tongue, and lips. The teacher should work with children to open their mouths wider, to place the tongue correctly, and to use lips properly in speaking.

Goal 3: Dramatizes the stories, poems, and tales he enjoys

When children have gained some facility telling stories with and without visual aids, they should be assisted in planning and presenting dramatizations of these stories. Such presentations should be simple and informal, with the children's imagination providing most of the background. Pupils at this level may want to produce a "television show" or a "movie" of some favorite story.

Goal 4: In terms of his experience with English and his use of English, begins to evaluate some of his oral statements

Children should be encouraged to listen carefully to models they imitate and to reproduce what they hear to the best of their ability. When errors are made, they should be judiciously corrected by the teacher.

As children progress through the primary grades and attain some facility with basic sentence patterns and some understanding of the sounds of English, they may be guided in listening carefully to offer suggestions for speech improvement.

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LANGUAGE ARTS - READING

LEVEL TWO

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Uses several ways to get pronunciation and meaning of new words

- 1 a: Uses picture clues
- 1.b: Uses configuration clues
- 1.c: Uses context clues

1.d: Recognizes written symbols for sounds already known and tries to pronounce new words by the "sounding out" method

1.e: Uses structural analysis

When a child asks for help with a word, the teacher should assist him in trying to recognize it through the use of some word-attack skill. The teacher may ask him what word he thinks would complete the meaning of the sentence. If his answer is incorrect, the teacher might ask him if the word he suggested has the same beginning sound as the one in the sentence.

Through a hint of the beginning sound, he may be able to guess what it is. If not, configuration clues or picture clues might be used to guide him in finding the correct word. As a last resort, the teacher may tell him the word and help him note its relation to the context, its configuration, or its relation to an illustration.

Skill developed in oral recognition of words that rhyme or sound alike may be employed in the perception of written words that sound alike or rhyme.

Nonsense rhymes and sentence patterns emphasizing repetition of a particular consonant or vowel sound may be used for further practice in sound recognition. On such a foundation, children should be guided in "sounding out" unfamiliar words.

Children may be taught to recognize familiar endings and parts of words, such as at, ing, ed, er, and est.

It is a common speech fault on the part of Indian children speaking English to omit the ed endings of verbs. The speech of the teacher sets the pattern and the child imitates. There must be much practice and drill, and much experience with oral English, before the child can distinguish the difference at the Beginners Level and Level One; so that at Level Two, he should be able to distinguish the differences between the pronunciation of such words as work and worked, play and played. At this level, he should be directed to notice the endings of the verbs he meets in his reading and to pronounce the ed endings correctly.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: (Continued)

The child should learn to recognize at sight smaller words which are parts of larger words that appear frequently in his reading. When the child begins noting these familiar parts of words, he may find other words containing familiar parts. By studying the parts that are familiar and the unfamiliar parts, the pronunciation may be worked out by the child. Such clues, along with the use of context, may help in the recognition of new words.

Goal 2: Reads and follows directions of one or two simple sentences and becomes aware of the importance of following directions in test taking

This kind of reading requires careful attention. Each word is important. The teacher may write simple directions of one or two sentences, using words already in the child's reading vocabulary. The child may read and follow the directions, and then check himself. When a child fails, the teacher should point out and explain the part of the sentence he did not read correctly. Similar directions should be written for further practice.

The teacher should make use of every practical opportunity to write directions for the child to read and follow, instead of telling or explaining what he is to do.

The teacher should talk with the children about the importance of this accomplishment in test taking. Problems which may be encountered when directions are not followed correctly may be demonstrated.

Goal 3: Reads primers, first readers, and other easy-to-read material

So far as possible, material written within the experience range of the child should be provided for supplementary reading.

Goal 4: Reads independently materials at his free reading level

The pupil should be encouraged to do much independent reading at his free reading level. Much easy reading material should be available in each classroom and extensive use should be made of the school library and the services of the school librarian. If the pupil likes to read and seeks it as a means of pleasure, he can improve his skill in reading. (See next goal for finding free reading level.)

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: Reads material at his own particular instructional level

The teacher should make an effort to ascertain that the pupil is receiving reading instruction at his instructional level. The following method may be helpful to use in determining the child's instructional reading level and his other reading levels.

1. Needed materials

Readers, well-graded, with interesting stories, free from specialized vocabulary.

2. Technique

Choose several paragraphs at grade levels below and up to the pupil's grade level; have pupil read orally; ask a few fact questions to determine comprehension; ask a thought question to disclose the pupil's ability to draw inferences.

3. Points to notice

- a. Free Reading Level: 90% comprehension; 99 of every 100 running words correctly pronounced; natural phrasing; pupil relaxed.
- b. Instructional Level: 75% comprehension; 95 of every 100 running words correctly pronounced; natural phrasing; pupil relaxed.
- c. Frustration Reading Level: 50% or less comprehension; 10 or more of every 100 running words mispronounced; phrasing unnatural and uncertain; pupil tense, possible finger pointing.

5.a: Pronounces and comprehends an increased number of written English words

(Refer to manual in basic readers for list of words usually acquired.) The teacher occasionally may use synonyms for words the children have already learned. He may call attention to the new words and establish their meaning through discussion. He should select such words as penny, mend, close, make, and help the child learn the meanings by using the synonyms cent, fix, shut, and build. Pupils may make simple sentences, using the synonyms.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

5 b: Talks about stories read, telling who, when, where, what, and how events happened

Children should be provided independent reading material within their range of comprehension. Questions beginning with who, when, where, what, and how should be used to test comprehension. Questions that can be answered with "yes" or "no" should be avoided.

Goal 6: Selects reading material on his own level and uses simple check-out system

Children should begin to select books on their interest and free-reading levels. They should have the experience of using a simplified check-out system to check their books from the library regularly.

L A N G U A G E A R T S - R E A D I N G

L E V E L T H R E E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Improves in use of different methods of attacking new words

1.a: Uses picture clues

Pupils should gain familiarity with such consonant blends as fl, bl, st, sl, br, and cr. They may keep lists of words containing these blends. For practice purposes, they may be guided in skimming reading material in search of words beginning with, or ending with, a consonant blend.

A glance at the objects in a picture often will provide the child with a clue to an unfamiliar word. The teacher will recognize occasions when this technique will be most effective.

1.b: Uses configuration clues

Configuration also may play a part. After seeing a word like Christmas a few times, pupils may recognize it from its conformation.

1.c: Uses context clues

The context often will supply a clue to the word necessary to complete the thought. Children should be encouraged to use these clues.

1.d: Uses phonetic analysis

Comparing a familiar word with an unfamiliar one which begins with the same consonant or consonant blend may help children identify the unfamiliar word.

As words including them are learned, attention should be called to the long and short vowel sounds in words such as at - ate, not - note, bit - bite. Practice in making the various vowel sounds may be provided. The children should become familiar with the long and short mark for vowels. Good picture dictionaries are helpful.

Pupils may be introduced to some generalizations concerning pronunciations of words; e.g., the final e of a word usually denotes a long vowel sound within the word.

Children should be given help in learning that two-syllable words with double consonants are divided between the double consonant. (lit/tle, rab/bit).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: (Continued)

They should learn that two-syllable words usually are divided between unlike consonants (of/ten, win/dow), and that prefixes and suffixes often are syllables (play/ing, work/er, re/write, un/like).

1.e: Uses structural analysis

The teacher should encourage pupils to "figure out" words. Attempts made at discovery should be praised with suitable restraint.

In their reading, children will find words that contain words they know, such as get in getting, eat in eating. Practice may be given in forming a number of words using ing or ed endings.

Goal 2: Reads independently material at his free reading level

Each pupil should be encouraged to do much independent reading at his free reading level. Easy reading material should be available in each classroom. Extensive use should be made of the library and the services of the librarian. If pupils enjoy reading and seek it as a means of pleasure, their skill in reading may be increased considerably.

Since it is not always evident that a child understands what he reads, techniques may be used by the teacher to determine understanding. These techniques should be varied and they should suit the reading material. The following techniques are particularly suitable to test comprehension in either oral or silent reading:

1. Illustrating with pictures
2. Retelling
3. Dramatizing
4. Pantomiming
5. Answering thought questions covering more than one paragraph
6. Finding right words
7. Discussing incidents in stories and reasons for certain actions on the part of the characters
8. Giving opinions of characters

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

9. Anticipating endings
10. Completing sentences
11. Concluding stories

Ability to recall the main points of a story marks definite progress in silent reading. Early development of this ability may result from getting points in sequence from various children, and later from one child.

Planning and carrying out simple dramatics may serve to sharpen the children's interest.

Goal 3: Reads material at his own particular instructional level

The teacher may refer to a similar goal at Level Two for a method of identifying the various reading levels of a pupil.

3.a: Knows an increased number of written English words

The teacher should use the child's surroundings and everyday experiences to develop vocabulary needed for reading purposes in various subject areas.

3.b: Uses words of opposite and similar meaning

After word meanings have been established in real situations and concepts of some opposites have been developed, the teacher may provide drill exercises and games in which children change a sentence to make it mean the opposite or draw pictures that show opposite meanings.

Attention may be called to reading words that are synonyms of words in the pupils' speaking vocabularies.

Goal 4: Reads for the enjoyment of others, using a pleasing voice and correct phrasing

Children frequently should read orally both poems and stories as a way of sharing with their class. An announcement by the teacher that Mary has found something, for example, about a jungle, or a funny story about Abraham Lincoln, which she wants to read to the group, may create greater interest in books and better reading on the part of the children. Pupils need to be

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

encouraged in sharing with the group interesting things they find in books, but they should not be required to perform audience reading for a group unless they can read without causing embarrassment to themselves or others. When a child can read a selection well, he may read to one group while the teacher works with another group. The teacher should determine if the group understood the selection read. Reading in unison with various interpretations provides children with another means of oral expression. Such reading requires careful preparation on the part of the teacher and pupil.

Goal 5: Improves in ability to select reading material on own level and to use library facilities

The child should know there are dictionaries and other reference materials in the library, and should be able to distinguish real reference materials from materials for pleasure.

He should have many opportunities to select reading material on his free reading level. He should be guided in using a picture dictionary to secure needed word meanings.

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LANGUAGE ARTS - WRITING

LEVEL TWO

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Uses writing for various purposes

1.a: Writes the date correctly

The child may have observed the teacher write the date for a daily news item placed on the bulletin board or a chart. At this level he may learn to write the date independently on the papers he hands in, and on the letters and invitations he writes to others. For a period of time the teacher may write the date on the chalkboard each day so that when the child needs the date for any written work he does, he may refer to the sample for correct punctuation and capitalization. When children can write and punctuate the date correctly without referring to the sample, its use may be discontinued.

1.b: Writes acceptable manuscript

The teacher should refer to the manuscript writing chart in Level One. At this level the child should learn to form the letters neatly and at a speed that is not laborious.

Goal 2: Is interested in expressing his thoughts in writing

Children should demonstrate some skill in composing stories of two or three sentences related to one idea. Background preparation for this goal may be stories read or told to the children, stories they bring from home, or stories about things they have done or seen. Children should have frequent chances to tell stories in which they try to keep to one idea.

After considerable oral practice, pupils may begin to write their stories. In the beginning the teacher may ask leading questions to help the children start their stories.

Pictures of common scenes may stimulate story telling or story writing. "Tell what the man is doing," or a similar starter, may be used.

Goal 3: Writes material for practical and personal use

Pupils should learn to write letters, invitations, and stories of two or three sentences. At earlier levels the child may have pointed out what he saw in pictures and talked about the stories the pictures told. At this level he may express his thoughts in writing. He may write a sentence or two about selected pictures. The teacher may ask the child to think what he wants to say, and then ask for help with the words that he cannot spell.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

The words may be written for him on the board so that he can refer to them for the correct spelling when he does his writing.

3.a: Demonstrates some skill in writing friendly letters and addressing envelopes

Sample letters which are interestingly written may be read to the class and studied. Interesting group letters may be composed before the children attempt individually to write an interesting friendly letter.

Attention should be called to acceptable greetings and closings and to the punctuation used with these. Standards for margins, indentation, and neatness may be set.

3.b: Develops other writing skills

After standards of written work are developed, the children should be expected to check their work by these standards.

When a child has learned to form letters correctly, he should maintain this skill as a standard in all of his written work. As he progresses, he should check for margins, indentations, and general appearance of his written work.

The child should be learning to spell some of the simple words that he uses frequently in his written work. The teacher should be alert to the words which are most commonly used by the children and help them learn to spell these words.

Pupils should be aided in distinguishing sounds of consonants and vowels to aid them in spelling.

Goal 4: Begins to use capitalization and punctuation correctly

To develop an understanding of the distinction between statements and questions, the teacher may ask children to read sentences that tell something, and call attention to the periods at the end of the sentences. Children may be assisted in generalizing that the period is at the end of a sentence that tells something.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

An understanding of the use of the question mark at the end of a question may be established by locating simple questions in a reading or arithmetic book and generalizing that the question mark is used at the end of a sentence that asks something.

4.a: Acquires some skill in capitalizing holidays and titles of stories

As holidays occur, children may be taught to write and capitalize the names of these holidays. When a story is read, the teacher may call attention to the capitals in the title, or may have children observe capitals in titles in the table of contents. Emphasis on capitalization of titles should be reflected whenever experience stories are written or when children are writing individual stories.

4.b: Writes Mr., Mrs., and Miss correctly

Children may write the names of their parents and their own names. They may be provided with a list of staff members with whom they are familiar to write the correct title before each name.

Goal 5: Begins to use descriptive words

After a child has written a story, or an experience, he may be guided in studying it to determine if the use of different words would make it more descriptive. He should be encouraged to use the picture dictionary to find other words he might use.

L A N G U A G E A R T S - W R I T I N G

L E V E L T H R E E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Uses writing for various purposes

More stress should be placed on oral work than on written work, particularly for those pupils who are learning English as a second language. However, writing can be effectively used to reinforce what children are learning orally. Sentence patterns from oral practice may be written. Transformations of these sentences may be written, also.

Written work in the content areas may be assigned.

Children should be encouraged to continue writing simple stories and accounts of their experiences.

Opportunities should be provided for children to write invitations; acceptances to invitations, or regrets; friendly letters; bulletin board notices; and announcements.

Goal 2: Writes material for practical and personal use

There should be a form taught for written work which is prepared for others to read. The following form may be used:

NAME		DATE
TITLE OR SUBJECT		

The child should be taught to leave a margin of one inch at the left of his paper just as he does in writing letters. He should be taught to check his work before giving it to someone else to read. The teacher should encourage children to submit their best work.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

Standards should be set for checking written work. Charts listing standards for writing letters, a sample letter form, standards for writing titles - Mr., Mrs., Miss - or standards for using periods or question marks supply a ready reference.

Children should be taught to check all their written work for errors. They should know that good written work is expected. If there is a real need for written work, the children will have a greater respect for it. Written work should not be assigned simply to keep children busy. Every piece of written work assigned should receive the teacher's attention, and the children should be aware that it does.

Some approved form should be followed in writing friendly letters; e.g.:

Star Route
Box Town, Montana
June 3, 1966

Dear Mother,

Your son,
Jimmie

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

The teacher's first concern should be to have the child write a newsy letter, getting away from all stereotyped expressions; such as, "I am well," "How are you?" and "I will close for now."

Points relative to the form of the letter should be introduced gradually, remembering that form is secondary in importance. The form that is used in the letter may be followed in addressing the envelope:

Jimmie Bird Star Route Box Town, Montana 00000	Stamp
	Mrs. James Bird Route 1 Lawton, Montana 00000

The return address of the sender should be written in the upper left-hand corner of the envelope, with full name and address.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

Writing real letters to pupils in another school, or to parents and relatives (if children are attending a boarding school), or to Junior Red Cross friends may stimulate an interest in letter writing. A model form can be posted for reference, or a child may have a model of an envelope addressed correctly to his parents or a relative, for his own individual reference.

2.a: Uses personal pronouns and adjectives correctly in his writing

For reinforcement of oral practice in using personal pronouns and adjectives, children should have much drill in writing the same patterns and their transformations. For those who still may have difficulty in using he and she, him and her, or his and hers correctly, it is recommended that the teacher refer to primary level speaking goals for suggested patterns for both oral and written practice.

Note should be taken of the use of personal pronouns and adjectives in everyday writing, and assistance should be given where it is needed.

2.b: Uses plural forms correctly

In addition to learning to form plurals by adding s and es, children need assistance in forming the plurals of irregular nouns. Attention should be called to the plural form of these words as they are used in daily work, and meaningful activities should be provided for reinforcing learning to write them correctly.

2.c: Extends spelling skill

Stress in spelling should be on learning to spell the words needed in daily work in the various subject areas. Spelling should be as much of an individual undertaking as the teacher can make it.

To help children learn to spell, the teacher may refer to a spelling text for a suggested technique. Pupils need considerable practice in spelling the new words they learn. The teacher may prepare short stories including new and review words to dictate to children. Each child may keep a personal dictionary of the spelling words he has learned. A card file of frequently used words may be made. Children may be encouraged to refer to the card file for assistance in spelling words.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

The kinesthetic method of teaching spelling to children having special difficulty is suggested.

To prepare class, group, or individual spelling lists, the teacher may note words that children ask to have spelled, and words they misspell. If he wishes, the teacher may check these lists against lists in a spelling text to select additional words he thinks the child will need to learn to spell in relation to work that is planned or experiences that are to be provided. It is re-emphasized that the child's need is the primary word source for spelling. An average of two new words daily is sufficient for children to learn at this level.

Goal 3: Dictates and writes clear and interesting thoughts

Children should continue to write stories of two or three sentences, keeping to one idea. Background preparation for this accomplishment are stories - read or told to children, stories they bring from home, stories about things they have done or seen. They should have much experience telling stories in which they try to keep to one idea. To improve certain sentences contributed, the teacher may say, "Could we say this in a different way?" or "How else could we say it?" The teacher should guard against writing sentences that are too long and, as far as possible, should use the vocabulary of the child who made the contributions.

After considerable oral practice, pupils should begin to write in this manner. In the beginning the teacher may give leading questions to help the children start their stories.

Pictures of common scenes are stimuli to story telling or story writing. "Tell what the man is doing" or a similar direction may be used as a starter. As children attempt to write their own stories, a sentence by the teacher may be necessary for a beginning. Such writing affords an opportunity to fix the use of periods and question marks at the close of sentences.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Sample Language Implications Related to this Goal

For re-emphasizing descriptive terms in pupils' vocabulary, the teacher may show outdoor scenes and have the children describe them orally before writing them.

The sky is blue.
 The mountains are high and rocky.
 The grass is soft and green.
 The pine tree is straight and tall.
 It stands like a proud soldier.

Goal 4: Uses the sentence as a unit of language

Children who are learning English as a second language should have much practice in writing the sentence patterns they are learning. Those who are more familiar with English may benefit from such practice, also. Through gaining familiarity with different patterns and their transformations, children may develop an understanding of the sentence being a unit of language.

Goal 5: Correctly uses capitalization and punctuation that he has learned

The pupil's first experience in capitalizing names was in writing his own. Other words will need to be capitalized as the pupil does other written work.

In writing his own address, or in writing letters to friends, he will need to capitalize the names of towns.

Early practice in learning to use capitals in titles may be provided through writing captions for drawings, in poster making, or in labeling pictures in a scrap book. The child should learn that the beginning word and the important ones in a title begin with capitals.

It should be pointed out that the title of a story or poster does not require a period at the end.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: (Continued)

Since children at this level will be concerned with simple history in connection with holidays, some of their written work can be related to it. They will need to know that the words like Christmas, Thanksgiving, and Easter should be capitalized when they write them in stories or in letters.

Chart reading and writing should continue to give pupils experience with the use of the period and question mark. The content of charts should be contributed by the children and written by the teacher. As he writes, he may ask, "What shall I put at the end of this sentence?" He may have different children come to the board to punctuate the sentences he has written. Children should experience writing questions about things they wish to find out. For example, some of the children who have not seen the landing of airplanes may ask other children questions about landings. The teacher may write the questions on the chalkboard. He may call on different children to supply the correct punctuation.

Goal 6: Is interested in writing in many forms

When it is determined that children are ready for the transition from manuscript to cursive writing, they should be prepared for it. They should be guided in observing the similarities and the differences between the manuscript and the cursive forms of letters. Pupils need to be taught that cursive letters are slanted to facilitate joining them in forming words. Both alphabets should be displayed during the transition period. Children should not be forced into the transition. Only a limited amount of cursive writing should be done during the period of shifting from manuscript to cursive. The teacher should note the sample of cursive letters at the end of this section.

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

a b c d e f g h i j

k l m n o p q r s

t u v w x y z

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L A N G U A G E A R T S - L I T E R A T U R E

L E V E L T W O

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Becomes acquainted with the nursery rhymes and picture stories of the non-Indian culture

General Techniques. When telling stories, the teacher should wait until all in the group are seated and are ready to listen. If this procedure is followed, it may be easier to set an atmosphere for attentiveness.

The teacher and the pupils should select books from the library that are suitable for the class and set up an attractive classroom library corner. If possible, a daily activity should be developed around the books in the library corner. A pocket chart where each child keeps his reading record may encourage reading. When a child finishes a book, he should write the title on his card and place it in his pocket on the chart. This could serve as a basis for sharing by children who had read the same book. It would also give the teacher an opportunity to discuss with individuals the reading they are doing.

Children individually or in groups may make movie strips and show them in cardboard boxes, telling the story as the movie is shown. Finger puppets, hand puppets, and flannel board cut-outs make story telling more interesting and dramatic. The tape recorder may be used to record children's stories as a means of developing story-telling ability. Cut-outs of the story characters may be made.

Holding the book so all can see, the teacher may read easy picture-story books to children. Questions may be asked about the story or pictures. Children will need sufficient time to respond.

At first the teacher should tell only one or two things about each picture and then move on to another picture, in order to hold interest. Gradually, the length of exposure of each picture may be increased; but when interest lags, the picture should be changed.

The child may react verbally, emotionally, or creatively to the story. He should be encouraged to express his reaction in each of these ways.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: Enjoys the tales, legends, and poems of American Indians

Indian employees or parents may be invited to tell stories to the class. Children should be prompted to contribute brief comments about the story and to advance opinions in English or in their own language. Close identification of the child with a character in the story may be stimulated. The teacher should not attach requirements to the literature program. The only objective at this level is to get children to enjoy the delightful selections that appeal to them.

Goal 3: Grows in his ability to form pictures in his mind through hearing and/or reading verse, fairy stories, fables, and folk tales

These stories and fables will be, in many cases, the child's first introduction to literature and the musical quality of the English language. Here he meets rhymes with musical words. He should react rhythmically to favorite selections and gain new pleasure from descriptive words as he enters into the feeling and mood of the selection.

Well-known fables should be included in the child's reading for pure enjoyment. Their simplicity, apt phrasing, humor, and dramatic possibilities make them especially appealing.

Goal 4: Associates what he reads and hears with what he has seen or done

The primary level teacher should create a preparatory atmosphere for literature awareness through the careful selections of verse, picture stories, fables, and folk tales (Indian and non-Indian). The teacher may guide the child through interesting and varied literary experiences to assist him in identifying himself with the story and relating the content to his own personal experiences. It may be fun for the child to join in the refrains as the teacher reads in a relaxed, natural, and happy atmosphere.

Goal 5: Grows in ability to recognize and respond to emotional tone of a story and/or poem

The child needs to learn to respond to poetry and prose with language, rhythm, his emotions, and action. The ability to identify himself with characters in the story and to respond emotionally should be developed through providing background experiences and word meanings which will lend understanding to the selections.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Begins to understand the difference between make-believe and true

Children may give accounts of things they know actually happened and then be guided in developing a story that is make-believe. As the teacher reads to children, or as he is guiding them in their reading, he may question them concerning items which are true and those which are obviously make-believe.

Goal 7: Enjoys sharing with others the near nonsense humor, and other stories and poems he finds in his free reading materials

The teacher should read verse to the children that they can understand and enjoy with little or no explanation.

Pupils should select stories or verse that they wish to share with others. The teacher or the pupil may read these to the group. The humor, the events, or the description may be emphasized by the teacher to help children develop an appreciation for different kinds of writing. Therefore, the writing must be about something with which they are knowledgeable, either through actual or vicarious experience.

Sample Language Implications Related to this Goal

Listen to this. Isn't it funny?
Let me read this to you. I think it's very pretty.
I like this poem. I think you'll like it, too.

L A N G U A G E A R T S - L I T E R A T U R E

L E V E L T H R E E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

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EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

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A R T

L E V E L T W O

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Extends his experience with color

Children should continue to work with the colors red, yellow, blue, orange, green, and purple, as well as the neutral colors white, black, and gray. For review purposes they might make simple color charts using flower petals, leaves, or favorite objects. /Birren (2).

Goal 2: Extends creative expression by exploring a greater variety of art media

Creative expression should be encouraged in media already introduced and practiced, and new media should be introduced and practiced. Activities related to use of these new media might include:

1. Brush painting--tempera, large brush.
2. Plaster molding.
3. String painting--tempera.
4. Papier-maché molding.

/Bjoland (3), Peter (14), Reed (16), and (7).

Goal 3: Uses artistic ability to illustrate or creatively depict some learning

Creativeness may be reflected in various areas of learning by:

1. Making murals.
2. Developing bulletin board displays.
3. Making a frieze or a collage.
4. Modeling clay to depict objects.
5. Sculpturing items of soap, wood, or stone.
6. Illustrating stories or ideas with drawings or cartoons.

Sample Language Implications Related to this Goal

Let's plan for painting our mural.

I like to draw horses.

Who wants to make the pickup?

I do.

I'll draw the airplane.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: (Continued)

Here's a picture of a ship. I'll draw it.
Who wants to paint the spaceship?
I do.

Goal 4: Independently explores other uses of art media to which he previously has been exposed

After the child has had some instruction and experience in handling a medium, he may explore creatively in that medium.

By this time, the child should have some experience with clay, pencil, crayon, powder paint, finger paint, chalk (dry or wet), and water color. He should be able to handle a large brush (size 12) with some ease.

He may now be ready to explore independently with such media. The teacher may see that art elements (line, form, texture, color, value) and art principles (balance, variation, unity, contrast, subordination, emphasis, rhythm, dominance, harmony, proportion) are introduced. Activities such as frieze making or repeat-design making can be geared to emphasize a certain point; for example, balance-rhythm.

Bjoland (3), Peter (14), Reed (16), and (7).

Goal 5: Refines his appreciation of the native arts of his tribe through experimentation

The child has acquired some skill in recognizing arts and crafts of his own people. This skill should be further developed by experimenting and exploring with various media. The child may:

1. Use graph paper to make designs.
2. Copy the design in weaving or in bead work.
3. Use clay, wood, stone, reed, paper, or yarn for experimentation.

A variety of art supplies should be accessible for children's leisure time use. Anderson (1), Birren (2), and D'Amico (5).

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Appreciates the natural beauty of his surroundings

Since nature provides living examples of design and texture, the child may be encouraged to bring nature objects to the classroom. He can, by feeling, learn to appreciate differences in texture--bumpy, satiny, fuzzy. He can develop an appreciation for variety in arrangement, using weed, rock, and flower compositions. He may be guided in understanding that balance by arrangement may be achieved through:

1. A larger base and smaller top.
2. Simple and beautifully-shaped containers.
3. The use of colored glass, stone, and marble to add interest to the composition.

Goal 7: Becomes knowledgeable of the art contribution of other groups

The child needs to learn that many groups of people have made characteristic contributions to art. The teacher might make a collection of items or pictures that demonstrate characteristic contributions of Orientals, Indians, and other groups. These may be displayed and talked about, and the child may be assisted in recognizing the various types. Art activities may be planned around these characteristic types; for example, a repeat design in a Chinese motif might be made.

A R T

L E V E L T H R E E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Continues to extend creative expression by exploring a greater variety of art media

New activities introduced and performed at this level should include:

1. Weaving--paper and oilcloth, string.
2. Paper sculpturing.
3. Sawdust craft--animals, puppet heads.
4. Cloth craft--booklets.
5. Water coloring.

(7).

Goal 2: Continues to use artistic ability to illustrate or creatively depict learning

The arts and crafts program in the elementary school provides opportunities for fostering and encouraging the development of creative abilities. Arts and craft work should be included in the development of units. Sand table displays may be made. A terrarium provides an appropriate background for science displays or collections, and for practicing creative arrangement of items. Peep shows, open or flat-figure dioramas, and table scenes can exemplify learning related to any curricular area.

Goal 3: Refines skill of working independently with art media

Children should be given an opportunity to extend their ability to experiment with art principles: balance, variation, unity, contrast, subordination, emphasis, rhythm, dominance, harmony, and proportion; and with art elements: line, form, texture, color, and value.

Goal 4: Continues to refine appreciation of the native arts of his tribe through experimentation

Freedom to experiment with the arts and crafts of his own tribe should be granted each child. As he gains capability in understanding the designs and workmanship of the artist, he should be given the opportunity to try his skill with similar projects, such as:

1. Creating native designs.
2. Sculpturing in soap, wood, stone, clay, and paper.
3. Weaving baskets, belts, headbands, and rugs.
4. Drawing and painting native scenes.
5. Modeling with a variety of media.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: Continues to demonstrate an appreciation of the natural beauty of his surroundings

The child may bring nature objects to the classroom. Such objects can be arranged to demonstrate the elements and principles of art, and may be used by the children to experiment with creative arrangements. Items can be used in collages, table scenes, and other displays.

Goal 6: Begins to appreciate the art contributions of some other cultural groups

A unit is suggested in which art contributions of some of the cultural groups living in America are considered--Chinese, Japanese, Indian, or Pennsylvania Dutch.

Goal 7: Appreciates beauty in man-made objects

Through a knowledge and appreciation of color, and through the use of familiar media, children should be assisted in developing an appreciation of:

1. Pictures.
2. Clothing.
3. Toys - dolls - animals.
4. Jewelry.

/Anderson (1).

Sample Language Implications Related to this Goal

Oh, what a pretty

bracelet
necklace
belt

.

My father made it.

It's very beautiful.

My brother paints pretty pictures.

Bring one to show us.

My mother made this dress for me.

It's very pretty.

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HEALTH AND PHYSICAL FITNESS

LEVEL TWO

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Washes hands before handling food or dishes, after toilet, and after playing with pets

At previous levels children have been taught to wash their hands. At this level pupils may be taught to assist with party lunches by setting the table and putting food on the table.

Before a class party, the teacher may discuss with children the reasons for washing hands before handling food or dishes. He should discuss with them frequently the need for washing hands after toilet and after playing with pets. Hand washing should be directed and supervised until the habit has been well established.

Posters illustrating the practices with appropriate captions such as We wash our hands before we set the table, We clean our fingernails, We trim our nails, should be put in suitable places to serve as reminders to the child.

Emery boards or nail files should be provided. The children should be taught to use them to keep their nails short. They may need to be shown how to file their nails and how to gently push back the cuticle. A classroom supply of hand lotion is helpful. It may stimulate the child to keep his nails properly manicured, if he is allowed to use it after he finishes his manicure. In boarding schools, this should be a shared responsibility of guidance and academic staff.

Goal 2: Uses toilet correctly

Children at this level should be taught their part in keeping toilets clean and sanitary. It is important that children know that heavy paper or solid objects should not be put into toilets.

Statements such as the following may be written on the chalkboard or a chart following discussions on proper use of toilet facilities:

Newspapers clog toilets.

Paper towels clog toilets.

Combs and other things clog toilets.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

Hair can clog a toilet.
I keep our restroom clean.
I sit down on the toilet seat.
I flush the toilet clean after I use it.

In restrooms where there are no urinals, boys should learn to raise the toilet lid before using the toilet and put it down after using it. Boys should be taught to flush urinals to prevent unpleasant odors.

Goal 3: Under supervision of the teacher, housekeeper, or matron, cares for minor cuts and wounds

The teacher may secure from the health division approved medicants, and keep them accessible for use when the child suffers minor cuts or wounds. It was suggested at Level One that children observe and help the teacher when he used these materials. Pupils at this level may be instructed to clean the cut or wound, and to avoid touching the part of the bandage that is applied directly to the wound.

Goal 4: Reads the room thermometer to determine if the room is too warm or too cold

The child may be shown the mercury line on the thermometer and may observe how it goes up and down with the temperature. He may place the thermometer in the sun or on a window sill, and then in a space near a door, to note changes. He may place it on the floor and then on top of a cupboard or at the top rail of the chalkboard to see if there is any difference in the temperature. The teacher may show him the 70-degree mark on the thermometer and tell him the line should be at that place. Children may take turns checking the thermometer to see how near the mercury is to the 70-degree mark.

Goal 5: Names and eats a variety of body-building foods

Children may cut pictures of different kinds of food from old magazines. They may be guided in classifying them as fruits, vegetables, meats, and so on.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: (Continued)

The teacher should guide children in learning the kinds of food they need to eat to keep healthy and to grow. They may talk about their noon meal on the basis of its provision of needed foods.

Children should be introduced to new foods in a manner that will create curiosity about them, and should be encouraged to eat new foods in small amounts in an attempt to develop a taste for them.

Goal 6: Knows how to set the table and handles knives, forks, and spoons adequately in eating

The teacher may discuss with the group and demonstrate in the classroom the proper use of knives, forks, and spoons.

Family-style dining provides an opportunity for children to practice setting a table, and to use silverware properly. If family-style dining is not a school practice, classroom parties can provide a suitable substitute. After a meal, the group may evaluate their handling of the table implements. Dining activities should be planned frequently to establish good habits and to develop confidence in a dining situation.

The teacher should make family dining or dining practice a real learning situation. Plans should be made to go to the dining room to set the tables for the meal. The teacher should help children learn how to set the table properly. They will need to learn what to do in case they drop a knife, fork, or spoon on the floor.

In clearing away the dishes, pupils should be shown how to scrape the dishes clean, and how to stack them.

Sample Language Implications Related to this Goal

I set the table for four people.

I put the place mats on the table.

I put the plates on the place mats.

I put a knife and a spoon on the right side of each plate.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: (Continued)

I put a fork and a napkin on the left side of each plate.
I put a glass above each knife.
The table looks neat.

Goal 7: Knows his clothes must be kept neat and clean

Children may be guided in discussing briefly how clean and neat clothing is helpful to them. The teacher may lead them to think of some responsibilities they can take for the cleanliness and neatness of their own clothing. Each child may tell how he helps to care for his clothing.

A sewing kit or basket with needle, thread, and buttons may be kept in each classroom. Children may be encouraged to sew buttons on doll clothes and paint aprons before they sew them on their own clothes. The teacher may show them how to cross the threads, how many times to sew the thread through the holes in the button to fasten it securely, and how to fasten the thread to keep the button from coming off a garment. He may show the child how to place the button directly on the spot where it was before, how to hold it there, and how to sew it on. Boys as well as girls should learn to sew on the missing buttons from clothing.

In a day school situation, children should be taught to keep their shoes polished. At first, a definite time may be set aside when all learn how to polish shoes properly. Later, this can be an activity the child does at his leisure time, or when other work is finished.

The child will need to learn how to clean dirt and mud from his shoes, how to put on a thin coating of polish, and how to brush the shoes until the polish shines.

Goal 8: Begins to take care of his own clothes

Some activities to be carried out might be:

1. Having the children tell some of the things they do to take care of their clothes.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 8: (Continued)

2. Making a chart listing the important things they do to care for their clothes.
3. Making a scrapbook of the things their mothers and instructional aids do to help them take care of their clothes.
4. Finding pictures of other children taking care of their clothes.

Goal 9: Knows that he does not visit friends who are ill but shows sympathy in other ways

Children should know that a sick person should be put to bed and be kept as quiet as possible. For this reason, and because he may have something catching, his friends should not visit him.

To show their sympathy, children may write individual letters to a sick friend or make greeting cards to send him. A few each day would be better than a great many one day and none for a long period. Group letters which contain interesting news items may be written and illustrated.

For a girl, the children may make paper dolls, or send a doll and doll clothes they have made. Colorful pictures may be put into a scrapbook for patients or sent unmounted with paste for mounting.

The children may make the patient a checkerboard or a toy, or send him puzzles they have made by cutting and mounting colorful pictures.

Children may make the patient a bedside bag for his things and put into it little things they know he will enjoy; such as, a pencil, notebook or pad, or a little mirror.

Goal 10: Begins to realize how the community safeguards health

Children at this level should begin to realize that good community health is the result of the cooperative efforts of the people, but that there are some who devote their full time and efforts to the problem. Pupils may:

1. Learn the names of the health workers of their community.
2. Tell what each does for the community.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 10: (Continued)

3. Visit the health department.
4. Visit a hospital.
5. Tell what the doctor, nurse, and dentist do for community health.
6. Discuss the care of the common cold.
7. Visit a food store, dairy, and waterworks to learn how they protect health.
8. Draw or find pictures of people working together for cleanliness and orderliness of the home and community.
9. Read stories about these community workers.
10. View films of what other communities (large and small) do to become healthy and attractive places.

Goal 11: Begins to develop an understanding of how doctors, dentists, and nurses can help him

The teacher may guide children in thinking through some ways that the doctor, the dentist, and the nurse each help them. Pupils may be encouraged to discuss one or more of their own experiences when they were helped by the doctor, the dentist, or the nurse.

Committees may devise some simple role-playing situations; such as, a child visiting the dentist or the nurse, showing how the nurse helps him, and demonstrating his obligations to the nurse or dentist. The school nurse or doctor may be invited to view the role playing and to talk with the children.

Appropriate films and filmstrips may be used to reinforce understanding of some of the services received from medical workers.

Goal 12: Realizes that food, sleep, rest, and play influence growth

Children at this level should be helped to understand why it is important to get enough sleep at night. They need to understand the importance of rest during an illness and afterward, and of relaxing after a meal. They need to learn to slow down before bedtime. Some activities related to this accomplishment are:

1. Having the children tell how much time they sleep and rest.
2. Keeping weight and height record.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 12: (Continued)

3. Showing educational films on the subject.
4. Discussing the films.
5. Interviewing the school nurse and doctors regarding sleep and rest.

Goal 13: Practices safety in using baseball bats, ropes and lariats, swings, and other play equipment

Children should become aware of the danger of swinging bats when others are near. They should be taught to watch out for other children. The teacher should show pupils how to grip a bat firmly so it won't fly out of their hands, and to stand at a safe distance when others are batting. Children need to be taught safe handling or use of ropes, lariats, swings, and other play equipment.

When an accident occurs during the use of play equipment, the teacher should help the child analyze the situation to see if it could have been avoided and to plan for better use of play equipment.

Goal 14: Practices safety in using matches

The desire to handle matches should be utilized constructively. Children should be shown how to strike a match without danger of burning themselves and how to extinguish it before throwing it away. They need to learn that matches should be used for helpful purposes, only. The purposes for which matches might be used in the classroom may be discussed.

If there are no opportunities for the child to use matches in the classroom, situations may be created to teach him how to handle matches. Lighting the candles on a birthday cake provides a purposeful situation.

If a child finds a match on the playground, he should be taught to bring it into the classroom. He should understand that for his safety, he should use matches only under the supervision of an adult.

Goal 15: Carefully handles breakable materials such as room thermometers, dishes, and vases

When the child has occasion to handle breakable materials, such as a thermometer, dishes, vases, or records, he should be taught how to handle each properly.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 15: (Continued)

He should be shown how to grasp a vase firmly, or if it is large, to carry it with both hands; how to pick up and hold room thermometers; how to place the needle on a record without scratching it. When things are broken through carelessness, the teacher may discuss with the group how to prevent a recurrence of the accident.

Goal 16: Develops proper body alignment by strengthening back, shoulder, abdominal, leg, and foot muscles

Games should be included which provide for development of all the muscles rather than a few sets of muscles. Experience should be provided in climbing, running, jumping, pushing, stooping, and hanging. Some games that develop the total muscle groups are Back-to-Back, Big Black Bear, Spider and Flies.

Goal 17: Begins to express himself in dramatic play

Story plays and mimetics are imitative movements which may help children develop muscularly. A child may act the part of a merchant, teacher, farmer, or soldier, as the play demands. The use of dramatic play as a motivating force may help children learn basic neuro-muscular patterns of walking, marching, lifting, and pulling.

Goal 18: Cooperates in folk games

Folk games are valuable during the early years of a child's life because very little skill is needed and they give training in rhythm. Folk games may well be correlated with similar music activities with emphasis being placed on rhythm and movement.

Examples are: London Bridge, Farmer in the Dell, and Mary Had a Little Lamb.

Goal 19: Learns to be a responsible rider in cars, buses, and pickups

Some children may dramatize bus safety situations such as problems of the careless pedestrian who crosses the street in the middle of the block or steps unexpectedly into the intersection without watching for turning cars, while others practice sitting quietly and silently as the "driver" responds to the situation.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 19: (Continued)

Pupils may practice climbing into a make-believe car or bus, going to a seat, and fastening a seat belt.

They may practice talking to friends in a soft voice so the driver can be easily heard.

Bus safety films should be shown.

Goal 20: Understands his responsibility in cooperating with school patrol, traffic officials and traffic signals

The teacher may develop a safety-centered unit in the classroom with children being rotated in responsible positions. Information gained from the unit should be applied on the playground and at regular school and street crossings.

A traffic officer or policeman may talk to the children concerning prevention of injuries or loss of life through attention to safety.

Goal 21: Understands and respects safety rules for swimming and boating

Areas of emphasis may be for children to learn to:

1. Hike or swim with an adult.
2. Observe water safety rules.
3. Take precautions against sunburn.
4. Watch for broken glass when wading.

HEALTH AND PHYSICAL FITNESS

LEVEL THREE

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Knows how to take a bath using available facilities

The child should learn to take a bath using facilities available; such as, shower, tub, or basin. In taking a shower, he should learn to use a reasonable amount of water. If the hair is to be washed, it should be done first. After washing long hair, it should be tied or pinned up to keep the wet hair from touching the body. Some children still may need to learn to turn on a small amount of water to wet the body; to turn the shower down while they soap the body well (especially elbows, neck, knees, and feet); to scrub the body with a washcloth; and after the body has been washed thoroughly, to step under the shower to rinse the soap off. Standing under the shower while soaping and scrubbing should be discouraged as this is a waste of both soap and water. Children should learn to take enough time to get clean but not to loiter in the bath; to keep the soap out of running water while taking the shower; and to put it where it will drain and dry after use.

The toenails should be cut after the bath. It is important to the comfort and health of the child that proper care be given his feet. An approved way of cutting toenails should be demonstrated. This would include cutting nail straight across with sharp scissors. Diagrams may be used to show this method. Pictures illustrating the proper way of cutting toenails may be used.

Accomplishment of this skill in boarding schools is primarily the responsibility of the guidance staff, but needs the cooperation of the classroom teacher.

Goal 2: Knows how to keep his head clean

Children need to learn that clean hair is necessary to good health and pleasing appearance. To have hair looking clean and neat, it should be washed regularly with warm water and a good shampoo or soap. Rinsing the hair in a solution of one-half cup of vinegar to a quart of water makes the hair soft. The use of sprayed insecticides helps to keep the lice under control. If insecticides are used, the eyes must be well covered. Hair should be brushed well each day to keep the scalp and hair clean.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

The children may observe nits under a magnifying glass to see how tightly they stick to the hair.

In boarding schools, dormitory personnel will assume major responsibility for keeping children's hair clean. Academic teachers should discuss with the children the importance of clean hair, and reinforce training and learning children acquire in the dormitory.

Goal 3: Combs his hair

A mirror and individual combs may be provided to help children learn to comb their hair and to encourage them to do so. The teacher may demonstrate combing the hair of one child. A child may practice combing another child's hair, and then practice combing his own hair before a mirror while other children watch.

The teacher should commend the child when he keeps his hair combed well.

The use of a moderate amount of water to help the hair stay in place is desirable and is in no way harmful.

Children may check the appearance of their hair daily by using a mirror. As the year progresses, they should assume more responsibility for the care of their hair.

Goal 4: Uses available facilities properly; reports when toilet is out of order; observes "Out-of-Order" signs

At previous levels, the child was taught to use and flush toilets, and that heavy and solid things should not be put into the toilet. At this level, the child should assume responsibility for reporting when toilets are out of order and to observe "Out-of-Order" signs. It might be fitting to stress the reading of signs.

Dormitory personnel may assist in the supervision of toilets, and in giving private instruction in necessary cases.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

Children should be taught to check to see if the toilet is flushed; or if a pit toilet is used, to see that the excreta is covered with sand or ashes provided for the purpose, and that the lid is dropped. When no toilet is available, the child should learn to cover excreta.

Since many children come from homes having outdoor toilets, they should know certain sanitary measures concerning them. This would include knowing that outdoor toilets should be placed at some distance and at a lower level than the house, and that pits of outdoor toilets should be deep. A diagram may be used to show this.

Children should know how to eliminate flies. This may be done by covering the seats with wooden lids or boards, spreading wood ashes in the pits, covering window openings with screens, and spraying with DDT.

Sample Language Implications Related to this Goal

Please get the plumber.
The toilet's not working.
The water won't go down the sink.
Don't go in there. It says, "Out of Order."

Goal 5: Reports to the teacher or dormitory assistant when he needs medical or dental treatment

Children should be encouraged to report when they do not feel well. Serious illness sometimes may be prevented if reports of symptoms are given in time. Children should be encouraged to describe these symptoms as clearly as possible so that the teacher can give this information to the nurse or doctor. They should tell if they: are feeling hot, have a headache, are dizzy, or have pains about any part of the body.

Goal 6: Knows what to do when he has a cold

Children should know colds spread quickly, and that if one child is ill, others may become ill, too, unless they are careful. Through simple reading material, pictures, films, filmstrips, and discussion, children and teacher may formulate a set of rules about colds; such as, If you have a cold:

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: (Continued)

1. Cover your nose or mouth when you sneeze.
2. Use tissues and put them in a bag so they can be burned.
3. Wash your hands after you have used tissues.
4. Stay away from other people.
5. Drink plenty of fruit juice and water.
6. Blow your nose very gently and blow both sides at the same time.

Demonstrations of as many rules as possible should be made in the classroom.

Children should be taught how to guard against taking colds as well as what to do when they have a cold. Following the same techniques as stated above, another set of rules could be formulated: How I Can Keep from Catching Colds:

1. I will stay away from people who have colds.
2. In cold weather, I will wear a coat and cap or a scarf to school and when I play outside.
3. I will drink plenty of water and fruit juice.
4. I will play out-of-doors in the fresh air and sunshine.
5. I will sleep many hours.
6. I will wash my hands before I touch food.

Goal 7: Knows something about other common communicable diseases and their control

Children at this level should be come aware of some common diseases and means of controlling them. The following activities may lead them to these understandings. Children may:

1. Tell the class about experiences with doctors and nurses.
2. Discuss visits to the school clinic.
3. Learn something of the common types of communicable diseases, such as colds, measles, mumps, and chicken pox.
4. Dramatize what the doctor and nurse do to help them.
5. Discuss ways to prevent the spread of diseases.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 7: (Continued)

6. Ask the school nurse to visit the class and explain how she keeps records of immunization.
7. Make a chart illustrating ways to prevent the spreading of common diseases.

Goal 8: Recognizes that sleep and rest are necessary for growth, prevention of disease, and for renewed energy

By the time the child reaches this level, he should realize that children need more sleep than adults; that sufficient sleep promotes growth; and that rest is needed to overcome fatigue.

He should begin to assume some responsibility for a regular bedtime and to rest after strenuous play and exercise.

He should be led to understand that insufficient sleep may cause irritability, and that rest periods are necessary after strenuous exercise.

Goal 9: Learns that care and size of shoes are related to foot health

Children need to learn that shoes that are properly dried after being wet, and are greased or polished, not only look better but also are more comfortable to wear, and last longer. They may talk about wet shoes being uncomfortable and wet feet making one susceptible to colds.

The teacher should help children learn that for comfort and for proper growth, it is necessary that they wear shoes that fit them correctly.

Goal 10: Knows that he should eat many kinds and colors of foods

A liking for new foods may be developed if they are served in varied and attractive ways. Children should be encouraged to eat a little of each kind of food served, but should not be forced to eat a new food, for it may tend only to emphasize their dislikes.

Children may be encouraged to eat foods that are new and strange by being served small portions at parties. Their attention may be directed to the fun and not the food. Children should have the experience of planning the party menu as well as serving the food, and of being hosts or hostesses.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 10: (Continued)

A small garden provides actual experience in observing vegetables grow and finding out all the parts of vegetables that are good to eat. Since different crops are raised in different areas, it would be fitting to teach enough about local plants and field crops that the child might easily name and recognize such plants.

Children may classify foods by colors and determine the varieties they are served in the dining room. Children may be encouraged to bring in native foods and to cook and serve them. The importance of the Basic Four Food Groups should be stressed in relation to nutrition, correct elimination, and general bodily functions. Children may use cut-out pictures of foods to make charts illustrating the Four Basic Groups of a good breakfast, a good dinner, and a good supper. Models of foods may be made from clay, papier maché, or salt and flour. A play store which handles food may be used.

Goal 11: Washes fruits and vegetables before eating

Children have been taught to wash their hands before meals to keep from contaminating their food. They should know that dirt and germs settle on fruit and vegetables also, and that they need washing.

Children may wash apples or other fruit for a party, carrots or other vegetables for a late afternoon lunch or for a picnic.

Children may learn to wash vegetables such as tomatoes and celery under a small stream or spray; to wash potatoes, carrots or other vegetables with soil adhering to them with a brush.

Goal 12: Knows and practices common safety and traffic rules

Children at this level should understand school traffic rules and should take some responsibility in helping younger children observe them. These rules may include:

1. Keeping to the right.
2. Observing safety practices in the use of gates and sidewalks.
3. Walking facing traffic in order to see the approaching cars.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 12: (Continued)

4. Using a flashlight or wearing something white when walking along a road at night.

The teacher may invite a traffic officer to talk to the children about traffic signs, such as Keep to the Right, Stop, Railroad Crossing, Curve Ahead, Men at Work. Road signs may be made at school and placed where needed. Children may take turns directing traffic in the halls.

Children should learn that holes in the ground, rusty nails, old cans, and bits of glass are safety hazards which should be reported to the teacher.

Children may make a road of papier maché or other material, putting in hazards and appropriate signs.

Pupils should know that wagons should have lanterns, red reflectors, or other warning signals when used at night.

The class may take a trip to see how many road signs can be found. If possible, children should have the experience of crossing streets at intersections with traffic lights. Getting on and off the school bus properly should be stressed.

Goal 13: Prevents fires by taking proper care of oily dust cloths, shoe-shining cloths, or cloths used for waxing

By striking a match to a small piece of oiled or waxed cloth in a metal container, the teacher may demonstrate how readily cloth with oil or wax burns. He should explain to the children that oily cloths may get hot and start burning if they are put away in a closet or storeroom. If cleaning cloths are plentiful, they should be burned after use. If not, they should be washed, dried, and put away. Dust cloths or shoe-shining cloths may be washed in hot, soapy water.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 14: Does posture exercises

Helpful exercises for the pupil in learning correct posture are:

1. Lie on the back on the floor. Try to lessen the distance between spine and floor.
2. Stand with hips and shoulders touching a wall; after correcting posture, walk around the room holding correct form.
3. Do corrective calisthenics: sit-up, leg-lift, knee-bends, push-ups, and pull-ups.

Goal 15: Refines natural rhythmic play such as clap, run, march, jump, skip, hop, and sway

When children have maintained a fixed position over a period of time, it is advisable to give relief by changing activities. Such activities may include natural rhythmic movements which are valuable in providing an outlet for nervous energy. Some of the simpler ones are:

1. Clapping hands, using $3/4$, $4/4$, $2/4$, and $6/8$ time, accenting strong counts.
2. Marching $4/4$ time.
3. Skipping $4/4$ or $6/8$ time (keeping knees high).
4. Bouncing a ball, using $2/4$, $4/4$, or $6/8$ time.
5. "Riding a bicycle" in $4/4$ time (run in one place, raising knees high).

The teacher should feel free to change activities at any time he thinks a change is needed.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 16: Carries out dramatic play

The purpose of this goal is to develop muscular coordination, as well as to give enjoyment. The actions involved should be purely dramatic and no material or equipment is needed. The children should be encouraged to use their imagination. Playing cowboys is an example of dramatic play that most children do naturally. The steps may include lassoing a pony, twirling a rope around the head, throwing the rope, galloping on a pony. The "horse" may then get tired and stop to breathe deeply. Other forms of dramatic play may be developed around washing clothes, policemen, modes of travel.

Goal 17: Performs the following basic skills: catching and throwing; running to a given mark and back; hopping on either foot; skipping using both feet; jumping using both feet; walking successfully on a low ledge; walking, running, galloping, and skipping to music; rolling, rolling over, or hanging properly on climbing apparatus and low horizontal bars

A number of physical activities have a stunt quality; they appear to say "Can you do this?" In this respect they challenge the individual to test himself, and therefore, they have been designated self-testing.

In checking performance on basic skills, achievement charts may be used to check off activities as they are mastered.

Goal 18: Does folk dances well

The children's past experiences will determine the folk dances to be taught at this level. In the beginning the teacher should choose simple dances that the children seem to enjoy. It may be well to start with singing games to develop some of the principal rhythmic steps. Examples of singing games are:

The Thread Follows the Needle
Captain Jinks
How Do You Do, My Partner.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 18: (Continued)

Some of the easier folk dances are:

Shoemaker's DanceI See YouPop Goes the Weasel.

The teacher himself should have thoroughly in mind the dance or game that is to be taught. Social Indian dances also may be used to advantage.

Goal 19: Chooses games for the group

At this level, if children have been taught a sufficient number of games, they should begin to develop some choice as to games they like best. The teacher should encourage individuals by asking them, "What games would you like to play when you go to the playground today?" Before going out, teacher and pupils should decide upon the formation of groups and the place where the game is to be played. Promptness in getting into places should be encouraged. Suggested outdoor games for this level are:

Cat and RatDouble CircleWood TagDrop the HandkerchiefFollow the LeaderRun Rabbit RunThree Deep

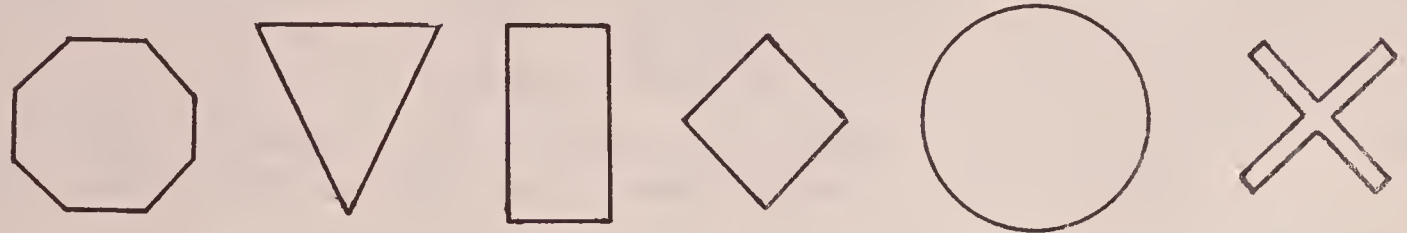
Each teacher who is responsible for the physical education of his pupils should have available at least one good book on games. Suggested books may be found in the reference list.

Most playgrounds are provided with slides, ladders, and bars. Some children may need encouragement to use this equipment. The safe use of playground equipment should be discussed frequently during planning and evaluating periods. Much can be done to develop among older children the habit of helping smaller children.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 20: Knows the meaning of common traffic signs

Children may find out the meaning of traffic signs with these shapes:



A policeman may be invited to tell how he checks traffic.

Goal 21: Knows how to play safely in and near water

Water safety practices which were learned at previous levels should be inventoried and reviewed.

When need arises for children to practice water safety, rules should be stressed, and behavior evaluated.

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S C I E N C E

L E V E L T W O

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Is able to identify many of the plants and animals common to the environment

Children may be encouraged to look for birds on the way to and from school and to describe them to the class. They may tell the class where they saw the bird and what it was doing. Other children may look for pictures of birds they have observed.

Pupils should be assisted in looking in books for pictures and names of unfamiliar birds. Sometimes they may consult their parents or other adults to help them with the naming of birds. Pupils may make a chart entitled Birds We Know, using pictures they have cut from magazines. Children may bring insects common to the community. They should be shown how to handle such live creatures humanely. Pupils may observe the insects and find out what they eat. If some of the children are interested, they may make and illustrate booklets describing the characteristic habits of the insects. Some reading charts may grow out of this activity.

An exhibit of the insects collected, appropriately labeled and displayed in the classroom, is interesting to children of this age and provides opportunity for continued observation and use of English.

Trips may be taken around the school grounds and adjacent area to locate trees and observe such characteristics as kind of leaves and bark, and shape of tree.

Pupils may make a picture map on which the trees are located in their proper places. The child may observe each tree to see if there are others like it near his home or on the bus route.

Children may collect leaves from the different trees and press and mount them in a booklet or on a chart beside an illustration of the tree from which they came.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: Knows that man depends on plants and animals

Many children at an early age have a variety of experiences with plants and animals. These experiences may be enlarged upon by caring for a classroom pet, caring for plants in the classroom or in a small garden, or by visiting a farm, dairy, or ranch.

Pictures and stories about work animals may be used. At this level the concept of conservation may be introduced by using bird feeders, visiting a fish hatchery, and talking about forest preservation.

A school menu may be displayed in pictures showing the plants and animals from which the food comes. Children may have tasting parties using different foods.

Sample Language Implications Related to this Goal

Animals help us.
They give us food.
They give us wool for clothes.
They work for us.
Animals are fun.
It's fun to play with pets.
It's fun to ride a horse.

Goal 3: Develops an attitude of kindness and respect for living things

The teacher may guide the children in:

1. Building a bird feeder and a bird house.
2. Visiting a wildlife refuge and sanctuary.
3. Keeping classroom pets and caring for them.
4. Visiting a national forest or park and observing how the plants and animals are protected.

Children who have owned pets may tell how to care for them properly.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: Understands something of how new plants are produced

Pupils may plant seeds inside glass jars near the side so that growth can be observed. They may help with planting seeds in a garden. A record may be kept of time it takes the seed to sprout and grow.

A cutting from a rose, a begonia, or any plant that will reproduce from a cutting may be planted in soil and its growth observed. Pupils may make cuttings from plants that grow from seeds to see if any of them will grow from cuttings, too.

Bulbs may be planted.

After projects have been completed in which plants have been grown from seeds, cuttings, and bulbs, children may be led to generalize concerning the growth of plants.

Children may grow a plant as a gift for a friend or relative and observe the growth of the plant.

They may make a chart showing a plant's life cycle, using a real plant as a model, and observing it from seed to maturity.

Goal 5: Knows that the sun, water, and food cause living things to grow

An experiment with plants may be performed in which one plant is kept in the dark; one is planted in sawdust; one is not watered; and one is planted in good soil and given water and sunshine. After such an experiment, pupils may summarize in a sentence or two what was done to each plant and what happened. Further observations may have to be made to verify conclusions. The children, with the help of the teacher, may consult science readers to check conclusions.

Through discussion and questions, the teacher may draw from the child a list of things an animal must have to keep alive. Pupils may make pictures of pets eating, sunning, or drinking. They may be able to write short

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: (Continued)

sentences about the pictures. Children may refer to simple science books to find information about the care of pets.

In the fall, children may observe animals native to their community to see what they are doing. The group may keep a diary of the observations. When a child makes a particular observation - such as that of a squirrel carrying nuts, or the fur on a rabbit getting heavier, or a snake going into a hole - he may tell the group about it.

Pupils may refer to science readers and to pictures of animals getting ready for winter. They may discuss the information they find, and observe carefully to see if they can find animals actually doing this. At the close of the season all the findings may be summarized by making science charts and classroom movies.

Goal 6: Knows that weather affects people in the way they dress, work, and play

Children have been reacting to air, water, and weather throughout their lives. Everyday events can be scientifically explained: air is everywhere; clouds, dust and smoke are in the air; water goes into the air; water comes out of the air when it rains, snows, or hails; cold makes water freeze, heat makes ice melt; thermometers have many uses; weather reports help us.

The teacher should capitalize upon the weather as it changes, to develop the concept that changes in the weather do affect the type of clothing people wear; what kind of work they do, and when they do it; and where and how they play.

Goal 7: Knows that the earth is round and that it is very large

The children may visit a hilltop or open space to observe places or objects that are near or that are far away. The teacher may guide children in developing the concept that they are only a small part of the large earth. Spontaneous behavior and conversation may give insight into the concepts the children have already developed.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 7: (Continued)

Pictures of astronauts walking in space with the contour of the earth in the background may be shown to help develop an understanding that the earth is round.

A globe should be used to help children understand the shape of the earth.

Goal 8: Knows that the source of heat and light is the sun

The children may be encouraged to tell of experiences with light and heat from the sun; such as, feeling the heat and the glare on a bright day, getting very thirsty, or seeing plants wilting for want of water. Various objects may be placed in the sun and in the shade to learn which become warm and which remain cold. The concept of night and day should be extended.

Goal 9: Knows something of the use of electricity in the home, school, and community

The teacher may use children's knowledge of electric lights, electric fans, electric heaters, electric irons, and other electrical items to extend concepts of the use of electricity in the community.

Goal 10: Knows that man is exploring outer space

Use of radio, television, and pictures from magazines and newspapers may aid in furthering the interest children quickly develop in space travel. They may look at pictures of astronauts, satellites, and rocket ships. Toy airplanes, rockets, and space ships may be used in constructing a miniature rocket base and launching site.

Goal 11: Understands how the lever is a time saver and a helper

Children may conduct a search for levers by looking around in the schoolroom or building, outside the school, or in their homes. Many tools that are levers or combinations of levers could be brought to the classroom for the children to talk about.

Experiments with the playground seesaw may be performed to help pupils see that a lever makes work easier.

S C I E N C E

L E V E L T H R E E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Gains a basic understanding of the solar system and of man's exploration of outer space

Children may speculate on what they think the sun is like. From this speculation, the teacher may help them develop an understanding of some facts about the sun.

A flashlight and moving globe may be used to demonstrate day and night.

Mobile planets may be assembled from available materials such as papier maché, styrofoam, or rubber balls. A concept of the moon may be developed in a similar way.

Children may read comics, view television, or listen to radio stories about space travel or man's attempt to explore space. Such information may be used by the teacher to introduce scientific concepts about space.

Goal 2: Learns something about clothing materials, both native and commercial, and how they are produced

Children of this level are naturally curious about many things. The clothing they wear may furnish an incentive to find out how they get various kinds of clothing materials. If possible, wool may be secured to be carded, spun, and twisted into thread. Children may read stories about sheep and learn what is done with the wool.

Pupils may exchange letters and raw materials with children of other regions.

Visual aids may be used to show the relation between the cotton clothing worn by the children and the cotton plant.

Children may be guided in the following activities:

1. Reading about the silkworm and growing some to learn how silk is produced
2. Collecting pictures of various kinds of clothing and classifying them
3. Collecting and identifying samples of kinds of clothing commonly worn by the children

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 2: (Continued)

4. Burning threads from wool, cotton, and a synthetic material to determine what happens when they are burned
5. Finding out what shoes are made of, and determining the source of the materials.

Sample Language Implications Related to this Goal

Our clothes are made of different materials.

Name's shirt is made of cotton. Cotton comes from a plant.

Name's jacket is made of wool. Wool comes from sheep.

Name's scarf is made of silk. Silk comes from the cocoon of a silkworm.

Name's blouse is made of nylon. Nylon is made in factories.

Goal 3: Knows that magnetism, heat, light, electricity, and sound are forms of energy

Children may do experiments with magnets to find out what materials they will attract. An electric magnet may be constructed. A dry-cell battery may be used to ring a bell.

A tuning fork may be used to illustrate sound vibrations.

Pupils may perform experiments to produce heat by rubbing sticks together and by focusing sunlight with a lens.

Goal 4: Knows that science has affected the way people live and travel today, and how knowledge of science is making life better

An understanding should be developed that man always has made use of his environment to make a living. Pupils may investigate the way of life of their ancestors - the tools they used, the way they traveled, the foods they ate, their kinds of shelters - to compare them with modern lifeways of their own people and others. They may be led to discover what part science has played in making the changes. Such an activity could be purposefully integrated with a social-studies-centered unit.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 4: (Continued)

Children may be guided in generalizing that each generation leaves some new and different materials, ideas, and ways of doing things that make significant changes in the way their progeny live.

Goal 5: Extends knowledge about the surface of the earth - plains, mountains, deserts, oceans, lakes, and rivers

Children should develop the concept that the earth is big enough for mountains, deserts, plains, forests, farm lands, oceans, lakes, rivers and streams. The teacher should capitalize on the fact that some of the pupils may have seen many of these.

Objects and pictures may be collected for a science center in the classroom.

Children may perform experiments to show the processes of erosion.

Goal 6: Understands some of the ways conservation can be practiced

Children may visit a dam, reservoir, or wildlife conservation project.

Pupils may become aware of the many uses of water and its importance to living things.

Goal 7: Acquires some understanding of how plants get food

Children have been taught that most animals care for their young. Now they may learn how different plants care for their seeds. They may observe pumpkins, melons, or apples to see how the seeds are protected, and examine beans and corn to perceive how the tiny plant in the seed is protected. Pinons and hickory nuts may be inspected to note how the seeds are safeguarded.

Pupils should be led to determine that adult plants provide enough food for the baby plants to start to grow and that a seed has food for the plant until it grows leaves; a bulb has food until the plant starts.

Goal 8: Knows the six simple machines and acquires some understanding of how they make work easier

A machine such as a wagon may be used to show how a wheel and axle work to carry a heavy load.

Use of a seesaw, nut cracker, or fishing pole may demonstrate how a lever

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 8: (Continued)

facilitates work.

A saw, nail in a board, or chisel may be used to demonstrate a wedge.

A wood or metal screw, drill bit, nut and bolt, and spring are good examples of the screw as a simple machine.

Rolling a barrel up a ramp exemplifies an inclined plane. A road going up a hill is another example of an inclined plane.

Examples of a pulley are a block and tackle, or a reel-type clothesline.

Pupils may investigate ways Indians carried loads when they traveled from one area to another.

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NUMBER CONCEPTS

LEVEL TWO

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Understands that addends may be rearranged without affecting the sum

Much practice should be given in regrouping a variety of objects to show that rearranging groups does not change the sum of the groups.

Symbols used to denote grouping should be introduced; e.g., (), { } .

Goal 2: Understands that zero does not change value when used as an addend or subtrahend

Children should frequently practice grouping objects to show that quantity does not change unless something is added or taken away. (Zero is identity element for addition and subtraction.)

Goal 3: Understands that when 3 addends are used, 2 addends must be combined before the third is added

Working with cross number puzzles and magic squares are activities through which this concept may be developed and which should be of interest to children. (Mind can operate on only two numbers at once.)

Goal 4: Counts by 2's to 24; 5's and 10's to 100

Children should practice grouping actual objects; such as, seeds, pennies, marbles, and pebbles, in groups of 2 and of 5.

Children may count the objects by groups: 2, 4, 6, 8, ...; and 5, 10, 15, 20, After concepts have been developed through concrete experience, children may count by rote by 2's and 5's.

There are many real situations which provide opportunity for counting by 2's and 5's. When playing hide-and-seek, the person who is "It" may count by 5's while others hide. Many games are scored in 2's and 5's. In choosing partners for folk games and dances, children may count the couples by 2's. After meaning has been established, the child may count by rote for practice.

Practice may lay the foundation for understanding multiplication and division. In handling groups of 2's, a child may discover that 4 contains two groups of 2 each; that two groups of 5's are 10; and so on.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 5: Identifies 25¢ and 50¢ coins

The child has been taught to identify a cent, nickel, and dime by handling money. By the same method, he may be taught to identify a quarter and a fifty-cent piece.

He may handle all the coins to see which is larger in size, which is heavier, the kind of metal in each, and the designs on each. He may feel them to determine which coins have the smoother edges and which have the rougher edges.

Goal 6: Makes change correctly with coins to 25¢

Activities have been suggested at previous levels to teach the child to make change with pennies and nickels and dimes. Five nickels may be placed in a pile and the child asked to find one coin that will buy as much as five nickels.

Children may play store with one child acting as purchaser and the second as clerk. The teacher may refer to Level One for other suggestions.

Goal 7: Develops understanding of expanded notation to include three-place numerals

Two-place numerals may be represented by grouping objects into 10's and 1's.

$$36 = 3 \text{ groups of } 10 \text{ and } 6 \text{ ones, or } 36 = 30 + 6.$$

When the above concept is understood, it may be extended to include three-digit numerals.

Activities related to expanded notation should be used to develop an understanding of place value.

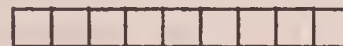
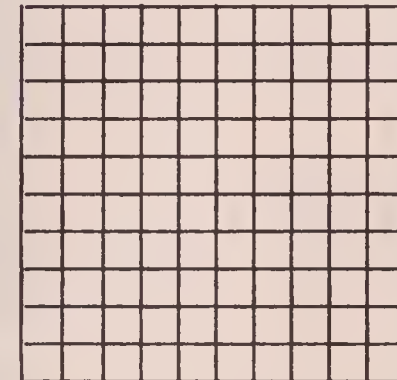
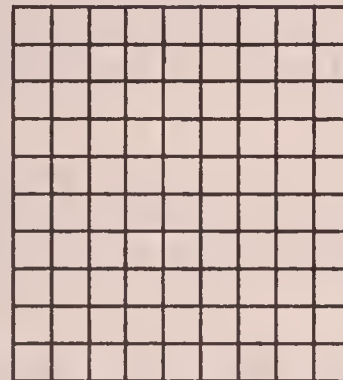
Goal 8: Understands the counting process to 1000

To extend the meaning of numbers, the teacher may prepare cards that list several two-figure or three-figure numerals. The child may select a card, then illustrate each numeral by using pictures of objects in groups of ones, tens, and hundreds.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 8: (Continued)

Squares similar to those illustrated, made of paper or cardboard, may be used.



Goal 9: Understands relation symbols and vocabulary for more than, less than, equal to, not equal to

Pupils need much practice in verbally comparing objects which they have grouped. When oral comparisons can be made correctly, children should be guided in writing the comparisons with the correct numerals and relation symbols. Examples:

$$4 > 3. \quad 3 < 4. \quad 4 = 4. \quad 3 \neq 4.$$

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 10: Learns that subtraction is the opposite of addition

Additions concepts should be evaluated. Subtraction should be introduced in relation to the child's understanding of addition as a union of sets. Through much practice in removing and separating sets, the teacher should guide the child in establishing an understanding of subtraction as the separation of sets and as the inverse of addition.

Goal 11: Recalls automatically addition and subtraction combinations to ten, and groups objects not exceeding twenty

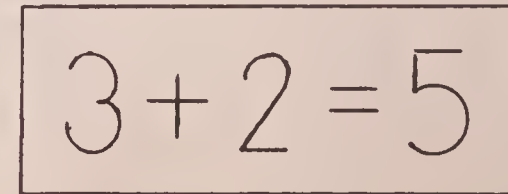
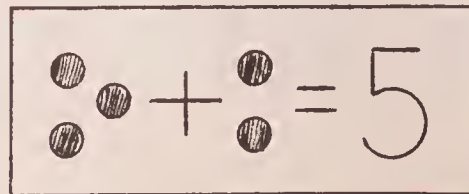
At Level One, activities were suggested for grouping concrete objects to ten in various combinations. When it is determined that children have attained this accomplishment, they may be taught to associate the correct number symbols with concrete groupings, and then to recall automatically the sums of all groupings to ten.

They should have frequent practice in grouping marbles, seeds, pencils, and other classroom materials. Example:

 and  marbles

The child may write the numeral 3 and the numeral 2 and place them beside the groups which they represent. He should be led to discover that if the two groups are combined, the total is 5 marbles. The process should be reversed by writing in figures 3 and 2 are _____. The child may place three objects under the figure 3 and two objects under the figure 2 and then write 5 in the blank.

After much practice similar to the preceding, the child may learn that a shorter way to write 3 and 2 are 5 is $3 + 2 = 5$. For reinforcement, drill cards may be prepared with dots on one side and numerals on the other side. Example:



EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 11: (Continued)

When children can recall automatically all of the combinations to ten, written in the left-to-right form, ($3 + 2 = 5$), they may be introduced to the same combinations written in column form:

$$\begin{array}{r} 3 \\ +2 \\ \hline 5 \end{array}$$

Drill cards with the combinations in column form, and with the answers to the combinations on the back of the card, may be prepared. Example:

$$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +2 \\ \hline 5 \end{array}$$

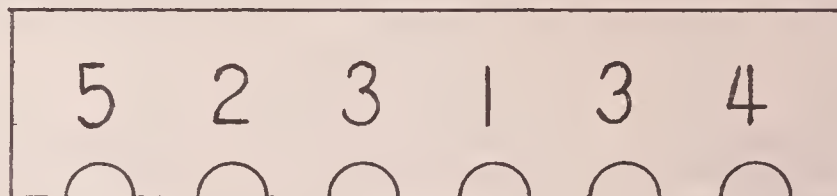
The teacher should provide pleasurable situations that will call for the use of the combinations to ten; such as, tenpin games, or ring-toss games. A child may be given two throws, so that his score may be a total of two trials.

A board with numerals placed over holes cut along the edge may be placed on the floor in a corner of the room. The children may divide into teams of two persons each. Each child tries to roll a marble into one of the holes. The score of each team is the sum of the scores of its two members. The larger numbers should be at each end of the board. If the child aims at the larger numbers and his marble misses the hole, he gets zero. Such practice may aid in the development of the concept of zero and in recognition of the

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 11: (Continued)

symbol for zero. One child may act as scorekeeper for the game. Scorekeepers should be changed frequently.



Goal 12: Develops an understanding of multiplication and division with products and dividends not to exceed 9

Much practice should be provided in set union and partition to develop the concepts of multiplication and division.

Children should often group and regroup sets of concrete objects to gain an understanding of multiplication. They should have much practice in interpreting illustrations which depict multiplication through set union. Finally, practice should be given in reading, writing, and working from mathematical sentences in multiplication.

The same procedure should be followed to develop and extend concepts of division. Children should be helped to perceive division as the reverse of multiplication.

Goal 13: Understands some number sentences

Children should practice saying and writing many numerals and word sentences to represent an identical idea. Examples:

Two plus two equals four.
 $2 + 2 = 4.$

Three minus two equals one.
 $3 - 2 = 1.$

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 13: (Continued)

Four groups of two equals eight.

$$4 \times 2 = 8.$$

Eight objects divided into groups of four equals two groups of equal size.

$$8 \div 4 = 2.$$

Goal 14: Solves one-step story problems with or without numerals involving addition or subtraction as illustrated in activities column

Children should have experiences in recognizing place-holder symbols; e.g., (), 0, ?, X, ____, and in solving problems of the following types.

Finding the difference when the original number and the number taken away are known. Example:

8 children are playing ball outside.

5 children go inside. Then how many children will be playing?

$$8 - 5 = ?$$

Finding the original number when the number added and the total number are known. Example:

Mary had some cookies. Her mother gave her 5 more. Then Mary had 7 cookies. How many cookies did she have at first?

$$\underline{\quad} + 5 = 7.$$

Finding the original number when number taken away and number remaining are known. Example:

John had some marbles in a box. His friend took 3 of them away. There were 2 left. How many marbles did John have at first?

$$\underline{\quad} - 3 = 2.$$

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 14: (Continued)

Finding the total number when the original number and number added are known. Example:

3 boys were playing. 3 more boys came to play. Then how many boys were playing?

$$3 + 3 = \underline{\quad}.$$

Goal 15: Divides materials and objects into halves, thirds, and fourths, and discusses these parts on an oral basis, only

Children may cut such things as apples, bananas, carrots, and candy bars into halves and thirds.

Pupils may divide 12 objects into two groups to discover that 6 objects are one-half of 12. They may divide a dozen oranges into halves and into thirds to discover that 6 is one-half of 12, and 4 is one-third of 12.

At this level, children may divide actual objects or groups of objects, but should not be introduced to symbols $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$.

Sample Language Implications Related to this Goal

This is a whole sheet of paper.
 I can divide it into two pieces.
 I have two halves.
 This piece is one-half of the sheet of paper.
 This piece is one-half of the sheet of paper.

Here are twelve blocks.
 I can divide the twelve blocks into two groups.
 These six blocks are one-half of the twelve blocks.
 These six blocks are one-half of the twelve blocks.
 I have two halves.

N U M B E R C O N C E P T S

L E V E L T H R E E

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 1: Extends his skill in addition:

1.a. Recalls automatically all addition facts

1.b. Does single column addition of three figures with sums greater than 9

1.c. Uses two- and three-place numbers not involving regrouping

Children's ability to work with addition facts through ten should be inventoried. The same techniques and procedures as suggested at Level Two should be used in fixing the remainder of the addition facts.

Some of the following activities may help in introducing the various steps in this goal. As far as possible, the teacher should make use of projects or activities being carried on by the group or by the community. Such problems will be similar to the arithmetic experiences of all the children at this level. Adding miles traveled to school in two or three consecutive days, buying and selling at the store, keeping scores in games, adding collections, and adding money make to increase the classroom account are activities in which children may engage.

To check the accuracy of column addition, the teacher should guide pupils in adding the column in the opposite direction. If the second answer varies from the first, the child may be instructed to add up and then down the column until he gets the same answer both ways.

Goal 2: Extends his ability in subtraction:

2.a. Recalls automatically the 100 subtraction facts

2.b. Subtracts three-column problems without regrouping

2.c. Subtracts dollars and cents in subtraction problems

Care should be exercised to develop the concept before utilizing drill.

Some children will need more individual help than others; therefore, continuous regrouping of the children is necessary.

Material for supplementary work and drills may be found in textbooks and workbooks. The teacher should select materials related to needs of the children. Textbooks or workbooks should not be followed page by page from beginning to end.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 3: Extends expanded notation to four-digit numerals

An understanding of place value should be extended. Experiences should be provided for children to regroup two- and three-place numerals before they are introduced to regrouping four-digit numerals.

Goal 4: Rounds numbers to nearer 10 or 100

The teacher should guide children in developing an understanding of rounding numbers to nearer ten through the analysis of numbers which are nearer ten than five, and others that are nearer groups of ten; e.g., 28 rounded to nearer ten is 30. The number line may be used to clarify this understanding.

When children have gained some facility in grouping to nearer ten, they may practice grouping nearer one hundred.

Goal 5: Adds numbers involving regrouping

The children will need this kind of addition when buying several articles at a trading post; selling wool, cattle or other farm products; finding the amount of gasoline used for the school bus over a period of time; the number of children in several schools on the reservation; the cost of clothing; the total weight of lambs or cattle sold; the number of people getting X-rays in several communities on the reservation; the total population of several nearby towns, or several districts on the reservation; the number of tickets sold over a period of time; the total of mail-order purchases.

When the child perceives a need for the use of addition in these situations, he should be taught the necessary steps of computation.

A sound, fundamental understanding of the basic facts of addition is essential to comprehension of carrying. Pupils should have many first-hand experiences in grouping and regrouping twigs, toothpicks, or other items as a foundation for regrouping from a study of pictures, and for the mental regrouping necessary in adding numbers in which carrying is involved.

It is recommended that teachers follow procedures suggested in the arithmetic text used by the school to develop concepts of carrying.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 6: Extends concept of ordinal number to include multiples of 10

Children may have practice in relating day of month, day of the year, and holiday dates with ordinals.

Goal 7: Reads and writes numerals that represent dollars and cents

The teacher should take advantage of every natural situation to give children experience in reading and writing numbers with a dollar and cents sign.

Goal 8: Makes change to a dollar with 25¢, 50¢, 10¢, 5¢, 1¢

Since children make purchases involving fairly large amounts of money, they have a real need to learn to make change. Children should learn to make change by the additive method in playing store. For example, the "cost" of an article is 18 cents and the child gives the "storekeeper" a quarter. The "storekeeper" would say "18," referring to the price of the article, "19, 20" counting the two pennies; then, counting the nickel he would say "25." The child should count at the same time the "merchant" is giving it to him, or check on it before leaving the "store."

Children at this level may profit by being sent on errands that involve bringing back change, and correctly counting the change as they place it in the teacher's hand. A strict accounting for change may help to instill the importance of accuracy and dependability.

Opportunities should be provided for children to make actual purchases under teacher guidance.

Goal 9: Reads and writes numerals through ten-thousands

Children should have practice in grouping ten hundreds to make one thousand. The word thousand should be stressed in relation to this activity.

Pictures may be used to help children visualize thousands, hundreds, tens and ones.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 9: (Continued)

After oral practice in recognizing groups of thousands, children's concepts and skills should be extended to include reading and writing numerals through ten thousands.

Goal 10: Learns basic facts through products and dividends of 36

Pupils may learn basic multiplication and division facts for groups through 36 by manipulation of objects, and through the study of illustrations of these basic facts. Children may make their own drawings to illustrate the groupings related to a particular fact.

The teacher should proceed slowly so that children may become thoroughly familiar with these basic facts before they proceed to other work.

Goal 11: Uses the symbol for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, and extends understanding to include fifths, sixths, sevenths, and eighths

The meaning of $\frac{1}{2}$ may be extended by sharing an apple. Soap may be divided into two pieces. Children often use $\frac{1}{2}$ sheet of paper, or $\frac{1}{2}$ of a paper towel. Measurements are counted to the $\frac{1}{2}$ inch. Children at this level are familiar with $\frac{1}{2}$ dollar. A cup is $\frac{1}{2}$ pint. Any sharing where the article can be divided in halves, thirds, or fourths may give meaningful experience.

Children may divide an object or groups of objects into equal parts of the whole and choose correctly the name for the part to extend understanding to include fifths, sixths, sevenths, and eighths.

They should be taught to read and to write the symbols for a half, third, and fourth.

Goal 12: Solves one-step problems without numerals involving addition and subtraction, using a variety of place holders in writing the mathematical sentence

The child of this level should be able to solve the following types of problems:

1. Finding the total when the original number and the number added are known

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 12: (Continued)

Example: Jim had 6 apples. Tom gave him 3 apples. How many did Jim have then?

$$9 + 3 = \square ?$$

2. Finding the difference when the original number and the number taken away are known

Example: John had 9 puppies. He gave 7 away. How many did he have left:

$$9 - 7 = \square ?$$

3. Finding how many were added or needed when the original number and the total or desired total are known

Example: Jim had 3 horses. After his father gave him some more, Jim had 5 horses. How many horses did Jim's father give him?

$$3 + \underline{\quad} = 5.$$

4. Finding the original number when the number added and the resulting total are known

Example: Jim had some puppies. Tom gave him 3 puppies. Then he had 7 puppies. How many puppies did Jim have to begin with?

$$\begin{array}{l} - \\ \square \\ - \end{array} + 3 = 7.$$

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 12: (Continued)

Sample Language Implications Related to this Goal

Situation: Group of ten children working under teacher's guidance. Child A and B carry out the acting. Child C asks the question. Child D gives the answer. Child E writes the whole problem on the board in mathematical symbols. Other pupils in the group may write the whole problem in mathematical symbols on their papers.

Child A: (Jack) I want six blocks.

B: (Mary) Here are four blocks.

C: How many blocks does (Jack) need?

D: (Jack) needs two blocks.

Child E: (Writes the problem and solution in the various appropriate mathematical sentences.)

Child A: (Jack) I have 7 blocks. Here are some for you.

B: (Mary) (Jack) gave me 3 blocks.

C: How many blocks does (Jack) have left?

D: (He) has 4 blocks left.

Child E: (Writes the problem and solution in the various appropriate mathematical sentences.)

Child A: (Jack) Here are five blocks. (Giving them to Child B)

B: (Mary) Now I have eleven blocks.

C: How many blocks did (Mary) have at first?

D: (Mary) had six blocks at first.

E: Writes: 11 blocks

$$\begin{array}{r} - 5 \text{ blocks} \\ \hline 6 \text{ blocks} \end{array} \text{ or } \underline{\hspace{1cm}} \text{ blocks} + 5 \text{ blocks} = 11 \text{ blocks.}$$

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 12: (Continued)

Child A: (Jack) I'll take seven of your blocks.
 B: (Mary) Now I have five.
 C: How many blocks did (Mary) have at first?
 D: (Mary) had 12 blocks.
 E: Writes: 7 blocks

$$\begin{array}{r} +5 \text{ blocks} \\ 12 \text{ blocks} \end{array} \text{ or } \underline{\hspace{1cm}} \text{ blocks} - 7 \text{ blocks} = 5 \text{ blocks.}$$

Child A: (Jack) I have 2 blocks.
 B: (Mary) Here are 3 more.
 C: How many blocks does (Jack) have now?
 D: (Jack) has 5 blocks now.
 E: Writes: 2 blocks

$$\begin{array}{r} +3 \text{ blocks} \\ 5 \text{ blocks in all.} \end{array}$$

Goal 13: Tells time to the nearest minute interval

When children can tell time by the hour, half-hour, and quarter-hour, they may be helped to tell time to the nearest 5 minutes by noting the time for various activities during the school day; such as:

We wash our hands at 11:55.
 We have recess at 2:15.
 We read at 9:25.

Goal 14: Recognizes standard measures: inch, foot, yard, pint, quart, cup, dozen

Recognition of measurements should be taught in meaningful situations. Measuring a book, if you need to find out how deep to make a shelf, is a meaningful experience. Measuring a book just for the sake of measuring is of doubtful value. Meaningful measuring experiences should be stressed. No new terms of measurement should be introduced except in meaningful situations. Each child should have many experiences in measuring. Buying things by the dozen, such as cookies, rolls, eggs, and oranges, provides an experience for children to learn that 12 things make a dozen. They may learn that classroom pencils come in packages of a dozen.

EXPLANATIONS AND SOME SUGGESTED ACTIVITIES AND TECHNIQUES

Goal 14: (Continued)

Pupils may measure one another to determine their heights. This activity may be purposefully related to speaking goals concerning taller than and shorter than.

Children may measure distance in yards or feet to see how far to set the goal in a game such as bean bag. They may measure the distance to place the Snellen Eye Chart. They may measure material for costumes, paper for a homemade movie or frieze, screen needed for a door or window, space for placing a picture.

Pupils may measure liquids required for a party, and count the cups or 1/2 pints of milk served at a meal.

Goal 15: Recognizes commonly used postage stamps, and knows when to use each

A worthwhile activity for this level is a classroom post office. Children may keep stamps of various denominations for sale. This may aid children in learning to recognize stamps of various denominations, and their uses. It also may help them in learning to handle money and to respect property not their own.

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