PennSTAR Master Curriculum

A Brief History of the PennSTAR Master Curriculum

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1968: The basic concepts for the PennSTAR Master Curriculum were assembled while I was working at the Laurelton State School as Assistant Superintendent for Rehabilitation Services. We called this early effort the Sequential Training and Evaluation Program: STEP.

1973: When I transferred to the Central Susquehanna Intermediate Unit 16 as Supervisor of Special Education, I found that they were working on a program very similar to the STEP program I had at Laurelton. IU 16 called their program the Child-Based Information System: CBIS.

1979: I began working for the Pennsylvania Department of Education as a Special Education Adviser. By the mid 1980s, STEP and CBIS were harnessed to the power of the Apple desktop computer to create a program for developing individualized education programs [IEPs] and curricula.

1994: By the time I retired, the Apple computer was bypassed by Macintosh and Windows computers and funds were not available to convert the PennSTAR Master Curriculum to the newer computers. However, I was granted permission to salvage the PennSTAR files from the recycling bins of history and you see them here in this pdf file.

The instructional objectives were compiled by Pennsylvania teachers who were working in the 1980s. Their work was reviewed by Pennsylvania instructors in various institutions of higher learning.

The instructional activities were suggested by working Pennsylvania teachers of this era also.

2006:This collection of objectives and activities was adapted for download as a single pdf file

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Table of Contents

Part 1: Objectives

A01 Self Help 7

0101 Basic Eating 7
0102 Advanced Eating 8
0103 Drinking 9
0104 Toileting 10
0105 Dressing 11
0106 Grooming 12
0107 Assistive Devices 14

B02 Perceptual Motor 15

0201 Basic Gross Motor 15
0202 Advanced Gross Motor 17
0203 Fine Motor 19
0204 Visual Perceptual Motor 21
0205 Sensory Awareness 23

C03 Language Development 24

0301 Early Language 24
0302 Language Syntax 26
0303 Language Content 27
0304 Receptive Language 28
0305 Expressive Language 30

D04 Social Skills 32

0401 Self-related Behaviors 32
0402 Interpersonal Behaviors 34
0403 Task-related Behaviors 36

E05 Communication 38

0501 Non-verbal Communication 38
0502 Speechreading 40
0503 Amplification 41
0504 Multisound 42
0505 Articulation 43
0506 Fluency 44
0507 Voice 45
0508 Phonology 46
0509 Auditory Training 47
0510 Social Communication 49

F06 Visual/Sensory 51
0601 Visual Awareness 51
0602 Low Vision 53
0604 Advanced Orientation and Mobility 54
0605 Touch Typing 56
0606 Braille Readiness 58
0607 Braille Reading and Writing 61
0608 Basic Special Equipment Utilization 62
0609 Advanced Special Equipment 64
G07 Reading 66
0702 Vocabulary and Word Analysis 66
0703 Comprehension and Appreciation 70
0704 Functional Reading 71
0705 Study and Reference Skills 72
H08 Language Arts 74
0801 Language Arts Concepts and Processes 74
0802 Manuscript Writing 75
0803 Cursive Writing 77
0804 Spelling 78
0805 Grammar and Mechanics 79
0806 Composition and Writing 81
0807 Literature 83
J09 Math 84
0901 Math Readiness 84
0902 Basic Number Systems 86
0903 Advanced Number Systems 88
0904 Processes and Concepts 89
0905 Time 91
0906 Money 92
0907 Basic Measurement 93
0908 Advanced Measurement 94
K10 Social Studies 95
1001 Concepts and Processes in Social Studies 95
1002 Citizenship and Government 96
1003 Economics 98
1004 Geography, Maps, and Globes 99
1005 History 101
1006 Cultures 103
L11 Science 104
1101 Scientific Processes and Concepts 104
1102 Biological and Environmental Science 105
1103 Earth and Space Science 107
1104 Physical and Chemical Science 108

M12 Health and Safety 109
1201 Personal Welfare 109
1202 Family Living 110
N13 Arts 112
1301 Basic Music Activities..... 112
1302 Advanced Music Activities..... 114
1303 Art Activities..... 116
1304 Drama Activities..... 118
1305 Dance and Movement Activities 120
P14 Leisure Time.....121
1401 Physical Activities..... 121
1402 Leisure Time..... 123
Q15 Life Skills 125
1501 Phone 125
1502 Mail..... 126
1503 Consumer Skills..... 127
1504 Public Dining..... 129
1505 Personal Mobility 130
1506 Cooking..... 132
1507 Home Maintenance 134
1508 Clothing Care 136
1509 Computer Applications 137
R16 Vocational Training 139
1601 Pre-Vocational Skills..... 139
1602 Work Habits And Attitudes..... 141
1603 Career Education 143
1604 Basic Tool Skills 144
1605 Power Tool Skills..... 146
1606 Construction Preparation 147
1607 Structure Assembly 149
1608 Exterior And Interior Construction 151
1609 Blueprints And Specifications..... 153
1610 Food Service 155
1611 Food Preparation 156
1612 Domestic and Custodial Skills..... 158
1613 Manicuring and Cosmetology..... 160
1614 Cosmetology 162
1615 Office and Clerical 164
1616 Auto Mechanics..... 166
1617 Basic Welding..... 168
1618 Advanced Welding 170

Part 2: Suggested Activities.....172
A01 Self Help.....172
B02 Perceptual Motor 181
C03 Language Development 198
D04 Social Skills.....221
E05 Communication 238
F06 Visual/Sensory.....254
G07 Reading 261
H08 Language Arts.....293
J09 Math 318
K10 Social Studies.....350
L11 Science.....359
M12 Health and Safety.....378
N13 Arts.....380
P14 Leisure Time.....385
Q15 Life Skills 399
R16 Vocational Training.....411

Using the
PennSTAR Master Curriculum.....439

A01 SELF HELP

0101 Basic Eating

Maintains relaxed position
Accepts oral stimulation
Controls drooling
Controls tongue thrust
Communicates hunger
Anticipates feeding
Opens mouth
Accepts tube or bottle
Sucks liquids from a bottle
Swallows liquid or blended food
Puts hands on bottle or cup while drinking
Accepts pureed food from spoon
Lets spoon be removed from mouth
Sucks pureed food from spoon
Swallows pureed food
Closes lips over spoon
Removes pureed food from spoon with lips
Moves tongue laterally
Maintains lip closure
Accepts semi-solid food from spoon
Lets spoon be removed from mouth
Sucks semi-solid food from spoon
Swallows semi-solid food
Closes lips over spoon
Removes semi-solid food from spoon with lips
Accepts chopped food
Mouths and gums chopped food
Retains chopped food in mouth
Chews chopped foods
Swallows chopped foods
Accepts solid foods
Mouths and gums solid foods
Retains solid foods in mouth
Bites solid foods
Chews solid foods
Swallows solid foods

0102 Advanced Eating

Grasps food with fingers
Moves food to mouth with fingers
Feeds with fingers
Bites off food
Holds solid food
Bites off appropriate size
Breaks food into manageable size
Regulates intake of finger foods
Grasps fork
Spears with fork
Grasps spoon
Holds spoon
Scoops with spoon
Raises spoon to mouth
Returns spoon to plate
Scoops with fork
Raises fork to mouth
Returns fork to plate
Regulates intake of utensil food
Cuts with knife and fork
Spreads with knife
Selects appropriate utensils
Uses fingers appropriately
Sits at table
Handles own food
Observes neat table habits
Observes sanitary table habits
Uses napkin
Samples new foods
Serves self at table
Follows cafeteria procedures
Selects food when choices are available
Waits to leave table
Uses acceptable dining manners

0103 Drinking

Maintains relaxed position
Accepts oral stimulation
Swallows liquid
Sucks
Integrates sucking, swallowing, and breathing
Closes lips when sucking
Retains liquid in mouth
Recognizes bottle
Places hands on bottle
Holds own bottle
Gives up bottle
Communicates thirst
Touches cup
Holds cup
Lifts cup
Tilts cup to drink
Drinks from cup
Regulates fluid intake
Returns cup to table
Sucks through straw
Drinks from fountain
Drinks from beverage carton
Drinks from beverage bottle
Drinks from beverage can
Opens beverage carton
Opens beverage bottle
Opens beverage can
Pours drink from container

0104 Toileting

Sits on toilet device
Eliminates in toilet device
Sits on toilet seat
Eliminates in toilet
Indicates elimination has occurred
Shows awareness of being wet or soiled
Reports toileting accidents
Indicates need to eliminate
Follows toileting schedule
Manipulates clothes
Goes to school rest room
Returns to class from rest room
Uses toilet tissue
Flushes toilet
Washes hands
Avoids toileting accidents
Uses urinal
Flushes urinal
Uses toilet
Raises seat to urinate
Gets help with toileting problems
Observes personal privacy
Locks/unlocks door
Respects privacy of others
Informs adult of need to use rest room
Asks for location of public rest room
Reads rest room door designations
Uses sex-appropriate rest room

0105 Dressing

Remains passive while being dressed/undressed
Tries to help while being dressed/undressed
Removes hat
Removes gloves
Removes socks
Removes shoes
Removes front-closing top
Removes skirt
Removes pants
Removes pullover top
Removes dress
Removes boots
Removes bra
Removes belt
Puts on belt
Puts on shoes
Puts on socks
Puts on hat
Puts on front-closing top
Puts on skirt
Puts on pants
Puts on pullover top
Puts on dress
Puts on boots
Puts on gloves
Puts on bra
Opens velcro fasteners
Closes Velcro fasteners
Engages zipper
Pulls up zipper
Pulls down zipper
Unties
Unsnaps
Snaps
Unbuttons
Buttons
Unbuckles
Buckles
Unfastens hook and eye
Fastens hook and eye

Unlaces shoes
Puts on shoes
Ties shoelaces
Identifies clothing articles
Recognizes own clothing articles
Turns clothes right side out
Puts on/takes off clothes when appropriate
Hangs up clothing
Selects appropriate clothes
Distinguishes front from back
Distinguishes right side out from inside out

0106 Grooming

Tolerates water on hands
Puts hands in water
Allows hands to be washed
Allows hands to be dried
Allows face to be washed
Allows face to be dried
Allows self to be dried
Allows self to be bathed
Allows hair to be combed
Allows nose to be wiped
Operates sink hardware
Regulates water temperature
Washes and dries hands
Washes and dries face
Accepts toothbrushing
Locates and uses own toothbrush
Brushes teeth
Prepares toothbrush
Uses mouthwash
Uses facial tissue
Bathes or showers
Keeps body and hair clean
Washes hair
Dries hair
Combs or brushes hair
Applies deodorant
Cares for menstrual needs
Cares for glasses
Sets hair
Cares for nails
Applies makeup and cologne
Shaves with razor or shaver
Cleans razor or shaver
Cleans comb or brush
Polishes shoes
Maintains acceptable appearance

0107 Assistive Devices

Uses wheelchair brakes
Maneuvers manual wheelchair
Maneuvers self-propelled wheelchair
Maneuvers wheelchair with one-arm drive
Transfers from wheelchair to standing position
Transfers from standing position to wheelchair
Transfers from wheelchair to toilet
Transfers from toilet to wheelchair
Transfers from wheelchair to bed
Transfers from bed to wheelchair
Transfers from wheelchair to floor
Transfers from floor to wheelchair
Transfers from wheelchair to car
Transfers from car to wheelchair
Rises from wheelchair to standing position
Uses walker
Uses crutches
Uses cane
Locks/unlocks braces
Puts on braces
Removes braces
Uses prescribed drinking devices
Uses prescribed eating devices
Uses prescribed feeding devices
Uses prescribed grooming devices
Uses prescribed dressing devices
Uses prescribed toileting devices
Uses headpointer
Uses computer input device

B02 PERCEPTUAL MOTOR

0201 Basic Gross Motor

Shows relaxed muscle tone
Inhibits abnormal reflexes
Exhibits general muscle flexibility
Shows improved motion in joints
Twists trunk side to side
Lifts head
Lifts head while in sidelying position
Lifts head and chest
Turns head
Turns head while in sidelying position
Turns head with controlled movement
Holds head aligned with trunk
Holds head erect
Holds head up in midline
Brings hands to midline
Rolls from supine to sidelying
Rolls from supine to prone
Shows forward protective behaviors
Shows backward protective behaviors
Shows equilibrium reactions
Maintains prone position on forearms
Reaches out prone on elbows
Rolls from prone to supine
Assumes pivot prone position
Maintains supine position on wedge
Moves to supine from sidelying
Maintains sidelying position
Reaches while in sidelying position
Achieves sitting position
Sits without arm support
Maintains sitting position
Supports self while sitting
Achieves sidesitting position
Maintains sidesitting position

Maintains crossleg sitting
Achieves quadrupedal position
Rocks in quadrupedal position
Maintains quadrupedal position
Creeps in quadrupedal position
Crawls
Propels self on scooter board
Achieves supported kneeling position
Achieves kneeling position
Maintains kneeling position
Walks on knees
Pulls self to standing position
Lowers self from standing
Holds on while standing
Maintains standing position
Stands when positioned
Shifts weight
Cruises while holding on
Walks forward while holding on
Steps away from support
Walks forward
Stoops to recover object
Stands alone and takes steps
Maintains half-kneeling position
Seats self in chair
Stands on one foot

0202 Advanced Gross Motor

Walks
Walks through obstructed area
Climbs stairs
Descends stairs
Walks fast
Runs
Turns corners while running
Plays tag
Steps down from elevation
Jumps down
Jumps in place
Jumps forward
Jumps backward
Performs running broad jump
Jumps over object
Ducks under objects
Hops in place
Hops forward
Leaps
Walks rhythmically
Marches
Performs side steps
Performs crossovers
Performs tandem walking
Pivots body
Gallops
Skips in rhythm
Imitates body positions
Imitates body movements
Positions body
Plans motor path
Balances on various body parts
Walks on tiptoes
Balances on tiptoes
Walks on heels
Walks on 4-inch strip
Walks on line heel to toe
Stands on 4-inch balance beam
Walks on 4-inch balance beam
Squats

Rolls ball
Bounces ball
Bounces and catches ball
Bounces ball to partner
Throws ball
Traps thrown ball
Catches ball
Pushes ball with feet
Kicks stationary ball
Kicks moving ball
Hits large moving ball
Dribbles large ball
Performs log rolls
Performs forward roll
Performs backward roll
Plays simple group games
Propels scooterboard
Climbs ladder
Descends ladder
Traverses jungle gym
Pedals tricycle
Steers tricycle
Pedals and steers tricycle
Pulls wagon
Swings
Uses sliding board
Uses playground equipment
Treads water
Uses basic swimming strokes
Plays advanced group games

0203 Fine Motor

Swipes at object
Closes hand on object
Opens hand
Establishes dominance
Moves arm
Reaches
Reaches across midline
Brings hands together
Grasps
Rakes
Scoops
Uses palmer grasp
Uses superior grasp
Uses radial palmer grasp
Uses ulnar palmer grasp
Targets with index finger
Uses inferior grasp
Uses lateral grasp
Uses spherical grasp
Uses 3-jaw chuck
Uses pincer grasp
Uses hands
Inserts hand
Claps hands
Makes isolated finger movements
Makes isolated thumb movements
Uses thumb and finger in opposition
Scratches
Shows strength in shoulder girdle
Shows elbow strength
Shows hand and wrist strength
Turns knobs or lids
Holds object
Releases object
Manipulates object
Turns book pages
Shakes
Pounds
Bangs objects together
Squeezes

Pushes
Pulls
Transfers object
Brings objects together
Places objects in containers
Removes objects from containers
Stacks
Assembles
Ties
Inserts objects
Cranks
Twists
Unwraps
Folds
Holds crayon
Holds writing tool
Initiates stroke with writing instrument
Scribbles
Imitates horizontal and vertical lines
Draws crosses
Draws circles
Draws squares
Draws triangles
Draws diamonds
Colors inside boundaries
Marks/writes on chalkboard
Manipulates clay
Paints with brush
Paints with fingers
Uses scissors

0204 Visual Perceptual Motor

Displays adequate visual acuity
Responds with recognition to familiar visual stimulus
Responds differentially to unfamiliar visual stimulus
Responds to visual stimuli
Follows moving object with eyes
Reaches for object
Drives with hammer
Visually attends to task
Discriminates shapes
Discriminates primary colors
Discriminates secondary colors
Discriminates size
Discriminates pictures and objects
Matches objects by color, shape, and size
Discriminates symbols
Uses spatial orientation
Matches own body position
Locates left and right of self
Locates left and right of objects and others
Locates positional relationship of objects
Discriminates directionality
Connects series of dots from a pattern
Uses temporal orientation
Identifies dominant form in a visual field
Identifies background elements in a visual field
Integrates foreground with background
Scans left to right
Recognizes form from visual clue
Identifies missing part
Supplies missing part
Discriminates like and different
Matches pattern on pattern
Displays adequate eye-hand coordination
Colors shapes
Follows graphic path
Connects series of dots
Traces forms
Copies forms
Cuts out forms
Recalls symbols and items

Recalls previous visual stimuli
Recalls status of environment
Reproduces previous visual stimuli
Reproduces form from memory
Reproduces series of forms from memory
Reproduces series of unfamiliar forms from memory
Reproduces pattern beside pattern
Reproduces pattern from memory
Reproduces pattern of symbols from memory
Forms pattern of symbols from memory
Creates drawings of common forms
Recognizes main idea from visually presented material

0205 Sensory Awareness

Indicates awareness of stimulation
Habituates to repeated stimulation
Indicates location of stimulation
Indicates locations of simultaneous stimulations
Allows stimulation
Responds to pleasant stimulation
Responds to unpleasant stimulation
Responds with calm to favorite stimulation
Seeks sensory stimulation
Indicates difference between wet and dry
Indicates difference between soft and hard
Differentiates between warm and cool
Differentiates between rough and smooth
Differentiates between sharp and dull
Differentiates between heavy and light
Differentiates between rounded and angled
Differentiates between large and small
Differentiates between sticky and slick
Differentiates between happy and sad
Differentiates between approval and disapproval
Displays knowledge about appropriate and inappropriate
Sorts items based on sensory characteristics
Seriates items based on sensory characteristics
Indicates source of smell
Indicates source of taste
Indicates source of touch
Identifies object through touch alone
Identifies object through taste alone
Identifies object/event through smell alone
Responds to body's physiological processes
Responds with differentiated emotions
Uses sensory vocabulary

C03 LANGUAGE DEVELOPMENT

0301 Early Language

Establishes reciprocal eye contact with another
Attends to speaker
Responds to facial expression
Demonstrates awareness of activity and/or environment
Moves away from unpleasant stimuli
Anticipates events in daily routine
Signals awareness of change in routine and/or environment
Attends to objects
Visually tracks objects
Reaches for objects
Visually inspects objects
Manipulates objects
Searches for displaced objects
Imitates actions with objects
Imitates actions of others
Takes turns
Demonstrates alerting response to sound
Moves toward source of sound
Uses vocal signs of pleasure
Uses vocal signs of displeasure
Localizes to environmental sounds
Localizes to speech sounds
Vocalizes vowel sounds
Imitates sounds
Vocalizes consonant sounds
Responds to social approach by vocalizing
Vocalizes as a signal of a desire or need
Babbles series of sounds
Babbles in reduplicated syllables
Points or gestures toward objects
Explains causality
Uses objects in a functional manner
Shows or gives objects to another

Identifies objects
Auditorially tracks a sound
Discerns general meaning of voice pattern
Explains meaning of the word 'no'
Responds to command 'no'
Recognizes command words
Recognizes and responds to own name
Recognizes meanings of simple words
Responds to command words
Imitates gestures
Uses jargon
Imitates words
Responds to simple verbal requests
Recognizes names of body parts

0302 Language Syntax

Uses singular nouns
Uses regular plural nouns
Uses irregular plural nouns
Uses possessive nouns
Uses personal pronouns
Uses reflexive pronouns
Uses relative pronouns
Uses demonstrative pronouns
Uses articles
Uses adjectives
Uses regular present tense verbs
Uses irregular present tense verbs
Uses regular past tense verbs
Uses irregular past tense verbs
Uses future tense verbs
Uses auxiliary verbs
Uses infinitives
Uses active voice
Uses passive voice
Uses noun-verb agreement
Uses noun-verb contractions
Uses adverbs
Uses prepositional phrases
Uses conjunctions
Uses interjections
Uses negatives
Uses negative contractions
Produces single-word utterances
Uses contractions
Produces two-word combinations
Produces phrases of three or more words
Produces kernel sentences
Produces compound sentences
Produces complex sentences
Produces compound/complex sentences
Produces questions
Produces interrogative reversal questions
Monitors own syntax patterns
Distinguishes between correct and incorrect syntax patterns

0303 Language Content

Uses prepositional concepts
Uses positional concepts
Differentiates between left from right
Explains perceptual features
Uses size differences
Discriminates among shapes
Displays knowledge about color differences
Explains body parts
Explains gender differences
Explains major facts about self
Responds to sensory stimuli
Displays understanding of emotions
Uses qualitative concepts
Uses concepts of 'same' and 'different'
Uses synonyms and homonyms
Explains major facts in own environment
Uses quantitative concepts
Uses categorization
Uses time and space concepts
Uses calendar time concepts
Uses sequencing skills
Uses opposite concepts
Uses comparative-superlative concepts
Rhymes
Explains major facts in current events
Uses analogies
Uses idioms, metaphors, similes, and proverbs
Detects and explains absurdities
Predicts possible outcomes
Identifies cause-and-effect relationships
Identifies fallacies in cause-and-effect arguments
Expresses relationships relating to comparative size
Expresses relationships relating to time
Expresses relationships relating to spatial location
Expresses relationships relating to active/passive voice
Expresses relationships relating to family members
Uses linguistic concepts of inclusion and exclusion

0304 Receptive Language

Recognizes objects by function
Responds to facial expressions
Responds to own name
Responds to simple gestures and pantomime
Responds to single-word utterances
Obeys 'no' command
Recognizes a familiar person by name
Searches for absent person when named
Uses social words
Follows simple verbal commands
Recognizes names of familiar objects
Identifies a pictured object among other objects
Matches objects and pictures
Listens to rhymes and songs
Uses two-word combinations
Recognizes names of body parts
Identifies common pictures when named
Uses words that indicate primary possession
Uses concept of before and after
Sequences events in a story
Uses concept of first, middle, last
Recognizes a pictured object by function
Identifies actions in pictures
Uses combinations of three or more words
Listens to stories
Asks yes/no questions
Explains main idea
Explains main character
Follows sequence of events
Remembers major details
Summarizes information
Draws conclusions about characters and events
Differentiates between fact and opinion
Responds to 'WH' questions
Recognizes prepositional concepts
Explains same and different
Associates quantitative elements with appropriate terms
Explains opposites
Comprehends questions relevant to sensory experiences
Carries out commands having prepositions

Uses three-part commands
Uses left and right
Uses comparative and superlative relationships
Explains cause and effect relationships
Uses synonyms, antonyms, homonyms
Classifies objects, events, functions, and operations
Differentiates between statements and questions
Explains spatial concepts
Uses temporal concepts
Explains jokes, humor, plot, and surprise
Recognizes absurdities, errors, inconsistencies
Discerns items, events, and inferences from verbal clues
Uses words with multiple meanings
Uses analogies, idioms, proverbs
Completes problem solving tasks

0305 Expressive Language

Imitates facial expressions
Attempts imitation of vocalizations
Imitates gestures
Imitates sounds
Vocalizes to get attention
Communicates with random gestures or sounds
Dresses self
Tells body parts
Displays understanding of familiar objects
Expresses basic needs and desires
Uses two-word combinations
Uses combinations of three or more words
Uses short sentences
Names common pictures
Gives full name
Speaks in complete sentences
Uses two or more successive sentences
Explains similarities and differences
Answers questions which provide a choice of two things
Discriminates between real and imaginary
Talks about imaginary
Uses prepositional phrases showing location
Answers questions about present activity
Answers questions about events
Answers questions about a story
Asks questions
Tells several things about an object
Tells stories and jokes
Defines words
Categorizes concepts
Recites a series
Shares ideas
Relates experiences
Recites rhymes and poems
Sings songs
Makes verbal response without delay
Uses left and right concepts
Uses before and after concepts
Uses first, middle, and last concepts
Uses spatial concepts

Uses comparatives and superlatives
Uses all parts of speech correctly
Uses imaginative language in play
Pretends
Completes open-ended sentences
Asks meanings of words
Completes problem-solving tasks
Tells familiar stories
Participates in an open conversation
Opens a conversation
Accepts conversation closure
Talks on the phone
Uses complex sentences
Initiates social interaction
Uses idiomatic expressions
Relays messages
Gives directions

D04 SOCIAL SKILLS

0401 Self-related Behaviors

Refrains from self-abusive behavior
Refrains from excessive body movements
Refrains from self-stimulatory behavior
Responds to first name
Responds to full name
Identifies own image in mirror
Identifies own body parts
Identifies self in a photograph
Indicates first name
Indicates full name
Indicates name of school
Tells first names of mother/father
Indicates own sex
Indicates own age
Tells own physical characteristics
Indicates address
Indicates own telephone number
Indicates date of birth
Tells own race
Tells own nationality
Tells own religion
Tells social security number
Indicates information about home environment
Identifies various family members
Cares for personal possessions
Displays positive self-image
Tells own limitations
Sets realistic self expectations
Tells own talents
Accepts compliments from others
Shares own accomplishments
Distinguishes relationship of self to others
Distinguishes between self and others
Explains alternatives to present behaviors
Substitutes alternatives to present behavior

Identifies own feelings
Expresses own feelings
Expresses lack of comprehension
Indicates acceptance
Expresses a preference
Displays appreciation of people, things, situations
Deals with embarrassment
Responds to persuasion
Responds to failure
Rewards self
Expresses affection
Deals with fear
Controls anger
Copes with conflict
Tolerates frustration
Expresses anger nonaggressively
Accepts refusal
Accepts praise
Shows sense of humor
Uses facial expressions to show emotions
Keeps self-criticism logical
Refrains from temper tantrums
Speaks the truth
Expresses preferences
Recognizes bias in self and others
Seeks advice
Makes recommendations
Makes requests
Tolerates differences in others
Shows courtesy in refusing requests
Shows an interest in special events
Makes eye contact when listening and speaking
Explains consequences of own behavior
Accepts delayed reinforcement
Uses socially-acceptable language
Observes the social graces

0402 Interpersonal Behaviors

Makes eye contact
Exhibits parallel play
Responds to social initiations from others
Communicates a desire for socialization
Initiates play
Interacts socially
Avoids excessive physical contact
Keeps appropriate social distance
Develops positive relationships with adults
Develops positive relationships with peers
Answers yes/no in response to questions
Distinguishes relationship of self to others
Identifies friends
Explains characteristics of friendship
Identifies unfriendly behaviors
Displays positive attitude toward others
Laughs at self
Laughs at others without ridicule
Laughs at jokes and funny stories
Tolerates differences in others
Abides by group decision
Makes compromises
Seeks conflict resolution
Respects ideas of others
Indicates desire for another's activity to cease
Acknowledges feelings of others
Exchanges greetings and farewells
Uses courtesies
Covers mouth when coughing, sneezing, and yawning
Makes apologies
Accepts apologies
Gives compliments
Accepts compliments
Copes with rudeness
Excuses self
Responds to introductions
Makes introductions
Extends courtesies to visitors
Maintains eye contact
Waits to be acknowledged before speaking

Listens while others are speaking
Participates in conversation
Initiates conversation
Uses proper forms of address
Avoids distracting mannerisms during conversation
Shifts conversational topic appropriately
Attempts to clarify message
Acknowledges not knowing the answer
Accepts conclusion of conversation
Accepts assistance
Asks for assistance
Offers assistance
Uses socially acceptable language
Shares possessions
Respects the rights of others
Gets permission for use of another's property
Returns borrowed property
Demonstrates appropriate means of gaining attention
Exhibits willingness to help
Responds to emergencies
Reports accidents or injuries
Responds appropriately to physical assault
Accepts criticism
Distinguishes fantasy from truth
Answers truthfully
Follows rules of an organized activity
Accepts consequences of behavior
Wins graciously in competition
Accepts defeat in competition
Exerts positive influence on others
Enters room without incident
Leaves room without incident
Follows rules of situation
Acts appropriately in public
Acts appropriately on a date

0403 Task-related Behaviors

Participates in classroom activities
Remains at desk area
Attends to instructor
Listens to directions
Follows simple verbal directions
Follows simple written directions
Listens to answers
Attends to an audio-visual presentation
Listens to a speaker
Responds to authority
Follows overt school rules
Exhibits appropriate behaviors in various school situations
Observes hall rules
Arrives on time
Delivers verbal messages
Completes in-class assignments
Completes outside assignments
Tries to solve task-related problems
Keeps desk area neat
Prepares material for class
Works cooperatively
Completes assignments
Works at two or more tasks simultaneously
Works without interruption
Stays at task for specified amount of time
Reviews work
Submits work
Accepts correction
Responds to teacher's corrections
Changes activities without incident
Undertakes a new task without incident
Works on a difficult task
Uses time wisely
Uses free time productively
Permits work to be displayed
Reads aloud in a small group
Reads aloud in a large group
Modulates voice
Participates in group activity voluntarily
Participates in group discussion

Participates in class-related discussions
Attempts to answer a question
Acknowledges not knowing the answer to a question
Volunteers answer to question
Asks questions
Makes presentation
Participates in role playing
Maintains regular school attendance
Displays good study habits
Plans school work
Produces school work
Sets personal goals
Tries difficult tasks
Arranges tasks in priority order
Makes a decision
Leads others in a group activity
Accepts support instruction in problem areas as needed
Finishes and returns homework
Organizes work effectively
Follows test-taking directions
Takes tests
Passes tests
Brings appropriate materials to school
Leaves inappropriate materials at home
Shares materials
Observes classroom rules regarding equipment and materials
Exhibits responsibility for personal property
Uses bulletin/chalkboard
Uses playground equipment

E05 COMMUNICATION

0501 Non-verbal Communication

Remains seated without extraneous movement
Visually attends to trainer and materials
Produces a yes/no response
Scans visual stimuli for appropriate response
Indicates a desire to communicate
Uses a pointing or signaling response
Takes turns
Uses a systematized gesture response
Matches object to object
Matches object to picture
Matches picture to picture
Identifies objects
Discriminates between objects
Associates object with meaning
Locates stimuli on communication device
Responds using communication device
Identifies pictures or symbols
Discriminates between pictures and symbols
Associates pictures or symbols with meaning
Associates pictures or symbols with functional phrase
Communicates using phrase board
Sequences pictures or symbols into a statement
Sequences pictures or symbols into a question
Identifies printed words
Associates printed words with their meanings
Communicates needs by pointing to isolated words
Sequences printed words into phrases
Sequences printed words into sentences
Identifies phonetic utterances of communication device
Chains device-generated phonetic utterances into words
Identifies letters of alphabet
Spells with alphabet letters
Locates items on device alphabetically
Spells using replica of typewriter keyboard
Communicates with typewriter

Communicates with matrix board
Communicates with E-TRAN board
Communicates
Uses an augmentative communication device
Answers questions
Expresses personal wants and needs
Communicates needs/wants of others with augmentative device
Interacts socially with others
Uses augmentative device
Assumes responsibility for care of augmentative device
Uses augmentative device to expand verbal speech

0502 Speechreading

Concentrates
Attends to face and mouth of speaker
Imitates facial expressions
Indicates mood of facial expression
Utilizes speechreading clues
Explains the function of visible articulators
Recognizes grossly different speech sound movements
Differentiates long vowels
Differentiates short vowels
Differentiates all visible consonant sounds
Differentiates consonant-short vowel syllables
Speechreads words
Speechreads phrases
Speechreads sentences
Speechreads passages
Uses speechreading skills
Participates in spontaneous conversation
Speechreads different speakers
Speechreads grammatical principles

0503 Amplification

Tolerates amplification process
Puts on hearing aid
Adjusts controls properly
Shows awareness of acoustic feedback
Keeps hearing aid in proper working order
Recognizes hearing aid malfunction
Reports hearing aid malfunction
Obtains replacement parts
Tests hearing aid battery
Replaces battery
Tests hearing aid cord
Replaces cord
Cleans earmold
Seeks assistance in care of aid
Wears aid regularly
Avoids misuse of aid
Does not chew on cord or earmold
Does not twist cord
Names parts of hearing aid
Explains all components of own aid
Tests hearing aid with test box
Identifies supplier, make, model, and battery number of aid
Explains degree and type of own hearing loss
Tells where to get clinical evaluation
Explains how aid works in various audio environments
Explains effects of distance on speech intelligibility
Initiates use of auditory trainer
Terminates use of auditory trainer
Uses appropriate settings for trainer
Recognizes when auditory trainer is not working properly
Reports auditory trainer malfunction
Responds to amplified speech
Modulates own voice while amplified
Test hearing aid using own voice

0504 Multisound

Identifies articulators and phonators
Identifies plosives
Identifies fricatives
Identifies sibilants
Identifies nasal sounds
Identifies semi-vowels
Identifies glides
Identifies blends
Identifies vowels
Approximates plosives
Approximates fricatives
Approximates sibilants
Approximates nasal sounds
Approximates semi-vowels
Approximates glides
Approximates blends
Approximates vowels

0505 Articulation

Articulates stops
Articulates fricatives
Articulates affricates
Articulates nasal sounds
Articulates laterals
Articulates glides
Articulates blends
Articulates vowels
Discriminates target sound
Maintains correct articulation of target sounds

0506 Fluency

Tells personal goals for fluency
Explains nature of fluency problems
Identifies non-fluencies in speech of others
Tells about phonation, respiration, and articulation
Identifies secondary behaviors related to non-fluencies
Evaluates own reactions to non-fluency situations
Self-corrects non-fluencies
Reads single words fluently
Reads phrases fluently
Reads sentences fluently
Reads paragraphs fluently
Reads stories fluently
Reads fluently
Names pictures fluently
Forms phrases fluently
Forms sentences fluently
Explains pictures fluently
Tells a story fluently
Converses fluently
Converses fluently on phone
Controls rate of speaking
Establishes a fluent patterned response
Uses easy onset, continuation, and control of phonation
Uses appropriate control of respiratory process
Uses negative practice
Reduces the anxiety response
Transfers fluency-facilitating behaviors
Maintains fluency level in everyday situations
Perceives self as a fluent speaker

0507 Voice

Tells the vocal structures and their functions
Identifies poor voice use habits
Uses good vocal hygiene
Tells personal voice quality goals
Identifies appropriate vocal behaviors
Monitors appropriate vocal behaviors
Identifies inappropriate vocal behaviors
Eliminates inappropriate vocal behaviors
Produces phonations with good vocal quality
Produces single words with good vocal quality
Produces phrases with good vocal quality
Produces sentences with good vocal quality
Reads paragraphs with good vocal quality
Reads stories with good vocal quality
Explains pictures with good vocal quality
Tells story with good vocal quality
Converses with good vocal quality
Monitors own voice output

0508 Phonology

Corrects deletion of final consonants
Corrects syllable reduction
Corrects reduction of clusters
Corrects glottal replacements
Corrects labial assimilation process
Corrects alveolar assimilation process
Corrects nasal assimilation
Corrects velar assimilation
Corrects final consonant devoicing
Corrects stopping process
Corrects gliding of fricative process
Corrects affrication
Corrects fronting velars
Corrects fronting of fricatives
Corrects denasalization
Corrects deletion of glides
Corrects gliding of liquid
Corrects vowelization
Corrects stridency deletion
Corrects prevocalic voicing
Corrects velar deviations
Corrects postvocalic devoicing
Corrects glottal replacement
Corrects palatalization
Corrects depalatalization

0509 Auditory Training

Focuses attention on sound
Responds to sound
Discriminates environmental sounds
Associates single sound source
Matches sound and source
Categorizes gross environmental sounds
Recognizes sound as a unit
Imitates rhythm
Discriminates between speech and non-speech sounds
Responds to speech commands
Attends to speech sound with background noise
Discriminates long vowel sounds
Discriminates short vowel sounds
Differentiates long vowel sound from short
Imitates series of spoken words
Discriminates between voiced and voiceless sounds
Discriminates sibilant sounds
Discriminates consonants
Discriminates consonant blends and digraphs
Identifies short vowels
Identifies long vowels
Identifies voiced sounds
Identifies sibilant sounds
Identifies consonants in various vowel contexts
Identifies consonant blends and digraphs
Identifies long vowels
Indicates number of syllables in a word
Uses auditory clues for purposeful listening
Repeats spoken series of words
Relates spoken words to environment
Comprehends details of a sentence in a conversation
Recalls rhymes or songs
Recalls major events in a story
Listens to story
Completes sequencing tasks
Recalls rhymes
Recalls major events of a story
Responds to simple oral directions
Responds to complex oral directions
Follows simple oral directions

Follows multi-step oral directions
Recalls simple detail in a spoken message
Recalls complex details in a spoken message
Completes discrimination task with background noise
Follows oral directions with background noise
Attends to auditory stimulus
Combines speechreading and auditory listening skills

0510 Social Communication

Keeps appropriate social distance
Acknowledges feelings of others
Expresses own feelings
Indicates desire for another's activity to cease
Initiates contact with another
Gains attention
Attends to person speaking
Listens to directions
Follows directions
Takes turns
Exchanges greetings and farewells
Uses courtesies
Apologizes
Asks permission
Uses excuse-me phrases
Exchanges compliments
Uses titles of respect
Makes introductions
Maintains eye contact
Asks questions
Answers yes/no questions
Answers who/what questions
Answers general questions
Waits to be acknowledged before speaking
Listens while others are speaking
Initiates and participates in conversation
Shares
Continues conversation despite distractions
Shifts topic
Maintains topic
Attempts to clarify meaning
Indicates lack of comprehension
Requests help
Acknowledges not knowing answer
Accepts termination of conversation
Expresses emotions
Requests information
Gives information
Elicits appropriate response from listener
Speaks at appropriate volume

Speaks at appropriate rate
Uses socially acceptable language
Generalizes specific articulation skills to other settings
Generalizes specific voice skills to other settings
Generalizes specific language skills to other settings
Generalizes specific fluency skills to other settings
Expresses thought in complete sentences
Uses speech in a creative manner
Delivers verbal message
Employs appropriate non-verbal clues
Uses stress and intonation to convey meaning
Answers phone
Converses on phone

F06 VISUAL/SENSORY

0601 Visual Awareness

Shows awareness of any stimulus
Attends to any stimulus
Responds to light source
Attends to shiny object
Fixates on 3-D object
Fixates on geometric pattern
Fixates on human face
Shifts gaze from stimulus to another
Fixates on moving object
Turns and fixates on moving light
Turns and fixates on shiny object
Turns and fixates on 3-D object
Turns and fixates on geometric pattern
Turns and fixates on human face
Fixates on picture of face
Fixates on picture of familiar object
Fixates from near to far object
Watches light blink
Watches light move
Watches shiny audible object move
Watches audible object move
Watches silent shiny object move
Watches silent solid object move
Watches object move horizontally across floor
Reaches out for objects
Locates large objects placed randomly
Locates small objects placed randomly
Locates partially hidden familiar objects
Watches object as it disappears from view
Tracks by moving head
Tracks by moving eyes only
Searches for object after watching it disappear
Recognizes 3-D objects more than half revealed
Recognizes 3-D object less than half revealed
Seeks out partially exposed object

Seeks out object totally removed from view
Touches light source or object
Visually locates designated area
Walks designated path

0602 Low Vision

Visually locates large shapes
Visually locates colored shapes
Visually matches objects by shape
Visually matches objects by color
Recognizes like and different shapes
Recognizes likenesses and differences of colors
Identifies basic colors
Recognizes and names different shades of colors
Recognizes and names different hues
Visually matches by size and length
Matches external details of line drawings
Names subject of line drawings
Matches internal details of line drawings
Recognizes part missing from familiar object
Recognizes part missing on drawing or picture
Completes puzzles
Matches line drawing to picture or photograph
Recognizes gross details of simple picture or photograph
Recognizes fine details of simple picture or photograph
Sequences photographs/pictures by action shown
Locates and names parts of page
Finds symbol on page
Names position of symbol on page
Tracks from left to right
Tracks moving object from right to left
Finds next row when tracking
Matches sample letters to same letter
Finds named letters
Identifies letters
Matches sample numbers to same number
Finds named number
Identifies numbers
Matches sample short words to same words
Utilizes low vision aid

0603 Basic Orientation and Mobility

Names and tells functions of body parts
Names left and right body parts
Relates body laterality to objects and persons
Displays knowledge about left and right sides of objects
Positions self in relation to other objects
Demonstrates positional concepts
Examines objects
Discriminates basic shapes
Estimates size of objects
Compares objects according to size
Identifies sounds
Localizes sounds
Differentiates moving parallel and perpendicular sounds
Explains vertical, horizontal, diagonal, and curved lines
Uses visual landmarks
Uses tactile landmarks
Uses auditory landmarks
Uses proprioceptive clues
Uses olfactory clues
Uses solar and thermal clues
Uses basic sighted-guide position and grip
Responds to cues for making/breaking contact with guide
Negotiates narrow passageways
Negotiates doorways
Negotiates stairways
Transfers sides or changes directions with guide
Executes 90 degree turn
Executes 180 degree turn
Locates and clears seat
Uses upper hand and forearm technique
Uses lower hand and forearm technique
Uses trailing technique
Uses squaring-off technique
Uses direction taking technique
Maintains desired line of travel
Follows route directions with left and right turns
Explores object encountered in travel
Retrieves dropped objects
Uses perimeter method of self-familiarization
Uses grid method of self-familiarization

Explores and orients self to new classroom
Remains oriented to school building
Follows fire drill procedures
Uses school locker
Follows locker room procedures
Follows regular cafeteria procedures
Follows basic hallway routes
Retraces hallway routes involving turns
Uses school playground and equipment
Possesses long cane techniques
Uses diagonal technique
Trails with diagonal technique
Contacts objects with diagonal technique
Locates objective with diagonal technique
Uses basic touch technique position and grip
Clears with cane before stepping
Uses adequate cane arc
Synchronizes cane movement with stepping
Executes turn with cane
Uses touch technique
Alternates touch and diagonal technique
Shorelines with cane
Locates dropoffs with cane
Negotiates doors with cane
Uses school stairs
Uses touch and slide technique
Uses touch and drag technique
Uses 3-point touch method
Uses shortened touch technique in congested areas
Uses cane with guide
Changes hands with cane
Folds and unfolds cane
Stores long cane or folding cane
Uses cane as part of daily routines
Displays knowledge about how to repair and replace cane

0604 Advanced Orientation and Mobility

Displays knowledge about concepts of block and intersection
Travels around the block
Travels and reverses simple outdoor routes with turns
Determines interior numbering system of a building
Determines street numbering system
Travels through common commercial facilities
Remains oriented within shopping malls
Locates departments within malls
Makes store purchases
Shops for groceries
Purchases meal in restaurant
Uses escalators
Uses elevators
Uses revolving doors
Masters names and patterns of streets
Explains layout of intersections
Distinguishes parallel from perpendicular cars
Aligns self for straight street crossing
Identifies sound of parallel traffic surge
Judges intention and speed of turning cars
Explains concept of right turn on red
Corrects veer into parallel street
Corrects veer into perpendicular street
Makes straight street crossing
Crosses sign-controlled residential streets
Crosses light-controlled streets and intersections
Uses pedestrian traffic light buttons
Judges time and distance
Deals with wheelchair curb ramps
Crosses railroad tracks
Retraces complex routes
Responds to offers of assistance
Solicits aid
Uses verbal directions
Uses cardinal directions
Uses braille compass
Uses map to remain oriented
Travels in rural areas
Crosses rural roads
Plans travel routes in the community

Plans alternate route at construction site
Enters and exits cars
Travels by car or taxi
Uses public transportation
Takes embarking position at bus stop or train station
Enters and exits public transportation
Pays transit fare
Communicates with transit vehicle operator
Travels by bus
Travels by trolley or train
Explains commuter train layout and procedures
Travels by subway or elevated train
Explains layout of subway platform
Transfers between transit vehicles
Travels through urban transit terminal
Gathers street and transit information
Obtains transit information by phone
Uses transportation schedules
Plans inter-city trip via public transportation
Travels in adverse weather conditions
Uses electronic aids
Uses Mowat Sensor
Uses Sonicguide
Uses electronic device to avoid obstacles
Localizes object position
Gathers environmental information
Supplements primary mobility device with electronic aid

0605 Touch Typing

Locates and names parts of the typewriter
Inserts and removes paper
Explains function of each typewriter part
Assumes correct typing posture
Sets margins
Locates and uses space bar
Locates and types home-row keys
Locates and types third row keys
Locates and types first row keys
Uses all letter keys to form words
Uses carriage return
Uses shift keys and lock
Spaces after punctuation marks
Types numerals
Types Roman numerals
Types symbols
Types fractions with diagonal
Sets tabs
Lays out copy on paper
Centers copy horizontally
Centers copy vertically
Types paragraphs
Types casual letter
Types business letter
Addresses envelopes
Folds letter
Composes at typewriter
Types from memory or recording
Types from braille
Types from large print
Proofreads and corrects errors
Cares for equipment

0606 Braille Readiness

Demonstrates an adequate speaking vocabulary
Uses complete sentences
Identifies textures
Demonstrates kinesthetic awareness
Demonstrates tactual awareness
Identifies objects
Identifies tastes
Identifies smells
Identifies common environmental sounds
Matches object to object
Discriminates among shapes
Uses concept of same and different
Matches letter to letter
Matches word to word
Recognizes same word in different contexts
Completes open ended sentences
Comprehends stories
Groups objects by category
Recognizes similarities
Supplies opposites
Supplies analogies
Identifies positional relationships
Explains temporal relationships
Associates letter sounds with symbols
Identifies initial consonant sounds
Identifies final consonant sounds
Identifies rhyming words
Demonstrates knowledge that letters make words
Displays understanding that a written word represents a spoken word
Sequences events
Follows simple oral directions
Shows interest in reading
Locates parts of page
Names parts of page
Explains rows and columns
Locates beginning and end of lines
Tracks symbols from left to right
Finds next line
Tracks symbols from top to bottom
Positions braille book

Finds next line
Finds braille page numbers
Turns pages
Finds next page
Tracks last line with left hand and turns pages with right
Tracks across page
Uses light finger pressure
Utilizes two-hand tracking procedure

0607 Braille Reading and Writing

Locates and names necessary parts of braille writer
Inserts embossing paper into braille writer
Removes paper
Recognizes braille letters by touch
Uses braille writer to braille letters of alphabet
Uses capital sign in writing
Recognizes braille number sign and literary braille numerals
Brailles the number sign and literary braille numerals
Recognizes grade two braille signs
Brailles grade two braille signs
Recognizes punctuation and composition marks
Brailles punctuation and composition marks
Recognizes grade 2 short form words
Brailles grade 2 short form words
Recognizes Nemeth Code numerals
Brailles Nemeth Code numerals
Recognizes Nemeth Code signs for basic operations
Brailles Nemeth Code signs for basic operations
Recognizes Nemeth Code signs of comparison
Brailles Nemeth Code signs of comparison
Recognizes Nemeth Code notation
Brailles Nemeth Code notation
Observes braille code rules
Proofreads and corrects errors
Identifies the slate and stylus
Inserts the paper into slate
Uses technique of braille cell number reversal
Brailles on slate from right to left
Moves paper up every four rows

0608 Basic Special Equipment Utilization

Explains purpose of closed circuit TV
Operates CCTV main power switch
Positions reading material for CCTV
Sets CCTV focus
Sets CCTV size control
Uses CCTV polarity switch
Sets CCTV brightness and contrast
Adjusts moveable viewing table on CCTV
Uses CCTV hand-held camera
Moves CCTV camera from one line to the next
Uses CCTV electronic line marker
Adjusts CCTV for curvature of books
Reads using closed circuit TV
Writes using closed circuit TV
Uses CCTV split screen function
Uses closed circuit TV typing aid system
Maintains closed circuit TV
Explains use of computer screen enlarger
Adjusts size of screen enlargement
Uses screen enlarger scanning controls
Adjusts screen enlarger scanning rate
Locates screen enlarger cursor position
Installs screen enlargement device
Uses screen mask to read single line on screen enlarger
Maintains screen enlargement device
Tells purpose of 4-track variable speed cassette recorder
Locates parts of cassette recorder
Uses raised symbols to identify recorder controls
Operates recording function
Operates recorder variable speed function
Explains purpose of recorder indexer
Indexes own recordings
Maintains cassette recorder
Explains basic purpose of talking calculator
Explains function of each control on talking calculator
Operates each talking calculator function control
Uses the talking calculator
Maintains talking calculator
Explains purpose of Viewscan
Operates Viewscan charger

Operates Viewscan main power switch
Connects Viewscan camera
Scans to focus Viewscan
Scans Viewscan from left to right
Reads printed material with Viewscan
Maintains Viewscan
Tells purpose of braille translator for Perkins Brailler
Attaches braille translator to Perkins Brailler
Attaches printer to braille translator
Uses proper commands to format text
Uses letter indicator for grade 1 braille
Uses proper commands to start new line
Uses proper editing commands
Maintains braille translator
Explains purpose of Optacon
Identifies parts of Optacon
Checks Optacon battery
Utilizes Optacon controls and tracking aid
Uses proper touch on Optacon tactile array
Moves Optacon camera across text and from line to line
Scans image with Optacon smooth movement
Identifies various type lines with Optacon
Reads upper case letters with Optacon
Reads lower case letters with Optacon
Reads punctuation marks with Optacon
Reads numbers with Optacon
Reads units of Optacon text rather than individual letters
Uses Optacon for school work
Uses Optacon for activities of daily living
Maintains Optacon

0609 Advanced Special Equipment

Explains purpose of electronic paperless brailler
Connects electronic paperless brailler to battery charger
Locates interface ports on electronic paperless brailler
Locates basic electronic paperless brailler controls
Uses controls on electronic paperless brailler
Formats tape for electronic paperless brailler
Formats disk for electronic paperless brailler
Explains menu functions for electronic paperless brailler
Uses menu functions for electronic paperless brailler
Uses chorded commands on electronic paperless brailler
Writes on electronic paperless brailler
Uses electronic paperless brailler editing commands
Uses electronic paperless brailler for classroom notetaking
Stores electronic paperless brailler files in memory
Transfers electronic paperless brailler files to tape
Transfers electronic paperless brailler files to disk
Explains function of braille translation program
Translates braille into text files
Translates text files into braille
Uses proper commands to format text files
Connects electronic paperless brailler to serial printer
Connects electronic paperless brailler to parallel printer
Operates printer with electronic paperless brailler
Interfaces electronic paperless brailler with computer
Sends files from electronic paperless brailler to computer
Sends files from computer to electronic paperless brailler
Uses common computer braille characters
Sets proper interface parameters
Explains purpose of braille printer
Connects braille printer to computer
Locates braille printer function controls
Uses braille printer function controls
Removes paper from braille printer
Operates braille printer in text mode
Operates braille printer in graphics mode
Uses special functions of braille printer
Uses special function of braille printer
Sends correct commands to print braille
Uses buffer on braille printer
Maintains braille printer

Explains purpose of speech synthesizer
Installs speech synthesizer in computer
Uses appropriate software for speech synthesizer
Activates speech synthesizer
Adjusts volume on speech synthesizer
Adjusts pitch on speech synthesizer
Adjusts speed on speech synthesizer
Uses speech synthesizer
Uses speech synthesizer in active mode
Sets review parameters on speech synthesizer
Uses speech synthesizer to review documents
Uses speech synthesizer to review paragraphs
Uses speech synthesizer to review words
Uses speech synthesizer to review spelling
Routes review cursor to screen cursor
Locates words using speech synthesizer
Locates cursor position using speech synthesizer
Increases speech synthesizer speed
Uses headphones with speech synthesizer
Exits review function of speech synthesizer
Silences speech synthesizer temporarily
Reactivates speech synthesizer
Edits document using speech synthesizer
Maintains speech synthesizer
Uses a variety of programs with speech synthesizer

G07 READING

0701 Reading Readiness

Demonstrates an adequate speaking vocabulary
Uses complete sentences
Identifies textures
Demonstrates kinesthetic awareness
Demonstrates tactual awareness
Identifies objects
Identifies pictures
Identifies tastes
Identifies smells
Identifies common environmental sounds
Matches object to object
Matches picture to picture
Matches picture to object
Displays knowledge about colors
Discriminates among shapes
Uses concept of same and different
Reads first name in manuscript
Reads full name in manuscript
Prints own name in manuscript
Matches letter to letter
Matches word to word
Recognizes same word in different contexts
Explains pictures
Sequences pictures
Completes open ended sentences
Comprehends stories
Groups objects by category
Recognizes similarities
Supplies opposites
Supplies analogies
Identifies positional relationships
Explains temporal relationships
Identifies upper case manuscript letters
Identifies lower case manuscript letters
Matches upper and lower case letters

Identifies letters
Identifies words in different contexts
Differentiates letters from numerals
Associates letter sounds with symbols
Identifies initial consonant sounds
Identifies final consonant sounds
Identifies rhyming words
Handles book properly
Demonstrates left to right progression
Matches picture to word
Displays knowledge about letters make words
Displays understanding that a written word represents a spoken word
Scans letters of words
Reads color words
Reads number words from one to ten
Sequences events
Follows simple oral directions
Identifies survival words and symbols
Reads directional words
Shows interest in reading
Takes clues from pictures

0702 Vocabulary and Word Analysis

Possesses pre-primer sight vocabulary
Possesses primer sight vocabulary
Possesses basic sight vocabulary
Uses correct pronunciation
Uses consonant sounds to decode new words
Identifies short vowels
Identifies long vowels
Reads words
Discerns differences in word length
Discriminates between short and long vowels
Discriminates 'schwa' sound
Supplies missing phonetic element
Uses different sounds of G
Uses different sounds of C
Uses 2-letter blends
Uses 3-letter blends
Applies knowledge of word families
Uses R-controlled vowels
Uses L-controlled vowels
Uses digraphs
Uses diphthongs
Applies knowledge of vowel patterns to word analysis
Uses regular vowel patterns
Uses 'Y' as a vowel
Uses silent consonant combinations
Attacks new words
Makes new words
Reads simple directions
Applies knowledge of root words
Applies knowledge of word endings
Applies knowledge of number syllables in words
Uses compound words
Uses open and closed syllables
Uses plurals
Uses possessives
Uses comparatives
Uses abbreviations
Uses synonyms
Uses antonyms
Uses homonyms

Uses acronyms
Uses contractions
Uses prefixes
Uses suffixes
Reads pre-primer words
Reads primer words
Reads phrases and sentences
Reads paragraphs or longer selections
Reads complex directions
Responds appropriately to punctuation
Uses elementary dictionary to find word meanings

0703 Comprehension and Appreciation

Recalls facts
Locates specific information
Sequences events
Relates background of information to material read
Displays an understanding of main idea of passage
Classifies information read
Synthesizes information read
Makes inferences
Draws logical conclusions
Makes predictions based on material read
Distinguishes between fiction and non-fiction
Distinguishes between fact and opinion
Identifies underlying assumptions
Reads at appropriate rate with expression
Reads orally for specific purpose
Selects appropriate sources of information
Adjust rate to suit purposes
Uses context clues to understand meaning
Explains the meaning of a word in a story
Reads variety of literature
Evaluates literature by listening
Uses reading as a source of information
Uses reading as a source of pleasure
Uses reading as a source of personal growth
Values the use of reading
Explains author's purpose
Identifies character traits
Explains mood of written passage
Paraphrases a written passage
Interprets analogies
Explains evidence cited
Explains author's qualifications
Interprets figures of speech in a sentence
Maintains a positive attitude towards literature
Reads silently
Reads complex directions
Recognizes propaganda devices
Recalls details
Identifies cause-effect relationships
Identifies contrast and comparison in a story

0704 Functional Reading

Uses survival words related to gender
Uses survival words related to safety and health
Uses survival words related to emergencies
Uses survival words related to directions
Uses survival words related to self-care
Uses survival words related to travel
Uses survival words related to social/legal restrictions
Uses survival words related to service establishments
Uses survival words related to employment
Explains international access and warning symbols
Reads road signs
Reads job application words
Orders from menu
Reads TV, school, work schedules
Reads travel schedules
Reads coupons
Reads clothing sizes
Reads clothing labels
Reads shopping list
Reads aisle/department markers
Reads product labels
Locates a newspaper section
Reads newspaper for information
Uses periodicals
Uses library

0705 Study and Reference Skills

Alphabetizes words
Finds alphabetized words
Uses dictionary
Uses dictionary guide words
Finds word in dictionary
Uses dictionary pronunciation key
Finds word spelling from dictionary
Finds word meaning from dictionary
Locates specific areas of library
Uses card catalog
Conduct library research
Uses reference materials and books
Locates materials by subject, author, and title
Uses reference books
Uses table of contents
Uses index
Uses glossary
Compiles a bibliography
Organizes information in outline form
Highlights important information
Takes notes from a book
Maintains a notebook
Scans written material for answers
Highlights important information in text
Identifies main idea in chapter
Lists main points in chapter
Paraphrases written passage in own words
Locates terms and definitions relevant to given selection
Maintains a consistent style in note taking
Carries needed note-taking materials
Takes notes during a lecture
Organizes notes in outline form
Asks speaker for clarification when appropriate
Makes unobtrusive use of recorder for note taking
Attends to assigned task
Follows directions for completing assignment
Places assignments in priority order
Follows time line for completing assignments
Develops personal study plan
Finds effective place for studying

Studies for test
Takes fill-in-the-blank test
Takes multiple-choice test
Takes matching test
Takes true-false test
Takes open-book test
Completes essay test questions

H08 LANGUAGE ARTS

0801 Language Arts Concepts and Processes

Acquires information
Validates information
Organizes information
Interprets information
Makes decisions based on information
Communicates information
Explains the concept of communication
Values communication
Explains conditions which promote communication
Values the conditions which promote communication
Uses language as a form of communication
Explains language as a system of symbols
Explains the uses and abuses of language
Explains the history of language
Explains the concept of language differences
Explains the concept of language varieties

0802 Manuscript Writing

Holds crayon
Scribbles
Initiates stroke with writing tool
Holds writing tool
Traces a straight line
Traces curved lines and circles
Copies horizontal strokes
Copies vertical strokes
Copies diagonal strokes
Copies circles
Draws horizontal strokes
Draws vertical strokes
Draws diagonal strokes
Draws circles
Traces name
Copies name
Prints first name
Prints full name
Traces upper case letters
Copies upper case letters
Prints upper case straight line letters
Prints upper case diagonal line letters
Prints upper case circle letters
Prints upper-case combination line/circle letters
Prints curved line letters
Prints upper case 'S'
Traces lower case letters
Copies lower case letters
Prints lower case straight line letters
Prints lower case 's'
Prints lower case diagonal line letters
Prints lower case line/circle letters
Prints lower case circle letters
Prints lower case tall letters
Prints lower case 'n' group letters
Matches upper case and lower case letters
Prints alphabet
Prints words
Prints sentences
Recognizes differences between correct and incorrect forms

Prints legibly
Uses correct letter size
Uses appropriate spacing between letters in words
Uses appropriate spacing between words
Traces numerals 0-9
Copies numerals 0-9
Prints numerals 0-9
Combines numerals to form 2-digit numbers

0803 Cursive Writing

Recognizes full name
Traces name
Copies name
Writes first name
Writes full name
Recognizes lower-case cursive letters
Traces lower-case letters
Copies lower-case letters
Writes lower-case letters
Joins lower-case letters
Recognizes upper-case cursive letters
Traces upper-case cursive letters
Copies upper-case cursive letters
Writes upper-case letters
Matches upper-case with lower-case cursive letters
Joins appropriate upper-case to lower-case cursive letters
Writes with uniform slant
Recognizes differences between correct and incorrect forms
Applies appropriate pressure to writing tool
Copies words
Writes words
Writes sentences
Adjusts size of writing to space
Transposes manuscript to cursive
Uses cursive in all writing
Reads cursive writing

0804 Spelling

Spells full name
Spells pre-primer words
Spells primer words
Spells basic sight words
Spells words
Spells vocabulary words in subject area
Uses spelling words
Spells common names
Spells number words
Spells days of the week
Spells months
Spells seasons
Spells holiday words
Spells weather words
Spells complete address
Spells abbreviations
Spells contractions
Spells regular plurals
Spells irregular plural nouns
Uses applicable spelling rules
Spells irregular verbs
Spells possessive words
Applies spelling skills to assignments
Applies phonetic and structural analysis skills in spelling
Spells home address
Spells state capital
Spells towns in immediate geographic area

0805 Grammar and Mechanics

Capitalizes proper names and places
Capitalizes initials
Capitalizes first word of sentence
Capitalizes days of the week
Capitalizes months
Capitalizes holidays
Capitalizes personal titles
Capitalizes titles of respect
Capitalizes items always capitalized
Capitalizes abbreviations
Capitalizes literary titles
Recognizes complete sentence
Writes complete sentences
Lists nouns
Uses regular and irregular plural nouns
Uses verbs
Uses pronouns
Tells possessive forms of nouns and pronouns
Uses adjectives
Uses adverbs
Uses prepositions
Displays knowledge about contractions
Displays knowledge about conjunctions
Displays knowledge about interjections
Writes linking punctuation
Writes separating punctuation
Writes enclosing punctuation
Uses commas
Uses hyphens
Uses quotation marks
Uses colon and semicolon
Uses apostrophes
Writes declarative sentence
Writes interrogative sentences
Writes exclamatory sentences
Writes imperative sentences
Writes simple sentences
Writes compound sentences
Writes complex sentences
Writes compound/complex sentence

Writes analogies
Writes synonyms
Writes homonyms
Writes antonyms
Writes prefixes
Writes suffixes
Identifies root words
Identifies compound words
Uses articles
Writes a paragraph
Writes topical outline

0806 Composition and Writing

Writes declarative sentence
Writes interrogative sentence
Writes exclamatory sentences
Writes imperative sentences
Uses subject/verb agreement
Writes simple sentences
Writes compound sentences
Writes complex sentences
Writes compound/complex sentence
Corrects own errors in sentence structure
Writes a narrative paragraph
Writes an expository paragraph
Writes topical outline
Writes an introductory paragraph
Writes a personal note
Writes a personal letter
Writes a business letter
Writes letter of application
Writes a theme
Proofreads work
Writes a summary
Uses direct quotations
Writes dialogue
Writes concepts in sequential order
Places concepts in appropriate paragraphs
Writes a book report
Writes a short story
Uses reference materials for research
Writes a research paper
Explains purpose of writing
Recognizes form and structure of writing
Explains concept of style
Writes to express tone and mood
Writes to express point of view
Cites evidence to support point of view
Writes to express images and symbols
Uses expository writing
Uses descriptive writing
Uses persuasive writing
Uses narrative writing

Writes literary reviews
Writes drama
Writes poetry
Writes journalistic material
Uses personal writing
Values the use of writing
Values the conditions which promote the use of writing
Composes on typewriter
Composes on word processor

0807 Literature

Explains oral and written origins of literature
Explains movements and traditions in literature
Explains how literature, society, and person relate
Explains current issues affecting American society
Explains people, places and events in literature
Explains values and themes in literature
Matches a theme to a situation in own life
Displays an appreciation of literature
Values conditions which promote development of literature
Interprets the meaning of literature
Explains myths
Explains folk tales
Explains fables and parables
Explains legends and tall tales
Explains short stories
Explains novels
Explains types and conventions of novels
Explains drama
Explains types and conventions of drama
Explains current films
Explains poetry
Explains various types and conventions of poetry
Explains biographies
Explains types and conventions of biographies
Explains various forms of nonfiction
Explains style
Uses figurative language
Explains tone
Explains setting
Explains mood
Explains point of view
Uses symbols, imagery, allusions
Explains concept of artistic license

K09 MATH

0901 Math Readiness

Explains relational position of objects
Matches shapes
Matches rows of shapes
Matches numeral to numeral
Matches group to group
Classifies objects by size, color, shape
Identifies shapes
Makes one-to-one correspondence
Identifies which group has more or less
Identifies which group has most
Identifies which group has least
Counts
Identifies numerals
Writes numerals
Matches numeral with objects
Identifies one and more than one
Identifies 2 sets of equal objects
Combines and counts 2 groups of objects
Counts from given numeral
Counts backward
Counts by 10s
Discriminates sizes
Explains size of object using comparatives
Distinguishes between contrasting quantitative concepts
Distinguishes between contrasting size concepts
Orders groups by size
Discriminates between full and empty
Discriminates between many and few
Distinguishes between taller and shorter
Distinguishes between heavy and light
Distinguishes between near and far
Counts ordinal numbers
Identifies an empty set as none
Completes number sequence
Positions numerals before and after

Distinguishes day and night
Names numbers before and after
Distinguishes between early and late
Distinguishes among today, yesterday, tomorrow
Identifies current day of week
Uses morning, afternoon, night
Explains basic time concepts
Distinguishes among seasons
Displays understanding that money has value

0902 Basic Number Systems

Discriminates between two sizes of objects
Discriminates among several sizes of objects
Determines which of 2 groups have more or fewer
Uses set as a synonym for group
Counts rationally
Counts ordinal numbers
Completes number sequence
Positions numerals before and after
Identifies which number is greater/less than
Uses symbols for greater-than and less-than
Identifies basic math symbols
Uses symbols to make true statement
Counts
Reads numerals
Writes numerals
Identifies number words
Writes number words
Uses place value
Uses addition facts
Adds basic facts
Writes addition equation
Adds 3 numbers in a column
Adds 2-digit numbers
Adds multi-digit numbers
Uses subtraction facts
Subtracts basic number facts
Writes subtraction equation
Subtracts 2-digit numbers
Subtracts multi-digit numbers
Applies addition and subtraction concepts
Displays knowledge about multiplication facts
Multiplies factors 0-5
Multiplies factors 6-9
Multiplies 2-place factors by 1-place factors
Multiplies 2-4 place factors by 1-place factors
Multiplies 2-place factors by 2-place factors
Multiplies 3-4 place factors by 2-place factors
Multiplies multi-digit problems
Explains division facts
Divides with factors 0-5

Divides with factors 6-9
Divides 2-place number by 1-place number
Divides 4-place number by 1-place number
Divides 2-place numbers by 2-place numbers
Divides 3-4 place numbers by 2-place numbers
Divides multi-digit numbers

0903 Advanced Number Systems

Computes averages
Rounds numbers
Estimates sums
Estimates differences
Estimates products
Estimates quotients
Applies multiplication and division concepts
Computes problems mentally
Identifies the prime factors of a given number
Identifies the greatest common factor
Identifies the least common multiple
Displays knowledge about basic fractional parts
Reads simple fractions
Applies concept of common denominators
Identifies equivalent fractions
Renames simple fractions in lowest terms
Changes improper fractions to mixed numbers
Adds fractions
Subtracts fractions
Changes mixed numbers to improper fractions
Multiplies fractions
Rounds fractions
Applies reciprocal concepts
Divides fractions
Computes practical problems using fractions
Relates base-10 numbers to decimals
Identifies place value in decimal fractions
Converts word names to decimal numerals
Equates fractions and decimal notations
Identifies equal decimals
Rounds decimals
Adds with decimals
Subtracts with decimals
Multiplies with decimals
Divides numbers with decimals
Computes practical problems with decimals
Computes simple percentages
Computes square root
Computes ratio problems
Performs basic operations of add, subtract, multiply, divide

0904 Processes and Concepts

Identifies information needed to solve math problems
Organizes mathematical information
Interprets mathematical information
Makes decisions on the basis of mathematical information
Communicates mathematical information
Values an acquired skill in mathematics
Values the conditions which promote mathematical study
Values the use of math in meeting everyday needs
Identifies major topics in the history of math
Uses concept of base systems
Uses base systems other than ten
Uses scientific and exponential notation
Uses equalities to compare quantities
Uses inequalities to compare quantities
Solves one-step word problems
Solves two-step word problems
Solves multi-step word problems
Solves real life problems
Reads algorithmic words
Reads Roman numerals
Uses Roman numerals
Uses mapping
Uses inverse relations and functions
Uses terminology related to algebra
Applies concepts related to algebra
Uses algebraic functions
Computes proportions
Uses exponential functions
Uses logarithmic functions
Uses basic trigonometric functions
Uses trigonometric functions
Identifies geometric shapes
Computes perimeter of shapes
Computes area of shapes
Uses terminology related to geometry
Applies concepts related to geometry
Uses processes in plane geometry
Uses processes in coordinate geometry
Uses processes in transformational geometry
Uses concept of sets

Performs operations on sets
Uses terminology related to logic
Applies concepts related to logic
Uses statements in logic
Uses mathematical reasoning
Uses concepts related to statistics
Uses processes related to statistics
Reads statistical representations
Creates statistical representations
Applies concepts related to probability theory
Explains processes related to probability theory
Maintains home and school math program
Completes regular classroom math assignments
Uses computational and programmable devices

0905 Time

Differentiates between day and night
Uses before and after
Differentiates between early and late
Tells days of week
Displays knowledge about months of year
Displays understanding of time-of-day terms
Distinguishes today from other days
Distinguishes among seasons
Uses calendar
Tells number of days in a week
Tells the number of days in the months
Tells number of days in a year
Tells number of years in a decade
Explains meaning of time words
Converts calendar units to units of equivalent value
Reads digital time
Identifies hour and minute hands
Identifies placement of clock numbers
Tells time
Explains equivalent units of time
Converts units of time to equivalent units of time
Writes digital time
Uses time words
Distinguishes between AM and PM
Sets analog clock
Sets digital clock
Sets clock alarm
Determines time spent on an activity
Uses stop watch
Displays understanding of time in different U.S. time zones
Applies time and calendar concepts in solving problems

0906 Money

Identifies coins
Counts pennies
Counts nickels
Identifies currency
Explains comparative value of coins
Tells which amounts are more or less
Expresses amounts of less than one dollar in cents
Counts dimes
Counts quarters
Counts half-dollars
Expresses amounts over one dollar as dollars and cents
Explains equivalent value of coins
Counts combinations of coins
Reads money numbers as prices
Counts change to $1.00
Counts currency to $100
Counts combinations of coins and currency
Writes money numbers
Counts change to $100
Estimates total cost and change
Counts change after a purchase
Selects money needed for purchase
Applies monetary concepts in solving problems

0907 Basic Measurement

Identifies tall or short
Classifies according to heavy and light
Classifies according to near and far
Identifies objects which are relatively big
Identifies objects which are relatively small
Identifies longer and shorter
Measures in standard units
Uses common instruments of linear measure
Measures in inches
Measures in feet
Measures in yards
Measures to nearest fraction of an inch
Measures linear units in combinations
Records measurements
Uses protractor
Uses compass
Uses appropriate scale
Weighs in pounds
Weighs in ounces
Measures by spoon
Measures by dozen
Explains function of thermometer
Reads thermometer and thermostat
Read fever thermometer
Writes and records temperatures
Uses abbreviations for common units of measurement
Uses abbreviations for common units of metric measurement

0908 Advanced Measurement

Explains base-10 measurement
Measures meters and fractions
Converts metric measurement to conventional
Converts conventional measurement to metric
Measures liters and fractions
Measures grams and fractions
Converts standard measurement to metric
Uses linear measurement equivalencies
Computes square measure
Computes scale measure
Measures dry material by capacity
Measures dry material by fractions of capacity
Uses abbreviations for dry measure
Displays knowledge about liquid measurement containers
Measures liquids to capacity
Measures liquids to fractions of capacity
Uses abbreviations for liquid measures
Uses weight equivalencies
Measures container volume
Uses abbreviations and symbols for volumes
Uses volume equivalencies
Measures by gross
Measures by ream
Displays knowledge about Celsius and Fahrenheit freeze and boil points
Converts Fahrenheit to Celsius

K10 SOCIAL STUDIES

1001 Concepts and Processes in Social Studies

Explains potential value choices
Acquires information about social studies
Validates information regarding social studies
Organizes information pertaining to social studies
Interprets information pertaining to social studies
Produces new information pertaining to social studies
Makes informed decisions pertaining to social studies
Communicates information pertaining to social studies
Tells various methods for social and historical inquiry
Explains tools of sociological/historical research
Tells social studies vocabulary
Uses social studies problem solving skills
Explains key historical and social research
Explains current issues in social studies
Appreciates the value of social and historical inquiry
Appreciates the use of social studies in meeting human needs
Explains the use of social studies in everyday life
Explains the concepts of conflict and conflict resolution
Explains the concept of consensus
Explains the concept of change and continuity
Explains the concept of power
Explains the concept of decision-making
Explains the concept of political roles
Explains the concept of social classes
Explains the concept of interest groups
Explains the concept of a political culture
Explains the importance of actions in social studies
Explains significant events in social history
Explains major ideas in the study of social issues
Explains major social issues
Tells about people who have had major roles in social issues
Explains significant places in social history
Explains significant situations in social studies
Explains relationships with other living things

1002 Citizenship and Government

Explains own role within family, school and community
Explains responsibility to family, school, and community
Tells rights and freedoms of citizens
Tells own school and community
Tells own city or municipality
Tells roles of community workers
Tells own county and county seat
Tells own state and state capital
Tells own country and national capital
Explains the concepts of local and city government
Explains the concepts of state and national government
Explains common forms of government
Explains symbols of U.S. government
Explains symbols of American patriotism
Tells about major historical events in politics and government
Explains history of major national holidays
Explains the powers and limitations of the presidency
Explains concepts related to the Congress
Explains how a bill becomes a law
Explains concepts related to the federal courts
Explains concepts related to the federal administration
Explains how laws can affect daily living
Explains need for laws which affect daily living
Tells significance of major historical documents
Values laws which affect daily living
Explains consequences of lawbreaking
Relates consequences of lawbreaking to self
Explains legal resources and services available to citizens
Explains concepts related to the political parties
Explains concepts related to public opinion and voting
Explains concepts related to pressure groups
Explains concepts related to state units of government
Explains concepts related to local units of government
Tells the relationship among various levels of government
Tells services of local, state, and federal government
Tells own relationship to various units of government
Explains the concept of political ascension by election
Explains voting procedures
Votes when appropriate
Tells about major local, state and national political figures

Explains current political problems and issues
Explains major factors in international relations
Explains major methods in international relations
Explains major international organizations
Explains concepts related to international relations

1003 Economics

Explains major events in the history of economics
Explains the concept of scarcity
Explains the concept of choice
Explains effects of supply and demand on everyday life
Explains concepts of production and consumption
Explains methods of economic analysis
Uses methods of economic analysis
Tells various forms of business and industrial organization
Explains concept of labor
Explains concept of labor unions
Tells effects of change in natural resources on economy
Explains the role of money
Explains concepts of banking, credit and capital
Tells relationship of money, banking, credit and capital
Tells the major economic powers of government
Explains major concepts in international economics
Compares critical aspects of major economic systems
Explains major aspects of local economy
Explains concept of government regulation
Explains concept of income distribution
Tells various factors related to economic instability
Explains effects of inflation and unemployment
Tells effect of technological progress on economic growth
Explains major economic policies
Discusses current economic issues
Tells why take-home pay is less than wage or salary
Explains major concepts related to social security
Explains major concepts related to income tax
Explains the reasons for paying union dues
Explains major concepts related to payroll procedure
Explains the relationship of income and lifestyle
Tells about major concepts related to personal expenditures
Explains how to set up a personal budget
Explains effects of personal expenditure concepts on self
Explains major personal banking services
Explains concept of consumer credit
Explains concept of saving
Explains major concepts of investing
Explains major concepts of insurance
Explains role of the computer in economics

1004 Geography, Maps, and Globes

Explains major events in the history of geography
Explains tools of geographic inquiry
Explains geographic features of own community
Recognizes community landmarks
Explains different types of transportation
Explains different means of communication
Names own city, county, state, country, continent
Tells relationship of our continent to our hemisphere
Tells relationship of our hemisphere to earth
Tells relationship of earth to the solar system
Tells relationship of solar system to the cosmos
Uses simple maps of familiar areas
Identifies north, south, east, and west on a map
Uses a compass
Displays knowledge about map symbols
Uses simple maps of unfamiliar areas
Uses maps and globes for obtaining information
Constructs various types of maps
Tells various land forms
Tells how geography influences occupations and lifestyles
Tells how the environment affects personal lifestyles
Explains how humans affect their environment
Lists natural resources and conservation techniques
Tells U.S. is comprised of 50 states
Names states
Explains how to find names of state capitals
Explains major geographic regions
Tells the continents
Tells the hemispheres
Names oceans
Explains hemispheres and continents on a globe
Explains major cities and towns in state
Tells county of residence
Tells names of bordering counties
Tells name of state capital
Finds state capital on a map
States national capital is Washington, D.C.
Finds Washington, D.C. on a map
Displays knowledge about bordering states
Finds bordering states on a map

Explains major U.S. cities and their states
Explains larger countries of the world
Explains larger cities of the world and their countries
Explains classification system of world vegetation
Explains classes of local vegetation
Explains concept of biome and major types
Tells origin of various soils
Tells the relationship of various waterforms to geography
Tells various mineral resources
Tells various energy resources
Explains major issues in urban studies
Uses concept of location
Explains concept of population
Explains concept of population distribution
Explains causes of environmental pollution and protection

1005 History

Relates history of self
Relates history of family
Explains the concept of history
Explains the purposes for studying history
Tells sources of historical information
Uses methods of historical inquiry
Uses concept of time in standard units of measurement
Uses concept of time in decades and centuries
Explains how to read a historical timeline
Explains highlights of local history
Explains highlights of state history
Explains early history of American Indians
Explains highlights of the origin of American history
Tells about highlights in the discovery and exploration of America
Explains highlights of the U.S. colonial period
Explains highlights of the U.S. revolutionary period
Explains highlights of U.S. nationalization
Explains highlights of the U.S. Civil War
Explains highlights of the U.S. reconstruction era
Explains highlights of the expansion of the U.S. frontier
Explains highlights of 19th century industrialization
Explains highlights of the U.S. progressive period
Explains highlights of World War I
Tells U.S. highlights of the 1920's
Explains highlights of the U.S. depression era
Explains highlights of World War II
Explains highlights of the cold war and detente
Explains the U.S. era of domestic dissent and change
Explains highlights of immigrant and black history i
Displays knowledge the history of civil rights in the U.S.
Explains highlights of contemporary U.S. history
Tells about holidays associated with historical figures and events
Explains major interpretations of world history
Uses chronology of world history
Explains major themes in world history
Explains highlights in world history
Tells about highlights in history of our bordering countrie
Tells theories pertaining to prehistoric civilizations
Explains highlights in history of ancient civilization
Explains rise and fall of nations and civilizations

Explains highlights in western and eastern imperialism
Explains highlights in contemporary civilization
Explains highlights in history of technology
Explains parallels between past and present
Displays understanding that humans tend to repeat mistakes of the past

1006 Cultures

Explains the nature of culture
Explains cultural diversity
Tells processes for cultural change
Explains research tools and techniques in archeology
Explains research tools and techniques in anthropology
Tells procedures for ethnic research
Tells research tools and techniques in comparative studie
Explains major components of early cultures
Explains major components of later cultures
Explains major components of contemporary cultures
Explains social organization
Displays understanding that other cultures use other languages
Explains concept of belief systems
Explains concepts of political organization
Explains concepts of technology and economy
Explains how technology has changed the way people live
Tells various ways that cultures express their values
Tells similarities and differences among cultures
Displays understanding of various cultural groups in the community
Recognizes need for cooperation among nations and cultures
Displays appreciation of the diversity among cultures
Explains how culture affects value systems
Explains how culture affects lifestyle
Explains cultural differences in male and female roles
Appreciates cultural contributions of minority groups
Respects persons of all cultural backgrounds

M11 SCIENCE

1101 Scientific Processes and Concepts

Acquires scientific information
Validates scientific information
Organizes scientific information
Interprets scientific information
Produces new scientific information
Makes decisions on the basis of information
Communicates scientific information
Measures various scientific quantities
Uses laboratory technique
Uses scientific vocabulary
Uses scientific models
Demonstrates a scientific attitude
Uses problem solving skills
Explains the difference between science and technology
Explains current issues in science
Tells various applications of science
Appreciates the conditions that promote scientific inquiry
Appreciates the process of scientific inquiry
Appreciates the use of science in meeting human needs
Explains ethical standards in science
Explains relationships between science and other discipline
Tells significance of places in science
Tells significance of people in science
Works with actions in science
Works with events in science
Works with ideas in science
Works with issues in science
Works with processes in science
Works with situations in science
Works with systems in science
Works with objects in science
Works with themes in science

1102 Biological and Environmental Science

Explains the age of living and non-living things
Distinguishes between living and non-living things
Distinguishes between plant and animal life
Identifies various forms of plant and animal life
Tells plant structures
Tells plant functions
Explains growth and life cycle of plants
Tells plant reactions to environmental stimuli
Lists needs of living things
Explains living things are interdependent
Explains growth and life cycle of animals
Tells physical and behavioral characteristics of animals
Explains role of sun
Displays understanding of the cell as the basic unit of life
Explains structure of the cell
Explains function of the cell
Explains the concept of an organism
Explains structure of an organism
Explains functions of an organism
Tells various classification systems
Explains structures of the human body
Explains functions of body structures
Explains the concept of body systems
Relates the function of a body structure to host system
Explains basic genetic concepts
Explains process of human growth and development
Explains effects of human growth and development on self
Explains nutrient needs of the body
Explains cause and effects of disease
Explains natural selection in the environment
tells how human behavior is affected by external stimuli
Tells the effect human influence can have on natural systems
Explains the concept of ecosystem
Tells the major components of ecosystem
Explains the flow of energy through a food web
Explains population and its regulators
Explains terrestrial ecosystems
Explains aquatic ecosystems
Explains the water cycle
plains the concept of pollution

Explains causes of water pollution
Explains methods of water conservation
Explains causes of air pollution
Explains methods of air quality management
Explains effects of mining and drilling procedures
Explains concepts of waste and disposal
Tells effects of conservation and waste disposal on our life
Tells species which are endangered
Explains methods of wildlife preservation
Explains how food is produced
Tells ways for controlling population
Explains energy resources and their limitations
Explains careers in biological/environmental science
Uses vocabulary in biological and environmental sciences

1103 Earth and Space Science

Explains basic history of earth and space sciences
Tells various components of the stellar system
Tells various components of the solar system
Explains concepts related to the solar systems
Explains causes of day and night
Explains the causes of month and year
Explains earth's motion and outer space dynamics
Tells tools used in astronomy
Explains concepts and events related to space travel
Explains concepts related to the atmosphere
Explains the process of heating and cooling
Explains the concept of humidity
Explains the water cycle
Explains basic concepts related to clouds and fog
Explains precipitation
Explains concepts related to weather and climate
Explains cause and effect of seasonal changes
Explains basic elements of the earth's structure
Explains concepts related to geological processes
Names rocks and minerals
Recognizes fossils
Explains theories of earth's history
Explains dynamic forces of volcanos and earthquakes
Explains weathering and erosion
Explains the properties of air
Identifies tools of the geologist
Tells various applications of geological science
Explains basic concepts of ocean currents
Recognizes various types of shorelines
Explains life in the oceans
Recognizes tools of the oceanographer
Tells various applications of oceanography
Tells about ocean topography
Explains current issues in earth and space science
Uses vocabulary used in earth and space science

1104 Physical and Chemical Science

Explains characteristics of matter
Explains concepts related to the structure of matter
Explains concepts related to the states of matter
Explains atoms and molecules
Explains solutions
Explains characteristics of physical and chemical change
Explains electrochemistry
Tells properties of acids and bases
Uses periodic table of elements
Explains concepts related to force and motion
Explains fundamental physical quantities
Explains concepts related to friction
Explains concepts related to gravity
Explains concepts related to momentum
Explains concepts related to work
Explains concepts related to kinetic and potential energy
Explains concepts related to conservation of energy
Explains simple machines
Explains concepts related to temperature
Explains concepts related to expansion and contraction
Explains concepts related to transfer of heat
Explains concepts related to waves
Tells properties of light
Tells properties of sound
Explains properties and concepts related to electricity
Tells uses of electricity in everyday life
Explains basic concepts related to magnetism
Tells the uses of a magnet
Explains basic concepts related to atomic nuclear physics
Tells properties of radioactive materials
Tells the impact of nuclear science on man and environmen
Explains current issues in physical and chemical sc
Uses vocabulary of physical and chemical sciences

M12 HEALTH AND SAFETY

1201 Personal Welfare

Keeps harmful items out of mouth
Avoids dangerous situations
Handles sharp or pointed objects
Reports injury or illness
Reports dangerous situations
Avoids hazardous situations
Observes passenger safety practices
Observes pedestrian safety practices
Responds to signal sounds
Responds to safety signs and danger signals
Perceives hazardous situations
Perceives potential dangers
Contacts doctor for appointment or advice
Secures emergency assistance
Avoids dangerous living things
Avoids harmful substances
Observes fire prevention practices
Takes precautions with flammable liquids and substances
Takes proper action in case of fire
Observes bicycle safety practices
Explains harmful effects of smoking on self and others
Explains harmful effects of alcohol on self and others
Identifies illegal drugs
Explains harmful effects of drugs on self and others
Explains drug abuse
Administers simple first aid
Explains the concept of mental health

1202 Family Living

Explains family relationships and roles
Identifies family members by sex
Treats family members with affection and respect
Explains aging process
Tells roles of grandparents in family
Tells potential care for aged/infirm parents
Accepts social implications of own sexuality
Shows responsibility for own sexuality
Avoids masturbation in public
Tells physical changes of puberty
Explains functions of reproductive body parts
Displays understanding that females bear young
Identifies reproductive body parts
Accepts social implications of menstruation
Explains implications of rape
Recognizes complications of premarital sex
Explains implications of incest
Recognizes complications of homosexual relationships
Explains legal complications of child molestation
Displays understanding of venereal diseases
Explains the complications of divorce
Explains surgical sterilization
Explains birth control options
Experiences friendships
Explains dating relationships
Tells the legal implications of marriage
Explains importance of fidelity and trust in marriage
Displays understanding that marriage can generate stress
Displays understanding that marriage requires give and take
Tells sources of help for marriage problems
Tells roles of in-laws in family
Explains responsibilities of parenthood
Tells relationship of sex to reproduction
Explains the process of pregnancy and birth
Explains importance of prenatal care
Feeds and burps infant
Prepares formula
Changes diapers
Bathes infant
Dresses infant

Provides protective supervision for infant
Cares for toddler

N13 ARTS

1301 Basic Music Activities

Distinguishes between sound and silence
Attends to musical sounds
Locates sound source
Demonstrates appropriate behavior
Distinguishes between voice and instruments
Produces vocalization
Repeats vocalization
Imitates vocalization
Begins to vocally imitate pitch patterns
Begins to vocally imitate rhythm patterns
Moves to music
Uses body to produce sound
Uses appropriate voice quality
Discriminates between singing and speech
Identifies high and low tones
Is aware of changes in dynamics
Is aware of changes in pitch
Is aware of changes in tempo
Chants word patterns
Is aware of changes in timbre
Uses voice expressively
Produces sound on simple instruments
Controls tempo
Participates in singing games
Sings tones of differing durations
Sings simple songs
Improvises chants
Improvises pitch patterns
Improvises rhythm patterns
Sings simple phrases
Plays simple phrases
Listens attentively
Follows melodic direction
Supplies own words to existing melody
Combines own words with own melody

Recognizes familiar song
Asks to participate in music activities
Elects to participate in music activities

1302 Advanced Music Activities

Sings melody
Sings rounds
Sings harmony
Matches specified pitch
Pitches voice in proper octave
Plays rhythm instruments
Plays simple keyboard instruments
Plays simple fretted instruments
Plays instrument
Plays specified tempos
Plays basic beat in different meters
Performs rhythmic patterns from notation
Plays specified dynamics
Plays composed pieces
Performs folk music
Improvises rhythmic patterns
Improvises melodic patterns
Improvises short pieces
Notates short rhythmic patterns
Notates simple melodic patterns
Listens attentively to live performances
Listens attentively to recorded performances
Can focus on more than one sound at a time
Distinguishes between pitched and non-pitched instrument
Recognizes melodic direction
Recognizes steady beat
Recognizes meter
Recognizes changing tempo
Recognizes changing dynamics
Recognizes simple song forms
Recognizes chord changes
Recognizes changing modes
Recognizes changing timbres
Recognizes repeated musical patterns
Identifies instrument families
Identifies standard band and orchestra instruments
Identifies steady beat
Identifies tempo change
Identifies meter
Identifies melodic direction

Identifies musical textures
Identifies basic musical forms
Identifies major and minor mode
Identifies basic notes and rests
Identifies verse-chorus relationship
Identifies different styles of music
Explains musical structures
Compares musical elements of several pieces
Compares characteristics of musical styles
Follows conductor's directions
Displays knowledge about major modern and master composers
Displays knowledge about major current classical performers
Displays knowledge about major current pop performers
Displays knowledge about major current country performers
Displays knowledge about major current rock performers
Displays knowledge about major Gospel performers
Observes stage manners
Uses appropriate audience behavior

1303 Art Activities

Produces marks on paper
Produces longitudinal scribbles
Produces circular scribbles
Names a scribble
Identifies scribble as representational
Produces circular forms
Produces mandated human subjects
Produces a variety of shapes
Shows an ability to symbolize
Differentiates among shapes
Uses geometric combinations to produce drawings
Achieves closure of shapes
Replicates drawings of objects
Names and tells about body parts
Observes boundaries of paper
Draws recognizable human face
Draws recognizable human forms
Draws recognizable shapes representing objects
Draws recognizable shapes representing the environment
Shapes clay
Adds detail and texture to clay work
Draws recognizable objects
Considers both figure and ground in 2-D work
Considers both positive and negative space in 3-D work
Integrates parts of the work
Is conscious of size relationships
Portrays depth in 3-D work
Demonstrates originality
Varies theme of content in different art works
Incorporates action, story, or personal experience
Communicates ideas and feelings
Produces pictures having a sequential narrative
Uses element of line
Uses element of form
Uses element of shape
Uses element of color
Uses element of texture
Identifies colors
Uses a variety of colors
Uses color relationships

Mixes colors for variety and effect
Simulates texture in 2-D work
Creates texture in sculptural and collage work
Uses compositional theory
Uses design concepts of symmetry and asymmetry
Arranged shapes aesthetically
Perceives aesthetic qualities
Makes aesthetic judgments in selecting content
Explains aesthetic qualities
Explains various art media
Controls various art media
Demonstrates personal achievement
Controls tools
Explains procedures applicable to specific media
Chooses appropriate art tools
Masters operation of a variety of art equipment
Takes care of tools and equipment
Has pride in own accomplishments
Appreciates art of peers
Appreciates the work of other artists
Appreciates various types of art
Recognizes variations of style among artists and peers
Recognizes variations in style among schools of art
Recognizes historical variations in style
Recognizes differences in the art of various cultures
Names master artists
Associates master art works with artists
Names contemporary artists
Recognizes works of contemporary artists
Explains other related art forms
Associates local architecture with cultural origins
Uses digital camera

1304 Drama Activities

Uses concept of pretend
Explains concept of dramatic play
Explains dramatic action
Conveys sounds and images through movement
Plays self in imaginary real-life situation
Plays self in fantasy situation
Plays role of familiar person
Plays non-human or inanimate roles
Demonstrates appropriate movement patterns for role
Demonstrates appropriate vocalizations for role
Sustains role throughout performance
Adjusts expressive behaviors to environment
Demonstrates originality in dramatic play
Works with props
Makes props
Works expressively with puppets
Makes puppets
Works cooperatively with others
Identifies story characters appropriate for dramatization
Elaborates on definition of character
Plays role of story character in dramatization
Invents new situations for story character
Plays non-human or inanimate object roles in story
Dramatizes painting, poem, or lyrics of a song
Establishes setting in improvisation
Sustains character and dialogue in improvisation
Creates character through physical action
Creates imaginary environment
Works with imaginary object in pantomime
Explains basic structure of drama
Uses drama terminology
Differentiates among dramatic forms
Performs in play for audience
Accepts criticism
Writes play
Makes costumes
Makes sets
Makes props
Operates stage lights
Uses stage terminology

Has pride in own accomplishments
Appreciates accomplishments of peers
Appreciates performances of professional actors
Displays knowledge of outstanding actors
Displays knowledge about outstanding playwrights
Recognizes differences in the theatre of various cultures
Appreciates the theatre

1305 Dance and Movement Activities

Identifies space occupied by body
Is sensitive to space of others
Executes basic locomotor movements
Changes direction of locomotor movement
Changes tempo of locomotor movements
Executes locomotor movements with others
Executes locomotor movements while counting
Plans a pattern of sequential movements
Jumps up and down on two feet
Uses body parts independently
Focuses energy
Associates motions with work and play habits
Responds to verbal and figural commands
Arranges props in relation to body by verbal command
Uses body movement requiring complex perceptions
Imitates movement patterns
Varies movement patterns
Varies energy of movement
Varies qualities of movement
Invents dance or movement patterns
Recognizes various movement patterns
Recognizes personal space
Adjusts expressive behaviors to environment
Identifies movement as self expression
Demonstrates metered movement
Accommodates different skills levels in a group
Moves expressively in response to sensory stimuli
Interprets music through movement
Choreographs movement sequences as dance
Executes various dances
Follows directions of choreographer
Performs for audiences
Has pride in own accomplishments
Appreciates the dance efforts of others
Appreciates the performances of professional dancers
Tells various modes of dance
Shows understanding of differences in the dances of various cultures
Names outstanding dancers
Tells the historical and contemporary significance of dance

P14 LEISURE TIME

1401 Physical Activities

Jumps running long jump
Jumps standing long jump
Jumps high jump
Heaves shot put
Throws discus
Executes pole vault
Performs slide steps
Performs rhythmic group activities
Dances
Does balance activities on floor
Throws ball
Pitches ball
Catches ball
Dribbles basketball
Bowls ball
Kicks ball
Does forward roll
Does backward roll
Achieves tripod position
Achieves headstand
Achieves frogstand
Achieves handstand
Performs cartwheel
Performs roundoff
Uses gymnastic apparatus
Rides bicycle
Rides horseback
Skates
Uses pogo stick
Jumps rope with someone turning
Jumps rope while turning
Wrestles
Competes in track and field
Uses water safety
Swims at beginner level

Swims at advanced beginner level
Swims at intermediate level
Jumps into water
Dives into water
Uses bow and arrows
Plays basketball
Plays softball
Plays soccer
Plays field hockey
Plays touch football
Plays volleyball
Plays badminton
Plays tennis
Plays handball
Plays racquetball
Plays ice hockey
Bowls
Plays miniature golf
Plays 18-hole golf
Twirls baton
Flies kite
Walks for fitness
Jogs
Runs for fitness
Performs aerobic dance routines
Performs basic calisthenics
Hikes
Uses fitness equipment
Uses exercise bicycle
Uses rowing machine
Uses treadmill
Uses mini-trampoline
Uses strength training equipment
Uses free weights
Uses universal gym
Uses nautilus equipment

1402 Leisure Time

Uses entertainment media
Operates radio
Operates television
Operates record player
Handles records properly
Operates 8-track tape player
Operates cassette tape recorder
Operates home and arcade video games
Operates slide projector
Operates home movie projector
Operates still camera
Operates movie camera
Operates home video player
Operates video camera
Uses amusement park facilities
Plays party and picnic sports
Throws frisbee
Plays board games
Plays card games
Dances
Attends community functions
Participates in community clubs and organizations
Explains major spectator sports
Engages in team competition
Plays croquet
Plays volleyball
Plays soccer
Plays football
Plays softball
Plays baseball
Plays ice hockey
Bowls
Plays basketball
Plays tennis
Plays table tennis
Plays handball
Plays racquetball
Plays air hockey
Plays box hockey
Plays badminton

Plays billiard games
Pitches horseshoes/quoits
Plays shuffleboard
Rows a boat
Fishes
Operates an outboard motor boat
Golfs
Swims
Uses water skis
Uses scuba equipment
Uses skin diving equipment
Crochets
Hooks rugs
Knits
Does printed cross stitch
Does counted cross stitch
Skis downhill
Skis cross country
Fishes through the ice
Uses ice skates
Rides sled
Rides horseback
Participates in camping activities
Participates in arts and crafts activities
Does gardening
Participates in nature study
Cares for animals
Maintains a collection
Bakes and cooks for pleasure
Reads for pleasure
Operates off-road recreational vehicles
Operates snowmobile
Rides moped
Rides dirt bike
Plans vacations

Q15 LIFE SKILLS

1501 Phone

Uses telephone survival words
Speaks intelligibly
Answers incoming calls
Converses on phone
Uses phone courtesies
Uses rotary dial
Uses touch dial
Gets help from operator
Makes local call
Uses cell phone
Acquires and maintains a cell phone account
Reports emergency situation by phone
Obtains number from information
Obtains number from directory
Dials long distance call
Differentiates among dial, ring, and busy signals
Makes operator-assisted calls
Makes collect calls
Makes third-party calls
Makes WATS calls
Makes credit card calls
Uses pay phone
Limits toll calls
Uses directory white pages
Uses directory yellow pages
Calls for directory assistance
Maintains personal phone directory
Explains phone bill
Uses modular phone plugs and jacks
Explains penalties for phone misuse
Operates CB radio

1502 Mail

Deposits mail in mail box
Affixes postage
Addresses envelopes
Uses zip code as means of estimating location of city
Uses post office mail slots
Uses post office counter services
Uses first class mail
Understands the components of an e-mail address
Uses e-mail
Acquires and maintains e-mail service
Uses post cards
Prepares parcel post package
Mails parcel post package
Sends telegram
Sends gifts and money by wire
Buys money order
Sends registered mail
Insures package
Sends package COD
Receives COD package
Explains express mail
Explains mail fraud
Explains unsolicited gifts
Explains non-postal package services

1503 Consumer Skills

Displays knowledge about money has value as medium of exchange
Associates stores with their products
Avoids suspicious activities while shopping
Locates products in various areas of a store
Associates major brands with products
Recognizes damaged goods
Makes product comparisons
Keeps money safe
Waits in line
Requests sales assistance as needed
Makes simple purchase
Waits for change
Counts change
Checks sales slip/tape for accuracy
Saves sales slip
Returns unsatisfactory item
Operates vending machines
Uses shopping list
Explains concept of guarantee/warranty
Explains service contracts
Uses discount coupons
Shops from catalog
Shops for bargains
Gets information from ads
Spots sales gimmicks
Resists sales pitches
Explains sales tax
Identifies 'best buy'
Shops for self, family
Discriminates between needs and wants
Purchases needs before wants
Shops within limits of budget
Purchases appropriate gifts
Tells own clothing sizes
Tries on clothes at store
Makes practical clothing selection
Tells when signature may be binding
Explains implications of borrowing money
Explains installment buying
Tells about consumer rights when signing installment contract

Explains revolving charge accounts
Displays understanding credit purchases must be paid with interest
Makes practical car purchase
Explains car insurance
Explains health insurance
Explains life insurance
Explains the legal implications of a lease
Explains rental contract for tools and vehicles
Identifies own housing needs
Rents an apartment
Explains implications of a security deposit
Compares renting with purchasing
Buys a home
Explains home financing
Explains the obligations of a mortgage
Purchases big-ticket items
Uses published consumer information
Explains the importance of a warranty
Uses banking services
Maintains checking account
Uses savings account
Explains earning interest
Prepares deposits and withdrawals
Uses automated teller equipment
Differentiates between gross and net pay
Tells rate times hours equals gross
Shows that gross pay less deductions equals net pay
Cashes paycheck
Uses household budgeting
Pays personal bills
Keeps financial records
Files tax returns

1504 Public Dining

Selects vending machine product
Inserts proper coins in vending machine
Checks for change
Uses coin return lever
Requests assistance or refund
Selects restaurant
Dresses for dining environment
Uses fast-food wall menu
Waits for service at counter
Chooses take-out or eat-in service
Requests assistance with ordering
Orders fast-food at counter
Orders fast-food meal at drive-up
Orders within budget
Offers payment when served fast food
Waits at counter for order to be filled
Avoids unsanitary dining practices
Avoids unsightly dining practices
Clears table and discards trash
Observes hostess-seating sign
Waits at table for waitress service
Orders from printed menu
Requests assistance with menu order
Observes dining etiquette
Observes salad bar and buffet rules
Modulates voice during conversation
Makes discreet complaint about unsatisfactory food
Waits at table for check
Leaves proper tip
Offers payment to cashier
Collects personal belongings before leaving

1505 Personal Mobility

Identifies position of self in relation to environment
Locates points in own classroom
Locates own classroom
Locates points in school
Observes pedestrian safety practices
Explains dangers of moving traffic
Responds to traffic signs and signals
Crosses street safely
Locates school bus
Gets on and off school bus
Observes passenger safety practices on bus
Uses elevator
Uses escalator
Follows verbal directions to a location
Follows written directions to a location
Gives verbal directions to a location
Follows hand-drawn map
Draws map when giving directions
Selects transportation
Calls taxi
Hails taxi
Pays and tips taxi driver
Locates bus stop
Gets on correct bus
Displays knowledge about exact-change fares
Selects change for fare
Signals for bus stop
Exits bus at proper stop
Makes transfers
Purchases transit pass for regular travel
Calls for timetable information
Reads transportation timetable
Makes transportation reservation
Purchases ticket
Locates designated terminal gate
Explains free and paid services on a plane
Checks/picks up baggage
Displays understanding that streets may be named alphabetically
Displays understanding that streets may be in numerical order
Displays knowledge about buildings being numbered progressively

Follows odd/even numbering pattern 41
Estimates urban distances by address
Locates appropriate public rest room
Makes hotel reservation
Registers at hotel desk
Explains hotel floor numbering patterns
Explains hotel room numbering patterns
Displays knowledge about checkout time
Explains free and paid hotel services
Settles hotel bill before leaving
Rides bicycle in traffic
Operates motorcycle in traffic
Operates automobile in traffic
Uses highway map
Estimates travel distance from map scale
Estimates travel time
Follows numbered highway routes
Exits limited-access highway at designated point
Uses automobile service clubs

1506 Cooking

Observes kitchen sanitation practices
Observes kitchen safety practices
Pours
Spreads
Makes sandwich
Peels
Opens and closes containers
Uses openers
Uses common utensils
Scrubs vegetables
Cuts
Slices
Dices
Chops
Operates electric stove
Operates gas stove
Regulates temperature of burners
Regulates temperature of oven
Fries
Heats
Bakes
Roasts
Operates oven
Uses measuring devices
Stores nonperishable foods
Stores perishable foods
Names common ingredients
Names common fruits
Names common vegetables
Names common dairy products
Names common meats, fish, and poultry
Displays knowledge about names of common baked goods
Displays knowledge about names of basic kitchen hardware
Uses basic kitchen hardware
Uses basic cooking procedures
Uses small appliances
Prepares convenience foods
Prepares and serves snacks
Uses cookbook
Follows recipe

Considers size of portions and number to be served
Plans practical menus
Prepares and serves beverages
Prepares and serves desserts
Prepares a simple breakfast
Prepares a simple lunch
Prepares a simple dinner
Considers purse, palate, and nutrition when planning meals

1507 Home Maintenance

Dusts
Sweeps
Uses dust pan
Mops
Polishes furniture
Scrubs
Waxes floors
Uses domestic floor buffer
Vacuums
Uses appropriate cleaning supplies and equipment
Maintains household cleaning equipment
Makes beds
Changes bedding as needed
Sets table
Clears table
Wipes table
Removes dry crumbs from table
Places soiled tablecloth/place mats in laundry hamper
Operates garbage disposal
Rinses dishes before washing
Washes dishes in sink
Places dishes in drainer to dry
Loads/unloads dishwasher
Operates automatic dishwasher
Stores dishes
Cleans lavatory and tub
Cleans commode
Cleans refrigerator
Defrosts refrigerator
Cleans stove and oven
Uses self-cleaning oven feature of stove
Disposes of trash
Washes windows
Stores food
Changes batteries
Uses step ladder
Changes light bulbs
Follows label instructions
Mixes household cleaning products
Cleans spots from furniture and rugs

Stops flooding commode
Uses a plunger
Plugs and unplugs electrical devices
Shuts off utilities in emergency
Changes fuses
Resets circuit breaker
Drives nails, tacks, brads
Drives screws
Loosens/tightens nuts
Hangs curtains
Turns heating system on and off
Practices home energy conservation
Adjusts thermostat
Arranges furniture for effective heating
Bleeds radiators
Operates window air conditioner
Operates central air conditioning
Ventilates with window fan
Exchanges storm windows and screens
Operates garden hose
Decorates for parties and holidays
Sets up Christmas tree
Rakes yard
Removes ashes
Removes snow
Paints
Cares for painting supplies
Operates power lawn mower
Replaces window glass
Replaces faucet washer
Replaces light switch
Replaces electric receptacle
Replaces light bulb fixture
Identifies problems requiring professional repair
Tells where to obtain assistance with difficult home repairs

1508 Clothing Care

Tells when clothing needs care
Selects appropriate clothing care procedure
Stores clean clothing
Sorts clothing
Washes clothing by hand
Uses washing machine
Adds laundry products
Uses dry cleaning services
Cleans spots from clothing
Hangs clothes to dry
Uses clothes dryer
Cleans lint filter
Uses coin-operated laundry
Uses ironing board
Irons flat pieces
Irons shaped pieces
Folds clothing
Uses iron-on patches
Uses needle and thread
Replaces buttons
Mends hem
Mends tear
Mends holes
Identifies fabrics
Uses sewing machine
Follows pattern
Makes garment

1509 Computer Applications

Explains major facts in history of computers
Distinguishes between hardware and software functions
Distinguishes among mainframe, mini, and microcomputers
Explains general rules for handling computer equipment
Uses concept of data storage
Explains temporary machine memory and disk storage
Tells rules for care and handling of data disks
Explains basic operation of microcomputer
Uses microcomputer keyboard
Uses microcomputer single and double disk drives
Uses word processing keyboard commands
Drafts document with word processing software
Edits document on the screen
Copies blocks of text within a document
Copies blocks of text between documents
Moves blocks of text within a document
Moves blocks of text between documents
Deletes blocks of text
Finds specific text segments throughout a document
Replaces specific text segments throughout a document
Uses an on-line thesaurus
Runs document through a spelling checker
Formats document for the printer
Tells the limitations of dot matrix and printwheel printers
Prints document
Saves document to disk
Makes backup (duplicate copy) of disk
Deletes unneeded documents from the disk
Uses spreadsheet software
Uses spreadsheet commands
Sets up spreadsheet formulae to answer 'what if' questions
Arranges spreadsheet rows in alphabetical or numerical order
Formats spreadsheet report for the printer
Uses data base software
Sets up data base structure
Tells relationship among file, record, and field/category
Defines data fields
Establishes rules for record selection
Formats data base report for the printer in table format
Prints mailing labels from data base records

Uses mail merge software
Uses telephone modem
Accesses remote data base via telecommunications
Uses remote electronic mail software
Loads printer with fan-fold paper
Loads printer with mailing labels
Prints single sheets
Changes printer ribbon
Changes printwheel
Plugs/unplugs common computer peripherals
Moves computer and peripherals from one location to another
Distinguishes between hardware and software problems
Uses hardware manuals to achieve a system's potential
Uses reference manuals to troubleshoot problems
Determines the need for help with technical problem

R16 VOCATIONAL TRAINING

1601 Pre-Vocational Skills

Matches
Selects
Sorts
Locates and gathers
Stacks
Packs bags
Packs boxes
Fills jars
Folds in halves
Folds in thirds
Folds in quarters
Stuffs envelopes
Twists/winds with pincer grasp
Fastens packages
Uses paper fasteners
Fastens with pins
Collates items in proper order
Disassembles items
Assembles objects or kits
Uses tape
Addresses labels
Attaches labels
Uses stapler
Uses staple remover
Uses glue
Uses paper clips
Closes flaps on box
Seals carton
Wraps packages
Selects packaging container
Fastens using string
Uses paper punch
Uses paper cutter

Operates pencil sharpener
Uses weigh scale
Uses postage meter
Identifies and manipulates tools 37
Uses screwdriver
Uses scissors
Uses pliers
Uses side cutters
Uses hammer
Uses soldering iron
Uses saws
Uses tinning pot
Measures with rule
Measures with gauge
Measures with a pattern
Measures with tape measure
Uses sandpaper
Uses tweezers
Uses jigs
Works under magnifying glass
Dresses for the job
Grooms for the job

1602 Work Habits And Attitudes

Has appropriate self image
Tells own personal characteristics
Relates self characteristics to performance
Displays understanding that some self characteristics can be changed
Considers self characteristics in decision-making
Possesses positive self-concept
Recognizes self development as constant change
Displays sensitivity to needs of others
Displays tolerance of others
Displays job-appropriate social skills
Displays appreciation of the ability to work
Explains various purposes of work
Recognizes work as a part of life
Possesses positive attitudes toward employment
Recognizes attitudes affect job performance
Possesses appropriate work habits
Recognizes sex and race stereotyping
Recognizes importance of acquiring marketable skills
Plans for continuing education
Displays appreciation of instruction required to obtain work
Recognizes relationship of school to society
Identifies personal goals
States factors for decision making
Obtains information to make work-related decisions
Explains decision-making process
Possesses skills for effective decision-making
Makes work related decisions based on information
Takes responsibility for own decisions
Attempts to solve work related problems
Explains how to get help on the job
Recognizes need for all to work
Tells wages are not the only factor in job satisfaction
Recognizes that rewards affect worker productivity
Accepts fact that employees have varied assignments/responsibilities
Explains work related rights
Explains the effect of personality traits on job success
Explains the effect of self-care traits on job success
Explains the group dynamics involved in work
Explains the need for work rules
Explains the role of the supervisor

Explains the need for supervision
Accepts supervision
Accepts constructive criticism
Explains the hierarchy of supervision
Explains the interdependence of one job on another
Uses appropriate support personnel and programs
Follows work rules
Uses time clock
Identifies supervisor
Locates shop facilities
Observes work schedule
Begins working independently
Makes provision for own lunch
Observes personnel policies
Observes safety procedures
Provides for self protection
Maintains work pace
Completes work task
Recognizes need for more materials
Follows one-step verbal instructions
Follows multi-step verbal instructions
Follows one-step graphic instructions
Maintains good attitude toward job
Limits involving co-workers in personal problems
Performs assembly line work
Works alone
Meets production quota
Maintains production quota
Works in required position
Lifts objects properly
Tells supervisor of impending absence
Follows posted work schedule
Reports to work promptly
Reports to work regularly
Arranges own transportation to and from job

1603 Career Education

Possesses vocabulary describing world of work
Displays understanding of variety of occupations and careers
Tells requirements of various careers
Explains personal goals for a given career
Possesses realistic career expectations
Explains steps involved in planning a career
Tells factors that affect career choice
Explains career opportunities
Uses economic terms which relate to career
Explains basic economic concepts which affect career
Explains effect of labor on nation's economy
Explains relationship of economy to job availability
Accepts the need to work toward economic independence
Uses economic information in decision-making
Tells the relationship of technology to work
Tells the interdependence of one job/career upon another
Explains local economy and job market
Explains data necessary to apply for a job
Tells sources for obtaining employment assistance
Explains appropriate training programs
Writes letter of application
Develops resume
Reads want ads
Uses phone to arrange job interview
Uses telephone directory
Completes job application
Indicates characteristics relevant to a successful job interview
Tells role of labor organizations in work situations
Uses occupational support procedures/personnel appropriately
Explains issues related to layoffs and terminations
Tells what is required to keep a job

1604 Basic Tool Skills

Explains basic concepts of sharp tool safety
Explains basic concepts of power equipment safety
Explains basic concepts of hot surface safety
Uses scissors/shears
Uses paper cutter
Uses hole punch
Uses weigh scale
Uses tape dispenser
Uses apron dispenser
Uses ink pad, roller, stamp
Uses stapler
Uses typewriter
Uses tweezers
Uses push broom
Uses dust pan/whisk broom
Uses vacuum
Uses calculator
Uses mop/wringer bucket
Uses shovel
Uses can crusher
Uses extension cords
Uses glue gun
Uses caulking gun
Uses tack cloth
Uses paint brushes
Uses ladders
Uses dropcloths
Uses masking tape
Uses staining cloth
Uses paint roller
Uses measuring devices
Uses awl
Uses mallet
Uses wood burner
Uses locks
Uses hammers
Uses screwdrivers
Uses wrenches
Uses saws
Uses pliers

Uses hand drills
Uses squares
Uses levels
Uses vice
Uses clamps
Uses metal shears
Uses wood chisel
Uses cold chisel
Uses star drill
Uses nail set
Uses punch
Uses soldering iron and gun
Uses sandpaper
Uses sanding block
Uses file
Uses plane
Uses carving tools
Uses miter box
Uses plumb bob
Wears safety equipment
Wears shop apron
Uses tools related to job
Observes safety precautions
Matches the tool to the job
Maintains tools
Completes project using basic hand tools
Uses steel brush
Uses torches

1605 Power Tool Skills

Explains basic concepts of sharp tool safety
Explains basic concepts of power equipment safety
Explains basic concepts of hot surface safety
Uses electric hand drill
Uses electric plane
Uses radial arm saw
Uses table saw
Uses band saw
Uses sabre saw
Uses router
Uses drill press
Uses planer
Uses jointer
Uses grinders
Uses wood lathe
Uses metal lathe
Uses power hacksaw
Uses shaper
Uses jigsaw
Uses power sanders
Uses welding equipment
Uses electric shears
Uses electric pencil sharpener
Uses laminator
Uses heat sealer
Uses electric stapler
Uses digital scale
Uses L-sealer
Uses shrink tunnel
Uses domestic sewing machine
Uses industrial sewing machine
Uses power hole punch
Uses dust system
Uses humidifier
Operates power tools safely
Matches the power tool to the job
Maintains power tools 37
Completes project using power tools 38
Uses vacuum sweeper 39
Uses power polisher 40

1606 Construction Preparation

Stacks lumber
Identifies vocabulary associated with building materials
Identifies actual sizes of milled lumber
Identifies defects and blemishes affecting lumber
Calculates cost of building material purchased in quantity
Checks and receives material orders upon delivery
Completes material orders
Identifies vocabulary related to building site
Rips stock
Points stakes
Drives stakes
Stretches and attaches dryline
Sets up builder's level
Measures and lays out horizontal angles
Locates building site
Establishes elevation reference points
Establishes footing grades
Establishes boundary lines
Identifies requirements in local zoning laws
Lays out building site
Locates and squares corners
Checks area to be level
Supervises site preparation
Installs batter boards
Identifies vocabulary associated with foundations
Computes the volume of a structure
Uses a plumb bob
Uses a hacksaw
Uses a chalkline
Calculates the amount of concrete needed
Calculates the number of concrete blocks
Designs footers for soil conditions
Constructs square-type footing forms
Constructs t-type footing forms
Aligns form walls
Braces foundation wall forms
Cleans and repairs forms
Constructs step forms
Constructs single wall foundations forms
Constructs double wall panel foundation forms

Constructs frames for special openings in foundation wall
Constructs column or pier forms
Frames pocket for heavy beams in concrete walls
Attaches wooden beams
Aligns framing with line and blocks
Forms intersecting walls at corners
Installs anchor bolts in concrete block walls
Installs battered forms
Installs bulkheads
Installs door and window opening bucks
Installs exterior wall pilaster
Installs expansion and contraction joints in concrete
Installs key-ways for footer and foundations
Tapers stock with joiner
Bevels or chamfers with joints
Installs open-step form
Installs vapor barriers
Installs water seal
Makes templates for columns
Sets anchors and dovetail anchor bolts in concrete
Sets screens for concrete floors and walkways

1607 Structure Assembly

Builds saw horses 01
Identifies floor framing members 02
Forms floor 03
Applies sub-floor 04
Applies sub-base over sub-floor 05
Identifies wall framing members 06
Builds and erects single-pole scaffolds 07
Identifies vocabulary for floor and wall framing 08
Computes the area of a structure or drawing 09
Aligns and braces a wall from corner to corner 10
Builds and erects double-pole scaffolds 11
Frames a cleated stair stringer 12
Frames a plumbing partition for soil and vent pipes 13
Frames exterior walls 14
Frames and aligns partition walls 15
Frames and installs a built-up t-sill 16
Frames and installs box sills 17
Frames built-up girders 18
Frames floor openings 19
Frames wall openings 20
Furrs masonry walls 21
Installs backing for hanging fixtures and cabinets 22
Installs bridging between joists 23
Cuts and installs ceiling joists 24
Lays out sole plate 25
Installs diagonal bracing 26
Installs firestops 27
Cuts and installs floor joists 28
Installs lally posts 29
Installs sill plates to foundation walls 30
Installs post and beam framing 31
Installs steel beams 32
Installs structural sheathing 33
Lays out a framing story pole 34
Lays out and frames stair well opening 35
Lays sub-floor 36
Sets and aligns girders 37
Sets metal door and window frames for masonry construction 38
Identifies roof framing members 39
Identifies vocabulary associated with roof framing 40

Lays out joist header 41
Lays out, cuts and installs ceiling joist 42
Lays out a common roof plan 43
Calculates the rise and run of a common roof 44
Lays out, cuts and installs gable studs 45
Uses a framing square 46
Lays out, cuts and installs rafters 47
Installs bonding shingles over roof appendages 48
Installs wood shingles 49
Lays out, cuts and installs tail rafters for open cornices 50
Constructs an open cornice 51
Lays out, cuts and installs various types of roof rafters 52
Installs roof sheathing 53
Installs various types of shingles 54
Lays out, cuts and installs collar ties 55
Installs and aligns ridge boards 56
Identifies roof styles 57
Lays out wall plates and ridge boards to receive rafters 58
Builds roof trusses 59
Frames dormers 60
Flashes valleys for asphalt shingles 61
Applies insulation for asphalt shingles 62
Lays out, cuts and installs purlins 63
Installs roof louvers 64
Installs gable louvers 65
Installs built-up roofs 66
Frames a snub gable 67
Frames for a roof saddle 68
Frames roof openings for chimneys 69
Frames a plank and beam roof 70
Flashes chimney and roof vents 71

1608 Exterior And Interior Construction

Identifies exterior finishing vocabulary 01
Constructs and installs exterior door frames 02
Installs metal corners for wall siding 03
Installs fiberboard sheathing 04
Installs corner boards for wood siding 05
Calculates the cost of siding 06
Installs fabricated siding 07
Installs prefabricated storm doors and windows 08
Applies composition siding 09
Builds various cornices 10
Cases exterior windows for brick veneer construction 11
Constructs casement window frames 12
Installs casement window frames 13
Glazes windows 14
Installs brick moulding for brick veneer construction 15
Installs double-hung window frames 16
Installs gable trim 17
Installs finished columns and beams
Installs outside door trim
Identifies types of overhead doors
Installs overhead doors
Installs wrought iron newels, posts and railings
Installs siding on gable walls
Installs water table for wood siding
Installs wood-type bevel and lap siding
Installs various types of siding
Installs various types of windows
Installs various types of doors
Identifies vocabulary associated with interior finish work
Identifies various types of finishes
Applies finish materials to designated surfaces
Identifies various types of prefinished materials
Applies various types of prefinished materials
Constructs interior door jambs
Installs interior door jambs
Repairs wood-framed window screens
Cuts and installs baseboard
Cuts and installs ceiling moulding and trim
Cuts and installs window trim
Fits and hangs interior doors

Installs gypsum board lath
Installs metal lath
Applies joint compound
Installs plaster ground
Installs prefabricated panel and trim
Installs wall picture moulding
Installs window hardware
Installs double-acting door
Installs interior folding doors
Installs sliding doors
Installs entrance and interior door locksets
Installs surface-mount cabinets
Installs recess-mount cabinets
Assembles a cabinet frame
Constructs and installs cabinet doors
Constructs drawers
Constructs revolving shelves
Resurfaces interior wooden surfaces
Lays block flooring
Lays tongue-and-groove flooring
Lays various types of flooring
Roughs in sink frame
Trims interior door openings
Constructs various built-in units
Constructs various projects to specifications
Identifies vocabulary associated with stairways
Assembles and erect prefabricated stairways
Cuts stairway
Installs stairway

1609 Blueprints and Specifications

Identifies vocabulary associated with blueprint reading
Identifies vocabulary used in description of specifications
Identifies architect's building symbols
Identifies plumbing symbols
Identifies abbreviations for building terms
Explains dimensioning methods used on plans
Identifies electrical symbols
Identifies heating installation symbols
Identifies ventilating installation symbols
Identifies air conditioning symbols
Identifies standard masonry symbols
Explains building codes
Measures the length of a line
Determines the scale used
Determines size of unit
Sketches overall shape according to proportion
Determines dimensions from plan
Determines size of material
Measures and records omitted dimensions
Sketches rough pictorial drawings
Interprets instructions in pictorial-exploded drawings
Lists steps involved with assembly
Sequences steps to be followed in assembly
Follows oral instructions in lieu of written instructions
Completes work in terms of verbal instructions
Explains dimensions applicable to masonry work
Designs and sketches a working drawing
Works from a multi-view drawing
Completes a specification check sheet
Itemizes material orders
Itemizes the quantity of materials needed
Uses proper units of measurement for materials needed
Estimates material costs from plans and specifications
Calculates the amount of material needed
Calculates the cost for the materials needed
Estimates labor costs from plans and specifications
Lays out plans on grid paper
Locates studs and corners
Locates intersecting walls and openings
Locates center lines for layout

Locates special installation on detail drawings
Makes revisions in plans
Makes change on working drawings
Sketches rough detail drawings

1610 Food Service

Practices personal hygiene and sanitation
Uses hand tools
Demonstrates methods of safety
Uses bakery scale and liquid measure
Uses correct restaurant terminology
Reads, follows and converts recipes
Plans nutritional menu for taste, color, texture, and appea
Operates, cleans and assembles a trunion kettle
Operates, cleans and assembles a meat slicer
Operates, cleans and assembles a meat grinder
Operates, cleans and assembles a deep fat fryer
Operates, cleans and assembles a griddle
Operates, cleans and assembles a mixer
Operates and cleans a dishwasher
Clears and carries large trays of soiled dishes from table
Wipes table tops and dining chairs for proper sanitation
Cleans and fills condiment holders
Sets a table
Cleans and stocks beverage bar
Cleans dining area of spilled food and broken dishes
Disposes of waste
Greets guests and receives menu choices
Serves guests
Displays appropriate food service personality and appearance
Demonstrates various kinds of napkin folds
Clears soiled dishes and carries trays of food
Prepares and presents guests' checks
Identifies different types of service
Identifies different types of servers
Greets, seats, and presents menus to guests
Receives reservations and organizes seating in dining room
Manages and supervises dining room activities
Operates cash register
Prepares cash register and cash drawer for daily use
Clears cash register, counts money, and balances cash drawer
Tallies daily food sales

1611 Food Preparation

Prepares and fills coffee creamers
Makes beverages
Slices lemons for tea
Stocks beverage bar for daily use
Cleans beverage bar at end of serving time
Prepares salad dressings
Prepares ingredients for various types of salads
Arranges and garnishes salads in a neat and artistic fashion
Uses proper utensils and equipment for food preparation
Keeps work station clean
Sets up salad bar
Explains and lists the different uses of salads
Identifies the characteristics of a quality salad
Prepares ingredients for use in sandwiches
Assembles ingredients to construct various sandwiches
Serves sandwiches
Prepares soup stocks
Prepares thin soups
Prepares cream soups
Prepares chowders
Prepares sauces
Roasts meat and poultry
Grills meat and poultry
Broils meat and poultry
Deep fries meat and poultry
Breads meat and poultry
Prepares various types of vegetables
Prepares starches
Cuts, peels and cleans vegetables
Prepares fish fillet and shellfish
Prepares broiled fish
Prepares breaded and deep fried fish
Bakes fish
Presents food in an appetizing and colorful manner
Purchases, receives and inventories raw materials
Stores materials in proper area to prevent spoilage
Stores foods at proper temperatures for quality
Explains the need for cost control to receive profit
Mixes, shapes, proofs and bakes breads
Mixes, makes up, proofs, bakes and finishes sweet dough

Mixes pie dough
Rolls out pie shells
Mixes pie crumbs
Mixes various types of cooked puddings
Prepares and uses boiled icing
Mixes and uses butter cream icing
Mixes, heats and uses fondant icing
Mixes and uses royal icing
Decorates specialty cakes
Decorates cupcakes
Prepares chiffon pies
Prepares specialty pies
Prepares fruit pies
Prepares soft pies
Prepares cream pies
Prepares, fries and finishes doughnuts and crullers
Mixes, rolls, makes up, proofs, bakes and finishes Danish
Mixes and forms cookie batter
Mixes sponge cakes
Mixes batter cakes
Mixes chiffon cakes
Demonstrates bagging out chocolate eclairs
Demonstrates dropping out cream puffs
Mixes and rolls out various types of french pastry
Finishes various types of french pastry

1612 Domestic and Custodial Skills

Practices sanitary procedures
Reports rodent and insect sightings to superior
Tests alarm and emergency equipment
Reports hazardous conditions
Uses chemical substances safely
Follows wet floor safety procedures
Selects appropriate detergents and cleaning products
Mixes cleaning and disinfectant solutions
Uses cleaning solutions
Matches wax to floor type
Applies finish to resilient, wood, or masonry floor
Strips old floor finish
Selects appropriate floor stripping material
Selects appropriate sealing compound for floor
Measures cleaning solutions
Disposes of liquid cleaning solutions
Matches the cleaning product to the job to be done
Mops floor
Scrubs floor
Selects rotary scrubber
Changes brushes on rotary scrubber
Buffs hard-surface floor
Applies wax
Uses self-propelled floor scrubber
Washes windows using squeegee
Cleans walls and ceilings
Vacuums carpet
Shampoos carpet
Maintains cleaning equipment
Collects trash
Disposes collected trash
Cleans opposite-sex rest room
Cleans rest rooms with appropriate cleaners
Removes mold from bathroom and shower area
Cleans filters in vents in bathroom
Chooses appropriate cleaning cloths and brushes
Uses commode brush on commode only
Cleans commodes and urinals
Cleans rest room
Replenishes bathroom supplies and towels

Removes soiled towels and bed linen
Makes beds
Dusts light fixtures
Vacuums floor
Replaces guest convenience items
Replaces light bulbs with equivalent
Observes 'do not disturb' sign
Asks employer for specific instructions
Works within specified instructions
Treats resident children with respect
Supervises resident children only when asked to do so
Reports items that need to be repaired
Reports cleaning products that need to be replenished
Cleans painted and varnished woodwork
Cleans fireplace and hearth
Cleans and waxes wood furniture
Cleans metal furniture
Wipes off vinyl and leather covered furniture
Removes spots from upholstered furniture
Shampoos upholstered furniture
Cleans special metal surfaces
Vacuums draperies
Hangs draperies and curtains after cleaning
Dusts and cleans venetian blinds
Prepares articles and equipment on utility cart or carryall
Sorts laundry before washing
Treats stains on items to be laundered
Does laundry using washing machine and dryer
Folds and sorts clean laundry
Waters and cares for plants

1613 Manicuring and Cosmetology

Identifies cosmetology tools/equipment
Maintains cosmetology tools/equipment
Uses cosmetology equipment
Uses appropriate methods of sanitation/sterilization
Identifies physical and chemical agents of sterilization
Defines and lists state laws applicable to cosmetology
Uses appropriate safety procedures
Uses appropriate hygiene practices
Demonstrates appropriate social behaviors
Demonstrates appropriate work habits and attitudes
Identifies structure, composition and growth of the nail
Recognizes various types of hands
Identifies various nail shapes
Files and shapes nails
Follows proper manicure routine
Applies nail enamel properly
Gives hand/arm massage correctly
Explains reasons for hand/arm massage
Identifies anatomy of arm and hand
Identifies major nail diseases and disorders
Discusses laws pertaining to the professional manicurist
Identifies common forms of make-up
Selects pleasing makeup color combinations
Applies make-up
Identifies basic processes/functions of the skin
Identifies basic skin structure
Identifies basic diseases and disorders of the skin
Identifies various types of permanent waves
Prepares patron for permanent wave
Blocks head for a permanent wave
Uses proper permanent wave wrapping procedure
Makes proper use of waving solutions and neutralizers
Uses waving products safely
Identifies structure of hair
Identifies diseases and disorders of the hair
Prepares patron for hair straightening
Prepares self for hair straightening
Uses appropriate hair straightening procedure
Uses straightening products properly
Identifies major types of hair shaping

Uses blocking procedures
Uses proper hair shaping procedures

1614 Cosmetology

Prepares patron for shampoo
Adjusts shampoo chair
Adjusts and uses water hose appropriately
Applies shampoo appropriately
Uses appropriate shampoo procedure
Rinses hair
Applies cream rinses
Uses setting lotions and gels
Applies rinses appropriately
Demonstrates proper use of rollers
Inserts clips and rollers in proper places
Combines roller setting patterns to form complete hairstyle
Identifies various types of pin curls
Forms pin curl
Inserts clips in pin curls
Combines pin curls to form complete hairstyle
Demonstrates appropriate procedure for comb out
Teases hair
Styles hair to shape of face
Identifies skin types
Identifies anatomy of face and head
Identifies bones, muscles and nerves of face, neck and head
Demonstrates appropriate massage procedure
Prepares patron for facial
Demonstrates appropriate facial procedure
Use proper safety procedures for hair shaping
Uses and identifies various hair shaping tools
Prepares patron for hair shaping
Shapes and blends hair by hair and facial structure
Identifies various types of hair coloring and bleaching
Uses appropriate blocking procedures
Identifies proper color and bleach mixing procedures
Explains how to use hypersensitivity patch test
Identifies proper selection of hair color
Tells proper safety procedures for color and bleach usage
Prepares patron for hair coloring
Prepares self for hair coloring and bleaching
Demonstrates appropriate hair coloring procedures
Demonstrates appropriate use of bleaching procedures
Demonstrates appropriate wig/wiglet care procedures

Cuts and sets wig/wiglet according to patron needs
Identifies methods of hair removal
Demonstrates appropriate hair removal procedure
Uses proper finger wave procedures
Prepares patron for fingerwave
Demonstrates proper fingerwave procedure
Demonstrates proper finishing procedure with pincurls
Prepares patron for thermal styling
Demonstrates proper use of thermal irons
Identifies hair pressing procedures and blow dryers
Tells proper safety procedures in use of thermal tools
Applies professional ethics with patrons
Identifies basic knowledge of electricity and light therapy
Identifies chemical terms/processes relevant to cosmetology
Accepts and records patrons' appointments
Fills out and maintains patron records
Assists in selling products or services where appropriate
Identifies requirements of state board examination

1615 Office and Clerical

Makes decisions and sets priorities pertaining to work flow
Demonstrates appropriate office behavior
Demonstrates appropriate office communication skill
Uses good listening skills
Follows verbal directions
Recognizes the variety of office equipment available
Explains functions of office equipment
Explains proper maintenance of office equipment
Uses basic office vocabulary
Uses office machine manuals
Uses reference books
Uses letter opener
Collates papers
Opens and sorts mail
Stuffs envelopes
Folds letters for various sizes of envelopes
Seals envelopes
Applies pressure sensitive labels
Punches holes in business forms or correspondence
Removes staples
Reloads staplers
Sharpens pencils using manual or electric equipment
Empties either manual or electric sharpeners
Operates a calculator or ten-key
Selects most practical and efficient means of duplication
Plans and organizes material for duplication
Operates spirit duplicator
Operates mimeograph machine
Operates thermal or xerographic duplicator
Replenishes solution/ink for spirit or mimeograph duplicator
Operates a tape recorder
Operates a transcribing machine
Types using the touch method
Uses correct typing techniques
Identifies and uses the major parts of the typewriter
Centers copy horizontally and vertically
Types a variety of personal and business letters
Types a variety of business forms
Proofreads typed material
Corrects typing errors

Types routine correspondence
Composes routine correspondence
Reads shorthand
Transcribes shorthand into English
Transcribes English into shorthand
Punctuates all transcribed material
Takes dictation
Transcribes dictation into typed copy
Proofreads transcription
Corrects transcription
Receives incoming calls
Terminates calls
Places long-distance calls
Uses telephone directories
Makes calls to other house phones
Includes another house phone in a three-way conference call
Plugs and unplugs modular telephone hardware
Operates multiline key phones
Uses message pad for phone messages
Follows office procedure regarding unwanted calls
Identifies the components of a word processor
Identifies function keys of word processor
Tells printing capabilities of various typewriter elements
Uses word processing software
Demonstrates ability to load documents
Demonstrates ability to insert and delete characters
Demonstrates ability to print a file
Demonstrates ability to save a file
Defines word processing and the basic concepts of its use
Identifies filing equipment and supplies
Applies rules of indexing for filing
Codes correspondence for filing

1616 Auto Mechanics

Observes proper safety procedures in all shop activities
Recognizes auto mechanics tools by type and functio
Maintains auto mechanics tools
Tells standard terms used in auto mechanics
Uses auto mechanics manuals
Pumps gas to customer specifications
Lifts hood
Checks and adds oil
Checks radiator level
Checks tire pressure
Cleans windshield
Replaces wiper blades
Replaces wiper fluid
Makes credit card sale
Makes cash sale
Serves gas customers in proper rotation
Writes up work order
Wet washes and dries auto
Cleans white walls
Checks inspection sticker for expiration
Performs touch-up cleaning
Cleans car interior
Waxes and buffs car exterior
Obtains vehicle information for oil and lubrication
Lubricates according to manufacturer's specifications
Changes oil filter
Records maintenance information
Checks and replaces air filter
Checks and replaces automatic transmission fluid
Checks and replaces brake fluid
Flushes radiator
Checks and replaces antifreeze
Checks and replaces power steering fluid
Checks and replaces PCV valve
Checks and replaces fuel filter
Adjusts carburetor
Checks air conditioner
Checks battery fluid
Recharges battery
Jumps dead battery

Replaces battery
Checks and replaces door felts
Lubricates door hinges
Uses manual lug wrench
Uses air wrench
Changes wheel
Changes tire on rim
Changes wheels
Rotates tires
Operates tire mounter
Operates wheel balancer
Explains basic components of cooling system
Checks cooling system
Checks and replaces hoses
Checks and replaces thermostat
Pressure checks cooling system
Explains basic components of suspension system
Services shock absorbers
Explains basic components of exhaust system
Checks exhaust system
Removes and replaces exhaust system components
Explains basic components of brake system
Checks brake system
Bleeds and adjusts brakes
Explains basic components of electrical system
Checks electrical system
Services electrical system
Replaces fuses
Replaces bulbs
Replaces head lamps
Explains basic components of ignition system
Performs spark plug and wire maintenance
Performs points and condenser maintenance
Performs minor tune-up
Uses precision measurement tools

1617 Basic Welding

Identifies safety rules for oxy-acetylene equipment
Identifies and wears correct safety equipment
Identifies parts of oxy-acetylene welding equipment
Identifies and uses oxy-acetylene welding terminology
Assembles oxy-acetylene equipment
Selects correct tip
Lights and adjusts torch
Establishes a puddle on sheet metal
Carries a bead across sheet metal
Carries a bead with filler rod
Tacks two pieces of sheet metal together
Welds two pieces of sheet metal with full penetration
Forms a tee joint and weld completely
Forms a lap joint and weld completely
Forms a vertical up lap and weld completely
Forms a vertical tee lap and weld completely
Forms an overhead lap and weld completely
Forms an overhead tee and weld completely
Brazes weld a lap joint
Brazes weld a tee joint
Identifies safety rules for oxy-acetylene cutting torch
Identifies parts of oxy-acetylene torch
Assembles oxy-acetylene cutting equipment
Selects correct cutting tip
Lights and adjusts torch
Lays out and cuts a straight line
Lays out and cuts a circle
Practices making piercing cuts
Practices cutting on various thicknesses of plate
Identifies rules of arc welding safety
Identifies and wears correct safety equipment
Identifies AC welder
Identifies AC/DC welder
Identifies and uses Arc welding terminology
Identifies hand tools for Arc welding
Connects ground clamp to Arc
Selects the correct electrode
Selects the correct polarity
Runs a stringer bead with l/8 inch E6010 or E6011
Runs a stringer bead with 1/8 inch E7018

Welds an E6010 pad (2F)
Welds an E7018 pad
Welds an E6010 tee fillet (2F)
Welds an E7018 tee fillet (2F)
Welds an E7024 tee fillet (2F)
Welds an E6013 tee fillet (2F)
Laps weld an E6010 fillet
Laps weld an E7018 fillet
Laps weld an E7024 fillet
Laps weld an E6013 fillet
Tacks and prepares a 3/16 inch butt weld
Completes a 3/16 inch butt weld
Guide bends a 3/16 inch butt weld with 2 roots and 2 faces
Tacks and prepares a simulated vee using 1/2 inch plate
Bevels two plates to 37 l/2 degrees
Welds an E6011 vertical down (3F)
Welds E7018 simulate vee butt with E6010 root pas
Welds horizontal vee groove guidebend test per AWS standards
Welds a vertical up fillet using E6010 electrode
Welds a vertical up fillet using E7018 electrode
Welds a vertical up fillet using E6013 electrode
Welds an E7018 vertical up guidebend as per AWS standards
Welds an overhead fillet with an E6010 electrode
Welds an overhead fillet with an E7018 electrode
Welds an overhead fillet with an E6013 electrode
Performs overhead guidebend

1618 Advanced Welding

Identifies safety rules for Tig equipment
Identifies and wears correct safety equipment
Identifies Tig welding terminology
Assembles Tig welding torch
Sets up and adjusts Tig welder
Selects the correct tungsten and cup size
Selects the correct polarity and amperage
Runs stringer beads on sheet metal
Tig welds sheet metal, butt joints
Tig welds sheet metal, lap joints
Tig welds sheet metal, tee fillets
Tig welds stainless steel, butt joints
Tig welds stainless steel, lap joints
Tig welds stainless steel, tee fillets
Tig welds aluminum, butt joints
Tig welds aluminum, lap joints
Tig welds aluminum, tee fillets
Tig welds sheet metal in horizontal position
Tig welds stainless steel in horizontal position
Tig welds aluminum in horizontal position
Tig welds sheet metal in vertical up position
Tig welds stainless steel in vertical up position
Tig welds aluminum in vertical up position
Tig welds sheet metal in overhead fillet
Tig welds stainless steel in overhead fillet
Tig welds aluminum in overhead fillet
Identifies rules of Mig welding safety
Identifies and wears correct safety equipment
Identifies Mig welding terminology
Sets up and adjusts a Mig welder
Selects the correct filler wire
Selects the correct shielding gas and flow rate
Runs Mig stringer beads on plate
Mig welds a horizontal position fillet (2F)
Mig welds a flat position fillet (1F)
Mig welds a simulated vee (1G)
Mig welds a flat guidebend test (1G)
Mig welds a horizontal guidebend test (2G)
Mig welds a vertical down fillet
Mig welds a vertical up fillet

Mig welds an overhead tee fillet
Mig welds an overhead tee lap
Mig welds an overhead guidebend test
Identifies safety rules for Flux Core welding
Identifies and wears correct safety equipment
Identifies Flux Core welding terminology
Sets up and adjusts a Flux Core welder
Selects the correct filler wire
Selects the correct polarity and amperage
Runs flux core stringer beads on flat plate
Flux cores a flat position fillet (1F)
Flux cores a horizontal position fillet (2F)
Flux cores a horizontal vee groove with a back-up strip (1G)
Identifies safety rules for submerged arc
Identifies and wears correct safety equipment
Identifies sub-arc welding terminology
Sets up and adjusts sub-arc welder
Selects the correct filler wire
Selects the correct flux
Welds a sub-arc fillet on heavy plate (1F)
Welds a sub-arc fillet on heavy plate (2F)
Identifies safety rules for arc-air cutting
Identifies and wears correct safety equipment
Sets up and adjusts welder for arc-air cutting
Selects the cutting carbon
Adjusts the air flow
Selects the correct current and amperage
Removes welds with the arc-air process
Makes bevel cuts with the arc-air process
Removes back-up strips with the arc-air process

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Part 2: PennSTAR Master Curriculum –
Suggested Activities

INTRODUCTION: This is part of a collection of instructional activities which originated as part of PennStar System Master Database, as contributed by Pennsylvania teachers to be used with selected portions of the PennStar Master Curriculum.

A01 Self Help:
Suggested Activities

A0 Have student rub a portion of liquid shampoo into dry hair before getting into the shower or applying water to the hair. Then, when water is applied, copious lather is instant. Useful for students with limited use of upper extremities. 1

A1 Rock student for at least 5 minutes prior to placing in feeding position. 3

A2 Say 'open up' and stroke edge of mouth with spoon, nipple or food. Open own mouth, if student responds to visual cues. Praise and reinforce with food or drink. 4

A3 Stroke student's throat and say 'swallow.' After this is established, cue student by saying 'swallow' and stroking own throat. Fade cue to verbal command or gesture, whichever works best with student. Always praise, smile or nod. 5

A4 Place your hands over student's hands to teach student to hold cup while drinking. 6

A5 Place spoon in student's mouth. Place index finger on upper lip and apply light downward pressure. Place thumb and forefinger below lower lip and apply light upward pressure. When lips close over spoon remove it from the student's mouth. 7

A6 Provide a paper bag of plastic fruit and a wicker basket. Teacher will grasp a piece of fruit from the bag and place in basket, naming the fruit. Student will do the same thing. Continue procedure until the basket is full.

A7 Scatter dry cereal on tray in front of student. Grasp student's hand and assist him/her in picking food up and placing in mouth. Praise as student gets closer to independence. 9

A8 Place a small scoop of jam on a piece of bread. Instruct student to use a knife to spread jam over entire surface.

A9 Instruct student to use a knife to spread cream cheese on a bagel. The student will eat the bagel, biting off the appropriate sized pieces until completely eaten. 11

A10 Mark place mats into 2-inch squares and laminate. All finger food must be broken into pieces to fit squares. Size of squares may be altered. 12

A11 During meals/snacks, establish rule that student may not pick up food or utensil until mouth is empty. Model and reinforce behavior. Reward with dessert or soda, as student diet dictates. 13

A12 Use hand over hand method, your hands over student's to teach student to use fork and spoon. 14

A13 Place ten bread cubes on paper plate. Have student grasp a fork and spear bread and then shake it off into a small bowl. The student will follow the same procedure until all cubes are in the bowl. 15

A14 Place small squares of sponge cake on tray in front of student. Demonstrate how to use the fork. Reward success with bite of sponge cake. 16

A15 Give the student a plate of large pasta shells and a blunt-tined fork. The student will spear the shells with the fork, raise it to his/her mouth and return it to the plate. The student will follow the same routine until the pasta shells are finished. 17

A16 Place the student at a table before a mirror. Stand behind while student is eating and physically assist if necessary. 18

A17 Prepare pudding with the student. The student will eat the pudding as a snack. He/she will scoop the pudding with a spoon, raise the spoon to the mouth, and

return the spoon to the plate. The student will follow the same procedure until the pudding is finished. 19

A18 Tell the story of 'The Three Bears'. In the play center the student and teacher will pretend to prepare breakfast for the three bears. From a large plate filled with dried beans each student will scoop a few beans onto a separate plate. 20

A19 Fill a pan with dry oatmeal mixed with something like fruit loops. With a large spoon student scoops up the fruit loops and leaves the oatmeal. 21

A20 Give student 2 plates, one empty and one filled with dried pasta. The student will scoop up the pasta with a fork from plate 1 and place the pasta onto plate 2. The student will continue same procedure until plate 2 is full.

A21 Cook fresh peas and serve as a snack. The student will scoop up the peas with a fork, raise fork to mouth and return fork to plate. Student follows same procedure until peas are eaten. 23

A22 Prepare an eggplant dish with students. Students will observe teacher as he\she cuts food with a knife and fork, scoops food with a fork, raises fork to the mouth, and returns it to the plate. Student will follow same procedure until portion is eaten. 24

A23 Give student 'snakes' made with pie dough. Demonstrate how to cut the snake with a plastic knife and fork. Ask student to imitate. 25 A24 Instruct student to shape pie dough into a flat piece and place on a small plate. Have the student cut dough with a plastic knife or butter knife and blunt-tined fork and continue the procedure until dough is completely cut into pieces. Supervision is advised at all times. 26

A25 Place a piece of bread on a plate. Instruct student to use a knife and fork to cut bread into pieces of a size appropriate for eating. 27 A26 Cut Styrofoam into the shape of a piece of food. Place lines on the Styrofoam with a magic marker. Have student cut on these lines with a table knife. 28

A27 Place a scoop of pudding on a sheet of waxed paper. The student will use a knife to spread pudding all over the paper.

A29 Instruct student to put sticker on 'clean hands' chart after eating if utensil was used and hands are clean. Weekly chart may be outlines of student's hand with dates marked on each. Chart with stickers for clean days is sent home. 31

A30 Place favorite foods at student's place. If he/she leaves the table, remove food until student returns to his seat. Should not be used to reduce normal calorie intake. 32

A31 Keep checklist records on: sitting in at the table, eating over the plate, eating slowly with mouth closed, and cleaning off place mat when finished. 33

A32 Instruct student to match pictures of a student observing neat table habits with the corresponding printed sentence. 34

A33 Eat with students and model table manners while explaining to them ('I use my napkin because I have catsup on my mouth...') Use prompts ('student, napkin please.') and praise. Invite parents or staff to lunch with students when acceptable behavior is attained. 35

A34 Place a positive reward under a napkin. If student independently and correctly picks up the napkin and uses it, student may have what is underneath it. 36

A35 Provide a nutrition experience each day of the week. The 1st 4 days are divided into the 4 food groups with Friday being used for supplementary experiences. The student will sample an item in each food group as a snack.

A36 Serve lunch 'family style'. Food will be passed from student to student. Student will take a portion of food and pass to next student. 38

A37 Set up a mini salad bar. Have students carry their own plate and walk along a table selecting, from various items on the salad bar. Adults will assist to encourage selecting a variety of foods. 39

A39 Place Velcro around the entire cup and a Velcro strip around the students palm so Velcro will stick when student holds cup. 41

A40 Select soft plastic cup. Cut half circle on 1 side so nose does not interfere with drinking. Cut out on top, not at lips. Consult OT if student has physical disability. 42

A41 Place several lines on a straw to mark levels of sucking. If student sucks through the straw to the desired level, provide reward. Continue this process until the student can suck through the entire straw. 43

A45 Seat student on toilet device. Present with favorite toys, book etc. Speak to student in a pleasant manner. Remove student after 2 or 3 minutes. 44

A46 Chart for several days the time of day student eliminates and any verbal or physical cues student gives indicating intent to eliminate. After a pattern is noted, place student on toilet at appropriate time. Reward successful cuing within a few minutes of elimination. 45

A47 Encourage student to say or signal 'bathroom' when he/she feels the need to eliminate. Each time the student does so appropriately, a sticker or stamp is given. 46

A48 Instruct student to place in the correct sequence, 4 pictures depicting going to the school rest room, using toilet tissue, flushing the toilet and washing hands. 47

A49 Assign 'buddies' until everyone knows where restrooms are. Permission is needed to go, except in emergency, and hands are washed upon return to classroom. Praise appropriate behavior and model hand washing yourself. 48

A50 Play 'Simon Says' while dressing/undressing student. Use commands to elicit help or have student stay still (Simon Says 'hands up!' or Simon Says 'push those arms!'). 49

A51 Provide a variety of over-size clothing articles and a mirror. Encourage students to dress up. 50

A52 Set up dress-up play corner with hat rack and many hats. The student will dress up by putting on and taking off a variety of hats.

A53 Instruct a group of students to remove one shoe and put it in the center of the group. Students should take turns selecting their own shoe and putting it on. 52

A54 Encourage student to remove coat and hang it up with verbal, signed or physical cues upon arrival at school. 53

A55 Provide a variety of clothes in a play store. Role-play buying clothes and dressing up in them. 54

A56 Give student 3 dressing vests: 1 with a zipper, 1 with buttons and 1 with snaps. The student will put on the vest and fasten it appropriately. Then the student will do the same for the remaining 2 vests. 55

A57 Cut a piece of elastic to snugly fit the students waist. Have students practice pulling the elastic over their feet, over their legs to their waist. 56

A58 Give student dolls to dress using doll clothes with Velcro fasteners.

A59 Instruct student to dress up in a dressing vest, closing the Velcro fasteners to put it on and opening the Velcro fasteners to take it off. 58 A60 Instruct students to put on and take off their own Velcro-fastened apron before and after sand and water play. 59

A61 Start zipper. Verbally prompt student to zip. If no response, complete the task using hand over hand assistance. Fade assistance at midpoint and verbally encourage student to continue pulling the zipper. 60

A62 Provide sets of clothing, each containing articles that buttons, snap and zip. Have student dress up in the entire set of clothing. Each set could relate to a role e.g., mother, dancer, football player. 61

A63 Give student 3 dressing vests, 1 with a zipper, 1 with buttons and 1 with snaps. Have student put on, fasten, unfasten and remove each of the vests. 62

A64 Place articles of clothing on a chair. Students form 2 teams at the opposite side of the room. One student from each team runs to the chair, puts the clothes on, and runs back, takes the clothes off and passes them to the next child. The race continues until all have had a turn. 63

A65 Assist student in dressing a doll. The student will fasten the doll clothes by snapping or buttoning. The student will also undress the doll by unsnapping and unbuttoning the clothing. 64

A66 Secure an adult shoe to a wooden board to serve as a base. Have students place their feet in this shoe and have the actual practice of lacing and tying the shoe as it will appear on their own feet. 65

A67 Dye half of shoe lace one color. Dye other half of lace contrasting color. Student can visually track path when lacing or tying shoes. 66

A68 Insert 2 pipe cleaners approximately 2 in. apart in a piece of poster board, knotting them in back of the sheet. Student will have a sturdy, stiff material to learn the beginning steps of tying. 67

A69 Sit straddled on floor. Student sits back against adult stomach. Hand- over-hand tie student's shoes. Later in same position adult ties own shoes step-by-step pausing for student to complete each step on student shoe. Adult and student should work on left/right shoe at same time for accurate modeling. 68

A70 Trace student's body on large paper. Instruct student to draw and color his/her clothing onto body outline. 69

A71 Assist student in moving the weather wheel to the appropriate weather for the day. Then the student will dress a doll in clothing that is appropriate for that particular weather. 70

A72 Discuss what kinds of clothes should be worn for the day's weather. Then give students a handout of a human body silhouette. Have students draw the appropriate clothing items for that day's weather. 71

A73 Discuss weather and seasons. Show pictures of students dressed for each season. Make up absurd statements ('I wear mittens to the beach') and have student tell why each is absurd. 72

A74 Hold up clothing and have student identify each piece and point to corresponding clothing he's wearing. 73

A75 Cut out a life-size outline of student. Give student an article of clothing. Have student hold up that article at the appropriate area on the outline. Follow up activity with the student using a mirror instead of outline. 74

A76 Show the student a paper doll dressed in a variety of clothing articles. Have the student remove each article and identify each verbally. Have student redress paper doll with other clothing selections and verbally identify each as the doll is dressed.

A77 Instruct student to remove his/her own outer clothing from coat room. The student will then identify all his/her clothing items. Next, the student will select the printed words that correctly labels the items. 76

A78 Turn clothing inside out (athletic socks, shorts, printed T-shirts). Clothing should be a size or two too large. Have students wear bathing suits while racing to put all clothing on correctly. Other items (shoes, belts, hats, coats) can be added. 77

A79 Dress three dolls, 2 dolls with their clothing inside out and one with its clothing right side out. Present the dolls to the student. Ask one student to find the doll whose clothing is right side out. 78

A80 Assist student in playing in the water trough, manipulating various water-play toys. 79

A81 Fill finger bowl, bowl and basin with water. Have student dip fingers in finger bowl first; remove and dry. Then have student place fingers and thumb in bowl; remove and dry. Place several pennies at bottom of basin. Students will reach in to remove pennies, thus allowing hands to be fully submerged. 80

A82 Assist student in sand and/or water play. After he/she is finished, the student will go to the sink, turn on the water, regulate water temperature, and wash his/her hands. Next the child will turn off the water and then dry his/her hands. 81

A83 Place a colored picture of something cold by the cold water knob and a picture of something hot by the hot water knob to help students distinguish hot and cold controls. 82

A84 Begin by gently rubbing around the mouth with a washcloth, if student is resistant to brushing. As the student relaxes, rub the teeth the same way. When the student tolerates this, insert a soft-bristled toothbrush and brush teeth. 83

A85 Have student fill out a check list each morning. Include items such as: brushed teeth, used deodorant, combed hair. Reward with a sticker on the calendar every day check list is completed. 84

A86 Have student cover mouth with hand. Teacher holds pin wheel toy in front of student. Student then exhales through nose to move wheel. Student is able to learn blowing needed to clear nose when a tissue is necessary. (Hand over mouth is later removed). 85

A87 Set up an area where students can comb or brush their hair. In this area have a shoeshine kit set up where students can clean or polish their shoes. Present awards to students who have neat clean appearances. 86

A88 Demonstrate cleaning and drying. Then have student practice with old glasses or sunglasses: hand student a dirty pair of old glasses; have student wash, dry, and peer through them to check cleanliness. When practice glasses are satisfactory, move on to student's glasses. 87

A89 Invite AVTS students taking cosmetology to visit the class and demonstrate manicuring, shampooing, and hair styling. Have a full-length mirror hung

conveniently in the classroom so the students can observe and evaluate their personal appearance. Supervisor approval suggested. 88

A90 Demonstrate the use of items in a shoe shine kit: polish, applicator, brush or cloth for shining. Have student select appropriate color polish for a sample shoe, apply polish and shine. 89

B02 Perceptual Motor: Suggested Activities

B1 Advance student from using a standing table to a scooter with padding against the students back. Place straps across chest and attach at back of scooter. Use Velcro straps at ankles if necessary.

B2 Allow one student, each day, to use the chalkboard for his/her math and/or handwriting work. This can be used as a reward or reinforcement. 3

B3 Arrange a game show format with students as panelists, a contestant, and an audience. Encourage panelists to ask their own questions to determine the contestant's role (teacher given). 4

B4 Arrange students in a circle and allow time for them to look carefully at all members of the circle. Select one student to be 'It'. Ask 'It' to wait in the hall. Select one of the remaining students to hide. Ask 'It' to return to circle and guess who is missing. 5

B7 Attach a punch ball to the student's wrist with string. The string should be long enough so the ball can hit the floor. The student can practice bouncing the ball. 6

B8 Attach opposite magnets to each students hands. Have students bring hands together to connect magnets. Use magnets with adhesive strips on back. 7

B9 Attach Velcro straps to each bike pedal. Put student's feet on pedals and secure with the Velcro. Push the student gently from behind to get started. Warning: this prevents protective reactions if a fall occurs.

B10 Before using a ball, have students push a bean bag, along the floor with their feet. They should push with both the right and left foot alternately. The bean bag should be pushed to a specific target such as a circle on the floor. 9

B11 Bring a supply of flavors, spices, and other edibles (usual and unusual). Blindfold students and have them taste and tell. 10

B13 Collect paint charts from hardware store. Cut into single-color squares. Ask students to order them from light to dark. 11

B14 Collect plastic Easter eggs and egg cartons. Place one object inside each egg (e.g. cotton, toothpick, dried bean, paper clip, marble). Direct students to shake eggs and place in carton ordered from softest to loudest.

B17 Cut a slit in a plastic lid large enough for an item to fit through. Direct the student to put items in the can one at a time. 13

B18 Cut an 18 in. circle from firm cardboard. Cut out the center, leaving a 2 in. rim. Decorate it. Hang it by yarn in the middle of the room or doorway. Have student throw a small, light ball through the circle. Repeat. Lengthen distance with mastery.

B22 Demonstrate putting a clothespin on a shoe box. Assist student in doing same. 15

B23 Direct students to throw bean bags at a target, and to describe the bag's landing to the left or the right of the target. 16

B26 Divide class into partners. One partner closes eyes or turns around while partner changes appearance (e.g. glasses off, shoes wrong feet, sleeves pushed up). First partner is to discover the change. 17

B27 Drape a sheet over a clothesline to form a tunnel. Have students walk on knees through the tunnel, trying not to touch the sides with their bodies.

B28 Draw a pattern of objects of different shapes and sizes. Allow students to study it for a few seconds. Erase your pattern and ask students to draw it from memory. 19

B29 Draw a simple object on the board (cup, flag, chair) that is missing a part. Ask student to go to the board and finish the object. 20

B30 Draw outline of shape to be colored with black magic marker. Run a bead of white glue along outline. This will create a raised edge around the boundary. Give the student a crayon and assist him in initiating the coloring. 21

B32 Fill a play canister set with Styrofoam pieces and cut-up straws. Pieces are used as make-believe food items. Have student scoop up and transfer pieces from canister to dishes and bowls.

B34 Find simple picture. Cut in half and paste one half along center fold of piece of paper. Let student draw missing half. Extend activity by asking student pairs to each make simple drawing. Cut in half and exchange. Partner completes picture. 23

B35 Follow directions to mix instant vanilla pudding. Add food coloring. Place a tablespoon of pudding on damp finger-painting paper. Have students finger-paint with the pudding. Check first to be sure students do not get an allergic reaction to pudding. Allow students to lick their fingers when they are finished. 24

B39 Give each student a small bag of multi-colored candy. Students divide into groups by color and compare groups. 25

B40 Give reinforcement to student as he/she voluntarily lifts or turns his/her head. Fade reinforcement as student continues the skill. 26

B41 Give student a divided pail with one side filled with dried beans. Have student use his hands to scoop beans from one side to the other. 27

B42 Give students a set of items with two items in each set. The items should be similar except for one characteristic. Have the student describe how they are different, using such terms as heavier, darker, sweeter, brighter, bigger, etc. 28

B45 Give the student a paper with several shapes or figures drawn on it. Overlap them slightly. Have the student color in any areas that are not part of the shape or figure. 29

B46 Give the student a piece of white paper with an animal drawn on it. Have the student color in the background and leave the animal white. 30

B47 Give the student a small pile of beads. Ask him/her to drop the beads, one at a time, into a jar as you slowly move the jar in a circular, vertical, or horizontal path in front of the student.

B50 Give the students sheets of paper. They are to follow your directions in marking their paper. Place a mark in a certain location on the chalkboard or on the overhead projector. Have the students do likewise. continue adding marks and selecting different locations. 32

B52 Hang a ball by a string from the ceiling at about chest height for the student. The student is to throw the ball and catch it. 33

B53 Hang large Nerf ball on a string. Teacher swings ball lower and lower. Students must duck. If they are hit they lose a point. 34

B55 Have a tea party, and take advantage of the opportunity to emphasize left/ right concepts. Forks are on the left, spoons and knives are on the right. Who's sitting at your left? Your right?

B56 Have each student draw a picture of his/her house, yard and surrounding area. After the students create the drawing, mount them on construction paper and place in a display area. 36

B58 Have student close hand on plastic fruit and move it from a basket to individual plates. 37

B59 Have student crawl under a table, step over a small chair, jump across lines on the floor, and walk around other students. When students are familiar with obstacle course, time their performance to promote agility and speed. 38

B60 Have student cut out forms of fish and glue all but one edge of the paper together. Have the student paint both sides of the fish and stuff it with newspaper. Then student glues the open ends together. 39

B61 Have student cut out six heart forms and glue two hearts back to back on a strand of yarn. Hearts are then used as a mobile. Any seasonal or holiday shape can be used. 40

B62 Have student draw a design with glue on cardboard. Then have student scoop up a hand full of sand and pour it over the glue. Have student shake off the excess sand. Colored sand can be used.

B63 Have student hold hands vertically, with palms facing him/her. Student taps pointer fingers against thumbs, middle fingers against thumbs, ring fingers against thumbs, and little fingers against thumbs. They could tap a certain number of times or to a certain drum beat. 42

B64 Have student lie on his back on the floor. Alternately place an object to the left or right of the student. Tell the student to move an arm or a leg toward the object. 43

B65 Have student lie on the floor. Using a magic wand, touch one of the student's limbs. The student is to move that limb in some way. To extend the activity, touch two limbs with the magic wand. 44

B67 Have student pick up a piece of macaroni, using the pincer grasp, and then paint it. The macaroni can then be glued onto paper to make a design. 45

B68 Have student pick up small pieces of colored Styrofoam, using the pincer grasp. Have him glue it onto an outlined shape. 46

B69 Have student place his/her hand into a variety of dress-up purses and have student remove and/or replace play money, wallet, play jewelry, comb, brush, etc. 47

B70 Have student place jumbo pegs in holes and remove them. Then give him/her a crayon to hold between thumb and forefingers as he/she has worked with pegs. To refine motor skills with older students, use small pegs and pegboard. 48

B71 Have student point out and then visually follow a moving design (shape, outline of an item) which has been projected on a flashlight with a lens shade. The design can be projected onto a mural which is already on the wall. Have students describe the action which is occurring. 49

B72 Have student reach into a large bag to determine the objects which are going to be used in a lesson. Inside the bag can be crayons, paintbrush, etc. The student identifies the item. Scissors or sharp objects should not be used. 50

B74 Have student stack matching pieces of material. The matching can be by texture, size, shape, or color. Also, have student stack pieces of fabric without using a matching criteria. 51

B75 Have student stand at the chalkboard. With chalk, have the student make very large circles, 5 times counter clockwise and 5 times clockwise. Have him/her use his/her dominant, then his/her non-dominant hand. 52

B76 Have student stand in a 8' masking tape square. Ask student to bounce a ball from his right hand to his left hand. 53

B77 Have student tap a balloon in the air. He is to continue tapping the ball up as long as he can. Count the number of taps each student makes. Play balloon volley ball. 54

B78 Have student toss bean bags into dish pan. The distance away from the dish pan should be gradually increased. 55

B79 Have student touch left and right body parts with the other left or right body part. For example, left hand to right knee, right foot to left ankle, right hand to right shoulder, right knee to right ear, etc. Have student follow your directions. 56

B80 Have student trace forms of fruit and color them appropriately. Have student cut out the fruit and paste them onto paper for a book. The fruit shapes could also be glued onto paper cornucopias at Thanksgiving. 57

B82 Have student walk holding a flashlight in each hand. The student will shine the right hand light on the left foot as that foot goes forward and then the left hand light on the right foot as it goes forward. This encourages normal cross-pattern walking. 58

B83 Have student wear a head band with a mercury switch attached. Arrange switch so it will activate an auditory or visual device when the head is raised or turned. 59

B84 Have students assume a squatting position and place their hands on their hips. They alternately extend one leg to the side and then bring it back. Students repeat the exercise using the other leg. 60

B85 Have students duck under a yard stick. The height of the yard stick can be varied. Other similar objects can be used. 61

B86 Have students explore how they can balance their weight on 1, 2 3, and 4 parts of their body. Examples are: rolling, hopping on 1 foot or 2 feet, hands and knees, finger tips and feet. 62

B87 Have students kneel, then bend forward in a relaxed position. Have students then straighten backs, and rise to an upright position but still kneeling straight from knees to top of heads. They then relax to the first position and exhale. 63

B88 Have students look at advertisements in magazines. After they view the picture, they are to state the main idea of each ad. 64

B89 Have students prepare a motor path within the classroom. Use clothesline to mark the path. The motor path could also be prepared for the hall outside the classroom. 65

B90 Have students pretend they are balancing a pie on their heads. 66

B91 Have students pretend they are balls rolling down the hill. 67

B92 Have students pretend they are melting into the floor while lying on their backs or stomachs. They do this exercise with eyes open and then with eyes closed. While pretending to melt into the floor, students concentrate on the sensation produced. 68

B93 Have students pretend to be bunnies. Have them hop forward and backwards have students race by hopping forward. Increase distance gradually as the movement becomes familiar. 69

B94 Have students remove shoes and socks. Place 10-12 carpet squares 6 inches apart in a line on a bare tile floor. Have students walk on the warm (carpet squares), to avoid the cool (floor). 70

B95 Have students run in a gallop in different directions in a circumscribed area. They are to avoid collisions. Play appropriate music. (William Tell Overture.) 71

B97 Have students sit in a circle and kick a volleyball or large sponge to each other, keeping it inside the circle. The students should lean back on their hands with feet straight ahead. 72

B98 Have students sit on chairs in a circle and kick a ball back and forth to each other without stopping the movement of the ball. 73

B99 Have students sit on the floor with their hands on the floor behind them. Have them raise their bodies so they are balanced on hands and feet. Then they move slowly in a backward direction. 74

B100 Have students stand in a circle. The student who is 'it' skips to music around the circle clockwise, touching each student's head lightly and saying 'Duck', 'Duck', 'Duck.' He selects one of the students to be 'it'. When he touches his/her head, he/she says 'goose'. He/she then chases him/her until he/she gets to the vacant spot. 75

B101 Have students stand on gym floor in random locations. Roll the ball to middle of the floor. Have students try to keep the ball moving by kicking it to each other. 76

B102 Have students stand sideways on a line. Have them walk sideways as through walking along a rope which is stretched across a river. 77

B103 Have students stand with back about 4 to 6 inches from the wall. They then lean backward against the wall and press hard against it. Still pressing, have students slide down the wall by bending knees. After they attain a position similar to that of sitting in a chair, they slide up to original position. Should be done in sock feet on carpet. 78

B104 Have students support their bodies on hands and knees. Student's thighs should be at right angles to the floor, with backs straight. They are to pretend they are pressing holes into the floor with their hands to a count of three. 79

B106 Have students trace around their hands and then cut them out. Have student curl the ends of the fingers with scissors. The hands are assembled to make a Christmas tree. 80

B107 Have students trace their handprint or footprint and cut them out. Then hold the handprint or footprint beside classroom objects and tell if the object is larger or smaller than their hand or footprint. 81

B109 Have students watch a rag doll. Place the doll in a sitting position. show the doll falling from the sitting position. Students sit on floor and pretend they are a rag doll. Have students do this activity with eyes opened and closed. 82

B110 Have the student face the chalkboard. Draw a large circle on the chalkboard and write the numbers 1-10. Call two numbers and have a student draw a line between the two numbers. 83

B111 Have the student follow these steps: (1) Have student use the handrail. (2) Have student contact the first step with the heel of one foot. (3) Have student drop foot completely on step, when the contact is secure. (4) Bring the other foot to the same step. Repeat steps 2,3,4, for the next step. 84

B112 Have the student manipulate a small car or other toy vehicle through an obstacle course designed with small blocks, boxes, toy trees, and small buildings. There should be a variety of turns and straight paths in the course. 85

B113 Have the student put a sock puppet on each hand. Ask the student to have one puppet grab the other puppet's nose, thereby forcing the student to bring his hands together. 86

B114 Have two students stand back to back with arms linked together. Have one student move forward so that both students walk together. They then move forward in the opposite directions with the other student in the lead. 87

B115 Have two students work together. One student picks up a piece of a puzzle and hands it to the partner. The partner places the puzzle piece down in another location. The students work through the entire puzzle. 88

B117 Help the student jump over a rope on the floor. As the skill increases, have the student jump over the rope while it is moved side to side, simulating the movement of a snake. 89

B118 Hold a hoop vertically so that the bottom edge touches the floor. Ask students to move through the hoop. The students are not to touch the top part of the hoop. 90

B119 Hold a sponge ball in front of the student. Move the sponge ball in various directions in front of the student. Prompt the student to take the ball by saying 'Catch it'. The student should reach out and grab the ball with both hands. 91

B120 Increase the standing time gradually as student's ability improves. Feature a 'task of the day' to occupy student during standing time. 92 B121 Insert your hand into a bag and pull out a textured piece of fabric. Have student follow the same procedure and attempt to match the selected fabric piece. 93

B122 Instruct students to sort cards according to suite, put them in sequence from 2 to ace, and sort in piles according to face value. A game could include each student having a pile of cards and putting their down one at a time to determine which is highest. 94

B123 Instruct the student to walk forward by stepping in the spaces between the rungs of a ladder. The student may also walk on the rungs instead of the spaces. 95

B124 Lay standing table down on floor with head portion supported by a level board. Lay student on table, fasten straps, lift table and put on tray. Begin by having student stand for ten or fifteen minutes daily. 96

B125 Locate pairs of identical flashcards (shape, color, object, animal) and randomly distribute one to each student. Direct students to find the matching partner and take a predetermined amount of time to identify one other way they match. Have each pair report match to the class. 97

B126 Make 5 squares on the floor with masking tape. Number them 1 to 5. Call out a number. Have student bounce a ball to you or another student. The ball must bounce in the square with the number called. 98

B129 Make a motif on the chalkboard that extends horizontally. Make 2 Xs on the floor. Have student stand on the first X, start on the motif and reach across the midline. When he/she can not extend his arms to continue the motif, he/she is to move to the second X. 99

B131 Make a picture or design on poster board. Make a duplicate and cut it into puzzle pieces. Distribute the pieces to the class and have them take turns putting the pieces on the poster board picture. 100

B132 Make an adapted form of Twister game. Change colored circles to shapes being taught. May begin with 2 shapes and add more shapes as they are needed. Make adapted spinner also. Students may just stand on shapes. 101

B134 Make several red, yellow, blue, green, orange, black, brown, purple socks using colored paper. Place matching cloth baskets on bulletin board. Name a color. Student chooses a sock and places it in the appropriate colored basket. 102

B135 Move a doll from room to room of a doll house. Describe its placement as you do so. Ask for suggestions from students. Place the doll incorrectly sometimes to keep students on their toes.

B136 Move a small, brightly-colored bell in front of the student. Jingle the bell for added stimulus when the student loses contact. 104

B137 Place a large tunnel on the floor. Put toys which the student enjoys in the center. Call the student from the other end of the tunnel. Allow time for him/her to play in the center. Encourage the student to leave the tunnel by putting new toys at the end. 105

B139 Place a piece of bright colored string or yarn across the entrance of the room. Students will be instructed to duck under the yarn or string when entering or exiting the room. Throughout the day change the height of the string or yarn. 106

B140 Place a series of dots on paper that spell the students name. Have student connect series of dots using a pencil. 107

B141 Place a small, favorite object on the floor near the student. Prompt the behavior of bending at the waist to pick up the object. Monitor the student's balance as he moves downward and back up. 108

B142 Place a sticker on the left hand of each student. Call out 'Simon Says' instructions using left/right directions. Remind students that the stickers are on their left hands. Play Hokey-Pokey in the same way, emphasizing left and right. 109

B143 Place attribute blocks in front of the student. Place one block in front of the student and have the student find a block that matches it in either size, color, or shape. 110

B144 Place chair in back of room. Have student sit in chair with his/her back towards you. Give the student two cards. A red card has the word 'warm' on it, and a blue card has the word 'cool' on it. Alternately turn on a fan or heater with it directed toward the student. The student is to hold up the appropriate card. 111

B145 Place individual card(s) containing one symbol per card in front of student. Cover card(s) after a few seconds. Ask student to copy symbols on to a sheet of paper. 112

B147 Place patterns of hands and feet on floor, walls, furniture, etc. Use red patterns for the left side of body and blue patterns for the right side of the body. The student must match the appropriate side of his body to the appropriate color. 113

B148 Place round, square, and triangular-shaped objects into a bag. Have students reach into the bag and tell what shape they are holding. Objects from the student's own environment are best. 114

B149 Place several magnetic objects in front of the student. Using a magnet on the end of a string, have the student pick up the objects. 115

B150 Place several objects in display box/tray each morning. Add new objects and remove one at scheduled time. Have students whisper missing objects name to you when discovered. 116

B151 Place several sets of novelty magnets in random order on cookie sheet. Students can categorize into sets according to different properties (e.g. color, function, food groups). 117

B152 Place several small objects in front of the student, such as plastic rings, pencils, crayons, erasers, chalk, straws, etc. Have the student pick up the objects by using a clothespin to pinch the object and lift it. 118

B153 Place small objects, pictures, words on strips of paper according to student's level in plastic eggs. Identify egg carton by category: foods, words beginning with K. Students sort eggs by category into carton. 119

B154 Place student in a standing position. Give assistance when needed. Encourage student to come toward you while you extend his/her favorite object. Reward students success in reaching for the object. 120

B155 Place student in prone over a wedge before a mirror. Position yourself behind the student. When the student lifts his head, smile and offer enthusiastic praise. Call the students name to encourage his/her head to lift. 121

B156 Place student in prone position over large ball or roll. Roll student forward and/or backward to encourage arms to thrust forward to protect head and feet and to touch floor in the backward movement to prevent fall. Continue movement until it becomes an immediate response. 122

B157 Place student in side lying position. Blow soap bubbles near the student. Guide his/her hand to help break bubbles. Fade assistance as soon as possible 123

B158 Place walker in front of student. Position student's hands on the rail of the walker. A mobile with bright colors can be suspended to be focused on and just out of reach of the student. Supervise the student at all times in this position. 124

B159 Play pin the tail on the donkey with a twist. Give blindfolded child verbal directions as to location and position. 125

B160 Position student face down on scooter board, with arms extended over the end for easy movement. Place blocks of wood, covered with any type of rubber in the palm of each hand, rubber surface down. Kneel facing student and guide his/her hands through propelling motions. 126

B161 Position student on elbows over a wedge. A favorite toy is placed near the student's hand. When the student reaches for the toy, put it within reach. When the student loses interest in this toy, replace it with another toy just beyond reach. Repeat process. 127

B162 Prepare dot-to-dot shape patterns. Have students trace dot-to-dot shape. Gradually fade-out dots by reducing dot size and color intensity. 128

B163 Prepare mazes which have a path for students to follow. Prepare mazes with simple paths and more complicated ones. Have students use a crayon or marking pen to follow the path. The mazes can be laminated first. 129

B164 Prepare picture of people and animals using a series of ovals and circles. Use an overhead projector or a chalkboard. Draw the figure, one part at a time. Have the students draw their figures as you do yours. Have the students guess what the drawing is. 130

B165 Prepare side-by-side dot grids. Use 9 dots in initial activities. Draw a simple design in one of the grids. Have the student reproduce the design in the second grid. For additional activities, increase the number of dots and/or the complexity of the design. 131

B166 Prepare two copies of a visual of a single item. Use a correction liquid to cover a part of the item on one of the visuals. Have students identify the missing part, then check their work with the unmarked copy. Cards can be used as flashcards, individual or pairs study, or with a write- on/wipe- off page protector. 132

B167 Present a student with pictures of like and unlike objects. Tell him/her to sort them and to tell if they are the same or if they are different as he sorts them. 133

B170 Present student with a number of small wrapped objects. Instruct student to unwrap the packages and find the surprise. 134 B171 Present student with a sorting tray consisting of 3 compartments. Give student objects of various sizes (small, medium and large). Instruct student to sort by size. 135

B173 Project simple patterns on the chalkboard or wall. Ask the students to study the form. Turn off the projector and ask the students to draw the pattern(s). To check, turn on the projector again. 136

B175 Put a brick in one carton and a feather in another. Label 'Heavy' and 'Light'. Student collects objects from room and places in proper box. Dump each box and compare weights of objects by hefting one in each hand. 137

B176 Put a pattern of dots on the chalkboard, which, when connected, will make a meaningful form or picture. Have student visualize the form and tell what it would be. The dots may be connected to verify the answer. 138

B177 Put student on his/her side with arms at the side and legs extended. Prompt at the hip until the roll is completed. Continue daily until student manages roll on his/her own. Once independent movement is produced, encourage the student by offering a favorite object or food. 139

B178 Put tissues in one bag, blocks in the other. Ask students to tell which bag is heavy, which is light. 140

B179 Select categories to be reviewed. Use pictures or words to label containers for categories. Describe a food, animal, or other item on small cards. Use items from the categories. Do not name the item but provide enough information so the students

can make the identification. Have student place the description into the correct container. 141

B180 Select colors to be reviewed. Place pieces of construction paper of the selected colors on a table. Ask students to take their crayons to the table and match the crayons to the construction paper. 142

B181 Select two identical containers. Punch small holes in the lids. Place a substance, like 1/2 onion in one container, a lump of clay in the other. Have students sniff the closed containers to find the one with the onion. Change the substance frequently. 143

B182 Set up obstacle course with traffic cones. After several practice sessions, hold a 'rally'. Record times, subtract points for hitting cones, award certificates. 144
B183 Show a student two pictures, for example, one of a cat and one of a dog. Ask him/her to tell you some things that are the same about them, then ask for some differences. Encourage the student to compare the pictured animals with his/her pets at home. 145

B184 Show student a pattern made up of beads. Then show the student an isolated bead which matches one of the beads in the pattern. Have student point to the bead in the pattern which matches the isolated bead. 146

B185 Sit in front of student and hold a sponge ball. Move the ball in front of the student. Have him try to grab and squeeze it. Move the ball horizontally, vertically and in a circle. 147

B186 Slit tennis ball with Exacto knife or saw. Mark ends of slit with dots. Student can open ball by grasping and squeezing against end dots. Place edibles or manipulatives inside to reinforce appropriate skill. Use as token bank. 148

B187 Sort classroom objects into groups: big and little. Subdivide groups into taller and shorter and heavy and light. 149

B188 Stand beside the student and hold his/her hand. Together take a step forward and then a hop with the right foot. Next, take a step forward and hop with the left foot. Repeat in time with music. 150

B189 Students and teacher sit on the floor in a circle. Teacher and students chant 'My name is _____, and I can do this'. When the student moves either intentionally or accidentally, have the rest of the class imitate the movement. When student does not move, his/her position is matched by the other students. 151

B190 Stuff a shopping bag full of old clothes, hats, jewelry, etc. Have a student go out of the room and put on three things from the bag. Have the student come in and take a quick walk around the room and then leave again. The other students try to remember, and state or write down the items. 152

B192 Take students on nature walk. Each student has partner. Blindfold one partner. Partner who is not blindfolded will guide the blind person and have him try to identify objects. Person not blindfolded will record responses on paper. 153

B193 Tape a series of felt hands and circles to the floor. Have student put his hands on the first hand patterns and his knees on the first circle patterns. Tape may not be needed if the patterns are placed on carpet. 154

B194 Tape colored 3x5 in. index cards on the floor several inches apart. Instruct students to walk on these cards without touching the floor. Because of size of cards students will have to tip toe. 155

B195 Teach the jingle 'I write with my right' for students who are right- handed. 156

B196 Tell students to walk on line, heel-to-toe, without stepping off the line. Have students pretend the line is a bridge or walkway going over a raging river. 157

B197 Tell the student to move to a certain point in the room. The student then describes how he/she would get there by telling the number of steps he/she would take and direction in which he/she would go. After the description, the student walks through to check his/her numbers. 158 B198 Tell the students to jump and, while they are in the air, to turn toward a specified object in the room. For example: 'jump and turn toward the window'. 159

B199 Tell the students to point above, between, near, below and under objects in the room. This may be done later while students have their eyes blindfolded or closed. 160

B201 Use a bright object that will produce sound. Prompt the student's head to move toward the direction of the sound. Continue sound until eyes focus on object. Have the student do this daily until his/her head turns on its own and eyes focus on the object. 161

B202 Use a Cookie Monster stuffed animal to demonstrate positional concepts. Hold C.M. over the chair, under the chair, around the chair, through the back of the

chair. Give C.M. to the student, and instruct him/her to place the animal in specific positions. Then ask, 'Where is C.M.?' while holding him in different positions. Finally, let the student play teacher. 162

B203 Use a lunch-size paper bag. Put in 1/2 lb. of pasta shells, and several objects such as an eraser, wooden block, toy car, large button, etc. Have the students feel around inside the bag and find the objects. They can then identify them by name or sort them by a distinguishing characteristic. 163

B204 Use a manila folder, small envelopes, tape and pictures showing larger or smaller items. Tape envelopes inside of folder. Label envelopes 'large' or 'small'. Have students look at pictures and insert them into the correct envelope. Tape a large envelope to back of folder to store the pictures.

B205 Use an Etch A Sketch. Ask the student to make a simple shape to the left or to the right of the screen. 165

B206 Use attribute blocks to play a domino game. Give each player seven blocks. Select a block and have the first student try to match either the color, size or shape. If he/she cannot match the block, he/she draws from the bone yard until he/she can. The student who first uses up all his/her blocks wins. 166

B207 Use classroom objects (eraser and student desk) as basis for comparing. Ask, 'Is this as big as the desk?', etc. to group objects and pictures of objects. 167

B208 Use Frostig program and then use blocks, letters, or other objects to practice and reinforce positional relationships learned. 168

B209 Use interlocking two-piece puzzles for matching activities: color, shape, object, letter, numeral word. 169

B210 Use papers which have been divided into a 9-square grid. Distribute to students. Use parquetry blocks to form a pattern on an overhead projector. Have students reproduce the design in one of the squares on his/her paper. Turn off the projector for students to reproduce the pattern from memory. 170

B211 Use sandpaper and copy paper. Have students tell rough/smooth first by touch, later by sight. Brainstorm other objects which would fit in these categories. 171

B212 Use the tune, Jimmy Crack Corn. Substitute the words: 'Raise your right hand and I don't care, Raise your right hand and I don't care, Raise your right

hand and I don't care.' The Masters gone away. Have students do motions and substitute right and left and arm, leg, finger, ear, etc.

B213 Use two containers. Attach a swatch of fur or some other soft material to one container. Attach a block of wood or some other hard item to the other container. Have the students sort through a group of items, some soft, some hard, and put each item into the appropriate box. 173 B214 Use wet, dry paper towels. Have students tell wet/dry first by touch, later by sight. Brainstorm other objects which would fit in those categories. 174

B216 Wrap favorite food in plastic food wrap, so food is visible to student. Put a masking tape tab on edge which is to be unwrapped first. Have student unwrap it. Food is reinforcer for behavior.

B217 Write a paragraph in large print on the chalkboard. Use objects of interest to the students, such as stuffed animals, candy bars, and books to serve as guides or pointers. Start at left and use pointer to guide the students to read left to right. Do this with each line. 176

C03 Language Development: Suggested Activities

C1 Add on an absurdity when reading a story aloud. When a student protests, ask him/her to explain what you said that was silly. Have the student explain the absurdity in terms of its classification, i.e., 'Why doesn't shoe belong with pie and cake?' 2

C2 Allow students to listen to some rhymes and songs during small group time. Check for understanding by asking such questions as, 'What rhyme is about the little girl who lost her sheep?' Reinforce the correct answer by singing the song or reciting the rhyme together. 3

C3 Allow students to make costumes out of large grocery bags. Encourage them to pretend to be the characters or creatures they've created while inside their costumes. 4

C4 Alter familiar routine by adding something that is obviously out of place: e.g. toothbrush in crayon basket, give one student a fruit when others receive instruments during music, etc. Praise students who notice what does not belong. 5

C6 Appoint student interviewer. Have student complete an interview with a faculty member. Publish interview in school newsletter. 6

C7 Arrange for students to watch an imaginative television or movie special, such as the Wizard of Oz. Discuss what is imaginary about the program and why. 7

C8 Ask a simple factual question ('Who helps you when you are sick?'). If no response is given, provide 2 choices, the correct one and a ridiculous one ('A nurse or a bumble bee?'). As the student's correct responses improve, replace absurd choices with realistic choices. 8

C9 Ask a student to choose between three toys by pointing to or by saying the name of his/her choice. Praise the response. 9

C10 Ask a student to relate a prior experience or activity, maintaining logical sequence, while you write down each event on a 3x5-inch card. Mix up the cards, then call upon someone else to put them back in order. 10

C11 Ask a student, 'Who is this girl (or boy)?' Prompt the student to say his/her name. Gradually fade the prompt. 11

C12 Ask individual students what they like to do. Prompt use of 'I like to' plus a verb. Ask 'Do you like to' plus the verb. Prompt use of a complete sentence response. Have students ask the question of another student. 12

C13 Ask student 'Do you have color ...?' Those who do, get in line. The same procedure can be used for many other activities. 13

C14 Ask student to lay out a person from odd bits of Styrofoam, felt, or wood. Ask student to label major body parts. 14

C15 Ask student to use a stuffed animal to identify certain body parts of self and others. 15

C16 Ask students basic, relevant questions. Then switch roles, allowing the student to ask you the same types of questions, e.g., What is your name? What is your age? Where do you live? Continue with simple questions until they are mastered. Then expand to more difficult question forms. 16

C17 Assemble a small group of students. Give a simple direction to student A. Have student A complete the direction satisfactorily and give one to student B to follow. Continue through the group. As students become competent, have directions increase to 2 and 3 steps. 17

C18 Assemble students in a small group. Each student takes a turn relating an experience to the group. As he/she does so, write down his/her language in a speech balloon next to a drawing of that student. Read the monologue aloud together. 18

C19 Assign a student to be row (table, group) monitor. When roll is taken, that student must inform you of absent classmates. 19

C20 Assign each student the task of designing a bulletin board, the theme of which must be an obvious category, teacher or student generated. Vote for the best design, then construct it as a group. 20

C21 Assign phone 'contracts' to student e.g., 'Call retail store and price popular game.' 'Call operator and request phone number of local library.' Tape completion of contract (audiotape) for discussion. 21

C22 Assist each student in the creation of a stand-up replica of him/herself. To illustrate the many roles each one plays in his/her respective family (son, daughter,

brother, sister, niece, nephew, etc.), he/she stacks hats labeled as such on the figure. Real hats may also be labeled for students to wear. 22

C23 Assist students in the creation of family trees constructed of poster board. Relatives' names may be printed on leaves and hung on appropriate branches. Provide students with opportunities to explain their family relationships to others.

C24 Begin a popcorn making activity by showing students items to be used: popcorn, oil, measuring cup and spoon, popcorn popper, and salt. Review the items after the activity by asking students to point to pictures of them as you label them. 24

C25 Begin an adjective game with a simple statement, e.g., I have a ball. Each student takes a turn by adding an adjective, e.g., I have a big, yellow, spotted rubber ball. 25

C26 Call a student's name and look at the student. When eye contact is established smile and reward with verbal praise. 26

C27 Celebrate 'opposite day' by doing the opposite of what is expected. Say 'good-bye' in the morning, 'hello' when going home; walk backwards; put hands down rather than up in the air; do afternoon activities in the morning; etc. 27

C28 Chant the words in a series while clapping, slapping, snapping, or tapping. Develop a rhythm with the words and the action. Fade cues. 28

C29 Choose one student to be 'leader.' When assembling the class for dismissal (to move to another classroom, rest room, cafeteria). The leader calls the other students into line one at a time. Each day, choose a different student to take a turn at being leader. 29

C30 Clap your hands for each syllable said in the singular form. Have the student repeat. Do the same for the plural form which requires an extra syllable, and emphasize the extra clap. Repeat. Have the student repeat. 30

C31 Cluster a group of students together on the basis of some common characteristic--size, clothing, first letters of names, ages, interests, positions, etc. Ask the rest of the class to determine what the common factor is. Later, a student can do the grouping. 31

C32 Collect an assortment of familiar objects or pictures of same and place in box. Have student take one at a time to play the game 'see and say'. 32

C33 Collect cardboard cylinders for students to make into telescopes. Provide them with detailed descriptions of aspects of their environment. Instruct students to find described elements through their telescopes. 33

C35 Collect various noise making toys. Move a specific toy while making its target sound, e.g., 'choo-choo' for train. Give the toy to the student and encourage imitation of movement and sound. 34

C36 Conduct and record a classroom activity. Play back the tape, instructing the student to assess correct syntax patterns and those needing improvement. Continue to reinforce the importance of self-monitoring. 35

C37 Cover small boxes (half pint milk cartons e.g.) with paint, construction paper, or contact paper. Attach one picture of a familiar activity or story sequence to each box. Ask students to arrange pix in sequential order. 36

C38 Create a dress-up box of sashes, hats, badges, and such in varying colors. A team of three students selects and puts on three sashes, two of which are identical. The remaining members of the class must decide which two are the same and label them appropriately. Continue the activity with a new team and new items. 37

C39 Create a file of laminated pictures of faces which convey a variety of emotions. A team of students draws a picture from the file. One teammate must mimic its expression, while another teammate labels it. The opposing team may earn match points by stating appropriate synonyms. 38

C42 Cut comic strips into individual pictures. Have students reconstruct the comic strip. 39

C43 Cut out a comic strip from the newspaper. Read and discuss it with students. Cut up the strip into individual blocks; have students paste them back together in sequence while stressing what comes first, in the middle, and last. 40

C44 Cut out cartoon strips. Cut off ending block of each strip. Ask student to describe how cartoon strip may end. Encourage use of future tense verbs. 41

C45 Cut out catalog pictures of boys', girls', women's and men's clothing, accessories, and jewelry. Put the pictures into a box for students to sort according to gender. 42

C46 Cut out newspaper pictures of a current event and place them on the bulletin board. Leave space under the pictures for students to fill in known details about the event. Review the details as a group. 43

C50 Demonstrate marble painting while students watch, then allow each student to take a turn doing the same thing, i.e., place paper in box lid; dip marble in paint, place marble on paper; tilt lid back and forth, making a design. 44

C51 Demonstrate working with a form puzzle, then hand the pieces to the student. After he/she is successful in completing the puzzle, repeat your actions, but hide one piece so that the student must look or ask for it. 45

C52 Design a game of 'Twenty Questions' for students to play using left or right directions. Ex: 'I'm thinking of something on the right side of the room. It's to the left of the pencil sharpener.' 46

C53 Designate a portion of the play area to be an elevator. Post a chart of make believe buttons and numerals representing floors adjacent to the elevator. Students enter the elevator, press a button, and step out onto the desired floor, where the activity continues. 47

C55 Direct a student to draw a self-portrait. Ask the student, 'What did you draw?' As he/she labels body parts, print their names on the portrait. Then read the names together. 48

C57 Direct a student to read an article in the newspaper, and to formulate a relevant question. If no one can answer the question, the student will provide the answer. Points are given for stumping the class. Answers must be in the newspaper article. 49

C58 Direct students to role play the task of giving directions connected to seasons, holidays, or commemorative weeks, i.e., tell firemen how to get to the fire during fire Safety Week; tell Santa how to find their houses at Christmas time. 50

C61 Discuss how flowers grow. Encourage students to pretend to be seeds that are planted and just beginning to germinate. Students start out in hunched positions on the floor, rise slowly, and raise their arms up and out, encircling their heads. 51

C62 Display a neighborhood scene on the bulletin board, including such items as a house, car, tree, etc. Place a target item within the neighborhood, such as a cat.

Have students state the cat's position in relation to neighborhood objects (the cat is in the tree, by the car, etc.). 52

C64 Display sample dictionary entries of words with more than one meaning. Give each student a sentence to read. Each must tell which meaning applies to his/her sentence. 53

C65 Distribute comic strips to the class. Students must identify and underline all contractions, rewrite the comic strips using the missing words instead of the contractions, and read the strips aloud to show vocal inflections. 54

C66 Distribute local newspaper headlines pasted on construction paper. Read prepared news narratives. Ask student to identify headline for each narrative prompt discussion 55

C69 Divide the day into parts: before school, morning, afternoon, after school. Early in the morning, ask multiple choice 'when' questions--'When do we go to art, this morning or this afternoon?' List the day's activities on the board, heading the lists 'morning' and 'afternoon.' 56

C72 Draw a picture of a cart. Print a noun beginning with a vowel after it. Give the student a card with 'an' printed on it. Say 'vowel at the start, an on the cart.' Tell the student to place the card on the cart and read the phrase. 57

C74 Encourage students to create imaginary creatures with clay. Discuss their creatures as a group. Then have them pretend to be their creatures while playing with one another. 58

C77 Explain the basic rules for correct noun-verb agreement, giving examples. Have students make up sentences and record them to see if they can hear the difference between correct and incorrect production. 59

C79 Explain the use of past tense forms to students. Give examples indicating 'What happened?' Emphasize the final sounds of verbs which serve as indicators for past tense. Have the students make up sentences of their own describing pictures in past tense forms. 60

C80 Fasten a personal fact sheet to each student's desk. These sheets can be in a variety of shapes: houses, mailboxes, etc. Data might include name, address, phone number, birthday, and age. Periodically drill the class until all facts have been acquired. 61

C83 Fill bag/box with diverse objects. Students in circle. First student selects item and begins story with sentence about object. Continue around circle. Regardless of object selected, each sentence must refer to object as well as continue story line. 62

C87 Give a student the answer to a question, instructing him/her to ask you an appropriate question for that answer. 63

C88 Give each student 2 index cards, one with a period and one with a question mark. Read sentences to the class. Tell Students to hold up the correct punctuation mark for each sentence that is read. 64

C89 Give each student a card with his/her full name on it and keep one for yourself. First ask each student his/her full name, prompting 'Andy who?' or supplying the surname while pointing to the student's name card. Have him/her repeat, 'I am (full name).' Then ask, 'Who are you? Say the whole thing.' 65

C91 Give each student a comic strip with the last frame omitted. Students must tell, write, or draw what will happen next. For self-evaluation allow students to compare their endings with one another's as well as with the official one. 66

C95 Give each student two cards, one bearing a large R (for real) and one bearing a large M (for make believe). Have students listen while you read a paragraph, then hold up the R cards if the story they're heard could really happen, or the M cards if the story could not. Encourage them to explain what makes each event make believe. 67

C96 Give half the pieces of a puzzle or game to a pair of students. Tell them that they may play only the game or puzzle they have and that they'll have to seek and cooperate with other pairs of students in order to acquire missing components. 68

C97 Give rules for singular and plural possessives to students. Ask them to rewrite the rules in their notebooks. Examples are given. Then students give examples and put them into sentences. 69

C99 Give several objects to students to describe using adjectives. Students must them supply several more descriptive synonyms for the adjectives that they list. 70

C02 Give students an incomplete text selection with instructions for completing it by predicting concluding events and characters' reactions to them. Provide opportunity for students to share their ideas and rationales with one another. 71

C03 Give the student a pencil, a pen, a crayon, and a marking pen. Tell him/ her to do something on paper with each object. Ask him/her to describe or categorize what was done with all of them (They were all used for writing, drawing, etc.). 72

C04 Give the student a verb such as laugh, sit, or crawl. Instruct him/her to act it out for the class to guess. Give the next turn to the student who guesses correctly. 73

C06 Group students in pairs sitting across from each other. Have one student complete a simple task. Prompt the partner to point to the student and say, 'He is done.' or 'She is done.' 74

C07 Have a bulletin board in class devoted to current events. Encourage students to bring in articles to post. Take 10 or 15 minutes each day to discuss current events. 75

C08 Have a parade. Take turns letting each student be first, last, and in the middle. Emphasize their positions as they switch places. 76 C09 Have a sharing period in class where each student shares something special with classmates. 77

C10 Have a student hide an object. Ask him/her to give clues to another student or to you until the object is found. 78

C12 Have a student phone a classmate to relay a homework assignment in a sequence provided by you. 79 C13 Have a student place a secret object in a paper bag. He/she must define, describe, or tell what it does until you guess the object. 80

C14 Have a student repeat simple directions using teacher cues if needed. Instruct the student to relay the directions to another student. Use such prompts as, 'Tell how you did this.' 81

C18 Have magazine ads available for the students. Ask them to choose three of the ads. Have students decide if they contain facts, opinions, or both. 82

C20 Have several students stand in various locations within the classrooms. Give each of them a noisemaker. Blindfold a student and have him/her in the center of the room. Point to one of the students to activate his/her noisemaker. Have the blindfolded student identify the location of the sound. 83

C22 Have student construct a two column cause/effect data table understanding the causes about water pollution. 84 x

C24 Have student create interrogative reversal questions from the topic sentences during the formation of an outline of reading material. 85

C25 Have student cut out newspaper cartoon strips. Cut each strip into blocks, mix up the blocks, and place them into an envelope. Ask student to choose envelope and sequence the strip. Discuss sequencing and outcome clues. 86

C26 Have student demonstrate he/she understands social words by successfully resolving peer confrontations utilizing Glasser's Reality Therapy Techniques. 87

C27 Have student draw self on construction paper. Prompt student to draw target body parts. Cut completed drawing into puzzle. Ask student to complete puzzle and verbally label added parts. 88

C30 Have student follow simple instructions read to him/her to complete such food recipes as making fruit salad or no cook Jell-O pudding. 89

C32 Have student help devise a 'never-ending story'. Start a story line. Alternately add to the story using a new conjunction for each story line addition. 90

C33 Have student identify size differences by listing and ranking observed data in a range from smallest to largest. 91 x

C36 Have student match cut out shapes to shapes of real objects in classroom. Match circle to circle shaped masking tape ring, rectangle to rectangular shaped work table, and so forth. 92

C37 Have student play 'mother's helper' by washing body parts of a body doll upon command. 93

C39 Have student role play and order meals from real restaurant menus or place mats. Playing will enable you (the instructor) to model or rephrase correct target grammar in dialogue. 94

C41 Have student tape calendar to desk. Assist in labeling holidays, writing assignment due dates, and marking off past days. For drill, call out holiday and have student identify month and season, e.g., Thanksgiving -- fall -- November. 95

C44 Have students act out a favorite play using puppets. Encourage students to rewrite the play to increase their motivation to act it out. 96

C45 Have students act out or role-play situations angrily, happily, hurriedly, etc. Elicit verbal descriptions of actions from students observing role plays. 97

C46 Have students conduct a television interview. Questions will be asked about an activity done in the classroom that students are familiar with. 98

C48 Have students hold edges of play parachute. Ask students to follow such positional commands as 'Go under the chute.' 'Stand in the middle of the chute.' 99

C51 Have students recite various stories to you. Make them into a booklet of language experience stories and use them for reading class. 100

C52 Have students role-play an imaginary time and place, such as New York City in the year 3000. Set up the activity by discussing how things might be. 101

C54 Have students use a calendar with large blocks to mark in coming tests and homework. They can see at a glance coming assignments and plan and organize accordingly. 102

C56 Have students who have creative ability think of a simple art project. Have these students take turns coming to the front of the class. Have them talk the rest of the class through the project by giving directions for their original ideas. 103

C58 Help student identify and cut out large shapes of different colors using -- a red triangle, a blue circle, etc. Position shapes around floor of room. Direct student to run to shape/color when shape or color name is called out. 104

C59 Help students to conjugate verbs in the affirmative, negative, and interrogative on a worksheet. Have them then read their written work. Present them with various subject pronouns and ask for the correct verb form. Prompt as needed. 105

C60 Help students to prepare a fashion show. Each student models his/her favorite outfit while another student describes it to the class. Beforehand, discuss various descriptions that could be used. Each student has one opportunity to model and one to describe. 106

C62 Hide a tape recorder playing taped environmental or speech sounds and encourage students to search for the source. 107

C63 Hide an object in the room. Tell a student where to stand to be able to find it. After he/she finds the object, ask him/her to describe where he/she had to stand to find it. 108

C65 Hide toy person in toy house and ask student to verbally identify where person is hidden. Encourage use of 'place' words. 109

C66 Hold up an object and ask students to tell you what it is. Provide a verbal cue by saying the first part of the word. Gradually fade the cue. 110

C67 Imitate any sound that the student makes. Praise the student when he/she produces the sound after you. 111

C68 Include a 'Dear Gabby' column in a student paper/newsletter. Have student develop answers to problem letters. 112

C71 Instruct a student to draw two cards from a word card pile. He/she must read the words printed on the cards, determine their relationship to one another--synonyms, antonyms, or homonyms--and hang them on appropriate hooks labeled synonyms, antonyms, and homonyms. 113

C72 Instruct a student to name as many items belonging in a selected category as he/she can in a given time period (3 minutes). Repeat the activity sometime later, shortening the time frame and encouraging the student to match his/her previous record. Play 'Facts in Five.' 114

C73 Instruct students to climb into large boxes cut and designed as 'Jacks in the Box.' Students crouch and jump into the air in response to teacher commands: 'Jack in the box,' 'Jack out of the box.' 115

C74 Instruct students to create posters or collages about themselves, including things that they like, hate, do in school and at home. Give each one the opportunity to share his/her finished product with the class. 116

C75 Instruct students to listen to both live and taped voice recordings of conversations, sentences, reading passages, etc. As they listen, require them to point out incorrect patterns, to identify reasons for errors, and to correct errors. 117

C76 Instruct students to move in relation to a yardstick: stand in front of or behind it, walk around it, jump over it, crawl under it. 118

C79 Introduce consonant + vowel +/t/+/s/ combinations. Place three blank cards in front of the students. Produce the consonant + the vowel + the /t/ while pointing to each card. Add a fourth card and produce /s/. Ask the students to repeat. 119

C81 Keep an on going collection of poems and rhymes on assorted topics. Grab bag style, encourage each student to choose one to learn each month. Set aside a special time when they may share their poems with one another. 120

C83 Label and display materials to be used in an art activity, i.e., paint brushes, watercolors, paper, pencils. Review materials before and after the activity by asking students to point to specific items. 121

C85 Laminate small cardboard shirts, pants, skirts, etc. in various colors, and label them with color names. Using clothespins, hang several pieces on a portable clothesline to 'dry.' Then have students match coordinating outfit pieces by pinning them together on the line. 122

C86 Lead students through 'Alien Arrival' in which they must explain to an outer space visitor (puppet, teacher, etc.) here he is and what is going on in this land he's visiting. Key concepts might include local, national, and seasonal events. 123

C87 Let students scatter color words on 18x24-inch manila paper. Provide old magazines, papers, workbooks, etc. Ask students to find, cut out and paste pictures of that color on the paper. 124

C88 Let students use nonsense as well as meaningful words in rhyming games. They can rhyme their names, things in room, or anything that comes to mind. 125 C89 Line students up to make a tunnel with their legs. The last person in line crawls through the tunnel to the head of the line. Students then label their positions in line: I'm first,' 'I'm second,' 'I'm third,' etc. Continue until all have had turns. 126

C90 List all singular and plural subject pronouns on one side of an index card. Ask the student to repeat after the conjugation of one verb in the affirmative, negative and interrogative. Use all the pronouns. Print the successfully completed verbs on the reverse side and star them. 127

C92 Look in a mirror with a student. Point to the student and say his/her name. Encourage him/her to imitate you. 128

C94 Make a large box into the 'Language Box.' Direct students to manipulate themselves, various objects, and the box to demonstrate understanding of spatial concepts/prepositional phrases. 129

C95 Make a large box the 'language box.' Place students or objects around the box. Using spatial concepts/prepositional phrases, each student must describe his/her location in relation to the box and objects. 130

C96 Make a list of objects in the room. Tell a student to describe where each is located, using three different prepositions--in the corner, on the table, under the book. 131

C99 Make an obstacle course for students to follow according to your oral directions, using space and time concepts. For example, 'Go over the third chair.' 132

C202 Make up 'What would you do if' stories. Present these to your class and have discussions about them. 133

C205 Mispronounce a word in a sentence by changing the initial consonant blend, such as 'I build with tricks.' The student must identify and correct the error. Continue with similar sentences. 134

C208 Physically prompt the student to turn toward such auditory stimuli as rattles, bells, and other noisemakers. Gradually eliminate the physical prompt, and reinforce correct behavior. 135

C210 Place a box of toy items in the center of the table. Take up one item and say, 'I want _____.' Encourage the student to take another item and say, 'I want ____.' Prompt with 'Your turn' or 'What do you want?' Continue with prompts or models until the student understands the sequence. 136

C213 Place a student in a specific area of the room. Ask him/her to describe where he/she is located. Continue to place him/her in varying locations. 137

C214 Place a student's picture at the center of a flower. Have him/her label an inner row of petals with his/her relationships to others: son, brother, cousin. Label an outer row with others 'relationships to him: mother, sister, cousin. Attach additional pictures if available. Finish by having students describe their work to one another in pairs. 138

C215 Place an object in a bag wrapped with a bow. Tell students there is a surprise in the bag and allow each to ask five questions to determine what it is. Give clues. Give each student one turn to state in a short sentence what he/she thinks is in the bag before opening it. 139

C217 Place high-preference item(s) (toys, snacks, etc.) out of reach but within student's visual field. Reinforce gestures or sounds used to request the item(s). 140

C218 Place laminated picture cards of common objects in a circle on the floor, one per student. Play music and have students walk around the circle, stepping on the cards. When the music stops, each student must name the object on which he/she is standing. 141

C220 Place student in front of a full length mirror. The student is asked to point to different body parts in the mirror; points to body part on self while teacher says name of part. 142

C223 Place three familiar items (include one food item) on the table across from the student but out of reach. Ask 'Which one do you want?' The student must respond with 'Want (_____).' Model correct response if necessary. Give the item to the student as reinforcement. 143

C224 Place three familiar items on the table in front of the student but out of reach. Include one food item. Ask, 'Which one do you want?' The student must name one item. Reinforce the student by giving him/her the item. 144

C225 Place three familiar items on the table in front of the student but out of reach. Include one food item. Ask, 'Which one do you want?' The student must respond with 'I want _____.' Model response if necessary. Giving student the item as reinforcement. 145

C227 Play '20 Questions.' Think of an object. Students may ask up to 20 questions to determine what the object is. 146

C228 Play 'How did you do that?' Instruct a student to make a simple action statement, e.g., Daddy drove to town. The class must chant, 'How did Daddy drive to town?' The student might answer, 'Daddy drove (carefully).' Continue until each student has a turn, and encourage creative responses. Students may enjoy acting out their answers. 147

C229 Play 'I Spy' in which an object is described, one attribute at a time, by the teacher or a student. Allow each student to guess what the object is after each description. A higher minimum ('Tell me three things about it') can be used as the game progresses. 148

C231 Play 'match game' with students. Begin by choosing a student contestant. Ask all students to write responses to open ended sentences on index cards. Contestant scores points for matching other students. Switch contestants. 149

C232 Play 'Mother May I?' using spatial concepts. Example: ' You may take three tiny steps backwards.' 150

C233 Play 'Simon Says' using body part commands, i.e., 'Put your hand on your hip,' and demonstrate while talking. Allow students to take turns being Simon after leading a few rounds. 151

C234 Play 'Simon Says' with a student as 'Simon.' The student must give commands using spatial concepts, left and right concepts, and prepositional phrases showing location. 152

C235 Play 'Treasure Hunt' using clues which give specific left/right directions around the school: turn left at Mrs. Smith's room, turn right at the office. Hide a prize for students to find at the end of the hunt. 153

C236 Play 'Which one?' Use a store set up with assorted objects on the shelf. As student/customer points out object, i.e., dog, ask 'Which dog?' Student must clarify with accurate article and/or adjective. 154

C238 Play a recorded message for students, accompanied by instructions to reformulate the message in their own words. Record their individual messages onto the tape. As a group compare them to one another, as well as to the original. 155

C239 Play pin the tail on the donkey with a twist. Give blindfolded child verbal directions as to location and position. 156

C240 Play same-or-different game with unusual or silly objects. 'A boy is like a frog because they both like the water; people eat frog legs but frogs don't eat people legs.' 'I am like a marshmallow because we are both sweet; I have a nose but a marshmallow doesn't.' 157

C241 Play store. The student who works in the store must carry out 3-part commands utilizing prepositions. 158

C242 Play the game, 'What would you do if this happened to you?' 159

C243 Point to a student while saying the students name followed by 'is'. Shake your head and say 'not'. Name an action while modeling the action. Prompt another student to repeat your verbalizations and actions. Gradually fade cues. 160

C245 Point to oneself and say, 'I am done' when a task is completed. Require the student to do the same consistently. Prompt when necessary. 161

C247 Prepare 4-inch paper circles as baseballs. On these print endings such as 'an' or 'at'. Cut a window in the side of the ball. Cut a strip of paper in the shape of a bat and print several consonants on the bat. The bat is pulled through the window; words are read. 162

C248 Prepare a large tree with a variety of fall colored leaves. Put hooks on the tree, enough for each student in the class. When the student recognizes his/her first name, he/she places it on a hook on the tree. 163

C249 Prepare a list of statements concerning a specific concept. Have students rewrite the statements, placing them in sequential order 164

C250 Prepare descriptive paragraphs that illustrate idioms. Put idiomatic expressions on slips of paper. Read a paragraph. Have student identify idiom slip that matches descriptive paragraph, e.g., 'the clouds let loose with a heavy burst' matches 'raining cats and dogs'. 165

C251 Prepare for each student a 4x6 inch card with a question mark printed on one side and a period on the other. Students must listen as you read a sentence, then hold up the punctuation mark they feel would end the sentence correctly. Hold up your card, allowing students to check their answers against yours. 166

C252 Prepare name tag in design of complete train including engine, car, and caboose. Each session have child identify full name to fill in tag. Stress 'whole' train/name identification. 167

C255 Prepare worksheets with the numbers 1-10 down the left side of the sheet. Put four circles after each number. Distribute worksheets. Read off four words--three of which rhyme. The students are to put an x in the circle which represents the word which does not rhyme (first, second, third, fourth).

C258 Present a student with several tools. Ask him/her to do a task requiring the use of one of the tools. Ask him/her to choose the correct tool to use. 169

C260 Present four pictures at a time (of single objects). Name each one, and have a student point to it. Then mix up the order, and repeat the activity until mastery is achieved. 170

C261 Present pictures in pairs, i.e., 'one shoe,' 'two shoes.' Discuss labeled pictures and emphasize final /s/ sound, underlining it on each picture. Display problem

words around the room, and write them on poster board cards for students to use as cues. 171

C263 Present students with a starter phrase, and help them to turn it into a poem. Brainstorm a list of good starter phrases together for future use.

C264 Present students with nonsense sentences such as: I will dig with the Pencil. Have student replace either the subject or the object to make the sentence make sense. 173

C267 Print several possessive forms of nouns and pronouns on 3x5 cards for each student. The students spread them out on their desks. They read a sentence with a possessive form of a noun or pronoun missing. The students listen carefully and hold up the missing word. 174

C268 Produce a sound in conjunction with an activity. Prompt the student to engage in that activity and encourage the student to imitate the sound associated with it. 175

C269 Produce a weekly class newspaper. Ask students to volunteer information about events that have occurred in class during the week. Display pictures and sentences on the board and duplicate them to take home. 176

C271 Provide half the members of the class with diagrams not shown to the remaining members. Each student with a copy of the diagram must orally instruct one without a diagram to draw the design. Compare results, then have students switch roles. 177

C272 Provide the student with 'Proofreader's Battlegear' -- a pretend magnifying glass to find the errors in a given paragraph or short story, and a giant crayon to circle them or to note errors using proofreader's marks. 178

C273 Provide the student with two-word combinations while engaged in an activity. Ask questions; prompt the combination that is appropriate. Praise correct responses. 179

C275 Put students in pairs. Instruct them to 'clap' various body parts together, such as elbow to elbow, knee to knee, back to back, etc. 180

C278 Read a book to the student. Point to each picture as you say its name. Ask what it is. Prompt the correct response. Provide praise. Ask again. Praise spontaneous appropriate responses. 181 C279 Read a passage to the students that

states a problem. Ask the students how they would solve the problem. Encourage them to work together to generate ideas. 182

C280 Read a set of sequential directions to the student. Instruct him/her to listen to the sequence, then illustrate understanding by placing pictorial representations of described events in the correct order, and/or by actively demonstrating the sequence. 183

C283 Read sentences in which nonsense words have been substituted for appropriate adjectives. Students must identify the nonsense words and replace them with adjectives which make sense. 184

C285 Read sentences to the class which have incorrect prepositions, as in 'The flowers are under the garden.' The students must identify the wrong word in each sentence and correct it. 185

C286 Read sentences to the class with nonsense words substituted for appropriate adjectives. Students identify the nonsense words and replace them with adjectives which make sense. 186

C287 Read to the class a short description about a student in the class-- appearance, age, address, and so forth. The student about whom the description is read must raise his/her hand. Continue with other descriptions. 187

C288 Recite days and months with student while pointing to chart. Then student says day and date and locates on calendar as teacher writes it on board. Use this as part of opening exercises, eliminating recitation as student becomes proficient. 188

C289 Relate a hypothetical problem situation paralleling real life. Help students to predict possible outcomes, then weigh all suggestions for merit as a group. 189

C290 Roll a ball to the student, with instructions to roll it back. Say, 'What do you want me to do with the ball?' Prompt 'Roll.' Gradually eliminate the prompt. 190

C291 Rub a stuffed animal against the student's face and hands. Praise him/her for reaching for it. 191

C292 Say a silly sentence, one containing an absurdity. Ask a student to identify, explain, and correct it. Continue with additional examples. See if students are able to create their own silly sentences for one another. 192

C294 Seat students in a circle. Begin with sentence, then toss a soft sponge ball to a student, who must then complete the sentence. This student then begins a sentence and tosses the ball to another. 193

C295 Seat students in a circle. Hold up a common object. Toss a sponge ball to one student, who must give a descriptive sentence about the object and toss the sponge ball to another student, who must tell something else about the object. Play continues in this manner. 194

C296 Select a special time when the student is permitted to select an activity. Ask the student what activity will be done. Prompt the use of 'I want to' plus the verb. 195

C297 Select categories to be reviewed. Use pictures or words to label containers for categories. Describe a food, animal, or other item on small cards. Use items from the categories. Do not name the item but provide enough information so the students can make the identification. Have student place the description into the correct container. 196

C301 Select simple experiments in which the size, shape, weight, color, etc. of a material changes quickly. Example: chocolate powder to stir into milk, a pin to pop a balloon, an orange to lower into full bowl of water. Show and talk about component materials. Just before action, ask students to predict outcome. 197

C302 Select student(s) to be detectives and leave room. One remaining student is chosen to hum, but all cover mouths and feign humming. Detectives return to room to locate true hummer. 198

C305 Set up a time for students to take turns teaching one another how to make simple crafts. In this way students will gain practice in giving and following directions. Allow listeners to help determine one another's strengths. 199

C306 Set up an imaginary situation such as 'If I could fly....' Students discuss what they would do in this situation, or act out their ideas. 200

C307 Set up an obstacle course using objects as barriers. Let students give you directions using spatial and left-right concepts to walk you through the course. 201

C309 Set up small obstacle course on table. Use toy car to maneuver from established 'start' line to 'finish' line. Have student give directions and time the race. 202

C310 Set up the room for a treasure hunt in which students search for a variety of objects. Once the objects are found instruct students to organize them into categories and to be able to explain their individualized systems. 203

C311 Show a student a basket of plastic fruit. Instruct him/her to find an apple and place it in a second basket. Continue until the first basket is empty, then reverse roles. 204

C313 Show film/video, stopping approximately every 5 minutes at a key point in the action or story line. Generate a class list of predictions then restart the film to see which if any of the predictions came true. 205

C317 Sing the song 'Row, Row, Row Your Boat' with your students, adding movements as you sing. Pretend to row out to the center of a lake, cast fishing lines, catch fish, then row quickly back to land as a storm approaches. 206

C318 Sit with a student at a table on which you've displayed several small plastic animals and a little box. Move the animals and ask such questions as, 'Is the horse in the box or out of the box?' 'Is the pig or the horse in the box?' Student must answer in a complete sentence. Trade places, so that the student may play teacher. 207

C319 Staple booklet for each student with one of each rainbow-colored construction paper. Make multiple mail order catalogs available to students. Assign students to locate as many color synonym words and print on appropriate colored page. e.g.: red-cranberry. 208

C321 Tape a picture on a student's back. The student must ask questions until he/she guesses what it is. 209

C323 Tape two big pictures of common objects on the wall. Have a student try to hit one picture with a ball. If he/she succeeds, he/she must name the picture and tell two or more things about it (shape, color, etc.), using complete sentences. 210

C327 Teach the student to respond correctly when asked to give his/her first, middle, and last names. Point to pictures of his/her friends and ask for their first, middle, and last names. 211

C328 Tell a riddle based on a multiple-meaning word. The student must verify his/her understanding of the multiple meaning by explaining the humor of the riddle. 212

C329 Tell a story or joke to a student's puppet. Instruct the puppet to retell the message to the class or to another puppet. This is a good way to overcome shyness and build self confidence. 213

C332 Tell a student to go to a certain point in the room and bring a particular object back to you or to another student. 214

C333 Tell a student to point to pictures that depict the parts of a story as you tell it. Then ask him/her to retell the story, again pointing to the correct pictures. 215

C334 Tell a student where an object is located. Ask questions pertaining to the object's location and requiring 'no' responses. Then ask for an exact description of where the object is located. 216

C335 Tell the student to describe an object. Remind him/her that if he/she can remember to tell where the object is located, he/she will receive one point. Ten points will earn a sticker. 217

C336 To demonstrate the need for adjectives, set up a bare branch tree with a basic sentence... The dog bit the man. Encourage students to add leaves containing adjectives to the branch -- guard to dog and mean to man; wild to dog and old to man. Discuss how meanings change. 218

C339 Train students to identify objects by shape, color, function, etc. After a substantial repertoire is built, play a form of guessing game in which one student describes aspects of an object while others guess its name. 219

C340 Transcribe communication errors heard in classroom discussion and conversation throughout the day onto an overhead transparency. Correct the transparency together with students. Avoid the tendency to name the guilty parties. 220

C341 Unwind 'magic string' around the room, going under desks, over chairs, around wastebaskets, etc. Students must follow the string, verbalizing the prepositional phrase to describe each action. Use numerous strings, or one for each student. 221

C342 Use a Cookie Monster stuffed animal to demonstrate positional concepts. Hold C.M. over the chair, under the chair, around the chair, through the back of the chair. Give C.M. to the student, and instruct him/her to place the animal in specific positions. Then ask, 'Where is C.M.?' while holding him in different positions. Finally, let the student play teacher. 222

C346 Use an unfamiliar word several times during the day 223

C347 Use cards which show action pictures to explain the concept of present tense. Elicit answers to the questions, 'What is happening?' and 'What happens?' Stress the importance of the use of 'is' as a helping verb for singular subjects and 'are' as a helping verb for plural subjects. 224

C348 Use cards, pictures, objects, or actual real-life demonstrations to emphasize use of auxiliary verbs. Auxiliary 'is' goes with singular noun subjects, 'are' with plurals, etc. Give examples, ask questions, converse. Encourage students to listen to themselves and to correct any obvious errors, with or without cues. 225

C349 Use class participation to develop a list of attention-seeking behaviors, both positive (good grades, repair something, current event, etc.) and negative (stealing, disrupting class, name calling, etc.). Talk about why people, adults and children, do these things. 226

C352 Use known objects to begin increasing utterance length. Point out some obvious trait of each object in very simple terms, e.g., blue ball, big boy, small chair, etc. Don't confuse students with too much stimulation. Keep utterance simple, and keep reviewing. 227

C353 Use pictures as stimuli. Ask a student to make up a meaningful sequence for each picture. Ask such questions as, 'What is happening?' and specify a verb, i.e., 'run.' (Answer: The boy is running.) 228

C354 Use plastic play tunnel to demonstrate such prepositional/positional phrases as through the tunnel, beside the tunnel. Help students to follow commands which include these phrases. 229

C355 Use printed copies of local and national candidates' speeches for discussion and illustration of fact and opinion. 230

C356 Use puzzle pieces to set up a matching activity with analogies. Have students match the pieces.. The student reads the completed analogy aloud and tells what the analogy compares. Ex: 'A fish swims and a bird flies' tells how they move. 231

C357 Use the tune of Hokey Pokey to make up original song with different body parts. Have students participate by pointing to the specified body part as it is sung. 232

C358 With a targeted person out of a student's view, ask the student, 'Where's ____?' Encourage him/her to search for the person named, with physical prompting and by repeating the target name. 233

C359 Write declarative sentences on the board. Have each student take a turn circling with colored chalk a verb which must be moved to invert a statement into a question, then reciting what the question will be. 234

D04 Social Skills:
Suggested Activities

D2 After any given activity or class ask the students to repeat one thing they heard someone else say. Try to have them repeat what other students, just the teacher, said. (Example: 'I heard Bill say..') 1

D3 Allow students to earn coupons for good behavior and give them a sticker for every 10 coupons earned. For every 3 stickers give them a prize on Friday. Include small items, computer time, and special privileges as prizes.

D4 Allow the students to make a choice every day about one or two things (i.e., pen or pencil, inside or outside, etc.). At times, discuss the reasons behind the choice. If student cannot choose within a given limit, choose one for he/she. 3

D6 Arrange students in groups of 3 with each group consisting of a high, average and low achiever (tri-pod grouping). Have these groups perform various activities cooperatively. Have students periodically rotate in groups. 4

D7 Ask simple opinionated questions of the class: How many like pizza? Who would rather play baseball than read a book? Make note of similarities and differences. Discuss responses. 5

D10 Ask students basic, relevant questions. Then switch roles, allowing the student to ask you the same types of questions, e.g., What is your name? What is your age? Where do you live? Continue with simple questions until they are mastered. Then expand to more difficult question forms. 6

D11 Ask students to present all rules they can think of (school, home, community) and list them on board. Discuss why these rules were established and what occurs when they are broken. 7

D12 Ask students to think of other ways to say 'good.' Example: nice work, way to go, wonderful, all right, terrific. Use these phrases as often as possible with the student and encourage students to use these as often as possible with each other. 8

D13 Ask the students to name family members. Have them express the relationship by asking questions. 'Is that uncle you mother's or father's brother?' Have students draw pictures of their family members. Help students identify and label the relationship. Students could make a family tree.

D15 Assign a make-believe handicap to each student. Have student cope with the handicap for a specified amount of time. 10

D16 Assign certain words, cues, situations from a filmstrip or video to each student. Have student respond orally to assigned cues in audio-visual presentations. 11

D17 Assign jobs that last for two weeks. After the initial job training by you, have the students train and supervise each other as jobs are reassigned. 12

D21 Call students for line-up, dismissal, morning attendance, etc. by relationship to family member. Examples: Marissa's sister may get her coat. Is John Smith's nephew in class today? 13

D22 Clean and properly store all tools and equipment after each use. Involve the students in this work. Prepare drawings to illustrate correct procedures in caring for tools and equipment. Label drawers and storage areas as to the contents. 14

D23 Consistently reward good outlets of anger. 15

D24 Construct a Styrofoam cake with each student. Have the student put the same number of candles as his/her age on the cake. Use as visual prompt when asking student's age. 16

D25 Copy many certificates simply titled 'Thanks, I needed that.' Have spaces for 'to:' and 'from:' and blank spaces for students to write what was done for them and how they felt. Students and teachers give certificates to each other when something special is done. 17

D26 Create a set of simple questions on 3x5 cards (e.g. What is your favorite food?). Have one student identify another in the group through eye contact only; ask a question and get the response while maintaining eye contact. If wrong student responds or if eye contact is lost, that student becomes the new questioner. 18

D28 Cut 5x1.5-in. slips of paper. Divide the slips into the number of class periods for each student. After each period, give each student 2 checks for good behavior and completed work. Have students accumulate 'checks' for prizes or free time. 19

D29 Cut out 3x5.5 in. Easter eggs with 2x2 in. ovals in the middle. Make an egg for each student and place each student's picture on the back of an egg. Cut out a 17x24 in. Easter basket and put it on a bulletin board with the heading 'Good Workers.' Have students put their eggs in the basket as they attain objectives. 20

D31 Demo hitting a balloon with different body parts hand, nose, elbow, knee, and keeping balloon in air. Give inflated balloon to each student. Ask students to keep balloons in air by hitting with body parts as you name them. 21

D32 Describe an event that involved the entire class. Include 2 or 3 facts and 2 or 3 fantasy elements. Have students identify the nonfactual events and retell the story to include only the facts. 22

D33 Designate a 'Prize Day' and challenge students to follow classroom behavior rules all day. Remind them during the day, if necessary, about the reward (a small toy or other tangible object and a happy gram) to be given at the end of the day. 23

D34 Develop (with student input) a list of feelings on the board. Ask students to express/demonstrate one emotion without saying a word. Have the remainder of the class guess what emotion is being expressed. 24

D35 Develop a list of affective-oriented topics, Example: describe the world of a person 80 years old, I'm happiest when. . ., tell how it would feel to be retarded, all about friends. Have students write themes and discuss them. 25

D36 Develop student guidelines for selecting a class project and discuss these with students. Have students apply guidelines to brainstorm ideas, to a discussion of the pros and cons of each and then to the selection of one idea.

D37 Develop value or decision-related short stories. Only present part of a story and ask students to complete the story as they would respond in that particular situation. 27

D38 Direct student's attention to his/her photograph by stating his/her name and pointing to the picture. Discuss the activity in the picture and ask the student, 'Who is in the picture?' and 'Who is doing this or that in this picture?' etc. 28

D39 Discuss a fictional situation as a class. Have students describe how they would feel and react in that particular situation. 29

D40 Discuss and demonstrate appropriate greetings and responses. Have student sit in a circle for a group activity in the morning. Say 'good morning' to a student. Prompt the student to respond appropriately and maintain eye contact. Then, prompt the student to greet another student and so on. 30

D41 Discuss appropriate ways of expressing feelings. Encourage students to think about their feelings and to discuss them with people they trust. Discourage expressions that might hurt others unnecessarily. 31

D42 Discuss behaviors that have both good and bad consequences (stealing, cheating, getting an A on a test). What are the consequences? How could it have been avoided or promoted? Why do we have consequences? Discuss learned internal consequences (conscience). Discuss the students consequences at home and at school. 32

D44 Discuss field trips with the class. List suggestions on the board. Then, have the class vote on them. The 3 trips with the most votes win and the class plans them. Supervisor approval suggested. 33

D45 Discuss making apologies as a group. Emphasize the need to be sorry. Discuss possible methods of apologizing (say it aloud, in a note). Reinforce students for apologizing. 34

D46 Discuss school rule concerning items students cannot bring to school or class. Identify and/or role play possible consequences to self and others if the rule is followed or if it is broken. 35

D48 Discuss short and long term goals. Have each student choose a realistic goal they would like to achieve. Have students decide when they can achieve the goal. Discuss the steps needed, have students write them down. Are all skills and materials needed available? Steps should be followed one at a time. Note: not all goals can be achieved. 36

D49 Discuss socially acceptable alternatives to the use of swear words with student. Develop a contract with student that lists his/her options. Include appropriate positive rein forcers. Reinforce student behavior when these options are employed by the student. 37

D50 Discuss the appropriate volume for: conversation between 2 people, group, classroom, playground, hospital. Tone should not be too soft to be heard, and not too loud to be disruptive. Model different tones, discuss where they would be appropriate. 38

D51 Discuss the following cues to emotional behavior: the way your body feels (blushing, tight muscles, queasy stomach). Decide what you should call these feelings (specific emotions, feelings). Say to yourself, 'I feel _____.' 39

D52 Discuss the following: A problem has been identified (academic/social). Brainstorm possible solutions. Decide the best method. Work through the solution. Try another if it does not work. Decide if the problem has been solved. Have the class identify and work through a class problem. 40

D53 Discuss the inappropriateness of certain vocabulary in specific settings (school, church, among parents or other adults). Have students describe how certain language makes others feel. Provide alternative vocabulary that is less offensive to others. 41

D54 Distribute five tickets to each student at the beginning of a class session. Each time a student volunteers, collect one ticket. All students must use all tickets by the end of the session. 42

D56 Divide students into groups of four and give each group $1.00 and descriptions of five people. Have them use a catalog to choose appropriate gifts for the people without spending more than $1.00. (i.e., Descriptions could include age, hobbies, professions, interests.) Have each group agree on their final selections. 43

D58 Divide the class into small groups. Read each group a value-related story about honesty, friends, cheating, name calling, etc. Ask each group to role-play their story or have them use puppets. 44

D59 Do a group activity of 'Who's here' by having students sit in a circle. Call the student's name. If the student is there, the student takes his/ her picture and places it on a picture of the school. The student is told and shown how to do the activity if the response is inappropriate. 45

D60 Dramatize making introductions. Video tape these introductions and then let the students evaluate how they did during the introduction. Have the students make a rating chart for evaluating how they did with the introduction. 46

D61 Each Monday morning ask the students to share the highs and lows of their weekend. Encourage students to share but do not insist. Make this activity more effective by sharing your highs and lows, too. 47

D62 Encourage students to engage in independent or small group activities or projects that interest them (puzzles, model crafts, magazine reading, drawings etc.). Reward appropriate use of free time by increasing the amount of time when all other work has been completed. 48

D63 Encourage students to tune into what is going on in their bodies that indicates they may lose control (tension, hot feelings, fidgety behavior). Go over the process of labeling the cause (internal, external). Discuss ways of controlling oneself (exercise, counting to 10). 49

D65 Explain and demonstrate how to appropriately get someone's attention and/or assistance. Reinforce students for establishing eye contact and appropriately asking for your assistance (i.e., 'Will you please help me?'). 50

D67 Gather a spoon, measuring cup, hot pot and cup of soup mix. Demonstrate each step in the use of the hot pot to prepare an instant soup mix. Direct student to prepare a cup of soup. Repeat directions if necessary. 51

D68 Gently touch student to stop behavior. Give toy object, or activity to replace the self-stimulation behavior. Give much praise for appropriate behavior. 52

D70 Give each student 9 faces without facial features. Have students draw in features of sad, happy, mad, and surprised faces. Ask questions and have students hold up faces as to how they would feel. 53

D71 Give each student a behavior contract with consequences for misbehaviors listed. The teacher and student must discuss the contract and sign it. Consequences are followed through with each infraction of listed behavior. 54

D72 Give each student a laminated paper object which pertains to that particular month of the year (i.e., pumpkin, wreath, etc.) Every time a student comes to school, give him/her a sticker to place on his/her laminated object. Whoever has the most stickers at the end of the month gets a special prize. 55

D73 Give each student a plastic container with his/her name on it. Every time the student completes an objective for a certain period of time, give that student a token. At the end of the week have them spend their accumulated tokens at the classroom store. 56

D74 Give each student a pocket-size tablet. Have him/her write the date at the top of a page each morning. Remind each student to enter assignments and due dates throughout the day. Review the tablet with each student at the end of the day. 57

D76 Give special privileges to students who complete a succession of homework assignments. Students with incomplete assignments must complete their work before privileges are given. 58

D77 Give students a time limit in which to complete assignments (with or without teacher assistance). Have students turn in assignments immediately upon completion. Gradually decrease the amount of time allowed to complete assignment and amount of teacher assistance provided. Increase student responsibility by having students turn in work the next day. 59

D78 Give students with aggressive behavior or a violent temper a flexible rubber ball and tell them to squeeze it 25-50 times. For each squeeze, have them say, 'Grannypacka-loomer.' They usually end up laughing. 60

D79 Greet a small group of students by singing, 'Where is (student's name)?' The student stands up and responds by singing, 'Here I am!' Continue by singing, 'How are you today?' The student answers, 'Fine (or 'not fine'), thank you.' Continue the same procedure with the remaining students. 61

D80 Greet each student individually and say something positive. Elicit statements of agreement from other students and ask simple questions while preparing for opening and closing exercises. Model and reinforce appropriate social behaviors. 62

D81 Hang the outline of a shape (tree, heart, Easter basket, etc.) with 10 circles drawn on it for each student. Award stickers for completing homework correctly. Place a sticker on each circle. Have students color their picture and take it home when all ten circles have a sticker. 63

D82 Have a student act as host or hostess and pass out snacks and other items to peers. Prompt students to use appropriate manners with each other. 64

D84 Have a supply of mini-baskets available for students. The materials a student uses for a specific subject can be put together in one of the baskets. The student is responsible for maintaining the contents of each of his/her baskets. 65

D86 Have each student develop 3 personal goals. Laminate these and tape on student's desk. Discuss these periodically; make suggestions; give support, encouragement, congratulations, etc. 66

D87 Have student list consequences of inappropriate behavior when it occurs. Then, have student list positive behaviors he/she might have used and the consequences of those behaviors. Have student compare lists. 67 D88 Have student respond to the question 'What did you do?' when he/she has been in trouble. Accept only an I ____ answer, not He ____. Repeat question if necessary. Reward student for a truthful answer, but still reprimand him/her for the behavior that caused the trouble to occur. 68

D89 Have students apply for a social security number, if parents permit. Have students bring the number to school and memorize it. Then, have students fill out various job applications correctly including their social security number on each. 69

D90 Have students choose partners and stand across from each other. Have them move only as their partner moves, as if they were a mirror. 70

D91 Have students complete personal data sheets for name, age, sex, height, weight, parents names, interests, religion, educational background, birth date, and references. 71 x

D93 Have students cut out a roof and a house and print their full name on the roof and their address on the house. Have students play matching games using their roofs and houses. 72

D94 Have students determine classroom rules and consequences if rules are broken. Have students enforce rules. 73

D95 Have students develop a commercial, advertisement, poster or any other method of selling themselves. Encourage students to tell all their good qualities and accomplishments in sharing factual information about themselves. 74

D96 Have students develop lists of materials needed for class. This may be kept at school and at home. Check daily. The lists should be hung in a place where they will be seen. Keep materials in a container or bag. Don't bring materials to school that do not belong there (toys, games, etc.). 75

D97 Have students develop personal preference sheets. Use the opening statement, 'Would you most likely...?' followed by statements such as, move from your home town, move from this state, move from this country, own a small car, medium car, big car, etc. 76

D98 Have students discuss positive qualities of their peers. Direct them to provide at least one positive to each student. Discuss and reinforce appropriate responses. 77

D99 Have students discuss situations where others have influenced negative behaviors. Discuss the need to consider possible consequences (injury, arrest, hurt feelings). Have students role-play suggesting alternative activities or saying 'no.' 78

D100 Have students draw a picture of a 'dream house' and on the back of the paper have them draw their house as it really looks. Have students share their drawings

for discussion purposes. Repeat the procedure using various topics (car, friends, family). 79

D101 Have students draw self-portraits. Collect all self-portraits and go through them one at a time, asking questions and having students respond. (Example: 'Who has blonde hair and brown eyes?') The appropriate student should raise his/her hand. 80

D102 Have students form a circle. Play 'Simon Says' using the words girl and boy to give commands. (Example: All girls stand up or all boys hop on one foot.) 81

D103 Have students identify their own negative behaviors. Help each student develop a list of alternative behaviors that could be utilized. If appropriate, open it up for class discussion. 82

D104 Have students match a paper cupcake with their dates of birth, and paper candles with their names, to their picture on a birthday bulletin board. 83

D105 Have students memorize their social security numbers. Place the numbers 0-9 in a fish bowl and play 'Social Security Lottery' by drawing a number, mixing them up, drawing again, etc., until nine numbers are drawn. 84

D106 Have students practice taking a test on a chalkboard. The test should cover information the student knows well. 85

D107 Have students re-take tests until they pass them. Work with students on the items they did not know before the next test is given. 86

D108 Have students read a problem taken from a set of situations that include commonly held fears and embarrassments. Role play the situation. Discuss the feelings displayed in the role play and generate alternative actions that would reduce the character's negative feelings. 87

D109 Have students role-play various difficult social situations they have experienced. Lead students to express a solution to that situation. Have the class discuss alternative solutions. 88

D111 Have students share one positive thing about themselves that occurred that week. Ask for one thing they accomplished that they are proud of. 89

D112 Have students tell something they can do for someone else during the week. Ask for suggestions on Monday. On Friday, ask students if they completed the good deed. Reinforce those who were successful. 90

D114 Have students utilize daily passes for leaving the room during class. Direct them to quietly take the pass from the shelf before leaving, sign a sheet and replace it upon returning to class. Reinforce appropriate behavior. Do not prevent emergency trips to the rest room. 91

D115 Have students watch a video or film segment of people interacting. First view without sound and have students identify facial and body behaviors portraying feelings. Watch with sound and have students identify words and voice tones that portray feelings. 92

D117 Have students write 3 sentences that could happen and 3 sentences that are fantasies. Read sample sentences from each student to the class and have them discuss why it is truth or fantasy. 93

D118 Have students write a personal goal and place it in a sealed envelop. In one month, have students open the envelopes and share goals and results of success or failure in reaching the goals. 94

D119 Have students write down their personal goals in school and/or life. Each student will share these goals with others in the group. Students will compare and discuss similar and different goals. Students will realize that different goals make our society productive and interesting 95

D120 Have the reader stand and face group during oral reading. Have group members raise their hands if the reader's voice becomes too loud or too soft. Ask the reader to be aware of the signals and get louder or softer as required. 96

D121 Have the students bring in various games. Let each one in the class give the rules for the game and see if the students can follow the directions to play the game. 97

D124 Hold conversation times during the day in a relaxed manner and encourage talk about a subject which is based on class interests and concerns. Praise appropriate participation and ignore minor interruptions. 98

D125 Hold discussions and have students act out ways of dealing with emotions such as anger frustration, and rejection. 99

D126 Hold discussions describing the appropriate manner of following verbal or written directions. For example: listen and/or read directions carefully, ask questions if you don't understand, repeat them to yourself, follow the directions. 100

D127 Identify inappropriate behavior to student and tell student to 'Go to time out' (a designated area in the classroom where the student is excluded from classroom environment). After approximately 30 seconds of appropriate behavior, have the student return immediately to task. 101

D128 Identify inappropriate, abusive, or stimulatory behavior to the student and say, 'stop' as you place the student's hands away from him. Block student's view with your hand for approximate 5 seconds. Release hands and immediately redirect to task. 102

D129 Identify inappropriate, abusive, or stimulatory behavior to the student as you firmly state the student's name. Take the student's hands and place them on a flat surface for approximately 5 seconds. Release hands and verbally praise. Perform this method immediately and consistently. 103

D130 In a step-wise fashion, go over: Deciding when it is appropriate to ask a question or permission. Discuss man ners and classroom rules. Model the correct manner to ask. Specify that permission is not always granted for the asking. Reinforce when exhibited properly. 104

D131 Interview students about their interests and encourage participation in extra curricular activities. 105

D132 Introduce students to pantomime by demonstrating. Have students select a concept to pantomime and do it for the class. Advance to situational cards and role playing. 106

D133 Let students draw a 'happy face' on their own paper when work is completed correctly. 107

D134 List goals for a class period and explain them. Students must choose one or more to complete before the end of the period. At the end of the period, discuss the achievement of goals with each student. 108

D135 Maintain a box filled with pencils, pens, erasers, and rulers for students to borrow. Have the students sign them out, return them daily, and check off their names when they return the items. Do not allow students to borrow items until previously borrowed items are returned. 109

D136 Make a class bar graph for attendance. Have students fill in one square every day they are at school on time and a half square if they are tardy. Have the class select a reward for each week the entire class arrives on time each day. 110

D140 Make an affective-oriented graffiti banner or poster (Example: Happiness is. . ., I am anxious for . . .). Allow students to write responses during free time, as a reinforcer. Use for class discussions. 111

D142 Make sheets listing a goal to be achieved. Include: time to be completed, materials needed, steps to follow, reward for when it is completed. Have each student fill out a realistic short term goal to work on at home or at school. 112

D143 Make up 'What would you do if' stories. Present these to your class and have discussions about them. 113

Model and role-play ways of ignoring distractions in the classroom. Show students how to keep eyes on their materials, to silently encourage themselves to not attend to distractions. Point out that they should not get into trouble for the behavior of others. 114

D147 Model covering your own mouth daily. Encourage students to cover their mouths with verbal or physical reminders. 115

D148 Model the appropriate target response to use when one cannot understand what is said. Then, ask a student to do something using unintelligible speech so the student does not understand. The student should respond, 'I can't understand you. Would you please say that again?' 116

D149 Obtain a photo album to use as your class/family album. Place photos in it of events that occur throughout the year. Invite students to occasionally bring pictures of important events that they want to share with their school family album. 117

D150 Pair students having different yet complimentary problems to work on a computer. While the students are working on computer skills, they are also developing cooperative behaviors. 118

D151 Place 3 items in front of the student but out of reach (1 food item). Ask, 'Which do you want.' The student must respond with, 'I want _____.' The student must name the item. If not, the teacher models it and the student repeats. The student is reinforced by receiving the item. 119

D152 Place a 'good job' symbol on one side of 3x5 card. Place a corresponding 'not ok-get back on track' symbol on other side. Give praise and reminders to individual students by turning cards to appropriate side. 120

D153 Place student in front of a full length mirror. The student is asked to point to different body parts in the mirror; points to body part on self while teacher says name of part. 121

D154 Place the student by your side. Ask an adult to call the student's name from behind you. Turn toward the caller and respond, 'I heard you.' Reinforce imitation. 122

D155 Play '20 questions' based on experiences within student's realm of knowledge (Example: 'Do you like ice cream?', 'Do you like vanilla ice cream?', etc.). If student shakes head instead of verbalizing, say, 'I can't hear you' and cup one hand to ear to signal speech is required. 123

D156 Play the 'Get Acquainted' game by having students hold a ball of yarn, tell their name and something about their family, then, pass the ball of yarn to the next student. After every student has a turn, reverse the process by having the last student say something they learned about the student before them and continue until the yarn gets back to the first student. 124

D157 Plot on a personal chart, when a student brings his/her paper, pen, or pencil, and if the student completes homework. 125

D158 Post a 'word of the day' each morning. Develop a routine of using the word 1-3 times daily randomly infused into group instruction or discussion. Instruct students to signal they have remembered, listened, and heard the word. 126

D159 Post students' telephone numbers and their names on a bulletin board. Read them aloud and give students practice in recognizing them. 127

D160 Prepare a class data graph, listing each student. Also indicate each of the activities in which students participate. Examples might be: Participate in classroom activities; Delivers verbal messages; Completes in class assignments; Reads out loud; Answers questions. Mark the graph each time the students does one of the stated activities. 128 x

D162 Prepare a list of tasks that students may complete at their desks (put away pencils, straighten papers, books, etc.). Have the students follow the directions

without talking. When completed, have students raise their hands for a check by the instructor. Reinforce or correct where necessary. 129

D163 Prepare sheets of paper with faces displaying emotions at the top. Leave enough room under each face for students to write or draw what makes them have the various faces. Adapt for H.S. by using photographs. 130

D164 Prepare situational cards that pertain to various school life situations. Discuss behavior and consequences of it in these situations. Encourage students to role-play the open-ended situations and choose their own way of dealing with it. 131

D166 Present students with a topic. Instruct them to interview several people to obtain their opinions on the topic. Have students orally summarize the results of their interviews. 132

D167 Present the following steps to completing assignments: Listen and/or read instructions. Ask questions if you are unsure about anything. Remember classroom rules. Organize all needed materials (books, papers, etc.). Begin the assignment with the thought of completing it. Clear your head of all negative thoughts. 133

D169 Provide opportunities for students to see each other's work and model language used to express compliments. 134

D170 Provide student with his/her own tape recorder and earphones to listen to quiet music; keep his/her hands busy at all times. 135

D172 Put a sticker on the student's target body part. Throughout the day talk about the body part often. Examples: Look you bent your knees. I see that everybody's knees are under the table. Hands on knees to show me you're ready for group. 136

D173 Put the word 'consequences' on the board. Ask students what it means. Have someone look up the meaning in the dictionary. Present various situations to the class and have students list positive and negative consequences for each situation. 137

D174 Put the word, 'Authority,' on the board. Ask the class to define it. Have someone look up the definition in the dictionary. Make a list of people in authority. Discuss how they obtained it and why they have it. Have the class draw authority situations. 138

D175 Put various discussion starters that reflect personal feelings, attitudes and behaviors on index cards (Ex: Right now I feel..., A proud moment for me was...,

One thing that makes me angry...). Have students randomly pick cards to begin group discussions but allow them to pass if they so choose. 139

D176 Read stories and show pictures related to the story that reveal the feelings of characters. Have the students tell how they would feel in this particular situation. 140

D177 Read story about teenagers. Discuss story and identify feelings displayed by each character. Ask students to identify feelings they have in situations described in story. Identify personal situations that produce the same feelings. 141

D178 Read the books 'What Do You Do, Dear?' and 'What Do You Say, Dear?' to students to encourage them to use manners and to be aware of the ways in which people are rude. 142

D179 Redirect student in beginning stages of tantrum to water fountain, lavatory, or quiet area. As he calms down, explain that he may rejoin the class when he feels more in control. Praise his self-control (quietly) when possible. 143

D180 Remind students to display good manners when any visitor enters the room. Discuss the positive and negative manners shown during the visitations. Make lists and give bonus points for courtesies displayed. 144

D181 Require student to work individually (preferably at a carrel) for specified amount of time with teacher assistance (if needed) to keep student on task. When the assignment is completed in the specified amount of time, give the student free time to utilize classroom materials (i.e., computer, magazines, puzzles, etc.) 145

D182 Role-play bad manners and have students analyze the situation. Have them discuss and list correct and acceptable behaviors that lead to positive outcomes. 146

D183 Say 'Approach the bench' to any student who displays unwanted behavior. Discuss the behavior and have the student play the defense attorney, giving reasons. You be the judge and pass sentence on the behavior. Then, have the student play the prosecution attorney, giving alternative behavior to use. 147

D185 Set aside a hugging time when adults are available for a hug, back rub, lap-holding, etc. Otherwise, it's hands and feet to oneself. Permit handshaking at all times. 148

D186 Set aside a special area for good work to be displayed. Have students invite school personnel to come and view it. Ask this person to offer public praise. Send the work home the next day with a 'Happy Gram.' 149

D188 Set up a reward system for reading. Establish a goal for number of books read. Have students read one of the books to the class, students in another class, the principal or other adult in the school. 150

D190 Set up mini Olympics (Examples: garbage can basketball, drop pennies in cup, ring toss, straw-blowing, etc.). Give positive reinforcement for good sportsmanship. 151

D192 Students sit in circle. Pass around cut-out house, phone, birthday cake, etc. as music plays. When you stop music student holding cut-out states into matching cut-out. House=address. Phone=telephone number. Cake=birth date. 152

D194 Tell the class an exaggerated story about 'the fish I caught was this big' and use hand gestures to indicate length. Exaggerate the length each time you tell the story to another student. Discuss 'exaggeration, fantasy, and truth'. Then, have students share stories and use the hand gesture from the fish story to cue them when they stray from the truth. 153

D195 The Directions Game: One student at a time (without writing) listens to a list of commands (directions), e.g., stand up, turn around, etc.. After an appropriate number of commands, the student must perform them in the proper order. Other students may then make corrections to the sequence if not performed correctly. Each student gets a turn. 154

D196 The Ignoring Game: One student has the task of going around the room trying to get others to laugh or talk. The distractor may jump, laugh, tell jokes etc.. No touching is allowed, nor is inappropriate language or malicious activity. Any student who talks or laughs is out. Each student gets a turn being the distractor. 155

D197 Tie a brightly-colored piece of yarn around each student's wrist when playing 'pretend' games. Explain that this bright bracelet will remind them that they are pretending. 156

D199 Use a bulletin board section for 'Birthdays of the Week.' When students have a birthday, let them create the bulletin board about themselves for the week. Have the students bring in pictures, awards, souvenirs, etc. They may post the items on the bulletin board and explain them. 157

D202 Use a non-verbal signal on a flash card in lieu of an oral signal to help student control behavior. 158

D203 Use class discussion to examine the learning process. Discuss that mistakes are a normal aspect of learning and that all people make them. Model the appropriate manner of accepting correction and reinforce when exhibited. 159

D204 Use class participation to develop a list of attention-seeking behaviors, both positive (good grades, repair something, current event, etc.) and negative (stealing, disrupting class, name calling, etc.). Talk about why people, adults and children, do these things. 160

D205 Use group discussion and role play to demonstrate an appropriate method of attending to a speaker (e.g., eyes on speaker, say 'yes' or nod your head, ask questions). Point out that one of the goals of the listener is to show that he/she is listening. Reinforce proper listening skills. 161

D206 Use the letters in the name of the school for a cheer. Give me a ____, Give me a ____, Etc. 'What does that spell? (name of school). 162

D207 Use the tune of Hokey Pokey to make up original song with different body parts. Have students participate by pointing to the specified body part as it is sung. 163

D208 Use visual symbols (up-arrow, down-arrow) to direct student along basic hallway and stairwell routes. 164

D209 Utilize sign-in sheets and maintain a daily routine of signing in, picking up work packets, going to seat and beginning work. Reinforce appropriate behavior. 165

D211 Videotape the student in a situation where inappropriate mannerisms occur. Review the videotape with student privately. Discuss and determine a plan to eliminate the mannerism. 166

D212 Visit students in school social settings (i.e., proms, dances, assemblies, and sporting events) to observe and reinforce appropriate dress and behavior. 167

D213 Walk the student through a situation that causes fear or embarrassment. As the student encounters emotional blocks in dealing with the situation, verbally encourages the student on which course of action to take. 168

E05 Communication: Suggested Activities

E1 Act out a rhyme and have the students sing/say it when they guess what it is. 1

E2 Arrange for adults or other students to visit your classroom. Have students exchange greetings with the visitor. Puppets can also be used. 2

E3 Ask questions which pertain to announcements made over the public address system 3

E4 Ask student to respond to the 5 basic 'w' questions (who, what, when, where, and why) after completing an activity or hearing an announcement. 4

E6 Ask students questions which require yes or no answers. Questions can also be about categories-- things that fly, for example: 'Does a bird fly?', 'Does a T.V. fly?' 5

E7 Ask the student to list 3-5 items in a category (fruits, drinks). If student strays off the topic or interjects inappropriate comments, say 'That's not what we're talking about. We're talking about . . . . We can talk about that later.' 6

E8 Ask the student to tell only one simple thing about a picture while maintaining phonation. Have student repeat process several times verbalizing a different aspect each time. Have student then combine all his remarks.

E10 Begin each activity by saying 'Watch me.' Move your hand to your face. Reinforce student as soon as he attends to you. Repeat statement, gesture, and reinforcement as needed. 8

E11 Check the student's oral comprehension by asking questions on information given during the morning class report time. Questions on the school cafeteria menu, the weather, and any specific information shared would be appropriate. 9

E12 Choose a student to act out an activity. Establish the steps with the student. Have the student perform the activity. 10

E14 Choose pictures that appeal to students. Let students choose one picture to describe to class. Place pictures on chalk tray and let volunteers describe a picture. The class tries to locate it. 11

E16 Collect old magazines and papers. Have students find pictures of items with the sibilant sounds. Paste the pictures on pieces of art paper. Have them read the list to the class to check. 12

E18 Create an original 'doodle' on a piece of paper at your desk. While drawing give directions to the class so each student can draw the same 'doodle' on a piece of paper at his/her desk. 13

E20 Decide on an item for the class members to sell. List all the details which would make the item appealing to buy. Write a commercial jingle for it. Tape it with appropriate music. Play the commercial over the school intercom. Supervisor approval suggested. 14

E21 Demonstrate and/or explain various forms of secondary behaviors. Help student identify any secondary behaviors he/she uses that would cause distortion of his/her fluency. 15

E22 Describe and point to articulators and phonators on 'speech helper' illustrations. Have student identify speech helpers and their particular user. 16

E23 Determine a process for establishing fluent conversation. Teach student how to control dysfluencies in free conversation. Give examples and explain. Tape record or videotape for maximum effectiveness. 17

E25 Direct student to retell the activities which occurred in a television show. 18

E28 Divide students into pairs. Give each pair blindfold, 30 cotton balls, spatula, and foil or paper pan/plate. Blindfold one partner who becomes the scooper. The second partner has 1 minute to give directions to the scooper to locate cotton balls and scoop into plate with spatula. 19

E30 Do 3 activities such as clap hands, stomp foot, pat shoulder. Have the student repeat the three activities. The student may do this with eyes closed if teacher uses activities that make sounds such as claps, knocks, taps, etc. 20

E33 Establish criteria for desired behavior. Demonstrate and/or explain conditions necessary to achieve passing criterion to students. Use large cup and plastic tokens for reinforcement. Reward student for sitting in seat without extraneous movement. 21

E34 Establish rules for turn-taking. Play games where students must take turns. 22

E35 Explain rules for reinforcement. Teach student to establish eye contact. Use reward valued by student. Use time out or negative reinforcement if behavior is unacceptable. Supervisor approval suggested. 23

E36 Explain the use of titles to student and provide examples. Worksheets would aid written understanding of usage and spelling, punctuation, etc. Casual meetings with adults during session would provide spontaneous practice in title use. 24

E37 Face away from a mirror, both you and the student. State a word with the desired vowel sound. Have the student say it also. Have the student quickly turn toward the mirror to see if the configuration is correct. 25

E39 Focus training on question-asking skills, forms of clarification, and questioning without interrupting. List subjects for discussions. 26

E43 Give a student a tape recorder to use for 15 min. Have the student walk around the school taping various sounds. Play the tape for the class and have them name the sources of the sounds. The student who gets the most answers gets a chance to do the taping next week. 27

E44 Give each student a card on which is written a command such as 'Go to the door.' Call on a student to say' May I' and then give command. If he/she speaks correctly, allow them to carry out their direction. 28

E45 Give each student a chance to describe his/her favorite part of a television program. 29

E46 Give each student a set of 3x5 cards with vowels on them. Read words containing one vowel sound and have students hold up the correct card. 30

E47 Give each student a situational picture depicting an emotion for him/her to identify. 31

E48 Give one letter sound to each group of students. As you say a word with that sound, have that group pat their heads. Continue saying words until all groups are involved. Each group then stops patting as they hear another word with that sound, until all groups are quiet again. 32

E49 Give student a 3-car train. Show pictures with the target sound. Have student place those with sound in initial position in engine, medial position in middle car, final position in caboose. 33

E50 Give student a simple verbal message along with a written note to take to a teacher. The receiving teacher listens to message, reads note and indicates whether or not verbal message was correct. 34

E52 Give students 3 words with a consonant vowel consonant pattern. Two words are the same and one has a different short vowel sound. The students tell which word is different. 35

E53 Give students a choice of rhythm band instruments. Then give a word orally and have the student repeat the word aloud, sounding the instrument once for each syllable. 36

E54 Give students a consonant sound. Have them name all the action words they can that start with that sound. For example, r--run, read, race, row, ride, rake, etc. Have them act out some of their words. 37

E55 Give students a group of 3 or 4 words that have the same consonant sound, but not in the same position. Ask students to tell which consonant they hear in all words. 38

E56 Give students a list of words that would fit into 2 or more categories, such as things to wear and things to eat. Students are instructed to underline things to eat and circle things to wear. Different categories and lists may be used. 39

E60 Have a group of students sit on chairs side by side. Have a small box of blocks next to the chairs. Have an empty box in the front of the room. One at a time, each student is to take a block from box, walk to the empty box, put it in, walk back to chair, and sit. 40

E61 Have a relay-type race. Each student runs to a point in the classroom where there is a pile of alphabet cards. He picks one up, shows it to the class, and shouts out the letter. He then returns to the starting point and taps the next student. If the student does not identify the letter, he must find one he does know. 41

E62 Have a selection of items available that a student can wear. Have a student select one of the items and then put it on. The other students give him/her compliments. 42

E63 Have a student be a reporter. Using a microphone, ask questions about a story the students have just heard. 43

E64 Have a student tape record a series of words that contain the hissing sound. Then have the student play back the tape to hear the sound. Card readers can be used also. If the tape player has a treble tone control, turn it to a higher level. 44

E66 Have objects relevant to student's daily existence available. Hold object next to your mouth; overly exaggerate object's name. Present five similar objects, then stop and review. Have student imitate your productions, then name them without prompts. 45

E67 Have one student be it. Other students stand in a line side by side. When teacher says 'go,' 'it' walks down line and stops when teacher says stop. Student turns and exchanges greeting with student facing him. Teacher says 'go,' students exchange farewells and 'it' goes to end of line. 46

E68 Have one student divide the item/items to be shared. Have the other student/students select their share first. The person who divided the item/items gets what is left. 47

E69 Have one student sit with his/her back toward you. Make a sound such as bouncing a ball, snapping fingers, taping glass, etc. Have the student turn around and produce the same sound. 48

E70 Have student begin reading with review of therapeutic strategies. The first step would be to read one word at a time until criterion is met, then two words, etc. If student fails to pass criteria, stop and review strategies and move to easier step. 49

E71 Have student compose phrases then repeat them. If established criteria is met, have student review his success, then move up to next step. 50

E72 Have student continue on task as others who have completed assignments go to work or play areas, particularly ones which create noise. Condition the class to this by allowing the quieter activities first and working up to reading together or jumping rope. 51

E73 Have student initiate calls to obtain information. Remind student how to maintain fluency and how to compensate if fluency breaks down. 52

E74 Have student initiate use of free-formed sentences following established criteria and using self-evaluative skills for maintaining fluency. Tape record and/or videotape therapy sessions for maximum effectiveness. 53

E75 Have student leave room. Then hide device which is producing a sound. When student returns, have he/she locate the device. 54

E77 Have student read one complete sentence, then move to 2 then 3, etc. Go slowly, review successful techniques, repeat if necessary. 55

E78 Have student read while holding a green sign that says 'go.' When student comes to a period, etc. have student pick up the red stop sign and pause for a second or two. Student then puts stop sign down and picks up green sign. Eventually phase out. 56

E79 Have student repeat after you names of objects in the room which have the vowel sound he/she is studying. 57

E80 Have student repeat simple rhythmic patterns you make on drum, box, triangles, tone blocks and musical bells. These can also be varied in soft and loud tones. 58

E81 Have student review techniques for successful production before beginning. Breathing and/or relaxation exercises would be very beneficial as warm-up. Be sure student knows criteria for pass/fail. Continue with therapy. 59

E82 Have student select reading material. After the student is able to read single sentences successfully, ask him/her to read groups of sentences or short paragraphs. If desired, the student can use a tape recorder. 60

E83 Have student unscramble words containing laterals and correctly articulate them in a sentence. 61

E84 Have student use a mirror to aid correct production and provide visual feedback. Student will discriminate sound and imitate your model of plosive phoneme. 62

E85 Have student use a mirror to aid correct production and provide visual feedback. Student will discriminate sound and imitate your model. 63

E86 Have student use a mirror to aid correct production and provide visual feedback. Student will discriminate sound and imitate your model. If possible, use mime make-up for this activity. 64

E87 Have student use a mirror to aid correct production and provide visual feedback. Student will discriminate sound and imitate your model. Wear various hats to vary the activity. 65

E88 Have student use a mirror to aid production and provide visual feedback. Student will discriminate sound and imitate your model. Try to find a variety of mirrors to vary the routine. 66 E89 Have students carry a daily reporting card. Hourly or half-day grades can be given. Students are required to carry the card at all times. 67 E90 Have students clap for each vowel sound in a word. This will indicate the number of syllables in a word. 68 E91 Have students classify science (or other subject area) vocabulary into categories based on specified characteristics. Have students write the concepts for each vocabulary word into sentences being sure to include the vocabulary word. 69 E92 Have students construct pictographs to record and compare experimental data. 70

E96 Have students respond with 'Pass Me' when they are unable to correctly answer a question. Be sure to come back to the student later with another question. 71

E97 Have students select words with a long or short vowel from a selection which was read to the class. Put the words in two columns on the chalkboard. The first column is for words with short vowels, the other one is for long vowels. 72

E98 Have students send postcards to family members living in their home. Suggested topics are things which happened or will be happening in school. 73

E99 Have students sign long and short vowels when learning new vocabulary or spelling words. Have students imitate, then do it on their own. 74

E101 Have students stand in a line, side by side. One student is 'it! Have him walk behind the students. Have him choose a student, lightly touch him on the shoulder, and say 'Excuse me, please'. This student turns around and does the same activity. If student does not say correct words, second student does not turn around. 75

E102 Have students stand side by side in a line at one end of the room. Give each student a word. If student can correctly name how many syllables are in the word, he may take that number of steps forward. The first student across wins finish line. 76

E103 Have students think of one job in the classroom which they can do well. Have them write their abilities in detail. Role-play an interview. Ask yes/no questions based on the written information. 77

E105 Have students watch a selected TV show or movie, then discuss the feelings and emotions observed in various characters. 78

E110 Help each student make a 'story about me' booklet. Include information about major facts--what makes me happy, what makes me sad, what I love, what I hate. Encourage students to share their booklets with one another. 79

E113 Hold a 15 min. Talking Time each morning. Give each student 2 min. to tell what he/she did last night. Then have the next child give a summary of the preceding student's talk before he/she begins. 80

E114 Instruct a student to draw a pair of cards from a deck of Old Maid cards, label them as 'same' or 'different,' and explain his/her reasoning. Continue, taking turns. When it's your turn, make some mistakes to keep students on their toes. 81

E115 Instruct student by demonstration on story-telling process. Techniques for fluency should be reviewed, criteria established, and self-evaluative procedures stressed. 82

E116 Instruct student in correct use of telephone conversations. Simple questions to gain information can be formulated and rehearsed during therapy. Student will initiate contact by phone in order to gain information. 83

E117 Instruct student in fricative identification. Have student listen to a tape of students talking. Have the student identify the phonemes which are fricatives. 84

E118 Instruct student in identification of glides. Present various phonemes. Have student listen, discriminate and identify correct production of glide phonemes. 85

E119 Instruct student in identification of nasal sounds. Tape a conversation between you and the student. Play back the tape and have the student identify the phonemes which have a nasal sound. 86

E120 Instruct student in identification of semi-vowels. Present various phonemes with semi-vowels. Have student state words which have semi-vowels in them. 87

E121 Instruct student in identification of types of blends. Present student with various phonemes and blends. Have student identify pictures which have the sounds of blends in them. The students are to say the names of the pictures. 88

E122 Instruct student in plosive identification. Have student listen to a recording and identify the correct production of plosive phonemes. 89

E123 Instruct student in sibilant identification. Present various phonemes. Have the student listen to a recording and identify the correct production of sibilant phonemes. 90

E124 Instruct student to continue conversing amidst competing stimuli, maintain eye contact, and participate in conversation. Auditory figure-ground tapes attend to speaker/speakers. He/she will then be able to appropriately comment, respond. 91

E125 Instruct students in rules of conversation: participation and turn- taking Give students a chance to initiate a conversation. Other students will respond and participate appropriately. 92

E126 Label and display materials to be used in an art activity, i.e., paint brushes, watercolors, paper, pencils. Review materials before and after the activity by asking students to point to specific items. 93

E127 Label shoe boxes with letters. Students insert the appropriate letter card into a slit in a the lids of the boxes. 94

E128 Laminate index cards and cut in puzzle form. Print two identical letters on each side. Place half the cards on the floor and give the student the other half. Student takes the top card and matches it to the correct card on the floor. 95

E130 Make a large poster board circle and divide it into thirds. Color 1/3 red, 1/3 yellow, 1/3 green and attach a pointer to the middle. Teach students to look at this during work time. If the pointer is on yellow, they get materials ready for work; green means work on task; and red means stop working and give the teacher your work. 96

E132 Make happy and sad faces and tape to tongue depressors, one pair per student. Encourage students to pick the face which best describes their feelings at various times during the day or during a group discussion of feelings/behaviors. 97

E133 Make rows of shapes on the chalkboard. Make shapes out of felt pieces and glue a magnet onto the back of each. Have students place the felt shapes in the rows they match. 98

E134 Make up couplets about daily activities, repeating them several times daily. Given the first line, the students will sing back the second line. Ex: Talking in line / is not so fine; When through the halls we walk / we do not need to talk. 99

E136 Obtain Teletrainer from phone company. Have students take turns calling and answering. Situations: asking for a date, get-well call, information, inquiry, also have students invent situations. 100

E138 Physically prompt the student to turn toward such visual stimuli as faces of dolls and colored geometric shapes presented in his/her range of vision. Gradually eliminate the physical prompt, and reinforce correct behavior. 101

E140 Place a number of objects on desk with only two alike. Have student find the two which are the same or give him/her one object and let him/her find one like it. 102

E142 Place cards with blends and digraphs around the room, naming various items in the room. Give students paper to take on a scavenger hunt. Have them locate the cards and write the words on paper in two lists: blends or digraphs. 103

E144 Play 'I Need/I Want' to encourage students to express needs. Example: I need food to eat, and I want candy. I need something to drink, and I want milk. 104

E145 Play 'Let's do a show'. Have class sing songs and rhymes which they have learned. Have students work in small groups for the presentation. 105

E146 Play 'Mother May I?'. Agree on signals (scissors motion for scissor- step, etc). 'Mother' calls on a player and signals player to move. Player asks 'Mother May I?'; Mother nods or shakes her head. First player to reach Mother wins. 106

E147 Play a game similar to 'Simon Says.' Instead of stating an activity, have students imitate a facial expression of emotion. 107

E148 Play background music. Read a sentence to the students. Include a nonsense word. Have student state the nonsense word and restate the sentence as it should be. 108

E149 Play charades after student's know several nursery rhymes or stories Have them recall and act out the basic plot using only non-speech sounds. 109

E150 Play game which requires student to watch the speaker's mouth as he talks softly. Have students repeat what he says. 110

E152 Play rhythm and activity records. Have students carry out first the oral directions and then respond to the stimulus only. 111

E153 Play the game 'Open the Door, walk around the room, find me a math book, put your hand on your head and skip to my desk and back. Begin with one direction and build up. 112

E154 Point to a student while saying the students name followed by 'is'. Shake your head and say 'not'. Name an action while modeling the action. Prompt another student to repeat your verbalizations and actions. Gradually fade cues. 113

E155 Post a 'word of the day' each morning. Develop a routine of using the word 1-3 times daily randomly infused into group instruction or discussion. Instruct students to signal they have remembered, listened, and heard the word. 114

E156 Prepare 4-inch paper circles as baseballs. On these print endings such as 'an' or 'at'. Cut a window in the side of the ball. Cut a strip of paper in the shape of a bat and print several consonants on the bat. The bat is pulled through the window; words are read. 115

E157 Prepare a mixed list of voiced and voiceless sounds. Divide class into two groups. Assign one group the voiced sounds, the other group the voiceless sounds. As you say a word, have the appropriate group echo it back. 116

E158 Prepare cards with nouns, verbs, adjectives, adverbs, articles, and, prepositions. Also prepare some blank cards. Have students form sentences with the cards. 117

E159 Prepare cards with small pictures of items with various vowel combinations. Pass out all cards. Have each student take a turn and identify main vowel sound. Construct a word by supplying the consonants heard. 118

E160 Prepare or purchase cards with specified vowel sounds. Deal cards to all players. The first player draws a card from player to his right. He puts down pair of cards that have the same vowel sound. 119

E161 Prepare or use commercially made groups of words or sentences. State a word or sentence and have student repeat it back to you correctly. Begin with two word sentences and build up as the ability increases. (Even 10 to 12.) 120

E163 Prepare Xeroxed copy of a passage from the textbook. Underline certain key words or phrases. Prepare a matching item test where the answers are the underlined words in the text. Have students take the test, using the Xeroxed copies of the text. 121

E164 Present a group with questions and require that points are to be earned only if student waits to be acknowledged before answering. If desired, points can be lost when answers are given out of turn. 122

E165 Present student with commands beginning with 1-stage, then 2-stage directions. Directions may be as simple as those in 'Simon says' or those which require execution in sequence. A time limit may be set to accomplish complex tasks. 123

E166 Present student with various phonemes. Have student identify correct or incorrect target phoneme. Train student in identification and then present stimuli from behind barrier so student receives only auditory stimulation. 124

E167 Present the designated sound and dictate words containing it. Then give student a worksheet with practice sentences. Have students underline the dictated words. 125

E168 Print 2 and 3 letter blends on the chalkboard. Student throws a bean bag at the chalkboard. When he/she hits a blend, he/she gives a word that starts with that blend. 126

E169 Print consonant blends and digraphs on small cards. Make a list of words using them. Place cards in front of student or group. Say a word from list and have student point to or call out the correct beginning and whether it is a blend or digraph. 127

E171 Produce a word containing target sound. Student identifies position of sound as initial, medial, or final. 128

E174 Provide model phonemes for student using a mirror to aid in obtaining close approximations and to provide visual feedback. Phonetic placement will be provided if necessary. Give student positive reinforcement if sound approximates model. 129

E175 Provide student with a 'help' card. Have the student place this card on his/her desk when he/she needs assistance. 130

E176 Put words on chalkboard and cover them individually. Students are given alphabet letters. Uncover word for 3-5 seconds. Students look at word and try to memorize it. Recover word. Have students spell it, using the letters. Correctly spelled words earn a point. 131

E178 Read a list of words with long and short vowels. If the word has a long vowel sound, have students put thumbs up; if short, thumbs down. Use same list to make cards to sort into piles of long and short vowel sounds. 132

E179 Read a selection to student containing several words with blends. Each time student hears a word with the blend he raises his hand and repeats it. 133

E180 Read a selection to the student containing words with the vowel sound correctly, and incorrectly articulated. Student states the correct sound. 134

E181 Record various home and environmental sounds. Give student a series of pictures. Play the tape. When sound is heard, have student hold up picture that identifies sound. 135

E182 Review name or function of each object. Then present the student with two or more objects. Ask questions which refer to the function of one of the objects. Examples: Which one rolls? Which one would you use to write a letter? 136

E183 Save greeting cards. Select ones with pictures which can be described. Mount pictures on poster board. Students select a picture to describe. The responses can be taped. 137

E184 Say a nonsense syllable using letters with a nasal sound correctly articulated and incorrectly articulated. Student selects and says the correct production. 138

E185 Select categories to be reviewed. Use pictures or words to label containers for categories. Describe a food, animal, or other item on small cards. Use items from the categories. Do not name the item but provide enough information so the students can make the identification. Have student place the description into the correct container. 139

E187 Set up a class newsroom. Assign students to become 'anchor people' for the following areas: news (national), news (local), weather, sports, and special interests. Set aside 10 minutes for students to 'Report the News' to each other. 140

E188 Sit facing student on same size chair so knees touch. Engage student in a short activity. Praise for sitting properly, put gentle pressure on his/ her shoulder and say 'No, sit', if he/she tries to leave. 141

E189 Stand by door with student 'greeter' (one of our classroom jobs). Greet each student and have greeter do the same. (Reverse for dismissal). Gradually move away from greeter each day until he/she can do this independently. 142

E190 State a word to student. Student determines if the word contains the target sound and responds yes/no. 143

E191 Stress to students that is easier to hear sounds if they watch the mouth of the speaker. This helps them to block out background sounds. This is a good practice for students to follow when they are integrated into a regular classroom. 144

E192 Structure therapy sessions by identifying student's dysfluencies. Gradually turn sessions over to student and have him/her assess own speech. Allow student to select specific dysfunction to work on. 145

E193 Take a field trip with a tape recorder. Tape the sounds heard on the trip. Have students listen and categorize the sounds into machines, animals, nature, music or other categories. A tape recorder can be given to students for recording sounds at home or on a family trip. 146

E194 Take students on a walk around the block or the school property. Have them listen to the different sounds they hear. Take a tape recorder to record the sounds to use in other lessons. 147

E197 Teach the song 'Are you Sleeping?', substituting teacher's name for 'Brother John.' Ask the student to sing the song. When done correctly, substitute different verbs and fade the melody. 148

E198 Teach the song 'Where Is Thumbkin?'. Tell students to go to different parts of the room. Sing the song, substituting the student's names for 'Thumbkin'. Prompt each student to answer 'Here I am'. Have students take turns asking the question. 149

E202 Train student to identify own dysfluencies, to breathe properly and to practice relaxation exercises before beginning the session. Ask student to bring in photographs from home. Have student describe or name the elements in the photographs. 150

E204 Use a facial expression that depicts a certain emotion for students to identify. Ask students to show how they would look or sound if they felt that way. 151

E205 Use a holiday picture. Have student name words in the picture maintaining correct articulation. 152

E207 Use a mirror and model facial expressions for a student to imitate. (Student must understand reasons and rules for objective.) Approximations may be accepted. A token system of modification may be employed. 153

E208 Use a mirror large enough to reflect your student's face and yours. Take turns saying words with various phonemes, including glides. Then, you or the student should say the same word, looking in the mirror to be sure the configuration is the same and is correct. 154

E209 Use a small toy as 'speaker's pet'. Only the student or teacher in charge of the pet may speak. Hands must be raised and the 'pet' given to a student who wishes to speak. 155

E210 Use a sounding device, such as a bell or whistle, to get the attention of the class. This is a signal that a change in activity will occur. 156

E211 Use a story starter. Have the student finish the story. 157

E212 Use a tape player or videotape to aid student in learning to identify the types of behavior he/she exhibits. 158

E213 Use a tape player to tape samples of student's conversation and reading. Play tape for student and help student identify own dysfluencies. Then make goals and objectives together based on information gained from sample. 159

E215 Use an empty M&M candy bag, 2 candy dishes, and colored paper. Cut paper M&Ms out of colored paper. Label each M&M with a short or long vowel word. Put M&Ms in empty M&M candy bag. Label dishes long and short. Have students put M&Ms in correct candy dish. 160

E216 Use crown and cloak from dress-up box to play 'Message for the Queen/King'. Student messenger repeats teacher's command message aloud to the loyal subjects (students). Subjects say 'aye' and obey the command. 161

E217 Use materials designed for auditory discrimination, auditory memory, critical thinking activities, etc. Present student with questions which require yes/no response. 162

E218 Use pictures from a picture file. Have the student select one for the topic of a paragraph. Student writes about the action or describes what is in the picture 163

E219 Use records of nursery rhymes. Have students follow along; then have student repeat rhymes. 164

E220 Use simple 2-3 segmented directions. Have student repeat each part, then entire sequence before beginning assignment. Prompt as necessary. 'What comes first? Next? Last?' 165

E221 Use sound effects, rhythm band, or noise makers to encourage students to make sounds or gestures when key words are said. 166

E222 Use tapes and pictures of familiar sounds. Record sounds with which the students are familiar. Take photographs for the items recorded. 167

E223 Use the game 'I see something' or 'I'm thinking of something' to describe some item. Have students guess what the item is. 168

E224 Use toy telephones (2). Call student and act the part of self, parent, sibling, police officer. Older students may be able to do this with each other. Discuss situations first as to what to say, what might be asked/ answered. 169

E226 Using a xylophone, or other musical instrument, play a pattern of 3 notes. have student repeat the pattern. 170

E228 Walk noisily, then on tiptoes, then rapidly, then slowly. Talking in a loud voice, then in a quiet voice. Help students to recognize sounds as varying units of loud, fast, high, low, etc. 171

E229 Write down a sequence of events from a story you have read to the class. Ask them to number the events in the order in which they happened. 172

F06 Visual/Sensory: Suggested Activities

F1 Ask students to complete this sentence: 'If I had a million dollars, I would . . . ' If desired, the responses can be recorded to see how many ways they could use the money. 1

F3 Assemble six containers each marked with a color (red, green, blue, yellow, orange, and purple). Have students sort a variety of crayons, each being a shade of one of the listed colors. Place the shades of a particular color in each container. 2

F4 Blindfold one student. Have other students take turns making noises (clapping, stomping feet, etc.) in various parts of room (N, E, S, or W) of the blindfolded student. Ask the student to say from which direction the noise is emanating. 3

F5 Blow bubbles into student's visual field. Have the student follow bubbles, first by moving the head and then, after mastery, with eyes only. 4

F6 Bring a supply of flavors, spices, and other edibles (usual and unusual). Blindfold students and have them taste and tell. 5

F7 Brush lightly over part of student's body with a soft bristle paintbrush. Have the student tell the name and function of body part being brushed. 6

F10 Cut 2 dozen large paper shoe prints. Place them in a straight path. (Shoe prints should contrast with color of surface). Have student follow the path by walking on the shoe prints. Vary the path with mastery. 7

F11 Cut out either a circle, a square, a triangle of a rectangle on each of the four sides of a box. Give the students blocks representing each of the shapes. Have them place the correct block through the corresponding cut-out. 8

F16 Draw 5 kinds of lines on the chalkboard. Have student choose one of the drawings and redraw it, making it longer or bigger, shorter or smaller, than the model. 9

F19 Draw various simple shapes. Have student attempt to draw the same shapes. The student's work can be assembled into a booklet. 10

F21 Give a 1-step direction to a student. Have the student repeat the direction aloud and then perform the task. If student returns without correctly completing the direction, guide the student through the procedure. 11

F22 Give each student a bag of matching materials: 2 crayons, 2 pencils, 2 straws, 2 spoons of different sizes. Have students hold up the correct-sized item you request. 12

F24 Give student language experience paper with numeral and corresponding number word. Student writes numeral and number word in the space available and then draws a set of objects to correspond with the numeral on the paper. These papers may be saved to make a 'Number Word Book'. 13

F26 Give students three different lengths of pencils. Have the students arrange the pencils in order from shortest to longest; smallest to largest. 14

F29 Glue simple photo or magazine picture inside file folder. Cut out window on other half of folder so when folder is closed an interesting detail of picture shows through window. Students identify the rest of picture based on window clue. 15

F30 Hang mobile of aluminum pie plates near student. Place mobile in sunlight or shine flashlight on it. Have student fixate on mobile as it is presented in various visual fields. 16

F31 Have a group of students play a game where someone says a word and the next student must give a word beginning with the last sound he heard in the previous word. 17

F32 Have a set of shape templates for each student. Call out the name of the shape. Have students select and show that shape, then trace it on paper. 18

F34 Have student appropriately place pegs in a pegboard according to oral directions. 19

F35 Have student hold a piece of poster board at midline between his/her eyes. Hold two targets two feet in front of the student, one before each eye. Slowly move targets in all directions and ask student to fixate on named target. 20

F36 Have student hold book during listening activities and participate in library hour with other students. 21

F38 Have student lie supine on floor. Suspend a brightly colored ball from ceiling 2 feet above student's face. Move ball in various directions (horizontally, vertically, diagonally, circularly) within students visual field. Slowly increase degree of movements. Encourage student to visually follow moving ball. 22

F39 Have student listen to a tape recorder with a lot of words and their opposites, which have been discussed. Have student record his own list of opposites of these words on another tape recorder. Keep adding to list as new words are introduced. 23

F40 Have student locate the beginning and end of a line of number of varied lengths of yarn or pipe cleaners which have been pasted on a piece of 8.5 x 11 cardboard or heavy paper-arranged from left to right. 24

F41 Have student look at four flannel board pieces such as a heart or turkey, one of which has a part missing. Have student identify it and name the missing part. 25

F42 Have student name small objects which are partially visible in mouth of sock puppet. If the object is correctly named, allow the student to take the object. 26

F43 Have student place pegs in a pegboard (or attach rubber bands on a geoboard with 9 or 25 pegs) in horizontal and vertical lines to establish rows, columns, and tracking concepts. 27

F45 Have student report on a field trip which he/she has taken with a regular education class. 28

F46 Have student respond to comprehension questions using a toy telephone after listening to a story. Assess comprehension accuracy and use of complete sentences. 29

F47 Have student sit on a chair. Present a chart 20 feet away with 5 symbols such as a circle, square, or tree. Have student hold a 5x7 index card with the same 5 symbols at arms length. Have student name 5 symbols on the chart, then 5 symbols on the card. Repeat process several times, increasing speed. 30

F51 Have students work as partners. One student says and spells a word. The partner then uses them in a sentence. 31

F52 Hide a tape recorder playing taped environmental or speech sounds and encourage students to search for the source. 32

F55 Invite a fireman or safety inspector to talk to the class. Demonstrate the use of a home fire extinguisher and discuss ways of preventing the spread of fire. Take a field trip to the local fire station. Discuss the dangers of overloading electrical circuits. List possible safety hazards in the school and at home and how to prevent them. 33

F56 Laminate small cardboard shirts, pants, skirts, etc. in various colors, and label them with color names. Using clothespins, hang several pieces on a portable clothesline to 'dry.' Then have students match coordinating outfit pieces by pinning them together on the line. 34

F60 Make a pile of assorted colors of construction paper sheets. Have a student pull out all the pieces of construction paper that are shades of a named color. Have student name each one as he/she pulls it out. 35

F67 Physically prompt the student to turn toward such auditory stimuli as rattles, bells, and other noisemakers. Gradually eliminate the physical prompt, and reinforce correct behavior. 36

F68 Place a 25-foot length of jute in an irregular pattern on the floor. (Jute should contrast with color of floor). Have students follow the path by walking on the jute to the end. Vary the activity by straddling the jute or walk

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F69 Place a number of objects on desk with only two alike. Have student find the two which are the same or give him/her one object and let him/her find one like it. 38

F71 Place a symbol such as a heart or an arrow at the top of a piece of paper. Have student match the top symbol with symbols which are placed on the same paper in 5 rows of 5 symbols each; circle it. 39

F73 Place anagrams on table in random order. Name a letter. Have student find it, pick it up, and place it in a box next to him/her. 40

F75 Place objects such as pencils, paper clips, money, bottle caps etc. in each (2) shoe box. Have students close their eyes and place one hand in each box and match the shapes. Once matched student will pull out objects to determine if matched correctly. 41

F78 Place ten 12-inch squares of vinyl on a floor with numbers printed on them. Name a number and have the student hop on the corresponding vinyl square. Have student continue to hop on corresponding squares as they are called. 42

F84 Present student with several pictures of common objects in random order. Call out the name of a pictured object and have the student fixate on correct picture with as little searching as possible. 43

F86 Project a design onto the chalkboard from an opaque projector or overhead projector. Have the student track horizontal and vertical lines. For a permanent display, large sheets of paper can be affixed to the wall. 44

F87 Provide notebook paper with holes placed to student's left. Have student correctly identify and name the top, bottom, left, right upper, lower right, and left center parts of the page of paper. 45

F88 Purchase or make a collection of familiar textures that a student should recognize when touched. Explain what and how used, etc. Then have guessing time scheduled for student to feel and tell. 46

F97 Shine a light slowly in various paths across a ceiling in a darkened room using a flashlight. Have student use another flashlight following the same path on the ceiling about one foot behind with another flashlight. 47

F103 Tape red and yellow streamers to a blow dryer. Turn it on, and move it horizontally in the student's range of vision. Then turn it off and again move it horizontally in the student's range of vision. Praise the student for visual tracking. 48

F107 Use 4 or 5 objects that are exactly the same except for size. Have the student put them in order according to size. Have 3 different sets of 3 sizes of objects and have the student put the smallest ones together, the largest ones together, and the middle-size ones together. 49

F109 Use a manila folder, small envelopes, tape and pictures showing larger or smaller items. Tape envelopes inside of folder. Label envelopes 'large' or 'small' folder to store the pictures.. Have students look at pictures and insert them into the correct envelope. Tape a large envelope to back of 50

F111 Use a variety of materials to reproduce numerals: clay, pipe cleaners, yarn and glue, salt and glue, sand and glue, bread twisters, any textured materials. 51

F118 Use set-in puzzles with knobs. Remove puzzle pieces and have student try to identify shape of space using hands and vision, then locate probable piece the same way. Fruit and animal puzzles work well. 52

F120 Use visual symbols (up-arrow) 53

F121 Use vocabulary teaching records (such as Hap Palmer). Obtain objects which correspond to the words. Initially, give the student each object as it is named; then have him/her touch the correct one as it is named. 54

G07 Reading:
Suggested Activities

G2 Arrange chairs back to back. Attach 'oi', 'ou', 'ow', 'aw', 'oy' to backs of chairs. Have students walk around chairs as you say 'around sound, around sound, sit'. Each student sits and gives word for combination on chair. Winner is person with most correct answers. Any types of sounds can be used. 1

G3 As soon as students know 'in', 'at', 'an', 'am', etc. play 'I'm Thinking of a Word'. Example: Something you wear on your head: hat or tam. Something that begins like pig and you cook it: pan. Use all levels. The answers must contain one of the learned sounds. 2

G6 Ask student to give a sentence about self. Write down each word as student says it, so that he can see you write it. Then read it together. 3

G7 Ask student to use a phone book to look up personal numbers, businesses, etc. 4

G8 Ask students to complete this sentence: 'If I had a million dollars, I would . . . ' If desired, the responses can be recorded to see how many ways they could use the money. 5

G9 Ask students to identify the object in a given picture. The students then say the plural form of the word. If appropriate, the students can also write down the plural form, or use it in a verbal or written sentence. 6

G10 Ask students to read a number of short stories. Have students challenge each other to a 'Name that Story' game by giving a detail of one of the stories. 7

G11 Ask students to read sports and weather reports and make predictions. 8

G14 Assign passages to be read and have student write title for each as if it were a headline in newspaper. Read to group and have group guess which title went with which story. 9

G15 Attach 26 library pockets to sheet of poster board, laminate and label with capital alphabet. Mark upper-case alphabet on cards to fit pockets. Student draws a card, calls letter name and size and places in correct pocket. Erase and re-write for lower-case. 10

G16 Attach a survival word and picture to the door of your classroom. Student reads word each time he/she enters the classroom. Select a new word each week. Put words on a master word ring. Students can read words periodically to review. 11

G17 Begin a directions notebook for easy referral. Circle O; underline _____; color; divide rab/bit, etc. Illustrations can also be used. 12 G19 Bring in a variety of clothes. Set up room like a garage sale. Hang all clothes on one line. Student must go through and find their size by looking for and reading the labels. Their size has been predetermined the day before in class and put onto a chart for double checking. 13

G22 Collect a series of pictures in which students would be interested. Have students pretend to take a journey into the pictures. Have them write sentences describing what they are seeing, doing, and feeling. 14

G25 Collect old clothing. Use adhesive-backed labels for clothing labels. Some examples are: 'Dry Clean Only', 'Do not Bleach', or 'Wash and Wear'. Have students read the labels. 15

G26 Collect set of small identical containers, e.g. film canisters, pill bottles. Place small object with unique sound-penny, rice, bell, water in pairs of containers. Have student shake containers and match pairs by discriminating sounds. 16

G28 Collect wallpaper samples that demo repeated patterns. Students can match pattern to pattern or draw/illustrate pattern sequence completion. 17

G29 Color code supplementary books for preprimer and primer readers. Set a timer for 10 minutes of silent reading. Circulate for those who need help. On a rotating basis, listen to the oral reading of each student. 18

G31 Cover the sides of one die with nouns which can be pluralized. Cover the sides of a second die with the appropriate plural endings: s, es, ies, etc. The student throws the first die and reads the word. He/she then throws the second die and tries to make the correct spelling of the word. The die can be thrown again until the correct spelling is completed. 19

G32 Create limericks and rhymes so students can use their knowledge of word families as they rhyme. 20

G33 Cut 6-in. colored circles from construction paper. Cut them in half. One half contains the subject, the second half has the verb. Halves are mixed up and students must put circles back together to form appropriate sentences. 21

G34 Cut 26 triangles and 26 circles to look like ice cream cones. Print upper case letters on cones and lower case letters on ice cream circles. Have students work in ice cream store by matching (upper case letters) and (lower case letters). 22

G35 Cut an oval one inch in length. Punch a hole at either end. Make two for each student. Print left on one and right on other. String onto shoelaces of student's sneakers. 23

G36 Cut cards out of poster board. Use two colors. On one color, print an analogy. On the other, print the explanation. Shuffle the cards and spread out face down. Pick one of each color. If it makes sense, keep the pair. If not, turn over again. 24

G38 Cut letters and numerals from construction paper. Get 10 index cards. Write the word letter on 5 cards and the word number on the other 5. Shuffle cards and have students draw from the deck. Ask them to pick up either a letter or a number depending on the card they draw. 25

G39 Cut out a number of newspaper articles. Cut off headings. Separate into 2 piles, titles and stories. Match title to story or place article in section found. 26

G42 Cut out paragraphs from old textbooks and paste on index cards. Titles that fit the paragraphs are cut from the book and pasted on separate cards. Student reads and finds the title to match. Supervisor approval suggested. 27

G43 Cut out pictures from old greeting cards and mount on poster board. Under the picture, write a question about the picture (details, conclusions, inferences). Students answer the questions on reverse side of card. 28

G45 Cut various pictures from magazine. Have students find pairs of pictures that depict opposites. Examples are city-country, winter-summer, sad- happy. 29

G47 Dictate sentence to students leaving out an important word in each sentence. Have students supply the missing words. 30

G48 Direct a student to make a dictionary of pictures cut from magazines. Help him/her to define/describe each picture. Review the information periodically. 31

G49 Discuss concepts of opposites. Choose some you can dramatize and have students take turns dramatizing some and their opposites. Students may list words and write in pairs as seat work. 32

G50 Display 3 large cards in the front of the room with common root words. Each student takes a card from a pile with a prefix or suffix. Student takes card and stands either at beginning or end of one of the root words, depending on card drawn. If card does not apply, it is returned. 33

G51 Display large cards with 2 or 3 letter blends in various areas of the room. These are the 'nests'. Each student, or 'bird', picks a word from a box, says the blend that the word starts with, then flies to the matching nest. When there, he reads the word on the card. 34

G52 Display photographs of students performing various classroom activities. Sequence them by asking students, 'What do we do next?' Refer to pictures if need be. 35

G53 Distribute to students copies of a book which has a Table of Contents. Have pictures which pertain to the stories in the Table of Contents. Have students match the pictures to the story titles. 36

G54 Divide a classroom assignment into 4 or 5 separate tasks. Assign a certain amount of time for each task. use a minute timer to help students maintain the pace. 37

G55 Divide bulletin board into 4 equal sections. Label each section with category name. Place supply of magazines or pre-selected pictures near bulletin board. During break or center time, students can thumb tack pictures on board in appropriate category section. 38

G58 Divide students into groups of three or more. Give each group a set of word cards--all rhyming except one. Have each student take a card, compare the cards, and decide which one does not rhyme. 39

G59 Divide students into pairs. Give each pair a catalog and a list of pictures to find in the catalog. Instruct them to cut and paste items found according to category, i.e., 3 tools, 2 brown objects, 1 soft item, 2 things a baby uses, 3 sharp objects. 40

G60 Divide students into teams and select book, story, rhymes, event etc. to act out. Have students play charades and act out the plot. 41

G62 Draw a large 'pie' on poster board with 26 equal-sized pieces. Label each section randomly with one letter of alphabet. Attach spinner to center. Pairs or small groups of students each take turns spinning the arrow. Student says word that begins with that letter. 42

G63 Draw a large clock on the chalkboard or poster board. Have a student write a word at #1 on the clock. Have another student add a second word at #2. This one must begin with the last letter of the word at #1. Continue thru #12. 43

G64 Draw and cut out a high-top sneaker on a large piece of poster board. punch holes for shoelace holes. Attach two long strings for shoelaces. Print words by each hole which will match up as compound words. Have students lace the strings through the holes of the two words which make up a compound word. 44

G67 Enter words onto card reader cards. Student reads word. Card reader presents word pronunciation for self-correction. 45

G69 Establish literature pen pals among students in your class or classrooms within your building. Instead of a traditional book report, assign students to write a letter to his pen pal summarizing the book and why she might like to read it. 46

G70 Fill a feely box with pieces of plastic fruit. Direct a student to pull fruit from the box and to match it to a corresponding picture. Follow the same procedure until the box is empty. 47

G71 Fill a small basket with sets of matching, miniature objects (2 small cups, 2 small bowls, 2 small teapots, 2 small baskets, 2 small pitchers). Encourage students to manipulate objects, matching those that are the same. 48

G73 Gather collection of common home, school, play materials. Sit behind screen and perform sound-producing action. Students identify sound without viewing material. Suggestions: tear paper, bang blocks, turn pages, zip, open drawer, rattle keys. 49

G74 Generate a list of 'story starters.' Guide the class through the list, encouraging students to complete the stories with possible outcomes. Allow the students to make up their own story starters for you to finish. 50

G75 Give a list of words with similar prefixes to student. They then determine the meaning of the prefix. Each word on the list is defined. 51

G78 Give each student a notebook. Assist the student in writing down assignments and estimating the time required to complete each assignment. Have student indicate the date when the assignment is to be finished. Have student check off the assignment when it is finished. 52

G79 Give each student a paragraph or short story to read that has the conclusion missing. Have him logically complete the story. 53

G80 Give each student a picture or object that represents a character, setting, place, activity, etc. mentioned in a story. Read story aloud to group. Ask students to listen carefully and hold up object/picture whenever mentioned. 54

G81 Give each student a picture. Name a category. Student whose pictures belong to that category raise their hands and stand together to form a group. 55

G82 Give each student a red card for no and green card for yes. Read group of words. Students hold up green card if they go together by category or rhyme. Students hold up red card if words in group do not belong together. 56

G83 Give each student a sight word written on a card. Use old work- books, old magazines, newspapers, etc. Have students find their word in five different places and circle it. 57

G84 Give each student an article from a magazine or newspaper. He/she is to circle each word that begins with a specified letter. He/she then rewrites the words in alphabetical order. 58

G86 Give practice tests with identical form to test 59 G88 Give sentences with a word underlined. The student will supply a word for the underlined word without changing the meaning. Give student several words to choose from for each sentence. 60

G89 Give sentences with homonyms. Students must use context clues or dictionary to define homonyms. Students then write their own sentences using homonyms correctly. 61

G90 Give sentences/paragraphs with numbered blanks. Student uses context clues to fill in blanks. Variation: start each blank with beginning letter of correct word. 62

G91 Give several examples of acronyms. Students are then given a list of acronyms in which they must supply the words from which the acronyms have been derived. 63

G93 Give student 2 envelopes; one contains titled pictures and the other has titles. The student then matches the titles. 64

G95 Give student a worksheet of words with more than one syllable or have student list words with one or more syllable. The syllables are then counted or clapped out and the number placed after the word. 65

G96 Give student sentences with a word missing. Provide choices of words to insert. The student matches the word with the sentence. 66

G97 Give students a copy of a short paragraph. Read the paragraph to the students. Help students identify the important information in the paragraph. Have students underline or highlight the sentences that have the important information. 67

G98 Give students a deck of picture cards and let them sort according to category. 68

G99 Give students a list of words that would fit into 2 or more categories, such as things to wear and things to eat. Students are instructed to underline things to eat and circle things to wear. Different categories and lists may be used. 69

G100 Give students a newspaper article to scan for main points. Ask them to write a single sentence about the article. 70

G102 Give students columns cut from magazines or newspapers. Have them circle the first A in print; continue to the first B that follows the first A and circle it. The letters are circled in alphabetical sequence. 71

G103 Give students cubes or felt squares of different colors. Demonstrate that 3 different colored cubes represent a three-letter word such as man. If the m in man is changed to a p for pan, then the 1st cube changes color. Teacher gives many examples by changing initial and final consonants. 72

G104 Give students laminated poster board strips containing anywhere from 10 to 26 words. Give each student clothespins numbered from 1-26. Have them put the #1 clothespin beside the first word on the list according to the alphabet. 73

G105 Give students low-level beginning reading books as soon as they have established sounds and blending so they can immediately succeed in a reading experience. Color code books of many series for students to secure a book they can read. 74

G106 Give students parts of a written paragraph. They are to reassemble the paragraph in the correct sequence. A paragraph which describes a sequential event should be used. 75

G107 Give students several reading or spelling words like: work, run, use, etc. Have them list as many words as they can make by adding endings: works, working, worked; runs, running, runner; useless, useful, etc. 76

G108 Give students tiles from word games, or cut out squares of poster board with letters on them. The students 'build' words. They may be given a certain time to see how many they can build. 77

G109 Give students word cards or lists. Students decide how the word begins and check the number of vowels. Students then decide which vowel sound to use. They then look at the end and sound the word quickly and smoothly from one sound to another. 78

G110 Give students words of 1 or more syllables. Students put out the number of markers that correspond to the number of syllables in the word. 79

G111 Give the student 10 colored and laminated construction-paper mittens. The student can pair the mittens that are the same color. 80

G112 Give the student a pencil, a pen, a crayon, and a marking pen. Tell him/ her to do something on paper with each object. Ask him/her to describe or categorize what was done with all of them (They were all used for writing, drawing, etc.). 81

G113 Give the student a topic. Have students select five books from the card catalog which relate to the topic. 82

G115 Give the students a problem to solve and have a list of information sources for them to refer to and decide which to use. 83

G116 Give two columns of words. Have students match and join words to form compound words. Meaning of the words will be discussed. Sentences can then be written using the compound words. 84

G118 Give word cards with one syllable and more than one syllable ending with Y. Student sorts them in 2 piles: those sounding as 'i' and those sounding as 'e'. Two students can divide cards and turn one up at a time. 85

G119 Give written directions locating a mystery location or object within the school or classroom. Directions can be written by the teacher or another student. 86

G120 Hang a small chalkboard or memo board by the classroom door. Write down the daily schedule. If the class is scheduled for an activity in another location (cafeteria, gym), include the location. When an individual student returns from a support service, he/she can locate the class. 87

G121 Have a set of shape templates for each student. Call out the name of the shape. Have students select and show that shape, then trace it on paper. 88

G122 Have a student read a story on a selected topic to his/her class or another class during story time. Have the student practice reading the story first before he/she reads it to the class. 89

G123 Have a treasure hunt. Give an initial written clue to each student. Have each clue tell where to find the next clue, and so on, until each student finds their treasure (a piece of candy or a small toy). 90

G125 Have each student draws 4 pictures depicting the events of an activity. Cut apart the 4 pictures and shuffle them. Have student trade with another student. Each student rearranges the pictures in the correct order, verbalizing the activity being depicted. 91

G126 Have each student select a favorite book. After reading the book, the students determine what he/she likes or dislikes about the book. Students then write to the author giving his/her opinion. Letters can be mailed to the author in care of the publisher. Supervisor approval suggested. 92

G127 Have each student select a favorite character or location from a book he/she has read. Have him/her draw a picture of the character or location. Display the pictures in the library area of the classroom. 93

G128 Have magazine ads available for the students. Ask them to choose three of the ads. Have students decide if they contain facts, opinions, or both. 94

G133 Have student create words using word wheels with digraphs or diphthongs as beginnings or endings. Rotate one circle with rest of word on other circle. This list is then read and copied in notebook with digraph or diphthong underlined. 95

G135 Have student lie on the floor on his/her back. He/she tightens a leg, squeezes hand, or tightens arm as directed. Direct student to relax body parts. 96

G136 Have student maintain a notebook which contains a daily log listing daily assignments. A second section would be a vocabulary section listing new words, and a third section would be a concept section listing complete sentence concepts. 97

G137 Have student make a simple design using colored cubes. As he/she makes the design, the student describes what he is doing. For example, I am putting a red cube next to the blue cube. 98

G138 Have student make and sell hoagies to the faculty members. Plan shopping list. Read food section of newspaper for prices. Shop for food. Make a work schedule and plan of action. Make posters and sell. Supervisor approval suggested. 99

G139 Have student name words that rhyme; pictures can be used for clues. Show student how to spell base word and ask student to change the beginning letters to make new words. 100

G140 Have student place food item cards in small drawers which have been marked with grocery store aisle markers. The cards have names of foods printed on them. A plastic parts organizer with many drawers can be used. 101

G141 Have student reach into a bag containing pieces of material of various textures. Have student orally identify the texture as smooth, rough, soft, etc. 102

G143 Have student trace word until he/she can write it without looking. Sand, finger-paint, etc. can also be used. 103

G144 Have student use the formula: (who?-does?-what?-when?-where?-how?-and why?) to write complete sentences. 104

G145 Have Students become explorers by discovering a particular type of book in the library. Ex.: the biography section. As students become more proficient, have them find a specific title within that section. 105

G147 Have students arrange alphabet blocks, number blocks, and number rods in prescribed order from left to right. 106

G148 Have students arrange word cards to form phrases or sentences. The words on the cards can be spelling words or vocabulary words. Students then read their cards to the class. 107

G149 Have students compare their own traits to one of the characters in a story they have read. They select their own traits which match those of the selected character. They also decide which of the character's traits they would like to possess and which ones they would not like to have. 108

G150 Have students complete an art lesson. In reviewing lesson present six cards in sequence that show pictures of the steps in the art lesson. Have students put the picture cards in the correct order. 109

G153 Have students cut out ads from newspapers or magazines that show different types of propaganda. 110

G154 Have students draw objects depicting a field trip. Color and label the pictures. Place them along chalk ledge. Students find words which begin alike, end alike, or have short vowels, long vowels. 111

G155 Have students find the food section in the newspaper and then scan for all the beverages. On chalkboard, print 'Beverages' and list the types found. Have students cut circles out of poster board. On circle, print a beverage name and illustrate. Laminate and use them for masters. 112

G157 Have students identify the ways in which two objects or pictures are similar. Select the objects or pictures or have the students make the selection. 113

G158 Have students in the reading group take turns with a make-believe magnifying glass as the 'Reading Detective'. Ask Detective to find the exact sentence on a given page which proves a 'case', which is a fact inferred from the story. 114

G159 Have students label pages of a notebook from A-Z. Have student write spelling and vocab. words under correct initial letter. Have students use this book to check homework, class work and tests as well as sight vocabulary. 115

G160 Have students look in the dictionary for the phonetic spelling of words to use in a message. Ask them to write it on the chalkboard. The first student who correctly reads the message writes the next message on the board. 116

G161 Have students look through reading material to locate words with 1, 2, or 3 syllables. When they find one of each, they can write them on the chalkboard under the correct heading of 1, 2, or 3 syllables. 117

G162 Have students make up riddles describing popular superstars of today. Make copies. Have student read each other's riddles and guess who they are. 118

G163 Have students make up tongue twisters using a single consonant. Assign a consonant. Words must be chosen to make a sensible tongue twister. Ex: A big bird bit a beetle. Illustrate. 119

G164 Have students pick cards from a box that give directions to do something in the room. Example: 'Go to the door'. Student reads directions, and does it. 120

G165 Have students play a domino game using cards with pictures which have been cut out of magazines. 121

G167 Have students prepare a 3x5 card for each book they read. The title, author, and a short description should be on each card. Have students place the cards in a shoe box in alphabetical order. Students can review the cards as they would in a card catalog. 122

G168 Have students read a selected book, poem, or magazine article. Have students take turns being the author. Have the other students ask the 'Author' questions about the selection particularly related to why certain situations occurred. 123

G169 Have students read a story with well-defined characters. Have students identify words or phrases which describe mood or character traits. 124

G170 Have students read labels which have been placed on the frequently-used steps. In the beginning, number words can be used. 125

G171 Have students read questions to an essay test and determine which clue words (i.e. outline, define, compare, describe, etc.) are part of the instructions.

G172 Have students read various entry forms and contest rules from magazines, coupons, newspapers, etc. Students should read rules and conditions of the contest and discuss eligibility and probability of winning. If appropriate, students can complete and send in the form. Be aware that many companies use this method to gain mailing lists for future mailings. 127

G173 Have students send postcards to family members living in their home. Suggested topics are things which happened or will be happening in school. 128

G174 Have students sit around a table. Give students several strips of paper with their names on one side and words such as sweet, sour, salty, etc. on the other side. Have plastic colored containers with samples of food. Each student tastes the

samples and selects the strip of paper that describes the food and places it in a container. 129

G175 Have students sort pictures into two boxes: one labeled short vowels, the other one labeled long vowels. 130

G176 Have students stand side by side in a line at one end of the room. Give each student a word. If student can correctly name how many syllables are in the word, he may take that number of steps forward. The first student across wins finish line. 131

G177 Have students take turns playing 'Inspector' at start of reading group. Armed with clipboard, checklist, and pen, the inspector checks students to see if they remembered tablet, pencil, workbook, dictionary, reader. 132

G178 Have students turn to a certain page in their reading book. Write a word on the board that has the same ending as one of the words on that page. Students are to find a word that ends the same. 133

G179 Have students turn to the Table of Contents of the same book you are using. Ask questions about the kinds of stories in the book i.e. Are there any stories about bears? What page? About Indians? What page? Students answer verbally. 134

G181 Have students use colored pens or pencils to draw vertical lines between the syllables in a word. 135

G182 Have students who have creative ability think of a simple art project. Have these students take turns coming to the front of the class. Have them talk the rest of the class through the project by giving directions for their original ideas. 136

G183 Have students work in groups and compete against each other. Two guide words such as blazer and blind are written on the blackboard. In a certain time limit, students list as many words as they can think of which would appear between these 2 guide words. Add 1 point for each correct word. Subtract 1 point for each wrong word. 137

G184 Have students work on sentences with one or more nonsense words in them. Ask them to use context clues to guess at the meaning of the nonsense word and then replace it with an appropriate word. 138

G185 Have students work with seashells which have nouns printed on them. They are to place the shells with nouns requiring an 's' to make it plural into a sand-lined

fishbowl. Nouns requiring an 'es' are placed into another fishbowl. An answer key can be attached to the fishbowl. 139

G186 Have students write an experience chart story as a group, describing a made-up animal. Each student copies the information on the chart. A test is given on the information. The students have access to their copy. 140

G187 Have the class write a story using 'G' words 141

G189 Have the students practice the scan movement with index finger. Race in twos to scan for a particular answer to a question. The student raises his hand as soon as finger is on the key word(s). 142

G190 Have word cards and letter cards for forming a word in proper sequence. Have student sound the first letter, slide the next one to touch it, at which point he/she sounds it and in like manner the remaining sounds. He/she blends the sounds together. 143

G191 Help the students make alphabet books. Prepare a book with 26 blank pages for each student. Write the letters of the alphabet in the book, one on each page. The students could also write the letter on each page. Have students find appropriate pictures for each letter page. Examples might be A- apple, apron B-bear, banana. 144

G192 Inflate balloons of different colors. Write color name on each balloon with black marker. Distribute balloons to students. Alternate teacher instructions (John give Sue your red balloon) with student statements (I'll give Mike the blue balloon) 145

G193 Instruct a student to draw a pair of cards from a deck of Old Maid cards, label them as 'same' or 'different,' and explain his/her reasoning. Continue, taking turns. When it's your turn, make some mistakes to keep students on their toes. 146

G194 Instruct students to sort magazine pictures into categories and make a poster of each category. 147

G195 Instruct students to watch a selected TV show. Retell the plot of the show in sequence, deliberately mixing up the events, so that students have the opportunity to correct you. 148

G196 Introduce concept by laying large cards on floor with alphabet in sequence. Give each student a different word card, and have him/her stand on the corresponding letter. Progress to more complex words. 149

G197 Label one half of pocket-folder 'Fiction' and attach a picture of Raggedy Ann and Andy. Label other half 'Non-Fiction' and attach a photo of real children. On strips of paper print titles of books and stories class and individuals have read. Students sort titles into two pockets and check each other. 150

G198 Label shoe boxes with letters. Students insert the appropriate letter card into a slit in a the lids of the boxes. 151

G199 Label workbooks and place names on writing papers. Have students pick up their materials upon entering room. 152

G201 Laminate index cards and cut in puzzle form. Print two identical letters on each side. Place half the cards on the floor and give the student the other half. Student takes the top card and matches it to the correct card on the floor. 153

G202 Lead the students in a story review. Ask questions about the characters in the stories. Gear the questions toward the traits demonstrated by the story character. 154

G204 Let students use nonsense as well as meaningful words in rhyming games. They can rhyme their names, things in room, or anything that comes to mind. 155

G205 Let the student use an old manual to practice words or match single letters. 156

G206 Line up students next to each other against the wall. Give each student a word. If the word has a long vowel the student takes a giant step forward. If it is a short vowel the student takes a baby step forward. Each student gets several turns. 157

G207 List the students' names on the left side of a chart. List the places or support services to which students go across the top of the chart. Place chart over corkboard or bulletin board material. Have each student place a tack at the junction between his/her name and the location to which he/she is going when leaving the room. Have student remove tack on return. 158

G211 Make 2 piles, one with letter cards and one with picture cards. Spread out alpha cards on desk. Look and say name of picture cards; place picture under alpha

letter that makes the letter sound. (The letter may be placed on the back of the pictures for checking.) 159

G213 Make a box to hold 11X13 envelopes to look like a man or clown. Put an envelope in the box for all initial consonant sounds. Students and teachers collect objects, trinkets, toys to put in appropriate envelope. Students can work on 2 or more sounds to sort objects. 160

G215 Make a game board from an empty TV dinner tray. Place a written message within each indentation of tray. Play a game like Tiddly Winks. The student is to paraphrase the written message in the indentation in which the chip landed. 161

G216 Make a game board with 10 squares. Put a picture that rhymes on each square. Cut out pictures that will rhyme with one of the pictures on the game board. Have students match the words which rhyme. 162

G217 Make a game board with squares numbered 1 to 10. Write 10 review words on small squares of paper. Take 10 reader cards and number them 1 to 10. Record directions on the cards, such as 'put (review word) on the first square.' Have students follow the directions. 163

G218 Make a large copy of a Table of Contents. Display it on a bulletin board. Make up questions which pertain to the articles or stories listed in the Table of Contents. Have the students match up each question with the appropriate article or story. 164

G220 Make a poster board tic-tac-toe board. Make 8 Xs and 8 Os as markers. Make blend cards. Each player takes a set of Xs or Os. The first draws a blend card. If he/she can name a word beginning with the blend, he/she puts a marker on the board. The next player takes a turn and attempts to do the same. 165

G222 Make a word bank with words the students have used. Have them list any 5 words and put these in sentences for writing practice. Have them underline chosen words. 166

G223 Make a worksheet with 9 squares. Give one to each student. Select 9 reading words to review. Have students write the words on their worksheet, one word to a square. Call out the words, one at a time. Have students cover words with chips. The first one to get 3 in a row is the winner. The student must read the 3 words first. 167

G226 Make flash cards with words having both hard and soft sounds of 'C'. Have individuals sort them into two piles, indicating the (k) sound and the (s) sound. Follow this rule when followed by e, i, and y, firm up the (s) sound. 168

G227 Make football-shaped cards with pictures of items beginning with 2- letter blends. Have the students name the pictures and identify the correct blend. A football field game board or a diagram of the board can be used to keep track of the location of the teams. Ten yards is given for a correct response, seven points for a touchdown. 169

G228 Make game board from poster board shaped like a baseball diamond. Make baseball shaped game cards. Put a number from 1 to 3 on cards. On the back of each game card attach a product label. Use markers shaped like baseball bats in different colors for each player. Have two teams. Start at home Pick a card. Read label. If read correctly, move number of spaces on card. 170

G229 Make lines, letters, or shapes with a thin line of white glue. Then sprinkle with sand. Cut letters out of sandpaper. Have student trace letters with their fingers. Students can match letters or textures. 171

G232 Make signs to hand on door knobs. Cut a piece of poster board for the size of your sign. Hang with string. Examples: 'Please come in', 'Please knock first', Do not disturb'. 172

G233 Make three paper dolls-- small, medium, large. Make paper clothes for each doll. On reverse side of clothes and dolls, label small, medium, and large. Laminate them. Have students read the labels and put clothes on the correct doll. Sizes could be used instead of small, medium, and large. 173 G234 Make two sets of cards. Put 'or', 'ir', 'er', or 'ur' on each card of one set. Put pictures with a 'or', 'ir',, 'er', or 'ur' on the other set. Have students match each picture with the correct card of the other set. 174

G235 Make up or copy a reading selection on cardboard. Cut into an interesting shape. Student is to prepare questions on the passage. 175

G236 Make word cards for each student as new word is presented. Students can place all cards face down on their desks and then take turns choosing one and trying for a match. They may use them for typing list, putting in A, B, C order, or studying. 176

G237 Make worksheet of word families and have student fill in consonants, blends, and digraphs to form rhyming words. When reading, have student place a finger

over initial consonant, blend, or digraph and identify ending before reading entire word. 177

G238 Make worksheet of words that can be changed by adding a vowel. Ask students to add a vowel to make a new word. Examples: mad-made, fat-fate, con-coin. 178

G240 Mispronounce a word in each sentence by changing the initial consonant blend. Have student identify and correct it. 179

G241 Mount and label pictures from calendars 180

G243 Pair each student with a partner. Have one student trace a word on the other's back. The other student then guesses the word. If he/she is correct, he/she then traces a word on the partner's back. 181

G244 Pass out slips of paper on Monday to explain to students what jobs they are to work on after assigned work is completed. Slips of paper contain the directions for the job. 182

G245 Paste pictures from magazines and workbooks on cards. Captions of the pictures are pasted on separate cards. The student picks a caption, and matches it to the appropriate picture. 183

G246 Place 12 envelopes on a piece of poster board. Mark with short and long vowels. Supply word cards to be placed in proper envelope displaying the vowel sound heard in word. 184

G247 Place a chair in front of the students. Directional words are written on strips of paper and put into a box. Students draw a paper, go to the chair and do what the word says. They may go behind, next to, under, on, far away, close, etc. Other students may try to guess the word. 185

G248 Place a list of words containing G on the board. Ask students to fold a sheet of paper in half. Label one side hard and one side soft. Instruct students to place each word from the board on the correct side of their paper. 186

G250 Place a picture of a common object in each section of a muffin tin. Throw a pencil eraser into the tin, and see where it lands. Instruct a student to look at the picture in the tin, then find the matching concrete object from a group placed around the tin. 187

G252 Place alphabet cards on the floor. Have student step on a given letter, then move to other letters as they are called out. 188

G253 Place cut-outs of pilgrim boys and girls on a bulletin board. Place hooks in area of collars. Write names of students on colors. Place in another location. Student finds collar with his/her name on it and places it on one of the pilgrims. 189

G254 Place direction words in each of the 6 sides of a photo cube. Turn the direction to be followed toward students: listen, copy, circle, underline, trace, read, etc. Change words as they are learned. 190

G256 Place NATO and some of the more common acronyms like UNISEF on card reader cards so students can see and hear the words they hear on TV, etc. These are discussed with abbreviations and signs we see. Keep a list in the room. Have students make up their own. 191

G258 Place paragraphs from story on poster board strips. Student reads each strip and places it in the correct order to complete the story. 192

G259 Place phrases and sentences on chalkboard. Use spelling words and new reading vocabulary. Each student has a turn to read and then copy or type on magic slate or computer. 193

G260 Place reading words on cards and display in cardholder. Start with six words and add a few more daily. Students read the words and rearrange them into sentences. These sentences can be copied and taken home to be studied. 194

G262 Place small objects, pictures, words on strips of paper 195

G263 Place the food section of the newspaper in front of the student. Give the student a stack of coupons. Instruct student to find coupons that match items in the food section. 196

G264 Place tree branch for each student in pot. Try 'planting' in sand- filled coffee can. Cut out construction paper leaves. Write vocabulary word on leaf and attach to tree branch when student masters word. 197

G265 Place two stickers on the corners of each student's desk, one marked left and the other right. When pupils raise their hands, tell them to raise a right hand or a left hand. For a variation, have a 'left-hand day' or a 'right-hand day'. 198

G266 Place various objects in a bag. Pull one out quickly and have student state complete sentences like, 'This is a _____', 'I have a _____'. 199

G267 Play a modified version of musical chairs. Name objects belonging to the same class while students walk around chairs. When students hear an object which does not belong, they must sit down. Avoid exclusions. 200

G268 Play game with group where someone says a word and the next student must give a word beginning with the first sound or the last sound heard in the previous word. 201

G269 Play simple version of 'Scavenger Hunt.' Students must read and follow directions to find 'treasure' or solve puzzle. 202

G270 Post one large drawing per alphabet letter: A-attic, B-barn, C-cowboy, D-dog, etc. Students decorate object or scene with drawings, magazine cutouts, or junk box objects that start with same letter/sound. Example: students add bonnet, bracelet, buttons, Band-Aid to B-baby. 203

G271 Pre-read story with group or student, pointing out mood of characters, punctuation and tone of story. Have student(s) take turns reading different parts and trying to sound angry, scared, overjoyed, etc. Tape- record their reading and play it back for each reading group. 204

G272 Prepare 'Domino' game pieces. Place items to be matched on the pieces. Have students play the game by matching the items. 205

G273 Prepare 'If . . . then' cards such as 'If one boy plays with the toy train, then two _____ will play with the toy train.' Have students take turns reading then reciting the plural forms of the words. 206

G274 Prepare 2 sets of cards, one with letters and one with pictures. Spread out letter cards on desk. Have the student say the name of one of the pictures, then place the picture card under the letter card that makes the initial sound of the picture. 207

G275 Prepare 2 sets of cards, one with pictures, the other set with words which correspond to the pictures. Attach the word cards to the bulletin board or chalkboard. Have the student put the matching picture card by the word card. To vary the activity, the picture cards can be attached to the wall and the students match the word cards to them. 208

G276 Prepare 4-inch paper circles as baseballs. On these print endings such as 'an' or 'at'. Cut a window in the side of the ball. Cut a strip of paper in the shape of a bat and print several consonants on the bat. The bat is pulled through the window; words are read. 209

G278 Prepare a newspaper bulletin board. Divide the board into sections corresponding to the sections in a newspaper. Ex: sports, food, local news. Display short articles and cartoons from a newspaper. Encourage the students to bring in articles they want to share. 210

G279 Prepare a set of 20 cards, using two colors. On each of the cards of one color, write a sentence. Omit one word. On the other cards, write the omitted words. Have students match each of the words with its appropriate sentence. 211

G280 Prepare a test with true-false statements. Have students underline the clue words which help select the correct answer. The clue words might include: all, always, never, many, any, etc. 212

G281 Prepare a worksheet by dividing the sheet into blocks. Place eight animal stickers across the top of the paper. Corresponding animal stickers are placed on small paper squares. Have student match picture to picture by placing correct animal picture in each column. 213

G282 Prepare a worksheet listing a variety of suffixes and root words. The student is to cut out the suffixes and root words, then paste them onto another sheet of paper matching a root word with an appropriate suffix. Each new word would then be put into a sentence. 214

G284 Prepare a worksheet with a list of sentences. Put a word into each sentence which does not fit. Have students identify the wrong word and supply an appropriate word. 215

G285 Prepare a worksheet with a list of words with suffixes. Have each word appear several times with different suffixes. Have the students state the way in which the suffix changes the meaning of the word. 216

G286 Prepare a worksheet with words with the common endings of s, ed, ing, etc. Have the students underline the root word of each word. 217

G287 Prepare cards that make statements about things students could do. They read cards, then name all the items they would need to do this activity. 218

G288 Prepare cards which describe a situation, an example might be 'The family planned a picnic. It started to rain'. The students then tell (or write) what probably happened next. 219

G289 Prepare fact and opinion statements on poster board strips. The student chooses one from the set, reads it aloud, and hangs it on the correct hook labeled fact or opinion. 220

G290 Prepare flash cards to illustrate the 'magic e' principle. On one side of the card print a word without the final e. On the back, write it so that when folded, the e meets the word. 221

G291 Prepare flashcards containing a mixture of letters and numerals. Display to students for four seconds and have them write only the letters or only the numerals. 222

G292 Prepare game boards as for tic-tac-toe. Write the words for the reading lesson on the 9 squares. Have students play tic-tac-toe placing a colored chip on a word, as they read it. Use 2 colors of chips, one for each student. The player with 3 in a row is the winner. 223

G293 Prepare or purchase cards with specified vowel sounds. Deal cards to all players. The first player draws a card from player to his right. He puts down pair of cards that have the same vowel sound. 224

G294 Prepare papers with lists of words arranged into groups of 3. Two words of each group are the same, one is different. The student is to cross out the word which is different. 225

G296 Prepare sentences which are followed by what, when, where, how many? Students read sentences and then answer the questions. 226

G298 Prepare visual of house with many windows. Cut windows so they can be lifted up. Match up another paper with windows. Trace windows on second paper. Write words to be contrasted or abbreviated on back sheet. Students open window, see word, and write abbreviation or contraction. 227

G299 Prepare worksheets with the numbers 1-10 down the left rain'. The students then tell (or write) what probably happened next. 219

G289 Prepare fact and opinion statements on poster board strips. The student chooses one from the set, reads it aloud, and hangs it on the correct hook labeled fact or opinion. 220

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G298 Prepare visual of house with many windows. Cut windows so they can be lifted up. Match up another paper with windows. Trace windows on second paper. Write words to be contrasted or abbreviated on back sheet. Students open window, see word, and write abbreviation or contraction. 227

G299 Prepare worksheets with the numbers 1-10 down the left side of the sheet. Put four circles after each number. Distribute worksheets. Read off four words--three of which rhyme. The students are to put an x in the circle which represents the word which does not rhyme (1st, 2nd, 3rd, 4th). 228

G300 Present a pair of wallpaper samples to a student. Question him/her about their similarities and differences. 229

G303 Present different shapes to class. Pass out for hands-on experience. Have students describe the shapes. Spread them out on a table or floor. Students then select all shapes of one kind. Use these as patterns to trace onto cardboard. Color. Use shapes to form pictures. 230

G304 Present student with a chart headed: People, Places, and Things. Give him/her pictures that are appropriate for these categories. Ask him/her to place each picture under the correct heading. 231

G305 Present to the student three objects belonging to one category and one object belonging to another category. Ask the student to tell which object does not belong and why. Prompt a response using the names of the categories. Continue, while gradually eliminating the prompt. 232

G306 Print 'Do' on one half of the chalkboard. Print 'Don't' on the other half. Print book care concepts on 3x5 cards. Read a card to students. Students indicate 'Do' or 'Don't'. Place card on appropriate chalk ledge. 233

G307 Print 2 and 3 letter blends on the chalkboard. Student throws a bean bag at the chalkboard. When he/she hits a blend, he/she gives a word that starts with that blend. 234

G308 Print each student's vocabulary list on 3x5 index cards and place in file box near a supply of reusable plastic adhesive. During choice or center time students can label objects and locations in room. 235

G309 Print initial consonants on a large circle and phonograms on a small one. Attach the two circles together so that an initial consonant is matched up with a phonogram. Have students read the words. 236

G310 Print letters or numbers in random scattered order on sheet of paper. In pairs students take turns moving markers from character to character in sequence. For example student #1 locates A and covers with his blue marker. Student #2 locates B and covers with her green marker. 237

G312 Print survival words on 3x5 cards. Place cards in pile. Use a spinner marked 1 to 4. Have a student spin the spinner. If he/she spins a 3, he/she picks 3 cards and reads them. If he/she can read them, he/she keeps them. When the pile is gone, students count their cards. Student with most cards wins. 238

G313 Print the following on a bookmark. 'Don't know the word'? Did you 1) Look at the picture? 2) Read the whole sentence? 3) Take off the prefix and ending? 4)

Break the word into syllables? 5) Sound out each syllable? Make copies. Give one to each student to use as a bookmark. 239

G314 Print the letters of the alphabet on 12 inch squares of cardboard or backs of vinyl samples. Place them randomly on the floor. Give student a bean bag which he throws on one of the squares. If he names the letter he gets a point. 240

G315 Print words containing silent consonants on cards. Deal 5 to each player who place them face up. Each player draws from stack in middle, says word and attempts to match it with one of own. If he/she can, he/she reads all the words. If he/she misses, he/she discards card as no match. Winner is first one to match all 5 cards. 241

G316 Produce the sound a schwa (upside down 'e') makes. Write the words with this sound upside down until the students remember the sound. 242

G317 Provide a basket of sea shells and a poster showing a variety of shells. Have students match the real shells to the corresponding pictures on the poster. 243

G318 Provide a list of abbreviations for students to discuss and memorize. A typed paragraph is given and students must supply abbreviations where appropriate. 244

G319 Provide a variety of magazines and/or articles from magazines. Have students classify them according to specified main topics. 245

G320 Provide a work bank for each completion test. Use any words which the students will need to complete the test. 246

G323 Provide newspapers, texts, reference books, dictionaries, telephone directories, etc. Ask student to find an answer using any resource or section of paper. The first correct answer or reference scores one point. 247

G324 Provide student with a list of beginning patterns: pa, pe, po, pi, and pu. Provide anagrams or rubber stamp print set and have student construct or print new words. 248

G325 Provide students with nontraditional book report format alternatives. Assign students to develop advertising campaign poster, brochure, magazine ad, 90 second TV commercial, etc. that summarizes plot, characters, message of book read. 249

G326 Provide students with visual discrimination worksheets. Students are to cross out the one picture, letter, or word in each line that does not look like the others in the line. 250

G327 Provide two sets of words and one set of pictures. Some words should begin with same consonant. Students match word to word, then word to picture. Teacher holds up or names picture and students match word to it. 251 G328 Put examples of rhyming words and pictures on chalkboard or bulletin board. Have students write rhyming sentences and illustrate. Compile a book of their work. Keep it in the reading center for free reading time. 252

G330 Read a 3-4 sentence descriptive story of a common event, such as brushing teeth. Students listen for a sentence that should come at the end of the story but is in the wrong place. As the story is read for the second time, students raise their hands when they hear the misplaced sentence. 253

G331 Read a book to the student. Point to each picture as you say its name. Ask what it is. Prompt the correct response. Provide praise. Ask again. Praise spontaneous appropriate responses. 254

G333 Read a short story to students after asking then to listen carefully for specific information: how the cat got out of the house, for example. Read slowly and emphatically. Call on students to respond to specific questions. 255

G335 Read a story to the students. After hearing the story, have one student draw a picture. Have the student explain his drawing. 256

G336 Read a story to the students. Use a toy telephone to ask questions about the story. Have students reply to your questions by also using the toy telephone. 257

G337 Record common sounds such as traffic, birds, people talking, construction-site sounds, school room sounds, etc. Have students identify each sound. 258

G338 Record words on card reader cards. Have two students work together. The first student plays the machine. The second student describes the meaning of the word. 259

G339 Say several rhyming words and include one word that doesn't rhyme. Have students identify the one that does not rhyme. Do the same with nonsense syllables. 260

G340 Say words with letter sounds missing, such as October. The students tell what the word would sound like if it were complete. They may also identify the missing letter sound. 261

G342 Secure menus from a local restaurant. Have students select a meal from the menu. 262

G343 Select a set of words. Write the words in two columns on a worksheet, repeating each word in each column. Vary the sequence of words. Have students draw lines between the identical words. This activity can also be done on the chalkboard. 263

G344 Select an incomplete sentence such as, 'I like to .... 'or' I have a ....' Each student decides how to complete the sentence, then writes it on paper. Pictures can be drawn to illustrate the sentence. The papers can be compiled into a book. 264

G345 Select and read an interesting book to students. Ask them if they would like to read or hear other stories by the same author. Have students copy the name of the author so they can look for other books by the same author in the library. 265

G346 Select categories to be reviewed. Use pictures or words to label containers for categories. Describe a food, animal, or other item on small cards. Use items from the categories. Do not name the item but provide enough information so the students can make the identification. Have student place the description into the correct container. 266

G347 Select objects which also have matching pictures. Give the objects to the student. Place the pictures, face down, on the table. As the student turns over a picture, he places the matching object on the picture. 267

G348 Select several accounts of same event from different articles. Have student read article silently and list in 2 columns fact statements and opinion statements. 268

G349 Select two students to stand in front of the class. Have the class decide three ways they are alike, and three ways they are different. Repeat activity with different students. 269

G350 Select uno-design shoe box or paint cover with contact paper. Print uppercase letters around top of box. Print one lowercase letter on each of 26 clothes pins. Students match letters by clipping clothes pin to letter on box. 270

G353 Set up a decoding activity in which simple messages or clues are written phonetically. Ask students to translate the message by using a pronunciation key. 271

G354 Set up a display of periodicals. Prepare task cards with questions that can be answered by looking through the periodicals. Have students read the task cards, then read the periodicals for the answers. 272

G355 Set up a reward system for reading. Establish a goal for number of books read. Have students read one of the books to the class, students in another class, the principal or other adult in the school. 273

G357 Set up an outdoor scene. Have drawings of items which relate to a season; pumpkins, pine cones, snowflakes, flowers. Use whatever is appropriate. Write a synonym on each item. Write sentences on paper which have a matching synonym. Underline the synonym. Have student read the sentence, then find the matching synonym. 274

G358 Set up bulletin board to look like 2 facing dictionary pages. Post the guide words at the top. Have one pocket of mixed words from both pages. The student picks a word and tacks it on the page where he would find it. Once the page is full, students place cards in alphabetical order. 275

G361 Set up library table with picture books for initial encounter with books. Demonstrate proper care and then have scavenger hunt for certain types of pictures or colors, etc. Color code all books according to reading levels so students can readily find a book they can read. 276

G362 Set up stations for each major section of the newspaper. Give students task cards with questions pertaining to particular news items. Students may work individually or with partners. 277

G364 Show students pictures of activities that usually happen before school (eating breakfast, getting dressed). Show pictures of activities that usually happen during school. Mix pictures up and have students categorize them. 278

G366 Sing 'Me mother and father are Irish,' (Repeat 3 times) 'and I am Irish too! We keep the pig in the parlor' (Repeat 3 times) 'and he is Irish too!' Students pick different animals and a place in the house with the same beginning sound. Ex: Horse-hallway, bat-bathtub, etc. 279

G367 Staple booklet for each student with one of each rainbow-colored construction paper. Make multiple mail order catalogs available to students. Assign students to locate as many color synonym words and print on appropriate colored page. e.g.: red-cranberry. 280

G368 Students read simple riddles. They either write the answers or give them verbally. 281

G369 Supply set of word cards for each student. When student completes assignments early, he/she can review words. As student advances, provide new word cards. 282

G370 Supply students with number word reading list. Have words in one column and numerals in the other. Have students match the number words with the numeral. 283

G371 Suspend grocery store aisle markers from the ceiling in the classroom. Under markers, place desks in rows with various foods grouped under the above headings. Give 3-4 students a previously made grocery list. Tell them they have 30 sec. to 1 min. to get most of or all the items on the list. They must use the markers above to help them locate the food items. 284

G373 Tell a story using five picture cards. Mix up cards and have student sequence pictures correctly. 285

G374 Tell a student the 'if' portion of an 'if-then' sentence, i.e., 'If it snows tonight...' Ask him/her to complete the sentence with a logical outcome, i.e., '...no school tomorrow!' Reverse roles, sometimes throwing in illogical outcomes for the student to catch. 286

G375 Test students' ability to determine vowel sounds in a word. Give students a list of nonsense words that have no meaning. Have the students take turns sounding the words out. Make up fun definitions for the words. 287

G376 Trace common objects (fork, pencil, paper clips) on white paper, plastic table cloth or transparency sheets. Have students match the objects with the correct outline. 288

G377 Trace or paste common objects on white paper or plastic table cloth: spoon, coin, ball, glass, scissors, articles of food, etc. Supply students with old magazines or workbooks and have them cut out and match a picture to each object shown. 289

G379 Use 48 Cards with 24 pairs of like pictures. Deal the cards to the players. Students take turns drawing cards from each other and matching like pictures. Player with most pairs wins. 290

G380 Use a stuffed animal to demonstrate positional concepts. Hold animal over the chair, under the chair, around the chair, through the back of the chair. Give animal to the student, and instruct him/her to place it in specific positions. Then ask, 'Where is it?' while holding it in different positions. Finally, let the student play teacher. 291

G381 Use a game layout like shuffleboard. The student slides a marked shell toward the layout. On each shell is a printed word that could be ended with s, ed, ing or any other suffixes being studied. The selected suffixes are printed on the game layout along with numbers. 292

G382 Use a pocket-sorting chart to sort word cards following either V-C-E or C-V-C patterns. The student should place the V-C-E words in the long vowel pocket and C-V-C words in short vowel pocket. 293

G383 Use a sectional TV dinner tray. Have the student place name cards of a specified category into each of the sections. Examples: (1) food, (2) animals, (3) furniture. Either pictures or words can be used. Each of the sections should be labeled. 294

G384 Use a variety of scratch and sniff stamps to expose students to the numerous scents they should know. 295

G385 Use actual signs or picture of signs. Display on bulletin board. 296

G386 Use an easel as a 'Sign Center'. Place a sign or symbol on the easel each day. Explain and use it during the day. 297

G387 Use an egg timer to get students to complete assignments quickly. Turn timer as soon as they begin. Try to get students to beat the timer. 298

G388 Use an old newspaper. Cut out the section headings from the newspaper and mount on poster board. Cut out articles from the different sections and laminate them. Have students read each article and place on the correct section heading. 299

G389 Use basal reader or other reading materials. A selection is chosen that contains words representing rules taught. Students find and/or list words in each category. 300

G390 Use colored poster board to make a car and 4 wheels. Cut out the car and wheels separately. Make sets of different colors. Have students match the correct wheels to each car. 301

G391 Use Frostig program and then use blocks, letters, or other objects to practice and reinforce positional relationships learned. 302

G393 Use heavy opaque plastic or poster board. Cut .25 x 4-inch in cards to assist students in going left to right. 303

G396 Use puzzle pieces to set up a matching activity with analogies. Have students match the pieces.. The student reads the completed analogy aloud and tells what the analogy compares. Ex: 'A fish swims and a bird flies' tells how they move. 304

G397 Use sound effects, rhythm band, or noise makers to encourage students to make sounds or gestures when key words are said. 305

G398 Use spelling words in sentences. Tape the sentences onto cards for a card reader. Use a variety of questions, explanatory, and other sentences. Have students write the sentences on paper putting in the correct punctuation. 306

G399 Use swatches of material with different textures. Have students explain how the textures feel. 307

G400 Use the days of the week and activities during the day to review temporal relationships. Examples are: 'What day comes before Wednesday', after Friday'. 'What do we do after lunch?' 308

G401 Use the overhead projector to help students develop visualization techniques. Have students copy words of a like size. 309

G402 Use two shoe boxes with one uniquely-shaped slot in lid of each. The two-syllable words ending in y will be a unique shape to fit only into the 'long e' box. The one-syllable words ending in y will fit through the 'long i' box slot. Take turns picking words and using in sentences. 310

G403 Use word wheels with 2 and 3 letter blends. When a word is formed (blend, vowels, ending) have student write it on the chalkboard and decide whether it is a real or nonsense word. 311

G404 Write a selection or paragraph that contains words the students do not know. Put story on worksheet; underline these words. Distribute to students. Have them read silently and sound out the underlined words. Go over the words orally to see how well the skill of decoding new words is being learned. 312

G405 Write an upper case A on board. Have the students whose last names begin with A write their last names on board under the letter. Have students decide whose name should be written first, second, etc. Continue activity through the letters of the alphabet. 313

G406 Write each of the desired words on paper cut into foot prints. Mount a path of footprints on the wall. Have students review the words frequently. Change the words to reflect new vocabulary. 314

G407 Write notes on an overhead transparency. Have students copy them. Explain why each item is important. 315

G408 Write out a short story or paragraph for each new vocabulary word. Include a number of words which pertain to the word. Have the student circle all the words which would help him/her understand the new word. 316

G409 Write sample multiple-choice questions and answers on the chalkboard. Have students discuss each of the possible answers. Have them tell why each wrong answer is wrong. 317

G410 Write sentences from rhymes or other known material. Leave out some letters. Have students supply the missing letters. 318

G411 Write sentences using sports farce facts. Ex: 'The Baltimore Phillies can kick a ball'. Have students rewrite the sentences correctly. A list of correct words can be included at the bottom of the paper for reference. 319

G413 Write words containing long or short vowel sounds on index cards. Place a piece of magnetic tape on the back of each card. Make 2 columns on the board. Label one Short Vowels and the other Long Vowels. Have students classify the words by placing them in the correct column. 320

G414 Write words on chalkboard. Give each word a value of 1 to 3 depending on difficulty. Have students take turns going to the board and reading a word. He/she erases it if it is correct. Give the student the number of points for each correct word. 321

H08 Language Arts: Suggested Activities

H1 Ask student to write the address of his/her home. Have student complete a piece of art work using that number and/or street name for a special display. 1

H3 Ask students to write about a significant home or school activity of the week on 3x5 cards. Collect and attach 4 cards each to 8.5x11 paper. Copy enough for class and staple into booklet/newspaper. 2

H4 Assign each student to select one familiar story (classic movies or fairy tales work well) and rewrite with the addition of one new character him/ herself. 3

H5 Assign student to write sentences with vocabulary or subject area words they are studying. 4

H6 Avoid traditional 'write the word 5 times and put it in a sentence.' Assign, instead, using the words in a slogan, bumper sticker, headline, campaign button, want ad, birthday card, etc. 5

H7 Buy or make numeral-writing worksheets. Students trace the numerals with their fingers saying the numeral, then trace it with a pencil and paste correct number of stickers or stars below numeral. Repeat for each numeral and staple pages together to make a one-to-ten booklet. 6

H8 Clap your hands for each syllable said in the singular form. Have the student repeat. Do the same for the plural form which requires an extra syllable, and emphasize the extra clap. Repeat. Have the student repeat. 7

H10 Collect pictures which show objects in isolation and in combination with others. Explain the purpose of adjectives and their use. Demonstrate by verbal example how to use adjectives. Start with one adjective, then two, then three, etc. Have students initiate their own examples or descriptions. 8

H11 Collect slogan buttons. Distribute one button to each student. Students take turns reading their button. Discuss the purpose and mood of the slogan. Collect and switch buttons on another day. 9

H13 Create a worksheet. In the beginning of each row, print the word to be reviewed. Print the word across the page, but with a letter or letters missing each time. Students are to add the missing letters. 10

H14 Cut names of months from old calendars. These are passed out to 12 students. Print name of each month on board, leaving out first letter. Point to each month on board, have student look at his/her paper, compare letters, and if it is the same as he/she has, he/she goes to the board and writes the correct letter. 11

H15 Designate certain assignments that must be done in cursive writing. Gradually increase the number of assignments that must be done with cursive writing. 12

H16 Discuss circles and things that are round. Draw several on board: clock, wheel, smiley face, cookie, etc. Have students copy them. 13 H17 Discuss components of a complete sentence. Give students a checklist of them. As each sentence is read, students must place a check mark beside each component as it is read. 14

H18 Discuss rules for capitalization. Have students illustrate understanding of rules by rephrasing rules and writing them in their notebooks. 15

H19 Discuss the weather conditions every day. Ask students to state what clothes they would wear for this type of weather. 16

H20 Discuss ways a civilization, with and without paper, would be able to pass information from one generation to another. Use the suggestions in the classroom. Ex.: Draw pictures of daily activities., etc. 17

H21 Display copies of words which are frequently used by the students. Have students view words to observe the proper spacing. 18

H22 Display letters in room for easy review. Have students make copies on slates, paper, transparencies, in clay or in sand. 19

H23 Display words related to an approaching holiday. Add to the list as students find or think of others. Compose holiday stories and study words as spelling words. 20

H24 Distribute lined paper and samples of letters to be written. Demonstrate as to the correct formation. 21

H25 Divide an 8 x11 inch card into 12 squares. Write a lower case or upper case letter in each square. Use the cards in a Bingo like game. 22

H26 Divide and cut poster board in 4 sections. Put a town, state and zip code on top of each section. Write a series of names and street addresses in each section. Have

students write complete addresses for the person in each section. Have the students include their own address. 23

H27 Divide class into teams of 4-5 students. On board or wall, tape or draw a picture in which are hidden upper and lowercase letters. First students go to board, circle matching pairs and go to ends of lines; second students follow. Play ends when one team finds all pairs. 24

H28 Divide Dolch word list into 22 lists of 10 and put in library book pockets or envelopes so each list is available. Be sure the student can define the words. Have him copy the models, saying each letter as written; then turn card over and write from memory. Check for errors. 25

H29 Divide students into groups of four. Have them develop the plot of a story. Have one student choose a setting, another the tone of the story, another the mood of the story, and the other the point of view of the main character. 26

H30 Divide words into collection groups as they are presented and put them in the computer using Word Wizards or Spelling Arcade. Students play computer games using the selected words. 27

H31 Divide worksheet in 8 sections and place a holiday picture in each section. List holiday words at the bottom of the page to be cut out and pasted under the correct picture. Prepare a story omitting words but supplying pictures where words can be pasted under them. 28

H32 Draw a ladder on the chalkboard. Have students trace the horizontal and vertical lines of the ladder. Have the students draw the ladder on paper. 29

H33 Draw dot patterns on chalkboard by making dotted stencils out of stiff paper. Place stencil on board, rub chalk on eraser, pat eraser over stencil. A dotted pattern appears on the chalkboard. Connecting dots will have student drawing desired strokes. 30

H34 Draw shape or letter on student's back and have student identify what shape or letter was drawn. Have student write letter or shape on paper. 31

H35 Each student is secretly given a common object, such as a pencil, paper, eraser, paint brush, etc. Each must describe the object. Other class members try to guess the object. 32

H36 Explain the construction of compound sentences, giving examples, and using pictures to encourage students to produce their own sentences. Record the lesson. Then play back the tape for the students, encouraging them to assess their own production. Go slowly, always explain the importance, and always review. 33

H37 Explain the use of past tense forms to students. Give examples indicating 'What happened?' Emphasize the final sounds of verbs which serve as indicators for past tense. Have the students make up sentences of their own describing pictures in past tense forms. 34

H38 Focus on one specific pronoun each week during conversations with the students. Use that pronoun as often as possible. Parent contact suggested. 35

H39 Form a circle. Give a ball to someone, saying, 'I gave the ball to Sue. He has the ball.' Use incorrect pronoun and have students supply the correct pronoun. 36

H40 Give a list of adjectives to students. Have them list several synonyms for each adjective. 37

H41 Give a list of subjects and a list of predicates to the students who join them together. Each sentence is recopied and the subject and predicate are underlined. 38

H42 Give a list of words to students. Have them list a homonym for each word and write a brief sentence using the homonym. 39

H43 Give a list of words with prefixes and suffixes. Have students draw a line between them and the root word. Student will divide paper into three columns (prefixes, suffixes, root words) and group each under the proper heading. 40

H44 Give a run-on typed dialogue between two people to students. Have them mark where each speaker starts and ends his dialogue. Have the student recopy the dialogue putting in changes of paragraphs and correct punctuation. 41 H45 Give a short paragraph to the students. Have them locate words in which they can identify an antonym. Students then read the paragraph. 42

H46 Give an article to the students to read. Have them write the main idea of each paragraph. The students put these ideas together, adding information which will make the summary coherent. 43

H47 Give each student a card containing the 2 words to be combined, a pair of scissors, paper, glue and a paper apostrophe. He/she cuts out the letters to be

omitted, glues the correct letters onto the new paper, and glues the apostrophe in place of the omitted letters. 44

H48 Give each student a list of names and places. Supply colored pencils and have them write list using one color for any capitals and another for the rest of the word. 45

H49 Give each student a personal diary or notebook. At the end of the day, have students write 3-4 words, or sentences about what they learned or did in school that day. 46

H50 Give each student a topic. Have him/her write a statement, question, exclamatory sentence, and imperative sentence on his/her topic. Have each student read his/her sentence to the class with proper inflection. 47

H51 Give examples of different relationships that can be found in analogies such as part to part, part to whole, etc. Have the student write several examples of the given relationship. 48

H53 Give lined or blocked paper to students. Have them trace the lines with their finger, then a pencil or a crayon. 49

H54 Give one-inch or half-inch grid paper to the students to write 2-digit numbers. The grid paper will help students use the correct vertical alignment. 50

H55 Give poster board to students after parts of speech have been discussed. Students cut pictures or words of examples of each part of speech. Students write sentences using each part of speech and then place them on the poster board along with the pictures. 51

H56 Give rules for singular and plural possessives to students. Ask them to rewrite the rules in their notebooks. Examples are given. Then students give examples and put them into sentences. 52

H57 Give several objects to students to describe using adjectives. Students must them supply several more descriptive synonyms for the adjectives that they list. 53

H58 Give student a dark crayon and manila paper. Encourage scribbling. Take dark crayon away and have student fill in spaces with light colors. 54

H59 Give student a pencil upon which you have placed a pencil grip so he/she can get the feel of the way he is to hold it. (Demonstrate first how a writing tool is to be held.) 55

H60 Give student a word card to put around his/her neck. Each word is part of a compound word. The students walk around the room until they find a buddy with a word that will combine with theirs to form a compound word. The two students stand side by side in correct order. 56

H61 Give student link letters or anagrams. Show, discuss and spell a base word. Then ask student to change the beginning letter(s) to make new words 57

H62 Give students a list of sentences and sentence fragments. Have the students identify all the sentence fragments. Have them change all the sentence fragments into complete sentences. Have students write their new sentences. 58

H63 Give students a red marker and material to read. Each student should have different reading material. Have students circle the definite and indefinite articles in the reading material. Prepare a graph that shows how many articles each student found. 59

H64 Give students a typed double-spaced paragraph. Ask them to locate all contractions and write the words that the contraction represents above the contraction. 60

H65 Give students characteristics of various types of literature. Provide samples and have students match literary types. Student states reason for making the match. 61

H66 Give students copies of letters with the parts of the letters out of sequence. Have the student rewrite the letters putting them back in correct order. 62

H67 Give students paper with top and bottom writing lines of contrasting colors. Have them print all the tall letters touching each color. 63 H68 Give students practice paper and list words using known letters. Have students arrange words into sentences, write original sentences, or write a story. If written correctly, let he/she read to group or put it on display. 64

H69 Give students shape templates to trace which will give them some degree of security in using a writing tool. 65

H70 Give the students 5 compound word cards. Ask them to use scissors to divide the words. Successfully-divided words may be shuffled for a matching activity to reform the original 5 words. 66

H71 Give the students half-inch grid paper to list literary titles properly using 2 spaces high for capitals and one for small letters. 67

H72 Give two columns of words. Have students match and join words to form compound words. Meaning of the words will be discussed. Sentences can then be written using the compound words. 68

H73 Give typed paragraph to students where none of the words are plurals. Students read silently, then add plural endings to make the paragraph complete. Student reads revised paragraph orally. 69

H74 Guide student an understanding of reading material by asking specific questions about the material. Use questions related to the characters, the main theme of the story and the consequences of the actions of the characters. 70

H75 Have 3 piles of words cards: 2 sets of one category such as animals, and one set of appropriate traits to be compared. The student chooses one from each pile and builds an analogy. Ex: dog, cat talks--A dog is to bark as a cat is to meow. 71

H76 Have a student trace, then copy his/her name on paper. When the student has practiced tracing and copying his/her name, remove the copy and have the student write his/her name without a model. 72

H77 Have each student be reporter of the day. Have him/her express thoughts in complete sentences. 'Today is Monday'. 'We will have pizza for lunch', etc. 73

H78 Have each student choose an item from a 'holiday chest' containing pictures, objects, or costume pieces. Have the student show, name, and spell the name of the items he/she has chosen. 74

H79 Have each student choose his/her favorite cartoon character and pretend to tell the cartoon friend about a book he/she has read. Have student write four sentences about the book. The first sentence should contain the title of the book; the second, a favorite character; the third, a favorite part; the fourth, why his cartoon friend should read the book. 75

H80 Have each student keep a daily weather journal in which he/she writes out the day of the week, complete date, and a sentence describing the day's weather. 76

H81 Have each student put the correct spelling of words missed on a spelling test on index cards. Keep the cards in file boxes, one for each student. The student can remove the cards when he/she spells the word correctly in a test. 77

H82 Have each student write a descriptive paragraph about a particular teacher, administrator, or worker at the school without using the name. Have other students guess who is described in the paragraph. 78

H83 Have each student write a letter of application for jobs within the classroom. Develop a checklist of items to include in a letter of application. Have each student check his/her letter for each item on the checklist. 79

H84 Have each student write a letter to another student. The letters are to be written in cursive writing. Have the students read their letters to other students. 80

H85 Have each student write a sentence with each word or write a short poem using each word. If done correctly, let he/she type it on the computer or typewriter. 81

H86 Have each student write at least five subordinate clauses and five independent clauses on 3x5 cards. All the cards are placed in containers, one for subordinate clauses and one for independent clauses. Each student then selects five of each and combines them to make five sentences. 82

H87 Have each student write down a name, then pass paper on to next student. This student writes down the street or box number and passes it on to next student. This student writes down the town and passes it on. The next student writes down the state and ZIP code. 83

H88 Have spelling bee using words with phonetic and structural rules. Have groups decide rule after word is spelled. 84

H89 Have student circle a, an, the, in given sentences and identify them as articles. Students will understand that articles usually precede nouns by underlining nouns that come after the articles. 85

H90 Have student compose concepts on a word processor using the Bormuth Readability Scale program to measure his reading grade level. 86

H91 Have student copy word on 3x5 cards. Each letter is to be said as it is written. Card is turned and word is written from memory. Check for errors. 87

H92 Have student create a review list which classifies key words from the notes into categories. Have each student write a complete sentence for each word. 88

H93 Have student form letter with clay; then return it to clay ball and print on practice paper or desk slate. 89

H94 Have student group words together that are synonyms. Use either word cards or lists of words. 90

H95 Have student make a polka dotted Easter egg by decorating paper cut in the shape of a large Easter egg. Have student draw circles over the entire egg. 91

H96 Have student move arm in air making rainbows, zig-zags, etc. Then make large strokes at blackboard. He/she can then perform this at his desk on manila paper and scribble with crayons as he/she likes. 92

H97 Have student place jumbo pegs in holes and remove them. Then give him/her a crayon to hold between thumb and forefingers as he/she has worked with pegs. To refine motor skills with older students, use small pegs and pegboard. 93

H98 Have student rewrite a short story using contractions instead of the original words. 94

H99 Have student select from a variety of templates. Have student choose from different colored pencils and make a design using templates on paper. 95

H100 Have student sit with back to small group of students. Another student spells a word on the seated student's back, one letter at a time. This student then goes to the chalkboard and writes the word. If he misses, the speller again writes the word. 96

H101 Have student spell singular words with anagrams or letter cards, then form plural of word to visualize difference, ex. man-men. 97

H102 Have student trace name tag on his/her desk with tracing paper. Name can also be placed on a transparency and traced on a board or paper. Upper case, lower case, as well as numbers can be traced in the same way. 98

H103 Have student use a marker to trace around a cardboard copy of his/her initial, making an attractive design. 99

H104 Have student use red marker for straight lines and blue for diagonal lines. 100

H105 Have students act out or role-play situations angrily, happily, hurriedly, etc. Elicit verbal descriptions of actions from students observing role plays. 101

H106 Have students begin to write words by using words which have relevance to them. Use students' names, the name of the school or city, and names of pets. 102

H107 Have students challenge each other to spell area towns. Student who spell a town correctly may place it on a blank map with his/her initials beside it. As students become more proficient, the geographic area can be expanded. 103

H108 Have students copy declarative, interrogative, exclamatory sentences onto large poster board period, question mark, and exclamation point. Hang from ceiling or mount on bulletin board. 104

H110 Have students create 'word hunt' puzzles for classmates. List the words at the bottom of each puzzle. 105

H111 Have students design and make a graffiti-type bulletin board of words containing suffixes. Provide guidelines for acceptance. 106

H112 Have students design poster for his/her favorite film. Decide as a class what information must be included. Discuss the fact that the poster often sells the film. Vote for the top ten. 107

H113 Have students discuss a specific value, then read a story that illustrates this value. Students compare/contrast their values to those expressed in the story. 108

H114 Have students discuss a well-known personality, such as an actor, musician, sports figure, politician, etc. Students then exaggerate a character trait and develop a story within this character trait. 109

H115 Have students fold a square sheet of paper into squares top to bottom, left to right. It may be opened and folded corner to corner for diagonal lines. When paper is laid flat these straight lines may be traced. 110

H116 Have students form the letters of their name with clay. Then have them trace each letter 111

H117 Have students list all the activities in which they were involved on a particular day. They then summarize these activities into a narrative. 112

H118 Have students list names of persons, places and things from a story they have read or one which was read to them. 113

H119 Have students locate words with a specified phonetic element. Use newspapers, other textbooks, and other reading materials. 114

H120 Have students look up spelling words or other words in the dictionary. Students are to copy the meaning into a notebook using cursive writing. 115

H122 Have students make a monthly or weekly planning calendar to keep track of tests and assignments. The month, days of the week and holidays for that month should be included. 116

H123 Have students play games using game boards which have been purchased at flea markets. Cards for the games have singular nouns printed on the outside. Have students spell the plural word of the noun on the selected card in order to move or take a turn. 117

H124 Have students read a literary piece centered around a specific theme. Students then express how society reflects that particular theme. Discuss in relation to literary piece. 118

H125 Have students read a particular literary piece and then select a situation in the story with which they have had similar experiences. Students compare their reaction to those in the story. 119

H126 Have students read a story with well-defined characters. Have students identify words or phrases which describe mood or character traits. 120

H127 Have students read and discuss Aesop's fables. After discussion, give each student a card with a title of a fable. Make a statement summarizing meaning of one of the fables. Student holding title corresponding to summarization comes to front of room, and tells why he is correct. 121

H128 Have students research historical information and philosophical beliefs of a given period of history. Prepare a list of ways a particular literary piece reflects this researched information. 122

H129 Have students send postcards to family members living in their home. Suggested topics are things which happened or will be happening in school. 123

H130 Have students share information for the 'Daily News' of the classroom. Write on the chalkboard. Include information such as the date, weather, cafeteria food, and scheduled activities. Have students copy the information onto paper. 124

H131 Have students sort 5 sets of 3 like objects from a deck of 15 3x5 cards. Students will then write sentences using these sets as series of three and link them with commas and conjunctions. 125

H132 Have students submit in writing news or information they want to share with their classmates. Put the notes into a container. Read them or have them read during sharing time. 126

H133 Have students tape record a real life event as described by a friend or relative. Have the students exaggerate the facts of the story to write a legend or tall tale. 127

H134 Have students use pipe cleaners to form letters. Use the pipe cleaner letters to make personal titles such as Mr., Mrs., and Miss. 128

H135 Have students use weather words for spelling and writing activities. Have students write letters to friends telling them about the weather. Be sure the students use complete addresses. 129

H136 Have students work as partners. One student says and spells a word. The partner then uses them in a sentence. 130

H137 Have students work with seashells which have nouns printed on them. They are to place the shells with nouns requiring an 's' to make it plural into a sand-lined fishbowl. Nouns requiring an 'es' are placed into another fishbowl. An answer key can be attached to the fishbowl. 131

H138 Have students write a poem about the person sitting next to them. They must list at least two facts or details. Collect poems. Shuffle them and pass them out to class. Each student reads a poem orally. Students try to guess about whom the poem was written. 132

H139 Have students write complete sentences. Then have other students read them and use a checklist of sentence components to be sure that all components are present. 133

H140 Have students write directions to some mystery location in the classroom or school. Students exchange directions and by reading the directions, attempt to find the mystery locations. This method can be used to locate objects, also. 134

H141 Have students write letters on a transparency. Project the transparency onto the chalkboard or a bulletin board where a correct copy of the letters is written. Have the students check their letters to see if they are correctly written. This process could be reversed by having the students write their letters on the chalkboard. 135

H142 Have students write notes to classmates, friends in other classes, and staff members. Have students deposit them into a box marked 'Tell-A-Grams'. Assign a student to deliver the mail. 136

H144 Have students write sentences using their current spelling words. Words from previous spelling lessons can also be included. 137

H145 Have the student draw horizontal and vertical strokes as he/she draws a picture of his/her house. This activity would follow a discussion of families and houses. 138

H146 Have the student select a 3x5 card with a coordinating conjunction on it. Have the student write a correct compound sentence using the selected conjunction. 139

H147 Have the students give examples of direct dialogue to be put on the board with no capital letters or punctuation. Students will then write the examples correctly. 140

H148 Have the students proofread their own work and that of other students. Have them use proofreading symbols when errors are found. Have students make corrections. 141

H149 Have the students publish a school newspaper each day. Include the following: school name, day, date, year, thought for the day, trivia question, activities for today, teachers absent, recommended TV show for tonight. Duplicate the paper. Have students deliver daily to each classroom. Supervisor approval suggested. 142

H150 Help a student in providing the proper space between words by having him/her put a finger on the paper at the end of a word. Have the student start the next word on the other side of their finger. 143

H151 Help students locate reference books on a selected topic. Provide help to the students in taking notes on the material which is relevant to their research topic. 144

H152 Help students locate various types of figurative language from a reading selection. Have them give written examples of their own. 145

H153 Help students prepare notebook with definitions of literary terms. Also give examples. Select certain sections of an assignment and have students discuss the terms, symbols, etc. in that assignment. 146 H154 Include days, months, seasons, holiday words, and weather words in weekly spelling list; test when appropriate. Let students suggest words they'd like to learn to spell. 147

H155 Include spelling words in language experience (group dictation) practice. Have student read and write words in context, underlining target words in red. When giving test, read student's own sentences. 148

H156 Instruct a student to act out a verbal command requiring he/she to place a common object or self at different locations in the room. For example, 'Sit under the desk. Put the pencil on the book. Put the pencil between you and the book.' 149

H157 Instruct students on steps in writing a research paper. Prepare a checklist. Have student check off each step as it is completed. 150

H158 Introduce consonant + vowel +/t/+/s/ combinations. Place three blank cards in front of the students. Produce the consonant + the vowel + the /t/ while pointing to each card. Add a fourth card and produce /s/. Ask the students to repeat. 151

H159 Introduce consonant + |i|t|z| combinations. Place two blank cards in front of the student. Produce the consonant sound while pointing to the first card. Produce the vowel while pointing to the second card. Add a third card and produce |z|. Ask the student to repeat. 152

H160 Keep a folder of the writing each student does. Have he/she self- evaluate at intervals. Let he/she choose almost-perfect letters and the ones needing improvement. 153

H161 Label and discuss such pictures as 'one mouse,' 'two mice,' and underline the part of the plural which changes. Display problem words with pictures, and use these cues for reading and speech. 154

H162 List verbs on the board. Students take turns acting out verbs. 155 H163 Make 1x6 cards. Write compound words on each card with a wide space between the words. Double the card so that the word can be brought together or can be separated into two. 156

H164 Make 4x6 word. Half have root words and half have endings. Each student picks one. Gives various directions for root words and for endings. For example:

'Root words stand up. Endings remain seated.' 'Root words touch head. Endings touch nose.' After directions, students show cards for a check. 157

H165 Make a big triangle on the easel, board, or overhead. Let students trace it. Have them return to seat and make as many copies as they can make on paper given. 158

H167 Make a worksheet of student's full name. Have student trace and copy name, gradually fading to dotted lines. 159

H168 Make bulletin board of map of area. Identify an attraction or highlight of town with a picture. Use a paper car to travel to other towns. Have written instructions with a scrambled word for destination. Student has to unscramble the name of the town. 160

H169 Make cards containing singular and plural forms of regular and irregular nouns. Have students use cards to play Fish. 161

H170 Make up lists of words using letters learned and give practice time. Let them write on a transparency to see them on the screen. 162

H172 Name is placed on desk slate and student copies it on remaining lines of slate. 163

H173 Pair two students together. Have them dictate letters to each other. The work can be done at the chalkboard, on paper, or on desk slates. 164

H174 Place 2 tablespoons of liquid tempera paint in a Ziploc bag. Reinforce seal with tape. Students can finger-paint writing their upper and lower- case letters by tracing finger on the outside of the bag against a smooth hard surface. 165

H175 Place compound/complex sentences on an overhead transparency. Students rewrite each sentence underlining the dependent and independent clauses, making sure they have at least two independent and one or more independent clauses. 166

H176 Place half-inch lined paper on the student's desk so that the lines are perpendicular to the desk. Have students write between the lines. 167

H177 Place sample sentences using punctuation on a transparency. Students determine the use of the punctuation marks. Notebook notations are written with punctuation symbols, name and use along with a sample sentence. 168 H178 Place

sand or sugar in Styrofoam meat trays Student makes copies of letter samples in/the substance with finger or short stick. 169

H179 Place two objects or two pictures in front of the student. Assure that the two items differ by only one feature such as color, size or shape. Ask student to point out the feature which makes them different. 170

H180 Play 'I'm Going To California, and I'm Going to Take', except require students to take two of each item. Prompt use of plural form. Fade prompts after sufficient repetition. 171

H181 Point to objects and ask questions regarding ownership for students to answer: Whose jacket is it? It is Don's jacket. Whose shirt is it? It is Mary's shirt. The hat belongs to the man. Whose hat is it? It is the man's. 172

H182 Prepare a bulletin board center for each month with holidays. Students prepare all signs for the display for practice in capitalization. 173

H183 Prepare a handout with a list of sentence-completion activities. The student is asked to supply only the suffix. For example, 'We keep matches on a high shelf because they could be harm____.' Student supplies suffix. 174

H184 Prepare a handout with sentences in which there is an incorrect verb. For example, 'The boy ate the milk.' Students are to find the incorrect verb, cross it out and write the correct one. 175

H185 Prepare a large tree with a variety of fall colored leaves. Put hooks on the tree, enough for each student in the class. When the student recognizes his/her first name, he/she places it on a hook on the tree. 176

H186 Prepare a list of dependent clauses. Students supply a related independent clause and write sentences. The reverse is then presented to students who must supply a related dependent clause. 177

H187 Prepare a list of sentences on the blackboard in which there are incorrect auxiliary verbs. For example, 'Sue was gone to school.' Student must go to board, find incorrect verb, erase it and write correct verb. 178

H188 Prepare a list of statements concerning a specific concept. Have students rewrite the statements, placing them in sequential order 179

H189 Prepare a list of words or phrases and a list of synonyms. Give them to the student as a handout. The student is to match the words or phrases with the correct synonyms. 180

H190 Prepare a poster for each month. List holidays, students' birthdays, and other important dates on the poster. Use as a display for the bulletin board. 181

H191 Prepare a worksheet listing a variety of suffixes and root words. The student is to cut out the suffixes and root words, then paste them onto another sheet of paper matching a root word with an appropriate suffix. Each new word would then be put into a sentence. 182

H192 Prepare a worksheet with 10-12 sentences. Have the students group the sentences together according to similar subject matter. Then have the student write the similar subject sentences into paragraphs. 183

H193 Prepare a worksheet with a column of words which can be abbreviated. In another column, put the abbreviations. Have students match each word with its correct form of abbreviation. Use upper case letters where appropriate. 184

H194 Prepare a worksheet with correct and incorrect ways of spelling the number words. Have students circle the correct spelling. 185

H195 Prepare a worksheet with words with the common endings of s, ed, ing, etc. Have the students underline the root word of each word. 186 H196 Prepare a worksheet. Draw flowers (without stems) across the middle of the page. Have students draw vertical lines for the stems of the flowers. 187

H197 Prepare an outline format for a book report. Have the students fill in parts of outline with information gained in reading a book. 188

H198 Prepare cards for card readers of words to be learned. Notch the card in the middle. Have student then spell the words onto the card. 189

H199 Prepare cards for each letter and trace the letters with white glue. Then sprinkle with sand. Have students match capital and lower case or turn them over and play a concentration game. 190

H200 Prepare cards with punctuation marks on them. These are put into a box and each student picks one. The student writes a sentence using the punctuation marks that he/she picked. He/she then read the sentence using proper inflection for that type of sentence. 191

H201 Prepare copies of the alphabet for the students. Let the students trace the letters before writing them. 192

H202 Prepare flash cards made of each preprimer word as it is presented. Use these as models for spelling words to be learned. Student can copy from the model, shut eyes and picture it in his/her mind, say it as he/she writes it and compare what he/she has written with model. 193

H203 Prepare large letter cards for each town in the area. Put the cards for each town in a separate envelope. Have the students select an envelope. Then have each student (as many as needed) select a letter card. Have the students arrange themselves in the correct sequence for the spelling of the town's name. 194

H204 Prepare notebook with alphabetical tabs: cut one-half inch off each page, except for tab, with each page cut lower to expose another tab. Label tabs. Have student list words missed in assignments on correct page of his own spelling book. 195

H206 Prepare strips with partial sentences such as: 'He likes, She makes, Is the _____ funny?' Draw or paste pictures from the vocabulary list on cards. Have students make sentences by combining a partial sentence with the card. 196

H207 Prepare transparencies of the letters. Have students copy them as they are projected on a chalkboard. Students can also trace the letters on the transparencies. 197

H208 Prepare two name tags for each student. Attach the one tag to the student's desk. Place the other tag on the chalkboard. When the student enters the classroom, he/she selects his/her name tag from the chalkboard, then finds his/her desk. 198

H209 Prepare visual of house with many windows. Cut windows so they can be lifted up. Match up another paper with windows. Trace windows on second paper. Write words to be contrasted or abbreviated on back sheet. Students open window, see word, and write abbreviation or contraction. 199

H210 Prepare worksheet master with 3xHin. rectangle centered on paper. Have student sign (cursive) name inside rectangle. Distribute white drawing paper cut into 6x6 in. blocks. Choose a portion of signature and enlarge to fill square. Color in with magic markers. Assemble all blocks into large composition. 200

H211 Prepare worksheets with 5 subordinate clauses, ten independent clauses, and a list of coordinating conjunctions. Have the students write 5 compound/complex

sentences. Use a particular topic: football, TV shows, seasonal holiday themes, etc. 201

H212 Present Harrisburg as a spelling word. Use the word, Harrisburg, as part of a picture, drawing in the capitol building and other known structures. 202

H213 Present phonetic word attack or word structure rules. Provide anagrams, stamp set, or word builder cards to practice examples. Give student words and have him state rules before spelling. 203

H214 Present students with verb cards as stimuli and direct them to make up complete sentences using noun-verb agreement. Establish criteria in advance, and reinforce appropriately. 204

H215 Present two columns of simple sentences to students. Have students match the two sentences which are related in meaning and join them with an appropriate conjunction. 205

H216 Print a numeral on each desk using shaving cream. Student traces and identifies the numeral and then uses paper towels to clean the desktop. 206

H217 Print several conjunctions on 3x5 cards for each student who then spreads them out on his/her desk. Make up a story using these words. The students listen to the story. When they hear one of their words, they hold up the correct word card. Keep changing the story. 207

H218 Print student's name on cardboard and then laminate it. The student uses a wax crayon or erasable marker to trace over the letters. 208

H219 Print student's name on construction paper. Have the paper laminated. Use this model for students to trace their names with crayon. Wipe the crayon with tissue to remove and practice printing their names repeatedly. 209

H220 Print the letter s/s on the board. Have student erase it by tracing the s/s with his/her finger. Have student then replace the s/s by writing it with chalk. 210

H221 Produce a class directory by having each student print his complete address on a 3x5 card. Work with them to arrange the cards in alphabetical order by the students' last name. 211

H225 Provide grid paper and have students make designs with capital letters that form their initials. A series can be done with family members initials. 212

H226 Provide model of full name. Require full name on all work. Remove model after one week. Include full name on spelling test. 213

H227 Provide paper, letter stamps and pad. Let student print list of names of things he knows about or has at home. 214

H229 Provide students with one-inch or half-inch grid paper. Have students write out a word, one letter in each space. A space should be left between each word. 215

H230 Provide students with ruled paper so one-space and two-space relationship between capital and small letters can be retained. 216

H231 Provide three scenic photographs such as mountain peaks, a beach at sunset, or a desert. Students write a descriptive paragraph about one of the pictures. Discuss descriptive words that will set the same mood that the picture shows. 217

H232 Put student's full name on desk. Also put name on cardboard with yarn to wear around his neck. As student comes in the room he gets his tag, then he finds his desk. 218

H233 Read a list of compound words. Ask students to tell what the entire word means, what words it is made off, and what the smaller words mean. 219

H234 Read a story to the group and then list the items named in the story. Make another list of the people who were in the story. Match each item in the story to a person in the story and rewrite the names. Examples are: Henry's hat, Ed's books.

H235 Read sentences and phrases to the class. If they think it is a sentence, they stand. If they think it isn't a sentence, they remain seated. 221

H236 Read sentences in which nonsense words have been substituted for appropriate adjectives. Students must identify the nonsense words and replace them with adjectives which make sense. 222

H237 Read sentences that contain several adjectives. Then question students. For example, 'The boy had 2 small red pails. What color were the pails? What size were the pails?' 223

H238 Read sentences to the class in which the adverbs are misused, as in 'The turtle crawled quickly to the pond.' The students must identify the incorrect adverb in each sentence and replace it with an appropriate one. 224

H239 Read sentences to the class which have incorrect prepositions, as in 'The flowers are under the garden.' The students must identify the wrong word in each sentence and correct it. 225

H240 Read sentences to the class with nonsense words substituted for appropriate adjectives. Students identify the nonsense words and replace them with adjectives which make sense. 226

H241 Refine motor coordination with finger tracing, mazes, cutting, tracing stencils, dot to dots, etc., until he/she can handle a writing tool with the appropriate pressure. Practice removing it as he/she writes. 227

H242 Remove letters from display area and have student print alphabet on practice paper, chalkboard or overhead. Return display and allow student to judge the letters he has made. 228

H243 Require that the day of the week, month, and/or season be written on each assignment. 229

H244 Save coffee can or margarine lids. Use them as patterns which students can use. 230

H245 Select a food item and list the ingredients. Have students copy the ingredients. 231

H247 Set up a scene using dolls, stuffed animals, assorted small props. On chalkboard, chart, or worksheet list sentences about the same which require possessive phrases. Omit the phrase the student is to complete. Ex: The monkey's tail is curly. 232

H248 Set up classroom mailboxes from half-gallon milk cartons. Print each student's full name on a compartment. Use mailboxes to distribute papers or handouts. 233

H249 Set up learning centers with short tasks that require researching in atlas, encyclopedia, or other type of research material. Have students work with partners. 234

H250 Spread dry Jell-O powder in shallow tray. Have student print letters with finger in the tray. Student may lick finger after successfully tracing each letter. Parental permission suggested. 235

H251 Student will rewrite sentences substituting prefixed words in place of two words. Ex. We will paint the fence again. We will repaint the fence. 236

H252 Take photograph of 2 students talking to each other. Students together write a dialogue of what was being said. 237

H253 Take photograph of each student doing an activity such as swinging on a swing. Students write several sentences describing pictures and how they feel about the activities. 238

H255 Tape manuscript and cursive alphabet lines to student's desk, manuscript above cursive. Allow student to refer to samples when reading and writing cursive. As he learns letters, black-out corresponding manuscript letters. 239

H256 Teach students how to write the various strokes used in handwriting. Have students use the strokes to form the basis for an art picture. Dictate the ones you want them to use. 240

H257 Teach students to use the 'finger space test'. There should be the space of a little finger between words. Finger should not fit between letters in words. 241

H258 Trace 'Sam Snake' on board, wipe-off card and paper. Fade the cue as students practice in upper and lower-case 's' improves. Reinforce shape of 's' with Sam's sound /sssss/. Use it, say it, trace it, write it sequence. 242

H259 Underline certain words in a short story. Have students supply a synonym for each underlined word. 243

H260 Unwind 'magic string' around the room, going under desks, over chairs, around wastebaskets, etc. Students must follow the string, verbalizing the prepositional phrase to describe each action. Use numerous strings, or one for each student. 244

H261 Use a 'dirty' chalkboard, water and a large paint brush. Have student practice writing skills with the brush. As it disappears, just like magic. Supervisor approval suggested. 245

H262 Use a 6 inch form cut from a meat tray to help students with correct form and to overcome reversal problems. 246

H263 Use a large meat tray for a visually impaired student to trace the cursive form of his/her name or words. 247

H265 Use a variety of entry forms from magazines, coupons and newspapers. Have student fill in his/her names and address. Supervisor approval suggested. Parent contact suggested. 248

H266 Use a variety of paper progressing from large to smaller spaces. Notebooks are used for keeping a log and summary remarks are placed on 5x7 cards. 249

H267 Use a worksheet with samples of strokes student is to make. Have him try making them from recall. Try flashing patterns from overhead projector. Turn it off for drawing time. 250

H268 Use cards which show action pictures to explain the concept of present tense. Elicit answers to the questions, 'What is happening?' and 'What happens?' Stress the importance of the use of 'is' as a helping verb for singular subjects and 'are' as a helping verb for plural subjects. 251

H269 Use cards, pictures, objects, or actual real-life demonstrations to emphasize use of auxiliary verbs. Auxiliary 'is' goes with singular noun subjects, 'are' with plurals, etc. Give examples, ask questions, converse. Encourage students to listen to themselves and to correct any obvious errors, with or without cues. 252

H270 Use creative writing to provide an opportunity for students to display the words they can write. 253

H271 Use games of analogies. Snow is to white, grass is to _____. Apples are red, bananas are_____. As concepts develop, Use: Boy is to girl as man is to _____. Hat is to head as roof is to _____. 254

H272 Use lined practice pads for students who need extra practice. 255

H273 Use Link Letters or letter cards for students to create names of days, months or holidays using capital letters. 256

H274 Use maps of area. Make printed cards of names of towns. Student finds card of designated town, spells it, then attaches it to the correct location on the map. 257

H275 Use pictures from a picture file. Have the student select one for the topic of a paragraph. Student writes about the action or describes what is in the picture 258

H276 Use salt trays, sand boxes, or clay pans to be sure student knows correct model. Then have him print on chalkboard, paper, or desk slate. 259

H277 Use set of 52 cards having one upper-case or lower-case letter on each card. Students place cards face-down and try to match cards by turning up 2 cards at a time. For slower students, use only half of the cards. 260

H278 Use tongue depressors or sticks from Popsicles. Draw a face on the one end or have students draw the faces. Call the figure Mr. (Ms., Miss.) Sticky Space. Have students use the stick to hold the space between words when they are writing. 261

H279 Write a list of sentences without upper case letters. Provide colored pencils and have students trace over any letter that needs to be capitalized. Include proper names and places for extra practice. 262

H280 Write a sentence on the board such as 'I really like to eat _'. One student completes the sentence as he whispers it to a partner. The partner writes down exactly what he heard and puts it in quotation marks. These are put into a box, picked by various students and read. Author identifies his/her own. 263

H281 Write all directions, new words, experience sentences and facts in cursive writing. Use cursive writing for the 'Daily News'. Have the students read the information together. 264

H282 Write commands on poster board. Hold up card and have student do as the card says. Commands can be listed and verbs circled with a colored pencil. 265

H283 Write contractions on 5x8 cards. Prepare other cards with the two words that match each contraction. Cards are passed out to students. Students walk around showing their card and finding a matching card. 266

H284 Write each student's name in cursive on poster board. Hang all names around the room. The student finds his name, takes it back to his seat, traces it in one color, cuts around the entire name, and hangs it on a mobile base such as a hanger. Repeat procedure in other colors or on different paper. 267

H285 Write end punctuation marks and sentences on the chalkboard. Have students match end punctuation marks to sentences. Have student copy each sentence and then write another sentence of the same type. 268

H286 Write home address on desk slate or paper. Student can trace and then write it. Use it as part of heading on papers he writes. 269

H287 Write nouns, verbs, adjectives or adverbs on 5x8 cards. Noun cards have 'the' or 'a' on card. Each student picks a card and holds card in front of him. Call a

student with a noun, one with a verb, one with adjective or adverb, to front of room. Students arrange themselves to form a sentence. 270

H288 Write proper names and places on cards without capitalized letters. Student selects a card, writes the words on the chalkboard with the correct letters capitalized. 271

H289 Write sentences on 3x5 cards. Omit either the subject or verb. Place cards on a desk top and cover with clear plastic. Students use a wipe-off crayon to write a missing word for each sentence. 272

H290 Write sentences on the board, underlining one word. The students read them and write a word meaning the opposite of the word underlined. 273

H291 Write spelling words in large print on construction paper, one word to a sheet. Glue yarn or string on letters. Students can trace the words when learning to spell them. 274

H292 Write student's name very large on paper with color marker for the student to trace with index finger, then pencil, etc. Then he/she may progress to a 'look, cover and write' method. 275

H293 Write the student's name on chalkboard. Gently erase it so you can just faintly see it. Student can trace each letter as he spells. 276

H294 Write the student's name on poster board. Use a wide, felt tip pen. Write the student's name several times. Staple or clip a blank sheet of paper on the poster board. Have student trace his/her name on the blank paper. 277

H295 Write words on 5x8 cards. Some cards have nouns, some verbs, some adjectives, and some adverbs. Strings are attached so that a card can be hung around a students neck. Each student wears a card and responds to appropriate directions from teacher. For example: All nouns stand up, etc. 278

H296 Writes sentences on chalkboard with punctuation omitted. Give students cutouts of punctuation and ask them to tape the punctuation mark where it is needed. Use masking tape and remove before the end of the day. 279

J09 Math:
Suggested Activities

J1 Allow students to earn 'money' in class for various positive behaviors. Near the end of the year have students bring items from home for an auction in which they can use their earned 'money'. Parent contact suggested. 1

J2 Ask school employees, parents, community members to submit examples of ways they use math in their homes and occupations. Use these to develop 'story problems' which have practical value. 2

J3 Ask students to bring in old items to sell at a flea market to be held at the school. Have them keep track at the flea market of the money and be in charge of making change. Permit students to buy books and materials with the money they earn. Parent and Supervisor approval suggested. 3

J4 Ask students to close their eyes. Move around the room ringing a bell. If the sound of the bell is near the students they raise their hands; if it is far away, they keep their hands down. 4

J5 Assemble two sets of objects (buttons, seashells, and lollipops). One set having more objects than the other. Have the students identify which set has more and which set has fewer. Follow the same procedure with a variety of objects. 5

J6 Assign a student to stand at the front of the line being first. Have the student call his/her classmates to line up using their names and the ordinal number they will have in line until all of the students are in line. 6

J7 Assign a student to take basketball or baseball stats for a game during a gym class. Keep the stats simple. Use the tally method. Then have he/she make charts or line graphs comparing performance of players or teams. Also, complete percentages of field goals made to field goals attempted or batting averages. 7

J8 Assign each student a small window space and ask each to record in drawing or painting a specific scene. Fasten together to form continuous mural and attach above or below windows used. Repeat activity several times each year to show seasonal change. 8

J9 At beginning of school year, take class on neighborhood walk. Have each student select a small area or specific tree/bush to adopt. Have each student record observations on 8 1/2 x 11 paper. Date page. Take at least monthly trips to spot

again, recording observations on dated page. Fasten together at end of year to form 'through the seasons book.' 9

J10 Base your point system on 10s and make point markers shaped as coins. Substitute these with money scrip later in the year. Have students count points daily as if counting coins. 10

J11 Beat a rhythm or clap and have students place a counter in front of them for every beat they hear (auditory recognition of numbers of sounds to numbers of objects). 11

J12 Begin rhythm pattern. When class has joined pattern, give math problem. Students continue pattern, giving answer to problem. Example: clap, clap, five plus three, clap, clap, ei - ght. 12

J13 Bounce a super-ball in front of the classroom. Have the student count every time the ball bounces. Give the student a number (i.e. 4) and he/she will have to catch the ball after the 4th bounce. 13

J14 Brainstorm ways students can use math in everyday life. Earn math computer time by printing on paper a new idea and tacking it on a bulletin board entitled: Modern Math Meanings. Get even more points for pictures. 14

J16 Choose several objects in the classroom. Write names of objects on a sheet of paper. Have students measure these objects (in inches or feet). 15

J17 Collect objects in a paper bag such as: feathers, tissues, blocks, books, etc. Students receive a bag of objects and sort them into two piles, one for heavy and one for light. 16

J18 Compare and group objects using non-standard units and have student ask self, 'Is it longer than the (book)?' or 'Is it as tall as me?'. Help student measure and record length and height in appropriate standard unit. 17

J19 Construct three posters depicting activities student does during morning, afternoon and night. Use as prompts for student to discuss times of day and activities. 18

J20 Cover 20 tin cans with contact paper. Write the numbers 1 to 20 on each can. Make the numbers 1 to 20 out of felt (make 4 or 5 sets). Students put felt numbers into the appropriate cans. 19

J21 Cut 7xJ5-inch cards. Divide into 8 squares. Place a random item in each square. Each card must have 3 items the same if the 4 basic items are presented. Cut 4x4 cards with one of the items to be identified. Give each student 7xJ5 card & markers. Present one 4x4 card. Student covers the item presented & identifies it. 20

J22 Cut 10 7x8-inch fish with large mouth & teeth. Cut 10 2.5-inch fish. Place one concept or fact on small fish, another on large fish. Put small paper clip on small fish. Use fishing rod (stick, string & magnet) to catch small fish. Student puts small fish in corresponding large fish's mouth. 21

J24 Cut numerals 1 to 10 from felt; glue each numeral to a balloon inflated with helium. Cut enough stars to make corresponding sets per numeral; glue stars onto balloon inflated with helium. Students matches numerals with the star sets. 22

J25 Cut out either a circle, a square, a triangle of a rectangle on each of the four sides of a box. Give the students blocks representing each of the shapes. Have them place the correct block through the corresponding J27 Cut out many shapes and hide in the classroom. Have the students find all of the shapes. Have them show their classmates which shapes they found, naming each shape. Count the shapes found. Group all similar shapes. 24

J28 Cut out numerous pictures of animals, household items, etc. Mount them on individual index cards. Ask the students to look at the picture on the index card and guess the actual size of the object. Show two pictures and have them compare to see which one is bigger, weighs more, etc. 25

J29 Cut out of red poster board ten 8.25 inch apples. Write one number on each apple from one to ten. Laminate the apples. Cut out one inch circles in each apple. (One circle on apple 1, two circles on apple 2, three circles on apple 3, etc.). Have students place their fingers through the holes in the apples and count their fingers. 26

J30 Cut out shapes from one side of a box. Give the students blocks matching these shapes. Have them place the correct block through the correct hole in the box. Name the shapes as they are taken from the box. 27

J31 Cut out three circles for each student. On one circle students draw a morning activity, on another circle they draw an afternoon activity, and on the third circle they draw a night activity. Staple the circles together into a booklet. 28

J36 Demonstrate visual concept of terms empty and full by having students fill and empty containers of sand, water, salt etc. Use the terms empty, full. 30

J37 Discuss in career class what a dispatcher is, then have the students act as a dispatcher. Have them compute how many cartons have been shipped on each truckload. Give the students various charts for completion. 31

J38 Display a set of 2 red socks on a clothesline, a set of 6 blue socks on the clothesline, and a set of 10 yellow socks on the clothesline. Elicit that there are more blue socks than red socks, and there are more yellow socks than blue socks. Explain that the set of yellow socks has the most members. 32

J39 Divide a poster board square into nine or twelve squares. Take 2 beans and spill them onto the board. Add the numbers in the two squares where the beans fall. Use also for multiplication drill. 33

J40 Divide chart in half. Label one half 'One' and the other half 'More than one'. Student lists objects in class of which there are one or more and tells under which heading they belong. 34

J41 Divide class into 2 teams with chalk and eraser. Pick a math flash card and read it. First person on each team runs to board, writes and solves equation. First correct answer wins. 35

J42 Divide class into groups of students with about 4 or 5 to a group. Students then arrange themselves from tallest to shortest. 36

J43 Divide students into two groups in classroom or outside. Ask one student to name who is near and who is far. Use photos to aid student in classifying. 37

J45 Divide the class into small groups. Each group will be assigned a number. As a group, the students will write down all the possible arithmetic combinations they can think of that will total their given number. Student will receive one point for each arithmetic fact. 38

J46 Divide the class into small groups. Have a deck of cards without the joker. Shuffle the cards and deal ten to each player. The students will then total the cards by adding all the number cards first. Then all face cards are worth 10 points and an ace is worth 11 points. The students with the most points wins. Have students check each other's points. 39

J47 Do not use counting to determine which set has more members. Use 2 clear plastic cups. Place more jelly beans in one cup than the other. Give cups to the students. Have students tell by just looking, which cup has more beans. 40 J48 Draw 12 boxes on 8.5x11 paper. Draw a snowman in each box. Place one numeral

randomly on snowman's hat. Instruct students to cut boxes and place numerals in sequential order. Glue numerals in order on a paper strip provided. 41 J49 Draw 12 boxes on an 8.5x11 paper. Draw snowmen in each box. Place one numeral on snowman's hat in the middle row. Instruct students to write the numeral that comes before and after the one in the box. 42 J50 Draw a clock face on board, omitting 12. Student fills in missing number. Repeat for each number; then omit two or more at a time. Eventually student should place all numbers on clock face when only 12 is present. 43

J51 Draw a large picture of the Cookie Monster on blue construction paper. Staple 10 small paper bags with one numeral on each bag at the bottom of board. Draw and cut 55 cookies. Student paces the correct number of cookies in each bag. 44

J52 Draw a tens/ones chart on board. Tell student 'I'm thinking of a number with a one in the ten's place and a 6 in the one's place'. Student writes numbers in correct places and reads number. Use higher place values as needed. 45

J53 Draw and cut seven 10.5x12-inch pieces of clothing (ex. shirts, shorts, skirts, pants etc.) Write 1 day of the week on the clothes. Hang clothes on line with 2 clothespins in order from Sunday to Saturday. Cut 4x7-inch white socks. Hang socks on corresponding day of the week. Ex. Sun. socks 1+2, Mon. socks 1+3, Tues. socks 1+4, Wed. socks 1+5, etc. 46

J54 Draw shapes on poster board. Outline the shapes with yarn. Place the poster board in a box. Have children close their eyes, stick their hands into the box, and feel the yarn shape. Try to identify the shape. 47

J55 Drop pennies in tin can. The student should wait until he/she hears the sound before he/she counts. 48

J56 Each student tells the class something they did yesterday in school. Then each student tells something they've done today. Then each student tells something they would like to do tomorrow. 49

J57 Enter information onto tachistoscope. As student reads problems, he/she responds, verbal or written. Student is able to self-correct. 50

J58 Enter problems onto card reader cards. Student reads problem while card reader reads problem. Student responds. Card reader supplies answer, allowing for self-correction. 51

J59 Facilitate students' ability to translate sentences into algebraic expressions. Put symbols on the board like +, -, x, /. Have students take turns giving a word or words that mean the same as the symbol. 52

J60 Fill containers with sets of small objects such as five buttons, two paper clips, three blocks, and five pencils. Have the students count the number of objects in their container and write five math facts about their objects. 53

J61 Follow up a discussion of winter by giving students a drawing of a stick figure, and another with various items of clothing. Color, cut out, and glue the appropriate winter clothing onto the stick figure. 54

J63 Get three identical containers. Place 10 pegs in one, 5 paper clips in another, and 1 pencil eraser in the last container. Ask which has the most in it. Interchange containers. Ask question again. Repeat exercise using the word least. 55

J64 Give each student a card with a tic-tac-toe grid on it. Draw a shape in each box. Use a spinner with all the shapes on it. The student spins and puts a mark in the correct box. 56

J65 Give each student a pocket calendar and help him/her to mark special dates such as birthdays, field trips, and assemblies. Periodically ask the student questions related to the calendar (How many days until ____?, etc.). 57

J66 Give each student a small plastic bag filled with varying lengths of 2 spoons, 2 straws, 2 pencils, and 2 crayons. Have matching materials and demonstrate the activity by choosing 2 spoons and compare the lengths. Have the student compare the length of the spoons. Follow the same procedure for the remaining materials. 58

J67 Give letter cards to student and have him manipulate cards that match. 59
J68 Give out play money instead of points in any game activity. After each round of play, encourage students to count up their amounts and exchange for higher value coins or bills. 60

J69 Give student 3 dice. Ask him/her to roll all 3 dice and then add up the total number of dots. 61

J70 Give student a string with a knot at the end. Have he/she string beads one at a time. As he/she strings each bead, he/she is to count or say the corresponding number. 62

J71 Give student language experience paper with numeral and corresponding number word. Student writes numeral and number word in the space available and then draws a set of objects to correspond with the numeral on the paper. These papers may be saved to make a 'Number Word Book'. 63

J72 Give student ten large marshmallows and nine toothpick flags (toothpicks and construction paper). Ask student to put one flag into each marshmallow. Ask if every marshmallow has a flag, or if there are any marshmallows left over, or if there are more marshmallows or more flags. Needs close teacher supervision, physically unsafe. 64

J73 Give students a box of beads of various colors, shapes, and sizes. Instruct them to string the beads according to one attribute, such as all the round ones. Add more specific directions later (large, square, blue beads). 65

J74 Give students a certain number of cereal pieces. Have the students write that number. Give the students more cereal, and have them write a plus sign, the equal sign and the answer of how many cereal pieces there are all together. Check before hand for allergies to cereals. 66

J75 Give students a chart of long distance telephone rates and the locations of many different places that could be called during the month. Have students compute the cost of the calls. 67

J76 Give students a chart on costs for a college student's food, books, clothes, etc. over nine months in college. Find the average amounts that the student spends in each one of these categories. 68

J77 Give students a container such as a cupcake tin, then an item of which only one will fit in each space, such as paper cups. Demonstrate putting one cup in each space. Develop this skill to mastery, then give a smaller item so that more then one would fit in each space. 69

J78 Give students a deck of playing cards. Remove the face cards. Split each deck in half. Turn one card over from each pile. Add, subtract, multiply or divide the two numbers. 70

J79 Give students a grocery bill and have them estimate the amount of change they will receive from a given amount of money. 71

J80 Give students a menu and have them order what they would like for lunch. Ask for separate checks. Have them find the price of each one's order. Compute the total bill. 72

J81 Give students a mini-clock to keep at their desks. Send each student a secret message about a task to be done at a certain time. Have student set the mini-clock and do the secret task when the classroom clock matches the time on their own clocks. 73

J82 Give students a multi-digit number and tell them to place the number on a place value chart. Add the numbers in a single column. 74

J83 Give students a partial map of the United States interstate system. Have them select a destination and then figure out how many miles it is to get to their destination. 75

J84 Give students a series of circles in rows and have them write a consecutive number in each circle. Do not permit students to skip a number or give a circle two numbers. 76

J85 Give students a set of story problems. Have them underline the terms that will indicate the process needed to compute the problem, then solve the problem. 77

J86 Give students a specific location to which to travel. Have them figure the most economical way to travel to this location: bus, train, or airplane. Include meals, lodging, tolls etc. in the cost. 78

J87 Give students a thermometer and pans containing varying degrees of warm and cold water. Note the differences in temperatures as the thermometer is moved from pan to pan. 79

J88 Give students a worksheet of division problems which have the estimated answers written beside the problems. Have students calculate the exact answer for each of the problems. 80

J89 Give students a worksheet of multiplication problems which have the estimated answers written beside the problems. Have students calculate the exact answer for each of the problems. 81

J90 Give students a worksheet on which various lines are drawn. Have them measure the lines, using a ruler. Record the size of the lines to the nearest given fractional length. 82

J91 Give students an egg carton and a bag of hard-shelled dried beans. Have them drop a bean in each egg cup and count as they continue. Close adult supervision required. 83

J92 Give students compasses and show them where north is. Have students write down what is to the south, east and west. 84

J93 Give students compasses and tape measures. Give them instructions on how to find something in the room or on the school yard. Example; Go South 10 feet. 85

J94 Give students copies of bills from credit card companies. Have them compute the 1.5 percent interest charge on the bills. 86

J95 Give students examples of check registers which show what check was written and what deposits were made. Compute the balance in the account after each transaction. Subtract checks and add deposits. 87 J96 Give students golf cards and have them find the golf scores for different players. 88

J97 Give students magazines and pieces of paper with one numeral on it. Have students find, cut out and paste on the paper the corresponding numerals. 89

J98 Give students multi-digit numbers slowly progressing in difficulty. Have them rename the digits by place value. Multiply one's place first, then ten's place, etc. Add the partial products. 90

J99 Give students one minute timed-tests on groups of multiplication facts. Have them try to better their own score from the day before. Add more multiplication facts as each group is mastered. 91

J100 Give students pie graphs depicting the monthly expenditures of different families. Determine how much (what percent) the family spends each month on food, rent, clothes, insurance, etc. 92

J102 Give students the cost of various apartments. Have them determine which one would suit their needs best. Compute the cost of the security deposit, gas, and electricity, in addition to the rent for total cost. 94

J103 Give students the driving time to a particular city an how many miles it is. Have them find the rate and then determine what will be the driving time to various other cities. 95

J104 Give students their test grades as a fraction (95/100). Have them convert the fraction to a decimal and then to a percent to determine their grade. 96

J105 Give students three different lengths of pencils. Have the students arrange the pencils in order from shortest to longest; smallest to largest. 97

J106 Give students three strips of poster board of varying lengths (2-in., 6- in., 10-in.). Have student put strips into a paper bag. Reach into the bag, and without looking, name the strip according to small, medium, or large. 98

J107 Give students two digit numbers and tell them to place the numbers on a place value chart. Add the numbers in a single column. 99

J108 Give students two sets of counters each containing ten or less elements. Have them show if sets are equal by showing one-to-one correspondence, or make them equal by decreasing the number of objects in one set. 100

J109 Give students various bags of groceries. Mark the price on each item. Have them estimate the cost of each bag of groceries. 101

J110 Give students various numbers of cubes, and decide who has many cubes and who a few. Have students build towers to see whose is taller and whose is shorter. 102

J111 Give the first student to finish the daily quiz with a perfect score a 5 minute slip which entitles the student to 5 free minutes of class time. Accumulate up to 15 minutes of free time to be used as the student wishes. 103

J112 Give the student poster board tubes of different sizes. Provide the student with round objects that correspond to the diameters of the tubes. Have the student match an object with the tube and then drop the object through the tube. 104

J113 Give the students a certain amount of play money. Have them select items that they wish to buy using the Sunday paper or a catalog. Have them total their purchases and then determine how much money they have left. 105

J114 Give the students a certain number of hard shell beans or peas. Have them determine their exact number. Arrange the beans in different visual patterns without altering the number of beans. Have student decide if the same number exists, and note that the number remains constant. 106

J115 Give the students a person's starting time and quitting time and have them compute the exact hours that person worked that day. 107

J116 Give the students a sewing pattern. Ask how much material they need to buy in order to make the dress or pants. Use the pattern for other activities. 108

J117 Give the students an amount of weight that a particular person needs to maintain. Then give the person's daily caloric intake. The students will then be given charts on what this person eats daily and compute the number of calories and carbohydrates this person consumes. The students can also figure out their daily intake of calories. 109

J118 Give the students strips of poster board which are 1 in. to 10 in. long. The student should have at least 10 strips, one of each size. Have student put a 10 in. strip in front of them, and find how many other combinations of strips will be the same as the 10 in. strip. The same procedure is done for different length strips. 110

J119 Give the students the postal shipping rates. Have them compute the different costs to send items of different weights to various areas in the United States. 111

J120 Give the students the prices of gasoline from 1940 until 1986 in ten- year increments. Compute the price of gasoline for 10 and 15 gallons of gasoline and compare the cost over the years. Round to the nearest cent. 112

J121 Give the students various addition facts by using flash cards or writing facts on the board. The students will have a set of twenty beads strung on a piece of yarn. When the students are shown the addition facts, they will give their answer and check their answer by counting the beads. 113

J122 Give two or more students a set of cards with a numeral (1-10) on each card. Ask students to put the cards in order as quickly as they can. The first one to finish is the winner. 114

J123 Given the football and basketball team's wins and losses, the students will compute the percent of wins and the percent of losses of each team. This can be done for all the sports programs in the high school. 115

J124 Have 2 students each choose a large cardboard square with a number printed on it. Ask them to stand in front of the class. Ask a third student to stand between the first 2 with a greater-than less-than symbol and point it in the right direction. 116

J125 Have a student choose the day of the week from among the seven days of the week printed on strips. Place the correct day of the week in the pocket that is part of the sentence strip which states the current school day's name. 117

J126 Have a student describe a simple figure to the other students. Have them draw the figure as it is being described. Compare their drawings to the original. 118

J127 Have a student identify the present season and turn the arrow on a chart to point to the correct season. (Depict all four seasons on the chart.) 119

J128 Have discussion about 'buses' running A.M. or P.M., stores and their hours, and shifts worked in various jobs. Use clocks and every real-life experience possible. 120

J129 Have each one of the students select a stock from the quotations listed in the financial section and then record all the information. Include high, low, and close. Students will daily write down the progress of their stock. At the end of two weeks the students will make a chart to show the rise or decline of their stock. Ask them other questions about their stock. 121

J130 Have each student cut out 5 tree trunks and 5 tree tops. Have them match a tree trunk to a tree top and glue them together. 122 J131 Have several pieces of flannel on which there are various numbers of buttons. A second set of flannel pieces have corresponding holes. The student must match the buttons to the holes. The buttoning will reinforce fine motor coordination. 123

J133 Have student express relationships relating to comparative size by arranging data into specific categories in a data table with columns labeled small, medium, and large. 124 X J134 Have student orally read and interpret a given word problem. Define terms such as difference, sum, total, etc., while restating the problem. Indicate the appropriate process needed to solve the problem. 125

J135 Have student place given numbers on a place value chart. Subtract the numbers in a single column. 126

J136 Have student use a protractor to measure the size of subdivisions of a circle and to plot a pie graph with data from an experiment. Data is classified as percentages. 127

J137 Have students brainstorm to produce lists of seasonal words on the board (snow--winter, hot--summer, leaves--fall, birth--spring, Halloween--fall). 128

J138 Have students bring in their favorite recipe. Convert recipes to metric measurement. 129

J139 Have students call and order a pizza with selected toppings. Have them compute the bill and the amount of change that they will receive. 130

J140 Have students chart the inside and outside temperatures at various times of the day. Keep the chart daily and then yearly for comparison purposes. 131

J141 Have students choose food items from the top, middle or bottom grocery shelf. Place the food item (cut out of paper), in a grocery basket. Follow the procedure until all food items are removed from all three shelves. 132

J142 Have students compare the unit prices of different sizes of brands of an item they may wish to buy. Bring in different items so the students can wish to buy. The teacher will bring in different items so the students can find the weight of the items and determine the best buys! 133

J143 Have students compare weights of objects (by hand/by scale) and state weight relations (heavier, lighter, weighs the same) between objects. 134

J144 Have students complete a missing number worksheet as the teacher asks what number comes before N (or after N). Read the sequence aloud when finished. 135

J145 Have students compute how much inventory the local student store has. Write down all the products in the store and then look up the price of each of these items. 136

J146 Have students compute how much it costs to make a dress. Add the cost of the pattern, thread, material, zipper, buttons, lace, etc. Have them then compute how much can be saved by making a dress compared to buying a comparable one. 137

J147 Have students compute how much they would make with a profit-sharing plan at various companies. Discuss what profit-sharing plans mean and how they save money for the companies. 138

J148 Have students compute premium payments with different types of insurances. Study different life insurance forms and note the benefits and disadvantages. 139

J149 Have students compute the amount of supplies that need to be ordered for a catering service. Order food items, napkins, place mats, plates, forks, etc. Have the

students chart the number left in reserve and the present number on hand, then compute the number to be ordered. 140

J150 Have students compute the down payment costs of different items at varying rates. Discuss the down payment and compute the balance owed in weekly or monthly amounts. 141

J151 Have students compute the overtime for various employees. Figure out salary for time and a half wages. 142

J152 Have students compute their pay check after the various deductions have been taken out. 143

J154 Have students correct each other's papers by utilizing the computer (APPLE). Type ? before the problem then return; the answer will appear (? 2+5 Return). Reinforces math facts. 144

J155 Have students count in unison as they put on coats, clean up toys, walk to gym, clean up paints, etc. Use any everyday activity where students can count to see how high they can get. This practice is a good transition activity. 145

J156 Have students count out numbers of cups, napkins, utensils, cookies, milk cartons, etc. for lunches, snacks, or other activities. Give them the daily job of passing out these items after the students have mastered the rational counting. 146

J157 Have students count, as a holiday approaches, to see how many days there are on the calendar until the holiday. Post that number on a special countdown display. 147

J158 Have students determine how many seconds they are in school in an ordinary week. Change week to days, to hours, to minutes, to seconds. 148

J159 Have students determine how much it costs to charge items at the store. Compute the monthly payment and the finance charge, then how much they will spend totally on the items. Consider different installment plans offered. 149

J160 Have students do the divisibility test. A. If number ends in 0, 2, 4, 6, or 8, it is/by 2. B. If sum of digits of a number is/by 3, then number is/by 3. C. If last two digits of a number is/by 4, number is/by 4. D. If number ends in 0 or 5, it is/by 5. E. If sum of digits is/by 3 and number is even, it is/by 6. 150

J161 Have students draw lines above and down through the dividend to show placement of the quotient and numbers below the dividend of multi-digit numbers. Omit the lines as students become more proficient. 151

J162 Have students draw their own geometric shape marking length, height and width. Exchange shapes and challenge classmates to solve for area and/or perimeter. 152

J163 Have students estimate how many steps it would take to reach a certain point in the room. Pace out the distance in order to compare the estimate to the actual distance to understand and compare varying distances. 153

J164 Have students figure out commissions offered on different job positions. 154

J165 Have students figure out the 6% sales tax on the cost of a meal they have just ordered. Have them then compute 15% of the total bill to determine the gratuity. 155

J166 Have students fill out time cards to show how long they worked for a given week. Add up the total hours and then compute the total wages for the week. 156

J167 Have students find out how much is owed on various bank loans. Teach the formula: interest = principal x rate x time. Round answers to the nearest cent. 157

J168 Have students find the annual cost of automobile fuel for subcompact, compact, intermediate and full-sized cars. Determine how much is saved by using smaller cars. 158

J169 Have students form numerals in a variety materials: shaving cream, cigar box filled with rice, salt or sand, finger paints, cake icing, peanut butter, etc. 159

J170 Have students guess how long it would take to count to one million at the rate of one number per second. Change seconds to minutes, minutes to hours, hours to days, and days to years. 160

J171 Have students help make-believe bus company make new schedules. Give departure times. Have them look at the map and determine how long it takes to get to a specific area. 161

J172 Have students help out the yearbook advisor and cheerleaders' sponsor by counting all the money that is turned in, so the students are able to count real

money. Help in the cafeteria with collecting money. Supervisor approval suggested. 162

J173 Have students keep a notebook and record grades from their work and calculate, at the end of each week, their grade average for different subject areas. 163

J174 Have students keep track of their parents' bills for a given month. Bring bills for: gas and electricity, car payment, rent, insurance, food etc. Have students compute how much income they need to pay their bills monthly. Parent contact suggested. 164

J175 Have students learn combinations for doubles by using playing cards, dice or dominoes. Practice addition facts by rolling a die and doubling it; picking a card and doubling it; choosing a domino and doubling it. 165

J176 Have students list different jobs that they have and compute how much they make per hour on the job. 166

J177 Have students listen to a drum beat and make a mark, not a number, on a paper for each sound they hear. Tell students to stop after one set of drum beats and get ready for the next set by marking another set of lines. Count the marks after several groups, and have them evaluate which line has more, most or least lines. 167

J178 Have students maintain a daily graphic representation of absentees by grade level. Use the board or a sheet of graph paper. 168

J179 Have students measure and record other students' heights. Place heights in order from shortest to tallest. Use students in other classes so anonymity will be assured. 169

J180 Have students measure and record the perimeters of various rooms in the school. Measure to the nearest inch. Convert to feet. Chart the results. Supervisor approval suggested. 170

J182 Have students place two decimal numbers side-by-side then place their index fingers at the decimal point of each number. Move fingers to the right digit by digit until a discrepancy occurs. Lead students to identify the inequality. 171

J183 Have students place two dots by the larger number and one dot by the smaller number, and connect the dots. Example: 9 > 2 or < J 172

J184 Have students plan to make pizza for class and figure cost of ingredients from ads, go to store, and figure cost again. Make purchases by themselves (with supervision; insist on them tendering appropriate amount and count change). Supervisor approval suggested. 173

J185 Have students prepare a fraction feast for lunch time. Cut foods into fractional parts and label. Have students write what fractional part of the meat loaf, etc. they eat. Have them determine if they have enough parts to make a whole meal. 174

J186 Have students pretend that they do not want to get stranded in the desert so they have to find the number of miles their car can travel on a given amount of gasoline. Develop this formula: miles = MPG x gallons. 175

J187 Have students pretend to order various items through the mail. Compute their cost for the items and include shipping and handling in the total bill. 176

J188 Have students read orally the back of boxes which contain nutrition information, to determine ability to read what the metric abbreviations stand for. 177

J189 Have students record the local daily temperature. Use a national newspaper and choose another city. Record its temperature. Make a chart recording likenesses and differences over a given period of time. 178

J190 Have students research and give an oral report in class on one of the following: Hypatia (first woman recorded as a mathematician), Archimedes, Evariste', Galois, Euclid, and Gauss. 179

J191 Have students role-play that they are working on an assembly line. Compute how many containers they fill in a day, week, month, and year. 180

J192 Have students set classroom play-clocks to show what time they arrive at school, what time lunch is, what time they are dismissed, etc. Make a bulletin board with clocks that the students make. The students set the clock for a time that they look forward to in each day. 181

J193 Have students sit in a circle. Begin counting, and after three or four numbers, toss a sponge ball to another student who continues the sequence. Use this method for any type of counting. 182

J194 Have students study various insurance plans. Choose one, then compute how much they would have to pay if it has a deductible clause in it. Give them different

costs of damages and then compute how much is deductible and what the final cost would be. 183

J195 Have students total the number of hours a person worked for the week (1 hour 15 minutes would be written 1 1/4 hrs.). Compute the wages for the week. 184

J196 Have students trace and cut out their handprint. The class then compares all handprints, arranging them from larger to smaller. Students name another student who has a handprint that is either larger or smaller than their own. 185

J197 Have students trace their handprint or footprint and cut them out. Then hold the handprint or footprint beside classroom objects and tell if the object is larger or smaller than their hand or footprint. 186

J198 Have students use a calendar with large blocks to mark in coming tests and homework. They can see at a glance coming assignments and plan and organize accordingly. 187

J199 Have students use a silverware drawer organizer to match items. An object is placed into each compartment. The student is given some matching objects. Students are to put each object into the correct space. 188

J200 Have students use graph paper to design their own houses. Compute square and scale measure to determine amount of paint, carpeting, etc., that is needed. 189

J201 Have students walk beside a number line on the floor to complete oral or written addition or subtraction facts to 18. 190 J202 Have students weigh themselves. Weigh faculty members and others, with their approval, to learn about pounds and ounces. Help the nurse with weighing those students who agree for their annual physicals. 191

J203 Have students work as pairs. Give each student 2 red, 2 green, and 2 yellow triangles, and 2 red, 2 green and 2 yellow circles. Take turns; one student shows a 3 object (triangles, circles) and 3 color pattern (red, green, yellow). Have the partner try to duplicate it. 192

J204 Have students write months of year in order vertically on 12x36 inch poster board. Use different colored markers. Draw a picture next to each month's name. Example: Jan. snowman, Feb. Heart, March shamrock etc. Cut months up after they learn them in order. 193

J205 Have students write numerals on the chalkboard. In this way you can check the beginning points and direction movements. 194

J206 Have the students compute averages for all sports in the school. Examples: basketball averages, number of point each player scored, average number of pounds each wrestler needs to lose, etc. 195

J207 Have the students identify a shape by using two sets of shaped cards. Have them first identify a shape from one set. Find one from the other set that matches it. 196

J208 Have the students learn to read the number of kilowatt hours used during the year. They will compare this to the number used in the previous year to see if the family has conserved any energy over the year. The students will enjoy solving problems by reading this new scale. Parent contact suggested. 197

J209 Have the students look for geometric patterns in nature such as spider webs. Have the students make sketches or drawings. The students can label the various geometric designs and the angle measurements. 198

J210 Have the students mark today, yesterday, and tomorrow on the calendar. Use three different colored pieces of cellophane to cover each day. 199

J211 Help students to count to 59 and read numerals to 5J Place a tape between hours and minutes on a clock. Practice reading time as two separate numbers (hours and minutes). Ask students to tell when it is time for a certain activity. 200

J212 Identify the days by using a calendar. Begin with Sunday. Have the student recite the days until he/she reaches the current day. Write the day and date on the board and refer to it several times each day. Make this part of opening exercises. 201

J213 Introduce students to U.S. Saving Bonds. Give them a table of how much each bond costs and then compute how much they will earn on the bond if they keep it until it matures. 202

J214 Laminated cards with numerals one through ten printed on them. Have students use and count out the correct amount that corresponds with each numeral. 203

J215 Lead children to observe that all the multiples of nine add up to nine. List the products of nine and note: 1.) ones count backwards from 9 to 0; 2.) tens, starting with 9x2 count forward. 204

J216 Make a birthday graph to graph all the birthdays of the students in the class; construct graphs of students' favorite foods, colors, animals, or television programs. Graph a comparison between the number of girls or boys who eat in the cafeteria and those who bring their lunch. 205

J217 Make a clock from a paper plate. Have student show the time requested by the teacher. 206

J218 Make a fish with the mouth open to look like the symbol for less than. Give students sets of numbers. Have them use the fish to go after the smaller number. Write the symbol in a statement using the two numbers. 207

J219 Make a large giraffe out of art paper to hang on a wall. Mark the giraffe off in inches. Have each student stand against the giraffe and write their name on the giraffe to show how tall they are. Each student than names someone who is a different size than he or she is. 208

J220 Make a masking tape circle on the floor. Put a red dot in the middle of the circle. Students toss bean bags into the circle. Then they name whose bean bag is near the red dot and whose is far from the red dot. 209

J222 Make a spinner with factors on the card. Place division facts on the board. Student spins and locates problems on the board that correspond to the number on the spinner and erase problem. Students take turns. Game is over when all problems are erased. 210

J224 Make construction-paper T-shirts. Make various shapes and design the T-shirt with them. Make a key to identify shapes on the T-shirt. Have students match the key to the shirt. Increase difficulty level with ability of student. 211

J225 Make fish out of construction paper. Place 1 paper clip on each fish tail. Make rods out of rulers and yarn. Place a magnet on the end of the yarn. Put the fish into a bowl. Let the students each have 2 turns to fish, pulling out as many fish as their magnet will pick up. Have the students count and add their turns. 212

J226 Make number cards for the numbers 1 to 20. Place the numbers in a paper bag. Each student draws two numbers and they state which is greater and which is less. 213

J227 Make number cards using the numbers 1 to 20. Each student picks a partner. Give each set of partners a number. One partner tells the number that comes before their number and one partner tells the number that comes after their number. 214

J228 Make numbers from yarn and sew them onto carpet squares on the floor. Have students hop forward on the squares, counting as they go from 1 to 10. Have them move backwards and count backwards. 215

J230 Make several number strips 4x36 inches from poster board. Divide into 4x4 squares. Write numbers from 0 to 9 in random order, different on each strip. Attach to chalkboard with magnet. Have students add and subtract problems and come to the chalkboard to pick the number which is the correct answer. 216

J231 Make students efficiency experts. Have them keep an accurate record of the time it takes a specified employee to perform a certain task. Have them suggest changes that permit the employee to perform the task more quickly. Keep track of how long it takes to complete tasks around the classroom. 217

J232 Make tree trunks out of brown paper. Put a number from 1-20 on each trunk. Make a green fluff that is the tree topper; put a number from 1-20 on each fluff. Students match green fluffs to trunks. 218

J234 Make white dogs out of paper. Place black dots from 1 to 20 on each dog. Make bones out of brown paper. Place black dots on each bone. Students count the dots and match the dogs and bones. 219

J235 Make worksheet with $ and decimal point in place, leaving one (or two) spaces for dollars and placeholder boxes for cents. Using money, present combinations to students who must count, record and read the amount. Boxes after decimal point can be faded as can the $ and decimal point. 220

J236 Make worksheet with upper case letters down one column and lower case down the other. Have student match. 221

J237 Place 5 set rings on the rug. Place 1 to 5 objects in each ring. Give a student 5 cards, each with a number on it. Have another student wave a flag and classmate hurries with the cards and matches the numbers to the correct sets as quickly as possible. 222

J240 Place a thermometer outdoors where it can be easily read by the students. Have them read the temperature outdoors on the thermometer and indoors using the thermostat. Record temperatures daily on a chart. 223

J241 Place a three-dimensional shape, circle, triangle, square and rectangle in a cloth bag. Blindfold students or have them close their eyes and select a shape. Student guesses by touch what the shape is. 224

J242 Place an egg timer where students can see it. Assign one student to turn the egg timer when one side is empty. Count the number of turns it takes for snack time, rest time, story time, etc. 225

J243 Place an outdoor thermometer outside the window. The students will record and discuss the daily temperature. They will compare it with the previous day's temperature. They will chart the temperature and then show how this relates to the particular season. 226

J244 Place cut-outs of paper ghost and bats in a paper bag. Have each student reach in the bag and remove a cut-out. Group the cut-outs using one to one correspondence to find the group with more of less. 227

J245 Place five rings on the floor, each containing a different number of items. Give a student five cards, each with a number on it which corresponds to the number of items in the rings. Have him place the card with the correct number of items in each ring. 228

J246 Place four colored teddy bears (blue, yellow, red and green) in a basket. Give four color-coded dishes to the students. Have them place the colored bears in the matching colored dishes. 229

J248 Place long and short straw pairs in a bag. Student pulls a straw and compares to the one teacher pulled. 230

J249 Place magnetic numbers on the board in a sequence, omitting a number. Have the student read it aloud and determine the missing number, stating its position in the sequence. 231

J250 Place middle numeral of target sequence on table. Student places rest of numerals before and after given numeral to complete number line. Have student count aloud and point to each numeral. Make corrections as necessary. 232

J251 Place several number rods in a bag. Have students feel inside the bag without looking and grasp a rod. Name its color according to how long it feels. Do this only after working with number rods for several lessons so that students can remember sizes and colors. Start with two or three rods. 233

J253 Place the 4 math symbols on cards with magnetic strips attached to the back. Place a math problem on the board excluding the symbol. Ask student to choose correct card symbol and place the card in the blank. 234

J254 Place the basic shapes or numerals, one for each member of the class, on the floor. Have the students march around the shapes (numbers) while listening to music. Stop the music and have a student pick up the shape (number) and identify it if possible; the teacher identifies it if the answer is incorrect or unknown. Continue the music and the marching. 235

J255 Place the numeral to be learned on the door of the classroom. Call it 'Today's mystery number'. The student must identify the numeral before leaving classroom. 236

J256 Place three or four different plastic farm animals in a line next to a toy fence or barn. Ask which animal is closest or farthest from the barn; which animal is at the beginning or at the end of the line. Explain that the one at the beginning is first, the next one second, etc. 237

J257 Plan a party. Have the students decide what foods need to be purchased and how much the party will cost. Have the students: visit a store to purchase the needed items, determine the cost per pupil for the party, keep records of all costs, compute total sums. Supervisor approval suggested. Parent contact suggested. 238

J258 Play a game with the group using near or far and a color clue. Have students think of something in the classroom and give its color. Ask classmates to guess the object. 239

J259 Play Addition Dominoes with Dominoes cut from poster board which have basic math facts without answers instead of dots. Students must solve problem and match another with same number as answer. (2+3 matches 4+1). 240

J260 Play math concentration. Cut 2 inch squares and write numbers from 0 to J Make two sets. Put cards face down on the table. Call out the number 10, for example. Have students turn over any two cards that equal ten. 241

J261 Play musical chairs. Play a round or two where everyone has a seat. Then add one chair at a time. Introduce terms more, less, least during game. Review terms when finished and play again, having students make statements using more/less. 242

J262 Practice fractions by writing time measurements in different ways. Write 2 hours 30 minutes as 150 minutes or 2 1/2 hours or 2.50 hours. Practice with numerous times. 243

J263 Practice subtraction facts by having students count backwards from 100 by a number picked at random from 2 to 9 (7's--100, 93, 86, 79, 72, etc.). 244

J264 Prepare a large board with two rows of cup hooks. Cut out the numbers 1 to 100 and the Roman numerals 1 to 100. On the top row, randomly select numbers and attach them to the hooks. The students will have to select the Roman numerals that match the numbers and put them on the second row beneath the numbers. 245

J265 Prepare cards with a row of a shapes on each card. Have two matching cards. Have students find the cards that match. 246

J267 Present an object to a student to be measured. Have the student identify the type of unit needed to measure the object (linear, liquid, etc.). Measure it exactly. 247

J269 Present drawings of objects divided by shading into fractional parts. Have students write the fraction that the shaded, or unshaded area represents. 248

J270 Present pictures and objects for specific polar. Student identifies and then classifies objects accordingly. Student can find magazine pictures to cut and paste onto poster board labeled with target polar. 249

J271 Present pictures with two or more items shown. Ask students which is larger, which is smaller. Have them verbally identify the relationship. Write the mathematical symbol for greater than, or less than on the board or on paper for each set of pictures. 250

J272 Present real money, two of each coin. Name them and have student repeat name and match two that are the same. Call names of coins and have student hold up correct coin. Then let student call names and teacher identifies correct coin for student's inspection. 251

J273 Present thermometer and discuss it's function. Students record temperature in A.M. and P.M. on calendar. Dress cardboard figure with appropriate clothing. 252

J274 Present three cups with varying amounts of raisins and one cup that is empty. Student identifies the cup that has 'none'. Allow student to empty each cup and identify them as 'none' or 'empty'. 253

J275 Print blank number line on strip of shelf paper on the floor. Have students toss a bean bag on the number line and call a number. Label the spot with the call completed number. Have a student name the numbers that come before and after. Continue until the number line is 254

J276 Print letters or numbers in random scattered order on sheet of paper. In pairs students take turns moving markers from character to character in sequence. For example student #1 locates A and covers with his blue marker. Student #2 locates B and covers with her green marker. 255

J277 Print the numeral 1 to whatever numeral you desire student to count from on a worksheet. Print one numeral twice. This is the rotten egg. Instruct student to count backward to 1 circling each numeral as he counts. The numeral that is printed twice will be left out. 256

J278 Project numerals from overhead projector to chalkboard for each student. Have he/she trace and then copy under the model. After a specified time, have the student erase his/her work to get ready for the next numeral. 257

J279 Promote understanding of mathematical operations by using the following: A.) factor x factor = product B.) factor . factor = product C.) (factor)(factor) = product. 258

J281 Provide student with seasonal props and encourage role playing: raking leaves, swimming, gardening, sledding, etc. 259

J282 Provide students with work sheets which have the numerals 0-9 written on them in bold print at extreme left, fade to dots by mid-page, leave the rest of the line blank for copying (one numeral per row). 260

J284 Put assorted objects onto two plates: crayons, shapes, blocks, etc. Students count the objects on the plates and tell which plate has more or fewer objects. 261

J285 Put the Roman numerals from 1 through 10 on paper cups. Have the students put the number of buttons in each cup that the Roman numeral represents. 262

J286 Put tissues in one bag, blocks in the other. Ask students to tell which bag is heavy, which is light. 263

J287 Read measurements on the back of some sewing patterns, where metric measurements are used. Have students read these measurements orally to determine what the metric abbreviations stand for. 264

J288 Recite days and months with student while pointing to chart. Then student says day and date and locates on calendar as teacher writes it on board. Use this as part of opening exercises, eliminating recitation as student becomes proficient. 265

J289 Relate ordinals to grade levels in school. Have the students tell the date every day. Mistakes: The two of May. Are you in two grade? 266

J290 Role-play day and night activities in the home by darkening and lightening the classroom as a cue for the student. 267

J292 Select pages in the student's text book and have them turn to this page. Ask the students what page comes before and after the page. Students can then ask classmates this question. This can be made into a guessing game. For example, 'I am thinking of a page that comes before page 115'. 268

J293 Select two students. Give one student 9 milk cartons and the other student 9 straws. The students take turns showing a set and matching their partner's set. Vary students and numbers of containers and straws. 269

J294 Set a table with paper plates, each of which has a numeral written on it. Give student a bag of animal crackers. Ask him/her to put the correct number of crackers on each plate. 270

J297 Set up a produce market in the classroom. The students will have to weight their fruits and vegetables in order to determine the cost of their items. The students will be able to compute the cost per pound of each of their items. 271

J298 Set up a student store where students are in charge of selling items to the student body. Supervisor approval suggested. Parent contact suggested. 272

J299 Show students different amounts of currency and coins. Have them tell the value of each amount. Permit students to purchase small items from the school store when mastery of amounts is achieved. 273

J300 Show students different pictures of the gas gauges in cars. Have them write the fraction of how full the tank is in any given car. 274

J303 Spread flash cards randomly on table. Call out an answer. Student picks up all cards with that answer. 275

J304 String wooden beads of varying amounts. Student counts the beads and puts it on as a necklace when correct. 276

J305 Student associates facts with visual or verbal clues as presented in Nina Traub's Recipe for Math. 277

J306 Student uses a large magnet to pick up as many paper clips as he/she can. The student then counts 'how many' paper clips he/she has picked up. 278

J307 Take a field trip to the bowling lanes and have students score their own bowling games. Supervisor and parent approval suggested. 279

J308 Tape 6-8 foot length of wrapping paper horizontally on wall. At top, divide and label night time and day time. Under each discuss and print activities that occur at each time. Calendar may be divided into yesterday, today and tomorrow, with activities listed under these labels. 280

J309 Teach curve stitching or drawing. Draw on an 11x14 inch piece of poster board, an acute angle with sides 10 inches long. Use a ruler and mark each side at even intervals. Start at the vortex. Number Side A. 1, 2, 3, etc. Number from end of side B in toward vortex 1, 2, 3. Use thread or colored markers and ruler to connect 1 to 1. 281

J310 Teach multiplication of signed numbers: Use first plus sign to stand for something good happening; second plus sign stands for a good person; first minus sign stands for something bad happening; second minus sign for bad person; in answers + means favorable; means not favorable. Substitute in problems: +.+=+ something good happening to someone good is favorable. 282

J311 Teach students to use the 3-B rule when subtracting 2 digit numbers. Big number on Bottom Borrow. 283

J312 Teacher makes card with numbers 1-5 printed on it. Student receives five individual cards with numerals 1-2-3-4-5 printed on each. Student matches numeral to numeral. 284

J313 Teacher presents four characters to student: Mr. Square, Mr. Circle, Mr. Rectangle and Mr. Triangle. Four houses will be displayed: a house made with all circles, a house made with rectangles, a house made with squares and a house made

with triangles. Student identifies the character's correct shape and places him in corresponding house. 285

J314 Tell or show student a numeral. Student uses finger to write numeral on partner's back. If partner guesses numerals, they exchange places. 286

J315 Tell student to point to smaller number. Introduce less-than symbol as an 'arrow that always points to the smaller number.' After a few repetitions, have student repeat rule to you as he identifies smaller number and places symbol. 287

J316 Tell students they are to line up to play a game. Ask them to arrange themselves in a line from shortest to tallest. Have students then count off their place in line using ordinal numbers. 288

J317 Tell students to make a shark, 'Jaws', out of the symbol and always remember that 'Jaws eats the greater number'. 289

J318 Tell the story about 'Goldilocks and the Three Bears'. Cut out 3 bears, 3 chairs, 3 bowls of porridge, and 3 beds out of felt. Arrange them in order from largest to smallest. Ask, 'Which is the largest?'. Rearrange, ask question again. 290

J319 Time students in gym class to see how fast they run. Time students in class to see how long it takes to complete a math problem or to spell a word. Discuss how fast it takes famous athletes to run a given distance. Have the students compare this to their classmates time. 291

J321 Use 4x4 inch boxes with lids, and place numerals to be learned on the lid of the box. Glue inside the box, the corresponding tiles .5x5 inch (numeral 5 on the lid, 5 tiles inside the box). Have the students identify the numeral and count the tiles to check their answers. Have them count the tiles first if they cannot identify the numeral. 292

J322 Use a AAA Tour Book and plan a three to seven day vacation. Have student determine cost of lodging, sightseeing attraction costs, and meals. 293

J323 Use a flannel board and present two rows of cut-outs in addition to strips of yarn. Have students use the yarn to connect one cut-out to another. 294

J324 Use a jump rope. Stretch out rope and have students grasp rope at different places. Discuss which student is near to you and which is far from you. 295

J325 Use a large cut-out tree and four overlays, one representing each season, to demonstrate how leaves change. Change the overlay to match the season (fall leaves, summer leaves, spring buds, winter snow). 296

J326 Use a pair of dice. Roll and calculate answers by addition, subtraction, multiplication, and division. 297

J327 Use a store catalog and give students a specific percent to calculate on certain items. Make a list of the actual price and the sale price. 298

J328 Use a two-sided scale and place one object on each side of the scale. Have student decide which object is heavier, then place it on the side marked HEAVY. Place the lighter object on the side marked LIGHT. Follow the same procedure for twelve objects. 299

J329 Use a variety of materials to complete sequence: magnetic board/numerals; flannel board/numerals; plastic numerals that look onto a corresponding board; wooden block numerals; number stamp with stamp pad. 300

J330 Use a variety of materials to reproduce numerals: clay, pipe cleaners, yarn and glue, salt and glue, sand and glue, bread twisters, any textured materials. 301

J331 Use an egg carton and peanuts. Have students fill each depression with six peanuts. Indicate the total amount of peanuts in dozens. 302

J332 Use black electrical tape and mark off fractional parts of items in the room, i.e., desk, blackboard, etc. Have students measure and list the fractional parts. 303

J334 Use clay to roll worms of different lengths. Encourage students to identify length and make worms themselves. Teacher supervision suggested. 304

J335 Use concrete examples in the classroom to develop the ordinal concept. Count the number of students in the classroom, number of chairs in each row, pages in a given book; days in the month on a given calendar; grades in the school; how many students ride home on a bus; how many students eat in the cafeteria; etc. 305

J336 Use concrete objects such as pencils, crayons, beans, to develop the ability to count. Use finger plays also. 306

J337 Use cookbook recipes from the school cafeteria. Have students reduce them to be used for a family. Since these recipes are so large, students will need to divide the fractions used in the recipes. The process may be reversed. 307

J338 Use dimes and a chart showing one dime as 10 cents, two dimes as 20 cents etc. Practice counting to 100 aloud. Gradually eliminate use of chart, then dimes, until student can count by 10 independently. 308

J339 Use index cards divided in half. Put pictures of coins, coin values or coin names on each half of card. Play game as in dominoes by matching the values, pictures or names to each other. Increase difficulty by adding equivalent values. 309

J341 Use long rope licorice, cut into different lengths, to measure inches. Make length comparisons. Leave licorice whole to measure in feet lengths. 310

J342 Use long white paper from a roll. Make a number line from 1-10. Cover it with clear contact paper. Place the number line on the floor. Ask students to stand on a certain number and hop to the end, saying each number as they go. Reverse the direction. Hop sets of two. 311

J343 Use mnemonic, All Students Take Calculus, to help students remember which trig function is positive in each of the 4 quadrants of a coordinate plane (all are + in first quad; sine is + in 2nd; Tangent is + in 3rd; and cosine is + in 4th). Teach that the reciprocal of each function is also + in the quad. as the function. 312

J344 Use place value charts to round a number to its nearest given number. Have students indicate if the number will be raised or lowered. Do orally until accuracy is achieved. 313

J345 Use poker chips in different colors for coins (each color a different value). Have students shop, compare, make change etc. with chips, learning to depend on the value of the coin rather than only what the coin looks like. 314

J346 Use quarter-inch graph paper to reinforce setting up problems in the correct place value column. Write each digit in its own block below the number to be added or multiplied to it. 315

J347 Use red ink for the numbers in the ones column and blue for the tens. This makes carrying and borrowing more accurate. 316

J348 Use rocks or food (candy, pasta, cereal, pretzels) and have students organize them according to size. Compare the quantity within the group and state which has more/less, many/few, most/least. 317

J349 Use seasonal backdrops. Have students dress up in clothes appropriate to the season; boots, mittens, shorts, bathing suit, sweater etc. 318

J350 Use similar containers and objects, having the students distinguish between many in one container and few in another. Identify, using similar activities: empty, full, heavy, light. 319

J351 Use teacher-made cars, each one a different color and marked with ordinal numbers first through tenth. Have students place them in the correct order along the chalk ledge. 320

J352 Use teacher-made shape bingo. Use the four basic shapes of circle, square, rectangle and triangle. Have the students spin the wheel, identify the shape and find it on the bingo card. Try to cover each shape on the bingo cards. 321

J353 Use the following mnemonic device to remember the rules for the order of operations: Please Excuse My Dear Aunt Sally (Parentheses, Exponents, Multiply, Divide, Add, Subtract). 322

J354 Use the mnemonic device, Dirty Monkeys Smell Bad, as an aid for long division. Have students write D.M.S.B. on their papers for Divide, Multiply, Subtract, Bring down. 323

J355 Work with a small group of children. Give each student a number on a card that will complete a pattern. State the pattern with a missing number. Have the student with the corresponding number stand up. Use all the patterns, then exchange numbers and play again. 324

J356 Write A.M. and P.M. on the board. Place morning events under A.M., and afternoon events under P.M. 325

J357 Write one numeral on each pin of a plastic bowling game. Student takes turns rolling ball towards pins. Student must identify numeral on each pin that is knocked down. 326

J358 Write problem on blackboard with wet brush. Students must compute answer before water dries. Supervisor approval suggested. 327

J359 Write the numbers 1 to 20 on pieces of construction paper. Place numbers in a paper bag. Students pull a number and name the number that comes before and after the number they are holding. 328

J360 Write three or four signs in a row and have the students tell whether the signs are the same or different. Draw a border around the equal sign and the division sign for students who have trouble seeing them as a whole design. 329

K10 Social Studies:
Suggested Activities

K1 Ask employed students to volunteer to bring in their check stubs and share the information in class. Explain the method to determine gross pay, deductions, and net pay. Distribute samples and ask students to read and identify gross and net pay. 1

K2 Assign students to develop a passport book for geographic areas studied. Have student develop descriptive summary for each location to which he/she 'travels.' Limit summary to 1 side of lined notebook paper. 2

K3 Blindfold students and give them each a small red circle with masking tape on the back. Direct toward a wall that has a large U.S. map with state borders. Have student stick circle on map, remove blindfold, and identify the state and capital on which the circle was placed. 3

K4 Choose a famous historical character. Research style of dress for the period. Trace the outline of the body of one of the classmates on large white paper. Paint the costume of their character on the outline they have traced. 4

K5 Conduct a cultural fair where students dress up and serve food from different cultures. Give a report on a selected culture. Ask home economics students to prepare the food. Invite other classes to participate. Supervisor approval suggested. 5

K6 Construct a collage on the different faces of society. Have students bring pictures of peoples of different nationalities. Cut pictures from used magazines. 6

K7 Construct a particle counter by dividing an index card into 1 cm squares. Place double-stick tape over the squares. Place cards at different locations. Collect in one or two days. Compare amount of pollution by counting the number of particles in the ten squares (use a microscope). 7

K8 Construct a time line listing at least ten major U.S. events of the 1920s. 8

K9 Construct a voting booth and have the students act out procedure for voting. Use duplicated ballots to demonstrate to the students how to mark the ballots and how the secret ballot procedure works. Also, the students can hold elections in their classroom for club officers, team captains, etc. Discuss the qualifications of each position in advance. 9

K10 Create a history fair. Have students make displays depicting local and/or state history. Include drawings, photographs, or 3-D constructions. Invite other classes to participate for a school history fair. Supervisor approval suggested. 10

K11 Create student-prepared bulletin board comparing fashion or style of dress of men and women in various countries. Discuss why they dress as they do, how it relates to their country. 11

K12 Cut out shapes of various countries in the news and hand out a different one to each student. Students must then find out which country they have. After watching for their country in the news for a few days, they must then learn what has been happening in this country recently. Also they must do some research into the past history of this country. 12

K13 Cut pictures of major figures from local papers and news magazines. Tape them to the wall. Blindfold students and send them to the wall to touch it. Remove blindfold. Identify the person whose picture they touched. 13

K14 Decorate 9x12 paper with drawing, photo, magazine pictures, words, etc. approximately weekly to record weather, date, season, academic achievements, family events, etc. Mount sequentially on wall around room throughout year. 14

K15 Develop a learning center in which students must match symbols of U.S. government with the concept it matches. 15

K16 Discuss addresses, phones, and towns drawn into the school district and the historical background of each. Develop pride in both school and community. Write an essay on this subject. 16

K17 Discuss rules/laws as having consequences for group, not just individual, i.e. Parents fined for truancy, class loses recess for rowdiness. Student makes three pictures: me at home, with my class, at the mall (or other public place). Emphasize what he/she does to belong there. 17

K18 Discuss ways a civilization, with and without paper, would be able to pass information from one generation to another. Use the suggestions in the classroom. Ex.: Draw pictures of daily activities., etc. 18

K19 Discuss what it would be like to go back in a time machine. Select an important historical character to research and dress in a costume representing that time. Act out scenes in which this character lived. Mount pictures and make a historical time line. 19

K20 Display pay stubs. Discuss 'rates' of pay and how they are based. Students who have a job, share payroll procedures with others. Complete 'payroll' workbooks. 20

K22 Divide students in the class into groups and give various research projects dealing with significant events in social history. Have students research and then select an anchorman and reporters to report to the class. 21

K23 Divide the class into small work groups to develop a 'you are here map.' Laminate finished products ones you have checked for accuracy and post through-out school. 22

K24 Draw a Bull's-Eye on the board. Use the center to name student's city. Discuss. Add name of county in the next ring, then state, then country. 23

K27 Give each student a magazine, glue, string and index cards. Students find picture or draw pictures of important things in their life from birth until now. Paste on cards. Hang on string in correct order. 24

K29 Give students maps or globes. Ask them to find various places which will be described as: 1.) A country with 3 large rivers, 2.) A state with 2 lakes, 3.) An ocean that borders China. 25

K30 Have a local lawyer come in to speak to and answer questions from the students about their rights as citizens as well as legal resources and services available to them. 26

K31 Have one group of students construct a play dough landform map of a country. A second group can attach symbols depicting the products found in this country. 27

K33 Have student draw a family tree. Use one side of tree for maternal relatives, other side for paternal. Print the relatives' names and relationship. Use parents, photo albums and journals as sources of information. Select an historical character to research as an alternative. Parental approval suggested. 28

K34 Have student express relationships relating to spatial location by identifying organisms which survive at different depths in a water biome. 29

K36 Have student use the acronym statement--My Very Energetic Mother Just Served Us Nine Pizzas--to show the relationship of the earth to the solar system. 30

K37 Have students break into twosomes or threesomes. These groups will pretend that they are sharing an apartment and must deal with the problems that may develop. Students will learn about credit, budgets and banking, as well as how to get along with each other. 31

K38 Have students chart the division of labor that exists in their family. Do as a flow chart, or construct a mobile depicting a major responsibility of each family member. 32

K39 Have students collect from Museums, or libraries pictures of how their town used to look. They can then take pictures of how it looks now, or cut current pictures from a newspaper. These pictures may be placed in before and after column, and landmarks compared. 33

K40 Have students compose a directory of their family. Gather information on family background. Put photographs together and write about each one of their family members. Parental approval suggested. 34

K41 Have students construct a Pandora's box bulletin board. Depict with drawings, monsters emerging from the box, named refuse, erosion, pollution, etc. 35

K42 Have students construct bulletin board to display illustrating steps of the scientific method form of research. 36

K43 Have students cut out poster board pieces shaped like tombstones. Print the alphabet on the board and screw a hook under each letter. Think of pollutants beginning with the letters, print the name on the tombstone, and hang it under the appropriate letter. 37

K44 Have students design their own imaginary country. Use map symbols, land forms, and natural resources in the design. 38

K45 Have students do a bulletin board collage of community roles. Collect ideas and pictures from magazines. Draw roles or role symbols, such as a bottle of pills for a pharmacist, etc. 39

K46 Have students do a His, Hers, Ours bulletin board. Staple on adjectives that are associated with each sex or both. Clip words from magazines and newspapers. 40

K47 Have students finish partial statements that help them think about their responsibility: I should do my homework instead of . I wish my mother would . If my parents didn't want me to , I'd have more time to . 41

K48 Have students interview elder members of their family and community, using questions prepared with teacher's help. Record interview on tape. Use for information and discussion. Store for reference. 42

K49 Have students list several roles such as citizen, driver, teacher, mother, etc. List under each one. The norms to which each one might be expected to conform. 43

K50 Have students list the costs of purchases made during the past week. Have them circle items they could have done without. Compute the cost of these, for potential weekly savings. Multiply by 52 for yearly savings. 44

K51 Have students locate state and identify it using the U.S. Postal Service 2-letter abbreviation. A 3x4-foot plastic-covered political map can be used. Teams may be formed and colored markers can represent each team. 45

K52 Have students make a large map with state boundaries only, no names. Have students point to and name as many states as possible. When a mistake is made, the 1st student to raise his hand and identify correctly goes to map and continues. 46

K53 Have students make drawings of symbols of government and patriotism to display in the classroom. Encourage students to develop their own symbols. 47

K54 Have students memorize opening of Declaration of Independence, or Preamble to the Constitution. Student recites to a partner. Listener may ask speaker to stop at any time and give the meaning of the word or phrase just said. This kind of discussion can justify memorization. 48

K55 Have students paint or color a mural glossary. Define such terms as: oasis, natural resources, population density, landforms. Add to glossary as new terms are met. 49

K56 Have students pick one area of their community and draw how they imagined it looked before man arrived. Have students make a list of changes that have occurred in that area since man arrived. 50

K57 Have students recite the pledge to the American flag and write its meaning. 51

K58 Have students record the types and levels of noises they experience as they travel from school to their homes. Use a decibel scale chart to get the approximate level (range from 0 decibel scale to 150 decibels). Ask students to suggest ways to decrease levels of noise pollution. 52

K59 Have students research the history of major national holidays. Decorate and dress up for this holiday. Report to the class on how the particular day originated. 53

K60 Have students sketch the route they would take from their home to the designated voting site. Include street names and/or rural routes. 54

K61 Have students take an imaginary voyage. Take turns telling about their trip. List the items that they will take. Determine the type of transportation to be used and how they will communicate. Give oral reports on their voyage. 55

K62 Have students take the most important daily news item out of; the newspaper and hang it on a bulletin board. Have students, at the end of two weeks, discuss which article will make it into history books and why. 56

K63 Have students take the part of bills. Take a trip through congress, go to the appropriate bodies, depending on the type of bill. Accompany the Representative or Senator who is introducing him. Have other students represent the bodies of government. 57

K64 Have students trace a map of the U.S. using an opaque projector. Demonstrate their knowledge of names of states and capitals by writing them on the map. 58

K65 Have students trace the origin of some everyday item such as a loaf of bread, a pencil, a wool sweater. For example, a wool sweater: department store, sweater factory, weaving of wool, shearing of sheep, farm, grain, soil, etc. 59

K66 Have students view listings in yellow pages of phone book. Decide whether listing refers to goods or services. Have other students ask questions to guess which listing the student is looking at. 60

K67 Have students work in pairs as a password team. Give one student the name of a political figure. Have this student give the partner clues until the partner can name the figure (30 second time limit). 61

K68 Have students write to pen pals from different countries. Assign research projects according to area in which pen pal lives. Write to travel agencies, get pictures and maps of this country. Supervisor and parental approval suggested. 62

K69 Have students, working in partners, create crossword puzzles, word finds, etc. based on facts of state history. Put into a box for other students to draw, work, and complete. 63

K70 Have work release students complete 1040 E-Z forms in class. Have others do practice tax forms. Practice on local and state tax forms. 64

K71 Help students know how their congressman voted by checking the Congressional Quarterly, or call the Congressman's office and ask staff how he voted on past bills. Students express views on issues and compare to Congressman's' voting. 65

K72 Introduce the term geography and learn to spell it by memorizing the phrase, George Edison's Old Grandmother Rode A Pony Home Yesterday--Geography. 66

K73 Invite a local policeman as a guest speaker. Show films on juveniles and the law. Give constant reinforcement of good citizenship. Relate to school laws. 67

K74 Invite community workers to visit. Take class on community walks to market, post office, etc. Prepare students before visit with a story or picture discussion. Follow-up with students making thank-you cards with picture of worker (drawn or cut and pasted). 68

K75 Label bulletin board 'Faces and Places in the News'. Student is assigned a day to bring in newspaper article. After telling or reading his item to the class, student decides which column to place it into, faces or places. 69

K76 Lead students to realize that sometimes the things they buy are not always what they need. Have students list all goods they have which are not being used. Make another list of goods their families could use, but do not have. 70

K77 Make 5x8 index cards for every state, identifying the state capital, major cities, rivers, mountains, etc. Number the cards, do not name the state. Have the cards laminated. Use for quiz in which students identify the state. 71

K78 Make a map of the school building. Draw a floor plan on poster board. Color key each location--halls in one color, classrooms in another color. Label each location also. 72

K79 Make a map worksheet of home state and bordering states without names on it. Students must put appropriate names on map, cut apart, mix up and put back together like a puzzle. 73

K80 Make a new quiz program each week for the students to compete to win. Have students make up questions about significant places in social history and social studies. 74

K81 Make signs to help visitors find their way around the school building. Use the names of the various rooms--library, cafeteria, Room 100. Use one format for classrooms, another format for offices, and another format for specialized rooms 75

K82 Make study sheet with foreign words and definitions. Students study them. Play 'scrabble' using the regular board game, and the list of foreign words and definitions. 76

K84 Obtain copies of folk tales from various countries. Read one to the students which depicts family customs and roles. Use an American folk tale and compare it to those of other countries. 77

K85 Place a variety of every day items (pencils, paper, electrical hardware) in layers in a 1 yard by 1 yard by 1 foot deep hole in the ground. Have students establish grid and excavate 'site' using spoons. Analyze dug up 'artifacts' and make inferences about each level's cultural make up. Supervisor approval suggested. 78

K86 Post the words North, South, East and West on the appropriate classroom walls. Then have students orientate their maps to the proper direction. Local towns could be used to assist. 79

K87 Provide student with many opportunities for making choices during the day. Provide verbal support for making a decision. 80

K88 Put together a collection of magazine articles that depict people in at least three different statuses. 81

K89 Read about various historic situations and draw comparisons to what is happening in our world today that reflect the same situation. Make time-line comparisons showing that humans tend to repeat mistakes of the past. 82

K90 Secure many photographs of homes around the world. Discuss how they vary in appearance and construction and why. 83

K91 Set up a world microcosm by letting each student represent a world leader (Bush, Blair, Putin etc.). Students will make policy decisions based upon current worldwide events. Decisions will be analyzed in class. 84

K93 Take a current school issue or new rule that the students want for the school. Divide the class into the 3 branches of government and have them practice the process for turning a bill into a law. 85

K94 Take the students to visit the United Nations in New York City. If possible, have them sit in on one of the international meetings held there. 86

K95 Teach the students to use a camera. Dress up like an historical character and have their pictures taken. Research the person and make a booklet of all the characters, their pictures and life stories. 87

K96 Time students in gym class to see how fast they run. Time students in class to see how long it takes to complete a math problem or to spell a word. Discuss how fast it takes famous athletes to run a given distance. Have the students compare this to their classmates time. 88

K97 Use an overhead projector to enlarge a giant map on white butcher paper. Outline appropriate geographic boundaries and cut out. Assign cut outs to individuals or small groups. Each area is researched and the cut out decorated. Reconstruct map on prominent wall. 89

K99 Visit a local jail, after a classroom discussion, to give students an idea of the consequences of lawbreaking. Supervisor and parental approval suggested. 90

L11 Science:
Suggested Activities

L1 Allow students to blow bubbles, catch on piece of construction paper, pop, draw around wet outline, and perhaps color in a design. Point out that air is real substance and that wet rings show that bubbles are composed of air surrounded by water. 2

L2 Allow the students to make a choice every day about one or two things (i.e., pen or pencil, inside or outside, etc.). At times, discuss the reasons behind the choice. If student cannot choose within a given limit, choose one for he/she. 3

L3 Ask a pair of students to stand facing one another, each holding one end of a slinky. Tell them to back away slowly until slinky is stretched out. Ask student at one end to squeeze together several segments then release. Students can observe the 'wave' move. 4

L6 Bag a good meal: draw cat heads on 2 grocery bags, one with a smile, the other making a bad face. Attach large whiskers with fanned stiff paper to each cat. Put clothes pin on the nose of cat with bad face. Present pictures of good and bad nutritional habits. Have students place them in correct bag. 5

L7 Boil a potato and chill. Ask one student to wash one hand. Cut potato in half with sterile knife and place each half on sterile saucer. Student touches 1/2 with clean hand, 1/2 with unwashed. Cover both. After 1 week in warm dark location look at both under microscope and see more bacteria on 1 touched by unwashed hand. 6

L8 Borrow a Geiger counter from a science lab or a local Civil Defense office. Test various substances for radioactivity (radioactive minerals, orange fiesta ware, gasoline lantern mantle). Test distance versus activity. Test var ious materials between source and counter. Supervisor approval suggested. 7

L9 Build a refracting telescope. 1. Mount meter stick on ring stand. 2. Place an index card screen near center. 3. Place convex lens (20-40 cm) at position where image forms on screen. 4. Place 2nd lens (5-10 cm) on opposite side of screen to serve as eyepiece. 5. Use to study images of distant objects. 8

L10 Choose a tree and: 1. draw shape of tree at a distance; 2. get close, look up at branches and draw; 3. record number of different colors, textures, smells; 4. list life

cycles present (fruits, seeds, seedlings); 5. make bark rubbings; 6. rub tree materials on sketches to add color. 9

L11 Choose three different points (ex. in a tree, on the playground, in the classroom). Ask student to predict which location will have the most particulates. Spread petroleum jelly on glass slide and place at each location for one week. Using a hand lens, observe particulates. Were your students correct? 10

L12 Collect a variety of objects (rubber ball, feather, cork, nail, metal spoon, stone, etc.). Have students place the objects in a container of water and observe whether object floats or sinks. 11

L13 Collect different types of insects. Set up temporary terrarium display, maintaining insects with leaf or other vegetation on which insects were found. Instruct students to observe, noting unique colors or shapes that help insects fade into surroundings and hide from enemies. 12

L14 Conduct a simple experiment to help students understand how chlorophyll is manufactured. Place a plant in a sunny window and cover one leaf for a week. Lightweight paper envelope works well as cover. Remove cover and draw student's attention to difference between that leaf and other 'sunned' leaves. 13

L15 Construct a flashlight. 1. Use insulated wire 3-4 in. longer than 1.5 volt battery. 2. Strip insulation 1 in. from bottom end, 2 in. from top end. 3. Wrap bare wire around gold part of flashlight bulb. 4. Tape other bare end to bottom of battery. 5. Press the bulb onto the battery. 4. Observe. 14

L16 Construct a particle counter by dividing an index card into 1 cm squares. Place double-stick tape over the squares. Place cards at different locations. Collect in one or two days. Compare amount of pollution by counting the number of particles in the ten squares (use a microscope). 15

L17 Construct a spectroscope to study light: 1. Cut a 3 cm sq. window at the left edge of a shoe box. 2. Tape a diffraction grating over this hole. 3. Cut a 1x2-cm slit lengthwise at the opposite end and right edge of the box. Place the slit near the light source and observe through the grating. 16

L18 Construct electromagnet. 1. Wrap 2 ft. wire around iron nail. 2. Strip ends of wire. 3. Try to pick up paper clip with nail. 4. Tape ends of wire to bottom and top of 1.5 volt battery. 5. Again, try to pick up paper clip. 6. Classify things which can and cannot be attracted by the electromagnet. 17

L19 Cook cabbage to extract the juice. Place 10 ml of juice in a series of test tubes. Add various amounts (drops) and types of household acids and bases. Observe the range of color change. Use known pH solutions as standards. Teacher supervision required. 18

L20 Create a bulletin board with various brain teasers. Have students work in groups to solve the problems. Discuss the strategies each group used to arrive at an answer. 19

L21 Create a file of unique pictures dealing with societal issues. Add a series of questions to the back of each picture. Students answer independently and then discuss in a group. Sample items: 1. the selling of fur coats. 2. food additives for preservation, color, flavor. 20

L22 Create a humorous wanted poster emphasizing individual traits. Use an instant camera to take 'mug shots'. Use the cut and paste method for letters and designs or create the poster on the computer using 'Print Shop'. 21

L23 Create a Science Yearbook. Assign student reporters to write articles summarizing major science issues in the news and main topics studied in the classroom. Illustrate with pictures, drawings, charts, and diagrams. Give students a copy of the compiled yearbook. 22

L24 Create a tuning fork. 1. Tie the center of a string (about 1 yd. long) to a table fork or other metal object. 2. Place both ends of string to ears. 3. Tap the fork against a table and analyze the sounds. 4. Use metal objects of various lengths for comparison. 23

L25 Crumble a piece of paper and push it into a clear cup. Turn the cup upside down and push it straight down into a tub of water. Bring up noting with students that paper remained dry. Push cup back into water tub this time tilting cup so that air escapes. Pull cup out, noting with students that paper is wet. 24

L26 Cut off top bin of clear plastic 2 liter bottle. Invert top as funnel and insert in bottom portion. Fill bottom with water until it reaches funnel. Put strip of paper towel in funnel until it touches bottle bottom. Fill funnel with wet paper towels. Place seeds between towels and funnel sides. Paper towel 'wick' will pull up water to keep seeds moist for germination. 25

L27 Design masking tape path on floor. Attach pictures of familiar animals at various intervals on path. Students walk on path, imitating behavior and sounds of

each animal encountered. Example: students see lion picture, roar until reaching kangaroo, then hop to next animal picture. 26

L28 Determine the ability of a student to recognize a specific scent by placing six different scents on cotton balls (root beer, cinnamon, spearmint, peppermint, orange, and lemon). Place cotton balls in small plastic containers. Have the student smell the jar and match it to a corresponding picture. Follow the procedure for all six smell jars. 27

L29 Determine the total momentum before and after a collision by using an air track. Have students measure mass and time involved. Lead students to concept of the conservation of momentum. 28

L30 Determine which heats and cools faster, land or water. 1. Fill beaker half with soil and another beaker half with water. 2. Put thermometer in each beaker and place under heat lamp or 1000 W. bulb. 3. Record rise in temperature every minute for ten minutes. 4. Turn off lamp and record drop in temperature for ten minutes. 5. Compare findings 29

L31 Divide class into 2 groups. Assign each student in group #1 the identity of an organism. Pin on identifying picture cards. Station students randomly around room. Give each member of group #2 a length of yarn. Ask each to pair up with student from group #1. Group #2 students run yarn from their organism partners to the organism that eats it. 30

L32 Divide the class into four groups. Each group of students is assigned a season. Each group looks through magazines and cuts out pictures of people dressed for their season or doing a seasonal activity. Then each group pastes them onto a poster-board to make a mural. 31

L33 Draw an elliptical path with chalk around a floor lamp. Ask students to take turns walking path counter-clockwise revolution of earth around sun, 1 year. Ask students to repeat path rotating as they revolve. If time and space permit, each student can rotate 365 times, number of days per year. Students may enjoy designing an earth costume to wear. 32

L34 Elicit the basic facts known about magnets. Choose a student to go around the room and place a magnet against various objects. List each object on the board, arranging it according to whether the magnet is attracted to it. Generalize information the students should know about magnetism and have them write it in their science notebooks. 33

L37 Find samples of weeds which use various adaptations to survive: large taproots, reappearing leaves, rosettes, many seeds, hitchhiker seeds. Have students describe survival method and suggest ways of fighting back. Do in the classroom or on a field trip. 34

L38 Find the dew point temperature of air. 1. Remove the label from an aluminum soup can. 2. Fill the can with water and record the temperature. 3. Add ice to the water gradually until condensation forms on the outside of the can and record the temperature which is the dew point. 4. Repeat three times and take the average temperature. 35

L39 Form a simple polymer (material used to make flexible plastics) by mixing the following chemicals (found in a high school chemistry lab): 20 ml polyvinyl alcohol (4% solution) add 3 ml. sodium borate solution (4%). Add 3 drops of food coloring. Safe to handle; toxic if eaten. Close teacher supervision suggested. 36
L40 Form students into circle facing out. Assign one student to be sun. (Students may enjoy making a costume or sign). As the sun walks slowly around the circle students must simulate day vs. night. Students may stand with eyes open as long as they see sun. When sun disappears from view, students should sit down and pretend to sleep. 37

L41 Form fossils by various methods: 1.) Mix shells in layers of sand (burial); 2.) Place a leaf on clay and press between two wooden blocks (imprint); 3.) fill container with plaster of Paris solution (mold and cast); 4.) pass glass slide over candle; etch an organism (carbonization). 38

L42 Fossil formation: 1. Burial-Mix shells in layers of sand. 2. Imprint: Place a leaf on clay and press between 2 wooden blocks. 3. Mold and cast-fill container with plaster of Paris solution. Place shell on surface and remove when dry. 4. Carbonization: Pass glass slide over candle etch organism. 39

L43 Give each student a beaker and a straw. Fill 4 milk containers with a salt solution: 1.) 500 g salt + 6 drops green food coloring; 2.) 325 g salt + 6 drops red food coloring; 3.) 170 g salt, no color; 4.) no salt + 6 drops of blue coloring. Add water until they are three-fourths full. Carefully put a straw into the beaker. Observe layering according to density., 40

L44 Give each student two identical pieces of paper. Tell them to wad up one in a ball, climb on a chair, hold one piece of paper in each hand, and drop them. Explain to students the relationship of air friction to rate paper falls. 41

L45 Give students a card with facts about a plant or an animal from a specific community, and pieces of string 1 to 2 meters long. Have students find their food sources among other students and connect strings, resulting in a web configuration. Don't forget the decomposers. 42

L46 Give students a list of hypothetical elements. List their properties. Have students classify the elements according to modern periodic theory. 43

L47 Give students a magnetized object. Use a compass to map its magnetic field. 44

L48 Give students a variety of pulley combinations. Have students design pulley systems with the mechanical advantage specified by the teacher. 45 L49 Give students a voltmeter, an ammeter, and a simple resistive circuit. Have students take data to develop Ohm's Law. Generate with students a graph of voltage versus current. 46

L50 Give students an inclined plane, a cart, and a spring-force scale. Have them determine the work done in pulling the cart up the plane. Have them then determine the work needed to move the cart vertically to the same height. Determine the efficiency of the plane. 47

L51 Give students bar magnets and have them: 1.) identify north and south poles; 2.) draw four uses of a magnet; 3.) guess what objects will attract a magnet and test them; 4.) discover how magnets attract and repel. 48

L52 Give students cards with case studies that involve teenagers who have to make health decisions about a genetically-related problem. List a series of questions with each card. Discuss in groups of 2 or 3, then share opinions with entire class. 49

L53 Give students data related to force and motion. Have students plot a graph of distance versus time. Lead students to a discussion of Newton's First and Second Laws of Motion. 50

L54 Give students each a bar magnet. Have them identify north and south poles. Draw four uses of a magnet. Guess what objects will attract a magnet. Test them, demonstrating how magnets attract and repel. 51

L55 Give students examples of a variety of matter. Have them identify the specific type of matter based on the characteristics of examples already reviewed in class. 52

L56 Give students selected substances. Have them perform a chemical change on that substance as directed by teacher. Have students record any property change

that can be noted by them comparing the pre-change substance with the post-change substance. 53

L57 Give students specified lengths (i.e. 70 cm, 200 ml), masses, and volumes. Conduct a scavenger hunt to amass objects which they think will conform to the specifications given. Measure the articles accurately when students return with them. Reward the team whose articles have the least difference between their estimations and the actual measurements of the objects. 54

L58 Give students various substances and have them determine by lab experiments the melting point of each. Give new unknown substances and have students identify them according to the substances melting point. 55

L59 Give the student two sheets of paper, one of which is entitled living, and the other, nonliving. Have the student then go through magazines and cut out appropriate pictures to paste under each title. 56

L60 Hang different weights on different springs to supply evidence to support or reject a prediction. 57

L61 Have a contest to see who can list most uses of electricity in a given time period. 58

L62 Have one student sit with his/her back to the blackboard. Write one vocabulary word on the board above the student's head. Have the other students take turns describing a one word clue for the term, until the word is identified. 59

L63 Have pictures of different growth stages. Sequence from infant to adult or use the stages of change a caterpillar goes through. 60

L64 Have several groups of 3 students form circles of 'atoms grouping to form molecules' by holding hands or linking arms. Enclose each molecule circle with yarn or ribbon. Have several pairs of students hold hands. Each person in the pair holds onto 'molecule' yarn with spare hand thus forming molecules linked together in a polymer chain. 61

L66 Have student construct graphs of experimental data to discover trends about populations and their regulators. 62

L67 Have students choose an aquatic environment and do the following: 1. Use nature keys to identify plants and animals. 2. Predict, from organisms found, water temperature, pH, and dissolved oxygen (optional). 3. Take actual measurements and

compare. 4. Relate populations to environmental conditions. 63
L68 Have students classify, using pictures, living things such as those needing food and water. Classify all others as non-living. Classify them further according to those that move around to get food and water, and those that do not. Follow-up with a walk outside to observe and list specific plants or animals. Supervision required. 64

L69 Have students collect, compare, and classify as many different textures as they can find in nature and share collections with their classmates. Caution students not to collect dangerous or endangered living things, and to take only one of each item. 65

L70 Have students compare pitch as a variable of length by making a soda straw. Flatten one end and cut across to form the reed. Have students blow on the reed end to produce a sound. Compare the sound produced by the long straw to the sound produced as lengths of the straw are cut off gradually, achieving a higher tone. 66

L71 Have students construct constellations out of thin strips and circles from poster board. Add glitter to the circles to designate the stars. Place the constellations on a tree (real or on a bulletin board) in relation to the North star as they will appear on December 25. 67

L72 Have students construct paper bag masks using the most distinguishing features of a selected animal. Use common materials (i.e. macaroni, feathers, fake fur). Group the students randomly and have the groups enter the features on a computer data base. Practice classifying. 68

L73 Have students cut and glue onto a card three pictures of animals and three pictures of plants. Present to classmates as flashcards. Have them identify the life form. 69

L74 Have students cut and glue onto cards three pictures of animals and three pictures of plants. Present these to classmates as flash cards and have them identify the plants and animals. 70

L75 Have students demonstrate the conversion of potential energy to kinetic energy by using a metal ball and an incline. 71

L76 Have students determine the speed of sound by using a tun ing fork and a glass tube. Involve calculations using the wave equation. 72

L77 Have students devise a method of producing alternate current. Give students a magnet and a coil of wire. Use an ammeter, a galvanometer, or an oscilloscope to show the presence of the current. 73

L78 Have students examine seeds from a sunflower, a pumpkin, and an ear of corn. Discuss how these seeds can be eaten. Give students pictures of the seeds' plant and have them glue the seed beneath its plant. Supervision required. 74

L79 Have students examine various objects under a magnifying glass and attempt to draw on paper what they see. 75

L80 Have students fill a two-liter plastic soda bottle about half full of water. Mark the water level with a permanent marker. Place the bottle upright in the freezer until the water is frozen. Observe that the level of frozen water is higher due to expansion. Thaw and note the contraction of the water as it thaws. 76

L81 Have students formulate the properties of acids and bases. Assign independent research on acid rain. Have them make note of all of the relevant issues. 77

L82 Have students generate a list of elements and categorize these elements based on any characteristics they feel are appropriate. Lead students to the classification system used in the modern periodic table. 78

L83 Have students learn about a plant or animal by creating its owner's manual. Name the organism and list the correct method for its care. Include diagrams illustrating its physical features, as well as its life cycle. Write the information in a booklet and add an attractive cover with a clever title. Share the projects among the students. 79

L84 Have students listen to a weather forecast for one week. Write a daily report noting temperature, barometric reading, humidity, precipitation, high and low temperatures, and their own observations of kinds of clouds. 80

L85 Have students listen to the story of the life cycle of a monarch butterfly as shown on picture cards. Mix the picture cards and then have students place the picture cards in the correct sequence and retell the story. 81

L86 Have students manipulate the following objects in order to get them to float: 1.) thumb tack; 2.) paper clip; 3.) brass fastener. Place the objects, one by one, in a beaker of water and try to find the position in which they float. Lead students to discover that all the objects float when in a proper position in the water. 82

L87 Have students monitor the volume (volume of container times the number of containers) of waste produced at home or at school in a specified time frame. Discard waste by types if possible, and design a method of recycling one waste item. Supervisor approval suggested. Parent contact suggested. 83

L88 Have students note concepts associated with changes in states of matter. Give students a variety of substances heated by teacher. Have students graph temperature versus time during a change of phase. Close teacher supervision suggested for student safety. 84

L89 Have students plant bean seeds in three containers. Label them: (A) sun and water, (B) sun, no water, (C) water, no sun. Follow directions on labels, then observe and chart growth for two weeks. 85

L90 Have students plant seeds in soil. Determine what a plant needs to grow by observing that the seed needs soil, water, sunlight, and air to grow. Permit students to take their plants home after the plants have matured. 86

L91 Have students read selected articles concerning nuclear power generation. Have them formulate arguments in favor of or against the use of nuclear energy. Use results in a student debate. 87

L92 Have students read selected articles concerning the deple tion of the ozone layer by chlorofluorocarbons. Have them prepare a list of facts and a list of speculations. Ask students to propose options for dealing with the problem. 88

L93 Have students record the types and levels of noises they experience as they travel from school to their homes. Use a decibel scale chart to get the approximate level (range from 0 decibel scale to 150 decibels). Ask students to suggest ways to decrease levels of noise pollution. 89

L94 Have students slowly rub their hands together, gradually increasing speed and pressure. Lead students to recognize that their hands become warmer, demonstrating that friction can produce heat. 90

L95 Have students taste a small amount of sugar and salt to establish a preference. Mix 1 tbs. salt in a glass of water and mix 1 tbs. sugar in a different glass of water. Have students then taste the solutions after they are dissolved to verify that the sugar and salt still exist in the solutions. Let the water evaporate to show the remaining sugar and salt. 91

L96 Have students test for nutrients in food: 1.) add a drop of iodine to a food item. Watch for the area to turn black if starch is present; 2.) add two raisins to twenty drops of Benedict's solution and heat in a water bath. Observe the change to green, yellow or orange which indicates the presence of a simple sugar. Teacher supervision required. 92

L97 Have students tie strings around several objects such as scissors, erasers, shoes, etc. Hang objects from a bar or doorway. Note that despite all efforts to hold them otherwise, when let go, gravity pulls the objects down, regardless of their size or weight. 93

L98 Have students write sentences with blanks in place of their vocabulary words. Switch papers and have other students supply the missing word. 94

L99 Have the student use an erasable marker to draw a missing plant part on four different laminated cards: 1.) missing stem; 2.) missing roots; 3.) missing leaves; 4.) missing flower. 95

L101 Have the students experimentally determine the acceleration due to gravity at the surface of the earth by using a stop watch and a ball. Have them measure the vertical distance and determine the time for the ball to fall through this distance. 96

L102 Heat 100 ml milk to 32 degrees C. Add 10 drops of rennilase (enzyme purchased in pharmacy). Stir and let stand for a minute. Watch the curds separate from the whey. Filter this mixture. Cheese is made from spiced curds. The results are not meant for consumption. 97

L103 Help students identify secondary sex characteristics. Explain that as we change physically our emotions and habits change (grooming, clothes, styles, voices, etc.) 98

L104 Hold an Inventor's Workshop. Split students into small groups. Give each group 10 common objects. Tell them to reinvent a simple machine which completes a task, using only the items supplied. Have each group design a blueprint before assembling the machine. 99

L105 Hold flashlight in sun's position while rotating a globe. Light should fall on half the globe. Mark your location on globe with colored clay or tape so students can note when their town is experiencing sunrise, day, sunset, night. 100

L106 Illustrate a nuclear chain reaction by setting up two rows of dominoes (at least 4 to a row) at right angles. Line a second and third row in a staggered position

behind the row in front of it. Set one domino behind the others at a 45 angle as leader. Tip the leading domino (simulates neutron) and observe the uncontrolled chain reaction. 101

L107 Introduce the concept of hypothesis. Place a common object in a sealed box. Give a general clue each day about the content of the box. Students make guesses based on the available information until the item is identified. 102

L108 Introduce the concepts of atoms and molecules by having the students use colored Styrofoam balls to create simple models of molecules and formulas. Use a periodic table to find the symbols of atoms and label them on the models. Keep forming more complex molecules, building upon the original model. 103

L109 Introduce the social implications in the selection of recipients for an artificial heart. Students act as board members responsible for allocating funds. The program can fund only 3 transplants. Review resumes of 10 individuals. Choose 3 people. Supervisor and parent approval suggested. 104

L110 Introduce the student to the name Carolus Linnaeus. Learn the descending order of his classification system by employing the mnemonic device King Paul Came Over From Greece Saturday (Kingdom, Phylum, Class, Order, Family, Genus, Species). 105

L111 Keep a vocabulary notebook. Add at least five words a week. Play word search games periodically with open notebooks. Have one student read definition aloud while others look for the word. Play games such as tic-tac- toe. 106

L112 Make a 'feely box' from a large box with an arm hole cut in one end. Place several objects inside. Let student reach in and guess objects. Have them discuss how they made their decisions. 107

L113 Make a collection of animal structures (i.e. bones, shed skins, egg cases, fur). Have students observe and record on data sheet: 1. What is it? 2. To what animal does it belong? 3. What is its function? If possible, borrow unique specimens from a museum or university. 108

L114 Make stream table by attaching a hose to a plant tray. Run hose to utility pail filled with water. Add sand to tray. 1. Compare rates of erosion by varying water volume and slope. 2. Place ice on sand to simulate glaciers. 3. Move long edge of a ruler up and down parallel to the beach to form a wave maker. 109

L117 Make working model of steam turbine: 1. Obtain or make light pinwheel to serve as turbine blade. 2. Place wide end of an eye dropper into hole of stopper and place on test tube 1/3 full of water. 4. Heat with alcohol lamp or Bunsen burner to form steam. 5. Place pinwheel over steam and observe it turning. 6. Compare to a power plant. 110

L118 Mold clay around outside neck of funnel and press funnel into jar mouth using clay to insure air tight seal. Pour water into funnel. Lead students through observation and discussion that jug was already full of air. 111

L119 Obtain 2 clear identical bottles, food coloring, index card. Fill one bottle with hot water and a few drops of food coloring. Fill second bottle with cold water. Hold index card firmly over mouth of hot bottle. Quickly invert it over cold bottle. Pressing bottle mouths together tightly, turn bottles on side; remove index card. Note interaction of hot/cold water. 112

L120 Obtain 2 identical small planters (1/2 pint milk cartons) with drainage hole in bottom work well. Fill each with identical soil type and amount. Plant 3 radish seeds in one, 25 seeds in the other. Give each identical care. Compare growth weekly for a month. Discuss plant growth and soil depletion. 113

L121 Obtain wilted produce free from a market or bring edible samples from home. Determine part (s) of the plant most commonly eaten (i.e. stem-- celery, root--carrot, flower--cauliflower, fruit--cherry, etc.). Plant parts described in text books. 114

L122 Pantomime a leaf's life: budding out on tree, growing, blowing in wind, changing shape in response to weight of caterpillar, falling in autumn, being raked up, being mulched into garden plot. 115

L123 Place 30 kernels of corn in a 250 ml beaker. Add oil to cover kernels. Determine mass of corn, beaker and oil before popping. Measure volume of 30 kernels. Predict changes after popping. Cover with foil and heat on hot plate. Take mass of beaker and popped corn. Compare volumes. 116

L124 Place inverted jar over small green plant and small lighted candle. Place second same-size inverted jar over another small lighted candle. Watch with students to see which candle burns longest. Discuss oxygen produced by plants. 117

L125 Place long chicken bones in a beaker and cover with 6% hydrochloric acid solution. Let stand overnight. Remove bones using gloves or forceps and rinse in baking soda/water solution. Bend in tie or knot since acid removes the calcium and makes the bones soft. 118

L126 Place objects or pictures that show the functional aspects of cell parts within a boundary. Use a flashlight as the power plant (mitochondria), shoe box with string as a packager of protein (golgi body), screen (membrane), picture of factory (ribosome). Show function of each. 119

L127 Place products on one table, minerals on another. Have students carefully examine objects on both tables and guess the mineral used in each product: feldspar, powdered cleanser; corundum, emery board; bauxite, aluminum foil; talc, talcum powder. 120

L128 Pour 100 ml water into a beaker. Add 25 ml of vinegar. Add small scoop (1 tsp.) of baking soda to solution. Add 4 raisins and observe the reaction over a 30 minute period. Have students record and suggest reasons for results. 121

L129 Pour a water, gravel, sand mixture into a glass container to observe the layering of particles. Note that particles will arrange themselves by size. 122

L130 Prepare box with penny taped inside. Poke small hole which allows viewing but no light. Ask students to identify what they see. Poke hole in top. Let students look again and identify what they see. Ask why they could see the second try. 123

L131 Present a group of objects representing living (or once living) and non- living things. Students do the following: 1. Classify each as living or non- living. 2. Classify as plant or animal. 3. Guess age of specimen (provide age ranges). 4. Give reason for answers. 124

L132 Press two new or sanitized toilet plungers together to form tight seal. Ask two students to each hold one handle and attempt to pull apart. Discuss that air has body, weight, pressure as demonstrated by tight suction of plungers. 125

L133 Provide cards with characteristics of types of rocks. Have student read a card and identify as igneous, metamorphic, or sedimentary rock. Classify by size, color, shape, and texture. 126

L134 Provide each student with sheet of white paper, straw, and clump of clay. Instruct them to place straw upright in clay in middle of paper in sunlight. Trace shadow made by straw noting time. Repeat hourly throughout day. Repeat monthly throughout year. Relate shadow changes to earth's revolution and seasons. 127

L135 Provide students with 2-3 magnets, cup of iron filings, plastic spoon, index cards. Lay card on magnets. Spoon filings on card. Patterns form illustrating

magnetic fields. Spray cards with hair spray or plastic fixative spray in several applications. 128

L136 Provide the student with various specimens of matter. Have students test each to see if the material has shape and weight. 129

L137 Repeat experiments several times. Record the data from each experiment. Compare results to see if they are consistent and reliable. 130

L138 Replicate the condensation-evaporation water cycle by pouring 1 cup of water into a food-storage bag and sealing. Place bag on window sill in direct sunlight until droplets form. Move bag to cool place away from sun and watch droplets disappear. 131

L139 Review the basic concepts of expansion and contraction using clearly defined examples. Have students design their own experiments which depict expansion and contraction. Share their experimental procedures with the class. Discuss findings against the previously defined concepts. 132

L140 Save a snowflake for a sunny day. Cool microscope slide and spray it with any acrylic spray at temperature slightly below 32 F. for two to three hours. Place slides outside to collect flakes. Spray with acrylic and keep cool until plastic hardens. Observe under the microscope and classify flakes, since the shapes are permanent. Check acrylic allergies. 133

L141 Save bones from cooked chicken or turkey. Clean bones by boiling in water. Dry on paper toweling. Have students try to reconstruct bird by arranging bones in order on a table or by using clay to form a 3-D model. Classify bones according to type and function by using appropriate keys. 134

L143 Select a current issue in science from the newspaper. Read the article to the class. Divide students into two groups, one to support the content, one to challenge the content. Summarize the main points discussed. 135

L144 Set up an A/U cart with a globe, goose neck lamp, masking tape and grease pencil. Mark your location with masking tape. Then spin the earth to illustrate sunrise, sunset etc. 136

L145 Show effects of wind on different types of soil. 1. Cut one end from box. 2. Place dark paper in bottom of box. 3. Place 1 tbs. of fine sand in pile near open end. 4. Insert a straw into neck of balloon and inflate. 5. Release air near soil and measure greatest distance moved. Compare soils. 137

L146 Show photochemical energy by having students make their own blueprint paper. Brush copy paper with a solution made of equal parts of: (1) 10g ferric ammonium citrate + 50 ml water (2) 8g potassium ferricyanide + 50 ml water. Let dry. Put opaque letters and photo negatives on paper. Expose the paper to sunlight, remove pictures, and wash. Teacher. supervision. required. 138

L147 Simulate opposing muscles: tie 2 strings to a pencil. Have one student write while 2 other students hold tightly onto ends of strings, acting as opposing muscles. Simulate heart muscles: Squeeze a tennis ball 72 times per minute, the force needed to pump blood through the valves. 139

L148 Simulate predators versus prey by giving student (predator) three bags of chocolate pieces (bugs). Put sweetened bugs in bag 1, unsweetened bugs in bag 2, and mixed in bag 3. Students eat prey one at a time in the order named. Summarize that the predator is reluctant to eat the prey in bag 3 after having tested the bad taste in bag 2.. 140

L149 Split the class into two groups. Have one student appear as a mystery science guest. Groups take turns asking questions of the guest which can be answered with a yes or no, until the identity is determined. 141

L150 Stand a book on end and give students a chance to blow the book over. Then announce that you can blow it over easily. Place the book on an empty balloon . Blow air into the balloon until it enlarges sufficiently to tip over book. 142

L151 Stand student in center of room. Tag student with the name sun. Tag another student earth. Rotate and revolve earth around the sun. Have classmates explain when it is day or night; what is causing a year. 143

L152 Start a collection of spider webs. As students locate web, help them sprinkle it with talcum powder, gently place black paper under/behind web, and lift up carefully until web is free. Spray with even coat of spray adhesive and lay flat until dry. 144

L153 Stretch balloon over mouth of plastic baby bottle and place bottle in pan of hot water. Note balloon inflating. Move bottle to pot of cold water. Note balloon deflating. Use oven mitts while handling hot bottle. 145

L154 Study a rotten log to find: 1. species of tree; 2. location of log; 3. if the tree died naturally; 4. age of the tree when it died; 5. types, numbers, and interaction of

plants and animals living in or using the log; 6. life cycles of plants and animals in the log; 7. the log's use to man. 146

L155 Suspend dowel from piece of string tied to center so that dowel is balanced. Blow up 2 equal-sized balloons to equal levels of inflation. Tie one balloon to each end of dowel. Adjust string so balloons are evenly balanced and demonstrate equal weight. Pop one balloon. 147

L156 Take a walk. Tell students to find living and non-living things. Fill in prepared chart on board: living things--animals/plants, non-living things. Use simple drawings next to names. 148

L157 Take fresh sprig of elodea, cut end, and place inside a short-stem funnel. Invert funnel in large beaker of water. Invert a test tube filled with water over funnel stem. Place under lamp or in sun. Watch for oxygen bubbles to form. Test for oxygen with a lit wooden spoon. 149

L158 Take student for walk on windy day. Return to the classroom and ask each student to make or draw an object that moves in the air (parachute, kite, glider, sailboat, pinwheel, etc.). Have an 'air fair' to display drawings and objects. Have students try objects in air. 150

L160 Tape several paper or cardboard constellations in correct arrangement on the underside of an umbrella. Keep the umbrella stationary and move the student around the handle. Have student describe change in appearance as he/she moves. Vary number and types of constellations. 151

L161 Test for bacteria in milk. Fill 3 test tubes 1/3 full of milk of varying freshness. Add 20 drops of methylene blue and 3 drops of mineral oil to each tube. Heat in water bath and record length of time needed for each tube to lose blue color. Note that the longer the time, the more bacteria will be present. 152

L162 Test for nutrients in food. 1. Add 10 drops of biuret solution to the crumbled white of one hard-cooked egg. Watch the white turn purple which indicates protein. 2. Rub oil or margarine on brown paper. Observe the greasy, translucent quality of the paper. 3. Add 1 drop of silver nitrate to saltwater. Note a white precipitate which shows presence of salt. 153

L163 Test how an earthworm reacts to the following stimuli: 1. moving on moist paper towel; 2. comparing sensitivity of parts when exposed to a pin- point light source; 3. touching with small chip of ice; 4. placing in pan of soil and exposing to light; 5. finding dorsal blood vessel and measuring pulse. 154

L164 Tie a twelve to twenty foot length of jump rope to a door knob. Have a student hold the other end of the rope and move it up and down, producing waves along the rope. Observe the concept of wave frequency and amplitude. 155

L165 Use a sheep's heart to demonstrate the structure of the heart. Use a straw as an artificial valve. Place valve into the vena cava, through the atrium, into the ventricle. Fit the straw into place between the right atrium and the ventricle. Use the straw also to bypass from aorta to ventricle. Supervisor approval suggested. 156

L166 Use a study guide which features the steps of the scientific method. Have students use the guide to analyze the experimental data and to reach a conclusion from the results of the experiment. 157

L167 Use a worksheet of a world map. Cut out the continents. Replace them together like a puzzle to demonstrate the continental mass theory. 158

L168 Use balloons to learn how air expands and contracts due to temperature: 1. Blow up balloons and trace outline onto paper. 2. Place several balloons in places having ranges of temperature (i.e. freezer, over warm air vent, outside). 3. Compare balloons to their original sizes. 159

L169 Use clean container to collect snow while it is falling. Bring indoors and cover with extra strength white paper, towel or cheese cloth. When snow melts, pour water through towel/cloth. How clean is towel? 160

L170 Use fingerprints to illustrate individual genetic traits. Use an ink pad to transfer prints of both hands to an index card. Identify each as whorl, arch, loop, or composite. Choose one as unknown to identify. Use talcum and charcoal powders to dust prints on surfaces. Lift with clear tape and place on card to analyze. 161

L171 Use manipulative materials (table tennis balls, sugar cube, etc.) to construct a mini-solar system mobile. Label each part. 162

L172 Use objects in a classroom to demonstrate to students how simple machines make work easier. Have students look through magazines and catalogs for examples of simple machines. 163

L173 Use radish seeds, blotter, 2 pieces same-sized glass, saucer, string. Soak seeds overnight. Layer glass, wet blotter, seeds, glass. Tie with string. Prop in saucer filled with water. After seeds sprout and stems/roots grown, turn glass on different edge.

Watch for several days to show roots/ stems changing growth directions-roots toward water, stems toward light. 164

L174 Use rope to form a loop one meter in diameter and encircle a random area. Identify the number and major types of organisms found within the loop (plants and animals). Compare flora/fauna found in woods, yards, and fields. Draw food chains or webs that might occur in each ecosystem studied. Supervision required. 165

L175 Use the mnemonic: Mom Very Early Makes Jelly Sandwiches Under No Protest, to help students remember planets and their order form the sun. 166

L176 Use various art media to build a playground. Label the simple machines (see-saw--lever, flagpole--pulley, bike--wheel and axle, bike ramp-- inclined plane, spring ride--screw, shovel in a sandbox--wedge. 167

L177 Weigh substances before and after chemical changes or changes of state to show that the total amount of matter remains the same during changes. 168

L178 Weigh two balloons (a deflated one and one filled with air) using a balance (a ruler suspended from a string, a scale, etc.). Determine that the inflated one weighs more than the deflated one. Close teacher supervision required if done with younger students. 169

L179 Write (or picture) on index cards various animals from desert, jungle, forest, fresh water, ocean. Deal 1/2 cards each to 2 players. Players compare cards at top of each stack. If one animal would eat other, that player takes both cards. If animals are at same place in food chain or from different habitats, cards remain in players stacks. 170

M12 Health and Safety: Suggested Activities

M1 Demonstrate how to replace worn electric plugs and cords. Allow pupils to practice making these repairs. Have the pupils plan individual safety projects, such as making metal holders for matches, making racks to hold sharp instruments, or decorating metal containers to store oily rags. 2

M2 Discuss and help student draw up bus-safety rules (keep number as low as possible). Make a ditto of rules with 5 spaces beside each and make behavior booklets. Have student receive a star each day for following rules and can cash in stars at the end of the week for store tokens. 3

M3 Discuss family trees and give an explanation of maiden names. Have students acquire names of parents and grandparents and complete family data sheets. 4 x

M4 Display and discuss first aid objects and visit the nurse and health room. Encourage students to report all injuries and illnesses. Praise them when they do. Deal with problems promptly and positively while modeling calm behavior. 5

M5 Divide class into 2 groups. Group #1 brainstorms a list of positive aspects of fire (e.g. warmth, cooking). Group #2 develops list of dangerous/hazardous aspects of fire. Regroup class to compare lists. 6

M6 Have a bicycle rodeo after listing safety rules and discussing them. Stress skills such as: 1.) Signaling while riding, 2.) Stopping quickly, 3.) Riding through a set course safely. Supervisor approval suggested. 7

M8 Have speakers, show films or movies, or have assemblies on drugs and alcohol. Have daily classroom discussions and distribute up-dated facts on the effects of smoking and drugs. 8

M9 Have students research the facts and then write a persuasive speech on the harmful effects of drugs, alcohol, or tobacco. Have their classmates give points for the most effective speech; points win tokens. 9

M10 Have the class learn the correct names and addresses of health and dental clinics which may be used in emergencies. Have class write simple stories which describe what certain health agencies do to keep people healthy. Develop a skit dealing with ways various health agencies can help you. 10

M11 Help students identify secondary sex characteristics. Explain that as we change physically our emotions and habits change (grooming, clothes, styles, voices, etc.) 11

M12 Invite a fireman or safety inspector to talk to the class. Demonstrate the use of a home fire extinguisher and discuss ways of preventing the spread of fire. Take a field trip to the local fire station. Discuss the dangers of overloading electrical circuits. List possible safety hazards in the school and at home and how to prevent them. 12

M13 Invite a local or state police officer to speak (at the classroom level) on personal safety. Supervisor approval suggested. 13

M15 Locate a shallow wooden box. Firmly nail a board to top and bottom edges covering the middle third of open side. Attach series of small doors by hinging to middle section. Fasten a different kind of latch to each door. Students practice opening various door and window locks they may encounter when escaping a fire. 14

M16 Make charts of male and female bodies. Explain each part and its function. Cover the charts and have students name the body parts and their functions. Follow with memorization and drills, before testing. 15

M18 Mark off intersection and designate students as pedestrians or vehicles. Give one a red/green light card. Practice crossing this 'street'; then try it on a real street. Discuss roles of crossing guard and safety patrol. Supervisor approval suggested. 16

M19 Take target object from student who is about to put it into the mouth. Say simply, 'No, this is for writing.' Give it back and praise for proper use. Monitor behavior by using older students. 17

N13 Arts:
Suggested Activities

N1 Affix small pictures of shapes such as triangle, square, circle, etc. to rhythm instruments, with all instruments of one kind receiving the same symbol. Students play only when the teacher points to the shape of their instrument on a chart. 2

N2 Ask a student to cover his or her eyes while you hide a ticking metronome somewhere in the room. Student then tries to find the metronome after uncovering eyes. 3

N4 Ask students to gather 3 throw away objects which will leave an impression in a clay form. Emphasize concepts of: functions of throwaways, and the plastic quality of clay. 4

N5 Assemble a variety of small 2 and 3-D shapes and forms in a lunch bag one for each student. Give students a bag of unknowns. Using 9x12 poster board and rubber cement, have students create a self-portrait by gluing objects from the bag onto the poster board. Interesting materials to include: colored cellophanes, foils, pipe cleaners, etc. 5

N7 Build 3-D forms out of corrugated cardboard; form constructions using hot glue gun. Replicate forms in 2-D in a surface design, using tempera or acrylic paints. 6

N9 Collect pictures of major performers from magazines or other sources. Display these and play recordings of these artists. As recording of performer is played, a student must retrieve the correct picture which matches the performer on the recording. 7

N10 Collect pictures of musical instruments and display them in the room. Ask students to 'find the woodwind,' or 'find the string instrument', etc. Make a tape recording with several instruments, each one playing one at a time. Have students identify the family of the instrument being played. 8

N12 Create stained-glass sun-catching ornaments by making matching snowflakes. Cover negative spaces with pieces of colored cellophane, tissue paper or other translucent/transparent materials. Overlap 2 different colors of cellophane in some areas to create 'new' colors. Glue matching snowflakes sandwich style and hand up. 9

N13 Create texture stamps out of Plasticene clay, potato, or carrot pieces. Dip stamp into 2:1 mixture of tempera and liquid detergent. Stamp designs onto paper. Create prints, wrapping paper, etc. Emphasize the aesthetic quality of the composition. 10

N14 Create visual arts flashcards by laminating prepared prints, magazine photographs, or hand drawn duplications of major paintings, drawings, etc. Indicate name of work and artist on back; reinforce through review, or play team games with the cards. 11

N15 Cut long and short pieces of different colored yarn. Ask students to tell which piece is shorter. 12

N16 Cut out many paper shapes and hide them in the classroom. Have the students find them and name the shapes as they are found. Have them work together to classify shapes according to size, color and shape. 13

N17 Demonstrate, discuss and review process-appropriate tools and equipment. Reinforce skills through use of handouts detailing process operations. Establish skill proficiency (practicals) which all students must pass prior to beginning work. 14

N18 Develop a pattern of speaking , then singing, then speaking. Have students tap their desks while you are singing and to be quiet when you are speaking. 15

N20 Discuss the meaning of the word 'pantomime'. For example, in a circle, have the students toss a ball to each other. Use a variety of balls. Then introduce an imaginary ball. Have students toss this ball to each other. The imaginary ball becomes big or small, heavy or light. 16

N21 Discuss with students the resemblance between specific geo metrical shapes and specific parts of the body. Discuss relative size. Have students divide a lump of clay into 7 parts (l each for head, trunk & neck, 2 each for arms and legs). Have students model a human figure. 17

N22 Distribute 9x12 in. poster board. Motivate students through demonstration/ discussion of 3-D forms such as, cube, pyramid, etc. Cut 2-D forms out of colored construction paper, having students replicate same at seats. As each is cut, glue onto poster board. Save 'shape guide' in ongoing folder or portfolio for reference. 18

N23 Distribute 9x12-in. sheets of poster board, and place a large amount of construction paper in a central location. Discuss and demonstrate overlapping and diminishing size to create the illusion of depth. Have students cut out forms for

ground, sky, trees, etc. using appropriate colors. Have them glue these forms in the appropriate areas. 19

N24 Distribute only the primary colors. This will facilitate more color mixing. 20

N25 Divide class into groups and give each group a different rhythm instrument. Assign each group a number and give each student a tag to wear with his/her number. Groups play only when their number is called or pointed to on a chart. 21

N26 Divide class into three or four groups, each with a different rhythm instrument. Choose one student as conductor. Groups may play only when conductor points at them. Use a real baton if you have one. 22

N27 Divide students into groups of 3-5. Have each group decide on an object on which they are going to travel together. Examples are: a raft, car, canoe, roller coaster, merry-go-round, etc. 23

N28 Draw a large scribble design on 8 feet of paper. Have students look for different objects within the design and then add lines and circle to the shapes. 24

N29 Draw descending smaller concentric images on 9x12 white drawing paper. Use color as an added tool for creating the illusion of depth; using colored pencils draw from light to dark. 25

N30 Draw six simple design configurations on 3x5 poster board rectangles. Put students in pairs back to back. Give one student a card and have he/she describe (with words only) the design he/she sees. Partner student must draw what is being described. Reinforcement of verbal and listening skills. 26

N31 Elicit students' ideas (from their own experiences) about how voices change with various emotions. Discuss and demonstrate how vocalists convey emotion by utilizing, and often exaggerating, these voice qualities in singing. Extent the learning experience to the effects of various emotions on facial and body expression. 27

N32 Establish a routine for choosing 'artist' of the (week, month, etc.) Feature that student's work in a specific area of the art or regular classroom. Designate displayed work with ribbons, medals, stickers or other appropriate identification. 28

N33 Establish an 'Idea' or 'Motivation' box. Include, on small slips of paper, appropriate motivations for a broad range of art processes. When students are lacking a quality theme, they may reach into the box to choose one at random. The theme box should become a permanent part of the classroom. 29

N34 Establish criterion and guidelines for analysis of student and professional art works. Set aside specific day(s) during the month for group critiques. Emphasize need for objectivity in all analyses. 30

N35 Experiment with color by having a student use an eyedropper and mix the primary colors (food coloring in water) in small containers. Mix red and yellow to make orange, blue and yellow to make green, and blue and red to make purple. 31

N36 Explains to students that they are at a bus stop waiting for a bus. They act out this situation without words. Before starting, teacher hands each student a slip of paper with a number on it representing age of character student is to portray. Teacher may use various settings. 32

N37 Fill glasses with different levels of water. Tap a glass with a spoon. Tell students to stand if the sound is high or stoop down if the sound is low. 33

N38 Follow rules for regular bingo. Put words to be reviewed in squares. 34

N39 Give each student a color card. Have one student hold up a card and say, 'I am thinking of something in the room that is this color.' Students take turns guessing the object. 35

N40 Give each student a large cardboard fist with the thumb extended. When the melody goes up, have the student hold the cardboard fist with the thumb up. When the melody goes down, have the student hold the cardboard fist with the thumb in a downward position. Cardboard arrows could be used instead of the fist. 36

N41 Give each student a lump of clay. Help each student perform the following operations: squeeze the clay with one or both hands, roll the clay between both hands to create a sphere, roll the clay back and forth on a flat surface to form a cylinder, and press the clay with palm of hand to form a pancake. 37

N42 Give each student an instrument. Ask them to play only when the conductor (teacher or student) points to them. 38

N43 Give students pieces of paper of various size, shapes and colors. Have them arrange the papers to form a balanced and pleasing design. Have them glue their design on sheets of construction paper. 39

N44 Guide each student in assessing his/her achievement in art and in setting personal objectives. Design and print certificates noting and identifying specific

classroom successes and achievements. Indicate such on certificate and send home with student after each grading period. Use Certificate Maker computer software when available. 40

N45 Have a set of shape templates for each student. Call out the name of the shape. Have students select and show that shape, then trace it on paper. 41

N46 Have a student lie down on large paper so that you can draw his/her outline. Label the body parts. Cut the 'body' up into pieces and have the student reassemble the 'puzzle,' naming the parts as he/she does so. 42

N47 Have a student play a series of notes on the tone bells. Then have him/her replay the notes again, but in a different rhythmic pattern. Have other students create other patterns using the same series of notes. 43

N48 Have each student draw pictures which show the activities his/her family does at home. Form a book of each student's pictures to form a 'Family Story' book. 44

N49 Have each student select a song he/she likes. Teach him/her to play the song on a xylophone or tone bells. Video tape or tape-record the students for a Parents' Program. 45

N50 Have each student write a short story on the same topic using the same characters. Combine the stories to form a 'soap opera'. The 'soap opera' can be performed, one segment a day. 46

N51 Have group of 3 or 4 students go on stage and decide where they are: home, zoo, Disney world. They may not speak, but demonstrate to the class by pantomime (touching, listening, seeing) where they are. Class tries to guess where the players are. 47

N52 Have one student become part of a large animate or inanimate moving object of their choice. He/she demonstrates this by his/her movements or sounds he/she make. As soon as the nature of the object becomes clear to another player, he/she joins and becomes a different part of the object. Example: car, bridge. 48

N53 Have one student begin by pretending to do something with an object found in a certain room in a house. Call on the next student to pretend to do something with another object that would be in the same room. Call on additional students to continue the action. 49

N54 Have one student go on stage as a person doing an activity (i.e. mother cooking or a doctor examining a patient). When another student recognizes the activity and the person, he/she goes to the stage and aids in the activity in a complimentary role. 50

N55 Have one student pick a simple activity such as raking leaves, painting a fence, planting seeds, etc, from a list of activities written on paper by the teacher. This student does not tell anyone what he/she picked, but he/she begins doing the activity. Other students join in one at a time as called by teacher. 51

N56 Have student choose a color cube from a container. Each student then finds as many objects of that same color in the classroom. All the students assemble in a group to discuss the colors of the objects they have found. 52

N57 Have student choose a variety of cut-out shapes and glue them to an outlined design. 53

N58 Have student draw a body and express his/her knowledge of how various parts work in relation to other body parts. 54

N59 Have student dye Easter eggs using a variety of colored tablets. The eggs will be dipped into a variety of colors. 55

N60 Have student identify colors that are created when primary colors are mixed together. Make white cake frosting and color small portions various colors or purchase frosting which comes in small tubes. Mix blue and red to get purple, blue and yellow to make green. Frosting can be placed on cookies. Use approved food coloring only. 56

N61 Have student manipulate clay into a vase or dish. Have student use a fork to add detail to the rim of the clay form. Fire, paint, and varnish as desired. 57

N62 Have student select 2 colors of tempera paint. By adding different portions of both colors together, a variety of color shades will be produced. The students will paint a picture using different shades of color. 58

N63 Have student sort objects according to color. The student places objects in containers that are color-coded. 59

N64 Have student tear various colors of tissue paper into small shapes. Have student fold waxed paper in half and place the pieces of tissue paper inside the folded wax paper. With teacher assistance student places warm iron over waxed

paper. The various colors of tissue paper blend to make new and different shades of color. 60

N65 Have students design a puppet to reenact a personal experience. In addition, have students design puppets to follow a general story line which was developed by the class. 61

N66 Have students design, then cut out and color two copies of a fish. Glue the edges of the fish together leaving one side open. Stuff the fish with pieces of newspaper. Then glue the open side together. Be sure students put their designs on the correct side of the fish. 62

N67 Have students draw a picture to represent a certain season. Encourage the students to describe their pictures. 63

N68 Have students follow rules for regular tic-tac-toe. Place words to be reviewed in each square. Student must be able to read the word before covering square. 64

N69 Have students form unique, handmade texture stamps out of plaster or clay. Emphasize development of surface levels in stamp and pottery work. Apply stamps to pots, or clay tiles. 65

N70 Have students look at and feel fallen autumn leaves, noting that leaves are composed of a mixture of colors. Watercolor paints are used to create leaf like shapes on white paper that are painted with mixtures of colors. Students observe which mixture most closely resembles the real leaves. 66

N71 Have students maintain an ongoing portfolio or folder of their art works. Throughout the year, critique, discuss, and evaluate the work, growth and goals of each student. Reinforce successful areas of achievement; develop and refine weaker areas. 67

N72 Have students make clay tiles with a textured surface. Various textures can be achieved in the following manner: press a pencil point in the clay to make tiny dots, use a pencil eraser for a larger dotted texture, draw a comb across the clay to create a corduroy-like texture, use caps from soda bottles for outlines of circles. 68

N73 Have students move (walk, run, march, etc.) to music. All movement should stop when music stops. Stop music at varying intervals. 69

N74 Have students paint a tree trunk. Next he/she will use sponges to design a fall tree. Have student use small sponge pieces dipped in orange, red, or yellow tempera paint to design their fall leaves. 70

N75 Have students practice walking with heavy steps and then with light steps, making big jumps and then little jumps. Teacher makes students aware of different amounts of energy needed. Students vary weight of movements by alternating one big jump or step with 3 light ones. 71

N76 Have students sit in a circle and pass a ball around. Play a melody on the piano or other instrument. Play an extremely high or low note. When the students hear this note, they are to reverse the direction of the ball. 72

N77 Have students sit in a circle. A ball is passed from student to student while music is played. When music stops the student with the ball must hold it until the music resumes, at which time the ball is passed again. 73

N78 Have students sit in a circle. Pass ball around. Select a familiar song and alternately sing and recite the words. Have students pass the ball only when they hear you singing. 74

N79 Have students stand around the room, and swing their arms back and forth. Tell students to make large arm movements for loud music, small arm for soft music. Play music on any instrument, or use a record or tape. Periodically change the volume. 75

N80 Have students use clay, sand, earth, or spackling compound to make a relief map of their home or school area. Have them use different textures to represent grass, bushes, or stone areas. 76

N81 Have students use oval and elongated oval forms to draw human forms. Hands, feet, and facial features can then be added. 77

N82 Have students use signs to indicate whether the produced sounds are loud or soft. When the sound is loud, have students put their hands on their ears. When the sound is soft, have them hold their fingers to their lips. 78

N83 Have students walk in a circle. Play music or beat a drum alternating between a fast and a slow tempo. Students increase speed of walking as tempo speeds up and decreases speed when the tempo slows down. Students could take turns beating the drum or playing the music. 79

N84 Have students write and produce a cartoon strip. Each frame could be done on 9x12 drawing paper and assembled into cartoon strip or comic book format on the bulletin board or on 18x24 poster board. 80

N85 Have the student create a melody by using individual removable tone bells. When a melody is created, place the tone bells in the sequence that was created. Have the student reproduce the phrase by shrinking the bells in consecutive order. 81

N86 Have the student read his/her lines into a tape recorder. Have the student practice reading the script along with the tape recorder. If necessary, other students can read the lines into the tape recorder. 82

N87 Have the student view a video tape of a play in which he/she has performed. Have the student then locate musical pieces which reflect the mood of the play. Retape the play adding the music. 83

N88 Have the students hold their hands in front of them. Play music. Have the students increase the distance between their hands as the volume increases and decrease the distance as the volume decreases. 84

N89 Have two recordings of the same song, one recording should include voices, the other only musical instruments. Have students indicate which is being played. 85

N90 Help a student learn how to control a 12-inch ruler by having him/her place his/her index finger at number 4 and thumb at number 8. The student can then press on the ruler with the thumb and index finger and draw the pencil point along the edge of the ruler. 86

N91 Help students to put on a puppet show based on a popular children's story. Ask students to identify the emotions felt by their characters and remind them to display those feelings appropriately. 87

N92 Instruct students to stand as far away from each other as possible, so they do not hinder each other. Students find out how far they can extend their arms and legs in all directions while sitting, standing, lying down. Tell students this is like having a bubble around them. 88

N93 Introduce students to pantomime by demonstrating. Have students select a concept to pantomime and do it for the class. Advance to situational cards and role playing. 89

N94 Introduce use of viewfinder as preparation for 35mm camera use. Have students 'section off' and view only a portion of environment. Reproduce 35mm scene in drawn work. Practice with unloaded 35mm camera. 90

N95 Laminate 4x6 cards with 3 holes punched at bottom of card. Paste a small sample of a textured material to card. Have student feel the sample, then look at the choices at bottom of card. Student is to put pencil point in the correct hole. To check, flip card over and look at where pencil point is. If there's a circle around the hole, its correct. 91

N96 Let students scatter color words on 18 x 24-inch manila paper. Provide old magazines, papers, workbooks, etc. Ask students to find, cut out and paste pictures of that color on the paper. 92

N97 Locate or make a tape recording of various environmental sounds such as voices, telephone, siren, rain, cars, etc. Alternate these sounds with various musical sounds. Ask students to respond to musical sounds by raising hands, moving, or playing instruments. 93

N98 Make a list on the board of various settings that require loud calling- out dialogue. Two mountain climbers, two people in a helicopter, two people walking on a windy day. Have students pick a setting and conduct 1-2 min. of dialogue which would be appropriate. 94

N99 Make a mobile with various geometric shapes on it. Have the students collect pictures of things that they see around them which use common geometric shape. Have students make art projects with geometric shapes. 95

N100 Make a pancake with clay. Have student use a pointed tool to make lines shapes or letters. 96

N101 Pair students in teams. Have one student lay on a life-size sheets of brown craft paper, while partner traces body. Add details of features and clothing. Front and back copies can be stapled together and stuffed with crumpled paper for simple sculptures. 97

N102 Pass out 12x18 in. sheets of white drawing paper with one motivating line and 2-D form drawn. Using colored pencils, markers or other controlled media, have students complete the drawing. Teacher facilitated group discussion about drawings. 98

N103 Place high-preference item(s) (toys, snacks, etc.) out of reach but within student's visual field. Reinforce ges tures or sounds used to request the item(s). 99

N104 Place large paper shapes on floor. Instruct student: 'stand on the square'. Vary directions and shapes. Allow student to call directions to other students. 100

N105 Play 'Name that instrument' by hiding several rhythm instruments behind a screen or divider. One student is chosen to go behind the screen and play one of the instruments. Another student must identify the instrument by picking up one of the same and playing it. 101

N106 Play a tape with two sets of sounds: voices and sounds from musical instruments. Have students indicate which sounds are voices and which are musical sounds. When producing tape, use a variety of voices (men, women, babies, children) and musical instruments (trumpet, drum, violin). 102

N107 Prepare art history booklets with hand-drawn illustrations or traced representations of master works. Include short descriptive phrases about the work and artist with the drawing. Reinforce handouts with weekly color slide presentations of works. 103

N108 Prepare large drawings of the instruments which will be played. Hold up the drawing of each instrument as it is to be played. 104

N109 Prepare worksheet master with 3x8-in. rectangle centered on paper. Have student sign (cursive) name inside rectangle. Distribute white drawing paper cut into 6x6 in. blocks. Choose a portion of signature and enlarge to fill square. Color in with magic markers. Assemble all blocks into large composition. 105

N110 Prepare worksheet of color wheel structure and give to students. Give students only the primary colors so they have to mix them to get the secondary colors. 106

N111 Present color and color names. Have students find the crayon of that color. Let them draw a picture or trace templates using that color. Then give each an old magazine to find 5 samples of the same color. A notebook can be made. 107

N113 Print and laminate on 3x5 cards cue words such as: big, bigger, biggest, small, smaller, smallest. Distribute one set of cards to each student. Using Plasticene clay develop figures, animals, or simple inanimate objects which would correlate with the terms. 108

N114 Produce 2 different pitches of sounds in sequence. For the higher of the two pitches, have the student put his/her hand over his/her head and for the lower pitch have him/her put his/her hand to the floor. 109

N115 Produce 2-D line design created only through use of: compass, ruler, protractor. Emphasize development of a well-crafted, aesthetically designed work. 110

N116 Put common objects into a closed container. Have each student insert his/her hand into the container and feel for one of the objects. He/she does not look at the object or take it out of the box. Each student returns to his/her desk and draws the object he/she felt. 111

N117 Read Goldilocks and the Three Bears. Have students draw the three bears in three different sizes to indicate Papa, Momma and Baby Bear. Students can add details such as bows, hats, skirt or bow tie to further identify the differences among the characters. 112

N118 Seat partners back to back. Give one of the students an object which the student will describe without naming it. Have the partner ask questions of this student which can be answered simply (yes or no), until the object can be drawn or named without actually seeing it. 113

N119 Select a shape to represent an upcoming holiday. Have students sponge- paint the shape using appropriate colors. 114

N120 Select a student to begin doing an activity such as washing windows. Select another student to join the activity as a wife, husband, or child. Have students carry on an appropriate dialogue. 115

N121 Select a theme. Mold and change environment of normal classroom in keeping with this theme. Use multi-media show: slides, music, dance related to the theme. Create new 'Spaces' through draping/modifying interior. Read story, or have students write their own that expresses the selected theme. Have students interpret their feelings about this theme in drawn work. 116

N122 Set up a center for developing fine motor skills. The center can have crayons, pencils and paper. The student scribbles, draws or makes designs of his/her choosing. 117

N123 Set up reproductions of professional art works around the room; put names of artists and art works on separate rectangles of laminated poster board. Divide student group in half. Teams can compete in identification of works. 118

N124 Shape twig end into rounded, blunt, or semi-pointed form (contingent upon group disability) and dip into colored ink or tempera paints. Complete picture using twig as drawing/painting instrument. 119

N125 Show pictures of several items which are related to a specific holiday. Have students draw a scene for the holiday using the items shown. 120

N126 Show the class something that is square, such as a box. The students are then asked to find other objects in the room that are shaped in a square. This may be extended to include a circle, triangle and rectangle. 121

N127 Sing 'Head, Shoulders, Knees, and Toes,' substituting different body parts for 'eyes and ears and mouth and nose.' 122

N128 Sing 'Old McDonald' and give students opportunity to make the sounds of various animals. Give ample time, regardless of tempo. 123

N129 Sing 'When you're happy and you know it' or other songs which call for clapping, stomping, patting knees, or other body sounds. 124

N130 Sing melodies from TV shows or commercials. Have students identify the show or commercial. Portions of the commercial could be taped and used. 125

N131 Sing songs in music class which express various emotions and feelings. Some should be soft like a lullaby, and others loud and boisterous. Have students sing the songs according to the emotions expressed in each song. 126

N132 Stand in various locations in the classroom and make a musical type of sound. Have students close or cover their eyes and point in the direction of the sound. 127

N133 Students sit in a circle. A ball is passed around the circle. At the sound of a drum or other musical instrument students should change the direction of the ball. To make more difficult, combine this with music playing while ball is passed. 128

N134 Supply students with containers of objects which make noise when shaken. Have them shake the containers while music is played. 129

N135 Take texture rubbings from around the classroom or immediate outside environment. 130

N136 Tell students to make various floor patterns of movement. To illustrate, use a rope placed in a wavy line on floor. Have students run along beside the rope. They then create other floor patterns, moving in a straight line, very curvey, slightly curvey, zig-zag or angular, and combination of these. Have students record their pattern so it can be repeated by others. 131

N137 Tell students to move in various ways: walk, march, run, sway, etc. Play appropriate music for each form of movement. Also allow time for students to create their own type of expressive movement. 132

N138 Tell students to walk or run around the room. Students must avoid bumping into each other while moving. Explain that room has to be shared. It is everyone's common space. 133

N139 Try 'echo clapping.' Teacher claps various one-measure rhythm patterns, and students echo (as a group or individually). Have students one by one improvise rhythmic patters by leading the group. 134

N140 Use 3 containers to sort the 3 primary colors (red, blue, yellow). Paste one of the colors of construction paper on each container. Give student several laminated construction paper squares of each color. Name each color and sort into containers. This may be extended to include other colors. 135

N141 Use a song with verses and a chorus. Have students sing the verse and play rhythm instruments or clap during the chorus. 136

N142 Use an instrumental arrangement with a consistent tempo. Establish a rhythmic pattern using hand claps, lap pats, finger snaps, and foot taps. Have students repeat the pattern. 137

N143 Use any instrument, piano, xylophone, tone bells, to produce a series of sounds. Have students stoop down when they hear a low tone and stretch up when they hear a high note. 138

N144 Use copper, tin, and nu-gold tooling to motivate students to produce a simple line drawing. Have each student draw a simple picture, then have the student tape it on top of an equal-size sheet of metal. Have the student use a compass point or nail to punch holes through the drawing and the metal. Put a thick padding of newspaper underneath the metal. 139

N145 Use discussion pictures of real-life situations: broken dish, playground accident, bad report card, etc. After discussion ask two students to take parts (parent or teacher and student) in that situation. Give instructions to 'talk like Mommy' or 'pretend you fell off swing'. Let several try this. 140

N146 Use straws and non-toxic food coloring. Place droplets of color on 12x18 white drawing paper. Have students blow through straws to create designs. Demonstrate a variety of techniques, such as angle of the straw and varying forces of breath; emphasize control of the tool and medium to create aesthetic designs. 141

N147 Use the piano or other musical instrument to play the scale while the students sing along. Play the scale slowly (4 beats to a note) then faster (1 beat to a note). 142

N148 Use three sheets of 9x12 construction paper, 1 black and 2 white sheets. Fold the black sheet of paper in half length-wise. Have students cut a large shape out working from the fold. Student will have a black positive shape to glue onto 1 white sheet and black sheet with a corresponding shaped hole to glue onto the remaining white paper to create a 'negative'. 143

N149 Using colored pencils, have students make a simple line drawing based on a theme. Repeat the forms concentrically using a variety of pencil colors. Emphasize control of forms, and design development. 144

N150 Using individual hand-sized or full-length mirrors; have students do self-portraits. Reinforce concepts of parts to whole relationships. Explain and demonstrate basic human proportions and relationship of size and position. 145

N151 Video tape situations with students interacting positively/appropriately and negatively/inappropriately. Use the tape in group discussions and/or with one student who displays inappropriate behaviors. 146

N152 Video-tape a student playing the part of a character. Then have the student duplicate his/her gestures using a puppet. 147

N153 Write script and produce story board for hand-drawn film. Using indelible, alcohol-based markers, produce a hand-drawn film. Bleach used 16mm film for use. 148

P14 Leisure Time:
Suggested Activities

P1 Cut out pictures of sports players in uniform and types of equipment used. These are mounted on poster board. Student matches player to equipment. 2

P2 Draw a large target on playground, (concentric 4',3',2' and 1' circles), one foot from starting line. Demonstrate standing long jump. Have students practice, then earn points (1,2,3,4) for circle they land in on each of 3 jumps. 3

P3 Give student a rubber ball. Have student throw the ball against a wall about 15' away trying to hit a large circle about 1' in diameter. The student tries to catch the ball. 4

P4 Have a beginning skier sit down on skies and control speed by dragging hands in the snow while trailing the poles. Have him/her drag one hand more than the other to make a turn. Supervisor approval suggested. 5

P5 Have beginning skaters engage in fun competition by pushing chairs from one location to another. Supervision approval suggested. 6

P6 Have pairs of students engage in fun competition of double pole racing down a set track. Supervision approval suggested. 7

P7 Have student carry the puck on his stick as he skates a serpentine path, weaving left and right through pylons spaced approximately 20' apart. 8

P8 Have student choose a book from a suggested list at independent reading level. Student lists a daily calendar of how many pages he reads each day. Student is rewarded by seeing own daily progress. 9

P9 Have student complete the following sequence to show mastery of skills in rowing a boat: install oars in oar locks, row backwards to and around a buoy in the water and return to shore. Use additional buoys for a more com plex course. Supervision approval suggested. 10

P10 Have student practice skiing by skiing without the poles. He/she should swing his/her arms back and forth, using an exaggerated swing. Supervision approval suggested. 11

P11 Have student put bait on a jigging pole. To help student achieve the proper movement of the bait, use a count of 1, 2, 3. On 1, the student lifts the pole, on 2 and 3 , the student slowly lowers the pole. Repeat the counting. 12

P13 Have student sit on a horse and instruct him to walk the horse forward to a pylon about 50' away. The student walks the horse around the pylon by turning the reins, and then goes back to the starting point. He/she stops the horse by pulling the reins. 13

P14 Have students in the class prepare, put on, and video tape a skit or play. Have students write the script, construct scenery, and coordinate the musical background. 14

P15 Have students play the game, FREEZE. The person who is IT hides their eyes and quickly counts to 10. Other students move around. He/she then shouts FREEZE. Students must instantly stop and maintain their position. Students caught moving are out. The person who is IT hides their eyes again. The person caught moving last is IT for the next game. 15

P16 Have students ride on sleds between pylons which have been places on a hillside. Select a hill without trees or other obstacles. Supervision approval suggested. 16

P17 Have students throw balls (start with a playground ball and work down to a tennis ball) at archery targets. Increase the distance. 17

P18 Have the student practice cross stitching using a peg board. When the stitches are learned, have the student use fabric. Begin with simple stitches; then introduce more complex stitches. 18

P19 Have the student push a chair on the ice to help overcome the fear of falling. Supervision approval suggested. 19

P20 Instruct students to compile a list of essential items for a camping trip. The list could be discussed in a group with items added or deleted. Consideration would be given to duration of campout, location, and time of year, etc. 20

P21 Instruct students to sort cards according to suite, put them in sequence from 2 to ace, and sort in piles according to face value. A game could include each student having a pile of cards and putting their down one at a time to determine which is highest. 21

P22 Invite people from various ethnic groups to teach students their native dances. Ask them to bring authentic music. 22

P23 Make a board with rows of blocks that go around the board. The student rolls dice and moves a small block of wood that number of squares. There is no game, just practicing a moving the throw of the dice. 23

P24 Make a wall size chess board from 1 foot by 1 foot black and white construction paper. Divide class into 2 teams. Have each team design and cut out card stock chess pieces. Moves are to be made by team consensus. 24

P25 Plan walking trips of increasing length. Practice aerobic walking 25

P26 Play follow the leader. Students follow as teacher jumps from edge of pool into very shallow water. Game continues and each time teacher jumps into slightly deeper water. Non-swimmers should not jump into water above waist. 26

P27 Play follow the leader. Teacher begins by squatting on edge of pool and falling head first with hands stretched out in front of him, into deep water. In succeeding dives, instructor stands a little straighter each time. For swimmers only! 27

P28 Play kickball, have older students lead younger ones to bases and teach them the positions, less able students may kick a stationary ball and be allowed to reach the base safely. Designate an automatic-home-run line (balls kicked beyond it are considered home runs). 28

P29 Provide pulse rate training prior, during, and following exercise. Use monitoring graphs to depict progress. Use contingent reinforcement for extra motivation and to ensure training self-monitoring techniques. 29

P30 Reinforce behaviors (on a schedule) that are incompatible with non- physical activity. Try to utilize naturally-occurring rein forcers and/ or use selection of leisure time activities as a potential reinforcer. 30

P31 Show student a collection. Discuss the interesting points of the collection. Help each student start a collection, such as pencils, key rings, rocks, shells, etc. Parent contact suggested. 31

P32 Show the student how to connect a VCR camera to the VCR, then how to set position, white balance, lighting, and focus. Student then tapes the program. Offer assistance when needed. 32

P33 Sit on a horse behind the student. Hold the reins together, walk horse forward, around a pylon and back to starting point. 33

P34 Supply each student with a pile of sticks to build a campfire. Instruct each student to place 2-3 sticks on the pile in a teepee fashion with space between the sticks. Supervision approval suggested. 34

P36 Use a Polaroid camera. Instruct students to aim the camera and push the shutter button. Students could take pictures of each other, or some other particular subject. 35

P37 Use aerobics video for children or do parts of an adult tape (I use 'Bodies in Motion' on ESPN). Form an after-lunch aerobics club and invite non-handicapped students to participate. 36

P39 Use jump rope chants to maintain interest and to build enthusiasm. Have students start by jumping back and forth over a rope which is still. Then have other students move the rope back and forth on the ground while the student jumps. Then have the other students turn the rope while the student jumps. 37

Q15 Life Skills:
Suggested Activities

Q2 Advise students to keep tank lid clear of stored items. When water in bowl appears to be rising dangerously: (a) remove tank lid and place on floor; (b) thrust hand into tank water and grasp rubber stopper; (c) press stopper into large hole in bottom of tank. Older stoppers will leave a black residue on the hands. (Tank water is not contaminated.) 2

Q5 Ask student to assess his need for owning automobile. Instruct student to develop a list of fixed and flexible expenses involved in operating an automobile and to determine a plan of action to meet his vehicle needs. 3

Q6 Ask student to choose 10 products or services he/she needs from the newspaper. He/she is to look them up in the yellow pages and list the name and phone number. Instruct student to role play the call with a partner. 4

Q7 Ask student to develop a personal phone directory. Ask the student to bring in phone numbers of friends and relatives and type a phone directory for use in the home. Include emergency numbers. 5

Q8 Ask student to draw up his own lease for a hypothetical apartment. Instruct student, as a landlord, to write an advertisement for this apartment. 6

Q9 Ask student to list the advantages and disadvantages of purchasing a used car from three sources: private party, used car dealers, and new car dealers. 7

Q11 Ask working students to volunteer to bring in their W-2s and other tax- related materials. Help students file practice E-Z state and local forms. Ask students to complete their own forms and file their taxes independently. 8

Q12 Assign a local nursing home resident to a student. Instruct student to prepare or bake items for given holidays, pack the items for mailing, and prepare the package for mailing. Walk to the Post Office with the student and mail the package. Parent contact suggested. 9

Q14 Contact local Goodwill store and arrange to have clothing sent to the school. Instruct student to iron and fold these clothes for Goodwill. The student will be helping a volunteer organization. Present awards at the conclusion of this project. Supervisor approval suggested. Parent contact suggested. 10

Q15 Create a card game. Write the following health insurance provisions on each card: maximum coverage, renew ability, deductibles, co-insurance premiums, exclusions, and other special limits. Ask student to draw a card and explain the provision to the class. 11

Q16 Create a contest. Plan a field trip to a local store, and ask students to write down all the sales gimmicks they can find in 10 minutes. Return to school, compare lists, and determine the 'Perceptive Buyer of the Day'. 12

Q17 Create a display table of food and other store items. Instruct the student to read each label, size, and price. Ask student to determine the best buys and explain why he/she choose them. Have student compute the amount he/she has saved by making wise decisions. 13

Q18 Create an enlarged generic keyboard stencil. Paint the keyboard on the pavement or playground. Play games with the keyboard (i.e., jump on letter keys that spell their names or answers to questions). Supervisor approval suggested. 14

Q19 Cut pictures of items out of a catalog that students would be interested in buying. Put the price of the item on a card. Students will practice purchasing different items. 15

Q20 Cut telephone from poster board and attach poster board rotary dial with paper fasteners. List telephone numbers for students to use. Have students place a finger on each correct number, then move it in the correct direction for dialing. 16

Q21 Deliberately jam one piece of bread in a toaster. Ask the student to describe a safe way to remove the bread. Ask for suggestions. Pull the plug immediately and talk about electrical shocks. Have the student make a poster on safety in the kitchen. 17

Q22 Demonstrate use of 'Print Shop' to create letterhead. Have student create and print a letterhead for use by class to invite parents to a school event. 18

Q23 Designate a specific area of the classroom for student use. Instruct student to decorate for holidays and students' birthdays. 19

Q24 Designate a student to be 'table cleaner' for a 2-week time period. Demonstrate the tasks to be completed: clear table, get sponge and spray, wipe table. The student is to instruct the new 'table cleaner' on the proper procedures. 20

Q25 Develop a 'Dining Out' unit of study. Instruct student in all facets of dining out. Culminate the unit with a trip to a restaurant. Grade student on appearance, conduct, manners, staying within the budget, etc. 21

Q26 Develop a list of factors that should be considered when determining the need for life insurance. Have the student evaluate the need for life insurance. Ask student to check with parents on the type of life insurance they have purchased. 22

Q27 Develop simulated activity, cards for a landlord and tenant. Instruct student to role-play the various situations. 23

Q28 Develop simulated situation cards involving an accident or a sickness. Ask student to identify the appropriate insurance coverage for each case. Review provisions that should be checked in health insurance policies. 24

Q29 Develop vignettes concerning auto insurance cases. Ask student to examine the cases and provide answers to some of the following questions; 'Who is legally correct?'; 'Should she drop any of the coverage?'; 'What type of insurance would pay for his medical expenses?'; 'Can you explain why his rates went up?'; etc. 25

Q30 Discuss the advantages and disadvantages of buying a home. After the discussion, create a contest to see how many advantages and disadvantages the student can list. 26

Q31 Display pay stubs. Discuss 'rates' of pay and how they are based. Students who have a job, share payroll procedures with others. Complete 'payroll' workbooks. 27

Q32 Distribute deposit and withdrawal slips from local banks to the student. Instruct student to complete slips. Use deposit and withdrawal forms from various banks to demonstrate the need for the same information on different colored and styled forms. 28

Q33 Draw an outline of a plate, spoon, knife, fork, and cup on 11x14 paper and laminate. Use this as a place mat. Demonstrate how to match each utensil to the outline. Verbally prompt the student if necessary. 29

Q34 Encourage students to use this technique when commode is prone to flood: (a) operate commode with tank lid off; (b) watch water level during flush cycle; (c) press rubber stopper into hole at bottom of tank if water starts to rise to a dangerous level. (Water in tank is not contaminated.) 30

Q35 Establish certain criteria for becoming student of the week, month, semester, etc. Reward this student by going out to lunch with some staff member (teacher, principal, social worker, psychologist, guidance counselor). 31

Q36 Establish criteria for a 'Student of the Week' (month or marking period) award. Choose a student. Reward this student with a free lunch at a local restaurant (student's choice) with a chosen staff member. 32

Q37 Gather a spoon, measuring cup, hot pot and cup of soup mix. Demonstrate each step in the use of the hot pot to prepare an instant soup mix. Direct student to prepare a cup of soup. Repeat directions if necessary. 33

Q38 Gather credit applications from local stores and have students practice filling them out. Have them practice ordering items through old catalogs. Simulate monthly bills so students will understand payments, interest rates, etc. 34

Q39 Gather old paycheck stubs from various sources. Have students examine them noting how much was taken off for income tax, social security, retirement, etc. Discuss the different reasons why money is taken off paychecks. 35

Q40 Give a bag of groceries to student. Instruct student to place items in the proper storage area. Instruct student to begin with perishable items. 36

Q41 Give each team of students a street map, phone book, and list of errands. Assign them to develop a travel route and draw a map to communicate the route. 37

Q42 Give students a list of situations or problems. Have the students use the white and yellow pages of their local telephone directory to find a telephone number for each of the situations listed. 38

Q44 Grate some cheese with a fine-mesh grater until it is clogged. Instruct student to wash the grater with a dishcloth and soapy water. Repeat the grating and compare the amount of time needed for student to wash the grater using a brush and soapy water. 39

Q45 Have student address an envelope to himself. Mail assignment sheets from school in these envelopes every two weeks. 40

Q46 Have student figure out his total income and fixed expenses. Instruct student to complete a monthly expense form. 41

Q47 Have student look up use car prices in the following sources: National Automobile Dealers Association Official Used Car Guide, Red Book Official Used Car Valuations, and Automotive Market Report. Ask student to review advertisements from used car dealerships and compare the prices of the cars. Compare the used car price to a new car price. 42

Q48 Have student peruse magazines and send away for rebates, coupons, money, or orders. Parent contact suggested. 43

Q49 Have student role-play that he/she is single or married. Assign an occupation with corresponding salary or wages, and request student to determine the type of housing he/she can afford. Family contact suggested. 44

Q50 Have students break into twosomes or threesomes. These groups will pretend that they are sharing an apartment and must deal with the problems that may develop. Students will learn about credit, budgets and banking, as well as how to get along with each other. 45

Q52 Have students plan a field trip or class trip. Have students call various bus companies and compare services and costs. Supervisor approval suggested. 46

Q53 Have the class learn the correct names and addresses of health and dental clinics which may be used in emergencies. Have class write simple stories which describe what certain health agencies do to keep people healthy. Develop a skit dealing with ways various health agencies can help you. 47

Q54 Have the student cut out pictures of vegetables from magazines or seed catalogs. Instruct student to label the vegetables. Ask student to bring vegetables from home. Parent contact suggested. 48

Q55 Have the students develop a personal telephone directory. Have them include the telephone numbers of their friends, classmates, family members (at work), restaurants, movies, etc. Be sure they are alphabetized correctly. Parent contact suggested. 49

Q58 Instruct student in location of each key on the microcomputer keyboard. Select software appropriate for student that uses these keys and model the use of the software. Have student use software with assistance if necessary.

Q59 Instruct student on procedures for moving the computer and peripherals, plugging in all components, and loading the printer. When these competencies have

been mastered, student is eligible to serve as a 'Computer Maintenance Person' in the classroom. 51

Q60 Instruct student to collect old clothes in need of repair. Instruct student to mend clothes. Hold a flea market to sell these newly-mended clothing items. Student may mend his/her clothing or other personal items. Supervisor approval suggested. Parent contact suggested. 52

Q61 Instruct student to cut and organize coupons from newspapers and magazines. Ask student to locate sale and coupon items in the grocery store flyer. Take a field trip to the store and make the appropriate purchases. Supervisor approval suggested. 53

Q62 Instruct student to draw a picture of a food item. Create a bulletin board that shows storage places for perishable and nonperishable foods. Ask student to match drawn or cut out pictures to the appropriate storage areas on the bulletin board. 54

Q63 Instruct student to formulate questions regarding insurance policies. Invite an insurance salesman to come into the class. Instruct student to ask these questions and gather information. Ask student to prepare a fact sheet on this information. 55

Q64 Instruct student to keep time charts and/or cards in the room on time spent on school work each day. Have student calculate weekly hours. Use this as an example of rate times hours for gross pay. Have student transfer these skills to hourly wages and gross pay. 56

Q65 Instruct student to make a learning center that demonstrates proper clothing that should be worn when working in the kitchen. Have student explain why capping hair is important for safety as well as sanitary reasons. 57

Q66 Instruct student to make crock pot apple sauce. Begin by washing hands and cutting surface. Cut apples in halves and then pieces. Cook on low in crock pot; stir occasionally until soft. Sieve and serve. 58

Q67 Instruct student to plan a breakfast or lunch for himself and friend. He/ she may use ads or flyers to plan the meal and must stay within the assigned budget. Student is to use this list at the store to purchase necessary items so he/she can prepare the meal at school. Supervisor approval suggested. 59

Q68 Instruct student to plot a trip with maps from are automobile club. Have student use map symbols to plan routes, rest stops, food areas, and sight seeing tours. Discuss states (capitols, cities, mottos, etc.) as the class 'travels' through them.

Ask students to use the map scale to determine miles traveled and the cost of gasoline. 60

Q69 Instruct student to pour a pre-sweetened drink mix into a 2-quart pitcher, add water to the 2-quart line, stir and put lid in place. Ask student to count out cups, pour and serve the beverage to classmates. 61

Q70 Instruct student to prepare a holiday centerpiece. Provide a varied assortment of fruits. Ask student to select a piece of fruit and provide its name. Have student arrange this fruit in a bowl for the centerpiece. Repeat this process until the centerpiece is completed. 62

Q71 Instruct student to prepare and submit recipes from all 4 food groups. Type and compile a classroom cookbook. Circulate to members of the faculty, administration, and parents. 63

Q72 Instruct student to use the phone to make initial or follow-up calls to local businesses which have placed ads in the school yearbook. Student must contact advertising division, ask if they want to place an ad, and design the ad with the cooperation of company's advertising agent. Supervisor approval suggested. 64

Q73 Instruct student to wash identical soiled bottles. Ask student to wash one bottle by filling it with soapy water and shaking it. Permit he/she to use a bottle brush with the second bottle. Time each process and compare the washed bottles. 65

Q74 Instruct student to write a simple request for information about a state he/she wishes to visit using the word processor used in the classroom or computer lab. Demonstrate the major formatting options (margins, line spacing, etc.). Have student reformat document and print. Send letter to the state's Chamber of Commerce. 66

Q75 Instruct student to write letters of request to local rental agencies for copies of rental agreements and/or leases. Photo copy the leases and review in class. Ask relevant questions about each lease. 67

Q76 Instruct students to role-play a restaurant activity. Divide students into small groups. Assign 4 students to play customers and one to play waitress. Ask students to practice ordering meals from various menus. Follow- up activities can include field trips to restaurants. 68

Q77 Instruct the student to demonstrate knowledge of protein complementation and develop appreciation for alternative nutrition by planning five healthy, balanced meatless meals. 69

Q78 Instruct the student to make a typical holiday dessert and a dessert made with fruit. Ask the student to compare the calories in each of the desserts and determine which dessert is better to eat. 70

Q79 Invite a guest speaker from a local insurance company to explain types of car insurance policies and the concept of calculating premiums. Discuss insurance needs. Instruct students to review and complete sample insurance forms. 71

Q80 Invite parents and principal to lunch. Instruct students to plan a menu, shop, and prepare food by drawing duties from a hat. Students rotate duties for each main food item. They may pass out a copy of their recipes to each guest as a 'favor'. 72

Q81 Invite parents to demonstrate the preparation of their favorite ethic dish. In return the students will prepare a simple thank you dinner for the participating parents. 73

Q82 Locate 2 eggs, 2 toy cars large enough for 1 egg, 2 bricks, 2 planks, 2 boxes larger than bricks, masking tape. Place one end of planks on boxes to form inclines. Place bricks at lower end of incline. Place one egg in each car. Fasten a secure masking tape seat belt around 1 egg. Release both cars from top of inclines. 74

Q83 Make a chart that shows proper dish washing techniques. Post over sink. Assign a team of 3 students (washer, dryer and inspector) to wash snack bowls and cups. Each student should have a chance at all 3 jobs before a new team is assigned 75

Q84 Make three large laminated circles (white, multi-colored, and black or dark blue). Place on the floor by the washing machine. Instruct student to use these circles as guides when sorting dirty clothes. 76

Q85 Notify student by class mail that he/she has won a three-minute phone call with a celebrity. Instruct student to place a collect call to this person. Other students role play the celebrity and converse with student. 77

Q86 Organize a computer club to meet during lunch and free periods. The student may work on an individual project. The computer room should be reserved for the club. 78

Q87 Pair students. Assign major products (e.g., Coke, Pepsi) to each team. Instruct each team to prepare a commercial to sell the products. Allow one week for research and preparation. Ask the class to identify brands they would buy. 79

Q88 Play Word Control Patrol. Prepare sentences with unwanted words placed in various sentences within a word processing file. Have students join the Word Control Patrol and eliminate any unnecessary words they can find in the sentences, then print out their corrected results with the use of the word processing program. 80

Q89 Prepare cards with pictures of school lunch items on front and write names on back. Review the daily menu every morning by using either side of the flash card. Request student to identify the food by name. 81

Q90 Provide consumer magazines like Consumer Reports, Consumers' Research Magazine, and Changing Times to student. Choose an item and ask student to rate it and select the best one for purchase. This drill can be done with many items. 82

Q91 Provide student with a state map. Instruct student to plan a vacation at least 100 miles away. Ask student to mark route and estimate travel distance and time. 83

Q92 Record messages used by operator on cassette tape. Leave blank spaces for students to respond. Have students listen to message, then respond on tape. 84

Q93 Request student to create a chart that summarizes the advantages and disadvantages of term and cash value policies. 85

Q94 Request student to gather newspaper ads of homes for sale; to list five homes of similar size and quality; and to prepare a chart that compares the five homes on the basis of shopping convenience, property taxes, location in the community, school system, construction, and price. Ask student to evaluate the house and select the best buy. 86

Q95 Review the terms often used when borrowing money. Create Trivial Pursuit cards with these terms. Instruct student to play the game. (Give the student the word and they will supply the definition) words such as: assets, debt, cash value, credit reference, unsatisfied judgments, etc. 87

Q96 Role play contacting the operator. Permit student to practice this assignment with another student. Student may call a student operator and make the request for the assigned phone number or information. 88

Q97 Secure bus, train, or plane schedules. Have students plan a trip. Have them indicate the departure time and location, the arrival time, location, and the price. 89

Q98 Set a table or desks as you would see them in a restaurant. Have a student waiter. Select 2-4 students. Give them a copy of a menu. Have students read menu and then order one or more dishes. 90

Q99 Set up a banking situation in the classroom. Student will role play going to the bank teller and handing their paycheck to be cashed. 91

Q100 Set up a play store where the student may buy things using either play or real money. Culminate unit with a trip to a store. Supervisor approval suggested. 92

Q101 Show a picture of a late model sports car. Explain that the four wheels of the car represent the four major food groups and if one tire goes flat (i.e., if one food group is neglected) the car (human body) will fail to travel smoothly. Instruct the student to prepare a balanced menu for the week. 93

Q102 Show student 12 pictures of various kinds of foods. The student will choose the correct utensil, (knife, fork or spoon) used to eat the food item and place it on top of the picture. 94

Q103 Show student how to activate automatic tellers (with a plastic card and by punching in personal identification number or code). Stress the importance of keeping your code secret. Take student to the bank and practice using an automatic teller. 95

Q104 Sprinkle baby powder or carpet powder over rug. Instruct student to vacuum rug. 96

Q105 Teach a unit on 'rap songs'. Encourage student to look around while he/she is in line and try to make up a rap song about things he/she observes. 97

Q106 Tell student that vegetables make excellent snacks when eaten raw. Explain how one can swallow germs from eating unwashed food. Instruct student to make a poster entitled, 'Why I Wash Vegetables'. 98

Q107 Use a five-compartment TV dinner tray as a teaching aid. Label each compartment to correspond with each food group. (Use pictures if necessary). Instruct student to choose a menu that fits the plate. 99

Q108 Use a list of free items available by mail as a guide. Have student prepare a written request (help as needed), address an envelope or postcard, affix stamp and take it to the mail box. Student can use his home address as the return address. Parent contact suggested. 100

Q110 Use an easel as a 'Sign Center'. Place a sign or symbol on the easel each day. Explain and use it during the day. 101

Q112 Use short pitcher and sturdy mugs. Have student place mugs on paper towel and practice pouring water. Gradually replace mugs with less spill- proof cups. When paper towel stays dry, student may assist at snack time. 102

Q113 Use software which requires students to select numerals or letters as correct responses. Cover all keys which are not to be used with an overlay. 103

Q114 Use telephone directory for playing Bingo. Cut each page into 4 parts and laminate each part. The cards could be enlarged first. Each student must have one card. Select names from the directory pages. Copy each names on a small piece of paper, then place them into a container. Pull out a name and read it. Have students find name on their Bingo card. 104

Q115 Use telephones with extension telephones or make arrangements for someone to answer at another telephone number. Have student dial the telephone number. When the other person answers the telephone, the two of them carry on a conversation on a specified topic. Suggestions for topics are 1. Directions to the school. 2. The lunch menu in the school cafeteria. 105

Q116 Use this method if plunger is not available to clear clogged commode: (a) allow water level to recede below the rim; (b) take tank lid off and grasp rubber stopper with fingers; (c) lift stopper to start flush cycle manually but be ready to press stopper in hole if water rises dangerously. Repeat process until commode flushes freely or you see plunger is needed. 106

Q117 Use this method the first time after a commode has been flooded or been stopped up: (a) Start flush cycle by putting hand into tank water and grasping rubber stopper; (b) raise stopper with hand to allow water to flow into bowl and start flush; (c) press stopper into hole if water rises to a dangerous level in bowl. (Tank water is not contaminated.) 107

Q118 Using the directory, have student locate a government agency from which they would like to receive more information. Student can then call the agencies' toll free number and request the information. 108

Q120 Write student's name, bus number, and bus stop on a card. Observe the student as he walks from the classroom to the bus platform (parents should observe from the bus stop at home). Instruct the student to keep the bus information card until he/she has learned the information. 109

R16 Vocational Training: Suggested Activities

R2 Act as a personnel director and have the student play the role of an interviewee. Then reverse roles. Have other students respond to the role playing by discussing both the good and bad techniques observed. Select different volunteers for role playing each day. 2

R4 Arrange for the students to answer the telephone one class period per day in a school office to give them further competence in answering and calling on the phone. Then have them practice arranging for job interviews on the phone. 3

R5 Ask student to choose 10 products or services he/she needs from the newspaper. He/she is to look them up in the yellow pages and list the name and phone number. Instruct student to role play the call with a partner. 4

R6 Ask students to identify the special features of file folders (tabs, scoring, fasteners, pockets, and hangers). Have them label these parts on a folder. 5

R7 Ask students to list correct clothing for welding. Give points for each correct answer. Example: wear an apron or shop coat, coveralls that resist fire, head and hair should be protected by a welder's cap etc. 6

R8 Ask students to present all rules they can think of (school, home, community) and list them on board. Discuss why these rules were established and what occurs when they are broken. 7

R9 Ask students to tell the difference in preparing canned, frozen, and fresh vegetables. Have them then prepare each of these. Bring in labels from frozen and canned vegetables and read cooking instructions. 8

R10 Assemble a project such as a bench, a carpenter's tool box, or other wood project. Have students sand each piece of rough wood to a finished surface. Use different grades of sandpaper and a sanding block to achieve the finished surface. 9

R12 Attitudes are contagious. Have the students identify selves as ones who do not like to do school work and ones who like school. Set up a panel discussion. Have those who dislike school work tell why and have those who enjoy school tell why. During the panel discussion, try to sum up how one's attitude affects the job performance. 10

R14 Brainstorm a list of work opportunities with students. Write each on a slip of paper and place in a jar. Draw them one by one, listing the personal characteristics needed for that job. Have students compare list with a self- made list of personal characteristics to deem appropriateness. 11

R15 Compare the varieties and uses of bread. Demonstrate how to bake bread. Have students bake their own. Bring to class an assortment of ready-made breads available. Discuss and taste. 12

R16 Compose a bulletin board showing photographs of the school's secretary, teachers, aides, bus drivers, custodians and other appropriate careers. Near the photographs, list their occupation and the requirements for each. On the board, list the class names and what career each student plans to pursue. 13

R17 Contact the Bell System educational relations program in your local Bell Telephone office to borrow the business phone trainer, which contains a switchboard device with four telephone lines. The students can practice their skills on the phone and practice speaking to others to arrange job interviews. 14

R18 Create a contract with the student that focuses on five worker traits or actions he/she must follow to be a successful employee or student. In the contract, list specific behaviors which will be observed for a certain length of time. Fulfillment of the contract will be rewarded.

R19 Cut out two sets of numbers 1 to 10, 2 sets of shapes (square, rectangle, circle, triangle), 2 sets of a variety of animals. Glue 1 set of the animals, numbers, and shapes into different pie tins. Students match the second set of paper objects to the pie tins. 16

R20 Define specific behaviors to be demonstrated by the student in a contract with the student/class. In the contract list specific target behaviors, levels of performance, time guidelines and consequences for both compliance and non-compliance. Give reward or privilege to students who comply. 17

R21 Demonstrate how to carry a bead with a filler rod. Have students then work in pairs and try to complete this skill. Evaluate their own work. 18

R22 Demonstrate how to light a welding torch and adjust it. Have students follow a step-by-step procedure and state verbally the procedure before beginning. Have all students demonstrate their ability to light and adjust the torch. 19

R23 Demonstrate the many uses of a saw. Give students an opportunity to use a hand saw using a block of wood to guide the saw through the cut. Have students mark the wood and saw different sizes of wood without the use of a guide. 20

R24 Demonstrate to the class a horizontal finger waving and a vertical finger waving and do a patron's hair. Have the class identify the type of finger waving done on the patron. Have them practice on each other's hair with both types. 21

R25 Design a personality inventory for students. Include points on personality traits (creativity, honesty, common sense), and physical appearance (dress, grooming, posture, voice, speech) which indicate what type of image is portrayed at an interview. Have students analyze their image and improve upon it. 22

R26 Develop a skills assessment worksheet. Have students think of a job which they have performed in the past and list all the duties and skills needed for this task. Use these skills to develop a worksheet. Have the students assess themselves so that they can compile a list of personal assets which they possess for future interviews. 23

R27 Develop an activity in the classroom which will require assembly line work such as assembling gift packages for a nursing home, collating worksheets or collecting the correct number of screws and bolts to assemble an object. Students working on the project must complete all work assigned. 24

R28 Develop duty sheets for assigning each student a specific area or tool of maintenance. Assign shop foreman to oversee daily completion of jobs. Use posted check list to record achievements. 25

R29 Discuss how different our society would be if we did not have a formal school setting. Discuss further the role our schools play in society and in the world of work. Have students role-play an employer trying to fill a position and the applicant did not go to school for his/her education. 26

R30 Discuss job hunting with the students. Show them how to locate job openings by use of want-ads in the newspapers, employment agencies, signs, and job placement services. Have the students keep a booklet of all of the jobs which they can find in their community and list where they located the job opening. Share the booklets with their classmates. 27

R31 Discuss school rules, handbook, and disciplinary actions. Reward students for good personal behavior with awards, praise, and passes to a social study hall. 28

R32 Discuss the importance of following safety procedures and how safety procedures are used everywhere. Have the students come up with safety procedures that the various sports programs must follow in school. Then have the students come up with important safety procedures that they will need to follow for particular jobs.

Also, discuss some safety procedures that their parents would have to follow while on the job. Then have the students make a list of these items and take them home to their parents to see if they have additional ones. Have the students explain why their parents have to follow these procedures. 30

R35 Discuss with the students good personality traits such as being cooperative, having a good attitude, being dependable, using good judgments, being confident, and maintaining poise. Have the students role-play these characteristics. 31

R36 Display different pictures of the flames used for oxy-acetylene cutting on the bulletin board. (Examples: neutral cutting flame without excess of oxygen and/or acetylene, oxidizing cutting flame, etc.) The students will then be asked to practice adjusting the flames until they are familiar with all the flames and can adjust the neutral flame with precision. 32

R37 Display examples of satisfactory weld beads in 1/8 inch milled steel plate (welded in the flat position, using a no. 3 tip and a 3/32 inch filler rod and a neutral flame). Have students practice until their beads conform to this example. 33

R38 Display the equipment necessary to perform oxy-acetylene welding. Have students put equipment together and name each part as this is done. Light the torch and adjust the flame of done correctly. 34

R39 Draw a place setting on each of the place mats that the students will be using. Have them match each item with its picture. Replace the pictured place mats with plain ones after they have gained enough practice. 35

R40 Draw a standard oxyfuel gas cutting torch on the bulletin board. Have the students label each one of the parts. After they label the parts, have the students read the name of the part verbally to the class. 36

R41 Dress 2 mannequins, one dressed properly for welding, the other dressed improperly for welding. Have students identify the proper dress, and dressed in correct clothing, demonstrate their welding skills. 37

R42 Explain to students that sometimes job applications may be filed by the type of work that people are able to do rather than by people's names. Set up an employment agency in the classroom and have the students file correspondence according to subject rather than name. 38

R43 Fill plastic spray bottle (plant mister) with water. To Show germs emitted when people cough or sneeze, squirt water across room, asking 'affected/ infected' students to stand when water drops touch them. Discuss precautions (cover mouth, wash frequently) to prevent spreading germs. 39

R44 Form student committees to suggest guidelines for appropriate dress in the office. Collect photographs from magazines showing appropriate dress, then make collages with them. Have committee members make recommendations on how employees should dress and act in a business situation. 40

R45 Get maps from a filling station. Give directions to a particular city and see if the students can locate the city. The students will have to listen closely to the directions. Then have the students give directions to a city. 41

R46 Give a demonstration and talk to the students on the parts of the AC/DC welder and explain what each part does. Name the parts and put these names on the board, on the welder, or on paper. Later give the students a list of all the parts of the welder and ask them to place the correct name by the part on the AC/DC welder. 42

R47 Give a demonstration on the proper use and safety of a sharp tool. Have f students use several sharp tools, with close teacher supervision. Select a student of the week and acknowledge the student for the best safety practices. 43

R48 Give each student a real work situation they may have to face in the near future. Assign them the task to make a decision. The student must give their reasons why and the factors that influenced their decision. Have the students repeat this activity several times. Discuss their choices in a group setting. 44

R49 Give students 5 forms which contain typing errors. Ask them to correct each form with a different correction method (eraser, liquid, correction paper, correction tape, and correcting typewriter). Have them display their finished forms on a bulletin board. Have students select the form they think is corrected best and tell why they think as they do. 45

R50 Give students 5 recipes and ask them to either double them or cut them in half. Have students select one to make for class. Review multiplying fractions before they begin converting recipes. 46

R51 Give students a chart with gas pressures for different sizes of cutting tips, and thickness of metal in inches shown. Have students read the chart, after they are given a thickness of metal, to see what cutting tip they should use. Tell what the acetylene and oxygen pressure is. 47

R52 Give students a job for which they will be responsible. Tell them of positions that will need to be filled for this business. Have students write want ads and make signs advertising the availability of these positions. 48

R53 Give students a list of abbreviations frequently found in want-ads. Have them find abbreviations and their meanings. Decode sample ads. Select one and list the qualifications needed for the job. 49

R55 Give students a picture of a hair style from a magazine. Have students try to achieve this look on a mannequin with the same hair length and cut. 50

R56 Give students a piece of sheet metal. Have them carry a pool of molten metal across the plate and produce a weld with closely formed ripples and uniform width. Have students evaluate the strips that they welded. 51

R57 Give students a work-related problem but not all the known information. Have them interview individuals for information or investigate areas of concern. Collect the information, make a decision, explain why, give factors, and discuss. 52

R58 Give students an item that they need to sterilize. Have them write down all the steps necessary for sterilization, and then prepare an oral presentation. Video tape the presentation for self-evaluation later. 53

R59 Give students each a corner joint. Lap weld with an E6010 electrode. Lay the first bead, chip and brush weld. Clean. Check weld surface for pinholes and slag instruction. Continue running overlapping beads until the pad is filled. Close teacher supervision suggested. 54

R60 Give students each a corner joint. Lap weld with an E7018 electrode. Lay the first bead, chip and brush weld. Clean. Check weld surface for pinholes and slag instruction. Continue running overlapping beads until the pad is filled. Compare end results. Close teacher supervision suggested. 55

R61 Give students each a corner joint. Weld with an E7025 electrode. Have partners check that beads are properly overlapped. Check for too much overlap. Close teacher supervision suggested. 56

R62 Give students each a paragraph that has many typing errors (words misspelled with extra letters or not enough). Have them correct this paragraph, inserting or deleting characters. 57

R63 Give students each a piece of metal 4 inches thick. Use a 1-3 cutting tip and cut a straight line on the metal. Work in groups to complete this. Do many practices and have best cut evaluated by the instructor. 58

R64 Give students paper plates and colored construction paper to attractively plan a meal. Do preliminary planning by drawing how and where the food will be placed on the plate. 59

R65 Give students the responsibility to daily water the plants, vacuum the carpets, and dispose of the classroom's collected trash. 60

R66 Give students three words in alphabetical order, and an underlined word. Have them draw a line to the spot where the underlined word should be placed in the alphabetical list. 61

R67 Give students various toppings: grated cheese, parsley, toasted sliced almonds etc. Have them cook their vegetables, then use one of the toppings to garnish and add eye appeal. Award a prize for the best presentation. 62

R68 Give the name of a document to students. Have them go to the computer and load this document. Have them list the steps they must follow in order to load the program as they do it. Have them read this list to the class. 63

R69 Give the student a stack of paper with an X marked in the upper left corner of each piece. Demonstrate picking up the paper and placing in the stapler so the X is not seen. Staple on the X. Physically assist the student in placing the paper and stapling. If necessary, the student should stand. 64

R70 Give the student a supply of items such as screws and empty jars. Place a small mark on the scale where each jar must weigh. The students must remove or add screws to meet the specifications of the job. Give the students different examples to complete, then, add time limitations. 65

R71 Give the student cloth handkerchiefs and dish towels. Demonstrate folding. Ask student to fold the laundry. 66

R72 Give the student two items to be assembled such as nuts and bolts. Intentionally give less of one item than another. If the student does not ask for more to complete the job, Ask, 'What do you need?'. Praise the student for asking for more. Do this with each job until the student asks without being prompted. 67

R73 Give the students a box of items that have arrived from a vendor. Have the students sort and select items needed to be added to the inventory. Match items according to color, size and more. 68

R74 Give the students a demonstration on the proper use of a saw. Have several students try doing this activity in front of the class. Then assign all students to saw a piece of wood in two. The teacher will go around and assist all students. Give the students practice time in class. 69

R75 Give the students a drawing, including all elevations, of a three- bedroom ranch home. The drawings will have each window labeled, interior features, and dimensions included. Give the students grid paper and have them lay out the plans for the three-bedroom home. 70

R76 Give the students a list of ten names and have them index these names. Have students then use the telephone book to see if they have properly indexed the names. 71

R77 Give the students a simple task such as folding letters and putting them into envelopes, using just one arm. Next have them do this same task with both arms. After both assignments have been completed, bring the students together and discuss how they felt about their ability to work. Discuss feelings. 72

R78 Give the students a worksheet that is designed to provide space for them to write in the correct information in order to prepare a resume. After the information is complete on the worksheet, the student will type, using a computer or typewriter, his/her own personal resume. 73

R79 Give the students an example of a work situation that happened to an individual who got fired. Have the students analyze the characteristic which may have got him/her into trouble. The students must then write down recommendations to change that characteristic. Discuss ideas in a group. 74

R80 Give the students condiment holders and ask them to fill them properly. Wash and dry them when finished. Give them an example of how far the holders are to be filled. Have students copy from this example. 75

R81 Give the students guidelines for projecting a good image of themselves in an interview. Have the students role play each of the specific guidelines. 76

R82 Give the students several groups of people who have been stereotyped to specific types of jobs in the past, such as women, blacks, Hispanic, and Jewish. With each group of people the student lists the typical jobs he/she may think they would do if they had jobs. Then list other job possibilities. 77

R83 Give the students the 'what if' they are working on a job and would like to get a promotion. Have them list the personality traits that would help them to earn a promotion. Give the students two case studies of people who want promotions and a description of their personalities. Have the student select the person who gets the job. 78

R84 Have a 'creative salad expert' contest. The students will compete to make the most artistic salad. Faculty members will be asked to judge the competition. 79

R85 Have a bulletin board prepared with pictures of pin curls with a regular base. Triangular base, arc base, and square base. Have the students identify the different types of pin curls on the bulletin board. 80

R86 Have a career day at the school where different speakers are asked to come in and speak about their career. From the list of speakers, the student will select one career to follow. The student will spend a day interviewing the person and observing what is involved with that person's career. 81

R87 Have a cookout at which students will grill chicken, hamburgers, and hot dogs. Have them prepare menus and prepare all the food. Invite guests of their choice to the picnic. 82

R88 Have a guest speaker come to talk about their career and its development in past years. Have students ask questions on a personal level about what it took to develop that career, what was most difficult. Discuss the changes. 83

R89 Have a list of good and bad self-care traits placed on cards. Give the students several different jobs and then have them select the traits which would help him/her to be successful on the job. Assign each student to select a job he/she would like and list specific self-care traits they must possess. 84

R90 Have a list of scrambled words describing the world of work. After reading a definition, the students will try to unscramble the word that matches the definition.

Have the students write a scrambled word and then give the definition to the scrambled word. See if the class can unscramble the vocabulary word. 85

R91 Have a pie baking contest. Form a pastry judging panel. Judge on the pie's taste and crust, which should be golden brown, medium-thin and crisp, with an attractively finished edge. 86

R92 Have a small restaurant set where the students serve the teachers and other school personnel. The students can then practice greeting, seating and presenting menus to their guests. 87

R93 Have a student list the things in order for preparing a patron for a finger wave. Have the student then demonstrate these things to the class. 88

R94 Have many pieces of metal for students to choose from in practicing their cutting. Save their work and have it evaluated upon completion of project to see progress made and checked for use of proper cutting tip. 89

R95 Have members of agencies come in to talk to the students about furthering their education. After presentations, have the students talk or write about what they would like to do if they could go on to school. Also, talk about why continuing education is necessary for everyone and how it works when on a job. 90

R96 Have several picture sources such as mail-order catalogs available. Introduce activity by telling short story about planting a garden, camping trip, redecorating room, a new baby, etc. Assign students to locate and cut out pictures that would go with the story theme. Students could mount pictures in collage format. 91

R97 Have student record each family member separately. The family members describe something they did that day. The separate recordings give practice in starting and stopping the recorder as well as use of other controls. 92

R98 Have student respond to an unwanted call. Have them politely tell the person on the line that they are not interested and then say good-bye. Tell what type of phone call needs this action and give specific examples to the class. 93

R99 Have students act as business managers for the school newspaper. Develop a job description. Sell the yearbook, acquire community sponsorship in the form of ads. Budget for all expenses. Distribute books. Handle bills. 94

R100 Have students apply a patch test on a classmate. Use a checklist to make sure the student completes all the steps properly. Have student check off each procedure as it is accomplished. 95

R101 Have students apply for a social security number, if parents permit. Have students bring the number to school and memorize it. Then, have students fill out various job applications correctly including their social security number on each. 96

R102 Have students apply the rule for filing companies with identical names. Have them put the companies in the correct order, then look at the address to determine the correct filing order. Compare the parts of the address as they would for individual names, in the following order: city, state, street, and building number. 97

symbols as they compete on the Indianapolis 500 Speedway. Try to type as many copies of the assigned line as they can. Advance their racer on lap for each complete and perfect line. 98

R104 Have students carry a bead across sheet metal. Do this 4 times and evaluate each strip. Burned holes in the sheet metal indicate excess heat. Staggered and uneven strips indicate uneven torch movement. 99

R105 Have students compile a list of their skills and assets and share these with their classmates. Permit the other students to use these ideas to help remember points about themselves which they may have forgotten in order to better prepare their own resumes. 100

R106 Have students complete personal data sheets for name, age, sex, height, weight, parents names, interests, religion, educational background, birth date, and references. 101

R107 Have students complete sample job application forms and supply needed information. Have a panel of students and the teacher review each application, accept it, and call the applicant for a mock job interview. 102

R108 Have students copy or trace correct forms of abbreviations. Have students match the abbreviation with the correct word. 103

R109 Have students create a school newspaper with the use of the word processing program. Have them daily write articles for it and save them on the computer. Print out the newspaper at the end of a week, using all their writings. Supervisor approval suggested. 104

R110 Have students cut out pictures of office equipment they feel would be necessary if they were in charge of setting up their own office. Make a mobile of the equipment that they would purchase. 105

R111 Have students cut out pictures of various office equipment from a catalog. Put them on the bulletin board. Have them label the various pieces. 106

R112 Have students develop a list of jobs where it is important to be neat and clean. Use one of the jobs listed, discuss consequences of not being neat and clean. Select good role models successful at their jobs. 107

R113 Have students develop a resume for themselves. Check for misspelled words after typing with the use of a word processing program on the computer. Exchange the final draft of the resume with other students in the class. 108

R114 Have students do geographic filing. File sales reports that must first be filed by the name of the state in which each branch office is located, then by company name. 109

R115 Have students draw a nail shape on a card. Identify it square, round, oval, or pointed. Have the students then draw this nail shape on the chalkboard and have the others identify it. 110

R116 Have students draw a poster of good sanitation procedures in the kitchen. Display them in the classroom.

Review the fact that good sanitary habits are needed on order to protect the foods they handle. 111

R117 Have students draw pictures of the steps to be followed when loading a document. Have students pick a classmate who will follow these steps to see if they load the document properly. (Be sure to draw pictures of even turning on computer and inserting of software.) 112

R118 Have students form pin curls on a wig. Do the right side first, then the left side. Use the different technique for forming them on the left side. 113

R119 Have students give a report on the rules of arc-welding safety. Have them also give a demonstration of how to weld, wearing the proper clothing and using proper equipment. Video tape the presentation. 114

R120 Have students keep a chart of the days they attend work and what time they arrive. Give a prize for their outstanding attendance and promptness on the job. 115

R121 Have students learn about job openings and the local business conditions by writing letters to the Chambers of Commerce of surrounding cities. Supervisor approval suggested. 116

R122 Have students list the five well-know methods of sterilization and sanitation under the headings of physical and chemical agents. Have them prepare a bulletin board with these methods. Draw a picture which illustrates each of the methods. 117

R123 Have students make a bulletin board with various messages typed with various elements. Have them label the writing of the type of element used to produce the message. 118

R124 Have students make a checklist of all the office equipment they have studied. Take a field trip to various businesses. Mark off an item when they see it. Add items that they need to study. Supervisor approval suggested. 119

R125 Have students make a list of current popular songs. Students then put the song titles into categories. Ex: Country/Western, Soul, Rock & Roll, etc. 120

R126 Have students make a VCR stand as a final project. Make sure they follow the directions and complete the stand with accuracy. Have class then set their VCR and TV on this stand for further demonstrations. 121

R127 Have students make up a heading page for their homework assignments. Center the heading both horizontally and vertically. 122

R128 Have students measure perimeter of desk, room and gym. Student will see that appropriate use of instrument is necessary. 123

R129 Have students open the mail and place it in the proper bins (labeled accounting department, sales, etc.). Check that they know which bin the mail goes in. Supervisor approval suggested. 124

R130 Have students place pin curl, insert the clip into the curl, anchor the clip so that it doesn't interfere with the formation of other curls, and place the pin so that it does not put indentations in the hair. Have students evaluate the way that the clips were put in after the process has been completed. 125

R131 Have students prepare muffin pizzas. Have them top their own pizzas, arranging toppings in an appetizing and colorful manner. Select the best personal pizza. 126

R132 Have students pretend they are job hunting. Cut out want-ads and write a them out on the form provided. Have them spell out the abbreviated words used in the want-ads. Complete an application for employment for this job. 127

R133 Have students research a company to know the company before they apply for a job. Give students a list of sources of written information such as Annual

Reports, Dun & Bradstreet's Middle Market Directory, and Standard and Poor's Corporation Records. Have them Check the Magazine Index and the Business Periodicals. 128

R134 Have students role play both an unsanitary and a sanitary person in the kitchen. Dress students for their parts and video tape their demonstrations. View video in class and discuss. 129

R135 Have students role play in front of the class appropriate methods of sanitation and inappropriate methods. Have classmates identify the inappropriate methods of sanitation and explain what is wrong with each. 130

R136 Have students save a file. Demonstrate that they have done this properly by turning the computer off, restart it, then print out the program they saved. Have them recite the steps needed to save a program. 131

R137 Have students select a sandwich they would like to make. Draw a picture of it and write the recipe on a bulletin board. List all the ingredients. Have them then prepare it and have it at lunch. 132

R138 Have students select the type of sandwich they would like to make from a cookbook. Have them arrange the ingredients and prepare the sandwich. Serve it to a classmate. 133

R139 Have students take three consecutive calls and write down the messages. Tell each person who received a call, who called and their phone number. Have them read the message they have written. 134

R140 Have students type their homework assignments with different elements. Look at other students' work and try to determine which element was used on their homework. Match element to homework. 135

R142 Have students verbally identify a program once it is on the screen. Have them explain what each part of the program is for and the purpose of the section. Example: The edit is to create or edit a program; a print is when you want the program printed out. 136

R143 Have students visit a kindergarten for a day. Make them responsible for one child each. Guide and monitor the child while on tour of a local museum. Answer questions, give a personal toy, and keep up with the kindergartner. Supervisor approval suggested. 137

R144 Have students work in pairs and assemble cutting equipment. Have a contest to see which group will put the equipment together the fastest. 138

R145 Have students work in pairs. Show new students how to insert or delete character. Work together on sentences that have many errors. 139

R146 Have students write their most important needs, wants, and dreams. Identify their goals from this list. Have them write goals for their classes or work for a week and then check to see if they have met the goals. 140

R147 Have the class get into groups of two. Ask students to talk to each other about what they are most proud of about themselves, a goal they accomplished, a project they finished, or a contest they won. The other person will listen and write down responses. The class will report to each other. 141

R148 Have the student adjust the regulator for 5 lbs. Acetylene pressure and 20 lbs. oxygen pressure, assuming that student has properly set up the equipment, selected the proper tip size, and has practiced flame adjustment. Make parallel-line cuts, then chip the slag from the cut. Inspect for even clean cut. Close teacher supervision suggested. 142

R149 Have the student hair dresser set a classmate's hair. Take a picture of the student in rollers and then another picture after the rollers are out and the hair is combed. Have them show how their roller setting patterns form various styles. 143

R150 Have the student take a career interest survey. The student will compute the results and then identify which types of work he/she would like to pursue. The student will select a realistic career to investigate and then develop a personal plan of how he/she could achieve a realistic career goal. 144

R151 Have the students answer the following questions: Did you complete your homework yesterday? Did your teacher have to tell you to finish anything yesterday? Did your parents have to tell you to finish anything yesterday? This way the students can start to evaluate themselves and then improve on their own. 145

R153 Have the students choose a job advertised in the want ads of a local newspaper, or choose any job that they may be interested in applying for after graduation. Have the students complete a worksheet dealing with questions commonly asked in an interview in that field.

Review their answers with the students. 146

R154 Have the students discuss a job/activity that was done well by themselves or the entire class. After discussion, the students can list on the board the personal characteristics that were displayed or used that got the job done so well. Discussion could continue about other activities/examples. 147

R155 Have the students index the names of the students in their class and then type the labels for the files for these students. Supervisor approval suggested. 148

R156 Have the students list safety practices of power tools they should put into practice on the job or at school. The teacher will go around the shop/room and review safety practices of all power tools. Each week select a safety officer to observe and report safety violations. 149

R157 Have the students list the eight steps for setting up the equipment to perform oxy-acetylene welding. Have the students work in pairs; one will put the equipment together, the other will explain why each step is done. (Example, the students will explain why they clear the cylinder valves by blowing them out.) 150

R158 Have the students list things they must do on their jobs. Put them in order (first, second, third, etc.). List the way they need to complete them. Develop schedules in the proper order for maintaining work pace. 151

R159 Have the students locate the number of the state employment office in the white pages of the telephone book under LABOR DEPARTMENT. Locate the heading, Employment Office or Employment Service, then call for information on jobs and/or employment assistance. 152

R160 Have the students look for job notices on their local supermarket's bulletin board. Have them complete a job wanted card with information about themselves

and post this information on the bulletin board. Supervisor and Parent approval suggested. 153

R161 Have the students look up names, addresses, and telephone numbers of various businesses in the yellow pages. Then have them list this information on a form. 154

R162 Have the students make a chart of the ABCs of good office behavior. List the letters of the alphabet, then a good office behavior that begins with that letter. Have them demonstrate each of the item as they are added to the list. 155

R163 Have the students make a list of all the positive things they can say about a particular job they are interested in. Also have the students make a list of all the positive reasons they feel they could handle this job. 156

R164 Have the students make a schedule of their school day. Put down on paper the time when everything starts. Have the students see if they can stay on schedule the rest of the day. At the end of each period in school, have the students ask themselves, 'Did I waste time?' Write yes or no after each part of the schedule. 157

R165 Have the students make a time chart of their schedule at work. They must list everything they need to do and the times they are accomplishing these items. Have the students then evaluate their time chart to make sure they are following their work schedule, working independently, and completing all their work during the day. 158

R166 Have the students match the correct definition with the vocabulary word describing a term used in the world of work. The students will develop learning centers to help study and review the words. Word cards developed at the learning centers can be taken home by the students to study. 159

R167 Have the students prepare news releases with the use of the word processing software. Have them gather new information and statistics on the school's sports programs, and local sport teams. 160

R168 Have the students prepare press guides on the school's athletic programs. Form booklets containing information on players, statistics, and records, using the word processing program. Include pictures gathered by the students. 161

R169 Have the students relate authority figures at work to individuals at home/ school such as police, parents, teachers. Assign the students to list five reasons why

rules are needed, what happens when supervisors see that they are followed, what happens without rules and without supervision. 162

R170 Have the students research what an employment agency is and how it can be of help in finding a job. Discuss the fee that is charged for the help. Take a field trip to an employment agency and have the students interviewed. Supervisor approval suggested. 163

R171 Have the students role-play being the assistant personnel manager. The students will be given various problems that may occur in a working situation. Have the students list possible ways to solve these problems. The students will write down how they would deal with the problem if they were the 'assistant personnel manager'. 164

R172 Have the students select a job they are interested in and then have them make a poster of all the important items they need to finish in order to complete this job for one day. Talk to others interested in this job to see if they have any suggestion to add. 165

R173 Have the students select a job they would like to do when they get out of school. Have the students come to school dressed and groomed appropriately for their chosen job. Develop a contest out of this activity. If the student cannot find correct clothing, have them select pictures. 166

R174 Have the students take a look at their expenses and then make up a monthly budget. This way they will compute how much they need to make to cover expenses. Then have the students think of jobs that would pay this amount. Discuss other factors that the students would like in order to be satisfied with their jobs. Take a field trip to check working conditions and jobs. 167

R175 Have the students watch a person on the job. Then have them list the things that this person must accomplish while working. The students will then role-play maintaining the work pace and making a schedule to do so. 168

R176 Have the students write down characteristics they feel are their best traits they will be 'taking with them' to a job. Have students share their opinions with each other to get different ideas. The teacher should then give a list of positive characteristics employers will be looking for. 169

R177 Have the students write down the name of a student they feel gets along the best with other people. Then have the students say why they feel this person gets

along with others. Have the students talk about important social skills one should have while on the job. 170

R178 Have two pairs of gloves, one dirty with grease and oil, the other clean. Ask which pair of gloves students should use for welding and why. Show how quickly the dirty gloves will burn. 171

R179 Have two students role-play being one dressed neatly and dressed poorly. The students will then be asked which person would make a better impression on the job and why. Have the students do an inventory on their own neatness: my hair is combed, my shoes are clean, my clothes are mended, etc. See if improvement is needed. 172

R180 Have various clothing items on a table. Ask the students to put on the items they must wear when welding. Ask why they selected each item they have on. 173

R181 Have various pictures of safety accidents in the kitchen. Have the students draw a card and explain how to avoid this accident. Stress that more accidents occur in the kitchen than in any other room. 174

R182 Have word cards with the parts of the oxy-acetylene torch on them. Call students randomly to select a word card. Have them read it orally and find that part on the torch. Divide the class into teams. 175

R183 Have work experience students discuss problems that arise on their jobs. Have other students recommend possible solutions, how to get help when needed. Utilize one of the problem solving techniques found to be effective on the job. 176

R184 Hide an object. Give a student left, right, and spatial clues until he/she finds the object. Switch roles. 177

R185 Leave the dish washer dirty. Instruct the students how to clean it. Add bleach and wipe up any excess dirt. 178

R186 List do's and don'ts that students must practice to maintain proper personal hygiene. Post in kitchen. Develop a form and review with students. Evaluate how they practice personal hygiene using the form. 179

R187 Make a check list of personality traits that contribute to good office behavior. Have the students do a self-evaluation of themselves. 180

R188 Make a checklist of proper clothing and personal cleanliness in the kitchen. Select a student to act as inspector. Have this student evaluate other students in the kitchen on neatness and proper sanitary procedures. 181

R189 Make a crossword puzzle using vocabulary words in the world of work. Have the students work in pairs to complete the puzzle, giving the ones who finish first a prize or a privilege. Then have the students develop their own puzzles using vocabulary words in the world of work. 182

R190 Make a display of basic hand tools on a wall in classroom. Each tool should have a detachable name tag to enable students to practice naming tools. Use graduated reinforcement scale to improve mastery. 183

R191 Make a sandwich, step by step, following a student's instructions.

Repeat the activity under another student's direction. Compare the finished products as a group. 184

R192 Make rows of shapes on the chalkboard. Make shapes out of felt pieces and glue a magnet onto the back of each. Have students place the felt shapes in the rows they match. 185

R193 Make up 'what would you do if' stories. Present these to your class and discuss. 186

R194 Make vocabulary booklets. Use a separate sheet of construction paper for each term. Include the word, the definition, and an illustration with a caption describing the term. 187

R195 Observe the communication skills of a television news commentator, a talk show hostess or host, or an actor. Have the students evaluate their communication skills. Role play good or poor communication skills as portrayed by these individuals on T.V. 188

R196 Pair off students and give each group a list of positive self-concept behaviors or actions. Talk about another student and show how the student has shown a positive self-concept to the class and others. Discuss ideas in class. 189

R197 Place 3 different-sized pieces of cut poster board in separate bins in front of the student with largest piece on the left. Demonstrate moving left to right, picking up one piece and placing it on top. Arrange the pieces so the upper edge is even and secure with a large paper clip. 190

R198 Place a group of laminated colored cards (red, yellow, blue) in front of student. Then place laminated colored envelopes above colored cards (red, yellow, blue envelopes). Have student sort colors, match colored card to colored envelope and stuff envelopes. Set time limits. 191

R199 Place a number of objects on desk with only two alike. Have student find the two which are the same or give him/her one object and let him/her find one like it. 192

R200 Place disassembled oxy-acetylene equipment on a table. Ask students to assemble the equipment, once instructor has given a demonstration of the skill. 193

R201 Place hair-shaping implements on a table in the classroom. Ask students to verbally identify each one and demonstrate to the class how each would be used. Use a wig for the demonstration. 194

R202 Place objects such as pencils, paper clips, money, bottle caps etc. in each (2) shoe box. Have students close their eyes and place one hand in each box and match the shapes. Once matched student will pull out objects to determine if matched correctly. 195

R203 Place pictures, with lines that direct the students to the parts of the welding equipment, on a table or place markers on the parts of the welding equipment. Give the students word cards and ask them to place the card to the correct part. 196

R204 Place small objects, pictures, words on strips of paper according to student's level in plastic eggs. Identify egg carton by category: foods, words beginning with K. Students sort eggs by category into carton. 197

R205 Place various pieces of metal of different widths on a table. Have the students match the tips with the metal to show that they understand which tip to select. 198

R206 Place various sizes and shapes of cutting tips and different thick nesses of metal on a table. Have the students select the correct cutting tip for each piece of metal. The students will know the rule that the thicker the metal that is to be cut, the larger the size of the center hole must be on the cutting tip. 199

R207 Play WHAT'S MY LINE? with students. Have them describe the responsibilities of a particular job and have their classmates guess what occupation or career they are describing. 200

R208 Play Word Control Patrol. Prepare sentences with unwanted words placed in various sentences within a word processing file. Have students join the Word Control Patrol and eliminate any unnecessary words they can find in the sentences, then print out their corrected results with the use of the word processing program. 201

R209 Prepare questions which stimulate discussion during group sessions. Suggest questions for students to discuss on the telephone with a friend and observe. 202

R210 Present a box painted blue and a box painted red. Give the student a set of red and blue blocks. Have the child place each block into the box of the same color. 203

R211 Present a student with several tools. Ask him/her to do a task requiring the use of one of the tools. Ask him/her to choose the correct tool to use. 204

R212 Present students with a vertical file, a lateral file, a shelf file and a card file. Ask the students to go to each file and name it. Have them select material that they would file in each of the different types of files.

R213 Present the student with a container filled with rubber bands. Half should be broken. Place two empty containers in front of the student. Put a damaged band in one and an undamaged in another. Instruct the student to select a band and put it in the appropriate container. 206

R214 Present yourself to the class as if you are going to weld. Dress in low cut shoes, cuffed pants and a shirt with open pockets. Have students identify the wrong clothing and tell why it is dangerous (sparks could get in and start a fire). 207

R215 Provide a list of abbreviations for students to discuss and memorize. A typed paragraph is given and students must supply abbreviations where appropriate. 208

R216 Provide half the members of the class with diagrams not shown to the remaining members. Each student with a copy of the diagram must orally instruct one without a diagram to draw the design. Compare results, then have students switch roles. 209

R217 Put a horizontal office file in front of the student. Put a select number of same colored paper in each bin. Demonstrate taking one piece from each bin, moving left to right. Collate new pieces; put a staple in upper left corner. 210

R218 Put a jig in front of the student with outlines of three different items. Demonstrate matching each item to the corresponding outline. When jig is full, put

each item in a bag. Physically assist or verbally prompt until student can do independently. 211

R219 Read a story to the class about a person with outstanding work habits. Then list the characteristics of good work habits on the board. Have the students evaluate their outstanding qualities and the areas where they may need additional help. 212

R220 Review with students the procedure for comb out: brush out curls, place waves, accentuate and develop lines and styles, finish. Have students then comb out each other's hair and discuss each procedure as they demonstrate it. Take pictures of their work and display on a bulletin board. 213

R221 Role-play telling the supervisor that you will not be at work on a particular date due to a doctor's appointment, jury duty, funeral, etc. Have the students evaluate how well the person explains the reason of absence to the supervisor. 214

R222 Set an oven timer for a specified amount of time. Tell the student that he/she must keep working until the bell rings. Reward success. 215

R223 Set up a 'Student Secretary' club. The students will be assigned to various teachers to help them with wrapping packages, gluing pictures on cardboard for bulletin boards, taking down bulletin boards, and collating papers together to be stapled and/or paper clipped. Supervisor approval suggested. 216

R224 Set up a 'working' field trip. Select five places locally that could be places of employment for your students. Arrange for a speaker in each place to speak on a different facet of the working world (i.e., decision making, work habits, time and pay schedules, etc.). 217

R225 Set up a mock 'Olympics' either outside or in the gym. (Throw toothpicks for javelin, do standing broad jump, toss Frisbee for discus, etc.). Have students measure distances of other student's feats. Reward winners with instruments of measurement (new rulers, etc.). 218

R226 Set up small groups for debate teams. Ask students to convince other classmates why their correction method (correction liquids, eraser, correction paper, correction type, or correcting typewriters) is the best for a certain report. Discuss the positive reasons for using their particular type of correction method. 219

R227 Show 3 different pairs of glasses. Have students select the goggles they should wear when welding. Ask why they must wear goggles (protect their eyes from harmful light rays, flying sparks, and particles of hot metal). 220

R228 Show a picture of a man welding to the class. Ask what is wrong in the picture. Have them indicate that the man is not wearing his goggles when he is welding. Check students on this daily. Discuss violations. 221

R229 Show a piece of heavy metal and a thin piece of sheet metal. Ask students to select the correct tip size to use. Have them demonstrate to show the larger the number, the larger the hole in the tip, and the greater the volume of heat generated. 222

R230 Show examples of various types of salads: appetizer, accompaniment, main dish, dessert or refreshment. Have students select a salad, make it and identify it, before eating the salad. 223

R231 Show or draw a picture of an AC engine-driven welding machine on the bulletin board. Have the students go to the board and label the various parts of the AC welder. 224

R232 Show pictures of a proper and an improper bead lap (too much overlap or not enough overlap). Have students try lap welding on their own. Stress importance of cleaning each pass thoroughly before overlapping to insure a sound weld deposit. Close teacher supervision suggested. 225

R233 Show students a human hair wig, a hand-tied wig, and a synthetic wig. Have students list the procedure necessary to clean each of the wigs and tell how often they should be cleaned. 226

R234 Show students a picture of a diseased nail, and a written description of the disease. Have students verbally identify the disease. 227

R235 Show students a picture of a nail shape. Have them identify the shape, and classify it according to the shape: round, square, pointed, oval. 228

R236 Show students clippings from magazines of various types of people. Have them verbally identify the anatomy of the face and head. 229

R237 Show students pictures of oval, round, square, pear, oblong, diamond and heart-shaped facial types. Have students select a classmate who matches a particular face type and identify it. 230

R238 Show students various types of pin curls. Have them verbally identify the name of the pin curl, then put this type on a wig to demonstrate how it is done. 231

R239 Show the students a variety of filmstrips, videos, or films on how to obtain work. Discuss different techniques and resources to use. Interview the students before and after the presentations. Have the students express their feelings about what they learned and how helpful the information was. 232

R240 Stars and stripes. The students will be given a ditto with a large flag on it and stars and stripes on the flag. The students will set their margins for 55 and single space. During schedules time, they will type the assigned material on the lines (stripes) . For each complete sentence, the students will get chance to fill in one star on the flag. 233

R241 Stress the importance of appropriate work habits. Have the students think about what would happen if people did not perform them. Examples: What would happen if a fireman left before the fire was out? What would happen if the doctor did not finish sewing a cut? Have class discussion on this. 234

R242 Stress with the students that personal appearance in the office makes an impression on all with whom they come in contact. Have them make a bulletin board on clothes to wear and not to wear in the office situation. 235

R243 Stress with the students that since a listener on the telephone cannot see their facial expressions and gestures, their voice alone must carry the message. Have the students practice clear and concise speaking with a tape recorder, then have them evaluate their own voices. 236

R244 Take apart pens with spring, cartridge, 2-part outer case. Place each part in a separate bin. Bins should be arranged in order of assembly from left to right. Physically assist or verbally prompt student to pick up each part and assemble. Have an empty bin for finished product. 237

R246 Talk to the students about how our world of work is changing. Give them several examples of different jobs and how skill requirements have changed. Give them a choice of old skills or new skills and observe what selections they make. Each student must also give reasons for their choice. Discuss choices. 238

R247 Tape phone calls of students practicing the use of the telephone to arrange for job interviews. In small groups, have the students evaluate their conversations and give suggestions on how they can improve their phone techniques. Finally, have the students arrange a 'real' job interview. 239

R248 Test usefulness of a letter opener. Give students 10 letters and have teacher time students as they individually open the mail. Give another 10 letters plus a letter opener. Repeat the process using the letter opener. Note the time saved and the neatness of using a letter opener. 240

R249 The instructor will verbally read the ingredients of a recipe to the students. Have the students get each of the ingredients out of the cupboard as they are read on the recipe 241

R250 The teacher will tape various messages on a tape recorder. The student will listen to the tape and write the messages down. The student will read the messages and then check on the recorder to make sure all the messages were taken properly. 242

R251 Train a group of students to operate audio/visual equipment. They can assist the teacher in operating the equipment. 243

R252 Use 'take a number' system to insure that all students can request and know they will receive teacher assistance during work group and independent seat work times. Explain that students should keep working until their number comes up. 244

R253 Use 5x7 index cards and envelopes to start the student out in handling the job. Then have them stuff folded letters into business-size envelopes. Continue doing this activity with more difficult assignments and more items to stuff into the envelopes. 245

R254 Use a telephone training set borrowed from the telephone company to practice making and receiving calls. Set up situations for students to act out: emergency, date, price info., reservation, phone-order, etc. 246

R255 Use boxes which are divided into sections. Label each section with student's names. Instruct young students to place papers in their mailboxes. As skills develop, instruct a student to sort the papers for the entire class. 247

R256 Use cassette tape recorder with operating keys which are color coded. The colors are displayed on a wall poster which also describes the process. 248

R257 Use situational cards to encourage students to role-play age-appropriate life situations. Use random or direct selection of role players. Follow role plays with group discussion. 249

R258 Video tape a person dressed the way you are supposed to dress for welding and have the person explain why each type of clothing is necessary. Video tape a student dressed improperly and have the student explain what harm this can have when welding. 250

USING THE PennSTAR Master Crriculum to Help You Develop an Entire Curriculum or an Individual IEP

PennSTAR provides the raw material to develop an entire curriculum or an individual IEP [Individual Education Program]. Answers for two critical questions are provided:

a] What do I teach in the form of Objectives, and

b] How do I teach it, in the form of Activities.

There is nothing automatic about the selection process. The closest PennSTAR will come to matching activities to objectives is the alphabetic coding of the Activities: A through R, as assigned by the authors of the original activities. For example, codes that begin with G are for Reading and Codes that begin with J are for math. [See list, above.] However, human skill is required to assign the most appropriate objectives and match activities to objectives.

When you're ready to develop a curriculum, or IEP, consider this sequence of events:

(a) Identify the Objectives [in terms of skills, abilities, and knowledge] that this student will need in order to realize his/her major life goals, expressed as exit or transition outcomes. You'll notice that PennSTAR Objectives always begin with a present tense verb: *Writes… Reads… Spells… Tells* … Etc.

(b) Link the selected objectives with Activities that are likely to assist students in achieving those objectives.

(c) Select materials, methods, and other activities that are not listed in the Activities Files. Examples: Textbooks are considered materials, games are activities, and such things as token reinforcement are methods.

(d) Use the materials, methods, and other activities that you feel are most likely to assist this student in achieve the selected Objectives.

Avoid using a material, method, or activity *just because* it is readily available, a personal favorite, relatively inexpensive, or listed in a written curriculum or textbook. Make sure the materials, methods, and activities are the best available for helping the student achieve the selected Objective[s].

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Using the PennSTAR Master Curriculum

Content Overview:

SUBJECT AREA ID CODES (Alpha characters are used to sort Activities by Subject Areas)	SUBJECT AREA NAMES	NUMBER OF OBJECTIVES PER SUBJECT AREA	NUMBER OF ACTIVITIES PER SUBJECT AREA
A01	Self Help	242	89
B02	Perceptual Motor	284	176
C03	Language Development	235	280
D04	Social Skills	214	169
E05	Communication	297	173
F06	Visual/Sensory	458	55
G07	Reading	219	322
H08	Language Arts	249	296
J09	Math	289	330
K10	Social Studies	244	91
L11	Science	153	170
M12	Health and Safety	68	17
N13	Arts	253	148
P14	Leisure Time	145	37
Q15	Life Skills	413	111
R16	Vocational Training	1,067	255
	Totals	**4,830**	**2,719**

Organization of the Master Curriculum Files

The Master Curriculum has 16 Subject Areas and all 103 Goal Areas within the various Subject Areas for a total of 4,830 objectives. The entire curriculum is presented here in a single pdf file that you have downloaded. Part 1 contains the Objectives and part 2 contains the Activities.

There are 16 Activities files, one for each Subject Area.

Here are the 103 Goal Area names with their ID numbers:

0100 Self Help
0101 Basic Eating
0102 Advanced Eating
0103 Drinking
0104 Toileting
0105 Dressing
0106 Grooming
0107 Assistive Devices

0200 Perceptual Motor
0201 Basic Gross Motor
0202 Advanced Gross Motor
0203 Fine Motor
0204 Visual Perceptual Motor
0205 Sensory Awareness

0300 Language Development
0301 Early Language
0302 Language Syntax
0303 Language Content
0304 Receptive Language
0305 Expressive Language

0400 Social Skills
0401 Self-related Behaviors
0402 Interpersonal Behaviors
0403 Task-related Behaviors

0500 Communications
0501 Non-verbal Communication
0502 Speechreading
0503 Amplification
0504 Multisound
0505 Articulation
0506 Fluency
0507 Voice
0508 Phonology
0509 Auditory Training
0510 Social Communication

0600 Visual/Sensory
0601 Visual Awareness
0602 Low Vision
0604 Advanced Orientation and Mobility
0605 Touch Typing
0606 Braille Readiness
0607 Braille Reading and Writing
0608 Basic Special Equipment Utilization
0609 Advanced Special Equipment

0700 Reading
0702 Vocabulary and Word Analysis
0703 Comprehension and Appreciation
0704 Functional Reading
0705 Study and Reference Skills

0800 Language Arts
0801 Language Arts Concepts and Processes
0802 Manuscript Writing
0803 Cursive Writing
0804 Spelling
0805 Grammar and Mechanics
0806 Composition and Writing
0807 Literature

0900 Math
0901 Math Readiness
0902 Basic Number Systems
0903 Advanced Number Systems
0904 Processes and Concepts
0905 Time
0906 Money
0907 Basic Measurement
0908 Advanced Measurement

1000 Social Studies
1001 Concepts and Processes in Social Studies
1002 Citizenship and Government
1003 Economics
1004 Geography, Maps, and Globes
1005 History
1006 Cultures

1100 Science
1101 Scientific Processes and Concepts
1102 Biological and Environmental Science
1103 Earth and Space Science
1104 Physical and Chemical Science

1200 Health and Safety
1201 Personal Welfare
1202 Family Living

1300 Arts
1301 Basic Music Activities
1302 Advanced Music Activities
1303 Art Activities
1304 Drama Activities
1305 Dance and Movement Activities

1400 Leisure Time
1401 Physical Activities
1402 Leisure Time

1500 Life Skills
1501 Phone
1502 Mail
1503 Consumer Skills
1504 Public Dining
1505 Personal Mobility
1506 Cooking
1507 Home Maintenance
1508 Clothing Care
1509 Computer Applications

1600 Vocational
1601 Pre-Vocational Skills
1602 Work Habits And Attitudes
1603 Career Education
1604 Basic Tool Skills
1605 Power Tool Skills
1606 Construction Preparation
1607 Structure Assembly
1608 Exterior And Interior Construction
1609 Blueprints And Specifications

1610 Food Service
1611 Food Preparation
1612 Domestic and Custodial Skills
1613 Manicuring and Cosmetology
1614 Cosmetology
1615 Office and Clerical
1616 Auto Mechanics
1617 Basic Welding
1618 Advanced Welding