

UNIVERSIDAD DEL VALLE DE GUATEMALA

Facultad de Educación

A FLEXIBLE ESL KINDERGARTEN LANGUAGE  
ARTS CURRICULUM FOR FIVE ABILITY  
GROUPINGS FOUND IN THE AMERICAN SCHOOL  
OF GUATEMALA

JULIA MARIE LEBISCHAK

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Trabajo presentado para optar al grado académico de  
Master of Science in  
Educational Administration and Supervision

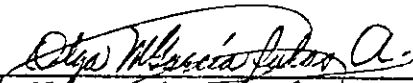
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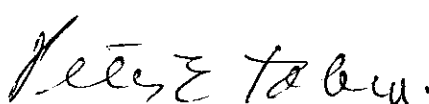
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Vo. Bo. del Asesor:

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DEDICATED TO:

Mrs. Frances Perry, the coordinator of the English Kindergarten Team in 1979, who took the time to orient me to teaching English as a Second Language. Through her help and guidance, my first experience in ESL was beneficial and rewarding not only for me, but also for the children with whom I worked. For all of her help and guidance I am very grateful.

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To all of these people, I sincerely say thank you for your help, guidance and support.

ABSTRACT

A FLEXIBLE ESL KINDERGARTEN LANGUAGE ARTS  
CURRICULUM FOR FIVE ABILITY GROUPINGS FOUND  
IN THE AMERICAN SCHOOL OF GUATEMALA

BY

JULIA LEBISCHAK

The author's purpose of this project was to develop a flexible ESL - Language and Pre-Reading Skills - Curriculum for the five language ability groups found in the English Kindergarten at The American School of Guatemala. The need for development of such a curriculum was evidenced when viewing three problems caused by not having such a plan of action:

1. Teacher frustration was evidenced when children could not handle textbooks from First Grade on and they did not know what ESL Skills had been taught, or where to begin teaching.

2. Teacher expressed reluctance in developing long range plans and curriculum because they had very little background in this area and expected one to exist.

3. Children experienced the lack of a systematic skill development process.

The elaboration of the curriculum developed from incorporation of:

1. Examination of materials produced by committees of teachers in which the author participated
  2. Reviewing the existing literature of curriculum development;
- and
3. Committee work and feedback sessions with the teachers who were themselves involved.

After performing the above tasks it was ascertained that the following components should be the basic parts of the curriculum:

1. Title page
2. Overview, purpose and parameters
3. Philosophical base
4. Implementation
5. Reasons for the Curriculum
6. Setting
  - a. Environmental description
  - b. Learner description
7. Goals, Objectives and Activity Schedules for each group
8. General Activity Section
9. Evaluative means
  - a. Students
  - b. Teachers
  - c. Program

On the basis of the aforementioned format and procedures the ESL KINDERGARTEN CURRICULUM was developed. Teacher in-put was requested throughout the entire process of goal revision and activity suggestions. The curriculum which was developed allows for teacher creativity in preparing lesson plans and incorporating the activities and methods which best fit their style. It also will determine if the children are fulfilling the goals, if methods are effective and whether program revision needs to take place.

It is thought by the author that the establishment of this curriculum will overcome the three earlier mentioned problems by:

1. Letting teachers know exactly what skills each child has mastered;
2. Alleviating the major task of curriculum development but letting the teachers have in-put into the program; and
3. Introducing a systematic approach to skill development.

## PREFACE

When asked to write long-range plans, many teachers stated their disagreement about the importance and significance of the activity. A majority of the English teachers felt that there was no need to put such plans in writing, and viewed the activity as worthless because it did not alleviate the task of daily planning. Rather than viewing the task as setting the structure -or mapping out- the yearly plan, they viewed it as something which was required so that they would have more work to do. The teachers felt as though they would reach the same ends without writing them down. In response to this attitude and belief is the following fable presented in the preface of Mager's book (23).

"Once upon a time a Sea Horse gathered up his seven pieces of eight and cantered out to find his fortune. Before he had traveled very far he met an Eel, who said,

"Psst. Hey bud. Where 'ya goin'?"

"I'm going out to find my fortune,"  
replied the Sea Horse, proudly.

"You're in luck," said the Eel. "For four pieces of eight you can have this speedy flipper, and then you'll be able to get there a lot faster."

"Gee, that's swell," said the Sea Horse, and paid the money and put on the flipper and slithered off at twice the speed. Soon he came upon a Sponge, who said,

"Psst. Hey, bud. Where 'ya goin'?"

"I'm going out to find my fortune,"  
replied the Sea Horse.

"You're in luck," said the Sponge.

"For a small fee I will let you have this jet-propelled scooter so that you will be able to travel a lot faster."

So the Sea Horse bought the scooter with his remaining money and went

zooming thru the sea five times as fast. Soon he came upon a Shark, who said,  
"Psst. Hey, bud. Where 'ya goin'?"  
"I'm going to find my fortune," replied the Sea Horse.  
"You're in luck. If you'll take this short cut," said the Shark, pointing to his open mouth, "you'll save yourself a lot of time."  
"Gee, thanks," said the Sea Horse, and zoomed off into the interior of the Shark, and was never heard from again.

(The moral of this fable is that if you're not sure where you're going, you're liable to end up someplace else.)"

In view of the attitude displayed by many of the English teachers, it is feared that if a curriculum guideline is not available to provide direction, the students will reach goals not determined and will master skills which could be unrelated to the overall objectives of the program, like the Sea Horse did.

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## I. SETTING DESCRIPTION

A. School Organization

The American School of Guatemala is a private school which consists of both an Elementary and Secondary Section and is accredited by the Southern Association of Schools and Colleges. English as a Second Language is introduced in Kindergarten, the child's first year in the School, and continues to be emphasized throughout the entire school program in the Elementary School. The actual structure from lowest to highest levels is presently:

	American School	U. S. Grade Equivalent	Age
	Kindergarten	Kindergarten	5
	Transition	First Grade	6
	First Grade	Second Grade	7
Elementary School	Second Grade	Third Grade	8
	Third Grade	Fourth Grade	9
	Fourth Grade	Fifth Grade	10
	Fifth Grade	Sixth Grade	11
	Sixth Grade	Seventh Grade	12
		First Year	Eighth Grade
Secondary School	Second Year	Ninth Grade	14
	Third Year	Tenth Grade	15
	Fourth Year	Eleventh Grade	16
	Fifth Year	Twelfth Grade	17

### B. Team Teaching Approach

The team teaching approach is used in the elementary section of The American School. Team teaching, as defined by Ploghoft and Schuster (29), implies a cooperative effort of two or more teachers working together to plan, organize, implement and appraise curriculum and instruction. An entire grade team consists of Spanish and English teachers who are "housed" in separate rooms. In a given grade from Transition through Sixth, there are three rooms: Spanish, English, and Math and Science. Each room has teachers assigned to it and concentrates, or focuses, on specific subject areas. In the Spanish classroom the following subjects are emphasized: language arts, penmanship and social studies. In the English classroom, language arts and social studies are taught. Mathematics and Science are taught in the Mathematics and Science room. Teachers are assigned to a room in accordance to their interests and training. At a given time, two or three teachers are working together in a given classroom, depending on the level. (See figure 1, page 3)

In Kindergarten, the teaching set-up is different. Instead of having three independent classrooms there are only two: one for Spanish and one for English. The Spanish team is housed in one Room (4P) and consists of four full-time regular teachers, one part-time aide and one full-time student teacher. The English team consists of five full-time regular classroom teachers and is housed in another Room (5P). Each team emphasizes the following curriculum areas: language arts, fine motor, large motor, perception, mathematics, art and music. In addition,

SPANISH ROOM (Language Arts, Penmanship, Social Studies)	ENGLISH ROOM (Language Arts and Social Studies)	MATH AND SCIENCE ROOM (Mathematics and Science)
Trans + First Teachers 2 full-time Spanish 1 Student teacher	Transition + First 3 full-time teachers	Transition + First 1 English 1 Spanish 1 Spanish student teacher
2nd - 4th Teachers 2 full-time Spanish 1 student teacher who ro- tates with Math and Science room	2nd - 6th 2 full-time teachers	2nd - 4th 1 English 1 Spanish 1 Spanish student teacher who ro- tates with Spanish room
5th - 6th Teachers 1 Spanish 1 Spanish student teacher		5 - 6 1 Spanish + 1 English or 2 English

FIGURE 1

Social Studies and Science are also taught in the English classroom as a means of reinforcing concepts and vocabulary, as well as enriching vocabulary development. Within the English classroom, each teacher has a designated area in which to work. (See figure 2, page 5).

In total, there are one hundred and twenty children enrolled at a given time in the Kindergarten classroom; this is the present maximum enrollment figure for the grade. These one hundred and twenty children are divided into two sections: Circles and Triangles. Sections are formed so that there is an equal number of children in each section, an equal number of boys and girls in each section, relatives are separated, and an equal number of native English speakers in each section. Each section can have a maximum of sixty children at a given time. Within the classroom the children are further divided into groups: (1) homogeneously for Language, Mathematics, and Perception; and (2) heterogeneously for Art, Science and Social Studies. Each group has one teacher in charge of it. Teachers are encouraged to take different ability groups for Language and Perception so that they have the opportunity to work with most of the children.

### C. Student Background

The students for whom this curriculum will be planned are entering Kindergarten when they are four or five years old, depending on their birthday. Some of the children are also six years old. One requirement for age is that all of the students enrolled in the Kindergarten Program turn five years old before the first of April of the year which they

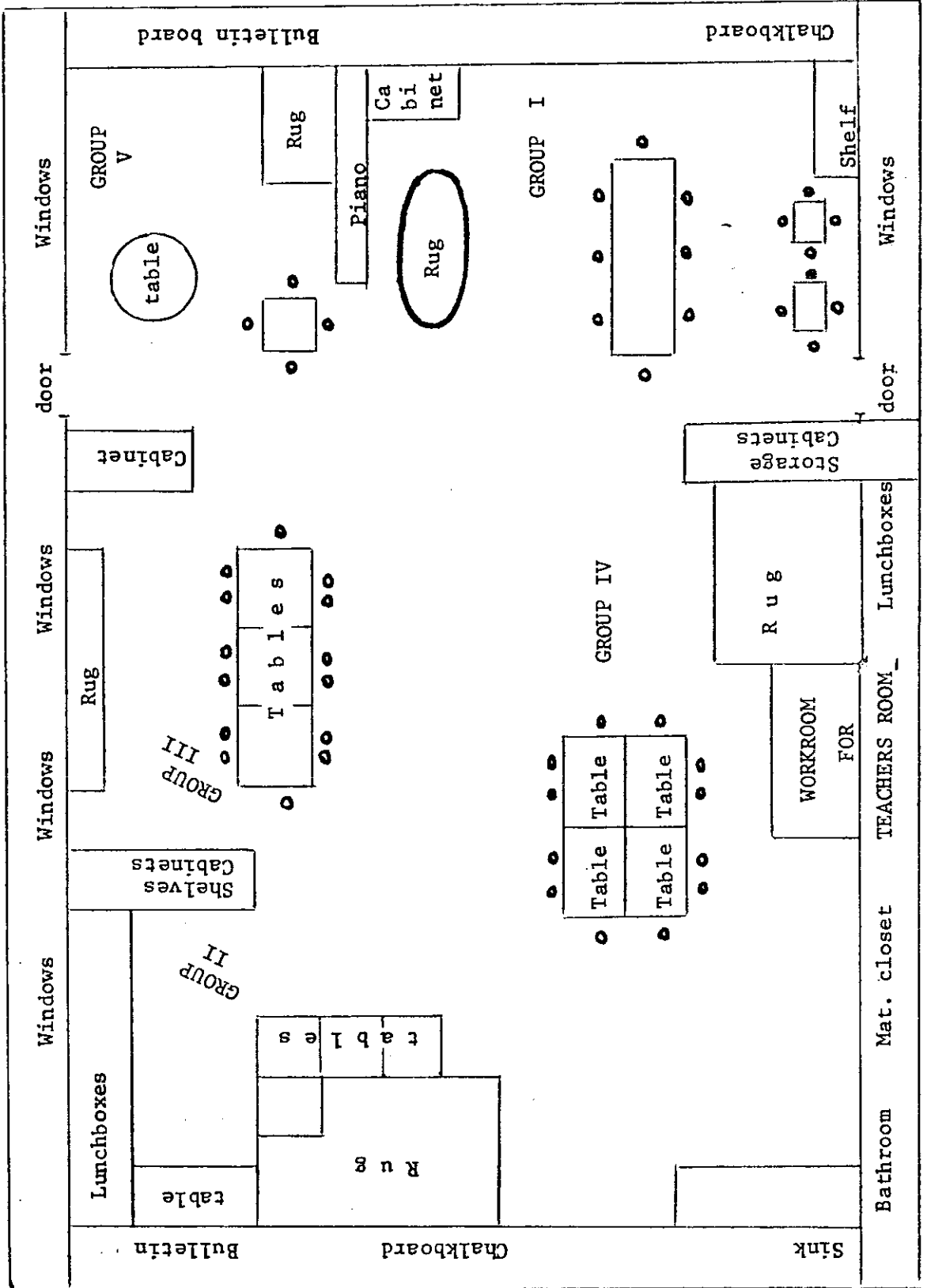


FIGURE 2

enter Kindergarten. Many of the children who attend the Kindergarten program have attended Preschool or Nursery School where English was taught in a limited manner. Therefore, some of the students may understand simple sentences and commands, as well as basic vocabulary words for colors, numerals, animals and fruits.

The majority of the students speak Spanish as their native language. Approximately five percent of the children in Kindergarten speak English as their first language. About three percent of the children speak another language -German, Chinese- as their first language, Spanish as a second language and English as a third language.

Most of the students come from middle and upper class families. The school offers a limited scholarship program for students from families who cannot afford the costs of the school. Most of the students have some sort of afterschool activity: swimming, tutoring, etc.

#### D. Teacher Background

On the English Kindergarten Team, as stated before, there are five full-time teachers. One of these teachers also serves as the coordinator for the team. The coordinator assumes the responsibility of receiving and relaying communication from the Elementary Office, general supervision of the English team: making sure all specified areas are included in the curriculum and the person in charge of the area has activities prepared and communicates the objectives and activity to other team members, communication with parents, communication with the Spanish Team, schedule arrangement and special reports to parents and the

Office. The person who is asked to coordinate is usually bi-lingual and someone who is familiar with the grade level and the institution, as well as someone who demonstrates the ability to organize and lead others.

Teachers do not have to be native English speakers. As long as the person is fluent in English they may serve as a member of the English team. Presently, there are three non-native English speakers on the English Kindergarten Team, two of these people have either taught, or studied, in the U.S.A. The other two members of the team are native English speakers and come from the U.S.A. One of the requirements which the school has for all teachers teaching in English is that they use only English when communicating to the students, thus it becomes very important that non-native speakers be fluent in English and feel comfortable speaking to others in English.

#### E. Language Arts Program

In the English Kindergarten classroom, a minimum of fifty minutes of instruction is devoted daily (Monday through Friday) to the teaching of language arts. Each section, Triangles and Circles, is divided into five sub-groups based on English Language Ability. The 1982 Kindergarten Final Language Test is used to determine Language Ability. Children may change to different groups -either higher or lower- depending on their progress and needs. One teacher works with the same language group throughout the year, unless a request for change of groups is expressed. Each language ability group has its own set of

goals and objectives. The goals and objectives for the first language ability group serve as the overall goals for the Kindergarten class. If a group successfully masters all of the goals and objectives on its list, the teacher may refer to the goals and objectives of the next higher group and introduce additional goals and objectives to the group. Language Arts includes the following areas: Oral language, sentence patterns, vocabulary and spontaneous communication; listening: following directions, answering questions about pictures, stories, filmstrips, group discussions - participating in them; and Pre-reading skills: rhyming words, beginning sounds (alike or different), alphabet in sequence, letter names out of sequence, letter sound relationship for consonant letters, and sight words.

## II. STATEMENT OF THE PROBLEM

### A. Antecedent

In 1979, many of the English teachers at The American School of Guatemala were discontent with the lack of structure in the English as a Second Language program. This discontentment led to the establishment of a committee in which the present author participated. The purpose of the committee was to form and set the guideline for the "Kindergarten through Fourth Grade ESL Curriculum Guideline". (See Appendix A for names of participating members).

The curriculum which was developed was to serve as a general guideline for the vocabulary and skills which the committee determined should be introduced and emphasized in each grade from Kindergarten through Fourth. ESL sources which were consulted when determining the introduction and sequence of skills and vocabulary were: "Natural Order of Acquisition of Grammatical Morphemes", Curriculum and Materials Development Center; "Golden Rules", Journal of the National Association of Bilingual Educators, May 1978; "The Elementary School ESL Curriculum: Let's try Relevance", Emilio G. Cortez; "A Survey of Negation in Beginning EFL Books", James Herbolich; "It Works", Darlene Larson; CORE English, One, Ginn and Company; English Around the World, level 1, Scott Foresman & Company; Oral English, The Economy Company; Introducing English, Houghton Mifflin; and YES, English Program, Addison-Wesley.

The result of the committee's work was a general language curriculum guideline (See Appendix B for Kindergarten section) which listed

skills considered basic in the areas of listening, speaking, grammar and vocabulary. The sentence patterns and vocabulary introduction were determined after viewing the above mentioned ESL sources and talking with teachers who were teaching, or had taught, in each of the specified grade levels.

This curriculum guideline was not mandatory, but was made available for all English teachers to check out at the beginning of the year when they obtained their materials. Unfortunately, not many teachers -other than those who had worked on the committee- used the curriculum guideline. Yet, every year, at the end of the year, teachers would express dissatisfaction because they felt there was no guidance given in setting up the ESL program.

As a result of not putting the guideline into effect, children were introduced to English using the ESL series which the particular Kindergarten and Transition teams liked best. In addition, teachers in the other levels were unsure of which skills and vocabulary the children had been introduced to and had acquired from year to year.

#### B. Problem

The problem is threefold in relation to the lack of an established ESL curriculum:

1. Teachers are frustrated because the students cannot handle the skills found in the textbooks used in the classroom, and they do not know where to begin teaching;
2. Teachers are reluctant to develop long range plans and curric-

ulum. Part of this is because they have very little background or preparation in curriculum development during their undergraduate studies, and part is because they have very limited knowledge about teaching English as a Second Language. Also, when coming from the U.S.A. teachers are expecting to be presented with a fully developed curriculum when they arrive. This point is confirmed by Schuster and Ploghoft's statement:

"When a teacher moves into his or her first teaching position, he or she finds a curriculum already there. Very few people ask if it will be necessary to develop a curriculum" (29).

This was also the expectation of the teachers who came from the States, as was determined when talking with teachers during a meeting on February 5, 1982. In view of past reluctance to propose long range plans and the request for more guidance, a person with a background and interest in ESL, Mrs. Barbara Herrarte, was asked to serve as coordinator for the ESL Program.

3. Children are at a disadvantage because of a lack of systematic skill development beginning in Kindergarten. Dunkel (10) points out that it is best to begin working with the younger learner because he or she is more able to learn in new directions. This lack of a systematic approach to teaching English as a second language has been especially noticed in Kindergarten where teachers had no required language textbook to help them set the goals and objectives for the year.

#### C. Proposal

It is proposed that this thesis will expound upon a Language Arts Curriculum (Language and Pre-Reading Skills) which will be used at The

American School of Guatemala in the Kindergarten classroom. A curriculum as defined by Ploghoft and Schuster (29), is viewed as a plan or prescribed set of experiences whereby children are educated. This curriculum will be flexible so teachers who are new to the school can have input into it by developing specific lesson plans and selecting from a variety of activities. The curriculum will list goals, objectives and a variety of activities, as well as ways to evaluate the children and the overall language arts program in Kindergarten. In addition, the curriculum which will be developed will be on what McNeil calls a micro level, rather than a macro level, since it is being developed for one classroom level, rather than an entire school (22).

This present study will not incorporate the other grades because two curriculum guidelines already exist for Transition, the grade immediately following Kindergarten, through Sixth Grade. These existing guidelines are:

1. "The 1979 ESL Committee guideline" developed by the 1979 ESL Committee at The American School of Guatemala, and
2. Language Arts Curriculum, Grades Transition through Sixth, Colegio Americano de Guatemala with assistance of the Memphis City System".

Also, advocating a curriculum which would begin in Kindergarten is Penfield, a Canadian neurologist who states that the optimum age for beginning the continuous learning of Second Language seems to fall within the span of ages between four and eight, because at this age it seems that the brain has the greatest capacity and plasticity needed for acquiring speech (4). Also, in accordance to the five years old

beginning the language program is Fox (14), who states that five years of age is a good time to begin an aural-oral program which will lead to reading and writing skills.

When determining the Language Arts Goals and Objectives in Kindergarten, the curriculum guideline which was developed in 1979 was used. Goals were written for the overall Kindergarten classroom and objectives will be written for each of the five ability groups, based on the overall goals. Separate objectives will be written for each group to enable mastery learning at various ability levels. Each individual set of objectives will serve as the minimal level of achievement for each specified group. Since the ability levels of the groups can fluctuate from year to year, the teacher may consult the list of objectives for the next highest level or group, and determine which additional skills could be introduced to her group. For example, if the children in the Fifth Ability Group reach and fulfill all of the objectives on the list for the Fifth Group, the teacher may consult the list from the Fourth Ability Group and see what new vocabulary, sentence patterns and pre-reading skills could be introduced. In addition, the organization of having the overall objectives broken down to fit one ability group's objectives can aid the teachers in Transition, the grade after Kindergarten, by showing them the specific skills the children had acquired in Kindergarten. Thus, the group objectives could help the Transition teachers organize their Language Arts program and serve as an initial guideline for the program when the children are promoted from Kindergarten to Transition. Thus, this view of having

different objectives for the five ability groups is in agreement with Schuster and Ploghoft who state that: "It is not the function of the Kindergarten experience to equalize the many differences which exist, but rather to provide access for development in all children so that they may become effective in communication, and at the same time increase their skills in terms of the potential which exists". (29)

When developing the curriculum a modified version of McNeil's format will be used. This modified version was introduced by Dr. Donald Baden from Southern Illinois University during the course on curriculum development, "Introduction to Curriculum Development", June 1980. The proposed format essentially contains the components which Taba (30) cites as necessary parts of a curriculum. The proposed format is:

- a. Title page
- b. Overview, purpose and parameters
- c. Philosophical base
- d. Needs statement for the curriculum
- e. Implementation
- f. Setting:
  - (1) Environmental description
  - (2) Learner description
- g. Goals and objectives:
  - (1) Overall and group
  - (2) Introduction schedule throughout the year
- h. General activity section:
  - (1) Concrete and semi-concrete activities
  - (2) Songs and fingerplays
  - (3) Books, filmstrips

i. Means of evaluation:

- (1) Students
- (2) Teachers (self evaluation)
- (3) Program



### III. REVIEW OF THE LITERATURE

The Interregional Center for Curriculum and Material Development maintains that English as a Second Language plays an important role in the curriculum of the American Sponsored overseas schools (18). Evans (12) sees the aim of Second Language and bilingual education as providing children with a sound opportunity to become fully literate and articulate in two languages and to impart a sensitivity to the cultures in which these languages evolved. Moskowitz (24) maintains that language is learned and that in order to learn a language, the child must interact with real people in that language.

The importance with beginning this bilingual program at the elementary level, according to Rand, is that when young children acquire foreign or second languages, not only can they develop better pronunciation, but they are also able to profit from a curricular program over the longer period needed to achieve proficiency in another language (22). Krashen, et al, (20) iterate that acquirers who begin exposure to a second language during childhood generally achieve higher second language proficiency than those beginning as adults.

The Interregional Center (17) claims that learning a Second Language in a school setting is quite different from learning ones first language and states that the following factors must be considered:

1. The child already has a system of communication and wants to use it whenever possible;
2. The teacher needs to provide necessary incentives --in the form of games, songs, rhymes-- so that the child will want to learn English;

3. The time the child is exposed to the second language is limited.

The Center cited the following in relation to Second Language learning:

1. Language is not learned by contact alone;
2. If students are to speak they must be provided with ample opportunity to speak;
3. Repetition and pattern drill within reason are important to instill in children a certain pattern; and
4. Reading/Writing at the beginning stages will not help children to understand and speak the language.

Leeper et al, states that a good program is not totally organized into a rigid schedule; rather, within the stream of each area there is a developmental sequence of skills (21). This sequence of skills serves as a guide for the teacher (21). This viewpoint is in accordance with Cohen and Rudolph (8) who also maintain that children need a carefully thought out series of steps which will take them into a new language. According to the Interregional Center, the teacher needs to know precisely what the student is to learn (17). The Center also sees language as systematic in its development (17).

Taba refers to this segment of carefully thought out series of steps as curriculum and sees it as the total effect of the school to bring about desired outcomes (30). She states that it usually contains a statement of aims and objectives, indicates some selection and organization of content, implies or manifests certain patterns of learning and teaching, and includes a pattern of evaluation (30).

Cohen and Rudolph state that in order for a child to obtain a new language there must be much opportunity for repetition and drill; failure to relate this technical need to the children's level of development leads to failure in engaging the children's interest and motivation (8). Thus, they view motivation as a key factor, also. The Commission on the English Curriculum views continuity of experiences as an essential factor to growth in learning a language (9).

The Interregional Center upholds that the development of Second Language Skills in young children should be predicated on their involvement in a great amount of listening and speaking through games, songs, rhymes and concrete activities (18). Leeper et al, claim that listening is an important factor in communication and involves recognizing sounds, giving them meaning, reacting to and interpreting sounds and integrating them into their experiences (21). Hohmann et al stress the importance of active participation on the part of the children (16).

Through reviewing the literature about curriculum development and second language learning, it has been determined that an ESL curriculum which is flexible and serves as a guideline with goals and objectives would be beneficial to the students and the teachers. This curriculum should allow for practice in listening, as well as speaking, and should be based on activities and vocabulary which will be meaningful for the students and incorporate active participation. The curriculum should contain as a minimal guideline: goals and objectives, content organization, activity suggestions and a program of evaluation.



#### IV. METHODOLOGY

The initial approach used for the development of this ESL Language Arts Curriculum was the examination of materials produced by committees of teachers and participation in the committees. In addition to this, the author compiled the products of literature review plus first hand experience as a Kindergarten teacher -both at The American School of Guatemala and in a school in the States- in order to accomplish the following tasks:

A. Review the curriculum guideline by the 1979 ESL Committee. This task was done in October, 1979 (Appendix B). Changes -deletions and additions- were made in the guidelines on the basis of what skills had actually been taught in the Kindergarten classroom during the 1979 and 1980 school years. After reviewing the guideline, it was determined that all skills listed in the guideline had been emphasized throughout the year in the Kindergarten Language Arts curriculum and that no skills should be deleted. All of the concepts listed in the Kindergarten guideline had been introduced and/or mastered by the children in all but the Fifth, or lowest, Language Ability Group. In addition, the committee reviewing the curriculum guideline determined that the following skills should be incorporated and included in the specified area:

1. Listening skills: auditory discrimination of rhyming sounds for groups One through Five; auditory discrimination of beginning sounds for Groups One through Five; Letter names for

groups One through Four; and Letter sounds for groups One through Three, with Group Four being introduced to M, S and D.

2. Speaking Skills: Naming objects in the wide community for Groups One through Five, and spontaneous communication for Groups One through Three.
3. Grammar Skills: Use of complete sentences using patterns for Groups One through Five. Use of complete sentence composing own patterns for Groups One through Three; and subject/verb agreement for Groups One through Three.
4. Usage Skills: Use of pronouns: I, he, she for Groups One through Three; Use of possessive pronouns: my, his, her for Groups One and Two; and opposites for Groups One and Two.
5. Vocabulary: Location of room and other buildings, rules in the classroom and school activities, such as Art, Psychomotor class and Perception for all groups, One through Five.

In addition, this committee developed the Kindergarten Pre-Reading Skills Checklist. This checklist was developed to determine the minimal competency level for the First, or highest, Language Ability Group. The checklist was to be completed for each child who was being promoted to Transition. The checklist is to be sent to the Transition teachers to help them determine where to begin their program and how to group the children for reading (See Appendix D for the checklist). Sources used for the development of this checklist were: "Pre-Reading

Rating Scale"; "Wisconsin Design for Reading Skill Development"; The Teaching of Reading, Spache's; "Word Recognition", Grace Fernald; and "Procedures in Language Experience Reading".

On the basis of the proposed changes in the curriculum guideline, general goal statements were composed by the author, in January, 1981.

B. Determining Goals and Objectives: As stated above, the general or overall goal statements for the Kindergarten Language Arts Program were based on the changes proposed in the 1979 Curriculum Guideline. Changes were based on what was actually taught in the English Kindergarten classroom during the 1979 and 1980 school years. The overall goal statements were written for the yearly Kindergarten Language Arts Program. These overall statements were then discussed with the Kindergarten Team and further broken down into group goals. This task of reviewing the overall goals and breaking them down into group goals occurred in January 1981, May 1981, October 1981, and May, 1982.

The original goal statements were written in what Mager (23) calls general or non-observable terms. As McNeil stated, the goals refer to the desired outcomes (22). Gagné and Briggs (15), state that the goals can be acquired through learning and are (47) the outcomes of education. The overall goal statements were presented by the author to the Kindergarten English Team in January, 1981, to review and comment upon. The general goal statements were divided into goals for each separate ability group on the basis of the planbooks for the years 1979 and 1980, and recall of what the children in the various groups had accomplished. The general, or overall, goals served as the goal

statements for Group One. Goals for Groups Two through Five were extracted from the general goal statements group Group One, but were different for each group depending on the ability level of the group (See Appendix C). In May, 1981, the Kindergarten team met with the author to make the first revision in the Group goals (Appendix C1). Further revisions were made in October, 1981 (Appendix C2) for the 1982 school year. Final revisions were made in May, 1982 (Appendix C3).

When objectives were written they were based on the general goal statements for each group. They used what Dr. Donald Baden, from SIU, termed the "A,B,C, D, Approach"; A signifies the audience. B signifies the behavior, C signifies the conditions and D signifies the degree of proficiency expected. This approach to writing objectives agrees with the approach Mager suggested for writing objectives (23). Oliva points out that in order for an objective to be well written it must tell (1) what the students who master it will be able to do; (2) under what conditions he/she will be able to do it; and (3) to what extent the child will be able to do it (25). The objectives for this curriculum will contain all of these factors.

Areas which will be included when writing the objectives are comprehension or understanding, retention or speaking, listening and pre-reading skills. Burns (5) agrees with the incorporation of these skills and maintains that any language program in the initial school period must be totally oral and include listening, as well as speaking. The Commission on English Curriculum (9) states that listening is more

than hearing; it involves attentively following the thread of a conversation. According to Paulston and Bruderer, speaking involves arranging words into phrases and sentences with the purpose of communication (26). All of these aspects will be considered and incorporated into the curriculum.

Activities will vary from concrete to semi-concrete. They will be taken from the following sources: suggestions from the Kindergarten teachers; Teaching English as a Second Language, Techniques and Procedures, Paulston and Bruderer; "Ways to Develop Vocabulary", Burns; Association of American Schools of Central America; Ring o' Ring o' Roses, Children's Community Service Dept.; I Like English, Gay and Sintetos; The Emerging Elementary Curriculum, Ploghoft and Schuster; and Teaching Young Students English as a Foreign Language, Bumpass.

According to Dunkle (10), motivation is a key factor in learning a second language. Bumpass (4) states that the child must derive pleasure from studying the new language and that materials and activities should be motivating. Also mentioned was the use of objects and pictures, as well as repetition to insure that the child grasps the concepts. All activities will focus upon being both motivating for the child and meaningful, as well as focus upon fulfilling the groups' objectives.

When using activities, teachers are reminded of what the Association of American School of Central America says: to become functional in English as a Second Language, the child must first understand spoken English (2). Nancy Berkowitz (3) listed five steps which should be incorporated into the learning of each of the objectives:

1. Understand or comprehend the material
2. Repeat following a model
3. Practice
4. Choose from alternatives
5. Use the material when communicating

Thus, it is apparent that when developing the skills, the teachers must use activities which first present the concept in a form which the child can understand. Then the teacher needs to plan for repetition and practice using the pattern or vocabulary to be obtained. These activities should be meaningful and motivating to the children.

C. Determining which ESL Textbook to incorporate into the program:

When considering choosing an ESL textbook, the procedures suggested by Schneider (28) and Burns (5) were implemented. According to both authors, one step is to have the teachers and supervisors review the materials. Schneider says that the first step is to review the objectives to determine the general outline of the course of study and to provide an overview of the topics (28). Burns suggests (5), that the school obtain copies of the series of textbooks and teachers' manuals and to call the company if there are any doubts. Schneider (28) also suggests that you examine the "extras" which are provided to enrich the program. The final step is to make the decision.

When determining which ESL series to adapt, the school obtained information about various materials: CORE English, English Around the World, I Like English, English Alfa, Yes, English, etc. These materials were first reviewed by the supervisor in charge of English

Curriculum. When she thought that our ESL program might be enhanced by the materials she passed them on to the teachers who would in turn review them and write their comments about the materials. Teachers looked at the series in terms of skills which were introduced and objectives, sequence of skills, activities, cost, mandatory and optional materials and range in terms of how many levels accompanied the series. On the basis of the above criteria, the Scott Foresman Series, I Like English, was selected to be incorporated into the ESL Program. This series consists of a six level program which could be implemented in Kindergarten for groups One through Four. Many of the language goals and skills listed for these groups are concentrated on in I Like English, Book 1 (See Appendix C and G). Several reasons were mentioned for selecting this series over the other texts:

I Like English presented skills, vocabulary and sentence patterns emphasized in the classrooms (in accordance to established goals);

I Like English introduced patterns and vocabulary, presented activities for teaching them and had practice and evaluative measures built into the program;

I Like English extended over a period of years; it was sequenced in terms of skill development; and

I Like English "extras" included one set of picture cards. The students' workbooks were attractive and interesting.

D. Determining Evaluation: Program and Student: Oliva sees curriculum development as a continuous, non-ending process (25). If one takes this viewpoint, it is evident that evaluation must take place to determine whether the goals of the curriculum are being met, and to determine whether there needs to be a revision in the goals which the curriculum proposes.

According to the Association of American Schools of Central America, evaluation is thought of as a "looking back" process for planning ahead, and should have a specific purpose, whether it be to check students' progress, or to improve instruction (2). Tuckman views evaluation as a judgement making process involving criteria about the value -for some purpose- of ideas, works, solutions, methods, materials (31). Tuckman maintains that evaluation concerns itself with learner achievements and that it should question if students' performance has improved or worsened, (31). The Commission of the English Curriculum (9), states that evaluation concerns itself with how well objectives are being met and aims to discover whether children are growing toward established goals through the experiences, materials and procedures used. This commission views two spheres of evaluation: in terms of the adequacy of the program, and in terms of individual/group progress, (9).

Gagné and Briggs cite two types of evaluation, formative and summative. Formative evaluation is seen as a way to revise and improve materials, lesson plans, tests and the operation of the entire instructional system (15). It is seen as a way to revise the program while it is being developed, and is characterized by informality and observations while lessons are being tried out (15).

Summative evaluation, on the other hand, is seen as a "summing up" process. Gagné and Briggs point out that it is conducted after the system has gone through a point-by-point revision, and is done to facilitate decision making in terms of program adoption and continua-

tion (15). The summative evaluation is undertaken when the entity is completed and views the effectiveness of the instruction in terms of fulfilling the program goals (15).

Several methods of evaluation -student and program- were mentioned in the readings. The Commission on the English Curriculum views anecdotal records as a valuable means of observing both the students' progress and the method of instruction, materials and goal fulfillment (9). Bumpass has suggested the use of a self-rating chart for teachers in regards to evaluating teacher effectiveness, students' progress and the overall program (4). Tuckman mentions the use of criterion referenced teacher made tests to check students' progress in terms of achieving the goals of the program (31).

The evaluative instrument for this curriculum will be in the form of a checklist, based on the overall goals of the program; space will also be left for comments. In so far as methods and materials are concerned, the points mentioned by Bumpass -teaching preparation evidence, skill in technique- will be taken into account (4). The instrument developed will fit the needs of each of the five ability groups. Kindergarten and Transition English teachers, as well as the English supervisor, will form the committee for the summative evaluations. These evaluation should take place at the end of the first year of the implementation of this curriculum, and then every two years after that to review the curriculum in terms of students progress and goal fulfillment. This is especially necessary when the Pre-school program begins since the establishment of this program may necessitate a revision of goals

and objectives if the children are exposed a year earlier to English.

Formative evaluations have taken place in terms of goal statements and group goals since 1980. People involved in the revision of these statements were the Kindergarten English teachers and the English Supervisor.

## V. KINDERGARTEN ESL LANGUAGE ARTS CURRICULUM

### A. Overview, Purpose and Parameters of the Curriculum

The purpose of this project is to establish a flexible, yet consistent, ESL Language Arts Curriculum for the English Kindergarten classroom at The American School of Guatemala. This curriculum (Annex A) will be based on the overall statements of the Kindergarten Language Arts -language and prereading skills- Program. The overall statements will serve as the basis for the development of the goals and objectives of the High or First Language Ability Group which consists of native English speakers and non-native English speakers who demonstrate a high proficiency in learning English. These overall goal statements will then be broken down into four additional sets of goals and objectives, based on the overall goals of the First Ability Group, which will serve as the minimal requirement for the children in the Second, Third, Fourth and Fifth Ability Groups. If a group successfully acquires all of the skills listed on their goals/objectives sheet, the teacher of the group may obtain the goals of the next higher group and begin working on the goals and objectives for this higher group which were not listed on the goals and objectives for the group with which she is working.

In the area of language, both listening and speaking will be emphasized. Skills which will be developed through listening include: answering questions, following a sequence, following directions, solving riddles and distinguishing sounds. These skills were listed by Burns

and Lowe (5) as necessary listening skills. The reason this area will be emphasized in the curriculum is stated in the literature published by the Commission on the English Curriculum (9) where they stated two reasons for emphasizing listening: it is the most used of the arts of language and it is often poorly done.

The oral language skills, which are based on the goals and objectives from the revised 1979 ESL Curriculum Guide, vary between the five ability groups. Children will be exposed to a variety of sentence patterns, vocabulary and verb tenses according to their ability to use English. Specific group objectives will determine which patterns and vocabulary, as well as other skills, the students will master.

The pre-reading program will relate heavily to the listening part of the program and the auditory and visual discrimination program which is already established in the Kindergarten classroom. Skills which children will be mastering, depending on their ability groups, include skills taken from the pre-reading checklists: rhyming sounds, beginning sounds (alike/different), alphabet in sequence, letter names out of sequence, letter sound relationship, sight words and comprehension of spoken English.

This curriculum is considered a micro curriculum. It has been developed for the five Kindergarten English Language Ability Groups. Each group has its own set of goals and objectives which are based on the overall goals and objectives. These overall goals and objectives serve as the basis for the skills which the students in the High Ability Group should obtain upon completion of Kindergarten.

When children from groups Two through Five are promoted to the next higher grade -Transition- the teachers will receive a checklist indicating which skills in the areas of language and pre-reading the children have mastered. Thus, the Transition teachers will have a starting point when the children enter their grade.

B. Philosophical Base

The philosophy of this curriculum is eclectic, drawing the Academic Subject Matter Approach, The Technical Approach and the Humanistic Approach. However, the underlying base of the curriculum stems from the Academic Subject Matter Approach. This Approach forms the base because the language and pre-reading skills are introduced to help the students further develop these areas, in addition to writing, spelling and reading. These skills are basic for all further language and reading skills and will be transferred when doing work in English and other subject areas, such as Social Studies, Mathematics and Science. It is also Subject Matter based in that it begins with simple concepts and structures, and then challenges the students with more complex materials.

The curriculum is technological in the sense that it is sequenced and the learner has no in-put in determining goals and/or objectives. A pre-test will be given to determine ability grouping. Post tests are criterion referenced.

The Humanistic Approach enters into the curriculum by allowing the different ability groups to work at their own rate and levels. Thus, children will hopefully avoid frustration when learning English. Also, the teacher should be supportive of each child's endeavors, and will

provide warmth and encouragement. Thus, one can determine that the curriculum is multi-centered, taking "the best" qualities from each of the mentioned philosophies.

#### C. Implementation

General implementation of this program is already taking place in the English Kindergarten classroom since the teachers have received and are working with achieving the general goals for each of the five ability groups. The teachers are aware that this present curriculum is being developed and have provided in-put in the form of committee work and feedback sessions. The teachers have expressed interest in incorporating the completed program into the English Kindergarten classroom since it will provide continuity to the program, as well as offer ideas about methods, materials, activities and ways of evaluating student, program and teacher progress. Since the program covers the yearly goals of each group, it should be implemented in January when school starts and be continued through October, the end of the school year.

#### D. Reasoning for the Curriculum

As one of many Kindergarten teachers with no background in teaching English as a second language and no specified curriculum to follow, it was thought by me, that a flexible ESL Language Arts Program would benefit the children by providing continuity to the program and assuring that they would obtain the skills which the Transition teachers expected them to have when they entered this grade. Since my background

included knowledge in curriculum development, as well as early childhood education and development, it was thought that I could undertake this challenge.

After reviewing and revising the 1979 ESL Curriculum Guideline with the Kindergarten team, goal statements were written and presented to the English Kindergarten teachers. Special revision sessions took place before goals for each group were determined and objectives were written. When writing the goals, in-put was also obtained, revisions were made and suggestions which the teachers had were incorporated. Transition teachers, those teachers who will receive the children when they are promoted from Kindergarten, were also asked for in-put in terms of what skills they expected the children to bring with them. Both Kindergarten and Transition teachers acknowledged the need to develop a strong Language Arts Program in the Kindergarten classroom to insure that the children would obtain the skills deemed essential when being promoted to Transition. Teachers also stated that a written curriculum which specified goals and objectives was needed because of the high amount of teacher turn-over which diminished the continuity from year to year.

#### E. Setting: Environmental and Learner Descriptions

##### 1. Environmental

All interaction in the English classroom is conducted in English, the child's second language. Children are placed in one of five Language Ability Groups where English sentence patterns and vocabulary,

as well as pre-reading skills are developed and concentrated upon. English ability groups range from Group One to Group Five and consist of the following:

- Group One: Native English Speakers and high ability in English non-native speakers
- Group Two: Above average ability to speak English
- Group Three: Average ability to understand and speak English
- Group Four: Slightly below average ability to understand and speak English
- Group Five: Low ability for understanding and speaking English

Each language group has a different teacher so that there are five English teachers in total. Grouping for the teaching of Language Arts is based on English Ability: speaking as well as comprehension of spoken English. A pre-test is given to determine English Ability (Appendix E), in January. Groups are determined on the basis of the results, depending on the scores which the children obtain. Thus, ability within and between groups may vary from year to year. For instance, one year the scores of the total class may range from thirty to fifty correct responses, so groups would contain children familiar with English; whereas the following year scores may range from five to forty correct responses so that the grouping would be lower than the previous year. When forming groups, the maximum number per group should be:

- Group One: sixteen students
- Group Two: fourteen students

Group Three: twelve students

Group Four: twelve students

Group Five: ten students

These numbers will accommodate the sixty students which are in the section at a given time, and at the same time assure a lesser student/teacher ratio in those groups where students understand less English and therefore need more individual attention, reinforcement, practice and concrete activities to help them first understand, and later communicate in English.

Children can be changed -move up or down- from one group to another during the year if the teacher sees the need for the change and the size of the group permits the change.

Each group has its own specified area in the room (page 5) where activities are conducted. Also, groups may go outside for activities. Teachers can check out a variety of semi-concrete and concrete materials from the Material Center. I Like English Workbooks are recommended for use in Groups One through Four for ESL. In addition, books from the Higgledly Piggledly Series (Scott Foresman) can be used for vocabulary and sentence pattern enrichment. For Pre-reading skills, Group One and Two use: Look and Listen (Ginn) and Animal Crackers (Ginn). In addition, Continental Press dittos are available for pre-reading skills for the other groups and Introducing English Dittos are incorporated into the language program.

In terms of materials, the following are available: filmstrips, records, books, filmloops and super eight films. "Basic" materials

such as paper, pencils, crayons and paste are available from the school store when teachers require them.

## 2. Learner

The age of Kindergarten children ranges from five to seven years. He or she must be five years of age before the first of April of the school year in order to be enrolled. The majority of the children speak Spanish as their native, or first, language. Approximately ten children (five per cent) speak English as their first language, and about two per cent of the children are learning English as their third language. Most of the students, about ninety-eight per cent, have attended Nursery School where English may have been introduced in a very simple or elementary manner. Some of the children attend special Perception and Psychomotor classes. The maximum enrollment for the grade is presently one hundred and twenty students.

Most of the children are eager to please and respond favorably to positive reinforcement. They may be able to understand simple commands in English at the beginning of the year and some can respond with simple and/or one word answers or phrases. The children prefer to communicate in Spanish and tend to respond in learned sentence patterns until their confidence increases in the Second language.

The majority of the children come from upper and upper middle class families. The children's home environment is often supportive and encouraging.

Keeping in mind the characteristics of the students and the learning environment, the goals for the overall language arts program were

composed. The overall goals, as stated under the Language Arts Program -Section I of this paper- will serve as the goals for Language Group I, the highest ability language group. After the overall goals were established, they were then taken and broken down to meet the ability levels of the other four language groups. The goals encompass most skill areas of language arts: use of sentence patterns, vocabulary, listening and pre-reading skills. Goal statements were transformed into objectives and a schedule of activities which would facilitate the introduction of the specific sentence patterns and vocabulary, listening and pre-reading skills was established (See Annex 1 for Goals, Objectives and Activity Schedule for each group and Annex 2 for Activity Suggestions).

#### F. Evaluation

As Oliva (25) points out, curriculum development is a continuous, non-ending process. In order to make changes and to determine whether or not goals are being met and if the goals which are being met are relative to what teachers deem pertinent to what should be learned, evaluation needs to take place. This curriculum will incorporate three evaluative phases: student, teacher and program.

##### 1. Teacher Evaluation

Teacher evaluation is done by the English Supervisor following a checklist which teachers receive during their orientation week. Teachers should also incorporate Bumpass's (4) evaluative procedure to determine their effectiveness. This process could be done at English Team planning periods during the third week of February and the last

week of July. These times were selected because the time periods give new team members a chance to initiate planning and to get feedback about what is being done well and how to incorporate other methods and ideas. The area Bumpass (4) incorporates are: teacher planning, techniques, student response, and student evaluation. It is suggested that the team incorporate Bumpass's checklist since it covers the same areas that the checklist which their supervisor uses. (See annex 3 for checklist). It is recommended that before each of the "evaluative sessions", the coordinator spend two days observing and taking notes of each of the groups to provide feedback and in-put during the session.

## 2. Student Evaluation

Pupil evaluation is done to determine whether or not the activities which are being done enable the students to achieve the group's goals and objectives. The evaluation, in the form of the checklist, is based on the goals and objectives for the individual group. These evaluative checklists include the following: vocabulary checklist, sentence pattern checklist, and pre-reading skill checklist. (See Annex 3 for checklists). In addition, the program goals will be evaluated in the form of a pre-reading skills checklist which will be filled out for each child, a final Language Arts Test for all groups, and a Final Pre-reading test for groups One through Three (See Appendix E and F for tests and Appendix D for pre-reading skills checklist).

## 3. Program Evaluation

The program evaluation should take place as committee work. It should be a two step process:

a. Kindergarten English teachers: Meet to discuss which goals and objectives have been met by each group, which activities have proven effective or ineffective and if the workbook being used is helping to meet the goals and objectives in both reading and language. Discuss if any goals and objectives should be deleted or added to the program. This committee work should take place during the last two weeks of October and a written report which covers each of the areas mentioned above should be handed in to the principal of the Elementary School.

b. Kindergarten English Teachers and Transition English Teachers: Meet in February to determine which areas need to be emphasized more, or added to the program. Obtain feedback about the English level of the children. Turn in a brief written report to the English supervisor before the beginning of March. This report should be signed by both English Kindergarten and Transition teachers.



## VI. CONCLUSIONS

This flexible ESL Curriculum provides a systematic approach to teaching the language and pre-reading skills to each of the five language ability groups. The skills which are found were those which the Kindergarten and Transition teachers, and the supervisor, felt were necessary. Though the curriculum is specific in content it is flexible in individual teaching style and provides for teacher in-put through the incorporation of methods and activities which fit their teaching personalities. Also, the consistent form of evaluation can lend itself to teacher in-put in the revision of goals and objectives. If the program is followed, teachers will not face questions related to what will be taught and when it will be introduced, as students will not be introduced to a potpourri of skills which may lead to no where. In addition, program strengths and weaknesses can be determined and revised and improved when needed.

Thus, the implementation of this curriculum should overcome the problems which were cited by not having a determined curriculum:

1. It will let teachers know exactly which skills were introduced and mastered, alleviating the "guessing games" teachers often stated they faced.
2. It will alleviate the major task of curriculum development - a task which many teachers expressed a reluctance to do since they had little background in it- but will allow for teacher in-put.
3. It will introduce students to a systematic approach to skill development.

Thus, this program will strengthen the language arts program found in the Kindergarten classroom and will serve as an initial map for the Transition teachers when beginning their planning for the new school year. By following the curriculum, student will obtain skills and teachers will know which skills were taught, as well as how the students mastered them. Therefore, the problems encountered by the seahorse (page v) will be avoided.

## VII. RECOMMENDATIONS

In order for this curriculum to successfully fulfill its aims, the following recommendations are made:

1. The person in charge of receiving the long range plans from each grade, or the author if present, should review it with the English Kindergarten Team.
2. The person in charge of receiving the long range plans, or the author of the curriculum, should partake in the evaluation and revision committees which will review the curriculum.
3. The curriculum should be implemented as soon as it is published.
4. The English Kindergarten team should receive a copy of the curriculum which could be kept in the classroom and referred to when needed.
5. The school should provide each teacher with a separate copy of the groups goals, objectives and schedule of activities.
6. It is strongly recommended that the evaluative methods to determine the program's strengths and weaknesses are incorporated. Revisions will be necessary since curriculum is an on-going process.



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ANNEX A  
GOALS, OBJECTIVES, VOCABULARY  
and SCHEDULE FOR EACH  
ABILITY GROUP



## GOALS FOR GROUP I (OVERALL PROGRAM GOALS)

A. Oral Expression

1. Sentence patterns: (questions and responses) The child will respond to:

- |  |   |
|--|---|
| a. What is your name?  | My name is _____.<br>I'm _____.   |
| b. Hello. How are you?   | Fine, thank you.  |
| c. How old are you?  | I am _____ years old.   |
| d. What is this?<br>What's this?                                     | This is a <u>noun</u> _____.<br>It is a(n) <u>noun</u> _____.<br>It is a(n) <u>adj./noun</u> _____.<br>It's a(n) <u>noun/adj. noun</u> _____. |
| e. What is that?<br>What's that?                                     | That is a <u>noun/adj. noun</u> _____.<br>That's a <u>noun/adj. noun</u> _____.   |
| f. What do you want?<br>Do you want _____?                           | I want _____.<br>Yes, I want _____.<br>Yes, I do. No, I don't.  |
| g. What does he/she/name<br>want?<br>Does he/she/name want<br>_____? | Name/he/she wants _____.<br>Yes, Name/he/she does.<br>No, Name/he/she doesn't<br>He/she wants _____.  |
| h. What do you have?<br>Do you have _____?                           | I have _____.<br>Yes, I do. No, I don't.  |
| i. What does he/she/name<br>have?<br>Does he/she/name have<br>_____? | He/she/name has _____.<br>Yes, he/she/name does.<br>No, he/she/name doesn't.<br>He/she/name has _____.  |
| j. How do you feel?  | I'm _____.<br>I feel _____.   |
| k. How does he/she feel?   | He's/she's _____.<br>He/she feels _____.  |

1. Are you a boy/girl? I am a \_\_\_\_\_.  
I'm a \_\_\_\_\_.
- m. Is name/he/she/ a boy/  
girl? Name/he/she is a \_\_\_\_\_.  
Name/he's/she's a \_\_\_\_\_.
- n. Is \_\_\_\_\_ here? Yes, I'm here.  
Yes, He's/she's here.  
No, He's/she's not here.
- o. What day is today? Today is \_\_\_\_\_.
- p. What month is it? It is \_\_\_\_\_.  
The month is \_\_\_\_\_.
- q. What is the numeral? The numeral is \_\_\_\_\_.  
It is \_\_\_\_\_.
- r. What is the weather like  
today? It is \_\_\_\_\_.
- s. What are you doing? I am \_\_\_\_\_.  
I'm \_\_\_\_\_.
- t. What is he/she doing? He/she is \_\_\_\_\_.  
He's/she's \_\_\_\_\_.
- u. Is this a \_\_\_\_\_? Yes, it is. It's a \_\_\_\_\_.  
No, it isn't. It's a \_\_\_\_\_.
- v. What color is this/that?  
What color is the/her/  
his \_\_\_\_\_? It's \_\_\_\_\_.  
The/her/his \_\_\_\_\_  
is \_\_\_\_\_.
- w. What do you see? I see a(n) \_\_\_\_\_.
- x. What is he/she? He/she is a(n) \_\_\_\_\_.
- y. What are these? They are \_\_\_\_\_.
- z. Where did you put the  
\_\_\_\_\_? I put the \_\_\_\_\_ prep.  
\_\_\_\_\_.
- a1 Who's this? It's \_\_\_\_\_.
- a2 What do you like? I like \_\_\_\_\_.  
Do you like \_\_\_\_\_? Yes, I do. I like \_\_\_\_\_.  
No, I don't. I like \_\_\_\_\_.

- a3 Does name/he/she like \_\_\_\_\_?  
Yes, name/he/she does.  
No, name/he/she doesn't.  
Name/he/she likes \_\_\_\_\_.
- a4 Do you like to \_\_\_\_\_?  
What do you like to do?  
Yes, I do. No, I don't.  
I like to \_\_\_\_\_.
- a5 What does he/she like to do?  
He/she likes to \_\_\_\_\_.
- a6 Do you have any \_\_\_\_\_?  
Yes, I have some \_\_\_\_\_.  
No, I don't have any \_\_\_\_\_.
- a7 Does name/he/she have any \_\_\_\_\_?  
Yes, name/he/she does. He/she/name has some \_\_\_\_\_.  
No, name/he/she doesn't have any \_\_\_\_\_.
- a8 Let's \_\_\_\_\_.
- a9 Do you want some \_\_\_\_\_?  
Yes, I do. I want some \_\_\_\_\_.  
No, I don't.
- a10 Does name/he/she want some \_\_\_\_\_?  
Yes, name/he/she does. No, name/he/she doesn't. He/she/name wants some \_\_\_\_\_.
- a11 Does he/she like to \_\_\_\_\_?  
Yes, he/she does. No, he/she doesn't. He/she likes to \_\_\_\_\_.
- a12 What color are the \_\_\_\_\_?  
The \_\_\_\_\_ are \_\_\_\_\_.  
They're \_\_\_\_\_.
- a13 Whose are/is this/these?  
They are/It is my/his/her \_.

2. The students will demonstrate knowledge of pronoun usage.
3. The students will incorporate subject-verb agreement.
4. The students will demonstrate knowledge of the present progressive verb tense.
5. The students will show knowledge of some past tense regular verbs.

6. Some students will demonstrate skills with irregular verbs.
7. All students will show spontaneous communication in English.

#### B. Vocabulary

1. The children will be familiar with vocabulary from the following categories:

adjectives	colors	fruits	prepositions	vehicles
animals	commands	house	shape	verbs
body parts	community helpers	months	size descriptions	weather
classroom objects	family	opposites	toys	week days
clothing	feelings	places	vegetables	

#### C. Listening Skills

1. The children will be able to follow directions.
2. Students will show the ability to answer questions.

#### D. Pre-Reading Skills

1. The children will demonstrate knowledge of rhyming words.
2. The students will be able to distinguish beginning sounds.
3. The children will have knowledge of the alphabet in sequence.
4. The students will recognize letters out of sequence.
5. The students will discriminate letter sound relationships.
6. The students will recognize ending sounds.
7. The children will identify sight words.

## OBJECTIVES FOR GROUP I

A. Oral Expression

## 1. Use of sentence patterns: (See goals for patterns)

a. When given a sentence or question modeled by the teacher, the child will verbally repeat, verbatim, the sentence or question. (100% proficiency).

Ex: Teacher: I have a red car.

Student: I have a red car.

b. When given two verbal response choices to a statement or question, the child will verbally state the correct choice in English. (100% proficiency).

Ex: Teacher: I have a car red or red car.

Student: I have a red car.

c. When verbally cued by the teacher or another child with the question, the child will verbally respond with the correct sentence pattern answer in English. (100% proficiency).

Ex: Teacher: What is this?

Student: It's a blue car.

d. When given a verbal response by the teacher or another child, the student will verbally state the correct learned question pattern. (95% proficiency).

Ex: Teacher: It's a big, brown dog.

Student: What is it?

## 2. Pronoun Usage: My, His, Her

a. When shown a picture of a person and given two possessive pronoun choices by the teacher, the students will verbally state the correct choice. (95% proficiency for non-native speakers; 100% proficiency for native speakers).

Ex: Teacher: Shows a picture of a girl and says his/her.

Student: Her.

b. When shown a picture of a person, the child will verbally state the correct possessive pronoun: my, his or her. (95% proficiency).

Ex: Teacher: Holds up a picture of a child and calls on that child.

Student: My.

c. When given a verbal sentence the child will orally state verbatim what the teacher said. (100% proficiency).

Ex: Teacher: His coat is blue.

Student: His coat is blue.

d. When given a question which contains a possessive pronoun, the student will verbally respond in sentence form in English using the same pronoun which the teacher used. (98% proficiency).

Ex: Teacher: What color is her dress?

Student: Her dress is yellow.

e. When given a question which contains a possessive noun and shown a picture, the child will verbally respond in English using the correct possessive pronoun in a sentence. (95% proficiency).

Ex: Teacher: Holds up a picture of a boy and says "What color is the boy's shirt?"

Student: His shirt is red.

f. When given a response by the teacher or another child, the student will generate a question using the correct form and correct possessive pronoun. (90% proficiency).

Ex: Teacher: Mary's shoes are brown.

Student: What color are her shoes?

3. Subject verb agreement for: I, you, he, she, it, we and they have/has; am/is/are; want/wants and like/likes; feel/feels.

a. When given a sentence or question modeled by the teacher, the student will verbally repeat, verbatim, the sentence or question. (100% proficiency).

Ex: Teacher: He wants the small blocks.

Student: He wants the small blocks.

b. When given a subject pronoun and two forms of the same verb to be used, the child will verbally select the correct form to go with the subject pronoun. (100% proficiency).

Ex: Teacher: I has or I have.

Student: I have

c. When shown a picture of a person or group and given two choices, the child will verbally state the correct subject pronoun. (100% proficiency).

Ex: Teacher: Shows a picture of three men. Says he or they.

Student: They.

d. When shown a picture and given two verbal response choices to a question, the child will state the correct response, orally.

(100% proficiency).

Ex: Teacher: (Shows card of girl) He wants a car or She wants a car.

Student: She wants a car.

e. When verbally cued with a question and shown a card to indicate the subject pronoun, the child will verbally state the correct response. (100% proficiency).

Ex: Teacher: (Card with five people) What do the people have?

Student: They have some fruit.

f. When cued with a verbal response, the child will generate, orally, the question, using the correct subject pronoun and verb agreement in the question. (90% proficiency).

Ex: Teacher: You have a red crayon.

Student: What do I have?

4. Present Progressive verb tense: I am, He is, She is

a. When given a subject pronoun and two conjugated forms of the verb to be, the child will orally state the correct form. (100%).

Ex: Teacher: He is or He are?

Student: He is.

b. When shown a picture and given a sentence, the children will verbally model the sentence. (100% proficiency).

Ex: Teacher: Shows a picture of a boy and says "He is running."

Student: He is running.

c. When given the correct conjugation of the subject pronoun with the verb to be and two forms of the action verb, the child will verbally state the correct form. (100% proficiency).

Ex: Teacher: She is jump or jumping?

Student: Jumping.

d. When shown a picture and asked a question, the child will respond with the correct format for the question using the present progressive tense. (100% proficiency).

Ex: Teacher: Shows a boy running. "What is he doing?"

Student: He is running.

e. When given an oral response, the child will verbally state the question form using the present progressive tense. (95%)

Ex: Teacher: She is playing in the yard.

Student: What is she doing?

5. Past Tense regular verbs: jump, hop, skip, walk, wash, open, dance (Proficiency: 100% for Native English and 95% for non-native English speakers).

a. When given a sentence containing a regular verb in past tense, the child will verbally model the sentence (100% proficiency).

Ex: Teacher: I washed my hands.

Student: I washed my hands.

b. When asked a question requiring the use of a regular past tense verb, the child will verbally respond using the correct form.

Ex: Teacher: Did you wash your hands?

Student: Yes. I washed my hands.

6. Past tense irregular verbs:

a. When given a sentence which contains the past tense of an irregular verb, the child will orally repeat the sentence, verbatim. (100% proficiency).

Ex: Teacher: He ate his lunch.

Student: He ate his lunch.

b. When given two choices using a verb with an irregular past tense, the child will verbally state the correct choice. (80% non-native and 90% native English speakers).

Ex: Teacher: I runned or I ran?

Student: I ran.

c. When asked a question requiring the use of an irregular past tense verb, the child will verbally respond using the correct verb form. (80% non-native and 90% native English speakers).

Ex: Teacher: What did we do at lunch?

Student: We ate lunch.

7. Spontaneous communication in English.

a. When asked a question by the teacher, the child will verbally reply in English. (95% of the time).

b. When initiating a conversation with the teacher, the child will speak in English. (90% of the time).

c. When working in the group, the child will speak to peers in English. (80% of the time).

## B. Vocabulary

1. Given pictures and/or objects and a word for one of the pictures or objects in the group, the child will select, by picking out, the picture or object for the given word. (100% proficiency).

2. When shown a picture or object and asked what it is, the child will verbally state the correct name for the picture or object. (100%)

## C. Listening Skills

1. Given a series of up to three sequential instructions by the teacher, the child will physically carry out the instructions in the order stated by the teacher. (100% proficiency).

2. Given a set of clues for a picture and three pictures to choose from, the student will pick out the picture described. (100%)

3. Given a set of clues for a picture, the child will verbally state the word of the picture which was described. (95% proficiency).

4. Given a story read by the teacher, the child will illustrate his/her favorite part of the story. (100% proficiency).

5. Given a story read by the teacher or a taped story, the child will illustrate his/her favorite part and orally explain the picture in English. (90% proficiency).

6. Given a story told aloud, the child will answer questions orally in English about the story (95% proficiency).

## D. Pre-Reading Skills

### 1. Rhyming words:

a. Given two words said aloud, the child will clap if they rhyme (100% proficiency).

b. Given three pictures on a paper, two which rhyme and one which does not rhyme, and the names of the pictures said by the teacher, the child will put an "X" (ex) on the one which does not rhyme. (100% proficiency).

c. Given a set of cards for the flannel board and the name of one of the cards in the rhyming set, the child will select the card that rhymes with the given card and place it next to it on the flannel board. (100% proficiency).

d. Given a word by the teacher, the child will state a rhyming word. (95% proficiency).

2. Beginning sounds (alike and different):

a. Given two words stated by the teacher, the child will clap if they begin with the same beginning sound. (100% proficiency).

b. Given pictures of three words on a paper and the names of the pictures said by the teacher, the child will put an "X" (ex) on the picture of the word which has the different beginning sound. (100%)

c. Given a word by the teacher, the child will state, in English, a word which begins with the same sound as the given word. (95%)

3. Alphabet in Sequence:

a. Given the alphabet said by the teacher, the child will orally repeat it. (100% proficiency).

b. When verbally given the first five letters of the alphabet by the teacher, the students will finish saying the alphabet using the correct sequence and letter names. (100% proficiency).

c. Given written letters for all of the letters in the alphabet, the child will arrange them in the correct sequence and then say their names in order. (100% proficiency).

4. Letters out of sequence:

a. When given two randomly selected letters and the name for one of these letters, the child will pick out the letter for the given name. (100% proficiency).

b. When given all letters of the alphabet and the name for one of the letters, the child will pick out the given letter. (100%)

c. When shown a letter and asked its name, the child will verbally state the name of the letter in English. (100% proficiency).

5. Letter sound relationships:

a. When given a letter and its sound and three words that begin with the sound, the child will verbally state two additional words in English that begin with the same sound. (95% proficiency).

b. When given a letter sound worksheet which contains pictures of words which do and do not begin with a given letter sound and the words said by the teacher, the child will color all pictures which do begin with the given sound. (100% proficiency).

c. When shown a letter on a card, the child will say a word which contains the letter sound and state if the sound is at the beginning or end of the word. (95% proficiency).

d. When shown a letter on a card, the child will make the letter's sound. (100% proficiency).

e. When given a sound of a letter, the child will state orally the name of the letter which makes the sound. (100% proficiency).

6. Recognition of ending sounds:

a. Given two words said by the teacher, the child will clap if they have the same ending sound. (100% proficiency).

b. Given three words said orally by the teacher, two which end with the same sound, the child will state the word which has the different ending sound. (95% proficiency).

7. Sight words:

a. Given a set of three sight words, two of which are the same word, the child will place together the two words which are the same. (100% proficiency).

b. When shown two sight words and given the word for one by the teacher, the child will select, pick out, the card for the sight word which the teacher read. (100% proficiency).

c. When shown a card with a sight word on it, the child will orally read the word. (100% proficiency).

## VOCABULARY FOR GROUP I

Animals

bear	elephant	mouse	big	new
bee	fish	pig	broken	noisy
bird	giraffe	rabbit	clean	old
burro	goat	rhinoceros	cold	quiet
camel	hen	seal	dirty	short
cat	hippopotamus	sheep	fat	sleepy
cow	horse	tiger	funny	small
dinosaur	kangaroo	turkey	hot	tall
dog	lion	turtle	little	thin
duck	monkey	whale	long	young
		zebra		

AdjectivesBody Parts

arms	knees
cheeks	legs
chin	mouth
ears	neck
elbow	nose
eyes	shoulders
face	stomach
feet	teeth
fingers	thumb
hair	toes
hands	tooth
head	wrist

Classroom Objects

bathroom	paste
bell	pen
benches	pencil
books	piano
chair	rug
chalk	ruler
chalkboard	scissors
crayons	sink
desk	sticker
eraser	tables
lunchbox	trashcan
paper	

Colors

black
blue
brown
green
grey
orange
pink
purple
red
white
yellow

Clothing and Access.

belt	pajamas
blouse	purse
bracelet	raincoat
cap	scarf
coat	shirt
dress	shoes
gloves	skirt
hat	socks
jacket	sweater
mittens	tie
necklace	umbrella
pants	

Community Helpers and Places they work

barber	barber shop
bus driver	
cashier	store
dentist	
doctor, nurse	hospital
fireman	firehouse
mailman, postman	post office
milkman	
policeman	police station
teacher	school
trashman	

Commands

Please, be quiet  
 Please, come here.  
 Please, raise your hand.  
 Please, walk  
 Sit down, please.

Days

Sunday  
 Monday  
 Tuesday  
 Wednesday  
 Thursday  
 Friday  
 Saturday

Environment

board  
 building  
 flowers  
 grass  
 house  
 sandbox  
 school  
 sky  
 slidingboard  
 swings  
 trees

Family Members

baby  
 boy  
 brother  
 father  
 girl  
 grandfather  
 grandmother  
 lady  
 man  
 mother  
 sister

Feelings

angry  
 happy  
 hungry  
 mad  
 sick  
 thirsty  
 tired  
 unhappy

Food Stuff

bread  
 butter  
 cake  
 candy  
 cookies  
 eggs  
 ice cream  
 juice

meat  
 milk  
 nuts  
 pie  
 rice  
 sandwich  
 soup  
 water

Fruits and Vegetables

apple  
 banana  
 beans  
 cabbage  
 carrots  
 cherries  
 coconut  
 grapes

lemon  
 lettuce  
 orange  
 pear  
 peas  
 pineapple  
 potato  
 tomatoes

House

bathroom: toilet, sink, tub  
 bedroom: bed, bureau, lamp,  
 curtain, radio  
 diningroom: table, chairs  
 kitchen: stove, refrigerator,  
 sink, cabinets, oven  
 livingroom: sofa, couch, T.V.,  
 phone, bookcase  
 Misc.: ceiling, floor, stairs,  
 walls, doors, windows

Instruments

drum  
 guitar  
 piano  
 tambourine  
 trumpet

Kitchen items

bowl  
 cup  
 dish  
 fork  
 glass  
 knife  
 napkin  
 spoon

Months

January  
 February  
 March

April  
 May  
 June

July  
 August  
 September

October  
 November  
 December

Numerals

1 - 100

Opposites

above	-	below
dirty	-	clean
fast	-	slow
hot	-	cold
inside	-	outside
off	-	on
old	-	new
up	-	down

Prepositions

above  
below  
in  
inside  
on  
outside  
over  
to  
under

Shapes

circles  
cross  
diamond  
heart  
rectangle  
square  
star  
triangle

Size

big  
large  
little  
small

Toys

ball	mask
balloon	puppet
bat	rope
bike	scooter
blocks	sled
boat	swing
car	top
doll	truck
kite	wagon
marble	yo-yo

Transportation

bicycle  
boat  
bus  
car  
helicopter  
jet  
plane  
rocket  
taxi  
tractor

Weather

cold  
cloudy  
hot  
rainy  
sunny  
windy

Verbs

brush	dry	read	want
catch	eat	ride	watch
climb	have	run	wear
close	hop	sing	
comb	jump	sit	
cry	like	skip	
dance	make	sleep	
draw	open	swim	
drink	paint	to be	
drive	play	walk	



## GROUP I - SCHEDULE OF ACTIVITIES

A. January

## 1. Sentence Patterns:

- |                              |   |
|------------------------------|---|
| a. What is your name?        | My name is _____.<br>I'm _____.                               |
| b. What is this?             | It is a(n) <u>noun</u> _____.<br>It's a(n) <u>noun</u> _____. |
| c. How are you?              | Fine. Thank you.  |
| d. Are you a boy/girl?       | I'm a _____.  |
| e. Is _____ here?            | Yes, I'm here.<br>No, he's/she's not here.                    |
| f. What do you want?         | I want a _____.   |
| g. Do you want _____?        | Yes, I do. No I don't.<br>I want _____.                       |
| h. Please, open my thermos.  |   |
| i. May I go to the bathroom? |   |
| j. May I drink water?        |   |
| k. May I play?               |   |
| l. What day is today?        | Today is _____.   |
| m. What is the month?        | It is _____.<br>The month is _____.                           |
| n. What is the numeral?      | It is _____.<br>The numeral is _____.                         |
| o. How old are you?          | I am _____ years old.   |

## 2. Vocabulary:

- |                      |                    |
|----------------------|--------------------|
| a. classroom objects | c. colors          |
| b. shapes and size   | d. numerals (1-10) |

e. commands

g. days (introduce, do daily until the end of the year)

f. toys and instruments

h. months (introduce, do daily until the end of the year)

3. Listening Skills:

a. Following a sequence of one and two directions

b. Guessing a picture after being given clues for it

4. Pre-Reading Skills:

a. Language development only

B. February

1. Sentence Patterns:

a. What is the weather like today?

It's \_\_\_\_\_.

b. Who's this?

It's \_\_\_\_\_.

c. What does he/she/name want?

He/she/name wants \_\_\_\_\_.

d. Is he/she/name a boy/girl?

He/she/name is a \_\_\_\_\_.

e. What is that?  
What's that?

That is a adj. noun \_\_\_\_\_.  
That's a adj. noun \_\_\_\_\_.

f. What's this?

It's a adj. noun \_\_\_\_\_.

g. What do you have?  
Do you have a \_\_\_\_\_?

I have a noun/adj. noun \_\_\_\_\_.  
Yes, I do. No, I don't.

h. What does he/she/name have?

He/she/name has a noun/adj. noun \_\_\_\_\_.

i. Does he/she/name have \_\_\_\_\_?

Yes, he/she/name does.  
No, he/she/name doesn't.

j. Is this a \_\_\_\_\_?

Yes, it is. No, it isn't.  
It's a \_\_\_\_\_.

k. I Like English

Unit 1, lesson 1

Unit 1, lesson 2

Unit 1, lesson 3

## 2. Vocabulary:

a. animals

e. weather

b. adjectives

f. transportation

c. numerals (10-30)

g. vegetables

d. fruits

## 3. Listening Skills:

a. Following a series of three directions in sequence

b. Listening for story details and answering one word questions

## 4. Pre-Reading Skills:

a. Continue language development and listening skills

C. March

## 1. Sentence Patterns:

a. What are you doing?

I am pres. prog. verb.

b. What is he/she doing?

He/she is pres. prog. verb.

c. What is he/she?

He/she is a pred. noun.

d. What do you see?

I see noun/adj. noun.

e. What color is this/that?

It is \_\_\_\_\_.

f. How do you feel?

I am pred. adj..

g. What do you like?

I like \_\_\_\_\_.

Do you like \_\_\_\_\_?

Yes, I do. No, I don't.

h. I Like English:

Unit 1, lesson 4

Unit 1, lesson 5

Unit 1, lesson 6

## 2. Vocabulary:

- |                               |                     |
|-------------------------------|---------------------|
| a. present progressive verbs  | e. family           |
| b. community helpers - places | f. food stuff       |
| c. feelings                   | g. numerals (31-39) |
| d. body parts                 |                     |

## 3. Listening Skills:

- a. Illustrating favorite story parts
- b. Answering questions about stories

## 4. Pre-Reading Skills:

- a. Words that rhyme
- b. Non-rhyming words
- c. Begin Look and Listen (continue throughout the year) after introducing the concept and doing dittos to reinforce it.

D. April

## 1. Sentence Patterns:

- |  |  |
|--|--|
| a. Does he/she/name like ___?<br>What does he/she/name like? | Yes, He/she/name does.<br>No, He/she/name doesn't.<br>He/she/name likes _____.                     |
| b. What does he/she see?                                     | He/she sees _____.   |
| c. Where did you put the ___?                                | I put the _____ prep. _____.   |
| d. What are you wearing?                                     | I'm wearing _____.   |
| e. What are these?   | They are <u>noun/adj. noun</u> .   |
| f. <u>I Like English</u> :                                   | Unit 2, lesson 7<br>Unit 2, lesson 8<br>Unit 2, lesson 9<br>Unit 2, lesson 10<br>Unit 2, lesson 11 |

## 2. Vocabulary:

- |                     |             |
|---------------------|-------------|
| a. prepositions     | d. clothing |
| b. numerals (40-49) | e. verbs    |
| c. house            |             |

## 3. Listening Skills:

- a. Explaining favorite part of a story
- b. Continuation of all other skills introduced

## 4. Pre-Reading Skills:

- a. Rhyming continued and done in Look and Listen
- b. Color sight words

E. May

## 1. Sentence Patterns:

## a. General review of all patterns

- |                          |                     |
|--------------------------|---------------------|
| 1) How do you feel?      | I feel _____.       |
| 2) How does he/she feel? | He/she feels _____. |

b. I Like English

Unit 2, lesson 12  
 Unit 3, lesson 13  
 Unit 3, lesson 14  
 Unit 3, lesson 15

## 2. Vocabulary:

- a. Things in the house: furniture, parts of rooms, etc.
- b. Parts of house: kitchen accessories
- c. Numerals (50-59)
- d. Environment

## 3. Listening Skills:

- a. Continuation of skills introduced

## 4. Pre-Reading Skills:

- a. Beginning sounds (alike or different) done on dittos
- b. Rhyming in Look and Listen
- c. Alphabet in sequence
- d. Numeral sight words
- e. Begin Animal Crackers

F. June

## 1. Sentence Patterns:

- a. Review of all introduced to date
- b. I Like English
  - Unit 3, lesson 16
  - Unit 3, lesson 17
  - Unit 3, lesson 18

## 2. Vocabulary:

- a. Reinforcement of all introduced to date
- b. Numerals (60-69)
- c. Opposites

## 3. Listening Skills:

- a. Reinforcement of all to date

## 4. Pre-Reading Skills:

- a. Rhyming in Look and Listen
- b. Beginning Sounds (alike and different) in Look and Listen
- c. Alphabet in sequence
- d. Letter names out of sequence
- e. Continue Animal Crackers

G. July

## 1. Sentence Patterns:

- a. Review of all to date
- b. I Like English
  - Unit 4, lesson 19
  - Unit 4, lesson 20
  - Unit 4, lesson 21
  - Unit 4, lesson 22

## 2. Vocabulary:

- a. Reinforce previously learned vocabulary
- b. Numerals (70-79)

## 3. Listening Skills:

- a. Reinforce previously learned skills
- b. Look and Listen: Solving Riddles

## 4. Pre-Reading Skills:

- a. Look and Listen: Rhyming and beginning sounds (alike and different)
- b. Alphabet in sequence
- c. Letters out of sequence
- d. Begin letter sound relationship for consonants
- e. Continue Animal Crackers (related tasks)

H. August

## 1. Sentence Patterns:

- a. Reinforce learned patterns + Past tense regular verbs
- b. I Like English
  - Unit 4, lesson 23
  - Unit 4, lesson 24
  - Unit 5, lesson 25
  - Unit 5, lesson 26

## 2. Vocabulary:

- a. Reinforce all vocabulary learned before
- b. Numerals (80-89)

## 3. Listening Skills:

- a. Reinforce all previous tasks

## 4. Pre-Reading skills:

- a. Reinforce all tasks introduced to date

I. September

## 1. Sentence Patterns:

- a. Reinforcement of all patterns + Past tense irregular verb
- b. I Like English
  - Unit 5, lesson 27
  - Unit 5, lesson 28
  - Unit 5, lesson 29

## 2. Vocabulary:

- a. Reinforcement of all vocabulary introduced
- b. Numerals (90-100)

## 3. Listening Skills:

- a. Reinforcement

## 4. Pre-Reading Skills:

- a. All previous tasks (rhyming, beginning sounds, alphabet, etc.)
- b. Ending sounds (listening for the same ending sound)
- c. Sight words from first story: One Potato

J. October

1. Sentence Patterns:

a. I Like English

Unit 5, lesson 30

b. General review

Finish workbooks for Pre-Reading. Reinforce listening.



## GOALS FOR GROUP II

A. Oral Expression

1. The children will use sentence patterns:

- |  |   |
|--|---|
| a. What is your name?  | My name is _____.<br>I'm _____.   |
| b. How are you?  | Fine, thank you.  |
| c. How old are you?  | I am _____ years old.   |
| d. What is this?<br>What's this?                                     | This is a <u>noun</u> _____.<br>It is a(n) <u>noun</u> _____.<br>It is a(n) <u>adj. noun</u> _____.<br>It's a(n) <u>adj. noun/noun</u> _____. |
| e. What is that?<br>What's that?                                     | That is a <u>noun/adj. noun</u> _____.<br>That's a <u>noun/adj. noun</u> _____.   |
| f. What do you want?<br>Do you want _____?                           | I want _____.<br>Yes, I do. No, I don't.  |
| g. What does name/he/she<br>want?<br>Does name/he/she want<br>_____? | Name/he/she wants _____.<br>Yes, name/he/she does.<br>No, name/he/she doesn't.  |
| h. What do you have?<br>Do you have _____?                           | I have _____.<br>Yes, I do. No, I don't.  |
| i. Does name/he/she have<br>_____?                                   | Yes, name/he/she does. No,<br>name/he/she doesn't. Name/<br>he/she has _____.   |
| j. How do you feel?  | I am <u>pred.</u> _____ <u>adj.</u> _____.  |
| k. Are you a boy or a<br>girl?                                       | I am a _____.   |
| l. Is he/she a boy/girl?   | He/she is a _____.  |
| m. Is _____ here?  | Yes, I'm here. No, he's/<br>she's not here.   |
| n. What day is today?  | Today is _____.<br>It is _____.   |

- o. What month is it? The month is \_\_\_\_\_.  
It is \_\_\_\_\_.
- p. What is the/today's numeral? It is \_\_\_\_\_.
- q. What is the weather like today? It is \_\_\_\_\_.
- r. What are you doing? I am present progressive verb .
- s. What is he/she doing? He/she is present progressive verb .
- t. Is this a \_\_\_\_\_? Yes, it is. No, it isn't.  
It's a \_\_\_\_\_.
- u. What color is this/that? It's \_\_\_\_\_.  
What color is the \_\_\_\_\_? The \_\_\_\_\_ is \_\_\_\_\_.
- v. What do you see? I see \_\_\_\_\_.
- w. What does he/she see? He/she sees \_\_\_\_\_.
- x. What is he/she? He/she is a \_\_\_\_\_.
- y. What are these? They're \_\_\_\_\_.
- z. Where did you put the \_\_\_\_? I put the noun preposition direct object .
- a1 Who's this? It's \_\_\_\_\_.
- a2 What are you wearing? I'm wearing \_\_\_\_\_.
- a3 What do you like? I like \_\_\_\_\_.  
Yes, I do. No, I don't.
- a4 Does he/she like \_\_\_\_\_? Yes, he/she does. No, he/she doesn't.  
  
What does he/she like? He/she likes \_\_\_\_\_.
- a5 Whose \_\_\_\_\_ are/is this/these? They are/it is my/his/her \_\_\_\_\_.

2. The children will demonstrate knowledge of pronoun usage.

3. The students will incorporate subject noun agreement.
4. The students will demonstrate knowledge of present progressive verbs tense.
5. The students will show the ability to create new sentences.

**B. Vocabulary**

1. The children will be familiar with vocabulary from the following categories:

adjectives	body parts	feelings	family
animals	classroom objects	fruits	house
colors	clothing	opposites	months
commands	community helpers	places	toys
prepositions	size description	shapes	vehicles
vegetables	week days	verbs	weather

**C. Listening Skills**

1. The children will be able to follow directions.
2. Students will show the ability to answer questions.

**D. Pre-Reading Skills**

1. The children will demonstrate knowledge of rhyming words.
2. The students will be able to distinguish beginning sounds.
3. The children will have knowledge of the alphabet in sequence.
4. The students will recognize letters out of sequence.
5. The students will discriminate letter sound relationships.

6. The students will recognize ending sounds.

7. The children will identify sight words.

## OBJECTIVES FOR GROUP II

A. Oral Expression

1. Use of sentence patterns: (See goals for patterns)

a. When given a sentence or question modeled by the teachers, the child will verbally repeat, verbatim, the sentence or question. (100% proficiency).

Ex: Teacher: I have a red car.

Student: I have a red car.

b. When given two verbal response choices to a statement or question, the child will verbally state the correct choice in English. (100% proficiency).

Ex: Teacher: I have a car red or red car .

Student: I have a red car

c. When verbally cued by the teacher or another child with the question, the child will verbally respond with the correct sentence pattern answer in English. (95% proficiency).

Ex: Teacher: What is this?

Child: It's a blue car.

d. When given a verbal response by the teacher or another child, the student will verbally state the correct learned question pattern. (90% proficiency).

Ex: Teacher: It's a big, brown dog.

Student: What is it?

2. Pronoun Usage: My, His, Her

a. When shown a picture of a person and given two pronoun choices by the teacher, the students will verbally state the correct choice. (90% proficiency).

Ex: Teacher: Shows a picture of a girl and says his/her.

Student: Her

b. When shown a picture of a person, the child will verbally state the correct possessive pronoun: my, his or her. (90% proficiency).

Ex: Teacher: Holds up a picture of a child and calls on that child.

Student: My.

c. When given a verbal sentence, the child will orally state verbatim what the teacher said. (100% proficiency).

Ex: Teacher: His coat is blue.

Student: His coat is blue.

d. When given a question which contains a possessive pronoun, the student will verbally respond in sentence form in English using the same pronoun which the teacher used. (95% proficiency).

Ex: Teacher: What color is her dress?

Student: Her dress is yellow.

e. When given a question by the teacher which contains a possessive noun and shown a picture, the child will verbally respond in English using the correct possessive pronoun in a sentence. (90% proficiency).

Ex: Teacher: Holds up a picture of a boy and says "What color is the boy's shirt?"

Student: His shirt is red.

3. Subject verb agreement for: I, you, he, she, it, and have/has, am/is/are, want/wants and like/likes.

a. When given a sentence or question modeled by the teacher, the student will verbally repeat, verbatim, the sentence or question.

(100% proficiency).

Ex: Teacher: He wants the small blocks.

Student: He wants the small blocks.

b. When given a subject pronoun and two forms of the same verb to be used, the child will verbally select the correct form to go with the subject pronoun. (95% proficiency).

Ex: Teacher: I has or I have.

Student: I have.

c. When shown a picture of a person or group and given two choices, the child will verbally state the correct subject pronoun. (95% proficiency).

Ex: Teacher: Shows a picture of a boy. Says he or she.

Student: He.

d. When shown a picture and given two verbal response choices to a question, the child will state the correct response, orally. (95%)

Ex: Teacher: Shows card of girl. He wants a car, or she wants a car.

Student: She wants a car.

e. When verbally cued with a question and shown a card to indicate the subject pronoun, the child will verbally state the correct response. (95% proficiency).

Ex: Teacher: Card with five people. What do the people have?

Student: They have some fruit.

f. When cued with a verbal response, the child will generate, orally, the question, using the correct subject pronoun and verb agreement in the question. (85% proficiency).

Ex: Teacher: You have a red crayon.

Student: What do I have?

4. Present Progressive verb tense: I am, he is, she is.

a. When given a subject pronoun and two conjugated forms of the verb to be, the child will orally state the correct form. (95% proficiency).

Ex: Teacher: He is or He are?

Student: He is.

b. When shown a picture and given a sentence, the children will verbally model the sentence. (100% proficiency).

Ex: Teacher: Shows a picture of a boy and says "He is running."

Student: He is running.

c. When given the correct conjugation of the subject pronoun with the verb to be and two forms of the action verb, the child will verbally state the correct form. (95% proficiency).

Ex: Teacher: She is jump or jumping?

Student: Jumping.

d. When shown a picture and asked a question, the child will respond with the correct format for the question using the present progressive tense. (95% proficiency).

Ex: Teacher: Shows a boy running. "What is he doing?"

Student: He is running.

e. When given an oral response, the child will verbally state the question form using the present progressive tense. (90% proficiency).

Ex: Teacher: She is playing in the yard.

Student: What is she doing?

### B. Vocabulary

1. Given pictures and/or objects and a word for one of the pictures or objects in the group, the child will select by picking out, the picture or object for the given word. (100% proficiency).

2. When shown a picture or object and asked what it is, the child will verbally state the correct name for the picture or object. (100%)

### C. Listening Skills

1. Given a series of up to three sequential instructions by the teacher, the child will physically carry out the instructions in the order stated by the teacher. (100% proficiency).

2. Given a set of clues for a picture and three pictures to choose from, the student will pick out the picture described. (100% proficiency).

3. Given a set of clues for a picture, the child will verbally state the word of the picture which was described. (95% proficiency).

4. Given a story read by the teacher, the child will illustrate his/her favorite part of the story. (100% proficiency).

5. Given a story read by the teacher or a taped story, the child will illustrate his/her favorite part and orally explain the picture in English. (85% proficiency).

6. Given a story told aloud, the child will answer questions orally in English about the story. (90% proficiency).

D. Pre-Reading Skills

1. Rhyming words:

a. Given two words said aloud, the child will clap if they rhyme. (100% proficiency).

b. Given three pictures on a paper, two which rhyme and one which does not rhyme, and the names of the pictures said by the teacher, the child will put an "X" (ex) on the one which does not rhyme. (100%)

c. Given a set of cards for the flannel board and the name of one of the cards in the rhyming set, the child will select the card that rhymes with the given card and place it next to it on the flannel board. (100% proficiency).

d. Given a word by the teacher, the child will state a rhyming word. (95% proficiency).

2. Beginning sounds (alike and different)

a. Given two words stated by the teacher, the child will clap if they begin with the same beginning sound. (100% proficiency).

b. Given pictures of three words on a paper and the names of the pictures said by the teacher, the child will put an "X" (ex) on the picture of the word which has the different beginning sound. (100%)

c. Given a word by the teacher, the child will state in English, a word which begins with the same sound as the given word. (95% proficiency).

3. Alphabet in Sequence:

a. Given the alphabet said by the teacher, the child will orally repeat it. (100% proficiency).

b. When verbally given the first five letters of the alphabet by the teacher, the students will finish saying the alphabet using the correct sequence and letter names. (100% proficiency).

c. Given written letters for all of the letters in the alphabet, the child will arrange them in the correct sequence and then say their names in order. (100% proficiency).

4. Letters out of sequence:

a. When given two randomly selected letters and the name for one of these letters, the child will pick out the letter for the given name. (100% proficiency).

b. When given all letters of the alphabet and the name for one of the letters, the child will pick out the given letter. (100%)

c. When shown a letter and asked its name, the child will verbally state the name of the letter in English. (100% proficiency).

5. Letter sound relationships:

a. When given a letter and its sound and three words that begin with the sound, the child will verbally state two additional words in English that begin with the same sound. (95% proficiency).

b. When given a letter sound worksheet which contains pictures of words which do and do not begin with a given letter sound and the words said by the teacher, the child will color all pictures which do begin with the given sound. (100% proficiency).

c. When shown a letter on a card, the child will say a word which contains the letter sound and state if the sound is at the beginning or end of the word. (95% proficiency).

d. When shown a letter on a card, the child will make the letter's sound. (100% proficiency).

e. When given a sound of a letter, the child will state orally the name of the letter which makes the sound. (100% proficiency).

#### 6. Recognition of ending sounds:

a. Given two words said by the teacher, the child will clap if they have the same ending sound. (95% proficiency).

b. Given three words said orally by the teacher, two which end with the same sound, the child will state the word which has the different ending sound. (90% proficiency).

#### 7. Sight words:

a. Given a set of three sight words, two which are the same word, the child will put together the two words which are the same. (100%)

b. When shown two sight words and given the word for one by the teacher, the child will select, pick out, the card for the sight word which the teacher read. (95% proficiency).

c. When shown a card with a sight word on it, the child will orally read the word. (95% proficiency).

## VOCABULARY FOR GROUP II

<u>Animals</u>		<u>Adjectives</u>		
bear	elephant	mouse	big	new
bee	fish	pig	broken	noisy
bird	giraffe	rabbit	clean	old
burro	goat	rhinoceros	cold	quiet
camel	hen	seal	dirty	short
cat	hippopotamus	sheep	fat	sleepy
cow	horse	tiger	funny	small
dinosaur	kangaroo	turkey	hot	tall
dog	lion	turtle	little	thin
duck	monkey	whale	long	young
		zebra		

<u>Body Parts</u>		<u>Classroom Objects</u>		<u>Colors</u>
arms	knees	bathroom	paste	black
cheeks	legs	bell	pen	blue
chin	mouth	benches	pencil	brown
ears	neck	books	piano	green
elbow	nose	chair	rug	grey
eyes	shoulders	chalk	ruler	orange
face	stomach	chalkboard	scissors	pink
feet	teeth	crayons	sink	purple
fingers	thumb	desk	sticker	red
hair	toes	eraser	tables	white
hands	tooth	lunchbox	trashcan	yellow
head	wrist	paper		

<u>Clothing and Access.</u>		<u>Community Helpers and Places they work</u>	
belt	pajamas	barber	barber shop
blouse	purse	bus driver	
bracelet	raincoat	cashier	store
cap	scarf	dentist	
coat	shirt	doctor, nurse	hospital
dress	shoes	fireman	firehouse
gloves	skirt	mailman, postman	post office
hat	socks	milkman	
jacket	sweater	policeman	police station
mittens	tie	teacher	school
necklace	umbrella	trashman	
pants			

<u>Commands</u>	<u>Days</u>	<u>Environment</u>	<u>Family Members</u>
Please, be quiet	Sunday	board	baby
Please, come here	Monday	building	boy
Please, raise your hand	Tuesday	flowers	brother
Please, walk	Wednesday	grass	father
Sit down, please	Thursday	house	girl
	Friday	sandbox	grandfather
	Saturday	school	grandmother
		sky	lady
		slidingboard	man
		swings	mother
		trees	sister

<u>Feelings</u>	<u>Food Stuff</u>	<u>Fruits and Vegetables</u>
angry	bread	apple
happy	butter	banana
hungry	cake	beans
mad	candy	cabbage
sick	cookies	carrots
thirsty	eggs	cherries
tired	ice cream	coconut
unhappy	juice	grapes
	meat	lemon
	milk	lettuce
	nuts	orange
	pie	pear
	rice	peas
	sandwich	pineapple
	soup	potato
	water	tomatoes

<u>House</u>	<u>Instruments</u>	<u>Kitchen items</u>
bathroom:	drum	bowl
bedroom:	guitar	cup
	piano	dish
diningroom:	tambourine	fork
kitchen:	trumpet	glass
		knife
livingroom:		napkin
		spoon
Misc.:		

<u>Months</u>	<u>Numerals</u>
January	1 - 100
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

Opposites

above	-	below
dirty	-	clean
fast	-	slow
hot	-	cold
inside	-	outside
off	-	on
old	-	new
up	-	down

Prepositions

above  
below  
in  
inside  
on  
outside  
over  
to  
under

Shapes

circles  
cross  
diamond  
heart  
rectangle  
square  
star  
triangle

Size

big  
large  
little  
small

Toys

ball	mask
balloon	puppet
bat	rope
bike	scooter
blocks	sled
boat	swing
car	top
doll	truck
kite	wagon
marble	yo-yo

Transportation

bicycle	train
boat	tricycle
bus	truck
car	
helicopter	
jet	
plane	
rocket	
taxi	
tractor	

Weather

cold  
cloudy  
hot  
rainy  
sunny  
windy

Verbs

brush	dry	read	want
catch	eat	ride	watch
climb	have	run	wear
close	hop	sing	
comb	jump	sit	
cry	like	skip	
dance	make	sleep	
draw	open	swim	
drink	paint	to be	
drive	play	walk	



## GROUP II - SCHEDULE OF ACTIVITIES

A. January

## 1. Sentence Patterns:

- |                              |  |
|------------------------------|--|
| a. What is your name?        | My name is _____.<br>I'm _____.            |
| b. How old are you?          | I am _____ years old.                      |
| c. Hello. How are you?       | Fine. Thank you.                           |
| d. Is _____ here?            | Yes, I'm here.<br>No, He's/she's not here. |
| e. What is this?             | It is a <u>noun</u> . It's a ____.         |
| f. Please open my thermos.   |  |
| g. May I go to the bathroom? |  |
| h. May I drink water?        |  |
| i. May I play?               |  |
| j. What day is today?        | Today is _____. It is _____.               |
| k. What is the month?        | It is _____.                               |
| l. What is the numeral?      | It is _____.                               |

## 2. Vocabulary:

- |                      |           |
|----------------------|-----------|
| a. Classroom objects | d. Days   |
| b. Colors            | e. Shapes |
| c. Commands          | f. Size   |

## 3. Listening Skills:

- a. Following a sequence of one direction

## 4. Pre-Reading Skills:

- a. Language Development

B. February

## 1. Sentence Patterns:

- |                                    |                                    |
|------------------------------------|------------------------------------|
| a. What's this?                    | It's a(n) <u>noun</u> .            |
|                                    | It's a(n) <u>adj. noun</u> .       |
|                                    | It is a(n) <u>adj. noun/noun</u> . |
| b. Is this a _____?                | Yes, it is. No, it isn't.          |
|                                    | It's a _____.                      |
| c. What do you want?               | I want _____.                      |
| Do you want _____?                 | Yes, I do. No, I don't.            |
| d. What is that?                   | That is _____.                     |
| What's that?                       | That's _____.                      |
| e. What is the weather like today? | It is _____.                       |
|                                    | The month is _____.                |
| f. Are you a boy/girl?             | I'm a _____.                       |

## 2. Vocabulary:

- |                       |                   |
|-----------------------|-------------------|
| a. Adjectives         | d. Numerals to 10 |
| b. Animals            | e. Toys           |
| c. Months (introduce) | f. Weather        |

## 3. Listening Skills:

- Following a series of two directions
- Guessing pictures from clues

## 4. Pre-Reading Skills:

- Continue language development and listening skills

C. March

## 1. Sentence Patterns:

- |                            |                                       |
|----------------------------|---------------------------------------|
| a. What does he/she want?  | He/she wants _____.                   |
| b. Does he/she want _____? | Yes, he/she does. No, he/she doesn't. |

- |                                 |                               |
|---------------------------------|-------------------------------|
| c. What color is this/<br>that? | It is _____.<br>It's _____.   |
| d. What color is the ____?      | The _____ is _____.           |
| e. How do you feel?             | I am <u>pred. adj.</u> _____. |
| f. Is he/she a boy/girl?        | He/she is a _____.            |

## 2. Vocabulary:

- |               |                   |
|---------------|-------------------|
| a. Body parts | d. Numerals to 20 |
| b. Feelings   | e. Transportation |
| c. Fruits     | f. Vegetables     |

## 3. Listening Skills:

- Following a series of three directions in sequence
- Listening for story details and answering one word questions

## 4. Pre-Reading Skills:

- Continue language development and listening skills

D. April

## 1. Sentence Patterns:

- |  |   |
|--|---|
| a. What do you have?<br>Do you have _____?           | I have _____.<br>Yes, I do. No, I don't.                      |
| b. What does he/she have?<br>Does he/she have _____? | He/she has _____.<br>Yes, he/she does. No, he/she<br>doesn't. |
| c. What are you doing?                               | I am <u>pres. prog. verb</u> _____.                           |
| d. <u>I Like English</u>                             | Unit 1, lesson 1<br>Unit 1, lesson 2<br>Unit 1, lesson 3      |

## 2. Vocabulary:

- |                |                              |
|----------------|------------------------------|
| a. Family      | d. Numerals to 30            |
| b. Foodstuffs  | e. Present progressive verbs |
| c. Instruments |                              |

## 3. Listening Skills:

- a. Illustrating favorite story parts

## 4. Pre-Reading Skills:

- a. Words that rhyme
- b. Non-rhyming words
- c. Begin Look and Listen after introducing the concept and doing

dittos to reinforce it (continue book throughout the year).

E. May

## 1. Sentence Patterns:

- |  |  |
|--|--|
| a. What is he/she doing?               | He/she is <u>pres. prog. verb.</u>                       |
| b. What is he/she?                     | He/she is a <u>pred. noun</u> .                          |
| c. What do you see?                    | I see _____.   |
| d. Where did you put the? <u>   </u> ? | I put the <u>   </u> prep. <u>   </u> .                  |
| e. <u>I Like English</u>               | Unit 1, lesson 4<br>Unit 1, lesson 5<br>Unit 1, lesson 6 |

## 2. Vocabulary:

- |                                 |                 |
|---------------------------------|-----------------|
| a. Community helpers and places | d. Prepositions |
| b. House                        | e. Verbs        |
| c. Numerals to 40               |                 |

## 3. Listening Skills:

- a. Answering questions about stories
- b. Strengthening of all other skills

## 4. Pre-Reading Skills:

- a. Rhyming continued
- b. Color sight words
- c. Alphabet in sequence

F. June

## 1. Sentence Patterns:

- |  |  |
|--|--|
| a. What does he/she see?                             | He/she sees _____.   |
| b. What are these?                                   | They are _____.  |
| c. What are you wearing?                             | I'm wearing _____.   |
| d. What do you like?                                 | I like _____.  |
| e. Do you like _____?                                | Yes, I do. No, I don't.  |
| f. What does he/she like?<br>Does he/she like _____? | He/she likes _____.<br>Yes, he/she does. No, he/<br>she doesn't. |
| g. <u>I Like English</u>                             | Unit 2, lesson 7<br>Unit 2, lesson 8                             |

## 2. Vocabulary:

- |                |                                  |
|----------------|----------------------------------|
| a. Clothing    | c. House: rooms and things in it |
| b. Environment | d. Numerals to 50                |

## 3. Listening Skills:

- a. Illustrating and explaining favorite part of story
- b. All other skills

## 4. Pre-Reading Skills:

- a. Beginning sounds (alike/different) done on dittos
- b. Rhyming in Look and Listen
- c. Alphabet in sequence
- d. Numeral sight words
- e. Letter names out of sequence
- f. Begin Animal Crackers

G. July

## 1. Sentence Patterns:

- a. Reinforcement of all learned to date
- b. I Like English
  - Unit 2, lesson 9
  - Unit 2, lesson 10
  - Unit 2, lesson 11

## 2. Vocabulary:

- a. Numerals to 60
- b. Opposites

## 3. Listening Skills:

- a. Reinforcement of all skills to date

## 4. Pre-Reading Skills:

- a. Rhyming and beginning sounds in Look and Listen
- b. Continue with Animal Crackers
- c. Alphabet in sequence
- d. Letter names out of sequence.
- e. Letter Sound Relationship (Beginning)

H. August

## 1. Sentence Patterns:

a. Reinforce all patterns to date

b. I Like English

Unit 2, lesson 12

Unit 3, lesson 13

Unit 3, lesson 14

Unit 3, lesson 15

## 2. Vocabulary:

a. Numerals to 70

b. Reinforce all other vocabulary

## 3. Listening Skills:

a. Reinforce all skills to date

## 4. Pre-Reading Skills:

a. Continue with Look and Listen: rhyming and beginning sounds, introduce solving riddles.

b. Continue with Animal Crackers

c. Letter sound-relationship-consonants

I. September

## 1. Sentence Patterns:

a. All patterns introduced to date

b. I Like English

Unit 3, lesson 16

Unit 3, lesson 17

Unit 3, lesson 18

Unit 4, lesson 19

## 2. Vocabulary:

a. All vocabulary to date

b. Numerals to 90

## 3. Listening Skills:

a. Reinforce all skills to date

## 4. Pre-Reading Skills:

- a. Continue Look and Listen
- b. Continue with Animal Crackers
- c. Letter sound relationship
- d. Listening for ending sounds

J. October

## 1. Sentence Patterns:

- a. Review of all patterns
- b. I Like English Unit 4, lesson 20

## 2. Vocabulary:

- a. Numerals to 100
- b. Review

## 3. Listening Skills:

- a. Review

## 4. Pre-Reading Skills:

- a. Sight words from One Potato, Two
- b. Finish Look and Listen
- c. Continue with Animal Crackers
- d. Reinforce all skills

## GOALS FOR GROUP III

A. Oral Expression

## 1. Sentence patterns: The child will respond to:

- |  |  |
|--|--|
| a. What is your name?  | My name is _____.<br>I'm _____.  |
| b. How are you?  | Fine, thank you.   |
| c. How old are you?  | I am _____ years old.  |
| d. What is this?<br>What's this?                                     | It is a <u>noun</u> _____.<br>It's a <u>noun/adj. noun</u> _____.              |
| e. What is that?<br>What's that?                                     | That is a <u>adj. noun</u> _____.<br>That's a _____.                           |
| f. What do you want?<br>Do you want _____?                           | I want _____.<br>Yes, I do. No, I don't.                                       |
| g. What does name/he/she<br>want?<br>Does name/he/she want<br>_____? | Name/he/she wants _____.<br>Yes, name/he/she does.<br>No, name/he/she doesn't. |
| h. What do you have?<br>Do you have _____?                           | I have _____.<br>Yes, I do. No, I don't.                                       |
| i. Does name/he/she have<br>_____?<br>What does name/he/she<br>have? | Yes, name/he/she does.<br>No, name/he/she doesn't.<br>Name/he/she has _____.   |
| j. How do you feel?  | I am <u>pred. adj</u> _____.   |
| k. Are you a boy/girl?   | I am a boy/girl.   |
| l. Is he/she a boy/girl?   | He/she is a _____.   |
| m. Is _____ here?  | Yes, I'm here. No, he/she<br>is not here.                                      |
| n. What day is today?  | Today is _____.  |
| o. What month is it?   | The month is _____.  |

- p. What is the numeral? It is \_\_\_\_\_.
- q. What is the weather like today? It is \_\_\_\_\_.
- r. What are you doing? I am present progressive verb.
- s. What is he/she doing? He/she is present progressive verb.
- t. Is this a \_\_\_\_\_? Yes, it is. No, it isn't.  
It's a \_\_\_\_\_.
- u. What color is this/that? It's \_\_\_\_\_.  
What color is the \_\_\_\_\_? The \_\_\_\_\_ is \_\_\_\_\_.
- v. What do you see? I see \_\_\_\_\_.
- w. What is he/she? He/she is a pred. noun.
- x. What are these? They are \_\_\_\_\_.
- y. Where did you put the \_\_\_\_\_? I put the \_\_\_\_\_ prep. direct object.
- z. Who's this? It's \_\_\_\_\_.
- a1 What are you wearing? I'm wearing \_\_\_\_\_.
- a2 What do you like? I like \_\_\_\_\_.  
Do you like \_\_\_\_\_? Yes, I do. No I don't.
- a3 What does name/he/she like? Name/he/she/ likes \_\_\_\_\_.  
Does name/he/she like \_\_\_\_\_? Yes, name/he/she does.  
No, name/he/she doesn't.

2. The children will demonstrate knowledge of pronoun usage.

3. The students will incorporate subject/verb agreement.

4. The students will demonstrate knowledge of present progressive verbs tense.

5. The students will show ability to create new sentences.

B. Vocabulary

1. The children will be familiar with vocabulary from the following categories:

adjectives	colors	feelings	opposites	toys
animals	commands	fruit	places	vegetables
body parts	community helpers	house	preposi- tions	vehicles
classroom objects	family	months	shapes	verbs
clothing			sizes	weather
				week days

C. Listening Skills

1. The children will be able to follow directions.
2. The children will show the ability to answer questions.

D. Pre-Reading Skills

1. The children will demonstrate knowledge of rhyming words.
2. The students will be able to distinguish beginning sounds.
3. The children will have knowledge of the alphabet in sequence.
4. The children will recognize letters out of sequence.
5. The children will discriminate letter sound relationships.

v

## OBJECTIVES FOR GROUP III

A. Oral Expression

## 1. Use of sentence patterns: (See goals for patterns)

a. When given a sentence or question modeled by the teacher, the child will verbally repeat, verbatim, the sentence or question. (100% proficiency).

Ex: Teacher: I have a red car.

Student: I have a red car.

b. When given two verbal response choices to a statement or question, the child will verbally state the correct choice in English. (95% proficiency).

Ex: Teacher: I have a car red or red car .

Student: I have a red car .

c. When verbally cued by the teacher or another child with the question, the child will verbally respond with the correct sentence pattern answer in English. (90% proficiency)

Ex: Teacher: What is this?

Child: It's a blue car.

d. When given a verbal response by the teacher or another child, the student will verbally state the correct learned question pattern. (85% proficiency)

Ex: Teacher: It's a big, brown dog.

Student: What is it?

2. Subject verb agreement for: I, you, he, she, it, and have/has, am/is/are, want/wants and like/likes.

a. When given a sentence or question modeled by the teacher, the student will verbally repeat, verbatim, the sentence or question. (100% proficiency).

Ex: Teacher: He wants the small blocks.

Student: He wants the small blocks.

b. When given a subject pronoun and two forms of the same verb to be used, the child will verbally select the correct form to go with the subject pronoun. (90% proficiency).

Ex: Teacher: I has or I have.

Student: I have.

c. When shown a picture of a person or group and given two choices, the child will verbally state the correct subject pronoun. (90% proficiency).

Ex: Teacher: Shows a picture of one man. Says he or she.

Student: He

d. When shown a picture and given two verbal response choices to a question, the child will state the correct response, orally. (90% proficiency).

Ex: Teacher: Shows card of girl. He wants a car, or she wants a car.

Student: She wants a car.

e. When verbally cued with a question and shown a card to indicate the subject pronoun, the child will verbally state the correct response. (90% proficiency).

Ex: Teacher: Card with a girl. What does the girl have?

Student: She has some fruit.

f. When cued with a verbal response, the child will generate, orally, the question, using the correct subject pronoun and verb agreement in the question. (80% proficiency).

Ex: Teacher: You have a red crayon.

Student: What do I have?

3. Present progressive verb tense: I am, he is, she is.

a. When given a subject pronoun and two conjugated forms of the verb to be, the child will orally state the correct form. (90%)

Ex: Teacher: He is or He are?

Student: He is

b. When shown a picture and given a sentence, the children will verbally model the sentence. (100% proficiency).

Ex: Teacher: Shows a picture of a boy and says: "He is running."

Student: He is running.

c. When given the correct conjugation of the subject pronoun with the verb to be and two forms of the action verb, the child will verbally state the correct form. (90% proficiency).

Ex: Teacher: She is jump or jumping?

Student: Jumping.

d. When shown a picture and asked a question, the child will respond with the correct format for the question using the present progressive tense. (90% proficiency).

Ex: Teacher: Shows a boy running. What is he doing?

Student: He is running.

e. When given an oral response, the child will verbally state the question form using the present progressive tense. (85% proficiency).

Ex: Teacher: She is playing in the yard.

Student: What is she doing?

4. Spontaneous communication in English:

a. When asked a question by the teacher, the child will verbally reply in English. (85% of the time).

b. When initiating a conversation with the teacher, the child will speak in English using substitution words in learned patterns. (80% proficiency).

B. Vocabulary

1. Given pictures and objects and a word for one of the pictures or objects in the group, the child will select by picking out, the picture or object for the given word. (100% proficiency).

2. When shown a picture or object and asked what it is, the child will verbally state the correct name for the picture or object. (100%)

C. Listening Skills

1. Given a series of up to three sequential instructions by the teacher, the child will physically carry out the instructions in the order stated by the teacher. (100% proficiency).

2. Given a set of clues for a picture and three pictures to choose from, the student will pick out the picture described. (100%)

3. Given a set of clues for a picture, the child will verbally state the word of the picture which was described. (90% proficiency).

4. Given a story read by the teacher, the child will illustrate his/her favorite part of the story. (100% proficiency).

5. Given a story read by the teacher or a taped story, the child will illustrate his/her favorite part and orally explain the picture in English. (80% proficiency).

6. Given a story told aloud, the child will correctly answer questions orally in English about the story. (85% proficiency).

#### D. Pre-Reading Skills

##### 1. Rhyming words:

a. Given two words said aloud, the child will clap if they rhyme. (100% proficiency).

b. Given three pictures on a paper, two which rhyme and one which does not rhyme, and the names of the pictures said by the teacher, the child will put an "X" (ex) on the one which does not rhyme. (100%)

c. Given a set of cards for the flannel board and the name of one of the cards in the rhyming set, the child will select the card that rhymes with the given card and place it next to it on the flannel board. (100% proficiency).

d. Given a word by the teacher, the child will state a rhyming word. (85% proficiency).

##### 2. Beginning sounds: (alike and different)

a. Given two words stated by the teacher, the child will clap if they begin with the same beginning sound. (100% proficiency).

b. Given pictures of three words on a paper and the names of the pictures said by the teacher, the child will put an "X" (ex) on the picture of the word which has the different beginning sound. (100%)

c. Given a word by the teacher, the child will state, in English a word which begins with the same sound as the given word. (80%)

### 3. Alphabet in Sequence:

a. Given the alphabet said by the teacher, the child will orally repeat it. (100% proficiency).

b. When verbally given the first five letters of the alphabet by the teacher, the students will finish saying the alphabet using the correct sequence and letter names. (100% proficiency).

c. Given written letters for all of the letters in the alphabet, the child will arrange them in the correct sequence and then say their names in order. (100% proficiency).

### 4. Letters out of sequence:

a. When given two randomly selected letters and the name for one of these letters, the child will pick out the letter for the given name. (100% proficiency).

b. When given all letters of the alphabet and the name for one of the letters, the child will pick out the given letter. (95%)

c. When shown a letter and asked its name, the child will verbally state the name of the letter in English. (90% proficiency).

### 5. Letter sound relationships:

a. When given a letter M, S, D, P, T and its sound and three words that begin with the sound, the child will verbally state two additional words in English that begin with the same sound. (85%)

b. When given a letter sound M, S, D, P, T worksheet which contains pictures of words which do and do not begin with a given letter sound and the words said by the teacher, the child will color all pictures which do begin with the given sound. (95% proficiency).

c. When shown a letter M, S, D, P, T on a card, the child will say a word which contains the letter sound. (95% proficiency).

d. When shown a letter M, S, D, P, T a card, the child will make the letter's sound. (90% proficiency).

e. When given a sound of a letter M, S, D, P, T the child will state orally the name of the letter which makes the sound. (90% proficiency).



## VOCABULARY FOR GROUP III

Animals

bear  
bee  
bird  
camel  
cat  
cow  
dinosaur  
dog  
duck  
elephant

fish  
giraffe  
goat  
hen  
hippopotamus  
horse  
kangaroo  
lion  
monkey  
mouse

pig  
rabbit  
rhinoceros  
seal  
sheep  
tiger  
turkey  
turtle  
whale  
zebra

Adjectives

big  
clean  
cold  
fat  
funny  
hot  
little  
long  
new  
noisy

old  
quiet  
short  
sleepy  
small  
tall  
thin  
young

Body Parts

arms  
chin  
ears  
eyes  
face  
feet  
fingers  
hair  
hands  
head  
knees

legs  
mouth  
neck  
nose  
shoulders  
stomach  
teeth  
thumb  
toes  
tooth

Classroom Objects

bathroom  
bell  
benches  
books  
chair  
chalk  
chalkboard  
crayons  
desk  
eraser  
lunchbox  
paper

paste  
pen  
pencil  
piano  
rug  
ruler  
scissors  
sink  
sticker  
tables  
trashcan

Colors

black  
blue  
brown  
green  
orange  
pink  
purple  
red  
white  
yellow

Clothing and Access.

belt  
blouse  
bracelet  
cap  
coat  
dress  
gloves  
hat  
jacket  
mittens  
necklace  
pants

pajamas  
purse  
raincoat  
scarf  
shirt  
shoes  
skirt  
socks  
sweater  
tie  
umbrella

Commands

Please, be quiet  
Please, come here  
Please, raise your hand  
Please, walk  
Sit down, please

Days

Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday

Community Helpers & Places they work

barber	barber shop
bus driver	
cashier	store
dentist	
doctor, nurse	hospital
fireman	firehouse
mailman, postman	post office
milkman	
policeman	police station
teacher	school
trashman	

Environment

board  
building  
flowers  
grass  
house  
sandbox  
school  
sky  
slidingboard  
swings  
trees

Family Members

baby  
boy  
brother  
father  
girl  
grandfather  
grandmother  
lady  
man  
mother  
sister

Feelings

angry  
happy  
hungry  
mad  
sick  
thirsty  
tired

Food Stuff

bread	meat
butter	milk
cake	nuts
candy	pie
cookies	rice
eggs	sandwich
ice cream	soup
juice	water

Fruits and Vegetables

apple	lemon
banana	lettuce
beans	orange
cabbage	pear
carrots	peas
cherries	pineapple
coconut	potato
grapes	tomatoes

House

bathroom:	sink, toilet, tub
bedroom:	bed, curtain, lamp, radio
diningroom:	chairs, table
kitchen:	cabinets, oven refrig- erator, sink, stove
livingroom:	bookcase, couch, phone, sofa, T.V.
Misc.:	ceiling, doors, floor, stairs, walls, windows

Instruments

drum  
guitar  
piano  
tambourine  
trumpet

Kitchen items

bowl  
cup  
dish  
fork  
glass  
knife  
napkin  
spoon

Months

January	May	September
February	June	October
March	July	November
April	August	December

Numerals

1 - 50

Opposites

above	-	below
dirty	-	clean
fast	-	slow
hot	-	cold
inside	-	outside
off	-	on
old	-	new
up	-	down

Prepositions

above  
below  
in  
inside  
on  
outside  
over  
to  
under

Shapes

circles  
diamond  
heart  
rectangle  
square  
star  
triangle

Size

big  
large  
little  
small

Toys

ball	mask
balloon	puppet
bat	rope
bike	scooter
blocks	sled
boat	swing
car	top
doll	truck
kite	wagon
marble	yo-yo

Transportation

bicycle	train
boat	tricycle
bus	truck
car	
helicopter	
jet	
plane	
rocket	
taxi	
tractor	

Weather

cold  
cloudy  
hot  
rainy  
sunny  
windy

Verbs

brush	dry	read	want
catch	eat	ride	watch
climb	have	run	wear
close	hop	sing	
comb	jump	sit	
cry	like	skip	
dance	make	sleep	
draw	open	swim	
drink	paint	to be	
drive	play	walk	



## GROUP III - SCHEDULE OF ACTIVITIES

A. January

## 1. Sentence Patterns:

- |                              |                                       |
|------------------------------|---------------------------------------|
| a. What is your name?        | My name is _____.                     |
|                              | I'm _____.                            |
| b. Hello. How are you?       | Fine. Thank you.                      |
| c. Is _____ here?            | Yes, I'm here. No, he/she isn't here. |
| d. What is this?             | It is a <u>noun</u> _____.            |
| e. Please open my thermos.   |                                       |
| f. May I go to the bathroom? |                                       |
| g. May I drink water?        |                                       |
| h. May I play?               |                                       |
| i. What day is today?        | Today is _____.                       |

## 2. Vocabulary:

- |                      |           |
|----------------------|-----------|
| a. Classroom objects | d. Days   |
| b. Colors            | e. Shapes |
| c. Commands          |           |

## 3. Listening Skills:

- a. Following one direction

## 4. Pre-Reading Skills:

- a. Language development

B. February

## 1. Sentence patterns:

- |                     |                       |
|---------------------|-----------------------|
| a. How old are you? | I am _____ years old. |
|---------------------|-----------------------|

- b. What's this? It is a \_\_\_\_\_.
- c. Is this a \_\_\_\_\_? Yes, it is. No, it isn't.  
It's a \_\_\_\_\_.
- d. What is that? That is a \_\_\_\_\_.
- e. What is the month? The month is \_\_\_\_\_.
- f. What is today's numeral? It is \_\_\_\_\_.
- g. Are you a boy/girl? I'm a \_\_\_\_\_.

## 2. Vocabulary:

- a. Animals c. Numerals to 10
- b. Months d. Toys

## 3. Listening Skills:

- a. Following a series of two directions

## 4. Pre-Reading Skills:

- a. Continue language development

C. March

## 1. Sentence Patterns:

- a. Is \_\_\_\_\_ here? No, he/she is not here.
- b. What's this? It's a noun/adj. noun.
- c. What's that? That's a noun/adj. noun.
- d. What is the weather like today? It is \_\_\_\_\_.
- e. What do you want? I want \_\_\_\_\_.
- f. Do you want \_\_\_\_\_? Yes, I do. No, I don't.  
I want \_\_\_\_\_.

## 2. Vocabulary:

- |                    |                   |
|--------------------|-------------------|
| a. Adjectives      | e. Transportation |
| b. Fruits          | f. Vegetables     |
| c. Numerals to 20. | g. Weather        |
| d. Size            |                   |

## 3. Listening Skills:

- a. Guessing a picture from clues

## 4. Pre-Reading Skills:

- a. Continue language development

D. April

## 1. Sentence Patterns:

- |                             |                                       |
|-----------------------------|---------------------------------------|
| a. What do you have?        | I have _____.                         |
| b. Do you have _____?       | Yes, I do. No, I don't. I have _____. |
| c. What color is this/that? | It is _____.                          |
| d. What color is the _____? | The _____ is _____.<br>It's _____.    |
| e. How do you feel?         | I am <u>pred. adj.</u> _____.         |

## 2. Vocabulary:

- |               |                   |
|---------------|-------------------|
| a. Body parts | c. Feelings       |
| b. Family     | d. Numerals to 30 |

## 3. Listening Skills:

- a. Following a series of three instructions
- b. Listening for story details and answering one word questions

## 4. Pre-Reading Skills:

- a. Continue language development

E. May

## 1. Sentence Patterns:

- |                           |   |
|---------------------------|---|
| a. What does he/she want? | He/she wants _____.                                       |
| b. Does he/she want ____? | Yes, he/she does. No, He/she doesn't. He/she wants _____. |
| c. What does he/she have? | He/she has _____.   |
| d. Does he/she have ____? | Yes, he/she does. No, he/she doesn't. He/she has ____.    |
| e. Is he/she a boy/girl?  | He/she is a _____.  |

## 2. Vocabulary:

- |               |                   |
|---------------|-------------------|
| a. Foodstuffs | c. Instruments    |
| b. House      | d. Numerals to 40 |

## 3. Listening Skills:

- a. Illustrating favorite story parts

## 4. Pre-Reading Skills:

- |                  |                      |
|------------------|----------------------|
| a. Rhyming words | b. Non-rhyming words |
|------------------|----------------------|

F. June

## 1. Sentence Patterns:

- |                                |                                      |
|--------------------------------|--------------------------------------|
| a. What are you doing?         | I am <u>pres. prog. verb</u> _____.  |
| b. What do you see?            | I see _____.                         |
| c. What is he/she?             | He/she is a <u>pred. noun</u> _____. |
| d. Where did you put the ____? | I put the _____ <u>prep.</u> _____.  |

## 2. Vocabulary:

- |                                 |                 |
|---------------------------------|-----------------|
| a. Community helpers and places | c. Prepositions |
| b. Numerals to 50               | d. Verbs        |

3. Listening Skills:
  - a. Answering questions about stories.
4. Pre-Reading Skills:
  - a. Alphabet in sequence
  - b. Beginning sounds (alike/different)

G. July

1. Sentence Patterns:
 

a. What is he/she doing?	He/she is _____.
b. What are you wearing?	I'm wearing _____.
c. What are these?	They are _____.
d. <u>I Like English</u>	Unit I, lesson 1 Unit I, lesson 2 Unit I, lesson 3
2. Vocabulary:
 

a. Clothing	c. House
b. Environment	
3. Listening Skills:
  - a. Illustrating and explaining stories
4. Pre-Reading Skills:
  - a. Beginning sounds (alike/different)
  - b. Rhyming
  - c. Alphabet in sequence
  - d. Letter names out of sequence

H. August

## 1. Sentence Patterns:

- |                            |  |
|----------------------------|--|
| a. What do you like?       | I like _____.  |
| b. Do you like _____?      | Yes, I do. No, I don't.<br>I like _____.                         |
| c. What does he/she like?  | He/she likes _____.  |
| d. Does he/she like _____? | Yes, he/she does. No, he/<br>she doesn't. He/she likes<br>_____. |
| e. <u>I Like English</u>   | Unit 1, lesson 4<br>Unit 1, lesson 5<br>Unit 1, lesson 6         |

## 2. Vocabulary:

- a. Opposites
- b. Reinforcement of all vocabulary

## 3. Listening Skills:

- a. Reinforce all skills.

## 4. Pre-Reading Skills:

- a. Letter names out of sequence
- b. Alphabet in sequence
- c. Rhyming
- d. Beginning sounds (alike/different)
- e. Letter sound: M, S

I. September

## 1. Sentence Patterns:

- a. Reinforcement of all patterns to date
- b. I Like English

Unit 2, lesson 7 - 8
Unit 2, lesson 9 - 10





## GOALS FOR GROUP IV

A. Oral Expression

## 1. Sentence patterns: The child will respond to:

- |  |  |
|--|--|
| a. What is your name?                                | My name is _____.<br>I'm _____.                                  |
| b. How are you?                                      | Fine. Thank you  |
| c. How old are you?                                  | I am _____ years old.  |
| d. What is this?<br>What's this?                     | It is a <u>noun/ adj. noun</u> .<br>This is a <u>noun</u> _____. |
| e. What do you want?<br>Do you want _____?           | I want _____.<br>Yes, I do. No I don't.                          |
| f. What does he/she want?<br>Does he/she want _____? | He/she wants _____.<br>Yes, he/she does. No, he/<br>she doesn't. |
| g. What do you have?<br>Do you have _____?           | I have _____.<br>Yes, I do. No, I don't.                         |
| h. What does he/she have?<br>Does he/she have _____? | He/she has _____.<br>Yes, he/she does. No, He/<br>she doesn't.   |
| i. How do you feel?                                  | I am _____.  |
| j. Are you a boy/girl?                               | I'm a _____.   |
| k. Is _____ a boy/girl?                              | Name is a _____.   |
| l. Is he/she a boy/girl?                             | He/she is a boy/girl.  |
| m. Is _____ here?                                    | Yes, I'm here. No, he/she's<br>not here.                         |
| n. What day is today?                                | It is _____.   |
| o. What month is it?                                 | It is _____.   |
| p. What is the numeral?                              | It is _____.   |
| q. What is the weather<br>like today?                | It is _____.   |

- r. What are you doing? I am present prog. verb.
- s. What is name/he/she doing? Name/he/she is present prog. verb.
- t. Is this a \_\_\_\_\_? Yes, it is. No, it isn't.  
It's a \_\_\_\_\_.
- u. What is he/she? He/she is a pred. noun.
- v. What do you like? I like \_\_\_\_\_.  
Do you like \_\_\_\_\_? Yes, I do. No, I don't.
- w. What are you wearing? I'm wearing \_\_\_\_\_.
- x. Where did you put the \_\_\_\_\_? I put the \_\_\_\_\_ prep. \_\_\_\_\_.
- y. Who's this? It's \_\_\_\_\_.

2. The children will demonstrate knowledge of pronoun usage.

3. The students will incorporate subject/verb agreement.

4. The children will demonstrate knowledge of present progressive verb tense.

## B. Vocabulary

1. The children will be familiar with vocabulary from the following categories:

adjectives	commands	months	toys
animals	community helpers	opposites	vegetables
bodyparts	family	places	vehicles
classroom objects	feelings	prepositions	verbs
clothing	fruits	shapes	weather
colors	house	sizes	week days

C. Listening Skills

1. The children will be able to follow directions.
2. The children will show ability to answer questions.

D. Pre-Reading Skills

1. The children will demonstrate knowledge of rhyming words.
2. The children will be able to distinguish beginning sounds.
3. The children will have knowledge of alphabet in sequence.
4. The children will recognize letters out of sequence.
5. The children will discriminate letter-sound relationships.



## OBJECTIVES FOR GROUP IV

A. Oral Expression

## 1. Use of sentence patterns: (See goals for patterns)

a. When given a sentence or question modeled by the teacher, the child will verbally repeat, verbatim, the sentence or question. (100% proficiency).

Ex: Teacher: I have a red car.

Student: I have a red car.

b. When given two verbal response choices to a statement or question, the child will verbally state the correct choice in English. (80% proficiency).

Ex: Teacher: I have a car red or red car .

Student: I have a red car .

c. When verbally cued by the teacher or another child with the question, the child will verbally respond with the correct sentence pattern answer in English. (85% proficiency).

Ex: Teacher: What is this?

Child: It's a blue car.

d. When given a verbal response by the teacher or another child, the student will verbally state the correct learned question pattern. (80% proficiency).

Ex: Teacher: It's a big, brown dog.

Student: What is it?

2. Subject verb agreement for: I, you, he, she, it, have/has, am/is/are, want/wants and like/likes.

a. When given a sentence or question modeled by the teacher, the student will verbally repeat, verbatim the sentence or question. (100% proficiency).

Ex: Teacher: He wants the small blocks.

Student: He wants the small blocks.

b. When given a subject pronoun and two forms of the same verb to be used, the child will verbally select the correct form to go with the subject pronoun. (85% proficiency).

Ex: Teacher: I has or I have

Student: I have

c. When shown a picture of a person or group and given two choices, the child will verbally state the correct subject pronoun. (85% proficiency).

Ex: Teacher: Shows a picture of one man. Says he or she.

Student: He

d. When shown a picture and given two verbal response choices to a question, the child will state the correct response, orally. (85% proficiency).

Ex: Teacher: Shows card of girl. She wants a car or she want a car.

Student: She wants a car.

e. When verbally cued with a question and shown a card to indicate the subject pronoun, the child will verbally state the correct response. (85% proficiency).

Ex: Teacher: Card with a girl. What does the girl have?

Student: She has some fruit.

3. Present progressive verb tense: I am, he is, she is.

a. When given a subject pronoun and two conjugated forms of the verb to be, the child will orally state the correct form. (85%)

Ex: Teacher: He is or He are?

Student: He is

b. When shown a picture and given a sentence, the children will verbally model the sentence. (100% proficiency).

Ex: Teacher: Shows a picture of a boy and says he is running.

Student: He is running.

c. When given the correct conjugation of the subject pronoun with the verb to be and two forms of the action verb, the child will verbally state the correct form. (85% proficiency).

Ex: Teacher: She is jump or jumping?

Student: Jumping.

d. When shown a picture and asked a question, the child will respond with the correct format for the question using the present progressive tense. (80% proficiency).

Ex: Teacher: Shows a boy running. What is he doing?

Student: He is running.

e. When given an oral response, the child will verbally state the question form using the present progressive tense. (80%)

Ex: Teacher: She is playing in the yard.

Student: What is she doing?

## B. Vocabulary

1. Given pictures and objects and a word for one of the pictures or objects in the group, the child will select by picking out, the picture or object for the given word. (100% proficiency).

2. When shown a picture or object and asked what it is, the child will verbally state the correct name for the picture or object. (100%)

## C. Listening Skills

1. Given a series of up to two sequential instructions by the teacher, the child will physically carry out the instructions in the order stated by the teacher. (100% proficiency).

2. Given a set of clues for a picture and three pictures to choose from, the student will pick out the picture described. (95% proficiency).

3. Given a set of clues for a picture, the child will verbally state the word of the picture which was described. (85% proficiency).

4. Given a story read by the teacher, the child will illustrate his/her favorite part of the story. (100% proficiency).

5. Given a story read by the teacher or a taped story, the child will illustrate his/her favorite part and orally explain the picture in English. (80% proficiency).

6. Given a story told aloud, the child will orally in English answer questions about the story with single statements responses. (80% proficiency)

## D. Pre-Reading Skills

### 1. Rhyming words:

a. Given two words said aloud, the child will clap if they rhyme. (100% proficiency).

b. Given three pictures on a paper, two which rhyme and one which does not rhyme, and the names of the pictures said by the teacher, the child will put an "X" (ex) on the one which does not rhyme. (100% proficiency).

c. Given a set of cards for the flannel board and the name of one of the cards in the rhyming set, the child will select the card that rhymes with the given card and place it next to it on the flannel board. (100% proficiency).

2. Beginning sounds: (alike and different)

a. Given two words stated by the teacher, the child will clap if they begin with the same beginning sound. (100% proficiency).

b. Given pictures of three words on a paper and the names of the pictures said by the teacher, the child will put an "X" (ex) on the picture of the word which has the different beginning sound. (100%)

3. Alphabet in Sequence:

a. Given the alphabet said by the teacher, the child will orally repeat it. (95% proficiency).

b. When verbally given the first five letters of the alphabet by the teacher, the students will finish saying the alphabet using the correct sequence and letter names. (90% proficiency).

c. Given written letters for all of the letters in the alphabet, the child will arrange them in the correct sequence and then say their names in order. (90% proficiency).

4. Letters out of sequence:

a. When given two randomly selected letters and the name for one of these letters, the child will pick out the letter for the given name. (95% proficiency).

b. When given all letters of the alphabet and the name for one of the letters, the child will pick out the given letter. (90%)

c. When shown a letter and asked its name, the child will verbally state the name of the letter in English. (85% proficiency).

5. Letter sound relationships:

a. When given a letter sound worksheet for M, S, D, which contains pictures of words which do and do not begin with a given letter sound and the words said by the teacher, the child will color all pictures which do begin with the given sound. (90% proficiency).

b. When shown a letter on a card, M, S, D, the child will make the letter's sound. (100% proficiency).

c. When given a sound of a letter, M, S, D, the child will state orally the name of the letter which makes the sound. (90% proficiency).

## VOCABULARY FOR GROUP IV

<u>Animals</u>		<u>Adjectives</u>	<u>Body Parts</u>	
bear	kangaroo	big	arms	shoulders
bird	lion	funny	chin	stomach
camel	monkey	little	ears	teeth
cat	mouse	long	eyes	thumb
cow	pig	noisy	face	toes
dinosaur	rabbit	quiet	feet	tooth
dog	rhinoceros	short	fingers	
duck	seal	sleepy	hair	
elephant	sheep	small	hands	
fish	tiger	tall	head	
giraffe	turkey		knees	
goat	turtle		legs	
hen	whale		mouth	
hippopotamus	zebra		neck	
horse			nose	
 <u>Classroom Objects</u>		 <u>Colors</u>	 <u>Clothing and Accessories</u>	
bathroom	paper	black	belt	shirt
bell	paste	blue	blouse	shoes
benches	pencil	brown	coat	skirt
books	piano	green	dress	socks
chair	rug	orange	gloves	sweater
chalk	ruler	pink	hat	tie
chalkboard	scissors	purple	jacket	umbrella
crayons	sink	red	mittens	
desk	sticker	white	pants	
eraser	tables	yellow	pajamas	
lunchbox	trashcan		scarf	
 <u>Commands</u>		 <u>Days</u>	 <u>Environment</u>	 <u>Family Members</u>
Please, be quiet		Sunday	board	baby
Please, come here		Monday	flowers	brother
Please, raise your hand		Tuesday	grass	father
Please, walk		Wednesday	house	grandfather
Sit down, please		Thursday	sandbox	grandmother
		Friday	school	mother
		Saturday	sliding	sister
			swings	
			trees	

Community Helpers & Places they work

bus driver	
dentist	
doctor, nurse	hospital
fireman	firehouse
mailman, postman	post office
milkman	
policeman	police station
teacher	school
trashman	

Feelings

angry  
happy  
hungry  
mad  
sick  
thirsty  
tired

Food Stuff

bread  
butter  
cake  
candy  
cookies  
eggs  
ice cream  
juice  
meat  
milk  
pie  
rice  
sandwich  
water

Fruits and Vegetables

apple	lemon
banana	lettuce
beans	orange
cabbage	pear
carrots	peas
cherries	pineapple
coconut	potato
grapes	tomatoes

House

bathroom:	sink, toilet, tub
bedroom:	bed, curtain, lamp, radio
diningroom:	chairs, table
kitchen:	refrigerator, sink, stove
livingroom:	bookcase, phone, sofa, T.V.
Misc.:	ceiling, doors, floor, stairs, walls, windows

Instruments

drum  
guitar  
piano  
tambourine  
trumpet

Kitchen items

bowl  
cup  
dish  
fork  
glass  
knife  
napkin  
spoon

Months

January  
February  
March  
April  
May  
June

July  
August  
September  
October  
November  
December

Numerals

1 - 30

Prepositions

above	outside
below	over
in	to
inside	under
on	

Shapes

circles  
rectangle  
square  
star  
triangle

Size

big  
large  
little  
small

Toys

ball  
balloon  
bat  
bike  
blocks  
boat  
car  
doll  
kite  
marble  
mask  
rope  
swing  
top  
truck  
wagon  
yo-yo

Transportation

bicycle  
boat  
bus  
car  
helicopter  
jet  
rocket  
tractor  
train  
tricycle  
truck

Verbs

catch  
close  
comb  
cry  
dance  
drink  
drive  
eat  
have  
hop  
jump  
like  
open  
play  
read  
run  
sing

sit  
skip  
sleep  
swim  
to be  
walk  
want  
wear

Weather

cold  
cloudy  
hot  
rainy  
sunny  
windy



## GROUP IV - SCHEDULE OF ACTIVITIES

A. January

## 1. Sentence Patterns:

- |                              |                            |
|------------------------------|----------------------------|
| a. What is your name?        | My name is _____.          |
| b. How are you?              | Fine. Thank you.           |
| c. Is _____ here?            | Yes, I'm here.             |
| d. What is this?             | It is a <u>noun</u> _____. |
| e. Please open my thermos.   |                            |
| f. May I play?               |                            |
| g. May I drink water?        |                            |
| h. May I go to the bathroom? |                            |

## 2. Vocabulary:

- |                      |             |
|----------------------|-------------|
| a. Classroom objects | c. Commands |
| b. Colors            | d. Shapes   |

## 3. Listening Skills:

- a. Following one direction

## 4. Pre-Reading Skills:

- a. Work on language development

B. February

## 1. Sentence Patterns:

- |                       |   |
|-----------------------|---|
| a. What day is today? | It is _____.  |
| b. What's this?       | It is a <u>noun</u> _____.                              |
| c. Is this a _____?   | Yes, it is. No, it isn't.<br>It is a <u>noun</u> _____. |

d. How old are you?

I am \_\_\_\_\_ years old.

e. Are you a boy/girl?

I'm a \_\_\_\_\_.

2. Vocabulary:

a. Animals

c. Days

b. Clothing

d. Numerals to five

3. Listening Skills:

a. Following a series of one direction

4. Pre-Reading Skills:

a. Language development

C. March

1. Sentence Patterns:

a. What's this?

It is a noun. It's a  
noun. This is a noun.

b. What is the month?

It is \_\_\_\_\_.

c. What is today's numeral?

It is \_\_\_\_\_.

d. What do you want?

I want \_\_\_\_\_.

e. Do you want \_\_\_\_\_?

Yes, I do. No, I don't. I  
want \_\_\_\_\_.

2. Vocabulary:

a. Fruits

d. Toys

b. Months

e. Vegetables

c. Numerals to 10

3. Listening Skills:

a. Following two directions in sequence

4. Pre-Reading Skills:

a. Continue language development

D. April

## 1. Sentence Patterns:

- |                                       |   |
|---------------------------------------|---|
| a. Is _____ here?                     | Yes, I'm here. No, he's/<br>she's not here. |
| b. What is the weather like<br>today? | It is _____.                                |
| c. What's this?                       | It's a <u>adj. noun</u> _____.              |
| d. What do you have?                  | I have _____.                               |
| e. Do you have _____?                 | Yes, I do. No, I don't.<br>I have _____.    |

## 2. Vocabulary:

- |                   |                   |
|-------------------|-------------------|
| a. Adjectives     | d. Size           |
| b. Family         | e. Transportation |
| c. Numerals to 15 | f. Weather        |

## 3. Listening Skills:

- a. Guessing a picture from clues

## 4. Pre-Reading Skills:

- a. Continue language development

E. May

## 1. Sentence Patterns:

- |  |  |
|--|--|
| a. How do you feel?                      | I am _____.  |
| b. What does he/she want?                | He/she wants _____.  |
| c. Does he/she want _____?               | Yes, he/she does. No, he/<br>she doesn't. He/she wants<br>_____. |
| d. Is <u>name/she/she</u> a<br>boy/girl? | Name/he/she is a _____.  |

## 2. Vocabulary:

- |               |                   |
|---------------|-------------------|
| a. Body parts | c. House          |
| b. Feelings   | d. Numerals to 20 |

## 3. Listening Skills:

- a. Listening for story details and answering questions

## 4. Pre-Reading Skills:

- a. Continue language development

F. June

## 1. Sentence Patterns:

- |                           |   |
|---------------------------|---|
| a. What does he/she have? | He/she has _____.                                       |
| b. Does he/she have ____? | Yes, he/she does. No, he/she doesn't. He/she has _____. |
| c. What is he/she?        | He/she is a <u>pred. noun</u> .                         |

## 2. Vocabulary:

- |                                 |                   |
|---------------------------------|-------------------|
| a. Community helpers and places | c. Instruments    |
| b. Foodstuff                    | d. Numerals to 25 |

## 3. Listening Skills:

- a. Illustrate favorite story parts

## 4. Pre-Reading Skills:

- |                  |                      |
|------------------|----------------------|
| a. Rhyming words | b. Non-rhyming words |
|------------------|----------------------|

G. July

## 1. Sentence Patterns:

- |                                |                                |
|--------------------------------|--------------------------------|
| a. What are you doing?         | I am <u>pres. prog. verb</u> . |
| b. Where did you put the ____? | I put the <u>prep.</u> .       |
| c. Who's this?                 | It's _____.                    |

## 2. Vocabulary:

- a. Numerals to 30
- b. Prepositions
- c. Verbs

## 3. Listening Skills:

- a. Reinforce all skills

## 4. Pre-Reading Skills:

- a. Beginning sounds (alike/different)
- b. Alphabet in sequence

H. August

## 1. Sentence Patterns:

- a. What are you wearing? I'm wearing \_\_\_\_\_.
- b. What is name/he/she doing? Name/he/she is \_\_\_\_\_.
- c. What do you like? I like \_\_\_\_\_.
- d. I Like English Unit 1, lesson 1  
Unit 1, lesson 2

## 2. Vocabulary:

- a. Clothing
- b. Environment

## 3. Listening Skills:

- a. Illustrating and answering questions about them

## 4. Pre-Reading Skills:

- a. All previous skills
- b. Letter names out of sequence

I. September

## 1. Sentence Patterns:

- a. Do you like \_\_\_\_\_? Yes, I do. No, I don't.  
I like \_\_\_\_\_.



## GOALS FOR GROUP V

A. Oral Expression

## 1. Sentence patterns: The child will respond to:

- |  |   |
|--|---|
| a. What is your name?                      | My name is _____.<br>I'm _____.                         |
| b. How are you?                            | Fine. Thank you.  |
| c. How old are you?                        | I am _____ years old.                                   |
| d. What is this?<br>What's this?           | It is a <u>noun</u> _____.<br>It's a _____.             |
| e. What do you want?<br>Do you want _____? | I want _____.<br>Yes, I do. No, I don't.                |
| f. What do you have?<br>Do you have _____? | I have _____.<br>Yes, I do. No, I don't.                |
| g. How do you feel?                        | I am _____.   |
| h. Are you a boy/girl?                     | I am a _____.   |
| i. Is name a boy/girl?                     | Name is a _____.  |
| j. Is _____ here?                          | Yes, I'm here. No, he/she<br>is not here.               |
| k. What day is today?                      | It is _____.  |
| l. What month is it?                       | It is _____.  |
| m. What is the numeral?                    | It is _____.  |
| n. What is the weather<br>like today?      | It is _____.  |
| o. What are you doing?                     | I am <u>pres. prog. verb</u> _____.                     |
| p. What is name/he/she<br>doing?           | Name/he/she is <u>pres. prog.</u><br><u>verb</u> _____. |
| q. What is he/she?                         | He/she is <u>pred. noun</u> _____.                      |
| r. What are you wearing?                   | I am wearing _____.                                     |

s. Where did you put  
the \_\_\_\_\_?

I put the \_\_\_\_\_ prep. \_\_\_\_\_.

t. Is this a \_\_\_\_\_?

Yes, it is. No, it isn't.  
It is a \_\_\_\_\_.

2. The children will demonstrate knowledge of pronoun usage.
3. The students will incorporate subject/verb agreement.
4. The children will demonstrate knowledge of present progressive verbs.

#### B. Vocabulary

1. The children will be familiar with vocabulary from the following categories:

adjectives	commands	months	toys
animals	community helpers	opposites	vegetables
body parts	family	places	vehicles
classroom objects	feelings	prepositions	verbs
clothing	fruits	shapes	weather
colors	house	sizes	week days

#### C. Listening Skills

1. The children will be able to follow directions.
2. The children will show ability to answer questions.

#### D. Pre-Reading Skills

1. The children will demonstrate knowledge of rhyming words.
2. The children will be able to distinguish beginning sounds.
3. The children will have knowledge of the alphabet in sequence.

## OBJECTIVES FOR GROUP V

A. Oral Expression

## 1. Use of sentence patterns: (See goals for patterns)

a. When given a sentence or question modeled by the teacher, the child will verbally repeat, verbatim, the sentence or question. (80% proficiency)

Ex: Teacher: I have a red car.

Student: I have a red car.

b. When given two verbal response choices to a statement or question, the child will verbally state the correct choice in English. (80% proficiency)

Ex: Teacher: I have a car red or red car.

Student: I have a red car.

c. When verbally cued by the teacher or another child with the question, the child will verbally respond with the correct sentence pattern answer in English. (80% proficiency)

Ex: Teacher: What is this?

Child: It's a blue car.

d. When given a verbal response by the teacher or another child, the student will verbally state the correct learned question pattern. (70% proficiency)

Ex: Teacher: It's a big, brown dog.

Student: What is it?

2. Subject verb agreement for: I, he, she, have, am/is, want.

a. When given a sentence or question modeled by the teacher, the student will verbally repeat, verbatim the sentence or question. (100% proficiency).

Ex: Teacher: He wants the small blocks.

Student: He wants the small blocks.

b. When given a subject pronoun and two forms of the same verb to be used, the child will verbally select the correct form to go with the subject pronoun. (85% proficiency).

Ex: Teacher: I has or I have.

Student: I have.

c. When shown a picture of a person or group and given two choices, the child will verbally state the correct subject pronoun. (80% proficiency).

Ex: Teacher: Shows a picture of one man. Says he or she.

Student: He

d. When shown a picture and given two verbal response choices to a question, the child will state the correct response, orally. (80% proficiency).

Ex: Teacher: Shows card of girl. He wants a card, or She wants a car.

Student: She wants a car.

e. When verbally cued with a question and shown a card to indicate the subject pronoun, the child will verbally state the correct response. (80% proficiency).

Ex: Teacher: Card with five people. What does she have?

Student: She has some fruit.

3. Present progressive verb tense: I am, he is, she is.

a. When given a subject pronoun and two conjugated forms of the verb to be, the child will orally state the correct form. (80%)

Ex: Teacher: He is or He are?

Student: He is.

b. When shown a picture and given a sentence, the children will verbally model the sentence. (100% proficiency).

Ex: Teacher: Shows a picture of a boy and says: He is running.

Student: He is running.

c. When given the correct conjugation of the subject pronoun with the verb to be and two forms of the action verb, the child will verbally state the correct form. (80% proficiency).

Ex: Teacher: She is jump or jumping?

Student: jumping.

d. When shown a picture and asked a question, the child will respond with the correct format for the question using the present progressive tense. (75% proficiency).

Ex: Teacher: Shows a boy running. What is he doing?

Student: He is running.

## B. Vocabulary

1. Given pictures and objects and a word for one of the pictures or objects in the group, the child will select by picking out, the picture or object for the given word. (100% proficiency).

2. When shown a picture or object and asked what it is, the child will verbally state the correct name for the picture or object. (100%)

### C. Listening Skills

1. Given a series of up to two sequential instructions by the teacher, the child will physically carry out the instructions in the order stated by the teacher. (100% proficiency).

2. Given a set of clues for a picture and three pictures to choose from, the student will pick out the picture described. (95% proficiency).

3. Given a set of clues for a picture, the child will verbally state the word of the picture which was described. (80% proficiency).

4. Given a story read by the teacher, the child will illustrate his/her favorite part of the story. (100% proficiency).

5. Given a story told aloud, the child will answer single statement response questions orally in English about the story. (90% proficiency).

### D. Pre-Reading Skills

#### 1. Rhyming words:

a. Given two words said aloud, the child will clap if they rhyme. (100% proficiency).

b. Given three pictures on a paper, two which rhyme and one which does not rhyme, and the names of the pictures said by the teacher, the child will put an "X" (ex) on the one which does not rhyme. (100%)

c. Given a set of cards for the flannel board and the name of one of the cards in the rhyming set, the child will select the card that rhymes with the given card and place it next to it on the flannel board. (100% proficiency).

2. Beginning sounds (alike and different):

a. Given two words stated by the teacher, the child will clap if they begin with the same beginning sound. (100% proficiency).

b. Given pictures of three words on a paper and the names of the pictures said by the teacher, the child will put an "X" (ex) on the picture of the word which has the different beginning sound. (90%)

3. Alphabet in Sequence:

a. Given the alphabet said by the teacher, the child will orally repeat it. (100% proficiency).



## VOCABULARY FOR GROUP V

<u>Animals</u>		<u>Adjectives</u>	<u>Body Parts</u>	
bear	kangaroo	big	arms	neck
bird	lion	funny	chin	nose
camel	monkey	little	ears	shoulders
cat	mouse	long	eyes	stomach
cow	pig	new	face	teeth
dog	rabbit	noisy	feet	toes
duck	rhinoceros	old	fingers	tooth
elephant	seal	quiet	hair	
fish	sheep	short	hands	
giraffe	tiger	sleepy	head	
hen	turkey	small	knees	
hippopotamus	turtle	tall	legs	
horse	whale		mouth	
	zebra			
 <u>Classroom Objects</u>		 <u>Colors</u>	 <u>Clothing and Accessories</u>	
bathroom	paper	black	belt	skirt
bell	paste	blue	blouse	socks
benches	pencil	brown	coat	sweater
books	piano	green	dress	tie
chair	rug	orange	gloves	
chalk	ruler	purple	hat	
chalkboard	scissors	red	jacket	
crayons	sink	yellow	pants	
desk	sticker		pajamas	
eraser	tables		shirt	
lunchbox	trashcan		shoes	
 <u>Commands</u>		 <u>Days</u>	 <u>Environment</u>	 <u>Family Members</u>
Please, be quiet		Sunday	board	baby
Please, come here		Monday	flowers	brother
Please, raise your hand		Tuesday	grass	father
Please, walk		Wednesday	house	mother
Sit down, please		Thursday	sandbox	sister
		Friday	school	
		Saturday	sliding	
			swings	
			trees	

Community Helpers & Places they work

bus driver	
dentist	
doctor, nurse	hospital
fireman	firehouse
mailman, postman	post office
milkman	
policeman	police station
teacher	school
trashman	

Feelings

angry  
happy  
hungry  
mad  
sick  
thirsty  
tired

Food Stuff

bread  
butter  
cake  
candy  
cookies  
eggs  
ice cream  
juice  
meat  
milk  
pie  
sandwich  
water

Fruits and Vegetables

apple	lemon
banana	lettuce
beans	orange
cabbage	pear
carrots	peas
cherries	pineapple
coconut	potato
grapes	tomatoes

House

bathroom:	sink, toilet, tub
bedroom:	bed, lamp, radio
diningroom:	chairs, table
kitchen:	refrigerator, sink, stove
livingroom:	bookcase, phone, sofa, T.V.
Misc.:	ceiling, doors, floor, walls, windows

Instruments

drum  
guitar  
piano  
tambourine

Kitchen items

bowl  
cup  
dish  
fork  
glass  
knife  
spoon

Months

January  
February  
March  
April  
May  
June

Numerals

1 - 20

Prepositions

above	outside
below	over
in	to
inside	under
on	

Shapes

circles  
rectangle  
square  
star  
triangle

Size

big  
large  
little  
small

Weather

cold  
cloudy  
hot  
rainy  
sunny  
windy

Toys

ball  
balloon  
bat  
bike  
blocks  
boat  
car  
doll  
kite

marble  
mask  
rope  
swing  
top  
truck  
wagon  
yo-yo

Transportation

bicycle  
boat  
bus  
car  
helicopter  
jet  
rocket  
tractor  
train  
truck

Verbs

brush  
cry  
dance  
drink  
eat  
have  
hop  
jump  
like  
play  
read

run  
sing  
sit  
skip  
sleep  
swim  
to be  
walk  
want  
wear



## GROUP V - SCHEDULE OF ACTIVITIES

A. January

## 1. Sentence Patterns:

- |                              |                   |
|------------------------------|-------------------|
| a. What is your name?        | My name is _____. |
| b. How are you?              | Fine. Thank you.  |
| c. What is this?             | It is a _____.    |
| d. Please open my thermos.   |                   |
| e. May I drink water?        |                   |
| f. May I play?               |                   |
| g. May I go to the bathroom? |                   |

## 2. Vocabulary:

- |                      |             |
|----------------------|-------------|
| a. Classroom objects | c. Commands |
| b. Colors            |             |

## 3. Listening Skills:

- a. Following one direction

## 4. Pre-Reading Skills:

- a. Language development

B. February

## 1. Sentence Patterns:

- |                        |                            |
|------------------------|----------------------------|
| a. How old are you?    | I am _____ years old.      |
| b. Is _____ here?      | Yes, I'm here. No.         |
| c. Are you a boy/girl? | I am a _____.              |
| d. What day is today?  | It is _____.               |
| e. Is this a _____?    | It is a <u>noun</u> _____. |

2. Vocabulary:

- a. Animals
- b. Days
- c. Numerals to five
- d. Shapes

3. Listening Skills:

- a. Continue working on following one direction

4. Pre-Reading Skills:

- a. Continue language development

C. March

1. Sentence Patterns:

- a. What's this? It's a noun.
- b. Do you want \_\_\_\_\_? Yes, I do. No, I don't.

2. Vocabulary:

- a. Fruits
- b. Toys
- c. Vegetables

3. Listening Skills:

- a. Continue with following one direction

4. Pre-Reading Skills:

- a. Continue with language development

D. April

1. Sentence Patterns:

- a. What is the month? It is \_\_\_\_\_.
- b. What is today's numeral? It is \_\_\_\_\_.
- c. What do you want? I want \_\_\_\_\_.
- d. What is the weather like today? It is \_\_\_\_\_.

## 2. Vocabulary:

- |                    |                   |
|--------------------|-------------------|
| a. Clothing        | d. Transportation |
| b. Months          | e. Weather        |
| c. Numerals to ten |                   |

## 3. Listening Skills:

- a. Following a sequence of two directions

## 4. Pre-Reading Skills:

- a. Continue language development

E. May

## 1. Sentence Patterns:

- a. What's this?

It is a adj. noun .  
It's a adj. noun .

- b. Is \_\_\_\_\_ here?

Yes, I'm here. No, he/she  
is not here.

- c. How do you feel?

I am pred. adj. .

## 2. Vocabulary:

- |               |             |
|---------------|-------------|
| a. Adjectives | d. Feelings |
| b. Body parts | e. Size     |
| c. Family     |             |

## 3. Listening Skills:

- a. Guessing a picture from clues

## 4. Pre-Reading Skills:

- a. Continue language development

F. June

## 1. Sentence Patterns:

- a. What do you have? I have \_\_\_\_\_.
- b. Do you have \_\_\_\_? Yes , I do. No, I don't.  
I have \_\_\_\_\_.
- c. What is he/she? He/she is a \_\_\_\_\_.

## 2. Vocabulary:

- a. Community helpers and places      c. Numerals to fifteen
- b. House

## 3. Listening Skills:

- a. Answering yes and no questions about stories

## 4. Pre-Reading Skills:

- a. Rhyming words                              b. Non-rhyming words

G. July

## 1. Sentence Patterns:

- a. What are you doing? I am present prog. verb .
- b. What are you wearing? I am wearing \_\_\_\_\_.

## 2. Vocabulary:

- a. Clothing                                      b. Verbs

## 3. Listening Skills:

- a. Illustrating favorite story parts.

## 4. Pre-Reading Skills:

- a. Introduce the alphabet in sequence

H. August

## 1. Sentence Patterns:

a. Where did you put the \_\_\_\_\_?

I put the \_\_\_\_\_ prep. \_\_\_\_\_.

b. Review of all patterns

## 2. Vocabulary:

a. Foodstuff

c. Numerals to twenty

b. Instruments

d. Prepositions

## 3. Listening Skills:

a. Reinforce all skills

## 4. Pre-Reading Skills:

a. Beginning sounds (alike/different)

b. Continue work with alphabet

I. September

## 1. Sentence Patterns:

a. Review all patterns. If the students have mastered them to the proficiency stated in the objectives, work on goals related to the fourth group which pertain to: he wants, she wants, he is present prog. verb.

## 2. Vocabulary:

a. Environment

b. Review all vocabulary

## 3. Listening Skills:

a. Review all skills

## 4. Pre-Reading Skills:

a. Continue work on beginning sounds (alike/different)

b. Continue work on the alphabet in sequence

J. October

1. Sentence Patterns:

a. General review

2. Vocabulary:

a. General review

3. Listening Skills:

a. General review

4. Pre-Reading Skills:

a. General review

ANNEX B  
ACTIVITIES



## ACTIVITIES

It should be kept in mind that young children learn best by doing: by receiving first hand experiences. This seems especially true when children are working in a second language since they initially have little or no understanding of what is said. Keeping this in mind, there is a definite need to incorporate concrete and visual aids into all activities to help provide clues for understanding and comprehension. It is also necessary to model responses before asking the child to imitate a response. This section will introduce some ideas of how to conduct a "drill" exercise, activities which could be incorporated, songs and fingerplays which could be taught, and stories which are available from the library.

It is suggested that each language block be opened with a ten to fifteen minute group activity which includes the following:

1. taking role
2. going over the calendar and weather
3. listening activity or songs

The calendar can be a valuable aid in reinforcing vocabulary. For instance, shapes can be used for different days of the months when children are learning the names of shapes. Other ideas for vocabulary development are to work on the names of vocabulary by cutting out and using shapes of fruits, colors, animals, etc. for each different month.

A. Drill exercises

Following Berkowitz's plans (3) drill practices should lead the child first to understand the material, second to repeat it, third to

practice it, fourth to choose from alternatives and last to use it automatically.

One drill method which Paulson (26) mentions is the Mechanical Drill: drill where there is complete response control. The purpose of this activity is to help students memorize the pattern. Paulston (26) points out that it is important for teachers to remember that students can drill without understanding. Therefore, the teacher must also work on comprehension through the use of pictures, actions, objects, etc. Some of the drills which Paulston (26) mentioned were:

1. Repetition drill: the teacher says a sentence or word and the students repeat it verbatim.

2. Single slot substitution: only one part of the sentence is changed. For example: This is a bear. This is a dog.

3. Double slot substitution: two parts of the sentence are changed. For example: I like red apples. I want red candy.

Paulston (26) maintains that the procedure listed below is the easiest for conducting drills for sentence patterns and vocabulary. He further suggested that a brisk pace be maintained throughout the practices.

1. The teacher models first by speaking the cue and points to herself;
2. The teacher says the response and points to the children;
3. The teacher says the cue pointing to herself;
4. The teacher and the children say the response;
5. The teacher says the cue;
6. The children say the response.

Another area to concentrate is the development of pronunciation. Paulston's (26) process for developing this skill is the same as the procedure used by The Association of American Schools (2):

1. Select and present one sound to be taught;
2. Have the children discriminate between the given sounds and other sounds;
3. Have the children produce the sound.

A third area to work upon is Listening Comprehension. Paulston (26) views the goals of listening as understanding speech at a normal speed in unstructured situations. He maintains that listening exercises must have goals and should demand overt student participation.

The fourth area for planning activities is Pre-reading Skills. As the Association of American Schools (2) points out, it is important that children have a basic understanding and be able to conceptualize the spoken word before attempting to read the printed symbol. Thus, it is apparent that language and listening skills need to be developed before work on pre-reading skills begins.

#### B. Language and Listening Activities

Activity suggestions were taken from the following sources:

Bumpass (4), Interregional Center (18), Community Service Dept. (7), Ploghoft and Schuster (29) and classroom teachers. The title of the activity and brief description will be included in this section.

1. Surprise Box: Fill a box with objects and put a lid on the box. Have each child pull out one object and name it.
2. Hiding Game: One child hides his/her eyes. Another child

takes an object or picture from a group of five objects which are placed on the table. The child opens his/her eyes. The children ask questions to discover what the object is: Is it big? Is it an animal? The child has three guesses to tell what the object is.

3. Bean Bag Through: Prepare a large piece of cartulina by cutting ten holes in it and placing pictures of vocabulary words by each hole. Name one of the words and have the child throw a bean bag through the hole that has the picture of the given word.

4. Apple Tree: Put up a picture of a large cut out tree on the bulletin board. Cut out apples and paste pictures of the vocabulary words on them. Let each child "pick" an apple. The child who can name the picture correctly keeps it.

5. Fishing: Clip pictures of vocabulary words on cut out fish. Put the fish in a box. Prepare fishing rods by putting a string with a magnet attached on the end of a pencil. Let the child fish for one picture. The child keeps the fish if he/she can correctly name it.

6. Fruit Basket: Give each child the name of one fruit, giving three children the same fruit. The teacher calls the name of one fruit. Children with this name must exchange chairs before the teacher takes one chair away. The child without the chair becomes the person to call the fruit.

7. Pantomime: Have each child act out an animal or action. The children ask, "Are you a \_\_\_\_\_?" the child acting out replies: "Yes, I am.", or "No, I'm not."

8. Object Description: Teacher describes an object: It is big. It is round. You can play with it. What is it? The children responds: It is a ball.

9. Flashcard Activities:

a. Challenge: Two children are asked to stand up. The teacher shows a picture. The child who responds first in correct sentence form gets the card.

b. Team Game: Appoint two teams. Show the card to one team. Ask: What is it? One child on the team must answer the question using a complete sentence. If this is not done, the other team gets a turn. If it is done, the team gets a point.

c. Memory: Place four rows of cards, four cards per row face down on the table. Ask the child to find a card: Please find the dress. If the child finds the dress, ask: What is it? The child replies: It is a dress and keeps the card. If the child does not locate the correct card, or does not answer correctly, the card is turned over again and the next child gets a turn.

10. Body Fun: Draw a person on the board by eliciting the names of body parts from the children.

11. Mosaics: Have the children cut out the shape of a fruit, animal, piece of clothing, etc. Provide paper and paste. Show the children how to tear up the paper in small pieces and paste them on the cut out shape.

12. Dictation: Provide the children with paper and crayons. Tell them a word and have them draw a picture of the given word.

13. Incorporate the worksheets from Introducing English, Continental Press.

14. Color Game: Cut out squares of colors from construction paper. Have the children sit around the edge of the rug. Have one child go to the table and hide their eyes. Have another child go to the middle of the rug and pin a color square on his/her back. Tell the child to open his/her eyes and go to the middle of the rug. The child who had his/her eyes closed has to find out what color the other child has pinned on his/her back without touching the other child.

15. Body Trace: Get large sheets of Kraft paper. Have one child lie down on the paper and have another child trace the outline of his/her body. Work on naming the parts with the children.

16. Story Pictures: Have the children illustrate their favorite part of a story.

17. Experience Charts: Have the children participate in some type of activity: putting a puzzle together, seeing a new puppy, etc. Then discuss what took place. Follow-up by putting down in writing what was said. Read it back to the children.

18. Cooking: Have the children develop vocabulary by making a fruit or vegetable salad.

19. Walking: Cut out footsteps. Attach a picture or letter to them. Have the children walk along naming the pictures or letters. If they do not know one they get off the path and sit down.

20. Hokey Pokey: work on body parts by joining in a circle and doing the "Hokey Pokey": You put your right hand in. You put your

right hand out. You put your right hand in and you shake it all about. You do the Hokey Pokey and you turn yourself around. That's what it's all about." Repeat with left hand, right leg, left leg, etc.

21. Farmer in the Dell

22. See Me Run Tape (already in Kindergarten).

23. Telephone: Whisper a word in a child's ear. The child whispers it into the ear of the child next to him/her. The last child says the word out loud.

24. Consonant Fun: Place the alphabet cards on the table. Say a word. Ask one child to hold up the letter card that the word begins with. The child picks up the card and says: \_\_\_\_\_ begins with \_\_\_\_\_.

25. Letter Listening: Say a sentence where the beginning letter of most of the words represents the same letter sound. Ask which sound is heard. Ex. Jenny jumped in the jungle. J

Ronny rabbit ran fast. R

26. Picture Dictionary: Have the children cut out pictures from magazines and paste them into a teacher made booklet. Label the pictures. Start with five pictures. When the child can name these five, add new ones.

27. I See .....: Have someone give clues to an object which can be seen. The children guess what it is. The one who guesses correctly, gets to describe the next object.

28. Who is talking: The children close their eyes and listen. The teacher touches one child on the head, and says "Good Morning". The child responds, "Good Morning". Individual children try to identify

the person who spoke. The child who guesses correctly, touches the next child on the head.

29. How Many: Children close their eyes. Someone taps the table a specific number of times. The children count to themselves. One child tells the number of taps.

30. Clap Out: The teacher or child pronounce a series of words which rhyme; one word does not rhyme. When the children hear the non-rhyming word, they clap.

31. What Did I Do?: Children sit in a circle and close their eyes. One child stands up and performs some action such as skipping, running, clapping. He then asks "What did I do?" The child who answers correctly does an action.

32. Do this: The teacher makes a motion which the children imitate.

33. What is this?: The child or teacher imitates the noise of an animal and then asks: "What is it?". The child who guesses correctly makes the next sound.

34. Size and Shape: Place concrete objects on the table. Ask the children to locate: the smallest, the largest, etc.

35. Making Associations: Cut pictures from a magazine depicting several categories. Have the children paste those that go together on a paper.

36. Clap a Song: The teacher or child claps out the rhythm of a song. Someone names the song.

37. Animal Puppets: Use paper bags to make puppets.

38. Zoo: Decorate the bulletin board with animals that the children make.

39. Collage: Pick a theme: Animals. Have the children locate pictures that related to the theme and cut them out and paste them on paper.

40. Tracing: Provide stencils for vocabulary words. Have the children trace them and name them.

41. Incorporate the following audio-visual equipment:

a. Record player: Record stories, songs (Listening Comprehension);

b. Tape recorder: Tape stories, taping children's voices (Listening);

c. Filmstrips, filmloops: Filmloops on Pre-reading Skills (Prereading);

d. Stories and songs: Vocabulary and listening development;

e. Flannel boards: Stories, objects (vocabulary and listening); and

f. Flash cards: Vocabulary.

C. Stories related to vocabulary being studied (all stories are in the library)

1. Alphabet:

a. ABC an Alphabet Book, Munk

b. The ABC Bunny, Gag

c. The Alphabet Tale, Garten

d. B Book, Berenstain

## 2. Animals and Insects:

- a. A Day in the Jungle
- b. A Fly went by, Mike Mc Clintock
- c. Angus and the Ducks, Marjorie Flack
- d. Animals should not wear clothing, Barrett
- e. Ask Mr. Bear, Marjorie Flack
- f. Baby Farm Animals
- g. Be Nice to Spiders, Graham
- h. Big Dog, Little Dog, Eastman
- i. Clifford Takes a Trip, Bridwell
- j. Curious George, Rey
- k. Elephant Buttons, Ueno
- l. Flip, Dennis
- m. Fluffy and the Fly Away Fly, Carlson
- n. Four Friends, Hoff
- o. Go, Dog, Go, Eastman
- p. Horton Hatches the Egg, Seuss
- q. Leo the Late Bloomer, Kraus
- r. Mother, Mother, I want another, Poluskin
- s. 99 Ducks Plus One, Barr
- t. Play with me, Ets
- u. Pop-up Animal Alphabet Book, Cerf
- v. Seven Diving Ducks, Friskey
- w. Turtle Tale, Osch
- x. Veronica's Smile, Duvoisin

- y. The Very Hungry Caterpillar, Carle
  - z. Wild Animals, Wildsmith
3. Colors:
- a. Colors, Radlauer
  - b. My Color Game, Begley
  - c. The Adventure of the three colors, Tuson and Taylor
  - d. The Pop-up Color Book, Graphics
  - e. What is a Color?, Provensen
4. Descriptive Words:
- a. Inside, Outside, Upside Down, Berenstain
  - b. Max's Ride, Wells
  - c. Old Hat, New Hat, Berenstain
5. Family and People:
- a. Are you my Mother?, Eastman
  - b. Baby's Day, Edwards
  - c. Daddy is Home, Blomquist
  - d. Mother, Mother, I feel sick, Charles
  - e. Sam, Keats
  - f. This is my Family, Fehr
  - g. When you were a Baby, Eng
6. Fruits and Vegetables:
- a. Mr. Jolly's Sidewalk Market, Allen
  - b. Ten Apples up on Top, Le Sieg
7. Numerals:
- a. A Counting Book, Wells

- b. Bears on Wheels, Berenstain
- c. Counting Book, Berenstain
- d. Five is Five, Fehr
- e. If you can count to ten, Fehr
- f. 1, 2, 3 's, Wildsmith
- g. Six Foolish Fisherman, Elkin
- h. The Smiley Lion Book, Baker

8. Transportation:

- a. Airplanes, Grosser and Dunlap
- b. Changes, Changes, Hutchens
- c. Fire Engine Book, Golden
- d. Scuffy the Tugboat, Crampton
- e. The Yellow Boat, Hillert

D. Songs related to vocabulary being studied:

1. ANIMALS

a. Baby Dinosaur

I'm riding on a baby dinosaur. (bounce up and down)  
 Won't my mother hide behind the door.  
 I'm riding on a baby dinosaur,  
 Ooh, he's bumpy. (rub your bottom)

Talking to a baby dinosaur (shake finger)  
 he ate me

Living in a baby dinosaur  
 ooh, it's scary

Tickling a baby dinosaur  
 Achoo, I'm free

## b. BINGO

There was a farmer had a dog  
 And Bingo was his name O.  
 B-I-N-G-O, B-I-N-G-O, B-I-N-G-O  
 and Bingo was his name, O.

(Sing again, but do not say the "B", clap instead.  
 Repeat. Do not say the B and I, clap instead, etc.)

## c. Bumble Bee

I'm bringing home a baby bumble bee.  
 Won't my mother be so surprised with me.  
 I'm bringing home a baby bumble bee.  
 Ouch, he stung me.

Smashing up a baby bumble bee  
 He's all over me.

Wiping off a baby bumble bee  
 He's all over you (point to someone).

## d. Bunny Song

Here's my bunny with ears so funny  
 And here's his hole in the ground.  
 When a noise he hears,  
 He pricks up his ears,  
 And jumps in his hole with a bound.  
 (Right fist forms bunny, and two  
 fingers his ears. Left hand closed  
 to make a hole.)

## e. Ducky Duddle

Little ducky-duddle went wading  
 in a puddle,  
 Went wading in a puddle quite small  
 Said he, "It really doesn't matter how  
 much I splash and splatter,  
 Cause I'm only a ducky afterall. Quack! Quack!"

## f. Eensy, Weensy Monkey

The eensy, weensy monkey climbed up the  
 coconut tree.  
 Down came a coconut and hit him on the  
 knee.  
 Out came the lion with his mighty roar.  
 And the eensy, weensy monkey climbed up  
 the tree again.

## g. A Eensy, Weensy, Spider

A eensy, weensy spider  
 Climbed up the water spout.  
 (Fingers climb upward stop  
 each other)

Down came the rain  
 (Fingers wiggle to make rain)

And washed the spider out.  
 (Hands and arms flung downward and  
 outward)

Out came the sun  
 (Hands form circle)

And dried up all the rain,  
 (Hands opened wide & outward)

And the eensy, weensy spider  
 Climbed up the spout again.  
 (Fingers climb upward as before.)

## h. Freckled Frogs

Five little freckled frogs,  
 sitting on a speckled log,  
 Eating the most delicious bugs,  
 Yum, Yum,  
 One jumped into the pool-  
 Where it was nice and cool,  
 Then there were four freckled frogs,

Four little freckled frogs,  
 Repeat until no more frogs.

## i. Five Little Monkeys

Five little monkeys jumping on the bed.  
 One fell off and bumped his head.  
 Mama called the doctor and the doctor said,  
 "I told those monkeys not to jump on the bed."

Four little monkeys ...

## j. Jumbo Elephant

Jumbo elephant, jumbo elephant  
 You have such a big long nose  
 Jumbo elephant, jumbo elephant  
 It reaches to your toes.

## k. Little Green Frog

"Harumph" said the little green frog,  
 "Harumph" said the little green frog,  
 And his tongue went aah, aah, aah,  
 Repeat.

## l. The Little Turtle

There was a little turtle,  
 He lived in a box;  
 He swam in a puddle,  
 He climbed on the rocks.

He snapped at a mosquito,  
 He snapped at a flea;  
 He snapped at a minnow,  
 And he snapped at me.

He caught the mosquito,  
 He caught the flea;  
 He caught the minnow,  
 But he didn't catch me.  
 (words suggest actions)

## m. Mr. Alligator

Five little monkeys sitting in the tree.  
 Teasing Mr. Alligator, "Can't catch me. Can't catch me".  
 Along came Mr. Alligator quiet as can be. (clap hands)

Four little monkeys ...

No more monkeys sitting in the tree.

n. Six Little Ducks

Six little ducks that I once  
 knew,  
 Fat ones, skinny ones, tall  
 ones.  
 But the one little duck with  
 a feather in his back  
 He ruled the others with his  
 quack, quack, quack (repeat)  
 (Dramatize leaving out the  
 quack, quack, quack)  
 Down to the river they would  
 go--  
 Wobble, wobble, wobble, wobble,  
 to and fro.  
 But the one little duck with a  
 feather in his back  
 He ruled the others with his  
 quack, quack, quack.

o. Two Little Blackbirds

Two little blackbirds sitting on a hill;  
 one named Jack and the other named  
 Jill. Fly away Jack! Fly away Jill!  
 Come back Jack! Come back Jill.

## 2. BODY

a. Ears Hang Low

Do your ears hang low? Do they wobble to and fro?  
 Can you tie them in a knot? Can you tie them in a bow?  
 Can you throw them over your shoulder like a continental  
 soldier?  
 Do your ears hang low?  
 Yes, my ears hang low, and they wobble to and fro.  
 I can tie them in a knot. I can tie them in a bow.  
 I can throw them over my shoulder like a continental  
 soldier.  
 Yes, my ears hang low.

b. Eyes to See with

Eyes to see with,  
 Ears to hear with,  
 Nose to smell with,  
 Teeth to chew,  
 Feet to run with,  
 Hands to work with,  
 Some of the things my  
 body can do.

c. Head, Shoulders, Knees and Toes, Knees and Toes

Head, shoulders, knees and toes, knees and toes  
 Head, shoulders, knees and toes, knees and toes  
 Head, shoulders, knees and toes, knees and toes  
 And eyes and ears and mouth and nose.

Head, .....

d. Roll your Arms

Roll your arms  
 Roll your arms  
 As slowly as slowly) slowly  
 As slowly as can be) slowly  
 Then fold your arms like me, like me) fast  
 Then fold your arms like me. )

Roll your arms  
 Roll your arms  
 As quickly as quickly) roll arms quickly  
 As quickly as can be.) roll arms quickly  
 Then fold your arms like me, like me) fast  
 Then fold your arms like me. )

e. Up and Down

One arm goes up,	Two legs go up,
One arm goes down,	Two legs go down,
One arm goes up and down.	Two legs go up and down.

Two arms go up,	Arm and legs go up
Two arms go down,	etc.
Two arms go up and down.	

One leg goes up,  
 One leg goes down,  
 One leg goes up and down.

f. Where is Thumbkin?

Where is Thumbkin? Where is Thumb-  
 kin? Here I am. Here I am.  
 How are you this morning?  
 Very well, I thank you. Run away. Run away.

	Pointer
	Third finger
	Ring finger
	Pinky

Where are all the fingers?  
 Where are all the fingers?  
 Here we are. Here we are.  
 How do you do this morning?  
 Very well, we thank you.  
 Run away, run away.

g. Wiggle Song

My thumbs are starting to wiggle  
 My thumbs are starting to wiggle  
 My thumbs are starting to wiggle  
 Around, around, around.

My thumbs and fingers are wiggling  
 My thumbs and fingers are wiggling  
 My thumbs and fingers are wiggling  
 Around, around, around.

My hands are starting to wiggle  
 My hands are starting to wiggle  
 My hands are starting to wiggle  
 Around, around, around.

My arms are starting to wiggle  
 My arms are starting to wiggle  
 My arms are starting to wiggle  
 Around, around, around.

My head is starting to wiggle  
 My head is starting to wiggle  
 My head is starting to wiggle  
 Around, around, around.

Now all of me is a-wiggling  
 Now all of me is a-wiggling  
 Now all of me is a-wiggling  
 Around, around, around.

Now all of me is sitting still  
 Now all of me is sitting still  
 Now all of me is sitting still  
 Around, around, around.

### 3. CALENDAR

#### a. Good Morning

We come to school to work and play.  
 Good Morning, Good Morning.

It's such a nice and sunny day.  
 Good Morning, Good Morning.

cloudy	rainy
hot	sunny
cold	cloudy
dark	foggy

#### b. Good Morning

Good Morning, Good Morning,  
 Good Morning to you.  
 Good Morning, Good Morning and  
 How do you do?

#### c. Rain

Patter, patter, pat,  
 (Clap, clap, clap)  
 Down the raindrops fall.  
 (Hands up, fingers moving  
 as hands lower)  
 To give the thirsty flowers  
 a drink  
 (Cup hand, fingertips together)  
 And help them, stand up tall.  
 (Stand straight)  
 The petals open wide to say  
 (Cup hands, gradually open wide)  
 Thank you sky, for rain today.

#### d. Seven Days

Seven days are in the week, in the week, in the week  
 Seven days are in the week, can you name them?  
 Sunday, Monday...

## 4. CLOTHING

a. Mary's Dress

Mary wore her red dress,  
 Red dress, red dress.  
 Mary wore her red dress,  
 All day long.  
 (Substitute children's name and  
 appropriate apparel.)

b. What are you Wearing?

What are you wearing                    )  
 What are you wearing                    ) chorus  
 What are you wearing , today, today)

If you're wearing a dress, stand up,  
 If you're wearing a dress, stand up.  
 If you're wearing a dress, turn around.  
 If you're wearing a dress, sit down.

If you're wearing shoes, stand up.  
 etc.

Chorus.

## 5. COUNTING

a. Five Little Bunnies

Five little bunnies  
 Sitting by the door,  
 One hopped away  
 And then there were four.

Four little bunnies  
 Sitting by a tree,  
 One hopped away  
 And then there were three.

Three little bunnies  
 looking at you.  
 One hopped away  
 And then there were two.

Two little bunnies  
 Sitting in the sun.  
 One hopped away  
 And then there was one.

One little bunny  
 Left all alone.  
 He hopped away  
 And then there were none.

Bunnies, bunnies  
 Happy and gay  
 Bunnies, bunnies  
 Hop, Hop away.

b. Johnny Works with One Hammer

Johnny works with one hammer, one hammer,  
 one hammer (fist)  
 Johnny works with one hammer all day long.  
 Johnny works with two hammers, two hammers,  
 two hammers (2 fists)  
 Johnny works with three hammers, three hammers,  
 three hammers (2 fists, one foot)  
 Johnny works with four hammers, four hammers,  
 four hammers (2 fists, 2 feet)  
 Johnny works with five hammers, five hammers,  
 five hammers (2 fists, 2 feet, head).

c. Ten in the Bed

There were ten in the bed,  
 And the little one said roll over, roll over,  
 They all rolled over and one fell out.  
 There were nine in the bed and the little one  
 said roll over, roll over.  
 They all rolled over and one fell out, there  
 were eight in the bed and the little one said,  
 roll over, roll over. (etc. through all the  
 numbers to one)  
 They all rolled over and one fell out there was one in  
 the bed and the little one said, "Good Night."

d. Ten Little Indians

One little, two little, three little  
Indians

Four little, five little, six little  
Indians

Seven little, eight little, nine  
little Indians

Ten little Indian boys.

(holding up appropriate number of  
fingers as poem is said then reverse,  
ten little, nine little, etc.)

e. This Old Man

This old man, he played one, he played  
knick knack on his thumb, Knick knack  
paddy whack, give your dog a bone, this  
old man came rolling home.

This old man, he played two, he played  
knick knack on his shoe. Knick knack, paddy  
whack, give your dog a bone, this old man  
came rolling home.

This old man, he played three, he played  
knick knack on his knee.

This old man, he played four, he played  
knick knack on the floor.

This old man, he played five, he played  
knick knack on his hives.

This old man, he played six, he played  
knick knack on his sticks.

This old man, he played seven, he played  
knick knack up to heaven.

This old man, he played eight, he played  
knick knack on his plate.

This old man, he played nine, he played  
knick knack on his spine.

This old man, he played ten, he played  
knick knack now and then.

## 6. MISCELANEOUS

a. Alphabet Song

A, B, C, D, E, F, G,  
 H, I, J, K, L, M, N,  
 O, P, Q, R, S,  
 T, U, V,  
 W, X, Y and Z.  
 Now I know my ABC's  
 Next time won't you sing with me.

b. Bounce the Ball

Bounce the ball, bounce the ball,  
 On the floor now against the wall.  
 Bounce it low, bounce it high,  
 Bounce it almost to the sky.

c. Grandmother's Eyeglasses

Here are grandmother's eyeglasses,  
 (make glasses with thumb and forefinger)  
 Here is grandmother's cap,  
 (fold hands over head)  
 This is the way she folds her hand.  
 (fold hands)  
 And lays them in her lap.

d. The Happy Song

If you're happy and you know it clap  
 your hands (clap, clap, clap)  
 (repeat)  
 If you're happy and you know it,  
 then your face will surely show it,  
 If you're happy and you know it,  
 clap your hands. (clap, clap, clap)

Repeat song substituting stomping  
 feet, nodding head, and doing all  
 three.

e. If Anybody Asks you

If anybody asks you who you are,  
 who you are, who you are.  
 If anybody asks you who you are,  
 tell them you're a boy/girl named \_\_\_\_\_.

f. Jack and Jill

Jack and Jill went up the hill,  
 (climbing movements with thumbs or hands)  
 To get a pail of water.  
 Jack fell down and broke his crown,  
 (one hand drops)  
 And Jill came tumbling after.  
 (drop other hand)

g. Little Toy Drum

I like to be a drummer and  
 make my little toy drum  
 Say rum-tum-rum-tum-rum-tum  
 And sometimes rum-tum-tum.

h. Open, Shut them

Open, shut them, open, shut them,  
 Give a little clap.  
 Open, shut them, open, shut them  
 Lay them in your lap.

Creep them, creep them,  
 Creep them, creep them,  
 Right up to your chin.  
 Open wide your little mouth,  
 But do not let them in!

Open, close them; open, close them;  
 To your shoulders fly.  
 Let them like the little birdies  
 Fly up to the sky.

Open, shut them, open, shut them,  
 Give a little clap.  
 Open, shut them, open, shut them,  
 Lay them in your lap.

i. Paw Paw Patch

Where oh where is dear little Suzie?  
 Where oh where is dear little Suzie?  
 Where oh where is dear little Suzie?  
 Way down yonder in the paw paw  
 patch. (Use names of children)

Pickin up paw paws  
 put 'em in her basket.  
 Picking up paw paws  
 put 'em in her basket.  
 Picking up paw paws  
 put 'em in her basket.  
 Way down yonder in the paw paw patch.

j. Peanut Butter

Peanut, Peanut Butter - jelly (chorus)  
 Peanut, Peanut Butter - jelly

First you take the peanuts and you pick them and you  
 pick them and you smash them and you smash them  
 and you spread them all around.

Chorus.

Then you take the berries, etc.

Chorus.

Then you take the sandwich and you bite it and you  
 bite it. Hum, hum, hum, hum, hum, hum. Chorus.

k. The Teapot - Unknown

I'm a little teapot, short and stout.  
 This is my handle,  
 (Put one hand on hip.)  
 This is my spout.  
 (Extend opposite arm sideways, hand on hip)  
 When I get all steamed up, then I shout.  
 Just tip me over and pour me out.  
 (Bend body toward extended arm.)  
 I'm a very clever pot, it is true.  
 Here's an example of what I can do.  
 I can change my handle and change my spout  
 Just tip me over and pour me out.

l. Twinkle, Twinkle

Twinkle, twinkle, little star  
 How I wonder what you are.  
 Up above the sky so high  
 Like a diamond in the sky.  
 Twinkle, twinkle, little star  
 How I wonder what you are.

## 7. TRANSPORTATION

a. The Bus Song

The people on the bus go up and down  
 Up and down, up and down.  
 The people on the bus go up and down  
 All through the town.

The wheels on the bus go round and round  
 Round and round, round and round  
 The wheels on the bus go round and round  
 All through the town.

The wipers on the bus go swish, swish, swish  
 etc. ...

The engine on the bus goes broom, broom, broom  
 etc. ...

The money on the bus goes clink, clink, clink  
 etc. ...

The lights on the bus go blink, blink, blink  
 etc. ...

The babies on the bus go waa, waa, waa  
 etc. ...

The daddies on the bus say "please be quiet",  
 etc. ...

The mommies on the bus say shh, shh, shh  
 etc. ...

The driver on the bus says "Move on back",  
 etc. ...

b. Down by the Station

Down by the station early in the  
 morning  
 See the little cars standing all  
 in a row  
 See the station master pull the  
 little handle  
 Chug, chug, toot, toot,  
 Off we go.

c. Piece of Tin

I'm a little piece of tin  
 Nobody knows what shape I'm in  
 I've got four doors and a running board  
 I've got four doors and I'm a Ford  
 Honk, honk (hit knees). Rattle, rattle (roll hands).  
 Crash (clap). Beep, beep (touch nose).  
 (Repeat honk 3 times).

d. The Train

Choo Choo Choo Choo (rub palms  
 of hands together)  
 The train runs up the track,  
 (run fingers up arm)  
 Choo Choo Choo Choo (rub palms  
 of hands together)  
 The train comes running back.  
 (run fingers down arm.)

## 8. VERBS

a. Did you ever go fishing?

Did you ever go fishing on a bright and sunny day?  
 And see the little fish swimming in and out the bay?  
 With their hands in their pockets and their pockets  
 in their pants.  
 All the little fish do the hoochy koochy dance.  
 Yes, I did go fishing ...  
 All the little fish did the hoochy koochy dance.  
 Ba, Ba, Da, Da, Da Splish! Splash.

b. The Little Mice

The little mice are creeping,  
 creeping, creeping;  
 The little mice are creeping  
 through the house.  
 The little mice are sleeping,  
 sleeping, sleeping.  
 The little mice are sleeping  
 through the house.  
 The old gray cat comes creeping,  
 creeping, creeping;  
 The old gray cat comes creeping  
 through the house.

The little mice all scamper,  
 scamper, scamper;  
 The little mice all scamper through  
 the house.

(directions; one hand represents  
 the mice, usually the right hand,  
 on lap or floor. Do just as verse  
 suggests. Third verse:  
 Other hand, or left, represents cat.  
 Bring down from air very slowly.  
 Fourth verse: The left hand should  
 meet right hand by the time you  
 are ready to say the fourth verse,  
 and here the right hand quickly,  
 according to the words: "scamper  
 away" back of the child or teacher.)

c. Visiting Friends

I went to visit a friend one day,  
 She only lived across the way,  
 She said she couldn't come out  
 to play,  
 because it was her ironing day.  
 And this is the way she ironed  
 away,  
 And this is the way she ironed  
 away,  
 And this is the way she ironed  
 away,  
 The day she couldn't come out  
 to play.

Repeat using a child's name in  
 place of "a friend" and using  
 hammering day, painting day,  
 baking day etc.

ANNEX C

EVALUATION CHECKLISTS



## TEACHER SELF-CHECKLIST

DIRECTIONS-CHECKLIST INTRODUCED BY BUMPASS (4): This is a self-rating checklist. Put a check on the line when you think you are competent in the skill, or you think there is evidence that the skill is being fulfilled.

## I. Evidence of Teacher Planning:

- Written plans are used to aid the lesson presentation.
- Teacher is familiar with goals, objectives and lesson materials.
- Pre-requisite skills were already taught.
- Materials were ready for use when needed.

## II. Techniques:

- Students were motivated.
- Aids were incorporated to help the children understand.
- Pacing was fast enough to keep interest, but not to lose the children.
- Activities were varied.
- Activities were adapted to the different ability levels within the group.

## III. Students Participation and Response:

- Effective techniques were used for obtaining repetition: all students responded, part of group responded, single students responded.
- Individual drill was used only after most of the children could use the pattern or vocabulary.
- I refrained from repeating with the students so that I could listen to the response and pronunciation.

\_\_\_\_\_ I have anticipated possible errors.

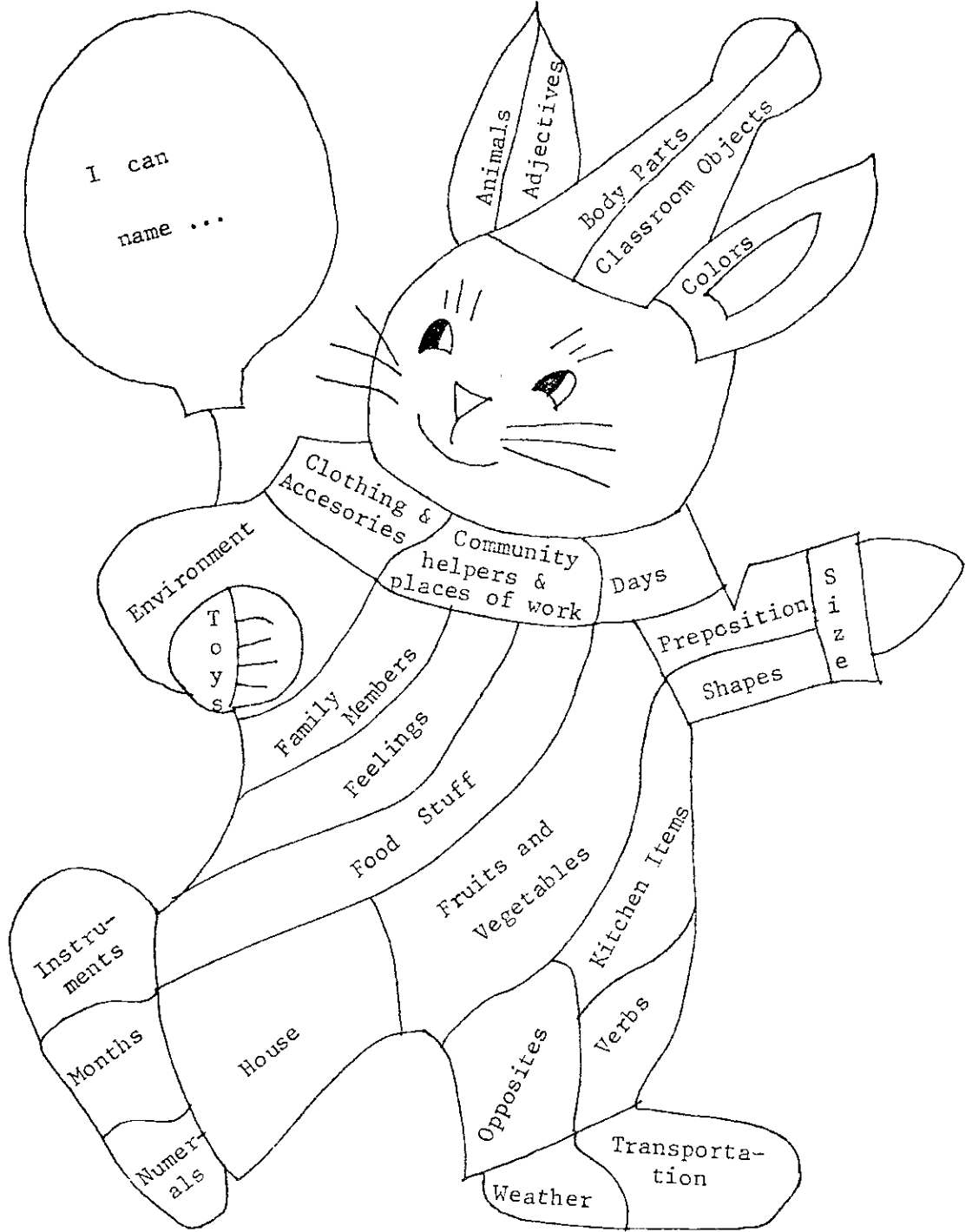
IV. Student Evaluation:

\_\_\_\_\_ Checklists are updated.

\_\_\_\_\_ Time has been set aside for individual work with students.

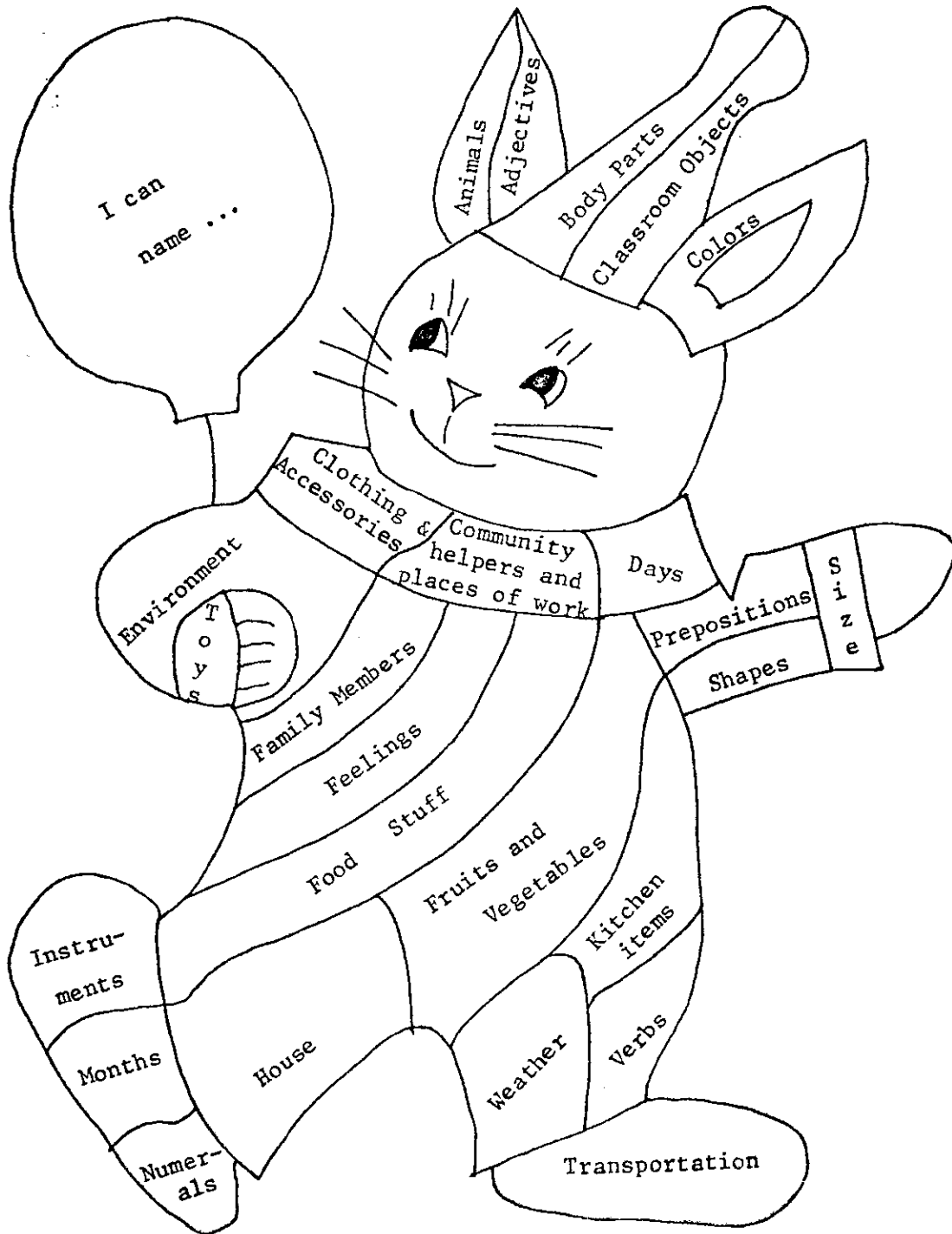
\_\_\_\_\_ Positive reinforcement is given for student achievement.

GROUPS I, II, III



DIRECTIONS: When the students can name all of their vocabulary words in each group let them color in the corresponding space on the rabbit.

GROUPS IV AND V



DIRECTIONS: When the students can name all of their vocabulary words in each group let them color in the corresponding space on the rabbit.

SENTENCE PATTERNS CHECKLIST

GROUP I

When the student is able to perform the tasks of using the sentence pattern: 1) Write the date in the correct box; 2) Write any pertinent comments in the space provided. Keep an individual sheet on each child (Refer to page 51 for patterns).

Student: \_\_\_\_\_

Sentence Patterns: Questions and Response(s)	Models pattern	Uses pattern when prompted	Uses pattern automatically	Comments
a.				
b.				
c.				
d.				
e.				
f.				
g.				
h.				
i.				
j.				
k.				
l.				
m.				
n.				
o.				

Sentence Patterns: Questions and Re- sponse(s)	Models pattern	Uses pat- tern when prompted	Uses pat- tern auto- matically	Comments
p.				
q.				
r.				
s.				
t.				
u.				
v.				
w.				
x.				
y.				
z.				
a1.				
a2.				
a3.				
a4.				
a5.				
a6.				
a7.				
a8.				
a9.				
a10.				
a11.				
a12.				
a13.				

## GROUP II

When the student is able to perform the tasks of using the sentence pattern: 1) Write the date in the correct box; 2) Write any pertinent comments in the space provided. Keep an individual sheet on each child (Refer to page 79 for patterns).

Student: \_\_\_\_\_

Sentence Patterns: Questions and Re- sponse(s)	Models pattern	Uses pat- tern when prompted	Uses pat- tern auto- matically	Comments
a.				
b.				
c.				
d.				
e.				
f.				
g.				
h.				
i.				
j.				
k.				
l.				
m.				
n.				
o.				
p.				

Sentence Patterns: Questions and Re- sponse(s)	Models pattern	Uses pat- tern when prompted	Uses pat- tern auto- matically	Comments
q.				
r.				
s.				
t.				
u.				
v.				
w.				
x.				
y.				
z.				
a1.				
a2.				
a3.				
a4.				
a5.				

## GROUP III

When the student is able to perform the tasks of using the sentence pattern: 1) Write the date in the correct box; 2) Write any pertinent comments in the space provided. Keep an individual sheet on each child (Refer to page 103 for patterns).

Student: \_\_\_\_\_

Sentence Patterns: Questions and Re- sponse(s)	Models pattern	Uses pat- tern when prompted	Uses pat- tern auto- matically	Comments
a.				
b.				
c.				
d.				
e.				
f.				
g.				
h.				
i.				
j.				
k.				
l.				
m.				
n.				
o.				
p.				

Sentence Patterns: Questions and Re- sponse(s)	Models pattern	Uses pat- tern when prompted	Uses pat- tern auto- matically	Comments
q.				
r.				
s.				
t.				
u.				
v.				
w.				
x.				
y.				
z.				
a1.				
a2.				
a3.				

## GROUP IV

When the student is able to perform the tasks of using the sentence pattern: 1) Write the date in the correct box; 2) Write any pertinent comments in the space provided. Keep an individual sheet on each child (Refer to page 127 for patterns).

Student: \_\_\_\_\_

Sentence Patterns: Questions and Re- sponse(s)	Models pattern	Uses pat- tern when prompted	Uses pat- tern auto- matically	Comments
a.				
b.				
c.				
d.				
e.				
f.				
g.				
h.				
i.				
j.				
k.				
l.				
m.				
n.				
o.				
p.				



GROUP V

When the student is able to perform the tasks of using the sentence pattern: 1) Write the date in the correct box; 2) Write any pertinent comments in the space provided. Keep an individual sheet on each child (Refer to page 147 for patterns).

Student: \_\_\_\_\_

Sentence Patterns: Questions and Response(s)	Models pattern	Uses pattern when prompted	Uses pattern automatically	Comments
a.				
b.				
c.				
d.				
e.				
f.				
g.				
h.				
i.				
j.				
k.				
l.				
m.				
n.				
o.				

Sentence Patterns: Questions and Re- sponse(s)	Models pattern	Uses pat- tern when prompted	Uses pat- tern auto- matically	Comments
p.				
q.				
r.				
s.				
t.				

## VOCABULARY CHECKLIST

## GROUPS I, II, III

When the student performs the following skills, 1) put the date in which each skill is accomplished in the given box. 2) Refer to Annex A for each GROUP'S WORDS. 3) Write any pertinent comments (pronunciation, difficulties) in the provided space. An individual sheet should be done for each child.

Student: \_\_\_\_\_

Vocabulary Group	Selects picture when given name	Names word when shown picture	Comments
Adjectives			
Animals			
Body Parts			
Classroom Objects			
Clothing and Accessories			
Colors			
Community Helpers and work places			
Days			
Environment			
Family Members			
Feelings			
Food Stuff			
Fruits and Vegetables			
House			

Vocabulary Group	Selects picture when given name	Names word when shown picture	Comments
Instruments			
Kitchen Items			
Months			
Numerals			
Opposites			
Prepositions			
Shape			
Size Descriptions			
Toys			
Transportation			
Verbs			
Weather			

## GROUPS IV, V

When the student performs the following skills, 1) put the date in which each skill is accomplished in the given box. 2) Refer to pages 137 & 155 for each GROUP'S WORDS. 3) Write any pertinent comments (pronunciation, difficulties) in the provided space. An individual sheet should be done for each child.

Student: \_\_\_\_\_

Vocabulary Group	Selects picture when given name	Names word when shown picture	Comments
Adjectives			
Animals			
Body Parts			
Classroom Objects			
Clothing and Accessories			
Colors			
Community Helpers and work places			
Days			
Environment			
Family Members			
Feelings			
Food Stuff			
Fruits and Vegetables			
House			

Vocabulary Group	Selects picture when given name	Names word when shown picture	Comments
Instruments			
Kitchen Items			
Months			
Numerals			
Prepositions			
Shape			
Size Descriptions			
Toys			
Transportation			
Verbs			
Weather			

APPENDIX A  
COMMITTEE MEMBERS



APPENDIX   A  

## List of participants in committees:

1979 ESL Curriculum Guideline Committee for Kindergarten through  
Fourth Grades:

Mrs. Nancy Berkowitz	Miss Frances Downing
Miss Marianne Blair	Mrs. Barbara Herrarte
Miss Susan Deindorfer	Miss Julia Lebischak
Coordinator and Supervisor:	Dr. Olga Marina García Salas A.
Regional ESL consultants:	Dr. Cary Anderson and Miss Christine Jones

1980 Committee reviewing the 1979 ESL Committee Guideline for Kin-  
dergarten through Fourth Grades (Reviewed only Kinder):

Miss Joy Berends	Miss Jeanie Singer
Miss Debra Hitchcock	Miss Virginia Toledo
Mrs. Wendy Orey	
Coordinator and Supervisor:	Miss Julia Lebischak

## Goal Statement approval committee, January 1981 and May 1982

Mrs. Ethelvina Hernández	Miss Susan Spagnuolo
Miss Sallie Mannino	Miss Virginia Toledo
Mrs. Wendy Orey	
Coordinator:	Miss Julia Lebischak

Goal Statement approval committee, October 1981

Mrs. Ethelvina Hernández

Miss Kathy Bannan

Miss Sallie Mannino

Miss Ana Carlota Flores

Miss Virginia Toledo

Coordinator: Miss Julia Lebischak

Goal Statement approval committee, May 1982

Miss Kathy Bannan

Mrs. Marie Rossell

Miss Ana Carlota Flores

Miss Virginia Toledo

Mrs. Ethelvina Hernández

Coordinator: Miss Julia Lebischak

APPENDIX B  
1979 KINDERGARTEN CURRICULUM  
GUIDELINE DETERMINED BY THE  
ESL COMMITTEE



## KINDERGARTEN

<p>GRAMMAR SKILLS</p> <p>Parts of Speech</p> <p>Sentence Building Sentence Building</p>	<p>Complete Sentences *</p> <p>Subject-verb Agreement *</p>
<p>USAGE SKILLS</p>	<p>Verbs</p> <ul style="list-style-type: none"> <li>- present tense</li> <li>- present progressive</li> <li>- command form</li> </ul> <p>Prepositions of place</p> <p>Pronouns *</p> <p>Possessive Pronouns *</p> <p>Opposites *</p>
<p>STUDY SKILLS</p> <p>Vocabulary Building</p>	<p>Survival - Bathroom signals, classroom expressions</p> <p>Classroom: Names and location of parts, names of instructional materials, identification of classroom activities, people in the classroom.</p> <p>Family: Members Names of parts of the home Names of objects in parts of the home Identification of home activities Meals, Food Clothing</p> <p>Immediate Community: Transportation facilities Holidays</p> <p>Miscellaneous: Expressions of time Days of the week Months of the year Colors Body parts Shapes</p>

<p><b>STUDY SKILLS</b></p> <p>Vocabulary Building (cont.)</p>	<ul style="list-style-type: none"> <li>- Numbers</li> <li>- Location of rooms and other buildings *</li> <li>- Rules *</li> <li>- School activities *</li> </ul>
<p><b>LISTENING SKILLS</b></p>	<p>Listening for appreciation of stories, poems, songs, finger plays</p> <p>Listening to follow directions</p> <p>Listening to: - other children - other adults - electronically produced sounds (tapes, cassettes, records, movies)</p> <p>Auditory Disc.: Rhyming, Beginning Sounds *</p>
<p><b>SPEAKING SKILLS</b></p>	<p>Expression of basic needs</p> <p>Naming: - self and others - age - objects in the immediate environment: classroom, school - objects in the immediate community: home, wider community *</p> <p>Courtesy / safety rules</p> <p>Response to: - teachers' questions - peer communication - spontaneous communication *</p> <p>Singing</p> <p>Finger plays</p> <p>Choral speaking</p> <p>Dramatizations</p>

\* Added to existing skill list by the 1980 Kindergarten Committee.

APPENDIX C  
GOAL REVISIONS



APPENDIX C<sub>1</sub>  
FIRST REVISION



## KINDERGARTEN LANGUAGE GOALS FOR GROUP I 1981

## A. ORAL EXPRESSION:

1. The ability to create simple sentences without using the sentence patterns.

2. The ability to correctly use the pronouns: I, he, she.

3. Sentence patterns:

- |                                |  |
|--------------------------------|--|
| a. What is your name?          | My name is _____.                      |
| b. How are you?                | Fine. Thank you.                       |
| c. How old are you?            | I am _____ years old.                  |
| d. What is this?               | This is a <u>noun, adj. noun</u> .     |
|                                | It is a <u>adj. noun</u> .             |
|                                | It's a _____.                          |
| e. What is that?               | That is a <u>adj. noun</u> .           |
| f. What do you want?           | I want the _____.                      |
| **** g. What does he/she want? | He/she wants the _____.                |
| h. What do you have?           | I have the _____.                      |
| i. How do you feel?            | I am <u>adj.</u> .                     |
| j. Are you a boy or a girl?    | I am a boy/girl.                       |
| k. Is he/she a boy/girl?       | He/she is a boy/girl.                  |
| l. Is _____ here?              | Yes, I'm here. No, He/she is not here. |
| m. What day is today?          | Today is _____.                        |
| n. What month is it?           | The month/It is _____.                 |
| o. What is today's numeral?    | Today's numeral is _____.              |
| p. What is the weather today?  | Today is/It is _____.                  |
| q. What are you doing?         | I am <u>present prog. verb</u> .       |
| r. What is he/she doing?       | He/she is <u>pres. prog. verb</u> .    |
| s. Is this a _____?            | Yes, it is a _____. No, it is a _____. |
| t. What color is this/that?    | This/that color is _____.              |
| u. What do you see?            | I see _____.                           |
| **** v. What does he/she see?  | He/she sees _____.                     |
| w. What is he/she?             | He/she is a <u>predicate noun</u> .    |
| x. What are these?             | These are _____.                       |
| y. Where did you put the ____? | I put the <u>noun prep. dir.ob.</u>    |
| z. We/they _____?              | We/they are _____.                     |

\*\*\*\* Not responsible for the question.

## B. VOCABULARY:

1. Colors: eight basic plus white and pink
2. Shapes: circle, triangle, square, rectangle, heart, star, diamond, cross.
3. Classroom objects
4. Toys
5. Animals
6. Clothing and Accessories
7. Fruits and Vegetables
8. Body Parts
9. Family Members
10. Community helpers and the places where they worked
11. House
12. Adjectives
13. Feelings
14. Weather
15. Commands
16. Verbs
17. Size
18. Prepositions: on, over, above, below, between, in, out, inside, outside
19. Week days
20. Months
21. Opposites

## C. PRE-READING SKILLS

- |   |  |
|---|--|
| 1. Rhyming                                | 4. Alphabet in sequence                        |
| 2. Beginning sounds (alike/<br>different) | 5. Sight Words                                 |
| 3. Letter names out of sequence           | 6. Letter-Sound relationship<br>for consonants |

## D. ACTIVITY SUGGESTION FOR LATER ON IN THE YEAR:

1. Higgledly Piggledly (end of April, beginning of May)
2. Experience Stories (beginning of July)
3. Continental Press for Thinking skills (not vocabulary), rhyming and beginning sound.

## KINDERGARTEN LANGUAGE GOALS FOR GROUP II 1981

## A. ORAL EXPRESSION:

1. The ability to create simple sentences without using the sentence patterns.

2. The ability to correctly use the pronouns: I, he, she.

3. Sentence patterns from Introducing English:

- |                                 |  |
|---------------------------------|--|
| a. What is your name?           | My name is _____.                          |
| b. How are you?                 | Fine. Thank you.                           |
| c. How old are you?             | I am _____ years old.                      |
| d. What is this?                | This is a <u>noun, adj. noun</u> .         |
|                                 | It is a <u>adj. noun</u> .                 |
| e. What is that?                | That is a <u>adj. noun</u> .               |
| f. What do you want?            | I want the _____.                          |
| **** g. What does he/she want?  | He/she wants the _____.                    |
| h. What do you have?            | I have the _____.                          |
| i. How do you feel?             | I am <u>adj.</u> _____.                    |
| j. Are you a boy or a girl?     | I am a boy/girl.                           |
| k. Is he/she a boy/girl?        | He/she is a boy/girl.                      |
| l. Is _____ here?               | Yes, I'm here. No, he/she is not here.     |
| m. What day is today?           | Today is _____.                            |
| n. What month is it?            | The month/It is _____.                     |
| o. What is today's numeral?     | Today's numeral is _____.                  |
| p. What is the weather today?   | The weather is _____.                      |
| q. What are you doing?          | I am <u>pres. prog. verb</u> _____.        |
| r. What is he/she doing?        | He/she is <u>pres. prog. verb</u> _____.   |
| s. Is this a _____?             | Yes, it is a _____. No, it is a _____.     |
| t. What color is this/that?     | This/that color is _____.                  |
| u. What do you see?             | I see _____.                               |
| **** v. What does he/she see?   | He/she sees _____.                         |
| w. What is he/she?              | He/she is a <u>predicate noun</u> .        |
| x. What are these?              | These are _____.                           |
| y. Where did you put the _____? | I put the <u>noun prep. dir.ob.</u> _____. |
| z. Use of we/they               | We/they are _____.                         |

\*\*\*\* Not responsible for the question.

## B. VOCABULARY:

1. Colors: eight basic plus white and pink
2. Classroom Objects
3. Toys
4. Animals
5. Clothing and Accessories
6. Fruits and Vegetables
7. Body parts
8. Family members
9. Community helpers and the places where they worked
10. House
11. Adjectives
12. Feelings
13. Weather
14. Commands
15. Verbs
16. Size
17. Week days
18. Months
19. Opposites
20. Shapes: circle, triangle, square, rectangle, heart, star, diamond, cross
21. Prepositions: on, over, above, below, between, in, out, inside, outside

## C. PRE-READING SKILLS:

- |   |                                       |
|---|---------------------------------------|
| 1. Rhyming                                  | 4. Sight Words                        |
| 2. Alphabet in sequence                     | 5. Letters names out of sequence      |
| 3. Letter-Sound relationship for consonants | 6. Beginning sounds (alike/different) |

## D. ACTIVITY SUGGESTION FOR LATER ON IN THE YEAR:

1. Higgledly Piggledly (end of April, beginning of May).
2. Experience Stories (beginning of July).
3. Continental Press for Thinking skills (not vocabulary), rhyming and beginning sounds
4. Look and Listen: rhyming and beginning sounds also visual discrimination (July)

## KINDERGARTEN LANGUAGE GOALS FOR GROUP III 1981

## A. ORAL EXPRESSION:

1. Ability to create simple sentences by adding new vocabulary into existing patterns. Ability to try to create sentences outside of the patterns.

2. Correct use of: I, he, she.

3. Sentence Patterns from Introducing English:

- |                                  |  |
|----------------------------------|--|
| a. What is your name?            | My name is _____. I'm _____.                   |
| b. How are you?                  | Fine. Thank you.                               |
| c. How old are you?              | I am _____ years old.                          |
| d. What is this?                 | This is a <u>noun, adj. noun</u> .             |
|                                  | It is a <u>adj. noun</u> . It's a <u>   </u> . |
| e. What is that?                 | That is a <u>adj. noun</u> _____ .             |
| f. What do you want?             | I want the _____ .                             |
| g. What do you have?             | I have _____ .                                 |
| h. How do you feel?              | I am <u>adjective</u> _____ .                  |
| i. Are you a boy/girl?           | I am a boy/girl.                               |
| j. Is he/she a boy/girl?         | He/she is a boy/girl.                          |
| k. Is _____ here?                | Yes, I'm here. No, he/she is not here.         |
| l. What day is today?            | Today is _____ .                               |
| m. What month is it?             | The month is _____ .                           |
| n. What is today's numeral?      | It is _____ .                                  |
| o. What is the weather today?    | It's _____ .                                   |
| p. What are you doing?           | I am <u>pres. prog. verb</u> _____ .           |
| q. What is he/she doing?         | He/she is <u>pres. prog. verb</u> _____ .      |
| r. Is this a _____ ?             | Yes, it is a <u>   </u> . No, it is a _____ .  |
| s. What color is this/that?      | This/that color is _____ .                     |
| t. What do you see?              | I see _____ .                                  |
| u. What is he/she?               | He/she is a <u>predicate noun</u> .            |
| v. What are these?               | These are _____ .                              |
| w. Where did you put the _____ ? | I put the <u>Noun prep. dir.ob.</u> _____ .    |

## B. VOCABULARY:

1. Colors: eight basic, plus pink and white
2. Classroom objects
3. Toys
4. Shapes: circle, square, triangle, rectangle, diamond, heart, cross, star

5. Animals
6. Clothing and accessories
7. Fruits and Vegetables
8. Body parts
9. Family members
10. Community helpers and places where they work
11. House
12. Adjectives
13. Feelings
14. Weather
15. Commands
16. Verbs
17. Size
18. Prepositions: on, over, above, below, between, in, out,  
inside, outside
19. Week days
20. Months
21. Opposites

C. ACTIVITY SUGGESTIONS FOR LATER ON IN THE YEAR:

1. Higgledly Piggledly (middle of June)
2. Experience Stories (maybe one in October)
3. Continental Press: rhyming, beginning sounds, opposites

D. PRE-READING SKILLS:

- |   |                                    |
|---|------------------------------------|
| 1. Rhyming  | 4. Alphabet in sequence            |
| 2. Letter sounds relationship<br>for: M, S, D, P, T | 5. Letter names out of<br>sequence |
| 3. Beginning Sounds (alike/<br>different)           |                                    |

## KINDERGARTEN LANGUAGE GOALS FOR GROUP IV 1981

## A. ORAL EXPRESSION:

1. The children will use the sentence patterns introduced in the group.

2. The children will be able to use first and present progressive verb forms of: to be, to have and to want (1st person only).

## 3. Sentence Patterns:

- |                               |   |
|-------------------------------|---|
| a. What is your name?         | My name is _____ . I'm _____ .                    |
| b. How are you?               | Fine. Thank you.                                  |
| c. How old are you?           | I am _____ years old.                             |
| d. What is this?              | This is a <u>noun</u> , <u>adj.</u> <u>noun</u> . |
|                               | It's a _____ . It is a <u>noun</u> .              |
| e. What do you want?          | I want _____ .                                    |
| f. What do you have?          | I have _____ .                                    |
| g. How do you feel?           | I am _____ .                                      |
| h. How does name/he/she feel? | Name/she/he is _____ .                            |
| i. Are you a boy/girl?        | I am a boy/girl.                                  |
| j. Is name/he/she a boy/girl? | Name/he/she is a boy/girl.                        |
| k. Is _____ here?             | Yes, I'm here. No, he/she is not here.            |
| l. What is the day?           | The day is _____ .                                |
| m. What is the month?         | The month is _____ .                              |
| n. What is today's numeral?   | The numeral is _____ .                            |
| o. What is the weather?       | The weather is _____ .                            |
| p. What are you doing?        | I am <u>pres. prog. verb</u> _____ .              |
| q. What is he/she/name doing? | He/she/name is <u>pres. prog. verb</u> _____ .    |

## B. VOCABULARY:

1. Colors: eight basic plus pink and white
2. Classroom objects
3. Shapes: triangle, circle, square, rectangle, star, cross, diamond
4. Toys: word "toys"; cards from Introducing English and classroom toys
5. Animals: group names, plus those in Introducing English
6. Clothing and accessories
7. Fruits and Vegetables
8. Body parts

9. Family (reinforces Social Studies)
10. Community helpers and their work places
11. Rooms of the house
12. Numerals (0 through 20)
13. Week days
14. Adjectives
15. Feelings
16. Weather
17. Commands
18. Size description (math)
19. Verbs: I am, he is, she is, I have, I want
20. Prepositions: on, above, below, inside, outside, around

C. PRE-READING SKILLS:

- |   |                            |
|---|----------------------------|
| 1. Rhyming                                | 4. Alphabet in sequence    |
| 2. Beginning Sounds (alike/<br>different) | 5. Letter/Sounds: M, S, D, |
| 3. Letters out of sequence<br>(introduce) |                            |

D. ACTIVITY SUGGESTIONS:

1. Continental Press for Rhyming and Beginning Sounds
2. Concrete examples
3. Hands on activities: pasting, feeling boxes, etc.
4. Pictures
5. Filmstrips and filmloops
6. Songs, fingerplays and stories

## KINDERGARTEN LANGUAGE GOALS FOR GROUP V 1981

## A. ORAL EXPRESSION:

1. The children will use the sentence patterns introduced in the group.

2. The children will be able to use first and third present and present progressive verb forms of: to be, first person only for to have and to want.

## 3. Sentence Patterns:

- |                          |  |
|--------------------------|--|
| a. What is your name?    | My name is _____.                        |
| b. How are you?          | Fine. Thank you.                         |
| c. How old are you?      | I am _____ years old.                    |
| d. What is this?         | This is a <u>noun, adj. noun</u> _____.  |
|                          | It is a <u>adj. noun</u> _____.          |
| e. What do you want?     | I want _____.                            |
| f. What do you have?     | I have _____.                            |
| g. How do you feel?      | I am _____.                              |
| h. Are you a boy/girl?   | I am a boy/girl.                         |
| i. Is _____ a boy/girl?  | He/she is a boy/girl.                    |
| j. Is _____ here?        | Yes, I'm here. No, he/she is not here.   |
| k. What is the day?      | The day is _____.                        |
| l. What is the month?    | The month is _____.                      |
| m. What is the weather?  | The weather is _____.                    |
| n. What are you doing?   | I am <u>pres. progr. verb</u> _____.     |
| o. What is he/she doing? | He/she is <u>pres. prog. verb</u> _____. |

Today is day, month, numeral.

## B. VOCABULARY:

1. Colors: eight basic plus pink and white
2. Classroom objects
3. Shapes: triangle, circle, square, rectangle, star, cross, diamond
4. Toys: word "toys", cards from Introducing English and classroom toys
5. Animals: group names and cards from Introducing English
6. Clothing and accessories
7. Fruits and Vegetables

8. Body parts
9. Family: (reinforces Social Studies)
10. Community helpers and their work places
11. Rooms of the house
12. Numerals: 0 through 10
13. Week days
14. Adjectives
15. Feelings
16. Weather
17. Commands
18. Size descriptions (math)
19. Verbs: I am, he is, she is, I have, I want
20. Prepositions: on, above, below, inside, outside, around

C. PRE-READING SKILLS:

- |   |  |
|---|--|
| 1. Rhyming                                | 3. Alphabet in sequence                      |
| 2. Beginning sounds (alike/<br>different) | 4. Letters out of sequence:<br>M, S, D, P, T |

D. ACTIVITY SUGGESTIONS:

1. Continental Press for rhyming and beginning sounds
2. Concrete examples
3. Hands on activities: pasting, feeling boxes, etc.
4. Pictures
5. Filmstrips and filmloops
6. Songs, stories and fingerplays

APPENDIX C<sub>2</sub>

SECOND REVISION



## GOALS FOR LANGUAGE GROUP I (OVERALL PROGRAM GOALS)

## A. ORAL EXPRESSION:

1. Sentence patterns: (questions and responses). The child will respond to:

- |                                    |   |
|------------------------------------|---|
| a. What is your name?              | My name is _____.                       |
| b. Hello. How are you?             | Fine. Thank you.                        |
| c. How old are you?                | I am _____ years old.                   |
| d. What is this?                   | This is a <u>noun</u> _____.            |
|                                    | It is a <u>noun, adj. noun</u> _____.   |
| e. What is that?                   | That is a <u>noun, adj. noun</u> _____. |
| f. What do you want?               | I want _____.                           |
| g. What does he/she/name want?     | Name/he/she wants _____.                |
| h. What do you have?               | I have _____.                           |
| i. What does he/she/name have?     | He/she/name has _____.                  |
| j. How do you feel?                | I'm _____. I feel _____.                |
| k. How does he/she feel?           | He's/she's _____.                       |
|                                    | He/she feels _____.                     |
| l. Are you a boy/girl?             | I am a _____. I'm a _____.              |
| m. Is name/he/she a boy/girl?      | Name/he/she is a _____.                 |
|                                    | Name/he's/she's a _____.                |
| n. Is _____ here?                  | Yes. I'm here.                          |
|                                    | Yes. He's/she's here.                   |
|                                    | No. He's/she's not here.                |
| o. What day is today?              | Today is _____.                         |
| p. What month is it?               | It is _____.                            |
|                                    | The month is _____.                     |
| q. What is the numeral?            | The numeral is _____.                   |
|                                    | It is _____.                            |
| r. What is the weather like today? | It is _____.                            |
| s. What are you doing?             | I am _____. I'm _____.                  |
| t. What is he/she doing?           | He/she is _____.                        |
|                                    | He's/she's _____.                       |
| u. Is this a _____?                | Yes, it is. It's a _____.               |
|                                    | No, it isn't. It's a _____.             |
| v. What color is this/that?        | It's _____.                             |
| What color is the/her/his _____?   | The/her/his _____ is _____.             |
| w. What do you see?                | I see a(n) _____.                       |
| x. What is he/she?                 | He/she is a(n) _____.                   |
| y. What are these?                 | They are _____.                         |
| z. Where did you put the _____?    | I put the _____ prep. _____.            |

a1. What do you like?  
Do you like \_\_\_\_\_?

I like \_\_\_\_\_.  
Yes, I do. I like \_\_\_\_\_.  
No, I don't. I like \_\_\_\_\_.

2. The students will demonstrate knowledge of pronoun usage.
3. The students will incorporate subject-verb agreement.
4. The students will demonstrate knowledge of the present progressive verb tense.
5. The students will show knowledge of some past tense regular verbs.
6. Some students will demonstrate skills with irregular verbs.
7. All students will show spontaneous communication in English.

#### B. VOCABULARY:

1. The children will be familiar with vocabulary from the following categories:

Adjectives	Family	Shapes
Animals	Feelings	Size descriptions
Body parts	Fruits	Toys
Classroom objects	House	Vegetables
Clothing	Months	Vehicles
Colors	Opposites	Verbs
Commands	Places	Weather
Community helpers	Prepositions	Week days

#### C. PRE-READING SKILLS:

1. The children will demonstrate knowledge of rhyming words.
2. The students will be able to distinguish beginning sounds.
3. The children will have knowledge of the alphabet in sequence.
4. The students will recognize letters out of sequence.
5. The students will discriminate letter sound relationships.
6. The students will recognize ending sounds.
7. The children will identify sight words.

## GOALS FOR LANGUAGE GROUP II

## A. ORAL EXPRESSION:

1. The ability to create simple sentences without using the sentence patterns.

2. The ability to correctly use the pronouns: I, he, she.

3. Sentence patterns:

- |                                 |   |
|---------------------------------|---|
| a. What is your name?           | My name is _____.                               |
|                                 | I'm _____.                                      |
| b. How are you?                 | Fine. Thank you.                                |
| c. How old are you?             | I am _____ years old.                           |
| d. What is this?                | This is a <u>noun, adj. noun</u> .              |
|                                 | It is a <u>adj. noun</u> .                      |
|                                 | It's a _____.                                   |
| e. What is that?                | That's a _____.                                 |
|                                 | That is a _____.                                |
| f. What do you want?            | I want _____.                                   |
| g. What does he/she want?       | He/she wants _____.                             |
| h. What do you have?            | I have _____.                                   |
| i. How do you feel?             | I am <u>predicate adjective</u> .               |
| j. Are you a boy or a girl?     | I am a boy/girl.                                |
| k. Is he/she a boy/girl?        | He/she is a boy/girl.                           |
| l. Is _____ here?               | Yes, I'm here. No, he's/<br>she's not here.     |
| m. What day is today?           | Today is _____. It is _____.                    |
| n. What month is it?            | The month is _____. It is _____.                |
| o. What is today's numeral?     | Today's numeral is _____.                       |
| p. What is the weather today?   | Today/It is _____.                              |
| q. What are you doing?          | I am <u>pres. prog. verb</u> .                  |
| r. What is he/she doing?        | He/she is <u>pres. prog. verb</u> .             |
| s. Is this a _____?             | Yes, it is a _____.                             |
|                                 | No, it is a _____.                              |
| t. What color is this/that?     | This/that color is _____.                       |
| u. What do you see?             | I see a _____.                                  |
| v. What is he/she?              | He/she is a <u>predicate noun</u> .             |
| w. What are these?              | They are _____. They're _____.                  |
| x. Where did you put the _____? | I put the <u>noun prep. direct<br/>object</u> . |
| y. Who's this?                  | It's _____.                                     |
| z. What are you wearing?        | I'm wearing _____.                              |

## B. VOCABULARY:

Colors: eight basic, plus pink and white  
 Shapes: circle, triangle, square, rectangle, heart, star,  
           diamond, cross  
 Classroom objects  
 Toys  
 Animals  
 Clothing  
 Fruits  
 Vegetables  
 Body parts  
 Family  
 Community helpers and the places where they work  
 House  
 Adjectives  
 Feelings  
 Weather  
 Commands  
 Verbs  
 Size  
 Prepositions: on, over, above, below, in, out, inside, outside  
 Week days  
 Months  
 Opposites

## C. PRE-READING SKILLS:

Rhyming  
 Beginning Sounds (alike and different)  
 Alphabet in sequence  
 Letter names out of sequence  
 Letter/Sound relationship for consonants  
 Sight words

## D. ACTIVITY SUGGESTIONS

Higgledly Piggledly (end of April)  
 Experience Stories (beginning of July)  
 Continental Press, Thinking Skills Level A (not Vocabulary)  
 Continental Press, Rhyming dittos  
 Continental Press, Beginning sound dittos  
I Like English, Level One

## GOALS FOR LANGUAGE GROUP III

## A. ORAL EXPRESSION:

1. Ability to create simple sentences by adding new vocabulary into existing patterns. Ability to try to create sentences outside of the patterns.

2. Correct use of I, He, She.

## 3. Sentence Patterns:

- |   |   |
|---|---|
| a. What is your name?                       | My name is _____. I'm _____.                  |
| b. How are you?                             | Fine. Thank you.                              |
| c. How old are you?                         | I am _____ years old.                         |
| d. What is this?                            | It is a <u>noun</u> . It's a <u>noun</u> .    |
|   | This is a <u>noun/adj. noun</u> .             |
| e. What is that?                            | That is a <u>noun</u> . It's a <u>noun</u> .  |
| f. What do you want?                        | I want the _____.                             |
| g. What do you have?                        | I have _____.                                 |
| h. How do you feel?                         | I am <u>adjective</u> .                       |
| i. Are you a boy/girl?                      | I am a boy/girl.                              |
| j. Is he/she a boy/girl?                    | He/she is a boy/girl.                         |
| k. Is _____ here?                           | Yes, I'm here. No, he/she is not here.        |
| l. What day is today?                       | Today is _____.                               |
| m. What month is it?                        | The month is _____.                           |
| n. What is today's numeral?                 | It is _____.                                  |
| o. What is the weather today?               | It is _____.                                  |
| p. What are you doing?                      | I am <u>present prog. verb</u> .              |
| q. What is he/she doing?                    | He/she is <u>pres. prog. verb</u> .           |
| r. Is this a _____?                         | Yes, it is a _____. No, it is a _____.        |
| s. What color is this/that?                 | It is _____. This/that color is _____.        |
| t. What do you see?                         | I see _____.                                  |
| u. What is he/she?                          | He/she is a <u>predicate noun</u> .           |
| v. What are these? (Introduce this to them) | They are _____.                               |
| w. Where did you put the _____?             | I put the <u>noun preposition direct obj.</u> |
| x. Do you like _____?                       | No, I don't. I like _____.                    |
|   | Yes, I do.                                    |
| y. Does he/she like _____?                  | No, he/she doesn't like _____.                |
|   | Yes, he/she does.                             |

## B. VOCABULARY:

Colors: eight basic, plus pink and white  
 Classroom objects  
 Shapes: circle, triangle, square, rectangle, diamond, heart,  
           cross, star  
 Animals  
 Vegetables  
 Toys  
 Fruits  
 Clothing  
 Body parts  
 Family  
 Community helpers and places where they work  
 House  
 Adjectives: long, short  
 Feelings  
 Weather  
 Commands  
 Verbs  
 Size  
 Prepositions: on, over, above, below, between, in, out, inside,  
                   outside  
 Week days  
 Months  
 Opposites

## C. PRE-READING SKILLS

Rhyming  
 Beginning Sounds (alike and different)  
 Alphabet in sequence  
 Letter names out of sequence  
 Letter-sound relationship for: M, S, D, P, T

## D. ACTIVITY SUGGESTIONS:

I Like English, Book 1 (mid- April)  
 Higgledly Piggledly (middle of June)  
 Continental Press, Thinking Skills, A  
 Continental Press, Rhyming Skills  
 Continental Press, Beginning Sounds

## GOALS FOR LANGUAGE GROUP IV

## A. ORAL EXPRESSIONS:

1. The children will use the sentence patterns introduced in the group.

2. The children will be able to use first person present and present progressive verb forms of: to be, have and want and third of to be: he is, she is.

## 3. Sentence patterns:

- |   |   |
|---|---|
| a. Good morning                         |   |
| b. What is your name?                   | My name is _____. I'm _____.                    |
| c. How are you?                         | Fine. Thank you.                                |
| d. How old are you?                     | I am _____ years old.                           |
| e. What is this?                        | This is a <u>noun, adj. noun</u> _____.         |
|   | It is a <u>noun</u> . It's a <u>noun</u> _____. |
| f. What do you want                     | I want _____.                                   |
| g. What do you have?                    | I have _____.                                   |
| h. How do you feel?                     | I am _____.                                     |
| i. Are you a boy/girl?                  | I am a boy/girl.                                |
| j. Is name of child a boy/girl?         | Name is a boy/girl.                             |
| k. Is he/she a boy/girl?<br>(introduce) | He/she is a boy/girl.<br>(introduce)            |
| l. Is _____ here?                       | Yes, I'm here. No, he's/<br>she's not here.     |
| m. What day is today?                   | It is _____.                                    |
| n. What is the month?                   | It is _____.                                    |
| o. What is today's numeral?             | It is _____.                                    |
| p. What is the weather?                 | It is _____.                                    |
| q. What are you doing?                  | I am <u>present prog. verb</u> _____.           |
| r. What is he/she doing?<br>(introduce) | He/she is <u>present prog. verb</u> _____.      |
| s. What is name of child doing?         | Name is <u>pres. prog. verb</u> _____.          |
| t. What are you wearing?                | I am wearing _____.                             |

## B. VOCABULARY:

Colors: eight basic, plus pink and white  
 Shapes: triangle, circle, square, rectangle, star, cross,  
 diamond  
 Toys: word "toys"; classroom toys and ones in Introducing  
 English, etc.  
 Animals: group names, plus ones in Introducing English, etc.  
 Classroom objects  
 Clothing  
 Fruits and Vegetables  
 Body parts  
 Family (reinforce Social Studies)  
 Community helpers and their work places  
 Rooms of the house  
 Numerals (0-20)  
 Week days  
 Adjectives  
 Feelings  
 Weather  
 Months  
 Commands  
 Size description  
 Verbs: I am, he is, she is, I have, I want  
 Prepositions: on, above, below, inside, outside, around

## C. PRE-READING SKILLS:

Rhyming (May)  
 Beginning sounds alike/different (August)  
 Alphabet in sequence (June)  
 Letters out of sequence introduce (August)  
 Letter/Sound for: M, S, D (September)

## D. ACTIVITY SUGGESTIONS:

Continental Press, Rhyming  
 Continental Press, Beginning Sounds  
 Concrete examples  
 Hands on activities  
 Pictures, filmstrips, filmloops  
 Songs, fingerplays and stories  
I Like English, Book 1 (after mid-year break) Send book to  
 Prepa.

## GOALS FOR LANGUAGE GROUP V

## A. ORAL EXPRESSION:

1. The children will use the sentence patterns introduced in the group.
2. The children will be able to use first person present and present progressive verb forms of: to be, to have and to want (1st and 3rd to be).

## 3. Sentence Patterns:

- |                          |   |
|--------------------------|---|
| a. What is your name?    | My name is _____. I'm _____.              |
| b. How are you?          | Fine. Thank you. I am fine.<br>Thank you. |
| c. How old are you?      | I am _____ years old.                     |
| d. What is this?         | It is a _____. It's a _____.              |
| e. What do you want?     | I want _____.                             |
| f. What do you have?     | I have _____.                             |
| g. How do you feel?      | I am _____.                               |
| h. Are you a boy/girl?   | I am a boy/girl.                          |
| i. Is _____ here?        | Yes, I'm here. No, _____<br>not here.     |
| j. What day is today?    | Today is _____.                           |
| k. What month is it?     | The month is _____.                       |
| l. How is the weather?   | It is _____. It's _____.                  |
| m. What are you doing?   | I am <u>present prog. verb.</u>           |
| n. What are you wearing? | I am wearing _____.                       |

## B. VOCABULARY:

Colors: eight basic  
 Classroom objects  
 Shapes: triangle, circle, square, rectangle, star, cross,  
 diamond

Toys  
 Animals  
 Clothing  
 Fruits  
 Body parts  
 Family  
 Community helpers and their places of work

Rooms of the house  
 Numerals: 0 - 10  
 Months  
 Week days  
 Adjectives  
 Feelings  
 Weather  
 Commands  
 Size description  
 Verbs: I am, I want, I have  
 Prepositions: on, above, below, inside, outside, around

C. PRE-READING SKILLS:

Rhyming  
 Beginning sounds (alike/different)  
 Alphabet in sequence (introduction)

D. ACTIVITY SUGGESTIONS:

Continental Press, Rhyming  
 Continental Press, Beginning Sounds  
 Concrete examples  
 Filmstrips, filmloops, pictures  
 Songs, fingerplays, stories  
I Like English, Book One (After mid-year break) Books  
 should be sent to Prepa for use the following year.

APPENDIX C<sub>3</sub>

THIRD REVISION

REFER TO GOAL SECTION OF CURRICULUM

Group I - page 51

Group II - page 79

Group III - page 103

Group IV - page 127

Group V - page 147



APPENDIX D  
PRE-READING SKILLS CHECKLIST



## PRE-READING SKILLS CHECKLIST

## I. PERCEPTION SKILLS

A. Auditory: The Student

1. reproduces pronounced two and three syllable words \_\_\_\_\_
2. hears differences in words \_\_\_\_\_
3. is able to hear length of words (which is shorter?  
boy-elephant) \_\_\_\_\_
4. is able to hear given sounds:
  - at beginning of word \_\_\_\_\_
  - at end of word \_\_\_\_\_
5. hears rhyming words \_\_\_\_\_
6. quotes alphabet in sequence \_\_\_\_\_
7. identifies letter sound \_\_\_\_\_

B. Visual: The student

1. uses picture clues \_\_\_\_\_
2. recognizes:
  - colors \_\_\_\_\_
  - sizes (big, little, tall, short) \_\_\_\_\_
  - shapes (square, round, triangle) \_\_\_\_\_
3. points to likenesses and differences:
  - in words \_\_\_\_\_
  - in letters \_\_\_\_\_
4. indicates correct left-right eye movements \_\_\_\_\_
5. recognizes letters out of sequence \_\_\_\_\_

## II. VOCABULARY SKILLS

A. Word Recognition: The student

1. remembers words \_\_\_\_\_
2. recognizes own name in print \_\_\_\_\_
3. quotes names of letters \_\_\_\_\_
4. quotes names of numbers \_\_\_\_\_
5. matches letters \_\_\_\_\_
6. matches numbers \_\_\_\_\_
7. associates capital and small letters \_\_\_\_\_

B. Word Meaning:

1. posses a speaking vocabulary adequate to convey ideas (see L. Guide for vocabulary) \_\_\_\_\_
2. associates pictures to words \_\_\_\_\_
3. identifies new words by picture clues \_\_\_\_\_

## III. GENERAL COMPREHENSION: The student

## A. remembers from stories read aloud:

- names of characters \_\_\_\_\_
- main ideas \_\_\_\_\_
- conclusion \_\_\_\_\_

- B. keeps events in proper sequence \_\_\_\_\_
- C. uses complete sentences \_\_\_\_\_
- D. works independently for shorts periods \_\_\_\_\_
- E. begins at front of the book \_\_\_\_\_
- F. begins on left hand page \_\_\_\_\_
- G. knows sentence begins at left \_\_\_\_\_

IV. COMMUNICATION SKILLS: The student

- A. expresses self spontaneously \_\_\_\_\_
- B. is able to remember five word sentences \_\_\_\_\_
- C. is able to make up simple endings for stories \_\_\_\_\_
- D. is able to use new words \_\_\_\_\_
- E. expresses desire to learn to read \_\_\_\_\_
- F. likes to be read to \_\_\_\_\_
- G. demonstrates an attention span sufficiently long \_\_\_\_\_



APPENDIX E  
FINAL LANGUAGE TEST



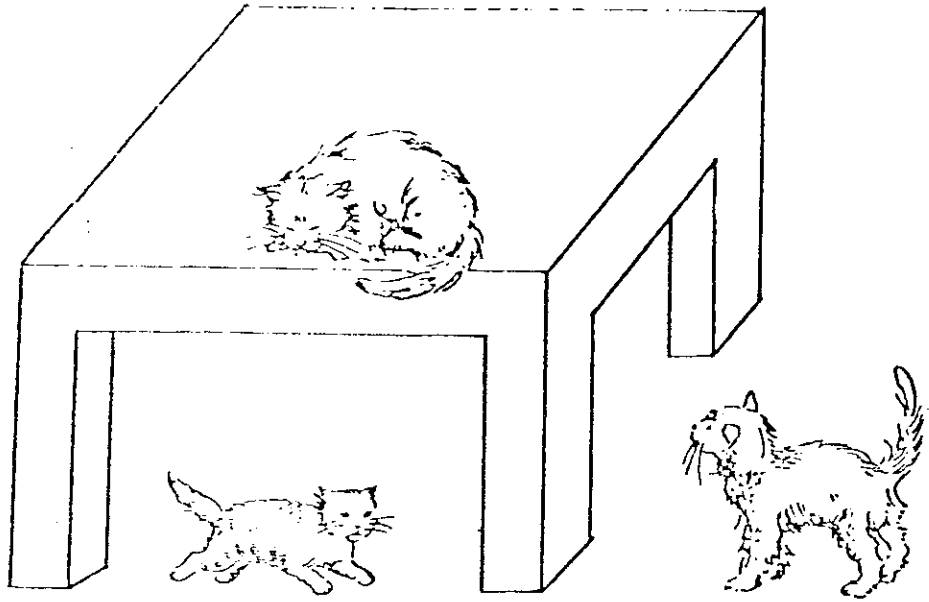
KINDERGARTEN

Language Final Test

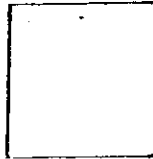
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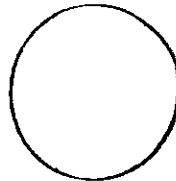
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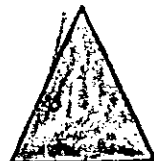
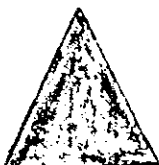
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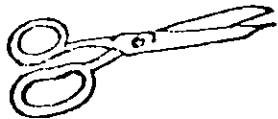
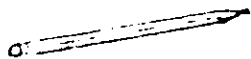
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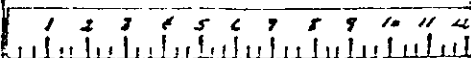
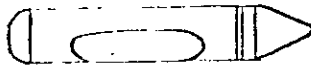
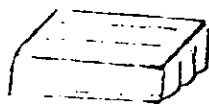
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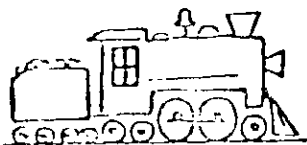
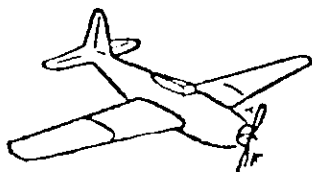


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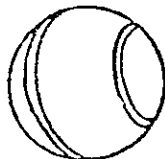
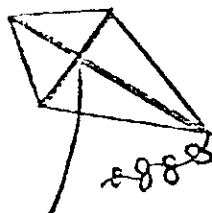
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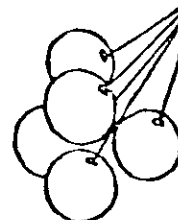
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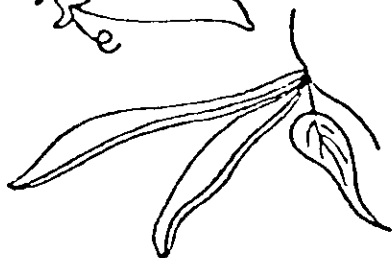
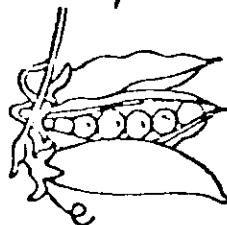
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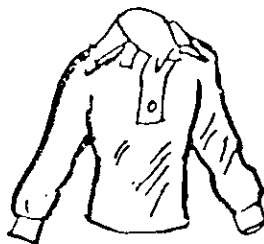
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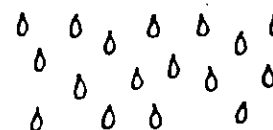
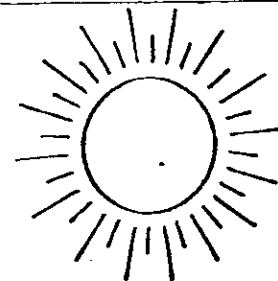
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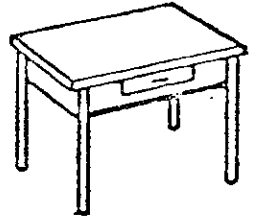
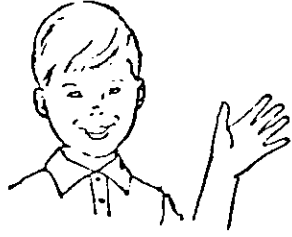
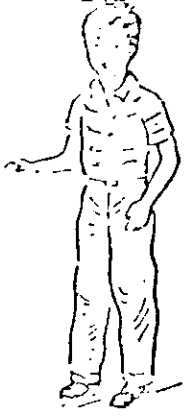


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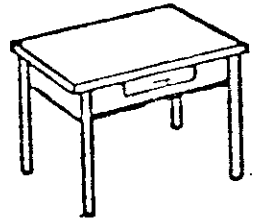
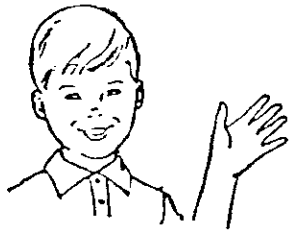
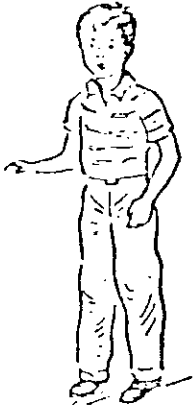


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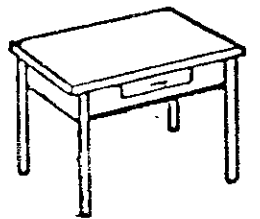
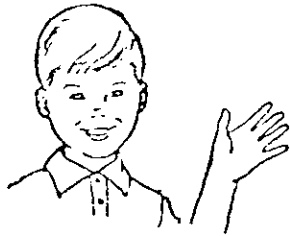
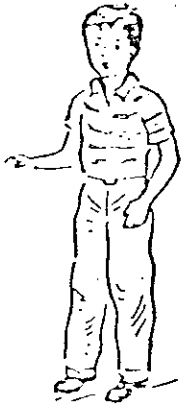
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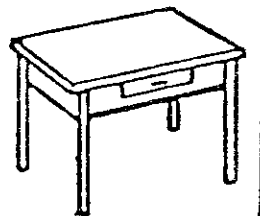
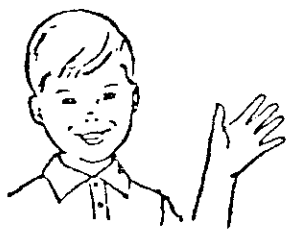
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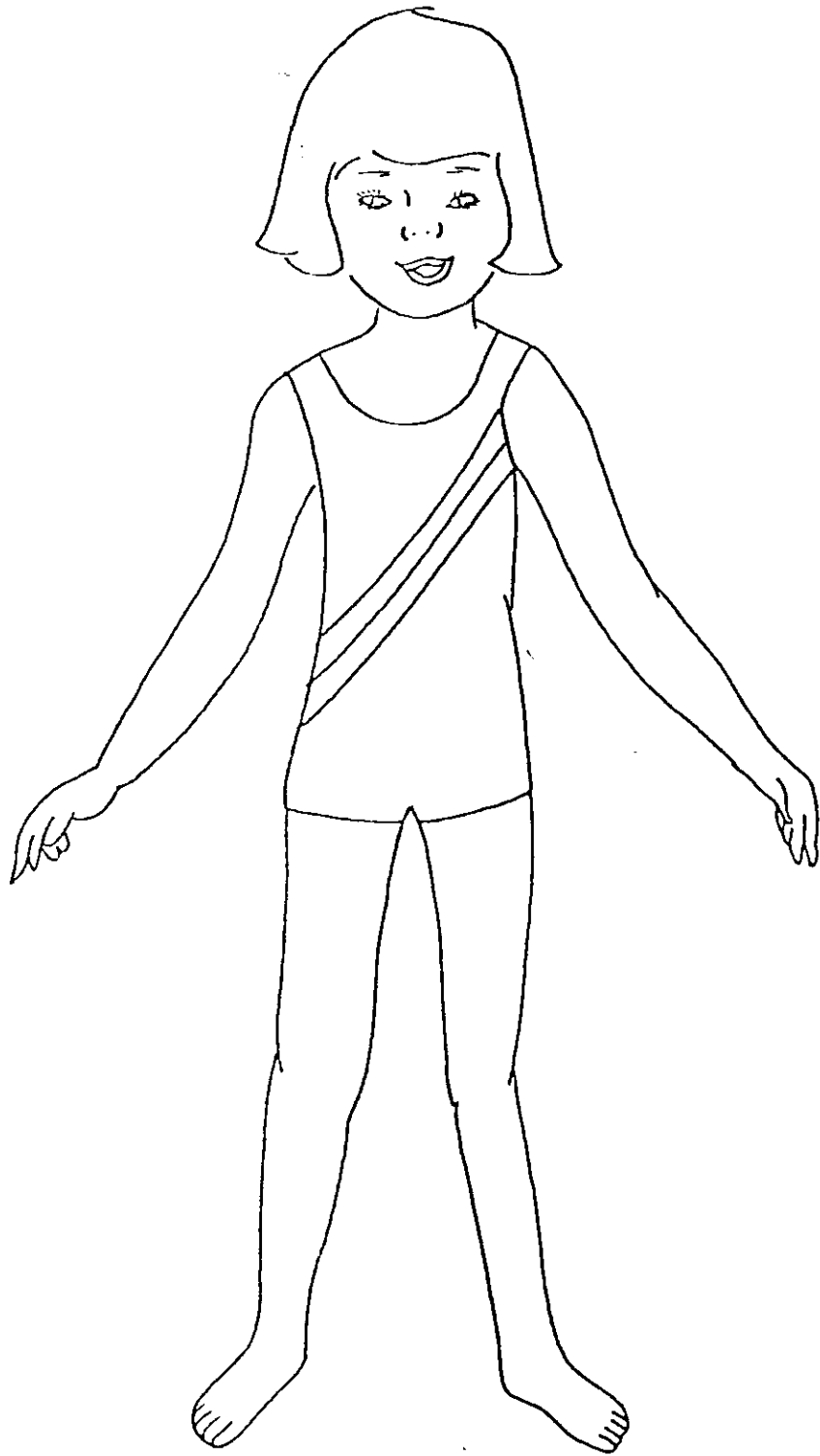


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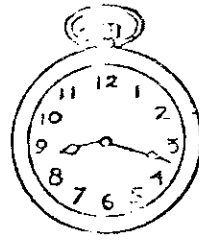
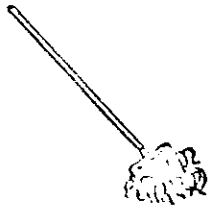
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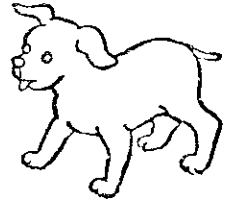
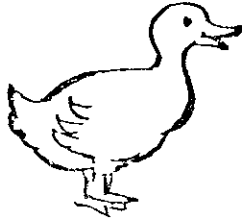


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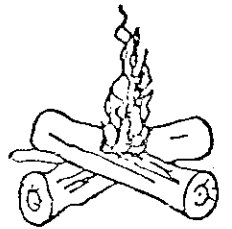
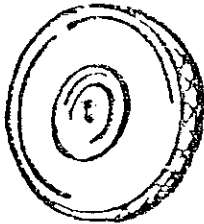
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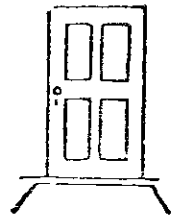
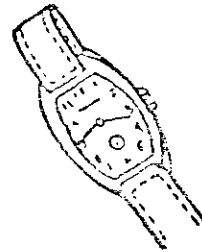
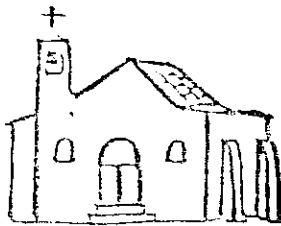
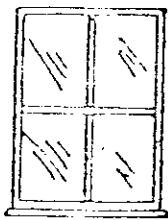
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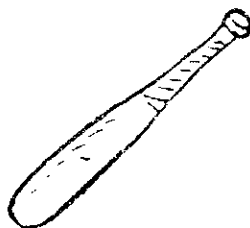
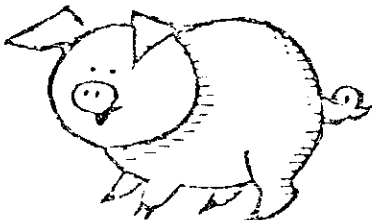
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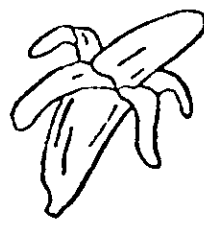
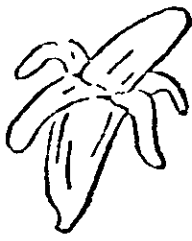
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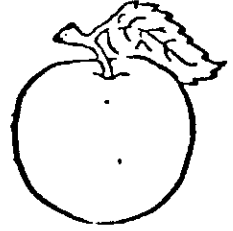
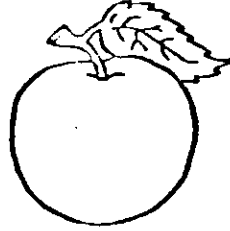
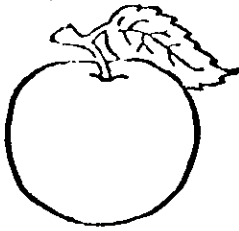


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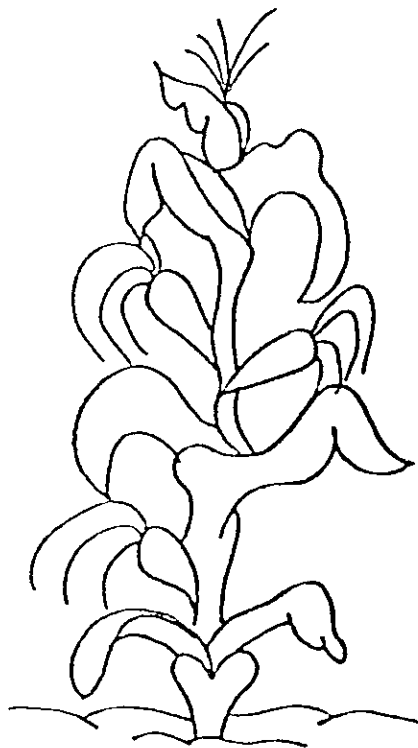
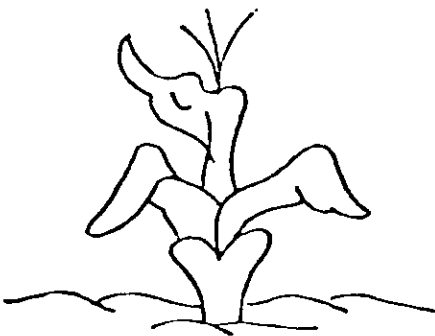
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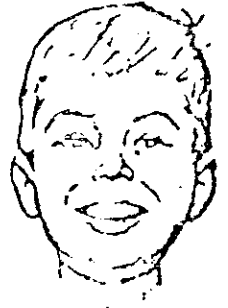


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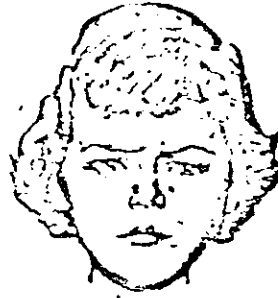
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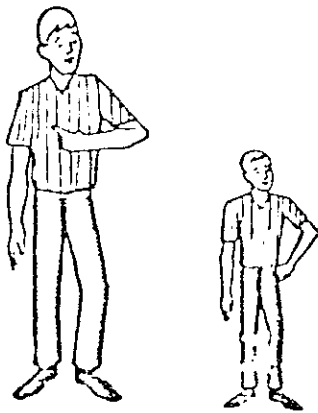
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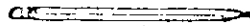
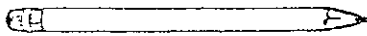
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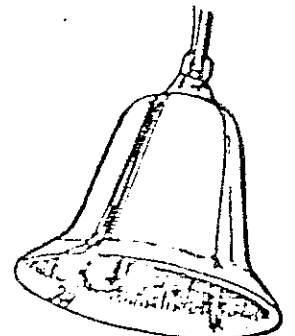
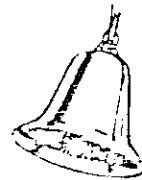
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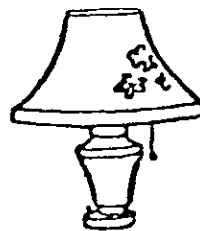
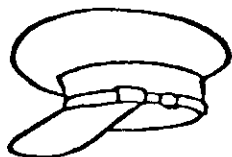
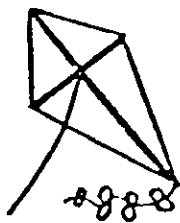
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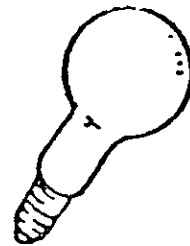
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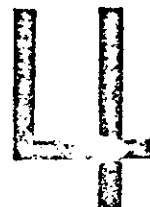
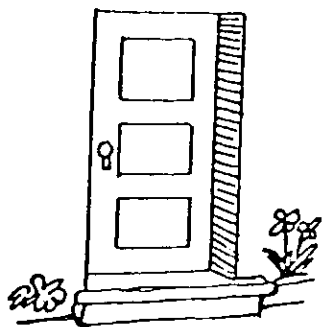
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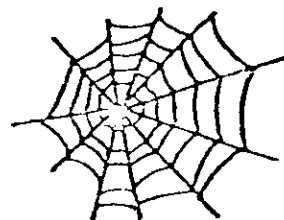
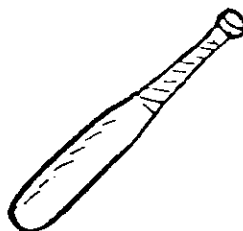
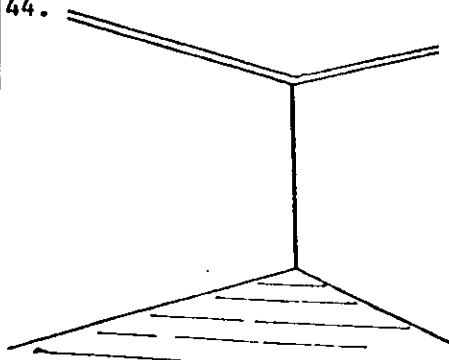
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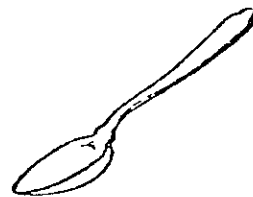
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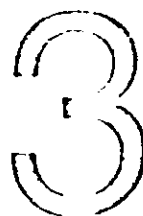
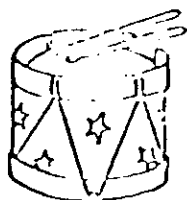
44.



45.



46.





## LANGUAGE FINAL TEST - KINDERGARTEN, 1982

GENERAL DIRECTIONS: Each teacher should administer the test to their own group of students. The children should be seated four per table with dividers placed between them.

Pass out the test booklets, making sure that each child has their own booklet. Provide each child with a pencil and a box of crayons. Do not allow the children to open the test booklet until the teacher tells them to. Have an eraser ready in case any of the children wish to change an answer.

Explain to the children that you may not help them by giving them the answers, but if they need to erase or have a question, they should raise their hand and you will come to them.

Read the directions for each item and be sure that all pupils are working on the right one.

Apply the test in one sitting.

DIRECTIONS FOR ADMINISTERING THE TEST: Look at your booklets. See that your name is on the cover. If your name is not on the cover, raise your hand and tell me.

Open your booklets. Fold the page back so that only page 1 is showing. (Demonstrate with a sample booklet. Keep using the sample to show the children where they should be working).

1. Put your finger on numeral 1. Look at the picture with the three cats. Draw a circle around the cat that is on the table. Now, draw an "X" (ex) on the cat that is under the table.

2. Put your finger on numeral 2. Here you see four squares. Put an "X" (ex) on the brown square.
3. Put your finger on numeral 3. Here you see four circles. Put an "X" (ex) on the black circle.
4. Put your finger on numeral 4. Here you see four triangles. Put an "X" (ex) on the purple triangle.

Turn over to page 2 (demonstrate).

5. Put your finger on numeral 5. Look at the three pictures in the box. Put an "X" (ex) on the scissors.
6. Put your finger on numeral 6. Look at the three pictures in the box. Put an "X" (ex) on the eraser.
7. Put your finger on numeral 7. Look at the three pictures in the box. Put an "X" (ex) on the spoon.
8. Put your finger on numeral 8. Look at the three pictures in the box. Put an "X" (ex) on the train.
9. Put your finger on numeral 9. Look at the three pictures in the box. Put an "X" (ex) on the balloon.
10. Put your finger on numeral 10. Look at the three pictures in the box. Put an "X" (ex) on the strawberries.
11. Put your finger on numeral 11. Look at the three pictures in the box. Put an "X" (ex) on the peas.
12. Put your finger on numeral 12. Look at the three pictures in the box. Put an "X" (ex) on the dress.
13. Put your finger on numeral 13. Look at the three pictures in the box. Put an "X" (ex) on the clouds.

Turn over to page 3 (demonstrate).

14. Put your finger on numeral 14. Here you see four pictures of a boy doing different things. Look carefully and put an "X" (ex) on the boy who is sitting down.
15. Put your finger on numeral 15. Here you see four pictures of a boy doing different things. Look carefully and put an "X" (ex) on the boy who is saying good-bye.
16. Put your finger on numeral 16. Here you see four pictures of a boy doing different things. Look carefully and put an "X" (ex) on the boy who is going to the table.
17. Put your finger on numeral 17. Here you see four pictures of a boy doing different things. Look carefully and put an "X" (ex) on the boy who is standing up/standing still.

Turn over to page 4 (demonstrate). Tell the children to put their pencils down and to open up their crayons boxes.

- 18-24. On this page you see a picture of a girl. You are going to color different parts of her when I tell you to. Be sure to use the color I tell you to use.
18. Take out your yellow (hold up a crayon of this color) crayon. Now, find the girl's hands. Color her hands yellow. When you are finished, put the yellow crayon back in the box.
19. Take out your black (hold up a crayon of this color) crayon. Now, find the girl's feet. Color her feet black. When you are finished, put the black crayon back in the box.

20. Take out your orange (hold up a crayon of this color) crayon.  
Now, find the girl's mouth. Color her mouth orange. When you are finished, put the orange crayon back in the box.
21. Take out your red (hold up a crayon of this color) crayon. Now, find the girl's arms. Color her arms red. When you are finished, put the red crayon back in the box.
22. Take out your purple (hold up a crayon of this color) crayon.  
Now, find the girl's eyes. Color her eyes purple. When you are finished, put the purple crayon back in the box.
23. Take out your blue (hold up a crayon of this color) crayon.  
Now, find the girl's legs. Color her legs blue. When you are finished, put the blue crayon back in the box.
24. Take out your green (hold up a crayon of this color) crayon.  
Now, find the girl's hair. Color her hair green. When you are finished, put the green crayon back in the box and close the box.

Turn over to page 5 (demonstrate). Tell the children that they will be using pencils for this part of the test. If you feel it is necessary, have the children do some stretching exercises before continuing.

25. Put your finger on numeral 25. Look at the picture of the monkey. Now, look at the other pictures in that row: Let's start with the monkey: mop - clock-coat. Put an "X" (ex) on the picture that begins/starts with the same sound as monkey.

26. Put your finger on numeral 26. Look at the picture of the book. Now, look at the other pictures in the row. Let's start with the book: duck - bear - dog. Put an "X" (ex) on the picture that begins/starts with the same sound as book.
27. Put your finger on numeral 27. Look at the picture of the fish. Now, look at the other pictures in that row. Let's start with the fish: tire - drum - fire. Put an "X" (ex) on the picture that begins/starts with the same sound as fish.
28. Put your finger on numeral 28. Look at the picture of the window. Now, look at the other pictures in the row. Let's start with the window: church - watch - door. Put an "X" (ex) on the picture that begins/starts with the same sound as window.
29. Put your finger on numeral 29. Look at the picture of the pig. Now, look at the other pictures in the row. Let's start with the pig: bat - doll - pie. Put an "X" (ex) on the picture that begins/starts with the same sound as pig.

Turn to page 6 (demonstrate).

30. Put your finger on numeral 30. Look at the star. Next to the star you see four bananas. Put an "X" (ex) on the second banana from the star.
31. Put your finger on numeral 31. Look at the heart. Next to the heart you see four apples. Put an "X" (ex) on the first apple from the heart.

32. Put your finger on numeral 32. Look at the three pears. Put an "X" (ex) on the pear that is in the middle.

33-35. Find the three boxes at the bottom of your paper. In each box we have a different picture. Look at the three pictures carefully. Think of what would happen/come first, second and then last.

33. Take out your red crayon. Put an "X" (ex) on the picture that shows what happens first. Put your crayon away when you are finished.

34. Take out your blue crayon. Put an "X" (ex) on the picture that shows what happens second, or next. Put your crayon away when you are finished.

35. Take out your purple crayon. Put an "X" (ex) on the picture that shows what happens third or last. Put your crayon away when you are finished and close the box.

Turn to page 7 (demonstrate). Tell the children that they will be using their pencils.

36. Put your finger on numeral 36. Put an "X" (ex) on the child with the happy face.

37. Put your finger on numeral 37. Put an "X" (ex) on the child with the sad face.

38. Put your finger on numeral 38. Put an "X" (ex) on the child with the tired/sleepy face.

39. Put your finger on numeral 39. Put an "X" (ex) on the short man.

40. Put your finger on numeral 40. Put an "X" (ex) on the long pencil.

41. Put your finger on numeral 41. Put an "X" (ex) on the small/  
little bell.

Turn to page 8 (demonstrate).

42. Put your finger on numeral 42. Look at the picture of the kite.  
Now, look at the other pictures in the row: cap - lamp - light.  
Put an "X" (ex) on the picture that rhymes with kite..

43. Put your finger on numeral 43. Look at the picture of the door.  
Now, look at the other pictures in the row: doll - fish - four.  
Put an "X" (ex) on the picture that rhymes with door.

44. Put your finger on numeral 44. Look at the picture of the wall.  
Now, look at the other pictures in the row: ball - bat - web.  
Put an "X" (ex) on the picture that rhymes with wall.

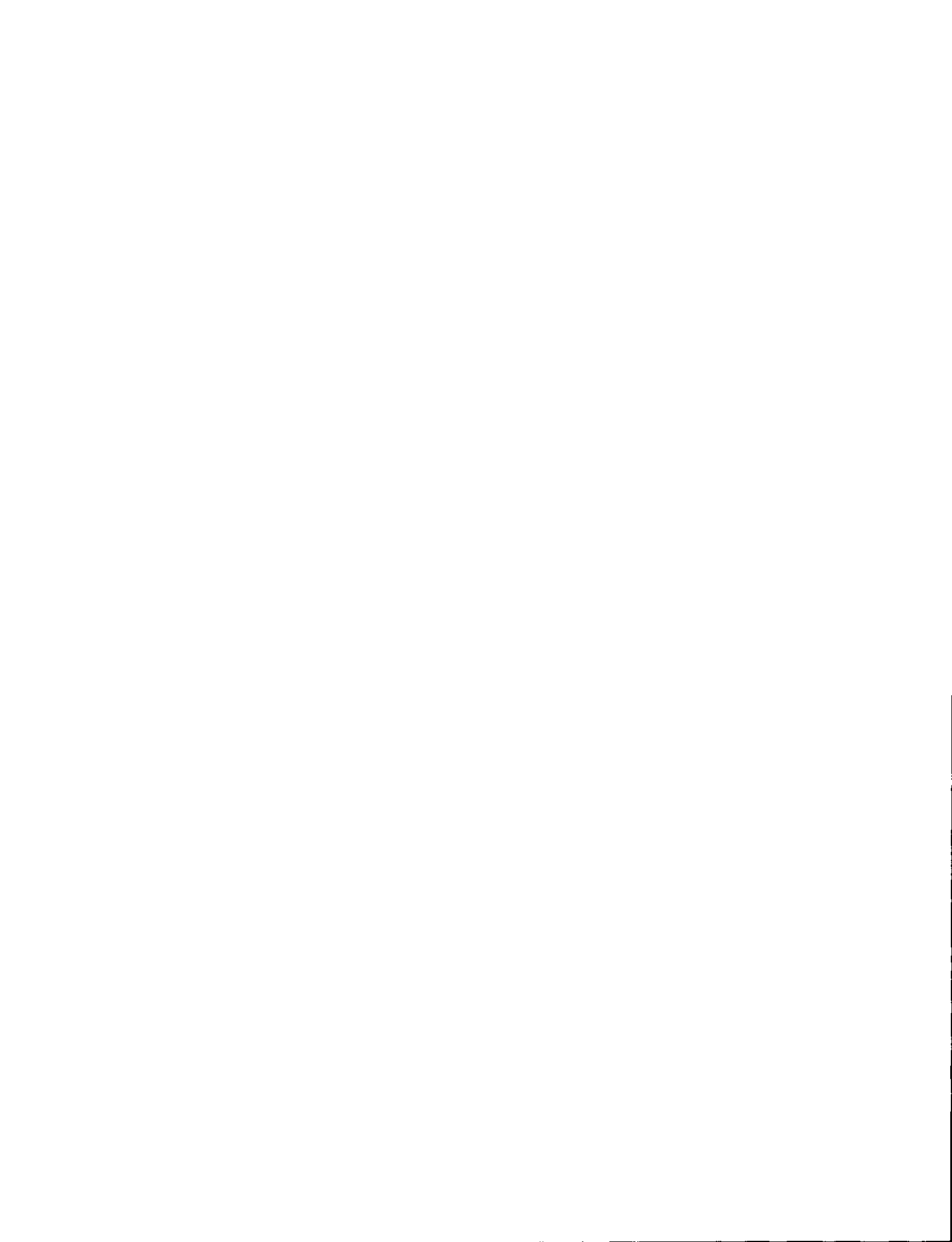
45. Put your finger on numeral 45. Look at the picture of the moon.  
Now, look at the other pictures in the row: man - spider - spoon.  
Put an "X" (ex) on the picture that rhymes with moon.

46. Put your finger on numeral 46. Look at the picture of the drum.  
Now, look at the other pictures in the row: thumb - three -  
dress. Put an "X" (ex) on the picture that rhymes with drum.

Collect test booklets. END OF TEST.

Scoring: Number of correct answers over total number of items. Double  
check all items: first time in red, second time in blue.

Right answer: ✓                      Wrong answer: X



APPENDIX F  
PRE-READING FINAL TEST



KINDERGARTEN

Pre-Reading Final Test, 1982

Name: \_\_\_\_\_ M.R.: \_\_\_\_\_

1

A D C E F

2

P S T B D

3

K G H J M

4

a i y o u

5

c k m n p

6

e i c d b

7

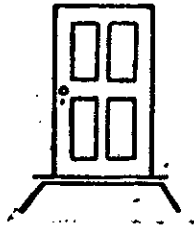
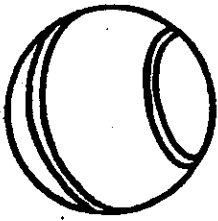
p q b d l

8

n m w u v

9	T	l	y	t	j
10	B	d	b	p	q
11	W	w	m	u	n
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13	d	B	P	D	O
14	a	A	Q	O	N
15	r	N	S	B	R

16



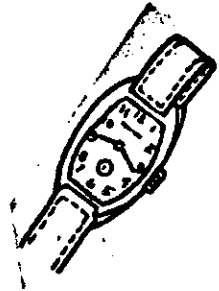
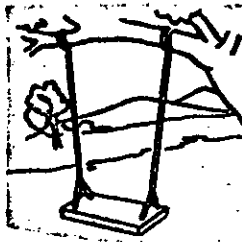
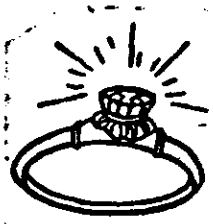
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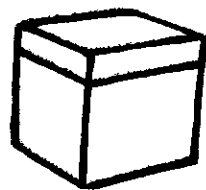


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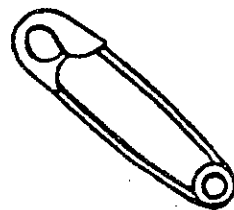
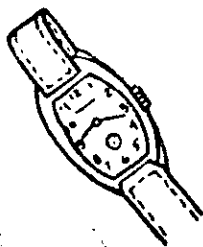


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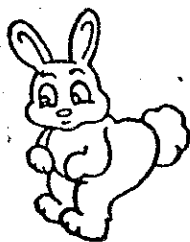
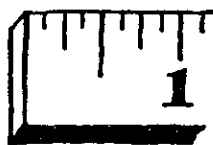
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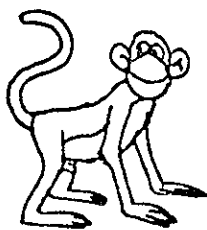
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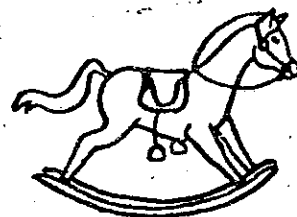
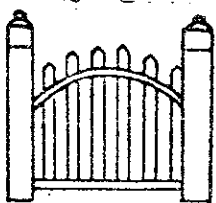
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22



23



24

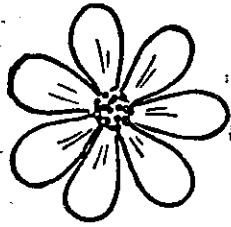
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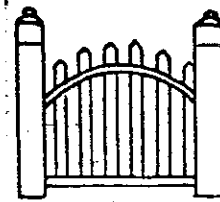
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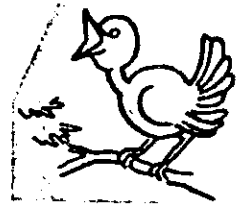
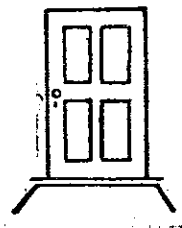
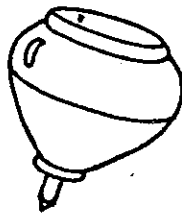
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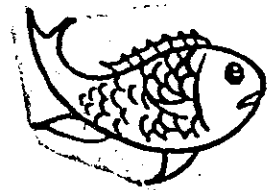
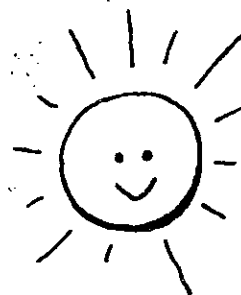
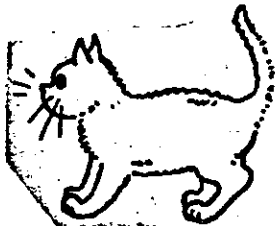
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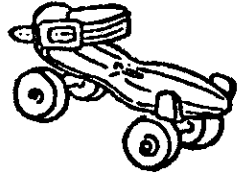
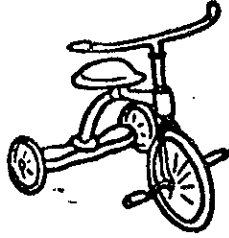
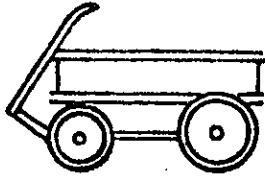


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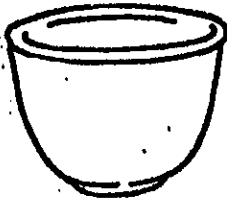
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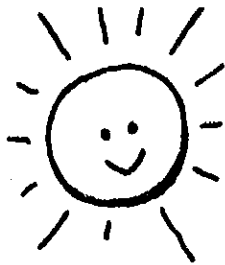
29



30



31



32



33.

blue

red

green

34

two

four

five

35

orange

yellow

pink

36

six

seven

nine

37

purple

brown

black

38

eight

nine

one

39

black

brown

blue

40

three

two

ten

## PRE-READING FINAL TEST, GROUPS 1, 2, 3 - DIRECTIONS

GENERAL: Write child's name on the front cover of the test booklet before tests are handed out. Each teacher should give the test to her own group of children. The test should be given to the children, as a group not individually.

Pass out test booklets to the children. Tell them to look at the front page where the name is written. Tell them to raise their hand if their name is not on the booklet which they have. Tell each child to keep their booklet closed until the teacher says to open it. Pass out one pencil per child. Have an eraser available in case someone needs to change an answer.

Read each item one time. Point out each line as you go along.

Page 1

Open your booklet to page one (demonstrate).

1. Put your finger on numeral 1. You see five letters. Put an X (ex) on the letter "F".
2. Put your finger on numeral 2. You see five letters. Put an X (ex) on the letter "B".
3. Put your finger on numeral 3. You see five letters. Put an X (ex) on the letter "J".
4. Put your finger on numeral 4. You see five letters. Put an X (ex) on the letter "y".
5. Put your finger on numeral 5. You see five letters. Put an X (ex) on the letter "k".

6. Put your finger on numeral 6. You see five letters. Put an X (ex) on the letter "e".
7. Put your finger on numeral 7. You see five letters. Put an X (ex) on the letter "q".
8. Put your finger on numeral 8. You see five letters. Put an X (ex) on the letter "v".

Turn to page 2 (demonstrate).

9. Put your finger on numeral 9. You see a capital or upper case letter in the box. Next to the letter in the box there are four small or lower case letters. Put an X (ex) on the small letter that goes with the capital or upper case letter in the box.
10. Put your finger on numeral 10. You see a capital or upper case letter in the box. Next to the letter in the box there are four small or lower case letters. Put an X (ex) on the small or lower case letter that goes with the capital or upper case letter in the box.
11. Put your finger on numeral 11. You see a capital or upper case letter in the box. Next to the letter in the box there are four small or lower case letters. Put an X (ex) on the small or lower case letter that goes with the capital or upper case letter in the box.

12. Put your finger on numeral 12. You see a small or lower case letter in the box. Next to the letter in the box there are four capital or upper case letters. Put an X (ex) on the capital or upper case letter that goes with the small or lower case letter in the box.
13. Put your finger on numeral 13. You see a small or lower case letter in the box. Next to the letter in the box there are four capital or upper case letters. Put an X (ex) on the capital or upper case letter that goes with the letter in the box.
14. Put your finger on numeral 14. You see a small or lower case letter in the box. Next to the letter in the box there are four capital or upper case letters. Put an X (ex) on the capital or upper case letter that goes with the letter in the box.
15. Put your finger on numeral 15. You see a small or lower case letter in the box. Next to the letter in the box there are four capital or upper case letters. Put an X (ex) on the capital or upper case letter that goes with the letter in the box.

Turn to page 3

16. Put your finger on numeral 16. Let's look at the three pictures. (Point to them as you say their names): ball-door-four. One picture does not rhyme. Put an X (ex) on the picture that does not rhyme.
17. Put your finger on numeral 17. Let's look at the three pictures. (Point to them as you say their names): bee-truck-tree. One picture does not rhyme. Put an X (ex) on the picture that does not rhyme.

18. Put your finger on numeral 18. Let's look at the three pictures. (Point to them as you say their names): ring-swing-watch. One picture does not rhyme. Put an X (ex) on the picture that does not rhyme.
19. Put your finger on numeral 19. Let's look at the three pictures. (Point to them as you say their names): six-socks-box. One picture does not rhyme. Put an X (ex) on the picture that does not rhyme.

Put your pencils down. Do some stretching exercises.

Turn to page 4.

20. Put your finger on numeral 20. You see three pictures. Two begin with the same sound. One begins with a different sound. Listen as I name the pictures: watch-pie-pin. Put an X (ex) on the picture that does not begin with the same sound.
21. Put your finger on numeral 21. You see three pictures. Two begin with the same sound. One begins with a different sound. Listen as I name the pictures: ruler-rabbit-witch. Put an X (ex) on the picture that does not begin with the same sound.
22. Put your finger on numeral 22. You see three pictures. Two begin with the same sound. One begins with a different sound. Listen as I name the pictures: monkey-man-nut. Put an X (ex) on the picture that does not begin with the same sound.
23. Put your finger on numeral 23. You see three pictures. Two begin with the same sound. One begins with a different sound. Listen as I name the pictures: hat-gate-horse. Put an X (ex) on the picture that does not begin with the same sound.

Turn to page 5.

24. Put your finger on numeral 24. You see a letter in the box. Think of the sound the letter in the box makes. Now, listen as I say the names of the three pictures next to the letter: pot-man-nine. Put an X (ex) on the picture that begins with the sound that the letter makes.
25. Put your finger on numeral 25. You see a letter in the box. Think of the sound the letter in the box makes. Now, listen as I say the names of the three pictures next to the letter: ghost-flower-car. Put an X (ex) on the picture that begins with the same sound that the letter makes.
26. Put your finger on numeral 26. You see a letter in the box. Think of the sound the letter in the box makes. Now, listen as I say the names of the three pictures next to the letter: hat-gate-jacket. Put an X (ex) on the picture that begins with the same sound that the letter makes.
27. Put your finger on numeral 27. You see a letter in the box. Think of the sound the letter in the box makes. Now, listen as I say the names of the three pictures next to the letter: top-door-bird. Put an X (ex) on the picture that begins with the same sound that the letter makes.
28. Put your finger on numeral 28. You see a letter in the box. Think of the sound the letter in the box makes. Now, listen as I say the names of the three pictures next to the letter: cat-sun-fish. Put an X (ex) on the picture that begins with the same sound that the letter makes.

Turn to page 6.

29. Put your finger on numeral 29. You see a wagon, a tricycle and a skate. Listen to my story and then put an X (ex) on the picture that my story is about: This is a toy that you can sit in and pull with a tricycle. Put an X (ex) on the picture that my story told about.
30. Put your finger on numeral 30. You see a bowl, a glass and a spoon. Listen to my story and then put an X (ex) on the picture that my story is about: When you are eating cereal or soup you put it in this so you can eat it. Put an X (ex) on the picture that my story told about.
31. Put your finger on numeral 31. You see the sun, a star and a cloud. Listen to my story and then put an X (ex) on the picture that my story is about: This is something in the sky that shines at night. Put an X (ex) on the picture that my story told about.
32. Put your finger on numeral 32. You see a father, a sister and a brother. Listen to my story and then put an X (ex) on the picture that my story is about: A little boy in a family can be called the \_\_\_\_\_. Put an X (ex) on the pictures that my story told about.

Turn to page 7.

33. Put your finger on numeral 33. There are three words. Look at the words. Put an X (ex) on the word "green".

34. Put your finger on numeral 34. There are three words. Look at the words. Put an X (ex) on the word "four".
35. Put your finger on numeral 35. There are three words. Look at the words. Put an X (ex) on the word "orange".
36. Put your finger on numeral 36. There are three words. Look at the words. Put an X (ex) on the word "seven".
37. Put your finger on numeral 37. There are three words. Look at the words. Put an X (ex) on the word "brown".
38. Put your finger on numeral 38. There are three words. Look at the words. Put an X (ex) on the word "one".
39. Put your finger on numeral 39. There are three words. Look at the words. Put an X (ex) on the word "blue".
40. Put your finger on numeral 40. There are three words. Look at the words. Put an X (ex) on the word "two".

Close your booklets. Collect the books and pencils.

Scoring: Following symbols should be used:

✓ - correct response

X - incorrect response

Work should be double checked: first time in red; second time in blue. On the front of the booklet where it says: N.R. put the number correct over forty (ie 4/40). Since there are forty test items. List scores in descending order for Annual Report.



APPENDIX G

ASSOCIATION OF I LIKE ENGLISH  
VOCABULARY AND SENTENCE PATTERNS TO  
THE CURRICULUM'S GOALS AND OBJECTIVES  
FOR VOCABULARY AND SENTENCE PATTERNS



## ADJECTIVES

Big	(4,21)	Dirty	(4,24)
Little	(4,21)	Long	(4,24)
Old (age)	(4,21)	New	(4,24)
Short (height)	(4,21)	Noisy	(4,24)
Tall	(4,21)	Old (not new)	(4,24)
Young	(4,21)	Quiet	(4,24)
Broken	(4,24)	Short (length)	(4,24)
Clean	(4,24)		

## ANIMALS

Bird	(1,1)	Bear	(1,2)
Dinosaur	(1,1)	Cat	(1,3)
Elephant	(1,1)	Dog	(1,3)
Lion	(1,1)	Fish	(1,3)
Rabbit	(1,1)	Horse	(1,3)
Tiger	(1,1)	Sheep	(4,20)

## BODY PARTS

Cheek(s)	(3,16)	Tooth	(3,16)
Chin	(3,16)	Teeth	(3,16)
Ear(s)	(3,16)	Arm(s)	(3,16)
Eye(s)	(3,16)	Toe(s)	(3,16)
Hair	(3,16)	Elbow(s)	(3,16)
Head	(3,16)	Finger(s)	(3,16)
Thumb(s)	(3,17)	Foot/feet	(3,16)
Mouth	(3,16)	Hand(s)	(3,17)
Neck	(3,16)	Knee(s)	(3,17)
Nose	(3,16)	Leg(s)	(3,17)

## CLASSROOM

Pencil	(1,1)	Chair(s)	(2,7)
Book	(1,1)	Crayon(s)	(2,7)
Eraser	(1,1)	Desks	(2,1)
Pen	(1,1)	Erasers	(2,7)
Desk	(1,1)	Paper clip(s)	(2,7)
Table	(1,1)	Pens	(2,7)
Pencil(s)	(2,7)	Scissors	(2,7)
Rubber bands	(2,7)	Wastebasket(s)	(2,7)
Chalk	(2,9)	Paper	(2,9)
String	(2,9)	Paste	(2,9)
Books	(2,1)	Tape	(2,9)

## CLOTHING and ACCESSORIES

Coat(s)	(3,18)	Skirt(s)	(3,18)
Dress(es)	(3,18)	Sock(s)	(3,18)
Glove(s)	(3,18)	Sweaters	(3,18)
Pants	(3,18)	Glasses	(3,18)
Shirt(s)	(3,18)		

## COLORS

Orange	(3,13)	Purple	(3,13)
Black	(3,13)	Red	(3,13)
Blue	(3,13)	Yellow	(3,13)
Brown	(3,13)	White	(3,13)
Green	(3,13)		

## FEELINGS

Angry	(3,15)	Strong	(3,15)
Happy	(3,15)	Thirsty	(3,15)
Hungry	(3,15)	Tired	(3,15)
Sick	(3,15)	Unhappy	(3,15)

## FOOD

Cookie	(1,4)	Cheese	(2,9)
Egg	(1,4)	Ice cream	(2,9)
Cookies	(2,8)	Rice	(2,9)
Eggs	(2,8)	Soup	(2,9)
Butter	(2,9)	Fruit juice	(2,10)
Bread	(2,9)	Lemonade	(2,10)
Cake	(2,9)	Milk	(2,10)
Candy	(2,9)		

## FRUITS

Apple	(1,4)	Apple(s)	(2,8)
Banana	(1,4)	Bananas	(2,8)
Orange	(1,4)	Cherries	(2,8)
Pear	(1,4)	Grapes	(2,8)
Tomato	(1,4)	Pears	(2,8)
Tomatoes	(2,8)	Lemon	(3,13)

## KITCHEN

Bowl	(1,5)	Plate	(1,5)
Cup	(1,5)	Spoon	(1,5)
Fork	(1,5)	Dishes	(2,10)
Glass	(1,5)	Tables	(3,14)
Knife	(1,5)	Bowls	(4,19)
Napkin	(1,5)		

## MISCELANEOUS

Basket	(1,5)	Songs	(2,12)
Box	(1,5)	TV	(2,12)
Mountains	(2,12)	Trees	(2,12)
Picture(s)	(2,12)	Flower	(3,13)

## MUSICAL INSTRUMENTS

Drum	(1,6)	Piano	(1,6)
Guitar	(1,6)	Trumpet	(1,6)

## NUMERALS

Eight	(4,19)	Seven	(4,19)
Five	(4,19)	Six	(4,19)
Four	(4,19)	Ten	(4,19)
Nine	(4,19)	Three	(4,19)
One	(4,19)	Two	(4,19)

## PEOPLE

Baby	(4,19)	Babies	(4,19)
Boy	(2,11)	Boys	(4,19)
Girl	(2,11)	Girls	(4,19)
Man	(2,11)	Men	(4,20)
Woman	(4,19)	Women	(4,20)

## POSSESSIVE ADJECTIVES

It's	(3,16)	Her	(3,18)
My	(3,16)	His	(3,18)
Your	(3,16)	Possessive's	(3,17)

## ROOMS OF HOUSE

Bathroom	(4,23)	Kitchen	(4,23)
Bedroom	(4,23)	Livingroom	(4,23)
Diningroom	(4,23)		

## THINGS IN HOUSE

Ball	(4,22)	Phone	(4,22)
Bed(s)	(4,22)	Radio	(4,22)
Bookcase(s)	(4,22)	Refrigerator	(4,22)
Ceiling	(4,23)	Rug(s)	(4,23)
Closet	(4,23)	Shelf(ves)	(4,22)
Couch	(4,22)	Sink	(4,22)
Counter	(4,22)	Stairs	(4,23)
Curtains	(4,23)	Stove	(4,22)
Door(s)	(4,23)	Toilet	(4,23)
Dresser	(4,23)	Tub	(4,23)
Floor	(4,23)	Walls	(4,23)
Lamp(s)	(4,22)	Windows	(4,23)

## TOYS

Ball	(1,2)	Car	(1,2)
Balloon	(1,2)	Doll	(1,2)
Bike	(1,2)	Kite	(1,2)
Boat	(1,2)	Puppet	(1,2)
Bus	(1,3)		

## VEGETABLES

Beans	(2,8)	Peas	(2,8)
Carrot	(1,4)	Potatoes	(2,8)
Carrots	(2,8)	Vegetables	(2,10)

## VEHICLES

Boat	(1,2)	Rocket	(1,3)
Bus	(1,3)	Train	(1,3)
Car	(1,2)	Truck	(1,3)
Plane	(1,3)		

## VERBS - Infinitive

to catch	(5,27)	to run	(5,25)
to dance	(5,25)	to sit down	(5,28)
to do	(5,27)	to sleep	(5,26)
to drink	(5,28)	to stand up	(5,25)
to dry	(5,29)	to swim	(5,25)
to eat	(5,28)	to throw	(5,27)
to hope	(5,25)	to walk	(5,25)
to lie down	(5,25)	to wash	(5,29)
to play	(5,27)		

## - Present Progressive

catching	(5,27)	playing with	(5,27)
climbing	(5,25)	reading	(5,26)
dancing	(5,26)	riding	(5,27)
doing	(5,25)	running	(5,25)
drawing	(5,26)	singing	(5,26)
drinking	(5,28)	sitting down	(5,28)
driving	(5,27)	sleeping	(5,26)
drying	(5,29)	standing up	(5,29)
eating	(5,28)	swimming	(5,25)
fixing	(5,27)	throwing	(5,27)
hopping	(5,25)	walking	(5,25)
jumping	(5,25)	washing	(5,29)
lying down	(5,25)	watching	(5,29)
painting	(5,26)	wearing	(5,30)
playing	(5,29)		



	1	2	3	4	5
Use of Have					
I have or I don't have	2,4,5	10	13,14,15,16	19,20	27,28
You have					
He/She has a ____ . Name has a ____ .	3,4,5,6	8,9,10,7	13,15,16,17	19,21,22,24	25,27
It has				20	
We have					
You((plural) have				20,24	27
They have					
Does ____ have a ____ ?	3,4,6	8,9,10	14,15	20	
Do you Have?	2,3,5	10	13,14	19,20	
What do you have?				20	
What do they have? Do they have ____ .				20,24	27
What do the girls/boys have?					
Use of Want					
I want or I don't want	4,6	10,11	14	19,20	26
You want					
He/She wants	4,5,6	7,8,10		19,21,24	
It wants				21,22	
We want				20	
You (plural) want				20	
They want					
What do they want?				20	
Does he/she/name want ____ ?	4,5,6	7,8,10		19	
What does he/she/name want?	6	9,10,11	14,15	19,20	
Do you want ____ ?					

	1	2	3	4	5
<p>Use of Like</p> <p>I like / I don't like</p> <p>I like to</p> <p>You like</p> <p>He likes, He likes to</p> <p>She likes, She likes to</p> <p>It likes to</p> <p>We like</p> <p>We like to</p> <p>You like</p> <p>They like</p> <p>What do you like to do?</p> <p>What do you like? Do you like.</p> <p>What does like?</p> <p>Does like _____?</p> <p>Do they like _____? What do they like?</p>	1	<p>8,9,11,12</p> <p>8,9,11,12</p> <p>8,9,11,12</p> <p>8,9,11,12,10</p> <p>9</p>	<p>14,15,16</p> <p>15,16</p> <p>15,16</p> <p>15,14</p>	<p>24</p> <p>20</p> <p>19,21,22,24</p> <p>19,20,22,24</p> <p>20,24</p> <p>24</p> <p>24</p>	<p>25,26,27,30</p> <p>25,26,27</p> <p>25,26,27</p> <p>26</p> <p>25</p> <p>25,26,27</p> <p>25,27,29</p> <p>25,27</p> <p>25,26,27</p>

<p>Use of verb To Be</p> <p>I am, I'm, or I'm not</p> <p>Yes, I am. No, I'm not</p> <p>You are or you're</p> <p>He is or he's</p> <p>She is or she's</p> <p>It is It's a/an</p> <p>We are</p> <p>You (pl) are. No, you aren't.</p> <p>Yes, you are.</p> <p>They are They're</p> <p>It's P.p.verb/p.adj. No, it's not</p> <p>They're pred.adj. No, they're not</p> <p>The _____ is _____.</p> <p>The _____ are _____.</p> <p>Yes, he/she is. No, he/she isn't</p> <p>No, he/she's not</p> <p>She/he's pred. adj.</p> <p>Is the _____ prep. phrase?</p> <p>This is _____</p> <p>What is your name? Who are you?</p> <p>Who's this?</p> <p>What is this? What's this?</p> <p>Is it p. adj.</p> <p>Are they p.adj?</p> <p>Is he/she pred.adj.?</p> <p>Are you a boy/girl?</p>	<p>1</p> <p>2,3,5</p> <p>1,2,3,4,5</p> <p>7,8,9,10, 11,12</p> <p>7,10,12</p> <p>2,3,5</p> <p>2,3,5</p> <p>1,2,3,4,5,6</p>	<p>2</p> <p>7,8,10</p> <p>7,8,9,10, 11,12</p> <p>7,10,12</p> <p>7,8,10</p> <p>7,8,10</p> <p>9,11,12</p>	<p>3</p> <p>15,16,17</p> <p>16</p> <p>16</p> <p>15</p> <p>15</p> <p>13,14,15,16</p> <p>17,18</p> <p>13,14,16,17</p> <p>18</p> <p>13,14,15,16</p> <p>17,18</p> <p>13,14,17,18</p> <p>13,14,15</p> <p>13,14</p> <p>15</p> <p>15</p> <p>16</p> <p>13,14,15,16,17,18</p> <p>14</p> <p>14</p> <p>15</p> <p>16</p>	<p>4</p> <p>21</p> <p>24</p> <p>21,24</p> <p>21,24</p> <p>21,24,19,20</p> <p>22,23</p> <p>21</p> <p>19,20,21,22</p> <p>23,24</p> <p>21,22,24</p> <p>24,22</p> <p>21,23</p> <p>21</p> <p>23</p> <p>19,20,21,22,26</p> <p>23,24</p> <p>21</p> <p>21,23</p>	<p>5</p> <p>25,26,27,28, 29,30</p> <p>26,27,28</p> <p>25,27,29,30</p> <p>25,27,29,30</p> <p>21,24,19,20</p> <p>22,23</p> <p>25,26,27,28, 29,30</p> <p>26</p> <p>26</p> <p>26</p> <p>26</p> <p>26</p> <p>26</p> <p>26</p>
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	1	2	3	4	5
<p>Cont. use of verb To Be</p> <p>What color is this?</p> <p>What colors are they</p> <p>Yes, it is. No, it isn't</p> <p>Is this my/your _____?</p> <p>No, they're not. They're _____.</p> <p>I'm drawing a line from _____ to _____.</p> <p>Where's the _____?</p> <p>The _____ is <u>prep.</u> phrase. It's <u>pp</u></p> <p>Where are the _____?</p> <p>They're on _____.</p> <p>What's he/she doing?</p> <p>Yes, they do. No, they don't</p> <p>Yes, I do. No, I don't</p> <p>Yes, he/she does. No, he/she doesn't</p> <p>What does Rosa/he/she have?</p> <p>No, I don't have a _____.</p> <p>How many do you have _____.</p> <p>Let's _____.</p> <p>Touch your _____.</p> <p>Point to _____.</p> <p>Color _____.</p> <p>Draw a circle around _____.</p> <p>Draw a line from _____ to _____.</p> <p>How many do you see?</p> <p>What do you see?</p> <p>I see. I don't see/we see</p> <p>What are these? Are these? These are</p> <p>Is this his/hers _____?</p> <p>her</p>	<p>2,3,5,6</p> <p>3,4,6,5</p> <p>5</p>	<p>10,8,9,11</p> <p>8,9,10,7</p> <p>7</p> <p>12</p> <p>7,10,12</p>	<p>13,14,15,</p> <p>16,18</p> <p>13,14,18</p> <p>16,17,18</p> <p>16,17</p> <p>19</p> <p>14,16,15</p> <p>13,17</p> <p>14</p> <p>14</p> <p>16</p> <p>17</p> <p>17,18</p> <p>16,13,14,</p> <p>17,18</p> <p>18</p> <p>18</p>	<p>22</p> <p>22</p> <p>23</p> <p>21</p> <p>22,23</p> <p>23,24</p> <p>20</p> <p>20</p> <p>19</p> <p>19,20</p> <p>21</p> <p>20</p> <p>19,20</p> <p>19,20</p> <p>19,20,21,</p> <p>22,23</p> <p>22</p>	<p>30</p> <p>26,28,29,30</p> <p>28,29</p> <p>29,30</p> <p>28,29</p> <p>26,27</p>

<p>your my his No, thank you. Yes please. Hello. How are you. Fine. Thank you.</p>	<p>1 4,6 Unit test</p>	<p>2 9,10,11</p>	<p>3 16,17,18 16,17,18 18</p>	<p>4 22 22 20</p>	<p>5 26,27</p>
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