Tutor Manual

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PROJECT LIGHT

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MISSION

Our mission is to share the good news of Jesus Christ through proclaiming His word and serving others as we teach English. We want to serve people of different cultures and languages worldwide. Matthew 28:18-20.

COMMITMENT

Our commitment is to work through the Christian church proclaiming the Lordship of Jesus Christ. In this commitment, the mission is made easier by the provision of practical tools which are the Project Light software and computers.
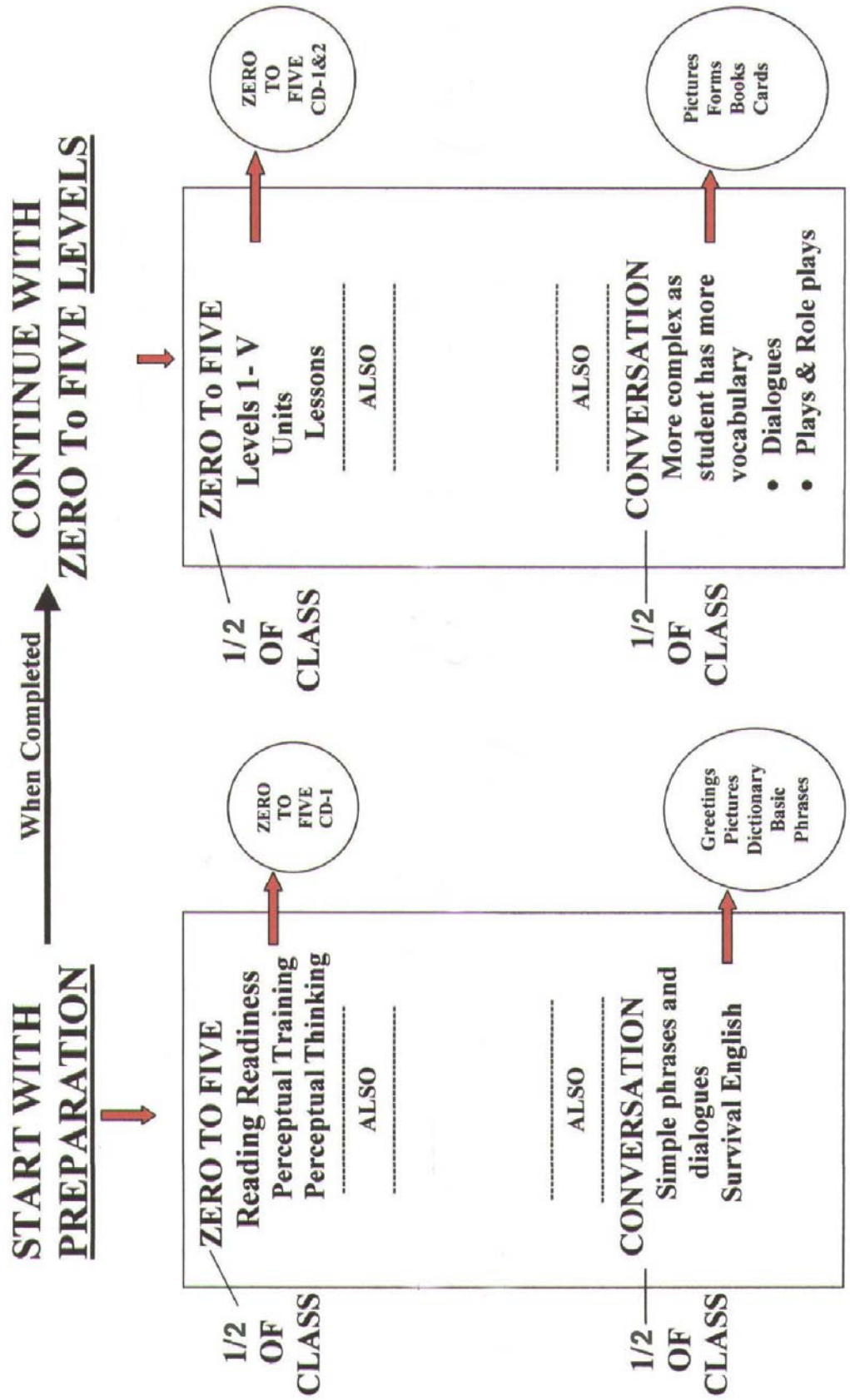
METHOD

Project Light encompasses personal tutoring in which the tutor facilitates the learning of English. Through the establishment of personal relationships, both the tutor and student are put in the role of disciple and at various times during the class, both grow in their faith.

Scope and Sequence of Project Light software

ZERO TO FIVE	Conversation	BLS TutorSystems

Reading Readiness
• Perceptual Skills
• Perceptual Thinking
 	
Basic Language Skills
• Grammar
• Content:
   ○ Science
   ○ History
   ○ Social studies
• Vocabulary
• Writing
• Spelling
• Comprehension
	Survival English
	• Greetings
	• Time
	• Money
	• Filling out forms
	• Etc.
	Cross-Cultural issues
	• Relationships
	• Polite Expressions
	• Sports
	• Etc.
		GED Preparation

Developed by: National Education Association Sponsored by the U.S. Dept. of education Designed by 120 Professional Consultants Tested in 110 Field Test Sites Nationwide	**Edited by:** Peace Corps	**Originally developed by**: McGraw Hill for Armed Forces GED Preparation

THE PATH

ENGLISH AS A SECOND LANGUAGE (ESL)

The Path for advancing a student through Project Light

START WITH
PREPARATION

When Completed

CONTINUE WITH
ZERO To FIVE LEVELS

PREPARATION

1/2 OF CLASS

ZERO TO FIVE
Reading Readiness
Perceptual Training
Perceptual Thinking

ALSO

(ZERO TO FIVE CD-1)

1/2 OF CLASS

CONVERSATION
Simple phrases and dialogues
Survival English

ALSO

(Greetings, Pictures, Dictionary, Basic Phrases)

CONTINUE

1/2 OF CLASS

ZERO To FIVE
Levels 1 - V
Units
Lessons

ALSO

(ZERO TO FIVE CD-1&2)

1/2 OF CLASS

CONVERSATION
More complex as student has more vocabulary
• Dialogues
• Plays & Role plays

ALSO

(Pictures, Forms, Books, Cards)

GENERAL INSTRUCTIONS

Tutor's Instructions

Discipleship Methods

TEACHING ENGLISH as a SECOND LANGUAGE

When we are teaching English as a second language, we need to consider these important areas:
1. Pronunciation
2. Grammar--Language structures and patterns
3. Vocabulary building
4. Reading
5. Writing
6. Conversation (survival English, idiomatic usage)

PRONUNCIATION

The learning of new sounds involves two skills:
Listening (distinguish the new sound)
Speaking (producing the sound correctly in context).
Problems in English pronunciation arise from:
- The presence of new sounds that are not present in the native language (e.g. the letters **th** in English).
- The absence of sounds in English that are present in the native language (e.g. the letter **r** in Spanish).
- New combination of sounds in English (e.g. the vowels **ae- eir** etc.).
- New locations of sounds in words in English (e.g. /**r**/ **reap, very, better,** etc.).

GRAMMAR

In the ZERO To FIVE Program the student is progressively introduced to language principles, concepts and basic sentence pattern, and it especially emphasizes grammar. The student manipulates the structure in a controlled environment that begins with very simple words and sentence patterns and spirals upward to include more sophisticated structures. The complexity of sentences and the degree of linguistic pattern difficulty were carefully taken into consideration in the development of ZERO To FIVE.

To achieve the ability to manipulate English freely in a natural and appropriate way, the language learner may want to use mechanical means such as repetition or drills, or they may require a less controlled environment for practicing the language, such as dialogue or guided conversation.

VOCABULARY

Teaching vocabulary, is a figure of speech for "helping students learn vocabulary by placing them in situations fairly regularly that require the use of a wide spectrum of words."

The needs and the interests of the student make the acquisition of new words easy. The new words need to be repeated as many times as possible. The introduction of new words becomes proportionately less important than the establishment through constant use of an active vocabulary.

ZERO To FIVE:
The vocabulary selection and expansion was based upon appropriate materials, student's needs and student's interests.

READING

ZERO To FIVE:
These lessons are designed to take the students from an initial reading point with minimal linguistic understanding to an ever-broadening scope of vocabulary, grammatical awareness and linguistic competencies. The student will develop from the ability to read a passage written in English (elementary) to using the passage as a means for building other language and reading skills (advanced). The program will develop several skills including:
1. Relation of written word to spoken English
2. Phrase Grouping.
3. Comprehension
4. Relation of words to emotions.
5. Function of punctuation in defining speakers, action and impact.
6. Inflection

WRITING

Learning writing skills can begin as long as the writing tasks are consistent with the students' knowledge of vocabulary and structure.

ZERO To FIVE:
This program use sequence exercises that allow a language learner to work on one element of structure at a time, rather than coping with many different problems at once. Example: The student will begin with writing one letter, then one word, and then one sentence at a time; after that, he/she will write paragraphs and finally he/she will be able to write stories.

CONVERSATION

It is true that the practice of conversation, that is the practice of speaking and listening skills, is present in every aspect of language learning to some degree. One of the objectives of the language learner is to be able to converse "freely" in English and apply his or her language skills to as many situations and subjects as possible. Then he/she will need to speak and listen in an environment that is structured to permit "safe" practice in conversation.

SUMMARY

- ZERO TO FIVE
  Introduces, extends, and reinforces specific visual perception skills and progressively introduces basic sentence structure (grammar).   It teaches: Basic Language Skills, Grammar, Vocabulary, Reading, Writing, Spelling, and Comprehension.

CONVERSATION
Develops the ability to converse "freely" in English and apply language skills to as many situations and subjects as possible. Uses The Bible and Survival English materials.
Teaches: Language usage in conversation.

WHO IS A TUTOR

You can be a tutor in Project Light even if you are not a teacher. As a tutor you will be continually learning as well as teaching. The key is that you are willing to share all that you have. For example, if you know how to speak, read and write in English, then willingly share this with another (Acts 3:6), and if you have Jesus' Life in your heart, share HIM with another.

The only thing necessary to be a Tutor is love for God and love for people. The tutor is a person who knows his/her role, which Jesus describes in Mathew 28:18-20, within the Body of Christ. "All authority is given to me, therefore **go** to all nations…" The word **go** means to take "action", so we need to **go** and as we meet with people, put a light (Jesus) in the darkness. With this concept in mind, the Tutor serves as a mentor to the student and takes a genuine interest in his life. **Personal sharing without service fails to convince.**

What does the Tutor need to do?
- Sit beside your student. Make him feel you are his equal and not superior to him.
- Make him feel comfortable.
- Let the Light of Christ shine through you.
- Begin the class with a prayer asking the guidance of the Holy Spirit.
- End the class with Scripture, remember your role is to share everything you know, but the Word of God will do the real job, which is changing lives. Hebrews 4:12
- Build a relationship with your student.
- As relationships develop, be careful not to create a "dependency situation" where your student expects you to fill every need for them. As the relationship grows, try to introduce and include other members of the church, so that the student knows that they are a part of the Body of Christ.
- Be humble; remember you and the student are exchanging love, knowledge, time, etc.

HOW TO TEACH
Teaching adults is not the same as teaching children. The adult comes to learn of his own free will. He is not forced to come. He has the need to learn. Many adults fear that they cannot learn and will be further embarrassed by another failure. Most of them want to learn as quickly and as easily as possible. You do not want to offend your student. You want him to return for more teaching. Therefore, practice the following:

CONSIDERATIONS
- Speak softly. Be courteous.

- Always encourage your student.
- Do not laugh at mistakes or allow others to laugh.
- Love and respect your student.
- Do not compare one student to another.

As you teach, remember these important points

- Your priority is to share about Jesus' love while you teach the student to read, write, and speak in English.

- Ask only questions that your student can answer. Do not ask the student for information that he has not been taught. With every correct answer, he builds his own self-confidence. Try to help the student find the correct answer, or if necessary, tell the student the answer.

- Remember to work at the pace of your student's ability. So proceed as quickly as you can and, as slowly as you must.

- Before each lesson, the tutor should fully review, prepare and know all the plans to teach his student. The student learns to read by reading. Prompting, by telling each word, does not help. This does not strengthen his reading ability. The student needs time to think. When he hesitates over a word, let him think, but not for too long. If a student cannot recognize a word after a short time of thinking about it, the tutor may help. Do not proceed to a new lesson before the student can read the sentences in the present lesson. Teach him the sounds and not just the names of the letters.

Suggestions

A sharing of your faith is an important part of every lesson. Reading a portion of the Bible can be planned with each lesson. The presence of the Holy Spirit in each class is key. Listening to Him, you will know what you should say or what you should not say to your student.

SUMMARY

Prayer + loving service + personal witness wins many to Jesus Christ.
Personal sharing without service fails to convince.

HOW TO SHARE YOUR FAITH

As a tutor you need to be prepared to share your faith and become a witness to the truth of Jesus Christ. How is this done?

1. One of the easiest ways to introduce Christianity into a secular tutoring session is to begin the **very first lesson** with prayer. The tutor could say something similar to the following:

> (Speaking to the pupil) "You know, teaching English is a difficult task for me. Whenever I am about to start something difficult I ask God to help and guide me. Would you mind if I asked His help right now?"

> (Prayer) "Lord, (student's name) and I are starting our first English lesson today. I ask you to be with us and help us today and in the lessons to come. I ask this in Jesus' name. Amen"

When presented in this way it is highly unlikely that the pupil will be offended. After all, you are asking for help for yourself primarily. It has been noted, however, that an opening prayer will often spark positive comments from the pupil about his past associations with Christianity. (e.g. "I used to go to Sunday School when I was a kid" or "I'd like to be able to read the Bible, do you think I'll ever learn enough to do that?") The tutor can pursue topics like these during the conversation time as the lessons progress. The student can now consider Christianity a legitimate subject for discussion between the two of you. As you respond to the student's need to learn English, you may uncover deep spiritual needs.

2. One of the primary goals of the literacy ministry is to teach the student to read and understand **the Bible** for himself. **Ending the instruction time with Scripture** may provide an opportunity to share your faith. You can read some Scripture with your student from "The New Life Bible", which has an easier vocabulary for the beginning reader.   In friendship you may have the opportunity to introduce Jesus to your student. The dedicated tutor should prepare himself through prayer before each meeting with the student.

3. The tutor must be **ready at any time to hold Jesus up for the student to see Him** and to respond to Him. If you teach without sharing your faith, the time may be less effective.

4. Help the student to feel at ease and relaxed. He will then be more receptive to the lesson and for your personal witness. **<u>The tutor needs to be able to introduce the Person of Jesus to the student in such a way that the student may make an intelligent decision and respond.</u>**

5. The Personal Witness--Personal sharing without service fails to convince. If you are tutoring in Christ's love, you need to **serve** the people in practical ways. Remember, Jesus came to the world with this purpose: "To Serve". He healed the sick, fed the hungry and opened the eyes of the blind. But, more than this, He loved us enough to suffer and die for our sins. Jesus died as God's sacrifice for all mankind. God raised Him from the dead and Jesus lives today with His Father in Heaven. He will forgive our sins and send God's peace into our hearts. Therefore, we need to **tell** everybody about this. Being a friend to your student, and gaining his trust, **opens the way to friendship** and the saving grace of Jesus Christ.

6. Summary:
- A sharing of faith is an important part of every lesson. If necessary use words!
- Begin each lesson with prayer. In the end of each lesson read in the Bible something Jesus said or did.
- Answer any questions your student may ask. Listen to the Holy Spirit who can lead you to say what you should say, and **who can keep you from saying what should not be said.**
- Be a friend to your student.
- Listen carefully for the ways that the Lord would use you as a servant to your student.
- Be available.
- **Prayer, plus loving service, plus personal witness wins many to Jesus Christ.**

CLASS PROCESS AND STRUCTURE

TUTOR INSTRUCTIONS

- Introduce yourself to the student
- Make a folder for each student
- Fill out the registration form with the student
- Report everything to the Learning Center Director.
- Document all scores.
- Built a good relationship.
- Plan at least one small activity outside of the Learning Center.
- Be prepared to make a yearlong commitment, or for however long the tutoring semester runs.
- Look for and take opportunities that the Lord gives to share the Gospel and offer the invitation for your student to accept Jesus Christ as their Lord and Savior.
- Be creative! Look for little incentives or special activities to keep your student motivated (stickers for excellent work, read-aloud skits from the Public Library for drama and variety, coupons for a drink at a local fast-food restaurant).

When you are teaching English as a Second Language, you need to cover three main areas in each class:
- Reading
- Writing
- Conversation (Survival skills and Cultural Integration)

STRUCTURE OF THE CLASS

<u>READING-READINESS</u> FROM ZERO To FIVE

- Use Reading-Readiness Perceptual Training and Perceptual Thinking of ZERO To FIVE.
- Conversation.

<u>**Typical Session**</u> using ZERO To FIVE -Reading-Readiness
- Before Session: Tutor reads lesson plan before student arrives
- 5-10 minutes: Take time for greetings and prayer in the beginning of the class.
- 30-40 minutes: Reading-Readiness lessons assigned by computer.
- 30-40 minutes: Review the last lesson. Work two-three new lessons, assigned according to the student's need
- 20-30 minutes: Conversation-Survival English and Cross Cultural Issues
- After Session: Document all scores and achievements
                   Feedback to Learning Center Director

ZERO TO FIVE TUTORING **LEVEL 1-LEVEL 5**

- Open ZERO To FIVE Software, and press "Work Next Lesson" button to get next lesson assigned to student by computer

Typical Session using the Basic Literacy Series ZERO To FIVE Curriculum

- Before Session: Tutor reads lesson plan before student arrives
- 10 minutes: Sign in and take time to pray before starting
- 30-40 minutes: ZERO To FIVE lessons, assigned by computer to student; Assign homework to student from student workbook for ZERO To FIVE
- 20-30 Minutes: Conversation-Survival English and Cross Cultural Issues
- After Session: Document all scores and achievements on Activity Reports. Feedback to Learning Center Director.

Typical Session using the TutorSystems Basic Skills Series for GED Preparation

- Before Session: Tutor reads lesson plan before student arrives
- 10 minutes: Sign in and take time to pray before starting
- 40 minutes   One or more BLS TutorSystems lessons, assigned by computer
- 20-30 Minutes: Conversation & Relationship building
- After Session: Document all scores and achievements on Activity Reports. Feedback to Learning Center Director.

PROGRAM OVERVIEW

1. **PRAYER**

2. **ZERO To FIVE**

    Regular lessons divided in:
    - Reading Readiness
        - Perceptual Training
        - Perceptual Thinking
    - Levels: 1 to 5
        Units: 40
            Lessons: 1 to 8/9 each unit
                Post Test
                Short stories

4. **Conversation**
    - Individually (According to the needs)

    - In groups (Cross-cultural issues)

    - Relationship Building

Development of the program

Part I   PREPARATION
- ZERO To FIVE <u>- Reading-Readiness</u>
  - Perceptual-training
  - Perceptual-thinking

- <u>Conversation & Relationship Building</u>

Part II

- <u>Zero to Five Program</u>: Level I
  8 Units (1-8) 76 Lessons.

- <u>Conversation</u>: Survival English, Idiomatic Usage
  Relationship Building

Part III

- <u>Zero to Five Program</u> Level II:
  8 Units (9-16)   80 Lessons.

- <u>Conversation</u>: Survival English, Idiomatic Usage
  Relationship Building

Part IV

- Zero to Five Program Level III
  (8 Units 17-24) 82 Lessons.

- Conversation: Survival English, Cross-cultural issues.
  Relationship Building

Part V

- Zero to Five Program: Level IV
  8 Units (25-52) 72 Lessons.

- Conversation: Survival English, cross-cultural issues.
  Relationship Building

Part VI

- Zero to Five Program Level V
  8 Units (33-40) 64 Lessons

- Begin GED program

- Conversation: Cross-cultural issues
  Relationship Building

Schedule
Review high-level schedule

Preparation and Level 1

Level 2

level 3

Jan Feb Mar Apr May Jun July Sep Oct Nov Dec
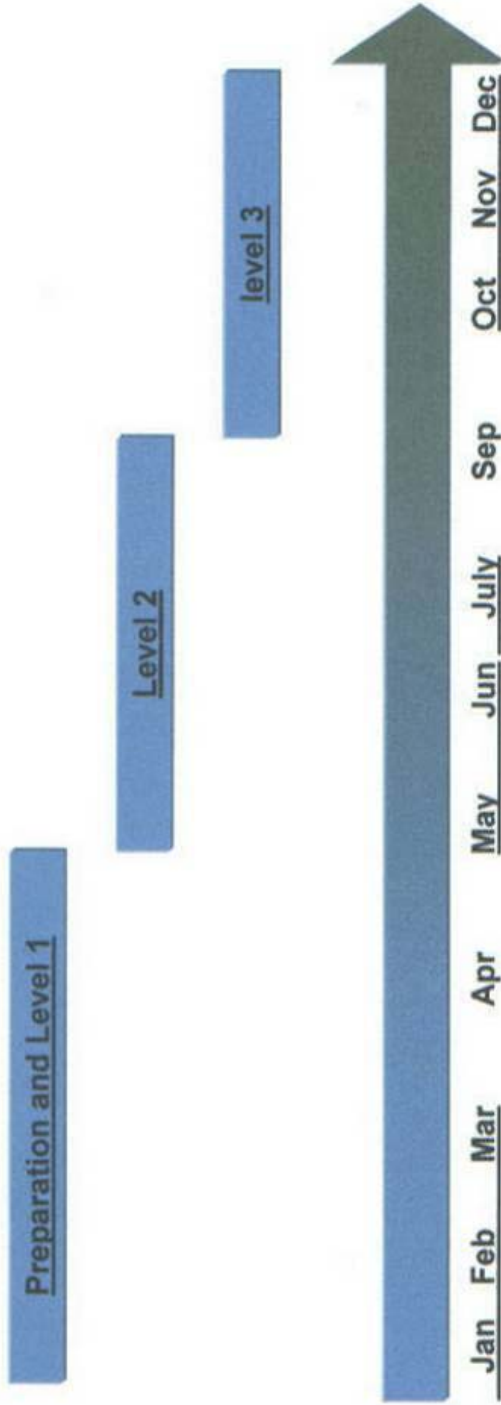
The Fourth and the Fifth Levels will take the same time

Classes meet three times a week

Class Process On A Daily Basis

ZERO To FIVE- - 1/2		CONVERSATION– 1/2
5-10 Minutes Greetings & Prayer Check all Homework		20-30 Minutes per class
30-40 Minutes working in program		Sit in a circle if possible. (If a group meet together)
1-3 Lessons, Depending on the student		Tutor writes all new words or phrases on the board or give handouts.
Student writes new words with meanings in notebook		Use dialogue techniques to introduce new words/phrases.
Give homework sheets		Practice new words/phrases with much repetition
		Total Class time 1 ½- 2 hours

Putting It All Together

Zero to Five	CD	CONVERSATION	Length of Time
Reading Readiness	Z To F-CD 1	P L Dictionary	~ One Month
Level 1	Z To F-CD 1	Simple Dialogues	~ Two Months
Level 2	Z To F-CD 1	Situation Dialogues	~3 Months
Level 3	Z To F-CD 2	Situation Dialogues	~3 Months
Level 4	Z To F-CD 2	Advanced Dialogues	~3 Months
Level 5	Z To F-CD 2	Idiomatic Expressions	~3 Months
			Total ~1 ½ years

DISCIPLESHIP

DISCIPLESHIP

We understand Discipleship as the way Jesus transmitted His life into the lives of the disciples, so that they could continue their mission with the help of the Holy Spirit.

If we review the life of Jesus with a global perspective, we can see that He called His disciples, then built relationships with them, trained them, and finally sent them out to reach the nations. Mathew 28:18-20

What is a Disciple?

One who believes all that Jesus says, and obeys His commands. John 8: 31
(Keys: Listen, See, Believe, Keep, Obey, Act)

How to make disciples:

Four words describe this job:
- Fishing (Proclaiming of The Gospel)
- Building relationships (Friendship)
- Perfecting (Training & teaching)
- Sending

We consider the Project Light software a "tool" for Discipleship in two major areas: Fishing and Building relationships. As God touches a heart, perfecting begins and eventually leads to being sent out.

Building Relationships:
There are three levels of human communication, which help us perceive how we can establish a relationship with our neighbor:

Levels of Communication	Indicators	Activities	Objectives
Superficial	Greetings, Work	Games, pastimes, Project Light service & prayer in the class	Essential for sharing about the Gospel
Intermediate	Ideas, opinions, and convictions	In the Church and In your Home	Cell groups and the Beginning of Discipleship
Profound (Deep)	Sentiments, Hopes, Fears, and Desires	Pray together, minister together, share your life	Friendship, Transparency, and Total Devotion

<u>Take 15 minutes to discuss informally what you have learned in this part of the training.</u>

<u>For your reflection:</u>
Jesus has established a personal relationship with each one of us and as we grow, Jesus challenges us in all that we receive, learn, and know- to then give, act and change. In what ways do you see yourself growing as you receive these challenges from the Lord? How can the Project Light "tools" be used to help you in this process?

Receive/Give   Learn/Act   Know/Change
_____
_____
_____
_____
_____

GUIDE FOR USING

ZERO To FIVE

Software Installation Instructions

1. Place the CD-ROM that says "Installation Files" into the CD-ROM drive.

2. Click on the "Start" button on the lower left of the Windows screen.

3. Select the "Run" command and then click on "Browse".

4. The screen will show a box, in the drop-down menu "Look in:", click on the arrow that is pointing down. Select the CD drive by clicking the icon that looks like a CD.

5. Click on the file that says "Setup" and then click the button that says "Open". Then click on "OK" on the next box that opens.

6. User Information – Enter the name of the person that will be using the computer. The company name is optional. Click on the "Next" button.

7. Chose Destination Location – Click on "Next" to accept the current location.

8. Select Program folder – Click on "Next" to select the folder.

9. Start copying files – Click on "Next" to begin the process of copying files.

10. Click on "Finish" – You will notice there are two new icons, "Project Light" and "Project Light Administrator".

11. To start the Project Light program: double click on the little image that says Project Light.

INSTALLATION INSTRUCTIONS FOR BLS TUTORSYSTEMS
BASIC SKILLS SERIES

Please follow the instructions that are given in the documentation you received with your TutorSystems software. If you have any questions please call their toll-free number:
1-800-545-7766.

USER GUIDES FOR PROJECT LIGHT INTERFACE

1. Double Click on **Administration Tool Icon** on the Windows Desktop.

2. Enter Project Light Administration password: **"light"** and click on "OK".

3. Enter your name as a new tutor.

4. Click "OK" and exit.

5. Double Click on **Project Light** Icon on desktop.

6. Select your name as a tutor. Enter password "light". Click "OK".

7. The Project Light **Student list** appears. Click on "add new student", and "OK" to put new student information into the system. Or in the upper right corner of the **Student list** there are three boxes. The first allows you to add a new student, the second allows you to edit the selected student's information, and the third will delete the selected student and all of their records.

8. Enter all information on the new student. Then click "OK".

9. Screen returns to the student list. Select your student and enter "OK" or hit enter.

10. The screen appears with the subjects across the top. Select your subject by clicking on it.

   A. **ZTF : Reading Readiness-** enters you into the ZERO To FIVE program, Reading Readiness Level. You will be asked to set up the reading level for your student. If it is the first time for this student to use ZERO To FIVE, begin your student at Perceptual Training, and click "OK". Then PTraining 01 should be highlighted and click "OK". The ZTF Reading Readiness Lesson plan will appear.
      - Have the student begin by clicking on "Work Next Lesson".
      - When a lesson is in progress, by clicking in the upper left corner, on the **"blue door"**, a student may exit the lesson.
      - A student will normally work until the lesson is completed.

B.   **ZERO To FIVE: Levels 1-5** enters you into the ZERO To FIVE program,
Levels 1 through 5.
If you select **ZERO To FIVE**, you will be asked to set up the reading level
for your student. If it is the first time for this student to use ZERO To
FIVE, begin your student at Level 1, choose whether or not to keep the
diagnostic tests, and click "OK".

11. Across the bottom appear several function buttons.

A.   **Student Login** will take you back to the student list to enter a new student
or change students or edit student information.

B.   **Administration** takes you to the administration module where you can
add a new tutor; adjust the testing options for the ZERO To FIVE
program, including setting the required passing score, showing the
keyboard labels and the silent indicators for the hearing impaired; or set
the computer up to remind you to save data after each session.

C.   **Import Data** allows you to bring in stored data on a student by using an
available media (floppy disk, USB memory stick, CD, etc.). If the student
is new to this particular computer, you will be asked if you wish to set up
an account for him/her. This will add his/her name to the student list of
this computer. Be sure to add the tutor into the system as well.

D.   **Export Data** allows you to save a student's data onto an available media
(floppy
disk, USB memory stick, CD, etc.) so that it can be put on another
computer or
saved for backup purposes.

E.   **Exit Program** is used to exit from the Project Light software.

12. The "**About**" button in the upper left side of the screen has 3 sections. The
first,
"Project Light", gives you general contact information and software
version.
The "PL Lessons" button gives information about our program, and the
"Export/Import" button explains these functions.

ZERO To FIVE

The ZERO TO FIVE program is a totally integrated approach to carry a student through acceptable skill levels, while assuming no prior reading skills. The sequential nature of   the program ensures that each step is the logical progression of all the has gone on before, yet maintains the flexibility to allow elimination of unnecessary elements in both individual and group instruction.

The testing section of the program allows for diagnosis of the individual student's needs, post-testing for mastery evaluation, and periodic review of previously learned language concepts. The result is a systemic approach to help the pupil acquire a functional language system.

Motivation has been built within the program by colorful and meaningful visuals, a high probability of successful performance, and unique manner of responding via the computer.

Materials: ZERO To FIVE CD-ROM disks 1 & 2
         ZERO TO FIVE Student Workbook- (On the Project Light Manual CD)

ORDER OF PROGRAM

READING READINESS SERIES:

1.   Perceptual Training: Pre-Reading, Units PT/01—PT/08, 1 Diagnostic test. The purpose of this series is to introduce, extend, and reinforce specific visual perception Skills needed to read. Skill areas covered include discrimination and picture association, geometric forms, colors, letters, word configurations, substitutions, deletions, shapes, sizes, spatial orientation, and figure ground. There are 30 programmed instruction lessons, including a diagnostic placement test.

2.   Perceptual Thinking: Pre-Reading, Units PTh/01—PTh/06, 6 diagnostic Tests. As a pre-reader develops skills, tasks requiring thought are introduced. This series emphasizes these tasks: object memory, color/design/digit memory, sequencing according to size, pattern analysis, classification, analogies, maze tracing, predicting outcome, and concept formation. This programmed instruction series has 80 lessons as well as diagnostic placement tests.

LANGUAGE/READING SERIES: Levels 1-5

The purpose of the language/reading series is to progressively introduce vocabulary, grammar principles and basic sentence structure. Each of the Five Levels includes diagnostic placement tests.

1. **Language / Reading Level I**: Units LR I-Unit 01-LR I-Unit 08 + Holidays 1. The 76 Level I lessons present singular and plural nouns, verbs in present progressive form and past tense, agreement of subject and verb, pronouns, prepositions, possessives, and simple statement/question sentence patterns.

     a. The student should complete, at the least, a pretest and story supplement (SS) for each unit. The lessons and post-tests should be

       completed when necessary.

     b. The Holiday section should be completed in its entirety.

2. Perceptual Thinking: Units PTh/Unit 07—PTh/Unit 08.
3. **Language/Reading Level II**: Units LR II-Unit 09--LR II-Unit 16+Holidays 2.

     There are 80 lessons in Level II, which present additional function words, possessive and object pronouns stressing antecedents, adjectives that describe feelings, imperative mood and future tense of verbs, and additional forms.

4. Perceptual Thinking: Units PTh/Unit 09—PTh/Unit 10.

5. **Language/Reading Level III**: Units LR III/Unit 17—LR III/Unit 24 + Holidays 3.

     Covering 82 lessons, Level III presents the use of the infinitive, the past Progressive form of verbs, "going' meaning intention and additional question forms. Time concepts and seasonal activities are introduced.

6. Perceptual Thinking. Units PTh-11-PTh-12.

7. **Language Reading Level IV**: Units LR IV/Unit 26—LR IV/Unit 32 + Holidays 4.

     Student does not need to take pre-tests but should complete all lessons successfully and take a post-test at the end of each unit.

     Level IV, with 72 lessons, helps develop skill with adverbs, reflexive pronouns and compound sentences. Also introduced are How and Why question forms, gerunds and indefinite pronouns. Content becomes more advanced.

8.   **Language/Reading Level V**: Units LR V/Unit 33—LR V/Unit 40.

The 64 lessons in Level V reading include such topics as weather, plants, water and sea, health and the human body, sports, and the universe. Basic facts of each area are presented.

ZERO To FIVE USER'S GUIDE

Starting ZERO TO FIVE:

1. From inside the Interface of the Project Light software, click on either the ZTF: Reading Readiness or the Zero To Five: Levels 1-5 button. These enter you into the ZERO To FIVE program, Reading Readiness, or Levels 1 through 5. If you are selecting **ZERO To FIVE for the first time with a new student**, you will be asked to set up the reading level for your student. Begin your student in Reading Readiness, Perceptual Training, and click "OK"; Unit 01, and click "OK".

Lesson Plan Form:

1. The Lesson Plan Form is the heart of the ZERO To FIVE system. Here you can get
    a review of the student's progress and access lessons from the student's lesson
    plan. The system assigns and grades tests and lessons, and automatically assigns
    any additional lessons needed.

2. To Take the first assigned lesson (and each subsequent lesson), click on the 'work
    next lesson" button within the lesson Plan Form.

3. The first lesson to be assigned within most units (Perceptual Training begins with some introductory lessons) is the Pre-test. Depending on the results from this Pre-Test, the student will be assigned the appropriate lessons.

    (Perceptual Training is the only level in ZERO TO FIVE that has a Pre-Test covering more than one unit. Each section of the Pre-test for Perceptual Training covers more than one lesson. In other levels of ZERO TO FIVE each section of the Pre-test corresponds to only one lesson in a particular unit. If the student passes all sections of the Pre-Test for Perceptual Training, he or she may skip the remaining lessons in Perceptual Training and go directly to the Pre-Test for Perceptual Thinking.)
    ****Note**: For **ESL students**, it is recommended that after they complete the Reading-Readiness section and enter Zero To Five Levels 1-5, that you un ✓ (uncheck) the box for "allow diagnostic pretests" when you are setting their level. This will cause them to work all of the lessons in each unit.

4. Within the lesson, the current unit and lesson number are identified in the top left hand corner of the screen. An escape button (blue door) is provided to the left of the Unit/lesson number, which allows the student to escape from the lesson. At the right hand corner of the screen is a colored bar that lets the student know at any time how much of the lesson has been completed.

5. To proceed through the lesson, the student must (for each frame in the lesson)
    click on the button with the symbol corresponding to the correct answer. If the
    response given is correct, the student proceeds to the next frame. If the
    response given is incorrect the student hears a 'tick tock" sound (followed
    by a tick-tock sound for each additional incorrect answer).

6. When the lesson is completed, a bell rings and a test score box appears on the
    screen. Information provided includes the total number of questions, the
    total   number correct, and the time taken to complete the lesson (A similar message
    appears following the completion of a Pre-Test or Post-Test).

7. If the student does not pass the lesson (80% is the default setting for
    passing), he will be required to repeat it (and will not be able to proceed in
    the program) until the lesson has been successfully completed.

8. After lessons have been successfully completed, they will be highlighted in green
    on the Lesson Plan Form. The next lesson assigned is highlighted in yellow.
    Assigned lessons yet to be taken (other than the next lesson) are highlighted in
    blue. Lessons to be skipped are grayed out.

9. Other commands in the Lesson Plan Form relay further information to the
    tutor: Paint box button: tells the tutor what each color label indicates.
    Reporting button: allows the tutor to view all of the student records on
    this computer and generate reports.
    Exit: returns the tutor to the Project Light Interface where "student login"
    may be selected for another student.

Extended Tutor Functions:
1. The tutor may right click on the Unit and Lesson box labels in the Lesson Plan
    Form to perform extended tutor functions. These functions include Lesson
    Description, Preview Test Questions, Review Lesson, Skip this Lesson,
    and   Cancel Menu.

    Lesson Description:
    A description is provided detailing the concepts and information covered
    in each unit, lesson and test in ZERO To FIVE. Right-click on the desired

unit, lesson, or test box and then left click on the top line in the menu. To leave the description box, click on the OK button.

Preview Test Question:
This feature allows the tutor to look at the test or lesson questions before administering a test or lesson. This is a password-protected function accessible

only to the tutor who is currently logged in to the program. Correct answers are provided for the test of lesson selected. The button to the extreme left on the form moves the tutor to the beginning of the lesson. The button second from the left moves the tutor back one screen. The button to the extreme right on the form moves the tutor to the end of the lesson. The button second from the right moves the tutor forward one screen.

Review Lesson:
Selecting review lesson enables a tutor to review with a student any lesson or test in the ZERO To F1VE program. The tutor is first notified that scores accumulated while reviewing lessons will not be saved and is asked if he is sure he wants to proceed before using this mode. The tutor should click on "yes" if he desires for the student to review the test or lesson. Clicking on "no" returns the tutor to the Lesson Plan Form. Review Lesson is password protected. After the student is finished reviewing the lesson or test, he is returned to the Lesson Plan Form.

Skip this Lesson:
Right clicking on the next lesson assigned allows the option to skip this lesson. This is a password-protected function accessible only to the tutor who is currently logged in to the program. This function would usually only be utilized to re-enter a student into the computer at the appropriate lesson after having experienced a computer "crash" which deleted their records.

Cancel: Cancel returns the tutor to the Lesson Plan Form.

2. Reporting:

A. Clicking on the Reporting button brings up the ZERO To FIVE Reporting Form and provides the tutor with the options of displaying either a student Roster Report or Grade Listing Report. The tutor must click on the type of report desired.

B. Student Roster provides a list of students in the system along with any addresses that have been recorded. The names of students enrolled in the program are listed alphabetically along with the level in which each student is currently working. A Student Roster report may only be shown for all students. Trying to run a Student Roster report for just one student results in a non-critical error. When running a Student Roster Report, the Choose tutor button is grayed out and becomes non-functional.

C. Grade Listing enables you to get reports on student progress within ZERO To FIVE. A Student Grade Summary is generated for a selected student or for all students depending on the type of selection made. The control box above the list of student names enables the tutor to switch from all students to choose students.

All students will generate a progress report for all enrolled students. A Grade listing report may be generated for one student by unmarking the all students control box and then clicking on the appropriate student's name. When more than one tutor is registered in the program, it is also possible to select reports for either all tutors or only one tutor. The control box for tutor may be checked to select all tutors or unmarked (choose tutor) to select a single tutor. If a single tutor is selected, only reports for students working with that tutor may be generated.

D. After selecting the report desired, click on the Show report button to display
results.

E. Information given in the Grade Listing report for each test or lesson taken includes the unit and lesson number, whether the lesson was passed (or a test was completed), the number of times a lesson test was attempted, the date a lesson or test was taken, the percentage of frames correct and the length of time on task.

F. Results for both Student Roster and Grade Listing reports may be enlarged or
reduced in size using the magnifying glass button. They may also be minimized
or maximized using the standard Windows functions available in the top right hand corner of the screen.

G. A Print button is available to send report results to the printer. The tutor may
select to print any number of pages from the report. Click on OK to

continue
printing, or click on cancel to return to the designated report form.

H. The left arrow button to the extreme left in the report form is used to go to the
beginning of the report. The next left-arrow button is used to go backwards one
page in the report. The right arrow button second from the right is used to move
forward one page in the report. The right arrow button to the extreme
right in the report forms is used to go the end of the report. Click on the
close button in the report forms to exit the designated report and return to
the Reporting Form.

I. Clicking on the Exit button from the Reporting Form returns the user to
the Lesson Plan Form.

BLS TUTORSYSTEMS USER GUIDES

BLS TUTORSYSTEMS (BLS) is designed to develop skills from 4th grade reading entry level to GED competency (8 years growth in reading, math, and grammar) in as little as 134-268 hours. BLS was designed in cooperation with CTB/McGraw-Hill to provide an intensive review and remediation of basic skills for adults and older children. The ten courses in the integrated instructional system cover reading, math, and grammar, and offer fast results with GED preparation and high school dropout prevention.

The branching format of the BLS program provides focused and individualized learning for students regardless of their skill level. This self-paced learning environment assures maximum progress for students.

Each lesson automatically adapts to the student's progression and comprehension through logical branching sequences. Immediate feedback is provided to the student for each answer, regardless of the quality of the answer. Correct answers propel the student forward through the lesson, while incorrect answers lead the student to supplemental information and an explanation of the error.

A short test at the conclusion of each lesson ensures the student's mastery of the material before allowing the student to proceed to the next lesson.

GENERAL DIRECTIONS FOR BLS TUTORSYSTEMS

1. The tutor should start by orienting the student to computer operation and by
   explaining the sign-on procedure for lessons. A help menu is available to the student at all times. The help section explains how to answer multiple choice, matching, and constructed-response questions.

2. The student should move at his own pace and take the Mastery Test at the completion of each lesson.

3. If the student achieves 90% mastery (on the test), a new lesson should be assigned. If mastery is less than 90%, the student may be redirected to a lower level lesson or to repeat certain sections of the lesson where weakness was recorded.

4. Lessons should be completed in sequence. All 100 level lessons should be completed before the student begins working in the 200 level (200 should be completed before starting 300, etc.). Lessons within each level should

be taken in the order that they are numbered. If a lesson plan includes both 100RF-1 and 100RF-2, 100RF-1 should be completed before the student begins 100RF-2. Similarly, 100RB should be completed before the student begins 100RC.

5. The tutor should check the Worksheet/Manual Key before beginning to work with a student in a lesson to see if a Student Worksheet or Student Manual is needed. The <u>BLS</u> program will also alert the tutor in those instances where a Worksheet or Manual is needed.

ZERO TO FIVE MATERIALS

Reading-Readiness
PERCEPTUAL TRAINING SERIES

The ZERO To FIVE Perceptual Training Series is designed to assist the pre-reading student in acquiring the specific visual perceptual competencies needed to experience success in reading. The primary purpose of the Series is to introduce, extend, and reinforce various perceptual skills closely related to reading and at an optimal readiness, where the student should experience significant perceptual growth. Selected skill areas include: discrimination and association of pictures, geometric forms, word configurations, colors, letters, substitutions, deletions, spatial orientation, shapes, size and figure ground.

Although the Series was originally designed to be used with pre-reading students at the preschool and first grade levels, it has also been used successfully with older children and adults experiencing visual perceptual difficulties.

5 UNITS   PRE-READING   30 LESSONS

Reading-Readiness
Perceptual Training Series
RECOMMENDED PROCEDURES

The ZERO To FIVE Perceptual Training Series consists of thirty lessons that are organized into five major skill areas. These are:

1. Visual Properties – size, shape and color;
2. Additions and Omissions;
3. Position in Space – inversions and reversals;
4. Spatial Relations - distance and placement;
5. Figure Ground .

Each lesson sequentially progresses through five distinct types of stimuli - pictures of actual objects, geometric shapes, word configurations, letters, and word forms. Each lesson is arranged to progress from gross discriminations to finer discriminations. Since the end object is to assist in the skill of reading, each lesson ends with discriminations of letters and word forms. There is also a hierarchical sequence from lesson to lesson. For example, the first lesson in the visual properties area is discrimination of shapes the second is discrimination of size; the third is a combination of size and shape; the fourth combines these perceptual parameters with additional dimensions.

The Perceptual Training Series can assist in the identification and correction of perception skills. Additional practice is given after identification of particular skill areas in which the student is weak or under-developed. For example, if a student has problems with color perception, the Series would immediately diagnose this problem. The materials prepared in this area would provide the student with additional practice to improve his color perceptual ability and, hopefully, eliminate this deficiency. Of course, the student who has no color perceptual difficulties will progress rapidly through the materials. The same considerations hold true for the other skill areas, which are provided, in the perceptual materials.

The end objective is enhanced language development and good reading.

The diagnostic test is provided to determine the student's level of perceptual functioning and/or deficiencies.

From a Visual analysis, the key factors in being able to read are the letters, groups of letters (words), and groups of words (phrases and sentences).The student must be able to see the differences in letters according to their size (m vs. M), shape (w vs. u), position in space (reversal - d vs. b; inversion - p vs. b), and according to additions and/or omissions (o vs.p). Within the structure of the word, the student must be able to perceive differences because of an added or deleted feature *(meet* vs. *met), the* relationship of one letter to another *(a nice man* vs. *an ice man; God is nowhere* vs. *God is now here),* and be able to perceive these items even in the presence of visual noise (ground).

The ZERO To FIVE Perceptual Training Series may be used in a developmental or remedial sequence.
For use in a remedial (prescriptive) manner, the student would take the introductory lessons to become familiar with the task. He would then be administered the criterion test (Unit 04, lesson 07) with his responses recorded on a data form such as shown in Figure 1. If the student makes any mistakes in any other five-skill areas, he would be directed to take the lessons in that area before progressing on to the higher-level activities in the Perceptual/Thinking Series.

INTRODUCTION

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Introduction with Blocks	To give assistance in mastering the use of the ZERO To FIVE Computer Response Program in con-junction with the discrimination task.	The student will depress the button on the ZERO To FIVE Computer Response Program that as identical to the symbol associated with the block that is different.
02	Introduction to Discrimination	To familiarize the student with the operation of the ZERO To FIVE Computer Response Program and to develop gross discrimination between pictures and configurations.	The student: (a) Acquires the necessary skills to operate the Computer Response program, (b) Selects, from four alternatives, the item that is different.
03	Introduction to Association	To familiarize the student with the operation of the ZERO To FIVE Computer Response Program and develop skill in the task of matching.	The student will select the picture or configuration, from a set of four, that is identical to a given picture or configuration.
04	Beginning Matching	To provide further assistance with the use of the Computer Response Program in conjunction with a matching task.	The student will depress the button on the ZERO To FIVE Computer Response Program that has the same symbol as that which is under the picture that is identical to the prompting stimulus.

	PROGRAM MED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Color and Shape	To develop the skill of shape discrimination.	Given three identical pictures of an object, a form, a letter, or a word and one picture of a different object, form, letter, or word, the student will select the one that is different.
02	Color and Size	To develop the skill of size discrimination.	Given three identical pictures of an object, a form, a letter, or a word and one picture that is different because of a change in size, the student will choose the one that is different.
03	Color, Shape, and Size	To increase discrimination skills among pictures of real objects, forms, word configurations, configurations with words, and words that differ in size, shape, or pattern.	From a set of four items, the student will select the one that differs in size, shape, or pattern
04	Color, Shape and Size (Identical Match)	To develop matching skills using pictures of real objects, forms, word con figurations, letters, and words that differ in color, size, shape,or combinations of the three.	Given a set of four pictures of real objects or meaningless forms that differ because of color, size, shape or combinations of the three, the student will select the picture that is identical to the prompting stimulus.
05	Color, Shape, and Size (Some Generalizations)	To extend perception be yond an identical match to a conceptual match.	Given a picture of an object, a form, a letter, or a word, the student will choose, from four alternatives that differ in size, shape, color, or any combination of the three, the picture that as identical to or is a conceptual match of the prompting stimulus.
06	Shape (Some Abstracting)	To assist the development of abstraction by matching on the basis of shape alone.	Given four pictures of meaningful objects or meaningless forms that differ because of shape or shape and color, the student will select the picture that contains the identical configuration of the prompting stimulus.
07	Mr. Percepto	To reinforce and extend the skill of discrimination among pictures that differ because of the size, shape or color of some part of the picture while telling a story.	

ADDITIONS – OMISSIONS / FIGURE -- GROUND

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Ground on Prompt	To assist discrimination in the midst of irrelevant visual material.	The student will identify, from among four alternatives, the picture that matches the prompting stimulus upon which irrelevant lines or dots have been superimposed.
02	Ground on Alternatives	To assist discrimination in the midst of irrelevant visual material.	The student will identify from among four alternatives upon which irrelevant lines or dots have been superimposed, the picture that matches the prompting stimulus.
03	Ground on Everything	To assist discrimination in the midst of irrelevant visual material.	With irrelevant lines or dots superimposed on all the pictures, the student will identify, from among four alternatives, the picture that matches the prompting stimulus.
04	Ground on Everything (Fine Discrimination)	To assist discrimination in the midst of irrelevant visual material.	With irrelevant lines or dots superimposed on all of the pictures, the student will identify, from among four alternatives, the picture that matches the prompting stimulus.
05	Additions	To acquaint the student with changes because of added features.	Given three identical pictures of an object, a form, a letter, or a word and one picture that differs because of an added feature, the student will identify the one that is different.
06	Omissions- With Some Additions	To develop discrimination skills among pictures of objects, forms, configurations, letters, and words that differ because of the addition or omission of lines, patterns, or letters.	Given a set of three identical pictures of meaningful objects or meaningless forms, and one picture that differs because of the addition or omission of some part, the student will select the picture that is different.
07	Additions and Omissions	To develop skill of matching when the alternatives differ because of additions or omissions of lines, patterns, or letters.	Given two to four pictures or meaningful objects or meaningless forms that differ because of the addition or omission of some part, the student will choose the picture that is identical to the prompting stimulus.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
08	Addition and Omissions (Finer Discriminations)	To improve the skill of matching when the alternatives differ because of the addition or omission of lines, or letters.	Given two to four pictures of meaningful objects or meaningless forms that differ because of the addition or omission of some part, the student will select the picture that is identical to the prompting stimulus.

SPATIAL RELATIONSHIPS / POSITIONS IN SPACE (Inversion & Reversal)/ DIAGNOSTIC TEST

Unit 04   Reading-Readiness   7 lessons
Descriptive listing   **PERCEPTUAL TRAINING SERIES**

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Distance	To present discriminations among pictures of meaningful objects or meaningless forms that appear to have different distances between items in the picture and the viewer.	Given three identical pictures of meaningful objects or meaningless forms and one picture that has an apparent difference in distance between items in the picture or between items in the picture and the viewer, the student will select the picture that is different.
02	Placement	To improve the perception of relationships involving placement.	Given three identical pictures of meaningful objects or meaningless forms and one picture that differs because of a change in placement among the items within the picture, the student will select the picture that is different.
03	Distance and Placement	To improve the perception of the relationships involving distance and/or placement.	Given four pictures of meaningful objects or meaningless forms that differ because of a changed relationship of distance and/or placement, the student will choose the picture that is identical to the prompting stimulus.
04	Inversions	To develop the skill of discrimination among pictures of real objects or meaningless forms that differ because of an inversion.	Given a set of three identical pictures of real objects or meaningless forms, and one picture that differs because of an inversion of part of or all of the picture, the student will select the picture that is different.
05	Reversals	To develop the skill of discrimination among pictures of real objects or meaningless forms that differ because of a reversal.	Given a set of three identical pictures of real objects or meaningless forms and one picture that differs because of a reversal of a part of or all of the picture, the student will select the one that is different.
06	Inversions and Reversals	To improve perceptual skills related to position by using pictures of a real object or a meaningless form that differs because of inversions, reversals, or rotation of the objects , form or part of the form.	Given two to four pictures of a real object or a meaningless form that differs because of inversions, reversals, or rotations of the object, form or part of the object or form, the student will choose the picture that is identical to the prompting stimulus.
07	Post Test	To evaluate the student's perceptual skills in relation to the Perceptual Training Series.	The student must select the picture that is an identical match to the prompting stimulus.

FURTHER PRACTICE

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Letter and Word Discrimination	To provide further practice in letter and word discrimination or to be used as a pre and post test.	The student will select, from a set of four alternatives, the letter or word that is identical to the prompting stimulus.
02	Word Configuration and Composition	To assist in word discrimination by leading the student to attend to word composition.	The student will select, from a set of four alternatives, the configuration, word within a configuration, or word that is identical to the prompting stimulus.
03	Letter and Word Discrimination	To provide further practice in letter and word discrimination or to be used as a pre- and post-test.	From a set of four letters or words, three of which are identical, the student will choose the one that is different.
04	Word Composition	To improve word discrimination by focusing attention on the composition of a word and not on the configuration alone.	From a set of four configurations or words, the student will select the configuration or word that is different because of its internal composition.

PERCEPTUAL / THINKING

The ZERO To FIVE Perceptual/Thinking Series is intended to bridge the gap between the Perceptual Training Series and the Language/Reading Series. The first six (6) units are non-verbal and do not require reading. They appear prior to beginning Basic Language Level 1.

The upper six units require some reading and should be used in conjunction with the Language/Reading Series. They appear at the end of Basic Language Skills Levels 1, 2, and 3.

Examples of the tasks required are: **object memory, color/design/digit memory, sequencing according to size, pattern analysis, classification, analogies, maze tracing, predicting outcome, and concept formation.** Tasks are introduced at a basic level and spiraled upward in difficulty at higher levels. A pre- and post-test is provided with each set.

6 UNITS	**PRE-READING**	**51 LESSONS**
6 UNITS	**READING**	**50 LESSONS**

Content Summary

Perceptual/Thinking Series   12 Units   101 Lessons

       The ZERO To FIVE Perceptual/Thinking materials provide a series of teaching and testing lessons divided into six levels of difficulty. The lower levels, primarily visuals, concentrate on those specific thinking activity skills that should be acquired during the pre-school years. The intermediate levels, a picture and language mixture, concentrate on those skills essential for success in the lower grades. The higher levels, primarily language, extend the earlier skills and introduce additional tasks that lead toward academic success.

       Examples of the tasks required of the student are: Object memory, color memory, sequencing according to size, simple pattern analysis, picture classifications, picture absurdities, and figural transformations. Tasks may be introduced at one level, extended at the next level, and combined with another task to produce a more complex activity at a third level. A test is provided for each unit.

CRITICAL THINKING SKILLS
Reading-Readiness

Unit 01   9 Lessons
       Memory of color, objects, and positions; sequencing by size; picture absurdities; shape classifications and discriminations; and pattern analysis.

Unit 02   8 Lessons
       Maze tracing; picture differences, matching, classification, and sequencing; and figural memory and transforms.

Unit 03   8 Lessons
       Memory of objects: picture matching, classification, similarities, and absurdities, and sequencing, visual closure, configurations, and what does not belong.

Unit 04   9 Lessons
       Camouflaged numbers; picture matching, classification, and sequencing; visual closure; configurations; and what does not belong.

Unit 05   8 Lessons
       Visual completion; memory of position; conceptual memory; picture rotations; camouflaged numbers; whole/part analogies; and memory of figures.

Unit 06   9 Lessons
       Visual absurdities; picture completion; what does not belong; set union (shape and color); camouflaged objects and letters; picture to picture completion; puzzle arrangement; and implications and deductions.

CRITICAL THINKING SKILLS
(To follow Language/...
Reading Level I)

Unit 07   9 Lessons

Alphabet matching capitals and lower case letters; memory of patterns; memory of letters and numbers; finding two attributes; memory of signs; memory of picture to language; sub-classification; and alphabet sequencing of lower case letters.

Unit 08   8 Lessons

Memory of designs (shape and rotation); scrambled words; alphabet sequencing of capital letters; silhouette to language memory; memory of position; visual/verbal combination; and visual/verbal conversion.
_____

CRITICAL THINKING SKILLS
(To follow Language…………...
Reading Level II)

Unit 09   9 Lessons

Shape arrangement; finding three attributes; alphabetizing; scrambled sentences; number sequencing; pair matching; word memory; and simple matrices.

Unit 10   8 Lessons

Following directions; compounding words; word building analogies; what does not belong (letters and numbers); antonyms; word relations; and visual/verbal conversion.
_____

CRITICAL THINKING SKILLS
(To follow Language/ …………………………………………...
Reading Level III)

Unit 11   9 Lessons

Definitions; unscrambled words; word transformations; finding hidden words; figural sequencing, naming word groups; following directions; and memory of letters/numbers.

Unit 12   8 Lessons

Foreseeing consequences; making inferences; advanced matrices; visual/verbal conversion; object recall--how many; word classifications; and visual discriminations-same/different.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Color Memory	To develop the student's ability to remember colors.	Given a color or colors on one frame, the student selects the item on the following frame(s), which contains the same color or colors.
02	Visual Memory	To develop the student's ability to remember beyond immediate recall.	The student must remember the components of a scene for three consecutive frames in order to choose, from two alternatives, the item which is missing.
03	Simple Sequencing--By Size	To develop the student's ability to recognize size relationships.	Given an incomplete set of items, the student will select the item that by size, completes the set.
04	Pattern Analysis	To develop the student's ability to determine a left to right pattern and extend it.	Given a pattern of shapes and/or figures, the student will select the choice, which is a continuation of the pattern.
05	Memory of Sets	To develop the student's ability to remember a set of items.	The student will select, from between two alternatives, the initially presented set.
06	Classification by Shape	To develop the student's ability to classify items by shape.	Given a series of differently shaped items, the student will select the item closest in configuration to the stimulus picture.
07	Visual Absurdities	To develop the student's ability to determine what is wrong with the picture.	**Given a picture, the student will select what is wrong with, or what does not belong in the picture.**
08	Object Memory	To develop the student's ability to remember the contents of a set.	**The student will select, from among several alternatives, the item, which completes the pair shown on the previous frame.**
09	Pre and Post Test	To provide a comprehensive test of Perceptual/Thinking Series Unit 01, to be used for diagnosis evaluation and/or reinforcement.	

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Picture Classification.	To develop the student's ability to classify pictures by color.	Given a color pattern, the student will select, from among several alternatives, the item, which, contains the colors of the pattern.
02	Figural Transforms	To develop the student's ability to judge how a figure will appear after certain changes have been made.	Given a picture of an object the student will select, from among several alternatives, the silhouette of the object.
03	Figural Memory	To develop the student's ability of remembering beyond the level of immediate recall	Given an item on one frame, the student selects from among several alternatives on the following frame, the item that is identical to, or most like, the original item.
04	Picture Associations	To develop the student's ability to complete a simple associative pair.	Given one object of a pair, the student will select, from among several alternatives, the item that completes the associative pair.
05	Memory of Position	To develop the student's ability to remember the position of items.	Given a three-part picture on one frame followed by only one part at a time, the student will indicate the position of that part in the original picture.
06	Maze Tracing	To develop the student's ability to foresee the consequences of various choices.	Given a maze type picture, the student will select the proper route to reach a goal.
07	Picture Sequencing	To develop the student's ability to deduce a temporal sequence.	Given two pictures of a sequence, the student selects the one that belongs in the indicated space.
08	Pre and Post Test	To provide a comprehensive test of Perceptual/Thinking Series Unit 02. This test can be used for diagnosis, evaluation and/or reinforcement.	

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Object Transformations	To extend the student's ability to judge how a figure will appear after certain changes have been made.	The student will select, from among several alternatives, the picture, which is a transformation of the prompting picture.
02	Pattern Analysis	To extend the student's ability to determine patterns.	Given an incomplete series, which has a sequential relationship, the student will pick, from three choices, the item, which belongs in the series.
03	Picture Classification	To develop the student's ability to classify, pictures by a common quality.	The student will select, from among several alternatives, the item, which belongs to the class established by the given items.
04	Visual Closure	To develop the student's ability to recognize a figural entity when presented with an incomplete item.	The student will select, from among several alternatives, the shape or letter inferred by a series of dots and/or lines.
05	Geometric Analogies	To develop the Student's ability to determine an analogous relationship among figures.	Given a relationship between two figures and apart of an analogous relationship, the student will select, from among several alternatives, the figure which completes the analogy.
06	Visual Memory	To extend the student's ability to remember the contents of a set.	The student will select from among several alternatives, the item which completes the picture on the previous frame.
07	Picture Sequencing	To extend the student's ability to deduce temporal sequences.	Given three pictures, the student selects the one which belongs in the indicated space of a sequence
08	Pre and Post Test	To provide a comprehensive test of Perceptual/Thinking Series Unit 03. This test can be used for diagnosis, evaluation and/or reinforcement.	

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Picture Classifications	To expand the student's ability to classify various symbolic items of information.	The student will select, from four alternatives, the item, which does not belong to the class established by the stimulus.
02	Shape Rotations	To develop the ability to judge or analyze how a figure will appear after a rotation has been made.	The student will select, from four alternatives, the item that is not a rotation of the other items.
03	Form Relations	To develop the student's ability to recognize figural relations between forms, according to color and shape.	Given an incomplete figure, the student will select, from four alternatives, the item, which completes all or part of the given figure.
04	Form Relationships	To extend the student's ability to recognize common elements of pattern, number, and structure of forms.	From a set of four alternatives, the student selects the one, which has the most elements in common with the stimulus item.
05	Size Relationships	To extend the student's ability to discriminate according to actual and/or relative size.	(a) Given a set of items of different sizes, the student will select the item which is the same size as the stimulus item; (b) Given a set of items of different sizes, the student will select the item which has the same size-relationship as the indicated item in the stimulus set.
06	Number Concepts	To develop the student's ability to visualize the numeration concepts of one through five.	Given a number of objects of a numeral from one to five as one half of a pair, the student will select the choice, which completes the pair.
07	What does not belong	To develop the student's ability to determine what does not belong in a set.	Given a set of items (objects, letters, numbers), the student will select the item, which does not belong in the set.
08	Form Relationships	To develop the student's ability to recognize the relationship between a word and its configural form.	Given a word or its configuration as one half of a pair, the student will select, from among several alternatives, the item needed to complete the pair.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
09	Pre And Post Test	To provide a comprehensive test of Perceptual/Thinking Series Unit 04. This test can be used for diagnosis, evaluation and/or reinforcement.	

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Visual Completion	To develop the student's ability to determine what is needed to complete a figure.	Given a completed figure and a portion of that figure, the student selects the element needed to make the Partial figure identical to the completed figure.
02	Memory of Position	To develop the ability to remember isolated items of symbolic information, such as letters or numbers.	Given a set of four items on a frame, the student selects the position of the item repeated on the next frame.
03	Conceptual Memory	To extend the student's ability to recognize conceptual similarities.	Given an item on one frame, the student chooses the item, which is conceptually the same on the following frame.
04	Picture Rotations (Memory)	To extend the student's ability to judge from memory how a picture will appear after rotation.	The student will select from pictures of heads the one which is a different view of the head presented on the previous frame.
05	Camouflaged Numbers	To develop the student's ability to find numerals hidden in a picture.	Given a picture that contains camouflaged numerals, the student selects the numeral, which is hidden in the picture.
06	Whole and Part Analogies	To extend the student's ability to complete associative pairs which include whole and parts in the analogy format.	Given a relationship between a part of an object and the whole object, the student selects the item, which completes the analogous relationship.
07	Figural Memory	To extend the student's ability to remember a given figural object.	Given a set of figures, and then having the set removed, the student must select the item, which is a member of the original set.
08	Pre and Post Test	To provide a comprehensive test of Perceptual/Thinking Series Unit 05. This test can be used for diagnosis, evaluation and/or reinforcement.	

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Visual Absurdities	To extend the student's ability to evaluate the internal consistency of a picture, i.e. likely vs. unlikely.	Given a three-part picture, the student will select the feature, which is most unlikely or incongruous.
02	Picture Completion	To develop the student's ability to supply the missing items in a given familiar form.	Given a incomplete picture, the student selects the item which correctly completes the familiar form.
03	What Does Not belong (Abstracts)	Too extend the student's ability to determinate what does not belong in a related set.	Given three pictures, two of which share a relationship/attribute, the student will choose the item that does not belong.
04	Union of Sets by Shape and Color	To develop the ability to recognize the common element in two given sets.	Given two sets of pictures, the student will select the one common element of both sets, which unites them.
05	Camouflaged Objects and Letters	To extend the student's ability to recognize new symbolic items of information.	Given a picture containing camouflaged objects and letters, the student chooses the item hidden in the picture.
06	Memory of position	To develop the ability to remember the position of people, animals, or things in a visual series.	Given a set of four pictures, the student selects the position of the picture repeated on the next frame.
07	Puzzle Completion	To develop the student's ability to comprehend the relationship between forms.	Given an incomplete picture puzzle and a piece to be added, the student select from several choices, the area in which the piece belongs.
08	Implications and Deductions	To develop the ability to predict the most logical outcome in a sequence of events when provided with a visual stimulus.	The student selects the visual, which has the highest probability of occurring next in a sequence.
09	Pre And Post Test	To provide a comprehensive test of Perceptual/Thinking series Unit 06. This test can be used for diagnosis, evaluation and/or reinforcement.	

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Alphabet # 1 (Combination)	To develop the ability to associate a capital letter and its matching lower case letter.	Given a capitol or lower case letter in a name, the student will select the matching capital or lower case letter.
02	Figural Pattern Memory	To develop the ability to recognize and remember a previously observed figural pattern transformed by color.	Given a pattern on one frame, the student chooses on the following frame the pattern, which is conceptually the same.
03	Memory of Position	To extend the ability to re-member isolated items of symbolic information, such as upper and lower case letters and numbers.	Given a set of four items on a frame, the student selects the position of the item repeated on the following frame.
04	Picture Classification by Attributes	To develop the student's ability to find two attributes of a given item.	Given two sets of pictures and three additional items, the student will choose the item, which has an attribute from each set.
05	Signs-Memory	To develop the ability to remember symbolic-figural information.	Given a sign on one frame, the student chooses the item, which is identically the same on the following frame.
06	Memory of Position-IV	To develop the ability to convert isolated pictures of people, animals, and things to print.	Given a set of four pictures on one frame and a label on the following frame, the student selects the position of the picture identified by the label.
07	Classification of Items	To extend the ability to classify items. To introduce food, toys, and clothes.	The student chooses the word or phrase which illustrates the type and/or name of the objects.
08	Alphabet #2 (Sequence)	To develop the ability to recognize the sequential order of lower case letters of the alphabet.	Given a portion of the alphabet, the student selects the letter or series of letters, which correctly completes the sequence.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
09	Pre And Post Test	To provide a comprehensive test of Perceptual/Thinking series Unit 07. This test can be used for diagnosis, evaluation and/or reinforcement.	

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Memory of Abstract Designs	To develop the ability to recognize and remember a previously observed design transformed by rotation and color.	Given a design on one frame, the student chooses the design on the following frame, which has been transformed by rotation and color.
02	Scrambled Words	To develop the ability to organize scrambled letters into words.	Given a group of scrambled letters, the student will select the word, which can be made from the scrambled letters.
03	Alphabet #3 (Sequence)	To develop the ability to recognize the sequential order of upper case letters of the alphabet.	Given a portion of the alphabet, the student selects the letter or series of letters, which correctly completes the sequence.
04	Silhouettes	To extend the student's ability of converting visual information to print.	Given a silhouette, the student selects on the following frame, the sentence that describes the silhouette.
05	Memory of Position-V	To further extend the ability to remember isolated items of symbolic information, such as numbers and upper and lower case letters.	Given a set of four items on a frame, the student selects the position of each item as it is repeated on subsequent frames.
06	Visual-Verbal analogy	To develop the ability to complete an analogy.	Given a visual set and an incomplete verbal relationship, the student selects the phrase or sentence, which completes the visual-verbal pair.
07	Visual-Verbal conversion	To develop the ability to remember meaningfully ordered visual or verbal information.	Given a picture or sentence, the student selects on the following frame the corresponding picture or sentence.
08	Pre and Post Test	To provide a comprehensive test of Perceptual / Thinking Series Unit 08. This test can be used for diagnosis, evaluation and/or reinforcement.	

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Visual Construction	To develop the ability to visualize how a given figure or object will appear when assembled or disassembled.	Given a assembled or disassembled picture, the student will select the arrangement of shapes which is conceptually the form of the stimulus.
02	Classification: Three attributes	To develop the student's ability to find three attributes of a given item.	Given three sets of objects, the student will choose the item, which contains an attribute or an element from each set.
03	Alphabetizing Word	Too provide practice in understanding the systematic interrelatedness of symbols within an organized set.	Given a set of alphabetized words, the student selects from three order words the one, which is next in the correct alphabetical listing.
04	Scrambled Sentences	To develop the ability to organize scrambled words into sentences.	Given a group of scrambled words, the student will select the sentence, which can be made from the scramble words.
05	Number Sequence	Too develop the ability to recognize the sequential order of the cardinal numbers one through twenty.	Given a portion of the number sequence between one and twenty, the student selects the number (s), which extend the sequence.
06	Paired Visual Association	Too provide practice in the paired association task through arrangement of domino pictures.	Given a set of picture dominos and a position marker for the next domino, the student selects from among three choices, the next domino to be placed.
07	Memory of Position-VI	To develop the ability to convert print to pictures of animals, people and things.	Given a set of four noun phrases on one frame, and a picture on the following frame, the student selects the position of the label for the picture.
08	Simple Matrices	To develop the ability to judge the internal consistency of a complex figure.	Given an incomplete picture, the student will select the part that extends the horizontal and vertical relationship.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
09	Pre And Post Test	To provide a comprehensive test of Perceptual/thinking series Unit 09. This test can be used for diagnosis, evaluation and/or reinforcement.	

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Directions	To develop the ability to remember meaningfully ordered verbal information.	Given a verbal direction on one frame, the student selects the picture on the following frame, which carries out the verbal direction.
02	Compound Words	To develop an awareness of the composition of compound words.	Given two referent visuals of known objects and a visual, which requires a compound label, the student selects the appropriate label.
03	Conceptual Relationships	To provide practice in the skill of forming conceptual relationships with language.	Given three parts of an analogy, the student selects the word or phrase, which completes the analogy.
04	Letter-Number Series	To develop the ability to analyze a series of letters and/or numbers for the non-member.	Given a letter and/or number series, the student selects the one, which does not belong to the series.
05	Antonyms	To develop the ability to recognize meaningful connections between items of visual/verbal information.	Given a visual stimulus, the student selects the appropriate verbal antonym(s).
06	Word Relations	To develop the ability to see relations between items of symbolic information.	Given a visual or sentence, the student selects: (a) The word which has a similar ending to the visual and/or verbal cue: (b) The two words in the sentence, which have a similar ending.
07	Visual-Verbal Conversion	To extend the ability to remember meaningfully ordered visual or verbal information.	Given a picture or a sentence on one frame, the student selects on the following frame the picture or sentence that will complete the visual verbal pair.
08	Pre And Post Test	To provide a comprehensive test of Perceptual/Thinking Series Unit 10. This test can be used for diagnosis, evaluation and/or reinforcement.	

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Riddles	To expand the ability to comprehend the meaning of words and ideas.	Given information in a riddle format, the student selects the picture, which answers the riddle.
02	Scrambled Words	To extend the ability to organize letters into words.	Given a visual, the student selects the scrambled letters, which would be the name for the item pictured.
03	Expansion of Word Concepts	To develop the ability to see potential changes of interpretations of Words.	Given a visual/verbal definition, the student selects the response which denotes a different meaning based on an analogous relationship.
04	Memory of Letters/ Numbers Pairs	To develop the student's ability to remember isolated pairs of information.	Given as many as three letter/number pairs on one frame, the student will complete an incomplete pair on the following frame.
05	Hidden Words	To develop the ability to produce new symbolic items of information by revising given items.	Given a word or sentence and a visual classification, the student selects the word, which belongs to the visualized classification and can be made from the letters in the stimulus.
06	Figural Sequences	To develop the student's ability to evaluate and decipher a system composed of sequential figures.	Given a sequence of four pictures, the student selects the choice, which is a continuation of the sequence.
07	Classes by Subject and Function	To develop the ability to converge on an appropriate classification of unknown information by subject and function.	The student selects the word that describes each group of given words.
08	Following Directions	To extend the ability to remember meaningfully ordered verbal information.	Given a verbal direction on one frame, the student selects the picture on the following frame, which carries out that direction.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
09	Pre And Post Test	**To provide a comprehensive test of Perceptual/Thinking Series Unit 11. This test can be used for diagnosis, evaluation, and/or reinforcement.**	

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Crossword Puzzles	To develop the ability to foresee or to be sensitive to consequences in a symbolic problem.	Given a series of spaces in rows and columns, and an incomplete sentence, the student selects the word, which completes both the spaces indicated on each frame and the sentence.
02	Object Recall	To develop the student's ability to classify items of information and to remember the number of items in a set.	After having studied a picture of assorted items on one frame, the student will respond to the question "How many did you see?" on the following frame.
03	Word Classification-- What Does Not Belong?	To develop the student's ability to establish a class based on semantic information.	Given four words or phrases, three of which are alike in a certain way, the student selects the word or phrase, which is different and does not belong.
04	Contextual Inference	To develop the ability to deduce inferred information in a visual or verbal stimulus.	The student selects the visual or verbal phrase, which is implied by the stimulus.
05	Verbal Absurdities	To judge the internal consistency of a verbal situation.	Given a verbal situation, the student selects the response that is inconsistent with the stimulus.
06	Same and Different	To introduce the concepts of same and different in sentence form To develop the student's ability to make decisions concerning the likenesses and differences of figures and letters.	Given two items composed of letters and/or numbers, the student will determine if the two items are the same or different.
07	Visual-Verbal Conversion	To extend the ability to remember meaningfully ordered visual or verbal information.	Given a picture or a sentence on one frame, the student selects on the next frame the picture or sentence that completes the visual-verbal pair.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
08	Pre And Post Test	**To provide a comprehensive test of Perceptual/Thinking Series Unit 12. This test can be used for diagnosis, evaluation and/or reinforcement.**	

LANGUAGE / READING SERIES

The ZERO To FIVE Language/Reading Series consists of a sequence of programmed lessons whereby the student is progressively introduced to vocabulary, language/grammatical principles and concepts, and basic sentence structure/patterns. The student must interact with the language and respond to each frame in the lessons. The materials are organized into units of approximately eight lessons each, with each set having a general topical theme such as self, animals, food, clothing, and shelter. The higher-level materials include themes such as transportation, history, conservation of energy, and pollution.

A test section is provided with each language/reading unit. The test may be used for diagnostic purposes to determine the student's needs, as a post test to evaluate his level of material mastery, or for periodic review of previously learned language concepts. Each set also has an integral story supplement which is programmed to reinforce and extend the language principles and vocabulary in that set in an enjoyable story sequence. The average lesson is approximately 45 frames in length and the average student completion time is 10-20 minutes.

CONTENT SUMMARY

40 Units	Level I-V	301 Lessons
4 Units	Holidays I-IV	

CONTENT SUMMARY LEVEL I

The Level I lessons present singular and plural nouns, verbs in present progressive form and past tense, agreement of subject and verb, pronouns and their antecedents, prepositions, possessives, and simple sentence patterns in both statements and question forms.

Unit 01   Self   8 Lessons

Verbs are introduced in the present progressive form and used in sentences after five nouns are presented, plural forms are introduced. Programmed words include: boy(s), girl(s) baby/babies, man, woman, is/are running, is/are walking, is/are *sitting, is/are* sleeping.

Unit 02   Animals   8 Lessons

Descriptive adjectives and noun determiners are introduced as well as additional nouns and verbs. Subject/ verb agreement is emphasized and extended to compound subjects. Programmed words include; big, little, a, some, dog(s), bird(s), is/are flying.

Unit 03   Foods   6 Lessons

Additional verbs are introduced in the present progressive form and past tense. Related nouns are presented. Programmed words include: is/are eating, ate, is/are drinking, drank, apple(s), cookie(s), meat, water, milk.

Unit 04   Playthings   9 Lessons

Subject/verb agreement is extended with the verb "to have." Compound objects, cardinal numbers, and colors are introduced. Non-visual frames are used after concepts are established. Programmed words include: has, have, one , two, three, red. yellow, blue, green, black, white, and additional nouns.

Unit 05   Activities   5 Lessons

Interrogative pronouns and question forms are introduced. Programmed words include: who, what, is/are playing with, played with.

Unit 06   Self   8 Lessons

Predicate adjectives, personal pronouns, antecedents, body parts, and given names are introduced. Programmed words include: is, are, she, he, it, brown, blond, hair, eyes, nose, ears, mouth, Joe, Bob, Mary, Ann, book(s), boat(s), kite(s).

Unit 07   Clothing   5 Lessons

      Possessives and articles of clothing are introduced. Programmed words include: boy's, girl's, Bob's, Ann's, Joe's, Mary's, pants, shirt(s), coat(s), shoe(s), cap(s), dress(s).

Unit 08   Shelter   6 Lessons

      Prepositions are introduced as well as the rooms of a house and furniture. Programmed words include: in, on, under, is ⁄ are jumping, kitchen, bathroom, bedroom, living room, dining room, house, tree, and items of furniture.

Holidays I   4 Lessons

These lessons introduce concepts relating to Birthdays, Christmas, Valentine, and Easter. This series is designed for student's who have completed language Level I. Programmed words include: birthday, party, present, is having; Christmas, star, toys, stocking, Santa Claus; valentine; Easter egg, is coloring, is hiding, is hunting, found, chick, and bunny.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	boy, girl, baby, man, woman	To introduce five nouns that identify people.	(a) Selects the pictures that illustrate the given programmed words; (b) Selects the nouns that correspond to illustrations of the programmed words.
02	is running, is sleeping	To introduce two verbs in the singular present progressive form.	(a) Selects the phrases or sentences that identify the pictured activity and/or the person doing it; (b) Identifies the pictures that illustrate the given verbs or sentences.
03	is walking, is sitting	To introduce additional verbs in the singular present progressive form.	(a) Selects the phrases or sentences that identify the type of activities and/or persons pictured; (b) Chooses the pictures which illustrate given verbs or sentences.
04		To review the concepts presented in the previous three lessons and to introduce simultaneous activities.	(a) Selects the sentences that identify one of the persons pictured and the activity involved; (b) Selects the pictures that illustrate the person and activity named in a given sentence.
05	boys, girls, are running, are walking	To introduce plural nouns and the plural form of verbs in the present progressive.	(a) Selects the sentences or plural nouns, which correspond to the given pictures; (b) Identifies the pictures which illustrate the given plurals.
06	babies, are sitting, are sleeping	To introduce the irregular plural form of the noun baby and additional plural forms of verbs in the present progressive.	(a) Selects the phrases or sentences containing the appropriate plural form(s), which identify the given pictures. (b) Choose the pictures which illustrate the given sentences Containing the programmed words.
07	Pre and Post Test	To provide a comprehensive test of Unit 01 to be used for diagnosis, evaluation and/or reinforcement.	(Test)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
SS	Bear(s), octopus	To reinforce and extend the Unit 01 vocabulary in a story sequence for those students who have satisfactorily completed Unit 01.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	dog(s), cat(s)	To introduce the names of two animals and to relate two verbs in progressive form to these animals.	(a) Correctly determines the picture that illustrates a given noun or sentence; (b) Selects the noun or sentence that describes a given picture.
02	a, some	To introduce the noun determiners a (meaning one) and some (meaning more than one).	(a) Selects pictures that represent the proper use of a and some in noun phrases or sentences; (b) Correctly associates the a and some determiners with singular and plural nouns by selecting the verbal option that describes a given picture.
03	bird(s) is/are flying	To introduce the name of another animal and a related verb in the pre-sent progressive form.	(a) Chooses the picture that best illustrates a given noun phrase, verb or sentence; (b) Selects the noun phrase, verb or sentence that identifies a given picture.
04	big, little	To introduce two descriptive adjectives with people - and animals.	(a) Picks the picture that illustrates the size established by a noun phrase or sentence; (b) Matches the noun phrase or sentence with its identifying picture.
05		To present subject/verb agreement.	(a) Chooses the picture that illustrates the singular or plural noun in a given sentence; (b) Determines the singular or plural noun phrase or verb that identifies a given picture; (c) Selects without a visual clue the sentence in which the verb agrees with the subject in number.
06	and	To introduce compound subjects and to extend subject/verb agreement to include compound subjects.	(a) Matches the identifying picture with a given compound subject; (b) Chooses the compound subject or plural verb form that describes a given picture; (c) Selects without a visual clue the correct form of the compound subject that agrees with the verb in number.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
07	Pre and Post Test	To provide a comprehensive test of Unit 02 to be used for diagnosis, evaluation and/or reinforcement	(Test)
SS		To reinforce and extend the Unit 02 vocabulary in a story sequence for those students who have satisfactorily completed Unit 02.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	is/are eating is/are drinking	To introduce two new words in the present progressive form.	(a) Selects the visual that illustrates the verb phrase or a sentence including that verb; (b) Selects the sentence that describes the visual showing a person or persons eating or drinking.
02	apple(s), cookie(s), meat	To introduce the names of three foods and to use the verb to eat in the present progressive form.	(a) Determines the sentence that identifies a visual showing a person or persons eating; (b) Chooses the visual that illustrates the sentence containing the name of a food and the appropriate verb.
03	water, milk	To introduce the names of two liquids and to use them with the present progressive form of the verb to drink.	(a) Associates the picture with a sentence containing the name of the liquid; (B) Chooses the sentence that describes the visual of a person or persons drinking either milk or water.
04	ate, drank	To introduce the past tense of the verbs, to eat and to drink.	(a) Selects the visual that illustrates the sentence containing the verbs ate or drank; (b) Chooses a sentence that identifies the visual showing a person or persons having completed the action of eating or drinking.
05	Pre and Post Test	To provide a comprehensive test of Unit 03 to be used for diagnosis, evaluation and/or reinforcement.	(Test)
SS	Richard Rabbit, Tommy Turtle	To reinforce and extend the Unit 03 vocabulary in a story sequence for those students who have satisfactorily completed Unit 03.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	has, have flower(s)	To introduce the concept of to have as possession presented visually as holding in one's hand. To extend subject/verb agreement by using the forms of the transitive verb, has and have.	(a) Selects a picture that illustrate a sentence containing the concept of to have as possession; (b) Selects the sentence that correctly uses has or have in identifying the subject and direct object pictured.
02	one, two, three car(s), ball	To introduce three cardinal numbers and two nouns that identify playthings. To extend the concept of to have by visually presenting objects as held by, touched by, or close to the person or persons possessing them. To review subject/verb agreement.	(a) Selects the picture that illustrates the proper number and type of plaything possessed as stated in the sentence; (b) Selects the sentence or the direct object that correctly identifies the subject and/or the object pictured.
03	doll(s), balloon(s), airplane(s), wagon(s)	To introduce additional nouns that identify play-things. To provide practice in using has and have.	(a) Selects the picture that illustrates the playthings possessed in a sentence; (b) Selects the sentence that correctly uses have and has in identifying the subject and object pictured.
04	red, green, blue. yellow	To introduce four colors, emphasizing the color of the objects possessed.	(a) Chooses the picture that illustrates the color and number of the plaything possessed; (b) Identifies the sentence that correctly states the name, color and number of the objects possessed by the person pictured.
05	black, white	To introduce two additional colors. To provide practice in subject/verb agreement using has and have.	(a) Identifies the colors black and white verbally and visually; (b) Selects the correct form of to have in sentences containing compound subjects.
06		To provide practice in subject/verb agreement with emphasis on the use of have with a compound subject.	Selects have as the correct form for a compound subject

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
07		To review has and have with emphasis on subject/verb agreement	(a) Without a visual clue, selects the subject that correctly completes a given sentence; (b) (b) Selects the sentence in which has or have is correctly used from three given sentences. No visual clues are given.
08	Pre and Post Test	To provide a comprehensive test of Unit Used for diagnosis, evaluation and/or reinforcement.	(Test)
SS	Cathy Cat, Bobby Bear	To reinforce and extend the Unit 04 vocabulary in a story Sequence for those students who have satisfactorily completed Unit 04	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	is/are playing with, played with	To introduce "double verb", playing with, in the progressive form in present and past tenses	(a) Chooses the picture that illustrates a given sentence; (b) Selects the verb phrase or sentence that describes a given picture as to tense and/or, subject/verb agreement.
02	to have, to play with	To extend the concept that one may have something and may also play with it.	(a) Chooses the picture that illustrates the to have and/or to play with used sentences; (b) Selects the verbal option related to the picture portraying the concept to play with.
03	who, what	To introduce the interrogative pronouns who and what. To review nouns programmed in earlier Units 1-4.	(a)Chooses the picture or word to which the given pronoun refers; (b) Selects the pronoun that refers to a person or thing in a given picture; (c) Selects the answer to a question that relates to a given picture.
04	Pre and Post Test	To provide a comprehensive test of Unit 05 to be used for diagnosis, evaluation and/or reinforcement.	(Test)
SS	puppy, kitten	To reinforce and extend the Unit 05 vocabulary in a story sequence for those students who have satisfactorily completed Unit 05.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Joe, Bob, Mary Ann	To introduce the given names of two boys and two girls and to review the interrogative pronouns who and what.	(a) Associates visuals of four specific children with their first names; (b) Identifies persons and animals in response to who and what questions.
02	eyes, nose, hair, ears, mouth, blond, brown	To introduce body parts and to extend the concept of to have to include parts of the body.	(a) Identifies the body parts that complete elliptical statements; (b) Selects the visuals that illustrate the given body parts; (c) Selects the person or animal that relates to the "who" questions pertaining to body parts.
03	is, are	To introduce two forms of to be with predicate adjectives, emphasizing subject/verb agreement	(a) Selects is if the subject is singular; (b) Chooses are with a plural or compound subject.
04	book(s), kite(s) boat(s)	To contrast the use of to have and to be. To introduce through additional nouns.	(a) Identifies the new vocabulary when used with forms of to have and to be; (b) Selects the correct forms of to have or to be to complete elliptical sentences.
05	she, he, it	To introduce personal pronouns used as the subject of a sentence.	(a) Selects the visuals that illustrate the antecedents of the pronouns used as the subject of a sentence; (b) Chooses the correct pronouns to complete elliptical sentences when the antecedent is given.
06		To introduce a personal pronoun used as the object of a verb. To review personal pronouns used as the subject of a sentence.	a) Identifies the antecedent of the pronoun it; (b) Selects it as the subject of an elliptical sentence or as the object of a verb when the antecedent is an animal or thing; (c) Selects he or she as the subject of a sentence when the antecedent is a person.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
07	Pre and Post Test	To provide a comprehensive test of Unit 06 to be used for diagnosis, evaluation and/or reinforcement.	(Test)
SS	wagon	SS To reinforce and extend the Unit 06 vocabulary in a story sequence for those students who have satisfactorily completed Unit 06.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	pant(s), shirt(s) coat(s)	To introduce three articles of clothing.	(a) Chooses the noun phrase or the sentence that identifies the pictured items of clothing; (b) Selects the visual that illustrates the sentence containing the named item of clothing.
02	shoe(s), cap(s) dress(es)	To introduce additional articles of clothing.	(a) Chooses the sentence that identifies a picture of a person holding various items of clothing; (b) Associates the picture with a sentence that includes names of various items of clothing.
03	Bob's, Mary's Ann's, Joe's, etc., boy's, girl's	To introduce the concept of possession through the use of the possessive form with proper names and two common nouns.	(a) Selects the possessive of a proper name or common noun from other forms of the names or nouns; (b) Selects the verbal option that denotes ownership of a specific item; (c) Without visual clues, selects the possessive form of a proper name or common noun to complete an elliptical sentence.
04	Pre and Post Test	To provide a comprehensive test of Unit 07 to be used for diagnosis, evaluation and/or reinforcement.	(Test)
SS	Ted, Susan	To reinforce and extend the Unit 07 vocabulary in a story sequence for those students who have satisfactorily completed Unit 07.	(Story Supplement)

Unit 08 Level I 6 lessons
Descriptive listing Language/Reading series

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	bed, table chair, on, under is/are jumping	To introduce the present, progressive form of the verb to jump. To introduce two prepositions, names of some furniture and to extend the sentence pattern to include the prepositional phrase.	(a) Chooses the picture that illustrates the on or under prepositional phrase in a sentence; (b) Selects the sentence or prepositional phrase that identifies the preposition and object pictured; (c) Selects the sentence that identifies a given picture as to verb meaning and/or subject-verb agreement.
02	car, basket, in, box, tree	To introduce additional objects and the preposition in, contrasting it with on and under.	(a) Chooses the picture that illustrates either the prepositional phrase or object of a given sentence; (b) Selects the sentence or prepositional phrase that describes a given picture.
03	house, bedroom bathroom, room, kitchen, living room, dining room	To present the different rooms of a house and associated activities.	(a) Chooses the picture that illustrates the room named in a given sentence; (b) Selects the sentence that identifies the room that is pictured or activity taking place in the room as illustrated.
04	sofa, lamp stove, sink, bathtub	To give the names of additional pieces of furniture and the location of each. To introduce the concept that some classes of furniture, such as chairs and tables, can be found in many rooms.	(a) Selects the sentence that identifies the furniture in a given picture; (b) Selects the sentence that relates.
05	Pre and Post Test	To provide a comprehensive test of Unit 08 to be used for diagnosis, evaluation and/or reinforcement.	(Test)
SS	Chunk, Monk	To reinforce and extend the Unit 08 vocabulary in a story sequence for those student who have satisfactorily completed Unit 08.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	birthday, can-dies, birthday party, birthday cake, birthday present(s), is/are having a birthday party	To present some vocabulary and activities pertaining to children's birthday parties in home and schoolroom settings. To reinforce and extend the vocabulary in Units 01 through 08 (7 Test Frames)	Selects the sentences or phrases which are applicable to the pictured situations relating to children's birthdays.
02	Valentine's Day, valentine box, valentine party, valentine(s), valentine candy	To present some vocabulary and activities per- raining to Valentine's Day. To reinforce and extend the vocabulary in Units 01 through 08. (6 Test Frames)	(a) Selects the visuals which illustrate the valentine related vocabulary in given sentences; (b) Chooses the sentence or verb phrases which are applicable to the pictured situations relating to Valentine's Day.
03	egg, is/are hunting, is coloring, Easter eggs, is hiding, found, bunny, chick(s)	To introduce some vocabulary and activities relating to Easter. To rein-force and extend the vocabulary in Units 01 through08 (8 Test Frames)	(a) Selects the sentence or verb phrase which are applicable to the pictured activities at Easter time; (b) Chooses the visuals which illustrate the Easter vocabulary or activities in given sentences.
04	Christmas, Santa Claus, toys, Christmas tree, Christmas lights. Christmas candy, Christmas present(s), Christmas stocking(s)	To introduce some activities and vocabulary pertaining to Christmas. To reinforce and extend the vocabulary in Units 01 through 08. (8 Test Frames)	(a) Selects the phrase or sentence appropriate for the pictured situation; (b) Chooses the visual that illustrates the given sentence.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Alphabet: #1 (Combination)	To develop the ability to associate a capital letter and its matching lower case letter.	Given a capitol or lower case letter in a name the student will select the matching capital or lower case letter.
02	Figural Pattern Memory	To develop the ability to recognize and remember a previously observed figural pattern transformed by color.	Given a pattern one frame, the student chooses on the following frame the palm which is conceptually the same.
03	Memory of Position	To extend the ability to re-member isolated items of symbolic information, such as upper and lower case letters and numbers.	Given a set of four items on a frame, the student selects the position of the item repeated On the following frame.
04	Picture classification by attributes	To develop the student's ability to find two attributes of a given item.	Given two sets of pictures and three additional items, the student will choose the item which has an attribute from each set.
05	Signs-Memory	To develop the ability to remember symbolic figural information.	Given a sign on one frame' the student chooses the item which is identically the same on the following frame.
06	Memory of Position-IV	To develop the ability to convert isolated pictures of people' animals, and things to print.	Given a set of four pictures on one frame and a label on the following frame, the student selects the position of the picture identified by the label.
07	Classification of Items	To extend the ability to classify items. To introduce food, toys, and clothes.	The student chooses the word or phrase which illustrates the type and/or name of the objects.
08	Alphabet # 2 (Sequence)	To develop the ability to recognize the sequential order of lower case letters of the alphabet.	Given a portion of the alphabet, the student select the letter or series of letters which correctly completes the sequence.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
09	Pre And Post Test	To provide a comprehensive test of Perceptual/Thinking Series Unit 07. This test can be used for diagnosis, evaluation and/or reinforcement.	

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Memory of Abstract Design	To develop the ability to recognize and remember a previously observed design transformed by rotation and color.	Given a design on one frame, the student chooses the design on the following frame which has been transformed by rotation and color.
02	Scrambled Words	To develop the ability to organize scrambled letters into words.	Given a group pf scrambled letters, the student will select the word which can be made from the scrambled letters.
03	Alphabet # 3 (sequence)	To develop the ability to recognize the sequential order of upper case letters of the alphabet.	Given a portion of alphabet, the student selects the letter or series of letters which correctly completes the sequence.
04	Silhouettes	To extend the student's ability of converting visual information to print.	Given a silhouette, the student selects on the following frame, the sentence which describes the silhouette.
05	Memory of Position - V	To further extend the ability to remember isolated items of symbolic information, such as numbers and upper and lower case letters.	Given a set of four items on a frame, the student selects the position of each item as it is repeated on subsequent frames.
06	Visual –Verbal Analogy	To develop the ability to complete an analogy.	Given a visual set and incomplete verbal relationship, the student selects the phrase or sentence which completes the visual – verbal pair.
07	Visual – Verbal Conversion	To develop the ability to remember meaningfully ordered visual or verbal information.	Given a picture or sentence, the student selects on the following frame the corresponding picture or sentence.
08	Pre And Post test	To provide a comprehensive test of Perceptual/Thinking Series Unit 08. This test can be used for diagnosis, evaluation and/or reinforcement.	

CONTENT SUMMARY LEVEL II

The Level II lessons present additional function words, possessive and object pronouns stressing antecedents, adjectives that describe feelings, imperative mood (request) and future tense of verbs, and additional question forms, Direct discourse is shown visually in speech balloons. Cartoon-type art is used.

<u>Unit 09</u>   <u>School</u>   <u>8 Lessons</u>

Possessive pronouns, additional verbs in past tense and present progressive form, more body parts, and a function word is introduced. Programmed words include: his, her, to, ran, is/are riding, is/are hitting, hit, is/are pushing, pushed, is/are crying, cried, hurt, is/are reading, is/are writing, and nouns related to school.

<u>Unit 10</u>   <u>Self</u>   <u>6 Lessons</u>

Direct discourse using speech balloons is introduced as well as additional verbs form and pronouns. Antecedents of pronouns are stressed. Programmed words include: I, you, we, they, their, its, had, am, is/are talking, happy, sad.

<u>Unit 11</u>   <u>Self</u>   <u>7 Lessons</u>

Future tense and imperative mood (request) of verbs as well as additional possessive pronouns, descriptive adjectives, and question forms are introduced. Programmed words include: my, your, our, clean, dirty, wash, will wash, is/are/am washing, washed, dry, will dry, is/are/am drying, dried, and whose, "what... doing" question forms.

<u>Unit 12</u>   <u>Community</u>   <u>8 Lessons</u>

The where question form, additional verbs, adjectives, and nouns related to playground activities and traffic are introduced. Programmed words include: where, is/am going, stop, go, wait, stopped, jumped, is/are swinging, is/are sliding, is/are playing, up, down and related nouns.

<u>Unit 13</u>   <u>Foods</u>   <u>8 Lessons</u>

Use of negatives and expressions, additional adjectives, verbs, question forms, and foods are introduced. Programmed words include: no, yes, thank you, please, wants, does not want, hungry, thirsty, full, breakfast time, dinner time, lunch time, and "do you want," "do you like," "may I have," question forms.

<u>Unit 14</u>   <u>Home</u>   <u>6 Lessons</u>

Personal pronouns used as objects, additional verbs and nouns are introduced. Programmed words include: them, me, us, help, is/are helping, break, broke, is putting, put, is cooking, and related nouns.

Unit 15   Home   7 Lessons

Is/are question forms, idioms, and additional verbs are introduced. Programmed words include: watch, will watch is/are watching, watched, will make/are making/made a bed, will take/is taking/took a bath.

Unit 16   Clothing   8 Lessons

Additional question forms, verbs, descriptive adjectives, and colors are introduced. Programmed words have on, is wearing, will wear, put on, is putting on, will put on, take off, is taking off, took off, hang up, is hanging up, hung up, old, new, pretty, pink, purple, orange.

Holidays II   4 Lessons

This series is designed for students who have completed Language Level II. Concepts relating to Columbus Day, Thanksgiving Day, and the Fourth of July are introduced and are extended. In addition to the names of the holidays, programmed words include: Independence day, fireworks, flag, Liberty bell, parade, picnic, are celebrating, costume, prize, pilgrims, Indians, turkey, cranberry sauce, Grandmother, Grandfather, sailors, ships, land, are decorating, are singing, Christmas decoration, bell, song, and fireplace.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	to, is/are riding, school, bus, bike	To introduce the function word to, the present progressive form of to ride, and three related nouns.	(a) Selects the phrase or visual denoting movement toward specific place or thing; (b) Identifies the activity to ride visually and verbally; (c) Identifies the related nouns visually and/or verbally.
02	schoolroom, paper, his, teacher, pencil, her, desk	To introduce five nouns related to school and two possessive pronouns.	(a) Identifies the antecedent of a given possessive Pronoun; (b) Selects the noun phrase or sentence containing the possessive pronoun that agrees in gender with its visual referent; (c) Chooses the correct possessive pronoun to complete a sentence with only verbal clues; (d) Identifies the nouns verbally and/or visually.
03	hit, is/are hitting, ran playground	To introduce the concept of to hit (present progressive and past tense, a noun related to school, and to extend the concept of to run to the past tense.	(a) Selects the visuals that illustrate the activity and the tense for given verb form; (b) Chooses the correct verb and tense to describe the pictured activity; (c) Identifies the noun playground verbally.
04	is/are pushing, is/are falling, pushed, fell	To introduce the concepts of to push and to fall (pre sent progressive and past tense), a noun related to school, and to extend the concept of to run to the past tense.	(a) Chooses the visuals that illustrate the activity, tense, and/or number for the given verb forms; (b) Selects the verb forms as to tense and/or number designated by the pictured activity.
05	hurt, head, foot/feet, knee, hand, arm, leg	To introduce the concept of to hurt in the past tense and six body parts.	(a) Selects visuals that illustrate the person and body parts injured as stated in given sentences; (b) Identifies the noun phrases or sentences that describe the pictured person and/or body part injured.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
06	is/are reading, is crying, is/are writing, cried, home	To introduce the concepts of to cry (present progressive and past tense), to read and to write (present progressive), and the noun home.	(a) Chooses the visual that illustrates the given sentence; (b) Selects the correct verb form or adverbial for the given situation; (c) Selects the sentence in which the verb agrees with the subject in number.
07	Pre and Post Test	To provide a comprehensive test of Unit 09 to be used for diagnosis, evaluation and/or reinforcement.	(Test)
SS	Chimp	To reinforce and extend the Unit 09 vocabulary in a story sequence for those students who have satisfactorily completed Unit 09.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	they, their, its	To introduce the plural pronoun they as two or more people, animals, or things and two possessive pronouns.	(a) Identifies the antecedents of they and their; (b) Selects they as the subject when the referent is two or more people or things; (c) Chooses the possessive pronouns that agree with the referents in number and/or gender.
02	is/are talking, had	To introduce the concept of to talk as speaking, shown visually by speech balloons, and to extend the concept of to have by using the past tense.	(a) Selects the visuals that correctly illustrate sentences containing the verb form had; (b) Chooses had to complete sentences identifying something no longer in the subject's possession; (c) Identifies, by means of speech balloons, the activity to talk and/or the person(s) speaking.
03	I, you, am	To introduce two additional personal pronouns used as subjects and another form of the verb to be as an auxiliary.	(a) Identifies the antecedents of I and you when given visual clues; (b) Selects the correct pronoun as to person for the subject of sentences used in direct discourse and/or the correct form of to be or to have with I or you, used as the subject.
04	we, happy, sad	To introduce the plural personal pronoun, we, two adjectives that describe feelings, and am as a linking verb.	(a) Selects the visuals portraying the stated feelings of happiness, or sadness, or the adjective describing the pictured emotion; (b) Identifies the antecedent of we with visual clues; (c) Chooses the sentence that is correct for the pictured direct discourse as to the subject's pronoun and/or verb agreement or emotion.
05	Pre and Post Test	To provide a comprehensive test of Unit 10 to be used for diagnosis, evaluation and/or reinforcement.	(Test)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
06		To reinforce and extend the Unit 10 vocabulary in a story sequence for those students who have satisfactorily completed Unit 10.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	my, your, clean dirty, face	To introduce two possessive pronouns, two descriptive adjectives and a body part.	(a) Identifies the noun face as described by the adjective clean and dirty; (b) Selects the antecedents of my and your or the possessive pronouns hat agree with the referents in person and number.
02	wash, will wash, is∕am washing dry, dried, is∕ am drying, will	To introduce imperative, sentences, future tense, and the concepts of to wash and to dry.	(a) Selects the sentence containing the verb form appropriate for the given situation; (b) Identifies the visuals that illustrate the given forms of to wash or to dry; (c) With only verbal clues, selects the correct forms of the verb to wash or to dry.
03	our, sister, father brother, mother	To introduce the possessive pronoun our and the concept of family relation-ships.	(a) Selects the visual antecedents of our or the possessive pronouns that agree with the referents in number and person; (b) Chooses the visuals that illustrate the named family member(s) and activity or location; (c) Selects the phrases or sentences that correctly identify the pictured family members and∕or activity.
04	whose	To introduce the interrogative whose and to review possessive nouns and pronouns.	(a) Chooses the noun phrases or questions beginning with the interrogative whose when seeking the identity of the owner(s) of given objects; (b) Selects the noun phrases or sentences containing possessive nouns or pronouns that correctly answer questions beginning with whose.
05	doing, What... doing?	05 To introduce the concept of doing as performing an activity and the question form: What... doing?	Selects the correct forms of the question What... doing? or the correct answer to What... doing? questions.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
06	Pre and Post Test	To provide a comprehensive	

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	where	To introduce the interrogative adverb where and to review the interrogative pronouns who and what.	a) Selects the where question form when someone is asking the location of people or things; (b) Chooses the correct answers to where questions with or without visual clues.
02	is/are going, church, am going, store	To introduce two nouns and the verb to go as movement toward place by any one of several means and to extend the use of the interrogative adverb where with the verb to go.	(a) Identifies church and store and the verb to go visually when given sentences containing these words; (b) Selects the correct progressive form of the verb to go to complete sentences which describe given pictures; (c) Chooses the correct form of the question Where... going?" or the correct answer to the question in a pictured situation.
03	stop, street , stopped, go, light, policeman, wait	To introduce words relating to traffic and to develop the concept of traffic safety.	(a) Associates the color of traffic lights or the policeman's signals with the words, go, wait, or stop with or without visual clues; (b) Selects the verbal options to complete sentences describing the pictured traffic situations.
04	sandbox, swing, jump rope, jumped, is/are playing, is/are swinging	To extend the meaning of to play and the use of to jump (past tense) and to introduce the verb to swing and three nouns relating to these activities.	(a) Identifies either verbally or visually sandbox, swing, jump rope, and the verb jumped; (b) Chooses the verbs or the sentences which describe the pictured activities of children at play.
05	is/are coming, come(imperative), seesaw, jungle gym	**To introduce the verb to come as meaning the opposite of to go and the names of some playground equipment.**	(a) Selects the visuals which illustrate the verb and/or the nouns; (b) Chooses the sentences which identify the pictured situations.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
06	slide, down, is/ are sliding, ladder, up, is/are climbing	To introduce the concepts of up and down, the verbs to climb and to slide, and two nouns relating to activities.	(a) Identifies up and down either verbally or visually. (b) Selects the verbal option that describes the pictured activities and/or equipment on the playgrounds.
07	Pre and Post Test	To provide a comprehensive test of Unit 12, to be used for diagnosis, evaluation, and/or reinforcement. Note: The letter preceding the frame number identifies the programmed section in which the material is presented.	(Test)
SS	hippo, Homer, Harriet, the escalator, stuck	To reinforce and extend Unit 12 vocabulary in a story sequence for those students who have satisfactorily completed Unit 12.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	wants (s), some, does, not, pie, cake	To introduce want in the present tense and its negative form, to introduce the names of two foods, and to extend the meaning of some to include a part of.	(a) Selects visual that illustrate the noun vocabulary, the concepts of wants/does not want, or some as used in given phrases or sentences; (b) Selects the verbal options, which identify the noun vocabulary, the concepts of wants/does not want, or some in given visuals.
02	hungry, thirsty, juice, hamburger, hot dog, want/do not want.	To introduce to want in first person singular, the adjectives hungry and thirsty, and the names of two foods and drink.	(a) Selects the verbal options which identify the noun vocabulary or the concept of wants, does not want in given visual; (b) Selects the appropriate adjective when given a statement that one wants something to eat or drink; (c) Selects the verbal response that indicates wanting something to eat or drink when given the adjectives hungry or thirsty.
03	yes, no, thank you, please	To introduce questions beginning with do and four expressions.	(a) Select the correct question form or answer to a question to complete the direct discourse in given pictures; (b) Selects the correct expression to complete direct discourse.
04	cereal, eggs, carrots, potatoes, soup, lunch time, breakfast time	To introduce two times expressions associated with meals and the names of five foods.	(a) Selects the verbal options which identify the noun vocabulary or the time expressions in given visuals; (b) Selects the visual that illustrates the noun vocabulary or the time expressions as used in given phrases or sentences.
05	likes, candy, oranges, bananas, ice cream, dinnertime.	To introduce some foods, a time expressions, and to like in the present tense and do question form.	(a) Selects the verbal options which identify the nouns, the time expression, or the verbs as pictured; (b) Selects the visual that illustrate the nouns, the time expression, or the concepts of likes/does not like as used in given sentences; (c) Selects the question forms or answer to complete direct discourse.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
06	bread, butter corn, full, may	To introduce three foods, a descriptive adjective, and a question form beginning with may.	(a) Selects the visuals that illustrate the noun vocabulary or descriptive adjective as used in given sentences; (b) Selects the verbal options which identify the noun vocabulary or descriptive adjective in given visuals; (c) Selects the correct question form or answer to a question to complete direct discourse.
07	Pre and Post Test	To provide a comprehensive test of Unit 13, to be used for diagnosis, evaluation and/or reinforcement.	(Test)
SS		To reinforce and extend the Unit 13 vocabulary in a story sequence for those students who have satisfactorily completed Unit 13.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	plate, knife, pan, bowl, fork, saucer, glass, spoon, dishes, cup, them	To present the names of some tableware and kitchenware and to intro-duce the pronoun them referring to these items.	(a) Chooses the sentences which contain the names of certain tableware or kitchenware in given pictures; (b) Selects, without the aid of visuals, the antecedent of the pronoun them or the pronoun them to complete given sets of sentences.
02	cabinet, is cooking, is putting, refrigerator, put (imperative)	To introduce the verbs to cook (present progressive) and to put (present progressive and imperative mood) and the names of more kitchen furnishings.	(a) Chooses the verbal options which identify the kitchen furnishings or the verbs to cook and to put or which complete the direct discourse in given pictures; (b) Identifies the visuals which illustrate the verbs in given sentences.
03	is/are helping, broke, break(imperative), her, him	To introduce the verbs to help (present progressive) and to break (past tense and imperative mood, the pronouns her and him, and to extend the use of the pronoun them to include people.	a) Selects the visuals that illustrate the verbs in given sentences; (b) Picks the verbal options which identify the verbs or which complete the direct discourse in given pictures; (c) Chooses, without visual clues, the antecedents of the pronouns her, him, and them or one of these pronouns to complete given sets of sentences.
04	me, us, help (imperative) napkin	To introduce the word napkin and the pronouns me and us, and to extend the use of the verb to help to the imperative mood.	(a)Selects the verbal options which identify the table linen or the antecedents of the pronouns me and us in given pictures; (b) Chooses the verbal options which complete the direct discourse requiring the imperative mood of the verb to help and/or the pronouns me and us in given pictures.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
05	Pre and Post Test	To provide a comprehensive test of Unit 14, to be used for diagnosis, evaluation and/or reinforcement.	(Test)
SS		To reinforce and extend the Unit 14 vocabulary in a story sequence for those students who have satisfactorily completed Unit 14.	(story supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	TV, you, will watch, is/are watching, watched, watch(imperative)	To introduce the word TV and the verb to watch and to extend the use of the pronoun you to the objective case.	(a) Selects the verbal options which identify tenses of the verb to watch or antecedents of the pronoun you or which complete the direct discourse in given pictures; (b) Decides which visuals illustrate the verb to watch in given sentences.
02	Is... ? Are... ? What do.. have?.	To introduce three question forms.	(a) Selects the correct question forms to complete the direct discourse in given pictures; (b) Determines, without the aid of visual clues, the correct Is/Are question forms based on subject/verb agreement.
03	dresser, sheet, blanket, pillow, will make a bed, are making a bed, made a bed	To introduce the expression to make a bed and to give the names of some bed-room furnishings.	(a) Chooses the visuals which illustrate the expression to make a bed in given sentences; (b) Identifies through verbal choices the furniture and/or bedding or the *expression* to make a bed as pictured.
04	towel, soap, sink, toilet, will take a bath/shower, took a bath/shower, is taking a bath/shower	To present the expressions to take a bath/to take a shower and to name some bathroom fixtures and articles.	(a) Selects the phrases or sentences which contain the names of the bathroom fixture and/or articles pictured; (b) Identifies, with or without visual clues, the expressions to take a bath/to take a shower in given situations.
05		To provide a non-visual exercise reviewing the rooms of a house and activities which usually occur in them.	(a) Selects the rooms in which specified activities may or may not occur; (b) Selects the activities which may or may not occur in specified rooms.
06	Pre and Post Test	To provide a comprehensive test of Unit 15, to be used for diagnosis, evaluation and/or reinforcement.	(Test)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
SS		To reinforce and extend the Unit 15 vocabulary in a story sequence for those students who have satisfactorily completed Unit 15.	(story supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	is/are wearing, has/have on, shirt, will wear, blouse, tie	To introduce the verbs to wear and to have on and the names of three articles of clothing	(a) Selects the visuals that illustrate the verb forms and/or noun vocabulary as used in given sentences; (b) Selects the verbal options that correctly describe a given visual.
02	is/are putting on, will put on, boots, socks	To introduce the verb to put on and additional names of clothing.	(a) Selects the correct form of the verb, which designates the pictured activity and/or completes the direct discourse; (b) Identifies the visuals that illustrate the given sentences; (c) Selects the verbal options, which identify the pictured clothing.
03	is/are taking off, take off, scarf sweater, took off, gloves	To introduce the verb to take off and the names of additional items of clothing.	(a) Identifies the visuals that illustrate the noun vocabulary and the given forms of to take off; (b) Selects the form of to take off applicable to the visual situation as to tense or imperative mood; (c) Selects the verbal options correctly identifying the noun vocabulary.
04	pink, pretty purple, orange, color	To introduce the question form beginning with what color, the names of three colors, and the adjective pretty.	(a) Selects the correct descriptive adjective to complete discourse; (b) Selects the correct question form or answer to a question to complete discourse.
05	hang up, hung up, pajamas, is hanging up, slippers, robe	To introduce the verb to hang up and the names of three articles of clothing.	(a) Selects the form of to hang up applicable to the visual situation; (b) Identifies the visuals that illustrate the given tenses of to hang up; (c) Identifies the noun vocabulary visually or verbally.
06	old, new	To introduce two adjectives, old and new, and to review Unit 16 vocabulary.	(a)Selects the correct adjective, old or new to describe a given visual or to complete the direct discourse; (b) selects the visual that illustrates old or new as used in a given sentence.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
07	Pre and Post Test	To provide a comprehensive test of Unit 16, to be used for diagnosis, evaluation and/or reinforcement.	(Test)
SS		To reinforce and extend the Unit 16 vocabulary in a story sequence for those students who have satisfactorily completed Unit 16.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Independence Day, fireworks, Liberty Bell, Fourth of July, are celebrating, parade, picnic, lunch, picnic, flag	To present some vocabulary and information related to the Fourth of July. To reinforce and extend the vocabulary in Units 01 through 16.	Selects the responses containing the programmed words, which are appropriate for the given situations.
02	Thanksgiving Day, Pilgrims, Grandmother, Grandfather, cranberry sauce, Indians, pump kin pie, turkey	To present some vocabulary and activities pertaining to Thanksgiving Day. To reinforce and extend the vocabulary in Units 01 through 16	Selects the verbal phrase or sentences, which are applicable to the pictured Thanksgiving situations.
03	Columbus Day, sailors, ships, holiday, film strip, land	To present some vocabulary and information pertaining to Columbus Day. To reinforce and extend the vocabulary in Units 01through 16.	Selects the sentences or phrases which are applicable to the pictured situations relating to Columbus Day.
04	are decorating, is/are singing, Christmas decorations, Christmas wreath, fire place, icicles. Christmas pro gram, bell(s), song(s)	To review and extend Unit 01-16 vocabulary by introducing some activities related to Christmas.	Demonstrates his comprehension of the Christmas-related vocabulary by selecting visuals that illustrate given sentences or phrases/sentences that describe given situations.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Visual Construction	To develop the ability to visualize how a given figure or object will appear when assembled or disassembled.	Given an assembled or disassembled picture, the student will select the arrangement of shapes, which is conceptually the form of the stimulus.
02	Classification: Three Attributes	To develop the student's ability to find three attributes of a given item.	Given three sets of objects, the student will choose the item which contains an attribute or an element from each set.
03	Alphabetizing Words	To provide practice in understanding the systematic interrelatedness of symbols within an organized set.	Given a set of alphabetized words, the student selects from three other words the one, which is next in the correct alphabetical listing.
04	Scrambled Sentences	To develop the ability to organize scrambled words into sentences.	Given a group of scrambled words, the student will select the sentence, which can be made from the scrambled words.
05	Number Sequence	To develop the ability to recognize the sequential order of the cardinal numbers one through twenty.	Given a portion of the number sequence between one and twenty, the student selects the number(s), which extends the sequence.
06	Paired Visual Association	To provide practice in the paired association task through arrangement of domino pictures.	Given a set of picture dominos and a position marker for the next domino, the student selects from among three choices, the next domino to be placed.
07	Memory of Position-VI	To develop the ability to convert print to pictures of animals, people and things.	Given a set of four noun phrases on one frame, and a picture on the following frame, the student selects the position of the label for the picture.
08	Simple Matrices	To develop the ability to judge the internal consistency of a complex figure.	Given an incomplete picture, the student will select the part that extends the horizontal and vertical relationship.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
09	Pre And Post Test	To provide a comprehensive test of Perceptual/Thinking Series Unit 09. This test can be used for diagnosis, evaluation, and/or reinforcement.	

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Directions	To develop the ability to remember meaningfully ordered verbal information.	Given a verbal direction on one frame, the student selects the picture on the following frame which carries out the verbal direction.
02	Compound Words	To develop an awareness of the composition of compound words.	Given two referent visuals of known object and a visual, which requires a compound label, the student selects the appropriate label.
03	Conceptual Relationships	To provide practice in the skill of forming conceptual relationships with language.	Given three parts of an analogy, the student selects the word or phrase, which completes the analogy.
04	Letter-Number Series	To develop the ability to analyze a series of letters and/or numbers for the non-member.	Given a letter and/or number series, the student selects the one, which does not belong to the series.
05	Antonyms	To develop the ability to recognize meaningful connections between items of visual/verbal information.	Given a visual stimulus, the student selects the appropriate verbal antonym(s)..
06	Word Relations	To develop the ability to see relations between items of symbolic information.	Given a visual or sentence, the student selects: (a) The word, which has a similar ending to the visual and/or verbal cue; (b) The two words in the sentence, which have a similar ending.
07	Visual-Verbal Conversion	To extend the ability to remember meaningfully ordered visual or verbal information.	Given a picture or a sentence on one frame, the student selects on the following frame the picture or sentence that will complete the visual-verbal pair.
08	Pre And Post Test	To provide a comprehensive test of Perceptual/Thinking Series Unit 10. This test can be used for diagnosis, evaluation, and/or reinforcement.	

CONTENT SUMMARY LEVEL III

The Level III lessons present the use of the infinitive, the past progressive form of verbs, "going" meaning intention and additional question forms, verbs, and adjectives.

Unit 17	Nature	6 Lessons

Weather concepts and clothing requirements for different kinds of weather are introduced as well as a new question form. Programmed words include: hot, cold, wet, dry, sunny, windy, cloudy, will rain, is raining, rained, will snow, is snowing, snowed, snowman, need/does not need, "what will...wear? " question form.

Unit 18	School	6 Lessons

Additional activities related to school are introduced. Programmed words include: write, wrote, name, board, is drawing, draw, drew, picture, chalk, color, will color, is coloring, crayons, will cut, is cutting, cut, scissors.

Unit 19	Home/School	7 Lessons

The "did" question form, appropriate answers to "did" and "what did" questions and additional verb forms are introduced. Programmed words include: know, forgot, give, gave, will give, get, got, will get, letter, glasses, and "did/what did" question forms.

Unit 20	Self	8 Lessons

The 'how many' question form and the concepts of seeing, looking, and getting ready are introduced. Programmed words include: see, saw, look, is looking in/for/at, will look for, lost, is getting ready, is combing, combed, is brushing, brushed, teeth, tooth, fingers, toes, and "how many" question form.

Unit 21	Community	8 Lessons

The "was/were" question forms, the infinitive, community activities and workers are introduced. Programmed words include: to buy, to bring, to feed, live, long, short, money, penny, nickel, dime, quarter, farm, zoo, movie, was and were.

Unit **22**   Home   8 Lessons

Can, cannot, the adverbials inside and outside, additional verb forms and adjectives are introduced. Programmed words include: to throw, to catch, to open, to close, to reach, to work, to paint, men, women, tired, tall, can, cannot, and the "can" question form.

Unit 23   Nature   8 Lessons

The "when" question form, time concepts and seasonal activities are introduced. Programmed words include: daytime, nighttime, morning, afternoon, night, today, tomorrow, yesterday, winter, spring, summer, fall, warm, cool, funny, to skate, to pull, to melt, to grow, to swim, to fish, to camp, and to kick.

Unit 24   Home/School   8 Lessons

The past progressive form of verbs and "going" meaning intention are introduced. Verb tenses, with and without visual clues, are reviewed. Programmed words include: this. that. these, those, is/are going to and was/were_____ ing.

Holidays III   6Lessons

These lessons are for children who have completed Language Level III. These lessons introduce concepts relating to Labor Day, Veterans Day, and Memorial Day as well as to the birthdays of Martin Luther King, Jr., George Washington, and Abraham Lincoln. Programmed words include the names of the holidays and other related words such as veteran, Armed Forces, remember, Memorial.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	sun, cloudy, snow, snowed sunny, hot, will snow, clouds, cold, is snowing	To introduce some concepts of hot and cold and some words and expressions relating to nature.	(a) Selects the visuals which illustrate the weather conditions or the verb tense of given sentences; (b) Chooses the sentences which identify the weather, weather conditions, verb tenses, or the noun snow correctly associated with the adjective cold as pictured.
02	snowman, will make, are making, made	To review the vocabulary of Lesson 1 and to introduce the word snowman and the verb to make.	(a) Chooses the visuals which illustrate the verb tense or the direct object in given sentences; (b) Picks the sentences which identify the verb meaning and the direct object pictured.
03	is raining, will rain, rain, rained, wet, windy, dry	To present some concepts of wet and dry and some additional words and expressions pertaining to nature and weather.	(a) Selects the visuals which illustrate the weather conditions, verb tense, or the adjective dry, describing a noun in given sentences; (b) Chooses the verbal options which identify the weather conditions, verb tenses, the noun rain, or a noun associated with the adjective wet as pictured.
04	What will wear? need∕ needs, do∕does not need	To introduce a new question form and the verb to need in relation to clothing requirements in different kinds of weather.	(a) Chooses the verbal options to indicate the need or not for certain clothing in pictured weather conditions or to complete the direct discourse in given pictures; (b) Selects, without the aid of visuals, the verbal options which relate suitable clothing to different weather conditions; (c) Selects the visual which illustrates the need for the named article of clothing.
05	Pre and Post Test	To provide a comprehensive test of Unit 17. To be used for diagnosis, evaluation and/or reinforcement.	(Test)
SS		To reinforce and extend unit 17 vocabulary.	Story Supplement

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	write, name, flag. wrote, board	To extend the concept of to write, to introduce three nouns, and to review some concepts and language principles from preceding sets.	(a) Chooses the noun phrases or sentences that are appropriate for the pictured situation; (b) Selects the visuals that illustrate given sentences.
02	draw. drew, pictures, is/and/are drawing, chalk	To introduce the verb to draw and two related nouns.	(a) Selects the visuals that illustrate given sentences; (b) Chooses the noun phrases or sentences that apply to the given situation, with or without visual clues.
03	crayon(s), am/are coloring, colored, will color, color	To introduce the activity to color, a related noun, and to extend the use of direct discourse.	(a) Chooses the visuals that illustrate given sentences; (b) Selects the sentences that apply to the given situations with or without visual clues.
04	will cut, is/am cutting, cut, scissors	To introduce the verb to cut and a related noun.	Identifies the given concepts of the verb to cut and/or the noun scissors by selecting the applicable phrases, sentences, or visuals.
05	Pre and Post Test	To provide a comprehensive test of Unit 18 to be used for diagnosis. evaluation, and/or reinforcement.	(Test)
SS		To reinforce and extend the Unit 18 vocabulary in a story sequence for those students who have satisfactorily completed Unit 18.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	turn on, turned on, turn off, turned off	To introduce the concepts of to turn on and to turn off.	(a) Selects the sentences which apply to the given situation; (b) Chooses the visuals that illustrate the given sentences.
02	know, forgot	To introduce the verbs to know and to forget and to extend the concept of the noun glasses to include optical devices.	Demonstrates his understanding of the concepts of to know, to forget, and/or glasses by selecting the sentences which apply to the given situations.
03	give, gave, will give	To introduce indirect objects and the verb to give.	(a) Identifies the visuals that illustrate sentences containing gave or will give: (b) Selects the sentences that are applicable to the given situations, with or without visual clues.
04	get, got, will get, letter	To introduce the verb to get and the noun letter.	a) Selects the visuals that illustrate given sentences containing a form of to get in conjunction with the word letter or other nouns; (b) Chooses the sentences containing the form of to get applicable to the given situations.
05	did	To introduce Did questions	(a) Selects the correct Did question forms: (b) Chooses the appropriate answers to Did or What did questions.
06	Pre And Post Test	To provide a comprehensive test of Unit 19 to be used for diagnosis, evaluation and/or reinforcement.	(Test)
SS		To reinforce and extend the Unit 19 vocabulary in a story sequence for those students who have satisfactorily completed Unit 19.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	see(s), look, is∕are looking	To introduce to see and to look with under, in, up, and down.	(a) Selects the form of to look or to see applicable to the visual situation; (b) Answers questions relating to the verbs to see or to look.
02	lost, am∕is looking for, found, will look for	To introduce the verbs lost and found to extend the use of the verb to look.	(a) Selects, with or without visual clues, the forms of to look applicable to the given situations; (b) Chooses the sentences with lost or found which are appropriate to the pictured situations.
03	finger(s), toe(s), tongue, How many _____?	To emphasize word order and to introduce the question form "How many"? and three nouns.	(a) Identifies the noun vocabulary verbally; (b)) Selects the correct question form or answer in given situations; (c) Selects the sentences containing the correct word order.
04	is∕am getting ready, comb, is∕am combing, mirror, is∕am ready, combed	To introduce the verbs to get ready and to comb and the nouns comb and mirror.	(a) Identifies the noun vocabulary verbally; (b) Selects the form of to comb or to get ready applicable to the given situation; (c) Selects the visual depicting the given form of comb or to get ready.
05	is∕are brushing, brushed, toothpaste, toothbrush, tooth∕ teeth	To introduce the verb to brush and four nouns associated with it.	(a) Identifies the noun vocabulary, verbally; (b) Selects the visual illustrating the form of to brush used in a given sentence; (c) Selects the form of to brush applicable to the pictured situation.
06	look at., saw, is∕are looking at	To introduce the verb to look at and the past tense of the verb to see.	(a) Selects the form of to look at or to see applicable to the pictured situation; (b) Selects the correct form of to see to complete direct discourse.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
07	Pre And Post Test	To provide a comprehensive test of Unit 20, to be used for diagnosis, evaluation and/or reinforcement.	(Test)
SS		To reinforce and extend the Unit 20 vocabulary in a story sequence for those students who have satisfactorily completed Unit 20.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	money, nickel, quarter, penny, dime, will buy, bought, is/are buying	To introduce the term money, some coins, and the related verb to buy.	(a) Selects the sentences, which are applicable to the pictured situations relating to money and/or coins; (b) Chooses the verb phrases or sentences, which identify the meaning and/or tense of to buy as pictured.
02	movie, ticket	To introduce the use of the infinitive and some nouns relating to the movies.	(a) Identifies the noun vocabulary, verbally; (b) Selects the infinitive phrases to complete the direct discourse in pictured situations.
03	will feed, short, long, is/are feeding, fed, live	To introduce the verbs to live and to feed and the adjectives long and short with familiar nouns relating to a zoo.	(a) Selects the verb phrases or sentences which describe the pictured activities or animals; (b) Identifies the specific object in a picture he is told to find.
04	is/are bringing, bring, will bring, brought	To introduce the verb to bring with familiar nouns relating to the farm.	Chooses the appropriate forms of the verb to bring to complete the direct discourse in pictured situations.
05	out (with put/ putting)	To extend the verbs to hurt, to wait, and to put, using familiar nouns relating to community helpers and their activities.	Selects the verb phrases or sentences which are applicable to the pictured situations.
06	was, Was...? were, Were...?	To introduce was/were as the past tense forms of to be and question forms.	(a) Identifies the past tense forms of to be verbally or visually; (b) Selects the Was/Were question forms to complete the direct discourse; (c) Chooses the answers to Was/ were questions.
07	Pre and Post Test	To provide a comprehensive test of Unit 21, to be used for diagnosis, evaluation and/or reinforcement.	(Test)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
SS		To reinforce and extend a story sequence for those students who have satisfactorily completed Unit 2 I.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	throw, is/are throwing, inside, threw, outside, will throw	To introduce the verb to throw and the adverbials inside and outside.	(a) Selects the phrases or sentences containing the applicable form of to throw; (b) Chooses the sentences that identify the subject's location, with or without visual clues; (c) Identifies the visuals that illustrate the given location.
02	catch, will catch, caught, can, Can ___?, cannot	To introduce can, cannot, the Can ___? question form, and the verb to catch.	(a) Selects the sentences containing can, cannot, or the form of to catch which are applicable to the situation; (b) Chooses the picture illustrating the verb caught.
03	is knocking, knocked, is opening, opened, will open, open door, closet	To introduce the verbs to open and to knock,	Selects the sentences containing the programmed words that are appropriate for the given situations.
04	reach, will close, close, closed, window, tall	To introduce the verbs to reach and to close, the adjective tall, and the noun window.	(a) Selects the sentences which contain the appropriate forms of to close, to reach, or the adjective tall; (b) Chooses the pictures which illustrate given sentences containing the adjective tall, the noun window, or a form of the verb to close.
05	is/are painting. painted, floor, will paint, tired, men, wall	To introduce the adjective tired, the verb to paint, and three related nouns.	(a) Selects the sentences containing the appropriate form of to paint, the adjective tired, or the applicable noun; (b) Chooses the visual illustrating the given form of to paint and the object painted.
06	is/are sweeping. will sweep, is/are working, broom, women, rug , mop	To introduce the verbs to sweep and to work and four nouns.	Chooses the sentences containing the programmed noun or verb form that is appropriate for the given situations; (b) Selects the visual depicting are working.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
07	Pre And Post Test	To provide a comprehensive test of Unit 22, to be used for diagnosis, evaluation and/or reinforcement.	(Test)
SS		To reinforce and extend the Unit 22 vocabulary in a story sequence for those students who have satisfactorily completed Unit 22.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	daytime, morning, nighttime, afternoon, night, when	To introduce the interrogative when and some time words.	(a) Selects the When questions, the answers to When questions, or the time expressions that are appropriate for the given situations; (b) Identifies the visual concepts of given time expressions.
02	today, tomorrow, yesterday	To extend the concept of when by introducing today, tomorrow, and yesterday and to provide practice in using the Will question form and the appropriate verb tenses with time words.	Selects the questions or the sentences that are appropriate for the given situations.
03	is∕are skating, is∕are pulling, skated, will skate, will pull, pulled, winter, skates	To introduce winter, some winter activities, and related nouns.	(a) Identifies the visuals that illustrate winter or given winter activities; (b) Selects the season, activity, or verb tense that is appropriate for given situations, with or without visual clue.
04	will melt, will grow, grew, melted, is∕are growing, ground, grass, leaves, spring, warm, seeds	To introduce the season spring, the verbs to melt and to grow, the adjective warm, and some related nouns.	(a) Identifies the visuals that illustrate given concepts of to melt, to grow, and spring; (b) With only verbal clues, selects the sentences that identify or describe spring.
05	is∕are swimming, is∕are fishing, are camping, will camp, swimming pool, fishing pole, vacation, lightning, swim, lake, Summer	To introduce summer, some seasonal activities, and related nouns.	(a) Selects the verb phrases or sentences, which identify summertime activities or summer, with or without visual clues; (b) Chooses the visuals that illustrate given sentences.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
06	is kicking, will kick, kicked, kick, fall, cool, frost, funny	To introduce the season fall, the verb to kick, the adjectives funny and cool, and related nouns.	(a) Selects the verb phrases or sentences, which, are appropriate for the given situations, with or without visual clues; (b) Identifies the visuals that illustrate given concepts.
07	Pre and Post Test	To provide a comprehensive test of Unit 23, to be used for diagnosis, evaluation and/or reinforcement.	(Test)
SS		To reinforce and extend the Unit 23 vocabulary in a story sequence for those students who have satisfactorily completed Unit 23.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01		To review verb tenses, providing practice with a new verb as well as with some verbs taught in Units 1 to 23.	(a) Selects the visuals that illustrate the verb tenses of given sentences; (b) Selects the sentences, which contain the verb tenses indicated by the pictured activities.
02		To review verb tenses, withdrawing visual clues so that tense of both new and previously taught verbs is determined by time words and∕or context.	Completes sentences by selecting verb phrases containing the appropriate tenses indicated by the time words and∕or context of given situations.
03		To review the negative and positive forms of verbs in various tenses with or without visual clues.	Selects the verbal options containing the negative or positive forms of verbs indicated by given situations.
04	was∕were, __ing	To introduce the past progressive form of the verb.	Selects sentences or verb phrases which contain the past progressive form of verbs indicated by given situations.
05	is∕ are going to___	To introduce going meaning intention, using the present progressive verb form with an infinitive.	(a) Selects the visuals that illustrate the use of going meaning intention; (b) Completes sentences by choosing the verb phrases of intention indicated by given situations.
06	this, that, these, those	To introduce the demonstrative pronouns this/these, indicating things close by, and that/those, indicating things farther away.	(a) Selects the visuals that illustrate the demonstrative pronouns in given sentences; (b) Chooses the demonstrative pronouns indicated by pictured situations to complete sentences.
07	Pre and Post Test	To provide a comprehensive test of Unit 24 to be used for diagnosis, evaluation and∕or reinforcement.	(Test)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
SS		To reinforce and extend a story sequence for those students who have satisfactorily completed Unit 24.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Abraham Lincoln, log cabin, Civil War, lawyer, slaves	To present some vocabulary and activities pertaining to Abraham Lincoln. To reinforce and extend the vocabulary in Units 17-24.	Selects the responses which are applicable to the content presented.
02	Labor Day, beach, Monday, family reunion	To present some vocabulary and activities pertaining to Labor Day. To reinforce and extend the vocabulary in Units 17-24.	Selects the responses which are applicable to the content presented.
03	Martin Luther King, Jr., minister	To present some vocabulary and activities pertaining to Martin Luther King, Jr. To reinforce and extend the vocabulary in Units 17-24.	Selects the responses which are applicable to the content presented.
04	to remember, remembrance, memory, head stone, cemetery, Memorial Day, memorial	To introduce the concepts of to remember and Memorial Day and review or expand the language concepts and principles of Units 17-24.	Selects the verbal response containing the appropriate programmed word for the given situation.
05	Veterans, Veteran's Day, Armed Forces, Armistice Day	To present some vocabulary and activities pertaining to Veterans Day. To reinforce and extend the vocabulary in Units 17-24.	Selects the responses which are applicable to the content presented.
06	George Washington, Mt. Vernon, President, colonists.	To present some vocabulary and activities pertaining to George Washington. To reinforce and extend the vocabulary in Units 17 – 24.	Selects the responses, which are applicable to the content presented.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	Riddles	To expand the ability to comprehend the meaning of words and ideas.	Given information in a riddle format, the student selects the picture which answers the riddle.
02	Scrambled Words	To extend the ability to organize letters into words.	Given a visual, the student selects the scrambled letters which would be the name for the item pictured.
03	Expansion of Word Concepts	To develop the ability to see potential changes of interpretations of words.	Given a visual/verbal definition, the student selects the response which denotes a different meaning based on an analogous relationship.
04	Memory of Letters/ Numbers Pairs	To develop the student's ability to remember isolated pairs of information.	Given as many as three letter/number pairs on one frame, the student will complete an incomplete pair on the following frame.
05	Hidden Words	To develop the ability to produce new symbolic items of information by revising given items.	Given a word or sentence and a visual classification, the student selects the word, which belongs to the visualized classification and can be made from the letters in the stimulus.
06	Figural Sequences	To develop the student's ability to evaluate and decipher a system com-posed of sequential figures.	Given a sequence of four pictures, the student selects the choice, which is a continuation of the sequence.
07	Classes by Subject and Function	To develop the ability to converge on an appropriate classification of unknown information by subject and function.	The student selects the word that describes each group of given words.
08	Following Directions	To extend the ability to remember meaningfully ordered verbal information.	Given a verbal direction on one frame, the student selects the picture on the following frame, which carries out that direction.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
09	Pre And Post Test	To provide a comprehensive test of Perceptual/Thinking series Unit 11. This test can be used for diagnosis, evaluation and/or reinforcement.	

Unit 12-Perceptual Thinking   To Follow Language/Reading   8 lessons
(Continued)   Level III   **PERCEPTUAL THINKING SERIES**
Descriptive listing

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
	Pre and Post Test	To provide a comprehensive test of Perceptual/Thinking Series Unit 12. This test can be used for diagnosis, evaluation, and/or reinforcement.	

CONTENT SUMMARY LEVEL IV

The first four sets of these Level IV lessons not only present the language concepts or principles identified below but also develop content with a nature/ecology, social studies, or other theme.

Unit 25   Nature/Ecology   8 Lessons

Adverbs of place, reflexive pronouns, compound sentences, and additional noun determiners are introduced. Word order of pronominal modifiers is stressed. The use of the determiners a, an, and the is extended. Programmed words include: here, there, all, few, many, mos,. more, yourself, itself, herself, himself, myself, themselves.

Unit 26   School Projects/Fair   8 Lessons

Changing direct discourse to indirect discourse is presented as well as the concepts of sameness and difference. This unit also introduces the use of partitives and the comparison of adjectives. Some of the programmed words are: said…that, told… to, asked…if, told…that, before, after, a cup of, a box of, a can of, a bag of, more than, less than, same different.

Unit 27   Life in the United States   8 Lessons

This unit contrasts community life and transportation at present, in the early 1900's, and in pioneer days. They present additional adverbials of time, of place, of manner, and of means. These lessons also introduce How and Why question forms, adjectives formed by adding full to nouns, the idiomatic used to in response to How questions, and subordinate clauses beginning with because.

Unit 28   North America   8 Lessons

The Which question form. gerunds, parallel sentence construction, and indefinite pronouns are introduced in this unit as the student visually travels to Florida, Washington. D.C., some of the national parks, Canada, and Mexico. The directions north, south, east, and west are programmed.

Unit 29   Safety   8 Lessons

The adverbials sometimes, always, never, usually are presented as well as subject/verb agreement of collective nouns. Basic safety practices at home, at play, to and from school, on bikes, in or around cars, are also contained in this transitional unit.

Unit 30   Energy   8 Lessons

The meaning and kinds of energy are introduced. This unit also covers various sources of energy (muscle power, electrical and nuclear energy, energy from water, wind, wood, coal, and petroleum products) and their uses. Information related to the energy crisis and conservation of energy is also presented.

Unit 31   Transportation   8 Lessons

This unit expands the energy concept. The history of transportation from early man to the present day is included. Special emphasis is given to certain means of water, air, and land transportation and their impact in the growth and development of the United States.

This unit on communication further expands the energy concept. The meaning of communication, the various modes of communication, and their importance in the lives of all people are presented.

Holidays IV   8 Lessons

Holidays IV contains eight lessons which are used in conjunction with Language/Reading Level IV. The lessons discuss topics related to Flag Day, New Years Day, Dominion Day, Hanukkah, April Fools' Day, Ground Hog Day, St. Patrick's Day and Mothers'/Fathers' Day. The programmed concepts include the vocabulary, means of celebration and history of each of the holidays listed.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	here, mountains, there, pond, sunlight	To introduce here and there as adverbs of place.	Selects, with or without visual clues, the sentences which are applicable to given situations relating to the use of the adverbs here and there and other programmed words.
02	there, polluted, healthy, dying, insect	To introduce there as an expletive or structure word in the there transformation.	Selects, with or without visual clues, the statements which contain the correct use of there as an expletive or structure word.
03		To introduce adjective transformations and to emphasize the correct word order of adjectives in noun phrases.	(a) Selects the adjective transforms, which are produced from given pairs of sentences; (b) Chooses the correct word order of adjectives in given sentences.
04	all, few, many, most, more	To introduce some noun determiners.	(a) Selects the visual which illustrates the concept of the noun determiner in a sentence; (b) Chooses the sentences or phrases containing the noun determiners which are applicable to the pictured situations.
05	suburb, ourselves, yourself, itself, herself, himself, myself. themselves	To introduce the reflexive pronouns.	Selects the phrase or sentence containing the appropriate reflexive pronoun or the word suburb.
06		To introduce compound sentences using the coordinators and but.	Chooses the correctly structured compound sentences applicable to given situations.
07	Pre and Post Test	To provide a comprehensive test of Unit 25, to be used for diagnosis, evaluation, and∕or reinforcement.	(Test)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
SS		To reinforce an extend The Unit 25 vocabulary in a story sequence for those students who have satisfactorily completed Unit 25.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01		To extend the uses of the determiners a, an, and the.	Selects the phrases or sentences containing the correct uses of the determiners in given situations.
02		To present some concepts of sameness and difference.	Selects the responses containing same, different, more than, or less than which are appropriate for the given situations.
03	before, after first, second	To present two ordinals and two additional adverbials.	Selects the appropriate responses, which relates to the concepts of before, first, or second.
04	package of, a piece of, a box of, a stick of, a bottle of, a can of, a cup of, a bag of	To introduce the use of parities and related noun phrases.	Selects the sentences which are applicable to given situations relating to the use of partitives.
05		To introduce the comparison of adjectives.	Selects the responses containing the appropriate degree of comparison for the given situations.
06	said that, asked if, told.., that, told, to	To introduce indirect discourse,	Selects the indirect discourse statements which are grammatically correct and appropriate to the given situations.
07	Pre and Post Test	To provide a comprehensive test of Unit 26, to be used for diagnosis. evaluation and/or reinforcement	(Test)
SS		To reinforce and extend the Unit 26 vocabulary in a story sequence for those Who have satisfactorily Completes Unit 26.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	occupations, when ?, where?	To introduce some nouns which identify occupations and are formed by adding er to verbs and to present additional adverbials of place and of time.	Selects the nouns ending in er which are applicable to the depicted occupations or the appropriate adverbials of time or of place in response to when/where questions.
02		To present some adjectives formed by adding full to nouns and to extend wh transforms by introducing additional how questions.	Selects the how questions, the appropriate responses to how questions, or the applicable adjectives ending in full.
03		To introduce some adverbials of manner and of means and the idiomatic used to.	Selects the appropriate adverbial of manner or of means or the idiomatic used to in response to how questions.
04		To introduce subordinate clauses beginning with because.	Selects the responses containing because which provide the reasons for particular actions.
05		To extend wh transforms by introducing why questions and to introduce infinitives of purpose in response to why questions.	(a) Selects why questions when wanting to know the reasons for or causes of particular actions. (b) Chooses the appropriate infinitives of purpose or because clauses in response to why questions.
06		To introduce the idiomatic use of has, have/had to, and to review adverbials and question forms from Unit 27, 1-5.	Selects the appropriate form of to have to, or the appropriate responses to how questions.
07	Pre and Post Test	To provide a comprehensive test of Unit 27, to be used for diagnosis evaluation and/or reinforcement.	(Test)
SS		To reinforce and extend the Unit 27 vocabulary in a story sequence for those students who have satisfactorily completed Unit 27.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01	which, north, south, east, west	To introduce the interrogative which and four compass directions.	(a) Selects the appropriate which question form in given situations; (b) Selects the compass directions in response to which questions.
02		To extend the adjective transformation	Selects the sentences which contain the correct word order and combined meaning of two sentences.
03		To introduce some uses of gerunds.	Selects the phrases which contains the correct usages of gerunds.
04		To introduce parallelisms relating to the use of gerunds and infinitives.	Selects the correct parallelisms in given situations.
05	somebody/some one, something, nobody/no one, nothing	To introduce some indefinite pronouns.	Chooses the appropriate indefinite pronouns for given situations.
06	everyone/every-body, anything, anyone/anybody, everything	To introduce additional indefinite pronouns.	Chooses the appropriate indefinite pronouns for given situations.
07	Pre And Post Test	To provide a comprehensive test of Unit 28, to be used for diagnosis, evaluation and/or reinforcement.	(Test)
SS		To reinforce and extend the Unit 28 vocabulary in a story sequence for those who have satisfactorily completed Unit 28.	(Story Supplement)

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01		To introduce the adverbials sometimes, always never, usually, and some basic safety practices at home.	(a) Selects the programmed adverbial appropriate for given situations; (b) Recognizes some unsafe conditions/acts in the home environment related to preventing falls, burns, poisoning or injury, electrical shock; (c) Chooses the applicable safety "do's" or "don'ts" for typical home situations.
02		To extend some basic home safety practices to include tools, storage practices, and fire prevention.	(a) Identifies fire hazards or potential causes of home fires; (b) Recognizes safe/unsafe conditions in the home environment related to storage practices and use of gasoline; (c) Chooses the applicable safety "do's" and "don'ts" for typical home situations related to storage procedures and fire prevention
03		To introduce basic safety practices applicable to various playtime activities.	(a) Recognizes safe practices regarding use of playground equipment, wheeled play equipment, and plastic bags; (b) Identifies hazardous playtime conditions or acts connected with playing on vacant lots or playing ball.
04		To present some basic safety practices for children walking to and from school or going by bus.	(a) Selects the safest procedures when waiting for a bus, walking on sidewalks or along roads, stopped by strangers, or waiting for slow traffic signals; (b) Chooses the examples that depict safe practices when crossing streets or riding a bus. (c) Recognizes the safest route to or from school from three descriptions.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
05		To present safety practices related to riding bikes, riding in or driving cars.	(a) Chooses riding on the right side of the street, stopping for red lights and stop signs, signaling before turning or stopping, and having lights and reflectors for night riding as safe practices for bike "drivers"; (b) Correctly identifies arm signals used by drivers. (c) Recognizes that keeping seat belts fastened is a safety practice for people riding in cars.
06		To present some basic safety practices related to winter activities, water sports, camping, and storms.	(a) Selects safe or unsafe practices in situations related to warning signs, swimming, boating , camping and storms; (b) Recognizes that most accidents are the result of carelessness and inattention.
07	Pre and Post Test	To provide a comprehensive test of Unit 29 to be used for diagnosis, evaluation and/or reinforcement.	(Test)
08		To present a biographical sketch of a person who made an important	

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01		To introduce the meaning and kinds of energy and one source of energy--the muscles of humans and animals.	(a) Identifies the meaning of energy as the ability or capacity to do work; (b) Selects the muscles of humans and animals as one source of energy; (c) Chooses the response that indicates that energy is made in human and animal bodies from food; (d) Identifies potential and kinetic energy when given meanings or examples.
02		To introduce electrical energy, presenting the meanings and examples of current and static electricity, how electricity is made and transmitted and some of its uses.	(a) Identifies some of the uses of electrical energy; (b) Chooses the other forms of energy used in making electrical energy; c) Selects wires as the means by which electricity is transmitted; (d) Identifies static and current electricity when given examples.
03		To provide information relating to energy which comes from water and wind, and some of the ways it is helpful or destructive.	(a) Identifies water and wind as sources of energy; (b) Selects examples of water and wind at work; (c) Chooses moving water as water which has energy or power; (d) Recognizes ways in which the power of water and wind can be destructive as well as helpful.
04		To present two additional sources of energy, wood and coal and some of their uses, including the production of steam power.	(a) Identifies wood as a source of energy; (b) Chooses examples of the uses of energy provided by wood and coal; (c) Selects some of the uses of steam power.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
05		To present information concerning energy from petroleum products and some of its uses.	a) Selects natural gas as a source of energy for many appliances, and jet fuel as a source of energy for jet planes; (b) Chooses one example each of the use gasoline and Diesel oil; (c) Identifies jet fuel, heating oil, kerosene and gasoline as some of the products from crude oil.
06		To provide information regarding atomic or nuclear energy, the sun as the Source of most energy, energy crisis, and some things that can be done to conserve energy.	(a) Identifies atomic energy as the power used in some submarines and aircraft carriers, the making of electricity as one of the uses of atomic energy, and the sun as the most common source of energy; (b) Recognizes that turning off unused lights can conserve electricity and that asking for fewer rides can conserve gasoline.
07	Pre and Post Test	To provide a comprehensive test of Unit 30 to be used for diagnosis, evaluation and/or reinforcement.	(Test)
SS		To present a biographical sketch of a person who made an important contribution to the theme of Unit 30, thereby extending and reinforcing some concepts presented in the teaching sections of the Unit.	(Story Supplement) JAMES WATT

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
01		To introduce transportation: its meaning, its importance, and some forms used in ancient times.	(a) Recognizes the meaning of and the necessity for transportation; (b) Selects carrying or dragging as the earliest way to transport materials; (c) Identifies the reason prehistoric man domesticated animals; (d) Chooses the wheel as one of man's greatest discoveries, the sled as a device to carry heavy loads, and the sail as a discovery which improved water transportation.
02		To trace the development of transportation from the Middle Ages into the Seventeenth Century.	(a) Recognizes how improved harnesses, the magnetic compass, and three-masted ships aided transportation; (b) Identifies the pack horse as a means to transport goods on land during the Middle Ages and the stagecoach as a way to transport people after roads were improved; (c) Chooses the reason why the first colonies in America were located near rivers or the sea.
03		To present several forms of transportation that played an important role in the growth of the United States from the 1600's through the early 1800's.	(a) Chooses the steam engine as the invention which produced a new power source, the covered wagon as a form of land transportation used by pioneers, and the steam locomotive as a device which would change and improve land transportation; (b) Recognizes how American pioneers used flatboats; (c) Identifies the canal which linked inland America with the sea, the power source for early canal barges, and the steam-powered device which propelled early steamboats.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
04		To present developments in transportation in the1800's.	(a) Chooses the clipper ship as the fastest means of ocean travel during the Gold Rush; (b) Selects ironclad ships and observation balloons as changes in water and air transportation during the Civil War; (c) Recognized that the first transcontinental railroad was completed after the Civil War and provided faster and cheaper land transportation than ever before; (d) Identifies the air brake as a discovery which made trains safer and the street car as a means of electric-powered transportation.
05		To present some early Twentieth Century changes in the field of transportation.	(a) Identifies two advantages of the internal combustion engine and identifies the automobile and the airplane as two important means of transportation dependent on it; (a) Recognizes that the automobile provides cheap, fast transportation, while the airplane provides a swifter means of travel; (c) Selects the diesel engine as providing economical power and the airplane as providing regular transoceanic transportation.
06		To present several forms of modern transportation and some related problems.	(a) Recognizes that helicopters are not the fastest form of air travel, that rocket-powered craft can travel faster than sound, and that space travel is a new dimension in transportation; (b) Selects the pipeline as an economical means of transporting petroleum and the rapid transit system as a means of moving many people quickly; (c) Recognizes a positive and a negative result of more and faster automobiles and one possible result of an energy crisis.

	PROGRAMMED WORDS	PURPOSE	BEHAVIORAL OBJECTIVES THE STUDENT:
07	Pre and Post Test	To provide a comprehensive test of Unit 31 to be used for diagnosis, evaluation and/or reinforcement.	(Test)
SS		To present a biographical sketch of a person who made an important contribution to the theme of Unit 31, thereby extending and reinforcing some concepts presented in the teaching sections of the Unit.	(Story Supplement) AMELIA EARHART

	PROGRAMMED WORD	PURPOSE	BEHAVIORAL / OBJECTIVES THE STUDENT:
01		To introduce communication and to give some highlights in its development from prehistoric times to the end of the 1300's A.D.	(a) Recognizes the meaning of communication as sharing information between one person or place and another and that pictures were once used to stand for words; (b) Chooses a telephone conversation as a example of two-way communication; (c) Identifies sounds, gestures and pictures as some of the earliest ways of communication, the alphabet as one of the greatest inventions in the history of communication, and Asia as the place where woodblock printing began.
02		To present some outstanding achievements and events in the development of communication from1400 to the end of the1700's.	(a) Recognizes that books were produced by copying them on parchment in the Middle Ages, and that the manual alphabet and sign language are means of communication among many deaf persons; (b) Identifies movable metal type as Gutenberg's invention that brought changes in communication, daily newspapers as one means of communication made possible by that invention, and mass production of printed materials as one way it aided communication; (c) Selects communication through letters as one contribution of postal services to the field of communication.
03		To give some of the important developments in the field of communication from 1800 to 1849.	(a) Identifies Webster's first American dictionary as a contribution to communication in the United States, a method of photography as an invention, which increased the use of pictures in communication, and Braille as a means of communication for blind people. (b) Recognizes that the first free public library contributed to communication in America by making printed materials more accessible; (c) Selects the telegraph as Samuel F.B. Morse's invention, the telegraph as the first use of electricity for sending messages, and increased speed of sending messages as one contribution of the telegraph to communication.

	PROGRAM MED WORD	PURPOSE	BEHAVIORAL / OBJECTIVES THE STUDENT:
04		To call attention to some of the major events in the development of communication from 1850 to the end of the 1800's.	(a) Selects as important contributions to communication the laying cable across the Atlantic Ocean by Cyrus W. Field, the invention of the telephone by Alexander Graham Bell, the phonograph by Thomas A. Edison, and the wireless telegraph by Gugliemo Marconi; (b) Identifies the Pony Express as a part of the development of communication in the United States; (c) Recognizes that telegraphs transmit coded messages but that telephones transmit human speech; (d) Recognizes that Gugliemo Marconi was one of the pioneers in the development of the radio.
05		To emphasize some of the inventions and events in communication from 1900 to 1949.	(a) Selects the vacuum tube and the as devices which improved the radio and transistor other instruments of communication; (b) Recognizes the importance of the first regular airmail service and the television industry in the field of communication; (c) Identifies sound and color as additions to motion pictures which made them better means of communication; (d) Recognizes the contribution of television to communication because it transmits both sounds and pictures.
06		To present some of the major contributions in communication during the period from 1950 to the present, some miscellaneous communication devices and the importance of communication today,	(a) Identifies the first communication satellites and the satellites Telstar I and Early Bird as means of communication through space; b) Recognizes that new information about solar system was made possible because of the communication devices designed to use in space, and the importance and contributions of communication to transportation and education. (c) Identifies the siren, street signs, traffic signals, bells, billboards and whistles as communication devices.

	PROGRAMMED WORD	PURPOSE	BEHAVIORAL ∕ OBJECTIVES THE STUDENT:
07	Pre and Post Test	To provide a comprehensive test of Unit 32 to be used for diagnosis, evaluation and/or reinforcement.	(Test)
SS		To present a biographical sketch of a person who made a contribution to the theme of Unit 32, thereby extending and reinforcing some concepts presented in the teaching sections of the unit.	(Story Supplement) BUFFALO BILL

	PROGRAMMED WORD	PURPOSE	BEHAVIORAL ∕ OBJECTIVES THE STUDENT:
01		To present information pertaining to Hanukkah.	(a) Identifies Hanukkah as the Jewish holiday in December and the menorah as the Hanukkah candle holder; (b) Recognizes that the Festival of Lights is another name for Hanukkah and that this holiday lasts for eight days.
02		To present information about New Year's festivities	(a) Selects Rosh Hashana as a religious occasion usually observed in September, the Chinese New Year as a holiday which has been celebrated for over 4.600 years, and New Year's Day as a holiday celebrated on January 1; (b) Identifies New Year's resolutions as promises to do better in the coming year.
03		To present information about Groundhog Day.	(a) Recognizes that meteorologists are able to forecast weather scientifically, that groundhogs cannot, and that people usually look for signs of an early spring on Groundhog Day; (b) Determines that six more weeks of cold wintry weather is believed to be the result of the groundhog seeing its shadow.
04		To present information pertaining to St. Patrick's Day.	(a) Selects St. Patrick's Day as the holiday celebrated on March 17 and the shamrock as the plant associated with St. Patrick's Day; (b) Chooses the statement. "Leprechauns are real people" as false, and the Latin alphabet as one thing St. Patrick taught the Irish people.

	PROGRAMMED WORD	PURPOSE	BEHAVIORAL / OBJECTIVES THE STUDENT:
05		To present information pertaining to April Fool's Day.	(a) Selects April Fool's Day as being on April 1 and a fun holiday as a phrase describing April Fool's Day; (b) Recognizes that people should not hurt or scare other people on April Fool's Day, and that if you play jokes, you should expect other people to play jokes on you.
06		To present information pertaining to Mother's Day and Father's Day.	(a) Identifies the second Sunday in May as Mother's Day and the third Sunday in June as Father's Day; (b) Recognizes that a red flower worn on Mother's Day shows the one's mother is living and that giving one's father a gift on Father's Day shows love for him.
07		To present information pertaining to Flag Day.	(a) Identifies Flag Day as a patriotic holiday and June 14 as the date of the holiday; (b) Recognizes that the 13 stripes on the first U.S. flag represented the 13 original states and that people not in uniform show respect for the flag by holding their fight hands over their hearts.
08		To present information pertaining to Canada's Dominion Day.	(a) Identifies Dominion Day as the Canadian holiday celebrated on July 1 and as a patriotic holiday; (b) Selects July 1 as the date of Dominion Day and Ottawa as the capital of Canada.

Unit 33   **Weather**   8 Lessons

Provides basic information about weather. The four main elements of weather, how they are measured and recorded, the characteristics and movement of air masses and pressure areas, and some services of the United States Weather Bureau are included.

Lesson 01: Introduces the four main elements of weather--wind, moisture, temperature, air pressure-- and the instruments, which measure them. The difference between humidity and precipitation is presented along with other basic weather information such, as warm air is lighter than cold air.

Lesson 02: Air masses--large bodies of air with similar characteristics--and fronts are introduced. The movement and characteristics of maritime, continental, polar, and tropical air masses are discussed as well as the effect on weather when two unlike air masses meet.

Lesson 03: Provides additional information about pressure areas and winds or movement of air. Ways of identifying high and low pressure areas on weather maps as well as the normal movement of pressure areas are presented.

Lesson 04: Various storms and their effects, such as the destructive capabilities of tornadoes and hurricanes, are discussed. Also included are thunderstorms, ice storms, blizzards, dust storms, and the effects of droughts or prolonged dry weather.

Lesson 05: Presents several services provided by the United States Weather Bureau. The science of weather or meteorology is traced from its earliest beginnings through modern technology. Means of collecting weather data, recording it on weather maps, and using it to forecast weather are discussed.

Lesson 06: Presents some weather signs and superstitions and the use of the Beaufort Scale to estimate wind speed. Superstitions having no effect on the weather are identified. Signs, which are based on weather facts and can be used to predict probable weather, are also identified.

Lesson 07 (Test): Provides a comprehensive test of significant weather concepts taught in the unit. This section can be used as a pre-test, a post-test, or for review purposes.

Lesson SS (Franklin): The weather concepts of Unit 33 are extended and reinforced by this biographical sketch of *Benjamin Franklin.* He was a scientist and meteorologist as well as a diplomat, statesman, inventor, and author.

<u>Unit 34</u>   **Plants**   <u>8 Lessons</u>

    Provides basic information about plants. Presents information about the types of plants, the plant groups, the different parts of plants, reproduction, photosynthesis, and the effects of the environment and animals on plants.

    Lesson 01: Introduces the two main types of plants, the four plant groups, and some typical plant features. Plants living mostly in water and on land are differentiated, and the simplest and largest groups of plants are identified.

    Lesson 02: Presents the parts of flowering plants--roots, stems, leaves, and flowers--, different parameters of plant reproduction, and the necessary ingredients for photosynthesis.

    Lesson 03: Presents environmental conditions most suitable to the different classifications of plants. Also, the effects of bacteria, parasites, and cross-pollination among plants are discussed.

    Lesson 04: Presents some of the relationships between plants and animals. Teaches that animals use plants for food and protection but not for decorative purposes, and that animals help plants to reproduce.

    Lesson 05: Provides an overview of the different ways in which people use plants. It points out that the most important use of plants by people is for food, though plants are also used for decorative purposes and to stop soil erosion.

    Lesson 06: Identified and discusses the various products that are derived from plants. Some of the products listed include: lumber, paper, cotton, penicillin, and petroleum.

    Lesson 07 (Test): Provides a comprehensive test of the significant plant concepts taught in the unit. This section can be used as a pre-test, a post-test, or for review purposes.

    Lesson SS (Burbank): The plant concepts taught is Unit 34 are extended and reinforced by this biographical sketch of *Luther Burbank,* a famous plant breeder and horticulturist who developed many new plants and improved others.

   Provides basic information about the animal kingdom. Included are some of the characteristics and classifications of animals, various habitats and defense mechanisms, as well as the relationship of plants and animals.

   Lesson 01: Introduces the animal kingdom by discussing some characteristics of animals such as their ability to move about, to feed on plants or other animals, to react to stimuli, and to stop rapid growth at adulthood. The meanings of herbivorous, carnivorous, and omnivorous are also presented.

   Lesson 02: Several classifications of animals are presented. Included, among others, are protozoans, worms, joint-legged animals, soft-bodied animals, and vertebrates. Provides basic information about each classification as well as about mammals, warm- and cold-blooded animals.

   Lesson 03: Various habitats of animals are discussed, and animals, which normally live in each, are identified. Basic facts about hibernating, migrating, and aestivating animals are presented as well as information about some wild animals making permanent homes.

   Lesson 04: Several ways that animals defend themselves are presented. Included are defense by flight, fighting, or camouflage. Protective coloration is identified as one form of camouflage. Other defense mechanisms such as armor and chemicals are also discussed.

   Lesson 05: Provides information about the relationship of plants and animals--why one cannot survive without the other. The need of oxygen by animals is discussed and respiration is defined. Some animals which are harmful to people are identified.

   Lesson 06: Presents several ways that people and animals help one another. The use of animals for food, transportation, protection, clothing, and for scientific research is discussed. Selective breeding as a way of improving existing animals or creating new breeds is presented as well as the protection of wild animals by laws and wildlife refuges.

   Lesson 07 (Test): Provides a comprehensive test of the significant facts which have been presented about the animal kingdom. This test can be used as a pre-test, post-test, or for review.

   Section SS (Audubon): Presents a biographical sketch of *John James Audubon* whose life-size paintings of North American birds in their habitats increased people's knowledge of wildlife and the need for protecting it.

Unit 36   Water and the Sea   8 Lessons
    Provides basic information about water and the importance of it to living organisms. This unit describes water, its properties, bodies of water, and the water cycle.

    Lesson 01: Defines and describes water and discusses some of its important properties. The various kinds of bodies of water are presented, including oceans, gulfs, rivers, lakes, and springs.

    Lesson 02: Presents information about the Earth's oceans. Included is a discussion of the greatest ocean depth, a fathom, sounding, currents, waves, and tides.

    Lesson 03: Describes the Earth's water cycle and some of the different water supplies for people. Defines water cycle terms such as precipitation, circulation, desalination, evaporation, and purification.

    Lesson 04: Teaches the importance of water to the human body. Also presented in this section are some of the various uses of water—irrigating, drinking, generating electricity, and a means of transporting people.

    Lesson 05: Presents the importance of water to the plant and animal kingdoms. Drinking as the most important use of water by animals, seaweeds as the longest plants, and the identification of some animals, which live in or near water, are also included in this unit.

    Lesson 06: The importance of Earth's waters for present or potential food, minerals, and other products is presented. Identifies fish as the most widely used food from water, petroleum as a mineral beneath the ocean, plankton as floating animals and plant life, and hydroponics as growing plants without soil.

    Lesson 07 (Test): Provides a comprehensive test of the significant water concepts taught in the unit. This section can be used as a pre-test, a post-test, or for review purposes.

    Lesson SS (Cousteau): The water concepts taught in Unit 36 are extended and reinforced by this biographical sketch of *Jacques-Yves Cousteau*, who invented the Aqua-Lung, and is a world famous undersea explorer.

Unit 37   <u>Conservation of Resources</u>   <u>8 Lessons</u>

Provides information about the conservation of natural and human resources. Discusses the need for such conservation as well as several recommended conservation practices.

Lesson 01: Introduces the conservation of resources. Various natural resources are identified, and conservation is defined as the wise use of resources. The terms environment and ecology are also defined.

Lesson 02 : Discusses the effects of air and water pollution on living and nonliving things. Identifies pollution as a needless waste of air and water, and the control of pollution as one goal of conservationists.

Lesson 03: Presents the need for soil conservation, and some recommended conservation practices to prevent loss of soil through erosion. Identified crop rotation as a way of keeping soil fertile, and overgrazing as damaging to grasslands.

Lesson 04: Presents the importance of forest and wildlife conservation. Discusses the renewal of forests by good management, such as selective cutting and reseeding. Also discusses the conservation of wildlife through improved habitats, controlled hunting and fishing, and wildlife refuges.

Lesson 05: Stresses the need for conserving minerals, which are nonrenewable resources. Minerals are classified as fuels, metals, or non-metals. Rocks are identified as masses of inorganic minerals. Also discusses the formation of fuels from organic matter.

Lesson 06: Provides information about human resources--people, their products and services. People are identified as the most important resource of any country. The effects of noise, air, and water pollution and other environmental conditions on people are discussed.

Lesson 07 (Test): Provides a comprehensive test of the conservation of human and natural resources as presented in Unit 37. This test may be used as a pre-test, a post-test, or for review purposes.

Lesson SS (Roosevelt): Presents a biographical sketch of *Theodore Roosevelt,* a man who was deeply concerned about the welfare of people and the conservation of natural resources, and extends and reinforces the concepts of conservation presented in Unit 37.

Unit 38   **Health and the Human Body**   8 lessons

Introduces the human body and its well-being. The makeup of the body; its systems and their functions; the senses; proper care of some body parts; important factors in physical, mental, and emotional health; and public health are included.

Lesson 01: The makeup of the human body is presented. Cells, tissue, the skeleton with its different kinds of bones, the skin, and the muscles-voluntary and involuntary-- are discussed. Some of the body's systems and their functions are introduced.

Lesson 02: The nervous, digestive, respiratory, circulatory, urinary, and reproductive systems are discussed. Included are the parts, which make up the systems and the functions of the systems.

Lesson 03: The body's senses--sight, hearing, smell, taste, touch, balance, muscle, and deep body--are presented. The functions of the senses, the body parts related to the senses, and good rules for the care of eyes, ears, teeth, skin, and hair are given.

Lesson 04: The meaning of good health is identified as the well-being of the body, mind, and emotions. The importance to physical health of proper kinds and correct amounts of food, regular and moderate exercise, sufficient sleep or rest, and observing safety rules is shown.

Lesson 05: Continues the discussion of physical well-being. Ways of abusing or damaging the body, and the contributions of physicians and public health groups to good health through the prevention, control, and treatment of diseases are presented.

Lesson 06: Mental and emotional health as part of the well-being of the human body are discussed. Some good mental habits to keep the mind healthy are given. Feelings or emotions and ways of dealing with them are identified. Basic needs--love, security, and independence--are included.

Lesson 07 (Test): Provides a comprehensive test of important concepts concerning health and the human body taught in this unit--to be used as a pre-test, post-test, or for review purposes.

Lesson 08 (Pasteur): Extends the theme of health and the human body by presenting a biographical sketch of *Louis Pasteur* the French scientist whose development of the process of pasteurization and a rabies vaccine have saved thousands of lives.

<u>Unit 39</u>   <u>The World of Sport</u>   <u>8 Lessons</u>
   Provides basic information about sports. Included are various kinds of athletics and the history, of the Olympics, ball games and their origin, sports that evolved from acts of warfare or occupations, and sports associated with means of transportation.

   Lesson 01: Defines sports as pleasant physical activities. Introduces various types of sports such as: team, individual, combative, recreational, organized athletics: amateur, professional, intramural, and intercollegiate.

   Lesson 02: Presents the history of the Olympic games. Defines athletics as sports, which match the contestants' skills in speed, strength, or springing. Provides information about various kinds of athletics.

   Lesson 03: Provides information about various kinds of ball games such as basketball, football, golf, baseball, badminton, bowling, volleyball, as well as the origin of ball games.

   Lesson 04: Discusses sports which evolved from the arts of warfare such as archery, fencing, boxing, judo, wrestling, and marksmanship. Also presents some sports, which evolved from occupations.

   Lesson 05: Presents various sports associated with means of transportation. Included among others are horse and automobile racing, skiing, bobsledding, and boating.

   Lesson 06: Presents information about popular recreational sports. Identified bowling and swimming as the most popular participant sport. Some famous athletes are identified, and the meaning of sportsmanship is discussed.

   Lesson 07 (Test: Provides a comprehensive test of significant facts about sports presented in this unit. This section can be used as a pre-test, a post-test, or for review purposes.

   Lesson SS (Owens): This biographical sketch of *Jesse Owens* extends and reinforces the concepts of sports and sportsmanship, which were presented in Unit 39. Snubbed by Hitler at the 1936 Olympics, Jesse went on to win four gold medals.

Unit 40   The Universe and our Solar System   8 Lessons

Introduces the universe, its meanings, past beliefs, and present knowledge of it. The solar system and its various bodies--sun, planets, moons, asteroids, meteors, comets-- and important events and explorations of the space age are presented.

Lesson 01: A brief sketch of ideas concerning the universe and the solar system from ancient times to the present is given. Contributions of such people as Copernicus, Galileo, and Newton; the use of telescopes and radio telescopes for studying the universe; and the meaning of light years are included.

Lesson 02: Information about the solar system is presented. The Sun as the center and only star in the solar system, the other heavenly bodies--planets, moons, asteroids, meteors, comets--of the system, the planets' orbits, and gravitation are included.

Lesson 03: Earth and the Moon, the most familiar planet and Earth's only natural satellite, are discussed. Information relating to size, shape, and makeup of the Earth and the Moon, and the causes of seasons, tides, days and nights, and eclipses is given.

Lesson 04: Information concerning size, distance from the Sun, surface conditions, length of day and year, and moons (if any) are given for Mercury, Venus, Mars, and Jupiter. Similarities between Mars and Earth are included.

Lesson 05: Saturn, Uranus, Neptune, and Pluto are presented. In addition to size, distance from the Sun, length of day and year, and number of moons for each, such things as Saturn's rings, the first planet discovered with a telescope, and the possibility of undiscovered planets are discussed.

Lesson 06: The space age, from its beginning in 1957 to the present, is discussed. Included are such historical events as the first space vehicles launched by Russia and the United States, the first Americans in space, the first person to walk on the Moon, explorations by unmanned vehicles, and Skylab.

Lesson 07 (Test): Provides a comprehensive test of significant information concerning the universe and our solar system taught in Unit 40--to be used as a pre-test, post-test, or for review purposes.

Lesson SS (Armstrong): Extends the space theme by presenting a biographical sketch of *Neil Armstrong*, a well-known astronaut, who was the first person to walk on the Moon.

CONVERSATION

CONVERSATION
SUGGESTIONS

BRING REAL LIFE TO YOUR CLASS

● Use plenty of props, pictures, and drama to make meanings clear and provide a context for what the students are learning.

● Give students time to digest what they are hearing.

● Encourage them to really listen.

● Help your students master the exchanges or words you've already introduced before teaching others.

INTRODUCE THE FOLLOWING AREAS:

1. Getting to know you, Greetings
   One beginning dialogue: Giving and asking for personal information-
      My name is……..
         What is your name ?
            Where are you from ?
      This is my friend …..

2. Alphabet and Numbers
   o The students may find it more interesting and helpful to start out learning to spell their names, cities and countries.
   o Students need to know their address.
   o Everything related to shopping and baking, to understanding a phone number, will depend on the students' facility with numbers. Review numbers often in many ways.

3. Naming (This a --------)
   o Start with tangible classroom or household objects, (cup, book, table, pen, chair, etc.)
   o There are four basic parts to this concept:
         Positive statement.
         Negative statement.
         "What?" question.
      Yes/ No question.

4. Commands & Requests
    o Children learn a language by listening and understanding long before they speak. They internalize the language by responding to commands with body movement (Sit down, look, open the door, bring me…, etc.) In learning a second language we use the same process.
    o In the process of teaching we use these commands: Listen, look, repeat, etc.

5. Beginner Phrases
    Pragmatic phrases and polite expressions should be considered survival skills.
    o "Please repeat that."
    o "Do you speak English?"
    o "I'm sorry."
    o "I don't speak English."
    o "How are you?"
    o "Thank you."

ADVANCED CLASSES

● Choose real communication activities such as interviews, or telling a story from the person's life or home culture.

● Teach common expressions ("Pulling my leg"….)

● Take any common situation a student might find himself in such us: Opening a Bank account, dealing with apartment management, taking a prescription to the pharmacy, taking instructions at work, etc.

● Present a dialogue to the students.

● Let them prepare a dialogue.

● Take a field trip.

● Look at useful language functions, such as how to disagree politely, how to ask for clarification.

● Give the students, problems to "solve".

● Consider the individual needs and interests.

CONVERSATION TECHNIQUES

It is true that the practice of conversation, that is the practice of speaking and listening skills, is present in every aspect of language learning to some degree. Often the development of this language skill is incidental in the classroom and is never worked with as a "primary" subject. It is also frequently true that a student addressed outside the classroom, on a subject not related to the classroom, will be at a loss either to understand the question or to apply his or her carefully learned vocabulary and rules of structure to respond coherently. The ability to converse does not come incidentally or easily to a language learner. There are a variety of techniques that help language learners develop their ability to converse. Many techniques use a grammar point or a reading passage as a base from which to branch into conversation exercises. Other techniques are designed only for speaking/listening practice.

When we begin to introduce conversation into the class, we need to consider several things. First is the use of gestures, second, the intonation of the voice, and third, the use of visual aids.

In this section of the manual, your will find the most common techniques for teaching conversation. Each of them needs to be studied by the tutor beforehand so that they can be used when they best fit into the class, based on the number of students and their level of comprehension of the language.

With beginners, we recommend that the tutor use short and simple dialogues as shown in figures #1-6, below. These dialogues give examples of both verbal ("How are you?") and nonverbal ("shaking hands") communication. We also recommend that when presenting new vocabulary, the tutor use visual aids such as pictures or objects. (Many examples of useful pictures are found at the end of this section).

For the intermediate students, we recommend that the tutor use the dialogues shown in Figures #8-12, below. These dialogues are designed for talking about specific situations, for example visiting a restaurant or the doctor's office. The students will need to memorize exact phrases.

For advanced students, we recommend that the tutor use idiomatic expressions, open-ended dialogues, problem-solving dialogues, guided conversations, and interviews, etc. shown in Figures 7, 13-18.

DIALOGUES

Dialogues are structured situations in which students practice both verbal (How do you do?) and non-verbal (shaking hands) conversation. The tutor introduces the situations and recites/acts out the dialogue for the students at least twice.

Dialogue memorization usually follows, with line-by-line practice guided by the tutor.

Figure # 1
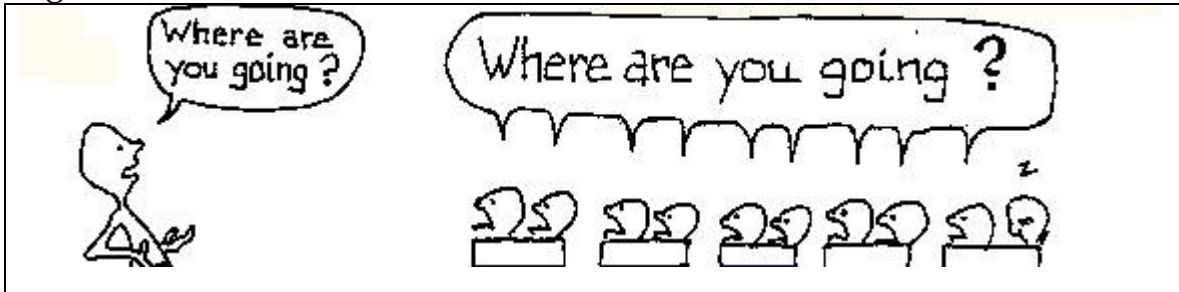
After each line, a visual aid of some sort can be presented, to act as a cue for that line.

Figure # 2
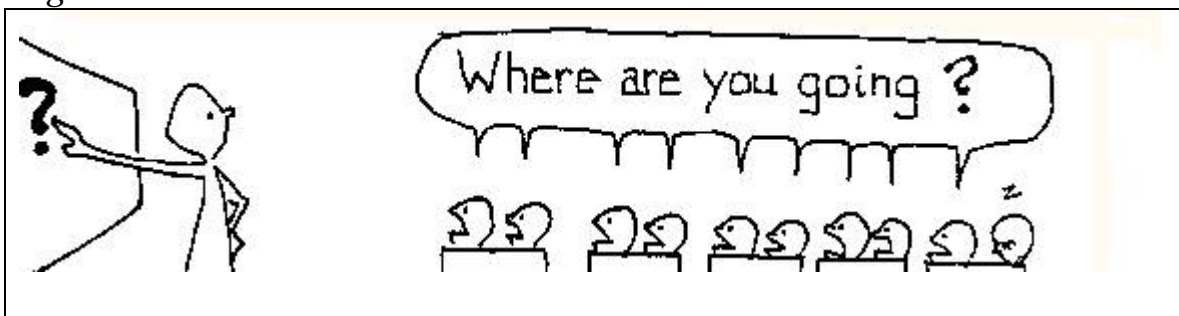
Student should be able to present the line when the teacher indicates a particular cue.

Figure # 3
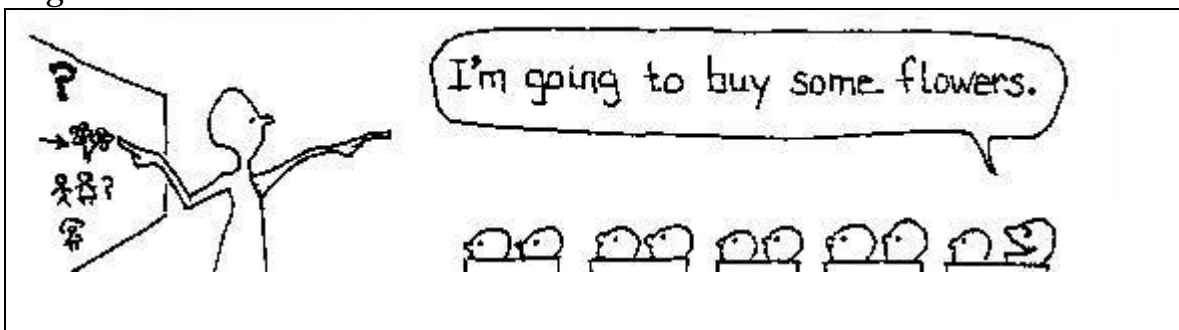
When the dialogue has been adequately learned, students can be called upon to come before the class and act it out. Students can practice eye contact and hand and facial gestures. If the role-players falter in their lines, students at their seats can be called on to make the necessary corrections.

Figure # 4
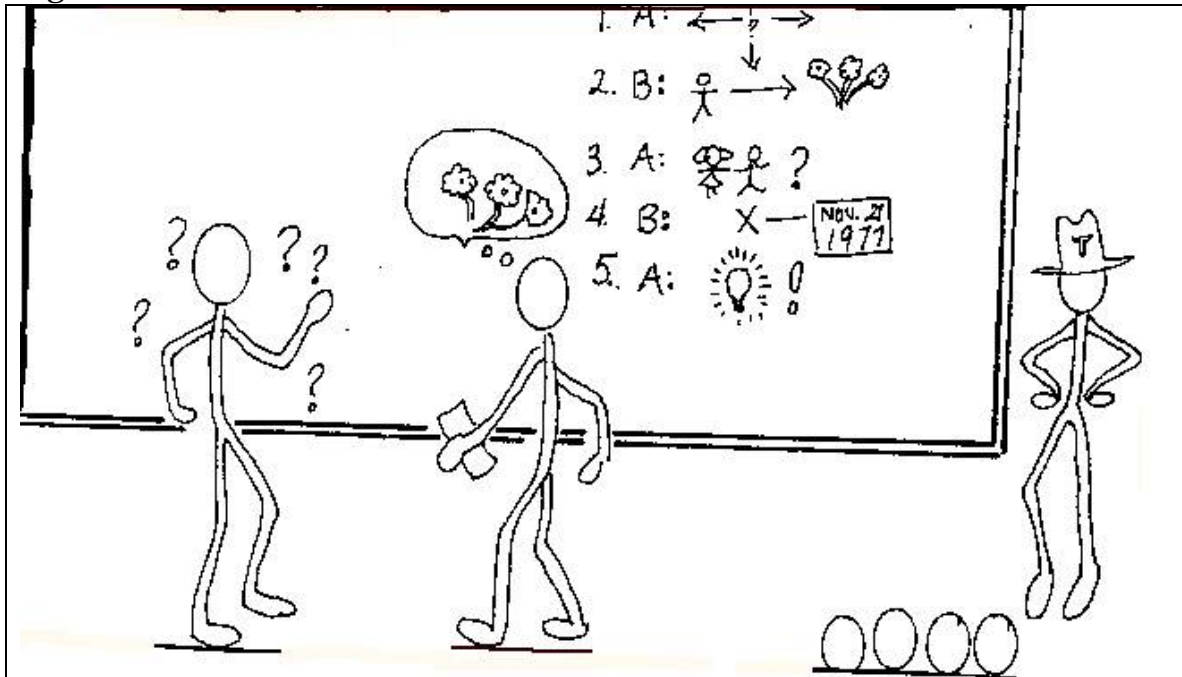
If you are teaching dialogues to the class to acquaint students with formal and informal means of communications, a dialogue can be presented, memorized, and then expanded, to develop awareness in students of appropriate language use in different social situations. The sentences can be written on the blackboard or sheet of paper with enough room between them for variations to be written under the appropriate words.

Sample dialogue for presenting vocabulary:
Figure # 5

A: What <u>awful</u> weather!
B: Yes the <u>rainy season</u> is here again.
      How did you get <u>covered</u> by so much <u>mud</u>?
A: My car got <u>stuck</u> four times on my way here.
B: Oh dear! What miserable luck

Sample dialogue for presenting socio-cultural aspects of English.
Figure #6

```
A:  Hello, Jim!  Have you seen the new football team yet?
B:  No, but I'm going to see them tonight.
A:   I am too.  I have two tickets to the match.
B:  How are you going to get there?
A:  By bus at 6: 00.  Why?
B:  I thought I would go with you.
A:   That will be nice. I'll see you at 6: 00!   Goodbye.
```

Variation:
Figure # 7

```
A:  Hello    Jim!    Have you seen the new football team yet?
    Hi                Seen- - - - - - - - - -
                       Ya seen- - - - - - - -
B:  No, but I'm going to see them tonight.
    Uh-uh          gonna- - - - - - - -
    Nope
A:  I am too.      I have     two        tickets to the   match.
    Me too- - - -  I've got  a  few                       game.
                              a couple of
B:  How are you going   there?
         're ya gonna get
A:  By   bus, at 6: 00.   Why?
                        What for?
B:  I thought   I would go with you.
    Thought    I'd- - - - - -
    Wanted    ta- - - -
A:  That   will   be   nice.   I'll see you at 6: 00.     Goodbye.
    Great!                  See ya- - - - - - -        Bye !
    Sure!                  Catch you - - - - -
B:  Goodbye!
    So long!
    See ya later!
```

Dialogues as conversation practice

Jumbled Word Order

Each line of the new dialogue is written on the blackboard (or sheets of paper) in scrambled form, so that the students must unscramble the words in order for the sentences to make sense.
Figure 8

> A: you   going   where   are   ?
> B: to   I'm   hospital   the   doctor   a   get   to   going

Jumbled Sentences or Pictures

A dialogue is written on the blackboard or pictures are presented to the class in random order. The students' task is to put the lines of the dialogue or the pictures in the right order and thus make a logical sequence.
Figure 9

> B: I'm going to the hospital to get a doctor.
> A: For your father ?
> A: Where are you going ?

Fill in the Missing Words

Lines of the new dialogue are written on the blackboard with key words left out. The students provide various words or expressions for the sentences of the dialogue.
Figure 10

> A: Where are you _____ ?
> B: I'm _____ at _____ .

Transformational Dialogues

Change any line of the dialogue, usually the first one. The student will have to make other changes in the dialogue to make the lines conform. For example, the subject can be changed from singular to plural.

Figure 11

A: Where   are   <u>you</u> going?   (Change to <u>They</u>)

Cues on the blackboard

Provide the situation by written various cues on the blackboard or by showing pictures that will suggest lines to the students.
Figure 12
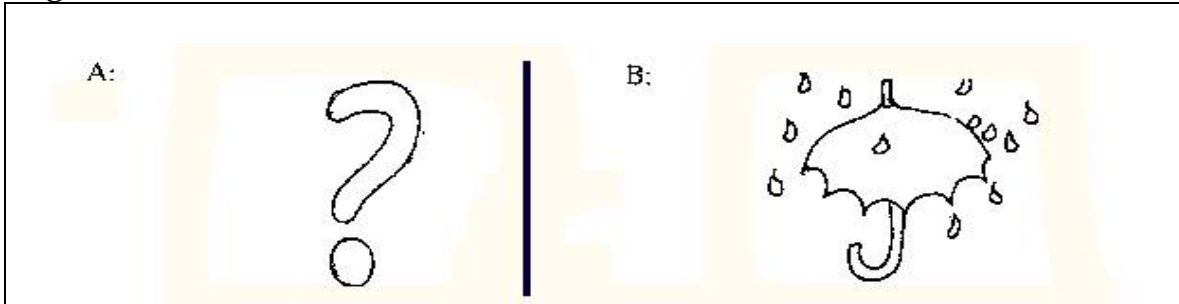
Open –Ended Dialogues

Provide the first line of the dialogue and then have the students complete the dialogue either individually or in groups. These dialogues can be dramatized by each group in front of the class later.
Figure 13

A: Where   are   you   going   in   such   a   hurry ?
B:
A:

Problem Solving Dialogues

The students write down their own dialogues individually or in groups, basing them on problem situation given to them. These can later be presented before the class.
Figure 14

<u>Problem</u>: You are driving a taxi full of people when a man on the side of the road, who is obviously sick, flags you down. He needs a ride to the next town. You ask someone to give the man his place, but no one moves.

GUIDED CONVERSATION

A guided conversation allows language learners to built creative dialogues from a cue or sentence offered by a teacher. Though the tutor sets the framework for the conversation, the direction of the conversation is controlled by students themselves, as is the setting of the conversation and tone.

> Framework: The present perfect
> Sentence: (No, thank you.) I've already seen that movie.
> Task: Build a conversation from the sentence.

Figure 15

> 1. What might the preceding sentence/ question be?
> 2. Who might be involved in this type of conversation?
> 3. Take five minutes and write an eight-line conversation between two people, using this line as a part of the conversation. It can be anywhere in the conversation that is appropriate. Take into consideration where you might have the conversation, with whom, and with what feelings (work in pairs).
> 4. Present the conversation. Use eye contact any appropriate gestures or non-verbal communication.

INTERVIEWS

Reading
Figure 16

> Students interview the main characters of a reading passage, or the central figures in an article or news story. They have the chance to discuss motive and see the story from different angles.

> Trial: Students have a trial in which they debate the value or the "rightness" of actions taken by a main character.
> Witnesses can be other characters. Students act as lawyers, jury and judge.

Grammar

Example: Indirect Speech
Figure 17

The students interview each other in pairs on any topic of interest. The pairs can interview as "reporter and famous person", or as themselves. After one interview is finished, the students switch roles and do a second interview, so that both have the chance to be a "reporter" and ask questions and to be a "famous person" and field the questions. After both interviews are finished, the pairs report to the class what each has learned about the other. (The other interviews can, take a place out of class, as homework, with the results of the interviews to be presented orally the next day, the following Monday, or whatever.)

Example: Question   skills

The class chooses one student to be a famous personality. He ∕ She is interviewed by the other member of the class as if it were a press conference.

PLAYS AND ROLE PLAYS

Role-plays allow students to adopt the roles of characters other than themselves and act out a conversation in a formalized situation. Role-plays can be adapted from reading passages, or developed from actual situations and using well-known personalities.

Reading

Figure 18

Have the students close their books directly after a reading passage and do an impromptu role-play.

Let students pick any of several texts studied and, in small groups, prepare a dialogue to demonstrate their comprehension. This usually requires a weekend homework assignment to allow students time to prepare.

Grammar

Example: The Present Perfect

You have run away from home, and you call your parents to tell them why.

Example: Sequencing tenses/ control of appropriate tenses

You are confronted in the market by a neighbor who accuses you of stealing vegetables from his garden. Persuade him that you have always been an honest person.

Example: The conditional

The principal of your school invites you for dinner and he serves you some food that you absolutely hate. What do you do?

GENERAL CONSIDERATIONS FOR ALL CONVERSATIONAL CLASSES

1. The subjects to be introduced in the early classes include: greetings, commands, following directions, and basic vocabulary introducing the components of the learning center. This is done using gestures, objects, and pictures with the words in both English and the native language of the students. This conversation needs to be completed before actually beginning the classes utilizing the computers. This will help the student feel comfortable in the class and begin the establishing of the relationship between student and tutor. (See the *"Project Light"* class Dictionary)

2. The tutor should spend time before the students' arrival studying the various dialogue techniques shown in this section of the manual to determine which ones are appropriate for the vocabulary to be introduced and based on the students' comprehension level.

3. Sit in a circle to enhance group interaction and to put everyone at ease.

4. Have a picture dictionary and a bilingual dictionary available in the class.

5. Use visual aids related to the subject, whenever possible.

6. The tutor needs to prepare handouts with common phrases describing specific situations. Examples:
    - making an appointment with the doctor
    - visiting a restaurant
    - visiting a grocery store
    - visiting the airport
    - visiting the school
    - common commands like **sit, open, close, go, come, write, read, find, etc.**
    - following directions, step 1, step 2, etc. in addresses or recipes, etc.

7. Whenever it is possible, create real-life experiences for the students both inside and outside of the class, according to their level of comprehension. For example, take them on field trips to the grocery store, hospital, etc. or invite "experts" to come and share with the group, like a car mechanic to discuss parts of the car..

APPENDIX

Using Timetables

Comparing models

T: If I go from Brattleboro to New York, what are my options?
  (Times: You <u>can</u> leave at……)
  (Place: You <u>have to</u> get the bus at…..)
  (Cost: You <u>must</u> pay…..)
  (Means: You <u>might</u> want to fly.)

BUS SCHEDULE

FARE	TIME		CITY	TIME		FARE
$ 26.50	2: 35	Arrive	Brattleboro	Leave	10: 15	
	12: 30	Leave		Arrive	2: 20	
$ 19.50	12: 05	Arrive	Hartford	Leave	2: 45	$ 7
	10: 45	Leave		Arrive	4: 10	
$ 12.00	10: 35	Arrive	Bridgeport	Leave	4: 20	$ 14.50
	8:05	Leave	New York	Arrive	6:50	$ 26.50

↑READ   A.M. **9: 45**   P.M. **9: 45** READ ↓
  UP   DOWN

Using Schedule

Review of tenses with time expressions.

T:　When do you have French?
(every day)　(yesterday)　(tomorrow)　(on Fridays)　(right now)
(this morning- present)　(this morning- past).

HOUR	MON	TUESDAY	WEDNES	THURSDAY	FRIDAY	SATURDAY
7: 30 - 8: 15	Biology	History	Biology	History	Biology	History
8: 20 - 9: 05	Math	Math	Math	Math	Math	Geography
9: 10 - 9: 55	English	English	English	English	English	
10: 00- 10:45		Geography		Geography		
10: 50- 11:35	French		French		French	
11 :45- 12:35						
	L	U	N	C	H	
1: 30- 2 : 15						
2: 20- 3 : 05	Gym	Gym	Gym	Gym	Gym	

RESTAURANT / MENU

The Spoon and Fork Cafe

Appetizers
Soup.................... .5U
Shrimp Cocktail. .. 1.50
Guacamole.......... 1.00

Salads
House Salad........ .75
Greek Salad........ 1.50
Tomato............. .85

Entrees
Steak   4.50
Fish................ 3.95

Vegetables
Creamed Spinach....1.00
Asparagus...............1.50
Corn on the cob........ .75

Desserts
Ice-cream................ 1.00
Hot Futge Sundae....1.75
Apple Pie...............1.00

Drinks
Milk........................ .35
Iced Tea   .35

TRANSPORTATION*

SEASONS*

Winter	Summer
Spring	Fall

The Family

Household Items
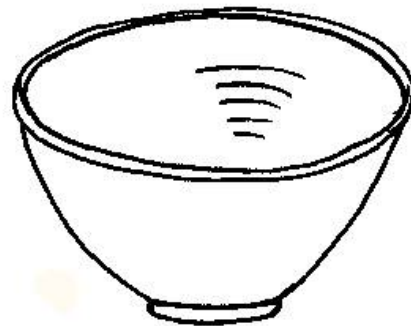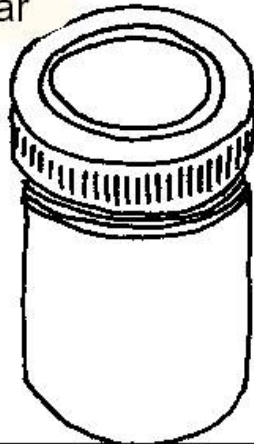
A chair

A sofa
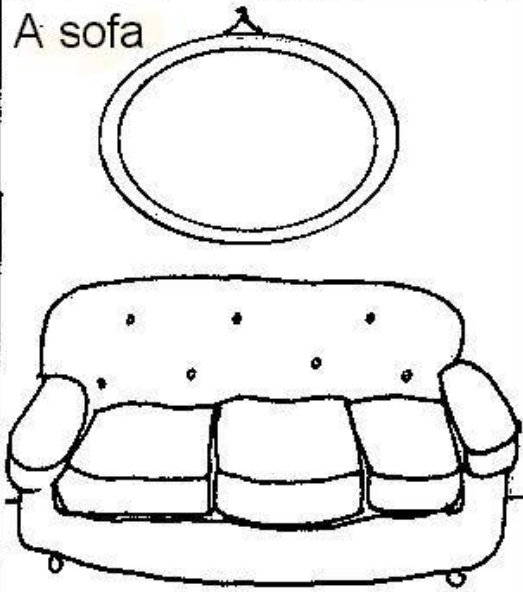
A refrigerator
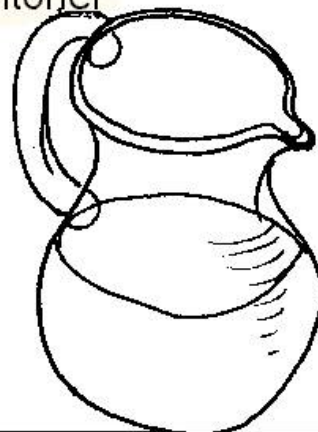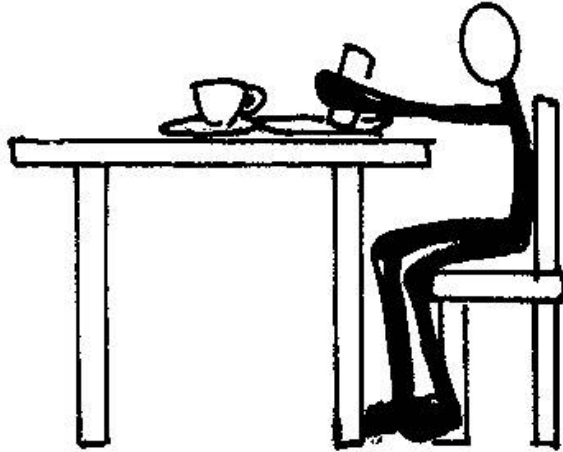An icebox
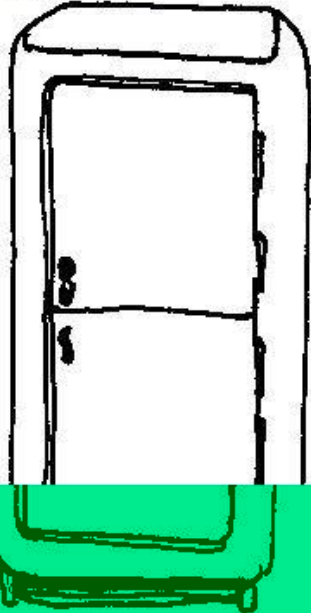
A table
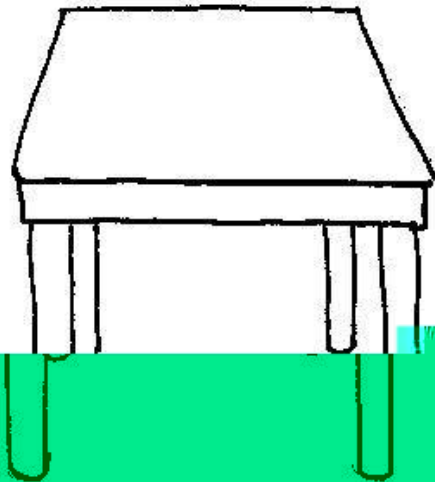
Household Items

A cup
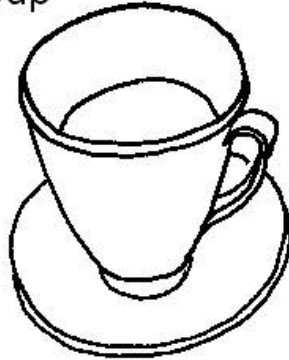
A glass
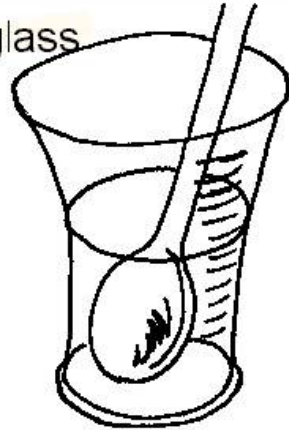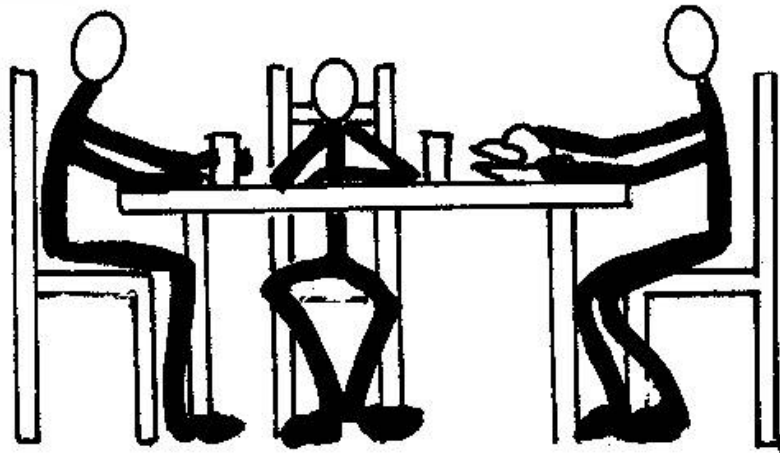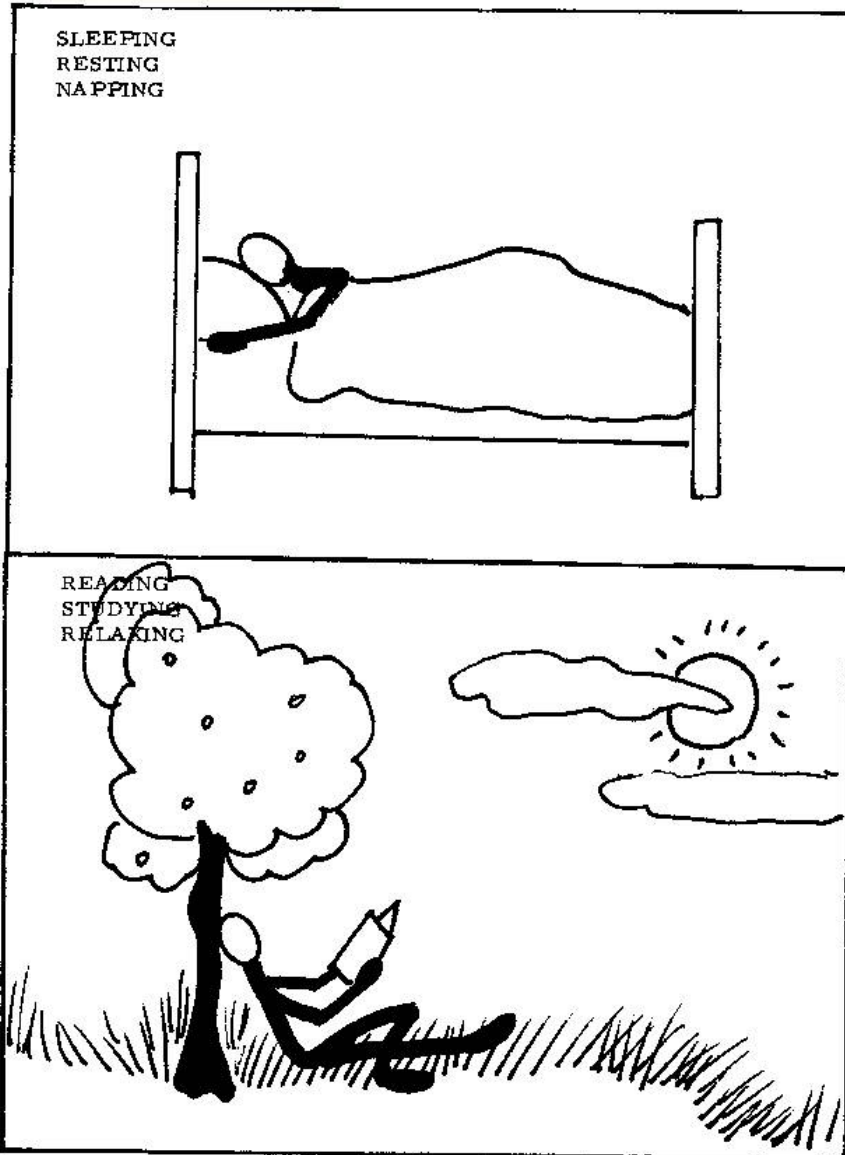
A plate
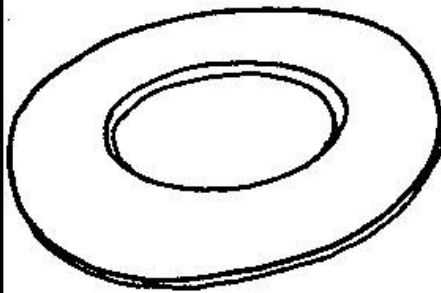
A bowl

A Jar

A Pitcher

Eating

Eating

Jumping

Playing
Tossing
Throwing
Catching
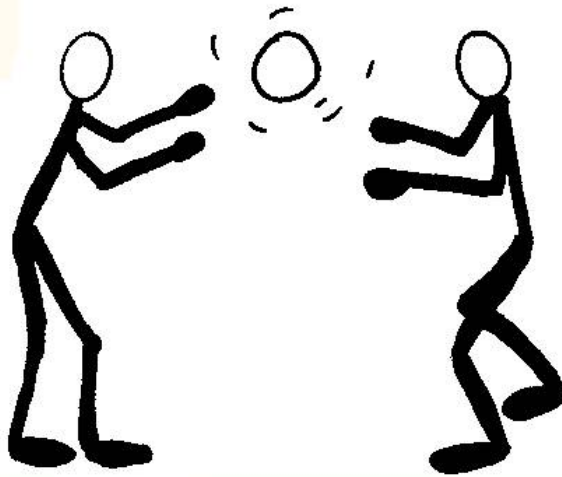
Transportation with people

Hiking
Climbing
BackPacking

Rowing
Boating

Transportation with people

Riding a motor cycle

Biking

Riding a bike
Pedaling
Cycling
Biking
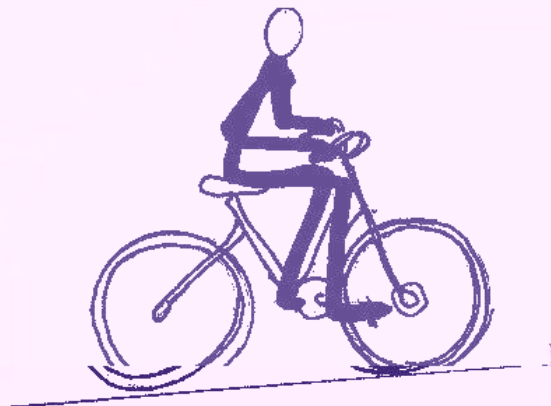
TRANSPORTATION

AIRPLANE
PLANE
JET

BOAT
SAILBOAT
VESSEL
CRAFT

CAR
AUTO
JALOPY
VEHICLE
WHEELS

HORSE
PONY
STEED

Transportation settings

PAVED ROAD
ASPHALT
TARMAC
MACADAM
HIGHWAY

COUNTRY ROAD
DIRT ROAD

THE COUNTRY

TREE

SNOW

SUN

MOUNTAIN

PALM

APPLE

FIR

CYPRESS

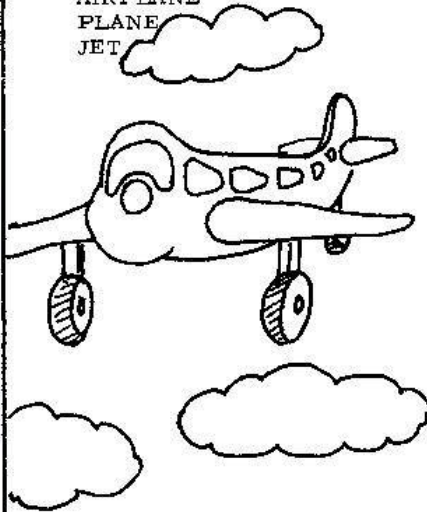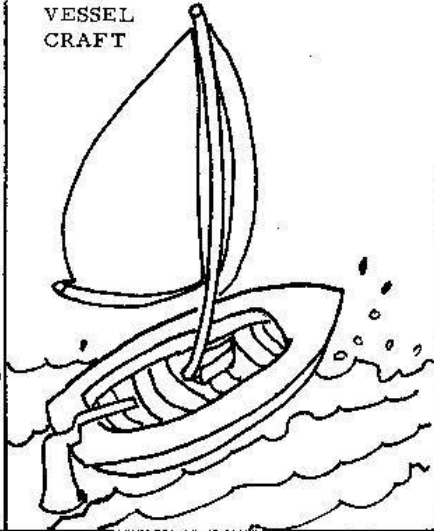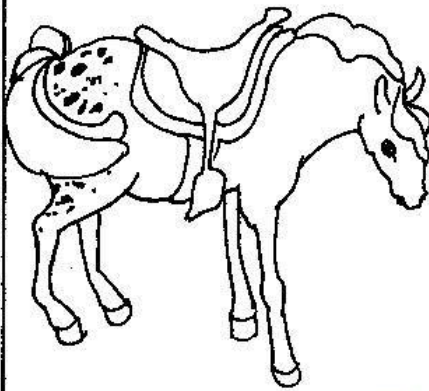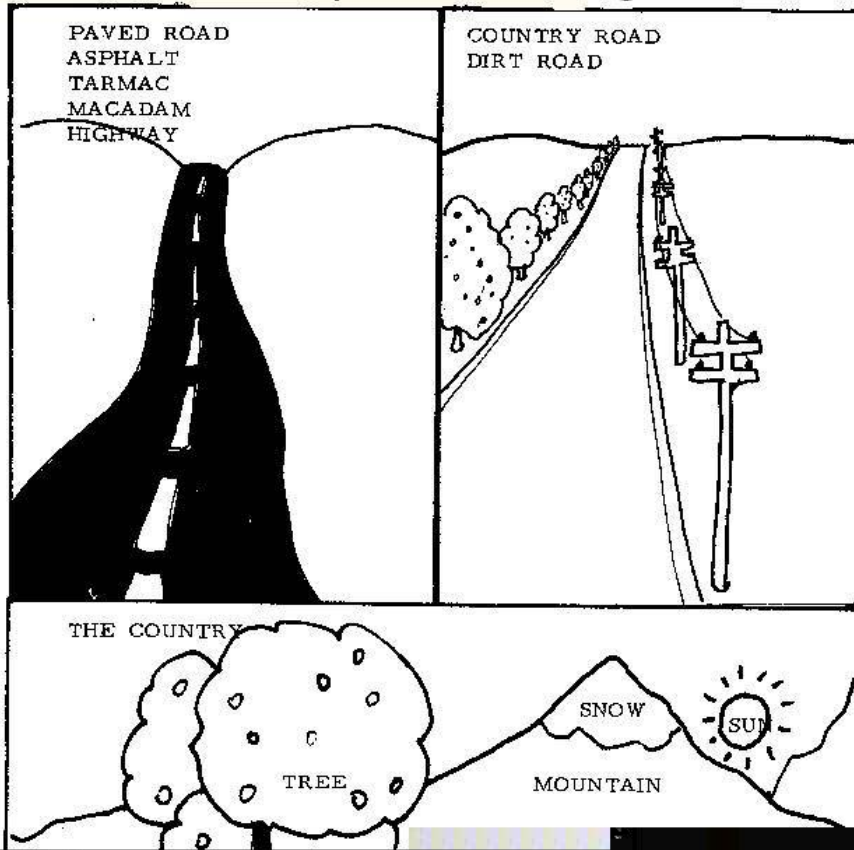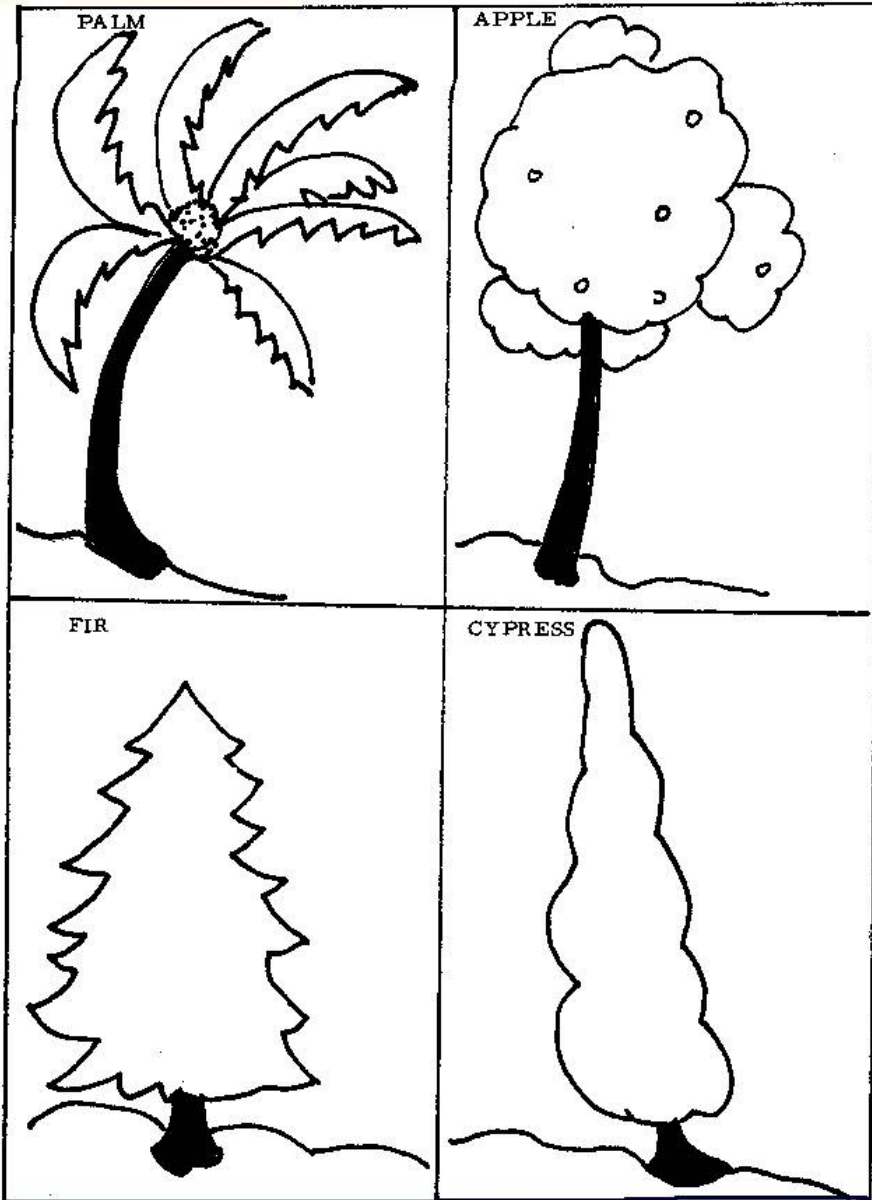A story Sequence   "The Storm"
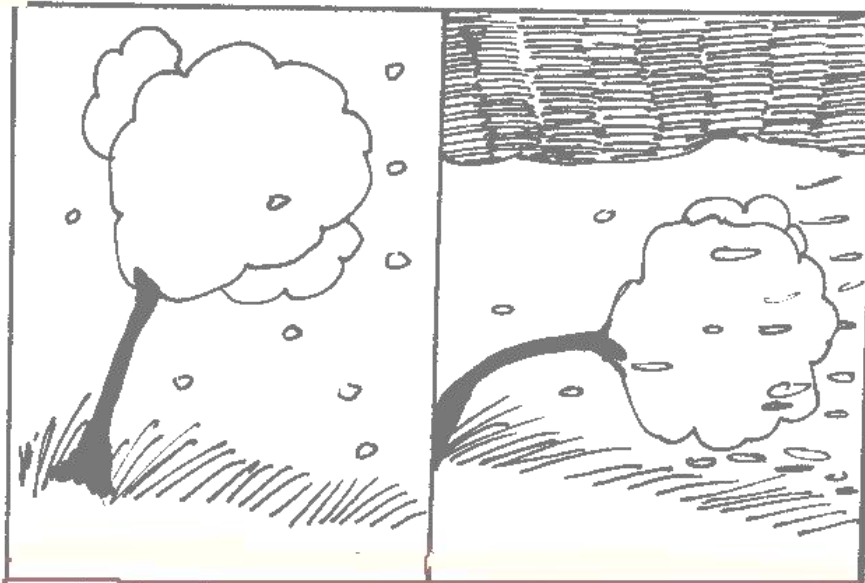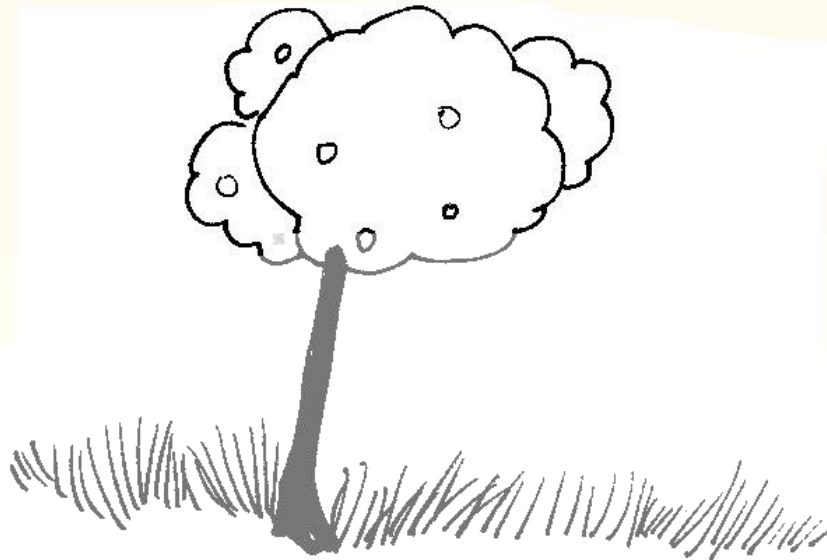
Action Sequences

How to dive
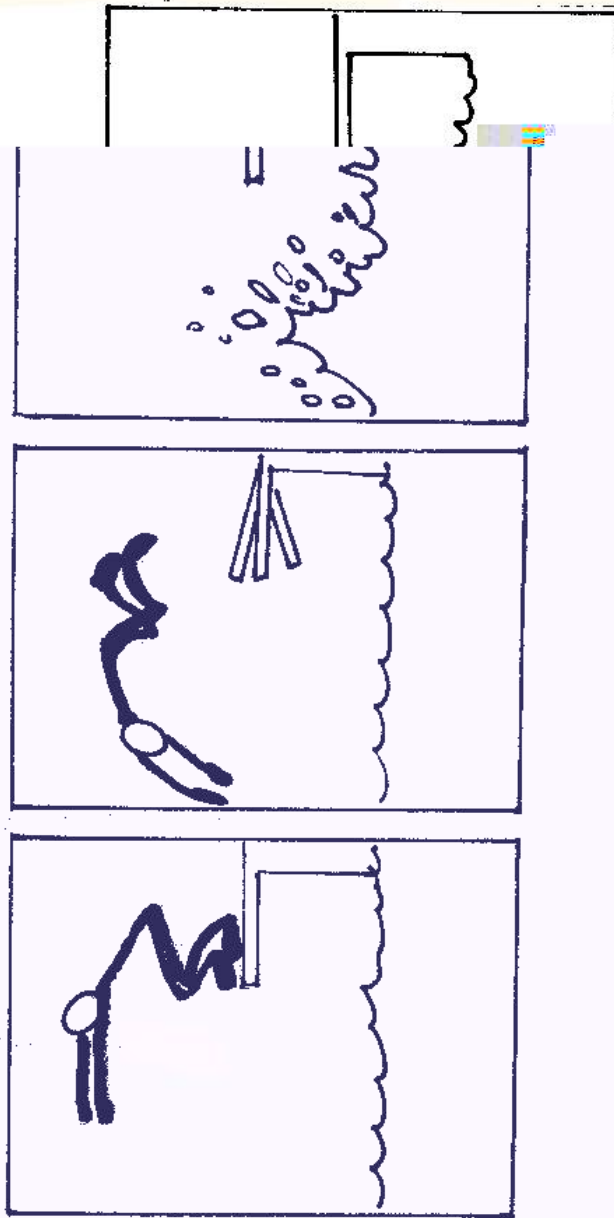
An Action Scene   The football match
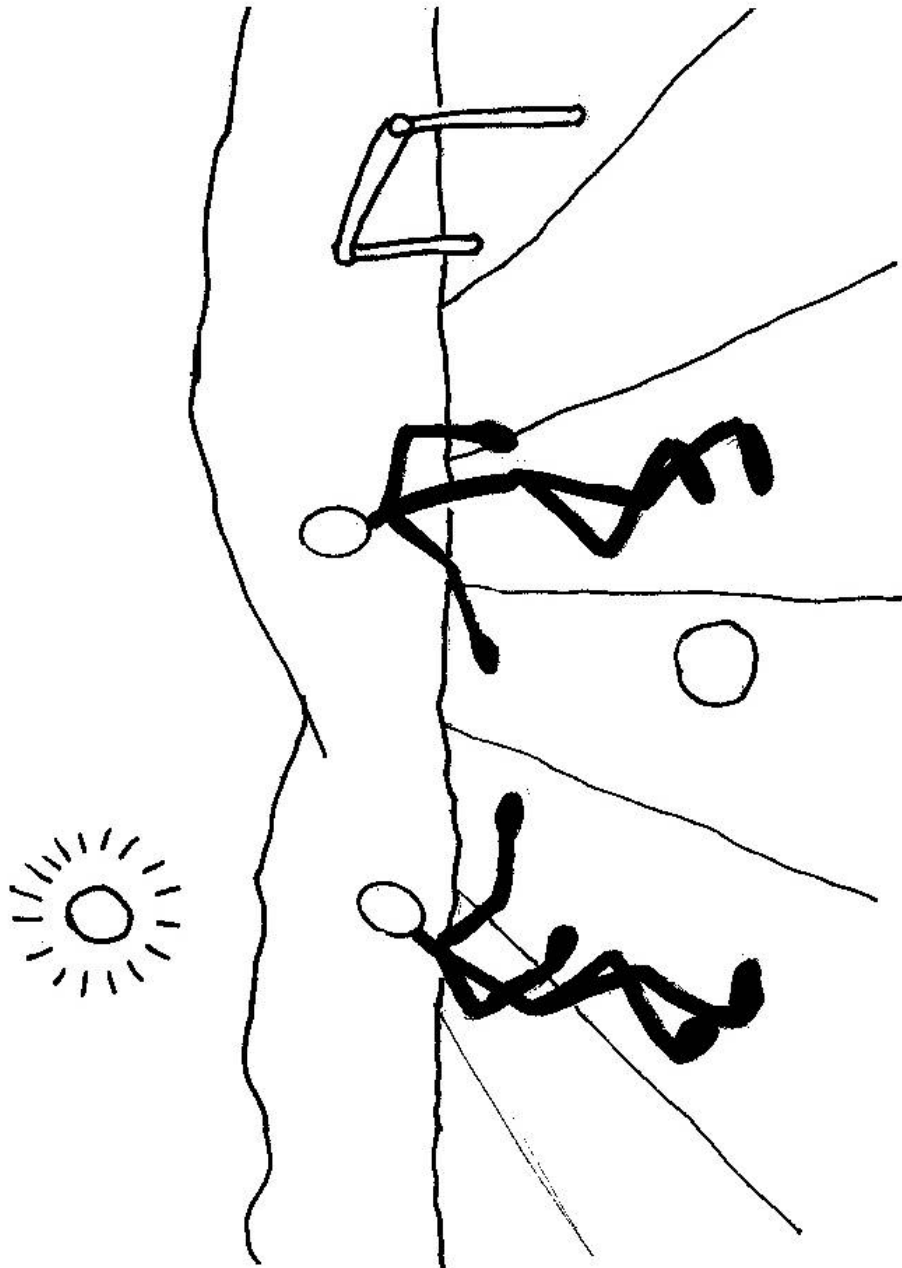
PROJECT LIGHT DICTIONARY

-	Afternoon	=	Tarde
-	Alphabet	=	Alfabeto o abecedario
-	Banana	=	Banana
-	Bible	=	Biblia
-	Book	=	Libro
-	Boy	=	Niño
-	Button	=	Botón
-	CD	=	Discos
-	Chair	=	Silla
-	Class	=	Clase
-	Computer	=	Computadora
-	Conversation	=	Conversación
-	Dialogues	=	Diálogos
-	Director	=	Director
-	Table	=	Mesa
-	Dictionary	=	Diccionario
-	Earphones	=	Audífonos
-	Eraser	=	Borrador
-	Exit	=	Salir
-	Father	=	Padre
-	Feather	=	Pluma
-	Finish	=	Finalizar
-	Five	=	5 cinco
-	Four	=	4 cuatro
-	Friend	=	Amigo
-	Greetings	=	Saludos
-	Group of letters	=	Grupo de letras
-	Guitar	=	Guitarra
-	Homework	=	Deber o tarea
-	Hour	=	Hora
-	Hoe	=	Como
-	Jesus	=	Jesús
-	Keyboard	=	Teclado
-	Lesson	=	Lección
-	Letters	=	Letras
-	Levels	=	Niveles
-	Man	=	Hombre
-	Mister, Lord, Sir	=	Señor
-	Mouse	=	Ratón
-	Mother	=	Madre
-	Mrs.	=	Señora.
-	Next	=	Próximo
-	Night	=	Noche

-	Notebook	=	Cuaderno
-	Numbers	=	Números
-	One	=	1 uno
-	Paper	=	Papel
-	Pen	=	Pluma
-	Pencil	=	Lápiz
-	Pencil sharpener	=	Sacapuntas
-	Phrases	=	Frases
-	Picture	=	Cuadro
-	Pray	=	Orar
-	Press	=	Presionar, apretar
-	Professor	=	Profesor
-	Reading – Readiness	=	Preparación para la Lectura
-	Rebus Dictionary	=	Diccionario con dibujos
-	Restroom	=	Baño
-	Screen	=	Pantalla
-	Sentences	=	Oraciones
-	Speakers	=	Parlantes
-	Start	=	Empezar
-	Student	=	Estudiante, Alumno
-	Teacher	=	Profesor
-	Tornado	=	Tornado
-	Three	=	3 tres
-	Time	=	Tiempo
-	Tutor	=	Tutor
-	Two	=	2 dos
-	Unit	=	Unidad
-	Wait	=	Esperar
-	Watch	=	Reloj
-	What	=	Que
-	When	=	Cuando
-	Where	=	Dónde
-	Woman	=	Mujer
-	Word	=	Palabra
-	Zero to Five	=	Cero a Cinco

PHRASES/ FRASES

- Hello = Hola
- Good Morning = Buenos Días
- Good Afternoon = Buenas tardes
- Good Evening = Buenas Noches
- My name is…… = Mi nombre es
- What is your name? = Cuál es tu nombre ?
- Where are you from? = De dónde eres, vienes?
- I am from = Yo soy de…. Yo vengo
- How old are you? = Cuántos años tienes?
- What is your phone number? = Cuál es tú número de teléfono?
- What is your address? = Cuál es tú dirección?
- It's nice to meet you. = Es un placer conocerte
- It's good to see you = Es un gusto verte.
- How are you? = Cómo estás ?
- I'm fine = Estoy bien
- I am sick = Estoy enfermo /a
- I can't come to the class = Hoy no puedo ir a la clase
- I must go now = Debo irme ahora.
- See you later = Te veo más tarde.
- Have a nice day = Que tengas un buen día
- Bye – Bye = Adiós.
- Please = Por favor
- Thank you = Gracias
- Excuse me = Disculpe me ….
- You're welcome = De nada o Bienvenido /a
- Do you speak English? = Hablas o Habla Inglés?
- A little bit = Un poquito
- Thanks a lot = Muchas gracias
- Can I be your friend? = Puedo ser tu amigo?
- You are Welcome = De nada
- Please show me your homework. = Por favor enséñame tu tarea.
- Please do your homework. = Por favor haz tu tarea.
- Do you have a question? = Tienes alguna pregunta?
- Copy the Bible verses from this lesson = Copia los versos bíblicos de esta clase.
- Write your opinion about the reading. = Escribe tu opinión a cerca de lo que leíste.

- Please, come in = Por favor, pasa o pase
- Please sit down = Por favor toma asiento
- Turn on the computer = Enciende la computadora
- Turn on the light = Enciende la luz
- Turn off the computer = Apaga la computadora
- Turn off the light = Apaga la luz
- Press on the left mouse button = Presiona el botón izquierdo del ratón

- This is a picture of… = Esta es la fotografía de….
- Say…. = Di ….
- This is the word…. = Esta es la palabra…
- Read = Lee
- What is the meaning of….? = Cuál es el significado de….?
- This is the part of a word that says = Esta es la parte de la palabra que dice

- What does this say? = Que dice aquí?
- Now we will see how the presence Of a different letter or spelling Pattern changes a word. = Ahora veremos como la presencia de diferentes letras o sílabas se transforman en palabra.

- In box (#) we will see what looks the same and sounds the same. = En la caja # veremos que luce igual y suena igual
- Find = Encuentra
- Listen = Escucha
- Please read the story to yourself silently = Por favor lee la historia para ti mismo en silencio.
- Remember you'll be ask questions about the story = Recuerda se te hará preguntas acerca de la historia.

- Now read the story aloud = Ahora lee la historia en voz alta

- Test = Prueba o exámen.
- Preferences = Preferencias
- Insert the Zero to Five CD = Coloca el disco de Cero a cinco

- Launch Program = Iniciar el programa
- Look at the picture = Mira la fotografía

- Very good = Muy bien
- Nice job = Muy buen trabajo
- Good job = Buen trabajo
- Excellent = Excelente
- Good effort = Buen esfuerzo
- Try again = Inténtalo otra vez
- Score = Calificación
- Questions = Preguntas
- Answers = Respuestas
- Do you have any questions? = Tienes algunas preguntas?
- Open the door = Abre la puerta
- Open the window = Abre la ventana
- I'm sorry = Lo siento, lo lamento.
- Please repeat that = Por favor repita eso o esto.
- Please speak slowly = Por favor hable lentamente.
- Do you understand? = Entiendes o entiende?
- I don't understand = No entiendo
- I don't know = No sé
- How do you say? = Cómo se dice?
- Can you help me? = Me puedes ayudar?
- Can you give me your homework? = Me puedes dar tu deber?
- Read and write = Lee y escribe
- Your next class is…. = Tu próxima clase es….
- Please call me when you can't come to the class. = Por favor, llámame cuando no puedas venir a la clase.

RECORDS

ZERO TO FIVE DIAGRAM OVERVIEW
STUDENT_____

READING READINESS
PERCEPTUAL TRAINING

	01	02	03	04	05	06	07	08
Unit 01 **Introduction**					Eval			
Unit 02 Visual properties								
Unit 03 Figure/ground								
Unit 03 Adds & Omissions								
Unit 04 Spatial relationships								
Unit 04 Positions in space								POST TEST
Unit 05 Further practice								

READING-READINESS
PERCEPTUAL THINKING

		01	02	03	04	05	06	07	08	09
Unit 01	PRE TEST									POST TEST
Unit 02	PRE TEST								POST TEST	
Unit 03	PRE TEST								POST TEST	
Unit 04	PRE TEST									POST TEST
Unit 05	PRE TEST								POST TEST	
Unit 06	PRE TEST									POST TEST

BASIC LANGUAGE/
READING SKILLS – **LEVEL 1**

		01	02	03	04	05	06	07	08	09
Unit 01	PRE TEST							POST TEST	**SHORT STORY**	
Unit 02	PRE TEST							POST TEST	**SHORT STORY**	
Unit 03	PRE TEST					POST TEST	**SHORT STORY**			
Unit 04	PRE TEST								POST TEST	**SHORT STORY**
Unit 05	PRE TEST				POST TEST	**SHORT STORY**				
Unit 06	PRE TEST							POST TEST	**SHORT STORY**	
Unit 07	PRE TEST				POST TEST	**SHORT STORY**				
Unit 08	PRE TEST					POST TEST	**SHORT STORY**			
Holidays I										

PERCEPTUAL THINKING
FOLLOW READING **LEVEL 1**

		01	02	03	04	05	06	07	08	09
Unit 07	PRE TEST									POST TEST
Unit 08	PRE TEST								POST TEST	

TUTORS CAN PLACE TEST SCORES OR DATE IN BOXES PROVIDED
ON DIAGRAM TO " FILL IN " BLOCK TO SHOW PROGRESS

ZERO TO FIVE OVERVIEW   STUDENT _____

BASIC LANGUAGE/ READING SKILLS
LEVEL II

		01	02	03	04	05	06	07	08	09
Unit 09	PRE TEST								POST TEST	SHORT STORY
Unit 10	PRE TEST					POST TEST	SHORT STORY			
Unit 11	PRE TEST						POST TEST	SHORT STORY		
Unit 12	PRE TEST								POST TEST	SHORT STORY
Unit 13	PRE TEST								POST TEST	SHORT STORY
Unit 14	PRE TEST					POST TEST	SHORT STORY			
Unit 15	PRE TEST						POST TEST	SHORT STORY		
Unit 16	PRE TEST								POST TEST	SHORT STORY
Holidays II										

PERCEPTUAL THINKING
TO FOLLOW READING **LEVEL II**

		01	02	03	04	05	06	07	08	09
Unit 09	PRE TEST									POST TEST
Unit 10	PRE TEST								POST TEST	

BASIC LANGUAGE/ READINGS SKILLS
LEVEL III

		01	02	03	04	05	06	07	08
Unit 17	PRE TEST					POST TEST	SHORT STORY		
Unit 18	PRE TEST					POST TEST	SHORT STORY		
Unit 19	PRE TEST						POST TEST	SHORT STORY	
Unit 20	PRE TEST							POST TEST	SHORT STORY
Unit 21	PRE TEST							POST TEST	SHORT STORY
Unit 22	PRE TEST							POST TEST	SHORT STORY
Unit 23	PRE TEST							POST TEST	SHORT STORY
Unit 24	PRE TEST							POST TEST	SHORT STORY
Holidays III									

PERCEPTUAL THINKING
TO FOLLOW READING **LEVEL III**

		01	02	03	04	05	06	07	08	09
Unit 11	PRE TEST									POST TEST
Unit 12	PRE TEST								POST TEST	

TUTORS CAN PLACE TEST SCORES OR DATE IN BOXES PROVIDED
ON DIAGRAM TO " FILL IN " BLOCK TO SHOW PROGRESS

ZERO to FIVE OVERVIEW STUDENT _____

BASIC LANGUAGE/READINGS SKILLS
LEVEL IV

	01	02	03	04	05	06	07	08
Unit 25 Nature ⁄ ecol							POST TEST	SHORT STORY
Unit 26 School proj.							POST TEST	SHORT STORY
Unit 27 Life in US							POST TEST	SHORT STORY
Unit 28 North Amer.							POST TEST	SHORT STORY
Unit 29 Safety							POST TEST	SHORT STORY
Unit 30 Energy							POST TEST	SHORT STORY
Unit 31 Transportation							POST TEST	SHORT STORY
Unit 32 Communications							POST TEST	SHORT STORY
Holidays IV								

BASIC LANGUAGE/READING SKILLS
LEVEL V

	01	02	03	04	05	06	07	08
Unit 33 Weather							POST TEST	**FAMOUS** MEN
Unit 34 Plant							POST TEST	**FAMOUS** MEN
Unit 35 Animal							POST TEST	**FAMOUS** MEN
Unit 36 Water & sea							POST TEST	**FAMOUS** MEN
Unit 37 Conservation							POST TEST	**FAMOUS** MEN
Unit 38 Health							POST TEST	**FAMOUS** MEN
Unit 39 Sports							POST TEST	**FAMOUS** MEN
Unit 40 Universe							POST TEST	**FAMOUS** MEN

TUTORS CAN PLACE TEST SCORES OR DATE IN BOXES PROVIDED
ON DIAGRAM TO " FILL IN " BLOCK TO SHOW PROGRESS

BLS TUTORSYSTEMS
STUDENT ACTIVITY REPORT

STUDENT NAME: _____

Date	Lesson	Lesson Score	Test Score	Comments	Tutor Initials