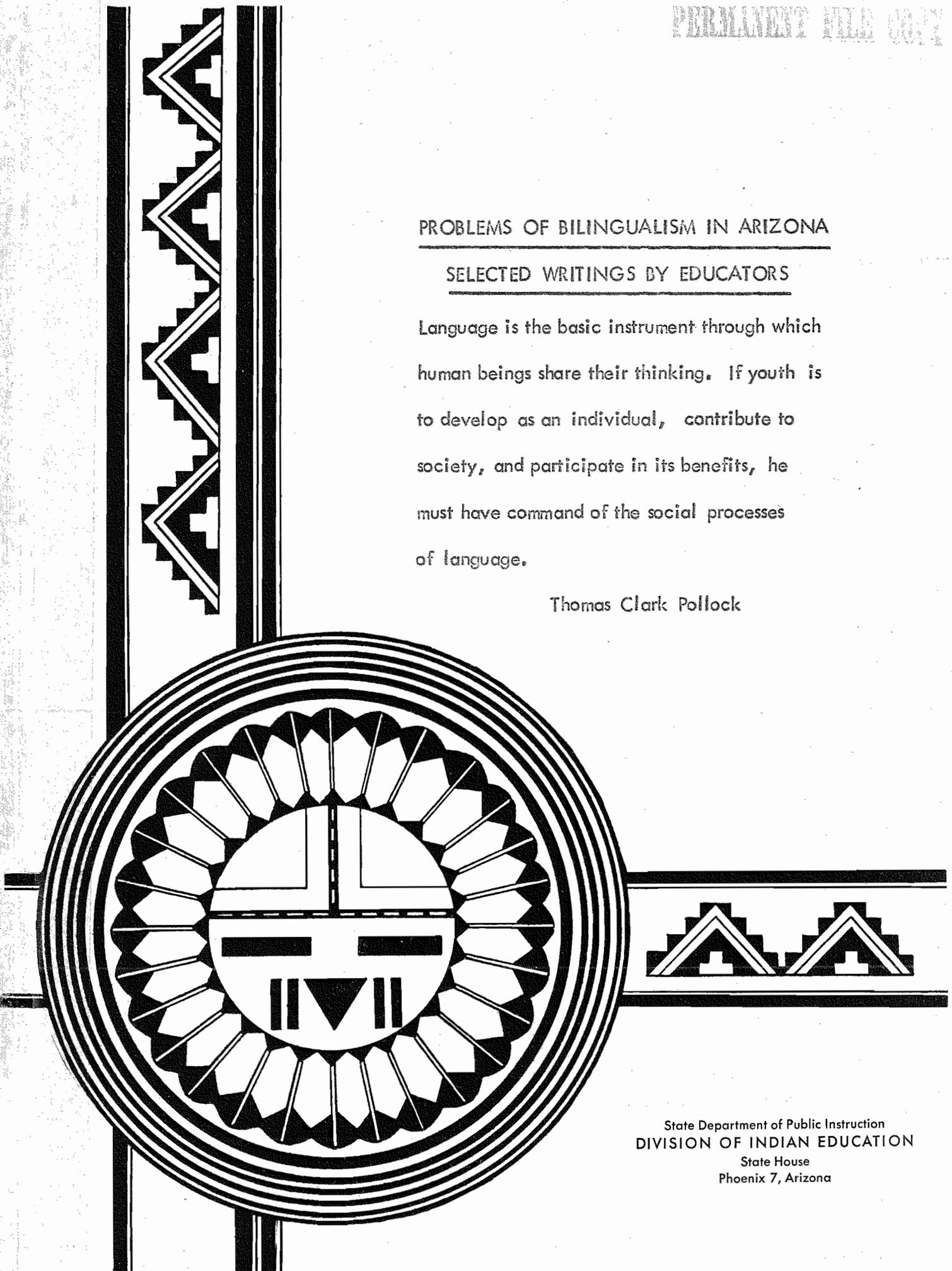


PROBLEMS OF BILINGUALISM IN ARIZONA

SELECTED WRITINGS BY EDUCATORS

Language is the basic instrument through which human beings share their thinking. If youth is to develop as an individual, contribute to society, and participate in its benefits, he must have command of the social processes of language.

Thomas Clark Pollock



State Department of Public Instruction
DIVISION OF INDIAN EDUCATION
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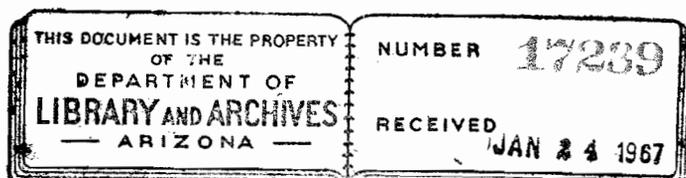
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FOREWORD

A most valuable resource in the improving of second language teaching is, ---
you, the teacher. This bulletin is the cooperative effort of several people actively interested in the teaching of English to Spanish and Indian speaking students of the Southwest. It is being passed on to you with the hope of stimulating your interest in the new techniques and findings of linguistics.

One of the most dramatic changes in American education has been taking place since World War II, when the use of new techniques and materials based on the latest knowledge of linguistic science met with success in specialized language training programs for military personnel. These changes were brought about by the realization that our educational system had not kept pace with our national needs for persons competent in understanding and speaking a language other than English. Many tangible results of these efforts to improve foreign language instruction have appeared in the improvements of teaching English as a second language.

Consider the student who is learning to speak English. He does not distinguish properly among English sounds; he does not respond appropriately when addressed in English; he does not produce most English sounds correctly; he cannot read English and understand it. The teacher's task according to current behavioral research is to modify the student's behavior so that he will hear, understand, speak and read English. To change the student's behavior from what it is now to what it should be:

- (1) The student's current behavior must be carefully assessed;
- (2) The desired terminal behavior must be carefully analyzed;
- (3) A program must be set down that will lead in small steps from initial to terminate behavior;

If as teachers, of bilingual students in our schools, you take advantage of the up-to-date methods based on contrastive analysis of the sound system, syntax patterns, and cultural patterns of the students' own language your teaching in all subjects should be more effective;

If you are willing to allow that there is great room for improvement in your teaching of English as a second language try some of the new methods. Lest we too quickly abandon tried (if not true) methods and succumb to jumping to conclusions, we must use the classroom as a proving ground for new techniques. Small-scale but rigorous research in the classroom can generate a wealth of provactive ideas and experimental findings. Do not be modest pass on your experimental findings to other teachers as you refine your techniques and materials. Only a genuine spirit of cooperation developed at all levels and branches of educational institutions can bring the knowledge of psychology and linguistics to help you solve your second language problems at the local level;

MAMIE SIZEMORE

THE LINGUISTIC APPROACH IN TEACHING

GRAMMAR AND COMPOSITION

Dr. Elinor Clemons

At Arizona State College I teach a course entitled English for Bilinguals. Since the course serves primarily Navajos (and a few Hopi), the group is quite homogeneous. But I am rather sure that the course is a misnomer, for hardly any of these students are bilingual in the strict sense of the term. Many of our Indian students, like Janus, the two-faced Roman god of entranceways, stand culturally on a threshold viewing the old culture with skepticism and finding many barriers to acceptance in the new culture. One of the big barriers between them and the new is, of course, language. In fact, some of this present generation of students are in a linguistic no-man's-land. One of my students recently told me that while she lives with several other Navajos and they traditionally speak Navajo among themselves, the other girls frequently tell her, "You say things backwards in Navajo -- better talk to us in English". The sad thing is that she has a shaky command of English, is in fact a straight 4 student in English for Bilinguals. She blames part of her trouble on the fact that she has a Hopi grandmother and apparently as a little child acquired a knowledge of both Hopi and Navajo, but never became proficient in either.

Another student, a woman in her forties, served as an interpreter for a professional classroom teacher for several years, and is now working for a teaching degree. But in spite of all her experience, I have found out indirectly that she has never learned to "think" in English. When asked to write an in-class theme, she goes through her thought processes in Navajo, translating into English. The results, of course are obviously disappointing. She can learn a point of grammar in isolation and reproduce it on a test, but integration of grammatical principles in practical application is apparently not within her grasp.

Many of these students cannot be considered stupid, nor, on the other hand, are they brilliant, self-motivated people who will virtually teach themselves. Probably for the most part, the students we deal with are of average or above intelligence, with a medium degree of motivation. The thing which keeps many of them on scholastic probation is a language deficiency. Yet their very problem they frequently refuse to face up to, and they steer away from the courses which will help them most. One Indian girl, a freshman, told me that the greatest help she had gotten with English was from a speech teacher in high school, yet one of our speech professors informs me that the Indian students, knowing they have speech problems, will stay away from courses in his department. Likewise, if they can get by in freshman English without taking English for Bilinguals, they will do so. Unfortunately, many find themselves in trouble in nearly all their courses after a semester of this kind of evasion. They write poorly, they are afraid to speak up in discussion groups in their classes (probably because of a knowledge that they are deficient in ability to do so), and they cannot begin to keep up with reading assignments which are intellectually beyond them. Not

only have they never been exposed to many of the sophisticated ideas concerning morals, art, religion, and so on, which they might be asked to read and comprehend; their deficiency is even more basic; their reading level is so low that they can't even begin to fathom the vocabulary of the reading selections.

Thus the Indian student poses his own special problems. He is not like many foreign students who probably were good scholars and even entered into competition with fellow countrymen for the scholarships which enabled them to come to the United States to study. Nor is he too akin to the people in remedial English programs who are frequently either intellectually slow, or lazy and unmotivated. This much is true, however, of some remedial and some Indian students; both may have serious emotional barriers to self-expression. The Indian student, then, seems to have his own set of difficulties in language learning.

His problems are often those of the foreign student in that he hasn't mastered completely the sound system of English, and frequently his English is unidiomatic. So in some cases he may be helped with exercises and drills designed for advanced foreign students. But unlike many foreign students, the Indian may be quite fluent in a rather slangy brand of English, so fluent in fact that his proficiency in a sub-standard brand of English is a real barrier for him to overcome in speaking or writing at the college level.

If we compare the Indian with the remedial English student, we again find a difference. Probably the biggest problems facing the remedial student are 1) inability to express himself in writing because of lack of practice or lack of ability, 2) lack of a knowledge of spelling and mechanics, 3) lack of sentence sense. Some Indian students have a better-than-average ability to express themselves in writing: their ideas are frequently vivid, concrete, and original. Where they fail in expressing themselves is in their lack of vocabulary items, in their misuse of English idioms. As far as mechanics and spelling are concerned, the Indians I have worked with as a rule do a better job than the poor-to-average native speaker. If they don't know the rules of punctuation, for instance, it seems a minor matter to teach them. In spelling, the average Indian student is as good as or better than his native-speaker counterpart. As for sentence sense, if the Indian student happens not to have it, he can develop it as readily as the native speaker who lacks it.

Specifically, then, what are the Indian student's problems in learning grammar and composition, and how can we help him? The principles which I would suggest as applicable to the situation are not necessarily modern linguistic discoveries, but procedures which sound teaching has applied for years. The linguistic approach simply makes the task easier for all concerned.

The Indian bilingual entering college has his own peculiar deficiencies in the communication skills of **READING, LISTENING, SPEAKING, and WRITING**. Because all four of these skills are important, and because they are all closely related to one another, the integration of them seems the best possible way to teach grammar and

composition.

First of all, in reading the bilingual is generally sadly lacking in vocabulary and in the cultural background which is necessary to understanding much of the literature he is expected to read. Biblical and mythological allusions, for example, frequently mean nothing to him. For that reason, the Indian student cannot easily comprehend the material offered in a regular Freshman English class. How can he discuss freely, analyze a piece of writing, or write an essay on a related subject when he has missed possibly the general interpretation, and certainly the overtones of satire, indirect implication, connotation, etc. Therefore, unless he can satisfactorily pass a reading comprehension test, he does not belong in the regular Freshman English class.

Directly related to his lack of comprehension of what he has read is his lack of ability to understand and participate in discussion about the reading material. Hard as he may try, he can at best learn superficially such things as the names of characters, the plot of a short story, details of incidents from the story. Due to his lack of comprehension, his time spent in listening to his classmates and instructors is frequently wasted.

Thirdly, his general reticence to express himself orally is a handicap not only to his grades, but also to his other communicative skills - I believe there is a distant correlation between ability to express oneself in speaking and in writing. In other words, by depriving themselves of the oral exercise of expressing themselves spontaneously in discussions, they are neglecting the opportunity to develop an important skill -- the ability to think through an issue swiftly, accurately, arriving at an intelligent conclusion. This sort of practice can and does lead to better written expression on in-class themes, and the skill thus developed has the obvious practical end of helping the student write essay-type answers on quizzes in many courses.

Lastly, if he is expected to take the next step, to write about what he has read and discussed in class, his most valiant efforts are at best far short of the desired goal.

Assuming, then, that the bilinguals needing special help have been assembled on the basis of placement examinations and need to be taught something about English grammar and composition, how do we begin? The obvious way is with the skills they already possess, at the level they possess them.

Since the skill of speaking a language is recognized as basic to the skills of reading and writing it, and since speaking is the language skill at which even these people are the most proficient, it would seem logical to begin with it as a basis for procedure. But what can we say specifically about the Indian student's ability with English? Although he speaks English, it is usually a substandard brand which is not very helpful in his intellectual pursuits at college. Formal English of the type found in most textbooks is very nearly a foreign language to him. His vocabulary is limited,

and his very fluency in substandard English may actually be a handicap to him when he tries to write acceptable English sentences for a formal, or even an informal theme. Furthermore, he generally is very reticent at the beginning about revealing his deficient English to the instructor. He will either refrain from answering even when he knows the answer, or will answer in monosyllables, incomplete sentences.

In order to get him to practice verbal skills, it seems necessary, then, to give him reading material on his level which he can understand and about which he can answer questions intelligently, material which ideally is accompanied by study aids such as questions and vocabulary-building exercises. Some of you have already guessed that the type of material I am talking about is high-school level, and you are correct. If possible, the material should be supplemented by pictures, either in the text or provided by the teacher. The next step is to get the students to discuss freely the material they have read, to identify themselves when possible with characters and issues. This procedure is related, of course, to the linguistic principle that speaking is the basic skill. The instructor can also find out through discussion what particularly interests the students and what they might be capable of writing about. Also, the practice of writing out (as an in-class quiz) some of the study questions they were to prepare for oral discussion is another possibility for correlating oral and written skills.

Under these favorable circumstances, there will always be a few in any class who will prepare lessons well and contribute to class discussions. (Incidentally, the grouping of people in a circle for discussions seems to contribute to informality and ease among the participants.) The more backward students, while they may very seldom contribute to the basic interpretation of a selection, will at least answer some questions and contribute a small bit. They listen to and understand their peers, and acquire at least a minimal increase in communicative skills.

In regard to speaking and listening skills, I tried an experiment last semester. At each class period one student was asked to read aloud, for recording, part of the assigned reading selection; the recording was played back immediately and the student and his classmates listened and commented, both favorable and adversely. The method, however, was rather time consuming for a two-hour course, and we were not equipped to require the students to do recording practice outside of class. But two interesting, helpful things learned from this practice were 1) some principles of punctuation, and 2) something about English intonation patterns. In other words, the students learned to HEAR commas, periods, the intonation patterns of exclamations, questions, and so on. They were able to make some correlation between the marks they saw on paper and the junctures, stresses, and pitch changes they could hear in the spoken word. To some extent there was a carry-over of this knowledge into written work. Most of the students were able to recognize their own gross deficiencies and would have, under an intensive program, made considerable improvement, I believe.

Although the reading selections are important to oral expression, they are also a great aid in improving writing. From a practical standpoint, since expository reading

and writing are of most value to the student, they are what should be taught to the bilingual. Because one of his biggest deficiencies is in vocabulary, the reading selections should give him vocabulary-building exercises. These isolated lessons can be summarized and used to teach some general principles about vocabulary-building in English. For example, since February we have had short lessons on suffixing with each reading selection. Recently I tried to integrate the principles of suffixing by presenting a lesson on the use of suffixes to form the four major form classes in English: Noun, Verb, Adjective, and Adverb. The principle is simple enough to understand: with a given word base, one can form various parts of speech in English by adding derivational suffixes. Given the adjective legal, for example, we can by suffixing derive the noun legality, the verb legalize, and the adverb legally. Once the students have learned the principles and exercised them on a worksheet at home with the aid of a dictionary, they can in the following lesson be given lists of the most commonly-used suffixes in English for the three major classes of words -- Nouns, Verbs, and Adjectives. For the Adverb, of course, -ly is the only derivational suffix. By putting these principles into practice, the student can independently make progress in vocabulary building.

Inevitably at this point a review of inflectional suffixes in English must take place, for some students will confuse derivational suffixes with inflectional suffixes. Thus, when asked to make a verb from the adjective light, instead of writing simply light without change, or lighten, they will write lighted, or lights, or lighting. The inflectional endings in English are, of course a perennial source of difficulty for bilinguals, and need to be reviewed periodically. But the problem is more fundamental than automatic recognition and resultant proper usage. In Navajo, for instance, noun forms can be used as verbs without any modification whatever, under certain circumstances. The Navajo language is said to be verb-centered as compared with the English language which is noun-centered. The differences in language are due to differences in culture; the Navajo view of the universe and man's part in the universe is different from ours. A one-to-one correspondence between their tense system and ours is of course non-existent, and the problem of teaching inflectional endings on verbs, then involves the more fundamental one of explaining our concept of time.

Although the simple tenses have generally been mastered by all but the poorest students at the college level, many students have trouble with the use of auxiliary verbs. Particularly treacherous is the construction with the verb to do. Very often sentences like this come out, "I did studied my lesson thoroughly" or "Later I found out that they don't allowed us to go to school". Obviously these are cases of over-compensation: the student has been drilled in the necessity of using the -ed ending to indicate past time, and he recognizes these examples as instances of past time. Probably the best way to handle this situation is to teach the emphatic forms with the verb do side-by-side with the simple preterite forms in -ed.

The -ing form of the verb is not troublesome if properly taught. Last October I visited a seventh grade class in the Flagstaff school system where the teacher was

presenting a review lesson on verb forms. After having told the children that verb forms could frequently be recognized by such endings as -ed and -ing, the teacher asked the pupils to identify the verbs in a list of sentences in their workbooks. When it came time for an Indian boy to identify the verb in this sentence, "At the beginning of the show the circus barker announced the acts.", he said the verb was the word beginning. In other words, on the basis of the information he had at hand, the boy was making an intelligent guess. He just didn't have enough information. In teaching the -ing form as a verb, one necessarily needs to teach it in conjunction with the auxiliaries which always precede it.

And in presenting the -ing verbal form for advanced students, it is always helpful to teach the usages of the -ing words as adjectivals or nominals: Fish were swimming in the pond. His swimming trunks were torn. Swimming is her favorite sport. The signals which show that each -ing form in the sentences above functions differently are easily recognized. In each case the -ing form fills a slot in the sentence recognized as a nominal, an adjectival, or a verbal slot. For example, swimming fills the adjectival slot in the sentence His swimming trunks were torn because it is preceded by the determiner his and followed by the noun trunks.

Needless to say, the same procedure works with the -ed ending, so that there is no problem in training students to recognize the difference in function between the -ed form when it fills an adjectival slot and when it fills a verbal slot.

What might be anticipated as a difficult aspect of verbs to teach is the relationship between active and passive voices in English. But at least for the Navajo this has not been a problem area at all. Apparently there is a close relationship between the elements of the sentence in Navajo and in English, in the way they enter into the transformation from active to passive voice or vice versa. That is to say, the subject of the verb in the active becomes the agent in the passive voice in both Navajo and English. In the sentence, Jim shot a bear. converted to A bear was shot by Jim., the subject Jim becomes the agent by Jim through the conversion. Likewise, in both Navajo and English, the object of the transitive verb, active voice (in this case bear,) becomes the subject in the passive voice: A bear was shot by Jim.

What seems to be one of the more difficult aspects of our verbal system, insofar as the Indians are concerned, is the idiomatic use of the progressive and non-progressive tenses, along with a feel for the proper sequence of tenses. Drawing a time-line on the board and explaining our culture's point of view regarding time seems to be a profitable way to begin. Teaching the progressive and non-progressive tenses requires stressing the durative, habitual, inceptive, terminal, and other aspects of the tenses, and also necessitates a great many drills and written exercises. But the conscientious student who learns the tables of tenses given in a grammar book still does not have all the information he needs to speak and write idiomatic English. Take for example the future tense, listed as follows in a table of tenses in a grammar book:

I shall teach	We shall teach
You will teach	You will teach
He will teach	will teach

In the first place, no one except English teachers is vitally concerned with the distinction between shall and will, and in off moments even they slip at this point. So why bother to teach a distinction which is not made in speaking and even in much writing by people who are considered well-educated? What seems more important in the future tense usage is to add what many grammar books fail to point out, that English has other ways besides this one just indicated for expressing the future tense, and the other ways are, in fact, probably more used than this future. Thus, it seems rather stilted to use the future tense in the following question and answer: "What will Jack do tonight?", ANSWER: "Jack will study." The average speaker (and writer) will here probably say, "What's Jack going to do tonight?", ANSWER: "Jack's going to study". Other ways of saying approximately the same thing are, "Jack hopes (or Jack plans) to study tonight."

To make matters even more confusing, we also use the simple present tense on occasion to express what is clearly future time. Thus, in the statement: "We give our first performance next Tuesday.", future time is clearly intended, indicated by the words next Tuesday rather than by the present tense verb give. What is more, we even use the past tense to express future time, as in this example: "If you studied tonight, you might pass the test tomorrow."

The same sort of situation holds true for our other tenses in English, and it is these idiomatic uses of language with which the Indian student is not totally familiar, and which he must learn through practice and drill. In such usages as this, it would seem important to work for a correlation of speaking, reading, and writing practice, for what the student learns he will best retain if he uses it, not only in writing but also in speaking.

The same principles which have been discussed in relation to teaching verbs can also be used for teaching other parts of speech and for presenting the structure of English sentences. The bilinguals as a group have a pretty fair understanding of the structure of an English sentence, although they occasionally omit an a or the, add one where it is not needed, or misuse grammatical agreement.

Unusually successful in introducing parts of speech and English word order is the use of nonsense sentences and verse, of the type made famous by Lewis Carroll's "Jabberwocky" in Through the Looking Glass. This device is not new with linguists, but is always refreshingly new to me when I see how quickly students catch on to recognition of parts of speech and to the limitations on word order in English. I find it useful to present this type of lesson on form classes and structure of English during the first semester, and to review it the second semester, making further explorations into English structure.

I should say, then, that in teaching grammar and composition one needs to present them not as isolated skills, but as functions of language. One needs to remember that oral expression is basic, that written expression is secondary, a different dialect, generally more formal than the spoken word. And while the measure of success attained in teaching these aspects of language is frequently limited by many factors within the students, for those who sincerely want to learn, I find the linguistic approach extremely satisfactory.

PHONOLOGICAL CHARACTERISTICS OF SOUTHWESTERN

INDIAN LANGUAGES

Dr. Edward P. Dozier

While Southwestern Indian languages differ greatly from a genetic point of view, that is in terms of derivation from a common parent language at a not too distant past, these languages have many common phonologic features. In other words, while the way words are made up and the way words are organized into phrases and sentences differ, there are similarities in the sounds employed among all of the Southwestern languages. This is not to claim that we can use the same sound system developed for one language and apply it to all the others. This is not possible. For the benefit of the technical linguist let me put it this way, a single phonemic system is not possible for all Southwestern Indian languages, but mutually exclusive sounds in one language may exist as included sounds in another - hence sounds may have the status of phonemes in one language, but exist only as allophones in another.

This is not a paper for the technical linguists, it is specifically addressed to the teacher teaching English to Indian students. If the English teacher learns the basic sounds of Southwestern Indian languages he can be extremely helpful to the Indian student learning English. It is not a formidable task for any one to learn the basic sounds of Southwestern Indian languages. Actually a good knowledge of these sounds can be acquired in a few hours of demonstration followed by a similarly short period of practice in reproducing the sounds.

Once familiar with the sound system of Southwestern Indian languages, the teacher can see why an Indian student coming from a monolingual or predominately mono-lingual environment makes the kinds of mistakes he makes in speaking English. We all, of course, transfer our habitual pronouncing habits to any subsequent language that we learn. The tendency, everywhere, is to equate the nearest sound found in one's dominant language with that of a second language being learned. This is precisely what the Southwestern Indian does and hence has difficulty in pronouncing English "properly".

Learning another language well is, of course, much more than simply mastering its sound system. Yet, once a student learns to produce sounds correctly he develops the motivation to learn the other necessary rules of morphology and syntax that means mastery of another language. The confidence gained from learning a language properly has far reaching social and cultural consequences which facilitate the student's eventual adjustment to the dominant society around him. On the other hand, faulty pronunciation often leads to frustration and despair in the student. Often the student is so discouraged that he may lose the motivation to go on since schooling appears to be simply a series of disappointing experiences. Mastery of language skills is undoubtedly one of the most important ways of feeling secure and confident in another culture.

I want now simply to call attention to the characteristic Southwestern Indian sounds.

Lets examine first the STOPS b, d, g; p, t, k. The first set b, d, g are voiced and unaspirated and do not differ substantially from the corresponding American English sounds. The second set, however, differ from the English equivalents in that they are unaspirated or only slightly aspirated and to the ear of an English speaker they sound almost like the first set. Thus pot sounds like bot, top like dop and cot like got. The Indian student would have to be drilled to pronounce his voiceless stops as distinctly aspirated.

In virtually all Southwestern Indian languages along with the b, d, g; p, t, k series there is a GLOTTALIZED series p', t', k' which is, of course, not found in English. Glottalization is accomplished by articulating a stop like p, t, k while at the same time closing or constricting the glottis. Substitution of this series for the English voiceless series happens, but it is rather rare and even the untrained teacher can detect it so that it is quickly corrected.

The glottal stop ʔ in English occurs only rarely in pauses like oʔo, aʔa, or in the pronunciation of the word bottle as bʔəl. In southwestern Indian languages, however, the glottal stop is an important feature of the phonology. It usually precedes all words that begin with a vowel, and in final position it is frequently employed in making meaning changes in otherwise identical words. For example, in Tewa pà means to extinguish (as the flame of a candle), but pàʔ means string or thread. Influence of the glottal stop is evident in the Indian speaking English by making his utterances sound choppy or hesitating.

The SPIRANTS alveolar s, alveolar z (voiceless and voiced respectively) velar voiced j (g), alveo-palatal voiceless sh and more rarely a voiced equivalent of sh (zh) also occur. These are similar to English equivalents except that there is an accompanying breath release which is not characteristic of the corresponding English sounds. Corrective measures by the English teacher should consist of drills to remove the breath release.

x and h (voiceless velar and voiceless glottal respectively) are frequently interchanged. These sounds are characterized by pronounced friction, considerably more than the English equivalent of h as in how. In some Indian languages, notably Navaho, x occurs as voiced gh. English teachers will need to drill the Indian student to articulate x and h with less friction and to unvoice these sounds if they are voiced in his native speech.

Somewhat rarer in the Indian languages of the Southwest are the following spirants: v and f which vary between labiodental and bilabial and respectively voiced and voiceless. Even rarer is the voiceless interdental th, the voiced version apparently does not occur. Another fairly uncommon sound is the voiced alveolar trill ḍ (similar to the mid-Western English trill as in butter). Equally rare is the retroflex voiced r

similar to the English equivalent. Where these sounds do not occur in the native language, Indian students may need extensive drill to produce partially equivalent English sounds.

Of the AFFRICATES, that is combination of stops and spirants, those commonly found are ts (combination of t and s); ch (combination of t and sh, e.g. English initial sound in child); dj (combination of d and j, e.g. English initial sound in judge).

In addition to the Glottalized Stops already illustrated, glottalized sounds consisting of a combination of spirants and affricates may also occur, such as k'y (combination of glottalized k' and palato-velar y), c' (combination of glottalized t' and alveolar voiceless spirant s), ch' (combination of glottalized t' and sh).

The NASALS m, n, and ng are respectively bilabial, alveolar, and velar and pronounced like English equivalents. In some of the Shoshonean languages ng, unlike English, occurs frequently in initial position (syllable or word). Nasals should not present difficulties to the Indian student learning English.

Most Southwestern Indian languages have the LATERAL continuant l which corresponds to the English equivalent. In addition, however, there is frequently a voiceless version ł . Combinations of d and l (dl) and of t and ł (tl) are also common.

SEMIVOWELS w and y (bilabial and palato-velar voiced respectively) are comparable to English equivalents and should not trouble the Indian student.

The range of VOWELS are narrower in Southwestern Indian languages than in English. The vowels are usually a front unrounded series i (lower high), e (higher mid) and ae (lower mid) and a back rounded series u (lower high) and o (higher mid). The vowel a is a low central unrounded, occurring as such with little variation in all Southwestern Indian languages. Shoshonean languages as well as some others also have a central unrounded vowel. This central vowel is similar to the final vowel in English words like letter, supper and the like.

All of the vowels occurring in American Indian languages of the Southwest occur in English except that e and o tend to be diphthongs, as for example eight, bait; and oil, boil.

In some of the Indian languages these vowels occur as unvoiced, particularly in final position where they sound to English speakers as "whispered".

Most Southwestern Indian languages modify or change the quality of vowels by three techniques: elongation, tone and nasalization. Thus in Tewa, t'oh is pinon nut; but t'oh̄ (vowel elongated) is the pinon tree. Tone may run up to four registers, a high baa, a low baa, and a rising-falling as baa. In addition there is usually a middle register between high baa and low baa (left unmarked in transcriptions). All vowels may also be nasalized - thus ī, ē, ā; and so on. These features of

of Southwestern Indian languages give a kind of melodious quality to the English of Indian speakers.

The teacher of Indian students must drill the student in those vowels which are absent in his language. Special attention will be needed for diphthongs which are rare in the native languages and give considerable trouble to Indian students. The tonal quality of an Indian's English speech is not a deterrent to communication, although the Indian may want to remove this quality in order to speak a form of English which will not tag him as an Indian. Constant drill and the use of tape recorders can help to minimize or overcome the phonological features of his native speech that modify his English speech.

This brief outline presents only the general phonological features of Southwestern Indian languages. Morphology and syntax is enormously complex, not only when compared to English but the various Indian languages also differ considerable from one another in this respect. While it is possible to learn the general characteristics of Southwestern Indian phonology, an understanding of the morphology and syntax of these languages will require an enormous investment of time.

THE IMPORTANCE OF LINGUISTICS FOR TEACHERS OF INDIAN YOUNGSTERS

Dr. J. J. Lamberts

In order to demonstrate why linguistics is or may be important in teaching Indian youngsters, one needs to consider first of all what happens when the teacher has no linguistic preparation at all. Linguistics, as we should realize, is an extremely elastic word and it may apply to anything that has to do with language, generally or specifically. In recent years descriptive linguists have run off with the term so that being a descriptivist and being a linguist mean pretty much the same.

For a moment I should like to ignore this definition and consider the very minimum of language sophistication. We may be astonished to discover how little of this some persons possess. I am thinking, for instance, of a woman in Chicago who was surprised when I mentioned people speaking languages like Spanish or Polish or Swedish. She knew some of them did, but it had never occurred to her to wonder why. To such an individual -- and there are thousands of them -- a foreigner (or American Indian) can speak English if he really tries. One shouts louder or talks more slowly or drops into a kind of baby talk. By the law of averages some of these people must have ventured into teaching the Indians, but one can envision nothing except complete frustration on both sides.

Another type of person calls himself a linguist who is actually a polyglot. He may be a descriptive linguist; he may not. The two have relatively little relationship. Such an individual has a smattering of two, three or fifty languages, as the case may be. He can count to ten, ask one's health, date a girl, and order something to eat. Such matters have a kind of subsistence usefulness and we may envy people who possess this agility, but it is like the seed that had no depth of earth. The polyglot is often at a disadvantage where more than hit-and-run linguistics is required because he is capable of dealing with nothing more than a variety of unsystematized snippets of language curiosities.

A third person will perhaps disdain the title of linguist for the reason that he is a grammarian -- a traditional one. To him, language study consists of finding parts of speech, of laying down rules of correctness. For such a person language consists of a variety of things to be committed to memory and mastery of a language is measured by the ability to answer questions about random facts about language rather than an ability to use it like a native speaker. In some situations such a person may be useful, but in dealing with Indian languages which bear no resemblance whatever to traditional grammar, the result is once more bafflement.

People like these have, of course, participated in teaching Indian children. Unless there has been a sudden and unannounced change they are still with us in great numbers. The results are what we should expect -- catch as catch can at best. Now

I am not an evangelical linguist in the sense that I look on linguistics as the hope and salvation of Western civilization. But it seems to me that when and where we have this resource we are doing ourselves and our students a disservice to ignore it. Primarily, to be sure, we should expect those who are English teachers to need the techniques of linguistics, but some of the understandings are profitable to all participants in Indian education, including bus drivers and manual training instructors.

Linguistics is, as we know, a scientific approach to language. It applies to language in general in the sense that there are procedures which apply more or less to any language one may name. But it applies to every language in particular because every language requires a unique analysis. In other words, there is no universal grammar which we learn once for all and then apply with minor variations to everything from English to Swahili. We used to do that with Latin grammar and often still do. When I say further that linguistics is scientific I mean that it is systematic. The investigator endeavors to discover basic regularities within a given language, to codify them, to identify the exceptions, and then to check the validity of his statement.

In one sense people have been linguists ever since the first human beings began to talk, and more especially after they started asking questions about talk. But in recent decades we have learned that there is no such thing as universal grammar at all. In other words, the notion that knowing nouns and verbs and phrases is somewhat a major item of relevancy in language learning -- this we have tossed out. Instead we have come to understand that every language is in a sense unique and that people express meanings by quite different devices. Indeed, categories which are very important in one language are rather trivial and wholly optional in another. That is to say, languages are structured differently.

Let me give an example of structure. In English we depend heavily on the notion of plurality in our system of nouns. Not only may we pluralize nouns, but we are obliged to, because this is one of several devices by which the speaker of English employs to identify the noun within the larger utterance. There are several such devices -- the word the, for example, and certain positions within the sentence itself -- but we depend very much on plurality. Also it is a device by which we tie our nouns to their respective verbs. Now it is possible to ignore the matter of plurality and to use only singulars, or worse, to use singulars and plurals entirely at random. The result is confusion. People don't understand what is being said and they often become angry.

But over against English is Navajo in which plurality is not systematic at all. In order to show plurality the speaker attaches a number or general quantifier to the noun and this does very well. On the other hand, the Navajo youngster learning English is required to consider as obligatory a distinction that he always regarded as optional and this is not easy to do. Teachers who tried to make these children learn conventional English have supposed that the children must be stupid to ignore such a basic matter. It is not stupidity at all, but a transfer to a completely different structure.

Not until the teacher realizes that plurality is a structural feature of English for which Navajo offers no parallel is there much chance of doing any systematic teaching. In fact, one's teaching depends on a reasonably accurate picture of the way English operates as a language. We have often ignored this. We have imagined that the ability to parse an English sentence into nouns, verbs, prepositions and so on was vital to knowing the language. Navajo or Papago or Hopi were primitive languages. If one knew the Indian words for various things and actions the rest of the language somehow took care of itself and further it did not much matter. The truth is that as teachers of English we do not have to learn Navajo or other Indian language, but the composition of that language does matter a great deal for the simple reason that this is what the speaker of that language uses in order to discourse. It constitutes a set of habits which are very deeply ingrained. He can learn scores of new words, possibly a completely new vocabulary, but to be competent in his new language he needs also and above all to master the structure of that language.

This structure operates on several so-called levels. One of the first ones is that of the sound system. Those of us who have worked with Navajo realize that the speaker of that language employs quite a few sounds which speakers of English never produce except by accident. Speakers of English, on the other hand, find that for intelligibility they are required to make a number of sounds which the Navajo never uses and which in any case never constitute a minimal distinction between words. Sounds like /r/ or /p/ or /e/ have no more significance for him than the glottalized affricates of Navajo have for us. Where English has nine primary vowels and numerous diphthongs, Navajo has four primary vowels and no real diphthongs. English has no long vowels in contrast to short ones; Navajo does. English has stress; in fact, three and possibly four stresses. Navajo has none. English has sentence melody consisting of predetermined tones on specific parts of a phrase or larger utterance; in Navajo tone is an integral part of a vowel.

A second level of structure is the grammatical. It has to do with marking the various parts of an utterance in relation to one another, identifying, for example, who or what is responsible for a particular state of activity, what the nature of that state or activity happens to be, and sometimes, what is the general result. Thus in English we have a subject, predicate and object. The identical word form may be employed in any of these three positions with nothing more than a change of position or marker. We can do the same thing in Chinese. But it is not possible in Latin or Navajo. These and many other matters the linguists have sought to describe in some detail.

A third level we may call lexicon or vocabulary. Not only is there no one-to-one correspondence between languages, but often one's vocabulary distributes the universe of experience quite differently. Colors in English tend to be abstract. Even a color like turquoise or violet or chartreuse presently dissociates itself from a stone or flower or liqueur and becomes an independent color. In Navajo a color is much more closely attached to a thing which has that color. It is a part of language study that we still know relatively little about, but we are gaining, and once more the linguists have made the greatest headway here.

As teachers we can never wipe clean the slate of from six to thirty years of language learning and then start over fresh. We have to work with the habits of these years; for every new one we instill we have to break an old one. The reason I regard an acquaintance with linguistics absolutely essential to a teacher is that the teacher needs to know what is going on. He is always improvising and always confronting unexpected situations. A human being is not an IBM punch card but a cluster of complex habits and attitudes.

As language teachers we are not dealing with facts at all, but with complicated skills. A person uttering a ten word sentence has called into play as many muscles and neural reflexes as a man who chops wood for eight hours. Often we try to measure language competence as though it were a body of fact, as though being able to fill a work-book or supply true-or-false answers could enable us to determine by a number grade whether one person is more competent than another.

By being linguistically sophisticated I mean knowing something about the way one's own language operates plus the way other languages are likely to operate. Such sophistication permits the teacher to provide his students with the most efficient possible approach to learning the language. It calls for organizing material, for arranging it in order perhaps of difficulty or of usability or the fact that it happens to be fundamental to many things which follow. Now in order to be able to program material in this manner the teacher has to know how language is put together, but just as importantly what will happen if he ignores certain fundamental facts about language in general. Not only will he do this in teaching the relevant sounds of English as compared to those of the mother tongue, but he will do it in teaching structures like statements, requests and questions, or such elaborations as predication, modification, and the like. No matter how brilliant or personable a teacher may be, he will not know such things by himself. They have to be learned as an independent discipline. And only after he has learned them can he apply them. That is why linguistics is important to those who essay to teach speakers of other languages, whether young or old.

GOOD PRONUNCIATION

Mr. & Mrs. Paul Streiff, Teachers

I. THE THREE ESSENTIALS OF PRONUNCIATION:

1. The sounds of a language.
2. The intonation of a language.
3. The rhythm of a language.

II. INTONATION

"The pitch, stress, and juncture phonemes of English give our speech its characteristic "tune" or intonation, quite different from the tune of French, Spanish, German, or any other language. When we learn a foreign language, the hardest thing we have to do is to learn to keep these intonations contours out of our pronunciation of the other language. We may learn to make individual sounds quite exactly but be very difficult to understand; if we speak with the right tune, we can be understood in spite of mishandling of the segmental phonemes. Our tune is difficult for a foreigner to learn when he studies English. As long as he intrudes the pitch, stress, and juncture contours from his own language, he speaks with a "bad accent" and is hard to follow."

Lloyd and Warfel

III. PITCH

A. Pitch refers to the rise and fall of the voice in an utterance.

B. Generalizations

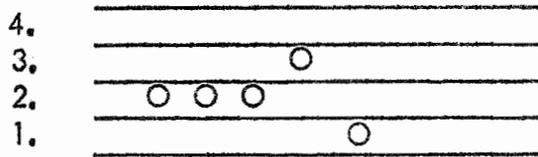
1. There are four distinctive levels of pitch in English.

4.	_____	○	Emphatic
3.	_____	○	Raised or High
2.	_____	○	Normal (monotone)
1.	_____	○	Low

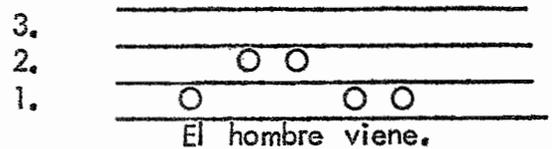
2. There are three levels of pitch in Spanish.

3.	_____	○	Emphatic
2.	_____	○	Raised
1.	_____	○	Normal

3. Contrasts in matter-of-fact statements:

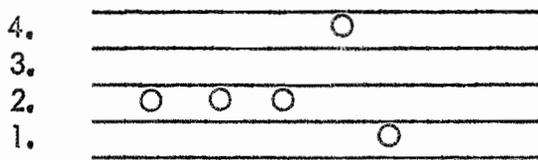


The man is coming.

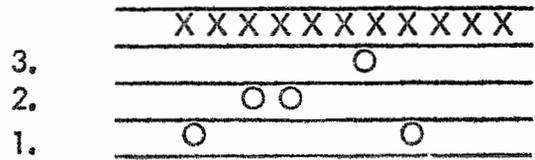


El hombre viene.

4. Contrasts in emphatic statements:



The man is coming!



¿El hombre viene!

5. When English-speaking learners carry their English patterns into Spanish, they frequently give the effect of exaggerated forcefulness or brusqueness to their utterances. Conversely, the absence of the fourth level of pitch makes the Spanish speaker sound detached or monotonous.

6. In English, changes in intonation mark changes in the situation. The Spanish speaker may also change the intonation but also the structure to mark situation changes.

English: He is going to New York today. Matter-of-fact.

Spanish: Va hoy a Nuevo York. Matter-of-fact.

English: He is going to New York today. Not someone else.

Spanish: Él va a Nueva York hoy. Not someone else.

English: He is going to New York today. Although someone denied it.

Spanish: Sí! Va a Nueva York hoy. Although someone denied it.

English:	He is <u>going to New York today.</u>	He's on his way.
Spanish:	<u>Va a Nueva hoy.</u>	He's on his way.
English:	He is going <u>to New York today.</u>	Not coming <u>from</u> New York
Spanish:	<u>Va a Nueva York hoy.</u>	Not coming <u>from</u> New York.
English:	He is going to New York <u>to day.</u>	Not tomorrow or yesterday.
Spanish:	<u>Va hoy a Nueva York.</u>	Not tomorrow or yesterday.
	<u>Va a Nueva York hoy.</u>	Not tomorrow or yesterday.

7. Rise-and-fall pitch in English is commonly used in:

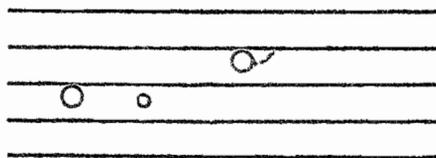
- a. Statement of fact;
- b. Commands
- c. Questions that do not require "yes" or "no" answers.

Statement: I'd like to hear it.

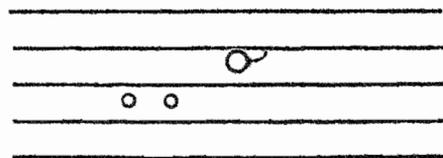
Command: Come with me.

Question: What did you bring?

8. Rising glide is usually used for questions without a question word or which do require a "yes" or "no" answer.



Are you there?



Is it safe?

C. Ways to mark changes in pitch.

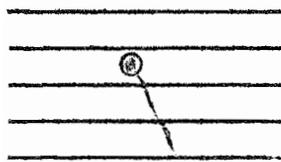
1. I'd like to hear it.

The voice falls between syllables.

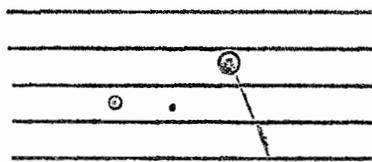
2. What did you bring?

The voice falls within the syllable.

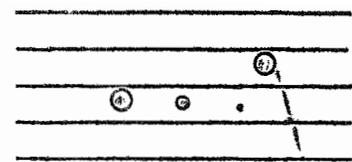
3. Pitch and stress may be marked as follows:



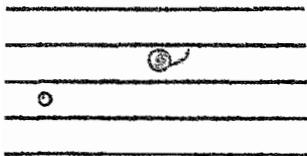
Yes.



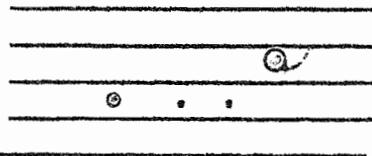
on your left



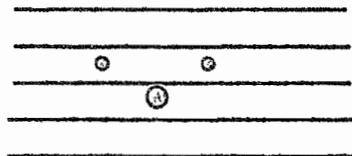
See you again.



You should.



Leave it alone.



It's easy.

IV. STRESS

A. Stress refers to the relative loudness of the voice in the utterance. It is a device for distinguishing meaning and signaling structural and lexical contrasts.

B. Generalizations:

1. We use stress to express contrasts between:

- a. a matter-of-fact statement in a conversational situation
- b. vehemence
- c. plaintiveness
- d. didacticism
- e. oratory
- f. drama
- g. lecture
- h. oral reading

2. If not used correctly with pitch, stress may result in using the wrong tone to the wrong person at the wrong time.

3. Four degrees of stress are commonly used in English:

- a. Primary or loudest Marked in dictionary.
- b. Secondary Marked in dictionary.
- c. Tertiary
- d. Weak

4. In Spanish there are only two significant degrees of stress:

- a. Strong
- b. Weak

5. In English there is a tendency for all unstressed vowels to be shortened and to be pronounced as e or i .

in the morning
 Sunday, Monday, and Tuesday.

6. In Spanish the weak-stressed vowels will be of approximately the same length and degree of loudness, and the vowels do not lose their quality. In any group of words uttered rapidly together there will be only one strong stress. This appears to the English-tuned ear as a staccato or "machine-gun" rhythm.

To the Spanish ear, the English tertiary, secondary, and primary stress all sound like strong stresses. This requires special attention in teaching.

7. In English stress normally falls on the accented syllable of each content word of two or more syllables or on the single syllable content word. The content words are:
- a. Nouns
 - b. Principal verbs
 - c. Adjectives
 - d. Adverbs of time, place, and manner
 - e. Demonstratives
 - f. Interrogatives
 - g. Indefinite pronouns

V. JUNCTURE

A. Juncture refers to the cuts or joints in utterances and may be thought of as the "clotting" of syllables or the gaps of time between them. It is also used to close utterances or parts of utterances. The identifying characteristic is timing.

B. In English, there are four juncture phonemes.

1. Internal open juncture (+) is the difference in timing that keeps one syllable from running into another and distinguishes word meaning by signalling word boundaries.

that stuff	I scream	a name	nitrate
that's tough	ice cream	an aim	night rate

2. Level juncture or level pitch-pause (/) may be final juncture as indicated in writing by a dash. It may be the gap of time that occurs between natural phrases. It may signal that a closely related group of words follows and is indicated in writing by a comma or a semicolon.

one, two, three four-
I used to go / to the movies,
John isn't here; he left.

3. Rising pitch pause or "upturn juncture" (//) is a final juncture that we usually call "question intonation", and may signal that the speaker is not finished.

one//two//three//
You're not going to do that?

4. Falling juncture (#) is the pitch-drop with which we end almost all statements, all answers to questions, all words or word groups spoken alone.

Yes.
You don't say.
What is that?

C. Generalizations.

1. There is a strong tendency to mark word boundaries in English by using open or plus juncture.
2. Spanish is spoken in syllables rather than words; the syllable boundaries in speech have no necessary relation to the printed word boundaries.

al agua	/ela ^h wa/
los hombres	/losombreas/
tu y yo	? tu/y ^h yo?

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DAILY LOG FOR TEACHING ENGLISH AS A SECOND LANGUAGE

USING THE AUDIO-LINGUAL METHOD - BY BEATRICE ESTRADA

Introduction

The Mexican-American child or the Indian child who comes to school with a command of his native language, will not be able to understand or communicate with his teacher until he has some English. The teacher with her few words of the native language or without, must teach the child to speak, understand, and use the English language.

These lessons were developed as an experimental daily lesson plan for teaching useful and meaningful patterns to the pre-first or beginner child.

A child's language develops through imitation, practice, response, and re-enforcement through listening. The vocabulary develops through use of the language in natural structural and intonation patterns.

The learner must develop accurate habits of hearing and reproduction of the English phonetic system with a minimum of interference from his own native language. The teacher must know the sounds which exist in the English language, but which do not exist in the child's native tongue because these are the sounds which prove difficult for the child.

The sounds should not be taught only in isolation, but should be incorporated into structural patterns and phrases and expressions, and their combinations.

Oral repetition by the student cannot be overemphasized. The child must repeat over and over until he has acquired the natural flow of the English language. The teacher should arrange for the utterance to be put to immediate, practical use.

These lessons are worked on the following lesson plan:

- I. General Aim: To teach English as a second language using the audio-lingual method.
- II. Specific Aim:
 - A. Approach - To review.
 - B. Lesson (New Vocabulary and patterns.)
- III. Procedure:
 - A. Teacher says the pattern.
 - B. Children repeat in chorus.
 - C. Half of class repeat; then other half repeat.
 - D. Each child repeats individually.
 - E. Reinforcement exercises.
- IV. Materials
 - A. Review tapes at the end of each unit.

(Tapes mentioned are available through the University of Arizona Bureau of Audio-Visual Services.)

The vocabulary lists used for these lessons were of two types:

- A. Useful language: That which is necessary for the student to communicate with his teachers and peers daily;
- B. Reading Vocabulary: That which he will need to read in the following grade level.

The format for the daily lessons was that used in: Ellis, Mary J.; and Mayon Ather-ton; T. S. Dennis and Co., Minneapolis, Minnesota, KINDERGARTEN LOG and FIRST GRADE LOG.

It is hoped that by the time the learner gets into the first grade he will have the speaking vocabulary and the knowledge of the phonetics to learn to read the first grade pre-primers and primers. By the time he enters the second grade he should have acquired the speaking vocabulary for the second grade readers. When he enters the third grade he should have a speaking vocabulary including the words in the third grade readers and by the time he enters the fourth grade he should have the speaking vocabulary and the word attack techniques to enable him to read the fourth grade readers.

The patterns in the first "Guide" were compiled from BASIC VOCABULARY CHECK-LIST FOR NON-ENGLISH SPEAKING CHILDREN, Department of Instruction; Gallup-Mc Kinley County Schools, Gallup, New Mexico; the vocabulary lists in the pre-primers and primers by Scott-Foresman; and the New Mexico Language Arts Bulletin #18; Grades Pre-first-Second, Teacher's Handbook, pub. by the New Mexico Department of Education, 1953; In developing the lessons for first grade the second grade readers, Scott-Foresman; RESOURCE UNITS FOR CLASSES WITH PUERTO RICO PUPILS IN THE FIRST GRADE; Board of Edu-cation, City of New York; and AMERICAN ENGLISH SERIES, Charles C. Fries, Book I, were used;

The words were classified according to usage. A unit format which would make the best use of these words was then chosen. The words were then placed into the units. Finally meaningful and useful sentences and phrases were constructed. These were then expanded into varied arrangements by changing tense, subject, or re-arranging the modifiers.

It is felt that until something better is developed the Fries, Charles C., AMERICAN ENGLISH SERIES is the best text for the fourth grade and up; adapted to Indian and Mexican-American language problems. Those structures already learned can be quickly reviewed, and those not already learned can be taught thoroughly.

Some tests which can be used at the beginning of each year for taking inventory of a child's language is the Language Expression Test taken from the Fresno, California materials. This test can be found elsewhere in this manual.

¹The following can also be analyzed by the teacher in grouping a child in the first grade:

1. Attention span of 5-10 minutes;
2. Can listen to and interpret directions given by teacher;

¹ Board of Education, City of New York; THE PUERTO RICAN STUDY, Teaching English to Puerto Rican Pupils in Grades 1 - 2.

3. Is able to interpret rhythmic sounds, tapping, clapping, and marching.
4. Is able to count claps of a bell up to three by hearing but not seeing.
5. Is able to identify another child by hearing his voice only.
6. Is able to distinguish between loud and soft sounds.
7. Is able to distinguish like sounding words.

The tentative schedule of time for the parts of the lessons is stated on the last page of the daily lessons.

Daily lesson plans for grades second, third and fourth grade will be developed during the 1961-1962 school year.

DAILY LOG FOR TEACHING ENGLISH AS A SECOND LANGUAGE USING THE AUDIO-LINGUAL METHOD PRE-FIRST

LESSON I

LANGUAGE		Activity	Lit. App.
Roll Call	I. Specific Aim:		
	A. To teach:	Come in. We are friends.	One selection
	II. Procedure:	Sit down. Say.	from TIME
	A. Approach: The teacher greets each child with greetings in child's native tongue. (Yatah-N*, Buenos Dias *Sp.) Allow the children to look around the room and become acquainted with surroundings for 20 minutes or so. Have rest-rooms open so children can look in.		beads, blocks, peg boards, Free choice of activity with close super- vision. Demon- strate proper methods of play.
B. T Teacher sits down in chair in front of circle of chairs. The children will follow. Help them find a place to sit.			
1. Teacher: Say, "Come in". (Class repeats)			
2. Teacher: Come in. 1/2 of class: Come in. Teacher: Come in. 1/2 of class: Come in. Repeat 3 times			
3. Teacher: Points to a child and says: "Say". <u>Come in</u> . (Repeat until all children have repeated.)			
4. Teacher: (Go to the door and demonstrate.) Have a child come to the door. Say "Come in." to him. Go around the circle allowing each child to stand outside the door, the other children say "Come in". The children are standing. Teacher sits down and says:			<u>MUSIC</u>

¹ Arbuthnot, May Hill, TIME FOR POETRY, Scott-Foresman, Chicago; 1961.

Harrington, Mildred P., RING A ROUND: The MacMillan Co., 1930.

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LESSON I (Continued from page 3)

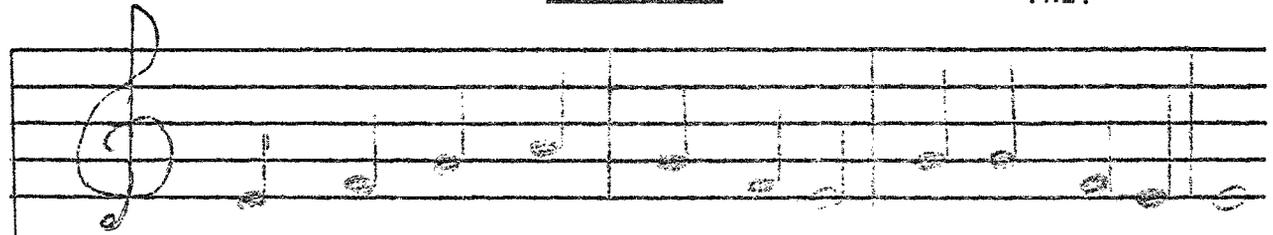
LANGUAGE	Activity	Music
		<u>MUSIC</u>
5. Teacher : Sit down. 1/2 of children repeat: Sit down. Teacher: Sit down. (Repeat 5 times) 1/2 of children stand. Teacher pointing to the first child: Sit down. Child: Sit down. Points to next child. Next child: Sit down. (Repeat all around).		Listening Activity: <u>Coyote Tales Coll.</u> by Wm. Morgan printed Phoenix, Arizona.
6. Teacher : We are friends. Class : We are friends. Half of the children repeat after the teacher, then other half recites.		U. of A. #600
7. First child tells the next: We are friends. Continue around the circle.		Speed 7 1/2
		Navajo- English

LESSON I

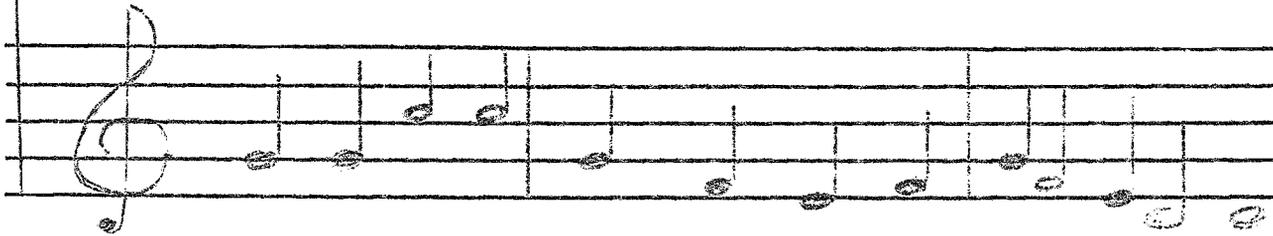
PHONICS OR PHONETICS	Language	Activity	Phy. Ed.	Rhythms
Suggested texts:	Repeat entire Language Lesson I.	Free choice of activity.	Outside play.	Clap hands to a rhythmic record.
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LITTLE BIRD

FREY



LIT - TLE BIRD COME TALK TO ME. TALK TO ME TO - DAY.



TELL ME OF THE CHILD - REN YOU HAVE SEEN ALONG THE
WAY.

LESSON II

	Language	Activity	Lit. Appreciation
Roll Call	<p>I. Specific Aim:</p> <p>A. To Review: Sit down. Come in. We are friends. Say.</p> <p>B. To Teach: Come to the restroom. (toilet)</p> <p>II. Procedure:</p> <p>Approach: The teacher says to the children: "Come in. Sit down."</p> <p>In the review lesson, the teacher should use a normal voice and intonation as well as give special attention to juncture.</p> <p>1. Teacher: Come in. Children: Come in. Repeat 3 times. Teacher: Come in. 1/2 of children: Come in. Teacher: Come in. 1/2 of children: Come in. Repeat 3 times. One child at a time around the circle says "Come in." The child goes to the door and acts out meanings. Continue until each child has had a turn.</p> <p>2. Have the children remain standing after skit at door. Teacher: Sit down. Children: Sit down. Repeat 3 times. Teacher: Sit down. 1/2 of the class: Sit down. Teacher: Sit down. 1/2 of the class: Sit down. Repeat 3 times. Each child tells the child next to him: "Sit down." He tells the child next to him: "Sit down", "We are friends." Continue until each child has had a turn.</p> <p>3. Teacher: (Have the restroom door open.) Restroom. Children: Restroom. Repeat 3 times. Teacher: Come to the restroom. Children: Come to the restroom. Repeat 3 times.</p>	Free choice.	Listen to Poems from TIME FOR POETRY or others;
			<hr/> <p>MUSIC</p> <hr/> <p>Listening Activity</p> <hr/> <p>Coyote Tales Tape.</p>

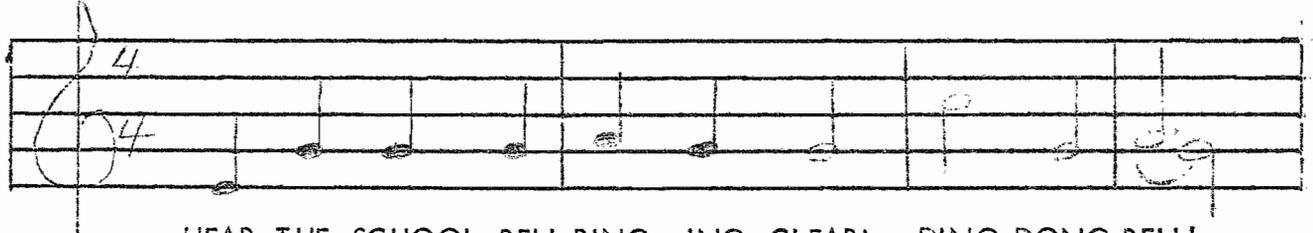
LESSON II (Continued from page 6)

	Language	Activity	Lit. Appreciation
Roll Call	<p>Teacher: (To girls) Come to the restroom. Girls: Come to the restroom. Repeat 3 times.</p> <p>Teacher: (To boys) Come to the restroom. Repeat 3 times.</p> <p>(This concept of girls and boys going to separate restrooms can be taught by the teacher putting the children in two lines.)</p>		

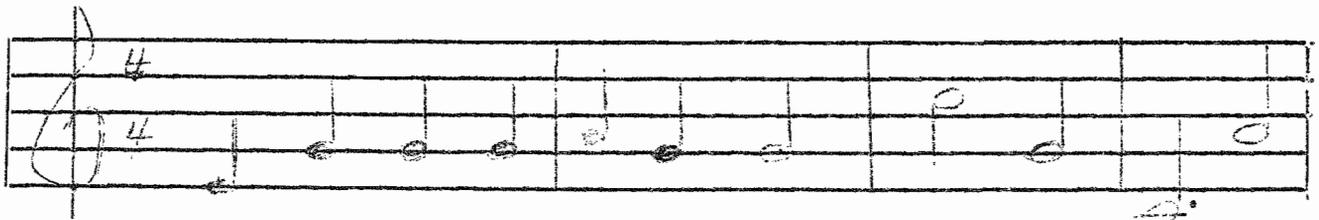
LESSON II

	Language	Activity	Rhythms
P H O N E T I C S	<p>Repeat A-3 of morning lesson</p> <p>4. Teacher: Come in. Children: Come in. Repeat 3 times.</p> <p>Teacher: Come in. Sit down. Children: Come in. Sit down. Repeat 3 times.</p> <p>Teacher: Come to the restroom. Children: Come to the restroom. Repeat 3 times.</p>	<p>Free choice.</p> <p>Demonstrate how to use outside equipment.</p>	<p>P Stamp and</p> <p>H clap to the</p> <p>Y music to</p> <p>S develop good</p> <p>I listening habits;</p> <p>C</p> <p>A</p> <p>L</p> <p>E</p> <p>D</p> <p>U</p> <p>C</p> <p>A</p> <p>T</p> <p>I</p> <p>O</p> <p>N</p>

SCHOOL BELL



HEAR THE SCHOOL BELL RING - ING CLEAR! DING DONG BELL!
COME O COME IT SEEMS TO SAY! DING DONG BELL!



BOYS AND GIRLS FROM FAR AND NEAR!
LEAVE YOUR WORK AND LEAVE YOUR PLAY. DING DONG BELL!
DING DONG BELL!

LESSON III

	Language	Activity	Lit. Appretion
Roll Call	<p>I. Specific Aim:</p> <p>A. To review: Come in. Sit down We are friends. Come to the restroom.</p> <p>B. To Teach: Come with me. Come to eat. Go to the restroom.</p> <p>II. Procedure:</p> <p>A. Approach: Teacher: Come in. Children: Come in. Repeat 3 times. Teacher: Sit down. Children: Sit down. Repeat 3 times. Teacher: Come to the restroom. Children: Come to the restroom. Repeat 3 times.</p> <p>B. To Teach: Teacher: Come in. Go to the restroom; Children: Come in. Go to the restroom. Repeat 3 times.</p> <p>2. Teacher: Come in. Go to the restroom. 1/2 of children repeat then other 1/2 repeat after teacher.</p> <p>3. One child at a time say to his neighbor: Come in. Go to the restroom.</p> <p>4. Teacher: "Say" Come with me. Children: Come with me. Repeat 3 times. (Teacher demonstrate by taking one child and telling him "Come with me" and taking him around the room; another child to the desk, another to his chair and saying "Sit down." This is to demonstrate that "Come with me" does not specify place.)</p> <p>5. 1/2 of class repeat with teacher. Second 1/2 of class repeat.</p>	<p>Free Choice</p>	<p>Poem selected from either of the 3 sources.</p>
			<p><u>Music</u> <u>Listening</u> Activity</p> <p>Record from 1st grade album using those words already taught, and selection on previous page.</p>

(Continued on next page)

	Language (Continued from previous page)	Activity	Lit. Appreciation
Roll Call	6. Teacher: (to one child) Come with me. Child: Come with me (Demonstrating to his neighbor, Continue around the room.		<u>Rhythms</u>
P- H O N E T I C S	Continuation of Part B of morning. Review B - 1 - 4 B. 5. Teacher: Come to eat; Demonstrate eating or show a picture. Children: Come to eat. Repeat three times. Teacher: Come to eat. 1/2 of children: Come to eat. Teacher: Come to eat; 1/2 of children: Come to eat. Children continue repetition by repeating to each other around the circle - Come to eat, 6. Teacher: Come to me. Come to eat; Children: Come with me, Come to eat. Repeat three times; Teacher: Come with me, Come to eat; 1/2 of children: Come with me, Come to eat. Teacher: Come with me; Come to eat. 1/2 of children: Come with me, Come to eat. Repeat three times. Children repeat to each other around the circle. 7. Teacher: Come with me . Come to the restroom. Children: Come with me. Come to the restroom;	Draw a picture of children eating.	P H Y S I C A L E D U C A T I O N

LESSON IV

	Language	Activity	Literature Appreciation
Roll Call	<p>I. Specific Aim:</p> <p>A. To review: Come in; Sit down; We are friends; Come with me; Come to the restroom; Come and eat; Come and play;</p> <p>B. To teach:</p>	Free choice.	Poems about playing. Story about a play situation.
	II. Procedure:		
	A. Approach:		
	<p>1. Teacher: Come in. Children: Come in. Repeat three times. Teacher: Come in. Sit down. Children: Come in. Sit down. Repeat three times. Teacher: We are friends. Children: We are friends. Repeat three times. Teacher: Come in. Come and eat; Sit down; Children: Come in. Come and eat; Sit down; Repeat three times. Teacher: Come to the restroom. Come with me. Children: Come to the restroom. Come with me. Repeat three times. Teacher: Come with me. Come and eat. Children: Come with me. Come and eat.</p>		<hr/> <p>Music</p> <hr/> <p>Listening Activity:</p> <p>Record from 1st grade album using the words taught, if possible.</p>
	B. To teach:		
	<p>1. Teacher (Pointing to game area) Come and play. Children: (Pointing to game area) Come and play. Teacher: (Holding up pictures of children at play.) Come and play. Children: Come and play.</p>		<p>Use song on following page: <u>Come and Play.</u></p>

(Continued on next page)

2. Teacher: Come and play.
1/2 of class repeat phrase.
Other 1/2 of class repeat after teacher. -Repeat three times.
3. One child at a time say to his neighbor:
Come and play.
Repeat until each child has had a turn.

Free
Choice

PHYSICAL
E Stamp and
D clap to the
U music to
C develop
A good
T listening
I habits.
O
N

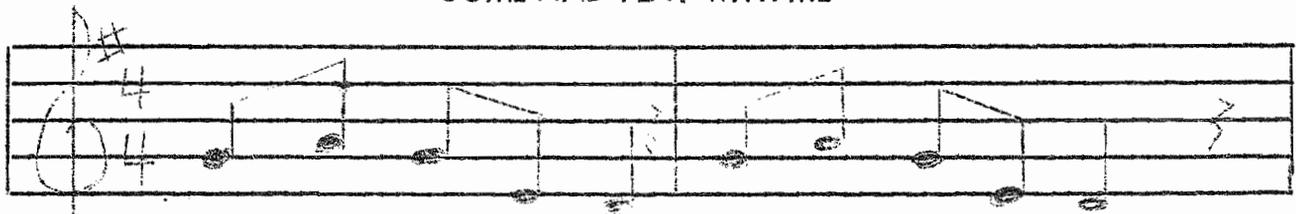
P
H
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Continuation of B:

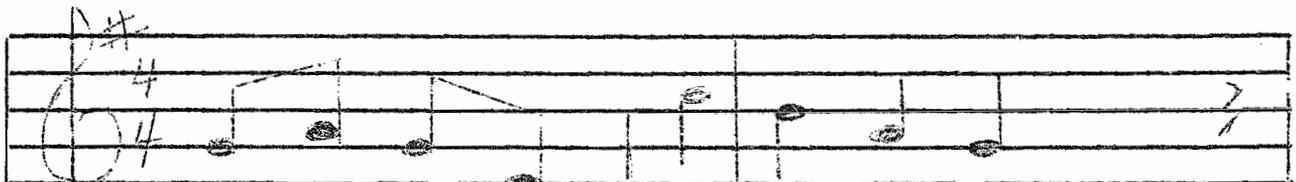
4. Teacher: (Taking one child, leads him to the play area and says)
Come with me. Come and play.
Children: Come with me.
Come and play.
The child chooses another child and repeats: Come with me. Come and play. Repeat until all have had a turn.
5. Teacher: Come in. Come and play.
Children: Come in. Come and play.
Repeat 3 times.
Teacher: Come in. Come and play.
1/2 of children: Come in. Come and play.
Teacher: Come in. Come and play.
1/2 of children: Come in. Come and play.
6. First child: Come in. Come and play. (Dramatize) Repeat until each child in the circle has had a turn.

Repeat Part B: 1 - 3;

COME AND PLAY WITH ME



WILL YOU COME AND PLAY? WILL YOU COME TO-DAY?



WILL YOU COME AND PLAY TO-DAY WITH ME?

LESSON V

	Language	Activity	Literature Appreciation
Roll Call	<p>I. Specific Aim:</p> <p>A. To review: Come in. Sit down. Come with me. Come and eat. Come and play.</p> <p>B. To Teach: Come in with me; Come and work;</p>	<p>Draw pictures of children working.</p>	<p>Poems from either of the sources using the new patterns.</p>
	<p>II. Procedure:</p>		
	<p>A. Approach:</p>		
	<p>Teacher: (Using puppets or paper dolls to demonstrate meaning of sentences taught thus far.) Come in. Sit down.</p> <p>Children: Come in. Sit down. Repeat three times. (Allow children to use puppets or paper dolls.)</p> <p>Teacher: Come with me. Come and eat. Children: Come with me. Come and eat. Repeat 3 times.</p> <p>Teacher: Come in. Sit down; Children: Come in. Sit down; Repeat 3 times.</p> <p>Teacher: Come with me. Come to the restroom. Children: Come with me. Come to the restroom. Repeat 3 times.</p>		
	<p>B. To Teach:</p>		
	<p>1. Teacher: (motioning to one child) Come in with me. Dramatize</p> <p>Children: Come with me. Repeat 3 times.</p> <p>Teacher: Come in with me. 1/2 of Class: Come with me.</p> <p>Teacher: Come in with me; 1/2 of Class: Come in with me. One child at a time says to his neighbor: Come in with me; (Dramatize)</p>		<hr/> <p>Music</p> <hr/> <p>Choose record from 1st grade album with songs about work.</p> <p>Learn words for LITTLE BIRD COME TALK TO ME, found on page 5.</p>

Lesson V (Continued)

	Language	Activity	Literature Appreciation
Roll Call	<p>2. Teacher: Come and work. Children: Come and work. Teacher: (Holding pictures of children working) Come with me. Come and work. Children: Come with me. Come and work.</p> <p>3. Teacher: Come and work. Children: Come and work. Repeat 3 times. Teacher: Come and work. 1/2 of children: Come and work; Teacher: Come and work. 1/2 of children: Come and work. (Children repeat phrase to each other around the circle.)</p>		

Lesson V

	Language	Activity	Rhythms
P H O N E T I C S	<p>Continuation of B:</p> <p>4. Teacher: Come and work. Children: Come and work. Repeat 3 times. Teacher: Come and work. 1/2 of class: Come and work. Teacher: Come and work. 1/2 of class: Come and work. (Children repeat phrase to each other around the circle.)</p> <p>5. Teacher: Come in with me. Come and work. Children: Come in with me. Come and work. Repeat 3 times. Teacher: Come in with me. Come and work. 1/2 of class: Come in with me. Come and work. Teacher: Come in with me. Come and work. 1/2 of class: Come in with me. Come and work. Children repeat around the circle. Dramatize in two's;</p>	<p>Have available box of materials which feel different: soft, hard, rough, smooth-- objects and pieces of cloth.</p>	<p>Use rhythm sticks to beat out the rhythm to records.</p>
	Repeat Part B: 1- 3.		

LESSON VI

	Language	Activity	Literature Appreciation
Roll Call	<p>I. Specific Aim:</p> <p>A. To review: Come in; Sit down. We are friends, Come with me, Come to the restroom. Go to the restroom. Come and play, Come and work, Come in with me, Come and eat.</p> <p>B. To Teach: * my name is (Teacher's name) Your name is (Student's name) What's my name? Your name is (Teacher's name)</p> <p>II. Procedure:</p> <p>A. Approach: Review: Teacher says each in list above and the class repeats. Teacher: Come to the restroom. Child obeys and repeats. Teacher: Go to the restroom. Child obeys and repeats. Repeat for all children in class.</p> <p>B. To Teach: Teacher: Pointing to self)</p> <p>1. My name is _____. Teacher: (touching child) Your name is _____. Continue around the circle. Teacher: What's my name? Children: What's my name? Repeat three times. Teacher: What's my name? Children: Your name is (Teacher's) Repeat three times.</p> <p>2. Teacher: What's my name? 1/2 of class repeats - then the other 1/2. Teacher: Your name is _____. 1/2 of class repeats - then the other 1/2.</p> <p>3. Teacher: My name is _____. What's my name? Children: Your name is (Teacher's name). Repeat 3 times.</p>	<p>Show a picture of a boy or girl and tell child to draw (His or her) picture.</p>	<p>Poems from poetry books about names.</p> <hr/> <p>Music</p> <hr/> <p>Listen to records;</p> <p>Sing: LITTLE BIRD COME TALK TO ME. Page: 5</p> <p>Teach words to : HOW ARE YOU TODAY? found on page: 16.</p>

*

My name is (Teacher's name) and Your name is (Student's name) is taught first in concession to the Indian cultures where the child is reluctant to say his own name.

LESSON VI (Continued from page 15)

	Language	Activity	Literature Appreciation
Roll Call	<p>4. Teacher: Using puppet or paper doll. My name is _____. What's my name?</p> <p>Children: Your name is. Repeat for 3 or 4 dolls.</p> <p>Teacher: (Using puppet or doll to talk to child) Your name is ____. What's my name?</p> <p>Child: Your name is _____. Continue around the circle until each child has had a turn.</p>		

LESSON VI

	Language	Activity	Rhythms-Physical Ed.
P H O N E T I C S	Repeat morning language lesson with emphasis on Review.	Write names on each child's picture. Have them make a picture of teacher. Write your name under the picture.	Have children stamp, clap, and walk to music. <u>Learn the Happy Song. Last section of this book.</u>

HOW ARE YOU TODAY?

Musical notation for the first line of the song. It consists of a single staff with a treble clef, a 2/4 time signature, and a key signature of one flat (B-flat). The melody is written on a four-line staff. The notes are: G4 (quarter), A4 (quarter), Bb4 (quarter), A4 (quarter), G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter), C4 (quarter), Bb3 (quarter), A3 (quarter), G3 (quarter), F3 (quarter), E3 (quarter), D3 (quarter), C3 (quarter). The lyrics are: "What's your name? What's your name? How are you to-day?"

Musical notation for the second line of the song. It consists of a single staff with a treble clef, a 2/4 time signature, and a key signature of one flat (B-flat). The melody is written on a four-line staff. The notes are: G4 (quarter), A4 (quarter), Bb4 (quarter), A4 (quarter), G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter), C4 (quarter), Bb3 (quarter), A3 (quarter), G3 (quarter), F3 (quarter), E3 (quarter), D3 (quarter), C3 (quarter). The lyrics are: "What's your name? What's your name? Do you want to play?"

LESSON VII

Language	Activity	Literature Appreciation
Roll Call I. Specific Aim: A. To review:	Come in. Sit down. We are friends. Say: Come to the restroom. Come with me. Come and eat. Go to the restroom. Come and eat. Come and play. Come in with me. Come and work. My name is _____. Your name is _____. What's my name? B. To Teach: What's her name? Her name is _____. What's his name? His name is _____.	Children make their own paper dolls. Use old catalogues.
II. Procedure: A. Approach:	Teacher: Come in. Sit down. Children: Come in. Sit down. Repeat three times. 2. Teacher: We're friends. Children: We're friends. Repeat three times. 3. Teacher: Come with me. Come and eat. Children: Come with me. Come and eat. Repeat three times. 4. Teacher: Come in with me. My name is _____. Children: Come in with me. My name is _____. Repeat three times. 5. Teacher: What's my name? Children: Your name is _____. Repeat three times.	<hr/> Music
B. To Teach: Teacher: (Pointing to a girl) What's her name? Children: What's her name? Repeat three times.		<u>Little Bird Come</u> <u>Talk to Me.</u> Repeat words to <u>How Are You</u> <u>Today?</u> and sing the song.

Continued on next page.

LESSON VII

	Language	Activity	Literature Appreciation
Roll Call	<p>2. Teacher: What's her name? 1/2 of class: What's her name? Teacher: What's her name? 1/2 of class: What's her name? As the teacher points to each child he repeats: "What's her name?"</p> <p>3. Teacher: Her name is _____. Children: Her name is _____. Repeat three times. Repeat all around circle until all girls have been named.</p>		

Continuation of Lesson VII.

	Language	Activity	Rhythms
P H O N E T I C S	<p>4. Teacher: What's his name? Children: What's his name? Teacher points to boys. Repeat three times.</p>	<p>Take paper dolls cut and make a border or a bulletin board display with them.</p>	<p>Have children walk and run to music.</p>
	<p>5. Teacher: His name is _____. Children: His name is _____. Repeat three times.</p>	<p>display with them.</p>	<p>Sing and act out the <u>Happy Song</u>.</p>
	<p>6. Teacher: What's her name? Children: Her name is _____.</p>	<p>Teacher acts as supervisor.</p>	<p>PHYSICAL EDUCATION.</p>
	<p>7. Teacher: Pointing to a boy: What's his name? Children: His name is _____. One child at a time asks what his or her name is until all the children in the class have been named.</p>		
	<p>Repeat Part B, 1 - 3.</p>		

LESSON VIII

	Language	Activity	Literature Appreciation
Roll Call	<p>I. Specific Aim: A. To review: Come in. Sit down. We are friends. Say Come to the restroom. Come with me. - Come and eat. Go to the restroom. Come and eat. - Come and play.</p>	<p>Draw a picture of a boy and girl.</p>	<p>Read stories or poems about boys and girls.</p>

Continued on next page.

LESSON VIII (Continued from previous page)

	Language	Activity	Rhythms
P	B. Continued:	Free	P
H	4. Each child asks about a boy.	Choice.	H
O	He is a boy. What's his name?		Y
N	5. Teacher: She is a girl.		S
E	Children: She is a girl.		I
T	Repeat three times.		C
I	6. Teacher: She is a girl. What's her name?		A
C	Children: She is a girl. Her name is _____.		L
S	Repeat three times using hand motions.		
	7. Teacher: She is a girl. What's her name?		E
	1/2 of class: She is a girl. Her name is _____.		D
	Teacher: She is a girl. What's her name?		U
	1/2 of class: She is a girl. Her name is _____.		C
	Each child asks about a girl. She is a girl.		A
	What's her name?		T I O N.

LESSON IX

	Language	Activity	Literature Appreciation
Roll	I. Specific Aim:	Free	Poems about
Call	A. To review:	Choice:	boys and girls.
	Come in.		
	Sit down.		
	We are friends.		
	Say:		
	Come to the restroom.		
	Come with me.		
	Come and eat.		
	Go to the restroom.		
	Come and eat.		
	Come and play.		
	Come with me.		
	Come and work.		
	My name is _____.		
	Your name is _____.		
	What's my name?		
	What's her name?		
	Her name is _____.		
	What's his name?		
	His name is _____.		
	He is a boy.		
	She is a girl.		
	B. To teach:		
	What is she?		
	She is a girl.		
	What is he?		
	He is a boy.		

Continued on next page.

LESSON VIII (Continued from previous page)

Language	Activity	Literature Appreciation
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Roll
Call

Come in with me.
Come and work.
My name is _____.
Your name is _____.
What's my name?
What's her name?
Her name is _____.
What's his name?
His name is _____.

B. To Teach: He is a boy.
His name is _____.
She is a girl.
Her name is _____.

II. Procedure:

A. Approach: Teacher: Come in. Come with me;
Children: Come in. Come with me;
Repeat three times.

2. Teacher: Come to work. Sit down.
Children: Come to work. Sit down.
Repeat three times. Dramatize.

3. Teacher: Come and eat;
Children: Come and eat.
Repeat three times. Dramatize.

4. Teacher: What's my name?
Children: Your name is _____.
Repeat three times. Use hand motions.

5. Teacher: What's her name?
Children: Her name is _____.
Repeat three times using hand motions.

6. Teacher: What's his name?
Children: His name is _____.
Repeat three times, using hand motions.

B. To Teach: Teacher: Pointing to a boy:
He is a boy.

Children: Pointing to a boy:
He is a boy.

2. Teacher: He is a boy.
What's his name?

Children: He is a boy.
His name is _____.

3. Teacher: He is a boy. What's his name?
1/2 half of class: He is a boy. His name is _____.

Teacher: He is a boy. What's his name?
1/2 of class: He is a boy. His name is _____.

Music

Sing two songs
learned.

LESSON IX (Continued from previous page)

Roll Call	Language	Activity	Music
	B. Continued.	Is he a boy? Yes he's a boy. Is she a girl? Yes, she's a girl. Is she a boy? No, she's a girl. Is he a girl? No, he's a boy.	Listen to records from 1st grade album; Sing two songs learned;
	II. Procedure:		
	A. Approach:	Teacher: (Using puppets and speaking for them) What's your name? My name's _____.	
		Children: Repeat each sentence after the teacher. Repeat three times;	
	2.	Teacher: What is he? Children: He is a boy. Repeat three times;	
	3.	Teacher: What is she? Children: She is a girl;	
	4.	Teacher: What is he? Children: He is a boy. Repeat three times.	
	5.	Teacher: Is she a boy? Children: No, she is a girl. Repeat three times.	
	6.	Teacher: Is she a boy? Children repeat after teacher 3 times;	
	7.	Teacher: No, she is a girl. Children repeat after teacher three times.	

LESSON IX

	Language	Activity	Rhythm
P	Continuation of A.	Free	
H	8. Teacher: Is she a boy?	Choice	Walk and Run to different tunes.
O	Children: No, she is a girl.		
N	Repeat three times.		
E	Teacher: Is she a boy?		Sing <u>Happy Song</u> .
T	1/2 of class: No, she is a girl.		
I	Teacher: Is she a boy?		PHYSICAL
C	1/2 of Class: No, she is a girl.		EDUCATION
S	Repeat three times. 1/2 of class ask question, other 1/2 answer. Each child point to someone and asks. Is she a boy? One child answers. No, she is a girl.		

LESSON IX

	Language	Activity	Rhythm
P	Continuation of A:	Free	Walk and Run to
H	9. Teacher: Is he a girl?	Choice.	different tunes.
O	Children: Is he a girl?		
N	Repeat three times.		Sing <u>Happy Song</u> .
E	Teacher: Is he a girl?		
T	Children: No, he is a boy.		PHYSICAL
I	Repeat three times.		Education
C	Teacher: Is he a girl?		
S	1/2 of class: Is he a girl?		
	Teacher: Is he a girl?		
	1/2 of class: Is he a girl?		
	Repeat for answer. Repeat with each 1/2 doing a part -- Question - Answer.		
	10. All the boys stand in a group; all the girls in a group. Ask each other; What is she?		
	Is she a girl		
	Yes, she is a girl.		
	Is she a boy?		
	No, she is a girl.		
	For Boys: What is he?		
	He is a boy.		
	Is he a boy?		
	Yes, he is a boy.		
	Is he a girl?		
	No, he is a girl.		

Review A: 1 - 7.

LESSON X

	Language	Activity	Literature Appreciation
Roll Call	1. Specific Aim: A. To review:	Play a game using the puppets or the pictures the children have drawn.	Poems about boys and girls and games.
	Come in.		
	Sit down.		
	We are friends.		
	Say.		
	Come to the restroom.		
	Come with me.		
	Come and eat.		
	Go to the restroom.		
	Come and play.		
	Come in with me.		
	Come and work.		
	My name is (Teacher's)		
	My name is (Child's)		

Continued on next page.

LESSON X

	Language	Activity	Literature Appreciation
Roll Call	<p>A. Continued from previous page.</p> <p>What's my name? Her name is _____. What's her name? Her name is _____. What's his name? His name is _____. He is a boy. She is a girl? What is she? What is he? Is he a boy? Yes, he is a boy. Is she a girl? Yes, she is a girl. Is she a boy? No, she is a girl. Is he a girl? No, he is a girl.</p> <p>B. To teach:</p> <p>What's your name? My name is _____.</p>		
II.	Procedure:		
	A. Approach:		
	<ol style="list-style-type: none"> 1. What's my name? Children: Your name is _____. Teacher: to one child: What's your name? Child: My name is _____. Repeat with all children three times. Ask each child. 2. Teacher: Ask first child in circle: What's your name? 1st child: My name is _____. (Ask next child.) 3. Teacher: What's his name? Children: His name is _____. Teacher: What's her name? Children: Her name is _____. Repeat three times. Teacher: Ask one child: What's your name? 1st child: My name is _____. What's your name? Repeat around circle. 		

LESSON X (Continued)

	Language	Activity	Rhythms
P	Do lesson on previous page.	Work out a	Tap out the
H		dramatization	rhythym of the
O	Review tapes mentioned on	with the	What is your
N	bottom of page one of this	children using	name?
E	article.	the patterns	My name is ____.
T		taught thus	
I		far.	PHYSICAL
C			EDUCATION
S			

TENTATIVE TIME SCHEDULE

9:00	-	9:05	-	Roll Call
9:05	-	9:15	-	Presentation of language lesson to the entire class.
9:15	-	10:15	-	Language to groups (20 minutes per group for 3 groups.)
10:15	-	10:30	-	Health Chores
10:30	-	10:50	-	Evaluation of seatwork and activity
10:50	-	11:10	-	Literature appreciation
11:10	-	11:20	-	Music
1:00	-	1:10	-	Phonetics or phonics
1:10	-	1:20	-	Language for entire class
1:20	-	2:20	-	Language in groups. (Same as for morning)
2:20	-	2:30	-	Evaluation of seatwork with class.
2:30	-	3:00	-	Physical education.
3:00	-	3:10	-	Activity
3:10	-	3:30	-	Rhythms

This material was prepared by Beatrice T. Estrada with assistance by Miss Rhea June Gray, and Mrs. Theodora Smith.

Notation: For your information the Lesson numbers have been changed from Roman Numerals to Arabic. Copy has been followed according to the original article.

LESSON 11 - Review Lesson to be taped.

Come in.
Sit down.
We are friends.
Say.
Come to the restroom.
Come with me.
Come and eat.
Go to the restroom.
Come and play.
Come in with me.
Come and work.
My name is (Teacher's name)
Your name is (Student's name)
What's my name?
Your name is (Teacher's name)
What's her name?
Her name is _____.
What's his name?
His name is _____.
He is a boy.
She is a girl.
What is she?
What is he?
Is he a boy?
Yes, he is a boy.
Is she a girl?
Yes, she is a girl.
Is she a boy?
No, she is a girl.
Is he a girl?
No, he is a boy.
What's your name?
My name is _____.

LESSON 12

Do you ride the bus?
Yes, I ride the bus.
No, I don't ride the bus.

LESSON 13

Where do you get on the bus?
I get on the bus at _____.
No, I don't ride the bus.

LESSON 14

Where do you get on the bus?
I get the bus at _____.
Where does she get on the bus?
She gets on the bus at _____.
When does he get on the bus?
He gets on the bus at _____.
Where do I get on the bus?
I get on the bus at _____.

LESSON 15

Where do you get off the bus?
I get off the bus at _____.
Where does she get off the bus?
She gets off the bus at _____.

LESSON 16

Where does he get off the bus?
He gets off the bus at _____.
Where do I get off the bus?
You get off the bus at _____.

LESSON 17

Who is your bus driver?
My bus driver is _____.
Who is (her, his, or my) bus driver?
(Her, His, Your) bus driver is _____.

LESSON 18

How do you come to school?
I come to school on the bus.
I walk to school.

LESSON 19

He missed the bus.
Have you missed the bus?
Yes, I have missed the bus.
No, I haven't missed the bus.
Has she missed the bus?
Has he missed the bus?
The bus is late. The bus was late.

LESSON 20

Be careful when you get on the bus.
Are you careful? Yes, I'm careful.
Is he careful? Yes, he's careful.
Is she careful? Yes, she's careful.

LESSON 21

Be careful, look both ways.
Do you look both ways?
Yes, I look both ways.
Does he look both ways?
Yes, he looks both ways.
Does she look both ways?
Yes, she looks both ways.

LESSON 22

Are you ready to go home?
Yes, I'm ready to go home.
Is he ready to go home?
No, he's not ready. (Yes, he's ready.)
Is she ready to go home?
Yes, he's ready. No, he's not ready.

LESSON 23

Do not come to school late.
Be ready for the bus.

LESSON 24

Be ready for the bus.
Don't be late for the bus.
Be ready to go home.

LESSON 25

Be ready for the bus.
Look both ways to cross the road.
When you cross the road look both ways.

LESSON 26

Get ready for the bus.
Put on your coat.
Put on your sweater.
Get on the bus.

LESSON 27

Review Lesson - To be taped.

Where do you live?
I live at _____.
Do you ride the bus?
Yes, I ride the bus.
No, I don't ride the bus.
I walk to school.
Where do you get on the bus?

I get on the bus at _____.
Where do you get off the bus?
I get off the bus at _____.
Who is your bus driver?
My bus driver is _____.
I missed the bus.
He missed the bus.
She missed the bus.
You missed the bus.
The bus is late.
The bus was late.
Be careful when you get on the bus.
Look both ways.
Be careful when you cross the road.
Get ready to go home.
Do not come to school late.
Be ready for the bus.
Put on your coat.
Put on your sweater.
Get on the bus.

LESSON 28

I'm hungry.
Are you hungry? Yes, I'm hungry.
No, I'm not hungry.
Is (she, he) hungry? Yes, he's hungry.
No, he's not hungry.

LESSON 29

Get ready for lunch.
Are you ready for lunch?
Yes, I'm ready for lunch.
Is (he, she) ready for lunch?
Yes, (she, he) is ready for lunch.
No, (she's, he's) not ready for lunch.

LESSON 30

Let's go to the lunch room. (cafeteria)
Are you ready to go to the lunch room?
Yes, I'm ready.
Let's go to the lunch room.
I'm hungry.

I'm ready.

LESSON 31

Let's go eat.
Let's go to the lunchroom.

LESSON 32

Please give me some lunch.

LESSON 33

I want some milk.

Please give me some milk.

Do you have some milk?

Yes, please.

No, thank you.

LESSON 34

I want some beans.

Do you have some beans?

Yes, thank you. No, thank you.

Please give me some beans.

LESSON 35

Do you want some salad?

Yes, please. No, thank you.

I want some salad.

Please give me some salad.

LESSON 36

Do you want some pudding?

Yes, please. No, thank you.

I want some pudding.

Please give me some pudding.

LESSON 37

Do you want some ice cream?

Yes, please. No, thank you.

I want some ice cream.

Please give me some ice cream.

LESSON 38

How much salad do you want?

I want a little.

I want a lot.

I have enough, thank you.

LESSON 39

Do you want more beans?

Yes, please. No, thank you.

I have enough.

LESSON 40

The soup is good.

Do you want some more soup?

Yes, please. No, thank you.

I have enough.

LESSON 41

The bread is good.

Do you want another piece?

No, thank you. I have enough.

Yes, please.

LESSON 42

Do you like butter?

Do you like butter on bread?

Yes, I like butter.

Please put some on my bread.

No, I don't like butter.

Don't put any on my bread.

LESSON 43

The fruit is good.

I like fruit, do you?

Yes. No, I don't like fruit.

LESSON 44

The orange is good.

Do you like oranges?

Yes, thank you. No, I don't

like oranges.

LESSON 45

I have an apple.

The apples are good.

Do you want an apple?

Yes, please. No, I don't

like apples.

LESSON 46

Apples and oranges are fruit.

LESSON 47

The meat is good.

I have some meat.

Do you want some meat?

Yes, please. No, thank you.

LESSON 48

I have some vegetables.
Do you have some vegetables?
Yes. No.
The vegetables are good.
Beans are vegetables.

LESSON 49

The cookie is good.
Do you have a cookie?
Yes. No.
I have a cookie.

LESSON 50

The cookies are good.
Do you have some cookies?
Yes. No.
I have some cookies.

LESSON 51

Do you have a piece of cake?
Yes, I have a piece of cake.
No, I don't have a piece of cake.
The cake is good.
I have some cake.

LESSON 52

Do you have a napkin?
Yes, I have a napkin.
No, I don't have any. (one)
Get a napkin.

LESSON 53

Does he have a napkin?
Yes, he has a napkin.
No, he doesn't have a napkin.
Does she have a napkin?
Yes, she has a napkin.
No, she doesn't have a napkin.
I don't have a napkin.
Please get me one.

LESSON 54

Do you have a spoon?
No, I don't have a spoon.
Yes, I have a spoon.
Does he have a spoon?

Lesson 54 (continued from bottom of page)

No, he doesn't have a spoon.
Yes, he has a spoon.
Does she have a spoon?
No, she doesn't have a spoon.
Yes, she has a spoon.

DAILY LANGUAGE PLANS USING AUDIO-LINGUAL METHOD - FIRST GRADE

LESSON I

Language	Enrichment Activity	H E A L T H C H O R E S	Numbers
R 9:05 - 10:05	10:05		10:15
O Specific Aim	10:15		11:25
L A. Review: (A complete review of previous years material would be difficult. Therefore tapes of previous year's lessons may be reviewed.)			
A 1. What's your name? My name is _____.			
L 2. What's your name? Her name is _____.			
L 3. What's his name? His name is _____.			
4. What's my name? Your name is _____.			
B. Procedure:	Review Tape I from pre-first.		
1. The children repeat after the teacher: "What's your name?" Children answer: My name is _____. Repeat 3 times.			
2. The children repeat after the teacher: What's his name? His name is _____. Repeat three times.			
3. The children repeat after the teacher: What's her name? The children answer: Her name is _____.			
4. 1/2 of the children: What's your name? 1/2 of the children: My name is _____. Repeat three times. Allow groups to exchange parts.			
The first child in the circle asks the next child around the circle. What's my name? <u>Repeat #4 of each pattern.</u>			
5. Ask the child to repeat to teacher: the patterns reviewed.			

FIRST GRADE

LESSON I		Enrichment Activity	Science	Social Studies
	Language			
L	1:00 - 2:00	2:00 - 2:10	2:10 - 2:30	3:00 - 3:20
U	Repeat B of Language	Continue	Book one	
M	lesson	listening to	Lesson I	
C		Tape I of		
H		pre-first		

Music	
	3:20 - 3:30

Social Studies	
	3:00 - 3:20
	Present regulations

LESSON II

	Language	Enrichment Activity		Numbers
R	9:05 - 10:05	10:05 -	H	10:25
O		10:15	E	1:25
L	I. Specific Aim	Listen to	A	
L	A. Review Lesson I. Continue to review lessons from the previous year.	Tape II from Pre-First Review language lesson on tape.	L T H	BOOK I Lesson 2
C	1. Where do you live? I live at ____.		C	
A	2. Where does he live? He lives at ____.		H	
L	3. Where does she live? She lives at ____.		O	
L	4. Where do I live? You live at ____.		R	
	5. Where do you live? I live at ____.		E	
	6. Who's your neighbor? My neighbor is _____.		S	
	7. <u>Who's my (his, her) neighbor?</u> My (his, her) neighbor is _____.			
	B. Procedure			
	1. Review Lesson I by asking each child to repeat around the circle asking each other: "What's your name?" Child answers: "My name is ____."			
	2. Make two rows, one of girls and one of boys.			
	a. Have first girl ask the boys: What's his name?			

FIRST GRADE

LESSON II (Continued from Page 30)

Language	Enrichment Activity	Science	Numbers
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Boys: His name is ____.
 b. Have first boy ask the girls: What's her name?
 Girls: Her name is ____.

Alternate 1 and 2.

c. Teacher asks one child to come to the front of the room with her. This child is "It".
 Child: What's my name?
 2nd Child: Your name is ____.

Continue until all the children have had a turn at being "It".

3. Using a large teacher constructed map, review:

1st child: Where do you live?
 2nd child: I live at ____.

Continue all around the circle having each child point to where he lives.

4. Make two circles, one of boys and one of girls.

1st girl: (Pointing to another girl)
 Where does she live?
 All girls: She lives at ____.

Continue until all the girls have asked the question.

LESSON II	Enrichment Activity	Science	P H Y S I C A L E D U C A T I O N	Social Studies
Language				
Continuation of B.	Continue to	Book	Y	Book I
Repeat pattern with all the boys in the circle.	listen to	One	S	Lesson II
	Tape II	Lesson	I	
L U N C H	5. One child is chosen and goes to the map. Another child asks: Where do I live? Child at Map: I live at ____.	II	C	
	B. To Teach.		A	
	Who lives here?		L	
	Who's Mary's neighbor?		E	
	Who's your neighbor?		D	
	My neighbor is ____.		U	
	Mary's neighbor is ____.		C	
			A	
			T	
			I	
			O	
			N	

LESSON II	Language	Enrichment Activity	Science	Social Studies
	Continuation of B.	Continue to	Book	P Book I
L		listen to Tape	One	H Lesson II
U	Point to an area on the map	II from pre-	Lesson	Y
N	where several children live	first.	II	S
C	and ask: Who lives here?			I
H	Children: <u>Mary</u> and <u>Ellen</u> live there. Teacher explains: Mary and Ellen are neighbors. Ask Mary: "Who is your neighbor?" Mary: My neighbor is _____. Teacher: Who is her neighbor? Children: Her neighbor is _____. (Repeat 3 times). First 1/2 of children: Who is her neighbor? Second 1/2 of children: Her neighbor is _____. Make two rows of children. First row ask: "Who is her neighbor?" (Ask this of child in second row) Second row asks: Her neighbor is _____. (If there is no neighbor, the children say:) She doesn't have a neighbor. (Repeat three times by groups when introduced. Continue until everyone has been asked.) Teacher: Who is your neighbor? Child: My neighbor is _____. (Continue around circle. Children ask each other around circle.)			C AL EDUCATION <u>MUSIC</u> Continue to review songs from previous year.

LESSON III	Language	Enrichment Activity	Numbers
R	Specific Aim: To Review: What's your		
O	name? My name is _____.		Book I
L	his His		
L	What's her name? Her name is _____.		Lesson III
	your My		
C	I Your		
A	Where do you live? I live at _____.		
L	Where does she live? He lives at _____.		
L	he She		
	Who lives here? _____ lives there.		
	his His		
	Who's your neighbor? My neighbor is _____.		
	her Her		

LESSON III (Continued from page 32)

Enrichment
Activity

Numbers

Language

R To teach: What's the name of our school?
 O The name of our school is _____.
 L I
 L you
 Where do we go to school?
 C _____
 A I
 L you
 L We go to school at _____?

 He
 She goes to school at _____?

II. Procedure:

A. Review

1. The children ask around the circle:
 What's your name?
 First child answers and asks the following:
2. Same procedure as A.
 First child: Where do you live?
 Second child: I live at _____.
 Where do you live?
3. Teacher chooses one child who asks:
 - a. What's his name?
 Class: His name is _____.
 Where does he live?
 He lives at _____.
 Who's his neighbor?
 His neighbor is _____. OR/
 He doesn't have any neighbors.
 Continue until the "leaders" have asked about each child.

Review Tape I
from
pre-first.

LESSON III

Language

Enrichment
Activity

Science

(Continued from above)

B.

1. Teacher: What's the name of our school?
 The name of our school is _____.
 (Repeat three times)
2. First child in row to next:
 What's the name of our school?
 Second child: The name of our school is _____.
 What's the name of our school _____?
 (Continue around the circle.)

Continue listen-
ing to tape I.

Book I

Lesson 3

LESSON III (Continued from page 33)

Language	Enrichment Activity	Science
<p>3. Teacher: Where do you go to school? (children repeat) Children: We go to school at _____. Repeat three times. Teacher: Where does he go to school? Children: He goes to school at _____. Repeat 3 times. Teacher: Where does she go to school? Children: She goes to school at _____. Repeat three times. Teacher: Where do I go to school? (Children repeat) Children: You go to school at _____. Repeat three times.</p>	Continue listening to Tape I.	Book I Lesson III
<p>4. Going around the circle:</p> <p>1st child: Where do you go to school? 2nd child: I go to school at _____. Where do you go to school?</p>		Physical Education
<p>5. Groups of THREE.</p> <p>1st child: What's the name of our school? 2nd child: The name of our school is _____. 3rd child: We go to school at _____. Where do you go to school? 1st child: I go to school at _____. Where does (He, she) go to school? --- pointing to 3rd child 2nd child: (He, she) goes to school at _____.</p>		Music Continue to review songs from previous year.

LESSON IV

Language	Enrichment Activity	Numbers
R I. Specific Aim:	Review	H Book I
O A. Review: Lessons I - IV.	Tape II,	E Lesson 4
L B. To teach: Who's (my, your, his)	Pre-first.	A
L teacher? (His, my, her, your)		L
C teacher is _____.		T
A Who's the principal?		H
L The principal is _____.		C H O R E S
L Who's the janitor?		
The janitor is _____.		
Who's the cook? --- The cook is _____.		

LESSON IV

Language	Enrichment Activity	Numbers
R	II. Procedure:	
O L	A. Review: As in Lesson III including the new patterns in #5.	
L	B. To teach:	
C	1. Teacher: I'm (Miss, Mr., or Mrs.) _____, I'm your teacher.	
A	Teacher: Who's your teacher?	
L	Children: Who's your teacher?	
L	Repeat 3 times.	
	Children: My teacher is _____.	
	Teacher: My teacher is _____.	
	Repeat 3 times.	
	2. Teacher: _____ is your principal.	
	Children: _____ is your principal.	
	Repeat 3 times.	
	Teacher: Who's your principal?	
	Children: Who's your principal?	
	Repeat 3 times.	
	Teacher: Our principal is _____.	
	Children: Our principal is _____.	
	Repeat 3 times.	
	1/2 of children repeat, then other 1/2 repeat.	
	Each child asks his neighbor all around the circle.	
	3. Teacher: _____ is the janitor.	
	Children: Repeat 3 times.	
	Teacher: Who's the janitor?	
	Children: Who's the janitor?	
	Children repeat 3 times.	
	1/2 of children repeat, then other half of children repeat. Ask each other around the circle.	
	4. Teacher: The cook is _____.	
	Children: The cook is _____.	
	Repeat 3 times.	
	Teacher: Who's the cook?	
	Children: Who's the cook?	
	Repeat 3 times. 1/2 of children repeat then other 1/2 repeat. Ask each other around the circle.	

LESSON IV

	Language	Enrichment Activity	Science	Social Science
L	Lesson IV - morning,	Draw or paint	Lesson 4,	
U	5. Asking around circle:	large pictures	Book I.	
N	1st child: Who's your teacher?	of the workers.		
C	2nd child: My teacher is _____.	Paste on the		
H	Go around the room.	bulletin board.		
	Do the same for each:			
	Who's our principal?			
	Our principal is _____.			
	Who's the janitor?			
	The janitor is _____.			
	Who's the cook?			
	The cook is _____.			

LESSON V

	Specific Aim	Enrichment Activity	H E A L T H C H O R E S	NUMBERS Book I Lesson V
R		Review tape		
O		V from the		
L	A: To review lesson I through IV.	pre-first.		
L	B. To teach:			
A	The teacher is in the room.			
L	The principal is in the office.			
L	The janitor is in his office.			
L	The cook is in the kitchen.			
	The teacher is in our room.			
	The principal's office is down the hall.			
	The janitor office is across from the principal's office.			
	The kitchen is in the middle of the school (or in the cafeteria or lunch room.)			
	1. The teacher shows the children a map of the school. Teacher: The principal is in the office. (points to the principal's office and shows the children a picture or drawing of the principal.)			
	Where is the principal?			
	Children: The principal is in the office.			

LESSON V (Continued from page 36)

R O L L C A L L	Enrichment Activity	H E A L T H C H O R E S	NUMBERS Book I Lesson V
Teacher: Where's the principal? 1/2 of the class: The principal is in the office. The other 1/2 of the class answers.	Review tape V from the pre-first.		
Teacher: Where is the principal? Children: The principal is in the office. 1st child asks his neighbor: "Where is the principal." 2nd child: The principal is in the office. (Repeat around the circle until each child has had a chance.)			
2. Teacher: Where is the teacher? Children: The teacher is in the room. Teacher: Where's the teacher? 1/2 of class: The teacher is in the room. Other 1/2 of the class repeat.			
3. Teacher: Where is the janitor? Children: The janitor is in his office. Teacher: Where's the janitor? 1/2 of class: The janitor is in his office. The other 1/2 of class repeat.			
4. Teacher: Where's the cook? Children: In the kitchen. Repeat 3 times.			

LESSON V

Language	Enrichment Activity	Science	Social Studies
L B. (Continued from above)			P
U 5. The teacher is in our room.			H
N 6. The principal's office is down C the hall.			Y S
H 7. The janitor's office is across the hall from the principal's office.			I C
8. The kitchen is in the middle of the school. (or in the cafeteria or lunch room.)			A L
5. Teacher: Where's the teacher? Children: The teacher's in our room. Repeat three times. 1/2 of class <u>Where's the teacher?</u> other 1/2 <u>The teacher is in our room.</u>			E D.

LESSON V (Continued from page 37)

Language	Enrichment Activity	Science	P	Social Studies
L	6. Where is the principal's office?		H	
U	Children: The principal's office		Y	
N	is down the hall.		S	
C			I	
H	7. Teacher: Where's the Janitor's office?		C	
	Children: The janitor's office is across from the principal's office.		A	
	Teacher: Where is the janitor's office.		L	
	2nd child: The janitor's office is across the hall. Continue until every child has had his turn.		E	
	8. Teacher: Where is the kitchen?		D.	
	Children: The kitchen is in the middle of the school (or in the cafeteria).			
	Teacher: Where is the kitchen.			
	1st child: The kitchen is in the cafeteria.			
	2nd child: Where is the kitchen?			
	Continue until every child has had his turn.			

"LET'S GO FOR A WALK"

(Each line is said by the leader while patting his knees in rhythm. The echo must follow exactly in rhythm, leaving "rest beats" where called for.)

LEADER

Let's go for a walk
Come on
Let's go
I see a swan*
Can't go under*
Can't go around*
Have to go through

I see a river
Can't go under*
Can't go around*
Let's swim over (swimming motion)

I see a bridge
Can't go under
Can't go around
Let's go over (stamping noise by slapping chest)

I see a tree
Can't go under
Can't go through
Let's climb up (snapping fingers in climbing motion)

(No need to pat knees..keep free and dramatic)

I see a cave
There's a cave down there. (be sure the accent is on CAVE)
Let's go down. (snap fingers climbing down)
SAY ! (shading eyes)
It's dark in here ,
I see something !
It feels like a bear !
It looks like a bear !
It IS A BEAR !
Let's run home ! (go back through motions in reverse)

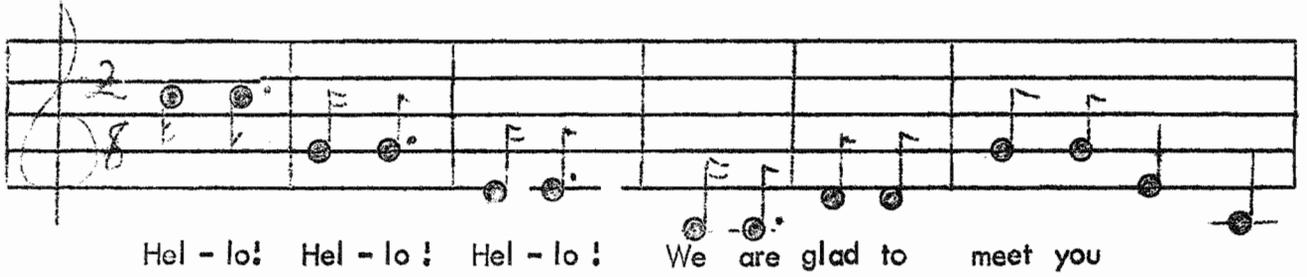
ECHO

(Let's go for a walk)
(Come on)
(Let's go)
(I see a swan)
(Can't go under)
(Can't go around)
(Have to go through) (as if digging with fingers
in rhythm)

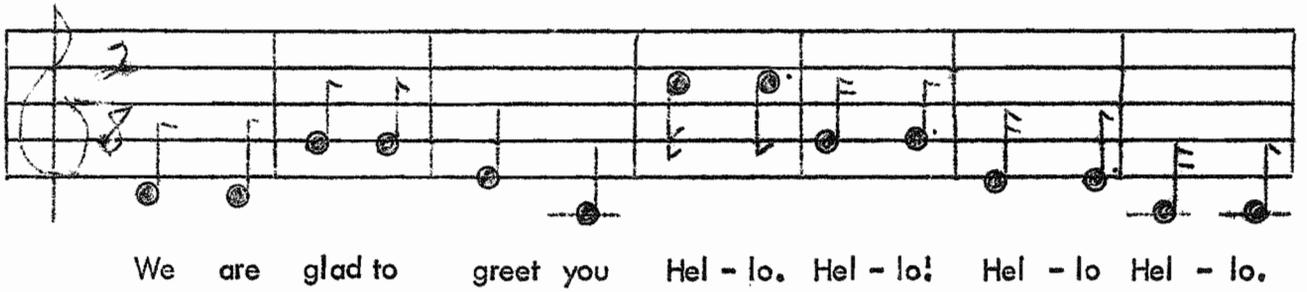
(Continue with echo as before.)

NOTE Underlined words are practice words especially for Spanish and some Indian language speakers, especially for short vowel sounds, "V" in river and over the "TH" in something.

GREETING SONG



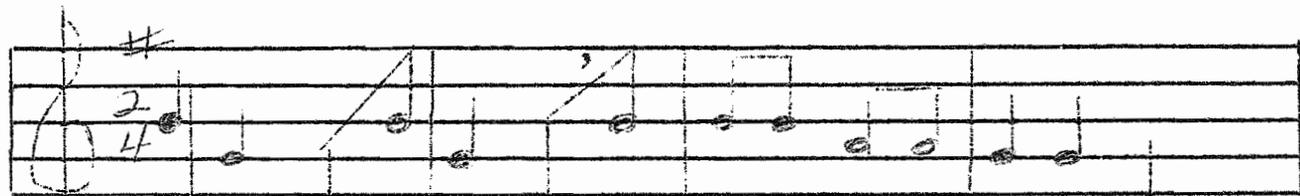
Hel - lo! Hel - lo! Hel - lo! We are glad to meet you



We are glad to greet you Hel - lo. Hel - lo! Hel - lo Hel - lo.

CHOOSING GAME SONG

Pre - First

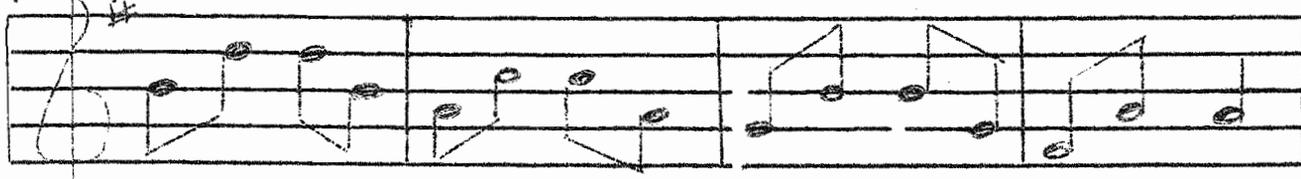


I see you, I see you, Tra, la, la, la, la, la, la, la;

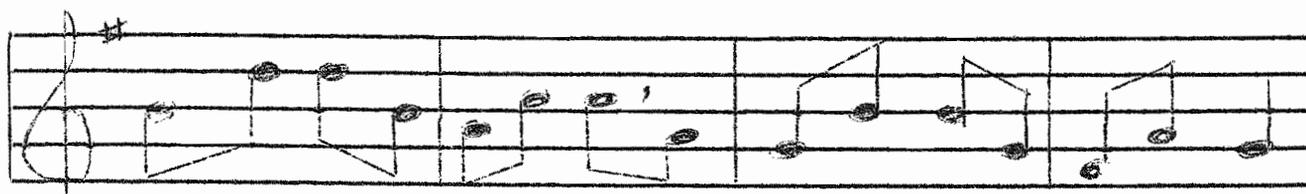


I see you, I see you, Tra, la, la, la, la, la!

(add st.)

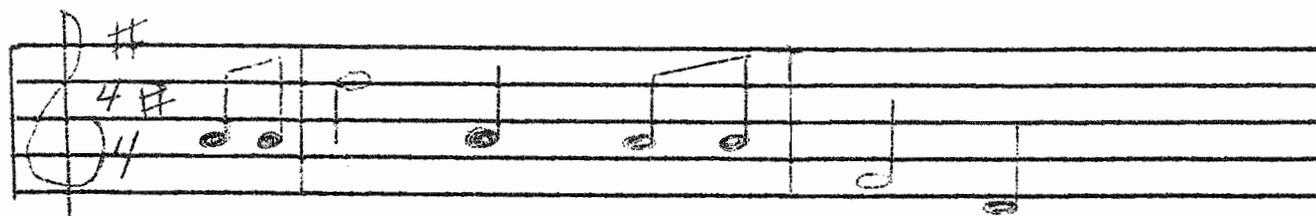


You see me and I see you, Then you take me and I'll take you.



You see me and I see you, Then you take me and I'll take you.

GREETING



Hap - py Birth - day! Hap - py Birth - day!

(Merry Christmas can be used to replace Happy Birthday)

Pretty, Pretty Parakeet

Lyrics - Roby Leighton
E. Roby Leighton

Music - B.J. Frey

Pre-tty, pre-tty par-a-keet
Thru open door she hur-ries put, with
Then like an ac-tress on a stage

Knows she's pre-tty, Knows she's sweet. Hear her sing-ing
Think ting eyes look all a-bout Bright blue feather
Flies to the mir-ror in her cage. Pre-tty pre-tty

pre-tty bird she's just sing-ing what she heard,
Shining so As she flut-ters to and fro.
Par-a-keet would Rather watch her-self than eat.

Echo Vowel

King E-vil was a wicked King, who

ne-ver did a King-ly thing. He lived deep down in an

ech-o cave He was mean as he could be, But not ve-ry

brave. He scarcely ev-er went out-side If any thing

scared-him, he sat down and cried. Queen En-ter prise

didn't like it down there, She wasn't a-fraid of the

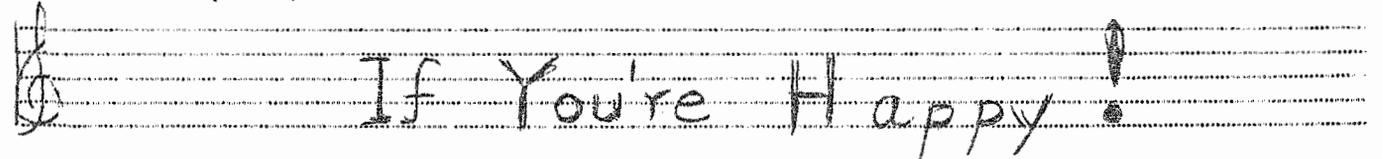
Echo Vowel-(cont.)



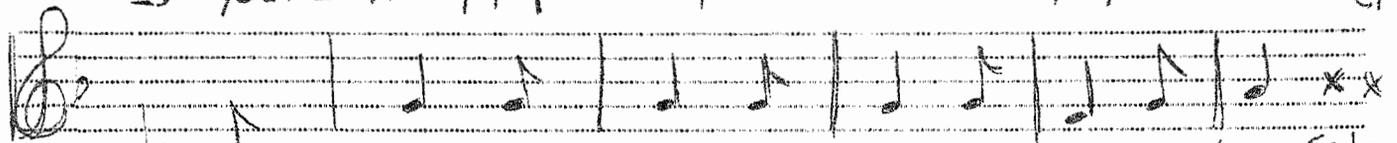
When e-ver the King she wanted to see, She



simply tuned in on the Palace T.V.



If you're ha-ppy and you know it clap your hands (cl)



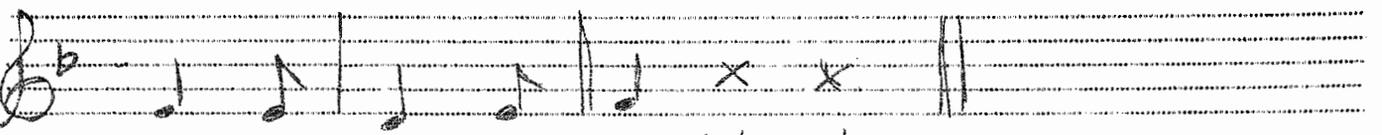
If you're hap-py and you know it clap your hands. (cl)



If you're hap-py and you know it Then your



life will real-ly show it, If you're happy and you



know it clap your hands (clap-clap.

Other verses substitute (2) "Nod your head,"

(3) "show your teeth" ("z" lean over, swing across saying "ZZZ" (4) stamp your feet. (5) "shout olé" (or A-men) depending on occasion and location.