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A PROGRAM FOR TEACHING INQUIRY IN THE SECOND LANGUAGE  
TO CHILDREN LEARNING ENGLISH AS A SECOND LANGUAGE

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By

Virginia Hoffman

B. A. Arizona State University, 1960

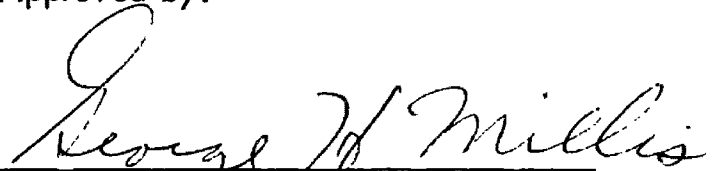
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Master of Arts in Education

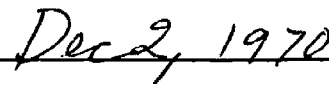
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## ABSTRACT

The curriculum design trend in bilingual education in America today is toward extensive use of the students' non-English native language as a medium for instruction. This practice is questionable as a means to solving the academic problems of these students, according to research cited in Chapters I and II.

This study suggests as an alternative teaching inquiry skills at increasingly higher levels of cognition to new learners of English, as the levels are described by Benjamin S. Bloom in A Taxonomy of Educational Objectives, using the second language, English, as the medium for instruction. The prerequisite English language skills are provided the first grade children, for whom this suggestion is intended, by the Bilingual Academic Curriculum in which they have participated as pre-first graders in Navajo Reservation Schools. The program suggested in this study is planned as a part of this total curriculum's extension to the first grade level, and as such is designed within the curriculum's rationale and learning-how-to learn theme.

The inquiry program in which this study results suggests a variety of further studies of current value in the area of bilingual education, including studies of transfer of skills from the second language to the native language and of the value of teaching a program in the native language before teaching it in the second language.

## CHAPTER I

### INTRODUCTION

#### Purpose of the study

The purpose of this study is to propose a way for American children from non-English language backgrounds to become better learners, and hopefully, better thinkers in English, by developing their English language inquiry skills through program content sequenced according to a hierarchy of general cognitive skills.

More specifically, the objective of this study is to design an outline of English language program content which will teach first grade Navajo learners of English as a second language how to ask questions reflecting cognition beyond the recognition or recall level. The objective of the resulting program outline is to extend an operational total curriculum which has as its major theme teaching children how to learn. This is the Bilingual Academic Curriculum for Navajo Beginners currently in use at the beginner (pre-first grade) level in a number of Navajo reservation schools.<sup>1</sup> The program proposed in this study should be viewed as a part of the first grade language arts<sup>2</sup> program; that is, the second-year program, being prepared for the children who participated in the Bilingual Academic Curriculum during their first year in school, as new learners of English as a second language. As a part of this curriculum it must be consistent with the overall rationale, and continue the learning-how-to-learn theme.<sup>3</sup>

### Curricular context of the study

Dr. Martin V. Covington discussing learning-how-to-learn curricula in "The Cognitive Curriculum: A Process-Oriented Approach to Education," observes that there have been a number of recent attempts to develop curricular materials which "strengthen directly the processes underlying productive thinging." However, he points out that such attempts are open to much criticism, ". . . that teaching for productive thinking is typically an afterthought, an exercise which is essentially 'grafted' on to more traditional curricular practices." He urges:

. . . before the student can derive maximum benefits from a strong 'process-oriented' approach to education, it will be necessary to develop a curriculum model which has as one of its fundamental objectives the fostering of intellectual processes in their own right, a goal which must be fully integrated and coordinated with other more traditional objectives, such as mastery of content and assimilation of cultural values.<sup>4</sup>

In contrast with bilingual curricula as they are often proposed today, in which teaching in the native language, irrespective of methodology, is seen as the main solution to the academic problems of non-English-speaking American children<sup>5, 6</sup>, as is suggested by the representative newspaper story (Appendix B), the Bilingual Academic Curriculum is founded on such a model as Covington suggests. The idea is that "the medium is the message," or as Neil Postman and Charles Weingartner write:

. . . the critical content of any learning experience is the method or process through which the learning takes place.<sup>7</sup>

For a learning-how-to-learn curriculum, this means that both curriculum methodology and subject matter content must be designed to teach children strategies for grasping general principles useful to the individual



learner as tools for his own endeavors in learning how to learn.

The Bilingual Academic Curriculum fosters the children's intellectual processes by employing the scientific process in every lesson. The children practice hypothesis-formation, testing, and evaluation while gaining familiarity with the content of two systems: one of perceptual strategies, and the other, the English language. Sensory perception strategies are those defined by Marianne Frostig<sup>8</sup>: figure ground, position in space, constancy, spatial relationships, and perceptual-motor coordination, applied to the auditory, visual and tactile modes.<sup>9</sup> Concurrently, the children are taught English as a second language, the underlying strategy for which is hypothesis-formation and testing by the children. The abstract system of rules of English is revealed implicitly in small, concrete (rather than abstract) and meaningful terms to the children. They daily gain familiarity with this system in lessons which incorporate the learning principles of specifying behavioral outcomes, providing immediate knowledge of results, and voluntary participation. While the intellectual medium is hypothesis-formation, the linguistic medium is basically English for all formal lessons. The native language is fostered by encouraging the children to use it during the informal periods which alternate with the formal lesson periods, and by using it instructionally whenever communication too complex or abstract for the children's knowledge of English is required.

The curriculum context in which the program proposed in this study will be used is a continuation of the Bilingual Academic Curriculum (pre-first grade). In the program, the children will participate in formal lessons in the second language, English, alternating with periods of equal time in which native Navajo language use will be encouraged. It is

important to note that at no time is a child ever constrained from speaking the language of his choice, but rather usually chooses to speak the language appropriate to particular situations, that is, English during the instructional periods of the kind he will be expected to use English in as he progresses through the elementary school, and Navajo during the time periods of the kind in which he will be expected to use Navajo as he progresses through school.

The first grade program designed for the Bilingual Academic Curriculum consists of daily lessons in reading, English as a second language, speech, and listening, as the language arts core. Math, science, and arts and crafts comprise the other formal daily lessons. Briefly, the general objectives of the language arts lessons are:

English as a second language:

a continuation of the implicit familiarization with structural and transformational rules of the English language system through oral usage, started the first year

Reading:

a simultaneous strategies approach to provide systematic familiarization with both linguistically-oriented spelling rules and cognitively-oriented comprehension skills

Speech:

a dramatics-participation program emphasizing native-speaker-like pronunciation

Listening:

the program proposed in this study, systematic familiarization and practice in asking questions at progressively higher levels of cognition about messages the children listen to.

Each daily lesson is from twenty to thirty minutes in length, followed by an unstructured period of equal length.

### Learning to learn in English

Discussing the "Curricular Implications of the Relationship Between Thought and Language," at the 1970 TESOL\* Convention, Dr. Robert D. Wilson,

1 to Speakers of Other Languages

linguistics professor at the University of California at Los Angeles, pointed out the reason for emphasizing English as the linguistic medium for instruction:

TESOL programs have generally confined themselves to the teaching of communication. Curriculum, on the other hand, makes one of its major objectives the development of thinking . . . For those pupils who will remain in the United States and become students in high school, scholars in college, and professionals in graduate school, the learning of English cannot be one of mere communication. They must learn to think in English, and in particular, think in English in those curriculum areas that later will be taught and learned in English.

It is toward thinking in English "in those areas that later will be taught and learned in English" that this study is directed. The question is what kind of classroom program, conducted in English, will foster further learning-how-to-learn skills for first grade second-language learners of English, for children who have been provided the prerequisite perceptual strategies and English language skills. The potential of inquiry as a learning tool appears well worth considering.

Postman and Weingartner advocate inquiry as "the most important intellectual activity man has yet developed." They point out:

Knowledge is produced in response to questions. . . Once you have learned to ask questions -- relevant and appropriate and substantial questions -- you have learned how to learn and no one can keep you from learning whatever you want or need to know.<sup>11</sup>

To other writers on the subject, good questions are those which require intellectual activity beyond the lowest level of cognition, that is, beyond the knowledge or memory level. Along with others, Norris M. Sanders charges that far too many teachers ask questions only at the simple recall level, rarely requiring thinking activity at the higher cognitive levels, comprehension, application, analysis, synthesis, and evaluation.<sup>12, 13, 14, 15</sup>

While the program Sanders proposes is one in which teachers ask questions at the higher cognitive levels, the power of inquiry as a learning tool suggests that it should be in the hands of the learner.

If the medium is indeed the message, the way to help children ask questions at higher cognitive levels is to provide them with practice in doing so.

Whether such inquiry skills should be taught in the second language, English, and whether such cognitive skills as are described in the range from knowledge to evaluation<sup>16</sup> should be taught to young children verbally, rather than non-verbally, will be the subject of the following chapter on the background of the problem. Whether such inquiry and cognitive skills can be taught in the second language to first grade children will be the subject of the third chapter. Criteria established in Chapter Three will be the basis for the program outline which will be the result of this study.

#### Assumptions

Assumptions underlying this study include:

1. Ability to function in the English language is critical to the school success of children in American schools. Here functioning means to comprehend the spoken and written expressions of the language, and further to express oneself in the written and spoken forms with near-native fluency.<sup>17</sup>
2. For the purposes of school success for the children who are taught English as a second language, the teaching of such language skills should not stop with teaching the ability to ask and answer questions at the recognition or recall level of cognition.<sup>18, 19</sup>
3. Language functioning beyond the recognition or recall level reflects higher level cognition, as cognitive levels are described in A Taxonomy of Educational Objectives: The Cognitive Domain.<sup>20</sup>
4. Language reflecting such higher level cognition can and should be

taught to children as a part of a developmental program in language arts for learners of English as a second language. Chapters Two and Three explicate this point.

5. The children for whom the program resulting from this study is intended have the prerequisite English language skills necessary to achieve success in the program. That is, they are able to inquire and respond in English at the recognition and recall level. Supporting this assumption are (i) the lesson plan manuals for the English as a second language program designed by Consultants in Teaching English<sup>21</sup>, (ii) the requirement by the curriculum designers that each English as a second language lesson objective must be achieved by one hundred percent of a random sample of one-third of each participating class<sup>22</sup>, and (iii) the field data presented in Appendix C.
6. Inquiry is a powerful learning tool, as stated by Neil Postman and Charles Weingartner in Teaching as a Subversive Activity<sup>23</sup>, and as such, should be provided children as a learning-how-to-learn tool at cognitive levels beyond recognition and recall.

## FOOTNOTES

- <sup>1</sup> CITE, Inc. Introductory Readings to the CITE Bilingual Curriculum (Fresno Summer Workshop, 1970).
- <sup>2</sup> Robert D. Wilson, Notes on a Theory of Second-Language Instruction (Los Angeles: CITE, Inc., 1969).
- <sup>3</sup> Martin V. Covington, "The Cognitive Curriculum: A Process-Oriented Approach to Education." Cognitive Studies Hellmuth, Jerome, Ed. (New York: Brunner/Mazel, Inc., 1970), p. 491.
- <sup>4</sup> Allan Mann, "Classes to be Taught in Spanish, English," The Press (San Diego, Calif: July 31, 1970), p. D-2 (Appendix B)
- <sup>5</sup> Theodore Andersson, Bilingual Schooling in the United States (Washington: Government Printing Office, 1970), p. 50.
- <sup>6</sup> Neil Postman and Charles Weingartner, Teaching As A Subversive Activity (New York: Delacorte Press, 1969), p. 19.
- <sup>7</sup> Marianne Frostig and David Horne, The Frostig Program for the Development of Visual Perception. (Chicago: Follett Publishing Company, 1964), p. 165.
- <sup>8</sup> CITE, Inc., Bilingual Academic Curriculum (Los Angeles: Consultants in Teaching English, 1969), 30 manuals.
- <sup>9</sup> Robert D. Wilson, Curricular Implications of the Relationships Between Language and Thought (Paper read at the TESOL Convention in San Francisco, April, 1970).
- <sup>10</sup> Postman and Weingartner, op. cit., p. 23.
- <sup>11</sup> Ibid.
- <sup>12</sup> Miriam Wilt, "Demands on the Listening Skills of Elementary School Children," Listening: Readings, Sam Duker, Editor (New York: The Scarecrow Press, 1966), pp. 63-80.
- <sup>13</sup> Norris M. Sanders, Classrooms Questions, What Kinds? (New York: Harper & Row, 1966), p.2.
- <sup>14</sup> Postman and Weingartner, op. cit., Chapter 2.
- <sup>15</sup> Benjamin Bloom, Editor, Taxonomy of Educational Objectives (New York: David McKay Company, Inc., 1956), pp. 62-172.

- 16 Congressional Record, Bilingual Education: Hearings Before the Special Sub-Committee on Bilingual Education of the Committee on Labor and Public Welfare, United States Senate, Nintieeth Congress, First Session on S. 428. (Washington, D.C.: U.S. Government Printing Office, 1967.) p. 213.
- 17 Moffett, James. A Student-Centered Language Arts Curriculum, Grades K-6. (Boston: Houghton Mifflin Company, 1968.) p. 16.
- 18 Wilson, Curricular Implications of the Relationships Between Language & Thought.
- 19 Bloom, Benjamin S. op. cit.
- 20 CITE, Inc. op. cit.
- 21 Ibid.
- 22 Postman and Weingartner, op. cit. p. 23.

## CHAPTER II

### BACKGROUND OF THE PROBLEM

#### School failure of American non-native speakers of English

The educational history of American children who enter American schools speaking a native language other than English has been a history of failure. The evidence of this failure, compiled in the academic records of children representing a multitude of native languages other than English, is summarized by Dr. Theodore Andersson, director of the Southwest Educational Development Laboratory, who concludes from research, "American schooling has not met the needs of children coming from homes where non-English languages are spoken; a radical improvement is therefore urgently needed."<sup>1</sup> Along with many others who testified during the hearings before the Special Subcommittee on Bilingual Education in 1967, Senator Ralph Yarborough of Texas supported this view, pointing out, for example, that for children of the Southwest "for whom English is the mother tongue, there is an average educational attainment of 12 years. For the Spanish-speaking children of the Southwest, that educational attainment is 7 and a fraction years."<sup>2</sup> During the same hearing Dr. Hershel T. Manuel, Professor Emeritus of Educational Psychology at the University of Texas, testified that ". . . many Spanish-speaking children in the Southwest and elsewhere have failed to attain satisfactory achievement in either Spanish or English and the language deficiency seriously retards their schoolwork and becomes a serious handicap in later life."<sup>3</sup>

Supporting his acknowledgement of ". . . the potent need for change and improvement in the education of our non-English-speaking children",<sup>4</sup>



Dr. Andersson cites a study which he considers representative of the literature on non-English-speaking children in American schools:

In 1955-56 "the average Spanish-surname Texan was -- spending three years in the first grade and was dropping out of school before reaching the fifth grade (4.7). This compares with 10.8 school years completed by 'all whites' (which includes Spanish-surname Texans) and 8.1 by 'non-whites' (primarily Negroes and Orientals)."5

### Some proposed solutions through bilingual curricula

Response to the urgent need for improvement in the education of non-English-speaking American children came, in part, in the form of the authorization of \$85,000,000 from 1967 through 1970 for the Bilingual Education Act (Title VII, ESEA of 1965) of 1967.<sup>6</sup>

The focus on bilingual curricula which include the learner's native language as well as his second language calls for response to the question of which language will best foster school success for learners of English as a second language. In this study, the second language, English, is proposed as the medium for instruction in inquiry skills and academically oriented thinking skills.

However, two other views dominate the bilingual curriculum stage. One emphasizes teaching most of the curriculum in the first three to five years entirely in the children's native language, except for the daily period in which the children are taught English as a second language.<sup>7</sup> The other proposes teaching English as a second language and using English as the medium for instruction for half the school day, then repeating the same or presenting similar content in the children's native language for the other half of the school day.<sup>8, 9</sup>

To their proponents, such curricular designs seem to be the obvious solutions in the search for meaningful instruction for young learners of English as a second language who must succeed in the school systems of an English-speaking country.

### Language and thought

To others in the field of bilingual education, such native-language dominated curricula are not considered the logical solution to the problems of learners of English as a second language, as implied by Dr. Wilson's statement urging "thinking in English" as a major curriculum objective.

While bilingualism is accommodated and highly valued in the Bilingual Academic Curriculum, its designers propose that school success in this country for the children with whom this paper is concerned depends on their English language skills and their cognitive skills. Support for emphasizing English as the medium for instruction in the proposed inquiry and cognitive skill program is found in the work of L.S. Vygotsky, Paul A. Kolers, and Wallace Lambert.

The value of teaching mental operations (or thought) with language was suggested by L.S. Vygotsky, whose investigations led him to conclude:

It is not merely the content of a word that changes, but the way in which reality is generalized and reflected in a word . . . A word is a microcosm of human consciousness.<sup>10</sup>

It can further be inferred from his investigations that teaching mental processes in English is critical for school success for children in English-speaking school systems:

. . . The meaning of a word represents such a close unity of thinking and speech that it is not possible to say whether it is a phenomenon of speech or a

phenomenon of thinking . . . It is a phenomenon of verbal thought or of meaningful speech; it is a unity of word and thought . . . the relation of thought to word is first of all not a thing but a process . . . and the relation between thought and word changes . . . In that process the relation of thought to word undergoes changes . . .<sup>11</sup>

The conclusions of another investigator suggest that English is the most useful medium for instruction in this country. Paul A. Kolers, investigating interlingual word associations to determine whether a fluent (coordinate) bilingual codes his experience once in a common store which then is tapped by each of his two languages, or whether the bilingual codes experiences specifically and separately in the language in which they are experienced, concluded:

. . . experiences and memories of various kinds are not stored in common in some supralinguistic form but are tagged and stored separately in the language (the subject) used to define the experience to himself.<sup>12</sup>

While the investigator himself points out that word associations "cannot be taken as a perfect test on how experiences are tagged and stored," his conclusion may indicate the value of providing children with classroom programs which foster thinking in English as contrasted with programs which emphasize thinking in the native language other than English. It is obviously the responsibility of the designers of both kinds of programs to evaluate their effect with the utmost objectivity, both in measuring instruments and in analysis of data.

Evidence showing that intellectual and verbal activity in the second language can be provided without damage to the children's verbal and cognitive skills in the native language is also valuable, in view of the concern of some educators for this aspect of bilingualism.<sup>13</sup> Probably the most thorough data available on the cognitive consequences of learning in a second language is the research by Dr. Wallace E. Lambert,

psychology professor at McGill University in Canada. In his two-year study of native English-speaking children taking part in a curriculum taught almost entirely in French at the kindergarten and first grade levels, his comprehensive data shows ". . . there is, for the second year running, no evidence of linguistic or cognitive retardation of the children's native language skills." The only exception to the children's daily experience in French was a 50-minute period daily in English language instruction.<sup>14</sup> It is worth considering, too, the results for these children at the end of three years of schooling in which the second language was the main medium for instruction. Dr. Lambert reports, ". . . at the end of grade two, the Experimental Class performed as well as, and in certain cases better than, either English or French Control Classes in most abilities evaluated." The one area, of the many evaluated, in which the experimental class was not equivalent to native-French-speaking control class children was spontaneous expression in French. While a number of reasons could account for this particular "deficiency" one outstanding feature of the curriculum these children follow is its lack of a program for teaching French as a second language.<sup>15</sup>

The emphasis in this paper on teaching cognitive skills through language (English) raises another question, in light of the work of Jean Piaget and his associates. Research conducted by his associates and reported in 1967 led them to conclude:

The possession of certain (verbal) expressions does not structure mental operations nor does their absence impede their formation; the expressions are acquired and their use becomes functional according to a process similar to the mode of structuring of the operations themselves. . . . The contribution of language must be sought for on another level. Language can direct attention to pertinent factors of a problem, just as it can control perceptual activities

. . . In this way, language can prepare an operation but is neither sufficient or necessary to the formation of concrete operations.<sup>16</sup>

If specific mental operations alone were the point of curriculum, it could be inferred from this evidence that children could be instructed with only minimal language, and further, it would not make a great deal of difference to the mental operations which language, native or second, were used. But, mental operations, or thought, (whether these are one and the same thing or not as the terms are used by theorists) alone is not the sole objective of curriculum. It is part of the major objective, and Piaget's work will be considered where it is practical to do so in helping children achieve that part of the objective. The point is that, for school success, the results of mental operations have to be communicated, and this is most usually done through language. A further point is that this study views increasing the learner's skill in teaching himself as a major curriculum goal, and if knowledge is produced in response to questions as Postman and Weingartner believe, then the learner must have the inquiry skills to accompany his thinking skills.

Further evidence for teaching specific intellectual skills through language, and in an English-speaking school system, teaching such skills through English is provided in Kolers' work:

Certain formal operations seem to be tied intimately to the language in which they were learned: almost all of our Ss remarked, when questioned in interviews, that while they were bilingually fluent for language, mathematical operations were performed in the language in which they had been learned.<sup>17</sup>

Since, in Piaget's terms certain mental operations do evolve to become formal operations, since also in his view "language can prepare an operation," and since in this writer's view, intellectual skills at

the analysis, synthesis, and evaluation levels may be taught later (in the elementary school) in explicit terms as formal operations, the present preparation in intellectual and language skills will probably best serve the students if it is provided in English.

In addition, the principle of providing the children appropriate practice in the skills they are expected to master supports the need for teaching such skills with language rather than nonverbally, and in English for children who are expected to learn and communicate in English-speaking schools. According to W. James Popham, "A host of psychological literature" has shown that the more closely practice behavior resembles the desired terminal behavior, the more likely the learner is to achieve the desired terminal behavior.<sup>18</sup>

## FOOTNOTES

- 1 Theodore Andersson, Bilingual Schooling in the United States (Washington: Government Printing Office, 1970), Volume I, p. 49.
- 2 Congressional Record, Bilingual Education: Hearings Before the Special Sub-Committee on Bilingual Education of the Committee on Labor and Public Welfare United States Senate Nintieth Congress First Session on S. 428 (Washington: Government Printing Office, 1967), p. 213.
- 3 Ibid., p. 215.
- 4 Andersson, op. cit., p. 43.
- 5 Ibid.
- 6 Theodore Andersson, Bilingual Schooling in the United States (Washington: Government Printing Office, 1970), Volume II, p. 1.
- 7 Robert D. Wilson, Curricular Implications of the Relationships Between Language and Thought (Unpublished paper of TESOL Convention in San Francisco, April of 1970, Los Angeles: CITE, 1970).
- 8 Ibid.
- 9 Allan Mann, "Classes to be Taught in Spanish, English," The Press (San Diego, Calif.: Friday July 31, 1970), p. D-2 (Appendix B).
- 10 L. S. Vygotsky, Thought and Language (New York: John Wiley & Sons, M.I.T. Press, 1962), Chapter 7.
- 11 Ibid.
- 12 Paul A. Kolers, "Interlingual Word Associations," Journal of Verbal Learning and Verbal Behavior. (New York: Academic Press, 1963) Volume 2, Number 4.
- 13 Andersson, op. cit., Volume I., p. 50.
- 14 Wallace Lambert, M. Just and N. Segalowitz, Some Cognitive Consequences of Following the Curricula of Grades One and Two in a Foreign Language, Georgetown Monograph Series on Languages and Linguistics (in press, Georgetown: 1970), p. 26.
- 15 Wallace Lambert, G.R. Tucker, et al., Cognitive and Attitudinal Consequences of Following the Curricula of the First Three Grades in a Foreign Language (Montreal: McGill University, 1970), pp. 1-2.

16 Hans G. Furth, Piaget and Knowledge: Theoretical Foundations (New Jersey: Prentice-Hall, Inc., 1969), p. 130.

17 Kolers, op. cit., p. 298

18 W. James Popham, The Teacher Empiricist (Woodland Hills, California: Aegeus Publishing Company, 1965), pp. 16-17.



## CHAPTER III

### RATIONALE FOR COGNITION AND INQUIRY IN A LISTENING PROGRAM

In Chapter Two it was proposed that a system of inquiry skills and a system of intellectual skills should be taught in the second language, English. This chapter deals with criteria upon which such a program must be based so that it can be taught in the manner proposed. The discussion will include a clarification of the intellectual content, the modes through which it can best be taught, and three major requirements for the approach, method, and technique.

#### Cognitive skills

The first clarification is on the nature of the intellectual skills, and on the modes through which they will be taught. While the following list is entitled "Abilities Possessed by a Good Listener", and while it includes some primary decoding skills,<sup>1</sup> its focus is on intellectual skills. Most of the intellectual skills bear a striking resemblance to lists of skills often described as basic to the other language arts, reading, writing, and speaking. Substitution by the reader of these labels for "listening" will suffice to make the point.

#### Abilities Possessed by A Good Listener

- I. Ability to hear.
- II. Strong purpose to listen much in a wide variety of listening situations
- III. Important abilities common to most listening situations.

- A. Ability to recognize many words the moment they are heard.
- B. Ability to acquire new words.
- C. Ability to understand readily the meaning of sentences, even though they are more or less complex and involved.
- D. Ability to understand and appreciate the thoughts, sentiments and ideals presented in relatively long units of oral expression. It will include the ability

- 1) To concentrate attention on the material being presented.
- 2) To anticipate the sequence of ideas.
- 3) To associate ideas accurately.
- 4) To recall related experiences.
- 5) To recognize the important elements.
- 6) To derive meaning from context.

- E. Ability to recognize and interpret what may be called oral punctuation - the system of voice inflections and pauses which are so useful in facilitating the conveyance of meaning by word of mouth.
- F. Ability to utilize, in the process of building up meaning, the vocal adjustments and facial and bodily expressions of the speaker.

#### IV. Specific abilities appropriate to specific listening situations.

- A. Ability to analyze or select meanings.

- 1) To select important points.
- 2) To get the facts accurately.
- 3) To secure answers to questions.
- 4) To obtain materials on a given problem.
- 5) To determine the essential conditions of a problem.
- 6) To follow directions.

- B. Ability to associate and organize meanings.

- 1) To grasp the speaker's organization.
- 2) To associate what is heard with previous experience.
- 3) To prepare an outline or summary.

- C. Ability to evaluate meanings.

- 1) To appraise the value or significance of statements.
- 2) To compare statements heard with items from other sources.
- 3) To weigh evidence presented.
- 4) To interpret critically.

- D. Ability to retain meanings.

- 1) To reproduce to others.

- V. Ability to select, in a given listening situation, the specific listening mode which is appropriate to the situation.<sup>2</sup>

It is also interesting to note that "listening skills," as described by Seth Fessendon,<sup>3</sup> i.e., in hierarchical order, -- isolating (sounds, facts, ideas, organization, etc.), identifying (giving meaning to what the listener has isolated), integrating (the configuration of old and newly heard data), interpreting (consciousness of major points, introductory and concluding remarks, relevant and irrelevant ideas, etc.), interpolating (supplying the unspoken but implied meanings, filling in the gaps in the data, predicting the trend of the speaker's thought), and introspecting (noting the effect upon ourselves of the speaker's meaning) are included in Bloom's hierarchy of cognitive skills, and probably in finer detail and more complete description.<sup>4</sup>

The hierarchy of cognitive skills described in Bloom's Taxonomy of Educational Objectives<sup>5</sup> provides a thorough and detailed arrangement of general intellectual skills. Its major categories, knowledge, comprehension, application, analysis, synthesis, and evaluation, are further subdivided into categories of specific cognitive skills, for example:

#### Comprehension

##### a. paraphrasing

- i) changing the "message from one symbolic form to another, i.e.,  
visual to verbal  
auditory to verbal
- ii) changing the "message" from one level of abstraction to another, i.e.,  
giving an example  
summarizing
- iii) changing the "message" from one verbal form to another, i.e.,

ii (above)  
 re-telling in "your own words"  
 giving the literal meaning  
 of a figurative expression

b. interpreting

i) understanding comparative relationships, i.e.,

the { identicality  
 similarity  
 differentness  
 unrelatedness  
 contradiction } of ideas

ii) understanding the relationship of an implication, i.e.,  
 an idea which follows from specified evidence

iii) understanding the relationship of a generalization  
 to supporting evidence

iv) relationship of a skill to an example of its use

v) understanding cause and effect

c. extrapolating

i) predicting the continuation of a sequence  
 or trend

ii) inference, filling in gaps in data

iii) distinguishing consequences that are highly  
 probable from those not so highly probable.

Within the six major categories (knowledge through evaluation) are found the general intellectual skills often defined as reading comprehension skills in many basal reading programs. For example, the kind of "discussion question: the teacher is advised to use after the class had read a particular story, i.e., "Do you think Dick did the right thing in helping Mr. Brown patch the fence after he had ridden through it on his motorcycle? What should he have done? What would you have done?", requires cognitive skills at all the levels if the responder gives a

thoughtful answer or set of answers. Specifically:

- Knowledge: The responder knows the literal meanings of every concept and word in the question, and in the story. He is familiar with the categories of "right things to do" and "wrong things to do." He can recall all the meanings of events in the story pertinent to the question, etc.
- Comprehension: He must mentally (and quickly) review the story or pertinent parts of it and in doing so most likely change the message from one symbolic form to another, from one level of abstraction to another (summarize, etc.), interpret (relate what Dick did to the categories of right things and wrong things, etc.), and in doing so extrapolate, or fill in the gaps in the data (relate the specified evidence to the inferences), etc.
- Application: The question "What would you have done?" requires the responder to view the events as real life experiences with himself as the actor, and then to apply the evidence, inferences, and so forth, to this.
- Analysis: To come up with a cogent response, the responder has to use logical operations, perhaps like: To drive through a fence on a motorcycle is wrong. It is right to correct wrongs. Therefore Dick (or I) was right in trying to correct the wrong, etc.
- Synthesis: The responder is expected to respond with a "unique communication" or a plan for how he would have solved the problem.
- Evaluation: The responder should judge his own communication or response in light of his own standards, and if he is thoughtful, does this before he opens his mouth, as well as after he speaks and gets some reaction to his response.

The foregoing example is admittedly sketchy, but indicates the importance of teaching such cognitive skills. The reason for teaching them systematically, if the children are to have command of them as learning tools, is supported in the work of Jerome S. Bruner. Their value as learning tools depends on the transfer potential of these cognitive skills, and transfer or continuity of learning depends upon mastery of the

structure of the subject matter.<sup>6</sup>

The writer's inference that comprehension skills are better described as general intellectual skills rather than as mode-specific, is supported by James Moffett, in his introduction to A Student-Centered Language Arts Curriculum, Grades K-6: A Handbook for Teachers:

. . . a reader has two simultaneous levels of phenomena to cope with -- the letter symbols and the things or concepts referred to. . . A child who fails to understand a text either cannot decode letters, or else cannot understand the text for reasons having nothing to do with printed words; he would not understand even if the text were read aloud to him. In other words, reading comprehension is merely comprehension. . . If a reader can translate print into speech -- read it aloud as sentences with normal intonation patterns -- and still fails to grasp the idea or relate facts or infer or draw conclusions, then he has no reading problem; he has a thinking problem.<sup>7</sup>

The value of teaching children a system of general intellectual skills seems obvious to the writer at this point, particularly in view of the value of such skills to all the receptive and expressive modes usually thought of as the language arts, reading, writing, speaking, and listening. Such intellectual, or cognitive, skills would be valuable for children as "learning how to learn" tools at the comprehension level, just as auditory, visual, and tactile perceptual skills are necessary at the primary decoding level.

#### Listening: a critical mode for cognitive development

It is not a contradiction of the foregoing argument, but rather a practical decision, that listening and speaking are the major modes chosen for teaching such intellectual skills at the first grade level for learners of English as a second language. There are the modes in which

the children who have participated in the Bilingual Academic Curriculum have been provided the prerequisite perceptual and linguistic skills.<sup>8, 9</sup>

It is here necessary to establish a distinction between simple decoding and comprehension. A parallel may be found in the reading process, that is, just as there is a visual perceptual task of recognizing grapheme-to-sound correspondences in isolated letters, letters within words, and words within larger syntactic units which may be called the primary decoding level in the reading process, so there is also a parallel primary decoding level in the listening process.<sup>10</sup> Auditory perception is to listening what visual perception is to reading. Both are means to an end, rather than ends in themselves. Similarly, the advanced decoding level in reading, comprehension of the message, is paralleled in listening.<sup>11, 12</sup> Skill in the primary decoding level, auditory perception, is the prerequisite skill for success at the advanced, or message-decoding, level. This prerequisite skill is provided children in CITE beginner programs, through Auditory lessons.<sup>13</sup> The advanced, or message-decoding, level of listening is the concern of this paper. While perceptual skills are the main focus in the primary decoding level, intellectual skills are the main focus in the advanced level.

In considering listening as the receptive mode for the program, it is useful to bear in mind the demands made on this skill as the learners progress through the educational process. Bruce R. Markgraf's study, "Demands on the Listening Skills of Secondary Pupils,"<sup>14</sup> strongly indicates the value of teaching children how to listen and how to think while they listen. His study revealed that twenty high school students were expected to spend forty-six percent of their classroom activity time engaged

directly in listening, with two-thirds of this time devoted to listening to their teachers. The remaining third of the listening time was devoted to listening to fellow students, sound motion pictures, tape recordings, music and other miscellaneous communications. The author of this study concluded that ". . . knowledge appeared to come by means of the teachers' speech rather than, as is suggested by many educators, by means of the students' thinking." Miriam E. Wilt's study, "Demands on the Listening Skills of Elementary School Children,"<sup>15</sup> indicates that the forty-six percent listening figure will come as no surprise to the learners, as they will have spent nearly sixty percent of their elementary classroom activity time engaged in listening. An unfortunate inference from Dr. Wilt's evidence is that the children thus engaged were not, for the most part, learning how to listen in a way which would equip them with listening as a learning tool. To the contrary, ". . . seldom was there a real purpose for listening to what was being said . . .," according to Dr. Wilt.<sup>16</sup>

Though Sam Duker ("Goals of Teaching Listening Skills in the Elementary School") cautions that ". . . daily class activities should be so planned that the amount of listening required of children is not overpoweringly and impossibly great,"<sup>17</sup> Dr. Wilt provides possibly a more practical caution: To be a ". . . world citizenry that listens nearly half its waking hours. . . what children need is not less listening, but more and better listening."<sup>18</sup>

#### Listening: Comprehension through inquiry

The idea that effective listening is an active rather than a passive skill is not new, any more than the idea that listening skills should be



taught is new. But practical systems for teaching children how to participate in listening are few and far between. If children are to be able to learn through thinking, rather than to listen passively to purposeless communication, as seems to happen too much of the time according to listening research, then the challenge to curriculum designers is to help children make good thinking use of the time available to them while they are listening.

Thought speed is at least 400 words per minute; speech speed may vary from 125 to 200 words per minute. This time difference should be used for reflecting on what is being heard and in making inferences and not wasted on irrelevant problems and worries.<sup>19</sup>

In discussing factors affecting listening comprehension, Paul Keller describes research in which the "anticipatory set" of the listener, ". . . the ability to hypothesize, . . . to say to oneself as he listens, 'I think what the speaker is trying to say is...'," plays a significantly favorable role.<sup>20</sup>

As is demonstrated in the sample lessons (Appendix A), this is a major part of the function of inquiry in the proposed program. The children will become familiar with the skill of asking questions in advance of and during the process of listening to the speaker. Three major criteria prevail in the program's approach, methodology, and technique, so that the proposed program can be taught to second language learners of English. The first is that the intellectual and linguistic content must "be represented in terms of the child's way of viewing things."<sup>21</sup> The second is that the content must be transferable, both specifically and non-specifically.<sup>22</sup> The third is that it must be taught on the basis of prerequisite skills.<sup>23</sup>

## Program criteria

### Incorporating familiar skills

Representing the content of inquiry and cognitive skills in such a way as to make them comprehensible to the children must take into consideration the prerequisite skills provided them in their first year in the Bilingual Academic Curriculum. This will mean that the question types familiar to the children through the first year program will be used as they are appropriate for specific cognitive skill objectives. Yes-no, who, what, why, which, when, how, and why types will all be incorporated. The main new element in language will be new vocabulary, as it is needed.

Another aid in making the program meaningful to the children will be the use of familiar lesson methodology, that is incorporation in each lesson of the learning principles of specifying behavioral outcomes, providing appropriate practice of the anticipated post-instruction behavior, and providing immediate knowledge of results to the learners as they practice the new skills.<sup>24</sup> In addition to familiar language structure and lesson methodology, a number of auditory, tactile, and visual mnemonic aids will be used throughout the lessons (i.e., chalkboard sketches, objects, pantomiming, flannel board pictures).

### Transfer potential

Lesson content will be taught mainly by having the children listen to the teacher read a story, because the transfer potential from listening to reading may be accommodated and possibly more fully realized in this way. Story content will be designed to accommodate inquiry systematically through the hierarchy of cognitive skills.

While the proposed program's nonspecific transfer function is to equip the learners with inquiry skills at the various cognitive levels for "supra-modal" use, it has specific transfer value in the realm of listening, too. The idea is that a listener needs certain basic tools in order to be a good listener. Inquiry, or question-asking, is one of these basic tools, perhaps the most valuable, in that as the listener listens, he assures his own comprehension of the content by asking certain questions (internally) as he listens.<sup>25</sup> The content of these questions ranges throughout the levels of abstraction in the cognitive hierarchy, depending on the content of the message, and upon the listener's question-asking skill. Insofar as one is skillful in designing the "messages" (story content) and in teaching appropriate questions about the messages, explicitly, the learner will gain the basic skills needed for intelligent listening. Teaching the transfer from asking appropriate questions explicitly, to asking them internally (verbal thought) is presently viewed as part of the program, though a later part. Its roots will be evident in the earlier part.<sup>26</sup>

## FOOTNOTES

- <sup>1</sup> Conley C. Day, The Listening Process: A Rationale For Pre-Listening Instruction (Unpublished Master's Thesis for the University of California at Los Angeles, 1970), p. 153.
- <sup>2</sup> Paul Tory Rankin, "Listening Ability and Its Components", Listening: Readings, Sam Duker, Editor (New York: The Scarecrow Press, Inc., 1966), pp. 25-26.
- <sup>3</sup> Seth Fessendon, "Levels of Listening - A Theory", Listening: Readings, Sam Duker, Editor (New York: The Scarecrow Press, Inc., 1966) pp. 30-32.
- <sup>4</sup> Benjamin Bloom, Editor, Taxonomy of Educational Objectives (New York: David McKay Company, Inc., 1956), pp. 62-175.
- <sup>5</sup> Ibid.
- <sup>6</sup> Jerome S. Bruner, The Process of Education (New York: John Wiley & Sons, Inc., 1966), p. 18.
- <sup>7</sup> James Moffett, A Student Centered Language Arts Curriculum, Grades K-6 (Boston: Houghton Mifflin Company, 1968), p. 16.
- <sup>8</sup> Appendix C. Field data on questioning skills collected by Virginia Hoffman, 1970.
- <sup>9</sup> Teachers using the Bilingual Academic Curriculum supply regular feedback to Consultants in Teaching English indicating learner success in achieving lesson objectives. If 90 percent of the children do not pass a lesson test, the objective is re-taught. Expansion of the program from four classrooms during 1968-69 to twenty beginner and seven first grade classrooms in 1970-71 indicates the general success of the program in the eyes of the purchasers, the Bureau of Indian Affairs, Navajo Agency.
- <sup>10</sup> Day, op. cit., pp. 6 & 7
- <sup>11</sup> Fessendon, op. cit., pp. 30-32.
- <sup>12</sup> Day, op. cit.
- <sup>13</sup> CITE. "Auditory Lessons," Bilingual Academic Curriculum for Navajo Beginners (Los Angeles: Consultants in Teaching English, 1969).
- <sup>14</sup> Bruce R. Markgraf, "Demands on the Listening Skills of Secondary Pupils," Listening: Readings, Sam Duker, Editor (New York: The Scarecrow Press, Inc., 1966), p. 475.

- 15 Miriam Wilt, "Demands on the Listening Skills of Elementary School Children," Listening: Readings, Sam Duker, Editor (New York: Scarecrow Press, Inc., 1966), p. 73.
- 16 Ibid., p. 67.
- 17 Sam Duker, "Tools of Teaching Listening Skills in the Elementary School," Listening: Readings, Sam Duker, Editor (New York: Scarecrow Press, Inc., 1966), p. 203.
- 18 Wilt, op. cit., p. 73.
- 19 Paul W. Keller, "Major Findings in Listening in the Past Ten Years," Listening: Readings, Sam Duker, Editor (New York: Scarecrow Press, Inc., 1966) p. 150.
- 20 Ibid., p. 152.
- 21 Bruner, op. cit., p. 33.
- 22 Ibid., pp. 17 & 18
- 23 Robert M. Gagne, The Conditions of Learning (New York: Holt, Rinehart & Winston, Inc., 1965), p. 245.
- 24 Virginia Hoffman, "Applying Learning Principles in the Classroom," (Unpublished Independent Study, University of Montana, 1970).
- 25 Keller, op. cit., p. 152.
- 26 Appendix A, "Sample lessons."

## CHAPTER IV

### PROGRAM CONTENT

#### General scope and sequence

The first procedure employed to arrive at a tentative outline<sup>1</sup> of cognitive objectives and inquiry objectives is that which should be employed in any curriculum decision, that is:

Analysis of a topic begins with the statement of the terminal objective. . . Once this objective has been satisfactorily defined, one can proceed to identify a subordinate set of subtopics. . . Each subordinate objective, then, is derived by systematically applying the next higher objective the question, 'What must the student already know how to do?'<sup>2</sup>

The same procedure applied to the hierarchy of cognitive skills of Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation<sup>3,4</sup> reveals that questioning and thinking skill at the highest two levels is the desirable ultimate goal for the children. The divergent thinking, the originating of alternative hypotheses, which characterizes Synthesis, and the establishing of criteria by which to judge the results of testing the hypotheses which characterizes the Evaluation level require skill in all the lower levels of cognition.<sup>5</sup> These six major categories of cognitive skills are sequential and cumulative<sup>6</sup>, thus indicating at the outset a systematic outline for the program. The outline and specific samples accompanying the sub-categories which are the subject of this chapter reflect both "translation" and "extrapolation" as these two sub-categories are described in Bloom's Taxonomy of Educational Objectives. The writer's task, to represent things in a meaningful way for the learners, has been to change the definitions and examples offered by

Sanders and Bloom<sup>7, 8</sup> to a different level of abstraction, chiefly to a very concrete level in concordance with the rationale of the Bilingual Academic Curriculum.<sup>9, 10</sup>

In the scope and sequence of the experimental First Grade Language Arts Program being planned for use in seven Navajo classrooms for 1970-71, the program proposed herein will begin after the first third of the school year, and will be in the form of daily twenty to thirty minute lessons, along with other language arts lessons in reading, writing, speaking, and English as a second language. This will mean that, at least during the experimental year, seventy-five lessons of the proposed program can be accommodated. It is expected that transfer of the cognitive skills in the proposed program to the other language arts areas will be considered by the designers of the programs for those areas, once the pre-requisite primary decoding skills have been provided the learners in reading, speaking and writing, and the focus becomes one of comprehension of material at the more advanced level.

The outline is, therefore, presented for the first seventy-five lessons, and a tentative summary is given for the following seventy-five, which will probably become a part of the experimental second grade program.<sup>11</sup>

Tentatively, the first seventy-five lessons will encompass cognitive skills at the Knowledge, Comprehension, and Application levels extrapolated from Bloom's Taxonomy.<sup>12</sup> To accomodate transfer Application will be taught through using children's literature selections as the basis for listening lessons periodically throughout the program, in such a way that the children are familiarized with the idea of applying their questioning skills to reading material when they are ready to read books,

During this part of the listening program, the question types will be based on the subcategories within the cognitive hierarchy, but they will be drawn from it as they are appropriate for revealing the structure and content of the story rather than being applied completely as a system. The purpose is to "respect" the stories as stories, and to teach the children to apply appropriate questions, rather than to use the stories only as vehicles for teaching questions at every sublevel of the cognitive hierarchy. The second seventy-five lessons are tentatively viewed as encompassing the same major categories, but with lesson content more abstract and complex, and with possible variations in lesson format.

The higher cognitive skills of Analysis, Synthesis, and Evaluation will probably be in use in some form by the learners during the first one hundred and fifty lessons, but will not be incorporated as lesson objectives. These higher levels are tentatively viewed as more formal operations requiring more language and experience than first grade second-language-learners could fairly be expected to have. On the premise that "instruction precedes development" (i.e., one cannot consciously control something until one has possession of it)<sup>13</sup> and on the premise that "the foundations of any subject can be taught to anybody at any age in some form"<sup>14</sup> cognitive skills at the Analysis, Synthesis, and Evaluation levels may be appropriate content for the second and third grade programs, when the children are nine to ten years old, and ostensibly ready for the "instruction which precedes" the development of the stage of formal operations, in much the same way as the proposed inquiry program is accompanying the children into the stage of concrete operations.



Following are the listening program introduction and outline of cognitive and inquiry tasks. Sample lessons for several cognitive and inquiry objectives are presented in Appendix A.

## Introduction to the program and outline

### General Objectives

The purpose of this strand\*is to foster the children's listening comprehension skills through teaching them to ask appropriate questions explicitly before they listen to a message, and to respond to them explicitly after they listen. Such question-asking and responding is the means by which the children can acquire an anticipatory "set" about information they hear, this "set" shown by listening research to be a critical factor in listening comprehension.

Another objective of this strand is to provide the children comprehension skills which will be transferable to other academic subject areas, i.e., to reading comprehension. This transfer is accommodated, in part, within the listening strand by using stories which you\*\* read to the children as the content for the lessons.

### Explanation of General Objectives

While the children have been learning to ask and answer appropriate questions throughout the ESL and other strands, the term "appropriate" in the listening strand takes on new meaning. Questions at the knowledge (or memory) level are appropriate throughout the ESL strand, because the content of the strand is the structure of English, and the objective is English speaking skill for the children. While the basis for questions and responses in the ESL strand is language structure, the basis for questions and responses in the listening strand is cognitive structure, as it has been classified in A Taxonomy of Educational Objectives,

\*"Strand" is CITE's term for "subject area."

\*\* The term "you" throughout refers to the teacher of the listening program.

Handbook I: The Cognitive Domain, edited by Benjamin S. Bloom. The objective is comprehension skill for the children.

Questions introduced in the listening strand will move from the knowledge (or memory) level up through the cognitive hierarchy, with the main focus on comprehension level skills for the first seventy-five lessons. Attention to explicit skills at the analysis, synthesis, and evaluation levels will come later in the strand. Following are brief sequential descriptions of cognitive tasks on which the listening strand questions are based for the first seventy-five lessons.

#### A. Knowledge level

This is classed as the lowest level of cognitive skill. The major task for the student is memory or recognition. This is exemplified in Unit 1 of the listening strand, where in the facts are presented explicitly in stories, and children are asked to respond to questions about the explicit information to which they listened.

1. Knowledge of specific facts: The student can recognize or recall specific and isolable bits of information, i.e., Who took the pencil? Where's the eraser? What's his name?
2. Knowledge of sequence in time: The student can recognize or recall items in sequence, i.e., What did Joe see first (next, last, etc.)?
3. Knowledge of cause and effect sequence: The student can recognize or recall the specific causes of events, i.e., The balloon popped because I stuck a pin in it. Why did the balloon pop?
4. Knowledge of classification and categories: The student can recognize or recall specific classes or categories into which items fit, i.e., Is a hammer a tool or an animal?

## B. Comprehension level

This is classified as the second level of cognitive skill, one step up from the knowledge level. The three major tasks for the student are paraphrasing, interpreting, and extrapolating. These skills are exemplified in Units 2, 3, and 4, where in the children are asked to describe the facts in a different way from that in which they were presented, to distinguish between related and unrelated facts, and to provide further information based on that which was presented.

### 1. Paraphrase

- a. rephrasing the information from one symbolic form to another: The student can "translate" material he hears by drawing a picture of it. The student can "translate" verbal information to visual or spatial terms, identifying or building a model which has been described verbally, i.e., Which picture shows what happened in the story?
- b. rephrasing the information from one level of abstraction to another: The student can summarize a story, or can "translate" a general principle by giving an example of it. "What's a good name for this story?" "What's an example of something to play with?"

### 2. Interpretation

- a. comparative relationships: The student can distinguish between related and unrelated ideas, i.e., "Why did the balloon pop, because I blew at it or because I stuck it with a pin?"
- b. relationship of implication: The student understands the relationship between evidence presented and an implication, i.e.: "Susie likes dolls with brown hair. She sees a beautiful big doll with blonde hair and a tiny little doll with brown hair. Which one will she buy?"
- c. relationship of a generalization to supporting evidence: The student can survey a set of evidence and find within it a characteristic common to each piece of evidence, which leads to a generalization.

Mary likes to play baseball and football. She loves to run races, too. She doesn't like to draw pictures or play dolls. Where would Mary rather play, inside or outside?

- d. Relationship of a skill or definition to an example of its use: A skill or definition is described for the student and he can identify or compose an example of it, i.e.:

"When something floats, that means it stays on top of the water. Jimmy dropped a bar of soap and a toothpick into a tub of water. The soap went to the bottom and the toothpick stayed on top of the water. Which floated, the soap or the toothpick?"

- e. Cause and effect relationship: The student can describe or identify the cause of specific effects, i.e.,

Joe blew up the balloon. Then he stuck a pin in it. The balloon popped. Why did the balloon pop?

### 3. Extrapolation

- a. Predicting the continuation of a sequence: The student can accurately predict an event on the basis of established evidence, i.e.,

Joe is very hungry. He's going to eat everything on his plate. He has potatoes, meat carrots, and bread on his plate. He eats up the potatoes, meat, and carrots. What will he do next?

- b. Inferring, supplying data implied but not stated:

Mary poured a glass of milk and put it on the table. Her kitten pushed the door to the kitchen open and came in. She patted the kitten, then she went to close the door. When she went back to the table, her glass was empty.

What happened to the milk?

- c. Distinguishing probable from improbable consequences:

Susie was very tired. She had played all day. She put on her pajamas, and hung up her playclothes. What will she do next, go out to play some more or go to bed?

The foregoing levels of skill (knowledge and comprehension) are cumulative as well as sequential, that is, each level is a part of the next higher level, thus, while the objective of a lesson may be to

familiarize the children with cause and effect relationships at the comprehension level, the lesson will require knowledge level skills as well.

Though there are several types of lessons in this strand, the main type is composed of three or more stories, about which the children ask questions. In this kind of lesson, the function of the stories is as follows:

1. Before and after the first story, Maxie the puppet asks questions to establish the model for the children. His function in this part of the lesson is also to motivate the children to listen by acting interested and excited himself. The children have an opportunity to respond to Maxie's questions, and may be assisted by Minnie the puppet.
2. Before and after the second story, the children have an opportunity to take Maxie's role, asking and answering questions similar to the ones Maxie asked before the first story. In addition, they participate in evaluation and correction in this part of the lesson.
3. The third story provides a final session in which the children practice asking questions before and after listening to the story. In most lessons, all the children participate in responding to questions which reflect the main objective of the lesson by circling pictures or words on a worksheet after listening to the third story.

Two cues are provided to help Maxie or the children ask questions in advance of each story:

1. the teacher's introductory statement about the story
2. question cue words written on the chalkboard by the teacher as she introduces the story, i.e., WHO, WHAT, etc.

### Predisposition

The purpose of strand predisposition is to signal the listening

lesson period, while the purpose of lesson predisposition is to "tune the children in" on the task a particular lesson will focus on. These comprise Step 1 of the lessons.

Strand Predisposition for each listening strand lesson consists of the following procedure:

You and the aide each have a toy telephone. The aide stands outside the classroom door and rings or buzzes your telephone which is on a table at the front of the classroom. You answer HELLO.

Lesson Predisposition for a specific lesson objective consists of this procedure:

After saying HELLO, you pretend to listen to the aide, as if she is asking or telling you something. You then hang up and perform a monologue and actions, specified in each lesson, as if you are following the aide's telephone directions. This lesson-specific predisposition occurs in most, but not all, lessons. The monologue and activity you perform reflect the task which is the objective of the lesson.

### Planned Questions

Planned questions in each lesson are those related to the lesson objective. They are listed in the Procedural Remarks section of each lesson. Each story is presented to elicit specific kinds of questions, i.e., questions about the sequence of events in time, questions about the causes and effects in a story, etc. Before Story 1 in a lesson, Maxie asks these questions, establishing a model for the children to follow when it is their turn to ask questions before Story 2 and Story 3 in a lesson. However, since the long-range goal is for the children

to ask any appropriate questions about a story, all such questions are to be accepted by the teacher. To re-focus on the objective of the lesson, Maxie may ask the planned questions in advance of Story 2 and Story 3 if the children don't. The procedure is as follows for Story 2 and Story 3 in any lesson of this type.

1. The teacher introduces the story, writing the question word or words for the planned question(s) on the chalkboard.
2. Maxie says "I have a question," (Do not have him ask it yet.) then you ask the children if they have questions.
3. You write the children's questions on the chalkboard and write the asker's name by each question.
  - a. If a child asks a planned question, you finish it on the chalkboard using the question cue word you have already written there as the first word. If no child asks a planned question, do not complete the question you have started with the question cue word.
  - b. After the children have finished asking questions, ask Maxie what his question is. If no child has asked the planned question, have Maxie ask it, and then you complete it using the question cue word you have already written as the first word. If a child has asked the planned question, have Maxie say:

L-1 ASKED IT. THERE IT IS

and have him re-read the question the child asked.

Whenever you write a planned question on the chalkboard, put a small check mark by it to remind yourself that it is a planned question, and requires some procedures that the other questions may not require after a story.

After the second story in each lesson, have the planned questions asked first, before other questions the children may have asked.

After the third story, have the planned questions asked first and



then do the worksheet. Then have the children ask and answer other questions they may have asked in advance of the story.

### Vocabulary Presentation

- a. The main point in presenting vocabulary, whether in a lesson focusing only on vocabulary or in a regular listening lesson, is to familiarize the children with the meaning of the items they will hear in the stories you read. Clarity and brevity should characterize your vocabulary presentation.
- b. Visual aids to use in introducing vocabulary are suggested in the lessons. They mainly consist in sketches on overhead projector transparencies. However, to further insure the children's comprehension of some vocabulary items, you may wish to use more aids than are suggested, such as magazine pictures, storybook pictures, photographs, and demonstration of actions. You may wish to make bulletin board displays in advance of teaching a unit, so the children may become familiar with certain vocabulary items during free periods by looking at the pictures and asking you and aide questions.
- c. Any visual aids you choose in addition to those suggested in the lessons should be restricted to the vocabulary presentation part of the lesson, and removed to a bulletin board or other location away from the lesson circle, during the rest of the lesson.

### Worksheet Procedure

The purpose of the worksheet is twofold: (i) to provide all the children an opportunity to participate in responding, and (ii) to test

their listening comprehension.

Procedure for using the worksheet after the third story in a lesson is as follows:

Immediately after you read the story, distribute the worksheets and a pencil to each child.

Call on the children who asked the planned questions in advance of the story to ask these questions now. After each question, all the children mark their worksheets. The children who ask the questions should mark their worksheets, too, by checking appropriate responses.

Then correct the worksheets, by re-reading the story and having the children draw a line through any incorrect responses they made, and circle responses they should have made. Have the aide work a worksheet at the overhead projector while you re-read the story.

After the worksheets are completed, call on the children who may have asked other questions in advance of the story. Have them ask volunteers their questions.

### Basic Procedure

The complete basic procedure for a lesson follows with sketches and step-by-step explanation.

# Step 1 Predisposition

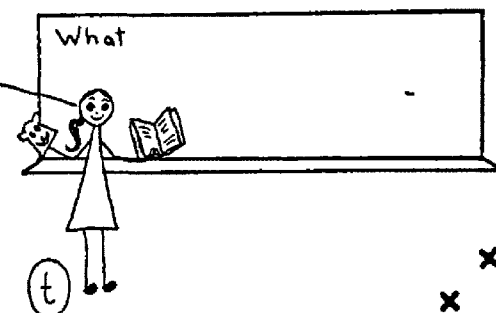
## Step 2 Presentation

### Story 1

T: introduces story,  
writes question word  
on chalkboard

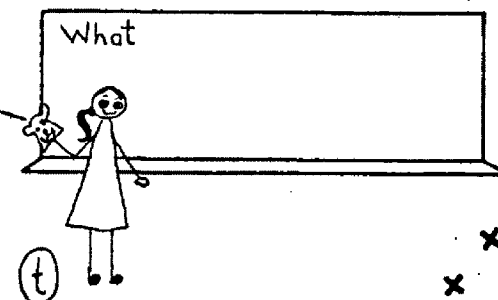
MX: listens to T

I'M GOING TO READ YOU  
A STORY ABOUT JOE  
DOING SOMETHING TO HIS  
BALLOON.



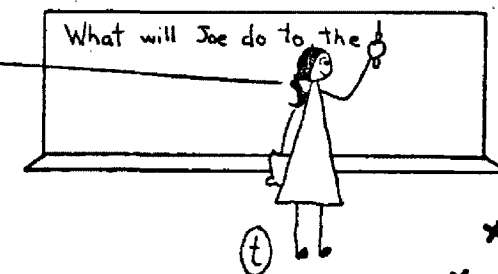
MX: repeats T's story  
introduction as a  
question, looks at  
question word, then  
asks question

A STORY ABOUT JOE DOING  
SOMETHING TO HIS BALLOON?  
OH MY! WHAT WILL JOE DO  
TO HIS BALLOON?



T: completes Maxie's  
question on chalkboard

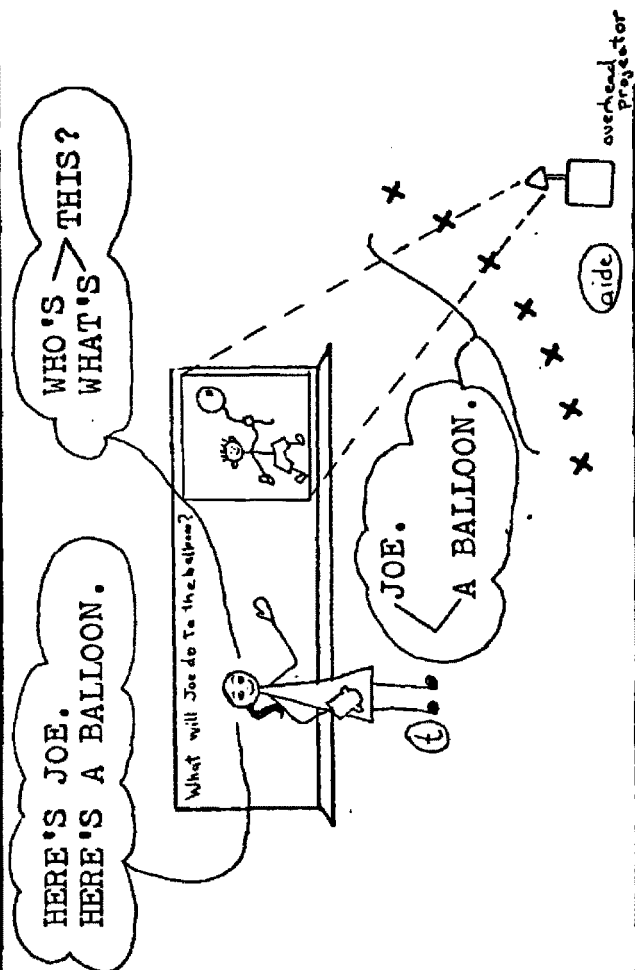
THAT'S A GOOD QUESTION,  
MAXIE. ASK THE CHILDREN  
AFTER THEY LISTEN TO THE  
STORY.



### Step 3 Presentation (cont'd.)

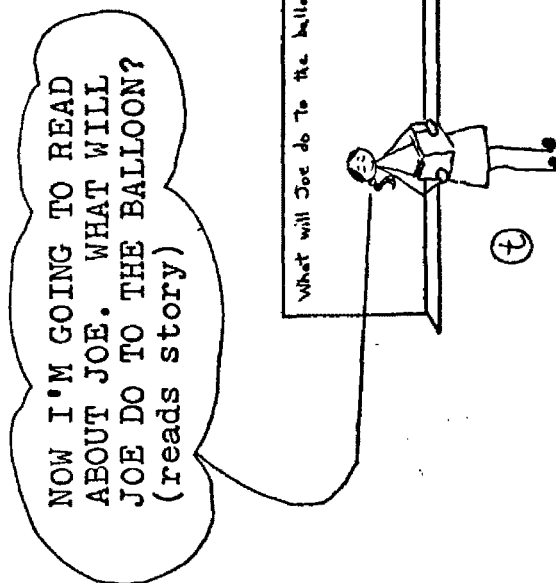
T: introduces vocabulary, while aide projects sketches on overhead projector transparency

Ls: identify vocabulary items as T points to them



### Step 4 Presentation (cont'd.)

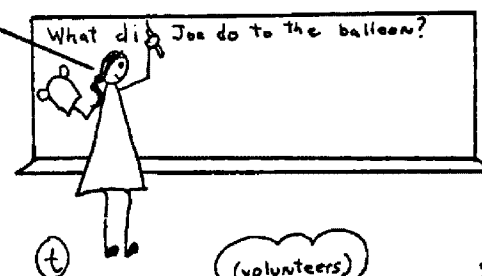
T: repeats story theme and question on the chalkboard, then reads story



## Step 5 Participation

T: changes question on chalkboard to appropriate tense if necessary, then cues volunteers to respond to Maxie's question

NOW YOU MAY ASK YOUR QUESTION, MAXIE. WHO WANTS TO ANSWER MAXIE'S QUESTION: WHAT DID JOE DO TO THE BALLOON?



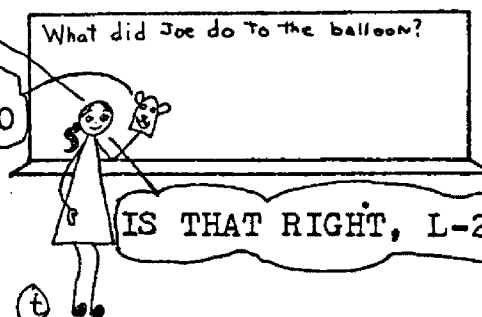
T: cues Maxie to ask his question

MX: asks a volunteer, L-1

L-1: responds

MAXIE, ASK L-1

L-1, WHAT DID JOE DO TO THE BALLOON?



IS THAT RIGHT, L-2?

T: calls L-2 to evaluate

L-2: evaluates L-1's response

HE POPPED IT!

YES.

## Step 6 Participation

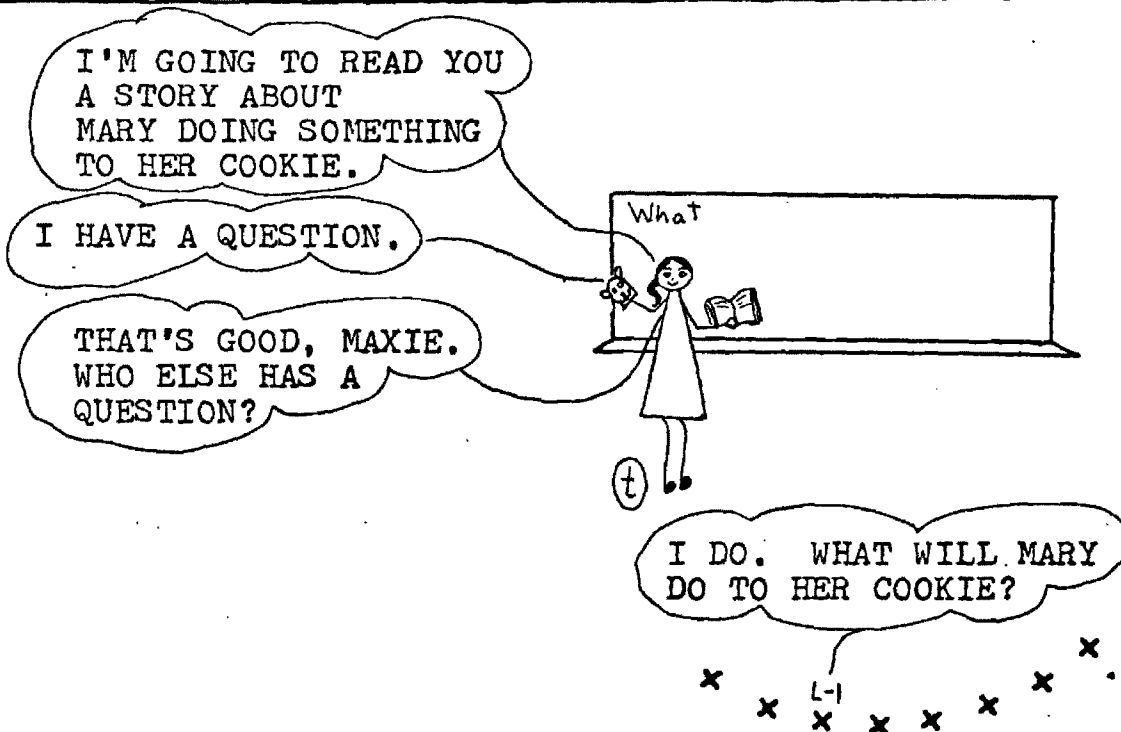
### Story 2

T: introduces story,  
writes question word  
on chalkboard

MX: volunteers to ask a  
question

T: asks other volunteers  
for questions, writes  
each child's question  
on the chalkboard with  
his name by it

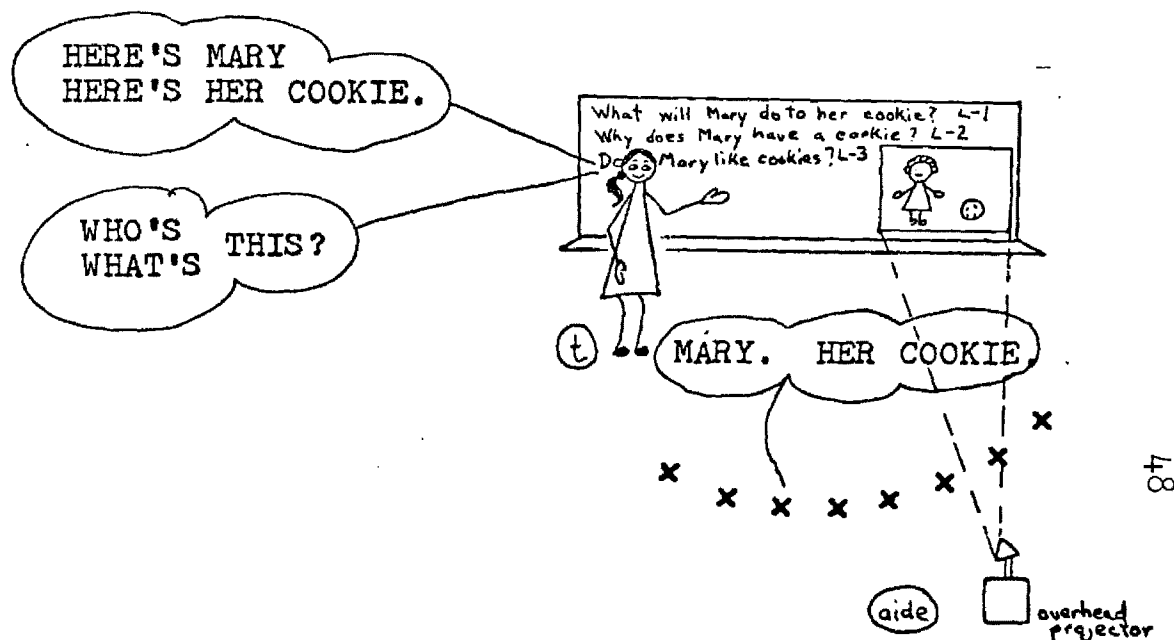
MX: asks planned question  
if a child hasn't



## Step 7 Participation (cont'd.)

T: introduces vocabulary,  
while aide projects  
sketches on overhead  
projector transparency

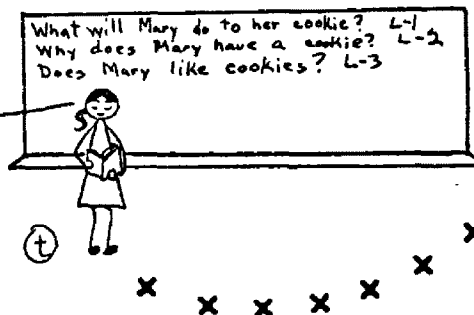
Ls: identify vocabulary  
items as T points to  
them



# Step 8 Participation (cont'd.)

T: repeats story theme and question on the chalkboard, then reads the story

NOW I'M GOING TO READ ABOUT MARY. WHAT WILL MARY DO TO HER COOKIE? (reads story)



# Step 9 Participation (cont'd.)

T: changes question(s) on chalkboard to appropriate tense if necessary

T: cues volunteers to respond to the questions, re-reading each aloud from chalkboard

Ls: ask their own questions, respond to each others' questions

T: calls individuals to evaluate each response

MX: asks planned question if he had to ask it in advance of story

WHO WANTS TO ANSWER L-1's QUESTION? WHAT DID MARY DO TO HER COOKIE? L-1, ASK L-2.



WHAT DID MARY DO TO HER COOKIE?

SHE DROPPED IT.

IS THAT RIGHT, L-3?

{YES  
NO, SHE ATE IT.}

Step 10 Participation (cont'd.)  
 Story 3  
 T: repeats Steps 6-8

Step 11 Worksheet participation

T: distributes worksheets and pencils to each child

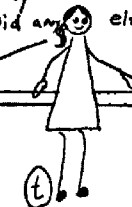
T: cues asker of planned question to ask it now

Ls: all respond to planned question by checking pictures on worksheet

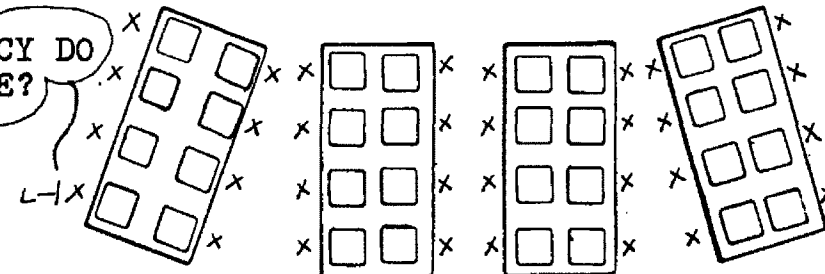
L-1, NOW ASK YOUR QUESTION. WHAT DID LUCY DO TO THE APPLE?

Ls, CHECK THE ANSWER ON YOUR PAPER.

What did Lucy do to the apple? L-1  
 Why did Lucy have an apple? L-2  
 Did anyone else have an apple? L-3



WHAT DID LUCY DO TO THE APPLE?



Step 12 Worksheet correction

T: re-reads story while aide marks worksheet transparency and Ls self-correct papers



# Step 13 Oral participation

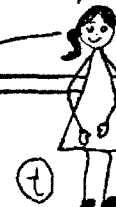
T: cues volunteers to ask and respond to each others' questions, reading each aloud from the chalkboard

WHO WANTS TO ANSWER

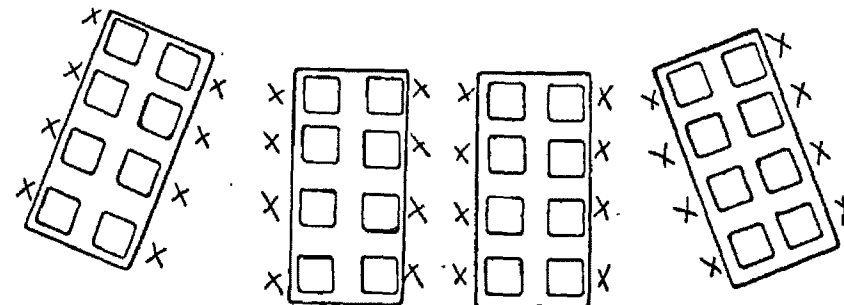
{L-2}  
{L-3} 's QUESTION?

{L-2}  
{L-3} ASK {L-4}  
{L-5} .

What did Lucy do to the apple? L-1  
Why did Lucy have an apple? L-2  
Did anyone else have an apple? L-3



Ls: ask their questions, respond, and evaluate responses



## Step 14

T: distributes a copy of Story 3 to each child for him to keep

## Proposed Outline of Lessons

<u>Lesson Numbers</u>	<u>Objective</u>
	I. Knowledge (Lesson Type 1)
1, 2	A. Knowledge of specific facts (sample lessons 1, 2)
3	B. Knowledge of sequence
	1. process in time (sample lesson 3)
4	2. cause and effect (sample lesson 4)
5, 6	C. Knowledge of classification by function
	II. Comprehension (Lesson Type 1 and/or 2)
	A. Paraphrase
7-10	1. from one symbolic form to another
	a. auditory to visual
	"Show me"
	T: LITTLE BEAR DID (X).
	*L-1: L-2, WHICH PICTURE SHOWS WHAT LITTLE BEAR DID?
	L-2: (shows L-1 picture)
11-15	b. auditory to "tactile"
	"Show me"
	T: LITTLE BEAR DID (X).
	L-1: L-2, WHAT DID LITTLE BEAR DO? SHOW ME.
	L-2: (performs action)

\* "L" means learner, who is any child in the class.

Proposed Outline of Lessons (cont'd)Lesson NumbersObjective

16-20

c. auditory/visual to verbal

T: performs action

L-1: L-2, CAN YOU TELL ME  
WHAT T DID?

L-2: does

2. from one level of abstraction  
to another

21-25

a. give an example

T: LITTLE BEAR IS A GOOD  
HELPER. HE HELPS HIS  
MOTHER IN MANY WAYS.L-1: L-2, WHAT'S SOMETHING  
LITTLE BEAR CAN DO TO  
HELP HIS MOTHER? (CAN  
YOU GIVE ME AN EXAMPLE?)

L-2: HE CAN SWEEP.

26-30

b. summarize

T: LITTLE BEAR SAYS "I  
WANT A HAT. MY HEAD  
IS COLD. I WANT A  
COAT, PLEASE. MY ARMS  
ARE COLD. I WANT SOME  
MITTENS, PLEASE. MY  
HANDS ARE COLD.L-1: L-2, WHY DOES LITTLE  
BEAR WANT THE  
CLOTHES?  
HOW DOES LITTLE  
BEAR FEEL?L-2: { BECAUSE HE'S COLD.  
HE FEELS COLD.

## Proposed Outline of Lessons (cont'd)

### Lesson Numbers

### Objectives

31-35

3. from one verbal form to another

a. parallel description

T: SUSIE FOUND A LARGE  
FLOWER THE COLOR OF  
THE SKY.

L-1: CAN YOU TELL ABOUT  
THE FLOWER WITH OTHER  
WORDS?

L-2: SUSIE FOUND A BIG,  
BLUE FLOWER.

36-38

b. figurative to literal

T: SUSIE'S HUNGRY AS A BEAR.

L-1: IS SUSIE VERY HUNGRY?

L-2: YES, SHE IS.

B. Interpretation

1. comparative relationships

39-41

a. are ideas identical

LITTLE BEAR WENT WALKING.   \*\*  
LITTLE CAT WENT WALKING.  
LITTLE BEAR CLIMBED OVER A LOG.  
LITTLE CAT JUMPED OVER A ROCK.  
LITTLE BEAR FOUND A PRETTY  
LEAF.  
LITTLE CAT FOUND A PRETTY  
LEAF, TOO.

or

LITTLE BEAR WENT WALKING.  
LITTLE CAT WENT WALKING.  
MRS. HEN WENT HOPPING.  
LITTLE BEAR FOUND A PRETTY  
ROCK. LITTLE CAT FOUND

Proposed Outline of Lessons (cont'd)Lesson NumbersObjectives

42-44

A PRETTY ROCK. MRS.  
HEN FOUND A NICE PIECE  
OF CORN, AND ATE IT UP.

WHO DID THE SAME THINGS  
LITTLE BEAR DID?

b. are ideas similar

THIS TABLE HAS FOUR LEGS.  
IT HAS A FLAT TOP, SO  
YOU CAN PUT THINGS ON  
IT. IT CAN'T MOVE AROUND  
BY ITSELF. THIS CHAIR HAS  
FOUR LEGS AND A FLAT  
SEAT SO YOU CAN SIT ON IT.  
IT CAN'T MOVE AROUND BY  
ITSELF. THIS BED HAS FOUR  
LEGS. THIS HORSE HAS FOUR  
LEGS.

WHICH IS MORE LIKE A TABLE  
AND A CHAIR, A BED OR A  
HORSE?

45-47

c. are ideas different

LITTLE BEAR WANTED TO GO  
FOR A RIDE. HE GOT HIS  
BICYCLE. LITTLE CAT  
WANTED TO GO FOR A RIDE,  
TOO. HE GOT HIS WAGON.  
MRS. HEN DIDN'T WANT TO  
GO FOR A RIDE. SHE WANTED  
TO GO FOR A WALK.

WHO WANTED TO DO SOMETHING  
DIFFERENT FROM LITTLE BEAR?

48-50

d. are ideas unrelated

LITTLE BEAR WANTED TO FIND  
HIS MOTHER. HE LOOKED  
IN THE KITCHEN. HIS  
MOTHER WASN'T IN THE KITCHEN,

## Proposed Outline of Lessons (cont'd)

### Lesson Numbers

### Objectives

51-53

BUT HE SAW A COOKIE ON THE TABLE. LITTLE BEAR WAS HUNGRY, SO HE ATE THE COOKIE. THEN HE LOOKED FOR HIS MOTHER OUTSIDE. THERE SHE WAS IN THE GARDEN.

HOW DID LITTLE BEAR FIND HIS MOTHER. BY EATING A COOKIE OR BY LOOKING?

e. are ideas contradictory

LITTLE BEAR AND LITTLE CAT WANT TO PLAY TOGETHER. THEY WANT TO PLAY WITH LITTLE BEAR'S RED TRUCK. "LET'S PLAY IN THE GARDEN," SAID LITTLE CAT. "LET'S PLAY IN THE HOUSE," SAID LITTLE BEAR.

CAN THEY PLAY TOGETHER WITH THE RED TRUCK IF LITTLE CAT IS IN THE GARDEN AND LITTLE BEAR IS IN THE HOUSE?

54-56

2. relationship of implication (an idea that follows from specified evidence)

LITTLE BEAR IS BUILDING A TOWER. HE'S USING RED BLOCKS AND BLUE BLOCKS. FIRST HE PUTS DOWN A RED BLOCK. THEN HE PUTS ON A BLUE BLOCK. THEN HE PUTS ON A RED BLOCK. THEN HE PUTS ON A BLUE BLOCK.

WHAT COLOR BLOCK WILL HE PUT ON NEXT?

57-59

3. relationship of a generalization to supporting evidence

## Proposed Outline of Lessons (cont'd)

### Lesson Numbers

### Objectives

LITTLE BEAR HAD THREE BLOCKS, A BIG ONE, A MIDDLE-SIZE ONE, AND A LITTLE ONE. HE HAD THREE CUPS, TOO, A BIG ONE, A MIDDLE-SIZE ONE AND A LITTLE ONE. "I'M GOING TO MAKE A TOWER WITH MY BLOCKS, A TOWER THAT WON'T TIP OVER EVEN IF I JUMP ALL AROUND." HE PUT THE BIG BLOCK DOWN. THEN HE PUT THE MIDDLE-SIZE ONE ON TOP OF IT. THEN HE PUT THE LITTLE ONE ON TOP. HE JUMPED ALL AROUND AND THE BLOCK TOWER DIDN'T TIP OVER AT ALL. "NOW I'M GOING TO MAKE A TOWER LIKE THAT WITH MY CUPS," SAID LITTLE BEAR. AND HE WENT TO WORK.

WILL HE MAKE IT LIKE THIS OR LIKE THAT? (point to two "cup towers.")

60-62

4. relationship of a skill or definition to an example of its use

(expand 2. a. p. 53)

63-65

5. cause and effect relationship (Read story first.)

WHY DID LITTLE BEAR MAKE SOUP?  
WHY DID LITTLE BEAR CRY?

### C. Extrapolation

66-68

1. predicting the continuation of a trend or sequence

LITTLE BEAR'S HUNGRY. HE'S GOING TO FIX HIS FOOD, SET THE TABLE, AND PUT THE FOOD ON THE TABLE. THEN HE'S GOING

Proposed Outline of Lessons (cont'd)

Lesson Numbers

Objectives

69-71

TO GET HIS CHAIR.

WHAT'S HE GOING TO DO NEXT?

2. filling in the gaps in data (inference)

LITTLE BEAR WANTS THE HONEY FROM THE VERY TOP SHELF. HE CAN'T REACH IT, SO HE CALLS MOTHER BEAR. "CAN YOU PLEASE HELP ME?" HE ASKS MOTHER BEAR. "I WANT SOMETHING FROM THE TOP SHELF." "I CAN HELP YOU," SAYS MOTHER BEAR. "IS THIS WHAT YOU WANT?" AND SHE HANDED HIM THE HONEY. "THANK YOU," SAYS LITTLE BEAR.

WHY COULDN'T LITTLE BEAR REACH THE TOP SHELF?  
WHY COULD MOTHER BEAR REACH IT?

72-75

3. distinguishing consequences that are highly probable from those not so highly probable

LITTLE BEAR HAS EATEN HIS SUPPER. HE FEELS FULL AND SLEEPY. AFTER HE WASHES HIS PAWS HE'LL GET ON HIS PAJAMAS.

WHAT WILL HE DO NEXT, GO OUT TO PLAY OR GO TO BED?  
WILL HE GO OUT AND PLAY THEN OR WILL HE GO TO BED?



### Projected program

With the implementation of the second seventy-five lessons, the inquiry focus branches from use primarily through the listening mode to use "supra-modally," that is to using inquiry in a variety of situations at a less concrete level of abstraction than during the first seventy-five lessons. It is expected that inquiry will continue as a learning tool with mode-specific focus (i.e., in reading comprehension, in listening, in writing, and in speaking). But to reach a point in the curriculum where Analysis, Synthesis, and Evaluation can be taught as formal operations, the requirement of non-specific transfer must be met.

To meet the requirement of non-specific transfer, that is the transfer of general principles (in this case, the use of questions for learning in any realm), a variety of situations will be constructed to which the children may apply questioning. During the first seventy-five lessons, the information-getting questions at the knowledge level were directed at knowledge readily available to the children through story content. At the more abstract level proposed for the second seventy-five lessons, the children's questions will be directed at information available within a limited field, but not "handed" to them prior to the question-asking session. Following are summaries of possible lesson content for several of the cognitive objectives at this higher level of abstraction. The summaries are sequential but not consecutive.

#### 1. Knowledge of specific facts:

The teacher has one child close his eyes, while she sends three other children to bring three items to a table in the

front of the room. The three children put the items on the table and stand up front. The first child then looks, and asks questions like:

WHO BROUGHT THE TINKER TOYS TO THE TABLE?

or

WHAT DID YOU BRING TO THE TABLE, JOE?

or

DID YOU BRING THE CRAYONS TO THE TABLE, JOE?

2. Knowledge of sequence, process in time:

The teacher has four children close their eyes. Then she has a fifth child perform a sequence of actions that result in a visible finished product (clean hands, a sharpened pencil, a perfect circle on the chalkboard, etc.). The four children open their eyes and ask the fifth child questions like:

WHAT DID YOU DO FIRST?

(I TURNED ON THE WATER.)

WHAT DID YOU DO NEXT?

(I PICKED UP THE SOAP.)

ETC.

3. Comprehension, paraphrasing from one verbal form to another:

The teacher sends one child out of the room. Another child gives a description (of a weekend activity, of a picture he's drawn, etc.). The first child comes back into the room. A third child then provides the first with the description he missed.

The longer range goal of teaching children to ask questions at progressively higher cognitive levels is to equip them for problem-solving, in which endeavor a variety of questions will serve them as tools for synthesizing and evaluation their hypotheses and results. This goal will serve as the guideline for a continuation of the outline described in this study, and as a criterion for its continuous evaluation and revision. As a result of this study, the proposed outline must be viewed as tentative, as a concrete beginning from which something more sophisticated may emerge, in much the same way that the very concrete content of the program at the first grade level must be viewed as the basis for increasingly more abstract content.

## FOOTNOTES

- 1 The proposed outline is viewed as tentative until first draft lessons are prepared for each objective. Following this, their implementation in classrooms is viewed as experimental, with revision to be based on teacher evaluation, pre- and post-testing of students, and staff evaluation by Consultants in Teaching English.
- 2 Robert M. Gagne, The Conditions of Learning (New York: Holt, Rinehart & Winston, Inc., 1965), p. 245.
- 3 Benjamin Bloom, Editor, Taxonomy of Educational Objectives, (New York: David McKay Company, Inc., 1956), p. 162-172.
- 4 Norris M. Sanders, Classrooms Questions, What Kinds? (New York: Harper & Row, 1966), Chapters 7 & 8.
- 5 Bloom, op. cit., pp. 162-175.
- 6 Sanders, op. cit., pp. 9 & 10.
- 7 Ibid., p. 176.
- 8 Bloom, op. cit., pp. 162-175.
- 9 Robert D. Wilson, Notes on a Theory of Second-Language Instruction (Los Angeles: CITE, Inc., 1969).
- 10 Jerome S. Bruner, The Process of Education (New York: Vintage Books [Division of Random House], 1960), Chapter 3.
- 11 The Bilingual Academic Curriculum is contracted and developed for one grade level at a time, while broad projections are made for one grade level in advance of development.
- 12 Bloom, op. cit., pp. 162-175.
- 13 L.S. Vygotsky, Thought and Language (New York: John Wiley & Sons, M.I.T. Press, 1962), pp. 101 & 102.
- 14 Bruner, op. cit., p. 33.

## CHAPTER V

### CONCLUSION

The proposed program which is the result of this study has value both as an instrument for further use and as an end in itself.

As an instrument for further use, the outline resulting from this study may be used as a basis for developing inquiry programs for native speakers of English as well as non-native speakers. It may be used even by those who wish to pursue the hypothesis of using the native language other than English to improve the academic skills of non-English-speaking American children.

Implementation and evaluation of the proposed outline provides opportunities to investigate a number of questions, the answers to which will be significant for bilingual education:

1. Will testing show more sophisticated inquiry skills on the part of the learners in their native language as a result of implementing the program in English?
2. Will testing show that the children's post-instruction inquiry skills reflect the cognitive behavior taught in the program?
3. Given the same program outline, revised and prepared for native-language teaching at an earlier level, then followed by the proposed program in English at a later level, will more skill in inquiry be evident when results are compared with those of children who have the program only in English?

Of equal value will be observation of the behavior of the children participating in the program during their unstructured learning periods, during the periods of time equal to that of the structured lessons and alternating with the structured lessons throughout the classroom day. Will the children put to use the newly-taught questioning skills as they explore their environment?

In its present form, the program is valuable as a basis for further creative thinking about teaching children how to learn. It will be valuable in its future forms, determined by evaluation and further hypothesizing, to educators concerned with the school success of children who must learn English as a new language upon entering school.

Research cited in the first two chapters of this study has shown that native-language-dominated curricula for children who must succeed in the English-speaking schools of this country is highly questionable as a solution to their academic problems.

The third and fourth chapters presented a practical alternative to native-language dominated courses of study for young children who enter American schools speaking a native language other than English. As a guide for equipping children with questioning skills in English, by which they can educate themselves in the English-speaking schools of this country, it is a contribution to bilingual education.

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## APPENDIX A

### Sample Lessons

## Sample Lesson 1



2 toy telephones

### ADVANCE PREPARATION

- a. Duplicate a copy of the worksheet and the story for each child and yourself.
- b. Place the toy telephone for yourself on the table for Predisposition, and have the aide's handy for her to take outside the classroom door.
- c. Have the aide trace or duplicate the pictures onto transparency film sheets, using 1 sheet for each picture.

### PROCEDURAL REMARKS

- a. It is very important for the children to understand the question-asking procedure that they will be expected to perform throughout the Listening strand. Accept any questions they ask, writing each question on the chalkboard with the asker's name by it. If no children volunteer to ask questions during Step 6, then preface Step 10 by having the aide explain in the native language what the procedure is, i.e.,

Aide: WATCH WHAT MAXIE DOES. HE LISTENS TO THE TEACHER  
WHEN SHE TELLS US WHAT THE STORY WILL  
BE ABOUT. THEN HE LOOKS AT THE WORD  
ON THE CHALKBOARD. HE THINKS OF A  
QUESTION THAT BEGINS WITH THE QUESTION  
WORD ON THE CHALKBOARD. THEN YOU CAN  
DO IT, TOO.

- b. During Step 10, have Minnie ask questions after the children have, so the children get the idea that it is acceptable to ask questions other than the planned questions. You might have Minnie ask questions like:

DID LARRY GIVE A COOKIE TO SOMEONE?

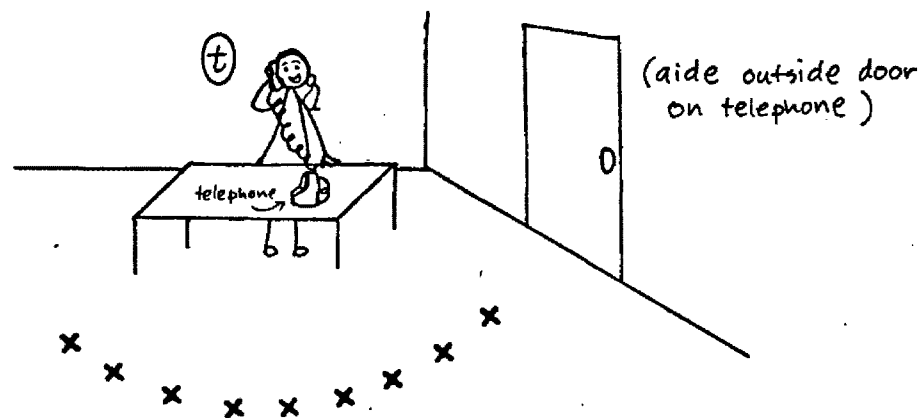
DID LARRY GIVE SOMETHING TO MARY?

These are all answerable from the story content, and will serve to show the children the variety of questions they may ask.

- c. Accept and encourage a variety of questions from the children, as the purpose of this lesson is to provide them practice in asking both planned questions (based on the teacher's introductory statement about a story, and the question words on the chalkboard) and other questions which the children originate.
- d. Have the aide remove the transparency after each story has been read, and the questions asked and answered.
- e. Use the permanent transparency marking pen for tracing the picture masters. Use the non-permanent transparency marking pen for marking the worksheet transparency during Step 13.

## PREDISPOSITION

Stage:



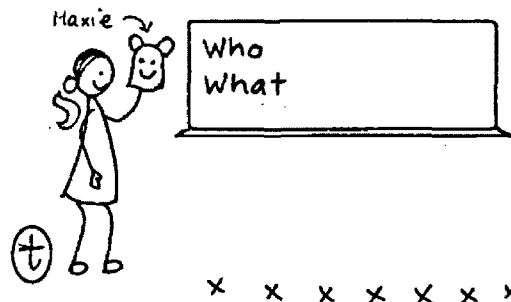
1. Action: Converse with the aide on the telephone; then hang up.

T: HELLO? YES, MMHM. YES. GOODBYE.

## REVEAL

### PRESENTATION

Stage:



2. Action: Introduce the story, having Maxie repeat the theme sentence after you, while the aide writes WHO and WHAT on the chalkboard. Have Maxie ask the questions, and you complete them on the chalkboard.

## MATERIALS:

- 2 toy telephones
- overhead projector
- Maxie and Minnie
- 1 piece of white chalk
- chalkboard eraser
- 2 picture transparencies:  
stories 1 & 2

T: I'M GOING TO READ YOU A STORY ABOUT JOE GIVING  
SOMETHING TO SOMEONE.

Mx: A STORY ABOUT JOE GIVING SOMETHING TO SOMEONE?

WHAT DID JOE GIVE TO SOMEONE?

WHO DID JOE GIVE SOMETHING TO?

T: THOSE ARE GOOD QUESTIONS, MAXIE.

ASK THE CHILDREN THE QUESTIONS AFTER THEY LISTEN  
AND FIND OUT.

3. Action: Have the aide turn the projector lamp on and point to each sketch while you have Maxie stand near the projected image and look at the pictures. You introduce each item, saying it twice. After you have named all the items, have the class identify them, as you and the aide point to them.

Have the aide turn off the projector lamp before step 4.

T: HERE'S  $\begin{cases} \text{JOE.} \\ \text{MARY.} \\ \text{A BALLOON.} \end{cases}$   $\begin{Bmatrix} \text{WHO'S} \\ \text{WHAT'S} \end{Bmatrix}$  THIS?

LS:  $\begin{cases} \text{JOE.} \\ \text{MARY.} \\ \text{A BALLOON.} \end{cases}$

4. Action: Read the story, repeating the theme sentences and the planned questions just before you read.

REVEAL (cont'd)

T: NOW I'M GOING TO READ THE STORY ABOUT JOE GIVING  
SOMETHING TO SOMEONE. (Repeat the planned questions.)

JOE WAS PLAYING WITH A BALLOON. HIS SISTER MARY CAME  
OUT TO PLAY. "OH, A BALLOON," SAID MARY.  
"HERE, YOU CAN HAVE IT, MARY," SAID JOE.  
JOE GAVE MARY THE BALLOON. "THANK YOU," SAID MARY.

PARTICIPATION

5. Action: Have Maxie ask volunteers the questions.

T: NOW YOU CAN ASK YOUR QUESTIONS, MAXIE.

WHO WANTS TO ANSWER MAXIE'S QUESTION?

ASK  $\begin{matrix} \diagup L-1 \\ \diagdown L-2 \end{matrix}$ , MAXIE.

Mx: L-1, WHO DID JOE GIVE SOMETHING TO?

L-1: MARY.

Mx: L-2, WHAT DID JOE GIVE TO MARY?

L-2: A BALLOON.

Have the aide change "someone"  
to "Mary" in the question on  
the chalkboard.



REVEAL (cont'd)

6. Action: Introduce the story, having Maxie repeat the theme sentence while the aide writes WHO and WHAT on the chalkboard. Then you cue volunteers to ask questions. Write their questions on the chalkboard, with the asker's name by each. After the children have asked questions, have Maxie ask the planned questions if the children haven't. Then have Minnie ask a question, and you write it on the chalkboard.

T: I'M GOING TO READ YOU A STORY ABOUT JIMMY GIVING  
SOMETHING TO SOMEONE.

Mx: I HAVE A QUESTION.

T: THAT'S GOOD MAXIE. WHO ELSE HAS A QUESTION?  
L, WHAT DO YOU WANT TO ASK?

Ls: (Ask questions.)

Mn: I HAVE A QUESTION.

DOES JIMMY LIKE COOKIES?

T: MAXIE, WHAT'S YOUR QUESTION?

THAT'S A GOOD QUESTION. LET'S LISTEN AND FIND OUT.

7. Action: Have the aide turn the projector lamp on and point to each sketch while you stand near the projected image pointing at the same sketch the aide is pointing to. Introduce each item, saying its name twice. Then have the class identify the items.

If no volunteers have asked the planned questions, have Maxie ask them now. If the planned questions have been asked have Maxie point to one and say: L ASKED IT. THERE IT IS.

REVEAL (cont'd)

JIMMY    SUSIE    A COOKIE

Have the aide turn the projector lamp off before Step 8.

8. Action: Read the story.

T: NOW I'M GOING TO READ THE STORY ABOUT JIMMY GIVING  
SOMETHING TO SOMEONE. (Repeat the planned questions.)

JIMMY WAS PLAYING OUTSIDE. HE HAD A COOKIE.  
THEN HIS SISTER SUSIE CAME OUT TO PLAY.  
"OH, A COOKIE," SAID SUSIE. JIMMY SAID,  
"HERE, YOU CAN HAVE IT, SUSIE." JIMMY  
GAVE SUSIE THE COOKIE. "THANK YOU,"  
SAID SUSIE.

9. Action: Cue volunteers to ask each other their questions. Have  
Maxie ask any questions he asked in advance of the story.

T: WHO WANTS TO ANSWER L-1'S QUESTION? (Read it.)

L-1, ASK L-2.

L-1: (Asks his question.)

L-2: (Responds.)

If no one volunteers, call on  
Minnie to respond.

REVEAL (cont'd)

Continue until all the questions except Minnie's have been answered. Then you read the question and ask Minnie to respond to the question.

T: MINNIE, YOU ASKED, "DOES JIMMY LIKE COOKIES?"

DID THE STORY TELL YOU?

Mn: NO.

T: NO, IT DIDN'T.

MINNIE, DO YOU THINK JIMMY LIKES COOKIES?

Mn: {YES}  
{NO}.

T: YOU MIGHT BE RIGHT.

RENEW

10. Action: Repeat Steps 6-9 with these introductory sentences, vocabulary items, and stories.

Story 3

Theme sentence:

I'M GOING TO READ YOU A STORY ABOUT  
LARRY GIVING SOMETHING TO  
SOMEONE.

Vocabulary:

LARRY SAMMY A TOY CAR

Story:

LARRY WAS PLAYING OUTSIDE WITH A TOY CAR. HIS BROTHER  
SAMMY CAME OUT TO PLAY, TOO. "OH, A TOY CAR," SAID  
SAMMY. "HERE, YOU CAN HAVE IT," SAID LARRY. LARRY  
GAVE SAMMY THE TOY CAR. "THANK YOU," SAID SAMMY.

MATERIALS:

Maxie and Minnie  
1 piece of white chalk  
1 chalkboard eraser  
1 Listening worksheet #1/1  
for each child  
1 pencil for each child  
1 copy of "Donald and His  
Truck" for each child  
and yourself  
1 worksheet transparency,  
Listening worksheet #1/1  
1 non-permanent transparency  
marking pen  
3 picture transparencies:  
Stories 3-5

Planned questions:

WHAT DID LARRY GIVE TO SOMEONE?  
WHO DID LARRY GIVE SOMETHING TO?

RENEW (cont'd)

Story 4

Theme sentence:

I'M GOING TO READ YOU A STORY ABOUT CAROL GIVING  
SOMETHING TO SOMEONE.

Vocabulary:

CAROL    ANITA    A DOLL

Story:

CAROL WAS PLAYING WITH A DOLL. HER FRIEND ANITA CAME  
TO PLAY, TOO. "OH, A DOLL," SAID ANITA. "HERE,  
ANITA, YOU CAN HAVE IT," SAID CAROL. CAROL GAVE  
ANITA THE DOLL. "THANK YOU", SAID ANITA.

11. Action: Repeat Step 10 with the following introductory statement, vocabulary, and story, but do not have the children ask their questions immediately after the story. Follow the worksheet procedure below instead.

Planned questions:

WHAT DID CAROL GIVE TO SOMEONE?

WHO DID CAROL GIVE SOMETHING TO?

RENEW (cont'd)

Story 5

Theme statement:

I'M GOING TO READ YOU A STORY ABOUT DONALD GIVING  
SOMETHING TO SOMEONE

Vocabulary:

DONALD    JOE    A TOY TRUCK

Story:

DONALD WAS PLAYING OUTSIDE WITH A TOY TRUCK. HIS  
BROTHER JOE CAME TO PLAY, TOO. "OH, A TOY  
TRUCK," SAID JOE. "HERE, YOU CAN HAVE IT,"  
SAID DONALD. DONALD GAVE THE TOY TRUCK TO  
JOE. "THANK YOU," SAID JOE.

Planned Questions:

WHAT WILL DONALD GIVE TO  
SOMEONE?

WHO WILL DONALD GIVE SOME-  
THING TO?

12. Action: After reading the story, distribute a worksheet and a pencil to each child. Cue the askers of the planned questions (Maxie or volunteers) to ask them now. Have the children respond by checking the pictures which answer the questions on their worksheets.

RENEW (cont'd)

13. Action: Have the children correct their worksheets by drawing a line through any incorrect responses and circling responses they should have made as you re-read the story.
14. Action: Cue volunteers to ask each other the remaining questions they asked in advance of the story.
15. Action: Distribute a copy of the story to each child for him to keep.

Have the aide complete a worksheet on the overhead projector while you re-read the story.

## Sample Lesson 2



## OBJECTIVES

- a. After listening to the teacher read the story "What Joe Heard," the learner will respond to questions like:

WHAT DID JOE HEAR?

with responses like:

A DOG THAT WENT RRFFFF RRRFFF RRRFFF!

- b. Before listening to the teacher read a paragraph, the learner will ask questions like:

WHAT DID LUCY HEAR?

and after listening to the teacher read the story, he will respond to such questions by checking the appropriate pictures on a worksheet.

## EXPLANATION OF OBJECTIVES

This lesson gives further practice in the procedures that will be followed throughout the strand, and familiarizes the children with asking questions about specific facts in a story.

## MATERIALS

\_\_\_ Maxie and Minnie

\_\_\_ 2 toy telephones

\_\_\_ overhead projector

\* \_\_\_ chalk

\* \_\_\_ a chalkboard eraser

\_\_\_ 1 master: Listening Worksheet #1/2

### MATERIALS (cont'd)

- 1 master: "What Lucy Heard"
- \*    1 pencil for each child and teacher
- 3 pictures: Stories 1-3
- 3 blank sheets of transparency film
- 2 transparency marking pens: 1 permanent  
                                    1 non-permanent
- 1 worksheet transparency: Listening Worksheet #1/2

## ADVANCE PREPARATION

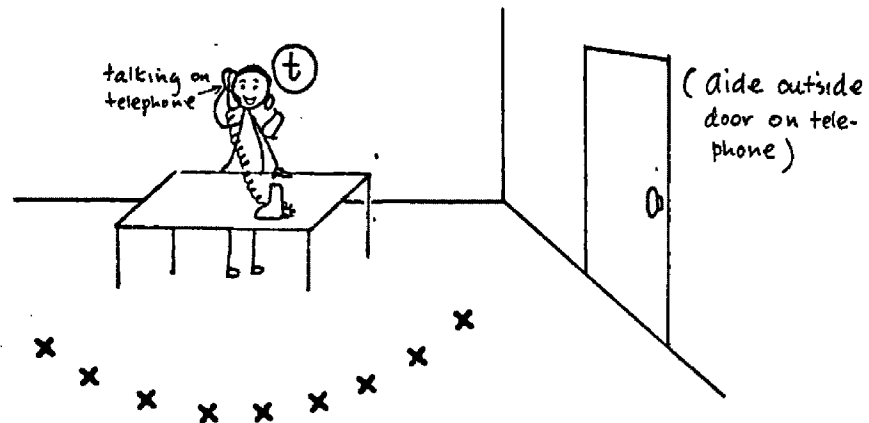
- a. Have the aide trace the picture with the permanent marking pen onto transparency film sheets, using one sheet for each picture.
- b. Duplicate a copy of the worksheet and the story for each child.

### PROCEDURAL REMARKS

- a. Planned questions are:
  - Story 2, Step 3: WHAT DID JIMMY HEAR?
  - Story 3, Step 10: WHAT DID LUCY HEAR?
- b. Have the aide remove the transparency after Steps 3, 7 and 11, and turn the projector lamp off.
- c. Demonstrate the vocabulary items "shouting", "splash", "crash", and "wind". You might drop an item into a container of water for "splash," and have two toy cars run head on for "crash." Blow paper scraps across a table top to demonstrate "wind."

## PREDISPOSITION

Stage:



## MATERIALS:

2 toy telephones

1. Action: Converse with the aide briefly on the telephone. Hang up and listen for the three sounds she makes as you perform the monologue.

T: HELLO? ALL RIGHT. YES, MMHM. GOODBYE.

WHAT DID SHE SAY I'LL HEAR?

OH, YES. FOOTSTEPS.

WHAT ELSE DID SHE SAY I'LL HEAR?

OH, YES. A KNOCK ON THE DOOR.

WHAT ELSE DID SHE SAY I'LL HEAR?

OH, YES. THE DOOR OPENING!

Aide: THAT'S RIGHT!

Have the aide walk loudly outside the door.

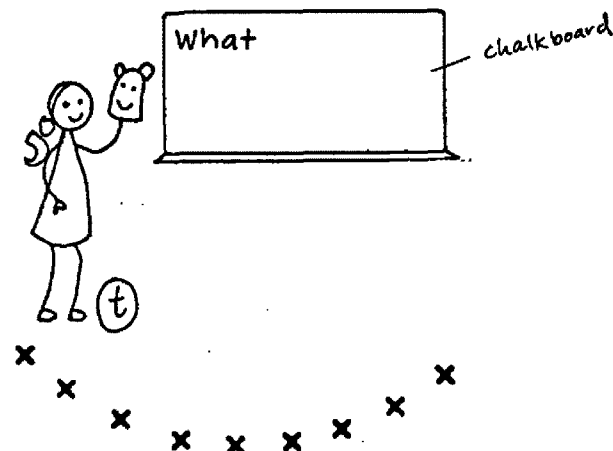
Have the aide knock on the door.

Have the aide open the door.

REVEAL

PRESENTATION

Stage:



MATERIALS:

Maxie and Minnie  
overhead projector  
chalk  
a chalkboard eraser  
1 picture transparency for  
story 1

2. Action: Introduce the story, having Maxie repeat the theme sentence after you, while the aide writes WHAT on the chalkboard. Have Maxie ask the questions, and you complete them on the chalkboard.

T: I'M GOING TO READ YOU A STORY ABOUT A BOY NAMED JOE  
AND THE SOUNDS HE HEARD.

Mx: A STORY ABOUT JOE AND THE SOUNDS HE HEARD?

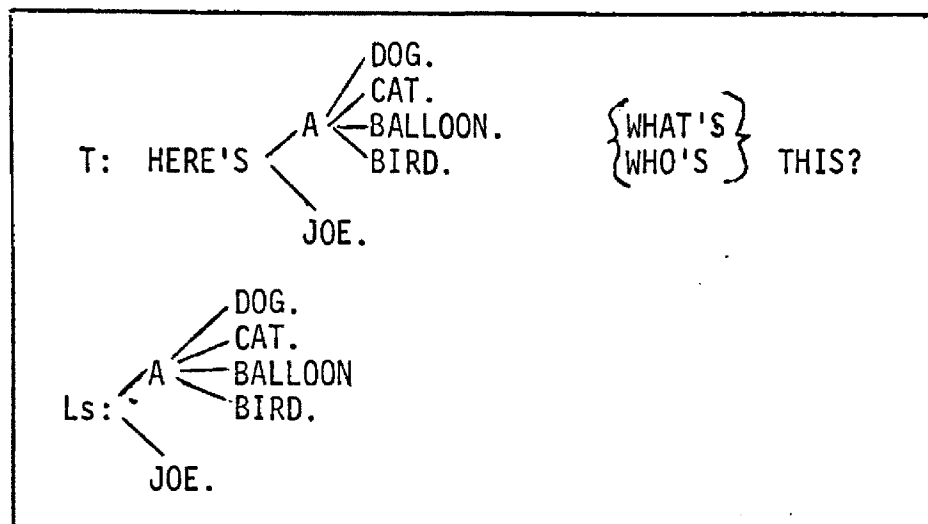
WHAT DID JOE HEAR?

T: THAT'S A GOOD QUESTION, MAXIE. ASK THE CHILDREN  
AFTER THEY LISTEN AND FIND OUT.

Finish writing the question on  
the chalkboard.

3. Action: Have the aide turn the projector lamp on and point to each sketch while you have Maxie stand near the projected image and look at the pictures. You introduce each item, saying it twice. After you have named all the items, have the class identify them, as you and the aide point to them.

# REVEAL (Cont'd)



4. Action: Read the story.

T: NOW I'M GOING TO READ THE STORY ABOUT JOE AND THE SOUNDS HE HEARD. WHAT DID JOE HEAR?

JOE WAS PLAYING OUTSIDE. HE HEARD A BIRD SINGING. HE HEARD A DOG GO RRFFF, RRFFF, RRFFF. HE HEARD A CAT GO MEOW, SSSSST. HE HEARD A BALLOON GO POP. (Clap your hands loudly.)

## PARTICIPATION

5. Action: Have Maxie ask volunteers the questions.

REVEAL (cont'd)

T: WHO WANTS TO ANSWER MAXIE'S QUESTION?

NOW ASK YOUR QUESTION, MAXIE. ASK L.

Mx: WHAT DID JOE HEAR?

L: A { BIRD SINGING  
DOG THAT WENT RRFFF  
CAT THAT WENT MEOW, SSST  
BALLOON THAT WENT POP } .

Have Maxie ask others the question until all the correct responses have been given:

Mx: WHAT ELSE DID JOE HEAR?

# RENEW

6. Action: Introduce the story. Have the aide write WHAT on the chalkboard. Cue the children to ask questions. Write their questions on the chalkboard, and the asker's name by each.

T: I'M GOING TO READ YOU A STORY ABOUT A BOY NAMED JIMMY  
AND THE SOUNDS HE HEARD.

Mx: A STORY ABOUT JIMMY AND THE SOUNDS HE HEARD?

I HAVE A QUESTION.

T: THAT'S GOOD, MAXIE. WHO ELSE HAS A QUESTION?

L, WHAT DO YOU WANT TO ASK?

MAXIE, WHAT DO YOU WANT TO ASK?

YOU CAN ANSWER THESE QUESTIONS AFTER YOU LISTEN AND  
FIND OUT.

7. Action: Have the aide turn the projector lamp on and point to each sketch while you stand near the projected image pointing to the same sketch the aide is pointing to. Introduce each item, saying its name twice. Then have the class identify the items.

JIMMY    A POND    A DUCK    A FROG    A TREE    A SPLASH  
WIND    LEAVES

## MATERIALS:

Maxie and Minnie  
chalk  
chalkboard eraser  
1 Listening Worksheet #1/2  
for each child  
1 copy of "What Lucy Heard"  
for each child  
1 pencil for each child  
2 picture transparencies:  
Story 2, Story 3  
1 worksheet transparency:  
Listening Worksheet #1/2  
1 transparency marking pen,  
non-permanent

Planned question:

WHAT DID JIMMY HEAR?

RENEW (cont'd)

8. Action: Read the story.

T: NOW I'M GOING TO READ THE STORY ABOUT JIMMY.  
(Repeat the planned question).

JIMMY WAS SITTING BY THE POND. HE HEARD THE WIND  
BLOWING THE LEAVES ON THE TREE. HE HEARD  
A FROG THAT WENT CROAK. HE HEARD A DUCK THAT  
WENT QUACK. HE HEARD A BIG SPLASH.

9. Action: Cue the children to ask each other their questions.

T: WHO WANTS TO ANSWER L-1'S QUESTION (Read it.)  
L-1, ASK L-2 YOUR QUESTION.

10. Action: Repeat Steps 6-8 with this introductory sentence, vocabulary, and story.

Theme sentence:

I'M GOING TO READ YOU A STORY ABOUT LUCY AND THE  
SOUNDS SHE HEARD.

Planned question:

WHAT DID LUCY HEAR?



RENEW (cont'd)

Vocabulary:

BASEBALL BAT	BASEBALL	CHILDREN SHOUTING
WINDOW	LUCY	

Story:

LUCY WAS WATCHING THE BASEBALL GAME. SHE HEARD THE CHILDREN SHOUTING. SHE HEARD A BASEBALL BAT THAT WENT CRACK. SHE HEARD A BALL THAT WENT ZING. SHE HEARD A WINDOW THAT WENT CRASH!

11. Action: After reading the story, distribute a worksheet and pencil to each child. Cue the asker of the planned question to ask it, and have the children respond to it by checking the correct pictures on their worksheets.
12. Action: Have the children correct their worksheets by drawing a line through an incorrect response and circling the correct response as you re-read the story. Have the aide mark the worksheet transparency as you re-read the story.
13. Action: Cue volunteers to ask each other the remaining questions they asked in advance of the story.
14. Action: Distribute a copy of the story to each child for him to keep.

### Sample Lesson 3

## OBJECTIVES

- a. After listening to the teacher read the story "What Did Joe Hear?" the learner will respond to questions like:

WHAT DID JOE HEAR FIRST?

WHAT DID JOE HEAR SECOND?

WHAT DID JOE HEAR THIRD?

with responses like:

A DOG  
RRFFF!

A CAT  
SSSSTT!

A BALLOON  
POP!

- b. Before listening to the teacher read the story "What Did Lucy Hear!" the learner will ask questions like:

WHAT DID LUCY HEAR FIRST?

and after listening to the story will respond to such questions by checking the correct pictures on a worksheet.

## EXPLANATION OF OBJECTIVES

This lesson introduces the terms "first," "second," and "third," and familiarizes the children with the time sequence of events in a story.

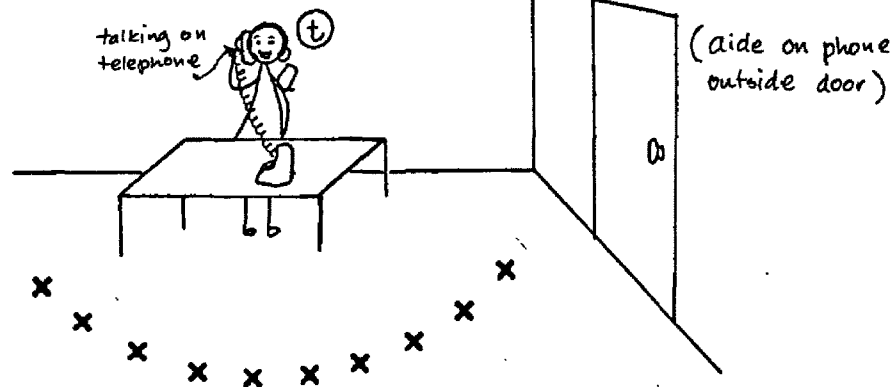


PROCEDURAL REMARKS (cont'd)

Story 3, Step 10: WHAT DID LUCY HEAR FIRST?  
WHAT DID LUCY HEAR SECOND?  
WHAT DID LUCY HEAR THIRD?

## PREDISPOSITION

Stage:



## MATERIALS:

2 toy telephones

1. Action: Converse with the aide on the telephone. Hang up and perform the monologue as you listen for the four sounds the aide makes.

T: HELLO? YES, ALL RIGHT. FINE. GOODBYE.

WHAT DID SHE SAY I'LL HEAR FIRST?  
WHAT DID SHE SAY I'LL HEAR SECOND?  
WHAT DID SHE SAY I'LL HEAR THIRD?  
WHAT DID SHE SAY I'LL HEAR FOURTH?

OH, YES. FIRST I HEARD FOOTSTEPS.  
SECOND, I HEARD A KNOCK.  
THIRD, I HEARD THE DOOR OPEN.  
FOURTH, I HEARD THE DOOR CLOSE.

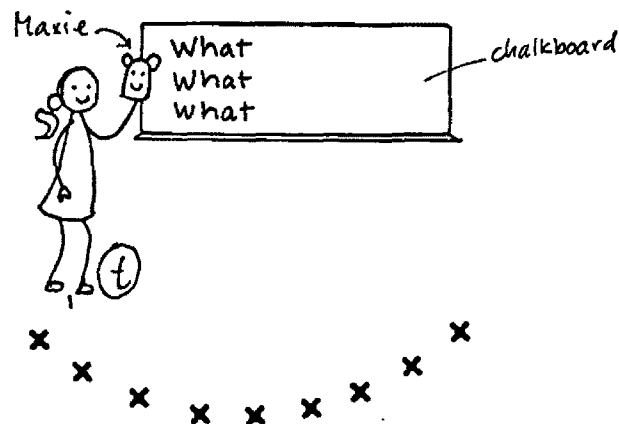
Aide: THAT'S RIGHT.

Have the aide walk loudly,  
then knock on the door, open  
the door, then close the door.

## REVEAL

### PRESENTATION

Stage:



### MATERIALS:

Maxie and Minnie  
a chalkboard eraser  
chalk  
overhead projector  
1 picture transparency for  
Story 1

2. Action: Introduce the story, having Maxie repeat the theme sentence after you, while the aide writes WHAT on the chalkboard three times. Have Maxie ask the questions, and you complete them on the chalkboard.

T: I'M GOING TO READ YOU A STORY ABOUT JOE AND  
THREE SOUNDS HE HEARD, ONE AFTER THE OTHER.

Mx: A STORY ABOUT JOE AND THE THREE SOUNDS HE HEARD?  
WHAT DID HE HEAR ← FIRST?  
SECOND?  
THIRD?

T: THOSE ARE GOOD QUESTIONS, MAXIE. ASK THE  
CHILDREN AFTER THEY LISTEN AND FIND OUT.

3. Action: Have the aide turn the projector lamp on and point to each sketch while you have Maxie stand near the projected image and look at the pictures. You introduce each item, saying it twice. After you have named all the items, have the class identify them as you and the aide point to each item.

REVEAL (cont'd)

4. Action: Read the story.

T: NOW I'M GOING TO READ THE STORY ABOUT JOE. (Repeat the planned questions.)

JOE WAS PLAYING OUTSIDE WITH HIS BALLOON WHEN HE HEARD SOMETHING. FIRST, HE HEARD A DOG BARK.  
RRFFF! SECOND, HE HEARD A CAT HISS. SSSTTT!  
THIRD, HE HEARD HIS BALLOON POP. POP!  
(Clap your hands together loudly.)

PARTICIPATION

5. Action: Have Maxie ask volunteers the questions.

T: WHO WANTS TO ANSWER MAXIE'S QUESTIONS?

NOW ASK YOUR QUESTIONS, MAXIE. ASK L.

Mx: L, WHAT DID JOE HEAR FIRST:

A DOG BARK

L: RRRFFF.

Continue Step 5, having Maxie ask other volunteers the questions:

WHAT DID JOE HEAR SECOND?  
WHAT DID JOE HEAR THIRD?

If the child has difficulty,  
Have Maxie ask the question  
again adding an "or-phrase"

WHAT DID JOE HEAR FIRST, A  
DOG OR A CAT?



# RENEW

6. Action: Introduce the story. Have the aide write WHAT on the chalkboard three times. Cue volunteers to ask questions. Write their questions on the chalkboard with the asker's name by each.

T: I'M GOING TO READ YOU A STORY ABOUT JIMMY AND THREE SOUNDS HE HEARD, ONE AFTER THE OTHER

Mx: A STORY ABOUT JIMMY AND THE THREE SOUNDS HE HEARD, ONE AFTER THE OTHER?  
I HAVE A QUESTION.

T: THAT'S GOOD, MAXIE. WHO ELSE HAS A QUESTION?

L. WHAT DO YOU WANT TO ASK?

MAXIE, WHAT'S YOUR QUESTION?

YOU CAN ANSWER THESE QUESTIONS AFTER YOU LISTEN AND FIND OUT.

7. Action: Have the aide turn the projector lamp on and point to each sketch while you stand near the projected image pointing at the same sketch the aide is pointing to. Introduce each item, saying its name twice. Then have the class identify the items

## MATERIALS:

Maxie and Minnie  
chalk  
chalkboard eraser  
Listening Worksheet #1/3  
for each child  
copy of "What Did Lucy Hear?"  
for each child  
1 pencil for each child  
2 picture transparencies:  
Story 2  
Story 3  
1 worksheet transparency:  
Listening worksheet #1/3  
1 non-permanent, transparency  
marking pen

## Planned questions:

WHAT DID JIMMY HEAR FIRST?  
WHAT DID JIMMY HEAR SECOND?  
WHAT DID JIMMY HEAR THIRD?

RENEW (cont'd)

8. Action: Read the story.

T: JIMMY WAS SITTING BY THE POND WHEN HE HEARD SOMETHING.  
FIRST HE HEARD A CAT HISS. SSSTTT!  
SECOND HE HEARD A DUCK QUACK. QUAAACK!  
THIRD HE HEARD A BIG SPLASH. SPLASH!

9. Action: Cue the children to ask each other their questions.

T: WHO WANTS TO ANSWER L-1'S QUESTION? (Read it.)  
L-1, ASK L-2 YOUR QUESTION.

10. Action: Repeat Steps 6-8 with this vocabulary, introductory sentence, and story.

Theme sentence:

I'M GOING TO READ YOU A STORY ABOUT LUCY AND THREE  
SOUNDS SHE HEARD, ONE AFTER THE OTHER.

Vocabulary:

BASEBALL BAT    BASEBALL    WINDOW    LUCY

Planned Questions:

WHAT DID LUCY HEAR FIRST?  
WHAT DID LUCY HEAR SECOND?  
WHAT DID LUCY HEAR THIRD?

RENEW (cont'd)

Story:

LUCY WAS STANDING BY THE SCHOOL BUILDING WATCHING  
A BASEBALL GAME WHEN SHE HEARD SOMETHING.  
FIRST, SHE HEARD A BASEBALL BAT GO CRACK!  
SECOND, SHE HEARD A BASEBALL GO ZING!  
THIRD, SHE HEARD A WINDOW GO CRASH!

11. Action: After reading the story, distribute a worksheet and pencil to each child. Cue the askers of the planned questions to ask them, and have the children respond to the questions by checking correct pictures on their worksheets.
12. Action: Have the children correct their worksheets by drawing a line through an incorrect response and circling the correct response as you re-read the story. Have the aide mark the worksheet transparency as you re-read the story.
13. Action: Cue volunteers to ask each other the remaining questions they asked in advance of the story.
14. Action: Distribute a copy of the story to each child for him to keep.

## Sample Lesson 4

## OBJECTIVES

- a. After listening to the teacher read the story "The Balloon Breaks," the learner will respond to questions like:

DID THE BALLOON BREAK BECAUSE THE BIRD SANG?

WHY DID THE BALLOON BREAK?

with responses like:

NO, IT DIDN'T.

(IT BROKE) BECAUSE THE CAT JUMPED ONTO IT.

- b. Before listening to the teacher read a story, the learner will ask questions like:

DID MR. FROG JUMP INTO THE POND BECAUSE THE WIND BLEW?

WHY DID MR. FROG JUMP INTO THE POND?

and after listening to the story will respond to such questions by checking the correct pictures and words on a worksheet.

## EXPLANATION OF OBJECTIVES

This lesson familiarizes the children with cause and effect sequence in a story, and requires them to ask questions reflecting this process.

## MATERIALS

\_\_\_ overhead projector

\_\_\_ Maxie and Minnie

\_\_\_ 1 master: Listening Worksheet #1/4

### MATERIALS (cont'd)

\_\_\_ 1 master: "Lucy Jumps"

\* \_\_\_ 1 piece of white chalk

\* \_\_\_ a chalkboard eraser

\* \_\_\_ 1 pencil for each child and the teacher

\_\_\_ 1 balloon

\* \_\_\_ 1 pin

\_\_\_ 1 worksheet transparency: Listening Worksheet #1/4

\_\_\_ 3 pictures: Stories 1-3

\_\_\_ 3 blank sheets of transparency film

\_\_\_ 2 transparency marking pens: 1 permanent  
1 non-permanent

### ADVANCE PREPARATION

- a. Have the aide trace with the permanent marking pen, or duplicate the pictures onto transparency film sheets, using one sheet for each picture.
- b. Duplicate a copy of the worksheet and the story for each child.
- c. Inflate the balloon, fasten it with a knot, and place it on a table along with the pin, for Predisposition.

### PROCEDURAL REMARKS

- a. Planned questions are:

PROCEDURAL REMARKS (cont'd)

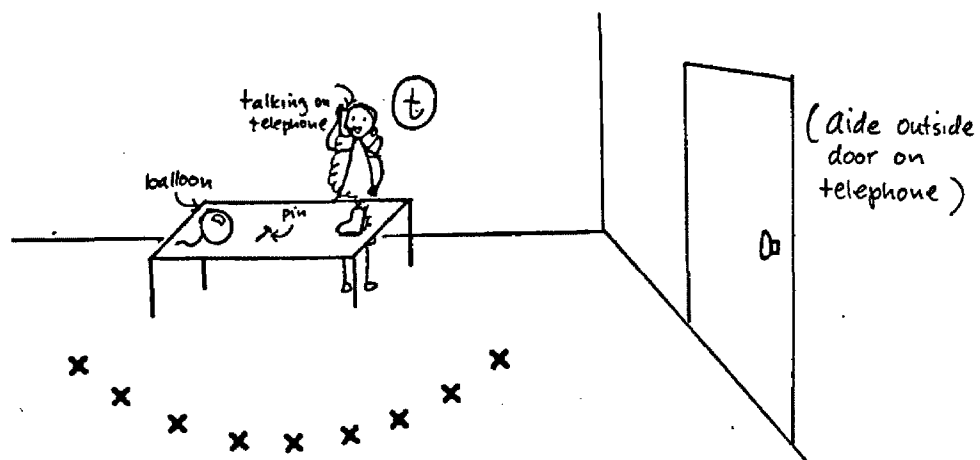
Story 2, Step 7: DID MR. FROG JUMP INTO THE POND BECAUSE THE WIND BLEW?  
WHY DID MR. FROG JUMP INTO THE POND?

Story 3, Step 10: DID LUCY JUMP INTO THE TREE BECAUSE THE BIRD SANG?  
WHY DID LUCY JUMP INTO THE TREE?

- b. Teach the vocabulary items "laughing" and "wind" by demonstration during Step 7.
- c. Review the written forms of "Yes" and "No" on the chalkboard before distributing the worksheet in Step 11.

## PREDISPOSITION

Stage:



## MATERIALS:

a balloon  
a straight pin  
2 toy telephones

1. Action: Converse with the aide on the telephone. Then perform the monologue as you first sing, and then stick the balloon with the pin.

T: HELLO? YES, OH? FINE? ALL RIGHT. GOODBYE.

HMMM. WHAT DOES SHE WANT ME TO DO? OH, YES.

BREAK THE BALLOON.

WILL THE BALLOON BREAK BECAUSE I SING?

LA, LA, LA, LA, LA.

HMMM, NOW WHY WILL THE BALLOON BREAK?

DID IT BREAK BECAUSE I SANG? NO.

WHY DID IT BREAK? IT BROKE BECAUSE I STUCK THE  
PIN IN IT.

Aide: THAT'S RIGHT.

Hold the balloon near your face  
and sing a bit.

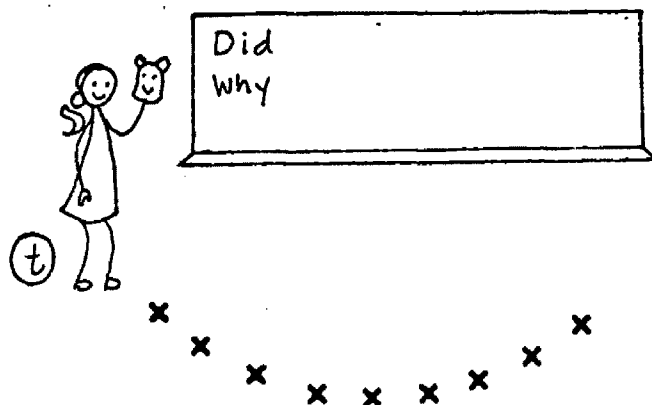
Stick a pin in the balloon.



# REVEAL

## PRESENTATION

Stage:



## MATERIALS:

Maxie and Minnie  
overhead projector  
chalk  
a chalkboard eraser  
1 picture transparency for  
Story 1

2. Action: Introduce the story, having Maxie repeat the theme sentence after you, while the aide writes DID and WHY on the chalkboard. Have Maxie ask the questions, and you complete them on the chalkboard.

T: I'M GOING TO READ YOU A STORY ABOUT JOE HEARING  
A BIRD SING AND SEEING HIS BALLOON POP.

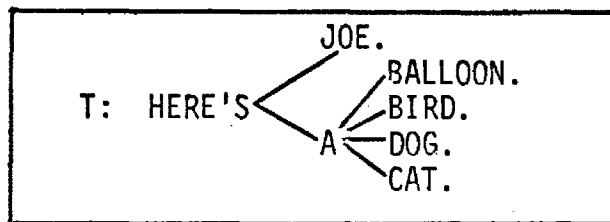
Mx: A STORY ABOUT JOE HEARING A BIRD SING AND SEEING  
HIS BALLOON POP?

DID THE BALLOON POP BECAUSE THE BIRD SANG?  
WHY DID THE BALLOON POP?

T: THOSE ARE GOOD QUESTIONS, MAXIE. ASK THE CHILDREN  
AFTER THEY LISTEN AND FIND OUT.

3. Action: Have the aide turn the projector lamp on and point to each sketch while you have Maxie stand near the projected image and look at the pictures. You introduce each item, saying it twice. After you have named all the items, have the class identify them, as you and the aide point to each item.

REVEAL (cont'd)



4. Action: Read the story.

T: NOW I'M GOING TO READ THE STORY ABOUT JOE.  
(Repeat the planned questions.)

JOE WAS PLAYING OUTSIDE WITH THIS BALLOON. HE HEARD  
A BIRD SINGING. HE WATCHED HIS CAT PLAYING.  
THEN A DOG WENT RRFFF, RRFFF, AND THE CAT  
JUMPED ONTO JOE'S BALLOON BECAUSE THE DOG  
BARKED. THE BALLOON WENT POP!

PARTICIPATION

5. Action: Have Maxie ask volunteers the questions.

PARTICIPATION (cont'd)

T: WHO WANTS TO ANSWER MAXIE'S QUESTION?

NOW ASK YOUR QUESTIONS, MAXIE. ASK L-1.

Mx: L-1, DID THE BALLOON BREAK BECAUSE THE BIRD SANG?

L-1: NO.

T: ASK THE OTHER QUESTION, MAXIE. ASK L-2.

Mx: WHY DID THE BALLOON BREAK, L-2?

L-2: BECAUSE THE CAT JUMPED ONTO IT.

If L-1 gives a complete response including the reason that the balloon broke, have Maxie ask another why question,

L-2, WHY DID THE CAT JUMP?

## RENEW

6. Action: Introduce the story with one sentence. Write DID and WHY on the chalkboard. Cue volunteers to ask questions. Write their questions on the chalkboard with the asker's name by each. Then ask Maxie about his question.

T: I'M GOING TO READ YOU A STORY ABOUT MR. FROG  
LISTENING TO THE WIND BLOW AND JUMPING  
INTO THE POND.

Mx: I HAVE A QUESTION.

T: THAT'S GOOD, MAXIE. WHO ELSE HAS A QUESTION?

L, WHAT DO YOU WANT TO ASK?

MAXIE, WHAT'S YOUR QUESTION?

YOU CAN ANSWER THESE QUESTIONS AFTER YOU LISTEN AND  
FIND OUT.

7. Action: Have the aide turn the projector lamp on and point to each sketch while you stand near the projected image pointing at the same sketch the aide is pointing to. Introduce each item, saying its name twice. Then have the class identify the items.

MR. FROG    A TREE    THE WIND    A POND    A SPLASH  
A DUCK    LAUGHING

## MATERIALS:

overhead projector  
Maxie and Minnie  
chalk  
a chalkboard eraser  
1 Listening Worksheet for  
each child  
1 pencil for each child  
1 copy of "Lucy Jumps," for  
each child  
2 picture transparencies:  
Story 2 & Story 3  
1 non-permanent transparency  
marking pen  
1 Worksheet transparency:  
Listening Worksheet #1/4

## Planned Questions:

DID MR. FROG JUMP INTO THE  
POND BECAUSE THE WIND BLEW?

WHY DID MR. FROG JUMP INTO THE  
POND?

RENEW (cont'd)

8. Action: Read the story.

T: NOW I'M GOING TO READ ABOUT MR. FROG.  
(Repeat the planned questions.)  
T: MR. FROG WAS SITTING BESIDE THE POND. HE HEARD  
THE WIND BLOWING THROUGH THE LEAVES ON THE  
TREE. THEN MR. DUCK CAME UP BEHIND HIM AND  
WENT QUACK! MR. FROG JUMPED INTO THE POND --  
SPLASH BECAUSE THE DUCK QUACKED. THEN MR.  
FROG LOOKED UP AND SAW MR. DUCK LAUGHING  
AND LAUGHING.

9. Action: Cue the children to ask each other their questions.

T: WHO WANTS TO ANSWER L-1'S QUESTION?  
(Read it.)  
L-1, ASK L-2 YOUR QUESTION.

10. Action: Repeat Steps 6-8 with this introductory sentence, vocabulary,  
and story:

Theme Sentence:

I'M GOING TO READ YOU A STORY ABOUT LUCY LISTENING  
TO A BIRD SING AND JUMPING RIGHT INTO A TREE.

# RENEW (Cont'd)

## Vocabulary:

LUCY    A TREE    A BIRD    A ROAD    JIMMY

## Story:

LUCY WAS WALKING ALONG THE ROAD. SHE WAS WALKING BY A TREE. SHE HEARD A BIRD SINGING. THEN SOMEONE BEHIND THE TREE SHOUTED BOO! LUCY JUMPED RIGHT UP INTO THE TREE BECAUSE SOMEONE SHOUTED BOO! THEN SHE LOOKED DOWN AND SAW JIMMY, LAUGHING AND LAUGHING.

## Planned Questions:

DID LUCY JUMP INTO THE TREE  
BECAUSE THE BIRD SANG?

WHY DID LUCY JUMP INTO THE TREE?

11. Action: After reading the story, distribute a worksheet and pencil to each child. Cue the askers of the planned questions to ask them, and have the children respond to them by checking the correct pictures or words on their worksheets.
12. Action: Have the children correct their worksheets by drawing a line through an incorrect response and circling the correct response as you re-read the story. Have the aide mark the worksheet transparency as you re-read the story.
13. Action: Cue volunteers to ask each other the remaining questions they asked in advance of the story.
14. Action: Distribute a copy of the story to each child for him to keep.

## APPENDIX B

## An experiment in 13 county schools

# Classes to be taught in Spanish, English

By ALLAN MANN

When school begins this fall, youngsters in 13 Riverside County school districts will have classes taught in both Spanish and English.

For the Spanish-speaking children, it will mean a chance to keep pace with their English-speaking classmates by learning their lessons in a language they can understand while learning English at the same time.

For the English-speaking youngsters, it will mean a chance to learn Spanish as they learn their regular lessons — and at an early age when it's easiest.

THE FEDERALLY FUNDED program is being run in six school districts in the western county and seven in the Coachella Valley.

Participating districts include Alhambra, Riverside, Corona-Norco, Escondido, Perris Elementary and Perris High in the western county and Palm Springs, Desert Sands, Mecca, Oasis, Thermal, Coachella Elementary and Coachella High in the Coachella Valley area.

Jurupa Unified School District was involved in the western county program, but has withdrawn.

Mel Lopez, coordinator of the programs for the Riverside County Schools Office, said the program will involve one or two classrooms in each district. Most of the classes will be kindergarten, first, second or third grades with a few junior and senior high classes included.

Mel Lopez, coordinator of the programs for the Riverside County Schools Office, said the program will involve one or two classrooms in each district. Most of the classes will be kindergarten, first, second or third grades with a few junior and senior high classes included.

THE PROGRAM IS planned to run for five years — funding under Title VII of the Elementary and Secondary Education Act has been secured for only the first year — with the children continuing in the program as they advance through school and new classes being added at the kindergarten level each year.

After several years of bilingual instruction, Lopez said, the children should be fluent enough in English to join the regular educational program of the schools.

Each class will have about 30 students, one-third English-speaking and two-thirds Spanish-speaking. The program is voluntary and requires parental permission.

THE GUIDELINES SET by the federal government for the program establish priorities for student enrollment in the following order:

✓ Children who speak little or no English and come from poverty families;

✓ Children who speak little or no English and do not come from poverty families;

✓ English-speaking children whose parents want them in the program.

Lopez said he has received little resistance from parents of English-speaking children, most of whom are excited at the prospect of their children being able to learn Spanish.

SOME RESISTANCE has come from parents of Spanish-speaking children who fear their children will not learn English. This resistance has been largely overcome, Lopez said, as parents are informed that instruction will be done in both languages with special instruction in the English language included.

The particulars of the program will be different in each classroom, depending on the techniques the teachers use, Lopez said. Ten teachers and 20 teacher aides who will be involved in the program in the western county districts are now in a four-week training session at Alhambra's La Sierra High. The training program is being run by a group of bilingual education specialists from the University of Southern California (USC).

The teachers will be conducting bilingual instruction in math, science, social studies and language arts, Lopez said. The subject matter will be no different than that taught in other classes except that it will be taught in both languages.

"THIS PROGRAM IS NOT watered down to accommodate the language differences," he said. "The program is essential for the children who speak only Spanish and a luxury for the English-speaking children; they'll be learning what they would anyway and picking up a second language along the way."

Lopez sees the new program as overcoming the weaknesses of the English as a Second Language program now being used in many county school districts.

While the Spanish-speaking students are learning English in the ESL program, Lopez said, they are falling behind academically because the subject matter instruction is still being done in a language they don't understand. Many of the students never catch up and eventually become dropouts.



ADDITIONALLY, Lopez noted, the ESL program doesn't develop the child's Spanish language skills, but tends to minimize them instead. The children are robbed of a chance to become truly bilingual, he said.

By minimizing the child's Spanish, Lopez said, the child's whole cultural background is minimized in his mind as well and problems of self-image arise.

The bilingual teachers will be working to develop that self-image by emphasizing the culture and history of Spanish-speaking people as part of their social studies lessons.

That has been an important part of the four-week training session, along with strengthening the teachers' academic vocabulary in Spanish, helping them develop special techniques for bilingual instruction and directing them in the methods of evaluating their pupils' progress through testing, both oral and written.

THE TEACHERS in the training program spend a good part of the day studying Spanish and then trying out their teaching methods on the other teachers. In that manner, they can study Spanish and teaching methods at the same time.

The training session was designed by a group of educators from USC's Teacher Corps Program. Ironically, the County Schools Office put a contract on the training session out to bid and USC responded with the best program for the money.

USC has a performance contract with the county schools office which means they must show documented evidence of success with the teachers at the end of the training session.

The training sessions are being overseen by Rosa Kestlemen, a native of Argentina who works with the USC Teacher Corps.

"UP TO NOW we have been trying to teach these Spanish-speaking children in a language they don't understand," she said. "It would be like trying to teach me the Theory of Relativity in Greek. To begin with, I don't know Greek."

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## APPENDIX C

### Evidence of Prerequisite Language Skill

To gain evidence that the children could be expected to have prerequisite question-asking skills needed to respond to the simple cue "Ask a question," after completing the language lessons in the beginner year, the following procedure was employed.

From the three first grade field teachers of the experimental ESL program at the first grade level (designed by Consultants in Teaching English), the name of one was drawn at random. A series of transfer lessons was designed to teach the children to ask questions relatively independently, that is to ask questions when cued with the non-specific cue: Ask a question. (A specific cue would be in the form of an indirect question: Joe, ask Mary what that is.) The teacher chosen to gather the data was then instructed to teach the transfer lessons. Following a week of these lessons, which required the children to "move" from asking specifically-cued questions to non-specifically-cued questions, the teacher was instructed to implement two lessons incorporating filmstrips about which the children were to ask questions as independently as possible. The data thus gathered (Appendix C) shows the lesson plans and the teacher's recording of questions and responses performed by her students in the two lessons. The filmstrips used in the two lessons were new to the children and to the teacher at the time of their use for the data-gathering. The use of first grade children for data-gathering, rather than the use of beginner level children, was for two reasons. First, the language content taught in the first grade lessons prior to the transfer lessons was due to be resequenced for incorporation in the

beginner level program, and in the first quarter of the first grade program. Secondly, the program proposed in this study is planned for use with first grade children after the first quarter of the school year and as such may require certain maturation not present in beginner level children. It was most appropriate to gather evidence of prerequisite skills from children of approximately the same age and maturation as those for whom the proposed program is intended. The data was gathered midway through the school year, after the children had completed half of the first grade ESL program.

The writer views the field data as a strong indication that the first grade children can be expected to have the prerequisite language skills once transfer is taught in the ESL program, as it was taught prior to the data-gathering.

## OBJECTIVE

The learner will give commands, and ask and answer questions about the filmstrip Farm Animals.

## EXPLANATION OF OBJECTIVE

The children have had a number of opportunities in previous filmstrip lessons to respond to cued commands and questions. This lesson provides them with an opportunity to generate their own commands, questions, and responses about a new filmstrip, and use English in a natural classroom situation.

## MATERIALS

\_\_\_ the filmstrip: Farm Animals

\_\_\_ a pencil

\_\_\_ a filmstrip projector

\_\_\_ a screen

\_\_\_ dialogue recording sheets

## ADVANCE PREPARATION

Set up the filmstrip projector and screen, as shown in the Presentation diagram.

## PROCEDURAL REMARKS

- a. Write down each dialogue as it is performed by the children, recording their names by their part in the dialogues. Hold the frame briefly after the dialogue, if necessary, to finish your recording. After you have recorded the first dialogue performed for a frame, give the cue again to provide the other children an opportunity to ask questions.

PROCEDURAL REMARKS (Cont'd)

- b. Use only the cue WHO CAN ASK A QUESTION ABOUT THIS PICTURE to initiate questioning, when necessary. Should there be hesitancy about responding to questions, it might be attributed to the content of the picture. In this case, use the cue, "L, ASK ME THE QUESTION."
- c. Do not cue the children to ask specific question types, even if they seem to use one type predominantly, (e.g., a yes/no type).
- d. While you are showing the filmstrip, adjust the frames slightly so the captions do not show.

REVEAL

PRESENTATION

Stage:

1. Action: Introduce the filmstrip.

T: WE'RE GOING TO SEE A FILMSTRIP ABOUT FARM ANIMALS. YOU  
WILL SEE MANY PICTURES TO ASK QUESTIONS ABOUT. YOU  
MAY ASK EACH OTHER QUESTIONS, OR YOU MAY ASK ME  
QUESTIONS.

2. Action: Show the title frame and read the title. Show frame 2 and read it to the children.

PARTICIPATION

3. Action: Continue showing the filmstrip, giving the following cue:

T: WHO CAN ASK A QUESTION ABOUT THIS PICTURE?

MATERIALS:

the filmstrip: Farm Animals  
filmstrip projector  
screen  
dialogue recording sheets  
a pencil

See Procedural Remarks.

REVEAL (Cont'd)

4. Action: When you have finished showing the filmstrip, ask the children if they have other questions they would like to ask.

T: DO YOU HAVE OTHER QUESTIONS TO ASK ABOUT THE  
PICTURES WE SAW? WHO HAS A QUESTION?

Continue recording the questions and responses on your dialogue recording sheet.



## DIALOGUE RECORDING SHEET

STUDENTS' NAMES	DIALOGUE	FRAME NO.
Virgil to Raymond	Is that a donkey? No, it isn't, it's a horse.	1
Lorraine to David	Is that a horse? Yes, it is.	2
Freddie to Percy	Is that a man riding a horse? Yes, it is.	3
Virgil to Mrs. Tucker	Is that a ball? Yes, it is.	4
Audy to Oscar	Is that a camel. No, it isn't.	5
Rose to Katherine	Are those cows? Yes, they are.	6
Freddie to Joanne	Are those vegetables? No, they aren't.	7
Leander to Audy	Are those cows? Yes, they are.	8
Joanne to Mary	Are the cows on the farm? Yes, they are.	9
Virgil to David	Is that a goat? No, it isn't.	10
Mary to Joanne	Are those pigs? Yes, they are.	11
Joanne to Mary	Is that a baby pig? No, it isn't.	12
Gloria to Mrs. Tucker	Is that ham? Yes, it is.	13
Joanne to Mary	Is that an animal's coat? Yes it is.	14
Lorraine to Katherine	Are those sheep? Yes, they are.	15
Oscar to Virgil	Is that a sheep? Yes, it is.	16
Virgil to David	Is that a skirt? Yes, it is.	17
Raymond to Virgil	Is that a man's sweater? Yes, it is.	18
Mary to Sally	Is that a sheep? No, it isn't.	19
Leo to Freddie	What are those? They're rabbits.	20
Mary to Joanne	Is that a man? Yes, it is.	21
Belinda to Helen	What are those? They're turkeys.	22
Sally to Joanne	Are those turkeys? Yes, they are.	23

## DIALOGUE RECORDING SHEET

STUDENTS' NAMES	DIALOGUE	FRAME NO.
Oscar to Roy	Are those chickens meat? Yes, they are.	24
Mary to Joanne	Are those chickens? Yes, they are.	25
Raymond to Virgil	Are there 100 eggs? Yes, there are.	25
Freddie to Leo	Are those geese? Yes, they are.	26
Katherine to Carmen	Is that a duck? Yes, it is.	27
Raymond to Virgil	Are those geese? Yes, they are.	28
Joanne to Mary	Are the geese playing? Yes, they are.	29
David to Percy	Are those bees? Yes, they are.	30
	(After the filmstrip.)	31
Joanne to Mrs. Tucker	Were the geese eating? No they weren't.	
Freddie to Mrs. Tucker	Were the donkeys eating in the picture?	
Joanne to Lorraine	Were the horses swimming in the water? No, they weren't.	

### OBJECTIVE

The learner will give commands, and ask and answer questions about the filmstrip Animal Babies.

### EXPLANATION OF OBJECTIVE

The children are provided an additional opportunity to generate commands and questions, and to use English for getting information in a natural classroom situation.

### MATERIALS

\_\_\_ the filmstrip: Animal Babies

\_\_\_ dialogue recording sheets

\_\_\_ a screen

\_\_\_ a filmstrip projector

\_\_\_ a pencil

### ADVANCE PREPARATION

Set up the filmstrip projector and screen, as shown in the Presentation diagram.

### PROCEDURAL REMARKS

- a. Write down each dialogue as it is performed by the children, recording their names by their part in the dialogue. Hold the frame briefly after the dialogue, if necessary, to finish your recording. After you have recorded the first dialogue performed for a given frame, give the cue again to provide other children an opportunity to ask questions. (WHO CAN ASK ANOTHER QUESTION?)
- b. Use only the cue WHO CAN ASK A QUESTION ABOUT THIS PICTURE to initiate questioning, when necessary. Should there be hesitancy about responding to questions, it might be attributed to the content of the picture. In this case, use the cue, "L, ASK ME THE QUESTION."

PROCEDURAL REMARKS (Cont'd)

- c. Do not cue the children to ask specific question types, even if they seem to use one type predominantly, (e.g., a yes/no type). Use the cue "WHO CAN ASK ANOTHER QUESTION?" to prompt if necessary.
- d. While you are showing the filmstrip, adjust the frames slightly so the captions do not show.
- e. When you have finished Lessons A and B, please fill out the evaluation sheet.

REVEAL

PRESENTATION

Stage:

MATERIALS:

the filmstrip: Animal Babies  
filmstrip projector  
screen  
dialogue recording sheets  
a pencil

1. Action: Introduce the filmstrip.

T: WE'RE GOING TO SEE A FILMSTRIP ABOUT BABY ANIMALS. YOU WILL  
SEE MANY PICTURES TO ASK QUESTIONS ABOUT. YOU MAY ASK  
EACH OTHER QUESTIONS OR YOU MAY ASK ME QUESTIONS.

2. Action: Show the title frame and read the title.

PARTICIPATION

3. Action: Continue showing the filmstrip, giving the following cue:

T: WHO CAN ASK A QUESTION ABOUT THIS PICTURE?

See Procedural Remarks.

REVEAL (Cont'd)

4. Action: When you have finished showing the filmstrip, ask the children if they have other questions they would like to ask.

T: DO YOU HAVE OTHER QUESTIONS TO ASK ABOUT THE PICTURES WE SAW?  
WHO HAS A QUESTION?

Continue recording the questions and responses on your dialogue recording sheets.

## DIALOGUE RECORDING SHEET

STUDENTS' NAMES	DIALOGUE	FRAME NO.
Joanne to Gloria	Is that a girl in the barn?	3
Joanne to Katherine	Is that a bird? No, it isn't.	4
Mary to Joanne	Are those tigers? No, they aren't; they're lions.	5
Lorraine to Mary	Are those deer? Yes, they are.	6
David to Raymond	Are those mice? Yes, they are.	7
Freddie to Leo	Are those babies? Yes, they are.	8
Leo to Freddie	What are those? They're rabbits.	9
Mary to Joanne	How many rabbits are there? There're six.	
Percy to Leander	Are the foxes in a cave? Yes, they are.	10
Raymond to David	Is that a beaver? Yes, it is.	11
Mary to Joanne	Are the bears eating? Yes, they are.	12
Virgil to Freddie	Is the elephant sitting? Yes, he is.	13
Lorraine to Mary	Are those cats? No, they're kittens.	14
David to Virgil	Are those little pigs? Yes, they are.	15
Percy to Leo	Is that Miss Pat? No, it isn't.	16
Virgil to Raymond	Are those wild turkeys? Yes, they are.	17
Katherine to Anita	Are those ducks? Yes, they are.	
Virgil to Mrs. Tucker	Are those lizards? No, they aren't; they're crocodiles.	18
Joanne to Mary	Are those fish? Yes, they are.	19
Rose to Belinda	Are those my fish? No, they aren't.	
Joanne to Mary	Is that a frog? Yes, it is.	20
Virgil to Raymond	Is that a butterfly? No, it isn't.	21

## DIALOGUE RECORDING SHEET

STUDENTS' NAMES	DIALOGUE	FRAME NO.
Phillip to Andy	Is that a duck? No, it isn't.	22
Lorraine to Katherine	Are those birds? Yes, they are.	23
Gloria to Lorraine	Are they wild birds? No, they aren't.	24
Sally to Mary	Is that a turkey? No, it isn't.	25
Roy to Oscar	Are those eggs? Yes.	26
Leo to Raymond	Are those rats? Yes, they are.	27
Oscar to Percy	Is that a whale? Yes, it is.	28
Joanne to Mrs. Tucker	Are those squirrels. No.	29
Joanne to Phillip	Is that an animal?	30
Mary to Sally	Is the baby eating?	