THE CONSTRUCTION OF A LISTENING SKILLS PROGRAM AND ITS EFFECTS ON THE LISTENING AND READING SKILLS OF GRADE ONE CHILDREN

CENTRE FOR NEWFOUNDLAND STUDIES

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Internship Report

The Construction of a Listening Skills Program and Its Effects on the Listening and Reading Skills of Grade One Children

by

© Elizabeth Lacasse

A Report submitted in partial fulfillment
of the requirements for the degree of
Master of Education

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CHAPTER I

Introduction

"If only they would 'listen." "They never listen." These and similar statements are heard much too often whenever teachers meet. Teachers recognize, and rightly so, that many children may not be reaching their learning potential because of poor listening habits.

Many wise men have recognized the importance of listening. Nineteen hundred years ago, Plutarch suggested: "Know how to listen and you will profit even from those who speak badly." Epictetus, a contemporary of his, said: "Nature has given to men one tongue but two ears, that we may hear from others twice as much as we speak." Shakespeare had Falstaff say: "It is the disease of not listening, the malady of not marking, that I am troubled withal."

Even though the importance of listening has been attested to for centuries, there is no formal program of instruction in listening included in the curriculum of our Newfoundland schools. (This is not to ignore the presence of informal instruction or the presence of opportunities for listening offered within the course of the school day.) Really, it would seem that only during the past twenty years has listening received much attention in the area of language arts.

The importance of effective listening in today's world can hardly be overstated. Listening is the primary

vehicle for learning in a child's early years. Much of what is learned, for good or bad, comes through the ears.

Further, just as we speak more than we write, we listen more than we read. Too often, however, we listen poorly.

Children live in a world of sound. From morning to night they are surrounded not only with the noises of the physical environment but with the words of peers and adults who want them to do something. Perhaps because there is so very much talk, many children learn to ignore it. Too many people are directing too many ideas to them, so they take refuge in "non-listening." They may listen with "half an ear" to the radio or the television but they may transfer this habit to other situations, and one such may well be the classroom.

What is "listening?" Is it not just "hearing?" Listening does indeed involve hearing, but it includes more; namely, discrimination of likenesses and differences among sounds, and "comprehension." Listening comprehension is demonstrated when the meaning attached to particular sounds and ideas is associated with previous experiences with similar sounds and ideas.

Logan and Logan (1967) supply the following behavioural definition.

> "Listening is the art of hearing sound patterns or sequences, purposefully directing attention to these and actively applying appropriate

cognitive skills which result in the listener's obtaining meanings, forming concepts, interpreting data, making inferences, and predicting outcomes and consequences from these sound sequences or patterns."

Listening is too valuable a learning aid to be left to chance, as it has been for so long in the teaching-learning area. Listening can be improved through instruction. Moreover, there can be a transfer to other curriculum areas, such as language arts, mathematics and social studies.

Wilt (1950) did a study (1) to determine what percentage of the school day elementary children are expected to devote to listening, (2) to discover whether teachers are aware of the amount of time they expect children to listen, and (3) to determine the relative importance teachers place upon the four phases of language education. She found that (1) children are expected to listen 57.5% of the time, (2) teachers are unaware of the amount of time they expect children to listen, and (3) teachers consider listening less important than reading or speaking.

Divine (1967) concludes that listening is seldom taught in the schools; nevertheless, most instruction is offered in the listening-speaking context. This is especially true for the beginning school years. Listening plays a vital role in children's learning in kindergarten and early primary grades. Increasing the child's ability to listen becomes a major responsibility of kindergarten

and grade one teachers. Yet those teachers do not have available enough reinforcing material to use to develop their students' listening potential (see page 30 here.) All the latest literature one reads on language arts lists listening as an equal among the four areas of instruction. On the other hand, the basal language arts series in use in Newfoundland schools, while listing listening skills development as one of the important facets of their programs, do not include nearly so much emphasis on listening as on reading and writing skills. When one studies those same programs one notices that the listening skill development areas lag significantly behind those of reading and writing skills. Curriculum materials catalogues do, in fact, contain many colourful advertisements for listening skill programs; these same materials, however, are usually expensive, which effectively negates their acquisition by very many teachers.

There is a definite need for more research in the area of listening. One critical problem is the construction and subsequent evaluation of a program of selected listening activities for first-grade children. It is a misconception that good listening habits will develop naturally in the child as he matures. There is a need for direct planned instruction. Listening can be taught: this has been shown by the studies of Wilt (1970), Kellogg (1966), and Nichols (1957). Furthermore, when listening for specific purposes is taught there can be carryover into the reading area.

Kranyik (1972), reporting on Heilman's study, says that listening is related to many facets of reading such as expanding concepts, proper intonation patterns and developing sound work habits.

Most of the studies in listening have been conducted in the middle grades. Relatively little has been researched in the early primary grades. These have been developed by researchers who constructed the program and had classroom teachers implement it. Those teachers had no say in its development and consequently may not have been fully aware of its importance, scope and sequence. There was probably little transfer into the regular classroom activities.

The particular instructional program to be described here was developed by a full-time grade one teacher as part of her regular duties. Certainly a number of such studies would be warranted. It is hoped that other teachers may be encouraged to construct and implement a program with their students.

One of the major purposes for giving children in the primary grades directed listening experiences is to have them listen for specific purposes.

The specific listening skill areas in this study were:

(1) To follow directions,

(2) To recall ideas in proper sequence,

(3) To identify the main idea in a cluster of utterances, and

(4) To expand or enlarge vocabulary.

The purpose of such a program is to develop listening skills and to determine whether there will be a corresponding improvement in reading proficiency.

This study involved forty-nine grade one pupils in two distinct classes. They were heterogeneously grouped into two classes. Both classes used the same basal language arts series. The children come from a middle-class socio-economic environment.

Twenty-five children in the experimental group received an instructional program which consisted of twenty lessons of twenty minutes duration, as incorporated into the regular language arts period. The twenty-four pupils in the other grade one class received no training in listening during the experimental period.

A study of the scores received in the pre- and post-tests by both groups and a t-test on the differences between the means should show that the experimental group will improve in their ability to listen and to read, as compared with the group that did not receive the "treatment."

Children can be taught to listen. An improvement in listening skills can provoke an improvement in reading ability. A teacher who is "tuned in" to the abilities and needs, likes and dislikes of her students and is cognizant

of the value of directed listening experiences can construct, teach, and evaluate such a program.

CHAPTER II

Statement of the Problem

It was the intent of this study to determine whether first graders in their second semester of school would profit from direct instruction in listening skills. Would there also be a corresponding improvement in their reading ability? Two groups comprised the study: an experimental group which received the listening skill development lessons and a control group which received no formal listening skills instruction.

Listening has apparently been the neglected area of the language arts. Nichols (1939) reviewed pertinent research and found to that time there had appeared only fourteen studies in listening; meantime, 1,951 studies in reading had been published. By 1968 Duker reported 1,332 articles dealing with listening as compared to close to ten thousand in reading. This showed an increase in interest in listening, but the discrepancy stages a large margin for improvement.

Wilt's (1950) study showed that educators needed to be more aware of the function and importance that listening plays in the child's life. Russell (1964) reporting on the studies of Rankin, Corey, Hogan, Pratt, Edgar, and Devine says that although all studies were of short duration, involved various teaching procedures and included some design problems in obtaining matched groups, these studies

support the assumption that listening abilities improve with instruction.

Trivette (1961) studied grade six students and found that for most of the students, training resulted in more effective listening. Twenty-nine students received lower scores on the post-tests, but there was no explanation given. She found that when specific listening comprehension skills such as "main idea," "noting details" and "making inferences," were improved, other comprehension skills such as acquiring "word meanings," and "following directions" also tended to improve.

Loban (1963) did a longitudinal study of the language development of elementary school children. He followed the language development of eleven kindergarten classes through Grade 12. He found that reading, writing, listening and speaking were all positively related. He suggested that listening deserves far fuller and more sophisticated treatment than it gets in most programs.

Devine (1967) analyzes a study by Barbe and Carr in 1964. They studied grades two to four and found that listening ability may be a better predictor of reading potential than mental age.

Most of the research conducted has been done in the intermediate grades. It would appear that all those that have been conducted in the primary grades have correlated listening comprehension with reading comprehension.

Nichols (1957) said that research showed reading and listening skills do not improve at the same rate when only reading is taught. Durrell and Hayes (1970), confirmed this. They said that in grade one a child's reading proficiency is about 10% of his listening comprehension; by grade three his reading comprehension approaches his listening comprehension. Educators are not taking their students from "where they are" and leading them ever onward and upward in the area of listening.

Kellogg (1966) designed a study to reflect the extent of possible relationships between the listening and reading skills of first grade children. Three groups were studied: one supplied a structured listening skills program, one with a non-structured program and the third group, the control group, which received no instruction. He used the Wright Listening Comprehension Test to measure listening comprehension. He found (1) significant difference in achievement gains in those in the structured program over those in the unstructured program, and (2) the treatment did affect achievement in reading.

Elizabeth Thorn (1968) studied one hundred and thirty-two first grade children and found that listening comprehension was improved significantly by way of a program of direct instruction.

Third graders from high and low socio-economic groups of advanced and retarded readers were studied by Flynn and Byrne (1970). Significant differences between

advanced and retarded readers in auditory abilities was found, but socio-economic factors did not apparently influence the findings.

Lundsteen (1971) reported on twelve studies covering almost all grades and I.Q. levels. He concluded that listening instruction may have improved reading instruction especially at the grade one level.

Margery Kranyik (1972) did a study of grade one pupils. She constructed and evaluated a program of listening skill activities for first grade children who had not yet developed skill in reading. She used three groups, one teacher-taught, one with taped lessons, the same lessons for both, and a control group who received no instruction. The experimental groups received twenty lessons which were conducted using activity sheets and immediate feedback. She focused on the specific skills of (1) following directions, (2) finding the main idea and (3) noting detail. The Durrell Listening-Reading Series Test was used as a pre-test and post-test in listening comprehension. She found that listening could be taught to first graders who had no skill in reading.

A study was done by Cole (1961) to determine the effects of intensive instruction in listening comprehension with different intelligence groups in grade one. She used one hundred and forty-one students. The experimental groups received fifteen minute daily lessons. She found that the

experimental group made substantial gains in both listening and reading.

Owens (1976) studied pupils in grades two, four, and six to examine the use of auditory memory tests to predict reading achievement. The Gates-MacGinitie reading tests were used. Eleven individualized tests were used to test auditory memory; nine of these showed significant correlations to the reading scores.

Bergey (1978) studied a group of third and fourth graders who were exposed to a directed listening instructional program for a period of two months. Bergey found that both listening and reading improve when children receive formal training in listening in addition to their regular language arts program.

These studies show that planned listening lessons have been successful in the primary grades. Significant gains were made when listening for specific purposes was taught; for example, noting detail, and following directions. Most of the studies focused on correlating listening with reading and showed that listening can be taught and that a positive correlation exists between listening and reading.

CHAPTER III

The Design of the Study

Grade one pupils in their second semester were chosen for this study. Two-thirds of the first grade population of school in a middle class section of St. John's were studied. The children had been randomly assigned from the total school entrance population. All of the children had attended kindergarten. The children were assigned to their grade one classes by the principal using the following criteria: the scores of the Gates-MacGinitie Readiness Test administered in May, 1979; the kindergarten teachers' student ability assessment; and the principal's evaluation of each student's ability. Thus the classes were arranged as much as is humanly possible into matched groups, having the same number of children classified as bright, average and slow. There were an equal number of children who were bussed to school in each class; there were no repeaters included in the study. At the beginning of the school year there were twenty-five students in each class, but one student transferred before the study was begun. All of the children had attained the age of six as of December 31, 1979. The investigator was a member of the school's teaching staff. The other teacher was most co-operative in allowing her class to be tested as the control group.

Two groups were studied. The research design used was the pre-test, treatment, post-test type 18.4 as described by Kerlinger (1973). Both groups were pretested in listening and reading. The listening test, which consisted of two parts, one of forty minutes duration, and the other of thirty minutes was given on one day. The reading test, which is set up exactly the same as the listening, was administered four days later.

The treatment was given to the experimental group only. It consisted of twenty lessons of approximately twenty minutes duration taught to the whole class. The lessons were taught in the morning as part of the regular language arts period.

The Durrell Listening - Reading Series was used as the pre- and post-tests. Form DE was the pre-test and Form EF, an alternate form of the same test, was the post-test. This test is administered orally to the total group. The listening part consists totally of pictures. The words and sentences are spoken by the examiner and are not seen by the pupil. Thus the child is tested on what he hears.

The reading tests consist of words and sentences which are to be read by the students. The Durrell Listening - Reading Series is considered to be an acceptable tool of research.

The pre-test was given one week before treatment began, while the post-test was administered exactly two

months from the date of the pre-test. (Thus, a gain of .2 could be expected to occur without any "special treatment.") A gain of more than .2 for any member of the experimental group could be construed as having been provoked by the listening lessons.

Unfortunately a lot of children were sick at that post-test time. It took almost two more weeks to test the children who had been absent when the groups were tested.

It must be understood that listening operates at various levels, hearing, listening, and "auding." Hearing is the process by which sound waves are received, modified and relayed along the nervous system to the ear. Listening is the process of directing attention to and therefore becoming aware of sound sequences. Auding is the term used by Brown (1967) to denote the aspects of knowing, including perception, judgement, reasoning, remembering, and imagining.

The children involved in this study had all been tested for hearing in kindergarten. None of them were found to have defects. The lessons were constructed to direct the children's experiences and to aid them in becoming more adept at the process of "auding."

The types of listening that everyone must engage in are literal, interpretive, and critical. Tutolo (1977) said that it is just as important to develop a sequential program in listening as it is in reading. One can start with auditory discrimination and move to the more complex cognitive processes involved in literal, interpretive, and

evaluative listening. The kindergarten readiness and the first grade program have a lot of material dealing with developing auditory discrimination of consonant sounds. Therefore the program developed dealt with fundamental instruction in the other areas.

Wilt (1955), quoting Strickland, lists these phases of listening development:

(1) Little conscious listening except when directly and personally concerned with what is being presented.

(2) Easily distracted by people and things in the environment.

(3) Half-listening, while holding fast to own ideas and waiting to insert them at the first opportunity.

(4) Listening passively with apparent absorption but little or no reaction.

(5) Listening, forming associations, and responding with items from his own experience rather than reacting to what is presented.

(6) Listening and expressing some reaction through questions and comments.

(7) Listening with evidence of genuine mental and emotional participation.

(8) Listening with a real meeting of the minds.

It could be held that it is the school's function to focus upon phases five and following in order to help the students to gain prowess in those areas. Inherent in each phase of listening are various skills and subskills that need to be developed by some instructional means.

This study attempted to develop the following skills:

Following Directions - the process of interpreting and understanding oral directions, as demonstrated by placing a mark near, above and under a given picture.

Finding the Main Idea - the process of listening to a short story and interpreting the most important idea developed in that story, and indicating this by circling one of four pictures in a row.

Recalling Sequence - the process of listening to a list of names of pictures and to indicate the order in which they were presented by numbering them.

Expanding Vocabulary - the process of adding new words to one's experiential background through frequent exposure to new ideas and content.

Literature one reads on the subject of developing lessons for listening stresses the importance of (1) setting goals or purposes, (2) letting the students know those purposes, (3) making the material as interesting as possible, (4) establishing a good listening climate, and (5) providing immediate feedback as to how well the student reached the goals set.

Twenty lessons were constructed. They were arranged as follows: one introductory lesson; seven lessons to follow directions; five lessons to develop sequence; and seven lessons to find the main idea. Lessons two to twenty had two activity sheets each which the children had to mark in various ways depending on the lesson's purpose. The layout of the sheets was similar in that there were five rows of pictures clearly numbered per sheet. This was done in order that the children would feel comfortable and secure in the knowledge that they were dealing with familiar work patterns.

Immediate feedback was given by correcting the activity sheets immediately upon completion. The remainder of the period was conducted by having the children listen to stories, without any visual stimulus, and to "make the pictures" in their minds. They knew that they would have to answer questions about the story. The story was discussed and also any ideas or words in it that were new to them. (The lessons are contained in Appendix A. The activity sheets themselves were consumable items which cannot be reproduced here.)

The children really seemed to enjoy the lessons. One little girl was overheard to remark "Oh, goody, it's listening time," when the activity sheets were being passed out.

CHAPTER IV

Analysis of Data

The aim of this study was two-fold: (1) to discover if the listening skills program that was developed for grade one pupils would be successful in increasing the children's general listening ability, and (2) to discover if the acquisition of increased listening skills would provoke an improvement in the children's reading ability.

The students were tested for listening and reading on the Durrell Listening - Reading Series forms DE and EF. The treatment consisted of twenty lessons of approximately twenty minutes duration, over a six-week period.

The total possible score for each lesson was ten. Each correct item received a score of one. There were no "penalties" for incorrect answers. Table 1 is a record of the children's scores on those lessons. The table shows that the majority of the students had no problem with the work. Some scores tended to diminish towards the latter lessons of each of the areas, where the work was more difficult. One interesting facet of these scores involves students numbered two, four, ten, and eleven. Their scores on the sequencing lessons were very low. These lessons were based on simple recall of three, and later four captions commensurate with pictured items. The original intent was to tell the children stories and have them number pictures depicting ideas in the story in the proper sequence. This

Table 1

LISTENING LESSON SCORES

Student No.	Following Directions							Main Idea							Sequence					
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	10	10	10	10	9	8	10	10	10	10	10	7	8	10	10	10	ab.	8	9	
2	10	8	7	7	8	5	5	9	10	10	10	7	7	7	1	2	4	3	1	*
3	10	10	10	10	10	9	9	10	10	10	ab.	9	9	ab.	10	ab.	10	10	ab.	
4	9	8	9	10	10	10	6	10	10	10	10	8	10	10	7	7	5	6	7	*
5	10	ab.	ab.	10	10	9	9	10	10	10	10	8	10	10	10	10	9	10	10	
6	10	10	9	10	10	7	6	9	10	10	10	8	8	6	9	10	7	8	ab.	
7	ab.	ab.	10	10	9	9	10	10	10	10	10	8	10	10	10	10	5	8	10	
8	10	10	10	9	10	10	ab.	10	10	10	10	9	9	10	10	10	8	ab.	ab.	
9	10	10	10	10	10	9	10	10	ab.	10	10	9	9	8	10	10	9	10	10	
10	ab.	ab.	8	9	9	2	5	9	10	9	9	ab.	10	1	0	2	0	0	1	*
11	7	10	9	9	10	10	6	10	10	10	9	9	10	7	4	10	4	4	5	*
12	10	9	10	10	10	9	8	10	ab.	ab.	ab.	8	10	10	10	ab.	10	7	8	
13	10	10	ab.	10	10	10	10	10	10	10	10	9	10	10	10	10	10	10	10	
14	9	ab.	10	10	9	10	9	9	9	10	10	9	10	10	10	10	10	ab.	9	
15	10	ab.	10	10	10	8	10	10	10	10	10	ab.	10	10	9	10	9	9	9	
16	10	10	10	9	10	8	10	ab.	10	10	10	9	9	9	10	10	9	10	9	
17	10	10	10	10	10	10	10	9	ab.	ab.	ab.	9	10	9	10	10	10	10	ab.	
18	10	10	9	10	10	10	10	10	10	10	10	8	9	10	10	10	10	10	10	
19	10	ab.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	7	10	10	
20	10	10	10	9	10	9	8	10	10	10	10	10	10	10	10	10	7	10	9	

Table 1 (Cont'd)

LISTENING LESSON SCORES

Student No.	Following Directions							Main Idea							Sequence				
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	ab.	ab.	10	10	10	9	10	10	9	10	10	9	10	10	10	10	10	10	10
22	10	ab.	10	10	10	9	10	10	10	10	10	7	8	10	10	10	9	9	10
23	10	10	10	10	10	9	9	10	10	10	9	10	10	10	10	10	10	9	10
24	8	10	9	10	9	6	7	10	10	10	10	8	7	3	9	10	9	6	10
25	ab.	10	10	10	10	10	10	10	10	10	9	10	ab.	10	10	10	8	9	8

was not found to be feasible when the actual construction of the program was undertaken because it would upset the continuity of the presentation of the lessons. Those children who did really poorly in this area are the very children who experienced a lot of difficulty through the year in learning to read. They progressed at a slower rate than the rest of the children.

Bailey (1969) found much the same thing in her study. Auditory-visual sequencing skills require memory rather than meaning; that is, they require short-term rather than long-term memory. She advocates the development of activities, games, and exercises designed to increase the habit of concentration and the ability to remember written symbols and words. Children who do poorly in listening and reading may be experiencing this difficulty because of an inability to remember and reproduce in the correct order ideas heard and seen. This is an area that is certainly worth investigating and may be a starting point in diagnosing children with learning difficulties in reading.

The pre-test mean scores for both groups were equal on both listening and reading, which is clear evidence that the groups were closely matched. The mean score in listening was 2.9 and on reading it was 1.4. The scores attained by both groups are shown in Table Two. Given the apparent match, it was not thought necessary to compute a t-test for significance on these.

Table 2

Pre-Test Scores

Student No.	Listening		Reading	
	Experimental Group	Control Group	Experimental Group	Control Group
1	2.5	2.5	1.2	1.3
2	1.0	3.4	K	1.8
3	3.2	2.4	1.4	1.5
4	2.4	2.5	1.4	1.0
5	3.5	3.0	1.4	1.5
6	2.0	2.1	1.6	1.6
7	3.2	2.9	1.0	K
8	3.6	3.4	2.6	1.4
9	3.3	1.9	2.8	1.9
10	1.7	4.1	K	1.2
11	3.0	3.4	1.2	1.8
12	2.9	3.0	1.5	1.7
13	3.0	3.2	1.3	1.4
14	2.9	2.8	1.5	1.5
15	3.2	3.4	1.5	1.5
16	2.4	2.8	1.4	1.9
17	3.4	2.8	2.4	1.3
18	3.6	3.5	1.8	1.4
19	3.8	3.1	2.6	1.6
20	3.0	3.3	1.5	2.0
21	2.9	2.4	1.8	1.5
22	3.5	3.0	1.2	1.3
23	2.7	2.9	1.4	K
24	2.1	2.9	K	1.7
25	4.3		1.7	
Total	71.3	70.7	36.2	33.8
Mean	2.9	2.9	1.4	1.4

Table 3

Post-Test Scores

Student No.	Listening		Reading	
	Experimental Group	Control Group	Experimental Group	Control Group
1	2.7	2.5	1.6	1.6
2	2.8	3.3	1.6	2.1
3	3.6	2.8	2.3	1.3
4	2.8	2.7	1.2	1.6
5	4.3	3.0	2.0	1.3
6	2.7	3.2	1.3	2.2
7	3.3	2.4	1.5	1.0
8	3.8	2.8	3.0	1.5
9	4.8	3.5	2.9	2.1
10	1.8	2.2	1.7	1.0
11	3.0	3.6	1.3	2.2
12	3.8	3.6	1.1	1.7
13	3.3	2.7	1.7	1.6
14	2.7	3.3	1.5	1.3
15	3.0	2.9	1.8	1.5
16	2.7	3.8	1.5	2.4
17	3.7	2.7	2.7	1.6
18	3.9	2.9	2.2	1.5
19	3.6	3.6	2.9	1.6
20	2.7	3.8	1.6	2.0
21	3.1	3.5	1.5	1.5
22	3.2	2.4	2.0	1.5
23	3.0	3.0	1.4	1.7
24	2.4	3.5	1.6	1.7
25	4.6		2.4	
Total	79.7	73.7	46.3	39.5
Mean	3.2	3.0	1.9	1.6

The post-test mean score for listening achieved by the experimental group was 3.2, which is a gain of three months in a two-month period. The control group's mean was 3.0, which reflects a gain of one month during the two-month period. The experimental group gained more than the control group. However, the t-test score of .93 was not found to be significant at the .05 level.

The experimental group's mean score on the reading post-test was 1.9, a gain of 5 months in a two-month period. The control group's mean score was 1.6, a two-month gain, which would occur normally. Therefore something must have been at work within the experimental group, during the two-month study period, something which did not occur in the control group. However, the t-test score of 1.14 is not a significant difference at the .05 level.

Figures 1.1 and 1.2 show a summary of the data obtained.

Bernoulli, reporting in Kerlinger (1974) says that a difference of three standard deviations or more is significant, so significant that it amounts to "moral certainty." The important question is, how large a difference or how far away from the hypothetical mean of zero must a deviation be to be significant? The .05 level is 1.96 standard deviations from the mean, and the .01 level is 2.58 standard deviations from the mean. There are complications, especially with small samples. A simple rule is, 2 standard deviations

Figure 1.1

Listening

		Maximum Score	Minimum Score	Mean	Standard Deviation	Standard Error	T Score
Experimental Group	I	4.8	1.8	3.2	.7	.1	.93
Control Group	II	3.8	2.2	3.0	.5	.0	

A summary of the pertinent data obtained from Listening Post-Test.

Figure 1.2

Reading

		Maximum Score	Minimum Score	Mean	Standard Deviation	Standard Error	T Score
Experimental Group	I	3.0	1.1	1.9	.6	.1	1.14
Control Group	II	2.4	1.0	1.6	.4	.0	

A summary of the pertinent data obtained from the Reading Post-Test.

are significant (about the .05 level); 2.5 standard deviations are very significant (about the .01 level); and 3 standard deviations are highly significant. Figures 2.1 and 2.2 show this in a simple graph form. Using this simple rule, one sees that the level of difference found is significant in both listening and reading. The most significant factor is that those four students who were having difficulty and who were possibly going to have to repeat grade one have improved so much that three of the four will be promoted to grade two. While this is not statistically significant, it is certainly what education is all about: helping the individual child to reach his potential within the classroom.

Figure 2.1

Listening

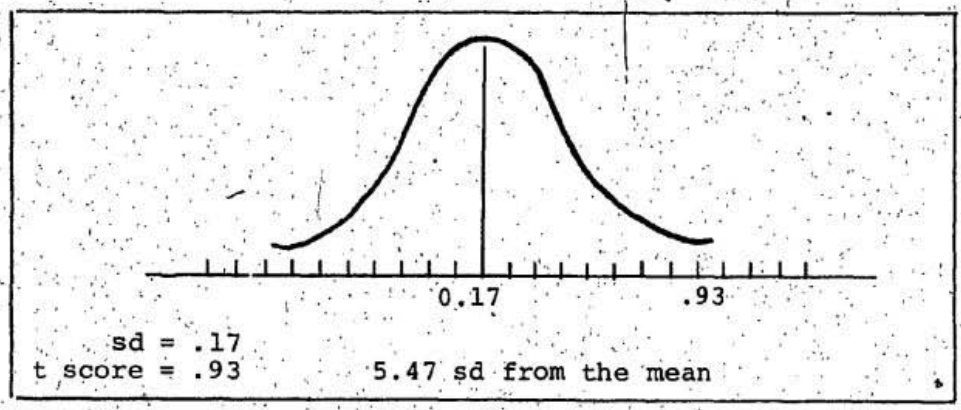
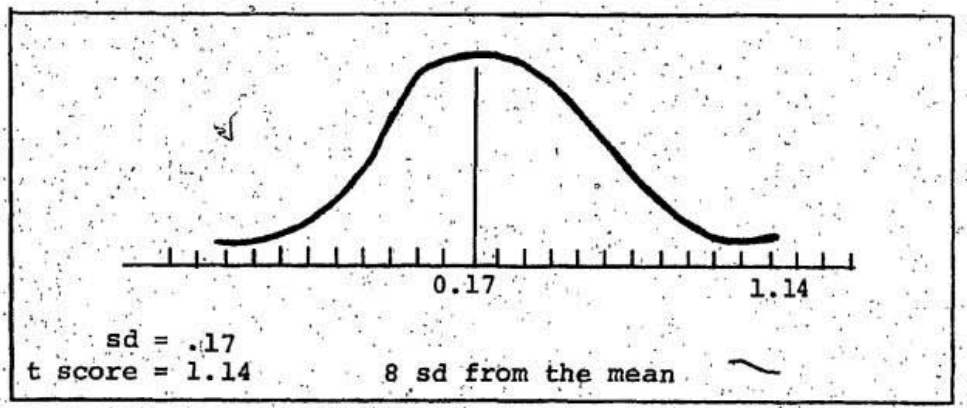


Figure 2.2

Reading



CHAPTER V

Summary, Conclusions, Recommendations

The purpose of this study was to construct a listening skills program and to assess its effects on the listening and reading skill development of grade one children. It was felt that directed listening experiences could be used to develop specific listening abilities.

Twenty listening skill lessons were constructed. They dealt with the specific skills of following directions, recalling ideas in sequence, identifying the main idea and expanding vocabulary. These lessons were taught by the classroom teacher as part of the regular language arts period during the morning session. The class was taught as a whole rather than via small group instruction. The lessons were taught in the second semester during the months of January and February.

The results of the difference between the mean scores and the pre- and post-tests indicated that the experimental group gained more than the control group in both listening and reading. Strangely, they made a bigger gain in reading than in listening, having gained .2 in listening and .3 in reading. These gains were not found to be significant when measured by a t-statistic. It was unfortunate that a really severe influenza attacked the students during the teaching and testing period. Many children were absent from the lessons and the post-test.

Most of the children were not really feeling "up to par" at that time.

This study did show that teaching listening skills to children in grade one can have a beneficial effect on (1) the child's ability to listen, and (2) the child's reading skill development. Children who are having difficulty in learning to read seem to profit greatly from planned instruction in listening. The time and effort it takes to develop those lessons is well worth it in terms of the benefit that those children get.

Children do profit from planned listening experiences. Sophisticated equipment and costly materials are not needed. Teachers can develop their own lessons making use of libraries and resource centres and even the regular workbooks and activity books that the children have as part of the basal language arts series.

In closing, it would seem necessary to emphasize again the importance of listening power. Professor Mark Neville said "More failures in academic and social growth can be traced to inability to listen than to any other single aspect of the language arts." (Wagner, 1960). Josephine Williams, Reading Consultant for the New Haven, Connecticut Schools, says: "Listening is the basis of all learning, whether in learning to read in first grade or in listening to lectures in college. Good listening habits must be established early by consistent practice in purposeful listening." (loc.cit.).

Recommendations for Further Research

1. Develop listening tests that measure different skills so weak areas can be diagnosed and remediated.
2. Tape the listening lessons and then study the three groups (1) tape taught, (2) homeroom teacher taught, (3) teacher (other than homeroom teacher) taught.
3. Replicate same study but with a greater number of subjects.
4. Investigate the listening skill development of pupils in the "traditional" versus the "open area" type schools.
5. Investigate the correlation, if any, between listening skill development and proficiency in mathematics.
6. Study the effects of a formal listening skills program on slow learners and the corresponding effect on their reading development.
7. Investigate small group versus large group instruction in listening, using heterogeneous and/or homogeneous groups.
8. Investigate the area of listening to determine sequence, simple word recall versus listening to stories, and denoting the sequence of ideas presented in the story.
9. Study the effects of listening lessons on denoting sequence and its correlation with reading, mathematics, science and other curriculum areas.

It was suggested that the present investigative study might generate more conclusive evidence if the

investigator's present grade one class (1980-81) were studied this year, and the scores from last year's (1979-80) and this year's experimental groups were to be matched on a comparison basis. The study was conducted with first graders who had attained some skill in reading. They were working at the Primer Level of the Basal Reading Series in use at that time.

This year, the language arts series has been changed (i.e., new copyright and new format), and the approach being used is radically different. There is now a definite emphasis on the experiential approach and reading for meaning. At the same time, there is a marked de-emphasis on the teaching and drilling of "skills." It is estimated that by January of this year the class may be working at the third pre-primer level, which is at least one level below that attained by the first graders at the same time last year.

As a further deterrent, the composition of this year's class is much different: one Hungarian child knowing no English at the beginning of the year, one deaf child, three repeaters, and one child with leukemia.

Given these factors, that is, an entirely different program, as well as a class makeup markedly dissimilar from last year's, it would appear impossible to replicate the study and that nothing would be gained from running it again.

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APPENDIX A

Introductory Lesson

Basic Goals - To aid the children in developing the ability to interpret and understand oral directions.

To recognize the importance of listening properly.

Specific Objectives - To follow simple directions given orally. To make up "rules" for good listening.

Give brief introduction, e.g., "Today children we are going to begin to play some games, that I hope will show you, that we do not all listen as well as we should. Some people are really good listeners, others are not.

Activity - The purpose is to show that different people hear different things when they listen to a speaker. First have two children leave the room. Tell the children to listen carefully, because someone else has to tell the story. Then tell a short story.

Tom always like to stop
and look at the pet shop.
One day he saw a brown and white dog there.

Call one child back in, have one class member tell the story to that child.

Call the second child back. Number 1 tells him/her the story. Then tell the children the original story again. Ask the children if there were any differences and why?

Play the game, "Do What I Say".

Teacher says - Touch the floor.

Stand on one foot.

Put your hand on your head.

Touch your nose and your foot.

Look sad and put your hands behind your back.

Discuss with children their reactions to these directions.

Give out a piece of paper. Tell children to listen carefully. I am going to ask you to draw some things. Do not start to draw until I have finished speaking. After you have finished you will have to tell me, in the right order, the things that I have said.

Are you ready? Listen!

I want you to draw a house. Put a tree next to it.

Draw a yellow sun in the corner of the page.

Begin.

Allow time for drawing. Check sheets.

Have the children repeat the directions. Make rules for good "listeners".

Notes for the Teacher:

It is recommended that you correct the seatwork pages immediately upon completion so that children will know how they are progressing.

Collect the seatwork pages and record the scores.

The children should lay down their pencils upon completion of each row, and pick them up after you have finished speaking.

Each lesson should be of approximately twenty minutes duration, and after completion of the seatwork pages, any remaining time could be used by reading a selection from the Dolch First Reading Books or the Dolch Pleasure Books. Tell the children they are to listen carefully and "make the pictures in their minds," and be ready to answer questions about the story. Any new or unusual words encountered could be discussed after the questions have been answered.

Lesson No. 2, pp. 1 & 2

Basic Goal - To try and help the children to become better listeners.

Specific Objectives - To teach the children the importance of listening by having them follow oral directions, such as placing a mark, near, above, or under a given picture.

Notes to the Teacher:

- Review the directions daily.
- Emphasize that the activities are to help them become better listeners.
- Give directions only once.

Today we will play some games using these sheets with the rows of pictures on them. (Review with the children the concept of over, under, and around.) We are doing this to help you become better listeners. You are to listen carefully to my directions. Then when I have

finished speaking, you are to mark one picture in the row. I will give each direction only once.

Are you ready? Let's begin.

Put your finger at the top of the page, on the big ball. Look at the four pictures in the row. Say the names of those pictures with me - nut, leg, net, nine. Now listen. Put an X on the picture of the NET. Wait 5 seconds. Then discuss the correct answer with the children. When you are sure everyone knows what to do, begin. Allow 5 seconds for the children to respond to each item.

1. Look at Row No. 1. Put a line under the picture of the SUN.
2. Row No. 2. Draw a circle around the PIN.
3. Row No. 3. Put a line over the DOG.
4. Row No. 4. Put a circle around the BUS.
5. Row No. 5. Put an X on the BOX.
6. Row No. 6. Put a line under the COW.
7. Row No. 7. Put a circle around the BAT.
8. Row No. 8. Put an X on the MAN.
9. Row No. 9. Put a line over the ROOF.
10. Row No. 10. Put an X on the BALLOON.

Correct all papers. Take them up and record scores.

Read a story from the Dolch Series - discuss - new and/or unusual vocabulary.

Lesson No. 3, pp. 3 & 4

Specific Objective - Following directions.

Now we will play more listening games. I will give you worksheets with the rows of pictures. You must listen carefully and mark the picture in each row.

Let's begin. Put your finger on the ball at the top of the page. Look at the picture on the row - the nut, the leg, the net, the nine. Put an X on the net.

Row 1 - Put a circle around the CAP.

2 - Put a line under the CAT.

3 - Put an X on the ANT.

4 - Make a line over the MAN.

5 - Draw a circle around the PIN.

6 - Make 2 lines under the COAT.

7 - Draw a square around the BELL.

8 - Make an X on the SIX.

9 - Draw a saucer under the CUP.

10 - Put a line under the MAN in the MOON.

Give out plain paper. Tell the children they are to draw a picture. Listen carefully - (Give one direction at a time and allow 10 seconds between each item.)

1. Draw a table at the bottom of the page.
2. Draw a bowl on the table.
3. Draw a circle under the table.

Have the children repeat the directions in sequence.

Lesson No. 4, pp. 5 & 6

Objective - Following directions.

Let's play more listening games. Look at your work sheets and listen carefully, please.

Put your finger on the ball at the top of the page. Look at the pictures in the row. Say them with me - nut, leg, net, nine. Put an X on the Net. Remember, do not mark the picture until I have finished speaking. Let's begin.

Row 1 - Draw a line under the HORN.

2 - Put a circle around the THUMB.

3 - Put a line over the DUCK.

4 - Put an X on the CHAIN.

5 - Draw a cross over the CHURCH.

6 - Put a square around the NURSE.

7 - Draw a line through the HORSE.

8 - Put 2 lines under the PURSE.

9 - Put a line under the FLOWER.

10 - Put an X on the FLY.

Give out plain paper for children to draw a picture according to directions given. Give only one direction at a time, ten seconds between each.

1. Draw a diamond shape in the middle of the page.
2. Divide the diamond into two parts from top to bottom.
3. Draw a little circle in the left part.
4. Put a triangle in the right part.

Have children repeat directions in sequence, as you draw on the board. Let them correct their own.

Lesson No. 5, pp. 7 & 8

Objective - Following directions.

Look at your worksheet and let's get ready to play more listening games.

Put your finger on the ball at the top of the page. Look at the picture in the row. Say them with me - nut, leg, net, nine. Put an X on the net. Do not mark any picture until I have finished speaking. Let's begin.

Row 1 - Put an X on the BREAD.

2 - Draw a line above the PLANT.

3 - Draw a square around the CROWN.

4 - Put 3 lines under the SQUIRREL.

5 - Put an X over the SMOKE.

6 - Put a circle around the FAIRY.

7 - Draw a line below the SCARECROW.

8 - Draw a line through the SCREW.

9 - Put an X under the GRAPES.

10 - Draw a circle around the CLOWN.

Give out plain paper for Direction Draw. This time give all three directions and children are not to begin until all directions have been given.

1. Draw a big square.
2. Put a ball on top of the square.
3. Put a hat under the square.

When all have finished, collect. Then have children recall in sequence the directions given.

Lesson No. 6, pp. 9 & 10

Objective - Following directions.

Row 1 - Draw a circle around the CAP.

2 - Draw a square around the WAGON.

3 - Put a line on top of the DOOR.

4 - Put a circle by the mouse's NOSE.

5 - Put an X on the LOCK.

6 - Put 2 lines under the MAIL.

7 - Put a cross on the HAT.

8 - Put an X beside the LEAVES.

9 - Make a candle on the CAKE.

10 - Put an apple by the PIG.

Give out plain paper for Direction Draw. Give all three directions. Children draw their picture.

1. Draw a large circle.
2. Put a small circle in the centre of the large circle.
3. Draw a large triangle below the large circle.

Collect papers. Have a child recall in sequence the directions while the appropriate picture is drawn on the board and discussed.

Lesson 7, pp. 11 & 12

Objective - Following directions.

Row 1 - Put a line under the cup and an X on the rope.

2 - Draw a circle around the doll and a line through the 7.

Row 3 - Put a line below the razor and a line above the rabbit.

4 - Put a hat on the moon and an X on the tire.

5 - Put an X on the cup and an X on the pipe.

6 - Draw a circle on the book and an X on the large bubble.

7 - Put a circle around the balloons and a square around the ring.

8 - Put spots on the frog and make a dish for the children.

9 - Draw a leaf on the apple and a feather in the hat

10 - Put an X on the fork and a line on the boat.

Direction Draw

1. Draw a large square.
2. Put a small triangle in the square.
3. Draw a circle inside the square.

Collect papers. Have children recall in sequence the directions given while the appropriate picture is drawn on the board and discussed.

Lesson No. 8, pp. 13 & 14

Objective - Following directions.

Remember don't mark any picture until I have finished speaking. (Allow 10 seconds between each item.)

Row 1 - Put an X on the umbrella and a circle around the spoon.

Row 2 - Put a line over the rabbit and a box around the leaf.

Row 3 - Put an X on the rocket and a ring around the rain.

4 - Put 2 lines under the tomato and a line through the bell.

5 - Put an X on the bat and a cross on the heart.

6 - Draw a collar on the dog and a ring around the dishes.

7 - Put an X on the sun and a line above the pear.

8 - Draw a bowl around the fish, make a banana for the monkey.

9 - Circle the hand and put three lines on the book.

10 - Put a square around the nine and a cup on the table.

Direction Draw

1. Draw a large rectangle.
2. Draw a square in the middle of the rectangle.
3. Draw a "happy face" in the square.

Collect papers. Children name the directions given in sequence while the correct picture is drawn on the board and discussed.

Basic Goal - To aid the children in developing the ability to listen to a short story and interpret the most important idea developed in that story.

Lesson No. 9, pp. 15 & 16

Specific Objective - Finding the main idea of a short story and indicating this by circling one of four pictures in a row.

Now it's time to play more listening games. Look at the top of your sheet. Put your finger on the ball. Say the names of the pictures - nut, leg, net, nine. Listen to this story.

John was running down the street.

He fell and cut his leg.

His mother put a bandaid on it.

Now which picture shows something that was talked about in the story? That's right, a leg. Draw a circle around the leg.

You are to listen carefully to the story and then when I have finished speaking put a circle around one picture in each row; the one that belongs with the story or goes best with the story.

Row 1 - Tony is in the school play. He plays the part of a princess. He has to wear a wig.

2 - We went out to the country. Dad lit a fire. We roasted marshmallows.

3 - The spider is a clever animal. He can trap his food by spinning a web.

4 - Barry and Geoffrey live a long way from school. It is too far to walk. A bus brings them to school each day.

5 - Autumn is a pretty season. All the leaves turn lovely colours of red, orange, brown and yellow.

6 - Some children eat their lunch at school. They do not bring pop to drink, because they know soda pop is not a good food.

Row 7 - Bill's father just bought a new jeep. It is red. Bill likes to ride in the jeep.

8 - Tom wanted to go to the movie. His mother said he could go. This made Tom very happy.

9 - It is suppertime. Baby Susan is going to have carrots and juice. Her mother puts her bib on her.

10 - Terry wanted to play in the snow. One of his hands got very cold. He only had one mitten.

Lesson No. 10, pp. 17 & 18

Objective - Finding the main idea.

(Introduction same as Lesson No. 9)

Row 1 - Dave went to the store with his mother yesterday. He bought a new cap. It has a peak to keep the sun off his eyes.

2 - Mother has a new lamp. Dad gave it to her for her birthday.

3 - Cindy was playing in the mud. Her mother called her in to lunch. She cleaned her feet on the mat.

4 - Leo made his own breakfast. He made toast. He put jam on it.

5 - Bob will be seven years old next Friday. He wants a catcher's mitt. He loves to play baseball.

6 - Mother came back from the store. In a bag she had some apples to make a pie.

Row 7 - At school the bell rings at noon.. It rings to tell everyone it is time for lunch.

8 - Trina looked out her window. She saw a bird. Her father said it was a bluejay.

9 - Paul's father went out on the lake. He caught a big fish. He ate it for supper.

10 - Carla was very happy. Her mother bought her a new dress to wear to the party.

Lesson No. 11, pp. 19 & 20

Objective - Finding the main idea.

(Introduction - same as Lesson No. 9; review rules for good listeners.)

Row 1 - Mary is in the school band. She plays the trumphet. She practises every night.

2 - Angus went to the zoo with his uncle. He saw many animals. He liked the whale spouting water the best.

3 - The kitchen chair was broken. Dad fixed it and gave it a new coat of paint.

4 - The large sailing ship drifted out to sea. The chain broke and the anchor was left behind.

5 - At church on Sunday, Dad wore his new shirt. He got it for his birthday.

6 - Nurse Jones comes to the school every Tuesday. She checks the students' eyes and ears.

Row 7 - Mother called to Joe. She wanted him to go to the basement and get a jar of beets.

8 - All workers need tools. A ruler is one tool what children use in school.

9 - Tulips are a sign that spring has come. Mother planted red, yellow and pink tulips in her garden.

10 - Tommy is very sad. His little dog Spot ran away. He hopes it will come back soon.

Lesson No. 12, pp. 21 & 22

Objective - Finding the main idea.

(Introduce the lesson and remind children they are to listen carefully and are not to mark any picture until you have finished speaking.)

Row 1 - It was lunch time. Mother sliced the bread and got some ham. She made sandwiches.

2 - Do you know where grapes grow? They grow on vines. They can be used for many things.

3 - The king was going to a special party. He looked for his crown. But he could not find it.

4 - Ned, Jane and Ann went to the circus on Friday. They saw lots of funny acts. They liked the clowns best of all.

5 - George is a really good swimmer. He is practising very hard. He wants to win the race tomorrow.

6 - Cinderella's fairy godmother saw to it that Cinderella went to the ball. "Remember," she warned, "you must be back by midnight."

Row 7 - Farmer Jones planted his corn in the Spring. He had to make a scarecrow to keep the birds away.

8 - Mother took Dan to the clothing store. Dan needs a new suit to wear on the school concert.

9 - Dad was late for work this morning. The tire on the car was flat. Dad had to fix it before he could leave.

10 - Jane asked her mother if there was anything she could do to help. She was told to get the broom and sweep the back steps.

Lesson No. 13, pp. 23 & 24

Objective - Finding the main idea.

(Introduce the lesson and remind children they are to mark only one picture in each row and to wait until you have finished speaking before they mark the picture.)

Row 1 - It was Halloween. Witchipoo was getting ready to go out for tricks and treats. She did not use her car. She always went on her broom.

2 - Mother is doing her spring cleaning. She shook her rug outside and left it there for awhile on the fence. When she brought it back in, she found a spider on it.

3 - Jamie has a big dog called Brownie. They love to play together. Brownie's favourite toy is a ball. Jamie's favourite, is his pet, Brownie.

Row 4 - We have a visitor in our house. We do not want him though. Do you know why? He is a mouse. Last night he chewed on Jane's skipping rope.

5 - Lemons grow on trees. Aunt Betty has a small lemon tree in her house. She keeps it in the living room next to the lamp.

6 - Melinda was playing at the beach. She did not have on her shoes. She walked on a nail. She had to go to the nurse to have her foot bandaged.

7 - The house next door to ours has been sold. A man, his wife and their little baby have just moved in. We hope they are happy in their new house.

8 - This fall, when all the leaves were changing, John's dad, who is a helicopter pilot took John and his friend Dave for a ride. They flew over the city for an hour.

9 - Mother made a big cake for the bake sale. She left it on the counter and went to get dressed for the sale. When she came back there was a big piece missing.

10 - Anna got up early Sunday morning. She moved around the kitchen very quietly. She got toast and jam ready and took it to her Mom and Dad.

Lesson No. 14, pp. 25 & 26

Objective - Finding the main idea.

(See introduction, Lesson No. 13.)

Row 1 - Colleen and Judy were having a party. They got the refreshments ready. They had sandwiches and cake and juice to drink. They had two kinds of juice, orange and apple.

2 - Joann will soon be seven years old. She can hardly wait because her Dad is going to take her to the circus. She knows that she will be able to get some balloons there.

3 - Andy loves it when bedtime comes. His mother always reads to him before he goes to bed. He loves stories about animals. One of his favourite books is about The Three Bears.

4 - The tires on the car are no good anymore. Dad has to get new ones. He is going to tie one of the old ones to a tree branch to make a swing.

5 - Jean was helping her mother do the dishes. She only broke one saucer. Now mother has a cup with no saucer to match it.

6 - At school on Thursday, the children in Grade One had a bubble blowing contest. The child who blew the biggest bubble got a book for a prize.

7 - Aunt Sally was cleaning her bathtub on Saturday morning. She lost her ring down the drain. Aunt Sally is really sad because it was her prettiest ring.

Row 8 - There are all kinds of contests. One contest which is held in the summer on the Prairies is a frog jumping contest. People come from far and near with their frogs to see who has the highest jumper.

9 - Grandmother has a pet pig named Albert. Grandmother wanted to take Albert to the fair to enter him in a contest. Albert did not want to go. Grandmother coaxed him with an apple.

10 - Uncle John went out to the lake for the day fishing. He took a small boat and went out to the middle of the lake. He did not catch one fish.

Lesson No. 15, pp. 27 & 28

Objective - Finding the main idea.

(See introduction, Lesson No. 13.)

Row 1 - It was raining "cats and dogs." Aunt Ann looked at her watch and saw it was almost time to go home for lunch. She got her umbrella and hurried home. She was glad that she had remembered to take it that morning.

2 - Tommy the turtle and a rabbit had a race. The rabbit was really fast but he was not careful. Tommy won the race because he watched where he was going and did not have any accidents.

3 - Mrs. Jones just had a new baby. Jane wanted to buy a gift for the baby. She could have gotten a nice hair ribbon or a bib. She bought the bib

because she knew the baby would need it when she was eating.

Row 4 - Jeff got some tomato seeds. He planted them in his garden. All through the summer he took care of his garden. He was rewarded with two lovely big red tomatoes.

5 - Susie wanted to make something for her mother. She got paper and crayons and made a picture of a tulip. She gave it to her mother to show that she loved her.

6 - Rex is a very playful dog. He thinks that he is still a pup. Yesterday he got Don's belt and chewed on it. Now Rex is in "the dog's house."

7 - This little piggy went to market. His mother sent him to the market to buy four pears. When the piggy got to the market he forgot what he was supposed to get. He bought home three apples.

8 - In the deep jungle, lives a little monkey called Chi Chi. Chi Chi spends a lot of time in the tall trees. He eats lots of bananas every day. He has to be careful, that he does not get caught by the tiger.

9 - Do you know where paper comes from? It comes from trees. The trees are cut down and trimmed and the logs are taken to the mills. There the logs are ground to pieces and mixed with chemicals and pressed to make paper.

Row 10 - Dad is making a table for Mother. He wants to give her a surprise for their anniversary. She has always wanted a new table for the kitchen, because the old one has many scratches on it.

Basic Goal - To aid the children in developing the ability to listen to a number of words and to recall the words heard in the correct temporal order.

Lesson No. 16, pp. 29 & 30

Specific Objectives - To listen to a list of names of pictures and to indicate the sequence in which they were presented.

Introduction - Today we are going to play more listening games, but we will play them a little differently than before. I am going to say three words and you have to listen carefully and mark which one you heard first, then the next one and the one you heard last by numbering them, one, two and three.

Put your finger on the ball. Listen, yo-yo, net, cat. Which word did I say first? That's right, yo-yo, trace over the number 1 in the box. What word did I say next. Net, trace over the dashed 2, and what was the last word? Cat. Put a 3 there with the cat.

Does everyone know what to do? Let's begin. Remember, don't mark any numbers until I've finished speaking. (Allow 10 seconds to mark.)

Row 1 - web, wagon, heart

2 - wallet, goose, cat

3 - moon, well, witch

4 - watermellon, sun, window

5 - yellow, green, blue

6 - glove, cat, flower

7 - skate, drum, pear

8 - chair, bird, worm

9 - arrow, valentine, comb

10 - eye, pony, lamp

Lesson No. 17, pp. 31 & 32

Objectives - Noting sequence.

Introduction - See Lesson No. 16.

Row 1 - apple, window, mouse

2 - bell, duck, bug

3 - tire, bat, saw

4 - mouse, ghost, hook

5 - flower, box, nine

6 - dishes, key, bed

7 - green, orange, red

8 - heart, wing, turtle

9 - mitten, grapes, tree

10 - kite, pumpkin, door

Lesson No. 18, pp. 33 & 34

Objective - Noting sequence.

Introduction - Same as Lesson No. 16 except name four pictures - sun, square, witch, pear. Discuss the correct numbering of the pictures, 1 - 4. Emphasize that they are to listen first, and not to mark any pictures until all four words have been said.

Row 1 - butterfly, table, wheel, book

2 - wagon, rabbit, chicken, hat

3 - tree, star, football, mitten

4 - sun, flower, ring, corn

5 - mouse, bow, fish, tent

6 - leaf, jack-o-lantern, lamb, pear

7 - monkey, kitten, apple, egg

8 - house, chair, hen, truck

9 - cow, kite, boot, duck

10 - pitcher, worm, ice-cream, flower

Lesson No. 19, pp. 35 & 36

Objective - Noting sequence.

Introduction - Same as Lesson No. 18.

After each row the children are to lay down their pencils and listen. They are to pick up their pencils after the four words have been said.

Row 1 - glove, violin, grapes, squirrel

2 - thread, caterpillar, cup, banana

3 - lamp, dog, kite, grass

4 - green, red, orange, black

5 - house, fish, sailboat, moon

6 - bell, heart, bat, nine

7 - nail, lock, door, box

8 - tomato, teapot, lion, toys

9 - heel, key, balloon, doll

10 - duck, moon, witch, ten

Lesson No. 20, pp. 37 & 38

Objective - Noting sequence.

Introduction.- Same as Lesson No. 18.

Remind children to lay down their pencils after they have completed each row.

Row 1 - boat, hose, bed, duck

2 - wallet, mail, bug, cap

3 - candle, tent, sailboat, web

4 - egg, tie, watermelon, log

5 - moon, wagon, goat, hands

6 - purse, flower, sink, ten

7 - butter, reindeer, ball, peach

8 - sandwich, sock, mouse, belt

9 - monkey, pear, cat, sun

10 - desk, saw, spintop, bird